

# Spotlight on the 2024 AEDC results

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The Kids Research Institute Australia acknowledges  
Aboriginal and Torres Strait Islander people as the  
Traditional Custodians of the land and waters of Australia.  
We also acknowledge the Nyoongar Wadjuk, Yawuru,  
Kariyarra and Kurna Elders, their people and their land  
upon which The Kids is located and seek their wisdom in  
our work to improve the health and development of all  
children.





# Trends in child development

## Summary indicators – DV1 and DV2



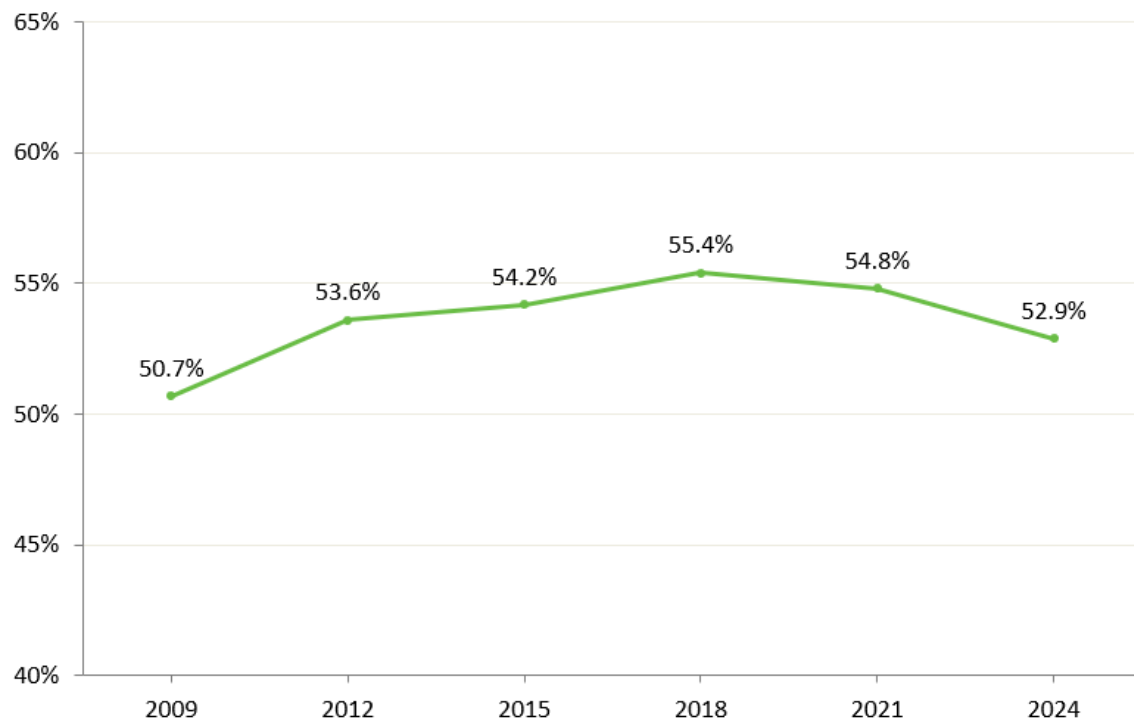
DV1

The percentage of children who are developmentally vulnerable on one or more AEDC domain(s).

DV2

The percentage of children who are developmentally vulnerable on two or more AEDC domains.

