



Australian Early Development Census

**Community Profile 2021**

Pyrenees,

VIC

© 2022 Commonwealth of Australia

Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the 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.

Page 1

## Contents

[About the Australian Early Development Census 1](#_Toc96507121)

[How to use this AEDC data 2](#_Toc96507122)

[About this community 3](#_Toc96507123)

[Information about children in this community 4](#_Toc96507124)

[AEDC domain results 7](#_Toc96507125)

[AEDC results for local communities 17](#_Toc96507126)

[Appendix 1: Critical difference estimates 24](#_Toc96507127)

[Appendix 2: Additional resources 32](#_Toc96507128)

Note on presentation conventions: the hyphen (-) is used throughout the tables in this Community Profile where Australian Early Development Census data was not collected or not reported for any given year.   
All percentages presented in this Community Profile have been rounded to one decimal place.

AEDC publication rules have been applied and for more information visit the AEDC website   
**(** [**aedc.gov.au/data-users/data-user-**responsibilit**ies/publishing-requirements**](https://www.aedc.gov.au/data-users/data-user-responsibilities/publishing-requirements) **).**

.

Note on per cent calculation: unless otherwise specified the per cent is based on the valid n value.

Note on accessibility: this is an accessible text version of the Australian Early Development Census Community Profile. If you use assistive technology and need further assistance, please email [**support@aedc.gov.au**.](mailto:support@aedc.gov.au) Please tell us what format you need. It will also help if you let us know what assistive technology you use.

Note on children with special needs status: domain indicator information about children with special needs is not included in the Australian Early Development Census results because of the already identified substantial developmental needs of this group.

# About the Australian Early Development Census

In 2009, Australia became the first country in the world to collect national data on the developmental health and wellbeing of all children starting school. The success of the 2009 data collection laid the foundation for the Australian Government’s commitment to ongoing Australian Early Development Census (AEDC) data collections every three years, with the most recent in 2021.

The AEDC measures the development of children in Australia in their first year of full-time school. AEDC data is collected using an adapted version of the Early Development Instrument, which was developed in Canada.

The Australian version of the Early Development Instrument consists of approximately 100 questions across five key domains, which are closely linked to child health, education and social outcomes. Figure 1 provides a description of each of the AEDC domains.

**Figure 1** – AEDC domain descriptions.

|  |  |
| --- | --- |
| **Physical health and wellbeing** | Children’s physical readiness for the school day, physical independence and gross and fine motor skills. |
| **Social competence** | Children’s overall social competence, responsibility and respect, approach to learning and readiness to explore new things. |
| **Emotional** **maturity** | 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)** | Children’s basic literacy, advanced literacy, basic numeracy, and interest in literacy, numeracy and memory. |
| **Communication skills and general knowledge** | Children’s communication skills and general knowledge based on broad developmental competencies and skills measured in the school context. |

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 (in the lowest 10 per cent) were categorised as ‘developmentally vulnerable’
* Children falling between the 10th and 25th percentile (between the lowest 10 per cent and top 75 per cent) were categorised as ‘developmentally at risk’
* All other children were categorised as ‘developmentally on track’ (in the top 75 per cent).

The cut-off scores set in 2009 provide a reference point against which later AEDC results can be compared. These have remained the same for all data collections. For example, nationally in the 2021 AEDC, only 7.3 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.

For further information about the domains and domain characteristics (developmentally on track, at risk and vulnerable) please refer to the fact sheet About the AEDC domains [**(** [aedc.gov.au/abtdom](https://www.aedc.gov.au/resources/detail/about-the-aedc-domains)](http://www.aedc.gov.au/abtdom) **)**. Links to additional AEDC resources can be found at Appendix 2.

# How to use this AEDC data

The AEDC provides important information for communities, governments and schools to support their planning and service provision. The early environments and experiences children are exposed to shape their development. The AEDC is considered to be a measure of how well children and families are supported from conception through to school age.

Research shows that investing time, effort and resources in children’s early years, when their brains are developing rapidly, benefits children and the whole community. Early developmental gains support children through their school years and beyond.

The AEDC helps communities understand how children are developing before they start their first year of full-time school, what is being done well and what can be improved. Communities can use the AEDC to help identify services, resources and support to meet the needs of their community.

The AEDC data is a powerful tool for initiating conversations and partnerships across education, health and community services. By providing a common ground from which key stakeholders can work together, the AEDC can enable communities to form partnerships to plan and implement activities, programs and services to help shape the future and wellbeing of children in Australia. Connecting with key stakeholders, particularly early childhood education and care services, can give communities the opportunity to reach families in ways that are not resource intensive.

When reviewing the information in this profile consider:

* what are the strengths and vulnerabilities of children in the community?
* how does this community compare to other similar communities, the state or territory or the Australian average?
* what factors may be contributing to the percentage and number of children who are developmentally vulnerable in the community?
* what other demographic and community data would be useful to add context to the AEDC data?

When exploring this community’s AEDC results you may wish to consider how well connected the network of community stakeholders are and who provides services to children and families. Ask:

* are families well informed about what is available in the community?
* does the community have well established referral pathways for connecting families to services and supports?
* does the community have well-connected services that work collaboratively to deliver programs across systems and sectors?

Consider how stakeholders can connect effectively with the community and families to:

* be informed about what is happening for children in the community
* discuss what could be done to better support children’s development in the early years
* collaborate in the development and implementation of a community plan that strategically provides a vision and direction for early years’ service provision within the community.

Refer to the AEDC Resources for Communities **(** [aedc.gov.au/rfc](https://www.aedc.gov.au/communities/resources-for-communities) **)** for ideas and strategies on how to respond to AEDC data and connecting with this community.

# About this community

AEDC communities are a geographic area, usually equivalent to a Local Government Area, made up of AEDC local communities.

Local communities are a small area locality, usually representing a suburb or town.

This AEDC Community Profile presents AEDC results for children living in this community regardless of where they attend school.

#### Location

Pyrenees is in the Central Highlands region of VIC.

For more information on community boundaries refer to the AEDC fact sheet Understanding AEDC community boundaries **(** [**aedc.gov.au/ucb**](http://www.aedc.gov.au/ucb%20) **)**.

#### AEDC local communities

The AEDC local communities that make up the Pyrenees community are:

Avoca and surrounds, Beaufort and surrounds.

Across the 2009, 2012, 2015, 2018 and 2021 AEDC data collections some local communities may not have always been included in a Community Profile due to there being insufficient AEDC data available for reporting purposes in any particular year.

For the purposes of the AEDC, data for the following local communities, which are part of Pyrenees have either never, or only sometimes, been reported in a Community Profile:

Local communities reported in some but not all years:

Nil

Local communities not reported in any years to date:

Nil

# Information about children in this community

The following tables show trends for this community, including important information on demographics, early education experiences, special needs and transition to school.

