Australian Early Development Census
An Australian Government Initiative

# Australian Early Development Census National Report 2021

## 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, The Centre for Community Child Health at The Royal Children's Hospital, Melbourne, and the Murdoch Children's Research Institute, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

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# Executive summary

## 12 years of the AEDC

Over a decade ago, the Australian Government invested in the Australian Early Development Census (AEDC), recognising that early childhood development is foundational for children's later health, wellbeing and life chances. Five collections have now taken place and the policy, community and research insights it has afforded are immense.

We have seen the contribution our early childhood education and care systems make to children's early development[1]. Research using the AEDC has shown us that when children have a strong start, it supports them to do well in schooling and beyond[2]. In Australia, the early learning and child care system includes programs such as playgroups, Child Care Subsidy approved services such as Centre Based Day Care and Outside School Hours Care, and preschool/kindergarten. Each plays a role in meeting the needs of families and providing rich early learning experiences for children.

The AEDC also demonstrates the significant investment families make in their children's lives. An investment that not only benefits their children but contributes to the wellbeing of our nation. While the AEDC measures the development of children's early development, we recognise that the lives of children across Australia differ in important ways. Culture, connection and belonging are vital for children's wellbeing and later life in ways that are currently not measured well. The AEDC is working with communities to explore how we can do this better.

While many children experience early environments that stimulate their development and learning, the AEDC makes evident persistent equity gaps in children's development. While our early years systems are some of the most comprehensive in the world – with strong universal services and targeted supports that are making a difference for many children and families – there is always room for improvement. The AEDC shows where we need to work differently to improve the experiences of children and families in the first five years of life.

## AEDC and COVID-19

AEDC data from 2021 provides an insight into the early effects of the COVID-19 pandemic on children and families. Across Australia, children who started school in 2021 experienced some disruption to their early learning participation. Our education systems responded and adapted their programs. For many families the pandemic enabled them to spend more time connecting with their children and their early learning experiences. AEDC data from this collection reflects both the challenges and the benefits during this time. While the percentage of children on track in their early literacy skills has declined (see Table 2 'National trends by domain'), changes in the AEDC data are largely constrained to this domain. Nevertheless, this lost ground is most evident where there was existing developmental disadvantage. These changes in the AEDC highlight the importance of ensuring younger cohorts are well supported over the coming years with a focus on mitigating impacts for families most affected in their access to employment, social support, and early education and care (refer to 'Focus on equity groups' section).

## Change in the AEDC over 12 years

Around 300,000 children have been included in each collection of the AEDC, totalling around 1.5 million children. This has provided a rich and robust picture of child development in Australia. With this many children included, the changes over time can appear to be small, but they are significant with real impacts seen at the community level. In 2009, 23.6 per cent of children were developmentally vulnerable in at least one area of their development and in 2021 that number has decreased to 22.0 per cent. At the same time, in 2021, 11.4 per cent of children were developmentally vulnerable in two or more areas of their development, compared to 11.8 per cent in 2009. This highlights the fact that substantial support is still needed for these children to have the best chance of thriving through their schooling years.

[1] Sincovich, A., Harman-Smith, Y., Gregory, T. & Brinkman, S. (2020). The relationship between early childhood education and care and children's development (AEDC Research Snapshot). Australian Government, Canberra. Available at ( aedc.gov.au ).

[2] Gregory, T. & Brinkman, S. (2014). The predictive validity of the AEDC: Predicting later cognitive and behavioural outcomes (AEDC Research Snapshot). Australian Government, Canberra. Available at ( aedc.gov.au ).

# Executive summary

## A new summary indicator

In the past, reporting on the AEDC focussed on identifying and reporting rates of developmental vulnerability. Many have called for an indicator that shifts the focus to developmental strengths. In 2015, the multiple strengths indicator was introduced and since then work has been done to better capture children's strength[1]. In 2021, the AEDC has added a new summary indicator reflecting this direction. The new indicator is referred to as 'On track on five domains' and it tells us how children have been supported across all areas of their development. At a glance, the majority of children are developmentally on track on all five domains of early childhood development, and this had been steadily increasing over time, from around 50.7 per cent in 2009 to 55.4 per cent in 2018. In 2021, however, we saw a slight reversal in this trend, with the percentage of children who were on track on five domains decreasing to 54.8 per cent.

## Trends from the AEDC domains

Over the past 12 years, we have seen variable changes in the AEDC domains, with gains made in some domains and mixed results in others.

The **language and cognitive skills (school-based) domain** saw the largest improvement of any domain over the five cycles, in particular from 2009 to 2012. This domain measures aspects of children's early literacy and numeracy skills. A small improvement was also seen in 2015, however, in 2021, we have seen a reversal in some of the early gains. Despite this, the percentage of children who are developmentally on track remains significantly higher in 2021 than in 2009.

The **communication skills and general knowledge domain** has also improved over time. This domain measures how well children listen, talk and share their knowledge of the world around them. The percentage of children on track on this domain has improved from 2009, but also showed a slight reversal of the previous positive trend in 2021.

The **emotional maturity domain** has also seen improvement from 2009. It measures children's ability to regulate emotions, deal with upsets and help others. Nationally, we saw no significant change in this domain in 2021.

The **social competence domain** has had mixed results since 2009, with both the percentage of children who are developmentally on track and the percentage of children who are developmentally vulnerable higher in 2021 than in 2009. Meanwhile, the percentage of children that are developmentally at risk has decreased. This domain measures how children get along with their peers, adults and their ability to follow class routines and expectations. Unlike other domains, the percentage of children who are developmentally vulnerable on this domain showed improvement in 2021.

The **physical health and wellbeing domain** has also had mixed results since 2009. The domain measures three aspects of children's development – fine and gross motor skills, independence in self-care tasks and readiness for the school day. On this domain, the percentage of children who are developmentally on track and the percentage of children who are developmentally vulnerable were both higher in 2021 than 2009. Meanwhile, the percentage of children that are developmentally at risk has decreased.

## AEDC equity trends

Equity in children's development is about the extent to which our society is fair for all children. It is critical for the health and wellbeing of our future communities that all children have access to the same opportunities to thrive in their growth and development. The AEDC shows where equitable outcomes in the early years have been achieved and where more work is required to meet the needs of families living in communities with differences in their access to resources for raising children, for families whose first language is not English, and for Aboriginal and Torres Strait Islander children, amongst whose communities historical disadvantage persists.

[1] Gregory, T., & Brinkman, S. (2016). Exploring two new indices for the Australian Early Development Census (AEDC) program: the Multiple Challenge and Multiple Strength Indicators. Telethon Kids Institute, Adelaide, Australia. Available at ( **aedc.gov.au** ).

# Executive summary

## Aboriginal and Torres Strait Islander children

Recognising the importance of early childhood for children's life chances, Australian governments, through the Closing the Gap initiative, have set a target to increase the percentage of Aboriginal and Torres Strait Islander children who are on track on five domains to 55 per cent by 2031 ( pc.gov.au/closing-the-gap-data/dashboard/socioeconomic/outcome-area4 ). From 2009 to 2018, there had been a steady increase in the percentage of Aboriginal and Torres Strait Islander children on track on five domains. For the first time in 2021, the data shows a slight reversal in this trend, that reflects the same changes we see for all children nationally. These results were driven by decreases in the percentage of children on track in the physical health and wellbeing, language and cognitive skills (school-based) and communication skills and general knowledge domains in 2021. Positively, there was an increase in the percentage of children on track in their social competence in 2021.

The target set by Australian governments recognises that significant work is required to better support Aboriginal and Torres Strait Islander communities in ways that are different from what has gone before. There are communities where partnerships at the local level are creating conditions for children to thrive – places we can look to for better ways to work together.

## Children living in socio-economically disadvantaged communities

Children living in the most socio-economically disadvantaged communities are twice as likely to be vulnerable on one or more AEDC domains and three times more likely to be vulnerable on two or more domains compared to children living in communities with high levels of socio-economic advantage. In 2021, there was increased developmental vulnerability on one or more and two or more domains for children across the socio-economic spectrum but more so for children living in our most socio-economically disadvantaged areas, reversing previous progress. This was most evident in the language and cognitive skills (school-based) and physical health and wellbeing domains.

## Children with diverse language backgrounds

More than one in four (26.8 per cent) children in Australia speak more than one language at home and some of these children are the first generation of their family to call Australia home. Since 2009, we have seen improvements in the percentage of children with a language background other than English who are developmentally on track across all domains. In the areas of physical health and wellbeing and emotional maturity, as a group, children with a language background other than English have the lowest rates of developmental vulnerability in these domains. However, these children also have the highest rate of developmental vulnerability in their communication skills and general knowledge, reflecting early differences in the listening and speaking skills of children who speak multiple languages (see 'Language diversity (LBOTE)). It will be important to track how this progresses over the lifespan to ensure all children, regardless of their language background, can access learning and social opportunities in school.

## Children living in regional and remote areas

While there are advantages to rural living, children growing up in regional and remote areas of Australia often have less access to services and supports. AEDC data reflects this with rates of developmental vulnerability increasing with increased distance from metropolitan centres. For those children living in the remotest areas, this is compounded by adversities their communities face. In 2021, there was an increase in developmental vulnerability for children living in regional and remote areas, driven primarily by fewer children on track in their language and cognitive skills (school-based).

# Executive summary

## Key findings

The 2021 AEDC data shows the majority of children were identified as 'developmentally on track' for each of the five AEDC domains, consistent with the five collections to date. Between 2018 and 2021, however, the percentage of children who were on track on five domains decreased for the first time since 2009 (from 55.4 per cent in 2018 to 54.8 per cent in 2021).

