Smiling young children sitting in class at school



Australian Early Development

Census National Report 2015

A Snapshot of Early Childhood Development in Australia

Our **Children**

Our **Communities**

Our **Future**

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes – Centre for Community Child Health, The Royal Children’s Hospital, Melbourne; and the Telethon Kids Institute, Perth – to deliver the Australian Early Development Index (AEDI) programme to communities nationwide.

On 1 July 2014, AEDI programme became known as the Australian Early Development Census (AEDC), and was launched through a new website. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

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Foreword



Like all parents I know that one of my most important responsibilities is to support my children’s development. I want reassurance they are on track physically, socially and cognitively, and if there are gaps, I want to know what I can do to help.

As the Minister for Education and Training I want to understand how Australian children are developing and what the Government and the community can do to assist.

That’s where the Australian Early Development Census is vital.

While the 2015 data shows improvements in areas like literacy and numeracy through languages and communications skills, it also highlights that there is work we all need to do to give young Australians the best possible start.

That’s why the Turnbull Government’s investment in early childhood education and care over the next four years will be almost $40 billion, including more than $3 billion extra to ensure the system is more accessible, affordable and fairer for Australian families. This is the single largest investment in early learning and child care that this country has ever seen. We have also committed $843 million over the next two years to guarantee Federal support for 15 hours a week of quality preschool education for children in the year before school.

What is also important is that parents are involved and active in their child’s learning. The Turnbull Government has focused so strongly on parental engagement as we all know that families and carers are some of the key influences on a child’s education.

The data is an excellent resource for government, teachers, school, communities, researchers and educational experts. We will use it to identify where our children are doing well and where they need more support. Adding to the 2009 and 2012 data with this latest set of information will help us all head off educational disadvantage before it becomes entrenched.

The Census is a tool we can all use to get into the detail of where our children are doing well, and where they need more support.

I would like to thank our partners for their help in compiling this report - the state and territory governments, Telethon Kids Institute, Perth and the Centre for Community Child Health at the Royal Children’s Hospital, Melbourne.

Along with this national report, there are community maps and profiles with a wealth of information about children’s progress in each of the five domains measured. There is emerging trend data on developmental vulnerability at the community, state and national level since 2009, as well as more general information.

The 2015 AEDC report and supporting material is free to download from the [AEDC website](http://www.aedc.gov.au/)[[1]](#footnote-1).

I’ll be using this data to build on work underway at a government level and with our partners in the broader community. Like all Australians I want the best for our children and the Australian Early Development Census will help us achieve that goal.

Senator the Hon Simon Birmingham

Minister for Education and Training

Executive Summary

The Australian Early Development Census (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 AEDC provides important information to 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 schools, communities and policy makers 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.

Data from the AEDC can help identify the types of services, resources or support to meet the needs of communities.

Emerging trends:

Key findings

With data sets covering three collections, results from 2009, 2012 and 2015, the AEDC can be compared to identify emerging trends in early childhood development across Australia.

A majority of children are developmentally on track for each of the five AEDC domains, for each of the three collections.

The strongest emerging trend over the period 2009 to 2015 was in the language and cognitive skills (school- based) domain, with the proportion of children developmentally on track increasing from 77.1 per cent in 2009 to 84.6 per cent in 2015.

There was also a positive trend in the communication skills and general knowledge domain, with the proportion of developmentally vulnerable children decreasing from 9.2 per cent in 2009 to 8.5 per cent in 2015.

For the emotional maturity domain, the initial increase in the proportion of children developmentally on track (from 75.6 per cent in 2009 to 78.1 per cent in 2012) was not sustained, falling back to 76.4 per cent in 2015.

For the social competence domain, the overall proportion of children developmentally on track in 2015 (75.2 per cent) is a small decrease from 2009 (75.4 per cent).

The physical health and well-being domain was the most stable domain over the three collections. There was no change in the proportion of developmentally vulnerable children between 2009 and 2012, with a small, statistically significant increase from 9.3 per cent to 9.7 per cent from 2012 to 2015.

Following a decrease in the proportion of children developmentally vulnerable on one or more domain(s) from 23.6 per cent in 2009 to 22.0 per cent in 2012, there was no change in 2015 (22.0 per cent).

The proportion of children developmentally vulnerable on two or more domains decreased from 11.8 per cent in 2009 to 10.8 per cent in 2012, followed by a small increase in 2015 to 11.1 per cent.

Over the period 2009 to 2015, the gap between the proportion of developmentally vulnerable children in the most disadvantaged areas, relative to the least disadvantaged areas, widened across all five domains.

A widening gap is also apparent for children in Very Remote Australia, relative to children in Major Cities.

The gap between Indigenous and non-Indigenous children is starting to close for some AEDC measures. For example, the gap between Indigenous and non-Indigenous children on the language and cognitive skills (school-based) domain fell from 20.7 percentage points in 2009 to 14.5 percentage points in 2015.

Background on the AEDC

The importance of early childhood development

Early childhood development is increasingly recognised as a key predictor of future outcomes for children. Research has shown that investing time, effort and resources in the early years of a child’s life has significant impacts on their behaviour, learning, health and wellbeing, as they transition from childhood to adulthood. Supporting early childhood development thus lays the basis for children to grow up with the skills to succeed, bringing benefits for them and the community as a whole.

About the AEDC

The AEDC is a national measure of children’s development, as they enter their first year of full-time school. The data for the AEDC is collected every three years using the Australian version of the Early Development Instrument (EDI), adapted from Canada. Participation is voluntary with data collected through the cooperation of parents and the active involvement of the government, Catholic and independent schools sectors across Australia.

In 2009, Australia became the first country in the world to collect national data on the developmental health and wellbeing of all children as they start their first year of full-time school. The success of the collection laid the foundation for the Australian Government’s commitment to ongoing AEDC data collection cycles. In 2012, the AEDC undertook the second collection followed by the third collection in 2015.

The AEDC highlights what is working well and what needs to be improved or developed to support children and their families, and helps communities know how their children are progressing. As a population-based measure, the AEDC is not designed to be an individual diagnostic tool. As such, results are reported publicly at a community level, acknowledging Australia’s diverse cultural context.

The AEDC provides evidence to guide planning and service-provision to ensure children are supported through their early years, school years and beyond.

About the AEDC domains

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. The domains are:

physical health and wellbeing

social competence

emotional maturity

language and cognitive skills

(school-based)

communication skills and general knowledge.

The AEDC domains, domain icons and domain descriptions are outlined in Table 1.

For each of the five AEDC domains, children receive a score between zero and ten, where zero is most developmentally vulnerable. AEDC results are reported as percentage of children who are considered to be ‘developmentally on track’, ‘developmentally at risk’ and ‘developmentally vulnerable’ on each domain.

The AEDC domains have been shown to predict children’s later outcomes in health, wellbeing and academic success.

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](http://www.aedc.gov.au/abtdom)[[2]](#footnote-2).

History of the AEDC

The third national roll-out of the AEDC benefits from more than 13 years of implementing the AEDC in Australia and the Early Development Instrument (EDI) in Canada. In 2002, the EDI was tested through a number of pilot studies across the northern metropolitan suburbs of Perth in Western Australia. This resulted in the Australian Government funding undertaken to assess the cultural validity of the EDI for Indigenous children, and adapt it to make it relevant to Australia's diverse cultural population. The success of the 2009 collection led to the Australian Government's commitment to funding the ongoing national measurement of the health and wellbeing of children in Australia.

In 2012, the AEDI was rolled out for a second time, using the same approach as the first collection. Instruments were completed based on teacher's knowledge and observation of children, along with demographic information from their school enrolment forms.

To clearly distinguish the AEDC programme of work from the data collection, the instrument used in the census (the Australian version of the Early Development Instrument), the Australian Early Development Index (AEDI) was renamed the Australian Early Development Census (AEDC) in July 2014.

In 2015, the third round of the AEDC was completed, providing the first opportunity to start tracking emerging trends across the six years (2009-2015) for the five AEDC domains.

Table 1: Descriptions of the AEDC developmental domains.

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

AEDC score

AEDC domain scores are calculated for each domain for each individual child where enough valid responses have been recorded.

In the first data collection cycle a series of cut-off scores was established for each of the five domains:

children falling below the 10th percentile were categorised as 'developmentally vulnerable'

children falling between the 10th and 25th percentile were categorised as 'developmentally at risk'

all other children were categorised as 'developmentally on track'.

The cut-off scores set in 2009 provide a reference point against which later AECD results can be compared. These have remained the same across the three collection cycles.

How the AEDC results are reported

AEDC results are presented as the number and percentage of children who are developmentally on track, developmentally at risk and developmentally vulnerable in each domain. Further, two summary indicators are presented to show the percentage of children who are developmentally vulnerable on one or more domain(s) and developmentally vulnerable on two or more domains. Domain information about children with special needs is not included in the AEDC results because of the already identified substantial developmental needs of this group. However, teachers complete demographic information on children with special needs to enable communities to be responsive to all children in their community. Upon request, researchers may access data on special needs children. Further information can be found at [Understanding the AEDC Results](http://www.aedc.gov.au/about-the-aedc/how-to-understand-the-aedc-results)**[[3]](#footnote-3)**.

How to compare results across years

With data sets covering three collections, results from 2009, 2012 and 2015 can be compared to assess changes in child development over time.

Communities across Australia will see some change in the percentage of children who are developmentally on track, at risk or vulnerable in 2015 compared to previous years. In some cases this difference will be small and in others, it will be more substantial.

To assist in making informed decisions about whether there has been a large enough change in the percentage of children considered developmentally on track, at risk or vulnerable over time to be considered significant, a method described as the critical difference has been developed.

The critical difference is the minimum percentage point change required between collection cycles (2009, 2012 and 2015) for the results to represent a 'significant change' in children's development.

For more information on the calculation of the critical difference, refer to the AEDC technical report **Calculation of the Critical Difference[[4]](#footnote-4)**.

In the 2012 AEDC National Report, the remoteness and Socio-Economic Indexes for Areas (SEIFA) category for each child was derived from their local community to enable comparisons to 2009, as detailed geographical information was not available for children participating in the 2009 collection at the time. Between the 2012 and 2015 collections a large amount of work was done to identify more detailed geographical information for children that participated in the 2009 collection. It is more accurate to identify remoteness and SEIFA for each child at a more detailed level, and as such the SEIFA and remoteness are reported at the SA1 level now that this data is available across all three collections.

How to use the AEDC data

The AEDC can be used by communities, schools, government and non-government agencies and policy makers, in conjunction with other resources (such as state/ territory and national statistics) to plan and evaluate efforts to create optimal early childhood development outcomes. At the government level, the AEDC provides a sound basis for strategic planning, policy creation and policy evaluation. Policy makers can use AEDC results to help allocate resources and services to more effectively meet the needs of children and families. Governments of all levels can use the AEDC data to inform their strategic plans, to monitor the progress of communities over time and to assess the impact of policy changes.

The AEDC data is a powerful tool for initiating conversations and partnerships across education, health and community services. Providing a common ground from which key stakeholders can work together, the AEDC can enable governments at all levels, policy makers and communities to form partnerships to plan and implement activities, programmes and services to help shape the future and wellbeing of children in Australia.

For further information on how to use the AEDC results refer to the **AEDC User Guide[[5]](#footnote-5)**.

Demographics of Australian children included in the AEDC

Participation in AEDC across Australia

Table 2 shows the distribution of children included for the AEDC by state and territory.

As can be seen, the majority of participants resided in New South Wales, Victoria and Queensland.

Further, it is evident that participation in the AEDC by each state and territory has remained consistent across the three collection cycles.

Table 2: Demographic profile of children in the AEDC (2009, 2012, 2015).

| Geography | Number and % | 2009 | 2012 | 2015 |
| --- | --- | --- | --- | --- |
| Australia | Number | 261,147 | 289,973 | 302,003 |
| Australia | Per cent | 97.5 | 96.5 | 96.5 |
| New South Wales | Number | 86,931 | 94,323 | 95,897 |
| New South Wales | Per cent | 99.9 | 97.3 | 96.8 |
| Victoria | Number | 61,242 | 67,960 | 71,786 |
| Victoria | Per cent | 94.2 | 92.9 | 94.3 |
| Queensland | Number | 55,464 | 61,607 | 65,214 |
| Queensland | Per cent | 99.1 | 97.6 | 97.1 |
| Western Australia | Number | 27,575 | 32,160 | 33,816 |
| Western Australia | Per cent | 99.6 | 99.0 | 98.7 |
| South Australia | Number | 16,211 | 18,925 | 19,678 |
| South Australia | Per cent | 87.8[[6]](#footnote-6)∧ | 96.9 | 96.4 |
| Tasmania | Number | 5,917 | 6,429 | 6,425 |
| Tasmania | Per cent | 99.6 | 98.4 | 99.0 |
| Australian Capital Territory | Number | 4,611 | 5,106 | 5,604 |
| Australian Capital Territory | Per cent | 104.2[[7]](#footnote-7)\* | 99.9 | 99.3 |
| Northern Territory | Number | 3,196 | 3,463 | 3,583 |
| Northern Territory | Per cent | 92.2 | 95.9 | 98.0 |

Table 3 outlines the number of children, teachers and schools contributing to the AEDC results nationally.

Table 3: Number of children, schools and teachers participating in AEDC nationally (2009, 2012, 2015).

| **Category** | **2009** | **2012** | **2015** |
| --- | --- | --- | --- |
| Total number of children included | 261,147 | 289,973 | 302,003 |
| Teachers contributing to the results | 15,522 | 16,425 | 16,968 |
| Schools contributing to the results | 7,422 | 7,417 | 7,510 |

Demographic snapshot

Table 4 shows the demographic profile, at a national level, of children who were included in the AEDC. As can be seen there has been a slight increase in the proportion of Indigenous children, children born in another country and those with English as a second language.

Table 4: Demographic profile of children in the AEDC (2009, 2012, 2015).

| Category | 2009  Number of children | 2012  Number of children | 2015  Number of children | 2009  (Percentage of children – %) | 2012  (Percentage of children – %) | 2015  (Percentage of children – %) |
| --- | --- | --- | --- | --- | --- | --- |
| Sex – Male children | 134,031 | 148,985 | 154,846 | 51.3 | 51.4 | 51.3 |
| Sex – Female children | 127,116 | 140,988 | 147,157 | 48.7 | 48.6 | 48.7 |
| Indigenous children | 12,416 | 15,490 | 17,351 | 4.8 | 5.3 | 5.7 |
| Children born in another country | 17,119 | 21,718 | 22,549 | 6.6 | 7.5 | 7.5 |
| Children with English as a second language | 33,526 | 41,506 | 45,226 | 12.8 | 14.3 | 15.0 |

The Australian population is one of the most culturally and linguistically diverse in the world and this is represented in the children included in the AEDC. The number of children with a Language Background Other Than English (LBOTE) and those with an English Only background is provided in Table 5.

