2024 Australian Early Development Census

Technical Report

October 2025

Social Research Centre

Acknowledgements

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List of acronyms

ABN	Australian Business Number
ABS	Australian Bureau of Statistics
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
EDI	The Early Development Instrument (developed in Canada)
ESL	English as a Second Language
EWG	Engagement Working Group
ILOC	Indigenous Locations
LBOTE	Language Background Other Than English
MCDS	Measuring Children's Developmental Strengths pilot
MFA	Multi-factor authentication
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
The Kids	The Kids Research Institute, formerly known as Telethon Kids Institute (TKI)
TWG	Technical Working Group
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).
AEDC School Coordinator Resources	Electronic information provided to schools to assist with planning and conducting the AEDC. Previously referred to as the *School Leader Pack*, this was split in Cycle 6 and the hardcopy materials retained the name *School Leader Pack* whilst the remaining contents were re-named *AEDC School Coordinator Resources*.
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	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'. 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.
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 domains (DV1)	The percentage of children who are classified as developmentally vulnerable on one or more AEDC domains.
Developmentally vulnerable on two or more domains (DV2)	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	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: • 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 (*the Parent Information Letter*) 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 First Nations 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	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.

	Results are not reported if more than 20 per cent of children were identified as children with special needs.
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.
Multi-factor authentication	An online security method that requires users to provide two or more verification factors to gain access to an account, application, or data. It adds an extra layer of security beyond just a username and password. Common MFA methods include something you know (password), something you have (security key), and something you are (biometrics).
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 provided to schools for distribution 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 *School Leader Pack* but it was separated in Cycle 5 and provided as a mandatory download from the data collection system for the AEDC School Coordinator. In Cycle 6, it was updated to include a fact sheet as well.
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* was 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 only except Western Australia and not in use in Cycle 6.
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	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?' 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.
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. In Cycle 6, this name was retained to refer only to the hard copy materials mailed to in-scope schools. The remaining contents were available electronically and re-named *AEDC School Coordinator Resources*.
School Profile	School Principals receive an AEDC *School Profile* which provides information about the number of children attending the school, and the percentage of children who are developmentally on track, at risk and vulnerable on each of the domains. *School Profiles* can be used for school planning but are not intended for general publication. In Cycle 6, these replaced the *Preliminary School Snapshot* in the data collection system and were available for immediate download to finalised schools.
School Profile (Combined / Multi-campus)	Introduced in Cycle 6 for multi-campus schools participating in the AEDC. Results for all campuses of a school were combined and the provided to the principal of the head campus.
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 Resources	Information provided to schools to support Teacher training for the AEDC. Previous to Cycle 6 this was referred to as the *Teacher Pack*.
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 Early Development Instrument (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 2024 collection being the sixth collection (Cycle 6).

Instrument and workflow changes for Cycle 6

Consistent with the theme of maintenance and incremental improvement of the existing system, there was an expectation that the Cycle 6 data collection system would be broadly similar to that used in the previous collection. This technical report highlights where processes and workflows were updated relative to the last cycle (Cycle 5).

Following a decision to not include the Measuring Children's Developmental Strengths (MCDS) items in the Cycle 6 Instrument, Instrument changes for Cycle 6 were minor. Changes included updating 'child sex' to 'child gender', further updates to the background information item P3 'Job title of Aboriginal and / or Torres Strait Islander Cultural Consultant' and a new question to determine if the Aboriginal and / or Torres Strait Islander Cultural Consultant is an employee of the education sector, to inform a review of the Cultural Consultant role. In addition, background information item BI3d 'child attended other language or religion classes' was removed, and medical diagnosis 'Asperger syndrome', 'Autism' and 'Autism spectrum disorder (ASD)' was merged into 'Autism spectrum disorder' (ASD) formerly known as Autism or Aspergers'.

For the most part, the online presentation of the Instrument was identical to Cycle 5.

As shown in Section 3.5.3, the average Instrument completion time reduced by 29 seconds in Cycle 6 relative to Cycle 5.

The main workflow innovations and system enhancements for Cycle 6 included: modifications to the School Frame; system updates for multi-campus school participation preferences; the introduction of 'administration only campuses'; further expansion of the bulk upload option available to individual schools not covered by central pre-population; a significant refresh of supporting materials and reduced hard copy materials; the introduction of multi-factor authentication into the data collection system for all user types; the introduction of

privacy and confidentiality declarations and Teacher and Aboriginal and / or Torres Strait Islander Cultural Consultants Training Certificates into the data collection system; replacement of the *Preliminary School Snapshot* with the full *School Profile* generated within the data collection system immediately upon schools finalising their participation; introduction of a *Combined School Profile* for multi-campus schools; integration of the AEDC Helpdesk notes into the STC dashboard in real time and other STC dashboard functionality enhancements; a revised workflow for Teacher relief reimbursement payments that allowed for jurisdictional top-ups; and more streamlined microdata files.

Achieved participation rate summary

As noted in the *AEDC National Report 2024*, between 1 May and 31 July 2024, a total of 16,723 Teachers from 7,368 Government and non-Government schools completed Instruments for 288,483 children in their first year of full-time school.

The school participation rate for Cycle 6 was 93.8 per cent, which was the first time it fell below the target school participation rate of 95 per cent and the lowest across AEDC history (96.1 per cent in Cycle 5).

The child participation rate just fell short of the target child participation rate of 95 per cent, at 94.6 per cent and was also the lowest participation rate achieved in AEDC history (0.9 per cent lower than Cycle 5 and 1.8 - 2.9 percentage points lower than the first 4 cycles).

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
- consideration of updating the narrative and / or process relating to the use of Aboriginal and / or Torres Strait Islander Cultural Consultants to support the collection
- supporting the implementation of Taylor Fry's recommended changes to the AEDC Teacher Relief model, with updates to operational resources and guidance materials
- revisiting the decision to produce *School Profiles* from the data collection system using uncleaned data and the impact this has on data sharing arrangements with the education sectors
- timely commencement of the detailed planning process for Cycle 7 (February 2026, rather than July 2026) to finalise AEDC collection strategy and Cycle 7 communications, to support the showcasing and socialisation of a near-final data collection system and supporting materials in November 2026.

In terms of other operational and workflow improvement initiatives, issues include:

- consideration of the reintroduction of some supporting materials in hard copy format, including the Teacher's *Guide to Completing the Australian version of the Early Development Instrument,* and, in the case that hard copy materials are discontinued, finding an alternative secure method for getting the school activation code to principals
- improving STCs' attention to the School Frame ahead of being loaded into the system, to prevent rework once the data collection system is open
- further consideration to multi-campus school participation arrangements and a decision as to whether to build the *Combined School Profile* for multi-campus schools into the data collection system
- reviewing the role of the Independent sector school consent question to share *School Profiles* with the Independent peak body, along with other revisions to sharing data with the education sector peak bodies
- investigation of new functionality within the data collection system to:

- minimise the incidence of ‘duplicate children’
- facilitate school-led approaches to multi-campus school identification (for participation through head campus) as part of school set up
- allow the principal access to the system to view progress and download the *School Profile*, even after delegation of the AEDC School Coordinator role to someone else
- develop an online calculator for estimating Teacher relief reimbursement based on the number of children and Teachers
- allow AEDC School Coordinators to create class lists, in addition to Teachers
- display Instrument contextual information by hover rather than click
- embed the school *Thank You Letter* into the data collection system
- fast-track small schools (those with less than 5 eligible children) through the school set up process.

Further examples of enhancement opportunities for Cycle 7 can be found in the relevant sections of this report.

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 2024 AEDC being the sixth 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 six 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	2024
Total number of children included	261,147	289,973	302,003	308,953	305,015	288,483
Teachers contributing to the results	15,522	16,425	16,968	17,508	17,571	16,723
Schools contributing to the results	7,422	7,417	7,510	7,507	7,470	7,368

For further background information about the AEDC program and results, refer to the national AEDC website (www.aedc.gov.au).

1.2. About this report

This report sets out to document the technical aspects of the 2024 AEDC Data Collection, with a particular emphasis on the evaluation of processes, workflows, and response dynamics.

With the program in its sixth 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 6 data collection processes (Section 2), highlighting particularly where refinements were made relative to Cycle 5 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 6 results, refer to the 2024 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 Kids Research Institute 'The Kids'), 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
- a SharePoint for data collection-specific sharing of key documents
- 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
- engagement with STCs and jurisdictional data managers in *School Frame, Pre-population and Post-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 including jurisdictional specific content of the *School Leader Pack* and *Teacher Resources* 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 pivot table and the Power BI dashboard to complement other data products, and support analysis and presentation of AEDC results
- provision of jurisdictional data and report templates to support jurisdictional reporting.

The Kids support all States and Territories to implement the AEDC and provides strategic advice to the project and to STCs, specifically:

- facilitating regular teleconferences and meetings
- hosting inductions for any new STCs
- identifying the development needs of STCs
- facilitating the delivery of support and training to STCs
- developing AEDC resources
- promoting the relevance of AEDC through events.

The Kids also play a key role in quality assurance of the AEDC data.

CCCH facilitate translation of the AEDC, through:

- focusing on national AEDC communications
- developing a communications strategy to optimise engagement
- supporting the development of accessible and relevant communication products
- supporting the design of the national AEDC website and reviewing and updating web content.

Other key stakeholders in the data collection include school sector organisations (Government, Catholic and Independent sectors), schools, Principals, AEDC School Coordinators, Teachers, Aboriginal and / or 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, and the Secretariat of National Aboriginal and Islander Child Care (SNAICC). The Consortium are represented as non-voting members.

The role of the AEDC National Committee is to:

- consider the future strategic direction of the AEDC and use of the data
- address and progress issues reported by National Committee members and the State and Territory Coordinators
- provide high level oversight of the AEDC implementation, including collection, processing and dissemination of findings and data
- act as a forum to share knowledge and expertise on the delivery of AEDC in each jurisdiction
- identify successful strategies to use the findings to influence change and improve outcomes for children, in particular, First Nations children and contribution to Closing the Gap targets.

The Technical Working Group (TWG) was established as part of the 2024 AEDC cycle (Cycle 6) and was developed and endorsed by the National Committee on 1 June 2023, with meetings commencing in August 2023. The role of the TWG is to provide advice on:

- procedural and governance aspects of the collection, structure, and reporting of AEDC data
- facilitating access to and use of AEDC data, including the integration with other data sources, to support research and policy development

- ensuring compliance with legislative requirements and state of the art systems and practices relating to the collection, curation, management, and distribution of data.

The Engagement Working Group (EWG) was also established as part of the AEDC project governance structure for Cycle 6 and endorsed by the National Committee on 1 June 2023. The role of the EWG is to:

- plan and forecast AEDC emerging issues.
- progress issues raised by State and Territory Coordinators and other key stakeholders.
- provide guidance on AEDC implementation, including National communication strategy and other key AEDC communications.
- consider appropriate resource development for identified need/s throughout the AEDC cycle, review and update AEDC resources.

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

- quarterly AEDC National Committee meetings
- monthly TWG meetings
- monthly EWG meetings
- monthly STC teleconferences
- quarterly STC face-to-face meetings
- fortnightly data collection-specific STC workshops led by the Social Research Centre in the lead-up to the collection (July 2023 – March 2024)
- weekly teleconferences between the department and the Consortium partners
- weekly teleconferences between the Consortium partners.

Additional meetings were convened as required.

2.1.3 Ethics

Each collection of the AEDC is treated as an extension to the original ethics application that was first approved in 2004, by submitting an update to the AEDC Project Protocol to the Royal Children's Hospital Human Research and Ethics Committee (HREC). The first Cycle 6 HREC submittal was made on 15 May 2023, with a number of queries raised and addressed relating to recruitment and consent procedures, risk management, data management and data security. Updated versions of the Protocol and Instrument were resubmitted, along with the draft 2024 Data Guidelines.

Ethics approval was received from the Royal Children's Hospital HREC, Melbourne on 5 December 2023 (HREC Reference Number: 24051), based on the following versions of the documents:

- a copy of the 2024 AEDC Instrument, v2 dated 28 August 2023
- a copy of the AEDC Data Guidelines_Draft 2024, dated 28 August 2023
- Protocol, v18 dated 3 November 2023.

An updated Instrument (v3 dated 13 February 2024), the 2024 Parent Letter and Fact Sheet (v1, dated 30 January 2024) and 2024 Privacy Statement (v1, dated 30 January 2024) were later reviewed and approved by HREC on 15 February 2024. A second version of the Privacy Statement (v2, dated 15 March 2024) was resubmitted and approved on 14 May 2024.

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 new TWG and the EWG provided valuable guidance throughout the Cycle 6 period. However, there was significant overlap in membership across the STC, EWG and TWG groups that should be reviewed for Cycle 7.

Ethics clearance and privacy issues would ideally be addressed at a very early stage in the preparations for Cycle 7 as they have the potential to compromise the timing of the collection.

For Cycle 7 it remains essential that the overall project schedule reflects the need to consult widely with stakeholders prior to implementation.

2.2. Data collection system specification and workflow development

This section describes the specification for the data collection system for Cycle 6, 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 6 data collection system

The department's core requirement for Cycle 6 was very similar to Cycle 5, consisting of 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 6 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
- new for Cycle 6, additional security features (multi-factor authentication (MFA)) to comply with changes to Australian government security standards.

Consistent with the theme of maintenance and incremental improvement of the existing system, there was an expectation that the Cycle 6 data collection system would be broadly similar to that used in the previous collection.

2.2.2 Challenges to address from Cycle 5

Challenges to address for Cycle 6, as informed by the Cycle 5 Technical Report and subsequent consultations with stakeholders are listed in Table 2 and 3 and include a summary outcome as to whether these were achieved or not.

Initial workflow development for the Cycle 6 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 5.

Table 2 Summary of challenges to address for Cycle 6

Challenges to address for Cycle 6	Achieved / implemented	If not, rationale
The development of strategies to maintain the overall school and child participation rates and maximise the Independent schools sector participation rate		There were no separate strategies but national communications conveyed the message that all schools should participate, regardless of school size or school type
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	Achieved	
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 impacts several workflows, including the Instrument presentation, Teacher training resources, Teacher relief reimbursement and all levels of reporting and data presentation	Achieved - though the decision was not early (some rework of draft Instrument presentation)	
Consideration for supporting materials to undergo a significant refresh (simplification) for Cycle 6, and the fine-tuning and field testing of on-screen instructions in the data collection system	Achieved	
Consideration for updating the narrative or process relating to the use of Aboriginal and / or Torres Strait Islander Cultural Consultants to support the collection		Status quo maintained. Delayed until Cycle 7 / First Nations engagement
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	Achieved	
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	Partly	Few issues related to historical data matching
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	Achieved	Decision was made to replace the Preliminary Report with the *School Profile* for immediate download from the data collection system
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.	Achieved (see item above)	

Challenges to address for Cycle 6	Achieved / implemented	If not, rationale
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	Partly	More jurisdictions had a soft deadline of end of Term 2, but most extended into Term 3 particularly for Independent sector. No provision for an extension to data collection.
A schedule which provides an adequate window for post-collection activities including post-population, data cleaning, data quality assurance processes and report preparation	Achieved	

Table 3 *Continued* Summary of challenges to address for Cycle 6

Challenges to address for Cycle 6	Achieved / implemented	If not, rationale
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	Achieved	
Develop a clear process and schedule for releasing reports and data products to stakeholders, with agreements / certification forms in place well in advance	Partly	Restriction of *School Profile* distribution beyond schools due to use of unclean data and the risk of identification of children if compared to clean data
Investigate new functionality within the data collection system to:		
- minimise the incidence of 'duplicate children'		Functionality was not prioritised. Instead, focussed on clearer messaging in supporting materials to prevent duplicates
- centralise notes between STCs and the AEDC Helpdesk (the Helpdesk)	Achieved	
- consider school-led approaches to multi-campus school flags (for participation / reporting through head campus) as part of school set up		Changes were made to the flags but was not school-led (workshopped with STCs)
- include live reporting, and potentially an early view of child participation by AEDC Community and Local Community reporting areas in the STC dashboard.		Not prioritised

2.2.3 Workflow development consultation process

The Social Research Centre retained the successful collaborative process utilised for system specification and workflow refinement, as implemented for previous cycles. Feedback from STCs was that these are extremely valuable sessions for system familiarisation and enhancement.

For Cycle 6, this involved a series of themed workshops with STCs and other project stakeholders through 27 July 2023 to March 2024, starting with a session to agree the focus areas for data collection system refinement for Cycle 6.

Following this meeting, a schedule for the workshops was developed and shared with STCs as shown in Table 4. Background material was shared ahead of each workshop where relevant.

Workshops were run as 2-hour sessions via Teams and a recording was shared on the STC portal for those unable to attend.

Workshop content was informed by stakeholder experiences and 'pain points' from the previous cycle, the comprehensive information documented in the Cycle 5 Technical Report, and review of Cycle 5 STC feedback.

Workshops were structured around a brief outline of the process followed in the previous cycle, an overview of proposed changes for the current cycle, followed by discussion of the detail of the proposed changes with the STC team. Changes discussed in the workshop were then further refined between the Social Research Centre / the web development team and presented back to the group before 'building' (of the data collection system) commenced.

The workshops culminated in a 'design preview' session, which was the STCs' first exposure to the proposed data collection system to see how a school would progress through the workflows. It was followed by an interactive STC / STC helper orientation session on 14 December that sought to provide STCs and their helpers with enough understanding of the system to undertake system testing. Following this, STCs and their helpers were given access to the system for testing in their own time over December / January (and a window again in February).

The workshops reconvened in early 2024 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.

In addition to STC workshops, the Social Research Centre ran an online information session with data managers from each jurisdiction and sector in September 2023. The online information session covered School Frame, pre-population and post-population activities to ensure these matters could be tended to in a timely and efficient manner for Cycle 6. STCs were also invited to this session. Draft specification documents for these processes were shared with data managers before this session and finalised through a consultation process that ran until early November 2023.

The product of these workshops was a document summarising the agreed refinements to system specifications and workflows for use by the web services team to then design the system. This phase then leads into system testing which is described at Section 2.4.

Table 4 STC workshop schedule for Cycle 6

Workshop	Topic	Date
1	School frame	27 July 2023
2	Pre-population / Post-population	10 August 2023
3	Multi-factor authentication and security features of the system	24 August 2023
4	Preliminary school snapshots and multi-campus reporting	7 September 2023
5	Activation	21 September 2023
6	STC dashboard, AEDC School Coordinator dashboard	5 October 2023
7	Design preview 'front end' (activation, MFA, multi-campus schools), 2024 key dates	19 October 2023
8	Finalisation, invoicing and exceptional circumstances	2 November 2023
9	School Leader and Teacher Pack contents, system testing requirements	16 November 2023
10	Design preview 'finalisation and STC dashboard'	30 November 2023
11	STC data collection orientation session	14 December 2023

2.2.4 Final workflow overview

The final workflow incorporated the following 'roles' within each 'unit' (school campus) for Cycle 6, which were the same as 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**

  Responsible for:
  - setting up the school on the data collection system, by completing school set up questions
  - identifying the Teachers who would be completing Instruments and the availability of Aboriginal and / or Torres Strait Islander Cultural Consultants and inviting Teachers and Aboriginal and / or Torres Strait Islander Cultural Consultants to register on the data collection system
  - coordinating the entry of child demographic information where there was no pre-population either manually or via 'bulk-upload'
  - monitoring overall progress with the collection at the school (a Coordinator dashboard was set up in the system in Cycle 5 to facilitate this and refined in Cycle 6)
  - acting as the focal point for system generated alerts and reminders
  - signing off that all Teachers had finished Instrument completion activity, reviewing the parameters of the Teacher relief reimbursement invoice (number of Teachers trained, number of Instruments completed etc.), and confirming school bank account details where these had been pre-populated or add these manually, prior to submitting the invoice

- downloading the *School Profile* after agreeing to a confidentiality declaration (as a delegate of the Principal)
- providing feedback via the AEDC School Coordinator feedback survey

- **Teacher** – responsible for the completion of Teacher registration questions, completion of Teacher training, downloading a Teacher training certificate (new for Cycle 6), 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 / or Torres Strait Islander Cultural Consultant** (Cultural Consultant) – 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 Data collection system security features

Robust security features have been developed in response to the stringent data security requirements of the project. The AEDC data collection system was re-platformed for Cycle 5 to align with modern software frameworks and security practices and whilst there was no technical or security-related need to re-platform the system again for 2024, the system required additional security features (multi-factor authentication (MFA)) to comply with changes to Australian government security standards. Working through the most effective / least impost method of applying MFA to all users of the data collection system was a feature of the system specification process.

Whilst a two-step user authentication process was already a feature of the data collection system for the AEDC School Coordinator account creation processes, it did not extend to Teachers, STCs and Aboriginal and / or Torres Strait Islander Cultural Consultants.

A dedicated workshop on MFA was held on 24 August 2023 with STCs, whereby the web development team explained MFA and presented various options for how it could be included in the data collection system in Cycle 6. The purpose of the workshop was to understand the security requirements and consider the practicality of each method and find a solution(s) that would work best with schools. Whilst some methods had a greater security rating, such as using an authenticator application like Microsoft Authenticator, the practicality of using this method with schools was low (and would be difficult for Helpdesk to troubleshoot as it relies on a 3rd party system). After careful consideration and sign off by the Australian Government, the MFA method employed in Cycle 6 was One-Time Password (OTP) with both mobile phone and email options to receive a one-time 6 digit code.

The following outlines the data collection system security features in Cycle 6, including the additional MFA requirements:

The data collection system first generated an email to the individual seeking to create an account and access the system. The email address used was either the Principal's email address as provided in the School Frame (Principal playing the role of AEDC School Coordinator), or the AEDC School Coordinator email address (as provided by the individual commencing school activation), or the email address for the Teacher(s) / Cultural Consultants as specified by the AEDC School Coordinator during school set up. These 'invitation emails' contained a secure link.

The second step required the individual seeking to create an account to click the link, demonstrating 'ownership' of the email address. The link took the individual to an account creation page to set and

confirm his or her password. Passwords were required to be a minimum of thirteen alphabetic characters. All users were then required to set up their MFA including preferred method for receiving the code (email or mobile phone). All users were required to input their username, password and additional one-time code every time they logged in to the data collection system. Once logged in, users could change their method for receiving their one-time code, from mobile to email, pending their preference.

As part of the AEDC School Coordinator account creation process, the data collection system sent the Principal an email requesting approval, which if unanswered within 48 hours, was sent to the STC for review. Where the domain name of the AEDC School Coordinator email address matched that of Principal email address or generic school email address from the School Frame, account creation proceeded without Principal or STC approval.

Refer to Appendix 1 for further details.

To prevent denial of service and brute force attacks, the data collection system also featured:

- a ten second pause between each failed login attempt
- lock out from the system if five successive incorrect login attempts were detected for a given account (with a requirement for locked accounts to be reset by the system administrator).

The user was also automatically logged out of the data collection system after one hour of inactivity.

2.2.6 Workflow innovations and system enhancements for Cycle 6

The main workflow innovations and system enhancements for Cycle 6 included:

- Modifications to the School Frame, including simplification of flags for multi-campus schools, the introduction of 'administration only campuses' to accommodate the unique role of these schools in the AEDC for certain jurisdictions and a reduced schedule for data managers from three to two extracts (refer to Section 2.5)
- A significant refresh of supporting materials to distil content and simplify language (refer to Section 2.8.2)
- The introduction of multi-factor authentication into the data collection system for all user types in line with the Australian Government new security requirements (refer to Section 2.2.5)
- The addition of privacy and confidentiality declarations built into the data collection system as instructed by the department (e.g. a Privacy declaration for Teachers, AEDC School Coordinators and Aboriginal and/or Torres Strait Islander Cultural Consultants, a confidentiality declaration for AEDC School Coordinators prior to downloading the *School Profile* and consent from Aboriginal and/or Torres Strait Islander Cultural Consultants to be recontacted) (refer to Appendix 2)
- Integration of Helpdesk notes into the STC dashboard in real time for more cohesive school support (refer to Section 2.10.4)
- As requested by STCs and agreed by the department, the introduction of *Teacher Certificates* and *Aboriginal and / or Torres Strait Islander Cultural Consultant Certificates*, downloadable from the data collection system after training was completed to recognise one hour of professional development training (refer to Section 2.2.4). The certificates were populated with the Teacher or Aboriginal and/or Torres Strait Islander Cultural Consultant's name, the date the training was completed, and the school's name (refer to Appendix 3).

- Removal of the *Preliminary School Snapshot* and introduction of the full *School Profile* (with the removal of child attendance data) generated via the data collection system immediately upon schools finalising their participation in data collection (refer to Section 2.16)
- System updates for multi-campus schools participating under head campus (refer to Section 3.1.7), as well as the introduction of a *Combined School Profile* for multi-campus schools made available to the Principal of the head campus (refer to Section 2.16)
- A revised workflow for Teacher relief reimbursement payments that allowed for jurisdictional top-ups in New South Wales, Western Australia and Queensland.

Other enhancements for Cycle 6 included refinements to the data collection test system (refer to Section 2.4), a more granular 'school status' coding system for tracking schools throughout the collection workflow and supporting the email reminder strategy (refer to Sections 2.10 and 2.11 and Appendix 4), simplified navigation for schools via their AEDC School Coordinator and Teacher dashboards (section 2.10.3), updated on screen messaging and online tutorials (refer to Section 2.8.7), enhanced features and functionality in the STC dashboard for monitoring of school progress and follow-up (see 2.10.4) and further expansion of the bulk upload items to reduce Teacher burden for schools not participating in pre-population (2.6.1 and 2.6.3).

Refer to Sections 2.3.2, and 3.7 respectively for details of enhancements to the Instrument for Cycle 6, and evaluative analysis of data collection system features and workflows.

2.2.7 Key challenges and considerations for future collections

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.

The main system and workflow enhancements suggested for Cycle 7 are listed below. It is important to note that these would only have a good chance of being realised if the strategic direction for Cycle 7 is set early, the work is commenced early in a timely fashion and if budget can be directed towards these initiatives:

- Review the role and functionality of Aboriginal and / or Torres Strait Islander Cultural Consultants in the data collection / data collection system
- Further consultation with STCs and data managers to understand the best way to manage multi-campus arrangements in the data collection system. Potentially develop functionality to allow a AEDC School Coordinator to manage more than one campus (as an alternative to multi- campus participation through head campus)
- Potentially develop functionality to prevent duplicates in the data collection system and / or revisit the issue of *School Profiles* being produced directly from the data collection system on unclean data
- Build the *Combined School Profile* for multi-campus schools into the data collection system
- Investigate alternative approaches to the school gaining access to the data collection system when the Principal email does not match the one on the School Frame / investigate methods for streamlining the STC approval process to minimise STC workload at the start of the collection

- Consider developing new functionality that allows the Principal to maintain access to the data collection system even after they've nominated the Coordinator role to someone else, to keep an eye on school progress and be able to download the *School Profile*
- Development of an online calculator that estimates the number of Teacher relief hours required based on the number of children and Teachers inputted at set up, and the estimated Teacher relief reimbursement, for use by STCs and Helpdesk and potentially schools
- Develop functionality that allows the AEDC School Coordinator to also create class lists (not just Teachers)
- Investigate the option of building in a real time BSB validity checker to prevent incorrect BSB details being added in bank details
- Display Instrument contextual information by hover rather than having to click on the information icon in the onscreen Instrument
- Consider embedding the *Thank You Letter* into the data collection system, with preference for it to be sent after each school finalises.

2.3. Instrument refinement

This section provides an overview of Instrument changes for Cycle 6 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 gender, age and Aboriginal and / or Torres Strait Islander 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 6

Since Cycle 2, following each AEDC cycle, a review of the AvEDI has been undertaken with the aim of informing changes to the AvEDI for the next cycle. In Cycle 2 this was conducted by the CCCH and then by the Social Research Centre since Cycle 3.

As for previous Instrument reviews, the (end of) Cycle 5 review focussed on non-domain and non-licenced items (as these are the only ones that can be modified under the license agreement), issues

of Teacher burden, including items which are considered ‘difficult’ from the Teacher’s perspective, or where data quality may be considered less than optimal.

The Cycle 5 Instrument review also attempted to consolidate some of the issues that had been raised in reviews from Cycles 2, 3 and 4, but had not been actioned. It sought to recommend changes to the AvEDI that would offset the increase in time required to complete the additional MCDS items, should they be included in Cycle 6. Given the disruption related to COVID-19 that impacted Cycle 5, it was decided not to attempt to incorporate MCDS items at that time and defer a decision about the inclusion of MCDS items until Cycle 6.

Refinements from Cycle 5, including the introduction of the ‘child information panel’, and the display / editing rules for specific pre-populated child demographic items were expected to be retained.

The (end of) 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 5 data
- stakeholder consultation including expert opinion from the AEDC Strategic Working Group
- input from McMaster University regarding emerging issues in the Canadian context.

The recommendations from the Cycle 5 Instrument Review were documented in a paper and presented to TWG for consideration on 27 August 2023.

The Instrument changes that were endorsed by TWG, operationalised and implemented for Cycle 6 included:

- Child sex updated to child gender and a third category ‘another term / non-binary’ included
- Job titles for Aboriginal and / or Torres Strait Islander Cultural Consultants (completed by the Teacher) were updated for each jurisdiction in consultation with STCs. Additional code options were added for ‘Teacher’, ‘other (please specify)’ as well as ‘Don’t know’
- BI3d was removed ‘To the best of your knowledge, has this child attended other language or religion classes (specify if known)’, on the basis of it being a double-barrelled question and of limited analytical value
- making it clearer to Teachers in the *Guide to Completing the Australian version of the Early Development Instrument* that the free text component of D11 ‘Do you feel the child needs further assessment? If yes, please specify’ and open-ended item E8 ‘Additional comments about child’s development’ are optional items.

The department later decided against the inclusion of the MCDS items in the Cycle 6 Instrument.

Further refinements to the Instrument were also incorported including:

- a new question to determine if the Aboriginal and / or Torres Strait Islander Cultural Consultant is an employee of the education sector or not, to support a review into Cultural Consultants and discussion around whether it should be mandated that they be employees of the education sector
- in the medical diagnosis and any other specific conditions code frame - ‘Asperger syndrome’, ‘Autism’ and ‘Autism spectrum disorder (ASD)’ were merged into the one code ‘Autism spectrum disorder (ASD) formerly known as Autism or Aspergers’.

To assist with the Instrument refinement process, a MS Word version of the Instrument was maintained that could be shared with stakeholders, and which documented changes, question filters and response lists.

Whilst there were discussions with several jurisdictions regarding possible changes to the Instrument to accommodate jurisdictional privacy requirements for Cycle 6, no changes eventuated.

Refer to Appendix 5 for the MS Word version of the Instrument, incorporating a detailed list of the changes made for Cycle 6, a list of the filters that applied and a summary of the logic checks that were applied to the Cycle 6 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 Cycle 5. 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 6 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 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, the relevant 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 e.g. an online registration form when mandatory information is missing).

Where there was no pre-population information (just the child name and date of birth 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.

A 'screen navigator' function facilitated the review of responses to previously completed questions in any one Instrument.

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. When the Teacher hovered over the information icon, the explanatory text present in the *Guide to Completing the Australian version of the Early Development Instrument* was displayed, offering detailed guidance for answering the question. This text underwent review ahead of Cycle 6 and minor updates were made. Definitional

information relating to special needs in the background information section was permanently displayed.

As in the *Guide to Completing the Australian version of the Early Development 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. An Aboriginal and / or Torres Strait Islander cultural icon flag was also included, to denote cultural sensitivity for children from Aboriginal and / or Torres Strait Islander background. The Aboriginal and / or Torres Strait Islander cultural icon flag was introduced in Cycle 4 and remained unchanged.

Child residential address information was captured and validated with reference to *Google* address verification tools without disclosing personal information to Google or any other third parties, where, from the first few letters of the address, a list of possible matches that are valid addresses is 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 for schools with internet connectivity issues. It was requested for use by the Northern Territory STC but no completed paper copy Instruments were received (refer to Appendix 6 and 7).

2.3.4 Key challenges and considerations for future collections

There were few Instrument challenges in Cycle 6.

The main concerns in finalising the Instrument for Cycle 6 related to the MCDS items – whether these should be rolled out, the desired Instrument functionality relating to the MCDS items if they were rolled out, and if there would be any additional Teacher relief reimbursement funding in recognition of the additional MCDS items. A timely decision was made by the department not to include the MCDS items, which allowed the core AvEDI component (exclusive of jurisdictional requirements) of the data collection system to be progressed largely to schedule.

Securing the EDI licence for Cycle 6 became a bigger issue than expected and fell well behind the original timeline of end of October 2023. The department prioritised the progression and finalisation of EDI licence negotiations with McMasters, and McMasters were able to extend the existing licence until end February 2024 when the new agreement took effect.

The initial schedule assumed all changes to the Cycle 6 AvEDI would be finalised by end September 2023, with the core Instrument module of the data collection system scripted, tested and approved by end October 2023. This element of the schedule was largely achieved, although there was accommodation of late changes, such as the pre-coded response options relating to 'autism spectrum disorder' that was agreed in January 2024.

Refer to Section 3.15 for a discussion of issues associated with the timing of the finalisation of the Instrument for Cycle 7.

Suggested changes to the Instrument for Cycle 7, with others likely to emerge from the full analysis and consultations that support the Cycle 6 Instrument Review include:

- removing question P3a 'Is this Aboriginal and / or Torres Strait Islander Cultural Consultant an employee of the education sector?' which was intended to be added for Cycle 6 only
- consider removal of P3 'Aboriginal and / or Torres Strait Islander Cultural Consultant job title'

- consider integrating the availability of an Aboriginal and / or Torres Strait Islander Cultural Consultant (asked of the AEDC School Coordinator during school set up) into the Instrument, with a prompt triggered upon commencement of an Instrument for a First Nations child, advising that they have access to an Aboriginal and / or Torres Strait Islander Cultural Consultant (refer to Section 3.3.6)
- add a note to the onscreen questions (information icon) and the *Guide to Completing the Australian version of the Early Development Instrument*, for Teachers to not include child names or other identifying information in free text responses
- A4a Breakfast club question – review application of the rules for which code 4 'there is no breakfast club available for the child to attend' displays with reference to the Coordinator's response to this question at school set up questions
- display Instrument contextual information by hover rather than having to click on the information icon in the onscreen Instrument.

2.4. Data collection system testing

This section outlines the data collection system testing process, up to the launch of data collection on 1 May 2024.

System testing for Cycle 6 sought to address issues identified in the 2021 Technical Report.

Cycle 6 set up for AEDC data collection system testing mirrored Cycle 5, in that an integrated testing system which was essentially a duplicate version of the live system was built to accurately represent the real end user experience. The two platforms were set up in tandem, with the two systems synchronised so that any changes made to the live system were automatically carried over to the testing environment.

The test system included a 'testing control' button which allowed the tester to skip forward and backwards to different stages in the process (e.g. 'School activation complete' or 'all Instruments complete') which facilitated an efficient and flexible approach to testing, instead of having to go through all steps to get to the later stages of the workflow. This was an improvement on the Cycle 4 'test modules' utilised for STC testing which were a stand-alone testing product.

Whilst a recommendation from Cycle 5 was to close web development in December / January to allow two to three months for minor refinements and final testing, this was only partially achieved, with several new features agreed after this time which were not included in the test version of the system that was made available to stakeholders.

The new features incorporated late into the test system included:

- Multi-factor authentication (MFA) testing via mobile (only email was available during the stakeholder testing phase)
- Not all resources (i.e. videos and fact sheets) were finalised before the testing window
- *Teacher / Aboriginal and / or Torres Strait Islander Cultural Consultant Certificate* generation and download
- Multi-campus participation under head campus.

The features that were not able to be incorporated into the test system included:

- STC email approvals (i.e. the escalation process if a Principal does not have access to the email address associated with them on the system), this happens outside of the system

- *School Profile* generation.

Another recommendation from Cycle 5 was that consideration be given to keeping the testing site open during the collection as a useful resource for STCs to refer to when responding to school queries. This was successfully implemented for Cycle 6, with positive feedback from stakeholders.

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 STCs and the department.

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 2024. 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 5.

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.

2.4.3 STC data collection system orientation sessions

STCs were introduced to data collection system concepts and workflows in a series of fortnightly workshops that commenced in July 2023. 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 6.

A ‘system orientation session’ was run by the Social Research Centre via Teams with STCs and STC helpers on 14 December 2023. The orientation session built on the earlier ‘design preview’ session and sought to provide STCs and their helpers with enough understanding of the system to undertake system testing. There was a window in the schedule throughout January and again in February for ‘STC testing’.

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

- School activation
- Multi factor authentication
- School set up
- Teacher set up
- Teacher registration and training
- Bulk upload
- Class list creation
- Instrument completion
- Invoice submission and school finalisation
- AEDC School Coordinator dashboard
- Teacher dashboard
- Feedback surveys

The only functionality that was not ready for the orientation session included: *School Profile* downloads, STC dashboard, and Aboriginal and / or Torres Strait Islander Cultural Consultant log in.

Separate sessions for the STC dashboard were held on 3 October 2023 (high level demonstration) and again on 20 March 2024, once the School Frame data had been loaded into the system.

2.4.4 STC and stakeholder system testing

System testing by stakeholders largely consisted of STCs and STC helpers and ran from 15 December 2023 to February 2024. All testers were provided with testing instructions and a shared STC feedback log to record their feedback. The fact sheets and all supporting documents were also provided to STCs for review alongside the system testing to ensure alignment of the materials to the system and identify any gaps / further feedback to the supporting materials. Most features were available for testing except those as listed in Section 2.4.3 and covered all system user types i.e. Principal, Coordinator, Teacher and Cultural Consultant.

All feedback was reviewed and refinements and final testing were carried out in February prior to the system going live in mid-March.

The test system remained live for the entire data collection period, as a useful resource for STCs and the Social Research Centre to 'check' any aspect of the workflow.

There was no field testing undertaken with school volunteers in Cycle 6, despite there being volunteers nominated from some STCs.

There was a good level of engagement from STCs and STC helpers in testing and providing feedback in Cycle 6 which was extremely valuable in helping to refine the data collection system.

2.4.5 Key challenges and considerations for future collections

The STC workshops and system orientation sessions were considered useful introductions to the system and 'STC system testing' allowed STCs to work through the various workflows and familiarise themselves with the system in their own time. This was particularly relevant for the AEDC School Coordinator and Teacher dashboards, and for gaining familiarity with on-screen messaging and system generated email timing and content.

Whilst field testing with schools was not conducted in Cycle 6, it can be considered for future collections, depending on the extent of changes made to the data collection system. The main issue in the engagement of schools for system testing is timing, as it necessitates having the system specified, scripted, internally tested and ready for external testing by early November before schools break for the summer holidays. Very few system issues were reported to the Helpdesk during the data collection phase, suggesting field testing is not crucial to the smooth running of the collection.

The synchronised 'test' and 'live' environments, with the testing control button to skip ahead to various stages in the workflow works well and helps to make testing user-friendly and should be retained in future collections, as well as keeping the test system available throughout the collection.

Ideally, the test system should mirror all functionality of the live system (requires system development to be completed earlier), including generating an example *School Profile*, multi-campus set up and pre-population display for multi-campus schools. All supporting materials, particularly any new resources, should be ready in time to be reviewed in context, alongside system testing. This has implications for the overall schedule (refer to Section 3.15).

Consideration could also be given to developing a test 'STC dashboard' or else a demonstration video on the STC dashboard, which would be particularly useful for any new STCs, however both would have budget implications.

2.5. School frame

This section describes the process of constructing the School Frame for the Cycle 6 data collection.

2.5.1 School frame overview

The School Frame is a contact list of primary schools provided by jurisdictions which plays a number of key roles:

- it acts as the repository of school and Principal contact details, where the school mailing address is used for *School Leader 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 identifies multi-campus schools and how they will participate in the collection (via head campus or individually)
- it provides details of school participation history in the AEDC, which can be used by STCs to guide non-participation 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
- (Since Cycle 5) it includes school-level pre-population information such as school bank details / centralised bank details, to minimise school burden.

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'.

Data mangers in each jurisdiction / sector are responsible for providing their respective School Frame, which is consolidated into a single School Frame by the Social Research Centre and loaded into the data collection system.

The approach taken in Cycles 4 through 6 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. This has been confirmed with jurisdictional data managers during pre-collection consultation sessions.

2.5.2 Vision for the School Frame in Cycle 6

The Social Research Centre's experience of the previous four cycles is that School Frame preparation and management is a particularly challenging aspect of data collection for the AEDC.

For the Cycle 6 collection, the vision was to develop a *School Frame Specification* for jurisdictional data managers in September 2023 that details the required frame fields and the schedule for School Frame generation (to support pre-collection communications, *School Leader Pack* distribution, and the final School Frame to be loaded into the data collection system).

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, it is important that jurisdictions are

prepared to provide multiple School Frame extracts and respond in a timely manner to resolve any School Frame queries.

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 and other important historical collection information (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 important administrative data.

The frame would be loaded into the data collection system in advance of data collection opening, and 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. Rather than add schools to the frame after the data collection system has gone live, the preference is to change the participation status of the school from 'out of scope' to 'in scope'.

Learnings from the last two cycles were applied in Cycle 6, including:

- Bringing forward the reconciliation process of matching schools on the School Frame with the correct historical participation information (and confirming new schools, merged schools, renamed schools, closed schools) to November 2023 to allow sufficient time for the Social Research Centre Project Management Team to resolve queries with STCs / jurisdictional data managers
- relaxing the focus on assigning 'scope' status of the school in the School Frame until reconciliation of the School Frame against pre-population data (in May 2024)
- engaging more directly with jurisdictional data managers so that the purpose and process is better understood
- ensuring STCs are fully across their role and responsibilities as it relates to the School Frame in their jurisdiction.

Despite the application of these learnings, School Frame preparation and finalisation remained a challenging aspect of the Cycle 6 collection.

As part of the pre-collection STC workshop series (refer to Section 2.2.3), there was an STC workshop on the School Frame to give STCs a good understanding of this process, explain their role in the School Frame, highlight variables that are often poorly populated or missed and discuss the arrangements for an information session with jurisdictional data managers.

As with Cycle 5, a separate consultation session was held with jurisdictional data managers in each sector that covered requirements for the Cycle 6 School Frame, including ability to provide any potentially new items for Cycle 6, indicative timeframes as well as opportunity for data managers to voice any concerns or ask any questions. New initiatives for Cycle 6 included:

- circulating a draft Cycle 6 School Frame specification ahead of the session
- strongly encouraging STCs to join the session
- including a dedicated 'Q&A' component where all questions and answers were later documented into a 'Q&A sheet' and circulated
- the inclusion of a feedback form where data managers were asked to specifically respond to questions relating to their sector / jurisdiction's ability to provide various School Frame items and by when, to inform the finalisation of the specification.

The Cycle 6 *School Frame Specification* was finalised in early November 2023 and re-circulated. There were only minor updates made to the *School Frame Specification* for Cycle 6 including:

- Removing the flag to combine the *School Profile* with head campus (as a new *Combined School Profile* was planned for all multi-campus schools in 2024)
- A new flag was added for 'administration only' campuses, as these were on the School Frame to host the AEDC but otherwise would not be in scope.
- The requirement for two extracts of School Frame information (an initial extract in November 2023 so a pre-collection email could be sent to all schools and a final extract in February to support mailing of hard copy *School Leader Packs*), instead of the previous three. The reason for the repeated extracts is the school details become more up-to-date (e.g. in scope status, Principal contact details) as the collection year approaches.

The items on the School Frame Specification were categorised into three types of variables as follows, consistent with the last few cycles:

- **Type A** – to be provided by jurisdictional data managers, comprising the minimum content to support pre-collection email communications to school Principals from November 2023
- **Type B –** to be provided by jurisdictional data managers in February 2024 to support mailing of hard copy *School Leader Packs* 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.

Refer to Appendix 8 for the final *School Frame Specification*.

2.5.3 Frame maintenance and finalisation

Upon receipt, each School Frame file was checked by the Social Research Centre to ensure all mandatory fields were provided and matched the required format. If necessary, queries were resolved with data managers and an updated version of the School Frame requested.

The Social Research Centre then merged the Cycle 6 School Frame with the historical School Frame, which 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. Queries regarding matching campuses were resolved with data managers before being loaded into the data collection system in March ahead of the system opening for activation.

Despite a number of challenges, the School Frame preparation phase of the collection was completed as scheduled and School Leader Packs were mailed to schools ahead of the system opening for activation. The 'final' version of the School Frame was uploaded into the data collection system ready for the commencement of the school activation phase.

However, there were three rounds of updates to the School Frame after it had been loaded into the data collection system that required the Social Research Centre to re-process and re-upload files. The updates related to missing and incorrect banking details, missing schools, a blanket update of TAS Govt email addresses and updates to Principal and school emails in NT.

The final School Frame loaded into the data collection system to support the school activation phase comprised 8,183 schools, of which 113 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 2024, information was circulated to STCs which identified schools on the frame with no children in pre-population, which STCs could change to be 'out of scope'. It also identified schools flagged as 'out of scope', which had children in pre-population, and could be re-classified as 'in scope' and a few schools that had been missed on the initial School Frame that were added as 'in scope'.

The final 'raw' School Frame at the end of data collection comprised 8,183 schools, of which 310 were flagged as 'out of scope'. Over the course of the collection, 3 schools were added to the frame (0 in Cycle 5, 5 in Cycle 4, 33 in Cycle 3 and 246 in Cycle 2) and an incremental 197 schools were identified as out of scope (282 schools in Cycle 5, 152 in Cycle 4, 333 in Cycle 3 and 375 in Cycle 2).

Refer to Appendix 8 for the final *School Frame Specification*.

2.5.4 Key challenges and considerations for future collections

Despite ongoing imporvements to the process, School frame preparation remains a challenging task. Possible initiatives for consideration next cycle include:

- Retain the information session with data managers, as well as the Q&A session and feedback form.
- Commence historical matching soon after the November extract, to ensure there is sufficient time to resolve inconsistencies that arise from matching the latest School Frame with AEDC historical participation.
- Ensure STCs / jurisdictional data managers build a provision for inconsistency resolution into their schedules, particularly as this falls at a challenging time of year.
- Ensure STCs / jurisdictional data managers are aware that failure to match schools on the frame to historical participation will result in time series data being missing from school reports and that it is much more efficient to address this issue ahead of the collection.
- Multi-campus participation through head campus is still complex and takes a lot of effort (data managers / STCs, the Social Research Centre, web development team) to service a relatively small number schools – consider alternative approaches and functionality for 2027 (noting there may be budget implications), such as allowing one AEDC School Coordinator to manage more than one campus.
- STC variables (such as reporting 1, reporting 2 etc.) are still poorly populated in some jurisdictions. Ensure STCs are aware that they will not have access to any reporting variables unless they include them in the School Frame.
- Introduce a process whereby STCs review and 'sign off' the School frame(s) in their jurisdiction before being submitted to the Social Research Centre to prevent rounds of updates. STCs to confirm 'STC variables' have been completed as required, with particular focus on reporting variables and centralised bank accounts.

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 and Teacher burden, enhance data quality (particularly in relation to date of birth / residential address information) and reduce post collection data cleaning and processing time.

The pre-population rate for the Government and Catholic school sectors has been close to 100 per cent since Cycle 3. The pre-population rate for the Independent sector has generally been much lower (16 per cent in Cycle 3, 21.3 per cent in Cycle 4, 17.9 per cent in Cycle 5 and 13.2 per cent in Cycle 6).

There has been a focus on facilitating pre-population for the Independent school sector in the last three cycles, particularly where centralised pre-population is not possible. The 'bulk upload' feature in the data collection system has been extended with each successive cycle to incorporate variables beyond child name and date of birth. In Cycle 4 'bulk upload' was extended to include child residential address, in Cycle 5 this was extended to include sex (now gender), class ID, child repeating year and Aboriginal and / or Torres Strait Islander status and in Cycle 6 bulk upload was further extended to Child speaks LOTE at home, multi-year class, Year of arrival (if not born in Australia), parent school level and parent post-school qualification.

Since Cycle 5, the AEDC School Coordinator has had the functionality to preview the data on screen once uploaded and make real-time editing before submitting it.

2.6.2 Pre-population items

The final Cycle 6 pre-population items are shown in Appendix 9 and include one item specific to the Northern Territory and three items specific to New South Wales. In requesting data from the jurisdictions, eleven items identifying the child and the school attended were considered the minimum core requirement for pre-population.

There were seven new items added to the *Pre-population Specification* for Cycle 6. Australian Government location identifier replaced the previous Australian Government campus identifier. One new item related to the class identifier, to assist with class list creation and correct assignment of children to campus in multi-campus schools and one related to ESL status. The other five new items were identified for inclusion following the Cycle 5 Instrument Review and consultations with jurisdictional data managers. These items were not added to the Instrument, with the previous school information included to assist with duplicate child resolution. The items were:

- Custody or court order flag
- Shared care flag
- Previous school name
- Previous school last date
- Previous school state.

New South Wales was the only jurisdiction able to pre-populate preschool or kindergarten variables relating to *dose*, *setting* and *postcode*, with this information collected on enrolment forms.

2.6.3 Communications about options for pre-population

There are three forms of pre-population which can be used to prefill the data collection system with child background 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 children in the first year of full time school from a specific jurisdiction/sector/diocese. This is the universal method for Government and Catholic sectors. In Western Australia and Tasmania it is also possible for the Independent sector.
2. Individual school pre-population – Independent schools, not covered by centralised pre-population, are able to provide their school level child data directly to the Social Research Centre ahead of the collection. An Excel template with supporting documentation is supplied for this purpose.
3. Bulk upload – available after the collection has started to individual schools that are not covered by the two options above (typically schools in the Independent sector). The AEDC School 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 or individual school pre-population. Bulk upload does not contain all the variables of centralised pre-population, with the more complex variables excluded.

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 the 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.

Refer to Appendix 10 and Appendix 11 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 6.

There was early engagement with jurisdictional data managers in Cycle 6 regarding the pre-population process, the items covered by the specification and the schedule. This was included as part of the information session held with data managers and STCs in September 2023.

Following the session, data managers were asked to provide feedback on the availability of the proposed new items for Cycle 6 which helped shape the final specification. This was signed off by the Technical Working Group and distributed to data managers in late October 2023.

Refer to Appendix 9 for a copy of the final *Pre-population Specification* and related documentation.

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. This was flagged to STCs and data managers during pre-collection workshops to ensure that any relevant agreements, whether with the department or with the Social Research Centre directly, were in place by December 2023, well in advance of the commencement of data collection.

Consistent with Cycle 5, Western Australia entered into a separate privacy agreement to facilitate pre-population, entailing amendments to the standard pre-population, post-population and Instrument

completion workflow to accommodate requirements. This agreement was reviewed and accepted by the Social Research Centre on 12 January 2024.

Further information on the post-population items in Western Australia is included in Section 2.7.1.

The department also entered into a data sharing agreement with the South Australian Commission for Catholic Schools (SACCS) prior to the transfer of the pre-population data. This was signed by the department and SACCS on 23 March 2024.

Whilst the Australian Capital Territory required a separate privacy agreement in earlier cycles, this was deemed unnecessary in Cycle 6. 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.

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 28 March 2024). 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 from data manager if necessary.

Additional reminders to submit pre-population files by the due date were undertaken in Cycle 6 and all pre-population files were received on time.

The Social Research Centre then consolidated and cleaned pre-population child data and loaded child data into the data collection system on 22 April 2024, ready for the opening of the data collection system for class list creation.

There was a slight delay processing pre-population data and to minimise the impact on opening the data collection system for class list creation, the Independent sector was opened as planned on 22 April, and the Government and Catholic sectors opened a few days later. A message notifying schools of this delay was displayed on the data collection system and in an email sent to schools. It was also discussed and agreed with the department and STCs at the monthly STC meeting.

Once loaded into the data collection system there were relatively few issues related to pre-population. The main issue related to incidences of school coordinators bulk uploading children that had already been pre-populated, creating duplicate children. In some multi-campus schools, this was due to the pre-population data not displaying correctly, however this was quickly rectified.

As shown in Table 5, pre-population information was provided for 268,964 children out of an estimated child population of 305,074, giving an overall pre-population rate of 88.2 per cent.

There was a near 100 per cent pre-population rate for the Government and Catholic school sectors across all jurisdictions, and a 13.1 per cent pre-population rate for the Independent school sector (down from 17.9 per cent in Cycle 5).

There was a 100 per cent rate of pre-population in the Independent school sector in Western Australia. Uptake of pre-population in the Independent school sector was the next strongest in the Australian Capital Territory (31.5 per cent) followed by the Northern Territory (21.0 per cent) although for both jurisdictions this was substantially lower than their Cycle 5 pre-population rates.

There was no pre-population information for children attending independent sector schools in New South Wales, Victoria or Tasmania in Cycle 6.

A total of 30 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 20 files from individual Independent sector schools were received for processing, mostly from the Australian Capital Territory, Queensland and 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	Government n	Catholic n	Independent n	Total n
Pre-populated				
New South Wales	63,974	17,622	0	81,596
Victoria	51,694	15,694	0	67,388
Queensland	43,444	11,736	408	55,588
Western Australia	25,265	5,176	4,371	34,812
South Australia	12,348	4,095	182	16,625
Tasmania	4,119	1,115	0	5,234
Australian Capital Territory	3,499	1,149	254	4,902
Northern Territory	2,382	351	86	2,819
Total pre-populated	**206,725**	**56,938**	**5,301**	**268,964**
Estimated child population				
New South Wales	64,414	19,166	12,500	96,080
Victoria	51,519	15,657	9,436	76,612
Queensland	43,408	11,725	8,897	64,030
Western Australia	25,247	5,171	4,357	34,775
South Australia	11,819	4,086	3,329	19,234
Tasmania	4,113	1,113	650	5,876
Australian Capital Territory	3,493	1,145	806	5,444
Northern Territory	2,280	333	410	3,023
Total estimated child population	**206,293**	**58,396**	**40,385**	**305,074**
Pre-population rate %				
New South Wales	99.3%	91.9%	0.0%	84.9%
Victoria	100.3%	100.2%	0.0%	88.0%
Queensland	100.1%	100.1%	4.6%	86.8%
Western Australia	100.1%	100.1%	100.3%	100.1%
South Australia	104.5%	100.2%	5.5%	86.4%
Tasmania	100.1%	100.2%	0.0%	89.1%
Australian Capital Territory	100.2%	100.3%	31.5%	90.0%
Northern Territory	104.5%	105.4%	21.0%	93.3%
Pre-population rate	100.2%	97.5%	13.1%	88.2%

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 2024).

Some STCs used the Australian Bureau of Statistics' Schools Australia data downloads (based on 2023 counts) available at: Schools, 2023 | Australian Bureau of Statistics.

2.6.8 Key challenges and considerations for future collections

Key pre-population issues for future collections include:

- Ensure the bulk upload template is locked to a specific format, as the Helpdesk debrief revealed that some schools had been able to add additional information to the template which caused issues with the upload
- Engage STCs and send more communications to encourage pre-population among Independent schools
- Investigate the ability of all jurisdictions / sectors to pre-populate pre-school information
- Build additional system functionality (such as alerts) to prevent bulk upload occurring when pre-populated information for the children at the school is already present in the data collection system
- Email reminders to schools about class list creation opening to specify whether the school has been included in centralised or individual school pre-population or not, and include specific instructions on how to add children
- Investigate if identifiers, such as Medicare number and / or jurisidictional child ID, can be used to prevent duplicate children in the data collection system.

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 as an alternative to having Teachers complete the items. Refer to Section 3.10 for an evaluation of the post-population process.

In Cycle 6, 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.

The benefits of post-population of attendance data in the AEDC are similar to pre-population benefits and include:

- significantly reducing the workload for Teachers completing the Instrument,
- enhancing data quality (resulting in more complete, accurate, and consistent data) due to consistent reporting periods, and
- improving the capacity to analyse the results of the 2024 AEDC collection.

Although it is only compulsory for schools to record student attendance and absences for students in Years 1 to 10 across government, Catholic, and independent schools in Australia, some sectors include this for children in their first year of full-time school. The National Standards for Student Attendance Data Reporting, governed by the Australian Curriculum, Assessment and Reporting Authority (ACARA), provides a framework for consistent and comparable reporting of attendance rates and the AEDC leverages this.

Due to the reporting timeframes of attendance data to ACARA, i.e. September, this information is provided as 'post-population' information for the AEDC and is incorporated into the master datafile *after* the collection.

Since attendance data reporting is not mandatory for children in their first year of full-time schooling, all jurisdictions were consulted on their capacity to supply child attendance data (items A1 and A1a-d in the Instrument) through post-population ahead of commencement of 2024 AEDC.

2.7.1 Post-population items

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

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 items *'Parental occupation group of first parent or carer', 'Parental occupation group of second parent or carer'* and *'Refugee status of child'* were provided via post-population in Western Australia, rather than at pre-population, as in other jurisdictions.

Table 6 Post-population items for the 2024 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 feasability of populating child attendance data from centralised administrative systems was confirmed in Cycle 4. The same process was followed in Cycle 5 and again in Cycle 6.

The post-population specification document was shared with STCs and data managers and the requirements were discussed in the consultation session held with data managers on pre-population, post-population and School Frame held in September 2023.

Those sectors / jurisdictions which agreed to provide the data were asked to provide a 'trial file' to the Social Research Centre in December 2023 to confirm the understanding of the data formatting requirements. This also served as an opportunity for data managers to seek clarification where needed without the time pressure associated with delivering the final data.

The sectors / jurisdictions that had the information available and successfully met the trial requirements had the relevant questions suppressed in the data collection system, so Teachers / AEDC School Coordinators did not have to source this information.

STCs were cc'd on all emails to data managers.

2.7.3 Post-population specification

The *Post-population Specification* for attendance data was largely unchanged since 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 end of term 4, 2023
- final commitment to provide post-population data confirmed by data managers 4 March 2024
- Social Research Centre provide a file of IDs of participating children by 6 September 2024
- attendance data to be appended and returned to the Social Research Centre by 30 September 2024.

Some queries were received from data managers as to how to best align the child absence codes in their system with the ACARA/AEDC codes and this information was appended to the specification and circulated to all data managers.

Refer to Appendix 12 for a copy of the child attendance-related specification.

2.7.4 Post-population information provision

There was a total of 17 'trial files' received in December 2023, with all extracts matching the required format (after some initial queries). The majority of files mapped data items to ACARA or some subset of ACARA codes, with only a few files mapping data items to the format in the Instrument (both options were provided).

In early September 2024, jurisdictional data managers were securely sent an Excel file containing the jurisdictional child ID of children who participated in the 2024 AEDC in their jurisdiction / sector so that the relevant attendance data could be appended and returned to the Social Research Centre for incorporation into the final data file. Numerous reminders were sent to STCs and data managers in the weeks preceding. The Government sectors in all jurisdictions participated in post-population of attendance data, as well as the Catholic sector in three jurisdictions, which was an increase on previous cycles. A total of 23 files were received, of which 22 were received on time and 1 file was received late.

As shown in Table 7, those who participated in post-population of child attendance-related items in Cycle 6 included the Government sector in all jurisdictions, the Catholic sector in New South Wales and some of the Catholic schools in Queensland and the Australian Capital Territory.

Participation has been increasing each cycle since this was introduced. In Cycle 6 the Government sector in South Australia, the Australian Capital Territory and Northern Territory participated for the first time.

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 2024 AEDC in Western Australia to the Western Australian authorised data manager via the secure file exchange on 6 September 2024, along with a data specification document and instructions to append the post-population data.

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

	School sector		
Jurisdiction	Government	Catholic	Independent
New South Wales	Yes	Yes	No
Victoria	Yes	No	No
Queensland	Yes	Yes (3 dioceses)	No
Western Australia	Yes	No	No
South Australia	Yes	No	No
Tasmania	Yes	No	No
Australian Capital Territory	Yes	Yes (Canberra Goulburn)	No
Northern Territory	Yes	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

Considerations for next cycle regarding post-population activities include:

- Retain the trial file, as it is essential 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 and only needs to contain a few records.

- Continue to include information about post-population in the data managers briefing session as it encourages participation
- Ensure the specification continues to align to ACARA standards and remains easy to follow. Consider inclusion of additional information about how to deal with children who have moved school and how to handle absences split across two campuses.
- Update variable formats as necessary (absences to be increased to length of 5 rather than 3 to accommodate part day absences, date of birth to be date format and not numeric)
- STCs to be responsible for updating the Social Research Centre on any changes to data managers during / after the collection, to ensure that any new data managers are aware of the commitment and able to provide the data on time.
- Consult with STCs about the number of reminders required for data managers in their jurisdiction, noting more may be required in large sectors with lots of managers / staff changes.

2.8. Communications and supporting materials

This section outlines the communication initiatives that were undertaken to raise awareness of the Cycle 6 data collection, and the resources that were available to support schools, principals and teachers to participate in the AEDC.

2.8.1 Building awareness of the AEDC

The awareness building initiatives in Cycle 6 were similar to those used in previous cycles. Two national emails were sent and were designed to complement the activities being undertaken by the STCs:

1. In November 2023, an email was sent to the principal of all schools on the initial School Frame that were potentially in-scope for the AEDC (refer to Appendix 13). The department prepared both a 1 page and 2 page 'nationally approved' email and the Social Research Centre shared this with STCs for feedback. Minor updates were made following STC feedback and all jurisdictions chose to go with the 1-page version. This email:

   - advised schools of the upcoming collection
   - encouraged participation
   - provided schools with STC and Helpdesk contact details and links to the AEDC website
   - provided schools with their jurisdiction's *Key Dates Calendar*
   - advised schools of new features of the AEDC for 2024.

   The email also highlighted the importance of participation of all schools, specifically calling out smaller schools, schools catering for children with Special needs and schools for First Nations children.

2. In February 2024, a second email was sent to all principals on the School Frame at that time and thought to be in scope (refer to Appendix 14). This email was similar to the November email but did not repeat the key features for 2024, instead it advised schools to be on the lookout for their *AEDC School Leader Packs* arriving in the post 'mid-March' and advised that further materials would be available electronically once schools activated. It also included a

link to the video *Introduction to the AEDC* and linked to the national website for information about privacy.

While there was no scope for STCs to tailor the content within the body of the emails, the STCs in the Australian Capital Territory and Western Australia opted to include links to additional jurisdictional material in the February email (refer to Appendix 15).

Bulk emails were prepared in Vision 6 and distributed from the AEDC Helpdesk email address.

While the primary goal of these emails was to build awareness of the AEDC, they also served as confirmation that email communications from the aedc.gov.au domain had been whitelisted. Ahead of the November 2023 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 would be added to their 'safe list' to prevent the emails going to spam/junk folders throughout the collection (refer to Appendix 16).

A recommendation from Cycle 5 was to bring forward the timing of the letter from the department to the Independent sector to encourage their participation (the letter was sent in July 2021, towards the end of the Cycle 5 data collection period) and potentially include input from jurisdictions and Independent Schools Australia. This was considered by the Engagement Working Group but did not eventuate for Cycle 6. Instead the department offered to prepare a letter for an individual jurisdiction if required, however, this offer was not taken up.

Email open rates were tracked by the Social Research Centre and shared with the department and STCs (refer to Appendix 17).

2.8.2 Overview of changes in supporting materials for Cycle 6

In Cycle 6, further refinements were made to the delivery and content of data collection support materials, with continued emphasis on improving clarity, accessibility, and alignment with the updated data collection system.

While it was initially proposed that the *School Leader Pack* be delivered entirely in digital format to reflect budgetary constraints and the Australian Government's broader push to reduce environmental impact, the EWG identified a potential risk to collection rates if hard copies were discontinued entirely. As a result, a reduced hard copy version of the *School Leader Pack* was retained.

Resources for AEDC School Coordinators (previously part of the *School Leader Pack*) and the historical *Teacher Packs* (all previously delivered to the school in hardcopy) were renamed as *AEDC School Coordinator Resources* and *Teacher Resources* respectively with all materials designed for electronic use, with formatting suitable for optional printing. Download of both these resource sets was a mandatory step on the Cycle 6 AEDC School Coordinator dashboard, with Coordinators unable to progress until they had clicked the download button. These resources were also accessible via the Help Centre, within the system at any time and copies were also provided to STCs and the Helpdesk to support schools.

The *Key Steps to Participation* for AEDC School Coordinators and Teachers were both redesigned to present a streamlined process overview, with each step doubling as the name of a corresponding fact sheet. This structure guided users from a high-level summary to more detailed information in the individual fact sheets.

Each fact sheet underwent a comprehensive review to simplify language and distil key points. A new template was introduced: the left-hand column outlined the main step, and the right-hand column contained dot-point instructions. Where necessary, contextual details appeared in italicised text. A

Frequently Asked Questions (FAQ) section was added to each section and covered the expected queries.

All materials were reviewed by the Social Research Centre to ensure alignment with system updates, followed by two rounds of review by Consortium partners and STCs, and a final review by the department. This process was conducted in parallel with internal system testing to ensure consistency between content and functionality.

Significant updates were also made to the 2024 *Parent Letter* and *Privacy Statement*. Led by the department's legal team, this review clarified the opt-out process and addressed privacy considerations, including the potential reidentification of AEDC data. In response to stakeholder feedback, the *Parent Letter* was simplified, with detailed information moved to a separate *Privacy Statement* fact sheet. Both documents were reviewed by ethics and approved for use. As in Cycle 5, downloading the electronic *Parent Letter* remained a mandatory step within the AEDC School Coordinator dashboard after completing the school set up questions. The *Parent Letter* was translated into ten languages with the New South Wales Department of Education providing a further eight translated languages that were made available to all jurisdictions from within the data collection system.

Downloading the *Parent* and *School Communication Kits* was also a mandatory step on the Coordinator dashboard that had to be completed to progress. The content and photos in these two communication kits were updated in Cycle 6. Changes included moving to messaging '*Every school counts'* as the headline, rather than the headline of '*Are you ready?*' that was used in the previous cycles.

Online help videos were also updated for Cycle 6 in line with changes to the data collection system and fact sheet instructions. Links to the videos were embedded throughout the data collection system in the side panels at the relevant sections, and where relevant, were also included in the reminder emails sent to schools

2.8.3 School Leader Pack

In Cycle 6, a reduced *School Leader Pack* was prepared for printing in hardcopy format, including:

- the *Principal Welcome Letter*, containing jurisdiction-specific dates and the secure school activation code
- the *Key Steps for Participation in the AEDC* document, also including the school activation code
- a jurisdiction-specific A3 AEDC *key dates calendar*
- the *About the AEDC* fact sheet
- the *School Activation* fact sheet
- and, for Western Australia and the Australian Capital Territory, a jurisdictional letter / flyer.

Refer to Appendix 18 for a copy of the *School Leader Pack* materials.

As with previous cycles, the *School Leader Packs* were mailed to all in-scope schools identified on the School Frame and were expected to arrive around the opening of the data collection system for school activation on 13 March 2024.

STCs had the ability to include additional jurisdictional-specific information to the *School Leader Pack*. Western Australia and ACT were the only jurisdictions that chose to do so in Cycle 6, with Western

Australia adding a co-signed sector specific letter and the Australian Capital Territory including a flyer to an online Teacher Workshop (refer to Appendix 15).

Unlike previous collections, when 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 inside a postage pack / bag (depending on number of Teacher Packs that were also included), this cycle the materials inserted into a window faced C4 envelope with AEDC artwork. This material was mailed to schools via Australia Post (lodged on 7 March for all jurisdictions).

Jurisdictional-specific (also sector-specific in Western Australia) downloadable PDF versions were provided to Helpdesk and STCs and were also downloadable from the AEDC data collection system to logged in users.

Analysis into the delays to *School Leader Pack* arrival is included in Section 3.8.6.

2.8.4 AEDC School Coordinator Resources

The remaining fact sheets that were not included in the *School Leader Pack* this cycle were included in a new pack named the *AEDC School Coordinator Resources* to reflect the intended recipient and, along with the *Key Steps for Participation*, were prepared for electronic use with simplified design for easy printing by schools (if desired). Two new factsheets were created this cycle for the Coordinator including *Monitoring Data Collection* and *Accessing and Using the AEDC School Profile* to ensure every element in the *Key Steps* document had its own fact sheet and instructions. The final content included:

- the *About the AEDC* fact sheet
- the *Key steps for participation in the AEDC* fact sheet
- the *School activation* fact sheet
- the *School set up* fact sheet
- the *About the AEDC for* Aboriginal and / or Torres *Strait Islander children* fact sheet
- the *School and Parent engagement* fact sheet
- the *Teacher set up* fact sheet
- the *Monitoring data collection* fact sheet
- the *Teacher relief reimbursement and school finalisation* fact sheet
- the *Accessing and using the AEDC School Profile* fact sheet
- the *Opt out proforma.*

Refer to Appendix 19 for a copy of the *AEDC School Coordinator Resources* materials.

2.8.5 Teacher Resources

Teacher Resources comprised of the following materials:

- the *About the AEDC* fact sheet
- the *Key steps for participation in the AEDC* fact sheet (Teacher version)
- the *Preparing for the AEDC* fact sheet
- the *Teacher registration and training* fact sheet
- the *Class list creation* fact sheet

- the *Completing the Instrument for* Aboriginal and / or Torres *Strait Islander children* fact sheet
- the *Information for* Aboriginal and / or Torres *Strait Islander Cultural Consultants* fact sheet
- the *Finalising your involvement in the AEDC* fact sheet
- the *2024 Guide to Completing the Australian version of the Early Development Instrument.*

As mentioned above, downloading both the *AEDC School Coordinator Resources* and *Teacher Resources* was a mandatory step from the AEDC School Coordinator dashboard in Cycle 6. The *Teacher Resources* were also available to download from the Teacher dashboard.

Refer to Appendix 20 for a copy of the *Teacher Resources* materials.

2.8.6 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 Cycle 6 *school communications kit* comprised:

- a *Questions and answers* document
- a *principal talking points* document
- an *all staff email* pro-forma
- a *Teacher poster.*

The Cycle 6 *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 downloadable from the AEDC School Coordinator dashboard in the data collection system, as well as from the online *help centre* and Helpdesk.

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

2.8.7 Training and online help resources

Teacher training resources were integrated into the Teacher registration workflow and were largely unchanged for Cycle 6. They consisted of:

- 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* in a number of scenarios. Teachers could not commence Instrument completion until the practice questions had been completed.
- an *Aboriginal and / or Torres Strait Islander Cultural Consultants* video.

Refer section 3.8.5 for details of use of Teacher training videos.

Online help videos (tutorials) were updated in line with system changes for Cycle 6. Links to the videos were embedded throughout the data collection system in the side panels at the relevant sections, and where relevant, were also included in the reminder emails sent to schools. The online tutorials covered the following topics:

- Activation
- School set up
- Changing school settings
- Inviting Teachers
- Bulk uploading child data
- Managing children
- Managing Teachers and Aboriginal and / or Torres Strait islander Cultural Consultants
- Submitting the invoice and school finalisation.

Transcriptions of all video content was available online.

2.8.8 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 well-designed communications strategy is recommended for Cycle 7. Evidence from feedback surveys found that schools understanding of the benefits of participating in the AEDC has been declining, therefore it is important that this communication strategy clearly highlights the benefits of participation.

Consideration should also be given to re-introducing specific communications to hard-to-reach groups (Independent, small, and Special schools), possibly also targeting disengaged groups like Steiner and Montessori schools and emphasising AEDC's value.

Recommendations from STCs for Cycle 7 pre-collection communications is to keep the November email very short and include an updated *Introduction to the AEDC* video, noting this will have budget implications. Some would also like the awareness-building November email brought forward to October to avoid being too close to school holidays. STC feedback on the February email is to include the key stages, dates and associated key tasks and possibly include a (new) video with an overview of the data collection system.

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 that the *whitelisting guidelines* document is updated each cycle, as there are significant advances in security / email screening technologies between cycles. It is also important to ensure the *whitelisting guidelines* document is widely shared by STCs with IT contacts in the relevant school sectors ahead of the collection and made available to any schools reporting problems receiving AEDC emails. For Cycle 7, it is recommended to build this step into the *Key steps for participation in the AEDC* fact sheet.

The jurisdictional *Key Dates Calendar* that has been prepared by the Social Research Centre since 2021 and updated with individual STCs early in the cycle is very well received by STCs and should be retained. There are various designs available now so STCs can pick from one of the established templates and update messaging and dates. They should also be encouraged to include jurisdictional-specific information.

Whilst the updated school materials for the Cycle 6 collection underwent significant stakeholder review, there is still opportunity to further distil content and make other improvements, which could be

done either whilst making the updates for Cycle 7 or earlier in the cycle (based on Cycle 6 content). Feedback from Helpdesk and STCs was also to review terminology around 'finalising', invoicing 'units' and 'not participating' children as this language is not well understood. The lead time to review and re-work the supporting materials should not be under-estimated. It is important that supporting materials are finalised in good time so that they can be dispatched (if hardcopy is included) at any time from early March for a May start to data collection. Further, it is recommended that all supporting materials are finalised and included in system testing / field testing (likely to take place between October – December 2026). This may mean starting to work on revised communication materials as early as June 2026 for Cycle 7, particularly if they are to undergo rounds of feedback with stakeholders.

Specific further improvements to the *School Leader Pack, Coordinator Resources* and *Teacher Resources* contents for Cycle 7 include:

- activation code to be more prominent in the *School Leader Pack* (was located on the *Principal welcome letter* and the *Key Steps* document)
- materials to be jurisdictional specific and specifically mention 'prep' or 'reception year' (or equivalent) or include a table by jurisdiction, rather than just 'first year of full-time school'
- include instructions about deleting Teachers
- further guidance is required in the *Teacher relief reimbursement* fact sheet (e.g. that the AEDC School Coordinator is required to review / edit / submit the invoice, that schools do not need to prepare an invoice, clearer explanation of how exceptional circumstance claims work, the role of centralised bank accounts in the AEDC, how payment for Aboriginal and / or Torres Strait Islander Cultural Consultants is calculated and when payment will be made).

Consideration could also be given to combining the individual fact sheets into one interactive document, with each 'key step' to be a hyperlinked to the appropriate fact sheet in the document. Another option could be to include all the information from the fact sheets onscreen in the relevant stage of the dashboard, possibly using an unfolding information button. Both text and tutorials could be offered in the same place.

It may be appropriate to re-assess the preferred format of supporting materials for Cycle 7 (electronic vs hard copy), including the method for getting private / secure information such as the activation code to schools. The use of hard copy materials for this purpose should be considered in the light of increasing issues with email spam filters, budget constraints and other factors. The *AEDC School Coordinator Feedback Survey* (refer to Section 3.13.2) provided feedback on electronic vs hard copy materials for Cycle 6 and could be used to inform planning for Cycle 7.

If any hard copy materials are retained, consider sending them to schools earlier in Cycle 7 (in advance of the data collection system opening for activation) to alleviate requests to Helpdesk / STCs. This will have implications for ensuring data collection system updates and thus all the supporting materials are prepared and reviewed by stakeholders earlier in the contract period. The School Frame must be finalised and the data collection system ready for activation prior to sending the materials to schools. It is also recommended that any hard copy materials include an eye-catching message of when action is required, so as to prevent unnecessary queries from schools to Helpdesk / STCs.

Other communications (such as the February email) could indicate a date by which to contact Helpdesk if the hard copy materials have not arrived. When agreeing these dates with STCs / stakeholders, 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 addition, the delivery times in Cycle 6 were longer than Australia Post estimated so conservative estimates are required.

As ‘early activation’ was considered a successful initiative again in Cycle 6 (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.).

2.9. AEDC Helpdesk

This section includes 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. Reasons for contacting the Helpdesk and helpdesk performance against key performance indicators (KPIs) are provided in Section 3.11.

2.9.1 Helpdesk overview

The AEDC data collection Helpdesk is staffed by highly trained operators and supported by a dedicated helpdesk coordinator and supervisory team. To support the Cycle 6 collection, Helpdesk was operational from February 2024 until the end of October 2024 to support engagement building activities (refer to Section 2.8.1) through to the data collection system closure. From November 2024 to April 2025, there was Helpdesk support on an ad hoc basis to handle requests for *School Profiles*. The Helpdesk was re-opened from 13 June 2025 following national launch of results (including release of *School Profile Addendums*) to ensure queries were resolved quickly,

Contact with the Helpdesk was initiated by calling the dedicated 1800 number (1800 092 548) and / or by email to the Helpdesk email address (helpdesk@aedc.gov.au). Helpdesk operators accessed an interface (referred to as the Helpdesk Interface) linked to the data collection system to assist schools with their enquiries. The Helpdesk Interface was used from when the data collection system first opened for school activation in March 2024 until system closure end October 2024. Before the system opened and after the system was shut down, any AEDC Helpdesk interactions and their outcomes were logged in the Social Research Centre’s standard helpdesk system (ICS 3K system).

The key aims of the AEDC 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, schools, stakeholders and the community regarding the AEDC
- manage requests for electronic *School Leader Packs*.

2.9.2 Helpdesk planning

The expectation for Cycle 6 was that the overall level of traffic to the Helpdesk would be approximately the same, or slightly less than Cycle 5 (when 22,230 transactions were recorded) based on improvements made to the data collection system and supporting documentation provided to schools.

However, there were a number of new features in the data collection system that were flagged as potentially increasing traffic to the Helpdesk in Cycle 6, including the introduction of multi-factor authentication (MFA), the reduction in the printed materials for schools (i.e. the reduced *School Leader Pack* and no hard copy *Teacher Packs*), the requirement to download resources from the data collection system, and the ability for schools to download their full *School Profile* immediately after finalising their participation. The distribution of traffic during the operational period and across the

outcome types was expected to be largely in-line with Cycle 5, with Cycle 5 also featuring a push for early activation.

Data from previous cycles was used as a guide to estimate the number of Helpdesk operators that the Helpdesk would need through the different phases of the project. Modest activity was expected in response to the awareness building activities in November 2023 and February 2024, with activity increasing in March when the *School Leader Packs* were scheduled to arrive and when the system opened for activation, and activity peaking through May and June once the data collection system was open for Instrument completion.

A total of 21 Helpdesk operators were trained for Cycle 6, with 17 trained by the end of the April and supporting early activation, with an additional 5 trained in mid-May 2024.

2.9.3 Helpdesk operator training and resources

As with previous cycles, there was a very strong focus on Helpdesk operator training.

Helpdesk operators were heavily involved in internal data collection system testing as part of their training. The main briefing session ran over a three-day period. There were additional briefing sessions throughout the project in preparation for the new phases of the project (e.g. system open for Teacher training, class list creation, Instrument completion, invoice preparation).

In addition, the Helpdesk supervisor ran regular pre-shift sessions to inform the team of any updates (such as specific jurisdictional requests from STCs) throughout the project and to answer any questions. There was also a shared daily update that all Helpdesk operators had access to, ensuring consistent and up to date advice was provided to schools.

The AEDC Helpdesk operator manual was reviewed and updated to reflect the changes to the data collection system for Cycle 6. 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, jurisdiction specific questions and answers, specific instructions by caller type (e.g. parent, school, STC) and details of agreed KPIs.

The Helpdesk had a dedicated Teams channel and SharePoint hub to facilitate knowledge sharing and access to reference materials, frequently asked questions and answers, copies of school resources and tutorial videos from the data collection system. A suite of email templates was maintained to ensure consistent responses to common queries. All Helpdesk resources were updated throughout the collection as needed.

In addition to internal briefing for Helpdesk operators, there was also an introductory session held between the STCs and Helpdesk operators, with the Social Research Centre AEDC Project Management Team facilitating this session. This was new for Cycle 6, in response to suggestions from the previous cycle to enhance communication between STCs and Helpdesk. The session was split into two groups, with four STCs (and their helpers) attending each group. The session gave STCs an opportunity to communicate any jurisdictional issues that they thought may impact the collection, provide context for the types of queries the Helpdesk might receive from their jurisdiction and how they would like Helpdesk to respond to these issues (if different from the standard responses), provide details of any jurisdictional communication plans that may cause a spike in activity to the Helpdesk, and data collection system features and functionality for STC and Helpdesk operator interaction. There was also a debrief session held between STCs and Helpdesk at the end of the collection to capture learnings for next cycle.

2.9.4 Helpdesk features

The Helpdesk interface with the data collection system was enhanced for Cycle 6, based on operator feedback from Cycle 5, with a view to improving the overall efficiency of Helpdesk operations.

Key functionality of the Helpdesk interface included:

- the ability to record interactions with various system users including schools, STCs, parents and members of the public. Helpdesk notes from school interactions appeared in real time on the STC dashboard, which was a new feature in Cycle 6
- detailed information about each school, their participation status in the AEDC and the status of the different system users registered with the school's AEDC account
- capacity to search for and update information about the school, noting that, for security reasons, only STCs (and Websilk) had the authority to update Principals' details in the data collection system
- 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
- the ability for Helpdesk operators to impersonate STCs to view their dashboard, search for school status information, and access participant information visible to STCs, but not visible through the Helpdesk interface
- a *Tasks and Follow ups* feature that allowed STCs to flag particular tasks for Helpdesk follow up via their STC dashboard. These tasks then displayed on the Helpdesk interface under a tab titled 'Tasks and Follow Ups' with STC notes
- the capacity to record *transactions* (number of individual calls or emails) and *outcomes* (where any one transaction could have multiple outcomes or actions arising)
- the capacity to add additional outcome codes throughout the period of Helpdesk operation as necessary, to enhance capacity to report subtle changes in reasons for contacting the Helpdesk
- 'school status' displayed under 'caller information' for both Teachers and AEDC School Coordinators, so that the operator could determine where users were up to in the data collection workflow
- a 'force-finalise' function so Helpdesk could auto-finalise Teachers if necessary
- customisable reports for outcome analysis and KPI reporting relating to multi-factor authentication (MFA) functionality (added to the data collection system in Cycle 6)
- the capacity for Helpdesk operators to update users' MFA preference (email or mobile) and generate and send MFA codes to a users' email address or mobile number if they were having issues.

The AEDC Helpdesk also utilised an Interactive Voice Response (IVR) system to help manage phone traffic to the Helpdesk. This allowed schools to either hold for the next available operator or choose to leave a voice mail. This helped the Helpdesk coordinator monitor and manage traffic volumes in real-time and with greater accuracy.

During times of high call volume, the IVR informed the caller where they were placed in the queue and how long their wait time would be. The caller could elect to hold or leave a message, with messages routed to the Helpdesk inbox. A caller ID function allowed STCs to be given a direct line to operators.

2.9.5 Helpdesk KPIs

The Helpdesk KPIs have remained unchanged since Cycle 4 and focused on the provision of timely support to persons contacting the Helpdesk. Specifically, the 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 AEDC project management team and the Helpdesk Supervisory Team.

2.9.6 Helpdesk activity reporting

A Helpdesk update was provided as a standing item at the weekly Consortium contract management meeting with the department. The update incorporated a comprehensive transactions and outcomes report that was prepared and circulated to stakeholders throughout the period that the Helpdesk was fully operational. The report provided details of the most common outcomes logged for the week, the most common outcomes for the project to date, as well as tracking call and email volumes and the proportion of calls taken in real-time across the entire data collection period.

Internal performance reports provided greater detail for reviewing and analysing the performance of the Helpdesk and included detailed information about call volumes, lengths and hold times.

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, or at any point during the invoice preparation process)
- undertake targeted outbound telephone follow up activity (offered to the Northern Territory and Victorian STCs to assist with school participation in the latter stages of the collection)
- follow up schools where bank details provided for Teacher Relief reimbursement had ‘bounced’ and seek alternative bank details for payment.

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

AEDC Helpdesk operators are required to possess an exceptionally high level of detailed knowledge to respond professionally to caller inquiries, as well ensure STCs preferences are met in terms of jurisdictional messaging and communication, which can be challenging.

Recommendations to ensure Helpdesk can better meet STCs needs next cycle include the following, noting that some of these suggestions will have potential budget implications:

- conducting a session with STCs and Helpdesk at the start of each phase (i.e. activation, class list creation, Instrument opening etc.) and extending the agenda to clarify roles and responsibilities for each party at these specific stages
- STCs to establish their preferred communication methods with Helpdesk (such as being cc'd on all emails, escalation criteria etc.) and have these recorded / updated in a shared reference resource
- refine the 'Assign Tasks' functionality in the STC dashboard to be a more streamlined mechanism for STCs to contact Helpdesk via their STC dashboard (instead of emailing or calling)
- consider establishing a Teams channel for quick queries between STCs and Helpdesk.

Other considerations to improve Helpdesk operations include:

- refining the inbound call system to stream by topic, allowing calls to be filtered through to operators who would be specialised on that topic. This could 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 was partly achieved in Cycle 5 where calls about 'activation' were streamed separately to other calls (noting that callers were often not choosing the correct pathway, with log in / password issues affected all stages
- continuing to roster 'flex' operators who are fully briefed and available to be redeployed to the AEDC Helpdesk at short notice, as necessary, to ensure responsiveness if unexpected call volumes are encountered
- greater clarity from the web development team for both Helpdesk and STCs around what issues can be resolved by themselves vs what requires escalation to the web development team to resolve. This is particularly important when any new processes are included such as MFA
- revisit the requirement that only STCs have the authority to update Principal contact details in the data collection system and consider given Helpdesk this authority as well
- further consideration could be given to an inbound call system that 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
- better system / transparency for Helpdesk around status on tickets escalated to Websilk
- internal ticket system for logging Helpdesk queries and responding.

2.10. Data collection and progress monitoring

The focus for Cycle 6 was to continue to support STCs to achieve the 95 per cent school and child target participation rates in their jurisdictions. A key strategy that was first developed in 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 all phases of the collection from activation through to Instrument completion, the invoicing phase and downloading the *School Profile*. Through the provision of robust, user-friendly progress monitoring systems and reports, and through email prompts and reminders, schools are guided 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 6, the data collection system was opened for Instrument completion on 1 May 2024, with the end of the data collection period set for 31 July 2024.

In support of 'early activation', the system opened for school activation on 13 March 24, coinciding with the anticipated arrival date of the *School Leader Pack*. A soft deadline was set to have most schools activated by 30 April 2024.

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 end of the data collection period (31 July 2024). 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* and *AEDC School Coordinator Resources*.

The enumeration strategy in Western Australia for previous cycles has been to encourage schools to complete data collection by the end of Term 2 and this was adopted by several other jurisdictions this cycle, with that date varying from 21 June in Queensland to 5 July in the Australian Capital Territory, New South Wales, South Australia and Tasmania. Only the Northern Territory and Victoria planned to utilise the full data collection period in Cycle 6, with the Northern Territory requesting the system remain open for Instrument completion until 2 August 2024.

Whilst these were the advertised dates, the system remained open for Instrument completion in all jurisdictions until 3 August 2024, with modest Instrument completion activity during the last week of the data collection period, particularly for Independent schools.

As could be expected, 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 at the sector within jurisdiction level to track project status relative to previous cycles and monitor progress through the workflow.

The Cycle 6 *Headline Report* template was based on that used for Cycle 5, with the following changes for Cycle 6:

- a more detailed report on ‘non-participation’, specifically tracking parent opt-outs as a percentage of non-participating children and total resolved children by jurisdiction and sector
- intention to claim exceptional circumstances by jurisdiction and sector - added to the invoice tracking report and showing the number of schools that had ticked that they intended to claim exceptional circumstances when submitting their invoice
- updating *School Profile* download tracking (formerly *Preliminary School Snapshot* download tracking) to include a column for ‘schools that qualify for a report’ (i.e. six or more children without special needs), for use as the denominator for the download rate.

The *Headline Report* also included information pertaining to:

- headline school and child participation rates, at the sector within jurisdiction level and relative to same week last cycle
- 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, 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 all previous cycles)
- details of progression through the invoicing workflow (schools with one or more completed Instruments, schools with all Teachers finalised, finalised schools, 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.

The *Headline Report* could be generated on demand by the Social Research Centre, 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 AEDC School Coordinator and Teacher dashboards

In Cycle 5, a dashboard for the AEDC School Coordinator was introduced in the data collection system to help them monitor overall progress with the collection at the school and more easily navigate the system.