#### Background information

|  |  |  |  |
| --- | --- | --- | --- |
| **Demographics** | **2015** | **2018** | **2021** |
| Total number of children measured | 68 | 79 | 70 |
| Number of schools contributing to the results | 19 | 23 | 19 |
| Number of teachers contributing to the results | 22 | 31 | 20 |
| Average age of children at completion | 5 years 9 months | 5 years 10 months | 5 years 9 months |

**Table 1.1** – Demographic information about this community.

**Table 1.2** – Further demographic information about this community.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2015** | | **2018** | | **2021** | |
| **Demographics** | **n** | **%** | **n** | **%** | **n** | **%** |
| Sex - Male | 32 | 47.1 | 35 | 44.3 | 35 | 50.0 |
| Sex - Female | 36 | 52.9 | 44 | 55.7 | 35 | 50.0 |
| Aboriginal and Torres Strait Islander children | ≤3 | ≤4.4 | ≤3 | ≤3.8 | ≤3 | ≤4.3 |
| Children born in another country | 0 | 0.0 | ≤3 | ≤3.8 | ≤3 | ≤4.3 |
| Children with English as a second language | ≤3 | ≤4.4 | ≤3 | ≤3.8 | 6 | 8.6 |
| Children with a language background other than English (LBOTE[[1]](#footnote-1)) and who ARE proficient in English | ≤3 | ≤4.4 | ≤3 | ≤3.8 | 6 | 8.6 |
| Children with a language background other than English (LBOTE) and who ARE NOT proficient in English | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Children with a primary caregiver who reported they completed some form of post-school qualification | 37 | 61.7 | 63 | 81.8 | 53 | 79.1 |

#### 

#### Non-parental early childhood education

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015** | | | **2018** | | | **2021** | | |
| **Types of non-parental early childhood education and/or care** | n (valid) | n (yes) | **%** | n (valid) | n (yes) | **%** | n (valid) | n (yes) | **%** |
| Playgroup | 31 | 18 | 58.1 | 34 | ≤3 | ≤8.8 | 46 | 24 | 52.2 |
| Centre based day care | 48 | 4 | 8.3 | 36 | ≤3 | ≤8.3 | 61 | 25 | 41.0 |
| Preschool or kindergarten | 68 | 66 | 97.1 | 78 | 73 | 93.6 | 70 | 68 | 97.1 |
| Family day care | 46 | ≤3 | ≤6.5 | 36 | ≤3 | ≤8.3 | 60 | ≤3 | ≤5.0 |
| Grandparent | 48 | 16 | 33.3 | 34 | 8 | 23.5 | 59 | 9 | 15.3 |
| Other relative | 44 | 9 | 20.5 | 35 | ≤3 | ≤8.6 | 55 | 0 | 0.0 |
| Nanny | 48 | 0 | 0.0 | 40 | 0 | 0.0 | 60 | 0 | 0.0 |
| Other | 43 | 9 | 20.9 | 34 | 5 | 14.7 | 58 | ≤3 | ≤5.2 |

**Table 1.3** – Non-parental early childhood education and/or care.[[2]](#footnote-2)

Special needs

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2015** | | **2018** | | **2021** | |
| **Types of support required or identified** | **n** | **%** | **n** | **%** | **n** | **%** |
| Children with special needs status | 4 | 5.9 | 4 | 5.1 | ≤3 | ≤4.3 |
| Children identified by teachers as requiring further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development) | 7 | 10.4 | 9 | 11.5 | 11 | 15.9 |

**Table 1.4** – Support.[[3]](#footnote-3)

#### Transition to school

**­Table 1.5** – Teachers’ response to the question: Would you say that this child is making good progress in adapting to the structure and learning environment of the school.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2015** | | **2018** | | **2021** | |
| **Child is making good progress in adapting to the structure and learning environment of the school** | **n** | **%** | **n** | **%** | **n** | **%** |
| True | 66 | 97.1 | 77 | 97.5 | 66 | 94.3 |
| Not true | ≤3 | ≤4.4 | ≤3 | ≤3.8 | 4 | 5.7 |
| Don’t know | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

**Table 1.6** – Teachers’ response to the question: Would you say that this child has parent(s)/caregiver(s) who are actively engaged with the school in supporting their child’s learning.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2015** | | **2018** | | **2021** | |
| **Child has parent(s)/caregiver(s) who are actively engaged with the school in supporting their child’s learning** | **n** | **%** | **n** | **%** | **n** | **%** |
| True | 59 | 86.8 | 75 | 94.9 | 69 | 98.6 |
| Not true | 8 | 11.8 | 4 | 5.1 | ≤3 | ≤4.3 |
| Don’t know | ≤3 | ≤4.4 | 0 | 0.0 | 0 | 0.0 |

**Table 1.7** – Teachers’ response to the question: Would you say that this child is regularly read to/encouraged in his/her reading at home.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2015** | | **2018** | | **2021** | |
| **Child is regularly read to/encouraged in his/her reading at home** | **n** | **%** | **n** | **%** | **n** | **%** |
| True | 59 | 86.8 | 74 | 93.7 | 67 | 95.7 |
| Not true | 7 | 10.3 | 5 | 6.3 | ≤3 | ≤4.3 |
| Don’t know | ≤3 | ≤4.4 | 0 | 0.0 | ≤3 | ≤4.3 |

# 

# AEDC domain results

This section presents an overview of this community’s AEDC results across all collections including the percentage of children who are:

* developmentally on track, at risk, or vulnerable, by domain
* vulnerable on one or more domain(s)
* vulnerable on two or more domains.

Results for this community for each of the AEDC domains are then presented in more detail and compared to the state or territory and national results for the three most recent collections.

#### How to interpret the domain results

**Developmentally on track** children are considered to be developing well. As such, it is desirable to see the percentage of children who are ‘on track’ increase with each new wave of the AEDC collection.

**Developmentally at risk** children should be considered alongside changes in the percentage of children developmentally on track and developmentally vulnerable. Ideally more children will be on track as communities work to ensure all children are supported in their development. For example, in a community where children and families face many complex challenges, a reduction in those who are developmentally vulnerable could coincide with an increase in those at risk which would signal an overall improvement. As such, any changes in the ‘at risk’ group cannot be interpreted without also looking at the percentage of children who are vulnerable and on track.

**Developmentally vulnerable** children are facing some significant challenges in their development. As such, it is desirable to see the percentage of children who are ‘vulnerable’ decrease with each new wave of the AEDC collection.

#### How to compare your results

Most communities will see some change in the percentage of children who are developmentally on track, at risk or vulnerable in 2021 compared to previous collections. In some cases, this difference will be small and in others, it will be more substantial.

To assist communities to make informed decisions, a method described as the ‘critical difference’ has been developed which calculates whether the change in percentage of children considered developmentally on track, at risk or vulnerable over time is large enough to be considered significant.

|  |
| --- |
| The critical difference indicates the minimum difference in the percentage of vulnerable, at risk or on track between two sets of AEDC data needed to conclude a significant difference. The critical difference calculation depends on the number of children in a community and the variation of responses in each domain. |

Table 2.1 indicates whether the change in each developmental domain category represents a significant change.

Appendix 1 provides detailed information on the critical difference required by domain and community size to represent a significant change for children who are developmentally on track, at risk or vulnerable.

#### Trends in child development in this community

Table 2.1 shows broad trends for each domain from 2009 to 2021.