Table 5: Language diversity of children in the AEDC (2009, 2012, 2015).

| Category | 2009  Number of children | 2012  Number of children | 2015  Number of children | 2009  (Percentage of children – %) | 2012  (Percentage of children – %) | 2015  (Percentage of children – %) |
| --- | --- | --- | --- | --- | --- | --- |
| LBOTE - Total[[8]](#footnote-8) | 46,967 | 55,489 | 64,881 | 18.0 | 19.1 | 21.5 |
| LBOTE - Not proficient in English | 7,596 | 7,893 | 8,252 | 2.9 | 2.7 | 2.7 |
| LBOTE -Proficient in English | 38,513 | 46,880 | 56,127 | 14.7 | 16.2 | 18.6 |
| English Only – Total[[9]](#footnote-9) | 214,180 | 234,484 | 237,122 | 82.0 | 80.9 | 78.5 |
| English Only - Not proficient in English | 10,489 | 11,031 | 10,920 | 4.0 | 3.8 | 3.6 |
| English Only - Proficient in English | 202,241 | 221,990 | 225,562 | 77.4 | 76.6 | 74.7 |

It should be noted that Indigenous children who have LBOTE status are part of the LBOTE group. This is, it is possible for children to be both Indigenous and have LBOTE status.

Age

Nationally, across all three data collections the mean age of children (at the time the AEDC instruments were completed) was 5 years and 7 months (refer to Table 6). The mean age of children in each state and territory was consistent across all three data collections. However, there was some variation in mean age between states and territories with the highest being 5 years and 11 months, whilst the lowest was 5 years and 4 months. These differences in mean age by state and territory reflect the different starting ages for children in their first year of full-time school.

Table 6: Mean age of children in the AEDC, grouped by child’s residential state/territory (2009, 2012, 2015).

| Child’s residential state/territory | 2009 | 2012 | 2015 |
| --- | --- | --- | --- |
| Australia | 5 years 7 months | 5 years 7 months | 5 years 7 months |
| New South Wales  (NSW) | 5 years 6 months | 5 years 7 months | 5 years 7 months |
| Victoria  (VIC) | 5 years 9 months | 5 years 9 months | 5 years 9 months |
| Queensland  (QLD) | 5 years 5 months | 5 years 5 months | 5 years 5 months |
| Western Australia  (WA) | 5 years 4 months | 5 years 4 months | 5 years 4 months |
| South Australia  (SA) | 5 years 7 months | 5 years 7 months | 5 years 7 months |
| Tasmania  (TAS) | 5 years 11 months | 5 years 11 months | 5 years 11 months |
| Australian Capital Territory  (ACT) | 5 years 7 months | 5 years 8 months | 5 years 7 months |
| Northern Territory  (NT) | 5 years 5 months | 5 years 5 months | 5 years 5 months |

Children with additional or special needs

Table 7 shows the number and proportion of children included in the AEDC with special needs status and the number and proportion of children needing further assessment. Children with special needs status are those who have chronic medical,physical or intellectual disabilities that require special assistance,based on medical diagnosis. The proportion of special needs status children decreased slightly from 4.9 per cent in 2012, to 4.7 per cent in 2015. The proportion of children identified by teachers as requiring further assessment increased from 10.3 per cent in 2012, to 11.6 per cent in 2015.

Table 7: Children with additional or special needs.

| Category | 2009  Number of children | 2012  Number of children | 2015  Number of children | 2009  (Percentage of children – %) | 2012  (Percentage of children – %) | 2015  (Percentage of children – %) |
| --- | --- | --- | --- | --- | --- | --- |
| Children with special needs status | 11,484 | 14,173 | 14,065 | 4.4 | 4.9 | 4.7 |
| Children needing further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development) | 27,218 | 29,628 | 34,793 | 10.5 | 10.3 | 11.6 |

Emerging trends in early childhood development across Australia

With data sets covering three collections, results from 2009, 2012 and 2015 can be compared to identify emerging trends in early childhood development across Australia.

At the national level, the strongest emerging trend over the period2009 to 2015 was in the language and cognitive skills (school-based) domain, with developmental vulnerability decreasing from 8.9 per cent in 2009, to 6.8 per cent in 2012, and 6.5 per cent in 2015. There was also a significant decrease in the proportion of children developmentally at risk, from 14.0 per cent in 2009, to 10.6 per cent in 2012 and 8.9 per cent in 2015. There was a corresponding increase in the proportion of children developmentally on track from 77.1 per cent in 2009 to 82.6 per cent in 2012 to 84.6 per cent in 2015.

There was also a positive trend over the three collections in the communication skills and general knowledge domain, with the proportion of developmentally vulnerable children decreasing from 9.2 per cent in 2009, to 9.0 per cent in 2012, to 8.5 per cent in 2015. Whilst there was an increase in the proportion of children developmentally at risk from 15.8 per cent in 2009 to 16.3 per cent in 2012, this was followed by a large decline to 15.1 per cent in 2015. The overall proportion of children developmentally on track increased from 75.0 per cent in 2009 to 76.3 per cent in 2015.

The largest shift in the proportion of developmentally vulnerable children between the two most recent collections occurred in the emotional maturity domain, from 7.6 per cent in 2012 to 8.4 per cent in 2015. This remains below the 2009 level (8.9 per cent). The pattern for the proportion of developmentally at risk children was similar, starting at 15.5 per cent in 2009, decreasing to 14.2 per cent in 2012, then increasing in 2015 to 15.3 per cent, just below the 2009 level. The initial increase in the proportion of children developmentally on track from 2009 (75.6 per cent) to 2012 (78.1 per cent) was not sustained, and whilst it fell back to 76.4 per cent in 2015, it remains above the 2009 level.

After decreasing from 9.5 per cent to 9.3 per cent from 2009 to 2012, the proportion of children developmentally vulnerable on the social competence domain increased to 9.9 per cent in 2015. There was a similar pattern for the proportion of children developmentally at risk, falling initially from 15.2 per cent in 2009 to 14.3 per cent in 2012, before increasing to 15.0 per cent in 2015. The overall proportion of children developmentally on track in 2015 (75.2 per cent) is slightly higher than in 2009 (75.4 per cent).

Over the period 2009 to 2015, the physical health and well-being domain was the most stable domain overall. There was no change intheproportion of developmentally vulnerable children between 2009 and 2012, with a small, statistically significant increase from 9.3 per cent to 9.7 per cent from 2012 to 2015. The proportion of childrendevelopmentally at risk increased from 13.0 per cent to 13.4 per cent from 2009 to 2012,

before falling back to the 2009 level in 2015. After decreasing from 77.7 per cent to77.3 per cent between 2009 and2012, the proportion of children developmentally on track was unchanged in 2015 at 77.3 per cent.

Following a decrease in the proportion of children developmentallyvulnerable on one or more domain(s)from 23.6 per cent in 2009 to 22.0 per cent in 2012, there was no change in2015 (22.0 per cent).

There was a broadly similar pattern for the proportion of children developmentally vulnerable on two or more domains, with a decrease from 11.8 per cent in 2009 to 10.8 per cent in 2012, followed by a small increase in 2015 to 11.1 per cent.

Over the period 2009 to 2015, the gap between the proportion of developmentally vulnerable children in the most disadvantaged areas, relative to the least disadvantaged areas, widened across all five domains. This was also the case for the proportion of children vulnerable on one or more domain(s), and the proportion of children vulnerable on two or more domains. By way of example, for the language and cognitive skills (school-based) domain, children in the most disadvantaged areas in 2009 were 2.9 times more likely to be developmentally vulnerable, relative to children in the least disadvantaged areas. By 2015, children in the most disadvantaged areas were 4.1 times more likely to be developmentally vulnerable, relative to children in the least disadvantaged areas.

A widening gap is also apparent for other background variables, particularly remoteness. Again for the language and cognitive skills (school-based) domain, children in Very Remote Australia in 2009 were 3.8 times more likely than children in Major Cities to be developmentally vulnerable, increasing to 4.8 times more likely in 2015.

There is some initial indication that the gap between Indigenous and non-Indigenous children may be starting to close for some measures. For example, the gap between Indigenous and non-Indigenous children on the language and cognitive skills (school-based) domain fell from 20.7 percentage points in 2009, to 16.5 percentage points in 2012 and 14.5 percentage points in 2015. For children developmentally vulnerable on one or more domain(s), the gap was 25.0 percentage points in 2009, closing to 21.3 percentage points by 2015. Similarly, for children developmentally vulnerable on two or more domains, the gap was 18.6 percentage points in 2009, closing to 16.0 percentage points by 2015.

National emerging trends by domain and developmental vulnerability

Table 8.1: National emerging trends by domain and developmental category (2009, 2012, 2015).

| Domain | Year | Developmentally on track  (number of children) | Developmentally on track  (% of children with valid score) | Developmentally at risk  (number of children) | Developmentally at risk  (% of children with valid score) | Developmentally vulnerable (number of children | Developmentally vulnerable  (% of children with valid score) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical health and wellbeing | 2015 | 221,855 | 77.3 | 37,347 | 13.0 | 27,711 | 9.7 | 286,913 |
| 2012 | 211,806 | 77.3 | 36,637 | 13.4 | 25,479 | 9.3 | 273,922 |
| 2009 | 192,031 | 77.7 | 32,157 | 13.0 | 23,044 | 9.3 | 247,232 |
| Social competence | 2015 | 215,605 | 75.2 | 42,892 | 15.0 | 28,351 | 9.9 | 286,848 |
| 2012 | 209,149 | 76.5 | 39,018 | 14.3 | 25,367 | 9.3 | 273,534 |
| 2009 | 186,265 | 75.4 | 37,499 | 15.2 | 23,425 | 9.5 | 247,189 |
| Emotional maturity | 2015 | 218,341 | 76.4 | 43,594 | 15.3 | 23,866 | 8.4 | 285,801 |
| 2012 | 213,059 | 78.1 | 38,778 | 14.2 | 20,845 | 7.6 | 272,682 |
| 2009 | 186,210 | 75.6 | 38,160 | 15.5 | 21,827 | 8.9 | 246,197 |
| Language and cognitive skills (school-based) | 2015 | 242,518 | 84.6 | 25,597 | 8.9 | 18,533 | 6.5 | 286,648 |
| 2012 | 226,260 | 82.6 | 29,072 | 10.6 | 18,564 | 6.8 | 273,896 |
| 2009 | 190,298 | 77.1 | 34,579 | 14.0 | 21,933 | 8.9 | 246,810 |
| Communication skills and general knowledge | 2015 | 219,023 | 76.3 | 43,415 | 15.1 | 24,475 | 8.5 | 286,913 |
| 2012 | 204,702 | 74.7 | 44,633 | 16.3 | 24,520 | 9.0 | 273,855 |
| 2009 | 185,484 | 75.0 | 39,027 | 15.8 | 22,701 | 9.2 | 247,212 |

Table 8.2: National emerging trends by summary indicator (2009, 2012, 2015).

| Summary Indicator | Year | Number of children | (Percentage of children – %) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- |
| Developmentally vulnerable on one or more domain (Vuln 1) | 2015 | 62,960 | 22.0 | 286,041 |
| 2012 | 59,933 | 22.0 | 272,282 |
| 2009 | 58,036 | 23.6 | 246,421 |
| Developmentally vulnerable on two or more domain (Vuln 2) | 2015 | 31,754 | 11.1 | 286,616 |
| 2012 | 29,543 | 10.8 | 273,275 |
| 2009 | 29,227 | 11.8 | 246,873 |

National emerging trends on the physical health and wellbeing domain

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

Table 9 provides an explanation of the characteristics of the physical health and wellbeing domain in relation to children who would be considered developmentally on track, at risk or vulnerable.

Table 9: Characteristics of the physical health and wellbeing domain.

|  |  |
| --- | --- |
| Children 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. |
| Children 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 levels during the school day. |
| Children 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. |

Summary of key findings: Physical health and wellbeing domain

While there was no overall change in the percentage of children vulnerable on the physical health and well-being domain between 2009 and 2012, there was a small but statistically significant increase between 2012 and 2015 (9.3 to 9.7 per cent).

The increase in developmental vulnerability from 2012 to 2015 was accompanied by a corresponding decrease in the percentage of children considered developmentally at risk on this domain (13.4 to 13.0 per cent). There was no change in the percentage of children who were on track. This moderate increase in developmental vulnerability in 2015 can be seen in nearly all of the child demographic variables listed in Table 10.

There is a strong linear relationship between social disadvantage and physical health and wellbeing. Children living in the most socio­ economically disadvantaged locations were more than twice as likely to be developmentally vulnerable than those from the least disadvantaged areas. The increase in developmental vulnerability was not restricted to children from disadvantaged areas but occurred in nearly all social strata.Similarly, there is a strong linear relationship between remoteness (distance from a major city) and scores on the physical health and well-being domain. Children living in Very Remote Australia were 2.6 times more likely to be developmentally vulnerable than children living in Major Cities. The increase in developmental vulnerability between 2012 and 2015 was not restricted to children in Remote and Very Remote locations. It also occurred in Major Cities and Inner Regional areas.

Boys continue to be nearly twice as likely as girls to be developmentally vulnerable on this domain. The percentage for boys considered developmentally vulnerable increased significantly from 11.9 to 12.5 per cent between 2012 and 2015. There was a corresponding decline in 2015 in the percentage of boys who were on track.

As in earlier years, Indigenous children in 2015 were twice as likely as non-Indigenous children to be developmentally vulnerable (21.0 and 9.0 per cent respectively). The percentage of Indigenous children vulnerable on this domain increased significantly between 2012 and 2015 but did not return to the highest level recorded in 2009.

In 2015 children with a Language Background Other Than English (LBOTE) were no more likely than other children to be developmentally vulnerable in their physical health and wellbeing (9.8 compared with 9.6 per cent). This gap has been diminishing steadily since 2009.

