

2021 Australian Early Development Census Technical Report

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List of acronyms

ABN	Australian Business Number
ABS	Australian Bureau of Statistics
ABS SCH	Australian Bureau of Statistics Statistical Clearing House
ACN	Aboriginal Community Number
AEDC	Australian Early Development Census
AEDI	Australian Early Development Index
CC	Aboriginal and/or Torres Strait Islander Cultural Consultant
AvEDI	Australian version of the Early Development Instrument
CCCH	Centre for Community Child Health
CURF	Confidentialised Unit Record File
CWG	Communications Working Group
EDI	The Early Development Instrument (developed in Canada)
ESL	English as a Second Language
EWG	Executive Working Group
LBOTE	Language Background Other Than English
MCDS	Measuring Children's Developmental Strengths pilot
MSI	Multiple Strengths Indicator
SAS	Statistical Analysis System (data analysis software)
SPSS	Statistical Package for the Social Sciences
STC	State / Territory Coordinator
SWG	Strategic Working Group
TKI	Telethon Kids Institute
URF	Unit Record File

Glossary

AEDC School Coordinator	A person nominated by the Principal to coordinate the data collection for the school. The AEDC School Coordinator may be the Principal or someone nominated by the Principal (e.g. deputy Principal, year coordinator, team leader).
Australian Early Development Census or AEDC	A population measure of young children's development based on a Teacher completed Instrument across five developmental domains (AEDC domains). Prior to 1 July 2014, the AEDC was known as the Australian Early Development Index (AEDI).
Australian version of the Early Development Instrument ('the Instrument')	The Early Development Instrument, which has been adapted for use in Australia.
Community	AEDC Communities are a geographic area, usually equivalent to a Local Government Area (LGA) and are made up of Local Communities (see 'Local Community').
Community Profile	The AEDC Community Profiles report the percentage of children on track, developmentally at risk and developmentally vulnerable for each developmental domain at the suburb or small area locality (Local Community) of the child.
Cut-off scores	<p>For each of the five AEDC domains, children receive a score between zero and ten, where zero is most developmentally vulnerable. In 2009, when the AEDC was first completed nationally, a series of cut off scores was established for each of the five domains. Children falling below the 10th percentile were considered developmentally 'vulnerable', children falling between the 10th and 25th percentile were considered developmentally 'at risk', and all other children were considered to be 'on track'.</p> <p>The cut off scores set in 2009 provide a reference point against which later AEDC results can be compared. These have remained the same across the three collection cycles. For example, in the 2018 AEDC only 6.6 per cent of children were considered developmentally 'vulnerable' on the language and cognitive skills (school-based) domain, using the cut off scores established in 2009.</p>
Data collection system	A secure data entry system designed specifically to manage data collection for the AEDC.
Developmentally at risk	The cut-off for an AEDC score to represent 'at risk' is based on the baseline set in the 2009 AEDC data collection. In 2009, children who scored between the 10th and 25th percentile of the national population were classified as at risk.
Developmentally on track	The cut-off for an AEDC score to represent 'on track' is based on the baseline set in the 2009 AEDC data collection. In 2009, children who scored above the 25th percentile (in the top 75 per cent) of the national population were classified as on track.
Developmentally on track on five domains (OT5)	The percentage of children who are classified as developmentally on track on five domains. Introduced as the third summary indicator nationally for the first time in Cycle 5.
Developmentally vulnerable on one or more domain/s (Vuln1)	The percentage of children who are classified as developmentally vulnerable on one or more AEDC domains.

Developmentally vulnerable on two or more domains (Vuln2)	The percentage of children who are classified as developmentally vulnerable on two or more AEDC domains.
Domain score	An AEDC score is calculated for each child for each domain that has 75 per cent or more questions completed. The AEDC scores range from 0 to 10 (0 is the lowest score; 10 is the highest score).
Domains	<p>The AEDC measures five areas, or domains, of early childhood development that form the foundations for later good health, education and social outcomes. These domains are:</p> <ul style="list-style-type: none"> • Physical health and wellbeing • Social competence • Emotional maturity • Language and cognitive skills (school-based) • Communication skills and general knowledge.
Early Development Instrument (EDI)	The Early Development Instrument (EDI) was developed in Canada to measure the developmental health and wellbeing of populations of young children. An Australian adapted version of the EDI is the Teacher completed Instrument used in the AEDC program
English as a Second Language (ESL) children	Children are considered to have ESL status where English is not their first language and they need additional instruction in English; or where English is not their first language and they have conversational English but are not yet proficient in English.
Geocode	A geographic location code (expressed as latitude and longitude) based on other geographic data, such as street address, locality, or post code.
Helpdesk	A dedicated helpdesk at the Social Research Centre that provides general and technical support for schools, teachers, parents, State and Territory Coordinators and other stakeholders.
Implied informed consent	Refers to the process by which parents / carers are informed about the AEDC (<i>the Parent Information Letter</i>) and have the opportunity to opt-out, in writing or verbally, if they do not want information to be recorded for their child for the AEDC.
Indigenous Adaptation Study	The purpose of this study was to adapt the Instrument to ensure its relevance and sensitivity to the needs of Aboriginal and Torres Strait Islander children. It was initiated by the Centre for Developmental Health and the Kulunga Indigenous Research Network at Perth's Telethon Institute for Child Health Research in 2007, on behalf of the national partnership between the Centre for Community Child Health and Telethon Institute for Child Health Research.
Language Background Other Than English (LBOTE)	Children are considered 'LBOTE' if they speak a language other than English at home, or if they speak English at home but are still considered to have ESL status.
Local community	<p>A small area locality, usually representing a suburb or town. For its results to be reported Local Communities must have a minimum of 15 children and two Teachers.</p> <p>Results are not reported if more than 20 per cent of children were identified as children with special needs.</p>

Measuring Children’s Developmental Strengths	A pilot project conducted in a small number of schools during Cycle 4 to explore the possibility of extending the range of development that is measured by the AvEDI through the addition of items measuring children’s developmental strengths.
Multiple Strength Indicator	A measure of children’s developmental strengths using questions from the AvEDI and focuses on the more advanced skills, competencies, and dispositions to explore how many ‘strengths’ children have at school entry.
Parent information letter	Letter available for download from the AEDC website, for distribution by schools to parents / carers of children in the first year of full-time school. The letter informs parents / carers about the AEDC and stipulates the privacy and confidentiality provisions that apply. In previous Cycles this letter was provided in the <i>School Leader Pack</i> but it was separated in Cycle 5.
Participation rate (child)	The number of completed Instruments, as a proportion of the total estimated number of children eligible to participate in the AEDC.
Participation rate (school)	The number of schools which participated in the AEDC, as a proportion of the total estimated number of schools eligible to participate in the AEDC.
Pre-population	The population of background / demographic items in the Instrument, such as child name, residential address and date of birth, from administrative data, in advance of the commencement of Instrument completion.
Preliminary School Snapshot	A preliminary report generated from raw data directly from the data collection system and available to download by AEDC School Coordinators upon finalising their school’s participation in the collection. The Snapshot is a two-page report including line chart trends of AEDC domain and summary indicator results for the school and general information about the report, the AEDC, and additional resources. Trialled in all jurisdictions in Cycle 5 except Western Australia.
Post-population	The population of items in the Instrument, such as child demographics or attendance data, from administrative data, as part of post-data collection activities. These items are suppressed in the data collection system during Instrument completion.
Proficient in English	<p>Proficient in English refers to what is expected of the average monolingual English speaker in a similar phase of development. For the AEDC, children are considered proficient in English if Teachers answered ‘average’ or ‘good / very good’ to the Australian version of the Early Development Instrument question: ‘How would you rate this child’s ability to use language effectively in English?’</p> <p>This question refers to the child’s use of the appropriate words and expressions at appropriate times, as well as the child’s contribution to conversations. Effective use is defined as ‘use sufficient to convey the desired message’. Only basic grammatical concepts need to be adhered to, so long as the meaning is clear. Teachers were asked specifically to consider English language skills.</p>

School activation	Process of schools ‘registering’ for the AEDC and ‘setting up’ the school on the secure data collection system, prior to the commencement of Instrument completion by Teachers.
School frame	A reference table containing contact and location information for each school with children who are in scope for the AEDC.
School Leader Pack	Information provided to schools to assist with planning for the AEDC, as well as the completion of school activation.
School Profile	School Principals receive an AEDC School Profile which provides information about the number of children attending the school who are considered to be developmentally vulnerable, and those performing well, compared with all other children across Australia. School Profiles can be used for school planning but are not intended for general publication.
School Profile Addendum	The addition of comparative State / Territory and national results to the School Profile.
Small schools	A school with less than 6 children enrolled in the first year of full-time school.
Special needs	A child is considered as having special needs if they require special assistance in the classroom because of chronic medical, physical, or intellectually disabling conditions (e.g., Autism, Cerebral palsy, Down syndrome) based on a medical diagnosis or diagnoses.
Special schools	A school dedicated to children with special needs.
State / Territory Coordinators	State and Territory Coordinators provide leadership, oversight and co-ordination of the implementation of the AEDC in their jurisdiction.
Teacher Pack	Information provided to schools to support Teacher training for the AEDC.
Valid domain scores	Scores are flagged as invalid for children who have been in class for less than one month, are less than four years old or where Teachers complete less than 75 per cent of the items in any given domain.
Valid Instrument	A completed Instrument for a child older than 3 years where the child is not considered to have ‘special needs’; and where a maximum of one valid domain score is missing.

Executive summary

AEDC background, objectives and scope

The Australian Early Development Census (AEDC) is a population-based measure of children's development as they enter their first year of full-time school, adapted from the EDI developed in Canada.

The AEDC measures five areas, or domains, of early childhood development from information collected through a Teacher completed Instrument:

- physical health and wellbeing – measures children's physical readiness for the school day, physical independence, and gross and fine motor skills
- social competence – measures children's overall social competence, responsibility and respect, approaches to learning and readiness to explore new things
- emotional maturity – measures 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) – measures children's basic literacy, advanced literacy, basic numeracy, and interest in literacy, numeracy and memory
- communication skills and general knowledge – measures children's communication skills and general knowledge based on broad developmental competencies and skills.

Although information is collected from Teachers, results are reported for the community where children live, not where they go to school.

Following the success of the first national implementation of the AEDC in 2009, the Australian Government made a commitment to ongoing data collection cycles every three years. Subsequent rounds of the AEDC have since been completed every three years, with the 2021 collection being the fifth collection (Cycle 5).

Instrument and workflow changes for Cycle 5

A key theme for the last two cycles has been to maintain overall consistency of approach and this was reflected in only minor Instrument refinements and modifications to the workflow. This technical report highlights where processes and workflows were updated relative to the last cycle (Cycle 4).

Instrument item changes for Cycle 5 were minor and limited to background information item P3 'Job title of Aboriginal and Torres Strait Islander Cultural Consultant'. In response to feedback from Cycle 4 that the generic list of job titles was not relevant in all States / Territories, a jurisdictional-specific list of job titles was developed in Cycle 5. Use of the 'other' category in the list of job titles decreased from 19.1 per cent in Cycle 4 to 15.7 per cent in Cycle 5, which is a modest improvement.

The other key change to the Instrument for Cycle 5 was in the on-screen presentation of pre-populated child demographic items in a 'child information panel', for quick review and confirmation by the Teacher rather than as individual questions. The items in the child information panel remained editable by the Teacher.

As shown in section 3.5.3, the average Instrument completion time reduced by 3.4 minutes in Cycle 5 relative to Cycle 4.

The main workflow changes for Cycle 5 included: a simplified school activation workflow and increased activation reminder activity; the inclusion of field testing of the data collection system with

school end users in addition to an improved test system for State and Territory Coordinators (STCs) and other stakeholders; pre-population of school bank details via the school frame, which further streamlined the invoice submission workflow and allowed removal of the Financial Manager role; further expansion of the bulk upload option available to individual schools not covered by central pre-population; the introduction of the Preliminary School Snapshot in most jurisdictions; and wider dissemination of complete microdata to non-Government sectors.

Achieved participation rate summary

Between 3 May and 21 August 2021, a total of 17,571 Teachers from 7,470 Government and non-Government schools completed Instruments for 305,015 children in their first year of full-time school.

The school participation rate for Cycle 5, as published in the 2021 AEDC National Report, was 95.7 per cent, exceeding the target school participation rate of 95 per cent. The school participation rate achieved in Cycle 5 is slightly lower than the previous two cycles (96.7 per cent in both Cycle 3 and 4) but on par with the first two cycles of the census (both 95.6 per cent). It is relevant to note that COVID-19 impacted schools during the Cycle 5 collection, particularly in Victoria towards the end of the collection period.

The child participation rate for Cycle 5 was 95.5 per cent, exceeding the target child participation rate of 95 per cent. It was slightly lower than the child participation rates achieved in previous collections (96.4 per cent in Cycle 4, 96.5 per cent in Cycles 2 and 3, and 97.5 per cent in Cycle 1).

Key issues for future collections

Key issues for future collections include:

- The development of strategies to maintain the overall school and child participation rates and maximise the Independent schools sector participation rate.
- Continuing with the momentum of 'early school activation' achieved in Cycle 5, through awareness building activities, timely distribution of supporting materials to schools for initial planning, timely and smooth access to the data collection system to facilitate school activation activities upon receipt of materials, retention of the activation 'soft deadline' and associated reminder activity.
- Making a decision early in the Cycle 6 planning process around the inclusion or otherwise of the Measuring Children's Developmental Strengths (MCDS) questions, as this will impact several workflows, including the Instrument presentation, Teacher training resources, Teacher relief reimbursement and all levels of reporting and data presentation.
- Consideration for supporting materials to undergo a significant refresh for Cycle 6, and fine-tuning and field testing on-screen instructions in the data collection system together with supporting materials.
- Consideration for updating the narrative or process relating to the use of Aboriginal and Torres Strait Islander Cultural Consultants to support the collection.
- Minimising Teacher burden through attention to timely planning for the pre-population process, restriction of pre-population items for review / editing by the Teacher and further expansion of the bulk upload feature for schools not included in centralised pre-population.
- Improving STCs' attention to the resolution of queries resulting from historical data matching prior to the school frame being loaded into the system, to prevent manual work during the reporting phase to match schools to their historical data.

- Investigating the needs of schools in terms of reports, establishing whether all three school reports (Preliminary School Snapshot, School Profile, School Profile Addendum) should be retained, and what changes, if any, in report content are desirable.
- Assuming the School Profile is retained, establishing whether the distribution of the School Profile can reasonably be brought forward to October, with the exclusion of post populated school attendance data. Consideration to a data collection period that finishes at the end of Term 2, with no discrete 'mop up' period and no provision for an extension to data collection to facilitate this.
- A schedule which provides an adequate window for post-collection activities including post-population, data cleaning, data quality assurance processes and report preparation.
- Consideration of an approach to reporting 'strengths' measures, including the possible incorporation of On Track on Five domains (OT5) in School Profile and Community Profile products, the retention or otherwise of the Multiple Strength Indicator (MSI), associated messaging, with due consideration to the accompanying website / Data Explorer updates, and reporting product template updates.
- Develop a clear process and schedule for releasing reports and data products to stakeholders, with agreements / certification forms in place well in advance.
- Investigate new functionality within the data collection system to:
 - minimise the incidence of 'duplicate children'
 - centralise notes between STCs and the AEDC Helpdesk (the helpdesk)
 - consider school-led approaches to multi-campus school flags (for participation / reporting through head campus) as part of school set up
 - include live reporting, and potentially an early view of child participation by AEDC Community and Local Community reporting areas in the STC dashboard.

1. Introduction

1.1 About the AEDC

The AEDC is a national measure of children’s development, as they enter their first year of full-time school.

The AEDC highlights what is working well and what needs to be improved or developed to support children and their families by providing evidence to support health, education and community policy and planning.

The AEDC is undertaken every three years, with the 2021 AEDC being the fifth round of data collection.

The census involves Teachers of children in their first year of full-time school completing a research tool – the Australian version of the Early Development Instrument (‘the Instrument’) – which has been adapted from the Canadian Early Development Instrument (EDI).

The Instrument collects data relating to five key areas of early childhood development referred to as ‘domains’, these include:

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

The AEDC domains have been shown to predict children’s later outcomes in health, wellbeing and academic success.

The total number of children included in the AEDC and the number of Teachers and schools contributing to the results of the five collections are summarised in Table 1.

Table 1 Number of children, Teachers and schools participating in the AEDC nationally

Year of data collection	2009	2012	2015	2018	2021
Total number of children included	261,147	289,973	302,003	308,953	305,015
Teachers contributing to the results	15,522	16,425	16,968	17,508	17,571
Schools contributing to the results	7,422	7,417	7,510	7,507	7,470

For further background information about the AEDC program and results, refer to www.aedc.gov.au/about-the-aedc.

1.2 About this report

This report sets out to document the technical aspects of the 2021 AEDC Data Collection, with a particular emphasis on the evaluation of processes, workflows, and response dynamics.

With the program in its fifth cycle, a large number of these processes and workflows are well established and require only minor refinements relative to previous cycles.

This report seeks to:

- provide a detailed description of Cycle 5 data collection processes (Section 2), highlighting particularly where refinements were made relative to Cycle 4 and including a discussion of key challenges and opportunities for further process improvement
- analyse selected aspects of the collection, with a view to identifying opportunities for improved execution of future implementations (Section 3)
- summarise issues for consideration for future implementations (Section 4).

Detailed technical and reference information is appended to this report.

For detailed information about AEDC data, including a comprehensive [AEDC Data Dictionary](#), as well as a range of data management policy documents, refer to <http://www.aedc.gov.au/researchers>.

For analysis of the Cycle 5 results, refer to the [2021 AEDC National Report](#).

2. Review of AEDC data collection processes

2.1 Project establishment and governance

This section provides an overview of key project stakeholders, project governance arrangements, and other key establishment tasks, such as ethics clearance. These remained largely unchanged this Cycle.

2.1.1. Key stakeholders

The AEDC is a collaborative project, involving a number of entities, where the capacity to engage effectively with stakeholders is a critical success factor for the project. The Australian Government, represented by the Department of Education (the department), works in partnership with eminent child health research institutes – the Centre for Community Child Health (CCCH) at the Royal Children's Hospital, Melbourne, the Murdoch Children's Research Institute (MCRI), Melbourne and the Telethon Kids Institute ('TKI'), Adelaide – as well as State and Territory Governments, to implement the AEDC program.

STCs are funded by the department to provide leadership, oversight, and coordination of the implementation of the AEDC in their jurisdiction. The focus of the STC role is to engage key stakeholders of the AEDC, to support communities, schools and Teachers in the successful implementation of the AEDC, to increase awareness of the AEDC and to assist communities to use the AEDC results.

STCs are fundamental to the achievement of the school and child participation rate objectives of the collection and are supported during the data collection period through:

- maintenance of the STC portal as a repository of reference and supporting information
- the provision of induction training to new STCs in relation to specific aspects of the collection
- a project plan, identifying STC activities and priorities during various phases of the collection
- engagement in the data collection system specification process, to work through the implications of proposed refinements to the workflow and enhancements for the data collection system (such as simplified school activation, absorbing the Financial Manager role into the AEDC School Coordinator role, and improvements to STC dashboard functionality)
- engagement with STCs and jurisdictional data managers in *School Frame and Pre-population Specifications* development, refinement, and preparation
- involvement of STCs in the data collection system testing process, including structured processes for providing feedback from testing, and a comprehensive system orientation session
- STC training on how to best use the STC dashboard
- tailoring of standard project communications, such as the content of *School Leader Pack* and *Teacher Pack* and the content of email reminders, to incorporate STC-led jurisdictional requirements
- access to the AEDC helpdesk for agreed outbound support services

- the development of tools to facilitate the 'boundary review' process (a process whereby STCs in conjunction with relevant support in their department, have the ability to either create new AEDC Local Communities or Communities or update existing boundaries in response to significant population growth or decline, for historically unreportable communities or to align with State / Territory specific boundary changes).
- the development of analysis tools such as a Power BI dashboard to complement other data products, and support analysis and presentation of AEDC results.

TKI supports all States and Territories to implement the AEDC and provides strategic advice to the project and to STCs, specifically:

- facilitating regular teleconferences and meetings
- undertaking research and analysing the ways in which the AEDC data is currently used in communities
- identifying the development needs of STCs
- facilitating the delivery of support and training to STCs
- developing AEDC resources
- developing written materials to assist STCs investigate and access other sources of funding
- hosting the AEDC Conference (held in Melbourne in March 2021).

TKI also plays a key role in quality assurance of the AEDC data.

Other key stakeholders in the data collection include school sector organisations (Government, Catholic and Independent sectors), schools, Principals, AEDC School Coordinators, Teachers, Aboriginal and Torres Strait Islander Cultural Consultants, parents, community organisations, and the wider research community.

2.1.2. Overview of project management arrangements

The Early Childhood and Youth group is responsible for overall program management within the department.

The AEDC National Committee comprises of representatives from the department, each jurisdiction, the Australian Bureau of Statistics, the Australian Institute of Health and Welfare, the Department of Health and the Department of Social Services. TKI, as a content expert, and the Social Research Centre, as the contracted Data Management Agency, are represented as non-voting members.

The role of the AEDC National Committee is to guide the national implementation to ensure the potential value of the AEDC to contribute to early childhood outcomes is realised through:

- monitoring overall progress and issues reported by the STCs
- high level oversight of the AEDC implementation, including collection, processing and dissemination of findings and data
- overseeing the development of the AEDC national, community and school reports and, for Cycle 5, the development of the Preliminary School Snapshot trial
- acting as a forum to share knowledge and expertise on how the findings can translate into services that improve outcomes for children
- identifying successful strategies to use the findings to influence change more broadly.

The Strategic Working Group (SWG) was formed in early 2018 and comprises representatives from the department, CCCH, TKI and the Social Research Centre. The role of the SWG is to provide advice to the department on:

- future strategic applications and directions of the AEDC
- technical and policy issues involving the AEDC and the Australian version of the Early Development Instrument (AvEDI)
- clinical issues relating to the AvEDI and AEDC (e.g. reporting on children with special needs).

The Communications Work Group (CWG) was formed in 2014 and reconvened for Cycle 5 in May 2020. It comprises representatives from the department, TKI and the Social Research Centre. The role of the CWG is to work collaboratively to:

- develop AEDC communication materials
- co-ordinate engagement
- ensure all AEDC communication materials are consistent, technically accurate and practical
- ensure overarching communication objectives are met.

AEDC project issues were discussed and addressed through a series of structured meetings, including:

- quarterly AEDC National Committee meetings
- quarterly STC face-to-face meetings (these moved online due to COVID-19)
- monthly STC teleconferences
- fortnightly data collection-specific STC workshops led by the Social Research Centre in the lead-up to the collection (August 2020– March 2021)
- regular CWG meetings
- Quarterly to biannual SWG meetings
- weekly teleconferences between the department and the Social Research Centre.

Additional meetings were convened as required.

2.1.3. Ethics

For Cycle 5, the AEDC project ethics submission was de-linked from other CCCH projects that have been added to the original AEDC ethics application. The Cycle 5 AEDC ethics application was submitted by the department to the Royal Children's Hospital Human Research and Ethics Committee (HREC). The following documents were provided in the HREC submittal:

- a copy of the 2021 AvEDI Instrument
- a copy of the 2021 Parent letter
- Protocol (v15), dated 18 September 2020
- the Annual Report, dated 27 March 2020.

Ethics approval was received from the Royal Children's Hospital HREC, Melbourne on 11 November 2020 (HREC Reference Number: 24051).

An amended parent letter (v2.0, dated 5 February 2021) was reviewed and approved by HREC on 1 March 2021. This was in response to the ethics committee requirement to simplify the language of the *Parent Information Letter* so that it became very easy for parents to read and understand.

2.1.4. Privacy and confidentiality

At all stages of the AEDC data collection and data preparation processes, the privacy of individuals involved either as data collectors (the Teachers) or as data sources (the children) was maintained in accordance with the *Privacy Act 1988* (Privacy Act), the Australian Privacy Principles and State / Territory privacy legislation and policies.

For a brief discussion of privacy issues relating specifically to the provision of pre-population information, refer to Section 2.6.5.

2.1.5. Key challenges and considerations for future collections

Overall, the project governance arrangements worked well and the CWG and the SWG provided valuable guidance across the Cycle 5 period, although the SWG did not always meet quarterly. Governance arrangements for future collections could be reviewed.

Ethics clearance and privacy issues would ideally be addressed at a very early stage in the preparations for Cycle 6. For Cycle 5, parent letter content issues, where the department's lawyers raised concerns about whether the collection should be 'opt-in' rather than opt-out / implied informed consent almost compromised the timing of *School Leader Pack* distribution and the timing of the collection overall. Ethics and privacy issues are highly likely to resurface in Cycle 6.

For Cycle 6 it remains essential that the overall project schedule reflects the need to consult widely with stakeholders prior to implementation, and that the role of the AEDC National Committee in the final ratification of key aspects of the collection is maintained.

2.2 Data collection system specification and workflow development

This section describes the specification for the data collection system for Cycle 5, and how the workflows were developed and refined in response to stakeholder needs and feedback.

Key aspects of the workflow and system features are reviewed at Section 3.7.

2.2.1. Department's brief for the Cycle 5 data collection system

The department's core requirement for Cycle 5 was for the incremental refinement, testing and deployment of the existing secure and user-friendly data collection and invoicing system, in consultation with project stakeholders.

Other key features of the Cycle 5 data collection brief included:

- utilisation of a 'school frame' (list of schools) provided by the department / jurisdictions
- pre-population of the data collection system with selected child demographic items from jurisdictional administrative records
- management of data collection and supporting the STCs to maximise responses to achieve the target participation rates for children and schools

- management of Teacher relief reimbursement payments to schools through an invoicing system that accommodates different pay rates by jurisdiction and sector, different timeframes and payment options
- provision of regular data collection progress updates to the department and relevant stakeholders.

Consistent with the theme of maintenance and incremental improvement of the existing system, there was an expectation that the Cycle 5 data collection system would be broadly similar to that used in the previous collection.

2.2.2. Challenges to address from Cycle 4

Challenges to address for Cycle 5, as informed by the Cycle 4 Technical Report and subsequent consultations with stakeholders included:

- the development of strategies to maintain the overall school and child participation rates and maximise the Independent schools sector participation rate
- improving the data collection system testing functionality to cover the entire workflow (from school activation to school finalisation), with sufficient time for stakeholder feedback and re-testing prior to going 'live'
- facilitating a strong start to data collection through awareness building activities, timely distribution of supporting materials to schools for initial planning, and timely access to the data collection system to facilitate 'early activation' and 'school set up' activities upon receipt of materials
- improving the school frame preparation and finalisation processes
- ensuring the data collection system was easy to navigate for users and providing a clearer line of sight regarding progress through the workflow and next steps
- minimising Teacher burden through attention to timely planning for the pre-population process and, potentially, expanding the items to pre- or post-populate
- developing a schedule which provides an adequate window for post-collection activities including post-population, data cleaning, data quality assurance processes and report preparation.

Initial workflow development for the Cycle 5 data collection system specifically sought to address these issues, with a view to delivering an improved overall user experience and enhanced features, relative to Cycle 4.

2.2.3. Workflow development consultation process

For the Cycle 5 collection, the Social Research Centre ran a series of workshops with STCs to focus on data collection system specification. Due to COVID-19 and the remote working environment, these were set up as online sessions (Zoom) that ran fortnightly from 1-3 pm (AEST) on Friday afternoons. Sessions were recorded and available on the STC portal.

The themes for these workshops were identified with STCs during the STC teleconference on 23 July 2020. Following this meeting, a schedule for the workshops was developed and shared with STCs as shown in Table 2. Background material was shared ahead of each workshop where relevant.

Workshops were structured in a way to briefly cover the 2018 process before running through the proposed changes and seeking input and feedback from the STC team. The sessions provided beneficial feedback on new concepts, helped refine functionality, as well as provided important background information for new STCs and a reminder of data collection system processes for existing STCs.

The 2020 workshops culminated in a 'design preview' session on 30 October 2020 which was the STCs' first exposure to the proposed data collection system to see how a school would progress through the workflows, followed by an interactive STC / STC helper orientation session on 4 December 2020. Following this, STCs / STC helpers were given access to the system for testing in their own time over the month of December.

The workshops reconvened in the lead up to the collection, once school frames had been loaded and there was 'real data' in the system. These sessions focussed on STC dashboard functionality, progress monitoring and how to support schools during data collection.

Table 2 STC workshop schedule for Cycle 5

Workshop	Topic	Date
1	School frame	7 August 2020
2	Pre-population (incl bulk upload), post-population and Instrument	21 August 2020
3	School activation	4 September 2020
4	Finalisation, invoicing and exceptional circumstances	18 September 2020
5	2021 Key dates	2 October 2020
6	STC dashboard / CC functionality	16 October 2020
7	Design preview	30 October 2020
8	School Leader / Teacher packs, system testing	13 November 2020
9	STC / STC helper data collection system orientation session	4 December 2020
10	Functionality of the STC Dashboard	18 March 2021
11	Progress monitoring	9 April 2021
12	Supporting schools in the collection	7 May 2021

In addition to STC workshops, the Social Research Centre ran an online information session with data managers from each jurisdiction and sector on 25 September 2020 to discuss school frame, pre-population and post-population activities to ensure these matters could be tended to in a timely and efficient manner for Cycle 5. STCs were also invited along to this session. The Victorian STC requested a separate meeting for data managers from the Victorian Catholic and Independent sectors which was held on 31 July 2020.

Draft specification documents for these processes were shared with data managers following these sessions and finalised through a consultation process that ran from mid-September to mid October 2020.

2.2.4. Final workflow overview

The final workflow incorporated the following 'roles' within each 'unit' (school campus) for Cycle 5. The role of the Financial Manager was absorbed into the AEDC School Coordinator role in Cycle 5.

- **Principal** – receive the *School Leader Pack*, commence the process of setting up the school on the data collection system by 'activating' the school (where this was not delegated directly to the AEDC School Coordinator). Subject to the established business rules, the Principal was required to verify the identity of the person playing the role of AEDC School Coordinator. Where the Principal delegated the role of AEDC School Coordinator, the Principal was not required to create an account in the data collection system.
- **AEDC School Coordinator** – set up the school on the data collection system, identify the Teachers who would be completing Instruments and the availability of Aboriginal and Torres Strait Islander Cultural Consultants, coordinate the entry of child demographic information where there was no pre-population either manually or via 'bulk-upload', invite Teachers and Aboriginal and Torres Strait Islander Cultural Consultants to register on the data collection system, monitor overall progress with the collection at the school (a Coordinator dashboard was set up in the system in Cycle 5 to facilitate this), act as the focal point for system generated alerts and reminders, sign off that all Teachers had finished Instrument completion activity, review the parameters of the Teacher relief reimbursement invoice (number of Teachers trained, number of Instruments completed etc.), and confirm school bank account details where these had been pre-populated or add these manually, prior to submitting the invoice. AEDC School Coordinators also had the capacity to assign children to Teachers to create a 'class list' for each Teacher, to provide feedback via the AEDC School Coordinator feedback survey and to download the Preliminary School Snapshot.
- **Teacher** – responsible for the completion of Teacher registration questions, completion of Teacher training, class list preparation, provision of reason for child non-participation, Instrument completion, class list maintenance and the completion of the Teacher feedback questions.
- **Aboriginal and Torres Strait Islander Cultural Consultant (CC)** – added as a distinct role in the data collection system for the first time in Cycle 4, with the option for the Aboriginal and/or Torres Strait Islander Cultural Consultant to register on the data collection system like a Teacher and go through a similar registration, training and feedback provision process.

Refer to [Appendix 1](#) for an overview of the data collection workflow.

2.2.5. Workflow innovations and system enhancements for Cycle 5

The main workflow innovations and system enhancements for Cycle 5 included:

- a simplified and enhanced school activation process, whereby the start of the data collection on 3 May 2021, 76 per cent of schools had activated, more than double the previous cycle where only 29 per cent of schools had activated at this point. This was achieved by:
 - reviewing School Leader Pack messaging to prioritise 'activation' over 'preparing for the AEDC'
 - splitting out 'Activation' and 'School set up' into two distinct tasks to make the 'activation' component as quick as possible
 - adding a checkbox in the data collection system for schools to advise that their Principal email address on file was incorrect, so as to trigger STC activity

- additional reminder activity during the activation period - for some jurisdictions this included a school activation 'cut off' date.
- inclusion of additional functionality where the AEDC School Coordinator could request a calendar reminder either two weeks, one week, or one day prior to their nominated data collection start date which was sent as an email attachment during the activation process
- inclusion of school bank account fields on the school frame (e.g. BSB, account number, account name), which when pre-populated auto filled the relevant fields in the data collection system. Where jurisdictions intended to use a centralised account to receive Teacher relief reimbursement payments, these details were able to be 'locked' so that they could not be edited by the school. This initiative facilitated the removal of the Financial Manager role, as this role was now considered redundant
- further expanding the items available in the 'bulk upload' tool, a feature to upload child information for schools that did not participate in pre-population (largely the Independent schools). A preview of the data prior to upload was also added in Cycle 5 to allow the AEDC School Coordinator to see the quality of the data being uploaded, as well as real-time editing of the previewed data to avoid the AEDC School Coordinator needing to re-upload the data to fix small issues
- the creation of a 'child information panel' on the first page of the Instrument that included pre-populated child demographic items (sex, address, Aboriginal Community Name, date of birth, country of birth, Year of arrival, Child repeating year) for quick Teacher review (these remained 'editable') rather than the individual items in their original place in the Instrument
- improvements to STC dashboard functionality, mostly related to improved sorting and filtering
- the creation of an AEDC School Coordinator dashboard within the data collection system that used traffic light system to indicate when key tasks were completed and to foreshadow next tasks
- improvements to the school frame preparation and finalisation processes, that ensured timely delivery of files for Cycle 5
- a 'post-population' trial for jurisdictions and sectors participating in post-population of attendance data, as reassurance that data could be provided to specification before suppressing items in the Instrument
- enhancements to data collection system testing (e.g. skip button) and better engagement from STCs in system testing and providing feedback
- a Preliminary School Snapshot generated via the data collection system immediately upon schools finalising their participation in data collection.

Refer to Sections 2.3.2, and 3.7 respectively for details of enhancements to the Instrument for Cycle 5, and evaluative analysis of data collection system features and workflows.

2.2.6. Key challenges and considerations for future collections

The MCDS project that was piloted in Cycle 4 was not deployed in Cycle 5 due to increased time pressure on schools as a result of the COVID-19 pandemic, coupled with unresolved concerns in some jurisdictions regarding the lack of additional Teacher relief budget for the MCDS. If the MCDS is deployed for Cycle 6, a number of AEDC workflows will be impacted including Instrument refinement,

communications, progress reporting, invoicing and data deliverables. For further background on the MCDS Pilot project, refer to the series of reports authored by TKI.

The process of reviewing feedback from various stakeholders (AEDC School Coordinators, Teachers, Aboriginal and/or Torres Strait Islander Cultural Consultants, STCs, helpdesk operators) to identify areas for improvement, propose modifications, obtain feedback and refine system specifications works well and is recommended again for next cycle. Given the generally very positive feedback regarding the data collection system (over 93 per cent of AEDC School Coordinators found all aspects of the system easy or very easy to use in Cycle 5) identifying and resolving residual specific 'pain points' in the data collection system should be prioritised.

Further system and workflow refinements noted for Cycle 6 include:

- seeking to reduce the incidence of duplicate child information being uploaded (e.g. via bulk upload and pre-population). This may be achieved by having a separate set of fact sheets / messaging for schools which participate in centralised pre-population (Government and Catholic Sector) as opposed to those which do not (e.g. Independent sector), to better tailor supporting documents. Alternatively, a system block or 'soft warning' could be considered when AEDC School Coordinators attempt to bulk upload when pre-population data for their school is already present in the data collection system
- further enhancements to the STC dashboard, such as a live progress monitoring dashboard rather than Excel reports
- refinement to the AEDC School Coordinator dashboard e.g. additional info text / flags
- ensuring any further extension of bulk upload items are thoroughly tested and data formats are set to standard Australian formats. There was an issue identified and rectified early in the collection whereby date of birth had uploaded in US format, where this was the users default system setting, resulting in 20 schools having to be contacted and asked to check this data. This had not been identified during testing, as all testing had been done on systems using standard Australian date settings.

The STC workshops were effective at breaking the data collection system down into digestible sections to refine workflows and helped to engage STCs in the data collection process early. They should follow a similar format in Cycle 6. Similarly, a consultation period with jurisdictional and sector data managers to discuss and finalise workflows relating to school frame, pre and post population activities is important, particularly if there are any changes impacting these workflows or timings in Cycle 6 as delays on any of these tasks will have flow on effects to the rest of the schedule.

STC engagement was greater in Cycle 5 in some areas such as system testing and refining the STC dashboard but there is still room for improved engagement in other areas such as historical matching, school frame items and multicampus schools.

2.3 Instrument refinement

This section provides an overview of Instrument changes for Cycle 5 and a brief description of the features of the online Instrument.

Refer to Section 3.5 for an initial evaluation of Instrument performance.

2.3.1. Instrument overview

The Instrument used for the AEDC is an adapted version of the Early Development Instrument (EDI), created by the Offord Centre for Child Studies at McMaster University, Canada.

The Australian Government has been licensed by McMaster University to use the EDI in Australia. The license acknowledges that McMaster University owns the scoring syntax that creates the five domains and the 16 sub-domains, which are derived from approximately 100 items on the core Instrument.

A range of other information is also collected as part of the Australian version of the Early Development Instrument (AvEDI). This includes demographic information, such as the child's sex, age and Indigenous status, higher level skills or talents along with information about the child's attendance at early childhood programs prior to commencing school. All of these 'non-licensed' items, although collected as part of the AEDC, do not form part of the domains or sub-domains.

Whilst demographic information is collected for all children, the core Instrument items are 'skipped' if the Teacher has known the child for less than one month and does not feel that he or she can accurately complete an Instrument for that child.

2.3.2. Instrument refinements for Cycle 5

A comprehensive review of the AvEDI was undertaken by the CCCH following Cycle 2. Following Cycle 3 and Cycle 4, the AvEDI review was undertaken by the Social Research Centre.

At the end of Cycle 4, the department made the decision to defer the roll out of the additional Instrument items related to the MCDS project until Cycle 6 in 2024, given the disruption related to the COVID-19 pandemic. This removed any need for the Cycle 4 review to recommend items for removal from the AvEDI to offset an increase in time taken to complete the Instrument due to the addition of MCDS items.

As a result, the Cycle 4 review can be considered 'light', where the main theme was continuity, whilst looking for opportunities to reduce Teacher burden and retain the capacity to compare results over time.

The Cycle 5 Instrument Review entailed:

- reviewing school enrolment forms for all sectors and jurisdictions, to determine any potential new items of interest to the AEDC for potential inclusion in pre or post population
- a brief data utility check of data requests processed by the Social Research Centre over the previous few years to identify items of high / low demand by data users
- a review of item non-response (i.e. don't know or missing) based on Cycle 4 data
- stakeholder consultation including expert opinion from the AEDC Strategic Working Group.

The Instrument changes that were endorsed by National Committee, operationalised and implemented for Cycle 5 included:

- Retaining all changes to the AvEDI that were made for Cycle 4 including:
 - the addition of the words 'medically diagnosed' to the on-screen definition of special needs to reiterate definitional information from the question stem
 - the display of the secondary list of common conditions at the 'special needs' question (BI8a) and the 'emerging needs' (D10) question when 'other' was selected
 - the filtering of D9 'trauma, isolation or difficulties associated with resettlement' to children not born in Australia
 - collapsing 'other person' (includes friend or neighbour) and 'other' into 'other (includes friend or neighbour)' in the response frame for forms of non-parental care in the year before entering full-time school in Section E.

- A number of modifications to the collection, display and attempt to collect missing data in pre-population items, rather than changes to the AvEDI itself, including:
 - not displaying the following pre-population items for Teacher review, and only attempting to collect the information from Teachers where the information is 'missing' in pre-population, on the basis that the Teacher is unlikely to have a more informed view / legitimate need to edit or review the data:
 - Parent / carer 1 highest level of schooling
 - Parent / carer 1 highest level of post school qualification
 - Parent / carer 2 highest level of schooling
 - Parent / carer 2 highest level of post school qualification
 - Year of arrival (for children born overseas)
 - including additional items from enrolment data as 'optional' pre-population items, subject to consultation with jurisdictional stakeholders as part of Pre-population Specification development for Cycle 5. These items would not be added to the AvEDI, and not collected by the Teacher if missing in pre-population, but would be included in the complete microdata file where provided as part of pre-population:
 - Information to identify children in shared care
 - Information about previous school attended
 - Refugee status of child
 - Country of birth of parent / carer 1
 - Occupation of first parent
 - Occupation of second parent
 - exploring the concept of a 'child information panel' with STCs, to identify items for inclusion in the panel, items which may be edited by the Teacher, and treatment of items where the data is missing in pre-population / bulk upload
 - extending the 'bulk upload' functionality to include child demographic items such as child sex, indigenous status and child considered ESL (English as a second language) to help reduce Teacher burden e.g. in the Independent sector schools where there is no centralised pre-population.

In addition, the recommendations from the Instrument review to retain the option to post-populate child attendance data and suppress the attendance items in the Instrument, as well as to retain all items with a high level of non-response (e.g. non-parental care in the year before school, playgroup attendance) were also accepted by National Committee.

Following further consultation with STCs, jurisdictional stakeholders and the web development team about possible functionality changes, the following was agreed for Cycle 5:

- not to pursue the inclusion of 'information to identify children in shared care' and 'information about previous school attended' in pre-population, due to lack of support from jurisdictions
- the 'bulk upload' function was extended from child name, date of birth and address to include sex, class ID, child repeating year and Aboriginal and/or Torres Strait Islander status, noting that a child considered ESL was not included in Cycle 5 due to complexity of the codeframe
- a child information panel was developed and consisted of pre-populated items for sex, residential address, Aboriginal Community Name / ID (NT only), date of birth, country of birth, year of arrival in Australia (only displayed where country of birth not equal to Australia),

child repeating grade/year. The Teacher retained the capacity to update the information presented in the panel by clicking an edit button, otherwise the Teacher could just review the information and then proceed with the Instrument.

- the inclusion of various jurisdictional Aboriginal and/or Torres Strait Islander Cultural Consultant roles in the list of response options for the question seeking to identify the position title of the Aboriginal and/or Torres Strait Islander Cultural Consultant assisting the Teacher with AvEDI completion. This list of response options was expanded from the original 13 roles based on the high incidence of 'other Indigenous staff member' being selected in previous cycles. The final list of response options included a total of 29 Aboriginal and/or Torres Strait Islander Cultural Consultant positions with only the titles and roles relevant to the jurisdiction (or standard national inclusions) being displayed to the Teacher.

Whilst there were ongoing discussions with several jurisdictions, there were no necessary changes to the Instrument to accommodate jurisdictional privacy requirements for Cycle 5.

Refer to [Appendix 2](#) for the MS Word version of the Instrument, incorporating a detailed list of the changes made for Cycle 5, a list of the filters that applied and a summary of the logic checks that were applied to the Cycle 5 Instrument.

The [AEDC Data Dictionary](#) provides comprehensive information about item history, data formats and derivations.

2.3.3. Instrument functionality and presentation

For the most part, the online presentation of the Instrument was identical to the previous cycle. The main revision for Cycle 5 was the addition of the 'child information panel'.

The Instrument is designed to function in a similar way to the Australian Bureau of Statistics' online Population Census form, where the online form 'expands' or 'collapses' to reveal the appropriate questions, based on responses to preceding questions.

The Cycle 5 Instrument was presented across 16 screens to minimise the need for the Teacher to scroll down to view all the questions on a given screen. The on-screen presentation assumed Instrument completion on a desktop, laptop, notebook, or tablet.

Screen 1 included the new child information panel with information populated from pre-population / bulk upload.

If the Teacher thought the pre-populated information was incorrect, they could click on the response field which would take them to the full question with the full response frame to capture the appropriate data.

If information was missing / 'not known' / not present in pre-population, a field border was highlighted in red and the Teacher was not able to proceed to the next screen until they had provided a response. An error message would display where information was missing for the Teacher to complete. Upon providing a response to the full question, the Teacher was taken to the next question if there was no further information to collect, or back to the child information panel to click through on the next field with a red border (i.e. similar functionality to an online registration form when mandatory information is missing).

Where there was no pre-population information (just the child name from the Class List), the child information panel was not presented and the Teacher would work through the initial background questions in full in their relevant section, similar to previous cycles.

To facilitate the review of responses to previously completed questions in any one Instrument, a 'screen navigator' function was included.

Instrument responses were saved each time the Teacher selected 'next' to move to the subsequent screen.

The 'information icon' was used extensively throughout the Instrument. The explanatory text present in the *Guide to completing the Instrument*, which offered detailed guidance for answering Instrument questions, was displayed when the Teacher hovered over the information icon. Definitional information relating to special needs in the background information section was displayed permanently.

As in the *Guide to completing the Instrument*, there was no text or explanation associated with the 'cultural icon' flags. As for previous cycles, there was a 'general' cultural icon flag to denote that there are supplementary considerations because the item is subject to cultural sensitivity for children from a linguistically and culturally diverse background. For Cycle 4, for the first time, an Aboriginal and Torres Strait Island cultural icon flag was added, to denote cultural sensitivity for children from Aboriginal and Torres Strait Islander background. These flags were unchanged in Cycle 5.

Child residential address information was captured and validated with reference to *Google* address verification tools, where, from the first few letters of the address a list of possible matches that are valid addresses are presented, and the user selects the appropriate match. This functionality, together with procedures to clean child residential address information provided as part of pre-population (refer to Section 2.6), enhanced the quality of residential address information captured as part of the Instrument.

As with previous Cycles, the Social Research Centre prepared a paper copy version of the Instrument, which was available upon request to schools with internet connectivity issues.

2.3.4. Key challenges and considerations for future collections

There were few Instrument challenges in Cycle 5.

The initial schedule assumed all changes to the Cycle 5 AvEDI would be finalised by mid September 2020, with the core Instrument module of the data collection system scripted, tested and approved by mid October 2020. This element of the schedule was achieved. This was earlier than the previous collection and allowed resources to be freed up from that point onwards to focus on other aspects of data collection system specification and testing. It is reasonable to again strive for such a deadline in 2024, but is dependent on Instrument review finalisation, ethics approval, *Pre-and Post-population Specifications* finalisation, and an early decision regarding the inclusion or otherwise of the MCDS items.

Given the Instrument's dependency on the finalisation of issues associated with pre-population and privacy, a deadline of late January 2024 for jurisdictional requirements is reasonable with the final testing of the Instrument incorporating jurisdictional privacy changes, and once intention to post-populate child attendance data by jurisdiction is known, in February/March 2024.

The greatest Instrument challenge for Cycle 5 was the introduction of the child information panel, particularly coming to agreement with STCs on which items should remain editable by the Teacher, given differing levels of data quality assumed from jurisdictional administrative systems. This topic was covered as part of the second workshop, 'Pre-population, post-population and the Instrument', in the series of STC workshops for 2021. During this workshop, the Social Research Centre covered the proposed changes from the 2018 Instrument Review and sought input and feedback from the STCs, which worked well to get STCs (particularly the newer STCs) acquainted with such topics. Given the

positive impact the child information panel had on Instrument completion time, it is recommended that the panel is retained for the next cycle.

If there is a decision to roll out the additional Instrument items related to the MCDS project in Cycle 6, there is likely to be increased pressure for a more in-depth review of the Instrument to recommend items for removal, or for the introduction of other time-saving concepts. This would be necessary to offset the increase in time taken to complete the additional MCDS items, particularly if the department is unable to secure additional Teacher relief reimbursement funding for Cycle 6 in recognition of the additional MCDS items.

Any future roll out of the MCDS will also require careful consideration of the desired Instrument functionality. For example, in the Cycle 4 pilot, where the Teacher edited a response to a domain item which impacted whether the MCDS questions should be presented or not, the original sequencing through the items was retained (that is, MCDS items could have been collected in error, or MCDS items could have been omitted in error).

2.4 Data collection system testing

This section outlines the data collection system testing process, up to the launch of data collection on 3 May 2021.

System testing for Cycle 5 sought to address issues identified in the 2018 Technical Report.

For Cycle 5, an integrated testing system was set up which was essentially a duplicate version of the live system and accurately represented the end user experience. The two platforms were set up in tandem, and any changes made to the live system were automatically carried over to the testing environment.

In Cycle 5, the testing environment included a 'testing control' button which allowed the tester to skip forward and backwards to key points in the process (e.g. 'School activation complete' or 'all Instruments complete') which facilitated an efficient and flexible approach to testing. This was an improvement on the Cycle 4 'test modules' utilised for STC testing which were a stand-alone testing product.

2.4.1. Internal testing

Comprehensive internal testing of the data collection and invoicing system was undertaken by the web development team and the Social Research Centre project management team prior to releasing the test system to the department and other stakeholders.

2.4.2. Load testing

Comprehensive load testing in advance of the data collection was undertaken by the web development team in January and February 2021. This involved the application of a series of scripts to test the performance of the data collection system at the anticipated activity levels informed by analysis of system load patterns from Cycle 4.

There was significant excess capacity in the hosting infrastructure to optimise system performance, with utilisation of physical resources at a fraction of system capacity throughout the school activation, data collection and invoice submission periods. Helpdesk reports confirm system speed was not a problem.

2.4.3. STC data collection system orientation sessions

STCs were introduced to Cycle 5 data collection system concepts and workflows in a series of fortnightly workshops that commenced in August 2020. For new STCs, the workshops provided key background information and for return STCs the sessions served as a reminder of data collection system processes as well as an opportunity to further refine these processes for Cycle 5.

A specific 'system orientation session' was run as a webinar with STCs and STC helpers on 4 December 2020, followed by a window in the schedule (14 December – 18 January) for 'STC testing'.

The orientation session served as a 'design preview' and demonstrated the Cycle 5 data collection system, including the new concepts for Cycle 5. It sought to provide STCs/helpers with enough understanding of the system to undertake system testing.

Almost all system functionality was available at the time of the orientation session, hence the session covered the following processes:

- School activation
- School set up
- Teacher set up
- Teacher registration and training
- Bulk upload
- Class list creation
- Instrument completion
- Invoicing (preparation and submitting)
- AEDC School Coordinator dashboard (new for Cycle 5).

The only functionality that was not ready for the orientation session included: Aboriginal and Torres Strait Islander Cultural Consultant log in, invoice download, feedback surveys and the STC dashboard.

Separate orientation sessions for the STC dashboard were held in February 2021 (high level demonstration) and again in March 2021 once the school frame data had been loaded into the system.

2.4.4. STC and stakeholder system testing

In the early phases of scoping system requirements and timelines for Cycle 5, there was some discussion of the possibility of preparing a 'demonstration' version of the data collection system, to be made available to schools in Term 4 2020 / Term 1 2021, as part of the broader school engagement process. Given a range of challenges relating to the population of a demonstration system with dummy data, system finalisation (so that it truly reflected what schools would see) and timeline coordination, it was agreed not to proceed with the 'demonstration' version concept, and to focus instead on field testing of the system. This facilitated the recruitment of school Principals, administrators and Teachers to support system testing.

A total of nine guided interviews were conducted with school end users in Victoria, Queensland and New South Wales. Interviews were conducted face-to-face or remotely by the web development team or the Social Research Centre project management team in December 2020 and typically lasted 45 to 60 minutes. Participants were sent test links and the relevant resource materials in advance. The sessions focussed on assessing the ease of data collection, system navigation and progression through the workflow, the wording of system alerts / system generated emails and important features,

such as account creation and password retrieval, as well as evaluating the clarity of supporting materials.

In addition, system testing by stakeholders largely consisted of STCs and STC helpers and ran from 14 December 2020 to 18 January 2021. STCs and stakeholders were provided with a link to the test system, dummy school activation codes, email addresses and passwords and were asked to familiarise themselves with the system in their own time. They were provided a shared feedback log to record their feedback and to avoid duplication.

There was a reasonable level of engagement from STCs and STC helpers (more than in previous cycles) and their feedback, in combination with field testing, was extremely valuable in helping to refine the data collection system.

2.4.5. Key challenges and considerations for future collections

The STC meetings and system orientation sessions were considered useful introductions to the system and 'STC system testing' allowed them to work through the various workflows and familiarise themselves with the system in their own time.

In Cycle 5, there was good engagement from STCs in system testing and the addition of field testing with Principals / AEDC School Coordinators / Teachers helped to further refine the system, particularly around new Coordinator and Teacher dashboards and clarity of on-screen messaging and system generated emails.

Whilst field testing in schools in future cycles should be considered, the decision should be relevant to the extent of the changes being made to the data collection system. Very few system issues were reported to the helpdesk during the data collection phase, suggesting this model of testing worked well. However, recruiting schools for field testing was difficult due to the time of year (mid-December). The ability to bring field testing forward is dependent on having the system specified, scripted, internally tested and ready for external testing earlier.

The Cycle 4 issues of the test system not being truly modular (the user sometimes had to go through a number of workflows to test a module e.g. activate a school, register Teachers etc.) and the separate test environment (clickable HTMLs) not always reflecting exactly what was in the 'live' system were successfully overcome in Cycle 5.

For Cycle 5, the 'test' and 'live' environments were synchronised and the addition of the testing control button to skip ahead to various stages in the workflow made testing more user-friendly. These features that should be maintained in future collections.

For Cycle 6, the testing process would ideally be extended to also include all feedback surveys, Preliminary School Snapshot download, additional Instrument scenarios, such as with / without Indigenous cultural support and MCDS questions (if included).

Improvements to the testing process can only realistically be achieved through adjustments to the schedule to allow for early identification and resolution of workflow and functionality issues that may impact system design / architecture and attention to the detail of terminology and on-screen presentation as early in the process as possible.

It is desirable to close web development in December / January to allow two to three months for minor refinements and final testing. Consideration should also be given to keeping the testing site open during collection, as it became a useful resource for STCs to refer to when responding to school queries.

2.5 School frame

This section describes the process of constructing the school frame for Cycle 5 data collection.

2.5.1. School frame overview

The school frame is a contact list of primary schools provided by jurisdictions which plays three main roles:

- it acts as the repository of school and Principal contact details, where the school mailing address is used for *School Leader Pack* and *Teacher Pack* dissemination, and the Principal email address is a critical component of the validation and security features of the school activation process in the data collection system. The Principal email address is also used to send out email communication to build awareness for the upcoming collection
- it provides details of school participation history in the AEDC, which can be used by STCs to guide non-response follow up activities
- it provides data elements for the subsequent analysis of AEDC results, including various school-type measures, geographical coordinates and a remoteness indicator.

The unit of enumeration in the school frame is campus, not school. For convenience the term 'school' is used throughout this report rather than 'school / campus'. Each school / campus combination is assigned a unique AEDC school identifier which can be mapped back to the school's census data (at the 'Campus ID' level) held by the department.

2.5.2. Vision for the school frame in Cycle 5

The Social Research Centre's experience of the previous three cycles is that school frame preparation and management can be a particularly challenging aspect of data collection for the AEDC.

For the Cycle 5 collection, the vision was to develop a *School Frame Specification* for jurisdictional data managers in September 2020, similar to that prepared for Cycle 4, that details the required frame fields and the schedule for school frame generation (to support pre-collection communications, *School Leader Pack* and *Teacher Pack* distribution, and the final school frame to be loaded into the data collection system).

The vision also entailed working with STCs and jurisdictional data managers to ensure jurisdictions were set up to produce repeat on-demand school frame extracts. This is considered important, given that pre-collection communications straddle two school years, and details of school Principals and the scope status of schools may change over this time.

As with previous Cycles, a master list of *all* schools which could *possibly* be in scope for the collection would be loaded into the data collection system, complete with school contact information, participation history by school (appended by the Social Research Centre), details of multi-campus schools (whether they are to participate and/or receive their communication via head campus) and other administrative data.

As with Cycle 4, it was anticipated that the frame would be loaded into the data collection system in advance of data collection opening, and that relevant updates to the frame (e.g. updating of school scope status and minor updates to school contact details) would be undertaken from *within* the data collection system. The primary rationale for including all schools that could *possibly* be in scope, is to avoid the need to add schools to the frame after the collection had started as it would only be necessary to change the participation status of the school from 'out of scope' to 'in scope', rather than add schools to the frame.

It should be noted that the approach taken in Cycle 4 and 5 was vastly different to previous cycles, where the school frame was initially prepared from department (Australian Government) lists then checked / updated by jurisdictional data managers, rather than starting from jurisdictional records.

Given that jurisdictions typically hold the most comprehensive and up to date school lists, particularly for Government sector schools, and that some information is critical for AEDC workflows, such as Principal email address, jurisdictional lists are considered a better starting point for school frame construction rather than Australian Government lists.

A number of learnings from Cycle 4 were applied in Cycle 5, including:

- bringing forward the reconciliation process with historical data to November 2020 to allow sufficient time for the Social Research Centre project management team to resolve queries with STCs, and avoid any hold up of the timely distribution of the *School Leader Pack*
- relaxing the focus on 'scope' status until reconciliation of the school frame against pre-population data (in May 2021)
- engaging more directly with jurisdictional data managers so that the purpose and process is better understood.

Despite the application of these learnings, school frame preparation and finalisation remained a challenging aspect of the Cycle 5 collection.

Prior to circulating a draft Cycle 5 school frame 'specification', consultations were undertaken by the Social Research Centre with jurisdictional data managers to understand their jurisdictional system's ability to identify the following items, as these were the more 'difficult' items in Cycle 4, as well as the proposed new items for Cycle 5:

- A definitive list of in scope schools.
- Australian Government Location ID (as this had replaced the previous Australian Government Campus ID) and Australian Government School IDs (as well as jurisdictional IDs).
- The 'head campus' of multi campus schools.
- Principal email addresses.
- School bank details (new for Cycle 5).

The session also clarified roles and responsibilities and timeframes relating to school frame preparation and maintenance, and gave stakeholders an opportunity to raise any concerns or queries. Following the session, the draft *School Frame Specification* and a feedback form were circulated to STCs and jurisdictional data managers for consideration prior to the specification being finalised. This documentation detailed the required frame fields and the schedule to generate a list of schools, three times between November 2020 and February 2021 to support pre-collection communications, distribution of *School Leader Pack* and *Teacher Pack* to schools and a final school frame to be loaded into the data collection system. This consultation resulted in confirmation that *all* jurisdictions / sectors were able to provide the necessary school frame information to proceed with this approach for Cycle 5.

The Cycle 5 *School Frame Specification* was finalised in early November 2020. Updates for Cycle 5 included additional variables for school bank information (either centralised or individual) and additional variables to control multi campus school participation, reporting and mailing.

Table 3 lists the 40 items on the *School Frame Specification* for Cycle 5. Similar to Cycle 4, items were categorised into three types of variables as follows:

- **Type A** – to be provided by jurisdictional data managers and the minimum requirement to support November 2020 and February 2021 email communications to school Principals.
- **Type B** – to be provided by jurisdictional data managers and required to support paper copy pack distribution in February 2021 and for loading into the data collection system.
- **Type C** – to be provided by STCs/jurisdictional data managers, based on local knowledge and operational requirements. Whilst the preference was that these fields were populated in advance of loading the school frame into the data collection system, these fields remained editable throughout the data collection system so STCs could update them as relevant information became available.

Table 3 School frame items for the 2021 AEDC

Type	Description	Field name
A	Flags schools which are in scope for AEDC Cycle 5	InScope
A	Jurisdictional campus identifier	JCampusID
A	Jurisdictional campus name	JCampusName
A	School sector	Sector
A	School Location State	LocationState
A	School Email address	SchoolEmail
A	Principal's first and last name	PrincipalName
A	Principal Email address	PrincipalEmail
Type	Description	Field name
B	Australian Government location identifier	AGLocationID
B	Australian Government campus identifier	AGCampusID
B	Australian Government school identifier	AGSchoolID
B	School Location Address	LocationAddress
B	School Location Town or suburb	LocationLocation
B	School Location Postcode	LocationPostcode
B	School Postal Address	PostalAddress
B	School Postal Address - town or suburb	PostalLocation
B	School Postal Address State	PostalState
B	School Postal Address Postcode	PostalPostcode
B	School Phone Number including area code	PhoneNumber
B	Principal Phone Number including area code	PrincipalPhoneNumber
B	Jurisdictional school name	JSchoolName
B	Number of children in Y1-1 (from jurisdiction records)	Children21
C	New school opened after 1 Jan 2019	NewSchool
C	Special school indicator	SpecialSchoolInd
C	Distance Education indicator	DistEdInd
C	Reason why not in scope	NotInScopeReason
C	Non-participating in scope school flag (school refusal)	NonPart
C	Reason for non-participation (school refusal)	NonPartReason
C	AEDC participation through head campus	HeadCampusPart
C	Jurisdictional identifier of head campus for AEDC participation	HeadCampusIDPart
C	AEDC communications to head campus only	HeadCampusComms
C	Jurisdictional identifier of head campus for AEDC communications	HeadCampusIDComms

Type	Description	Field name
C	AEDC communications to head campus only	HeadCampusReport
C	Jurisdictional identifier of head campus for School Profile	HeadCampusIDSPROFILE
C	Reporting level 1	Reporting1
C	Reporting level 2	Reporting2
C	Bank account name	BankAcctName
C	Bank account BSB	BankAcctBSB
C	Bank account number	BankAcctNum
C	Flags bank account to lock from school edit	BankAcctLock

2.5.3. Frame maintenance and finalisation

The Cycle 5 schedule requested that jurisdictional data managers provide three school frame extracts, to the agreed specification, between November 2020 and February 2021. The reason for these repeated extracts is to support various activities and the nature of the school details becoming more up-to-date (e.g. in scope status, Principal contact details) as the collection year approaches.

Upon receipt, each file was checked to ensure all mandatory fields were provided and matched the required format. If necessary, feedback was provided, and an updated version of the school frame requested.

Reconciling historical data with the school frame serves as both a matching / cleaning exercise for the school frame, as well as allowing participation history to be included in the data collection system as contextual information for STCs.

Whilst this process was brought forward in Cycle 5, there was the added complexity with the transition of the former Australian Government 'CampusID' to the new 'LocationID', the 'CampusID to LocationID' concordance file from the Australian Government being incomplete, and some jurisdictions using the old and others the new ID variable.

However, the effort expended during Cycle 5 to sort the concordance between Australian Government school campus lists / jurisdictional school campus lists / the Social Research Centre list of historical AEDC school campus participation should bode well for a simplified process in Cycle 6, given a more robust concordance between Australian Government 'CampusID' to 'LocationID' has been developed.

Despite a number of challenges, the school frame preparation and management phase of the collection was completed as scheduled and resulted in timely delivery of *School Leader Packs* and *Teacher Packs*. The 'final' version of the school frame was uploaded into the data collection system prior to the commencement of the school activation phase. Once the final school frame was loaded into the system there were minimal issues.

The final school frame loaded into the data collection system to support *School Leader Pack* mailing and the school activation phase comprised 8,144 schools, of which 59 had been identified as 'out of scope' during the school frame preparation process.

With child pre-population considered to be complete for the Government and Catholic sectors nationally, it is possible to use pre-population information to confirm school scope status. In early May 2021, information was circulated to STCs which identified 203 schools on the frame with no children in pre-population, which could be flagged as 'out of scope'. It also identified 29 schools flagged as 'out of scope', which had children in pre-population, and could be re-classified as 'in scope'.

The final 'raw' school frame at the end of data collection comprised 8,144 schools, of which 341 were flagged as 'out of scope'. Over the course of the collection, 0 schools were added to the frame (5 in

Cycle 4, 33 in Cycle 3 and 246 in Cycle 2) and an incremental 282 schools were identified as out of scope (152 schools in Cycle 4, 333 in Cycle 3 and 375 in Cycle 2).

Refer to [Appendix 3](#) for the final *School Frame Specification*.

2.5.4. Key challenges and considerations for future collections

There are a number of opportunities to further refine school frame management processes. Possible initiatives for consideration include:

- Continue to involve jurisdictional data managers in consultations prior to the collection regarding school frame extracts and identify any possible improvements to the process (fewer iterations, easier to update etc.). The third extract should only be required where information has been updated since the previous extract
- Include Australian Government school ID's as required fields in all school frame iterations to facilitate the earliest start to participation history matching
- Ensure STCs are well aware of the STC variables / type C variables in the school frame, the rationale for their inclusion and the role they need to play in ensuring this information is as complete as possible to prevent additional changes after the commencement of data collection. By way of example, if there are known school region / cluster variables, which are STC (jurisdictional) defined geographical or reporting variables that can be used for progress monitoring and included in output files such as the pivot tables for jurisdictional analysis, these should be specified at the time of school frame preparation
- Revisit the concept of multi-campus school flags (to flag participation and/or communications and/or reporting through head campus) in the school frame as these variables were still not well understood or correctly used in Cycle 5. Consider alternative school-led approaches including schools nominating their preference for individual campus or combined school report as part of school set up in the data collection system
- Determine whether the master list continues to be based on jurisdictional (Cycle 4 and 5) or Australian Government (previous cycles) lists through consultations undertaken with jurisdictional data managers and STCs (pros and cons to each approach). Consider a potential alternative approach for Cycle 6, of starting with the AEDC / Social Research Centre historical participation school frame and have jurisdictions use Australian Government lists to update this with changes since 2021 (new, closed/merged schools). Principal contact details will still need to be obtained from jurisdictions.
- Ensure there is time to resolve inconsistencies that arise from matching the latest school frame with AEDC historical participation in STC / jurisdictional data managers schedule, particularly if this falls over December / January when leave is often taken. They need to be aware that failure to match participating schools to historical participation will result in time series data being missing from school reports. It is much more efficient to address this issue at the beginning of the collection rather than during the reporting phase.

2.6 Pre-population

This section describes the process of pre-populating specific Instrument questions and supplementary analysis information with demographic information held within jurisdictional information systems. Refer to Section 3.9 for an evaluation of the pre-population process.

2.6.1. Pre-population background

The objective of pre-population information is to help reduce Instrument completion time, enhance data quality (particularly in relation to date of birth / residential address information) and reduce post collection data cleaning and processing time.

Since Cycle 3, there has been a 100 per cent pre-population rate for the Government and Catholic school sectors, and a growing rate of pre-population among the Independent school sector (16 per cent in Cycle 3, 21.3 per cent in Cycle 4 and 17.9 per cent in Cycle 5).

In the two most recent Cycles there has been a focus on facilitating pre-population for the Independent school sector, particularly where centralised pre-population is not possible, as well as extending the 'bulk upload' feature in the data collection system to variables beyond child name and date of birth. In Cycle 4 'bulk upload' was extended to include child residential address and in Cycle 5 this was extended further to include sex, class ID, child repeating year and Aboriginal and/or Torres Strait Islander status.

2.6.2. Pre-population items

The final Cycle 5 pre-population items are shown in Table 4 and include one item specific to the Northern Territory and three items specific to New South Wales. In requesting data from the jurisdictions, ten items identifying the child and the school attended were considered the minimum core requirement for pre-population.

There were five new items added to the *Pre-population Specification* for Cycle 5. Australian Government location identifier replaced the previous Australian Government campus identifier. Four new items categorised as 'supplementary analysis variables' were identified for inclusion following the Cycle 4 Instrument Review. These items were not added to the Instrument but were added to the complete microdata file for analysis purposes only. The items were:

- Parental occupation group of first parent or carer
- Parental occupation group of second parent or carer
- Country of birth of first parent or carer
- Refugee status of child.

New South Wales remained the only jurisdiction able to pre-populate preschool or kindergarten variables beyond *Preschool or Kindergarten program prior to school*, with items including the *dose*, *setting* and *postcode* of this care, due to having this information available on enrolment forms.

Table 4 Pre-population items for the 2021 AEDC

Priority	Item no.	Item	New for Cycle 5
Core	1	Child identifier	No
Core	2	Child first name	No
Core	3	Child last name	No
Core	4	Australian Government school identifier	No
Core	5	Australian Government location identifier	Yes
Core	6	Jurisdictional campus identifier	No
Core	7	School name	No
Core	8	School address suburb or town	No
Core	9	School address state	No
Core	10	Child date of birth	No
Address (highly desirable)	11	Child Address First Line	No
Address (highly desirable)	12	Child Address Second Line	No
Address (highly desirable)	13	Suburb or town of residence	No
Address (highly desirable)	14	State of residence	No
Address (highly desirable)	15	Postcode of residence	No
Address (highly desirable)	16	Aboriginal community number (Northern Territory only)	No
Other (desirable)	17	Child Indigenous status	No
Other (desirable)	18	Child gender	No
Other (desirable)	19	Child speaks LOTE at home	No
Other (desirable)	20	Child country of birth	No
Other (desirable)	21	Class identifier	No
Other (desirable)	22	Child repeating year	No
Other (desirable)	23	Child middle name	No
Other (desirable)	24	School level completed by first parent or carer	No
Other (desirable)	25	Post-school qualification of first parent or carer	No
Other (desirable)	26	School level completed by second parent or carer	No
Other (desirable)	27	Post-school qualification of second parent or carer	No
Other (desirable)	28	Year of arrival in Australia	No
Other (desirable)	29	Preschool or Kindergarten program prior to school	No
Other (desirable)	30	Preschool or Kindergarten Dose (NSW)	No
Other (desirable)	31	Preschool or Kindergarten Setting (NSW)	No
Other (desirable)	32	Postcode of Preschool or Kindergarten (NSW)	No
Supplementary analysis variables (desirable)	33	Gender of first parent or carer	No
Supplementary analysis variables (desirable)	34	Gender of second parent or carer	No
Supplementary analysis variables (desirable)	35	Parental occupation group of first parent or carer	Yes
Supplementary analysis variables (desirable)	36	Parental occupation group of second parent or carer	Yes
Supplementary analysis variables (desirable)	37	Country of birth of first parent or carer	Yes
Supplementary analysis variables (desirable)	38	Refugee status of child	Yes

2.6.3. Communications about options for pre-population

There are three forms of pre-population which can be used to prefill the system with child data:

1. Centralised pre-population – in accordance with the full *Pre-population Specification*, the jurisdictional data manager provides a single pre-population datafile for all in scope children from a specific State / Territory and sector. This was the universal method for Government and Catholic school sectors and included some Independent school sectors in Cycle 5.
2. Individual school pre-population – used by individual schools in the Independent sector (those not covered by centralised pre-population)
3. Bulk upload – not strictly ‘pre-population’, available for schools not participating in pre-population (typically schools in the Independent school sector), where the AEDC Coordinator sources child background information from school administrative systems and uploads it into the data collection system, using a simple interactive tool. This feature is available as soon as it is confirmed which schools are participating in centralised pre-population.

If an individual school is not covered by any of the above methods, the AEDC School Coordinator at that school can create class lists of children by manual entry of child name and date of birth information.

There were essentially two versions of the pre-population overview document. One was intended for jurisdictional data managers in the Government and Catholic school sectors, focusing on centralised pre-population and the second intended for individual schools or groups of schools in the Independent sector focusing on options for individual school pre-population. Those engaging in centralised pre-population were provided the full specification document whilst individual schools engaging in pre-population (i.e. Independent sector) were provided an excel template to ensure the process was straight forward.

Refer to [Appendix 4](#) and [Appendix 5](#) for the final versions of the pre-population summary documentation.

2.6.4. Pre-population specification

The *Pre-population Specification* targets jurisdiction-level data managers, mostly in the Government and Catholic school sectors, undertaking *centralised* pre-population. It was based on that used for previous cycles and updated to reflect the proposed new pre-population items for Cycle 5.

There was increased and earlier engagement with jurisdictional data managers in Cycle 5 regarding the pre-population process, the items covered by the specification and the schedule. The Social Research Centre held an information session with data managers and STCs on 7 August 2020, and the first draft of the *Pre-population Specification* was released in September 2020, together with a pre-population summary document.

This facilitated open communications between jurisdictional data managers and the Social Research Centre team through the pre-population information preparation and delivery period. The schedule allowed one month to resolve any queries and seek feedback from data managers on the availability of the proposed new items for Cycle 5 (e.g. country of birth of first parent or carer, refugee status of children, shared care etc.) in their information systems, with reference to data collected on standard school enrolment forms. This feedback helped shape the final specification which was disseminated on 16 November 2020.

The *Pre-population Specification* and internal pre-population file processing procedures were tested in December 2020 using an extract of data from the Australian Capital Territory Government sector.

Refer to [Appendix 6](#) for a copy of the final *Pre-population Specifications*.

2.6.5. Privacy issues

A key learning from previous cycles was for jurisdictions to commence the process of addressing privacy issues relating to the release of pre-population information in a timely fashion. The project schedule and reminders as part of the STC pre-collection workshops sought to ensure that relevant agreements, whether with the department or with the Social Research Centre directly, were in place by 4 December 2020, well in advance of the commencement of data collection.

Separate privacy agreements were entered into with only one jurisdiction in Cycle 5 (Western Australia), entailing amendments to the standard pre-population, post-population and Instrument completion workflow to accommodate requirements. Whilst the Australian Capital Territory required a separate privacy agreement in Cycles 3 and 4, this was deemed to be unnecessary in Cycle 5. For other jurisdictions, the 'Special Conditions' of the Work Order that detail the Social Research Centre's obligations to the Commonwealth in terms of protecting privacy and handling of data, were deemed sufficient.

For Western Australia, there were six Instrument items where information was held in the jurisdictional information system but a flag was provided at pre-population, rather than the actual data. Where the flag was present, the Teacher was sequenced past these items during Instrument completion otherwise the relevant Instrument questions were presented as usual for the Teacher to enter the data. Where the Instrument was completed, the flagged information was post-populated. These items included '*Child residential address*', '*Child repeating year*', '*School level completed by parent / carer 1*', '*Post school qualification of parent / carer 1*', '*School level completed by parent / carer 2*', and '*Post school qualification of parent / carer 2*'. In addition, the supplementary analysis item '*Refugee status of child*' was provided via post-population in Western Australia, rather than at pre-population, as in other jurisdictions.

2.6.6. Pre-population information provision

Pre-population files were accepted for processing from jurisdictions as soon as the relevant information became available after the school census (from mid-March with a deadline of 1 April 2021). Each pre-population file was checked to ensure all fields matched the required format, feedback was provided as necessary, and an updated version of the file requested. There were no files received after the deadline for file admission, a marked improvement on the 40 per cent of files received after the deadline for file submission in Cycle 4, likely due to the increased consultation and reminders to STCs and data managers in Cycle 5.

Pre-population information was provided for 288,076 children out of an estimated child population of 318,706, giving an overall pre-population rate of 90.4 per cent.

As can be seen at Table 5, there was a 100 per cent pre-population rate for the Government and Catholic school sectors across all jurisdictions, and a 17.9 per cent pre-population rate for the Independent school sector (down slightly from 21.3 per cent in Cycle 4).

There was a 100 per cent rate of pre-population in the Independent school sector in Tasmania and Western Australia. Uptake of pre-population in the Independent school sector was the next strongest in the Australian Capital Territory (47.9 per cent) followed by the Northern Territory (28.6 per cent) although for both jurisdictions this was substantially lower than their Cycle 4 pre-population rates. Victoria and Tasmania also had a lower rate of pre-population for the Independent school sector compared to Cycle 4, at 12.9 per cent and 15.1 per cent respectively.

Queensland had a pre-population rate of 1.5 per cent in Cycle 5, whilst New South Wales did not pre-populate information for any children attending Independent sector schools in Cycle 5 (neither of these jurisdictions did in Cycle 4).

A total of 31 files were received for centralised pre-population. Files for the Catholic school sector were received at the diocese level for some jurisdictions, and at the whole of jurisdiction level for others. In addition, a total of 41 files from individual Independent sector schools were received for processing, including 20 from Victoria and 10 from South Australia.

Refer to Section 3.9 for more details of pre-population information provision, including an analysis of the quality of pre-population information.

Table 5 Pre-population rate by jurisdiction and sector

Jurisdiction	School sector Government	School sector Catholic	School sector Independent	Total
Pre-populated				
New South Wales	68,961	18,716	0	87,677
Victoria	57,314	15,939	1,133	74,386
Queensland	46,241	11,714	123	58,078
Western Australia	26,535	5,183	3,879	35,597
South Australia	13,652	3,546	531	17,729
Tasmania	4,414	1,081	546	6,041
Australian Capital Territory	3,888	1,227	339	5,454
Northern Territory	2,662	345	107	3,114
Total pre-populated	223,667	57,751	6,658	288,076
Estimated child population				
New South Wales	68,961	18,716	11,344	99,021
Victoria	57,314	15,939	8,802	82,055
Queensland	46,241	11,714	8,112	66,067
Western Australia	26,535	5,183	3,879	35,597
South Australia	13,652	3,546	3,523	20,721
Tasmania	4,414	1,081	546	6,041
Australian Capital Territory	3,888	1,227	708	5,823
Northern Territory	2,662	345	374	3,381
Total estimated child population	223,667	57,751	37,288	318,706
Pre-population rate %				
New South Wales	100.0%	100.0%	0.0%	88.5%
Victoria	100.0%	100.0%	12.9%	90.7%
Queensland	100.0%	100.0%	1.5%	87.9%
Western Australia	100.0%	100.0%	100.0%	100.0%
South Australia	100.0%	100.0%	15.1%	85.6%
Tasmania	100.0%	100.0%	100.0%	100.0%
Australian Capital Territory	100.0%	100.0%	47.9%	93.7%
Northern Territory	100.0%	100.0%	28.6%	92.1%
Pre-population rate	100.0%	100.0%	17.9%	90.4%

2.6.7. Estimating the child population

Given that pre-population information for the Government and Catholic sectors was complete, it was used as the estimate of the child population and the denominator for the child participation rate calculation (refer to Section 3.2).

STCs provided an estimate of the child population for the Independent sector as this information became available following the processing of school census information (during February 2021).

2.6.8. Key challenges and considerations for future collections

Key pre-population issues for future collections include:

- jurisdictions to attend to planning for pre-population and resolving privacy issues in a timely manner, ideally no later than December 2023, so that there is time to script and test jurisdictional Instrument amendments
- continue to push for timely receipt of pre-population files for cleaning and processing, as late receipt of files puts strain on the data collection system opening in time for class list creation
- engagement with the Independent school sector to continue to facilitate an increased rate of centralised pre-population
- consider dropping individual school pre-population for those Independent schools unable to participate in centralised pre-population and instead focus communications around the 'bulk upload' option, given this covers most of the pre-population items. This will give schools more time to prepare their files as the cleaning and processing step undertaken by the Social Research Centre is removed and unnecessary due to the bulk upload function accepting only data that meets the formatting requirements. Consideration could be given to creating a separate set of fact sheets for the Independent sector that focus on bulk upload and not pre-population
- investigate if it is possible to fully expand 'bulk upload' items to match pre-population (noting that there may be issues with the complexity of some data items)
- build in additional system functionality to prevent bulk upload occurring when pre-populated information for the children at the school is already present in the data collection system
- investigate organisations that provide administrative data management services to schools (Independent school specific) to help with extraction of bulk upload data.

Refer to Section 3.9 for further comments on issues relating to pre-population data quality.

2.7 Post-population

This section describes the process of post-populating specific Instrument questions with information held within jurisdictional information systems. Refer to Section 3.10 for an evaluation of the post-population process.

In Cycle 5, post-population consisted of child attendance-related items from the Instrument for those jurisdictions / sectors which held this information in their administrative systems (introduced for the first time in Cycle 4) and, in Western Australia only, post-population of a number of demographic variables for participating children.

Examples of the benefits of post-population of attendance data in the AEDC include:

- less work for Teachers completing the Instrument
- better data quality (more complete, accurate and consistent data)
- improved capacity for the analysis of the results of the 2021 AEDC collection.

Child attendance and absences are recorded by schools for various purposes and are compulsory for national reporting of students in Years 1 to 10 in Government, Catholic and Independent schools in Australia. The National Standards for Student Attendance Data Reporting, governed by the Australian Curriculum, Assessment and Reporting Authority (ACARA), enable consistent and comparable reporting of attendance rates across all sectors and jurisdictions.

As reporting on attendance data is not compulsory for children in their first year of full-time school, all jurisdictions were consulted on their ability to provide child attendance data (items A1 and A1a-d in the Instrument) via post-population, using data already held in the administrative systems in each jurisdiction.

2.7.1. Post-population items

The items for post-population in Cycle 5 are shown in Table 6. This includes child attendance-related variables and items for participating children in Western Australia.

Table 6 Post-population items for the 2021 AEDC

Items for post-population
Western Australia
Child Address First Line
Child Address Second Line
Suburb or town of residence
State of residence
Postcode of residence
Child repeating year
School level completed by first parent or carer
Post-school qualification of first parent or carer
School level completed by second parent or carer
Post-school qualification of second parent or carer
Parental occupation group of first parent or carer
Parental occupation group of second parent or carer
Refugee status
Attendance variables
Total number of days absent
Number of days absent (Family / cultural obligations)
Number of days absent (Illness / injury)
Number of days absent (Other explained reasons e.g. climatic conditions, financial)
Number of days absent (Un-explained reasons)

2.7.2. Communications about post-population

The feasibility of populating child attendance data from centralised administrative systems was confirmed in Cycle 4. The same process was followed in Cycle 5 with discussion of post population issues in an information session held with jurisdictional data managers in September 2020, followed by further consultations with individual data managers in mid September to mid October 2020, before finalising the specification document in November 2020.

Those jurisdictions / sectors which agreed to provide the data in the format outlined in the specification were asked to submit a 'trial file' in December 2020 to confirm the data format was correct (refer also Section 2.7.4). Those sectors / jurisdictions then had the relevant questions suppressed in the Instrument.

STCs were also briefed on the post-population process during STC workshops held prior to the data collection and cc'd on all emails to data managers.

2.7.3. Post-population specification

The *Post-population Specification* for attendance data was the same as Cycle 4 except for some further clarification around 'part-day absences' and 'movement during collection period'.

The specification provided two options for data provision, as it was understood that there were differences in the format in which attendance data was held by jurisdictions. Essentially, the options included:

1. following the ACARA *National Standards for Student Attendance Data Reporting*. In this option, the actual days in attendance and number of possible school days are appended by the jurisdiction and the Social Research Centre derives the number of days absent for each student by calculating the difference between actual days and possible days. Days absent by reason for absence is also provided by the jurisdiction, following the absence codes described by the National Standards. The Social Research Centre then maps these absences against the relevant codes in the Instrument
2. if the ACARA *National Standards for Attendance Data* are not followed by the jurisdiction / sector for recording attendance data for students in their first year of full-time school, then the data could be sent to the Social Research Centre as per the format collected in the Instrument, or in the format the jurisdiction / sector could best provide.

The specification also outlined the post-population schedule, being:

- a trial extract due by 11 December 2020
- final commitment confirmed by data managers 5 March 2021
- Social Research Centre provide a file of IDs of participating children by 10 September 2021
- attendance data to be appended and returned to the Social Research Centre by 8 October 2021.

Refer to [Appendix 7](#) for a copy of the child attendance-related specification.

2.7.4. Post-population information provision

To facilitate the post-population process for Western Australia, the Social Research Centre provided an Excel file of child IDs and identifying information for all children who participated in 2021 AEDC in Western Australia to the Western Australian STC via the secure file exchange, along with a data specification document and instructions to append the post-population data.

Those sectors / jurisdictions which agreed to participate in post-population of attendance data were asked to provide a trial extract of this data from their system by 11 December 2020. There was a total of 16 files received, with all extracts matching the required format (after some initial queries). There was a total of 4 files that mapped data items to the format in the Instrument and the remaining files mapped data items to ACARA or some subset of ACARA codes.

On 10 September 2021, jurisdictional data managers / STCs were sent an Excel file containing child identifying information for all children who participated in the 2021 AEDC in their sector / jurisdiction and asked to append the relevant attendance data as per the options outlined in the specification and return to the Social Research Centre by 8 October 2021.

Table 7 shows the jurisdictions / sectors which provided attendance data via post-population in Cycle 5.

Table 7 Post-population of attendance data by jurisdiction and sector

Jurisdiction	School sector Government	School sector Catholic	School sector Independent
Post-populated attendance data			
New South Wales	Yes	All diocese except Sydney and Wilcannia-Forbes	No
Victoria	Yes	No	No
Queensland	Yes	Brisbane and Cairns dioceses only	No
Western Australia	Yes	No	No
South Australia	No	No	No
Tasmania	Yes	No	No
Australian Capital Territory	No	No	No
Northern Territory	No	No	No

Refer to Section 3.10 for more details of post-population information provision, including an analysis of the quality of post-population information.

2.7.5. Key challenges and considerations for future collections

Key post-population considerations for future collections include:

- attention to early consultation with jurisdictional data managers and other post-population information provision stakeholders regarding the availability of post-population items. Ensure stakeholders for all sectors are consulted, including individual dioceses in the Catholic sector where relevant
- continue to request a ‘dummy’ post-population data file from all jurisdictional data managers who intend post-populating AEDC data, prior to the commencement of data collection. This is to ensure the data meets the required specifications prior to suppressing the relevant items in the Instrument, thereby avoiding the risk of missing data. The dummy file can be based on data from the previous school year
- the Social Research Centre to conduct a review of jurisdictional / sector school enrolment forms as part of the Cycle 5 Instrument Review and consult jurisdictions on the possibility of post-populating any additional items for 2024
- post-population items to be considered in tandem with School Profile content. School Profile generation is currently dependent on items provided at post-population, and given this

dependency, School Profile generation cannot realistically be brought forward in the schedule, unless post-population items are dropped from the School Profile.

2.8 Communications and supporting materials

This section outlines communication initiatives intended to raise awareness of Cycle 5 data collection, and the online and paper copy resources that were available to support schools, Principals and Teachers for the Cycle 5 data collection.

2.8.1. Building awareness of the AEDC

There was a similar approach to building awareness of the Cycle 5 AEDC collection to previous Cycles, with two main national initiatives designed to complement any local activities undertaken by STCs:

1. In November 2020, a bulk email was distributed to all schools on the initial school frame which were potentially in-scope for the AEDC. This email included general information about the AEDC, a link to download a jurisdictional-specific 'key dates' calendar, links to the AEDC website for key resources including privacy information, and contact details for the STC and the AEDC helpdesk. The email included conditional text for small and special schools about how they contribute important information to the collection. Most jurisdictions also included a statement about how participation in the 2021 AEDC is vital to understanding the impact of the COVID-19 pandemic on children's development.
2. In February 2021, a second bulk email was distributed to all schools on the school frame at that time and thought to be in scope. This email reiterated general information about the AEDC, a link to download the 'key dates' calendar, advised of the imminent arrival of the *School Leader Pack* and *Teacher Packs* (in March 2021), encouraged participation, and provided links to further information on the AEDC website. This email was also tailored for small and special schools and in all jurisdictions except Western Australia included reference to COVID-19.

There was some minor tailoring of both the November 2020 and February 2021 communications content by jurisdiction, following the provision of standard national content that was circulated to STCs for feedback. Refer to [Appendix 8](#) and [Appendix 9](#) for details of the content of these communications.

These initial emails were primarily intended to build awareness of the AEDC, but also served as confirmation that email communications from the aedc.gov.au domain had been whitelisted. Ahead of the November 2020 email to schools, the Social Research Centre prepared a *Whitelisting Guide* for STCs to share with IT contacts in all school sectors to ensure that emails from aedc.gov.au are added to their 'safe list' to prevent the emails going to spam/junk folders.

In addition, for Cycle 5, the department sent a letter to Independent sector schools to encourage their participation (in July 2021).

2.8.2. Overview of changes in supporting materials for Cycle 5

There was a series of updates made to the content of supporting materials for Cycle 5, but overall, the materials themselves and the distribution process were largely in line with the previous Cycle.

The standard workflow involved the distribution of both the *School Leader Pack* and the estimated quantity of *Teachers Packs* in mid-March 2021 in line with the data collection system being open for school activation. STCs were consulted on the option of sending *School Leader* and *Teacher Packs* separately, the argument being that *School Leader Packs* were required earlier in Cycle 5 than

previously to support early activation, but that early distribution of *Teacher Packs*, one to two months prior to data collection, could increase the risk of the packs being misplaced at the school. All jurisdictions chose to send the *School Leader* and *Teacher Packs* together, at the same time. Each of the States and Territories were able to provide additional jurisdictional or sector specific materials in their *School Leader* and *Teacher Packs*.

Changes introduced in Cycle 4 were retained for Cycle 5, including separation of the *Principal welcome letter* and the '*Key steps to participating in the AEDC*' documents with the school activation code contained on both. Also, per Cycle 4, a 'key dates calendar' was developed for schools in consultation with the STCs. STCs had the ability to tailor the presentation and content for their jurisdiction. The key dates calendar was included in the mail packs, as well as in the awareness building emails, to help schools plan for the data collection.

There was a number of changes to the factsheets to encourage earlier activation in Cycle 5 including removal of the standalone '*Preparing for the AEDC*' fact sheet to align with its removal from the '*Key steps for participation in the AEDC*' as a distinct step, and the addition of the '*School set up*' fact sheet. References to 'preparing' for the AEDC as a distinct step were removed from all resources in order to encourage schools to activate as the first step in participating in the AEDC.

Based on feedback received in Cycle 4, the information in the *School Leader Packs* was modified to provide more information on 'Teacher relief reimbursement', 'how to activate your school' and 'how to set up your Teachers', and less on 'general background information about the AEDC'. Some STC feedback was received to simplify the content and style e.g. dot points rather than full sentences, and whilst these updates were not planned for in Cycle 5, following review by the Communications Working Group the majority of these updates were accepted.

Due to delays getting ethics approval for the *Parent Information Letter*, the sample letter was removed from the *School Leader* pack and instead became a key task in the AEDC School Coordinator dashboard, with the AEDC School Coordinator required to download a copy immediately following the School set up questions in order to continue.

Section 3.8 provides a review of these supporting materials in more detail.

2.8.3. School Leader Pack

School Leader Pack contents comprised the following core materials:

- a covering letter addressed to the Principal (the '*Welcome letter*'), including the school activation code and jurisdiction-specific dates
- a jurisdiction specific A3 AEDC '*key dates calendar*'
- a '*key steps for participation in the AEDC*' document, also including the school activation code. These were also tailored to include jurisdiction-specific dates for the collection

- six fact sheets linking back to the key steps for participation, including:
 - 'About the AEDC'
 - 'School activation'
 - 'School set up'
 - 'Teacher set up'
 - 'About the AEDC for Aboriginal and Torres Strait Islander children'
 - 'Teacher relief reimbursement and school finalisation'.
- a *parent / carer opt out pro-forma*, for recording of opt outs in response to the *Parent Information Letter*.

As mentioned in 2.8.2, in Cycle 5 the '*Parent Information Letter*' could not be included in the *School Leader Pack* due to approval-related delays. It was instead made available to the AEDC School Coordinator through the data collection system, which appeared to work well. The *Parent Information Letter* is central to the informed implied consent process.

STCs had the ability to include additional jurisdictional-specific information to the *School Leader Pack*. Western Australia was the only jurisdiction that chose to do so in Cycle 5, adding a co-signed sector specific letter and a funding guide for Teacher relief rates.

The *School Leader Pack* contents were provided in an AEDC branded presentation folder, with the Principal welcome letter and the 'key dates' calendar presented as covering information. This material was mailed to schools via Australia Post.

School Leader Pack materials were also downloadable in PDF format from the AEDC data collection system. AEDC School Coordinators could log into their data collection system account to access these materials. Logged in AEDC School Coordinators could also access the translated versions of the *Parent Information Letter*, which was available for download in ten community languages. New South Wales Department of Education developed a further eight translated versions of the *Parent Information Letter*, 15 translated versions of a FAQ for Families and a Family awareness video.

Refer to [Appendix 10](#) for a copy of *School Leader Pack* materials and [Appendix 11](#) for details of *School Leader Pack* mailing dates.

2.8.4. Teacher Pack

Teacher Pack contents were also tailored by jurisdiction, and comprised of the following core materials:

- a covering letter addressed to the AEDC School Coordinator
- an appropriate number of sets of Teacher training materials (based on the number of participating Teachers in Cycle 4), where each set comprised:
 - a 'Teacher Welcome Letter', with key steps for participation in the AEDC
 - an '*About the AEDC*' fact sheet
 - a 'Preparing for the AEDC' fact sheet
 - a 'Teacher registration' fact sheet
 - a 'Class list creation' fact sheet
 - a 'Completing the AvEDI for Aboriginal and Torres Strait Islander Children' fact sheet
 - an 'Information for Aboriginal and Torres Strait Islander Cultural Consultants' fact sheet

- a copy of the '*Guide to completing the Australian version of the Early Development Instrument*', which provided question by question instructions and guidance for Instrument completion.

The contents of each set of *Teacher Pack* materials was provided in an AEDC branded presentation folder and then collated into an AEDC branded 'tough bag' or outer envelope, depending on the number of *Teacher Packs* provided to the school.

In addition to hard copies being mailed to all schools potentially in scope on the school frame, *Teacher Pack* materials were also available for download in PDF format for logged in account holders. Refer to [Appendix 12](#) for a copy of *Teacher Pack* materials (excluding the *Guide to Completing the Instrument*).

2.8.5. Communications kit

The parent and school communications kits were first introduced in Cycle 3 and updated each cycle in line with changes to other supporting materials. These kits are intended to assist schools with the promotion and implementation of the AEDC with tailored messaging for both parents and internal staff.

The school communications kit comprised:

- a '*questions and answers*' document
- a '*Principal talking points*' document
- an '*all staff email*' pro-forma
- a Teacher poster.

The parent communications kit comprised:

- a pro-forma school newsletter article about AEDC participation
- social media content and pre-formatted images
- a parent poster.

The communications kit materials were available to logged in account holders and were promoted in the *School Leader Pack* materials.

Refer to Section 3.8 for information about the use of communications kits materials.

2.8.6. Training and online help resources

Teacher training resources were integrated into the Teacher registration workflow, and included:

- an '*Introduction to the AEDC*' video
- a '*Moderation information*' video, covering issues for a Teacher to consider when completing the Instrument
- a '*practice questions*' exercise, showcasing the application of the guidance provided in the '*Guide to completing the Australian version of the Early Development Instrument*' to a number of scenarios. Teachers could not commence Instrument completion until the practice questions had been completed.
- an '*Aboriginal and Torres Strait Islander Cultural Consultants*' video.

Refer section 3.8.4 for details on Teacher training videos.

Transcriptions of all video content was available online.

Online contextual help videos, relating to key aspects of the workflow, such as school activation, registering Teachers, how to bulk import children records, managing class lists, submitting Teacher relief reimbursement invoices, and school finalisation, were available from the help centre for logged in account holders on the secure data collection system, as well as linked into relevant reminder emails.

2.8.7. Key challenges and considerations for future collections

Awareness building activities are essential to a strong response to school activation and a strong start to data collection. Continued investment in a communications strategy that clearly highlights the benefits of participating in the AEDC is recommended for Cycle 6.

Pre-collection communications also play a key role in ensuring that emails from aedc.gov.au have been whitelisted and serve as a test for bounced emails to school Principals. It is important to ensure the whitelisting guidelines are widely shared by STCs with their IT contacts in the relevant school sectors.

Considerations for future collections include:

- The dates for sending *School Leader* and *Teacher Packs* should be reviewed each Cycle – the school frame must be finalised and the data collection system ready for activation, in accordance with a schedule which takes the respective school holiday periods in each jurisdiction into account. When agreeing these dates with STCs, it is important to be mindful that the Social Research Centre has control over the dates that packs are dispatched, but not the dates that *School Leader Packs* will be delivered to schools by Australia Post. In Cycle 4, due to late school frame files received by jurisdictions, several batches of posting packs to schools was required but this was not an issue for Cycle 5.
- As ‘early activation’ was considered a successful initiative for Cycle 5 (refer to Section 3.7.1), messaging should be retained that prioritises ‘activation’ over ‘preparing for the AEDC’ (identifying an AEDC School Coordinator, identifying the preferred time for Instrument completion, organising Teacher relief etc.).
- Whilst there was strong feedback to maintain hard copy packs as the preferred format of communications materials for Cycle 5, this should be reviewed again for Cycle 6.
- The lead time to re-work the format of supporting materials should not be under-estimated. It is considered important that supporting materials are finalised in good time so that they can be dispatched at any time from early March for a May start to data collection. If they are significantly re-worked then they should also form part of the testing materials in stakeholder / STC / field testing processes that take place in December. This may mean starting to work on revised communication materials as early as September 2023 for Cycle 6, if they are to undergo rounds of feedback with STCs / Communications Working Group etc. Specific further improvements to the *School Leader* and *Teacher Pack* contents for Cycle 6 include:
 - adding a column for ‘who is responsible’ for each element of the Key Steps document, to ensure roles are clear
 - fact sheets to include a ‘summary’ section to highlight the most important points
 - fact sheets to cover Feedback Surveys and, if included in Cycle 6, the Preliminary School Snapshot
 - consider a full review of the *School Leader* and *Teacher Pack* fact sheet copy, to further distil content and simplify language. Review terminology around ‘finalising’

- consideration to be given to producing two versions of some key fact sheets for schools which are / are not involved in centralised pre-population (e.g. Teacher set up (SLP) / Class list creation (TP)), so messaging around pre-population vs bulk uploading can be clear to prevent schools bulk uploading when child information is already pre-populated.
- Consider emailing a soft version of the 'key steps for participation in the AEDC' document to schools (if packs continue to be sent via hard copy)
- Consider an additional video encouraging participation in the AEDC
- Consider bringing forward the awareness-building November email to avoid distribution too close to school holidays
- Review the additional language translations of the *Parent Information Letter*, as there was interest in more than just the top ten languages in some jurisdictions in Cycle 5
- Bring forward the timing of the letter to the Independent sector from the department, and potentially include input from jurisdictions and Independent Schools Australia.

2.9 AEDC Helpdesk

This section provides an overview of procedures, resources and activities relating to the AEDC Helpdesk ('the helpdesk'), which plays a pivotal role in the successful delivery of the AEDC data collection. Issues arising from calls to the helpdesk and helpdesk performance against key performance indicators (KPIs) are evaluated in Section 3.11.

2.9.1. Helpdesk overview

For Cycle 5 and following changes in working arrangements due to COVID-19, the AEDC data collection was supported by a work-from-home helpdesk, staffed by highly trained operators and supported by a dedicated coordinator. The helpdesk was operational from March 2021 to support engagement building activities (refer to Section 2.8.1) and remained open until the end of the invoice submission period in September 2021. The helpdesk was re-opened at subsequent peak times to ensure queries were resolved quickly which included the release of School Profiles in November 2021 and the national launch of results from 1 April 2022.

Contact with the helpdesk was initiated by calling the dedicated 1800 number and/or by email to the helpdesk email address. Helpdesk operators were able to access an interface linked to the data collection system.

The key aims of the helpdesk were to:

- act as a single point of contact to assist with administrative and technical queries from data collection system users throughout the data collection and invoice submission periods
- action referrals from STCs regarding individual queries and provide support to users
- address general queries from parents regarding the AEDC
- process return to sender *School Leader Packs* and manage re-send requests.

2.9.2. Helpdesk planning

The expectation for Cycle 5 was that the overall level of traffic to the helpdesk would be approximately the same or slightly less than Cycle 4 when 26,285 transactions were recorded. The distribution of traffic across the different outcome types was expected to vary minimally given there were less

substantial workflow changes for Cycle 5, compared with Cycle 4. The key workflow change for Cycle 5 that was expected to impact helpdesk traffic was the removal of the Financial Manager role.

As overall traffic to the helpdesk was expected to be similar to Cycle 4, helpdesk reports from 2018 were used to estimate the number of helpdesk operators required for Cycle 5. A very modest level of helpdesk activity was expected in response to the awareness building activities in November 2020 and February 2021, with activity building through the school activation phase in March and April 2021 (more so in Cycle 5 than previous cycles due to the push for 'early activation'), peaking for the data collection phase from May to July 2021, and falling away during the Teacher relief reimbursement invoice submission phase.

It was estimated that up to ten helpdesk operators would be required to cover the anticipated volume of helpdesk traffic during the peak period.

In response to the shift to remote working, key helpdesk resources were reviewed and updated to better suit the remote working environment. In order to reproduce 'having all helpdesk operators in the same room', a Microsoft Teams' channel was set up to allow operators to raise questions or request assistance from the team. The helpdesk supervisor was able to listen to call recordings or listen in real-time to provide coaching and feedback as required.

2.9.3. Helpdesk operator training

As with Cycle 4, there was a very strong focus on helpdesk operator training, with several rounds of training designed to align with schools' progression through the AEDC workflow, and operator redundancy, to be able to quickly respond to unexpected changes in the volume of queries to the helpdesk. Helpdesk operators were heavily involved in internal data collection system testing as part of their initial training, and materials developed to support helpdesk operator training were readily shared with STCs, as appropriate.

