

SUPPORTING COMMUNITY: PUBLIC LIBRARIES SA

July 2017

Using the 2015 Australian Early
Development Census (AEDC) data

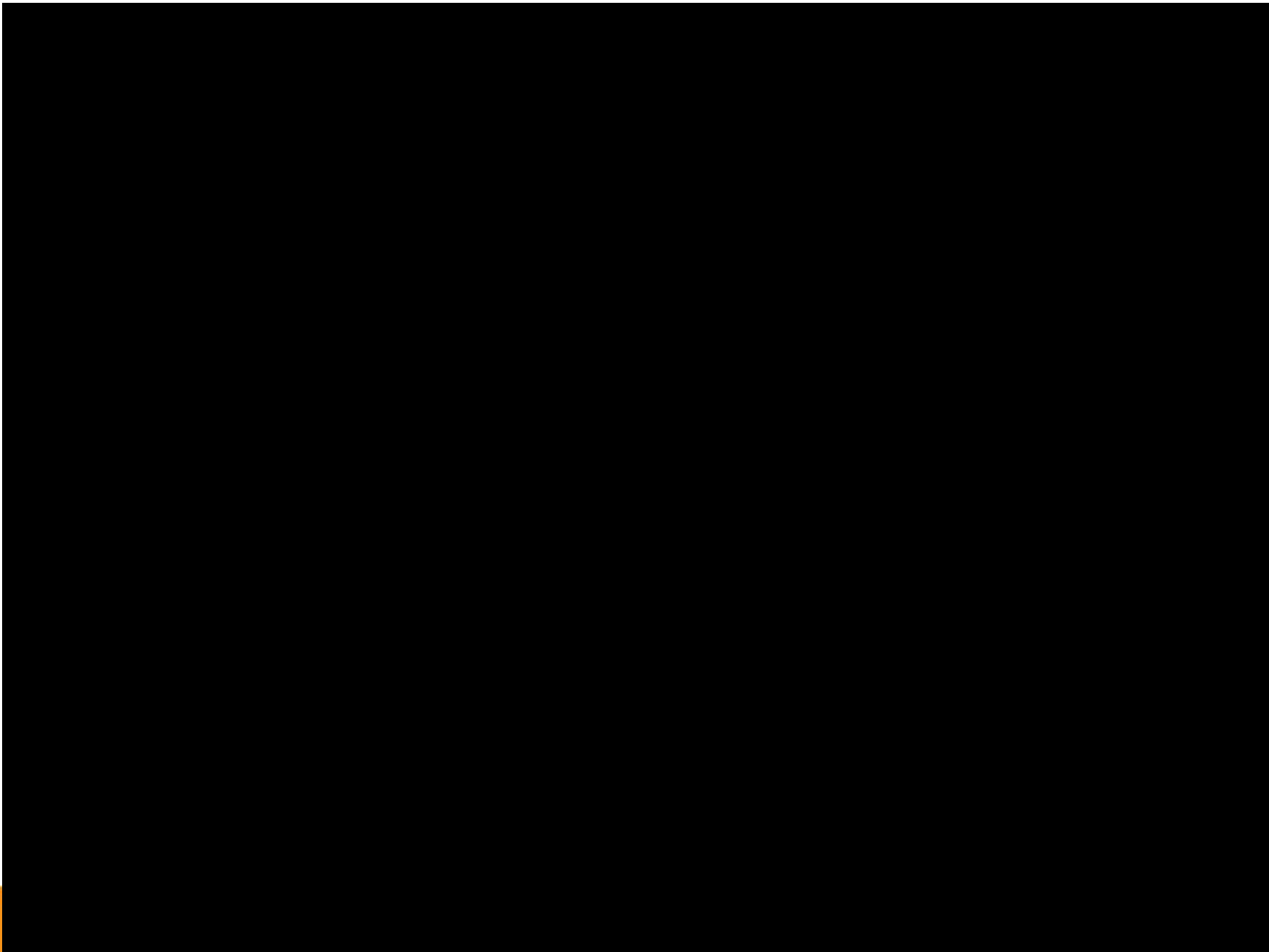
Today:

- About the AEDC
- Where to find AEDC data for your community
- Using AEDC data for:
 - Strategic planning
 - Identifying need
 - Service development
- Examples of practice

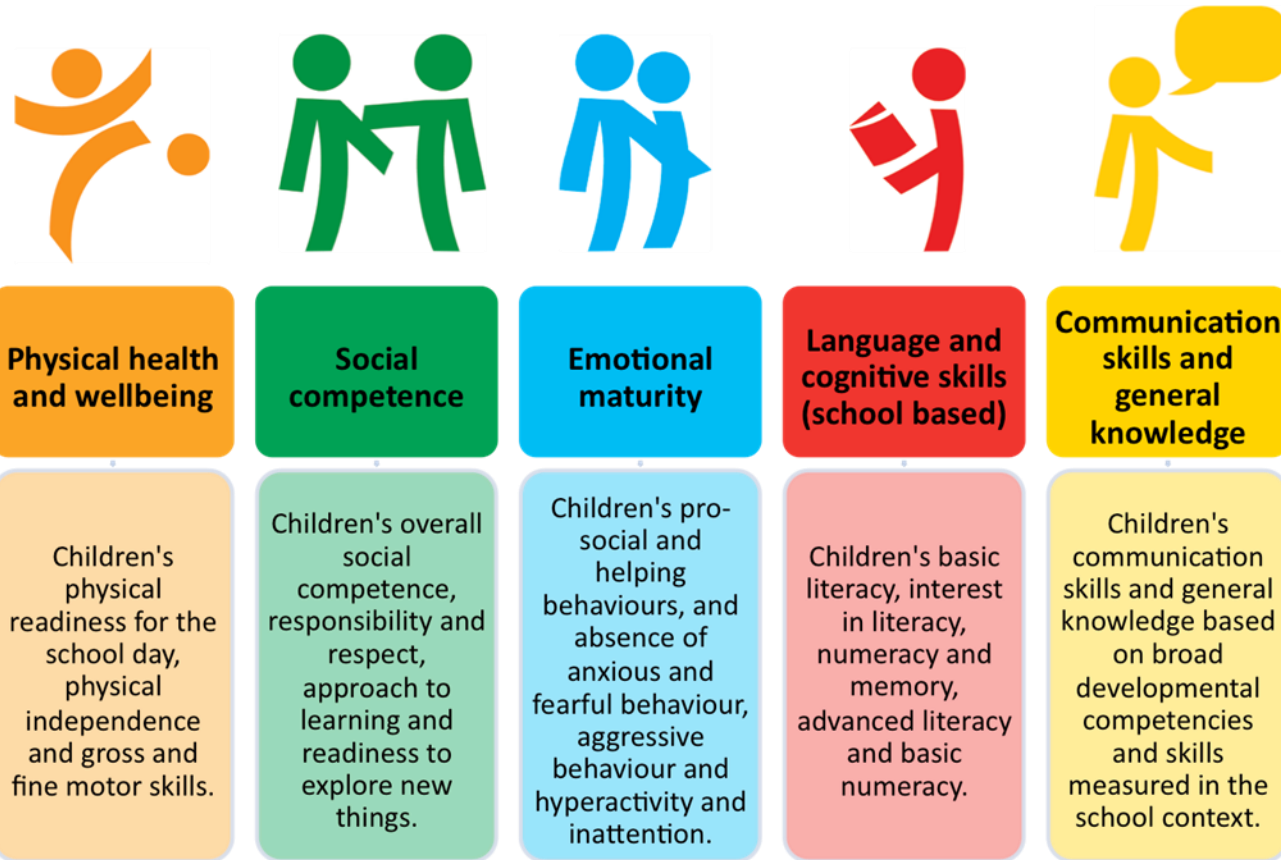


About the AEDC



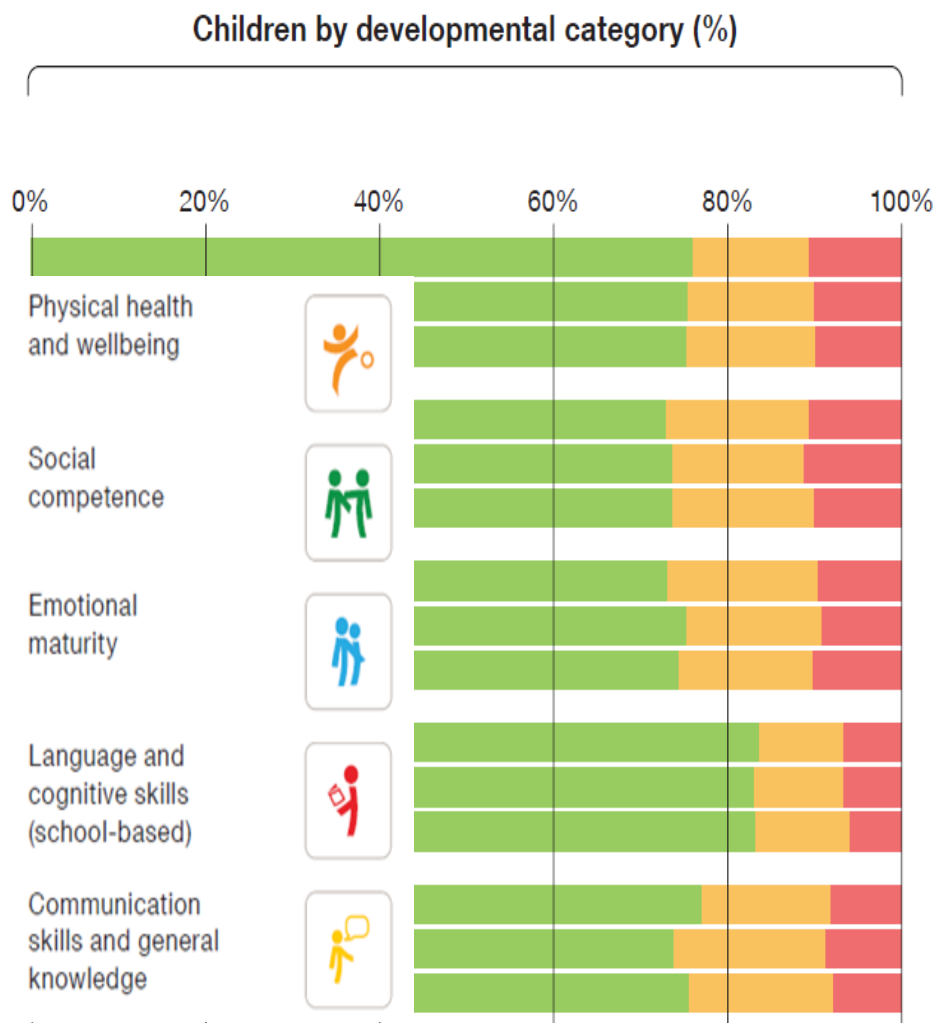


A measure of child development across 5 domains





SA emerging trends (2009, 2012, 2015)