The dashboards used a traffic light system to indicate when key tasks were completed and to foreshadow next tasks.

Changes to the AEDC School Coordinator and Teacher dashboards were workshopped with STCs, building on feedback received in Cycle 5.

The main enhancements to the AEDC School Coordinator dashboard for Cycle 6 included:

- a flag to the Coordinator dashboard to indicate if the school had been pre-populated
- the inclusion of a mandatory step to download the AEDC School Coordinator and Teacher Resources as part of the school set up section (given the reduction in hard copy materials in Cycle 6)
- a new 'Engage with the School Community' section that included the mandatory download of the Parent Letter and download of the school communication kits
- simplifying the steps for a Coordinator to 'finalise' a school and reducing the number of steps on the dashboard (i.e. removing the step to confirm they have appropriate approval to submit the invoice and making it clearer to the Principal at the point of nominating a AEDC School Coordinator that this will be their role)
- shifting 'input / review school bank details' to the school set up section (the Coordinator could return to review / edit the bank details at any time).

Once Teachers had completed registration and training and the system had opened for class list creation, Teachers were directed via their dashboard to 'add children to their class list'. Minor enhancements to the Teacher dashboard were made in Cycle 6 to simplify steps and improve system navigation.

Feedback from AEDC School Coordinators and Teachers on their dashboards was included as part of the feedback surveys and reported in Sections 3.13.2 and 3.13.1 respectively.

2.10.4 STC dashboard

The STC dashboard was the main tool used by STCs for monitoring progress in their jurisdiction, with attention to scoping their requirements during workshops and testing phases.

The main refinements for Cycle 6 included:

- the addition of Helpdesk notes in real time
- additional historical information for schools (e.g. historical Aboriginal and / or Torres Strait Islander Cultural Consultant usage, previous exceptional circumstances claim, reasons for non-participation previous cycles, STC notes previous cycle)
- additional flags for multi-campus schools and schools with pre-population
- the ability to maintain filters when moving between pages / ability to tab between different worksheets while maintaining the filter
- a new Graphs tab with Power BI Graphs (activation by week and charts based on school status)

- extending variables in the Schools Export Excel spreadsheet as per STC requests, with late requests for additional information also being accommodated during fieldwork.

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 that were assisting with monitoring and follow-up and / or for the preparation of tailored lists of schools for a range of non-response follow up activities.

Headline information was updated towards the end of collection to count down the remaining schools 'left to go'.

The ability to impersonate the different system users by schools was first added to the STC dashboard in Cycle 4 and has been retained since then.

As for previous cycles, the on-screen dashboard view could be filtered by school sector, region, or other reporting 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. Refer to Section 3.7.4 for further information on STC approval requests.

2.10.5 Key challenges and considerations for future collections

There continued to be some re-working of the dashboard displays and downloadable report content during the collection in response to STC requests, despite attention to scoping their requirements early.

Consideration should be given to the following updates to the STC dashboard for Cycle 7, noting that some of these will have budget implications. It will be important to start this scoping phase early to ensure sufficient time is allowed to develop any new functionality:

- jurisdictional *Headline Report* to include definitions (as per National *Headline Report*)
- improve the 'assign tasks' functionality
- add filter capabilities to approval requests (date, sector, approval reason, approved by school/STC etc.)
- agree with STCs what headline measures are displayed on their dashboard – including countdown features as the data collection period finish date approaches
- review the Power BI graphs (which variables are graphed) and include %s as well as n's
- retain Helpdesk notes – include Helpdesk operator name and allow STCs to add comments back to Helpdesk operator.
- ensure the dashboard and school export align on definition of similar measures. Also ensure alignment between dashboard and *Headline Report* on 'participating schools' and the 95% target – review how schools with all children opted out are counted
- add estimated start/end dates to the 'school info' tab.

In addition, STCs have requested their dashboard be ready earlier in Cycle 7 to allow greater familiarisation with it prior to activation commencing. They would welcome the creation of a demonstration video on STC dashboard features.

Consideration could also 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 has historically been some appetite for a progress view in the STC dashboard of estimated child population and Instruments completed by AEDC community and local community, to help STCs prioritise follow up activities. This initiative is contingent upon child residential address information being provided as part of the pre-population workflow and geo-coded ahead of the collection (refer to Section 2.13.5 for more information on the extent of pre-collection geo-coding activity).

2.11. Maximising participation

This section outlines the various response maximisation activities for Cycle 6. The STCs were responsible for achieving a target school participation (95 per cent) and child participation (95 per cent) rate in their jurisdiction. Supporting these efforts, the Social Research Centre played a crucial role by delivering timely information and robust systems to facilitate response maximisation activities.

2.11.1 System generated alerts

System generated alerts from Cycle 5 were reviewed with STCs during the monthly workshops and some additional features were added for Cycle 6. There was also more granular tracking of schools through the data collection system in Cycle 6, with 15 ‘school status’ classifications in Cycle 6, updated from 12 in Cycle 5.

School status information was built into the data collection system and available to STCs and Helpdesk to help schools progress through the workflow. It was used for targeting alerts and messages to schools, as well as for progress monitoring and reporting.

Each status code included a ‘next step’ description and specific detail on the action required and by whom (e.g. status 3 denoted *AEDC School Coordinator* and *Teacher resources* had been downloaded by the AEDC School Coordinator. The ‘next step’ was to ‘Complete school set up questions’ with the detail of the task including ‘the AEDC School Coordinator to follow prompts on their dashboard to complete school set up questions’. The Cycle 6 status codes, including next steps are provided at Appendix 4.

A number of alerts and flags were embedded into the data collection system to help direct users to progress to the next stage of the workflow. The dashboard was set up to guide users through the workflow by providing clear visual cues.

Stages in progress were highlighted in amber, accompanied by an alert symbol (a triangle with an exclamation mark) and the words ‘In Progress’ near the section title, along with unticked boxes for each line item. When a stage was complete, the section turned green, a tick appeared at each line item and near the title, and the word ‘Completed’ was displayed. Stages that were not yet available were greyed out, with no active buttons, and displayed the words ‘Not Yet Available’ below the title.

2.11.2 Email reminders

A series of reminder emails, based on 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.

These reminders were generated using lists of schools that met specific criteria at predetermined points in time. Examples of these criteria included:

- ‘Schools not activated’
- ‘Schools activated, school set up not complete’
- ‘School set up complete, not all Teachers registered’
- ‘Schools with all Teachers registered, no Instruments completed’
- ‘Schools with unresolved children’
- ‘All children resolved, school not finalised’
- ‘School finalised, *School Profile* not downloaded’.

The type of reminder sent was tailored to the phase of data collection. For instance, the initial reminders were only sent to schools that had not activated, encouraging them to progress to the next step in the workflow. Each email reminder told the school the stage they were at in the data collection system and provided information about how to complete the next step. The emails also included links to the data collection system and to relevant resources such as fact sheets on online help videos.

Following the success of the soft activation deadline in Cycle 5, an activation deadline was again established Cycle 6 in consultation with STCs and communicated to schools. This deadline was advertised in resources such as the *Key Dates Calendar* and in emails sent before the activation date had lapsed.

A ‘communication plan’ outlining the overall email reminder strategy, proposed email content and schedule was shared with STCs for review and feedback. STCs were given the option to tailor the reminder email content and timing to suit their jurisdiction or school sectors, based on e.g. jurisdictional comms, although largely they remained consistent. Over the course of the collection there were 13 different email reminder types, and 16 separate rounds of email reminders. Generally there was a round of email reminders for each jurisdiction on a weekly or fortnightly basis (outside of school holidays) throughout the collection and until the system closed for invoicing. Schools were only included in an email reminder if there was an outstanding action.

A total of 77,297 emails were sent from the commencement of school activation on 13 March 2024 until the final the *Thank You Letters* were sent on 9th October 2024. This is almost double the number of email reminders than were sent in Cycle 5 (42,963). Emails that were sent to encourage activation were sent to the Principal, and once this stage had been completed all communications sent during the data collection period were sent to the AEDC School Coordinator.

A small number of emails were sent 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*).

Where possible, emails were addressed by name to the recipient (School Principal or AEDC School Coordinator) and were sent from the AEDC Team via the helpdesk@aedc.gov.au address so that users could respond directly to the email to ask the Helpdesk a question or call the Helpdesk number. No email reminders were sent directly to Teachers.

Helpdesk resourcing was increased on the day of, and the day after, scheduled reminder emails to manage the additional traffic generated by these reminders.

Following the collection, thank-you letters were emailed to schools across all jurisdictions and sectors as a joint initiative between the department and States and Territories. Both the state and federal government logos were included at the bottom of the letter.

STCs were given the option of choosing the participation rate they would prefer to reference (e.g. state or national) and the opportunity to make some minor adjustments to the wording, although the scope to change the overall messaging was limited. The letter was addressed to the principal (i.e. Dear Principal) and a copy also sent to the AEDC School Coordinator, via email, on a date chosen by each STC. A copy was also sent to the AEDC School Coordinator, via email.

Refer to Appendix 21 for the communication plan for email reminder templates.

2.11.3 Paper copy Instrument

Whilst data collection for Cycle 6 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, who would also inform the relevant STC.

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 6, 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.

The NT STC requested access to paper copies in Cycle 6 for schools where internet access was most likely to be problematic. The NT STC was briefed on their use and provided electronic templates for printing at schools as needed. No Cycle 6 Instruments ended up being completed in this way.

In addition, no schools contacted the Helpdesk to request the paper copy Instrument in Cycle 6.

Refer to Appendix 6 for a copy of the *Paper Copy Instrument Guidelines*, and Appendix 7 for the *Paper Copy Instrument*.

2.11.4 STC response maximisation activity

STCs were responsible for maximising responses within their jurisdictions throughout the data collection and invoice submission period. Following the commencement of the collection, STCs primarily encouraged responses through email-based communications, with significant telephone follow-up of non-responding schools occurring during the second half of the collection period.

To support the 2024 AEDC data collection, a range of resources was developed to raise awareness, encourage school participation, and address operational challenges. These included executive communication letters and templates to secure executive buy-in, awareness-raising materials such as postcards, slides, and PowerPoint presentations to engage Teachers and schools, and targeted participation messages, including tailored strategies for Independent schools. A National Contingency Plan was also developed to address teacher shortages and workload pressures, ensuring consistent mitigation strategies across jurisdictions. Together, these resources aimed to enhance communication, boost engagement, and mitigate risks to support the successful implementation of the AEDC data collection.

STC non-response follow-up activities were informed by progress data available on the STC dashboard within the data collection system (refer to Section 2.10.4). This dashboard enabled STCs to monitor a school's progress in the workflow and reports were available including the data collection dates nominated by the school at activation. This functionality helped STCs focus efforts on schools whose nominated start dates had passed, while avoiding unnecessary reminders to those planning to participate later.

During non-response follow-up, STCs could often provide general support and assistance to schools using the 'impersonate' functionality built into the data collection system, else refer schools to the Helpdesk.

Independent sector school participation remained a challenge in some jurisdictions in Cycle 6. Whilst 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, for Cycle 6, after much discussion at EWG and with STCs, it was decided that the department would not send a letter to the Independent sector. This will be reviewed again in Cycle 7.

2.11.5 Helpdesk support

Outbound telephone and email follow up activities were initiated by the Helpdesk throughout the Cycle 6 data collection period to support the schools and STCs. Outbound follow up activities undertaken by the Helpdesk included:

- following up with schools that had incorrectly entered their bank details causing the reimbursement payment to bounce
- following up with schools in NT that had participated but had not finalised their participation in the final weeks of the data collection period. This was also offered as an option to schools in Victoria, however the Victorian STC and associated team were already doing this and therefore did not enlist the assistance of the Helpdesk.

2.11.6 Key challenges and considerations for future collections

The email reminder program for Cycle 6 worked well. It was realigned with changes in workflows and included links to relevant sections of the data collection system and contextual help videos.

It is recommended to retain the flexibility for STCs to customise email reminder content for specific situations and, where appropriate, include content and resource links in the reminder email to assist schools in their participation. A dedicated resource within the Social Research Centre Project Management Team will again be required to maintain this level of reminder email tailoring for Cycle 7.

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. Cycle 6 saw improved coordination between STCs and Helpdesk due to additional briefing sessions that included planned jurisdictional communications and a mechanism for advising of updates to the original planned jurisdictional communications.

Consideration should be given to tailored engagement strategies in Cycle 7 to increase participation of e.g. Independent sector schools, with the tailoring built into the overall communication strategy. There has also been suggestions for sector-specific tailored engagement videos.

The department was clear in Cycle 6 that, unlike the previous two collections, there would not be an extension to the data collection period. This clarity was generally well received by STCs.

Resources to support STCs in engaging with schools that are considering not participating in the AEDC should be updated and include additional messaging on the benefits of participation and how the data can be used in planning. Additionally, sector-specific tailored engagement content and videos may be beneficial in encouraging participation.

The value of the immediate *School Profile* would ideally continue to be leveraged in pre-collection communications in Cycle 7.

For Cycle 7, it may be possible to embed the *Thank You Letter* into the data collection system with its send triggered after each school has finalised or at a specified date after the collection.

2.12. Data preparation

2.12.1 Data preparation overview

Previous cycles sought to minimise changes to AEDC datafiles for stakeholders, resulting in a significant number of bespoke datafiles being prepared by the Social Research Centre for each cycle.

In late 2022 (Cycle 5), the AEDC Strategic Working Group (SWG) was convened to provide advice on the structure of the AEDC Instrument and datafiles in preparation for the 2024 Cycle. The SWG determined that the datafiles should be updated according to the following criteria:

- variables included in at least one of the national or jurisdictional datafiles should be included in all datafiles, unless by exception
- legacy variables should be removed from all national and jurisdictional datafiles and retained in the master datafile held by the Data Management Agency and remain available upon request
- poor data quality and low data usage are not sufficient to warrant the removal of variables from the national and jurisdictional datafiles.

The National Committee was consulted in February 2023 and again in April 2023, including State and Territory data managers, seeking feedback on the recommendation made by the SWG. Feedback was consolidated by the department and shared with stakeholders and the final proposed structure was endorsed by TWG in June 2023.

Later updates to the datafile structure were made following decisions endorsed by TWG relating to:

- Cycle 6 updates to pre-population specifications and Instrument changes (endorsed by TWG on 27 September 2023)
- changes to the ConsultType variables (November 2024)
- updates to the SEIFA process and related variables (29 January 2025)
- updates to OT0-4 variables to align with updated methodology used to calculate OT5 (August 2024).

As a result of these changes, datafiles were more consistent across stakeholders in Cycle 6, with stakeholders either receiving the national complete microdata or a jurisdictional microdata file, with variation only by obfuscating records at the state / territory and / or sector level.

As with previous cycles, data preparation for the 2024 AEDC was based on the following assurances:

- all deliverables would be compared to analogous historical data, and anomalous data identified for further investigation
- all of the variables would be documented in the data dictionary
- the data will have been examined by The Kids 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 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 where this data was provided via pre-population.

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. To adhere to the separation principle, all direct identifiers (e.g. child/Teacher/cultural consultant names, Teacher ID, child address and child DOB) were separated by the web development team from the remaining Instrument responses.

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 subjected to established cleaning protocols, including full range, value and logic checks. A separate 'PII extract' was also provided to the Social Research Centre.

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 8 August 2024. The total number of Instruments present in the extract was 288,798.

A separate verbatim file was created by the Social Research Centre containing Teachers' responses to the ten free-text items interspersed throughout the Instrument.

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, invalid addresses and resolution of duplicate records
- post-populating data for West Australian cases for agreed items, including 'children repeating year' 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) (250 cases) and cases where child residential address was incomplete and could not be geocoded (730 cases). Jurisdictional data managers were provided with details for these children where they had been included in pre-populated data and asked to confirm or modify the information according to that held in their school administrative systems. Gender checks were

discontinued in Cycle 6 (previously included where the Teacher had updated the sex of the child from pre-population data to Instrument data).

Standard scripts were applied to identify and resolve duplicate Instruments according to established business rules, with a file of duplicated records and the proposed action provided to the relevant STC for review and final authorisation. There were 909 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. Full child details were only provided if the potential duplicate was in the same state / territory. 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 to complete the 'STC edits', shortly after the end of data collection (6 - 20 September 2024). Data files were split by sector (and diocese where relevant) and a total of 37 files were provided securely to STCs. Of these, 32 files were reviewed and returned on time, and the remainder within 2 days of the return deadline.

After incorporating advice from the STCs, 315 records were excluded as duplicates. 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 315 duplicates was to reduce the number of children who participated in the 2024 AEDC from 288,798 to 288,483. The 315 duplicates were not discarded but retained in pairs in a separate sub-file for further analysis.

Post-population data was supplied by the jurisdictions by 30 September 2024 and was checked, cleaned and merged with the main preliminary data set. There were very few issues with this data for Cycle 6, given jurisdictions had already provided a 'trial' child attendance 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 / or 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, DV2 were calculated using syntax adapted from the Canadian EDI
- the MSI was calculated using syntax provided by The Kids Research Institute.

2.12.5 Geocoding

There were 231,917 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 92,990 records that required geocoding, including:

- 58,489 records that did not have child residential address information pre-populated (excluding Western Australia)
- 34,501 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, 92,990 or 98.0 per cent were automatically geocoded to a satisfactory level, with 1,854 cases (2.0 per cent) requiring manual investigation. Of these, 730 cases were sent to STCs to see if better address information was available in administrative records, with 456 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. 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.

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:

- STCs were given the option to update the boundaries which define AEDC communities, a process referred to as 'AEDC boundary revision'. STCs had chosen to schedule this work post-collection in Cycle 6, rather than pre-collection (a decision that was made during STC workshops), hence it was scheduled for July/August 2024 but ended up being extended to early October to accommodate late changes in some jurisdictions.

  In cycles where there has been an update to the ABS Australian Statistical Geography Standard (ASGS), some adjustments to AEDC Community and Local Communities may be necessary to ensure AEDC geographies continue to align to ABS geographies (e.g. where a new SA1 or SA2 is created that needs associating with an AEDC community).

  The last ASGS was in 2021 (Cycle 5) and the next will be the 2026 ASGS (Cycle 7), so for Cycle 6, where there had not been any change to the ASGS, the Social Research Centre conducted a 'courtesy' check-in with STCs to see if there were any pragmatic changes they wished to make to boundaries (e.g. in response to population changes, where a large community could now be broken into two, or existing communities now need to be aggregated, for example, due to confidentiality reasons).

  In response to feedback from Cycle 5 when some STC reported difficulties with this process and requested further support from the Social Research Centre, an attempt was made to simplify the process for Cycle 6.

  The process for Cycle 6 boundary revision consisted of:

  - Some simple questions were emailed to STCs on 25 July 2024, designed to get them thinking about whether any boundary updates in their jurisdiction might be necessary.

- To assist decision-making, each STC received a worksheet for their jurisdiction with child counts by Community and Local Community by cycle and a flag as to whether the results were publishable or not and if not, the reason for not being publishable (e.g. too few children, too few Teachers, not meeting the 80% population rule etc.).
- Those STCs who indicated they might want to make changes to AEDC boundaries were followed up individually by the Social Research Centre.
- The Social Research Centre retained use of a specifically designed boundary revision 'tool' and inputted the STCs' potential changes into the tool and shared this with STCs so the impact of the changes on previous collections data could be reviewed ahead of making a final decision to change boundaries.
- Most jurisdictions chose to make some boundary changes in Cycle 6, with the most significant changes in the Northern Territory and minor changes in New South Wales, Queensland, Western Australia and Tasmania. No changes were made in South Australia, the Australian Capital Territory or Victoria.

- 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 6 there were none received.

There was a major piece of work undertaken to update how SEIFA information is merged into the AEDC dataset in Cycle 6. This was the product of a decision by TWG to align with the ABS' recommendation on time-series data that indexes be used to compare the relative socio-economic characteristics of areas at a point in time[1] instead of using the most recent area-based SEIFA at the time of data collection and retrospectively applying that to previous cycles.

As a result, SEIFA variables in AEDC were updated to reflect the most recent SEIFA per data collection (see Data Dictionary for further details).

As some Local Communities/Communities had more than 1 SEIFA score in a cycle (as a result of applying the most recent boundary retrospectively), some SEIFA scores needed to be recalculated using population-weighted averages of the Local Community/Community scores to ensure that it reflected the size of the population within each Local Community/Community and is consistent with the ABS' methodology[2].

[1] Australian Bureau of Statistics. (2021). *Socio-Economic Indexes for Areas (SEIFA), Australia methodology*. ABS. https://www.abs.gov.au/methodologies/socio-economic-indexes-areas-seifa-australia-methodology/2021.

[2] Australian Bureau of Statistics. (2021). *Socio-Economic Indexes for Areas (SEIFA), Australia*. ABS. https://www.abs.gov.au/statistics/people/people-and-communities/socio-economic-indexes-areas-seifa-australia/latest-release.

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 6. 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.

Any changes to the data preparation schedule must be well thought out as this is an extremely intensive stage in the project cycle consisting of post-population, data cleaning, geocoding, boundary changes, sense checking outputs and final data preparation.

Feedback from STCs on the Cycle 6 'STC edits' process was that the instructions and process were straight forward, but the two-week timeframe was challenging, particularly as it fell around school holidays. This timeline needs to be carefully considered given that STC edits tasks are on the critical path for clean data preparation. Next cycle, consideration could be given to briefing data managers on this task as part of the pre-collection data manager consultation sessions (with School Frame, pre-population and post-population) to improve their awareness of this post-collection task and understanding the best way to check this data in the Independent sector.

The simplified boundary review process adopted for Cycle 6 was well received by STCs and should be retained for Cycle 7. However, the timeframe for Cycle 7 boundary revision will need careful consultation with STCs early in the contract period to schedule the most convenient time, noting that there will also be changes to the ASGS next cycle.

Other suggestions relating to boundary revision included a request for a map of AEDC regions, communities and local communities together (overlayed with suburbs and schools) and a mechanism for STCs to record potential boundary changes (or notes) as they arise throughout the AEDC collection, such as during community consultations, rather than waiting for a specific timeframe.

There was a data issue affecting 'ClassTypeB' variable (child repeating year) resulting in approximately 7,950 missing cases in Cycle 6 (the item is only asked to children 4+ years). The issue was due to a specification error in the data collection system that was not picked up during pre-field checks. Fortunately this is not a primary analysis variable but can be used to validate the older date of births. The vast majority of children do not repeat the year.

Whilst the increased consistency / reduction in bespoke datafiles brought some efficiencies to data processing this cycle, a number of updates took significant resource and were mostly unplanned, notably:

- changing the SEIFA methodology and later re-deriving this for 2021
- updating the OT0-4 variables

- adding 30 new Consulttype codes (due to jurisdictional updates) and updating the Consult variable
- adding ChildID to the linkage file
- aligning the datafiles / products including the data dictionary
- producing the *School Profile Summary* csv for the NSW Catholic sector using cleaned data.

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 25 October 2024 via secure file exchange.

This date had been pushed back from early October by agreement with the department, to allow more time to incorporate the SEIFA update and arrange confidentiality non-disclosure agreements with STCs and their national committee member prior to receiving this data. They were released as 'preliminary' and under embargo and without Cycle 5 SEIFA being updated, given a decision had not yet been made as to which SEIFA year should be applied to Cycle 5 data.

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.

The presentation format of these tables was similar to previous cycles. Each jurisdiction had their own set of nine Excel tables, followed by nine comparative national tables, covering the five AEDC domains, the three summary indicators and all AEDC sub-domains.

Each table shared a common set of variables that provided a broad concurrent validity check, demographic fields (e.g. gender, Aboriginal and / or Torres Strait Islander status, age, language diversity, country of birth, remoteness, school type) and other additional items that were expected to be associated with domain scores to a greater or lesser degree.

In response to STC feedback from Cycle 5, the following additional items were included in the Cycle 6 *sense checking tables*:

- a new demographic worksheet
- a count for 'Total children', not just each category
- inclusion of emerging needs
- for vulnerable / at risk / on track – the addition of the count (n) as well as %.
- critical difference testing 2021 to 2024 only.

STCs were asked to provide comment on the overall consistency of the data and on any areas of concern within a two-week period, by 8 November 2024. No concerns with the data were reported although there was some confusion regarding the trend of 'child needs further assessment', as both 'yes' and 'no' subgroups had increased in size, which required some further explanation.

2.13.2 The Kids Research Institute quality assurance check

An additional quality assurance (QA) check was first introduced in Cycle 4 that involved providing the final data file to The Kids Research Institute so that a detailed check of all data processing could be undertaken. The process was expanded in Cycle 5 to include data checks for *School Profiles*,

Community Profiles, MSI, *National Report*, *Data Explorer* and website public tables. This process remained largely unchanged in Cycle 6.

The 'proposed workflow' document was updated for Cycle 6 outlining the process and is included at Appendix 22.

Each individual receiving the preliminary data at The Kids was required to sign an Authorised Data User Certification Form / Permitted Data User Certification Form, as applicable, in addition to the data sharing provisions already included in the Consortium work order.

The QA checking process commenced in late October 2024, once boundary revision and SEIFA had been updated. National and state / territory level data was prioritised, so that Cycle 6 results could be presented to National Committee in November, national microdata could be provided to the department (preliminary on 31 October and final on 18 November 2024) and jurisdictional data sessions could be held by The Kids in December 2024. Community level products such as *Community Profiles*, *Data Explorer* and other data products required for Cycle 6 launch underwent external QA between mid-January and mid-February 2025. The Kids reported a much smoother process in Cycle 6, with very few issues identified, all of which were able to be resolved before the release of data to a wider audience.

2.13.3 Key challenges and considerations for future collections

Feedback from STCs on the Cycle 6 sense checking process was that the tables were clear, well-structured and easy to understand. However, some STCs (particularly newer STCs) would welcome more guidance on what they should be checking.

Some STCs (those in smaller jurisdictions) requested that regional or community level data be included next cycle, however this may not be possible from a data governance perspective.

Given the role of the sense checking tables has shifted over time (from sense checking demographic distribution to sense checking interim results), it may be worth discussing the value of continuing with the sense checking tables ahead of Cycle 7 with STCs and other key stakeholders.

The quality assurance process with The Kids is an extremely valuable exercise and should be retained next cycle. Whilst the process has become significantly more streamlined and is in good shape for future cycles, it 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.

2.14. Final data outputs

2.14.1 Data deliverables

Data deliverables for Cycle 6, covering the department, STCs and other stakeholders included:

Prior to national release and 'under embargo':

- national *Complete microdata* file (preliminary and final) – a very early 'uncleaned' national microdata file was provided to the department on 26 August 2024, containing Cycle 6 data that had not undergone STC cleaning (i.e. duplicate resolution) or external QA checks, did not include any child geography / AEDC boundary revision / AEDC geography-based ABS variables or post-population data and only included some of the updates for Cycle 6. A final national microdata data was provided on the 25 November 2024, including the final changes for Cycle 6. During later data checks, an issue was identified whereby some ABS data variables had been missed during a download from ABS Table builder ('Other territories',

‘Did not go to school’ category and Year 12 variable were missed). These variables are part of the contextual ABS variables. This file was re-issued on 30 January 2025

- *National Report* data inputs, provided to the Consortium for the purpose of national report preparation on 25 November 2024
- State / Territory microdata files (with data obfuscated to allow only detailed demographic and geographical breakdowns for Government schools within their jurisdiction), provided to authorised data users in each State / Territory Government sector on 3 March 2025, to give States and Territories the opportunity to analyse results and prepare appropriate communications to accompany the national launch
- State and Territory Government sector pivot tables provided in ‘power pivot’ format provided to authorised data users on 3 March 2025
- State / Territory (Government sector only) Power BI dashboards and PBIX datafile, as an alternative to pivot tables, targeting users wishing to present data in graphical formats consistent with those used in engagement resources, provided to authorised and permitted data users on 3 March 2025
- State / Territory version of national report data tables and charts for state / territory reporting purposes, provided to jurisdictional Government sector authorised data users on 11 March 2025, and including a template of the *National Report*
- bubble plot data for STC engagement products provided to STCs on 3 April 2025
- data inputs for the AEDC website for launch, including public tables (LGA, SA2, SA3, SA4, GCCSA, Remoteness, GIS, SEIFA and new for Cycle 6 Indigenous Locations (ILOC) tables), *Community Data Explorer* tables, *Community Profiles*, *Community Time Series Tables*, shape files for mapping and GIS data.

Following national launch (13 June 2025):

- State / Territory microdata files delivered to the non-Government school sectors in each jurisdiction with a data sharing agreement in place with the department, with data obfuscated to allow only detailed demographic and geographical breakdowns for schools within their own sector and jurisdiction
- State and Territory non-Government sector pivot tables, provided on request to authorised data users with a current data sharing agreement with the department. To date, this included the QLD Catholic and Independent sectors.
- two National Power BI dashboards were provided to the department on 30 May 2025, including a national version of the state / territory dashboard and a bespoke National dashboard that was specified by the department in Cycle 4
- 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)
- bespoke linkage file for CheREL and WA Health.

All data deliverables were made available at the time of the AEDC data launch on 13 June 2025, with the exception of linkage files that were provided in week commencing 2 July 2025. 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. Copies of these were provided to the Social Research Centre along with a datafile distribution list that included contact details, data specifications, details of file format (csv, SAS, SPSS etc.) and whether a signed certification form had been received. The distribution list 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, or an alternative secure method such as OneDrive, as nominated by the stakeholder.

Key changes to the content or timing of deliverables for Cycle 6 were as follows:

- Pivot tables were only provided to non-Government sector on request.
- *School Profiles* / *Addendum*s were not provided to the non-Government sector bodies (due to the risk of re-identification of children by comparing cleaned and uncleaned data).
- Due to changes in the data sharing agreements this cycle, The Kids were not provided with *Complete microdata* until launch (in Cycle 5 they were provided with an embargo microdata file in January 2025, along with STCs, to support STCs with data analysis and data queries).
- Power BI dashboards were updated to be consistent with the latest AEDC Visual Identity Guidelines and included other general presentation improvements.
- Pivot tables were expanded as per feedback from STCs in Cycle 5, to include emerging needs variables, a new preschool worksheet with preschool related variables and various other additions.
- The addition of ILOC tables, publicly available as 'additional data products' on the AEDC website at launch.

2.14.2 Key challenges and considerations for future collections

Key challenges and observations relating to the final outputs phase include:

- Not knowing the timing for national launch was somewhat challenging, particularly for STCs trying to manage ministerial briefings under embargo.
- Given The Kids were unable to access *Complete microdata* before launch, and were unable to access the state / territory data products until launch, their ability to support STCs with preparing their state /territory reports and other jurisdictional materials for launch was limited, with additional STC support requests falling to the Social Research Centre.
- There was some confusion among STCs about who in their department needed to sign a permitted user form or confidentiality form to be privy to the state results (e.g. Designers or Communications team members). The department confirmed that this was only necessary if these staff members needed to access microdata, as otherwise they were bound by a duty of confidentiality as part of their role / employment conditions.
- Nonetheless, there were considerably more permitted data users in Cycle 6 than in previous cycles, with 68 in NSW supporting with data analysis. Access to the Power BI dashboards is granted individually by the Social Research Centre IT. This had reached 58 authorised / permitted users at the time of writing, significantly more than previous cycles.
- There were significant improvements to the data distribution process this cycle, with the department having the distribution list ready well in advance of data release. Significant work was undertaken by the department to update the data sharing agreements in Cycle 6 and aligning the structure of the data files.

- For Cycle 7, it is important that data release dates are discussed early to ensure stakeholders are aware of when the products will be available and to ensure there is sufficient time in the schedule for their preparation.
- Further consideration should be given to stripping back the size of the AEDC microdata files, given they are so large. Some sets of variables could be available separately and merged in if needed, or only final analytical variables could be retained and the 'working' variables that make up the analytical variables removed.
- Reviewing the inclusion of the Independent school consent question in the data collection system to determine if school-level data is shared with the Independent sector peak body.

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 6, the reporting products included:

- *School Profiles* – following the successful Cycle 5 trial of the *Preliminary School Snapshot* in the data collection system for immediate download to schools upon finalisation of their involvement in data collection, this was replaced by the full *School Profile* in Cycle 6 (excluding child attendance data, as this is a post-populated variable in some jurisdictions / sectors). The Cycle 6 *School Profile* was a 13 page report, including background information about the AEDC and how to use the data, child demographics, type of non-parental early childhood education and / or care, transition to school indicators, identified support required, and domain and summary indicator results over time for all cycles, including critical difference, as well as two appendices with information on sharing the results and other AEDC resources. Results are included in both graphical and tabular formats. There was a minor delay generating *School Profiles* from the data collection system but they were available from week commencing 20 May 2024 (affecting approximately 200 schools). A total of 6,255 *School Profiles* were produced from the data collection system for eligible schools (with a download rate of 88 per cent). However, after a minor error was discovered, 1,494 were re-issued to affected schools (refer Section 2.16.3 for details).
- A *Combined School Profile* for multi-campus schools – this was a new report for Cycle 6, and despite a vision of building it into the data collection system, it was generated outside the data collection system and distributed post-collection. It was emailed securely to the Principal of the head campus in late September 2024. A total of 65 reports were distributed. (refer to Section 2.16.2).
- *School Profile Addendums* – these include the same information as the *School Profile*, plus a comparison to State / Territory and national results. They were released to schools at launch of the national 2024 AEDC results and replace the previously issued *School Profile.*
- *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. Communities require a minimum of 15 children and two Teachers to receive a report.
- The *National Report* – available publicly on the AEDC website at national launch. In Cycle 6, CCCH led the development of the report, in close collaboration with Consortium members and the department, plus input from other stakeholders at EWG, STC and National Committee meetings.

- State / Territory reports – whilst historically the states / territories produced their own reports, for Cycle 6 they requested a more coordinated approach. The inputs to the report (final jurisdictional charts and tables) were prepared by the Social Research Centre and a stripped back version of the national report template was provided to STCs during the embargo period to assist with their preparation of state / territory reports.

2.15.2 Changes to reporting products for Cycle 6

The TWG discussed and endorsed the restructure of school-level reporting for Cycle 6 across its initial few meetings and these decisions were presented to the National Committee for noting in November 2023. The restructure of school-level reporting entailed:

- The removal of the *School Profile* previously released in November of the data collection year.
- Expansion of *Preliminary School Snapshots*, to be renamed *School Profiles*, through:
  - Inclusion of non-deduplicated data, as opposed to the presentation of trendlines only,
  - Inclusion of information previously included in the November *School Profiles*.
- Inclusion of non-deduplicated data in the *School Profile Addendum*, to eliminate the risk of potentially identifying the duplicated children.
- Maintaining school attendance data in post-population and *School Profile Addenda*.

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 Cycle 5. Given this, and the expressed desire to keep the report content and presentation relatively stable to increase familiarity and usage, these templates remained largely unchanged again for Cycle 6.

One decision taken by National Committee ahead of Cycle 4 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. Therefore, when updating the Cycle 6 templates, all six cycles of data were included where space on the page allowed and the three most recent cycles (Cycles 4, 5 and 6) on tables where it did not.

Mock ups of the Cycle 6 *School Profile*, *Community Profile* and *School Profile Addendums* were shared by the Social Research Centre at various EWG meetings and feedback was invited from members. Overall, feedback and changes were minimal to both the data inclusions and presentation of these reports, with the main changes as follows:

- OT5 was added to the *School Profile / School Profile Addendum* and *Community Profile* (OT5 was included in *National Report* and public tables in Cycle 5, as well as various State / Territory level reports)
- transition indicators in the *Community Profile* presented ‘true’ broken down into ‘very true’ and ‘somewhat true’, to be consistent with presentation in the *School Profile*
- the inclusion of a stand-alone two page summary at the end of the *Community Profile*, similar to the *School Profile* overview
- the Multiple Strengths Indicator, another Community level report that was previously available from *Data Explorer* upon national launch, was dropped in Cycle 6 due to lack of perceived

interest and the widespread use of OT5 as the primary strengths-based indicator. The MSI variables were retained in the microdata files.

The merit in pursuing a multi-campus school report as part of a strategy for engaging Independent schools was first raised with STCs at an STC workshop in September 2023. The ability to report the school's results at the school level (instead of at the standard campus level) had been a feature in AEDC for multi-campus schools participating through their head campus since Cycle 4, selected via the STC variables in the School Frame, which relied on STC consultation with schools ahead of the collection. Whilst in Cycle 5, only 14 out of 202 campuses opted for a school level report, this was not considered to be a very good indication of stakeholder appetite for multi-campus reporting. STCs agreed this could be positive for school engagement in Cycle 6 and preferred the default to offer both a *School Profile* at the individual campus level and a *Combined School Profile* at the school level, with both reports only available where six or more children participated in the AEDC without special needs.

It was originally envisaged to produce the *Combined School Profile* from within the data collection system in the same way as the campus level *School Profile* (the only difference being the aggregation of campuses tied together by their SchoolAGEID). The *Combined School Profile* template was provided to the web development team to set-up and test within the data collection system, however, given historical data could not be aggregated at the same (school) level from within the data collection system, it was agreed that the report would be generated by the Social Research Centre and distributed post-collection.

Options for presenting the data in the *Combined School Profile* were taken to the department in mid-August 2024 for a decision on whether a breakdown for the individual campus could be shown when there were less than six children without special needs at the campus level, or if only the combined school view should be presented with no breakdown by campus.

The latter option was chosen and only the aggregated school level results were shown, on the basis that this is the view schools would be most interested in seeing and because campus-level data was already available in the individual *School Profiles*. This also had implications for schools with two campuses, where one campus had sufficient children for reporting individually and the other did not. Whilst the combined total number of children may have been sufficient for reporting (i.e. six or more non-special needs children), this meant that a combined school report could not be issued because it would identify the campus with too few children, if compared to the individual campus report of the larger campus. This led to significantly fewer combined reports being produced than originally anticipated.

School Profile Addendums were disseminated in Cycle 6 using the same process Cycles 4 and 5, which included emailing a secure link to the report in the Social Research Centre's secure file exchange directly to Principals. Jurisdictions again had the option to upload the school reports for their jurisdiction to their secure central educational portal, which both NSW and WA opted to do in addition to the Social Research Centre sending the links. Where *School Profiles / School Profile Addendums* were uploaded to central educational platforms, the Social Research Centre provided authorised data users 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. In preparation for *School Profile Addendum* dissemination, STCs were asked to do a round of updates to Principal contact details, given it was not the same school year as the collection.

The *National Report* preparation was commenced significantly earlier this cycle, with a plan to have it ready by end February 2025 in case launch was brought forward to avoid falling in caretaker period. A report structure was agreed between the Consortium and the department and shared with National Committee in August 2024, and the design first presented at the EWG in November 2024. \National report messaging, presentation and communication of national results was discussed with National

Committee members in November 2024. Several iterations of the *National Report* were shared with the Consortium and the department, refining design elements and content. An update was provided at the EWG meeting on 5 February as the report was nearing finalisation. A preview was provided to National Committee in February 2025.

The final Cycle 6 *National Report* was a slimmed-down report, containing 52 pages, and more infographics and icons than previous cycles.

The *National Report* and *Community Profiles* were uploaded to the new AEDC website, ahead of National launch. Supplementary *National Report* data tables were also provided as downloadable .xlsx data tables from the AEDC website. The new website was live for national launch from 1pm on Friday 13 June.

Refer to Section 3.14 for a summary of school report downloads.

2.15.3 Key challenges and considerations for future collections

The decision made at TWG on 25 October 2023 to produce the *School Profile* in the data collection system with the inclusion of non-deduplicated data had considerable downstream impacts and should be revisited early next cycle.

Due to the increased risk this posed that children could be identified by comparing results to final, de-duplicated data, additional privacy protections were established. For example, restricted access to *School Profiles* would only be provided to State and Territory Government staff for the sole purpose of assisting schools in accessing and / or interpreting their AEDC school profile data, as necessary for the purposes of the AEDC program.

For the release of the *School Profiles*, the department authorised the release of the *School Profiles* to STCs through a confidentiality non-disclosure agreement. *School Profiles* were provided to the authorised data users for all Government Education departments in November 2024 with the ACT Community Services Directorate receiving reports for all sectors as agreed by the relevant peak bodies and all remaining jurisdictional education departments receiving only Government *School Profiles*.

For the *School Profile Addendums*, a separate permitted data user form was introduced to manage access. The Social Research Centre sent a reminder to STCs on 25 March 2025 to submit a permitted data user form if they were seeking access to *Addendum*s 'under embargo'. To date, these had been released to STCs / authorised users in the Government education departments in New South Wales, South Australia, Queensland, Victoria, and Western Australia.

No *School Profiles* or *Addendum*s were provided to the non-Government sector bodies this cycle, which some STCs felt would have a detrimental effect on their relationship with the non-Government sector and was not consistent with previous cycles.

Some STCs noted that data sharing / access to *School Profiles* was the main pain point of the Cycle 6 collection. They requested that this be agreed between the department and STCs ahead of the collection next cycle and that the tick box in the data collection system for Independent schools to consent to sharing their school results with the peak body be included for all sectors, or removed if it is redundant. Some STCs suggested a return to the 2021 model of the *Preliminary School Snapshot* with only trendline data followed by the more comprehensive report after launch.

During the process of preparing the *Summary School Profile* csv files for sector stakeholders in early September 2024, the Social Research Centre discovered an error in the *School Profile* pdfs that had been generated by the data collection system, affecting 1,494 *School Profiles*. The error affected the 2024 percentage of one or more domains and / or summary indicators on pages 8-10 of the report, with 136 reports where the error was 10 percentage points or more. The department agreed for these reports to be re-issued, with an email sent to the Principal and AEDC School Coordinator apologising

for the issue and encouraging the AEDC School Coordinator to log back into the data collection system to download the updated report. STCs were also provided with a list of schools in their jurisdiction that had their *School Profile* re-issued and Helpdesk were briefed to provide support. A learning from this incident was that despite the initial QA checks conducted on the *School Profile* during testing, the issue was not picked up because the condition was not triggered in the multiple versions of the reports that were checked (it affected the valid domain base), highlighting an issue with the stratification of reports included in the QA check rather than a failure of checking per se.

The move to produce the combined multi-campus *School Profile* outside of the data collection system came at a busy time for the AEDC data team, amid other post-collection data activities, and it was a significant amount of work for only 65 reports. Given the template and process are now established, it would be relatively simple to include the combined School Report in Cycle 7, if desired. It would also be possible to build it into the data collection system if historical data at the same level of aggregation is pre-prepared by the Social Research Centre and fed into the data collection system, otherwise it may be better to continue to produce this outside the system. An early decision in Cycle 7 and adequate time for testing will be required. It would also be beneficial to revisit how the confidentiality rules should apply to the criteria for receiving a combined report when individual campuses have less than 6 children without special needs. It may also be worth seeking feedback from schools which received the *Combined School Profile* in Cycle 6 on how useful they found this report, to help inform this decision.

Other considerations for reporting products in Cycle 7 include:

- Seven cycles of data will be difficult to fit in some of the tables that were used in reports, and may necessitate alternative designs if data from all cycles is to be shown.
- Consider including the two page summary appendix from the *Community Profile* as a stand-alone (additional) download in *Community Data Explorer*.

Changes to reporting products for Cycle 7 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 be mindful of ‘future proofing’ them for additional cycles of data.

The process of *School Profile Addendum* dissemination generally works well and should be maintained for Cycle 7.

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).

Table 8 shows that the national school participation rate for Cycle 6 was 93.8 per cent, which is the lowest across AEDC history and 2.3 per cent lower than last cycle.

The decline in school participation this cycle was seen in all sectors, with the Catholic sector declining by 2.9 percentage points since last cycle and both the Government and Independent sectors by 2.2 percentage points. For both the Government and Catholic sectors this represents the lowest rates on record, whilst for the Independent sector this was second lowest only to Cycle 1 (79.3 per cent).

All jurisdictions except New South Wales and Victoria achieved the 95.0 per cent target school participation rate in Cycle 6. For these two biggest jurisdictions, the Cycle 6 participation rates were the lowest since the AEDC began.

In the Australian Capital Territory (100 per cent), Tasmania (100 per cent) and Western Australia (99.7 per cent), the target was reached in all three school sectors, which is consistent with previous cycles.

Queensland (98.3 per cent) and South Australia (98.1 per cent) both achieved the 95.0 per cent target overall but fell short with their Independent sector (89.7 per cent and 88.8 per cent respectively), which is also consistent with previous cycles.

Northern Territory only just achieved the 95.0 per cent target overall (95.2 per cent), with the Government sector achieving 96.6 per cent and the Catholic and Independent sectors below target (91.7 per cent and 89.5 per cent respectively). As for New South Wales and Victoria, the Cycle 6 rate was the lowest on record for the Northern Territory.

New South Wales achieved 94.3 per cent overall, achieving the target in both the Government (97.3 per cent) and Catholic sectors (100.0 per cent), with the overall school participation rate pulled down by the Independent sector (71.2 per cent).

Victoria was furthest from target this cycle, reaching 84.0 per cent overall. Participation fell by more than 8 percentage points in both the Government (87.7 per cent) and Catholic (83.3 per cent) sectors this cycle, both recording record lows. The Independent sector achieved only 65.1 per cent participation, 1.9 percentage points higher than last cycle (63.2 per cent).

Table 8 School participation rate by cycle, jurisdiction and sector

Sector within jurisdiction	Cycle 6 School Frame n	Cycle 6 in scope n	Cycle 6 participated n	School participation rate %					
				Cycle 6	Cycle 5	Cycle 4	Cycle 3	Cycle 2	Cycle 1
National	8,183	7,873	7,381	***93.8***	96.1	*96.7*	*96.7*	*95.6*	95.6
Government	5,699	5,454	5,241	***96.1***	98.3	*99.4*	*99.3*	*97.9*	98.2
Catholic	1,379	1,367	1,298	***95.0***	97.9	*97.2*	*97.4*	*96.2*	96.0
Independent	1,105	1052	842	***80.0***	82.3	*81.5*	*81.2*	*81.5*	79.3
New South Wales	2,532	2,440	2,301	***94.3***	95.6	*95.2*	*96.1*	*95.6*	95.5
Government	1,733	1,667	1,622	***97.3***	97.7	*98.2*	*99.6*	*98.1*	98.7
Catholic	454	447	447	***100.0***	100.0	*100.0*	*100.0*	*98.9*	98.9
Independent	345	326	232	***71.2***	79.1	*73.1*	*71.7*	*78.0*	73.2
Victoria	2,022	1,917	1,611	***84.0***	91.3	*94.5*	*93.7*	*91.6*	91.7
Government	1,368	1,278	1,121	***87.7***	95.8	*99.6*	*97.8*	*94.9*	95.7
Catholic	409	407	339	***83.3***	92.9	*91.3*	*92.6*	*89.6*	90.3
Independent	245	232	151	***65.1***	63.2	*70.7*	*71.1*	*74.9*	69.1
Queensland	1,514	1,460	1,435	***98.3***	98.7	*98.3*	*98.7*	*96.8*	97.9
Government	1,087	1,039	1,036	***99.7***	100.0	*100.0*	*100.0*	*99.3*	100.0
Catholic	225	224	224	***100.0***	100.0	*100.0*	*100.0*	*99.5*	100.0
Independent	202	197	175	***88.8***	90.1	*87.0*	*88.7*	*76.5*	80.4
Western Australia	980	960	957	***99.7***	100.0	*100.0*	*99.8*	*99.2*	99.0
Government	707	695	693	***99.7***	100.0	*100.0*	*99.7*	*99.5*	99.5
Catholic	132	131	131	***100.0***	100.0	*100.0*	*100.0*	*100.0*	100.0
Independent	141	134	133	***99.3***	100.0	*100.0*	*100.0*	*96.7*	95.2
South Australia	635	627	615	***98.1***	98.2	*97.9*	*97.1*	*97.3*	94.5
Government	446	440	438	***99.5***	100.0	*100.0*	*100.0*	*99.6*	97.0
Catholic	90	90	90	***100.0***	100.0	*96.6*	*94.5*	*97.6*	88.4
Independent	99	97	87	***89.7***	88.4	*89.2*	*85.2*	*84.9*	87.1
Tasmania	216	212	212	***100.0***	100.0	*100.0*	*100.0*	*99.1*	99.6
Government	152	150	150	***100.0***	100.0	*100.0*	*100.0*	*98.7*	99.4
Catholic	32	32	32	***100.0***	100.0	*100.0*	*100.0*	*100.0*	100.0
Independent	32	30	30	***100.0***	100.0	*100.0*	*100.0*	*100.0*	100.0
Australian Capital Territory	111	110	110	***100.0***	100.0	*100.0*	*100.0*	*99.0*	100.0
Government	69	69	69	***100.0***	100.0	*100.0*	*100.0*	*100.0*	100.0
Catholic	24	24	24	***100.0***	100.0	*100.0*	*100.0*	*95.8*	100.0
Independent	18	17	17	***100.0***	100.0	*100.0*	*100.0*	*100.0*	100.0
Northern Territory	173	147	140	***95.2***	100.0	*98.7*	*99.4*	*99.3*	100.0
Government	137	116	112	***96.6***	100.0	*100.0*	*99.2*	*99.2*	100.0
Catholic	13	12	11	***91.7***	100.0	*100.0*	*100.0*	*100.0*	100.0
Independent	23	19	17	***89.5***	100.0	*86.7*	*100.0*	*100.0*	100.0

3.1.2 Non-responding schools

As is evident from Table 8, there were 492 schools identified as ‘in scope’ which did not participate in Cycle 6, considerably higher than previous cycles (306 schools in Cycle 5 and 259 in Cycle 4).

This represents 20.0 per cent of Independent sector schools (210 schools). This compares to 3.9 per cent (213 schools) of Government schools that did not participate, or 1 in 25 schools, and 5.0 per cent (69 schools) of Catholic schools, which equates to 1 in 20 schools.

Of these, 62.2 per cent (306 schools) of non-participating schools were in Victoria, with one third (157 schools or 31.9 per cent) in the Victorian Government sector. Over one quarter of non-participating (139 schools or 28.3 per cent) were in New South Wales, with one in five (94 schools or 19.1 per cent) non-participating schools in the New South Wales Independent sector.

School size information, expressed in terms of the number of eligible children, is available for 458 of these schools, either from pre-population or from completed school activation information (where the school did not progress beyond school activation). Of the 34 schools with no school size information, they are mostly from the Catholic (17 schools) or Independent (15 schools) sector.

Amongst the 458 non-responding schools with school size information, small schools (those with 20 or less children) are over-represented.

Whilst the overall proportion of the responding in scope schools with 20 or less children is just over one third (34.8 per cent), they comprise nearly half (46.5 per cent) of the non-responding schools.

Medium sized schools (those with 21 to 60 children) are under-represented among non-responding schools (33.6 per cent compared to 43.5 per cent of participating schools), whilst schools with 60 or more children are approximately equally represented (19.9 per cent of non-responding schools compared to 21.7 per cent of participating schools).

This finding may reflect the focus of STCs non-participation follow up efforts, to prioritise larger schools (so as to achieve greater overall child participation).

The higher level of non-response among small schools is consistent with previous cycles and separate strategies have been developed in recent cycles to target small schools. In Cycle 4, a separate invitation letter was sent to schools with less than six children as part of awareness-building activities and in Cycle 5, the November and February email communication included specific wording for small schools. In Cycle 6 there was no specific communications targeting small schools. Messaging was more general, such as ‘the AEDC is important no matter the size or type of school’. School participation patterns suggest there is continued need to support small school participation in the future. Suggestions for consideration include revisiting a separate invitation letter, clearly outlining the benefits to small schools for participating in the AEDC in all communications and perhaps introducing a ‘fast-track’ school set up in the data collection system for schools with only a few in-scope children

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 64.4 per cent of non-participating schools overall, increasing to 100 per cent in the Catholic sector. The main reasons cited by Government schools for not participating related to difficulty sourcing Teacher relief (46.9 per cent) and that the AEDC is not compulsory (22.4 per cent). For the Independent sector schools, the main reasons cited included the AEDC is not compulsory (54.8 per cent), as well as surveys being against the school policy / philosophy (13.5 per cent) and staffing challenges (10.3 per cent).

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 and to assist with the development of strategies to improve overall school participation.

Table 9 Reasons for non-participation in Cycle 6, by sector

Reasons for non-participation	Government sector		Independent sector	
	n	%	n	%
Not compulsory	11	22.4	69	54.8
Against school policy	0	0.0	17	13.5
Difficulty sourcing Teacher Relief	23	46.9	1	0.8
Staffing challenges	3	6.1	13	10.3
Workload / time pressures	2	4.1	5	4.0
Do not see value / not a priority	4	8.2	3	2.4
Small school - too much effort	0	0.0	3	2.4
Disruption to students	0	0.0	1	0.8
Ran out of time / no extension	3	6.1	0	0.0
Other	3	6.1	2	1.6
No reason provided by school	0	0.0	12	9.5
Total	49	100.0	126	100.0

Note: This table includes reasons for non-participation as at October 2024, 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 5 to Cycle 6, based on schools identified as 'in scope' for Cycle 6, and excluding new schools for Cycle 6. As can be seen, the vast majority (90.1 per cent) of schools (6,994) participated in both Cycles 6 and 5.

Table 10 Changes in school participation status from Cycle 5 to Cycle 6

Sector	Participated Cycle 6	Participated Cycle 5	
		Yes n	No n
National	Yes	6,994	288
	No	297	186
Government	Yes	5,012	177
	No	164	46
Catholic	Yes	1,258	24
	No	52	17
Independent	Yes	724	87
	No	81	123

Base = schools that participated in Cycle 6, excluding new schools (7,765)

Table 10 also highlights that there were 288 schools that participated in Cycle 6 that did not participate in Cycle 5 (excluding new schools), mostly comprising schools in the Government (177) and Independent (87) sectors. This includes very small schools that may have been out of scope in Cycle 5 and became in scope in Cycle 6, as well as Special schools whose participation is encouraged.

Table 11 shows participation by number of cycles, based on schools which participated in Cycle 6 (and excluding new schools for Cycle 6). This shows that nearly nine out of ten Government and

Catholic schools (86.0 and 86.3 per cent respectively) participated in all six cycles of the AEDC. For Independent sector schools, this figure drops to just over half (53.3 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 186 schools did not participate in either of the last two cycles despite being 'in-scope' (as shown in Table 10), mostly Independent sector schools (123) followed by Government schools (46). 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 60 schools which participated in the AEDC for the first time in Cycle 6 (and which were not 'new' schools), including 29 Government and 28 Independent sector schools. These were mostly based in Victoria (22 schools) and Western Australia (17 schools). Whilst a proportion of these schools may have been out of scope in previous cycles and became in scope for Cycle 6 (i.e. very small schools), these 'gains' in school participation should be considered positive.

Of concern, however, may be the 297 schools which participated in Cycle 5 but not in Cycle 6. These mostly comprised schools in the Government (164) sector, followed by the Independent (81) and Catholic (52) sectors with the majority (200) located in Victoria. Again, tailored communications, or other 'special treatment' for these schools may be worthy of consideration for the next cycle.

Table 11 Participation by number of cycles, by sector

	1 cycle only		Any 2 cycles		Any 3 cycles		Any 4 cycles		Any 5 cycles		All 6 cycles	
Sector	n	%	n	%	n	%	n	%	n	%	n	%
National	60	0.8	215	2.1	156	2.1	275	3.8	573	7.9	6,003	82.4
Government	29	0.6	127	1.3	69	1.3	138	2.7	361	7.0	4,465	86.0
Catholic	3	0.2	25	1.7	22	1.7	46	3.6	80	6.2	1,106	86.3
Independent	28	3.5	63	8.0	65	8.0	91.0	11.2	132	16.3	432	53.3

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 Cycles 5 and 6 compared to earlier cycles, with more than 84.4 per cent of schools completing Instruments by 27 June (within the first two months of the collection). This compares to around half (53.3 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 Cycles 5 and 6, regardless of school size, is the result of the push for 'earlier activation' and revised communication and workflows to encourage schools to set up early and complete Instruments in a timely manner.

The remaining 15.6 per cent of schools completed Instruments in the last month of the collection (from 28 June), with 3.6 per cent in the last week. This is slightly higher than last cycle when 12.4 per cent completed in the last month.

A greater proportion of smaller schools completed Instruments 'early' (in the first month) in the collection compared to larger schools (44.9, 38.4, 34.5 per cent for schools with 20 or less, 21 to 60 and more than 60 children respectively) which is consistent with previous collections. There was no meaningful difference in the size of schools among the very late completers (last week of the collection), with 3.9 per cent of small schools and 4.2 per cent of large schools falling into this period.

Table 12 Completion date by size of school

Last Instrument completion date	Size of school (number of eligible children)			
	<=20	21-60	>60	Total
Number of schools				
Early (before 31 May)	1,150	1,232	551	2,933
Mid (31 May to 27 Jun)	1,028	1,484	771	3,283
Late (28 Jun to 25 Jul)	286	392	208	886
Very late (26 Jul to 3 Aug)	100	99	67	266
Total	**2,564**	**3207**	**1597**	**7,368**
Percentage				
Early (before 31 May)	44.9	38.4	34.5	39.8
Mid (31 May to 27 Jun)	40.1	46.3	48.3	44.6
Late (28 Jun to 25 Jul)	11.2	12.2	13.0	12.0
Very late (26 Jul to 3 Aug)	3.9	3.1	4.2	3.6
Total	**100.0**	**100.0**	**100.0**	**100.0**
Completed early / mid				
Cycle 6	84.9	84.7	82.8	84.4
Cycle 5	89.3	86.5	87.1	87.6
Cycle 4	55.1	53.1	50.9	53.3
Cycle 3	57.0	58.7	58.6	58.1
Cycle 2	49.9	53.5	51.9	51.9
Completed late / very late				
Cycle 6	15.1	15.3	17.2	15.6
Cycle 5	10.7	13.5	12.9	12.4
Cycle 4	44.9	46.9	49.1	46.7
Cycle 3	43.0	41.3	41.4	41.9
Cycle 2	50.1	46.5	48.1	48.1

Note: 13 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 school set up questions. Nationally, just over three quarters of participating schools (75.4 per cent) completed Instruments on or before their planned completion date which is very similar to last cycle (75.2 per cent). There was little variation by jurisdiction, ranging from 67.3 in the Australian Capital Territory to 77.6 per cent in Victoria.

Independent sector schools were slightly more likely to complete when they said they would (77.3 per cent) followed by Government (75.2 per cent) and Catholic (74.6 per cent) sector schools.

Looking at size of school and Instrument completion on or before planned completion dates, medium size schools (21 to 60 children) were most likely to be on time or early (76.9 per cent), followed by larger schools (74.7 per cent), with smaller schools the least likely to achieve this (73.7 per cent).

More than two in five (43.5 per cent) participating schools completed Instruments at least one week ahead of planned dates, which is higher than last cycle (34.7 per cent). Again, there is the same relationship with size of school, with medium schools most likely to achieve this (45.0 per cent). 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.

3.1.5 New schools

As part of School Frame preparation for Cycle 6, a total of 116 'new' schools were identified and added to the frame, including 38 in Victoria, 30 in New South Wales, 20 in Queensland and 19 in Western Australia. Just over half of these were Government schools (50.9 per cent, 59 schools) and one third (35.3 per cent, 41 schools) were Independent sector schools. All except eight schools (108) were considered 'in scope' for Cycle 6.

A total of 99 new schools participated in Cycle 6, an overall new school participation rate of 91.7 per cent which is higher than in the previous three cycles (83.0 per cent in Cycle 5, 89.6 per cent in Cycle 4 and 89.4 per cent in Cycle 3) and is higher than the overall school participation rate, suggesting new schools were well supported to participate in Cycle 6.

There was a 100 per cent new school participation rate in the Catholic school sector (16 schools), 88.1 per cent participation rate in the Government school sector (52 schools participated) and 75.6 per cent in the Independent school sector (31 schools participated).

3.1.6 Special schools

Consistent with previous cycles, the Cycle 6 School Frame included a 'Special school' flag, with 319 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 very similar to the number of Special schools on the School Frame in Cycle 5 (315).

As part of both November 2023 and February 2024 awareness-building communications, all potentially in scope special schools on the School Frame were included in the bulk email sent to school Principals. Unlike in Cycle 5 when there was conditional text displayed in the email if the school was flagged on the School Frame as a Special school, in Cycle 6 there was generic messaging for all schools that conveyed the importance of all schools to take part in the AEDC 'regardless of school size or school type' (refer to Appendix 13 and 14 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 has been consistent since Cycle 4.

Of the 319 Special schools on the School Frame in Cycle 6, the majority of these were in Victoria (111), New South Wales (75), Western Australia (59) and Queensland (49).

A total of 224 Special schools participated in Cycle 6, slightly fewer than in Cycle 5 (253) but 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

Since Cycle 4, individual campuses of a multi campus school could be flagged on the School Frame to have their AEDC hard copy communications (*School Leader* Pack and, for Cycle 4 and 5 only, their *Teacher Packs*) sent to their head campus.

In Cycle 6, there were 50 individual campuses that were in scope and flagged on the School Frame to send their School Leader Pack to head campus, which is significantly higher than Cycle 5 when there were only 16 campuses. These campuses were mostly in Western Australia (33) and South Australia (9).

The configuration of multi-campus school participation through head campus was modified in the data collection system in Cycle 6 (each individual campus remained 'in-scope' instead of the Cycle 4 and 5

scenario where the main campus was flagged as ‘participating’, and the balance of campuses flagged as ‘out of scope’, with the scope status of each campus updated post collection to reflect school participation at the individual campus level). There was no change to how participation through head campus was flagged in the School Frame.

The benefit to a multi-campus school of participating through head campus is that only the head campus has to activate and one AEDC School Coordinator is nominated to manage the collection across both / all campuses (individual Teachers are invited to participate in the same way they would for a single campus school).

The data collection was administered through the head campus for a total of 47 campuses on the School Frame in Cycle 6, compared to 77 campuses in Cycle 5 and 31 campuses in Cycle 4. Participation through head campus was more common in Western Australia (33 campuses) and South Australia (9 campuses) and in the Government sector (74.4 per cent).

There were 13 multi-campus schools in Cycle 6 (mostly from South Australian and Western Australia and distance education schools and / or remote schools) that were flagged to administer the AEDC centrally through their head campus but where the pre-population data was only known at the school level, not campus level. These individual campuses were (manually) counted as contributing towards the school participation rate, but the Instruments were recorded against the head campus.

3.1.8 Implications for future collections

There continue to be challenges engaging the Independent sector in the AEDC, with the national Independent sector school participation rate in Cycle 6 (80.0 per cent) the second lowest since the AEDC began. This issue is most evident in New South Wales and Victoria, and, to a lesser extent, Queensland, South Australia and Northern Territory. Victoria struggled to come close to target in all sectors, resulting in a record low school participation rate of 84.0 per cent this cycle.

For Cycle 7, there should be early consideration for strategies that may better engage the Independent sector schools, as well as strategies to improve school participation rates in Victoria. Schools with a history of non-participation could be targeted with communications or other ‘special treatment’ with communications focussing on the benefits of participating in the AEDC. For the Independent sector, promotion of the strengths-based measure OT5 and receiving both campus and school level reports may appeal.

The focus on early activation in the last two cycles provided clear benefits for the overall momentum of the collection and contributed to fewer ‘late’ participating schools. It is a strategy that should be maintained for the next cycle. A soft deadline of ‘end of Term 2’ worked well in most jurisdictions this cycle, with Term 3 available for ‘mop up’ activities.

The capture of reason for school opt out is important to inform future engagement strategies. 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.

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 (and including the Independent sector in Western Australia and Tasmania), the child population was based on counts of children from pre-population (adjusted for those with known 'dual enrolment'), given that pre-population information was based on the February 2024 school census and was considered to be complete.

For other jurisdictions, the estimated child population for the Independent school sector was provided by the jurisdictions during the data collection period. Several jurisdictions have difficulty estimating the Independent sector child population and use the estimates from the ABS full-time equivalent students for 2024 in Pre-Year 1[3].

Table 13 shows that the national child participation rate for Cycle 6 was 94.6 per cent, 0.9 per cent lower than Cycle 5 (95.5 per cent) and 1.8 - 2.9 percentage points lower than the first four 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 6 differs slightly from the number of participating children in the *Headline Report* from the end of collection, due to the removal of 315 children (314 duplicate children and 1 child confirmed to be in Year 1).

The child participation rate in the Government school sector has been in decline since first being tracked separately in Cycle 2, but remains above the target at 96.9 per cent. This decline was more gradual between Cycle 2 and 4, at 0.3 percentage points per cycle, with the greatest decline between Cycle 4 and 5 (1.0 percentage point) and a further decline of 0.6 percentage points in Cycle 6.

The child participation rate in the Catholic school sector has been more variable over time and was at its lowest this cycle, only just above the target at 95.5 per cent, representing a decline of 1.5 percentage points since last cycle.

The child participation rate had been steadily increasing in the Independent school sector until Cycle 5 when it declined by 0.4 percentage points to 81.9 per cent. It was the most stable of all the sectors this cycle with only a small decline of 0.1 percentage points.

[33] Australian Bureau of Statistics. (2024). *Schools*. ABS. https://www.abs.gov.au/statistics/people/education/schools/latest-release.

Table 13 Child participation by sector within jurisdiction, all cycles

Sector within jurisdiction	Cycle 6 population n	Cycle 6 participated n	Participated %					
			Cycle 6	Cycle 5	Cycle 4	Cycle 3	Cycle 2	Cycle 1
National	**305,074**	**288,483**	**94.6**	**95.5**	**96.4**	**96.5**	**96.5**	**97.5**
Government	206,293	199,640	96.8	97.4	98.4	98.7	99.0	
Catholic	58,396	55,788	95.5	97.1	96.9	97.5	97.0	
Independent	40,385	33,055	81.8	81.9	82.3	80.8	79.6	
New South Wales	**96,080**	**90,700**	**94.4**	**96.0**	**96.0**	**96.8**	**97.3**	**98.1**
Government	64,414	61,699	95.8	97.7	97.4	98.7	99.2	
Catholic	19,166	19,441	101.4	99.2	102.2	100.5	102.6	
Independent	12,500	9,560	76.5	80.6	76.0	76.7	75.6	
Victoria	**76,612**	**67,231**	**87.8**	**89.7**	**93.8**	**94.3**	**92.9**	**91.9**
Government	51,519	47,725	92.6	93.3	98.2	98.5	97.5	
Catholic	15,657	12,989	83.0	90.4	88.8	91.9	87.8	
Independent	9,436	6,517	69.1	65.4	73.0	70.2	72.5	
Queensland	**64,030**	**62,749**	**98.0**	**98.4**	**98.1**	**97.1**	**97.6**	**99.1**
Government	43,408	43,062	99.2	99.7	99.4	98.6	100.2	
Catholic	11,725	11,644	99.3	99.4	99.1	98.9	99.3	
Independent	8,897	8,043	90.4	89.4	87.7	84.8	78.8	
Western Australia	**34,775**	**34,549**	**99.4**	**99.7**	**99.3**	**98.7**	**99.0**	**97.5**
Government	25,247	25,218	99.9	99.7	99.4	99.0	99.2	
Catholic	5,171	5,089	98.4	99.4	98.9	98.5	98.8	
Independent	4,357	4,242	97.4	99.6	99.0	97.6	98.1	
South Australia	**19,234**	**19,191**	**99.8**	**97.8**	**96.9**	**96.4**	**96.9**	**113.2**
Government	11,819	12,048	101.9	99.3	99.1	99.1	99.8	
Catholic	4,086	4,043	98.9	102.8	95.2	100.2	99.9	
Independent	3,329	3,100	93.1	86.7	88.9	80.8	82.0	
Tasmania	**5,876**	**5,733**	**97.6**	**98.9**	**99.0**	**99.0**	**98.4**	**98.2**
Government	4,113	4,039	98.2	99.0	98.5	98.6	97.9	
Catholic	1,113	1,108	99.6	100.0	101.2	100.1	98.4	
Independent	650	586	90.2	95.7	100.0	100.6	103.1	
Australian Capital Territory	**5,444**	**5,339**	**98.1**	**98.4**	**98.2**	**99.3**	**99.9**	**100.9**
Government	3,493	3,492	100.0	97.8	97.6	99.4	99.9	
Catholic	1,145	1,153	100.7	99.4	99.6	99.0	99.6	
Independent	806	694	86.1	99.9	99.3	99.2	100.7	
Northern Territory	**3,023**	**2,991**	**98.9**	**97.5**	**95.3**	**97.7**	**95.9**	**96.3**
Government	2,280	2,357	103.4	101.0	97.4	97.6	98.9	
Catholic	333	321	96.4	96.8	86.5	100.3	95.5	
Independent	410	313	76.3	73.5	87.9	95.5	76.4	

Until Cycle 6, Victoria was 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, but also the Government sector since Cycle 5. Whilst the rate in the Independent sector improved this cycle for Victoria (by 3.7 percentage points), child participation rates in the Catholic sector declined 7.4 percentage points.

In Cycle 6, New South Wales also missed the target child participation rate, dropping 1.6 percentage points to 94.4 per cent, driven mostly by the Independent sector (-4.2 percentage points) and to a lesser extent the Government sector (-1.9 percentage points).

The target child participation rate was achieved in all three school sectors in Western Australia and the Australian Capital Territory in Cycle 6, 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, although there was a notable improvement this cycle in South Australia (6.5 percentage points), and modest improvements in the Northern Territory (2.8 percentage points) and Queensland (1.0 percentage point).

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 6 were compared with the characteristics of children in pre-population who did not participate in Cycle 6.

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.

Whilst historically this analysis has shown over-representation among non-participants of First Nations children, children born overseas, children whose first parent did not complete Year 12 and children with a language background other than English, the difference this cycle was less marked.

As shown in Table 14, non-participants were more likely to be:

- First Nations children (8.7 per cent of non-participants, compared with 7.9 per cent of participants)
- children with a language background other than English (29.3 per cent of non-participants, compared with 28.4 per cent of participants)
- children born overseas (8.5 per cent of non-participants, compared with 6.6 per cent of participants)
- children whose first parent did not complete Year 12 (19.7 per cent of non-participants, compared with 17.8 per cent of participants)
- children born in 2017 (2.9 per cent of non-participants, compared with 1.3 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 14 Characteristics of non-participating children relative to participating children

	Children in pre-population Participants	Children in pre-population Non-participants	Percentage distribution Participants	Percentage distribution Non-participants
	n	n	%	%
Aboriginal and / or Torres Strait Islander				
Aboriginal and / or Torres Strait Islander	19,678	1,428	7.9	**8.7**
Non-Aboriginal and / or Torres Strait Islander	229,272	14,984	92.1	91.3
Total	248,950	16,412	100.0	100.0
Gender				
Female	129,353	8,668	51.6	52.5
Male	121,331	7,830	48.4	47.5
Total	250,684	16,498	100.0	100.0
LBOTE				
English only	172,527	11,280	71.6	70.7
Other languages	68,408	4,675	28.4	**29.3**
Total	240,935	15,955	100.0	100.0
Country of birth				
Australia	233,048	15,042	93.4	91.5
Overseas	16,556	1,399	6.6	**8.5**
Total	249,604	16,441	100.0	100.0
School level completed by first parent				
Year 12 or equivalent	163,227	11,077	64.7	67.0
Year 11 or equivalent	14,455	1049	5.7	**6.3**
Year 10 or equivalent	22,945	1,519	9.1	9.2
Year 9 or equivalent	7,489	677	3.0	**4.1**
Unknown	44,324	2,202	17.6	13.3
Total	252,440	16,524	100.0	100.0
Year of birth				
2017	3,232	478	1.3	**2.9**
2018	174,371	11,962	69.1	72.4
2019	74,745	4065	29.6	24.6
Total	**252,440**	**16,524**	**100.0**	**100.0**

3.2.3 Reasons for non-participation

Consistent with recent cycles, the collection communications and system navigation 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 8,886 children in Cycle 6, some 505 more children than Cycle 5.

As can be seen at Table 15, just over half (54.9 per cent) of the reasons for non-participation related in some way to the sample frame. This is a significantly smaller proportion than for the last couple of cycles, when it was closer to two thirds (62.6 per cent in Cycle 5 and 65.3 per cent in Cycle 4).

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’), which were slightly reduced this cycle. 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’, ‘attends language school only’ and ‘child kept in pre-school / kindergarten’ (i.e. the child is in the year before the first year of full-time school).

Table 15 Reasons for non-participation

Reason for non-participation	Cycle 6 number	Cycle 6 percentage distribution	Cycle 5 number	Cycle 5 percentage distribution
Moved school	3,043	34.2	3,494	41.7
Out of scope child	749	8.4	810	9.7
Moved overseas	351	4.0	254	3
Child not known	77	0.9	40	0.5
Taken out of school / no longer enrolled / no contact	518	5.8	551	6.6
Home schooled	138	1.6	99	1.2
Subtotal 'frame'-related issues	**4,876**	**54.9**	***5,248***	***62.6***
Duplicate entry	510	5.7	585	7
Details incorrectly entered / User error (NFI)	67	0.8	64	0.8
Bulk upload issue (NFI)	42	0.5	9	0.1
Subtotal Class List creation issues	**619**	**7.0**	***658***	***7.9***
Written opt out	2,143	24.1	1,389	16.6
Verbal opt out	672	7.6	516	6.2
Consent form not returned / other consent related	100	1.1	50	0.6
Subtotal consent related	**2,915**	**32.8**	***1,955***	***23.3***
Child absence	105	1.2	201	2.4
Child recently started at school	51	0.6	44	0.5
Missed completion deadline	102	1.1	31	0.4
Teacher absence	11	0.1	44	0.5
Subtotal procedural issues	**269**	**3.0**	***320***	***3.8***
Dual placement	139	1.6	121	1.4
Other reason	68	0.8	79	0.9
Total	8,886	100.0	8,381	100

Class list creation issues accounted for around 7.0 per cent of reasons for non-participation in Cycle 6, such as ‘duplicate entry’ and ‘bulk upload issue’, which can arise when Coordinators use the bulk upload function or Coordinators or Teachers may add children manually without realising those children were already present in the master list of children from pre-population. ‘Details entered incorrectly’ likely to refers to the bulk upload process or an Instrument commenced with incorrect child details (such as name or date of birth) and that child being marked as ‘not participating’, then entered again correctly.

Consent-related reasons comprised 32.8 per cent of reasons for non-participation in Cycle 6, compared to 23.3 per cent in Cycle 5 (and 27.0 per cent in Cycle 4), with written opt outs increasing the most. There was still evidence of a 'consent form not being returned' (100 cases in Cycle 6, 50 in Cycle 5 and 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, however, this may imply 'extended absence' and the Teacher may be unsure if the child is still at the school.

There was some variation in reason for non-participation by sector, with around twice the incidence of written and verbal opt outs in the Independent sector, relative to the Government and Catholic sectors. Opt outs as a percentage of resolved children was highest in the Australian Capital Territory and Victoria, followed by Queensland and Western Australia. Refer to Appendix 23 for details of reason for non-participation by jurisdiction and sector.

3.2.4 Sundry information about child participation

A total of 405 children were opted out after Instrument completion, which is higher than last cycle (302). 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 215 Instruments were in progress at the end of the Cycle 6 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 15 actually participated at another school. The de-duplication rules outlined in Section 2.13.4 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 since Cycle 4, outcomes are likely to be similar.

'*Previous school'* variables that were included in pre-population for the first time in Cycle 6 (refer to Sections 2.6.2 and 3.9.1), assisted in the resolution of 12 duplicates in Cycle 6.

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.

Although to a lesser extent than seen previously, First Nations children 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.

Whilst the parent letter is translated into the top 10 languages, adapting this for Aboriginal and / or Torres Strait Islander families and / or lower literacy groups may be warranted.

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). Additional guidance to Teachers through supporting communications and onscreen messaging is recommended for Cycle 7.

There was significant effort made 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 through several measures, such as clear messaging in the fact sheets and online tutorial, a flag added to the Coordinator dashboard to indicate the school had been pre-populated and clearer wording on the buttons onscreen. Despite this, there is still evidence of duplicate entry issues, although somewhat reduced relative to previous cycles. For Cycle 7, additional functionality could be developed that prevents the same ChildID being uploaded to the data collection system within the same school (noting that ChildID is not unique across states/territories), as well as email reminders regarding class list creation to read in whether pre-population data exists for the school or not.

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

All Aboriginal and / or Torres Strait Islander Cultural Consultant engagement materials for the AEDC were reviewed and updated in Cycle 4, as part of an Aboriginal and / or Torres Strait Islander Cultural Consultant engagement strategy. These initiatives and materials were carried through unchanged into Cycle 6.

Consistent with previous cycles, the *AEDC School Coordinator* and *Teacher Resources* 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 First Nations children. The value in using Aboriginal and / or Torres Strait Islander Cultural Consultants, particularly in completing Instruments ‘together’ with the Teacher, was promoted.

The data collection system workflow for Aboriginal and / or Torres Strait Islander Cultural Consultants also remained largely unchanged from Cycle 4. 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. A new training certificate was downloadable from the data collection system to Aboriginal and / or Torres Strait Islander Cultural Consultants who completed their AEDC registration and training in Cycle 6 (similar to Teachers).

The school activation and set up sequence collected 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 an Aboriginal and / or Torres Strait Islander Cultural Consultant for the AEDC.

There were two minor changes to information collected about the Aboriginal and / or Torres Strait Islander Cultural Consultants in the Instrument (answered by the Teacher) in Cycle 6 including:

- If the Aboriginal and / or Torres Strait Islander Cultural Consultant was an employee of the education sector
- The list of job titles for Aboriginal and / or Torres Strait Islander Cultural Consultants was updated in consultation with STCs (state-specific).

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 were unchanged for Cycle 6, including:

1. The overall proportion of First Nations child Instruments completed by a First Nations Teacher or by a non-First Nations Teacher with the involvement of an Aboriginal and / or Torres Strait Islander Cultural Consultant at some level, that is, the proportion of First Nations child Instruments completed with input from a person of Aboriginal and / or Torres Strait Islander background.
2. The proportion of First Nations child Instruments completed by a non-First Nations Teacher with input from 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-First Nations Teachers) for Aboriginal and / or Torres Strait Islander Cultural Consultant usage.
3. The proportion of First Nations child Instruments completed by a First Nations Teacher, or by a non-First Nations Teacher and an Aboriginal and / or Torres Strait Islander Cultural Consultant together.
4. The proportion of First Nations child Instruments completed by a non-First Nations Teacher and an Aboriginal and / or Torres Strait Islander Cultural Consultant together.

Instruments completed by the non-First Nations 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.

Since Cycle 4, a measure of Teachers' 'intention to use' an Aboriginal and / or Torres Strait Islander has been included in the *Headline Report*, specifically:

- The proportion of non-First Nations Teachers with at least one First Nations child in class that intends to use an Aboriginal and / or Torres Strait Islander Cultural Consultant, as a proportion of non-First Nations Teachers with at least one First Nations 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 set up questions. AEDC School Coordinators who indicated they had one or more First Nations children in the first year of full-time school were then asked if their school had access to an Aboriginal and / or Torres Strait Islander Cultural Consultant.

Of the 4,703 schools which had one or more First Nations children in the first year of full-time school in Cycle 6, just over half (57.4 per cent) said they had access to an Aboriginal and / or Torres Strait Islander Cultural Consultant which is consistent with the two previous cycles (57.7 per cent in Cycle 5 and 57.1 per cent in Cycle 4).

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 (79.1 per cent), Victoria (75.2 per cent) and South Australia (61.5 per cent) and lowest in Tasmania (43.1 per cent) and the Australian Capital Territory (41.7 per cent).

By sector, access was highest in Catholic sector schools (67.2 per cent), followed by Government sector schools (57.6 per cent) and significantly lower in Independent sector schools (33.5 per cent).

These trends were relatively consistent at both the jurisdictional and sector level compared to Cycles 5 and 4. Victoria showed the most change this cycle with an increase of 16.7 per cent in Aboriginal and / or Torres Strait Islander Cultural Consultant availability.

Refer to Appendix 24 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. Note: the below figures are based on uncleaned data and may vary slightly to final data.

Of the 18,179 Teachers completing Teacher registration (Q3 - *Are any of those children (in your class) of Aboriginal and / or Torres Strait Islander descent*?), nearly half (49.6 per cent, 8,304) indicated that they had at least one child of Aboriginal and / or Torres Strait Islander background in their class. Of these, 451 Teachers were of Aboriginal and / or Torres Strait Islander background, leaving a total of 7,853 Teachers of a non-Aboriginal and / or Torres Strait Islander background with at least one First Nations child in their class. This was considered the primary target group for Aboriginal and / or Torres Strait Islander Cultural Consultant usage.

Around one quarter (24.9 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 29.7 per cent in Cycle 5, 31.5 per cent in Cycle 4, 24.2 per cent in Cycle 3 and 29.7 per cent in Cycle 2). A further 35.8 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 set up questions, 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 38.3 per cent, with a further 37.8 per cent unsure if they would use an Aboriginal and / or Torres Strait Islander Cultural Consultant. This indicates that 23.9 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. This represents a decreasing trend in the intention to use a Cultural Consultant among the target group (44.2 per cent in Cycle 5, 48.4 per cent in Cycle 4), although the proportion who said 'don't know' was considerably higher in Cycle 6 (37.8 per cent) and Cycle 5 (36.4 per cent), compared with Cycle 4 (20.2 per cent).

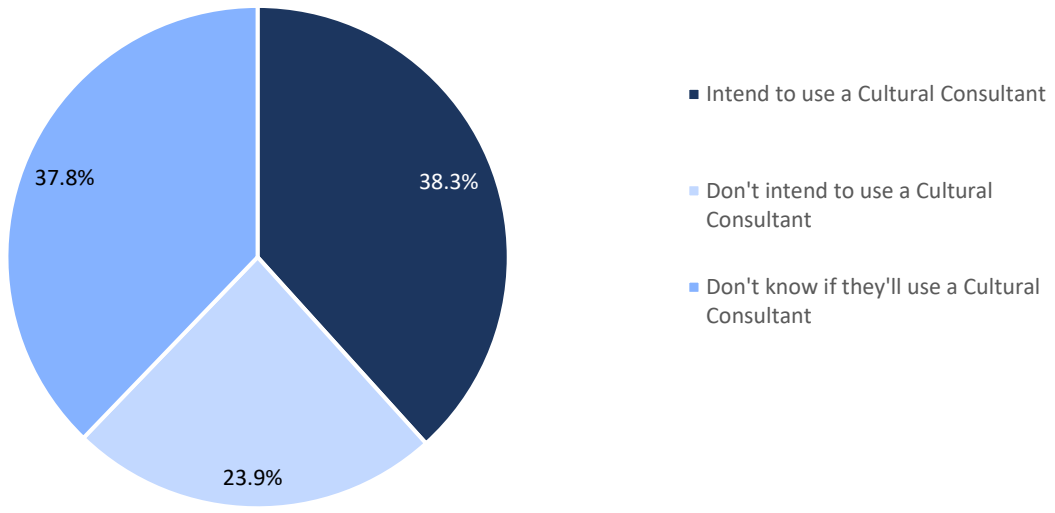
Intention to use an Aboriginal and / or Torres Strait Islander Cultural Consultant, filtered by schools which had access to an Aboriginal and / or Torres Strait Islander Cultural Consultant, varied significantly by jurisdiction and sector, ranging from 62.0 per cent in Northern Territory to 20.5 per cent in Victoria.

Compared to Cycle 5, there was less intention to use an Aboriginal and / or Torres Strait Islander Cultural Consultant in Cycle 6 across all jurisdictions except the Australian Capital Territory (but this is based on a relatively small sample size), most notably in Western Australia (down 14.1 percentage points).

There was little difference in intention to use an Aboriginal and / or Torres Strait Islander Cultural Consultant where one was available by sector this cycle.

Refer to Appendix 25 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



Base: 4,590 Teachers of a non-Indigenous background, at least one Aboriginal and / or Torres Strait Islander child in class, has access to a Cultural Consultant

Reasons for not intending to use an Aboriginal and / or Torres Strait Islander Cultural Consultant were captured in Cycle 6 as part of Teacher registration, when the Teacher indicated their completion of

Instruments for children of Aboriginal and / or Torres Strait Islander descent would not be assisted by discussion with an Aboriginal and / or 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 (76.8 per cent) related to the school not having access to an Aboriginal and / or Torres Strait Islander Cultural Consultant. However, this was true in only 58.1 per cent of cases, because for the other 18.7 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 14.0 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 2.1 per cent of Teachers said they did not intend to use an Aboriginal and / or Torres Strait Islander Cultural Consultant because they were of Aboriginal and / or Torres Strait Islander descent, whilst 7.1 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 or because the Aboriginal and / or Torres Strait Islander Cultural Consultant did not know the child well.

3.3.3 First Nations child Instrument completion

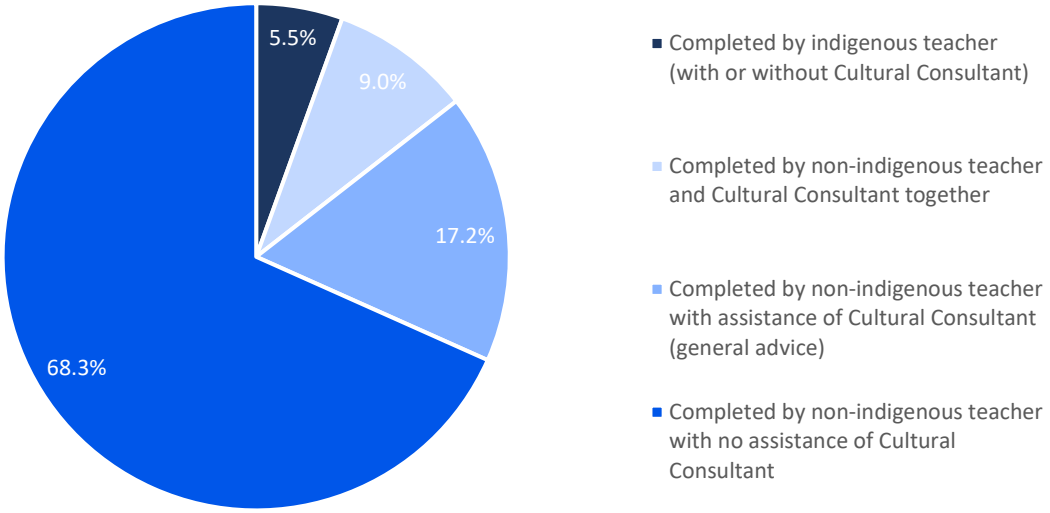
Figure 2 breaks down First Nations child Instrument completion at the national level. Note: this is based on *Headline Report* data and may differ slightly to final data.

Of the 21,838 Instruments completed for First Nations children in Cycle 6 (21,744 in the final data), 31.7 per cent were completed with input from a person of Aboriginal and / or Torres Strait Islander background (measure 1), which is lower than previous cycles (37.6 per cent in Cycle 5, 37.3 per cent in Cycle 4, 35.9 per cent in Cycle 3 and 39.6 per cent in Cycle 2).

This included:

- 5.5 per cent completed by a First Nations Teacher (with or without input from an Aboriginal and / or Torres Strait Islander Cultural Consultant)
- 26.2 per cent completed by a non-First Nations Teacher with any assistance from a Cultural Consultant, comprising:
    - 9.0 per cent where the non-First Nations Teacher and Aboriginal and / or Torres Strait Islander Cultural Consultant completed Instruments together
    - 17.2 per cent completed by a non-First Nations Teacher with the Aboriginal and / or Torres Strait Islander Cultural Consultant giving general advice (either about the individual child or about completing the Instrument for First Nations children, but not specific to an individual child).

Figure 2 First Nations child Instrument completion



Base: 21,838 Instruments completed with Aboriginal and / or Torres Strait Islander children (from Headline Reports)

Measure 2 in the *Headline Report*, which represents the measure that attracts Teacher Relief reimbursement for the Cultural Consultant, i.e. First Nations child Instruments completed by a First Nations Teacher or by a non-First Nations Teacher and Aboriginal and /or Torres Strait Islander Cultural Consultant together, was 14.5 per cent in Cycle 6, lower than all previous cycles (18.1 per cent in Cycle 5, 18.4 per cent in Cycle 4, 20.0 per cent in Cycle 3 and 21.5 per cent in Cycle 2).