The AEDC helpdesk operator manual was reviewed and updated to reflect the data collection system enhancements undertaken for the 2021 collection. The manual was a 'living' document that was developed and maintained over the period that the helpdesk was operational. The manual provided greeting instructions, detailed responses to Frequently Asked Questions (FAQs), jurisdiction-specific questions and answers, specific instructions by caller type (e.g. parent, school, STC) and details of agreed KPIs.

Briefings and briefing content were staged by phase of the project. The helpdesk supervisor was briefed on issues pertinent to the awareness building activities. The helpdesk supervisor comfortably handled the volume of traffic associated with these activities and was heavily involved in data collection system internal testing during this period.

An additional five helpdesk operators were briefed prior to the school activation phase, with the first briefing held on 15 March 2021. The first component of the briefing included background information regarding the development of the AEDC, an overview of AEDC data collection workflows, and a summary of helpdesk learnings from Cycle 4. This initial briefing was delivered by the Social Research Centre Project Management Team and was intended to give the team a broad understanding of the AEDC. The second component of the briefing focused on the practical aspects of the data collection and helpdesk processes. This was led by the Helpdesk Supervisory Team, and included data collection system orientation, supporting materials content, helpdesk tools and procedures, and a review of issue escalation procedures, privacy and confidentiality issues.

To prepare for the opening of the system for Instrument completion, an additional five operators were briefed on 3 May 2021. This was timed to ensure helpdesk operators were briefed in readiness for an

expected increase in traffic. This brought the size of the helpdesk team up to eleven, including the helpdesk supervisor.

Re-briefings were conducted by the Social Research Centre Project Management Team and the Helpdesk Supervision Team during the data collection period as required. This kept the helpdesk informed of any new processes and meant the helpdesk could focus on system features and processes pertinent to the current stage of the collection, ensuring consistent and up to date advice was provided to schools.

Helpdesk operators were provided with training materials specific to Teacher relief reimbursement and invoicing procedures on 17 May 2021 as schools moved into the invoicing phase. This material included briefing slides and documentation covering invoicing FAQs, an overview of invoicing rates and arrangements by jurisdiction (including, for example, special invoicing arrangements for a number of jurisdictions and the application of the 'three hour minimum' rule), as well as the process for exceptional circumstances claims (refer also to Section 2.12.3).

2.9.4. Helpdesk features

The helpdesk interface with the data collection system was enhanced for Cycle 5, based on operator feedback from Cycle 4, with a view to improving the overall efficiency of helpdesk operations. As part of the update, functionality was added to the STC Dashboard which allowed STCs to flag schools for follow up. These schools were flagged on the helpdesk interface for follow up, allowing quick referral for any common issues.

Also new for 2021, was the use of an Interactive Voice Response (IVR) to manage traffic to the helpdesk. This allowed schools to either hold for the next available operator or choose to leave a voice mail. Employing the use of an IVR was a suggested learning from 2018 and helped the supervisor monitor traffic volumes in real-time and with greater accuracy.

Existing functionality of the helpdesk interface includes:

- the ability to record interactions with various system users including schools, STCs, parents and members of the public
- customisable 'operator reports' which can be used for outcome analysis, resourcing and calculation of calls taken in real-time
- detailed information about each school, their participation status in the AEDC and the status of the different system users registered with the school
- capacity to search for and update key information about the school including password recovery
- an 'impersonate' function, allowing helpdesk operators access to the user's screens within the data collection system, to enable practical and immediate assistance with technical and workflow queries
- a shared interface with STC screens, including the capacity to leave 'notes', allowing the helpdesk and STCs to record and share communications pertaining to individual schools as required
- the capacity to add, edit and delete query outcome codes throughout the period of helpdesk operation as necessary, to enhance capacity to report subtle changes in reasons for contacting the helpdesk, recording of *transactions* (number of individual calls or emails) and *outcomes* (where any one transaction could have multiple outcomes or actions arising).

Helpdesk features were also enhanced and refined throughout the data collection and invoice submission period in response to user needs. The main refinements made to the helpdesk interface leading up to and during the data collection include:

- the addition of the School Approval Status under Caller Information for both Teachers and School Coordinators, so that the operator could determine where users are up to in the activation and registration process
- the addition of a 'force-finalise' function for instances of Teachers completing Instruments using another Teacher's account.

2.9.5. Helpdesk KPIs and resources

The helpdesk KPIs developed in 2018 were retained for Cycle 5. The main quantitative KPIs focused on the provision of timely support to schools contacting the helpdesk. KPIs include:

- the proportion of calls taken in real-time (set at 90 per cent)
- the response time for calls routed to the messaging service (all operators currently busy, call received outside hours of operation) or emails received by the helpdesk (returned / actioned within 24 hours).

KPIs related to service, call handling, communications and query turn-around time were reviewed on a regular basis by the Social Research Centre Project Management Team and the Helpdesk Supervisory Team.

A comprehensive suite of email response templates was developed to ensure consistent responses to common queries to the helpdesk. Email response templates were refined and updated in response to emerging issues across the data collection and invoice submission periods.

2.9.6. Helpdesk activity reporting

A helpdesk update was provided as a standing item at the weekly department and Social Research Centre teleconference, with issues arising communicated to STCs on an as required basis.

A comprehensive weekly transactions and outcomes report was prepared and circulated to stakeholders throughout the period that the helpdesk was operational. The report provided details of the 28 most common detailed outcomes logged for the week, and for the project to date as well as tracking call / email volumes and the proportion of calls taken in real-time across the entire data collection period.

Additional internal performance reports were introduced for Cycle 5 in order to provide greater detail when reviewing and analysing the performance of the helpdesk. This was in response to the helpdesk staff working from home, and included detailed information about call volumes, lengths and hold times. This was achieved using Noble Systems, the Social Research Centre's contact centre management software.

Refer to Section 3.11 for analysis of helpdesk transactions and outcomes over time.

2.9.7. Other helpdesk activities

In addition to providing assistance with technical and administrative queries, the helpdesk sought to:

- collect and record school scope status and participation information, and refer this information to STCs as appropriate, to ensure the school frame remained up to date for headline reporting and STC dashboard reporting purposes

- assist in the capture of information pertaining to 'data edits' (i.e. requests from schools or individual users to manually correct information erroneously entered during school activation, Teacher registration, within the Instrument, or at any point during the invoice preparation process)
- manage requests for paper copy Instrument completion.

Refer also to Section 2.11.5 for details of helpdesk support for STC non-response follow up activities.

2.9.8. Key challenges and considerations for future collections

Helpdesk operators require an extremely detailed level of knowledge to respond professionally to caller inquiries. This has implications for the structure of and investment in initial briefing and re-briefing. For Cycle 5, operators were briefed in small groups to ensure the briefing was tailored to the current stage of data collection. More operators were briefed and trained than required, which gave the helpdesk capacity to respond to unexpected changes in the level of inbound call activity in a timely manner. If there continues to be a push for early activation in Cycle 6, it may be appropriate to train the entire helpdesk team earlier to improve responsiveness during the activation phase.

Consideration could be given to inbound call systems which allow streaming of calls by topic. This could be organised in a way to reduce the overall amount of information each helpdesk operator needs by allowing operators to specialise in a specific issue or area of the workflow. This could be achieved using Noble Systems or similar call centre technology with functionality to offer callers options tailored to their queries.

Targeted outbound telephone follow up activity by the helpdesk could also be considered where schools appear slow or unable to progress (e.g. all Instruments completed and at least one unregistered Teacher, all Teachers finalised and at least one unresolved child, etc.).

Rostering of 'flex' operators who were briefed and scheduled for other projects but were available to switch to AEDC if required would ideally be retained. Despite efforts to predict call volumes, having flex operators allowed the helpdesk to be more responsive to increases in traffic in Cycle 5 and should be retained for Cycle 6.

Other suggestions for Cycle 6 include:

- facilitate an STC session with the helpdesk supervisor to confirm any jurisdictional priorities / requirements. Encourage STCs to engage with Helpdesk training, including key messages and communicated priorities
- enhance functionality to share school specific notes/records between Helpdesk and STCs.

2.10 Data collection and progress monitoring

The focus for Cycle 5 was to continue to support STCs in the attainment of the 95 per cent school and child target participation rates. A key strategy for Cycle 5 was to encourage 'early activation', so that by the time the collection period starts, as high as possible proportion of schools have already activated and worked through the steps in the workflow to be in a position to start Instrument completion from the first day of data collection, if they so desire. In doing so, the school effectively acknowledges receipt of the *School Leader Pack* and signals intention to participate in the collection. As part of the activation process, information about the planned dates for Instrument completion by Teachers is collected from the school, which is important for guiding system reminders and STC follow up initiatives.

Each school is assigned a status code which is reported on the STC dashboard, identifying where the school is up to in the workflow, through the activation, Instrument completion and invoicing phases. Through the provision of robust, user-friendly progress monitoring systems and reports, and through email prompts and reminders, schools are helped to progress through the data collection workflow, with support from the helpdesk, as appropriate.

Sections 2.10.2 and 2.10.3 provide an overview of the tools available to project stakeholders for monitoring progress with the collection.

2.10.1. Data collection period overview

Schools typically have three full calendar months to complete AEDC data collection activities, between May to July. In Cycle 5, the data collection system was opened for Instrument completion on 3 May 2021, with the end of the data collection period set for 30 July 2021.

In support of 'early activation', the system opened for school activation on 15 March 21, a week ahead of the anticipated arrival date of the *School Leader Pack*. A soft deadline was set to have most schools activated by 30 April 2021.

The data collection period started one to three weeks into Term 2, with the two-week winter school holiday period (three weeks in the Northern Territory) falling one to three weeks before the original end of the data collection period (30 July 2021). Little Instrument completion activity was anticipated during winter school holiday time.

There was some variation in dates across jurisdictions, with STCs able to set the system control dates for their jurisdiction. These dates were reflected in their jurisdiction specific '*key dates calendar*' and the '*key steps for participation in the AEDC*' document in the *School Leader Pack*.

The enumeration strategy in Western Australia for Cycle 5 (and previous cycles) was to encourage schools to complete data collection by the end of Term 2 (2 July 2021). Other jurisdictions planned to utilise the full data collection period. As could be expected, these differences in enumeration strategy led to some variation in the rate of Instrument completion by jurisdiction. Refer to Section 3.4 for a discussion of issues associated with the rate of Instrument completion.

2.10.2. Headline reporting

The primary national progress monitoring tool was the Headline Report, provided in MS Excel format to the department on a weekly basis throughout the activation and data collection period. The Headline Report provided information of the sector within jurisdiction level to track project status relative to previous cycles and monitor progress through the workflow.

The Cycle 5 Headline Report was based on that used for Cycle 4, with the addition of two new worksheets:

- *Preliminary School Snapshot* tracking – showing the number of schools that had finalised their data collection activity and the number of those that had downloaded their *Preliminary School Snapshot*
- School status code – showing a breakdown of all in-scope schools and their current status code, indicating their progress through the workflow. There were 13 school status codes in Cycle 5, such as code 0 = no activity, code 1=school commenced activation, through to code 12 = Coordinator feedback survey submitted.

The Headline Report also included information pertaining to:

- headline school and child participation rates, at the sector within jurisdiction level

- reconciliation with the school frame (schools on the school frame, out of scope / closed schools, base for school activation rate calculation)
- details of progression through the school activation workflow (schools commenced activation, activated schools, schools with one or more Teachers registered, schools with one or more Instruments completed)
- details of progression through the Instrument completion workflow (child population, children on a class list, and the count of children with a status 'Non-participating', 'Unassigned', 'Not started', 'In Progress', 'Skipped Instrument' and 'Instrument completed')
- details of the school activation and Instrument completion rate (cumulative and weekly by sector within jurisdiction, compared with Cycles 1, 2, 3 and 4)
- details of progression through the invoicing workflow (schools with one or more completed Instruments, schools with all Teachers finalised, invoice submission rate)
- intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant, based on Teacher registration information (including a filtered view by 'school has access to an Aboriginal and/or Torres Strait Islander Cultural Consultant', a question answered by Teachers as part of the Teacher registration process, to achieve a more precise measure of Aboriginal and/or Torres Strait Islander Cultural Consultant utilisation intention)
- Aboriginal and/or Torres Strait Islander Cultural Consultant usage, based on completed Instrument information (also including a view filtered by 'school has access to an Aboriginal and/or Torres Strait Islander Cultural Consultant')
- reason for child non-participation, based on Teacher or AEDC School Coordinator response to class list maintenance
- reason for skipping the Instrument, based on Teacher responses to Instrument question BI12b
- indicative completion period (details of the of the data collection start and finish date by school, as indicated by the AEDC School Coordinator at activation), and a breakdown of whether this was 'start date in future' (i.e. not late starting), 'late starting', 'started', 'finish date in the future (i.e. not late finishing), 'late finishing', 'finished'.

The Headline Report could be generated on demand, with data sourced from a 'snapshot' of system status information taken every 24 hours (at midnight). STCs were also able to generate Headline Report inputs specific to their jurisdiction, as required.

Given that Headline Reports were generated directly from raw system data, counts present in the Headline Reports can differ slightly from final, clean edited outputs.

2.10.3. STC dashboard

A key data collection system enhancement for Cycle 4 was improved progress monitoring functionality for STCs through the STC dashboard. Minor refinements were made to the STC dashboard for Cycle 5, including better ability to filter and sort schools and breadth of content available via the dashboard. A progress bar was added to give a quick view of progress through key metrics (e.g. school set up completed, children resolved, invoice submitted etc.).

Using the dashboard, STCs were able to view headline school and child participation status information for their jurisdiction, and detailed, real-time information on school progress through the workflow. Detailed progress status reports could be exported for distribution to jurisdictional

stakeholders and/or for the preparation of tailored lists of schools for a range of non-response follow up activities.

The ability to impersonate the different system users by schools was added to the STC dashboard in Cycle 4 and retained for Cycle 5.

As for previous cycles, the on-screen view could be filtered by school sector, region, or group (as defined in the school frame). Detailed information was displayed at the individual school level, such as activation status, the number of Teachers registered, Instrument completion status, finalisation status, estimated start and finish dates (as indicated by the AEDC School Coordinator at activation) and a 'for action' flag.

Further information relating to the individual school, such as the AEDC School Coordinator contact details and school participation history, was available by 'clicking through' on the school name.

A detailed breakdown of child participation information and STC approval requests (relating to new email address information for Principals / AEDC School Coordinators) was also available from the STC dashboard.

2.10.4. Key challenges and considerations for future collections

There was some re-working of the dashboard displays and downloadable report content during the collection in response to STC requests, despite greater attention to scoping their dashboard requirements during specification / testing. For Cycle 6, it will be important to ensure any development work undertaken during collection does not prevent the headline report running overnight.

Consideration could be given to the development of live comparative reporting of key progress measures from within the STC dashboard (as opposed to retaining the Excel Headline Report described in Section 2.10.2). This could encompass live comparative reporting of e.g. the rate of activation, child participation rate and invoice submission rate.

There is also an appetite for a progress view of estimated child population and Instruments completed by AEDC community and local community, to help STCs prioritise follow up activities. Any such initiative is contingent upon child residential address information being provided and geo-coded as part of the pre-population workflow.

2.11 Maximising participation

This section of the report describes the various elements of Cycle 5 response maximisation activities. The STCs were responsible for the achievement of the target school participation (95 per cent) and child participation (95 per cent) rates in their jurisdiction. The Social Research Centre's role was to provide timely information and robust systems to support response maximisation activities.

2.11.1. System generated alerts

A number of email alerts were generated within the data collection system to advise relevant users of the need to progress to the next stage of the workflow. In addition to the verification emails generated during account creation, data collection system generated email alerts included:

- an AEDC School Coordinator generated reminder to unregistered Teachers, to prompt the Teachers to progress registration

- an alert to the AEDC School Coordinator to advise that all Teachers had finalised and to prompt Teacher relief reimbursement invoice preparation and school finalisation
- a thank you email sent to the AEDC School Coordinator to advise the school's participation in the 2021 AEDC was complete.

Where the school was not ready to progress to the next stage of the workflow, this was apparent to system users on screen through the 'greying out' of relevant tabs or buttons, and workflow specific messaging (e.g. 'the data collection system is not yet open for class list creation').

2.11.2. Email reminders

A series of reminder emails, using school status information from the data collection system, was sent at agreed points during the data collection and invoice submission periods to prompt user action. Reminders were based on lists of schools meeting agreed criteria at an agreed point in time. Examples of agreed criteria included 'schools not started activation', 'schools started, not completed activation', 'school activated, no Teachers registered', 'schools with Teachers registered and no Instruments completed', 'schools with unresolved children', and 'schools with Teachers finalised and invoice not submitted'. The reminder types sent were specific to the phase of data collection, for example, the first set of reminders were only sent to schools which had not activated, to help them progress to the next step in the workflow.

While Cycle 5 introduced the concept of an 'activation deadline' to ensure schools were 'on board' early in the process, this was a soft deadline only and additional reminders were not sent during the activation phase when this deadline was approaching, a strategy agreed with STCs prior to the collection.

A 'communication plan' consisting of the overall email reminder strategy and proposed email content was circulated to STCs for review and feedback. STCs had the option to tailor reminder email content and timing for their jurisdiction or school sectors. Reminders were released to a list of schools meeting the agreed criteria, based on school status report information generated through the data collection system.

Over the course of the collection there were 14 different email reminder types, and 12 separate rounds of email reminders, with up to five versions of each email to accommodate jurisdictional / sector level tailoring. A total of 42,963 email reminders were sent from the commencement of school activation on 15 March 2021 until the last round of email reminders towards the end of the invoice submission period on 29 October 2021. This represents around one third more email reminders than were sent in Cycle 4 (31,186).

Most email reminders were sent to the AEDC School Coordinator or Principal (in the case of non-activation), with the balance directed to the Aboriginal and/or Torres Strait Islander Cultural Consultant (as part of non-response follow up for the *Aboriginal and/or Torres Strait Islander Cultural Consultant Feedback Form*). No email reminders were sent to Teachers.

Helpdesk resourcing was increased for the day of, and day following, scheduled reminder activity given the additional helpdesk traffic generated by email reminder activity.

Refer to [Appendix 13](#) for the communication plan for email reminder templates.

2.11.3. Paper copy Instrument

Whilst data collection for Cycle 5 was primarily online through the secure data collection system, it was acknowledged that in a small number of cases, for example, where internet access was

unavailable or deemed unreliable for a given school, a paper copy of the Instrument would be made available upon request to facilitate Instrument completion.

Requests for the paper copy Instrument would be processed through the helpdesk, with notification to the relevant STC, as required.

A set of guidelines for paper copy Instrument completion and return was first developed by the Social Research Centre in consultation with the department in Cycle 3. The guidelines were reviewed and updated for Cycle 5, providing detailed instructions to the helpdesk and schools regarding agreed procedures for the distribution, completion, secure return and processing of paper copy Instruments and associated documentation.

No schools contacted the helpdesk and requested to use the paper copy Instrument in Cycle 5.

Refer to [Appendix 14](#) for a copy of the *Paper Copy Instrument Guidelines*, and [Appendix 15](#) for the *Paper Copy Instrument*.

2.11.4. STC response maximisation activity

STCs were responsible for response maximisation activities in their jurisdiction across the entire data collection and invoice submission period. After the start of the collection, STCs encouraged response, predominantly through email-based communications. There was significant telephone follow up of non-responding schools over the second half of the data collection period.

STC targeted non-response follow up activity was informed by the progress information from the STC dashboard within the data collection system (refer to Section 2.10.3). This allowed STCs to see exactly where a school was up to in the workflow, as well as the data collection dates nominated by the school at activation, so STCs could avoid reminding schools which intended to participate at a later date and could focus on those which were 'late', particularly as the collection moved into its later stages.

During the course of undertaking non-response follow up activities, STCs were usually able to offer general support and assistance to schools using the 'impersonate' functionality that was built into the data collection system again for Cycle 5, else schools were referred to the helpdesk.

Maximising the participation of Independent sector schools, in particular, was again challenging in some jurisdictions. In Cycle 5, the department contacted the national Independent school peak body in July 2021 and received a positive response in terms of supporting their members to complete the AEDC.

Thank you letters were sent to schools in all jurisdictions / sectors after the collection, which was a joint initiative between the department and States and Territories.

2.11.5. Helpdesk support

Outbound telephone and email follow up of (non-responding) schools was initiated by the helpdesk on a number of occasions during the Cycle 5 data collection period in support of STCs. Outbound follow up activities undertaken by the helpdesk included:

- follow up of 'return to sender' (RTS) outcomes for the *School Leader Pack* mailing, and follow up of schools which had previously requested the re-mailing of materials, in order to confirm that the materials had been received and that the school was in a position to proceed with data collection
- follow up with schools which were flagged during the email reminder workflow (refer also to section 2.11.2 above), in order to:

- correct suspected erroneous email address information, where an email address was flagged as 'bounced' following the release of the initial email reminders
- confirm the appropriate AEDC contact, where the 'out of office' email message generated as a result of email alert activity suggested that the recipient was unlikely to be available (due to having permanently left the organisation, or due to being on extended leave, etc.).

2.11.6. Extension to data collection period

At 29 July 2021, two business days from the scheduled end of the data collection period, the Headline Report indicated that a further 6,011 Instruments needed to be completed to achieve the 95 per cent child participation rate target at the national level, and an additional 147 schools needed to participate in the AEDC to achieve the 95 per cent school participation rate target at the national level.

Refer to [Appendix 16](#) for a summary of participation rates by jurisdiction at 29 July. The department agreed to extend the data collection period in Victoria by three weeks to 22 August 2021, given the impact of ongoing lockdowns in Victoria due to COVID-19. The extension period was used by STCs to undertake highly targeted non-response follow up activity.

During the three-week extension period in Victoria, approximately 8,170 incremental Instruments were completed and an additional 166 schools participated. At the end of the extension period, Victoria achieved a child participation rate of 89.9 and school participation rate of 90.1 per cent. Following post-collection adjustments (refer to Section 2.13 for further details), Victoria remained the only jurisdiction not to reach their child or school participation targets at 89.7 and 91.3 per cent respectively.

Although the Independent sector school participation rate was slightly higher than previous collections at 82.3 per cent, engaging this sector remained a challenge in Cycle 5. The overall Independent sector school participation rate was significantly lower than the Catholic and Government sector school participation rates of 97.9 per cent and 98.3 per cent respectively.

Refer to Sections 3.1 and 3.2 for details of final school and child participation rates, respectively, and Section 3.4 for a more detailed analysis of the rate of Instrument completion.

2.11.7. Key challenges and considerations for future collections

The email reminder program for Cycle 5 worked well. It was realigned with changes in workflows and included links to contextual help videos.

It is recommended to retain the flexibility for STCs to customise reminder content for specific situations and to target school stakeholders. It would be useful if, where appropriate, screen shots are included in the reminder email to assist the intended recipient. A dedicated resource within the Social Research Centre Project Management Team is required to maintain this level of reminder email tailoring for Cycle 6.

Overall, there was good coordination of jurisdictional and data collection provider reminder email activity. Reminder activity has an impact on helpdesk activity, so it is important to plan helpdesk resourcing around reminder activity. The STCs were generally good at informing the helpdesk of planned activities and there were very few instances when the helpdesk was unaware of jurisdictional email reminder activity.

A tailored engagement strategy to increase Independent sector participation should be considered. In Cycle 5, the department contacted the National Association of Independent Schools in July 2021 and received a positive response from them in terms of supporting their members to complete the AEDC.

This was followed up with thank you letters sent to schools in all jurisdictions / sectors, which were joint signed by the department and the States and Territories. Some jurisdictions requested a 'certificate of training' be included in the letter. For Cycle 6, these engagement strategies could be built into the overall communication strategy and a certificate of training that is pre-filled with the Teacher's name could be system generated. Other suggestions included the development of sector-specific tailored engagement videos.

It is evident that the extension to the data collection period is important in terms of the overall school participation rate and has been required in the last two collections. Ideally, the Cycle 6 schedule would have the capacity to accommodate an extension to the data collection period, should this prove necessary, however, this should be balanced against any considerations to bring forward the timing of any reports or data deliverables.

STCs suggested a number of additional resources to help maximise participation in the collection, including resources for STCs to assist with schools considering opting out and how to assist schools to include AEDC data in operational planning.

Finally, the value of the Preliminary School Snapshot could be leveraged in Cycle 6 to encourage school participation and could be highlighted in awareness-raising communications.

2.12 Data preparation

2.12.1. Data preparation overview

Data preparation for the 2021 AEDC was based on the following assurances:

- all deliverables would be compared to analogous historical data, and anomalous data identified for further investigation
- changes to outputs from the previous cycle would be minimised - file layout, variable naming and labelling conventions would be consistent with the unit record files (URFs) disseminated during Cycle 4, unless otherwise agreed
- all of the variables would be documented in the data dictionary
- the data will have been examined by TKI as part of a quality assurance process before sign off by the department.

Manual steps in data file preparation only exist where absolutely necessary. Syntax driven and automated processing ensures consistency, reproducibility and makes it easier to identify and isolate errors. Syntax is managed through R packages (extensions to the R statistical programming language) to ensure consistent application, simple change tracking and comprehensive testing of code.

Data preparation activities for Cycle 5 were similar to previous cycles. Data preparation effectively commenced during the processing of the school frame and files for pre-population, where a geocode was assigned to each school campus, and to each child residential address.

During the collection, completed Instruments were progressively geo-coded where the child residential address was not present in pre-population and had been captured during data collection, or where the child residential address present in pre-population was updated by the Teacher.

A preliminary Instrument file was extracted from the data collection system early in the data collection period as part of standard quality control procedures, to verify that all sequencing, logic and jurisdictional amendments were functioning as intended.

At the conclusion of data collection, raw Instrument data, excluding data for all opted out children recorded up to that point, was extracted from the data collection system and was subjected to established cleaning protocols, including full range, value and logic checks.

2.12.2. Initial data preparation

The final extract of Instrument data from the data collection system was imported into Comma-separated values (CSV) format on 24 August 2021. The total number of Instruments present in the extract was 305,436.

A separate verbatim file was created containing Teachers' responses to the ten free-text items interspersed throughout the Instrument. The ten fields were then deleted from the main data file.

All variables in the original file were renamed and recoded to match the data file from previous cycles.

2.12.3. Key data cleaning tasks

Relatively little cleaning was required of the Instrument data extracted from the data collection system, due mainly to stringent input controls and completion checks at the point of capture.

The major data cleaning tasks involved five modifications:

- amendments requested by the schools and STCs through the helpdesk
- applying 'STC edit' checks of date of birth, gender, resolution of duplicate records and invalid addresses
- post-populating data for West Australian cases for agreed items, including children repeating a grade and parental education
- adding post-population attendance data where this was provided from administrative records (participating jurisdictions / sectors only)
- removing data from variables that should be skipped if a Teacher revised their response to an earlier question. For example, if a Teacher completed part of an Instrument for a child and then returned to the question on whether they felt they could adequately assess a child and amended their answer to 'No', all data in the assessment variables for that child were cleaned out.

Child ages were exported for review if the child age was under 4 or over 7 (or under 5 if the child was repeating the grade) (402 cases), while sex was checked where the recorded sex was different from the pre-populated sex (248 cases). STCs were provided with details for these children, along with those where child residential address was incomplete and could not be geocoded. STCs were asked to confirm or modify the information according to that held in their local administrative systems.

Standard scripts were applied to identify and resolve duplicate Instruments according to established business rules, with a file of duplicated Instruments and the proposed action provided to the relevant STC for review and final authorisation. There were 967 children in the original data extract who shared the same first name, last name and date of birth or first name, last name and school. Most of these children had changed schools during the course of the collection and were assessed Independently by Teachers in different schools (i.e. duplicate Instruments).

The agreed de-duplication rules were consistent with previous cycles, and included:

- where there is one valid and one skipped or invalid Instrument, retain the valid Instrument

- where both Instruments are either valid, invalid or have been skipped, retain the Instrument completed first - the earlier Instrument would have been completed by the Teacher who had known the child the longest.

STCs had a two-week window for the 'STC edits', shortly after the end of data collection (23 August – 6 September 2021, with Victoria's extended until 16 September 2021 due to the data collection extension).

After incorporating advice from the STCs, 421 records were excluded as duplicate. Exclusion of the 'duplicate' records avoided possible distortions in the data. It was also particularly important for linkage projects in which duplicate records will create concerns and would have to be excluded anyway. The net effect of excluding the 421 duplicates was to reduce the number of children that participated in the 2021 AEDC from 305,436 to 305,015. The 421 duplicates were not discarded but retained in pairs in a separate sub-file for further analysis.

Post-population data was supplied by the jurisdictions in early October 2021 and was checked, cleaned and merged with the main preliminary data set. There were very few issues with this data for Cycle 5, given jurisdictions had already provided a 'trial' post-population file in advance.

2.12.4. Key data transformation tasks

Given the volume of data transformation-related material, full details are not provided in this report. More information on transformations can be found in the [AEDC Data Dictionary](#).

In summary, the key data transformations were as follows:

- multiple response items were converted to individual variables (such as Aboriginal and Torres Strait Islander Cultural Consultant types)
- data transformations for output variables derived from more than one input variable (e.g. '*Tmsch*', derived from whether the child has been in the class for more than one month at the time of assessment and whether the Teacher felt they could adequately assess the child)
- transformations for derived demographic items such as '*AgeGroup3to7*' and '*PlaceOfBirth*'
- domain score variables, cut-offs and other derived items such as DV1 and DV2 were calculated using syntax adapted from the Canadian EDI
- the MSI was calculated using syntax provided by TKI.

2.12.5. Geocoding

There were 249,546 records with pre-populated child residential address information that were geocoded in advance of being loaded into the data collection system. The quality of this address information is discussed in section 3.9.2.

Following data collection, there were 83,228 records that required geocoding, including:

- 48,054 records that did not have child residential address information pre-populated (excluding Western Australia)
- 35,014 records from Western Australia, as child address data were provided as part of post-collection activity.

All records (de-identified) were sent to Sample Pages for geo-coding.

Among the post-collection batch of records sent for geocoding, 81,599 or 98.0 per cent were automatically geocoded to a satisfactory level, with 1,629 cases (2.0 per cent) requiring manual

investigation. Of these, 1,012 cases were sent to STCs to see if better address information was available in administrative records, with 384 addresses that were able to be geocoded. The remainder were streamed into a manual geocoding workflow, taking the best geocoding available (e.g. property, street or suburb centroid, or failing that, school address).

Overall the geocoding process was satisfactory, and the geocoding for pre-populated records as part of the pre-population data generation process, greatly reduced the time required and impact of geocoding on post-data collection data preparation period. However, the three-week data collection extension in Victoria resulted in a 'late' batch of address records being sent to Sample Pages, as well as the Victorian 'STC edits' process (which includes trying to resolve address information unable to be geocoded) having to be extended an extra week, impacting the data preparation window.

2.12.6. Final steps

Once all issues arising from the STC edits were addressed and post-population data was included, domain scores were calculated and a number of enhancements to the preliminary AEDC data were undertaken, including:

- Free text responses at BI8a (special needs) and D10 (specific conditions) were reviewed to back-code responses into existing pre-coded options, where appropriate, and review residual free text responses to establish whether consideration should be given to extending the list of pre-coded conditions for future cycles. Given the highly varied and qualitative nature of responses to most other free text questions in the Instrument, no other coding of free text responses was undertaken
- STCs were given the option to update the boundaries which define AEDC communities. This may be in response to e.g. changes in Australian Bureau of Statistics Australian Statistical Geography Standard, where a new SA1 or SA2 is created that needs associating with an AEDC community, or in response to population changes, where e.g. a large community could now be broken into two, or existing communities now need to be aggregated, for example, due to confidentiality reasons. STCs were briefed on this task and sent comprehensive instructions on 1 October 2021, including a tool to assist in the process a request for final geographies to be provided by 19 November 2021
- Most of the geographic variables in the AEDC data files are based on the ABS Australian Statistical Geographical Standard (ASGS), including community and local community information. This standard is revised at each census, so revisions to the geographic variables in the data were necessary for all cycles. A number of geographic-based variables were appended to the data, including SA1, SA2, SA3, electorate, and Socio-Economic Indexes for Areas (SEIFA)
- Data enrichment items, such as those included in pre-population but not part of the Instrument (e.g. gender of parent, refugee status etc.), were added to the dataset
- Any late opt-outs are also removed at this stage, however in Cycle 5 there were none received.

The final stage of the data processing was to consolidate data from these various processes, culminating in the finalisation of the master data file, which was then subject to both internal and external checks.

2.12.7. Key challenges and considerations for future collections

There are a number of processes in place that help contribute to a relatively smooth initial data preparation phase, including:

- upfront investment in the provision and checking of pre-population information
- internal logic checks and input controls on the Instrument.

As noted in section 2.3, there were minimal changes to the Instrument in Cycle 5. It is important for future collections that there is careful consideration of the impact of proposed changes to the Instrument on the consistency of data presentation before the Instrument change is authorised.

Sufficient time is required in the schedule for the checking of pre-population information and for facilitating the on time and on specification provision of pre-population data from jurisdictions. Late or erroneous pre-population information has the potential to impact both the timely launch of data collection and the overall efficiency of the data preparation process.

Only a slight improvement was made in Cycle 5 in terms of the number of addresses requiring checking by STCs post collection (1,012 in Cycle 5 relative to 1,158 in Cycle 4, 1,219 in Cycle 3 and 4,171 in Cycle 2).

Feedback from STCs on the Cycle 5 'STC edits' process was that the overall instructions and process was straight forward. This followed feedback from Cycle 4 where STCs requested more explicit instructions about the process and what is required of them, which suggests the level of information provided in Cycle 5 was 'about right'. It is challenging for STCs in the larger jurisdictions, in particular, to complete all STC edit tasks within the time frame. This issue will need to be carefully considered for the Cycle 6 overall timeline, given that STC edits tasks are on the critical path for clean data preparation and hence for School Profile generation.

Feedback on the boundary review process from STCs is that this can be difficult in some jurisdictions, where STCs do not necessarily feel well supported to make these decisions, whereas other jurisdictions have the support and are already working on boundary review tasks with specialist demographers well ahead of the AEDC timeline.

The boundary review process could be improved for future cycles and could possibly be run as an online workshop with a data analyst from the Social Research Centre, the STC and a relevant specialist / jurisdictional stakeholder. The tool could be demonstrated at the workshop, else, with the right stakeholders present, boundary review decisions could conceivably be made in real-time as part of the workshop.

The update from 2016 ASGS to the new 2021 ASGS was extremely complex and challenging in the tight timeline. The staggered rollout of the 2021 ABS census products needs to be considered well ahead of next collection, with a plan as to when AEDC data will be updated to incorporate this.

Also, for consideration ahead of next collection, is whether to continue with back-casting the latest SEIFA scores to all AEDC cycles, or if different SEIFA indicators should be applied for different cycles. A brief analysis undertaken by TKI in 2022 showed that this had very little impact on the results, with 99 per cent of children being classified into the same quintile or 1-point higher/lower when using two different SEIFA variables.

In Cycle 5, the department made a decision to include On Track on 5 domains (OnTrack5) as a national summary indicator in the 2021 AEDC National Report, following the Productivity Commission's use of this measure as a Closing the Gap target to define whether Aboriginal and Torres Strait Islander children were thriving in their early years.

As this was the first time using this indicator, work was conducted to explore the way the variable was calculated and to align with the other two national summary indicators (DV1 and DV2), so that they were all calculated in a similar manner.

A decision to re-calculate On Track on 5 domains (OnTrack5) to align with the Vulnerability Summary Indicators (DV1 and DV2) was made in late November 2021 and as a result two new variables were added 'OT5' and 'OT5Flag' to the AEDC datafile, which were subsequently included in data products produced for Cycle 5 after this time.

Since Cycle 2, the AEDC microdata file has contained variables that calculate the number of domains in which a child is On Track (OnTrack0, OnTrack1, OnTrack2, OnTrack3, OnTrack4, OnTrack5). For now, these variables have been retained, meaning there are essentially two on track on 5 domains (old and new calculation) in the 2021 AEDC microdata file.

Going forward, a decision needs to be made as to whether to update the legacy OnTrack0, OnTrack1, OnTrack2, OnTrack3, OnTrack4 variables to the new calculation and have only the one OnTrack5 variable, which would be beneficial to prevent confusion around having two on track on five variables.

These variables were not amended for Cycle 5 as jurisdictional use of these variables was not well understood. Instead, the transition was mentioned in the 2021 [AEDC Data Dictionary](#) to give data users notice to provide feedback if they feel strongly about the variables being replaced.

2.13 External checking

2.13.1. Sense checking tables

A set of 'sense checking tables' created from the preliminary data were distributed to the department and the 'authorised data user' for the STCs on 2 October 2021. These tables contained a detailed breakdown of scores on each domain by key demographic variables and several relevant items from the Instrument. Each jurisdiction had their own set of tables that included national comparison data.

The tables summarised the proportion of children that were developmentally vulnerable on the five AEDC domains and the sixth table displayed the number of children that were vulnerable on one or more, or two or more of these domains. Each table shared a common set of variables:

- seven demographic fields (age, sex, Aboriginal and Torres Strait Islander status, remoteness, country of birth, language diversity and school type)
- five variables provided a broad 'validity' check in items expected to be associated with domain scores to a greater or lesser degree. The items concerned the child's adaptation to school, parents' engagement with school, if reading was encouraged at home, if the child needed further assessment and whether or not the Teacher had participated in the AEDC for the first time
- four additional contextual data fields (SEIFA category, post school qualifications of first and second parent / carer and days absent). These were added for the first time in Cycle 5
- sub-domain details were also shown for each domain. The sub-domains provided some sense of which components had the greatest impact on domain scores but provide important information in their own right.

The main purpose of the sense checking tables is to provide jurisdictions with a preview of the results, and, as the name suggests, to verify that the child demographic data and preliminary results reflect expectation. STCs were asked to provide comment on any areas of concern by 12 October. No concerns with the data were reported.

The original set of sense checking tables applied an earlier version of SEIFA (2015 version) to 2009 – 2015 AEDC data and the latest (2016) SEIFA version to 2018 and 2021 AEDC data. They also did not include post-population data (days absent and Western Australian demographic data) as it was not yet available, nor OT5 as a summary indicator as it was not yet known that this was going to be included in Cycle 5 outputs.

Therefore, a second set of sense checking tables were prepared that included all these updates, plus backcast 2016 SEIFA to all collections. These were provided to STCs on 28 October 2021.

It is noted that this was prior to the re-calculation of the OT5 variable as described in section 2.13.7. A decision was made by the department not to reproduce the sense checking tables after OT5 was updated, on the basis that the Government sector would shortly be receiving their preliminary data file (mid-January 2022).

2.13.2. Telethon Kids Institute quality assurance check

As noted in Section 2.1.3, an additional quality assurance check was introduced in Cycle 4 that involved providing the final data file to researchers at TKI so that a detailed check of all data processing could be undertaken.

Significant changes were made to this process for Cycle 5 to improve workflow and distribution of workload, by creating master aggregate data files and writing syntax to check these well ahead of time.

TKI and the Social Research Centre worked together to implement this new process and used 2018 AEDC data as a trial for the 2021 AEDC data while developing these processes. The trial was ongoing from September 2020 – March 2021 with refinements made to the checking templates along the way.

The actual check of 2021 AEDC data (excluding post-population data) was scheduled to start on 10 September 2021 but was delayed by ten days due to data collection being extended in Victoria. Several iterations of the data file were checked as updates were made, including the incorporation of post-population data, boundary updates from the boundary review and the creation of the new OT5 variable etc.

The quality assurance process was expanded in Cycle 5 to include data checks for School Profiles, Community Profiles, MSI, National Report, Data Explorer and public tables and was largely ongoing until early March 2022.

This process resulted in the identification of minor issues that were able to be resolved before the release of data to a wider audience.

2.13.3. Key challenges and considerations for future collections

For the next cycle, providing an earlier 'preliminary' datafile to the jurisdictions instead of sense-checking tables, potentially possible around November, would allow wider sense checking of the dataset, including demographic, other non-domain variables and possibly other geographic cuts such as community results. Using this approach, the sense checking exercise would cover a far broader range of variables, which might otherwise be missed in a limited suite of sense checking tables and would go some way towards addressing jurisdictions' desire to 'get into the data'.

Any changes to the data preparation schedule must be well thought out as this is already an extremely intensive stage in the project cycle, with the overlap of sense checking outputs and data cleaning for some jurisdictions (particularly if an extension is granted), as well as post-population activities, geocoding and boundary changes. It is important to note that an earlier cut of the data would not

necessarily mean the data is 'final' and jurisdictions would need to be aware that their results may change once data is finalised.

Feedback from STCs in Cycle 5 suggested they would welcome more instruction on their purpose and key things to look for in the sense-checking process. Consideration could also be given as to whether this data is provided to the non-government sector as well. Whilst the sense-checking template was updated in Cycle 5 to split out sub-domain data to individual worksheets, for Cycle 6 it should also include footnotes to explain any variable derivations such as SEIFA, to minimise any confusion.

The quality assurance process with TKI is an extremely valuable exercise, not only to check the data but to review the rationale for the way some of the data has been historically presented. It is a significant undertaking for both parties and requires careful planning to fit it into the schedule at the optimal time and is greatly impacted by any delays to the end of data collection or data preparation activities. Most of the improvements suggested for this process were realised and overall, it ran very smoothly. The work put in ahead of and during Cycle 5 means the quality assurance process is in good shape for future collections.

2.14 Final data outputs

2.14.1. Data deliverables

Data deliverables for Cycle 5, covering the department, STCs and other stakeholders included:

- National complete microdata file (preliminary and final) - The preliminary data, rather than only being made available to the department, was also distributed 'under embargo' to TKI in Cycle 5 on 21 January 2022. As there were no updates to the data file after this date, there was no need to re-release this datafile upon national launch (1 April 2022)
- State/Territory complete microdata files (with data obfuscated to allow only detailed demographic and geographical breakdowns for Government schools within their jurisdiction) – an early preliminary file 'under embargo' was sent to authorised data users in each State/Territory Government education department on 21 January 2022, to give States and Territories the opportunity to analyse results and prepare appropriate communications to accompany the national launch. As there were no updates to the data file after this date, there was no need to re-release the data to these stakeholders upon national launch (1 April 2022)
- State/Territory complete microdata files and pivot tables delivered to the non-government school sectors in each state, with data obfuscated to allow only detailed demographic and geographical breakdowns for schools within their own sector and jurisdiction
- National pivot tables and State and Territory pivot tables split by school sector, provided in 'power pivot' format, targeting accomplished data users, delivered on 21 March 2022
- National (for the department) and State and Territory (Government sector only) Power BI dashboards and PBIX datafile, as an alternative to pivot tables and targeting users wishing to present data in graphical formats consistent with those used in engagement resources, delivered on 21 March 2022
- A complete national or jurisdictional dataset for various other stakeholders (authorised data users only)
- National Standard linkage key (for Data Linkage Units / Commonwealth integrating authorities)

- State and Territory standard linkage key containing government student data only (for State / Territory integrating authorities)
- Inputs for the Data Explorer on the AEDC website, including public tables (LGA, SA2, SA3, SA4, GCCSA, Remoteness, GIS and SEIFA) and community time series tables
- Shape files for the AEDC Data Explorer maps
- Bubble plot data for STC engagement products
- Data files to support the production of engagement resources, including inputs for the School Profile, School Profile Addendum in CSV format.

All data deliverables were made available at the time of the AEDC data launch on 1 April 2022 unless otherwise stated. Supporting documentation (e.g. data map, data dictionary) accompanied the data release.

The department was responsible for ensuring all authorised data users and their delegates (where nominated) had signed a certification form and copies of these were provided to the Social Research Centre along with a datafile distribution list that included contact details, data specifications and whether a signed certification form had been received. This was regularly updated and re-sent to the Social Research Centre over the launch period. All data deliverables were sent to the various stakeholders using the Social Research Centre secure file exchange.

These data deliverables were generally consistent with previous cycles, with the key exceptions being:

- The preliminary datafile was shared with STCs and Telethon Kids Institute earlier than in previous cycles (late January rather than late February ‘under embargo’)
- A number of data deliverables were updated to include the new (national) summary indicator ‘on track on five domains’ (OT5), including microdata, pivot tables, Power BI and all public tables on the website
- Jurisdictional complete microdata was more widely distributed to the peak Catholic and Independent sector bodies in Cycle 5, with the department contacting and organising the signing of a certification form for authorised data users and their delegates in each State/Territory
- Power BI dashboards were updated to be more consistent with the AEDC Visual Identity Guidelines as well as including an index page (given the State/Territory dashboards now include 22 pages) and other general improvements
- As part of the design refinements for Data Explorer, the publicly available ‘additional data products’ were expanded from LGA, SA2 and SA3 to include SA4, Capital City / Rest of State, Remoteness Area and SEIFA.

2.14.2. Key challenges and considerations for future collections

- A decision to release the preliminary datafile to stakeholders earlier than originally planned put a strain on the schedule, which had already been impacted by the extension in Victoria and the inclusion and then recalculation of the OT5 variable.
- There was some confusion as to when pivot tables would be released to STCs, with the STC ‘key dates’ document, in circulation since the start of the collection, indicating an early February 2022 release. With the decision to release the microdata earlier (late January), the department pushed back pivot table release, which impacted those STCs who rely on the pivot tables to produce their state results. As a result, pivot tables were released late

February. For Cycle 6, it is important that data release dates are discussed early to ensure all stakeholders are aware of when the products will be available and to ensure there is sufficient time in the schedule for their preparation.

- Receiving the data distribution list so close to launch was challenging, as it was not clear if there were going to be any changes to data files compared to what had been released in the previous cycle (i.e. whether Social Research Centre file production scripts required updating or not). Ideally, the file distribution and file content list should be determined well in advance by the department, leaving only issues related to authorised user certification form completion to resolve as the file distribution deadline approaches.
- It is important to ensure that all data agreements are up to date well in advance of data release and that the agreements allow the 'latest' variables to be provided.
- Due to the large size of the AEDC datafile, a 'read me' file or a note should be included when distributing it to stakeholders, to advise how many rows of data are in the file so the recipient can check they have managed to download the whole file.

2.15 Reports and dissemination

2.15.1. Reporting products overview

The Social Research Centre has produced reports on the AEDC results since Cycle 3. For Cycle 5, the reporting products included:

- Preliminary School Snapshot –these were introduced as a trial in participating States / Territories (all except Western Australia) in Cycle 5 in response to feedback from schools and STCs that a November release of the School Profile is too late to inform school planning for the following year. The Snapshot was available for schools to download from the data collection system immediately upon finalising their involvement in data collection (May to September 2021). The snapshot was a concise two-page report, including trend lines showing the school's domain and summary indicator results for all cycles. The snapshot was based on raw, unprocessed data (i.e. data which potentially included duplicate children). Analysis had shown raw data differed very little for the vast majority of schools to fully processed data.
- School Profiles / School Profile Addendums – these provide a more detailed view of the AEDC results in both graphical and tabular formats for participating schools. School Profiles were disseminated to Principals on 26 November 2021, then replaced by the 'School Profile Addendum' on 1 April 2022 that included comparison to State / Territory and national results, coinciding with launch of the national 2021 AEDC results.
- Community Profiles – these reports include AEDC results at the Community and Local Community level and were available for download from the AEDC website upon national launch on 1 April 2022
- The National Report, available publicly on the AEDC website as of national launch on 1 April 2022
- Multiple Strengths Indicator – another Community level report, available for download from the AEDC website upon national launch on 1 April 2022.

All data produced for these reports in Cycle 5 had been subjected to the additional quality assurance process undertaken by TKI.

2.15.2. Changes to reporting products for Cycle 5

A great deal of work was put into redevelopment of the School Profile, School Profile Addendum and Community Profile reporting templates ahead of the Cycle 4 collection. This included wide consultation about content and what was practical in terms of presentation. Some decisions were made by National Committee that planned for future collections, at least covering 2021. Given this, and the expressed desire to keep the report content and presentation relatively stable to increase familiarity and usage, it was agreed that these templates would remain largely unchanged for Cycle 5.

One decision taken by National Committee was that it was appropriate to only show three cycles worth of data in charts / tables where there is limited space on the page, and that this should be the three most recent cycles. When updating the Cycle 5 templates, all five cycles of data were included where space on the page allowed and the three most recent cycles (Cycles 3, 4 and 5) on tables where it did not.

STCs were provided copies of the Cycle 5 reporting templates in August 2021 and were invited to provide feedback on the information provided in the appendices rather than the design or data content of the reports. STC feedback was discussed at the Communications Working Group and, where agreed, presented to the department for final approval. Overall, feedback and changes were minimal for Cycle 5.

All reports were disseminated in Cycle 5 using the same process as Cycle 4, which included emailing the School Profile and School Profile Addendum directly to Principals via a secure link using the Social Research Centre's secure file exchange. Jurisdictions again had the option to upload the School Profiles for their jurisdiction to their secure central educational portal, with the option to send their own notification emails to Principals, or for the Social Research Centre to send the notification email. STCs had the ability to tailor the email content to suit their needs by marking up changes to a standard email template.

A link to a feedback survey about the new Preliminary School Snapshot was included on the School Profile distribution email sent to Principals on 26 November 2021, for all participating States / Territories. Given that AEDC School Coordinators also had access to download the Preliminary School Snapshot from the data collection system, it was agreed with the department that the feedback survey should also be emailed to AEDC School Coordinators. As such, Principals were given a one-week window to opt-out before the School Profile email containing the Preliminary School Snapshot feedback survey was sent on to the AEDC School Coordinator.

In preparation for School Profile dissemination, STCs were asked to ensure that Principal email addresses were up to date by providing the Social Research Centre with updated Principal contact details. To ensure the School Profile reached the intended recipient i.e., the Principal, the School Profile was not sent to a generic school email address. This process was repeated prior to School Profile Addendum distribution on 1 April 2022. The Addendums were not sent on the School Coordinator given that it was a different calendar year and many would have moved on to different roles, plus feedback on the Preliminary School Snapshot was no longer required.

Where School Profiles / School Profile Addendums were uploaded to central educational platforms, the Social Research Centre provided STCs with their suite of reports via secure file exchange and the uploading of reports to the central education platform was then handled within the various sectors. Zipped folders containing batches of all School Profiles / School Profile Addendums for a jurisdiction / sector were also provided to sector heads requesting these via secure file exchange (to certified data users only).

The National Report underwent significant rework for Cycle 5, after following broadly the same structure for the previous two cycles. The department provided a draft report structure in mid-

November 2021 and a number of meetings were convened with key stakeholders to refine this structure. A first draft report was provided to the department in mid-January 2022 and several rounds of review followed. Essentially, the final structure included an Executive Summary that reflected on five cycles of the AEDC, trends in summary indicators including the new OT5 summary indicator, national domain trends supported by information about how to use the data, reflections on the introduction of UANP and NQF and the impact of COVID-19 followed by a focus on AEDC results for identified equity groups, including Aboriginal and Torres Strait Islander children, SEIFA, language diversity and geographic location (remoteness). All background and demographic information were included in the Appendices, along with State and Territory trends (total level), additional resources and additional data tables. The report also included jurisdictional 'case studies' and will be supported by a number of separate Research Snapshots authored by project partners and key stakeholders.

The National Report and Community Profiles were uploaded to the AEDC website, in both pdf and accessible Word versions on 1 April 2022 for national launch. National Report 'Appendix 2: State and Territory trends (all collections)' and 'Appendix 6: Domain and summary indicators by demographics and key equity groups (all collections)' were included as downloadable .xlsx data tables from the AEDC website in June 2022.

2.15.3. Key challenges and considerations for future collections

Considerations for reporting products in Cycle 6 include:

- Whether OT5 should be included as a summary indicator in Community Profiles and School Profiles / School Profile Addendum, and if so, the development of an appropriate narrative and supporting materials (OT5 was included in National Report and public tables in Cycle 5, as well as various State/Territory level reports). Due to the late notice of its introduction, it was not possible to include OT5 in the template-based reports in Cycle 5.
- Whether the MSI report should be retained going forward, given the emergence of OT5 as the primary strengths-based indicator, and whether there needs to be any narrative developed to explain the difference etc.
- If the Preliminary School Snapshot should be rolled out to all States / Territories in Cycle 6 (in Cycle 5 this was a trial, with Western Australia the only jurisdiction not to participate).
- If three reports for schools is too many, with reports arguably lacking differentiation or potentially providing limited incremental value (School Profile Addendum download rates would suggest this – refer also discussion at Section 3.14).
- The development of additional communications for schools relating to report timing and differentiation / incremental value in each report.
- Investigate if the School Profile could be made available earlier, in October rather than November, as favoured by some STCs. This could only be possible if child attendance data was removed from the report as the current report content relies on information received from jurisdictions (via post-population) in mid-October. Any initiative relating to earlier School Profile provision would also require a timely end to data collection with no extensions and streamlining all post-collection processes including the 'STC edits' cleaning process (to resolve duplicate children etc.), any manual post-collection amendments and the data checking processes, including the TKI quality assurance process, which all currently already take place within a very condensed timeline.

Changes to reporting products for Cycle 6 should be considered early in the Cycle, with sufficient allowance in the schedule for template updates and approval processes. It is suggested that all report

templates are signed off before checking processes commence (before the end of the collection year) and testing of data presentation in the report templates is completed before data collection finishes, using dummy data from previous cycles. Any significant rework of templates should consider 'future proofing' them for additional cycles of data.

Whilst it was beneficial to have additional input from the department and other key stakeholders in preparing the national report for Cycle 5, there were several key learnings. All content should be agreed in Word version ahead of any design elements, as making changes once the report is prepared in publishing software such as In-design can be time consuming. Extending the feedback process to include additional stakeholders (such as STCs) may be worthwhile as issues such as using the word 'gender' instead of 'sex' have a greater chance of being picked up.

The process of School Profile dissemination works well and should be maintained for Cycle 6.

3. Analysis and review

3.1 School participation

3.1.1. School participation overview

The school participation rate for the purpose of this report is defined as schools that completed one or more Instruments (fully completed or 'skipped') as a proportion of in scope schools, that is, schools with at least one child in their first year of full-time school.

STCs determined the scope status of schools, either in advance of loading the school frame into the data collection system or following reconciliation of pre-population information and school frame information, or during the collection, as a result of non-response follow up activity.

Table 8 shows the school participation rate by cycle, jurisdiction and sector. Figures presented in this table differ slightly from those in the Headline Report (which does not include any post-collection adjustments) and also the National Report (which is based on child level data in the unit record file, and does not report on schools that may have participated in the collection and either had all children opted out or removed as part of post-collection cleaning, i.e. only includes schools with children that contributed to the results).

For school frame management purposes during the collection, where the collection was being conducted through the main campus of a multi-campus school, the main campus was flagged as 'participating', and the balance of campuses flagged as 'out of scope'. The scope status of each campus was updated post collection to reflect school participation at the individual campus level.

Table 8 shows that the national school participation rate for Cycle 5 was 96.1 per cent which is slightly lower than Cycle 4 and 3 (both 96.7 per cent) but higher than Cycles 1 and 2 (both 95.6 per cent).

The school participation rate increased by 0.7 and 0.8 percentage points respectively in the Catholic and Independent sectors in Cycle 5 but fell by 1.1 percentage points in the Government sector. This represents the highest school participation rates for both the Catholic (97.9 per cent) and Independent sectors (82.3 per cent) since the AEDC began.

Victoria was the only jurisdiction not to achieve the 95.0 per cent target school participation rate in Cycle 5 (91.3 per cent), which was consistent with previous cycles. However, the target was reached in the Victorian Government school sector (95.8 per cent).

The target school participation rate (95.0 per cent) was achieved in all three school sectors in Western Australia, Tasmania, the Australian Capital Territory and the Northern Territory. In other jurisdictions, the achievement of the school participation rate target was challenging for schools in the Independent sector, which has also been consistent with previous cycles.

Other shifts in school participation rates from Cycle 4 to Cycle 5 were relatively minor at the jurisdiction / sector level. There was some improvement in school participation rate for the Independent sector in some jurisdictions for Cycle 5 (expressed in terms of percentage point increase) in the Northern Territory (13.3), although this is based on a small number of schools, New South Wales (6.0) and Queensland (3.1).

School participation at the jurisdictional level for the Catholic sector was relatively stable compared to last cycle, with a small improvement in both South Australia (3.4) and Victoria (1.6). Similarly, school participation in the Government sector was unchanged in most jurisdictions, with almost all jurisdictions achieving 100 per cent Government school participation in at least the last two cycles. The exceptions to this were New South Wales and Victoria, where Government school participation

decreased in Cycle 5, by 0.5 percentage points (to 97.7 per cent) and 3.8 percentage points (to 95.8 per cent) respectively.

Table 8 School participation rate by cycle, jurisdiction and sector

Sector within jurisdiction	Cycle 5 school frame	Cycle 5 in scope	Cycle 5 participated	School participation rate % Cycle 5	School participation rate % Cycle 4	School participation rate % Cycle 3	School participation rate % Cycle 2	School participation rate % Cycle 1
National	8,144	7,869	7,563	96.1	96.7	96.7	95.6	95.6
Government	5,666	5,460	5,367	98.3	99.4	99.3	97.9	98.2
Catholic	1,378	1,371	1,342	97.9	97.2	97.4	96.2	96.0
Independent	1,100	1,038	854	82.3	81.5	81.2	81.5	79.3
New South Wales	2,530	2,457	2,349	95.6	95.2	96.1	95.6	95.5
Government	1,737	1,681	1,642	97.7	98.2	99.6	98.1	98.7
Catholic	448	446	446	100.0	100.0	100.0	98.9	98.9
Independent	345	330	261	79.1	73.1	71.7	78.0	73.2
Victoria	2,004	1,927	1,759	91.3	94.5	93.7	91.6	91.7
Government	1,348	1,289	1,235	95.8	99.6	97.8	94.9	95.7
Catholic	408	407	378	92.9	91.3	92.6	89.6	90.3
Independent	248	231	146	63.2	70.7	71.1	74.9	69.1
Queensland	1,498	1,447	1,428	98.7	98.3	98.7	96.8	97.9
Government	1,075	1,033	1,033	100.0	100.0	100.0	99.3	100.0
Catholic	223	223	223	100.0	100.0	100.0	99.5	100.0
Independent	200	191	172	90.1	87.0	88.7	76.5	80.4
Western Australia	978	948	948	100.0	100.0	99.8	99.2	99.0
Government	699	680	680	100.0	100.0	99.7	99.5	99.5
Catholic	140	136	136	100.0	100.0	100.0	100.0	100.0
Independent	139	132	132	100.0	100.0	100.0	96.7	95.2
South Australia	636	621	610	98.2	97.9	97.1	97.3	94.5
Government	447	435	435	100.0	100.0	100.0	99.6	97.0
Catholic	91	91	91	100.0	96.6	94.5	97.6	88.4
Independent	98	95	84	88.4	89.2	85.2	84.9	87.1
Tasmania	217	214	214	100.0	100.0	100.0	99.1	99.6
Government	154	152	152	100.0	100.0	100.0	98.7	99.4
Catholic	31	31	31	100.0	100.0	100.0	100.0	100.0
Independent	32	31	31	100.0	100.0	100.0	100.0	100.0
Australian Capital Territory	110	109	109	100.0	100.0	100.0	99.0	100.0
Government	68	68	68	100.0	100.0	100.0	100.0	100.0
Catholic	24	24	24	100.0	100.0	100.0	95.8	100.0
Independent	18	17	17	100.0	100.0	100.0	100.0	100.0
Northern Territory	171	146	146	100.0	98.7	99.4	99.3	100.0
Government	138	122	122	100.0	100.0	99.2	99.2	100.0
Catholic	13	13	13	100.0	100.0	100.0	100.0	100.0
Independent	20	11	11	100.0	86.7	100.0	100.0	100.0

3.1.2. Non-responding schools

As shown in Table 8 there were 306 schools identified as 'in scope' which did not participate in Cycle 5, slightly more than Cycle 4 when 259 did not participate. Of these, 184 (60.0 per cent) were in the Independent sector, with 168 in Victoria (50.0 per cent) and 108 (40.0 per cent) in New South Wales.

School size information, expressed in terms of the number of children, is available for 250 of these schools, either from pre-population or from completed school activation information (where the school did not progress beyond school activation). Of the 56 schools with no school size information, all are in the Independent sector.

Amongst the 250 non-responding schools with school size information, schools with 60 or less children are over-represented, and schools with more than 60 children are under-represented.

Whilst the overall proportion of the responding in scope schools with 60 or less children is approximately three quarters (76.0 per cent), they comprise 82.4 per cent the non-responding schools.

The inverse applies for schools with 60 or more children, which comprise 17.6 per cent of the non-responding schools with school size information, and 24.0 per cent of in scope schools.

This may reflect the focus of STCs non-participation follow up efforts, which was mainly directed at larger schools (so as to achieve greater child participation).

This level of non-response among small schools is consistent with previous cycles, despite a separate communication strategy first developed in Cycle 4 to target small schools (a separate invitation letter was sent to schools with less than 6 children as part of awareness-building activities. In Cycle 5, the November and February email communication included specific wording for small schools). This suggests there is continued need to support small school participation in the future and efforts beyond a separate invitation letter may be warranted.

Just less than one in five (17.7 per cent) Independent sector schools were in scope but did not participate in Cycle 5. STCs were asked to record a reason for non-participation in the data collection system and were further prompted to provide this data prior to closing down the system. Schools' reasons for non-participation are shown in Table 9, by sector. There was no reason provided for 73.6 per cent of schools overall, increasing to 85.6 per cent in the Independent sector. Of reasons provided, COVID-19 was the most common, which was particularly an issue in the Government and Catholic sectors in Victoria, followed by staffing challenges and workload / time pressures.

As this information provides valuable insight into reasons for non-participation and possible strategies to address this in the future, STCs are strongly encouraged to complete this information for all non-participating schools in future cycles where possible.

Consideration could be given to introducing a formal non-participation follow up survey to better understand reasons for non-participation to assist with the development of strategies to maintain or incrementally improve overall school participation.

Table 9 Reasons for non-participation in Cycle 5, by sector

Reason for non-participation	Government sector n	Government sector %	Catholic sector n	Catholic sector %	Independent n	Independent %	Total schools n	Total schools %
COVID 19 related (no further information)	23	23.7	9	31.0	7	3.6	39	12.3
Staffing challenges	15	15.5	0	0.0	6	3.1	21	6.6
Workload / time pressures	1	1.0	0	0.0	7	3.6	8	2.5
Disruption to students	0	0.0	0	0.0	3	1.6	3	0.9
Not compulsory	1	1.0	0	0.0	1	0.5	2	0.6
Prep Teacher refused	0	0.0	1	3.4	1	0.5	2	0.6
Do not see value / not a priority	1	1.0	0	0.0	0	0.0	1	0.3
No reason given	52	53.6	18	62.1	164	85.4	234	73.6
Other	4	4.1	1	3.4	3	1.6	8	2.5
Total	97	100.0	29	100.0	192	100.0	318	100.0

Note: This table includes reasons for non-participation as at October 2021, prior to post-collection data cleaning.

3.1.3. Changes in participation status across cycles

Table 10 examines changes in school participation status from Cycle 4 to Cycle 5, based on schools identified as 'in scope' for Cycle 5, and excluding new schools for Cycle 5. As can be seen, the vast majority of schools (7,086) participated in both Cycles 5 and 4.

Table 10 Changes in school participation status from Cycle 4 to Cycle 5

Sector	Participated Cycle 5	Participated Cycle 4	
		Yes	No
National	Yes	7,086	389
National	No	166	133
Government	Yes	5,097	211
Government	No	81	12
Catholic	Yes	1,286	45
Catholic	No	15	13
Independent	Yes	703	133
Independent	No	70	108

Table 10 also highlights that there were 389 schools that participated in Cycle 5 that did not participate in Cycle 4 (excluding new schools), mostly comprising schools in the Government (211) and Independent (133) sectors. This includes very small schools that may have been out of scope in Cycle 4 and became in scope in Cycle 5, as well as Special Schools whose participation is encouraged.

Table 11 shows participation by number of cycles based on schools which participated in Cycle 5 (and excluding new schools for Cycle 5). This shows that nearly nine out of ten Government and Catholic schools (87.2 and 89.0 per cent respectively) participated in all five cycles of the AEDC. For Independent sector schools, this figure drops to six in ten schools (60.6 per cent). This could be interpreted as a sign of ongoing commitment to participation in the AEDC, particularly from schools in the Government and Catholic sectors.

A total of 133 schools did not participate in either of the last two cycles despite being 'in-scope', mostly Independent sector schools (108). In the absence of mandatory participation, it is not clear how such

schools might be best engaged in the AEDC. Tailored communications, or other ‘special treatment’ for these schools may be worthy of consideration for the next cycle.

There were 196 schools which participated in the AEDC for the first time in Cycle 5 (and which were not ‘new’ schools), including 116 Government and 63 Independent sector schools. Whilst a proportion of these schools may have been out of scope in previous cycles and became in scope for Cycle 5 (i.e. very small schools), these ‘gains’ in school participation should be considered positive.

Of some concern, however, may be the 166 schools which participated in Cycle 4 but not in Cycle 5. These mostly comprised schools in the Government (81) and Independent (70) sectors.

Table 11 Participation by number of cycles, by sector

Sector	1 cycle only n	1 cycle only %	Any 2 cycles n	Any 2 cycles %	Any 3 cycles n	Any 3 cycles %	Any 4 cycles N	Any 4 cycles %	All 5 cycles n	All 5 cycles %
National	196	2.6	165	2.2	284	3.8	517	6.9	6,313	84.7
Government	116	2.2	69	1.3	154	2.9	306	5.7	4,663	87.2
Catholic	17	1.3	21	1.6	43	3.3	80	6.1	1,170	89.0
Independent	63	8.0	75	9.5	87	11.0	131	16.5	480	60.6

3.1.4. ‘Early’ and ‘late’ responding schools

Analysis was undertaken to identify whether schools that complete Instruments late in the collection differ from schools responding early, with a view to informing communication and non-response follow up strategies for future cycles. The analysis uses ‘*last Instrument completion date*’ and ‘*size of school*’, based on number of children.

Table 12 shows a very different situation in Cycle 5 compared to previous cycles, with more than 86.6 per cent of schools completing Instruments by 27 June (within the first two months of the collection). This compares to just over half (57.6 per cent) that completed Instruments in the ‘early / mid’ period in Cycle 4 and a similar proportion in earlier cycles. This major shift to earlier Instrument completion in Cycle 5, regardless of school size, is the result of the push for ‘earlier activation’ and revised communication and workflows to facilitate schools to set up early and complete Instruments in a timely manner.

Only 6.1 per cent of schools completed Instruments very late or during the extension period in Cycle 5 (after 19 July 2021 or equivalent date for other cycles, i.e., last 2 weeks of collection) which is vastly improved from previous cycles when this was around 30 per cent.

A greater proportion of smaller schools completed Instruments ‘early’ (in the first month) in the collection compared to larger schools (43.9, 35.7, 32.5 per cent for schools with 20 or less, 21 to 60 and more than 60 children respectively) which is consistent with previous collections. On the other hand, larger schools were more likely to complete Instruments either very late (last two weeks of the collection) or during the extension period (Victoria only) in Cycle 5.

Table 12 Completion date by size of school

Last Instrument completion date	Size of school (number of children) ≤20	Size of school (number of children) 21-60	Size of school (number of children) >60	Size of school (number of children) Total
Number of schools	-	-	-	-
Early (before 31 May)	1,025	971	490	2,486
Mid (31 May to 27 Jun)	1,287	1,821	1,093	4,201
Late (28 Jun to 25 Jul)	90	107	64	261
Very late (26 Jul to 31 Jul)	91	130	88	309
Extension (1 Aug or after)	70	89	55	214
Total	2,563	3,118	1,790	7,471
Percentage	-	-	-	-
Early (before 31 May)	43.9	35.7	32.5	37.7
Mid (31 May to 27 Jun)	44.1	50.0	53.7	48.9
Late (28 Jun to 25 Jul)	6.5	8.1	6.9	7.3
Very late (26 Jul to 31 Jul)	2.4	2.9	3.5	2.9
Extension (1 Aug or after)	3.1	3.3	3.4	3.3
Total	100.0	100.0	100.0	100.0
Completed early / mid	-	-	-	-
Cycle 5	88.0	85.7	86.2	86.6
Cycle 4	57.1	58.0	57.7	57.6
Cycle 3	56.5	59.4	57.8	58.0
Cycle 2	54.2	59.5	64.0	58.7
Completed very late / extension	-	-	-	-
Cycle 5	5.5	6.2	6.9	6.1
Cycle 4	5.5	6.2	6.9	6.1
Cycle 3	32.1	28.8	30.5	30.3
Cycle 2	29.6	27.2	23.9	27.3

Note: Individual campuses of multi-campus schools where the AEDC was administered centrally through head campus are reported under the head campus in this table.

AEDC School Coordinators were asked to nominate when their school plans to complete Instruments as part of the activation sequence. Nationally, just over three quarters of participating schools (75.2 per cent) completed Instruments on or before their planned completion date which is slightly higher than in Cycle 4 (73.1 per cent). There was little variation by jurisdiction, ranging from 72.3 per cent in Victoria to 80.5 per cent in Western Australia.

Independent sector schools were slightly more likely to complete when they said they would (78.9 per cent) followed by Catholic (76.6 per cent) then Government (74.2 per cent) sector schools.

There was a negative correlation between size of school and Instrument completion on or before planned completion dates, with smaller schools more likely to achieve this (76.5 per cent) than larger schools (71.3 per cent).

Around one third (34.7 per cent) of participating schools completed Instruments at least one week ahead of planned dates, again with a negative correlation between size of school (38.1 per cent of

small schools achieved this, compared to 34.5 per cent of medium sized schools and 32.5 per cent of larger schools). This suggests that schools may be providing conservative estimates for data collection to allow for potential delays, or perhaps that they found the set-up process quicker than envisaged.

As noted in Section 2.11.6, a total of 166 Victorian schools participated during the extension to the data collection period. Table 13 shows that a *School Profile* could be produced for an incremental 143 schools as a result of the extension to the data collection period. Note: only schools with six or more children with valid scores receive a School Profile.

Table 13 Effect of extending the Cycle 5 completion date on the number of School Profiles published

Sector within jurisdiction	School Profiles as at July 31	School Profiles as at 23 August	Change (number)	Change (percentage)
National	6,219	6,362	143	2.3
Government	4,234	4,337	103	2.4
Catholic	1,230	1,256	26	2.1
Independent	755	769	14	1.9
New South Wales	2,000	2,000	0	0.0
Government	1,347	1,347	0	0.0
Catholic	421	421	0	0.0
Independent	232	232	0	0.0
Victoria	1,352	1,495	143	10.6
Government	907	1,010	103	11.4
Catholic	320	346	26	8.1
Independent	125	139	14	11.2
Queensland	1,146	1,146	0	0.0
Government	782	782	0	0.0
Catholic	210	210	0	0.0
Independent	154	154	0	0.0
Western Australia	793	793	0	0.0
Government	551	551	0	0.0
Catholic	126	126	0	0.0
Independent	116	116	0	0.0
South Australia	528	528	0	0.0
Government	364	364	0	0.0
Catholic	86	86	0	0.0
Independent	78	78	0	0.0
Tasmania	193	193	0	0.0
Government	137	137	0	0.0
Catholic	31	31	0	0.0
Independent	25	25	0	0.0
Australian Capital Territory	106	106	0	0.0
Government	66	66	0	0.0
Catholic	24	24	0	0.0
Independent	16	16	0	0.0
Northern Territory	101	101	0	0.0
Government	80	80	0	0.0

Sector within jurisdiction	School Profiles as at July 31	School Profiles as at 23 August	Change (number)	Change (percentage)
Catholic	12	12	0	0.0
Independent	9	9	0	0.0

3.1.5. New schools

As part of school frame preparation for Cycle 5, a total of 106 'new' schools were identified and added to the frame, including 43 in Victoria, 24 in New South Wales, 17 in Queensland and 14 in Western Australia. Over half of these were Government schools (57.5 per cent, 61 schools) and nearly one third (30.2 per cent, 32 schools) were Independent sector schools. All except one school (105) were considered 'in scope' for Cycle 5.

A total of 88 new schools participated in Cycle 5, an overall new school participation rate of 83.0 per cent which is lower than in the previous two cycles (89.6 per cent in Cycle 4 and 89.4 per cent in Cycle 3). As this is lower than the overall school participation rate, consideration could be given to a new school 'onboarding' strategy to ensure they are well supported to participate.

All of the new in scope schools participated in South Australia (2), whereas Victoria (37), Western Australia (12) and New South Wales (20) all achieved around 85 per cent participation.

There was a 96.7 per cent new school participation rate in the Government school sector (59) and 84.6 per cent in the Catholic school sector (11). The Independent school sector achieved a new school participation rate of 56.3 per cent (18 schools participated).

3.1.6. Special schools

Consistent with previous cycles, the Cycle 5 school frame included a 'special school' flag, with 315 special schools flagged as such by STCs and confirmed using department lists. This flag is reserved for 'dedicated' special schools that cater 100 per cent to special needs children. This is significantly higher than the number of special schools on the school frame in Cycle 4 (181).

As part of both November 2020 and February 2021 awareness-building communications, all potentially in scope special schools on the school frame were included in the bulk email sent to school Principals. There was conditional text displayed in the email if the school was flagged on the school frame as a special school that conveyed the significance of their participation in the AEDC (see Appendix 9 and 10 for a copy). Whilst their participation in the AEDC was encouraged, special schools choosing not to participate in the AEDC were excluded from the school participation rate denominator for that jurisdiction. However, special schools which did participate in the AEDC counted towards the jurisdiction's participation rate. This process was consistent with Cycle 4.

Of the 315 special schools on the school frame in Cycle 5, the majority of these were in Victoria (101), New South Wales (94), Western Australia (57) and Queensland (47).

A total of 253 special schools participated in Cycle 5, which is significantly more than the 141 schools that participated in Cycle 4 and the 86 schools that participated in Cycle 3.

3.1.7. Multi campus schools

In Cycle 4, individual campuses of a multi campus school were only flagged on the school frame where the AEDC communications (*School Leader* and *Teacher Packs*) were to be sent to the head campus and/or AEDC participation was to be administered centrally through the head campus. In Cycle 5, the school frame was extended to include a flag to indicate to the Social Research Centre where an individual campus of a multi-campus school should receive a combined School Profile with

participating students from the head campus. By default, all individual campuses were to receive a School Profile unless flagged on the school frame that the School Profile was to be combined.

There were 16 individual campuses that were in scope and flagged on the school frame to have their communication materials sent to their head campus, mostly in Queensland (6) and South Australia (8).

The data collection was administered through the head campus for a total of 77 campuses on the school frame in Cycle 5, more than in Cycle 4 (31 campuses). Participation through head campus was more common in Queensland (25 campuses), Western Australia (23 campuses) and Victoria (16 campuses) and in the Government sector (72.7 per cent).

Less than one in five (16.9 per cent) campuses that participated through head campus were flagged in the school frame to receive a School Profile combined with their head campus.

In addition, several requests were received from STCs during the data preparation / reporting phase for School Profiles to be combined with head campus, as well as the opposite (de-aggregating from a single School Profile for the school as a whole, to individual campus level reports). This required a great deal of manual work during an already busy period.

3.1.8. Implications for future collections

Whilst the national school participation rate for the Independent sector in Cycle 5 was the highest achieved (82.3 per cent), it is clear that there continue to be challenges maintaining engagement amongst Independent sector schools in several jurisdictions, including New South Wales, Victoria, Queensland and South Australia.

The focus on early activation for Cycle 5 provided clear benefits for the overall momentum of the collection and would ideally be maintained for future collections. It contributed to fewer 'late' participating schools and meant there was no need for an extension outside of Victoria.

There should be a broad strategy to better engage the Independent sector in Cycle 6, including a tailored invitation letter sent well ahead of the collection, strategies to target Independent schools with a history of non-participation and additional resources to assist STCs with schools considering opting out.

Consideration could be given to a new school 'onboarding' strategy to ensure any new schools are well supported to participate. This could include 'newly' opened schools and schools that are in-scope but have not participated in the AEDC before, or not participated in recent collections.

The capture of reason for school opt out is important to inform future engagement strategies, and better engagement from STCs to capture this information for all non-participating schools is warranted. In addition, consideration could also be given to introducing a formal follow up survey (a few quick questions via email) of non-participating schools.

It is important to increase STC awareness and usage of the flag in the school frame for multi-campus schools requiring a combined School Profile so this information is known well in advance of the reporting phase. The Social Research Centre can produce a list of multi-campus schools that participated in Cycle 5 by jurisdiction / sector along with their reporting status as a starting point to help STCs update this information. Functionality could conceivably be built into the data collection system to get multi-campus schools to nominate their preference for participation / reporting through head campus or individually. Alternatively, the Social Research Centre could produce reports for multi-campus schools both individually and combined with head campus as the default, noting that individual campus reports require the children (and Teachers) to be mapped to each campus.

3.2 Child participation

3.2.1. Child participation overview

The child participation rate for the purpose of this report is defined as completed Instruments (fully completed or 'skipped') as a proportion of the estimated child population in the first year of school.

For the Government and Catholic school sectors, the estimated child population was based on counts of children from pre-population, given that pre-population information was based on the February 2021 school census and was considered to be complete (for Western Australia this was provided at post-population).

For the Independent school sector, the estimated child population was provided by the jurisdictions during the data collection period. Several jurisdictions continue to have difficulty estimating the Independent sector child population.

Only the Tasmanian Government sector was able to provide an updated child population figure for the Independent sector in June 2021. For all remaining jurisdictions / sectors, the figures submitted in February 2021 remained the final estimated child populations.

Table 14 shows that the national child participation rate for Cycle 5 was 95.5 per cent, approximately 1.0 percentage point lower than the last 3 cycles.

It should be noted that:

- participation rates are based on the State or Territory in which the school is located rather than the child's residential address
- in some instances, participation rates exceeded 100 per cent due to migration between jurisdictions or sectors which occurred between February, when the School Census was undertaken, and early August when data collection closed
- the number of participating children in Cycle 5 differs slightly from the number of participating children in the Headline Report from the end of collection, due to the removal of 388 duplicate children.

The child participation rate in the Government school sector has continually declined since being tracked separately in Cycle 2. This decline was more gradual between Cycle 2 and 4, at 0.3 percentage points per cycle, but declined 1.0 percentage point to 95.5 per cent in Cycle 5.

The child participation rate in the Catholic school sector has been more variable over time and was the only sector to increase in Cycle 5, by 0.2 percentage points to 97.1 per cent.

The child participation rate had been steadily increasing in the Independent school sector, but in Cycle 5, it declined by 0.4 percentage points to 81.9 per cent, second only to Cycle 4.

Table 14 Child participation by sector within jurisdiction, all cycles

Sector within jurisdiction	Cycle 5 population	Cycle 5 participated	Child participation rate % Cycle 5	Child participation rate % Cycle 4	Child participation rate % Cycle 3	Child participation rate % Cycle 2	Child participation rate % Cycle 1
National	319,320	305,015	95.5	96.4	96.5	96.5	97.5
Government	223,992	218,128	97.4	98.4	98.7	99.0	-
Catholic	58,025	56,321	97.1	96.9	97.5	97.0	-
Independent	37,303	30,566	81.9	82.3	80.8	79.6	-
New South Wales	99,405	95,450	96.0	96.0	96.8	97.3	98.1
Government	69,059	67,449	97.7	97.4	98.7	99.2	-
Catholic	19,002	18,853	99.2	102.2	100.5	102.6	-
Independent	11,344	9,148	80.6	76.0	76.7	75.6	-
Victoria	82,055	73,619	89.7	93.8	94.3	92.9	91.9
Government	57,314	53,459	93.3	98.2	98.5	97.5	-
Catholic	15,939	14,403	90.4	88.8	91.9	87.8	-
Independent	8,802	5,757	65.4	73.0	70.2	72.5	-
Queensland	66,055	65,002	98.4	98.1	97.1	97.6	99.1
Government	46,241	46,117	99.7	99.4	98.6	100.2	-
Catholic	11,702	11,631	99.4	99.1	98.9	99.3	-
Independent	8,112	7,254	89.4	87.7	84.8	78.8	-
Western Australia	35,568	35,450	99.7	99.3	98.7	99	97.5
Government	26,535	26,462	99.7	99.4	99.0	99.2	-
Catholic	5,183	5,153	99.4	98.9	98.5	98.8	-
Independent	3,850	3,835	99.6	99.0	97.6	98.1	-
South Australia	20,721	20,259	97.8	96.9	96.4	96.9	113.2
Government	13,652	13,560	99.3	99.1	99.1	99.8	-
Catholic	3,546	3,646	102.8	95.2	100.2	99.9	-
Independent	3,523	3,053	86.7	88.9	80.8	82.0	-
Tasmania	6,056	5,987	98.9	99.0	99.0	98.4	98.2
Government	4,414	4,369	99.0	98.5	98.6	97.9	-
Catholic	1,081	1,081	100.0	101.2	100.1	98.4	-
Independent	561	537	95.7	100.0	100.6	103.1	-
Australian Capital Territory	6,050	5,951	98.4	98.2	99	99.9	100.9
Government	4,115	4,024	97.8	97.6	99.4	99.9	-
Catholic	1,227	1,220	99.4	99.6	99.0	99.6	-
Independent	708	707	99.9	99.3	99.2	100.7	-
Northern Territory	3,381	3,297	97.5	95.3	97.7	95.9	96.3
Government	2,662	2,688	101.0	97.4	97.6	98.9	-
Catholic	345	334	96.8	86.5	100.3	95.5	-
Independent	374	275	73.5	87.9	95.5	76.4	-

Victoria remains the only jurisdiction unable to reach the target child participation rate (95.0 per cent), driven mainly by challenges in the Catholic and Independent school sectors.

The target child participation rate was achieved in all three school sectors in Western Australia, Tasmania and the Australian Capital Territory, which was consistent with previous Cycles. In the

remaining jurisdictions, the achievement of the child participation rate target was challenging for schools in the Independent school sector.

The largest increases in the child participation rate from Cycle 4 to Cycle 5, expressed in terms of percentage point change, were in the Northern Territory, particularly the Catholic (10.3) and Government school sectors (3.6), the Catholic school sector for South Australia (7.6), and the Independent school sector in New South Wales (4.6). The largest decreases were in the Independent school sector in the Northern Territory (-14.3), the Tasmania Independent school sector (-4.3) and Victoria Independent (-7.6) and Government school sectors (-4.9).

The Northern Territory (up 2.3 percentage points to 97.5), South Australia (up 0.8 percentage points to 97.8), Western Australia (up 0.4 percentage points to 99.7), Queensland (up 0.3 percentage points to 98.4) and the Australian Capital Territory (up 0.2 percentage points to 98.4) all recorded minor improvements in the child participation rates in Cycle 5. All other jurisdictions recorded lower child participation rates, the most notable in Victoria (down 4.1 percentage points to 89.7), with the exception of New South Wales that was unchanged.

3.2.2. Profile of non-participating children

In an attempt to profile non-participating children, the demographic characteristics of children in pre-population who participated in Cycle 5 were compared with the characteristics of children in pre-population who did not participate in Cycle 5.

Whilst this is not considered the optimal view of non-participating children, since there was minimal pre-population information for children at Independent sector schools, it does provide some indication of the profile of children who are presumed to be in scope, and for whom no Instrument was completed.

As can be seen at Table 15, and consistent with analysis in previous cycles, groups over-represented amongst non-participants include:

- Aboriginal and/or Torres Strait Islander children (10.4 per cent of non-participants, compared with 6.9 per cent of participants)
- children with a language background other than English (30.9 per cent of non-participants, compared with 29.0 per cent of participants)
- children born overseas (9.1 per cent of non-participants, compared with 6.7 per cent of participants)
- children whose first parent did not complete Year 12 (25.6 per cent of non-participants, compared with 19.7 per cent of participants)
- children born in 2014 (6.9 per cent of non-participants, compared with 1.4 per cent of participants).

The over-representation of these groups amongst non-participants may be related to a number of factors, possibly including intermittent attendance / transient children, supporting information not necessarily being available in the first language of the parent / carer and lack of clarity relating to child scope status (e.g. for children repeating a year).

Table 15 Characteristics of non-participating children with participating children (pre-population data)

	Children in pre-population Participants	Children in pre-population Non-participants	Percentage distribution Participants	Percentage distribution Non-participants
Aboriginal and/or Torres Strait Islander				
Aboriginal and/or Torres Strait Islander	18,981	1,315	6.9	10.4
Non-Aboriginal and/or Torres Strait Islander	254,381	11,324	93.1	89.6
Total	273,362	12,639	100.0	100.0
Gender				
Female	141,657	6,826	51.5	53.5
Male	133,617	5,942	48.5	46.5
Total	275,274	12,768	100.0	100.0
LBOTE				
English only	186,227	8,561	71.0	69.1
Other languages	76,136	3,828	29.0	30.9
Total	262,363	12,389	100.0	100.0
Country of birth				
Australia	255,643	11,562	93.3	90.9
Overseas	18,417	1,159	6.7	9.1
Total	274,060	12,721	100.0	100.0
School level completed by first parent				
Year 12 or equivalent	178,525	8,019	64.8	62.8
Year 11 or equivalent	17,283	963	6.3	7.5
Year 10 or equivalent	27,797	1,527	10.1	12.0
Year 9 or equivalent	9,160	774	3.3	6.1
Unknown	42,543	1,485	15.5	11.6
Total	275,308	12,768	100.0	100.0
Year of birth				
2014	3,885	882	1.4	6.9
2015	188,725	8,692	68.6	68.1
2016	82,642	3177	30.0	24.9
Total	275,308	12,768	100.0	100.0

3.2.3. Reasons for non-participation

Consistent with recent cycles, the collection communications stressed the need to ‘account for’ each child in the master list of children, either by the AEDC School Coordinator assigning a non-participation outcome, or by the Teacher adding the child to their class list and assigning a non-participation outcome. A reason for non-participation was provided by Teachers for 8,381 children in Cycle 5, some 396 less children than Cycle 4.

As can be seen at Table 16, nearly two thirds (62.6 per cent) of the reasons for non-participation related in some way to the sample frame and this was consistent with Cycle 4 (65.3 per cent). Some reasons for non-participation reflect expected variations between the time that pre-population

information was captured, and the time of the collection ('moved school', 'moved overseas', 'taken out of school', 'home schooled').

Other reasons for non-participation suggest a potential issue with the accuracy of the frame ('child not known', 'Out of scope child'). Reasons for classifying the child as out of scope, based on the free text field completed by the Teacher or AEDC School Coordinator, included 'child repeating year, so not in first year of full-time school', 'special needs child / intellectual disability', 'distance education child' and 'child kept in pre-school / kindergarten' (i.e. the child is in the year before the first year of full-time school).

Table 16 Reasons for non-participation

Reason for non-participation	Cycle 5 number	Cycle 5 percentage distribution	Cycle 4 number	Cycle 4 percentage distribution
Moved school	3,494	41.7	4,370	49.8
Out of scope child	810	9.7	356	4.1
Moved overseas	254	3.0	405	4.6
Child not known	40	0.5	91	1.0
Taken out of school / no longer enrolled / no contact	551	6.6	432	4.9
Home schooled	99	1.2	80	0.9
Subtotal 'frame'-related issues	5,248	62.6	5,734	65.3
Duplicate entry	585	7.0	256	2.9
Details incorrectly entered / User error (NFI)	64	0.8	-	-
Bulk upload issue (NFI)	9	0.1	-	-
Subtotal Class List creation issues	658	7.9	256	2.9
Written opt out	1,389	16.6	1,681	19.2
Verbal opt out	516	6.2	550	6.3
Consent form not returned	43	0.5	141	1.6
Other consent related	7	0.1	-	-
Subtotal consent related	1,955	23.3	2,372	27.0
Child absence	175	2.1	115	1.3
Absent due to COVID related	26	0.3	-	-
Child recently started at school	44	0.5	71	0.8
Missed completion deadline	31	0.4	-	-
Teacher absence	44	0.5	-	-
Subtotal procedural issues	320	3.8	186	2.1
Dual placement	121	1.4	147	1.7
Other reason	79	0.9	82	0.9
Total	8,381	100.0	8,777	100.0

Where 'duplicate entry' is a reason for non-participation, this is understood to be a class list creation issue, rather than a sample frame issue, where Teachers created class list entries without realising those children were already present in the master list of children. As can be seen, this was a greater issue in Cycle 5 (7.0 per cent compared to 2.9 per cent in Cycle 4) as some schools, largely from the Independent sector, were unaware that child information had been pre-populated centrally.

Consent-related issues comprised 23.3 per cent of reasons for non-participation in Cycle 5, compared with 27.0 per cent in Cycle 4 and this included a small decline in both written and verbal opt outs. Albeit much lower than in Cycle 4, there was still evidence of a 'consent form not being returned' (43

cases in Cycle 5 compared to 141 cases in Cycle 4), which indicates that schools are creating their own consent forms for the census, rather than following the 'Implied Informed Consent' procedure.

As in previous cycles, there is a small proportion of reasons for non-participation which suggest a misunderstanding of the intended workflow. For example, 'child recently started at school' suggests the Teacher has known the child for less than one month and does not feel that he or she can accurately complete an Instrument for that child. The prescribed procedure is to complete demographic information for the child and 'skip' the Instrument, rather than record the child as non-participating. In addition, 'child absence' should not be an issue given the child is not required to be present, but this may imply 'extended absence' and the Teacher unsure if the child is still at the school.

There was some variation in reason for non-participation by sector, with more than twice the incidence of written and verbal opt outs in the Independent sector, relative to the Government and Catholic sectors. The ratio of non-participants to participants was highest in the Northern Territory, followed by the Australian Capital Territory. Refer to [Appendix 20](#) for details of reason for non-participation by jurisdiction and sector.

3.2.4. Sundry information about child participation

A total of 302 children were opted out after Instrument completion. Data for these children was not included in the files for processing and was never exported from the data collection system.

The final Headline Report indicated that 129 Instruments (excluding Victoria which had been granted an extension) were in progress at the end of the Cycle 5 data collection period. It is not clear whether Teachers simply ran out of time, realised they were completing an Instrument for a duplicate / dual placement child and chose not to continue, or whether there were difficulties sourcing information for a child for a specific question.

It is also unclear what proportion of the children who were recorded as non-participants and 'moved school' from Table 16 actually participated at another school. The de-duplication rules outlined in Section 2.12.2 only deal with de-duplication across 'completed' / 'skipped' and valid / invalid Instruments. It is noted that functionality to track children who moved schools was part of the original system specification for Cycle 1, but was dropped for Cycle 2, and has not been re-visited during the system specification process since then. In Cycle 4, an attempt was made to 'track' children who were recorded as 'moved school' to determine if they were captured in the AEDC at another school. This was done by applying the same de-duplication process used when dealing with Instrument duplicates (i.e. matching on child's name and date of birth). Of the 4,280 child records that were included in the Cycle 4 analysis, more than half (57.6 per cent, 2,465) were present in class lists at another school, 1,900 in the same state (44.4 per cent) and 566 at a school in a different state (13.2 per cent). Whilst this analysis has not been repeated for Cycle 5, outcomes are likely to be similar.

3.2.5. Implications for future collections

Child participation is closely linked with school participation, and initiatives to enhance the school participation rate, particularly in the Independent sector, are likely to have a positive flow on effect on child participation.

Aboriginal and/or Torres Strait Islander and LBOTE children continue to be under-represented in the AEDC and it is important to develop strategies to improve the representation of these groups in the achieved sample. Future cycles could continue to profile non-participating children from pre-population information, to enhance understanding of the profile of non-participating children, and how this may impact on results.

Reasons for child non-participation suggest there is still possible confusion around some aspects of scope status (child repeating year, special needs child), and workflow (child not known well enough). This might be addressed through improved guidance to Teachers, both in supporting materials and within the data collection system.

Several measures could be taken in Cycle 6 to prevent the AEDC School Coordinator using the 'bulk upload' tool to pre-populate child information that has already been pre-populated (i.e. 'duplicate entry' issues). These could include clearer messaging about how to check for pre-populated records on the '*Teacher set up*' fact sheet that is part of the *School Leader Pack*, a flag on the AEDC School Coordinator dashboard to indicate if the school was included in pre-population and/or new functionality so a pop-up error message appears if a school attempts to bulk upload information for a child whose information has already been pre-populated.

3.3 Aboriginal and/or Torres Strait Islander child Instrument completion and use of Aboriginal and/or Torres Strait Islander Cultural Consultants

As part of an Aboriginal and/or Torres Strait Islander Cultural Consultant engagement strategy implemented for Cycle 4, all Aboriginal and Torres Strait Islander Cultural Consultant engagement materials were reviewed and updated.

Consistent with previous cycles, the *School Leader Pack* and *Teacher Pack* encouraged schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant to make arrangements for the Aboriginal and/or Torres Strait Islander Cultural Consultant to be available for consultation during the preparation and completion of the Instrument for Aboriginal and/or Torres Strait Islander children. There was increased promotion of the value in using Aboriginal and/or Torres Strait Islander Cultural Consultants, particularly in completing Instruments 'together' with the Teacher.

For Cycle 4, there were amendments to the workflow in the data collection system for Aboriginal and/or Torres Strait Islander Cultural Consultants, whereby Aboriginal and/or Torres Strait Islander Cultural Consultants were invited to register (optional) on the data collection system and were then taken through a similar registration and training workflow as Teachers. The school activation sequence was also modified to collect information about the school's access to an Aboriginal and/or Torres Strait Islander Cultural Consultant, to better understand where an Aboriginal and/or Torres Strait Islander Cultural Consultant may be present but not available, or the school chooses not to use them for the AEDC.

All of these initiatives were carried through unchanged into Cycle 5.

A number of measures related to the use of Aboriginal and/or Torres Strait Islander Cultural Consultants were monitored as part of Headline Reporting during the collection, as mentioned at Section 2.10.2 and included:

1. The overall proportion of Aboriginal and/or Torres Strait Islander child Instruments completed by an Aboriginal and/or Torres Strait Islander Teacher or by a non-Aboriginal and/or Torres Strait Islander Teacher with the involvement of an Aboriginal and/or Torres Strait Islander Cultural Consultant at some level, that is, the proportion of Aboriginal and/or Torres Strait Islander child Instruments completed with input from a person of Aboriginal and/or Torres Strait Islander background.
2. The proportion of Aboriginal and/or Torres Strait Islander child Instruments completed by a non-Aboriginal and/or Torres Strait Islander Teacher with input of an Aboriginal and/or Torres Strait Islander Cultural Consultant in some capacity, that is, the net usage of Aboriginal and/or Torres Strait Islander Cultural Consultants amongst the 'primary target group' (non-Aboriginal and/or Torres Strait Islander Teachers) for Aboriginal and/or Torres Strait Islander Cultural Consultant usage.
3. The proportion of Aboriginal and/or Torres Strait Islander child Instruments completed by an Aboriginal and/or Torres Strait Islander Teacher, or by a non-Aboriginal and/or Torres Strait Islander Teacher and an Aboriginal and/or Torres Strait Islander Cultural Consultant together.
4. The proportion of Aboriginal and/or Torres Strait Islander child Instruments completed by a non-Aboriginal and/or Torres Strait Islander Teacher and an Aboriginal and/or Torres Strait Islander Cultural Consultant together.

Instruments completed by the non-Aboriginal and/or Torres Strait Islander Teacher and Aboriginal and/or Torres Strait Islander Cultural Consultant together is considered to represent the 'optimal' use of Aboriginal and/or Torres Strait Islander Cultural Consultants and was the condition which triggered a reimbursement payment for the Aboriginal and/or Torres Strait Islander Cultural Consultant's involvement (refer also to Section 2.12.1).

In addition, also included in Headline Reporting since Cycle 4 was a measure of Teachers' 'intention to use' an Aboriginal and/or Torres Strait Islander, specifically:

- The proportion of non-Aboriginal and/or Torres Strait Islander Teachers with at least one Aboriginal and/or Torres Strait Islander child in class that intends to use an Aboriginal and/or Torres Strait Islander Cultural Consultant, as a proportion of non-Aboriginal and/or Torres Strait Islander Teachers with at least one Aboriginal and/or Torres Strait Islander child in class ('intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant' question asked as part of Teacher registration process).

Whilst information relating to schools' access to an Aboriginal and/or Torres Strait Islander Cultural Consultant was first captured in Cycle 4, it was added to Headline Reporting for the first time in Cycle 5. All of the measures related to the use of Aboriginal and/or Torres Strait Islander Cultural Consultants described above were also reported in a view filtered to schools which had access to an Aboriginal and/or Torres Strait Islander Cultural Consultant.

3.3.1. Aboriginal and/or Torres Strait Islander Cultural Consultant availability

Information relating to schools' access to an Aboriginal and/or Torres Strait Islander Cultural Consultant was captured as part of the school activation process. AEDC School Coordinators who indicated they had one or more Aboriginal and/or Torres Strait Islander children in the first year of full-time school were then asked if their school has access to an Aboriginal and/or Torres Strait Islander Cultural Consultant.

Of the 4,516 schools which had one or more Aboriginal and/or Torres Strait Islander children in the first year of full-time school, just over half (57.7 per cent) said they had access to an Aboriginal and/or Torres Strait Islander Cultural Consultant which is comparable with Cycle 4 (57.1 per cent).

Access to an Aboriginal and/or Torres Strait Islander Cultural Consultant varied significantly by jurisdiction and sector. At the jurisdiction level, access was highest in the Northern Territory (76.5 per cent), Victoria (71.2 per cent) and South Australia (67.8 per cent) and lowest in Tasmania (39.9 per cent) and the Australian Capital Territory (47.2 per cent).

By sector, access was highest in Catholic sector schools (71.7 per cent), followed by Government sector schools (57.1 per cent) and significantly lower in Independent sector schools (33.2 per cent).

These trends were relatively consistent at both the jurisdictional and sector level compared to Cycle 4. Victoria showed the most change between cycles with an increase of 12.7 per cent in Aboriginal and/or Torres Strait Islander Cultural Consultant availability in Cycle 5.

Refer to [Appendix 21](#) for further details of Aboriginal and/or Torres Strait Islander Cultural Consultant availability by jurisdiction and sector.

3.3.2. Aboriginal and/or Torres Strait Islander Cultural Consultant usage intention

Intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant was captured as part of the Teacher registration questions and monitored through the weekly Headline Reporting process.

Of the 17,850 Teachers completing Teacher registration (Q3 - *Are any of those children (in your class) of Aboriginal or Torres Strait Islander descent?*), just over two in five (43.5 per cent, 7,772) indicated that they had at least one child of Aboriginal and/or Torres Strait Islander background in their class. Of these, 392 Teachers were of Aboriginal and/or Torres Strait Islander background, leaving a total of 7,380 Teachers of a non-Aboriginal and/or Torres Strait Islander background with at least one Aboriginal and/or Torres Strait Islander child in their class. This was considered the primary target group for Aboriginal and/or Torres Strait Islander Cultural Consultant usage.

Less than one third (29.7 per cent) of this primary target group for Aboriginal and/or Torres Strait Islander Cultural Consultant usage declared an intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant (compared to 31.5 per cent in Cycle 4, 24.2 per cent in Cycle 3 and 29.7 per cent in Cycle 2). A further 34.2 per cent were unsure if they would have access to an Aboriginal and/or Torres Strait Islander Cultural Consultant.

As shown in Figure 1, when the Teacher responses are filtered to those schools which said they had access to an Aboriginal and/or Torres Strait Islander Cultural Consultant as part of school activation, the proportion of the primary target group for Aboriginal and/or Torres Strait Islander Cultural Consultant usage who intended to use an Aboriginal and/or Torres Strait Islander Cultural Consultant increased to 44.2 per cent, with a further 36.4 per cent unsure if they would use an Aboriginal and/or Torres Strait Islander Cultural Consultant. This indicates that 19.5 per cent of the primary target group for Aboriginal and/or Torres Strait Islander Cultural Consultant usage do not intend to use an Aboriginal and/or Torres Strait Islander Cultural Consultant when there is an Aboriginal and/or Torres Strait Islander Cultural Consultant available at their school. Compared to Cycle 4, this represents a reduction of 4.3 per cent in intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant among the primary target group, although the proportion who said 'don't know' was considerably higher in Cycle 5 (36.4 per cent, compared with 20.2 per cent in Cycle 4).