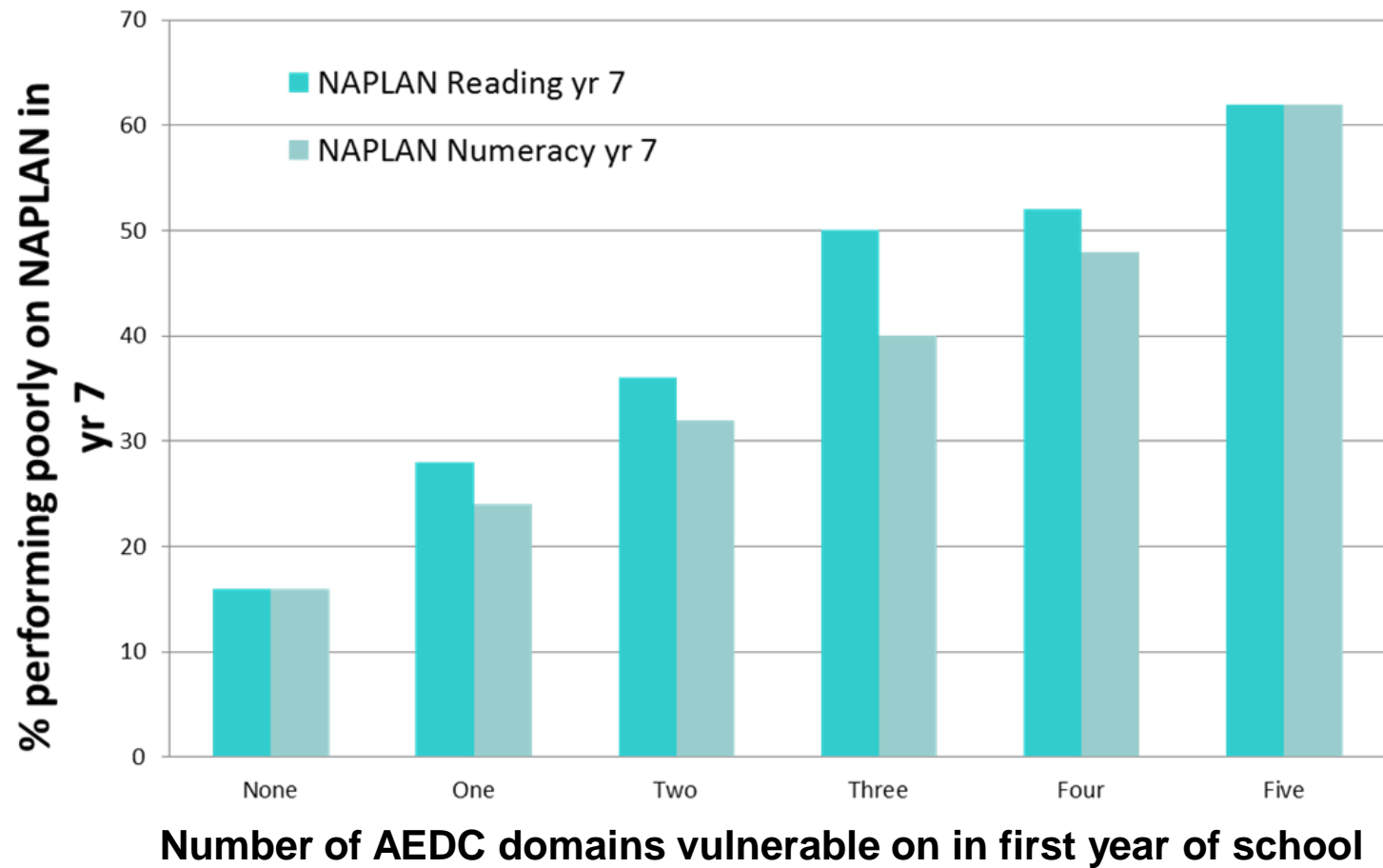
Year	Children by developmental category						
	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total*
	(n)	(%)	(n)	(%)	(n)	(%)	
2015	14,081	76.0	2,456	13.3	1,993	10.8	18,530
2012	13,125	75.2	2,537	14.5	1,783	10.2	17,445
2009	11,331	75.2	2,228	14.8	1,503	10.0	15,062
2015	13,490	72.8	3,034	16.4	2,004	10.8	18,528
2012	12,812	73.6	2,641	15.2	1,965	11.3	17,418
2009	11,093	73.7	2,448	16.3	1,518	10.1	15,059
2015	13,461	72.9	3,218	17.4	1,793	9.7	18,472
2012	13,075	75.3	2,685	15.5	1,610	9.3	17,370
2009	11,146	74.4	2,301	15.4	1,541	10.3	14,988
2015	15,433	83.6	1,770	9.6	1,263	6.8	18,466
2012	14,440	82.8	1,804	10.3	1,188	6.8	17,432
2009	12,490	83.0	1,627	10.8	923	6.1	15,040
2015	14,265	77.0	2,744	14.8	1,518	8.2	18,527
2012	12,849	73.7	3,038	17.4	1,552	8.9	17,439
2009	11,352	75.4	2,509	16.7	1,200	8.0	15,061

Value of the AEDC

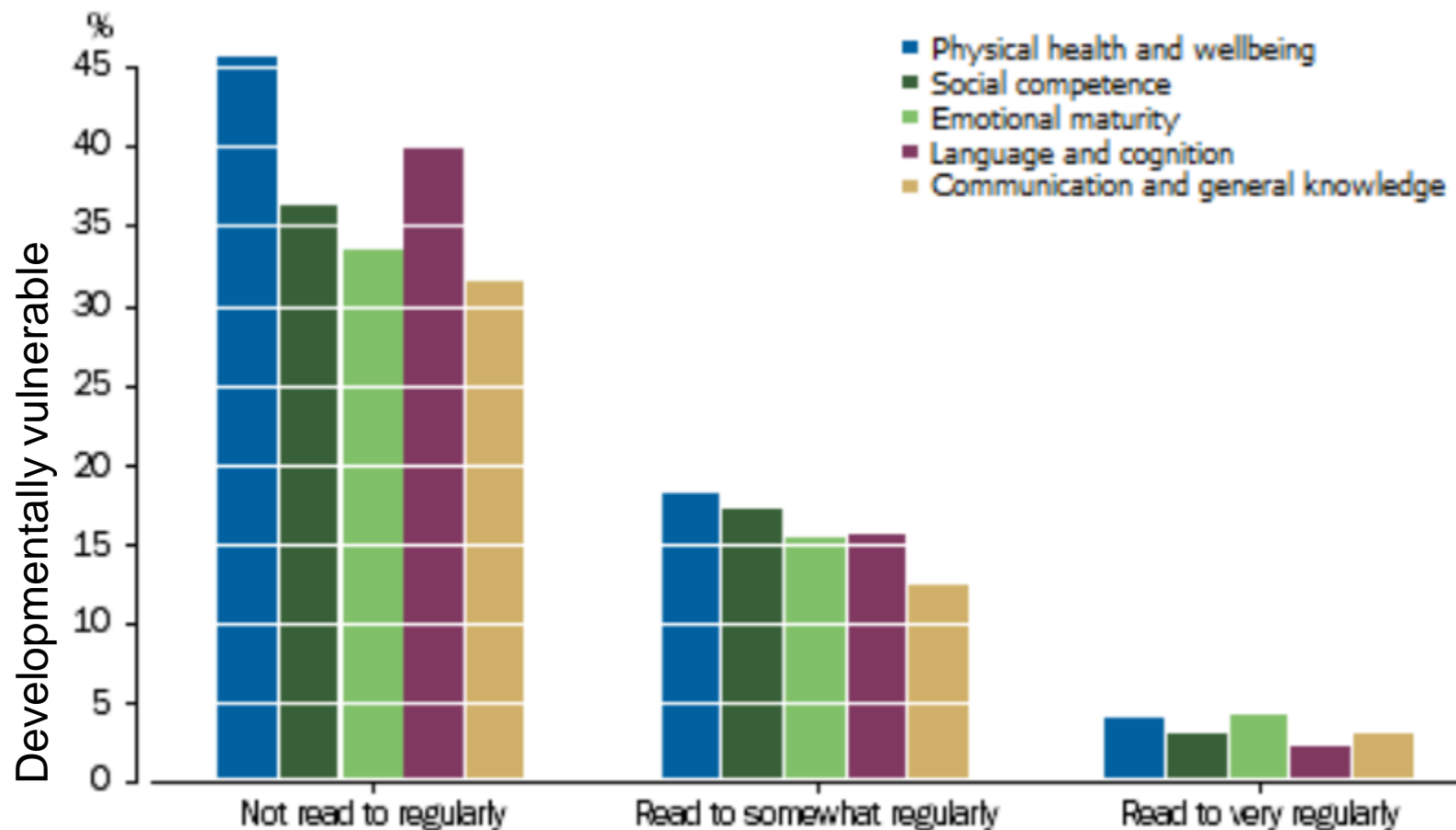
- reliable measure of child development across five domains
- predicts NAPLAN results and social and behavioural outcomes at school
- Lagging and leading indicator
- can be used for planning and quality improvement



The AEDC predicts NAPLAN



Proportion of children developmentally vulnerable in each domain, by whether child is regularly read to, or encouraged in their reading, at home



Source: Integrated Tasmanian Education and ABS Census Dataset

Emerging trends

- Children from a low socio-economic status (SES) background are more likely to be developmentally vulnerable
- Boys are nearly twice as developmentally vulnerable as girls on at least one domain
- Children living in remote areas (distance from major city) are more developmentally vulnerable than their counterparts from non-remote areas
- Not being proficient in English is associated with a *significant increase* in being developmentally vulnerable



Where to find AEDC data



DATA EXPLORER

Search for a location

Search

You are here: [Home](#) > [Data](#)

The AEDC census data provides a snapshot of children's development and can inform communities and support planning, policy and a

To view data, use the **search field** above to view AEDC data in **table**, **map** and **graph** for states & territories, communities and suburbs & towns. For additional data products &

If you require access to customised data, visit information for [Research](#)