The 2021 AEDC data also show a small but significant increase in the percentage of children who were 'developmentally vulnerable'. In 2021, the percentage of children developmentally vulnerable on one or more domain(s) increased from 21.7 per cent in 2018 to 22.0 per cent in 2021. The percentage of children who were developmentally vulnerable on two or more domains also increased from 11.0 per cent in 2018 to 11.4 per cent in 2021.

For each of the five AEDC domains, the following changes were observed between 2018 and 2021:

- The **language and cognitive skills (school-based) domain** saw the most significant shift in 2021. The percentage of children who were developmentally vulnerable on this domain increased from 6.6 per cent in 2018 to 7.3 per cent in 2021. The percentage of children who were on track, meanwhile, decreased from 84.4 per cent in 2018 to 82.6 per cent in 2021.
- In the **physical health and wellbeing domain** there was a small increase in the percentage of children who are developmentally vulnerable; from 9.6 per cent in 2018 to 9.8 per cent in 2021.
- The **social competence domain** was the only domain where the level of vulnerability decreased (from 9.8 per cent in 2018 to 9.6 per cent in 2021). The percentage of children on track on this domain, meanwhile, improved slightly from 75.8 per cent in 2018 to 75.9 per cent in 2021.
- The progressive gains made on the **communication skills and general knowledge domain** since 2009 have not continued in 2021, with results at a similar level to 2015. The percentage of vulnerable children increased from 8.2 per cent in 2018 to 8.4 per cent in 2021. Conversely, the percentage of children on track on this domain decreased by 0.2 percentage points to 77.1 per cent in 2021.
- The **emotional maturity domain** also saw a slight increase in the percentage of children developmentally vulnerable (from 8.4 per cent in 2018 to 8.5 per cent in 2021) and a decrease in the percentage of children on track on this domain (from 77.1 per cent in 2018 to 77.0 per cent in 2021).

# AEDC domain and summary indicator guide

## About the AEDC domains

AEDC data is collected using the Australian version of the Early Development Instrument (AvEDI), adapted from Canada[1]. Based on their knowledge and observations of children in their class, teachers respond to approximately 100 questions across the five domains of the AEDC, as described in Figure 1.

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

**Figure 1** — *AEDC domain descriptions*

| | |
|---|---|
| **Physical health and wellbeing** | |
|  | Children's physical readiness for the school day, physical independence and gross and fine motor skills. |
| **Social competence** | |
|  | Children's overall social competence, responsibility and respect, approach to learning and readiness to explore new things. |
| **Emotional maturity** | |
|  | Children's pro-social and helping behaviours and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention. |
| **Language and cognitive skills (school-based)** | |
|  | Children's basic literacy, advanced literacy, basic numeracy, and interest in literacy, numeracy and memory. |
| **Communication skills and general knowledge** | |
|  | Children's communication skills and general knowledge based on broad developmental competencies and skills. |

Children are allocated a score against the five AEDC domains. Using benchmark scores calculated in 2009, children are determined to be either 'developmentally on track', 'developmentally at risk' or developmentally vulnerable' on each domain.

| | |
|---|---|
| **Developmentally on track** | Children are considered to be developing well. As such, it is desirable to see the percentage of children who are 'on track' increase with each new AEDC collection cycle. |
| **Developmentally at risk** | Children are facing challenges in some aspects of their development. Changes in the percentage of children 'at risk' need to be considered alongside changes in the percentage of children on track and vulnerable. For example, a reduction in those who are developmentally vulnerable could coincide with an increase in those at risk which would signal an overall improvement. Alternatively, a reduction in those who are on track could coincide with an increase in those who are at risk which would signal an overall decline in development. |
| **Developmentally vulnerable** | Children are facing some significant challenges in their development. As such, it is desirable to see the percentage of children who are 'vulnerable' decrease with each new AEDC collection cycle. |

[1] Janus, M., & Offord, D. (2007). Development and Psychometric Properties of the Early Development Instr ment (EDI): A Measure of Children's School Readiness. Canadian Journal of Behavioural Science, 39(1), 1-22. doi: 10.1037/cjbs2007001

# AEDC domain and summary indicator guide

## AEDC summary indicators

The AEDC has three summary indicators that collectively can be used to monitor trends in child development.

Two of these summary indicators measure developmental vulnerability across the domains and help identify groups of children who are most vulnerable:

Vuln 1

**Developmentally vulnerable on one or more domain(s) (DV1):**

The percentage of children who are developmentally vulnerable on ONE or more AEDC domain(s)

Vuln 2

**Developmentally vulnerable on two or more domains (DV2):**

The percentage of children who are developmentally vulnerable on TWO or more AEDC domains.

The third summary indicator, on track on 5 domains, is a strength-based indicator that helps identify where things are working well and what is working to support children's holistic development. It was introduced as a national AEDC measure in 2021 and is the basis for the Closing the Gap Target 4 'children thrive in their early years'.

OT5

**Developmentally on track on five domains (OT5):**

The percentage of children who are developmentally on track on all FIVE AEDC domains.

For further information about the domains and domain characteristics (developmentally on track, at risk and vulnerable) please refer to the fact sheet *About the AEDC domains* ( **aedc.gov.au/abtdom** ). A comprehensive explanation of the percentiles and cut-offs is given in the fact sheet *Understanding the results* ( **aedc.gov.au/unders** ) and the information video *Understanding the data* ( **aedc.gov.au/vi3** ).

## Critical difference

Changes in AEDC data look larger in some areas than in others, especially where there are small numbers of children. To support people to consider the size of the change in their area, a method has been developed called the 'critical difference'. The critical difference can also be used to explore changes over time in the summary indicators – DV1, DV2, and OT5.

The 'critical difference tool' is available for use on the AEDC website ( **aedc.gov.au/crit-diff-com** ).

The critical difference is the minimum percentage point change required between two collection cycles for the results to represent a 'significant change' in children's development. The critical difference varies slightly for the different AEDC indicators but is mainly determined by the number of children in the group being compared (e.g., state/territory, community, school).

- At a **national level**, where 260,000 children or more are captured in each AEDC cycle, the critical difference is 0.1 percentage points, so any change larger than this represents a significant change in child development.
- For **large jurisdictions**, such as NSW, VIC and QLD, where 50,000 to 100,000 children are captured in each AEDC cycle, the critical difference is 0.2 to 0.3 percentage points.
- For a **smaller jurisdiction**, such as TAS, ACT and NT, where 3,000 to 7,000 children are captured in each AEDC cycle, the critical difference is 0.5 to 1.3 percentage points.
- For a **small community** with 100 children, the AEDC results would need to shift by 4 to 7 percentage points to represent a significant shift in child development, depending on which AEDC indicator is of interest.

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# AEDC summary indicators

# AEDC summary indicators

## National trends (all children)

With data sets covering five collections, results can be compared to identify trends in early childhood development across Australia.

In 2021, the percentage of children developmentally vulnerable on one or more domain(s) increased by 0.3 percentage points from 21.7 per cent in 2018 to 22.0 per cent, back to levels equivalent to 2012 and 2015 (22.0 per cent).

A similar increase (0.4 percentage points) was observed in the percentage of children who were developmentally vulnerable on two or more domains in 2021 (11.4 per cent), the second highest level since baseline (11.8 per cent).

A majority of children were developmentally on track on all five domains, in each of the five collections, as shown in Figure 3. In 2021, the percentage of children who were on track on five domains (54.8 per cent) decreased for the first time since baseline, 0.6 percentage points lower than its peak in 2018 (55.4 per cent).

While these results show a small increase in developmental vulnerability nationally, they may be fairly modest results considering the potential impact of COVID-19 and the interruptions it caused to early learning and household stress experienced by families in 2020 and 2021.

# AEDC summary indicators

## National trends (all children)

**Figure 2** — *Percentage of children developmentally vulnerable on one or more domain(s) and two or more domains*

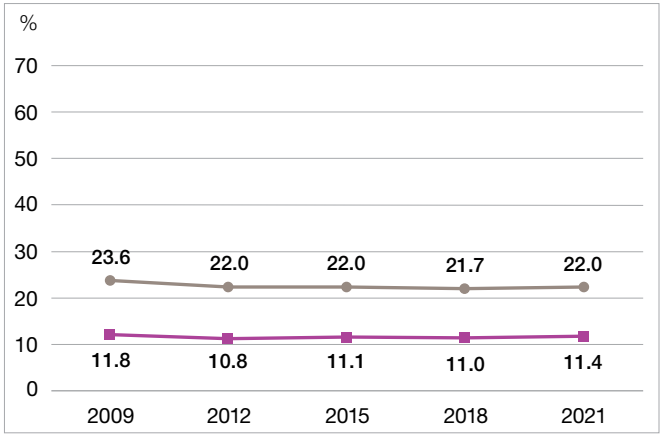


**Figure 3** — *Percentage of children developmentally on track on five domains*

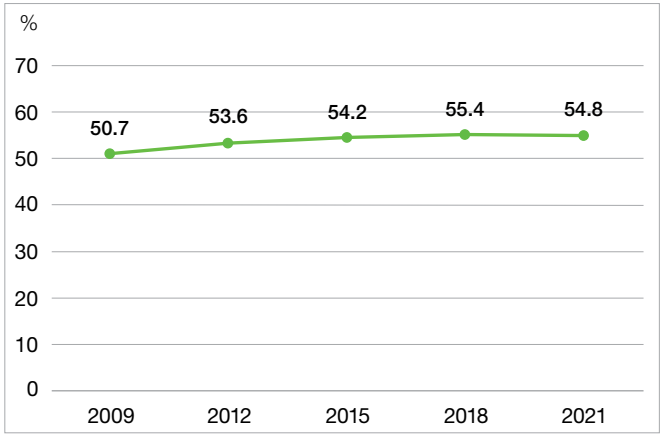



**Table 1** — *Summary indicators by collection cycle, national*

| | | 2009 | | 2012 | | 2015 | | 2018 | | 2021 | | Critical difference | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n | % | n | % | 2009 vs 2021 | 2018 vs 2021 |
| Vuln 1 | Developmentally vulnerable on one or more domain(s) | 58,036 | 23.6 | 59,933 | 22.0 | 62,960 | 22.0 | 63,448 | 21.7 | 63,264 | 22.0 | Significant decrease | Significant increase |
| Vuln 2 | Developmentally vulnerable on two or more domains | 29,227 | 11.8 | 29,543 | 10.8 | 31,754 | 11.1 | 32,434 | 11.0 | 32,718 | 11.4 | Significant decrease | Significant increase |
| OT5 | Developmentally on track on five domains | 125,130 | 50.7 | 146,362 | 53.6 | 155,238 | 54.2 | 162,440 | 55.4 | 157,436 | 54.8 | Significant increase | Significant decrease |