Focusing on the 9.8 per cent of LBOTE children who were developmentally vulnerable on this domain, those who were not proficient in English were four times more likely to be developmentally vulnerable (30.7 per cent) than LBOTE children who were proficient in English (7.1 per cent).

Levels of developmental vulnerability were generally higher on this domain in 2015 than 2009 for the following groups of children: those who live in more disadvantaged or Very Remote locations, boys rather than girls, and children who were not proficient in English.

Table 10, shows the percentage of developmentally on track, at risk and vulnerable children on the physical health and wellbeing domain for the last three AEDC data collections (2009, 2012 and 2015).

Table 10: Physical health and wellbeing domain results (2009, 2012, 2015).

| Category | Subcategory | Number of children | | | Developmentally on track (%) | | | Developmentally at risk  (%) | | | Developmentally vulnerable (%) | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** |
| Overall | Australia | 247,232 | 273,922 | 286,913 | 77.7 | 77.3 | 77.3 | 13.0 | 13.4 | 13.0 | 9.3 | 9.3 | 9.7 |
| Socio-economic status | Quintile 1 (most disadvantaged) | 50,786 | 53,739 | 53,900 | 72.2 | 68.9 | 69.2 | 14.6 | 16.1 | 15.4 | 13.2 | 15.0 | 15.4 |
| Quintile 2 | 47,047 | 51,715 | 53,272 | 75.6 | 75.1 | 74.9 | 14.0 | 14.3 | 14.0 | 10.4 | 10.6 | 11.1 |
| Quintile 3 | 47,672 | 52,904 | 56,416 | 77.7 | 78.0 | 78.2 | 13.3 | 13.6 | 13.0 | 9.0 | 8.4 | 8.9 |
| Quintile 4 | 48,887 | 55,724 | 59,793 | 79.9 | 80.4 | 81.0 | 12.4 | 12.3 | 11.6 | 7.7 | 7.3 | 7.4 |
| Quintile 5 (least disadvantaged) | 52,066 | 59,217 | 62,472 | 82.8 | 83.4 | 82.2 | 10.8 | 11.0 | 11.5 | 6.4 | 5.7 | 6.3 |
| Geographic location | Major Cities | 169,641 | 188,976 | 200,269 | 78.7 | 78.3 | 78.3 | 12.7 | 13.1 | 12.8 | 8.6 | 8.6 | 8.9 |
| Inner Regional | 47,037 | 51,228 | 52,730 | 76.6 | 75.8 | 76.2 | 13.6 | 14.2 | 13.3 | 9.8 | 10.0 | 10.5 |
| Outer Regional | 23,794 | 26,395 | 26,599 | 75.0 | 75.0 | 74.5 | 13.5 | 13.7 | 13.9 | 11.5 | 11.3 | 11.6 |
| Remote | 3,983 | 4,468 | 4,425 | 74.3 | 75.3 | 74.2 | 12.5 | 13.5 | 12.7 | 13.2 | 11.2 | 13.1 |
| Very Remote | 2,748 | 2,855 | 2,890 | 61.6 | 63.6 | 61.6 | 16.6 | 15.7 | 15.0 | 21.8 | 20.7 | 23.4 |
| Sex | Male | 124,682 | 138,001 | 144,435 | 73.8 | 73.5 | 73.0 | 14.4 | 14.6 | 14.4 | 11.8 | 11.9 | 12.5 |
| Female | 122,550 | 135,921 | 142,478 | 81.6 | 81.2 | 81.7 | 11.6 | 12.1 | 11.6 | 6.8 | 6.7 | 6.8 |
| Indigenous background | Indigenous | 11,228 | 14,052 | 15,902 | 60.6 | 62.6 | 62.3 | 17.5 | 17.0 | 16.7 | 21.9 | 20.4 | 21.0 |
| Non-Indigenous | 236,004 | 259,870 | 271,011 | 78.5 | 78.1 | 78.2 | 12.8 | 13.2 | 12.8 | 8.7 | 8.7 | 9.0 |
| Language diversity | LBOTE – Total[[10]](#footnote-10) | 44,022 | 52,471 | 62,074 | 76.1 | 76.3 | 76.6 | 13.4 | 13.7 | 13.6 | 10.6 | 9.9 | 9.8 |
| LBOTE - Not proficient in English | 6,339 | 6,664 | 7,111 | 49.5 | 48.6 | 45.9 | 21.3 | 21.9 | 23.4 | 29.2 | 29.5 | 30.7 |
| LBOTE - Proficient in English | 37,586 | 45,685 | 54,926 | 80.6 | 80.4 | 80.6 | 12.0 | 12.5 | 12.3 | 7.4 | 7.1 | 7.1 |
| English Only – Total[[11]](#footnote-11) | 203,210 | 221,451 | 224,839 | 78.0 | 77.6 | 77.5 | 12.9 | 13.3 | 12.9 | 9.1 | 9.2 | 9.6 |
| English Only - Not proficient in English | 6,484 | 6,830 | 7,209 | 28.0 | 26.3 | 24.4 | 22.0 | 22.2 | 20.8 | 50.0 | 51.5 | 54.7 |
| English Only - Proficient in English | 196,581 | 214,276 | 217,587 | 79.7 | 79.2 | 79.3 | 12.6 | 13.0 | 12.6 | 7.7 | 7.8 | 8.1 |

National emerging trends on the social competence domain

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

Table 11 provides an explanation of the characteristics of the social competence domain in relation to children who would be considered developmentally on track, at risk or vulnerable.

Table 11: Characteristics of the social competence domain.

|  |  |
| --- | --- |
| **Children developmentally on track** | Almost never have problems getting along, working, or playing with other children; are respectful to adults, are self-confident, are able to follow class routines; and are capable of helping others. |
| **Children 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. |
| **Children 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. |

Summary of key findings: Social competence domain

The percentage of children who were developmentally vulnerable on the social competence domain increased from 9.5 and 9.3 per cent in 2009 and 2012 to 9.9 per cent in 2015. This change was more pronounced in larger jurisdictions.

The increase in developmental vulnerability from 2012 to 2015 was also accompanied by a larger proportion of children developmentally vulnerability from 2012 to 2015 was also accompanied by a larger proportion of children developmentally at risk (14.3 to 15.0 per cent) and a corresponding decline in the percentage of children who were developmentally on track on the social competence domain (76.5 to 75.2 per cent). These changes can be seen in most of the child demographic variables listed in Table 12.

The linear relationship between socio-economic disadvantage and social competence was evident once again. Children living in the most socio-economically disadvantage locations were more than twice as likely to be developmentally vulnerable than those from the least

disadvantaged areas. The most noticeable change from 2012 to 2015 was a fall in the proportion of children from the least disadvantaged locations who were developmentally on track (82.7 to 80.5 per cent). The 2.2 per cent decline can be seen in corresponding increases in the proportion of children who were developmentally vulnerable (5.8 to 6.7 per cent) or developmentally at risk (11.6 to 12.8 per cent).

The same linear relationship between remoteness (distance from a major city) and social competence was also evident. Children living in Very Remote Australia were 2.6 times more likely to be developmentally vulnerable than children living in Major Cities. The percentage of children who were developmentally vulnerable or developmentally at risk was significantly higher in 2015 than 2012 irrespective of the remoteness of the location and generally higher than in 2009. Children in Major Cities and Outer Regional areas tended towards an increase in the proportion who were developmentally at risk (13.7 to 14.5 per cent and 15.2 to 16.5 per cent respectively). Children from Inner Regional and Very Remote areas tended towards an increase in developmental vulnerability (9.1 to 10.2 per cent and 18.7 to 24.4 per cent respectively).

Boys continue to be more than twice as likely as girls to be developmentally vulnerable on this domain. The percentage for boys developmentally vulnerable on the domain increased significantly from 12.7 to 13.6 per cent between 2012 and 2015. The percentage considered to be at risk also increased to the same degree and there was a corresponding decline in the percentage of boys who were on track. The same general pattern was apparent for girls but at half of the magnitude recorded for boys. Indigenous children in 2015 were more than twice as likely as non-Indigenous children to be developmentally vulnerable on this domain (20.5 and 9.3 per cent respectively). The percentage for Indigenous children vulnerable on this domain increased significantly by 1.8 per cent between 2012 and 2015. There was a corresponding decline in the percentage of children who were on track in 2012. However, the percentage of Indigenous children developmentally at risk was lower and the percentage developmentally on track remained higher in 2015 than in 2009.

In 2015 children with a Language Background Other Than English (LBOTE) were more likely than other children to be developmentally vulnerable on this domain (11.7 and 9.4 per cent). The gap has persisted since 2009.

Focusing on the 11.7 per cent of LBOTE children who were vulnerable on this domain, those who were not proficient in English were four times more likely to be developmentally vulnerable (38.5 per cent) than LBOTE children who were proficient in English (8.3 per cent).

With very few exceptions, levels of developmental vulnerability were higher in 2015 than 2009 in virtually all of the comparisons described above.

Table 12 shows changes in the percentages of developmentally on track, at risk and vulnerable children on the social competence domain for the last three AEDC data collections (2009, 2012 and 2015).

Table 12: Social competence domain results (2009, 2012, 2015).

| Category | Subcategory | Number of children | | | Developmentally on track (%) | | | Developmentally at risk  (%) | | | Developmentally vulnerable (%) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** |
| Overall | Australia | 247,189 | 273,534 | 286,848 | 75.4 | 76.5 | 75.2 | 15.2 | 14.3 | 15.0 | 9.5 | 9.3 | 9.9 |
| Socio-economic status | Quintile 1 (most disadvantaged) | 50,769 | 53,671 | 53,886 | 69.2 | 67.8 | 66.9 | 17.5 | 17.9 | 18.0 | 13.3 | 14.3 | 15.2 |
| Quintile 2 | 47,037 | 51,676 | 53,252 | 73.1 | 74.2 | 72.9 | 16.4 | 15.2 | 16.0 | 10.6 | 10.6 | 11.0 |
| Quintile 3 | 47,669 | 52,817 | 56,402 | 75.6 | 77.5 | 76.0 | 15.2 | 14.0 | 14.7 | 9.2 | 8.5 | 9.3 |
| Quintile 4 | 48,882 | 55,634 | 59,781 | 77.8 | 79.4 | 78.3 | 14.2 | 13.0 | 13.8 | 8.0 | 7.6 | 7.9 |
| Quintile 5 (least disadvantaged) | 52,059 | 59,115 | 62,468 | 81.0 | 82.7 | 80.5 | 12.6 | 11.6 | 12.8 | 6.4 | 5.8 | 6.7 |
| Geographic location | Major Cities | 169,619 | 188,709 | 200,235 | 76.4 | 77.3 | 76.1 | 14.7 | 13.7 | 14.5 | 8.9 | 8.9 | 9.3 |
| Inner Regional | 47,027 | 51,175 | 52,720 | 74.3 | 75.8 | 74.5 | 15.8 | 15.2 | 15.3 | 9.9 | 9.1 | 10.2 |
| Outer Regional | 23,792 | 26,336 | 26,595 | 72.7 | 73.8 | 72.0 | 16.2 | 15.2 | 16.5 | 11.1 | 10.9 | 11.6 |
| Remote | 3,983 | 4,466 | 4,424 | 69.9 | 73.3 | 70.8 | 18.6 | 16.0 | 17.3 | 11.5 | 10.7 | 11.8 |
| Very Remote | 2,740 | 2,848 | 2,874 | 59.9 | 59.8 | 55.3 | 20 | 21.5 | 20.4 | 20.1 | 18.7 | 24.4 |
| Sex | Male | 124,665 | 137,817 | 144,409 | 68.3 | 69.6 | 67.8 | 18.8 | 17.8 | 18.6 | 13.0 | 12.7 | 13.6 |
| Female | 122,524 | 135,717 | 142,439 | 82.6 | 83.5 | 82.6 | 11.5 | 10.7 | 11.3 | 5.9 | 5.8 | 6.1 |
| Indigenous background | Indigenous | 11,211 | 14,041 | 15,892 | 58.7 | 60.7 | 59.2 | 21.2 | 20.7 | 20.4 | 20.2 | 18.7 | 20.5 |
| Non-Indigenous | 235,978 | 259,493 | 270,956 | 76.1 | 77.3 | 76.1 | 14.9 | 13.9 | 14.6 | 9.0 | 8.8 | 9.3 |
| Language diversity | LBOTE – Total[[12]](#footnote-12) | 43,996 | 52,383 | 62,042 | 71.9 | 73.3 | 72.7 | 16.3 | 15.5 | 15.6 | 11.8 | 11.2 | 11.7 |
| LBOTE - Not proficient in English | 6,330 | 6,640 | 7,087 | 38.2 | 38.2 | 34.8 | 26.8 | 27.0 | 26.7 | 35.0 | 34.8 | 38.5 |
| LBOTE - Proficient in English | 37,571 | 45,642 | 54,919 | 77.6 | 78.4 | 77.6 | 14.5 | 13.9 | 14.1 | 7.9 | 7.8 | 8.3 |
| English Only – Total[[13]](#footnote-13) | 203,193 | 221,151 | 224,806 | 76.1 | 77.2 | 75.8 | 14.9 | 14.0 | 14.8 | 9.0 | 8.8 | 9.4 |
| English Only - Not proficient in English | 6,483 | 6,825 | 7,208 | 25.8 | 28.2 | 24.2 | 28.7 | 26.6 | 27.1 | 45.5 | 45.2 | 48.7 |
| English Only - Proficient in English | 196,572 | 214,022 | 217,556 | 77.8 | 78.8 | 77.6 | 14.5 | 13.6 | 14.4 | 7.8 | 7.6 | 8.1 |

National emerging trends on the emotional maturity domain

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

Table 13 provides an explanation of the characteristics of the emotional maturity domain in relation to children who would be considered developmentally on track, at risk or vulnerable.

Table 13: Characteristics of the emotional maturity domain.

|  |  |
| --- | --- |
| Children developmentally on track | Almost never show aggressive, anxious, or impulsive behaviour. Children will have good concentration and will often help other children. |
| 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. They will sometimes experience problems with anxious behaviours, aggressive behaviour, temper tantrums, or problems with inattention or hyperactivity. |
| Children developmentally vulnerable | Experience a number of challenges related to emotional regulation. For example problems managing aggressive behaviour, being prone to disobedience and/or easily distracted, inattentive, and impulsive. Children will usually not help others and are sometimes upset when left by their caregiver. |

Summary of key findings: Emotional maturity domain

* Although below 2009 levels (8.9 per cent), the largest shift in 2015 occurred in the emotional maturity domain. The percentage of children who were developmentally vulnerable increased from 7.6 per cent in 2012 to 8.4 per cent in 2015. All but one jurisdiction recorded an increase in developmental vulnerability on this domain.