## Summary indicators – OT5

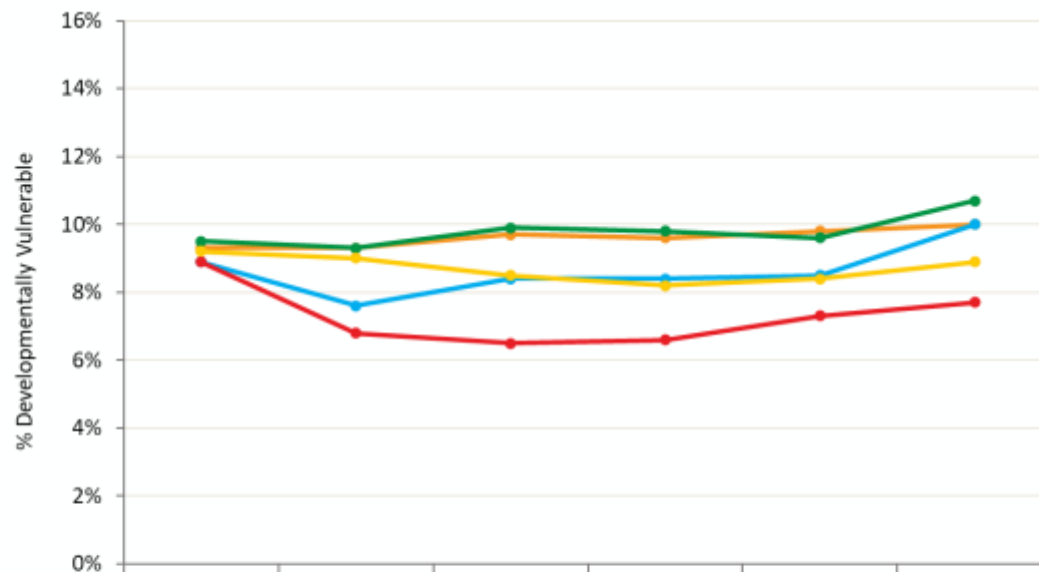


**OT5**

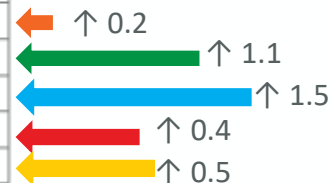
The percentage of children who are developmentally on track on five AEDC domains.