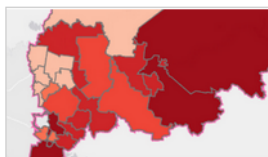
How the data can be viewed

TABLES

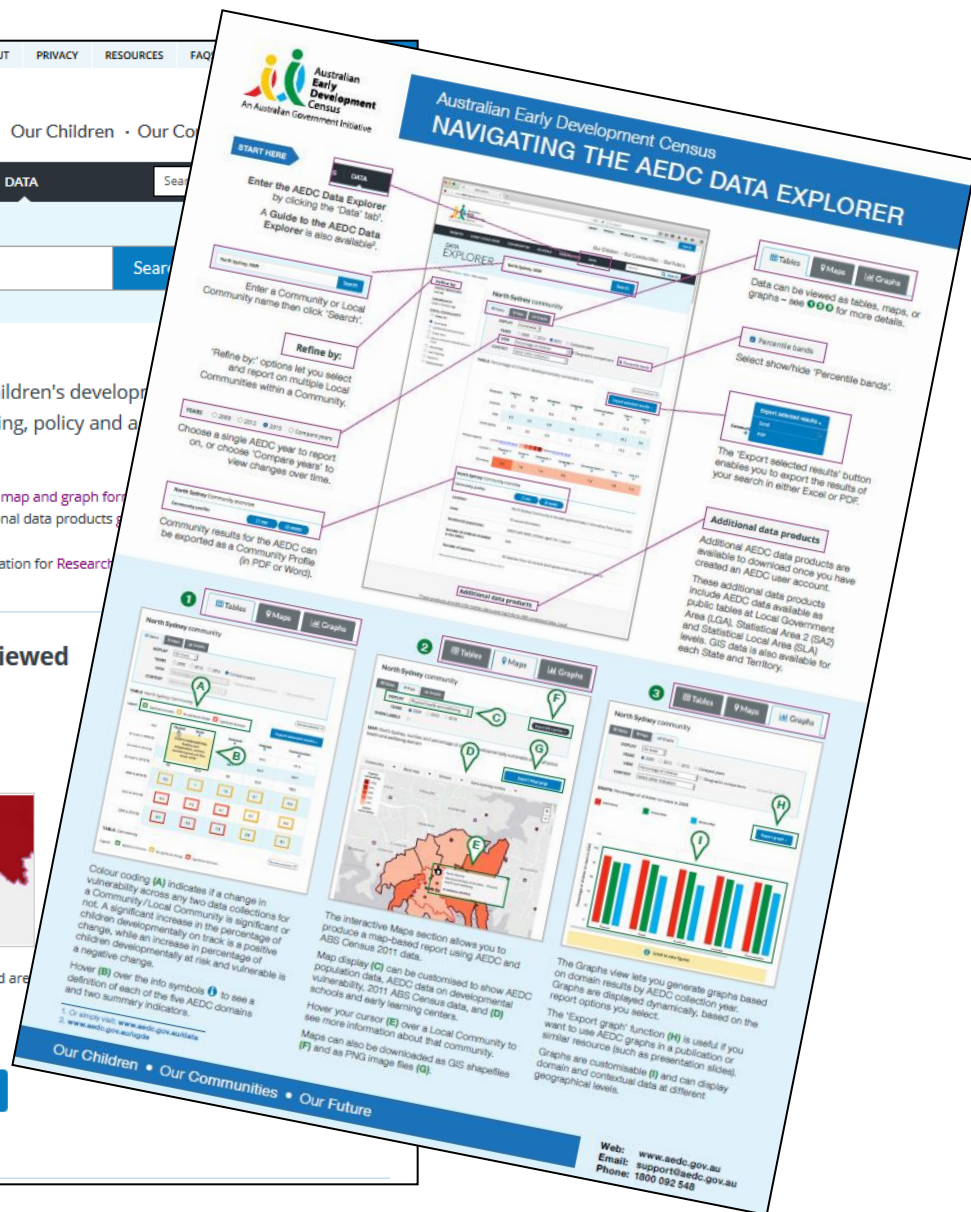
Physical	Social	Emotional
9.7	9.9	8.4
8.5	9.2	6.8
7.9	8.7	8.0

Tables contain summary AEDC data that can be compared across years and communities.

MAPS



Maps show geographical context and are available once you have selected a community.

[View Australia data](#)



Australian Early Development Census

Community Profile 2015

Yankalilla,
SA

Our Children
Our Communities
Our Future



Australian Early Development Census

Community Profile 2015

Alexandrina,
SA

Our Children
Our Communities
Our Future



Australian Early Development Census

Community Profile 2015

Victor Harbor,
SA

Our Children
Our Communities
Our Future

Inside an AEDC Community Profile....

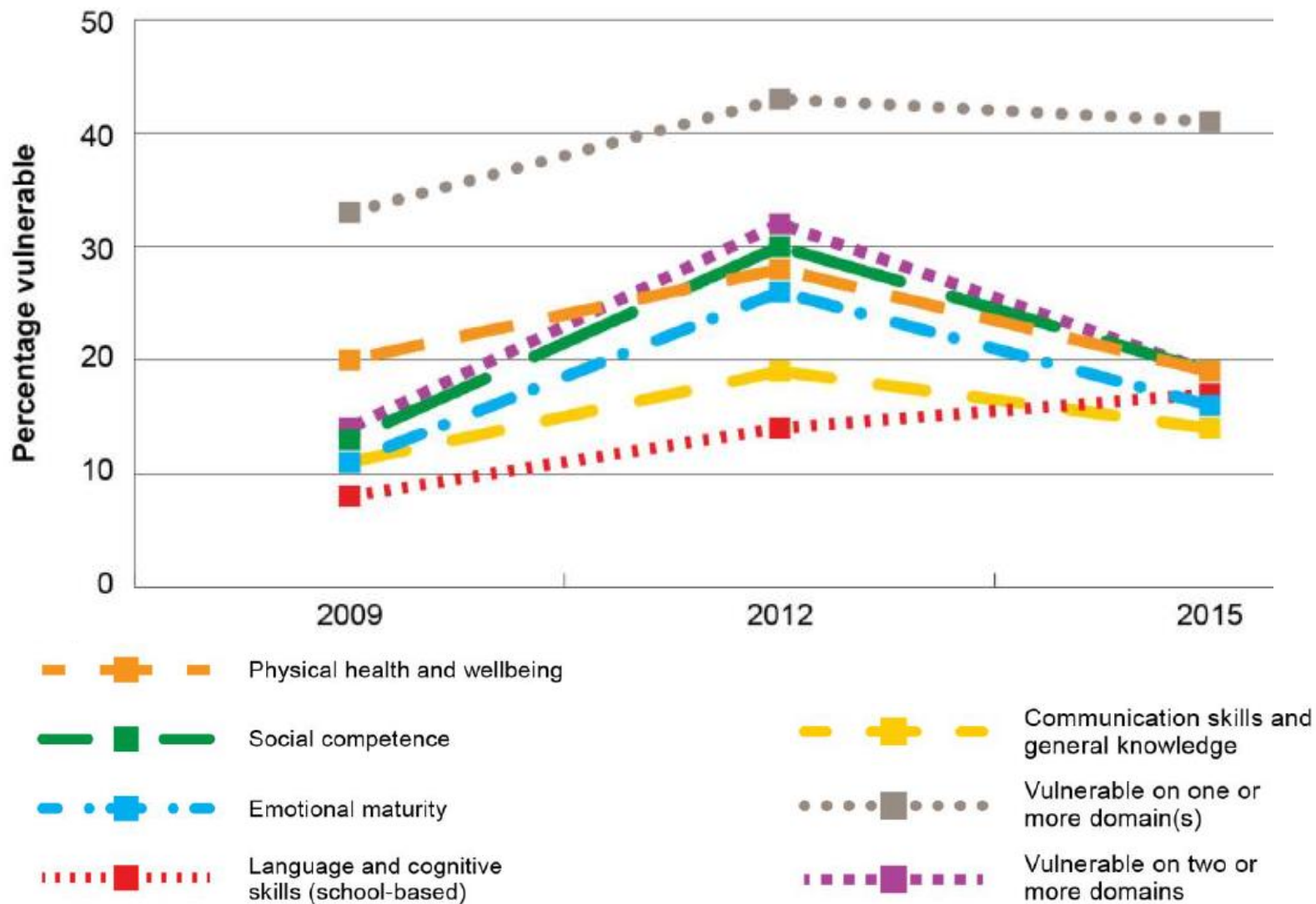
Table 2.2 – Further demographic information about this community (Number and Percentage, 2009–2015).

Demographics	2009 (Number of children)	2009 (Percentage of children - %)	2012 (Number of children)	2012 (Percentage of children - %)	2015 (Number of children)	2015 (Percentage of children - %)
Sex - Male children	190	49.6	255	48.9	266	53.8
Sex - Female children	193	50.4	266	51.1	228	46.2
Indigenous children	≤3	≤0.8	10	1.9	7	1.4
Children born in another country	57	14.9	84	16.1	71	14.4
Children with English as a second language	81	21.1	135	25.9	154	31.2
Children who speak a language other than English at home (LBOTE ⁷) and who ARE proficient in English	107	27.9	145	27.8	163	33.0
Children who speak a language other than English at home (LBOTE) and who are NOT proficient in English	11	2.9	18	3.5	31	6.3
Children with a primary care giver who reported they completed some form of post-school qualification ⁸	-	-	-	-	328	87.9

Note: Percentage values have been rounded. Figures may not add up to 100% due to rounding.

<http://www.aedc.gov.au/data>
(West Torrens Community Profile)

Emerging trends- Mid Murray



DATA EXPLORER

Search for a location

Search

You are here: [Home](#) > [Data](#)

The AEDC census data provides a snapshot of children's development that can inform communities and support planning, policy and action.

To view data, use the **search field** above to view AEDC data in **table**, **map** and **graph formats** for Australia, states & territories, communities and suburbs & towns. For additional data products **go to downloads**.

If you require access to customised data, visit information for **Researchers**.

How the data can be viewed

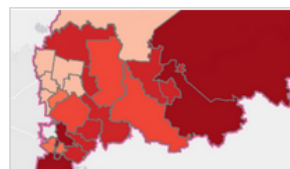
TABLES

MAPS

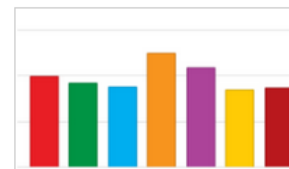
GRAPHS

Physical	Social	Emotional
9.7	9.9	8.4
8.5	9.2	6.8
7.9	8.7	8.0

Tables contain summary AEDC data that can be compared across years and communities.



Maps show geographical context and are available once you have selected a community.