**Table 2.1** – AEDC domain results over time for this community.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **2009** | | **2012** | | **2015** | | **2018** | | **2021** | | **Significant change** | |
|  |  | **n** | **%** | **n** | **%** | **n** | **%** | **n** | **%** | **n** | **%** | **2009 vs  2021** | **2018 vs  2021** |
| **Physical health and wellbeing** | On track | 52 | 82.5 | 63 | 81.8 | 55 | 85.9 | 55 | 73.3 | 55 | 82.1 | No change | Increase |
| At risk | 10 | 15.9 | 5 | 6.5 | 3 | 4.7 | 11 | 14.7 | 6 | 9.0 | No change | No change |
| Vulnerable | 1 | 1.6 | 9 | 11.7 | 6 | 9.4 | 9 | 12.0 | 6 | 9.0 | Increase | No change |
| **Social competence** | On track | 51 | 81.0 | 52 | 68.4 | 51 | 79.7 | 67 | 89.3 | 51 | 76.1 | No change | Decrease |
| At risk | 7 | 11.1 | 14 | 18.4 | 8 | 12.5 | 5 | 6.7 | 11 | 16.4 | No change | Increase |
| Vulnerable | 5 | 7.9 | 10 | 13.2 | 5 | 7.8 | 3 | 4.0 | 5 | 7.5 | No change | No change |
| **Emotional maturity** | On track | 49 | 80.3 | 49 | 63.6 | 50 | 78.1 | 64 | 86.5 | 53 | 79.1 | No change | Decrease |
| At risk | 6 | 9.8 | 19 | 24.7 | 7 | 10.9 | 6 | 8.1 | 8 | 11.9 | No change | No change |
| Vulnerable | 6 | 9.8 | 9 | 11.7 | 7 | 10.9 | 4 | 5.4 | 6 | 9.0 | No change | No change |
| **Language and cognitive skills (school-based)** | On track | 51 | 81.0 | 58 | 84.1 | 52 | 81.3 | 58 | 77.3 | 50 | 74.6 | No change | No change |
| At risk | 9 | 14.3 | 6 | 8.7 | 7 | 10.9 | 11 | 14.7 | 8 | 11.9 | No change | No change |
| Vulnerable | 3 | 4.8 | 5 | 7.2 | 5 | 7.8 | 6 | 8.0 | 9 | 13.4 | Increase | Increase |
| **Communication skills and  general knowledge** | On track | 50 | 79.4 | 54 | 70.1 | 52 | 81.3 | 65 | 86.7 | 56 | 83.6 | No change | No change |
| At risk | 10 | 15.9 | 16 | 20.8 | 8 | 12.5 | 7 | 9.3 | 6 | 9.0 | No change | No change |
| Vulnerable | 3 | 4.8 | 7 | 9.1 | 4 | 6.3 | 3 | 4.0 | 5 | 7.5 | No change | No change |

#### Developmentally vulnerable children

Table 2.2 presents trends in the summary indicators (the percentage of children who are developmentally vulnerable on one or more domain(s) and developmentally vulnerable on two or more domains) from 2009 to 2021.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2009** | | **2012** | | **2015** | | **2018** | | **2021** | | **Significant change** | |
|  | **n** | **%** | **n** | **%** | **n** | **%** | **n** | **%** | **n** | **%** | **2009 vs  2021** | **2018 vs  2021** |
| **Vulnerable on one or more domain(s)** | 10 | 16.4 | 22 | 31.0 | 10 | 15.6 | 13 | 17.3 | 13 | 19.4 | No change | No change |
| **Vulnerable on two or more domains** | 5 | 7.9 | 9 | 12.2 | 8 | 12.5 | 6 | 8.0 | 7 | 10.4 | No change | No change |

**Table 2.2** – Number and percentage of children for this community who are vulnerable on one or more developmental domain(s) or two or more developmental domains.

## 

## Physical health and wellbeing

This domain measures children’s physical readiness for the school day, physical independence, and gross   
and fine motor skills

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Developmentally**  **on track** | | **Developmentally**  **at risk** | | **Developmentally**  **vulnerable** | | **Total** |
|  |  | **n** | **%** | **n** | **%** | **n** | **%** | **n** |
| **This community** | **2021** | 55 | 82.1 | 6 | 9.0 | 6 | 9.0 | 67 |
| **2018** | 55 | 73.3 | 11 | 14.7 | 9 | 12.0 | 75 |
| **2015** | 55 | 85.9 | 3 | 4.7 | 6 | 9.4 | 64 |
| **VIC** | **2021** | 56,172 | 81.1 | 7,514 | 10.8 | 5,604 | 8.1 | 69,290 |
| **2018** | 58,221 | 81.0 | 7,767 | 10.8 | 5,904 | 8.2 | 71,892 |
| **2015** | 54,934 | 80.9 | 7,602 | 11.2 | 5,335 | 7.9 | 67,871 |
| **National** | **2021** | 226,006 | 78.5 | 33,677 | 11.7 | 28,341 | 9.8 | 288,024 |
| **2018** | 229,542 | 78.1 | 36,105 | 12.3 | 28,247 | 9.6 | 293,894 |
| **2015** | 221,855 | 77.3 | 37,347 | 13.0 | 27,711 | 9.7 | 286,913 |

**Table 2.3** — Physical health and wellbeing domain category definitions.

|  |  |
| --- | --- |
| Developmentally on track | Almost never have problems that interfere with their ability to physically cope with the school day. These children are generally independent, have excellent motor skills, and have energy levels that can get them through the school day. |
| Developmentally at risk | Experience some challenges that interfere with their ability to physically cope with the school day. This may include being dressed inappropriately, frequently late, hungry or tired. Children may also show poor coordination skills, have poor fine and gross motor skills, or show poor to average levels of energy during the school day. |
| Developmentally vulnerable | Experience a number of challenges that interfere with their ability to physically cope with the school day. This may include being dressed inappropriately, frequently late, hungry or tired. Children are usually clumsy and may have fading energy levels. |

#### Physical health and wellbeing sub-domains

The physical health and wellbeing domain is the only AEDC domain that is reported with sub-domain analysis. Patterns of vulnerability vary across the physical health and wellbeing domain: for example, children might be coming to school hungry but still have developmentally appropriate fine and gross motor skills. As such, sub-domains are reported for the physical health and wellbeing domain below, enabling communities to make better sense of these results.

**Table 2.4** – Children developmentally vulnerable on the physical health and wellbeing sub-domains.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sub-domain** | **Description** | **2015** | | **2018** | | **2021** | |
| **n** | **%** | **n** | **%** | **n** | **%** |
| Physical readiness for school day | Children developmentally vulnerable on this sub-domain have at least sometimes experienced coming unprepared for school by being dressed inappropriately, coming to school late, hungry or tired. | 11 | 17.2 | 16 | 21.3 | 9 | 13.4 |
| Physical independence | Children developmentally vulnerable on this sub-domain range from those who have not developed independence or handedness or coordination, to those who have not developed any of these skills. | 6 | 9.4 | 9 | 12.0 | 4 | 6.0 |
| Gross and fine motor skills | Children developmentally vulnerable on this sub-domain could have poor fine and gross motor skills and/or poor overall energy levels during the school day. | 4 | 6.3 | 7 | 9.3 | 4 | 6.0 |

## Social competence

### This domain measures children’s overall social competence, responsibility and respect, approach to learning and readiness to explore new things