As a percentage of First Nations child Instruments completed by a non-First Nations Teacher (the primary target audience for Cultural Consultant usage), the proportion of Instruments completed by a non-First Nations Teacher and Aboriginal and / or Torres Strait Islander Cultural Consultant together (measure 3 in the *Headline Report*) was 9.5 per cent. This also represents the lowest on record (13.1 per cent in Cycle 5, 13.4 per cent in Cycle 4, 15.6 per cent in Cycle 3 and 15.3 per cent in Cycle 2).

When re-based to First Nations children attending schools with access to an Aboriginal and / or Torres Strait Islander Cultural Consultant, the proportion of Instruments completed for First Nations children with input from a person of Aboriginal and / or Torres Strait Islander background increased to 44.1 per cent (measure 1), again lower than previous cycles (50.4 per cent in both Cycle 5 and 4).

The proportion of Instruments completed by a non-First Nations Teacher and Aboriginal and / or Torres Strait Islander Cultural Consultant together (measure 3) increases to 13.7 per cent (compared to 18.3 per cent in Cycle 5 and 18.9 per cent in Cycle 4).

These results highlight that intention to use and actual usage of Aboriginal and / or Torres Strait Islander Cultural Consultants to support AEDC administration has declined, despite access to Aboriginal and / or Torres Strait Islander Cultural Consultants remaining largely consistent.

When filtered by schools with access to an Aboriginal and / or Torres Strait Islander Cultural Consultant, the overall proportion of First Nations child Instruments completed either by a First Nations Teacher or by a non-First Nations Teacher with any assistance from an Aboriginal and / or Torres Strait Islander Cultural Consultant (measure 1) was higher in the Northern Territory (67.4 per cent) and Western Australia (56.9 per cent) and lowest in Tasmania (19.2 per cent) and Victoria (18.2 per cent).

The proportion of First Nations child Instruments completed by a non-First Nations Teacher and an Aboriginal and / or Torres Strait Islander Cultural Consultant together (as a proportion of First Nations child Instruments completed by a non-First Nations Teacher i.e. measure 3) had the same trends by

jurisdiction i.e. highest in Northern Territory (25.7 per cent) and Western Australia (24.3 per cent) and lowest in Tasmania (3.9 per cent) and Victoria (5.7 per cent).

Refer to Appendix 26 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 First Nations children
- the Aboriginal and / or Torres Strait Islander flag icon, specific for children from Aboriginal and / or Torres Strait Islander backgrounds.

This remained unchanged in Cycle 6. 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 16 and are largely consistent with the previous two cycles.

Aboriginal and / or Torres Strait Islander Cultural Consultants were more likely to be involved in Instrument completion where the First Nations child has English as a second language (ESL). As shown in Table 16, 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 First Nations 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 First Nations 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 'dressed inappropriately', 'washroom', 'respect for adult', 'curious' and 'stop quarrel'.

The department reported to the National Committee at the August 2024 meeting that analyses conducted by their Measurement and Evaluation team on the rater effect of Aboriginal and Torres Strait Islander Cultural Consultants / AvEDI Item Bias Exploration using Item Response Theory found no evidence of bias based on the presence of Cultural Consultants. An action was noted for this analysis to be undertaken at the State and Territory level.

Table 16 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 Cultural Consultant %
Base (n)	***6,169***	***15,575***
Aboriginal and / or Torres Strait Islander status	100.0	100.0
Special needs status	9.1	11.4
ESL (English as a second language)	30.3	8.1
Aboriginal English (very good / good)	18.8	3.7
Aboriginal English (don't know)	45.2	81.2
Kriol / Creole (very good / good)	7.3	1.1
Kriol / Creole (don't know)	72.3	88.9
Traditional Aboriginal and / or Torres Strait Islander language (very good / good)	50.6	23.9
Traditional Aboriginal and / or Torres Strait Islander language (don't know)	17.8	48.4
Other Aboriginal and / or Torres Strait Islander language (very good / good)	3.8	0.5
Other Aboriginal and / or Torres Strait Islander language (don't know)	78.3	89.7
Can adequately communicate in this language - Yes	69.2	42.6
Can adequately communicate in this language - Don't know	21.0	46.6
More than 5 days absent since the start of the year	75.3	69.3
Days absent for family/cultural obligations – includes ceremonies, funerals	26.7	23.1
Dressed inappropriately - yes	9.4	8.5
Hungry - Yes	18.6	12.6
Washroom - Yes	94.8	94.4
Proficient in English - very good / good	51.0	57.8
Communicates needs - very good / good	53.0	56.1
Understands simple commands or statements	49.1	53.8
Articulates clearly - very good / good	42.8	48.1
Handles a book	95.2	96.7
Sounds to letters - Yes	71.5	77.4
Awareness of rhyming words	57.8	65.4
Recognises shapes - Yes	81.3	86.6
Respect for adult - often or very true	68.8	69.9
Curious - often or very true	65.1	66.5
Knowledge about world - often or very true	56.4	60.4
Stop quarrel - often or very true	22.8	24.2
Vulnerable on one or more domains	47.5	40.5
Vulnerable on two or more domains	30.1	25.0
On track on five domains	30.2	35.3

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

The absolute number of Instruments completed for First Nations children has increased steadily from 15,490 in Cycle 2 to 17,351 in Cycle 3, 19,074 in Cycle 4, 20,646 in Cycle 5 and 21,744 in Cycle 6.

The absolute number of Instruments completed by a non-First Nations Teacher with the assistance of an Aboriginal and / or Torres Strait Islander Cultural Consultant in any capacity has also increased steadily each cycle, with the exception of Cycle 6 where this declined back to levels below Cycle 4 (4,992 in Cycle 2, 5,327 in Cycle 3, 6,007 in Cycle 4, 6,572 in Cycle 5 and 5,678 in Cycle 6).

Based on information from the 7,365 participating schools which submitted an invoice, 595 individual Aboriginal and / or Torres Strait Islander Cultural Consultants were trained for Cycle 6, which is significantly fewer than Cycle 5 (740) and Cycle 4 (755).

Aboriginal and / or Torres Strait Islander Cultural Consultants had the option to register on the data collection system again in Cycle 6 (introduced for the first time in Cycle 4). A total of 410 Aboriginal and / or Torres Strait Islander Cultural Consultants completed registration in Cycle 6, which is significantly lower than Cycle 5 (722). In Cycle 4, 379 completed registration.

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 and again in Cycle 6 to include the most up-to-date jurisdiction-specific position titles. The most frequently occurring position titles for Aboriginal and / or Torres Strait Islander Cultural Consultants were Aboriginal Education Officer (23.0 per cent), Other consult type (20.5 per cent), Aboriginal and Islander Education Officer (AIEO) (12.3 per cent), and Aboriginal Teachers Aide (ATA) (9.4 per cent).

Given that the percentage of ‘other consult type’ is still reasonably high, it implies that the list of pre-coded position titles available at question 3 of the Instrument is still not adequate, despite being expanded and updated each cycle with each jurisdiction / STC.

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 (71.6 per cent) indicated ‘Background Information’.

3.3.6 Implications for future collections

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 7. A system generated prompt to the Teacher could be triggered upon commencement of an Instrument for a First Nations 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 Cycle 6, historical access to and usage of an Aboriginal and / or Torres Strait Islander Cultural Consultant was added to the ‘school history’ section on the STC dashboard in Cycle 6, to assist STCs when discussing access and usage of Aboriginal and / or Torres Strait Islander Cultural Consultants with schools.

The drop off in Aboriginal and / or Torres Strait Islander Cultural Consultants registering in the data collection system in Cycle 6, the reduced intention to use and actual usage of Aboriginal and / or Torres Strait Islander Cultural Consultants in Cycle 6 suggests a review of the role of the Aboriginal and / or Torres Strait Islander Cultural Consultants in the AEDC is warranted. This may help to better

understand issues preventing their usage, particularly given the number of Instruments completed for First Nations children has been steadily increasing each cycle and access of Aboriginal and / or Torres Strait Islander Cultural Consultants appears to have remained the same.

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 little 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).

Given engagement materials around usage of Aboriginal and / or Torres Strait Islander Cultural Consultants were last updated ahead of Cycle 4, another review that includes First Nations engagement may be warranted.

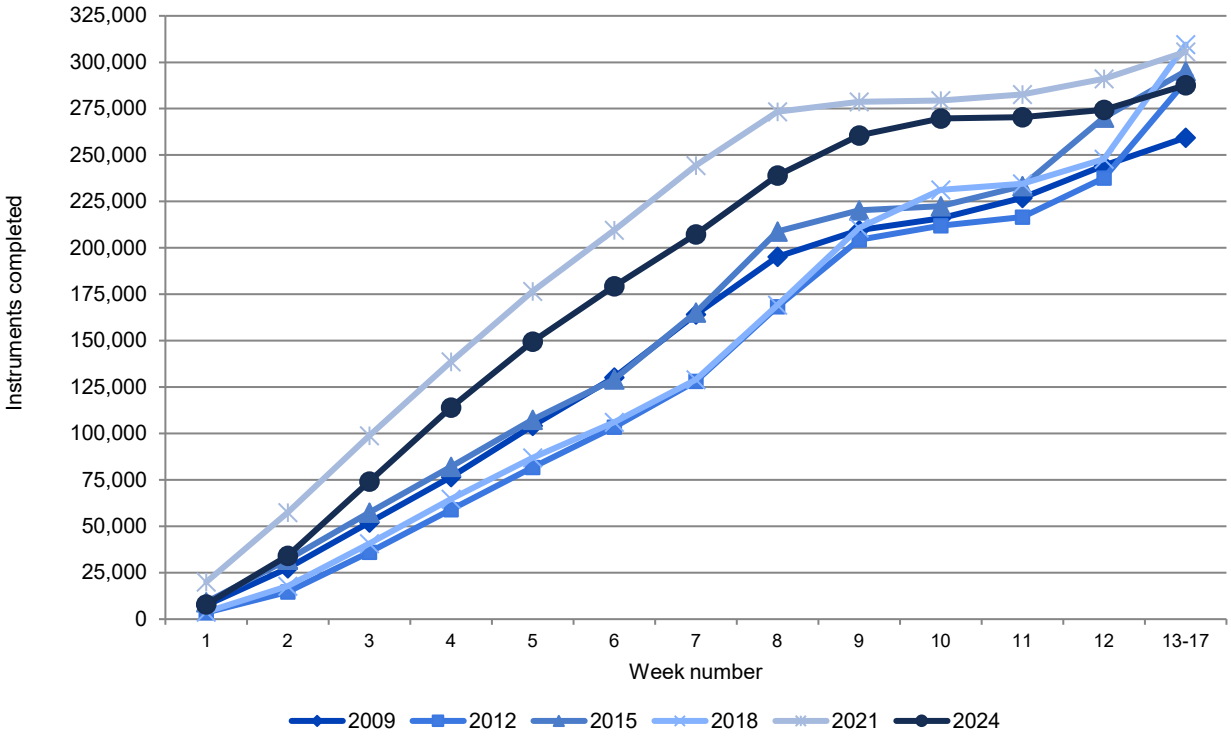
As noted in section 2.3.4, consideration could be given to changing the Aboriginal and / or Torres Strait Islander Cultural Consultant job title question (P3) to be singular rather than multiple choice. Given the ongoing multiplicity of position titles relating to the Aboriginal and / or Torres Strait Islander Cultural Consultant role, consideration could be given to the creation of a position title 'category' or similar relevant aggregation to enhance the utility of the data.

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 all Cycles. 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 2.10.2).

Figure 3 National rate of Instrument completion, by Cycle



In both Cycle 5 (2021) and 6 (2024), it is obvious to see the momentum created by the 'early activation' initiative (refer to Section 3.7.1) flow strongly through into Instrument completion. However, for all weeks of the collection, a slightly less cumulative number of Instruments was completed in Cycle 6 relative to Cycle 5.

Compared to earlier cycles (2009 – 2018), the largest gap between the number of Instruments completed in Cycle 5/6 and in previous cycles was through weeks 4 to 8. In Cycle 6, this represented some 50,000 – 75,000 completed Instruments 'ahead' in week 6.

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 9.3 per cent of the total Cycle 6 completed Instruments) after the end of Term 2.

With the exception of Victoria, a soft deadline of end of Term 2 was set in all other jurisdictions in Cycle 6 although, when the time came, this was relaxed in nearly all jurisdictions as it was clear more time was required to reach participation targets. Only Western Australia and the Queensland Government and Catholic sectors were able to complete data collection entirely in Term 2, as well as some of the smaller states (TAS and ACT Government and Catholic sectors). If there is a greater push to complete the AEDC nationally in Term 2 next cycle, 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.

Unlike Cycles 4 and 5, there was no extension to the data collection period in Cycle 6 (refer to Section 2.11.6) and this was found to be acceptable to all jurisdictions including Victoria, which had the lowest levels of participation.

Refer to Appendix 27 for full details of cumulative and weekly Instruments completed by jurisdiction.

Future cycles would ideally build on the processes which deliver a positive Instrument rate of completion result, including:

- a focus on communications activities to ensure schools are aware of, and ready for, the collection
- messaging to schools to encourage 'early activation'
- 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.

For previous cycles, the extension to the data collection period put pressure on the overall data preparation schedule and the November *School Profile* release date. Further to comments at Section 3.15, if a November *School Profile* release based on clean, de-duplicated data is considered for Cycle 7, it would be helpful to avoid an extension to the data collection period, and to continue to promote strategies that encourage a strong Instrument completion rate, leveraging the soft deadline of end of Term 2.

3.5. Instrument performance

3.5.1 Analysis of item non-response

Table 17 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' (7.5 per cent) and 'helps sick' (4.1 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' and 'child is regularly read to at home'. The percentage of item non-response for these items has increased slightly in recent cycles.

Parent background information items also tend to have reasonably high proportions of 'missing' responses, particularly those related to the second parent or carer. These items are included in pre-population for data enrichment purposes, but only the 'highest level of school' and 'post-school qualifications' are 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'.

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, 90.4 per cent of Teachers were able to provide information on whether or not the child attended preschool / kindergarten in the year before school and 93.2 per cent were able to provide details of the preschool / kindergarten setting. Teachers knowledge of the dose of

preschool/kindergarten reduced this cycle, with only 68.8 per cent providing a response. Teachers' knowledge of other forms of non-parental care was very limited (not shown in Table 17).

A full analysis of item non-response and associated issues will be included in the *Cycle 6 Instrument Review*.

Table 17 Percentage of missing and 'Don't know' responses to selected AEDC items by cycle

Variable	Description	Base Cycle 6 n	Percentage missing Cycle 6 n	Percentage missing Cycle 5 %	Percentage missing Cycle 4 %	Percentage missing Cycle 3 %
Selected existing items - non licensed						
YearArrival	Year of arrival in Australia	19,327	22.5	*23.8*	*25.5*	*23.9*
CanCom	Can adequately communicate in this language	76,812	48.8	*48.5*	*41.6*	*39.5*
B1a	Proficient in Aboriginal English	21,339	71.6	*65.1*	*63.1*	*59.4*
B1b	Proficient in Kriol/Creole	21,339	85.2	*83.2*	*82.6*	*79.4*
B1c	Proficient in Traditional Aboriginal and / or Torres Strait Islander language	887	27.1	*22.8*	*21.8*	*26.3*
B1d	Proficient in other language	21,339	87.2	*86.9*	*87.0*	*84.7*
B36	Special visual arts	287,259	7.7	*3.7*	*3.5*	*3.3*
B37	Special music	287,259	11.1	*5.8*	*5.5*	*5.6*
B38	Special athletics/dance	287,259	10.0	*5.1*	*4.9*	*4.8*
B39	Special problem-solving	287,259	7.5	*3.4*	*3.1*	*3*
B40	Special other	287,259	11.6	*6.2*	*5.7*	*5.9*
D8	Home environment/problems at home	287,259	6.2	*4.2*	*4.1*	*3.3*
E1	Attended an early intervention program	287,259	21.7	*17.2*	*16.4*	*11.2*
E4	Attended playgroup before entering school	287,270	70.4	*64.8*	*63.2*	*61.9*
E7	Child is regularly read to at home	287,270	7.3	*4.3*	*3.0*	*2.6*
Selected existing items - licensed						
C28	Stop quarrel	287,259	7.5	*5.7*	*5.6*	*4.7*
C33	Helps sick	287,259	4.1	*3.2*	*3.0*	*2.9*
Selected childcare / early education items						
E2y	Attended preschool / kindergarten in year before full-time school	287,270	9.6	*8.1*	*8*	*9.4*
E2ay	Hours per week attended preschool / kindergarten	242,078	31.2	*20.1*	*17.5*	*20.5*
E2by	Preschool / kindergarten setting	242,078	6.8	*5.2*	*5.2*	*5.1*
Selected parent background information						
Parent1Occup	Occupation group of first parent or carer	215,242	7.6	*7.1*		
Parent2Occup	Occupation group of second parent or carer	210,658	14.5	*13.1*		
Parent1Gender	Gender of first parent or carer	209,341	6.5	*8.8*	*23.1*	-

Variable	Description	Base Cycle 6 n	Percentage missing Cycle 6 n	Percentage missing Cycle 5 %	Percentage missing Cycle 4 %	Percentage missing Cycle 3 %
Parent2Gender	Gender of second parent or carer	205,113	15.7	*14.4*	*29.1*	-
Parent1School	Highest year of school completed by parent1	288,483	5.4	*5.6*	*7.4*	*9.8*
Parent1PostSchool	Highest level of post school qualification completed by parent1	288,483	6.8	*7.2*	*9.4*	*13.3*
Parent2School	Highest year of school completed by parent2	288,483	12.0	*11.7*	*13.4*	*16.6*
Parent2PostSchool	Highest level of post school qualification completed by parent2	288,483	13.7	*13.8*	*15.9*	*20.1*

3.5.2 Invalid Instruments and special needs children

Table 18 shows that of the 288,483 Instruments completed in Cycle 6, one in 14 (7.2 per cent) were flagged as invalid which is the highest since baseline.

Table 18 Invalid Instruments by jurisdiction

Jurisdiction	Children n	Invalid Instruments n	Invalid Instruments (as per cent children) %	Special needs children n	Special needs children (as per cent children) %	Balance invalid Instruments n	Balance invalid Instruments as % invalid Instruments %
New South Wales	90,700	6,609	7.3	6,282	6.9	327	4.9
Victoria	67,231	4,803	7.1	4,569	6.8	234	4.9
Queensland	62,749	4,683	7.5	4,349	6.9	334	7.1
Western Australia	34,549	2,034	5.9	1,740	5.0	294	14.5
South Australia	19,191	1,559	8.1	1,486	7.7	73	4.7
Tasmania	5,733	489	8.5	476	8.3	13	2.7
ACT	5,339	284	5.3	250	4.7	34	12.0
Northern Territory	2,991	317	10.6	224	7.5	93	29.3
Total Cycle 6	**288,483**	**20,778**	**7.2**	**19,376**	**6.7**	**1,402**	**6.7**
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 categories are not calculated for children with special needs (19,376 cases in Cycle 6), if a child has attended less than one month of school and their Teacher has not had sufficient time to accurately evaluate them (1,132 cases), those for whom Teachers had not answered approximately 25 per cent of the questions in a given domain (1,398 cases) and three year olds (4 cases). Table 18 shows that most of the invalid Instruments (93.0 per cent) were associated with special needs children and this percentage of all children is the highest since baseline (6.7 per cent).

The absolute number of invalid Instruments not associated with special needs children also increased this cycle by 217 cases.

The proportion of invalid Instruments in Cycle 6 not associated with special needs children was highest in the Northern Territory (29.3 per cent) and Western Australia (14.5 per cent), relating to both Teachers not having sufficient time to accurately evaluate children and Teachers not answering at least 25 per cent of the questions.

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 19 shows the average completion time per page in seconds, compared to the last two cycles.

The online presentation for completing the AvEDI was largely the same as Cycle 5 with the exception of two Instrument changes as noted in the table below, which included one less question on page 4 (whether the child attended other language or religion classes) and one additional question on page 2 (whether the Cultural Consultant was an employee of the education sector).

The 'child information panel' that was introduced in Cycle 5 was unchanged in Cycle 6. This panel presented seven of the more trusted data items from school administration systems (such as gender, 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. The child information panel was only displayed if pre-population data existed for the child (pre-population, including bulk upload), otherwise the questions were asked in their usual place in the Instrument, located across a number of different pages.

For the purpose of Table 19, all 'background information' items have been grouped together for this reason. It is evident from this table that there was a further saving of 13 seconds, on average, per Instrument for the 'background information' items of the AvEDI in Cycle 6. This is in addition to the 46 seconds saved last cycle when the child information panel was first introduced. The further reduction in time spent on background information items this cycle can be attributed to the removal of one item (child attended other language or religion classes) plus further expansion of items included in bulk upload (Child speaks LOTE at home, year of arrival (if not born in Australia), multi-year class, parent school level and parent post-school qualification). See details on bulk upload expansion in Section 2.6.1. Whilst there were some small increases in the presence of pre-populated records for certain demographic items in Cycle 6 (mostly parent background information), the overall proportion of Instruments covered by pre-population was marginally lower in Cycle 6 (93.2 per cent) compared to Cycle 5 (94.4 per cent) so a change in the proportion of pre-populated items is unlikely to have played a role in the change in average completion time.

Page two, which collects information about the child's Aboriginal and / or Torres Strait Islander status and use of an Aboriginal and / or Torres Strait Islander Cultural Consultant, decreased by a further 2 seconds this cycle, following a 22 second reduction on average in Cycle 5. There were a few changes to this set of questions for this cycle, including an additional item (whether the Cultural Consultant was an employee of the education sector – only asked to those who said their completion of the Instrument was being assisted by an Aboriginal and / or Torres Strait Islander Cultural Consultant. There was a slight reduction in the proportion of Instruments that were pre-populated with child's Aboriginal and / or Torres Strait Islander status and there was further tailoring of position titles of the Aboriginal and / or Torres Strait Islander Cultural Consultant to each jurisdiction.

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 child absences (days absent and reasons for absence), which has continued to grow since it was introduced in Cycle 4. This suggests that it is worth pursuing post population of this data in future cycles.

The remaining pages were within 1-3 seconds, on average, of the Cycle 5 time, mostly with a trend towards fewer seconds in Cycle 6, despite no significant change in content. This may be due to overall improved instruction for Instrument completion / reduced comments or other factors.

The page with the longest average completion time was again page 11 (with the most items) and the pages with the highest average seconds per item were combined 'background information' pages, followed by Section E – Comments 1 (page 15).

The overall average minutes taken per completed Instrument decreased by 29 seconds in Cycle 6 to 12.2 minutes (12.7 minutes in Cycle 5 and 16.1 minutes in Cycle 4), highlighting reduced Teacher burden. The average time taken for Instrument completion is well inside the 20 minutes per completed Instrument that is the basis for the Teacher relief reimbursement calculation.

On average, in Cycle 6, Teachers spent one fifth (20.3 per cent) of the time completing background information/preliminary questions, three-fifths (60.0 per cent) completing core licenced items (Section A to C) and one fifth (20.2 per cent) of the time completing additional items (Sections D and E).

Table 19 Average time spent per page

		Number of Items		Estimated seconds per page			Seconds per item
				Cycle 6	Cycle 5	Cycle 4	Cycle 6
Page	Title	n	Key content	n	n	n	%
1, 3-5	Background Information (includes child information panel for Cycle 5 and 6)	24#	Child demographics, repeating year, special needs, ESL, other languages spoken, dual placement, parent qualifications	133	*146*	*192*	5.5
2	Preliminary questions	5^	Aboriginal and / or Torres Strait Islander status, Aboriginal and / or Torres Strait Islander Cultural Consultant assistance	16	*18*	*40*	3.2
6	Section A - Physical Wellbeing 1	10	Days absent, readiness for school	39	*45*	*61*	3.9
7	Section A - Physical Wellbeing 2	9	Physical health and wellbeing domain items	39	*40*	*53*	4.3
8	Section B – Language and Cognitive Skills (school- based) 1	11	Communications skills / general knowledge items	42	*42*	*54*	3.8
9	Section B – Language and Cognitive Skills (school- based) 2	15	Language and cognitive skills items	61	*62*	*70*	4.1
10	Section B – Language and Cognitive Skills (school- based) 3	18	Language and cognitive skills items, special skills	62	*64*	*79*	3.4
11	Section C – Social and Emotional Development 1	20	Social competence items	72	*75*	*86*	3.6

Page	Title	Number of Items	Key content	Estimated seconds per page			Seconds per item
				Cycle 6	Cycle 5	Cycle 4	Cycle 6
		n		n	n	n	%
12	Section C – Social and Emotional Development 2	14	Social competence / emotional maturity items	63	*63*	*78*	4.5
13	Section C – Social and Emotional Development 3	18	Emotional maturity items	59	*57*	*77*	3.3
14	Section D – Emerging needs	11	Conditions / impairments, enduring problems	54	*55*	*62*	4.9
15	Section E – Comments 1	12	Early intervention programs, non-parental care	64	*66*	*72*	5.3
16	Section E – Comments 2	5	Attended other classes, additional comments	30	*30*	*41*	6.0
	Total (seconds)			734	*763*	*965*	
	Total (minutes)			*12.2*	*12.7*	*16.1*	

Notes: # BI3d 'child attended language or religion classes' removed for Cycle 6

^ additional question added in Cycle 6 as to whether the Cultural Consultant is an employee of the education sector (only asked to those Teachers who were being assisted by a Cultural Consultant).

3.6. Instrument completion dynamics

3.6.1 Distribution of completed Instruments by Teachers

Instruments were completed by 16,723 Teachers in Cycle 6. Table 20 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 (14). These patterns have remained very similar to previous cycles.

Table 20 Teacher participation by jurisdiction

Jurisdiction	Teachers	Teachers per school	Instruments per Teacher	First Nations Teachers
	n	%	%	n
New South Wales	5,439	2.4	16.7	202
Victoria	3,841	2.4	17.5	50
Queensland	3,368	2.3	18.6	119
Western Australia	1,845	1.9	18.7	34
South Australia	1,332	2.2	14.4	26
Tasmania	347	1.6	16.5	18
Australian Capital Territory	320	2.9	16.7	11
Northern Territory	231	1.7	12.9	19
Total Cycle 6	**16,723**	**2.3**	**17.3**	**479**
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 First Nations Teachers between Cycle 2 (716) and Cycle 3 (317) that has been gradually increasing since, with 449 First Nations Teachers completing Instruments in Cycle 5 and 479 in Cycle 6.

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 166 Local Communities from the *Community Profiles* that were published with Cycle 6 data (compared to 187 in Cycle 5), although 148 of these also had too few children (<15 children).

3.6.2 Skipped Instruments

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

In Cycle 6, there were 2,447 cases (0.8 per cent of total participating children) where the Teacher had known the child for less than one month (2,220 cases in Cycle 5). In just less than half of these cases (46.1 per cent), the Teacher felt that they knew the child well enough to complete the full Instrument.

For the remaining 1,320 children (1,086 in Cycle 5), 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 6 (0.46 per cent of total participating children), was broadly consistent with Cycle 5 (0.36 per cent). There was some variation in skipped Instrument rate by jurisdiction, with the highest skipped Instrument rate in the Northern Territory (3.1 per cent), consistent with previous cycles. This is understood to be related to factors such as a higher level of transience amongst First Nations children. Refer to Appendix 28 for full details of skipped Instrument rates by jurisdiction and sector.

The 1,335 skipped Instruments were distributed across 941 schools, with the highest number of skipped Instruments being 9 at any one school. 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 21 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 (61.2 per cent), also the most common reason in previous cycles (56.4 per cent in Cycle 5). This was followed by absent due to family/cultural obligations (12.1 per cent) and absent through illness / injury (7.2 per cent).

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 (148 cases), low attendance due to absence but no further information provided for the absence (85), the child being absent due to an overseas trip or holiday (70), and the child leaving the school / moving to another school (34). Again, these results are fairly consistent with previous cycles.

Table 21 Summary of reasons for skipping Instruments

Reason for skipping Instrument*	Number n	Percentage distribution %
Skipped Instruments	1,335	
New student	817	61.2
Absent through family / cultural obligations	161	12.1
Unexplained reasons	148	11.1
Absent through illness / injury	96	7.2
Child absence / low attendance (NFI)	85	6.4
Absent for other explained reasons (e.g. climatic conditions, financial reasons)	70	5.2
Child overseas / on holiday / travelling	70	5.2
Absent for other reasons	51	3.8
Child left school / moved elsewhere	34	2.5
New Teacher of class	23	1.7
Total reasons given	**1,555**	

Note: *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 6. 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 email reminder activity.

The AEDC School Coordinator could request to receive a calendar reminder either two weeks, one week, or one day prior to their nominated data collection start date, an initiative that was introduced in Cycle 5.

Review of estimated start and finish date, and actual start and finish date, for participating schools in Cycle 6 reveals that:

- forty seven (47) schools simply used the start and finish date for the collection as a whole for their estimated start and finish date
- approximately three quarters (75.4 per cent) of schools completed data collection on or before the estimated date provided at school activation
- around one in twenty (5.5 per cent) schools planned to finish on the last day of the collection
- around one in twenty (5.3 per cent) schools completed data collection in the last week of the data collection period (from 24 July)

- nearly three in five (57.8 per cent) schools planned to complete 'within a two to three week period' as per the guidance in the *School Leader Pack,* significantly fewer than last cycle (82.9 per cent)
- one in ten (10.0 per cent) schools completed two or more weeks later than the finish date estimated at school activation
- more than two fifths (43.6 per cent) of schools completed seven or more days earlier than the finish date estimated at school activation
- a majority of schools (82.7 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 5 days, with an average of 11 days. Nearly one in three (27.2 per cent) completed in 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 (86.1 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 5.6 per cent completed between 8.00 and 9.00 am, or 4.00 to 6.00 pm).

Some 10.0 per cent of Instruments were completed outside standard work hours (before 8.00 am or after 6.00 pm), including 3.8 per cent of Instruments completed over the weekend. These statistics are very similar to Cycle 5.

The number of Instruments completed per day tended to peak through the middle of the week (Wednesdays, followed by Thursday and Tuesday), 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 29 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 by cycle.

Since Cycles 3, the data collection system opens for school activation from the time that the *School Leader Packs* are distributed, some seven weeks before the start of data collection.

Starting in 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, in Cycle 5 only, to manage the risk that the latter part of the collection period could be impacted by snap lockdowns.

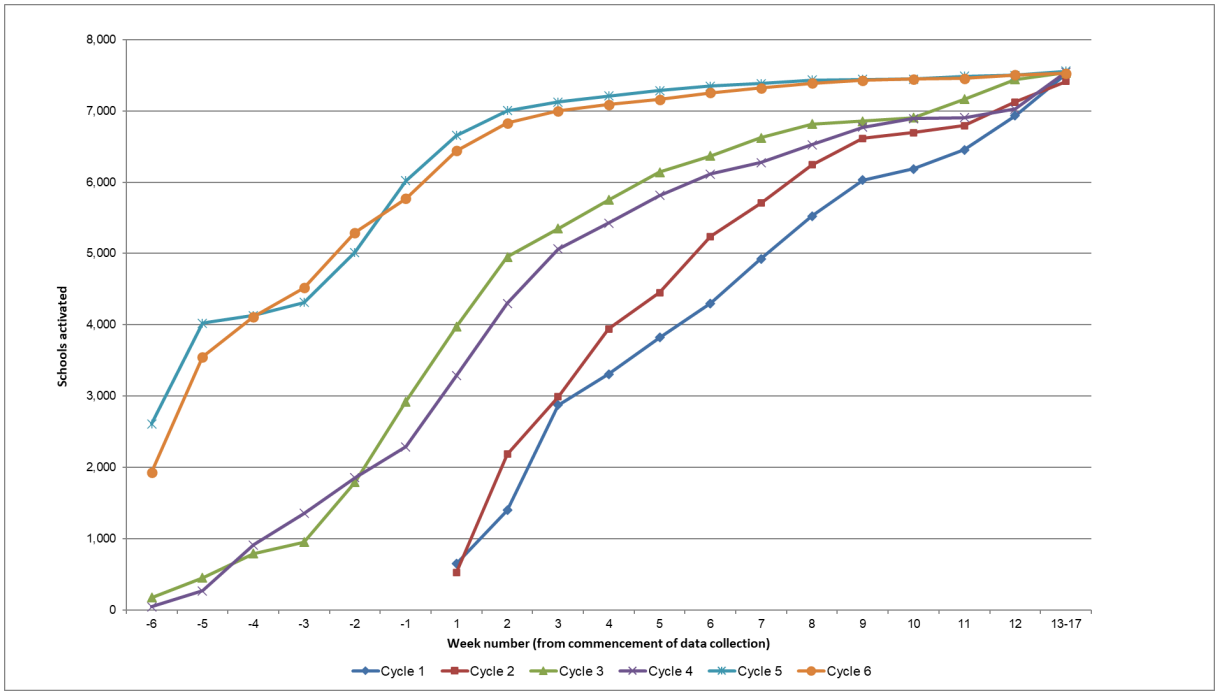
Whilst the Cycle 5 early activation goal of all schools being activated by the time the data collection system opened for Instrument completion (week 1) was not quite realised, the school activation rate

for Cycle 5 was nevertheless a substantial improvement over all previous cycles and this momentum flowed through into Instrument completion (refer also Section 3.4). For this reason, Cycle 6 followed this same strategy.

As shown in Figure 4, Cycle 6 followed a similar pattern to Cycle 5, with an activation rate well ahead of previous cycles.

Some 86.1 per cent of in scope schools on the School Frame had activated by the end of the first week of Instrument completion, compared to 88.0 per cent in Cycle 5. This was almost 2,500 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 to 6



Although the Cycle 6 start was not quite as strong as Cycle 5 (factors may include the delayed School Leader Packs – refer to Section 3.8.6), there was significant activation activity as soon as the data collection system opened for school activation, with close to 2,000 schools activating in the first week. After a lull during the Easter holiday period, there was steady activation activity until the data collection system opened for Instrument completion (week 1). This is a clear demonstration of the overall effectiveness of the associated communications.

The early activation goal of all schools being activated by the time the data collection system opened for Instrument completion was only achieved in the Queensland Catholic sector in Cycle 6 (100.0 per cent), but closely followed by the Australian Capital Territory Catholic school sector (95.8 per cent), the New South Wales Catholic school sector (94.4 per cent), the Western Australian Government school sector (92.6 per cent) and the Queensland Government school sector (91.2 per cent).

The achievement of the early activation goal was most challenging in Victoria (67.5 per cent) and in the Independent sector generally (67.9 per cent).

The continued 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 for Cycle 7 at Section 3.15 incorporates an early activation period.

All jurisdictions except South Australia communicated a soft activation deadline to schools in Cycle 6 via their jurisdictional *Key Dates Calendar* (in Cycle 5 this was only used in Western Australia) and those 'not yet activated' were sent tailored email reminders, however there was no formal plan for following up schools not activated by the deadline.

Refer to Appendix 30 for full details of cumulative and weekly Cycle 6 school activation by jurisdiction and sector.

3.7.2 Role analysis

Analysis of school activation information at Table 22 suggests that at a national level, the AEDC School Coordinator also played the role of a Teacher in the data collection system in nearly one third (32.2 per cent) of activated schools. The incidence of this happening was highest in New South Wales (46.4 per cent) and the Northern Territory (44.1 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 22 AEDC School Coordinator role review

Role	Number n	Percentage distribution %
Total AEDC School Coordinators	7,594	100.0
AEDC School Coordinator only	5,151	67.8
AEDC School Coordinator and Teacher	2,443	32.2

Base: Schools that completed school set up

Data collection system metadata suggests that a new AEDC School Coordinator was assigned at some point between school activation and invoice submission at 549 schools (7.2 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 Tasmanian Catholic school sector (18.8 per cent), the Northern Territory Government school sector (13.4 per cent), the Western Australian Independent school sector (12.5 per cent) and the New South Wales Independent school sector (12.1 per cent). 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 (61.6 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.

There were 1,053 schools not covered by pre-population in Cycle 6, largely Independent schools (900), compared to 664 in Cycle 5 and 823 in Cycle 4. There were also 87 Government schools and

66 Catholic schools that weren't covered by centralised pre-population in Cycle 6, including 47 Special schools. The majority of these schools participated (64 Government schools and 66 Catholic schools).

In Cycle 6, 530 schools used the bulk upload function to pre-populate data for 25,760 children. This compares to 18,546 children in Cycle 5.

There were 847 views of 'how to bulk upload child records' online tutorial, about half that of last cycle (1,616 views) but more than Cycle 4 (553 views). There were only 51 queries to the Helpdesk regarding this feature (compared to 219 queries in Cycle 5 and 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, with less support required than previous cycles. As noted elsewhere in this report, there remain issues with some schools using this function where child background information had already been pre-populated, resulting in duplicate entries.

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, has been utilised in each collection since then.

As part of this functionality, AEDC School Coordinator account creation requests that were not answered by the Principal within 48 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 displayed in the data collection system (as provided in the School Frame) was incorrect. A high number of requests was received for this type of approval in Cycle 5, believed to be related to the AEDC School Coordinators 'not having access to the Principal's email', rather than the Principal's email address being incorrect. As a result, the accompanying text for this feature was modified in Cycle 6 to instead confirm that the Principal email address displayed was correct (not incorrect).

As shown in Table 23, there were a total of 1,184 approval requests actioned by STCs in Cycle 6, significantly fewer than in Cycle 5 (3,251). This included 178 where the domain of the AEDC School Coordinator email address did not match that of the school or Principal, 776 account creation requests that were not answered by the Principal within the allocated timeframe and 230 requests based on the checkbox to advise that the Principal email address was incorrect.

Table 23 STC approvals by type

Approval type	Cycle 6	Cycle 5
Different email domain	178	157
Principal approval timed out	776	531
Principal email incorrect	230	2,563
Total	1,184	3,251

Whilst significantly reduced from Cycle 5, the deny / approve functionality still represents a sizeable workload for STCs in the early phase of the collection. The average time taken for STCs to action requests was 3.1 days. All requests were approved by STCs. It is recommended that alternative solutions are explored for Cycle 7, noting that any changes could impact the security of the data collection system.

3.7.5 Sundry system features

There was a total of 126,464 requests for multi-factor authentication codes to be sent to mobile phones and 36,247 for multi-factor authentication codes to be sent to email addresses during the collection. The second half of April and the month of May had the highest number of requests.

3.8. Supporting materials review

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

3.8.1 AEDC School Coordinator and Teacher Resources

As described in Section 2.8.2, refinements were made to these resources in Cycle 6 in preparation for data collection.

Table 24 shows the total number of downloads of the *AEDC School Coordinator* and *Teacher Resources* as well as the *Parent Information Letter* during the Cycle 6 data collection period.

It was a mandatory step on the AEDC School Coordinator dashboard to download the *AEDC School Coordinator* and *Teacher Resources* as well as the *Parent Letter.* When accessing the *AEDC School Coordinator* and *Teacher Resources* from the dashboard they were downloaded as a combined zip file and were specific to each state / territory, with Western Australia's also tailored by sector.

Teachers were also able to download the *Teachers Resources* (zip file) from their own dashboard. Electronic versions of the packs (generic), as well as individual fact sheets were also available for download from the *help centre* in the data collection system.

The *AEDC School Coordinator Resources* (zip file) was downloaded a total of 13,635 times, which included the combined *AEDC School Resources* and *Teacher Resources* download and the AEDC *School Coordinator Resources* downloaded individually. This equates to close to two packs per school that were downloaded.

The *Key Dates Calendar* was downloaded a total of 281 times, which equates to 3.8 per cent of participating schools, however it is relevant to note that a copy was included in the *AEDC School Coordinator Resources* zipped pack, plus a hard copy version was mailed to schools as part of the *School Leader Pack*.

The *Teacher Resources (zipped pack)* was included in 12,814 downloads of the combined AEDC *School Coordinator Resources* and *Teacher Resources* mentioned above. In addition a further 2,027 *Teacher Resources* were downloaded separately, equating to over one quarter (27.5 per cent) of schools.

The *Guide to Completing the Australian version of the Early Development Instrument* was included in the *Teacher Resources* as well as being available for download separately. It was downloaded separately 10,217 times which equates to around three in five participating Teachers downloading a separate copy.

3.8.2 Parent Information Letter

The number of downloads of the *Parent Information Letter and Fact Sheet* (11,163), equates to around 1.5 times the number of participating schools and was a mandatory step for the AEDC School Coordinator. This included all languages. After English, the language most downloaded was Arabic at 116 downloads. If any language translations were to be dropped next cycle, this could include Turkish, Swahili, Persian, Japanese and Burmese as these were downloaded less than 10 times each.

Table 24 Downloads of supporting materials

Resource	Number of downloads	As percentage of participating schools
AEDC School Coordinator Resources		
2024 AEDC School Coordinator Resources and Teacher Resources_NSW.zip	4,000	173.8
2024 AEDC School Coordinator Resources and Teacher Resources_VIC.zip	2,768	171.8
2024 AEDC School Coordinator Resources and Teacher Resources_QLD.zip	2,452	170.9
2024 AEDC School Coordinator Resources and Teacher Resources_WA_public.zip	1,259	181.7
2024 AEDC School Coordinator Resources and Teacher Resources_WA_Catholic.zip	224	171.0
2024 AEDC School Coordinator Resources and Teacher Resources_WA_Independent.zip	245	184.2
2024 AEDC School Coordinator Resources and Teacher Resources_SA.zip	1,031	167.6
2024 AEDC School Coordinator Resources and Teacher Resources_TAS.zip	440	207.5
2024 AEDC School Coordinator Resources and Teacher Resources_NT.zip	215	153.6
2024 AEDC School Coordinator Resources and Teacher Resources_ACT.zip	180	163.6
2024-AEDC-School_Coordinator_Resources.zip	821	11.1
Key Dates Calendars_all states and terrritories.zip	281	3.8
C_About-the-AEDC.pdf	97	1.3
C_Key-steps-for-participation-in-the-AEDC.pdf	128	1.7
C1_School-activation.pdf	187	2.5
C2.1_School-set-up.pdf	219	3.0
C2_About-the-AEDC-for-Aboriginal-and-Torres-Strait-Islander-children.pdf	249	3.4
Total AEDC School Coordinator Resources	14,796	200.5
Teacher Resources		0.0
2024 Guide to Completing the Australian version of the Early Development Instrument.pdf	10,217	138.4
2024-AEDC-Teacher-Resources.zip	2,027	27.5
T_About-the-AEDC.pdf	261	3.5
T_Key-steps-for-participation-in-the-AEDC.pdf	360	4.9
T1_Preparing-for-the-AEDC.pdf	161	2.2
T3_Class-List-creation.pdf	126	1.7
T4_Completing-the-Instrument-for-Aborginial-and-Torres-Strait-Islander-children.pdf	142	1.9
T4_Information-for-Aboriginal-and-Torres-Strait-Islander-Cultural-Consultants.pdf	64	0.9
Total Teacher Resources	13,358	181.0
Parent Letter and fact sheet		
2024 AEDC Parent Letter and Fact Sheet - English.docx	10,780	146.1
2024 AEDC Parent Letter and Fact Sheet - Arabic.docx	116	1.6
2024 AEDC Parent Letter and Fact Sheet - Punjabi.docx	44	0.6
2024 AEDC Parent Letter and Fact Sheet - Vietnamese.docx	42	0.6
2024 AEDC Parent Letter and Fact Sheet - ChineseSimplified.docx	35	0.5
2024 AEDC Parent Letter and Fact Sheet - Hindi.docx	35	0.5

Resource	Number of downloads	As percentage of participating schools
2024 AEDC Parent Letter and Fact Sheet - Urdu.docx	29	0.4
2024 AEDC Parent Letter and Fact Sheet - Filipino.docx	22	0.3
2024 AEDC Parent Letter and Fact Sheet - Spanish.docx	20	0.3
2024 AEDC Parent Letter and Fact Sheet - Korean.docx	16	0.2
2024 AEDC Parent Letter and Fact Sheet - ChineseTraditional.docx	13	0.2
2024 AEDC Parent Letter and Fact Sheet – Burmese.docx	6	0.1
2024 AEDC Parent Letter and Fact Sheet – Japanese.docx	2	0.0
2024 AEDC Parent Letter and Fact Sheet – Persian.docx	1	0.0
2024 AEDC Parent Letter and Fact Sheet – Swahili.docx	1	0.0
2024 AEDC Parent Letter and Fact Sheet – Turkish.docx	1	0.0
Total Parent Letter and fact sheet (all languages)	11,163	151.2
Communications Kits		0.0
Communication Kits.zip	9,837	133.3
Parent Communications kit.zip	615	8.3
School Communications kit.zip	389	5.3
Total Communication Kits	10,841	146.9

As part of the *AEDC School Coordinator Feedback Form* (refer to Section 3.13.2), AEDC School Coordinators were asked to rate the level of information included in the *AEDC School Coordinator Resources*. The vast majority (more than 93 per cent) found the level of information 'about right'. The topics rating highest on having 'not enough' information were 'Teacher relief reimbursement' (5.0 per cent), 'how to set up your Teachers' (1.8 per cent) and 'how to set up your school' (1.3 per cent). The proportion of AEDC School Coordinators who mentioned Teacher relief reimbursement was slightly lower than in Cycle 5, reflecting positively on the amendments made for Cycle 6 in response to Cycle 5 feedback. The topic rating highest on 'too much' information was 'general background information about the AEDC' (2.1 per cent) which was similar to Cycle 5.

At registration, Teachers were asked whether they had read the materials included in the *Teacher Resources* as part of preparation for the AEDC. Reported readership of the Teacher training materials was significantly reduced in Cycle 6 compared with the previous two cycles and is likely due to the move to online only for the *Teacher Resources*, instead of the hard copy pack they received in previous cycles.

Readership of the *Guide to Completing the Australian version of the Early Development Instrument* fell from 98.1 per cent in Cycle 5 to 94.1 per cent in Cycle 6, *About the AEDC* fact sheet fell from 96.6 per cent to 90.7 per cent, *Preparing for the AEDC* fact sheet fell from 97.2 per cent to 91.9 per cent and the *Teacher registration* fact sheet fell from 95.6 per cent to 92.3 per cent. Given that not all Teachers had Indigenous children in their class, readership of the *About the AEDC for Indigenous children* fact sheet is typically lower (and fell from 89.3 per cent to 86.5 per cent).

Whilst it is reassuring that the vast majority of Teachers (97.1 per cent) found the data collection system easy to use in Cycle 6 (96.5 per cent in Cycle 5), the reduction in Teacher readership of materials is concerning. A return to some hard copy materials for Teachers, in particularly the *Guide to Completing the Australian version of the Early Development Instrument* should be considered for next cycle. Nearly one third (31.1 per cent) of Teachers responding to the *Teacher Feedback Survey* said they would prefer the guide in hard copy format for the next cycle.

3.8.3 Communication kit usage

As noted in Section 2.8.5, the communications kits for schools and parents were retained and updated for Cycle 6.

In Cycle 6, the communications kits were available for download as combined kits in the one download from the Coordinator dashboard, as well as separate 'whole kits' from the *help centre* in the data collection system. Table 24 shows the total downloads of the communications kits during the Cycle 6 collection was 10,841, equating to around 1.5 per participating school. The *Parent Communication Kit* was downloaded on its own (615 downloads) more frequently than the *School Communication Kit* (389 downloads).

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* (67.4 per cent of responding AEDC School Coordinators), the *Parent Poster* (43.5 per cent), the *Questions and answers* document (40.2 per cent), the *Teacher Poster (37.7 per cent)* and the *Principal talking points* document (28.3 per cent). The social media content was the least used from the *Communications Kits* (21.4 per cent), however their usage had increased relative to previous cycles (18.6 in Cycle 5 and 8.5 in Cycle 4).

3.8.4 Online tutorial usage

A suite of online tutorials demonstrating various aspects of data collection system functionality were updated in Cycle 6 and available for viewing from the *help centre* and on the relevant screens throughout the data collection system, covering the key workflows from activation to school finalisation. In Cycles 5 and 6, 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 21,575 plays of online tutorials which is slightly higher than Cycle 5 (18,791) and likely due to increased inclusion in reminder emails in Cycle 6. The *How to add children and manage class lists* video had significantly more views this cycle (8,288 compared to 2,978 in Cycle 5) and this was due to additional messaging to look for pre-population data and inclusion of the tutorial in various parts of the data collection system in an attempt to minimise issues with duplication of children. The most watched tutorial was *School set up* at 43.7 per cent of all plays, which is consistent with last cycle. The *Help activating* tutorial remained the least watched tutorial (1.8 per cent of all plays), followed by *Changing school settings* (1.9 per cent) and *Help registering Teachers and Cultural Consultants* (2.0 per cent).

Table 25 Online tutorial views

Online tutorial theme	Views	Percentage distribution
Help activating	393	1.8
School set up and introduction to the dashboard	9,431	43.7
How to add children and manage class lists	8,288	38.4

Online tutorial theme	Views	Percentage distribution
How to bulk upload children records	847	3.9
Help registering Teachers and Cultural Consultants	431	2.0
Managing Teachers	968	4.5
Changing school settings	413	1.9
Submitting the invoice and school finalisation	804	3.7
Total views	**21,575**	100.0

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, such as log in / password issues. The online tutorials themselves, and how to access them, could also be included in the field testing process.

3.8.5 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 6 (16,729).

Views of the two mandated videos were largely consistent with last cycle.

The *Aboriginal and / or Torres Strait Islander Cultural Consultants* video was not mandated but was recommended viewing for those First Nations children. It was played 3,444 times, which represents a significant reduction on Cycle 5 views (9,313 times). It is considered reflective of the decline in the overall usage of Aboriginal and / or Torres Strait Islander Cultural Consultants seen in Cycle 6 (refer to Section 3.3.3).

Table 26 Teacher training video usage

Teacher training videos	Views	As % of Teachers trained
Introduction to the AEDC	20,901	124.9
Moderation information	19,710	117.8
Aboriginal and / or Torres Strait Islander Cultural Consultants	3,444	20.6

3.8.6 Investigation into delay to School Leader Pack mailing

In Cycle 6, a reduced *School Leader Pack* was retained in hard copy format and mailed to school principals ahead of the collection. A total of 7,991 packs were dispatched to all in-scope schools on the School Frame on 8 March, estimated to start arriving in states / territories from 13 March to coincide with the data collection system opening for activation.

Helpdesk started to take queries from schools from 13 March with regards to *School Leader Packs* that had not yet arrived, after an email was sent to schools when the system opened for activation on 13 March, requesting that schools 'be on the lookout for your *AEDC School Leader Pack* which was lodged with Australia Post on Friday 8 March'.

A total of 908 schools (11.4 per cent) requested a *School Leader Pack* via the Helpdesk (until 21 June). This was more than double the number of requests (400) received in the same time in Cycle 5

and 1.3 times the number received in Cycle 4 (689). The requests were largely proportionate by state / territory and more likely to be from schools in major cities than regional / remote areas.

An investigation into the 908 schools that contacted the Helpdesk requesting a *School Leader Pack* revealed that five schools were not on the original mailing list, including two schools that had not been included on the School Frame by the jurisdiction but were later added, one school had been flagged as out of scope and had not been sent a pack and that two were multi-campus schools that had opted to participate through head campus and have communications go to the head campus instead. These findings confirmed there was no evidence of issues related to the mailing list not being complete, of postal delays to regional areas or any state / territory specific issues. Possible explanations for the higher number of requests received in Cycle 6 include:

- The Pack was a relatively slim, innocuous pack rather than the bulky parcel as per previous cycles, with more chance of being missed / misplaced
- The Packs possibly had arrived and not made their way to the relevant person (Principal)
- Communications about contacting the Helpdesk for their Pack encouraged users to call the Helpdesk instead of looking for their Pack
- There were some jurisdictional communications advertising packs would 'land by 13 March' which was not always going to be the case.

For next cycle, if any hard copy materials are retained, it is suggested that email communications include a 'due date' after which to call the Helpdesk if the materials have not been received.

3.9. Pre-population

3.9.1 Overview of pre-population provision

This section shows the rate of provision of pre-population information by pre-population item, with a view to understanding the extent to which jurisdictions can provide pre-population items, and to provide context for Instrument completion time with and without pre-population information.

Tables 27 and 28 show 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.

Table 27 Percentage of pre-population records with selected pre-population items present, by sector within jurisdiction

Sector within jurisdiction	Records in pre-population	Gender	Aboriginal and / or Torres Strait Islander	LOTE	Country of birth	Year of arrival*	Class ID	Repeat	Pre-school	Parent1 school	Parent1 post school	Parent1 Gender	Parent2 Gender	Parent1 Occup	Parent2 Occup	Parent1 Country	Refugee Status
	n	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
National	**268,964**	**99.4**	**98.7**	**95.5**	**98.9**	**42.6**	**99.6**	**70.5**	**23.1**	**94.1**	**92.3**	**77.4**	**68.0**	**79.1**	**71.5**	**75.9**	**0.1**
Government	206,725	100.0	99.5	95.3	99.6	52.0	99.9	68.4	29.7	94.9	93.0	87.6	75.9	80.8	71.9	85.6	0.1
Catholic	56,938	96.9	95.6	95.7	96.3	15.8	99.6	76.4	0.9	91.8	90.4	47.3	45.4	80.3	76.4	47.5	0.2
Independent	5,301	100.0	98.3	99.3	99.3	3.2	89.0	89.8	6.3	88.3	88.4	1.6	1.5	1.6	1.5	1.5	0.0
NSW	81,596	97.9	96.8	97.7	97.8	67.7	99.9	91.9	63.7	95.4	93.5	97.2	86.8	95.5	84.9	97.6	0.1
Government	63,974	100.0	99.6	99.8	99.9	95.9	99.8	100.0	81.2	98.2	96.1	99.7	87.1	98.9	86.4	100.0	0.0
Catholic	17,622	90.1	86.5	90.1	90.1	17.0	100.0	62.7	0.0	85.1	84.0	88.2	85.4	83.1	79.2	88.8	0.3
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	N/A	N/A
VIC	67,388	100.0	99.8	100.0	100.0	0.0	100.0	23.3	0.0	98.6	98.0	76.7	62.3	97.4	87.2	76.6	0.0
Government	51,694	100.0	99.7	100.0	100.0	0.0	100.0	0.0	0.0	99.2	98.7	100.0	81.2	98.4	86.8	99.9	0.0
Catholic	15,694	100.0	100.0	100.0	100.0	0.0	100.0	100.0	0.0	96.3	95.9	0.0	0.0	94.1	88.5	0.0	0.2
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	N/A	N/A
QLD	55,588	100.0	99.7	98.9	98.9	75.1	99.9	100.0	0.4	92.6	89.8	96.5	88.4	80.3	74.9	96.2	0.4
Government	43,444	100.0	99.7	98.6	98.6	79.1	99.9	100.0	0.0	91.4	88.5	100.0	90.8	78.6	72.7	99.5	0.4
Catholic	11,736	100.0	99.9	99.9	100.0	44.4	100.0	100.0	0.0	96.8	94.5	87.1	82.6	89.4	85.7	87.3	0.2
Independent	408	100.0	100.0	100.0	100.0	80.0	100.0	100.0	55.1	99.8	99.0	0.0	0.0	0.0	0.0	0.0	0.0
WA	34,812	100.0	99.7	100.0	100.0	0.0	98.6	96.4	0.0	88.1	87.0	0.0	0.0	0.0	0.0	0.0	0.0
Government	25,265	100.0	99.9	100.0	100.0	0.0	100.0	96.5	0.0	87.1	85.8	0.0	0.0	0.0	0.0	0.0	0.0
Catholic	5,176	100.0	99.2	100.0	100.0	0.0	100.0	96.9	0.0	92.7	91.7	0.0	0.0	0.0	0.0	0.0	0.0
Independent	4,371	100.0	99.5	100.0	100.0	0.0	89.1	95.2	0.0	88.3	88.5	0.0	0.0	0.0	0.0	0.0	0.0

Sector within jurisdiction	Records in pre-population	Gender	Aboriginal and / or Torres Strait Islander	LOTE	Country of birth	Year of arrival*	Class ID	Repeat	Pre-school	Parent1 school	Parent1 post school	Parent1 Gender	Parent2 Gender	Parent1 Occup	Parent2 Occup	Parent1 Country	Refugee Status
	n	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
National	**268,964**	**99.4**	**98.7**	**95.5**	**98.9**	**42.6**	**99.6**	**70.5**	**23.1**	**94.1**	**92.3**	**77.4**	**68.0**	**79.1**	**71.5**	**75.9**	**0.1**
Government	206,725	100.0	99.5	95.3	99.6	52.0	99.9	68.4	29.7	94.9	93.0	87.6	75.9	80.8	71.9	85.6	0.1
Catholic	56,938	96.9	95.6	95.7	96.3	15.8	99.6	76.4	0.9	91.8	90.4	47.3	45.4	80.3	76.4	47.5	0.2
Independent	5,301	100.0	98.3	99.3	99.3	3.2	89.0	89.8	6.3	88.3	88.4	1.6	1.5	1.6	1.5	1.5	0.0
SA	16,625	100.0	98.2	42.7	97.6	62.2	97.8	0.2	0.4	88.7	85.2	74.2	65.0	81.8	76.7	67.4	0.4
Government	12,348	100.0	98.5	28.6	100.0	95.6	100.0	0.0	0.0	90.1	87.0	99.9	87.6	80.6	74.7	90.7	0.5
Catholic	4,095	100.0	98.9	83.6	91.3	16.9	93.8	0.0	0.0	85.8	81.2	0.0	0.0	89.1	86.0	0.0	0.0
Independent	182	100.0	62.1	80.8	80.8	0.0	42.3	19.2	35.2	58.2	56.0	0.0	0.0	0.0	0.0	0.0	0.0
Tasmania	5,234	100.0	96.3	100.0	100.0	7.5	100.0	76.3	75.0	94.1	91.3	77.6	73.5	92.3	85.4	78.6	0.1
Government	4,119	100.0	95.4	100.0	100.0	8.1	100.0	96.9	95.4	93.4	90.1	98.6	93.3	92.1	84.1	99.9	0.1
Catholic	1,115	100.0	99.6	100.0	100.0	0.0	100.0	0.0	0.0	96.6	95.6	0.0	0.0	93.4	90.2	0.0	0.0
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	N/A	N/A
ACT	4,902	100.0	98.6	100.0	99.9	65.0	100.0	74.5	79.9	89.6	87.4	92.2	87.1	79.0	71.9	80.4	0.1
Government	3,499	100.0	98.8	100.0	99.8	79.2	100.0	100.0	96.3	86.4	83.7	96.3	90.5	78.2	69.5	80.2	0.2
Catholic	1,149	100.0	97.7	100.0	100.0	10.9	100.0	0.0	43.4	99.6	98.6	100.0	96.1	99.1	95.2	98.7	0.1
Independent	254	100.0	100.0	100.0	100.0	0.0	100.0	60.2	18.1	88.6	88.2	0.0	0.0	0.0	0.0	0.0	0.0
NT	2,819	100.0	99.8	99.8	97.9	7.9	100.0	75.7	75.7	94.4	92.7	87.5	70.1	83.6	67.0	3.3	0.0
Government	2,382	100.0	100.0	99.7	97.5	0.0	100.0	89.6	89.6	97.0	95.3	100.0	79.6	95.4	75.9	0.6	0.0
Catholic	351	100.0	98.9	100.0	100.0	81.8	100.0	0.0	0.0	75.5	72.9	0.0	0.0	0.0	0.0	0.0	0.0
Independent	86	100.0	100.0	100.0	100.0	0.0	100.0	0.0	0.0	100.0	100.0	100.0	94.2	98.8	93.0	91.9	0.0

Notes:

- *items 'Repeat', 'Parent 1 school' and 'Parent 1 post school' are post-populated in Western Australia.*
- *'Year of arrival' denominator includes Country not in Australia or with missing/unpopulated Country.*

Table 28 *Continued* Percentage of pre-population records with selected pre-population items present, by sector within jurisdiction

Sector within jurisdiction	Records in pre-population	Custody	Shared Care	Previous School	Previous School End	Previous School State
	n	%	%	%	%	%
National	**268,964**	**0.0**	**0.0**	**0.8**	**0.6**	**0.7**
Government	206,725	0.0	0.0	1.1	0.8	0.9
Catholic	56,938	0.1	0.1	0.0	0.0	0.0
Independent	5,301	0.0	0.0	0.0	0.0	0.0
NSW	81,596	0.0	0.0	1.0	1.0	1.0
Government	63,974	0.0	0.0	1.3	1.3	1.3
Catholic	17,622	0.1	0.0	0.0	0.0	0.0
Independent	0	N/A	N/A	N/A	N/A	N/A
VIC	67,388	0.0	0.0	0.0	0.0	0.0
Government	51,694	0.0	0.0	0.0	0.0	0.0
Catholic	15,694	0.0	0.0	0.0	0.0	0.0
Independent	0	N/A	N/A	N/A	N/A	N/A
QLD	55,588	0.1	0.1	0.9	0.8	0.8
Government	43,444	0.0	0.0	1.1	1.1	1.1
Catholic	11,736	0.3	0.3	0.1	0.0	0.0
Independent	408	0.0	0.0	0.0	0.0	0.0
WA	34,812	0.0	0.0	0.0	0.0	0.0
Government	25,265	0.0	0.0	0.0	0.0	0.0
Catholic	5,176	0.0	0.0	0.0	0.0	0.0
Independent	4,371	0.0	0.0	0.0	0.0	0.0

Sector within jurisdiction	Records in pre-population	Custody	Shared Care	Previous School	Previous School End	Previous School State
	n	%	%	%	%	%
National	**268,964**	**0.0**	**0.0**	**0.8**	**0.6**	**0.7**
Government	206,725	0.0	0.0	1.1	0.8	0.9
Catholic	56,938	0.1	0.1	0.0	0.0	0.0
Independent	5,301	0.0	0.0	0.0	0.0	0.0
SA	16,625	0.0	0.0	0.0	0.0	0.0
Government	12,348	0.0	0.0	0.0	0.0	0.0
Catholic	4,095	0.0	0.0	0.0	0.0	0.0
Independent	182	0.0	0.0	0.0	0.0	0.0
Tasmania	5,234	0.0	0.0	0.0	0.0	0.0
Government	4,119	0.0	0.0	0.0	0.0	0.0
Catholic	1,115	0.0	0.0	0.0	0.0	0.0
Independent	0	N/A	N/A	N/A	N/A	N/A
ACT	4,902	0.3	0.4	18.3	7.9	9.7
Government	3,499	0.0	0.0	25.6	11.0	13.6
Catholic	1,149	1.4	1.7	0.0	0.0	0.0
Independent	254	0.0	0.0	0.0	0.0	0.0
NT	2,819	0.0	0.0	0.0	0.0	0.0
Government	2,382	0.0	0.0	0.0	0.0	0.0
Catholic	351	0.0	0.0	0.0	0.0	0.0
Independent	86	0.0	0.0	0.0	0.0	0.0

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*), but overall there was an increase in pre-population of this item in Cycle 6. There are some jurisdictional sectors that did not pre-populate this item at all in Cycle 6 which was consistent with last cycle, e.g. Victorian Government schools, South Australian Government schools, Australian Capital Territory Catholic schools, Northern Territory Catholic and Independent schools etc.

The '*child speaks a language other than English at home*' (*LOTE*) item continues to have a low rate in the South Australian Government sector (28.6 per cent).

The items '*Gender of first parent / carer'* and '*Gender of second parent / carer'* that were first introduced to pre-population in Cycle 4, have pre-population rates of 77.4 per cent and 68.0 per cent respectively which is a significant improvement on last cycle. The pre-population items introduced in Cycle 5, '*Parent 1 occupation'* and '*Parent 2 occupation'* were marginally improved in Cycle 6 due to an increased rate of provision in the Catholic sector but are largely not provided in the Independent sector. It is relevant to note that these items are not part of the Instrument / not presented to Teachers for completion but included for analysis enrichment 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 6 (94.1 per cent and 92.3 per cent respectively) compared to previous cycles.

Provision of information pertaining to non-parental care in the year before school (*Preschool)* was slightly lower in Cycle 6 at a national level (23.1 per cent) compared to last cycle (24.1 per cent) and varies 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 a pre-population rate of 42.6 per cent (the denominator for this item includes Country of birth not Australia or where Country of birth is missing/unpopulated). Provision of this item was much higher in the Government sector than the non-Government sectors.

Child gender was present for all Government and Independent pre-population records that were provided (100 per cent), however it was missing for 9.9 per cent of New South Wales Catholic sector cases.

Aboriginal and / or Torres Strait Islander status was very well pre-populated, although slightly lower than last cycle (98.7 per cent in Cycle 6 compared to 99.3 per cent in Cycle 5), due to declines in the NSW Catholic sector and SA Independent sector.

Table 28 includes the new pre-population items for Cycle 6. As shown, provision of this information was very low. *'Custody'* and *'Shared Care'* were added as optional supplementary analysis items whilst '*previous school'* variables were included to assist with duplicate resolution. These items were included in the master data file but due to very low counts were not included in the microdata files in Cycle 6. Refer to Section 3.2.4 for use of the '*previous school'* variables in de-duplication.

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 29 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 91.0 per cent of pre-population records being automatically geocoded, which is only slightly lower than last cycle (93.2 per cent). Quality of address information remains significantly lower for the Northern Territory (65.8 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 (97.9 per cent), consistent with previous cycles. Similarly, the quality of the child address information that Western Australia provided as a post-population file was very high (98.1 per cent).

The high proportion of child residential addresses that can be geocoded automatically opens up the possibility of assigning each record to an *apriori* 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 29 Quality of address information on pre-population file

Region	Number of addresses	Number of addresses geocoded automatically	Percentage of addresses automatically geocoded
Pre-population			
Total	**231,917**	**211,114**	**91.0**
New South Wales	80,413	74,331	92.4
Victoria	67,347	61,009	90.6
Queensland	55,502	50,135	90.3
Western Australia	n/a	n/a	n/a
South Australia	15,806	14,378	91.0
Tasmania	5,234	4,903	93.7
Australian Capital Territory	4,812	4,515	93.8
Northern Territory	2,803	1,843	65.8
Collected online during data collection			
Total	**58,489**	**57,284**	**97.9**
New South Wales	20,332	19,927	98.0
Victoria	14,779	14,593	98.7
Queensland	14,761	14,324	97.0
Western Australia			
South Australia	5,384	5,273	97.9
Tasmania	1001	981	98.0
Australian Capital Territory	998	965	96.7
Northern Territory	1,234	1221	98.9
Post-population			
Total	**34,501**	**33,852**	**98.1**
Western Australia	34,501	33,852	98.1

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 30 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 previous cycles (4.6 per cent in Cycle 6, compared to 6.9 per cent in Cycle 5).

There was also a continued improvement in Cycle 6 for the need to correct *Country* (from 0.6 per cent in Cycle 4, to 0.4 per cent in Cycle 5 to 0.0 per cent in Cycle 6). Postcode also was corrected less this cycle (0.4 per cent in Cycle 5 to 0.3 per cent in Cycle 6).

There was very little correction to any of the *Parent school / Parent post school* items in Cycle 6 as well as *State*.

The second column in Table 30 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 104,964 responses across these items provided by Teachers during data collection, which is consistent with last cycle.

Teachers recorded country of birth for just over 10,000 children and Indigenous status for 3,400, the latter being a decline from Cycle 5 when only 1,946 pre-population records were missing Indigenous status.

Gender was missing in 1,720 pre-population records this cycle, compared to around 40 in the previous two cycles.

Teachers provided around 30,000 missing (or 'Not known') responses for *Parent school / Parent post school* items, which is reasonably high considering the 'if not pre-populated, record as 'not known' guidance provided to Teachers.

Table 30 Incidence of correction of selected pre-population items

Pre-population items	Modification status			
	Corrected	Was missing	Unchanged	Total
Instruments	**n**	**n**	**n**	**n**
Gender	222	1,720	216,926	218,868
SuburbTown	636	21,216	197,016	218,868
State	49	21,135	197,603	218,787
Postcode	673	21,213	196,979	218,865
Aboriginal and / or Torres Strait Islander Type	527	3,400	214,941	218,868
Language	9,975	41,400	167,493	218,868
Country	92	10,398	208,378	218,868
Parent1School	4	4,547	208,113	212,664
Parent1PostSchool	12	5,559	204,039	209,610
Parent2School	6	9,425	186,012	195,443
Parent2PostSchool	14	10,179	181,090	191,283
Percentage distribution				
Gender	0.1	0.8	99.1	100.0
Suburb/Town	0.3	9.7	90.0	100.0
State	0.0	9.7	90.3	100.0
Postcode	0.3	9.7	90.0	100.0
Aboriginal and / or Torres Strait Islander Type	0.2	1.6	98.2	100.0
Language	4.6	18.9	76.5	100.0
Country	0.0	4.8	95.2	100.0

Pre-population items	Modification status			
	Corrected	Was missing	Unchanged	Total
Parent1School	0.0	2.1	97.9	100.0
Parent1PostSchool	0.0	2.7	97.3	100.0
Parent2School	0.0	4.8	95.2	100.0
Parent2PostSchool	0.0	5.3	94.7	100.0

3.9.4 Instrument completion time with and without pre-population

Table 31 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 33 seconds faster if pre-population information was provided, with significant variation by jurisdiction.

The overall Instrument time decreased by an additional 29 seconds in Cycle 6, from 12 minutes and 43 seconds in Cycle 5 to 12 minutes and 14 seconds in Cycle 6. The decrease was more significant among records without pre-population, from 13 minutes and 47 seconds in Cycle 5, to 12 minutes and 43 seconds in Cycle 6 (a decrease of 1 minute and 4 seconds), compared to records with pre-population which decreased from 12 minutes 34 seconds to 12 minutes and 10 seconds (a decrease of 24 seconds). These reductions in Instrument completion time are the result of continued efforts to reduce Teacher burden.

Table 31 Instrument completion time by jurisdiction with and without pre-population

Jurisdiction	Total	With pre-population	Without pre-population	Variation (pre-pop)	Total (Cycle 5)
National	***12:14***	***12:10***	***12:43***	***0:33***	***12:43***
New South Wales	***12:07***	*12:07*	*12:06*	*-0:01*	*11:59*
Victoria	***12:38***	*12:28*	*13:37*	*1:09*	*13:45*
Queensland	***11:41***	*11:38*	*11:58*	*0:20*	*12:55*
Western Australia	***12:13***	*12:11*	*13:22*	*1:11*	*11:47*
South Australia	***12:35***	*12:31*	*12:53*	*0:22*	*12:57*
Tasmania	***12:44***	*12:25*	*14:52*	*2:27*	*12:04*
Australian Capital Territory	***12:03***	*11:51*	*13:52*	*2:01*	*13:37*
Northern Territory	***16:05***	*15:33*	*19:33*	*4:00*	*17:05*

The variation for NSW (pre-pop) is negative 1 second.

3.10. Post-population

3.10.1 Analysis of the quality of post-population information (child attendance items)

There were very few issues with post-population in Cycle 6. Those who participated in post-population for the first time in Cycle 6 (the Government sectors in South Australia, the Australian Capital Territory and Northern Territory) all did well.

Table 32 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, there was some missing data (both 'number of days' and 'reasons') for some jurisdictions / sectors which post-populated this, including 137 counts of missing in the Victorian Government file and 92 counts in the South Australia Government file. Where the number of days absent was 0, a reason is not required.

Table 32 Analysis of missing child attendance data (post-population vs Instrument completion) by sector within jurisdiction

Sector within jurisdiction	Records		Number of days (A1) and Reasons (A1a-A1d)	
	(count)	Opted in for post-population	(n missing)	(% missing)
New South Wales				
Government	61,481	Yes	0	0.0
Catholic	19,413	Yes	14	0.1
Independent	9,544		0	0.0
Victoria				
Government	47,536	Yes	137	0.3
Catholic	12,970		0	0.0
Independent	6,507		0	0.0
Queensland				
Government	42,829	Yes	0	0.0
Catholic	11,628	Yes	3	0.0
Independent	8,020		0	0.0
Western Australia				
Government	24,989	Yes	0	0.0
Catholic	5,067		0	0.0
Independent	4,231		0	0.0
South Australia				
Government	11,984	Yes	92	0.8
Catholic	4,037		0	0.0
Independent	3,094		0	0.0
Tasmania				
Government	4,025	Yes	6	0.1
Catholic	1,106		0	0.0
Independent	586		0	0.0
ACT				
Government	3,468	Yes	0	0.0
Catholic	1,151	Yes	0	0.0
Independent	692		0	0.0
Northern Territory				
Government	2,270	Yes	0	0.0
Catholic	320		0	0.0
Independent	311		0	0.0

3.10.2 Implications for future collections

Post-population of attendance data has been a successful initiative for the jurisdictions / sectors which committed to provide this information in Cycle 6. 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 benefits of reducing Teacher burden and improving the quality of the day as it uses a consistent reporting period, and continue to enforce a 'dummy' data file ahead of suppressing the questions from the Instrument. Timing of file provision in late September / early October works well but must be taken into account if data deliverables are to be provided any earlier in Cycle 7.

3.11. Helpdesk activity

This section provides a review of Helpdesk activity, based on information available from the Helpdesk Report. It assesses Helpdesk traffic, performance against KPIs, and also examines reasons for contacting the Helpdesk.

3.11.1 Helpdesk transactions over time by mode

Table 33 provides an overview of the distribution of individual queries (transactions) recorded by the Helpdesk over time and by mode of transaction. Whilst the table is broken down into activation, data collection and invoice submission phases, it is relevant to note that schools could activate and submit their invoice during the data collection period.

A total of 12,219 transactions were recorded over the 30-week period from the start of the school activation phase, representing a 45 per cent decrease in the number of transactions relative to Cycle 5 (22,230). Whilst this reduction in number is significant and may reflect schools being able to navigate the process more autonomously this cycle (due to improvements to both the data collection system and supporting documentation), it is relevant to note that the average duration of calls was significantly longer possibly reflecting more complex issues to resolve.

The proportion of activity generated during the school activation phase made up over one third (33.4 per cent) of all Helpdesk transactions, slightly higher than last cycle and reflective of the push for schools to activate early (well in advance of the data collection phase), an initiative introduced in Cycle 5.

As in Cycle 5, the highest number of transactions logged on a weekly basis was during the first week of the data collection period (week 8 of Helpdesk operation), close to the start of Term 2 for most jurisdictions. This included 1,260 transactions, which accounts for 10.3 per cent of all transactions recorded by the Helpdesk.

Again, in line with Cycle 5, the second highest level of traffic was recorded at the end of the soft 'activation deadline' for some jurisdictions / one week before the system opened for Instrument completion (week 7 of Helpdesk operation, 1,203 transactions, 9.8 per cent of the total transactions), followed by, the second week of data collection (week 9 of Helpdesk operation, 1,065 transactions, 8.7 per cent of the total transactions).

Helpdesk transactions during the invoice submission period accounted for 4.6 per cent in Cycle 6, up from 2.9 per cent in Cycle 5. This small increase in volume this cycle relates mainly to *School Profile* related queries.

Around half of all Helpdesk transactions (53.7 per cent) were inbound telephone calls, two in five (41.7 per cent) were email queries and just under one in twenty (4.6 per cent) were outbound telephone calls.

Outbound telephone calls were typically in response to messages left on the Helpdesk voicemail, however a small proportion related to calls to resolve incorrectly entered bank details, or to follow up schools in the Northern Territory to assist with finalisation.

Each email communication sent to schools resulted in a spike in queries to the Helpdesk.

Table 33 Helpdesk transactions over time by source

Phase	Week number	Email	Tele-phone inbound	Tele-phone out-bound	Percent-age calls taken 'live'	Total trans-actions	Total Cycle 6 %	Total Cycle 5 %	Total Cycle 4 %
School activation	1	133	145	30	82.9	308			
	2	279	246	17	93.5	542			
	3	138	150	13	92.0	301			
	4	189	175	26	87.1	390			
	5	314	372	27	93.2	713			
	6	263	341	19	94.7	623			
	7	414	730	59	92.5	1,203			
Subtotal		**1,730**	**2,159**	**191**	**91.9**	**4,080**	**33.4**	**30.8**	***10.7***
Data collection	8	576	662	22	96.8	1,260			
	9	386	656	23	96.6	1,065			
	10	280	468	13	97.3	761			
	11	323	413	10	97.6	746			
	12	307	376	14	96.4	697			
	13	218	264	11	96.0	493			
	14	248	450	14	97.0	712			
	15	194	334	13	96.3	541			
	16	84	203	7	96.7	294			
	17	39	49	3	94.2	91			
	18	94	75	44	63.0	213			
	19	132	184	18	91.1	334			
	20	150	134	82	62.0	366			
Subtotal		**3,031**	**4,268**	**274**	**94.0**	**7,573**	**62.0**	**64.4**	***77.8***
Invoice submission	21	99	35	51	40.7	185			
	22	49	21	4	84.0	74			
	23	38	17	2	89.5	57			
	24	41	25	2	92.6	68			
	25	31	14	3	82.4	48			
	26	20	5	3	62.5	28			
	27	22	7	27	20.6	56			
	28	16	2	2	50.0	20			
	29	6	2	1	66.7	9			
	30	18	3	0	100.0	21			
Subtotal		**340**	**131**	**95**	**58.0**	**566**	**4.6**	**2.9**	***6.1***
Total Cycle 6		**5,101**	**6,558**	**560**	**92.1**	**12,219**	**100%**	**100%**	**100%**
As % transactions		41.7	53.7	4.6		100.0			

3.11.2 Helpdesk transactions by user type

Table 34 summarises Helpdesk transactions by user type.

Transactions with AEDC School Coordinators decreased from 56.4 per cent in Cycle 5 to 48.8 per cent in Cycle 6, and transactions with the Principal increased from 9.2 per cent up to 24.1 per cent in Cycle 6. This increase in Principal contact was likely due to strengthened communications about the role of the Principal in activating the school.

The proportion of Helpdesk transactions with Teachers was lower in Cycle 6 than 5 (20.8 per cent down from 24.8 per cent in Cycle 5).

Transactions with 'un-registered staff' remained low (4.4 per cent), comparable to 6.0 per cent last cycle and most likely representing administration staff without a designated role in the data collection system.

The number of transactions recorded from STCs was low at 1.0 per cent (as noted in Helpdesk feedback Section 3.13.5).

A very small proportion of Helpdesk transactions (1.0 per cent) was with non-users of the data collection system (i.e. academics, media, and 'other') of the data collection system. While still accounting for a very low percentage of overall transactions (0.2 per cent), there was an increase in the number of transactions with parents in Cycle 6 (25 in Cycle 6, up from 6 in Cycle 5).

Table 34 Helpdesk transactions by user type

	Cycle 6		Cycle 5		Cycle 4	
User type	**Number**	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
AEDC School Coordinator	5,957	*48.8*	*12,537*	*56.4*	*9,796*	*37.3*
Principal	2,942	*24.1*	*2,040*	*9.2*	*1,780*	*6.8*
Teacher	2,543	*20.8*	*5,504*	*24.8*	*4,006*	*15.3*
Un-registered staff	540	*4.4*	*1,329*	*6.0*	*5,646*	*21.5*
STC	120	*1*	*374*	*1.7*	*189*	*0.7*
Cultural Consultant	-	*0*	*47*	*0.2*	*N/A*	*N/A*
Subtotal system users	**12,102**	***99.0***	***21,831***	***98.2***	***26,087^***	***99.4***
Academic	6	*0*	*9*	*0*	*29*	*0.1*
Parent	25	*0.2*	*6*	*0*	*7*	*0*
Media	0	*0*	*2*	*0*	*9*	*0*
Other	86	*0.7*	*382*	*1.7*	*107*	*0.4*
Subtotal other parties	**117**	***1***	***399***	***1.8***	***152***	***0.6***
Total	**12,219**	***100***	***22,230***	***100***	***26,239***	***100***

Note: ^ Cycle 4 also includes 4,670 contacts (17.8%) from a 'Financial Manager', a role that was discontinued.

3.11.3 Helpdesk performance against KPIs

As can be seen in Table 33, on average, 92.1 per cent of all calls to the Helpdesk were taken in real-time across the 30-week period of Helpdesk operation. This exceeds the Helpdesk's target of 90 per cent and is slightly above the performance of the Helpdesk in Cycle 5, where 91.9 per cent of calls were answered live. Cycle 6 is the third consecutive time the 90 per cent target has been achieved since its introduction in 2012.

There were a number of factors which contributed to the AEDC Helpdesk's ability to meet the 90 per cent target in Cycle 6, these included:

- The staggered delivery of reminder emails to states and territories across different days to more evenly distribute spikes in Helpdesk activity
- a Helpdesk resourcing plan which included flags for when additional Helpdesk operators would likely be required and hosting multiple Helpdesk briefings to top up the team as call volumes were expected to increase
- various initiatives to improve supporting materials and reduce the volume of calls to the Helpdesk, enabling more calls to be taken in real time

- utilisation of IVR for inbound telephone calls to pre-identify the caller's query and channel the call to an appropriate operator.

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
- ensure any new features are tested with schools
- Further refinement of the IVR system to better channel calls to specialised operators.

The percentage of email transactions increased from 33.5 per cent in Cycle 5 to 41.7 per cent in Cycle 6, and the number of follow up transactions nearly halved from 8.0 per cent in Cycle 5 down to 4.5 per cent in Cycle 6, suggesting more issues were resolved in one transaction.

3.11.4 Review of reasons for contacting the Helpdesk

A reason for contacting the Helpdesk was recorded for each transaction. Reasons for contacting the Helpdesk were coded using a highly detailed list of outcomes, comprising around 200 possible individual outcome codes that were updated before the Cycle 6 collection as well as throughout the period of Helpdesk operation as required. 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 35, which summarises all reasons for contacting the Helpdesk logged over the period of Helpdesk operation.

'Sign in / password problems' was the most common reason for contacting Helpdesk in Cycle 6, accounting for nearly one-third (32.3 per cent) of all queries. This was also the most common reason for contacting Helpdesk in the last two cycles. The total number of contacts received for this reason was lower this cycle (down from 4,882 in Cycle 5 to 3,952 in Cycle 6) which is a pleasing result considering multi-factor authentication was a new feature added in Cycle 6. There was also a significant reduction in the number of queries relating to 'problem locating sign in' compared to last cycle (1,627 in cycle 5 vs 176 in Cycle 6) which highlights that locating the sign is much less of an issue (likely resolved by including the link to the data collection system in all email reminders in Cycle 6). However, given there was still around 3,000 transactions relating to 'problems signing in', a full review of the sign in process is warranted ahead of Cycle 7 alongside the instructions provided in communication materials. Any refinements to the process would ideally be subject to field testing with schools.

Table 35 Reasons for contacting the Helpdesk

Outcome description	Number	Percentage distribution
Sign In / Password Problems	**3,952**	**32.3**
Problem Signing In	2,987	24.4
Problem relating to MFA - no code received (Email/Mobile)	315	2.6
Problem Locating Sign In	176	1.4
Request to change MFA method (Email/Mobile)	47	0.4
Other Sign In / Password Problems	427	3.5
School Activation and Set up	**1,661**	**13.6**
Nominating An AEDC School Coordinator	509	4.2
Activation Code - Misplaced / Does Not Have	274	2.2
New Contact Details	279	2.3
Verification Email Not Received	84	0.7
Bank details related	84	0.7
Other School Activation and Set up	431	3.5
Materials	**1,160**	**9.5**
Request For School Leader Pack (Electronic pack sent)	1,072	8.8
Request For Teacher Resources (Electronic pack sent)	25	0.2
Request For Guide To Completing The Instrument	6	0.0
Request For Paper Copy Instrument	4	0.0
Other Materials	53	0.4
Invoicing and finalisation	**1,118**	**9.1**
Finalisation Query	373	3.1
Query About Payment Received / Not Received	354	2.9
Creating An Invoice Summary	83	0.7
Teacher Pay Rate query	25	0.2
Other Invoicing and Finalisation	283	2.3
AEDC School Coordinator Actions	**1,024**	**8.4**
AEDC School Coordinator Dashboard query	618	5.1
Editing Contact Details	121	1.0
Other AEDC School Coordinator Actions	285	2.3
Teacher / Cultural Consultant Registration	**560**	**4.6**
Follow Up Activity	**544**	**4.5**
Voice Mail/Email Follow up	484	4.0
Follow up relating to Email Alerts And Reminders	60	0.5
Class List Creation And Maintenance	**503**	**4.1**
Claiming Children From The Master List	136	1.1
Removing A Child	159	1.3
Bulk Upload Query	51	0.4
Adding A Child (Who Is Not On The Master List)	27	0.2
Other Class List Creation and Maintenance	130	1.1
System Performance And Navigation	**359**	**2.9**
System access / performance issue	170	1.4
Navigation issue	189	1.5
Instrument Completion / Navigation	**373**	**3.1**
Teacher Actions (e.g. starting / reviewing an Instrument)	134	1.1
Completing the Instrument For First Nations Children	8	0.1
Completing the Instrument For Special Needs Children	3	0.0
Other Instrument completion / navigation	228	1.9
Other miscellaneous	**965**	**7.9**
AEDC General Queries	497	4.1

Outcome description	Number	Percentage distribution
Accessing previous results / school profiles	193	1.6
School Scope Query	116	0.9
School Opt Out Query	88	0.7
Pre-Population	46	0.4
Complaint Received	5	0.0
Total reasons for contacting Helpdesk	**12,219**	**100.0**

Whilst the 'School activation and set up' workflow attracted more queries than other workflows in Cycle 6, the volume of queries (1,661) was about half that of Cycle 5 (3,015). Common queries related to 'Nominating an AEDC School Coordinator', seeking an activation code (likely related to delayed School packs) and advising of contact detail changes. It would be worthwhile investigating these ahead of Cycle 7 to understand if these processes can be further simplified in any way.

There were significant reductions in the volume of calls relating to most other workflows in Cycle 6, including the 'invoicing and finalisation' workflow where queries were more than halved in Cycle 6 (from 2,565 in Cycle 5 down to 1,118). Specifically, finalisation queries were reduced by more than one third, likely the result of reducing the number of steps in the process, and making the fact sheet and onscreen instructions clearer. Helpdesk transactions relating to 'Teacher / Consultant Registration' and 'Instrument Completion / Navigation' were both less than half their volume in Cycle 5 and 'Class List Creation and Maintenance' was less than one third, indicating the value of reviewing and refining the supporting materials alongside the system changes each cycle. It also suggests the level of detail in the supporting materials is generally sufficient.

The second highest Helpdesk sub-code in Cycle 6 was 'Request for School Leader Pack (Electronic pack sent' (1,072 queries) which was more than double the number of queries received in Cycle 5 (400) and 1.3 times higher than Cycle 4 (689). This increase was due to communications that suggested the pack would land by a certain date and to contact the Helpdesk if it had not rather than any issues with the mailing list. Sufficient time for packs to land (allowing for postal delays) should be factored in for next cycle.

There were some acknowledged issues relating to system performance (e.g. slowness) that were detected for 3-4 hours on 7 May and 8 May 2024 due to a caching issue, and reported to the department. The load distribution was altered across the infrastructure to minimise the impact to the end users until normal operation could be restored. This likely accounts for some of the 'system performance and navigation issues' and 'Instrument completion' issues reported to Helpdesk, although these are not large numbers, suggesting the impact overall was minimal.

3.12. Invoicing and exceptional circumstances claims

This section reviews financial information, based on the *Financial Report* and *Headline Report*.

3.12.1 Invoice submission

In Cycle 6 an invoice was submitted for all participating schools by the time invoicing closed.