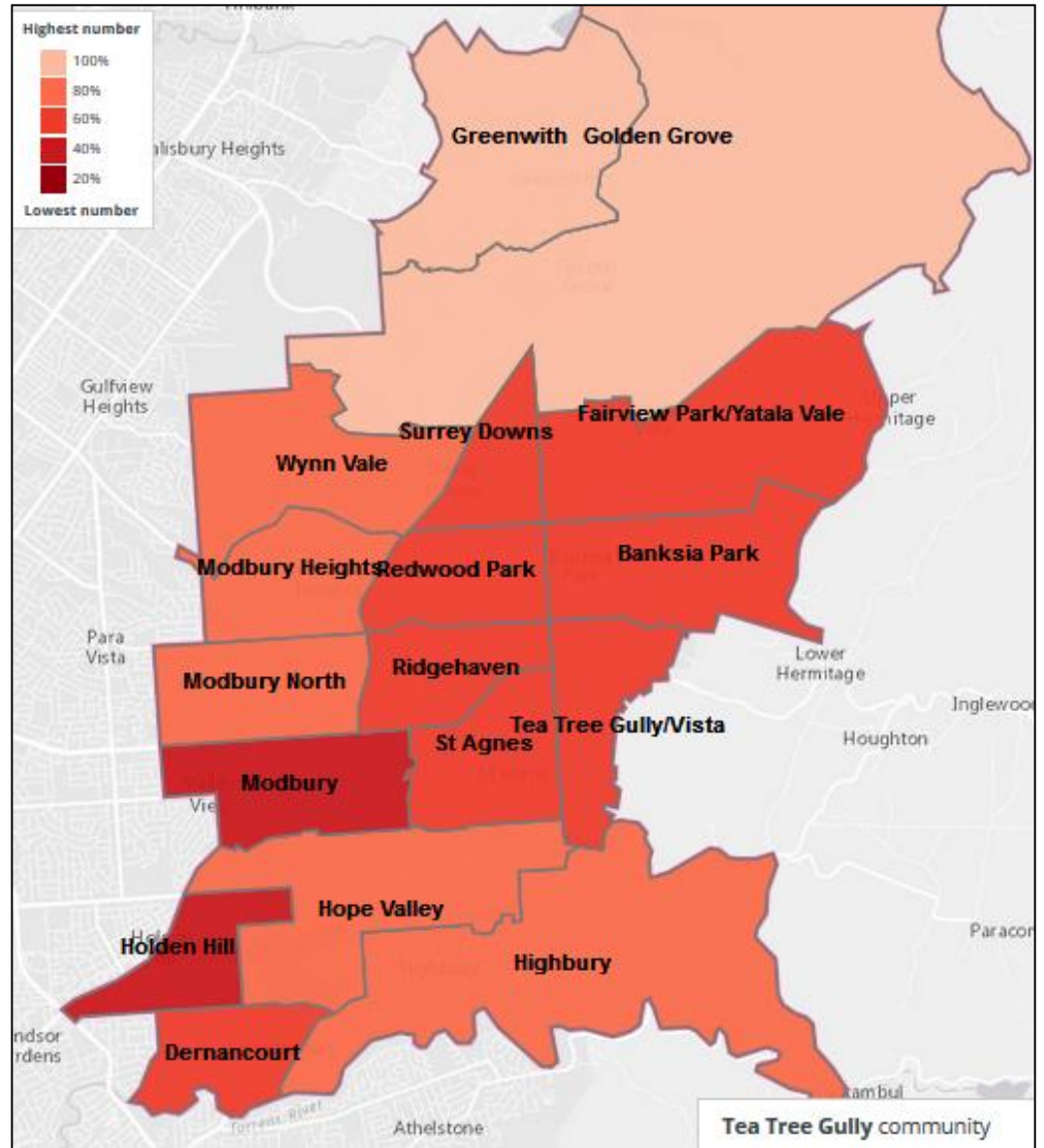
Graphs show a visual representation of comparative data that can be used to explore emerging trends from the AEDC.

[View Australia data](#)

<http://www.aedc.gov.au/data>

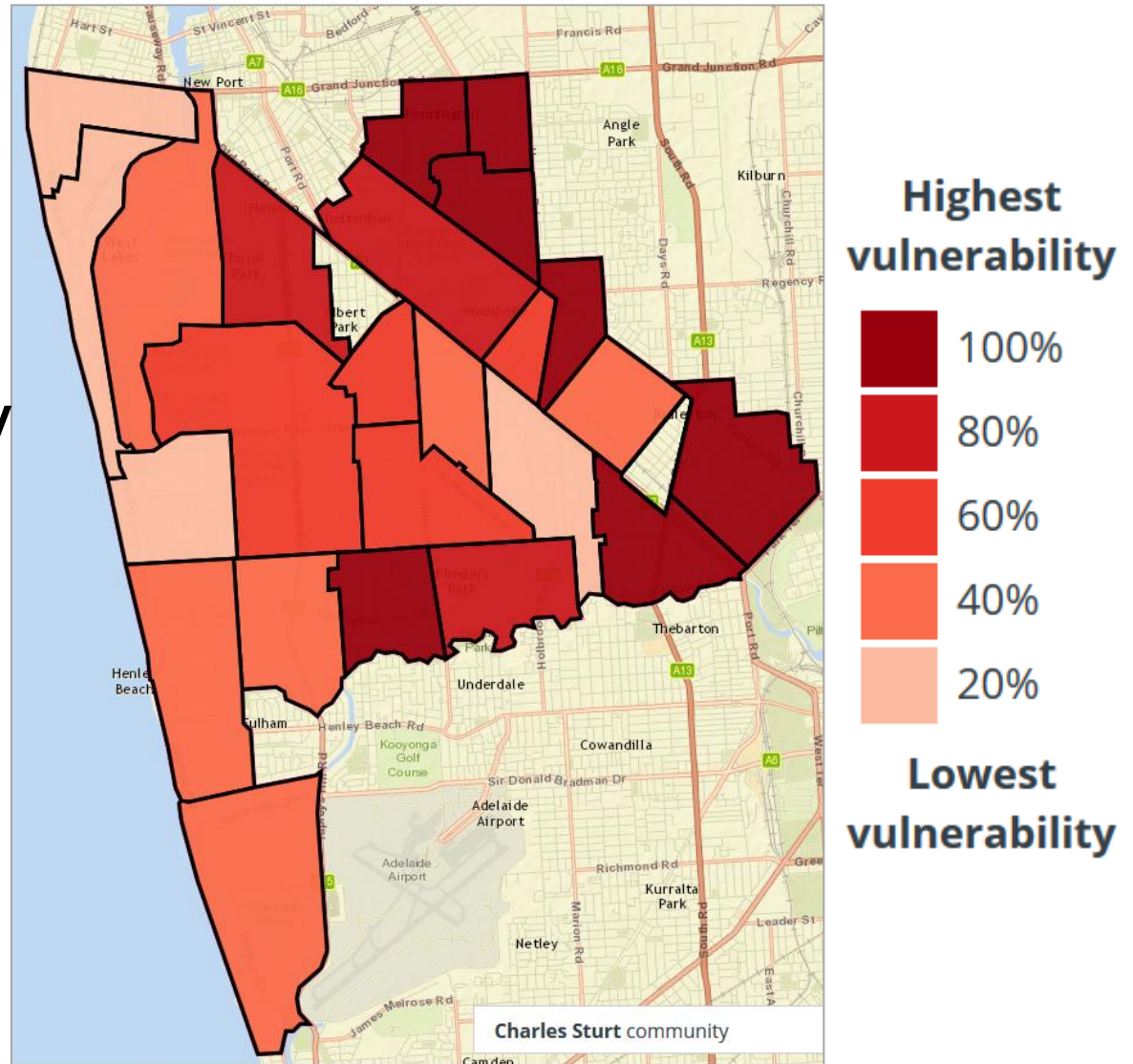


Tea Tree Gully: number of children included, 2015 AEDC data

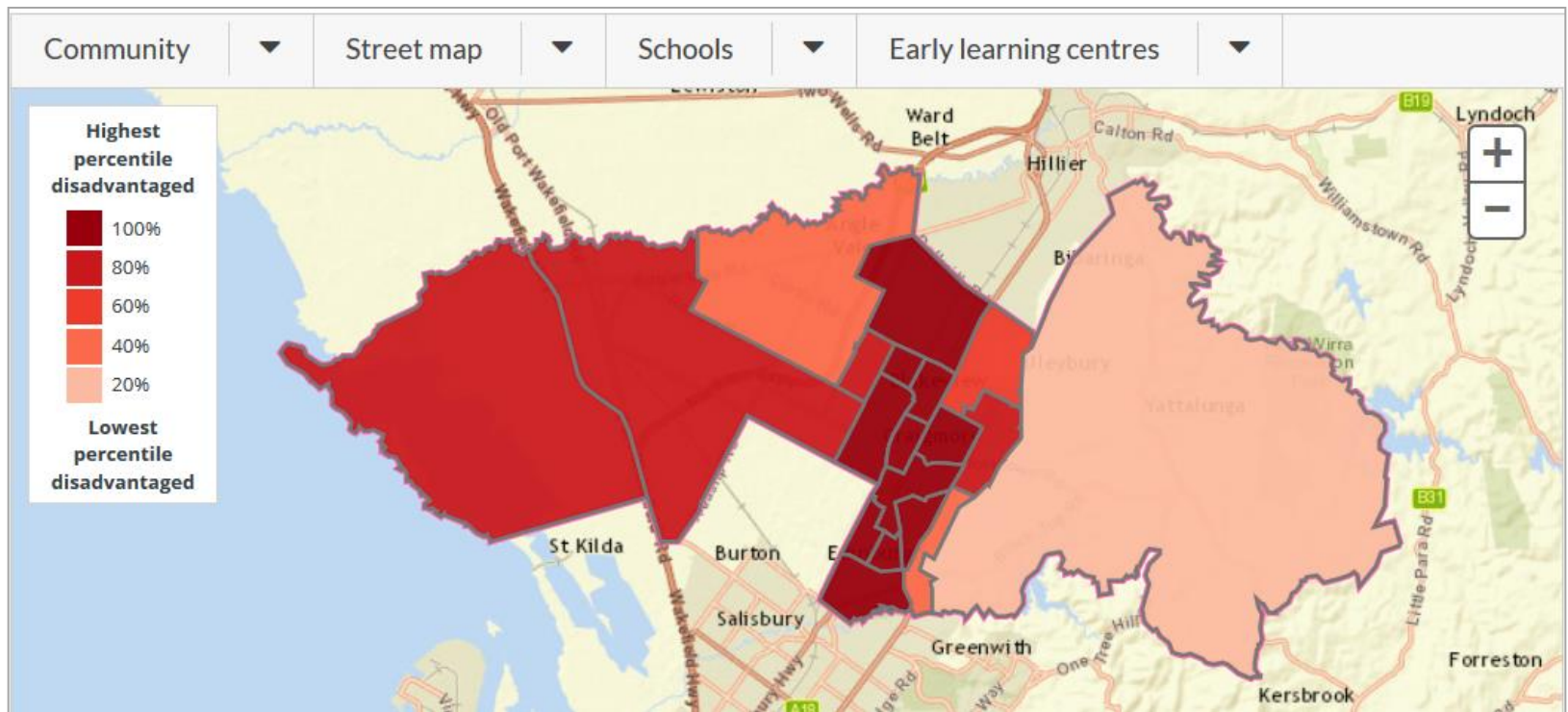


<http://www.aedc.gov.au/data/>

Number and
Percentage of
children
developmentally
vulnerable on
one or more
domains:
**Charles Sturt
Community**



Playford: SEIFA Score 2011 (Index of Relative Socio-Economic Disadvantage) - Total Population, ABS data