# Trends in specific domains of development

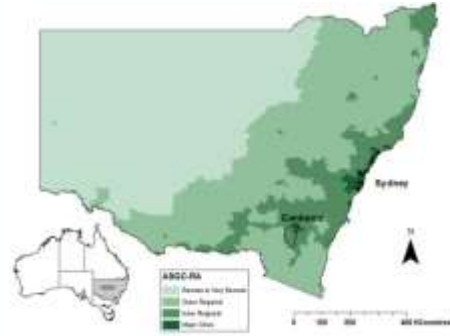
## Trends on each developmental domain



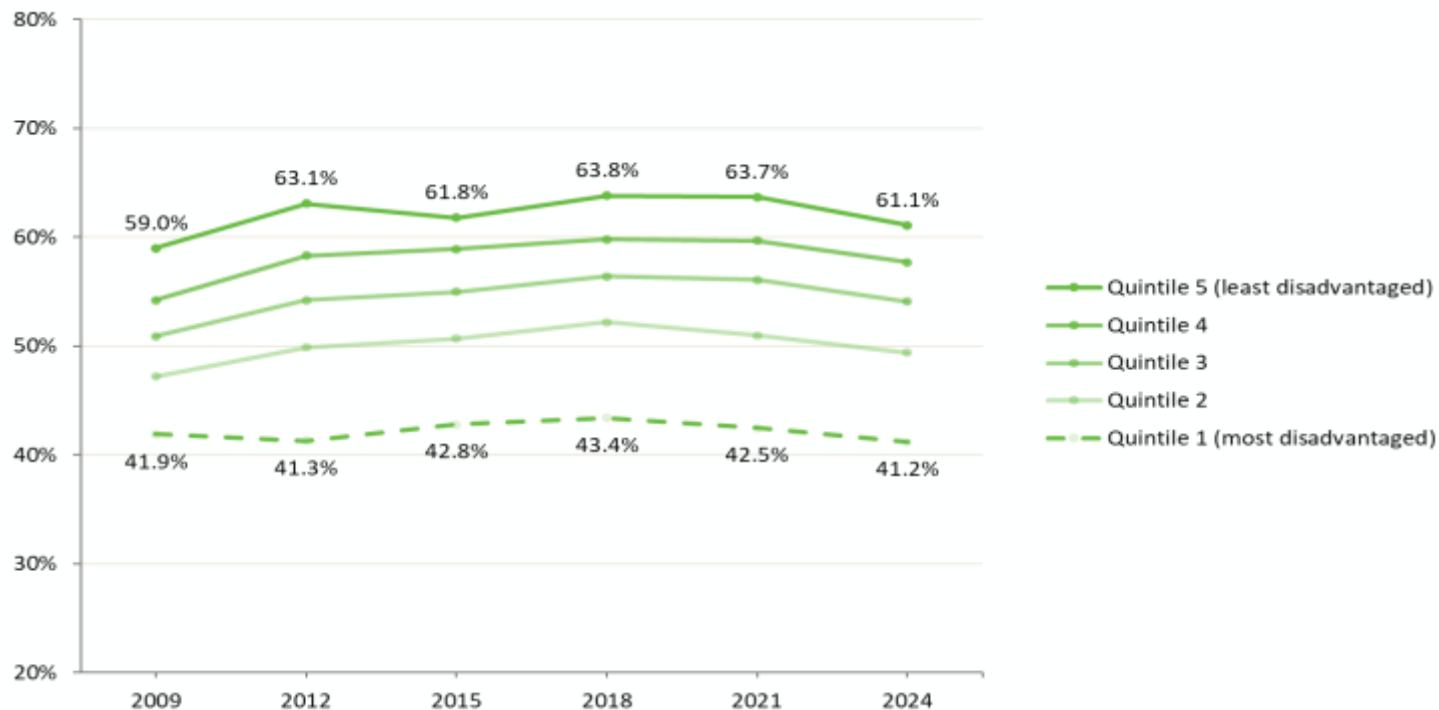
	2009	2012	2015	2018	2021	2024
Physical health and wellbeing	9.3%	9.3%	9.7%	9.6%	9.8%	10.0%
Social competence	9.5%	9.3%	9.9%	9.8%	9.6%	10.7%
Emotional maturity	8.9%	7.6%	8.4%	8.4%	8.5%	10.0%
Language and cognitive skills (school-based)	8.9%	6.8%	6.5%	6.6%	7.3%	7.7%
Communication skills and general knowledge	9.2%	9.0%	8.5%	8.2%	8.4%	8.9%