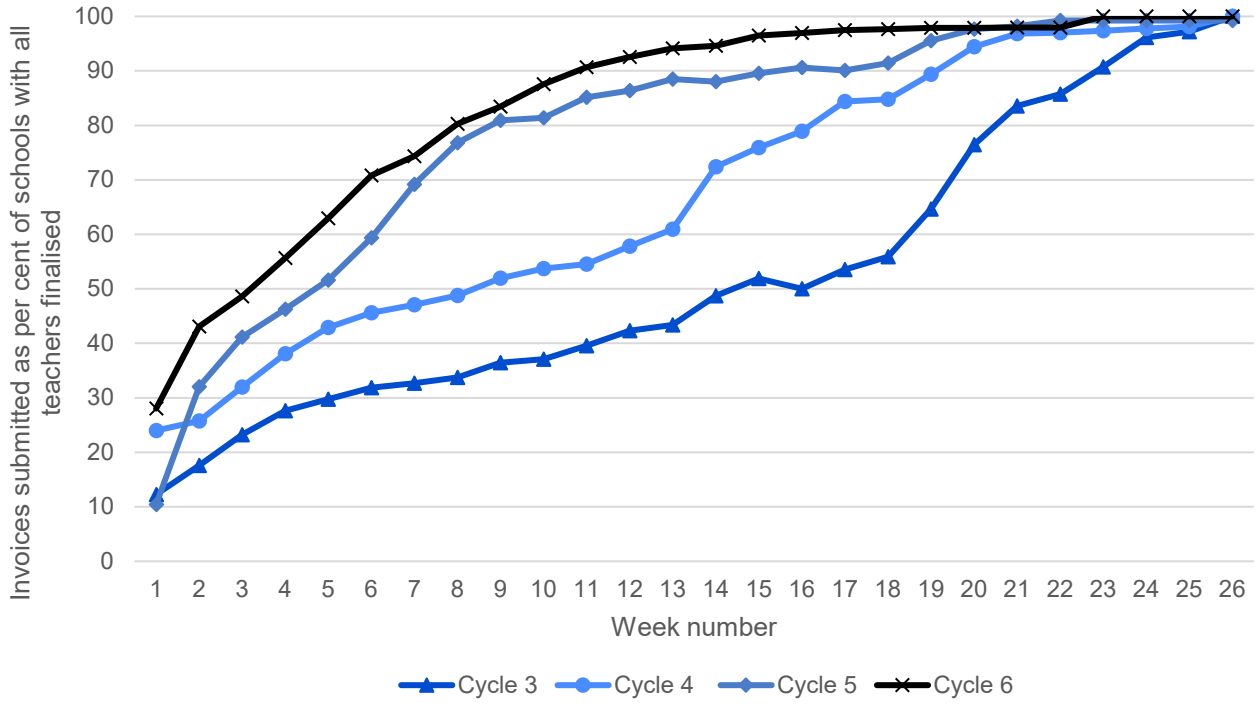
There were 16 schools which submitted an invoice but declined payment through opting not to submit bank details. Of these, 9 were Victorian schools (mostly Government), 6 were Northern Territory Government schools and 1 was a Queensland Independent school.

3.12.2 Invoice submission dynamics

Figure 5 plots invoices submitted as a per cent of schools with all Teachers finalised for Cycles 3 to 6.

Cycle 6 had the most invoices submitted as a per cent of schools with all Teachers finalised throughout the collection, relative to previous cycles.

Figure 5 Invoice submission dynamics



By week 14, the end of the data collection period, 94.6 per cent of schools with all Teachers finalised in Cycle 6 had submitted an invoice, compared to 88.1 per cent in Cycle 5, 72.4 per cent in Cycle 4 and 48.7 per cent in Cycle 3.

Whilst significant gains were made in Cycle 5 when the Financial Manager role was retired and invoice submission was put in the hands of the AEDC School Coordinator, minimising the time lag between all Teachers finalising and invoice submission, there continued to be further improvements in invoice submission in Cycle 6. This is likely to be the result of the changes made to the invoicing workflow this cycle, such as shifting bank details review / input upfront into the school set up workflow, improved messaging on screen and in fact sheets regarding the invoicing process, as well as the ability for finalised schools to download their *School Profile* immediately from the data collection system. This may have enticed some schools to progress through the full workflow (including invoice submission) quicker than may otherwise have been the case.

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

Based on *Teacher Registration* information, Teachers reported that they spent an average of 36.6 minutes undertaking Teacher training activities, more than four minutes less than last cycle (41.0 minutes) 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

Consistent with all previous cycles of the AEDC, after finalising their participation in the AEDC by confirming they had completed all Instruments, Teachers were sequenced to an optional online *Teacher Feedback Form*. The feedback form collected their views on aspects such as Teacher training, the data collection system, and, where applicable, their experience of working with an Aboriginal and / or Torres Strait Islander Cultural Consultant. New questions for Cycle 6 included their views on hard copy vs electronic materials given the removal of hard copy Teacher materials in Cycle 6, as well as rating the Teacher dashboard.

Given a good understanding of 'best time to undertake Teacher training' from the previous cycle, these questions were removed to make way for new questions.

Of the 18,179 Teachers who completed Teacher registration and training, 15,860 provided feedback (88.6 per cent).

Table 36 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 6 responses with previous cycles.

The vast majority (96.0 per cent) of Teachers found the Instrument easy to complete for '*all*' or '*most*' children Teachers with prior AEDC experience were more likely to say this (97.1 per cent).

Feedback on the Teacher training and resources was also overwhelmingly positive albeit slightly lower than last cycle (95.3 per cent), with more than nine out of ten Teachers (93.3 per cent) rating this positively ('good' or better).

Given hard copy Teacher Packs were not provided in Cycle 6 and materials were instead provided electronically, Teachers were asked if they printed any of these materials. Around two in five (39.5 per cent) Teachers printed some of the downloadable materials to assist with their participation in the AEDC. It is relevant to note however that it was the AEDC School Coordinator's task to download these resources and provide the *Teacher Resources* to the Teachers, so it is possible that the Coordinator printed these resources instead (69.2 per cent of Coordinators printed resources from the data collection system).

Just less than one in three Teachers (29.7 per cent) said they would like to receive the *Guide to Completing the Australian version of the Early Development Instrument* as a printed resource next cycle, whilst one in five (18.6 per cent) requested the *Key Steps to Participating* in hardcopy. One in six (15.4 per cent) Teachers would like to receive all their resources in hardcopy, whilst two in five Teachers (44.9 per cent) were happy not to receive any of the materials in hard copy next cycle. These preferences should be considered when reviewing the distribution of materials next cycle.

Almost all of the Teachers (97.1 per cent) found the data collection system easy to use in Cycle 6 including those new to the AEDC. Almost eight in ten Teachers (79.7 per cent) rated the Teacher dashboard as '*excellent*', '*very good'*, or '*good*'.

Of the 1,533 Teachers who responded to the feedback survey and had completed Instruments with an Aboriginal and / or Torres Strait Islander Cultural Consultant, nine out of ten (90.2 per cent) reported that they found it '*easy*' or '*very easy*' to make joint ratings with the Aboriginal and / or Torres Strait Islander Cultural Consultant, slightly lower than previous cycles.

Table 36 Summary of responses to Teacher Feedback Form closed ended questions

	Previous AEDC experience	No previous AEDC experience	Cycle 6	Cycle 5	Cycle 4
Base*	***6,092***	***9,690***	***15,860***	***16,789***	***16,051***
Found Instrument easy to complete for all / most children	97.1	95.5	**96.1**	96.6	*96.1*
Rated Teacher training and resources as excellent, very good or good	95.5	92.0	**93.3**	94.8	*95.4*
Rated the dashboard as excellent, very good or good	79.1	80.1	**79.7**	-	-
Printed provided resources to assist with data collection	38.5	38.7	**39.5**	-	
Found it easy or very easy to make joint ratings with the Aboriginal and / or Torres Strait Islander Cultural Consultant **	91.1	89.4	**90.2**	95.6	*96.0*
Found the system easy to use	97.5	97.0	**97.1**	96.5	*98.4*
Experienced technical problems using the system	18.4	15.4	**16.7**	14.4	*12.2*
My involvement in this project will assist our community to better understand health, development and wellbeing of children in our area	72.5	70.0	**70.9**	74.3	*78.7*
The experience of completing Instruments will be beneficial to my work	60.0	58.4	**58.9**	63.3	*61.9*
Completing the Instruments was a good use of my time	59.7	54.6	**56.4**	60.9	*57.5*

Notes:

- *Duplicates were found in the Teacher Feedback Survey suggesting some Teachers had completed the survey twice*
- *For Cycle 6, there were 78 cases where prior experience was not known.*
- **Base counts exclude those missing or can't say.*
- *** Base = 1,533*

One in six Teachers (16.7 per cent) experienced a technical problem while using the data collection system, which is marginally higher than in Cycle 5 (14.4 per cent) but significantly lower than early cycles. However, when considered in the context of the additional features that were added this cycle, including multi-factor authentication and downloading the supporting materials and the *Teacher Training Certificate*, a similar percentage of Teachers noting a problem is considered a 'good' result. It is also of note that the problems experienced by Teachers included issues such as email spam filters that they have associated as being related to the data collection system.

Over two-thirds of Teachers (70.9 percent) agreed that their involvement in the AEDC would benefit their community, which is lower than prior cycles (74.3 percent in Cycle 5 and 78.7 percent in Cycle 4). This downward trend suggests a growing need to more effectively communicate the benefits of AEDC results and participation to Teachers. However, this could also be associated with e.g. reduced readership of the *About the AEDC* fact sheet.

There was a similar downturn in the percentage of Teachers who felt that completing Instruments was a good use of their time in Cycle 6 (56.4 per cent compared to 60.9 per cent in Cycle 5) and completing Instruments would be beneficial to their work (58.9 per cent, compared to 63.3 percent in Cycle 5). This indicates that while a majority continue to see value in the AEDC, the perceived benefit has lessened over time. Teachers who had previous AEDC experience had a slightly more positive experience than those without experience.

The *Teacher Feedback Form* included eight free text questions, inviting comments about Instrument completion, training resources, Teacher training, parts of the data collection system that were not easy to use, a description of any technical problems experienced while using the data collection system, and other comments about the AEDC. There was a wide variety of responses with considerable variation in the level of detail provided, and some overlap in content. The responses were grouped into broad themes and can be seen in Table 37 and 38.

Of the five per cent of Teachers who did not rate the Instrument as easy to complete for 'all children', around half (50.3%) mentioned difficulty accessing information about the child, including previous education and care arrangements, attendance, and family / home life. One in seven (14.8%) of the Teachers who experienced some difficulty in completing Instruments noted 'Children's complex / special needs' as a key difficulty for completing the Instrument.

Just over one in fourteen (8.0 per cent) Teachers provided a comment about Teacher training. Overall, there were almost twice as many positive comments (52.2 per cent) as negative comments (24.3 per cent).

A very small proportion of Teachers (1.2 per cent) commented on parts of the data collection system that were not easy to use. A total of 51 Teachers mentioned issues with system speed which likely relates to the known period of system slowness as noted in Section 3.11.4. Other issues reported related to Instrument features and difficulty with navigation (such as the lack of a 'select all' option).

Just over one in five (22.3 per cent) Teachers provided a comment on technical problems experienced with the system in Cycle 6, with around half of these comments related to system access and performance issues including local connectivity or local security setting issues, as well as the known period of system slowness as noted in Section 3.11.4. Login / password problems were mentioned by around 5 per cent of all Teachers, consistent with last cycle.

Around one in seven (14.8 per cent) Teachers provided other comments about the AEDC. This included a broad range of responses including negative comments about the benefit of the AEDC, the amount of time required, difficulty answering questions and the timing of the collection, and positive comments about the benefits of the AEDC, ease of use of the data collection system, Teacher relief funding and the Helpdesk.

A copy of the *Teacher Feedback Form* is provided at Appendix 31.

Table 37 Summary of the most common responses to Teacher Feedback Form for open-ended questions

Teacher Feedback Form - responses to free text questions	Number of mentions	As per cent of comments	As per cent Teachers completing Feedback Form
Total Teachers completing Feedback Form (n)			*15,860*
Q2a What made the Instrument difficult to complete for children in your class			
Total applicable comments (rated the Instrument as easy to complete for most / some / few / no children)	803		5.1
Access to information about student (NFI)	165	20.5	1.0
Access to information about student's previous education / care arrangements	133	16.6	0.8
Children's complex / special needs	119	14.8	0.8
Access to information about student's family / home life	100	12.5	0.6
Problems understanding / interpreting questions	65	8.1	0.4
Answer frame is too restrictive / narrow	60	7.5	0.4
Time consuming / insufficient time frame	58	7.2	0.4
Problems with Instrument display / usability (e.g. time to load, internet slow, issues with pre-pop)	40	5.0	0.3
Q4a Why did you rate the training and resources in this way?			
Total applicable comments (rated training and resources as poor / very poor)	14		0.1
Too much information / time required / boring	3	21.4	0.0
Q4b Comments about AEDC Teacher training or resources			
Total applicable comments	1,270		8.0
Positive comment about training (helpful, easy to understand, NFI)	507	39.9	3.2
Negative comment about collecting background information	201	15.8	1.3
Include more / different questions and / or answer options (inc. request for auto-fill / multiple selection)	146	11.5	0.9
Negative comment about training/videos / Guide	108	8.5	0.7
Positive comment about the practice questions / would like more practice questions	43	3.4	0.3
Positive comment about helpdesk	35	2.8	0.2
Positive comment about videos	32	2.5	0.2
Noted completed training previously	30	2.4	0.2
Positive comment about information icons	26	2.0	0.2
Positive comment about Guide for Teachers	20	1.6	0.1
Special Needs information lacking / difficulty completing etc.	19	1.5	0.1
Q6a Parts of the data collection system not easy to use			
Total applicable comments (rated data collection system as not easy to use / don't know at Q6)	190		1.2
Issue with system speed	51	26.8	0.3
Would like a 'select all' option / answer by question instead of by student	39	20.5	0.2
Problems with Instrument display / usability	25	13.2	0.2

Teacher Feedback Form - responses to free text questions	Number of mentions	As per cent of comments	As per cent Teachers completing Feedback Form
Problems understanding / answering questions	14	7.4	0.1
Instrument completion and navigation	11	5.8	0.1
Login problems	10	5.3	0.1

Table 38 *Continued* Summary of the most common responses to Teacher Feedback Form for open-ended questions

Teacher Feedback Form - responses to free text questions	Number of mentions	As per cent of comments	As per cent Teachers completing Feedback Form
Total Teachers completing Feedback Form (n)			*15,860*
Q9 Technical problems experienced using the system			
Total applicable comments (experienced a technical problem, Q8=yes)	3,544		22.3
System access / performance problem (system frozen / issues saving data)	1,964	55.4	12.4
Login / password problem	768	21.7	4.8
Local IT systems problem	206	5.8	1.3
Registration problem	170	4.8	1.1
Instrument completion problem (size of buttons, etc.) / recording child address / navigation problems	164	4.6	1.0
Class list creation / maintenance problem	112	3.2	0.7
Problems with multi-factor authentication	84	2.4	0.5
Pre-population data problem	23	0.6	0.1
Q13 Any other comments about the AEDC			
Total applicable comments	2,349		14.8
Negative comment about benefit of AEDC	277	11.8	1.7
Negative comment on time required	252	10.7	1.6
Positive comment about benefits of AEDC	237	10.1	1.5
Concern about questions not being applicable	215	9.2	1.4
Difficulty gathering required information / answering certain questions	205	8.7	1.3
Positive comment about AEDC in general	159	6.8	1.0
Certain questions could be better answered by parents / reference to school databases / other studies	156	6.6	1.0
Request for survey results / feedback / outcomes / specific benefits	139	5.9	0.9
Comment about website structure / layout / system access / system performance	134	5.7	0.8
Negative response to AEDC schedule / timing	116	4.9	0.7
Request for auto-fill / multiple selection in data entry process	104	4.4	0.7
Positive comment about data-entry system / ease of use	93	4.0	0.6
Concern about subjective / inaccurate responses / narrow answer frame	59	2.5	0.4
Insufficient training / information / resources	44	1.9	0.3
Positive response to funded time/relief teaching	43	1.8	0.3

Teacher Feedback Form - responses to free text questions	Number of mentions	As per cent of comments	As per cent Teachers completing Feedback Form
Positive comment about Helpdesk	20	0.9	0.1
Challenges with Teacher relief	16	0.7	0.1

3.13.2 AEDC School Coordinator Feedback

At the end of the School Finalisation workflow, AEDC School Coordinators were presented with an optional online *AEDC School Coordinator Feedback Form.* and provided the opportunity to share their views on the data collection system, the supporting materials provided, the support provided by the Helpdesk, and important issues to address in the next collection. New questions added for Cycle 6 included the experience of organising Teacher relief (asked only to those responsible for this task) and the impact Teacher relief reimbursement has on their school's participation, as well as the experience of downloading the data collection supporting materials as opposed to receiving them in hard copy format. Refer to Appendix 32 for the *AEDC School Coordinator Feedback Form*.

In Cycle 6, 5,339 AEDC School Coordinators provided feedback on their experience with the AEDC, comparable with Cycle 5 and representing a response rate of 72.5 per cent. This continued high level of engagement indicates that the timing and general presentation of the *AEDC School Coordinator Feedback Form* is effective and should be maintained in future cycles. See Table 39 for a detailed summary of the responses to the closed ended questions on the *AEDC School Coordinator Feedback Form*.

Two-thirds (65.9 per cent) of AEDC School Coordinators had previous experience participating in the AEDC in some capacity (i.e. as an AEDC School Coordinator, a Principal, a Teacher or in another role), of whom 94.6 per cent felt that their experience in Cycle 6 was as good (50.0 per cent) or better (44.6 per cent) than the previous cycle, which is consistent with last cycle's results.

Around eight in ten AEDC School Coordinators agreed or strongly agreed with the statements '*The school's involvement in this project will assist our community to better understand health, development and wellbeing of children in our area*' (80.9 per cent) and '*The experience of completing Instruments was beneficial to the Teachers at my school*' (75.0 per cent). These levels of sentiment were both slightly less positive than last cycle when 83.1 per cent and 78.5 per cent of Coordinators agreed with these statements respectively.

Perhaps contrary to expectations, in an environment where there are acknowledged challenges accessing Teacher relief, more than three quarters (76.8 per cent) of AEDC School Coordinators with previous experience organising AEDC Teacher relief found that it was '*about the same'* or '*easier'* this cycle, with the remaining 23.2 per cent finding it '*more difficult'* or *'much more difficult'.* This suggests that Teacher relief supply / ease of access might be very localised and variable, rather than a challenge across the board.

Among the one in four (23.2 per cent) Coordinators who found Teacher relief more difficult to organise this cycle, the main reason was due to a shortage of relief teachers and specifically, relief teachers not being available when needed (93 per cent). The next most mentioned issue was not having a suitable level relief teacher available (21.1 per cent). Cost shortfalls (13.9 per cent) and difficulty finding time to organise teacher relief (12.1 per cent) were less cited as reasons for the difficulty.

Nearly two in three (63.5 per cent) AEDC School Coordinators agreed that Teacher relief reimbursement contributes to their school's decision to participate in the AEDC.

Just over two in three (69.1 per cent) AEDC School Coordinators printed the resources they downloaded from the data collection system. When asked about preferences for receiving printed materials in the future, about one in five would prefer to receive all the AEDC School Coordinator materials in hard copy format (20.8 per cent) and approaching one in four (23.1 per cent) would like all the Teacher materials in hard copy. The individual materials that were most preferrable to receive in hard copy were the *Key Steps to*

Participating (25.3 per cent), *School Set Up* fact sheet (25.3 per cent) and *Teacher Set Up* fact sheet (24.1 per cent) (all part of the *AEDC School Coordinator Resources*), as well as the Teachers Resource *Guide to completing the Australian version of the Early Development Instrument* (20.7 per cent; data not shown). Around one in three would prefer to receive no hard copy materials in the future. These preferences should be considered when reviewing the delivery mode of materials for Cycle 7.

Overall, the data collection system was extremely well received and rated as '*good'* or '*very good'* by 98 per cent of AEDC School Coordinators, with more than 93 per cent of Coordinators rating the individual aspects as '*easy*' or '*very easy*' to use. There were slightly more positive ratings this cycle on the activation, school set up, Instrument completion, AEDC School Coordinator dashboard and invoice preparation components and slightly lower ratings on Teacher set up. Class list creation was rated the same as last cycle. Notably, less than one in six AEDC School Coordinators (15.9 per cent) reported experiencing any kind of technical difficulties while using the system, which is lower than both Cycle 5 (16.2 per cent of AEDC School Coordinators) and Cycle 4 (22.8 per cent of AEDC School Coordinators). This is a very positive result when considering the significant number of new features that have been added to the data collection system in these cycles, such as the requirement to download all resources, use multi-factor authentication and download the *School Profile*.

The number of AEDC School Coordinators who contacted the Helpdesk in Cycle 6 was lower than in Cycle 5 (48.5 per cent of AEDC School Coordinators), and the overall experience was slightly lower but still overwhelmingly positive, with 96.7 per cent '*satisfied'* or '*very satisfied'* with the overall Helpdesk service (compared to 97.9 per cent in Cycle 5).

For those who did contact the Helpdesk (40 per cent of AEDC School Coordinators), there were extremely high levels of satisfaction regarding the timeliness of response, helpfulness of the operators and the accuracy of the information provided. Overall, 96.7 per cent of AEDC School Coordinators were '*satisfied'* or '*very satisfied'* with the Helpdesk service overall.

Table 39 Summary of AEDC Coordinator Feedback Form responses (closed ended questions)

Item	Base	Percentage
Participated in a previous cycle in some capacity	5,339	65.9
Experience of participating in Cycle 6 much better / better than last time	3,523	44.6
Experience of participating in Cycle 6 about the same as last time	3,523	50.0
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	5,339	80.9
Agree or strongly agree that the experience of completing Instruments was beneficial to the Teachers at my school	5,339	75.0
Organising Teacher Relief was about the same / easier than previous collections	1,867	76.8
Organising Teacher Relief was more difficult than previous collections	1,867	23.2
Reasons that contributed to Teacher Relief being 'more difficult' than previous cycles	432	
Shortage of relief teachers – not available at a time when needed	432	93.0
Shortage of relief teachers – suitable level teacher not available	432	21.1
Cost shortfalls associated with Teacher relief	432	13.9
Difficulty finding time to organise Teacher relief	432	12.1
Other	432	2.8
Teacher relief contributes to the decision to participate in AEDC	5,339	63.5
Printed the resources from the data collection system	5,339	69.1
Would prefer to receive all Coordinator materials in hard copy in the future	5,339	20.8

Item	Base	Percentage
Would prefer to receive none of the Coordinator resources in hard copy in the future	5,339	30.4
Would prefer to receive all Teacher resources in hard copy in the future	5,339	23.1
Would prefer to receive none of the Teacher resources in hard copy in the future	5,339	32.3
Easy / very easy to use following aspects of data collection system:	-	
School activation	5,339	96.3
School set up	5,339	97.2
Teacher set up	5,339	96.2
Class list creation	5,339	94.0
Instrument completion	5,339	93.6
AEDC School Coordinator dashboard	5,339	97.8
Teacher relief invoice preparation	5,339	96.0
Easy / very easy to:		
Navigate the system	5,339	97.5
Know what do to next	5,339	97.2
Experienced technical problems using the system	5,339	15.9
Rated overall experience of using the Coordinator dashboard good / very good	5,339	98.6
Rated overall experience of using data collection system as good / very good	5,339	98.0
Contacted the Helpdesk	5,339	40.0
Satisfied / very satisfied with service received from Helpdesk in terms of:		
Timeliness of response	2,137	96.7
Helpfulness of Helpdesk operators	2,137	96.5
Accuracy of information provided	2,137	95.9
Service overall	2,137	96.7

There were also several open-ended questions in the *AEDC School Coordinator Feedback Form* where Coordinators were given the option to provide additional feedback on their experience. As expected, these questions yielded a very wide range of responses. The most frequently occurring themes are summarised in Tables 40 - 42. The themes that emerged from the open-ended questions are largely in line with the pattern of responses in the closed-ended questions.

The most common theme among comments from AEDC School Coordinators about their experience with the AEDC in Cycle 6 relative to their previous experience was that the 'system was easier to use / more user friendly' and there was 'more / better information than previous years'. This reflects the investment in dashboard enhancement and improved supporting materials. Other positive comments when comparing to previous cycles included the support received from Helpdesk and the simplified process due to prefilled information / pre-population. Some mentioned that the 'system was confusing / difficult to use / technical issues' but they represented less than 2 per cent of AEDC School Coordinators completing the feedback form. A new theme that emerged this cycle in response to this question was the 'challenges of participation', noted by 66 AEDC School Coordinators overall.

Whilst not prompted for a 'preference' for online or printed resources, 35.5 per cent of comments noted a preference for online resources, compared to 8.8 per cent that noted a preference for hard copy and 33.0 per cent that said they would like the flexibility to choose or a combination of both. A small number of AEDC School Coordinators (19) mentioned internet challenges as a drawback to online resources.

Around one in five (19.4 per cent) who chose to comment on the planning information and resources (1.0 per cent of all AEDC School Coordinators who completed the feedback survey) chose to make a positive

comment about the *Parent Information Letter*. This is pleasing to note, considering the letter underwent significant change this cycle.

The vast majority of comments on the AEDC School Coordinator dashboard were positive, with relatively few noting issues with usability or functionality. A small number of AEDC School Coordinators (22) requested additional functionality, such as the ability to assign children to a class list as well as the Teachers. This feedback was in line with the comments heard by the Helpdesk.

When prompted for comments about technical problems experienced with the system, more than one quarter (28.5 per cent) of those who commented (or 4.3 per cent of AEDC School Coordinators who responded to the feedback survey) mentioned issues with 'system speed / page loading issues', consistent with issues reported to Helpdesk in Section 3.11.4. The other types of technical problems mentioned included login / password problems (4.0 per cent of Coordinators), account activation problems (2.0 per cent) and class list creation / maintenance problems (1.7 per cent). Notably, multi-factor authentication which was new this cycle was only mentioned as an issue by 44 AEDC School Coordinators and this included comments about the additional security requirements being 'inconvenient'. A reduction in the number of AEDC School Coordinators that mentioned issues relating to 'invoice / finalisation problem' this cycle reflects the further simplification of this element of the workflow (1.7 per cent of Coordinators in Cycle 5 compared to 0.8 per cent in Cycle 6).

Optional comments about Teacher relief were overwhelmingly positive with two thirds (439 AEDC School Coordinators) voicing appreciation of the funding compared to relatively few who made comments about 'reimbursement being inadequate' (94 AEDC School Coordinators). Other comments about Teacher relief included the allocated time being insufficient / having to complete the AEDC in their own time, challenges in securing CRT as well as comments specifically about small schools.

The types of benefits the school gained by engaging an Aboriginal and / or Torres Strait Islander Cultural Consultant in completing the AEDC included 'providing local / background knowledge of the students family / home life / community', 'provided helpful perspective on the questions / data for these students' and 'gained better understanding of cultural / language issues'.

AEDC School Coordinators were asked what the three main issues are to address for future collections. The top issues to address are similar to previous cycles and include 'improve training / information / resources', suggestions related to improved usability of the AEDC system, comments relating to the Instrument (e.g. questions not being applicable, questions could be answered by parents, or referenced by school databases)', comments about Teacher relief challenges / more time / funding and some requests to better explain the importance of the study / how the results will be used.

Table 37 Summary of issues from AEDC Coordinator Feedback Form open ended questions

AEDC Coordinator Feedback Form - responses to free text questions	No. of mentions	As % of comments	As per cent AEDC Coordinators completing Feedback Form
Total AEDC Coordinators completing Feedback Form			5,339
A2a Comment relating to experience of Cycle 6, relative to previous Cycles			
Total AEDC Coordinators making comment	**604**		11.3
System was easier to use / more user friendly	166	27.5	3.1
More / better information than previous years	143	23.7	2.7
System was confusing / difficult to use / technical issues	102	16.9	1.9
Received support from Helpdesk	87	14.4	1.6
Challenges of participation	66	10.9	1.2

AEDC Coordinator Feedback Form - responses to free text questions	No. of mentions	As % of comments	As per cent AEDC Coordinators completing Feedback Form
No problems / everything was good (no further information)	49	8.1	0.9
AEDC Coordinator / Teachers had prior experience	46	7.6	0.9
Prefilled information improved / simplified process	41	6.8	0.8
Negative comment about information provided / about the AEDC (e.g. poor / insufficient information, unsure legitimacy of study, questions difficult for Teachers to answer)	37	6.1	0.7
Other	85	14.1	1.6
B2a Optional comment regarding online vs printed resources			
Total AEDC Coordinators making comment	**857**		16.1
Online-specific comment			
Preference for online resources	304	35.5	5.7
Benefits of online resources / other positive comments about online resources	250	29.2	4.7
Negative comments / challenges with online resources / issues with internet	19	2.2	0.4
Positive comments about videos	18	2.1	0.3
Subtotal online-specific comment	591	69	11.1
Hardcopy-specific comment			
Preference for hard copy	75	8.8	1.4
Other positive comments about hardcopy materials	129	15.1	2.4
Delayed or missing School Packs	11	1.3	0.2
Subtotal hardcopy-specific comment	215	25.1	4.0
Other comments			0.0
Like flexibility to choose / combination of both	283	33.0	5.3
Other positive comment (about resources, platform etc.)	52	6.1	1.0
Suggestions for improvement (e.g. more broad videos, combine factsheets etc.)	13	1.5	0.2
Other negative comment (about resources, platform etc.)	12	1.4	0.2
Other	25	2.9	0.5
Subtotal other comments	385	44.9	7.2

Table 38 *Continued* Summary of issues from AEDC Coordinator Feedback Form open-ended questions

AEDC Coordinator Feedback Form - responses to free text questions	No. of mentions	As % of comments	As per cent AEDC Coordinators completing Feedback Form
Total AEDC Coordinators completing Feedback Form			5,339
B4a Comment regarding planning information and resources			
Total AEDC Coordinators making comment	**284**		5.3
Good information / clear / easy to follow (NFI)	114	40.1	2.1
Positive comment about Parent Information Letter	55	19.4	1.0
Insufficient information / confusing / difficult to follow (NFI)	30	10.6	0.6

AEDC Coordinator Feedback Form - responses to free text questions	No. of mentions	As % of comments	As per cent AEDC Coordinators completing Feedback Form
Positive comment (about opt out pro-forma and school pack fact sheets)	21	7.4	0.4
Information was missing / not provided / arrived late	14	4.9	0.3
Requests for additional information (e.g. parent survey proforma, additional LOTE material)	13	4.6	0.2
Did not use pack / received information via other source	10	3.5	0.2
Other	58	20.4	1.1
D3a. Optional comment about the AEDC School Coordinator Dashboard			
Total AEDC Coordinators making comment	**646**		12.1
Positive comments on usability	401	61.1	7.5
General positive comment about dashboard	87	13.3	1.6
Negative comments about usability	68	10.4	1.3
Improvements / suggestions	66	10.1	1.2
Issues with functionality	66	10.1	1.2
Positive comments about support resources (videos, training and reminders)	23	3.5	0.4
Limited Coordinator dashboard / access (e.g. Coordinator can't assign children to class list / request for ability to assign children to class list, Coordinator unable edit child details, can't see same as Teachers)	22	3.4	0.4
Require clearer information / instructions (e.g. how to remove students who have left, how to progress, simplified, how to use the invoice)	10	1.5	0.2
Other	14	2.1	0.3
D5 Technical problems experienced using the system			
Total AEDC Coordinators making comment	**807**		15.1
System speed / page loading issues	230	28.5	4.3
Login / password problem	211	26.1	4.0
Account activation problem	107	13.3	2.0
Class list creation / maintenance problem	91	11.3	1.7
Other system access / performance problem	67	8.3	1.3
Local IT systems problem	47	5.8	0.9
Multi-factor authentication problem / inconvenient	44	5.5	0.8
Invoice / finalisation problem	44	5.5	0.8
Instrument completion and navigation	26	3.2	0.5
Pre-population data problem	18	2.2	0.3
Other	90	11.2	1.7

Table 39 *Continued* Summary of issues from AEDC Coordinator Feedback Form open-ended questions

AEDC Coordinator Feedback Form - responses to free text questions	No. of mentions	As % of comments	As per cent AEDC Coordinators completing Feedback Form
Total AEDC Coordinators completing Feedback Form			5,339
H6 Optional comment about Teacher relief			
Total AEDC Coordinators making comment	**671**		12.6
Funding was helpful / appreciated / acknowledges teacher workload	439	65.4	8.2
Reimbursement inadequate	94	14	1.8
Challenges securing relief teachers / needing to book a full day	92	13.7	1.7
Comment specifically about small schools	75	11.2	1.4
Allocated time insufficient / completed in own time	55	8.2	1.0
Other	119	17.7	2.2
G3 Benefits school gained by engaging an Aboriginal and / or Torres **Strait Islander Cultural Consultant in completing the AEDC**			
Total AEDC Coordinators making comment	**223**		4.2
Provided local / background knowledge of students' family / home life / community	43	19.3	0.8
Provided helpful perspective on the questions / data for these students	42	18.8	0.8
No benefit	27	12.1	0.5
Gained better understanding of cultural / language issues	25	11.2	0.5
Helpful / positive (NFI)	25	11.2	0.5
Was already a teacher / staff member at the school	22	9.9	0.4
Gained better / more consistent / more accurate information about individual students' situations	18	8.1	0.3
Better communication with parents and students / easier to access information	7	3.1	0.1
Students and families felt respected / their needs responded to appropriately / improved trust and relationships	5	2.2	0.1
Other	35	15.7	0.7
F1 Most important issue to address			
Total AEDC Coordinators making comment	**1646**		30.8
Improved training / information / resources	585	35.5	11.0
Comments about using AEDC system / website	508	30.9	9.5
Comments relating to questions (e.g. questions not being applicable, questions could be answered by parents, or referenced by school databases)	415	25.2	7.8
General positive comment about AEDC	411	25	7.7
Required more time / funding / Teacher relief challenges	335	20.4	6.3
AEDC cuts into valuable teaching time	258	15.7	4.8
Explain the importance of study / how results will be used	197	12	3.7
Negative response to AEDC schedule / timing	109	6.6	2.0
Helpdesk comments - positive and negative	61	3.7	1.1
Other	244	14.8	4.6

3.13.3 Aboriginal and / or Torres Strait Islander Cultural Consultant feedback

A total of 1,069 schools received some kind of support from an Aboriginal and / or Torres Strait Islander Cultural Consultant in Cycle 6.

In line with the process in place since Cycle 4, Aboriginal and / or Torres Strait Islander Cultural Consultants could opt to register on the data collection system for Cycle 6. As registration was not compulsory, it was not feasible to host the *Aboriginal and / or Torres Strait Islander Cultural Consultant Feedback Form* in the secure data collection system in the same way as the *Teacher* and *AEDC School Coordinator Feedback Forms*, since that would systematically exclude Aboriginal and / or Torres Strait Islander Cultural Consultants who had not registered on the data collection system. The survey was conducted from 29 July to 2 September 2024.

Where the Aboriginal and / or Torres Strait Islander Cultural Consultant had registered on the data collection system and agreed to be recontacted, they were sent a personalised email inviting them to provide feedback about their experience completing the AEDC via a unique, external survey 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, asking the Coordinator to forward the survey link to the Aboriginal and / or Torres Strait Islander Cultural Consultant.

A maximum of three emails were sent to the Aboriginal and / or Torres Strait Islander Cultural Consultants about the survey including the invitation email and up to two reminders. Only one email was sent to the AEDC School Coordinator about the Aboriginal and / or Torres Strait Islander Cultural Consultant Feedback survey. In total, 637 Aboriginal and / or Torres Strait Islander Cultural Consultants were directly invited to provide feedback and 497 AEDC School Coordinators were emailed the link to the feedback survey to be passed on to their Aboriginal and / or Torres Strait Islander Cultural Consultant. A total of 267 responses to the Aboriginal and / or Torres *Strait Islander Cultural Consultant Feedback Survey* were received (228 were registered and 39 were unregistered) equating to a response rate of 23.5 per cent.

Of the 267 who completed the survey, one in three (33.0 per cent) had previous experience as an Aboriginal and / or Torres Strait Islander Cultural Consultant in the AEDC. Among the respondents, 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 196 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:

- 98.2 per cent completed Instruments for five or more children
- 87.3 per cent found the Instrument easy to complete for ‘all’ or ‘most First Nations children’ (slightly lower than Cycle 5 – 89.2 per cent)
- 98.2 per cent found it ‘easy’ or ‘very easy’ to make joint ratings for the Instrument questions (up from 92.7 per cent in Cycle 5)
- 67.3 per cent thought their input was most valuable for the background information questions, followed by physical wellbeing (63.6 per cent) and social and emotional development (60.0 per cent).

When asked to provide feedback about the AEDC and their contribution as an Aboriginal and / or Torres Strait Islander Cultural Consultant, their feedback was more positive than in Cycle 5 on all measures, noting however that this is a small sample size of only 55 Consultants:

- 92.7 per cent felt they could contribute cultural knowledge (87.3 per cent in Cycle 5)
- 89.1 per cent felt their contribution was valuable (87.3 per cent in Cycle 5)

- 83.6 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 in Cycle 5)
- 85.5 per cent thought completing Instruments was a good use of their time (74.5 per cent in Cycle 5)
- 80.0 per cent thought the experience of completing the Instrument will be beneficial to their work (90.9 per cent in Cycle 5)

Whilst there was a small increase in the response rate to the Aboriginal and / or Torres *Strait Islander Cultural Consultant Feedback Form* in Cycle 6 (23.5 per cent compared to 16.7 per cent in Cycle 5), there is possibly scope to improve the response for future collections. Possible initiatives could include the option for the Aboriginal and / or Torres Strait Islander Cultural Consultants to provide their email address solely for the purpose of receiving the feedback survey regardless of their intent to register on the data collection system and clear communications about what registering on the data collection system entails (with a focus on the benefits).

Refer to Appendix 33 for the *Aboriginal and / or Torres Strait Islander Cultural Consultant Feedback Form*.

3.13.4 STC feedback

Formal STC feedback was requested on the entire data collection process in two stages. The first stage took place in September 2024, near the end of the invoice submission period, and the second stage occurred in late November 2024 and covered post-collection activities.

STC Feedback Forms were created that included a summary of the various stages of the workflow with feedback prompts, including suggestions for next cycle, and were circulated to STCs to provide written feedback. Once the feedback was collated, it was summarised and presented back to the STCs across two separate STC meetings. There was a high level of engagement in the STC feedback process in Cycle 6.

A summary of STC feedback and suggestions for next cycle, ordered by key areas of the Cycle 6 collection, is provided below:

- **STC workshops –** the format of the STC workshops was retained from Cycle 5 and included 12 workshops that were run fortnightly in the lead up to the data collection (July to December 2023), plus a 'data collection system preview and orientation session' and (new for Cycle 6) an STC / Helpdesk team briefing session. These sessions were extremely valuable to STCs and whilst they liked the format, they would like to see these reduced to 1.5 hours and start earlier in the preparation phase if possible.
- **Data collection system testing and orientation** – feedback from the STCs on the ability to engage with a test version of the data collection system was positive. They appreciated the shared feedback log to prevent duplication and retaining access to the test system during the data collection as a useful resource to experiment with. Whilst acknowledging it may not be possible to have the test system ready any earlier, they flagged that the Jan / Feb timeframe makes it difficult to engage schools in field testing as well as being a difficult time for STCs. For 2027, STCs would like there to be consideration of a test STC dashboard and / or a video highlighting the features and functionality of the STC dashboard to allow STCs to become familiar with the platform prior to the collection. Ideally, the test system would also extend to generating a *School Profile* and multi-campus set up.
- **School frame preparation and management –**The move from three data extracts to two (November and February), and the STC workshop and session with jurisdictional data managers were appreciated and are recommended to be retained next cycle. However, there were still significant School Frame queries to be resolved this cycle, with four rounds of appending additional schools to the School Frame once the 'final' version had been loaded into the data collection

system due to missing and /or incorrect school details. STCs are in favour of introducing a mandatory 'STC sign-off' of the School Frame to ensure their attention to their final school list as well as STC-variables (region, centralised bank details etc.) and agree that additional consultation is required to understand the best way to capture and manage multi-campus arrangements within the data collection system. Consideration should also be given to the workload and scheduling to avoid clashes with other key tasks for STCs and data managers. STCS also agree that continued effort should be made to obtain a direct email address for school Principals to facilitate communication.

- **Pre-population –** STCs were generally happy with this process which is largely managed by their data managers in each sector. They agree that further encouragement (through STCs and communications) for individual Independent schools to pre-populate their data is warranted to reduce Teacher burden. They would also like to see communications to schools be more specific about whether their school has participated in pre-population and what the next steps are.
- **Pre-collection communications** – STCs would like to retain their jurisdictional key dates calendars that form part of the pre-collection communications. For next cycle, they recommended keeping the November email short and including a link to an updated *Introduction to the AEDC* video. Their advice for the February email (which may potentially be addressed to a new Principal) is to include key stage, tasks and dates for the data collection, including a date at which to call the Helpdesk if the materials have not been received and possibly the inclusion of a new video that provides an overview of the data collection system, as well as the re-introduction of messaging to emphasise the value of the AEDC to hard-to-reach groups such as independent, small, and special needs schools. STCs also requested that the Helpdesk ensure that all instances of schools requesting to opt out the AEDC be flagged with them for follow up.
- **Supporting documentation** – STCs were supportive of the significant re-design and review of the *School Leader Pack*, *AEDC School Coordinator* and *Teacher Resources* to simplify language and distil content but noted there were further improvements that could be made (such as reducing words further, specifically using 'reception year' or equivalent and adding instructions around deleting Teachers. STCs also generally gave favourable reviews of the updated online help videos, the reviewed *Parent Letter* and *Privacy Statement* and the new fact sheets for Cycle 6. There were mixed views on the move to predominantly electronic school materials and they would like to see this reviewed again next cycle. If sending any hard copy materials next cycle, they request that they are sent earlier with a more prominent note of when the materials will be needed. Further suggestions for next cycle included sending a hardcopy *Parent Poster* in the *School Leader Pack* (along with a school *Key Dates Calendar)*, considering an electronic email calendar for schools and tailored resources for disengaged groups like the Steiner and Montessori schools, such as a video.
- **School activation and set up workflow** –STCs would like to see the optional calendar invite for collection dates retained for next cycle. They also noted the high 'STC approval' workload during the activation period and would like to see options investigated to streamline this process. They are in favour of the Principal maintaining access to the data collection system when the Principal is not the AEDC School Coordinator, and a calculator that would assist schools to calculate their estimated Teacher relief payment up-front.
- **Master lists, class list creation and management** – STCs were pleased with the additional measures taken this cycle to reduce issues related to duplicate children in the system when a school was pre-populated and added children manually. They support the feedback from schools for AEDC School Coordinators to have the ability to create class lists, as well as Teachers. STCs requested that the language of 'child not participating' is reviewed for children who are no longer at the school.

- **Invoicing and finalisation workflow** – STCs were positive about the updates made to this workflow and recommend that the inputting of bank details be kept in the school set up stage. Suggestions for next cycle included -additional messaging on the purpose of the centralised bank accounts for the AEDC School Coordinator and around the requirements for eligibility for reimbursement for working with an Aboriginal and / or Torres Strait Cultural Consultant. With regards to the invoice itself, they suggested reviewing the language used in the invoice (i.e. replacing the word 'unit' with 'children', 'Instruments' or similar), additional onscreen alerts for the AEDC School Coordinator that the invoice needs to be checked and submitted, making it clear that the school is not required to prepare an invoice, Some STCs would also like to see invoicing close earlier so they can finalise all Teacher relief reimbursement-related activities earlier.
- **Instrument –**STCs would like it made clearer that P4 must be selected by the Teacher when completing the Instrument in order for the Aboriginal and / or Torres Strait Islander Cultural Consultant to attract reimbursement for completing the Instruments 'together' with the Teacher. They also requested contextual information on the Instrument be displayed with mouse hover, rather than having to click.
- **Helpdesk** – STCs were positive about helpdesk staffing, responsiveness and knowledge this cycle. They found the shared briefing session with Helpdesk at the beginning of the collection valuable and would like additional sessions with Helpdesk prior to each key phase of the collection to clarify roles and responsibilities. To improve communication between STCs and Helpdesk they suggested a shared spreadsheet for noting preferred communication methods, preference to be cc'd on emails and escalation criteria, a shared Teams channel and / or the ability to contact Helpdesk directly via their dashboard instead of email or phone. They requested that Helpdesk notify them immediately when referring a caller to their STC and consideration of jurisdiction-specific Helpdesk teams.
- **STC dashboard and progress monitoring** – STCs provided very positive feedback on the STC dashboard and the improved features for Cycle 6. Several STCs requested earlier access to the dashboard to allow time for familiarisation ahead of activation. There was interest in a document clarifying roles and responsibilities between STCs and Helpdesk and outlining escalation pathways. STCs also suggested reviewing their permissions to update school details, improving the 'assign tasks' functionality, and adding filter options to approval requests (e.g. the ability to filter by date, sector, reason or approver). Suggestions were made to align dashboard reporting with the *Headline Report*, particularly in how participating schools and the 95 per cent target are represented, and to ensure consistency with the school export data. Additional ideas included a video demonstrating the features and functionality of the dashboard, the inclusion of estimated school start and end dates in the school info tab and that Helpdesk notes include the operator's name and allow for STC comments in return.
- **Email reminder strategy** – STCs thought the data collection system alerts and reminders were an important component of the response maximisation strategy and supported retaining them for future cycles. There was a preference to further distil the content of reminder emails, keeping them as short and targeted as possible. STCs noted the importance of reviewing the reminder schedule, with some requesting fewer reminders in their jurisdiction. SharePoint was seen as an effective tool for updating email templates and schedules in real time. There was some interest in gaining access to email open rates to help refine email reminder frequency.
- **Teacher relief rates and exceptional circumstances** – most STC feedback was around exceptional circumstances, including a request for payment during the collection, consideration to renaming 'exceptional circumstances' to something more meaningful to schools, further review of the tick box for claiming exceptional circumstances such as including a second step with further

explanation to ensure understanding and consider bringing exceptional circumstances claims into the system and / or the STC dashboard.

- **Aboriginal & Torres Strait Islander Cultural Consultant related functionality** – STCs would like it made clearer to schools that usage of Aboriginal and / or Torres Strait Islander Cultural Consultants is optional, not mandatory and would welcome the review of how usage of Aboriginal and / or Torres Strait Islander Cultural Consultants is captured within the data collection system (e.g. via P4 in the Instrument). They also requested improved visibility of Aboriginal and / or Torres Strait Islander Cultural Consultant usage and invoicing via their STC dashboard.
- ***School Profiles*** – STCs would like to discuss access to *School Profiles* with the department ahead of next collection and if issues with sharing unclean data prevail they would consider a return to the Preliminary *Snapshot* with trend line data only, followed by the full clean *Addendum* in March. STCs also requested access to *School Profiles* at the same time as schools, along with visibility via the data collection system on when each school's report becomes available. Other suggestions included enabling Principals (where different from AEDC School Coordinators) the ability to access the system to download the report directly, as well as improving the clarity and placement of the download button for AEDC School Coordinators, and removing *School Profile* references from the AEDC School Coordinator dashboard for Special schools. It was also suggested that schools with fewer than six valid Instruments receive a token report (e.g. demographics only) or a thank you message acknowledging their contribution to community data in lieu of a report. STCs proposed an automated finalisation email to Principals (where different from AEDC School Coordinators) to prompt discussion about the *School Profile* with the AEDC School Coordinator.
- **AEDC boundary revision** – Overall, STCs noted that the process for agreeing changes was simpler and more effective this cycle with Social Research Centre retaining use of the tool. STCs recommended early discussion of the timeframe in Cycle 7 to ensure this work is scheduled at a convenient time, particularly given the upcoming ASGS updates and the desire to include councils and other departments in the process. STCs also requested a map showing AEDC regions, communities, local communities, suburbs and schools and a way to log potential boundary changes or issues as they arise across the cycle, rather than waiting for a set review period.
- **Post-population of attendance data** – STCs consider the data manager briefing session and trial file requirement valuable and recommended that these are retained next cycle. STCs noted issues with data managers changing between pre and post collection and the need to ensure they are aware of post-collection commitments. They agreed to be responsible for keeping the Social Research Centre updated on any changes in contacts. They also requested to be cc'd into all emails between the Social Research Centre and data managers to ensure clear communication and to assist with any reminders (noting that additional reminders may be beneficial, especially in larger sectors that have more staff and potentially more frequent staff turnover).
- **Data cleaning** – STCs noted that the instruction documents were clear and easy to follow. However, the two-week timeframe was seen as the minimum amount of time to complete the task, and was particularly challenging around school holidays. Suggestions for next cycle included briefing data managers on this task during pre-collection sessions (along with School Frame, pre-population and post-population topics) and brainstorming approaches to data cleaning in the Independent sector with STCs.
- **Sense checking outputs and process** – STCs appreciated the updates made for Cycle 6 supported retaining the current format for the next cycle, noting that the files and tables were clear, well-structured and easy to interpret. While experienced STCs found the process intuitive, newer STCs said they would welcome more guidance on what they should be checking. There was also interest in the inclusion of regional or community-level data for smaller jurisdictions, although this may not be supported.

- ***Teacher Certificates* and *Thank You Letters*** – STCs were largely happy with the new Teacher and *Cultural Consultant Certificates* for Cycle 6 and the *Thank You Letters* were also a success, with STCs requesting that they should both be retained for next cycle.

The *STC Feedback Form* asked STCs to nominate the three most important issues to address for Cycle 7 and three most important data collection system or workflow features to retain for Cycle 7. The most frequently mentioned issues to address were:

- resolving issues about unclean data and access to *School Profiles* for STCs and sectors
- scheduling the *School Leader Packs* to arrive earlier (if possible) and / or amending messaging of when it is likely to arrive (if retaining hard copy) / a date by which to contact Helpdesk if it has not arrived
- clearer communications surrounding invoicing in the system and in the supporting materials to address confusion, including clearer messaging about reimbursement for Aboriginal and / or Torres Strait Islander Cultural Consultants based on response at P4 of the Instrument.
- the desire for the Principal to retain access to the data collection system even if they have delegated the AEDC School Coordinator role to another staff member
- simplify approval requests and reduce STC approval workload
- ensuring a direct Principal email address is provided in the School Frame, not a generic email address
- resolve remaining issues relating to multi-campus arrangements in the data collection system, including the option for one or multiple AEDC School Coordinators across the school
- investigate improved process for STCs to update contact details / change AEDC School Coordinators instead of requiring escalation (that also satisfies security requirements).

The *STC Feedback Form* also asked STCs to nominate the three most important data collection system or workflow features to retain from Cycle 6. The most frequently mentioned features:

- the ability to immediately download the full *School Profile*
- the Helpdesk, particularly the inclusion of Helpdesk's school notes on the STC dashboard (with additional functionality to facilitate communication between STCs and the Helpdesk and searchable school notes),
- the email reminder strategy including the schedule and transparency for STCs
- the *Teacher Certificates* and *Thank You Letters*
- STC dashboard Power BI graphs, with some improvements
- STC workshops
- National *Headline Reports*
- Jurisdictional calendars.

Refer to Appendix 34 for a copy of the *STC Feedback Forms* that were sent to STCs.

3.13.5 Helpdesk operator feedback

There were several de-briefing sessions held with the Helpdesk operators throughout the data collection period. The main workflow and system features-related issues that surfaced from these sessions included:

- confusion among schools regarding access to the data collection system, despite being reviewed for Cycle 6. The only (intentional) way to access the sign in page was by using links provided in the

school's resources. However some schools were attempting to find the data collection system via search engines and instead were finding the STC portal login page. A redirect message was added to the STC portal login page; however, this did not fully resolve the issue for all users. Suggestions include adding a prominent login button in emails and improving search engine optimisation so that the correct login page ranks more highly during the collection period.

- consider allowing Principals who assign the Coordinator role to someone else to maintain access to the data collection system (e.g. a Principal portal) to see high level school progress, authority to update school information and to access their *School Profile* etc.)
- clearer messaging to schools about the requirement for the Principal to approve / deny nomination of the AEDC School Coordinator for security purposes
- consider an alternative workflow (fast-tracked set-up process) for small schools with only one or two children, with set up potentially completed on their behalf by Helpdesk
- improved communication to schools about whether Teacher relief funding covers rest breaks
- additional check-in meetings between STCs and the Helpdesk were also proposed to ensure greater alignment on jurisdictional processes and respective roles.
- improving functionality for the Helpdesk to search for schools in the Helpdesk interface by allowing a fuzzy match for school name (i.e. to allow for typos, abbreviations or slight variations etc.).
- further enhance the AEDC School Coordinator and Teacher dashboards by embedding the relevant 'how to factsheets and videos' directly into each section of their dashboard
- review the security rules / authority provided to Teachers, Coordinators, Principals, Helpdesk and STCs with regards to the data collection system (who can conduct / approve / authorise various steps) to minimise escalations (e.g. allowing Helpdesk to update Principal contact details, not just STCs)
- increased functionality for Teachers and AEDC School Coordinators to view, filter, and edit class lists, including extending authority to Coordinators to create class lists
- 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.

3.14. School reports download summary

In Cycle 6, there were two 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 centre of the items in any given domain) and who do not have any diagnosed special needs. This included the *School Profile* available to download from the data collection system and the *School Profile Addendum* that was disseminated to schools following national launch.

This compares to three reports in Cycle 5, when the *Preliminary School Snapshot* was available from the data collection system, the *School Profile* in November and the *School Profile Addendum* following national launch.

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.

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. Downloads have also been calculated at the school level and do not include multiple downloads from the same school / user.

Table 43 shows the download rates of the two AEDC school reports in Cycle 6 by jurisdiction / sector as of July 2025, noting that reports supersede each other. A comparison to Cycle 5 download rates is included.

As shown, nationally 88.4 per cent of schools downloaded their Cycle 6 *School Profile*. This was fairly consistent at the sector level, slightly higher among Independent sector schools (89.5 per cent) than Government sector schools (88.0 per cent).

School Profile download rates exceeded 80 per cent in all jurisdictions except Northern Territory (77.6 per cent), ranging from 80.5 per cent in Victoria to 95.6 per cent in Western Australia.

The *School Profile Addendum* download rate was 13.3 per cent nationally in Cycle 6, marginally higher in the Government sector (13.8 per cent) and lower in Independent sector (12.1 per cent). At a jurisdictional level, *Addendum* download rates were highest in Western Australia (24.8 per cent) and Tasmania (20.9 per cent).

The Cycle 6 *School Profile* download rate is comparable to the Cycle 5 Preliminary *Snapshot* download rate, with both reports being immediately available from the data collection system. These high rates appear to have affected the download rate of the remaining report(s), with the *Addendum* download in Cycle 6 being marginally lower than the *Addendum* download rate in Cycle 5. However, as noted, there were other means of distributing reports to schools in some jurisdictions that are not reflected in these figures.

These results potentially suggest that schools are very interested in receiving a *School Profile*, but two (or three) reports may be too many, and the addition of the state and national comparison data in the *School Profile Addendum* is of less interest compared to school performance trends.

The lower download rates of reports distributed outside of the data collection system may suggest issues with distribution, however it is relevant to note that email open rates from the *School Profile Addendum* email sent to Principals in Cycle 6 was 66.0 per cent and email bounce rates were low (less than 5 per cent).

Table 40 School report download rates by jurisdiction and sector

Jurisdiction	Cycle 6 *School Profile* download rate %	Cycle 6 *Addendum* download rate %	Cycle 5 *Preliminary School Snapshot* download rate %	Cycle 5 *School Profile* download rate %	Cycle 5 *Addendum* download rate %
Date:	**Oct-24**	**Jul-25**	**Oct-21**	**Nov-21**	**Jul-22**
National	**88.4**	**13.3**	**83.7**	**24.8**	**15.3**
Government	88.0	13.8	85.7	26.3	16.3
Catholic	88.9	12.5	74.7	20.1	13.9
Independent	89.5	12.1	88.4	25.8	14.3
New South Wales	**88.4**	**13.0**	**87.6**	**21.2**	**16.0**
Government	87.4	13.5	89.0	23.6	16.1
Catholic	91.4	12.0	80.1	14.6	14.6
Independent	89.3	12.1	93.7	19.4	18.1
Victoria	**80.5**	**9.4**	**72.5**	**19.6**	**11.5**
Government	79.6	7.3	72.2	n/a	n/a
Catholic	81.6	14.0	69.3	15.5	12.1
Independent	84.8	13.8	85.6	31.4	9.6
Queensland	**90.4**	**7.5**	**87.0**	**28.3**	**14.1**
Government	91.5	6.7	92.3	33.5	16.4

Jurisdiction	Cycle 6 *School Profile* download rate %	Cycle 6 *Addendum* download rate %	Cycle 5 *Preliminary School Snapshot* download rate %	Cycle 5 *School Profile* download rate %	Cycle 5 *Addendum* download rate %
Catholic	87.4	5.1	68.6	14.0	7.1
Independent	88.8	14.4	87.4	21.9	11.5
Western Australia	**95.6**	**24.8**	**n/a**	**30.2**	**25.0**
Government	96.2	30.4	n/a	25.2	n/a
Catholic	97.5	11.4	n/a	49.2	24.8
Independent	90.9	13.0	n/a	44.2	20.7
South Australia	**94.4**	**17.3**	**94.0**	**21.2**	**13.3**
Government	92.9	20.6	98.6	18.7	n/a
Catholic	96.5	14.3	85.4	31.3	n/a
Independent	98.8	6.0	83.9	20.7	9.3
Tasmania	**92.1**	**20.9**	**83.1**	**30.3**	**17.2**
Government	90.9	15.2	81.8	27.0	15.3
Catholic	100.0	50.0	87.5	53.1	33.3
Independent	88.9	14.8	84.6	19.2	8.0
Australian Capital Territory	**90.7**	**12.0**	**83.8**	**33.3**	**11.5**
Government	94.0	11.9	89.4	43.9	15.2
Catholic	83.3	16.7	64.0	8.0	0.0
Independent	88.2	5.9	92.9	28.6	14.3
Northern Territory	**77.6**	**16.3**	**81.4**	**23.5**	**11.9**
Government	78.7	20.0	86.3	25.0	12.5
Catholic	63.6	9.1	66.7	25.0	8.3
Independent	83.3	0.0	60.0	10.0	11.1

Notes:

Bases for each report only include those jurisdictions / sectors that received the report via an email from the Social Research Centre and can be tracked.

Whilst effort was made to better communicate the incremental value in each report to schools in Cycle 6 (e.g. through the addition of a new AEDC Report fact sheet), this could be given further consideration next cycle.

3.15. Schedule considerations

With contract arrangements for Cycle 6 not finalised until early August 2023, detailed planning and system specification activities could not commence in earnest until that time.

This resulted in initial versions of the Cycle 6 schedule recognising that the 'ideal' scenario of a data collection system (including supporting materials) that was finalised in November 2023 in time to support field testing, collection communications, collection engagement and system socialisation activities, was not realistically achievable.

As governance groups such as the EWG and TWG became established and were in a position to guide collection strategy, some important ground was covered that enabled the schedule to remain broadly on track (i.e. 'drop dead' dates were met, however the capacity to achieve the 'ideal' schedule scenario was compromised). This included e.g. the decision not to include MCDS items in the instrument, resolution of which supporting materials would continue to be provided to schools in hard copy format, resolution of school reporting products / timing, and resolution of the approach to SEIFA.

It became increasingly apparent that it was too late in the overall planning cycle to address all possible 'big ticket' strategic items that could possibly impact the collection. These timeline constraints, together with e.g. budget limitations and a focus on the AEDC website redevelopment, resulted in an acceptance that there would be minimal change in some aspects of the collection in Cycle 6, such as enhancements to First Nation engagement strategies, and collection supporting materials (e.g. About the AEDC video, teacher training materials) and no major refinements to data collection system workflows.

There were many elements of the initial Cycle 6 schedule that delivered the intended benefits and ran broadly according to schedule, including:

- school frame, pre-population and post-population specification finalisation
- timely attention to historical school frame matching and query resolution
- the use of a soft activation deadline to encourage timely activation
- the use of the end of Term 2 as the 'primary' data collection period
- *School Profile* (formerly *School Snapshot*) content finalisation
- the boundary review process
- national report template development
- national report and data release (noting that there was additional time to prepare due to the caretaker period / election).

The Cycle 6 schedule came under pressure in a number of areas, including:

- *School Profile* scripting and testing, with the *School Profile* not available to schools finalising in the opening weeks of the collection
- Multi-campus school workflow development and resource delivery
- Pre-population information processing and uploading into the data collection system
- Post-population, noting the tight turnaround between receiving post-population data from jurisdictions and resolving associated queries, facilitating quality assurance checks on data and reporting product inputs, and then producing final data for distribution.

There are other areas, particularly related to the school frame, where although the overall timelines were met, emerging quality issues (missing schools, missing / incorrect school bank account information / multi-campus schools not correctly flagged) detracted to some degree from the smooth delivery of the collection and consumed resources that would ideally have been focussed elsewhere.

A number of key and timely decisions will need to be made to support planning and the smooth delivery of Cycle 7. These include a timely decision on:

- how the Cycle 7 Instrument content may change, if at all, in the light of proposed amendments to teacher relief structure and developments in the data linkage / alternative data sources space and emerging requirements for special needs reporting (final decision ideally by June 2026)
- approach to duplicate children management during the collection, and how that might impact the content and timing of school reporting products and data products for Cycle 7 (May 2026)
- collection strategy for specific cohorts (e.g. small schools, independent sector schools) (April 2026)
- First Nations strategy / role of Aboriginal and / or Torres Strait Islander Cultural Consultants for Cycle 7 (May 2026)
- which resources will be refreshed as part of the overall communications strategy for Cycle 7 (About the AEDC video, Teacher training materials, etc.) (May 2026)
- which, if any, content from the *School Leader Pack*, *School Coordinator Resources* and *Teacher Resources* will be made available in hard copy format (June 2026).

The range of potential system / process improvement initiatives discussed elsewhere in this report (e.g. process for assisted activation for small schools, development of functionality to support the Principal role [when not the AEDC School Coordinator] possible integration of exceptional circumstances claims process into the data collection system, expansion and testing of STC dashboard features) would all benefit from an earlier start with design specification consultations (April to Jul 2026) than has been the case in previous cycles (typically August to November in the year before collection).

Figure 6 provides an indicative schedule for the 'design' and 'build and test' phases Cycle 7, based on the 'ideal' scenario of a system and supporting materials finalised for November 2026, in time to support field testing, collection communications, collection engagement and system socialisation activities.

Figure 7 provides an indicative schedule for the 'deploy' and 'data preparation and reporting' phases of the project, which more closely follow the established timing, subject to the finalisation of the approach to school reporting.

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 showcase-able, 'final' data collection system for November 2026 is the goal, the schedule would ideally feature:

- A five-month period from February to June 2026 where strategic and communications issues impacting Cycle 7 are surfaced and a direction is set, informing the more detailed process / workflow refinement and resources development that will take place, commencing in parallel and continuing into July / August. The indicative schedule identifies a number of example issues that may be addressed during (or before) this time.
- the commencement of system specification consultations with STCs in April 2026, with a view to finalising and field testing the initial 'design preview' and refreshed supporting materials during Q3 2026
- finalisation of school frame, pre-population and post population specifications to align with finalisation of the Instrument in June 2026
- a two-month period through September and October 2026 to scope, finalise, script and test any 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, if any, will be addressed, and what other Instrument customisations may be necessary
- finalisation of supporting materials in time for system testing and socialisation, commencing with generic materials (not dependent on the finalisation of data collection system functions and workflows) through July and August, and system-dependent materials through September and October (as system functions and workflows are developed, fine-tuned and finalised)
- the alignment of schools on the school frame with participation history and reporting history information after the initial school frame delivery in November 2026 (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 and awareness building activity through the second half of 2026.

The period November 2026 to February 2027 constitutes slack in the schedule and would be used to incorporate feedback from system socialisation and accommodate late changes in specification / late resolution of minor issues that are considered a reality for a project of this profile.

The balance of the indicative schedule as depicted in Figure 7 assumes a 1 May 2027 start to the data collection period and largely follows established timelines. It features:

- detailed planning and Teacher training information disseminated to schools in early March 2027, well ahead of the Easter 2027 school holiday period
- 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.
- the primary data collection period finishing at the end of Term 2
- the ‘mop up’ period for data collection extending into the early weeks of Term 3
- no provision for an extension to data collection beyond the 31 July 2027 finish date
- data cleaning, sense checking and data QA through August to October 2027
- incorporation of post-population data in September (attendance data) and October (Western Australian child demographic data.
- final clean data available in November 2027.

No changes are anticipated in the timing of the release of the *Community Profile*, *National Report* or other launch products components of the schedule. A provision for the release of preliminary data under embargo has been retained (exact timing subject to discussion with the department and stakeholders).

Figure 6 Indicative ‘design’ and ‘build and test’ phase schedule (Cycle 7)

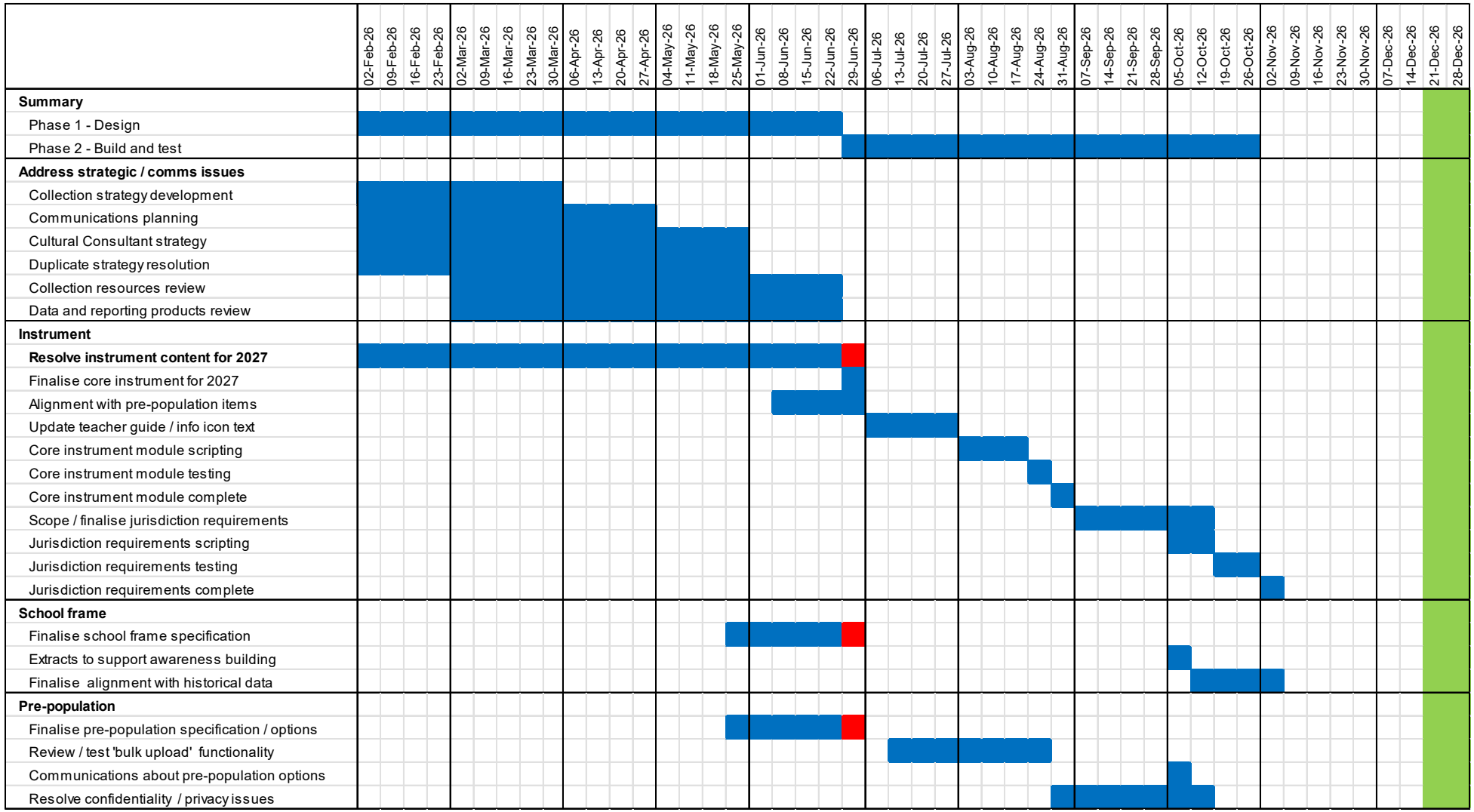


Figure 6 Indicative ‘design’ and ‘build and test’ phase schedule (Cycle 7) (continued)

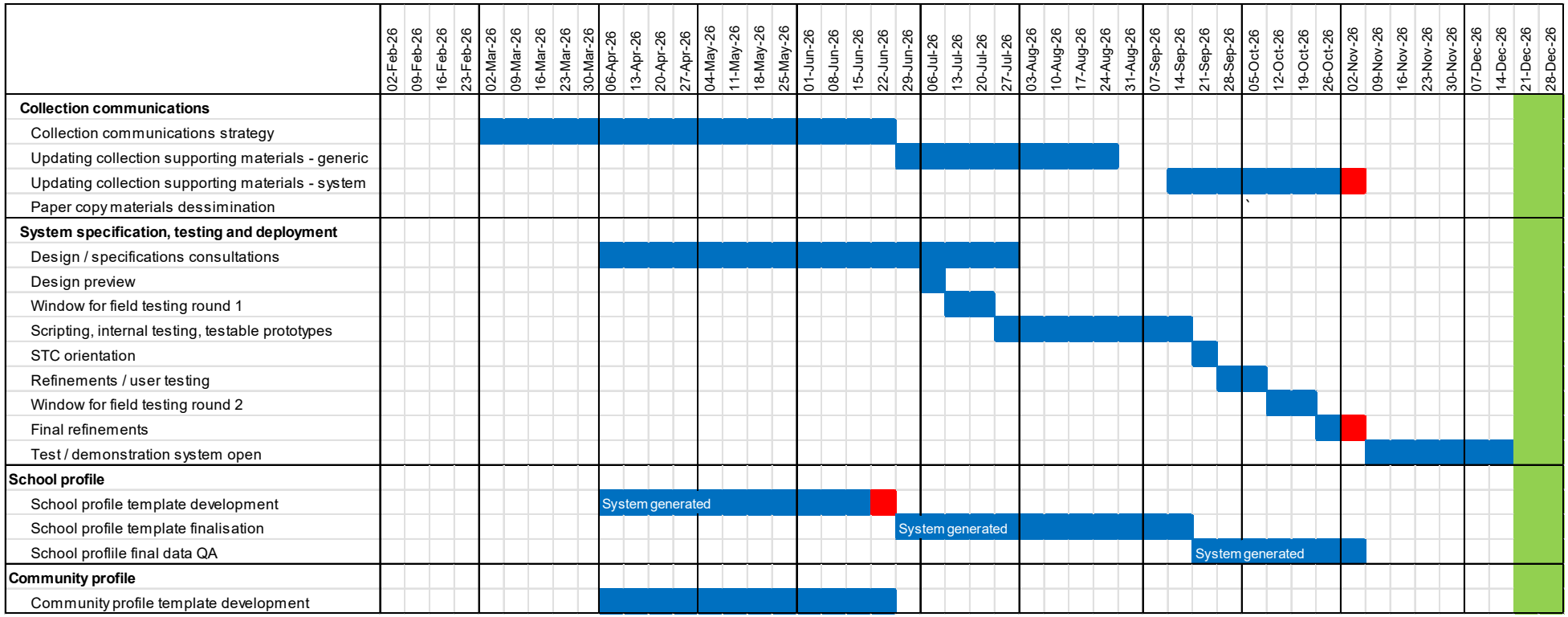


Figure 7 Indicative ‘deploy’ and ‘data preparation and reporting’ phase schedule (Cycle 7)

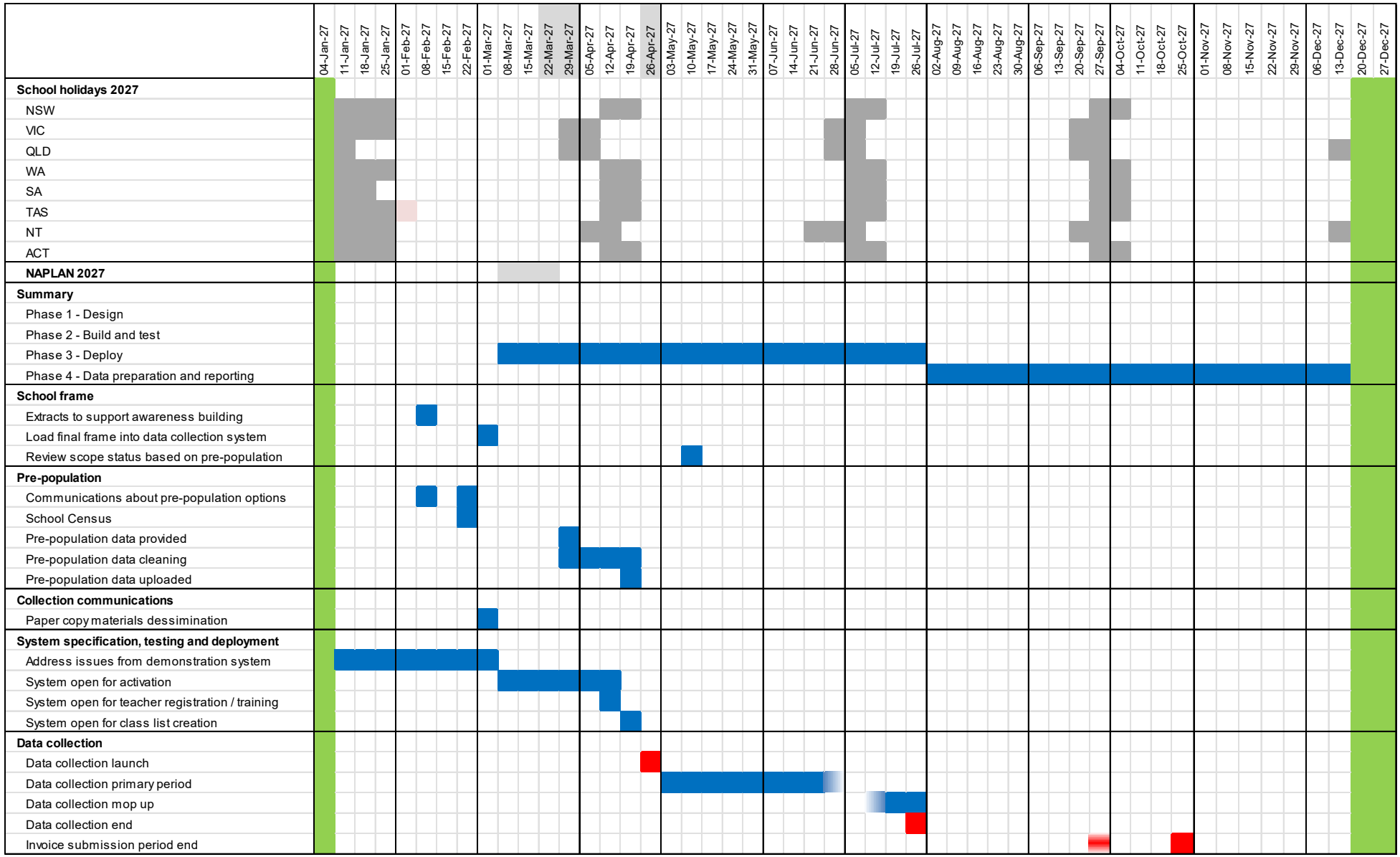
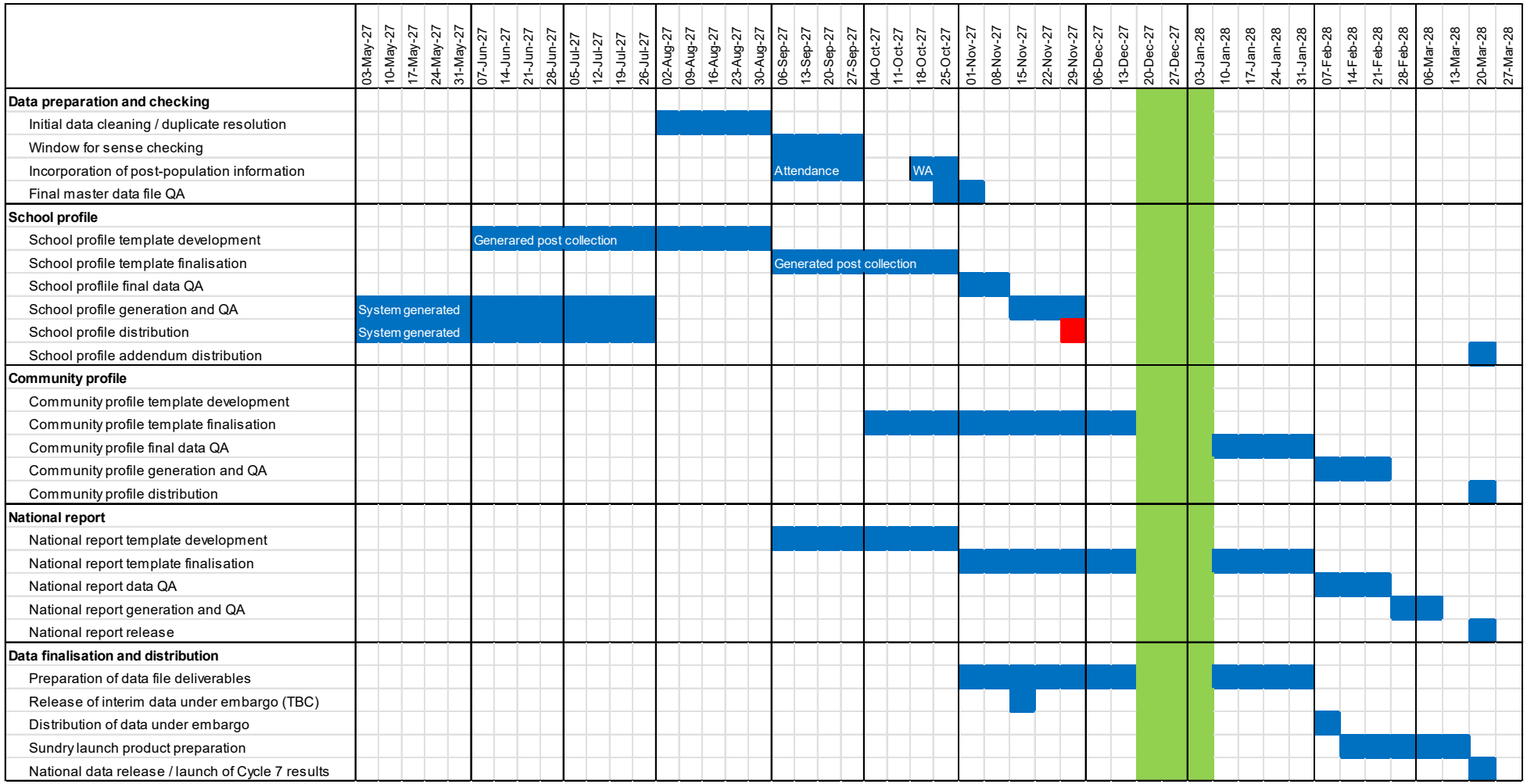


Figure 7 Indicative ‘deploy’ and ‘data preparation and reporting’ phase schedule (Cycle 7) (continued)



4. Summary of issues for future collections

Cycle 6 could be considered a success in terms of headline school participation and child participation measures, against a backdrop of challenges in the school sector and the environment generally, such as teacher relief shortages, teacher pressures, teacher relief funding gaps and the risk of increased parental opt outs due to heightened online security fears.

There was a 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 most jurisdictions this cycle.

In addition, teacher burden was minimised with a continued focus on pre-population and further expansion of items included in bulk upload.

Supporting materials underwent a significant refresh in Cycle 6 to ensure messaging was succinct and the process was easy to follow, with a significant reduction in hard copy materials in favour of electronic materials. This was coupled with further improvements to the AEDC School Coordinator dashboard, workflow refinements and a strong email reminder strategy to push schools through the stages of the collection.

Multifactor authentication was implemented for all users in the data collection system as a Commonwealth security requirement.

Privacy requirements were addressed in advance of the collection, including obtaining ethics clearance, updating the *Parent Letter and Privacy Statement* and working with jurisdictions to understand if any separate privacy agreements were required.

STCs were satisfied with further improvements to their STC dashboard to help monitor progress, particularly the expanded School export and improved communication with Helpdesk, including the ability to see Helpdesk notes on their STC dashboard in real time.

The *School Profile* was available from the data collection system once schools finalised their participation and a *Combined School Profile* for multicampus schools was introduced to give the head campus an overall school view, in addition to the individual campus reports.

Helpdesk was briefed and ready for the early activation workload, had significantly fewer enquiries and had extremely high levels of satisfaction from those using Helpdesk (Refer to section 3.13).

As noted in Section 3.15, however, the Cycle 6 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 Tailored engagement strategies

There are a number of key groups that remain a challenge to engage that could be targeted during pre-collection communications, focussing on the value of participating in the AEDC for these groups:

- Independent sector – earlier consideration as to whether to target the national Independent school peak body ahead of the Cycle 7 collection. This could include an invitation letter sent from the Commonwealth in collaboration with States / Territories (as was done late in Cycle 5), 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 *School Profile / Combined School Profile*, a possible focus on reporting of strengths based on OT5, and potentially the relationship between AEDC and predicting later school performance / NAPLAN.

- Victorian school sector – special consideration could be given to supporting Victoria next cycle with strategies to improve their school participation rate and thus the overall national school participation rate, such as earlier communications to schools to ensure the AEDC is in the overall 2027 school calendar, and tailored communication to schools that participated in AEDC previously but did not participate in Cycle 6, etc.
- Small schools – Given that small schools are over-represented among non-participating schools (refer to Section 3.1.2) and barriers to small school participation include the set up process (Section 3.13.5), consideration could be given to building functionality for a fast-tracked set up process for small schools in the data collection system (described below). This could be coupled with targeted communications to small schools advertising the 'simpler set up process' in Cycle 7.
- Special schools – reintroducing targeted communications for special schools could be warranted to promote the new reporting on special needs children in Cycle 7.
- Other groups – STCs flagged other disengaged groups of schools this cycle such as Steiner and Montessori that could be targeted in engagement strategies.

Additional resources to support Cycle 7 engagement could include:

- updating the 'Introduction to the AEDC' video for inclusion in the pre-collection email to schools
- the development of a new video that includes an overview of the data collection system and what is involved for schools, for inclusion in the February email to Principals.

2 Fast-track school set up functionality for small schools

Additional functionality could be introduced in Cycle 7 to fast-track small schools (those with less than 5 children) through the school set up process. Small schools often have one staff member who plays the role of the Principal / AEDC School Coordinator and Teacher. School set up questions could be reduced to a few key questions for the Principal / AEDC School Coordinator to answer, with remaining input completed by Helpdesk on their behalf to fast-track them through to the start of the Instrument completion workflow. This would require careful consideration of supporting materials and possibly alternative onscreen messaging for those using the fast-track option to ensure messaging is clear and relevant.

3 Supporting materials considerations

There was good support from Cycle 6 key stakeholder feedback surveys to retain some supporting materials in hard copy format in Cycle 7 and consider the reintroduction of the *Guide to Completing the Australian version of the Early Development Instrument* in hard copy format. This needs to be evaluated against budget, environment policies and increasing issues with email spam filters etc., noting that the removal of all hard copy materials would require an alternative method for getting the secure activation code to Principals (as mentioned in 3 below).

As noted in Section 3.8, whilst all Teacher resources were only provided electronically in Cycle 6, readership of these materials was reduced, which potentially has implications for understanding the benefits of AEDC (e.g. through reduced readership of the *About the AEDC* factsheet) and the quality of the data (e.g. through reduced readership of the *Guide to Completing the Australian version of the Early Development Instrument*) etc.

Whilst the timing of any hard copy distribution of supporting materials generally works well, it is recommended that any communications regarding these materials include a conservative 'delivery due date' after which to call the Helpdesk if the materials have not been received, to prevent the higher level of calls to Helpdesk that were received this cycle.

All supporting materials will need to be updated for Cycle 7 and reflect any updates or changes that are made to the data collection system.

4 Enhanced functionality to prevent bottlenecks in the data collection system

A variety of additional functionality has been suggested for Cycle 7 that may impact the security features of the data collection system. Therefore, it is important to consider whether these changes may be feasible from a data security perspective prior to developing any new functionality, noting that there may be budget and timing implications associated with the development of any new functionality. The proposed changes for consideration include:

- alternative solutions to the STC 'deny / approve' functionality that gives the school access to continue with the school set up process (AEDC School Coordinator account creation requests that go unanswered by the Principal within 48 hours, and instances where the domain of the AEDC School Coordinator email address does not match that of the school or Principal on file) as this represents a sizeable workload for STCs in the early phase of the collection
- giving Helpdesk permission to change Principal contact details in the data collection system, rather than just STCs (as this is a significant workload for STCs)
- allowing Principals to retain access to the data collection system even if they delegate the AEDC School Coordinator role to someone else. Feedback received is that Principals would like to retain an element of oversight on data collection progress and have access to download the School Profile from the data collection system, should that feature be retained in Cycle 7
- an alternative secure method for getting the activation code to principals, should hard copy materials be discontinued
- allowing a AEDC School Coordinator to be associated with more than one campus, which may be useful as an alternative to multi-campus school participation through head campus.

5 Minimise / prevent the incidence of duplicate children in the data collection system and resolve the issue of unclean data in the *School Profile*

Duplicate records of children can occur in the data collection system for a number of reasons including:

- the child may change schools between the time that pre-population information is provided (February of the collection year) and when Instruments are completed (up until end July of the collection year), thus making it possible that children are included on the master list of children at two different schools
- children may be in the process of changing schools and both schools may have the child on their enrolment records, resulting in both schools completing Instruments for the same child (sometimes the school the child is exiting is unsure if they are returning)
- pre-population information may be present for a child at a school but the AEDC School Coordinator / Teacher may inadvertently add the child's information again using 'bulk upload' or the 'manually add children' function, resulting in duplicate records of the child at the same school
- children may have dual placement at more than one school.

The existing process for dealing with potential duplicate children is to flag these for STC / data manager review along with the 'rules' for how to resolve these, as part of post-collection data cleaning processes.

Further attempts to minimise the incidence of duplicate children in the data collection system were made in Cycle 6, largely through clearer messaging (in fact sheets, onscreen messaging, tutorials etc.) to prevent the AEDC School Coordinator using the 'bulk upload' tool to pre-populate child information that has already been pre-populated. This resulted in only modest improvement in the incidence of duplicates, from 967 in Cycle 5 (of which 421 were excluded as duplicates and not included in the final datafile) to 909 in Cycle 6 (of which 315 were excluded). To minimise the pre-population data being missed, an additional measure that can be

included in Cycle 7 is to specify in the email to schools about the data collection system being open for class list creation whether the school has pre-populated information or not, and the steps to take.

Duplicate children became more of an issue in Cycle 6 than in previous cycles due to the introduction of the *School Profile* into the data collection system, meaning this school report was prepared using unclean data (i.e. including duplicates). This limited the ability to share Cycle 6 *School Profiles* with anyone other than schools themselves (i.e. STCs, school sector peak bodies), due to the risk of identification of children through the ability to compare the uncleaned data in the *School Profiles* with cleaned data in the microdata and pivot tables etc.

Whilst an attempt could be made to develop functionality to minimise / prevent duplicates existing in the data collection system in the first place, there does not seem to be a simple solution:

- Alerting a school that a child of the same name, date of birth, address etc. already exists at another school is a form of identifying personal information and compliance with the Privacy Act should be assessed.
- Unique student IDs do not yet exist. Currently StudentID is not unique across jurisdictions (however, this may be useful to limit duplicates within same state).
- Other unique IDs such as Medicare numbers are not readily known to all schools (but can be investigated when the latest enrolment forms are reviewed as part of the Cycle 6 Instrument Review).

For Cycle 7, it will be important to revisit the issue of *School Profiles* and the impact this has on data sharing if they contain unclean data. An alternative would be to return to the '*Preliminary Snapshot*' with trend line data only and produce the *School Profile* on cleaned, final data.