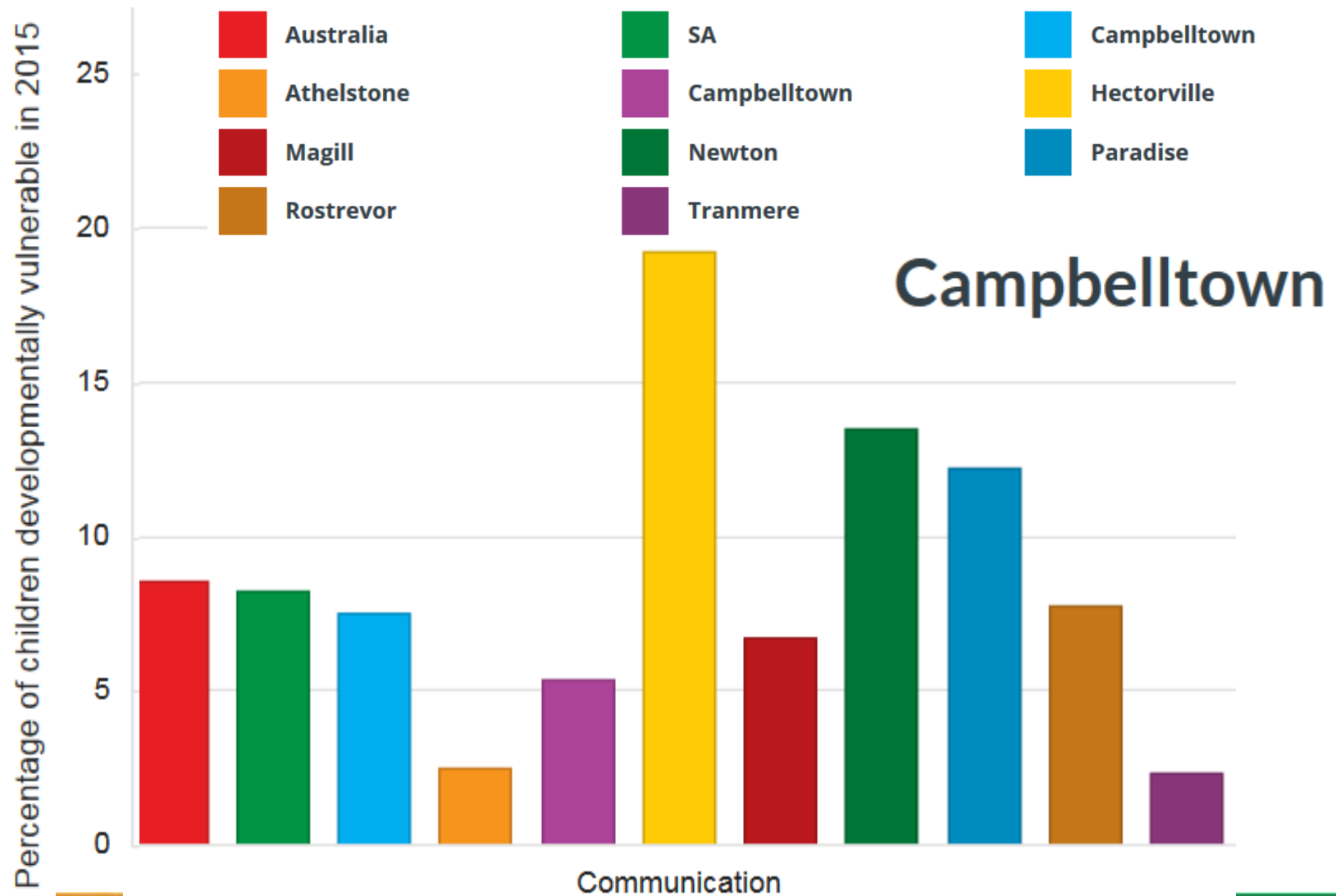


<http://www.aedc.gov.au/data/>

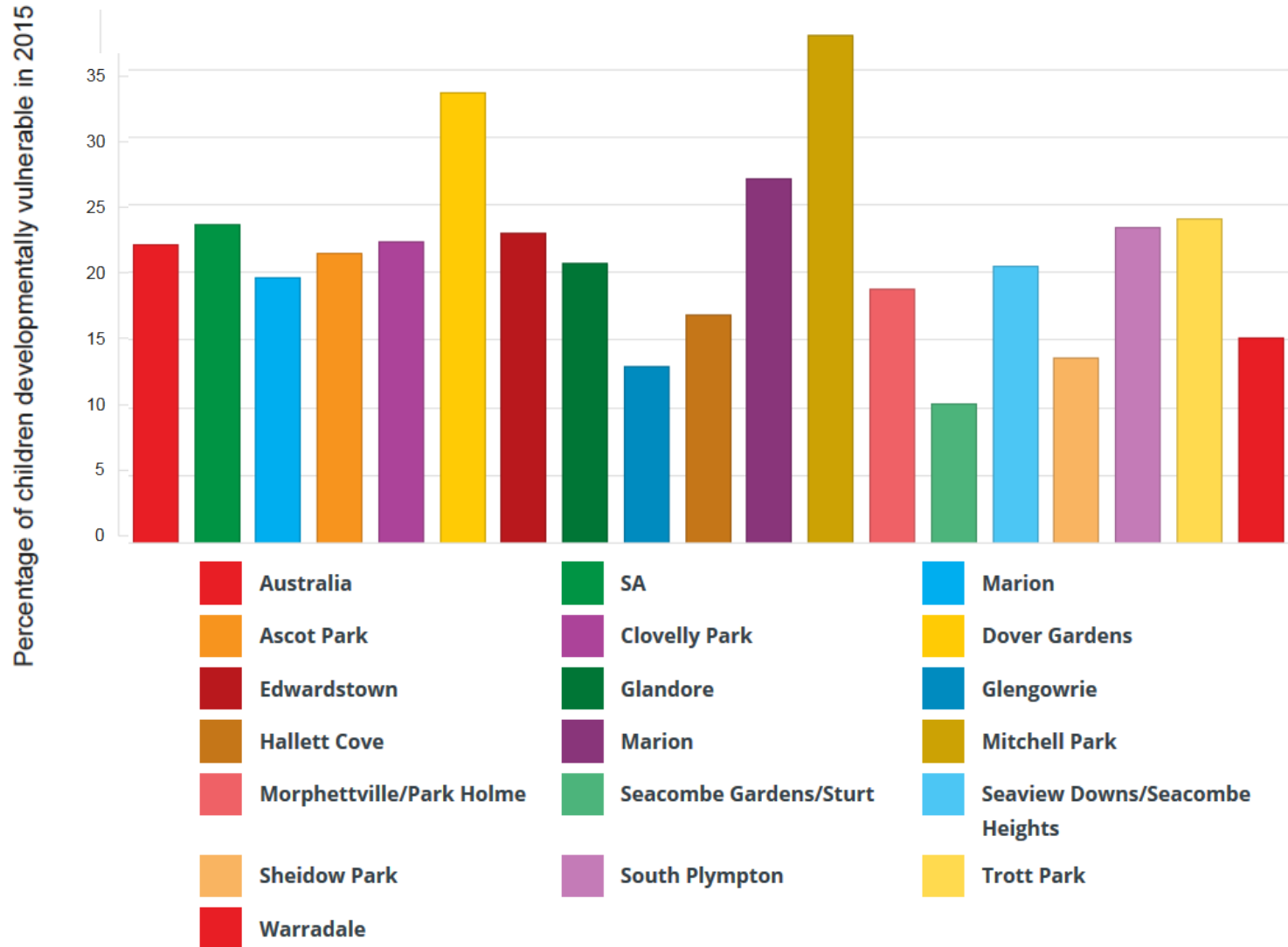
Onkaparinga community

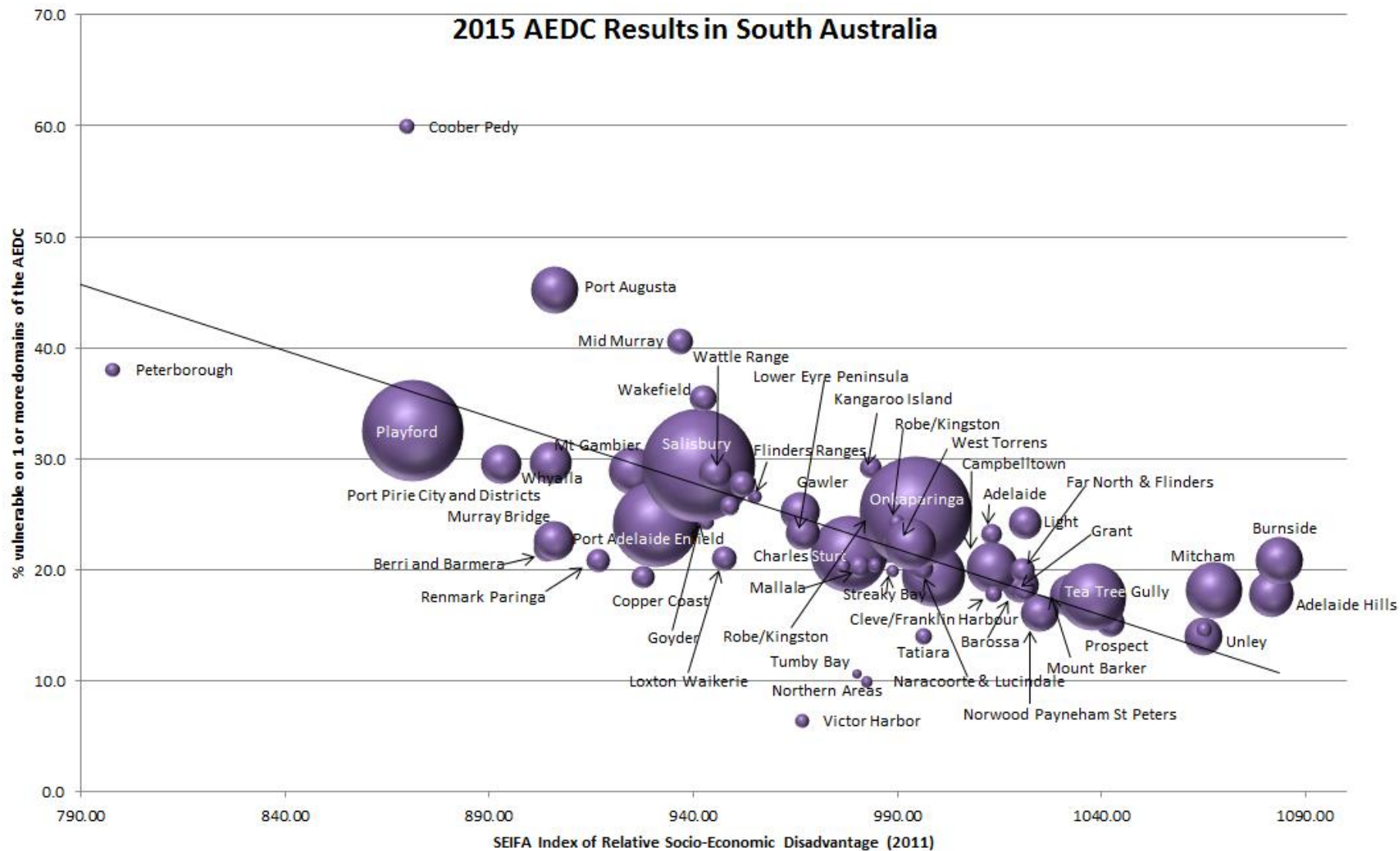
Geography	Physical <small>i</small>	Social <small>i</small>	Emotional <small>i</small>	Language <small>i</small>	Communication <small>i</small>	Vuln 1 <small>i</small>	Vuln 2 <small>i</small>
Australia	27,711 (9.7)	28,351 (9.9)	23,866 (8.4)	18,533 (6.5)	24,475 (8.5)	62,960 (22.0)	31,754 (11.1)
SA	1,993 (10.8)	2,004 (10.8)	1,793 (9.7)	1,263 (6.8)	1,518 (8.2)	4,338 (23.5)	2,259 (12.2)
Onkaparinga	254 (12.5)	234 (11.5)	242 (12.0)	122 (6.1)	153 (7.5)	508 (25.3)	267 (13.1)
Hackham	4 (7.5)	11 (20.8)	8 (15.1)	7 (13.2)	3 (5.7)	19 (35.8)	8 (15.1)
McLaren Vale and surrounds	6 (12.0)	5 (10.0)	4 (8.0)	3 (6.0)	3 (6.0)	6 (12.0)	5 (10.0)
Noarlunga Downs	1 (2.6)	4 (10.5)	6 (15.8)	1 (2.6)	0 (0.0)	7 (18.4)	5 (13.2)
O'Sullivan Beach	6 (24.0)	7 (28.0)	6 (24.0)	5 (20.0)	5 (20.0)	13 (52.0)	8 (32.0)
Woodcroft	11 (8.0)	12 (8.8)	17 (12.4)	4 (2.9)	14 (10.2)	30 (21.9)	16 (11.7)

GRAPH: Percentage of children developmentally vulnerable in 2015



Vulnerable on one or more



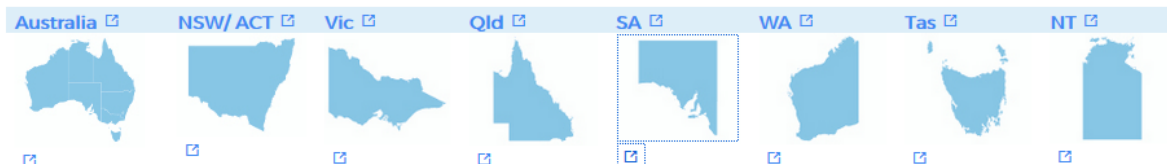


SEIFA scores will vary across different areas of a community. The community SEIFA score is a broad measure combining these different areas and as such may not accurately reflect the level of disadvantage experienced in all sections of the community.

