

Aboriginal and Torres Strait Islander Education Plan 2010-2014
Information and resources

Research/administrative datasets

| Source: | Relevant research undertaken, or documents/resources available | Details |
|-----------------------|--|--|
| Australian Government | <p>National Early Childhood Education and Care Collection (National Collection)</p> <p><i>Authors:</i> Australian Bureau of Statistics (ABS)</p> <p><i>Web link:</i> http://www.abs.gov.au/ausstats/abs@.nsf/PrimaryMainFeatures/4240.0?OpenDocument</p> | <p><i>Brief description of dataset:</i></p> <p>This collection, compiled annually since 2010 by the ABS draws on administrative data provided by states and territories and, as of 2011, includes the Commonwealth Government’s Child Care Management System (CCMS) data. States and territories have agreed to collect and provide data for the National ECEC Collection according to nationally comparable standards and protocols through the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS).</p> <p><i>Findings:</i></p> <p>The ABS publication <i>Experimental Estimates of Preschool Education, Australia, 2011</i> (4240.0) contains data from the National ECEC 2011 Collection and was released on 13 April 2012. Complete coverage of the ECEC sector has also not yet been achieved. As a result, the estimates in the publication are currently labelled 'experimental'. However, future publications from the National ECEC Collection are expected to be more nationally comparable through the increased collection of unit record level data for government and non-government sectors in all jurisdictions, and more complete implementation of agreed standards. A significant advantage of the National Collection is its collection rules and matching procedures that largely eliminate duplicates, and improved coverage across Australia aims to be as complete and accurate as possible. It is expected that the National Collection will be used as the primary source for calculating performance indicators for the National Indigenous Reform Agreement and the Indigenous Closing the Gap target.</p> |

| | | |
|------------------------------|---|---|
| <p>Australian Government</p> | <p>National Preschool Census (NPC):</p> <p><i>Authors:</i> Data Analysis Australia</p> <p><i>Web link:</i> http://www.deewr.gov.au/Earlychildhood/Resources/Documents/NationalPreschoolCensus2010.pdf.</p> | <p><i>Brief description of dataset:</i></p> <p>The NPC is a national collection of preschool student enrolments, with a focus on Indigenous preschool students. The primary purpose of the NPC is to determine the funding entitlements for eligible government and non-government preschools under the <i>Indigenous Education (Targeted Assistance) Act 2000</i>. The NPC is based on state and territory administrative data, as well as non-government data which is collected annually for DEEWR by Data Analysis Australia.</p> <p><i>Findings:</i></p> <p>To date, the NPC was the national source of data on the preschool participation of Indigenous children and the interim source of data in relation to the Closing the Gap target relating to Indigenous preschool participation in remote communities. However data from the National ECEC Collection is now used to inform Indigenous participation.</p> |
|------------------------------|---|---|

| | | |
|------------------------------|--|---|
| <p>Australian Government</p> | <p>Australian Early Development Index (AEDI)</p> <p><i>Author(s):</i> Centre for Community Child Health and Telethon Institute for Child Health Research</p> <p><i>Publisher:</i> DEEWR</p> <p><i>Date of publication:</i> December 2009, re-issue March 2011, re-issue March 2012.</p> <p><i>Document/resource/research:</i> Document - A Snapshot of Early Childhood Development in Australia, Australian Early Development Index (AEDI) National Report 2009</p> <p><i>Web links:</i></p> <ul style="list-style-type: none"> • http://www.rch.org.au/aedi/ • http://video.rch.org.au/aedi/National_Report-March_2011_Reissue_final.pdf | <p><i>Brief description of dataset:</i></p> <p>The AEDI is a population based measure of young children’s development across five areas (or domains) of early childhood development</p> <p>AEDI was implemented nationally for the first time in 2009, with Australian Government commitment to ongoing data collections every three years (2012, 2015, 2018 etc.).</p> <p>Data from the 2009 collection is available publicly via the AEDI website (including the national report, community profiles and online maps). Data from the 2012 collection is scheduled for release in March 2013. Similar timelines can be expected for subsequent cycles.</p> <p>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 Institute for Child Health Research, Perth, to deliver the AEDI.</p> <p>Teachers complete a checklist for children in their first year of full-time school which measures five key areas of early childhood development:</p> <ul style="list-style-type: none"> • physical health and wellbeing – whether a child is healthy, independent, ready for school each day • social competence – looks at how a child plays, gets along with others and shares, is self-confident • emotional maturity – whether a child is able to concentrate, help others, is patient, not aggressive or angry • language and cognitive skills – whether a child is interested in reading and writing, can count and recognise numbers and shapes • communication skills and general knowledge – whether a child can tell a story, communicate with adults and children, articulate themselves. <p>To ensure the AEDI is culturally appropriate an Indigenous Adaptation Study was undertaken. As a result of the study, the Australian Government provides funding for Indigenous Cultural Consultants to assist</p> |
|------------------------------|--|---|