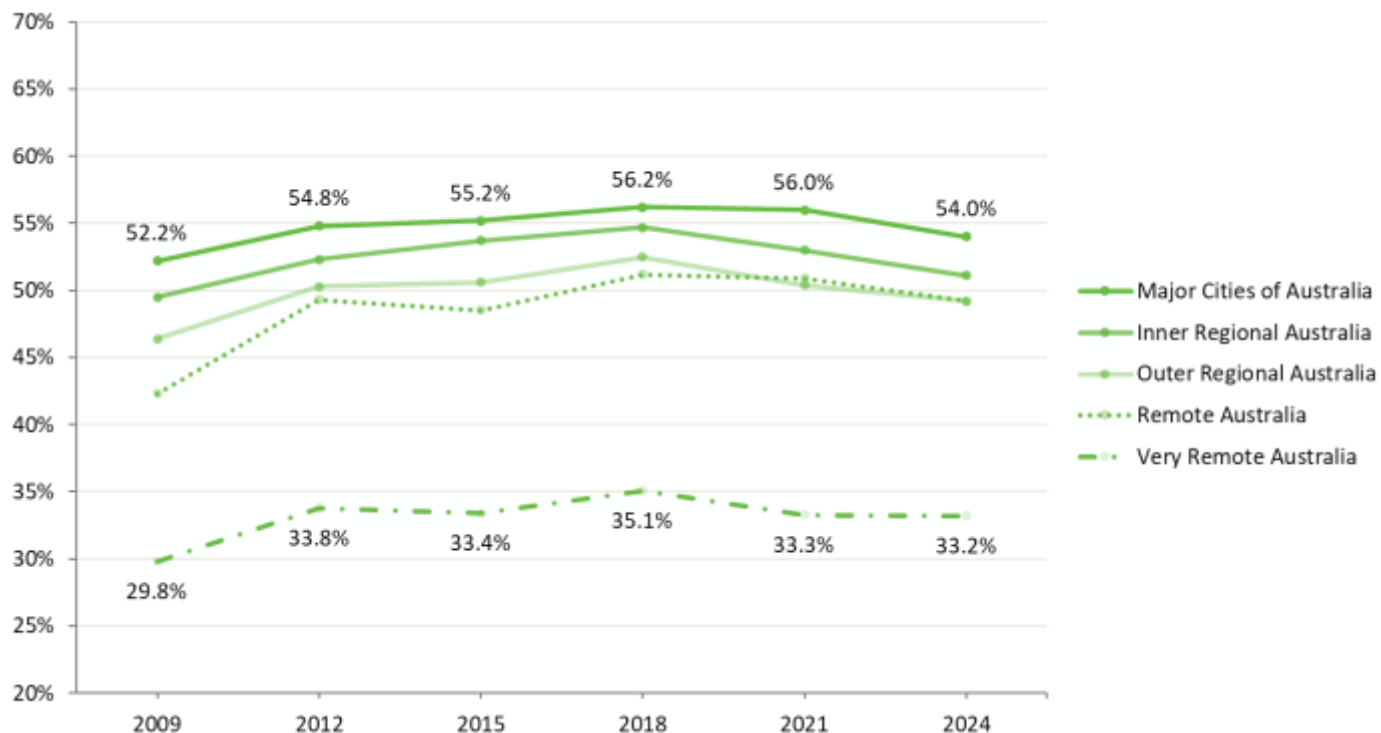
What might be sitting behind  
these trends?