The increase in developmental vulnerability from 2012 to 2015 was accompanied by a larger proportion of children developmentally at risk (14.2 to 15.3 per cent) and a corresponding decline in the percentage of children who were developmentally on track on the emotional maturity domain (78.1 to 76.4 per cent). These changes occurred in nearly all of the child demographic variables listed in Table 12.

The linear relationship between socio-economic disadvantage and emotional maturity was evident once again. Children living in the most socio­ economically disadvantaged locations were twice as likely to be developmentally vulnerable than those from the least disadvantaged areas. Paralleling the social competence domain, the group which recorded the largest shift in emotional maturity from 2012 and 2015 were children from more privileged areas. The percentage of children who were developmentally on track fell from 83.2 per cent in 2012 to 80.8 per cent in 2015. The 2.5 per cent decline can be seen in corresponding increases in the proportion of children who were developmentally vulnerable (5.1 to 6.1 per cent) or developmentally at risk (11.6 to 13.2 per cent).

The same linear relationship between remoteness (distance from a major city) and emotional maturity was also evident. Children living in Very Remote Australia were nearly three times more likely to be developmentally vulnerable than children living in Major Cities. The increase between 2012 and 2015 in the percentages of children who were developmentally vulnerable or at risk was not restricted to Remote locations but occurred uniformly across all geographical locations.

The largest gender difference across the five AEDC domains occurred in the emotional maturity domain. Boys were 3.4 times more likely than girls to be developmentally vulnerable on this domain and nearly twice as likely to be classified as developmentally at risk. While most of the increase in developmental vulnerability between 2012 and 2015 can be attributed to boys (11.8 to 12.9 per cent), both boys and girls shared a one per cent increase in the percentage considered developmentally at risk.

The smallest difference between Indigenous and non­Indigenous children was on the emotional maturity domain, but in 2015 Indigenous children were still twice as likely to be developmentally vulnerable as non-Indigenous children (16.9 and 7.9 per cent respectively). The percentage for Indigenous children shifted back to 2009 levels (17.1 per cent), increasing from 15.6 per cent in 2012 to 16.9 per cent in 2015. However, the percentage of Indigenous children developmentally at risk was lower and the percentage developmentally on track remained higher in 2015 than in 2009.

In 2015 children with a Language Background Other Than English (LBOTE) were no more likely than other children to be developmentally vulnerable on this domain (8.5 and 8.3 per cent).

Focusing on the 8.5 per cent of LBOTE children who were vulnerable on this domain, those who were not proficient in English were nearly four times more likely to be developmentally vulnerable (23.8 per cent) than LBOTE children who were proficient in English (6.5 per cent).

With very few exceptions, levels of developmental vulnerability were lower in 2015 than 2009 in virtually all of the comparisons described above.

Table 14 shows changes in the percentages of developmentally on track, at risk and vulnerable children on the emotional maturity domain for the last three AEDC data collections (2009, 2012 and 2015).

Table 14: Emotional maturity domain results (2009, 2012, 2015).

| Category | Subcategory | Number of children | | | Developmentally on track (%) | | | Developmentally at risk  (%) | | | Developmentally vulnerable (%) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** |
| Overall | Australia | 246,197 | 272,682 | 285,801 | 75.6 | 78.1 | 76.4 | 15.5 | 14.2 | 15.3 | 8.9 | 7.6 | 8.4 |
| Socio-economic status | Quintile 1 (most disadvantaged) | 50,531 | 53,447 | 53,663 | 70.2 | 71.4 | 69.8 | 17.9 | 17.4 | 18.3 | 11.9 | 11.2 | 12.0 |
| Quintile 2 | 46,865 | 51,482 | 53,057 | 73.8 | 76.2 | 74.6 | 16.6 | 15.2 | 16.1 | 9.6 | 8.6 | 9.3 |
| Quintile 3 | 47,479 | 52,656 | 56,214 | 75.8 | 78.8 | 77.0 | 15.5 | 14.0 | 15.0 | 8.7 | 7.2 | 8.0 |
| Quintile 4 | 48,691 | 55,501 | 59,544 | 77.9 | 80.4 | 78.9 | 14.4 | 13.2 | 14.2 | 7.7 | 6.4 | 6.9 |
| Quintile 5 (least disadvantaged) | 51,866 | 58,979 | 62,270 | 80.4 | 83.2 | 80.8 | 13.2 | 11.6 | 13.2 | 6.4 | 5.1 | 6.1 |
| Geographic location | Major Cities | 168,977 | 187,951 | 199,431 | 76.6 | 79.0 | 77.4 | 15.1 | 13.8 | 14.9 | 8.3 | 7.2 | 7.8 |
| Inner Regional | 46,855 | 51,168 | 52,602 | 74.7 | 77.1 | 75.6 | 15.9 | 14.7 | 15.5 | 9.4 | 8.2 | 9.0 |
| Outer Regional | 23,689 | 26,324 | 26,541 | 73.4 | 75.8 | 73.8 | 16.6 | 15.5 | 16.6 | 10.1 | 8.7 | 9.6 |
| Remote | 3,947 | 4,449 | 4,398 | 69.3 | 75.7 | 71.6 | 17.7 | 15.6 | 17.9 | 12.9 | 8.7 | 10.5 |
| Very Remote | 2,703 | 2,790 | 2,829 | 59.1 | 61.9 | 55.9 | 22.5 | 19.5 | 22.0 | 18.4 | 18.6 | 22.1 |
| Sex | Male | 124,059 | 137,205 | 143,784 | 66.7 | 69.6 | 67.5 | 19.8 | 18.6 | 19.7 | 13.5 | 11.8 | 12.9 |
| Female | 122,138 | 135,477 | 142,017 | 84.7 | 86.7 | 85.5 | 11.1 | 9.8 | 10.8 | 4.2 | 3.4 | 3.8 |
| Indigenous background | Indigenous | 11,121 | 13,981 | 15,841 | 60.3 | 64.7 | 62.5 | 22.6 | 19.7 | 20.7 | 17.1 | 15.6 | 16.9 |
| Non-Indigenous | 235,076 | 258,701 | 269,960 | 76.4 | 78.9 | 77.2 | 15.2 | 13.9 | 14.9 | 8.5 | 7.2 | 7.9 |
| Language diversity | LBOTE – Total[[14]](#footnote-14) | 43,717 | 52,039 | 61,686 | 73.2 | 75.9 | 75.0 | 17.3 | 16.2 | 16.5 | 9.5 | 7.9 | 8.5 |
| LBOTE - Not proficient in English | 6,243 | 6,562 | 7,024 | 46.2 | 48.0 | 43.9 | 30.4 | 30.9 | 32.4 | 23.3 | 21.1 | 23.8 |
| LBOTE - Proficient in English | 37,383 | 45,350 | 54,625 | 77.7 | 80.0 | 79.0 | 15.1 | 14.0 | 14.5 | 7.2 | 6.0 | 6.5 |
| English Only – Total[[15]](#footnote-15) | 202,480 | 220,643 | 224,115 | 76.2 | 78.7 | 76.8 | 15.1 | 13.8 | 14.9 | 8.7 | 7.6 | 8.3 |
| English Only - Not proficient in English | 6,431 | 6,777 | 7,175 | 35.6 | 40.1 | 34.7 | 30.3 | 29.6 | 31.2 | 34.1 | 30.3 | 34.1 |
| English Only - Proficient in English | 195,912 | 213,362 | 216,898 | 77.5 | 79.9 | 78.2 | 14.6 | 13.2 | 14.4 | 7.9 | 6.9 | 7.5 |

National emerging trends on the language and cognitive skills (school­ based) domain

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

Table 15 provides an explanation of the characteristics of the language and cognitive skills (school-based) domain in relation to children who would be considered developmentally on track, at risk or vulnerable.

Table 15: Characteristics of the language and cognitive skills (school-based) domain.

|  |  |
| --- | --- |
| Children 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. |
| Children 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. |
| Children 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. |

Summary of key findings: Language and cognitive skills (school-based) domain

The percentage of children who were developmentally vulnerable on the language and cognitive skills (school-based) domain decreased dramatically from 8.9 per cent in 2009 to 6.8 per cent in 2012 and continued to fall to 6.5 per cent in 2015. The improvement in 2015 was mainly restricted to two jurisdictions.

The decrease in developmental vulnerability from 2012 to 2015 was accompanied by a large decline in the proportion of children developmentally at risk (10.6 to 8.9 per cent) and a corresponding increase in the percentage of children who were on track on this domain (82.6 to 84.6 per cent). These changes occurred uniformly in all of the child demographic variables listed in Table 14.

The linear relationship between socio-economic disadvantage and language and cognitive skills was quite marked. At the extremes, children living in the most socio­ economically disadvantaged locations were four times as likely to be developmentally vulnerable than those from the least disadvantaged areas. Modest falls in developmental vulnerability occurred in all but the least socially disadvantaged

locations. The proportion of children considered developmentally at risk on this domain decreased at all socio­ economic levels. The improvement was especially pronounced (two per cent) among children living in the most disadvantaged locations.

The same linear relationship between remoteness (distance from a major city) and language and cognitive skills was also evident. Children living in Very Remote Australia were nearly five times more likely to be developmentally vulnerable than children living in Major Cities. Children in Very Remote areas were the only group which recorded a significant increase in developmental vulnerability between 2012 and 2015. Levels of developmental vulnerability decreased for children living in Major Cities and regional areas (Inner Regional and Outer Regional). The percentage of children considered to be developmentally at risk fell in all geographic locations. The most dramatic shifts occurred in Outer Regional and Remote areas between 2009 and 2012 and in Outer Regional and Very Remote areas between 2012 and 2015.

The smallest difference between boys and girls across the five AEDC domains was on the language and cognitive skills (school based) domain, where boys were 1.7 times more likely to be developmentally vulnerable than girls. The percentage of boys who were developmentally vulnerable decreased from 11.3 per cent in 2009 to 8.5 per cent in 2012 and 8.1 per cent in 2015. The percentage of boys considered to be at risk on this domain also decreased sharply over the same period. The same general pattern was apparent for girls.

The largest difference between Indigenous and non-Indigenous children was on the language and cognitive skills (school-based) domain. Indigenous children in 2015 were nearly four times more likely to be developmentally vulnerable than non-Indigenous children (20.2 and 5.7 per cent respectively). These figures obscure a marked decline in the percentage of Indigenous children considered developmentally vulnerable since 2009. The percentages fell from 28.6 per cent in 2009, to 22.4 per cent in 2012 to 20.2 per cent in 2015. There was a similar decline in the percentage of children developmentally at risk and a corresponding increase in the on track percentages.

In 2015 children with a Language Background Other Than English (LBOTE) were more likely than other children to be developmentally vulnerable on this domain (8.7 and 5.8 per cent respectively). The gap has been diminishing steadily since 2009.

Focusing on the 8.7 per cent of LBOTE children who were vulnerable on this domain, those who were not proficient in English were nearly eight times more likely to be developmentally vulnerable (38.1 per cent) than LBOTE children who were proficient in English (4.9 per cent).

The percentages of children who were developmentally vulnerability or at risk were significantly lower in 2015 than 2009 in all of the comparisons described above.

Table 16 shows changes in the percentages of developmentally on track, at risk and vulnerable children on the language and cognitive skills (school-based) domain for the last three AEDC data collections (2009, 2012 and 2015).

Table 16: Language and cognitive skills (school-based) domain results (2009, 2012, 2015).

| Category | Subcategory | Number of children | | | Developmentally on track (%) | | | Developmentally at risk  (%) | | | Developmentally vulnerable (%) | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** |
| Overall | Australia | 246,810 | 273,896 | 286,648 | 77.1 | 82.6 | 84.6 | 14.0 | 10.6 | 8.9 | 8.9 | 6.8 | 6.5 |
| Socio-economic status | Quintile 1 (most disadvantaged) | 50,675 | 53,691 | 53,846 | 69.2 | 72.5 | 74.8 | 16.8 | 14.9 | 12.9 | 14.0 | 12.7 | 12.4 |
| Quintile 2 | 46,960 | 51,728 | 53,218 | 74.2 | 80.0 | 82.1 | 15.4 | 12.0 | 10.1 | 10.4 | 8.0 | 7.8 |
| Quintile 3 | 47,595 | 52,913 | 56,366 | 77.5 | 83.4 | 85.6 | 14.1 | 10.4 | 8.7 | 8.5 | 6.1 | 5.8 |
| Quintile 4 | 48,806 | 55,716 | 59,730 | 80.2 | 86.4 | 88.2 | 13.1 | 9.0 | 7.6 | 6.7 | 4.6 | 4.2 |
| Quintile 5 (least disadvantaged) | 51,999 | 59,226 | 62,429 | 84.3 | 89.9 | 91.0 | 10.8 | 7.2 | 6.0 | 4.9 | 2.9 | 3.0 |
| Geographic location | Major Cities | 169,399 | 188,943 | 200,112 | 79.3 | 84.2 | 86.0 | 13.1 | 10.0 | 8.4 | 7.7 | 5.9 | 5.6 |
| Inner Regional | 46,954 | 51,281 | 52,671 | 75.6 | 81.4 | 83.5 | 14.7 | 11.2 | 9.5 | 9.7 | 7.4 | 7.0 |
| Outer Regional | 23,732 | 26,365 | 26,584 | 70.1 | 78.0 | 81.1 | 17.6 | 12.7 | 10.3 | 12.3 | 9.3 | 8.6 |
| Remote | 3,964 | 4,457 | 4,402 | 64.0 | 74.0 | 75.3 | 19.3 | 14.1 | 12.9 | 16.6 | 11.9 | 11.9 |
| Very Remote | 2,730 | 2,850 | 2,879 | 48.4 | 55.7 | 56.8 | 22.0 | 18.3 | 16.3 | 29.6 | 26.0 | 26.9 |
| Sex | Male | 124,476 | 137,986 | 144,304 | 72.4 | 79.0 | 81.4 | 16.3 | 12.5 | 10.5 | 11.3 | 8.5 | 8.1 |
| Female | 122,334 | 135,910 | 142,344 | 81.8 | 86.2 | 87.8 | 11.7 | 8.7 | 7.4 | 6.4 | 5.1 | 4.8 |
| Indigenous background | Indigenous | 11,174 | 14,017 | 15,869 | 48.0 | 58.1 | 62.8 | 23.3 | 19.5 | 17.0 | 28.6 | 22.4 | 20.2 |
| Non-Indigenous | 235,636 | 259,879 | 270,779 | 78.5 | 83.9 | 85.9 | 13.6 | 10.1 | 8.5 | 7.9 | 5.9 | 5.7 |
| Language diversity | LBOTE – Total[[16]](#footnote-16) | 43,905 | 52,423 | 61,999 | 72.5 | 77.9 | 80.8 | 15.1 | 12.5 | 10.5 | 12.4 | 9.6 | 8.7 |
| LBOTE - Not proficient in English | 6,292 | 6,624 | 7,080 | 32.4 | 36.5 | 37.3 | 26.4 | 26.8 | 24.6 | 41.2 | 36.7 | 38.1 |
| LBOTE - Proficient in English | 37,529 | 45,666 | 54,882 | 79.3 | 83.9 | 86.4 | 13.2 | 10.4 | 8.7 | 7.5 | 5.7 | 4.9 |
| English Only – Total[[17]](#footnote-17) | 202,905 | 221,473 | 224,649 | 78.1 | 83.7 | 85.7 | 13.8 | 10.2 | 8.5 | 8.1 | 6.1 | 5.8 |
| English Only - Not proficient in English | 6,458 | 6,808 | 7,196 | 21.9 | 27.7 | 28.4 | 24.6 | 24.6 | 22.8 | 53.5 | 47.7 | 48.9 |
| English Only - Proficient in English | 196,317 | 214,143 | 217,414 | 79.9 | 85.5 | 87.6 | 13.4 | 9.7 | 8.0 | 6.6 | 4.8 | 4.4 |

National emerging trends on the communication skills and general knowledge domain

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

Table 17 provides an explanation of the characteristics of the communication skills and general knowledge domain in relation to children who would be considered developmentally on track, at risk or vulnerable.