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Developmentally**  **on track** | | **Developmentally**  **at risk** | | **Developmentally**  **vulnerable** | | **Total** |
|  |  | **n** | **%** | **n** | **%** | **n** | **%** | **n** |
| **This community** | **2021** | 51 | 76.1 | 11 | 16.4 | 5 | 7.5 | 67 |
| **2018** | 67 | 89.3 | 5 | 6.7 | 3 | 4.0 | 75 |
| **2015** | 51 | 79.7 | 8 | 12.5 | 5 | 7.8 | 64 |
| **VIC** | **2021** | 53,882 | 77.8 | 9,148 | 13.2 | 6,253 | 9.0 | 69,283 |
| **2018** | 55,597 | 77.3 | 9,974 | 13.9 | 6,331 | 8.8 | 71,902 |
| **2015** | 52,378 | 77.2 | 9,548 | 14.1 | 5,934 | 8.7 | 67,860 |
| **National** | **2021** | 218,679 | 75.9 | 41,528 | 14.4 | 27,788 | 9.6 | 287,995 |
| **2018** | 222,771 | 75.8 | 42,434 | 14.4 | 28,673 | 9.8 | 293,878 |
| **2015** | 215,605 | 75.2 | 42,892 | 15.0 | 28,351 | 9.9 | 286,848 |

**Table 2.5** — Social competence domain category definitions.

|  |  |
| --- | --- |
| Developmentally  on track | Almost never have problems getting along, working, or playing with other children; are respectful to adults, are self-confident, and are able to follow class routines; and are capable of helping others. |
| Developmentally  at risk | Experience some challenges in the following areas: getting along with other children and teachers, playing with a variety of children in a cooperative manner, showing respect for others and for property, following instructions and class routines, taking responsibility for their actions, working independently, and exhibiting self-control and self-confidence. |
| Developmentally vulnerable | Experience a number of challenges with poor overall social skills. For example, children who do not get along with other children on a regular basis, do not accept responsibility for their own actions and have difficulties following rules and class routines. Children may be disrespectful of adults, children, and others’ property, have low self-confidence and self-control, do not adjust well to change; and are usually unable to work independently. |

## Emotional maturity

### This domain measures children’s pro-social and helping behaviours and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Developmentally**  **on track** | | **Developmentally**  **at risk** | | **Developmentally**  **vulnerable** | | **Total** |
|  |  | **n** | **%** | **n** | **%** | **n** | **%** | **n** |
| **This community** | **2021** | 53 | 79.1 | 8 | 11.9 | 6 | 9.0 | 67 |
| **2018** | 64 | 86.5 | 6 | 8.1 | 4 | 5.4 | 74 |
| **2015** | 50 | 78.1 | 7 | 10.9 | 7 | 10.9 | 64 |
| **VIC** | **2021** | 54,112 | 78.4 | 9,549 | 13.8 | 5,342 | 7.7 | 69,003 |
| **2018** | 55,651 | 77.7 | 10,167 | 14.2 | 5,791 | 8.1 | 71,609 |
| **2015** | 52,392 | 77.5 | 9,817 | 14.5 | 5,408 | 8.0 | 67,617 |
| **National** | **2021** | 221,057 | 77.0 | 41,667 | 14.5 | 24,271 | 8.5 | 286,995 |
| **2018** | 225,739 | 77.1 | 42,390 | 14.5 | 24,677 | 8.4 | 292,806 |
| **2015** | 218,341 | 76.4 | 43,594 | 15.3 | 23,866 | 8.4 | 285,801 |

**Table 2.6** — Emotional maturity domain category definitions.

|  |  |
| --- | --- |
| Developmentally on track | Almost never show aggressive, anxious, or impulsive behaviour. Children will have good concentration and will often help other children. |
| Developmentally at risk | Experience some challenges in the following areas: helping other children who are hurt, sick or upset, inviting other children to join in activities, being kind to other children, and waiting their turn in activities. Children will sometimes experience problems with anxious behaviours, aggressive behaviour, temper tantrums, or problems with inattention or hyperactivity. |
| Developmentally vulnerable | Experience a number of challenges related to emotional regulation. For example, problems managing aggressive behaviour, being prone to disobedience and/or are easily distracted, inattentive, and impulsive. Children will usually not help others and are sometimes upset when left by their caregiver. |

## Language and cognitive skills (school-based)

### This domain measures children’s basic literacy, advanced literacy, basic numeracy, and interest in literacy, numeracy and memory

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Developmentally**  **on track** | | **Developmentally**  **at risk** | | **Developmentally**  **vulnerable** | | **Total** |
|  |  | **n** | **%** | **n** | **%** | **n** | **%** | **n** |
| **This community** | **2021** | 50 | 74.6 | 8 | 11.9 | 9 | 13.4 | 67 |
| **2018** | 58 | 77.3 | 11 | 14.7 | 6 | 8.0 | 75 |
| **2015** | 52 | 81.3 | 7 | 10.9 | 5 | 7.8 | 64 |
| **VIC** | **2021** | 57,203 | 82.6 | 7,035 | 10.2 | 4,993 | 7.2 | 69,231 |
| **2018** | 60,779 | 84.6 | 6,461 | 9.0 | 4,608 | 6.4 | 71,848 |
| **2015** | 57,474 | 84.7 | 6,062 | 8.9 | 4,292 | 6.3 | 67,828 |
| **National** | **2021** | 237,499 | 82.6 | 29,091 | 10.1 | 21,107 | 7.3 | 287,697 |
| **2018** | 247,870 | 84.4 | 26,291 | 9.0 | 19,417 | 6.6 | 293,578 |
| **2015** | 242,518 | 84.6 | 25,597 | 8.9 | 18,533 | 6.5 | 286,648 |

**Table 2.7** — Language and cognitive skills (school-based) domain category definitions.

|  |  |
| --- | --- |
| Developmentally on track | Children will be interested in books, reading and writing, and basic math; capable of reading and writing simple sentences and complex words. Will be able to count and recognise numbers and shapes. |
| Developmentally at risk | Have mastered some but not all of the following literacy and numeracy skills: being able to identify some letters and attach sounds to some letters, show awareness of rhyming words, know writing directions, being able to write their own name, count to 20, recognise shapes and numbers, compare numbers, sort and classify, and understand simple time concepts. Children may have difficultly remembering things, and show a lack of interest in books, reading, maths and numbers, and may not have mastered more advanced literacy skills such as reading and writing simple words or sentences. |
| Developmentally vulnerable | Experience a number of challenges in reading/writing and with numbers; unable to read and write simple words, will be uninterested in trying, and often unable to attach sounds to letters. Children will have difficulty remembering things, counting to 20, and recognising and comparing numbers; and usually not interested in numbers. |

## Communication skills and general knowledge

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Developmentally**  **on track** | | **Developmentally**  **at risk** | | **Developmentally**  **vulnerable** | | **Total** |
|  |  | **n** | **%** | **n** | **%** | **n** | **%** | **n** |
| **This community** | **2021** | 56 | 83.6 | 6 | 9.0 | 5 | 7.5 | 67 |
| **2018** | 65 | 86.7 | 7 | 9.3 | 3 | 4.0 | 75 |
| **2015** | 52 | 81.3 | 8 | 12.5 | 4 | 6.3 | 64 |
| **VIC** | **2021** | 54,700 | 79.0 | 9,441 | 13.6 | 5,134 | 7.4 | 69,275 |
| **2018** | 57,098 | 79.4 | 9,483 | 13.2 | 5,312 | 7.4 | 71,893 |
| **2015** | 53,474 | 78.8 | 9,259 | 13.6 | 5,131 | 7.6 | 67,864 |
| **National** | **2021** | 222,056 | 77.1 | 41,882 | 14.5 | 24,064 | 8.4 | 288,002 |
| **2018** | 227,163 | 77.3 | 42,473 | 14.5 | 24,232 | 8.2 | 293,868 |
| **2015** | 219,023 | 76.3 | 43,415 | 15.1 | 24,475 | 8.5 | 286,913 |