CASE STUDIES

## Community Skills 4 Kids Café (Tasmania)

The *Waverley Community Skills 4 Kids Café,* funded through a grant informed by the AEDC, was created to bring together members of the Waverley community in Tasmania to support the development of its young people. The Northern Early Years Group (NEYG) responded to the AEDC data by looking at how their project could address increasing developmental vulnerability amongst children in their community. There were increases in all domains, particularly in the physical health and wellbeing and language and cognitive skills domains. The group provided community members of all ages with the tools and confidence to share skills with children about healthy food, physical activity, arts and story-telling – all in a café-style environment.

The arrival of COVID-19 meant that the collective impact organisation behind the Skills 4 Kids Café, the NEYG, had to find new ways to support children in the Waverley community. From here, the idea of a 'cooking box' came to life. These bundles of food basics, fresh produce, and recipes provided families with the supplies needed to cook together at home and were delivered to local families with young children.

A Waverley Community Co-Op Facebook page was established which provided opportunities for families to share stories and images of how they used the provided resources, attracting more than 20,000 views. A community food and resource sharing site was established to support local families during the peak of the 2020 Covid outbreak, and native understory shrubs were planted at Waverley Primary School, both with support from the AEDC grant. The project continues to seed benefits in the Waverley region.

For this and other stories visit **aedc.gov.au/cs**

## All Children Thriving and Learning in South Australia by 2031

In response to the increasing percentage of children developmentally vulnerable in South Australia, a new 10-year Early Learning Strategy has been developed that recognises the importance of early childhood learning and development. This strategy seeks to expand the reach, frequency and number of child development checks; give parents easy access to tips and resources to support their child's development; provide teachers with new resources to build on the high-quality learning and development in every public preschool; and provide strategic vision and direction across the early years system in South Australia through the new Office for the Early Years, in the Department for Education.

This strategy forms part of the South Australian Department for Education's broader reforms to achieve world-class education in South Australia by 2031, with goals to form strong partnerships across government and non-government sectors to increase the percentage of children developmentally 'on track'; support highly engaged parents to help their children learn and reach their potential; and achieve high-quality educational preschool programs.

Under the strategy, effort includes a focus on supporting communities to implement responses to AEDC results through a number of initiatives including improving availability of SA AEDC data and analysis at the community level, increased resources and a local government grants program. Progress will be monitored over the next 10 years, including the percentage of SA children assessed as 'developmentally on track' across all AEDC domains and 'developmentally vulnerable' on 1 or more AEDC domains.

For this and other stories visit **aedc.gov.au/cs**

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# AEDC domains

# National trends by domain

Trends since baseline for each of the AEDC domains can be seen in Figures 4 to 8 and Table 2.

Around 75 per cent of children have been developmentally on track in each of the five domains in each collection cycle. Conversely, less than ten per cent of children have been assessed as developmentally vulnerable on each domain and the remaining balance as developmentally at risk.

In 2021, there were increases in the percentage of children who were developmentally vulnerable in three out of the five domains: most notably the language and cognitive skills (school-based) domain (0.7 percentage points), but also the physical health and wellbeing (0.2 percentage points) and communication and general knowledge (0.2 percentage points) domains.

There was a small improvement in vulnerability on the social competence domain (by 0.2 percentage points), while vulnerability on the emotional maturity domain was statistically unchanged.

# National trends by domain

## Percentage of children developmentally on track, at risk and vulnerable

**Figure 4** — *Physical health and wellbeing*

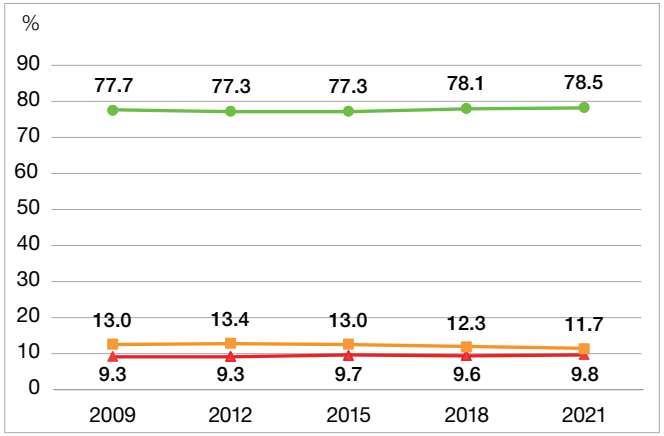



**Figure 5** — *Social competence*

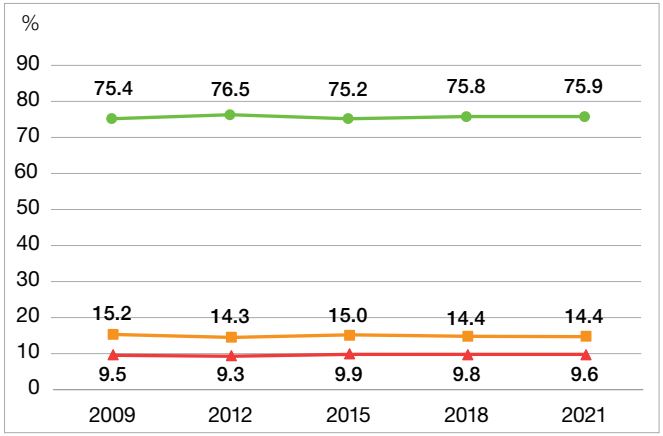



**Figure 6** — *Emotional maturity*

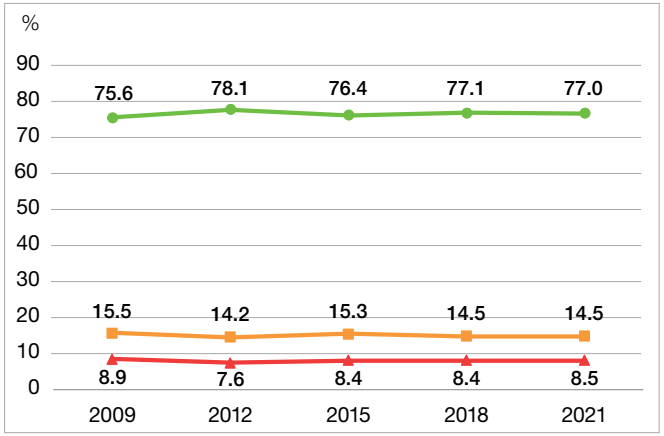



**Figure 7** — *Language and cognitive skills (school-based)*

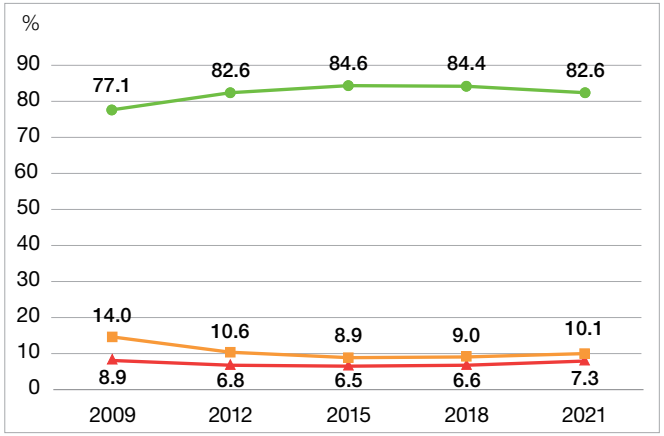
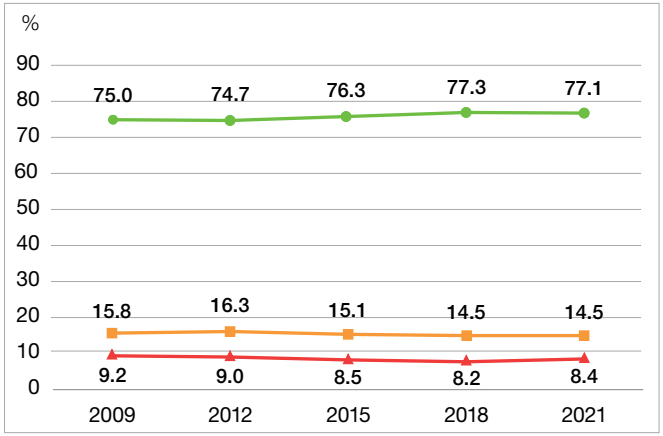