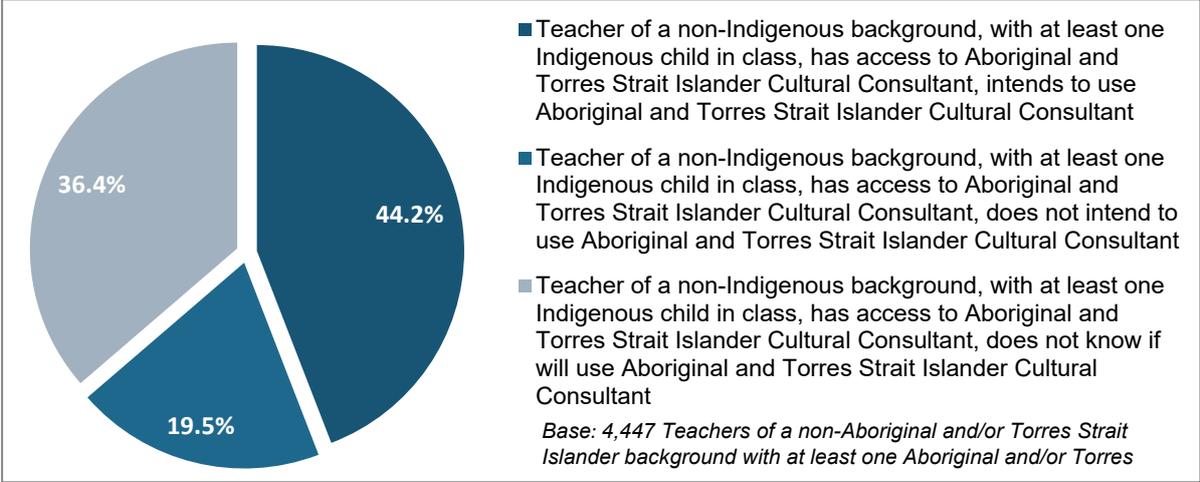
Intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant, filtered by schools which had access to an Aboriginal and/or Torres Strait Islander Cultural Consultant, varied significantly by jurisdiction and sector, ranging from 65.0 per cent in Western Australia to 24.2 per cent in Victoria, and 0 per cent in jurisdiction / sector cells with a very small number of Teachers with at least one child of Aboriginal and/or Torres Strait Islander background in their class (e.g. Independent sector in Victoria, South Australia and the Australian Capital Territory).

Compared to Cycle 4, there was slightly greater intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant in Cycle 5 in Western Australia (4.2 per cent) and Victoria (2.3 per cent), little change in South Australia (-0.1 per cent) and Tasmania (-0.6 per cent) and decreased intention to use one in all other jurisdictions (-5.5 to -7.5 per cent).

By sector, intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant where one was available was slightly higher in Independent sector schools (50.0 per cent) than both Government (44.0 per cent) and Catholic (44.2 per cent) sector schools, although the number of indigenous children in Independent sector schools is notably lower.

Refer to [Appendix 22](#) for further details of intention to use Aboriginal and/or Torres Strait Islander Cultural Consultants by jurisdiction and sector.

Figure 1 Teacher intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant among schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant



Reasons for not intending to use an Aboriginal and/or Torres Strait Islander Cultural Consultant were captured in Cycle 5 as part of Teacher registration when the Teacher indicated their completion of Instruments for children of Aboriginal or Torres Strait Islander descent would not be assisted by discussion with an Aboriginal and Torres Strait Islander Cultural Consultant.

Over three quarters of Teachers' reasons for not intending to use an Aboriginal and/or Torres Strait Islander Cultural Consultant (75.3 per cent) related to the school not having access to an Aboriginal and Torres Strait Islander Cultural Consultant. However, this was true in only 57.2 per cent of cases, because for the other 18.1 per cent of Teachers responses, the AEDC School Coordinator had indicated that there was an Aboriginal and/or Torres Strait Islander Cultural Consultant available at the school. This appears to highlight an issue of the Teacher being unaware that the school has access to an Aboriginal and/or Torres Strait Islander Cultural Consultant, despite the Teacher being encouraged to consult with the AEDC School Coordinator regarding Aboriginal and/or Torres Strait Islander Cultural Consultant access as part of census preparation.

A further 13.4 per cent of Teachers said their reason for not intending to use an Aboriginal and/or Torres Strait Islander Cultural Consultant was because the cultural consultant was busy or unavailable at the time of Instrument completion, however, this also included 3.9 per cent where the school did not have access to an Aboriginal and/or Torres Strait Islander Cultural Consultant according to the AEDC School Coordinator. A further 1.8 per cent of Teachers said they didn't intend to use an Aboriginal and/or Torres Strait Islander Cultural Consultant because they were of Aboriginal and Torres Strait Islander descent, whilst nearly one in ten (9.5 per cent) cited a range of 'other reasons', largely related to not perceiving the need for an Aboriginal and/or Torres Strait Islander Cultural Consultant given the Teacher had a good relationship with and/or understanding of the child / child's family, because the Aboriginal and/or Torres Strait Islander Cultural Consultant did not know the child well or that the parent had indicated that use of an Aboriginal and/or Torres Strait Islander Cultural Consultant was not necessary.

3.3.3. Aboriginal and/or Torres Strait Islander child Instrument completion

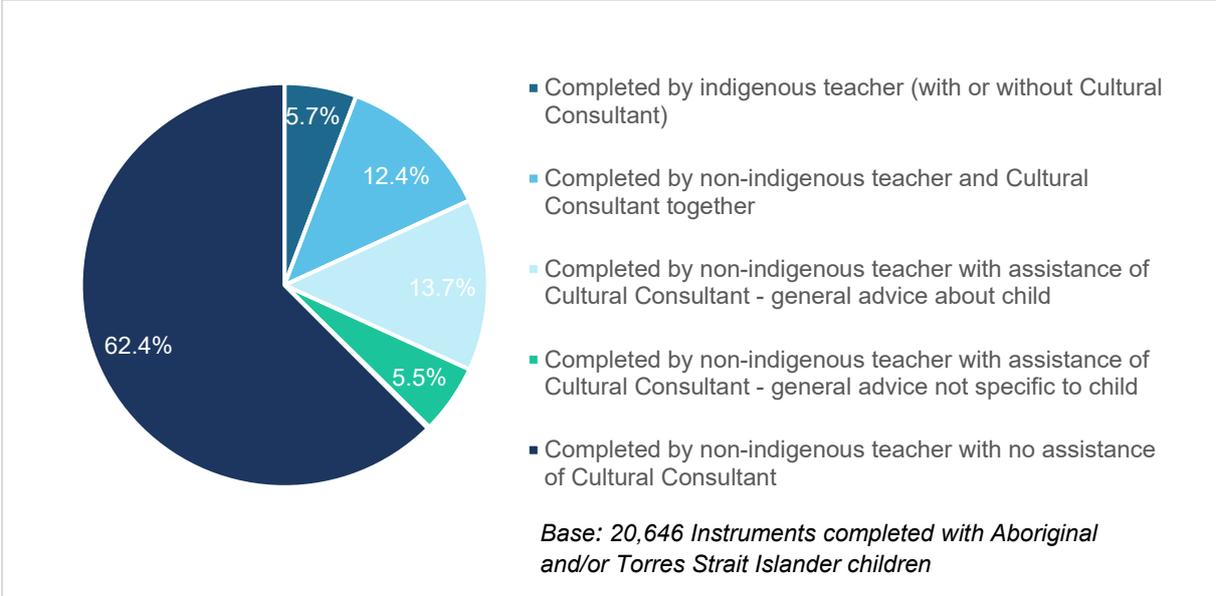
Figure 2 breaks down Aboriginal and/or Torres Strait Islander child Instrument completion at the national level. Of the 20,646 Instruments completed for Aboriginal and/or Torres Strait Islander children in Cycle 5, 37.6 per cent were completed with input from a person of Aboriginal and/or Torres Strait Islander background, which is slightly higher than both Cycle 4 (37.4 per cent) and Cycle 3 (35.9 per cent) but lower than Cycle 2 (39.6 per cent).

This included 5.7 per cent completed by an Aboriginal and/or Torres Strait Islander Teacher (with or without input from an Aboriginal and/or Torres Strait Islander Cultural Consultant), 12.4 per cent completed by a non-Aboriginal and/or Torres Strait Islander Teacher and an Aboriginal and/or Torres Strait Islander Cultural Consultant together, 13.7 per cent completed by a non-Aboriginal and/or Torres Strait Islander Teacher with the Aboriginal and/or Torres Strait Islander Cultural Consultant giving general advice about the individual child, and 5.5 per cent with the Aboriginal and/or Torres Strait Islander Cultural Consultant giving general advice about completing the Instrument for Aboriginal and/or Torres Strait Islander children, but not specific to an individual child.

The proportion completed by a non-Aboriginal and/or Torres Strait Islander Teacher and an Aboriginal and/or Torres Strait Islander Cultural Consultant together (12.4 per cent) was marginally lower than Cycle 4 (12.6 per cent), and down from both Cycle 3 (14.7 per cent) and Cycle 2 (14.2 per cent).

When re-based to Aboriginal and/or Torres Strait Islander children attending schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant, the proportion of Instruments completed for Aboriginal and/or Torres Strait Islander children with input from a person of Aboriginal and/or Torres Strait Islander background increased to 50.4 per cent, the same as Cycle 4 (50.4 per cent).

Figure 2 Aboriginal and/or Torres Strait Islander child Instrument completion



Of the 19,463 Aboriginal and/or Torres Strait Islander child Instruments completed by non-Aboriginal and/or Torres Strait Islander Teachers, 33.8 per cent were completed with input of an Aboriginal and/or Torres Strait Islander Cultural Consultant in some capacity (comparable to previous cycles: 33.5 per cent in Cycle 4, 32.4 per cent in Cycle 3 and 34.8 per cent in Cycle 2) and 13.1 per cent were completed by a non-Aboriginal and/or Torres Strait Islander Teacher and an Aboriginal and/or Torres Strait Islander Cultural Consultant together (down from 13.4 per cent in Cycle 4, 15.5 per cent in Cycle 3 and 15.3 per cent in Cycle 2).

When re-based to Aboriginal and/or Torres Strait Islander children attending schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant, the proportion of Aboriginal and/or Torres Strait Islander child Instruments completed by a non-Aboriginal and/or Torres Strait Islander Teacher, with any kind of input from an Aboriginal and/or Torres Strait Islander Cultural Consultant increased to 46.7 per cent, and the proportion of Aboriginal and/or Torres Strait Islander child Instruments completed by a non-Aboriginal and/or Torres Strait Islander Teacher and Aboriginal and/or Torres

Strait Islander Cultural Consultant together increased to 18.3. Both measures are marginally lower than Cycle 4 (46.9 per cent and 18.9 per cent respectively).

These results suggest there is still some way to go to convince schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant to use the Aboriginal and/or Torres Strait Islander Cultural Consultant to support AEDC administration.

Usage of an Aboriginal and/or Torres Strait Islander Cultural Consultant was similar among Aboriginal and/or Torres Strait Islander Teachers. Of the 1,183 Aboriginal and/or Torres Strait Islander child Instruments completed by Aboriginal and/or Torres Strait Islander Teachers, 32.6 per cent were completed with input of an Aboriginal and/or Torres Strait Islander Cultural Consultant in some capacity, which is only marginally lower than non-Aboriginal and/or Torres Strait Islander Teachers (33.8 per cent). A higher proportion of Aboriginal and/or Torres Strait Islander Teachers completed Instruments together with an Aboriginal and/or Torres Strait Islander Cultural Consultant, 14.5 per cent, compared to non-Aboriginal and/or Torres Strait Islander Teachers, 13.1 per cent. This may be related to factors such as greater access to Aboriginal and/or Torres Strait Islander Cultural Consultants amongst this group, and possibly a heightened appreciation of cultural issues.

When filtered by schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant, the overall proportion of Aboriginal and/or Torres Strait Islander child Instruments completed by an Aboriginal and/or Torres Strait Islander Teacher or by a non-Aboriginal and/or Torres Strait Islander Teacher with the assistance of an Aboriginal and/or Torres Strait Islander Cultural Consultant was higher in the Northern Territory (67.7 per cent) and Western Australia (63.8 per cent) and lower in the Australian Capital Territory (20.6 per cent) and Victoria (25.9 per cent).

Net usage of Aboriginal and/or Torres Strait Islander Cultural Consultants amongst the primary target group for Aboriginal and/or Torres Strait Islander Cultural Consultant usage was also highest in Western Australia (62.3 per cent) and the Northern Territory (62.2 per cent) and lower in the Australian Capital Territory (19.8 per cent), Victoria (21.8 per cent), and Tasmania (28.7 per cent).

The proportion of Aboriginal and/or Torres Strait Islander child Instruments completed by a non-Aboriginal and/or Torres Strait Islander Teacher and an Aboriginal and/or Torres Strait Islander Cultural Consultant together was significantly higher in Western Australia (31.7 per cent) than other jurisdictions, with Queensland the second highest (20.2 per cent). This measure was particularly low in Victoria (6.5 per cent) and null in the Australian Capital Territory (0).

Refer to [Appendix 23](#) for further details of usage of Aboriginal and/or Torres Strait Islander Cultural Consultants by jurisdiction and sector.

3.3.4. Use of Aboriginal and/or Torres Strait Islander Cultural Consultant and the impact on Instrument responses

The use of the cultural sensitivity flags in the Instrument was reviewed ahead of Cycle 4 and it was decided to denote culturally sensitive items as one or both of the following:

- a general flag, for any child who comes from a linguistically and culturally diverse background which includes Aboriginal and/or Torres Strait Islander children
- the Aboriginal and/or Torres Strait Islander flag icon, specific for children from Aboriginal and/or Torres Strait Islander backgrounds.

This was unchanged for Cycle 5. Analysis was undertaken of Instrument items flagged as 'culturally sensitive' to examine whether input from an Aboriginal and/or Torres Strait Islander Cultural Consultant had any impact on the pattern of response. The results are shown in Table 17 and are largely consistent with Cycle 4.

Aboriginal and/or Torres Strait Islander Cultural Consultants were more likely to be involved in Instrument completion where the Aboriginal and/or Torres Strait Islander child has English as a second language (ESL). As shown in Table 17, the involvement of an Aboriginal and/or Torres Strait Islander Cultural Consultant in Instrument completion enhanced the quality of responses for language-specific questions, evident by the reduced proportion of 'don't know' responses for how well the Aboriginal and/or Torres Strait Islander child speaks Aboriginal English, Kriol / Creole, their traditional Aboriginal and/or Torres Strait Islander language, Other Aboriginal and/or Torres Strait Islander language as well as how adequately they can communicate in this language.

Given that ESL is one of the factors associated with increased risk of developmental vulnerability, it is not surprising that the pattern of responses for the selected items differs between Aboriginal and/or Torres Strait Islander child Instruments completed with the assistance of an Aboriginal and/or Torres Strait Islander Cultural Consultant, or those not completed with input from an Aboriginal and/or Torres Strait Islander Cultural Consultant.

All of the differences between the Aboriginal and/or Torres Strait Islander Cultural Consultant and no Aboriginal and/or Torres Strait Islander Cultural Consultant groups are statistically significant at the 95 per cent level, with the exception of 'washroom' and 'whether the Aboriginal and/or Torres Strait Islander child speaks their traditional Aboriginal and/or Torres Strait Islander language 'very good / good'.

Table 17 Instrument responses by use of Aboriginal and/or Torres Strait Islander Cultural Consultant

Culturally sensitive items on Instrument	Aboriginal and/or Torres Strait Islander Cultural Consultant	No Aboriginal and/or Torres Strait Islander CC
Base	6,958	13,688
Aboriginal and/or Torres Strait Islander status	100.0	100.0
Special needs status	8.0	8.7
ESL (English as a second language)	28.0	10.5
Aboriginal English (very good / good)	23.5	6.6
Aboriginal English (don't know)	44.9	74.6
Kriol / Creole (very good / good)	9.9	1.9
Kriol / Creole (don't know)	73.5	86.4
Traditional Aboriginal and/or Torres Strait Islander language (very good / good)	45.6	40.3
Traditional Aboriginal and/or Torres Strait Islander language (don't know)	15.9	38.1
Other Aboriginal and Torres Strait Islander language (very good / good)	2.4	0.3
Other Aboriginal and Torres Strait Islander language (don't know)	81.5	88.6
Can adequately communicate in this language - Yes	74.9	53.3
Can adequately communicate in this language - Don't know	14.5	36.8
More than 5 days absent since the start of the year	74.9	68.6
Days absent for family/cultural obligations – includes ceremonies, funerals	23.4	18.5
Dressed inappropriately - yes	9.8	8.1
Hungry - Yes	16.0	11.3
Washroom - Yes	95.1	95.7
Proficient in English - very good / good	50.1	58.0
Communicates needs - very good / good	52.9	58.0

Culturally sensitive items on Instrument	Aboriginal and/or Torres Strait Islander Cultural Consultant	No Aboriginal and/or Torres Strait Islander CC
Understands simple commands or statements	49.4	55.7
Articulates clearly - very good / good	43.3	49.1
Handles a book	96.0	97.6
Sounds to letters - Yes	65.9	73.8
Awareness of rhyming words	57.9	64.6
Recognises shapes - Yes	81.1	85.8
Respect for adult - often or very true	70.9	73.1
Curious - often or very true	63.4	66.4
Knowledge about world - often or very true	56.3	61.2
Stop quarrel - often or very true	21.2	25.2
Vulnerable on one or more domains	47.2	39.9
Vulnerable on two or more domains	30.3	24.6
On track on five domains	30.6	36.2

3.3.5. Sundry Aboriginal and/or Torres Strait Islander Cultural Consultant analysis

The absolute number of Instruments completed for Aboriginal and/or Torres Strait Islander children has increased steadily from 15,490 in Cycle 2 to 17,350 in Cycle 3, 19,074 in Cycle 4 and 20,646 in Cycle 5.

Similarly, the absolute number of Instruments completed by a non-Aboriginal and/or Torres Strait Islander Teacher with the assistance of an Aboriginal and/or Torres Strait Islander Cultural Consultant in any capacity increased from 4,992 in Cycle 2, 5,327 in Cycle 3, 6,007 in Cycle 4 to 6,572 in Cycle 5.

Consistent with previous cycles, intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant was a reasonable indicator of actual Aboriginal and/or Torres Strait Islander Cultural Consultant usage in Cycle 5.

Of Teachers from schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant at activation, who declared an intention to use an Aboriginal and/or Torres Strait Islander Cultural Consultant at Teacher registration and completed at least one Instrument, more than two-thirds (69.9 per cent) actually used an Aboriginal and/or Torres Strait Islander Cultural Consultant in some capacity, based on Instrument data.

A moderate proportion (12.8 per cent) of Teachers from schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant, who indicated that they did not intend to use an Aboriginal and/or Torres Strait Islander Cultural Consultant at Teacher registration ended up using an Aboriginal and/or Torres Strait Islander Cultural Consultant.

This highlights that Teachers may not always have access to reliable information about an Aboriginal and/or Torres Strait Islander Cultural Consultant's availability at the time of Teacher registration, and that detailed resource planning in advance of registration may not always be feasible.

Based on information from the 7,451 participating schools which submitted an invoice, 740 individual Aboriginal and/or Torres Strait Islander Cultural Consultants were trained for Cycle 5, slightly fewer than Cycle 4 (755).

Aboriginal and/or Torres Strait Islander Cultural Consultants had the option to register on the data collection system again in Cycle 5 (introduced for the first time in Cycle 4). A total of 722 Aboriginal and/or Torres Strait Islander Cultural Consultants commenced the registration process (i.e. set up their account details) and all 722 completed registration. This is higher than in Cycle 4 when 503 commenced registration and 379 completed it. Of the 722 Aboriginal and/or Torres Strait Islander Cultural Consultants who commenced registration, 547 (75.8 per cent) completed training which is a marked increase on Cycle 4 when only 40.0 per cent completed training. Around one in ten (10.9 per cent) Aboriginal and/or Torres Strait Islander Cultural Consultants worked across multiple schools.

The Aboriginal and/or Torres Strait Islander Cultural Consultant position title was collected at preliminary question 3 of the Instrument, where the Teacher could choose multiple position titles, as required. As noted in Section 2.3.4, the list of response options at this question was updated in Cycle 5 to include some jurisdiction-specific position titles. The most frequently occurring position titles for Aboriginal and/or Torres Strait Islander Cultural Consultants were Aboriginal Education Officer (20.2 per cent), Aboriginal Teacher's Aide (15.8 per cent) and Other Indigenous staff member (15.7 per cent).

This reasonably high level of 'Other Indigenous staff member' selected at this question may imply that the list of pre-coded position titles available at question 3 of the Instrument is still not adequate, or possibly that the Aboriginal and/or Torres Strait Islander Cultural Consultant is a Teacher at the school, which is not included in the pre-coded options.

Teachers were asked in their feedback survey to identify the part (or parts) of the Instrument where input from an Aboriginal and/or Torres Strait Islander Cultural Consultant was most valuable. The majority (79.1 per cent) indicated 'Background Information'.

3.3.6. Implications for future collections

The inclusion of the question regarding the availability of an Aboriginal and/or Torres Strait Islander Cultural Consultant at the school as part of activation since Cycle 4 has allowed a deeper analysis of Aboriginal and/or Torres Strait Islander availability, intention to use and usage. This measure was introduced into Headline progress reporting in Cycle 5 with reported usage rates of Aboriginal and/or Torres Strait Islander Cultural Consultants filtered by those schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant.

To resolve the issue of the Teacher being unaware that the school has access to an Aboriginal and/or Torres Strait Islander Cultural Consultant, the availability of an Aboriginal and/or Torres Strait Islander Cultural Consultant could be integrated into the Instrument in Cycle 6. A system generated prompt to the Teacher could be triggered upon commencement of an Instrument for an Aboriginal and/or Torres Strait Islander child where their school has access to an Aboriginal and/or Torres Strait Islander Cultural Consultant. This prompt would advise they have access to an Aboriginal and/or Torres Strait Islander Cultural Consultant and to get in contact with their AEDC School Coordinator to arrange the assistance.

In addition, access to and usage of an Aboriginal and/or Torres Strait Islander Cultural Consultant in Cycle 5 could be flagged in the 'school history' section on the STC dashboard in Cycle 6, to facilitate STC discussions with schools around usage.

The evidence suggests there is still some way to go to convince schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant, to use the Aboriginal and/or Torres Strait Islander Cultural Consultant to support AEDC administration. Schools with access to an Aboriginal and/or Torres Strait Islander Cultural Consultant which choose not to use the Aboriginal and/or Torres Strait Islander Cultural Consultant present the best opportunity to improve the rate of Aboriginal and/or

Torres Strait Islander Cultural Consultant utilisation for the AEDC in the future. The reasons for not using an Aboriginal and/or Torres Strait Islander Cultural Consultant revealed some evidence of a 'perceived value' issue.

There is no evidence to suggest the optional registration process is a barrier to participation, as may be evidenced by e.g., a high rate of incomplete registrations (registration process started but not finished).

Whilst engagement materials around usage of Aboriginal and/or Torres Strait Islander Cultural Consultants were updated ahead of Cycle 4, they could be reviewed again for relevance ahead of Cycle 6.

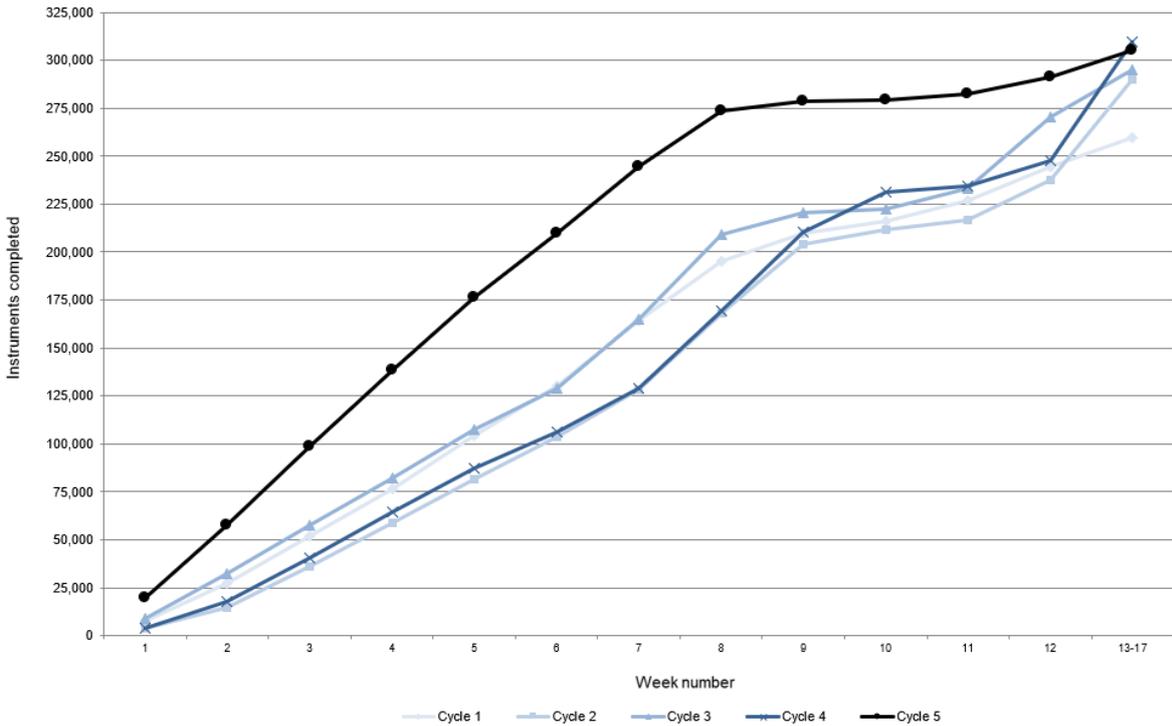
Given there was still reasonably high usage of 'Other Indigenous staff member' at question 3 of the Instrument, suggests the list pre-coded options may require further attention. Consideration could also be given to the value of attempting to capture Aboriginal and/or Torres Strait Islander Cultural Consultant job title at such a granular level, when it is unclear how this information supports analysis or impacts data quality.

3.4 Instrument rate of completion

The rate of Instrument completion was monitored closely throughout the data collection period to assess progress towards the target child participation rate and inform follow up activities.

Figure 3 compares the number of Instruments completed nationally by week of the data collection period for Cycles 1, 2, 3, 4 and 5. It uses the raw, unedited number of completed Instruments, as reported from the data collection system as part of the Headline Reporting process (refer to Section 2.9.2).

Figure 3 National rate of Instrument completion, Cycles 1, 2, 3, 4 and 5



As can be seen, for Cycle 5, the momentum created by the 'early activation' initiative (refer to Section 3.7.1) flowed strongly through into Instrument completion. For all weeks of the collection, a far greater cumulative number of Instruments had been completed in Cycle 5 than for any of the previous four cycles.

The largest gap between the number of Instruments completed in Cycle 5 and in previous cycles was through weeks 5 to 8, with Cycle 5 some 65,000 to 80,000 completed Instruments 'ahead' of previous cycles.

With most jurisdictions seeking to complete the collection by the end of Term 2 (week 8 or 9, depending on the jurisdiction), there was modest Instrument completion activity nationally (approximately 8.5 per cent of the total Cycle 5 completed Instruments) after the end of Term 2.

Refer to [Appendix 24](#) for full details of cumulative and weekly Instruments completed by jurisdiction.

The pattern of Cycle 5 Instrument completion suggests that, with appropriate communications strategies and timely follow up by STCs, it may be possible for future cycles to avoid an extension to the data collection period (refer to Section 2.11.6), complete the collection nationally by the end of July (week 13), or potentially complete the collection nationally by the end of Term 2.

Completion of the collection nationally by the end of Term 2 is highly desirable if the overall intent is to facilitate the earlier production and distribution of School Profiles.

Future cycles would ideally build on the processes which delivered a positive Instrument rate of completion result for Cycle 5, including:

- a focus on communications activities to ensure schools are aware of, and ready for, the collection
- the timely commencement of intensive telephone follow up activities by STCs
- the use of the end of Term 2 as the publicised target date for Instrument completion.

As for previous cycles, it will be important to consider how to best support the 'large' jurisdictions to complete the collection on time, particularly where schools have become accustomed to collection activity extending well into Term 3.

Very early in the Cycle 6 planning process, it will be important to establish objectives for the timing of School Profile distribution, as this will set the parameters for a number of other elements of the project, including the end of the publicised data collection period.

3.5 Instrument performance

3.5.1. Analysis of item non-response

Table 18 provides an overview of Instrument items with a high rate of item non-response ('don't know' responses).

The 96 licenced items used to calculate AEDC domain scores generally reflect aspects of the child's development that can be readily observed by Teachers in the classroom. Accordingly, the incidence of the use of the 'don't know' option was very low for these items, with the exception of 'stops quarrel' (5.7 per cent) and 'helps sick' (3.2 per cent), where the Teacher may not have had the opportunity to observe the behaviour.

Non-licenced items which require the Teacher to know about the child's experiences outside of school had consistently higher 'don't know' rates, including the items relating to 'special skills', 'home

environment / problems at home', 'child is regularly read to at home', and 'language and religion class attendance. There has been little change in item non-response for these items in recent cycles.

Certain pre-population items have reasonably high proportions of 'missing' responses, particularly some of the more recently introduced items. Those introduced in Cycle 3, i.e. 'year of arrival in Australia' (for children born overseas) and 'highest level of school' and 'highest level of post school qualification completed by the child's parent / carer' continued to have reasonably high proportions of 'missing' responses, although there has been a reduction in the proportion of missing responses for all items except 'year of arrival in Australia' (improved compared to Cycle 4), which is encouraging. This was also true for the parent-related items introduced in Cycle 4 'gender of first / second parent', which were added to pre-population for data enrichment purposes, but are not included in the Instrument for Teachers to answer.

Teachers were encouraged to use the 'not known' option if the item was not pre-populated, rather than attempt to source this information from parents / carers.

Very high use of the 'don't know' option was observed for language other than English proficiency-related items, and questions relating to the time before entering school, such as 'playgroup attendance'. There has been no or very little improvement in the proportion of 'don't know' responses for these items over time.

Given Teachers' limited knowledge of the nature and duration of child care and early childhood education experiences of children in the year before entering school, the data related to types of non-parental early childhood education and/or care presented in the Community Profile is based on 'valid responses' that exclude 'don't know' (a decision made by National Committee in Cycle 4). Based on Instrument responses, 91.9 per cent of Teachers were able to provide information on whether or not the child attended preschool / kindergarten in the year before school, and 94.8 per cent were able to provide details of the preschool / kindergarten setting. Teachers' knowledge of other forms of non-parental care was very limited (not shown in Table 18).

A full analysis of item non-response and associated issues will be included in the *Cycle 5 Instrument Review*.

Table 18 Percentage of missing and 'Don't know' responses to selected AEDC items across Cycles

Variable	Description	Base Cycle 5	Percentage missing Cycle 5	Percentage missing Cycle 4	Percentage missing Cycle 3
New pre-population items for Cycle 5					
Parent1Occup	Occupation group of first parent or carer	225,426	7.1	-	-
Parent2Occup	Occupation group of second parent or carer	219,928	13.1	-	-
Pre-population items introduced in Cycle 4					
Parent1Gender	Gender of first parent or carer	180,108	8.8	23.1	-
Parent2Gender	Gender of second parent or carer	173,916	14.4	29.1	-
Pre-population items introduced in Cycle 3					
Parent1School	Highest year of school completed by parent1	305,015	5.6	7.4	9.8
Parent1PostSchool	Highest level of post school qualification completed by parent1	305,015	7.2	9.4	13.3
Parent2School	Highest year of school completed by parent2	305,015	11.7	13.4	16.6
Parent2PostSchool	Highest level of post school qualification completed by parent2	305,015	13.8	15.9	20.1
YearArrival	Year of arrival in Australia	19,876	23.8	25.5	23.9

Variable	Description	Base Cycle 5	Percentage missing Cycle 5	Percentage missing Cycle 4	Percentage missing Cycle 3
Selected existing items - non licensed					
CanCom	Can adequately communicate in this language	78,336	48.5	41.6	39.5
B1a	Proficient in Aboriginal English	20,268	65.1	63.1	59.4
B1b	Proficient in Kriol/Creole	20,268	83.2	82.6	79.4
B1c	Proficient in Traditional Aboriginal and/or Torres Strait Islander language	992	22.8	21.8	26.3
B1d	Proficient in other language	20,268	86.9	87.0	84.7
B36	Special visual arts	303,929	3.7	3.5	3.3
B37	Special music	303,929	5.8	5.5	5.6
B38	Special athletics/dance	303,929	5.1	4.9	4.8
B39	Special problem-solving	303,929	3.4	3.1	3
B40	Special other	303,929	6.2	5.7	5.9
D8	Home environment/problems at home	303,929	4.2	4.1	3.3
E1	Attended an early intervention program	303,929	17.2	16.4	11.2
E4	Attended playgroup before entering school	303,932	64.8	63.2	61.9
LangClass	Attended other language or religion classes	305,015	26.0	27.5	21.9
E7	Child is regularly read to at home	303,932	4.3	3.0	2.6
Selected existing items - licensed					
C28	Stop quarrel	303,929	5.7	5.6	4.7
C33	Helps sick	303,929	3.2	3.0	2.9
Selected childcare / early education items					
E2y	Attended preschool / kindergarten in year before full-time school	303,932	8.1	8.0	9.4
E2ay	Hours per week attended preschool / kindergarten	257,812	20.1	17.5	20.5
E2by	Preschool / kindergarten setting	257,812	5.2	5.2	5.1

3.5.2. Invalid Instruments and special needs children

Table 19 shows that of the 305,015 Instruments completed in Cycle 5, one in 18 (5.6 per cent) were flagged as invalid. This is a consistent level of invalid Instruments with previous cycles (4.9 per cent in Cycle 4, 5.0 per cent in Cycle 3, 5.6 per cent in Cycle 2 and 5.4 per cent in Cycle 1).

Table 19 Invalid Instruments by jurisdiction

Jurisdiction	Children	Invalid Instruments	Invalid Instruments (as per cent children)	Special needs children	Special needs children (as per cent children)	Balance invalid Instruments	Balance invalid Instruments as % invalid Instruments
New South Wales	95,426	5,330	5.6	5,091	5.3	239	4.5
Victoria	73,619	4,231	5.7	3,988	5.4	243	5.7
Queensland	65,026	3,556	5.5	3,256	5.0	300	8.4
Western Australia	35,450	1,644	4.6	1,500	4.2	144	8.8
South Australia	20,259	1,315	6.5	1,236	6.1	79	6.0
Tasmania	5,987	393	6.6	342	5.7	51	13.0

Jurisdiction	Children	Invalid Instruments	Invalid Instruments (as per cent children)	Special needs children	Special needs children (as per cent children)	Balance invalid Instruments	Balance invalid Instruments as % invalid Instruments
ACT	5,951	274	4.6	263	4.4	11	4.0
Northern Territory	3,297	337	10.2	219	6.6	118	35.0
Total Cycle 5	305,015	17,080	5.6	15,895	5.2	1,185	6.9
Total Cycle 4	308,953	15,133	4.9	14,059	4.6	1,074	7.1
Total Cycle 3	302,003	15,183	5.0	14,065	4.7	1,118	7.4
Total Cycle 2	289,973	16,332	5.6	14,173	4.9	2,159	13.2
Total Cycle 1	261,147	14,030	5.4	11,484	4.4	2,546	18.1

Instruments were flagged as invalid because domain scores are not calculated for children with special needs (15,895 cases in Cycle 5), if a child has attended less than one month of school and their Teacher has not had sufficient time to accurately evaluate them (994 cases), those for whom Teachers had not answered approximately 25 per cent of the questions in a given domain (181 cases) and three year olds (11 cases). Table 19 shows that most of the invalid Instruments (93.0 per cent) were associated with special needs children.

The absolute number of invalid Instruments not associated with special needs children had been steadily decreasing since Cycle 1 but increased by 111 cases (a 10.3 per cent increase) in Cycle 5.

The proportion of invalid Instruments in Cycle 5 not associated with special needs children was highest in the Northern Territory (35.0 per cent) and Tasmania (13.0 per cent).

3.5.3. Evidence of 'difficult' or 'time consuming' questions

The average time spent per page, together with the number of items per page, was used to provide some insights into which specific areas of the Instrument appear to 'slow Teachers down' or otherwise present some kind of difficulty. Table 20 shows the average completion time per page in seconds, compared to Cycle 4.

For the most part, the online presentation for completing the AvEDI was retained from Cycle 4. The main revision for Cycle 5 was the introduction of the 'child information panel'. This panel presented seven of the more trusted data items from school administration systems (such as sex, residential address, date of birth, country of birth, year of arrival in Australia if not born in Australia and child repeating year), where available, to the Teacher for a quick review and confirmation. The Teacher had capacity to update information presented in the panel by clicking an edit button, otherwise the Teacher could just review the information and proceed with the Instrument.

All 'background information' items have been grouped together for the purpose of Table 20 as the new child information panel comprised items that were previously located across a number of different pages. It is evident from this table that there was an overall saving of 46 seconds, on average, per Instrument for the 'background information' items of the AvEDI in Cycle 5. This is a significant saving and can largely be attributed to the introduction of the child panel as well as the additional items included in bulk upload for Cycle 5 such as sex, class ID and child repeating year. Whilst there were some small increases in the presence of pre-populated records for certain demographic items in Cycle 5, such as country of birth, class ID and LBOTE, the overall proportion of Instruments covered by pre-population was marginally lower in Cycle 5 (94.4 per cent) compared to Cycle 4 (94.9 per cent) so a change in the proportion of pre-populated items is unlikely to have played a role.

Page two, which collects information about the child’s Aboriginal and Torres Strait Islander status and usage of an Aboriginal and Torres Strait Islander Cultural Consultant decreased by 22 seconds on average in Cycle 5. This can be attributed to the introduction of the child’s Aboriginal and Torres Strait Islander status into bulk upload, a slightly greater proportion of Instruments being pre-populated with this information (93.8 per cent vs 93.6 per cent in Cycle 4) as well as the tailoring of position titles of the Aboriginal and Torres Strait Islander Cultural Consultant to each jurisdiction instead of using a generic list as in previous cycles.

There continued to be further improvement in the average seconds spent on page six, due to an increase in the number of jurisdictions / sectors post-populating information relating to days absent in Cycle 5. This would suggest that it is worth pursuing post population of the days absent item in future cycles.

There was also a trend towards fewer seconds per page for all other pages, despite no significant change in content and may be due to overall improved instruction for Instrument completion and reduced comments in Section E.

The page with the longest average completion time was page 11 (with the most items) and the pages with the highest average seconds per item were combined ‘background information’ pages and both Section E pages (page 15 and 16).

The overall average minutes taken per completed Instrument decreased from 16.1 minutes in Cycle 4 to 12.7 minutes in Cycle 5, equating to reduced Teacher burden of 3.4 minutes on average. The average of 12.7 minutes taken for Instrument completion in Cycle 5 is well inside the 20 minutes per completed Instrument that is the basis for the Teacher relief reimbursement calculation.

On average, Teachers spent one fifth (21.5 per cent) of the time completing background information in Cycle 5 (compared to 24.0 per cent in Cycle 4) just under three-fifths (58.7 per cent) completing core licenced items (Section A to C) and just under one fifth (19.8 per cent) of the time completing additional items (Sections D and E).

Table 20 Average time spent per page

Page	Title	Number of Items	Key content	Estimated seconds per page		Seconds per item
				Cycle 5	Cycle 4	Cycle 5
1, 3-5	Background Information (includes child information panel for Cycle 5)	25	Child demographics, repeating year, special needs, ESL, other languages spoken, dual placement, parent qualifications	146	192	5.8
2	Preliminary questions	4	Aboriginal and/or Torres Strait Islander status, Aboriginal and/or Torres Strait Islander CC assistance	18	40	4.5
6	Section A - Physical Wellbeing 1	10	Days absent, readiness for school	45	61	4.5
7	Section A - Physical Wellbeing 2	9	Physical health and wellbeing domain items	40	53	4.4
8	Section B – Language and Cognitive Skills (school-based) 1	11	Communications skills / general knowledge items	42	54	3.8
9	Section B – Language and Cognitive Skills (school-based) 2	15	Language and cognitive skills items	62	70	4.1

Page	Title	Number of Items	Key content	Estimated seconds per page		Seconds per item
				Cycle 5	Cycle 4	Cycle 5
10	Section B – Language and Cognitive Skills (school-based) 3	18	Language and cognitive skills items, special skills	64	79	3.6
11	Section C – Social and Emotional Development 1	20	Social competence items	75	86	3.75
12	Section C – Social and Emotional Development 2	14	Social competence / emotional maturity items	63	78	4.5
13	Section C – Social and Emotional Development 3	18	Emotional maturity items	57	77	3.2
14	Section D – Emerging needs	11	Conditions / impairments, enduring problems	55	62	5.0
15	Section E – Comments 1	12	Early intervention programs, non-parental care	66	72	5.5
16	Section E – Comments 2	5	Attended other classes, additional comments	30	41	6.0
-	Total (seconds)	-	-	763	965	-
-	Total (minutes)	-	-	12.7	16.1	-

3.6 Instrument completion dynamics

3.6.1. Distribution of completed Instruments by Teachers

Instruments were completed by 17,573 Teachers in Cycle 5. Table 21 shows that on average, Instruments were completed by two Teachers in each participating school. On average, each Teacher completed 17 Instruments. Teachers in Queensland (19) and Western Australia (19) completed more Instruments on average than those in the Northern Territory (13) and South Australia (15). These patterns have remained very similar to previous cycles.

There were two instances in Cycle 5 where Teachers completed Instruments at more than one campus, thus the total number of 'unique' Teachers that participated in Cycle 5 is 17,571.

Table 21 Teacher participation by jurisdiction

Jurisdiction	Teachers	Teachers per school	Instruments per Teacher	Aboriginal and/or Torres Strait Islander Teachers
New South Wales	5,645	2.4	16.9	215
Victoria	4,241	2.5	17.4	40
Queensland	3,471	2.5	18.7	96
Western Australia	1,881	2.0	18.8	37
South Australia	1,355	2.3	15.0	24
Tasmania	364	1.7	16.4	15
Australian Capital Territory	360	3.3	16.5	6
Northern Territory	256	1.8	12.9	16
Total Cycle 5	17,573	2.4	17.4	449
Total Cycle 4	17,508	2.3	17.6	416
Total Cycle 3	16,967	2.3	17.8	317
Total Cycle 2	16,425	2.2	17.7	716
Total Cycle 1	15,522	2.1	16.8	441

There was a marked decrease in the number of Aboriginal and/or Torres Strait Islander Teachers between Cycle 2 (716) and Cycle 3 (317) that has been gradually increasing since, with 449 Aboriginal and/or Torres Strait Islander Teachers completing Instruments in Cycle 5.

If a single Teacher completed Instruments for all children that lived in a particular Local Community, AEDC results were not published for that area in the Community Profile. At least two Teachers must contribute to the scores for the Local Community. This stipulation excluded 187 Local Communities from the Community Profiles that were published with Cycle 5 data.

3.6.2. Skipped Instruments

Part of the definition of a valid Instrument is the requirement that the Teacher had known the child for at least one month before completing the Instrument or had had ample opportunity to observe the child's development.

In Cycle 5, there were 2,220 cases (0.7 per cent of total participating children) where the Teacher had known the child for less than one month (1,862 cases in Cycle 4). In approximately half of these cases (51.1 per cent), the Teacher felt that they knew the child well enough to complete the full Instrument.

For the remaining 1,086 children (1,007 in Cycle 4), Teachers provided basic demographic information, and skipped the Instrument items. Children with a skipped Instrument are not included in domain score calculations.

The overall skipped Instrument rate for Cycle 5 (0.36 per cent of total participating children), was reasonably consistent with Cycle 4 (0.33 per cent). There was some variation in skipped Instrument rate by jurisdiction, with the highest skipped Instrument rate in the Northern Territory (3.43 per cent), consistent with previous cycles. This is understood to be related to factors such as a higher level of transience amongst Aboriginal and/or Torres Strait Islander children. Refer to [Appendix 25](#) for full details of skipped Instrument rates by jurisdiction and sector.

The 1,086 skipped Instruments were distributed across 746 schools, with only one school with 20 or more skipped Instruments. On this basis, there is no evidence to suggest that skipping Instruments was in any way used by Teachers as a method of ‘avoiding’ full Instrument completion.

Table 22 summarises reasons given by Teachers for skipping Instruments, based on skipped Instruments as reported in the Headline Report, before the removal of duplicate children. As can be seen, the most common reason was that the child was a ‘new student’ in the class (56.4 per cent), also the most common reason in previous cycles (69.0 per cent in Cycle 4). 736

A large proportion of the reasons for skipping the Instrument that were captured as free text related to ‘unexplained reasons’ for the child’s absence from school (105 cases), low attendance due to absence but no further information provided for the absence (69), the child leaving the school / moving to another school (25), or the child being absent due to an overseas trip or holiday (22). Again, these results are consistent with previous cycles.

Table 22 Summary of reasons for skipping Instruments

Reason for skipping Instrument*	Number	Percentage distribution
Skipped Instruments	1,253	-
New student	805	64.2
Absent for other explained reasons (e.g. climatic conditions, financial reasons)	120	9.6
Unexplained reasons	105	8.4
Absent through illness / injury	90	7.2
Absent through family / cultural obligations	87	6.9
New Teacher of class	72	5.7
Child absence / low attendance (NFI)	69	5.5
Child left school / moved elsewhere	25	2.0
Child overseas / on holiday / travelling	22	1.8
Absent for other reasons	19	1.5
Total reasons given	1,414	-

* Over-adds as ‘Reason for skipping Instrument’ is a multiple response question

There continues to be some overlap between reasons for skipping the Instrument and reasons for non-participation (refer also Section 3.2.3), including themes such as ‘moved school’ and ‘moved overseas’, despite there being increased guidance on these issues for Teachers in the supporting materials in Cycle 5. For the purpose of Teacher relief reimbursement, a skipped Instrument is considered a ‘completed Instrument’, and is funded, however no Teacher relief reimbursement is associated with assigning a non-participation code to a child.

3.6.3. Reliability of AEDC School Coordinator’s data collection date estimates

As part of the school activation process, AEDC School Coordinators provided the indicative start and finish date of Instrument completion at their school. The intention was for STCs to use this information to inform participation maximisation and ‘troubleshooting’ activity, and to use this information as a filter for alert and reminder activity.

In addition, a new calendar reminder was introduced in Cycle 5 as mentioned in Section 2.2.6, whereby the AEDC School Coordinator could request to receive a reminder either two weeks, one week, or one day prior to their nominated data collection start date.

Review of estimated start and finish date, and actual start and finish date, for participating schools in Cycle 5 reveals that:

- No schools (0) simply used the start and finish date for the collection as a whole for their estimated start and finish date
- approximately three quarters (75.3 per cent) of schools completed data collection on or before the estimated date provided at school activation
- one in twenty five (4.0 per cent) of schools planned to finish on the last day of the collection
- very few (2.9 per cent) schools completed data collection in the last week of the original data collection period (26 July to 31 July)
- approximately two thirds (65.7 per cent) of schools planned to complete ‘within a two to three week period’ as per the guidance in the *School Leader Pack*
- approximately one in seven (14.0 per cent) schools completed two or more weeks later than the finish date estimated at school activation
- more than two fifths (44.8 per cent) of schools completed seven or more days earlier than the finish date estimated at school activation
- a majority of schools (86.2 per cent) actually completed ‘within a two to three week period’ as per the guidance in the *School Leader Pack*
- the median period of the actual completion period was 4 days, with nearly one in three (28.0 per cent) completing within one day.

This would appear to suggest that the start and finish date estimates provided by AEDC School Coordinators at school activation can reasonably be relied upon as a trigger for non-participation follow up activity.

3.6.4. Instrument completion by time of day / day of week

The majority of Instruments (83.7 per cent) were completed at times that approximated to a standard school day (9.00 am to 4.00 pm, Monday to Friday), with a further 6.6 per cent completed between 8.00 and 9.00 am, or 4.00 to 6.00 pm).

Some 9.7 per cent of Instruments were completed outside standard work hours (before 8.00 am or after 6.00 pm), including 4.6 per cent of Instruments completed over the weekend. These statistics are very similar to Cycle 4.

The number of Instruments completed per day tended to peak through the middle of the week (Tuesdays and Wednesdays), with fewer Instruments completed on Fridays.

This has important implications for hours of operation for the helpdesk and is also an indication that not all schools choose to bring in Teacher relief / take the classroom Teacher out of class to complete Instruments. Refer to [Appendix 26](#) for details of Instrument completion dynamics by jurisdiction.

3.7 System features and workflow review

This section reviews selected aspects of the data collection system features and workflow, with a view to informing incremental improvements for future collections.

3.7.1. 'Early activation' review

Figure 4 shows the rate of school activation for Cycles 1, 2, 3, 4 and 5.

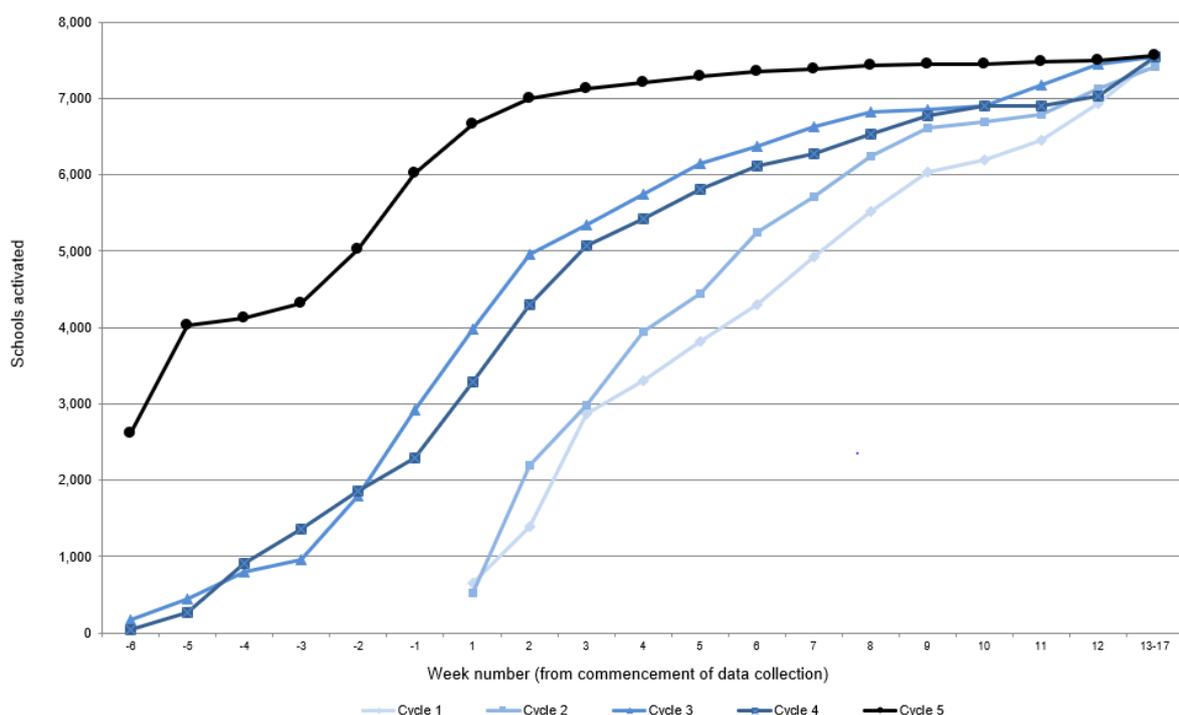
For Cycles 3, 4 and 5, the data collection system was open for school activation from the time that the *School Leader Packs* were distributed, some seven weeks before the start of data collection.

For Cycle 5, there was a focus in school communications on 'early activation', as a method of confirming that the school had received AEDC materials and was planning to participate in the collection. The intention was also to reduce the number of schools requiring follow up by the STC and seek to manage the risk that the latter part of the collection period could be impacted by snap lockdowns.

Whilst the Cycle 5 early activation goal of all schools being activated by the time the data collection system opened for Instrument completion (week 1) was not quite realised, the school activation rate for Cycle 5 was nevertheless a substantial improvement over all previous cycles. This momentum flowed through into Instrument completion (refer also Section 3.4).

Some 88.0 per cent of Cycle 5 participating schools (84.6 per cent of in scope schools on the school frame) had activated by the end of the first week of Instrument completion, almost 2,700 more schools than for the previous best school activation rate at the same point in the collection, which occurred in Cycle 3.

Figure 4 National rate of school activation, Cycles 1, 2, 3, 4 and 5



For Cycle 5, there was significant activation activity as soon as the data collection system opened for school activation, with over 2,600 schools activating in the first week. After a lull during the Easter holiday period, there was steady activation activity through until the data collection system opened for Instrument completion. This is a clear demonstration of the overall effectiveness of the associated communications.

The Cycle 5 early activation goal of all schools being activated by the time the data collection system opened for Instrument completion was effectively achieved in some jurisdictions and sectors, notably in Western Australia (99.2 per cent of schools activated) and in the New South Wales Catholic school sector (100.0 per cent).

The achievement of the early activation goal was most challenging in Victoria (67.0 per cent) and in the Independent sector generally (68.0 per cent).

The focus on early activation provided clear benefits for the overall momentum of the collection and would ideally be maintained for future collections. The indicative timeline at Section 3.15 incorporates an early activation period.

Jurisdictions could consider communicating a soft activation deadline to schools (as used in Western Australia in Cycle 5), with a formal plan for following up schools not activated by the deadline.

Refer to [Appendix 27](#) for full details of cumulative and weekly Cycle 5 school activation by jurisdiction and sector.

3.7.2. Role analysis

Analysis of school activation information at Table 23 suggests that at a national level, the AEDC School Coordinator also played the role of a Teacher in the data collection system in more than one in four (28.5 per cent) activated schools. The incidence of this happening was highest in New South Wales (43.8 per cent) and Victoria (27.5 per cent).

Unsurprisingly, the smaller the school (using number of Teachers as a de facto for school size), the more likely it was that the AEDC School Coordinator would take on multiple roles.

This may have implications for the support required for such schools as well as the approach to response maximisation activities.

Table 23 AEDC School Coordinator role review

Role	Number	Percentage distribution
Total AEDC School Coordinators	7,638	100.0
AEDC School Coordinator only	5,465	71.6
AEDC School Coordinator and Teacher	2,174	28.5

Note: 'Total AEDC School Coordinators' includes 75 AEDC School Coordinators from schools not classified as participating. Data collection system metadata suggests that a new AEDC School Coordinator was assigned at some point between school activation and invoice submission at 595 schools (7.9 per cent) which was generally proportionate to the number of schools participating per jurisdiction. Slightly higher rates of assigning a new AEDC School Coordinator during the collection were found in the Northern Territory Catholic school sector (15.4 per cent), the Tasmanian Independent school sector (12.9 per cent) and the Australian Capital Territory Independent school sector (11.8 per cent) although these are all based on low sample sizes. It is not clear whether the assigning of a new AEDC School Coordinator relates to 'natural attrition', the passage of time between activation and data collection, or some issue with the supporting materials (e.g. lack of clarity on the demands of the AEDC School Coordinator role).

Based on Teacher registration information, almost two thirds (61.3 per cent) of Teachers completing Instruments had no previous experience with the AEDC. This is broadly consistent with previous cycles and reiterates the importance of maintaining strong Teacher training resources.

3.7.3. Bulk upload of child information

As noted at Section 2.6.3, 'bulk upload' functionality was developed to facilitate pre-population of child information in the master list of children at the individual school level. This functionality was intended for use by individual schools in the Independent school sector which were not pre-populating centrally. In Cycle 3, fields available for bulk upload included the child's name and date of birth, in Cycle 4 this was extended to include the child's residential address and in Cycle 5, this was further extended to include sex, class ID, child repeating year and Aboriginal and/or Torres Strait Islander status. Additional functionality for Cycle 5 also allowed the AEDC School Coordinator to preview the data before uploading and make real-time editing.

There were 664 schools not covered by centralised pre-population in Cycle 5, largely Independent schools (823 in Cycle 4).

In Cycle 5, 431 schools used the bulk upload function to pre-populate data for 18,546 children. For two thirds of these schools (66.4 per cent), this included information for the entire class list. Comparison figures are not available for previous cycles, although in Cycle 4 the data collection system recorded a total of 413 uses of the 'bulk upload' feature, which may be considered a 'proxy' for schools, however this may have included some schools uploading child information multiple times (e.g. class by class).

There were 1,616 views of the 'how to bulk import children' online tutorial, more than three times that in Cycle 4 (553 views). There were 219 queries to the helpdesk regarding this feature (compared to 99 in Cycle 4). The total number of uses of this feature is relatively high and suggests that schools, generally, were readily able to use the bulk upload feature. As noted elsewhere in this report, there were some issues with some schools using this function that had already been pre-populated, resulting in duplicate entries.

Further expansion of bulk upload could be considered for Cycle 6, to potentially include LBOTE and parent highest school / post school qualification items.

3.7.4. Deny / approve functionality

STC deny / approve functionality, which was first developed for Cycle 3 in an attempt to address possible blockages in the school activation workflow, and to provide a level of scrutiny of the AEDC School Coordinator account creation process, was also utilised in Cycles 4 and 5.

As part of this functionality, AEDC School Coordinator account creation requests that were not answered by the Principal within 72 hours, as well as instances where the domain of the AEDC School Coordinator email address did not match that of the school or Principal, were sent to the STC for review. There was an additional checkbox introduced in Cycle 5 whereby the AEDC School Coordinator could advise that the Principal email address on record was incorrect.

There were a total of 3,262 approval requests actioned by STCs in Cycle 5, including 157 where the domain of the AEDC School Coordinator email address did not match that of the school or Principal, 531 account creation requests that were not answered by the Principal within the allocated timeframe and 2,563 requests using the new checkbox to advise that the Principal email address on record was incorrect. This very high use of the checkbox may be indicative of the intended use not being well understood, with School Coordinators perhaps using the checkbox to indicate they did not have access to the Principal email address, rather than it actually being incorrect. This created a significant

workload for STCs in the early phase of the collection. The average time taken for STCs to action requests was 2.2 days. Only 1 request was 'denied', but reasons for denial were not recorded.

It is important that the messaging on the checkbox is reviewed for Cycle 6 and ideally included in field testing.

3.8 Supporting materials review

Supporting materials were available for viewing or download from the data collection system for logged in account holders. Due to differences in the availability of these resources each cycle, there has been no attempt to compare these results to previous cycles.

3.8.1. School Leader and Teacher Pack materials

School Leader and *Teacher Pack* resources were reviewed and updated in preparation for Cycle 5 data collection. Refinements made for Cycle 5 to these resources are described in Section 2.8.2.

Table 24 shows the total number of downloads of the *School Leader* and *Teacher Packs* as well as the *Parent Information Letter* during the Cycle 5 data collection period.

Electronic versions of the *School Leader* and *Teacher Packs* were available to download for Teachers and AEDC School Coordinators who had registered on the secure data collection system, with individual fact sheets from these packs available for download from the *help centre* in the data collection system.

The *School Leader Pack* was available for download from the beginning of the school activation phase and was downloaded a total of 828 times, equating to 10.9 per cent of participating schools downloading a *School Leader Pack*. Given that all potential in-scope schools are sent hard copy packs, the reason for download are not completely clear but may be due to users other than AEDC School Coordinators (e.g. Teachers) downloading the packs, Principals not passing on hard copy packs to the nominated AEDC School Coordinators or misplaced hard copy packs.

The *Teacher Pack* was available for download by registered Teachers on the data collection system and was downloaded a total of 1,692 times during the data collection period. This equates to 9.6 per cent of participating Teachers downloading a digital version of the *Teacher Pack*.

The *Guide to Completing the AvEDI* was included in the *Teacher Pack* as well as being available for download separately. It was downloaded 6,896 times which equates to around two in five participating Teachers downloading a copy.

The number of downloads of the *Parent Information Letter* (11,493), equates to around 1.5 times the number of participating schools. As noted in Section 2.8.2, this document was not included in the *School Leader Pack* in Cycle 5 and instead the AEDC School Coordinator was instructed to download this from the data collection system. The rate of download activity suggests a high level of compliance with the requirement to distribute the letter in advance of data collection. Translated versions of the Parent Information Letter were downloaded 403 times, with the most common languages being Arabic, Vietnamese, Hindi, Punjabi and Simplified Chinese.

Table 24 School Leader and Teacher Pack downloads

Resource type	Number of downloads	As percentage of participating schools
School Leader pack	828	10.9
Key steps for participation (jurisdictional-specific)	99	1.3
School activation fact sheet	101	1.3
School set up fact sheet	159	2.1
About the AEDC for Aboriginal and/or Torres Strait Islander children fact sheet	229	3.0
Teacher Pack	1,692	22.4
Key steps for participation (jurisdictional-specific)	337	4.5
About the AEDC fact sheet	373	4.9
Preparing for the AEDC fact sheet	127	1.7
Information for CC fact sheet	94	1.2
Guide to completing the AvEDI	6,896	91.2
Completing the AvEDI for Aboriginal and/or Torres Strait Islander children fact sheet	94	1.2
Class list creation fact sheet	84	1.1
Parent information Letter (English)	11,493	152.0
Parent information Letter (Translated)	403	5.3
Communications Kit (contains Parent and School Communications Kits)	10,848	143.4
Parent Communications Kit	498	6.6
School Communications Kit	326	4.3

As part of the *AEDC School Coordinator Feedback Form* (refer to Section 3.13.2), AEDC School Coordinators were asked to rate the timing of the provision of the *School Leader Pack*, and the level of information included in the *School Leader Pack*. The vast majority (94.3 per cent) of AEDC School Coordinators rated the timing of the provision of the *School Leader Pack* as 'about right', with the remainder more weighted towards 'too early' (3.9 per cent) than 'too late' (1.8 per cent).

Similarly, a significant majority found the level of information in the *School Leader Pack* 'about right'. The topics rating highest on having 'not enough' information were 'Teacher relief reimbursement' (5.2 per cent), 'how to set up your Teachers' (1.7 per cent) and 'how to activate your school' (1.3 per cent) although the proportion of AEDC School Coordinators who mentioned these issues was lower than in Cycle 4, due to Cycle 4 feedback being actioned for Cycle 5. 'The topic rating highest on 'too much' information was 'general background information about the AEDC' (2.0 per cent) although again this was improved compared to Cycle 4.

At registration, Teachers were asked whether they had read the materials included in the *Teacher Pack* as part of preparation for the AEDC. Reported readership of the Teacher training materials was largely consistent with that from Cycle 4. Almost all Teachers reported reading the *Guide to Completing the Australian version of the Early Development Instrument* (98.1 per cent), *About the AEDC* fact sheet (96.6 per cent), *Preparing for the AEDC* fact sheet (97.2 per cent) and the *Teacher registration* fact sheet (95.6 per cent). As could be expected, given that not all Teachers had Indigenous children in their class, readership of the *About the AEDC for Indigenous children* fact sheet was slightly lower (89.3 per cent).

3.8.2. Communication kit usage

As noted in Section 2.8.5, the communications kits for schools and parents were retained for Cycle 5.

In Cycle 5, the communications kits were available for download as separate 'whole kits', or both kits in the one download, but not as individual resources. Table 24 shows the number of downloads of the communications kits during the Cycle 5 collection. Downloads were very high in Cycle 5, equating to around 1.5 per participating school, or around three in five (61.7 per cent) participating Teachers.

As part of the *AEDC School Coordinator Feedback Form* (refer to Section 3.13.2), AEDC School Coordinators were asked to provide information on which communications kit resources they used. The resources most commonly used were the *school newsletter article* (66.3 per cent of responding AEDC School Coordinators), the *Questions and answers* document (49.9 per cent), the *Parent poster* (38.6 per cent), the *Principal talking points* document (35.9 per cent) and the *Teacher poster* (32.3 per cent). The social media posts were the least used from the *Communications Kit*, however their usage had increased relative to previous cycles (18.6 in Cycle 5 compared to 8.5 in Cycle 4).

3.8.3. Online tutorial usage

A suite of online tutorials demonstrating various aspects of data collection system functionality were prepared and available for viewing from the *help centre* and on the relevant screens throughout the data collection system, covering the key workflows from activating to school finalisation. In Cycle 5, they were also linked in relevant email reminders to assist schools to progress to the next stage in the collection.

The online tutorials featured a worked example of the selected workflow, with a simple voiceover explaining the system's features and how to navigate the screens.

Usage of online tutorials could be considered one possible indicator of those areas of the workflow that were less intuitive, or of greater perceived complexity from a system user perspective. Usage information was available at the 'number of plays' level, as presented in Table 25 below, rather than the number of unique individuals viewing the video (i.e. some users may have viewed a video more than once).

As can be seen at Table 25, there were 18,791 plays of the online tutorials, which is significantly more than previous cycles due to their inclusion in reminder emails in Cycle 5. The most watched tutorial was *School set up* at 54.3 per cent of all plays. In previous cycles this had been combined with the *Help activating* tutorial, but these were split into distinct steps in Cycle 5 to simplify and facilitate early activation. Given the *Help activating* tutorial was the least watched tutorial suggests this had the intended effect.

Other popular tutorials in Cycle 5 included *How to add children and manage class lists* at 15.8 per cent of all plays, *How to bulk import child records* at 8.6 per cent and *How to manage Teachers and Aboriginal and/or Torres Strait Islander Cultural Consultant* at 5.9 per cent.

Table 25 Online tutorial views

Online tutorial theme	Views	Percentage distribution
Help activating	335	1.8
School set up	10,211	54.3
How to add children and manage class lists	2,978	15.8
How to bulk import child records	1,616	8.6
Help registering Teachers and CC	741	3.9
How to manage Teachers and CC	1,108	5.9
How to change your school settings	559	3.0
Submitting invoices and school finalisation	1,243	6.6
Total views	18,791	100

For next cycle, it is recommended to review detailed helpdesk outcomes (refer to Section 3.11) to identify any processes or topics that may also warrant coverage by an online tutorial. The online tutorials themselves, and how to access them, could also be included in the field testing process.

3.8.4. Teacher training video usage

Table 26 shows the number of views for the three Teacher training videos that were integrated into the Teacher registration workflow. It was not possible to advance past this stage to Instrument completion without first playing the *Introduction to the AEDC* and *Moderation Information* videos and completing a set of practice questions. This is reflected in the number of plays which is in excess of the total number of Teachers trained in Cycle 5 (17,804).

The *Aboriginal and Torres Strait Islander Cultural Consultants* video was not mandated but was recommended viewing for those with Aboriginal and Torres Strait Islander children. It was played 9,313 times.

Table 26 Teacher training video usage

Teacher Training videos	Views	As % teachers trained
Introduction to the AEDC	21,871	>100
Moderation Information	20,136	>100
Aboriginal and Torres Strait Islander Cultural Consultants	9,313	52.3

3.9 Pre-population

3.9.1. Overview of pre-population provision

This section looks briefly at the rate of provision of pre-population information by pre-population item, with a view to better understanding which pre-population items could not be provided by jurisdictions, and to provide context for Instrument completion time with and without pre-population information.

Table 27 shows the percentage of pre-population records with selected pre-population items present, expressed as a per cent of records in pre-population, by jurisdiction and sector. This table includes some items which are post-populated by Western Australia.

Since Cycle 3 there has been a marked improvement in the Catholic sector provision of pre-population information on all measures reported in Table 27, to levels comparable with the Government sector (90 per cent plus in some jurisdictions).

Table 27 Percentage of pre-population records with selected pre-population items present, by sector within jurisdiction

Sector within jurisdiction	Records in pre-population	Parent1 Occup	Parent2 Occup	Gender	Aboriginal and /or Torres Strait Islander	LOTE	Country of birth	Year of arrival	Class ID	Repeat	Parent1 school	Parent1 post school	Gender Paren1	Gender Paren2	Pre-school
National	288,076	76.4	70.2	100.0	99.3	95.4	99.6	3.3	99.6	66.0	95.3	92.0	58.7	53.1	24.5
Government	223,667	81.3	73.9	100.0	99.3	94.5	99.6	3.9	100.0	67.9	95.5	93.1	62.4	55.9	29.6
Catholic	57,751	66.0	63.7	99.9	99.2	98.6	99.8	1.3	99.6	57.8	95.7	88.7	51.3	48.2	6.2
Independent	6,658	1.6	1.5	100.0	97.6	97.0	96.7	0.5	87.6	73.3	83.8	82.2	1.6	1.6	11.7
New South Wales	87,677	91.7	82.6	100.0	99.2	99.7	99.8	6.2	100.0	80.3	98.2	93.2	98.8	88.7	66.6
Government	68,961	98.2	86.8	100.0	99.5	99.6	99.7	7.4	100.0	100.0	98.9	97.7	99.7	88.2	80.9
Catholic	18,716	67.7	67.2	100.0	98.3	100.0	100.0	2.0	100.0	7.8	95.8	76.6	95.5	90.6	14.0
Independent	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Victoria	74,386	96.9	86.8	100.0	99.7	99.9	99.9	0.0	99.5	22.2	98.7	98.1	0.0	0.0	0.4
Government	57,314	99.0	87.4	100.0	99.8	100.0	100.0	0.0	100.0	0.0	99.4	98.8	0.0	0.0	0.0
Catholic	15,939	96.2	91.0	100.0	100.0	100.0	100.0	0.0	100.0	100.0	96.9	96.9	0.0	0.0	0.0
Independent	1133	0.0	0.0	100.0	93.6	92.0	92.9	2.5	70.4	52.4	87.5	83.8	0.0	0.0	26.3
Queensland	58,078	77.6	74.0	100.0	99.6	97.5	98.7	4.7	100.0	97.9	94.1	88.7	97.4	89.0	0.2
Government	46,241	78.4	74.5	100.0	99.5	98.4	98.4	5.6	100.0	100.0	93.5	87.6	100.0	91.1	0.0
Catholic	11,714	75.3	72.6	100.0	99.7	94.2	99.7	1.4	100.0	90.1	96.4	93.3	88.2	81.9	0.0
Independent	123	0.0	0.0	100.0	99.2	100.0	100.0	2.4	100.0	65.9	95.1	64.2	0.0	0.0	100.0
Western Australia	35,597	0.0	0.0	100.0	99.5	100.0	100.0	0.0	98.9	96.9	85.5	83.8	0.0	0.0	0.0
Government	26,535	0.0	0.0	100.0	99.4	100.0	100.0	0.0	100.0	97.0	83.9	81.9	0.0	0.0	0.0
Catholic	5,183	0.0	0.0	100.0	99.9	100.0	100.0	0.0	98.3	97.8	94.2	93.6	0.0	0.0	0.0
Independent	3,879	0.0	0.0	100.0	99.7	100.0	100.0	0.0	92.2	95.5	85.0	84.0	0.0	0.0	0.0

Sector within jurisdiction	Records in pre-population	Parent1 Occup	Parent2 Occup	Gender	Aboriginal and / or Torres Strait Islander	LOTE	Country of birth	Year of arrival	Class ID	Repeat	Parent1 school	Parent1 post school	Gender Parent1	Gender Parent2	Pre-school
National	288,076	76.4	70.2	100.0	99.3	95.4	99.6	3.3	99.6	66.0	95.3	92.0	58.7	53.1	24.5
Government	223,667	81.3	73.9	100.0	99.3	94.5	99.6	3.9	100.0	67.9	95.5	93.1	62.4	55.9	29.6
Catholic	57,751	66.0	63.7	99.9	99.2	98.6	99.8	1.3	99.6	57.8	95.7	88.7	51.3	48.2	6.2
Independent	6,658	1.6	1.5	100.0	97.6	97.0	96.7	0.5	87.6	73.3	83.8	82.2	1.6	1.6	11.7
South Australia	17,729	64.4	69.2	99.8	97.5	36.1	99.4	5.8	99.2	2.9	93.3	89.7	77.0	69.2	1.6
Government	13,652	83.7	89.9	100.0	97.4	18.0	100.0	6.4	100.0	0.0	94.6	90.5	100.0	89.9	0.0
Catholic	3,546	0.0	0.0	99.2	99.2	98.2	99.3	4.4	99.5	6.3	92.9	91.7	0.0	0.0	3.8
Independent	531	0.0	0.0	100.0	88.5	89.3	86.4	0.2	75.5	56.7	60.1	58.4	0.0	0.0	29.2
Tasmania	6,041	61.7	56.0	100.0	95.6	98.8	98.8	0.7	97.2	72.8	89.2	86.0	90.7	84.3	70.4
Government	4,414	84.5	76.6	100.0	94.7	100.0	100.0	0.6	100.0	97.1	87.2	83.2	99.8	93.7	96.4
Catholic	1,081	0.0	0.0	100.0	98.3	95.3	95.2	1.5	90.1	10.5	97.8	96.4	99.7	88.4	0.0
Independent	546	0.0	0.0	100.0	98.2	96.0	96.5	0.0	89.0	0.4	88.5	88.1	0.0	0.0	0.0
ACT	5,454	83.1	78.5	100.0	99.3	98.0	99.0	5.2	100.0	74.9	92.3	92.0	69.7	65.7	82.5
Government	3,888	87.6	83.3	100.0	99.5	97.9	99.9	6.5	100.0	100.0	91.9	91.3	97.8	92.2	89.1
Catholic	1,227	92.1	84.9	100.0	98.5	100.0	100.0	2.4	100.0	0.0	97.2	96.4	0.0	0.0	68.1
Independent	339	0.0	0.0	100.0	100.0	91.7	85.5	0.3	100.0	58.1	79.4	84.7	0.0	0.0	59.9
Northern Territory	3,114	91.5	74.7	100.0	99.9	100.0	99.5	0.0	100.0	85.5	92.5	90.4	99.9	82.3	85.5
Government	2,662	97.0	77.5	100.0	100.0	100.0	99.4	0.0	100.0	100.0	97.3	94.8	100.0	79.4	100.0
Catholic	345	47.0	46.4	100.0	99.4	100.0	100.0	0.3	100.0	0.0	53.3	53.6	100.0	100.0	0.0
Independent	107	99.1	96.3	100.0	100.0	100.0	100.0	0.0	100.0	0.0	99.1	98.1	98.1	98.1	0.0

Note: items 'Repeat', 'Parent 1 school' and 'Parent 1 post school' are post-populated in Western Australia.

As presented in Table 27, there continues to be variability in the pre-population information provision rate for the child repeating the year indicator (*Repeat*). There are some jurisdictional sectors that did not pre-populate this item at all in Cycle 5, e.g. Victorian Government schools, South Australian Government schools, Australian Capital Territory Catholic schools, Northern Territory Catholic and Independent schools etc. It is not known if this is due to a change in information reported in their respective administrative systems or a result of the pre-population process itself. For some of these jurisdictions / sectors this was the first cycle this data has been missing whereas for others it had previously been missing.

The class identifier (*ClassID*), which could potentially be used as part of the class list creation workflow, had a marginally better rate of pre-population information provision in Cycle 5 (99.6 per cent) compared to Cycle 4 (96.1 per cent).

The '*child speaks a language other than English at home*' (*LOTE*) item continues to have a low rate in the South Australian Government sector.

The new pre-population items for Cycle 4, '*Gender of first parent / carer*' and '*Gender of second parent / carer*' had non-response in excess of forty per cent again. The new pre-population items for Cycle 5, '*Parent 1 occupation*' and '*Parent 2 occupation*' were generally well populated, in excess of 70 per cent, but largely not provided in the Independent sector. It is relevant to note that these items are not presented to Teachers for completion but included for analysis purposes only.

Instrument items '*Highest year of schooling completed by first parent / carer*' and '*Highest post school qualification of first parent / carer*' had a similar rate of pre-population in Cycle 5 (95.3 per cent and 92.0 per cent respectively) compared to Cycle 4 (94.0 per cent and 91.1 per cent respectively).

Provision of information pertaining to non-parental care in the year before school (*Preschool*) varied significantly by jurisdiction / sector, with high rates (>50 per cent) of provision in the New South Wales, Tasmanian and Northern Territory Government sector, Queensland Independent sector (however this is based on few records) and all sectors in the Australian Capital Territory.

Year of arrival had very low levels of information provision consistent with previous cycles, only reaching 3.9 per cent nationally in the Government sector and around 1.0 per cent in the Catholic and Independent sectors.

Child gender (not shown in Table 27) was present for all pre-population records (100 per cent) except the South Australian Catholic sector (99.2 per cent). Indigenous status was also very well pre-populated, at 99.3 per cent of records overall.

The provision of address information is discussed in the next section.

As noted in Section 2.6.6, it is essential for future cycles that *Pre-population Specifications* are finalised early, are as simple to follow as possible and both STCs and data managers are well aware of timings and options for all sectors.

3.9.2. Quality of address information

Table 28 shows the proportion of child residential address information provided in pre-population and collected online during data collection that could be geocoded automatically, without computerised or manual editing. Western Australia post-populates their child address information so this has been shown separately in Table 28.

As can be seen, the quality of pre-population child residential address information was high overall, with 93.2 per cent of pre-population records being automatically geocoded, but significantly lower for the Northern Territory (67.4 per cent) which is consistent with previous cycles.

Due to time constraints in the processing of pre-population data, there was no opportunity to resolve addresses which could not be automatically geocoded before the start of the data collection. Address information for these records was excluded from the pre-population upload and collected online during data collection, along with address information for children who were not included in pre-population.

The proportion of addresses collected online during data collection that could be geocoded automatically was very high (97.4 per cent). Similarly, the quality of the child address information that Western Australia provide as a post-population file was also very high (98.9 per cent).

The high proportion of child residential addresses that can be geocoded automatically opens up the possibility of assigning each record to an *a priori* AEDC Community, for the monitoring of the number of Instruments completed by AEDC Community during the collection, if necessary. The potential benefit of being able to report progress in this way, along with the workflow and desired reporting functionality, could be explored in more detail as part of system specification for the next collection.

Table 28 Quality of address information on pre-population file

	Number of addresses	Number of addresses geocoded automatically	Percentage of addresses automatically geocoded
Pre-population			
Total	249,546	232,538	93.2
New South Wales	87,065	80,854	92.9
Victoria	72,492	68,763	94.9
Queensland	58,006	53,704	92.6
Western Australia	n/a	n/a	n/a
South Australia	17,530	16,363	93.3
Tasmania	6,038	5,726	94.8
Australian Capital Territory	5,294	5,024	94.9
Northern Territory	3,118	2,102	67.4
Collected online during data collection			
Total	48,214	46,967	97.4
New South Wales	17,365	17,025	98.0
Victoria	11,038	10,865	98.4
Queensland	12,954	12,563	97.0
Western Australia	n/a	n/a	n/a
South Australia	4,350	4,180	96.1
Tasmania	424	418	98.6
Australian Capital Territory	1,053	1,045	99.2
Northern Territory	1,030	871	84.6
Post-population			
Total	35,014	34,632	98.9
Western Australia	35,014	34,632	98.9

3.9.3. Analysis of the incidence of correction of pre-population information

As part of Instrument completion, Teachers were asked to amend pre-population data if it was incorrect, and backfill it if it was missing.

The first column in Table 29 summarises the number of corrections that were made to data that were not missing in the pre-populated Instruments. As shown, Teachers were most likely to correct pre-population information relating to language spoken at home (*Language*), although the need to correct this was lower than last Cycle (6.9 per cent vs 7.2 per cent in Cycle 4).

There was also an improvement in Cycle 5 for the need to correct *Country* (not shown in Table 29).

There was no correction of any of the *Parent school / Parent post school* items in Cycle 5.

The second column in Table 29 summarises the number of records for which Teachers provided data that were missing in the pre-populated Instruments.

The highest level of missing data was in *Language*, as well as child address items *Suburb*, *State* and *Postcode*, with some 111,376 responses across these items provided by Teachers during data collection.

Teachers recorded country of birth for nearly 10,000 children and Indigenous status for almost 2,000, the latter being a marked improvement on previous cycles when nearly 4,000 and 15,000 children had this item missing from pre-population in Cycle 4 and Cycle 3 respectively.

Sex was missing from very few pre-population records, under 40.

Teachers provided around 35,000 missing (or 'Not known') responses for *Parent school / Parent post school* items. This is reasonably high considering a rule was introduced in Cycle 4 – following Teacher feedback that significant time could be spent sourcing information relating to Parent background items – that 'if not pre-populated, to record as 'not known'.

Table 29 Incidence of correction of selected pre-population items

Pre-population items	Modification status Corrected	Modification status Was missing	Modification status Unchanged	Modification status Total
Instruments				
Gender	246	34	275,028	275,308
SuburbTown	513	18,958	221,310	240,781
State	23	18,982	221,800	240,805
Postcode	1,060	18,980	220,763	240,803
Aboriginal and/or Torres Strait Islander Type	680	1,946	272,682	275,308
Language	19,024	54,456	201,828	275,308
Country	982	9,805	264,521	275,308
Parent1School	0	3,038	232,765	235,803
Parent1PostSchool	0	8,008	224,165	232,173
Parent2School	0	10,050	208,713	218,763
Parent2PostSchool	0	14,099	199,718	213,817
Percentage distribution				
Gender	0.1	0.0	99.9	100.0
SuburbTown	0.2	7.9	91.9	100.0
State	0.0	7.9	92.1	100.0
Postcode	0.4	7.9	91.7	100.0
Aboriginal and/or Torres Strait Islander Type	0.2	0.7	99.0	100.0
Language	6.9	19.8	73.3	100.0
Country	0.4	3.6	96.1	100.0
Parent1School	0.0	1.3	98.7	100.0
Parent1PostSchool	0.0	3.4	96.6	100.0
Parent2School	0.0	4.6	95.4	100.0
Parent2PostSchool	0.0	6.6	93.4	100.0

3.9.4. Instrument completion time with and without pre-population

Table 30 compares completion times for Instruments that were pre-populated with those that were not, by jurisdiction. The times are the product of summing the seconds spent on each of the 16 pages of the Instrument, based on information directly from the data collection system. For 'without

pre-population', there is no provision for time spent sourcing information when not actively completing an Instrument on the data collection system.

Given the pattern of pre-population by sector, 'with pre-population' can generally be considered to relate to the Government and Catholic school sectors, and 'without pre-population' can be said to relate to the Independent school sector. Nationally, on average, Instruments were completed one minute and 13 seconds faster if pre-population information was provided, with significant variation by jurisdiction.

The overall Instrument time decreased by 3 minutes and 25 seconds from Cycle 4 to Cycle 5, and this was largely consistent for Instruments with pre-population (3 mins 26 seconds) and without pre-population (3 minutes 32 seconds). Refer to Section 3.5.2 for details of time taken by page of the Instrument.

Table 30 Instrument completion time by jurisdiction with and without pre-population

Jurisdiction	Total	With pre-population	Without pre-population	Variation (pre-pop)	Total (Cycle 4)
National	12:43	12:34	13:47	1:13	16:08
New South Wales	11:59	11:48	13:27	1:39	15:50
Victoria	13:45	13:41	14:11	0:30	15:30
Queensland	12:55	12:39	14:23	1:44	16:52
Western Australia	11:47	11:44	13:43	1:59	16:48
South Australia	12:57	12:50	13:18	0:28	15:58
Tasmania	12:04	13:02	14:10	1:08	15:56
Australian Capital Territory	13:37	13:31	14:31	1:00	15:07
Northern Territory	17:05	17:01	17:20	0:19	21:05

3.10 Post-population

3.10.1. Overview of post-population provision

As described in Section 2.7, post-population in Cycle 5 consisted of a number of demographic variables for participating children in Western Australia (consistent with previous cycles), as well as post-population of child attendance-related items from the Instrument, for those jurisdictions / sectors which held this information in their administrative systems. Post-population of demographic variables for participating children in Western Australia has been analysed in Table 27, alongside other jurisdictions which provide this information as part of pre-population. As a result, this section focuses solely on analysis of the quality of post-population of child attendance-related items.

Post-population of child attendance-related items was introduced for the first time in Cycle 4. Based on learnings and recommendations from Cycle 4, further consultation with jurisdictional data managers and other post-population information provision stakeholders regarding the availability of post-population items occurred ahead of Cycle 5, including all individual dioceses for the Catholic school sector. In addition, those jurisdictions / sectors intending to post-populate this data were required to submit a 'dummy' data file prior to the commencement of data collection to ensure the data met the required specifications, prior to the suppression of relevant items in the Instrument.

In Cycle 5, those who participated in post-population of child attendance-related items included the Government sector schools in New South Wales, Victoria, Queensland, Western Australia and Tasmania and Catholic sector schools in New South Wales (except Sydney and Wilcannia-Forbes dioceses) and Queensland (Brisbane and Cairns diocese only).

There were some changes in the jurisdictions / sectors that participated between Cycle 4 and 5, with the Government sector in New South Wales and the Catholic sector in Queensland participating for the first time in Cycle 5, whereas the Government sector in the Australian Capital Territory and some dioceses in New South Wales participated in Cycle 4 but not Cycle 5.

3.10.2. Analysis of the quality of post-population information

Table 31 shows the percentage of records that were missing child attendance items by jurisdiction and sector, for those jurisdictions / sectors that post-populated this information and those which did not post-populate this (i.e. continued to collect child attendance data as part of Instrument completion). Those jurisdictions / sectors which committed to providing this information via post-population are flagged in the table.

As shown, 'number of days' absent was very well populated, with very little missing data and this was true for those jurisdictions / sectors which post-populated this, as well as those which captured it as part of Instrument completion. There was some missing data for New South Wales Catholic schools (4.0 per cent) and Tasmanian Government schools (1.0 per cent) which provided this information via post-population.

Table 31 Analysis of missing child attendance data (post-population vs Instrument completion) by sector within jurisdiction

Sector within jurisdiction	Records (count)	Post-pop Y=yes	Number of days (% missing)	Family/cultural (% missing)	Illness/injury (% missing)	Other explained (% missing)	Unexplained (% missing)
New South Wales							
Government	67,281	Yes	0.0	8.6	8.6	8.6	8.6
Catholic	18,824	Yes*	4.0	10.1	10.1	10.1	10.1
Independent	9,135	-	0.0	19.5	19.5	19.5	19.5
Victoria							
Government	53,264	Yes	0.0	8.1	8.1	8.1	8.1
Catholic	14,381	-	0.0	13.5	13.5	13.5	13.5
Independent	5,741	-	0.0	13.4	13.4	13.4	13.4
Queensland							
Government	45,895	Yes	0.0	5.7	5.7	5.7	5.7
Catholic	11,620	Yes**	0.0	7.4	7.4	7.4	7.4
Independent	7,243	-	0.0	14.6	14.6	14.6	14.6
Western Australia							
Government	26,341	Yes	0.0	6.0	6.0	6.0	6.0
Catholic	5,138	-	0.0	16.4	16.4	16.4	16.4
Independent	3,825	-	0.0	17.6	17.6	17.6	17.6
South Australia							
Government	13,496	-	0.0	11.1	11.1	11.1	11.1
Catholic	3,641	-	0.0	12.7	12.7	12.7	12.7
Independent	3,047	-	0.0	14.9	14.9	14.9	14.9
Tasmania							
Government	4,320	Yes	1.0	4.1	4.1	4.1	4.1
Catholic	1,078	-	0.0	10.9	10.9	10.9	10.9
Independent	536	-	0.0	12.1	12.1	12.1	12.1
ACT							

Sector within jurisdiction	Records (count)	Post-pop Y=yes	Number of days (% missing)	Family/cultural (% missing)	Illness/injury (% missing)	Other explained (% missing)	Unexplained (% missing)
Government	4,013	-	0.0	14.0	14.0	14.0	14.0
Catholic	1,219	-	0.0	8.4	8.4	8.4	8.4
Independent	707	-	0.0	20.4	20.4	20.4	20.4
Northern Territory							
Government	2,583	-	0.0	8.0	8.0	8.0	8.0
Catholic	329	-	0.0	9.7	9.7	9.7	9.7
Independent	272	-	0.0	12.9	12.9	12.9	12.9

*All diocese except Sydney and Wilcannia-Forbes

**Brisbane and Cairns dioceses only

The other attendance items include 'days absent by reasons for absence' with a number of categories for reasons for absence, as summarised at Table 31.

For the Government school sector in New South Wales and the Catholic school sector in Queensland which were participating for the first time in Cycle 5, both had a lower rate of missing data for these items compared to Cycle 4 (around 9 per cent and 1.3 per cent reduction in missing data respectively).

All other jurisdictions / sectors that participated in post-population of attendance data in both Cycle 4 and 5, had less missing data in Cycle 5.

3.10.3. Implications for future collections

Post-population of attendance data was successful for the jurisdictions / sectors which committed to provide this information in Cycle 5. The introduction of the 'dummy' data file in Cycle 5 was successful in alleviating any missing data issues in Cycle 5 and should be continued. It is recommended to continue to consult widely ahead of each collection to determine if any new jurisdictions / sectors can participate in post-population of attendance data that may not have participated before, given the benefit on Teacher burden. However, timing of file provision must be taken into account with any considerations to bring forward any reports (e.g. School Profile), given this data is typically not available for post-population until October.

3.11 Helpdesk activity

This section seeks to review helpdesk activity, based on information available from the Helpdesk Report. It assesses helpdesk traffic and performance against KPIs and examines reasons for contacting the helpdesk.

3.11.1. Helpdesk transactions over time by mode

Table 32 provides an overview of the distribution of 'transactions' (individual queries) recorded by the helpdesk over time and by mode of transaction.

A total of 22,230 transactions were recorded over the 30-week period from the start of the school activation phase, representing a fifteen per cent decrease in the number of transactions relative to Cycle 4 (26,239). As noted in Section 2.9.2, this aligns with expectations that the number of helpdesk

transactions would be slightly improved from Cycle 4 as a result of a more 'intuitive' / 'self – contained' system and changes to supporting documentation.

The proportion of helpdesk activity generated during the school activation phase made up close to one third (30.8 per cent) of all helpdesk transactions, which is nearly three times that of previous cycles and reflective of the increased volume of schools that were active during that time in Cycle 5.

Around two thirds (64.4 per cent) of all Cycle 5 transactions occurred during the data collection period, a decrease of around 13 per cent from Cycle 4.

In Cycle 5, the data collection extension period only included Victoria, compared to Cycle 4 that included Victoria and New South Wales, and accounted for 1.9 per cent of all helpdesk transactions in Cycle 5. For other jurisdictions, most of the helpdesk traffic during this time related to Teacher relief reimbursement and school finalisation.

Helpdesk transactions during the invoice submission period were only 2.9 per cent in Cycle 5, compared to 6.1 per cent in Cycle 4 (and 14.7 per cent in Cycle 3), a reflection of the continued system enhancements and refinements around the invoice submission and school finalisation workflows.

The maximum number of transactions logged on a weekly basis was recorded on week 8, the first week of the data collection period (close to the start of Term 2 for most jurisdictions) and eight weeks earlier than the peak weekly transactions in Cycle 4 (week 16). This included 2,293 transactions, 10.3 per cent of all transactions recorded by the helpdesk). The second highest level of traffic was recorded one week earlier in week 7, the end of the soft 'activation deadline' for some jurisdictions and one week before the system opened for Instrument completion (2,170 transactions, 9.8 per cent), followed by week 14, midway during data collection (1,767, 7.9 per cent).

Around three in five helpdesk transactions (61.1 per cent) were inbound telephone calls, one in three (33.5 per cent) related to email queries and one in 20 (5.4 per cent) were outbound telephone calls.

Outbound telephone calls were typically in response to messages left on the helpdesk voicemail, however a small proportion were prompted by something other than an inbound call (such as calls to resolve bounced emails or return to sender mail).

The proportion of email transactions spiked with the release of email communications, often prompting large numbers of recipients to reply by email with queries.

Table 32 Helpdesk transactions over time by source

Phase	Week number	Email	Telephone inbound	Telephone outbound	Percentage calls taken 'live'	Total transactions	Total Cycle 5	Total Cycle 4
School activation	1	301	514	91	85.0	906	-	-
	2	345	349	195	64.2	889	-	-
	3	48	82	32	71.9	162	-	-
	4	101	85	18	82.5	204	-	-
	5	243	531	135	79.0	909	-	-
	6	493	983	126	88.6	1,602	-	-
	7	682	1,374	114	92.3	2,170	-	-
Subtotal		2,213	3,918	711	84.6	6,842	30.8	10.7
Data collection	8	945	1,154	194	85.6	2,293	-	-
	9	619	934	56	94.3	1,609	-	-
	10	366	865	36	96.0	1,267	-	-
	11	431	996	26	97.5	1,453	-	-

Phase	Week number	Email	Telephone inbound	Telephone outbound	Percentage calls taken 'live'	Total transactions	Total Cycle 5	Total Cycle 4
	12	398	1,031	33	96.9	1,462	-	-
	13	377	922	8	99.1	1,307	-	-
	14	483	1,246	38	97.0	1,767	-	-
	15	324	518	17	96.8	859	-	-
	16	185	135	5	96.4	325	-	-
	17	245	402	3	99.3	650	-	-
	18	170	321	4	98.8	495	-	-
	19	154	308	7	97.8	469	-	-
	20	106	254	11	95.8	371	-	-
Subtotal		4,803	9,086	438	95.4	14,327	64.4	77.8
Data collection extension	21	71	128	6	95.5	205	-	-
	22	42	115	2	98.3	159	-	-
	23	10	49	0	100.0	59	-	-
Subtotal		123	292	8	97.3	423	1.9	5.4
Invoice Submission	24	30	54	3	94.7	87	-	-
	25	68	65	0	100.0	133	-	-
	26	40	97	28	77.6	165	-	-
	27	24	21	1	95.5	46	-	-
	28	2	13	0	100.0	15	-	-
	29	24	15	0	100.0	39	-	-
	30	121	31	1	96.9	153	-	-
Subtotal		309	296	33	90.0	638	2.9	6.1
Total Cycle 5		7,448	13,592	1,190	91.9	22,230	100.0	100.0
As % transactions		33.5	61.1	5.4	-	100	-	-
Total Cycle 4		4,177	20,076	1,986	91.0	26,239	-	-
As % transactions		16	77	8	-	100	-	-

3.11.2. Helpdesk transactions by user type

Table 33 summarises helpdesk transactions by user type.

Transactions with AEDC School Coordinators increased from 37.3 per cent in Cycle 4 to 56.4 per cent in Cycle 5. This was likely due to the removal of the Financial Manager role, whose duties were transferred to the AEDC School Coordinator for Cycle 5. Other small increases in transactions with Principal and Teacher user types are also likely due to the re-distribution of transactions that would previously have been recorded as financial manager.

The push for earlier activation in Cycle 5 and the increased reminder activity during this phase was likely responsible for the increase in transactions with AEDC School Coordinator and Principals who are most likely to contact the AEDC helpdesk during school activation.

Transactions with 'un-registered staff' decreased substantially from 21.5 per cent in Cycle 4 to 6.0 per cent in Cycle 5. This is a return to the levels seen in Cycle 3 (7.5 per cent). The 'high' level of transactions with 'un-registered staff' in Cycle 4 was driven by late batches of *School Leader Pack* mailing (due to school frame delays), meaning there was a period where schools which had not yet been sent the *School Leader Pack* could not activate and become a 'registered user'.

The proportion of helpdesk transactions with Teachers and STCs were also greater in Cycle 5 than 4, as well as some Aboriginal and/or Torres Strait Islander Cultural Consultants also being known to the helpdesk in Cycle 5. A very small proportion of helpdesk transactions (academics, parents, media) was with non-users of the data collection system.

Table 33 Helpdesk transactions by user type

User type	Cycle 5 Number	Cycle 5 Percentage distribution	Cycle 4 Number	Cycle 4 Percentage distribution
AEDC School Coordinator	12,537	56.4	9,796	37.3
Principal	2,040	9.2	1,780	6.8
Teacher	5,504	24.8	4,006	15.3
Un-registered staff	1,329	6.0	5,646	21.5
STC	374	1.7	189	0.7
CC	47	0.2	N/A	N/A
Financial Manager (Discontinued for Cycle 5)	N/A	N/A	4,670	17.8
Subtotal system users	21,831	98.2	26,087	99.4
Academic	9	0.0	29	0.1
Parent	6	0.0	7	0.0
Media	2	0.0	9	0.0
Other	382	1.7	107	0.4
Subtotal other parties	399	1.8	152	0.6
Total	22,230	100.0	26,239	N/A

3.11.3. Helpdesk performance against KPIs

As can be seen in Table 32, overall, on average, 91.9 per cent of calls to the helpdesk were taken in real-time across the 30 week period of helpdesk operation. This represents a small improvement of 0.9 percentage points compared to Cycle 4 and exceeds the helpdesk's target of 90 per cent. Cycle 5 is the second consecutive time the 90 per cent target has been met since its introduction in 2012. Given the challenges with shifting the helpdesk operators to work from home arrangements due to COVID-19 coupled with the increase in schools activating early in Cycle 5, this result is extremely encouraging.

There were a number of factors which contributed to the AEDC helpdesk's ability to meet the 90 per cent target in Cycle 5, these included:

- staggering of reminder activity so certain States and Territories were sent reminder emails at different times and in some cases different days to evenly distribute the resulting increase in helpdesk traffic
- a helpdesk resourcing plan which included having additional helpdesk operators on standby to respond to unpredictable spikes in traffic and hosting multiple helpdesk briefings to top up the team as call volumes increased
- consistent placement instructions and explanations on the right-hand side of the school activation, school set up and other user registration screens with links to fact sheets and explanatory videos
- a further simplified invoicing workflow.

Possible strategies to ensure the helpdesk can continue to answer a high proportion of calls in real-time for future cycles may include:

- continue to enhance the workflows, communications and supporting materials, to help reduce the overall volume of calls to the helpdesk
- utilisation of IVR for inbound telephone calls to pre-identify the caller's query and channel the call to the appropriate operator, this will allow operators to specialise in specific areas of the workflow.

The percentage of email transactions increased to from 15.9 per cent in Cycle 4 to 33.5 per cent in Cycle 5, and the number of follow up transactions increased from 7.8 per cent in Cycle 4 to 8.0 per cent in Cycle 5, indicating a slight plateau or decrease in reaching helpdesk's other primary KPI of returning/actioning calls within 24 hours.

3.11.4. Review of reason for contacting the helpdesk

For each transaction, a reason for contacting the helpdesk was recorded. Reasons for contacting the helpdesk were coded to a highly detailed list of outcomes, comprising some 194 individual outcome codes. The coding of outcomes at this level of detail enabled the project management team to be highly responsive to issues arising from helpdesk activity.

The detailed list of outcomes was aggregated into themes as listed in Table 34, which summarises all reasons for contacting the helpdesk logged over the period of helpdesk operation.

Similar to Cycle 4, nearly half (46.0 per cent) of the reasons for contacting the helpdesk related in some way to 'getting started', whether for School Activation and Setup (13.6 per cent), account creation / registration (10.7 per cent) or sign in/password problems (22 per cent). While this remains largely consistent with Cycle 4, the percentage of outcomes relating to sign in problems increased from 15.9 per cent in Cycle 4 to 22.0 per cent in Cycle 5. This was partly due to Teachers and AEDC School Coordinators having difficulty finding the secure AEDC data collection sign in page, a problem that was quickly addressed on the AEDC website by directing users to the correct page.

Table 34 Reasons for contacting the helpdesk

Outcome description	Number	Percentage distribution
School Activation and Set up	3,015	13.6
School scope / participation status - related	153	0.7
New Contact Details	126	0.6
School Opt Out	108	0.5
School Status Change	2	0.0
Account creation / registration	2,377	10.7
Verification email issue	989	4.4
CC registration query	102	0.5
Teacher registration query	1,286	5.8
Sign In / Password related	4,882	22.0
Problem locating sign in	1,627	7.3
Problem signing in	1,389	6.2
Forgot password	1,070	4.8
Other password/sign in problem	4,882	22.0
Materials related	789	3.5
School Leader Pack request	419	1.9
Teacher Pack request	222	1.0
Paper copy Instrument related	1	0.0
Other materials and mailing related	147	0.7

Outcome description	Number	Percentage distribution
Class List Creation And Maintenance	1,635	7.4
Recording child non-participation / opt outs	311	1.4
Claiming a child from master list	342	1.5
Adding a child	82	0.4
Removing a child	272	1.2
Bulk upload query	219	1.0
Other class list creation / maintenance related	409	1.8
Instrument Completion / Navigation	687	3.1
Teacher Actions (e.g. starting / reviewing an Instrument)	189	0.9
Completing the Instrument for indigenous children / CC related	49	0.2
Completing the Instrument for special needs children	23	0.1
Other Instrument completion / navigation	426	1.9
Invoicing, exceptional circumstances and finalisation	2,565	11.5
Finalisation query	1,108	5.0
Creating an invoice summary	340	1.5
Exceptional circumstances claim process / rules	28	0.1
Other invoice / Teacher relief related	1,089	4.9
Miscellaneous workflows	1,853	8.3
Teacher finalisation	692	3.1
AEDC School Coordinator actions	673	3.0
Pre-population related query	147	0.7
Teacher / CC training	341	1.5
System Performance And Navigation	1,104	5.0
Site navigation issue	816	3.7
System access / performance issue	288	1.3
Follow Up activity	1,922	8.6
Follow up relating to Email Alerts And Reminders	81	0.4
Message bank follow up	1,841	8.3
Other miscellaneous	1,401	6.3
School Coordinator dashboard query	310	1.4
AEDC general queries	473	2.1
Accessing previous results / school profiles	326	1.5
Complaint received	13	0.1
Parent query	11	0.0
Other	268	1.2
Total reasons for contacting helpdesk	22,230	100

The other main reason for contacting the helpdesk related to invoicing, exceptional circumstances and school finalisation (11.5 per cent). This has continued to drop decline from 16.7 per cent in Cycle 4, 17.1 per cent in Cycle 3 and 20.4 per cent in Cycle 2 as the workflow has been simplified.