### This domain measures children’s communication skills and general knowledge based on broad developmental competencies and skills measured in the school context

**Table 2.8** — Communication skills and general knowledge domain category definitions.

|  |  |
| --- | --- |
| Developmentally on track | Children will have excellent communication skills, can tell a story and communicate easily with both children and adults, and have no problems with articulation. |
| Developmentally at risk | Have mastered some but not all of the following communication skills: listening, understanding and speaking effectively in English, being able to articulate clearly, being able to tell a story and to take part  in imaginative play. Children may not know some basic general knowledge about the world such as knowing that leaves fall in autumn, apple is fruit, and dogs bark. |
| Developmentally vulnerable | Children will have poor communication skills and articulation; have limited command of English (or the language of instruction), have difficulties talking to others, understanding, and being understood; and have poor general knowledge. |

## Developmentally vulnerable on ≥1 and ≥2 domain(s)

### Summary indicators of developmental vulnerability on ‘one or more’ and on ‘two or more’ domains

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Developmentally vulnerable on one or more domain(s)** | | |
|  |  | **n** | **%** | **Total** |
| **This community** | **2021** | 13 | 19.4 | 67 |
| **2018** | 13 | 17.3 | 75 |
| **2015** | 10 | 15.6 | 64 |
| **VIC** | **2021** | 13,777 | 19.9 | 69,068 |
| **2018** | 14,232 | 19.9 | 71,671 |
| **2015** | 13,465 | 19.9 | 67,670 |
| **National** | **2021** | 63,264 | 22.0 | 287,164 |
| **2018** | 63,448 | 21.7 | 292,976 |
| **2015** | 62,960 | 22.0 | 286,041 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Developmentally vulnerable on two or more domains** | | |
|  |  | **n** | **%** | **Total** |
| **This community** | **2021** | 7 | 10.4 | 67 |
| **2018** | 6 | 8.0 | 75 |
| **2015** | 8 | 12.5 | 64 |
| **VIC** | **2021** | 7,085 | 10.2 | 69,217 |
| **2018** | 7,231 | 10.1 | 71,828 |
| **2015** | 6,707 | 9.9 | 67,812 |
| **National** | **2021** | 32,718 | 11.4 | 287,737 |
| **2018** | 32,434 | 11.0 | 293,619 |
| **2015** | 31,754 | 11.1 | 286,616 |

# AEDC results for local communities

This section presents national, state/territory, community and local community results for each of the five AEDC domains, as well as the two summary indicators (vulnerable on one or more domain(s) and vulnerable on two or more domains) for the last three collections.

AEDC geographic boundaries have been defined for the whole country to ensure that the data is reported in the most useful way that aligns with commonly understood geographies, such as suburbs. These boundaries enable AEDC results to be reported at the four different geographic levels.

AEDC local communities represent the smallest geographic areas. In most cases, AEDC local community boundaries are equivalent to suburbs.

To enable accurate comparisons with the Census of Population and Housing, and other socio-demographic data from the Australian Bureau of Statistics (ABS), 2021 AEDC boundaries align with the Statistical Area 1 (SA1) geography released by the ABS in 2021.

This has resulted in minor changes in boundaries, relative to boundaries used for reporting of community results for previous collections, which were based on 2011 ABS geographies.

In some cases, local communities from previous collections may have been combined to have sufficient numbers of children for reporting purposes in 2021. In other cases, local communities from previous collections may have been split to report 2021 data in a more useful way.

In all cases, 2021 boundaries have been applied to data from previous collections.

The following tables show the number and percentage of children developmentally on track, at risk and vulnerable for this community. The tables also provide data for each of the local communities included as part of the aggregate total. They also show community, state/territory and national data to provide context for:

* each of the 2015, 2018 and 2021 AEDC data collections
* the AEDC domains:
* physical health and wellbeing
* social competence
* emotional maturity
* language and cognitive skills (school-based)
* communication skills and general knowledge.
* the two summary indicators:
* developmentally vulnerable on one or more domain(s)
* developmentally vulnerable on two or more domains.

The history of boundary change means that some local communities may not have data for all years in this section. For more information, refer to the AEDC factsheet Understanding community boundaries **(** [**aedc.gov.**](http://www.aedc.gov/)**au/ucb** **)**.

Appendix 1 presents the critical difference estimates for communities of different sizes, which can be used to understand whether change over time is considered significant.

## Physical health and wellbeing domain results

This domain measures children’s physical readiness for the school day, physical independence, and gross and fine motor skills.

**Table 3.1** – Communities in context: Physical health and wellbeing domain results at the national, state/territory, community and local community levels.

| Region (including local communities) | Developmentally on track | | | | | | Developmentally at risk | | | | | | Developmentally vulnerable | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 221,855 | 77.3 | 229,542 | 78.1 | 226,006 | 78.5 | 37,347 | 13.0 | 36,105 | 12.3 | 33,677 | 11.7 | 27,711 | 9.7 | 28,247 | 9.6 | 28,341 | 9.8 |
| VIC | 54,934 | 80.9 | 58,221 | 81.0 | 56,172 | 81.1 | 7,602 | 11.2 | 7,767 | 10.8 | 7,514 | 10.8 | 5,335 | 7.9 | 5,904 | 8.2 | 5,604 | 8.1 |
| Pyrenees | 55 | 85.9 | 55 | 73.3 | 55 | 82.1 | 3 | 4.7 | 11 | 14.7 | 6 | 9.0 | 6 | 9.4 | 9 | 12.0 | 6 | 9.0 |
| Avoca and surrounds | 23 | 76.7 | 24 | 75.0 | 20 | 76.9 | 2 | 6.7 | 3 | 9.4 | 3 | 11.5 | 5 | 16.7 | 5 | 15.6 | 3 | 11.5 |
| Beaufort and surrounds | 32 | 94.1 | 31 | 72.1 | 35 | 85.4 | 1 | 2.9 | 8 | 18.6 | 3 | 7.3 | 1 | 2.9 | 4 | 9.3 | 3 | 7.3 |

## Social competence domain results

This domain measures children’s overall social competence, responsibility and respect, approaches to learning, and readiness to explore new things.

**Table 3.2** – Communities in context: Social competence domain results at the national, state/territory, community and local community levels.

| Region (including local communities) | Developmentally on track | | | | | | Developmentally at risk | | | | | | Developmentally vulnerable | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 215,605 | 75.2 | 222,771 | 75.8 | 218,679 | 75.9 | 42,892 | 15.0 | 42,434 | 14.4 | 41,528 | 14.4 | 28,351 | 9.9 | 28,673 | 9.8 | 27,788 | 9.6 |
| VIC | 52,378 | 77.2 | 55,597 | 77.3 | 53,882 | 77.8 | 9,548 | 14.1 | 9,974 | 13.9 | 9,148 | 13.2 | 5,934 | 8.7 | 6,331 | 8.8 | 6,253 | 9.0 |
| Pyrenees | 51 | 79.7 | 67 | 89.3 | 51 | 76.1 | 8 | 12.5 | 5 | 6.7 | 11 | 16.4 | 5 | 7.8 | 3 | 4.0 | 5 | 7.5 |
| Avoca and surrounds | 19 | 63.3 | 28 | 87.5 | 21 | 80.8 | 6 | 20.0 | 2 | 6.3 | 5 | 19.2 | 5 | 16.7 | 2 | 6.3 | 0 | 0.0 |
| Beaufort and surrounds | 32 | 94.1 | 39 | 90.7 | 30 | 73.2 | 2 | 5.9 | 3 | 7.0 | 6 | 14.6 | 0 | 0.0 | 1 | 2.3 | 5 | 12.2 |

## Emotional maturity domain results

This domain measures children’s pro-social and helping behaviour, anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.