**Figure 8** — *Communication skills and general knowledge*




# National trends by domain

**Table 2** — *National trends by domain, all collections*

| | | 2009 | | 2012 | | 2015 | | 2018 | | 2021 | | Critical difference | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n | % | n | % | 2009 vs 2021 | 2018 vs 2021 |
| Physical health and wellbeing | On track | 192,031 | 77.7 | 211,806 | 77.3 | 221,855 | 77.3 | 229,542 | 78.1 | 226,006 | 78.5 | Significant increase | Significant increase |
| | At risk | 32,157 | 13.0 | 36,637 | 13.4 | 37,347 | 13.0 | 36,105 | 12.3 | 33,677 | 11.7 | Significant decrease | Significant decrease |
| | Vulnerable | 23,044 | 9.3 | 25,479 | 9.3 | 27,711 | 9.7 | 28,247 | 9.6 | 28,341 | 9.8 | Significant increase | Significant increase |
| Social competence | On track | 186,265 | 75.4 | 209,149 | 76.5 | 215,605 | 75.2 | 222,771 | 75.8 | 218,679 | 75.9 | Significant increase | Significant increase |
| | At risk | 37,499 | 15.2 | 39,018 | 14.3 | 42,892 | 15.0 | 42,434 | 14.4 | 41,528 | 14.4 | Significant decrease | No change |
| | Vulnerable | 23,425 | 9.5 | 25,367 | 9.3 | 28,351 | 9.9 | 28,673 | 9.8 | 27,788 | 9.6 | Significant increase | Significant decrease |
| Emotional maturity | On track | 186,210 | 75.6 | 213,059 | 78.1 | 218,341 | 76.4 | 225,739 | 77.1 | 221,057 | 77.0 | Significant increase | No change |
| | At risk | 38,160 | 15.5 | 38,778 | 14.2 | 43,594 | 15.3 | 42,390 | 14.5 | 41,667 | 14.5 | Significant decrease | No change |
| | Vulnerable | 21,827 | 8.9 | 20,845 | 7.6 | 23,866 | 8.4 | 24,677 | 8.4 | 24,271 | 8.5 | Significant decrease | No change |
| Language and cognitive skills (school-based) | On track | 190,298 | 77.1 | 226,260 | 82.6 | 242,518 | 84.6 | 247,870 | 84.4 | 237,499 | 82.6 | Significant increase | Significant decrease |
| | At risk | 34,579 | 14.0 | 29,072 | 10.6 | 25,597 | 8.9 | 26,291 | 9.0 | 29,091 | 10.1 | Significant decrease | Significant increase |
| | Vulnerable | 21,933 | 8.9 | 18,564 | 6.8 | 18,533 | 6.5 | 19,417 | 6.6 | 21,107 | 7.3 | Significant decrease | Significant increase |
| Communication skills and general knowledge | On track | 185,484 | 75.0 | 204,702 | 74.7 | 219,023 | 76.3 | 227,163 | 77.3 | 222,056 | 77.1 | Significant increase | Significant decrease |
| | At risk | 39,027 | 15.8 | 44,633 | 16.3 | 43,415 | 15.1 | 42,473 | 14.5 | 41,882 | 14.5 | Significant decrease | No change |
| | Vulnerable | 22,701 | 9.2 | 24,520 | 9.0 | 24,475 | 8.5 | 24,232 | 8.2 | 24,064 | 8.4 | Significant decrease | Significant increase |

Significant change has been colour coded: green text represents a positive change, red text represents a negative change. At risk has not been colour coded as any changes should be interpreted in context with changes in the percentage of children who are vulnerable and on track.

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# National trends by domain

## Physical health and wellbeing domain

Results in the physical health and wellbeing domain continued to increase in both the percentage of developmentally on track and vulnerable children, whilst those assessed as developmentally at risk reduced. In 2021, the percentage of children who were on track increased by 0.4 percentage points to 78.5 per cent and the percentage who were vulnerable increased by 0.2 percentage points to 9.8 per cent, both at their peak since baseline.

## Social competence domain

The social competence domain is the only domain where the level of vulnerability decreased in this collection (by 0.2 percentage points from 9.8 per cent in 2018 to 9.6 per cent in 2021). The percentage of children developmentally on track also improved slightly, by 0.1 percentage points (from 75.8 per cent in 2018 to 75.9 per cent in 2021). Despite small gains over the past two collections, the percentage of children developmentally vulnerable on this domain remains significantly higher than baseline (9.6 per cent in 2021 compared to 9.5 per cent in 2009).

## Emotional maturity domain

The emotional maturity domain had the most consistent results, relative to 2018, with no significant change in the percentage of children developmental vulnerable, on track or at risk compared to 2018. Children's assessment on this domain remains considerably more favourable than baseline (for example, 75.6 per cent of children were developmentally on track in 2009 compared to 77.0 per cent in 2021), with most of these gains occurring between 2009 and 2012.

# National trends by domain

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

The language and cognitive skills (school-based) domain has experienced the greatest gains over the history of the AEDC, mostly between 2009-2012. These gains did not continue for this collection, with vulnerability increasing by 0.7 percentage points (from 6.6 per cent in 2018 to 7.3 per cent in 2021) and on track children decreasing 1.8 percentage points (from 84.4 per cent in 2018 to 82.6 per cent in 2021).

## Communication skills and general knowledge domain

The steady gains made in the communication skills and general knowledge domain since 2012 did not continue in this collection, with a slight decrease in the percentage of children on track on this domain of 0.2 percentage points (from 77.3 per cent in 2018 to 77.1 per cent in 2021). There was also a small increase in developmental vulnerability on this domain of 0.2 percentage points (from 8.2 per cent in 2018 to 8.4 per cent in 2021).

# How to use the AEDC data

AEDC data 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.

For communities and schools, AEDC data provides robust evidence to support local planning that is responsive to children and families.

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.

The AEDC provides a common ground from which key stakeholders can work together, enabling governments at all levels, policy makers and communities to form partnerships to plan and implement activities, programs 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:* ( **aedc.gov.au/ugr** ).

# Reflections on the introduction of the UANP and NQF

The introduction of the Universal Access National Partnership (UANP) in 2008 reflected a national commitment by federal, state and territory governments to ensure quality education and care for children in the early years, from birth to school entry. Prior to 2008, mainstream preschool provision was the sole responsibility of states and territories. In 2013, the UANP was amended to include a commitment to ensuring all Australian children could access a quality preschool program for at least 600 hours per year (or 15 hours per week) in the year before school.

To drive quality of service provision, a National Quality Framework (NQF) was implemented in 2012. The NQF includes a quality rating process to assess centre-based day care, family day care, preschool/kindergarten and outside school hours care against the National Quality Standard. It features seven quality areas that are important outcomes for children and is administered by the Australian Children's Education and Care Quality Authority (ACECQA).

The UANP and NQF have been instrumental in Australian governments making significant progress towards providing universal access to quality, affordable preschool. While preschool participation in Australia is a matter of parental choice, the percentage of children enrolled in the target hours of 600 per year has increased significantly, from 12 per cent in 2008 to 96 per cent in 2018[1]. The percentage of Aboriginal and Torres Strait Islander children enrolled in preschool has also increased from 77 per cent (in 2016) to 93 per cent (in 2020), which is on track to reach the Closing the Gap target of 95 per cent by 2025.

Under the NQF, the percentage of education and care services rated as *'meeting National Quality Standard or above'* has also continued to increase, from 56 per cent in 2013 to 86 per cent in 2021[2].

While acknowledging the significance of these achievements, challenges remain. Preschool attendance (including hours of attendance) can be lifted further, particularly among Aboriginal and Torres Strait Islander children and those experiencing vulnerability and disadvantage[1]. There is also a growing gap between the quality of services in the most disadvantaged and most advantaged areas.

[1] UANP Review: Final Review Report. COAG Education Council October 2020.
[2] Australian Children's Education & Care Quality Authority Annual Report 2020-2021.

CASE STUDIES

# Talkers Playgroup improves language and communication (New South Wales)

The Talkers Speech Therapy playgroup was developed in direct response to the AEDC data which showed an increase in children developmentally at risk or vulnerable in language and cognitive skills, as well as communication skills. The initiative was developed and funded through partnerships between a School as Community Centre (SaCC) at Blue Haven and North Lakes and several early childhood service providers. Families attending Blue Haven and Northlakes SaCC were also consulted. This approach and partnership are examples of a creative community response to the AEDC data. Speech pathology is provided to families in a playgroup based and fun setting for children aged 0 – 6.

During the COVID lockdown, the SaCC created an online platform to offer Talkers Playgroup sessions. Attendance has been excellent in both face-to-face and online modes of delivery. There has been good attendance from Aboriginal and Torres Strait Islander families, as well as Culturally and Linguistically Diverse families. In 2021, preliminary results indicated a rise in children on track within both the AEDC domains focused on language and communication.

For this and other stories visit **aedc.gov.au/cs**

Image: NSW Department of Education

# From strength to strength with whole-of-school approach (Northern Territory)

Malak Primary School and preschool are situated in the northern suburbs of Darwin and have a significant number of children from disadvantaged backgrounds. The 2015 AEDC results showed that 60% of the school's children were vulnerable on one or more domain and 40% were vulnerable on two or more domains.