Table 17: Characteristics of the communication skills and general knowledge domain.

|  |  |
| --- | --- |
| Children 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. |
| Children 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 word such as knowing that leaves fall in autumn, apple is fruit, and dogs bark. |
| Children 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. |

Summary of key findings: Communication skills and general knowledge domain

* The percentage of children developmentally vulnerable on the communication skills and general knowledge domain decreased from 9.2 per cent in 2009 to 9.0 per cent in 2012 and continued to fall to 8.5 per cent in 2015.

The decrease in developmental vulnerability from 2012 to 2015 was accompanied by a large decline in the proportion of children developmentally at risk (16.3 to 15.1 per cent) and a corresponding increase in the percentage of children who were on track on this domain (74.7 to 76.3 per cent). These changes occurred relatively uniformly in most of the child demographic variables listed in Table 16.

The linear relationship between socio-economic disadvantage and communication skills and general knowledge was again quite apparent. At the extremes, children living in the most socio­ economically disadvantaged locations were three times as likely to be developmentally vulnerable than those from the least disadvantaged areas. Modest falls in developmental vulnerability between 2012 and 2015 occurred in all but the least socially disadvantaged locations. The proportion of children considered developmentally at risk on this domain also decreased in 2015 by at least one per cent at all socio-economic levels except for children living in the least disadvantaged locations.

There was a corresponding increase of up to 2.1 per cent between 2012 and 2015 in the proportion of children who were on track on this domain.

The same linear relationship between remoteness (distance from a major city) and communication skills and general knowledge was also evident. Children living in Very Remote Australia were 2.6 times more likely to be developmentally vulnerable than children living in Major Cities. Children from Remote and Very Remote areas in Australia recorded significant increases in developmental vulnerability between 2012 and 2015 while levels of developmental vulnerability decreased for children living in urban and regional areas. The percentage of children considered to be developmentally at risk fell in all geographic locations in 2015 except for those who live in Very Remote locations. There was a corresponding increase of up to two percent between 2012 and 2015 in the proportion of children who were on track on this domain.

There was also a relatively small gap between boys and girls on the communication skills and general knowledge domain. Boys were again 1.7 times more likely to be developmentally vulnerable than girls. The percentage of boys who were developmentally vulnerable decreased from 11.7 per cent in 2009 to 11.3 per cent in 2012 and 10.8 per cent in 2015. The percentage of boys considered to be at risk on this domain decreased from 18.7 per cent in 2012 to 17.4 per cent in 2015. There was a corresponding increase of 1.7 per cent from 2012 to 2015 in the proportion of boys who were on track on this domain. The same general pattern was apparent for girls.

Indigenous children in 2015 were 2.4 times more likely to be developmentally vulnerable than non-Indigenous children on this domain (19.3 and 7.9 percent respectively). However, there has been a noticeable decline in developmental vulnerability on this domain among Indigenous children since 2009. The percentages fell from 21.3 per cent in 2009, to 19.9 per cent in 2012 to 19.3 per cent in 2015. There was a similar decline in the percentage of children developmentally at risk and a corresponding increase in the on track percentages.

The largest difference between children with a Language Background Other Than English (LBOTE) and children who speak only English at home was on the communication skills and general knowledge domain. LBOTE children in 2015 were more than twice as likely to be developmentally vulnerable on this domain as other children (16.2 and 6.4 per cent respectively). The gap has been narrowing by at least one percentage point in each AEDC collection since 2009.

Focusing on the 16.2 per cent of LBOTE children who were vulnerable on this domain, those who were not proficient in English were universally reported by teachers as developmentally vulnerable on this domain (91.9 per cent in 2015). This pattern has persisted since 2009.The percentages of children who were developmentally vulnerability or at risk were consistently lower in 2015 than 2009 in nearly all of the comparisons described above

Table 18 shows changes in the percentages of developmentally on track, at risk and vulnerable children on the communication skills and general knowledge domain for the last three AEDC data collections (2009, 2012 and 2015).

Table 18: Communication skills and general knowledge domain results (2009, 2012, 2015).

| Category | Subcategory | Number of children | | | Developmentally on track (%) | | | Developmentally at risk  (%) | | | Developmentally vulnerable (%) | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** |
| Overall | Australia | 247,212 | 273,855 | 286,913 | 75.0 | 74.7 | 76.3 | 15.8 | 16.3 | 15.1 | 9.2 | 9.0 | 8.5 |
| Socio-economic status | Quintile 1 (most disadvantaged) | 50,783 | 53,733 | 53,895 | 67.0 | 63.9 | 66.0 | 18.8 | 20.6 | 19.2 | 14.2 | 15.5 | 14.8 |
| Quintile 2 | 47,041 | 51,723 | 53,269 | 72.2 | 71.7 | 73.4 | 17.3 | 18.0 | 16.5 | 10.4 | 10.4 | 10.1 |
| Quintile 3 | 47,665 | 52,881 | 56,420 | 75.5 | 75.4 | 77.3 | 15.9 | 16.4 | 14.9 | 8.7 | 8.2 | 7.8 |
| Quintile 4 | 48,883 | 55,708 | 59,800 | 78.4 | 78.9 | 80.5 | 14.5 | 14.5 | 13.4 | 7.1 | 6.6 | 6.2 |
| Quintile 5 (least disadvantaged) | 52,062 | 59,187 | 62,469 | 81.8 | 82.8 | 83.0 | 12.7 | 12.6 | 12.3 | 5.5 | 4.6 | 4.7 |
| Geographic location | Major Cities | 169,613 | 188,894 | 200,259 | 75.4 | 75.2 | 76.8 | 15.4 | 16.0 | 14.9 | 9.2 | 8.8 | 8.3 |
| Inner Regional | 47,033 | 51,251 | 52,733 | 75.1 | 74.7 | 76.7 | 16.6 | 17.0 | 15.3 | 8.3 | 8.3 | 8.0 |
| Outer Regional | 23,795 | 26,379 | 26,599 | 74.1 | 73.5 | 74.8 | 16.4 | 16.5 | 15.9 | 9.5 | 9.9 | 9.4 |
| Remote | 3,987 | 4,466 | 4,424 | 73.5 | 73.2 | 74.5 | 16.0 | 17.8 | 14.8 | 10.5 | 9.0 | 10.7 |
| Very Remote | 2,750 | 2,865 | 2,898 | 58.5 | 61.6 | 58.3 | 19.3 | 19.2 | 19.9 | 22.1 | 19.3 | 21.8 |
| Sex | Male | 124,678 | 137,959 | 144,440 | 70.1 | 70.1 | 71.8 | 18.2 | 18.7 | 17.4 | 11.7 | 11.3 | 10.8 |
| Female | 122,534 | 135,896 | 142,473 | 80.0 | 79.5 | 80.9 | 13.3 | 13.9 | 12.9 | 6.6 | 6.6 | 6.2 |
| Indigenous background | Indigenous | 11,228 | 14,057 | 15,902 | 55.9 | 57.6 | 59.5 | 22.9 | 22.5 | 21.1 | 21.3 | 19.9 | 19.3 |
| Non-Indigenous | 235,984 | 259,798 | 271,011 | 75.9 | 75.7 | 77.3 | 15.5 | 16.0 | 14.8 | 8.6 | 8.4 | 7.9 |
| Language diversity | LBOTE – Total[[18]](#footnote-18) | 43,999 | 52,443 | 62,063 | 59.8 | 60.9 | 64.1 | 20.2 | 20.9 | 19.6 | 20.0 | 18.2 | 16.2 |
| LBOTE - Not proficient in English | 6,333 | 6,658 | 7,110 | 1.4 | 1.3 | 1.2 | 7.3 | 6.9 | 6.8 | 91.3 | 91.9 | 91.9 |
| LBOTE - Proficient in English | 37,583 | 45,707 | 54,928 | 69.7 | 69.6 | 72.3 | 22.4 | 22.9 | 21.3 | 7.9 | 7.5 | 6.4 |
| English Only – Total[[19]](#footnote-19) | 203,213 | 221,412 | 224,850 | 78.3 | 78.0 | 79.7 | 14.8 | 15.2 | 13.9 | 6.8 | 6.8 | 6.4 |
| English Only - Not proficient in English | 6,485 | 6,840 | 7,219 | 1.2 | 1.1 | 0.8 | 8.5 | 7.6 | 8.4 | 90.3 | 91.3 | 90.8 |
| English Only - Proficient in English | 196,608 | 214,331 | 217,606 | 80.9 | 80.5 | 82.3 | 15.0 | 15.4 | 14.1 | 4.1 | 4.1 | 3.6 |

National emerging trends: Developmental vulnerability

The proportions of children who are developmentally vulnerable on one or more developmental domain(s) and developmentally vulnerable on two or more developmental domains are provided in Table 19. These children are considered to be at particularly high-risk developmentally.

Summary of key findings: Developmental vulnerability

In 2015 approximately one in five (22.0 per cent) children were developmentally vulnerable on one or more domain(s). One in nine (11.1 per cent) were developmentally vulnerable on two or more domains. There was no change between 2012 and 2015 in the proportion of children developmentally vulnerable on one or more domain(s) but there was a small increase in the proportion vulnerable on two or more domains (10.8 to 11.1 per cent in 2015). The 2015 figures were well below those recorded in 2009 for children developmentally vulnerable on one or more (22.0 and 23.6 per cent) and two or more domains (11.1 and 11.8 per cent). Table 19 displays the same basic information for each of the child demographic variables.

Children living in the most socio­ economically disadvantaged locations in 2015 were twice as likely as those from the least disadvantaged areas to be developmentally vulnerable on one or more domain(s) (32.6 and 15.5 per cent respectively). They were three times more likely to be developmentally vulnerable on two or more domains (18.4 and 6.7 per cent respectively). The percentages were almost identical in 2012 in most of the socio­economic strata but consistently lower than those recorded in 2009.

The only real exception was children who live in less disadvantaged locations. The proportion of children developmentally vulnerable on one or more domain(s) increased from 14.3 per cent in 2012 to 15.5 per cent in 2015. The proportion developmentally vulnerable on two or more domains increased from 5.9 to 6.7 per cent. Despite these changes there was little evidence that the gap between children from relatively advantaged and disadvantaged areas had closed. For children who were developmentally vulnerable on one or more domain(s), the gap between those who lived in the most and least disadvantaged areas had widened from 15.4 per cent in 2009 to 19.0 per cent in 2012 and narrowed to 17.1 percent in 2015.

Children living in Very Remote areas in Australia in 2015 were twice as likely as those living in Major Cities to be developmentally vulnerable on one or more domain(s) (47.0 and 21.0 per cent). They were also three times more likely to be developmentally vulnerable on two or more domains (31.8 and 10.2 per cent). Compared with 2012, a higher proportion of children who live in Remote or Very Remote areas were developmentally vulnerable on one or more or two or more domains in 2015. Children who live in Inner Regional areas recorded a significant increase in the proportion who were developmentally vulnerable on two or more domains (11.2 to 11.7 per cent in 2015). Despite these changes, the 2015 figures were well below those recorded in 2009 except for children from Very Remote areas. The gap between children who live in Major Cities and those in Outer Regional and Remote areas has not closed since 2009.

For children who were developmentally vulnerable on one or more domain(s), the gap between Major Cities and Very Remote areas has widened from 22.9 per cent in 2009 to 23.4 per cent in 2012 and to 26.0 percent in 2015.

In 2015, boys were twice as likely as girls to be developmentally vulnerable on one or more (28.5 and 15.5 per cent) and two or more domains (15.3 and 6.8 per cent). Comparing 2012 with 2015, there were small but statistically significant increase in the proportion of boys developmentally vulnerable on one or more (28.2 to 28.5 per cent) and two or more domains (14.8 to 15.3 per cent). There was very little change between 2012 and 2015 for girls. While the 2015 figures were well below those recorded in 2009 for both boys and girls, the gap between boys and girls has remained static since 2009 at 13.0 per cent for those developmentally vulnerable on one or more domain(s) and at about 8.5 per cent for those vulnerable on two or more domains.