Class list creation and maintenance issues accounted for 7.4 per cent of events in Cycle 5, up from 5.0 per cent in Cycle 4. Bulk upload queries were nearly double that in Cycle 4 but still only made up only 1.0 per cent of total enquiries.

Instrument related enquiries continued to decline from Cycle 4 (3.6 per cent) to Cycle 5 (3.1 per cent), suggesting that the Teacher training material and online information generally covered the Instrument and related issues in sufficient detail.

For a collection of this size and scope, there were relatively few parent queries (11), complaints (13) and queries about confidentiality / privacy issues (2 – not shown separately in Table 34).

For further information related to detailed and summary-level outcomes, refer to [Appendix 28](#).

3.12 Invoicing

This section reviews financial information, based on the Financial Report and Headline Report.

3.12.1. Invoice submission

In Cycle 5 an invoice was submitted for all but six participating schools.

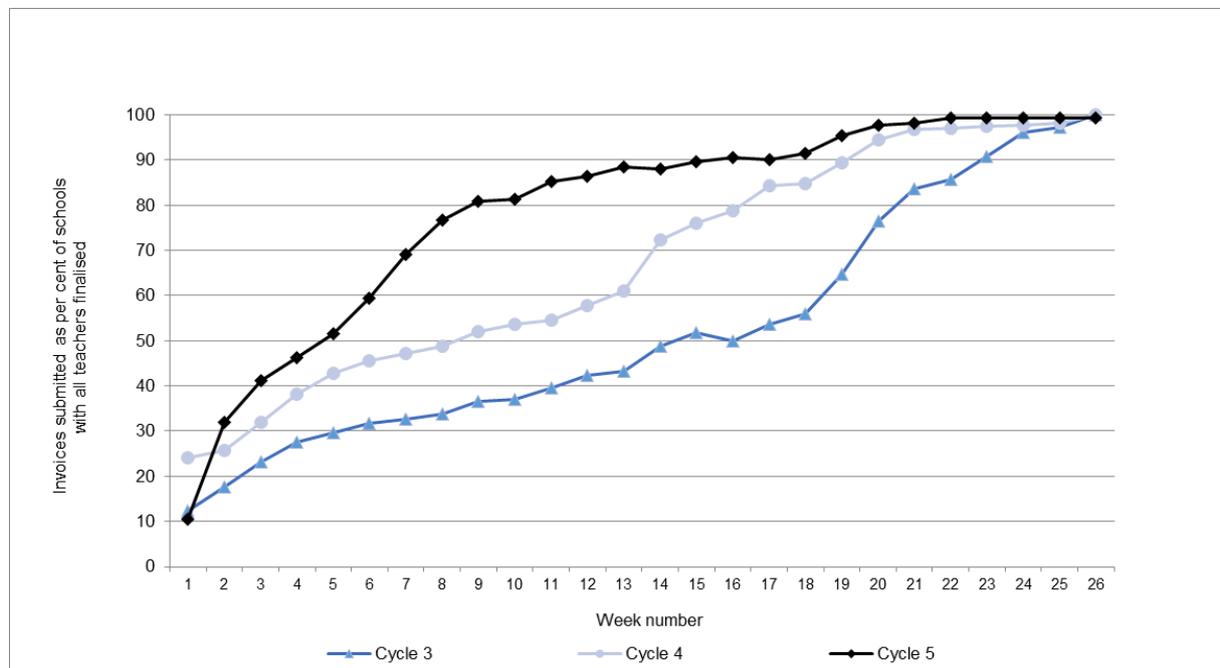
There were an additional 18 schools which submitted an invoice but declined payment through opting not to submit bank details. Of these, 13 were Northern Territory Government Schools.

3.12.2. Invoice submission dynamics

Figure 5 plots invoices submitted as a per cent of schools with all Teachers finalised for Cycles 3, 4 and 5.

There was a notable increase in invoices submitted as a per cent of schools with all Teachers finalised throughout the collection in Cycle 5, relative to the previous two cycles.

Figure 5 Invoice submission dynamics



By week 14, the original due date for the completion of data collection, nearly nine in ten (88.1 per cent) schools with all Teachers finalised in Cycle 5 had submitted an invoice, up 15.7 percentage points from Cycle 4 (72.4 per cent) and 39.3 percentage points from Cycle 3 (48.7 per cent).

The difference between the invoice submission rate in Cycles 4 and 5 peaked through weeks 8 to 13, when a large proportion of schools reached the point in the workflow where all Teachers had finalised.

The invoice submission rate pattern for Cycle 5 validates the decision to retire the Financial Manager role for Cycle 5, put invoice submission in the hands of the AEDC School Coordinator, and minimise the time lag between all Teachers finalising and invoice submission.

It is strongly recommended that this workflow is retained for future cycles.

With schools generally submitting invoices earlier in the overall data collection period, there are implications for the phasing of Teacher relief reimbursement payments to the contractor to service Teacher relief payments to schools.

3.12.3. Sundry financial analysis

As noted at Table 35, the 'three hour minimum payment' was triggered at 12.0 per cent of schools where an invoice was submitted. The highest incidence of the payment being triggered was in the Northern Territory Government (25.0 per cent), Queensland Government (19.2 per cent) and New South Wales Government (15.4 per cent) school sectors. The payment was triggered at one in seven (14.8 per cent) Government schools nationally. This underlines the importance of addressing the needs of 'small' schools in the collection.

Based on *Teacher Registration* information, Teachers reported that they spent an average of 41.0 minutes undertaking Teacher training activities, similar to previous cycles, and well within the one hour provided for in the invoice summary workings.

3.13 Stakeholder feedback

This section provides an overview of feedback from key stakeholders, including Teachers, AEDC School Coordinators, Principals and STCs.

3.13.1. Teacher feedback

After finalising their participation in the AEDC by confirming they had completed all Instruments, Teachers were sequenced to an online *Teacher Feedback Form* to collect their views on aspects such as Teacher training, the data collection system and their experience of using an Aboriginal and Torres Strait Islander Cultural Consultant.

The *Teacher Feedback Form* was refreshed for the Cycle 5 collection to include additional questioning around the best time to undertake Teacher training (noting that in Cycle 5, Teacher training was available earlier than in previous collections, and could be completed as early as five weeks before the opening of the data collection system for Instrument completion).

Whilst completion of the *Teacher Feedback Form* was not compulsory, 16,789 (95.5 per cent) of the 17,573 Teachers who completed at least one Instrument provided feedback.

Table 37 compares the responses to closed ended *Teacher Feedback Form* questions of Teachers with previous AEDC experience, with those who have no previous AEDC experience, as identified in the *Teacher Registration* questions. Table 36, where possible, also compares Cycle 5 responses with all previous cycles.

The proportion of Teachers who found the Instrument easy to complete for all / most children had steadily been increasing each cycle and continued to increase in Cycle 5 (96.6 per cent, up from 96.1 per cent in Cycle 4). Teachers with prior AEDC experience were most likely to say this (97.7 per cent). Aside from the introduction of the 'child information panel, there were minimal Instrument changes in Cycle 5, which may have contributed to this improved rating.

Feedback on the Teacher training and resources was also overwhelmingly positive, albeit slightly less than Cycle 4 (95.4 per cent), with 94.8 per cent of Teachers rating Teacher training and resources as

excellent, very good or good. Teachers with previous AEDC experience were more positive (96.3 per cent) than first-timers (93.9 per cent).

Of the 643 Teachers who responded to the feedback survey and had completed Instruments with an Aboriginal and/or Torres Strait Islander Cultural Consultant, 95.6 per cent found it either easy or very easy to make joint ratings with the Aboriginal and/or Torres Strait Islander Cultural Consultant, slightly fewer than in Cycle 4 (96.0 per cent), and again, more positive among those with previous AEDC experience (96.3 per cent).

The vast majority of Teachers (96.5 per cent) found the data collection system easy to use in Cycle 5, although slightly lower than the previous two Cycles (98.4 per cent and 97.5 per cent respectively). Again, Teachers with previous AEDC experience were more positive (97.3 per cent).

Table 35 Summary of responses to *Teacher Feedback Form* closed ended questions

	Previous AEDC experience	No previous AEDC experience	Total Cycle 5	Cycle 4	Cycle 3	Cycle 2	Cycle 1
Base*	6,466	10,277	16,789	16,051	16,064	13,895	13,815
Found Instrument easy to complete for all / most children	97.7	95.9	96.6	96.1	95.7	95.0	90.1
Rated Teacher training and resources as excellent, very good or good	96.3	93.9	94.8	95.4	-	-	-
Best time to undertake Teacher training is within 2 weeks before starting	91.8	91.5	91.6	-	-	-	-
Found it easy or very easy to make joint ratings with the CC **	96.3	95.1	95.6	96.0	-	-	-
Found the system easy to use	97.3	96.1	96.5	98.4	97.5	91.6	97.5
Experienced technical problems using the system	15.3	13.7	14.4	12.2	20.7	31.1	14.9
My involvement in this project will assist our community to better understand health, development and wellbeing of children in our area	76.4	72.9	74.3	78.7	77.8	75.0	74.8
The experience of completing Instruments will be beneficial to my work	63.7	63.1	63.3	61.9	62.0	59.2	63.9
Completing the Instruments was a good use of my time	63.5	59.2	60.9	57.5	56.6	53.2	59.5

Notes:

Duplicates were found in the Teacher Feedback Survey suggesting some Teachers had completed the survey twice or potentially completed the survey under another Teacher's log in details.

For Cycle 5, there were 46 cases where prior experience was not known.

Base counts exclude those missing or can't say.

A slightly greater proportion of Teachers experienced technical problems in Cycle 5 (around 1 in 7) compared to Cycle 4 (14.4 per cent vs to 12.2 per cent), which was likely impacted by some Teachers working remotely due to COVID-19. This rating remains significantly improved compared to Cycles 2 and 3.

Nearly three quarters of Teachers (74.3 per cent) agreed that their involvement in this project will assist their community, which is lower than previous cycles (78.7 per cent in Cycle 4) and suggests there may be an emerging need to better communicate the benefits of participating in the AEDC. However, the proportion who agreed the experience of completing Instruments would be beneficial to their work and that completing Instruments was a good use of their time both increased in Cycle 5 relative to Cycle 4 (63.3 per cent and 60.9 per cent compared to 61.9 per cent and 57.5 per cent respectively).

For Cycle 5, there was a new item that asked Teachers when they think the best time is for Teachers to undertake AEDC Teacher training. More than nine out of ten Teachers (91.6 per cent) indicated that the best time would be within 2 weeks of starting to complete Instruments. This should be considered when scheduling the system control dates for Cycle 6.

Overall, Teachers with previous AEDC experience answered more positively on all feedback items in the *Teacher Feedback Form* in Cycle 5, with the exception of the technical issues item.

The *Teacher Feedback Form* included seven free text questions, inviting comments about Instrument completion, training resources, Teacher training, Teacher training timing, parts of the data collection system that were not easy to use, technical problems using the system, and other comments about the AEDC. For each question, there was a wide range of responses, with considerable variation in the level of detail provided, and some overlap in content. Responses were grouped into broad themes as presented at Table 38.

Less than five per cent of Teachers provided feedback on 'What made the Instrument difficult to complete for children'. Of the total comments provided, just over a third mentioned access to students' information about their previous education / care arrangements, or family / home life.

Around one in seven (13.6 per cent) Teachers provided a comment about Teacher training. The positive comments about Teacher training outweighed the negative (24.4 per cent vs 18.2 per cent). There were various comments made which did not relate specifically to Teacher training such as collecting background information, IT / website issues and the Instrument completion process.

Eight per cent of Teachers provided comments about the timing of Teacher training. Of the total comments provided, there were nearly equal suggestions for earlier training as there were for the training to be delivered closer to the collection date.

A very small proportion of Teachers (0.9 per cent) commented on parts of the data collection system that were not easy to use. Of these, most related to Instrument features and difficulty with navigation (such as the lack of a 'select all' option).

About one in seven (14.4 per cent) Teachers provided a comment on technical problems experienced with the system in Cycle 5. Most comments related to system access and performance issues, login / password problems and local IT problems.

Just less than one in five Teachers (18.9 per cent) provided other comments about the AEDC. This included a broad range of responses including positive comments related to the benefits of the AEDC and negative comments about it being time consuming and difficulty sourcing information for some questions.

A copy of the *Teacher Feedback Form* is provided at [Appendix 29](#).

Table 36 Summary of the most common responses to *Teacher Feedback Form* for open-ended questions

Teacher Feedback Form –responses to open-ended questions	Number of cases	As per cent of comments	As per cent Teachers completing Feedback Form
Total Teachers completing Feedback Form			16,789

Q2a What made the Instrument difficult to complete for children in your class?

Teacher Feedback Form –responses to open-ended questions	Number of cases	As per cent of comments	As per cent Teachers completing Feedback Form
Total applicable comments	678	-	4.0
Access to information about student's previous education / care arrangements	139	20.5	0.8
Access to information about student's family / home life	110	16.2	0.7
Questions were difficult to answer due to children's complex / special needs	102	15.0	0.6
Access to information about student (no further information)	96	14.2	0.6
Answer frame is too restrictive / narrow	45	6.6	0.3
Time consuming / insufficient time frame	45	6.6	0.3
Problems understanding / interpreting questions	38	5.6	0.2
Problems with Instrument display / usability	13	1.9	0.1
Access to information about student's attendance / absences	9	1.3	0.1
Q3d Why did you rate the training resources in this way?			
Total applicable comments (fair / poor / very poor)	34		0.2
Too much information / time required / boring	10	29.4	0.1
Unnecessary / irrelevant	8	23.5	0.0
Q3e Comments about AEDC Teacher training			
Total applicable comments	2,288		13.6
Positive comment about training generally	425	18.6	2.5
Negative comments about collecting background information	187	8.2	1.1
Include more / different questions and/or answer options	144	6.3	0.9
Positive comment about Guide, online training, videos	102	4.5	0.6
Negative comment about Instrument completion process	79	3.5	0.5
Negative comments relating to IT / website issues	47	2.1	0.3
Negative comment about Guide, online training, videos	39	1.7	0.2
Negative comment about practice question	39	1.7	0.2
Positive comment about information icons	29	1.3	0.2
Negative comment about training generally	24	1.0	0.1
Q3g Comments about the timing of AEDC Teacher training			
Total applicable comments	1,410	-	8.4
Enough time should be left after training to gather information/observe students	151	10.7	0.9
Training should be delivered close to the collection date	134	9.5	0.8
Training should not take place during busy periods	93	6.6	0.6
All good/no issue with timing	78	5.5	0.5
Training took too long/more time or funding should be allocated for training	57	4.0	0.3
Enough time should be left to get an understanding of the process/ask questions	30	2.1	0.2
Timing should be flexible so training can be completed when convenient	23	1.6	0.1
Other negative comment on timing	16	1.1	0.1
Other positive comment on timing	14	1.0	0.1
Q5a Parts of the data collection system that were not easy to use			

Teacher Feedback Form –responses to open-ended questions	Number of cases	As per cent of comments	As per cent Teachers completing Feedback Form
Total applicable comments	157	-	0.9
Would like a 'select all' option / answer by question instead of by student	46	29.3	0.3
Time consuming	23	14.6	0.1
Instrument completion and navigation	21	13.4	0.1
Login problems	15	9.6	0.1
Access to background information about student	13	8.3	0.1
Q7 Technical problems experienced using the system**			
Total applicable comments	2,411	-	14.4
System access / performance problem (system froze / issues saving data)	1,032	42.8	6.1
Login / password problem	745	30.9	4.4
Local IT systems problem	187	7.8	1.1
Instrument completion problem (size of buttons, etc.) / recoding child address information / navigation problem	142	5.9	0.8
Class list creation / maintenance problem	103	4.3	0.6
Registration problem	76	3.2	0.5
Pre-population data problem	33	1.4	0.2
Q11 Any other comments about the AEDC			
Total applicable comments	3,172	-	18.9
Positive comment about benefits of AEDC	415	13.1	2.5
Negative comment on time required	397	12.5	2.4
Concern about questions not being applicable	218	6.9	1.3
Difficulty gathering required information / Answering certain questions	185	5.8	1.1
Certain questions could be better answered by parents / reference to school databases / other studies	177	5.6	1.1
Negative comment / no benefit	155	4.9	0.9
Request for autofill / multiple selection in data entry process	110	3.5	0.7
Concern about subjective/inaccurate responses / Narrow answer frame	107	3.4	0.6
Other comments about website structure / layout	83	2.6	0.5
Positive comment about AEDC in general	83	2.6	0.5
Insufficient training/information/resources	55	1.7	0.3
Positive response to funded time/relief teaching	55	1.7	0.3

**This question was restricted to only those who responded 'yes' to question TF6.

3.13.2. AEDC School Coordinator feedback

Upon confirming the school is ready to finalise, AEDC School Coordinators were sequenced to an online *AEDC School Coordinator Feedback Form* to collect their views on supporting materials, using the secure data collection system, support provided by the helpdesk, and the most important issues to address for the next collection. Refer to [Appendix 30](#) for a copy of the *AEDC School Coordinator Feedback Form*.

In Cycle 5, 5,569 AEDC School Coordinators provided feedback on their experience with the AEDC. This represents an increase of 56.7 per cent over Cycle 4, when 3,553 responses were received, and was likely driven by communication, workflow and on-screen presentation adjustments within the data collection system.

Table 38 summarises responses to the closed ended questions on the *AEDC School Coordinator Feedback Form*.

Over two-thirds (67.2 per cent) of AEDC School Coordinators had participated in the AEDC before either as a Principal or AEDC Coordinator (48.1 per cent), a Teacher (22.8 per cent) or in some other capacity (3.6 per cent).

Nearly half (47.6 per cent) of those with previous AEDC experience indicated that their experience was either better or much better than the last time and a similar proportion (47.1 per cent) indicated that their overall experience was about the same as their previous experience.

More than eight in ten (83.1 per cent) AEDC School Coordinators agreed or strongly agreed with the statement 'school's involvement in this project will assist our community to better understand health, development and wellbeing of children in our area' and a similar proportion (78.5 per cent) agreed or strongly agreed to the statement 'that the experience of completing Instruments was beneficial to the Teachers at my school'.

More than nine in ten responding AEDC School Coordinators found the majority of workflows in the secure data collection system either easy or very easy to use, with the highest ratings for 'keeping track of progress' (97.5 per cent).

There has been incremental improvement in the ease of 'Teacher relief invoice preparation', which has increased from a 76.9 per cent rating of easy or very easy to use in Cycle 3, to 84.1 per cent in Cycle 4 to 95.7 per cent in Cycle 5. This reflects positively on the effort invested to simplify this workflow.

The vast majority (96.8) of AEDC School Coordinators rated both navigating the system and knowing what to do next as easy / very easy. This suggests a marked improvement in functionality and ease of navigation in the system compared to previous collections (92.9 per cent in Cycle 4 and 89.9 per cent in Cycle 3).

The proportion of AEDC School Coordinators who reported experiencing technical problems with the data collection system remained the same as last cycle (at 16.2 per cent) but less than Cycle 3 (22.8 per cent). Given the additional system features and functionality that was introduced in Cycle 5, such as the Preliminary School Snapshot generation and download process, there was potential for more technical problems, so this is considered a positive finding.

For those AEDC School Coordinators who contacted the helpdesk (48.5 per cent), the level of satisfaction with the service received was extremely high, with at least 96.0 per cent reporting being either satisfied or very satisfied across all service domains.

Table 37 Summary of *AEDC Coordinator Feedback Form* responses (closed ended questions)

Item	Base	Percentage
Participated in a previous Cycle in some capacity	5,569	67.2
Experience of participating in Cycle 5 much better / better than last time	3,744	47.6
Experience of participating in Cycle 5 about the same as last time	3,744	47.1
Aware of AEDC data collection before school pack arrived	5,569	71.6
Agree or strongly agree that the school's involvement in this project will assist our community to better understand health, development and wellbeing of children in our area	5,569	83.1
Agree or strongly agree that the experience of completing Instruments was beneficial to the Teachers at my school	5,569	78.5
Easy / very easy to use following aspects of data collection system:		
School activation	5,569	96.1
School set up	5,569	96.9
Teacher set up	5,569	96.6
Class list creation	5,569	94.1
Instrument completion	5,569	93.3

Item	Base	Percentage
Keeping track of progress	5,569	97.5
Teacher relief invoice preparation	5,569	95.7
Easy / very easy to:		
Navigate the system	5,569	96.8
Know what do to next	5,569	96.8
Experienced technical problems using the system	5,569	16.2
Rated overall experience of using data collection system as good / very good	5,569	98.3
Contacted the helpdesk	5,569	48.5
Satisfied / very satisfied with service received from helpdesk in terms of:		
Timeliness of response	2,700	96.0
Helpfulness of helpdesk operators	2,700	97.9
Accuracy of information provided	2,700	97.4
Service overall	2,700	97.9

There are also several open-ended questions in the *AEDC Coordinator Feedback Form* where Coordinators were asked to provide additional feedback on various aspects of the data collection system. As expected, a very wide range of responses were provided for these questions. Table 38 summarises the most frequently occurring themes. These broadly reflect the pattern of responses in the closed ended questions.

Comments about Coordinators' experience relative to previous cycles were largely positive and included 'more / better information than previous years', 'system easier to use / more user friendly' and 'prefilled information improved / simplified process'.

In terms of the types of technical problems experienced while using the system, these included login / password problems, class list creation / maintenance problems and account activation problems.

The types of benefits the school gained by engaging an Aboriginal and Torres Strait Islander Cultural Consultant in completing the AEDC were reported to be around 'providing local / background knowledge of the students', 'gaining better understanding of cultural, language issues' and gaining better / more consistent / accurate information about individual students' situations'.

AEDC School Coordinators were asked what the three main issues are to address for future collections. The top issues to address are consistent with previous cycles and include 'improved training / information / resources', 'require more time / funding to complete', 'difficulty collecting required information / suggestions to use other sources of data' and 'negative response to AEDC schedule / timing'.

Table 38 Summary of issues from AEDC Coordinator Feedback Form open ended questions

AEDC Coordinator Feedback Form - responses to free text questions	Number of cases	As per cent of comments	As per cent AEDC Coordinators completing Feedback Form
Total AEDC Coordinators completing Feedback Form	5,569		
A2a Comment relating to experience of Cycle 5, relative to previous Cycles			
Total AEDC Coordinators making comment	967	-	17.4
More / better information than previous years	158	16.3	2.8
System was easier to use / more user friendly	122	12.6	2.2
Prefilled information improved / simplified process	117	12.1	2.1

AEDC Coordinator Feedback Form - responses to free text questions	Number of cases	As per cent of comments	As per cent AEDC Coordinators completing Feedback Form
No problems / everything was good (no further information)	111	11.5	2.0
Received support from helpdesk	75	7.8	1.3
System was confusing / difficult to use / technical issues	52	5.4	0.9
AEDC Coordinator / Teachers had prior experience	49	5.1	0.9
Time consuming / took longer	25	2.6	0.4
B2a Comment regarding timing of provision of School Pack			
Total AEDC Coordinators making comment	513	-	9.2
Plenty of time to prepare	105	20.5	1.9
Information in school pack was good	82	16.0	1.5
Timing was good NFI	76	14.8	1.4
Timing coincided with report writing / other busy period	31	6.0	0.6
Not enough notice / would like to receive pack earlier	28	5.5	0.5
B5 Comment regarding planning information and resources			
Total AEDC Coordinators making comment	590	-	10.6
Good information / clear / easy to follow NFI	234	39.7	4.2
Positive comment about Parent Information Letter	65	11.0	1.2
Positive comment (general)	50	8.5	0.9
Insufficient information / confusing / difficult to follow NFI	33	5.6	0.6
Negative comment about Parent information Letter	13	2.2	0.2
Negative comment (general)	11	1.9	0.2
B6 Other information accessed and used to inform you / your staff about the AEDC data collection or the use of the data			
Total AEDC Coordinators making comment	1,442	-	25.9
All the info from the kits/just the kits/no other info	254	17.6	4.6
Website/online information NFI	180	12.5	3.2
Helpdesk	111	7.7	2.0
Discussion with other staff members who were doing AEDC/had done before/own prior experience	102	7.1	1.8
Training videos	80	5.5	1.4
Mentions of data sources used to complete Instruments (e.g., absence data)	75	5.2	1.3
PD Session/Seminar/Coordinators Workshop	51	3.5	0.9
Information packs NFI	51	3.5	0.9
Parent letter	43	3.0	0.8

Table 39 Continued Summary of issues from AEDC Coordinator Feedback Form open-ended questions

AEDC Coordinator Feedback Form - responses to free text questions	Number of cases	As per cent of comments	As per cent AEDC Coordinators completing Feedback Form
Total AEDC Coordinator completing Feedback Form	5,569	-	-
D4 Technical problems experienced using the system			
Total AEDC Coordinators making comment	1,142	-	20.5
Login / password problem	249	21.8	4.5
Class list creation / maintenance problem	171	15.0	3.1
Account activation problem	98	8.6	1.8
Other system access / performance problem	93	8.1	1.7
Invoice / finalisation problem	92	8.1	1.7
Local IT systems problem	50	4.4	0.9
Instrument completion problem (size of buttons, etc.)	40	3.5	0.7
System speed	31	2.7	0.6
Website offline	19	1.7	0.3
E3 Helpdesk comments			
Total AEDC Coordinators making comment	120	-	2.2
Positive comment about helpdesk (including operators)	52	43.3	0.9
Helpdesk service prompt	25	20.8	0.4
Helpdesk service slow	8	6.7	0.1
G3 Benefits school gained by engaging an Aboriginal and Torres Strait Islander Cultural Consultant in completing the AEDC			
Total AEDC Coordinators making comment	372	-	6.7
Provided local / background knowledge of students' family / home life / community	89	23.9	1.6
Gained better understanding of cultural, language issues	61	16.4	1.1
Gained better/more consistent/more accurate information about individual students' situations	25	6.7	0.4
Was already a Teacher/staff member at the school	25	6.7	0.4
Provided helpful perspective on the questions/data for these students	21	5.6	0.4
Better communication with parents and students/easier to access information	11	3.0	0.2
Students and families felt respected / their needs responded to appropriately / improved trust and relationships	8	2.2	0.1

Table 40 Continued Summary of issues from AEDC Coordinator Feedback Form open-ended questions

AEDC Coordinator Feedback Form - responses to free text questions	Number of mentions	As per cent of comments	As per cent AEDC Coordinators completing Feedback Form
Total AEDC Coordinator completing Feedback Form	5,569	-	-
F1 Most important issue to address			
Total AEDC Coordinators making comment	1,799	-	32.3
Improved training / information / resources	304	16.9	5.5

AEDC Coordinator Feedback Form - responses to free text questions	Number of mentions	As per cent of comments	As per cent AEDC Coordinators completing Feedback Form
Require more time / funding to complete	157	8.7	2.8
Comments about improvements to the AEDC system	140	7.8	2.5
Comments relating to questions (e.g., questions not being applicable, questions could be answered by parents, or could be referenced by school databases)	132	7.3	2.4
Difficulty collecting required information	104	5.8	1.9
Negative response to AEDC schedule / timing	105	5.8	1.9
Account creation / registration / login process	74	4.1	1.3
Invoicing / finalisation process	55	3.1	1.0
AEDC takes up valuable teaching time	28	1.6	0.5
Communications about how results / data can be used	21	1.2	0.4

3.13.3. Aboriginal and/or Torres Strait Islander Cultural Consultant feedback

A total of 1,191 schools received some kind of support from an Aboriginal and/or Torres Strait Islander Cultural Consultant in Cycle 5.

As per Cycle 4, Aboriginal and/or Torres Strait Islander Cultural Consultants could register on the data collection system for Cycle 5, however this was not compulsory which meant hosting the *Aboriginal and/or Torres Strait Islander Cultural Consultant Feedback Form* in the secure data collection system (like the Teacher / Coordinator forms) was not feasible.

Where the Aboriginal and/or Torres Strait Islander Cultural Consultant had registered on the data collection system, they were sent an email inviting them to provide feedback about their experience completing the AEDC via an external link. If the Aboriginal and/or Torres Strait Islander Cultural Consultant did not register on the data collection system, an email was sent to the AEDC School Coordinator from their school requesting they provide the link to the Aboriginal and/or Torres Strait Islander Cultural Consultant. This process was similar to Cycle 4.

Over the course of Cycle 5, 491 Aboriginal and/or Torres Strait Islander Cultural Consultants were invited to provide feedback directly and 700 schools were emailed the link to the feedback survey to be passed onto their Aboriginal and/or Torres Strait Islander Cultural Consultant. A total of 199 responses to the Aboriginal and/or Torres Strait Islander Cultural Consultant Feedback Survey were received, equating to a response rate of 16.7 per cent.

Of these, 55 Aboriginal and/or Torres Strait Islander Cultural Consultants completed Instruments together with the classroom Teacher and were eligible for more detailed questioning about their experience of participating in the AEDC. A further 124 provided general advice, either about individual children, or not specific to a child.

Of the 55 Aboriginal and/or Torres Strait Islander Cultural Consultants who completed Instruments together with the classroom Teacher:

- 38.2 per cent completed Instruments for five or more children
- 89.1 per cent found the Instrument easy to complete for all or most children
- 92.7 per cent found it easy or very easy to make joint ratings for the Instrument questions (up from 84.3 per cent in Cycle 4)

- 21.8 per cent thought their input was most valuable for the background information questions, followed by physical wellbeing (15.4 per cent) and emerging needs (11.5 per cent).

Aboriginal and/or Torres Strait Islander Cultural Consultants who completed Instruments with a Teacher were also asked to provide feedback about the AEDC and their contribution as an Aboriginal and/or Torres Strait Islander Cultural Consultant:

- 87.3 per cent thought they could contribute cultural knowledge
- 87.3 per cent felt their contribution was valuable
- 74.5 per cent responded positively to the statement 'my involvement in this project will assist our community to better understand health, development and wellbeing of children in our area'
- 74.5 per cent thought completing Instruments was a good use of their time
- 70.9 per cent thought the experience of completing the Instrument will be beneficial to their work.

There is scope to improve the response to the *Aboriginal and/or Torres Strait Islander Cultural Consultant Feedback Form* for future collections. Possible initiatives could include collection of the Aboriginal and/or Torres Strait Islander Cultural Consultant email address regardless of their intent to register on the data collection system, and more frequent reminder activity throughout the feedback survey phase.

3.13.4. STC feedback

Formal STC feedback was sought on the entire data collection process, in two stages. The first stage was conducted towards the end of the invoice submission period and the second stage was conducted in late November and covered post-collection activities through to School Profile dissemination.

A *STC Feedback Form*, including a summary of the various stages of the workflow with feedback prompts, was circulated to STCs to provide written feedback. Feedback was summarised and presented back to STCs on two occasions at the monthly STC teleconference. Learnings for the next collection were noted. There was a reasonably high level of engagement in the STC feedback process in Cycle 5 compared to previous cycles.

A summary of STC feedback, ordered by key areas of the Cycle 5 collection, is provided below:

- **STC workshops** – the format of these was new for Cycle 5 with 11 workshops run fortnightly with STCs in the lead up to data collection. STCs appreciated having a workshop schedule that was aligned to upcoming tasks / activities, with some suggestion for a 'manual' that covers all the content. Workshops were very well received by STCs (particularly new STCs) and they would like to see these continued next cycle, including the recordings for when sessions are missed. There were some suggestions for a more coordinated approach when sharing materials requiring feedback.
- **System specification and testing** – feedback on system familiarisation was positive, particularly the separate 'STC / STC helper orientation session'. The STC testing process was relatively smooth and straightforward, with a request to keep the test site open during collection to test before responding to queries (this requires further investigation as to the feasibility). STCs were happy that field testing with school stakeholders was included in Cycle 5 and are keen to see this included ahead of each collection. However, they noted that Cycle 5 field testing was very 'last minute' and difficult to recruit schools at that time of year (December).
- **School frame preparation and management** – there was some frustration with the school frame preparation and cleaning process, together with the need for repeated school frame extracts (which could perhaps be resolved by strengthening communications with data managers that they only need to provide an extract if there have been any changes from the

previous extract). Some 'STC variables' are difficult for STCs to complete and manage such as the multi-campus arrangements. The session with jurisdictional data managers was said to be valuable to get them on board early, discuss any jurisdictional specific issues and avoid missing deadlines.

- **Pre-population** – STCs were positive about centralised pre-population to reduce Teacher burden. They agreed the session with jurisdictional data managers was helpful to get them on board early, to consult regarding availability of the new variables and to avoid missing deadlines.
- **Pre-collection communications** – STCs liked the ability to tailor content for each jurisdiction / sector and the ability to work with the Social Research Centre to update their AEDC calendars for inclusion in pre-collection communications. They were appreciative of the detailed communications plan / schedule which was helpful to align with jurisdictional communication activities. Some would like to see the November awareness raising email brought forward, to avoid the school holiday period. There is strong support for additional, carefully considered strategies to help engage the Independent sector, with communications disseminated early in the planning period (e.g. Sept/Oct 2023, Feb 2024) and in conjunction with jurisdictional communications.
- **Supporting documentation** – STCs were supportive of the continuation of provision of hardcopy *School Leader Pack* and *Teacher Pack* in addition to electronic versions. There is support for a full review of the materials to further distil content and simplify language. Consideration could be given to emailing the 'Key steps' document to all schools with a hyperlink to the fact sheets, ensuring both packs and training materials mention the *feedback surveys* and their importance, and reviewing / extending the additional language translations for the parent letter.
- **School activation workflow** – STCs were in favour of the earlier activation and are keen to retain this. STCs agreed that the calendar reminder was a good addition and would like to see this functionality extending to include milestone dates, actions to be completed by role and links to fact sheets (potentially in place of the 'Key steps' document). They also gave positive feedback on the introduction of the AEDC School Coordinator dashboard and suggested refinements such as additional information text, most recent action on top instead of bottom and improved traffic light functionality. They would welcome options to streamline the STC approval request process and workload during the school activation phase and suggest including this phase in future field testing.
- **Class list creation and management** – STCs provided suggestions to further refine this workflow for next cycle, including better / separate instructions for schools that do (i.e. Government and Catholic schools) and do not (i.e. Independent sector) participate in centralised pre-population. STCs also suggested a flag on the AEDC School Coordinator dashboard to indicate records have been pre-populated and/or a warning or block to prevent bulk upload when records are already pre-populated.
- **Instrument** – STCs were in favour of the minor amendments to the Instrument for Cycle 5 and are keen for the child information panel to be retained and remain editable by the Teacher.
- **Helpdesk** – STCs were generally complimentary about helpdesk staffing levels, responsiveness and knowledge, but noted there were delays at times that caused frustration. Several STCs said they would like increased visibility of helpdesk communications with schools which they suggested could be achieved by centralising school specific notes / records between helpdesk and STCs or having any support / actions resolved by helpdesk cc'd to a jurisdiction AEDC team designated inbox for information. Other suggestions included sharing an overview

of the helpdesk training with STCs to increase awareness of communicated priorities, as well as arranging an STC session with the helpdesk supervisor to confirm jurisdictional priorities / requirements.

- **Progress monitoring** – STCs provided very positive feedback on the STC dashboard and its improved features for Cycle 5. The next development they would like to see is a live progress reporting tool rather than having to run reports, or at least some standard reporting templates and graphs to streamline STC reporting. There is some appetite for an early view of child participation by AEDC Community and Local Community to help prioritise follow-up going forward.
- **Maximising participation** – STCs thought the data collection system alerts and reminders were an important component of the response maximisation strategy, with support to retain the flexibility to tailor content and timing of reminders by jurisdiction. There was strong support for a national strategy to better engage the Independent school sector, such as a letter from the Commonwealth well ahead of the collection and a tailored engagement video (using voices of Independent schools and authorities in the Independent sector), targeting Independent schools with a history of non-participation. STCs would like additional resources to assist them with schools considering opting out and resources to assist schools to include AEDC in their school operational planning.
- **Invoicing and exceptional circumstances workflow** – STCs were positive about the removal of the Financial Manager role and the inclusion of school bank details on the school frame to pre-populate the invoice but suggest for Cycle 6 this should also include school ABN. Consideration could also be given to allowing bank details and ABN to be added during school setup when not pre-populated with messaging to ensure School Coordinators are aware they will need to approve the invoice at the end of the collection. Other suggestions included additional pop-ups to specify exactly what is 'blocking' finalisation steps and more explanatory information about what can be claimed via exceptional circumstances, and the exceptional circumstances claim process (included on the same screen as the intention to submit claim 'tick box'). STCs suggested a review of the three hour minimum relief requirement for remote schools and consideration of the best date for the advertised invoicing deadline.
- **Boundary review** – Only some STCs / jurisdictions made boundary changes as part of the 2021 review and most found it to be a straightforward and smooth process. Feedback on the instructions, tool and support provided by the Social Research Centre was very positive. A more systematic approach that is centrally driven rather than jurisdictional, providing one-on-one support and the inclusion of a webinar were raised by STCs as considerations for next time.
- **Preliminary School Snapshots** – feedback from STCS on the Preliminary School Snapshots was overwhelming positive in terms of content and giving schools access to instant results. STCs suggested improving awareness of the snapshot by referencing it in the *School Leader Pack* and/or adding a standalone fact sheet related to accessing data. They also made several suggestions for improving provision of the snapshot that included adding a reminder about doing the feedback survey and downloading the snapshot, linking the snapshot to invoice download as one step, including instructions on the thank you email about how to access it, or automatically forwarding the snapshot to the Principal along with the thank you email upon download of the invoice. STCs would also like consideration given to sharing snapshots with STCs during the collection to facilitate discussion with schools, as well as a data file of preliminary school results to be shared with sector heads soon after the collection. There is support from STCs to bring the School Profile forward if the Preliminary School Snapshot is not retained in Cycle 6.

- **Post-population of attendance data** – Limited feedback from STCs, other than this process was straightforward and efficient.
- **Data cleaning** – STCs were generally pleased with the data cleaning process. They found the instructions and process to be straightforward, and some noted an improvement compared to last cycle. There were some comments that the two-week turnaround period for STC data cleaning was too tight.
- **Sense checking outputs and process** – STCs found this step in the process easy and gave positive feedback in terms of the timing of receipt of these outputs, the adequate time allowed for the review task, the range of variables included and the support provided. Suggestions included more instructions on key things to look for, adding significance testing and making the data available to non-Government sectors.
- **Thank you letters** – Overall feedback on the thank you letter was positive. STCs particularly liked that it was distributed from the Social Research Centre, was co-authored and included signatures and branding. Suggestions for improvement for next cycle included finalising the letter content earlier in the process, automating the thank you email upon Teacher or the school finalising their participation (with some suggestions to link this to invoicing and snapshot download) and the inclusion of a system-generated 'certificate of training' with the Teachers name included.
- **School Profile dissemination** – STCs are generally happy with the dissemination process for School Profiles that has been in place for the last two cycles and note that it has been smooth. They like the ability to tailor the email messaging and the ability to upload the reports to school portals either in lieu of or in addition to the Social Research Centre sending a download link to a Principal. Suggestions from STCs include providing copies to STCs / sector heads at the same time as Principals (ensuring certification forms are finalised early), adding this email template into the communications plan, sending STCs a test email prior to dissemination, clearer communication about the need to have six or more children to receive a report (this could be noted in the thank you letter) and to consider additional reminders to Principals to download their report.

The *STC Feedback Form* asked STCs to nominate the three most important issues to address for Cycle 6. The most frequently mentioned issues were national engagement of the Independent sector, comprehensive review of the supporting materials to simplify content and language and improved STC dashboard reporting functionality.

The *STC Feedback Form* also asked STCs to nominate the three most important system / workflow features to retain for Cycle 5. The most frequently mentioned features were early activation, the AEDC School Coordinator dashboard, the 'impersonate' functionality for STCs and dashboard, system generated email reminders and pre-populated invoices.

Refer to [Appendix 31a](#) and [Appendix 31b](#) for a copy of the feedback forms.

3.13.5. Helpdesk operator feedback

Several helpdesk operator de-briefings were held over the course of the school activation, data collection and invoice submission periods. The main workflow and system features-related issues arising from helpdesk operator feedback included:

- The helpdesk team transitioned to work from home due to COVID-19 prior to the AEDC collection for 2021 that required alternative systems for training and managing operator efficiency to quickly be put in place. The high volume of traffic during the activation phase put a lot of pressure on new systems but any issues were quickly ironed out

- The data collection sign in page was not accessible from the AEDC website initially (only from links included in the *School Leader Pack / Teacher Pack*) and people were mistaking the AEDC 'sign in' button on the website homepage for the data collection sign in page. This was mitigated by adding a large red text box at the sign in page however the problem continued throughout the collection to some degree. It is suggested that how to access the secure data collection system from the AEDC website is much clearer for the next collection
- Consider increasing functionality and extending authority to the Helpdesk Supervisor to be able to delete / edit accounts / re-assign Instruments in the data collection system to assist schools to progress / finalise, instead of requiring action from the web development team
- Outstanding tasks requiring action before a school can 'finalise' should be more explicit to the AEDC School Coordinator. Consideration could be given to adding some pop-ups with a list of outstanding actions e.g. 'X unresolved children', 'X Teachers added but not participated' that either assists the school to finalise or prompts helpdesk follow up.

3.13.6. Preliminary School Snapshot feedback

As mentioned in Section 2.16.1 and 2.16.2, the Preliminary School Snapshot report was introduced for the first time in Cycle 5 to give schools an immediate overview of how their children were tracking. The Snapshot report was available for download from the data collection system immediately upon a school finalising their involvement in data collection (May to September 2021). A link to a short, online feedback survey was included on the School Profile distribution email sent to Principals in all participating States / Territories in November 2021, as well as being forwarded to the AEDC School Coordinator with the Principals permission one week later.

The feedback form was developed collaboratively between STCs, TKI, the department and the Social Research Centre. It covered awareness of the report's availability, access to the reports, usage and perceptions, feedback on timing and additional information. Refer to [Appendix 32](#) for a copy of the *Preliminary School Snapshot Feedback Form*.

Table 41 summarises responses to the feedback survey. Some questions were asked to Principals only, or those who were both Principal and AEDC School Coordinators, given Principals are the intended recipients of the AEDC school reports.

Table 41 Summary of Preliminary School Snapshot feedback survey

Preliminary School Snapshot Feedback Form	Number of cases	As per cent of all feedback
Total Principals and Coordinators completing Feedback Form	-	95
A1. School received the Preliminary School Snapshot	70	73.7
A8. The timing of provision of the Preliminary School Snapshot was about right	70	73.7
A9. Overall, ratings for the Snapshot was either good / very good / excellent for the following categories:		
- Information provided in the Snapshot	64	67.4
- Ease of understanding the results	61	64.2
- Presentation / look	66	69.5
- Usefulness to inform school planning	55	57.9
B3. Preliminary School Snapshot should be provided in future collections	93	97.9

Preliminary School Snapshot Feedback Form	Number of cases	As per cent of all feedback
Total Principals completing Feedback Form	-	54
A3. Have used or intended to use the Preliminary School Snapshot to inform planning for 2022	38	40.0
A5. Were aware of the Preliminary School Snapshot before decided to take part in the 2021 AEDC collection	17	17.9
A7. Before now, were aware of all or most of the differences between the reports	9	9.5
A7. Before now, had some information but didn't feel fully informed	20	21.1
A7. Before now, wasn't aware of the differences between the three reports	24	25.3
B1. Useful additional information to include in future Preliminary School Snapshots:		
- Child demographics	34	35.8
- Teacher responses to selected questions	36	37.9
- Domain and summary indicator results, i.e. Data tables	39	41.1
- No additional information	8	8.4

As shown in Table 43, there was a low response to the survey overall, with 95 completed surveys returned in total, including 31 Principals, 41 AEDC School Coordinators and 23 who were both Principal and AEDC School Coordinator. It is not known if this represents 95 unique schools, or fewer. It was agreed with the department not to send any reminders, given the busy time of year, being on the cusp of school holidays and the volume of communications already sent to schools as part of the collection.

Approximately three quarters (73.7 per cent) of respondents said their school received the Snapshot, with the same proportion also indicated that the timing of the reports was 'about right'. Overall, at least 57.9 per cent rated the reports as being either good, very good, or excellent in terms of content, ease of understanding the results, presentation and usefulness to inform school planning. More importantly, 97.9 per cent of respondents said that the reports should continue to be made available in future collections.

Less than one in five (17.9 per cent) Principals were aware of the Snapshot before the start of the collection. There was low awareness of the differentiation among the three school reports, with close to half (46.4 per cent) either not aware of the differences (25.3 per cent) or had some information but didn't feel fully informed (21.1 per cent). Less than one in ten (9.5) said they were aware of all or most of the differences. More positively, two in five (40.0 per cent) Principals said they had used or intended to use the Snapshots to inform planning for 2022.

When probed for additional information that would be useful to include in future Snapshot reports, 41.1 per cent mentioned the AEDC domain and summary indicator results in data tables / data labels, followed by Teacher responses to selected questions (37.9 per cent), and child demographics (35.8 per cent).

In summary, feedback on all aspects of the Preliminary School Snapshot was positive and the report served the purpose of being timely and useful to inform school planning. The use of 'raw' data was not found to be an issue, although awareness of report differentiation was low. For Cycle 6, consideration could be given to State and Territory participation in the Preliminary School Snapshots, whether it will remain optional as per the Cycle 5 'trial' or be rolled out in all States and Territories, communications to build awareness of the value / differentiation of each report (due to Western Australia not participating in the Cycle 5 trial, this prevented the Snapshot being mentioned in any national communications) and any

changes to the template. Given the feedback survey sample size was low, further consultation with schools is recommended.

3.14 School reports download summary

In Cycle 5, there were three reports available to schools which met the reporting criteria of six or more children with valid scores (i.e. where children have been in the class for more than one month and where Teachers complete more than 75 per cent of the items in any given domain) and who do not have any diagnosed special needs. Western Australian schools only received two reports as they did not participate in the Preliminary School Snapshot trial.

Dissemination methods for the reports varied as described in Section 2.16 and included the option for jurisdictions / sectors to host the reports on their school portals either in addition to, or instead of, the Social Research Centre emailing the report via secure link to the Principal. This impacts the Social Research Centre's ability to accurately measure download rates as there is no line of sight on downloads from jurisdictional school portals, or when schools obtain reports in other ways such as contacting STCs or sector representatives.

Also relevant to note is that what constitutes a 'download' can vary across reporting systems and cycles. For the sake of this analysis, downloads refer to the report being 'downloaded' to the user's computer and not simply viewed on-screen. There was a total of 307 schools that 'viewed but didn't download' their School Profile and 132 schools that 'viewed but didn't download' their Addendum, which have not been included in the analysis presented at Table 42. Downloads have also been calculated at the school level and do not include multiple downloads from the same school / user.

In previous cycles, downloads were counted as 'clicked on link' from email reporting. This has become a less reliable measure of downloads in recent times, as contemporary mail management software checks links in incoming emails by opening the link to ensure it is 'safe'. Reporting of downloads for previous cycles may also have included those who clicked the link multiple times.

Table 40 shows the download rates of the three AEDC school reports by jurisdiction / sector as of July 2022, noting that reports supersede each other and were only available for download for a few months following their release.

A more detailed table of download rates is included at [Appendix 33](#) (School report download rates by report type, jurisdiction and sector).

As shown, nationally 83.7 per cent of schools downloaded their Preliminary School Snapshot. This was highest among Independent sector schools (88.4 per cent), followed by Government sector schools (85.7 per cent) then Catholic sector schools (74.7 per cent). Download rates exceeded 80 per cent in all jurisdictions except Victoria, ranging from 81.4 per cent in the Northern Territory to 94.0 per cent in South Australia. In Victoria, download rates for the Catholic (69.3 per cent) and Government (72.2 per cent) sector schools lagged the Independent sector (85.6 per cent).

Whilst it appears that the Preliminary School Snapshot affected the School Profile download rates, which had a national download rate of 24.8 per cent, it is also likely these rates are impacted by the availability of the School Profile from school systems, which was the case for Western Australia's Government sector schools (25.2 per cent). As can be seen, School Profile download rates are amongst the highest in the Western Australian Catholic (49.2 per cent) and Independent school sectors (44.2 per cent) where the reports were not available via the school system. Western Australia did not participate in the Preliminary School Snapshot trial, and as such, the School Profile was the first reporting product available to WA schools.

School Profile download rates were also higher among Government (26.3 per cent) and Independent (25.8 per cent) sector schools than Catholic sector schools (20.1 per cent). Other than Western Australia,

download rates were highest in the Tasmanian Catholic sector (53.1 per cent) and the Australian Capital Territory Government sector (43.9 per cent).

The School Profile Addendum download rate was 15.3 per cent nationally, marginally higher in the Government sector (16.3 per cent) and, again lowest in the Catholic sector (13.9 per cent), although at a jurisdictional level, the Catholic sectors in Tasmania (33.3 per cent) and Western Australia (24.8 per cent) had the highest download rates.

Nationally, there were 59.7 per cent of schools that downloaded only one report, predominantly the Snapshot, a further 17.1 per cent of schools downloaded two reports, with the most likely combination being the Snapshot and School Profile at 16.8 per cent and only 2.6 per cent downloaded all three. Of concern is that one in five schools (20.6 per cent) which were eligible for a report did not download any. This was highest in Western Australia (67.2 per cent), although as mentioned, there were other means of distributing reports to schools in this jurisdiction.

Whilst not directly comparable due to different methods of calculation, the Cycle 5 national School Profile and School Profile Addendum download rates are substantially lower than the Cycle 4 rates (around 23 per cent downloaded both reports in Cycle 4 compared to only 4.1 per cent in Cycle 5), however, the proportion which downloaded 'at least one report' was higher in Cycle 5 than Cycle 4, 79.4 per cent and 62.2 per cent respectively. These results potentially suggest that schools may see three (or even two) reports as too many.

Table 42 School report download rates by jurisdiction and sector

	Report type Snap-Shot %	Report type Profile %	Report type Addendum %	Total 1 report only %	Total 2 reports only %	All 3 reports %	No reports %
National	83.7	24.8	15.3	59.7	17.1	2.6	20.6
Government	85.7	26.3	16.3	59.8	16.4	2.5	21.3
Catholic	74.7	20.1	13.9	57.9	17.1	2.6	22.4
Independent	88.4	25.8	14.3	62.3	21.9	2.8	13.0
New South Wales	87.6	21.2	16.0	65.5	24.1	3.6	6.8
Government	89.0	23.6	16.1	66.2	25.3	3.9	4.5
Catholic	80.1	14.6	14.6	61.6	19.4	2.7	16.2
Independent	93.7	19.4	18.1	68.9	25.7	3.6	1.8
Victoria	72.5	19.6	11.5	69.3	5.0	1.0	24.8
Government	72.2	n/a	n/a	72.1	0.1	0.0	27.8
Catholic	69.3	15.5	12.1	61.0	12.7	3.3	22.9
Independent	85.6	31.4	9.6	69.5	24.6	2.5	3.4
Queensland	87.0	28.3	14.1	57.9	27.7	5.0	9.4
Government	92.3	33.5	16.4	57.7	32.4	6.2	3.7
Catholic	68.6	14.0	7.1	54.5	15.3	1.2	28.9
Independent	87.4	21.9	11.5	64.2	21.2	4.6	9.9
Western Australia	n/a	30.2	25.0	29.5	3.2	0.0	67.2
Government	n/a	25.2	n/a	25.1	0.4	0.0	74.5
Catholic	n/a	49.2	24.8	46.8	13.7	0.0	39.5
Independent	n/a	44.2	20.7	41.6	11.5	0.0	46.9
South Australia	94.0	21.2	13.3	75.3	19.7	0.7	4.2

	Report type Snap-Shot %	Report type Profile %	Report type Addendum %	Total 1 report only %	Total 2 reports only %	All 3 reports %	No reports %
Government	98.6	18.7	n/a	83.0	17.3	0.0	0.0
Catholic	85.4	31.3	n/a	57.3	29.2	1.0	12.5
Independent	83.9	20.7	9.3	63.2	19.5	3.4	13.8
Tasmania	83.1	30.3	17.2	54.9	26.2	7.7	11.3
Government	81.8	27.0	15.3	56.9	24.8	5.8	12.4
Catholic	87.5	53.1	33.3	37.5	34.4	21.9	6.3
Independent	84.6	19.2	8.0	65.4	23.1	0.0	11.5
Australian Capital Territory	83.8	33.3	11.5	44.8	36.2	3.8	15.2
Government	89.4	43.9	15.2	39.4	45.5	6.1	9.1
Catholic	64.0	8.0	0.0	56.0	8.0	0.0	36.0
Independent	92.9	28.6	14.3	50.0	42.9	0.0	7.1
Northern Territory	81.4	23.5	11.9	63.7	23.5	2.0	10.8
Government	86.3	25.0	12.5	66.3	25.0	2.5	6.3
Catholic	66.7	25.0	8.3	66.7	16.7	0.0	16.7
Independent	60.0	10.0	11.1	40.0	20.0	0.0	40.0

Notes:

Bases for each report only includes those jurisdictions/sectors that received the report via an email from the Social Research Centre and can be tracked.

Bases for each report vary and subtotals may not add up to 100% for this reason.

It is also possible that schools are 'less interested' in the School Profile in Cycle 5 as they have what they need (key trend information) from the Preliminary School Snapshot. As noted in section 3.13.6, 40 per cent of Principals said that at the time of the feedback survey, they had already used or intended to use the Preliminary School Snapshot to inform planning for 2022.

There were also many other factors that were raised during discussions with STCs as potential reasons for School Profile and Addendum download rates being impacted in Cycle 5 and these related to the low profile launch, schools being distracted with other more pressing issues, and less interest in comparison to state and national results than school performance trends.

As reported in Section 3.13.6, the Preliminary School Snapshot feedback survey found less than one in ten (9.5 per cent) Principals were aware of all or most of the differences between the reports, highlighting a need to better communicate the incremental value in each report to schools.

For Cycle 6, consideration could be given to including a fact sheet in the *School Leader Pack* and/or a link in engagement emails to an information page on the various reports, outlining the difference in their content, timing, distribution methods and intended use.

3.15 Schedule considerations

Following Cycle 4 where the schedule came under significant pressure at a number of junctures (refer Cycle 4 Technical Report), the original schedule for Cycle 5 sought to shift a number of key project activities forward with a view to going into the February / March 2021 period with a data collection system that was 'finalised' to a much greater degree than previous cycles. To enable this, Work Order arrangements were in place with contractors by July 2020, and planning and system specification activities could commence in earnest from that point.

The key aspects of the schedule that were much improved and ran according to plan in Cycle 5 included:

- the transition from 'design preview' through to a final, fully tested, ready to demonstrate / ready to launch data collection system, with the Cycle 5 schedule providing sufficient time to include limited field testing of the system with school stakeholders
- application of firm cut-off dates for school frame finalisation, incorporation of jurisdiction specific privacy / Instrument requirements and pre-population information, such that these activities did not run late and impact the timeliness of dependent activities in the workflow, such as *School Leader Pack* distribution
- the use of a soft activation deadline to encourage timely activation (in most jurisdictions)
- the use of the end of Term 2 as the 'primary' data collection period (in most jurisdictions)
- School Profile and Community Profile template finalisation.

The Cycle 5 schedule came under pressure in a number of areas, including:

- School Snapshot finalisation – with late sign off, the Snapshot was not available to schools finalising in the opening weeks of the collection
- attention to the resolution of queries resulting from historical data matching, resulting in re-work and some re-issuing of reports to include previously unmatched historical data for some schools
- the initial data cleaning, data preparation and sense checking phase, which was impacted by the extension to the data collection period, and inhibits capacity to finalise data and reporting products in a more timely fashion
- the tight turnaround between receiving post-population data from jurisdictions and resolving associated queries, the incorporation of boundary review / updates, facilitating TKI quality assurance checks on data and reporting product inputs, and then producing final data for school profile dissemination
- national report structure and content finalisation
- data distribution immediately following national launch, where the process of finalising which stakeholders would receive which deliverables, securing relevant documentation from stakeholders, and deliverables extending to new stakeholders, all contributing to timeline pressure.

A number of key and timely decisions will need to be made to support planning and the smooth delivery of Cycle 6. These include a timely decision on:

- whether the Cycle 6 Instrument will include MCDS items, and if so, whether some Instrument items will be retired (to maintain a broadly consistent overall time to complete an Instrument) (decision ideally by June 2023)
- which school reporting products will be offered for Cycle 6 (Snapshot, School Profile, School Profile Addendum) (September 2023)
- if the School Profile is retained, confirmation of the target distribution date, with due consideration to School Profile content and the need or otherwise to incorporate information that is currently post-populated and is not typically available until mid to late October (September 2023)
- overall approach to data collection implementation, e.g. retention of the 'activation soft deadline', retention of Term 2 as the primary collection period, 'hard' decision to avoid extension of the data collection period (to support timely school reporting product distribution) (June 2023) – noting that any such initiative would require significant stakeholder expectation management in some jurisdictions

- approach to reporting ‘strengths’ measures, including the possible incorporation of OT5 in School Profile and Community Profile products, the retention or otherwise of the MSI, associated messaging, with due consideration to the accompanying website / Data Explorer updates, and reporting product template updates (June 2023).

In addition, an early decision on a number of ‘operational’ issues would be advantageous to smooth project delivery, including:

- whether the supporting information in the *School Leader Pack*, *Teacher Pack* and possibly the communications kits will be subject to a significant refresh for Cycle 6, noting that any new material would ideally be field tested alongside the data collection system (June 2023)
- whether any attempt will be made to develop systems and workflows within the data collection system to minimise the incidence of ‘duplicate children’ in the data collection system (June 2023)
- the need or otherwise to update Teacher training materials (September 2023)
- the need or otherwise to update the narrative or process relating to the use of Aboriginal and Torres Strait Islander Cultural Consultants to support the collection (June 2023)
- whether (early) access to results and data to stakeholders will be provided in a different format and to a different schedule, relative to previous collections, covering e.g. format and timing of sense checking outputs, preliminary data provision and the like (September 2023).

In broad terms, the changes made to the pre-launch schedule for Cycle 5 worked well and would ideally be carried over to Cycle 6. The parameters of the post-collection schedule for Cycle 6 are largely contingent on outcomes from the key decisions noted above.

The general sense from stakeholder feedback is that there are unlikely to be significant workflow changes for Cycle 6 that impact the data collection system specification. A number of core workflows that have warranted prioritisation in the incremental improvement of the data collection system over the past few cycles are considered largely resolved in Cycle 5. These include school activation, the invoice preparation / submission / school finalisation process, and system navigation via the School Coordinator home page, addressing ‘knowing what to do next’. As a result, the focus during the data collection system specification phase for Cycle 6 is likely to be on fine-tuning and field testing on-screen instructions together with supporting materials.

With this in mind, Figure 6 provides an indicative pre-launch schedule for Cycle 6, based loosely on the successful Cycle 5 pre-launch schedule.

Figures 7 and 8 provide an overview of the ‘shortest’ and the ‘legacy’ post-launch schedule respectively, where the ‘shortest’ assumes data collection activity ceases at the end of Term 2 and the post population process is independent of School Profile content. The ‘shortest’ effectively represents a ‘best possible’ timing in terms of School Profile distribution.

The indicative schedules seek to map out key processes and are not a full operational plan per se (incorporating *School Leader Pack* mailing logistics, helpdesk operations, data collection system penetration testing and vulnerability assessment, etc.). The focus is on activities which involve stakeholder consultation and workflow refinement / development.

Assuming a 1 May 2024 data collection start date, the indicative Cycle 6 pre-launch schedule features:

- Instrument review / development as part of Cycle 5 contract activities, with the review scheduled to conclude by the end of 2022. By the end of June 2023, there would be agreement on the inclusion or otherwise of MCDS items trialled in Cycle 4, a final approved, word-processed version of the core Instrument, agreed content for the *Guide to completing the Instrument* and a detailed assessment of the Instrument changes on Cycle 6 data structure, and how to align this with previous cycles. On this basis, the core Instrument completion module within the data collection system could be scripted and tested by early September 2023

- finalisation of *Pre-population Specifications* to align with finalisation of the Instrument in June 2023
- a five-month period from September 2023 to January 2024 inclusive for the scoping, finalisation, scripting and testing of jurisdiction-specific requirements. This gives ample opportunity for jurisdictions to assess how the pre-population specification impacts on pre-population and post-population requirements, how jurisdiction specific privacy issues will be addressed, and what other Instrument customisations may be necessary
- communications with stakeholders about pre-population options through the second half of 2023, so that 'everything is in place' to facilitate pre-population information provision by early April 2024
- the development of a *School Frame Specification* as an 'early in 2024 contract period' activity, so that whenever a 'dump' of school frame information is requested to support communications activities, it is provided by the jurisdictions in a consistent format with a consistent scope definition applied
- the alignment of schools on the school frame with participation history and reporting history information in late 2023 (i.e. resolution of school frame queries / matching to school frames for previous cycles well ahead of the point in time when the final school frame is loaded into the data collection system)
- placeholders for agreed communications building activity in mid to late 2023 and early 2024, with detailed planning and Teacher training information disseminated to schools for early to mid-March 2024, well ahead of the Easter 2024 school holiday period. Jurisdictions will continue to have the option of distributing Teacher training information in late April 2024, closer to the time when Teachers can actually access the training module in the data collection system
- the commencement of system specification consultations in July 2023, with a view to finalising and field testing the initial 'design preview' and refreshed supporting materials in early September 2023 – including attention to the testing of supporting and secondary workflows, rather than focusing on the main pathways through the workflow
- systems development (incorporating further rounds of specification consultations / design previews, refinements and provision of testable prototypes, as necessary) over a ten-week period, culminating in a STC system orientation session in early December 2023
- a window for a second round of confirmatory field testing of the 'final' data collection system in late January / early February 2024, around the start of Term 1
- a system that is sufficiently 'final' to support demonstration activities in February / March 2024
- the opening of the data collection system for school activation from the time that detailed planning information is distributed
- the opening of the data collection system for Teacher registration and training approximately two weeks prior to the launch of data collection
- the opening of the data collection system for class list creation approximately one week before the launch of data collection, once pre-population information has been processed and uploaded.

Figure 7 provides an indicative schedule that reflects the 'fastest possible' timing for School Profile distribution.

To achieve School Profile distribution some two calendar months earlier than the 'legacy' schedule at Figure 8, the following amendments have been made:

- the data collection period finishes at the end of Term 2, with no discrete 'mop up' period and no provision for an extension to data collection
- School Profile template finalisation commencing in May 2024, notwithstanding other decisions around the inclusion or otherwise of OT5, noted in the key decisions listing
- data cleaning, sense checking and School Profile data QA all brought forward, but with the same task duration as per the 'legacy' schedule
- School Profile based on preliminary clean data, excluding post-populated data, which does not become available until October 2024. Post-population data incorporation appears in this schedule as a 'data finalisation and distribution task', rather than a 'data preparation and checking' task

Whilst there are otherwise no changes relating to the Community Profile, National Report or Launch components of the schedule, there is provision for the release of preliminary data under embargo in mid-November (subject to discussion with the department and stakeholders).

Figure 8 provides an indicative schedule that reflects the 'legacy' timing for School Profile distribution, featuring a 'mop up' period for data collection in the early weeks of Term 3, the incorporation of post-populated data in the School Profile production file, and the distribution of School Profiles in late November / early December 2023.

4. Summary of issues for future collections

Cycle 5 could be considered a success in terms of headline school participation and child participation measures, against a backdrop of disruption in the school sector and a challenging environment generally. There was a very strong start to data collection, that was facilitated by awareness building activities, communications encouraging ‘early activation’ and timely Instrument completion, and the use of the end of Term 2 as a target date for completion of data collection in several jurisdictions.

In addition, Teacher burden was minimised with a reduced average Instrument completion time through the deployment of the *child information panel*, the expansion of items included in bulk upload, and a continued focus on pre-population. AEDC School Coordinators were clearer on their tasks in the system due to a new dashboard, overall calls to the helpdesk were reduced, and the invoicing workflow was further simplified for AEDC School Coordinators through the introduction of bank details on the school frame. STCs were satisfied with a number of enhanced features on their dashboard to help them monitor progress. Schools received their results earlier through the trial of the Preliminary School Snapshot.

As noted in Section 3.15, however, the Cycle 5 schedule came under pressure in several areas, and there remain some opportunities for further improvement across a range of logistical, operational and technical aspects of the project.

The summary comments below should be read in conjunction with the detailed issues for consideration for future collections in Sections 2 and 3.

1 A tailored engagement strategy for the Independent sector

There is strong support for a national strategy to better engage the Independent school sector, targeting schools with a history of non-participation. This could include an invitation letter sent from the Commonwealth in collaboration with States / Territories, as well as sector-specific engagement videos (using voices of schools and authorities in the sector).

It will be important to understand what is most likely to encourage participation, including the role of the Preliminary School Snapshot, and a possible focus on reporting of strengths based on OT5 and MCDS measures.

STCs have requested additional resources be developed to assist them with schools considering opting out.

2 Supporting materials refresh

STCs would like to see a refresh of supporting materials for Cycle 6 (*School Leader, Teacher Packs, Parent Letter, Parent/School Comm Kits*), mainly with a view to simplifying language and reducing the overall volume and density of reading. This could be done in consultation with STCs / CWG.

Some specific improvements to the *School Leader* and *Teacher Pack* contents for Cycle 6 are suggested in section 2.8.7, along with considerations for the project schedule. The lead time to refresh the supporting materials should not be under-estimated. Finalisation of supporting materials is dependent on data collection system finalisation (so the data collection system can be accurately described in supporting materials) and this will need to be taken into consideration in the final agreed schedule.

3 Minimise teething problems with early activation

It will be important to ensure all elements of the activation process are running efficiently and as intended from day one to minimise any early barriers to participation. This includes ensuring easy access to the secure data collection sign in page, alleviating any potential confusion with other sign in accounts (e.g. previous accounts, website account etc.) in supporting materials and/or online messaging, preventing the activation code being misplaced by making it available in several places (including emailing it to Principals) and ensuring the helpdesk is fully briefed and resourced for heavy early traffic. The relevant steps, including signing into the system and locating the activation code, would ideally be included in field testing with school stakeholders.

4 Prevent bulk upload when already pre-populated

Additional messaging and functionality could be introduced in Cycle 6 to prevent the AEDC School Coordinator using the 'bulk upload' tool to pre-populate child information that has already been pre-populated. There was a greater volume of issues relating to this in Cycle 5 than previous cycles (e.g. 'duplicate entry' issues, calls to helpdesk etc.).

It will be important to ensure messaging in the '*Teacher set up*' fact sheet that is part of the *School Leader Pack* is clear with regards to bulk upload. Given that close to 100 per cent of Government and Catholic school children are pre-populated, for these sectors, the bulk upload function should only be used to add any children who may have been missed from pre-population. Schools in the Independent sector that are not covered by centralised pre-population should be encouraged to use the bulk upload function to upload whole class lists. In these circumstances, alternative messaging for the Independent sector, for example a separate fact sheet, could be considered to help alleviate any confusion.

5 School finalisation process to be simplified including download of Preliminary School Snapshot

Although helpdesk transactions relating to this process were significantly lower than in previous cycles, there was some feedback to suggest this process could be simplified further. Additional messaging displayed on-screen to specify what may be blocking the finalisation steps, e.g. not all children accounted for, Teachers not finalised etc., could help the AEDC School Coordinator troubleshoot and progress through the workflow.

Consideration could be given to a review of the steps in the school finalisation process, with a view to potentially combining steps. Could the Preliminary School Snapshot be downloaded with the invoice in one step? Should the AEDC School Coordinator Feedback Survey be the final step or downloading the Preliminary School Snapshot? It will be important to ensure these final steps are included in field testing with school stakeholders.

'School ABN' could be added to the *School Frame Specification* for Cycle 6 (school bank account details were added in Cycle 5) with the ability for the AEDC School Coordinator to add this information at any stage during the collection, to further reduce the number of steps during the invoicing and finalisation stage.

6 Reporting considerations

As covered in sections 2.16 'Reports and dissemination' and 3.15 'Scheduling considerations' there are many decisions to be made about AEDC reports for next cycle, ideally in consultation with schools and other stakeholders, including which reports will be retained, the timing of their release and if there

will be changes to report templates (such as the removal of post-populated attendance data if School Profile generation is to be brought forward in the schedule, and the incorporation of OT5 in School and Community level reports, with accompanying messaging).

It is suggested that all report templates are signed off before checking processes commence (before the end of the collection year) and testing of data presentation in the report templates is completed before data collection finishes, using dummy data from previous cycles. Any significant rework of templates should consider 'future proofing' them for additional cycles of data.

7 Better engagement from STCs in historical matching and multi-campus preferences

School frame management processes have improved over the cycles but there remains a number of opportunities to further improve this important aspect of the collection.

Increased attention needs to be given to resolve school frame inconsistencies that arise from participation history matching in STC / jurisdictional data managers schedule, which is difficult if this falls over December / January when leave is often taken. Failure to match schools on the current school frame to historical participation information results in time series data being missing from school reports. It is much more efficient to address this issue when the school frame is being constructed, rather than during the reporting phase.

The second issue is to revisit the concept of multi-campus school flags (to flag participation and/or communications and/or reporting through head campus) in the school frame as these variables were still not well understood or correctly used in Cycle 5. Consideration could be given to alternative school-led approaches, including schools nominating their preference for individual campus or a combined school report as part of school set up in the data collection system.

8 Improved tools for STCs to monitor progress

There were a number of improved features in the STC dashboard in Cycle 5 to help STCs monitor their jurisdiction during the collection, with very positive feedback received.

STCs have expressed interest in a live reporting dashboard for Cycle 6 rather than having to run the reports themselves, or at least inbuilt standard reporting templates and graphs to streamline their reporting. There is also some appetite for an early view of child participation by AEDC Community and Local Community to help prioritise follow up to maximise reporting.

Other new features to investigate would be the ability to centralise school notes between STCs and the helpdesk to better coordinate school support.

9 Data distribution process

Steps would ideally be taken to facilitate timely delivery of data to all stakeholders by updating the data distribution list well in advance of data release (months prior), with agreements checked and updated where necessary to allow the most up-to-date variables to be provided, certification forms signed, updated contact details sought and data specifications agreed and communicated to the data management agency with sufficient time for the preparation of files.

Given how large the AEDC datafile has become, and to avoid issues with file size, datafile distribution would ideally include a 'read me' file or note advising how many rows of data are in the file so the recipient can check they have received the entire file.

To alleviate confusion among jurisdictional / sector stakeholders, the type of product, release date and dissemination process should be determined early in the cycle and necessary certification forms signed well in advance.

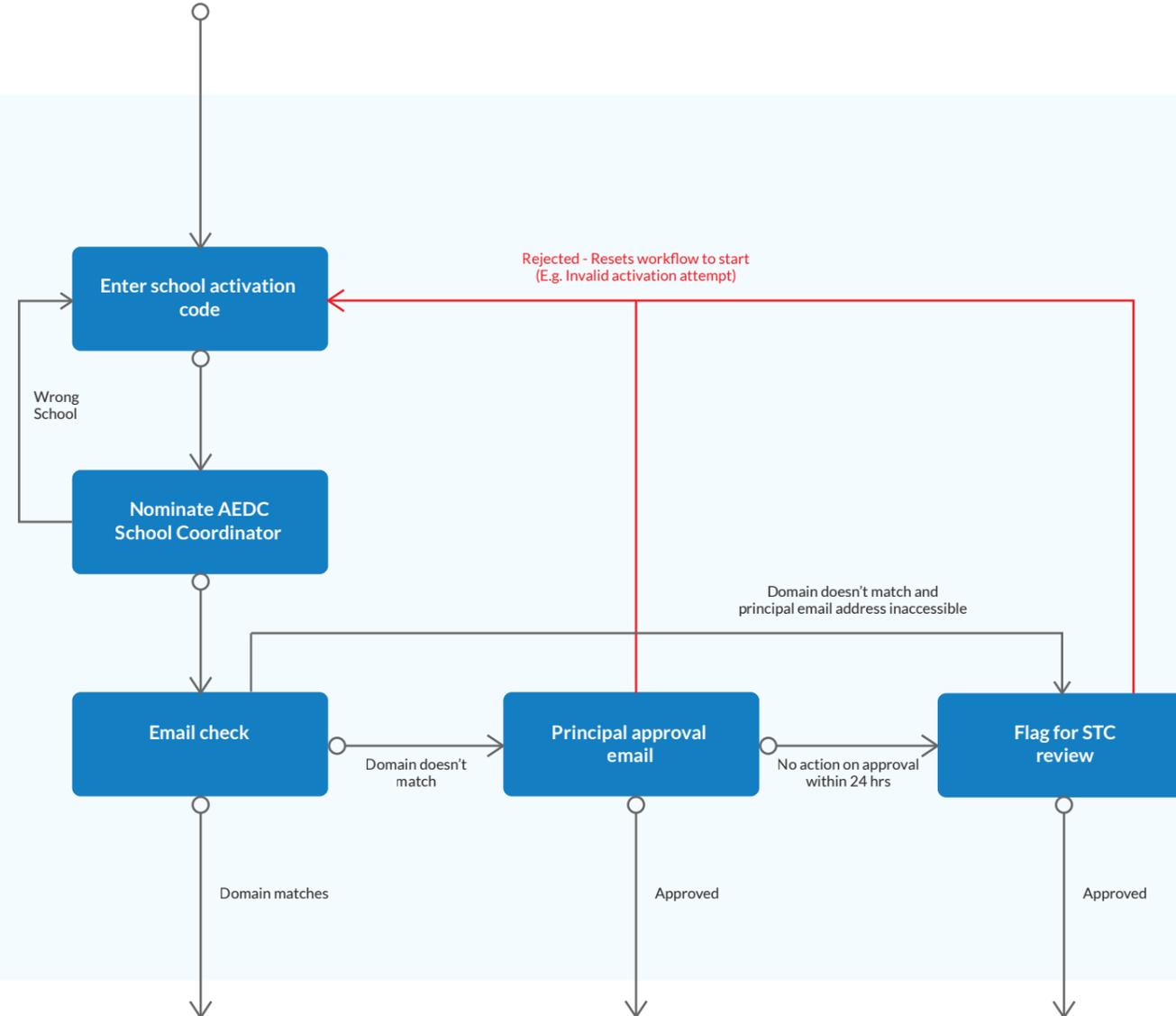
10 Privacy issues

Privacy requirements are likely to change from collection to collection and it is important to attend to privacy issues well in advance of the collection. This includes obtaining ethics clearance, finalising the parent letter and privacy statement, updating related website documents and working with jurisdictions to understand if any separate privacy agreements are required for pre-population, post-population and/or Instrument completion.

Appendix 1: Data collection system workflow

USER
AEDC SCHOOL COORDINATOR

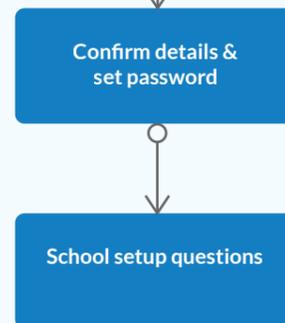
School Activation



✉ **Coordinator Verification Email Sent**

USER
AEDC SCHOOL COORDINATOR

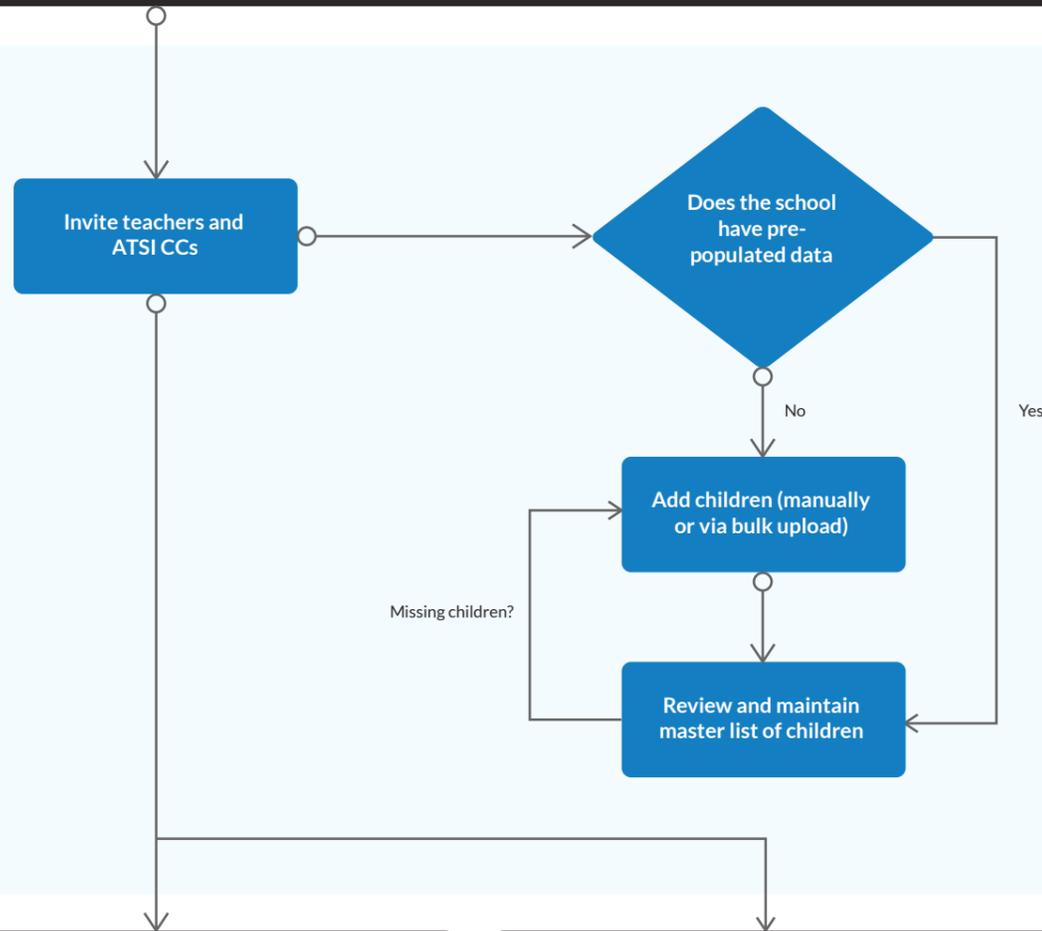
School Setup



Continue to part 2

✓ School Setup Completed

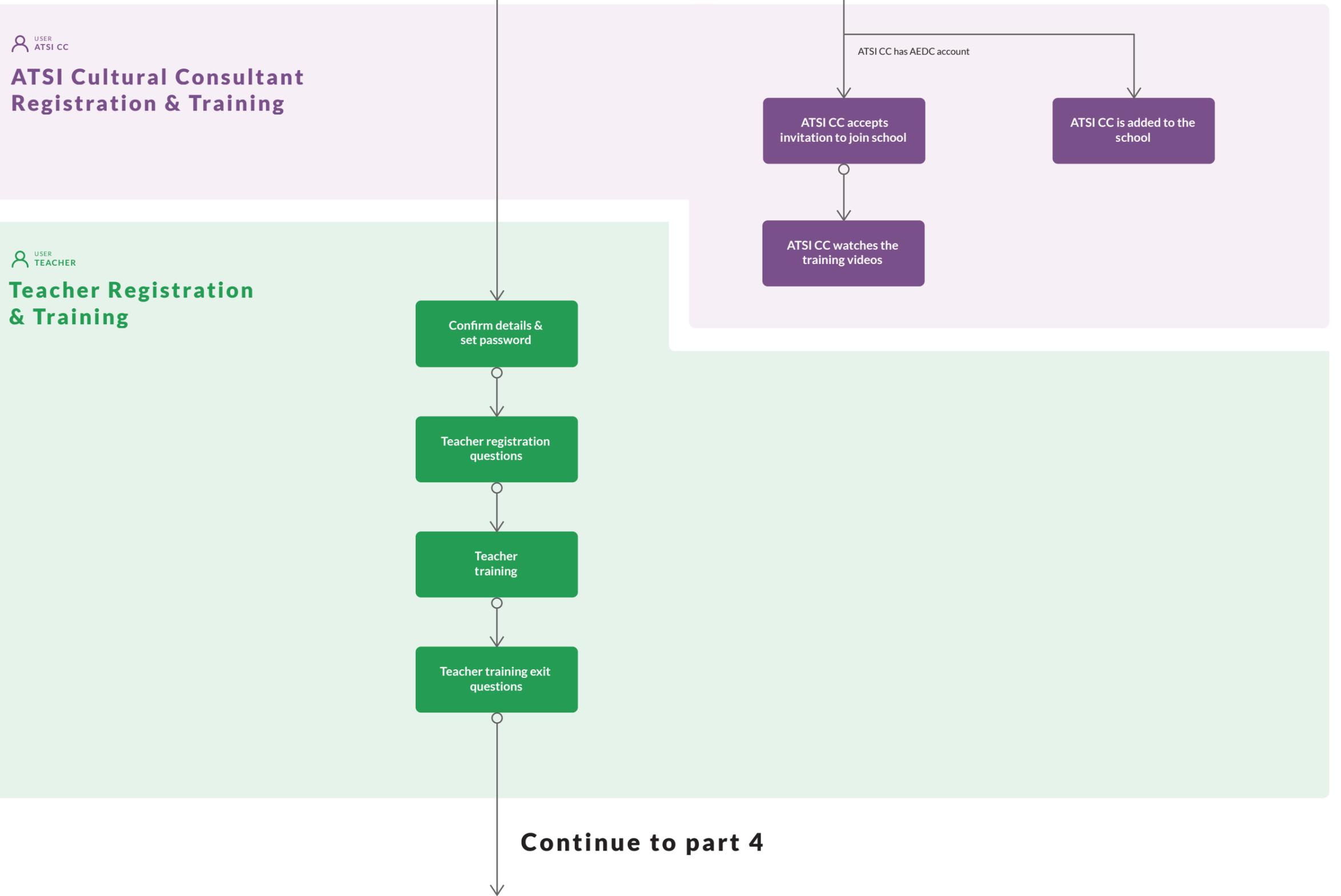
USER
AEDC SCHOOL COORDINATOR
Teacher Setup



✉ Teacher Invitation Email Sent

✉ ATSI CC Invitation Email Sent

Continue to part 3

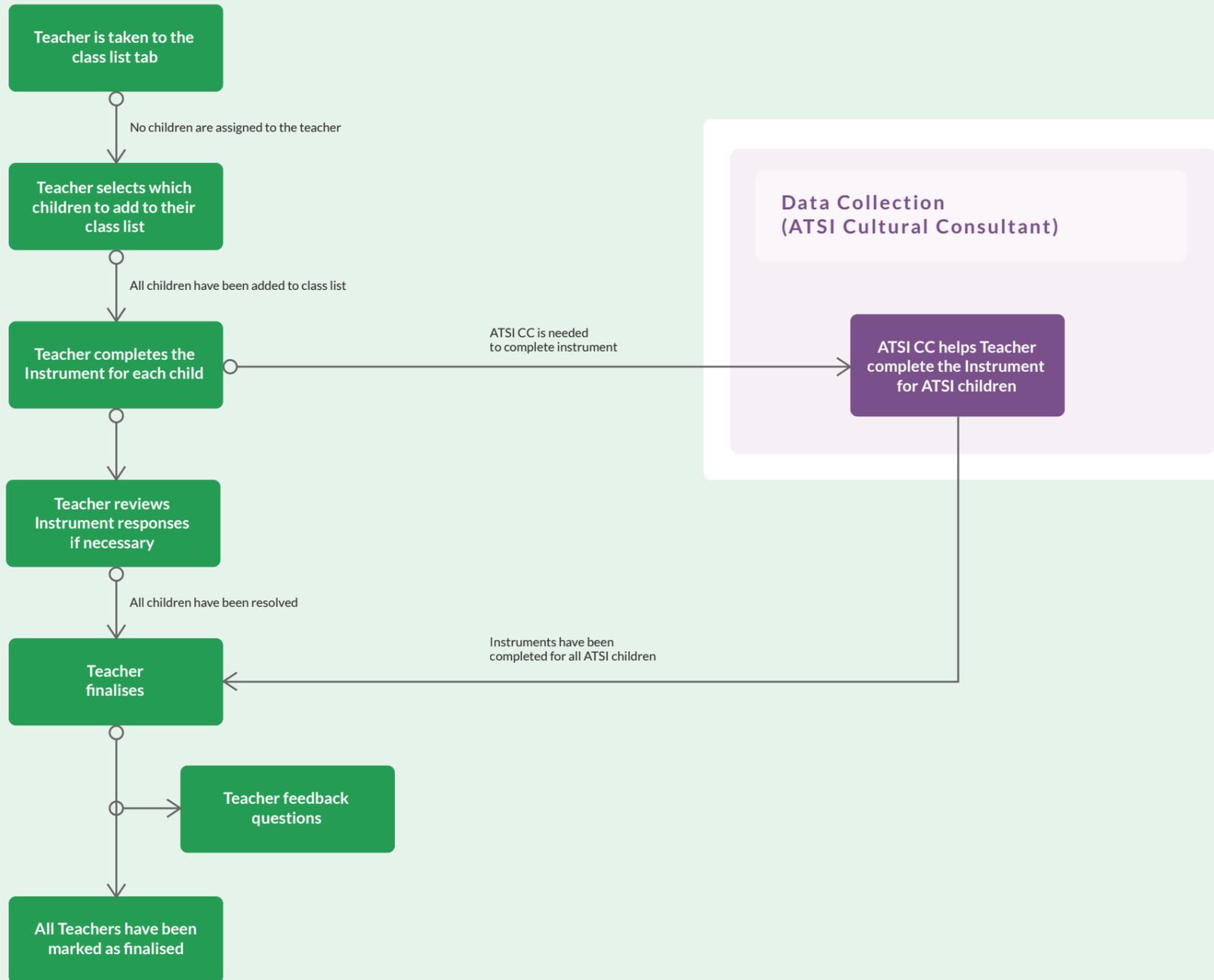


USER
TEACHER

Data Collection (Teacher)

USER
ATSI CULTURAL CONSULTANT

Data Collection (ATSI Cultural Consultant)

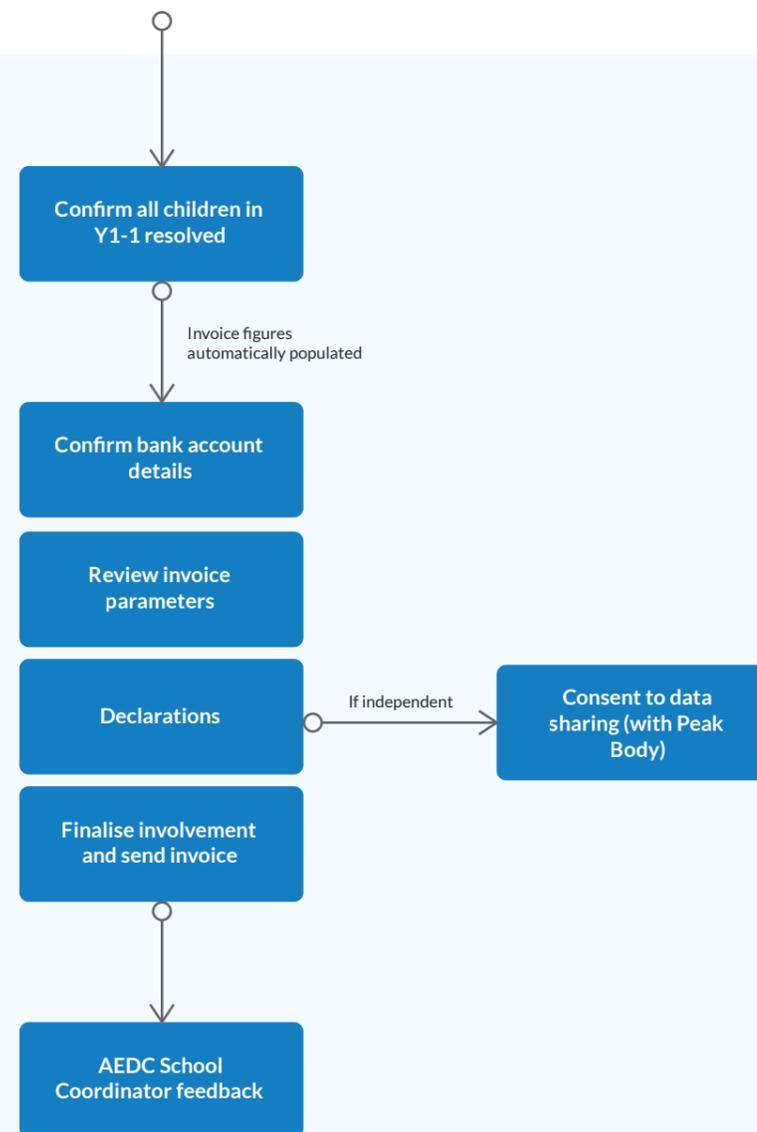


✉ All Teachers Have Finalised Email

Continue to part 5

USER
AEDC SCHOOL COORDINATOR

School Reimbursement & Finalisation



Appendix 2: Australian version of the Early Development Instrument (MS Word version)

Australian version of the Early Development Instrument
Version 1 (24 March 2021)
Incorporating Child Information Panel

Data collection system version of Instrument - presentation guidelines

- All questions displayed on screen in the first instance, however, questions are suppressed if the respondent is sequenced past those questions (similar functionality to online version of ABS Population Census)
- Child name (first name, last name) displayed on the top of each screen (no need to display middle name)
- Date of completion captured
- All questions (Sections A to E inclusive), plus Child Information Panel / Background information marked with an ‘*’ are mandatory.
- ‘Screen Navigator’ (list of all screens completed) present on each screen to assist with Teacher review of completed questions

Mapping of background information items 2018 to 2021

Item	Pre-pop	2018		2021	
		Order	Item ref	Order	Item ref
Date of AvEDI completion (not displayed)		Auto	BI1	Auto	
Child name	Y	Auto		Auto	
ATSI status	Y	1	P1	11	P1
AvEDI completed with assistance of ATSI CC		2	P2	12	P2
ATSI CC type / position title		3	P3	13	P3
ATSI CC role in AvEDI completion		4	P4	14	P4
Child date of birth	Y	5	BI2	7	CIP7
Child sex	Y	6	BI3	1	CIP1
Multi-year class		7	BI4a	24	BI4a
Child repeating year	Y	8	BI4b	10	CIP10
Child has dual placement		9	BI4c	25	BI4b
Highest year of schooling completed by parent / carer 1	Y	10	BI5a1	26	BI5a1
Highest year of schooling completed by parent / carer 2	Y	11	BI5a2	27	BI5a2
Highest post school qualification parent / carer 1	Y	12	BI5b1	28	BI5b1
Highest post school qualification parent / carer 2	Y	13	BI5b2	29	BI5b2
State of residence	Y	14	BI6a	5	CIP5
Post code of residence	Y	15	BI6b	4	CIP4
Street address	Y	16	BI6c	2	CIP2
Suburb or town or residence	Y	17	BI6d	3	CIP3
Aboriginal Community Name / Number	Y	18	BI7	6	CIP6
Child considered Special Needs		19	BI8	15	BI1
Medical diagnosis qualifying child as Special Needs (1)		20	BI8a	16	BI1a
Medical diagnosis qualifying child as Special Needs (2)		21	BI8b	17	BI1ax
Child considered ESL		22	BI9	18	BI2
Child speaks LOTE at home	Y	23	BI10	19	BI3
Can child adequately communicate in this language		24	BI10a	20	BI3a
Sources of information for BI10a		25	BI10b	21	BI3b
Other LOTE spoken		26	BI10c	22	BI3c
Child attended language or religion classes		27	BI10d	23	BI3d
Child country of birth	Y	28	BI11	8	CIP8
Year of arrival	Y	29	BI11a	9	CIP9
Child in class for one month or more		30	BI12	30	BI6
Make accurate assessment of child		31	BI12a	31	BI6a
Why cannot make accurate assessment of child		32	BI12b	32	BI6b

Screen 1 of 16**Child information panel**

	Date of AvEDI completion*	(system generated, captured in data)
-	Child name	(filled from class list)
	First name	Jason
	Middle name	
	Family name	Smith
ⓘ	CIP1	Child's sex
		Male
	Child's residential address	
ⓘ	CIP2	Full street address*
		1 Example Street
ⓘ	CIP3	Suburb or town of residence*
		Example Town
ⓘ	CIP4	Postcode of residence*
		3000
ⓘ	CIP5	State of residence*
		VIC
ⓘ	📁 CIP6	Aboriginal Community Name
		Aboriginal Community Identifier Number
		<i>(Only displayed if school is in NT)</i>
ⓘ	CIP7	Child's date of birth*
		Day Month 2016
ⓘ	CIP8	Child's country of birth*
		Australia
ⓘ	CIP9	Year child first arrived in Australia
		<i>(Only displayed if country of birth not Australia)</i>
ⓘ	CIP10	Child repeating grade/year:

Child information panel presentation rules

Information populated from pre-population / bulk upload.

If information is incorrect, teacher clicks on response field to be taken to full question with full response frame to capture data.

If information is missing / 'not known' / not present in pre-population, field border will be highlighted in red and the teacher will not be able to proceed to the next screen without clicking through on the response field to be taken to the full question / full response frame to provide a response.

Error message will display where information is missing (e.g. "Teacher to complete"?).

Upon providing a response to the full question, teacher will either be taken to the next question if there is no further information to collect, or back to the child information panel to click through on next field with a red border (same functionality as when e.g. registering online by webform and mandatory information is missing).

Where there is no pre-population (just the child name fed through from the Class List), the child information panel will NOT be presented and the teacher will work through the questions in full.

Child information panel questions

Presented in full if click through from child information panel where information is missing or incorrect

- ① CIP1 Child's sex*
 - Male
 - Female

Child's residential address:

- ① CIP2 Full street address*
 - Street name not known

- ① CIP3 Suburb or town of residence*

- ① CIP4 Postcode of residence*

- ① CIP5 State of residence*

- ①  CIP6 Aboriginal Community Name
 - Aboriginal Community Identifier Number

- ① CIP7 Child's date of birth*

	□ Jan	□ 2015	
<i>Day</i>	□ Feb	□ 2016	
	□ Mar	□ 2017	
	□ Apr	□ Other	2014
	□ May		2013
	□ Jun		
	□ Jul		
	□ Aug		
	□ Sep		
	□ Oct		
	□ Nov		
	□ Dec		

- ① CIP8 In which country was the child born?*
 - Australia
 - New Zealand
 - England
 - South Africa
 - China (excludes SARs and Taiwan)
 - Philippines
 - India
 - United States of America
 - South Korea
 - Hong Kong (SAR of China)
 - Other – please specify

① CIP9 In which year did the child first arrive in Australia?

2013

2014

2015

2016

2017

2018

2019

2020

2021

Not known

① CIP10 Is this child repeating this grade/year?*

Yes

No

Screen 2 of 16

Preliminary Questions

①  P1 Is this child of Aboriginal or Torres Strait Islander descent?*

- No
- Yes - Aboriginal
- Yes – Torres Strait Islander
- Yes - Both Aboriginal and Torres Strait Islander

① P2 Is your completion of the AvEDI being assisted by discussion with an Aboriginal and Torres Strait Islander Cultural Consultant?

- Yes
- No

P3 Is this Aboriginal and Torres Strait Islander Cultural Consultant:
Please select all that apply
*(INSERT JURISDICTIONAL ATSI CC JOB TITLE LIST)

P4 What role will the Aboriginal and Torres Strait Islander Cultural Consultant play in completing the AvEDI for this child?

- Complete the AvEDI for this child together with me
- Provide general advice about the child and I will be completing the AvEDI
- Provide general advice about completing the AvEDI for Aboriginal and Torres Strait Islander children, but not specific to this child
- Other (please specify)

Screen 3 of 16

i  **BI1** Is this child considered Special Needs?*
 Since definitions of special needs may vary between states and territories, please use the definition below

Yes Child requires special assistance in the classroom and is high need, due to **medically diagnosed** chronic medical, physical, or intellectually disabling conditions (e.g. Autism, Cerebral Palsy, Down Syndrome).

No If you only **suspect** that the child may have a disabling condition, or the condition is not severe enough for the child to be classified as special needs (indicate the child’s specific condition at question D10).

If the special need only arises because the child has English as an additional or second language (please indicate ESL status at BI2).

Gifted or talented child.

i **BI1a** What medical diagnosis (or diagnoses) qualifies this child as Special Needs?
 Please select all that apply

- Anaphylaxis
- Asperger syndrome
- Asthma
- Attention Deficit Hyperactive Disorder (ADHD)
- Autism
- Autism spectrum disorder (ASD)
- Blind
- Cerebral palsy
- Diabetes
- Deaf
- Down syndrome
- Dyslexia
- Dyspraxia
- Epilepsy
- Foetal Alcohol Spectrum Disorder (FASD)
- Spina bifida
- Other

BI1ax

- Anxiety
- Cleft Palate
- Coeliac / Celiac
- Cystic Fibrosis
- Eczema/Dermatitis
- Fragile X
- Global Developmental Delay/PDD-NOS
- Hydrocephalus
- Leukaemia
- Muscular Dystrophy
- Neurofibromatosis
- Oppositional Defiance Disorder
- Otitis media
- Perthes Disease
- Selective mutism
- Other (please specify)

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i  BI2 Is this child considered ESL (English as a second language)?*

- Yes
- No

i  BI3 Does the child speak a language other than English at home?*

If more than one language, please indicate the language spoken **most often**

- No, English only
- Yes, Arabic
- Yes, Cantonese
- Yes, Italian
- Yes, Vietnamese
- Yes, Mandarin
- Yes, Greek
- Yes, Spanish
- Yes, Tagalog
- Yes, Hindi
- Yes, Punjabi
- Yes, Korean
- Yes, Aboriginal English
- Yes, Other - please specify

Traditional Aboriginal languages	Other languages

i  BI3a Can this child adequately communicate in this language?

- Yes
- No
- Don't know

i BI3b Indicate the sources of information used to provide your answer to question BI3a
(Please select all that apply)

- Enrolment form / Assessment / Report / school survey
- Parent / Guardian / Relative / Friend
- Own observation / through knowing child
- Other staff member
- Aboriginal and Torres Strait Islander Cultural Consultant
- Other (please specify)

i BI3c Does the child speak any other languages (apart from English / the language specified at BI3)?

- No other languages spoken apart from language specified at BI3

Traditional Aboriginal languages (1)	Other languages (1)

Traditional Aboriginal languages (2)	Other languages (2)

(Collect up to 6 languages)

i BI3d To the best of your knowledge, has this child attended other language or religion classes (specify if known)

	Yes	No	Don't know
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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B14 Class type – only complete the AvEDI for children in their first year of full-time schooling i.e. 'Preparatory' students

B14a Is this a multi-year class?*

- No
- Yes, Preparatory and Grade/Year 1
- Yes, Preparatory, Grade/Year 1 and Grade/Year 2
- Yes, other

① B14b Does this child have dual placement?*

- No
- Yes, special education program (includes speech, language, hearing, early intervention)
- Yes, language school
- Yes, other (please specify)

① B15a What is the highest year of primary / secondary school completed by the child's parent / carer?

Parent / Carer 1 Parent / Carer 2

Year 9 or equivalent or below

Year 10 or equivalent

Year 11 or equivalent

Year 12 or equivalent

Not known

① B15b What is the highest level of post-school qualification completed by the child's parent / carer?

Parent / Carer 1 Parent / Carer 2

Certificate level I to IV (including trade qualification)

Advanced diploma / diploma

Bachelor degree or above

No post-school qualification

Not known

① B16 Has this child been in class for one month or more?*

- Yes
- No

① B16a Do you feel you can make an accurate assessment of this child?

- Yes
- No

① B16b Are you unable to make an accurate assessment of this child because the child....: (Please select all that apply)

- Is a new student in this class
- Has been absent through illness / injury
- Has been absent due to family / cultural obligations – includes ceremonies, funerals
- Has been absent for other explained reasons, e.g. climatic conditions, financial reasons
- Has been absent for other reason(s) – please specify

Or are you unable to make an accurate assessment of this child because you are:

- A new teacher of this class

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Section A – Physical Wellbeing 1

i A1 How many days has this child been absent since the start of the year?