6 Independent consent for *School Profile* to be shared with peak body

Since Cycle 3, a consent question has been included for Independent schools to opt in to providing *School Profile* results to the Independent peak body in their jurisdiction. In Cycle 6, a very low level of consent was achieved, with only 77 schools nationally providing consent.

Whilst the non-Government school sector did not receive *School Profiles* anyway in Cycle 6 due to the uncleaned data limitation described in 4 above, this consent question also has implications for the level of school suppression in the final, clean, microdata file and other products such as the pivot tables that were provided to various Independent sector peak bodies as part of their data sharing agreement with the department.

For Independent sector schools that didn't consent, all school variables (school name, school IDs, school suburb, school region) were suppressed in the microdata provided to the Independent peak body, retaining only school type and school state.

Analysis for schools that did not consent is limited to comparing total independent schools within state with other sectors within state or comparing independent schools within state to independent schools nationally.

It is recommended that the role of the independent school consent question is reviewed next cycle, alongside other revisions to sharing data with the school sectors.

7 Better engagement from STCs in School Frame processes

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.

Whilst the majority of School Frame variables are provided by sector-specific data managers, there are a set of variables that require STC input and are often neglected until further down the track when the collection has commenced, which puts significant strain on the smooth running of the collection, as some updates to

School Frame information require re-work for both the Social Research Centre and the web development team.

One way to resolve this inattention is to introduce a compulsory sign off step into the School Frame submission process, whereby STCs are required to 'sign off' the School Frame for their jurisdiction prior to submitting it to the Social Research Centre, noting that review is more complex in larger jurisdictions such as New South Wales, Victoria, Queensland, and Western Australia.

The main issues / variables that require STC attention include:

- school bank details and particularly which sectors/dioceses/other groups of schools may want to use centralised bank details for the payment of Teacher relief reimbursement, so these can be locked to schools from editing and inputting their own bank details
- multi-campus schools' preference to participate through head campus or individually and associated flags such as 'administration only campus'
- resolving School Frame inconsistencies that arise from participation history matching
- the inclusion of any school reporting variables they would like to use throughout the collection / reporting processes, such as school region etc.

8 Further refinements to the STC dashboard and greater system interactivity between STCs and Helpdesk for coordinated school support

Further refinements were made in Cycle 6 to improve features in the STC dashboard and better coordinate school support with Helpdesk, including the introduction of Helpdesk school notes on the STC dashboard in real-time and pre-collection briefing sessions between Helpesk and STCs.

Additional features / functionality for the STC dashboard and Helpdesk interactivity may require additional time and budget in Cycle 7, including:

- reviewing the 'assign tasks' functionality in the STC dashboard as a mechanism for flagging tasks for Helpdesk support
- including a teacher relief estimator to calculate estimated teacher relief based on child and Teacher number, rather than the standard messaging of 'allow 20 minutes per child' etc.
- additional briefing sessions between STCs and Helpdesk, at various key phases of the collection and consider jurisdictional specific Helpdesk teams
- adding filter capabilities to the approval requests on the STC dashboard (e.g. by date, sector, approval reason, approved by etc.)
- reviewing / updating the Power BI progress reporting charts
- including the STC dashboard in 'STC system testing'
- creating a demostration video on the STC dashboard features, that would be particularly useful for any new STCs.

9 Multi-campus school participation through head campus and reporting review

Whilst there were a handful of changes to data collection system functionality and related workflows for multi-campus schools participating through head campus in Cycle 6, there were still some issues and confusion around this arrangement that may warrant further consultation in Cycle 7, noting that this would be to service a relatively small number of schools and there would likely be budget implications for changes to functionality.

A decision also needs to be made for Cycle 7 as to whether to build the *Combined School Profile* into the data collection system (if the *School Profile* continues to be available via the data collection system)

10 Schedule considerations

A number of key and timely decisions will need to be made to support planning and the smooth delivery of Cycle 7, as noted in Section 3.15. In order to achieve an 'ideal' schedule scenario of a data collection system and supporting documentation that is finalised by November 2026 in time to support field testing, collection communications, collection engagement and system socialisation activities, it will be necessary to have contracting arrangements with stakeholders in place earlier than in previous cycles, and set a clear direction for the AEDC collection strategy and communications in the first half of 2026.

Beyond a timely start to the 'design' and 'build and test' phases, there are several other schedule considerations to address in the final agreed schedule for the 'deploy' and 'data preparation and reporting' phases, such as:

- engineering an additional week in the schedule for data cleaning with STCs / data managers
- providing for significant time investment in issues associated with AEDC community boundary review (following the planned ASGS updates) – the optimal timing for this will be finalised in consultation with stakeholders, and may be 'pre-collection' rather than 'post-collection'.
- closing the invoice submission phase earlier, as requested by some STCs, noting that, in the current workflow, auto-finalising earlier will have implications for payment of unregistered Aboriginal and / or Torres Strait Islander Cultural Consultants (if the number of unregistered Aboriginal and / or Torres Strait Islander Cultural Consultants used remains editable in the invoice in the future).

The indicative, high level schedule provided will be fleshed out to reflect these issues.

11 Teacher relief reimbursement and invoicing workflow

The Taylor Fry Evaluation of the AEDC Teacher relief model (publication still in progress) proposed a number of changes for Cycle 7. As communicated with National Committee in May 2025, the department supports the implementation of all of Taylor Fry's final recommendations and plan to implement the changes through a staged engagement and communication process, supported by updates to operational resources and guidance materials.

In addition to these changes, it will be important to understand if any jurisdictions are planning to 'top up' these rates in Cycle 7 (whilst the department have committed that no jurisdiction or sector will receive a lower hourly rate than Cycle 6, it is assumed this will be based on the AG rate and not the final 'topped up' rate from Cycle 6).

12 Aboriginal and / or Torres Strait Islander Cultural Consultant Review

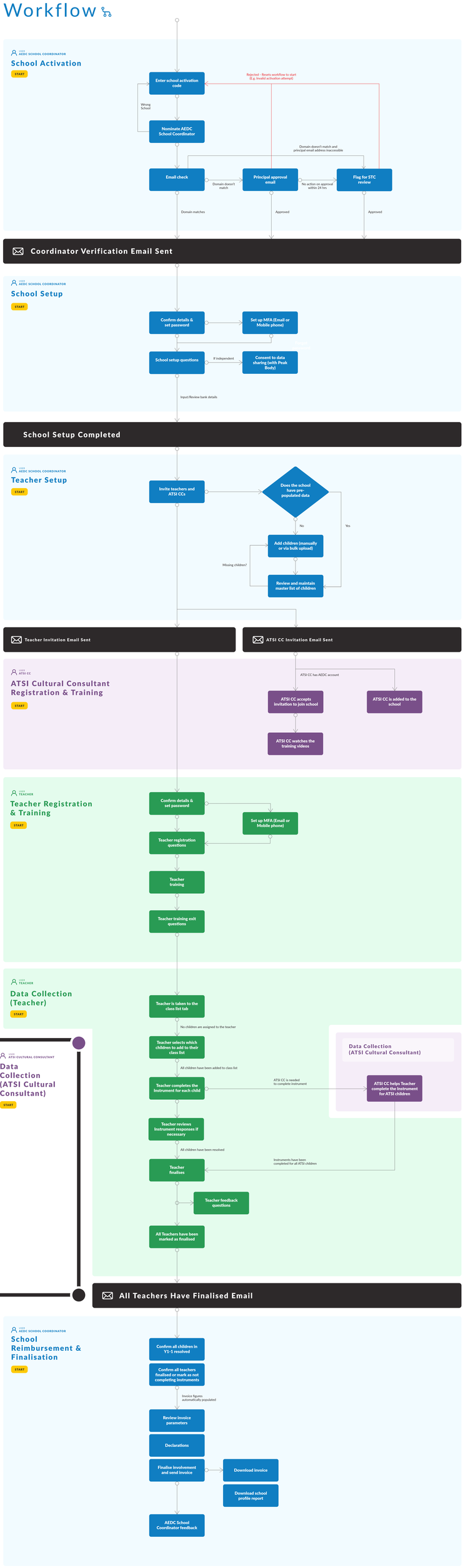
Consideration should be given to updating the narrative or process relating to the use of Aboriginal and / or Torres Strait Islander Cultural Consultants given there has been a reduction in the planned and actual usage of Cultural Consultants in the collection, despite access to Aboriginal and / or Torres Strait Islander Cultural Consultants remaining about the same as previous cycles.

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

Supporting materials relating to Aboriginal and / or Torres Strait Islander Cultural Consultants have remained unchanged since they were refreshed in Cycle 4 and would be timely to review with First Nations engagement. One recommendation from Cycle 6 is to make it clearer to schools that Aboriginal and Torres Strait Islander Cultural Consultant Instrument payment is only triggered when Instruments are completed jointly with Teachers as indicated at P4 in the Instrument, or consider an alternative method for capturing that information.

Appendix 1: Data collection system workflow

AEDC 2024 Workflow



Appendix 2: Confidentiality declarations

Aboriginal and Torres Strait Cultural Consultant privacy notice

It is optional for Aboriginal and Torres Strait Cultural Consultants to register on the AEDC system.

Choosing not to register will not prevent you from providing support to teachers to complete the Australian version of the Early Development Instrument (AvEDI) for Aboriginal and Torres Strait Islander children.

- If you choose to register on the AEDC system, your personal information consisting of your name, email address and job title will be collected by The Australian Government Department of Education (Department) and its contracted service provider, the Social Research Centre Pty Ltd, for the purpose of administering the Australian Early Development Census (AEDC).

Personal information is protected by law, including under the *Privacy Act 1988* (Privacy Act).

If you do not provide your name and school email address, you will not be able to complete your registration on the AEDC system.

The personal information collected may be disclosed to third parties, including to other Commonwealth agencies and the Department's contracted service providers for the purposes of administering the AEDC. This personal information may also be disclosed to other parties with your consent, or where it is otherwise permitted under the Privacy Act. This personal information will not be disclosed to any overseas recipients.

With your consent, the Department and/or its contracted service provider may also:

- use your personal information to recontact you for the purpose of reviewing and improving the AEDC program;
- disclose your personal information to the State and Territory Government with jurisdiction over your school, so that they can recontact you for the purpose of accurately reporting and interpreting AEDC data at the local level.

Choosing not to be recontacted by the Department, its contracted service provider, and/or the relevant State and Territory Coordinator will not prevent you from registering on the AEDC system.

The Department's Privacy Policy contains more information about how the Department will manage personal information, including information about how to make a complaint and seek access to and correction of your personal information. To contact the department about your personal information, email privacy@education.gov.au.

More information about the AEDC can be found at: https://www.aedc.gov.au/ .

Your acknowledgement

☐ By ticking this box, I confirm that I have read and understood this privacy statement and agree to the Department's handling of my personal information in accordance with this privacy statement.

☐ By ticking this box, I confirm that I agree to be recontacted by the Department, its contracted service provider, and/or the relevant State and Territory Government in accordance with this privacy statement.

AEDC School Coordinator – privacy notice

Personal information is protected by law, including under the *Privacy Act 1988* (Privacy Act).

The Australian Government Department of Education (Department) and its contracted service provider, the Social Research Centre Pty Ltd, which manages the collection and storage of data for the Australian Early Development Census (AEDC) are collecting:

- your personal information, consisting of your name, school email address and best contact phone number
- the name and school email addresses of teachers at your school who will be completing the Australian version of the Early Development Instrument (AvEDI)
- the name and email address of Aboriginal and Torres Strait Islander Cultural Consultants who will support teachers to complete the AvEDI.

This personal information is collected for the purposes of administering the AEDC, including to register your school in the AEDC data collection system and enable an email to be sent to teachers (and Aboriginal and Torres Strait Islander Cultural Consultants, if required) so they can receive a secure link to register in the AEDC system. More information about the AEDC can be found at: https://www.aedc.gov.au.

If you do not provide your name and school email address and that of the above individuals, you will not be able to complete the registration of your school in the AEDC data collection system and enable a secure email link to be sent to the teachers (and Aboriginal and Torres Strait Islander Cultural Consultants, if required) to register in the AEDC system.

This personal information may be disclosed to third parties, including to other Commonwealth agencies and the Department's contracted service providers for the purposes of administering the AEDC. This personal information may also be disclosed to other parties with the consent of the individual to whom the personal information relates, or where it is otherwise permitted under the Privacy Act. This personal information will not be disclosed to any overseas recipients.

The Department's Privacy Policy contains more information about how the Department will manage personal information, including information about how to make a complaint and seek access to and correction of your personal information. To contact the Department about your personal information, email privacy@education.gov.au.

Your acknowledgement

☐ By ticking this box, I confirm that to the extent I have provided personal information about other teachers and Aboriginal and Torres Strait Islander Cultural Consultants, I have obtained their consent to provide their email address and name to be handled in accordance with this privacy statement.

☐ By ticking this box, I confirm that I have read and understood this privacy statement and agree to the Department's handling of my personal information in accordance with this privacy statement.

Teachers' privacy notice

Personal information is protected by law, including under the *Privacy Act 1988* (Privacy Act).

The Australian Government Department of Education (Department) and its contracted service provider, the Social Research Centre Pty Ltd, which manages the collection and storage of data for the Australian Early Development Census (AEDC) are collecting:

- your personal information, consisting of your name and school email address
- the name, email address and job title (where known) of Aboriginal and Torres Strait Islander Cultural Consultants who will support you and other teachers to complete the Australian version of the Early Development Instrument (AvEDI) at your school.

This personal information is collected for the purposes of administering the AEDC, including to:

- enable you to register on the AEDC system
- enable you to complete the AvEDI
- provide support to you in completing the AvEDI and use of the AEDC system.

More information about the AEDC can be found at: https://www.aedc.gov.au.

If you do not provide your name and school email address, you will not be able to compete your registration on the AEDC system and complete the AvEDI.

This personal information may be disclosed to third parties, including to other Commonwealth agencies and the Department's contracted service providers for the purposes of administering the AEDC. This personal information may also be disclosed to other parties with the consent of the individual to whom the personal information relates, or where it is otherwise permitted under the Privacy Act. This personal information will not be disclosed to any overseas recipients.

The Department's Privacy Policy contains more information about how the Department will manage personal information, including information about how to make a complaint and seek access to and correction of your personal information. To contact the Department about your personal information, email privacy@education.gov.au.

Your acknowledgement

☐ By ticking this box, I confirm that I have read and understood this privacy statement and agree to the Department's handling of my personal information in accordance with this privacy statement.

Tick-box declaration:

I acknowledge that:

- the School Profile may contain personal information and sensitive information, including of vulnerable individuals
- the information and data contained in the School Profile is provided to my school confidentially and is not intended for public release, and
- my school may disclose the School Profile and information and data contained in the School Profile to certain third parties (such as teachers and associated school bodies), however, any disclosure must only be for authorised uses (as described at section 3.1 of the AEDC Data Guidelines) and under a requirement of confidentiality.

I declare that:

- I have the authority to download the School Profile on behalf of my school, and
- I will only disclose the School Profile and/or information and data contained in the School Profile to other parties for authorised uses (as described at section 3.1 of the AEDC Data Guidelines) and under a requirement of confidentiality.

Appendix 3: Teacher and Cultural Consultant Certificates)

Australian Early Development Census
An Australian Government Initiative

Our Children
Our Communities
Our Future

Australian Early Development Census

Aboriginal and Torres Strait Islander Cultural Consultant

Certificate of Participation

Presented to

<Insert name>

<Date>

Recognised as completing one hour of professional development consisting of teacher training for the 2024 Australian Early Development Census

Australian Early Development Census
An Australian Government Initiative

Our Children
Our Communities
Our Future

Australian Early Development Census

Certificate of Participation

Presented to

<TeacherFirstName TeacherLastName>
<JCampusName>

<Date>

Recognised as completing one hour of professional development consisting of teacher training for the 2024 Australian Early Development Census

The 2024 Australian Early Development Census teacher training aligns with standards 6 and 7 of the *Australian Professional Standards for Teachers*.

Appendix 4: School status codes

School status code	School status description	Next step	What to do - AEDC School Coordinator
1	Not started	Activate your school	Principal to activate your school, go to www.aedc.gov.au/activate and follow the on-screen prompts.
2	School Activated	Complete School set up	Follow prompts on dashboard to complete school set up questions
3	Downloaded School Coordinator and Teacher Resources	Complete School set up	Follow prompts on dashboard to complete school set up questions
4	School Set up questions complete	Input / review school bank details	Follow prompts on dashboard to input / review school bank details
5	Bank details complete / confirmed	Download Comms Kits and Parent Letter	Follow prompts on dashboard to engage with school community - distribute Parent letter at least 2 weeks before Instrument completion
6	Downloaded Comms Kits and Parent Letter	Invite teachers	Navigate to the 'Manage Teachers' tab to invite teachers
7	Teachers invited	Create and manage a Master List of children	Follow prompts on dashboard to monitor teacher(s) progress
8	Children added to master list	All Teachers to complete registration and AEDC Teacher training, create a Class List	Follow prompts on dashboard to monitor teacher(s) progress
9	Teachers (at least 1) registered	All Teachers to complete registration and AEDC Teacher training, create a Class List	Follow prompts on dashboard to monitor teacher(s) progress
10	Teachers (at least 1) trained	All Teachers to complete registration and AEDC Teacher training, create a Class List	Follow prompts on dashboard to monitor teacher(s) progress
11	Children assigned to class list	Teachers to complete Instruments	Follow prompts on dashboard to monitor teacher(s) progress
12	Instruments started (at least 1 instrument underway)	Resolve all children	Ensure all children in their first year of full-time school have been resolved (have a completed Instrument or recorded as 'not participating'). Sort by unresolved children. Unresolved must = 0.
13	Children resolved (instrument or not participating)	All teachers to finalise	Ensure all teachers have finalised their involvement and clicked 'Finalise'
14	All teachers finalised	Finalise school	Follow prompts on dashboard to review and submit invoice, complete Feedback survey, download School Profile
15	School finalised	Complete Feedback survey, download School Profile	Follow prompts on dashboard to complete Feedback Survey and download School Profile
	Feedback completed (Y/N)	Download invoice and School Profile	Follow prompts on dashboard to download invoice and School Profile
	Invoice downloaded (Y/N)	Download School Profile	Follow prompts on dashboard to download School Profile
	School Profile downloaded (Y/N)		

Appendix 5: Australian version of the Early Development Instrument (MS Word reminder activity)

2024 Australian Early Development Census (AEDC) Instrument
Incorporating Child Information Panel

Version 5 (3 April 2024)

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

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 gender	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 *(Only displayed if school is in NT)*	
ⓘ	CIP7	Child's date of birth*	Day Month 2016
ⓘ	CIP8	Child's country of birth*	Australia
ⓘ	CIP9	Year child first arrived in Australia *(Only displayed if country of birth not Australia)*	
ⓘ	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.

Note to be displayed for ACT Government schools only where information has been pre-populated. "***Please note, key information has been pre-populated using national business rules for school details, selecting parent 1 and parent 2, and student and parent demographic details. If any details are incorrect or incomplete, please update with the correct information.***

Outside of the AEDC you should consider if this information in the child's school record also needs to be updated, please contact schoolcensus@act.gov.au ***to discuss."***

Child information panel questions
Presented in full if click through from child information panel where information is missing or incorrect

ⓘ CIP1 Child's gender*

- ☐ Male
- ☐ Female
- ☐ Another term / Non-binary
- ☐ Not stated / inadequately described
- ☐ Another term / non-binary / not stated / inadequately described

Child's residential address:

ⓘ CIP2 Full street address* [ ]

☐ Street name not known

ⓘ CIP3 Suburb or town of residence* [ ]

ⓘ CIP4 Postcode of residence* [ ]

ⓘ CIP5 State of residence* [ ]

ⓘ CIP6 Aboriginal Community Name [ ]

ⓘ Aboriginal Community Identifier Number [ ]

ⓘ CIP7 Child's date of birth* [ ] *Day*

☐ Jan	☐ 2018	
☐ Feb	☐ 2019	
☐ Mar	☐ 2020	
☐ Apr	☐ Other	2017
☐ May		2016
☐ Jun		
☐ Jul		
☐ Aug		
☐ Sep		
☐ Oct		
☐ Nov		
☐ Dec		

ⓘ 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

[ ]

ⓘ CIP9 In which year did the child first arrive in Australia?

- ☐ 2016

- ☐ 2017
- ☐ 2018
- ☐ 2019
- ☐ 2020
- ☐ 2021
- ☐ 2022
- ☐ 2023
- ☐ 2024
- ☐ Not known

ⓘ CIP10 Is this child repeating this grade/year?*

- ☐ Yes
- ☐ No

Screen 2 of 16

Preliminary Questions

ⓘ 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

ⓘ P2 Is your completion of the AvEDI being assisted by discussion with an Aboriginal and Torres Strait Islander Cultural Consultant?

- ☐ Yes
- ☐ No

P3a Is this Aboriginal and Torres Strait Islander Cultural Consultant an employee of the education sector?

- ☐ Yes
- ☐ No
- ☐ Don't know

ⓘ P3

What is their job title? Please select all that apply
*(INSERT JURISDICTIONAL LISTS)

- ☐ Aboriginal and Islander Education Worker (AIEW)
- ☐ Aboriginal Early Years Liaison Officer
- ☐ Aboriginal Education Officer
- ☐ Aboriginal Education Worker
- ☐ Aboriginal and Islander Education Officer (AIEO)
- ☐ Aboriginal Teachers Aide (ATA)
- ☐ Assistant Teacher (AT)
- ☐ Teacher
- ☐ Home Liaison Officer (HLO)
- ☐ Inclusion Support Officer (ISO)
- ☐ Indigenous Education Worker
- ☐ Literacy Support Officer (LSO)
- ☐ Indigenous tutor
- ☐ Other (please specify)

[ ]

- ☐ Don't know

ⓘ 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

ⓘ 🏳	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.

ⓘ BI1a What medical diagnosis (or diagnoses) qualifies this child as Special Needs?
Please select all that apply

- ☐ Anaphylaxis
- ☐ Asthma
- ☐ Attention Deficit Hyperactive Disorder (ADHD)
- ☐ Autism spectrum disorder (ASD) (formerly known as Autism or Aspergers)
- ☐ 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)

Screen 4 of 16

BI2 Is this child considered ESL (English as a second language)?*

- ☐ Yes
- ☐ No

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

BI3a Can this child adequately communicate in this language?

- ☐ Yes
- ☐ No
- ☐ Don't know

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)

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)

Screen 5 of 16

	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?*
		☐ No
		☐ Yes, Preparatory and Grade/Year 1
		☐ Yes, Preparatory, Grade/Year 1 and Grade/Year 2
		☐ Yes, other

ⓘ	BI4 b	Does this child have dual placement?*
		☐ No
		☐ Yes, special education program (includes speech, language, hearing, early intervention)
		☐ Yes, language school
		☐ Yes, other (please specify)

ⓘ	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	☐	☐

ⓘ	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)	☐	☐
		Advanced diploma / diploma	☐	☐
		Bachelor degree or above	☐	☐
		No post-school qualification	☐	☐
		Not known	☐	☐

ⓘ	BI6	Has this child been in class for one month or more?*
		☐ Yes
		☐ No

ⓘ	BI6a	Do you feel you can make an accurate assessment of this child?
		☐ Yes
		☐ No

ⓘ	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

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ⓘ Section A – Physical Wellbeing 1

ⓘ 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)	

		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

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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	☐	☐	☐
	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)	☐	☐	☐

		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	☐	☐	☐	☐
ⓘ	A9	ability to manipulate objects	☐	☐	☐	☐
ⓘ	A10	ability to climb stairs	☐	☐	☐	☐
ⓘ	A11	level of energy throughout the school day	☐	☐	☐	☐
ⓘ	A12	overall physical development	☐	☐	☐	☐
ⓘ	A13	daily personal hygiene	☐	☐	☐	☐

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ⓘ 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
ⓘ	B1	ability to use language effectively in English	☐	☐	☐	☐

		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)	☐	☐	☐	☐	☐
	B1b	Creole	☐	☐	☐	☐	☐
	B1c	Traditional Aboriginal or Torres Strait Islander language	☐	☐	☐	☐	☐
	B1d	Other indigenous language	☐	☐	☐	☐	☐

		How would you rate this child's:	Very good / good	Average	Poor / very poor	Don't know
ⓘ	B2	ability to listen in English	☐	☐	☐	☐
ⓘ	B3	ability to tell a story	☐	☐	☐	☐
ⓘ	B4	ability to take part in imaginative play	☐	☐	☐	☐
ⓘ	B5	ability to communicate own needs in a way understandable to adults and peers	☐	☐	☐	☐
ⓘ	B6	ability to understand on first try what is being said to him/her	☐	☐	☐	☐
ⓘ	B7	ability to articulate clearly, without sound substitutions	☐	☐	☐	☐

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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)	☐	☐	☐
ⓘ	B9	is generally interested in books (pictures and print)	☐	☐	☐
ⓘ	B10	is interested in reading (inquisitive/curious about the meaning of printed material)	☐	☐	☐
ⓘ	B11	is able to identify some letters of the alphabet	☐	☐	☐
ⓘ	B12	is able to attach sounds to letters	☐	☐	☐
ⓘ	B13	is showing awareness of rhyming words	☐	☐	☐
ⓘ	B14	is able to participate in group reading activities	☐	☐	☐
ⓘ	B15	is able to read simple words	☐	☐	☐
ⓘ	B16	is able to read complex words	☐	☐	☐
ⓘ	B17	is able to read simple sentences	☐	☐	☐
ⓘ	B18	is experimenting with writing tools	☐	☐	☐
ⓘ	B19	is aware of writing directions in English (left to right, top to bottom)	☐	☐	☐
ⓘ	B20	is interested in writing voluntarily (and not only under the teacher's direction)	☐	☐	☐
ⓘ	B21	is able to write his/her own name in English	☐	☐	☐
ⓘ	B22	is able to write simple words	☐	☐	☐

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Section B – Language and Cognitive Skills (school based) 3)

		Would you say that this child:	Yes	No	Don't know
ⓘ	B23	is able to write simple sentences	☐	☐	☐
ⓘ	B24	is able to remember things easily	☐	☐	☐
ⓘ	B25	is interested in mathematics	☐	☐	☐
ⓘ	B26	is interested in games involving numbers	☐	☐	☐
ⓘ	B27	is able to sort and classify objects by a common characteristic (e.g. shape, colour, size)	☐	☐	☐
ⓘ	B28	is able to use one-to-one correspondence	☐	☐	☐
ⓘ	B29	is able to count to 20	☐	☐	☐
ⓘ	B30	is able to recognise numbers 1-10	☐	☐	☐
ⓘ	B31	is able to say which number is bigger of the two	☐	☐	☐
ⓘ 🚩	B32	is able to recognise geometric shapes (e.g. triangle, circle, square)	☐	☐	☐
ⓘ	B33	understands simple time concepts (e.g. today, summer, bedtime)	☐	☐	☐
ⓘ	B34	demonstrates special numeracy skills or talents	☐	☐	☐
ⓘ 🚩	B35	demonstrates special literacy skills or talents	☐	☐	☐
ⓘ	B36	demonstrates special skills or talents in arts	☐	☐	☐
	B37	demonstrates special skills or talents in music	☐	☐	☐
ⓘ	B38	demonstrates special skills or talents in athletics/dance	☐	☐	☐
	B39	demonstrates special skills or talents in problem-solving in a creative way	☐	☐	☐
	B40	demonstrates special skills or talents in other areas	☐	☐	☐

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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	☐	☐	☐	☐
ⓘ	C2	ability to get along with peers	☐	☐	☐	☐

ⓘ		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	☐	☐	☐	☐
ⓘ	C4	is able to play with various children	☐	☐	☐	☐
ⓘ	C5	follows rules and instructions	☐	☐	☐	☐
	C6	respects the property of others	☐	☐	☐	☐
ⓘ	C7	demonstrates self-control	☐	☐	☐	☐
ⓘ 🚩	C8	demonstrates respect for adults	☐	☐	☐	☐
ⓘ	C9	demonstrates respect for other children	☐	☐	☐	☐
ⓘ	C10	accepts responsibility for actions	☐	☐	☐	☐
	C11	listens attentively	☐	☐	☐	☐
ⓘ	C12	completes work on time	☐	☐	☐	☐
	C12a	can complete tasks if given additional time	☐	☐	☐	☐

		Would you say that this child:	Often or very true	Sometimes or somewhat true	Never or not true	Don't know
	C13	works independently	☐	☐	☐	☐
	C14	takes care of school materials	☐	☐	☐	☐
	C15	works neatly and carefully	☐	☐	☐	☐
ⓘ 🚩	C16	is curious about the world	☐	☐	☐	☐
ⓘ	C17	is eager to play with a new toy	☐	☐	☐	☐
	C18	is eager to play with a new game	☐	☐	☐	☐
ⓘ	C19	is eager to play with/read a new book	☐	☐	☐	☐

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Section C – Social and Emotional Development 2

ⓘ		Would you say that this child:		Often or very true	Sometimes or somewhat true	Never or not true	Don't know
ⓘ		C20	is able to solve day-to-day problems by him/herself	☐	☐	☐	☐
ⓘ		C21	is able to follow one-step instructions	☐	☐	☐	☐
ⓘ		C22	is able to follow class routines without reminders	☐	☐	☐	☐
		C23	is able to adjust to changes in routine	☐	☐	☐	☐
ⓘ	⚐	C24	answers questions showing knowledge about the world (e.g. leaves fall in autumn, apple is fruit, dogs bark, etc.)	☐	☐	☐	☐
		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)	☐	☐	☐	☐

		Would you say that this child:		Often or very true	Sometimes or somewhat true	Never or not true	Don't know
ⓘ		C26	will try to help someone who is hurt	☐	☐	☐	☐
		C27	volunteers to help clear up a mess someone else has made	☐	☐	☐	☐
ⓘ	⚐	C28	if there is a quarrel or dispute will try to stop it	☐	☐	☐	☐
ⓘ		C29	offers to help other children who have difficulty with a task	☐	☐	☐	☐
ⓘ		C30	comforts a child who is crying or upset	☐	☐	☐	☐
ⓘ		C31	spontaneously helps to pick up objects which another child has dropped (e.g. pencils, books)	☐	☐	☐	☐
ⓘ		C32	will invite others to join in a game	☐	☐	☐	☐
ⓘ		C33	helps others who are feeling sick	☐	☐	☐	☐

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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	☐	☐	☐	☐
ⓘ	C35	bullies or is mean to others	☐	☐	☐	☐
ⓘ	C36	kicks, bites, hits other children or adults	☐	☐	☐	☐
	C37	takes things that do not belong to him/her	☐	☐	☐	☐
ⓘ	C38	laughs at other children's discomfort	☐	☐	☐	☐
ⓘ	C39	can't sit still, is restless	☐	☐	☐	☐
ⓘ	C40	is distractible, has trouble sticking to any activity	☐	☐	☐	☐
	C41	is disobedient	☐	☐	☐	☐

	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	☐	☐	☐	☐
ⓘ	C43	is impulsive, acts without thinking	☐	☐	☐	☐
ⓘ	C44	has difficulty awaiting turn in games or groups	☐	☐	☐	☐
ⓘ	C45	cannot settle to anything for more than a few moments	☐	☐	☐	☐
ⓘ	C46	is inattentive	☐	☐	☐	☐
ⓘ	C47	seems to be unhappy, sad or depressed	☐	☐	☐	☐
	C48	appears worried	☐	☐	☐	☐
	C49	cries a lot	☐	☐	☐	☐
	C50	is nervous, highly strung or tense	☐	☐	☐	☐
ⓘ	C51	is incapable of making decisions	☐	☐	☐	☐

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ⓘ 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
ⓘ	D1	physical disability	☐	☐	☐	☐
	D2	visual impairment	☐	☐	☐	☐
	D3	hearing impairment	☐	☐	☐	☐
ⓘ	D4	speech/language impairment	☐	☐	☐	☐
ⓘ	D5	learning disability	☐	☐	☐	☐
ⓘ	D6	emotional problem	☐	☐	☐	☐
ⓘ	D7	behavioural problem	☐	☐	☐	☐
	D8	home environment/problems at home	☐	☐	☐	☐
ⓘ	D9	trauma, isolation or difficulties associated with resettlement	☐	☐	☐	☐

			Yes	No	Don't know
ⓘ ⚐ *if BI1=Yes*	D10	*(if BI1 (Special Needs) = Yes)* Display diagnosed condition(s) from BI1a Apart from the medical diagnosis qualifying the child as Special Needs, does the child have any other specific condition?	☐	☐	☐

if BI1=No

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
Please select all that apply

☐ Anaphylaxis
☐ Asthma
☐ Attention Deficit Hyperactive Disorder (ADHD)
☐ Autism spectrum disorder (ASD)
(formerly known as Autism or Aspergers)
☐ Cerebral palsy
☐ Diabetes
☐ Down syndrome
☐ Dyslexia
☐ Dyspraxia
☐ Eczema / Dermatitis
☐ Epilepsy
☐ Foetal Alcohol Spectrum Disorder
(FASD)
☐ Leukaemia
☐ Otitis media
☐ Spina bifida
☐ Other _____

D10x

☐ Anxiety
☐ Cleft Palate
☐ Coeliac / Celiac
☐ Cystic Fibrosis
☐ Fragile X
☐ Global Developmental Delay/PDD-NOS
☐ Hydrocephalus
☐ Muscular Dystrophy

☐ Neurofibromatosis
☐ Oppositional Defiance Disorder
☐ Perthes Disease
☐ Selective mutism
☐ Other (please specify)

			Yes	No	Don't know
ⓘ	D11	Do you feel the child needs further assessment? If yes, please specify	☐	☐	☐

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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	☐	☐	☐

ⓘ 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)

ⓘ 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
- ☐ Don't know

ⓘ 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

		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
ⓘ	E3a	Long Day Care	☐	☐	☐	☐	☐
ⓘ	E3b	Family Day Care	☐	☐	☐	☐	☐
ⓘ	E3c	Grandparent	☐	☐	☐	☐	☐
ⓘ	E3d	Other relative	☐	☐	☐	☐	☐
ⓘ	E3e	Nanny	☐	☐	☐	☐	☐
ⓘ	E3f	Other (includes friend or neighbour)	☐	☐	☐	☐	☐

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Section E – Comments 2

			Yes	No	Don't know
ⓘ	E4	To the best of your knowledge, has this child attended playgroup in the years before entering full time school	☐	☐	☐

	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	☐	☐	☐	☐
ⓘ	E6	has parents(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning	☐	☐	☐	☐
ⓘ	E7	is regularly read to/encouraged in his/her reading at home as far as you can tell	☐	☐	☐	☐

ⓘ E8 Additional comments about child's development

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	CIP10	Children aged 4 (from CIP7) cannot be repeating a grade/year
2	P2 only asked if P1 is 'Yes'	
2	P3a, 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	
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 offered if BI2 = Traditional Aboriginal Language (not Aboriginal English or Kriol), or if BI2c = Traditional Aboriginal Language (not Aboriginal English or Kriol),	
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)	

Indigenous adaptation questions (to be asked of all jurisdictions in 2024)

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

Attendance information post population for Cycle 6 applies to following jurisdictions / sectors

Jurisdiction	Sector
WA	Government
NSW	Government Catholic dioceses: • Armidale • Maitland Newcastle • Parramatta • Canberra Goulburn • Lismore • Bathurst • Wollongong • Wagga Wagga • Broken Bay • Sydney • Wilcannia-Forbes
ACT	Government Catholic dioceses: • Canberra Goulburn
NT	Government
SA	Government
TAS	Government
VIC	Government

QLD	Government Catholic dioceses: • Cairns • Brisbane • Townsville

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	BI2c	For each other language spoken at BI2c, response list filtered to languages not previously selected (i.e. cannot nominate the same language more than once)
4	BI2c	Only one language can be chosen from any one ‘row’ where language can be specified from a drop down list
5	BI2d	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 6: Paper copy Instrument guidelines

Australian Early Development Census
An Australian Government Initiative

Our Children
Our Communities
Our Future

Australian Early Development Census

Guidelines for paper copy Instrument completion and return

May 2024

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 2024 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 Coordinaors (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 Coordinator 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 Coordinator (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 Coordinator 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 and school finalisation* Fact Sheet in your School Coordinator Resources) to cover the cost of postage.

Thank you

AEDC Helpdesk: 1800 092 548

Email: helpdesk@aedc.gov.au

Attachment 2 – Email to School requesting hard copy AEDC Checklists

To: (email address of AEDC coordinator / contact person)

Subject line: 2024 Australian Early Development Census - Instrument for completion

Dear <<AEDC Coordinator name>>

Please find attached an electronic copy of the Australian version of the Early Development Instrument for 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 and school finalisation* Fact Sheet in your School Coordinator Resources) to cover the cost of postage.

Thank you

AEDC Helpdesk: 1800 092 548

Email: helpdesk@aedc.gov.au

Appendix 7: Paper copy Instrument version

Australian Early Development Census
An Australian Government Initiative

Our Children
Our Communities
Our Future

SCHOOL NAME:

SCHOOL CODE:

CHILD NAME:

DATE OF COMPLETION:

IMPORTANT NOTE All questions marked '*' are mandatory and must be answered:

Child information panel questions

ⓘ **CIP1** **Child's gender***

- ☐ Male
- ☐ Female
- ☐ Another term / Non-binary
- ☐ Not stated / inadequately described

Child's residential address:

ⓘ **CIP2** Full street address*

☐ Street name not known

ⓘ **CIP3** Suburb or town of residence*

ⓘ **CIP4** Postcode of residence*

ⓘ **CIP5** State of residence*

CIP6 **For schools in NT only. Others ➔ GO TO CIP7**

ⓘ Aboriginal Community Name

ⓘ Aboriginal Community Identifier Number

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Child information panel questions (continued)

ⓘ **CIP7** **Child's date of birth*** (ddmmyyyy)

ⓘ **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

ⓘ **CIP9** **In which year did the child first arrive in Australia?**

☐ 2016	☐ 2021
☐ 2017	☐ 2022
☐ 2018	☐ 2023
☐ 2019	☐ 2024
☐ 2020	☐ Not known

ⓘ **CIP10** **Is this child repeating this grade/year?**

- ☐ Yes
- ☐ No

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Preliminary questions

ⓘ **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

ⓘ **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**

P3a **Is this Aboriginal and Torres Strait Islander Cultural Consultant an employee of the education sector?**

- ☐ Yes
- ☐ No
- ☐ Don't know

P3 **What is their job title? 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)	☐ Teacher
☐ Assistant Teacher (AT)	☐ Don't know

☐ Other (please specify)

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)

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Background Information

ⓘ ⚐	**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.

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Background Information (continued)

ⓘ	BI1a	**What medical diagnosis (or diagnoses) qualifies this child as Special Needs? Please select all that apply**
		☐ Anaphylaxis
		☐ Asthma
		☐ Attention Deficit Hyperactive Disorder (ADHD)
		☐ Autism spectrum disorder (ASD) (formerly known as Autism or Aspergers)
		☐ 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)

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Background Information (continued)

BI2 Is this child considered ESL (English as a second language)?*

- ☐ Yes
- ☐ No

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)

Traditional Aboriginal languages	Other languages

BI3a Can this child adequately communicate in this language?

- ☐ Yes
- ☐ No
- ☐ Don't know ➔ **GO TO BI3c**

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)

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Background Information (continued)

ⓘ **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)

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?**

☐ No

☐ Yes, Preparatory and Grade/Year 1

☐ Yes, Preparatory, Grade/Year 1 and Grade/Year 2

☐ Yes, other

ⓘ **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)

ⓘ **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	☐	☐

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Background Information (continued)

ⓘ	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)	☐	☐
		Advanced diploma / diploma	☐	☐
		Bachelor degree or above	☐	☐
		No post-school qualification	☐	☐
		Not known	☐	☐

ⓘ **BI6** **Has this child been in class for one month or more?***

☐ Yes ➔ **GO TO A1**

☐ No

ⓘ **BI6a** **Do you feel you can make an accurate assessment of this child?**

☐ Yes ➔ **GO TO A1**

☐ No

ⓘ **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

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ⓘ 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)	☐	☐	☐

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ⓘ Section A – Physical Wellbeing (continued)

		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	☐	☐	☐	☐
ⓘ	A9	ability to manipulate objects	☐	☐	☐	☐
ⓘ	A10	ability to climb stairs	☐	☐	☐	☐
ⓘ	A11	level of energy throughout the school day	☐	☐	☐	☐
ⓘ	A12	overall physical development	☐	☐	☐	☐
ⓘ	A13	daily personal hygiene	☐	☐	☐	☐

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ⓘ 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
ⓘ	B1	ability to use language effectively in English	☐	☐	☐	☐

B1a to B1d is for children of Aboriginal or Torres Strait Islander descent.

Others ➔ GO TO B2

ⓘ		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)	☐	☐	☐	☐	☐
	B1b	Creole	☐	☐	☐	☐	☐
	B1c	Traditional Aboriginal or Torres Strait Islander language	☐	☐	☐	☐	☐
	B1d	Other indigenous language	☐	☐	☐	☐	☐

		How would you rate this child's:	Very good / good	Average	Poor / very poor	Don't know
ⓘ	B2	ability to listen in English	☐	☐	☐	☐
ⓘ	B3	ability to tell a story	☐	☐	☐	☐
ⓘ	B4	ability to take part in imaginative play	☐	☐	☐	☐
ⓘ	B5	ability to communicate own needs in a way understandable to adults and peers	☐	☐	☐	☐
ⓘ	B6	ability to understand on first try what is being said to him/her	☐	☐	☐	☐
ⓘ	B7	ability to articulate clearly, without sound substitutions	☐	☐	☐	☐

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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)	☐	☐	☐
ⓘ	B9	is generally interested in books (pictures and print)	☐	☐	☐
ⓘ	B10	is interested in reading (inquisitive/curious about the meaning of printed material)	☐	☐	☐
ⓘ	B11	is able to identify some letters of the alphabet	☐	☐	☐
ⓘ	B12	is able to attach sounds to letters	☐	☐	☐
ⓘ	B13	is showing awareness of rhyming words	☐	☐	☐
ⓘ	B14	is able to participate in group reading activities	☐	☐	☐
ⓘ	B15	is able to read simple words	☐	☐	☐
ⓘ	B16	is able to read complex words	☐	☐	☐
ⓘ	B17	is able to read simple sentences	☐	☐	☐
ⓘ	B18	is experimenting with writing tools	☐	☐	☐
ⓘ	B19	is aware of writing directions in English (left to right, top to bottom)	☐	☐	☐
ⓘ	B20	is interested in writing voluntarily (and not only under the teacher's direction)	☐	☐	☐
ⓘ	B21	is able to write his/her own name in English	☐	☐	☐
ⓘ	B22	is able to write simple words	☐	☐	☐

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Section B – Language and Cognitive Skills (school based) 3

		Would you say that this child:	Yes	No	Don't know
ⓘ	B23	is able to write simple sentences	☐	☐	☐
ⓘ	B24	is able to remember things easily	☐	☐	☐
ⓘ	B25	is interested in mathematics	☐	☐	☐
ⓘ	B26	is interested in games involving numbers	☐	☐	☐
ⓘ	B27	is able to sort and classify objects by a common characteristic (e.g. shape, colour, size)	☐	☐	☐
ⓘ	B28	is able to use one-to-one correspondence	☐	☐	☐
ⓘ	B29	is able to count to 20	☐	☐	☐
ⓘ	B30	is able to recognise numbers 1-10	☐	☐	☐
ⓘ	B31	is able to say which number is bigger of the two	☐	☐	☐
ⓘ ⚐	B32	is able to recognise geometric shapes (e.g. triangle, circle, square)	☐	☐	☐
ⓘ	B33	understands simple time concepts (e.g. today, summer, bedtime)	☐	☐	☐
ⓘ	B34	demonstrates special numeracy skills or talents	☐	☐	☐
ⓘ ⚐	B35	demonstrates special literacy skills or talents	☐	☐	☐
ⓘ	B36	demonstrates special skills or talents in arts	☐	☐	☐
	B37	demonstrates special skills or talents in music	☐	☐	☐
ⓘ	B38	demonstrates special skills or talents in athletics/dance	☐	☐	☐
	B39	demonstrates special skills or talents in problem-solving in a creative way	☐	☐	☐
	B40	demonstrates special skills or talents in other areas	☐	☐	☐

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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	☐	☐	☐	☐
ⓘ	C2	ability to get along with peers	☐	☐	☐	☐

ⓘ		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	☐	☐	☐	☐
ⓘ	C4	is able to play with various children	☐	☐	☐	☐
ⓘ	C5	follows rules and instructions	☐	☐	☐	☐
	C6	respects the property of others	☐	☐	☐	☐
ⓘ	C7	demonstrates self-control	☐	☐	☐	☐
ⓘ 🚩	C8	demonstrates respect for adults	☐	☐	☐	☐
ⓘ	C9	demonstrates respect for other children	☐	☐	☐	☐
ⓘ	C10	accepts responsibility for actions	☐	☐	☐	☐
	C11	listens attentively	☐	☐	☐	☐
ⓘ	C12	completes work on time	☐	☐	☐	☐
	C12a	can complete tasks if given additional time	☐	☐	☐	☐

		Would you say that this child:	Often or very true	Sometimes or somewhat true	Never or not true	Don't know
	C13	works independently	☐	☐	☐	☐
	C14	takes care of school materials	☐	☐	☐	☐
	C15	works neatly and carefully	☐	☐	☐	☐
ⓘ 🚩	C16	is curious about the world	☐	☐	☐	☐
ⓘ	C17	is eager to play with a new toy	☐	☐	☐	☐
	C18	is eager to play with a new game	☐	☐	☐	☐
ⓘ	C19	is eager to play with/read a new book	☐	☐	☐	☐

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Section C – Social and Emotional Development 2

ⓘ			Would you say that this child:	Often or very true	Sometimes or somewhat true	Never or not true	Don't know
ⓘ		C20	is able to solve day-to-day problems by him/herself	☐	☐	☐	☐
ⓘ		C21	is able to follow one-step instructions	☐	☐	☐	☐
ⓘ		C22	is able to follow class routines without reminders	☐	☐	☐	☐
		C23	is able to adjust to changes in routine	☐	☐	☐	☐
ⓘ	⚐	C24	answers questions showing knowledge about the world (e.g. leaves fall in autumn, apple is fruit, dogs bark, etc.)	☐	☐	☐	☐
		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)	☐	☐	☐	☐
ⓘ		C26	will try to help someone who is hurt	☐	☐	☐	☐
		C27	volunteers to help clear up a mess someone else has made	☐	☐	☐	☐
ⓘ	⚐	C28	if there is a quarrel or dispute will try to stop it	☐	☐	☐	☐
ⓘ		C29	offers to help other children who have difficulty with a task	☐	☐	☐	☐
ⓘ		C30	comforts a child who is crying or upset	☐	☐	☐	☐
ⓘ		C31	spontaneously helps to pick up objects which another child has dropped (e.g. pencils, books)	☐	☐	☐	☐
ⓘ		C32	will invite others to join in a game	☐	☐	☐	☐
ⓘ		C33	helps others who are feeling sick	☐	☐	☐	☐

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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	☐	☐	☐	☐
ⓘ	C35	bullies or is mean to others	☐	☐	☐	☐
ⓘ	C36	kicks, bites, hits other children or adults	☐	☐	☐	☐
	C37	takes things that do not belong to him/her	☐	☐	☐	☐
ⓘ	C38	laughs at other children's discomfort	☐	☐	☐	☐
ⓘ	C39	can't sit still, is restless	☐	☐	☐	☐
ⓘ	C40	is distractible, has trouble sticking to any activity	☐	☐	☐	☐
	C41	is disobedient	☐	☐	☐	☐

		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	☐	☐	☐	☐
ⓘ	C43	is impulsive, acts without thinking	☐	☐	☐	☐
ⓘ	C44	has difficulty awaiting turn in games or groups	☐	☐	☐	☐
ⓘ	C45	cannot settle to anything for more than a few moments	☐	☐	☐	☐
ⓘ	C46	is inattentive	☐	☐	☐	☐
ⓘ	C47	seems to be unhappy, sad or depressed	☐	☐	☐	☐
	C48	appears worried	☐	☐	☐	☐
	C49	cries a lot	☐	☐	☐	☐
	C50	is nervous, highly strung or tense	☐	☐	☐	☐
ⓘ	C51	is incapable of making decisions	☐	☐	☐	☐

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ⓘ 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
ⓘ	D1	physical disability	☐	☐	☐	☐
	D2	visual impairment	☐	☐	☐	☐
	D3	hearing impairment	☐	☐	☐	☐
ⓘ	D4	speech/language impairment	☐	☐	☐	☐
ⓘ	D5	learning disability	☐	☐	☐	☐
ⓘ	D6	emotional problem	☐	☐	☐	☐
ⓘ	D7	behavioural problem	☐	☐	☐	☐
	D8	home environment/problems at home	☐	☐	☐	☐
ⓘ	D9	trauma, isolation or difficulties associated with resettlement	☐	☐	☐	☐

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ⓘ Section D – Emerging Needs (continued)

			Yes	No	Don't know
ⓘ	D10	**Apart from the medical diagnosis qualifying the child as Special Needs from BI1a, does the child have any other specific condition?**	☐	☐	☐

Please base your answer on medical diagnosis or parent / guardian / Aboriginal and Torres Strait Islander Cultural Consultant information

Please select all that apply

- ☐ Anaphylaxis
- ☐ Asthma
- ☐ Attention Deficit Hyperactive Disorder (ADHD)
- ☐ Autism spectrum disorder (ASD) (formerly known as Autism or Aspergers)
- ☐ Cerebral palsy
- ☐ Diabetes
- ☐ Down syndrome
- ☐ Dyslexia
- ☐ Dyspraxia
- ☐ Eczema / Dermatitis
- ☐ Epilepsy
- ☐ Foetal Alcohol Spectrum Disorder (FASD)
- ☐ Leukaemia
- ☐ Otitis media
- ☐ Spina bifida
- ☐ Anxiety
- ☐ Cleft Palate
- ☐ Coeliac / Celiac
- ☐ Cystic Fibrosis
- ☐ Fragile X
- ☐ Global Developmental Delay/PDD-NOS
- ☐ Hydrocephalus
- ☐ Muscular Dystrophy
- ☐ Neurofibromatosis
- ☐ Oppositional Defiance Disorder
- ☐ Perthes Disease
- ☐ Selective mutism
- ☐ Other (please specify)

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ⓘ **D11** **Do you feel the child needs further assessment?**

☐ Yes (please specify)

☐ No

☐ Don't know

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ⓘ 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)

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ⓘ 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**
ⓘ	E3a	Long Day Care	☐	☐	☐	☐	☐
ⓘ	E3b	Family Day Care	☐	☐	☐	☐	☐
ⓘ	E3c	Grandparent	☐	☐	☐	☐	☐
ⓘ	E3d	Other relative	☐	☐	☐	☐	☐
ⓘ	E3e	Nanny	☐	☐	☐	☐	☐
ⓘ	E3f	Other (includes friend or neighbour)	☐	☐	☐	☐	☐

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ⓘ 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

		Would you say that this child:	**Very true**	**Some-what true**	**Not true**	**Don't know**
	E5	is making good progress in adapting to the structure and learning environment of the school	☐	☐	☐	☐
ⓘ	E6	has parents(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning	☐	☐	☐	☐
ⓘ	E7	is regularly read to/encouraged in his/her reading at home as far as you can tell	☐	☐	☐	☐

ⓘ E8 Additional comments about child's development

TIME TAKEN (MINUTES)

FULL TEACHER NAME

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

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.

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Appendix 8: School Frame Specifications

An Australian Government Initiative

Australian Early Development Census

AEDC 2024 school frame specifications

20 October 2023

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 2024 census will be the sixth collection. In each of the previous collections more than 95 per cent of schools with children in their **first year of full-time school** participated in the AEDC.

The Australian Government and state and territory governments are working in partnership with various organisations, including Catholic schools and Independent schools to deliver 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 2024 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 as part of awareness building communications activities relating to the upcoming 2024 census
- 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 mail paper copy materials to schools ahead of the collection, so that schools can undertake detailed preparation for AEDC data collection, which commences in May 2024
- 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 2024 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 2024. This may be defined as schools which currently have at least one child in Y1-1 in 2023 or have had at least one child in Y1-1 in either of the previous two school years (2021 and 2022), or (based on planning / available enrolment data for 2024 held in jurisdictional administrative databases) will have at least one child in Y1-1 in 2024.

It is acknowledged that definitive information about actual school scope status for the 2024 AEDC may not become available until after relevant enrolment information is fully processed (March 2024 - May 2024, varies by jurisdiction). However, for efficiency of census administration, it is important that materials are distributed to all schools which are *potentially* in-scope for the 2024 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 and jurisdictional school and campus identifiers. This information must be sourced from jurisdictional records. Therefore, as in previous collections, we prefer to seek the full school frame from jurisdictions.

1. School frame schedule

Whilst details relating to awareness building communications and distribution methods for school materials are not yet decided for Cycle 6, it is likely that these activities will span several months, from November 2023 to February/March 2024.

For Cycle 6, the Social Research Centre requests jurisdictional data managers to provide **two school frame extracts**, to the agreed specification, between November and February. The reason for the repeated extract 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.

If jurisdictions have an alternative date at which important information we collect gets updated (e.g. enrolment numbers to confirm scope status, or principal contact details) we would like to request this information be provided to the Social Research Centre when it becomes available, in addition to providing the two extracts.

Table 1 below sets out the proposed schedule for school frame-related activity. This has been subject to consultations with jurisdictional data managers.

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 in November, the Social Research Centre will seek to append historical participation information to the frame and resolve any resulting queries with jurisdictional data managers and STCs. We ask that you make yourself available for this query resolution phase. In November/December there will likely be two rounds of query resolution:

- Queries related to the school frame data provided in your extract (within a few days of providing your extract)
- Queries related to matching your schools with those who have previously participated in the AEDC (in late November/December).

Table 1 School frame schedule

Activity	Date
Final school frame specifications disseminated	20 October 2023
School frame to support email communications	**20 November 2023**
Historical AEDC school participation information appended (SRC) / query resolution	4 – 23 December 2023
School frame to support email and paper copy communications	**21 February 2024**
School frame loaded into the data collection system (SRC)	4 March 2024

2. School frame data element list

Table 2 lists the items to be included in the school frame.

These items are grouped into three types 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 email communications to schools in November and February and matching to historical AEDC school participation

Type B – these items are required to support paper based communications (using mailing address) and for loading into the data collection system. If these items are available in November 2023 we suggest you provide them and then provide an updated file in February 2024.

Type C – these items are to be provided by the State and Territory Coordinators (STCs) in consultation with jurisdictional data manager and other stakeholders, based on local knowledge and operational requirements. It is recognised that some items may not be known in advance (e.g. Head Campus Participation – where a multi-campus school chooses to conduct the AEDC through head campus) and can be left blank. 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 'not in 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. Reporting 1 and Reporting 2 variables are important to consider as they flow through to AEDC reporting products for your state/territory.

For completeness, it is preferable to provide the data file with all the data items included even if the data is not available for some items. Table 2 lists the items to be included in the school frame.

Table 2 School frame elements

Type	Description	Field name
A	Flags schools which are in scope for AEDC Cycle 6	InScope
A	Jurisdictional campus identifier	JCampusID
A	Jurisdictional campus name	JCampusName
A	Flags campus is head campus	HeadCampus
A	School sector	Sector
A	School Location State	LocationState
A	School Email address	SchoolEmail
A	Principal's first name	PrincipalFirstName
A	Principal's last name	PrincipalLastName
A	Principal Email address	PrincipalEmail
A	Australian Government Location AGEID	LocationAGEID
A	Australian Government Campus AGEID	CampusAGEID
A	Australian Government School AGEID	SchoolAGEID
A	School Location Address	LocationAddress
A	School Location - town or suburb	LocationLocation
A	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)	Children24
C	New school opened after 1 Jan 2022	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	NonPartReason
C	Flags AEDC participation through head campus	HeadCampusPart
C	Flags AEDC communications to head campus only	HeadCampusComms
C	Flags head campus is an administration only campus	AdminCampusonly
C	Reporting level 1	Reporting1
C	Reporting level 2	Reporting2
C	Reporting level 3	Reporting3
C	School Australian Business Number (ABN)	SchoolABN
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 2024). If it becomes definitive that they don’t have any children enrolled in Y1-1 in 2024 their scope status should be changed to “not in scope”. A school could be identified as not in scope at the time of generating the school frame, or during data collection.

Schools that are not in scope are not counted in the denominator for the jurisdictional school participation target.

Jurisdictional campus identifier

It is understood that some jurisdictions use their own unique identifiers for individual campuses, and others use the Australian Government Location AGEID. 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.

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. It must not be left blank.

Reason why not in scope

As noted above, it is important that all schools which are *potentially* in-scope for the 2024 AEDC are included on the school frame.

Pre-coded reasons why a school is not in scope may include no children in Y1-1, school closed, school merged, other.

Non-participating in-scope school flag (school refusal) and reason for non-participation

Schools which are in scope and decline to participate are to be flagged and a reason for non-participation recorded.

STCs are to record a reason for non-participation – this information provides valuable insight into possible strategies to address school non-participation.

Reporting level 1

A STC / jurisdictional defined sub-sector classification that is used for progress monitoring and will be included in the state and territory AEDC data outputs. 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 / jurisdictional defined sub-sector classification that is used for progress monitoring and will be included in the state and territory AEDC data outputs, such as ‘school region’ or other classification, or left blank.

Reporting level 3

A third STC / jurisdictional defined sub-sector classification that can be used where required in AEDC data outputs. Note: reporting level 3 will not be used in the data collection system for progress monitoring. If not required, please leave 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 instead of at each individual campus.

AEDC communications to head campus only

Flags an individual campus of a multi-campus school, where AEDC communications are to be mailed to the head campus. Some multi-campus schools choose to administer the AEDC through the individual campuses, but require AEDC communications to be directed to the head campus.

Administration campus only

Flags a campus of a multi-campus school as an ‘administration only’ campus and does not have any enrolments of its own. It is included on the School Frame only for the purpose of hosting the AEDC centrally and should be “in-scope” for the purposes of hosting the AEDC centrally. Leave blank if this does not apply to your jurisdiction or campuses.

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.

Where the STC knows up front or learns after start of data collection that several schools use a centralised bank account, these bank details can be provided and "bank account lock" should be filled to prevent the school updating these details.

5. Data file preparation prior to uploading

It is the responsibility of each State and Territory to 'format, check and clean' their school list(s) before forwarding them to the Social Research Centre.

To ensure data files meet the requirements for processing purposes, please follow the steps below.

1. Perform the key school frame checks as shown in Section 6 (below) to ensure that the completed data file does not contain any of the common types of data errors.
2. Provide the data files in either Excel, CSV or tab-delimited text format.
3. If you are providing school frame data for more than one sector, it is preferable that you provide this data in one single file and ensure that the variable for "School sector" is accurately recorded.
4. Use the following file naming convention for each completed file:

   2024_AEDC_SCHOOL_FRAME_[STATE]_[SECTOR]_[REGION]

   For example:

   A file containing all sectors within a State:
   2024_AEDC_SCHOOL_FRAME_WA

   A file containing one of the three sectors:
   2024_AEDC_SCHOOL_FRAME_SA_GOVT

   A file containing a region within a sector:
   2024_AEDC_SCHOOL_FRAME_NSW_CATHOLIC_LISMORE
5. Uploading your data via Secure file exchange

   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.

If you have any questions about the AEDC School Frame, please contact Liz Ernst at the Social Research Centre – Liz.Ernst@srcentre.com.au or call 0419 734 179.

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 2024 AEDC.

Table 3 Key school frame data checks

Item	*Checks*	*Comments*
1	Each row of data must include the minimum information, as defined by the Type A items listed in Table 2	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 should also be provided in November 2023 where they are available, but they are not required until February 2024.
2	Essential information is not missing. In particular, the following fields must not be left blank: • PrincipalEmail • LocationAGEID • SchoolAGEID • JCampusID • JSchoolName	LocationAGEID: This field should not be left blank, except in the case of new campuses that may not yet have an Aus Gov Location ID assigned yet.
3	Only one row of data per campus/school	Each row of data should correspond to one unique campus (in the case of multi-campus schools) or school.
4	a) Format type for each variable (or column) is consistent for each file. b) The length of field values does not exceed the specified variable length in the data dictionary.	Ensure the formatting of data is uniform throughout the file for each variable or column.
5	Incomplete ID	Ensure leading zeros in the ID columns are **not** removed (format the column as 'text').
6	Special characters used	Remove all special characters such as %, #, $, *, @

7	Each piece of information is not reliant on another field(s) or records.	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.
8	Dropping leading 0’s	Ensure leading 0’s are retained.
9	Supplementary (or additional information) are not left incomplete.	Please ensure that supplementary variables are completed as necessary. For example, if a school is “not in scope” then Reason why not in scope must also be provided.
10	Include all the variables for Type A, Type B, and Type C in the data file, even if data are not available for some.	Including all the variables into the data file will reduce the need to align variables and will greatly assist in the data merging at the analysis stage. **If the variables are empty, then just leave the content of the column(s) blank.**
11	Column names and their placement order in the data file are exactly as specified in the data dictionary.	Having the variables in the correct order will reduce the need to re-organise them during data processing stage.

Appendix 9: Pre-population specifications

An Australian Government Initiative

Australian Early Development Census

AEDC 2024 pre-population specifications

November 2023

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2. Child first name (FirstName) 13
3. Child last name (LastName) 14
4. Australian Government School AGEID (SchoolAGEID) 15
5. Australian Government Location AGEID (LocationAGEID) 16
6. Jurisdictional Campus identifier (JCampusID) 17
7. School name (SchoolName) 18
8. School address suburb or town (SchoolSuburb) 19
9. School address State (SchoolState) 20
10. Child date of birth (DOB) 21
11. Class identifier (ClassID) 22
12. Child Address First Line (Address1) 23
13. Child Address Second Line (Address2) 24
14. Suburb or town of residence (SuburbTown) 25
15. State of residence (State) 26
16. Postcode of residence (Postcode) 27
17. Aboriginal community number (ACN) 28
18. Child Aboriginal and/or Torres Strait Islander status (ATSI) 29
19. Child gender (Gender) 30
20. Child speaks language other than English at home (LOTE) 31
21. Child country of birth (Country) 32
22. Child repeating year (Repeat) 33
23. Child in multi-year Class (ClassTypeA_1) 34
24. Child middle name (MiddleName) 35
25. School level completed by the first parent or carer (Parent1Ed1) 36
26. Non-school qualification of the first parent or carer (Parent1Ed2) 37
27. School level completed by the second parent or carer (Parent2Ed1) 38
28. Non-school qualification of second parent or carer (Parent2Ed2) 39
29. Year of arrival in Australia (YearArrival) 40
30. Preschool or Kindergarten program prior to school (Preschool) 41
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32. Preschool or Kindergarten Setting (PreschoolSetting) 43
33. Postcode of Preschool or Kindergarten (PreschoolPostcode) 44

34. Child is considered to have English as a second language (ESL) 45
35. Gender of first parent or carer (Parent1Gender) 46
36. Gender of second parent or carer (Parent2Gender) 47
37. Occupation group of first parent or carer (Parent1Occup) 48
38. Occupation group of second parent or carer (Parent2Occup) 49
39. Country of birth of first parent or carer (Parent1Country) 50
40. Refugee status of child (RefugeeStatus) 51
41. Custody or court order flag (Custody) 52
42. Shared care flag (SharedCare) 53
43. Previous school name (PreviousSchool) 54
44. Previous school last date (PreviousSchoolEnd) 55
45. Previous school state (PreviousSchoolState) 56

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 2024 census will be the sixth collection. In each of the previous collections more than 95 per cent of children in their first year of full-time school participated in the AEDC.

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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 2024 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 AEDC.

Items for pre-population in Cycle 6 are listed in Section 5 of this document.

The 11 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 need to 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 2023 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 https://www.oaic.gov.au/privacy/privacy-legislation/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 1 May 2024, 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 28 March 2024**.

Table 1 Pre-population schedule

Activity	Date
Draft pre-population specifications disseminated	15 September 2023
Consultation with jurisdictional data managers and feedback	Mid-late September 2023
Final pre-population specifications disseminated	20 October 2023
Pre-population information provision	**Progressive to 28 March 2024**
Pre-population information processing	Progressive to 24 April 2024
AEDC system live with pre-populated information	26 April 2024
AEDC data collection period starts	1 May 2024
AEDC data collection period finishes	31 July 2024

4. Data file preparation prior to uploading

It is the responsibility of each State and Territory to 'format, check and clean' their lists before forwarding them to the Social Research Centre.

To ensure data files meet the requirements for processing purposes, please follow the steps below.

1. Perform the key pre-population data checks as shown in Section 5 (below) to ensure that the completed file does not contain any common file errors.
2. Provide the data files in either Excel, CSV or tab-delimited text format.
3. Use the following file naming convention for each completed file:

   2024_AEDC_[STATE]_[SECTOR]_[REGION]

   For example:

   A file containing all sectors within a State:
   2024_AEDC_WA

   A file containing one of the three sectors:
   2024_AEDC_SA_GOVT

   A file containing a region within a sector:
   2024_AEDC_NSW_CATHOLIC_LISMORE

   A file containing a single school:
   2024_AEDC_NSW_NEWINGTON
4. Uploading your data via 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.

If you have any questions about AEDC Pre-population, please contact Liz Ernst at the Social Research Centre – Liz.Ernst@srcentre.com.au or call 0419 734 179.

For further information about the AEDC generally, please contact your AEDC State and Territory Coordinator.

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 2024 AEDC.

Please ensure that these issues are addressed in the files submitted for your jurisdiction.

Table 2 Key pre-population data checks

Item	*Common issues*	*Comments*
1.	Essential information is missing	Please ensure all information requested for core items 1 to 11 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.
14.	Not all variables are included in the data file,	Include all the variables in the data file even if the variables are empty - just leave the content of the column(s) blank.
15.	Column order / column names are not the same as specified in Table 3 in the specification document.	Having the variables in the correct order will reduce the need to re-organise them during data processing stage.

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 11** are priority items and the minimum requirement for pre-population.

The child residential address information in column numbers **12 to 17** are **highly desirable** and will significantly improve the overall efficiency of completion of the AvEDI.

The items in column numbers **18 to 45** 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 **35 –45** are supplementary variables included for analysis purposes only and are not asked as part of the AvEDI.

Table 3 Pre-population items for the 2024 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 AGEID	SchoolAGEID
	5	Aus Govt location AGEID	LocationAGEID
	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
	11	Class identifier	ClassID
Address (highly desirable)	12	Child Address First Line	Address1
	13	Child Address Second Line	Address2
	14	Suburb or town of residence	SuburbTown
	15	State of residence	State
	16	Postcode of residence	Postcode
NT only	17	Aboriginal community number (NT)	ACN
Other (desirable)	18	Child Aboriginal and/or Torres Strait Islander status	ATSI
	19	Child gender	Gender
	20	Child speaks LOTE at home	LOTE
	21	Child country of birth	Country
	22	Child repeating year	Repeat
	23	Child is in multi-year class	ClassTypeA_1
	24	Child middle name	MiddleName
	25	School level completed by first parent or carer	Parent1ED1
	26	Non-school qualification of first parent or carer	Parent1ED2
	27	School level completed by second parent or carer	Parent2ED1
	28	Non-school qualification of second parent or carer	Parent2ED2
	29	Year of arrival in Australia	YearArrival

Continued next page

Table 3 Pre-population items for the 2024 AEDC (continued)

Priority	Column	Description	Field name
Other (desirable) *continued.*	30	Preschool or Kindergarten program prior to school	Preschool
	31	Preschool or Kindergarten Dose	PreschoolDose
	32	Preschool or Kindergarten Setting	PreschoolSetting
	33	Postcode of Preschool or Kindergarten	PreschoolPostcode
	34	Child considered ESL (English as a second language)	ESL
Supplementary analysis variables (desirable)	35	Gender of first parent or carer	Parent1Gender
	36	Gender of second parent or	Parent2Gender
	37	Parental occupation group of first parent or carer	Parent1Occup
	38	Parental occupation group of second parent or carer	Parent2Occup
	39	Country of birth of first parent or carer	Parent1Country
	40	Refugee status of child	RefugeeStatus
	41	Custody or court order flag	Custody
	42	Shared care flag	SharedCare
	43	Previous school name	PreviousSchool
	44	Previous school last date	PreviousSchoolEnd
	45	Previous school State	PreviousSchoolState

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 represent the details for only one 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 AGEID (SchoolAGEID)

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

- Provide a valid Australian Government School AGEID rather than a state or jurisdiction identifier.
- This field must not be blank.

Field format

Value	Description
Length	5
Type	Alphanumeric
Justification	Right
Fill character	Space

Field value

Value	Description
1 - 99999	A valid Australian Government school identifier

AEDC reference:

The Australian Government 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.

5. Australian Government Location AGEID (LocationAGEID)

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

- Provide a valid Australian Government Location AGEID rather than a state or jurisdiction identifier.
- This field must not be blank.

Field format

Value	Description
Length	5
Type	Alphanumeric
Justification	Right
Fill character	Space

Field value

Value	Description
1 - 99999	A valid Australian Government location code

AEDC reference:

The Australian Government 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

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	Left
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 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

- 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 2018 to 2020.
- 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	Num (YYYYMMDD)
Justification	Right
Fill character	Leading zero

Field value

Value	Description
2018	Year - 1st four digits (e.g. 2018)
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. 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.
- This field must not be left blank.

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.

12. 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.

13. 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.

14. 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

- The combination of data in the *Postcode of residence* and the *Suburb or town of residence* 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.

15. 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

- 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.

16. 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

- 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.

17. Aboriginal community number (ACN)

Data element description

The Aboriginal community number is a remote area classification used by the Northern Territory government[1].

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/

18. Child Aboriginal and/or Torres Strait Islander status (ATSI)

Data element description

A student is considered to be an Aboriginal and/or Torres Strait Islander student if they identify 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. A student who identifies as a First Nations student is also considered to be Aboriginal and/or Torres Strait Islander origin.

File

Pre-population table

Purpose

To pre-populate Item P1 in Preliminary questions section of the AvEDI.

Instructions

Aligns with ACARA Data Standards Manual (2022 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?

19. 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 (2022 edition).

There are two options for how you can provide this data, please use the option that best suits how the data is held in your administrative system.

Field format (s)

Value	Description
Length	1
Type	Numeric
Justification	None
Fill character	None

Field value

OPTION 1

Value	Description
1	Male
2	Female
9	Another term/Non-binary/not stated/inadequately described

OPTION 2

Value	Description
1	Male
2	Female
3	Another term/Non-binary
4	Not stated/inadequately described

AEDC reference:

Item CIP1
Child's gender.

20. Child speaks language other than English 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 (2022 edition) 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?

21. 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

- 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
- 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?

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 in multi-year Class (ClassTypeA_1)

Data element description

A multi-year class is one that includes students of various ages, abilities, and school year levels.

File

To pre-populate Item BI4a in the AvEDI.

Purpose

To identify if the child is in a multi-year class.

Instructions

- 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	Yes
0	No

AEDC reference:

Item BI4a

Is this a multi-year class?

24. 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

- 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:

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.

As the child's middle name is required only for administrative purposes, it will not appear on the class list created by the teacher.

25. 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 (2022 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 child's parent / carer with the main responsibility for the day to day care of the child?

26. Post-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 (2022 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?

27. 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 (2022 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?

28. Post-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 (2022 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?

29. 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

- Record the year of arrival in YYYY format if the child was born overseas (*Country of birth* > 1).
- Record a value of 9999 if the child was born overseas but the year of arrival is unknown (*Country of birth* > 1101).
- Leave this field blank if the child was born in Australia (*Country of birth* = 1101).

Field format

Value	Description
Length	4
Type	Numeric
Justification	None
Fill character	None

Field value

Value	Description
2000 to 2024	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?

30. 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?

31. Preschool or Kindergarten Dose (PreschoolDose)

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

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?

32. Preschool or Kindergarten Setting (PreschoolSetting)

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

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?

33. Postcode of Preschool or Kindergarten (PreschoolPostcode)

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

- 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	Alphanumeric
Justification	Left
Fill character	Space

Field value

Value	Description
0001-9999	Any valid 4-digit Australia Post postcode.
Blank	Unknown.

AEDC reference:

Item E2c What is the postcode of the preschool / kindergarten program?

34. Child is considered to have English as a second language (ESL)

Data element description

ESL (English as a second language)

File

Pre-population table

Purpose

To pre-populate Item BI2 in the AvEDI.

To identify if the child is considered to have ESL (English as a second language).

Instructions

- 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	Yes
0	No

AEDC reference:

Item BI2 Is this child considered ESL (English as a second language)?

35. 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.

36. 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

- 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.

37. 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 (2022 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.

38. 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 (2022 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.

39. 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

- 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
- 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

40. Refugee status of child (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 Refugee status is not asked as part of the AvEDI.

41. Custody or court order flag (Custody)

Data element description

A flag to denote the child is subject to any custody or court order

File

Pre-population table

Purpose

For analytical purposes only (not collected as part of the AvEDI).

Instructions

- Do not derive this information. Only provide where a flag already exists.
- 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	Yes
Blank	Unknown

AEDC reference:

For inclusion as an analysis variable in complete microdata file.

Note that Custody is not asked as part of the AvEDI.

42. Shared care flag (SharedCare)

Data element description

A flag to denote the child is in any form of a shared parenting arrangement

File

Pre-population table

Purpose

For analytical purposes only (not collected as part of the AvEDI).

Instructions

- Do not derive this information from e.g. parent address information. Only provide where a flag already exists.
- 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	Yes
Blank	Unknown

AEDC reference:

For inclusion as an analysis variable in complete microdata file.

Note that SharedCare is not asked as part of the AvEDI.

43. Previous school name (PreviousSchool)

Data element description

The name of the school at which the child previously attended.

File

Pre-population table

Purpose

Useful in the resolution of duplicate child instruments, where the child has changed schools during the course of the AEDC collection and assessed in different schools

Instructions

- Leave this field blank if the information is not available

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:

Sundry information

44. Previous school last date (PreviousSchoolEnd)

Data element description

Date the child last attended previous school

File

Pre-population table

Purpose

Useful in the resolution of duplicate child instruments, where the child has changed schools during the course of the AEDC collection and assessed in different schools

Instructions

- Components of the date must be in YYYYMMDD format, right justified in each sub-field, with a leading zero if needed.
- If only a year is known report YYYY0000
- Leave this field blank if the information is not available.

Field format

Value	Description
Length	8
Type	Numeric (YYYYMMDD)
Justification	Right
Fill character	Leading zero

Field value

Value	Description
2018	Year - 1st four digits (e.g. 2018)
08	Month - 2nd two digits (e.g. 08)
06	Day - 3rd two digits (e.g. 06)

AEDC reference:

Sundry information

45. Previous school state (PreviousSchoolState)

Data element description

The name of the State of the child's previous school

File

Pre-population table

Purpose

Useful in the resolution of duplicate child instruments, where the child has changed schools during the course of the AEDC collection and assessed in different schools

Instructions

- 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:

Sundry information

Appendix 10: Pre-population summary documentation – data managers

An Australian Government Initiative

Australian Early Development Census

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 2024 census will be the sixth national collection. In each of the previous collections more than 95 per cent of children in their first year of full-time school participated in the AEDC.

The Australian Government and state and territory governments are working in partnership with various organisations, including Catholic schools and Independent schools to deliver 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
- creates a 'child list' for schools doing the collection, rather than inputting them manually.

How is the privacy of pre-populated information managed?

The Special Conditions of the Work Order between the Australian Government Department of Education and the Social Research Centre details the strict privacy rules required by the Privacy Act 1988 and the AEDC's privacy policies to permit the secure transfer of pre-population data into the AEDC data collection system.

If you think you may need to enter into a separate agreement to provide pre-population information, or you would like a copy of the Special Conditions of the Work Order, please contact your AEDC State and Territory Coordinator in the first instance.

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 them 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
Final pre-population specifications disseminated	20 October 2023
Pre-population information provision	**Progressive to 28 March 2024**
Pre-population information processing	Progressive to 24 April 2024
AEDC system live with pre-populated information	26 April 2024
AEDC data collection period starts	1 May 2024
AEDC data collection period finishes	31 July 2024

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 2024 pre-population items different from those pre-populated for the 2021 collection?

Overall, there is little change to the pre-population items required in 2024.

There are a couple of new items:

- Child in a multi-year class
- Child considered ESL (English as a second language)

Multi-year class will be used to pre-populate the item in the AvEDI but it can be left blank if the information is not available.

Where information is provided for 'Child considered ESL', it won't be used to pre-populate the item in the AvEDI in 2024, but the quality of the information obtained from pre-population will be compared with that of the information collected from the AvEDI to determine the potential ability for the item to be pre-populated next collection. If the data for this item is not available or is known to be unreliable, please leave this blank.

There are also a few new 'supplementary analysis' items proposed. These items are not included in the AvEDI and will be collected for analysis purposes only. If the data for these items are not available or is unreliable, please leave these items blank:

- Custody or court order flag
- Shared care flag
- Previous school – name, last date, State.

Historically only New South Wales has been able to provide pre-population information for 'Preschool dose' and 'Preschool setting', however, if other jurisdictions have this information available they can also provide it in 2024.

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.

How to submit your file

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.

What if I have questions

If you have any questions about AEDC Pre-population, please contact Liz Ernst at the Social Research Centre – Liz.Ernst@srcentre.com.au or call 0419 734 179.

For further information about the AEDC generally, please contact your AEDC State and Territory Coordinator.

Appendix 11: Pre-population summary documentation – independent schools

An Australian Government Initiative

Australian Early Development Census

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 2024 census will be the sixth national collection. In each of the previous collections more than 95 per cent of children in their first year of full-time school participated in the AEDC.

The Australian Government and state and territory governments are working in partnership with various organisations, including Catholic schools and Independent schools to deliver 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

- creates a ‘child list’ for schools doing the collection, rather than inputting them manually.

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	22 October 2023
Pre-population information provision	**Progressive until 28 March 2024**
AEDC data collection period starts	1 May 2024
AEDC data collection period finishes	31 July 2024

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 2024 pre-population items different from those pre-populated for the 2021 collection?

Overall, there is little change to the pre-population items required in 2024. There are some minor refinements to align the format of items with the ACARA Data Standards Manual (2022 edition).

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 liz.ernst@srcentre.com.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 12: Post-population of child attendance-related specification

An Australian Government Initiative

Australian Early Development Census

AEDC 2024 post-population specifications for child attendance data

20 October 2023

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3. Options for providing post-population attendance data 5
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Appendix 1 15

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 2024 census will be the sixth collection. In each of the previous collections more than 95 per cent of schools with children in their first year of full-time school participated in the AEDC.

The Australian Government and state and territory governments are working in partnership with various organisations, including Catholic schools and Independent schools to deliver 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 2024 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:

https://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 https://www.oaic.gov.au/privacy/privacy-legislation/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). Either option can be chosen.

Following the 2024 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 jurisdictions/sectors, 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 in Section 4 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 2024 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. All absences are attributed back to the appropriate school where the absence occurred.

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 2024 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 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 **30 September 2024.**

Table 3. Post-population schedule

Activity	Date
Final post-population specifications disseminated	20 October 2023
Data managers to provide trial post-population of attendance data (dummy sample), following either option 1 or 2	**November or December 2023 (send to SRC when available)**
Data managers to confirm commitment to provide post-population attendance data	**4 March 2024**
Social Research Centre to provide data managers with a file of IDs of all children that participated in the 2024 AEDC	6 September 2024
Data managers to append attendance data following either option 1 or 2	**30 September 2024**

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 8 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 9 to 20 if following **option 1** i.e. National Standards OR columns 9 to 13 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 AGEID identifier	LocationAGEID	Numeric	5	
	5	Jurisdictional campus identifier	JCampusID	Alphanumeric	10	
	6	Child first name	FirstName	Alphanumeric	50	
	7	Child last name	LastName	Alphanumeric	50	
	8	Child date of birth	DOB	Numeric	8	
Data managers **Option 1** If any of these codes are not used they can be left blank	9	Actual days in attendance	ActualDays	Numeric	3	0 – 150
	10	Number of possible school days	PossibleDays	Numeric	3	0 - 150
	11	Unexplained / unauthorised absences	Unexplained	Numeric	3	0 - 150
	12	Religious / cultural	Religious	Numeric	3	0 - 150
	13	Parent-approved	Parent	Numeric	3	0 - 150
	14	Medical	Medical	Numeric	3	0 - 150
	15	Disciplinary out of school	Disciplinary	Numeric	3	0 - 150
	16	Behavioural reasons	Behavioural	Numeric	3	0 - 150
	17	Bereavement	Bereave	Numeric	3	0 - 150
	18	Employment	Employ	Numeric	3	0 - 150
	19	Explained other absence	OtherExp	Numeric	3	0 - 150
	20	Detention/Juvenile Justice - not notified	DetentionNN	Numeric	3	0 - 150

Who will provide	Column	Variable label	Variable name	Format	Length	Values
Data managers **Option 2**	9	Total number of days absent	Absent	Numeric	3	0 – 150
	10	Family / cultural obligations	Family	Numeric	3	0 - 150
	11	Illness / injury	Illness	Numeric	3	0 - 150
	12	Other explained reasons	Other	Numeric	3	0 - 150
	13	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	Checks	Comments
1.	Essential information is not missing.	Each record includes the information as defined by the items listed in Table 4, dependent on Option 1 or 2.
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. Data files preparation prior to uploading

It is the responsibility of each State and Territory to 'format, check and clean' their lists before forwarding them to the Social Research Centre.

To ensure data files meet the requirements for processing purposes, please follow the steps below:

1. Perform the key data checks (Section 8) to ensure that the completed file does not contain any common file errors.
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 Table 4, ensuring that column names and column order are followed exactly.
4. Use the following file naming convention for each completed file:

   2024_AEDC_ATTENDANCE_[STATE]_[SECTOR]_[REGION]

   For example:

   A file containing all sectors within a State:
   2024_AEDC_ATTENDANCE_WA

   A file containing one of the three sectors:
   2024_AEDC_ATTENDANCE_SA_GOVT

   A file containing a region within a sector:
   2024_AEDC_ATTENDANCE_NSW_CATHOLIC_LISMORE

5. 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.

If you have any questions about this post-population specification, please contact Liz Ernst at the Social Research Centre – Liz.Ernst@srcentre.com.au or call 0419 734 179.

Appendix 1

Table A1 shows how the *National Standards reasons for absence* will be mapped to the relevant questions in the AvEDI.

It also includes examples of other codes you may hold and how these map to either option 1 or option 2.

Table A1. Mapping of National Standards reasons for absence to A1a to A1d in the AvEDI

Option 2		Option 1		
AvEDI item	**AvEDI description**	**National Standards item**	**National Standards description (absent / included)**	**Alternative codes and how they map**
A1a	Family/cultural obligations – includes ceremonies, funerals (specify days)	B	Religious / cultural absences	
		C	Parent approved absences	Holiday - L, Leave - L (parent approved)
		H	Bereavement	
A1b	Illness/injury (specify days)	D	Medical	Illness - S, Medical Appointment - S, Sick - S
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	Agreed Leave - H.
A1d	Un-explained reasons (specify days)	A	Unexplained / unauthorised absences	Unjustified Absence - A, Absent - unexplained - A. Unauthorised explanation - U.
		P2	Detention/Juvenile Justice/ Suspension/Immigration Detention Centres - not notified	Suspension - E - code here if the school is not notified, Truancy - T.
	National Standards description (present / included)			Present - X
		F	Disciplinary (in school)	
		K	Approved educational activity	Education - H, Excusion - E, Approved Education offsite - I, Structured
		L	Work experience programs	Work Experience - B
		Q	Behaviour centre	
		R	Tutorial centres	
National Standards description ('NA' / excluded)				
		I	School closed	Cancelled Class - F, Not Required - N.
		J	Natural disaster/event	Natural Disaster - L
		O	Exemptions	Exemption - M
		P1	Detention/Juvenile Justice/ Suspension/ Immigration Detention Centres – notified	Suspension - E - code here if the school is notified, Z-Suspension.
		S	Excluded	

Appendix 13: Awareness raising communications – example email (November 2023)

Australian Early Development Census
An Australian Government Initiative

From: helpdesk@aedc.gov.au

To: [PrincipalEmail; SchoolEmail from November school frame sample]

Subject: Important Information: Australian Early Development Census 2024 data collection

Dear Principal,

Every 3 years, Government, Catholic and Independent schools participate in the Australian Early Development Census (AEDC). The AEDC is an Australian Government initiative managed by the Department of Education and delivered in partnership with state and territory governments. It is a nationwide census undertaken to understand early childhood development, providing evidence to support policy and planning for children.

The next AEDC data collection will take place between **1 May 2024 and [insert enddate] 2024**.

Please **click here** to download a poster with key dates for the 2024 data collection. In February 2024, the AEDC team will be in contact again with further information to assist you and your staff to prepare for the 2024 data collection.

Some new features of the AEDC for the 2024 cycle include:

- a School Profile report, immediately available to schools upon completion of the AEDC
- a combined school report for multi-campus schools and individual reports for participating campuses
- a new summary indicator, developmentally on track on five domains (OT5), focusing on children's developmental strengths. This indicator can help identify what is working well to support children's development.

It is important that all schools take part in the AEDC so that data is collected on all Australian children enrolled in [insert Y1-1name], regardless of the school size or school type.

AEDC data collected by schools, including smaller schools, schools catering for children with special needs and schools for First Nations children, helps build a picture of child development and the diverse developmental strengths and challenges children may have across all school settings. The AEDC data is included in school and community profiles, state and national reports. You can learn more about the AEDC at **aedc.gov.au.**

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 a whole.

If you have any queries regarding the AEDC 2024 data collection, please contact the AEDC Helpdesk or your [State/Territory] AEDC Coordinator [insert STC name, stcemail, stcphone number].

Yours sincerely,

The AEDC Team

Helpdesk: **1800 092 548**

Email: **helpdesk@aedc.gov.au**

Appendix 14: Awareness raising communications – example email (February 2024)

Australian Early Development Census
An Australian Government Initiative

From: helpdesk@aedc.gov.au

To: (email address in February school frame)

Subject: Important Information: Australian Early Development Census 2024 data collection

Dear Principal,

Every three years Government, Catholic and Independent schools across Australia participate in the Australian Early Development Census (AEDC). The AEDC is a nationwide census undertaken to understand early childhood development. The AEDC provides evidence to support policy and planning for children. When every school, regardless of size or type, collects AEDC data for a child in their first year of full-time school, they make a vital contribution to a better understanding of early childhood development in Australia.

The 2024 AEDC data collection is approaching fast. The collection will take place between **1 May 2024 and [END DATE] 2024.** Download a key dates poster for this collection.

Also, be on the lookout for your **AEDC School Leader Pack** which will arrive by post in mid-March 2024**.** The AEDC School Leader Pack has all the information you need to register and plan for the AEDC data collection. Further resources will be available to download once the school has registered. These include the AEDC School Coordinator support materials, resources to inform your school community about the AEDC and the AEDC Teacher Training materials.

It is important that schools across all sectors take part in the AEDC. The data captured about each child helps build a picture of child development and the diverse developmental strengths and challenges children may have as they start full-time school. The AEDC data is included in school and community profiles, state and national reports.

To learn more about the AEDC, including how children's privacy is protected, visit **www.aedc.gov.au.**

If you have any queries regarding the 2024 AEDC data collection, please contact the **AEDC Helpdesk** or your **AEDC State and Territory Coordinator** [insert STC name, email, phone number].

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.

Yours sincerely,

The AEDC Team

Helpdesk: **1800 092 548**

Email: **helpdesk@aedc.gov.au**

Appendix 15: Jurisdictional communications (ACT and WA)

Australian Early Development Census
An Australian Government Initiative

ACT Government

ACT AEDC Online Teacher Workshops

Term 1 2024

Dear ACT kindergarten teachers, executive teachers and school leaders,

The 2024 Australian Early Development Census (AEDC) is fast approaching with data collection opening on 1 May and closing on 5 July. The AEDC is a national census that measures early childhood development of children in their first year of full-time school.