**Table 3.3** – Communities in context: Emotional maturity domain results at the national, state/territory, community and local community levels.

| Region (including local communities) | Developmentally on track | | | | | | Developmentally at risk | | | | | | Developmentally vulnerable | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 218,341 | 76.4 | 225,739 | 77.1 | 221,057 | 77.0 | 43,594 | 15.3 | 42,390 | 14.5 | 41,667 | 14.5 | 23,866 | 8.4 | 24,677 | 8.4 | 24,271 | 8.5 |
| VIC | 52,392 | 77.5 | 55,651 | 77.7 | 54,112 | 78.4 | 9,817 | 14.5 | 10,167 | 14.2 | 9,549 | 13.8 | 5,408 | 8.0 | 5,791 | 8.1 | 5,342 | 7.7 |
| Pyrenees | 50 | 78.1 | 64 | 86.5 | 53 | 79.1 | 7 | 10.9 | 6 | 8.1 | 8 | 11.9 | 7 | 10.9 | 4 | 5.4 | 6 | 9.0 |
| Avoca and surrounds | 20 | 66.7 | 28 | 87.5 | 23 | 88.5 | 3 | 10.0 | 1 | 3.1 | 2 | 7.7 | 7 | 23.3 | 3 | 9.4 | 1 | 3.8 |
| Beaufort and surrounds | 30 | 88.2 | 36 | 85.7 | 30 | 73.2 | 4 | 11.8 | 5 | 11.9 | 6 | 14.6 | 0 | 0.0 | 1 | 2.4 | 5 | 12.2 |

## Language and cognitive skills (school-based) domain results

This domain measures children’s basic literacy, advanced literacy, basic numeracy, and interest in literacy, numeracy and memory.

**Table 3.4** – Communities in context: Language and cognitive skills (school-based) domain results at the national, state/territory, community and local community levels.

| Region (including local communities) | Developmentally on track | | | | | | Developmentally at risk | | | | | | Developmentally vulnerable | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 242,518 | 84.6 | 247,870 | 84.4 | 237,499 | 82.6 | 25,597 | 8.9 | 26,291 | 9.0 | 29,091 | 10.1 | 18,533 | 6.5 | 19,417 | 6.6 | 21,107 | 7.3 |
| VIC | 57,474 | 84.7 | 60,779 | 84.6 | 57,203 | 82.6 | 6,062 | 8.9 | 6,461 | 9.0 | 7,035 | 10.2 | 4,292 | 6.3 | 4,608 | 6.4 | 4,993 | 7.2 |
| Pyrenees | 52 | 81.3 | 58 | 77.3 | 50 | 74.6 | 7 | 10.9 | 11 | 14.7 | 8 | 11.9 | 5 | 7.8 | 6 | 8.0 | 9 | 13.4 |
| Avoca and surrounds | 23 | 76.7 | 27 | 84.4 | 21 | 80.8 | 5 | 16.7 | 3 | 9.4 | 3 | 11.5 | 2 | 6.7 | 2 | 6.3 | 2 | 7.7 |
| Beaufort and surrounds | 29 | 85.3 | 31 | 72.1 | 29 | 70.7 | 2 | 5.9 | 8 | 18.6 | 5 | 12.2 | 3 | 8.8 | 4 | 9.3 | 7 | 17.1 |

## Communication skills and general knowledge domain results

This domain measures children’s communication skills and general knowledge based on broad developmental competencies and skills measured in the school context.

**Table 3.5** – Communities in context: Communication skills and general knowledge domain results at the national, state/territory, community and local community levels.

| Region (including local communities) | Developmentally on track | | | | | | Developmentally at risk | | | | | | Developmentally vulnerable | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 219,023 | 76.3 | 227,163 | 77.3 | 222,056 | 77.1 | 43,415 | 15.1 | 42,473 | 14.5 | 41,882 | 14.5 | 24,475 | 8.5 | 24,232 | 8.2 | 24,064 | 8.4 |
| VIC | 53,474 | 78.8 | 57,098 | 79.4 | 54,700 | 79.0 | 9,259 | 13.6 | 9,483 | 13.2 | 9,441 | 13.6 | 5,131 | 7.6 | 5,312 | 7.4 | 5,134 | 7.4 |
| Pyrenees | 52 | 81.3 | 65 | 86.7 | 56 | 83.6 | 8 | 12.5 | 7 | 9.3 | 6 | 9.0 | 4 | 6.3 | 3 | 4.0 | 5 | 7.5 |
| Avoca and surrounds | 23 | 76.7 | 28 | 87.5 | 23 | 88.5 | 4 | 13.3 | 3 | 9.4 | 2 | 7.7 | 3 | 10.0 | 1 | 3.1 | 1 | 3.8 |
| Beaufort and surrounds | 29 | 85.3 | 37 | 86.0 | 33 | 80.5 | 4 | 11.8 | 4 | 9.3 | 4 | 9.8 | 1 | 2.9 | 2 | 4.7 | 4 | 9.8 |

## Results for vulnerability summary indicators

**Table 3.6** – Vulnerable on one or more domain(s) and two or more domains at the national, state/territory, community and local community levels.

| Region (including local communities) | Vulnerable on one or more domain(s) | | | | | | Vulnerable on two or more domains | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2015 | | 2018 | | 2021 | | 2015 | | 2018 | | 2021 | |
|  | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 62,960 | 22.0 | 63,448 | 21.7 | 63,264 | 22.0 | 31,754 | 11.1 | 32,434 | 11.0 | 32,718 | 11.4 |
| VIC | 13,465 | 19.9 | 14,232 | 19.9 | 13,777 | 19.9 | 6,707 | 9.9 | 7,231 | 10.1 | 7,085 | 10.2 |
| Pyrenees | 10 | 15.6 | 13 | 17.3 | 13 | 19.4 | 8 | 12.5 | 6 | 8.0 | 7 | 10.4 |
| Avoca and surrounds | 7 | 23.3 | 7 | 21.9 | 5 | 19.2 | 6 | 20.0 | 2 | 6.3 | 1 | 3.8 |
| Beaufort and surrounds | 3 | 8.8 | 6 | 14.0 | 8 | 19.5 | 2 | 5.9 | 4 | 9.3 | 6 | 14.6 |

# Appendix 1: Critical difference estimates

|  |
| --- |
| Valid domain scores: Scores are flagged as invalid for children who have been in the class for less than one month, are less than four years old or where teachers complete less than 75 per cent of items in any given domain. |

The critical difference method was developed to help communities understand if the change in the percentage of children considered developmentally on track, at risk or vulnerable over time is significant. The community may have a different number of children with valid scores on each of the AEDC domains and summary indicators from one collection to another. The smaller of the two numbers should be used in the critical difference table.