- 0
- 1
- 2 to 5
- 6 to 10
- Greater than 10

To the best of your knowledge, approximately how many days absent were due to:

i	f	A1a Family/cultural obligations – includes ceremonies, funerals (specify days)	
		A1b Illness/injury (specify days)	
		A1c Other explained reasons e.g. climatic conditions, financial (specify days)	
		A1d Un-explained reasons (specify days)	

Since the start of the school year, has this child sometimes (more than once) arrived:

			Yes	No	Don't know
i	f	A2 over or under-dressed for school related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i		A3a too tired to do school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i		A3b too sick to do school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	f	A4 hungry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

i A4a Does the child attend a school / community breakfast club?

- Yes
- No
- Don't know
- There is no breakfast club available for the child to attend

Screen 7 of 16**Section A – Physical Health and Wellbeing 2**

		Would you say that this child:	Yes	No	Don't know
ⓘ	✎	A5 is independent in toileting habits most of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		A6 shows an established hand preference (right vs. left or vice versa)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		A7 is well coordinated (i.e. moves without running into or tripping over things)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		How would you rate this child's:	Very good / good	Average	Poor / very poor	Don't know
ⓘ		A8 proficiency at holding a pen, crayon or brush	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		A9 ability to manipulate objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		A10 ability to climb stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		A11 level of energy throughout the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		A12 overall physical development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		A13 daily personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Screen 8 of 16**① Section B – Language and Cognitive Skills (school based) 1**

How would you rate this child's:			Very good / good	Average	Poor / very poor	Don't know	
①		B1 ability to use language effectively in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
①		Ability to use languages other than Standard Australian English effectively in the classroom / playground:	Not applicable	Very good / good	Average	Poor / very poor	Don't know
		B1a Aboriginal English (AE)	<input type="checkbox"/>				
		B1b Creole	<input type="checkbox"/>				
		B1c Traditional Aboriginal or Torres Strait Islander language	<input type="checkbox"/>				
		B1d Other indigenous language	<input type="checkbox"/>				
How would you rate this child's:			Very good / good	Average	Poor / very poor	Don't know	
①		B2 ability to listen in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
①		B3 ability to tell a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
①		B4 ability to take part in imaginative play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
①		B5 ability to communicate own needs in a way understandable to adults and peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
①		B6 ability to understand on first try what is being said to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
①		B7 ability to articulate clearly, without sound substitutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Screen 9 of 16**Section B – Language and Cognitive Skills (school based) 2)**

Would you say that this child:			Yes	No	Don't know
ⓘ	📖	B8 knows how to handle a book (e.g. turn a page)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B9 is generally interested in books (pictures and print)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B10 is interested in reading (inquisitive/curious about the meaning of printed material)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B11 is able to identify some letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	📖	B12 is able to attach sounds to letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	📖	B13 is showing awareness of rhyming words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B14 is able to participate in group reading activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B15 is able to read simple words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B16 is able to read complex words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B17 is able to read simple sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B18 is experimenting with writing tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B19 is aware of writing directions in English (left to right, top to bottom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B20 is interested in writing voluntarily (and not only under the teacher's direction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B21 is able to write his/her own name in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ		B22 is able to write simple words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Screen 10 of 16**Section B – Language and Cognitive Skills (school based) 3)**

Would you say that this child:			Yes	No	Don't know
①	B23	is able to write simple sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B24	is able to remember things easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B25	is interested in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B26	is interested in games involving numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B27	is able to sort and classify objects by a common characteristic (e.g. shape, colour, size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B28	is able to use one-to-one correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B29	is able to count to 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B30	is able to recognise numbers 1-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B31	is able to say which number is bigger of the two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	✎ B32	is able to recognise geometric shapes (e.g. triangle, circle, square)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B33	understands simple time concepts (e.g. today, summer, bedtime)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B34	demonstrates special numeracy skills or talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B35	demonstrates special literacy skills or talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B36	demonstrates special skills or talents in arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B37	demonstrates special skills or talents in music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B38	demonstrates special skills or talents in athletics/dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B39	demonstrates special skills or talents in problem-solving in a creative way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B40	demonstrates special skills or talents in other areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Screen 11 of 16**Section C – Social and Emotional Development 1**

How would you rate this child's:			Very good / good	Average	Poor / very poor	Don't know
ⓘ	C1	overall social/emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C2	ability to get along with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you say that this child:			Often or very true	Sometimes or somewhat true	Never or not true	Don't know
	C3	plays and works cooperatively with other children at the level appropriate for his/her age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C4	is able to play with various children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C5	follows rules and instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C6	respects the property of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C7	demonstrates self-control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	Ⓜ C8	demonstrates respect for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C9	demonstrates respect for other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C10	accepts responsibility for actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C11	listens attentively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C12	completes work on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C12a	can complete tasks if given additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you say that this child:			Often or very true	Sometimes or somewhat true	Never or not true	Don't know
	C13	works independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C14	takes care of school materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C15	works neatly and carefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	Ⓜ C16	is curious about the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C17	is eager to play with a new toy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C18	is eager to play with a new game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C19	is eager to play with/read a new book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Screen 12 of 16**Section C – Social and Emotional Development 2**

			Often or very true	Sometimes or somewhat true	Never or not true	Don't know
①		Would you say that this child:				
①	C20	is able to solve day-to-day problems by him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C21	is able to follow one-step instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C22	is able to follow class routines without reminders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C23	is able to adjust to changes in routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	☞ C24	answers questions showing knowledge about the world (e.g. leaves fall in autumn, apple is fruit, dogs bark, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C25	shows tolerance for someone who has made a mistake (e.g. when a child gives a wrong answer to a question posed by the teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Would you say that this child:				
			Often or very true	Sometimes or somewhat true	Never or not true	Don't know
①	C26	will try to help someone who is hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C27	volunteers to help clear up a mess someone else has made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	☞ C28	if there is a quarrel or dispute will try to stop it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C29	offers to help other children who have difficulty with a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C30	comforts a child who is crying or upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C31	spontaneously helps to pick up objects which another child has dropped (e.g. pencils, books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C32	will invite others to join in a game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C33	helps others who are feeling sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Screen 13 of 16**Section C – Social and Emotional Development 3**

Would you say that this child:		Often or very true	Sometimes or somewhat true	Never or not true	Don't know
	C34 gets into physical fights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C35 bullies or is mean to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C36 kicks, bites, hits other children or adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C37 takes things that do not belong to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C38 laughs at other children's discomfort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C39 can't sit still, is restless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C40 is distractible, has trouble sticking to any activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C41 is disobedient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you say that this child:		Often or very true	Sometimes or somewhat true	Never or not true	Don't know
	C42 has temper tantrums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C43 is impulsive, acts without thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C44 has difficulty awaiting turn in games or groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C45 cannot settle to anything for more than a few moments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C46 is inattentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C47 seems to be unhappy, sad or depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C48 appears worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C49 cries a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C50 is nervous, highly strung or tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C51 is incapable of making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Does the child have any of the following conditions / impairments / problems? Please base your answer on your own observation, medical diagnosis or parent / guardian / Aboriginal and Torres Strait Islander Cultural Consultant information.

Please check 'Yes – affects learning', 'Yes – but does not affect learning', 'No' or 'Don't know' for each.

			Yes – affects learning	Yes – but does not affect learning	No	Don't know
①	D1	physical disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	D2	visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	D3	hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	D4	speech/language impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	D5	learning disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	D6	emotional problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	D7	behavioural problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	D8	home environment/problems at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	D9	trauma, isolation or difficulties associated with resettlement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

			Yes	No	Don't know
		<i>(if B11 (Special Needs) = Yes)</i>			
		Display diagnosed condition(s) from B11a			
①	D10	Apart from the medical diagnosis qualifying the child as Special Needs, does the child have any other specific condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>if B11=Yes</i>		Does the child have any specific condition?			
<i>if B11=No</i>		Please base your answer on medical diagnosis or parent / guardian / Aboriginal and Torres Strait Islander Cultural Consultant information			
		Please select all that apply			
		<input type="checkbox"/> Anaphylaxis			
		<input type="checkbox"/> Asperger syndrome			
		<input type="checkbox"/> Asthma			
		<input type="checkbox"/> Attention Deficit Hyperactive Disorder (ADHD)			
		<input type="checkbox"/> Autism			
		<input type="checkbox"/> Autism spectrum disorder (ASD)			
		<input type="checkbox"/> Cerebral palsy			
		<input type="checkbox"/> Diabetes			
		<input type="checkbox"/> Down syndrome			
		<input type="checkbox"/> Dyslexia			
		<input type="checkbox"/> Dyspraxia			
		<input type="checkbox"/> Eczema / Dermatitis			
		<input type="checkbox"/> Epilepsy			
		<input type="checkbox"/> Foetal Alcohol Spectrum Disorder (FASD)			
		<input type="checkbox"/> Leukaemia			
		<input type="checkbox"/> Otitis media			
		<input type="checkbox"/> Spina bifida			
		<input type="checkbox"/> Other			
	D10x	<input type="checkbox"/> Anxiety			
		<input type="checkbox"/> Cleft Palate			
		<input type="checkbox"/> Coeliac / Celiac			
		<input type="checkbox"/> Cystic Fibrosis			
		<input type="checkbox"/> Fragile X			
		<input type="checkbox"/> Global Developmental Delay/PDD-NOS			
		<input type="checkbox"/> Hydrocephalus			

- Muscular Dystrophy
- Neurofibromatosis
- Oppositional Defiance Disorder
- Perthes Disease
- Selective mutism
- Other (please specify)

		Yes	No	Don't know
①	D11 Do you feel the child needs further assessment? If yes, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Section E – Comments 1

		Yes	No	Don't know			
ⓘ	E1	To the best of your knowledge, has this child attended an early intervention program		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
ⓘ	E1a	Please specify the type of intervention / difficulties addressed Please select all that apply					
		<input type="checkbox"/> Speech / language					
		<input type="checkbox"/> Special school					
		<input type="checkbox"/> Disability service					
		<input type="checkbox"/> Occupational therapy					
		<input type="checkbox"/> Physiotherapy					
		<input type="checkbox"/> Hearing service					
		<input type="checkbox"/> Vision service					
		<input type="checkbox"/> Behaviour / anxiety / counselling / psychologist					
		<input type="checkbox"/> Other (please specify)					
ⓘ	E2	To the best of your knowledge, did the child attend a preschool / kindergarten program in the year before entering full-time school?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know			
ⓘ	E2a	To the best of your knowledge, did the child attend the preschool / kindergarten program, on average:		<input type="checkbox"/> Less than 15 hours per week <input type="checkbox"/> 15 hours per week <input type="checkbox"/> More than 15 hours per week <input type="checkbox"/> Don't know			
ⓘ	E2b	In what kind of setting was the preschool / kindergarten program?		<input type="checkbox"/> Preschool / Kindergarten <input type="checkbox"/> Long Day Care centre <input type="checkbox"/> Other <input type="checkbox"/> Don't know			
	E2c	What is the postcode of the pre-school / kindergarten)?					
		<input type="checkbox"/> Don't know postcode					
		To the best of your knowledge, has this child been in the following forms of non-parental care on a regular basis in the year before entering full time school:					
ⓘ	E3a	Long Day Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	E3b	Family Day Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	E3c	Grandparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	E3d	Other relative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	E3e	Nanny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

① E3f Other (includes friend or neighbour)

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Section E – Comments 2

			Yes	No	Don't know
①	E4	To the best of your knowledge, has this child attended playgroup in the years before entering full time school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you say that this child:		Very true	Somewhat true	Not true	Don't know	
	E5	is making good progress in adapting to the structure and learning environment of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	E6	has parents(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	E7	is regularly read to/encouraged in his/her reading at home as far as you can tell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

① E8 Additional comments about child's development

Summary of changes from 2018 Instrument

Screen	Item	Description
1	Various	Child information panel created from pre-populated information
2	CIP7	Child date of birth, pre-coded year of birth updated
2	CIP9	Child year of arrival in Australia not displayed if pre-populated
2	CIP9	Child year of arrival in Australia updated
6	B15a/b	Highest level of schooling / highest post-school qualification not displayed if pre-populated

Summary of filters (excluding Indigenous Adaptation questions, post-population and ACT specific requirements)

Screen	Filter description
1	CIP6 only appears for teachers in NT for children living in an Aboriginal community. Teacher only selects Aboriginal Community Name (from list). Aboriginal Community Number is automatically filled by the System.
1	CIP9 (year of arrival) only asked of children born overseas CIP8 not Australia
1	CIP9 not displayed if pre-populated
2	P2 only asked if P1 is 'Yes'
2	P3 and P4 only asked if P2 is 'Yes'
3	BI1ax only for BI1a=other
3	BI3a, BI3b and BI3c only for children who speak a language other than English at home at BI3
4	BI3b not asked if BI3a = 'Don't know'
5	Items BI5a and BI5b do not display if pre-populated
5	BI6a only asked where BI6 = No (BI6 = Yes goes to Screen 6)
5	BI6b only asked where BI6a = No (BI6a = Yes goes to Screen 6)
6	If A1=0 – skip A1a/A1b/A1c/A1d
6	All locations asked A3a and A3b (not A3)
6	If identified at school activation that no breakfast club is available at the school or in the local community for children to attend, then item A4a will be prepopulated with 'There is no breakfast club available for the child to attend'.
8	B1a/B1b/B1c/B1d only asked if P1 (ATSI status) is 'Yes – Aboriginal', 'Yes – Torres Strait Islander' or 'Yes – Both Aboriginal and Torres Strait Islander'
8	B1c only asked if a Traditional Aboriginal Language (not Aboriginal English or Kriol) is selected at either BI1 OR BI3c
11	Item C12a only presented if item C12 = "Never or not true"
14	D9 only appears if CIP8 not 1 (child not born in Australia)
14	Extended list at D10 only appears if 'other' is checked at top level list of conditions
14	D10x only for D10=other
15	E1a only asked if E1 =Yes
15	E2a/b/c only asked if E2 = Yes
15	E2c only asked if E2b=1 (i.e. only collect postcode of preschool / kindergarten, not of long day care centres with a preschool / kindergarten program)

Summary of conditional display of ATSI CC roles:

Cycle 5 codes	Is this Aboriginal and Torres Strait Islander Cultural Consultant:	Filter
1	Aboriginal and Islander Education Worker (AIEW)	Not NSW
2	Aboriginal Early Years Liaison Officer	ALL
3	Aboriginal Education Officer	ALL
4	Aboriginal Education Worker	ALL
5	Aboriginal and Islander Education Officer (AIEO)	Not NSW
6	Aboriginal Teachers Aide / Aboriginal Teachers Assistant (ATA)	ALL
7	Assistant Teacher (AT)	ALL
8	Home Liaison Officer (HLO)	Not NSW
9	Inclusion Support Officer (ISO)	ALL
10	Indigenous Education Worker	ALL
11	Literacy Support Officer (LSO)	ALL
12	Indigenous Tutor	ALL
13	Aboriginal Community Education Officer (ACEO)	SA only
14	Aboriginal Cultural Teacher (ACT)	WA only
15	Aboriginal Education and Engagement Officer	NSW only
16	Aboriginal Education Mentor	NSW only
17	Aboriginal Education and Wellbeing Advisor	NSW only
18	Aboriginal and Torres Strait Islander Education Worker	NSW only
19	Aboriginal Languages Teacher	NSW only
20	Aboriginal and Wellbeing Officer	NSW only
21	Community Liaison Officer (CLO)	NSW only
22	Education Advisor – Aboriginal and Torres Strait Islander	SA only
23	Home School Liaison Officer	NSW only
24	Koorie Education Worker	VIC only
25	Koorie Educator	VIC only
26	Koorie Engagement Support Officer	VIC only
27	Mentor & Family Liaison Aboriginal and Torres Strait Islanders	NSW only
28	Transforming Lives Engagement Officer (TLEO)	WA only
29	Other Aboriginal or Torres Strait Islander staff member	ALL

Indigenous adaptation questions (asked of all jurisdictions in 2021)

Screen	Filter description
6	A1a, A1b, A1c, A1d
6	A3a, A3b
8	B1a, B1b, B1c, B1d
11	C12a
14	D10a, D10b, D10c
16	E6, E7

WA post population questions (questions to be suppressed in data collection system during data collection and post populated for fully completed / skipped instruments)
Applies to government, catholic and independent sectors in WA

Screen	Item	Description
1	CIP2-5	Child residential address (address, suburb, post code)
1	CIP10	Child repeating year
5	BI5a1	School level completed by parent/carer 1
5	BI5b1	Post school qualification of parent/carer 1
5	BI5a2	School level completed by parent/carer 2
5	BI5b2	Post school qualification of parent/carer 2

ACT Government Sector Schools – if child indigenous status (P1) is pre-populated, it cannot be edited by a teacher.

Attendance information post population for Cycle 5 applies to following jurisdictions / sectors

Jurisdiction	Sector
WA	Government
NSW	Government Catholic dioceses: <ul style="list-style-type: none"> • Armidale • Maitland Newcastle • Parramatta • Canberra Goulburn (includes NSW and ACT) • Lismore • Bathurst • Wollongong • Wagga Wagga • Broken Bay (Note: NSW Catholic diocese Sydney and Wilcannia-Forbes are NOT participating in post-population)
TAS	Government
VIC	Government
QLD	Government Catholic dioceses:

	<ul style="list-style-type: none"> • Cairns • Brisbane
--	--------------------------------------------------------------------------------

Attendance information items to be suppressed in data collection system and post populated for fully completed instruments (does not apply to skipped instruments as these cease at BI12b)

Screen	Item	Description
6	A1	Number of days absent
6	A1a/b/c/d	Reason for absence

Summary of input validation rules

Screen	Item	Rule
1	CIP6	Aboriginal community / ACN is non-mandatory
1	CIP7	Date of birth collected in ddmmyyyy format with appropriate validations on day of month and year of birth
1	CIP9	Child year of arrival response frame to be restricted, based on date of birth (i.e. do not display a year of arrival that is before the year of birth)
2	CIP10	Children aged 4 (from CIP7) cannot be repeating a grade/year
4	BI3c	For each other language spoken at BI3c, response list filtered to languages not previously selected (i.e. cannot nominate the same language more than once)
4	BI3c	Only one language can be chosen from any one 'row' where language can be specified from a drop down list
5	BI3d	Where response is 'Yes, specify' text is not mandatory
6	A1a/b/c/d	The sum of the number of days absent recorded in Items A1a to A1d must be consistent with the number of days (ranges) specified in A1
14	D10x	Where response is 'Other, 'specify' text is not mandatory
15	E1a	Where response is 'Other, 'specify' text is not mandatory
16	E8	'Where response is 'Other, 'specify' text is not mandatory

Appendix 3: School Frame Specifications



An Australian Government Initiative



AEDC 2021 school frame specifications

Updated 18 January 2021

1. About the Australian Early Development Census

The Australian Early Development Census (AEDC) is an Australian Government initiative.

The AEDC is conducted every three years, with government and non-government schools taking part. The 2021 census will be the fifth collection. In each of the previous collections in 2009, 2012, 2015 and 2018, more than 95 per cent of schools with children in their first year of full-time school participated in the AEDC.

The Australian Government works with its partners and with state and territory governments to implement the AEDC. The Social Research Centre is managing the AEDC data collection on behalf of the Australian Government.

The AEDC is a population measure of how young children have developed by the time they start their first year of full-time school.

The AEDC data helps schools, communities, and governments pinpoint and tailor their services, resources and support to help young children and their families.

School teachers complete a research instrument for each child in their class to collect the AEDC data. The instrument is called the Australian version of the Early Development Instrument (AvEDI).

The AvEDI includes approximately 100 questions across five key areas of development, referred to as 'domains', which include:

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

Child background and demographic data are also collected as part of the AEDC.

This document sets out requirements for the 'school frame', or list of schools, which will be approached to participate in the 2021 census.

2. About the school frame for the AEDC

It is important that the school frame for the AEDC is as accurate and comprehensive as possible, to ensure optimal coverage of schools. It is used for a number of purposes for the AEDC.

- To contact schools by email in November 2020 and February 2021 as part of awareness building communications activities relating to the upcoming 2021 census
- To distribute paper copy school leader and teacher packs to the school mailing address ahead of the collection, so that schools can undertake detailed preparation for AEDC data collection, which commences on 3 May 2021
- For the Social Research Centre (SRC) to append details of historical AEDC school participation and school profile generation, which is important contextual information for State and Territory Coordinators (STCs)
- To support the security features of the data collection system by specifying the email address of the school principal.

The unit on the school frame is the ***individual school campus***, rather than the 'school', because individual campuses can participate in the AEDC (or they may choose to participate through their head campus). For convenience, the term 'school' is used throughout this document rather than 'campus/school'.

All schools that are *potentially* in-scope for the 2021 AEDC collection should be included on the school frame. That is, any school that could have at least one child in the first year of full-time school (Y1-1) in 2021. This may be defined as schools which currently have at least one child in Y1-1 in 2020, or have had at least one child in Y1-1 in either of the previous two school years (2018 and 2019), or (based on planning / available enrolment data for 2021 held in jurisdictional administrative databases) will have at least one child in Y1-1 in 2021.

It is acknowledged that definitive information about actual school scope status for the 2021 AEDC may not become available until after relevant enrolment information is fully processed (March 2021 and May 2021 - varies by jurisdiction). However, for efficiency of census administration, it is important that paper copy materials are distributed to all schools which are *potentially* in-scope for the 2021 AEDC.

Whilst the Australian Government holds lists of schools that could conceivably be used as the school frame, experience from previous implementations of the AEDC and feedback from jurisdictional data managers suggests jurisdictions hold more up to date and comprehensive lists, particularly for government sector schools. It is noted that the Australian Government list does not include information that is critical for AEDC workflows, such as principal email address. This information must be sourced from jurisdictional records.

1. School frame schedule

Table 1 below sets out the proposed schedule for school frame-related activity. This is subject to consultations with jurisdictional data managers.

Table 1 School frame schedule

Activity	Date
Consultations with stakeholders	Mid September to mid-October
Finalise school frame specifications / process	6 November 2020
School frame to support November 2020 email communications	13 November 2020
School frame to support February 2021 email communications	5 February 2021
School frame to support paper copy pack distribution	19 February 2021
School frame loaded into the data collection system	5 March 2021

As shown above in the schedule, SRC requests jurisdictional data managers to provide **three school frame extracts**, to the agreed specification, **between November 2020 and February 2021**. The reason for these repeated extracts is to support various activities and the nature of the school details becoming more up-to-date (e.g. inscope status, principal contact details) as the collection year approaches.

2. School frame data element list

Table 2 lists the items to be included in the school frame. There are three various types of variables as described below:

Type A - these items are to be provided by jurisdictional data managers and are the minimum requirement for the school frame to support November 2020 and February 2021 email communications to school Principals.

Type B - these items are required to support paper copy pack distribution in February 2021 and for loading into the data collection system. If these items are available in November 2020 we would suggest you provide them and then provide an updated file in February 2021.

Type C – these are to be provided by the State and Territory Coordinators (STCs) in consultation with jurisdictional stakeholders, based on local knowledge and operational requirements. Where information is available, type C items should be included on the school frame and populated in advance of loading the school frame into the data collection system. However, some items such as ‘non-participation’ will not be known in advance and these fields will be editable by the STC once the school frame is loaded into the data collection system.

STCs will have the capacity to update school scope status (if they learn that a school is no longer in scope for the census), record a reason for the school being

identified as 'out of scope', edit school contact information as required and edit other agreed elements of the school frame once it is loaded into the data collection system. Please liaise with your STC regarding the provision of Type C variables and the best way to obtain and coordinate this information into your school frame within the due date.

The Social Research Centre holds details of historical AEDC school participation and school profile generation, which is important contextual information for STCs. On provision of school frame information, the Social Research Centre will seek to append historical participation information to the frame and resolve any resulting queries with STCs and jurisdictional data managers.

Table 2 School frame elements

Type	Description	Field name
A	Flags schools which are in scope for AEDC Cycle 5	InScope
A	Jurisdictional campus identifier	JCampusID
A	Jurisdictional campus name	JCampusName
A	School sector	Sector
A	School Location State	LocationState
A	School Email address	SchoolEmail
A	Principal's first and last name	PrincipalName
A	Principal Email address	PrincipalEmail
B	Australian Government location identifier	AGLocationID
B	Australian Government campus identifier	AGCampusID
B	Australian Government school identifier	AGSchoolID
B	School Location Address	LocationAddress
B	School Location - town or suburb	LocationLocation
B	School Location Postcode	LocationPostcode
B	School Postal Address	PostalAddress
B	School Postal Address - town or suburb	PostalLocation
B	School Postal Address State	PostalState
B	School Postal Address Postcode	PostalPostcode
B	School Phone Number including area code	PhoneNumber
B	Principal Phone Number including area code	PrincipalPhoneNumber
B	Jurisdictional school name	JSchoolName
B	Number of children in Y1-1 (from jurisdiction records)	Children21
C	New school opened after 1 Jan 2019	NewSchool
C	Special school indicator	SpecialSchoolInd
C	Distance Education indicator	DistEdInd
C	Reason why not in scope	NotInScopeReason
C	AEDC participation through head campus	HeadCampusPart
C	Jurisdictional ID of head campus for AEDC participation	HeadCampusIDPart
C	AEDC communications to head campus only	HeadCampusComms
C	Jurisdictional ID of head campus for AEDC communications	HeadCampusIDComms
C	AEDC school profile combined with head campus	HeadCampusReport
C	Jurisdictional ID of head campus for AEDC school profile	HeadCampusIDSPROFILE
C	Reporting level 1	Reporting1
C	Reporting level 2	Reporting2
C	Bank account name	BankAcctName
C	Bank account BSB	BankAcctBSB
C	Bank account number	BankAcctNum
C	Flags bank account to lock from school edit	BankAcctLock

4. Explanatory notes for selected elements

Inscope

All schools that are on the school frame are initially deemed to be “in scope” (that is they *may* have at least one child in Y1-1 in 2021). If it becomes definitive that they don't have any children enrolled in Y1-1 in 2021 their scope status should be changed to “not in scope”.

Schools that are not in scope are not counted in the denominator for the jurisdictional school participation target.

Principal email address

Principal email address is necessary for direct email communication with Principals and as a critical component of the validation and security features of the school activation process.

Reason why not in scope

As noted above, it is important that all schools which are *potentially* in-scope for the 2021 AEDC are included on the school frame. A school could be identified as not in scope at the time of generating the school frame for mail pack distribution, or during data collection.

Pre-coded reasons why a school is not in scope may include no children in Y1-1, school closed, school merged, AEDC participation through head campus, other.

Reporting level 1

A STC defined sub-sector classification that is used for progress monitoring and is included in the state and territory AEDC data outputs for analysis. In previous implementations of the AEDC, STCs have used classifications such as diocese (for Catholic sector schools) or local government area to define ‘reporting level 1’.

Reporting level 2

A STC defined sub-sector classification that is used for progress monitoring and is included in the state and territory AEDC data outputs for analysis, such as ‘school region’ or other classification, or left blank.

AEDC participation through head campus

Flags an individual campus of a multi campus school, where the AEDC will be administered centrally through the head campus. In this scenario, only the head campus will activate, all teachers and children will be associated with the head campus, and the individual campuses are flagged as ‘not in scope’ (AEDC participation through head campus). For school profile production, children are ‘re-assigned’ from the head campus to the individual campus, as appropriate.

AEDC communications to head campus only

Flags an individual campus of a multi-campus school, where AEDC communications (school leader and teacher pack mailing) are to be sent to the head campus. Some multi-campus schools choose to administer the AEDC through the individual

campuses, but require AEDC communications (school leader and teacher packs) to be directed to the head campus.

AEDC School Profile combined with head campus

Flags an individual campus of a multi-campus school, where the AEDC School Profile should include participating students from the head campus. By default, all individual campuses will receive a School Profile unless flagged here. It is generally not recommended to combine results from multi-campus schools servicing different areas unless a campus is too small / has too few children to receive a School Profile. AEDC reporting boundaries are based off the child's residential address and NOT the school address.

Jurisdictional campus identifier

It is understood that some jurisdictions use their own unique identifiers for individual campuses, and others use the Australian Government Location ID. The objective is to be in a position to seamlessly merge in the required information to the master school frame held by the Social Research Centre, whether the information is sourced from jurisdictional lists, or Australian Government lists, and to make it easy for jurisdictions to readily append key information held only at the jurisdictional level, such as principal email address.

Bank account details

Bank account details are required to reimburse schools for teacher relief at a rate agreed between the Australian Government and state and territory governments. Where school bank details can be provided in the school frame, these will be pre-populated in the invoice generated from the secure AEDC data collection system, once teachers have finished data collection. Pre-populating bank details will ensure these details are entered correctly and avoid delays in payment processing. Pre-populated bank details will remain editable in the data collection system by the AEDC School Coordinator, unless the flag to "lock" these details is also pre-populated in the school frame. This "lock" will most commonly be used for schools using a centralised bank account for the purpose of the AEDC, to prevent the school entering their individual school bank details. The STC should confirm any flags to "lock" these details.

Where school bank details are not provided in the school frame, the school will be required to input these details manually into the secure data collection system.

5. Uploading your data

Key aspects of uploading your data are provided below.

1. Please provide the files in either Excel, CSV or tab-delimited text format.
2. Each file must contain the fields specified in the data dictionary, ensuring that column names and column order are followed exactly.
3. It is the responsibility of each State and Territory to 'format, check and clean' their lists before forwarding them to the Social Research Centre. Please ensure that:
 - the file contains one line per campus/school. The unit on the school frame is the individual school campus, rather than the 'school'
 - all records are provided in the same format
 - each record includes the minimum information, as defined by the Type A items listed in Table 2
 - If you are providing school frame data for more than one sector, you should provide this in one single file and ensure that Type A item "School sector" is accurately recorded
4. Refer to the key school frame checks (Section 6) to ensure that the completed file does not contain any of the more common file errors.
5. Use the following file naming convention for each completed file:
2021_AEDC_SCHOOL_FRAME_[STATE]_[SECTOR]_[REGION]

For example:

A file containing all sectors within a State:

2021_AEDC_SCHOOL_FRAME_WA

A file containing one of the three sectors:

2021_AEDC_SCHOOL_FRAME_SA_GOVT

A file containing a region within a sector:

2021_AEDC_SCHOOL_FRAME_NSW_CATHOLIC_LISMORE

6. Secure file exchange

The Social Research Centre secure file exchange is to be used for all transfer of data.

Nominated jurisdictional data manager(s) will be provided access in advance.

For further information about the AEDC generally, please contact your AEDC State and Territory Coordinator.

6. Key school frame data checks

Table 3 summarises key checks you should perform on your data before submitting it to The Social Research Centre. Attention to these issues will greatly enhance the accuracy and timeliness of the 2021 AEDC.

Table 3 Key school frame data checks

<i>Item</i>	<i>Description</i>	<i>Comments</i>
1.	Essential information missing	Please ensure all information requested for Type A items is made available and records are complete according to the specifications outlined in this document. Type B and C items can also be provided in November 2020 where they are available, but they are not required until February 2021.
2.	The data contains more than one line per campus/school	Each record should correspond to one unique campus (in the case of multi-campus schools) or school
3.	Records use different formats	Ensure the formatting of data is uniform throughout the file.
4.	Incomplete ID	Ensure leading zeros in the ID columns are not removed (format the column as 'text').
5.	Special characters used	Remove all special characters such as %, #, \$, *, @
6.	Information is written once and is missing in the subsequent fields.	Do not use terms such as "As Above", but ensure that all records can be treated as 'stand alone' records and are complete with their own individual information.
7.	Dropping leading 0's	Ensure leading 0's are retained.
8.	Supplementary variables not completed	Please ensure that supplementary variables are completed as necessary. For example, if a campus is flagged as participating through head campus then Jurisdictional ID of head campus for AEDC participation must also be inputted. This also applies if a school is "not in scope" then Reason why not in scope must also be provided.

Appendix 4: Pre-population summary documentation – data managers



An Australian Government Initiative



Pre-population for the Australian Early Development Census for data managers

What is the Australian Early Development Census?

The Australian Early Development Census (AEDC) is a population measure of how young children in Australia have developed by the time they start their first year of full-time school.

The AEDC data helps schools, communities, and governments pinpoint and tailor their services, resources and support to help young children and their families.

The AEDC is conducted every three years, with government and non-government schools taking part. The 2021 census will be the fifth national collection. In each of the previous collections in 2009, 2012, 2015 and 2018, more than 95 per cent of children in their first year of full-time school participated in the AEDC.

The Australian Government works with its partners and with state and territory governments to implement the AEDC. The Social Research Centre is managing the AEDC data collection on behalf of the Australian Government.

School teachers complete a research instrument for each child in their class to collect the AEDC data. The instrument is called the Australian version of the Early Development Instrument (AvEDI).

The AvEDI includes approximately 100 questions across five key areas of development, referred to as 'domains', which include:

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

What is pre-population?

Pre-population is where personal information (e.g. name, residential address, demographic characteristics) of children in their first year of full-time school is entered into the data collection system before data collection commences.

Subject to the information held by the relevant school or school sectors, up to 20 questions from the AvEDI could be pre-populated.

What are the benefits?

The benefits of pre-populating items from the AvEDI include:

- it will take teachers less time to complete
- greater accuracy of information
- increased alignment with information already collected by schools.

How is the privacy of pre-populated information managed?

Data transfer agreements that maintain the strict privacy rules required by the Privacy Act 1988 and the AEDC's privacy policies will be enacted between the Australian Government and authorised persons within the school sectors to permit the secure transfer of pre-population data into the AEDC data collection system

The identifying pre-population information about the children that participated in the AEDC is held securely, using the latest technology and software. Once the collection is completed the identifying information is separated from responses to the AvEDI. The identifying information is used for research purposes under very strict conditions that fully meet the requirements of the Privacy Act. At no time is any identifying information released publicly.

What happens if data has been provided for a child whose parent then decides to opt out of the AEDC?

The pre-population data for children whose parents subsequently advise that they do not want an AvEDI completed for their child is kept confidential and is permanently deleted when the AEDC data collection is finished.

What is the timeline for the provision of pre-populated data?

Activity	Date
Draft pre-population specifications disseminated	14 September 2020
Consultations with jurisdictional data managers	Mid-September to mid-October 2020
Final pre-population specifications disseminated	16 November 2020
Pre-population information provision	Progressive to 1 April 2021
Pre-population information processing	Progressive to 23 April 2021
AEDC system live with pre-populated information	26 April 2021
AEDC data collection period starts	3 May 2021
AEDC data collection period finishes	30 July 2021

In what form should the pre-population data be provided?

Data files may be uploaded to the secure file exchange system in Excel, CSV or tab-delimited text formats. Instructions for checking and uploading pre-population data are provided in the pre-population specifications.

Are the 2021 pre-population items different from those pre-populated for the 2018 collection?

Overall, there is little change to the pre-population items required in 2021. There are some minor refinements to align the format of items with the ACARA Data Standards Manual (October 2019). There are also a few new items including occupational group of first and second parent/carer, country of birth of first parent/carer and refugee status of child – these items are not included in the AvEDI and are collected for analysis purposes only. If the data for these items are not available or is unreliable, please leave these items blank.

I can only provide some of the pre-population items, is it still worth doing pre-population?

Yes, providing you can provide the 'core' items. Pre-population will reduce the time taken for teachers to complete the AvEDI and any child information pre-loaded into the data collection system will greatly assist teachers completing the AvEDI.

Appendix 5: Pre-population summary documentation – independent schools



An Australian Government Initiative



Pre-population for the Australian Early Development Census for independent schools

What is the Australian Early Development Census?

The Australian Early Development Census (AEDC) is a population measure of how young children in Australia have developed by the time they start their first year of full-time school.

The AEDC data helps schools, communities, and governments pinpoint and tailor their services, resources and support to help young children and their families.

The AEDC is conducted every three years, with government and non-government schools taking part. The 2021 census will be the fifth national collection. In each of the previous collections in 2009, 2012, 2015 and 2018, more than 95 per cent of children in their first year of full-time school participated in the AEDC.

The Australian Government works with its partners and with state and territory governments to implement the AEDC. The Social Research Centre is managing the AEDC data collection on behalf of the Australian Government.

School teachers complete a research instrument for each child in their class to collect the AEDC data. The instrument is called the Australian version of the Early Development Instrument (AvEDI).

The AvEDI includes approximately 100 questions across five key areas of development, referred to as 'domains', which include:

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

What is pre-population?

Pre-population is where personal information (e.g. names and residential addresses) of children in their first year of full-time school is entered into the data collection system before data collection commences.

Subject to the information held by the relevant school, up to 20 questions from the AvEDI could be pre-populated.

What are the benefits?

The benefits of pre-populating items from the AvEDI include:

- it will take teachers less time to complete
- greater accuracy of information
- increased alignment with information already collected by schools

How is the privacy of pre-populated information managed?

The transfer of pre-population data will be via a secure file exchange.

The identifying pre-population information about the children that participated in the AEDC is held securely, using the latest technology and software. Once the collection is completed the identifying information is separated from responses to the AvEDI. The identifying information is used for research purposes under very strict conditions that fully meet with the Privacy Act. At no time is any identifying information released publicly.

What happens if data has been provided for a child whose parent then decides to opt out of the AEDC?

The pre-population data for children whose parents subsequently advise that they do not want an AvEDI completed for their child is kept confidential and is permanently deleted when the AEDC data collection is finished.

What is the timeline for the provision of pre-population information?

Activity	Dates
Pre-population template available	25 November 2020
Pre-population information provision	Progressive until 1 April 2021
AEDC data collection period starts	3 May 2021
AEDC data collection period finishes	30 July 2021

In what form should the pre-population data be provided?

Pre-population data must be provided in the format prescribed in the pre-population template. Instructions for checking and uploading pre-population data are provided in the pre-population template.

Are the 2021 pre-population items different from those pre-populated for the 2018 collection?

Overall, there is little change to the pre-population items required in 2021. There are some minor refinements to align the format of items with the ACARA Data Standards Manual (October 2019).

I can only provide some of the pre-population items, is it still worth doing pre-population?

Yes. Pre-population will reduce the time taken for teachers to complete the AvEDI and any information already pre-loaded to the system will make a difference.

I cannot provide a file for upload, can schools still pre-populate?

Yes. From the start of Term 2 schools will be able to undertake pre-population locally.

The school may export the information from school records (child name, date of birth and selected demographic information) and upload it directly into the secure data collection system using the 'bulk upload' feature. Alternatively, child name and date of birth information can be entered into the secure data collection system manually. Full instructions and video help are provided in the secure data collection system.

How to submit your file

Do not email us your file under any circumstances. The Social Research Centre Secure File Exchange is to be used for all transfer of data.

To set up a secure file exchange, please email the following table with your details to helpdesk@aedc.gov.au. You will receive an email from noreply@srcentre.com.au when your

folder has been set up with a link to access your Secure File Exchange folder, where you can upload your file. After clicking the link you'll be prompted to set a password before being able to upload the file.

Full Name	Email Address	School Name	State / Territory

Appendix 6: Pre-population specifications

AEDC 2021 pre-population specifications

Final 16 November 2020

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1. About the Australian Early Development Census

The Australian Early Development Census (AEDC) is an Australian Government initiative.

The AEDC is conducted every three years, with government and non-government schools taking part. The 2021 census will be the fifth collection. In each of the previous collections in 2009, 2012, 2015 and 2018, more than 95 per cent of children in their first year of full-time school participated in the AEDC.

The Australian Government works with its partners and with state and territory governments to implement the AEDC. The Social Research Centre is managing the AEDC data collection on behalf of the Australian Government.

The AEDC is a population measure of how young children have developed by the time they start their first year of full-time school.

The AEDC data helps schools, communities, and governments pinpoint and tailor their services, resources and support to help young children and their families.

School teachers complete a research instrument for each child in their class to collect the AEDC data. The instrument is called the Australian version of the Early Development Instrument (AvEDI).

The AvEDI includes approximately 100 questions across five key areas of development, referred to as 'domains', which include:

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

Child background and demographic data are also collected as part of the AEDC.

This document sets out procedures for the pre-population of selected background and demographic items asked in the AvEDI, using data which may already be held in the administrative systems in each jurisdiction.

2. About pre-population for the AEDC

Each school sector in each jurisdiction holds a range of demographic and background information about children in the first year of full-time school, some of which relates directly to items on the AvEDI.

Pre-population of relevant demographic and background items in the AEDC has a number of benefits, including:

- much less work for teachers completing the instrument
- better data quality
- a significant cost reduction in conducting the census
- more timely dissemination of data to the jurisdictions
- improved capacity for the analysis of the results of the 2021 collection by providing complete and accurate demographic information for children in their first year of full-time school.

For these reasons, the AEDC National Committee, which includes representatives from all state and territory governments is supportive of pre-population for the 2021 AEDC.

Items for pre-population are listed in Section 5 of this document.

The ten priority items listed in Table 3 are considered the minimum requirement for pre-population. Each sector in each jurisdiction participating in the pre-population of the AEDC will provide this information.

There are also other items in the pre-population specification which should be provided if available. Whilst the preference is for all items to be provided, it is acknowledged that not all items will be available in each jurisdiction.

It is also understood that some jurisdictions may hold some data items in slightly different formats. The Social Research Centre will undertake consultations with jurisdictional data managers in September/October 2020 to understand the format in which these data items are held and some adjustments to the format specified in this document may follow. It is requested that the data format specified in the final version of this document is followed.

Pre-population information for children for whom no other part of the AvEDI is completed is only used at an aggregated level to help evaluate the reliability of AEDC results. Data is kept confidential until the AEDC data collection is finished and the information is then permanently deleted.

More information about privacy and the AEDC can be found at <http://www.aedc.gov.au/about-the-aedc/privacy>.

You can also refer to the Privacy Act (1988) at <http://www.oaic.gov.au/privacy/privacy-act/the-privacy-act>

3. Pre-population schedule

Provision of pre-population information

Table 1 below sets out the schedule for the provision of pre-population information.

As can be seen, for pre-population information to be fully processed and ready for the commencement of the AEDC data collection period on 3 May 2021, pre-population information must be received by the Social Research Centre in the format outlined in these specifications **no later than 5.00 pm AEST on 1 April 2021**.

Table 1 Pre-population schedule

Activity	Date
Draft pre-population specifications disseminated	14 September 2020
Consultations undertaken with jurisdictional data managers	Mid-September to mid-October 2020
Final pre-population specifications disseminated	16 November 2020
Pre-population information provision	Progressive to 1 April 2021
Pre-population information processing	Progressive to 23 April 2021
AEDC system live with pre-populated information	26 April 2021
AEDC data collection period starts	3 May 2021
AEDC data collection period finishes	30 July 2021

4. Uploading your data

Key aspects of uploading your data are provided below.

1. Please provide the files in either Excel, CSV or tab-delimited text format.
2. Each file must contain the child details specified in the data dictionary in Section 5, ensuring that column names and column order are followed exactly.
3. It is the responsibility of each State and Territory to 'format, check and clean' their lists before forwarding them to the Social Research Centre. Please ensure that:
 - the file contains one line per child, ensuring all duplicate child records have been removed
 - all records are provided in the same format
 - each record includes the minimum information, as defined by the ten priority items listed below in Table 2.
4. Refer to the key pre-population data checks (Section 4) to ensure that the completed file does not contain any of the more common file errors.
5. Use the following file naming convention for each completed file:

2021_AEDC_[STATE]_[SECTOR]_[REGION]

For example:

A file containing all sectors within a State:

2021_AEDC_WA

A file containing one of the three sectors:

2021_AEDC_SA_GOVT

A file containing a region within a sector:

2021_AEDC_NSW_CATHOLIC_LISMORE

A file containing a single school:

2021_AEDC_NSW_NEWINGTON

6. Secure file exchange

Do not email us your files under any circumstances. The Social Research Centre secure file exchange is to be used for all transfer of data.

Instructions for accessing and using the secure file exchange will be provided to the nominated jurisdictional data manager(s) in advance.

For further information about the AEDC generally, please contact your AEDC State and Territory Co-ordinator.

5. Key data checks

Table 2 summarises common issues with data submitted in previous collections. Attention to these issues will greatly enhance the accuracy and timeliness of the 2021 AEDC. Please ensure that these issues are addressed in the files submitted for your jurisdiction.

Table 2 Key pre-population data checks

<i>Item</i>	<i>Description</i>	<i>Comments</i>
1.	Essential information missing	Please ensure all information requested for core items 1 to 10 is made available and records are complete according to the specifications outlined in this document.
2.	The data contains more than one line per child	Each record should correspond to one unique child.
3.	Records use different formats	Ensure the formatting of data is uniform throughout the file.
4.	Incomplete ID	Ensure leading zeros in the ID columns are not removed (format the column as 'text').
5.	Special characters used	Remove all special characters such as %, #, \$, *, @
6.	Information is written once and is missing in the subsequent fields	Do not use terms such as "As Above", but ensure that all records can be treated as 'stand alone' records and are complete with their own individual information.
7.	First, Middle and Last name concatenation	Ensure the child's first, middle and last names are in separate and correct fields.
8.	First, Middle and Last name capitalisation	Ensure that the child's first, middle and last names are correctly formatted in Proper Case .
9.	Last name and first name reversed	Ensure all records are consistent with the first name and surname placed in their correct columns.
10.	Date of birth unexpectedly imports in US date format	Ensure dates of birth are presented in YYYYMMDD format to avoid data import errors
11.	Concatenation of address items (street, suburb, state, postcode)	Ensure address appears in separate and correct fields.
12.	Post Office Box in Address fields	Please ensure only residential addresses are provided.
13.	Dropping leading 0's	Ensure leading 0's are retained.

6. Data Element Dictionary

Table 3 details the items to be included in the pre-population file. The **core** items listed in column numbers **1 to 10** are priority items and the minimum requirement for pre-population.

The child residential address information in column numbers **11 to 16** are **highly desirable** and will significantly improve the overall efficiency of completion of the AvEDI.

The items in column numbers **17 to 38** are to be provided if the information is available on your system. If the data are not available, please leave these fields blank. Note that items **33 – 38** are supplementary variables included for analysis purposes only and are not asked as part of the AvEDI.

Table 3 Pre-population items for the 2021 AEDC

Priority	Column	Description	Field name
Core (mandatory)	1	Child identifier	ChildID
	2	Child first name	FirstName
	3	Child last name	LastName
	4	Aus Govt school identifier	AGSchoolID
	5	Aus Govt location identifier	AGLocationD
	6	Jurisdictional campus identifier	JCampusID
	7	School name	SchoolName
	8	School address suburb or town	SchoolSuburb
	9	School address State	SchoolState
	10	Child date of birth	DOB
Address (highly desirable)	11	Child Address First Line	Address1
	12	Child Address Second Line	Address2
	13	Suburb or town of residence	SuburbTown
	14	State of residence	State
	15	Postcode of residence	Postcode
NT only	16	Aboriginal community number (NT)	ACN
Other (desirable)	17	Child Indigenous status	ATSI
	18	Child gender	Gender
	19	Child speaks LOTE at home	LOTE
	20	Child country of birth	Country
	21	Class identifier	ClassID
	22	Child repeating year	Repeat
	23	Child middle name	MiddleName
	24	School level completed by first parent or carer	Parent1ED1
	25	Non-school qualification of first parent or carer	Parent1ED2
	26	School level completed by second parent or carer	Parent2ED1
	27	Non-school qualification of second parent or carer	Parent2ED2
	28	Year of arrival in Australia	YearArrival

Continued next page

Table 3 Pre-population items for the 2021 AEDC (continued)

Priority	Column	Description	Field name
Other (desirable) <i>continued.</i>	29	Preschool or Kindergarten program prior to school	Preschool
	30	Preschool or Kindergarten Dose (NSW)	PreschoolDose
	31	Preschool or Kindergarten Setting (NSW)	PreschoolSetting
	32	Postcode of Preschool or Kindergarten (NSW)	PreschoolPostcode
Supplementary analysis variables (desirable)	33	Gender of first parent or carer	Parent1Gender
	34	Gender of second parent or carer	Parent2Gender
	35	Parental occupation group of first parent or carer	Parent1Occup
	36	Parental occupation group of second parent or carer	Parent2Occup
	37	Country of birth of first parent or carer	Parent1Country
	38	Refugee status of child	Refugeestatus

1. Child identifier (ChildID)

- Data element description** A code that uniquely identifies each child attending the school.
- File** Pre-population table
- Purpose** To ensure that AEDC details have been pre-populated for the correct child.
- Instructions**
- Each record should correspond to one unique child.
 - This field must not be blank.

Field format

Value	Description
Length	20
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
Text	A unique child identifier within the school

AEDC reference: Field is not retained in the AEDC.

2. Child first name (FirstName)

Data element description A field that contains the child's first name.

File Pre-population table

Purpose To populate class lists

- Instructions**
- Record the child's first name as it appears on his or her birth certificate rather than a preferred name or nickname.
 - Ensure the child's first, middle and last names are in separate fields and formatted in **Proper Case**.
 - This field must not be blank.

Field format

Value	Description
Length	50
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
Text	The child's first name as it appears on his or her birth certificate

AEDC reference: The child's name appears on the class list created by the teacher.

3. Child last name (LastName)

Data element description A field that contains the child's last name.

File Pre-population table

Purpose To populate class lists

- Instructions**
- Record the child's last name as it appears on his or her birth certificate.
 - Ensure the child's first, middle and last names are in separate fields and formatted in **Proper Case**.
 - This field must not be blank.

Field format

Value	Description
Length	50
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
Text	The child's last name as it appears on his or her birth certificate

AEDC reference: The child's name appears on the class list created by the teacher.

4. Australian Government School identifier (AGSchoolID)

Data element description	A national code that uniquely identifies each school.
File	Pre-population table
Purpose	To identify the school participating in the AEDC.
Instructions	<ul style="list-style-type: none"> The national School Identifier reported to the Australian Government Department of Education Skills and Employment in the 2021 school census should be used rather than a state or jurisdiction identifier. This field must not be blank.

Field format

Value	Description
Length	5
Type	Numeric
Justification	Right
Fill character	Space

Field value

Value	Description
1 - 99999	A valid Australian Government Department of Education Skills and Employment school identifier

AEDC reference:	The Australian Government Department of Education Skills and Employment school identifier provided here is linked to the unique AEDC school activation code used by Principals to register and activate their schools for the data collection.
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5. Australian Government Location identifier (AGLocationID)

Data element description	A national code that uniquely identifies each campus.
File	Pre-population table
Purpose	To identify the campus of the school participating in the AEDC
Instructions	<ul style="list-style-type: none"> The national Location (campus) Identifier reported to Australian Government Department of Education Skills and Employment in the 2021 school census should be used rather than a state, sector or jurisdiction identifier. This field must not be blank.

Field format

Value	Description
Length	5
Type	Numeric
Justification	Right
Fill character	Space

Field value

Value	Description
1 - 99999	A valid Australian Government Department of Education Skills and Employment location code

AEDC reference:	The Australian Government Department of Education Skills and Employment location identifier provided here is linked to the unique school activation code used by Principals to register and activate their schools for the data collection
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6. Jurisdictional Campus identifier (JCampusID)

- Data element description** A jurisdictional code that identifies each campus.
- File** Pre-population table
- Purpose** To identify the campus of the school participating in the AEDC
- Instructions**
- A jurisdiction identifier should be used, where this exists
 - If a jurisdiction campus ID does not exist, this field should be left blank

Field format

Value	Description
Length	10
Type	Alphanumeric
Justification	Right
Fill character	Space

Field value

Value	Description
Text	A jurisdictional campus code

- AEDC reference:** Will provide a concordance of jurisdictional campus identifiers with unique Australian Government Department of Education Skills and Employment location identifiers

7. School name (SchoolName)

Data element description The name of the school at which the child is enrolled.

File Pre-population table

Purpose To identify the school participating in the AEDC.

Instructions This field must not be blank.

Field format

Value	Description
Length	70
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
Text	The name of the school

AEDC reference: Identifies the school participating in the AEDC.

8. School address suburb or town (SchoolSuburb)

Data element description Identifies the suburb or town in which the school or campus of a multi-campus school is located.

File Pre-population table

Purpose To ensure that pre-population occurs for children at the correct school or campus in the correct location.

Instructions This field must not be blank.

Field format

Value	Description
Length	50
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
Text	The name of the suburb or town

AEDC reference: Identifies the suburb or town in which the school (or campus of a multi-campus school) is located. This is to ensure that pre-population occurs for children at the correct school in the correct location.

9. School address State (SchoolState)

Data element description A code that identifies the State or Territory in which the school has its postal address.

File Pre-population table

Purpose To identify the jurisdiction in which the AEDC is administered.

Instructions Ensure the field is a three-character string rather than a numeric value (e.g. 1, 2).
This field must not be blank.

Field format

Value	Description
Length	3
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
ACT	Australian Capital Territory
NSW	New South Wales
NT	Northern Territory
QLD	Queensland
SA	South Australia
TAS	Tasmania
WA	Western Australia
VIC	Victoria

AEDC reference: Identifies the jurisdiction in which the AEDC is administered (allowing for one Northern Territory school with a Queensland postcode).

10. Child date of birth (DOB)

Data element description	The date on which the child was born.
File	Pre-population table
Purpose	To pre-populate Item CIP7 in the AvEDI.
Instructions	<ul style="list-style-type: none"> • Components of the date must be in YYYYMMDD format, right justified in each sub-field, with a leading zero if needed. • The year of date of birth will normally be in the range 2015 to 2017. • This field must not be blank. Where a date of birth cannot be provided, report '1901' '01' '01'.

Field format

Value	Description
Length	8
Type	Numeric
Justification	Right
Fill character	Leading zero

Field value

Value	Description
2016	Year - 1st four digits (e.g. 2016)
08	Month - 2nd two digits (e.g. 08)
06	Day - 3rd two digits (e.g. 06)

AEDC reference:	Item CIP7 Child's legal date of birth.
------------------------	-------------------------------------------

11. Child Address First Line (Address1)

Data element description The first line provides the street number and street name of the child's residential address.

File Pre-population table

Purpose To pre-populate Item CIP2 in the AvEDI.

Instructions

- This line must not contain the name of a town, suburb or postcode. If this line contains insufficient space, use the Child address, Second line field to continue the address details.
- Ensure **only residential addresses** are provided.
- Leave this field blank if the information is not available.

Field format

Value	Description
Length	50
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
Text	Street number and name details.

AEDC reference: Item CIP2
Full street address.

12. Child Address Second Line (Address2)

Data element description The second line of an address is a continuation of the name and number of the street.

File Pre-population table

Purpose To pre-populate Item CIP2 in the AvEDI.

Instructions

- This line must not contain the name of the suburb, locality, town or postcode.
- If the complete name and number of the street is provided in the *Child Address First Line* field, this field will be blank.
- Ensure **only residential addresses** are provided.
- Leave this field blank if the information is not available.

Field format

Value	Description
Length	50
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
Text	The continuation of street number and name details.

AEDC reference: Item CIP2
Full street address.

13. Suburb or town of residence (SuburbTown)

Data element description	The name of the suburb, town or locality of the child's residential address.
File	Pre-population table
Purpose	To pre-populate Item CIP3 in the AvEDI.
Instructions	<ul style="list-style-type: none">The combination of data in the <i>Postcode of residence</i> and the <i>Suburb or town of residence</i> fields must match the Australia Post listing.Leave this field blank if the information is not available.

Field format

Value	Description
Length	50
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
Text	The name of a suburb, town or locality

AEDC reference:	Item CIP3 Suburb or town or residence.
------------------------	-------------------------------------------

14. State of residence (State)

Data element description	The name of the State of the child's residential address.
File	Pre-population table
Purpose	To pre-populate Item CIP5 in the AvEDI.
Instructions	<ul style="list-style-type: none"> • Ensure the field is a three-character string (e.g. 'ACT') rather than a numeric value. • Leave this field blank if the information is not available.

Field format

Value	Description
Length	3
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
ACT	Australian Capital Territory
NSW	New South Wales
NT	Northern Territory
QLD	Queensland
SA	South Australia
TAS	Tasmania
WA	Western Australia
VIC	Victoria
Blank	Unknown

AEDC reference:	Item CIP5 State of residence.
------------------------	----------------------------------

15. Postcode of residence (Postcode)

Data element description	The child's residential address postcode.
File	Pre-population table
Purpose	To pre-populate Item CIP4 in the AvEDI.
Instructions	<ul style="list-style-type: none">The postcode must be a four-digit Australia Post postcode that is current and valid.Leave this field blank if the information is not available.

Field format

Value	Description
Length	4
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
0001-9999	Any valid 4-digit Australia Post postcode.
Blank	Unknown.

AEDC reference:	Item CIP4 Postcode of residence.
------------------------	-------------------------------------

16. Aboriginal community number (ACN)

Data element description The Aboriginal community number is a remote area classification used by the Northern Territory government¹.

File Pre-population table

Purpose To identify the geographical location of children attending preschool in remote areas of the Northern Territory. This is Item CIP6 in the AvEDI.

Instructions

- Data are only to be provided by the Northern Territory.
- Leave this field blank if the child does not live in the Northern Territory.

Field format

Value	Description
Length	4
Type	Numeric
Justification	Right
Fill character	Space

Field value

Value	Description
1 - 1999	Any 4-digit Northern Territory Aboriginal Community identifier.
Blank	Not from the NT.

AEDC reference: Item CIP6
Aboriginal Community Identifier Number.

¹ Data source: <http://www.ntlis.nt.gov.au/placenames/>

17. Child Indigenous status (ATSI)

Data element description A child is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term 'origin' is considered to relate to people's Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity.

File Pre-population table

Purpose To pre-populate Item P1 in Preliminary questions section of the AvEDI.

Instructions Aligns with ACARA Data Standards Manual (2019 edition).

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
1	Aboriginal but not Torres Strait Islander origin
2	Torres Strait Islander but not Aboriginal origin
3	Both Aboriginal and Torres Strait Islander origin
4	Neither Aboriginal nor Torres Strait Islander origin
9	Not stated / unknown

AEDC reference: Item P1 in the Preliminary questions section
Is this child of Aboriginal or Torres Strait Islander descent?

18. Child gender (Gender)

Data element description A flag that identifies the child's gender (male or female).

File Pre-population table

Purpose To pre-populate Item CIP1 in the AvEDI.

Instructions Aligns with ACARA Data Standards Manual (2019 edition), following the alternative classification which omits the Other category but includes it with code 9 as follows

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
1	Male
2	Female
9	Other/not stated/inadequately described

AEDC reference: Item CIP1
Child's sex.

19. Child speaks LOTE at home (LOTE)

Data element description A code that identifies the main language spoken at home by the child.

File Pre-population table

Purpose To pre-populate Item BI3 in the AvEDI.

Instructions

- Where detailed ABS language codes are recorded, the 4-digit Australian Standard Classification of Languages (ASCL) codes should be reported.
- If language data are only readily available in ACARA Data Standards Manual (2019 edition) 'question option one' format, use the 11 categories listed below.
- If data are held in simplified Y/N format, show: 1=No, English only and leave all other values blank.

Field format

Value	Description
Length	4
Type	Numeric
Justification	Right
Fill character	None

Field value

Value	Description
1	No, English only
2	Yes, Arabic
3	Yes, Cantonese
4	Yes, Italian
5	Yes, Vietnamese
6	Yes, Mandarin
7	Yes, Greek
8	Yes, Spanish
9	Yes, Tagalog
10	Yes, Hindi
11	Yes, Other

AEDC reference: Item BI3
Does the child speak a language other than English at home?

20. Child country of birth (Country)

Data element description	A code that identifies the child's country of birth.
File	Pre-population table
Purpose	To pre-populate Item CIP8 in the AvEDI.
Instructions	<ul style="list-style-type: none"> Where detailed ABS country codes are readily available, the 4-digit Standard Australian Classification of Countries (SACC) codes should be reported. If data are held in a simplified Y/N format, show: 1=Australia and leave all other values blank If country of birth data is readily available in previous ACARA Data Standards Manual (October 2012) 'question option one' format, use the 11 categories listed below. Note: this item is no longer required as part of ACARA Data Standards (2019 edition) Leave this field blank if the information is not available

Field format

Value	Description
Length	4
Type	Numeric
Justification	Right
Fill character	None

Field value

Value	Description
1	Australia
2	New Zealand
3	England
4	South Africa
5	China (excludes SARs & Taiwan)
6	Philippines
7	India
8	United States of America
9	South Korea
10	Hong Kong (SAR of China)
11	Other

AEDC reference: Item CIP8 In which country was the child born?

21. Class identifier (ClassID)

- Data element description** A code that distinguishes multiple classes within a school.
- File** Pre-population table
- Purpose** To assist with class lists by identifying particular classes within a school participating in the AEDC.
- Instructions**
- Values can be either integers or alphanumeric and would typically take the form K-1, K-2 or similar. It does not refer to the level of the class.
 - Leave this field blank if the information is not available.

Field format

Value	Description
Length	20
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
Text	Class identifier within a school

- AEDC reference:** Identifies a class within a school participating in the AEDC.

22. Child repeating year (Repeat)

Data element description A flag that identifies if the child is repeating the first year of school.

File Pre-population table

Purpose To pre-populate Item CIP10 in the AvEDI

Instructions

- The value must be in upper case.
- Leave this field blank if the information is not available.

Field format

Value	Description
Length	1
Type	Alphanumeric
Justification	None
Fill character	None

Field value

Value	Description
Y	Yes
N	No
Blank	Unknown

AEDC reference: Item CIP10
Is this child repeating this grade/year?

23. Child middle name (MiddleName)

Data element description	A field that contains the child's middle name.
File	Background table
Purpose	Assist in identifying children for whom a different teacher had completed the AEDC for the same child at another school. Some 700 children are expected to change schools during the three month course of the collection.
Instructions	<ul style="list-style-type: none"> Record the child's middle name as it appears on his or her birth certificate rather than a preferred name or nickname. Ensure the child's first, middle and last names are in separate fields and formatted in Proper Case. Leave this field blank if the child does not have a middle name or if the information is not available.

Field format

Value	Description
Length	50
Type	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
Text	The child's middle name as it appears on his or her birth certificate

AEDC reference:	<p>Identifies multiple Instruments provided for the same child by different teachers and different schools. Only one Instrument is retained in analysing and reporting the results of the AEDC.</p> <p>As the child's middle name is required only for administrative purposes, it will not appear on the class list created by the teacher.</p>
------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

24. School level completed by the first parent or carer (Parent1Ed1)

Data element description A code which provides information about the highest year of primary or secondary school completed by the first parent or carer with whom the child normally lives.

Enrolment forms typically refer to this person as Parent/Carer1, Parent/Guardian1 or Adult1.

File To pre-populate Item BI5a1 in the AvEDI.

Purpose Parental educational level is an important predictor of children's developmental outcomes.

Instructions Aligns with ACARA Data Standards Manual (2019 edition).

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
4	Year 12 or equivalent
3	Year 11 or equivalent
2	Year 10 or equivalent
1	Year 9 or equivalent or below (includes people who never attended school)
0	Not stated / unknown

AEDC reference: Item BI5a1
What is the highest year of primary or secondary school completed by the parent or carer with the main responsibility for the day to day care of the child?

25. Non-school qualification of the first parent or carer (Parent1Ed2)

Data element description A code which provides information about the highest post-school qualification completed by the first parent or carer with whom the child normally lives.

Enrolment forms typically refer to this person as Parent/Carer1, Parent/Guardian1 or Adult1.

File To pre-populate Item BI5b1 in the AvEDI.

Purpose Parental educational level is an important predictor of children's developmental outcomes.

Instructions Aligns with ACARA Data Standards Manual (2019 edition).

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
7	Bachelor degree or above
6	Advanced Diploma or Diploma
5	Certificate level I to IV (including trade qualification)
8	No non-school qualification
0	Not stated / unknown

AEDC reference: Item BI5b1 of Background Information 1
What is the highest post school qualification completed by the parent or carer with the main responsibility for the day to day care of the child?

26. School level completed by the second parent or carer (Parent2Ed1)

Data element description	A code which provides information about the highest year of primary or secondary school completed by the second parent or carer with whom the child normally lives. Enrolment forms typically refer to this person as Parent/Carer2, Parent/Guardian2 or Adult2.
File	To pre-populate Item BI5a2 in the AvEDI.
Purpose	Parental educational level is an important predictor of children's developmental outcomes.
Instructions	Aligns with ACARA Data Standards Manual (2019 edition).

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
4	Year 12 or equivalent
3	Year 11 or equivalent
2	Year 10 or equivalent
1	Year 9 or equivalent or below (includes people who never attended school)
0	Not stated / unknown

AEDC reference:	Item BI5a2 What is the highest year of primary or secondary school completed by the parent or carer who shares responsibility for the day to day care of the child?
------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

27. Non-school qualification of second parent or carer (Parent2Ed2)

Data element description A code which provides information about the highest post-school qualification completed by the second parent or carer with whom the child normally lives.

Enrolment forms typically refer to this person as Parent/Carer2, Parent/Guardian2 or Adult2.

File To pre-populate Item BI5b2 in the AvEDI.

Purpose Parental educational level is an important predictor of children's developmental outcomes.

Instructions Aligns with ACARA Data Standards Manual (2019 edition).

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
7	Bachelor degree or above
6	Advanced Diploma or Diploma
5	Certificate level I to IV (including trade qualification)
8	No non-school qualification
0	Not stated / unknown

AEDC reference: Item BI5b2
What is the highest post school qualification completed by the parent or carer who shares responsibility for the day to day care of the child?

28. Year of arrival in Australia (YearArrival)

Data element description	The year in which a child not born in Australia first arrived in Australia.
File	To pre-populate Item CIP9 in the AvEDI.
Purpose	Differences in child development among newly arrived children from different socio-cultural backgrounds may be affected by the length of time they have spent in this country.
Instructions	<ul style="list-style-type: none"> Record the year of arrival in YYYY format if the child was born overseas (<i>Country of birth</i> > 1). Record a value of 9999 if the child was born overseas but the year of arrival is unknown (<i>Country of birth</i> > 1). Leave this field blank if the child was born in Australia (<i>Country of birth</i> = 1).

Field format

Value	Description
Length	4
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
2000 to 2018	Year of arrival in YYYY format
9999	No information on year of arrival
Blank	Born in Australia

AEDC reference:	Item CIP9 In which year did the child first arrive in Australia?
------------------------	---------------------------------------------------------------------

29. Preschool or Kindergarten program prior to school (Preschool)

Data element description A flag that identifies if the child has attended a preschool / kindergarten program in the year before they started the first year of school.

File Pre-population table

Purpose Non-parental care experienced by children in the year before starting school can have a significant impact on their development. Teachers completing the AEDC may not have access to this information.

Instructions

- The value must be in upper case.
- Leave this field blank if the information is not available.

Field format

Value	Description
Length	1
Type	Alphanumeric
Justification	None
Fill character	None

Field value

Value	Description
Y	Yes
N	No
Blank	Unknown

AEDC reference: Item E2 Did the child attend a preschool / kindergarten program in the year before entering full-time school?

30. Preschool or Kindergarten Dose (PreschoolDose) - NSW only

Data element description The number of hours per week on average that the child attended preschool or kindergarten in the year before they started the first year of school.

File Pre-population table

Purpose To pre-populate Item E2a of the instrument

Instructions

- The value must be in upper case
- Leave this field blank if the information is not available or if the child did not attend preschool or kindergarten

Commented [SB1]: Update instructions to match NT only variable (ATSI community number) formatting "Data are only to be provided by the Northern Territory"

Field format

Value	Description
Length	1
Type	Alphanumeric
Justification	None
Fill character	None

Field value

Value	Description
P	Part time (less than 15 hours per week)
F	Full time (15 or more hours per week)
Blank	Unknown

AEDC reference: Item E2a The number of hours per week on average that the child attended the preschool or kindergarten program?

31. Preschool or Kindergarten Setting (PreschoolSetting) - NSW only

Data element description The setting of the preschool or kindergarten program that the child attended in the year before they started the first year of school.

File Pre-population table

Purpose To pre-populate Item E2b of the instrument

Instructions

- The value must be in upper case
- Leave this field blank if the information is not available or if the child did not attend preschool or kindergarten

Commented [SB2]: Update instructions to match NT only variable (ATSI community number) formatting "Data are only to be provided by the Northern Territory"

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
1	Preschool/kindergarten
2	Long day care centre with a preschool/kindergarten program
3	Other
Blank	Unknown

AEDC reference: Item E2b In what kind of setting was the preschool / kindergarten program?

32. Postcode of Preschool or Kindergarten (PreschoolPostcode) - NSW only

Data element description	The postcode of the preschool or kindergarten program that the child attended in the year before they started the first year of school..
File	Pre-population table
Purpose	To pre-populate Item E2c of the instrument
Instructions	<ul style="list-style-type: none"> The postcode must be a four-digit Australia Post postcode that is current and valid. Leave this field blank if the information is not available or if the child did not attend preschool or kindergarten

Field format

Value	Description
Length	4
Type	Numeric
Justification	Left
Fill character	Space

Field value

Value	Description
0001-9999	Any valid 4-digit Australia Post postcode.
Blank	Unknown.

AEDC reference:	Item 2c What is the postcode of the preschool / kindergarten program?
------------------------	-----------------------------------------------------------------------

33. Gender of first parent or carer (Parent1Gender)

Data element description A flag that identifies the first parent or carer's gender (male or female).

File Pre-population table

Purpose Maternal educational attainment is an important predictor of children's developmental outcomes.

Instructions

- Some enrolment forms collect gender of first parent or carer in the prescribed format.
- Where enrolment forms collect the relationship of the first parent or carer to the child, gender may be derived.
- Leave this field blank if the information is not available

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
1	Male
2	Female
9	Not stated

AEDC reference: Maternal educational attainment is an important predictor of children's developmental outcomes. For inclusion as analysis variable in complete microdata file.

Note that gender of first parent or carer is not asked as part of the AvEDI.

34. Gender of second parent or carer (Parent2Gender)

Data element description	A flag that identifies the second parent or carer's gender (male or female).
File	Pre-population table
Purpose	Maternal educational attainment is an important predictor of children's developmental outcomes.
Instructions	<ul style="list-style-type: none"> Some enrolment forms collect gender of second parent or carer in the prescribed format. Where enrolment forms collect the relationship of the second parent or carer to the child, gender may be derived. Leave this field blank if the information is not available

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
1	Male
2	Female
9	Not stated

AEDC reference: Maternal educational attainment is an important predictor of children's developmental outcomes. For inclusion as analysis variable in complete microdata file.

Note that gender of second parent or carer is not asked as part of the AvEDI.

35. Occupation group of first parent or carer (Parent1Occup)

Data element description Defined as the occupation group which includes the main work undertaken by the parent/guardian/carer. If a parent/guardian/carer has more than one job, report the occupation group which includes their main job.

Enrolment forms typically refer to this person as Parent/Carer1, Parent/Guardian1 or Adult1.

File Pre-population table

Purpose Parental occupation can be a predictor of children's developmental outcomes.

Instructions Aligns with ACARA Data Standards Manual (2019 edition).

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
1	Senior management in large business organisation, government administration and defence, and qualified professionals
2	Other business managers, arts/media/sportspersons and associate professionals
3	Tradespeople, clerks and skilled office, sales and service staff
4	Machine operators, hospitality staff, assistants, labourers and related workers
8	Not in paid work in last 12 months
9	Not stated / unknown

AEDC reference:

Parental occupation may be a predictor of children's developmental outcomes. For inclusion as analysis variable in complete microdata file.

Note that parental occupation is not asked as part of the AvEDI.

36. Occupation group of second parent or carer (Parent2Occup)

Data element description Defined as the occupation group which includes the main work undertaken by the parent/guardian/carer. If a parent/guardian/carer has more than one job, report the occupation group which includes their main job.

Enrolment forms typically refer to this person as Parent/Carer2, Parent/Guardian2 or Adult2.

File Pre-population table

Purpose Parental occupation can be a predictor of children's developmental outcomes.

Instructions Aligns with ACARA Data Standards Manual (2019 edition).

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
1	Senior management in large business organisation, government administration and defence, and qualified professionals
2	Other business managers, arts/media/sportspersons and associate professionals
3	Tradespeople, clerks and skilled office, sales and service staff
4	Machine operators, hospitality staff, assistants, labourers and related workers
8	Not in paid work in last 12 months
9	Not stated / unknown

AEDC reference:

Parental occupation may be a predictor of children's developmental outcomes. For inclusion as analysis variable in complete microdata file.

Note that parental occupation is not asked as part of the AvEDI.

37. Country of birth of first parent or carer (Parent1Country)

Data element description	A code that identifies the country of birth of parent / carer 1. Enrolment forms typically refer to this person as Parent/Carer1, Parent/Guardian1 or Adult1
File	Pre-population table
Purpose	For analytical purposes only (not collected as part of the AvEDI).
Instructions	<ul style="list-style-type: none"> Where detailed ABS country codes are readily available, the 4-digit Standard Australian Classification of Countries (SACC) codes should be reported. If data are held in a simplified Y/N format, show: 1=Australia and leave all other values blank If country of birth data is readily available in previous ACARA Data Standards Manual (October 2012) 'question option one' format, use the 11 categories listed below. Note: this item is no longer required as part of ACARA Data Standards (2019 edition) Leave this field blank if the information is not available

Field format

Value	Description
Length	4
Type	Numeric
Justification	Right
Fill character	None

Field value

Value	Description
1	Australia
2	New Zealand
3	England
4	South Africa
5	China (excludes SARs & Taiwan)
6	Philippines
7	India
8	United States of America
9	South Korea
10	Hong Kong (SAR of China)
11	Other

38. Refugeestatus

Data element description

A flag that denotes information exists to identify the child as a refugee, based on the definition that the child holds one of the following Refugee or humanitarian visas as per the following subclasses defined by the Department of Home Affairs, or the child is classified as being in community detention and therefore does not hold a visa:

- Global special humanitarian (subclass 202)
- Protection visa (subclass 866)
- Refugee visas (subclass 200, 201, 203 and 204)
- Temporary protection visa (subclass 785)
- Safe haven enterprise visa (subclass 790)
- Bridging visa E (BVE) (subclass 050, 051).

File

Pre-population table

Purpose

For analytical purposes only (not collected as part of the AvEDI).

Instructions

- Leave this field blank if the information is not available.
- If refugee status = 1, Year of Arrival in Australia must be completed.

Field format

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
1	Yes
Blank	Unknown

AEDC reference:

For inclusion as an analysis variable in complete microdata file.

Note that Refugeestatus is not asked as part of the AvEDI.

Appendix 7: Post-population of child attendance-related specification



An Australian Government Initiative



AEDC 2021 post-population specifications for child attendance data

16 November 2020

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1. About the Australian Early Development Census

The Australian Early Development Census (AEDC) is an Australian Government initiative.

The AEDC is conducted every three years, with government and non-government schools taking part. The 2021 census will be the fifth collection. In each of the previous collections in 2009, 2012, 2015 and 2018, more than 95 per cent of children in their **first year of full-time school** participated in the AEDC.

The Australian Government works with its partners and with state and territory governments to implement the AEDC. The Social Research Centre is managing the AEDC data collection on behalf of the Australian Government.

The AEDC is a population measure of how young children have developed by the time they start their first year of full-time school.

The AEDC data helps schools, communities, and governments pinpoint and tailor their services, resources and support to help young children and their families.

School teachers complete a research instrument for each child in their class to collect the AEDC data. The instrument is called the Australian version of the Early Development Instrument (AvEDI).

The AvEDI includes approximately 100 questions across five key areas of development, referred to as 'domains', which include:

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

Child background and demographic data are also collected as part of the AEDC.

This document sets out procedures for the post-population of child attendance items asked in the AvEDI, using data which may already be held in the administrative systems in each jurisdiction.

2. About post-population of attendance items

Student attendance and absences are recorded by schools for various purposes and are compulsory for national reporting of students in Years 1 to 10 in government, Catholic and independent schools in Australia. The *National Standards for Student Attendance Data Reporting*, governed by ACARA, enable consistent and comparable reporting of attendance rates across all sectors and jurisdictions.

Whilst there is a national requirement to collect and report this data from Year 1 onwards, we understand that some jurisdictions / sectors record and store this data for children in their first year of full-time school. As some of this information relates directly to items on the AvEDI for the AEDC (see figure 1 below), there is an opportunity to post-populate these items for children in their first year of full-time school who participated in the AEDC, where this information is available.

Post-population of attendance data in the AEDC will have a number of benefits, including:

- much less work for teachers completing the instrument
- better data quality (more complete, accurate and consistent data)
- improved capacity for the analysis of the results of the 2021 AEDC collection.

It is understood that there may be differences in the format in which this data is collected and stored for children in their first year of full-time school. To accommodate this, we have provided two different formats in which you can provide this information to the Social Research Centre, as outlined in Section 3.

Figure 1. Attendance items as they appear in the AvEDI

A1 How many days has this child been absent since the start of the year?

0

1

2 to 5

6 to 10

Greater than 10

To the best of your knowledge, approximately how many days absent were due to:

A1a Family/cultural obligations – includes ceremonies, funerals (specify days)

A1b Illness/injury (specify days)

A1c Other explained reasons e.g. climatic conditions, financial (specify days)

A1d Un-explained reasons (specify days)

More information about the *National Standards for Student Attendance Data Reporting* is available at: <http://www.acara.edu.au/reporting/national-standards-for-student-attendance-data-reporting>

Information about privacy and the AEDC can be found at <http://www.aedc.gov.au/about-the-aedc/privacy>

You can also refer to the Privacy Act (1988) at <http://www.oaic.gov.au/privacy/privacy-act/the-privacy-act>.

3. Options for providing post-population attendance data

Due to differences in the format in which child attendance data may be held, we have provided two different formats in which you may provide this data to the Social Research Centre (SRC).

Following the 2021 AEDC data collection, SRC will provide you with a file of child identifying information for all students who participated in the collection and ask you to append the relevant attendance data as per option 1 or 2 outlined below.

Option 1:

This option essentially follows the ACARA *National Standards for Student Attendance Data Reporting*.

Actual days in attendance (item 6.2 from the National Standards) and *number of possible school days* (item 6.3) are to be appended in the post-population file by the jurisdictional / sector data manager by linking to the child ID / details provided by the SRC.

All attendance data from the period (Semester 1) is to be reported. The actual start and end dates of Semester 1 will vary slightly by jurisdiction and sector.

The SRC will then derive *number of days absent* for each student by calculating the difference between *actual days* and *possible days* and map this to the relevant code in A1 in the AvEDI.

Figure 2. SRC will derive the number of days absent using National Standards items 6.2 & 6.3

Provided by SRC			Appended by data manager		This will be derived by SRC and mapped to A1 in the AvEDI
ChildID	FirstName	LastName	Actual days in attendance (item 6.2)	Number of possible school days (item 6.3)	Number of days absent
ID0001	XXX	XXX	100	100	0
ID0002	XXX	XXX	86	100	14
ID0003	XXX	XXX	32	45	12

Option 1 (continued):

Days absent by reasons for absence will also need to be provided by the jurisdictional / sector data manager, following the absence codes described by the National Standards (referred to as Treatment of Incidents/Absences), shown in Table 1 below. Note: not all of these codes may be applicable in all jurisdiction/sector, so only include the codes that are used in your administrative system.

Table 1. National Standards incidents/absences items

National Standards item	Description of incidents/ absences
A	Unexplained / unauthorised absences
B	Religious / cultural absences
C	Parent-approved absences
D	Medical
E	Disciplinary (out of school)
G	Behavioural reasons
H	Bereavement
M	Employment
N	Explained other absence
P2	Detention/Juvenile Justice/Suspension/Immigration Detention Centres - not notified

The SRC will then map these absences against the relevant codes in A1a to A1d in the AvEDI (see Appendix 1 for mapping and Figure 1 for AvEDI content).

Option 2:

If the ACARA *National Standards for Attendance Data* are not followed in your jurisdiction / sector for recording attendance data for students in their first year of full-time school, then this option allows you to send us the data as per the format collected in the AvEDI.

Note: the reporting standards outlined on page 8 of this document should be followed as best you can.

Number of days absent should be provided by the jurisdictional / sector data manager for each student. The reference period for this should be Semester 1 (terms 1 and 2).

Days absent by reasons for absence must also be provided by the jurisdictional / sector data manager, with the total number of days absent distributed across the following four *reasons for absence* codes as per the AvEDI (see Figures 3 and 4 below). If other absence codes are used in jurisdictional administrative systems, please provide us with these and the SRC will map these to the reason for absence categories used in the AvEDI.

Figure 3. Reasons for absence categories used in the AvEDI

- A1a Family/cultural obligations – includes ceremonies, funerals
- A1b Illness/injury
- A1c Other explained reasons e.g. climatic conditions, financial
- A1d Un-explained reasons

Figure 4. Data managers following option 2 will append *number of days absent* and *days absent by reason for absence*

Provided by SRC			Appended by data manager				
ChildID	First Name	Last Name	Number of days absent	Days absent by reasons for absence			
				Family/cultural obligations _days	Illness / injury _days	Other explained reasons _days	Un-explained reasons _days
ID0001	XXX	XXX	0	0	0	0	0
ID0002	XXX	XXX	14	2	5	4	3
ID0003	XXX	XXX	12	4	8	0	0

4. Reporting standards

In order to maintain consistency in reporting, the *National Standards for Student Attendance Data Reporting* should be followed, where possible. However, if you have attendance data available that does not follow these standards then post-population in AEDC may still be possible, but we suggest you contact the SRC to discuss this.

Table 2 below describes these key reporting standards.

Table 2. National Standards for Student Attendance Data Reporting, Reporting Standards

Reference period	The reference period for reporting the data is Semester 1 i.e. terms 1 and 2 of the 2021 school year (where possible). The actual start and end dates of Semester 1 will vary slightly across jurisdictions and sectors.
Part-day absences	Part-day absences are to be reported and included in the calculated figures. Any student day where the absence recorded is less than or equal to 2 hours is to be reported as a whole day attended. Any student day where the absence recorded is greater than 2 hours is to be reported as a part day attended. Part-day absences are to be reported as 0.5. The definition and reporting of part-day absences may vary depending on individual arrangements for any given school.
Movement during collection period	Absences and attendances are recorded and attributed to multiple schools, providing that a given student meets the definition of full-time at each school. For AEDC reporting purposes, please include all days for attendances and absences across <u>all schools</u> attended by the student within the same jurisdiction during the reference period, and not just the school where the AEDC was conducted.

More information about the *National Standards for Student Attendance Data Reporting* is available at: <http://www.acara.edu.au/reporting/national-standards-for-student-attendance-data-reporting>

5. Commitment to post-populate child attendance data and trial extract

For jurisdictions / sectors that intend to post-populate child attendance data for the 2021 AEDC collection, we will seek both confirmation of your commitment to provide this data AND a trial extract of this data from your system.

These steps will ensure the requirements of this process are understood and that the data can be provided in the relevant format, as failure to do so can result in missing data for your jurisdiction / sector.

The trial post-population extract should be in either option 1 or option 2 format as described in section 3 (option 1 is preferred) and should be de-identified for the purpose of the trial. The trial extract should contain enough records to demonstrate the format in which this data can be provided.

We will provide you with feedback on your trial post-population data file and where trial post-population meets the data requirements, we will suppress the questions being asked of teachers in the AEDC Instrument, thus easing the burden on teachers.

6. Post-population schedule

Table 3 below sets out the schedule for the provision of post-population information.

In order to meet AEDC reporting requirements, post-population information must be received by the SRC in the format outlined in these specifications no later than **8 October 2021**.

Table 3. Post-population schedule

Activity	Date
Draft post-population specifications disseminated	14 September 2020
Consultations undertaken with jurisdictional data managers	Mid-September to mid-October 2020
Final post-population specifications disseminated	16 November 2020
Data managers to provide trial post-population of attendance data, following either option 1 or 2	11 December 2020
Data managers to confirm commitment to provide post-population attendance data	5 March 2021
Social Research Centre to provide data managers with a file of IDs of all children that participated in the 2021 AEDC	10 September 2021
Data managers to append attendance data following either option 1 or 2	8 October 2021

7. Preparing your data file

Table 4 details the items to be included in the post-population file.

Items listed in column numbers 1 to 9 will be provided to you by the SRC for all children in their first year of full-time school who participated in the AEDC from your jurisdiction / sector.

Data managers should then append either columns 10 to 21 if following **option 1** i.e. National Standards OR columns 10 to 14 if following **option 2**.

NB: For trial post-population, SRC will not provide child information. Data managers should provide de-identified data that follows option 1 or option 2 format.

Table 4. Data dictionary: Post-population items for attendance

Who will provide	Column	Variable label	Variable name	Format	Length	Values	
SRC	1	Jurisdiction	State	Alphanumeric	3		
	2	School Sector	Sector	Alphanumeric	1		
	3	Jurisdictional child identifier	ChildID	Numeric	20		
	4	Australian Government location identifier	AGLocationID	Numeric	5		
	5	Jurisdictional campus identifier	JCampusID	Numeric	10		
	6	Child first name	FirstName	Alphanumeric	50		
	7	Child last name	LastName	Alphanumeric	50		
	8	Child date of birth	DOB	Numeric	8		
	9	SRC Child identifier	SRCID	Numeric	20		
Data managers	10	Actual days in attendance	ActualDays	Numeric	3	0 – 150	
	11	Number of possible school days	PossibleDays	Numeric	3	0 - 150	
	Option 1	12	Unexplained / unauthorised absences	Unexplained	Numeric	3	0 - 150
		13	Religious / cultural	Religious	Numeric	3	0 - 150
		14	Parent-approved	Parent	Numeric	3	0 - 150
		15	Medical	Medical	Numeric	3	0 - 150
		16	Disciplinary out of school	Disciplinary	Numeric	3	0 - 150
		17	Behavioural reasons	Behavioural	Numeric	3	0 - 150
		18	Bereavement	Bereave	Numeric	3	0 - 150
		19	Employment	Employ	Numeric	3	0 - 150
		20	Explained other absence	OtherExp	Numeric	3	0 - 150
		21	Detention/Juvenile Justice - not notified	DetentionNN	Numeric	3	0 - 150
If any of these codes are not used they can be left blank							

Who will provide	Column	Variable label	Variable name	Format	Length	Values
Data managers	10	Total number of days absent	Absent	Numeric	3	0 – 150
	Option 2	11	Family / cultural obligations	Family	Numeric	3
	12	Illness / injury	Illness	Numeric	3	0 - 150
	13	Other explained reasons	Other	Numeric	3	0 - 150
	14	Unexplained reasons	Unexplained	Numeric	3	0 - 150

8. Key data checks

Attention to these key data checks will greatly enhance the quality of the data. Please ensure that these issues are addressed in the files submitted for your jurisdiction / sector.

Table 5. Key data checks

Item	Description	Comments
1.	Essential information missing	Please ensure all information requested is made available and records are complete according to the specifications outlined in this document.
2.	Reasons for absence sum to the total number of days absent	The sum of the days by reason for absence must be equal to the total number of days absent
3.	The data contains more than one line per child	Each record should correspond to one unique child.
4.	Records use different formats	Ensure the formatting of data is uniform throughout the file.
5.	Special characters used	Remove all special characters such as %, #, \$, *, @
6.	Dropping leading 0's	Ensure leading 0's are retained.

9. Uploading your data

Key aspects of uploading your data are provided below.

1. Secure file exchange

Do not email us your files under any circumstances. The Social Research Centre secure file exchange is to be used for all transfer of data.

Instructions for accessing and using the secure file exchange will be provided to the nominated jurisdictional data manager(s) in advance.

2. Please provide the files in either Excel, CSV or tab-delimited text format.

3. Each file must contain the details specified in the data dictionary in Section 6, ensuring that column names and column order are followed exactly.

4. It is the responsibility of each State and Territory to 'format, check and clean' their lists before forwarding them to the Social Research Centre. Please ensure that:

- the file contains one line per child
- all records are provided in the same format
- each record includes the information as defined by the items listed in Section 6.

5. Refer to the key data checks (Section 7) to ensure that the completed file does not contain any common file errors.

6. Use the following file naming convention for each completed file:

2021_AEDC_ATTENDANCE_[STATE]_[SECTOR]_[REGION]

For example:

A file containing all sectors within a State:

2021_AEDC_ATTENDANCE_WA

A file containing one of the three sectors:

2021_AEDC_ATTENDANCE_SA_GOVT

A file containing a region within a sector:

2021_AEDC_ATTENDANCE_NSW_CATHOLIC_LISMORE

For further information about the AEDC generally, please contact your AEDC State and Territory Co-ordinator.

Appendix 1

Table A1 shows how the *National Standards reasons for absence* will be mapped to the relevant questions in the AvEDI.

Table A1. Mapping of National Standards reasons for absence to A1a to A1d in the AvEDI

AvEDI item	AvEDI description	National Standards item	National Standards description (absent / included)
A1a	Family/cultural obligations – includes ceremonies, funerals (specify days)	B	Religious / cultural absences
		C	Parent approved absences
		H	Bereavement
A1b	Illness/injury (specify days)	D	Medical
A1c	Other explained reasons e.g. climatic conditions, financial (specify days)	E	Disciplinary (out of school)
		G	Behavioural reasons
		M	Employment
		N	Explained other absence
A1d	Un-explained reasons (specify days)	A	Unexplained / unauthorised absences
		P2	Detention/Juvenile Justice/Suspension/Immigration Detention Centres - not notified
			National Standards description (present / included)
		F	Disciplinary (in school)
		K	Approved educational activity
		L	Work experience programs
		Q	Behaviour centre
		R	Tutorial centres
			National Standards description ('NA' / excluded)
		I	School closed
		J	Natural disaster/event
		O	Exemptions
		P1	Detention/Juvenile Justice/Suspension/Immigration Detention Centres – notified
		S	Excluded

Appendix 8: Awareness raising communications – example email (November 2020)

Title: November 2020 Approach Email
Send date: 23 November 2020
Trigger: On School Frame, In Scope
Subject: Australian Early Development Census
2021 data collection

Dear %%PrincipalName**Principal%%,

Every three years' **STATE≠WA,ACT**[Government] **STATE=WA,ACT**[Public], Catholic and Independent schools across Australia participate in the Australian Early Development Census (AEDC). The AEDC is a population measure of how children have developed by the time they start their first year of full-time school, and provides evidence to support health, education and community policy and planning.

The next AEDC data collection will take place between **%%startdate**startdate%% and %%enddate**enddate%% 2021**. Please [click here](#) to download a poster with key dates for the 2021 data collection. In February 2021, we will be in contact again with further information to assist you and your staff to prepare for the AEDC.

SMALL SCHOOLS[Although your school may only have a few children in the year before full-time school, your contribution is significant. Together, the contribution of the 1,100 small schools around Australia will build a picture of the development of children in rural and remote areas that is available in community profiles and the national report.]

SPECIAL SCHOOLS[As a school catering for children with special needs, your contribution is significant. Schools such as yours contribute important information about the diverse developmental strengths and the challenges that children with additional health and developmental needs face as they commence school.]

To learn more about the AEDC [visit the national website](#). [Click here to watch the video 'Introduction to the AEDC'](#). To find out about privacy and the AEDC [click here](#)*.

STATE≠WA[Your school's participation in 2021 is vital to ensure we understand the impact of the COVID-19 pandemic on children's development. Your time and effort make a significant contribution to the nation. It ensures every child is visible and provides rich and robust data that supports high quality planning to improve the lives of children.]

STATE=WA[Thank you for your support of the AEDC. Your school's participation provides vital information to help make a difference in the lives of our children, families and communities, and the nation as whole.]

If you have any queries regarding the AEDC data collection, please contact the AEDC Helpdesk or your StateTerritory Coordinator %%stcname**stcname%%, %%stcemail**stcemail%%, %%stcphone**stcphone%%.

Yours sincerely,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

**When participating in the AEDC, the privacy of both children and teachers is maintained in accordance with national, state and territory privacy legislation and policies.*

STATE=VIC[Dear %%PrincipalName**Principal%%,

The Australian Early Development Census (AEDC) is a national measure of children's development as they enter their first year of full-time school across five key areas of development: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills (school-based); communication skills and general knowledge.

AEDC data reflects the environments and experiences of children prior to school entry, helping schools, policymakers and communities to understand what is working well and what needs to be improved to better support children and their families.

The Australian Government continues to work in partnership with State and Territory Governments to deliver the AEDC and support the use of the results in informing early childhood development policy, service and programs.

The next AEDC data collection will take place between **3 May and 30 July 2021**. Please [click here](#) for a calendar with key dates for your reference.

SMALL SCHOOLS[Although your school may only have a few children your contribution is significant. The contribution of the 1,100 small schools around Australia will build a picture of how well children are faring in rural and remote areas.]

SPECIAL SCHOOLS[Special Development schools are invited to participate. Children in your settings offer information which captures the diverse developmental strengths and the challenges at school entry across the whole population.]

To learn more about the AEDC [visit the national website](#). [Click here to watch the video 'Introduction to the AEDC'](#). To find out about privacy and the AEDC [click here](#)*.

Your school's participation in 2021 is vital to ensure we understand the impact of the COVID-19 pandemic on children's development. Your time and effort make a significant contribution to the nation. It ensures every child is visible and provides rich and robust data that supports high quality planning to improve the lives of children.

If you have any queries regarding the AEDC data collection, please contact the AEDC Helpdesk or your State Coordinator Cathie Nolan, catherine.nolan@education.vic.gov.au, (03) 9651 3539.

Yours sincerely,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

**When participating in the AEDC, the privacy of both children and teachers is maintained in accordance with national, state and territory privacy legislation and policies.]*

Appendix 9: Awareness raising communications – example email (February 2021)

Title: February 2021 Approach Email
Send date: 16 February 2021
Trigger: On School Frame, In Scope
Subject: Australian Early Development Census
2021 data collection

Dear %%PrincipalName**Principal%%,

Every three years' **STATE≠WA,ACT**[Government] **STATE=WA,ACT**[Public], Catholic and Independent schools across Australia participate in the Australian Early Development Census (AEDC). The AEDC is a population measure of how children have developed by the time they start their first year of full-time school, and provides evidence to support health, education and community policy and planning.

The 2021 AEDC data collection is approaching fast. [Click here](#) to download a poster with key dates for this collection.

Be on the lookout for your AEDC School Leader and Teacher Packs, which will be arriving in the mail in mid-March 2021. The AEDC School Leader Pack has all the information you need to help you plan for and participate in the AEDC data collection, which is taking place between **%%startdate**startdate%% and %%enddate**enddate%% 2021.**

The AEDC School Leader Pack also includes a comprehensive set of resources you can use to inform your school community about the AEDC. The Teacher Packs contain all the material for teacher training.

SMALL SCHOOLS[Although your school may only have a few children in the year before full-time school, your contribution is significant. Together, the contribution of the 1,100 small schools around Australia will build a picture of the development of children in rural and remote areas that is available in community profiles and the national report.]

SPECIAL SCHOOLS[As a school catering for children with special needs, your contribution is significant. Schools such as yours contribute important information about the diverse developmental strengths and the challenges that children with additional health and developmental needs face as they commence school.]

To learn more about the AEDC [visit the national website](#). [Click here to watch the video 'Introduction to the AEDC'](#). To find out about privacy and the AEDC [click here](#)*.

Your school's participation in 2021 is vital to ensure we understand the impact of the COVID-19 pandemic on children's development. Your time and effort make a significant contribution to the nation. It ensures every child is visible and provides rich and robust data that supports high quality planning to improve the lives of children.

If you have any queries regarding the AEDC data collection, please contact the AEDC Helpdesk or your State/Territory Coordinator %%stcname**stcname%%, [%%stcemail**stcemail%%](#), [%%stcphone**stcphone%%](#) **STATE=QLD AND SECTOR=INDEPENDENT**[or Independent Schools Queensland, qoffice@isq.qld.edu.au , (07) 3228 1515].

Yours sincerely,

The AEDC Team
Helpdesk: **1800 092 548**
Email: helpdesk@aedc.gov.au

**When participating in the AEDC, the privacy of both children and teachers is maintained in accordance with national, state and territory privacy legislation and policies.*

STATE=VIC[Dear %%PrincipalName**Principal%%,

The Australian Early Development Census (AEDC) is a national measure of children's development as they enter their first year of full-time school. The AEDC measures five key areas of development: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills (school-based); communication skills and general knowledge.

AEDC data reflects the environments and experiences of children prior to school entry, helping schools, policymakers and communities to understand what is working well and what needs to be improved to better support children and their families.

The 2021 AEDC data collection will take place between %%startdate%% and %%enddate%%. [Click here](#) to download a poster with key dates for this collection.

Be on the lookout for your AEDC School Leader and Teacher Packs, which will be arriving in the mail in March 2021. The AEDC School Leader Pack has all the information you need to help you plan and participate in the AEDC data collection.

This pack also includes a comprehensive set of resources that you can use to inform your school community about the AEDC. A separate Teacher Pack provides all the material for teacher training.

SMALL SCHOOLS[Although your school may only have a few children your contribution is significant. The contribution of the 1,100 small schools around Australia will build a picture of how well children are faring in rural and remote areas.]

SPECIAL SCHOOLS[Special Development schools are invited to participate. Children in your settings offer information which captures the diverse developmental strengths and the challenges at school entry across the whole population.]

To learn more about the AEDC [visit the national website](#). [Click here to watch the video 'Introduction to the AEDC'](#). To find out about privacy and the AEDC [click here](#)*.

Your school's participation in 2021 is vital to ensure we understand the impact of the COVID-19 pandemic on children's development. Your time and effort make a significant contribution to the nation. It ensures every child is visible and provides rich and robust data that supports high quality planning to improve the lives of children.

If you have any queries regarding the AEDC data collection, please contact the AEDC Helpdesk or your State Coordinator Cathie Nolan, catherine.nolan@education.vic.gov.au, (03) 9651 3539.

Yours sincerely,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

**When participating in the AEDC, the privacy of both children and teachers is maintained in accordance with national, state and territory privacy legislation and policies.]*

STATE=WA[Dear %%PrincipalName**Principal%%,

Between %%startdate%% and %%enddate%%, Public, Catholic and Independent schools across Australia participate in the Australian Early Development Census (AEDC). The AEDC is a population measure of how children have developed by the time they start their first year of full-time school, and provides evidence to support health, education and community policy and planning.

Be on the lookout for your AEDC School Leader and Teacher Packs. These will arrive by mail in March 2021. The AEDC packs provide the information you and your staff need to complete the AEDC data collection, and includes teacher training material, and resources to inform the school community about the AEDC.

If you do not receive your AEDC packs by late March please contact the AEDC helpdesk.

To assist with your preparation, [download](#) the AEDC poster with key dates for this collection.

SMALL SCHOOLS[Although your school may only have a few children in the year before full-time school, your contribution is significant. Together, the contribution of the 1,100 small schools around Australia will build a picture of the development of children in rural and remote areas that is available in community profiles and the national report.]

SPECIAL SCHOOLS[As a school catering for children with special needs, your contribution is significant. Schools such as yours contribute important information about the diverse developmental strengths and the challenges that children with additional health and developmental needs face as they commence school.]

To learn more about the AEDC [visit the national website](#). [Click here to watch the video 'Introduction to the AEDC'](#). To find out about privacy and the AEDC [click here](#)*.

Thank you for your support of the AEDC. Your school's participation provides vital information to help make a difference in the lives of our children, families and communities, and the nation as whole.

If you have any queries regarding the AEDC data collection, please contact the AEDC Helpdesk or your State AEDC Coordinator Gail Clark, Gail.clark@education.wa.edu.au, (08) 6206 2019.