Your role in the AEDC is to complete the Australian version of the Early Development Instrument (AvEDI), which is similar to a questionnaire, for each kindergarten child in your class, using a secure online data collection system. Most teachers find participating in the AEDC a valuable exercise that gives them the opportunity to reflect on the needs of children in their class.
To support you in your role of completing the AvEDI for the children in your kindergarten class, we would like to invite you to attend an online ACT AEDC workshop facilitated by the ACT Community Services Directorate and the ACT Education Directorate.

Unconscious Bias Awareness course

Before attending an AEDC workshop, we recommend you complete a **free 30-minute Unconscious Bias Awareness course** for teachers. This is available via NSW Education **pre-survey link** (click or scan red QR code).

What:
Online ACT AEDC workshops for kindergarten teachers, executive teachers, and school leaders

When:
Term 1 2024. There will be four time/day options available:
Week 9 – Monday 25 March (new to AEDC) or Wednesday 27 March (experienced with AEDC)
Week 10 – Tuesday 2 April (new to AEDC) or Thursday 4 April (experienced with AEDC)

ACT AEDC 2024 workshop registration

Time:
All sessions are online **3.30pm - 4.30pm**. To **register** (click or scan blue QR code).

What will be covered:
About the AEDC, tips on planning for the collection and opportunity for questions. Together, the course and workshop are aligned with Australian Professional Standards for Teachers and may be used as teacher-identified hours for TQI registration; completion certificates will be available.

If you have any questions about the AEDC or workshops, visit **ACT AEDC** (click or scan green QR code) or email **aedc@act.gov.au**.

ACT AEDC website

Every teacher has a vital role to play in helping our nation collect the information it needs to support our children. Thank you for contributing to our nationwide census of early childhood development.

With kind regards,

Tracy Power
ACT AEDC Coordinator
aedc@act.gov.au

Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Your ref:
Our ref: D23/1879543
Enquiries:

Dear Principal

In Term 2, 2024 schools across Australia will participate in the sixth Australian Early Development Census (AEDC).

The success of the AEDC is possible through the commitment of all public, Catholic, and Independent schools in Western Australia to provide high quality data for children enrolled in a pre-primary program.

Your school's participation is vital for achieving a well-rounded understanding of how children are developing across the state and will help in understanding the longer-term impact of Covid-19. Without participation from every school, the collected data will not show a complete picture of children's progress in Western Australia.

The AEDC is a significant resource that is used by government, local area services, communities and researchers who work alongside schools to improve developmental outcomes for children.

It provides an important evidence base that school leaders can use to inform early years planning, and which teachers can use to strengthen their curriculum and pedagogical decision making in line with the Western Australian Curriculum, the National Quality Standard and Early Years Learning Framework.

With our combined effort, the information collected by schools will enable the state government to:

- Measure progress against the National Closing the Gap Socio-economic Target 4.
- Monitor and shape state-specific programs and policies aimed at supporting early childhood development.

All schools are required to participate in the census. The AEDC School Leader Pack, and the AEDC School Coordinator and Teacher Resources will provide you and your staff with the information to complete the AEDC.

At all stages of the AEDC data collection and reporting there is a commitment to the privacy of individuals in accordance with Australian Privacy Principles and the *AEDC Data Guidelines.*

We thank you for your contribution to this important national early childhood census.

Yours sincerely

Jim Bell
Deputy Director General
Student Achievement
Department of Education

Chris Massey
Executive Director
Association of
Independent Schools of WA

Wayne Bull
Executive Director
Catholic Education
Western Australia

26 FEB 2024

Appendix 16: Whitelisting Guide

Australian Early Development Census
An Australian Government Initiative

Whitelisting for Cycle 6 AEDC activity

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Background

The Australian Early Development Census (AEDC) is an Australian Government initiative. It measures the developmental progress of children as they start their first year of full-time school and looks at groups of children in the community, not individuals.

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, on a secure data collection system.

Census data is used by early childhood educators and health services, local councils and community groups, schools and governments, to help plan and allocate the right type of services, resources and support for communities.

The Australian Government Department of Education has contracted the Social Research Centre to manage data collection for the 2024 AEDC.

Email activity in support of the AEDC

Email is used as the primary channel for communications with schools for dissemination of awareness building and planning information, registration and data collection-related activity and report dissemination.

Awareness building activities are scheduled to commence from **23 November 2023**, with reporting activity expected to conclude in early/mid 2025. The peak of activity will be during the registration and data collection period from 11 March to 31 July 2024.

The AEDC involves email interaction with the school principal, the AEDC Coordinator nominated by the principal (such as the deputy principal or year coordinator) and teachers of children in Y1-1.

Emails are sent from the AEDC data collection system as part of a range of workflows and from the AEDC Helpdesk for data collection system users seeking support.

Whitelisting and spam mitigation

To ensure that all email correspondence has the best possible chance of being received by the intended recipient, and not treated as spam, jurisdictions and school sectors are advised to follow whitelisting processes outlined overleaf.

Whitelisting queries

Please contact:

Rob Sturgeon
Chief Information Officer
The Social Research Centre
Tel: 03 9236 8500
Email: rob.sturgeon@srcentre.com.au

Whitelisting process

- Allow all mail that originates from a server with a **hostname** that ends in:
  - emdbms.com
  - Best practice to use hostname. If required, current IP ranges for originating servers are: 103.69.164.0/22, 118.127.20.128/25 and 69.169.234.155/29
- Allow emails that contain the following "**return-path**" with domains:
  - mbounces.com
  - aedc.gov.au
- Emails received from addresses from the following domain:
  - aedc.gov.au
- Whitelist the actual email address i.e.
  - helpdesk@aedc.gov.au
- For Office 365 administrators, please direct the emails to "Focused" Inbox tab instead of the "Other" tab
  - See over page for instructions on how to "Configure Focused Inbox".

Configure Focused Inbox – For Office 365 Users Only

Aim:

The purpose of this document is to explain in detail how to ensure all your users receive business- specific email messages on their Focused Inbox from domains, in this example, from srcentre.com.au and aedc.gov.au

Disclaimer:

These and other instructions can be found at Microsoft's support site:

https://support.office.com/en-us/article/Configure-Focused-Inbox-for-everyone-in-your-organization- 613a845c-4b71-41de-b331-acdcf5b6625d

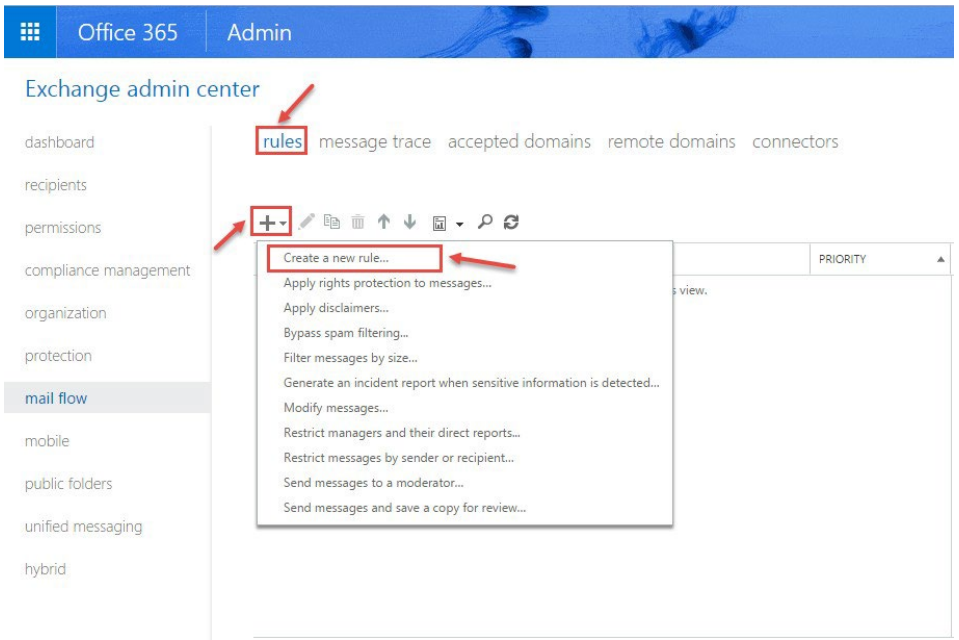
Method 1

Use the UI to create a transport rule to direct email messages to the Focused view for all your users

This example allows all messages from domains "srcentre.com.au" and "aedc.gov.au" to be delivered to the Focus Inbox.

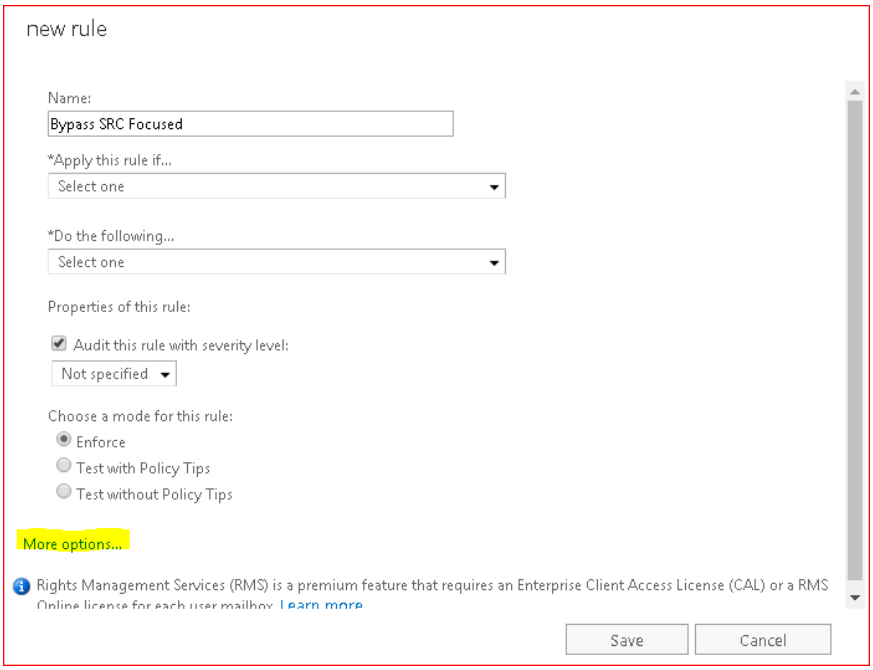
1. Login to https://portal.microsoftonline.com
2. Go to Admin Centers > Exchange > Mail flow > Rules
   - Mail Flow enables you to set rules on the server before the email is delivered to Outlook
   - This is similar to rules using outlook's built in rules

3. Click the + and select Create a new rule



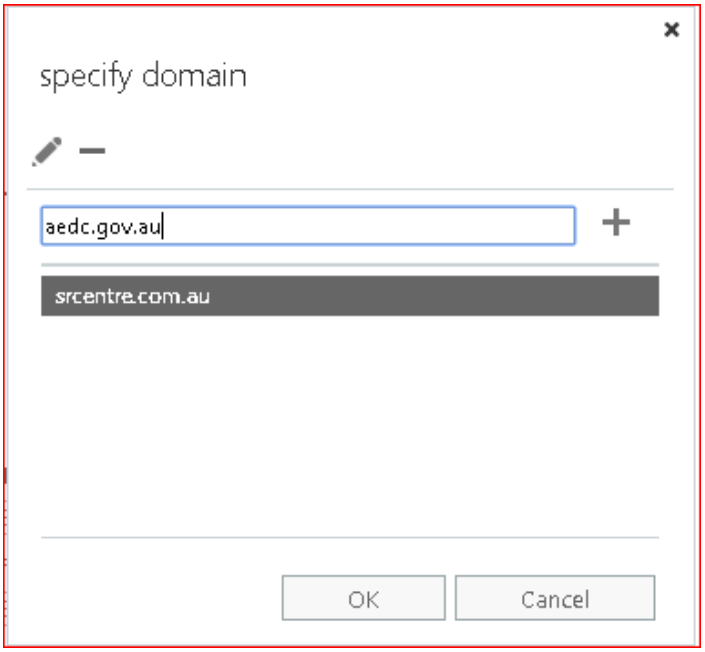
4. Name the rule "Bypass SRC Focused"

5. Click on “more options…”

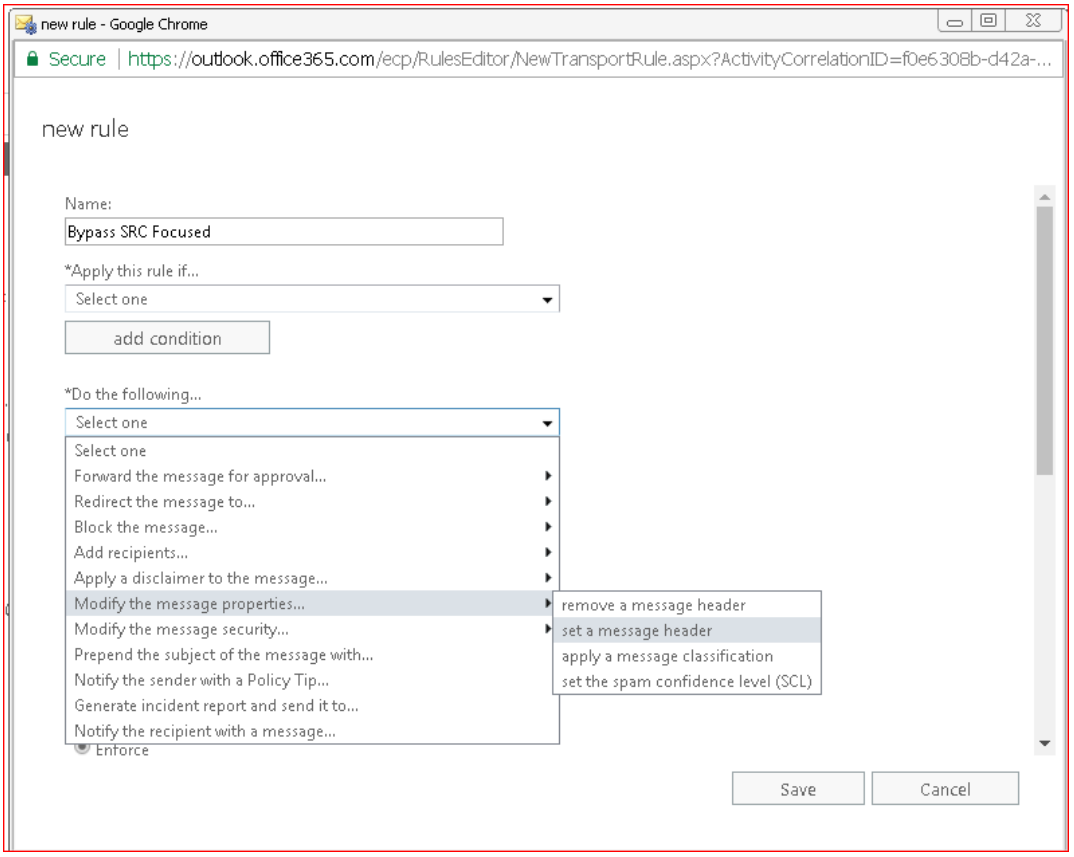


6. Apply this rule if… > The sender… domain is… >

7. Enter the domain name and click on the + to add to the list (example: srcentre.com.au, aedc.gov.au)



8. You can come back to this rule and add domain names for each domain you want to whitelist. There is no need to create additional global rules in Mail Flow for each domain



9. Do the following… > Modify the message properties… > set a message header

10. Under “set the message header”, click on ‘enter text…” and type the following value:
    X-MS-Exchange-Organization-BypassFocusedInbox
    Click on “Enter text…” and type the following value:
    True

    On the auditing drop-down, select ‘medium’.
    - You can select your company’s auditing level standard

11. Check **Stop processing more rules**
12. Click **Save**

new rule

Name:

Bypass SRC Focused

*Apply this rule if...

The sender's domain is... 'aedc.gov.au' or 'srcentre.com.au'

add condition

*Do the following...

Set the message header to this value... Set the message header 'X-MS-Exchange-Organization-BypassFocusedInbox' to the value 'true'

add action

Except if...

add exception

Properties of this rule:

Audit this rule with severity level:

Medium

Choose a mode for this rule:

Enforce

Test with Policy Tips

Test without Policy Tips

Activate this rule on the following date:

Thu 2/11/2017 2:30 PM

Deactivate this rule on the following date:

Thu 2/11/2017 2:30 PM

Stop processing more rules

Defer the message if rule processing doesn't complete

Match sender address in message:

Header

Comments:

Rights Management Services (RMS) is a premium feature that requires an Enterprise Client Access License (CAL) or a RMS Online license

Save Cancel

Method 2

Use the Shell to create a transport rule to direct email messages to the Focused view for all your users

1. Connect to Exchange Online using remote PowerShell
2. Enter the commands below

> New-TransportRule -Name "SRC Emails Bypass Focused Inbox" -SenderDomainIs "srcentre.com.au" -SetHeaderName "X-MS-Exchange-Organization-BypassFocusedInbox" -SetHeaderValue "true" -Comments "SRC email will go into the Inbox or Focused Inbox and not the Clutter or Other folder in Exchange Online"

> New-TransportRule -Name "Workplace Emails Bypass Clutter" - SenderDomainIs " srcentre.com.au" -SetHeaderName "X-MS-Exchange- Organization-BypassClutter" -SetHeaderValue "true" -Comments "SRC email will go into the Inbox or Focused Inbox and not the Clutter or Other folder in Exchange Online"

Important notes

- In this example, both "X-MS-Exchange-Organization-BypassFocusedInbox" and "true" is case sensitive.
- Focused inbox will honor the X-header that bypasses clutter, so if you use this setting in Clutter, it will also be used in Focused Inbox.

Appendix 17: Email deliverability report

As at 4/12/2023 (+10 days)

Jurisdiction	Total sent	Total opened	Open rate	Total bounced	Clicked on poster link	Clicked on aedc.gov.au link	Click on poster rate	Click on poster rate (of opened)
National	**7,987**	**5,288**	**67%**	**34**	**1,883**	**120**	**24%**	**35%**
Government	5,623	3,557	64%	0	1,281	50	23%	36%
Catholic	1,385	1,028	**75%**	**15**	**312**	**10**	**23%**	**30%**
Independent	979	703	73%	19	290	60	30%	41%
NSW	**2,496**	**2,269**	**91%**	**10**	**701**	**50**	**28%**	**31%**
Government	1,735	1,634	95%	0	479	22	28%	29%
Catholic	448	391	**88%**	**3**	**127**	**2**	**28%**	**32%**
Independent	313	244	79%	7	95	26	30%	39%
VIC	**1,912**	**952**	**50%**	**6**	**261**	**12**	**14%**	**27%**
Government	1,319	508	39%	0	161	2	12%	31%
Catholic	403	308	**77%**	**0**	**49**	**0**	**12%**	**16%**
Independent	190	136	72%	6	51	10	27%	37%
QLD	**1,483**	**602**	**42%**	**3**	**281**	**17**	**19%**	**45%**
Government	1,073	357	35%	0	188	3	18%	51%
Catholic	223	113	52%	1	38	3	17%	33%
Independent	187	132	72%	2	55	11	29%	41%
SA	**617**	**448**	**73%**	**0**	**187**	**21**	**30%**	**41%**
Government	442	344	79%	0	137	17	31%	39%
Catholic	87	57	67%	0	31	2	36%	53%
Independent	88	47	55%	0	19	2	22%	40%
WA	**946**	**671**	**72%**	**3**	**354**	**11**	**37%**	**52%**
Government	682	482	72%	0	249	5	37%	51%
Catholic	132	96	73%	0	54	0	41%	56%
Independent	132	93	72%	3	51	6	39%	54%
TAS	**211**	**157**	**76%**	**1**	**48**	**4**	**23%**	**30%**
Government	152	104	70%	0	29	0	19%	27%
Catholic	31	28	90%	0	8	1	26%	29%
Independent	28	25	93%	1	11	3	39%	42%
NT	**213**	**100**	**48%**	**10**	**28**	**3**	**13%**	**27%**
Government	151	60	41%	0	21	1	14%	34%
Catholic	37	26	70%	10	3	2	8%	12%
Independent	25	14	56%	0	4	0	16%	29%
ACT	**109**	**89**	**82%**	**1**	**23**	**2**	**21%**	**26%**
Government	69	68	99%	0	17	0	25%	25%
Catholic	24	9	38%	1	2	0	8%	22%
Independent	16	12	75%	0	4	2	25%	33%

Note: figures include email sent to Principal and/or school email address

Deliverability report as at 14 March 2024

Jurisdiction	Total sent	Total opened	Open rate	Total bounced	Total unsubscribed	Clicked on poster link	Click on poster rate	Click on poster rate (of opened)
National	**7,886**	**7,524**	**95%**	**0**	**1**	**6,540**	83%	87%
Government	5,517	5,498	100%	0	1	5,488	99%	100%
Catholic	1,359	1,204	89%	0	0	598	44%	50%
Independent	1,010	822	81%	0	0	454	45%	55%
NSW	**2,461**	**2,378**	**97%**	**0**	**0**	**1,963**	**80%**	**83%**
Government	1,684	1,684	100%	0	0	1684	100%	100%
Catholic	446	416	93%	0	0	158	35%	38%
Independent	331	278	84%	0	0	121	37%	44%
VIC	**1,884**	**1,747**	**93%**	**0**	**0**	**1,397**	74%	80%
Government	1,282	1,282	100%	0	0	1282	100%	100%
Catholic	403	304	75%	0	0	34	8%	11%
Independent	199	161	81%	0	0	81	41%	50%
QLD	**1,485**	**1,416**	**95%**	**0**	**0**	**1,300**	88%	92%
Government	1,073	1,055	98%	0	0	1045	97%	99%
Catholic	223	207	93%	0	0	158	71%	76%
Independent	189	154	81%	0	0	97	51%	63%
SA	**625**	**607**	**97%**	**0**	**1**	**578**	92%	95%
Government	442	441	100%	0	1	441	100%	100%
Catholic	88	88	100%	0	0	87	99%	99%
Independent	95	78	82%	0	0	50	53%	64%
WA	**944**	**913**	**97%**	**0**	**0**	**888**	94%	97%
Government	681	681	100%	0	0	681	100%	100%
Catholic	131	131	100%	0	0	131	100%	100%
Independent	132	101	77%	0	0	76	58%	75%
TAS	**215**	**204**	**95%**	**0**	**0**	**169**	79%	83%
Government*	152	152	100%	0	0	152	100%	100%
Catholic	31	25	81%	0	0	4	13%	16%
Independent	32	27	84%	0	0	13	41%	48%
NT	**163**	**154**	**94%**	**0**	**0**	**145**	89%	94%
Government	134	134	100%	0	0	134	100%	100%
Catholic	13	9	69%	0	0	2	15%	22%
Independent	16	11	69%	0	0	9	56%	82%
ACT	**109**	**105**	**96%**	**0**	**0**	**100**	92%	95%
Government	69	69	100%	0	0	69	100%	100%
Catholic	24	24	100%	0	0	24	100%	100%
Independent	16	12	75%	0	0	7	44%	58%

Note: the above includes email sent to the Principal and/or school email

Appendix 18: School Leader Pack contents

Australian
Early
Development
Census

An Australian Government Initiative

If undelivered, please return to:
C/o The Social Research Centre
Locked Bag 13800
LAW COURTS, VIC 8010

POSTAGE
PAID
AUSTRALIA

Important message for the Principal

Our Children • Our Communities • Our Future

Australian Early Development Census
An Australian Government Initiative

2024 Australian Early Development Census

About the AEDC

Before starting data collection

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 about each child using the Australian version of the Early Development Instrument (AvEDI or the 'Instrument')
- collects data relating to five key areas of early childhood development.

Why the census is completed in the first year of full-time school

- The first year of full-time school provides the best opportunity to reliably measure how children and families are being supported across Australia.
- 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.

Why schools should 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 supported by school and community AEDC results.

Benefits to schools

Teachers report that participating in the AEDC:

- raised their awareness of individual children and whole of class needs
- helped their transition to school planning
- helped them to develop programs of work for their class.

Children's development and wellbeing before they reach school can be improved when the AEDC results are used to help young children and families in a range of ways including:

- schools using the data to collaborate with early years networks
- communities identifying and responding to gaps in supports and services for families with young children
- governments using the data as evidence to develop better policies for children and families.

Australian Early Development Census
An Australian Government Initiative

Data collection

What is assessed during data collection?

The Instrument measures five key areas (also known as 'domains') of early childhood development:

- 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 Instrument 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 Instrument for the children in their class. A number of studies have confirmed that teachers using the Instrument provide reliable information about young children's development.

Reporting

Results for individual children are not published, and children cannot be identified in any AEDC reports.

Publicly available data is reported for groups of children at community, state/territory and national levels, and can be accessed on the AEDC website.

Participating schools* will receive school reports (not publicly available) that provide information about how their children are developing in comparison with all other children across Australia.

* To maintain the confidentiality of all children, schools with less than six participating children without special needs will not receive a school report.

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.

What is required of each child?

Children's names and other identifying information will be recorded by the teacher, but data will be de-identified before being made public, included in any reports 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.edc.gov.au/privacy**.

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.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email **helpdesk@aedc.gov.au** or phone **1800 092 548**.

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

2024 Australian Early Development Census

Key steps for participation in the AEDC

Australian Early Development Census
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Step and key action	Read this	What to do	When to do it
1 Activate your school	*School activation* fact sheet	• If unfamiliar with the AEDC and what it involves, read the *About the AEDC* fact sheet. • Identify who will coordinate the data collection for your school. • Go to **www.aedc.gov.au/activate** and activate your school on the secure online data collection system using the school activation code: **<<ActivationCode>>** • Nominate an AEDC School Coordinator (e.g. the Principal, Deputy Principal, Year Coordinator, Team Leader) to manage the AEDC and follow the prompts.	As soon as possible after receiving the *School Leader Pack*
2 Set up your school for the AEDC	*School set up* fact sheet	• Go to the secure online data collection system and download the *AEDC School Coordinator Resources* and *Teacher Resources* from the dashboard. Provide the *Teacher Resources* to all participating teacher(s). • Plan with the teacher(s) when they will complete the one hour AEDC training and when they will complete the Instruments. • Organise teacher relief. • Complete the school set up questions. • Input/review school bank account details for teacher relief reimbursement.	After the school has activated and before <<Cend_date>>
	About the AEDC for Aboriginal and Torres Strait Islander Children fact sheet	• Establish if an Aboriginal and Torres Strait Islander Cultural Consultant (Cultural Consultant) is required to assist teachers to complete the AEDC at your school. • Organise Cultural Consultant(s). • Plan with the Cultural Consultant when they will complete the one-hour AEDC training and when they will assist the teacher(s) with Instrument completion.	
3 Engage with the school community	*School and parent engagement* fact sheet	• Download the *Parent and school communication kits* to engage with the school community. • Distribute the *Parent information letter* to parents of children in their first year of full-time school. • Record the names of children whose parents opt-out of the AEDC.	At least two weeks before teachers start completing the Instruments

AEDC_Key steps for participation.indd 1 16/02/2024 4:45:50 PM

Australian Early Development Census
An Australian Government Initiative

Step and key action	Read this	What to do	When to do it
4 **Set up your teachers and manage the Master List of children**	*Teacher set up* fact sheet	• Confirm teachers have the *Teacher Resources* (see step 2). • Invite teachers and Cultural Consultants (if required) to register on the secure data collection system and complete their online training. • Create and manage a Master List of children (refer to the *Teacher set up* fact sheet for details). • Ensure teachers have access to the information and support they need to complete the Instruments.	Before teachers start completing the Instruments
5 **Monitoring data collection**	*Monitoring data collection* fact sheet	• Use the AEDC School Coordinator dashboard and 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 resolved (i.e. they have a completed Instrument or have been recorded as 'not participating'). • Ensure all teachers have finalised their involvement and clicked *'Finalise'.*	Between <<Cstart_date>> and << Cend_date>> within a period of three weeks if possible
6 **Finalise your school's participation in the AEDC**	*Teacher relief reimbursement and school finalisation* fact sheet	• Review the teacher relief reimbursement invoice and then click *'Submit and finalise'* to finalise your school's participation in the AEDC. • Download a copy of your invoice for your records. • Complete the AEDC School Coordinator feedback survey.	As soon as teachers have completed data collection for all children on class lists
7 **Download your AEDC School Profile**	*AEDC reports* fact sheet and *Using your school's AEDC results* fact sheet	• Review and accept the Terms and Conditions for using your *School Profile.* • Download the *School Profile* from the secure data collection system. • Discuss the *School Profile* with your Principal.	Once your school's participation in the AEDC is finalised

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email **helpdesk@aedc.gov.au** or phone **1800 092 548**.

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

Australian Early Development Census
An Australian Government Initiative

School activation code: **<<ActivationCode>>**
Activate online: **www.aedc.gov.au/activate**
Activation opens: **13 March 2024**

The Principal
<<JCampusName>>
<<PostalAddress>>
<<PostalLocation>> <<PostalState>> <<PostalPostcode>>

Preparing for the 2024 AEDC data collection

Dear Principal,

Welcome to the 2024 Australian Early Development Census (AEDC).

The AEDC is a nationwide census of early childhood development that measures the progress of children as they start their first year of full-time school. Your school's participation in the census counts. The information collected helps shape the future and wellbeing of our children by providing evidence to support education, health, policy and community planning, at the national, state, community and local level.

Schools are using AEDC data in planning for improvement, transition to school and curriculum delivery that builds on children's capacities.

Data collection for the 2024 AEDC will take place between 1 May 2024 and <<Cend_date>>.

The census involves teachers of children in their first year of full-time school completing the Australian version of the Early Development Instrument (AvEDI, or the 'Instrument') in a secure online data collection system.

Questions in the Instrument relate to five key areas of early childhood development. Teachers' responses about each child are based on their observations during term one. Children do not need to be present when the teacher completes the Instrument and will not miss any class time. Schools receive relief funding from the Australian Government for the time and effort involved.

To help your school prepare for and complete the data collection, key information and resources are provided in the pack accompanying this letter. Further resources are available for download from the secure data collection system.

The *Key steps for participation in the AEDC* (enclosed) is a useful roadmap to guide your school to completing the AEDC. Follow the steps to get your school started or identify another staff member to coordinate AEDC activities in your school.

The *AEDC School Coordinator Resources* and *Teacher Resources* have important information for the AEDC School Coordinator and teachers who will be involved in the data collection. Once you activate your school in the secure data collection system, these resources can be downloaded from the main dashboard.

The success of the AEDC relies on the participation of all schools around Australia. If you have any queries regarding the AEDC, please visit the website **www.aedc.gov.au** or contact the AEDC helpdesk.

Thank you for your contribution to this important national census. It's through the commitment and support of all schools across Australia that the AEDC is able to achieve such remarkable outcomes.

Yours sincerely,

The AEDC Team
Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

Our Children • Our Communities • Our Future

Australian Early Development Census
An Australian Government Initiative

2024 Australian Early Development Census

Step 1 AEDC School Coordinator

School activation

Before starting data collection

Identify who will coordinate the data collection in your school

The Principal should identify who will coordinate the data collection in your school. This may be the Principal, or someone nominated by the Principal (e.g. Deputy Principal, Year Coordinator, Team Leader).

The AEDC School Coordinator will have overall responsibility for:

- Downloading the AEDC School Coordinator Resources and Teacher Resources from the secure data collection system
- Completing the school set up questions
- Ensuring teachers register
- Creating / managing a Master List of children in their first year of full-time school
- Ensuring Instruments are completed
- Acting as the point of contact for the AEDC communications
- Inputting / reviewing school bank account details
- Signing off on the number of teachers trained and Instruments completed
- Finalising the school's involvement in the AEDC
- Downloading the AEDC School Profile from the data collection system.

Activate the school in the secure online data collection system

The Principal or the nominated AEDC School Coordinator can activate the school.

The school should be activated as soon as possible after receiving the *School Leader Pack* in the mail.

1. Go to **www.aedc.gov.au/activate**
2. **Enter your 8-digit activation code** and click 'Begin school activation'.
3. The activation code is located on the top right-hand corner of the *Principal Welcome Letter,* and also on the *Key steps for participation in the AEDC* fact sheet.
4. Confirm that the school name on the screen is your school, if not click *'This is not my school'* and try again.

For multi-campus schools, where a head campus is administering the AEDC:

1. Confirm displayed campuses are correct.
2. Ensure the head campus is the only campus to activate the school on the secure data collection system.
3. Ensure the nominated AEDC School Coordinator at the head campus is responsible for coordinating the data collection for all campuses.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email **helpdesk@aedc.gov.au** or phone **1800 092 548**.

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Australian Early Development Census
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Nominate an AEDC School Coordinator

When prompted in the secure data collection system, enter the AEDC School Coordinator's name and email address.

When the Principal self-nominates as the AEDC School Coordinator the Principal will receive an email titled 'AEDC School Coordinator nomination' from **helpdesk@aedc.gov.au** and will need to open it and follow the instructions.

- For security purposes, if the Principal email address entered during activation does not match the Principal email address on file, the AEDC State and Territory Coordinator will be emailed for approval to proceed. *This may take up to 72 hours to be resolved.*

When the Principal nominates a staff member as the AEDC School Coordinator the Principal will receive an email titled 'AEDC School Coordinator nominated – Approval required' from **helpdesk@aedc.gov.au** to approve the nomination of the AEDC School Coordinator.

- For security purposes, if the Principal cannot access the Principal email address on file, or if the Principal does not approve the nomination within 48 hours, the AEDC State and Territory Coordinator will be notified. *This may take up to 72 hours to be resolved.*

Once the nomination is approved, the AEDC School Coordinator can follow these steps to complete their registration:

1. Open the email titled 'AEDC School Coordinator nomination' from **helpdesk@aedc.gov.au**
2. Click the link and follow the instructions to complete registration.
3. Enter their name, contact phone number and days available to be contacted.
4. Set a password.
5. Set up Multi-factor Authentication (MFA) by entering their mobile phone number (recommended) or email (which must match the email already validated during the invitation process) to be used to receive One Time Password codes when accessing the secure data collection system.
   - *One Time Password codes will be sent to the nominated mobile phone number or email address and will be valid for five minutes.*

School activation troubleshooting

If can't find my school's acticaton code …

The activation code is located on the top right-hand corner of the Principal *Welcome Letter,* and also on the *Key steps for participation in the AEDC* fact sheet.

If you need help activating or have lost your activation code …

Contact the AEDC helpdesk on **1800 092 548** or email **helpdesk@aedc.gov.au**.

If the school name that displays upon activation is not your school …

Click *'This is not my school'* and try entering the activation code again.

If the principal cannot access their email address or doesn't approve the nomination within 48 hours …

Your AEDC State and Territory Coordinator will be emailed to approve the AEDC School Coordinator nomination. This may take up to 72 hours. During this time, you will be unable to access the data collection system.

If you don't receive the nomination email …

- Allow up to 10 minutes for the email to come through.
- Look in your junk mail or spam folders.
- Contact the AEDC helpdesk if you still have not received the email.

If you haven't got a username and password to log into the secure data collection system (www.datacollection.aedc.gov.au) …

Open the email titled 'AEDC School Coordinator nomination' from helpdesk@aedc.gov.au and follow the prompts to register and create your username and password.

If you forget your password …

Click on the *'Forgot Your Password?'* link at the login screen and follow the prompts to reset your password.

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

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Appendix 19: AEDC School Coordinator Resources content

Australian Early Development Census
An Australian Government Initiative

2024 Australian Early Development Census

About the AEDC

Before starting data collection

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 about each child using the Australian version of the Early Development Instrument (AvEDI or the 'Instrument')
- collects data relating to five key areas of early childhood development.

Why the AEDC is completed in the first year of full-time school

- The first year of full-time school provides the best opportunity to reliably measure how children and families are being supported across Australia.
- 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.

Why schools should 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 supported by school and community AEDC results.

Benefits to schools

Teachers report that participating in the AEDC:

- raised their awareness of individual children and whole of class needs
- helped their transition to school planning
- helped them to develop programs of work for their class.

Children's development and wellbeing before they reach school can be improved when the AEDC results are used to help young children and families in a range of ways including:

- schools using the data to collaborate with early years networks
- communities identifying and responding to gaps in supports and services for families with young children
- governments using the data as evidence to develop better policies for children and families.

Data collection

What is assessed during data collection?

The Instrument measures five key areas (also known as 'domains') of early childhood development:

- 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 Instrument 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 Instrument for the children in their class. A number of studies have confirmed that teachers using the Instrument provide reliable information about young children's development.

Reporting

Results for individual children are not published, and children cannot be identified in any AEDC reports.

Publicly available data is reported for groups of children at community, state/territory and national levels, and can be accessed on the AEDC website.

Participating schools* will receive school reports (not publicly available) that provide information about how their children are developing in comparison with all other children across Australia.

* To maintain the confidentiality of all children, schools with less than six participating children without special needs will not receive a school report.

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.

What is required of each child?

Children's names and other identifying information will be recorded by the teacher, but data will be de-identified before being made public, included in any reports 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.

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.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Key steps for participation in the AEDC

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Step and key action	Read this	What to do	When to do it
1 Activate your school	*School activation* fact sheet	• If unfamiliar with the AEDC and what it involves, read the *About the AEDC* fact sheet. • Identify who will coordinate the data collection for your school. • Go to **www.aedc.gov.au/activate** and activate your school on the secure online data collection system using the school activation code. • Nominate an AEDC School Coordinator (e.g. the Principal, Deputy Principal, Year Coordinator, Team Leader) to manage the AEDC and follow the prompts.	As soon as possible after receiving the *School Leader Pack*
2 Set up your school for the AEDC	*School set up* fact sheet	• Go to the secure online data collection system and download the *AEDC School Coordinator Resources* and *Teacher Resources* from the dashboard. Provide the *Teacher Resources* to all participating Teacher(s). • Plan with the Teacher(s) when they will complete the one hour AEDC training and when they will complete the Instruments. • Organise Teacher relief. • Complete the school set up questions. • Input/review school bank account details for teacher relief reimbursement.	After the school has activated
	About the AEDC for Aboriginal and Torres Strait Islander Children fact sheet	• Establish if an Aboriginal and Torres Strait Islander Cultural Consultant is required to assist teachers to complete the AEDC at your school. • Organise Aboriginal and Torres Strait Islander Cultural Consultant(s). • Plan with the Aboriginal and Torres Strait Islander Cultural Consultant when they will complete the one-hour AEDC Teacher Training and when they will assist the Teacher(s) with Instrument completion.	
3 Engage with the school community	*School and parent engagement* fact sheet	• Download the *Parent and school communication kits* to engage with the school community. • Distribute the *Parent information letter* to parents of children in their first year of full-time school. • Record the names of children whose parents opt-out of the AEDC.	At least two weeks before Teachers start completing the Instruments

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Step and key action	Read this	What to do	When to do it
4 **Set up your Teachers and manage the Master List of children**	***Teacher set up*** **fact sheet**	• Confirm Teachers have the *Teacher Resources* (see step 2). • Invite teachers and Aboriginal and Torres Strait Islander Cultural Consultants (if required) to register on the secure data collection system and complete their online training. • Create and manage a Master List of children (refer to the *Teacher set up* fact sheet for details). • Ensure Teachers have access to the information and support they need to complete the Instruments.	Before Teachers start completing the Instruments
5 **Monitoring data collection**	***Monitoring data collection*** **fact sheet**	• Use the AEDC School Coordinator dashboard and 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 resolved (i.e. they have a completed Instrument or have been recorded as 'not participating'). • Ensure all Teachers have finalised their involvement and clicked *'Finalise'.*	During the data collection stage
6 **Finalise your school's participation in the AEDC**	***Teacher relief reimbursement and school finalisation*** **fact sheet**	• Review the Teacher relief reimbursement invoice and then click *'Submit and finalise'* to finalise your school's participation in the AEDC. • Download a copy of your invoice for your records. • Complete the AEDC School Coordinator feedback survey.	As soon as Teachers have completed data collection for all children on class lists
7 **Download your AEDC School Profile**	***Accessing and using the AEDC School Profile*** **fact sheet,** ***Using your school's AEDC results*** **fact sheet and,** ***AEDC School Reports*** **fact sheet**	• Review and accept the confidentiality declaration for using your *School Profile.* • Download the *School Profile* from the secure data collection system. • Discuss the *School Profile* with your Principal.	Once your school's participation in the AEDC is finalised

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

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School activation

Before starting data collection

Identify who will coordinate the data collection in your school

The Principal should identify who will coordinate the data collection in your school. This may be the Principal, or someone nominated by the Principal (e.g. Deputy Principal, Year Coordinator, Team Leader).

The AEDC School Coordinator will have overall responsibility for:

- Downloading the AEDC School Coordinator Resources and Teacher Resources from the secure data collection system
- Completing the school set up questions
- Ensuring teachers register
- Creating / managing a Master List of children in their first year of full-time school
- Ensuring Instruments are completed
- Acting as the point of contact for the AEDC communications
- Inputting / reviewing school bank account details
- Signing off on the number of teachers trained and Instruments completed
- Finalising the school's involvement in the AEDC
- Downloading the AEDC School Profile from the data collection system.

Activate the school in the secure online data collection system

The Principal or the nominated AEDC School Coordinator can activate the school.

The school should be activated as soon as possible after receiving the *School Leader Pack* in the mail.

1. Go to www.aedc.gov.au/activate
2. **Enter your 8-digit activation code** and click 'Begin school activation'.
3. The activation code is located on the top right-hand corner of the *Principal Welcome Letter,* and also on the *Key steps for participation in the AEDC* fact sheet.
4. Confirm that the school name on the screen is your school, if not click *'This is not my school'* and try again.

For multi-campus schools, where a head campus is administering the AEDC:

1. Confirm displayed campuses are correct.
2. Ensure the head campus is the only campus to activate the school on the secure data collection system.
3. Ensure the nominated AEDC School Coordinator at the head campus is responsible for coordinating the data collection for all campuses.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Nominate an AEDC School Coordinator

When prompted in the secure data collection system, enter the AEDC School Coordinator's name and email address.

When the Principal self-nominates as the AEDC School Coordinator the Principal will receive an email titled 'AEDC School Coordinator nomination' from helpdesk@aedc.gov.au and will need to open it and follow the instructions.

- For security purposes, if the Principal email address entered during activation does not match the Principal email address on file, the AEDC State and Territory Coordinator will be emailed for approval to proceed. *This may take up to 72 hours to be resolved.*

When the Principal nominates a staff member as the AEDC School Coordinator the Principal will receive an email titled 'AEDC School Coordinator nominated – Approval required' from helpdesk@aedc.gov.au to approve the nomination of the AEDC School Coordinator.

- For security purposes, if the Principal cannot access the Principal email address on file, or if the Principal does not approve the nomination within 48 hours, the AEDC State and Territory Coordinator will be notified. *This may take up to 72 hours to be resolved.*

Once the nomination is approved, the AEDC School Coordinator can follow these steps to complete their registration:

1. Open the email titled 'AEDC School Coordinator nomination' from helpdesk@aedc.gov.au
2. Click the link and follow the instructions to complete registration.
3. Enter their name, contact phone number and days available to be contacted.
4. Set a password.
5. Set up Multi-factor Authentication (MFA) by entering their mobile phone number (recommended) or email (which must match the email already validated during the invitation process) to be used to receive One Time Password codes when accessing the secure data collection system.
   - *One Time Password codes will be sent to the nominated mobile phone number or email address and will be valid for five minutes.*

School activation troubleshooting

If can't find my school's acticaton code …

The activation code is located on the top right-hand corner of the Principal *Welcome Letter,* and also on the *Key steps for participation in the AEDC* fact sheet.

If you need help activating or have lost your activation code …

Contact the AEDC helpdesk on **1800 092 548** or email helpdesk@aedc.gov.au.

If the school name that displays upon activation is not your school …

Click *'This is not my school'* and try entering the activation code again.

If the principal cannot access their email address or doesn't approve the nomination within 48 hours …

Your AEDC State and Territory Coordinator will be emailed to approve the AEDC School Coordinator nomination. This may take up to 72 hours. During this time, you will be unable to access the data collection system.

If you don't receive the nomination email …

- Allow up to 10 minutes for the email to come through.
- Look in your junk mail or spam folders.
- Contact the AEDC helpdesk if you still have not received the email.

If you haven't got a username and password to log into the secure data collection system (www.datacollection.aedc.gov.au) …

Open the email titled 'AEDC School Coordinator nomination' from helpdesk@aedc.gov.au and follow the prompts to register and create your username and password.

If you forget your password …

Click on the *'Forgot Your Password?'* link at the login screen and follow the prompts to reset your password.

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School set up

After school activation

1 Download the AEDC School Coordinator and Teacher Resources

- ☐ Go to www.datacollection.aedc.gov.au and download the AEDC School Coordinator Resources and Teacher Resources from the dashboard and provide the Teacher Resources to Teacher(s).

2 Plan with Teachers when they will complete the AEDC Teacher Training and Instruments

- ☐ Plan the AEDC Teacher Training schedule. Allow one-hour for Teacher Training.
  - Teacher Training can be undertaken at any time before starting Instrument completion.
- ☐ Create an Instrument completion plan for the children in their class.
  - Each instrument takes around 20 minutes to complete. It is recommended that Instruments are completed within a three-week period as soon as practical after data collection opens in Term 2.

3 Organise Teacher relief

- ☐ Organise Teacher relief for the school.
  - The Australian Government contributes funding for Teacher relief so Teachers can participate in the AEDC. Schools can submit an invoice for Teacher relief at the end of the collection (see Teacher relief reimbursement and school finalisation fact sheet).

4 Complete the School set up questions in the secure data collection system

Complete school set up questions in the secure data collection system including:

- the number of Teachers of children in their first year of full-time school.
- the number of children in their first year of full-time school.
- the number of children in their first year of full-time school identifying as being of Aboriginal or Torres Strait Islander descent.
- if your school has access to an Aboriginal and Torres Strait Islander Cultural Consultant for consultation during the AEDC.
- the dates of when your school plans to commence and complete the AEDC.
- if a breakfast club is available for school students (at the school or in the local community).

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5 Input / review school bank account details for Teacher relief reimbursement

The secure data collection system will automatically generate a Recipient Created Tax Invoice when the involvement in the AEDC is finalised.

Please enter or check these details carefully:

- ☐ Bank account name
- ☐ Account BSB
- ☐ Account number
- ☐ School ABN

Some schools may view bank details in the secure data collection system without being able to edit them. This indicates an arrangement facilitated by your State and Territory AEDC Coordinator, whereby payments are directed to a centralised bank account rather than your school's. If this applies to your school, no action is needed.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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About the AEDC for Aboriginal and Torres Strait Islander children

After school activation

1 Establish if an Aboriginal and Torres Strait Islander Cultural Consultant is required to complete the AEDC at your school

What is an Aboriginal and Torres Strait Islander Cultural Consultant?

An Aboriginal and Torres Strait Islander Cultural Consultant is someone with specialised cultural knowledge related to how Aboriginal and Torres Strait Islander children learn and live. They can provide specific information about individual children, assist Teachers in considering observations from a cultural standpoint, or offer general cultural advice.

Who can be an Aboriginal and Torres Strait Islander Cultural Consultant?

Aboriginal and Torres Strait Islander Cultural Consultant **must** be of Aboriginal or Torres Strait Islander descent. They may be staff members at the school or in the education sector and may have a role involving teaching, teaching support, liaison, coordination, support, mentoring or tutoring.

It is not a requirement for a Cultural Consultant to have a pre-established relationship with the child or school.

Why work with an Aboriginal and Torres Strait Islander Cultural Consultant?

If the school has children in their first year of full-time school who identify as Aboriginal or Torres Strait Islander, and if the school has access to an Aboriginal and Torres Strait Islander Cultural Consultant , arrangements should be made for Teachers to engage with the consultant.

Working with an Aboriginal and Torres Strait Islander Cultural Consultant is highly beneficial because they:

- bring unique cultural insights
- assist in completing assessments for Aboriginal and Torres Strait Islander children
- offer collaborative child-specific information
- provide cultural perspectives on observations
- offer advice on questions with cultural considerations.

Schools benefit by gaining a deeper understanding of children's educational needs, learning family stories, and recognising the impact of cultural bias. Building a strong relationship and engaging in discussions about contributions enhances effective collaboration between Teachers and Aboriginal and Torres Strait Islander Cultural Consultants.

2 Organise Cultural Consultant support

Where a school has access to a Aboriginal and Torres Strait Islander Cultural Consultant, discuss the following:

- ☐ Registering on the secure AEDC data collection system.
- ☐ Undertaking the online AEDC Teacher Training together with the Teacher.
- ☐ Their availability for consultation with the Teacher during preparation and completion of the Instrument for Aboriginal and Torres Strait Islander children.

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3 Plan with the Aboriginal and Torres Strait Islander Cultural Consultant when they will complete the training and the Instruments

- ☐ Plan with the Aboriginal and Torres Strait Islander Cultural Consultant and Teachers for when they will complete the one-hour AEDC Teacher Training
  - Training **must** be completed before completing the Instruments.
- ☐ Plan with the Aboriginal and Torres Strait Islander Cultural Consultant and Teachers for when they will complete the Instruments during the AEDC.
  - Refer to the *AEDC 2024 calendar* for the dates when the AEDC is accessible.

FAQs about the AEDC for Aboriginal and Torres Strait Islander children

Are there specific culturally sensitive questions in the Instrument?

Yes. Questions in the Instrument that require supplementary cultural sensitivity considerations will be highlighted with one or more of the following icons:

- 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.

Are there specific questions about Aboriginal and Torres Strait Islander children in the Instrument?

At the start of the Instrument 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 (AvEDI)* for Aboriginal and Torres Strait Islander language-related definitions.

What should I do if I don't have access to an Aboriginal and Torres Strait Islander Cultural Consultant?

If a Cultural Consultant is not available to assist with the completion of the Instrument, the Teacher:

- may seek support from their Principal or AEDC State and Territory Coordinator about how best to gain a cultural perspective for Aboriginal and Torres Strait Islander children in their class
- complete the Instrument as they would for any other child
- refer to the additional information in the *Guide to completing the Australian version of the Early Development Instrument (AvEDI)* or in the information icon ( ) to assist in answering questions.

Do Aboriginal and Torres Strait Islander Cultural Consultants get reimbursed for their time?

The Australian Government contributes to funding for each Aboriginal and Torres Strait Islander Cultural Consultant.
This contribution supports:

- one hour for completing the online AEDC Teacher Training
- 20 minutes per completed Instrument, where the Teacher and the Aboriginal and Torres Strait Islander Cultural Consultant complete it together.

This is in addition to the 20 minutes of relief funding per completed Instrument for the Teacher.

For further information regarding reimbursement for the use of Aboriginal and Torres Strait Islander Cultural Consultant refer to the *Teacher relief reimbursement* fact sheet.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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School and parent engagement

At least two weeks before Teachers start completing Instruments

1 Download the school/parent communication kits to engage with the school community

Download the following resources from the secure data collection system to engage with the school community about the AEDC:

- ☐ School communication kit (includes a printable poster, principal talking points, and Q&A).
- ☐ Parent information kit (includes a printable poster, school newsletter article, and social media content).

2 Distribute the *Parent information letter*

- ☐ Download the *Parent information letter* from the secure data collection system dashboard (available in several languages from the Help Centre) and add the school's letterhead.
  - Further instructions for how parents should notify the school if they do not want their child to participate in the AEDC can be added, however the letter should otherwise remain unchanged (see *Parent/carer opt-out proforma* in the *AEDC School Coordinator Resources*).
- ☐ Distribute the *Parent information letter* **at least 2 weeks prior to the AEDC start date.**
  - 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 informed consent.**

3 Record parent/carer opt outs

- ☐ Record any notifications from parents/carers choosing to opt out of the AEDC (received in writing or verbally) using the *Parent/carer opt-out proforma.*
- ☐ Provide Teachers with a list of children whose parents have opted out before they commence data collection.
  - Teachers must record that child as 'Not participating' in the secure data collection system to ensure that no information is recorded for that child.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Teacher set up

After school activation

1 Provide *Teacher Resources* to teachers

- ☐ *Teacher Resources* are downloadable from the secure data collection system to support Teachers throughout the data collection process.
  - This pack contains essential information for Teachers before they start completing Instruments.

2 Invite teachers and Aboriginal and Torres Strait Islander Cultural Consultants (if required) to register on the data collection system and complete the online AEDC Teacher Training

The AEDC School Coordinator must:

- ☐ inform Teachers that their name and school email address will be recorded in the secure data collection system for the purposes of receiving system-generated emails and registering on the system
- ☐ follow the prompts in the dashboard to 'Invite Teacher' and 'Invite Aboriginal and Torres Strait Islander Cultural Consultants'. Teachers can also be invited to register from the 'Manage Teachers' tab
- ☐ enter the name and email address of the Teachers and Aboriginal and Torres Strait Islander Cultural Consultant who will be participating in the AEDC.

If a multi-campus school is participating through a head campus, the AEDC School Coordinator will need to select the campus at which the Teacher will be completing Instruments. Aboriginal and Torres Strait Islander Cultural Consultant can be assigned to more than one campus.

Refer to the *Teacher registration* fact sheet (provided in the *Teacher Resources*) for more information.

Before starting to complete Instruments, Teachers must:

- ☐ register on the secure data collection system
- ☐ 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 (AvEDI).*

3 Create and manage a Master List of children

- ☐ 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.
  - For most schools in the Government and Catholic sectors, the Master List of children in their first year of full-time school will be pre-populated. Review the list and follow the prompts to add any missing children.
- ☐ If a Master List has **NOT** been pre-populated, follow the prompts to create a Master list of children, either by adding children one at a time by clicking 'Add children to school manually' or all together by clicking 'Bulk upload Master List of children'.

Teachers will follow the prompts to create their 'Class List' from this Master List.

- For multi-campus schools, each child must also be assigned to a campus for reporting purposes.

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Refer to videos from the 'Help Centre' of the secure data collection system for the following instructional videos on how to complete this step:

- ☐ *How to bulk upload children records*
- ☐ *Adding children and managing the Class List.*

When a child is enrolled at more than one school (i.e. dual placement), Teachers will need to check with the child's other teacher to ensure that the Instrument is:

1. only completed once for that child
2. completed by the Teacher at the school where the child spends the most time.

4

Ensure Teachers have access to the information and support they need to complete the Instruments

Ensure Teachers have access to the following child demographic information before they commence Instrument completion:

- full name
- date of birth
- gender
- residential address
- country of birth
- year of arrival in Australia (for children born overseas)
- diagnosed medical conditions/disability known to the school/special needs[1]
- 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)

When completing the Instrument for children from language backgrounds other than English (LBOTE), Teachers may choose to consult with specialised staff (if available and time permits) for specific child and family information.

- Specialised staff examples include ESL teachers, Teachers' Aides (Multicultural Education or Ethnic), Bilingual Support Officers, Community Liaison Officers, or Information Officers.
- Consultation may be helpful but is not required, and no reimbursement is provided for specialised staff time.

For schools in some states and territories, some or all of this information will be pre-populated in the Instrument. During the Instrument 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.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Monitoring data collection

During the data collection stage

1 Use the AEDC School Coordinator dashboard and on-screen prompts to monitor Teacher(s) progress with data collection activities

☐ Watch the *Managing Teachers* video in the Help Centre.

From the dashboard and/or the 'Manage Teachers' tab, the AEDC School Coordinator can monitor Teachers' and Aboriginal and Torres Strait Islanders Cultural Consultants' (if using) progress in:

- accepting the AEDC invitation
- registering on the secure data collection system
- completing the online AEDC Teacher Training
- creating their Class List
- completing Instruments for children on their Class List
- finalising their involvement in the AEDC.

If a Teacher has not yet accepted their invitation check that their email address has been entered correctly and then click 'Re-send invitation' if needed.

If the Teacher has accepted the invitation but not completed registration, training or commenced Instrument completion, discuss with them when they are planning to complete it.

2 Ensure all children in their first year of full-time school have been resolved

All children on the Master List must be 'Resolved' in the secure data collection system to finalise the school's participation.

To be 'Resolved' a child must:

- Have a completed Instrument (see 'Instrument progress' in the dashboard and/or the 'Manage Children' tab)

OR

- Be recorded as 'Not participating' (if parents/carers have opted out via the *Parent/carer opt-out proforma*).

If you have children listed at the school that have not been 'Resolved', check:

☐ Have all children been assigned to a Teacher?
- All children on the Master List must be on a Class List. Discuss with Teachers and support them to ensure all children in their class are on their Class List.

☐ Is the child participating?
- If an opt-out form has been completed for the child, record the child as 'Not participating' and record the reason.

☐ Are there any children with an Instrument 'In progress' or 'Not commenced'?
- The Instrument must be completed for the child to be resolved.

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3 Ensure Teachers have finalised their involvement

When all children have been 'Resolved' in the secure data collection system, Teachers can click 'Finalise'.

☐ View the status of 'Teacher finalisation' on the dashboard or from the 'Manage Teachers' tab.

Reasons why a Teacher may not be finalised:

- The Teacher has not completed all Instruments for children on their Class List.
  - Review the 'Child Progress' section to determine the number of Instruments completed by the Teacher.
  - Follow up with the Teacher if it is past the agreed Instrument completion window at your school.
- The Teacher has not started Instrument completion.
  - If the Teacher will not be completing Instruments, you may reallocate child(ren) on their Class List to another Teacher by first sending them back to the Master List.
  - Children can be reallocated to another Teachers' Class List, or 'Resolved' from the Master List by the AEDC School Coordinator.

All Teachers must be finalised before the school's participation in the AEDC can be finalised.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

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Teacher relief reimbursement and school finalisation

Once Teachers have completed data collection for all children on their Class List

Teacher relief reimbursement

The Australian Government contributes relief funding:

- to schools 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 data collection system once teachers have completed the data collection.

See the *2024 Key Dates* poster for the final date to submit invoices.

Relief funding is paid as follows:

- one hour for each Teacher and Aboriginal and Torres Strait Islander Cultural Consultant who completes the online AEDC data collection training
- 20 minutes per completed Instrument for each Teacher
- 20 minutes per completed Instrument for each Aboriginal and Torres Strait Islander Cultural Consultant (completed with a Teacher)
- for a minimum of three hours of relief time.

Payment will be made within two to six weeks of finalising the school's involvement in the AEDC and paid by electronic funds transfer.

1 Review the Teacher relief reimbursement invoice

The secure data collection system will automatically generate a Recipient Created Tax Invoice once all Teachers in the school have finished the data collection.

- ☐ Review the invoice units by clicking 'Review' in the dashboard or going to the Invoice tab.

The invoice units will be pre-populated by the secure data collection system.

Confirm the details in the invoice are correct for the school, including the number of:

- ☐ Teachers trained
- ☐ Instruments completed
- ☐ Aboriginal and Torres Strait Islander Cultural Consultants trained (update if required)
- ☐ Instruments completed by a Teacher and Aboriginal and Torres Strait Islander Cultural Consultant together

Only invoices for Catholic and Independent sector schools will attract GST.

If there are exceptional circumstances that leave your school disadvantaged with teacher relief costs (e.g. if relief staff were booked and had to be re-booked due to connectivity issues etc) you may be eligible to make an Exceptional Circumstances Claim. Please contact your State and Territory Coordinator to discuss the circumstances of the claim.

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2 Finalise the school's involvement in the AEDC and submit the invoice

- ☐ Confirm that you are ready to finalise the school.
- ☐ Submit the invoice.

After this point, no more changes can be made to the list of children, Instruments or Teachers in the secure data collection system.

A copy of the invoice will automatically be emailed to the AEDC School Coordinator for the school's records, or you can choose to download a copy of the invoice from the data collection system.

3 Complete the AEDC School Coordinator feedback survey

There is a five-minute survey available as the final data collection task.

This survey is an opportunity for you to share your feedback and help shape the way the AEDC is conducted in the future.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Accessing and using the AEDC *School Profile*

After school involvement has been finalised

1 Review the Terms and Conditions of the use of the *School Profile*

As the *School Profile* contains sensitive data on children there are restrictions on accessing and sharing the data.

- ☐ Read and accept the confidentiality declaration around the use and distribution of the data included in the *School Profile.*

2 Download the *School Profile* from the secure data collection system

- ☐ Click 'Download a copy of your School Profile' when the button is available in the dashboard.

Multi-campus schools will receive a combined *School Profile* as well as individual reports for participating campuses.

3 Discuss the *School Profile* with the Principal

If the AEDC School Coordinator is someone other than the Principal, it is recommended that the *School Profile* results are discussed with the Principal.

The *School Profile* includes information on how to interpret the AEDC results as well as examples of how the data can be used. For further information see the *Using your school's AEDC results* fact sheet.

Accessing the *School Profile* FAQs

Why can't I download my *School Profile*?

Check that your school has finalised all AEDC activity in the secure data collection system. When you have finalised your school, the *School Profile* will be available for download.

I have finalised my school, why is the *School Profile* not available for download?

To maintain confidentiality, schools with fewer than six children with valid results will not be eligible to receive a *School Profile.* However, results for these children will be included in *Community Profiles* and the *National Report.*

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Our Children
Our Communities
Our Future

AEDC 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 can be downloaded from the data collection system.

Written opt-out

I have read and understood the information relating to the Australian early Development Census and request that information is not to be collected on:

CHILD'S NAME _____

FULL NAME OF PARENT/CARER _____

PARENT/CARER SIGNATURE _____ DATE: / /2024

Schools are required to keep a record of all children whose parents or carers have opted out of the AEDC.

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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: / /2024

Schools are required to keep a record of all children whose parents or carers have opted out of the AEDC.

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Appendix 20: Teacher Resources contents

Australian Early Development Census
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Our Children
Our Communities
Our Future

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, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

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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 or the 'Instrument').

Most teachers find it useful to have a copy of this guide open as they work through the Instrument for each child.

For examples of how the instructions for the completion of each question are applied, refer to the online AEDC 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 fact sheets available from the secure data collection system. It is important to complete the online practice questions before commencing Instrument completion.

General information

- Complete the Instruments for children in your class **in their first year of full-time school**.
- Complete the Instruments using the secure AEDC data collection system.
- Each Instrument will take around 20 minutes to complete (20 minutes of relief funding is supplied to your school for each completed Instrument).
- Children are **not** required to be present while you complete the Instruments.
- If a child's parent/guardian has opted-out of the AEDC, do not complete an Instrument for that child. You can record that an Instrument 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 Instrument 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 Instrument is **completed only once**. The Instrument should be completed at the school where the child spends the **most** time.

Moderation information

Please refer to the online AEDC Teacher Training video *Moderation Information* for important background information, if you have not already done so.

When completing the Instruments:

- 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 Instrument 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 Instrument if you think a qualification is important.

- The **information icon** ❶ denotes that you need to refer to important supplementary information for that question. Click the icon 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 Instrument 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 Instrument.

Navigating the Instrument

Please note the following features of the Instrument on the secure data collection system.

‘Save and continue >’ button

The responses entered on any given screen of the Instrument are only saved when ‘**Save and continue >**’ is selected. The **‘Save and continue >’ button** is located at the foot of each screen of the Instrument.

‘< Back’ button

If you want to return to a previous screen when completing an Instrument, 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 Instrument will take you back through the Instrument 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 (the 'Instrument') 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 Instrument completion.

Child information

If information is incorrect, the 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 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 gender

Select the gender 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.

P3a Is this Aboriginal and Torres Strait Islander Cultural Consultant an employee of the education sector?

(There is no moderation information for this item).

P3b What is their job title? Please select all that apply

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 (please specify), or 'Don't know' if you don't know their position title.

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.

Background information questions

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).	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.

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
Child for whom English is **not** their first language, and who needs additional instruction in English.	Child for whom English is their first language.
Child for whom English is **not** their first language, who has conversational English, but whose English is not yet proficient.	Child whose first language (developmentally) is not English but whose English is proficient.

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 follows[1]:

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.

BI4 Class type

BI4a Is this a multi-year class?

Only complete the AvEDI for children in their first year of full-time schooling i.e. 'Preparatory' students.

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/ bcarer 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.
Parent/carer 2 refers to the 'second' parent/carer that the child lives with most of the time.

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?

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.

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

(There is no moderation information for this item).

A1c Other explained reasons, e.g. climatic conditions, financial

(There is no moderation information for this item).

A1d Unexplained reasons

(There is no moderation information for this item).

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: • 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
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'. Also answer 'Yes' for children recently exposed to sit-down toilets, who after initial accidents have adapted toileting habits.	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. Answer 'No' for children who after at least one month of exposure to sit-down toilets continue to have difficulty adapting their toileting habits.

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)

(There is no moderation information for this item).

B1b Kriol/Creole languages

(There is no moderation information for this item).

B1c Traditional Aboriginal or Torres Strait Islander language

(There is no moderation information for this item).

B1d Other Indigenous language

(There is no moderation information for this item).

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: Factors such as culture and special needs can influence how children communicate with adults and peers. For example eye contact and speaking directly to an adult may be avoided as a sign of respect in some cultures, and children on the autism spectrum commonly avoid eye contact but may otherwise communicate effectively. 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 language backgrounds other than English (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 unscoreable.

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 or additional special needs and demonstrated in a variety of ways: e.g. avoidance of eye contact for cultural or other reasons, 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)

(There is no moderation information for this item).

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 unscoreable.

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. Note that bullying involves ongoing or repeated behaviours.

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., or engaging with objects that are used to sustain focus or attention for children with special needs such as ADHD or those on the autism spectrum.

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 BI1a, 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 **BI1**.

If no condition was recorded at **BI1**, the question will read as 'Does the child have any specific condition?'

If a condition was recorded at **BI1**, 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 **BI1a** will be displayed. Only select 'Yes' if the child has a specific condition or conditions not already recorded at **BI1a**.

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. This is a non-mandatory free text field where additional comments about the child needing further assessment may be added as appropriate.

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.

Updates and downloads

Additional copies of the resources in the Teacher Resources are available from the ‘Help Centre’ in the data collection system.

Further information about AEDC is also available throughout the website.

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AEDC-1802-04-1

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AEDC 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 can be downloaded from the data collection system.

Written opt-out

I have discussed my child's participation in the Australian Early Development Census and request that information is not to be collected on:

CHILD'S NAME _____

FULL NAME OF PARENT/CARER _____

PARENT/CARER SIGNATURE _____ DATE: / /2024

Schools are required to keep a record of all children whose parents or carers have opted out of the AEDC.

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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: / /2024

Schools are required to keep a record of all children whose parents or carers have opted out of the AEDC.

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2024 Australian Early Development Census

About the AEDC

Before starting data collection

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
- collects data relating to five key areas of early childhood development
- involves teachers of children in their first year of full-time school completing the Australian version of the Early Development Instrument (AvEDI), for each child in their class.

Why the AEDC 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 schools should 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 and community AEDC results can be used to support school improvement planning and also enhances collaboration between schools and communities, benefiting child development.

Benefits to schools

Teachers reported that participating in the AEDC raised their awareness of the needs of individual children, the needs of the class as a whole, and that it 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.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

Data collection

What is assessed during data collection?

The Instrument 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 Instrument to record their observations.

How reliable is Teacher reporting?

Teachers undertake one hour of training and are provided with detailed information to help them accurately complete the Instrument for the children in their class. A number of studies have confirmed that teachers using the Instrument 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.

What if a parent does not want their child to participate in the AEDC?

Participation in the AEDC is voluntary, and parents/carers can notify schools if they wish to opt out of the census.

Understanding the impact of COVID-19

Australia is uniquely positioned to use the information collected every three years as part of the AEDC to provide a snapshot of how young children have fared living through the COVID-19 pandemic.

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

2024 Australian Early Development Census

Key steps for participation in the AEDC

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Step and key action	Read this	What to do	When to do it
1 Prepare for the AEDC	*Preparing for the AEDC* fact sheet	• If unfamiliar with the AEDC and what it involves, read the *About the AEDC* fact sheet • Liaise with your nominated AEDC School Coordinator to: – plan the dates for AEDC activities – access the information you will need to complete the Instruments – consult with Aboriginal and Torres Strait Islander Cultural Consultants and specialised staff (if required).	In the four to six weeks before you plan to complete the Instruments for children in your class
2 Complete registration and training	*Teacher registration and training* fact sheet	• Register on the secure data collection system. • Complete the Teacher registration questions. • Complete the AEDC Teacher Training. • Watch the Aboriginal and Torres Strait Islander Cultural Consultants video, if appropriate for your class.	When you receive an email from helpdesk@aedc.gov.au inviting you to register on the secure data collection system
3 Create your Class List	*Class List Creation* fact sheet	• Create a 'Class List' of all the children in your class by following the on-screen prompts in the secure data collection system. • Update and maintain your Class List if children are missing from the list or if children have left your class. • Record parent/carer opt outs (if any).	Check the 2024 AEDC calendar for the date that the Class List opens

Step and key action	Read this	What to do	When to do it
4 Complete Instruments	*Guide to Completing the Australian version of the Early Development Instrument*	• Complete the Instruments for children in your class with reference to the *Guide to Completing the Australian version of the Early Development Instrument.*	During the data collection period
	Completing the Instrument for Aboriginal and Torres Strait Islander children fact sheet	• Understand the role of an Aboriginal and Torres Strait Islander Cultural Consultant and who can be in this role. • Steps to take when an Aboriginal and Torres Strait Islander Cultural Consultant is required. • Complete Instruments for Aboriginal and Torres Strait Islander children in your class (with Aboriginal and Torres Strait Islander Cultural Consultants if available). • Take special note of the culturally sensitive questions in the Instrument.	
	Information for Aboriginal and Torres Strait Islander Cultural Consultants fact sheet	• Share the *Information for Aboriginal and Torres Strait Islander Cultural Consultants* fact sheet with the Aboriginal and Torres Strait Islander Cultural Consultant.	
5 Finalise your involvement in the AEDC	*Finalising your involvement in the AEDC* fact sheet	• Resolve Children. • Finalise your involvement by following the on-screen prompt to 'Finalise'. • Complete the Teacher feedback survey.	When you have completed all Instruments **OR** before data collection closes

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Step 1 Teachers

Preparing for the AEDC

Four to six weeks before starting data collection

1 What is the AEDC?

The Australian Early Development Census (AEDC) is a nationwide census of early childhood development.

The AEDC provides a comprehensive snapshot of the developmental status of children entering their first year of full-time school. To learn more about the AEDC read the *About the AEDC* fact sheet.

2 Liaise with your nominated AEDC School Coordinator

Confirm who is acting as the AEDC School Coordinator for the AEDC data collection at your school. This might be the Principal, Deputy Principal, Year Coordinator, Team Leader, or another staff member.

3 Plan the dates for AEDC activities

Plan to complete the AEDC data collection over a period of around three weeks.

Set a date with the AEDC School Coordinator to discuss when to:

- ☐ register on the secure online data collection system
- ☐ complete the online AEDC 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 needed
- ☐ start completing the Instrument for each child on your Class List
- ☐ finish completing Instruments.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

4 Access the information you need to complete the Instrument

Before commencing the completion of the Instruments, Teachers will require access to child demographic information gathered by schools during the enrolment process. This information can be obtained from the AEDC School Coordinator.

For schools in some states and territories, some or all of this information will be pre-populated in the Instrument. Teachers can update pre-populated information when completing the Instruments, as required.

If this information is not pre-populated, Teachers will need access to child demographic information including:

- full name
- date of birth
- gender
- 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 needs[1]
- Aboriginal and 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).

[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). 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 currently included in AEDC reports but used in research to better understand and provide for the needs of all children as they transition to school.

5 Consult* with specialised staff (if required)

Aboriginal and Torres Strait Islander Cultural Consultants are well placed to support teachers with completion of the Instrument for Aboriginal and Torres Strait Islander children. If your school has access to an Aboriginal and Torres Strait Islander Cultural Consultant, the Australian Government contributes funding to reimburse them for their participation in the AEDC (this includes training and time taken to complete Instruments alongside Teachers). See the *Completing the Instrument for Aboriginal and Torres Strait Islander children* fact sheet for further details.

When completing the Instrument for children from language backgrounds other than English (LBOTE), teachers:

- base responses on 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.

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Teacher registration and training

Once you have received the registration invitation email

1 Register on the secure data collection system

- ☐ Click on the link in your AEDC invitation email from helpdesk@aedc.gov.au.
- ☐ Enter your first and last name in the text boxes available.
- ☐ Create a password.
- ☐ Follow the prompts to set your security preferences for multi-factor authentication.
  - Using a mobile phone number is the most secure method. Alternatively, the registered email address can be used.

2 Complete the Teacher registration questions

The registration questions will take around five minutes to complete.

3 Complete the AEDC Teacher Training

- ☐ Follow the prompts and watch the training videos.
  - You must watch each video to be able to proceed.
- ☐ Read the relevant sections of the *Guide to completing the Australian version of the Early Development Instrument (AvEDI)* to help you answer the practice questions.
  - You must complete the practice questions to be able to proceed.

Training is expected to take around 20-30 minutes to complete.

4 Watch the *Aboriginal and Torres Strait Islander Cultural Consultants* video if appropriate for your school

If there are Aboriginal and Torres Strait Islander children in your class and you have access to an Aboriginal and Torres Strait Islander Cultural Consultant, watch the video *Aboriginal and Torres Strait Islander Cultural Consultants.* Teachers may like to watch this with the Aboriginal and Torres Strait Islander Cultural Consultant that they will be working with.

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Teacher registration FAQs

What do I do if I have not received the AEDC Teacher invitation email?

- Check your junk mail or spam folders
- It may not arrive immediately – it can sometimes take up to 10 minutes.
- Your AEDC School Coordinator may not have sent the invitation yet. Ask your AEDC School Coordinator about the progress of your school with the AEDC and if they have sent the invitation email.
- The AEDC School Coordinator may have incorrectly entered your email address. Check with the AEDC School Coordinator that the details are correct and they can re-send the invitation.

What do I do if I have forgotten my login details?

- Go to the Login screen
- Click 'Forgot password'
- Follow the prompts to reset your password.

When can I complete registration and training?

Check with the AEDC School Coordinator about when your school is planning to participate in each stage of the AEDC.

Are my 2021 Teacher registration details valid in 2024?

No. You will need to go through the process of setting a password for the 2024 collection.

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 entered during registration.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email **helpdesk@aedc.gov.au** or phone **1800 092 548**.

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Step 3 Teachers

Class List creation

Check the 2024 AEDC calendar for the date that the Class List opens

1 Create a Class List of all the children in your class in the secure data collection system

For many schools, a Master List of children will be pre-populated in the secure data collection system by the AEDC School Coordinator.

- ☐ Click 'Add children' on the dashboard and select the children in your class from the Master List.
  - This can also be done by clicking 'Add children to class list' on the 'My Class List' tab.
- ☐ Once your Class List is ready, click 'Save'.
  - If there is a child in your class that does not appear in this list, add them manually using the 'Add missing child' button.

If the Master List has not been pre-populated:

- ☐ To add each child individually: Click 'Add children to school manually'

OR

- ☐ Upload multiple children's data at once: Click 'Bulk upload of Master List of children (advanced)' and follow the prompts to enter the data.
  - There is an instructional video of how to bulk upload data and an Excel template.

2 Update and maintain the Class List if children are missing or have left your class

From the Class List in the secure data collection system, Teachers can:

- add a new child to the Class List to ensure the list is complete and accurate
- select a child and start completing the Instrument
- resume a partially completed Instrument
- review a completed Instrument
- monitor your progress through the AEDC
- record children that are not participating.

3 Record parent/carer opt outs (if any)

If the parent/carer of any child in your class opts out of participating in the AEDC, mark the child as 'Not participating' and select 'Written opt out' or 'Verbal opt out' as the reason why you are not completing an Instrument for the child. This will ensure that no information is recorded for that child.

Australian Early Development Census
An Australian Government Initiative

Class list FAQs

What if I have a child with dual placement/also enrolled at another school?

Ensure the Instrument is completed by the Teacher at the school where the child spends the most time. Confirm with the child's other Teacher to ensure the Instrument is only completed once.

If the Instrument for a dual placement child in your class is being completed by the child's other Teacher, mark the child as 'Not participating' and select 'Dual placement (other Teacher completing Instrument)' as the reason.

Can I keep a copy of the Class List or other data for use after the AEDC?

No. 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.

Why don't I have pre-populated child data?

Not every school pre-populated data in the secure data collection system. In this case, Teachers will need to enter children's demographic information.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

Australian Early Development Census
An Australian Government Initiative

2024 Australian Early Development Census

Step 4 Teachers

Completing the Instrument for Aboriginal and Torres Strait Islander children

During the data collection period

1 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 completing the Instrument for Aboriginal and Torres Strait Islander children due to 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 Instrument 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 child and family's story
- developing a better understanding children's strengths and vulnerabilities in the context of their family and community environments
- recognising the impact of cultural bias and creating a more holistic picture of families and children.

2 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 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 a Aboriginal and Torres Strait Islander Cultural Consultant to have a pre-established relationship with the child or school.

3 Steps to take when an Aboriginal and Torres Strait Islander Cultural Consultant is required

If you have access to a Aboriginal and Torres Strait Islander Cultural Consultant, the AEDC School Coordinator will send them an invitation to access the secure data collection system. From there, they can:

- register their details.
- undertake Aboriginal and Torres Strait Islander Cultural Consultant training. Teachers and Aboriginal and Torres Strait Islander Cultural Consultants may wish to watch the training video Aboriginal and Torres Strait Islander Cultural Consultants together.

An Aboriginal and Torres Strait Islander Cultural Consultant can help the Teacher by:

- completing the Instrument about an Aboriginal and Torres Strait Islander child with the Teacher
- generally supporting the Teacher to consider their observations of the child from a cultural perspective
- 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 Instrument.

4 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, the Australian Government makes a funding contribution for:

- one hour for completing the online training
- 20 minutes per completed Instrument where the Teacher and Aboriginal and Torres Strait Islander Cultural Consultants. Aboriginal and Torres Strait Islander Cultural Consultants complete the nstrument together. This is in addition to the 20 minutes of relief funding per completed Instrument for the Teacher.

5 Steps to take when an Aboriginal and Torres Strait Islander Cultural Consultant is not available

If an Aboriginal and Torres Strait Islander Cultural Consultants is not available to assist with completing the Instrument, Teachers can:

- seek support from the Principal or AEDC School Coordinator about how best to gain a cultural perspective for Aboriginal and Torres Strait Islander children in their class.
- complete the Instrument as they would for any other child.
- refer to the information icon and the cultural icon text when completing the Instrument.

6 Culturally sensitive questions in the Instrument

Questions in the Instrument that require supplementary considerations will be highlighted with one or more of the following icons:

- The information icon ( ) indicates that there is supplementary information for that question. Hover over the icon in the secure data collection system or look it up in the Guide to completing the Australian version of the Early Development Instrument.
- 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 an Aboriginal and Torres Strait Islander background.

7 Working together with an Aboriginal and Torres Strait Islander Cultural Consultant

It is important that Teachers and Aboriginal and Torres Strait Islander Cultural Consultants work together collaboratively and respectfully. Before coming together to complete the Instrument, make time to discuss:

- your knowledge of the child
- your pre-existing relationships with the school, the community and the child's family.

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.

8 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 Instrument questions for Aboriginal and Torres Strait Islander children.

Teachers and Aboriginal and Torres Strait Islander Cultural Consultant 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, select 'Don't know' as the answer.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Australian Early Development Census
An Australian Government Initiative

2024 Australian Early Development Census

Information for Aboriginal and Torres Strait Islander Cultural Consultants

During the data collection period

1 About the Instrument

The Australian version of the Early Development Instrument (AvEDI, or the 'Instrument') 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 Instrument is completed in a secure data collection system.

2 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 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 Aboriginal and Torres Strait Islander Cultural Consultants to have a pre-established relationship with the child or school.

3 The role of Aboriginal and Torres Strait Islander Cultural Consultants

When a teacher of an Aboriginal and Torres Strait Islander child in their first year of full-time school is not an Aboriginal and Torres Strait Islander, they may seek support.

An Aboriginal and Torres Strait Islander Cultural Consultant can help the Teacher by:

- completing the Instrument about an Aboriginal and Torres Strait Islander child with the teacher
- generally supporting the teacher to consider their observations of the child from a cultural perspective
- 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 Instrument.

Schools value working with Aboriginal and Torres Strait Islander Cultural Consultants and have reported a number of benefits including:

- 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.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

4 Preparing to complete the Instrument for Aboriginal and Torres Strait Islander children with a teacher

Where possible, Cultural Consultants are encouraged to:

- ☐ Register in the secure data collection system.
- ☐ Complete the online training and watch the video *Aboriginal and Torres Strait Islander Cultural Consultants.*

Aboriginal and Torres Strait Islander Cultural Consultants can complete the training with Teachers if they prefer.

Make a time with the Teacher to share and discuss:

- ☐ knowledge about the child, family, community and cultural context
- ☐ when to complete the Instrument about the Aboriginal and Torres Strait Islander child together, if required

OR

- ☐ how to answer specific questions that have cultural flags in the Instrument.

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.

5 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 Instrument 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, select 'Don't know' as your answer.

6 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, the Australian Government makes a funding contribution for:

- one hour for completing the online training
- 20 minutes per completed Instrument where the Teacher and Aboriginal and Torres Strait Islander Cultural Consultant complete the Instrument together. This is in addition to the 20 minutes of relief funding per completed Instrument for the Teacher.

For further information regarding reimbursement for engaging with an Aboriginal and Torres Strait Islander Cultural Consultant refer to the *Teacher relief reimbursement* fact sheet.

7 Culturally sensitive questions in the Instrument

Questions in the Instrument that require supplementary considerations will be highlighted with one or more of the following icons:

- The information icon ( ) indicates that there is supplementary information for that question. Hover over the icon in the secure data collection system or look it up in the Guide to completing the Australian version of the Early Development Instrument.
- 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 an Aboriginal and Torres Strait Islander background.

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Australian Early Development Census
An Australian Government Initiative

2024 Australian Early Development Census

Step 5 Teachers

Finalising your involvement in the AEDC

When you have completed all Instruments OR before data collection closes

1 Resolve children

Before finalising your participation in the AEDC, you must ensure all children have a completed Instrument or have been marked as 'Not participating'.

- ☐ 'Review' your Class List and ensure all children in your class have been added. If you notice a child is missing, refer to the *Class List creation* fact sheet for information on how to add them to the list.
- ☐ Ensure you have completed Instruments for all children in your class by checking 'Instrument Progress' on your Class List.

If there are children on your Class List that you will not be completing an Instrument for:

- ☐ select the delete (🗑) icon to send them back to the Master List of children and allow other Teachers to select them

OR

- ☐ select 'Not participating' if the child is not participating and specify the reason.

2 Finalise your involvement by following the on-screen prompt to 'Finalise'

Select 'Finalise' and confirm all Instruments have been completed.

- ☐ Once all children assigned to your class list have been resolved, the 'Finalise' button on your dashboard or Class List tab will become available.

4 Complete the Teacher feedback survey

- ☐ Complete the five minute survey available as the final data collection task.

This survey is an opportunity for you to share your feedback and help shape the way the AEDC is conducted in the future.

Links to resources and AEDC help

Visit the 'Help Centre' in the AEDC secure data collection system for a copy of this fact sheet and links to related resources.

If you need support with the secure data collection system or have any other questions, the AEDC team is here to help. Email helpdesk@aedc.gov.au or phone **1800 092 548**.

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

Appendix 21: Communications Plan (email alert / reminder strategy

2024 AEDC Communications Plan

July 2024

Social Research Centre

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1. System open for school activation

1.0 Activation open

Australian Early Development Census
An Australian Government Initiative

1.0 System open for activation
Proposed date: 13 March 2024
Send to: Principals of all in-scope schools
Subject: Australian Early Development Census (AEDC) data collection – Activation now open

Dear %%PrincipalName**Principal%%,

The AEDC data collection is set to take place from 1 May 2024 to <Cend_date>. The system is now open for school activation. Download a key dates poster for this collection.

Be on the lookout for your **AEDC School Leader Pack** which was lodged with Australia Post on Friday 8 March. The AEDC School Leader Pack has all the information you need to activate your school and plan for the AEDC data collection. Further resources will be available to download once your school has activated. These include the AEDC School Coordinator support materials, resources to inform your school community about the AEDC and the AEDC Teacher Training materials.

It is important that schools across all sectors take part in the AEDC. The data captured about each child helps build a picture of child development and the diverse developmental strengths and challenges children may have as they start full-time school. The AEDC data is included in school and community profiles, state and national reports. To learn more about the AEDC, visit www.aedc.gov.au.

If you have any queries regarding the 2024 AEDC data collection, please contact the **AEDC Helpdesk** or your **AEDC State and Territory Coordinator** [insert STC name, email, phone number].

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.

Yours sincerely,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

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1.1. Activation not complete

Australian Early Development Census
An Australian Government Initiative

Title: 1.1 System open for activation (Activation not complete)
Proposed date: 25 March 2024
Trigger: School not activated
Subject: Australian Early Development Census (AEDC) data collection - reminder

Dear %%PrincipalName**Principal%%,

The AEDC data collection is set to take place from 1 May to %%Cend_date%%. The system is now open for school activation.

To activate your school, go to www.aedc.gov.au/activate and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* or *Key Steps to Participation* provided in your AEDC *School Leader Pack* that should have recently arrived at your school in the post.

Watch our 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 ~SA <Please activate your school by %%Actend_date%%.

IF TAS GOV SCHOOL <Tasmania Government Schools – please use your Department for Education, Children and Young People (Decyp) email address when registering on the AEDC data collection system. >

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**

If you have activated your school in the last 24 hours, thank you, and please ignore this email.

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2. System open for Teacher Registration and Training

2.1. Activation not complete

Title: 2.1 Activation not complete
Proposed date: 8-15 April (see schedule for jurisdictional date)
Trigger: School not activated
Subject: Important message for the Principal - Australian Early Development Census

Dear %%PrincipalName**Principal%%,

IF QLD %%The 2024 Australian Early Development Census (AEDC) will take place in Queensland schools from 1 May to 21 June.

Conducted every three years, the AEDC captures data on how children have developed by the time they start their first year of school. This information helps to shape children's future wellbeing by providing evidence to support education, health and community policy and planning.%%

This is a courtesy email to let you know that the AEDC data collection system is now open for Teacher Registration and Training.

The first step is to activate your school. IF ~SA: Please activate your school by %%Actend_date%%.

IF TAS GOV SCHOOL <Tasmania Government Schools – please use your Department for Education, Children and Young People (Decyp) email address when registering on the AEDC data collection system. >

IF QLD & DISTANCEEDUCATION=1 %%Schools with children who learn remotely are encouraged to take part in the AEDC to ensure all children in Australia are visible to policy makers and service providers, in planning for families in the vital early years. Where teachers do not feel they have had the opportunity to observe children, they are asked to respond 'don't know' to those questions. Importantly, having all distance education schools participate in the 2024 AEDC ensures that children living in rural and remote Australia are visible and represented.

IF QLD &SMALLSCHOOL=1 %% It is through the participation of as many schools as possible that the AEDC is a success. Even small schools have a role to play.

Although you may not receive a School Profile if you have fewer than 6 children in their first year of full-time school, your contribution to the AEDC collection is still significant. Importantly, having all small schools participate in the 2024 AEDC ensures that children attending small schools or living in rural and remote Australia are visible and represented.

In 2021, small schools contributed information on over 2,500 children. As a result, hundreds of communities received data to assist them to plan for the health, development, and wellbeing of their children.%%

IF QLD & SPECIALSCHOOL=1: %% In the 2021 AEDC, 253 schools who solely provide education for children with additional needs contributed information on children who have complex health and developmental needs. Together, this contribution from schools around Australia enables researchers to quantify and better understand the development of all children.

Using data from the AEDC, researchers have investigated:

- pathways through school for children with additional needs
- factors that help or hinder children with additional needs to succeed at school
- trends in the number of children starting school with additional health and developmental needs from 2009 to 2021.