Using the AEDC

- Consider the AEDC data and other data
- Does the data reflect your experience of the children in your community?
- Do the characteristics of the community, including environmental / socioeconomic factors and cultural / linguistic diversity help to understand the data?
- Start a conversation





The Local Government Area (LGA) data include totals for either the (1) Greater Capital City Statistical Areas/ Rest of States/NT; or the (2) Capital cities/ Non-metropolitan areas - and the States/ Territories and Australia.

▼ Social Health Atlas of Australia: Primary Health Networks

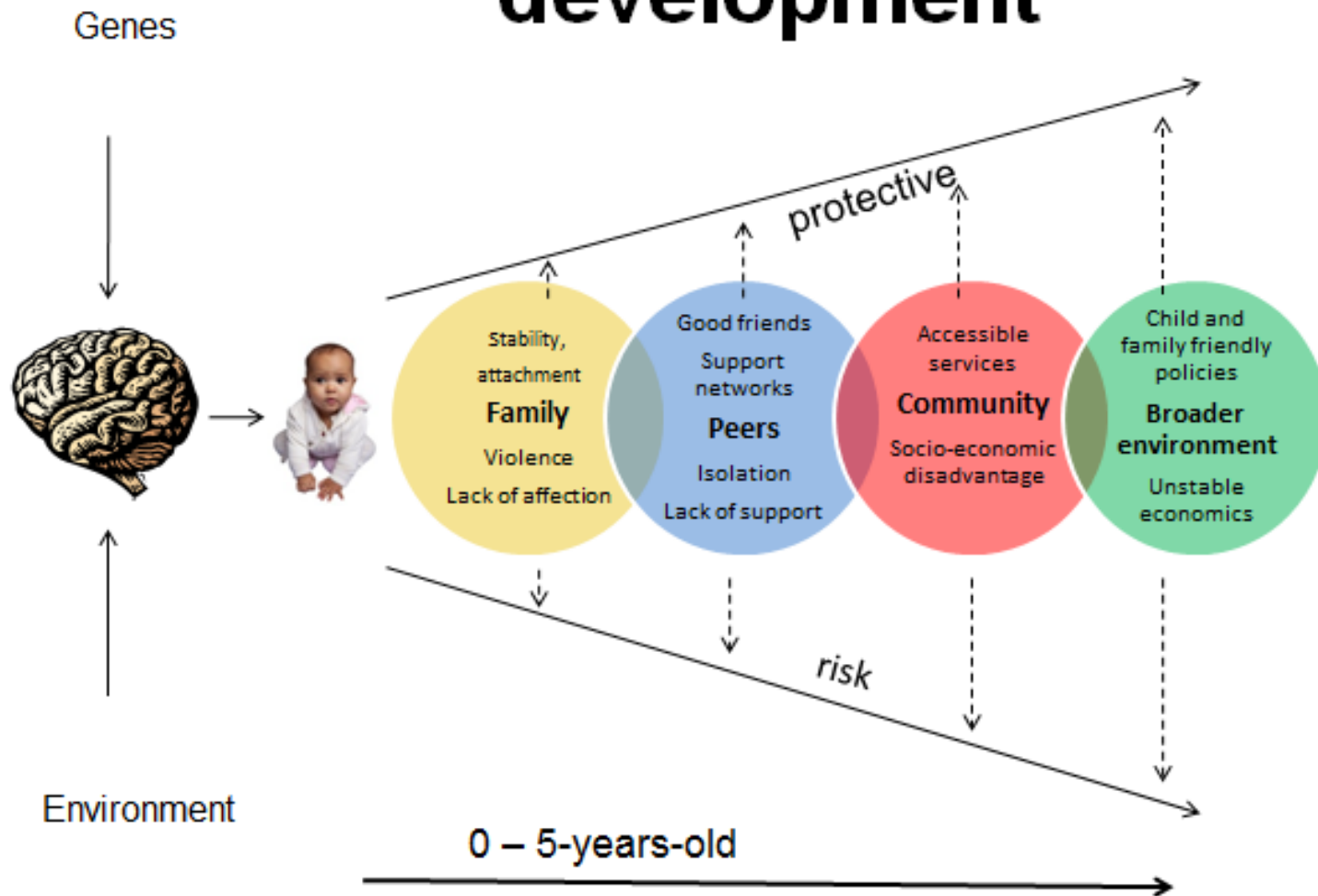
▼ Social Health Atlases of Australia: Quintiles of Socioeconomic Disadvantage of Area

▼ Social Health Atlas of Australia: Remoteness Areas

▼ Aboriginal & Torres Strait Islander Social Health Atlas of Australia

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BACK TO CONTENTS		Link to Notes on the data			Early childhood development: AEDC, Developmentally vulnerable on one or more domains			Early childhood development: AEDC, Developmentally vulnerable on two or more domains		
Link to Key		Link to Australian and State/ Territory totals			2015			2015		
Code	Name	Children developmentally vulnerable on one or more domains	Children assessed in AEDC (first year of school)	% Children developmentally vulnerable on one or more domains	Children developmentally vulnerable on two or more domains	Children assessed in AEDC (first year of school)	% Children developmentally vulnerable on two or more domains	Children developmentally vulnerable in physical domain	Physical domain - valid scores	% Children developmentally vulnerable in physical domain
40070	Adelaide (C)	17	73	23.3	9	73	12.3	#
40120	Adelaide Hills (DC)	81	458	17.7	35	461	7.6	42	461	9.1
40220	Alexandrina (DC)	54	245	22.0	27	248	10.9	29	248	11.7
40250	Anangu Pitjantjatjara (AC)	29	38	76.3	28	38	73.7	24	38	63.2
40310	Barossa (DC)	44	244	18.0	21	244	8.6	23	245	9.4
40430	Barunga West (DC)	8	29	27.6	#	#
40520	Berri and Barmera (DC)	28	127	22.0	17	127	13.4	11	127	8.7
40700	Burnside (C)	94	462	20.3	50	461	10.8	41	462	8.9
40910	Campbelltown (C)	104	496	21.0	39	497	7.8	49	498	9.8
41010	Ceduna (DC)	13	51	25.5	10	51	19.6	9	51	17.6
41060	Charles Sturt (C)	235	1,090	21.6	117	1,093	10.7	76	1,094	6.9

Key outcomes of early brain development



What are the risk factors and needs in your community?

- limited services, supports & waiting lists
- barriers to access
- parents are isolated and not well connected
- lack of awareness around the importance of early childhood
- additional community challenges
- service mix may not suit family/child needs





Every chance for every child



The logo for Libraries of SA features a stylized graphic of four overlapping vertical bars in blue, purple, orange, and yellow. Each bar contains a white icon: a computer monitor, a globe, a target, a musical note, and an open book. To the right of this graphic, the text "LIBRARIES OF SA" is written in a bold, blue, sans-serif font.

LIBRARIES OF SA



- greater community connectedness, social cohesion and participation;
- improved literacy and enhanced love of reading;
- the best first start for our children and opportunities for all to learn throughout life;
- digitally savvy and innovative citizens, and
- libraries working together with other partners to deliver greater value with joined up services.



Baby Time @ Hamra

Date:

Repeats every week every Tuesday and every Thursday .
Tuesday, 10 February 2015 - 10:30am

Event type: Baby Time

Suitable for: 0 to 2 years

Location: Hamra Centre Library

1 Brooker st
Hilton, SA 5033
Phone: 08 8416 6228

Website Address:

City of West Torrens Library

Weekly during school terms.



It's story
TIME
@your library™



Babytime for 0-2 year olds

Move & Groove

6/07/2017 — 10:30 AM - 11:00 AM

📍 Mount Gambier Library — Kids Cave

Thursdays At 10:30- 11am

Move & Groove

Children over 18months are best suited to Move and Groove. Move & Groove allows children to enjoy their innate energy and movement in the library as well as helping to develop physical skills for life long health and wellbeing.

All children are welcome to Move and Groove; if you would like to know more about Move & Groove, suggest an activity or share an experience- we would love to hear from you.

Event Type(s): Children's Event

Age Group(s): 2 - 5 years, 0 - 2 years

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sports libraries



www.onkaparingacity.com/libraries





**COMMUNITY
SERVICES**

CHILDREN & FAMILIES

PLAYGROUPS

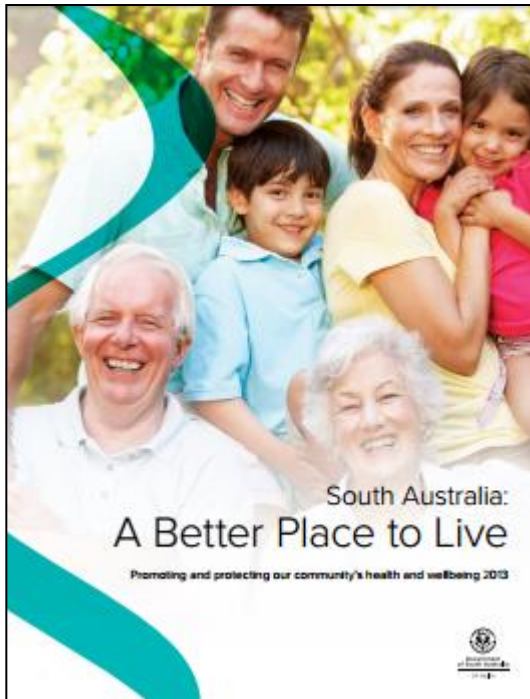


Examples of practice



SA Public Health Plan

Key priorities for action:



- stronger and healthier communities and neighbourhoods for all generations
- increasing opportunities for healthy living, healthy eating and being active
- preparing for climate change
- sustaining and improving public and environmental health protection



City of
Mount Gambier

Regional Public Health Plan 2015-2020

Developed under the provisions of Section 51 of the
South Australian Public Health Act 2011

Housing:

- The proportion of low income households experiencing rental stress in Mount Gambier was 27.6%, the only Local Government Association (LGA) above the non-metropolitan average in the SELGA group.
- Houses rented from Housing SA at the 2011 Census in Mount Gambier was 10.3%, again the only LGA above the non-metropolitan average in the SELGA group.
- The highest proportion of residents in receipt of rent relief in the SELGA Group was Mount Gambier with 17.4% receiving financial assistance.