| | | |
|--|--|---|
| | | <p>teachers in completing the AEDI checklist for Indigenous children. Indigenous Cultural Consultants are used to support teachers with their rating of Indigenous children because of their personal understanding of Indigenous Children's ways of learning and behaving, and because their unique cultural perspective is valuable in completing the AEDI checklist.</p> <p>As a population measure, the AEDI examines early childhood development across the whole community, providing a snapshot of how children in the local area have developed by the time they start school. The AEDI results can help governments and communities understand what's working well and what needs to be improved or developed to better support children and their families. Together with other socio-demographic and community information, the AEDI results are a powerful tool for influencing planning and policy around early childhood development.</p> |
|--|--|---|

| | | |
|----------|---|---|
| Tasmania | <p>Kids Come First Project</p> <p><i>Author(s):</i> Kids Come First Project, Office for Children, Tasmanian Department of Health and Human Services</p> <p><i>Date of publication:</i> Ongoing</p> <p><i>Document/resource/research:</i> Document/Resource.</p> <p><i>Web link:</i> http://www.dhhs.tas.gov.au/children/programs_and_strategies/kids_come_first</p> | <p><i>Brief description of dataset:</i></p> <p>This project collates a wide range of outcomes data into a data warehouse which can be analysed and reported against a number of dimensions including Aboriginal status. The Kids Come First project is a ‘whole-of-government’ initiative to improve health and wellbeing outcomes for Tasmanian children and young people.</p> <p>The project has developed an outcomes-based framework with a database that allows analysis at a locality/suburb level for children from birth to age 17 for a number of indicators. This includes key indicators of health, wellbeing, safety, development and learning that reflect the influences of child, family, community and service systems.</p> <p>Many of the Kids Come First outcomes measures can be reported by Aboriginal status as well as other dimensions such as gender and age. As the project continues, outcomes measures are being updated and refined to provide improved and up to date picture of the health, wellbeing, learning, development and safety of Tasmania’s children.</p> |
|----------|---|---|

| | | |
|----------|---|--|
| Tasmania | <p>A Snapshot of Early Childhood Development in Tasmania: Australian Early Development Index (AEDI) Tasmanian Report 2011</p> <p><i>Author(s):</i> Tasmanian Government</p> <p><i>Publisher:</i> Tasmanian Government</p> <p><i>Date of publication:</i> 2011</p> <p><i>Document/resource/research:</i> Document</p> <p><i>Web links:</i></p> <ul style="list-style-type: none"> • http://www.education.tas.gov.au/_data/assets/pdf_file/0008/328139/Snapshot-Early-Childhood-2011.pdf • http://www.rch.org.au/aedi/about.cfm?doc_id=13152). | <p><i>Brief description of dataset:</i></p> <p>The Australian Early Development Index (AEDI) was first implemented nationwide in 2009. The Australian Government's commitment to the AEDI will enable data to be collected nationally every three years for around 270,000 children in their first year of full-time school (Australian Early Development Index Retrieved 19 April 2012 from AEDI Web Site).</p> |
|----------|---|--|