Indigenous children in 2015 were twice as likely as non-Indigenous children to be developmentally vulnerable on one or more (42.1 and 20.8 per cent) and two or more domains (26.2 and 10.2 per cent). Comparing 2012 with 2015, there was a significant decrease in the proportion of Indigenous children who were developmentally vulnerable on one or more domain(s) (43.2 to 42.1 per cent in 2015). There was no change in the proportion developmentally vulnerable on two or more domains. The 2015 figures for Indigenous children were well below those recorded in 2009. The gap has been closing steadily since 2009. For children developmentally vulnerable on one or more domain(s), the gap between Indigenous and non­Indigenous children was 25.0 per cent in 2009, 22.4 per cent in 2012 and 21.3 per cent in 2015.

In 2015 children with a Language Background Other Than English (LBOTE) were more likely than other children to be developmentally vulnerable on one or more (27.8 and 20.4 per cent) and two or more domains (14.2 and 10.2 per cent). The gap has been closing steadily since 2009. For children developmentally vulnerable on one or more domain(s), the gap between LBOTE children and those who only spoke English was 10.6 per cent in 2009, 9.2 per cent in 2012 and 7.4 per cent in 2015.

Some 94 per cent of children reported as not proficient in English from both LBOTE and English speaking backgrounds, were reported as developmentally vulnerable on one or more domain(s). Almost all of these children were reported as developmentally vulnerable on the communication skills and general knowledge domain. These children are more likely to be developmentally vulnerable or at risk on all of the AEDC domains.

Table 19: AEDC results for children vulnerable on one or more domain(s) and two or more domains (2009, 2012, 2015).

| Category | Subcategory | Number of children with valid scores (one or more domain(s)) | | | Developmentally vulnerable on one or more domain(s) (%) | | | Number of children with valid scores (two or more domains) | | | Developmentally vulnerable on two or more domains (%) | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** | **2009** | **2012** | **2015** |
| Overall | Australia | 246,421 | 272,282 | 286,041 | 23.6 | 22.0 | 22.0 | 246,873 | 273,275 | 286,616 | 11.8 | 10.8 | 11.1 |
| Socio-economic status | Quintile 1 (most disadvantaged) | 50,623 | 53,467 | 53,764 | 32.1 | 33.2 | 32.6 | 50,687 | 53,562 | 53,821 | 17.6 | 18.2 | 18.4 |
| Quintile 2 | 46,913 | 51,442 | 53,100 | 26.1 | 24.8 | 24.8 | 46,993 | 51,616 | 53,216 | 13.4 | 12.5 | 12.9 |
| Quintile 3 | 47,502 | 52,566 | 56,242 | 23.0 | 20.8 | 20.9 | 47,606 | 52,765 | 56,362 | 11.3 | 9.8 | 10.2 |
| Quintile 4 | 48,724 | 55,383 | 59,575 | 20.1 | 17.9 | 17.9 | 48,808 | 55,609 | 59,742 | 9.5 | 8.3 | 8.3 |
| Quintile 5 (least disadvantaged) | 51,893 | 58,808 | 62,305 | 16.7 | 14.3 | 15.5 | 52,007 | 59,101 | 62,417 | 7.4 | 5.9 | 6.7 |
| Geographic location | Major Cities | 169,114 | 187,837 | 199,649 | 22.5 | 21.1 | 21.0 | 169,414 | 188,535 | 200,064 | 11.0 | 10.1 | 10.2 |
| Inner Regional | 46,886 | 50,948 | 52,593 | 23.9 | 22.4 | 22.4 | 46,972 | 51,134 | 52,689 | 12.3 | 11.2 | 11.7 |
| Outer Regional | 23,704 | 26,232 | 26,555 | 26.9 | 24.9 | 25.2 | 23,758 | 26,313 | 26,584 | 14.1 | 13.1 | 13.3 |
| Remote | 3,962 | 4,441 | 4,392 | 31.0 | 26.0 | 27.5 | 3,970 | 4,460 | 4,412 | 16.5 | 13.5 | 15.4 |
| Very Remote | 2,729 | 2,824 | 2,852 | 45.3 | 44.5 | 47.0 | 2,731 | 2,833 | 2,867 | 29.7 | 28 | 31.8 |
| Sex | Male | 124,249 | 137,119 | 143,970 | 30.2 | 28.2 | 28.5 | 124,485 | 137,620 | 144,261 | 16.2 | 14.8 | 15.3 |
| Female | 122,172 | 135,163 | 142,071 | 16.8 | 15.7 | 15.5 | 122,388 | 135,655 | 142,355 | 7.4 | 6.8 | 6.8 |
| Indigenous background | Indigenous | 11,190 | 14,011 | 15,874 | 47.4 | 43.2 | 42.1 | 11,181 | 14,011 | 15,875 | 29.6 | 26 | 26.2 |
| Non-Indigenous | 235,231 | 258,271 | 270,167 | 22.4 | 20.9 | 20.8 | 235,692 | 259,264 | 270,741 | 11.0 | 10.0 | 10.2 |
| Language diversity | LBOTE - Total[[20]](#footnote-20) | 43,853 | 52,107 | 61,839 | 32.2 | 29.5 | 27.8 | 43,897 | 52,277 | 61,946 | 16.7 | 14.6 | 14.2 |
| LBOTE - Not proficient in English | 6,334 | 6,661 | 7,107 | 93.7 | 93.7 | 94.1 | 6,291 | 6,608 | 7,060 | 59.0 | 58.0 | 59.2 |
| LBOTE - Proficient in English | 37,435 | 45,370 | 54,704 | 21.8 | 20.0 | 19.1 | 37,518 | 45,579 | 54,850 | 9.6 | 8.3 | 8.4 |
| English Only – Total[[21]](#footnote-21) | 202,568 | 220,175 | 224,202 | 21.7 | 20.2 | 20.4 | 202,976 | 220,998 | 224,670 | 10.8 | 9.9 | 10.2 |
| English Only - Not proficient in English | 6,482 | 6,837 | 7,219 | 93.8 | 93.7 | 93.8 | 6,467 | 6,810 | 7,207 | 75.2 | 72.3 | 74.7 |
| English Only - Proficient in English | 195,958 | 213,116 | 216,951 | 19.3 | 17.9 | 18.0 | 196,381 | 213,930 | 217,425 | 8.7 | 7.9 | 8.1 |

State and territory emerging trends

Emerging trends: New South Wales

Table 20.1: New South Wales emerging trends by domain and developmental category (2009, 2012, 2015).

| Domain | Year | Developmentally on track  (number of children) | Developmentally on track  (% of children with valid score) | Developmentally at risk  (number of children) | Developmentally at risk  (% of children with valid score) | Developmentally vulnerable (number of children | Developmentally vulnerable  (% of children with valid score) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical health and wellbeing | 2015 | 71,019 | 77.8 | 12,471 | 13.7 | 7,772 | 8.5 | 91,262 |
| 2012 | 69,843 | 78.1 | 12,245 | 13.7 | 7,393 | 8.3 | 89,481 |
| 2009 | 65,105 | 78.5 | 10,679 | 12.9 | 7,176 | 8.6 | 82,960 |
| Social competence | 2015 | 69,828 | 76.5 | 13,058 | 14.3 | 8,359 | 9.2 | 91,245 |
| 2012 | 69,752 | 78.0 | 12,043 | 13.5 | 7,578 | 8.5 | 89,373 |
| 2009 | 64,001 | 77.2 | 11,665 | 14.1 | 7,280 | 8.8 | 82,946 |
| Emotional maturity | 2015 | 71,870 | 79.1 | 12,757 | 14.0 | 6,176 | 6.8 | 90,803 |
| 2012 | 72,282 | 81.2 | 11,219 | 12.6 | 5,487 | 6.2 | 88,988 |
| 2009 | 64,660 | 78.3 | 11,812 | 14.3 | 6,144 | 7.4 | 82,616 |
| Language and cognitive skills (school-based) | 2015 | 80,140 | 87.9 | 6,699 | 7.3 | 4,360 | 4.8 | 91,199 |
| 2012 | 78,022 | 87.2 | 7,177 | 8.0 | 4,251 | 4.8 | 89,450 |
| 2009 | 70,137 | 84.6 | 7,907 | 9.5 | 4,855 | 5.9 | 82,899 |
| Communication skills and general knowledge | 2015 | 69,247 | 75.9 | 14,656 | 16.1 | 7,360 | 8.1 | 91,263 |
| 2012 | 66,806 | 74.7 | 15,064 | 16.8 | 7,590 | 8.5 | 89,460 |
| 2009 | 62,246 | 75.0 | 13,103 | 15.8 | 7,599 | 9.2 | 82,948 |

Table 20.2: New South Wales emerging trends by summary indicator (2009, 2012, 2015)

| Summary Indicator | Year | Number of children | (Percentage of children – %) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- |
| Developmentally vulnerable on one or more domain (Vuln 1) | 2015 | 18,378 | 20.2 | 90,956 |
| 2012 | 17,722 | 19.9 | 88,921 |
| 2009 | 17,652 | 21.3 | 82,710 |
| Developmentally vulnerable on two or more domain (Vuln 2) | 2015 | 8,733 | 9.6 | 91,143 |
| 2012 | 8,189 | 9.2 | 89,260 |
| 2009 | 8,526 | 10.3 | 82,866 |

Emerging trends: Victoria

Table 21.1: Victoria emerging trends by domain and developmental category (2009, 2012, 2015).

| Domain | Year | Developmentally on track  (number of children) | Developmentally on track  (% of children with valid score) | Developmentally at risk  (number of children) | Developmentally at risk  (% of children with valid score) | Developmentally vulnerable (number of children | Developmentally vulnerable  (% of children with valid score) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical health and wellbeing | 2015 | 54,934 | 80.9 | 7,602 | 11.2 | 5,335 | 7.9 | 67,871 |
| 2012 | 51,985 | 81.1 | 7,111 | 11.1 | 4,965 | 7.8 | 64,061 |
| 2009 | 46,371 | 80.6 | 6,725 | 11.7 | 4,403 | 7.7 | 57,499 |
| Social competence | 2015 | 52,378 | 77.2 | 9,548 | 14.1 | 5,934 | 8.7 | 67,860 |
| 2012 | 50,226 | 78.6 | 8,519 | 13.3 | 5,151 | 8.1 | 63,896 |
| 2009 | 44,610 | 77.6 | 8,052 | 14.0 | 4,825 | 8.4 | 57,487 |
| Emotional maturity | 2015 | 52,392 | 77.5 | 9,817 | 14.5 | 5,408 | 8.0 | 67,617 |
| 2012 | 50,605 | 79.3 | 8,604 | 13.5 | 4,566 | 7.2 | 63,775 |
| 2009 | 44,210 | 77.3 | 8,278 | 14.5 | 4,734 | 8.3 | 57,222 |
| Language and cognitive skills (school-based) | 2015 | 57,474 | 84.7 | 6,062 | 8.9 | 4,292 | 6.3 | 67,828 |
| 2012 | 53,929 | 84.0 | 6,351 | 9.9 | 3,915 | 6.1 | 64,195 |
| 2009 | 48,235 | 84.0 | 5,677 | 9.9 | 3,512 | 6.1 | 57,424 |
| Communication skills and general knowledge | 2015 | 53,474 | 78.8 | 9,259 | 13.6 | 5,131 | 7.6 | 67,864 |
| 2012 | 49,557 | 77.4 | 9,371 | 14.6 | 5,110 | 8.0 | 64,038 |
| 2009 | 44,087 | 76.7 | 8,631 | 15.0 | 4,773 | 8.3 | 57,491 |

Table 21.2: Victoria emerging trends by summary indicator (2009, 2012, 2015).

| Summary Indicator | Year | Number of children | (Percentage of children – %) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- |
| Developmentally vulnerable on one or more domain (Vuln 1) | 2015 | 13,465 | 19.9 | 67,670 |
| 2012 | 12,407 | 19.5 | 63,584 |
| 2009 | 11,641 | 20.3 | 57,277 |
| Developmentally vulnerable on two or more domain (Vuln 2) | 2015 | 6,707 | 9.9 | 67,812 |
| 2012 | 6,053 | 9.5 | 63,889 |
| 2009 | 5,736 | 10.0 | 57,420 |

Emerging trends: Queensland

Table 22.1: Queensland emerging trends by domain and developmental category (2009, 2012, 2015).

| Domain | Year | Developmentally on track  (number of children) | Developmentally on track  (% of children with valid score) | Developmentally at risk  (number of children) | Developmentally at risk  (% of children with valid score) | Developmentally vulnerable (number of children | Developmentally vulnerable  (% of children with valid score) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical health and wellbeing | 2015 | 45,387 | 73.0 | 9,069 | 14.6 | 7,705 | 12.4 | 62,161 |
| 2012 | 42,427 | 72.9 | 9,023 | 15.5 | 6,759 | 11.6 | 58,209 |
| 2009 | 39,427 | 74.7 | 7,525 | 14.3 | 5,809 | 11.0 | 52,761 |
| Social competence | 2015 | 44,213 | 71.2 | 10,204 | 16.4 | 7,719 | 12.4 | 62,136 |
| 2012 | 42,392 | 72.9 | 9,077 | 15.6 | 6,717 | 11.5 | 58,186 |
| 2009 | 37,338 | 70.8 | 9,019 | 17.1 | 6,398 | 12.1 | 52,755 |
| Emotional maturity | 2015 | 45,529 | 73.5 | 10,164 | 16.4 | 6,266 | 10.1 | 61,959 |
| 2012 | 43,459 | 74.9 | 9,161 | 15.8 | 5,368 | 9.3 | 57,988 |
| 2009 | 37,576 | 71.5 | 9,210 | 17.5 | 5,802 | 11.0 | 52,588 |
| Language and cognitive skills (school-based) | 2015 | 51,100 | 82.3 | 6,026 | 9.7 | 5,000 | 8.0 | 62,126 |
| 2012 | 45,632 | 78.5 | 7,186 | 12.4 | 5,304 | 9.1 | 58,122 |
| 2009 | 32,052 | 60.9 | 12,354 | 23.5 | 8,184 | 15.6 | 52,590 |
| Communication skills and general knowledge | 2015 | 45,235 | 72.8 | 10,395 | 16.7 | 6,533 | 10.5 | 62,163 |
| 2012 | 41,547 | 71.4 | 10,417 | 17.9 | 6,239 | 10.7 | 58,203 |
| 2009 | 38,314 | 72.6 | 8,917 | 16.9 | 5,523 | 10.5 | 52,754 |

Table 22.2: Queensland emerging trends by summary indicator (2009, 2012, 2015).