Yours sincerely,

The AEDC Team
Helpdesk: **1800 092 548**
Email: helpdesk@aedc.gov.au

**When participating in the AEDC, the privacy of both children and teachers is maintained in accordance with national, state and territory privacy legislation and policies.*

Appendix 10: School Leader Pack contents

Key steps for participation in the AEDC

Step	Key action	Read this	What to do	When to do it
1	Activate your school	<ul style="list-style-type: none"> • <i>About the AEDC fact sheet</i> • <i>School activation fact sheet</i> 	<ul style="list-style-type: none"> • Nominate an AEDC School Coordinator (e.g. the principal, deputy principal, year coordinator, team leader) to manage the Census (Steps 2 to 6). • Go to www.aedc.gov.au/activate and activate your school on the secure data collection system using the school activation code: <<ActivationCode>> 	As soon as possible after receiving this pack
2	Set up your school for the AEDC	<ul style="list-style-type: none"> • <i>School set up fact sheet</i> • <i>About the AEDC for Aboriginal and Torres Strait Islander children fact sheet</i> 	<ul style="list-style-type: none"> • Plan with the teacher(s) and Aboriginal and Torres Strait Islander Cultural Consultant (if required) when they will complete the one hour AEDC training and when they will undertake the Census. • Complete the school set up questions and provide details of the teacher(s) who will complete the Census. • Organise teacher relief. 	Before the collection begins
3	Engage with the school community	<ul style="list-style-type: none"> • <i>School set up fact sheet</i> 	<ul style="list-style-type: none"> • Use the <i>school/parent communications kits</i> to engage with the school community. • Send out the <i>Parent information letter</i> to parents of children in their first year of full-time school and record the names of children whose parents opt out of the AEDC. 	At least two weeks before teachers start completing the AvEDI
4	Set up your teachers	<ul style="list-style-type: none"> • <i>Teacher set up fact sheet</i> • <i>About the AEDC for Aboriginal and Torres Strait Islander children fact sheet</i> 	<ul style="list-style-type: none"> • Provide the teacher(s) with their <i>Teacher Pack (extra copies can be downloaded from the data collection system)</i>. • Coordinate teacher and Aboriginal and Torres Strait Islander Cultural Consultant (if required) training. • Support the teacher(s) with the creation and maintenance of their class list in the secure data collection system. • Ensure teachers have access to the information they need to complete the Census. 	Before teachers start completing the AvEDI
5	Data collection		<ul style="list-style-type: none"> • Follow the on-screen prompts to monitor teacher(s) progress with data collection activities. • Ensure all children in their first year of full-time school have been accounted for. 	Between Collection start date and Collection finish date over a period of up to three weeks if possible
6	Finalise your school's involvement in the AEDC	<ul style="list-style-type: none"> • <i>Teacher relief reimbursement and school finalisation fact sheet</i> 	<ul style="list-style-type: none"> • Confirm school bank account details. • Review the teacher relief reimbursement invoice. • Finalise the school's involvement in the AEDC and submit the invoice 	As soon as teachers have completed data collection for all children on class lists
7	Access the AEDC data	<ul style="list-style-type: none"> • www.aedc.gov.au/schools 	<ul style="list-style-type: none"> • Review your School Profile (available from November 2021) and Community Profile (available from March 2022). 	Upon notification that School and Community Profiles are available

Need further support?

When you are logged into your AEDC account, click on the 'Help Centre' icon, which is located in the top right corner of the screen. You can access online help, training videos and Frequently Asked Questions (FAQs) within the Help Centre.

AEDC helpdesk: phone 1800 092 548 or email helpdesk@aedc.gov.au

AEDC School Leader Pack fact sheet

About the AEDC

This fact sheet provides a general overview of the Australian Early Development Census

What is the AEDC?

The Australian Early Development Census (AEDC):

- is an Australian Government Initiative
- has been conducted nationally every three years since 2009, with more than 95% of schools participating
- is a national progress measure of early child development
- involves teachers of children in their first year of full-time school completing questions in the Australian version of the Early Development Instrument (AvEDI), about each child
- collects data relating to five key areas of early childhood development.

Why the census is completed in the first year of full-time school

Research shows that the experiences and relationships that babies and children have during the early years strongly affect their future development, wellbeing and success. Providing the right kinds of services, resources and support during the early years brings life-long benefits to children and the whole community. The first year of school provides the best opportunity to reliably measure how children and families are being supported across Australia.

Why should schools participate

It is important that data is collected from every school. When all schools participate, information about all children is captured. This gives a complete picture of how children are tracking in each community, state and territory and as a nation.

Schools are best placed to contribute this information through their knowledge and experience of each child in their first year of full-time school.

School improvement planning and community collaboration is enhanced by using their school and community AEDC results.

Benefits to schools

Teachers reported that participating in the census raised their awareness of the needs of individual children, as well as the needs of the class as a whole.

They also reported that completing the AEDC assisted their planning for transition to school and developing programs of work for their class.

Results from previous data collections have been used to help young children and families in a range of ways that can improve their development and wellbeing before they reach school, including:

- schools using the data to collaborate with early years networks
- communities identifying gaps in supports and services for families with young children
- governments using the data extensively as evidence to develop better policies for children.

Data collection

What is assessed during data collection?

The AvEDI measures five key areas or domains of early childhood development for individual children:

- Physical health and wellbeing
- Social competence
- Emotional maturity
- Language and cognitive skills (school-based)
- Communication skills and general knowledge.

The results measure if a child is developmentally on track, at risk or vulnerable in each domain.

What is required of each child?

Nothing, children do not need to be present; teachers use the AvEDI to record their observations.



Read this fact sheet first

How reliable is teacher reporting?

Teachers will undertake one hour of training and are provided with detailed information to help them accurately complete the AvEDI for the children in their class.

A number of studies have confirmed that teachers using the AvEDI provide reliable information about young children's development.

Reporting

Individual child results are not published and children can not be identified in any AEDC reports.

Publicly available data is reported for groups of children at community, state/territory and national levels.

Data is available publicly on the AEDC website.

Participating schools can access school reports, not publicly available that provide information about how their children are developing in comparison with all other children across Australia.

Privacy

Will parents/carers get individual results for their child?

No. AEDC results for individual children are not reported and the AEDC is not used as an individual diagnostic tool. This means that an individual child report is not produced.

Are children's names included in the report?

Children's names and other identifying information will be recorded by the teacher but data will be de-identified before being made public or made available to researchers.

Teachers use the secure data collection system developed for the AEDC allowing for the safe collection of data.

Detailed information about privacy is available from the AEDC website www.aedc.gov.au/privacy. The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone 1800 092 548.

What if a parent does not want their child to participate in the census?

Participation in the AEDC is voluntary, and parents/carers can notify schools if they wish to opt out of the census.

Covid-19

Understanding the impact of Covid-19

The COVID-19 pandemic is presenting unprecedented challenges.

Your school's participation is vital to ensure we capture all children's results to help schools, communities and governments understand the impact of the COVID-19 pandemic on children's development by the time they start school, and plan how best to support children, families and communities' future outcomes.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone **1800 092 548**.

AEDC School Leader Pack fact sheet

School activation

School activation relates to the process of registering the school on the secure data collection system, in readiness for data collection.

When to activate your school

The school should be activated as soon as possible after receiving the *School Leader Pack*.

Information needed to activate your school

- **the 8 digit school activation code.**
This is located on the top right-hand corner of the *Principal welcome letter*, and the *Key steps for participation in the AEDC* in the *School Leader Pack*.
- identify who will coordinate the data collection in your school and their contact details (name and email address). The **AEDC School Coordinator** may be the principal or someone nominated by the principal (e.g. deputy principal, year coordinator, team leader).
- refer to Steps 2 to 6 of the *Key steps for participation in the AEDC* for an outline of AEDC School Coordinator tasks.

Who can activate your school

The principal or the nominated AEDC School Coordinator can activate the school.

How to activate your school

1. go to www.aedc.gov.au/activate
2. enter your **8 digit activation code**
3. enter your email address
4. verify your email address by clicking on the link in the invitation email we send you
If the principal delegates to an AEDC School Coordinator, the principal will receive a courtesy email confirming the details of the AEDC School Coordinator
5. set your password

School activation is now complete and the AEDC School Coordinator is now registered on the secure data collection system.

Refer to the fact sheet *School set up* for information about the next steps.

School activation troubleshooting

If you don't receive the invitation email...

- look in your junk mail or spam folders
- allow up to 10 minutes (depending on your internet speed)
- if you still cannot find your invitation email contact the AEDC helpdesk.

If you click on the link in the invitation email and it doesn't work...

Copy and paste the link into the address bar on your browser (taking care to copy the entire link).

If you forget your password...

If you forget your password, click on the 'forgot password' link at the login screen and follow the prompts to reset your password.

If you need help activating...

Contact the AEDC helpdesk on **1800 092 548** or email helpdesk@aedc.gov.au.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone **1800 092 548**.

This fact sheet relates to Step #1 of the *Key steps for participation in the AEDC*

AEDC School Leader Pack fact sheet

School set up

This fact sheet covers key tasks to be undertaken before the start of data collection at the school.

Liaise with teachers about when they will be completing the AEDC

It is recommended that AvEDI completion takes place over a period of up to three weeks as soon as possible after the data collection opens. Refer to the *Key steps for participation in the AEDC* for details of when the collection opens and closes in your state or territory.

It is important to liaise with teachers about:

- when they will complete the online training for the AEDC. Teacher training can be undertaken at any time before starting AvEDI completion
- when they will be completing the Australian version of the Early Development Instrument (AvEDI) for children in their class.

Allow approximately one hour for training, and 20 minutes to complete each AvEDI

Organise teacher relief

The Australian Government provides funding so that schools can organise teacher relief while teachers participate in the AEDC. At the end of the collection schools can submit an invoice for teacher relief (refer to the fact sheet *Teacher relief reimbursement and school finalisation*).

Organise Aboriginal and Torres Strait Islander Cultural Consultant support (if required)

If the school has children in their first year of full-time school who identify as being of Aboriginal and Torres Strait Islander descent, and the school has access to an Aboriginal and Torres Strait Islander Cultural Consultant, arrangements should be made for teachers to access that staff member for consultation during the AEDC. Refer to the fact sheet *About the AEDC for Aboriginal and Torres Strait Islander children*.

Complete the school set up questions in the data collection system

To complete the school set up questions in the data collection system, you will need the following information:

- the number of teachers of children in their first year of full-time school
- the total number of children in their first year of full-time school
- the number of children in their first year of full-time school who have identified as being of Aboriginal and Torres Strait Islander descent

If the school has children in their first year of full-time school who have identified as being of Aboriginal and Torres Strait Islander descent, you will be prompted to confirm whether your school has access to an Aboriginal and Torres Strait Islander Cultural Consultant for consultation during the AEDC.

- dates of when your school plans to commence and complete the AEDC
- confirmation of whether there is a breakfast club available to children in your school (either at your school or in the local community).

See over the page for more on school set up



Engage with the school community

Use the following resources to help inform your school community about the AEDC:

- a *school communication kit*, comprising a printable poster, 'principal talking points', and 'questions and answers' documents
- a *parent information kit*, comprising a printable poster, school newsletter, website, school Facebook pages and Twitter content.

Resources are available in the data collection system after the school has been activated. Refer to the fact sheet *School activation*.

Send out the Parent information letter

Each parent/carer of a child in their first year of full-time school should be sent the *Parent information letter*. This is a critical part of the process of obtaining informed consent.

The *Parent information letter* is available in a number of different languages and can be downloaded from the data collection system.

Schools may add information to the letter regarding how parents should notify the school if they do not want information to be recorded for their child for the AEDC. The content of the letter should otherwise not be altered. The letter can then be printed to school letterhead and distributed to parent/carers. Refer to the *Parent/carer opt-out proforma* in the *School Leader Pack*.

Record parent/carer opt outs

1. Record all notifications received from parents/carers choosing to opt-out of the AEDC. Parents can opt out by:
 - returning the *parent/carer opt-out proforma*
 - contacting/notifying the school.

Refer to the *parents/carers opt out proforma* in the *School Leader Pack* to assist schools with recording this information.

2. Provide a list of the names of children whose parent/carer has opted out to teachers before they start doing the data collection for their class.
3. Teachers record that child as 'not participating' in the secure data collection system to ensure that no information is recorded for that child.

About informed implied consent

'Informed consent' is a legal condition whereby a person can be said to have given consent based upon a clear appreciation and understanding of the facts, implications and future consequences of an action. In order to give informed consent, the individual concerned must have adequate reasoning faculties and be in possession of all relevant facts at the time consent is given.

The Royal Children's Hospital Human Research Ethics Committee has provided approval for the AEDC program to obtain informed implied consent from parents/carers with children participating in the AEDC with the option to opt-out verbally or in writing.

'Implied consent' means that parents/carers are informed about the AEDC and have the opportunity to opt-out if they do not want information to be recorded for their child for the AEDC.

Obtaining informed implied consent for parents/carers who may have difficulties opting out in writing

Obtaining informed implied consent from parents or carers who are not proficient in English, have low literacy, or have other difficulties opting out in writing can be achieved by communicating the content of the *Parent information letter* verbally and by giving parents/carers an opportunity to verbally opt-out.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone **1800 092 548**.

AEDC School Leader Pack fact sheet

Teacher set up

This fact sheet outlines how the AEDC School Coordinator can ensure teachers are ready to start data collection.

Teacher pack

Teacher Pack(s) will have arrived at your school with the *School Leader Pack*.

Provide a copy of the *Teacher Pack* to all teachers who will be participating in the AEDC.

These packs include a *Guide to completing the Australian version of the Early Development Instrument (AvEDI)*. It is important that teachers read and follow this guide on how to complete the AvEDI.

A digital version of the *Teacher Pack* is available for download after signing into the data collection system.

Teacher registration

Before starting AvEDI completion, teachers must first register on the secure data collection system. So a teacher can register, the AEDC School Coordinator must:

- access the secure data collection system and follow the on-screen prompts
- enter the name and email address of teachers who will be participating in the AEDC.

Refer to the fact sheet *Teacher registration* (provided in the *Teacher Pack*) for more information.

Teacher training

Before starting the AvEDI completion teachers must:

- complete the online teacher training, even if the teacher has previously participated in the AEDC
- read the *Guide to completing the Australian version of the Early Development Instrument* to complete teacher training.

Create class lists of children

Before teachers can begin AvEDI completion, a master list of children in their first year of full-time school will need to be added to the data collection system.

For some schools this list is pre-populated, the AEDC School Coordinator can review the 'Manage children' tab on the data collection system to see if a master list of children has been pre-populated for your school.

If a master list has been pre-populated for your school, the AEDC School Coordinator should review the list and add any additional children missing from the list. If a master list is NOT pre-populated the AEDC School Coordinator can follow the on-screen prompts to 'Create a master list' of children.

Teachers can then follow the on-screen prompts to create a 'Class List' and begin completing the AvEDI.

Information teachers need to complete the AvEDI

Prior to commencing AvEDI completion teachers will need access to child demographic information collected by schools as part of the enrolment process. The child demographic items include:

- full name
- date of birth
- sex
- residential address
- country of birth
- year of arrival in Australia (for children born overseas)

- diagnosed medical conditions/disability known to the school/special needs¹
- Aboriginal/Torres Strait Islander status
- English as a Second Language (ESL) status
- languages spoken at home
- details of parent/carer educational attainment
- record of attendance
- details of preschool/non-parental care received before entering school (if any).

For schools in some states and territories, some or all of this information will be pre-populated in the AvEDI. During the AvEDI completion process, teachers are able to update pre-populated information, as appropriate, using information contained in the school administrative system.

¹ For the AEDC, children with special needs are those medically diagnosed as having additional needs requiring assistance due to chronic medical, physical or intellectually disabling conditions (e.g. Cerebral Palsy, Down Syndrome). Demographic information about children with special needs is included in the AEDC Community Profile, but developmental data for these children are not included in AEDC reports. Demographic information that is inclusive of children with special needs is important for community-level and policy planning.

Children with dual placement

When a child is enrolled at more than one school teachers are required to check with the child's other teacher to ensure that the AvEDI is:

- only completed once
- completed by the teacher at the school where the child spends the most time.

Completing the AvEDI for children from language backgrounds other than English

When completing the AvEDI for children from language backgrounds other than English (LBOTE), teachers:

- base their responses on their professional judgment and accumulated knowledge of the child
- may choose to consult with specialised staff where they are available and time permits, if specific information about the child and their family is helpful.

Consultation may be helpful but is not required.

Reimbursement is not provided for the time taken by specialised staff consulted about LBOTE children.

Examples of specialised staff include: ESL teachers, Teachers' Aides (Multicultural Education or Ethnic), Bilingual Support Officers or Community Liaison or Information Officers.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone **1800 092 548**.



AEDC School Leader Pack fact sheet

About the AEDC for Aboriginal and Torres Strait Islander children

This fact sheet outlines how the AEDC has been adapted for Aboriginal and Torres Strait Islander children, and provides information on the use of Aboriginal and Torres Strait Islander Cultural Consultants.

Adaptation of the AEDC for Aboriginal and Torres Strait Islander children

The AEDC has been adapted on the basis of consultation with Aboriginal and Torres Strait Islander stakeholders across metropolitan, rural and remote sites to ensure the AvEDI is culturally inclusive and appropriate for use with Aboriginal and Torres Strait Islander children.

If the teacher of an Aboriginal and Torres Strait Islander child in their first year of full-time school is not of Aboriginal or Torres Strait Islander descent, it is desirable that the AvEDI is completed in consultation with an Aboriginal and Torres Strait Islander Cultural Consultant, where available.

Why use an Aboriginal and Torres Strait Islander Cultural Consultant?

Aboriginal and Torres Strait Islander staff members bring unique cultural knowledge. They are well placed to support teachers to complete the Australian version of the Early Development Instrument (AvEDI) for Aboriginal and Torres Strait Islander children, because of their personal understanding of Aboriginal and Torres Strait Islander children's ways of learning and being.

Aboriginal and Torres Strait Islander Cultural Consultants may provide some or all of the following:

- additional child, family, and community specific information when they are familiar with an individual child. They can do this either by completing the AvEDI together with the teacher or by providing the teacher with advice specific to the child

- support to teachers to consider their observations of the child from a cultural perspective
- general cultural advice to teachers where they are unsure about how to answer specific questions that have cultural flags.

Benefits reported by schools that have worked with Aboriginal and Torres Strait Islander Cultural Consultants include:

- learning more about children's educational and developmental needs
- learning more about the story of the child and the family
- developing a better understanding of the strengths and vulnerabilities of children in the context of their family and community environments
- recognising the impact of cultural bias and creating a more culturally informed picture of families and children.

Time spent to establish a relationship and discuss what each person can bring to build a holistic picture of the child, can help teachers and Aboriginal and Torres Strait Islander Cultural Consultants work together most effectively.

Staff who may provide cultural consultant support

Aboriginal and Torres Strait Islander Cultural Consultants **must** be of Aboriginal or Torres Strait Islander descent and may be staff members at the school or in the education sector. They may have a role involving teaching, teaching support, liaison, coordination, support, mentoring or tutoring.

It is not a requirement for an Aboriginal and Torres Strait Islander Cultural Consultant to have a pre-established relationship with the child or school.

Steps to take when an Aboriginal and Torres Strait Islander Cultural Consultant is required

Where a school has access to an Aboriginal and Torres Strait Islander Cultural Consultant, make arrangements for that staff member to:

- register on the secure AEDC data collection system
- undertake the online AEDC data collection training together with the teacher
- be available for consultation with the teacher during preparation and completion of the AvEDI for Aboriginal and Torres Strait Islander children.

Steps to take when an Aboriginal and Torres Strait Islander Cultural Consultant is not available

If an Aboriginal and Torres Strait Islander Cultural Consultant is not available to assist with completion of the AvEDI, the teacher:

- may seek support from their principal or AEDC School Coordinator about how best to gain a cultural perspective for Aboriginal and Torres Strait Islander children in their class, if required
- is to complete AvEDI as they would for any other child.
- is to refer to the information icon and the cultural icon text when completing the AvEDI

Culturally sensitive questions in the AvEDI

Questions in the AvEDI that require supplementary cultural sensitivity considerations will be highlighted with one or more of the following icons.

 The information icon denotes that you need to refer to important supplementary information for that question. Hover over the icon with your mouse to read what it says, or look up the relevant question in the *Guide to completing the Australian version of the Early Development Instrument* to read the same information.

 The general flag icon is for any child who comes from a linguistically and culturally diverse background including Aboriginal and Torres Strait Islander children

 The Aboriginal and Torres Strait Islander flag icon is specific for children from Aboriginal and Torres Strait Islander backgrounds.

When both the general flag and Aboriginal and Torres Strait Islander flag icons appear this denotes supplementary considerations because the questions are subject to cultural sensitivity.

Specific questions about Aboriginal and Torres Strait Islander children in the AvEDI

At the start of the AvEDI the teacher is asked if the child is of Aboriginal or Torres Strait Islander descent.

Upon answering 'Yes' to this question, there is one additional demographic question relating to the use of Aboriginal and Torres Strait Islander languages.

All other questions are identical for Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander children.

Refer to the *Guide to completing the Australian version of the Early Development Instrument* for Aboriginal and Torres Strait Islander language-related definitions.

Reimbursement for Aboriginal and Torres Strait Islander Cultural Consultant relief time

Relief funding is provided for each Aboriginal and Torres Strait Islander Cultural Consultant as follows:

1 hour for completing the online AEDC data collection training

20 minutes per completed AvEDI, where the teacher and Aboriginal and Torres Strait Islander Cultural Consultant complete the AvEDI together. This is in addition to the 20 minutes of relief funding per completed AvEDI for the teacher.

For further information regarding reimbursement for the use of Aboriginal and Torres Strait Islander Cultural Consultants refer to the fact sheet *Teacher relief reimbursement*.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone **1800 092 548**.

AEDC School Leader Pack fact sheet

Teacher relief reimbursement and school finalisation

This fact sheet outlines the invoice and funding process.

Overview

The Australian Government provides relief funding:

- to schools which participate in the AEDC data collection for relief staff brought in to allow teachers and Aboriginal and Torres Strait Islander Cultural Consultants to participate in the AEDC
- at a reimbursement rate agreed by the Australian Government and state and territory governments
- when schools submit an invoice in the secure AEDC data collection system once teachers have completed the data collection.

School details needed in the data collection system to receive funding

To receive reimbursement for relief time for teachers and Aboriginal and Torres Strait Islander Cultural Consultants the AEDC School Coordinator is required to:

- enter accurate school ABN, bank account name, BSB and account number into the data collection system
- submit an invoice for the cumulative relief time on completion of the data collection, via the data collection system.

Relief funding will be paid by electronic funds transfer.

For schools in some jurisdictions/sectors, bank details will be pre-populated.

How teacher relief reimbursement is calculated

Relief funding is paid as follows:

- 1 hour for each teacher and Aboriginal and Torres Strait Islander Cultural Consultant who completes the online AEDC data collection training
- 20 minutes per completed AvEDI for each teacher
- 20 minutes per completed AvEDI for each Aboriginal and Torres Strait Islander Cultural Consultant when they complete the AvEDI together with a teacher
- For a minimum of 3 hours of relief time, even when the total relief time utilised by the school is less

Exceptional Circumstances claim

If the total amount of the teacher relief reimbursement invoice does not cover the cost of relief staff, the school may be eligible to make an Exceptional Circumstances claim.

Please contact your state/territory AEDC coordinator.

How the teacher relief reimbursement invoice is created

The AEDC data collection system will automatically generate a Recipient Created Tax Invoice:

- once all teachers in the school have finished the data collection, or at the end of the AEDC data collection period (whichever is the sooner)
- stating the number of
 - teachers trained
 - completed AvEDIs
 - Aboriginal and Torres Strait Islander Cultural Consultants trained
 - AvEDIs completed by a teacher and Aboriginal and Torres Strait Islander Cultural Consultant together.

GST status

The Australian Taxation Office has ruled that teacher relief reimbursement payments to schools in the government sector are GST exempt, and that teacher relief reimbursement payments to schools in the catholic and independent sectors attract GST. The system generated Recipient Created Tax Invoice reflects this ruling.

Invoice payment

Payment will be made within two to six weeks of finalising the school's involvement in the AEDC.

School finalisation

To finalise the school's participation in the AEDC data collection the AEDC School Coordinator:

- must check the Recipient Created Tax Invoice details in the data collection system and sign off that they are complete and correct for the school
- submit the invoice for payment via the data collection system
- can provide feedback on the experience of participating in the AEDC

A copy of the invoice will automatically be emailed to the AEDC School Coordinator for the school's records.

Final date for school finalisation

The final date for invoice submission is 17 September 2021, with some minor variations by jurisdiction and sector.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone **1800 092 548**.



Parent/carer opt-out pro-forma

Schools are required to keep a record of all children whose parents or carers have opted out of the AEDC

The following pro-forma documents may be used to record verbal or written opt-outs from parents or carers. Additional copies of these documents are available from the 'Help Centre' in the data collection system.



Written opt-out

I have discussed my child's participation in the national collection of Australian Early Development Census information and request that information is **not** to be collected on:

CHILD'S NAME _____

FULL NAME OF PARENT/CARER _____

PARENT/CARER SIGNATURE _____ DATE: / / 2021

Schools are required to keep a record of all children whose parents or carers have opted out of the AEDC



Verbal opt-out

The parent/carer of _____ (CHILD'S NAME)
contacted the school to request that the Australian Early Development Census
information is **not** to be collected for this child.

FULL NAME OF STAFF MEMBER NOTIFIED _____

SIGNATURE OF STAFF MEMBER NOTIFIED _____ DATE: / / 2021

Schools are required to keep a record of all children whose parents or carers have opted out of the AEDC

Appendix 11: Summary of School Leader Pack mailing dates by jurisdiction

State	Sector	School Leader Pack (anticipated arrival date)	Teacher Pack (anticipated arrival date)	School Activation Open
National		22-Mar-21	22-Mar-21	15-Mar-21
ACT	Government	19-Mar-21	19-Mar-21	19-Mar-21
ACT	Catholic	19-Mar-21	19-Mar-21	19-Mar-21
ACT	Independent	19-Mar-21	19-Mar-21	19-Mar-21
NSW	Government	19-Mar-21	19-Mar-21	19-Mar-21
NSW	Catholic	19-Mar-21	19-Mar-21	19-Mar-21
NSW	Independent	19-Mar-21	19-Mar-21	19-Mar-21
NT	Government	16-Mar-21	16-Mar-21	16-Mar-21
NT	Catholic	16-Mar-21	16-Mar-21	16-Mar-21
NT	Independent	16-Mar-21	16-Mar-21	16-Mar-21
QLD	Government	16-Mar-21	16-Mar-21	16-Mar-21
QLD	Catholic	16-Mar-21	16-Mar-21	16-Mar-21
QLD	Independent	16-Mar-21	16-Mar-21	16-Mar-21
SA	Government	19-Mar-21	19-Mar-21	19-Mar-21
SA	Catholic	19-Mar-21	19-Mar-21	19-Mar-21
SA	Independent	19-Mar-21	19-Mar-21	19-Mar-21
TAS	Government	19-Mar-21	19-Mar-21	19-Mar-21
TAS	Catholic	19-Mar-21	19-Mar-21	19-Mar-21
TAS	Independent	19-Mar-21	19-Mar-21	19-Mar-21
VIC	Government	22-Mar-21	22-Mar-21	22-Mar-21
VIC	Catholic	22-Mar-21	22-Mar-21	22-Mar-21
VIC	Independent	22-Mar-21	22-Mar-21	22-Mar-21
WA	Government	19-Mar-21	19-Mar-21	19-Mar-21
WA	Catholic	19-Mar-21	19-Mar-21	19-Mar-21
WA	Independent	19-Mar-21	19-Mar-21	19-Mar-21

Appendix 12: Teacher Pack contents

Australian Early Development Census

Teacher training materials

Dear AEDC School Coordinator,

Further to our previous communications about the 2021 Australian Early Development Census (AEDC), please find enclosed training materials for distribution to your teacher(s) of children in their first year of full-time school.

As you will be aware, the census involves the completion of a research instrument (similar to a questionnaire) by teachers of children in their first year of full-time school. The Australian version of the Early Development Instrument (AvEDI) collects data relating to five key areas of early childhood development.

Children do not need to be present when the teacher completes the assessment and will not miss any class time, as the completion of the AvEDI is based on teacher observation. The school receives relief funding from the Australian Government for the time and effort involved. Refer to your *School Leader Pack* for further information about the census, or go to www.aedc.gov.au.

The *Teacher Pack* includes a teacher welcome letter, the *Guide to completing the Australian version of the Early Development Instrument* and a series of fact sheets.

Online versions of teacher training materials are available for download after signing into the data collection system. Refer to your *School Leader Pack* for details of how to activate your school.

Thank you for supporting this important nationwide census of early childhood development. Every school with children in their first year of full-time school has a vital role to play in helping our nation collect the information it needs to support our children and their families as we recover from the challenges of the COVID-19 pandemic.

Yours sincerely,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

AEDC Teacher Pack fact sheet

About the AEDC

This fact sheet provides a general overview of the Australian Early Development Census.

What is the AEDC?

The Australian Early Development Census (AEDC):

- is an Australian Government Initiative
- has been conducted nationally every three years since 2009, with more than 95% of schools participating
- is a national progress measure of early child development
- involves teachers of children in their first year of full-time school completing questions in the Australian version of the Early Development Instrument (AvEDI), about each child
- collects data relating to five key areas of early childhood development.

Why the census is completed in the first year of full-time school

Research shows that the experiences and relationships that babies and children have during the early years strongly affect their future development, wellbeing and success. Providing the right kinds of services, resources and support during the early years brings life-long benefits to children and the whole community. The first year of school provides the best opportunity to reliably measure how children and families are being supported across Australia.

Why should schools participate

It is important that data is collected from every school. When all schools participate, information about all children is captured. This gives a complete picture of how children are tracking in each community, state and territory and as a nation.

Schools are best placed to contribute this information through their knowledge and experience of each child in their first year of full-time school.

School improvement planning and community collaboration is enhanced by using their school and community AEDC results.

Benefits to schools

Teachers reported that participating in the census raised their awareness of the needs of individual children, as well as the needs of the class as a whole.

They also reported that completing the AEDC assisted their planning for transition to school and developing programs of work for their class.

Results from previous data collections have been used to help young children and families in a range of ways that can improve their development and wellbeing before they reach school, including:

- schools using the data to collaborate with early years networks
- communities identifying gaps in supports and services for families with young children
- governments using the data extensively as evidence to develop better policies for children.

Data collection

What is assessed during data collection?

The AvEDI measures five key areas or domains of early childhood development for individual children:

- Physical health and wellbeing
- Social competence
- Emotional maturity
- Language and cognitive skills (school-based)
- Communication skills and general knowledge.

The results measure if a child is developmentally on track, at risk or vulnerable in each domain.



What is required of each child?

Nothing, children do not need to be present; teachers use the AvEDI to record their observations.

How reliable is teacher reporting?

Teachers will undertake one hour of training and are provided with detailed information to help them accurately complete the AvEDI for the children in their class.

A number of studies have confirmed that teachers using the AvEDI provide reliable information about young children's development.

Reporting

Individual child results are not published and children can not be identified in any AEDC reports.

Publicly available data is reported for groups of children at community, state/territory and national levels.

Data is available publicly on the AEDC website.

Participating schools can access school reports, not publicly available that provide information about how their children are developing in comparison with all other children across Australia.

Privacy

Will parents/carers get individual results for their child?

No. AEDC results for individual children are not reported and the AEDC is not used as an individual diagnostic tool. This means that an individual child report is not produced.

Are children's names included in the report?

Children's names and other identifying information will be recorded by the teacher but data will be de-identified before being made public or made available to researchers.

Teachers use the secure data collection system developed for the AEDC allowing for the safe collection of data.

Detailed information about privacy is available from the AEDC website www.aedc.gov.au/privacy. The AEDC team is also here to help with any enquiries:

helpdesk@aedc.gov.au or phone 1800 092 548.

What if a parent does not want their child to participate in the census?

Participation in the AEDC is voluntary, and parents/carers can notify schools if they wish to opt out of the census.

COVID-19

Understanding the impact of COVID-19

The COVID-19 pandemic is presenting unprecedented challenges.

Your school's participation is vital to ensure we capture all children's results to help schools, communities and governments understand the impact of the COVID-19 pandemic on children's development by the time they start school, and plan how best to support children, families and communities' future outcomes.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone **1800 092 548**.

AEDC Teacher Pack fact sheet

Preparing for the AEDC

This fact sheet provides an overview of what a teacher needs to do to prepare for participation in the Australian Early Development Census.

Getting started

Before starting the AEDC data collection:

- find out who is coordinating the AEDC data collection at your school (this might be the school leader or other staff member)
- set a date with the AEDC School Coordinator for when you will:
 - register in the AEDC data collection system
 - complete the online teacher training
 - create your class list of children in their first year of full-time school in the data collection system
 - access the child demographic information you will need
 - start and finish completing the AvEDI for each child on your class list
- consult with teachers of any child on your class list who is also enrolled at another school and identify which teacher will complete the AvEDI for that child
- consult with specialised staff if required
- determine if you will need to access Aboriginal and Torres Strait Islander Cultural Consultant support.

It is recommended that you plan to complete AEDC data collection over a short period of time, up to a three week period if possible.

Teacher registration

Before starting AvEDI completion, teachers must first register on the secure data collection system.

So a teacher can register the AEDC School Coordinator must:

- access the secure data collection system and follow the on-screen prompts to add teachers

- enter the name and email address of teachers who will be participating in the AEDC.

Once the AEDC School Coordinator has completed the above teachers should read the Teacher registration fact sheet (provided in the Teacher Pack) and follow the steps to register. Registration takes a few minutes only.

Teacher training

Teacher training must be completed by teachers before starting the AvEDI completion.

To complete the training teachers must:

- complete the online teacher training in the AEDC data collection system by following the on-screen prompts, even if you have previously participated in the AEDC
- read the *Guide to completing the Australian version of the Early Development Instrument* to complete teacher training
- allow approximately 1 hour to complete the training

Information you need to complete the AvEDI

Prior to commencing AvEDI completion teachers will need access to child demographic information collected by schools as part of the enrolment process. Liaise with your AEDC School Coordinator to access the information required for the completion of the AvEDI.

For schools in some states and territories, some or all of this information will be pre-populated in the AvEDI.

During the AvEDI completion process, teachers are able to update pre-populated information, as appropriate, using information contained in the school administrative system.

If this information is not pre-populated teachers will need access to child demographic items including:

- full name
- date of birth
- sex
- residential address
- country of birth
- year of arrival in Australia (for children born overseas)
- details of diagnosed medical conditions, disability known to the school/special needs¹
- Aboriginal/Torres Strait Islander status
- English as a Second Language (ESL) status
- languages spoken at home
- details of parent/carer educational attainment
- record of school attendance
- details of preschool/non-parental care received before entering school (if any).

Class list creation

Before teachers start completing the AvEDI, a class list of all children in their first year of full-time school for each class/teacher, must be created in the AEDC data collection system.

Read the *Class list creation* fact sheet and follow the steps.

Consult with specialised staff if required

When completing the AvEDI for children from language backgrounds other than English (LBOTE), teachers:

- base their responses on their professional judgment and accumulated knowledge of the child
- may choose to consult with specialised staff where they are available and time permits if specific information about the child and their family is helpful.

Consultation may be helpful but is not required.

Reimbursement is not provided for the time taken by specialised staff consulted about LBOTE children.

Examples of specialised staff include: ESL teachers, Teachers' Aides (Multicultural Education or Ethnic), Bilingual Support Officers or Community Liaison or Information Officers.

Aboriginal and Torres Strait Islander Cultural Consultant support

When completing the AvEDI for an Aboriginal and Torres Strait Islander child, and where the teacher is not of Aboriginal and Torres Strait Islander descent, teachers are asked to consult with an Aboriginal and Torres Strait Islander Cultural Consultant, where one is available.

An Aboriginal and Torres Strait Islander Cultural Consultant assistance can:

- support teachers to consider their observations of the child from a cultural perspective
- provide general cultural advice where they are unsure about how to answer specific questions that have cultural flags.

Teachers should make arrangements to complete the AvEDI for an Aboriginal and Torres Strait Islander child together with an Aboriginal and Torres Strait Islander Cultural Consultant.

Read the fact sheet *Completing the AvEDI for Aboriginal and Torres Strait Islander children* to find out more.

¹ Important information regarding children with special needs

Teachers complete the AvEDI for children with special needs.

For the AEDC, children with special needs are those medically diagnosed as having additional needs requiring assistance due to chronic medical, physical or intellectually disabling conditions (e.g. Cerebral Palsy, Down Syndrome).

Only demographic information about children diagnosed with special needs is included in the AEDC Community Profile. This information is important for communities, policy and planning. Developmental data for these children are not included in the AEDC report, but are used in research to better understand and provide for the needs of all children as they transition to school.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone **1800 092 548**.

AEDC Teacher Pack fact sheet

Teacher registration

This fact sheet provides important instructions for teachers in relation to registration for the AEDC. The registration process will only take a few minutes.

Step 1 Click on the secure link in your AEDC teacher verification email

Once your school is registered in the AEDC data collection system, the AEDC School Coordinator enters the email addresses for teachers who will be completing the Australian version of the Early Development Instrument (AveDI) for children in their first year of school.

The AEDC data collection system will automatically send teachers an email with a secure link so they can register.

Teachers must click on the secure link in the email which will take them to teacher registration.

Step 2 Set your password

In the teacher registration screen:

- enter your first and last name
- create a password.

Keep your email address and password handy to access the data collection system again.

Step 3 Complete teacher registration questions

Once you have set your password:

- complete the teacher registration questions
- access the online teacher training resources.

Teacher registration FAQs

What if I have not received the AEDC teacher invitation email?

If you have not received the AEDC teacher invitation email, it may be due to one of the following reasons:

- your AEDC School Coordinator has not yet completed setting up your school. Please check with your AEDC School Coordinator regarding the status of school set up.
- the AEDC School Coordinator has incorrectly entered your email address. Please check that they have the correct email address for you, and they can re-send the teacher invitation email.
- the teacher invitation email may have ended up in your junk mail or spam folders. Please check these folders
- the teacher invitation email may not arrive immediately. Please allow up to 10 minutes (depending on your internet speed).

What do I do if the link in the AEDC teacher invitation email does not work?

If you click on the link and it does not bring up the browser, copy and paste the link into the address bar on your internet browser (taking care to copy the entire link).

From **27 April 2021** you can create your Class List (refer to the fact sheet *Class List creation*)

From **3 May 2021** you can complete the AveDI for children in your class in their first year of full-time school.

What do I do if I have forgotten my login details?

Your email address and the password you nominated when you completed registration are used to access the secure data collection system.

If you forget your password:

- go to the login screen
- click on the 'forgot password' link
- follow the prompts to reset your password.

If you require assistance resetting your password, please contact the helpdesk on **1800 092 548** or email **helpdesk@aedc.gov.au**.

Are my 2018 teacher registration details valid in 2021?

No. You will need to go through the process of setting a password again in 2021.

Can I log out and come back later?

Yes. You can access the secure data collection system at any time by going to **www.aedc.gov.au/data-collection** and clicking on **Sign In** (top right of the screen). Log in using your email address and the password you created.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: **helpdesk@aedc.gov.au** or phone **1800 092 548**.

AEDC Teacher Pack fact sheet

Class List creation

This fact sheet provides information for teachers relating to Class List creation and maintenance.

Class List creation

Before you start completing the Australian version of the Early Development Instrument (AvEDI), each teacher will need to prepare a 'Class List' of children who are in their first year of full-time school.

For schools in some states and territories, a master list of children will be pre-populated in the secure data collection system.

To prepare your Class List:

- access the AEDC data collection system to see if a master list of children has been pre-populated for your school
- if there is a master list follow the on-screen prompts to select the children who are in your class.

If a master list is NOT pre-populated:

- the AEDC School Coordinator can follow the on-screen prompts to 'Create a master list' of children
- teachers then follow the on-screen prompts to create a Class List and select the children who are in their class from this list
- alternatively, you can create your own Class List by entering the names of the children in your class manually.

Class List maintenance

It is important that your Class List remains accurate. You need to make sure the list shows those children who will be participating in the census.

From the Class List in the data collection system, you can:

- add a child to the Class List to ensure it is complete and includes new enrolments
- record the reason for the child's non-participation in the AEDC by selecting the 'not participating' option and recording the reason for non-participation

- select a child and start completing the AvEDI
- resume a partially completed AvEDI
- review a completed AvEDI
- return a child to the master list of children, so that an AvEDI for that child may be completed by another teacher.

Children with dual placement

When a child is enrolled at more than one school teachers are required to check with the child's other teacher to ensure that the AvEDI is:

- only completed once
- completed by the teacher at the school where the child spends most time.

If you have a child in your class with dual placement, please liaise with the child's other teacher to confirm who is completing the AvEDI.

If the AvEDI for a dual placement child in your class is being completed by the child's other teacher:

- maintain your Class List in the data collection system by selecting 'Dual placement' as the reason why you are not completing an AvEDI for the child.

Children whose parents/carers have opted-out of the AEDC

As part of engaging with the school community in advance of the AEDC, your school will provide information about the AEDC to parents/carers of children in your class.

When a child's parent/carer notifies the school that they choose to opt-out of the AEDC:

- maintain your Class List in the data collection system by selecting 'Opt Out' as the reason why you are not completing an AvEDI for the child

This will ensure that no information is recorded for that child.

Data security

Under the data protocols for the national implementation of the AEDC, teachers may not produce and/or retain copies of identified child-level or class-level data, during or after the collection process.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: **helpdesk@aedc.gov.au** or phone **1800 092 548**.



AEDC Teacher Pack fact sheet

Completing the AvEDI for Aboriginal and Torres Strait Islander children

This fact sheet provides guidance on completing the AvEDI together with an Aboriginal and Torres Strait Islander Cultural Consultant.

The role of Aboriginal and Torres Strait Islander Cultural Consultants in the AEDC

Research has shown that Aboriginal and Torres Strait Islander Cultural Consultants are well placed to support teachers with completion of the Australian version of the Early Development Instrument (AvEDI) for Aboriginal and Torres Strait Islander children, because of their personal understanding of Aboriginal and Torres Strait Islander children's ways of learning and being.

While Aboriginal and Torres Strait Islander Cultural Consultants may or may not have had the opportunity to observe the child in the classroom, their unique cultural perspective can enhance teacher understanding of Aboriginal and Torres Strait Islander children by:

- providing additional child, family, and community specific information when they are familiar with an individual child. They can do this either by completing the AvEDI together with the teacher or by providing the teacher with advice specific to the child
- supporting teachers to consider their observations of the child from a cultural perspective
- providing general cultural advice to teachers where they are unsure about how to answer specific questions that have cultural flags.

Benefits reported by schools that have worked with Aboriginal and Torres Strait Islander Cultural Consultants include:

- learning more about children's educational and developmental needs
- learning more about the story of the child and the family
- developing a better understanding of the strengths and vulnerabilities of children in the context of their family and community environments

- recognising the impact of cultural bias and creating a more culturally informed picture of families and children.

Who can be an Aboriginal and Torres Strait Islander Cultural Consultant

Aboriginal and Torres Strait Islander Cultural Consultants **must** be of Aboriginal or Torres Strait Islander descent and may be staff members at the school or in the education sector. They may have a role involving teaching, teaching support, liaison, coordination, support, mentoring or tutoring.

It is not a requirement for an Aboriginal and Torres Strait Islander Cultural Consultant to have a pre-established relationship with the child or school.

Steps to take when an Aboriginal and Torres Strait Islander Cultural Consultant is required

Where a school has access to an Aboriginal and Torres Strait Islander Cultural Consultant, work with your AEDC School Coordinator to make arrangements for the Aboriginal and Torres Strait Islander Cultural Consultant to:

- register on the secure AEDC data collection system
- undertake the online AEDC data collection training together with the teacher in the data collection system
- plan with the Aboriginal and Torres Strait Islander Cultural Consultant for them to be available for consultation with the teacher during preparation and completion of the AvEDI for Aboriginal and Torres Strait Islander children.

Reimbursement for Aboriginal and Torres Strait Islander Cultural Consultant relief time

In recognition of the important role of Aboriginal and Torres Strait Islander Cultural Consultants relief funding is provided for each Aboriginal and Torres Strait Islander Cultural Consultant as follows:

- 1 hour for completing the online AEDC data collection training
- 20 minutes per completed AvEDI where the teacher and Aboriginal and Torres Strait Islander Cultural Consultant complete the AvEDI together. This is in addition to the 20 minutes of relief funding per completed AvEDI for the teacher.

For further information regarding reimbursement for the use of Aboriginal and Torres Strait Islander Cultural Consultants refer to the fact sheet *Teacher relief reimbursement*.

Steps to take when an Aboriginal and Torres Strait Islander Cultural Consultant is not available

If an Aboriginal and Torres Strait Islander Cultural Consultant is not available to assist with completion of the AvEDI, teachers:

- may seek support from your principal or AEDC School Coordinator about how best to gain a cultural perspective for Aboriginal and Torres Strait Islander children in their class, if required
- complete AvEDI as they would for any other child
- refer to the information icon and the cultural icon text when completing the AvEDI.

Culturally sensitive questions in the AvEDI

Questions in the AvEDI that require supplementary cultural sensitivity considerations will be highlighted with one or more of the following icons:

-  The information icon denotes that you need to refer to important supplementary information for that question.
-  The general flag icon is for any child who comes from a linguistically and culturally diverse background including Aboriginal and Torres Strait Islander children
-  The Aboriginal and Torres Strait Islander flag icon is specific for children from Aboriginal and Torres Strait Islander backgrounds
-  When both the general flag and Aboriginal and Torres Strait Islander flag icons appear this denotes supplementary considerations because the questions are subject to cultural sensitivity.

The online AEDC data collection training will highlight what to do when these icons appear alongside questions in the AvEDI or refer to the *Guide to completing the Australian version of the Early Development Instrument* to read the same information.

Working together with an Aboriginal and Torres Strait Islander Cultural Consultant

When completing the AEDC, it is important that teachers and Aboriginal and Torres Strait Islander Cultural Consultants work together collaboratively and respectfully. Before coming together to undertake the census, make time to discuss:

- the teachers knowledge of the child
- if the Aboriginal and Torres Strait Islander is familiar with a specific child
- each of your pre-existing relationship with the school, the community and the child's family.

When an Aboriginal and Torres Strait Islander Cultural Consultant can provide child, family and community specific information they can either:

- complete the AvEDI together with the child's teacher or
- contribute by providing the child's teacher with advice specific to the child.

An Aboriginal and Torres Strait Islander Cultural Consultant who is not familiar with a child will not be able to provide child-specific information, but can support teachers to consider their observations of the child from a cultural perspective. Time spent to establish a relationship and discuss what each person can bring to build a holistic picture of the child, can help teachers and Aboriginal and Torres Strait Islander Cultural Consultants work together most effectively.

When the teacher and Aboriginal and Torres Strait Islander Cultural Consultant do not agree on a particular answer

Wherever possible, the teacher and Aboriginal and Torres Strait Islander Cultural Consultants should make joint decisions about the AvEDI questions for Aboriginal and Torres Strait Islander children. Teachers and Aboriginal and Torres Strait Islander Cultural Consultants may sometimes find that some questions require extra discussion before agreeing, particularly where there are differing cultural perspectives.

If a consensus is unable to be reached on a question, the 'don't know' option may be selected.

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone **1800 092 548**.

AEDC Teacher Pack fact sheet

Information for Aboriginal and Torres Strait Islander Cultural Consultants

This fact sheet provides guidance for Aboriginal and Torres Strait Islander Cultural Consultants completing the AvEDI together with a child's teacher.

About the AvEDI

The Australian version of the Early Development Instrument (AvEDI) is the questionnaire that teachers complete during the Australian Early Development Census (AEDC), about each child in their class who is in their first year of full-time school.

The AvEDI is completed in the secure online AEDC data collection system.

Who can be an Aboriginal and Torres Strait Islander Cultural Consultant for the AEDC

Aboriginal and Torres Strait Islander Cultural Consultants **must** be of Aboriginal or Torres Strait Islander descent and may be staff members at the school or in the education sector. They may have a role involving teaching, teaching support, liaison, coordination, support, mentoring or tutoring.

It is not a requirement for an Aboriginal and Torres Strait Islander Cultural Consultant to have a pre-established relationship with the child or school.

The role of Aboriginal and Torres Strait Islander Cultural Consultants

When a teacher of an Aboriginal and Torres Strait Islander child, who is in their first year of full-time school, is not an Aboriginal and Torres Strait Islander they may seek cultural consultant support.

An Aboriginal and Torres Strait Islander Cultural Consultant can help the teacher by:

- completing the AvEDI about an Aboriginal and Torres Strait Islander child with the teacher
- supporting the teacher to consider their observations of the child from a cultural perspective even if you have not had the opportunity to observe the child in the classroom
- providing additional child, family and community specific information
- sharing general cultural advice where the teacher is unsure about how to answer specific questions that have cultural flags in the AvEDI.

Schools value working with Aboriginal and Torres Strait Islander Cultural Consultants and have reported a number of benefits. These include:

- learning more about children's educational and developmental needs
- learning more about the story of the child and the family
- developing a better understanding of the strengths and vulnerabilities of children in the context of their family and community environments
- recognising the impact of cultural bias and creating a more culturally informed picture of families and children.

Preparing to complete the AvEDI for Aboriginal and Torres Strait Islander children

You will know if you are being asked to be an Aboriginal and Torres Strait Islander Cultural Consultant during the AEDC when:

- been asked by a teacher, AEDC School Coordinator or principal and/or
- received an email invitation from the AEDC helpdesk to register on the secure data collection system to undertake training and prepare for the AEDC.

Where possible, Aboriginal and Torres Strait Islander Cultural Consultants and teachers are encouraged to:

- register in the AEDC data collection system
- go to the Training section and watch the video *Completing the AvEDI in collaboration with an Aboriginal and Torres Strait Islander Cultural Consultant together*
- make time to share and discuss;
 - when you can complete the AvEDI about the Aboriginal and Torres Strait Islander child together if required
 - each of your knowledge about the child, family, community and cultural context.

An Aboriginal and Torres Strait Islander Cultural Consultant who is not familiar with a child will not be able to provide child-specific information, but may be able to support teachers to consider:

- their observations of the child from a cultural perspective
- how to answer specific questions that have cultural flags in the AVEDI.

Coming together helps build a holistic understanding of the child and can help teachers and Aboriginal and Torres Strait Islander Cultural Consultants know how they will work together.

When the teacher and Aboriginal and Torres Strait Islander Cultural Consultant do not agree on a particular answer

Wherever possible, the teacher and Aboriginal and Torres Strait Islander Cultural Consultant should make joint decisions about the AvEDI questions for Aboriginal and Torres Strait Islander children.

Teachers and Aboriginal and Torres Strait Islander Cultural Consultants may sometimes find that some questions require extra discussion before agreeing, particularly where there are differing cultural perspectives.

If a consensus is unable to be reached on a question, the 'don't know' option may be selected.

Reimbursement for Aboriginal and Torres Strait Islander Cultural Consultant relief time

In recognition of the important role of Aboriginal and Torres Strait Islander Cultural Consultants, relief funding is provided for each Aboriginal and Torres Strait Islander Cultural Consultant as follows:

- 1 hour for completing the online AEDC data collection training
- 20 minutes per completed AvEDI where the teacher and Aboriginal and Torres Strait Islander Cultural Consultant complete the AvEDI together. This is in addition to the 20 minutes of relief funding per completed AvEDI for the teacher

Links to resources and AEDC help

Copies of this fact sheet and links to other resources are available from the 'Help Centre' in the data collection system.

The AEDC team is also here to help with any enquiries: helpdesk@aedc.gov.au or phone **1800 092 548**.

Australian Early Development Census

Guide to completing the Australian version of the Early Development Instrument



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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, Centre for Community Child Health, Royal Children's Hospital, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC nationwide.

This product is based on the materials developed by the Centre for Community Child Health, Royal Children's Hospital, Melbourne, and the Australian Government Department of Education, Skills and Employment has been granted permission to adapt for its use.

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Introduction

Overview

The *Guide to completing the Australian version of the Early Development Instrument* is your essential reference document for important instructions relating to the completion of each question on the Australian version of the Early Development Instrument (AvEDI).

Most teachers find it useful to have a copy of this guide open as they work through the AvEDI for each child.

For examples of how the instructions for the completion of each question are applied, refer to the online teacher training resource *Completing the Australian version of the Early Development Instrument – practice questions*, which can be accessed after you have registered and created your account.

This document should be read in conjunction with the following fact sheets:

- *About the AEDC*
- *Preparing for the AEDC*
- *Information for Teachers completing the AvEDI for Aboriginal and Torres Strait Islander children.*

It is important to complete the online practice questions **before** commencing AvEDI completion.

General information

- Complete the AvEDI for children in your class **in their first year of full-time school.**
- Complete the AvEDI using the secure AEDC data collection system.
- Each AvEDI will take around 20 minutes to complete (20 minutes of relief funding is supplied to your school for each completed AvEDI).
- Children are **not** required to be present while you complete the AvEDI.

- If a child's parent/guardian has opted-out of the AEDC, do not complete an AvEDI for that child. You can record that an AvEDI will not be completed for that child in your Class List.
- If you have known a child for less than one month (and do not feel you can accurately complete the AvEDI for that child) only complete the **Background Information** questions for that child.
- For a child with dual placement (co-enrolled in an additional education program) you will need to consult with the child's other teacher/s to ensure the AvEDI is **completed only once**. The AvEDI should be completed at the school where the child spends the **most** time.

Moderation information

Please refer to the online teacher training video *Moderation Information* for important background information, if you have not already done so.

When completing the AvEDI:

- Answer all questions to the **best of your knowledge.**
- Respond according to **expectations for this phase of development**, not how the child is performing relative to class peers.
- Try to **minimise use of the 'don't know' option**. Use it only if you have not had any opportunity to observe the skill in question.
- Try to focus on the **specific skills and behaviour** relevant to the question rather than general traits.
- Answer as to the **child's capacity now** unless the question specifies otherwise.
- Be guided by your **first impressions** when the AvEDI does not allow you to qualify your answer. The AEDC measures a population rather than individuals so it is not focused on specific aspects of behaviour. You can add comments at the end of the AvEDI if you think a qualification is important.

- The **information icon** ⓘ denotes that you need to refer to important supplementary information for that question. Hover over the icon with your mouse to read what it says, or look up the relevant question in this guide to read the **same** information.
- The **cultural flag icons** 🏳️ and 🇺🇸🇦🇺 denote that there are supplementary considerations because the questions are subject to cultural sensitivity.
 - The general flag icon 🏳️ is for any child who comes from a linguistically and culturally diverse background which includes Aboriginal and Torres Strait Islander children
 - The Aboriginal and Torres Strait Islander flag icon 🇺🇸🇦🇺 is specific for children from Aboriginal and Torres Strait Islander backgrounds.
- It is important to consider how your interpretations of child development, and therefore your response to the AvEDI for children in your class, may be influenced by your own:
 - gender
 - life experiences
 - cultural heritage
 - socio-economic circumstances
 - role models
 - values.

Your awareness of these influences will help you to provide accurate responses to the AvEDI.

Navigating the AvEDI

Please note the following features of the AvEDI on the secure data collection system.

‘Save and continue >’ button

The responses entered on any given screen of the AvEDI are only saved when ‘**Save and continue >**’ is selected. The ‘Save and continue >’ button is located at the foot of each screen of the AvEDI.

‘< Back’ button

If you want to return to a previous screen when completing an AvEDI, select ‘< **Back**’ (located next to the ‘Save and continue >’ button at the foot of each screen). **Do not use the internet browser back arrow at the top left of your screen.** The ‘< **Back**’ button within the AvEDI will take you back through the AvEDI to change or review answers.

If you log out when you have partially completed an AvEDI for a child, you may finish off that AvEDI when you next log in by selecting ‘Resume’ for that child. You will not lose any responses already entered.

Question-by-question guide

This section of the guide lists all questions in the AvEDI and provides question specific moderation information. Note that not all questions have moderation information.

Background information

The information contained in your school administrative system or enrolment forms will assist you with completion of this section. Refer to the *Preparing for the AEDC* fact sheet for a list of information you need to gather before beginning the AvEDI.

Child information

If information is incorrect, teacher clicks on response field to be taken to full question with full response frame to capture data.

If information is missing / 'not known' / not present in pre-population, field border will be highlighted in red and the teacher will not be able to proceed to the next screen without clicking through on the response field to be taken to the full question / full response frame to provide a response

Date of AvEDI completion

Date of Instrument completion is recorded by the secure data collection system and does not display on screen.

CIP1 Child's sex

Select the sex of the child. The response for this question should be consistent with school enrolment records.

CIP2-5 Child's residential address

Please take care when recording the residential address as AEDC results are mapped according to where children live.

Enter details of the child's home address (not a postal address) as shown on the child's enrolment form.

For some schools, the child's address fields will be pre-populated. If this is the case, and the address is correct, continue to the next question.

Follow the on-screen prompts if the pre-populated child address information needs to be corrected.

It is acknowledged that in some Aboriginal and Torres Strait Islander communities, there are neither street numbers nor street names. In such instances, select the state of residence (**CIP5**), postcode of residence (**CIP4**) and record the residential address, providing as much detail as possible.

Questions CIP6a and CIP6b only appear for teachers in the Northern Territory. These are to be completed for all children who live in Aboriginal communities.

CIP6a Aboriginal Community Name

Place of residence for Aboriginal and Torres Strait Islander children may be a discrete area which is nominated by the community as a culturally based Aboriginal and Torres Strait Islander grouping and is recognised as a separate centre. Please specify the Indigenous name or location where the child lives.

CIP6b Aboriginal Community Identifier Number

The answer to this question will self-populate based on your response to question **CIP6a**.

CIP7 Child's date of birth

This information assists in an accurate assessment of the child's age when the AvEDI is completed.

CIP8 In which country was the child born?

Please select the child's country of birth from the list. The most common countries of birth are listed. If the country of birth is not on the list, select the 'Other – please specify' option.

CIP9 In which year did the child first arrive in Australia?

This question will only appear for children not born in Australia

Please select the year of the child's arrival in Australia from the list. If you are uncertain, select the 'Not known' option.

CIP10 Is this child repeating this grade/year?

Teachers should complete the Instrument for children who are repeating the grade/year, as well as those who are not.

Preliminary questions**P1 Is this child of Aboriginal or Torres Strait Islander descent?  **

An Aboriginal or Torres Strait Islander is a person of Aboriginal or Torres Strait Islander descent who identifies as an Aboriginal or Torres Strait Islander and is accepted as such by the community in which he or she lives. Your response for this question should be consistent with school enrolment records.

The following additional demographic questions (P2 to P4) only appear for Aboriginal and Torres Strait Islander children.

P2 Is your completion of AvEDI being assisted by discussion with an Aboriginal and Torres Strait Islander Cultural Consultant?

Aboriginal and Torres Strait Islander Cultural Consultants must be of Aboriginal or Torres Strait Islander descent.

P3 Is this Aboriginal and Torres Strait Islander Cultural Consultant:

You may select one or more of the positions the Aboriginal and Torres Strait Islander Cultural Consultant performs in the School / Education sector. Note that position titles may vary by jurisdiction.

Select the position title closest to the equivalent position in your jurisdiction if their position title does not appear on this list please select 'Other Aboriginal or Torres Strait Islander staff member'.

P4 What role will the Aboriginal and Torres Strait Islander Cultural Consultant play in completing the AvEDI for this child?

Indicate the extent to which you are consulting with the Aboriginal and Torres Strait Islander Cultural Consultant to complete the AvEDI for this child.

BI1 Is this child considered Special Needs? 

Since definitions of special needs may vary between states and territories, please use the definition displayed.

YES	NO
Child requires special assistance in the classroom AND is high need, due to medically diagnosed chronic medical, physical, or intellectually disabling conditions (e.g. Autism, Cerebral Palsy, Down Syndrome).	<p>If you only suspect that the child may have a disabling condition, or the condition is not severe enough for the child to be classified as special needs (indicate the child's specific condition at question D10).</p> <p>If the special need only arises because the child has English as an additional or second language (please indicate ESL status at BI2).</p> <p>Gifted or talented child.</p>

BI1a What medical diagnosis (or diagnoses) qualifies this child as Special Needs?

This question will only appear if 'Yes' is selected at **BI1**.

Please select all medically diagnosed conditions that apply. If the condition is not listed, please select 'other'.

BI1ax 'Other' common medically diagnosed conditions

A second drop down list of common medically diagnosed conditions will appear if 'Other' is selected at **BI1a**. If the condition is not listed, please select 'other' and specify the medically diagnosed condition.

BI2 Is this child considered ESL (English as a second language)? 

YES	NO
<p>Child for whom English is not their first language, and who needs additional instruction in English.</p> <p>Child for whom English is not their first language, who has conversational English, but whose English is not yet proficient.</p>	<p>Child for whom English is their first language.</p> <p>Child whose first language (developmentally) is not English but whose English is proficient.</p>

Careful consideration should be given as to whether Aboriginal and Torres Strait Islander children who have home languages that closely resemble Standard Australian English should be considered ESL.

BI3 Does this child speak a language other than English at home? 

Indicate if this child speaks a language other than English at home. If the child speaks more than one language other than English, enter the language spoken most often.

If the language spoken is not on the list, select the 'Yes, Other — please specify' option. Then either select from the alphabetised list of Aboriginal and Torres Strait Islander languages, or scroll down to 'Other languages' to select from an alphabetised list of other languages.

For Aboriginal and Torres Strait Islander children:

Aboriginal English, Traditional Aboriginal or Torres Strait Islander languages and creole are included in the options. Definitions for language usage and languages spoken by Aboriginal and Torres Strait Islander children are as follows¹:

Standard Australian English (SAE): the form of Australian English used by government, education, commerce and the media. It is the principal language of instruction in Australian schools.

Dialect: form of speech linked to particular region or sub-group, differing from the standard in vocabulary, pronunciation, and/or idiom.

¹ Sources: <http://www.linguistics.unimelb.edu.au/research/projects/ACLA/links.html>. Nero, S.J. (Ed). 2005. *Dialects, Englishes, Creoles and Education*. Mahway, N.J; Lawrence Erlbaum Associates Western Australia, Department of Education (1999). *Solid English*.

Aboriginal English: a distinct dialect of English spoken by Aboriginal people and an important marker of cultural and linguistic identity among Aboriginal people. This includes regional dialects of English spoken by Aboriginal people in rural, remote and urban settings who are influenced by Aboriginal languages and worldview.

Pidgin: term used by linguists to describe the first stage of language transition when two or more language groups come together. Pidgins have relatively few words and flexible rules.

Creole: used by linguists to describe the second stage of language transition when two or more language groups come together. Pidgin becomes a Creole when it becomes the first language learned in homes. Creoles have a broader vocabulary and more consistent rules so they have more complex, diverse and precise meanings.

Kriol: Kriol is the Creole that has emerged as a first language of many Aboriginal children in parts of northern Australia (presently spoken by about 30,000 people). It is an English based Creole which incorporates many English words along with words from local Aboriginal and Torres Strait Islander languages. Kriol is a contemporary Aboriginal language that encompasses an Aboriginal world view which is linguistically more closely related to traditional Aboriginal languages than Aboriginal English.

Traditional Aboriginal Language: distinct languages of which an estimated 250 were spoken in Australia prior to white settlement. Today, only an estimated 20 remain in a relatively healthy state. Some traditional languages have alternate spellings, but for purposes of comparability with Australian Bureau of Statistics (ABS) population census data, we have followed the spelling used in the standard ABS listing.

Common speech taboos are also to be considered during extended periods of mourning or initiation. The taboos have led to a large number of **Aboriginal sign languages** being used as traditional language.

Questions BI3a, BI3b and BI3c will only need to be completed for children who speak languages other than English at home.

BI3a Can this child adequately communicate in this language? 

Please base your response on what might be considered appropriate language for a child in this phase of development. If you are unsure, please consult with an Aboriginal and Torres Strait Islander Cultural Consultant or other staff member. If unable to obtain this information, select 'don't know'.

BI3b Indicate the sources of information used to provide your answer to question BI3a

Please select all sources of information that apply for your response to Question **BI3a**.

BI3c Other languages spoken (excluding English)

Please record other languages spoken (excluding English and the language identified at question **BI3**). The drop down list of languages functions in the same way as for question **BI3**. Up to six other languages can be recorded.

BI3d To the best of your knowledge, has this child attended other language or religion classes? (specify if known)

Please provide information about language or religion classes attended, if known. Examples include attending Sunday School, Hebrew classes or Islamic school.

BI4 Class type

Only complete the AvEDI for children in their first year of full-time schooling i.e. 'Preparatory' students.

BI4a Is this a multi-year class?

Please select the appropriate response.

BI4b Does this child have dual placement?

Dual placement means that the child is co-enrolled at two or more educational institutions or in two or more educational programs. Examples include co-enrolment at an English Language School/Intensive English Centre or class, or in a special development program, as well as in a regular school or education setting.

BI5a(1) What is the highest year of primary/secondary school completed by the child's parent/carer 1?

Parent/carer 1 refers to the 'main' parent/carer that the child lives with most of the time.

Please select the highest year of primary/secondary school completed by the parent/carer. If this information is not readily accessible in your school administrative system or enrolment forms, select the option 'Not known'.

BI5b(1) What is the highest level of post-school qualification completed by the child's parent/ carer 1?

Please select the highest level of post-school qualification completed by parent/carer 1. If this information is not readily accessible in your school administrative system or enrolment forms, select the option 'Not known'.

BI15a and BI15b are repeated for the child's parent/carer 2.

BI6 Has this child been in class for one month or more?

When responding to this question, please consider whether the child entered the class at some time other than the beginning of the year, has been off sick or travelling, or has newly arrived from overseas.

BI6a Do you feel you can make an accurate assessment of this child?

This question will only appear if 'No' is selected at question **BI6**.

You may select the 'Yes' option if you feel that you can make an accurate assessment of the child's abilities, even though the child may not have been in your class for one month or more.

BI6b Are you unable to make an accurate assessment of this child because the child...:

This question will only appear if 'No' is selected at question **BI6a**.

Please select all the reasons why you may be unable to accurately assess the child.

After this question, the Instrument will automatically finish for the child and you will be returned to the Class List.

Section A – Physical Wellbeing

General notes regarding the range of rating answers

1. In most instances a description of the skills for each rating is provided. Where it is not, a **judgment** as to the level of skill or ability of the child may be required. Your **professional judgment** should reflect the individual child's performance for that measure, not how the child is performing relative to his or her classroom peers.
2. The 'Don't know' option should only be used in the following circumstances:
 - if you have not had the opportunity for observing/testing this particular skill with the child
 - if you do not have the required information about the child, or
 - if the child has not had the chance to demonstrate these skills.
3. **Unless otherwise specified, rate the child as they currently present, not the way the child presented at the beginning of the school year.**

A1 How many days has this child been absent since the start of the year?

Please select the appropriate number of days category from the list. The options are:

0

1

2 to 5

6 to 10

Greater than 10.

If a child attends a part-time alternative education program – e.g. Language Development Centre, New Arrivals Program, English Language School/Intensive English Language School or class, ESL program – this time should not be classified as absent from school.

If this information is not readily accessible in your school administrative system, select the option 'Not known'.

Where 1 or more days is selected at A1, questions A1a to A1d appear.

If known, or able to be determined, please record the number of days absent for each of the stated reasons. If no days absent were for the stated reason, please record as 0.

To the best of your knowledge, approximately how many days absent were due to:

A1a Family/cultural obligations – includes ceremonies, funerals

If you are unsure, please consult with an Aboriginal and Torres Strait Islander Cultural Consultant or other staff member. If unable to obtain this information, select 'don't know'.

A1b Illness/injury

A1c Other explained reasons, e.g. climatic conditions, financial

A1d Unexplained reasons

Since the start of the year, has this child sometimes (more than once) arrived:

A2 Over or under-dressed for school related activities 

Refers to the child being dressed appropriately versus inappropriately for the weather, and experiencing a degree of discomfort. Clothing that is culturally or religiously appropriate should not be considered over or under-dressed.

Yes	No
Does not have a warm coat for an outside trip in cold weather (under-dressed) or their clothes are too heavy in warm weather (over-dressed), and experiences a degree of discomfort. This has occurred more than once.	Dresses appropriately for the weather or dresses according to their comfort needs.

A3a Too tired to do school work

Refers to the child coming to school being sleepy and/or lethargic, which interferes with his/her participation in school activities (academic and/or physical).

Yes	No
Often or occasionally appears sleepy.	Consistently arrives at school ready to do work and does not appear tired. Since the start of school the child may have arrived at school tired, but this has not occurred more than once.

A3b Too sick to do school work

Refers to the child coming to school with some ailment, complaining about feeling sick, which interferes with his/her participation in school activities (academic and/or physical).

Yes	No
Often or occasionally complains about feeling sick.	Consistently arrives at school ready to do work and does not complain of feeling sick. Since the start of school the child may have been sent home ill, but this has not occurred more than once.

A4 Hungry 

This question refers only to the child's hunger level upon arrival at school, rather than throughout the day. It is possible for a child to express they are hungry even if they have had breakfast, therefore, it is important that you use your professional judgment to determine if the hunger is genuine.

In the lead up to and during some religious and cultural festivals, such as Ramadan and Lent, some children may alter their eating habits. Please base your response on typical eating habits.

Yes	No
For example: <ul style="list-style-type: none"> The child sometimes or regularly indicates that they have not had breakfast, complains of hunger and/or appears lethargic. The child arrives at school hungry but attends a breakfast club. 	The child never complains of hunger and/or never reports that they skipped breakfast.

A4a Does the child attend a school/community breakfast club?

This refers to specific breakfast programs (not Before School Care that provides breakfast).

Please select the appropriate response. If the child does not attend a school/community breakfast club, indicate whether this is because there is no breakfast club available for the child to attend, or whether the service is available and the child does not attend.

Would you say this child:

A5 Is independent in toileting habits most of the time

This question refers to use of a toilet (Western, sit-down toilet). The child knows when they need to use the toilet (i.e. does not have ‘accidents’), is able to undo/do zippers, buttons on clothing that are required to go to the toilet and can wash and dry hands by him/herself. Please base your response on observations, rather than parent report.

Yes	No
<p>The child can do all of the above tasks always or most of the time. If a child had an accident once early in the school year answer ‘yes’.</p> <p>Also answer ‘yes’ for children recently exposed to sit-down toilets, who after initial accidents have adapted toileting habits.</p>	<p>The child cannot do most or any of the tasks listed above or despite extensive exposure to sit-down toilets the child has had more than one accident since the beginning of the school year.</p> <p>Answer ‘no’ for children who after at least one month of exposure to sit-down toilets continue to have difficulty adapting their toileting habits.</p>

A6 Shows an established hand preference (right vs. left or vice versa)

(There is no moderation information for this item).

A7 Is well coordinated (i.e. moves without running into or tripping over things)

Examples of being well coordinated include running, ability to change directions while running, hopping, skipping, jumping, etc. Movement to music should not be used in gauging coordination.

How would you rate this child's:

A8 Proficiency at holding a pen, crayon or brush

‘Proficiency’ refers to the level of skill with this task. Do not make concessions for children with limited exposure to writing tools.

Very good/good	Average	Poor/very poor
Uses precision writing grip all or most of the time.	Sometimes uses precision writing grip, but is not consistent.	Uses fist grip or other dysfunctional grip most of the time.

A9 Ability to manipulate objects

Includes the manipulation of smaller objects/toys and items, e.g. threading beads, buttons on clothing.

A10 Ability to climb stairs

If there are no stairs where the child can be observed, please use your professional judgment to answer this question, including, for example, the ability to climb playground equipment or the ability to complete a range of related physical activities such as skipping, running or hopping.

Very good/good	Average	Poor/very poor
Walks up and down stairs alternating feet all or most of the time.	Walks up and down stairs without difficulty, but not necessarily alternating feet.	Most of the time does not alternate feet, has trouble going up or down.

A11 Level of energy throughout the school day

Very good/good	Average	Poor/very poor
The child does not tire at all or excessively as the day progresses.	The child does tire, but it does not interfere too much with school activities.	The child tires, and it interferes with or restricts child's ability to participate in school activities.

A12 Overall physical development

Includes fine and gross motor skills, stamina, muscle tone, etc.

A13 Daily personal hygiene

Please consider whether the child comes to school with clean clothes and bathes regularly throughout the week.

Section B – Language and Cognitive Skills (school-based)

☞ Throughout the school day children are able to demonstrate language and cognitive skills in Standard Australian English, in their main home language, or in both English and their home language. In this section, we are seeking information about skills needed **in the school context**.

English will be the only language of school instruction in almost all Australian schools. Occasionally other forms of language are used for school instruction including:

- A language other than English where that language is the common language of instruction, used throughout the day and where children attending that school are not new to the language of instruction (i.e. the child spoke the language before school entry)
- Auslan in schools for deaf and hearing impaired students
- Augmented forms of communication in schools with special education programs (e.g. communication boards).

In formulating responses to questions in this section, unless otherwise indicated (such as in questions B5, B32, B34 and B35), you are asked to consider the child's ability to demonstrate skills through the main language of school instruction. **Do not consider the child's ability to demonstrate skills through languages other than the main language of instruction.**

General notes for this section

1. Take into consideration acquisition and use of language, rather than correct grammar. A formal assessment of language and cognitive skills is not intended.
2. Rate the child as they currently present, not the way they presented at the beginning of school.
3. Responses should be based on an informal knowledge of the child's skills based on observations in the last month.
4. Answer 'Yes' if the particular skill has already developed or is developing well. Answer 'No' if the skill has not yet developed or is developing too slowly.
5. Avoid selecting the 'Don't know' response. Answer 'Don't know' only if you have not had the opportunity for observing/testing this particular skill or do not have the required information about the child.
6. Where possible, select the level (very good/good, average, poor/very poor) of ability or 'Yes' or 'No' to indicate whether or not the child demonstrates the skill.

How would you rate this child's:

B1 Ability to use language effectively in English

The focus is specifically on English language skills. The question refers to the child's use of appropriate words and expressions at appropriate times, as well as the child's contribution to conversations. Effective use is defined as 'use sufficient to convey the desired message'. Only basic grammatical concepts need to be adhered to, so long as the meaning is clear.

B1a–d Ability to use languages other than Standard Australian English effectively in the classroom/playground

These questions only appear for Aboriginal and Torres Strait Islander children.

A time requirement for the child to switch between languages is acceptable.

If uncertain, consult with like-language speakers who can advise on what is age-appropriate use of home language, such as an Aboriginal and Torres Strait Islander Cultural Consultant or other staff member. If unable to obtain this information, select 'don't know'.

B1a Aboriginal English (AE)

B1b Kriol/Creole languages

B1c Traditional Aboriginal or Torres Strait Islander language

B1d Other Indigenous language

B2 Ability to listen in English

Refers to the child's ability to listen to English, without visual cues, for at least a few minutes.

B3 Ability to tell a story

Refers to the child's skill in retelling a story he/she has heard before, using appropriate vocabulary in matching events with words.

B4 Ability to take part in imaginative play

Imaginative play can be alone or with peers. Some children are not familiar with imaginative play. Regardless of previous exposure, rate performance using the same criteria for all children.

Very good/good	Average	Poor/very poor
The child shows lots of imagination and interest in make-believe. The child shows imaginative and creative ways of play.	The child engages in pretend play easily and naturally.	The child requires encouragement, modelling and/or assistance to engage in pretend play.

B5 Ability to communicate own needs in a way understandable to adults and peers 

Refers to the child's ability to use appropriate verbal and, when necessary, non-verbal means (signs and gestures), to communicate what kind of assistance they may need in such a way that is understandable to the teacher and other children.

Please note: Culture influences how children communicate with adults and peers. Eye contact and speaking directly to an adult may be avoided as a sign of respect. This is not to be confused with inappropriate means of communication, such as kicking and yelling. This question is not meant as a measure of English language proficiency. For children in the early stages of learning English as a second language, a higher use of non-verbal means to communicate their needs is typical.

Very good/good	Average	Poor/very poor
The child can reliably state his/her needs in a way that cannot be misinterpreted, even if it is not done using a proper grammatical language, or with help of non-verbal communication (e.g. pointing to appropriate items).	On most occasions the child is able to communicate their needs, but clarification may be required at times.	Most of the time, communication of the child's needs is difficult for peers and adults to understand, requiring repetitions and guesses.

B6 Ability to understand on first try what is being said to him/her 

Refers to the child being able to understand simple commands or statements when directly addressed.

Please note: if you have enough reason to believe that the child understands but chooses not to respond, please still rate as good; the behaviour aspect is rated elsewhere. For example, children in the early stages of learning English as a second language may have receptive understanding of English but are not ready to respond by speaking.

Very good/good	Average	Poor/very poor
The child consistently demonstrates understanding of the spoken information. The child is able to identify the main ideas from the spoken material by carrying out the task or asking a clarifying question or making a relevant comment.	Most of the time the child demonstrates understanding of the spoken word. The child carries out the task or asks clarifying questions or makes relevant comments but does not consistently use all three.	The child rarely demonstrates understanding of the spoken word. That is, the child does not provide an appropriate response to the spoken word.

B7 Ability to articulate clearly, without sound substitutions 

This question refers to the child's possible speech difficulty rather than accent.

Please note: Accent may affect the rhythm of speech, intonation and pronunciation. Examples of pronunciation differences due to accent may be: children who speak Greek may pronounce the word 'chop' as 'tsop', children from a Cantonese background may say that 'th' makes a 'd' sound, or Mandarin speakers may pronounce a 'z' at the end of a word as 's', e.g. 'buzz' becomes 'bus'. Aboriginal and Torres Strait Islander Cultural Consultants may be in a position to provide examples of pronunciation differences for Aboriginal and Torres Strait Islander languages. These examples of accent are distinct from speech difficulties and should not influence how you rate children.

Very good/good	Average	Poor/very poor
No or few articulation or speech sound errors in the more advanced areas (e.g. words like 'thumb').	The child can clearly produce most speech sounds, but still makes sound substitutions.	The child has poor articulation, makes several speech sound substitutions and is difficult to understand.

General notes for questions B8 to B21

1. Answer 'Yes' if the particular skill has already developed or is developing well.
2. Answer 'No' if the skill has not yet developed or is developing too slowly.
3. Answer 'don't know' only if you have not had the opportunity for observing/testing/assessing this particular skill or do not have the required information about the child.
4. The child's exposure to reading material prior to school entry will vary, but by May to August, when AEDC data collection takes place, most children would have had some exposure. Do not over compensate for a lack of exposure when answering these questions.
5. It is not expected that children will be reading and writing by the time they get to school, but it is important to capture information about those who can.

Would you say this child:

B8 Knows how to handle a book (e.g. turn a page)

Yes	No
Knows which way up the book should be held and knows how to turn pages. The book may contain text in any language, but pages should be turned as appropriate for the language.	Does not have knowledge of how to hold a book or turn pages.

B9 Is generally interested in books (pictures and print)

Refers to the child being attentive to books demonstrated by spontaneously picking them up to look at and/or listening for a short period of time when a teacher reads or shows a book.

B10 Is interested in reading (inquisitive/curious about the meaning of printed material)

Refers to the child independently trying to 'read' a book, asking to have a book read to them, or listening attentively when books are read.

Yes	No
Asks to have a book read to them, OR watches and listens intently when books are read to the class, OR asks and answers questions about the content OR will go and select a book to read/view at appropriate times.	Does not indicate interest in books and will lose attention when books are being read to the class.

General notes for questions B11 to B18

These questions apply to the language of school instruction.

B11 Is able to identify some letters of the alphabet

Refers to capital or lower-case letters in alphabetical or random order.

Yes	No
The child can identify ten or more letters.	The child cannot identify at least ten letters.

B12 Is able to attach sounds to letters 

Yes	No
The child is able to attach sounds to letters in most cases (more than 50 per cent of the time), regardless of whether or not the sounds start like the name of the letter (e.g. 'c' can be pronounced as 's' or 'k'). Some children from LBOTE may struggle with some sounds, but unless the child struggles with more than half the letters in the alphabet, select 'Yes'.	The child is able to attach sounds to a few letters or none at all (less than 50 per cent of the time).

B13 Is showing awareness of rhyming words 

Please note: Some languages do not have any or many rhyming words (e.g. Arabic). Regardless, this should not influence how you answer the question for children who speak these languages.

Yes	No
The child can provide a rhyming word when given a word or after being provided with an example. The child may spontaneously speak or sing a list of rhyming words.	The child does not provide a rhyming word when given a word or after being provided with an example.

B14 Is able to participate in group reading activities

The child does not need to be familiar with all of the objects in books, such as the names of animals, or need to be reading. Participation as part of the group is all that is of interest.

Yes	No
In a group setting, the child attends to, responds to, is interested in and/or recognises objects and ideas in illustrations and text of the reading material. For example, the child joins in during choral (vocal) reading activities or supplies appropriate responses when the teacher omits words.	In a group setting, the child does not attend to, respond to, demonstrate interest in and/or appear to recognise objects and ideas in reading material. For example, the child doesn't join in during choral (vocal) reading activities or supply appropriate responses when the teacher omits words.

B15 Is able to read simple words

Yes	No
The child reads most commonly used three or four-letter words (mum, dad, cat, dog, etc.). The child may read simple words with the use of prompts.	The child reads few or no three or four-letter words even with prompts.

B16 Is able to read complex words

Yes	No
The child reads a few words of two or more syllables (a few of them is enough). The child may read complex words with the use of prompts.	The child reads no complex words, even with prompts.

B17 Is able to read simple sentences

Yes	No
The child reads three to six word sentences (e.g. The cat sat on the mat; I am..., I like..., I can...). The child may read simple sentences with prompts. The use of illustrations to predict meaning is appropriate.	The child does not read simple sentences, even with prompts from others or reference to illustrations.

B18 Is experimenting with writing tools

Yes	No
The child independently chooses to use pencils, pens, crayons, etc.	The child doesn't independently choose to use writing tools.

B19 Is aware of writing directions in English (left to right, top to bottom)

Please note: this question refers to the child's awareness of writing directions in English, and **not** their ability to write.

Yes	No
The child knows a sentence starts on the left and moves to the right. This may have been demonstrated through one of the following: mimicking writing direction using a finger, swirling or scribbling left to right (early writing).	For instance, the child randomly scribbles or cannot identify the beginning or end of a sentence or where text would begin on a page.

B20 Is interested in writing voluntarily (and not only under the teacher's direction)

Refers to the child's initiative in using writing/drawing tools to scribble, pretend to write, label objects with letters or letter-like symbols. This applies to the language of school instruction.

Yes	No
The child puts their name on their work with or without being encouraged, writes messages, attempts to label objects in pictures. It does not matter whether the words are legible. It only matters that the child is attempting to link letters together. This must occur on more than one occasion.	The child only attempts to write when instructed by an adult.

B21 Is able to write his/her own name in English

Yes	No
Without assistance (independently) the child writes his/her first name from memory. The letters must be in sequence. The letters may be reversed, inverted, upper case letters, lower case letters, or a combination of lower and upper case letters. All letters must be present most of the time.	The child writes their name only with assistance OR the child writes their name with letters in random order OR the child gets the first and the last letters correct, but the middle ones are usually jumbled, OR misses letters most of the time.

General notes for questions B22 and B23

While it is acknowledged that copying the teacher and writing independently are two different skills, these questions are concerned with the end results (i.e. the child's ability to write). Spelling, punctuation and grammar in the language of instruction are not particularly important so long as meaning is conveyed.

B22 Is able to write simple words

Refers to the child either writing words on her/his own or copying the teacher.

B23 Is able to write simple sentences

Refers to writing sentences on his/her own or copying the teacher.

B24 Is able to remember things easily

In this instance 'things' refers to material being explicitly taught: facts, events, letters, numbers, book characters, etc. Both long and short-term memory should be considered.

Yes	No
The child consistently remembers most or all of the new material introduced in the class from one activity to another and from day to day. For instance, this may include one or more of the following: some letters or numbers, special interest facts, names of characters in a book read in class recently, words to a song, etc. The child recalls the names of peers, teachers, and other school personnel most of the time.	The child regularly cannot recall recently learned material and/ or requires many repetitions of new knowledge to retain it; the child cannot recall the names of peers and others (refers to them as 'him' or 'her').

B25 Is interested in mathematics

Refers to the child participating eagerly in activities involving voluntary demonstration of skills, such as counting or adding using fingers.

Yes	No
The child readily participates in activities involving a selection of math-related toys (e.g. counting, sorting, blocks, etc.).	The child is reluctant to or does not participate in activities involving a selection of math-related toys (e.g. counting, sorting, blocks, etc.).

B26 Is interested in games involving numbers

Refers to participating eagerly in games involving numbers, voluntary selection of number-related toys (e.g. counting, sorting blocks). If toys are used, they must be used, at least in part, for the purposes they were designed. For instance, counters are used for counting or colour sorting, not just for flicking across the room.

Yes	No
The child readily participates in games involving numbers, voluntary selection of number-related toys, etc.	The child participates with encouragement, prompting, or assistance or does not participate in games involving numbers, voluntary selection of number-related toys, etc.

B27 Is able to sort and classify objects by common characteristics (e.g. shape, colour, size)

Refers to whether the child is demonstrating the ability to do one or more of the following: play matching games, separate counters into common colours, or name the number of objects presented (e.g. say three or write the visual symbol for three when three objects are presented).

Yes	No
The child sorts and classifies objects by a number of common characteristics (e.g. shape, size, colour).	The child sorts and classifies objects by only one characteristic (e.g. only colour) or does not sort and classify objects by a common characteristic.

B28 Is able to use one-to-one correspondence

Refers to the child's ability to: recognise the fact that numbers change as the number of objects change; show understanding of matching games where there has to be the same number of objects on each picture, or play games matching numbers to pictures of the corresponding numbers of objects (e.g. matching a picture of 2 with a picture of two apples).

B29 Is able to count to 20

Refers to the child's ability to count by rote without mistakes from one to 20 most of the time.

B30 Is able to recognise numbers one to ten

Refers to the child knowing the name and recognising the visual symbol of the numbers.

Yes	No
The child knows the name and recognises the visual symbol of ALL the numbers one to ten most of the time. This may be with prompting.	The child recognises only a few of the numbers one to ten or none at all, even with prompting.

B31 Is able to say which number is bigger of the two

Refers to numerals not objects; only up to ten (not teens).

Yes	No
The child is able to select the larger number of the numerals up to ten but not the teens.	The child cannot do this for small numbers up to ten.

B32 Is able to recognise geometric shapes (e.g. triangle, circle, and square) 

This question should not rely on the child's English proficiency.

Yes	No
The child can point to/select at least three shapes. The child does not have to identify the shapes by name; identifying the same shape through matching would suffice. This may be prompted.	The child points to fewer than three shapes, even when prompted. When provided with a sample shape, the child is unable to find or draw a shape that is the same.

B33 Understands simple time concepts (e.g. today, summer, bedtime)

The child demonstrates knowledge of at least one simple time concept, such as a daily time concept. Examples include lunchtime, morning, night.

General notes for questions B34 to B40

'Special' or 'unique' refers to a skill or a talent that is greater than the level expected for a typical student in this phase of development. For example, the child's talent is notable to other colleagues because of its 'specialness' or 'uniqueness'. If you are not sure if the skill is 'special' or 'unique', indicate 'no.'

B34 Demonstrates special numeracy skills or talents

This includes demonstration of numeracy skills and talents using a language or languages other than English.

B35 Demonstrates special literacy skills or talents

This includes demonstration of literacy skills and talents in a language or languages other than English. If unsure about an LBOTE child's special skills in their home language, you may consult with specialised staff such as Teachers Aides (Multicultural Education or Ethnic) or Bilingual Support Officers.

B36 Demonstrates special skills or talents in arts

This refers to the child's creative skills, including drawing, storytelling and acting skills.

B37 Demonstrates special skills or talents in music

(There is no moderation information for this item).

B38 Demonstrates special skills or talents in athletics/dance

This refers to the child's physical skills.

B39 Demonstrates special skills or talents in problem-solving in a creative way

(There is no moderation information for this item).

B40 Demonstrates special skills or talents in other areas

(There is no moderation information for this item).

Section C – Social and Emotional Development

How would you rate this child's:

C1 Overall social/emotional development

Social-emotional development refers to the ability to form close, secure relationships and to experience, regulate, and express emotions. 'Social' refers to how individuals interact with others. 'Emotional' refers to how individuals feel about themselves, others and the world.

Base your answer to this question on how you view the child's general ability to interact and relate appropriately to her/his peers, react to unexpected contexts, as well as their interest in the world around them.

C2 Ability to get along with peers

Very good/good	Average	Poor/very poor
The child does well both in one-on-one contexts and in a group. Child initiates and/or positively responds to interactions with peers.	The child does only moderately well in getting along (e.g. quarrels or takes offence) and/or is comfortable only in one setting. Child occasionally initiates and/or positively responds to interactions with peers.	The child is uncomfortable around peers in either groups or one-on-one settings and/or gets into frequent conflicts with peers.

General notes for questions C3 to C51

This section comprises a list of statements that describe some of the feelings and behaviours of children. Whenever possible answer 'often or very true', 'sometimes or somewhat true', or 'never or not true'.

For each statement, please choose the answer that best describes the child now, but use the time since the beginning of the year as your reference frame.

Restrict your responses to your direct observations of the child in the classroom/school environment. For example, if you have not seen a child exhibit a particular behaviour since the beginning of the year, then the correct answer is 'never or not true', and not 'don't know'.

Keep in mind that too many missing values (which include 'don't know' responses) render the relevant section of the questionnaire unscorable.

Would you say this child:

C3 Plays and works cooperatively with other children at the level appropriate for his/her age

(There is no moderation information for this item).

C4 Is able to play with various children

The child plays with at least three different children on a regular basis.

C5 Follows rules and instructions

Once aware of rules and instructions the child will try to adhere to them.

C6 Respects the property of others

(There is no moderation information for this item).

C7 Demonstrates self-control

This may be demonstrated in a variety of ways: e.g. sharing toys, taking only a 'fair share' of communal food, or displaying emotions in an appropriate manner.

C8 Demonstrates respect for adults 

This may be influenced by culture and demonstrated in a variety of ways: e.g. avoidance of eye contact, sustained eye contact, does not question authority figures directly, does not interrupt when adults are talking or does it only occasionally, is polite when addressing adults.

C9 Demonstrates respect for other children

The child is attentive to the needs of other children and treats them in the same way they would like to be treated.

C10 Accepts responsibility for actions

This may be demonstrated in a variety of ways: e.g. the child does not argue back when disciplined, does not show attitude when reprimanded, owns up to poor behaviour.

C11 Listens attentively

(There is no moderation information for this item).

C12 Completes work on time

Completing work on time refers to completion of work within a timeframe appropriately allocated for the child.

C12a Can complete tasks if given additional time

(There is no moderation information for this item).

C13 Works independently

(There is no moderation information for this item).

C14 Takes care of school materials

(There is no moderation information for this item).

C15 Works neatly and carefully

(There is no moderation information for this item).

C16 Is curious about the world 

This may be demonstrated in a variety of ways: e.g. the child asks lots of questions, participates in discussions about a variety of topics, touches objects to explore texture. Demonstration of this skill should not be dependent on English proficiency.

General notes for questions C17 to C19

Questions C17 to C19 ask about engaging with toys, games, and books that are not familiar to the child. The emphasis is on 'new' rather than 'eager.'

Choose the option that best describes the frequency of the child's choice to play with a new toy, game, or book, when the toy, game or book appears in the classroom.

C17 Is eager to play with a new toy

The child is eager to explore how unfamiliar objects, including toys, can be used as well as how they work.

C18 Is eager to play with a new game

(There is no moderation information for this item).

C19 Is eager to play with/read a new book

The child is quick to touch or look at unfamiliar books, or asks to play with/read new books.

C20 Is able to solve day-to-day problems by him/herself

Refers to the child finding appropriate solutions (chooses an alternative, uses words to express his/her choices, finds a way to 'fix' something) to day-to-day problems such as: when his/her selected centre is 'full,' a student chooses the book he/she had planned to view, when a pencil breaks, water gets spilled, etc. Answer 'never or not true' if the child usually requires assistance from the teacher in such situations.

C21 Is able to follow one-step instructions

Demonstrated by the child following one-step instructions with ease and without requiring frequent redirection or repetition of instructions.

C22 Is able to follow class routines without reminders

Following class routines means that the child can successfully move between regular activities without individual prompting by the teacher. For instance, the child may know the group they are in for reading activities and move to that group instinctively at reading time, or know what they need to take with them to specialist classes.

C23 Is able to adjust to changes in routine

(There is no moderation information for this item).

C24 Answers questions showing knowledge about the world (e.g. leaves fall in autumn, apple is fruit, dogs bark, etc.)

Knowledge of the world can include knowledge of the purpose of objects/animals (e.g. animals can be pets or food), knowledge of when events occur and knowledge of what objects do (e.g. boats float in water).

Questions may be answered through various means, including demonstration of knowledge and understanding through pointing, telling stories, drawings, play-acting or modelling how things work or what things are. This question should not rely on English proficiency.

For Aboriginal and Torres Strait Islander children:

Consider Aboriginal and Torres Strait Islander specific knowledge such as changes associated with the seasons.

C25 Shows tolerance for someone who has made a mistake (e.g. when a child gives a wrong answer to a question posed by the teacher)

General notes for questions C26 to C33

By the time the AEDC is completed, most children will have been exposed to the situations below. Therefore, if they have not shown any of the described behaviours, the appropriate answer is 'never or not true'.

If you have not had a chance to observe the child's behaviour, please choose 'don't know' or use your professional judgment to make a selection. Keep in mind that too many 'don't knows' make the relevant section of the questionnaire unscorable.

C26 Will try to help someone who is hurt

This also includes if the child seeks appropriate assistance from an adult.

C27 Volunteers to help clear up a mess someone else has made

(There is no moderation information for this item).

C28 If there is a quarrel or dispute will try to stop it

This behaviour is demonstrated by a child who reacts in ways that are appropriate to the context and that will help to resolve the conflict, even if he or she is not involved and does not know the people involved. This may include one or more of the following: the child seeking appropriate assistance from an adult; diverting the children involved to another activity; discouraging others from being involved; placing themselves physically between quarrelling children; and seeking other ways to diffuse the conflict.

Answer 'never or not true' if you have never seen the child assisting in a peaceful solution of a dispute; answer 'don't know' if you have never had a chance to observe the child in a context of a conflict between other children.

Please note: It may be appropriate to select 'don't know' if you think a child does not intervene or avoids intervening out of respect for the children involved or because non-intervention is the culturally appropriate behaviour.

C29 Offers to help other children who have difficulty with a task

Refers to the child offering to assist when they notice their peers struggling or in response to a verbal or non-verbal request for assistance. Assistance is not imposed and is offered independently without encouragement from the teacher. The tasks do not have to be academic (e.g. collecting a block from a high shelf in the classroom or assisting another child in a game in the playground). Examples include: demonstrating the skill, sharing their work, or doing some of the task.

Please note: Children who are overly helpful or who offer help to please the teacher, should be rated high only if they are respectful of other children. 'Taking over' or completing another child's task without consideration of the other child should not be counted as helpful.

C30 Comforts a child who is crying or upset

Examples may include a child who offers a toy/book, etc. to a crying or upset peer, a child who says 'don't cry', 'don't be sad', or reasons with the other child not to be upset, or suggests to the teacher ways for comforting the upset peer.

C31 Spontaneously helps to pick up objects which another child has dropped (e.g. pencils, books)

In this behaviour, the emphasis is on spontaneity: the child reacts as if it is a reflex, without prompting or expecting a reward. Examples may include picking up sporting equipment, hats, pencils, with the intention of placing them in their right place or giving them back to the owner. Do not count if the child claims the objects as his/her own.

Please note: Some children may not help because they do not perceive it as their place to touch another person's belongings. In these instances please select 'don't know'.

C32 Will invite others to join in a game

As observed in unstructured games at the playground or during free play time in class. Examples include a child who will call others to join a game already in progress (e.g. asks another child ‘Do you want to play with us?’). **Do not count** if a child invites another to start a game with him/her but will not allow others to join in.

C33 Helps others who are feeling sick

This also includes if the child seeks appropriate assistance from an adult.

C34 Gets into physical fights

(There is no moderation information for this item).

C35 Bullies or is mean to others

Bullying and being mean may take the form of physical, emotional or verbal manipulation. Rather than focusing on the intent or reasoning behind the actions, please report bullying in instances where the recipient of the actions feels they have been bullied.

Examples include: child makes negative remarks about others, intentionally excludes other children from activities, physically asserts themselves, makes unreasonable requests of peers knowing that they will oblige because they are scared or want to be included, or ignores children wanting their attention.

C36 Kicks, bites, hits other children or adults

The child displays these actions either in or around the school. The actions may be unprovoked, provoked, or may occur as part of what a child considers ‘play’, but are performed intentionally.

C37 Takes things that do not belong to him/her

(There is no moderation information for this item).

C38 Laughs at other children’s discomfort

Please only report laughter that is either malicious, where the child appears to be deriving some pleasure from another’s discomfort, or laughter that draws negative attention to the other child.

C39 Can’t sit still, is restless

Restlessness can be demonstrated by wandering around the classroom or yard, fidgeting with hands or feet, squirming in seat, fiddling with objects when the rest of the class is working, or looking around at other children when the class is listening to a story or attending an event, such as an assembly or a performance. **Do not** include if the child occasionally becomes restless when bored, tired, needs to use a toilet/washroom, or is excited when waiting for special events, etc.

C40 Is distractable, has trouble sticking to any activity

The emphasis for this question is on the word ‘any’. The child has difficulty pursuing any activity for the necessary length of time, gets very easily/quickly distracted by anything happening around him/her, or finds other activities before completing the one started.

Distractable includes easily side-tracked.

C41 Is disobedient

(There is no moderation information for this item).

C42 Has temper tantrums

(There is no moderation information for this item).

C43 Is impulsive, acts without thinking

The child unintentionally acts in a way that may inconvenience or distract other children. The child appears to act without considering others or the consequences and is not able to self-monitor their actions. Examples include blurting out answers before questions have been completed, starting a task or activity without hearing the full list of instructions, interrupting or intruding on others, unintentionally making upsetting comments, leaving the classroom without asking permission, calling out without raising a hand, running in the classroom, etc.

C44 Has difficulty awaiting turn in games or groups

Examples include: the child gets agitated if their needs/wants are not immediately met; tries to push in front of other children, calls out, butts in, takes over, or gets distracted and abandons games or group activities; child who always wants to be first in line or in receiving resources.

C45 Cannot settle to anything for more than a few moments

The child cannot engage in an activity (whether teacher-directed, self-chosen or play), except for a very brief period, e.g. when given a task, leaves seat in classroom, is easily distracted by extraneous stimuli, does not focus on task/activity, does not follow through to complete a task.

C46 Is inattentive

The child fails to give close attention to details or makes careless mistakes, has difficulty sustaining attention in tasks or play activities, does not seem to listen when spoken to directly, loses things necessary for tasks or activities (e.g. toys, pencils, books, or tools), does not follow through on instructions and fails to finish school work (**not** due to failure to understand instructions), daydreams.

C47 Seems to be unhappy, sad or depressed

This is distinct from being tired though they may look similar. Children may appear withdrawn, be unenthusiastic and tend not to smile much. Depending on the child and frequency of the behaviour, select 'Often or very true' or 'Sometimes or somewhat true'.

C48 Appears worried

(There is no moderation information for this item).

C49 Cries a lot

(There is no moderation information for this item).

C50 Is nervous, highly strung or tense

(There is no moderation information for this item).

C51 Is incapable of making decisions

The child takes an inappropriately long time to do one or more of the following: choose books to read/look at during silent reading, decide where to sit on the mat and/or decide which colour pencil to use. The child often waits for others to make a decision and mimics it, or requires adult direction or explicit instructions to make decisions.

Section D – Emerging needs

General notes for questions D1 to D9

These questions refer to the needs already noted as Special Needs at B1a, and any other conditions/ impairments/problems that the child is currently experiencing (whether medically diagnosed or not).

Does the child have any of the following conditions/impairments/problems?

Please base your answer on your **own observation, medical diagnosis or parent/guardian/Aboriginal and Torres Strait Islander Cultural Consultant information**, as appropriate.

For each condition/impairment/problem at **D1 to D9**, please select ‘Yes – affects learning’, ‘Yes – but does not affect learning’, ‘No’ or ‘Don’t know’.

D1 Physical disability

Examples of physical disabilities that may affect learning are conditions that require wheelchairs or crutches (e.g. cerebral palsy, strokes, limb deficits) and other chronic physical illnesses (e.g. asthma, cystic fibrosis, epilepsy).

D2 Visual impairment

(There is no moderation information for this item).

D3 Hearing impairment

(There is no moderation information for this item).

D4 Speech/language impairment

Examples of speech/language impairments that may affect learning are: articulation problems (e.g. stuttering), expressive language problems (e.g. vocabulary and language deficits), receptive language (e.g. understanding).

D5 Learning disability

Examples of learning disabilities that may affect learning are: specific learning disabilities, dyslexia, dyspraxia, intellectual disabilities. Conditions such as Autism Spectrum Disorders (ASD) may fall into this category or into emotional and/or behavioural – focus on the condition(s) that most interfere with the child’s learning.

D6 Emotional problem

Examples of emotional problems that may affect learning are: anxiety, depression, extreme shyness. Conditions such as Autism Spectrum Disorders (ASD) may fall into this category or into learning disability or behavioural problems – focus on the condition(s) that most interfere with the child’s learning.

D7 Behavioural problem

Examples of behavioural problems that may affect learning are: Attention Deficit Hyperactivity Disorder (ADHD), conduct disorder, general externalising behaviours. Conditions such as Autism Spectrum Disorders (ASD) may fall into this category or into learning disability or emotional problems – focus on the condition(s) that most interfere with this child’s learning.

D8 Home environment/problems at home

(There is no moderation information for this item).

D9 Trauma, isolation or difficulties associated with resettlement

The emphasis is on resettlement, that is, the trauma, isolation or difficulties must be associated with resettlement.