Recognising that there was an issue, the school worked with a diverse group of professionals to identify the challenges facing their students and develop programs to overcome them. Such programs included Gateways to Literacy for preschool and Transition that encompassed gross motor skills with language embedded activities, What's the Buzz social skills program which incorporated literacy, stories and role-playing and promoted positive choices. The school adopted the trauma informed and positive psychology practices of the Berry Street Education Model across the whole school. This enabled students to identify their emotions, learn to regulate them and be 'Ready to Learn', as well incorporating the NT STEM preschool maths and science games pilot with Melbourne University to increase the knowledge of mathematical language and the implementation of a Reggio Emilia inspired approach to assist children to be confident in their families and in their lives.

The use of this whole-of-school approach led to significant improvements in the school's 2018 AEDC results on all five domains and the programs became part of business as usual for the school. The school has gone from strength to strength in the years since and 2021 AEDC results show the improvements have continued.

For this and other stories visit **aedc.gov.au/cs**

# Impacts of COVID-19

In Australia, we have been fortunate that the **direct** impacts of COVID-19 on young children have not been severe. Although rates of infection started to climb in 2021 following the reduction of public health measures, severe illness in children is still rare. However, the **indirect** impacts of COVID-19 on children 0-5 years have the potential to be more significant.

Young children require stability and security for healthy growth and development. Public health measures such as lockdowns, isolation from friends and family, and reduced access to schools and early education and care services significantly changed the environment in which children were living and growing. In addition, job losses, financial instability and fears of contracting COVID-19 have contributed to higher levels of stress and poorer mental health for many Australian parents; variables known to influence family functioning and children's development[1].

AEDC data from 2021 provides an early insight into the effects that the COVID-19 pandemic may have had on children's development. While more research and analysis will need to be undertaken to understand the impact of COVID-19, data at the national level suggest the impact may not have been as substantial as expected, with modest increases in developmental vulnerability.

The impact, however, does not appear to have been evenly felt, with larger increases in developmental vulnerability seen for Aboriginal and Torres Strait Islander children and children living in the most disadvantaged areas of Australia.

While evidence of the impacts of COVID-19 is still emerging, these changes in the AEDC highlight the importance of ensuring younger cohorts are well supported over the coming years – with a focus on mitigating impacts for families most affected in their access to employment, social support, and early education and care.

[1] Goldfeld, S., O'Connor, E., Sung, V., Roberts, G., Wake, M., West, S., & Hiscock, H. (2022). Potential indirect impacts of the COVID-19 pandemic on children: a narrative review using a community child health lens. *Medical Journal of Australia.*

CASE STUDIES

# Measuring Impact – ACT Aboriginal and Torres Strait Islander Agreement 2019-2028

The *ACT Aboriginal and Torres Strait Islander Agreement 2019–2028* (the Agreement) upholds the principle of self-determination and supports Canberra's Aboriginal and Torres Strait Islander communities to influence and participate in social, cultural and economic life. The Agreement was developed through extensive conversations with the community. Children and Young People are one of the four core areas in the Agreement, focussing on Aboriginal and Torres Strait Islander children and young people growing up safely in their families and communities.

The Outcomes Framework has been developed to track performance with the AEDC being recognised as a key predictor of future outcomes for children and aligning with the use of the AEDC on track on five measure in Closing the Gap.

The Outcomes Framework is continuing to be developed using the AEDC measure, alongside other measures to allow annual tracking of progress such as Kindergarten Health Check.

For this and other stories visit **aedc.gov.au/cs**

# Queensland's Education and Health Partnership aims to reduce developmental vulnerability

A Great Start for all Queensland Children: An Early Years Plan for Queensland is a whole of-government early years plan for Queensland, setting out the state's vision for children in their early years and placing children at the centre of community responses. One key priority is to improve wellbeing prior to school, by reducing developmental vulnerability on one or more of the AEDC domains to 22% by 2025.

Research shows that a reduction at a population level can only be achieved by a sustained and coordinated effort and is best served by a partnership approach. Queensland Department of Education and Children's Health Queensland have been strengthening their cross-sector partnership by working collaboratively across a range of strategies and actions to support children and families.

The partnership revolves around the intersection of research, data, policy and practice to identify collective action opportunities that work towards achieving the state's vision for all Queensland children to have a great start in life and reach their full potential.

For this and other stories visit **aedc.gov.au/cs**

Australian Early Development Census
An Australian Government Initiative

# Focus on equity groups

# Aboriginal and Torres Strait Islander children

## Summary indicators

The percentage of Aboriginal and Torres Strait Islander children who were developmentally vulnerable on one or more domain(s) (DV1) increased by 1.0 percentage point from 41.3 per cent in 2018 to 42.3 per cent in 2021, as shown in Figure 9. Similarly, the percentage of children who were developmentally vulnerable on two or more domains (DV2) increased by 0.7 percentage points from 25.8 per cent in 2018 to 26.5 per cent.

Figure 11 illustrates that the percentage of Aboriginal and Torres Strait Islander children assessed as developmentally on track on all five domains (OT5) of the AEDC declined from 35.2 per cent in 2018 to 34.3 per cent in 2021. These results are reflective of the multiple barriers that Aboriginal and Torres Strait Islander children face including greater socio-economic disadvantage.

This measure is the source of a new Closing the Gap Target 4 for the outcome 'children thrive in their early years' ( [pc.gov.au/closing-the-gap-data/dashboard/socioeconomic/outcome-area4](pc.gov.au/closing-the-gap-data/dashboard/socioeconomic/outcome-area4) ).

The target is:

> **By 2031, increase the percentage of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the AEDC to 55 per cent.**

The percentage of non-Indigenous children developmentally on track on five domains in 2021 also decreased but only by 0.5 percentage points, widening the gap between Aboriginal and Torres Strait Islander children and non-Indigenous children to 21.9 per cent.

## Results by domains

For any given AEDC domain, the majority, about six in ten, of Aboriginal and Torres Strait Islander children are developmentally on track on each of the AEDC domains, about two in ten are developmentally vulnerable on each domain and a similar percentage are developmentally at risk (see Table 4).

The **language and cognitive skills domain** was the main driver of the decline in OT5 in 2021 among Aboriginal and Torres Strait Islander children, with a 3.2 percentage point decrease in children on track on this domain (from 62.6 per cent in 2018 to 59.4 per cent). There was also a significant increase in the percentage of children at risk (1.4 percentage points) and developmentally vulnerable (1.8 percentage points) on this domain in 2021.

The decline seen on this domain in 2021 is, however, relatively minor compared to the considerable gains that have been achieved since baseline, when only 48.0 per cent of Aboriginal and Torres Strait Islander children were developmentally on track.

There was a small yet significant decrease in Aboriginal and Torres Strait Islander children on track on the **emotional maturity domain** (0.4 percentage points) plus an (non-significant) increase in vulnerability of 0.3 percentage points.

On the **physical health and wellbeing domain**, the percentage of Aboriginal and Torres Strait Islander children on track was unchanged but vulnerability increased by 0.6 percentage points, returning to baseline level (21.9 per cent).

There was further improvement in the **communication and general knowledge domain** in 2021, with the percentage of Aboriginal and Torres Strait Islander children on track increasing by 0.9 percentage points and vulnerability decreasing by 0.5 percentage points.

For the **social competence domain**, there was a small yet significant decrease in vulnerability in 2021 (0.5 percentage points), a trend that has continued since 2015.

# Aboriginal and Torres Strait Islander children

## Summary indicators

**Figure 9** — *Percentage of Aboriginal and Torres Strait Islander children developmentally vulnerable on one or more domain(s)*

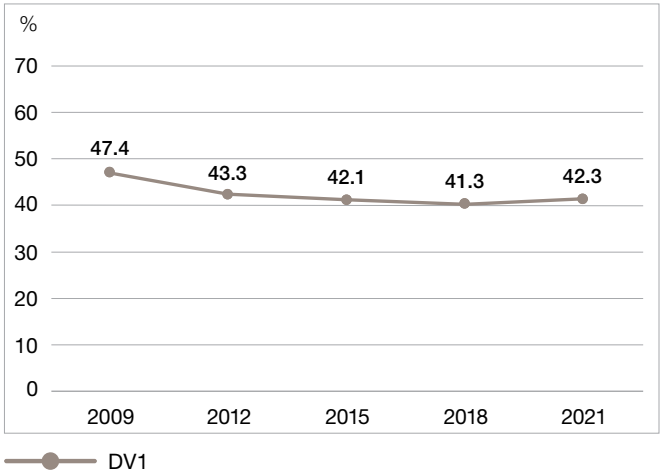



**Figure 10** – *Percentage of Aboriginal and Torres Strait Islander children developmentally vulnerable on two or more domains*