Access to Services:

- In the SELGA group a third of the population is estimated to face difficulties accessing services such as telecommunications, doctors, commonwealth income support, health and related services.
- Community health services offer a wide range of services for their local communities; relatively fewer people in the SELGA group were clients of community health services, with a rate 11% below the non-metropolitan area. None of the local LGAs had a rate above the non-metropolitan average. This not only reflects the demand for these services, but also their availability locally.
- The Child and Adolescent Mental Health Services in Mount Gambier services has approximately 58% more clients than in other non-metropolitan areas. This high rate indicates the important role these services provide the local community.
- Mount Gambier has 47% above the non-metropolitan average of adults accessing the government-funded community mental health services. This not only reflects demand for these important services, but

also their availability locally and in Adelaide where residents would travel for support.

Early Life and Childhood

- The rate of immunisation of infants at one year of age in the SELGA area is 94.4%, and fully immunised children at 5 years of age drops to a rate of 89.8%. The drop off in immunisation rates of children as they grow up places the Limestone Coast below the national average.
- Over a quarter of all children under the age of 16 years old in Mount Gambier live in low income families receiving welfare payments from Centrelink in June 2011.
- In 2009 15.4% of children in their first year of school were considered to be 'developmentally vulnerable' on one or more of the Australian Early Development Census (AEDC), as a proportion of all children assessed.

Mortality:

- The median lifespan for males and females in the SELGA group is 77 and 83.2 years respectively. These are both comparable to the non-metropolitan averages.
- Premature mortality at the ages of 15-24 years were 34% higher than the level in non-metropolitan areas overall. The highest rates in the SELGA group were observed in Wattle Range, Naracoorte and Mount Gambier.

Personal Health and Wellbeing:

- Mount Gambier during the 2007-2008 National Health Survey was estimated to have the highest proportion (16.8%) of residents aged 15 years and above reporting their health as 'fair or poor' in the SELGA area.



Mid Murray Council
In the heart of South Australia's
Murraylands and Riverland Regions

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f Mid Murray Health
Fitness & Youth



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Home > Community > Mid Murray Family Connections (MMFC)

Mid Murray Family Connections (MMFC)

Mid Murray Family Connections (MMFC) is a collection of Government and non-Government agencies and passionate community members, which service the Mid Murray Council district. The group comes together to share information which aims to improve services for children and their families living in the region.

This group was formed in August 2013 out of concern for the deterioration of the well-being of children in Mid Murray. Several agencies recognised service gaps in the district and the need for improved communication and partnership opportunities to bring about long term change.

The Alarming Statistics for Children in Mid Murray

The [Australian Early Development Census data](#) is a nationwide survey that shows how young Australian children have developed as they start their first year of full-time education. The areas (also known as domains) which children are assessed in are:

- Physical Health and Wellbeing
- Social Competence
- Emotional Maturity
- Language and Cognitive Skills
- Communication Skills
- General Knowledge

Mid Murray children have shown a high level of developmental vulnerability and according to the recent statistics:

- Almost half (44%) of our children are vulnerable in one domain
- One in three of our children are vulnerable in two or more domains
- Mid Murray children are the second most developmentally vulnerable in South Australia, just behind the Pitjantjatjara Lands



Activities 1-30 April 2016

When	What / Where	Age / \$
Sun 03 10am - 3pm	Adventure Day at Ridge Park Ridge Park	3+ Free
Thu 07 4 - 5.30pm	Playful Wellbeing Unley Town Hall	E Free
Fri 08 6.30 - 8.30pm	Project Wild Thing Film Screening Unley Town Hall	A Free
Mon 11 / Wed 13 4 - 6pm	Twilight Mud Play Ridge Park	A Free
Mon 18 1 - 2.30pm	Craftroom Clarence Park Community Centre	A Free
Tue 19 10am - 12pm	Out in the Garden Fullarton Park Community Centre	5-12 \$7
Wed 20 10.30 - 11.30am	Recycle Craft Storytime Unley Town Hall	5-12 \$10
Wed 20 1.30 - 3.30pm	Little High Tea Clarence Park Community Centre	3+ Free
Thu 21 10am - 3pm	Mud Central! Ridge Park	5-10 \$10
Thu 21 10.30 - 11.30am	Storytime at Mud Central Ridge Park	A Free
Thu 21 5.30 - 7.30pm	Young Writers Group Unley Library Quiet Study Room	3+ Free
Fri 22 1 - 5pm	Parkour session Kensington Park Reserve	12-25 Free
Fri 22 2 - 3.30pm	Children's University Amazing Astronomy Unley Town Hall	7+ \$5
Tue 26 10.30am - 12pm	Cubby Building on the Village Green Meet at Unley Library	Free
Wed 27 9.30 - 11.30am	Woodworms Clarence Park Community Centre	5+ Free
Wed 27 10am - 1pm	Clay Sculpture Pepper Street Art Centre	5-11 \$10
Thu 28 10am - 12pm	Clay Pottery Fullarton Park Community Centre	12+ \$5
Fri 29 10am - 12pm	Curriculum Beyond the Classroom Glen Osmond Primary School	5-12 \$10
Fri 29 10.30am - 12pm	Nature Crafts in Orphanage Park Orphanage Park	E Free
Fri 29 1 - 3pm	Bubble Sports Tusmore Park	5+ Free
		12+ \$10

Bookings essential.

A = All ages

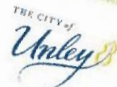
E = Educators and other professionals



The Festival of Mud is a celebration of nature and loose parts play to raise awareness of the fundamental importance of connecting with nature and playing outdoors for healthy development.

Creating your own fun outdoors makes for long lasting memories and a range of benefits including improved wellbeing and resilience, physical health and fitness, motor skill development, stronger immunity, improved academic performance, creative thinking and a connection with nature.

For more information and the complete event details, including how to book, visit unley.sa.gov.au/festival-of-mud



April 2017



Our Children
Our Communities
Our Future

Australian Early Development Census Community story A whole village response Mount Gambier

South Australia

Using AEDC results to support children's development in a whole village approach to community development

About Mount Gambier

Mount Gambier is South Australia's largest regional city with a population of 26,246 (2014). This included 2,061 children aged 0-5 years in 2011 (ABS 2011 Census). It is located in the south east of the State, close to the Victorian border and in a region with a tradition of farming, forestry and fisheries.

In 2011, the City of Mount Gambier scored 925.0 on the SEIFA Index of Disadvantage, which is a relatively high level of disadvantage compared to other regions in South Australia.

What did the results show?

The Australian Early Development Census (AEDC) is a national measure of child development. It measures five key areas or domains of a child in their first year of full-time school. The domains are: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills (school-based); communication skills and general knowledge.

The 2012 results showed that 19 per cent of children starting school in Mount Gambier were developmentally vulnerable on one or more domains. Overall, this was a lower level of developmental vulnerability compared to the State (23.7 per cent) and national average (22 per cent). However, some areas in the city had much greater proportions of children with developmental vulnerability than others.

Bringing about change

The City of Mount Gambier has "lifelong learning" as one of its strategic goals and it established a formal sub-committee to support this work. The sub-committee includes elected members, council officials and members of the community.

The Council was fortunate to partner with Flinders University to host a Sidney Myer Rural Lecture from Dr George Otero of the Centre for Relational Learning in Santa Fe, New Mexico and Professor John Halsey, who inspired the community about the significance of relationships to learning.

As part of its education focus, the council and sub-committee connected with child care, preschools and schools. Mount Gambier Children's Centre for Early Childhood Development and Parenting and the Tenison Woods College shared with the council the approach of Reggio Emilia that has a focus on valuing children and their perspectives as active and competent citizens. A visit by Professor Carla Rinaldi, of Reggio Emilia, then South Australian Government Thinker in Residence, worked with local early childhood services on a "perspectives of children in the city" project.

The Mount Gambier Children's Centre then organised a community seminar about the city's AEDC results with Associate Professor Sally Brinkman of the Telethon Kids Institute. This led to a greater understanding of the significance of early child development in the context of community development. It challenged the council and the community to think about its vision for children, existing barriers to early child development and to identify priority areas.

Following the AEDC seminar, a small group of concerned early childhood professionals formed an AEDC group, coordinated through the Community Development Coordinator at the Mount Gambier Centre. They invited children, teenagers, parents and grandparents to share their ideas about ways for children to do in Mount Gambier. Through this combined work with children, it became clear in Mount Gambier valued places that allow them to explore their imagination, seek experience nature.

As a result of the effort of the council, the AEDC action group and their partners, the City of Mount Gambier has its appreciation of early childhood learning and engagement and is creating new ways for children's development.

The 'village' approach. It connected the efforts of the AEDC Action Group, the City of Mount Gambier, Professor John Halsey and Dr Otero's relational learning approach with its

The council to explicitly support the early development and citizenship of children. Opportunities to improve and value the experience of young children. In collaboration with children, the council launched its Charter for Children in Mount Gambier, which enshrines nine aspirational principles for children living in the city of Mount Gambier.

The council, developed a list and video of 50 things children can do before they turn 13. The list, launched in late 2014, provides

City of Mount Gambier's Charter for Children

We listen and respond to the many voices of our children.

Our families are engaged in the care, education and development of their children.

Our children feel they belong, contribute and are valued citizens of Mount Gambier.

Our children are loved, respected, safe and free to be, dream and explore.

Our community fosters equity & access for all of our children & their families.

Our community is a village of many cultures that raises our children through respect, diversity, cooperation & compassion.

Our community is committed to seeing the whole child flourish; creative, physical, social, emotional and intellectual.

Our children have a right to connect with natural environments, to explore, play, be challenged and have fun.

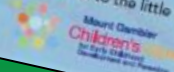
We are bold in the planning and risk management of initiatives developed for and with our children.