D10 (Apart from the diagnosis qualifying the child as Special Needs) does the child have any other specific condition?

The secure data collection system will change the format of this question depending on your response at the 'Special Needs' question **B11**.

If no condition was recorded at **B11**, the question will read as 'Does the child have any specific condition?'

If a condition was recorded at **B11**, the question will read as 'Apart from the diagnosis qualifying the child as Special Needs, does the child have any **other** specific condition?' The diagnosis (or diagnoses) that you recorded as qualifying the child as Special Needs at question **B11a** will be displayed. Only select 'Yes' if the child has a specific condition or conditions not already recorded at **B11a**.

The condition may or may not affect learning. It may be the condition you had in mind when answering **D1 to D9**.

The response may be based on your own observation, medical diagnosis or parent/guardian/Aboriginal and Torres Strait Islander Cultural Consultant information.

D10a A list of specific conditions will appear if 'Yes' is selected at D10. You may select one or more conditions. If the condition is not listed, please select 'Other' and a list of additional, less common reasons will appear. If the condition is still not listed, please select 'Other (please specify)' and record the name of the condition.

D11 Do you feel that this child needs further assessment?

Answer 'Yes' if the child is currently being assessed, **or** if you feel the child needs further assessment.

Section E – Comments

Many schools collect information asked in this section as part of the school enrolment process or in interviews with parents/guardians. Such information may also be stored in the school’s administrative system. Please choose the ‘don’t know’ option if this information is not readily accessible.

E1 To the best of your knowledge, has this child attended an early intervention program?

Includes: speech/language therapy, occupational therapy, physiotherapy, (or if the child has had similar in-home services), parent attended a parenting program, etc.

E1a Please specify the type of intervention/difficulties addressed

This question will appear if ‘Yes’ is selected at E1.

One or more types of intervention/difficulties addressed may be recorded.

E2 To the best of your knowledge, did the child attend a preschool / kindergarten program in the year before entering full-time school?

A preschool/kindergarten program operates only during school terms and within school hours. Children within the age range three to five years may attend half-days or full-days for a limited number of sessions per week. In some states/territories, these programs are called ‘kindergartens’, in others ‘preschools’.

	Focus of Instrument items E2, E2a, E2b, E2c Year before full-time school	Focus of AEDC First year of full-time school	Second year of full-time school
NSW	Preschool	Kindergarten	Year 1
VIC	Kindergarten	Preparatory	Year 1
QLD	Kindergarten	Preparatory	Year 1
WA	Kindergarten	Pre-Primary	Year 1
SA	Preschool	Reception	Year 1
TAS	Kindergarten	Preparatory	Year 1
ACT	Preschool	Kindergarten	Year 1
NT	Preschool	Transition	Year 1

E2a To the best of your knowledge, did the child attend the preschool/kindergarten on average:

Select the response that reflects the average hours per week of preschool/kindergarten attended by the child.

E2b In what kind of setting was the preschool/kindergarten program?

Please record whether the child attended a preschool/kindergarten program in a preschool/kindergarten, a long day care centre, or in some other setting.

E2c What is the postcode of the preschool/kindergarten?

Record the postcode of the preschool/kindergarten (if known).

E3 To the best of your knowledge, has this child been in the following forms of non-parental care on a regular basis in the year before entering full time school?

Types of care are defined as follows.

Type of care	Definition
Long Day Care	A centre that is open at least eight hours a day, five days a week, across most weeks of the year.
Family Day Care	Formal care provided in the carer's own home. Hours are flexible and based on needs and availability.
Grandparent	This can be care provided by a female or male grandparent related either by blood or adoption, marriage or de-facto partnership, including grandparents-in-law.
Other relative	This can be care provided by any person related to this child either by blood or adoption, marriage or de-facto partnership, or considered a relative by the parent.
Nanny	This can be someone who either lives with the child's family or not, but provides care on a daily or less frequent basis in the child's home (generally a paid position).
Other (includes friend or neighbour)	This can be anyone not able to be classified among any of the other types of carers and not considered a relative. Included here are friends, neighbours, housemates/ boarders, work colleagues, members of sports or church groups, etc.

The response options for **each form** of non-parental care are:

Full time – the child was in this form of non-parental care at least six hours per day, five days a week.

Part time – the child was in this form of non-parental care for less than six hours per day, or not every working day of the week.

Yes, unsure if full time or part time – the child was in this form of care, but you are unsure if this was on a full time or part time basis.

No – child not in this form of care.

Don't know – if child was in this form of care.

Remember, please answer all questions to the best of your knowledge and choose the 'don't know' option if this information is not readily accessible.

E4 To the best of your knowledge, has this child attended playgroup in the years before entering full-time school?

The format and settings of playgroups can vary. They provide play and socialisation activities for children and give parents the opportunity to share information and form support networks.

Would you say that this child:

E5 Is making good progress in adapting to the structure and learning environment of the school?

(There is no moderation information for this item).

E6 Has parents(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning?

Examples of parent/caregiver engagement with the school in supporting their child's learning are:

- Reading with their child (e.g. marking they have read the readers taken home with the child)
- Speaking to the teacher about their child's learning
- Speaking to the teacher about concerns they may have about their child
- Attending parent/teacher information nights, interviews at the school.

E7 Is regularly read to/encouraged in his/her reading at home as far as you can tell?

Examples that children are regularly read to/encouraged in their reading at home are:

- On most days of the week parents/caregivers have heard their child's reading with books taken home
- Children talk about books they have read at home
- Children talk about going to the library regularly
- Parents report reading to their child (and/or hearing their child read) regularly at parent/teacher interviews.

E8 Additional comments about child's development

This is a non-mandatory free text field where additional comments about the child's development may be added as appropriate.

PDF



The image shows two overlapping browser windows of the Australian Early Development Census website. The top window displays the main navigation menu with options: ABOUT, PRIVACY, RESOURCES, FAQs, CONTACT, and SIGN IN. Below the menu is a search bar and the text "Our Children · Our Communities · Our Future". A dark blue banner reads "RESOURCES FOR TEACHERS AND PRINCIPALS". The bottom window shows a sidebar with a "Resources for principals" link selected. The main content area features a large image of a young boy reading a book, with a blue overlay containing the text "AEDC introduces new indicator—the Multiple Strength Indicator" and a "Find out more" button. Below this is a headline: "Let's talk about strengths: AEDC introduces a strengths based measure of early childhood development in Australia". A central message states: "We aim to support communities to bring long-term benefits to children and their families". At the bottom, four categories are listed with corresponding images: "2015 AEDC RESULTS", "EARLY CHILDHOOD DEVELOPMENT", "DATA COLLECTION AND ANALYSIS", and "COMMUNITY BENEFITS".



Updates and downloads

Additional copies of the resources in the Teacher Pack are available from the 'Help Centre' in the data collection system.

Further information about AEDC is also available throughout the website.

Our Children • Our Communities • Our Future

For more information about the Australian Early Development Census (AEDC),
please visit the AEDC website www.aedc.gov.au

The AEDC team is also here to help with any enquiries:
helpdesk@aedc.gov.au or phone **1800 092 548**.

Appendix 13: Communications Plan (email alert / reminder activity)

2021 AEDC Communications Plan

April 2021



Social
Research
Centre

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1. System open for school activation

1.1. Activation not complete



Title: 1.1 System open for activation (Activation not complete)

Proposed date: Activation open + 1 business day

Trigger: School not activated

Subject: Australian Early Development Census (AEDC) data collection - reminder

Dear %%PrincipalName**Principal%%,

The AEDC data collection **STATE#WA** <system is now open for school activation> **STATE=WA** <is set to take place from 3 May to 2 July, and the system is now open for school activation>.

To activate your school, go to <https://datacollection.aedc.gov.au/activation> and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* provided in your AEDC *School Leader Pack* **STATE=WA** <, sent to schools in March>.

Watch our **STATE#WA** <contextual> help video '[Help activating](#)' to see a summary of the steps involved.

STATE=WA <Please activate your school by 30 April.>

If you have not received your *School Leader Pack*, if you have misplaced the *Principal welcome letter*, or you need any other assistance please contact the AEDC helpdesk.

Once your school is activated, your nominated AEDC School Coordinator can continue with school set up.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au



2. System open for Class List creation and maintenance

2.1. Activation not complete



Title: 2.1 Activation not complete
Proposed date: 26/27 April 2021
Trigger: School not activated
Subject: Important message for the Principal - Australian Early Development Census

Dear %%PrincipalName**Principal%%,

This is a courtesy email to let you know that the AEDC data collection system is now open for Class List creation and maintenance.

STATE#WA <It is important that your school is activated and set up by <the start of the AEDC data collection period: %%Cstartdate%%.>

STATE=WA <Please activate your school by 30 April.>

To activate your school, go to <https://datacollection.aedc.gov.au/activation> and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* provided in your AEDC *School Leader pack*.

Watch our **STATE#WA** <contextual> help video '[Help activating](#)' to see a summary of the steps involved. You can also refer to the *School activation* fact sheet in your *School Leader Pack* for more information about activating your school.

If you have not received your *School Leader Pack*, if you have misplaced the *Principal welcome letter*, or you need any other assistance please contact the AEDC helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have activated your school in the last 24 hours, thank you, and please ignore this email.



2.2. School set up not completed



Title: 2.2 School set up not completed
Proposed date: 26/27 April 2021
Trigger: School set up not completed
Subject: Class list creation and maintenance open for the Australian Early Development Census (AEDC) data collection

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

This is a courtesy email to let you know you that the AEDC data collection system is now open for Class List creation and maintenance.

Our records indicate that your school has activated, but the school set up process is not yet completed. Completing school set up early will make sure your teachers have enough time to complete registration and training and to participate in the census.

To finish setting up your school, please go to <https://datacollection.aedc.gov.au/login> and sign in using the email address and password created when you started activation. After signing in, you'll be taken through to the AEDC School Coordinator dashboard where you'll be prompted to complete the school set up questions.

Watch our **STATE#WA** <contextual> help video '[School set up](#)' to see a summary of the steps involved or, refer to the *School set up* fact sheet included in your *School Leader Pack*.

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you require any assistance with school set up, or anything else please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@ae

If you have completed school set up in the last 24 hours, thank you, and please ignore this email.



2.3. School activated, not all teachers registered



Title: 2.3 School activated, not all teachers registered
Proposed date: 26/27 April
Trigger: Not all Teachers have completed registration
Subject: Class list creation and maintenance open for the Australian Early Development Census (AEDC) data collection

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for completing school activation and set up on the AEDC data collection system, this is a courtesy email to let you know that the system is now open for Class List creation and maintenance.

Our records indicate that **TOTALTEACHERS=0** <you have not yet invited any teachers from your school to the data collection system.> **TOTALTEACHERS#0** <at least some teachers from your school have not yet completed Teacher registration and training.> The AEDC data collection system will open for Instrument completion on %%CStart_date%%. Teachers need to complete registration and training before being able to complete the Instrument for children in their class.

To check where your teachers are up to and resend their invitations please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage Teachers' tab. Some of your teachers may have clicked the link in their invitation email but not completed their registration questions. Teachers are only marked as completing registration if they have completed all of the registration questions. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our **STATE#WA** <contextual> help videos; '[Help registering Teachers and Aboriginal and Torres Strait Islander Cultural Consultant](#)' and '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for a summary of the steps involved or, refer to the *Teacher set up* fact sheet included in your *School Leader Pack*

If you or the teachers at your school have any queries about teacher registration, or need any assistance with the teacher registration process, please do not hesitate to contact the AEDC Helpdesk.

It's through the commitment and support of all schools across Australia that the AEDC is such a success. Thanks for playing your part.

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have registered in the last 24 hours, thank you, and please ignore this email.



3. System open for Instrument completion (not used)

3.1. Activation not complete



Title: 3.1 Activation not complete
Proposed date: 3/4 May
Trigger: School not activated
Subject: Important message for the Principal - Australian Early Development Census

Dear %%PrincipalName**Principal%%,

This is a courtesy email to advise you that the AEDC data collection system is now open for Instrument completion.

The data collection period for the 2021 AEDC will run until %%Enddate%%. Activate your school as early as possible to ensure your teachers have enough time to complete registration and training and participate in the census.

To activate your school, go to <https://datacollection.aedc.gov.au/activation> and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* provided in your AEDC *School Leader pack*.

Watch our **STATE#WA** <contextual> help video '[Help activating](#)' to see a summary of the steps involved. You can also refer to the *School activation* fact sheet in your *School Leader Pack* for more information about activating your school.

If you have not received your *School Leader Pack*, if you have misplaced the *Principal welcome letter*, or you need any other assistance please contact the AEDC helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have activated your school in the last 24 hours, thank you, and please ignore this email.



3.2. School set up not completed



Title: 3.2 School set up not completed
Proposed date: 3/4 May
Trigger: School set up not completed
Subject: System open for Instrument completion - Australian Early Development Census (AEDC) data collection

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

This is a courtesy email to advise you that the AEDC data collection system is now open for Instrument completion.

Our records indicate that your school has activated, but that the school set up process is not yet complete. The data collection period for the 2021 AEDC will run until %%Enddate%%. Completing school set up early will make sure your teachers have enough time to complete registration and training and to participate in the census.

To finish setting up your school, please go to <https://datacollection.aedc.gov.au/login> and sign in using the email address and password created when you started activation. After signing in, you'll be taken through to the AEDC School Coordinator dashboard where you'll be prompted to complete the school set up questions.

Watch our **STATE#WA** <contextual> help video '[School set up](#)' to see a summary of the steps involved or, refer to the *School set up* fact sheet included in your *School Leader Pack*

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you require any assistance with school set up, or anything else please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have completed school set up in the last 24 hours, thank you, and please ignore this email.



3.3. School activated, not all teachers registered



Title: 3.3 School activated, not all teachers registered
Proposed date: 3/4 May
Trigger: Not all Teachers have completed registration
Subject: System open for Instrument completion - Australian Early Development Census (AEDC) data collection

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for activating your school on the AEDC data collection system, this is a courtesy email to let you know that the AEDC data collection system is now open for Instrument completion.

Our records indicate that at least some teachers from your school have not yet completed Teacher registration and training. Teachers need to complete registration and training before being able to complete the Instrument for children in their class.

To check where your teachers are up to and resend their invitations please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our **STATE#WA** <contextual> help videos; '[Help registering Teachers and Aboriginal and Torres Strait Islander Cultural Consultant](#)' and '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for a summary of the steps involved or, refer to the *Teacher set up* fact sheet included in your *School Leader Pack*

If you or the teachers at your school have any queries about teacher registration, or need any assistance with the teacher registration process, please do not hesitate to contact the AEDC Helpdesk.

It's through the commitment and support of all schools across Australia that the AEDC is such a success. Thanks for playing your part.

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have registered in the last 24 hours, thank you, and please ignore this email.



4. In-field reminder 1

4.1. Activation not complete



Title: 4.1 Activation not complete
Proposed date: 10-12 May
Trigger: School not activated
Subject: School activation not yet completed for the Australian Early Development Census (AEDC)

Dear %%PrincipalName**Principal%%,

This is a courtesy email to advise you that the AEDC data collection system is now open for Instrument completion.

The data collection period will run until %%Enddate%%. **STATE=SA** <All schools are expected to take part.>

We've noticed that your school has not yet completed school activation.

To activate your school, go to <https://datacollection.aedc.gov.au/activation> and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* provided in your AEDC *School Leader pack*.

Watch our **STATE#WA** <contextual> help video '[Help activating](#)' to see a summary of the steps involved. You can also refer to the *School activation* fact sheet in your *School Leader Pack* for more information about activating your school.

If you have not received your *School Leader Pack*, if you have misplaced the *Principal welcome letter*, or you need any other assistance please contact the AEDC helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have activated your school in the last 24 hours, thank you, and please ignore this email.



4.2. School set up not completed



Title: 4.2 School set up not completed
Proposed date: 10-12 May
Trigger: School set up not completed
Subject: School set up not yet completed for the Australian Early Development Census (AEDC)

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

This is a courtesy email to advise you that the AEDC data collection system is now open for Instrument completion.

The 2021 AEDC data collection period will run until %%Enddate%%.

We've noticed that your school has activated, but **STATE#SA** <that> the school set up process is not yet complete. Completing school set up early will make sure your teachers have enough time to complete registration and training and to participate in the census.

To finish setting up your school, please go to <https://datacollection.aedc.gov.au/login> and sign in using the email address and password created when you started activation. After signing in, you'll be taken through to the AEDC School Coordinator dashboard where you'll be prompted to complete the school set up questions.

Watch our **STATE#WA** <contextual> help video '[School set up](#)' to see a summary of the steps involved or, refer to the *School set up* fact sheet included in your *School Leader Pack*

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you require any assistance with school set up, or anything else please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have completed school set up in the last 24 hours, thank you, and please ignore this email.



4.3. School activated, not all teachers registered



Title: 4.3 School activated, no teachers registered
Proposed date: 10 -12 May
Trigger: Not all Teachers have completed registration
Subject: Teacher registrations outstanding for the Australian Early Development Census (AEDC)

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

This is a courtesy email to advise you that the AEDC data collection system is now open for Instrument completion.

The 2021 AEDC data collection period will run until %%Enddate%%.

Our records indicate that at least some teachers from your school have not yet completed Teacher registration and training. Teachers need to complete registration and training before being able to complete the Instrument for children in their class.

To check where your teachers are up to and resend their invitations please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our **STATE#WA** <contextual> help videos; '[Help registering Teachers and Aboriginal and Torres Strait Islander Cultural Consultant](#)' and '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for a summary of the steps involved or, refer to the *Teacher set up* fact sheet included in your *School Leader Pack*

If you or the teachers at your school have any queries about teacher registration, or need any assistance with the teacher registration process, please do not hesitate to contact the AEDC Helpdesk.

It's through the commitment and support of all schools across Australia that the AEDC is such a success. Thanks for playing your part.

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have registered in the last 24 hours, thank you, and please ignore this email.



4.4. Teachers registered, no Instruments completed



Title: 4.4 Teachers registered, no Instruments reported (participation overdue)
Proposed date: 10 – 12 May
Trigger: All teachers registered, no Instrument completion (after indicative start date)
Subject: Instruments not yet completed for the Australian Early Development Census (AEDC)

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please extend our thanks to the teacher(s) at your school for completing Teacher registration and training for AEDC data collection. This is a courtesy email to advise you that the AEDC data collection system is now open for Instrument completion.

STATE=SA<During school set up, y>You indicated your school would begin Instrument completion from %%estimatedstartdate%% **STATE#SA** <during school set up>. Our records show that teachers at your school have not yet commenced completing the Australian version of the Early Development Instrument for children in their first year of full-time school.

If your data collection start or end dates have changed, you can update them by signing in at <https://datacollection.aedc.gov.au/login> and navigating to the 'School Information' tab. You can also check where your teachers are up to from the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our contextual help video '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for more information on monitoring Instrument completion.

If you or the teachers at your school have any queries about Instrument completion, or any of the associated processes, such as setting up a Class List, please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have started completing Instruments in the last 24 hours, thank you, and please ignore this email.



5. In field reminder 2

5.1. Activation not complete



Title: 5.1 Activation not complete
Proposed date: 25 May – 2 June
Trigger: School not activated
Subject: Important message regarding the 2021 AEDC

Dear %%PrincipalName**Principal%%,

STATE#SA <The 2021 AEDC data collection period will close on %%Enddate%%. We've noticed that your school has not yet completed activation. Please activate your school as soon as possible to ensure your teachers have enough time to complete registration and training and participate in the census.>

STATE=SA < The 2021 AEDC data collection period will close on %%Enddate%%. We've noticed your school has not yet completed activation and key steps to ensure your school successfully completes the data collection on time.

Please activate and set up your school in the data collection system now to ensure your teachers have enough time to complete registration, training and the data collection.>

STATE=VIC<Children are now in online learning arrangements as a result of the recent announcements in Victoria, nevertheless it is very important that teachers complete the AEDC for each child in their classroom. Teachers are able to complete the AEDC based on their observations of each child in the classroom prior to online learning, if planning to participate through the lockdown period. We understand that this is a really difficult time and are mindful that you might need further support, please do not hesitate to get in touch with your STC Cathie Nolan, Catherine.Nolan@education.vic.gov.au or phone 0419372422. >

To activate your school, go to <https://datacollection.aedc.gov.au/activation> and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* provided in your AEDC *School Leader pack*.

Watch our **STATE#WA** <contextual> help video '[Help activating](#)' to see a summary of the steps involved. You can also refer to the *School activation* fact sheet in your *School Leader Pack* for more information about activating your school.

If you have not received your *School Leader Pack*, if you have misplaced the *Principal welcome letter*, or you need any other assistance please contact the AEDC helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have activated your school in the last 24 hours, thank you, and please ignore this email.

5.2. School set up not completed



Title: 5.2 School set up not completed
Proposed date: 25 May – 2 June
Trigger: School set up not completed
Subject: Important message regarding the 2021 AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

STATE#SA <The 2021 AEDC data collection period will close on %%Enddate%%. We've noticed that your school has not yet completed school set up. Completing school set up early will make sure your teachers have enough time to complete registration and training and to participate in the census.>

STATE=SA < The 2021 AEDC data collection period will close on %%Enddate%%. We've noticed that your school has not yet completed school set up. Completing school set up helps ensure your teachers have enough time to complete registration, training and the data collection.>

STATE=VIC<Children are now in online learning arrangements as a result of the recent announcements in Victoria, nevertheless it is very important that teachers complete the AEDC for each child in their classroom. Teachers are able to complete the AEDC based on their observations of each child in the classroom prior to online learning, if planning to participate through the lockdown period. We understand that this is a really difficult time and are mindful that you might need further support, please do not hesitate to get in touch with your STC Cathie Nolan, Catherine.Nolan@education.vic.gov.au or phone 0419372422. >

To finish setting up your school, please go to <https://datacollection.aedc.gov.au/login> and sign in using the email address and password created when you started activation. After signing in, you'll be taken through to the AEDC School Coordinator dashboard where you'll be prompted to complete the school set up questions.

Watch our STATE#WA <contextual> help video '[School set up](#)' to see a summary of the steps involved or, refer to the *School set up* fact sheet included in your *School Leader Pack*

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you require any assistance with school set up, or anything else please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have completed school set up in the last 24 hours, thank you, and please ignore this email.



5.3. School activated, not all teachers registered



Title: 5.3 School activated, no teachers registered
Proposed date: 25 May – 2 June
Trigger: Not all Teachers have completed registration
Subject: Important message regarding the 2021 AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The 2021 AEDC data collection period will close on %%Enddate%%.

Our records indicate that at least some teachers from your school have not yet completed Teacher registration and training. Teachers need to complete registration and training before being able to complete the Instrument for children in their class.

Responses to the Australian version of the Early Development Instrument should be informed by Teachers' knowledge and experience of the children in their classroom.

To check where your teachers are up to and resend their invitations please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

STATE=VIC<Children are now in online learning arrangements as a result of the recent announcements in Victoria, nevertheless it is very important that teachers complete the AEDC for each child in their classroom. Teachers are able to complete the AEDC based on their observations of each child in the classroom prior to online learning, if planning to participate through the lockdown period. We understand that this is a really difficult time and are mindful that you might need further support, please do not hesitate to get in touch with your STC Cathie Nolan, Catherine.Nolan@education.vic.gov.au or phone 0419372422. >

Watch our **STATE#WA** <contextual> help videos; '[Help registering Teachers and Aboriginal and Torres Strait Islander Cultural Consultant](#)' and '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for a summary of the steps involved or, refer to the *Teacher set up* fact sheet included in your *School Leader Pack*

If you or the teachers at your school have any queries about teacher registration, or need any assistance with the teacher registration process, please do not hesitate to contact the AEDC Helpdesk.

It's through the commitment and support of all schools across Australia that the AEDC is such a success. Thanks for playing your part.

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have registered in the last 24 hours, thank you, and please ignore this email.

5.4. Teachers registered, no Instruments completed



Title: 5.4 Teachers registered, no Instruments reported (participation overdue)
Proposed date: 25 May – 2 June
Trigger: All teachers registered, no Instrument completion (after indicative start date)
Subject: Important message regarding the 2021 AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please extend our thanks to the teacher(s) at your school for completing Teacher registration and training for AEDC data collection.

Responses to the Australian version of the Early Development Instrument should be informed by Teachers' knowledge and experience of the children in their classroom.

STATE=SA <During school set up y>You indicated your school would begin Instrument completion from %%estimatedstartdate%% **STATE#SA** <during school set up>. Our records indicate that teachers at your school have not yet commenced completing the Australian version of the Early Development Instrument for children in their first year of full-time school.

STATE=VIC<Children are now in online learning arrangements as a result of the recent announcements in Victoria, nevertheless it is very important that teachers complete the AEDC for each child in their classroom. Teachers are able to complete the AEDC based on their observations of each child in the classroom prior to online learning, if planning to participate through the lockdown period. We understand that this is a really difficult time and are mindful that you might need further support, please do not hesitate to get in touch with your STC Cathie Nolan, Catherine.Nolan@education.vic.gov.au or phone 0419372422. >

If your data collection start or end dates have changed, you can update them by signing in at <https://datacollection.aedc.gov.au/login> and navigating to the 'School Information' tab. You can also check where your teachers are up to from the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our contextual help video '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for more information on monitoring Instrument completion.

If you or the teachers at your school have any queries about Instrument completion, or any of the associated processes, such as setting up a Class List, please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have started completing Instruments in the last 24 hours, thank you, and please ignore this email.

5.5. Instrument completion started, unresolved children remaining



Title: 5.5 Instrument completion, unresolved children remaining
Proposed date: 25 May – 2 June
Trigger: All teachers registered, some Instrument completion started, unresolved children remaining (indicative end date passed)
Subject: AEDC Instrument completion overdue

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for facilitating participation in the 2021 Australian Early Development Census at your school.

The nominated data collection dates **STATE#SA** <your school> entered **STATE#SA** <during school set up> **STATE=SA** <in the data collection system> indicate that your school should have finished the data collection by now. Currently there are still %%numberofunresolvedchildren%% children assigned to your school who have not yet had an Instrument completed for them, or if appropriate, been flagged as not-participating.

To check where your teachers are up to and identify any outstanding children please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage children' tab. From there you can see which children are yet to have an Instrument completed and follow up with the responsible teacher(s) to ensure they're included.

STATE=VIC<Children are now in online learning arrangements as a result of the recent announcements in Victoria, nevertheless it is very important that teachers complete the AEDC for each child in their classroom. Teachers are able to complete the AEDC based on their observations of each child in the classroom prior to online learning, if planning to participate through the lockdown period. We understand that this is a really difficult time and are mindful that you might need further support, please do not hesitate to get in touch with your STC Cathie Nolan, Catherine.Nolan@education.vic.gov.au or phone 0419372422. >

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you have any questions or need assistance, please don't hesitate to contact the AEDC Helpdesk at helpdesk@aedc.gov.au or on 1800 092 548.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if your Teachers finished completing Instruments in the last 24 hours.



6. In field reminder 3

6.1. Activation not complete



Title: 6.1 Activation not complete
Proposed date: 31 May – 2 June
Trigger: School not activated
Subject: School activation not yet completed for the AEDC

Dear %%PrincipalName**Principal%%,

The 2021 AEDC data collection period is well underway and is scheduled to close on %%Enddate%%, if you're having difficulties or have any questions please contact Cathie Nolan on 0419 372 422.

Your contribution to the data collection is highly valued and there is still time for your school to participate.

Our records indicate that your school has not yet activated. To activate your school, go to <https://datacollection.aedc.gov.au/activation> and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* provided in your *AEDC School Leader pack*.

Watch our **STATE#WA** <contextual> help video '[Help activating](#)' to see a summary of the steps involved. You can also refer to the *School activation* fact sheet in your *School Leader Pack* for more information about activating your school.

If you have not received your *School Leader Pack*, if you have misplaced the *Principal welcome letter*, or you need any other assistance please contact the AEDC helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have activated your school in the last 24 hours, thank you, and please ignore this email.



6.2. School set up not completed



Title: 6.2 School set up not completed
Proposed date: 31 May – 2 June
Trigger: School set up not completed
Subject: School set up not yet completed for the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The 2021 AEDC data collection period is well underway and is scheduled to close on %%Enddate%%, if you're having difficulties or have any questions please contact Cathie Nolan on 0419 372 422.

Your contribution to the data collection is highly valued and there is still time for your school to participate.

Our records indicate that your school has activated but has not yet completed school set up. To finish setting up your school, please go to <https://datacollection.aedc.gov.au/login> and sign in using the email address and password created when you started activation. After signing in, you'll be taken through to the AEDC School Coordinator dashboard where you'll be prompted to complete the school set up questions.

Watch our **STATE#WA** <contextual> help video '[School set up](#)' to see a summary of the steps involved or, refer to the *School set up* fact sheet included in your *School Leader Pack*

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you require any assistance with school set up, or anything else please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have completed school set up in the last 24 hours, thank you, and please ignore this email.



6.3. School activated, not all teachers registered



Title: 6.3 School activated, no teachers registered
Proposed date: 31 May – 2 June
Trigger: Not all Teachers have completed registration
Subject: Teacher registrations outstanding for the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The 2021 AEDC data collection period is well underway and will close on %%Enddate%%.

Our records indicate that at least some teachers from your school have not yet completed Teacher registration and training. Teachers need to complete registration and training before being able to complete the Instrument for children in their class.

To check where your teachers are up to and resend their invitations please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our **STATE#WA** <contextual> help videos; '[Help registering Teachers and Aboriginal and Torres Strait Islander Cultural Consultant](#)' and '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for a summary of the steps involved or, refer to the *Teacher set up* fact sheet included in your *School Leader Pack*

If you or the teachers at your school have any queries about teacher registration, or need any assistance with the teacher registration process, please do not hesitate to contact the AEDC Helpdesk.

It's through the commitment and support of all schools across Australia that the AEDC is such a success. Thanks for playing your part.

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have registered in the last 24 hours, thank you, and please ignore this email.



6.4. Teachers registered, no Instruments completed



Title: 6.4 Teachers registered, no Instruments completed
Proposed date: 31 May – 2 June
Trigger: All teachers registered, no Instrument completion (after indicative start date)
Subject: AEDC Instrument completion overdue

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

STATE#SA <Please extend our thanks to the teacher(s) at your school for completing Teacher registration and training for AEDC data collection.

You indicated your school would begin Instrument completion from %%estimatedstartdate%% during school set up. Our records indicate that teachers at your school have not yet commenced completing the Australian version of the Early Development Instrument for children in their first year of full-time school.

The 2021 AEDC data collection period is well underway and will be closing on %%Enddate%%, please ensure your Teachers complete Instruments for all children in their class before this date.>

STATE=SA < The 2021 AEDC data collection period is well underway and will be closing on %%Enddate%%. Please extend our thanks to the teacher(s) at your school for completing Teacher registration and training for AEDC data collection.

During school set up you indicated your school would begin Instrument completion from %%estimatedstartdate%%. Our records indicate that teachers at your school have not yet commenced completing the Australian version of the Early Development Instrument for children in their first year of full-time school.

Please ensure your Teachers complete Instruments for all children in their class before %%Enddate%%.>

If your data collection start or end dates have changed, you can update them by signing in at <https://datacollection.aedc.gov.au/login> and navigating to the 'School Information' tab. You can also check where your teachers are up to from the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our contextual help video '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for more information on monitoring Instrument completion.

If you or the teachers at your school have any queries about Instrument completion, or any of the associated processes, such as setting up a Class List, please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have started completing Instruments in the last 24 hours, thank you, and please ignore this email.



6.5. Instrument completion started, unresolved children remaining



Title: 6.5 Instrument completion started, unresolved children remaining
Proposed date: 31 May – 2 June
Trigger: All teachers registered, some Instrument completion, unresolved children remaining (indicative end date passed)
Subject: AEDC Instrument completion overdue

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for facilitating participation in the 2021 Australian Early Development Census at your school.

STATE#SA<The nominated data collection dates your school entered during school set up indicate>
STATE=SA<The data collection system shows> that your school should have finished the data collection by now. Currently there are still %%numberofunresolvedchildren%% children assigned to your school who have not yet had an Instrument completed for them, or if appropriate, been flagged as not-participating.

To check where your teachers are up to and identify any outstanding children please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage children' tab. From there you can see which children are yet to have an Instrument completed and follow up with the responsible teacher(s) to ensure they're included.

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you have any questions or need assistance, please don't hesitate to contact the AEDC Helpdesk at helpdesk@aedc.gov.au or on 1800 092 548.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if your Teachers finished completing Instruments in the last 24 hours.



6.6. All children resolved, Teachers not finalised



Title: 6.7. All Teachers finalised, school not finalised
Proposed date: 31 May – 2 June
Trigger: All children resolved, Teachers not finalised
Subject: Teacher finalisation outstanding for the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please extend our thanks to the teacher(s) at your school for completing the Australian version of the Early Development Instrument for children in their first year of full-time schooling.

STATE#SA<Our records indicate that all children added to your school either have a completed Instrument or have been listed as not participating but all teachers have not yet finalised their participation in the AEDC.>

STATE=SA< Our records indicate that all children at your school either have a completed Instrument or have been listed as not participating. There are some teachers that need to finalise their participation in the AEDC.>

Please sign in at <https://datacollection.aedc.gov.au/login> and confirm all children in their first year of full-time school are listed under the "Manage children" tab. If there are any children missing, please add them and request their Teacher complete the Instrument. If all children are included, please encourage your teachers to finalise their participation by clicking the green Finalise button on the 'My Class List' tab.

Once all Teachers have finalised, you will receive a notification to finalise your school's participation in the AEDC.

If you have any questions or need assistance, please don't hesitate to contact the AEDC Helpdesk at helpdesk@aedc.gov.au or on 1800 092 548.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if your Teachers finalised in the last 24 hours.



6.7. All Teachers finalised, school not finalised (Invoice not yet submitted)



Title: 6.7. All Teachers finalised, school not finalised
Proposed date: 31 May – 2 June
Trigger: All teachers finalised, school not finalised
Subject: Finalise your schools participation in the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please extend our thanks to the teacher(s) at your school for completing the Australian version of the Early Development Instrument for children in their first year of full-time schooling.

STATE#SA<Our records indicate that all teachers have finalised. You can now submit the invoice for teacher relief reimbursement and finalise your school's participation in the 2021 AEDC.

At this stage, all children should either have a completed Instrument, or be flagged as not participating. Sign in at <https://datacollection.aedc.gov.au/login> and review the 'Manage Children' tab to ensure all children are included/resolved. You can then finalise your school's participation in the AEDC data collection by navigating to the 'Invoice' tab and following the prompts.>

STATE=SA< Our records indicate that all teachers have completed data collection activities.

To finalise your school please:

- sign in at <https://datacollection.aedc.gov.au/login> and review the 'Manage Children' tab to ensure all children are included, instruments have been completed for each child or relevant children flagged as no participating/resolved
- navigate to the 'Invoice' tab and following the prompts to submit the invoice for teacher relief reimbursement.>

Watch our contextual help video; 'Submitting invoices and school finalisation' for a summary of the steps involved or, refer to the *Teacher relief and school finalisation* fact sheet included in your *School Leader Pack*.

Once submitted, AEDC Accounts will make the payment to cover the costs of relief teacher reimbursement within 4 – 6 weeks.

You can download a copy of the recipient created tax invoice to provide to your schools' finance team from the AEDC School Coordinator Dashboard.

If you have any queries about the finalisation process or anything at all please do not hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if you finalised your school in the last 24 hours.



7. In field reminder 4

7.1. Activation not complete



Title: 7.1 Activation not complete
Proposed date: 15 – 23 June
Trigger: School not activated
Subject: Time is running out to participate in the AEDC – Activate your school

Dear %%PrincipalName**Principal%%,

The 2021 AEDC data collection period is closing soon and your school will need to complete participation in the collection by %%Enddate%%. Your school plays a vital role in the collection of AEDC data that provides insight into whether or not children in their early years are developmentally on track.

Please activate your school as soon as possible to make sure your teachers have enough time to complete registration and training and participate in the census.

To activate your school, go to <https://datacollection.aedc.gov.au/activation> and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* provided in your AEDC *School Leader pack*.

Watch our **STATE#WA** <contextual> help video '[Help activating](#)' to see a summary of the steps involved. You can also refer to the *School activation* fact sheet in your *School Leader Pack* for more information about activating your school.

If you have not received your *School Leader Pack*, if you have misplaced the *Principal welcome letter*, or you need any other assistance please contact the AEDC helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have activated your school in the last 24 hours, thank you, and please ignore this email.



7.2. School set up not completed



Title: 7.2 School set up not completed
Proposed date: 15 – 23 June
Trigger: School set up not completed
Subject: Time is running out to participate in the AEDC – Complete school set up

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The 2021 AEDC data collection period is closing soon and your school will need to complete participation in the collection by %%Enddate%%. Your school plays a vital role in the collection of AEDC data that provides insight into whether children in their early years are developmentally on track. Your contribution to the data collection is highly valued and there is still time for your school to participate.

To finish setting up your school, please go to <https://datacollection.aedc.gov.au/login> and sign in using the email address and password created when you started activation. After signing in, you'll be taken through to the AEDC School Coordinator dashboard where you'll be prompted to complete the school set up questions.

Watch our **STATE#WA** <contextual> help video '[School set up](#)' to see a summary of the steps involved or, refer to the *School set up* fact sheet included in your *School Leader Pack*

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you require any assistance with school set up, or anything else please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have completed school set up in the last 24 hours, thank you, and please ignore this email.



7.3. School activated, not all teachers registered



Title: 7.3 School activated, no teachers registered
Proposed date: 15 – 23 June
Trigger: Not all Teachers have completed registration
Subject: Time is running out to participate in the AEDC – Teacher registration and training incomplete

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The 2021 AEDC data collection period is closing soon and your school will need to complete participation in the collection by %%Enddate%%.

Our records indicate that at least some teachers from your school have not yet completed Teacher registration and training. Teachers need to complete registration and training before being able to complete the Instrument for children in their class.

To check where your teachers are up to and resend their invitations please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our **STATE#WA** <contextual> help videos; '[Help registering Teachers and Aboriginal and Torres Strait Islander Cultural Consultant](#)' and '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for a summary of the steps involved or, refer to the *Teacher set up* fact sheet included in your *School Leader Pack*

If you or the teachers at your school have any queries about teacher registration, or need any assistance with the teacher registration process, please do not hesitate to contact the AEDC Helpdesk.

It's through the commitment and support of all schools across Australia that the AEDC is such a success. Thanks for playing your part.

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have registered in the last 24 hours, thank you, and please ignore this email.



7.4. Teachers registered, no Instruments completed



Title: 7.4 Teachers registered, no Instruments reported
Proposed date: 15 – 23 June
Trigger: All teachers registered, no Instrument completion
Subject: Time is running out to participate in the 2021 AEDC – Instruments not yet completed

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please extend our thanks to the teacher(s) at your school for completing Teacher registration and training for AEDC data collection.

Our records indicate that Teachers at your school have not yet commenced completing the Australian version of the Early Development Instrument for children in their first year of full-time school. The 2021 AEDC data collection period is almost over and will be closing on %%CEnd_date%%, please ensure your Teachers complete Instruments for all children in their class before this date.

To check where your teachers are up to please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our contextual help video '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for more information on monitoring Instrument completion.

If you or the teachers at your school have any queries about Instrument completion, or any of the associated processes, such as setting up a Class List, please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have started completing Instruments in the last 24 hours, thank you, and please ignore this email.



7.5. Instrument completion started, unresolved children remaining



Title: 6.5 Instrument completion started, unresolved children remaining
Proposed date: 15 – 23 June
Trigger: All teachers registered, some Instrument completion, unresolved children remaining
Subject: AEDC Instrument completion overdue

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for facilitating participation in the 2021 Australian Early Development Census at your school.

The data collection period will close on %%Enddate%%. Currently there are still %%numberofunresolvedchildren%% children assigned to your school who have not yet had an Instrument completed for them, or if appropriate, been flagged as not-participating.

To check where your teachers are up to and identify any outstanding children please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage children' tab. From there you can see which children are yet to have an Instrument completed and follow up with the responsible teacher(s) to ensure they're included.

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you have any questions or need assistance, please don't hesitate to contact the AEDC Helpdesk at helpdesk@aedc.gov.au or on 1800 092 548.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if your Teachers finished completing Instruments in the last 24 hours.



7.6. All children resolved, Teachers not finalised



Title: 6.7. All Teachers finalised, school not finalised
Proposed date: 15 – 23 June
Trigger: All children resolved, Teachers not finalised
Subject: Teacher finalisation outstanding for the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please extend our thanks to the teacher(s) at your school for completing the Australian version of the Early Development Instrument for children in their first year of full-time schooling.

Our records indicate that all children added to your school either have a completed Instrument or have been listed as not participating but all teachers have not yet finalised their participation in the AEDC.

Please sign in at <https://datacollection.aedc.gov.au/login> and confirm all children in their first year of full-time school are listed under the "Manage children" tab. If there are any children missing, please add them and request their Teacher complete the Instrument. If all children are included, please encourage your teachers to finalise their participation by clicking the green Finalise button on the 'My Class List' tab. Once all Teachers have finalised, you will receive a notification to finalise your school's participation in the AEDC.

Please note the 2021 AEDC data collection period is closing soon and your school will need to complete participation in the collection by %%Enddate%%.

If you have any questions or need assistance, please don't hesitate to contact the AEDC Helpdesk at helpdesk@aedc.gov.au or on 1800 092 548.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if your Teachers finalised in the last 24 hours.



7.7. All Teachers finalised, school not finalised (Invoice not yet submitted)



Title: 6.7. All Teachers finalised, school not finalised
Proposed date: 15 – 23 June
Trigger: All teachers finalised, school not finalised
Subject: Finalise your schools participation in the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please extend our thanks to the teacher(s) at your school for completing the Australian version of the Early Development Instrument for children in their first year of full-time schooling.

Our records indicate that all teachers have finalised. You can now submit the invoice for teacher relief reimbursement and finalise your school's participation in the 2021 AEDC.

At this stage, all children should either have a completed Instrument, or be flagged as not participating. Sign in at <https://datacollection.aedc.gov.au/login> and review the 'Manage Children' tab to ensure all children are included/resolved. You can then finalise your school's participation in the AEDC data collection by navigating to the 'Invoice' tab and following the prompts.

Watch our contextual help video; 'Submitting invoices and school finalisation' for a summary of the steps involved or, refer to the *Teacher relief and school finalisation* fact sheet included in your *School Leader Pack*.

Once submitted, AEDC Accounts will make the payment to cover the costs of relief teacher reimbursement within 4 – 6 weeks.

You can download a copy of the recipient created tax invoice to provide to your schools' finance team from the AEDC School Coordinator Dashboard.

If you have any queries about the finalisation process or anything at all please do not hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if you finalised your school in the last 24 hours.



8. In field reminder 5

8.1. Activation not complete



Title: 8.1 Activation not complete
Proposed date: 21 June - 26 July
Trigger: School not activated
Subject: Last chance to participate in the 2021 AEDC

Dear %%PrincipalName**Principal%%,

According to our records your school is not yet activated. The data collection period is almost over and will close on %%Enddate%%. By taking part in the AEDC, you will be contributing important information that can assist schools and the entire community to better support children and their families in the years before school.

It's not too late to participate in the 2021 Australian Early Development Census. Please contact the AEDC Helpdesk as soon as possible to organise any additional support your school may need.

To activate your school, go to <https://datacollection.aedc.gov.au/activation> and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* provided in your AEDC *School Leader pack*.

Watch our **STATE#WA** <contextual> help video '[Help activating](#)' to see a summary of the steps involved. You can also refer to the *School activation* fact sheet in your *School Leader Pack* for more information about activating your school.

If you have not received your *School Leader Pack*, if you have misplaced the *Principal welcome letter*, or you need any other assistance please contact the AEDC helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have activated your school in the last 24 hours, thank you, and please ignore this email.



8.2. School set up not completed



Title: 8.2 School set up not completed
Proposed date: 21 June - 26 July
Trigger: School set up not completed
Subject: Last chance to participate in the 2021 AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The data collection period is almost over and will close on %%Enddate%%. It's not too late to participate in the 2021 Australian Early Development Census. By taking part in the AEDC, you will be contributing important information that can assist schools and the entire community to better support children and their families in the years before school.

According to our records your school is activated but school set up is not yet complete. Please contact the AEDC Helpdesk as soon as possible to organise any additional support your school may need.

To finish setting up your school, please go to <https://datacollection.aedc.gov.au/login> and sign in using the email address and password created when you started activation. After signing in, you'll be taken through to the AEDC School Coordinator dashboard where you'll be prompted to complete the school set up questions.

Watch our **STATE#WA** <contextual> help video '[School set up](#)' to see a summary of the steps involved or, refer to the *School set up* fact sheet included in your *School Leader Pack*

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you require any assistance with school set up, or anything else please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If you have completed school set up in the last 24 hours, thank you, and please ignore this email.



8.3. School activated, not all teachers registered



Title: 8.3 School activated, no teachers registered
Proposed date: 21 June - 26 July
Trigger: Not all Teachers have completed registration
Subject: Last chance to participate in the 2021 AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The data collection period is almost over and will close on %%Enddate%%. It's not too late to participate in the 2021 Australian Early Development Census. Please contact the AEDC Helpdesk as soon as possible to organise any additional support your school may need to participate.

According to our records at least some Teachers from your school have not yet completed Teacher registration and training. Teachers need to complete registration and training before being able to complete the Instrument for children in their class.

To check where your teachers are up to and resend their invitations please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our **STATE#WA** <contextual> help videos; '[Help registering Teachers and Aboriginal and Torres Strait Islander Cultural Consultant](#)' and '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for a summary of the steps involved or, refer to the *Teacher set up fact sheet* included in your *School Leader Pack*

If you or the teachers at your school have any queries about teacher registration, or need any assistance with the teacher registration process, please do not hesitate to contact the AEDC Helpdesk.

It's through the commitment and support of all schools across Australia that the AEDC is such a success. Thanks for playing your part.

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have registered in the last 24 hours, thank you, and please ignore this email.



8.4. Teachers registered, no Instruments completed



Title: 8.4 Teachers registered, no Instruments reported
Proposed date: 21 June - 26 July
Trigger: All teachers registered, no Instrument completion
Subject: Last chance to participate in the 2021 AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Our records indicate that Teachers at your school have not yet commenced completing the Australian version of the Early Development Instrument for children in their first year of full-time school. The 2021 AEDC data collection period is almost over and will be closing on %%Enddate%%, please ensure your Teachers complete Instruments for all children in their class before this date.

You indicated that teachers at your school would commence completing the Australian version of the Early Development Instrument for children in their first year of full-time school from %%Estimate_startdate%%.

We just wanted to make sure that your teachers are on track to complete Instruments for all children in their class by %%CEnd_date%%.

To check where your teachers are up to please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage Teachers' tab. If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

Watch our contextual help video '[How to manage Teachers and Aboriginal and Torres Strait Islander Cultural Consultants](#)' for more information on monitoring Instrument completion.

If you or the teachers at your school have any queries about Instrument completion, or any of the associated processes, such as setting up a Class List, please do not hesitate to contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

If your teachers have started completing Instruments in the last 24 hours, thank you, and please ignore this email.



Commented [EW1]: Tailored for end of collection

8.5. Instrument completion started, unresolved children remaining



Title: 6.5 Instrument completion started, unresolved children remaining
Proposed date: 21 June - 26 July
Trigger: All teachers registered, some Instrument completion, unresolved children remaining
Subject: AEDC Instrument completion overdue

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for facilitating participation in the 2021 Australian Early Development Census at your school.

The data collection period will close on %%Enddate%%. Currently there are still %%numberofunresolvedchildren%% children assigned to your school who have not yet had an Instrument completed for them, or if appropriate, been flagged as not-participating.

To check where your teachers are up to and identify any outstanding children please sign in at <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage children' tab. From there you can see which children are yet to have an Instrument completed and follow up with the responsible teacher(s) to ensure they're included.

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you have any questions or need assistance, please don't hesitate to contact the AEDC Helpdesk at helpdesk@aedc.gov.au or on 1800 092 548.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if your Teachers finished completing Instruments in the last 24 hours.



8.5.2 (tailored) Instrument completion started, unresolved children remaining



Title: 6.5 Instrument completion started, unresolved children remaining
Proposed date: 21 June - 26 July
Trigger: All teachers registered, some Instrument completion, unresolved children remaining
Subject: AEDC Instrument completion overdue

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for facilitating participation in the 2021 Australian Early Development Census at your school.

This is a friendly reminder that the 2021 Australian Early Development Census will end on %%Cend_date%%. Our records indicate that there are still some children who have not had an instrument completed for them, or if appropriate, been flagged as not-participating.

Please log in to <https://datacollection.aedc.gov.au/login> and navigate to the 'Manage children' tab to check which children are yet to have an Instrument completed and follow up with the responsible teacher(s) to ensure they're included.

If you have forgotten your password, you can click 'Forgot Your Password?' on the sign in page to send a password reset link to your email.

If you need any assistance completing the Australian Early Development Census by %%Cend_date%%, or have any questions please don't hesitate to contact the AEDC helpdesk at helpdesk@aedc.gov.au or on 1800 092 548.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if your Teachers finished completing Instruments in the last 24 hours.

8.6. All children resolved, Teachers not finalised



Title: 6.7. All Teachers finalised, school not finalised
Proposed date: 21 June - 26 July
Trigger: All children resolved, Teachers not finalised
Subject: Teacher finalisation outstanding for the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please extend our thanks to the teacher(s) at your school for completing the Australian version of the Early Development Instrument for children in their first year of full-time schooling.

Our records indicate that all children added to your school either have a completed Instrument or have been listed as not participating but all teachers have not yet finalised their participation in the AEDC.

Please sign in at <https://datacollection.aedc.gov.au/login> and confirm all children in their first year of full-time school are listed under the "Manage children" tab. If there are any children missing, please add them and request their Teacher complete the Instrument. If all children are included, please encourage your teachers to finalise their participation by clicking the green Finalise button on the 'My Class List' tab. Once all Teachers have finalised, you will receive a notification to finalise your school's participation in the AEDC.

Please note the 2021 AEDC data collection period is closing soon and your school will need to complete participation in the collection by %%Enddate%%.

If you have any questions or need assistance, please don't hesitate to contact the AEDC Helpdesk at helpdesk@aedc.gov.au or on 1800 092 548.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if your Teachers finalised in the last 24 hours.



8.7. All Teachers finalised, school not finalised (Invoice not yet submitted)



Title: 6.7. All Teachers finalised, school not finalised
Proposed date: 21 June - 26 July
Trigger: All teachers finalised, school not finalised
Subject: Finalise your schools participation in the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please extend our thanks to the teacher(s) at your school for completing the Australian version of the Early Development Instrument for children in their first year of full-time schooling.

Our records indicate that all teachers have finalised. You can now submit the invoice for teacher relief reimbursement and finalise your school's participation in the 2021 AEDC.

At this stage, all children should either have a completed Instrument, or be flagged as not participating. Sign in at <https://datacollection.aedc.gov.au/login> and review the 'Manage Children' tab to ensure all children are included/resolved. You can then finalise your school's participation in the AEDC data collection by navigating to the 'Invoice' tab and following the prompts.

Watch our contextual help video; 'Submitting invoices and school finalisation' for a summary of the steps involved or, refer to the *Teacher relief and school finalization* fact sheet included in your *School Leader Pack*.

Once submitted, AEDC Accounts will make the payment to cover the costs of relief teacher reimbursement within 4 – 6 weeks.

You can download a copy of the recipient created tax invoice to provide to your schools' finance team from the AEDC School Coordinator Dashboard.

If you have any queries about the finalisation process or anything at all please do not hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if you finalised your school in the last 24 hours.



9. Post field reminder 1

9.1. School not finalised (Invoice not yet submitted)



Title: 9.7 School finalised, invoice not submitted
Proposed date: 13 July – 3 Aug
Trigger: School not finalised
Subject: Reminder – Submit your school's teacher relief reimbursement invoice for the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please extend our thanks to the teacher(s) at your school for completing the Australian version of the Early Development Instrument for children in their first year of full-time schooling.

You can submit the invoice for teacher relief reimbursement and finalise your school's participation in the 2021 AEDC by signing in at <https://datacollection.aedc.gov.au/login> navigating to the 'Invoice' tab and following the prompts.

Watch our contextual help video; 'Submitting invoices and school finalisation' for a summary of the steps involved or, refer to the *Teacher relief and school finalization* fact sheet included in your *School Leader Pack*.

Once submitted, AEDC Accounts will make the payment to cover the costs of relief teacher reimbursement within 4 – 6 weeks.

You can download a copy of the recipient created tax invoice to provide to your schools finance team from the AEDC School Coordinator Dashboard.

The final date for invoice submission is %%invoice submission date**17 September 2021**%%

If you have any queries about the finalisation process or anything at all please do not hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if you finalised your school in the last 24 hours.



10. Post field reminder 2

10.1. School not finalised (Invoice not yet submitted)



Title: 10.7 School finalised, invoice not submitted
Proposed date: 9 – 16 August
Trigger: School not finalised
Subject: Reminder – Submit your school's teacher relief reimbursement invoice for the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for facilitating your schools' participation in the 2021 AEDC. The final date for invoice submission is %%invoice submission date**17 September 2021**%%

You can submit the invoice for teacher relief reimbursement and finalise your school's participation in the 2021 AEDC by signing in at <https://datacollection.aedc.gov.au/login> navigating to the 'Invoice' tab and following the prompts.

Watch our contextual help video; 'Submitting invoices and school finalisation' for a summary of the steps involved or, refer to the *Teacher relief and school finalization* fact sheet included in your *School Leader Pack*.

Once submitted, AEDC Accounts will make the payment to cover the costs of relief teacher reimbursement within 4 – 6 weeks.

You can download a copy of the recipient created tax invoice to provide to your school's finance team from the AEDC School Coordinator Dashboard.

If you have any queries about the finalisation process or anything at all please do not hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if you finalised your school in the last 24 hours.



11. Post field reminder 3

11.1. School not finalised (Invoice not yet submitted)



Title: 11.7 School finalised, invoice not submitted
Proposed date: 23 August – 6 September
Trigger:
Subject: Final date to submit your school's invoice for AEDC participation approaching

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for facilitating your schools' participation in the 2021 AEDC. The final date for invoice submission is %%invoice submission date**17 September 2021**%%

You can submit the invoice for teacher relief reimbursement and finalise your school's participation in the 2021 AEDC by signing in at <https://datacollection.aedc.gov.au/login> navigating to the 'Invoice' tab and following the prompts.

Watch our contextual help video; 'Submitting invoices and school finalisation' for a summary of the steps involved or, refer to the *Teacher relief and school finalization* fact sheet included in your *School Leader Pack*.

Once submitted, AEDC Accounts will make the payment to cover the costs of relief teacher reimbursement within 4 – 6 weeks.

You can download a copy of the recipient created tax invoice to provide to your school's finance team from the AEDC School Coordinator Dashboard.

If you have any queries about the finalisation process or anything at all please do not hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if you finalised your school in the last 24 hours.



12. Post field reminder 4

12.1. School not finalised (Invoice not yet submitted)



Title: 12.7 School finalised, invoice not submitted
Proposed date: 13 – 20 September
Trigger:
Subject: Final reminder to submit your school's invoice for AEDC participation

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for facilitating your schools' participation in the 2021 AEDC. The final date for invoice submission is %%invoice submission date**17 September 2021**%%

You can submit the invoice for teacher relief reimbursement and finalise your school's participation in the 2021 AEDC by signing in at <https://datacollection.aedc.gov.au/login> navigating to the 'Invoice' tab and following the prompts.

Watch our contextual help video; 'Submitting invoices and school finalisation' for a summary of the steps involved or, refer to the *Teacher relief and school finalization* fact sheet included in your *School Leader Pack*.

Once submitted, AEDC Accounts will make the payment to cover the costs of relief teacher reimbursement within 4 – 6 weeks.

You can download a copy of the recipient created tax invoice to provide to your school's finance team from the AEDC School Coordinator Dashboard.

If you have any queries about the finalisation process or anything at all please do not hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**

Email: helpdesk@aedc.gov.au

Please ignore this email if you finalised your school in the last 24 hours.



13. Data Collection System – Live Templates

13.1 .AEDC School Coordinator Invitation (no approval required)



<p>Message name: AEDCAdministratorInvitation Proposed date: N/A Trigger: Principal self-nomination, domain matches Subject: AEDC School Coordinator registration</p>

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator %%,

You have been invited to register as the AEDC School Coordinator for %%SchoolName%%.

To register and continue with the school activation process, please click on the link below:

%%Link%%

Yours sincerely,

The AEDC Team
Helpdesk: **1800 092 548**
Email: helpdesk@aedc.gov.au

When logging in to your account, note that multiple failed login attempts may cause your account to be disabled for security purposes. Please use the 'forgot my password' link to reset your password.

When participating in the AEDC, the privacy of both children and teachers is maintained in accordance with national, state and territory privacy legislation and policies.



13.2.Principal approval email



Message name: ApproveAdministratorAssigned
Proposed date: N/A
Trigger: AEDC School Coordinator assigned,
Principal approval required
Subject: AEDC School Coordinator assigned –
Approval required

Dear %%PrincipalName**Principal%%,

%%Coordinatoremail%% has been nominated as the AEDC School Coordinator for
%%SchoolName%%.

To confirm that you have authorised them as AEDC School Coordinator, please click one of the
following links.

%%Approve link%%
or
%%Deny link%%

Yours sincerely,

The AEDC Team
Helpdesk: **1800 092 548**
Email: helpdesk@aedc.gov.au

*When logging in to your account, note that multiple failed login attempts may cause your account to
be disabled for security purposes. Please use the 'forgot my password' link to reset your password.*

*When participating in the AEDC, the privacy of both children and teachers is maintained in
accordance with national, state and territory privacy legislation and policies.*



13.3.AEDC School Coordinator invitation (following approval)



Message name:
PrincipalApprovesAEDCAdministrator
Proposed date: N/A
Trigger: Nomination approved by Principal or STC
Subject: AEDC School Coordinator registration - Approved

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator %%,

You have been confirmed as the AEDC School Coordinator for %%SchoolName%%.

To complete your registration please click on the link below:

%%Link%%

Yours sincerely,

The AEDC Team
Helpdesk: **1800 092 548**
Email: helpdesk@aedc.gov.au

When logging in to your account, note that multiple failed login attempts may cause your account to be disabled for security purposes. Please use the 'forgot my password' link to reset your password.

When participating in the AEDC, the privacy of both children and teachers is maintained in accordance with national, state and territory privacy legislation and policies.



13.4. Teacher Invitation



Message name: TeacherInvitation
Proposed date: On system open for teacher registration and training email date **AND** automatically to teachers as they are registered after this date
Trigger: Teacher invited
Subject: AEDC Teacher registration

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator %%,

School: %%SchoolName%%

You have been identified as a teacher who will be completing the AEDC for children starting full-time school in 2021.

Email: %%Email%%

To continue with your registration, and access teacher training please click on the link below:

%%Link%%

Yours sincerely,

The AEDC Team
Helpdesk: **1800 092 548**
Email: helpdesk@aedc.gov.au

When logging in to your account, note that multiple failed login attempts may cause your account to be disabled for security purposes. Please use the 'forgot my password' link to reset your password.

When participating in the AEDC, the privacy of both children and teachers is maintained in accordance with national, state and territory privacy legislation and policies.



13.5.ATSI CC Invitation



Message name: AEDCATSICCIvitation
Proposed date: On system open for teacher registration and training email date **AND** automatically to teachers as they are registered after this date
Trigger: ATSI CC invited
Subject: AEDC Aboriginal and Torres Strait Islander Cultural Consultant registration

Dear %%FirstName%% %%LastName%%,

School: %%SchoolName%%

You have been identified as an Aboriginal and Torres Strait Islander Cultural Consultant who will provide advice to teachers completing the AEDC for Aboriginal and Torres Strait Islander children eligible to start full-time school in 2021.

Email: %%Email%%

To continue with your registration, please click on the link below:

%%Link%%

Yours sincerely,

The AEDC Team
Helpdesk: **1800 092 548**
Email: helpdesk@aedc.gov.au

When logging in to your account, note that multiple failed login attempts may cause your account to be disabled for security purposes. Please use the 'forgot my password' link to reset your password.

When participating in the AEDC, the privacy of both children and teachers is maintained in accordance with national, state and territory privacy legislation and policies.



13.6.All teachers finalised (School finalisation prompt)



Message name: InvoiceReadyToStart
Proposed date: N/A
Trigger: When all Teachers finalise participation
Subject: AEDC Aboriginal and Torres Strait
Islander Cultural Consultant registration

Dear %%FirstName%% %%LastName%%,

School: %%SchoolName%%

All teachers for your school have finished data collection and your school is ready to finalise.

Please log in below and navigate to the 'Invoice' tab where you can finalise your school, confirm the system generated Recipient Created Tax Invoice for payment and download a copy of the invoice for your records.

%%Link%%

Yours sincerely,

The AEDC Team
Helpdesk: **1800 092 548**
Email: helpdesk@aedc.gov.au

When logging in to your account, note that multiple failed login attempts may cause your account to be disabled for security purposes. Please use the 'forgot my password' link to reset your password.

When participating in the AEDC, the privacy of both children and teachers is maintained in accordance with national, state and territory privacy legislation and policies.



Appendix 14: Paper copy Instrument guidelines

Australian Early Development Census

Guidelines for paper copy Instrument completion and return

April 2021

Purpose

This document provides key stakeholders with guidelines for the completion and return of paper copies of the Australian version of the Early Development Instrument ('the Instrument').

Background

Data collection for the 2021 AEDC is primarily online through the secure data collection system. Exceptional circumstances may arise, however when a paper copy of the Instrument may need to be completed. The information in this document supplements information provided in the *Guide to completing the Australia version of the Early Development Instrument* and AEDC Helpdesk Manual.

Key principles

- a Word version of the Instrument, produced by the Social Research Centre (refer to Attachment 3) is used for printing paper copies of the Instrument
- all requests for paper copy Instrument completion are processed by the AEDC Helpdesk
- to protect the privacy of individuals participating in the AEDC and ensure that other AEDC contractual obligations are met, no copies (electronic or paper) of completed Instruments are to be retained by teachers or schools
- secure freighting arrangements are to be used for the return of all completed Instruments to the Social Research Centre (i.e. registered post, express post or courier)
- as with the online Instrument, it is strongly recommended that the *Guide to completing the Australian version of the Early Development Instrument* is referenced while completing the paper copy of the Instrument
- a covering letter (refer to Attachment 1) or covering email (see Attachment 2) is included with the paper copies of the Instrument. The attachments contain standard text about the completion and return of paper copy Instruments. The letter or email may be modified by State and Territory Coordinators (STCs) or the AEDC Helpdesk to include other information, as necessary.

Process overview

Requests

Requests for paper copies of the Instrument will primarily be received and processed through the AEDC Helpdesk. The Helpdesk will initially confirm:

- the reason for needing a paper copy request (e.g. no or inadequate internet access) and whether the STC or Department requires notification
- the date the information is required (e.g. immediately via email or post paper copies)
- the contact details of the AEDC Co-ordinator making the request
- the relevant school information
- action to be undertaken (e.g. send electronic version for local printing; number of paper copy Instruments to be included in the pack).

A school may direct or escalate their request to their STC, who will:

- confirm with the AEDC Helpdesk the status of the request and/or provide the request details to the AEDC Helpdesk and
- in an urgent situation, email a Word Version of the Instrument, 'Teacher Feedback Form', and 'Teacher Instrument Completion' declaration and completion instructions to the AEDC Co-ordinator (subsequently informing the AEDC Helpdesk of the details of this action)

Information packages

Where a letter and paper copies of the AEDC Instrument are posted to a school by the AEDC Helpdesk, a covering letter (see Attachment 1) is to be included in the package

Where an email and attachment of the Word version of the Instrument is sent to a school by the AEDC Helpdesk or by the STC, the covering email (see Attachment 2) must include information about the completion and return requirements for paper copy Instruments.

Completion of paper copy Instruments

- the original paper copy of the Instrument (whether provided as a paper copy by the AEDC Helpdesk or printed off by an AEDC Coordinator/teacher from an email attachment) must be completed and returned to the Social Research Centre.
- a 'Teacher Instrument Completion' declaration is to be completed by each teacher once all Instruments have been completed. Teachers may also opt to complete a 'Teacher Feedback Form' which is used to assist with the evaluation of the AEDC data collection.
- as moderation information and guidance for the completion of the online Instrument are not included in the paper copy version, it is strongly recommended that the *Guide to completing the Australia version of the Early Development Instrument* is referenced when completing a paper copy of the Instrument.
- completed Instruments must be securely returned to the AEDC Helpdesk (i.e. registered post, express post or courier).
- details of the secure return of completed Instruments (including the date of dispatch, the form of secure transport and tracking codes) and a contact for any queries are to be provided to the AEDC Helpdesk.

Processing

- once the Social Research Centre receives the secure packages, the Instruments will be processed online on behalf of the school.
- the Social Research Centre will also undertake on behalf of the school, associated online workflows such as the school activation process, nomination of teacher(s) and the Financial Manager, and allocation / adding of children as required.
- if there are queries during the online entry of paper copy Instruments or associated online workflows, the AEDC Helpdesk will refer the queries to the nominated school for resolution (or the STC, as appropriate).
- once paper copy Instruments have been entered into the online system, the paper copies will be destroyed, in accordance with Social Research Centre contractual requirements.
- If a school wishes to claim additional costs associated with this process, it is to negotiate with their STC regarding an 'exceptional circumstances' claim.

Attachment 1 – Covering letter for paper copy Instruments

Barcode DPID

<<AEDC Co-ordinator name>>

<<SCHOOLNAME>>

<<ADDRESS1>>

<<SUBURB>> <<STATE>> <<PC>>

Re: paper copy Instruments for completion

Please find enclosed **[x]** paper copies of the Australian version of the Early Development Instrument for completion by teachers of children in their first year of full-time school.

It is important for privacy reasons that all copies of completed Instruments are securely returned to the Social Research Centre.

Once the Instrument(s) have been completed, please post the original Instruments directly to the Social Research Centre via registered post or express post service to:

Attn: AEDC Helpdesk
The Social Research Centre Pty Ltd
5 / 350 Queen St
MELBOURNE VIC 3000

Please notify the AEDC Helpdesk via telephone when the Instruments have been despatched and, if applicable, advise the relevant tracking code. Upon receipt, the Helpdesk will process the Instruments online and assist with teacher relief reimbursement invoice preparation.

Please contact your state and territory coordinator if you wish to make an 'exceptional circumstances' claim (refer to the *Teacher Relief Reimbursement* Fact Sheet in your School Leader Pack) to cover the cost of postage.

Thank you

AEDC Helpdesk: 1800 092 548

Email: helpdesk@aedc.gov.au

Attachment 3 – Email to School requesting hard copy AEDC Checklists

To: (email address of AEDC co-ordinator / contact person)

Subject line: 2021 Australian Early Development Census - Instrument for completion

Dear <<AEDC Co-ordinator name>>

Please find attached an electronic copy of the Australian version of the Early Development Instrument for printing and completion.

It is important for privacy reasons that all copies of completed Instruments are returned to the Social Research Centre.

Once the Instrument(s) have been completed, please post the original Instruments directly to the Social Research Centre via registered post or express post service to:

Attn: AEDC Helpdesk
The Social Research Centre Pty Ltd
5 / 350 Queen St
MELBOURNE VIC 3000

Please notify the Helpdesk via telephone when the Instruments have been despatched and, if applicable, advise the relevant tracking code. Upon receipt, the Helpdesk will process the Instruments online and assist with teacher relief reimbursement invoice preparation.

Please contact your state and territory coordinator if you wish to make an 'exceptional circumstances' claim (refer to the *Teacher Relief Reimbursement* Fact Sheet in your School Leader Pack) to cover the cost of postage.

Thank you

AEDC Helpdesk: 1800 092 548

Email: helpdesk@aedc.gov.au

Appendix 15: Paper copy Instrument

SCHOOL NAME:

SCHOOL CODE:

CHILD NAME:

DATE OF COMPLETION:

IMPORTANT NOTE All questions marked “**” are mandatory and must be answered:

Child information panel questions Page 1 of 20

① **CIP1 Child’s sex***
 Male
 Female

Child’s residential address:

① **CIP2 Full street address***
 Street name not known

① **CIP3 Suburb or town of residence***

① **CIP4 Postcode of residence***

① **CIP5 State of residence***

① **CIP6 For schools in NT only. Others → GO TO CIP7**

Aboriginal Community Name

Aboriginal Community Identifier Number

Child information panel questions (continued)

Page 2 of 20

①

CIP7 Child's date of birth*
(ddmmyyy)

--	--	--	--	--	--	--	--	--	--

①

CIP8 In which country was the child born?*

- Australia → **GO TO CIP10**
- New Zealand
- England
- South Africa
- China (excludes SARs and Taiwan)
- Philippines
- India
- United States of America
- South Korea
- Hong Kong (SAR of China)
- Other – please specify

--

①

CIP9 In which year did the child first arrive in Australia?

- | | |
|-------------------------------|------------------------------------|
| <input type="checkbox"/> 2013 | <input type="checkbox"/> 2018 |
| <input type="checkbox"/> 2014 | <input type="checkbox"/> 2019 |
| <input type="checkbox"/> 2015 | <input type="checkbox"/> 2020 |
| <input type="checkbox"/> 2016 | <input type="checkbox"/> 2021 |
| <input type="checkbox"/> 2017 | <input type="checkbox"/> Not known |

①

CIP10 Is this child repeating this grade/year?

- Yes
- No

Preliminary questions

Page 3 of 20

① P1 Is this child of Aboriginal or Torres Strait Islander descent?*

No →GO TO BI1

Yes – Aboriginal

Yes – Torres Strait Islander

Yes - Both Aboriginal and Torres Strait Islander

① P2 Is your completion of the AvEDI being assisted by discussion with an Aboriginal and Torres Strait Islander Cultural Consultant?

Yes

No →GO TO BI1

P3 Is this Aboriginal and Torres Strait Islander Cultural Consultant:

Please select all that apply

Aboriginal and Islander Education Worker (AIEW)

Home Liaison Officer (HLO)

Aboriginal Early Years Liaison Officer

Inclusion Support Officer (ISO)

Aboriginal Education Officer

Indigenous Education Worker

Aboriginal Education Worker

Literacy Support Officer (LSO)

Aboriginal and Islander Education Officer (AIEO)

Indigenous tutor

Aboriginal Teachers Aide (ATA)

Other Indigenous staff member

Assistant Teacher (AT)

P4 What role will the Aboriginal and Torres Strait Islander Cultural Consultant play in completing the Instrument for this child?

Complete the AvEDI for this child together with me

Provide general advice about the child and I will be completing the AvEDI

Provide general advice about completing the AvEDI for Aboriginal and Torres Strait Islander children , but not specific to this child

Other (please specify)

Background Information

Page 4 of 20

① ⓘ **BI1 Is this child considered Special Needs?***

Since definitions of special needs may vary between states and territories, please use the definition below

Yes

Child requires special assistance in the classroom and is high need, due to **medically diagnosed** chronic medical, physical, or intellectually disabling conditions (e.g. Autism, Cerebral Palsy, Down Syndrome).

No

→GO TO BI2

If you only **suspect** that the child may have a disabling condition, or the condition is not severe enough for the child to be classified as special needs (indicate the child's specific condition at question D10).

If the special need only arises because the child has English as an additional or second language (please indicate ESL status at BI2).

Gifted or talented child.

Background Information (continued)

Page 4 of 20

①

BI1a

**What medical diagnosis (or diagnoses) qualifies this child as Special Needs?
Please select all that apply**

- Anaphylaxis
- Asperger syndrome
- Asthma
- Attention Deficit Hyperactive Disorder (ADHD)
- Autism
- Autism spectrum disorder (ASD)
- Blind
- Cerebral palsy
- Diabetes
- Deaf
- Down syndrome
- Dyslexia
- Dyspraxia
- Epilepsy
- Foetal Alcohol Spectrum Disorder (FASD)
- Spina bifida
- Other

BI1ax

- Anxiety
- Cleft palate
- Coeliac/Celiac
- Cystic Fibrosis
- Eczema/Dermatitis
- Fragile X
- Global Development Delay / PDD-NOS
- Hydrocephalus
- Leukaemia
- Muscular Dystrophy
- Neurofibromatosis
- Oppositional Defiance Disorder
- Otitis Media
- Perthes Disease
- Selective Mutism
- Other (please specify)

Background Information (continued)

Page 3 of 20

①  **BI2 Is this child considered ESL (English as a second language)?***

Yes

No

①  **BI3 Does the child speak a language other than English at home?***

If more than one language, please indicate the language spoken *most often*

No, English only → **GO TO BI0d**

Yes, Arabic

Yes, Cantonese

Yes, Italian

Yes, Vietnamese

Yes, Mandarin

Yes, Greek

Yes, Spanish

Yes, Tagalog

Yes, Hindi

Yes, Punjabi

Yes, Korean

Yes, Aboriginal English

Yes, other (please specify)

①  **BI3a Can this child adequately communicate in this language?**

Yes

No

Don't know → **GO TO BI3c**

① **BI3b Indicate the sources of information used to provide your answer to BI3a**
(Please select all that apply)

Enrolment form / Assessment / Report / school survey

Parent / Guardian / Relative / Friend

Own observation / through knowing child

Other staff member

Aboriginal and Torres Strait Islander Cultural Consultant

Other (please specify)

Background Information (continued)

Page 7 of 20

① **BI3c Does the child speak any other languages (apart from English / the language specified at BI3)?**

No other languages spoken apart from language specified at BI3

Traditional Aboriginal languages (1)

Other languages (1)

--	--

Traditional Aboriginal languages (2)

Other languages (2)

--	--

(Collect up to 6 languages)

① **BI3d To the best of your knowledge, has this child attended other language or religion classes (specify if known)**

Yes (please specify)

No

Don't know

BI4 Class type – only complete the AvEDI for children in their first year of full-time schooling i.e. 'Preparatory' students

① **BI4a Is this a multi-year class?**

No

Yes, Preparatory and Grade/Year 1

Yes, Preparatory, Grade/Year 1 and Grade/Year 2

Yes, other

① **BI4b Does this child have dual placement?***

No

Yes, special education program (includes speech, language, hearing, early intervention)

Yes, language school

Yes, other (please specify)

① **BI5a What is the highest year of primary / secondary school completed by the child's parent / carer?**

**Parent /
Carer 1**

**Parent /
Carer 2**

Year 9 or equivalent or below

Year 10 or equivalent

Year 11 or equivalent

Year 12 or equivalent

Not known

Background Information (continued)

Page 8 of 20

i	BI5b What is the highest level of post-school qualification completed by the child's parent / carer?	Parent / Carer 1	Parent / Carer 2
	Certificate level I to IV (including trade qualification)	<input type="checkbox"/>	<input type="checkbox"/>
	Advanced diploma / diploma	<input type="checkbox"/>	<input type="checkbox"/>
	Bachelor degree or above	<input type="checkbox"/>	<input type="checkbox"/>
	No post-school qualification	<input type="checkbox"/>	<input type="checkbox"/>
	Not known	<input type="checkbox"/>	<input type="checkbox"/>

i **BI6 Has this child been in class for one month or more?***

Yes → **GO TO A1**

No

i **BI6a Do you feel you can make an accurate assessment of this child?**

Yes → **GO TO A1**

No

i **BI6b Are you unable to make an accurate assessment of this child because the child...
(Please select all that apply)**

Is a new student in this class

Has been absent through illness / injury

Has been absent due to family / cultural obligations – includes ceremonies, funerals

Has been absent for other explained reasons, e.g. climatic conditions, financial reasons

Has been absent for other reason(s) – please specify

Or are you unable to make an accurate assessment of this child because you are:

A new teacher of this class

**IF UNABLE TO MAKE AN ACCURATE ASSESSMENT OF THE CHILD,
DO NOT COMPLETE ANY FURTHER QUESTIONS**

Section A – Physical Wellbeing

A1 How many days has this child been absent since the start of the year?

0 → GO TO A2

1

2 to 5

6 to 10

Greater than 10

To the best of your knowledge, approximately how many days absent were due to:

A1a Family/cultural obligations – includes ceremonies, funerals (specify days)

A1b Illness/injury (specify days)

A1c Other explained reasons e.g. climatic conditions, financial (specify days)

A1d Un-explained reasons (specify days)

Since the start of the school year, has this child sometimes (more than once) arrived:

Yes

No

Don't know

A2 over or under-dressed for school related activities

A3a too tired to do school work

A3b too sick to do school work

A4 hungry

A4a Does the child attend a school / community breakfast club?

Yes

No

Don't know

There is no breakfast club available for the child to attend

Would you say that this child:

Yes

No

Don't know

A5 is independent in toileting habits most of the time

A6 shows an established hand preference (right vs. left or vice versa)

A7 is well coordinated (i.e. moves without running into or tripping over things)

① Section A – Physical Wellbeing (continued)

How would you rate this child's:			Very good / good	Average	Poor / very poor	Don't know
①	A8	proficiency at holding a pen, crayon or brush	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	A9	ability to manipulate objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	A10	ability to climb stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	A11	level of energy throughout the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	A12	overall physical development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	A13	daily personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B – Language and Cognitive Skills (school based) Page 11 of 20

How would you rate this child's:		Very good / good	Average	Poor / very poor	Don't know
①	B1 ability to use language effectively in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B1a to B1d is for children of Aboriginal or Torres Strait Islander descent.

Others → GO TO B2

①	Ability to use languages other than Standard Australian English effectively in the classroom / playground:	Not applicable	Very good / good	Average	Poor / very poor	Don't know
	B1a Aboriginal English (AE)	<input type="checkbox"/>				
	B1b Creole	<input type="checkbox"/>				
	B1c Traditional Aboriginal or Torres Strait Islander language	<input type="checkbox"/>				
	B1d Other indigenous language	<input type="checkbox"/>				

How would you rate this child's:		Very good / good	Average	Poor / very poor	Don't know
①	B2 ability to listen in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B3 ability to tell a story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B4 ability to take part in imaginative play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B5 ability to communicate own needs in a way understandable to adults and peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B6 ability to understand on first try what is being said to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B7 ability to articulate clearly, without sound substitutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B – Language and Cognitive Skills (school based) Page 12 of 20

Would you say that this child:		Yes	No	Don't know
①	B8 knows how to handle a book (e.g. turn a page)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B9 is generally interested in books (pictures and print)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B10 is interested in reading (inquisitive/curious about the meaning of printed material)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B11 is able to identify some letters of the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B12 is able to attach sounds to letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B13 is showing awareness of rhyming words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B14 is able to participate in group reading activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B15 is able to read simple words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B16 is able to read complex words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B17 is able to read simple sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B18 is experimenting with writing tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B19 is aware of writing directions in English (left to right, top to bottom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B20 is interested in writing voluntarily (and not only under the teacher's direction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B21 is able to write his/her own name in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B22 is able to write simple words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B – Language and Cognitive Skills (school based) Page 13 of 20

Would you say that this child:		Yes	No	Don't know
①	B23 is able to write simple sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B24 is able to remember things easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B25 is interested in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B26 is interested in games involving numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B27 is able to sort and classify objects by a common characteristic (e.g. shape, colour, size)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B28 is able to use one-to-one correspondence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B29 is able to count to 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B30 is able to recognise numbers 1-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B31 is able to say which number is bigger of the two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	✎ B32 is able to recognise geometric shapes (e.g. triangle, circle, square)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B33 understands simple time concepts (e.g. today, summer, bedtime)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B34 demonstrates special numeracy skills or talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B35 demonstrates special literacy skills or talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B36 demonstrates special skills or talents in arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B37 demonstrates special skills or talents in music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	B38 demonstrates special skills or talents in athletics/dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B39 demonstrates special skills or talents in problem-solving in a creative way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	B40 demonstrates special skills or talents in other areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C – Social and Emotional Development

How would you rate this child's:			Very good / good	Average	Poor / very poor	Don't know
①	C1	overall social/emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C2	ability to get along with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you say that this child:			Often or very true	Sometimes or somewhat true	Never or not true	Don't know
	C3	plays and works cooperatively with other children at the level appropriate for his/her age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C4	is able to play with various children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C5	follows rules and instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C6	respects the property of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C7	demonstrates self-control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	📄 C8	demonstrates respect for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C9	demonstrates respect for other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C10	accepts responsibility for actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C11	listens attentively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C12	completes work on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C12a	can complete tasks if given additional time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you say that this child:			Often or very true	Sometimes or somewhat true	Never or not true	Don't know
	C13	works independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C14	takes care of school materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C15	works neatly and carefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	📄 C16	is curious about the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C17	is eager to play with a new toy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C18	is eager to play with a new game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C19	is eager to play with/read a new book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C – Social and Emotional Development

			Often or very true	Sometimes or somewhat true	Never or not true	Don't know
①		Would you say that this child:				
①	C20	is able to solve day-to-day problems by him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C21	is able to follow one-step instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C22	is able to follow class routines without reminders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C23	is able to adjust to changes in routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	📖 C24	answers questions showing knowledge about the world (e.g. leaves fall in autumn, apple is fruit, dogs bark, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C25	shows tolerance for someone who has made a mistake (e.g. when a child gives a wrong answer to a question posed by the teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C26	will try to help someone who is hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C27	volunteers to help clear up a mess someone else has made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	📖 C28	if there is a quarrel or dispute will try to stop it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C29	offers to help other children who have difficulty with a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C30	comforts a child who is crying or upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C31	spontaneously helps to pick up objects which another child has dropped (e.g. pencils, books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C32	will invite others to join in a game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	C33	helps others who are feeling sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C – Social and Emotional Development

Would you say that this child:		Often or very true	Sometimes or somewhat true	Never or not true	Don't know
	C34 gets into physical fights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C35 bullies or is mean to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C36 kicks, bites, hits other children or adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C37 takes things that do not belong to him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C38 laughs at other children's discomfort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C39 can't sit still, is restless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C40 is distractible, has trouble sticking to any activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C41 is disobedient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you say that this child:		Often or very true	Sometimes or somewhat true	Never or not true	Don't know
	C42 has temper tantrums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C43 is impulsive, acts without thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C44 has difficulty awaiting turn in games or groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C45 cannot settle to anything for more than a few moments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C46 is inattentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C47 seems to be unhappy, sad or depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C48 appears worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C49 cries a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C50 is nervous, highly strung or tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ⓘ	C51 is incapable of making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D – Emerging needs

Does the child have any of the following conditions / impairments / problems?

Please base your answer on your own observation, medical diagnosis or parent / guardian / Aboriginal and Torres Strait Islander Cultural Consultant information.

Please check 'Yes – affects learning', 'Yes – but does not affect learning', 'No' or 'Don't know' for each.

			Yes – affects learning	Yes – but does not affect learning	No	Don't know
①	D1	physical disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	D2	visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	D3	hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	D4	speech/language impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	D5	learning disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	D6	emotional problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	D7	behavioural problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	D8	home environment/problems at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	D9	trauma, isolation or difficulties associated with resettlement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D – Emerging Needs (continued)

D10 Does the child have any specific condition?

Please base your answer on medical diagnosis or parent / guardian / Aboriginal and Torres Strait Islander Cultural Consultant information

Yes

Please select all that apply

Anaphylaxis

Asperger syndrome

Asthma

Attention Deficit Hyperactive Disorder (ADHD)

Autism

Autism spectrum disorder (ASD)

Cerebral palsy

Diabetes

Down syndrome

Dyslexia

Dyspraxia

Eczema / Dermatitis

Epilepsy

Foetal Alcohol Spectrum Disorder (FASD)

Leukaemia

Otitis media

Spina bifida

Other (please specify)

No

Don't know

D11 Do you feel the child needs further assessment?

Yes (please specify)

No

Don't know

Section 4 – Emerging Needs (continued)

ⓘ :

ⓘ E1 To the best of your knowledge, has this child attended an early intervention program

Yes

No → **GO TO E2**

Don't know → **GO TO E2**

ⓘ E1a Please specify the type of intervention / difficulties addressed

Please select all that apply

Speech / language

Special school

Disability service

Occupational therapy

Physiotherapy

Hearing service

Vision service

Behaviour / anxiety / counselling / psychologist

Other (please specify)

--

Section E – Comments

E2 To the best of your knowledge, did the child attend a preschool / kindergarten program in the year before entering full-time school?

Yes

No → **GO TO E3**

Don't know → **GO TO E3**

E2a To the best of your knowledge, did the child attend the preschool / kindergarten program, on average:

Less than 15 hours per week

15 hours per week

More than 15 hours per week

Don't know

E2b In what kind of setting was the preschool / kindergarten program?

Preschool / Kindergarten

Long Day Care centre

Other

Don't know

E2c What is the postcode of the pre-school / kindergarten?

--	--	--	--

Don't know postcode

E3 To the best of your knowledge, has this child been in the following forms of non-parental care on a regular basis in the year before entering full time school:

			Yes, full time	Yes, part time	Yes, unsure if f/t or p/t	No	Don't know
①	E3a	Long Day Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	E3b	Family Day Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	E3c	Grandparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	E3d	Other relative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	E3e	Nanny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
①	E3f	Other (includes friend or neighbour)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E – Comments (continued)

E4 To the best of your knowledge, has this child attended playgroup in the years before entering full time school

Yes

No

Don't know

		Very true	Some-what true	Not true	Don't know
	Would you say that this child:				
	E5 is making good progress in adapting to the structure and learning environment of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E6 has parents(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	E7 is regularly read to/encouraged in his/her reading at home as far as you can tell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E8 Additional comments about child's development

TIME TAKEN (MINUTES)

FULL TEACHER NAME

Copyright and other information

Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, Centre for Community Child Health, Royal Children's Hospital, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Index programme to communities nationwide. On 1 July 2014, the Australian Early Development Index (AEDI) programme became known as the Australian Early Development Census (AEDC), and was launched through a new website www.aedc.gov.au. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

Stock code: AEDC-1503-116-1

This product is based on the materials developed by the Centre for Community Child Health, Royal Children's Hospital, Melbourne, and the Australian Government Department of Education has been granted permission to adapt for its use.

Appendix 16: Summary of participation rates by jurisdiction as at 29 July 2021

Headline response		As at: 29-Jul-21		Source: headline report 2018 07 26		Source: headline report 2018 07 26		School		Child		95.0	95.0
				School participation rate % - 2018	Child participation rate % - 2018	participation rate % - 2021 as % 2018	participation rate % - 2021 as % 2018	Incremental schools to participate to achieve target %	Incremental children to participate to achieve target %				
Jurisdiction Sector	In-scope schools	Estimated child population	Participating schools	Participating children	School participation rate %	Child participation rate %	School participation rate % - 2018	Child participation rate % - 2018	participation rate % - 2021 as % 2018	participation rate % - 2021 as % 2018			
National	7,831	319,320	7,292	297,343	93.1	93.1	84.8	85.0	109.8	109.6	147	6,011	
National Government	5,431	223,992	5,160	212,252	95.0	94.8	86.0	86.5	110.5	109.5	0	540	
National Catholic	1,363	58,025	1,306	55,062	95.8	94.9	90.7	87.2	105.6	108.8	0	62	
National Independent	1,037	37,303	826	30,029	79.7	80.5	70.4	71.8	113.1	112.1	159	5,409	
NSW	2,465	99,405	2,339	95,603	94.9	96.2	77.2	81.5	122.9	118.0	3	0	
NSW Government	1,684	69,059	1,636	67,568	97.1	97.8	76.8	82.1	126.5	119.2	0	0	
NSW Catholic	446	19,002	446	18,870	100.0	99.3	93.5	91.1	107.0	109.0	0	0	
NSW Independent	335	11,344	257	9,165	76.7	80.8	57.1	60.9	134.4	132.7	61	1,612	
VIC	1,940	82,055	1,559	65,561	80.4	79.9	75.5	74.7	106.4	107.0	284	12,391	
VIC Government	1,301	57,314	1,078	47,236	82.9	82.4	77.3	77.0	107.2	107.0	158	7,212	
VIC Catholic	406	15,939	349	13,104	86.0	82.2	79.9	73.7	107.6	111.6	37	2,038	
VIC Independent	233	8,802	132	5,221	56.7	59.3	56.4	61.1	100.4	97.1	89	3,141	
QLD	1,422	66,055	1,402	65,074	98.6	98.5	96.4	95.7	102.3	102.9	0	0	
QLD Government	1,016	46,241	1,016	46,211	100.0	99.9	97.8	97.4	102.2	102.6	0	0	
QLD Catholic	220	11,702	220	11,640	100.0	99.5	99.5	96.6	100.5	103.0	0	0	
QLD Independent	186	8,112	166	7,223	89.2	89.0	84.3	83.4	105.9	106.8	11	483	
SA	612	20,721	601	20,287	98.2	97.9	88.7	84.8	110.7	115.5	0	0	
SA Government	428	13,652	428	13,579	100.0	99.5	92.0	88.6	108.7	112.3	0	0	
SA Catholic	90	3,546	90	3,651	100.0	103.0	86.5	81.2	115.6	126.8	0	0	
SA Independent	94	3,523	83	3,057	88.3	86.8	75.3	71.6	117.3	121.2	6	290	
WA	924	35,597	924	35,540	100.0	99.8	99.9	99.4	100.1	100.4	0	0	
WA Government	660	26,535	660	26,538	100.0	100.0	99.8	99.5	100.2	100.5	0	0	
WA Catholic	133	5,183	133	5,160	100.0	99.6	100.0	99.0	100.0	100.6	0	0	
WA Independent	131	3,879	131	3,842	100.0	99.0	100.0	99.1	100.0	99.9	0	0	
TAS	214	6,056	213	5,994	99.5	99.0	88.7	83.7	112.2	118.3	0	0	
TAS Government	152	4,414	152	4,374	100.0	99.1	88.2	81.0	113.4	122.3	0	0	
TAS Catholic	31	1,081	31	1,082	100.0	100.1	100.0	95.9	100.0	104.4	0	0	
TAS Independent	31	561	30	538	96.8	95.9	79.3	85.2	122.0	112.6	0	0	
NT	146	3,381	146	3,312	100.0	98.0	98.7	95.6	101.3	102.5	0	0	
NT Government	122	2,662	122	2,702	100.0	101.5	100.0	97.8	100.0	103.8	0	0	
NT Catholic	13	345	13	335	100.0	97.1	100.0	86.5	100.0	112.3	0	0	
NT Independent	11	374	11	275	100.0	73.5	86.7	87.9	115.3	83.7	0	80	
ACT	108	6,050	108	5,972	100.0	98.7	91.6	80.1	109.2	123.2	0	0	
ACT Government	68	4,115	68	4,044	100.0	98.3	93.9	79.3	106.5	123.9	0	0	
ACT Catholic	24	1,227	24	1,220	100.0	99.4	87.5	80.1	114.3	124.1	0	0	
ACT Independent	16	708	16	708	100.0	100.0	88.2	84.8	113.4	117.9	0	0	

Highlighting rules (Column M / N)

Green - achieved target

Amber - within 10 per cent of target

Red - more than 10 per cent from target

Appendix 17: Invoice Summary screen shot

Please confirm and submit invoice details.

Reimbursement rates for: VIC

BSB	Account number	Account Name	School ABN
██████	██████	████████████████████	██████

Item	Unit	Rate	Reimbursement
Instrument completion	15	\$15.77	\$236.55
Teacher training	4	\$47.32	\$189.28
Aboriginal and Torres Straight Islander Cultural Consultant support	3	\$15.77	\$47.31
Aboriginal and Torres Straight Islander Cultural Consultant training	<input type="text" value="1"/>	\$47.32	\$47.32

TOTAL (ex GST): \$520.46

GST component: \$0.00

Reimbursement inc GST: \$520.46

I intend to manually claim for exceptional circumstances with this invoice

Government schools are GST exempt

Continue

Appendix 18: Example printed invoice

Recipient Created GST Tax Invoice

Invoice #:

[REDACTED]

Invoice Date: 6/08/2021 10:11:11 AM

Recipient:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Bill To: The Social Research Centre Pty Ltd
Level 5, 350 Queen Street
Melbourne VIC 3000
ABN: 91096153212

Qty	Description	Charge	Total Charge
15	Completed Instruments	\$21.29	\$319.35
2	Teacher Training	\$63.86	\$127.72
0	Aboriginal and Torres Strait Islander Cultural Consultant support	\$13.51	\$0.00
0	Aboriginal and Torres Strait Islander Cultural Consultant training	\$40.51	\$0.00
Payment Details		Total ex GST	\$447.07
Account Name: [REDACTED]		GST Component	\$0.00
BSB: [REDACTED] Account #: [REDACTED]		Total inc GST	\$447.07

Please Note:

Payment shall be made within 2 to 6 weeks via EFT (Electronic Funds Transfer) to the bank account supplied by the recipient as shown above.

Appendix 19: Exceptional circumstances claim workflow

Australian Early Development Census

Exceptional Circumstances claims

25 May 2021

Purpose

This document provides an overview for STCs of the workflow relating to Exceptional Circumstances claims.

Background

The secure data collection system calculates the amount of teacher relief reimbursement payable using relief rates agreed in advance with each jurisdiction / sector. The basis of the teacher relief reimbursement calculation is:

- One hour of relief funding for each teacher who completes AEDC teacher training
- Twenty minutes of relief funding per completed Instrument
- One hour of relief funding per Aboriginal and Torres Strait Islander Cultural Consultant who completes AEDC training.
- An additional twenty minutes of relief funding per completed Instrument (subject to the same conditions as for teachers), where the teacher and Aboriginal and Torres Strait Islander Cultural Consultant complete the Instrument together.

If the sum of relief funding for teacher training and Instrument completion is less than the equivalent of three hours of teacher relief, the data collection system will round up so that a minimum of three hours of teacher relief is reimbursed.

If the total amount of the teacher relief payment generated by the rules described above does not cover the cost of relief staff, the school may be eligible to make an Exceptional Circumstances claim.

Experience from the 2018 data collection suggests most Exceptional Circumstances claims relate to situations where teacher relief is booked and is present on site, but for some reason, the classroom teacher cannot complete Instruments at that time (connectivity problems, data collection system issues, etc.) Relief to cover for the absence of the classroom teacher to complete Instruments then has to be re-booked for another time, resulting in the school incurring two rounds of teacher relief costs.

Process summary

Where a school contacts the STC during data collection for guidance, and the STC suspects the school may have grounds for an exceptional circumstances claim, the STC makes relevant notes regarding the possibility of a forthcoming claim in the data collection system via the STC dashboard.

The formal process typically commences post data collection, when the school prepares the teacher relief reimbursement invoice in the data collection system and notes that there is a shortfall in the teacher relief reimbursement amount calculated by the data collection system, relative to the actual teacher relief cost incurred by the school.

1. Where the school believes it has grounds for an Exceptional Circumstances claim, the school will first make contact with the STC to discuss the circumstances of the claim.
2. The school submits a formal email to the STC, documenting the circumstances of the claim, the amount it is seeking to claim, and relevant supporting documentation (such as the invoice to the school showing how much the school has paid in teacher relief).
3. Where the STC confirms that the school has a legitimate claim to the value of \$500 or more, details of the claim must be submitted to the Department by email to **AEDC@dese.gov.au** for approval before the school generates an invoice. The Department will provide approval by return email. Claims of less than \$500 may be approved by the STC.
4. Upon approval of the claim, the school generates an invoice for the agreed amount and emails the invoice to the STC. The invoice is to be addressed to: **The Social Research Centre Pty Ltd, Level 5, 350 Queen Street, Melbourne VIC 3000. ABN: 91 096 153 212.**
5. The STC completes the 'Exceptional Circumstances claim cover note', with details of the school and the reason for the claim assigned to pre-defined categories (refer to attached pro-forma).
6. The STC sends a formal approval email to **aedcaccounts@srcentre.com.au**, CC the contact person at the school submitting the claim, where the formal approval email includes the Exceptional Circumstances claim cover note, the invoice from the school, and the email thread. The formal approval email includes the full STC signature block and the words 'I hereby approve the attached Exceptional Circumstances claim.'
7. The Social Research Centre acknowledges receipt of the claim by return email.
8. The Social Research Centre processes the Exceptional Circumstances claim using BSB and account information for the school from the data collection system, unless otherwise advised in the claim documentation.
9. The Social Research Centre pays the invoice within 2 to 6 weeks of receipt and forwards a 'Remittance Advice' to the school contact upon transfer of funds.
10. Full details of Exceptional Circumstances payments will be provided to the Department by the Social Research Centre as part of the standard financial reporting process.

Queries

Please refer queries regarding the Exceptional Circumstances claim process to:

AEDC Helpdesk: 1800 092 548

Email: helpdesk@aedc.gov.au

Exceptional Circumstances Claim cover note

AEDC 2021						
Exceptional Circumstances Claim cover note						
School details						
School name						
School suburb						
School state						
School 8 digit activation code						
Items claimed	GST exclusive amount	GST	GST inclusive amount	Supporting information attached?	Department approval required?	
Additional relief - connectivity problems	\$0.00					
Travel expenses	\$0.00					
Other (please specify)	\$0.00					
Total	\$0.00	\$0.00	\$0.00			

Appendix 20: Reason for child non participation by jurisdiction and sector

Reason for non-participation

Jurisdiction	Sector	Total non-participating children	Written opt out	Verbal opt out	Moved school	Moved overseas	Home schooled	Taken out of school	Dual placement	Other
National		8,328	1,386	515	3,444	227	97	511	120	2,028
National	Government	6,513	842	388	2,984	195	77	434	69	1,524
National	Catholic	1,040	245	53	375	16	11	62	13	265
National	Independent	775	299	74	85	16	9	15	38	239
NSW		2,052	458	193	725	39	23	122	59	433
NSW	Government	1,506	304	151	643	33	19	103	18	235
NSW	Catholic	334	73	15	80	4	3	19	8	132
NSW	Independent	212	81	27	2	2	1	0	33	66
VIC		2,450	456	124	796	88	12	141	24	809
VIC	Government	1,948	239	93	681	81	11	122	20	701
VIC	Catholic	323	99	25	104	6	1	17	3	68
VIC	Independent	179	118	6	11	1	0	2	1	40
QLD		1,694	225	103	864	38	22	126	6	310
QLD	Government	1,401	144	70	787	33	19	111	6	231
QLD	Catholic	163	40	4	74	3	3	13	0	26
QLD	Independent	130	41	29	3	2	0	2	0	53
SA		478	70	25	198	9	5	27	8	136
SA	Government	385	47	22	164	8	3	23	8	110
SA	Catholic	54	8	2	29	1	2	2	0	10
SA	Independent	39	15	1	5	0	0	2	0	16
WA		1,096	115	52	634	42	28	50	19	156
WA	Government	815	53	35	520	32	21	42	15	97
WA	Catholic	110	20	6	63	1	1	4	1	14
WA	Independent	171	42	11	51	9	6	4	3	45
TAS		118	6	7	72	3	6	9	0	15
TAS	Government	85	6	7	53	2	3	4	0	10
TAS	Catholic	13	0	0	8	0	1	2	0	2
TAS	Independent	20	0	0	11	1	2	3	0	3
NT		231	8	4	86	1	0	28	3	101
NT	Government	200	8	4	76	0	0	24	1	87
NT	Catholic	14	0	0	9	0	0	2	1	2
NT	Independent	17	0	0	1	1	0	2	1	12
ACT		209	48	7	69	7	1	8	1	68
ACT	Government	173	41	6	60	6	1	5	1	53
ACT	Catholic	29	5	1	8	1	0	3	0	11
ACT	Independent	7	2	0	1	0	0	0	0	4

Definitions

Non-participating children: children not participating (reason for non-participation as flagged by the AEDC School Coordinator or the Teacher)

Note: figures above are as end of collection and do not include any coding of "other". See Technical Report for coded results.