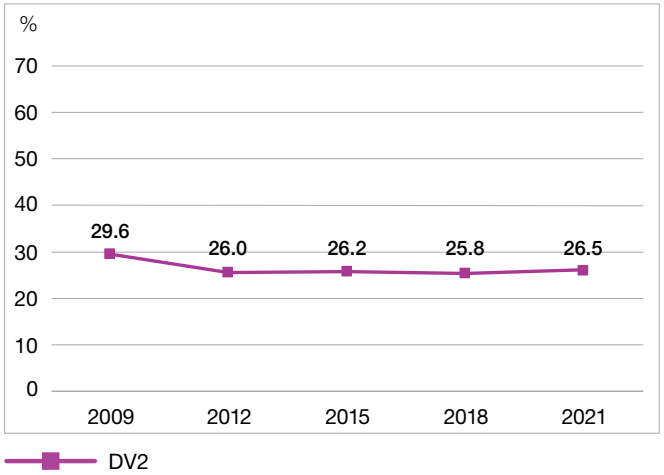



**Figure 11** — *Percentage of Aboriginal and Torres Strait Islander children developmentally on track on five domains*

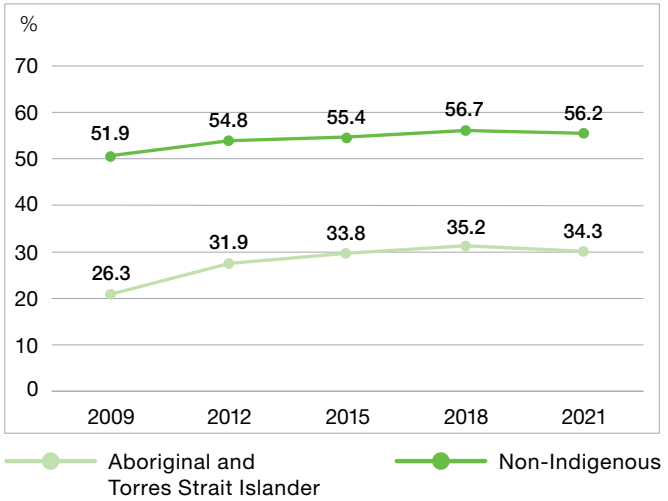



**Table 3** — *Summary indicators by collection cycle, Aboriginal and Torres Strait Islander children*

| | | 2009 | | 2012 | | 2015 | | 2018 | | 2021 | | Critical difference | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n | % | n | % | 2009 vs 2021 | 2018 vs 2021 |
| Vuln 1 | Developmentally vulnerable on one or more domain(s) | 5,309 | 47.4 | 6,057 | 43.2 | 6,681 | 42.1 | 7,225 | 41.3 | 7,828 | 42.3 | Significant decrease | Significant increase |
| Vuln 2 | Developmentally vulnerable on two or more domains | 3,307 | 29.6 | 3,648 | 26.0 | 4,157 | 26.2 | 4,528 | 25.8 | 4,901 | 26.5 | Significant decrease | Significant increase |
| OT5 | Developmentally on track on five domains | 2,946 | 26.3 | 4,487 | 31.9 | 5,365 | 33.8 | 6,173 | 35.2 | 6,358 | 34.3 | Significant increase | Significant decrease |

# Aboriginal and Torres Strait Islander children

## Domain trends – Percentage of children on track, at risk and vulnerable

**Figure 12** — *Physical health and wellbeing*

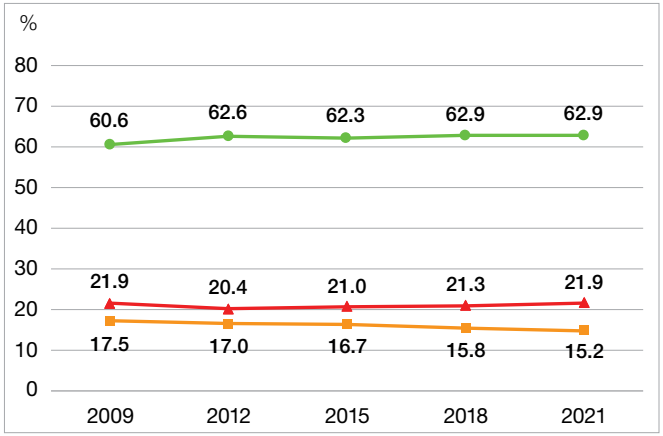



**Figure 13** — *Social competence*

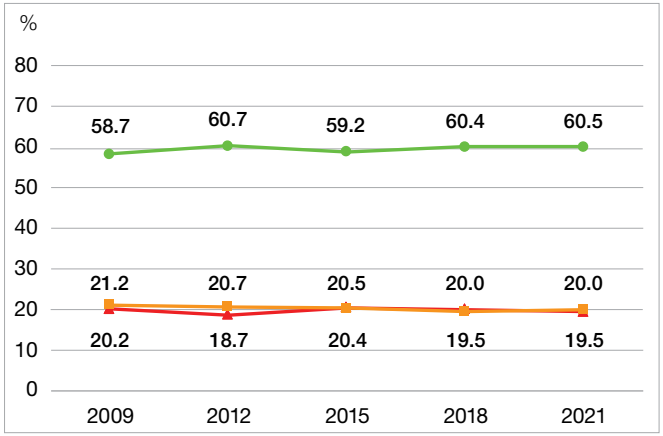



**Figure 14** — *Emotional maturity*

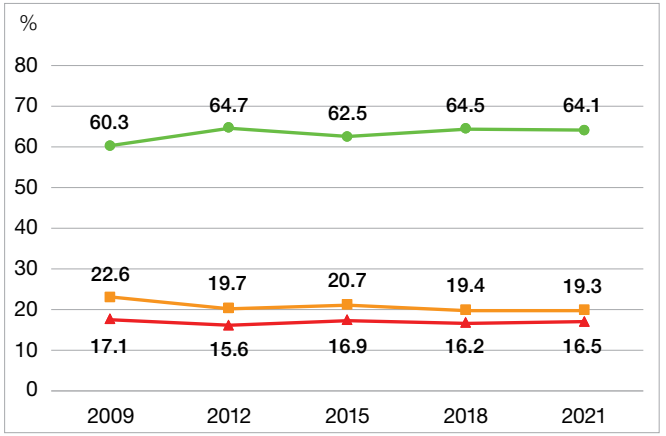



**Figure 15** — *Language and cognitive skills (school-based)*

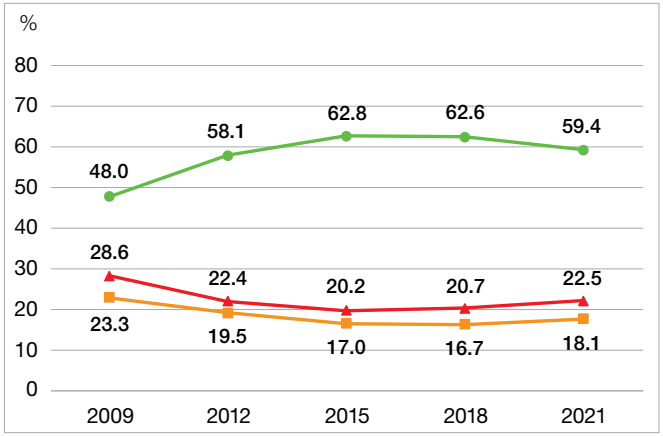
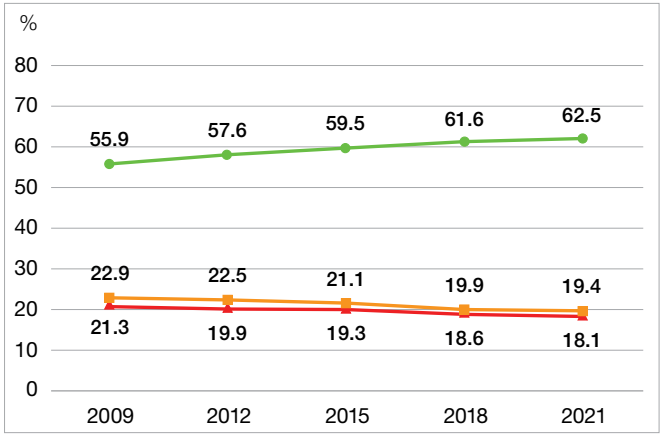



**Figure 16** — *Communication skills and general knowledge*




# Aboriginal and Torres Strait Islander children

**Table 4** — *Aboriginal and Torres Strait Islander children trends by domain, all collections*

| | | 2009 | | 2012 | | 2015 | | 2018 | | 2021 | | Critical difference | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n | % | n | % | 2009 vs 2021 | 2018 vs 2021 |
| Physical health and wellbeing | On track | 6,809 | 60.6 | 8,794 | 62.6 | 9,906 | 62.3 | 11,036 | 62.9 | 11,660 | 62.9 | Significant increase | No change |
| | At risk | 1,963 | 17.5 | 2,386 | 17.0 | 2,649 | 16.7 | 2,782 | 15.8 | 2,812 | 15.2 | Significant decrease | Significant decrease |
| | Vulnerable | 2,456 | 21.9 | 2,872 | 20.4 | 3,347 | 21.0 | 3,738 | 21.3 | 4,067 | 21.9 | No change | Significant increase |
| Social competence | On track | 6,577 | 58.7 | 8,517 | 60.7 | 9,402 | 59.2 | 10,604 | 60.4 | 11,208 | 60.5 | Significant increase | No change |
| | At risk | 2,372 | 21.2 | 2,905 | 20.7 | 3,239 | 20.4 | 3,429 | 19.5 | 3,715 | 20.0 | Significant decrease | No change |
| | Vulnerable | 2,262 | 20.2 | 2,619 | 18.7 | 3,251 | 20.5 | 3,517 | 20.0 | 3,609 | 19.5 | Significant decrease | Significant decrease |
| Emotional maturity | On track | 6,703 | 60.3 | 9,041 | 64.7 | 9,893 | 62.5 | 11,254 | 64.5 | 11,830 | 64.1 | Significant increase | No change |
| | At risk | 2,517 | 22.6 | 2,760 | 19.7 | 3,277 | 20.7 | 3,380 | 19.4 | 3,568 | 19.3 | Significant decrease | No change |
| | Vulnerable | 1,901 | 17.1 | 2,180 | 15.6 | 2,671 | 16.9 | 2,827 | 16.2 | 3,049 | 16.5 | Significant decrease | Significant increase |
| Language and cognitive skills (school-based) | On track | 5,368 | 48.0 | 8,140 | 58.1 | 9,972 | 62.8 | 10,966 | 62.6 | 10,989 | 59.4 | Significant increase | Significant decrease |
| | At risk | 2,605 | 23.3 | 2,735 | 19.5 | 2,698 | 17.0 | 2,925 | 16.7 | 3,350 | 18.1 | Significant decrease | Significant increase |
| | Vulnerable | 3,201 | 28.6 | 3,142 | 22.4 | 3,199 | 20.2 | 3,626 | 20.7 | 4,157 | 22.5 | Significant decrease | Significant increase |
| Communication skills and general knowledge | On track | 6,271 | 55.9 | 8,100 | 57.6 | 9,468 | 59.5 | 10,801 | 61.6 | 11,583 | 62.5 | Significant increase | Significant increase |
| | At risk | 2,566 | 22.9 | 3,159 | 22.5 | 3,362 | 21.1 | 3,490 | 19.9 | 3,601 | 19.4 | Significant decrease | No change |
| | Vulnerable | 2,391 | 21.3 | 2,798 | 19.9 | 3,072 | 19.3 | 3,256 | 18.6 | 3,347 | 18.1 | Significant decrease | Significant decrease |