Importantly, the AEDC is included as a population measure in the National Disability Strategy Outcomes Framework (2021-2031). The relevant outcome aims to increase the proportion of children with disability ready to start school in the first year of school.%%

To activate your school, go to www.aedc.gov.au/activate and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* or *Key Steps to Participation* provided in your *School Leader Pack* that was posted to your school in mid March.

Watch our 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.

IF QLD + DISTANCEEDUCATION=1 OR SMALLSCHOOL=1 OR SPECIALSCHOOL=1 %%The Queensland AEDC team is also available to support your school to complete the census. Please feel free to contact them on 07 3513 5353 or at aedc@qed.qld.gov.au.%%

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.

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2.2. School set up not completed

Australian Early Development Census
An Australian Government Initiative

Title: 2.2 School set up not completed
Proposed date: 8 - 15 April see schedule for jurisdictional dates)
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 Teacher Registration and Training.

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 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 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 Coordinator Resources.*

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.

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2.3. School set up complete

Title: 2.3 School set up complete, system open for Teacher registration and training
Proposed date: 8 or 15 April (see schedule for jurisdiction dates)
Trigger: School set up complete
Subject: Teacher registration and training 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 Teacher Registration and Training.

IF TOTALTEACHERS INVITED=0 %%Our records indicate that you have not yet invited any Teachers from your school to the data collection system.%% The AEDC data collection system will open for Instrument completion on 1 May 2024. Teachers need to complete registration and training before being able to complete the Instrument for children in their class.

To send or re-send invitations and check where your Teachers are up to, please sign in at https://datacollection.aedc.gov.au 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 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 Coordinator Resources.*

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.go**

If your Teachers have registered in the last 24 hours, thank you, and please ignore this email.

3. System open for Class List creation and maintenance

3.1. Activation not complete

Australian Early Development Census
An Australian Government Initiative

Title: 3.1 Activation not complete
Proposed date: 19-29 April (see schedule for jurisdictional date)
Trigger: School not activated
Subject: Important message for the Principal - Australian Early Development Census

Dear %%PrincipalName**Principal%%,

IF SCHOOLSTATE =WA, ACT, NSW, TAS) OR (SECTOR = INDEPENDENT)

<This is a courtesy email to let you know that the AEDC data collection system is now open for IF SECTOR=INDEPENDENT and NOT WA <Bulk upload of child records / > Class List creation and maintenance.>

IF SECTOR = CATHOLIC, GOVERNMENT & SCHOOL STATE = VIC, QLD, NT, SA)

<This is a courtesy email to let you know that the AEDC data collection system will open for Class List creation and maintenance on 24 April 2024 and not 22 April 2024 as previously advised>.

The first step is to activate your school. IF ~SA, ACT <Please activate your school by %%Actend_date%%.

IF TAS GOV SCHOOL <Tasmania Government Schools – please use your Department for Education, Children and Young People (Decyp) email address when registering on the AEDC data collection system. >To activate your school, go to www.aedc.gov.au/activate and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* or *Key Steps to Participation* provided in your *School Leader Pack* that was posted to your school in mid March.

Watch our 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.

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3.2. School set up not completed

Title: 3.2 School set up not completed
Proposed date: 22-29 April see schedule for jurisdictional dates)
Trigger: School set up not completed
Subject: Class list creation for the Australian Early Development Census (AEDC) data collection

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

IF SCHOOLSTATE =WA, ACT, NSW, TAS) OR (SECTOR = INDEPENDENT)

<This is a courtesy email to let you know that the AEDC data collection system is now open for IF SECTOR=INDEPENDENT and NOT WA <Bulk upload of child records / > Class List creation and maintenance.>

IF SECTOR = CATHOLIC, GOVERNMENT & SCHOOL STATE = VIC, QLD, NT, SA)

<This is a courtesy email to let you know that the AEDC data collection system will open for Class List creation and maintenance on 24 April 2024 and not 22 April 2024 as previously advised>.

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 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 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 Coordinator Resources.*

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.go**

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: 22-29 April (see schedule for jurisdiction dates)
Trigger: Not all Teachers have completed registration
Subject: Class list creation 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.

IF SCHOOLSTATE =WA, ACT, NSW, TAS) OR (SECTOR = INDEPENDENT)

<This is a courtesy email to let you know that the AEDC data collection system is now open for IF SECTOR=INDEPENDENT AND NOT WA <Bulk upload of child records / > Class List creation and maintenance.>

IF SECTOR = CATHOLIC, GOVERNMENT & SCHOOL STATE = VIC, QLD, NT, SA)

<This is a courtesy email to let you know that the AEDC data collection system will open for Class List creation and maintenance on 24 April 2024 and not 22 April 2024 as previously advised>.

Our records indicate that IF TOTALTEACHERS=0 %%you have not yet invited any Teachers from your school to the data collection system.%% IF TEACHERSREGISTERED≠TOTALTEACHERS %%at least some Teachers from your school have not yet completed Teacher registration and training.%% IF NOT NSW & TAS <The AEDC data collection system will open for Instrument completion on 1 May 2024>. 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 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 complete 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 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.

For information on Class List creation and maintenance, watch our help video IF SECTOR=INDEPENDENT & NOT WA < '*How to bulk upload children records*' and> *Adding children and managing the Class List*".

If you or the Teachers at your school have any queries or need any assistance with Teacher registration or Class List creation,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.

3.4. All Teachers registered

Title: 3.4 All Teachers registered
Proposed date: 8th of May
Trigger: All Teachers registered
Subject: Class list creation for the Australian Early Development Census (AEDC) data collection

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.

IF SCHOOLSTATE =WA, ACT, NSW, TAS) OR (SECTOR = INDEPENDENT)

<This is a courtesy email to let you know that the AEDC data collection system is now open for IF SECTOR=INDEPENDENT AND NOT WA <Bulk upload of child records / > Class List creation and maintenance.>

IF SECTOR = CATHOLIC, GOVERNMENT & SCHOOL STATE = VIC, QLD, NT, SA)

<This is a courtesy email to let you know that the AEDC data collection system will open for Class List creation and maintenance on 24 April 2024 and not 22 April 2024 as previously advised>.

Watch our help video IF SECTOR=INDEPENDENT & NOT WA < '*How to bulk upload children records*' and> *Adding children and managing the Class List*".'' for information on how to complete this step. You can also refer to the *Teacher set up* fact sheet included in your *School Coordinator Resources,* step 3 'Create and manage a Master List of children'.

If you or the Teachers at your school have any queries about the Master List of children or creating the Class List, please do not hesitate to contact the AEDC Helpdesk.

IF NOT NSW AND TAS <The AEDC data collection system will open for Instrument completion on 1 May 2024>.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

4. System open for Instrument completion

4.1. Activation not complete

Australian Early Development Census
An Australian Government Initiative

Title: 4.1 Activation not complete
Proposed date: 1-3 May (see schedule for jurisdictional dates)
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 2024 AEDC will run until %%Cend_date%%. 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 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.

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4.2. School set up not completed

Australian Early Development Census
An Australian Government Initiative

Title: 4.2 School set up not completed
Proposed date: 1-3 May (see schedule for jurisdictional dates)
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 2024 AEDC will run until %%Cend_date%%. 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 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 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 Coordinator Resources.*

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.

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4.3. School activated, not all Teachers registered

Australian Early Development Census
An Australian Government Initiative

Title: 4.3 School activated, not all Teachers registered
Proposed date:-1-3 May (see schedule for jurisdictional dates)
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 IF TOTALTEACHERS=0 %%you have not yet invited any Teachers from your school to the data collection system.%% IF TEACHERSREGISTERED≠TOTALTEACHERS %%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 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 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 Coordinator Resources.*

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.

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4.4. All Teachers registered, no master list

Australian Early Development Census
An Australian Government Initiative

Title: 4.4 All Teachers registered, no master list
Proposed date: 1-3 May (see schedule for jurisdictional dates)
Trigger: All Teachers registered, no master list
Subject: System open for Instrument completion -Australian Early Development Census (AEDC) data collection

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.

Our records show that you have not created a Master List of children. 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 NOT been pre-populated, follow the prompts to create a Master list of children, either by adding multiple children at once by clicking 'Bulk upload Master List of children' or one at a time by clicking 'Add children to school manually'.

Teachers will then need to follow the prompts to create their 'Class List' from this Master List.

Watch our help video IF SECTOR=INDEPENDENT & NOT WA < '*How to bulk upload children records*' and> *Adding children and managing the Class List*".'' for information on how to complete this step. You can also refer to the *Teacher set up* fact sheet included in your *School Coordinator Resources,* step 3 'Create and manage a Master List of children'.

If you or the Teachers at your school have any queries about the Master List of children or creating the 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**

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5. In-field reminder 1

5.1. Activation not complete

Australian Early Development Census
An Australian Government Initiative

Title: 5.1 Activation not complete
Proposed date: 8th of 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 %%Cend_date%%.

We've noticed that your school has not yet completed school activation.

IF TAS GOV SCHOOL %%Tasmania Government Schools – please use your Department for Education, Children and Young People (Decyp) email address when registering on the AEDC data collection system.%% 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 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.

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5.2. School set up not completed

Australian Early Development Census
An Australian Government Initiative

Title: 5.2 School set up not completed
Proposed date: 8th of 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 2024 AEDC data collection period will run until %%Cend_date%%.

We've noticed that your school has activated, but 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 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 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 Coordinator Resources.*

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.

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5.3. School activated, not all Teachers registered

Title: 5.3 School activated, no Teachers registered
Proposed date 8th of 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 2024 AEDC data collection period will run until %%Cend_date%%.

Our records indicate that IF TOTALTEACHERS=0 %%you have not yet invited any Teachers from your school to the data collection system.%% IF TEACHERSREGISTERED≠TOTALTEACHERS %%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 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 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 Coordinator Resources.*

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

Australian Early Development Census
An Australian Government Initiative

Title: 5.4 Teachers registered, no Instruments reported (participation overdue)
Proposed date: 8th of 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.

During school set up, you indicated your school would begin Instrument completion from %%estimatedstartdate%%. 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 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 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.

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6. In field reminder 2

6.1. Activation not complete

Australian Early Development Census
An Australian Government Initiative

Title: 6.1 Activation not complete
Proposed date: 15-29 May (see schedule for jurisdictional dates)
Trigger: School not activated
Subject: School activation not yet completed for the Australian Early Development Census (AEDC)

Dear Dear %%PrincipalName**Principal%% of %%SchoolName%%,

The 2024 AEDC data collection period will close on %%Cend_date%%. 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.

IF TAS GOV SCHOOL %%Tasmania Government Schools – please use your Department for Education, Children and Young People (Decyp) email address when registering on the AEDC data collection system.%%

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 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.

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6.2. School set up not completed

Title: 6.2 School set up not completed
Proposed date: 15-29 May (see schedule jurisdictional dates)
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%%,

The 2024 AEDC data collection period will close on %%Cend_date%%. We've noticed that your school has activated but not yet completed school set up. Completing school set up early helps ensure your Teachers have enough time to complete registration, training and the data collection.

To finish setting up your school, please go to https://datacollection.aedc.gov.au 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 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 Coordinator Resources.*

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

Australian Early Development Census
An Australian Government Initiative

Title: 6.3 School activated, no Teachers registered
Proposed date: 15-29 May (see schedule for jurisdictional dates)
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%%,

The 2024 AEDC data collection period will close on %%Cend_date%%.

Our records indicate that IF TOTALTEACHERS=0 %%you have not yet invited any Teachers from your school to the data collection system.%% IF TEACHERSREGISTERED≠TOTALTEACHERS %%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 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 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 Coordinator Resources.*

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.

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6.4. Teachers registered, no In

Title: 6.4 Teachers registered, no Instruments reported (participation overdue)
Proposed date: 15-29 May (see schedule for jurisdictional dates)
Trigger: All Teachers registered, no Instrument completion (after indicative start date)
Subject: Instruments not yet completed for the Australian Early Development Census (AEDC)

Australian Early Development Census
An Australian Government Initiative

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.

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 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 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 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.

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6.5. Instrument completion started, unresolved children remaining

Australian Early Development Census
An Australian Government Initiative

Title: 6.5 Instrument completion, unresolved children remaining
Proposed date: 15-29 May (see schedule for jurisdictional dates)
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 2024 Australian Early Development Census at your school.

The nominated data collection dates in the data collection system indicate that your school should have finished the data collection by now. Currently there are still %%numberofunresolvedchildren%% child/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 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.

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6.X School Profile is ready to be downloaded

Title: 6.X School Profile is ready to be downloaded
Proposed date: 22 May (for all completed schools)
Trigger: All Schools that have finalised their participation in the AEDC
Subject: AEDC School Profile is ready to be downloaded

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for participating in the 2024 Australian Early Development Census.

You can now access your School Profile by signing in at https://datacollection.aedc.gov.au and downloading the report from the dashboard.

For more information please see the *Accessing and using the AEDC School Profile* fact sheet included in the *AEDC School Coordinator resources,* or the Using your school's AEDC data and AEDC reports fact sheets available on the AEDC website.

If you have any questions or if you need any other assistance, please contact the AEDC helpdesk.

Kind regards,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

7. In field reminder 3

7.1. Activation not complete

Australian Early Development Census
An Australian Government Initiative

Title: 7.1 Activation not complete
Proposed date: 29 May – 19 June (see schedule for jurisdictional dates)
Trigger: School not activated
Subject: School activation not yet completed for the AEDC

Dear %%PrincipalName**Principal%% of %%SchoolName%%,

The 2024 AEDC data collection period will close on %%Cend_date%%. 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.

IF TAS GOV SCHOOL %%Tasmania Government Schools – please use your Department for Education, Children and Young People (Decyp) email address when registering on the AEDC data collection system.%%

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 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.

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7.2. School set up not completed

Australian Early Development Census
An Australian Government Initiative

Title: 7.2 School set up not completed
Proposed date: 29 May – 19 June (see schedule for jurisdictional dates)
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 2024 AEDC data collection period will close on %%Cend_date%%. 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.

To finish setting up your school, please go to https://datacollection.aedc.gov.au 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 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 Coordinator Resources.*

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.

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7.3. School activated, not all Teachers registered

Australian Early Development Census
An Australian Government Initiative

Title: 7.3 School activated, no Teachers registered
Proposed date: 29 May -19 June
Trigger: Not all Teachers have completed registration
Subject: Teacher registrations outstanding for the AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The 2024 AEDC data collection period is well underway and will close on %%Cend_date%%.

Our records indicate that IF TOTALTEACHERS=0 %%you have not yet invited any Teachers from your school to the data collection system.%% IF TEACHERSREGISTERED≠TOTALTEACHERS %% 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 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 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 Coordinator Resources.*

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.

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7.4. Teachers registered, no Instruments completed

Australian Early Development Census
An Australian Government Initiative

Title: 7.4 Teachers registered, no Instruments completed
Proposed date: 29 May – 19 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%%,

The 2024 AEDC data collection period is well underway and will be closing on %%Cend_date%%. 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 %%estimatestartdate%%. 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 %%Cend_date%%.

If your data collection start or end dates have changed, you can update them by signing in at https://datacollection.aedc.gov.au 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 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.

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7.5. Instrument completion started, unresolved children remaining

Australian Early Development Census
An Australian Government Initiative

Title: 7.5 Instrument completion started, unresolved children remaining
Proposed date: 29 May – 19 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 2024 Australian Early Development Census at your school.

The data collection system shows that your school should have finished the data collection by now. Currently there is/are still %%numberofunresolvedchildren%% child/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 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.

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7.6. All children resolved, Teachers not finalised

Australian Early Development Census
An Australian Government Initiative

Title: 7.6. All Teachers finalised, school not finalised
Proposed date: 29 May – 19 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 you have some Teachers that are ready to finalise their participation in the AEDC as all children on their class list have a completed Instrument or have been marked as not participating.

Please sign in at https://datacollection.aedc.gov.au and confirm all children in their first year of full-time school are listed under the 'Manage children' tab. 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. If there are any children missing, please add them and request that their Teacher complete the Instrument.

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.

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7.7. All Teachers finalised, school not finalised (Invoice not yet submitted)

Australian Early Development Census
An Australian Government Initiative

Title: 7.7. All Teachers finalised, school not finalised
Proposed date: 29 May – 19 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 completed data collection activities.

To finalise your school please:

- sign in at https://datacollection.aedc.gov.au and review the 'Manage Children' tab to ensure all children are included, instruments have been completed for each child or relevant children flagged as not participating or resolved
- navigate to the 'Invoice' tab or section of the dashboard and follow the prompts to submit the invoice for Teacher relief reimbursement.

Watch our 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 Coordinator Resources.*

Once submitted, AEDC Accounts will make the payment to contribute to 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.

Once you have finalised your participation in the AEDC, you will be able to download your School Profile. Refer to the *Accessing and using the AEDC School Profile* fact sheet included in your *School Coordinator Resources* for more information. Please note that it may take a few hours for the School Profile to be ready to download, and that it is not available to schools with fewer than six children with valid results.

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.

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7.8. School finalised, School Profile not downloaded

Australian Early Development Census
An Australian Government Initiative

Title: 9.8. School finalised, school profile not downloaded
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: School finalised, eligible for school profile, school profile not downloaded
Subject: Don't forget to download your AEDC School Profile

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for participating in the AEDC.

Our records indicate that you have not yet downloaded your School Profile.

The *School Profile* includes information on how to interpret the AEDC results as well as examples of how the data can be used. For further information see the *Using your school's AEDC data* fact sheet.

You can download this report by signing in at https://datacollection.aedc.gov.au navigating to the bottom of the dashboard, and then provide it to the Principal.

It will take a few hours for the report to become available for download. If it is still not appearing on the dashboard after several hours, you can refresh the page by pressing "Control + F5".

If you have any questions about downloading this report, don't hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

Please ignore this email if you downloaded your School Profile in the last 24 hours.

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8. In field reminder 4

8.1. Activation not complete

Australian Early Development Census
An Australian Government Initiative

Title: 8.1 Activation not complete
Proposed date: 05 June – 10 July (see schedule for jurisdictional dates)
Trigger: School not activated
Subject: Time is running out to participate in the AEDC – Activate your school

Dear %%PrincipalName**Principal%%,

The 2024 AEDC data collection period is closing soon and your school will need to complete participation in the collection by %%Cend_date%%. 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 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.

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8.2. School set up not completed

Title: 8.2 School set up not completed
Proposed date: 05 June – 10 July (see schedule for jurisdictional dates)
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 2024 AEDC data collection period is closing soon and your school will need to complete participation in the collection by %%Cend_date%%. 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 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 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 Coordinator Resources.*

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

Australian Early Development Census
An Australian Government Initiative

Title: 8.3 School activated, no Teachers registered
Proposed date: 05 June – 10 July (see schedule for jurisdictional dates)
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 2024 AEDC data collection period is closing soon and your school will need to complete participation in the collection by %%Cend_date%%.

Our records indicate that IF TOTALTEACHERS=0 %%you have not yet invited any Teachers from your school to the data collection system.%% IF TEACHERSREGISTERED≠TOTALTEACHERS %%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 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 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 Coordinator Resources.*

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.

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8.4. Teachers registered, no Instruments completed

Australian Early Development Census
An Australian Government Initiative

Title: 8.4 Teachers registered, no Instruments reported
Proposed date: 05 June – 10 July (see schedule for jurisdictional dates)
Trigger: All Teachers registered, no Instrument completion
Subject: Time is running out to participate in the 2024 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 2024 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 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 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.

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8.5. Instrument completion started, unresolved children remaining

Australian Early Development Census
An Australian Government Initiative

Title: 8.5 Instrument completion started, unresolved children remaining
Proposed date: 5 June – 10 July (see schedule for jurisdictional dates)
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 2024 Australian Early Development Census at your school.

The data collection period will close on %%Cend_date%%. Currently there is/are still %%numberofunresolvedchildren%% child/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 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.

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8.6. All children resolved, Teachers not finalised

Australian Early Development Census
An Australian Government Initiative

Title: 8.6 All Teachers finalised, school not finalised
Proposed date: 05 June – 10 July (see schedule for jurisdictional dates)
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 and confirm all children in their first year of full-time school are listed under the 'Manage children' tab. 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. If there are any children missing, please add them and request that their Teacher complete the Instrument. As the AEDC School Coordinator, you can also click the "Force finalise" button on behalf of the Teacher if they have completed their participation in the AEDC but haven't finalised themselves.

Please note the 2024 AEDC data collection period is closing soon and your school will need to complete participation in the collection by %%Cend_date%%.

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.

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8.7. All Teachers finalised, school not finalised (Invoice not yet submitted)

Australian Early Development Census
An Australian Government Initiative

Title: 8.7. All Teachers finalised, school not finalised
Proposed date: 05 June – 10 July (see schedule for jurisdictional dates)
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 completed data collection activities.

To finalise your school please:

- sign in at https://datacollection.aedc.gov.au and review the 'Manage Children' tab to ensure all children are included, instruments have been completed for each child or relevant children flagged as not participating or resolved
- navigate to the 'Invoice' tab or section of the dashboard and follow the prompts to submit the invoice for Teacher relief reimbursement.

Watch our 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 Coordinator Resources.*

Once submitted, AEDC Accounts will make the payment to contribute to 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.

Once you have finalised your participation in the AEDC, you will be able to download your School Profile. Refer to the *Accessing and using the AEDC School Profile* fact sheet included in your *School Coordinator Resources* for more information. Please note that it may take a few hours for the School Profile to be ready to download, and that it is not available to schools with fewer than six children with valid results.

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.

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8.8. School finalised, School Profile not downloaded

Australian Early Development Census
An Australian Government Initiative

Title: 9.8. School finalised, school profile not downloaded
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: School finalised, eligible for school profile, school profile not downloaded
Subject: Don't forget to download your AEDC School Profile

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for participating in the AEDC.

Our records indicate that you have not yet downloaded your School Profile.

The *School Profile* includes information on how to interpret the AEDC results as well as examples of how the data can be used. For further information see the *Using your school's AEDC data* fact sheet.

You can download this report by signing in at https://datacollection.aedc.gov.au navigating to the bottom of the dashboard, and then provide it to the Principal.

It will take a few hours for the report to become available for download. If it is still not appearing on the dashboard after several hours, you can refresh the page by pressing "Control + F5".

If you have any questions about downloading this report, don't hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

Please ignore this email if you downloaded your School Profile in the last 24 hours.

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8.9. All teachers registered, planning to start after send date

Australian Early Development Census
An Australian Government Initiative

Title: 9.9. All teachers registered, planning to start after email send date
Proposed date: 24 June – 24 July (see schedule for jurisdictional dates)
Trigger: All Teachers are registered, all steps complete and start date is after email send date.
Subject: AEDC – final weeks of data collection

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for getting your school ready to participate in the AEDC.

This is a friendly reminder to let you know that it is nearly time for the Teachers at your school to start completing Instruments for the children in their class. The 2024 AEDC data collection period is almost over and will be closing on %%Cend_date%%.

It is important that all schools take part in the AEDC – regardless of school size or type – to ensure data is collected on all Australian children enrolled in their first full-time year of primary school.

If you haven't already, remember to organise Teacher relief. The Australian Government contributes funding for Teacher relief so Teachers can participate in the AEDC. Schools can submit an invoice for Teacher relief at the end of the collection (see *Teacher relief reimbursement and school finalisation* fact sheet in the Coordinator resources).

If you have any concerns about your school's ability to participate in the AEDC, please contact the **AEDC Helpdesk** or your **AEDC State and Territory Coordinator** %%stcname**stcname%%, %%stcemail**stcemail%%, %%stcphone**stcphone%%.

If you have any other questions or need assistance, please don't hesitate to contact the AEDC Helpdesk at helpdesk@aedc.gov.au or on 1800 092 548.

Kind regards,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

Please ignore this email if your Teachers have started completing Instruments in the last 24 hours.

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9. In field reminder 5

9.1. Activation not complete

Australian Early Development Census
An Australian Government Initiative

Title: 9.1 Activation not complete
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: School not activated
Subject: Last chance to participate in the 2024 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 %%Cend_date%%. 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 2024 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 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.

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9.2. School set up not completed

Title: 9.2 School set up not completed
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: School set up not completed
Subject: Last chance to participate in the 2024 AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The data collection period is almost over and will close on %%Cend_date%%. It's not too late to participate in the 2024 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 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 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 Coordinator Resources.*

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.

9.3. School activated, not all Teachers registered

Australian Early Development Census
An Australian Government Initiative

Title: 9.3 School activated, no Teachers registered
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: Not all Teachers have completed registration
Subject: Last chance to participate in the 2024 AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The data collection period is almost over and will close on %%Cend_date%%. It's not too late to participate in the 2024 Australian Early Development Census. Please contact the AEDC Helpdesk as soon as possible to organise any additional support your school may need to participate.

Our records indicate that IF TOTALTEACHERS=0 %%you have not yet invited any Teachers from your school to the data collection system.%% IF TEACHERSREGISTERED≠TOTALTEACHERS %%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 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 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 Coordinator Resources.*

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.

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9.4. Teachers registered, no Instruments completed

Australian Early Development Census
An Australian Government Initiative

Title: 9.4 Teachers registered, no Instruments reported
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: All Teachers registered, no Instrument completion
Subject: Last chance to participate in the 2024 AEDC

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

IF NSW PRINCIPAL IS RECEIVING THE EMAIL AS WELL AS THE COORDINATOR: We have also sent this email to your nominated AEDC School Coordinator to continue your participation in the AEDC.

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 2024 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.

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 %%Estimatestartdate%%. 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 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 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.

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9.5. Instrument completion started, unresolved children remaining

Australian Early Development Census
An Australian Government Initiative

Title: 9.5 Instrument completion started, unresolved children remaining
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
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 2024 Australian Early Development Census at your school.

Currently there is/are still %%numberofunresolvedchildren%% child/children assigned to your school who has/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 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.

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9.6. All children resolved, Teachers not finalised

Title: 9.6. All Teachers finalised, school not finalised
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
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 and confirm all children in their first year of full-time school are listed under the 'Manage children' tab. 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. If there are any children missing, please add them and request that their Teacher complete the Instrument.

Please note the 2024 AEDC data collection period is closing soon and your school will need to complete participation in the collection by %%Cend_date%%.

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.

9.7. All Teachers finalised, school not finalised (Invoice not yet submitted)

Australian Early Development Census
An Australian Government Initiative

Title: 9.7. All Teachers finalised, school not finalised
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
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 completed data collection activities.

To finalise your school please:

- sign in at https://datacollection.aedc.gov.au and review the 'Manage Children' tab to ensure all children are included, instruments have been completed for each child or relevant children flagged as not participating or resolved
- navigate to the 'Invoice' tab or section of the dashboard and follow the prompts to submit the invoice for Teacher relief reimbursement.

Watch our 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 Coordinator Resources.*

Once submitted, AEDC Accounts will make the payment to contribute to 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.

Once you have finalised your participation in the AEDC, you will be able to download your School Profile. Refer to the *Accessing and using the AEDC School Profile* fact sheet included in your *School Coordinator Resources* for more information. Please note that it may take a few hours for the School Profile to be ready to download, and that it is not available to schools with fewer than six children with valid results.

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**

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9.8. School finalised, School Profile not downloaded

Australian Early Development Census
An Australian Government Initiative

Title: 9.8. School finalised, school profile not downloaded
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: School finalised, eligible for school profile, school profile not downloaded
Subject: Don't forget to download your AEDC School Profile

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for participating in the AEDC.

Our records indicate that you have not yet downloaded your School Profile.

The *School Profile* includes information on how to interpret the AEDC results as well as examples of how the data can be used. For further information see the *Using your school's AEDC data* fact sheet.

You can download this report by signing in at https://datacollection.aedc.gov.au navigating to the bottom of the dashboard, and then provide it to the Principal.

It will take a few hours for the report to become available for download. If it is still not appearing on the dashboard after several hours, you can refresh the page by pressing "Control + F5".

If you have any questions about downloading this report, don't hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

Please ignore this email if you downloaded your School Profile in the last 24 hours.

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9.9. All teachers registered, planning to start after send date

Australian Early Development Census
An Australian Government Initiative

Title: 9.9. All teachers registered, planning to start after email send date
Proposed date: 24 June – 24 July (see schedule for jurisdictional dates)
Trigger: All Teachers are registered, all steps complete and start date is after email send date.
Subject: AEDC – final weeks of data collection

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for getting your school ready to participate in the AEDC.

This is a friendly reminder to let you know that it is nearly time for the Teachers at your school to start completing Instruments for the children in their class. The 2024 AEDC data collection period is almost over and will be closing on %%Cend_date%%.

It is important that all schools take part in the AEDC – regardless of school size or type – to ensure data is collected on all Australian children enrolled in their first full-time year of primary school.

If you haven't already, remember to organise Teacher relief. The Australian Government contributes funding for Teacher relief so Teachers can participate in the AEDC. Schools can submit an invoice for Teacher relief at the end of the collection (see *Teacher relief reimbursement and school finalisation* fact sheet in the Coordinator resources).

If you have any concerns about your school's ability to participate in the AEDC, please contact the **AEDC Helpdesk** or your **AEDC State and Territory Coordinator** %%stcname**stcname%%, %%stcemail**stcemail%%, %%stcphone**stcphone%%.

If you have any other questions or need assistance, please don't hesitate to contact the AEDC Helpdesk at helpdesk@aedc.gov.au or on 1800 092 548.

Kind regards,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

Please ignore this email if your Teachers have started completing Instruments in the last 24 hours.

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10. Post field reminder 1

10.8 School finalised, School Profile not downloaded

Australian Early Development Census
An Australian Government Initiative

Title: 9.8. School finalised, school profile not downloaded
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: School finalised, eligible for school profile, school profile not downloaded
Subject: Don't forget to download your AEDC School Profile

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for participating in the AEDC.

Our records indicate that you have not yet downloaded your School Profile.

The *School Profile* includes information on how to interpret the AEDC results as well as examples of how the data can be used. For further information see the *Using your school's AEDC data* fact sheet.

You can download this report by signing in at https://datacollection.aedc.gov.au navigating to the bottom of the dashboard, and then provide it to the Principal.

It will take a few hours for the report to become available for download. If it is still not appearing on the dashboard after several hours, you can refresh the page by pressing "Control + F5".

If you haven't already completed it, there is a short survey to complete about your experience as an AEDC School Coordinator that will help shape the way the AEDC is conducted in the future.

If you have any questions about downloading this report, don't hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

Please ignore this email if you downloaded your School Profile in the last 24 hours.

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10.10 School not finalised (Invoice not yet submitted)

Australian Early Development Census
An Australian Government Initiative

Title: 10.10 School finalised, invoice not submitted
Proposed date: 15 – 29 July (see schedule for jurisdictional dates)
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 2024 AEDC by signing in at https://datacollection.aedc.gov.au navigating to the 'Invoice' tab and following the prompts.

Watch our 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 Coordinator Resources.*

Once submitted, AEDC Accounts will make the payment towards the cost 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 close date%%

You will also be asked to complete a short survey about your experience as an AEDC School Coordinator that will help shape the way the AEDC is conducted in the future.

Once you have finalised your participation in the AEDC, you will also be able to download your School Profile. Refer to the *Accessing and using the AEDC School Profile* fact sheet included in your *School Coordinator Resources* for more information. Please note that it will take a few hours for the School Profile to be ready to download, and that it is not available to schools with fewer than six children with valid results.

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.

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11. Post field reminder 2

11.8 School finalised, School Profile not downloaded

Australian Early Development Census
An Australian Government Initiative

Title: 9.8. School finalised, school profile not downloaded
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: School finalised, eligible for school profile, school profile not downloaded
Subject: Don't forget to download your AEDC School Profile

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for participating in the AEDC.

Our records indicate that you have not yet downloaded your School Profile.

The *School Profile* includes information on how to interpret the AEDC results as well as examples of how the data can be used. For further information see the *Using your school's AEDC data* fact sheet.

You can download this report by signing in at https://datacollection.aedc.gov.au navigating to the bottom of the dashboard, and then provide it to the Principal.

It will take a few hours for the report to become available for download. If it is still not appearing on the dashboard after several hours, you can refresh the page by pressing "Control + F5".

If you haven't already completed it, there is a short survey to complete about your experience as an AEDC School Coordinator that will help shape the way the AEDC is conducted in the future.

If you have any questions about downloading this report, don't hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

Please ignore this email if you downloaded your School Profile in the last 24 hours.

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11.10 School not finalised (Invoice not yet submitted)

Australian Early Development Census
An Australian Government Initiative

Title: 11.9 School finalised, invoice not submitted
Proposed date: 29 July – 15 August (see schedule for jurisdictional dates)
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 2024 AEDC. The final date for invoice submission is %%invoice close date%%

You can submit the invoice for Teacher relief reimbursement and finalise your school's participation in the 2024 AEDC by signing in at https://datacollection.aedc.gov.au navigating to the 'Invoice' tab and following the prompts.

Watch our 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 Coordinator Resources.*

Once submitted, AEDC Accounts will make the payment towards the cost 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.

You will also be asked to complete a short survey about your experience as an AEDC School Coordinator that will help shape the way the AEDC is conducted in the future.

Once you have finalised your participation in the AEDC, you will also be able to download your School Profile. Refer to the *Accessing and using the AEDC School Profile* fact sheet included in your *School Coordinator Resources* for more information. Please note that it may take a few hours for the School Profile to be ready to download, and that it is not available to schools with fewer than six children with valid results.

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.

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12. Post field reminder 3

12.8 School finalised, School Profile not downloaded

Australian Early Development Census
An Australian Government Initiative

Title: 9.8. School finalised, school profile not downloaded
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: School finalised, eligible for school profile, school profile not downloaded
Subject: Don't forget to download your AEDC School Profile

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for participating in the AEDC.

Our records indicate that you have not yet downloaded your School Profile.

The *School Profile* includes information on how to interpret the AEDC results as well as examples of how the data can be used. For further information see the *Using your school's AEDC data* fact sheet.

You can download this report by signing in at https://datacollection.aedc.gov.au navigating to the bottom of the dashboard, and then provide it to the Principal.

It will take a few hours for the report to become available for download. If it is still not appearing on the dashboard after several hours, you can refresh the page by pressing "Control + F5".

If you haven't already completed it, there is a short survey to complete about your experience as an AEDC School Coordinator that will help shape the way the AEDC is conducted in the future.

If you have any questions about downloading this report, don't hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

Please ignore this email if you downloaded your School Profile in the last 24 hours.

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12.10 School not finalised (Invoice not yet submitted)

Australian Early Development Census
An Australian Government Initiative

Title: 12.9 School finalised, invoice not submitted
Proposed date: 23 August - 16 September (see schedule for jurisdictional dates)
Trigger: School not finalised
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 2024 AEDC. The final date for invoice submission is %%invoice close date%%

You can submit the invoice for Teacher relief reimbursement and finalise your school's participation in the 2024 AEDC by signing in at https://datacollection.aedc.gov.au navigating to the 'Invoice' tab and following the prompts.

Watch our 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 Coordinator Resources.*

Once submitted, AEDC Accounts will make the payment towards the cost 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.

You will also be asked to complete a short survey about your experience as an AEDC School Coordinator that will help shape the way the AEDC is conducted in the future.

Once you have finalised your participation in the AEDC, you will also be able to download your School Profile. Refer to the *Accessing and using the AEDC School Profile* fact sheet included in your *School Coordinator Resources* for more information. Please note that it may take a few hours for the School Profile to be ready to download, and that it is not available to schools with fewer than six children with valid results.

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.

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13. Post field reminder 4

13.8 School finalised, School Profile not downloaded

Australian Early Development Census
An Australian Government Initiative

Title: 9.8. School finalised, school profile not downloaded
Proposed date: 14 June – 24 July (see schedule for jurisdictional dates)
Trigger: School finalised, eligible for school profile, school profile not downloaded
Subject: Don't forget to download your AEDC School Profile

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Thank you for participating in the AEDC.

Our records indicate that you have not yet downloaded your School Profile.

The *School Profile* includes information on how to interpret the AEDC results as well as examples of how the data can be used. For further information see the *Using your school's AEDC data* fact sheet.

You can download this report by signing in at https://datacollection.aedc.gov.au navigating to the bottom of the dashboard, and then provide it to the Principal.

It will take a few hours for the report to become available for download. If it is still not appearing on the dashboard after several hours, you can refresh the page by pressing "Control + F5".

If you haven't already completed it, there is a short survey to complete about your experience as an AEDC School Coordinator that will help shape the way the AEDC is conducted in the future.

If you have any questions about downloading this report, don't hesitate to contact the AEDC Helpdesk on 1800 092 548 or email helpdesk@aedc.gov.au.

Thank you,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

Please ignore this email if you downloaded your School Profile in the last 24 hours.

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13.10. School not finalised (Invoice not yet submitted)

Australian Early Development Census
An Australian Government Initiative

Title: 13.9 School finalised, invoice not submitted
Proposed date: 30 August – 23 September (see schedule for jurisdictional dates)
Trigger: School not finalised
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 2024 AEDC. The final date for invoice submission is %%invoice close date%%.

You can submit the invoice for Teacher relief reimbursement and finalise your school's participation in the 2024 AEDC by signing in at https://datacollection.aedc.gov.au navigating to the 'Invoice' tab and following the prompts.

Watch our 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 Coordinator Resources.*

Once submitted, AEDC Accounts will make the payment towards 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.

You will also be asked to complete a short survey about your experience as an AEDC School Coordinator that will help shape the way the AEDC is conducted in the future.

Once you have finalised your participation in the AEDC, you will also be able to download your School Profile. Refer to the *Accessing and using the AEDC School Profile* fact sheet included in your *School Coordinator Resources* for more information. Please note that it may take a few hours for the School Profile to be ready to download, and that it is not available to schools with fewer than six children with valid results.

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.

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14. Optional extra emails

14.1. All Teachers finalised (School finalisation prompt)

Australian Early Development Census
An Australian Government Initiative

Title : 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 at https://datacollection.aedc.gov.au 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.

Once complete, you can download a copy of your School Profile from the 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.

Yours sincerely,

The AEDC Team
Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

If you have finalised your participation in the AEDC in the last 24 hours, please disregard this email.

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14.2. Incorrect email received yesterday about AEDC participation

Title : Incorrect email reminder yesterday
Proposed date: 30/5/2024 (WA and QLD)
Trigger: Incorrect email from yesterday
Subject: AEDC Incorrect email sent yesterday

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

Please accept our sincere apologies for the email you received yesterday, which incorrectly stated the progress of your school in the AEDC. We apologise for any confusion this may have caused. The email was sent by mistake, and we can confirm that the details you see on your dashboard are accurately reflected on our end.

Please sign in at https://datacollection.aedc.gov.au to check your school's progress and to continue your participation.

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.

Kind regards,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

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15. NSW notice of extension

15.11. Activation not complete

Trigger: School Status = 1, School not activated
Subject: Australian Early Development Census – extension
Dates:
NSW Government schools – 4 July 2024
NSW Independent schools – 4 July 2024

Dear %%PrincipalName**Principal%%,

The 2024 Australian Early Development Census data collection period has been extended to 31 July to allow your school to participate.

It is important that all schools take part in the AEDC – regardless of school size or type – to ensure data is collected on all Australian children enrolled in their first full-time year of primary school.

Please contact your AEDC State and Territory Coordinator (Mary Taiwo, mary.taiwo@det.nsw.edu.au, 02 7814 3083) to discuss any additional support your school may need to participate, or the AEDC Helpdesk if you have any other questions.

To activate your school, go to www.aedc.gov.au/activate and follow the on-screen prompts. You will need the 8-digit school activation code from the *Principal welcome letter* or *Key Steps to Participation* provided in your AEDC *School Leader Pack.*

Watch our 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 need a copy of your *School Leader Pack*, please contact the AEDC Helpdesk.

Thank you in anticipation,

The AEDC Team

Helpdesk: **1800 092 548**
Email: **helpdesk@aedc.gov.au**

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15.12. A. Participation not complete (Coordinator)

Trigger: School Status 2-14, participation not finalised
Subject: Australian Early Development Census – still time to participate
Dates:
NSW Government schools – 4 July 2024
NSW Independent schools – 4 July 2024

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The 2024 Australian Early Development Census data collection period has been extended to 31 July to allow your school to participate.

It is important that all schools take part in the AEDC – regardless of school size or type – to ensure data is collected on all Australian children enrolled in their first full-time year of primary school.

Please sign in at https://datacollection.aedc.gov.au to continue your participation in the AEDC.

Please contact your AEDC State and Territory Coordinator (Mary Taiwo, mary.taiwo@det.nsw.edu.au, 02 7814 3083) to discuss any additional support your school may need to participate, or the AEDC Helpdesk if you have any other questions.

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**

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15.12. B. Participation not complete (Principal)

Trigger: School Status 2-14, participation not finalised, where Principal is not the coordinator.
Subject: Australian Early Development Census – still time to participate
Dates:
NSW Government schools – 4 July 2024
NSW Independent schools – 4 July 2024

Dear %%PrincipalName**Principal%%,

The 2024 Australian Early Development Census data collection period has been extended to 31 July to allow your school to participate.

It is important that all schools take part in the AEDC – regardless of school size or type – to ensure data is collected on all Australian children enrolled in their first full-time year of primary school.

We have also sent this email to your nominated AEDC School Coordinator to continue your participation in the AEDC.

Please contact your AEDC State and Territory Coordinator (Mary Taiwo, mary.taiwo@det.nsw.edu.au, 02 7814 3083) to discuss any additional support your school may need to participate, or the AEDC Helpdesk if you have any other questions.

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**

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16. Final notice of extension

16.13. Participation not complete – final days remaining

Trigger: School Status 2-13, participation not finalised. Schools in VIC
Subject: Australian Early Development Census – still time to participate
Date: 31 July

Dear %%AEDC_School_Coordinator_name**AEDC School Coordinator%%,

The 2024 Australian Early Development Census data collection period has been extended to midnight Friday 2nd August to allow your school to participate.

It is important that all schools take part in the AEDC – regardless of school size or type – to ensure data is collected on all Australian children enrolled in their first full-time year of primary school.

Please sign in at https://datacollection.aedc.gov.au to continue your participation in the AEDC.

Please contact your AEDC State Coordinator (Cathie Nolan, catherine.Nolan@education.vic.gov.au, +61 419 372 422) or the AEDC Helpdesk if you have any questions.

It's through the commitment and support of all schools across Australia that the AEDC is such a success. Thanks for playing your part.

Kind regards,

The AEDC Team

Helpdesk: **1800 092 548**

Email: **helpdesk@aedc.gov.au**

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Appendix 22: Data QA workflow

AEDC data QA process
Proposed workflow for 2024

In 2021, the Social Research Centre and Telethon Kids Institute worked together to develop a QA process for checking the AEDC data prior to the release of school profiles (Nov 2021), unit record files (Jan 2022) and school profile addendum, community profiles, National report, and other data products for national data launch in March / April 2022. The general process of creating the different data files is illustrated on the next page, and then data checking processes are described on the subsequent pages.

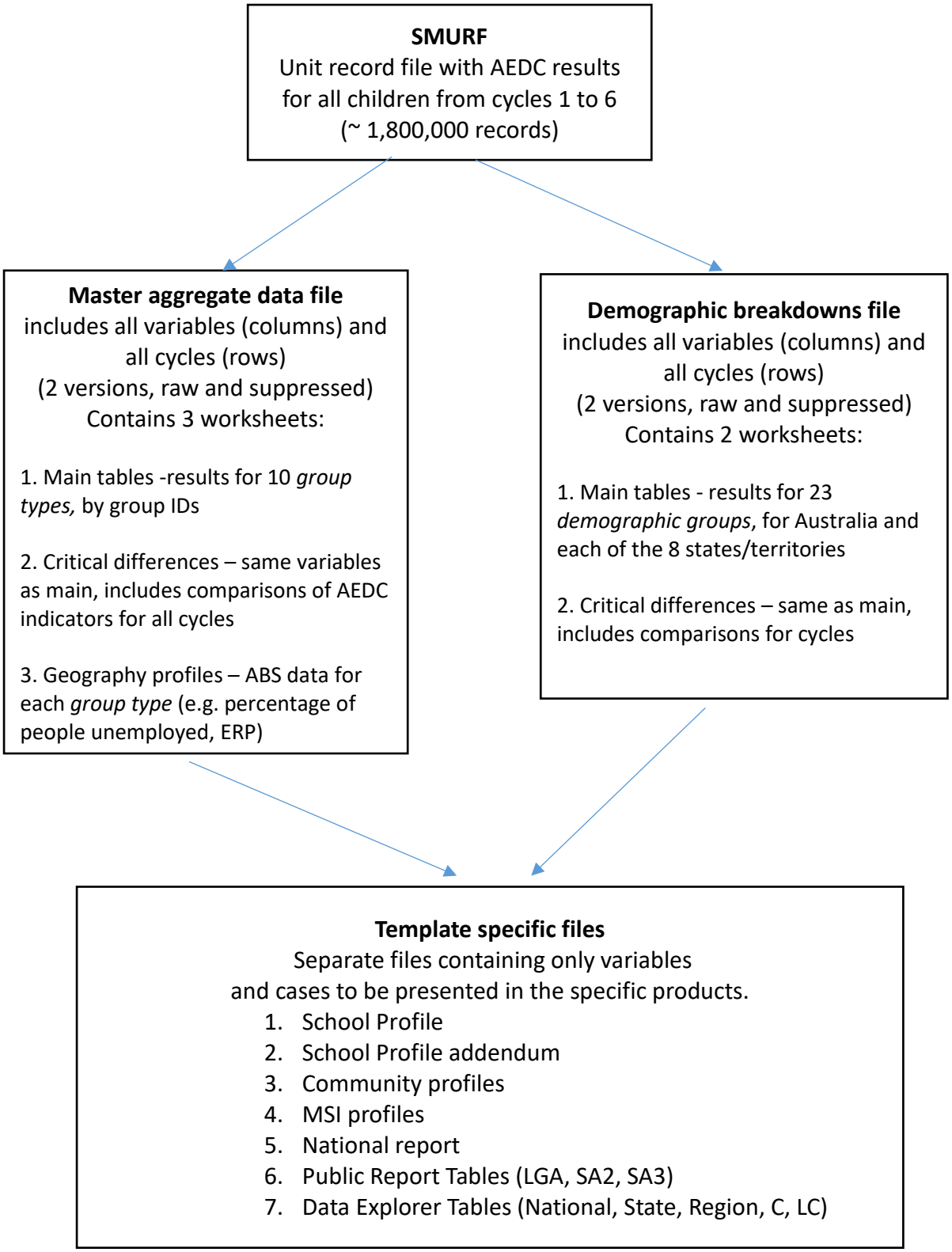

Figure 1: Data file creation flow chart for QA process

Step 1: Check the SMURF

TKI take the following steps to check the SMURF.

1. Check the frequencies of each item in Sections A to E of the AvEDI for all six cycles (2009, 2012, 2015, 2018, 2021 and 2024) in the new dataset, and compare these against data from the 2021 AEDC dataset for the 2009 – 2021 cycles.

2. Check the labelling of each item (e.g. 1 = yes, 0 = no) across all census waves.

3. Check the proportion of missing data is within expected bounds for each of the items based on previous waves of the AEDC collection.

4. Recalculate all of the derived domain variables from the raw data and check them against those calculated by the Social Research Centre, and against those in the 2021 AEDC dataset. These variables include Five domain scores (0-10 score), Five categorical variables indicating vulnerable, at risk or on track, Summary variables – DV1, DV2, Multiple Strength Indicator variables, and All flag variables indicating which scores are valid (e.g. PHYS Valid).

5. Check the number of children and the demographic characteristics of children in waves of AEDC data at the national level and within each jurisdiction, and compare this information with the 2021 AEDC dataset and the information published in the 2021 AEDC National Report for the 2009-2021 cohorts for consistency.

6. Look for any major discrepancies in the demographic characteristics of children in the 2021 AEDC data (e.g. percentage of boys, ESL children, children with an Aboriginal and Torres Strait Islander background) with previous waves of the AEDC. If any emerge, check these with alternative data sources such as the ABS census.

7. Check the labelling of all of the demographic variables (e.g. 1 = Boys, 2 = Girls).

8. Check the parental education variables for missing data, and check the frequencies of different types of educational attainment of parents against the ABS census data at a national and jurisdictional level.

9. Explore the descriptive statistics for all demographic variables and community level variables (remoteness, SEIFA) across the four AEDC data collection waves, and between the new and old datasets for the 2009, 2012 and 2015 AEDC data.

Step 2: Create and check the master aggregate file.

The master aggregate data file contains three separate tabs that all need to be checked.

1) **Main table.** This contains most of the data that will be used in reporting including the number of children, schools and teachers, demographic characteristics of students, ECEC experience, transition to school, and all AEDC indicators. For most variables, there will be variables denoting the number of children with valid scores (BASE), the number of children with specific characteristics or results, and the percentage of children in that group (PCT). Each of these variables will be calculated for 10 different group types or levels (see below).

Code	Abbreviation	Level
1	NAT	National
2	JUR	Jurisdictional
3	JURI	Jurisdictional (plus 2010 records)[1]
4	REG	Region
5	COM	Community
6	LCOM	Local Community
7	SCH	School
8	LGA	Local Government Area
9	SA3	Statistical Area 3
10	SA2	Statistical Area 2

2) **Critical difference.** This contains the AEDC indicators (e.g. OT SOC, OT5) at each of the 10 levels listed above. The data is in a long format[2] with a row presenting the results for a specific case within level (e.g. SA within level 2 JUR), a specific AEDC indicator (e.g., DV1), and a specific combination of 2 AEDC cycles (e.g., 2009-2021), so that the critical difference information can be calculated.

3) **Geography profiles.** This contains information sourced from the ABS census, such as the % of the community who (1) completed Year 12, (2) were single parents, (3) were unemployed. In addition, there are some derived fields that show the quintile (1-5) used for shading in the AEDC Data Explorer. These fields are only calculated for levels 5 and 6 above (AEDC Community and AEDC Local Community).

[1] Used for public tables where results at sub-jurisdiction level need to add up of the jurisdiction total
[2] In 2021, this data file was so long it contained too many rows for excel so we had to put the school level results into a separate data file.

Step 3: Create and check the demographic breakdown file

The demographic breakdown file contains two tabs that need to be checked.

1) **Main table.** This contains the same data as in the MAF main table (see above) for 23 demographic groups (shown below) at the national level and for each of the 8 states/territories. This is done for the National report and also as a reference for checking any state reports produced by the STCs.

Demographic group	
1	Overall
2	SEIFA Quintile 1 (most disadvantaged)
3	SEIFA Quintile 2
4	SEIFA Quintile 3
5	SEIFA Quintile 4
6	SEIFA Quintile 5 (least disadvantaged)
7	Major Cities
8	Inner Regional / Outer Regional[3]
9	Inner Regional
10	Outer Regional
11	Remote / Very remote
12	Remote
13	Very Remote
14	Male
15	Female
16	Aboriginal & Torres Strait Islander
17	Non-Aboriginal & Torres Strait Islander
18	LBOTE - Total
19	LBOTE - Not proficient in English
20	LBOTE - Proficient in English
21	English Only - Total
22	English Only - Not proficient in English
23	English Only - Proficient in English

2) **Critical difference.** This contains the AEDC indicators (e.g. OT SOC, OT5) for each of the 23 demographic groups above (at a national level and for each state/territory). The data is in a long format with a row presenting the results for a specific case within level (e.g. SA within level 2 JUR), a specific demographic group (e.g., females), a specific AEDC indicator (e.g., DV1), and a specific combination of 2 AEDC cycles (e.g., 2009-2021), so that the critical difference information can be calculated.

[3] These combinations were added in Feb/March 2022 as a decision was made to use them in the National Report.

Step 4: Generation of specific template files

These files are wide containing all data for a specific profile (e.g., School 41393; Community 234923) on a single row.

Template specific files

Separate files containing only variables
and cases to be presented in the specific products.

1. School Profile
2. School Profile addendum
3. Community profiles
4. MSI profiles
5. National report
6. Public Report Tables (LGA, SA2, SA3)
7. Data Explorer Tables (National, State, Region, C, LC)

In 2021, there was a school profile that schools received in November 2021, and a school profile addendum that schools received in April 2022 with comparative data on their state/territory and national results. In 2024, the intention is to provide schools with a school profile addendum only. As such, the school profile template files will need to be reviewed and updated.

Step 5: Spot check a handful of populated school and community reports

This step would involve the visual inspection of 4-5 populated reports to ensure the populated data matches data in the template file.

Step 6: Checking the 2024 National Report

This step would involve the visual inspection of the National Report to ensure the populated data matches data in the template file(s).

Appendix 23: 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		**8,761**	**2,143**	**672**	**2,962**	**341**	**132**	**480**	**139**	**1,892**
National	Government	6,451	1,141	471	2,563	288	100	373	66	1,449
National	Catholic	1,249	510	63	320	40	21	74	10	211
National	Independent	1,061	492	138	79	13	11	33	63	232
NSW		**2,268**	**575**	**212**	**757**	**103**	**26**	**124**	**78**	**393**
NSW	Government	1,677	349	177	646	86	20	104	14	281
NSW	Catholic	301	88	17	106	14	6	19	4	47
NSW	Independent	290	138	18	5	3	0	1	60	65
VIC		**1,946**	**580**	**148**	**649**	**99**	**21**	**113**	**19**	**317**
VIC	Government	1,385	262	102	579	81	18	90	13	240
VIC	Catholic	378	209	25	61	14	3	20	6	40
VIC	Independent	183	109	21	9	4	0	3	0	37
QLD		**1,768**	**469**	**149**	**662**	**46**	**30**	**103**	**9**	**300**
QLD	Government	1,301	256	86	580	45	24	87	7	216
QLD	Catholic	268	121	4	67	1	5	14	0	56
QLD	Independent	199	92	59	15	0	1	2	2	28
SA		**814**	**150**	**28**	**187**	**17**	**16**	**19**	**6**	**391**
SA	Government	648	65	18	164	13	13	11	5	359
SA	Catholic	87	35	2	21	4	3	3	0	19
SA	Independent	79	50	8	2	0	0	5	1	13
WA		**1,336**	**272**	**90**	**500**	**57**	**36**	**64**	**7**	**310**
WA	Government	943	140	49	404	48	23	38	7	234
WA	Catholic	161	44	13	54	7	4	15	0	24
WA	Independent	232	88	28	42	2	9	11	0	52
TAS		**178**	**26**	**25**	**60**	**5**	**1**	**12**	**0**	**49**
TAS	Government	144	14	25	52	5	1	10	0	37
TAS	Catholic	16	5	0	6	0	0	2	0	3
TAS	Independent	18	7	0	2	0	0	0	0	9
NT		**264**	**13**	**18**	**77**	**0**	**1**	**39**	**16**	**100**
NT	Government	195	8	12	70	0	1	29	16	59
NT	Catholic	27	2	2	4	0	0	0	0	19
NT	Independent	42	3	4	3	0	0	10	0	22
ACT		**187**	**58**	**2**	**70**	**14**	**1**	**6**	**4**	**32**
ACT	Government	158	47	2	68	10	0	4	4	23
ACT	Catholic	11	6	0	1	0	0	1	0	3
ACT	Independent	18	5	0	1	4	1	1	0	6

Completed instruments	Skipped instruments	In progress instruments	Non-participating children	Total resolved	Parent opt outs	Other non-participating	Opt outs as % of total resolved	Opt outs as a % of non-participating
287,658	**1,335**	**215**	**8,761**	**297,969**	**2,815**	**5,946**	**0.9%**	**32.1%**
198,847	1,146	120	6,451	206,564	1,612	4,839	0.8%	25.0%
55,757	111	70	1,249	57,187	573	676	1.0%	45.9%
33,054	78	25	1,061	34,218	630	431	1.8%	59.4%
90,520	**271**	**60**	**2,268**	**93,119**	**787**	**1,481**	**0.8%**	**34.7%**
61,526	222	46	1,677	63,471	526	1,151	0.8%	31.4%
19,435	31	6	301	19,773	105	196	0.5%	34.9%
9,559	18	8	290	9,875	156	134	1.6%	53.8%
67,097	**241**	**41**	**1,946**	**69,325**	**728**	**1,218**	**1.1%**	**37.4%**
47,599	204	22	1,385	49,210	364	1,021	0.7%	26.3%
12,985	25	17	378	13,405	234	144	1.7%	61.9%
6,513	12	2	183	6,710	130	53	1.9%	71.0%
62,566	**306**	**70**	**1,768**	**64,710**	**618**	**1,150**	**1.0%**	**35.0%**
42,896	264	25	1,301	44,486	342	959	0.8%	26.3%
11,639	19	37	268	11,963	125	143	1.0%	46.6%
8,031	23	8	199	8,261	151	48	1.8%	75.9%
19,155	**84**	**8**	**814**	**20,061**	**178**	**636**	**0.9%**	**21.9%**
12,014	71	2	648	12,735	83	565	0.7%	12.8%
4,044	6	1	87	4,138	37	50	0.9%	42.5%
3,097	7	5	79	3,188	58	21	1.8%	73.4%
34,343	**285**	**23**	**1,336**	**35,987**	**362**	**974**	**1.0%**	**27.1%**
25,027	248	16	943	26,234	189	754	0.7%	20.0%
5,074	25	6	161	5,266	57	104	1.1%	35.4%
4,242	12	1	232	4,487	116	116	2.6%	50.0%
5,725	**22**	**8**	**178**	**5,933**	**51**	**127**	**0.9%**	**28.7%**
4,029	20	7	144	4,200	39	105	0.9%	27.1%
1,107	2	1	16	1,126	5	11	0.4%	31.3%
589	0	0	18	607	7	11	1.2%	38.9%
2,927	**94**	**3**	**264**	**3,288**	**31**	**233**	**0.9%**	**11.7%**
2,274	90	2	195	2,561	20	175	0.8%	10.3%
322	1	1	27	351	4	23	1.1%	14.8%
331	3	0	42	376	7	35	1.9%	16.7%
5,325	**32**	**2**	**187**	**5,546**	**60**	**127**	**1.1%**	**32.1%**
3,482	27	0	158	3,667	49	109	1.3%	31.0%
1,151	2	1	11	1,165	6	5	0.5%	54.5%
692	3	1	18	714	5	13	0.7%	27.8%

Definitions

Non-participating children: children not participating (reason for non-participation as flagged by the AEDC School Coordinator or the Teacher)

Other - can include duplicate children

Note: figures above are as at end of the collection and do not include any coding of "other". See Technical Report for coded results.

Appendix 24: Aboriginal and / or Torres Strait Islander CC availability by jurisdiction and sector

Availability of an Aboriginal and / or Torres Strait Islander Cultural Consultant by jurisdiction and sector

Sector within jurisdiction	Cycle 6 schools with 1 or more ATSI children	Cycle 6 schools with access to an ATSI CC	Access to ATSI CC (%)
National	**4703**	**2701**	**57.4**
Government	3619	2083	57.6
Catholic	756	508	67.2
Independent	328	110	33.5
New South Wales	**1547**	**917**	**59.3**
Government	1173	672	57.3
Catholic	283	211	74.6
Independent	91	34	37.4
Victoria	**731**	**550**	**75.2**
Government	575	464	80.7
Catholic	125	79	63.2
Independent	31	7	22.6
Queensland	**1082**	**489**	**45.2**
Government	800	341	42.6
Catholic	175	117	66.9
Independent	107	31	29.0
Western Australia	**611**	**315**	**51.6**
Government	495	261	52.7
Catholic	73	42	57.5
Independent	43	12	27.9
South Australia	**366**	**225**	**61.5**
Government	286	196	68.5
Catholic	48	17	35.4
Independent	32	12	37.5
Tasmania	**160**	**69**	**43.1**
Government	124	44	35.5
Catholic	28	22	78.6
Independent	8	3	37.5
Australian Capital Territory	**72**	**30**	**41.7**
Government	56	19	33.9
Catholic	14	10	71.4
Independent	2	1	50.0
Northern Territory	**134**	**106**	**79.1**
Government	110	86	78.2
Catholic	10	10	100.0
Independent	14	10	71.4

Note: data in this table is based on responses to school set up questions

Appendix 25: Aboriginal and / or Torres Strait Islander CC intention by jurisdiction and sector

Aboriginal and Torres Strait Islander Cultural Consultant Usage Intention (All)

FILTER = Schools with Cultural Consultant Available (as per School Set up questions)

Jurisdiction	Sector	Teachers with at least one Aboriginal and Torres Strait Islander child in class	Teachers of an 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	Teacher 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	Teacher 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	Teacher 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 with at least one ATSI child in class	Teachers of an ATSI background, with at least one ATSI child in class	Teachers of a non-ATSI background, with at least one ATSI child in class	Teacher of a non-ATSI background, with at least one ATSI child in class, Intends to use ATSI CC	Teacher of a non-ATSI background, with at least one ATSI child in class, does not intend to use ATSI CC	Teacher of a non-ATSI background, with at least one ATSI child in class, does not know if will use ATSI CC	Intention to use ATSI CC rate
National		**8,304**	**451**	**7,853**	**1,954**	**3,088**	**2,811**	**24.9**	**4,917**	**327**	**4,590**	**1,760**	**1,095**	**1,735**	**38.3**
National	Government	6,718	372	6,346	1,586	2,470	2,290	25.0	3,970	267	3,703	1,425	857	1,421	38.5
National	Catholic	1,186	55	1,131	316	401	414	27.9	806	43	763	289	195	279	37.9
National	Independent	400	24	376	52	217	107	13.8	141	17	124	46	43	35	37.1
NSW		**2,927**	**187**	**2,740**	**725**	**1,081**	**934**	**26.5**	**1,828**	**134**	**1,694**	**658**	**428**	**608**	**38.8**
NSW	Government	2,331	157	2,174	553	881	740	25.4	1,427	111	1,316	501	329	486	38.1
NSW	Catholic	471	23	448	159	134	155	35.5	356	18	338	146	84	108	43.2
NSW	Independent	125	7	118	13	66	39	11.0	45	5	40	11	15	14	27.5
VIC		**1,071**	**37**	**1,034**	**172**	**423**	**439**	**16.6**	**789**	**28**	**761**	**156**	**257**	**348**	**20.5**
VIC	Government	875	33	842	141	327	374	16.7	680	26	654	127	221	306	19.4
VIC	Catholic	169	4	165	31	76	58	18.8	102	2	100	29	30	41	29.0
VIC	Independent	27	0	27	0	20	7	0.0	7	0	7	0	6	1	0.0
QLD		**2,145**	**120**	**2,025**	**459**	**801**	**765**	**22.7**	**1,039**	**83**	**956**	**392**	**219**	**345**	**41.0**
QLD	Government	1,728	94	1,634	378	630	626	23.1	807	63	744	318	157	269	42.7
QLD	Catholic	293	17	276	66	101	109	23.9	195	13	182	61	51	70	33.5
QLD	Independent	124	9	115	15	70	30	13.0	37	7	30	13	11	6	43.3
SA		**595**	**27**	**568**	**175**	**175**	**218**	**30.8**	**402**	**24**	**378**	**160**	**58**	**160**	**42.3**
SA	Government	481	22	459	162	123	174	35.3	360	21	339	152	50	137	44.8
SA	Catholic	72	2	70	6	32	32	8.6	22	2	20	2	5	13	10.0
SA	Independent	42	3	39	7	20	12	17.9	20	1	19	6	3	10	31.6
WA		**975**	**38**	**937**	**272**	**380**	**285**	**29.0**	**531**	**26**	**505**	**257**	**69**	**179**	**50.9**
WA	Government	828	31	797	239	313	245	30.0	460	20	440	226	55	159	51.4
WA	Catholic	90	5	85	23	36	26	27.1	57	4	53	22	11	20	41.5
WA	Independent	57	2	55	10	31	14	18.2	14	2	12	9	3	0	75.0
TAS		**253**	**13**	**240**	**34**	**127**	**79**	**14.2**	**112**	**8**	**104**	**30**	**29**	**45**	**28.8**
TAS	Government	201	13	188	18	112	58	9.6	72	8	64	14	21	29	21.9
TAS	Catholic	48	0	48	15	14	19	31.3	38	0	38	15	8	15	39.5
TAS	Independent	4	0	4	1	1	2	25.0	2	0	2	1	0	1	50.0
NT		**222**	**22**	**200**	**98**	**50**	**52**	**49.0**	**169**	**19**	**150**	**93**	**21**	**36**	**62.0**
NT	Government	186	18	168	84	40	44	50.0	137	16	121	79	14	28	65.3
NT	Catholic	17	1	16	8	3	5	50.0	17	1	16	8	3	5	50.0
NT	Independent	19	3	16	6	7	3	37.5	15	2	13	6	4	3	46.2
ACT		**116**	**7**	**109**	**19**	**51**	**39**	**17.4**	**47**	**5**	**42**	**14**	**14**	**14**	**33.3**
ACT	Government	88	4	84	11	44	29	13.1	27	2	25	8	10	7	32.0
ACT	Catholic	26	3	23	8	5	10	34.8	19	3	16	6	3	7	37.5
ACT	Independent	2	0	2	0	2	0	0.0	1	0	1	0	1	0	0.0

Definitions:

Intention to use Aboriginal and Torres Strait Islander Cultural Consultant rate:

Teacher 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

as a per cent of

Teachers of a non-Aboriginal and Torres Strait Islander background, with at least one Aboriginal and Torres Strait Islander child in class

Appendix 26: 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	Aboriginal and Torres Strait Islander child Instrument 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	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	Instruments completed with Aboriginal and Torres Strait Islander children	Aboriginal and Torres Strait Islander child Instrument 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	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		**21,838**	**1,207**	**20,631**	**5,724**	**1,962**	**31.7**	**14.5**	**9.5**	**27.7**	**14,641**	**983**	**13,658**	**5,468**	**1,874**	**44.1**	**19.5**	**13.7**	**40.0**
National	Government	18,324	1,009	17,315	4,877	1,584	32.1	14.2	9.1	28.2	12,384	823	11,561	4,677	1,511	44.4	18.8	13.1	40.5
National	Catholic	2,592	119	2,473	712	330	32.1	17.3	13.3	28.8	1,855	95	1,760	663	319	40.9	22.3	18.1	37.7
National	Independent	922	79	843	135	48	23.2	13.8	5.7	16.0	402	65	337	128	44	48.0	27.1	13.1	38.0
NSW		**7,547**	**488**	**7,059**	**1,844**	**526**	**30.9**	**13.4**	**7.5**	**26.1**	**5,393**	**393**	**5,000**	**1,777**	**509**	**40.2**	**16.7**	**10.2**	**35.5**
NSW	Government	6,337	430	5,907	1,520	420	30.8	13.4	7.1	25.7	4,515	352	4,163	1,486	408	40.7	16.8	9.8	35.7
NSW	Catholic	970	44	926	299	99	35.4	14.7	10.7	32.3	778	33	745	270	98	38.9	16.8	13.2	36.2
NSW	Independent	240	14	226	25	7	16.3	8.8	3.1	11.1	100	8	92	21	3	29.0	11.0	3.3	22.8
VIC		**1,687**	**39**	**1,648**	**213**	**79**	**14.9**	**7.0**	**4.8**	**12.9**	**1,286**	**32**	**1,254**	**202**	**71**	**18.2**	**8.0**	**5.7**	**16.1**
VIC	Government	1,412	36	1,376	149	42	13.1	5.5	3.1	10.8	1,129	31	1,098	147	42	15.8	6.5	3.8	13.4
VIC	Catholic	239	3	236	63	36	27.6	16.3	15.3	26.7	150	1	149	54	28	36.7	19.3	18.8	36.2
VIC	Independent	36	0	36	1	1	2.8	2.8	2.8	2.8	7	0	7	1	1	14.3	14.3	14.3	14.3
QLD		**6,774**	**352**	**6,422**	**1,760**	**562**	**31.2**	**13.5**	**8.8**	**27.4**	**3,896**	**285**	**3,611**	**1,609**	**506**	**48.6**	**20.3**	**14.0**	**44.6**
QLD	Government	5,665	255	5,410	1,565	488	32.1	13.1	9.0	28.9	3,260	199	3,061	1,419	432	49.6	19.4	14.1	46.4
QLD	Catholic	747	50	697	164	71	28.6	16.2	10.2	23.5	493	41	452	159	71	40.6	22.7	15.7	35.2
QLD	Independent	362	47	315	31	3	21.5	13.8	1.0	9.8	143	45	98	31	3	53.1	33.6	3.1	31.6
SA		**1,168**	**61**	**1,107**	**324**	**117**	**33.0**	**15.2**	**10.6**	**29.3**	**845**	**57**	**788**	**311**	**113**	**43.6**	**20.1**	**14.3**	**39.5**
SA	Government	954	49	905	311	114	37.7	17.1	12.6	34.4	759	47	712	302	110	46.0	20.7	15.4	42.4
SA	Catholic	129	3	126	1	0	3.1	2.3	0.0	0.8	40	3	37	0	0	7.5	7.5	0.0	0.0
SA	Independent	85	9	76	12	3	24.7	14.1	3.9	15.8	46	7	39	9	3	34.8	21.7	7.7	23.1
WA		**2,649**	**108**	**2,541**	**982**	**435**	**41.1**	**20.5**	**17.1**	**38.6**	**1,865**	**86**	**1,779**	**975**	**433**	**56.9**	**27.8**	**24.3**	**54.8**
WA	Government	2,288	90	2,198	836	336	40.5	18.6	15.3	38.0	1,637	72	1,565	833	335	55.3	24.9	21.4	53.2
WA	Catholic	260	15	245	115	74	50.0	34.2	30.2	46.9	192	13	179	111	73	64.6	44.8	40.8	62.0
WA	Independent	101	3	98	31	25	33.7	27.7	25.5	31.6	36	1	35	31	25	88.9	72.2	71.4	88.6
TAS		**683**	**37**	**646**	**42**	**12**	**11.6**	**7.2**	**1.9**	**6.5**	**333**	**22**	**311**	**42**	**12**	**19.2**	**10.2**	**3.9**	**13.5**
TAS	Government	544	37	507	18	1	10.1	7.0	0.2	3.6	243	22	221	18	1	16.5	9.5	0.5	8.1
TAS	Catholic	117	0	117	23	11	19.7	9.4	9.4	19.7	86	0	86	23	11	26.7	12.8	12.8	26.7
TAS	Independent	22	0	22	1	0	4.5	0.0	0.0	4.5	4	0	4	1	0	25.0	0.0	0.0	25.0
NT		**1,124**	**105**	**1,019**	**542**	**217**	**57.6**	**28.6**	**21.3**	**53.2**	**941**	**97**	**844**	**537**	**217**	**67.4**	**33.4**	**25.7**	**63.6**
NT	Government	966	99	867	466	174	58.5	28.3	20.1	53.7	792	93	699	461	174	69.9	33.7	24.9	66.0
NT	Catholic	85	0	85	42	34	49.4	40.0	40.0	49.4	84	0	84	42	34	50.0	40.5	40.5	50.0
NT	Independent	73	6	67	34	9	54.8	20.5	13.4	50.7	65	4	61	34	9	58.5	20.0	14.8	55.7
ACT		**206**	**17**	**189**	**17**	**14**	**16.5**	**15.0**	**7.4**	**9.0**	**82**	**11**	**71**	**15**	**13**	**31.7**	**29.3**	**18.3**	**21.1**
ACT	Government	158	13	145	12	9	15.8	13.9	6.2	8.3	49	7	42	11	9	36.7	32.7	21.4	26.2
ACT	Catholic	45	4	41	5	5	20.0	20.0	12.2	12.2	32	4	28	4	4	25.0	25.0	14.3	14.3
ACT	Independent	3	0	3	0	0	0.0	0.0	0.0	0.0	1	0	1	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 27 Rate of Instrument completion by jurisdiction and sector

Number of Instrument completion - Cumulative

Week ending	3-May	10-May	17-May	24-May	31-May	7-Jun	14-Jun	21-Jun	28-Jun	5-Jul	12-Jul	19-Jul	26-Jul+
										School holidays			
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	**7,947**	**34,103**	**74,180**	**114,072**	**149,524**	**179,448**	**207,308**	**238,993**	**260,541**	**269,734**	**270,414**	**274,384**	**287,658**
Government	5,374	24,700	52,484	80,051	103,763	124,235	143,568	165,794	180,253	186,990	187,420	190,178	198,847
Catholic	1,624	6,313	14,901	22,751	29,995	36,228	41,323	46,694	50,636	52,036	52,163	53,156	55,757
Independent	949	3,090	6,795	11,270	15,766	18,985	22,417	26,505	29,652	30,708	30,831	31,050	33,054
New South Wales	**2,057**	**9,404**	**21,806**	**33,441**	**43,350**	**52,831**	**61,081**	**72,177**	**82,376**	**89,078**	**89,483**	**89,524**	**90,520**
Government	1,321	6,729	15,292	22,746	29,160	35,311	40,980	48,706	55,531	60,717	60,973	60,996	61,526
Catholic	584	2,128	5,256	8,229	10,731	12,972	14,749	16,608	18,471	19,356	19,424	19,435	19,435
Independent	152	547	1,258	2,466	3,459	4,548	5,352	6,863	8,374	9,005	9,086	9,093	9,559
Victoria	**1,644**	**7,552**	**13,623**	**20,305**	**26,884**	**33,320**	**38,402**	**45,039**	**50,958**	**51,526**	**51,737**	**55,517**	**67,097**
Government	1,246	5,826	10,293	14,984	19,870	24,412	27,874	32,537	36,551	36,807	36,921	39,627	47,599
Catholic	297	1,223	2,133	3,389	4,538	5,867	7,049	8,405	9,480	9,549	9,607	10,543	12,985
Independent	101	503	1,197	1,932	2,476	3,041	3,479	4,097	4,927	5,170	5,209	5,347	6,513
Queensland	**2,289**	**8,189**	**19,379**	**30,921**	**41,420**	**48,453**	**55,952**	**61,962**	**62,288**	**62,288**	**62,290**	**62,337**	**62,566**
Government	1,416	5,753	13,177	21,555	28,159	33,146	38,457	42,663	42,896	42,896	42,896	42,896	42,896
Catholic	414	1,377	3,799	5,876	8,216	9,400	10,317	11,552	11,639	11,639	11,639	11,639	11,639
Independent	459	1,059	2,403	3,490	5,045	5,907	7,178	7,747	7,753	7,753	7,755	7,802	8,031
South Australia	**348**	**1,451**	**3,924**	**6,548**	**8,868**	**11,434**	**12,781**	**15,270**	**17,779**	**19,049**	**19,066**	**19,085**	**19,155**
Government	267	1,031	2,658	4,292	5,869	7,547	8,265	9,854	11,256	11,998	12,014	12,014	12,014
Catholic	13	242	784	1,276	1,660	2,281	2,588	3,004	3,654	4,043	4,044	4,044	4,044
Independent	68	178	482	980	1,339	1,606	1,928	2,412	2,869	3,008	3,008	3,027	3,097
Western Australia	**1,204**	**5,709**	**11,990**	**17,754**	**22,260**	**25,090**	**29,171**	**32,866**	**34,300**	**34,333**	**34,333**	**34,341**	**34,343**
Government	838	3,965	8,429	12,538	15,662	17,739	20,903	23,780	25,003	25,027	25,027	25,027	25,027
Catholic	218	1,100	2,333	3,167	3,670	4,087	4,743	4,994	5,070	5,074	5,074	5,074	5,074
Independent	148	644	1,228	2,049	2,928	3,264	3,525	4,092	4,227	4,232	4,232	4,240	4,242
Tasmania	**98**	**441**	**883**	**1,457**	**2,355**	**3,201**	**3,985**	**4,807**	**5,379**	**5,720**	**5,725**	**5,725**	**5,725**
Government	69	305	623	1,080	1,758	2,269	2,800	3,368	3,733	4,025	4,029	4,029	4,029
Catholic	29	130	232	317	490	744	848	996	1,096	1,107	1,107	1,107	1,107
Independent	0	6	28	60	107	188	337	443	550	588	589	589	589
Northern Territory	**89**	**373**	**784**	**1,179**	**1,426**	**1,685**	**1,963**	**2,400**	**2,443**	**2,444**	**2,455**	**2,530**	**2,927**
Government	88	370	770	1,143	1,295	1,510	1,760	2,037	2,066	2,067	2,078	2,107	2,274
Catholic	0	0	6	9	51	76	82	117	117	117	117	163	322
Independent	1	3	8	27	80	99	121	246	260	260	260	260	331
Australian Capital T	**218**	**984**	**1,791**	**2,467**	**2,961**	**3,434**	**3,973**	**4,472**	**5,018**	**5,296**	**5,325**	**5,325**	**5,325**
Government	129	721	1,242	1,713	1,990	2,301	2,529	2,849	3,217	3,453	3,482	3,482	3,482
Catholic	69	113	358	488	639	801	947	1,018	1,109	1,151	1,151	1,151	1,151
Independent	20	150	191	266	332	332	497	605	692	692	692	692	692

Appendix 28: Skipped Instrument rates by jurisdiction and sector

Jurisdiction	Sector	Cycle 6 population	Cycle 6 Participating children	Cycle 6 skipped n	Cycle 6 skipped %
National		**305,074**	**288,993**	**1335**	**0.46**
National	Government	206,293	199,993	1146	0.57
National	Catholic	58,396	55,868	111	0.20
National	Independent	40,385	33,132	78	0.24
NSW		**96,080**	**90,791**	**271**	**0.30**
NSW	Government	64,414	61,748	222	0.36
NSW	Catholic	19,166	19,466	31	0.16
NSW	Independent	12,500	9,577	18	0.19
VIC		**76,612**	**67,338**	**241**	**0.36**
VIC	Government	51,519	47,803	204	0.43
VIC	Catholic	15,657	13,010	25	0.19
VIC	Independent	9,436	6,525	12	0.18
QLD		**64,030**	**62,872**	**306**	**0.49**
QLD	Government	43,408	43,160	264	0.61
QLD	Catholic	11,725	11,658	19	0.16
QLD	Independent	8,897	8,054	23	0.29
SA		**19,234**	**19,239**	**84**	**0.44**
SA	Government	11,819	12,085	71	0.59
SA	Catholic	4,086	4,050	6	0.15
SA	Independent	3,329	3,104	7	0.23
WA		**34,775**	**34,628**	**285**	**0.82**
WA	Government	25,247	25,275	248	0.98
WA	Catholic	5,171	5,099	25	0.49
WA	Independent	4,357	4,254	12	0.28
TAS		**5,876**	**5,747**	**22**	**0.38**
TAS	Government	4,113	4,049	20	0.49
TAS	Catholic	1,113	1,109	2	0.18
TAS	Independent	650	589	0	0.00
NT		**3,023**	**3,021**	**94**	**3.11**
NT	Government	2,280	2,364	90	3.81
NT	Catholic	333	323	1	0.31
NT	Independent	410	334	3	0.90
ACT		**5,497**	**5,357**	**32**	**0.60**
ACT	Government	3,655	3,509	27	0.77
ACT	Catholic	1,137	1,153	2	0.17
ACT	Independent	705	695	3	0.43

Definitions

Skipped instrument: background information questions only completed (teacher does not know child well enough to complete instrument)

Appendix 29: Instrument completion dynamics by jurisdiction

Instrument Completion by Time of Day									
	Number of instruments								
Hour of Day	National	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
0	420	56	94	29	25	203	0	0	13
1	122	13	20	6	10	73	0	0	0
2	43	1	1	9	0	32	0	0	0
3	48	8	1	23	4	12	0	0	0
4	88	23	4	59	0	2	0	0	0
5	333	101	67	142	5	5	6	5	2
6	595	179	161	211	6	8	19	7	4
7	1208	312	227	538	37	33	34	16	11
8	4600	1274	915	1849	182	77	161	42	100
9	35879	11747	10057	10432	1277	238	942	413	773
10	49918	18765	13245	10771	3690	1006	1013	424	1004
11	37856	12070	8615	6912	2935	5618	753	347	606
12	47337	15677	10598	9824	3276	5685	875	503	899
13	31289	9928	6721	6059	2305	4975	505	292	504
14	30051	9594	5808	6058	1917	5038	616	348	672
15	13306	3093	3194	1749	1330	3367	150	207	216
16	8395	1461	1426	1253	491	3386	121	140	117
17	4544	941	879	997	334	1176	92	68	57
18	3794	1002	832	920	210	649	86	30	65
19	4795	1140	1213	1499	244	481	122	31	65
20	5230	1385	1304	1537	306	481	113	31	73
21	4081	985	950	1083	310	582	74	13	84
22	2543	548	526	493	188	687	40	11	50
23	1177	211	235	113	75	529	3	1	10
Total	**304305**	**95360**	**73461**	**64828**	**20208**	**35361**	**5939**	**3189**	**5959**
School day	245,636	80,874	58,238	51,805	16,730	25,927	4,854	2,534	4,674
Working day	17,539	3,676	3,220	4,099	1,007	4,639	374	250	274
After hours	24,477	5,964	5,635	6,662	1,420	3,777	497	145	377
Total	287,652	90,514	67,093	62,566	19,157	34,343	5,725	2,929	5,325
School day %	85.4	89.3	86.8	82.8	87.3	75.5	84.8	86.5	87.8
Working day %	6.1	4.1	4.8	6.6	5.3	13.5	6.5	8.5	5.1
After hours %	8.5	6.6	8.4	10.6	7.4	11.0	8.7	5.0	7.1
Total %	100.0	100.0	100.0	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* *After hours: Before 8:00; After 18:00*

Appendix 30: Rate of school activation by jurisdiction and sector

Number of schools activated - cumulative

Week ending Sector within jurisdiction	22-Mar End week -6	29-Mar End week -5	5-Apr End week -4	12-Apr End week -3	19-Apr End week -2	26-Apr End week -1	3-May End week 1	10-May End week 2	17-May End week 3	24-May End week 4	31-May End week 5	7-Jun End week 6	14-Jun End week 7	21-Jun End week 8	28-Jun End week 9	5-Jul End week 10	12-Jul End week 11	19-Jul End week 12	26 Jul+ End week 13-17
National	**1933**	**3547**	**4111**	**4520**	**5291**	**5768**	**6440**	**6829**	**6997**	**7090**	**7,162**	**7,252**	**7,319**	**7,390**	**7,426**	**7,448**	**7,456**	**7,503**	**7,526**
Government	1367	2470	2846	3118	3666	4012	4490	4786	4903	4975	5026	5095	5156	5207	5236	5255	5260	5297	5314
Catholic	358	707	832	907	1047	1116	1217	1261	1274	1282	1288	1295	1298	1309	1313	1313	1313	1320	1324
Independent	208	370	433	495	578	640	733	782	820	833	848	862	865	874	877	880	883	886	888
New South Wales	**645**	**1182**	**1456**	**1684**	**1729**	**1752**	**1971**	**2116**	**2164**	**2203**	**2225**	**2262**	**2289**	**2311**	**2324**	**2342**	**2346**	**2346**	**2348**
Government	473	828	999	1159	1188	1202	1350	1459	1491	1520	1534	1565	1591	1610	1622	1639	1642	1642	1644
Catholic	125	257	330	371	379	384	425	438	440	441	442	444	444	445	445	445	445	445	445
Independent	47	97	127	154	162	166	196	219	233	242	249	253	254	256	257	258	259	259	259
Victoria	**437**	**682**	**721**	**760**	**1032**	**1204**	**1330**	**1417**	**1467**	**1493**	**1523**	**1563**	**1610**	**1656**	**1678**	**1681**	**1683**	**1725**	**1744**
Government	296	443	471	490	681	800	887	951	991	1015	1038	1068	1109	1142	1158	1160	1162	1198	1212
Catholic	97	175	180	191	250	285	312	325	331	333	335	340	343	353	357	357	357	364	368
Independent	44	64	70	79	101	119	131	141	145	145	150	155	158	161	163	164	164	163	164
Queensland	**352**	**670**	**738**	**766**	**1014**	**1195**	**1352**	**1390**	**1415**	**1422**	**1429**	**1431**	**1423**	**1424**	**1424**	**1424**	**1426**	**1430**	**1431**
Government	248	481	527	541	721	854	964	999	1018	1024	1031	1031	1024	1022	1022	1022	1022	1022	1022
Catholic	52	111	126	134	179	202	224	224	224	224	224	224	224	224	224	224	224	224	224
Independent	52	78	85	91	114	139	164	167	173	174	174	176	175	178	178	178	180	184	185
South Australia	**205**	**347**	**411**	**461**	**471**	**486**	**539**	**564**	**581**	**594**	**598**	**605**	**606**	**607**	**607**	**608**	**608**	**608**	**608**
Government	134	237	285	324	330	339	382	402	412	422	424	428	429	430	430	430	430	430	430
Catholic	37	61	70	75	76	78	81	86	88	89	90	90	90	90	90	90	90	90	90
Independent	34	49	56	62	65	69	76	76	81	83	84	87	87	87	87	88	88	88	88
Western Australia	**198**	**479**	**538**	**567**	**738**	**800**	**853**	**918**	**929**	**928**	**929**	**930**	**930**	**929**	**929**	**929**	**929**	**929**	**928**
Government	153	360	402	416	538	588	622	667	670	669	670	671	671	671	671	671	671	671	670
Catholic	26	65	79	86	112	116	120	130	131	131	131	131	131	130	130	130	130	130	130
Independent	19	54	57	65	88	96	111	121	128	128	128	128	128	128	128	128	128	128	128
Tasmania	**45**	**92**	**113**	**136**	**143**	**146**	**186**	**202**	**211**	**213**	**214**	**213**	**213**	**213**	**213**	**213**	**213**	**213**	**213**
Government	27	54	70	87	91	94	130	144	151	152	152	151	151	151	151	151	151	151	151
Catholic	11	20	23	25	25	25	28	29	30	31	32	32	32	32	32	32	32	32	32
Independent	7	18	20	24	27	27	28	29	30	30	30	30	30	30	30	30	30	30	30
Northern Territory	**15**	**34**	**55**	**57**	**75**	**94**	**111**	**120**	**124**	**129**	**134**	**138**	**138**	**140**	**141**	**141**	**141**	**142**	**144**
Government	14	30	44	45	61	78	93	99	102	104	108	112	112	112	113	113	113	114	116
Catholic	0	1	2	2	3	3	4	6	7	9	10	10	10	11	11	11	11	11	11
Independent	1	3	9	10	11	13	14	15	15	16	16	16	16	17	17	17	17	17	17
Australian Capital Territory	**36**	**61**	**79**	**89**	**89**	**91**	**98**	**102**	**106**	**108**	**110**	**110**	**110**	**110**	**110**	**110**	**110**	**110**	**110**
Government	22	37	48	56	56	57	62	65	68	69	69	69	69	69	69	69	69	69	69
Catholic	10	17	22	23	23	23	23	23	23	24	24	24	24	24	24	24	24	24	24
Independent	4	7	9	10	10	11	13	14	15	15	17	17	17	17	17	17	17	17	17

Number of schools activated - weekly

Week ending Sector within jurisdiction	22-Mar End week -6	29-Mar End week -5	5-Apr End week -4	12-Apr End week -3	19-Apr End week -2	26-Apr End week -1	3-May End week 1	10-May End week 2	17-May End week 3	24-May End week 4	31-May End week 5	7-Jun End week 6	14-Jun End week 7	21-Jun End week 8	28-Jun End week 9	5-Jul End week 10	12-Jul End week 11	19-Jul End week 12	26 Jul+ End week 13-17
National	**1933**	**1614**	**564**	**409**	**771**	**477**	**672**	**389**	**168**	**93**	**72**	**90**	**67**	**71**	**36**	**22**	**8**	**47**	**23**
Government	1367	1103	376	272	548	346	478	296	117	72	51	69	61	51	29	19	5	37	17
Catholic	358	349	125	75	140	69	101	44	13	8	6	7	3	11	4	0	0	7	4
Independent	208	162	63	62	83	62	93	49	38	13	15	14	3	9	3	3	3	3	2
New South Wales	**645**	**537**	**274**	**228**	**45**	**23**	**219**	**145**	**48**	**39**	**22**	**37**	**27**	**22**	**13**	**18**	**4**	**0**	**2**
Government	473	355	171	160	29	14	148	109	32	29	14	31	26	19	12	17	3	0	2
Catholic	125	132	73	41	8	5	41	13	2	1	1	2	0	1	0	0	0	0	0
Independent	47	50	30	27	8	4	30	23	14	9	7	4	1	2	1	1	1	0	0
Victoria	**437**	**245**	**39**	**39**	**272**	**172**	**126**	**87**	**50**	**26**	**30**	**40**	**47**	**46**	**22**	**3**	**2**	**42**	**19**
Government	296	147	28	19	191	119	87	64	40	24	23	30	41	33	16	2	2	36	14
Catholic	97	78	5	11	59	35	27	13	6	2	2	5	3	10	4	0	0	7	4
Independent	44	20	6	9	22	18	12	10	4	0	5	5	3	3	2	1	0	-1	1
Queensland	**352**	**318**	**68**	**28**	**248**	**181**	**157**	**38**	**25**	**7**	**7**	**2**	**-8**	**1**	**0**	**0**	**2**	**4**	**1**
Government	248	233	46	14	180	133	110	35	19	6	7	0	-7	-2	0	0	0	0	0
Catholic	52	59	15	8	45	23	22	0	0	0	0	0	0	0	0	0	0	0	0
Independent	52	26	7	6	23	25	25	3	6	1	0	2	-1	3	0	0	2	4	1
South Australia	**205**	**142**	**64**	**50**	**10**	**15**	**53**	**25**	**17**	**13**	**4**	**7**	**1**	**1**	**0**	**1**	**0**	**0**	**0**
Government	134	103	48	39	6	9	43	20	10	10	2	4	1	1	0	0	0	0	0
Catholic	37	24	9	5	1	2	3	5	2	1	1	0	0	0	0	0	0	0	0
Independent	34	15	7	6	3	4	7	0	5	2	1	3	0	0	0	1	0	0	0
Western Australia	**198**	**281**	**59**	**29**	**171**	**62**	**53**	**65**	**11**	**-1**	**1**	**1**	**0**	**-1**	**0**	**0**	**0**	**0**	**-1**
Government	153	207	42	14	122	50	34	45	3	-1	1	1	0	0	0	0	0	0	-1
Catholic	26	39	14	7	26	4	4	10	1	0	0	0	0	-1	0	0	0	0	0
Independent	19	35	3	8	23	8	15	10	7	0	0	0	0	0	0	0	0	0	0
Tasmania	**45**	**47**	**21**	**23**	**7**	**3**	**40**	**16**	**9**	**2**	**1**	**-1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Government	27	27	16	17	4	3	36	14	7	1	0	-1	0	0	0	0	0	0	0
Catholic	11	9	3	2	0	0	3	1	1	1	1	0	0	0	0	0	0	0	0
Independent	7	11	2	4	3	0	1	1	1	0	0	0	0	0	0	0	0	0	0
Northern Territory	**15**	**19**	**21**	**2**	**18**	**19**	**17**	**9**	**4**	**5**	**5**	**4**	**0**	**2**	**1**	**0**	**0**	**1**	**2**
Government	14	16	14	1	16	17	15	6	3	2	4	4	0	0	1	0	0	1	2
Catholic	0	1	1	0	1	0	1	2	1	2	1	0	0	1	0	0	0	0	0
Independent	1	2	6	1	1	2	1	1	0	1	0	0	0	1	0	0	0	0	0
Australian Capital Territory	**36**	**25**	**18**	**10**	**0**	**2**	**7**	**4**	**4**	**2**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Government	22	15	11	8	0	1	5	3	3	1	0	0	0	0	0	0	0	0	0
Catholic	10	7	5	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Independent	4	3	2	1	0	1	2	1	1	0	2	0	0	0	0	0	0	0	0

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 31: Teacher feedback form

Teacher feedback form

Welcome to the AEDC Teacher feedback form.

