

Australian Early Development Census

Australian version of the Early Development Instrument and response criteria



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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, Centre for Community Child Health, Royal Children's Hospital, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC nationwide.

This product is based on the materials developed by the Centre for Community Child Health, Royal Children's Hospital, Melbourne, and the Australian Government Department of Education has been granted permission to adapt for its use.

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About the AEDC and the Australian version of the Early Development Instrument

The Australian Early Development Census (AEDC) is a nationwide data collection that shows how young children have developed as they start their first year of full-time school.

The development of these children is measured with a research tool known as the Australian version of the Early Development Instrument (AvEDI). All the questions in the AvEDI are listed in this document.

The AEDC highlights what is working well and what needs to be improved or developed to support children and their families, and helps communities know how their children are doing.

Information is collected on individual children around Australia who are in their first year of full-time school. School teachers answer questions from the Instrument for each child in their class.

The AvEDI includes approximately 100 questions across five areas (called domains) of child development:

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

The AEDC was completed nationwide for the first time in 2009, with subsequent collections in 2012 and 2015. Every three years, government and non-government schools participate in the AEDC.

The AEDC is not like the National Assessment Programme in Literacy and Numeracy (NAPLAN) where individual reports are provided to parents.

For the AEDC, your child's data will be combined with data from the other children living within the same community. 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.

The AEDC is an Australian Government Initiative.

The Australian Government and State and Territory Governments are working in partnership with The Royal Children's Hospital Centre for Community Child Health in Melbourne, the Murdoch Children's Research Institute, and the Telethon Kids Institute, Perth, to deliver the AEDC. The Social Research Centre, Melbourne, is managing the AEDC data.

To contact the AEDC or find out more, including how your child's privacy is protected, please visit www.aedc.gov.au

Preliminary questions and background information

P1 Is this child of Aboriginal or Torres Strait Islander descent?

For Aboriginal or Torres Strait Islander children

- P2 Is your completion of the AvEDI being assisted by discussion with an Aboriginal and Torres Strait Islander Cultural Consultant?
- P3 Is this Aboriginal and Torres Strait Islander Cultural Consultant:
- 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)
 - Home Liaison Officer (HLO)
 - Inclusion Support Officer (ISO)
 - Indigenous Education Worker
 - Literacy Support Officer (LSO)
 - Indigenous tutor
 - Other Indigenous staff member
- P4 What role will the Aboriginal and Torres Strait Islander Cultural Consultant play in completing the AvEDI for this child?

BI1 Date of AvEDI completion

BI2 Child's date of birth

BI3 Child's sex

BI4a Is this a multi-year class?

BI4b Is this child repeating this grade/year?

BI4c Does this child have dual placement?

BI5a What is the highest year of primary/secondary school completed by the child's parent/carer?

BI5b What is the highest level of post-school qualification completed by the child's parent/carer?

BI6	Child's residential address
BI7a	Aboriginal community name
BI7b	Aboriginal community Identifier number
BI8	Is this child considered Special Needs?
BI8a	What medical diagnosis (or diagnoses) qualifies this child as Special Needs?
BI9	Is this child considered ESL (English as a second language)?
BI10	Does the child speak a language other than English at home? (specify the language spoken most often)
BI10a	Can this child adequately communicate in this language?
BI10b	Indicate the sources of information used to provide your answer to question BI10a
BI10c	Other languages (apart from English/the language specified at BI10)
BI10d	To the best of your knowledge, has this child attended other language or religion classes?
BI11	In which country was the child born?
BI11a	In which year did the child first arrive in Australia?
BI12	Has this child been in class for one month or more?
BI12a	Do you feel you can make an accurate assessment of this child?
BI12b	Why are you unable to make an accurate assessment of this child?

Section A – Physical Wellbeing

- | | |
|------------|--|
| A1 | How many days has this child been absent since the start of the year? |
| A1a | How many days absent were due to family/cultural obligations – includes ceremonies, funerals? |
| A1b | How many days absent were due to illness/injury? |
| A1c | How many days absent were due to other explained reasons e.g. climatic conditions, financial? |
| A1d | How many days absent were due to unexplained reasons? |

Since the start of the school year, has this child sometimes (more than once) arrived:

- | | |
|------------|---|
| 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? |

Would you say that this child:

- | | |
|-----------|--|
| 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:

- | | |
|------------|--|
| 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 |

Section B – Language and Cognitive Skills (school based)

How would you rate this child's:

B1 ability to use language effectively in English

For Aboriginal or Torres Strait Islander children

Ability to use languages other than Standard Australian English effectively in the classroom/playground:

B1a Aboriginal English (AE)

B1b Kriol/Creole

B1c Traditional Aboriginal or Torres Strait Islander language

B1d Other indigenous language

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

Would you say that this child:

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
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 common characteristics (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 one to ten
B31	is able to say which number is bigger of the two
B32	is able to recognise geometric shapes (e.g. triangle, circle, and 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

Section C – Social and Emotional Development

How would you rate this child's:

C1 overall social/emotional development

C2 ability to get along with peers

Would you say that this child:

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:

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

Would you say that this child:

- | | |
|------------|---|
| 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 |

Would you say that this child:

- | | |
|------------|--|
| 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 distractable, has trouble sticking to any activity |
| C41 | is disobedient |

Would you say that this child:

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

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.

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
D10	(apart from the medical diagnosis qualifying the child as Special Needs) does the child have any other specific condition?
D11	Do you feel the child needs further assessment?

Section E – Comments

E1 To the best of your knowledge, has this child attended an early intervention program?

E1a Please specify the type of intervention/difficulties addressed

E2 To the best of your knowledge, did the child attend a preschool/kindergarten program in the year before entering full-time school?

E2a To the best of your knowledge, did the child attend the preschool/kindergarten program?

E2b In what kind of setting was the preschool/kindergarten program?

E2c What is the postcode of the pre-school/kindergarten)?

Has this child been in the following forms of non-parental care on a regular basis in the year before entering full-time school:

E3a Long Day Care

E3b Family Day Care

E3c Grandparent

E3d Other relative

E3e Nanny

E3f Other (includes friend or neighbour)

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:

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



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Helping shape the future and wellbeing of Australian children

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[Research snapshots](#) - New AEDC research snapshots are now available

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



EARLY CHILDHOOD DEVELOPMENT

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



CENSUS FOR SCHOOL STARTERS

Teachers of children in their first year of school complete an Early Development Instrument for every child in their class



DATA COLLECTION AND ANALYSIS

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



COMMUNITY BENEFITS

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

Learn more about the AEDC

For information about the Australian Early Development Census, including clickable maps of the Census data, AEDC document downloads, and much more, please visit the AEDC website: www.aedc.gov.au

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