**Significant change has been colour coded: green text represents a positive change, red text represents a negative change. At risk has not been colour coded as any changes should be interpreted in context with changes in the percentage of children who are vulnerable and on track.**

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Socio-economic status (SEIFA)

The Socio-Economic Indexes for Areas – or SEIFA – was developed by the Australian Bureau of Statistics to rank geographical areas in Australia according to their relative socio-economic advantage and disadvantage. The AEDC uses the Index for Relative Socio-Economic Disadvantage, which ranks the disadvantage of one area against other areas in Australia.

SEIFA scores are divided into quintiles, where Quintile 1 contains the lowest 20% of scores and reflects the highest levels of socio-economic disadvantage and Quintile 5 contains the highest 20% of scores and reflects the lowest levels of socio-economic disadvantage. Overlapping SEIFA with AEDC data provides valuable insight into the relationship between socio-economic disadvantage and children's developmental vulnerability.

## Summary indicators

As shown in Figures 17 and 18, there was increased developmental vulnerability on one or more and two or more domains across all SEIFA quintiles in 2021 compared to 2018 data. However, children in the most disadvantaged locations had higher rates of developmental vulnerability, at levels more than twice that of children in the least disadvantaged areas on one or more domains (33.2 per cent and 14.9 per cent respectively) and more than three times that of children in the least disadvantaged areas on two or more domains (19.1 per cent and 6.7 per cent respectively).

In Quintile 1 (most disadvantaged), there was a 1.1 percentage point increase in vulnerability on one or more domains and 0.8 percentage point increase in vulnerability on two or more domains. This is the highest level of vulnerability seen since baseline (2009). For all other quintiles, levels of developmental vulnerability increased, but not to the extent of Quintile 1. These results highlight an increase in inequality and show a reversal of some of the gains made between 2012 and 2018.

The overall percentage of children on track on all five domains decreased across all SEIFA quintiles. This was most notable for children in Quintiles 1, 2 and 4, with results regressing to 2015 levels.

## Results by domain

As shown in Figures 20 to 24, there was a widening of the developmental vulnerability gap between children in Quintile 1 (most disadvantaged) and Quintile 5 (least disadvantaged) on each domain except **communication and general knowledge**. The narrowing of the gap on the communication and general knowledge domain was not due to developmental improvement in the most disadvantaged locations, but rather an increase in developmental vulnerability in the least disadvantaged locations.

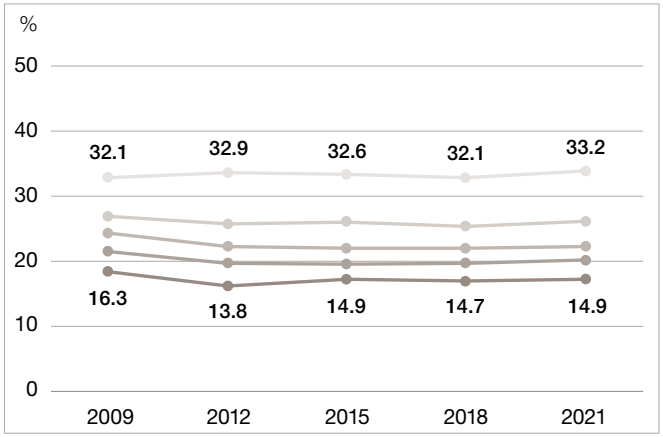
Across all domains, there were more than double the number of children developmentally vulnerable in Quintile 1 (most disadvantaged) than Quintile 5 (least disadvantaged). The most substantial difference in developmental vulnerability between these groups was in the **language and cognitive skills domain**, where children living in the most socio-economically disadvantaged areas had rates of developmental vulnerability that were 4.4 times greater than their peers from the least disadvantaged areas.

Children in Quintile 5 (least disadvantaged) showed a 0.1 percentage point decrease in vulnerability from 2018 data on the **social competence domain**, but vulnerability levels were still higher than baseline and 2012 data.

# Socio-economic status (SEIFA)

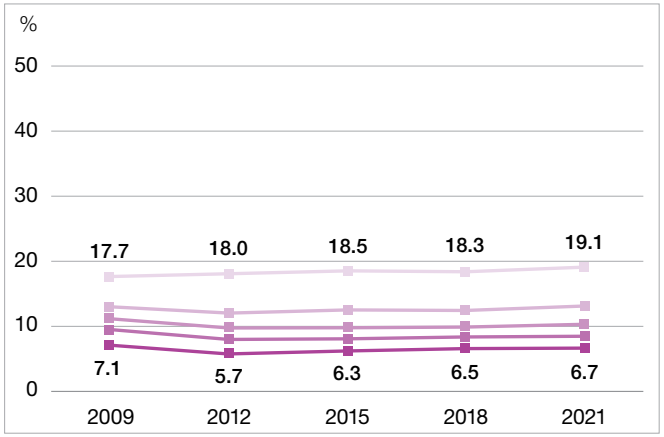
## Summary indicators by SEIFA quintile

**Figure 17** — *Percentage of children developmentally vulnerable on one or more domain(s) by SEIFA quintile*



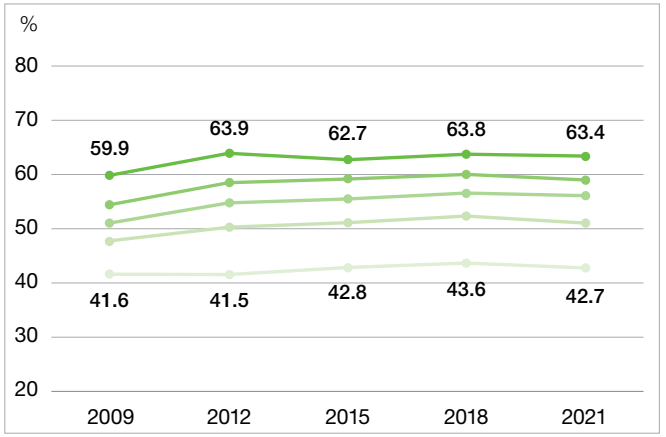

Quintile 1 (most disadvantaged)
Quintile 2
Quintile 3
Quintile 4
Quintile 5 (least disadvantaged)

**Figure 18** — *Percentage of children developmentally vulnerable on two or more domains by SEIFA quintile*




Quintile 1 (most disadvantaged)
Quintile 2
Quintile 3
Quintile 4
Quintile 5 (least disadvantaged)

**Figure 19** — *Percentage of children developmentally on track on five domains by SEIFA quintile*




Quintile 1 (most disadvantaged)
Quintile 2
Quintile 3
Quintile 4
Quintile 5 (least disadvantaged)