The total number of valid instruments by each domain and summary indicator required to calculate the critical difference has been included in Tables A5 and A6.

For more information on the calculation of the critical difference, see the AEDC technical report Calculation of the critical difference **(** [**aedc.gov.**](http://www.aedc.gov/)**au/trcd** **).**

**Worked example**

If the community of Sometown had 56 children with a valid score in the social competence domain in 2015 and 81 children in 2021, then you should find the row in the correct category of developmentally on track, at risk or vulnerable, that is relevant for a community with 56 children (not 81 children), and look at the critical difference in that row (the 40-59 children row).

Table A1 shows that Sometown would need to see a change of at least 8.0 percentage points to represent a significant change between 2015 and 2018 in the percentage developmentally on track in the social competence domain.

The critical difference calculation takes into account the number of children included in the AEDC data collections and variation between teachers in the way they assess children.

## Critical difference for developmentally on track children

This table provides information on the critical difference required to indicate a significant change for communities of different sizes for children who are developmentally on track on each of the five developmental domains.

**Table A1** – On track critical difference percentage points for the five AEDC domains.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Community size**  **(total number of children with a valid instrument)** | **Developmentally on track critical difference percentage points** | | | | |
| **Physical health and**  **wellbeing (%)** | **Social competence (%)** | **Emotional maturity (%)** | **Language and cognitive skills (school-based) (%)** | **Communication skills and general knowledge (%)** |
| 15-19 | 17.3 | 12.9 | 13.5 | 13.9 | 15.6 |
| 20-24 | 15.0 | 11.2 | 11.7 | 12.0 | 13.5 |
| 25-29 | 13.4 | 10.1 | 10.5 | 10.8 | 12.1 |
| 30-39 | 12.3 | 9.2 | 9.6 | 9.9 | 11.1 |
| 40-59 | 10.6 | 8.0 | 8.4 | 8.6 | 9.6 |
| 60-79 | 8.7 | 6.6 | 6.9 | 7.0 | 7.8 |
| 80-99 | 7.6 | 5.7 | 6.0 | 6.1 | 6.8 |
| 100-199 | 6.8 | 5.1 | 5.4 | 5.5 | 6.1 |
| 200-299 | 4.8 | 3.7 | 3.8 | 3.9 | 4.3 |
| 300-699 | 3.9 | 3.0 | 3.1 | 3.2 | 3.5 |
| 700-1,499 | 2.6 | 2.0 | 2.1 | 2.1 | 2.3 |
| 1,500-2,499 | 1.8 | 1.4 | 1.4 | 1.5 | 1.6 |
| 2,500-3,499 | 1.4 | 1.1 | 1.1 | 1.1 | 1.2 |
| 3,500-6,000 | 1.2 | 0.9 | 1.0 | 1.0 | 1.0 |

## Critical difference for developmentally at risk children

This table provides information on the critical difference required by domain to indicate a significant change for communities of different sizes for children who are developmentally at risk.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Community size**  **(total number of children with a valid instrument)** | **Developmentally at risk critical difference percentage points** | | | | |
| **Physical health and**  **wellbeing (%)** | **Social competence (%)** | **Emotional maturity (%)** | **Language and cognitive skills (school-based) (%)** | **Communication skills and general knowledge (%)** |
| 15-19 | 18.2 | 16.5 | 17.9 | 17.6 | 19.0 |
| 20-24 | 15.8 | 14.3 | 15.5 | 15.2 | 16.4 |
| 25-29 | 14.1 | 12.8 | 13.8 | 13.6 | 14.7 |
| 30-39 | 12.9 | 11.7 | 12.6 | 12.5 | 13.4 |
| 40-59 | 11.2 | 10.2 | 10.9 | 10.8 | 11.6 |
| 60-79 | 9.2 | 8.3 | 8.9 | 8.8 | 9.5 |
| 80-99 | 7.9 | 7.2 | 7.7 | 7.6 | 8.2 |
| 100-199 | 7.1 | 6.5 | 6.9 | 6.8 | 7.4 |
| 200-299 | 5.0 | 4.6 | 4.9 | 4.8 | 5.2 |
| 300-699 | 4.1 | 3.8 | 4.0 | 4.0 | 4.3 |
| 700-1,499 | 2.7 | 2.5 | 2.6 | 2.6 | 2.8 |
| 1,500-2,499 | 1.9 | 1.7 | 1.8 | 1.8 | 1.9 |
| 2,500-3,499 | 1.4 | 1.3 | 1.4 | 1.4 | 1.5 |
| 3,500-6,000 | 1.2 | 1.1 | 1.2 | 1.2 | 1.2 |

**Table A2** – At risk critical difference percentage points for the five AEDC domains.

## Critical difference for developmentally vulnerable children

This table provides information on the critical difference required by domain to indicate a significant change for communities of different sizes for children who are developmentally vulnerable.

**Table A3** – Developmentally vulnerable critical difference percentage points for the five AEDC domains.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Community size (total number of children with a valid instrument)** | **Developmentally vulnerable critical difference percentage points** | | | | |
| **Physical health and**  **wellbeing (%)** | **Social competence (%)** | **Emotional maturity (%)** | **Language and cognitive skills (school-based) (%)** | **Communication skills and general knowledge (%)** |
| 15-19 | 14.8 | 9.9 | 11.9 | 10.9 | 13.2 |
| 20-24 | 12.8 | 8.6 | 10.3 | 9.5 | 11.4 |
| 25-29 | 11.5 | 7.7 | 9.2 | 8.5 | 10.2 |
| 30-39 | 10.5 | 7.1 | 8.3 | 7.7 | 9.3 |
| 40-59 | 9.1 | 6.2 | 7.2 | 6.7 | 8.1 |
| 60-79 | 7.5 | 5.1 | 5.8 | 5.5 | 6.6 |
| 80-99 | 6.5 | 4.4 | 5.0 | 4.7 | 5.7 |
| 100-199 | 5.8 | 3.9 | 4.5 | 4.3 | 5.1 |
| 200-299 | 4.1 | 2.8 | 3.1 | 3.0 | 3.6 |
| 300-699 | 3.4 | 2.3 | 2.5 | 2.5 | 2.9 |
| 700-1,499 | 2.2 | 1.5 | 1.6 | 1.6 | 1.9 |
| 1,500-2,499 | 1.5 | 1.1 | 1.1 | 1.1 | 1.3 |
| 2,500-3,499 | 1.2 | 0.8 | 0.9 | 0.9 | 1.0 |
| 3,500-6,000 | 1.0 | 0.7 | 0.7 | 0.7 | 0.9 |

**Table A4** – Developmentally vulnerable critical difference percentage points for summary indicators.

|  |  |  |
| --- | --- | --- |
| **Community size**  **(total number of children with a valid instrument)** | **Developmentally vulnerable critical difference percentage points** | |
| **Vulnerable on one or more domain(s) (%)** | **Vulnerable on two or more domains (%)** |
| 15-19 | 17.4 | 12.5 |
| 20-24 | 15.1 | 10.8 |
| 25-29 | 13.5 | 9.7 |
| 30-39 | 12.3 | 8.8 |
| 40-59 | 10.7 | 7.7 |
| 60-79 | 8.7 | 6.3 |
| 80-99 | 7.5 | 5.4 |
| 100-199 | 6.7 | 4.9 |
| 200-299 | 4.7 | 3.5 |
| 300-699 | 3.9 | 2.8 |
| 700-1,499 | 2.5 | 1.9 |
| 1,500-2,499 | 1.7 | 1.3 |
| 2,500-3,499 | 1.3 | 1.0 |
| 3,500-6,000 | 1.1 | 0.8 |