| Summary Indicator | Year | Number of children | (Percentage of children – %) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- |
| Developmentally vulnerable on one or more domain (Vuln 1) | 2015 | 16,220 | 26.1 | 62,027 |
| 2012 | 15,217 | 26.2 | 57,994 |
| 2009 | 15,593 | 29.6 | 52,603 |
| Developmentally vulnerable on two or more domain (Vuln 2) | 2015 | 8,713 | 14.0 | 62,103 |
| 2012 | 8,001 | 13.8 | 58,107 |
| 2009 | 8,307 | 15.8 | 52,670 |

Emerging trends: Western Australia

Table 23.1: Western Australia emerging trends by domain and development category (2009, 2012, 2015).

| Domain | Year | Developmentally on track  (number of children) | Developmentally on track  (% of children with valid score) | Developmentally at risk  (number of children) | Developmentally at risk  (% of children with valid score) | Developmentally vulnerable (number of children | Developmentally vulnerable  (% of children with valid score) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical health and wellbeing | 2015 | 25,620 | 78.8 | 3,676 | 11.3 | 3,206 | 9.9 | 32,502 |
| 2012 | 24,045 | 78.0 | 3,777 | 12.2 | 3,012 | 9.8 | 30,834 |
| 2009 | 20,290 | 77.7 | 3,191 | 12.2 | 2,646 | 10.1 | 26,127 |
| Social competence | 2015 | 25,051 | 77.1 | 4,724 | 14.5 | 2,721 | 8.4 | 32,496 |
| 2012 | 23,689 | 76.9 | 4,521 | 14.7 | 2,589 | 8.4 | 30,799 |
| 2009 | 19,909 | 76.2 | 4,202 | 16.1 | 2,014 | 7.7 | 26,125 |
| Emotional maturity | 2015 | 24,401 | 75.3 | 5,241 | 16.2 | 2,751 | 8.5 | 32,393 |
| 2012 | 23,147 | 75.5 | 4,972 | 16.2 | 2,559 | 8.3 | 30,678 |
| 2009 | 19,238 | 73.9 | 4,482 | 17.2 | 2,301 | 8.8 | 26,021 |
| Language and cognitive skills (school-based) | 2015 | 26,857 | 82.7 | 3,449 | 10.6 | 2,153 | 6.6 | 32,459 |
| 2012 | 23,346 | 75.8 | 4,816 | 15.6 | 2,636 | 8.6 | 30,798 |
| 2009 | 17,536 | 67.2 | 5,411 | 20.7 | 3,132 | 12.0 | 26,079 |
| Communication skills and general knowledge | 2015 | 25,811 | 79.4 | 4,082 | 12.6 | 2,612 | 8.0 | 32,505 |
| 2012 | 23,643 | 76.7 | 4,397 | 14.3 | 2,797 | 9.1 | 30,837 |
| 2009 | 20,081 | 76.9 | 3,724 | 14.3 | 2,325 | 8.9 | 26,130 |

Table 23.2: Western Australia emerging trends by summary indicator(2009, 2012, 2015).

| Summary Indicator | Year | Number of children | (Percentage of children – %) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- |
| Developmentally vulnerable on one or more domain (Vuln 1) | 2015 | 6,895 | 21.3 | 32,373 |
| 2012 | 7,048 | 23.0 | 30,631 |
| 2009 | 6,445 | 24.7 | 26,052 |
| Developmentally vulnerable on two or more domain (Vuln 2) | 2015 | 3,403 | 10.5 | 32,478 |
| 2012 | 3,449 | 11.2 | 30,770 |
| 2009 | 3,177 | 12.2 | 26,091 |

Emerging trends: South Australia

Table 24.1: South Australia emerging trends by domain and development category (2009, 2012, 2015).

| Domain | Year | Developmentally on track  (number of children) | Developmentally on track  (% of children with valid score) | Developmentally at risk  (number of children) | Developmentally at risk  (% of children with valid score) | Developmentally vulnerable (number of children | Developmentally vulnerable  (% of children with valid score) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical health and wellbeing | 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 |
| Social competence | 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 |
| Emotional maturity | 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 |
| Language and cognitive skills (school-based) | 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 |
| Communication skills and general knowledge | 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 |

Table 24.2: South Australia emerging trends by summary indicator (2009, 2012, 2015).

| Summary Indicator | Year | Number of children | (Percentage of children – %) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- |
| Developmentally vulnerable on one or more domain (Vuln 1) | 2015 | 4,338 | 23.5 | 18,451 |
| 2012 | 4,115 | 23.7 | 17,355 |
| 2009 | 3,419 | 22.8 | 15,009 |
| Developmentally vulnerable on two or more domain (Vuln 2) | 2015 | 2,259 | 12.2 | 18,509 |
| 2012 | 2,126 | 12.2 | 17,399 |
| 2009 | 1,730 | 11.5 | 15,031 |

Emerging trends: Tasmania

Table 25.1: Tasmania emerging trends by domain and development category (2009, 2012, 2015).

| Domain | Year | Developmentally on track  (number of children) | Developmentally on track  (% of children with valid score) | Developmentally at risk  (number of children) | Developmentally at risk  (% of children with valid score) | Developmentally vulnerable (number of children | Developmentally vulnerable  (% of children with valid score) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical health and wellbeing | 2015 | 4,810 | 78.1 | 731 | 11.9 | 618 | 10.0 | 6,159 |
| 2012 | 4,765 | 77.8 | 751 | 12.3 | 605 | 9.9 | 6,121 |
| 2009 | 4,366 | 76.5 | 771 | 13.5 | 568 | 10.0 | 5,705 |
| Social competence | 2015 | 4,718 | 76.6 | 913 | 14.8 | 528 | 8.6 | 6,159 |
| 2012 | 4,698 | 77.0 | 903 | 14.8 | 503 | 8.2 | 6,104 |
| 2009 | 4,288 | 75.1 | 923 | 16.2 | 495 | 8.7 | 5,706 |
| Emotional maturity | 2015 | 4,638 | 75.3 | 975 | 15.8 | 545 | 8.9 | 6,158 |
| 2012 | 4,740 | 77.1 | 908 | 14.8 | 501 | 8.1 | 6,149 |
| 2009 | 4,317 | 75.9 | 889 | 15.6 | 484 | 8.5 | 5,690 |
| Language and cognitive skills (school-based) | 2015 | 5,073 | 82.4 | 621 | 10.1 | 465 | 7.5 | 6,159 |
| 2012 | 4,966 | 80.5 | 761 | 12.3 | 439 | 7.1 | 6,166 |
| 2009 | 4,598 | 80.6 | 664 | 11.6 | 442 | 7.7 | 5,704 |
| Communication skills and general knowledge | 2015 | 4,913 | 79.8 | 852 | 13.8 | 394 | 6.4 | 6,159 |
| 2012 | 4,757 | 77.8 | 955 | 15.6 | 402 | 6.6 | 6,114 |
| 2009 | 4,339 | 76.0 | 971 | 17.0 | 397 | 7.0 | 5,707 |

Table 25.2: Tasmania emerging trends by summary indicator (2009, 2012, 2015).

| Summary Indicator | Year | Number of children | (Percentage of children – %) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- |
| Developmentally vulnerable on one or more domain (Vuln 1) | 2015 | 1,296 | 21.0 | 6,159 |
| 2012 | 1,308 | 21.5 | 6,086 |
| 2009 | 1,243 | 21.8 | 5,699 |
| Developmentally vulnerable on two or more domain (Vuln 2) | 2015 | 657 | 10.7 | 6,158 |
| 2012 | 618 | 10.1 | 6,104 |
| 2009 | 617 | 10.8 | 5,699 |

Emerging trends: Australian Capital Territory

Table 26.1: Australian Capital Territory emerging trends by domain and development category (2009, 2012, 2015).

| Domain | Year | Developmentally on track  (number of children) | Developmentally on track  (% of children with valid score) | Developmentally at risk  (number of children) | Developmentally at risk  (% of children with valid score) | Developmentally vulnerable (number of children | Developmentally vulnerable  (% of children with valid score) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical health and wellbeing | 2015 | 3,755 | 72.7 | 846 | 16.4 | 564 | 10.9 | 5,165 |
| 2012 | 3,358 | 72.6 | 780 | 16.9 | 490 | 10.6 | 4,628 |
| 2009 | 3,202 | 76.3 | 601 | 14.3 | 395 | 9.4 | 4,198 |
| Social competence | 2015 | 3,845 | 74.5 | 836 | 16.2 | 483 | 9.4 | 5,164 |
| 2012 | 3,489 | 75.5 | 734 | 15.9 | 396 | 8.6 | 4,619 |
| 2009 | 3,142 | 74.9 | 683 | 16.3 | 372 | 8.9 | 4,197 |
| Emotional maturity | 2015 | 3,910 | 75.9 | 819 | 15.9 | 423 | 8.2 | 5,152 |
| 2012 | 3,651 | 79.0 | 636 | 13.8 | 333 | 7.2 | 4,620 |
| 2009 | 3,160 | 75.5 | 652 | 15.6 | 376 | 9.0 | 4,188 |
| Language and cognitive skills (school-based) | 2015 | 4,312 | 83.5 | 549 | 10.6 | 303 | 5.9 | 5,164 |
| 2012 | 3,987 | 86.5 | 440 | 9.5 | 182 | 3.9 | 4,609 |
| 2009 | 3,505 | 83.8 | 440 | 10.5 | 238 | 5.7 | 4,183 |
| Communication skills and general knowledge | 2015 | 3,898 | 75.5 | 870 | 16.8 | 397 | 7.7 | 5,165 |
| 2012 | 3,393 | 73.4 | 853 | 18.5 | 376 | 8.1 | 4,622 |
| 2009 | 3,154 | 75.2 | 665 | 15.9 | 375 | 8.9 | 4,194 |

Table 26.2: Australian Capital Territory emerging trends by summary indicator (2009, 2012, 2015).

| Summary Indicator | Year | Number of children | (Percentage of children – %) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- |
| Developmentally vulnerable on one or more domain (Vuln 1) | 2015 | 1,161 | 22.5 | 5,157 |
| 2012 | 1,010 | 22.0 | 4,594 |
| 2009 | 927 | 22.2 | 4,180 |
| Developmentally vulnerable on two or more domain (Vuln 2) | 2015 | 531 | 10.3 | 5,158 |
| 2012 | 454 | 9.8 | 4,616 |
| 2009 | 456 | 10.9 | 4,190 |

Emerging trends: Northern Territory

Table 27.1: Northern Territory emerging trends by domain and development category (2009, 2012, 2015).

| Domain | Year | Developmentally on track  (number of children) | Developmentally on track  (% of children with valid score) | Developmentally at risk  (number of children) | Developmentally at risk  (% of children with valid score) | Developmentally vulnerable (number of children | Developmentally vulnerable  (% of children with valid score) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical health and wellbeing | 2015 | 2,249 | 68.9 | 496 | 15.2 | 518 | 15.9 | 3,263 |
| 2012 | 2,258 | 71.8 | 413 | 13.1 | 472 | 15.0 | 3,143 |
| 2009 | 1,916 | 66.3 | 434 | 15.0 | 541 | 18.7 | 2,891 |
| Social competence | 2015 | 2,082 | 63.9 | 575 | 17.6 | 603 | 18.5 | 3,260 |
| 2012 | 2,091 | 66.6 | 580 | 18.5 | 468 | 14.9 | 3,139 |
| 2009 | 1,865 | 64.6 | 504 | 17.5 | 517 | 17.9 | 2,886 |
| Emotional maturity | 2015 | 2,140 | 65.9 | 603 | 18.6 | 504 | 15.5 | 3,247 |
| 2012 | 2,100 | 67.4 | 593 | 19.0 | 421 | 13.5 | 3,114 |
| 2009 | 1,885 | 66.0 | 533 | 18.6 | 440 | 15.4 | 2,858 |
| Language and cognitive skills (school-based) | 2015 | 2,129 | 65.6 | 421 | 13.0 | 697 | 21.5 | 3,247 |
| 2012 | 1,938 | 62.0 | 537 | 17.2 | 649 | 20.8 | 3,124 |
| 2009 | 1,722 | 60.2 | 494 | 17.3 | 644 | 22.5 | 2,860 |
| Communication skills and general knowledge | 2015 | 2,180 | 66.7 | 557 | 17.0 | 530 | 16.2 | 3,267 |
| 2012 | 2,150 | 68.4 | 538 | 17.1 | 454 | 14.4 | 3,142 |
| 2009 | 1,886 | 65.2 | 500 | 17.3 | 507 | 17.5 | 2,893 |

Table 27.2: Northern Capital Territory emerging trends by summary indicator (2009, 2012, 2015).

| Summary Indicator | Year | Number of children | (Percentage of children – %) | Total  (number of children with valid score) |
| --- | --- | --- | --- | --- |
| Developmentally vulnerable on one or more domain (Vuln 1) | 2015 | 1,207 | 37.2 | 3,248 |
| 2012 | 1,106 | 35.5 | 3,117 |
| 2009 | 1,109 | 38.7 | 2,865 |
| Developmentally vulnerable on two or more domain (Vuln 2) | 2015 | 751 | 23.1 | 3,255 |
| 2012 | 653 | 20.9 | 3,130 |
| 2009 | 673 | 23.4 | 2,878 |

Appendix 1: AEDC 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 programme. The resources listed below are just some of those available. These can be accessed through the [AEDC website](https://www.aedc.gov.au)[[22]](#footnote-22) or alternatively by clicking on the links provided.

Refer to the [**AEDC user guides**](https://www.aedc.gov.au/resources/user-guides)[[23]](#footnote-23) for ideas and strategies on how to respond to AEDC data.

For detailed information on AEDC results reporting, refer to the fact sheet [Understanding the results](https://www.aedc.gov.au/unders)[[24]](#footnote-24) .

The fact sheet [Definition of AEDC terms](https://www.aedc.gov.au/defterm)[[25]](#footnote-25) is a valuable guide that describes terminology used throughout the programme.

The [AEDC Community Results Tables](https://www.aedc.gov.au/tables)[[26]](#footnote-26) summarise results for each AEDC community and the local communities within it. As part of the online [Data Explorer](https://www.aedc.gov.au/data)[[27]](#footnote-27), this searchable resource allows comparisons across years and communities. The 2015 AEDC community data was published in March 2016.