Appendix 21: Aboriginal and/or Torres Strait Islander CC availability by jurisdiction and sector

Schools with access to an ATSI CC by jurisdiction and sector

Sector within jurisdiction	Cycle 5 schools with 1 or more ATSI children	Cycle 5 schools with access to an ATSI CC	Access to ATSI CC (%)
National	4,516	2,605	57.1
Government	3,543	2,022	56.1
Catholic	675	484	73.3
Independent	298	99	31.4
New South Wales	1,468	854	56.9
Government	1,138	629	53.2
Catholic	249	200	83.5
Independent	81	25	26.5
Victoria	685	488	58.6
Government	571	431	62.7
Catholic	93	52	42.4
Independent	21	5	16.7
Queensland	1,073	519	53.3
Government	804	364	49.1
Catholic	173	122	81.9
Independent	96	33	40.3
Western Australia	579	309	56.5
Government	464	234	57.1
Catholic	64	52	71.9
Independent	51	23	28.6
South Australia	345	234	65.4
Government	279	213	72.8
Catholic	38	16	40.6
Independent	28	5	21.4
Tasmania	158	63	45.9
Government	118	38	44.4
Catholic	29	20	63.2
Independent	11	5	33.3
Australian Capital Territory	72	34	46.2
Government	53	24	40.4
Catholic	17	10	81.3
Independent	2	0	0.0
Northern Territory	136	104	78.8
Government	116	89	77.2
Catholic	12	12	92.3
Independent	8	3	80.0

Appendix 22: Aboriginal and/or Torres Strait Islander CC intention by jurisdiction and sector

Jurisdiction	Sector	Teachers of a non-Aboriginal and Torres Strait Islander background, with at least one Aboriginal and Torres Strait Islander child in class	Teachers of a non-Aboriginal and Torres Strait Islander background, with at least one Aboriginal and Torres Strait Islander child in class	Teachers of a non-Aboriginal and Torres Strait Islander background, with at least one Aboriginal and Torres Strait Islander child in class	Teachers of a non-Aboriginal and Torres Strait Islander background, with at least one Aboriginal and Torres Strait Islander child in class, Intends to use Aboriginal and Torres Strait Islander Cultural Consultant	Teachers of a non-Aboriginal and Torres Strait Islander background, with at least one Aboriginal and Torres Strait Islander child in class, does not intend to use Aboriginal and Torres Strait Islander Cultural Consultant	Teachers of a non-Aboriginal and Torres Strait Islander background, with at least one Aboriginal and Torres Strait Islander child in class, does not know if will use Aboriginal and Torres Strait Islander Cultural Consultant	Intention to use Aboriginal and Torres Strait Islander Cultural Consultant rate	Teachers of a non-Aboriginal and Torres Strait Islander background, with at least one Aboriginal and Torres Strait Islander child in class, Intends to use Aboriginal and Torres Strait Islander Cultural Consultant	Teachers of a non-Aboriginal and Torres Strait Islander background, with at least one Aboriginal and Torres Strait Islander child in class, does not intend to use Aboriginal and Torres Strait Islander Cultural Consultant	Teachers of a non-Aboriginal and Torres Strait Islander background, with at least one Aboriginal and Torres Strait Islander child in class, does not know if will use Aboriginal and Torres Strait Islander Cultural Consultant	Intention to use Aboriginal and Torres Strait Islander Cultural Consultant rate 5
National		7,772	392	7,380	2,189	2,527	2,664	29.7	1,964	866	1,617	44
National	Government	6,434	338	6,096	1,812	2,090	2,194	29.7	1,614	713	1,341	44
National	Catholic	993	37	956	318	266	372	33.3	299	128	250	44
National	Independent	345	17	328	59	171	98	18.0	51	25	26	50
NSW		2,660	187	2,473	739	860	874	29.9	676	319	566	43
NSW	Government	2,170	163	2,007	577	726	704	28.7	524	264	452	42
NSW	Catholic	380	18	362	146	78	138	40.3	140	46	107	48
NSW	Independent	110	6	104	16	56	32	15.4	12	9	7	43
VIC		982	32	950	186	357	407	19.6	163	198	308	24
VIC	Government	855	28	827	161	305	361	19.5	142	182	285	23
VIC	Catholic	112	3	109	23	46	40	21.1	19	16	21	34
VIC	Independent	15	1	14	2	6	6	14.3	2	0	2	50
QLD		2,056	89	1,967	564	623	780	28.7	476	169	400	46
QLD	Government	1,667	72	1,595	468	495	632	29.3	387	123	307	47
QLD	Catholic	277	8	269	80	74	115	29.7	74	38	82	38
QLD	Independent	112	9	103	16	54	33	15.5	15	8	11	44
SA		584	19	565	211	159	195	37.3	198	75	132	49
SA	Government	494	16	478	205	117	156	42.9	194	66	122	51
SA	Catholic	59	2	57	2	25	30	3.5	2	9	8	11
SA	Independent	31	1	30	4	17	9	13.3	2	0	2	50
WA		896	33	863	329	319	215	38.1	303	55	108	65
WA	Government	758	29	729	275	269	185	37.7	252	37	95	66
WA	Catholic	80	4	76	38	23	15	50.0	36	11	9	64
WA	Independent	58	0	58	16	27	15	27.6	15	7	4	58
TAS		239	10	229	41	111	77	17.9	34	25	30	38
TAS	Government	195	10	185	27	95	63	14.6	21	18	21	35
TAS	Catholic	37	0	37	12	11	14	32.4	11	6	9	42
TAS	Independent	7	0	7	2	5	0	28.6	2	1	0	67
NT		228	19	209	97	47	65	46.4	93	11	44	63
NT	Government	201	19	182	83	44	55	45.6	79	11	36	63
NT	Catholic	19	0	19	11	0	8	57.9	11	0	8	58
NT	Independent	8	0	8	3	3	2	37.5	3	0	0	100
ACT		127	3	124	22	51	51	17.7	21	14	29	33
ACT	Government	94	1	93	16	39	38	17.2	15	12	23	30
ACT	Catholic	29	2	27	6	9	12	22.2	6	2	6	43
ACT	Independent	4	0	4	0	3	1	0.0	0	0	0	0

Appendix 23: Aboriginal and/or Torres Strait Islander CC usage by jurisdiction and sector

Aboriginal and Torres Strait Islander Cultural Consultant Usage Tracking (All)

Filter: schools with a Cultural Consultant (as identified at school set up questions)

Jurisdiction	Sector	Instruments completed with Aboriginal and Torres Strait Islander children	Instruments completed by Aboriginal and Torres Strait Islander teacher	Aboriginal and Torres Strait Islander child Instrument completed by non-Aboriginal and Torres Strait Islander teacher	Aboriginal and Torres Strait Islander child Instrument completed by non-Aboriginal and Torres Strait Islander teacher, with the assistance of Aboriginal and Torres Strait Islander Cultural Consultant	Measure 1	Measure 2	Measure 3	Measure 4	Instruments completed with Aboriginal and Torres Strait Islander children	Aboriginal and Torres Strait Islander child Instrument completed by non-Aboriginal and Torres Strait Islander teacher	Aboriginal and Torres Strait Islander child Instrument completed by non-Aboriginal and Torres Strait Islander teacher, with the assistance of Aboriginal and Torres Strait Islander Cultural Consultant	Aboriginal and Torres Strait Islander child Instrument completed by non-Aboriginal and Torres Strait Islander teacher and Aboriginal and Torres Strait Islander Cultural Consultant together	Measure 1	Measure 2	Measure 3	Measure 4		
National		20,748	1,195	19,553	6,604	2,570	37.6	18.1	13.1	33.8	14,301	982	13,319	6,222	2,431	50.4	23.9	18.3	46.7
National	Government	17,757	1,033	16,724	5,701	2,209	37.9	18.3	13.2	34.1	12,295	862	11,433	5,351	2,081	50.5	23.9	18.2	46.8
National	Catholic	2,216	100	2,116	791	299	40.2	18.0	14.1	37.4	1,728	88	1,640	767	288	49.5	21.8	17.6	46.8
National	Independent	775	62	713	112	62	22.5	16.0	8.7	15.7	278	32	246	104	62	48.9	33.8	25.2	42.3
NSW		6,959	508	6,451	2,038	769	36.6	18.4	11.9	31.6	5,064	423	4,641	1,980	739	47.5	22.9	15.9	42.7
NSW	Government	5,919	439	5,480	1,709	616	36.3	17.8	11.2	31.2	4,305	368	3,937	1,661	588	47.1	22.2	14.9	42.2
NSW	Catholic	832	54	778	309	139	43.6	23.2	17.9	39.7	708	48	660	304	137	49.7	26.1	20.8	46.1
NSW	Independent	208	15	193	20	14	16.8	13.9	7.3	10.4	51	7	44	15	14	43.1	41.2	31.8	34.1
VIC		1,566	69	1,497	238	72	19.6	9.0	4.8	15.9	1,132	59	1,073	234	70	25.9	11.4	6.5	21.8
VIC	Government	1,363	63	1,300	189	48	18.5	8.1	3.7	14.5	1,036	58	978	187	48	23.6	10.2	4.9	19.1
VIC	Catholic	174	4	170	47	23	29.3	15.5	13.5	27.6	92	1	91	45	21	50.0	23.9	23.1	49.5
VIC	Independent	29	2	27	2	1	13.8	10.3	3.7	7.4	4	-	4	2	1	50.0	25.0	25.0	50.0
QLD		6,492	350	6,142	2,141	846	38.4	18.4	13.8	34.9	4,036	261	3,775	1,909	763	53.8	25.4	20.2	50.6
QLD	Government	5,555	294	5,261	1,932	743	40.1	18.7	14.1	36.7	3,448	227	3,221	1,708	666	56.1	25.9	20.7	53.0
QLD	Catholic	631	22	609	175	83	31.2	16.6	13.6	28.7	463	20	443	167	77	40.4	21.0	17.4	37.7
QLD	Independent	306	34	272	34	20	22.2	17.6	7.4	12.5	125	14	111	34	20	38.4	27.2	18.0	30.6
SA		1,122	50	1,072	382	138	38.5	16.8	12.9	35.6	906	49	857	375	134	46.8	20.2	15.6	43.8
SA	Government	977	39	938	376	137	42.5	18.0	14.6	40.1	858	38	820	369	133	47.4	19.9	16.2	45.0
SA	Catholic	78	0	78	2	0	2.6	0.0	0.0	2.6	32	-	32	2	-	6.3	0.0	0.0	6.3
SA	Independent	67	11	56	4	1	22.4	17.9	1.8	7.1	16	11	5	4	1	93.8	75.0	20.0	80.0
WA		2,596	89	2,507	1,108	554	46.1	24.8	22.1	44.2	1,795	73	1,722	1,073	546	63.8	34.5	31.7	62.3
WA	Government	2,234	71	2,163	945	492	45.5	25.2	22.7	43.7	1,513	55	1,458	915	484	64.1	35.6	33.2	62.8
WA	Catholic	243	18	225	115	37	54.7	22.6	16.4	51.1	213	18	195	113	37	61.5	25.8	19.0	57.9
WA	Independent	119	0	119	48	25	40.3	21.0	21.0	40.3	69	-	69	45	25	65.2	36.2	36.2	65.2
TAS		619	21	598	85	28	17.1	7.9	4.7	14.2	258	14	244	70	26	32.6	15.5	10.7	28.7
TAS	Government	500	21	479	54	22	15.0	8.6	4.6	11.3	176	14	162	45	21	33.5	19.9	13.0	27.8
TAS	Catholic	96	0	96	29	5	30.2	5.2	5.2	30.2	76	-	76	23	4	30.3	5.3	5.3	30.3
TAS	Independent	23	0	23	2	1	8.7	4.3	4.3	8.7	6	-	6	2	1	33.3	16.7	16.7	33.3
NT		1,194	105	1,089	587	160	58.0	22.2	14.7	53.9	1,003	102	901	560	153	66.0	25.4	17.0	62.2
NT	Government	1,051	105	946	477	148	55.4	24.1	15.6	50.4	874	102	772	450	141	63.2	27.8	18.3	58.3
NT	Catholic	122	0	122	108	12	88.5	9.8	9.8	88.5	122	-	122	108	12	88.5	9.8	9.8	88.5
NT	Independent	21	0	21	2	0	9.5	0.0	0.0	9.5	7	-	7	2	-	28.6	0.0	0.0	28.6
ACT		200	3	197	25	3	14.0	3.0	1.5	12.7	107	1	106	21	-	20.6	0.9	0.0	19.8
ACT	Government	158	1	157	19	3	12.7	2.5	1.9	12.1	85	-	85	16	-	18.8	0.0	0.0	18.8
ACT	Catholic	40	2	38	6	0	20.0	5.0	0.0	15.8	22	1	21	5	-	27.3	4.5	0.0	23.8
ACT	Independent	2	0	2	0	0	0.0	0.0	0.0	0.0	-	-	-	-	-	0.0	0.0	0.0	0.0

Definitions

Measure 1: Aboriginal and Torres Strait Islander child Instruments completed by Aboriginal and Torres Strait Islander teacher OR with assistance of Aboriginal and Torres Strait Islander Cultural Consultant (as % instruments completed with Aboriginal and Torres Strait Islander children)

Measure 2: Aboriginal and Torres Strait Islander child Instruments completed by Aboriginal and Torres Strait Islander teacher or by non-Aboriginal and Torres Strait Islander teacher and Aboriginal and Torres Strait Islander Cultural Consultant together (as % instruments completed with Aboriginal and Torres Strait Islander children)

Measure 3: Aboriginal and Torres Strait Islander child Instruments completed by non-Aboriginal and Torres Strait Islander teacher, by non-Aboriginal and Torres Strait Islander teacher and Aboriginal and Torres Strait Islander Cultural Consultant together (as % Aboriginal and Torres Strait Islander child instruments completed by non-Aboriginal and Torres Strait Islander teacher)

Measure 4: Aboriginal and Torres Strait Islander child Instruments completed by non-Aboriginal and Torres Strait Islander teacher, with any kind input from Aboriginal and Torres Strait Islander Cultural Consultant (as % Aboriginal and Torres Strait Islander child instruments completed by non-Aboriginal and Torres Strait Islander teacher)

Appendix 24: Rate of Instrument completion by jurisdiction and sector

Number of instruments completed - cumulative

Week ending											School holidays			
	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul	9-Jul	16-Jul	23-Jul	30-Jul	
Sector within jurisdiction	End week 1	End week 2	End week 3	End week 4	End week 5	End week 6	End week 7	End week 8	End week 9	End week 10	End week 11	End week 12	End week 13-17	
National	19,946	57,529	98,836	138,629	176,544	209,471	244,304	273,419	278,740	279,388	282,658	291,191	305,403	
Government	14,189	41,508	70,373	98,192	125,673	149,640	174,644	195,769	199,633	199,935	202,401	208,344	218,469	
Catholic	3,867	10,903	19,079	26,468	33,036	38,736	45,118	50,314	51,108	51,196	51,905	53,795	56,314	
Independent	1,890	5,118	9,384	13,969	17,835	21,095	24,542	27,336	27,999	28,257	28,352	29,052	30,620	
New South Wales	7,810	20,711	32,885	45,610	61,299	75,193	87,172	94,904	95,245	95,275	95,303	95,577	95,622	
Government	4,924	13,725	21,925	30,764	42,139	52,585	61,162	67,037	67,287	67,291	67,318	67,544	67,587	
Catholic	2,071	4,991	7,935	10,189	13,149	15,530	17,594	18,832	18,835	18,835	18,836	18,870	18,870	
Independent	815	1,995	3,025	4,657	6,011	7,078	8,416	9,035	9,123	9,149	9,149	9,163	9,165	
Victoria	3,771	10,198	18,642	25,714	31,319	36,219	40,864	47,914	48,547	49,079	52,277	59,650	73,555	
Government	2,759	7,728	13,960	18,884	23,187	26,932	30,564	35,353	35,656	35,906	38,338	43,369	53,434	
Catholic	842	1,991	3,658	5,112	6,021	6,793	7,524	9,106	9,234	9,322	10,027	11,837	14,356	
Independent	170	479	1,024	1,718	2,111	2,494	2,776	3,455	3,657	3,851	3,912	4,444	5,765	
Queensland	3,853	13,690	23,815	33,669	42,197	48,807	58,862	64,349	64,494	64,494	64,497	64,893	65,121	
Government	3,180	10,651	18,040	25,053	30,963	35,253	42,051	45,852	45,934	45,934	45,934	46,211	46,211	
Catholic	254	1,780	3,229	4,949	6,488	8,179	10,598	11,624	11,626	11,626	11,626	11,640	11,640	
Independent	419	1,259	2,546	3,667	4,746	5,375	6,213	6,873	6,934	6,934	6,937	7,042	7,270	
South Australia	761	2,114	4,938	7,802	10,785	13,601	15,503	18,106	20,069	20,134	20,157	20,268	20,287	
Government	537	1,472	3,409	5,405	7,424	9,249	10,375	12,135	13,469	13,503	13,503	13,577	13,579	
Catholic	106	293	763	1,366	1,884	2,322	2,713	3,182	3,643	3,643	3,646	3,651	3,651	
Independent	118	349	766	1,031	1,477	2,030	2,415	2,789	2,957	2,988	3,008	3,040	3,057	
Western Australia	2,633	7,644	12,973	18,200	21,810	24,215	28,888	33,461	35,362	35,362	35,362	35,540	35,540	
Government	1,936	5,630	8,968	12,774	15,522	17,331	21,034	24,788	26,391	26,391	26,391	26,538	26,538	
Catholic	419	1,329	2,483	3,273	3,707	3,973	4,520	4,966	5,142	5,142	5,142	5,160	5,160	
Independent	278	685	1,522	2,153	2,581	2,911	3,334	3,707	3,829	3,829	3,829	3,842	3,842	
Tasmania	310	1,149	2,216	3,171	3,884	4,477	4,966	5,635	5,895	5,916	5,927	5,982	5,994	
Government	228	874	1,689	2,314	2,840	3,263	3,585	4,082	4,297	4,311	4,311	4,362	4,374	
Catholic	68	200	418	669	763	823	915	1,056	1,079	1,079	1,079	1,082	1,082	
Independent	14	75	109	188	281	391	466	497	519	526	537	538	538	
Northern Territory	226	601	1,041	1,596	2,044	2,581	2,975	3,165	3,175	3,175	3,176	3,309	3,312	
Government	226	577	935	1,330	1,663	2,081	2,399	2,563	2,573	2,573	2,574	2,699	2,702	
Catholic	0	23	103	194	242	297	326	330	330	330	330	335	335	
Independent	0	1	3	72	139	203	250	272	272	272	272	275	275	
Australian Capital Territory	582	1,422	2,326	2,867	3,206	4,378	5,074	5,885	5,953	5,953	5,959	5,972	5,972	
Government	399	851	1,447	1,668	1,935	2,946	3,474	3,959	4,026	4,026	4,032	4,044	4,044	
Catholic	107	296	490	716	782	819	928	1,218	1,219	1,219	1,219	1,220	1,220	
Independent	76	275	389	483	489	613	672	708	708	708	708	708	708	

2018 inputs

Number of instruments completed - weekly

School holidays

Week ending	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul	9-Jul	16-Jul	23-Jul	30-Jul
Sector within jurisdiction	End week 1	End week 2	End week 3	End week 4	End week 5	End week 6	End week 7	End week 8	End week 9	End week 10	End week 11	End week 12	End week 13-17
National	19,946	37,583	41,307	39,793	37,915	32,927	34,833	29,115	5,321	648	3,270	8,533	14,212
Government	14,189	27,319	28,865	27,819	27,481	23,967	25,004	21,125	3,864	302	2,466	5,943	10,125
Catholic	3,867	7,036	8,176	7,389	6,568	5,700	6,382	5,196	794	88	709	1,890	2,519
Independent	1,890	3,228	4,266	4,585	3,866	3,260	3,447	2,794	663	258	95	700	1,568
New South Wales	7,810	12,901	12,174	12,725	15,689	13,894	11,979	7,732	341	30	28	274	45
Government	4,924	8,801	8,200	8,839	11,375	10,446	8,577	5,875	250	4	27	226	43
Catholic	2,071	2,920	2,944	2,254	2,960	2,381	2,064	1,238	3	0	1	34	0
Independent	815	1,180	1,030	1,632	1,354	1,067	1,338	619	88	26	0	14	2
Victoria	3,771	6,427	8,444	7,072	5,605	4,900	4,645	7,050	633	532	3,198	7,373	13,905
Government	2,759	4,969	6,232	4,924	4,303	3,745	3,632	4,789	303	250	2,432	5,031	10,065
Catholic	842	1,149	1,667	1,454	909	772	731	1,582	128	88	705	1,810	2,519
Independent	170	309	545	694	393	383	282	679	202	194	61	532	1,321
Queensland	3,853	9,837	10,125	9,854	8,528	6,610	10,055	5,487	145	0	3	396	228
Government	3,180	7,471	7,389	7,013	5,910	4,290	6,798	3,801	82	0	0	277	0
Catholic	254	1,526	1,449	1,720	1,539	1,691	2,419	1,026	2	0	0	14	0
Independent	419	840	1,287	1,121	1,079	629	838	660	61	0	3	105	228
South Australia	761	1,353	2,824	2,864	2,983	2,816	1,902	2,603	1,963	65	23	111	19
Government	537	935	1,937	1,996	2,019	1,825	1,126	1,760	1,334	34	0	74	2
Catholic	106	187	470	603	518	438	391	469	461	0	3	5	0
Independent	118	231	417	265	446	553	385	374	168	31	20	32	17
Western Australia	2,633	5,011	5,329	5,227	3,610	2,405	4,673	4,573	1,901	0	0	178	0
Government	1,936	3,694	3,338	3,806	2,748	1,809	3,703	3,754	1,603	0	0	147	0
Catholic	419	910	1,154	790	434	266	547	446	176	0	0	18	0
Independent	278	407	837	631	428	330	423	373	122	0	0	13	0
Tasmania	310	839	1,067	955	713	593	489	669	260	21	11	55	12
Government	228	646	815	625	526	423	322	497	215	14	0	51	12
Catholic	68	132	218	251	94	60	92	141	23	0	0	3	0
Independent	14	61	34	79	93	110	75	31	22	7	11	1	0
Northern Territory	226	375	440	555	448	537	394	190	10	0	1	133	3
Government	226	351	358	395	333	418	318	164	10	0	1	125	3
Catholic	0	23	80	91	48	55	29	4	0	0	0	5	0
Independent	0	1	2	69	67	64	47	22	0	0	0	3	0
Australian Capital Territory	582	840	904	541	339	1,172	696	811	68	0	6	13	0
Government	399	452	596	221	267	1,011	528	485	67	0	6	12	0
Catholic	107	189	194	226	66	37	109	290	1	0	0	1	0
Independent	76	199	114	94	6	124	59	36	0	0	0	0	0

Appendix 25: Skipped Instrument rates by jurisdiction and sector

Sector within jurisdiction	Cycle 5 population	Cycle 5 participated	Cycle 5 skipped n	Cycle 5 skipped %
National	319,320	305,015	1,086	0.36
Government	223,992	218,128	935	0.43
Catholic	58,025	56,321	91	0.16
Independent	37,303	30,566	60	0.20
New South Wales	99,405	95,450	210	0.22
Government	69,059	67,449	168	0.25
Catholic	19,002	18,853	29	0.15
Independent	11,344	9,148	13	0.14
Victoria	82,055	73,619	233	0.32
Government	57,314	53,459	195	0.36
Catholic	15,939	14,403	22	0.15
Independent	8,802	5,757	16	0.28
Queensland	66,055	65,002	244	0.38
Government	46,241	46,117	222	0.48
Catholic	11,702	11,631	11	0.09
Independent	8,112	7,254	11	0.15
Western Australia	35,597	35,450	146	0.41
Government	26,535	26,462	121	0.46
Catholic	5,183	5,153	15	0.29
Independent	3,879	3,835	10	0.26
South Australia	20,721	20,259	75	0.37
Government	13,652	13,560	64	0.47
Catholic	3,546	3,646	5	0.14
Independent	3,523	3,053	6	0.20
Tasmania	6,056	5,987	53	0.89
Government	4,414	4,369	49	1.12
Catholic	1,081	1,081	3	0.28
Independent	561	537	1	0.19
Australian Capital Territory	6,050	5,951	12	0.20
Government	4,115	4,024	11	0.27
Catholic	1,227	1,220	1	0.08
Independent	708	707	0	0.00
Northern Territory	3,381	3,297	113	3.43
Government	2,662	2,688	105	3.91
Catholic	345	334	5	1.50
Independent	374	275	3	1.09

Appendix 26: Instrument completion dynamics by jurisdiction

Instrument Completion by Time of Day						
Hour of Day	Number of instruments					
	National	NSW	VIC	QLD	SA	WA
0	617	93	115	68	17	304
1	191	26	36	22	2	103
2	76	12	20	15	1	28
3	43	2	4	27		10
4	75	20	2	46	4	3
5	293	79	41	139	13	4
6	608	140	125	271	9	31
7	1280	260	310	534	38	67
8	4633	1267	1078	1798	166	82
9	33574	12087	7959	10224	1026	236
10	49902	20059	11619	11060	3484	963
11	41052	13675	9318	7367	3144	5623
12	49321	16081	11043	10372	3362	5920
13	33699	10323	7601	6338	2588	5371
14	31764	9130	7261	6423	2361	4981
15	15542	3285	4925	1784	1512	3374
16	9794	1556	2769	1350	532	3178
17	5557	1068	1718	1052	313	1103
18	4699	981	1538	1004	248	737
19	5201	1222	1572	1367	290	538
20	6243	1717	1827	1546	376	507
21	5474	1428	1479	1236	392	736
22	3221	666	807	591	244	811
23	1446	183	294	194	86	651
Total	304305	95360	73461	64828	20208	35361
School day	254,854	84,640	59,726	53,568	17,477	26,468
Working day	19,984	3,891	5,565	4,200	1,011	4,363
After hours	29,467	6,829	8,170	7,060	1,720	4,530
Total	304,305	95,360	73,461	64,828	20,208	35,361
School day %	83.7	88.8	81.3	82.6	86.5	74.9
Working day %	6.6	4.1	7.6	6.5	5.0	12.3
After hours %	9.7	7.2	11.1	10.9	8.5	12.8
Total %	100.0	100.0	100.0	100.0	100.0	100.0

School day: 9:00 to 15:59

Working day: 8:00 to 8:59/ 16:00 to 17:59

TAS	NT	ACT
15	1	4
		2
12		5
18	3	11
48	4	19
147	35	60
939	366	737
1012	555	1150
820	398	707
922	554	1067
493	336	649
595	374	639
233	200	229
109	128	172
102	49	152
83	26	82
100	36	76
114	56	100
105	42	56
46	23	33
26	3	9
5939	3189	5959
5,014	2,783	5,178
358	212	384
567	194	397
5,939	3,189	5,959
84.4	87.3	86.9
6.0	6.6	6.4
9.5	6.1	6.7
100.0	100.0	100.0

After hours: Before 8:00; After 18:00

Appendix 27: Rate of school activation by jurisdiction and sector

Number of schools activated - weekly

Week ending	26-Mar	2-Apr	9-Apr	16-Apr	23-Apr	30-Apr	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul	9-Jul	16-Jul	23-Jul	30-Jul
Sector within jurisdiction	End week -6	End week -5	End week -4	End week -3	End week -2	End week -1	End week 1	End week 2	End week 3	End week 4	End week 5	End week 6	End week 7	End week 8	End week 9	End week 10	End week 11	End week 12	End week 13-17
National	2,609	1,412	109	184	701	1,007	633	348	123	83	75	63	35	49	10	3	40	17	57
Government	1,914	943	67	110	471	710	470	263	87	65	51	46	22	32	5	1	34	11	48
Catholic	461	318	23	31	140	173	92	39	13	3	11	10	5	9	2	2	3	1	7
Independent	234	151	19	43	90	124	71	46	23	15	13	7	8	8	3		3	5	2
New South Wales	924	401	27	58	223	324	196	93	22	39	20	29	7	9	2				1
Government	686	216	15	33	134	240	165	76	12	31	16	24	5	7	2				-1
Catholic	178	139	9	16	50	44	10												
Independent	60	46	3	9	39	40	21	17	10	8	4	5	2	2					2
Victoria	367	304	21	37	167	262	163	141	55	18	44	26	18	33	6	7	41	15	57
Government	246	199	9	19	124	188	110	102	42	17	31	16	11	23	2	5	37	14	48
Catholic	88	68	6	7	37	60	35	27	9		10	10	5	9	2	2	3	1	7
Independent	33	37	6	11	6	14	18	12	4	1	3		2	1	2		1		2
Queensland	763	185	8	9	114	112	104	49	28	7	3	7	8	5				2	3
Government	601	141	6	5	53	71	64	38	23	4	-1	5	5	1					
Catholic	94	24	2	1	37	28	26	5	1	1	1								
Independent	68	20		3	24	13	14	6	4	2	3	2	3	4				2	3
South Australia	193	164	23	29	11	74	43	35	9	6	9	2		4	2	-1			
Government	119	134	18	19	8	58	30	26	5	3	5	1		2	1	-1			
Catholic	44	18	1	2	1	8	8	5	2	1									
Independent	30	12	4	8	2	8	5	4	2	2	4	1		2	1				
Western Australia	224	258	11	26	143	172	89	8	1		-5							-3	
Government	160	182	5	16	114	107	75	5	1		-2							-3	
Catholic	34	50	2	2	14	24	8				-1								
Independent	30	26	4	8	15	41	6	3			-2								
Tasmania	36	69	5	8	12	32	25	6	6	9	5	-1	1						
Government	28	48	2	5	12	21	17	6	2	7	3		1						
Catholic	4	15	1			7	3		1										
Independent	4	6	2	3		4	5		3	2	2	-1							
Northern Territory	57	15	10	13	17	20	7	9	2	3	-1		1	-2		-3		-2	
Government	49	12	10	11	16	17	4	6	2	2	-1			-1		-3		-2	
Catholic	4	2		2			2	1		1	1								
Independent	4	1			1	3	1	2			-1		1	-1					
Australian Capital Territory	45	16	4	4	14	11	6	7		1									
Government	25	11	2	2	10	8	5	4		1									
Catholic	15	2	2	1	1	2		1											
Independent	5	3		1	3	1	1	2											

Note: negative values may appear due to schools activating, and subsequently e.g. identifying as out of scope, or participating in the collection via the head campus

Appendix 28: Helpdesk summary and detailed level outcomes

OutcomeDesc	OutcomeSubDesc	Number Of Events	% Of Total Events	
AEDC Data / Results Query	Query regarding the Preliminary School Snapshot	241	1.08	
	Other	32	0.14	
	Accessing Previous Cycle Results	20	0.09	
	Release Date For The 2021 AEDC Data	13	0.06	
	Accessing previous Cycle School Profiles	7	0.03	
	Missing/incorrect data in preliminary school snapshot	5	0.02	
	Use Of AEDC Data By Government / Other External Organisations	4	0.02	
	Accessing AEDC Online Community Maps	1	0.00	
	Accessing previous Community Profiles	1	0.00	
	Use Of AEDC Data By Schools	1	0.00	
	Data Linkage	1	0.00	
	AEDC General Queries	Other	158	0.71
		Provisions For Teacher Relief Reimbursement	91	0.41
		Eligible Child - General Query	74	0.33
Is School Participation In The AEDC Compulsory?		54	0.24	
Eligible Child - Repeating		31	0.14	
What Is The AEDC		25	0.11	
Eligible Child - Recently Left School		24	0.11	
Participation Of Special Needs Students/Schools		11	0.05	
Eligible Child - Dual Placement		5	0.02	
AEDC School Coordinator Actions	School Coordinator Dashboard query	310	1.39	
	Other	178	0.80	
	Access To Parent Information Letter	92	0.41	
	Editing Contact Details	52	0.23	
	Viewing Instrument Progress	18	0.08	
	Request For Extension	15	0.07	
	Access To Parent Information Letter (Lote)	6	0.03	
	Response to Feedback Survey reminder	2	0.01	
	Nominating An AEDC School Coordinator	1	0.00	
	Class List Creation And Maintenance	Claiming Children From The Master List	342	1.54
Recording A Non Participating Child		304	1.37	
Removing A Child		272	1.22	
Other		198	0.89	
Bulk Upload Query		187	0.84	
Editing A Child's Details		105	0.47	

	Selecting A Child	90	0.40
	Adding A Child (Who Is Not On The Master List)	82	0.37
	Assigning A Dual Placement Child	16	0.07
	Parental Consent Removed After Commencement Of Data Collection	7	0.03
Complaint Received	Other	10	0.04
	Instrument Complaint	3	0.01
Email Alerts And Reminders – Bounce Back Follow Up	Bounce Back Follow Up – Message Left	2	0.01
Follow Ups	Email Follow Up - Already Resolved	605	2.72
	Voice Mail Follow Up - Already Resolved	367	1.65
	Email Follow Up - Message Left	361	1.62
	Email Follow Up - Requested Further Information	270	1.21
	Voice Mail Follow Up - Message Left	171	0.77
	Voice Mail Follow Up - Unable To Leave Message	67	0.30
Instrument Completion / Navigation	Other	250	1.12
	Guidance On Instrument Question	135	0.61
	Timeframe For Instrument Completion	112	0.50
	Recording Child Address Information	47	0.21
	Completing The Instrument For ATSI Children	32	0.14
	Filters / Hidden Questions	30	0.13
	Completing The Instrument For Special Needs Children	23	0.10
	Ability To Assess Child	19	0.09
	Use of an Aboriginal and Torres Strait Islander Cultural Consultant	17	0.08
	Use Of The Don't Know Option	8	0.04
	Recording An Opted Out Child	5	0.02
	Completing The Instrument For LBOTE Children	4	0.02
	Seeking Advice From Other Staff Members	2	0.01
	Language Not In Instrument	2	0.01
	Can a Copy Of Responses Be Printed?	1	0.00
Invoicing and finalisation	Finalisation Query	1108	4.98
	Other	565	2.54
	Printing / Keeping Copy Of Invoice	224	1.01
	Creating An Invoice Summary	160	0.72
	Entering School Bank Details	136	0.61
	Query About Payment Received	81	0.36

	Amending Incorrect Banking Details	57	0.26
	No Relief Teacher Used	40	0.18
	Reimbursement for use of an Aboriginal and Torres Strait Islander Cultural Consultant	35	0.16
	Request For Confirmation That Invoice Received	35	0.16
	Teacher Pay Rate	24	0.11
	Process For Exceptional Circumstances Claim	18	0.08
	Should Superannuation/GST Be Included In Invoice	11	0.05
	Following Up On Payment Not Yet Received	10	0.04
	Teacher/ATSICC Not Displaying On Invoice Summary	10	0.04
	Request For Extension To Submit Invoice	9	0.04
	Which Exceptional Circumstances Can Be Claimed	8	0.04
	Revised Invoice Query	8	0.04
	Invoice Amount Incorrect – Additional Funds Required	7	0.03
	When Will Payment Be Received	7	0.03
	Timeframe For Submitting An Invoice	4	0.02
	Treatment Of Half Day Blocks / 3 Hour Minimums	3	0.01
	How To Generate An Invoice With A Single Teacher Reimbursement Rate	2	0.01
	Following Up On Pending Approval For Exceptional Circumstances	2	0.01
	Invoice Amount Incorrect – Reduction In Funds Required	1	0.00
Materials	Request For School Leader Pack (Electronic pack sent)	415	1.87
	Request For Teacher Pack (Electronic pack sent)	219	0.99
	Other	126	0.57
	Request For Teacher Relief Reimbursement Fact Sheet	13	0.06
	Request For School Leader Pack (Hardcopy pack requested)	4	0.02
	Request For Teacher Pack (Hardcopy pack requested)	3	0.01
	Mail Return To Sender	3	0.01
	Request For Guide To Completing The Australian Version Of The EDI	2	0.01
	Request For Transcript Of Teacher Training Video / Materials	2	0.01
	Paper Copy Instrument Data Entry	1	0.00
	Request For Paper Copy Instrument	1	0.00
New Contact Details	Advised New Principal Name	98	0.44

	Advised New Email Address	25	0.11
	New Contact Details Already Updated	3	0.01
Parent Query	Opting Out A Child From The AEDC	6	0.03
	Privacy / Confidentiality Concerns	2	0.01
	What Does The AEDC Involve For My Child	2	0.01
	Other	1	0.00
Pre-Population	Other	54	0.24
	Duplicated Pre-Population Students	41	0.18
	Whether School Has Pre-Populated	33	0.15
	How To Upload Data	32	0.14
	Updating Incorrect / Missing Information	19	0.09
Response To Email Alerts And Reminders	Other	49	0.22
	Notification Of School's Intention To Participate At A Later Stage	11	0.05
	Teacher/s Already Registered	7	0.03
	School Already Activated	6	0.03
	School Request To Be Removed From Email Reminders	6	0.03
School Activation and Set up	Activation Code - Misplaced / Does Not Have	551	2.48
	Other	483	2.17
	Accessing Link In Verification Email	397	1.79
	Nominating An AEDC School Coordinator	357	1.61
	Too Many Teachers Added	314	1.41
	How To Activate My School	298	1.34
	Verification Email Not Received	238	1.07
	Activation Code - Other Issue	218	0.98
	Query Relating To School set up Questions	97	0.44
	Activation Code - Incorrect School / Name Displayed	19	0.09
	How To Amend Number Of Teachers	15	0.07
	Email Address Already In Use	9	0.04
	Verification Email In Spam Folder	7	0.03
	Intention To Activate At A Later Date	6	0.03
	Use Of Previous Activation Details	3	0.01
	Other	1	0.00
School Opt Out	Other	49	0.22
	No Reason Provided	25	0.11
	AEDC Too Time Consuming	13	0.06
	COVID 19 related	5	0.02
	New Principal At School	4	0.02
	Principal / Teacher(s) Too Busy	4	0.02
	All Eligible Children Opted Out By Parents	3	0.01
	Teacher(s) On Leave	3	0.01

	New Teacher(s) At School	2	0.01
School Scope Status Notification	No In-Scope Children At School (E.G. School Operating, Caters To Years 3 To 6 Only)	58	0.26
	Other	56	0.25
	Multi Campus School AEDC Being Completed Through Main Campus	19	0.09
	School Out Of Scope (E.G. Home School)	9	0.04
	Duplicate School	6	0.03
	Special School	4	0.02
	School Merged	1	0.00
School Status Change	Previously Opted Out – Now Participating	1	0.00
	Previously Out Of Scope – Now Participating	1	0.00
Sign In / Password Problems	Problem Locating Sign In	1627	7.32
	Problem Signing In	1389	6.25
	Forgot Password	1070	4.81
	Password Retrieval Not Responding	436	1.96
	Using Incorrect Email	184	0.83
	Other	170	0.76
	Sign In Redirecting To Unknown Account	5	0.02
	Other	1	0.00
	Nominating An AEDC School Coordinator	1	0.00
System Performance And Navigation	General Assistance Navigating the data collection system	590	2.65
	Other	144	0.65
	Error Message Received (HDO: Record Message in Comments)	137	0.62
	Cannot Access Website	56	0.25
	Screen Frozen	49	0.22
	System Running Slowly	43	0.19
	Instrument - Unable To Enter Data Into Field	28	0.13
	Is Data Saved When Logging Out And Logging Back In?	22	0.10
	Instrument Not Displaying Correctly	18	0.08
	School's Internet Running Slowly	10	0.04
	Unsafe Site Warning: Your Connection Is Not Private	4	0.02
	Videos Not Playing	3	0.01
Teacher / ATSICC Registration	Accessing Link In Verification Email	908	4.08
	Other	723	3.25
	How To Register For The AEDC	298	1.34
	Teacher Registration Questions Query	112	0.50
	Error In Teacher Details	112	0.50
	Verification Email Not Received	74	0.33

	ATSICC Registration - General Enquiry	63	0.28
	Copying And Pasting Authentication Link	24	0.11
	How Does An ATSICC Register	22	0.10
	Is ATSICC Required To Register?	17	0.08
	Use Of Previous Reigstration Details	7	0.03
	Did Not Know They Had Been Nominated	6	0.03
	Verification Email Located In Spam Folder	6	0.03
	Disputed Nomination	2	0.01
	Accessing Link In Verification Email	1	0.00
	Other	1	0.00
	Statement Of Consent Query	1	0.00
Teacher Actions	Other	95	0.43
	Starting An Instrument	73	0.33
	Reviewing An Instrument	16	0.07
	Viewing Instrument Status (Navigation Not Technical Issue)	5	0.02
Teacher And ATSICC Training	Other	297	1.34
	Unable To Access Training Video	25	0.11
	Do ATSICCs Need To Complete The Training	11	0.05
	Does Training Need To Be Completed If Participated In Previous Collections	5	0.02
	ATSICCs Feedback Survey Query	3	0.01
Teacher Finalisation	Teacher Finalisation	515	2.32
	Other	162	0.73
	Teacher Feedback Form Query	15	0.07

Appendix 29: Teacher feedback form

Teacher feedback form

TF1 Approximately how long did it take you to complete the Instruments for your class?

<i>Hours</i>	<i>Minutes</i>

TF2 Did you find the Instrument easy to complete for:

All children	<input type="checkbox"/>
Most children	<input type="checkbox"/>
Some children	<input type="checkbox"/>
A few children	<input type="checkbox"/>
No children	<input type="checkbox"/>

TF2a What made the Instrument difficult to complete for children in your class?

Teacher Training for the Australian Early Development Census

TF3a Which of the following training videos did you watch

Select all that apply

Introduction to the AEDC	<input type="checkbox"/>
Moderation information	<input type="checkbox"/>
Practice questions	<input type="checkbox"/>
Completing the Australian version of the Early Development Instrument in collaboration with an Aboriginal and Torres Strait Islander Cultural Consultant	<input type="checkbox"/>
None of these	<input type="checkbox"/>

TF3b Which of the following resources did you read?

Select all that apply

About the AEDC (fact sheet)	<input type="checkbox"/>
Completing the AEDC for Aboriginal and Torres Strait Islander children (fact sheet)	<input type="checkbox"/>
Guide to completing the Australian version of the Early Development Instrument	<input type="checkbox"/>
Other	<input type="checkbox"/>
<div style="border: 1px solid black; height: 20px; width: 50%; margin: 0 auto;"></div>	
None of these	<input type="checkbox"/>

TF3c How would you rate the training and resources overall?

Excellent	<input type="checkbox"/>
Very good	<input type="checkbox"/>
Good	<input type="checkbox"/>
Fair	<input type="checkbox"/>
Poor	<input type="checkbox"/>
Very poor	<input type="checkbox"/>
Can't say	<input type="checkbox"/>

TF3d Why did you rate the training and resources in this way?

TF3e Please add any comments you would like to make about the AEDC teacher training or resources

TF3f When do you think is the best time for teachers to undertake AEDC teacher training?

- | | |
|------------------------------------------------------|--------------------------|
| Just before starting to complete Instruments | <input type="checkbox"/> |
| 1 to 2 weeks before starting to complete Instruments | <input type="checkbox"/> |
| 3 to 4 weeks before starting to complete Instruments | <input type="checkbox"/> |
| 5 to 6 weeks before starting to complete Instruments | <input type="checkbox"/> |
| Some other time | <input type="checkbox"/> |

TF3g Optional comment about the timing of teacher training

Experiences of teachers who completed instruments together with an Aboriginal and Torres Strait Islander Cultural Consultant

TF4a Did you watch the video *Completing the Australian version of the Early Development Instrument in Collaboration with an Aboriginal and Torres Strait Islander Cultural Consultant*?

- | | |
|-------------------------------------------------------------------------|--------------------------|
| Yes, with the Aboriginal and Torres Strait Islander Cultural Consultant | <input type="checkbox"/> |
| Yes, by myself or with other teachers | <input type="checkbox"/> |
| No, I did not watch this video | <input type="checkbox"/> |

TF4b How easy or difficult was it for you and the Aboriginal and Torres Strait Islander Cultural Consultant to make joint ratings for the Instrument questions?

- | | |
|----------------|--------------------------|
| Very easy | <input type="checkbox"/> |
| Easy | <input type="checkbox"/> |
| Difficult | <input type="checkbox"/> |
| Very difficult | <input type="checkbox"/> |
| Can't say | <input type="checkbox"/> |

TF4c For which question or questions was it difficult to make joint ratings?

Note: you may specify individual questions or groups of questions relating to the same broad topic

TF4d For which part or parts of the Instrument, overall, do you think the input of the Aboriginal and Torres Strait Islander Cultural Consultant was most valuable?

Select all that apply

- | | |
|----------------------------------------------------------------------------------------------------------|--------------------------|
| Background information (including special needs, language spoken at home) | <input type="checkbox"/> |
| Physical wellbeing (including school attendance) | <input type="checkbox"/> |
| Language and cognitive skills | <input type="checkbox"/> |
| Social and emotional development | <input type="checkbox"/> |
| Emerging needs (conditions / impairments / problems) | <input type="checkbox"/> |
| Other (non-parental care in the year before entering full time school, comments about child development) | <input type="checkbox"/> |
| None of these | <input type="checkbox"/> |
| Can't say | <input type="checkbox"/> |

The AEDC data collection system

		Yes	No	Don't know
TF5	I found the data collection system easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TF5a Which parts of the data collection system were not easy to use?

Registration	<input type="checkbox"/>
--------------	--------------------------

Teacher training	<input type="checkbox"/>
------------------	--------------------------

Creating a Class List	<input type="checkbox"/>
-----------------------	--------------------------

Managing the Class List and keeping track of progress	<input type="checkbox"/>
-------------------------------------------------------	--------------------------

Completing the Instrument	<input type="checkbox"/>
---------------------------	--------------------------

Please provide details so that the data collection system can be improved for future collections

		Yes	No	Don't know
TF6	I experienced technical problems whilst using the system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TF7 Please describe the technical problems experienced using the system

We would also appreciate your feedback on various other aspects of the AEDC

		Yes	No	Don't know
TF8	My involvement in this project will assist our school and local community to better understand health, development and wellbeing of children in our area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TF9	The experience of completing Instruments will be beneficial to my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

TF10	Completing Instruments was a good use of my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------	--------------------------------------------------	--------------------------	--------------------------	--------------------------

TF11 Please add any other comments about the AEDC

Page notes

Displayed at the completion of the last Instrument / when teacher declares that they have finished AEDC activity. Non- mandatory (option to skip feedback form at foot of page)

TF2a only asked if TF2='Some children', 'A few children' or 'No children'.

TF3c only asked if TF3a not 'None of these' and TF3b not 'None of these'

TF3d only asked if TF3c='Poor' or 'Very poor'

TF4a to TF4d only asked if teacher completed at least one instrument together with the Aboriginal and Torres Strait Islander Cultural Consultant (instrument P4=1)

TF4c only asked if TF4b = 'Very difficult' or 'Difficult'

TF5a only asked if TF5='No'

T5a – multiple responses allowed

TF7 only asked if TF6='Yes'

TF11 – non mandatory

Teacher metadata

Refer to notes about metadata for the AEDC Coordinator Feedback Form

Additional teacher metadata may include e.g.

All responses to teacher registration and training questions

Date registered

Date completed training

Date completed first instrument

Date completed last instrument

Appendix 30: AEDC School Coordinator feedback form

Introduction

Welcome to the AEDC Coordinator feedback form.

We have a few quick questions about the operational aspects of participating in the 2021 AEDC data collection, and would really appreciate your views.

This form will take about 5 minutes to complete, depending on your use of the optional comment fields.

A: Previous experience of the AEDC

*(ALL)

A1 Have you participated in the AEDC before?

Note: the AEDC was known as the AEDI in 2009 and 2012

Select all that apply

Yes, as a principal / AEDC coordinator	<input type="checkbox"/> _1
Yes, as a teacher	<input type="checkbox"/> _2
Yes, in some other capacity	<input type="checkbox"/> _3
No	<input type="checkbox"/> _4

Programmer note; "No" is a unique code

*(A1=1 TO 3, PARTICIPATED IN AEDC BEFORE)

A2 Compared to the last time you participated in the AEDC, was your overall experience in 2021:

	Much better	Better	About the same	Worse	Much worse	Can't say
Overall experience in 2021	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6

*(A1=1 TO 3, PARTICIPATED IN AEDC BEFORE)

A2a Optional comment regarding your experience participating in the 2021 AEDC, relative to previous years.

(FREE TEXT FIELD)

B: Planning and resources

*(ALL)

B1 Were you aware of the 2021 AEDC data collection before your school leader pack arrived?

- Yes
 No

*(ALL)

B2 How would you rate the timing of the provision of the school leader pack?

- Too early
 About right
 Too late

*(ALL)

B2a Optional comment regarding the timing of the provision of the school leader pack

(FREE TEXT FIELD)

*(ALL)

B3 How did you find the level of information provided in the school leader pack in relation to:....

	Too much	About right	Not enough	Can't say
General background information about the AEDC	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
The key steps for participating	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
How to activate your school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
How to set up your school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
The informed consent process	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
How to set up your teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
The AEDC for Aboriginal and Torres Strait Islander children	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Teacher relief reimbursement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

*(ALL)

B4 Which, if any, resources from the communications kits did you use?

*Select all that apply***School communication kit**

- Principal talking points
 All staff email pro-forma
 Teacher poster
 Questions and answers

Parent communication kit

- School newsletter article
 Social media content
 Parent poster

- Did not use the communications kit

*(ALL)

B5 Optional comment regarding planning information and resources (school leader pack fact sheets, parent information letter, opt out pro-forma, communications kits, etc.)

(FREE TEXT FIELD)

*(ALL)

B6 What other information did you access and use to inform yourself or your staff about the AEDC data collection or the use of the data.

(FREE TEXT FIELD)

C: Experience of participating in the AEDC

*(ALL)

C1 To what extent do you agree or disagree with the following statements about participating in the 2021 AEDC data collection?

	Strongly agree	Agree	Disagree	Strongly disagree	Can't say
The school's involvement in this project will assist our school and local community to better understand health, development and wellbeing of children in our area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
The experience of completing Instruments was beneficial to the teachers at my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

D: Using the secure data collection system

*(ALL)

D1 How easy or difficult was it to use the following aspects of the data collection system:

	Very easy	Easy	Difficult	Very difficult	Can't say
School activation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
School set up	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Teacher set up	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Class List creation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Instrument completion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Keeping track of progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Teacher relief invoice preparation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

*(ALL)

D2 How easy or difficult was it to:

	Very easy	Easy	Difficult	Very difficult	Can't say
Navigate the system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Know what to do next	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

*(ALL)

D3 Did you experience any technical problems whilst using the system?

- Yes
 No

*(D3=Yes - EXPERIENCED TECHNICAL PROBLEMS USING THE SYSTEM)

D4 Please describe the technical problems you experienced.

(FREE TEXT FIELD)

*(ALL)

D5 All things considered, how would you rate your overall experience of using the data collection system?

	Very good	Good	Poor	Very poor	Can't say
Experience of using the data collection system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

G: Using an Aboriginal and Torres Strait Islander Cultural Consultant

*(P4=1,2 OR 3, AT LEAST ONE INSTRUMENT COMPLETED IN CONSULTATION WITH AN ATSI CC)

G1 Who organised your school's access to an Aboriginal and Torres Strait Islander Cultural Consultant?

- Principal
- AEDC Coordinator
- Teacher
- Someone else

*(P4=1,2 OR 3, AT LEAST ONE INSTRUMENT COMPLETED IN CONSULTATION WITH AN ATSI CC)

G2 As far as you're aware, did the Teacher and the Aboriginal and Torres Strait Islander Cultural Consultant watch the video 'Completing the AvEDI in collaboration with an Aboriginal and Torres Strait Islander Cultural Consultant' together?

- Yes
- No

*(P4=1,2 OR 3, AT LEAST ONE INSTRUMENT COMPLETED IN CONSULTATION WITH AN ATSI CC)

G3 Please describe what benefits, if any, your school gained by engaging an Aboriginal and Torres Strait Islander Cultural Consultant in completing the AEDC.

(FREE TEXT FIELD)

E: AEDC Helpdesk

*(ALL)

E1 Did you contact the AEDC Helpdesk (1800 092 548 or helpdesk@aedc.gov.au)?

*Note: this question does **not** refer to your State / Territory AEDC Coordinator.*

1. Yes
2. No (GO TO F1)

*(E1=1) (CONTACTED THE AEDC HELPDESK)

E2 How satisfied were you with the service received from the AEDC Helpdesk, in terms of....?

	Very satisfied	Satisfied	Dis-satisfied	Very dis-satisfied	Can't say
Timeliness of response	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Helpfulness of Helpdesk operators	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Accuracy of information provided	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Service overall	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

*(E1=1) (CONTACTED THE AEDC HELPDESK)

E3 Optional comment about the Helpdesk

(FREE TEXT FIELD)

F: Considerations for AEDC data collection in the future

*(ALL)

F1 What do you think are the three most important issues to address for AEDC **data collection** in the future?

This could relate to aspects of the data collection system, the planning information, the supporting materials and resources (School Leader Pack contents, Teacher Training Pack contents, information available on the aedc.gov.au website), helpdesk operation, or any other aspect of data collection.

*(ALL)

F2a Issue 1

(FREE TEXT FIELD)

*(ALL)

F2b Issue 2

(FREE TEXT FIELD)

*(ALL)

F2c Issue 3

(FREE TEXT FIELD)

CLOSE That was our last question.

Thank you very much for taking the time to provide feedback about the AEDC data collection.

Please click the “next” button to submit your survey.

Exit to www.aedc.gov.au

AEDC Coordinator Feedback Form notes

When the AEDC Coordinator finalises the school after reviewing the inputs for the teacher relief reimbursement invoice (number of teachers trained, number of instruments completed, number of Aboriginal and Torres Strait Islander Cultural Consultants trained, number of instruments completed by the teacher and of Aboriginal and Torres Strait Islander Cultural Consultant together), the AEDC Coordinator will be invited to provide feedback on their experience of participating in the 2021 AEDC data collection.

Metadata

A range of metadata is available from the system and does not need to be asked as part of the AEDC Coordinator Feedback Form. Examples of metadata include:

From the school frame

- School state
- School sector
- School location (defined by post code / geocodes)
- School participation in previous cycles
- School Profile downloaded (some potential data quality issues)

From school set up / pre-population information:

- Activation date
- AEDC Coordinator status (principal / principal's delegate)
- AEDC C-ordinator role (coordinator only; teacher / coordinator)
- Data collection start date (plan)
- Data collection finish date (plan)
- Pre-population method (centralised, bulk upload, manual)

From data collection information (some 'teacher level' items from which a 'school level' item can be derived)

- Number of teachers trained
- Number of in-scope children
- Number of completed Instruments
- Number of skipped Instruments
- Reasons for non-completion of Instruments (including opt out rates)
- Presence of in-scope children of indigenous background
- Aboriginal and Torres Strait Islander Cultural Consultant usage intention
- Aboriginal and Torres Strait Islander Cultural Consultant usage (actual)
- Reason why Aboriginal and Torres Strait Islander Cultural Consultant not used
- Data collection start date (plan and actual)
- Data collection finish date (plan and actual)
- Invoice submission / school finalisation date

From resources usage data (some 'teacher level' items from which a 'school level' item can be derived)

- Online resource downloads (e.g. downloaded communications kit)
- Teacher training activity (video views / Guide combinations)
- Online video help usage
- Helpdesk contact history (per Helpdesk activity log)

Feedback form content

Content focuses on data collection and related processes. Topics such as using AEDC data in schools and communities, and support in the use of AEDC data, are covered by the Telethon Kids Institute's 'Engagement Survey', which is conducted after the completion of data collection.

Additional questions can be developed and implemented relating to e.g. impact of COVID on the collection as necessary.

Feedback form look and functionality

The AEDC Coordinator feedback process is an integrated part of the data collection system, and presents in the same way as the Teacher Feedback Form.

Appendix 31a: STC feedback form Part 1

STC feedback form – Part 1

August 2021



Social
Research
Centre

1. Overview

The STC feedback form seeks to document the challenges and issues associated with the 2021 data collection from an STCs perspective, with a view to optimising workflow, the data collection system, communications and operational processes for the next collection.

This form relates to areas of the data collection which have seen significant changes in 2021. Existing feedback and internal learnings have been included in this document, across the following key areas of the collection:

- STC workshops
- Data collection system testing and user orientation
- School frame preparation and management
- Pre-population
- Pre-collection communications
- School Leader and Teacher packs
- School activation workflow
- Class list creation and management
- Instrument completion
- Helpdesk
- Progress monitoring
- Maximising participation
- Invoicing, exceptional circumstances claims and related issues
- Aboriginal and Torres Strait Islander Cultural Consultant related functionality

The STC feedback form also provides for feedback on the 'top three' data collection issues to address for 2024, and the 'top three' system / workflow features to retain for 2024. STC feedback will be consolidated and included in the AEDC Technical Report.

If necessary, you can record and additional feedback on the last page on aspects of the system / collection not included in the list above (e.g. Teacher / Aboriginal and Torres Strait Islander Cultural Consultant registration and training).

Feedback will be sought on post data collection activities, such as data cleaning, the sense checking process, post-population of attendance data and the School Profile dissemination process, in late November 2021.

Please return these forms to Sam Barrett at the Social Research Centre by Friday 3 September.

2. STC workshops

2021 process:

STC workshops were organised as a means for SRC to lead discussion about specific components of the data collection, and data collection system with STCs. These workshops occurred every two weeks in the lead up to the collection and covered the following topics:

- School frame
- Pre-population / Instrument
- Activation
- Invoicing and finalisation
- Data manager session
- Key dates
- STC Dashboard
- Overall system design preview
- School Leader and Teacher Packs
- System orientation session
- Progress monitoring workshop

SRC shared an outline of content to be covered, and schedule of the proposed STC workshops with the STC team. The workshops were structured in a way to briefly cover the 2018 process before running through the proposed changes / seeking input and feedback from the STC team.

For new STCs the workshops provided key background information, as well as providing an opportunity to query or suggest alternatives to existing processes, for return STCs the sessions served as a reminder of data collection system processes as well as an opportunity to refine the system.

The workshops were also recorded and shared on the STC portal for reference for those unable to attend.

Suggested learnings for next cycle?

- The STC workshop format was well received, the workshops helped break the collection and the data collection system down into digestible sections.
- Fortnightly meetings during the system specification and refinement phase worked well and ensured feedback was received in time to implement updates to the collection system.

Any further feedback?

Please provide any further feedback on this process, such as the topics covered via the workshops or the format of the sessions.

3. Data collection system testing and user orientation

2021 process:

The first round of system familiarisation with the STC group took place during the STC workshops. This included higher level sessions on process / suggested updates in early workshops (e.g. 'Activation' / 'Invoicing and finalisation') as well as an overall design preview / system orientation session.

In order to facilitate testing and familiarisation with the data collection system, a duplicate version of the live system was developed which accurately represented the end user experience. The two platforms were set up in tandem, and any changes made to the live system were automatically carried over to the testing environment. This was an improvement on the 2018 'test modules', utilised for STC testing which were a stand-alone testing product. In addition to the live system, the testing environment included a 'testing control' button which allowed updates to key information (e.g. sector) and to skip forward and backwards to key points in the process (e.g. 'School activation complete' or 'all Instruments complete').

Unlike 2018, in 2021 remote field testing of the data collection system was completed with several end users from schools sourced by the STC team. School staff were led through the data collection system and queried on the content and placement of instructional text, key resources, and where they would instinctively look / click to after completing an activity. The field-testing process was extremely valuable confirming suspected issues, pointing out new ones and suggesting potential fixes.

Suggested learnings for next cycle?

- Retain 2021 live and test system alignment (testing environment as a copy)
- Only include field testing if the system changes significantly or any issues are identified in feedback surveys
- Future collections should continue to follow the 2021 process, presenting the overall process then allowing STCs to familiarise themselves with the data collection system
- Aim for the system to be available earlier to make the most of user testing
- Additional scenarios for testing control e.g. instruments complete with/without Aboriginal and Torres Strait Islander Cultural Consultant support

Any further feedback?

Please provide any further feedback on this process, such as distinct feedback on system testing resources (e.g. the testing manual) or the platform itself.

4. School frame preparation and management

2021 process:

The 2021 approach to school frame preparation and management was largely consistent with 2018 and involved each jurisdiction providing a list of potentially in scope schools which SRC combined into a single school frame.

In the lead up to the 2021 collection, one of the fortnightly STC workshop timeslots was utilised as a consultation with the jurisdictional data managers. This session provided a detailed overview of school frame, pre-population and post-population related materials and tasks, as well as opportunity for data managers to raise any concerns or queries. Following the session, the draft school frame specifications and a feedback form were circulated to STCs and jurisdictional data managers for consideration prior to the specification being finalised.

The 2021 school frame specification was finalised in early November and was mostly consistent with 2018. Updates included additional variables for school bank information (either centralised or individual) and additional variables to control multi campus school participation, reporting and mailing.

As in 2018 there were three rounds of school frame provision, early extracts in November and February to support a pre-collection email to all schools / mailing of School Leader and Teacher Packs, and a final extract for upload to the data collection system. Upon receipt each file was checked to ensure all mandatory fields were provided and matched the required format, and if necessary, feedback was provided, and an updated version of the school frame requested. The transition from the former Australian Government 'CampusID' to the new 'LocationID' added some complexity to the process (concordance file incomplete, mix of jurisdictions using the old / new ID etc.).

The school frame preparation and management phase of the collection was completed as scheduled and resulted in timely delivery of School Leader and Teacher Packs.

Suggested learnings for next cycle?

- As in 2018, feedback that three school frame extracts is taxing for certain jurisdictions. Consult data managers in lead up to 2024 to reduce burden (fewer iterations, easier to update, etc.).
- Include Australian Government school ID's as required fields in all school frame iterations to facilitate an earlier start to participation history matching,
- Consideration of a more consultative approach to the population of STC variables (potential for an additional meeting between SRC, STC and jurisdictional data managers).
- Consider alternative school led approach to multi campus schools.

Any further feedback?

Please provide any further feedback on this process, such as the contents of the specification, format / timing of consultation with data managers, etc.

5. Pre-population

2021 process:

Pre-population information helps to reduce Instrument completion time and teacher burden, enhance data quality and reduce data cleaning / processing time, post collection.

There are three forms of pre-population which can be used to prefill the system with child data:

- Centralised pre-population – Jurisdictional data manager provides a single pre-population datafile for all in scope children from a specific state/territory and sector. This was the universal method for Government and Catholic sectors.
- Individual school pre-population – Independent schools, not covered by centralised pre-population) were also able participate in pre-population.
- Bulk upload – not strictly 'pre-population', allows schools not covered by the two options above to upload a spreadsheet of all in scope children, into the data collection system. Bulk upload was expanded in 2021 but does not quite include all pre-population items.

During the data manager workshop feedback was sought on the draft pre-population specification, as well as jurisdictional capacity to provide proposed new supplementary information (e.g. parent / carer occupation group, country of birth of parent1 and refugee status). The pre-population specifications target audience was jurisdiction-level data managers, mostly in the Government and Catholic sectors, undertaking centralised pre-population. Individual schools engaging in pre-population (i.e. Independent sector) were provided with an overview document (covering timings etc) and an excel template as opposed to the full specification to ensure the process was straight forward.

As with school frame processing each pre-population file was checked to ensure all fields matched the required format, feedback was provided as necessary, and an updated version of the file requested. Unlike 2018, pre-population datafiles were almost all received before / on the deadline, with only a handful of files received in the week following. This made checking and final processing much smoother with standardised checks run over a single aggregated pre-population file.

Suggested learnings for next cycle?

- Consider not offering Independent school pre-population, instead focusing communications around bulk upload option (schools misunderstanding deadlines for pre-pop vs bulk upload)
 - After expanding bulk upload in 2021 there are only minor differences between the individual school pre-population template and the bulk upload template
- Additional system functionality to prevent bulk upload when the school is already pre-populated
- Split out variables which currently have two potential codeframes in the specification (Country / Language) to avoid any coding inconsistencies
- Consider contacting organisations which provide administrative data management services to schools (Independent school specific) to help with extraction of bulk upload data.

Any further feedback?

Please provide any further feedback on this process, such as the contents of the specification, format / timing of consultation with data managers, etc.

6. Pre-collection communications

2021 process:

There was continued investment in pre-collection communications in 2021 to:

- Build awareness of the upcoming data collection and support the push for early activation.
- Test that emails from aedc.gov.au had been whitelisted to avoid them going to junk/spam folders.
- Test for bounced emails to schools' principals.

Prior to contacting schools, SRC sent a 'how to guide on whitelisting' to STCs in November 2020 and requested they pass the guide to the relevant IT contacts in each jurisdiction / school sector. The whitelisting guide included instructions to ensure email communications from the Helpdesk email address would not end up in junk / spam.

Bulk emails were distributed from the AEDC Helpdesk to all schools on the 2021 school frame that were thought to be in scope. These were sent on two occasions prior to collection, in November 2020 and again in February 2021. SRC's were sent a template of the email to comment and add any jurisdictional tailoring. The purpose of these emails was to:

- Advise schools of the upcoming collection.
- Encourage their participation / early activation.
- Provide schools with STC details and links to the AEDC website.
- Provide schools with their jurisdiction's "Key Dates" calendar.

Suggested learnings for next cycle?

- Consider implementing Independent sector specific communications earlier on in the collection (e.g. letter from DESE / jurisdiction).
- Conditional text based on whether the school will be pre-populated (February specific) to reduce confusion around whether or not they'll need to add a full list / review the pre-pop list.
- Consider developing and including video content encouraging participation in the AEDC.
- Additional email delivery testing for jurisdictions with historically low open rates.
- Bring forward November email to avoid sending too close to school holidays.
- Retain key dates calendar.

Any further feedback?

Please provide any further feedback on pre-collection communications, including format, frequency, tailoring messaging for sub-groups, key message, etc.

7. School Leader and Teacher packs

2021 process:

Overall, the makeup of the School Leader and Teacher Packs was largely consistent with 2018, the only change was removal of the 'Parent information letter sample'. The sample of the Parent information letter was not included in the packs due to delays obtaining ethics approval the content. The removal of the sample Parent information letter was offset by its inclusion as a key task in the AEDC School Coordinator dashboard, the AEDC School Coordinator was required to download a copy immediately following completing the School set up questions in order to continue.

There were some minor changes made to the fact sheet naming to align the packs with the push for early activation. This included the removal of the standalone 'Preparing for the AEDC' fact sheet to align with it being removed from the 'Key steps for participation in the AEDC' as a distinct step, and the addition of the 'School set up' fact sheet. References to 'preparing' for the AEDC as a distinct step were removed from all resources in order to direct schools to activate as the first step in participating in the AEDC.

The content of the fact sheets included in the School Leader and Teacher Packs received substantial rework for 2021. Following some feedback from the WASTCs, the documents were updated to prioritise use of simple dot points where full paragraphs had been used historically. These updates were not planned for in 2021, however following review by the Communications Working Group the majority of these updates were accepted.

Suggested learnings for next cycle?

- In response to an increase in schools bulk uploading when already pre-populated, consideration to be given to producing two versions of some key fact sheets for schools which are / aren't involved in centralised pre-population (e.g. Teacher set up (SLP) / Class list creation (TP)).
- Consider a full review of the School Leader and Teacher Pack fact sheet copy, to further distil content and simplify language.
- Removal of the Parent Information Letter sample from the packs to be retained for 2024. In previous collections the AEDC Helpdesk received numerous queries about scanning the parent letter from the pack instead of downloading online.
- Some interest in additional translations of the parent information letter.

Any further feedback?

Please provide any further feedback on this process, such as pack contents and format as well as Pack distribution

8. School activation workflow

2021 process:

The school activation workflow was reviewed in the lead up to the 2021 collection, and potential refinements were shared with the STC team during the school activation workshop. These refinements were intended to further simplify the process from 2018. Following feedback from the STC group the following updates were made to the School activation and related processes:

- Additional checkbox for schools to advise if their principal email address was incorrect where principal approval of the School Coordinator assignment was required
- Splitting out 'Activation' and 'School set up' into two distinct tasks to make School activation as quick as possible.
- Removal of distinct Financial Manager role, this was done in response to the role and the required inputs being simplified in both the 2015 and 2018 collections.
- Additional functionality where the School Coordinator could request a calendar reminder either two weeks, one week, or one day prior to their nominated data collection start date, this was sent as an email attachment during the activation process.
- Inclusion of the Coordinator Dashboard to prompt the Coordinator to complete key tasks (e.g. downloading Parent Information Letter / inviting teachers) and to foreshadow what's next.
- Additional reminder activity during the activation period, for some jurisdictions this included school activation 'cut off' date.

Another significant change relevant to school activation was splitting out the data collection system from the main AEDC website for 2021 as part of replatforming. This change of location for the data collection system resulted in a substantial amount of system users attempting to access the data collection system, and password recovery functionality from the main AEDC website.

The push for early activation including additional reminder activity was extremely successful, by the start of the data collection on 3 May, 76% of schools had activated, more than double the previous cycle where only 29% of schools had activated at this point. The data collection system was ready for school activation as planned, however COVID-19 delays to pack delivery were overestimated resulting in some schools receiving the packs prior to the system opening for school activation.

Suggested learnings for next cycle?

- Retain early activation related initiatives including the extended email reminder activity and STC promotional activity leading up to, and early in the collection.
- High STC approval workload during the activation period. Consider field testing this process as some schools have misunderstood the purpose of the checkbox.
- Calendar invitation email to be retained.
- Feedback on the AEDC School Coordinator Dashboard was positive, some room for some further refinement (e.g. additional info text/flags) but the dashboard should be retained.

Any further feedback?

Please provide any further feedback on this process, such as any unnecessary steps, suggested changes to STC approval workflow, etc.

9. Class list creation and management

2021 process:

In 2021 the 'Bulk upload template' (utilised predominantly by the Independent sector to upload the master list of children) was expanded to include five additional variables:

- Gender
- Class ID
- Repeating Year
- Middle Name
- Aboriginal and Torres Strait Islander status.

Given the expansion of the template, as well as the inclusion of one coded field (Aboriginal and Torres Strait Islander status could contain values 1 – 4), the data collection system was updated to 'preview' the list of children. Before confirming the upload, the School Coordinator was presented with the list of children included, and any fields which were not populated as required were highlighted in red and the data contained removed. In previous years the uploaded template would either pass or fail with little information provided to the School Coordinator. Early in the collection the date of birth field in the template was being impacted by the School Coordinators operating system 'country or region' setting. In some cases, this resulted in the child date of birth being converted into the US format. This issue with the bulk upload was resolved early in the collection, following the system update Date of Birth information was cleared to prompt the Teacher to correct it.

Excluding the expansion of variables available for bulk upload, the process was largely unchanged. System and School Leader Pack messaging prompted the AEDC School Coordinator to review the class list tab and add children as required (Teachers also have capacity to manually add children to the school). At this point Teachers can add children to their Class List from the master list of children and begin completing Instruments.

Suggested learnings for next cycle?

- Quite a few schools bulk uploaded even though they were pre-populated leading to duplicate children. Anecdotally this seemed to occur more in 2021 than past collections.
 - Suggest splitting out messaging (pack materials and system messaging) for schools which will / won't be included in centralised pre-population. This would only impact select fact sheets and would better tailor instructions to schools.
 - Consider a system block OR warning to Coordinators attempting to bulk upload when pre-population data is present

Any further feedback?

Please provide any further feedback on this process, such as variables available for bulk upload, processes for adding/removing children to the school etc.

10. Instrument completion

2021 process:

For the most part, the online presentation for completing the Australian version of the Early Development Instrument via the data collection system was retained from 2018. The main revision for 2021 was the addition of the 'Child info panel'. The intention of the child info panel was to present pre-population information, based on trusted administrative data, to the teacher for a quick review and confirmation. Where the child demographic information was pre-populated or bulk uploaded, selected items were presented in table format before beginning the Instrument proper. The Teacher had capacity to update information presented in the panel by clicking an edit button, otherwise the Teacher could just review the information, and proceed with the Instrument. Where the child was added manually, the Instrument presented as normal, with these questions included in their relevant section.

SRC provided a list of available data items which could be suitable for inclusion on the child info panel for comment from STCs and Data managers following the relevant workshop. In addition to deciding on which items to present, the potential to lock specific fields and make them un-editable was also raised, however it was decided all items would continue to be editable.

The final list of items added to the child info panel were:

- Sex
- Residential address
- Aboriginal Community Name / ID (NT only)
- Date of birth
- Country of birth
- Year of arrival in Australia (only displayed where country of birth not equal to Australia)
- Child repeating grade/year

The only other change made to the Instrument, was inclusion of the various jurisdictional ATSI CC roles which teachers select from when completing with ATSI CC assistance. This list was expanded from the original 13 roles in response to a high incidence of 'other Indigenous staff member' being selected in 2018. The final codeframe included a total of 29 ATSI CC positions, only the titles and roles relevant to the jurisdiction (or standard national inclusions) were displayed to the Teacher.

Suggested learnings for next cycle?

- Retain child info panel concept for 2024, subject to analysis of Instrument completion time, and the rate which teachers updated these data items.
 - Further review to be undertaken in the 2021 AEDC Technical Report.

Any further feedback?

Please provide any further feedback on the implementation of the Instrument / child info panel

11. Helpdesk

2021 process:

The Helpdesk was operational from initial communications in November 2020 and will continue through to the deadline for the submission of teacher relief reimbursement invoices (end October 2021), with some support scheduled around School Profile distribution (late November/early December 2021). Helpdesk reference materials and responses to frequently asked questions were maintained throughout the collection cycle.

The Helpdesk interface was redesigned as part of the re-platforming of the data collection system and was used to log calls and emails with school staff, parents and other stakeholders. As part of the update, functionality was added to the STC Dashboard which allowed STCs to flag schools for follow up. These schools were flagged on the Helpdesk interface for follow up, allowing quick referral for any common issues.

In response to COVID-19 and semi-regular work from home orders in Victoria, 2021 was the first collection where the helpdesk was staffed remotely with all operators working from home. In response to the shift to remote working key helpdesk resources were reviewed and updated to better suit the remote working environment. In order to reproduce having everyone in the same room, a Team's channel was set up to allow operators to raise questions or request assistance from the team. The helpdesk supervisor was able to listen to call recordings or listen in real time to provide coaching and feedback as required.

Also new for 2021, was the use of an IVR to manage traffic to the helpdesk. This allowed schools to either hold for the next available operator or choose to leave a voice mail instead. Employing use of an IVR was a suggested learning from 2018 and helped the supervisor monitor traffic volumes in real time and with greater accuracy.

Suggested learnings for next cycle?

- Brief the entire helpdesk team earlier to improve responsiveness during the activation phase.
- Consider targeted outbound telephone follow up activity where schools appear slow or unable to progress (e.g. all Instruments completed and at least one unregistered Teacher, all teachers finalised and at least one unresolved child, etc.)
- If relevant, continue development of remote helpdesk specific processes and resources.

Any further feedback?

Please provide any further feedback on the functionality and performance of the Helpdesk

12. Progress monitoring

2021 process:

In the lead up to, and during the 2021 collection, there were a series of updates made to the STC Dashboard to enhance STCs capacity to review school progression through the collection. Updates to dashboard functionality included:

- Green/blue cell formatting (in a progress bar style) added to the 'Dashboard' tab to give a quick view of progress through key metrics (e.g. School set up completed, children resolved, invoice submitted etc.).
- Filtering by reporting level 1 and 2 included.
- Capacity to add fields to STC dashboard school list.
- Capacity to filter schools with an estimated start date / end date in the future or past.
- Include the date teacher / principal / coordinator last accessed the system.
- Filterable schools tab exports.

Historic progress reporting data, school activation tracking and Instrument completion tracking were shared with STCs to facilitate weekly comparison to previous collections. Headline reports were available for download via the STC Dashboard. The 'schools tab export', which provides more granular school level data, was used by some jurisdictions to provide updates within their department / to key stakeholders (e.g. NSW PowerBI progress reporting).

Suggested learnings for next cycle?

- Appetite for an early view of child population by AEDC Community and Local Community reporting areas to help STCs prioritise follow up.
- Consider development of live progress reporting of key progress measures within the STC Dashboard (rate of activation / child participation rate with historic comparison data).
- Better implementation of additional fields in standard STC Dashboard view (e.g. scroll bar at top, implement filters/sorting on these additional items)
- Ensure any development work does not stop the headline report from running overnight.

Any further feedback?

Please provide any further feedback on this process, such as any key metrics not being measured or presented...

13. Maximising participation

2021 process:

A series of emailed alerts and reminders were sent at various stages of the collection to schools meeting specific criteria (e.g. activation not complete, schools set up not complete, schools activated but no teachers registered, teachers registered but no Instrument activity AND data collection start date has passed, etc). The content of 2018 email reminders were reviewed and realigned with the 2021 workflow, links to relevant 'contextual help videos' were also incorporated (e.g. reminder to activate included a link to the 'help activating' video) to make these as available as possible.

Draft reminder email templates were shared with STCs via the 2021 AEDC Communications plan. STCs had the option to tailor the content of reminder emails as required for their jurisdiction. In addition to the communications plan, timings of these reminder emails were confirmed via the AEDC data collection reminders schedule – STCs were sent the schedule in order to confirm / update any email alert timings.

As part of the push for early activation, two reminder emails were scheduled prior to the system opening for Instrument completion. These were scheduled to coincide with the system opening for school activation (not activated) and the system opening for class list creation and maintenance (not activated, school set up not complete, and/or teachers not invited). There were two additional reminder emails which were not sent as scheduled (System open for Teacher registration and training / System open for Instrument completion).

Maximising the participation of Independent sector schools was challenging in most jurisdictions.

Suggested learnings for next cycle?

- Significant interest in a national approach to engaging the Independent sector.
- Inclusion of additional reminder types targeting schools likely requiring helpdesk follow-up.
- Consider a jurisdictional communications plans to simplify updating templates (e.g. all revisions communicated via the plan).

Any further feedback?

Please provide any further feedback on the Communications plan, or other possible response maximisation activity

14. Invoicing, exceptional circumstances claims and related issues

2021 process:

Whilst significant improvements were made in 2018, the Invoicing and finalisation process continued to be refined for the 2021 collection, with the main changes including:

- Removal of the Financial Manager role, 2021 utilised a single workflow instead of having distinct workflows for Coordinator as Financial Manager / standalone Financial Manager.
- Inclusion of School bank account information on the School frame, this allowed jurisdictions with centralised/trusted school specific bank details to provide this up front and avoid the Coordinator needing to source this information.

Otherwise, the invoicing and finalisation process was in line with the 2018 shared Coordinator / Financial Manager role.

Once all Teachers at the school had 'finalised' their participation (completed Instruments for all children on their class list, clicked 'finalise') the AEDC School Coordinator received an email prompting them to log back into the data collection system, and finalise their schools participation. At this point the Coordinator can enter the school bank account information, or if pre-populated, review it. The total number of Teachers trained, Instruments completed and, Instruments completed by the teacher an ATSI CC together pre-fill into the invoice based on the data collection system inputs, the only figure that needs to be adjusted manually is the number of ATSI CCs trained. Due to ATSI CCs not being required to register on the data collection system, using ATSI CC registration status as a trigger for reimbursement is not workable.

Suggested learnings for next cycle?

- Review rules related to three-hour minimum teacher relief, this more commonly impacted remote schools.
- Additional explanatory notes on the school bank details page where the bank account information has been pre-populated / locked for editing.
- Consider alternatives around ATSI CC reimbursement (e.g. where a school registered an ATSI CC but didn't go on to utilise them for Instrument completion).
- Consider reviewing guidelines around exceptional circumstance claims to include additional examples for STCs.

Any further feedback?

Please provide any further feedback on the invoicing and exceptional circumstances claims

15. Other feedback

15.1 Top 3 data collection issues to address for 2024

Issue 1	
Issue 2	
Issue 3	

15.2 Top 3 system / workflow features to retain for 2024

Issue 1	
Issue 2	
Issue 3	

Additional feedback

Please provide any additional feedback which did not fit neatly into the categories already covered in the form.

Other aspects of the data collection system include Teacher and Aboriginal and Torres Strait Islander Cultural Consultant registration / training, the communication kits and 'help centre' content.

Category (e.g. Teacher feedback, Teacher training, 'help centre')	Description of issue

Appendix 31b: STC feedback form Part 2

STC feedback form – Part 2

November 2021



Social
Research
Centre

STC feedback form (Part 2 of 2)

The STC feedback form seeks to document the challenges and issues associated with the 2021 data collection from an STCs perspective, with a view to optimising workflow, the data collection system, communications and operational processes for the next collection.

Part 1 of STC feedback was collected in August 2021 and covered the following:

- STC workshops
- Data collection system testing and user orientation
- School frame preparation and management
- Pre-population
- Pre-collection communications
- School Leader and Teacher packs
- School activation workflow
- Class list creation and management
- Instrument completion
- Helpdesk
- Progress monitoring
- Maximising participation
- Invoicing, exceptional circumstances claims and related issues
- Aboriginal and Torres Strait Islander Cultural Consultant related functionality

A number of post data collection activities have taken place since this time and are covered here in Part 2:

1. Preliminary school snapshots
2. Post-population of attendance data
3. Data cleaning
4. Sense checking outputs and process
5. Thank you letters to schools
6. School Profile dissemination
7. Boundary review

As with Part 1, this form details the process of the above activities and seeks feedback from STCs as to how easy or difficult they found this process, and, importantly, any suggestions for improvement for next cycle.

Your input is very valuable to improving processes.

Please return this form to Sam Barrett at the Social Research Centre by **Friday 10th December 2021**.

1. Preliminary school snapshots

The Preliminary School Snapshot was a new initiative for the 2021 AEDC and was proposed in response to feedback from schools and STCs that the November release is too late to inform school planning for the following year.

The Preliminary School snapshot was a concise two page report which included domain results, general information about the snapshot, how to use it, descriptions of each of the domains and links to additional resources. The School's domain and summary indicator results were presented in line charts, including results from previous collections, similar to the final School and Community reports, however these charts were not supplemented with tabled data.

In order to make the results available to schools as early as possible, the Preliminary School Snapshot was generated via the data collection system as schools finalised their participation and submitted their invoice for teacher relief reimbursement. The data feeding into the snapshot was considered raw data and had not been subjected to standard data checks.

The template for the Preliminary School Snapshot was finalised in consultation with DESE and STCs prior to the system being live for Instrument completion.

Overall incorporating the snapshot into the data collection system was fairly smooth however there were a couple of issues for consideration including:

- A short-term pause on report generation early in the collection while investigating system slowness
- Some delays in report availability for large schools (~30 minutes for the report to finish generating)
- Limited awareness of the report, as it was not being trialled nationally there was no reference to it in fact sheets.
- No direct access to the reports for STCs during the collection.

School feedback (Principal and AEDC Coordinator) on the Preliminary School Snapshot is currently being sought via the feedback survey and results will be analysed in due course to inform improvements for next collection..

Any feedback?

Please provide any feedback on the Preliminary School Snapshot content and distribution methods

2. Post-population of attendance data

Student attendance and absences are recorded by schools for various purposes and are compulsory for national reporting of students in Years 1 to 10 in government, Catholic and independent schools in Australia. The National Standards for Student Attendance Data Reporting, governed by ACARA, enable consistent and comparable reporting of attendance rates across all sectors and jurisdictions.

As reporting on attendance data is not compulsory for children in their first year of full time school, all jurisdictions were consulted on their ability to provide child attendance data (items A1 and A1a-d in the Instrument) via post-population using data already held in the administrative systems in each jurisdiction.

Post-population of attendance data in the AEDC has the following benefits, including:

- much less work for teachers completing the instrument
- better data quality (more complete, accurate and consistent data)
- improved capacity for the analysis of the results of the 2021 AEDC collection.

This task was discussed in an information session held with jurisdictional data managers on September 2020, followed by consultations with data managers in mid Sept – mid Oct 2020 before finalising the specification document in November 2020.

Those sectors / jurisdictions who agreed to provide the data in the format outlined in the specification were asked to provide a “trial file” to SRC in December 2020 to confirm the data format was correct.

Those sectors / jurisdictions then had the relevant questions suppressed in the data collection system.

In early September, jurisdictional data managers / STCs were sent an Excel file containing child identifying information for all children who participated in the 2021 AEDC in their sector / jurisdiction and asked to append the relevant attendance data as per the specification and returned to SRC by 8 October 2021.

STCs were also briefed on the post-population process during STC workshops held prior to the data collection and cc'd on all emails to data managers.

Any feedback?

Please provide feedback on how you found this process, whether you felt the tasks were clearly explained and any suggested improvements for future implementations.

3. Data cleaning

Similar to previous cycles, relatively little cleaning of the data extracted from the online data entry system database was required and it is acknowledged that the primary data provided by teachers is of a very high quality.

Jurisdictional assistance with data cleaning was sought for the following items:

- Child address - invalid child addresses that are unable to be geocoded
- Duplicates - potential duplicate children identified during data validation as sharing the same first name, last name and date of birth
- Date of birth outliers – any children with age outliers (< 3 years and > 7 years, plus a few 4 year olds where it was indicated they had repeated the year)
- Gender – where this had been manually changed by the teacher after pre-population data, to confirm changes were intentional.

STCs were provided with details for children who failed to meet data validation checks on the above and asked to confirm or modify dates of birth, addresses and gender according to information held in their local school administration systems.

A list of potential duplicate children was also sent to STCs with guidelines to assist them in determining which record was to be retained and reported in the 2021 AEDC and which was to be flagged and excluded.

The de-duplication rules were as follows:

- where there is one valid and one skipped or invalid instrument, retain the valid instrument
- where both instruments are either valid, invalid or have been skipped, retain the instrument completed first - the earlier instrument would have been completed by the teacher who had known the child the longest.

All files were provided in Excel format, separated by school sector, and sent to STCs via secure file exchange. STCs were briefed about this data cleaning task in previous STC meetings and were sent a covering email with instructions, including a two week turnaround period.

Any feedback?

Please provide feedback on how you found this process, whether you felt the tasks required were clearly explained, whether you had adequate time to undertake data cleaning in your jurisdiction and any suggested improvements for future implementations.

4. Sense checking outputs

A set of six sense checking tables created from the preliminary data were distributed to STCs on 2 October 2018 via secure file exchange. The main purpose served by the sense checking tables was to provide the jurisdictions with selected initial views of the data, and a preview of the results for Cycle 4.

The presentation format of these was unchanged from previous cycles. The tables summarised the proportion of children that were developmentally vulnerable on the five AEDC domains. The sixth table displayed the number of children that were vulnerable on one or more, or two or more of these domains.

Each table shared a common set of variables:

- seven demographic fields (age, sex, Indigenous status, country of birth, language diversity, remoteness and school type)
- five variables provided a broad 'validity' check in items expected to be associated with domain scores to a greater or lesser degree. The items concerned the child's adaptation to school, parents' engagement with school, if reading was encouraged at home, if the child needed further assessment and whether or not the teacher had participated in the AEDC for the first time
- sub-domain details were also shown for each domain. The sub-domains provided some sense of which components had the greatest impact on domain scores but provide important information in their own right. Children with special needs, children whose teachers had skipped instruments and a small number of three-year-old children are not included in the sense checking outputs.

STCs were asked to provide comment on the overall consistency of the data and on any areas of concern by 12 October.

Any feedback?

Please provide feedback on how you found this process, whether you feel you had sufficient time to sense check the data, if you feel the range of variables included is sufficient for a sense checking exercise and if you feel you were offered sufficient support.

5. Thank you letters to schools

As in 2018, all Teachers and AEDC School Coordinators from participating schools were sent a thank you email following the 2021 collection. In 2018 this thank you email was sent at the same time as School Profiles (late November), however in 2021 this was brought forward and was sent between 2 September and 14 October depending on the jurisdiction.

The 2021 thank you email templates were expanded and in most cases included signatures and branding from both DESE and the relevant State/Territory Department. The content of the thank you email was agreed directly between the Department and each STC, and varied considerably by jurisdiction. The main points covered were:

- Thanking staff for their participation and involvement and highlighting jurisdictional participation rates
- Where relevant, reminding Coordinators to access the Preliminary School Snapshot
- Flagging the upcoming School Profile release
- And for some jurisdictions, linking a certificate of training (AEDC Teacher training)

There was a little bit of confusion around the format of the letter, in most cases SRC recreated the thank you letter content which was agreed with the Department, into standard AEDC email software (including any images, logos and resource links).

Any feedback?

Please provide any suggested improvements to the thank you letter, including the process of agreeing on jurisdictional content and the timing of the letter

6. School Profile Dissemination

School Profiles were distributed to schools in mid-November 2021. This followed a similar process as 2018 where Principals were emailed a secure link to download their School Profile via SRC's secure file exchange. This avoided the need for an activation code to access the report like in previous cycles, which had led to some confusion.

Jurisdictions also had the ability to upload the reports to secure, central educational portals, either in lieu of or in addition to SRC providing access via link to the secure file exchange.

In preparation for School Profile dissemination, STCs were provided with a list of Principal email addresses and School Profile names for schools from their jurisdiction for review / update. To ensure the School Profile reached the intended recipient i.e. the Principal, Profiles were not sent to generic school email addresses.

STCs had the ability to tailor the email content to suit their needs by marking up changes to a standard email template. This included formatting and variation to existing content, as well as adding specific instructions for accessing the profile from educational portals.

SRC provided STCs with their suite of reports via secure file exchange at the same time as schools were provided with the reports. In previous collections, the reports were also provided to the other sectors, however due to revisions being made to the certification form this was not possible for 2021. Preparation of the template and signing of this form should be brought forward in 2024 to avoid similar delays.

Any feedback?

Please provide your views on the School Profile dissemination method. Did it go smoothly in your jurisdiction? Were there any issues? What improvements could be made for next time (including the upcoming release of the School Profile Addendum)

7. Boundary review

Following the 2021 Census of Population and Housing and subsequent release of the Australian Statistical Geography Standard (ASGS) all states and territories were invited to review and, if necessary update the AEDC Community and Local Community boundaries. Unlike in previous collections, the AEDC and the Census of Population and Housing fell in the same year which has resulted in a much shorter timeline for preparing the update to AEDC geography.

The boundary review consisted of two key tasks:

- Update boundary concordances to the 2021 issue of the ASGS geography
- Allow STCs to update the AEDC geography to reflect changes in community structure within their jurisdiction

As in 2018, the 2021 boundary updates were communicated using the boundary review tool as well as a set of instructions, prepared by the Social Research Centre. This tool includes a concordance of Statistical Areas Level 1 (SA1) to AEDC Local Community, and AEDC Local Community to Community – this concordance was prepared by applying a series of rules to assign the correct local community. Where none of these rules applied to a 2021 SA1, this SA1 was flagged for review by the jurisdiction.

STCs and related jurisdictional staff could remap SA1s to existing or new local communities, then use the pivot tab to see the impact of these changes on previous collections data (total children valid etc).

During the 2021 boundary review, it became clear some aspects of the process could be improved for the next review. Specifically the documentation around creating a new Community or Local Community (and examples for creating a new ID), and, incorporating the two teachers rule (not just less than 15 children valid) into the pivot tab.

Any feedback?

Please provide your views on this process and any suggestions to improve the Boundary review process in the future.

Appendix 32: Preliminary School Snapshot feedback survey

2021 AEDC Preliminary School Snapshot Feedback

The Preliminary School Snapshot was trialed in 2021 for the first time, to give schools an immediate overview of how their children are tracking. We are very interested in your feedback about the Preliminary School Snapshot to inform planning for the next AEDC collection.

This feedback form should take about 5 minutes to complete, depending on your use of the optional comment fields. Your feedback is greatly appreciated.

(INTERNAL USE ONLY)

SAMPLE

1. Principal only (Prin_flag = 1 AND coord_flag=0)
2. AEDC School Coordinator only (coord_flag=1 AND Prin_flag = 0)
3. Both Principal and AEDC School Coordinator (Prin_flag = 1 AND coord_flag=1)

ACCESS, AWARENESS and USAGE

*(ALL)

A1 Did your school receive the Preliminary School Snapshot? This was available for download by the AEDC school coordinator at your school (in some cases may have been provided via email).

1. Yes
2. No
3. Don't know

*(SAMPLE = 2 OR 3, COORDINATOR OR BOTH) AND (A1=2, NOT RECEIVED)

A2 What was the main reason your school did not download the Preliminary School Snapshot?

1. I was not aware the Preliminary School Snapshot was available
2. I had technical difficulties downloading the Preliminary School Snapshot
3. Other – *please type in below*

*(SAMPLE = 1 OR 3 PRINCIPAL OR BOTH) AND (A1 = 1, YES RECEIVED)

A3 Have you used, or do you intend to use, the Preliminary School Snapshot to inform planning for 2022?

1. Yes
2. No

*(A3 = 2, NOT USED)

A4 Please describe the main reasons that your school has not used the Preliminary School Snapshot. *Please type in below*

*(SAMPLE = 1 OR 3, PRINCIPAL OR BOTH)

A5 Were you aware of the Preliminary School Snapshot before you decided to take part in the 2021 AEDC collection?

1. Yes
2. No

*(A5 = 1, YES AWARE)

A6 Was the Preliminary School Snapshot a contributing factor to participating in the collection at all?

1. Yes
2. No

*(SAMPLE = 1 OR 3, PRINCIPAL OR BOTH)

Below is a summary of the features of the three AEDC School reports:

Features	Preliminary School Snapshot	School Profile	School Profile Addendum
Release date	Upon school finalising data collection	Mid November	March, following national launch
Data processing	Raw data	Processed data	Processed data
Child demographics	X	✓	✓
Teacher responses to selected questions <ul style="list-style-type: none"> Making good progress in adapting to the structure and learning environment of the school Has parents/caregivers who are actively engaged with the school in supporting their child's learning Is regularly read to / encouraged in his/her reading at home as far as you can tell 	X	✓	✓
Absenteeism	X	✓	✓
Domain and summary indicator results <ul style="list-style-type: none"> Data tables (counts, % on track/at risk/vulnerable) Trend line charts (% on track/at risk/vulnerable) 	X ✓	✓ ✓	✓ ✓
State/Territory and national comparison results	X	X	✓
Links to useful AEDC resources	✓	✓	✓

*(SAMPLE = 1 OR 3, PRINCIPAL OR BOTH)

A7 Before now, were you aware of the differences between these three reports?

1. Aware of all or most of the differences between the reports
2. Had some information but didn't feel fully informed
3. Wasn't aware of the differences between the three reports
4. Other – *please type in below*

*(ALL)

A8 How would you rate the timing of provision of the Preliminary School Snapshot (upon completion of finalising your school's involvement in the AEDC)?

1. Too early
2. About right
3. Too late
4. Don't know / Can't say

*(A1 = 1, YES RECEIVED)

A9 Overall, how would you rate the Preliminary School Snapshot in terms of:

	Excellent	Very good	Good	Fair	Poor	Very poor	Can't say
Information provided in the Snapshot	1	2	3	4	5	6	7
Ease of understanding the results	1	2	3	4	5	6	7
Presentation / look	1	2	3	4	5	6	7
Usefulness to inform school planning	1	2	3	4	5	6	7
Overall	1	2	3	4	5	6	7

FUTURE

*(SAMPLE = 1 OR 3, PRINCIPAL OR BOTH)

B1 In future Preliminary School Snapshots, there may be an opportunity to include additional information. For your purposes, what would be useful additional information to include?

(Please select all that apply)

Features	Please select
Child demographics	<input type="checkbox"/>
Teacher responses to selected questions <ul style="list-style-type: none"> • Making good progress in adapting to the structure and learning environment of the school • Has parents/caregivers who are actively engaged with the school in supporting their child's learning • Is regularly read to / encouraged in his/her reading at home as far as you can tell 	<input type="checkbox"/>
Domain and summary indicator results <ul style="list-style-type: none"> • Data tables (counts, % on track/at risk/vulnerable) 	<input type="checkbox"/>
Other – <i>please type in below</i> <input style="width: 250px; height: 15px;" type="text"/>	<input type="checkbox"/>
No additional information required	<input type="checkbox"/>

*(ALL)

NON-MANDATORY

B2 Do you have any < IF SAMPLE = 1 OR 3, PRINCIPAL OR BOTH INCLUDE "other"> suggestions to improve the Preliminary School Snapshot?

Please type in below

*(ALL)

B3 Should a Preliminary School Snapshot be provided in future collections?

1. Yes
2. No

Thank you for taking the time to complete this feedback form.

Appendix 33: School report download rates by report type, jurisdiction and sector

	Report type			1 report only			Total 1 report only	2 reports only			Total 2 reports only	All 3 reports	No reports
	Snapshot	Profile	Addendum	Snapshot	Profile	Addendum		Snapshot & Profile	Snapshot & Addendum	Profile & Addendum			
	%	%	%	%	%	%	%	%	%	%	%	%	%
National	83.7	24.8	15.3	61.6	6.8	2.6	59.7	16.8	7.3	1.5	17.1	2.6	20.6
Government	85.7	26.3	16.3	63.6	7.3	2.3	59.8	19.3	7.8	1.0	16.4	2.5	21.3
Catholic	74.7	20.1	13.9	55.0	5.3	3.1	57.9	11.4	5.9	2.0	17.1	2.6	22.4
Independent	88.4	25.8	14.3	61.9	7.3	2.6	62.3	15.8	7.3	2.3	21.9	2.8	13.0
New South Wales	87.6	21.2	16.0	60.5	2.4	2.6	65.5	14.4	9.0	0.7	24.1	3.6	6.8
Government	89.0	23.6	16.1	60.5	3.0	2.7	66.2	15.9	8.6	0.8	25.3	3.9	4.5
Catholic	80.1	14.6	14.6	58.4	0.9	2.4	61.6	10.5	8.4	0.5	19.4	2.7	16.2
Independent	93.7	19.4	18.1	64.9	2.3	1.8	68.9	13.1	12.2	0.5	25.7	3.6	1.8
Victoria	72.5	19.6	11.5	67.0	5.4	2.0	69.3	9.8	4.8	1.3	5.0	1.0	24.8
Government	72.2	n/a	n/a	72.1	n/a	n/a	72.1	n/a	n/a	n/a	0.1	0.0	27.8
Catholic	69.3	15.5	12.1	54.4	4.7	2.0	61.0	6.4	5.2	1.1	12.7	3.3	22.9
Independent	85.6	31.4	9.6	60.2	7.6	1.7	69.5	19.5	3.4	1.7	24.6	2.5	3.4
Queensland	87.0	28.3	14.1	55.0	1.5	1.5	57.9	21.1	6.0	0.6	27.7	5.0	9.4
Government	92.3	33.5	16.4	54.6	1.8	1.4	57.7	24.6	6.9	1.0	32.4	6.2	3.7
Catholic	68.6	14.0	7.1	52.1	0.8	1.9	54.5	12.0	3.3	0.0	15.3	1.2	28.9
Independent	87.4	21.9	11.5	61.6	1.3	1.4	64.2	15.9	5.3	0.0	21.2	4.6	9.9
Western Australia	n/a	30.2	25.0	n/a	27.0	11.0	29.5	n/a	n/a	13.9	3.2	0.0	67.2
Government	n/a	25.2	n/a	n/a	24.8	n/a	25.1	n/a	n/a	n/a	0.4	0.0	74.5
Catholic	n/a	49.2	24.8	n/a	35.5	11.2	46.8	n/a	n/a	13.7	13.7	0.0	39.5
Independent	n/a	44.2	20.7	n/a	32.7	9.0	41.6	n/a	n/a	11.5	11.5	0.0	46.9
South Australia	94.0	21.2	13.3	73.7	1.5	1.3	75.3	18.8	4.6	1.1	19.7	0.7	4.2
Government	98.6	18.7	n/a	81.3	1.6	n/a	83.0	17.0	n/a	n/a	17.3	0.0	0.0
Catholic	85.4	31.3	n/a	56.3	1.0	n/a	57.3	28.1	n/a	n/a	29.2	1.0	12.5
Independent	83.9	20.7	9.3	60.9	1.1	1.3	63.2	16.1	3.4	0.0	19.5	3.4	13.8
Tasmania	83.1	30.3	17.2	51.3	1.0	2.6	54.9	19.5	4.6	2.1	26.2	7.7	11.3
Government	81.8	27.0	15.3	52.6	1.5	2.9	56.9	18.2	5.1	1.5	24.8	5.8	12.4
Catholic	87.5	53.1	33.3	34.4	0.0	3.3	37.5	28.1	3.1	3.1	34.4	21.9	6.3
Independent	84.6	19.2	8.0	65.4	0.0	0.0	65.4	15.4	3.8	3.8	23.1	0.0	11.5
Australian Capital Territory	83.8	33.3	11.5	43.8	1.0	0.0	44.8	28.6	7.6	0.0	36.2	3.8	15.2
Government	89.4	43.9	15.2	37.9	1.5	0.0	39.4	36.4	9.1	0.0	45.5	6.1	9.1
Catholic	64.0	8.0	0.0	56.0	0.0	0.0	56.0	8.0	0.0	0.0	8.0	0.0	36.0
Independent	92.9	28.6	14.3	50.0	0.0	0.0	50.0	28.6	14.3	0.0	42.9	0.0	7.1
Northern Territory	81.4	23.5	11.9	56.9	5.9	1.0	63.7	14.7	7.8	1.0	23.5	2.0	10.8
Government	86.3	25.0	12.5	60.0	5.0	1.3	66.3	16.3	7.5	1.3	25.0	2.5	6.3
Catholic	66.7	25.0	8.3	50.0	16.7	0.0	66.7	8.3	8.3	0.0	16.7	0.0	16.7
Independent	60.0	10.0	11.1	40.0	0.0	0.0	40.0	10.0	10.0	0.0	20.0	0.0	40.0

Notes:

Bases for each report only includes those jurisdictions/sectors that sent the report via SRC email and can be tracked.

Bases for each report vary and subtotals may not add up to 100% for this reason.