**Table A5** – Total number of children with a valid instrument by domain (2015, 2018, 2021): Australia, state/territory, community and local community.

| Region (including local communities) | Physical health and wellbeing | | | Social competence | | | Emotional maturity | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2015 | 2018 | 2021 | 2015 | 2018 | 2021 | 2015 | 2018 | 2021 |
| Australia | 286,913 | 293,894 | 288,024 | 286,848 | 293,878 | 287,995 | 285,801 | 292,806 | 286,995 |
| VIC | 67,871 | 71,892 | 69,290 | 67,860 | 71,902 | 69,283 | 67,617 | 71,609 | 69,003 |
| Pyrenees | 64 | 75 | 67 | 64 | 75 | 67 | 64 | 74 | 67 |
| Avoca and surrounds | 30 | 32 | 26 | 30 | 32 | 26 | 30 | 32 | 26 |
| Beaufort and surrounds | 34 | 43 | 41 | 34 | 43 | 41 | 34 | 42 | 41 |

**Table A5** (continued) – Total number of children with a valid instrument by domain (2015, 2018, 2021): Australia, state/territory, community and local community.

| Region (including local communities) | Language and cognitive skills (school-based) | | | Communication skills and general knowledge | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2015 | 2018 | 2021 | 2015 | 2018 | 2021 |
| Australia | 286,648 | 293,578 | 287,697 | 286,913 | 293,868 | 288,002 |
| VIC | 67,828 | 71,848 | 69,231 | 67,864 | 71,893 | 69,275 |
| Pyrenees | 64 | 75 | 67 | 64 | 75 | 67 |
| Avoca and surrounds | 30 | 32 | 26 | 30 | 32 | 26 |
| Beaufort and surrounds | 34 | 43 | 41 | 34 | 43 | 41 |

**Table A6** – Total number of children with a valid instrument for summary indicators (2015, 2018, 2021): Australia, state/territory, community and local community.

| Region (including local communities) | Vulnerable on one or more domains | | | Vulnerable on two or more domains | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2015 | 2018 | 2021 | 2015 | 2018 | 2021 |
| Australia | 286,041 | 292,976 | 287,164 | 286,616 | 293,619 | 287,737 |
| VIC | 67,670 | 71,671 | 69,068 | 67,812 | 71,828 | 69,217 |
| Pyrenees | 64 | 75 | 67 | 64 | 75 | 67 |
| Avoca and surrounds | 30 | 32 | 26 | 30 | 32 | 26 |
| Beaufort and surrounds | 34 | 43 | 41 | 34 | 43 | 41 |

# Appendix 2: Additional resources

A variety of resources are available online to help you understand AEDC results and learn more about the scope and purpose of the program. The resources listed below are just some of those available. These can be accessed through the AEDC website **(** [**aedc.gov.au**](http://www.aedc.gov.au/) **)** or alternatively by clicking on the links provided.

Refer to the AEDC User Guides **(** [**aedc.gov.au/resources/user-guides**](http://www.aedc.gov.au/resources/user-guides) **)** for ideas and strategies on how to respond to AEDC data and connecting with this community.

##### **Key resources to help you get the most from this Community Profile**

For detailed information on AEDC results reporting, refer to the fact sheet Understanding the results   
**(** [**aedc.gov.au/unders**](http://www.aedc.gov.au/unders) **)**.

The fact sheet Definition of AEDC terms **(** [**aedc.gov.au/data**](http://www.aedc.gov.au/data) **)** is a valuable guide that describes terminology used throughout the program.

The AEDC Data Explorer **(** [**aedc.gov.au/tables**](http://www.aedc.gov.au/tables) **)** is a searchable resource that allows comparisons across years and communities. 2021 AEDC community data is available from March 2022.

**AEDC resources at a glance**

**AEDC publications**

Important AEDC resources include:

* AEDC National Report 2021 **(** [**aedc.gov.au/natrep21**](http://www.aedc.gov.au/natrep18) **)**
* Schools sector messages **(** [**aedc.gov.au/schsect**](http://www.aedc.gov.au/schsect) **)**
* Calculation of the critical difference **(** [**aedc.gov.au/trcd**](http://www.aedc.gov.au/trcd) **)**
* Fact sheets
  + About the AEDC data collection **(** [**aedc.gov.au/abtdata**](http://www.aedc.gov.au/abtdata) **)**
  + About the AEDC domains **(** [**aedc.gov.au/abtdom**](http://www.aedc.gov.au/abtdom) **)**
  + Definition of AEDC terms **(** [**aedc.gov.au/defterm**](http://www.aedc.gov.au/defterm) **)**
  + Understanding community boundaries **(** [**aedc.gov.au/ucb**](http://www.aedc.gov.au/ucb) **)**
  + Understanding the results **(** [**aedc.gov.au/unders**](http://www.aedc.gov.au/unders) **).**

**AEDC videos**

* Introduction to the AEDC **(** [**aedc.gov.au/vi1**](http://www.aedc.gov.au/vi1) **)**
* Informing your planning **(** [**aedc.gov.au/vi2**](http://www.aedc.gov.au/vi2) **)**
* Understanding the data **(** [**aedc.gov.au/vi3**](http://www.aedc.gov.au/vi3) **).**

**Key AEDC web pages**

* Resources for communities **(** [aedc.gov.au/rfc](https://www.aedc.gov.au/communities/resources-for-communities) **)**
* Communities FAQs **(** [aedc.gov.au/cfaq](https://www.aedc.gov.au/communities/faq-for-communities) **).**
* AEDC community results tables **(** [**aedc.gov.au/tables**](http://www.aedc.gov.au/tables) **)**
* Validation and trial of the AEDC **(** [**aedc.gov.au/valid**](http://www.aedc.gov.au/valid) **).**

1. For the AEDC, children are considered LBOTE if they speak a language other than English at home or if they have English as a second language status. More information on AEDC terms and definitions is available in the fact sheet Definition of AEDC terms **(** [**aedc.gov.au/defterm**](http://www.aedc.gov.au/defterm) **)**. [↑](#footnote-ref-1)
2. Although teachers are well placed to report on the development of children, the extent to which teachers know about children’s early education and care experiences varies. Nevertheless, early education and care data is collected in the AEDC to support communities, governments and researchers better reflect on and respond to the experiences of children and families. In cases where teachers don’t know they indicate this, and these cases are excluded from Table 1.3. When reviewing data, consider how many children in the community this represents and how reliably this might reflect the experience of children in the community as a whole. Playgroup attendance refers to any time prior to entering full-time school, whereas all the other types of care arrangements listed above refer to the year before entering full-time school. [↑](#footnote-ref-2)
3. For the AEDC, this means children identified already as requiring special assistance in the classroom with high needs due to chronic medical, physical, or intellectually disabling conditions. Teachers were asked to base their response on medical diagnosis. More information on AEDC terms and definitions is available in the fact sheet Definition of AEDC terms **(** [**aedc.gov.au/defterm**](http://www.aedc.gov.au/defterm) **).** [↑](#footnote-ref-3)