AEDC publications

Important AEDC resources include:

[Sector messages](https://www.aedc.gov.au/sectormsgs)[[28]](#footnote-28)

[Calculation of the critical difference](https://www.aedc.gov.au/trcd)[[29]](#footnote-29)

[Fact sheet library](https://www.aedc.gov.au/factsheets)[[30]](#footnote-30)

* + [About the AEDC data collection](https://www.aedc.gov.au/abtdata)[[31]](#footnote-31)
  + [About the AEDC domains](https://www.aedc.gov.au/abtdom)[[32]](#footnote-32)
  + [Definition of AEDC terms](https://www.aedc.gov.au/defterm)[[33]](#footnote-33)
  + [Emerging trends from the AEDC](https://www.aedc.gov.au/emerging-trends)[[34]](#footnote-34)
  + [Understanding community boundaries](https://www.aedc.gov.au/ucb)[[35]](#footnote-35)
  + [Understanding the results](https://www.aedc.gov.au/unders)**[[36]](#footnote-36)**

AEDC videos

[Emerging trends in the AEDC](https://www.aedc.gov.au/emerging-trends)[[37]](#footnote-37)

[Introduction to the AEDC](https://www.aedc.gov.au/vi1)[[38]](#footnote-38)

[Informing your planning](https://www.aedc.gov.au/vi2)[[39]](#footnote-39)

[Minister's message](https://www.aedc.gov.au/vi5)[[40]](#footnote-40)

[Understanding the data](https://www.aedc.gov.au/vi3)[[41]](#footnote-41)

Key AEDC web pages (Main AEDC web site[[42]](#footnote-42))

[AEDC community results tables](https://www.aedc.gov.au/tables)[[43]](#footnote-43)

[Communities FAQs](https://www.aedc.gov.au/commfaqs)[[44]](#footnote-44)

[History of the AEDC](http://www.aedc.gov.au/history)[[45]](#footnote-45)

[Protective and risk factors for children](http://www.aedc.gov.au/prsk)[[46]](#footnote-46)

[Resources for communities](http://www.aedc.gov.au/rfc)[[47]](#footnote-47)

[Using your AEDC results](http://www.aedc.gov.au/ug)[[48]](#footnote-48)

[Validation and trial of the AEDC](https://www.aedc.gov.au/valid)**[[49]](#footnote-49)**

Appendix 2: Glossary

**AEDC community**

AEDC communities are a geographic area, usually equivalent to a Local Government Area (LGA), made up of Local Communities (see 'Local Community' definition).

**AEDC cut-off scores**

For each of the five AEDC domains, children receive a score between 0 and 10 where 0 is most developmentally vulnerable.

The cut off scores set in 2009 provide a reference point against which later AEDC results can be compared. These have remained the same across the three collection cycles.

For example, using the cut off scores established in 2009, in the 2015 AEDC only 6.5 per cent of children were considered developmentally vulnerable on the language and cognitive development domain, a decrease from 8.9 per cent in 2009.

**AEDC domains**

The AEDC measures five areas, or domains, of early childhood development that form the foundations for later good health, education and social outcomes. These domains are:

physical health and wellbeing

social competence

emotional maturity

language and cognitive skills (school-based)

communication skills and general knowledge.

[More information about these domains](https://www.aedc.gov.au/abtdom)[[50]](#footnote-50) can be found on the AEDC web site.

**Australian Early Development Census (AEDC)**

A population measure of young children's development based on a teacher completed Instrument across five developmental domains (AEDC domains). Prior to 1 July 2014, the AEDC was known as the Australian Early Development Index (AEDI).

**Australian version of the Early Development Instrument**

**(the Early Development Instrument, which has been adapted for use in Australia)**

A teacher-completed Instrument that consists of approximately 100 questions measuring the five developmental domains. To ensure teacher judgement is moderated across Australia, teachers receive online training prior to completing the Instruments.

**Community profiles and maps**

All AEDC data collected in a geographic area are collated and analysed at the suburb or small area locality (Local Community) of the child. This is reported back to the community through AEDC Community Profiles and AEDC maps.

The AEDC Community Profiles report the percentage of children on track, developmentally at risk and developmentally vulnerable for each developmental domain.

**Control for age variability at school entry**

The ages of children in their first year of full-time school vary. As age is a factor contributing to children’s development, the published AEDC results control for age.

**Critical difference**

The critical difference is the minimum level of change required between any two cycles of AEDC results for the comparative result to be significant. The difference between the percentages of children vulnerable across the cycles is statistically significant if it exceeds the critical difference. For further information see the Calculation of the critical difference1 Technical Report.

**Developmentally vulnerable on one or more domain(s) (Vuln 1)**

The percentage of children who are classified as developmentally vulnerable on one or more AEDC domain(s). Developmentally vulnerable on one or more domain(s) (Vuln 1) are part of the Summary Indicators (See ‘Summary indicators’ definition).

**Developmentally vulnerable on two or more domains (Vuln 2)**

The percentage of children who are classified as developmentally vulnerable on two or more AEDC domains. Also see Summary indicator for more information. Developmentally vulnerable on two or more domains (Vuln 2) are part of the summary indicators (See ‘Summary indicators’).

**Early Development Instrument**

The Early Development Instrument (EDI) was developed in Canada to measure the developmental health and wellbeing of populations of young children. An Australian adapted version of the EDI is the teacher completed instrument used in the AEDC programme, see the Australian version of the Early Development Instrument.

**English as a Second Language (ESL)**

Children are considered to have ESL status where English is not their first language and they need additional instruction in English; or where English is not their first language, they have conversational English, but are not yet proficient in English.

**Geographic location**

Geographic location for the AEDC is based on the Australian Statistical Geographical Standard (ASGS) Remoteness Areas, developed by the Australian Bureau of Statistics (ABS) to classify places of remoteness. Geographical areas are given a score based on the road distance to service towns of different sizes. Scores for regions are derived by averaging scores from a one square kilometre grid.

The five Remoteness Areas are:

1. Major Cities – relatively unrestricted accessibility to a wide range of goods and services and opportunities for social interaction.

2. Inner Regional – some restrictions to accessibility of some goods, services and opportunities for social interaction.

3. Outer Regional – significantly restricted accessibility of goods, services and opportunities for social interaction.

4. Remote – very restricted accessibility of goods, services and opportunities for social interaction.

5. Very Remote – very little accessibility of goods, services and opportunities for social interaction.

The ASGS Remoteness Areas classification is an all of Australia view. As such, remote parts of Tasmania are remote because of their location in the context of Australia, not their location in Tasmania.

**Language background other than English (LBOTE)**

Children are considered ‘LBOTE’ if they speak a language other than English at home, or if they speak English at home but are still considered to have ESL status. Indigenous children who have LBOTE status are part of the LBOTE group. For example, it is possible for children to be both Indigenous and have LBOTE status.**Local community**

A small area locality, usually representing a suburb or town.

For its results to be reported Local Communities must have a minimum of 15 children and two teachers. Results are not reported if more than 20 per cent of children were identified as children with special needs.

**Population of children enrolled to begin school**

The population of Australian children enrolled to begin their first year of full-time school is data provided by the 2015 School Census, inclusive of government, Catholic and independent schools across Australia.

This number is used to determine the extent to which AEDC is reflective of the entire population of Australian children starting school in 2015.

**Proficient in English**

Proficient in English refers to what is expected of the average monolingual English speaker in a similar phase of development. For the AEDC, children are considered proficient in English if teachers answered “average” or “good/very good” to the Australian version of the Early Development Instrument question: “How would you rate this child’s ability to use language effectively in English?”

This question refers to the child’s use of the appropriate words and expressions at appropriate times, as well as the child’s contribution to conversations. Effective use is defined as “use sufficient to convey the desired message” Only basic grammatical concepts need to be adhered to, so long as the meaning is clear. Teachers were asked specifically to consider English language skills.

**Quintiles**

Quintiles are used for the AEDC comparisons to Socio-Economic Indexes for Areas (SEIFA) (see definition for SEIFA). The lowest quintile (Quintile 1) represents the most socio-economically disadvantaged areas; the highest quintile (Quintile 5) represents the least socio-economically disadvantaged areas

**Reported results**

Reported results refer to the information that is made publically available at a community level from the AEDC data collection. This includes:

Demographic data for all children included in the census

AEDC domain scores – includes scores only from children with valid domain scores, and for those who don’t have any diagnosed special need.

**Summary indicators**

Summary indicators are a measure of developmental vulnerability for children across the five AEDC domains (See ‘developmentally vulnerable on one or more domain(s) (Vuln 1)’ and ‘developmentally vulnerable on two or more domains (Vuln 2)’).

**Socio-Economic Indexes for Areas (SEIFA)**

The AEDC classifies socio-economic status according to the Socio- Economic Indexes for Areas (SEIFA), developed by the Australian Bureau of Statistics (ABS). They are a set of measures, derived from Census information, that summarise different aspects of socioeconomic conditions in an area. The Index for Relative Socio-Economic Disadvantage, which is used in AEDC results, looks at Census information that reflects disadvantage such as low income, low educational attainment, high unemployment, and jobs in relatively unskilled occupations. Every geographical area in Australia is given a SEIFA score that ranks the disadvantage of an area, compared with other areas in Australia.

**Special needs**

A child requiring special assistance because of chronic medical, physical or intellectually disabling conditions (e.g. autism, cerebral palsy, Down syndrome), based on a medical diagnosis or medical diagnoses.

**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 the items in any given domain.

1. www.aedc.gov.au [↑](#footnote-ref-1)
2. http://www.aedc.gov.au/abtdom [↑](#footnote-ref-2)
3. www.aedc.gov.au/about-the-aedc/how-to-understand-the-aedc-results [↑](#footnote-ref-3)
4. [www/aedc/gpv/au/trcd](file:///\\vdc1\zdrive\Consulting\Jobs\A-K\Department%20of%20Education%20(Aus%20Gov)\1104%20AEDC%202015\Engagement%20resources%20(1104)\Design\National%20Report\1%20Finished%20Art\Accessible%20version\www\aedc\gpv\au\trcd) [↑](#footnote-ref-4)
5. www.aedc.gov.au/resources/aedc-userguide [↑](#footnote-ref-5)
6. ∧ There are four school intakes per year in South Australia (one per term) in 2009 and 2012. To complete an Instrument, it is recommended that the teacher has known the child for at least one month. And children who started school in Term 2 may not have been included in the AEDC data collection. [↑](#footnote-ref-6)
7. \* More children were included in the AEDC than the estimated number of eligible children. [↑](#footnote-ref-7)
8. Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown. [↑](#footnote-ref-8)
9. Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown. [↑](#footnote-ref-9)
10. Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown. [↑](#footnote-ref-10)
11. Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown. [↑](#footnote-ref-11)
12. Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown. [↑](#footnote-ref-12)
13. Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown. [↑](#footnote-ref-13)
14. Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown. [↑](#footnote-ref-14)
15. Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown. [↑](#footnote-ref-15)
16. Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown. [↑](#footnote-ref-16)
17. Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown. [↑](#footnote-ref-17)
18. Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown. [↑](#footnote-ref-18)
19. Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown. [↑](#footnote-ref-19)
20. Total for LBOTE includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency in English is unknown. [↑](#footnote-ref-20)
21. Total children who speak only English at home includes children that are NOT proficient in English, ARE proficient in English, as well as children whose proficiency is unknown. [↑](#footnote-ref-21)
22. www.aedc.gov.au [↑](#footnote-ref-22)
23. www.aedc.gov.au/resources/user-guides [↑](#footnote-ref-23)
24. www.aedc.gov.au/unders [↑](#footnote-ref-24)
25. www.aedc.gov.au/defterm [↑](#footnote-ref-25)
26. www.aedc.gov.au/tables [↑](#footnote-ref-26)
27. www.aedc.gov.au/data [↑](#footnote-ref-27)
28. www.aedc.gov.au/sectormsgs [↑](#footnote-ref-28)
29. www.aedc.gov.au/trcd [↑](#footnote-ref-29)
30. www.aedc.gov.au/factsheets [↑](#footnote-ref-30)
31. www.aedc.gov.au/abtdata [↑](#footnote-ref-31)
32. www.aedc.gov.au/abtdom [↑](#footnote-ref-32)
33. www.aedc.gov.au/defterm [↑](#footnote-ref-33)
34. www.aedc.gov.au/emerging-trends [↑](#footnote-ref-34)
35. www.aedc.gov.au/ucb [↑](#footnote-ref-35)
36. www.aedc.gov/unders [↑](#footnote-ref-36)
37. [www.aedc.gov.au/vi4](file:///\\vdc1\zdrive\Consulting\Jobs\A-K\Department%20of%20Education%20(Aus%20Gov)\1104%20AEDC%202015\Engagement%20resources%20(1104)\Design\National%20Report\1%20Finished%20Art\Accessible%20version\www.aedc.gov.au\vi4) [↑](#footnote-ref-37)
38. www.aedc.gov.au/vi1 [↑](#footnote-ref-38)
39. www.aedc.gov.au/vi2 [↑](#footnote-ref-39)
40. www.aedc.gov.au/vi5 [↑](#footnote-ref-40)
41. www.aedc.gov.au/vi3 [↑](#footnote-ref-41)
42. www.aedc.gov.au [↑](#footnote-ref-42)
43. www.aedc.gov.au/tables [↑](#footnote-ref-43)
44. www.aedc.gov.au/commfaqs [↑](#footnote-ref-44)
45. www.aedc.gov.au/history [↑](#footnote-ref-45)
46. www.aedc.gov.au/prsk [↑](#footnote-ref-46)
47. [Resources for communities website](file:///\\vdc1\zdrive\Consulting\Jobs\A-K\Department%20of%20Education%20(Aus%20Gov)\1104%20AEDC%202015\Engagement%20resources%20(1104)\Design\National%20Report\1%20Finished%20Art\Accessible%20version\www.aedc.gov.au\rfc) [↑](#footnote-ref-47)
48. [www,aedc.gov.au/ug](file:///\\vdc1\zdrive\Consulting\Jobs\A-K\Department%20of%20Education%20(Aus%20Gov)\1104%20AEDC%202015\Engagement%20resources%20(1104)\Design\National%20Report\1%20Finished%20Art\Accessible%20version\www.aedc.gov.au\ug) [↑](#footnote-ref-48)
49. www.aedc.gov.au/valid [↑](#footnote-ref-49)
50. www.aedc.gov.au/abtdom [↑](#footnote-ref-50)