## Trends in OT5 by socio-economic status



## Trends in OT5 by geographical location

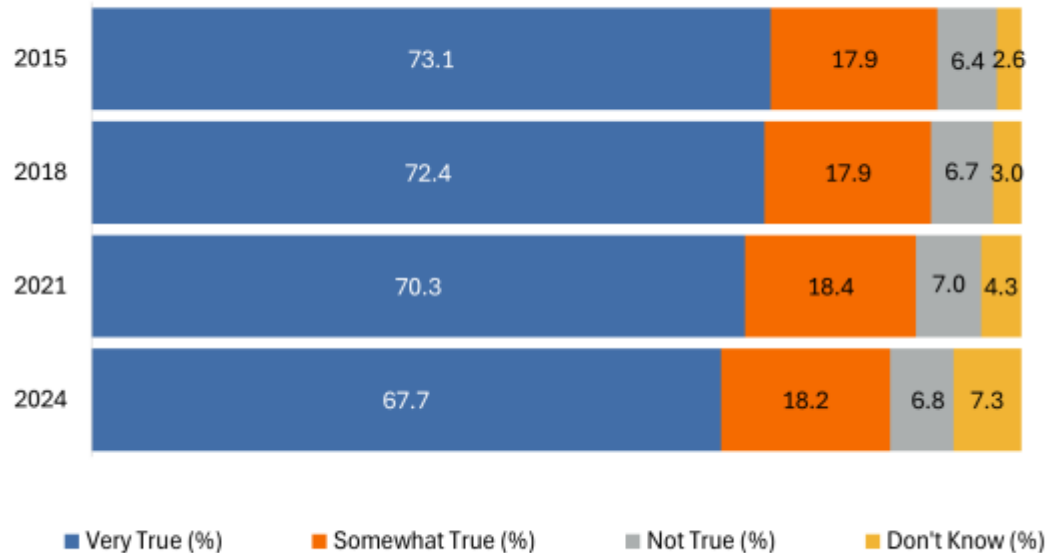


## Early education and care attendance

	2009	2012	2015	2018	2021	2024
Preschool	86.6%	90.5%	90.6%	92.4%	92.3%	93.3%
Daycare	34.7%	42.5%	41.9%	51.8%	55.1%	62.4%
Family Daycare	2.5%	4.7%	5.6%	5.2%	4.6%	4.1%
Grandparents	4.8%	15.9%	18.0%	20.5%	19.3%	20.9%
Other relative	1.3%	5.7%	5.8%	5.5%	5.1%	6.2%
Nanny	0.6%	1.9%	2.0%	2.1%	1.7%	1.7%
Other person	2.5%	5.6%	5.1%	3.6%	3.1%	2.9%
Playgroup	-	36.0%	35.5%	36.4%	32.2%	34.0%

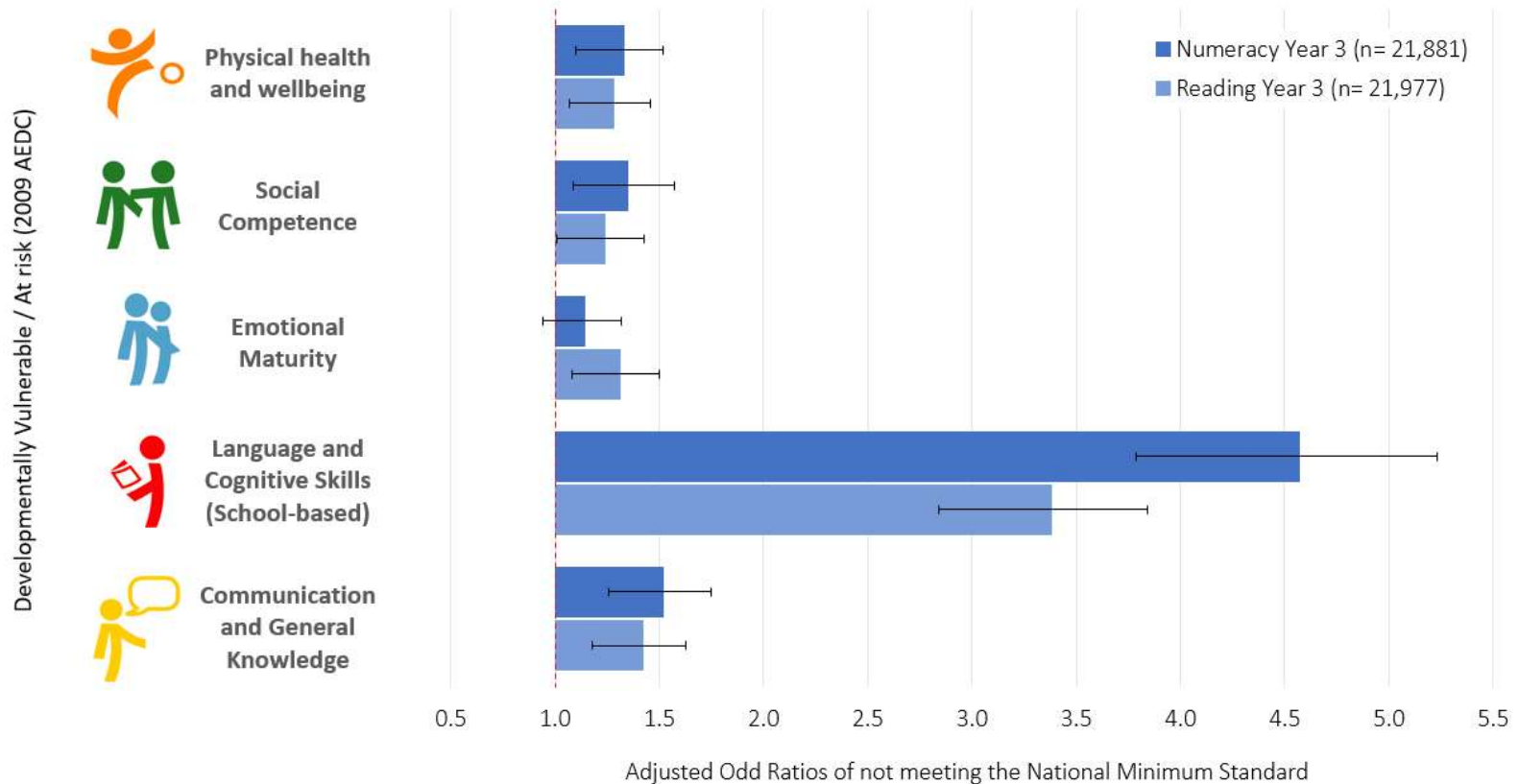
\* **Note.** Teacher reported non-parental ECEC in the year before school, except playgroup which is any time prior to entering full-time school. Some items have a lot of missing data, interpret with caution.