We have a few quick questions about the operational aspects of participating in the 2024 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.

		Hours	*Minutes*
TF1	Approximately how long did it take you to complete the Instruments for your class?		

TF2	Did you find the Instrument easy to complete for:	
1	**All** children	☐
2	**Most** children	☐
3	**Some** children	☐
4	**A few** children	☐
5	**No** children	☐

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*	
1	Introduction to the AEDC	☐
2	Moderation information	☐
3	Practice questions	☐
4	Completing the Australian version of the Early Development Instrument in collaboration with an Aboriginal and Torres Strait Islander Cultural Consultant	☐
5	None of these	☐

TF3b	Which of the following resources did you read? *Select all that apply*	
1	Key steps for participation in the AEDC	☐
2	Guide to completing the Australian version of the Early Development Instrument	☐
3	About the AEDC (fact sheet)	☐
4	Preparing for the AEDC (fact sheet)	☐
5	Teacher registration and training (fact sheet)	☐
6	Class list creation (fact sheet)	☐
7	Completing the Instrument for Aboriginal and Torres Strait Islander children (fact sheet)	☐
8	Information for Aboriginal and Torres Strait Islander Cultural Consultants (fact sheet)	☐
9	Finalising your involvement in the AEDC (fact sheet)	☐
10	Other	☐
11	None of these	☐

		yes	no
TF3c	Did you **print** any AEDC resources from the data collection system to assist you with the collection?	☐	☐

TF3d	Which, if any, of the following resources would you prefer to receive as printed resources in the future? *Select all that apply*	
1	Key steps for participation in the AEDC	☐
2	Guide to completing the Australian version of the Early Development Instrument	☐
3	About the AEDC	☐
4	Preparing for the AEDC	☐
5	Teacher registration and training	☐
6	Class list creation	☐
7	Completing the Instrument for Aboriginal and Torres Strait Islander children	☐
8	Information for Aboriginal and Torres Strait Islander Cultural Consultants	☐
9	Finalising your involvement in the AEDC	☐
10	All of these (EXCLUSIVE)	☐
11	None of these (EXCLUSIVE)	☐

Programmer note: None of the these" and "all of these" are exclusive and can't be selected at the same time as other items

TF4	How would you rate the training and resources overall?	
1	Excellent	☐
2	Very good	☐
3	Good	☐
4	Fair	☐
5	Poor	☐
6	Very poor	☐
7	Can't say	☐

T4 Why did you rate the training and resources in this way?

TF4b Please add any comments you would like to make about the AEDC teacher training or resources

---

Experiences of teachers who completed instruments together with an Aboriginal and Torres Strait Islander Cultural Consultant

TF5a	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?	
1	Yes, with the Aboriginal and Torres Strait Islander Cultural Consultant	☐
2	Yes, by myself or with other teachers	☐
3	No, I did not watch this video	☐

TF5b	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?	
1	Very easy	☐
2	Easy	☐
3	Difficult	☐
4	Very difficult	☐
5	Can't say	☐

TF5c 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

TF5d 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

1	Background information (including special needs, language spoken at home)	☐
2	Physical wellbeing (including school attendance)	☐
3	Language and cognitive skills	☐
4	Social and emotional development	☐
5	Emerging needs (conditions / impairments / problems)	☐
6	Other (non-parental care in the year before entering full time school, comments about child development)	☐
7	None of these (EXCLUSIVE)	☐
8	Can't say	☐

The AEDC data collection system

		Yes	No	Don't know
TF6	I found the data collection system easy to use	☐	☐	☐

TF6a Which parts of the data collection system were **not** easy to use?

1	Registration	☐
2	Teacher training	☐
3	Creating a Class List	☐
4	Managing the Class List and keeping track of progress	☐
5	Completing the Instrument	☐
6	Finalising my involvement in the AEDC	☐
7	Please provide details so that the data collection system can be improved for future collections	

TF7 How would you rate the AEDC Teacher dashboard overall?

1	Excellent	☐
2	Very good	☐
3	Good	☐
4	Fair	☐
5	Poor	☐
6	Very poor	☐
7	Can't say	☐

		Yes	No	Don't know
TF8	I experienced technical problems whilst using the system	☐	☐	☐

TF9 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
TF10	My involvement in this project will assist our school and local community to better understand health, development and wellbeing of children in our area	☐	☐	☐
TF11	The experience of completing Instruments will be beneficial to my work	☐	☐	☐
TF12	Completing Instruments was a good use of my time	☐	☐	☐

TF13 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- manadatory (option to skip feedback form at foot of page)

- TF1a only asked if TF1='Some children', 'A few children' or 'No children'.
- TF2a only asked if TF2 is not 'All'
- TF4a only asked if TF4='Poor' or 'Very poor'
- TF5a to TF5d only asked if teacher completed at least one instrument together with the Aboriginal and Torres Strait Islander Cultural Consultant (instrument P4=1)
- TF5c only asked if TF5b = 'Very difficult' or 'Difficult'
- TF6a and TF6aExtra only asked if TF6='No' or 'Don't know'
- TF6a– multiple responses allowed
- TF9 only asked if TF8 = 'Yes'

All open response fields – 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 32: AEDC School Coordinator feedback form

Introduction

Welcome to the AEDC School Coordinator feedback form.

We have a few quick questions about the operational aspects of participating in the 2024 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 School Coordinator	☐1
Yes, as a teacher	☐2
Yes, in some other capacity	☐3
No	☐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 2024:

	Much better	Better	About the same	Worse	Much worse	Can't say
Overall experience in 2024	☐1	☐2	☐3	☐4	☐5	☐6

*(A1=1 TO 3, PARTICIPATED IN AEDC BEFORE)
A2a Optional comment regarding your experience participating in the 2024 AEDC, relative to previous years.

(FREE TEXT FIELD)

B1: Did you **print** any AEDC resources from the data collection system to assist your school with the collection?

- ☐ Yes
- ☐ No

B2. Which, if any, of the following resources would you prefer to receive as **printed** resources in the future?
Select all that apply

AEDC School Coordinator Resources

- ☐ Key Steps to Participating
- ☐ About the AEDC
- ☐ School activation
- ☐ School set up
- ☐ Teacher set up
- ☐ About the AEDC for Aboriginal and Torres Strait Islander children
- ☐ Monitoring data collection
- ☐ Teacher relief reimbursement and school finalisation
- ☐ Opt out pro forma
- ☐ Parent letter
- ☐ All of the above (EXCLUSIVE)
- ☐ None of these (EXCLUSIVE)

AEDC Teacher Resources

- ☐ Key steps for participation in the AEDC (Teachers)
- ☐ Guide to completing the Australian version of the Early Development Instrument
- ☐ About the AEDC
- ☐ Preparing for the AEDC
- ☐ Teacher registration and training
- ☐ Class list creation
- ☐ Completing the Instrument for Aboriginal and Torres Strait Islander children
- ☐ Information for Aboriginal and Torres Strait Islander Cultural Consultants
- ☐ Finalising your involvement in the AEDC
- ☐ All of the above (EXCLUSIVE)
- ☐ None of these (EXCLUSIVE)

Programmer notes: "All of the above" and "None of these" are exclusive codes andcannot be selected at the same time as any other items.

B2a Optional comment regarding online vs printed resources

(FREE TEXT FIELD)

*(ALL)
B3 How did you find the level of information provided in the AEDC School Coordinator Resources in relation to:….

	Too much	About right	Not enough	Can't say
General background information about the AEDC	☐1	☐2	☐3	☐4
The key steps for participating	☐1	☐2	☐3	☐4
How to activate your school	☐1	☐2	☐3	☐4
How to set up your school	☐1	☐2	☐3	☐4

The informed consent process	☐1	☐2	☐3	☐4
How to set up your teachers	☐1	☐2	☐3	☐4
The AEDC for Aboriginal and Torres Strait Islander children	☐1	☐2	☐3	☐4
Teacher relief reimbursement	☐1	☐2	☐3	☐4
School finalisation	☐1	☐2	☐3	☐4
Accessing and using the School Profile	☐1	☐2	☐3	☐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 (EXCLUSIVE)

Programmer note: "Did not use the communications kit" cannot be selected at the same time as any other items.

*(ALL)
B4a Optional comment regarding planning information and resources (AEDC School Coordinator resources, AEDC Teacher resources, fact sheets, parent information letter, opt out pro-forma, communications kits, etc.)

(FREE TEXT FIELD)

*(ALL)
B5 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.

- ☐ AEDC website
- ☐ State / Territory Coordinator
- ☐ AEDC hepdesk
- ☐ Other (please specify)
  (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 2024 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	☐1	☐2	☐3	☐4	☐5

The experience of completing Instruments was beneficial to the teachers at my school	☐1	☐2	☐3	☐4	☐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	☐1	☐2	☐3	☐4	☐5
School set up	☐1	☐2	☐3	☐4	☐5
Teacher set up	☐1	☐2	☐3	☐4	☐5
Class List creation	☐1	☐2	☐3	☐4	☐5
Instrument completion	☐1	☐2	☐3	☐4	☐5
School Coordinator dashboard	☐1	☐2	☐3	☐4	☐5
Teacher relief invoice preparation	☐1	☐2	☐3	☐4	☐5

*(ALL)
D2 How easy or difficult did the AEDC School Coordinator dashboard make it to:

	Very easy	Easy	Difficult	Very difficult	Can't say
Navigate the system	☐1	☐2	☐3	☐4	☐5
Know what to do next	☐1	☐2	☐3	☐4	☐5

D3 How would you rate the AEDC School Coordinator dashboard overall?
- ☐ Very good
- ☐ Good
- ☐ Poor
- ☐ Very poor
- ☐ Can't say

D3a. Optional comment about the AEDC School Coordinator Dashboard
(FREE TEXT FIELD)

*(ALL)
D4 Did you experience any technical problems whilst using the system?

- ☐ Yes
- ☐ No

*(D4=Yes - EXPERIENCED TECHNICAL PROBLEMS USING THE SYSTEM)
D5 Please describe the technical problems you experienced.

(FREE TEXT FIELD)

*(ALL)
D6 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	☐1	☐2	☐3	☐4	☐5

H. Teacher Relief

*(A1=1,2 OR 3, PARTICIPATED IN AEDC PREVIOUSLY)

H1 Were you involved in organising teacher relief at your school for the 2024 AEDC collection?

1. Yes
2. No

*(H1=1, INVOLVED IN ORGANISING TEACHER RELIEF IN 2024)

H2 Were you involved in organising teacher relief at your school for any previous AEDC collections?

1. Yes
2. No

*(H2=1, INVOLVED IN ORGANISING TEACHER RELIEF IN PREVIOUS COLLECTIONS)

H3 Please rate how easy or difficult it was to organise teacher relief for the 2024 AEDC collection compared to previous AEDC collections your school has participated in?

1. Much easier than previous AEDC collections
2. Easier than previous AEDC collections
3. About the same
4. More difficult than previous AEDC collections
5. Much more difficult than previous AEDC collections

*(H3=4 or 5, DIFFICULT OR MUCH MORE DIFFICULT THAN PREVIOUS COLLECTIONS

H4. What are some reasons that contributed to it being 'more difficult' than previous years? Please select all that apply.

- ☐ Shortage of relief teachers – not available at a time we need them
- ☐ Shortage of relief teachers – suitable level teacher not available
- ☐ Difficulty finding time to organise teacher relief
- ☐ Cost shortfalls associated with teacher relief
- ☐ Other (please specify)

*(ALL)

H5 Does teacher relief reimbursement contribute to your school's decision to participate in the AEDC or not?

1. Yes
2. No
3. Don't know

H6. Optional comment about AEDC teacher relief
(FREE TEXT FIELD)

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
- ☐ State / Territory Coordinator
- ☐ Other (please specify)

*(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	☐1	☐2	☐3	☐4	☐5
Helpfulness of Helpdesk operators	☐1	☐2	☐3	☐4	☐5
Accuracy of information provided	☐1	☐2	☐3	☐4	☐5
Service overall	☐1	☐2	☐3	☐4	☐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 (e.g., School Leader Pack contents, School Coordinator and Teacher Resources, 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 Consultan 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 Coordinator 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.

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 33: AEDC Cultural Consultant feedback form

Aboriginal and Torres Strait Islander Cultural Consultant feedback form

Overview (not displayed in survey)

There will be two distinct groups of Aboriginal and Torres Strait Islander Cultural Consultants for the purpose of this survey.

Group 1: **registered on the data collection system.**

- Email address collected as part of registration on the data collection system.
- Feedback survey accessed via direct link emailed to the Aboriginal and Torres Strait Islander Cultural Consultant after the school has finalised participation.

Group 2: not registered on the data collection system.

- Feedback survey accessed via open link provided via email to the AEDC Coordinator after school finalisation. The AEDC Coordinator will be asked to encourage completion of the feedback form amongst Aboriginal and Torres Strait Islander Cultural Consultants who are not registered on the data collection system.

To cater for both groups, the Aboriginal and Torres Strait Islander Cultural Consultants feedback survey will be a standalone online survey (not integrated into the data collection system).

Landing page

Thank you for agreeing to take part in the Aboriginal and Torres Strait Islander Cultural Consultant Survey. Your feedback will provide important insights relating to your participation in the Australian Early Development Census (AEDC) as an Aboriginal and Torres Strait Islander Cultural Consultant.

Please be assured that your answers to the following questions will remain strictly confidential in accordance with the Australian Privacy Principles and your responses will be completely anonymous. View our privacy policy here.
(click through to: http://www.aedc.gov.au/about-the-aedc/privacy)

The survey will only take a few minutes to complete, and we encourage you to complete the survey in one sitting.

There are no right or wrong answers. If you do not wish to answer a question there is a “prefer not to say” option.

Please **do not** use the browser BACK button to go back to a previous question.
Please press the **'Next'** button below to continue.

A: About you, your role and your previous experience with the AEDC

*(ALL)
A1 In which state / territory do you work?

1. New South Wales
2. Victoria
3. Queensland
4. South Australia
5. Western Australia
6. Tasmania
7. Northern Territory
8. Australian Capital Territory
9. Prefer not to say

*(ALL)
A2 In which school sector do you work?
Select all that apply
*(ACCEPT MULTIPLES)

1. Government
2. Catholic
3. Independent
4. Prefer not to say

*(ALL)
A3 What was your main role in the AEDC?

1. Completing Instruments together with the classroom Teacher
2. Providing general advice about a specific child or children (for the Teacher completing the Instrument)
3. Providing general advice about completing the Instrument for Aboriginal and Torres Strait Islander children (not specific to a child)
4. Something else (please specify)
5. Prefer not to say

*(A3=1, COMPLETED INSTRUMENTS TOGETHER WITH THE CLASSROOM TEACHER)
A4 For how many children did you complete an Instrument together with the classroom Teacher?

1. One
2. Two
3. Three
4. Four
5. Five or more
6. Prefer not to say

*(ALL)
A5 Do you have previous experience as an Aboriginal and Torres Strait Islander Cultural Consultant for the AEDC?
Note: the AEDC was known as the AEDI in 2009 and 2012, and an Aboriginal and Torres Strait Islander Cultural Consultant was previously known as an Indigenous Cultural Consultant.

1. Yes
2. No
3. Prefer not to say

B: Aboriginal and Torres Strait Islander Cultural Consultant training and resources

*(ALL)
B1 Which of the following training materials did you read/watch?
Select all that apply
1. Introduction to the AEDC (video)
2. Moderation information (video)
3. Practice questions
4. Completing the Australian version of the Early Development Instrument in collaboration with an Aboriginal and Torres Strait Islander Cultural Consultant (video)
5. None of these
6. Prefer not to say

*(ALL)
B2 Which of the following resources did you read?
Select all that apply
1. About the AEDC (fact sheet)
2. Information for Aboriginal and Torres Strait Islander Cultural Consultants (fact sheet)
3. Guide to completing the Australian Version of the Early Development Instrument
4. Other (please specify)
5. None of these
6. Prefer not to say

*(ALL EXCEPT B1=5 or 6 AND B2=5 or 6. IF B1=5 or 6 AND B2 =5 or 6, SKIP TO SECTION C)
B3 How would you rate the training and resources overall?

1. Excellent
2. Very good
3. Good
4. Fair
5. Poor
6. Very poor
7. Can't say
8. Prefer not to say

*(ALL EXCEPT B3=7 OR 8))
B4 Please explain why you rated the training and resources in this way.

(Free response question) **If codes 4, 5 or 6 a comment is required. All other codes are Non-Mandatory**

*(ALL EXCEPT B1=5 or 6 AND B2=5 or 6. IF B1=5 or 6 AND B2 =5 or 6, SKIP TO SECTION C)
B5 Please provide any comments you would like to make about the training and resources.

(Free response question) **Non-Mandatory**

C: Your experience of being an Aboriginal and Torres Strait Islander Cultural Consultant

*(A3=1, COMPLETED INSTRUMENTS TOGETHER WITH THE CLASSROOM TEACHER)
C1 Did you find the Instrument easy to complete for:

1. **All** Aboriginal and Torres Strait Islander children
2. **Most** Aboriginal and Torres Strait Islander children
3. **Some** Aboriginal and Torres Strait Islander children
4. **A few** Aboriginal and Torres Strait Islander children
5. **No** Aboriginal and Torres Strait Islander children
6. Prefer not to say

*(C1=3, 4 OR 5 FOUND THE INSTRUMENT EASY TO COMPLETE FOR SOME, A FEW OR NO CHILDREN)
C2 What made the Instrument difficult to complete?

(Free response question) **If codes 3, 4 or 5 then response required.**

*(A3=1, COMPLETED INSTRUMENTS TOGETHER WITH THE CLASSROOM TEACHER)
C3 How easy or difficult was it for you and the classroom Teacher to make joint ratings for the Instrument questions?

1. Very easy
2. Easy
3. Difficult
4. Very difficult
5. Can't say
6. Prefer not to say

*(C3=3 or 4 DIFFICULT OR VERY DIFFICULT TO MAKE JOINT RATINGS)
C4 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. When referencing individual questions, please use the question numbers from the ***Guide to completing the Australian Version of the Early Development Instrument***

Select all that apply
*(ACCEPT MULTIPLES)
1. Background information (including special needs, language spoken at home - CIP1 to BI6) (Specify)
2. Physical wellbeing (including school attendance – A1 to A13) (Specify)
3. Language and cognitive skills (B1 to B40) (Specify)
4. Social and emotional development (C1 to C51) (Specify)
5. Emerging needs (D1 to D11) (conditions / impairments / problems) (Specify)
6. Other (non-parental care in the year before entering full time school, comments about child development) (E1 to E8) (Specify)
7. Prefer not to say (UNIQUE CODE)

*(A3=1, Completed Instruments together with the classroom Teacher)
C5 For which part or parts of the Instrument, overall, do you think your input was most valuable?
Note: you may specify individual questions or groups of questions relating to the same broad topic. When referencing individual questions, please use the question numbers from the ***Guide to completing the Australian Version of the Early Development Instrument***

Select all that apply
*(ACCEPT MULTIPLES)
1. Background information (including special needs, language spoken at home - CIP1 to BI6) (Specify)
2. Physical wellbeing (including school attendance – A1 to A13) (Specify)

3. Language and cognitive skills (B1 to B40) (Specify)
4. Social and emotional development (C1 to C51) (Specify)
5. Emerging needs (D1 to D11) (conditions / impairments / problems) (Specify)
6. Other (non-parental care in the year before entering full time school, comments about child development) (E1 to E8) (Specify)
7. None of these (UNIQUE CODE)
8. Can't say (UNIQUE CODE)
9. Prefer not to say (UNIQUE CODE)

*(A3=1, Completed Instruments together with the classroom Teacher)

C6 **We would also value your feedback on various other aspects of the AEDC.**
Please select 'Yes' if you agree with the statement, 'No' if you disagree with the statement, or 'Don't know' if you are unsure.

		Yes	No	Don't know
C6a	My involvement in this project will assist our school and local community to better understand health, development and wellbeing of children in our area	1	2	3
C6b	The experience of completing Instruments will be beneficial to my work	1	2	3
C6c	Completing Instruments was a good use of my time	1	2	3
C6d	I felt I could contribute cultural knowledge	1	2	3
C6e	I felt my contribution was valuable	1	2	3

*(ALL)

C7 **Please provide any other comments you would like to make about being an Aboriginal and Torres Strait Islander Cultural Consultant for the AEDC**

(Free response question) **Non mandatory**

Final page

Thank you for completing the Aboriginal and Torres Strait Islander Cultural Consultant Feedback Survey. Your feedback is greatly appreciated and will assist with improvements for the next cycle of the AEDC.

If you have any further questions, please do not hesitate to contact the AEDC Helpdesk at helpdesk@aedc.gov.au or free call 1800 092 548.

This research has been undertaken in accordance with the Privacy Act (1988) and the Australian Privacy Principles contained therein, the Privacy (Market and Social Research) Code 2021 the Australian Market and Social Research Society's Code of Professional Practice, and ISO 20252 standards. [Link to AEDC homepage]

Appendix 34: STC feedback forms – Part 1 and 2

STC feedback form – Part 1 of 2

September 2024

Social Research Centre

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Table 1. Abbreviations used

AEDC	Australian Early Development Census
STC	State and Territory Coordinator
The Dept	The Australian Government – Department of Education
Consortium / Consortium Partners	The Consortium includes SRC, TKI and CCCH
TKI	Telethon Kids Institute
CCCH	Centre for Community Child Health (a department of The Royal Children's Hospital)
EWG	Engagement Working Group
TWG	Technical Working Group

1. Overview

The STC feedback form seeks to document the challenges and issues associated with the 2024 data collection from an STCs perspective, with a view to optimising workflow, the data collection system, communications and operational processes for the next collection.

The following areas of the data collection have been included in this form. For each section, SRC have tried to summarise the process and any suggested learnings, but we are interested in hearing the STC perspective.

- STC workshops
- Data collection system testing and user orientation
- School frame preparation and management
- Pre-population
- Pre-collection communications
- School Leader Pack, School Coordinator and Teacher Resources
- School activation and set up workflow
- Master lists, class list creation and management
- Instrument completion
- Helpdesk
- STC dashboard and progress monitoring
- Email reminder strategy
- Invoicing and finalisation workflow
- Teacher relief rates and exceptional circumstance claims
- Aboriginal and Torres Strait Islander Cultrual Consultant related functionality
- Teacher Certificates and Thank you Letter
- School Profile

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 2027.

STC feedback will be consolidated and shared with STCs and included in the AEDC Technical Report. Learnings will be re-visited next cycle.

Feedback will be sought on post data collection activities, such as data cleaning, the sense checking process, post-population of attendance data in late November 2024.

Please return these forms to **Kate Sadler** (cc Liz) at the Social Research Centre by 30 September 2024.

2. STC workshops

2.1 2024 Process

As per cycle 5, fortnightly data collection-specific STC workshops were led by SRC in the lead up to the collection (commencing from 27 July 2023 through to March 2024).

The aim of the workshops was to refine workflows with STCs ahead of building the data collection system for cycle 6. These workshops built on the review notes from the previous cycle. The sessions also provided key background information for new STCs and helped familiarise existing STCs with the data collection system.

The STC workshops for cycle 6 covered the following topics:

- School frame
- Pre-population / Post-population
- Multi-factor authentication and security features of the system
- Preliminary school snapshots and multi-campus reporting
- Activation
- STC dsahboard, School Coordinator dashboard
- Design preview 'front end' (activation, MFA, multi-campus schools), 2024 key dates
- Finalisation, invoicing and exceptional circumstances
- School Leader and Teacher Pack contents, system testing requirements
- Design preview 'finalisation and STC dashboard'
- STC data collection orientation session

Workshops were run as 2 hour sessions via Teams and a recording was shared on the STC portal for those unable to attend.

Each workshop broadly followed a similar format, with Liz briefly recapping the previous cycle's process, an overview of the high level suggestions for change that had been noted from 2021 review sessions with STCs, SRCs ideas for how the proposed changes could be implementing and then input from STCs to work out the detail for the changes.

Changes agreed in the workshop were often fleshed out further by SRC / the web development team and then presented back to the group before 'building' (of the data collection system) commenced.

2.2 Suggested learnings for next cycle

- Fortnightly meetings during the system specification and refinement phase worked well and ensured input was received by STCs in time to implement updates to the collection system.

2.3 Any further feedback?

Please provide any 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

3.1 2024 Process

A ‘system orientation session’ was run by SRC via Teams with STCs and STC helpers on 14 Dec 2023. The orientation session served as a ‘design preview’ for the cycle 6 data collection system and built on the STC workshops. It sought to provide STCs and their helpers with enough understanding of the system to undertake system testing.

Separate sessions for the STC dashboard were held on 3 October 2023 (high level demonstration) and again on 20 March 2024, once the school frame data had been loaded into the system.

As with previous cycles, to facilitate the testing process, a test system was created which was a *duplicate* version of the live system.

There was a window in the schedule throughout January and again in February for ‘STC testing’.

STCs and their helpers were provided with a link to the test system, dummy school activation codes, email addresses and passwords, with all system generated emails directed to their personal (work) email address. This was designed to replicate the experience that a school user would have and allowed STCs to test out the role of the Principal, Coordinator, Teacher, and Aboriginal and Torres Strait Islander Cultural Consultants. The system included a ‘testing control’ button’ that allowed users to move to specific sections of the system for testing.

Most aspects of the data collection system were available for testing, including the Instrument, with the exception of:

- Multi-factor authentication (MFA) testing via mobile (only email was available during testing)
- STC email approvals (i.e., the escalation process if a principal does not have access to their email address on the system)
- Not all resources (i.e., videos and fact sheets) had been uploaded and embedded into the system yet
- The system was only set up as a school who had not participated in pre-population, so there were no pre-pop records to view
- New functionality for the AEDC School Coordinator to auto-finalise Teachers
- School Profile generation
- Teacher Certificates.

All testers were provided with testing instructions and a shared STC feedback log to record their feedback. The fact sheets and all supporting documents were also provided to STCs for review alongside the system testing to ensure alignment of the materials to the system and identify any gaps / further feedback to the supporting materials. All feedback was reviewed and refinements and final testing were carried out in the two to three months prior to the test system going live.

The test system remained live for the entire data collection period, as a useful resource for STCs and SRC to ‘check’ something. Whilst volunteers from schools were collected from STCs ahead of the testing phase, they were not utilised for field testing.

3.2 Suggested learnings for next cycle

- Retain the full test system as a working replica of the data collection system for testing and training purposes and as a useful introduction to the system for STCs.
- Timeframes are difficult for schools to include them in field testing; therefore any field testing needs to be organised pre November.
- Retain the shared STC feedback log for system testing to prevent duplication.
- The testing process would ideally include all features including report download (a dummy report could be generated?)

3.3 Any further feedback?

Please provide any further feedback on this process, such as feedback on system testing resources (e.g. the testing instructions) or the platform iteself.

4. School frame preparation and management

4.1 2024 Process

The cycle 6 approach to school frame preparation and management was largely consistent with the previous two cycles. Essentially this involves each jurisdiction/sector providing a list of all schools that are potentially in scope to participate in the AEDC (those that take enrolments for children in their first year of full-time school), which SRC combines into a single 'school frame'. School frame data are combined with pre-population data (provided separately by jurisdictions/sectors) and together are fed into the data collection system and become the basis for the schools to participate in the collection.

The first couple of STC workshops covered school frame, pre-population and post-population to give STCs a good understanding of these processes, explain the STCs role in these processes, highlight variables that are often poorly populated or missed and discuss the arrangements for an information session with the jurisdictional data managers.

A separate session was held with data managers (STCs were also invited) in September 2023 with draft materials circulated beforehand. The session gave a quick overview of these tasks, indicative timeframes as well as opportunity for data managers to ask any questions. Following the session, a Q&A sheet was prepared by SRC and distributed to data managers that covered all the questions that were raised in the session. Specific feedback was also requested from data managers via a feedback form, prior to the specifications being finalised and distributed in early November.

There were only very minor updates made to the School Frame specifications for cycle 6 including:

- Removing the flag to combine the School Profile with head campus (as a new combined School Profile was planned for all multi-campus schools in 2024)
- A new flag was added for 'admin only' campuses, as these were on the school frame to host the AEDC but otherwise would not be in scope.

There were only two extracts of School Frame requested in 2024 instead of three as per previous cycles, with reminders sent to data managers ahead of the due date. This included an initial extract in November 2023 so a pre-collection email could be sent to all schools and a final extract in February to support mailing of hard copy School Leader Packs.

Upon receipt, each file was checked by SRC to ensure all mandatory fields were provided and matched the required format, and if necessary, queries were resolved with data managers, and an updated version of the school frame sometimes requested. SRC then merged the cycle 6 School Frame with the previous School Frame (for historical participation) and any queries regarding matching up campuses were resolved with data managers before being loaded into the data collection system in March ahead of the system opening for activation.

The School Frame preparation phase of the collection was completed as scheduled.

However, there were several rounds of updates to the School Frame after it had been loaded into the data collection system that required SRC to re-process and provide the files to the web team again. This included missing and incorrect banking details, a handful of missing schools, a blanket update of TAS Govt email addresses and updates to principal and school emails in NT.

4.2 Suggested learnings for next cycle

- Retain two extracts (not three) as this worked well in cycle 6. Ensure historical matching commences soon after the November extract, as it can be time consuming resolving queries with data managers and given the time of year it can take longer.
- The information session with Data Managers works well and distributing a Q&A sheet is a useful way to respond to all queries.
- Multi-campus participation through head campus is still complex and takes a lot of effort (data managers/STCs, SRC, webteam) for minimal schools – consider alternative approaches for 2027, such as allowing one School Coordinator to manage more than one campus so each campus can participate individually, avoiding the need for participation to be via head campus (as this the main benefit of this arrangement).
- STC variables (such as reporting 1, reporting 2 etc) are still poorly populated in some jurisdictions. School frame should be signed off by STCs before being submitted to SRC to prevent rounds of updates. STCs to confirm STC variables have been completed as required, including reporting variables and centralised bank accounts.

4.3 Any further feedback?

Please provide any further feedback on this process, such as the contents of the School Frame specification, format / timing of consultation with data managers, role for STCs in ensuring School Frame is correct.

5. Pre-population

5.1 2024 Process

Pre-populated child information helps to reduce Instrument completion time and teacher burden, enhance data quality and reduce data cleaning and data processing time.

There are three forms of pre-population used in AEDC to pre-fill the system with child data:

- Centralised pre-population – Jurisdictional data manager provides a single pre-population datafile for all children in the first year of full time school from a specific jurisdiction/sector/diocese. This is the universal method for Government and Catholic sectors. In WA and TAS it is also possible for the Independent sector.
- Individual school pre-population – Independent schools, not covered by centralised pre-population, are able to provide their school level child data directly to SRC ahead of the collection. They are supplied a template for this purpose to make it easier for them and an overview document. It is then treated the same as the above option.
- Bulk upload – not strictly 'pre-population' but allows schools not covered by the two options above to upload a spreadsheet of their children into the data collection system. The bulk upload template was further expanded in 2024 to include Child speaks LOTE at home, Year of arrival (if not born in Australia), parent school level and parent post-school qualification. Bulk upload does not contain all the variables of centralised pre-population, with the more complex variables excluded.

As part of the data manager session held in October 2023, feedback was sought on the draft pre-population specification, the proposed schedule as well as jurisdictional capacity to provide proposed new supplementary information for cycle 6 (e.g. shared care, custody, previous school).

The pre-population specifications were signed off by the Technical Working Group and final versions were distributed to data managers in late October 2023.

Pre-population data was due to SRC before Easter (it could be provided anytime until end March). Reminders were sent to data managers ahead of the due date. All pre-population datafiles were received on time. 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 from data managers if necessary.

SRC then merged the clean pre-population child data with clean school frame and loaded the child data into the data collection system, ready for the system opening for class list creation on 22 April.

There was a slight delay processing pre-population data and to minimise impact on opening the data collection system for class list creation, the Independent sector was opened as planned on 22 April whilst the Government and Catholic sectors opened a few days later. A message notifying schools of this delay was displayed on the data collection system and in an email sent to schools. It was also discussed and agreed with STCs at the monthly STC meeting.

Once loaded into the data collection system there were relatively few issues related to pre-population. The main issue relates to incidences of bulk uploading children that have already been pre-populated, creating duplicate children (this is discussed further in section 9 Master Lists). In some multi-campus schools this was due to the pre-population data not displaying correctly, however this was quickly amended.

5.2 Suggested learnings for next cycle

- Ensure the bulk upload template is locked to a specific format, as Helpdesk debrief revealed some schools had been able to add additional information to the template which caused problems once it was uploaded.

5.3 Any further feedback?

Please provide any feedback on this process, such as the contents of the pre-population specification, the data manager information session, pre-population in general etc.

6. Pre-collection communications

6.1 2024 Process

Pre-collection communications to schools in cycle 6 were similar to previous cycles and aimed to:

- Build awareness of the upcoming data collection.
- Test that emails from aedc.gov.au had been whitelisted to avoid them going to junk/spam folders.
- Test for bounced emails to school principals.

Prior to contacting schools, SRC updated and circulated a 'how to guide on whitelisting' to STCs in November 2023 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 2024 school frame that were thought to be in scope. These were sent on two occasions prior to collection, in November 2023 and again in February 2024.

For the November email, the Department prepared both a 1 page and 2 page nationally approved email and SRC shared this with STCs for feedback. Minor updates were made following STC feedback and all jurisdictions chose to go with the 1 page version.

The November email:

- Advised schools of the upcoming collection
- Encouraged their participation.
- Provided schools with STC and helpdesk contact details and links to the AEDC website.
- Provided schools with their jurisdiction's "Key Dates" calendar.
- Advise schools of new features of the AEDC for 2024.

The February email was similar but did not repeat the key features for 2024, instead it advised schools to be on the lookout for their AEDC School Leader Packs arriving in the post and advised that further materials would be available electronically once schools activated.

It also included a link to the video 'Introduction to the AEDC' and linked to the national website for information about privacy.

A letter to the Independent sector was considered by the Engagement Working Group but did not go ahead in any jurisdiction.

Email open rates were tracked by SRC and shared with the Department and STCs.

6.2 Suggested learnings for next cycle

- Update the video 'Introduction to the AEDC' as it is quite old now.
- Retain the jurisdictional key dates calendars.
- Consider specific communications for hard to reach groups such as Independent sectors schools, small schools and special schools that addresses the value of participating in the AEDC for them.

6.3 Any further feedback?

Please provide any feedback on pre-collection communications, including format, frequency, tailoring messaging for sub-groups, key messages, whitelisting etc.

7. School Leader Pack, School Coordinator and Teacher Resources

7.1 2024 Process

There were a number of key changes made to the data collection support materials for cycle 6, including:

- A reduced School Leader Pack retained in hard copy. It was initially proposed to move away from paper-based resources entirely due a reduced budget and in line with the direction the Australian Government was taking on a number of collections to reduce environmental impact. However a *reduced* pack was agreed to after consideration by EWG and the potential risk this posed to the collection rates. Its contents included:
    - Principal Welcome Letter, including jurisdiction-specific dates and the secure school activation code
    - Key Steps for Participation, also including the school activation code
    - a jurisdiction specific A3 AEDC 'key dates calendar'
    - About the AEDC fact sheet
    - School Activation fact sheet
    - Jurisdictional letter/flyer (WA and ACT only).

  As with previous cycles, these were mailed to all in-scope schools on the School Frame, expected to land in schools around the time of the data collection system opening for school activation (13 March 2024).
- The remaining fact sheets from the School Leader Pack as well as the Key Steps for Participation were prepared for electronic use with simplified design for easy printing by schools (if desired) and renamed the School Coordinator Resources, to reflect the intended recipient. Two new factsheets created this cycle included "Monitoring Data Collection" and "Accessing and Using the AEDC School Profile" to ensure every key step in the Key Steps document had its own fact sheet and instructions (explained below).The Teacher Pack was renamed Teacher Resources and, like the School Coordinator Resources, was prepared for electronic use and made available from within the data collection system, as a mandatory step in the School Coordinator's dashboard where they could not proceed without downloading the resources. The packs were also available from within the Help Centre of the system with copies also provided to STCs and Helpdesk to further support schools.
- The "Key Steps to Participation" (both the School Coordinator and the Teacher versions) was redesigned to outline each step of the process at a high level and direct users to the fact sheets for more detail. Each key step served as a title of the associated fact sheets.
- The fact sheets themselves underwent significant review to distil content and simplify language. A new template was designed presenting the information in two columns, with the left-hand column noting the high level steps, with details presented in dot points in the right-hand column. Where necessary, additional contextual information was provided in italicised text below the bulleted instructions. A Frequently Asked Questions (FAQ) section was added to each fact sheet. These updates aimed to enable users to skim the content and quickly find relevant information.
- Once the support materials were updated by SRC in line with the updates to the data collection system, they underwent two rounds of review by each of the Consortium partners

(CCCH and TKI) and the STCs, followed by a final review by the Department. This review was conducted alongside the testing of the data collection system to ensure alignment of the instructional material.

- The 2024 Parent Letter and Privacy Statement underwent significant review in cycle 6, led by the Department's legal team to clarify the opt out process for parents/guardians and any privacy risks associated with the potential to reidentify AEDC data. Following feedback from stakeholders, the letter was simplified with the detail provided in a privacy fact sheet and approved by ethics. As with cycle 5, downloading the electronic Parent Letter template was a mandatory step on the School Coordinator's dashboard immediately following the School set up questions.
- The Parent Letter was translated into ten languages with the New South Wales Department of Education providing a further eight translated languages that were made available to all jurisdictions from within the data collection system.
- The content and photos in the Parent and School Communication Kits were updated for 2024. The biggest change was to the messaging in the posters and moving to '*Every school counts.'* as the headline, rather than the headline of '*Are you ready?*' that was used in the previous cycles. Downloading these resources was a mandatory step that had to be completed by the AEDC School Coordinator to progress.
- Online help videos were updated in line with system changes for cycle 6. Links to the videos were embedded throughout the data collection system in the side panels at the relevant sections, and where relevant, were also included in the reminder emails sent to schools. The Help videos covered the following topics:
    - Activation
    - School set up
    - Changing school settings
    - Inviting Teachers
    - Bulk uploading child data
    - Managing children
    - Managing Teachers and Aboriginal and Torres Strait islander Cultural Consultants
    - Submitting the invoice and school finalisation.

7.2 Suggested learnings for next cycle

- Re-assess the preferred format of supporting materials for cycle 7 (electronic vs hard copy), including the method for getting private/secure information such as the activation code to schools. The use of hard copy material should be weighed up against increasing issues with email spam filters, as well as consideration of budget and other factors.
- Review feedback from the School Coordinator Feedback Survey on electronic vs hard copy materials for cycle 6 and use this to inform planning for cycle 7.
- If any hard copy materials are retained, consider sending them to schools earlier in cycle 7 (in advance of the data collection system opening for activation) to alleviate so many requests to Helpdesk/STCs. This will have implications for ensuring data collection system updates are

finalised earlier and materials are prepared and reviewed by stakeholders earlier in the contract.

7.3 Any further feedback?

Please provide any further feedback on this process, such as pack contents and format as well as Pack distribution. What do you think worked well (should be retained) / didn't work well (should be reconsidered)?

8. School activation and set up workflow

8.1 2024 Process

The school activation workflow was heavily re-worked last cycle (cycle 5) and the following key features remained unchanged in cycle 6:

- All communications encouraged schools to activate as the very first step
- Activation could be completed by the principal or a staff member supporting the principal
- The school name was displayed on screen after entering the activation code to give schools the ability to confirm they had entered the activation code correctly.
- The principal was asked to nominate an AEDC School Coordinator which could be themselves or another staff member
- If the principal nominated themselves and entered an email address that was different to the principal email address on the school frame, this was sent to STCs for approval (STCs being the only ones with authority to approve a new person into the data collection system)
- If the principal nominated another staff member to be the Coordinator, the principal email address from the school frame was then displayed on screen and they were asked if they had access to this email inbox to approve the nomination:
    - if they didn't have access, approval was sent to the STC.
    - If they had access to the principal email but this was not approved in 48 hours, this also went to the STC to approve, so as to not hold up the process.

Once the nomination of the Coordinator had been approved (by principal or by STC) an invitation email was sent to the Coordinator to complete their registration (enter their details, set up a password, set up MFA).

There were some minor refinements to the activation workflow for cycle 6, that stemmed from workshops with STCs:

- Displaying a list of the responsibilities of the AEDC School Coordinator on screen during activation to advise principals of the responsibilities they would be handing over if they nominated someone other than themselves. These responsibilities were also clearly listed in the activation fact sheet in the School Leader Pack
- The messaging and tick box about having access to the principal email address was flipped – the box was ticked if they 'had access' rather than 'didn't have access' (as this was thought to have been misunderstood in cycle 5) and a note was added that if the principal didn't approve this within 48 hours, the AEDC State and Territory Coordinator would be notified which could take up to 72 hours to be resolved.
- The addition of multi-factor authentication (MFA), an Australian Government security requirement, as part of the registration process for all user types.

Once a School Coordinator was registered (principal or someone nominated by the principal) they were then progressed through to the 'school set up tasks' via the School Coordinator dashboard. These tasks included:

- Download the Coordinator and Teacher resources - this was a new mandatory first step for the School Coordinator in cycle 6 due to the majority of the school materials being made electronic. They could not progress without downloading these.
- Watch the School set up and introduction to the dashboard video
- Engage with the school community by using the Parent and School Communication Kits (kits were downloadable)
- Download and distribute the Parent Information Letter – this step was mandatory to proceeding as it is a requirement from ethics
- Complete the school set up questions, including an indication of when they were planning to complete the AEDC. As with last cycle, a calendar reminder could be sent to the School Coordinator's email calendar (e.g. Outlook). If the whole fieldwork period was selected, a message was displayed that suggested the AEDC be completed in a 1-2 week period.
- Add / review school bank details – these were shifted up from the invoicing workflow in an attempt to simplify the final steps of the collection.
    - If bank account details had been pre-populated for the school (via the School Frame), the dashboard was customised to 'review' the bank details. If bank details were not pre-populated, the dashboard was customised to 'add bank details'.
    - If a centralised bank account had been pre-populated and this was locked from editing a note was displayed to the School Coordinator advising that their school bank details had been locked (It read: "Your school's bank details have been locked because we have received instructions for your school's teacher relief reimbursement to be paid into a centralised bank account for your school sector. Please contact your state/territory coordinator if you have any questions.")
- Independent sector only – tick box to consent to the school's results to be provided to the Independent peak body in each state/territory (this was shifted up from the finalisation steps to school set up steps this cycle).

Email reminders were sent throughout the data collection period, targeting schools that were yet to activate (with some jurisdictions including a soft activation deadline) or had activated but not completed school set up.

8.2 Suggested learnings for next cycle

- Include messaging for schools that select dates close to the end of the fieldwork period (e.g. in the last week), advising the steps that are required and gently suggesting not to leave it too late
- Review the STC approve / deny workload and security into the data collection system if the principal email address does not match the one from the School Frame / is not accessible by the principal. The 48 time period allowed for principal approval before being flagged to the STC was also potentially reached due to spam filters preventing the principal receiving the email in the first place.
- Consider giving principals access to the system even if they have nominated the role of School Coordinator to someone else.

8.3 Any further feedback?

Please provide any feedback on the activation and school set up process including MFA

9. Master lists, class list creation and management

9.1 2024 Process

Some schools have a master list created for them via pre-population whereas others don't (the Government and Catholic sectors are 100% pre-populated). In addition, the amount of data that is pre-populated can vary by school. This makes it particularly challenging to ensure the messaging is clear for all schools.

Given that pre-population data is provided by the sector and not the school (except for a handful of Independent sector schools), it is not always obvious to the School Coordintaor if they have pre-populated information or not. In addition, the communication materials try to cater to schools with and without pre-population, so messaging is not always clear if the school is unsure if they have been pre-populated or not.

Due to issues in previous cycles with some schools bulk uploading class lists when children had already been pre-populated and inadvertently duplicating children, a number of measures were put in place this cycle to try to prevent this happening:

- The *Teacher Set Up* fact sheet in the School Coordinator Resources and the online help videos (How to bulk upload children records and Adding children and managing the Class List) were updated to provide clearer instructions to Coordinators to review the 'managing children' tab on the data collection system to see if a master list of children had been prepopulated, and if not, following the prompts to add children via bulk upload or manually.
- A flag was added to the STC dashboard indicating which schools had pre-population.
- The "manage children" tab that displayed the master list of children to the School Coordinator included a flag as to whether the children were pre-populated or not (in the case that there was no pre-population, the master class list was blank)
- Hovering over the 'Bulk upload master list of children (advanced)' button revealed a pop-up message that said, 'Use this option if there are multiple children to be added who are not listed below.'
- Email reminders / notifications sent to schools to help them progress class lists specified how to check for pre-populated children and what to do next. i.e.. "Our records show that you have not created a Master List of children. 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 NOT been pre-populated, follow the prompts to create a Master list of children, either by adding multiple children at once by clicking 'Bulk upload Master List of children' or one at a time by clicking 'Add children to school manually'. "

Despite these measures there were still some issues with bulk uploading when already pre-populated, resulting in duplicate children (schools then needed to mark one record as not participating in order to resolve all children on the class list), although this was improved on cycle 5.

As with previous cycles, once the School Coordinator had created a master list of children, Teachers then needed to create their own 'class lists' from the Master List. Helpdesk commonly heard that School Coordinators should be able to create the teachers' class lists for them (thought to be way this works in Naplan).

Once teachers were registered and trained and the system had opened for class list creation, teachers were directed via their dashboard to 'add children to their class list'. If they had a child in their class that was not on the list, they were able to add them manually using the 'add missing child' button. From the class list, Teachers could then select a child and start completing the instrument, record children as not participating and return a child to the master list of children.

It was part of the School Coordinator's role to ensure all children on the master list had been resolved, as they would be unable to finalse the school's participation unless all children either had an instrument completed or were recorded as not participating, something they could view from the "manage children" tab.

9.2 Suggested learnings for next cycle

- Consider allowing both Teachers and Coordinators to create Class Lists
- Make it clear to schools that have pre-populated information to discourage them from bulk-uploading data. Suggest reordering of onscreen questions to make it clearer if schools need to use bulk upload or not e.g. display a message such as "Your school has pre-populated child information, see list here". Then ask "do you have more children to add, how many" –if more than one or two children then make bulk upload function available.
- Email reminders / notifications to *read in* whether the school has pre-populated data or not, i.e. Our records show your school HAS pre-populated data and therefore…. "Or "Our records show your school needs to populate its child list by following these steps…".

9.3 Any further feedback?

Please provide any feedback on this process, such as variables available for bulk upload, improvements to master class list / class list creation, preventing duplicate children etc.

10. Instrument completion

10.1 2024 Process

The online presentation of the Instrument was the same as previous cycles which included presenting the key child demographics in a 'child information panel' if there was pre-populated information.

There were minimal changes to the Instrument itself, which came from the cycle 5 instrument review and were agreed by the Technical Working Group ahead of the collection. The *Guide to Completing the Instrument* was updated to match. Changes included:

- Child sex updated to child gender and a third category 'another term / non -binary' included.
- Job titles for Aboriginal and Torres Strait Islander Cultural Consultants (completed by the Teacher) were updated for each jurisdiction in consultation with STCs. Additional code options were added for 'Teacher', 'other (please specify)' as well as 'Don't know'
- A new question added to determine if the Aboriginal and Torres Strait Islander Cultural Consultant is an employee of the education sector
- Medical diagnosis and any other specific conditions code frame - 'Asperger syndrome', 'Autism' and 'Autism spectrum disorder (ASD)' were merged into the one code 'Autism spectrum disorder (ASD) formerly known as Autism or Aspergers'
- BI3d was removed 'To the best of your knowledge, has this child attended other language or religion classes (specify if known)'.

10.2 Suggested learnings for next cycle

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10.3 Any further feedback?

Please provide any feedback on the implementation of the Instrument or the Guide to Completing the Instrument

11. Helpdesk

11.1 2024 Process

The Helpdesk was set up similar to last cycle in terms of dates of operation and resourcing. An automated telephone system was also used as per previous cycles and the Helpdesk supervisor was able to listen to call recordings or listen in real time to provide coaching and feedback as required.

STCs had requested a briefing session with Helpdesk as part of cycle 5 review that was accommodated this cycle. The session was split into two, with 4 STCs/helpers attending each to allow sufficient time for jurisdictional discussion. This served as a meet and greet and allowed STCs to provide helpdesk with any specific information about their jurisdiction and their preferred messaging. Some STCs provided Helpdesk with written notes regarding their preferences.

STCs had direct contact with Helpdesk and also had access to all helpdesk notes from their school interactions. These appeared on the STC dashboard in real time.

In total there were 21 Helpdesk operators that worked on AEDC this cycle, with an initial group of 9 that extended to 17 by the end of April and 21 by May. Resourcing flexed with the demands of the collection.

Helpdesk reference materials and standardised email templates were updated ahead of the collection and further updated throughout the collection as required.

A debrief session between STCs and Helpdesk was held late August as part of an informal STC meeting that focussed on what worked well and what could be improved for next cycle.

11.2 Suggested learnings for next cycle

- STCs to discuss and agree preferred way of working with Helpdesk ahead of next cycle, such as whether they want to be cc'd on emails, which queries should be escalated to STCs, preferred communication channels for different purposes. Suggest SRC prepare a spreadsheet so all this information can be kept in one spot and updated as necessary.
- Consider setting up a Teams channel between STCs and Helpdesk for quick queries etc, although this may need careful consideration so as to not add extra work to either party (there would need to be clear benefits over email etc).
- The Assign Tasks functionality needs improvement if it is to be retained. Helpdesk and STCs should agree upfront if this would be useful and for what purposes, before investing in improving this.
- Include some additional sessions between STCs and Helpdesk – possibly soon after the collection has started or at the beginning of each key phase, to iron out any issues and to confirm roles and responsiblities – both parties to be clear on who can fix what and how etc.

11.3 Any further feedback?

Please provide any feedback on the functionality and performance of the Helpdesk and how they can best work with STCs and visa versa.

12. STC dashboard and progress monitoring

12.1 2024 Process

STCs reported being generally happy with their dashboard last cycle, with some minor tweaks requested. Changes that were implemented this cycle included:

- Ability to view Helpdesk notes with schools – these were ordered by date/time with the most recent at the top and included the school name, caller details and notes. STCs could also search the Helpdesk notes by date range and caller types.
- Additional historical information for schools (e.g. historical Cultural Consultant usage, previous exceptional circumstances claim, reasons for non-participation previous cycles (where data was available), STC notes from previous cycle
- Ability to maintain filters when moving between pages / ability to tab between different worksheets without having to reset filters
- Multi-campus schools participating through head campus are visible (this was a little late being implemented)
- A new Graphs tab including Power BI graphs (line charts for schools activated by week and pie charts for school statuses, total jurisdiction and by sector)

Some requests were received during fieldwork that were not able to be incorporated but could be considered for cycle 7 including:

- Ability to filter the approval requests tab (by date, sector, approved by school/STC)
- Whilst the 'assign task' function was available (tasks assigned to me, tasks I have created), Helpdesk requested early on that STCs don't assign tasks to them as they were unable to monitor these and were concerned anything urgent could be missed.

As with previous cycles, STCs could run a jurisdictional Headline Report and Schools Export from the reports function on their dashboard.

The Schools Export included a list of all schools in the jurisdiction from the school frame, including the school status to indicate the stage the school was at in the data collection system. It was updated every night. The school status was represented as both a number and an accompanying text description (e.g., school status 4 had the description 'School Set up questions complete'). New for cycle 6 was the addition of the 'next step' so that this could be shared with those assisting STCs to support schools. Additional fields were added to the School Export during the collection including whether the school profile had been downloaded, if the school qualified for a School Profile, if the school intended to claim exceptional circumstances and if they had a Cultural Consultant available but not indicated they would use one.

The jurisdictional Headline Report included summary information by sector, such as activation rate, participation rate, invoicing rate etc. National Headline reports, including comparisons to the same relative week in the previous cycle, were generated and disseminated to the Department and STCs on a weekly basis.

The summary measures on the STC dashboard remained relatively unchanged this cycle, although the Participating Schools % was updated towards the end of the collection to include schools with all children not participating. Whilst this makes sense from an STC monitoring perspective as these schools are not going to participate, it did not match the national measure of 'participating schools' (at least one instrument started) in the Headline report and this mismatch caused some concern.

12.2 Suggested learnings for next cycle

- Build in definitions to the jurisdictional Headline Report as these are lacking – measures for the Cultural Consultants in particular can be confusing without definitions
- Workshop with the STCs the preferred headline measures on the STC dashboard – consider counting down as the collection draws to a close so it is easy to see what is remaining.
- Consider changing the definition of 'participating schools' in the Headline report (should the 95% target include or exclude schools with all children not participating?)
- Workshop the Graphs with STCs to determine other relevant information to include and how this can be of more benefit to jurisdictional reporting
- Assign tasks functionality to be reviewed next cycle.

12.3 Any further feedback?

Please provide any feedback on the STC dashboard or other progress monitoring tools that would useful for your jurisdiction

13. Email reminder strategy

13.1 2024 Process

There are a number of activities in place to support STCs to achieve their target school and child participation rates. In addition to the email alerts built into the data collection system, an email reminder strategy was agreed with STCs prior to collection that consisted of a series of email notifications and reminders that SRC generate outside of the data collection system.

The overall email reminder strategy was similar to last cycle and was shared as a Word document with STCs via the STC data collection Sharepoint. This document included the email templates for each round of reminders. STCs had the ability to tailor these emails, although largely they remained consistent and used the same language as per the data collection materials and system.

Each email reminder told the school the stage they were at in the data collection system (e.g., activation not complete, schools set up not complete, schools activated but no teachers registered, teachers registered but no Instrument activity, estimated data collection start date has passed, etc) and provided information about how to complete the next step. The emails also included links to the data collection system and to relevant resources such as fact sheets on online help videos.

In addition to the email reminder templates, a schedule for the email reminders was also prepared for each jurisdiction and shared with STCs for comment ahead of the collection. It was flexible and could be adjusted to jurisdictional needs, based on e.g. jurisdictional comms.

In total, 13 individual email templates were created with up to 16 rounds of emails per jurisdiction. Generally there was a round of email reminders for each jurisdiction on a weekly or fortnightly basis (outside of school holidays) throughout the collection and until the system closes for invoicing. Schools were only included in an email reminder if there was an outstanding action.

Where possible, the emails were addressed by name to the recipient (School Principal or School Coordinator). They were sent from the AEDC Team via the helpdesk@aedc.gov.au address so that users could respond directly to the email to ask the Helpdesk a question or call the Helpdesk number.

STCs were able to tailor the messaging in the emails, the send schedule and the recipients (i.e., principal as well as the AEDC School Coordinator, Government sector schools only) before and during the data collection period as needed.

Helpdesk were kept abreast of the email reminder schedule as emails triggered activity to the Helpdesk and they could increase their resource.

13.2 Suggested learnings for next cycle

- Sharepoint worked well to allow STCs to update the email templates and schedule as required.
- The email that notifies schools the system is open for class list creation should read in if the school has pre-populated data or not (there was messaging around this in cycle 6 but it was not specific to the individual school).

13.3 Any further feedback?

Please provide any feedback on the email reminder strategy or suggestions for other response maximisation activity

14. Invoicing and finalisation workflow

14.1 2024 Process

There were some minor adjustments to the invoicing and finalisation workflow in the data collection for cycle 6 that resulted from the STC workshops. The intention was to simplify the final steps as much as possible to prevent any bottlenecks to a school being able to finalise. These changes included:

- The step for the Coordinator to input / review school bank details was shifted to School Set Up instead. The Coordinator could return to review / edit the bank details at any time.
- ABN was included on the school frame and pre-populated with bank details where provided in school frame (it was missing from 2021)
- Additional messaging as to why invoicing was not available due to unresolved children / teachers not finalised was added on screen so it was clearer as to what the remaining tasks were
- The Coordinator dashboard steps for this part of the workflow "Teacher relief reimbursement and school finalisation" were simplified and included:
    - Review invoice units and submit invoice
    - Download a copy of your invoice
    - Complete feedback questions.

Consistent with previous cycles, 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 school's participation.

Once logged in, the first screen presented a pre-filled invoice and asked the School Coordinator to "Please review invoice units are correct for your school". The total number of Teachers trained, Instruments completed and, Instruments completed by the teacher an ATSI CC together were pre-filled in the invoice and not editable. The only editable number was the number of 'Aboriginal and Torres Strait Islander Cultural Consultant training' that could be adjusted manually to include unregistered Cultural Consultants who received training (this could be increased by the School Coordinator up to a maximum of the same number of instruments that had recorded the use of a Cultural Consultant).

Below the invoice was a tick box saying "I intend to manually claim for exceptional circumstances with this invoice" which was also there is cycle 5, with a clearer explanation that aligned to information in the fact sheets and read "if you feel this invoice doesn't adequately reimburse your school for their participation in the AEDC, you can claim for 'exceptional circumstances'. If you tick this box, this will be flagged on your STC dashboard for follow-up with you." STCs were able to view schools that ticked this box via the School Export.

Another update for cycle 6 was the removal of a tick box on the next screen "I have appropriate approval to submit this invoice for the school". Instead, this was dealt with earlier in the data collection system by making it clear to the principal when nominating a School Coordinator that they would have responsibility for submitting the teacher relief reimbursement invoice. Instead, the Coordinator only had to tick "I'm ready to finalise my school" and a warning displayed at this point that "No more changes can be made to your school's children, Instruments or teachers in the data collection system

after this point," before they could click "Submit and finalise". This then triggered a message to pop up that said "Thank you for finalising your participation in the AEDC. We've sent a copy of your teacher relief invoice to your email (email@email.com)." The button also appeared to download a copy of the invoice. The (optional) Coordinator feedback survey then appeared on screen that could be completed or skipped.

There were no changes to the approach to centralised bank details in cycle 6. Where a centralised account was to be used instead of direct school bank account, this information was communicated to SRC via the School Frame and the 'lock' variable could be included to prevent schools overwriting this information with their own bank account. Additional explanatory notes were added to the system on the school bank details page and in the fact sheets regarding centralised bank accounts notifying schools that these details may be locked when a central bank account had been nominated by the sector for payment.

14.2 Suggested learnings for next cycle

- There were still many queries to Helpdesk and STCs regarding centralised bank accounts / locked bank accounts. Suggest adding additional explanatory notes around this.
- Helpdesk to have more details on centralised bank accounts to be able to resolve these queries.
- Make it clearer in the fact sheets that Aboriginal and Torres Strait Islander Cultural Consultants are only paid for Instruments where they complete them 'together' with the Teacher and that this must be indicated in the instrument at P4.

14.3 Any further feedback?

Please provide any feedback on the invoicing and finalisation workflow

15. Teacher relief rates and exceptional circumstances claims

15.1 2024 Process

Due to a limited budget for cycle 6, the Department were not able to pay the full teacher relief rates proposed by all jurisdictions (they agreed to 10% on the 2021 cycle rates) and as a result three jurisdictions decided to make top-up contributions (QLD, WA and NSW). Thus SRC received and managed funds for teacher relief from the Australian Government as well as these three jurisdictions in cycle 6, with only the final teacher rate visible to the school.

Ahead of the collection, the rule regarding the three-hour minimum payment for teacher relief was reviewed by the Department, as it was flagged last cycle for review as some schools, particularly rural and remote schools, were required to pay a full day minimum. The decision was made to keep it as a three hour minimum and any differences in relief costs could be covered by exceptional circumstances.

The exceptional circumstances Guidelines and claim form were reviewed and updated by the Department for cycle 6 and included some additional examples for STCs. The exceptional circumstances Guide and claim form were made available on the STC Sharepoint soon after the start of the collection. The process for submitting an exceptional circumstance claim remained unchanged from previous cycles.

All exceptional circumstances claims were handled between the STC and schools outside of the data collection system as per previous cycles. Consideration was given during STC workshops to building this in to the system, however it was agreed that it is best handled separately.

The “intention to claim exceptional circumstances” figure was reported to the Department each week, along with the actual number of exceptional circumstances claims received, to keep an eye on the extent of claims.

15.2 Suggested learnings for next cycle

- Advertise dates for when exceptional circumstances will be considered and paid.
- Consider auto-finalising schools earlier / soon after data collection close. For cycle 6 (as per previous cycles) invoicing is left open until mid-September and email reminders are sent to schools to finalise themselves to allow schools to account for unregistered ATSI CC training, to encourage School Coordinators to complete the feedback survey and to download the School Profile. Earlier auto-finalisation would require consideration of these other aspects.

15.3 Any further feedback?

Please provide any feedback on the teacher relief rates and exceptional circustances claims process

16. Aboriginal and Torres Strait Islander Cultural Consultant related functionality

16.1 2024 Process

There were no changes to the role of Aboriginal and Torres Strait Islander Cultural Consultants in the data collection or any changes to their functionality in the data collection system for cycle 6. It was agreed by the Department to keep the process consistent with the previous cycle and a full review would be undertaken ahead of cycle 7.

The fact sheets relating to Aboriginal and Torres Strait Islander Cultural Consultants were also unchanged, just updated to the new look format.

16.2 Suggested learnings for next cycle

-

16.3 Any further feedback?

Please provide any feedback on the Aboriginal and Torres Strait Islander Cultural Consultant related functionality.

17. Teacher Certificates and Thank you Letter

17.1 2024 Process

STCs requested that Teacher Certificates and the school Thank You Letter be embedded into the data collection in cycle 6.

This was reviewed by the Consortium and web development team and it was agreed to build the Teacher Certificates into the system but to send the Thank you Letter outside of the system, consistent with the way the reminder emails are sent to schools throughout the collection.

A national Teacher Certificate template was developed by the Consortium and shared with STCs for comment and then built into the data collection system. It was populated with the teachers name, campus name and date and available for download upon completing teacher training. The certificate of participation recognised the teacher 'as completing one hour of professional development consisting of teacher training for the 2024 Australian Early Development Census.'

A similar certificate was developed for Aboriginal and Torres Strait Islander Cultural Consultants and built into the system.

A national school Thank you Letter was drafted by the Department this cycle behalf of the Department and the state/territory Education Department. Both the state and federal government logos were included at the bottom of the letter.

STCs were given the option of choosing the participation rate they would prefer to reference (e.g., state or national) and the opportunity to make some minor adjustments to the wording, although the scope to change the overall messaging was limited. The letter was addressed to the principal (i.e., Dear Principal) and a copy also sent to the AEDC School Coordinator, via email, on a date chosen by each STC.

17.2 Suggested learnings for next cycle

- Certificate download rates to be tracked.
- If deemed important by STCs, consider embedding the Thank You Letter into the data collection system with its send triggered after the school has finalised or at a specified date after the collection.

17.3 Any further feedback?

Please provide any feedback on the Teacher Certificates and Thank you letter

18. School Profile

18.1 2024 Process

Following the success of the Preliminary School Snapshot trial in cycle 5, a decision was made early in cycle 6 to expand the Preliminary Snapshot from a concise two-page report including trend lines only to the full School Profile report, with data tables and trend lines. Analysis conducted for the Preliminary School Snapshot had shown raw data differed very little for the vast majority of schools to fully processed data and it was therefore considered acceptable to provide the full School Profile early.

A decision was made by the Technical Working Group that the School Profile Addendum should also be produced on unclean data (i.e. *including* duplicate children) to prevent any reidentification of children if comparisons were made between data pre and post duplicate removal.

Given the School Profile was going to be downloaded from the data collection system by the School Coordinator who may not be the principal, the Department prepared a confidentiality declaration that was built into the data collection system for the School Coordinator prior to downloading their report. This declared that they had the authority to download the School Profile on behalf of their school and that they would only disclose the School Profile / information and data contained in the School Profile to other parties for authorised uses (as described at section 3.1 of the AEDC Data Guidelines) and under a requirement of confidentiality. In addition, the principal was informed via on screen messaging at the time of nominating a School Coordinator that this would be part of their role of the School Coordinator.

The School Profiles were nearly 3 weeks late due to additional time required to validate the data. They were available to schools that had finalised their participation and had 6 or more non-special needs children on 22 May. In that time, only 1 query had been made to Helpdesk regarding the School Profiles. Any schools that had completed the collection early and 'missed' their School Profile were sent an email and instructed to log back in to get their report.

A message was displayed on the School Profile section of the Coordinators dashboard that not all schools would be eligible for a report, it read ""To maintain confidentiality, schools with AEDC data for fewer than six children with valid results are not eligible to receive a School Profile. Results for these children will be included in Community Profiles and the National Report."

It was anticipated that the combined School Profile for multi-campus schools (a new initiative for cycle 6) would be generated from within the data collection system as well, however it was deemed more appropriate to generate this outside the system for various reasons. Its release is still pending.

There were some other minor issues with generating the School Profile within the data collection system:

- During the upload process on 21 May there was a small window when 9 schools nationally downloaded a School Profile that may have not been complete. These were re-run overnight and an email sent to the 9 schools
- Some schools were unable to see the "School Profile" section of their dashboard (as it had been hidden until the reports were available). The suggested fix for this was Control + F5 to refresh the page however this didn't always work. Helpdesk and STCs had the ability to impersonate a School Coordinator and download the report on their behalf and send it to schools if needed

- Sometimes the School Profile data took a while to generate, depending on how much instrument data was required to be flattened. As such a message was added to the Coordinator's dashboard advising that they may take up to 24 hours.

Measures relating to School Profile eligibility and download were included in the School Export and were also tracked in the Headline report.

Schools were reminded via email reminders to submit their invoice and download their School Profile if they hadn't already done so. School Profile download rates were particularly high, around 90% nationally by the official end of the collection.

School Profiles (pdfs) and the combined sector results of School Profile data (csv file) will shortly be shared with STCs to support schools. The Department confirmed via email to STCs on 30 August that there is no intention to further distribute the School Profiles to other stakeholders. They may be distributed to the sectors as part of their Data Sharing Agreement with the Department but this will be on the condition that adequate privacy protocols are established and be after national launch 2025.

18.2 Suggested learnings for next cycle

- Data Sharing / access to School Profiles to be agreed between Department and STCs ahead of the collection
- If necessary, consider including a tick box in the data collection system for all schools to agree for their reports to be provided to their sector (historically and in cycle 6, this consent has only been asked of Independent sector schools)

18.3 Any further feedback?

Please provide any feedback on the School Profile for consideration next cycle

19. Summary

19.1 Top 3 data collection issues to address for 2024

Issue 1	
Issue 2	
Issue 3	

19.2 Top 3 system / workflow features to retain for 2024

Issue 1	
Issue 2	
Issue 3	

20. Any Additional feedback

Please provide any additional feedback which did not fit neatly into the categories already covered in the form.

Category (e.g. Teacher feedback, Teacher training, 'help centre')	**Description of issue**

STC feedback form – Part 2 of 2

November 2024

Social Research Centre

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1. Overview

The STC feedback form seeks to document the challenges and issues associated with the 2024 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 September 2024 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 Pack, School Coordinator and Teacher Resources
- School activation and set up workflow
- Master lists, class list creation and management
- Instrument completion
- Helpdesk
- STC dashboard and progress monitoring
- Email reminder strategy
- Invoicing and finalisation workflow
- Teacher relief rates and exceptional circumstance claims
- Aboriginal and Torres Strait Islander Cultrual Consultant related functionality
- Teacher Certificates and Thank you Letter
- School Profile

The data collection activities that have taken place since this time and are covered here in Part 2 are:

- Post-population of attendance data (selected jurisdictions/sectors only)
- Data cleaning
- Sense checking 2024 preliminary results
- Boundary revision

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 Kate Sadler (cc Liz Ernst) at the Social Research Centre by **9 December 2024**.

2. Post-population of attendance data

1. 2024 Process

Post-population of child attendance-related items from the Instrument is offered to jurisdictions/sectors that hold this information in their administrative systems (introduced for the first time in Cycle 4), as an alternative to having the Teachers complete the items.

Although it is only compulsory for schools to record student attendance and absences until for students in Years 1 to 10 across government, Catholic, and independent schools in Australia, some sectors include this for children in their first year of full-time school. The *National Standards for Student Attendance Data Reporting*, governed by the Australian Curriculum, Assessment and Reporting Authority (ACARA), provides a framework for consistent and comparable reporting of attendance rates and the AEDC can benefit from this.

Due to the reporting timeframes of attendance data to ACARA, i.e. September, this information is provided as 'post-population' information for the AEDC, and incorporated into the master datafile after the collection.

The post-population of attendance data in the AEDC offers several benefits, including:

- significantly reducing the workload for Teachers completing the Instrument,
- enhancing data quality (resulting in more complete, accurate, and consistent data) due to consistent reporting periods, and
- improving the capacity to analyse the results of the 2024 AEDC collection.

Since attendance data reporting is not mandatory for children in their first year of full-time schooling, all jurisdictions were consulted on their capacity to supply child attendance data (items A1 and A1a-d in the Instrument) through post-population ahead of commencement of 2024 AEDC. The requirements for the post-population of attendance data were discussed in the STC workshops (see STC feedback form part 1 of 2 for further details).

The specification document was shared with STCs and data managers and the requirements were discussed in the consultation session held with data managers on pre-population, post-population and school frame in September 2024.

Those sectors/jurisdictions who agreed to provide the data were asked to provide a "trial file" to SRC in December 2023 to confirm the understanding of the data formating requirements. This also served as an opportunity for data managers to seek clarification where needed without the time pressure associated with delivering the final data. Some queries were received from data managers as to how to best align the child absence codes in their system with the ACARA/AEDC codes and this information was provided.

The sectors/jurisdictions that had the information available and successfully met the trial requirements had the relevant questions suppressed in the data collection system, so Teachers/School Coordinators did not have to source this information.

In early September, jurisdictional data managers were sent an Excel file containing child identifying information for all children who participated in the 2024 AEDC in their sector/jurisdiction and asked to append the relevant attendance data as per the specification and return it to SRC for incorporation into the final data file. This data was due to SRC by 30 September. Numerous reminders were sent to STCs and data managers in the weeks preceeding.

In 2024, the Government sectors in all jurisdicitons partcipated in post-population of attendance data, as well as the Catholic sector in three jurisdictions. A total of 23 files were received, of which 22 were received on time and 1 file were received late.

2. Suggested learnings for next cycle

- The trial file is essential 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 and only needs to contain a few records.
- Continue to include this information in the data managers briefing session – this cycle we had all Government sectors and most Catholic sectors participate.
- The specification is easy to follow and does not need any modifications – keep it consistent (but ensure it continues to align to ACARA standards).
- STCs to be responsible for updating SRC on any changes to data managers during/after the collection, to ensure that any new data manager are aware of the commitment and able to provide the data on time.

3. Any further 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

1. 2024 Process

Similar to previous cycles, relatively little cleaning of the data extracted from the online datacollection system was required as the system does not allow Teachers to progress until all required information is provided.

Jurisdictional assistance with data cleaning is 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 or younger and greater than 7 years, plus 4-year-olds where it was indicated they had repeated the year).

In previous cycles, data cleaning also included checking gender where there had been manual changes by the Teacher after pre-population data to the 'child sex' question, to confirm changes were intentional. However, given the item was changed to 'gender' in 2024, it was not considered appropriate to include this check anymore. This decision was made in consultation with STCs.

For Catholic and Government children that were included in pre-population, the details for children who failed to meet data validation checks on the above criteria were shared with STCs for them to seek clarification from their data managers to confirm or modify dates of birth and addresses according to information held in their school administration systems.

A list of potential duplicate children was also sent to STCs with guidelines to assist them in determining which record to be retained and reported in the 2024 AEDC and which should be excluded. This list also included a recommendation from SRC on the data that should be retained or excluded based on a defined set of rules. For privacy reasons, full child details were only provided where the potential duplicate was from the same state.

The de-duplication rules were as follows:

- *Earliest Instrument* – where there are two valid Instruments (or two skipped Instruments) retain the earliest of the Instruments, as the Teacher will have had a greater chance to know the child.
- *Skipped or invalid Instrument* - where there is a skipped/invalid Instrument and a completed Instrument, retain the completed Instrument.
- *Children with very common names* - inspect on a case-by-case basis. Where unable to resolve, retain both records.
- *Other possible duplicates* - e.g., DOB is different, but name and school are the same. Inspect on a case-by-case basis.

If the STC was not able to provide clarification, then SRC's recommendation was used as the final decision.

Separate files split by school sector (and diocese) were provided to STCs in Excel via secure file exchange on 6 September 2024. STCs were briefed about this data cleaning task in previous STC meetings and written instructions were also included. Although the task was slightly delayed from SRC, STCs were given prior notice that this would be a tight two week turnaround period in order to meet the delivery dates for data file release and several reminders were sent before and during the task. A total of 37 files were provided for this task – all except 5 were received on time with the late ones received the next working day.

2. Suggested learnings for next cycle

- Try to ensure as much time in the schedule for this task as possible next cycle. Two-weeks is the absolute minimum timeframe.

3. Any further 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

1. 2024 Process

A set of sense checking tables created from the preliminary data were distributed to STCs on 25 October 2024 via secure file exchange. The main purpose of the sense checking tables was to provide the jurisdictions with a preview of the results for Cycle 5 and selected initial views of the data.

The presentation format of these was unchanged from previous cycles. The Excel tables included nine jurisdictional tables, followed by nine comparative national tables, covering the five AEDC domains, the three summary indicators and all AEDC sub-domains.

Each table shared a common set of variables that provide a broad concurrent validity check, demographic fields (e.g. gender, Indigenous status, age, language diversity, country of birth, remoteness, school type) and some additional items you could expect to be associated with domain scores to a greater or lesser degree.

In response to STC feedback from 2021 cycle, several additional items were included in the Cycle 6 sense checking tables including:

- A new demographic worksheet
- A count for “Total children” not just each category
- Inclusion of emerging needs
- For vulnerable/at risk/on track – the addition of the count (n) as well as %.
- Critical difference testing 2021 to 2024 only.

All STCs were required to sign a confidentiality non-disclosure agreement this cycle prior to receiving the sense checking outputs, as well as their jurisdictional national committee member. This process was managed by the Department.

STCs were asked to provide comment on the overall consistency of the data and on any areas of concern within two weeks, by 8 November 2024.

2. Suggested learnings for next cycle

- There were no known issues with this process from SRCs perspective.

3. Any further 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. Boundary revision

1. 2024 Process

Using the 2021 Census of Population and Housing and subsequent release of the Australian Statistical Geography Standard (ASGS)

This process gives all jurisdictions the option to update their AEDC Community and Local Community boundaries ahead of data release each cycle. This may be necessary in response to significant population growth or decline, for historically unreportable communities/local communities and/or to align with State/Territory specific boundary changes.

In cycles where there has been an update to the ABS Australian Statistical Geography Standard (ASGS), some adjustments to AEDC Community and Local Communities may be necessary to ensure AEDC geographies continue to align to ABS geographies. The last ASGS was in 2021 (Cycle 5) and the next will be the 2026 ASGS (Cycle 7). In cycles when there hasn't been a change to the ASGS, such as Cycle 6, SRC do a 'courtesy' check-in with STCs to see if there are any pragmatic changes they wish to make.

STCs were consulted early in the start of Cycle 6 if they wished to undertake this process ahead of the collection, or after the collection and the general consensus was to leave it until the after the collection – hence it was arranged in the schedule for July/August.

To determine if STCs/jurisdictions wanted to make any changes to their boundaries for Cycle 6 release, an email with some **simple questions** was first sent to STCs along with a worksheet that included counts by Community and Local Community for each cycle, including whether they were publishable or not and the reason for not being publishable (e.g. too few children, too few Teachers, not meeting the 80% population rule etc).

Those STCs that indicated they wanted to make changes were then supported by SRC and followed up to discuss their changes. Changes were then fed into a specifcially designed boundary revision 'tool' prepared by SRC so the impact of the changes on the on previous collections data (i.e., total children valid etc) could be seen ahead of making a final decision.

In previous cycles, this tool was provided to STCs along with detailed instructions, however, this cycle, to simplify the process for STCS, the tool was retained by SRC to input the proposed changes into the tool and work with STCs to agree changes.

2. Suggested learnings for next cycle

- The process for agreeing changes with STCs was improved and simplified this cycle – suggest SRC retain use of the tool.
- Some STCs found the timeframe for this exercise difficult – suggest this is discussed with STCs early in the collection to schedule the most convenient time, particularly because next cycle there will also be changes to the ASGS.
- It would be useful to have a map that shows AEDC regions, communities and local communities – the map from Data Explorer does not show all three geographies at once.

3. Any further feedback?

Please provide your views on this process and any suggestions to improve the Boundary review process in the future.

Appendix 35: Summary of participation rates by jurisdiction as at 5 August 2024

Headline response **As at:** **5-Aug-24**

Jurisdiction	Sector	In-scope schools	Estimated child population	Participating schools	Participating children	School participation rate %	Child participation rate %	*2021 School participation rate %* (Source: headline report [26/08/21 - same week last cycle])	*2021 Child participation rate %* (Source: headline report [26/08/21 - same week last cycle])	*School participation rate % - 2024 as % 2021*	*Child participation rate % - 2024 as % 2021*	Incremental schools to participate to achieve target (95.0)	Incremental children to participate to achieve target (95.0)	*Change in participation since last report as at 29 July* Participating schools	Participating children	School participation rate %	Child participation rate %	*Change in participation since 31 July (impact of the 2 day extension)* Participating schools	Participating children	School participation rate %	Child participation rate %
National		**7,830**	**305,074**	**7,323**	**288,993**	**93.5**	**94.7**	**95.6**	**95.7**	**97.9**	**99.0**	116	827	**56**	**2,025**	**0.8**	**0.7**	**18**	**513**	**0.3**	**0.2**
National	Government	5,420	206,293	5,193	199,993	95.8	96.9	97.8	97.6	97.9	99.3	0	0	37	985	0.7	0.5	11	218	0.2	0.1
National	Catholic	1,363	58,396	1,295	55,868	95.0	95.7	97.5	97.1	97.4	98.5	0	0	8	363	0.4	0.6	2	136	0.0	0.2
National	Independent	1,047	40,385	835	33,132	79.8	82.0	81.0	82.1	98.4	99.9	160	5,234	11	677	1.4	1.7	5	159	0.8	0.4
NSW		**2,439**	**96,080**	**2,299**	**90,791**	**94.3**	**94.5**	**94.9**	**96.2**	**99.3**	**98.2**	18	485	**11**	**435**	**0.6**	**0.5**	**4**	**119**	**0.3**	**0.1**
NSW	Government	1,666	64,414	1,622	61,748	97.4	95.9	97.2	97.9	100.2	97.9	0	0	7	99	0.4	0.2	2	27	0.1	0.0
NSW	Catholic	445	19,166	445	19,466	100.0	101.6	100.0	99.3	100.0	102.3	0	0	0	0	0.0	0.0	0	0	0.0	0.0
NSW	Independent	328	12,500	232	9,577	70.7	76.6	76.7	80.8	92.2	94.8	80	2,298	4	336	2.1	2.7	2	92	1.5	0.7
VIC		**1,936**	**76,612**	**1,611**	**67,338**	**83.2**	**87.9**	**90.1**	**89.9**	**92.3**	**97.8**	228	5,443	**40**	**1,495**	**2.0**	**2.0**	**14**	**393**	**0.6**	**0.5**
VIC	Government	1,296	51,519	1,121	47,803	86.5	92.8	94.6	93.4	91.4	99.3	110	1,140	27	856	2.1	1.7	9	190	0.7	0.4
VIC	Catholic	406	15,657	339	13,010	83.5	83.1	91.6	90.4	91.1	91.9	47	1,864	8	363	1.6	2.3	2	136	0.1	0.9
VIC	Independent	234	9,436	151	6,525	64.5	69.2	62.6	65.5	103.1	105.6	71	2,439	5	276	2.4	2.9	3	67	1.3	0.7
QLD		**1,439**	**64,030**	**1,418**	**62,872**	**98.5**	**98.2**	**98.6**	**98.6**	**99.9**	**99.6**	0	0	**2**	**59**	**0.1**	**0.1**	**0**	**0**	**0.0**	**0.0**
QLD	Government	1,022	43,408	1,020	43,160	99.8	99.4	100.0	99.9	99.8	99.5	0	0	0	0	0.0	0.0	0	0	0.0	0.0
QLD	Catholic	224	11,725	224	11,658	100.0	99.4	100.0	99.5	100.0	100.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
QLD	Independent	193	8,897	174	8,054	90.2	90.5	89.2	89.6	101.0	101.0	9	398	2	59	1.0	0.7	0	0	0.0	0.0
SA		**618**	**19,234**	**606**	**19,239**	**98.1**	**100.0**	**98.2**	**97.9**	**99.9**	**102.2**	0	0	**0**	**0**	**0.0**	**0.0**	**0**	**0**	**0.0**	**0.0**
SA	Government	430	11,819	430	12,085	100.0	102.3	100.0	99.5	100.0	102.8	0	0	0	0	0.0	0.0	0	0	0.0	0.0
SA	Catholic	90	4,086	90	4,050	100.0	99.1	100.0	103.0	100.0	96.3	0	0	0	0	0.0	0.0	0	0	0.0	0.0
SA	Independent	98	3,329	86	3,104	87.8	93.2	88.3	86.8	99.4	107.5	7	59	0	0	0.0	0.0	0	0	0.0	0.0
WA		**928**	**34,775**	**927**	**34,628**	**99.9**	**99.6**	**100.0**	**99.8**	**99.9**	**99.7**	0	0	**0**	**0**	**0.0**	**0.0**	**0**	**0**	**0.0**	**0.0**
WA	Government	670	25,247	669	25,275	99.9	100.1	100.0	100.0	99.9	100.1	0	0	0	0	0.0	0.0	0	0	0.0	0.0
WA	Catholic	130	5,171	130	5,099	100.0	98.6	100.0	99.6	100.0	99.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
WA	Independent	128	4,357	128	4,254	100.0	97.6	100.0	99.0	100.0	98.6	0	0	0	0	0.0	0.0	0	0	0.0	0.0
TAS		**213**	**5,876**	**212**	**5,747**	**99.5**	**97.8**	**99.5**	**99.0**	**100.0**	**98.8**	0	0	**0**	**0**	**0.0**	**0.0**	**0**	**0**	**0.0**	**0.0**
TAS	Government	151	4,113	150	4,049	99.3	98.4	100.0	99.1	99.3	99.3	0	0	0	0	0.0	0.0	0	0	0.0	0.0
TAS	Catholic	32	1,113	32	1,109	100.0	99.6	100.0	100.1	100.0	99.5	0	0	0	0	0.0	0.0	0	0	0.0	0.0
TAS	Independent	30	650	30	589	100.0	90.6	96.8	95.9	103.3	94.5	0	29	0	0	0.0	0.0	0	0	0.0	0.0
NT		**147**	**3,023**	**140**	**3,021**	**95.2**	**99.9**	**100.0**	**98.0**	**95.2**	**102.0**	0	0	**3**	**36**	**2.0**	**1.2**	**0**	**1**	**0.0**	**0.0**
NT	Government	116	2,280	112	2,364	96.6	103.7	100.0	101.5	96.6	102.1	0	0	3	30	2.6	1.3	0	1	0.0	0.0
NT	Catholic	12	333	11	323	91.7	97.0	100.0	97.1	91.7	99.9	0	0	0	0	0.0	0.0	0	0	0.0	0.0
NT	Independent	19	410	17	334	89.5	81.5	100.0	73.5	89.5	110.8	1	56	0	6	0.0	1.5	0	0	0.0	0.0
ACT		**110**	**5,497**	**110**	**5,357**	**100.0**	**97.5**	**100.0**	**98.7**	**100.0**	**98.7**	0	0	**0**	**0**	**0.0**	**0.0**	**0**	**0**	**0.0**	**0.0**
ACT	Government	69	3,655	69	3,509	100.0	96.0	100.0	98.3	100.0	97.7	0	0	0	0	0.0	0.0	0	0	0.0	0.0
ACT	Catholic	24	1,137	24	1,153	100.0	101.4	100.0	99.4	100.0	102.0	0	0	0	0	0.0	0.0	0	0	0.0	0.0
ACT	Independent	17	705	17	695	100.0	98.6	100.0	100.0	100.0	98.6	0	0	0	0	0.0	0.0	0	0	0.0	0.0

Definitions

In-scope schools: school has one or more children in the first year of full-time school

Estimated child population: estimated count of children in their first year of full-time school provided by STCs. Updated in report from 14 June 2024.

Participating school: has one or more completed or skipped instruments

School participation rate: participating schools as a percent of in-scope schools

Participating children: children with a completed or skipped instrument

Child participation rate: participating children as a percent of estimated child population

Highlighting rules

Green - achieved target

Amber - within 10 per cent of target

Red - more than 10 per cent from target