MOUNT GAMBIER

50 things to do... BEFORE YOU TURN 13

- 1 Visit the possums at Umpherston Cave at night.
- 2 Spot the Koala at the Valley Lakes Conservation Park.
- 3 Follow the Father Christmas trail from the Coonawarra to the Bay.
- 4 Explore our volcanic history at the Main Corner.
- 5 Build rock words at Mount Schank and read them from the top.
- 6 Take a ball and have a BBQ at the Valley Lakes.
- 7 Stomp across the bridge at Vansittart Park and dance in the rotunda.
- 8 Grab a broly and watch the Cave Gardens waterfall when it's raining.
- 9 Walk the Sugar Loaf trail around the Valley Lake.
- 10 Join in Baby Bounce, Move and Groove and Storytime in the children's cave at the Mount Gambier Library.
- 11 Walk under the vines at Engelbrecht Cave.
- 12 Take a selfie in the doorway of the Centenary Tower.
- 13 See the latest exhibition at the Riddoch Art Gallery.
- 14 Watch the Sound and Light show at the Cave Gardens.
- 15 Complete the fitness circuit at the Valley Lakes playground.
- 16 Visit the Main Corner and hear about the Dreaming: 'Craitbul'.
- 17 Collect pine cones in the forest.
- 18 Visit the Lady Nelson Ship and spot the turtles.
- 19 Ride the BMX track at Hastings Cunningham Reserve.
- 20 Take your skateboard or scooter to the Dimjala Skatopark.
- 21 Visit the Children's Memorial at the Lake Terrace Cemetery.
- 22 Stroll through and discover our vibrant city centre.
- 23 "Pack a Picnic Off We Go!" Take the map and visit all the picnic parks.
- 24 Take a net and go tadpoling in the pines.
- 25 View the Christmas Lights.
- 26 Jump on the stepping stones in the creek at the Railway Lands.
- 27 Have a go at one of the sports played at Blue Lake Sports Park.
- 28 Take a hot chocolate and admire the city lights from Potter's Point.
- 29 Enter the Blue Lake Fun Run and Mother's Day Classic Run.
- 30 Join in the Carols By Candlelight at the Cave Gardens with your family.
- 31 Be on a float in the Christmas Parade.
- 32 Find your house from one of the many lookouts.
- 33 Visit the Old Mount Gambier Gaol.
- 34 Roll down the grassy hill at the old hospital in the Tantanoola Cave.
- 35 Discover the stalagmites and stalactites.
- 36 Catch a fish from Donovan's Jetty.
- 37 Build a stick cubby at the wild Leg of Mutton Lake.
- 38 Try laser tagging at the Bayside Festival.
- 39 Enter an exhibit in the Mount Gambier Show.
- 40 Go to the Community Complex at Port MacDonnell and collect a Summer Holiday Program.
- 41 Take to the stage at the Sir Robert Helpmann Theatre.
- 42 Go to a Blue Light movie night or disco.
- 43 Collect a map from the Lady Nelson Information Centre and snorkel in Ewens Ponds.
- 44 Run, walk or ride your bike around the Blue Lake.
- 45 Walk along the beach at Piccaninnie Ponds Conservation Park.
- 46 Pack a picnic and look for wildlife at Telfords Scrub.
- 47 Watch the fireworks after the Mount Gambier Show and at the New Years Eve Party.
- 48 Climb across the log bridge at John Powell Reserve.
- 49 Join in the holiday activities at the Library.
- 50 Take a drive to the little Blue Lake.





Child Friendly South Australia



The 6 community goals/conditions of wellbeing provide a way of organising all 54 articles in the Convention into priorities for action.

Campbelltown providing a quality lifestyle

Home Council Community Services Recreation & Leisure Development Library Environment Conta f t u

Search for...

Community

Home > Community > Child Friendly Campbelltown

Child Friendly Campbelltown

Listen

"Children & Young People are thriving and have a strong sense of wellbeing"

Child Friendly Campbelltown Vision

Campbelltown is one of the first communities in Australia to receive "Child Friendly City" Bronze Recognition by UNICEF Australia. The Recognition Award Ceremony held in October was part of the Uni SA De Lissa Oration 2015 – Children's Voices Connecting Communities presented by Dr Norman Gillespie, Chief Executive, UNICEF Australia.

Campbelltown Preschool and 8 nido Children's Centre for Early Childhood Development and Parenting (as part of the Campbell partnership) have been recognised with Child Friendly Community Partner Awards for their work in the Child Friendly Campbelltown initiative.

This achievement is a culmination of many years work, particularly the last 12 months piloting the Child Friendly SA initiative. Child Friendly SA was established to support the United Nations Convention on the Rights of the Child (UNCRC) focusing on UNICEF's Child Friendly Cities International model.

Under the Child Friendly SA banner [six community goals](#) (Active Participation, Safety, Health, Education, Belonging and Play and Leisure) have been developed which aim to improve opportunities, experiences and outcomes for our children and young people.

A [Child Friendly Campbelltown Steering Group](#) has been set up and Community Working groups covering each goal area will soon be established. These groups will work on actions from the [Child Friendly Community Plan](#) to improve experiences for our children and young people.

To learn more and how you can become involved please contact:

Cathie Graham, Community Development Officer at Campbelltown Council on 8366 9218 or cgraham@campbelltown.sa.gov.au

CHILD FRIENDLY CITIES

UNICEF Australia RECOGNITION Bronze

Related Links

- Child Friendly Campbelltown
- Child Friendly Campbelltown Mailing List Form
- Child Friendly Community Goals
- What does Child Friendly mean for Campbelltown?
- Why become a Child Friendly City?

SAFETY EDUCATION HEALTH BELONGING ACTIVE PARTICIPATION PLAY & LEISURE

A partnership between Child Friendly SA, Campbelltown City Council and the whole Campbelltown community

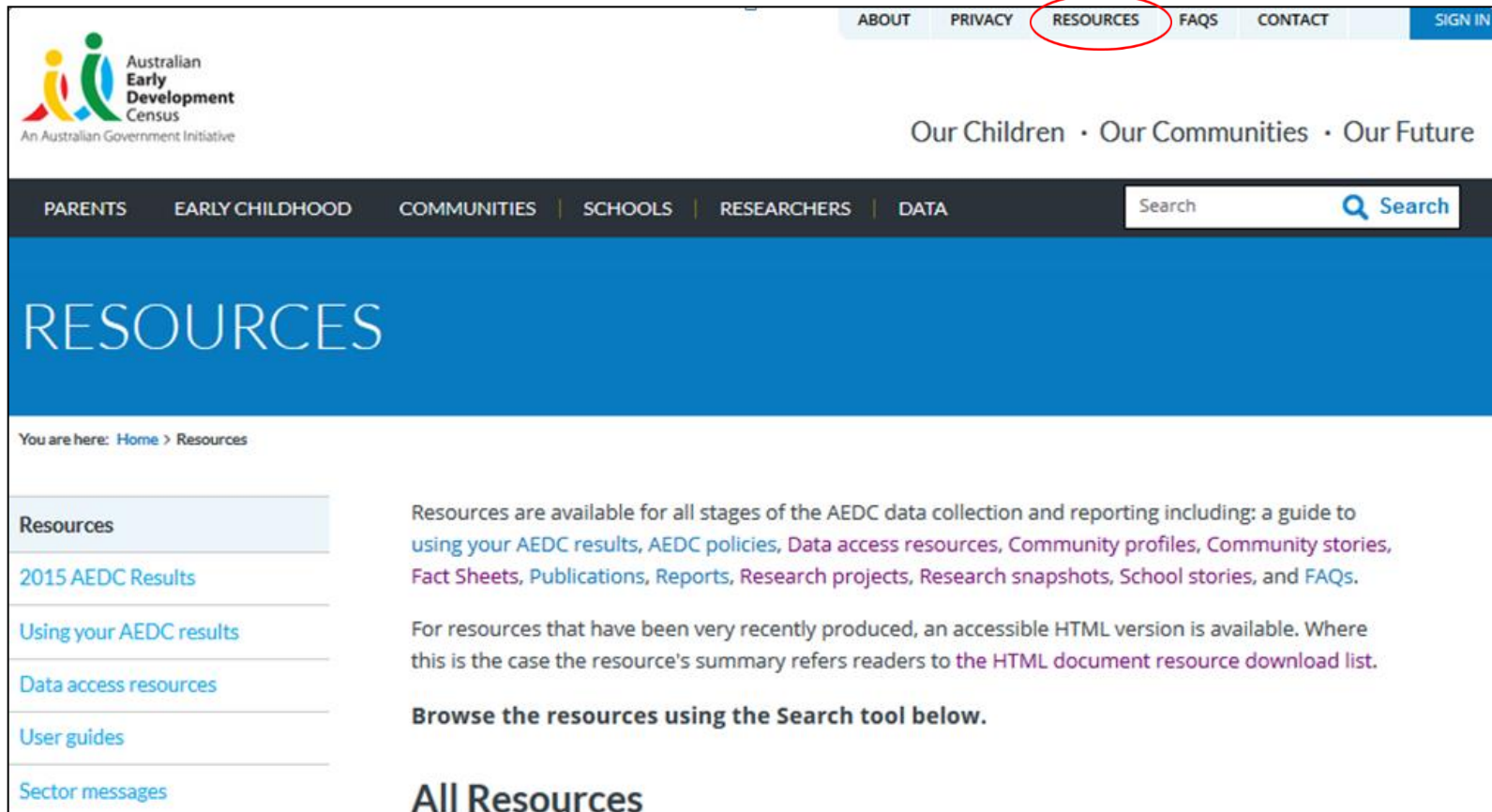
Child Friendly South Australia

Child Friendly SA Campbelltown Community Plan

September 2015

**CAMPBELLTOWN
CITY COUNCIL**

www.aedc.gov.au/resources



The screenshot shows the 'Resources' page of the Australian Early Development Census (AEDC) website. The header includes the AEDC logo, navigation links (ABOUT, PRIVACY, RESOURCES, FAQs, CONTACT, SIGN IN), and the tagline 'Our Children • Our Communities • Our Future'. A secondary navigation bar lists categories: PARENTS, EARLY CHILDHOOD, COMMUNITIES, SCHOOLS, RESEARCHERS, and DATA, along with a search bar. The main content area features a large blue banner with the word 'RESOURCES'. Below this, a breadcrumb trail reads 'You are here: Home > Resources'. A left sidebar contains a 'Resources' section with links to '2015 AEDC Results', 'Using your AEDC results', 'Data access resources', 'User guides', and 'Sector messages'. The main text area explains that resources are available for all stages of the AEDC data collection and reporting, listing various types of resources like guides, policies, data access resources, community profiles, stories, fact sheets, publications, reports, research projects, snapshots, school stories, and FAQs. It also mentions that recently produced resources have an accessible HTML version and refers to a 'HTML document resource download list'. A bold instruction states 'Browse the resources using the Search tool below.' The page concludes with the heading 'All Resources'.

RESOURCES

You are here: [Home](#) > [Resources](#)

Resources

- [2015 AEDC Results](#)
- [Using your AEDC results](#)
- [Data access resources](#)
- [User guides](#)
- [Sector messages](#)

Resources are available for all stages of the AEDC data collection and reporting including: a guide to [using your AEDC results](#), [AEDC policies](#), [Data access resources](#), [Community profiles](#), [Community stories](#), [Fact Sheets](#), [Publications](#), [Reports](#), [Research projects](#), [Research snapshots](#), [School stories](#), and [FAQs](#).

For resources that have been very recently produced, an accessible HTML version is available. Where this is the case the resource's summary refers readers to the [HTML document resource download list](#).

Browse the resources using the Search tool below.

All Resources

Reflection questions

- Reflect on the protective and risk factors for children that may affect whether children start school developmentally 'on track'
- What are the barriers to accessing services and programs in the community / library?
- How can community / library assets and capacity best support early childhood development before children start school?
- Who are the potential partners?



Questions?

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Australian Early Development Census

Statewide Services and Child Development

Department for Education and Child Development

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