## Child is regularly read to at home

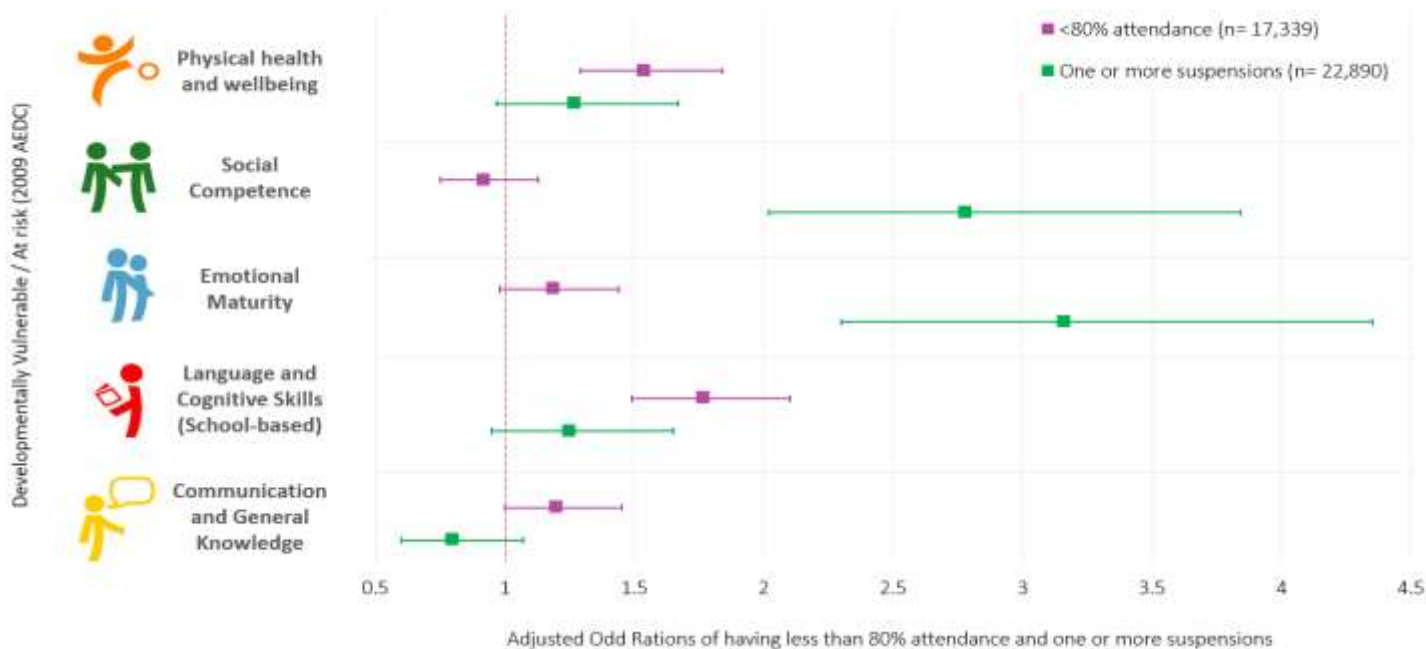


Why it matters - learnings  
from research

# AEDC Predicts NAPLAN



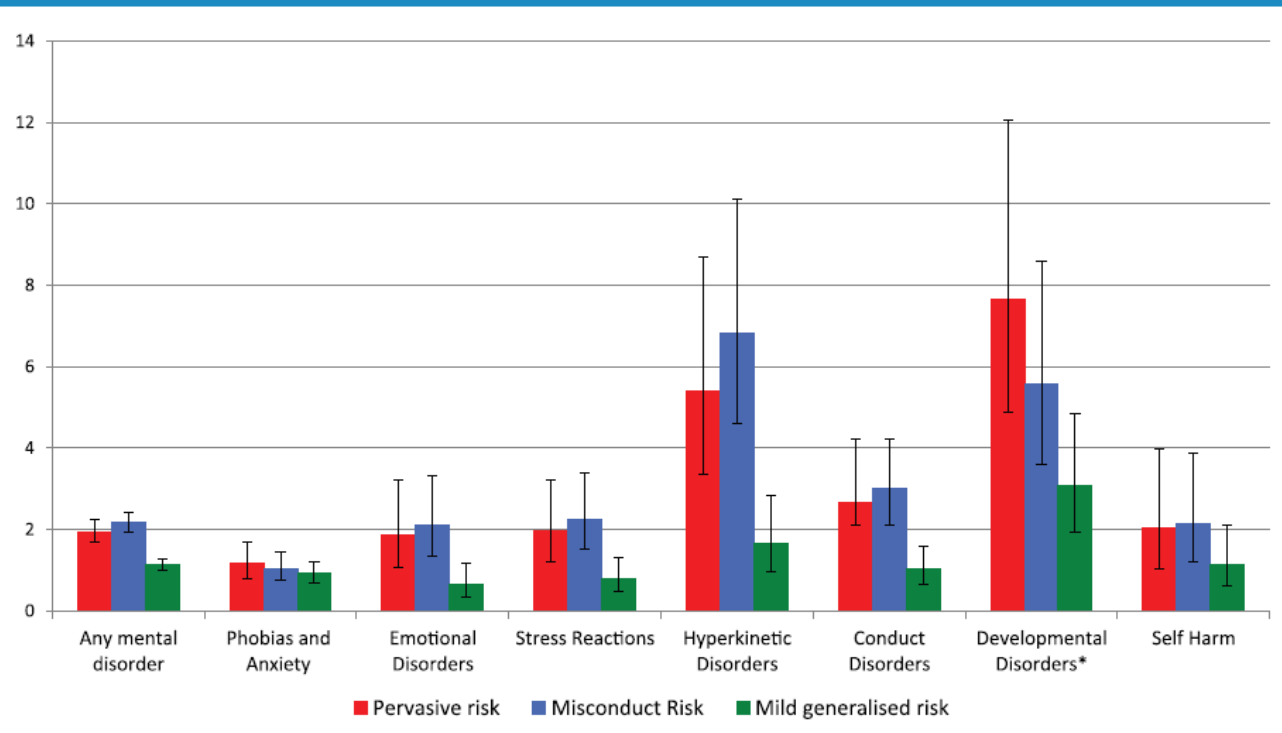
# Vulnerability in emotional maturity and social competence predicts school exclusion



Bell, M. (2017). Developmental Vulnerabilities at School Entry Predicted Early Indicators of Disengagement [Doctoral dissertation, University of Western Australia. University of Western Australia Research Repository.

# Early vulnerability and later mental health and developmental disorder diagnoses

**Figure 2.** Adjusted associations (odds ratios with 95% confidence intervals) between early childhood risk categories (derived from the latent class analysis of the Australian Early Development Census) and mental illness diagnoses in children aged 6–13 years.





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, and The Kids Research Institute Australia 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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