# Socio-economic status (SEIFA)

## Percentage of children developmentally vulnerable by AEDC domain

**Figure 20** — *Physical health and wellbeing*

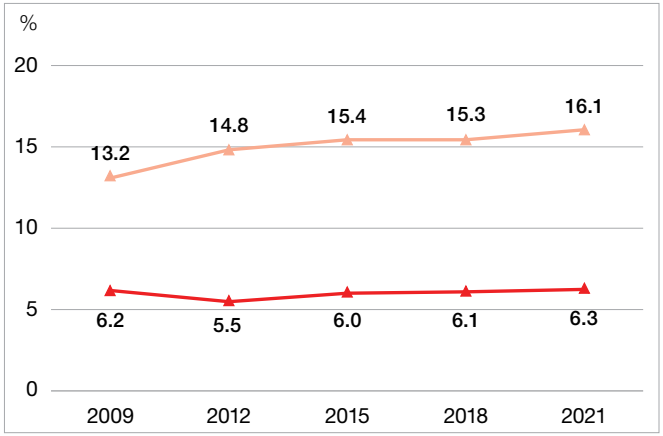



**Figure 21** — *Social competence*

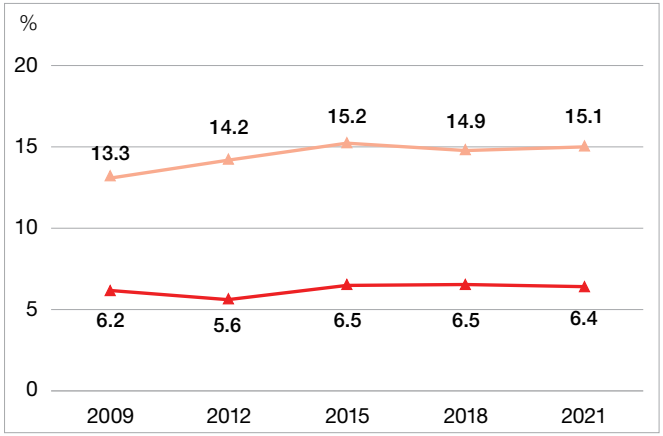



**Figure 22** — *Emotional maturity*

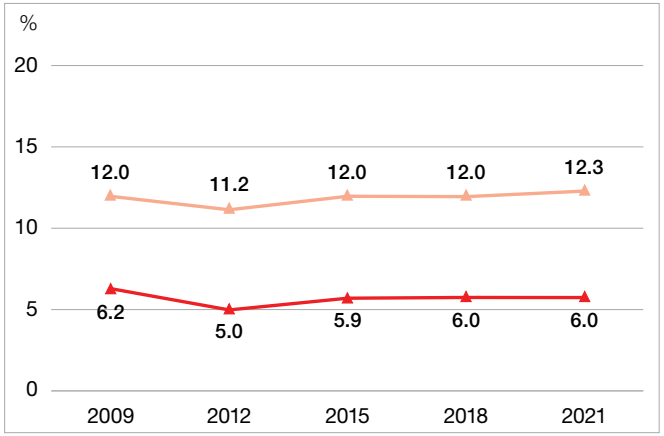



**Figure 23** — *Language and cognitive skills (school-based)*

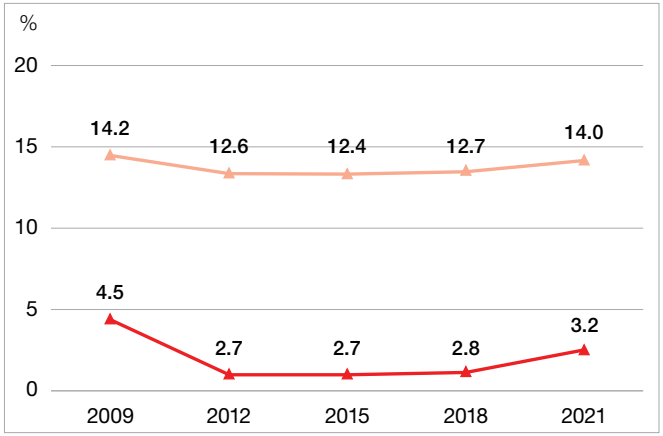
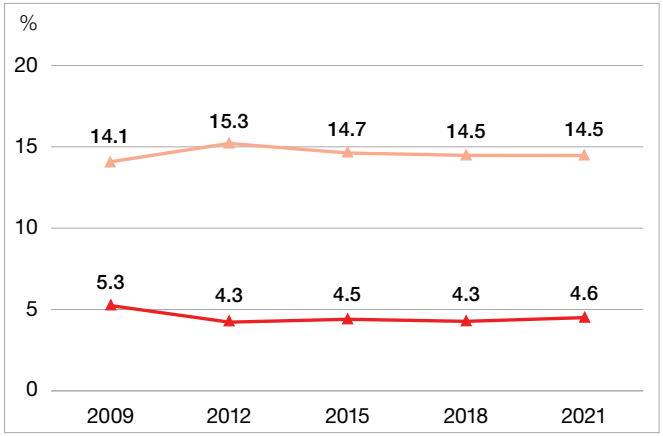



**Figure 24** — *Communication skills and general knowledge*




Quintile 1 (most disadvantaged)

Quintile 5 (least disadvantaged)

# Language diversity (LBOTE)

In 2021, 26.8 per cent of children in the AEDC were classified as having a language background other than English (LBOTE). This figure has steadily increased in each collection since 2009 (18.0 per cent).

## Summary indicators

The gap between children with a LBOTE and children with an English only background who are developmentally vulnerable on one or more domain(s) and two or more domains has steadily narrowed since baseline. This has mostly been due to decreasing vulnerability among children with a LBOTE, although, in 2021, the percentage of children with a LBOTE who were developmentally vulnerable on two or more domains remained unchanged from 2018, yet increased by 0.3 percentage points among children with an English only background.

A similar trend can be seen in the on track on five domains summary indicator. The gap between children with a LBOTE and children with an English only background who are developmentally on track on five domains has been slowly narrowing since baseline, due to a sharper incline among children with a LBOTE compared to children with an English only background. In 2021, the percentage of children with a LBOTE who were developmentally on track on five domains increased by 0.3 percentage points, whereas it declined for the first time since baseline among children with an English only background, by 0.8 percentage points.

## Results by domain

The gap between children with a LBOTE and children with an English only background has continued to narrow on all domains since baseline. In 2021 (and since 2018), children with a LBOTE were less vulnerable than children with an English only background on the **physical health and wellbeing domain** and the **emotional maturity domain**.

Vulnerability on the **language and cognitive domain** increased for both children with a LBOTE and children with an English only background in 2021, although the increase was less marked for children with a LBOTE and children with an English only background (0.3 vs 0.8 percentage points respectively).

There was small but continued improvement for children with a LBOTE on the **social competence domain** in 2021, decreasing vulnerability by a further 0.3 percentage points, 1.2 percentage points lower than in 2015. Vulnerability among children with an English only background remained relatively steady over this same period.

Despite good improvements since baseline, children with a LBOTE are still 2.3 times more likely to be developmentally vulnerable in the **communication and general knowledge domain** than children with an English only background (14.3 per cent compared with 6.2 per cent respectively).


Merry Christmas!
圣诞节快乐！
Happy New Year!
新年快乐！
We Wish You a Merry Christmas in Chinese
我们祝你圣诞快乐！
我们祝你圣诞快乐！
我们祝你圣诞快乐！
还有新年快乐！

# Language diversity (LBOTE)

## Summary indicators by LBOTE status

**Figure 25** — *Percentage of children developmentally vulnerable on one or more domain(s) by LBOTE status*

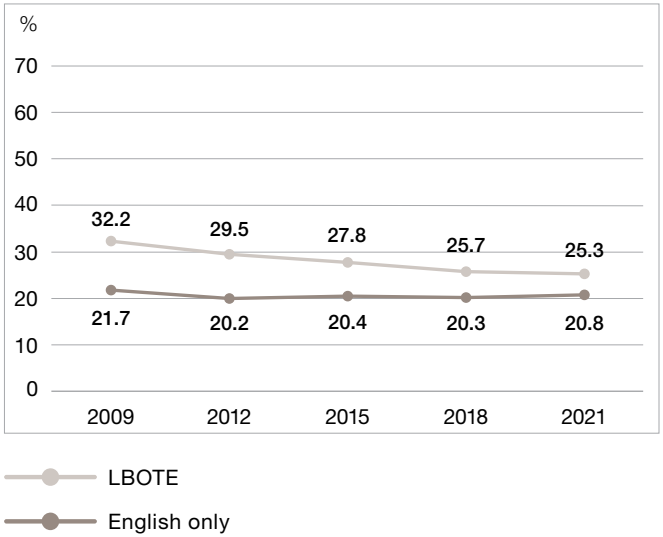



**Figure 26** — *Percentage of children developmentally vulnerable on two or more domains by LBOTE status*

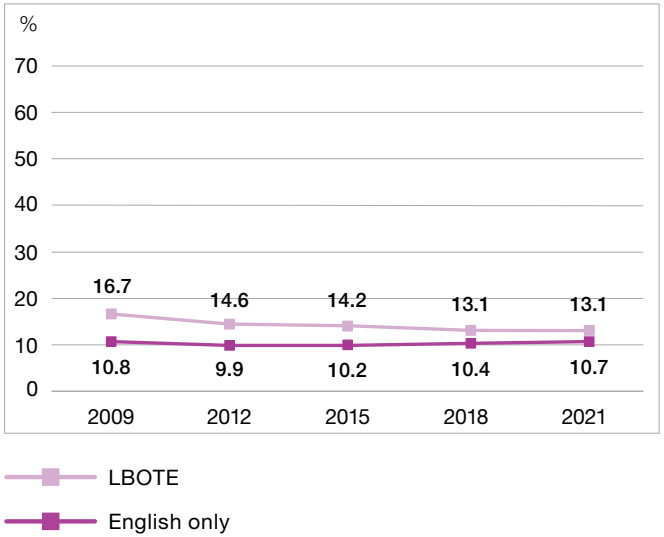
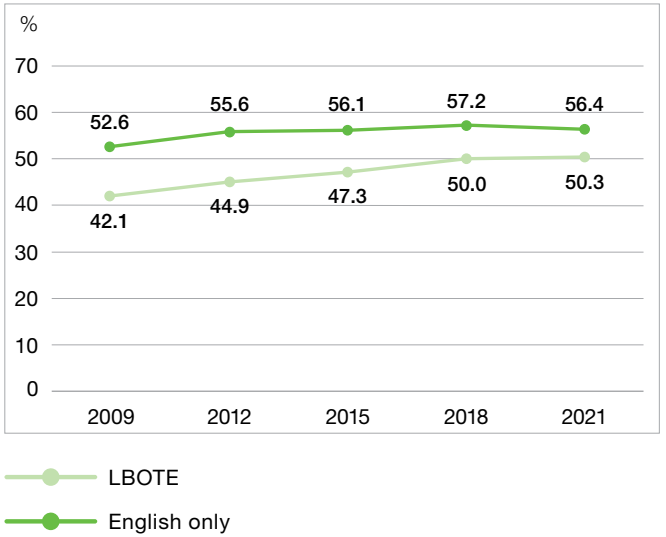



**Figure 27** — *Percentage of children developmentally on track on five domains by LBOTE status*



# Language diversity (LBOTE)

## Percentage of children developmentally vulnerable by AEDC domain

**Figure 28** — *Physical health and wellbeing*

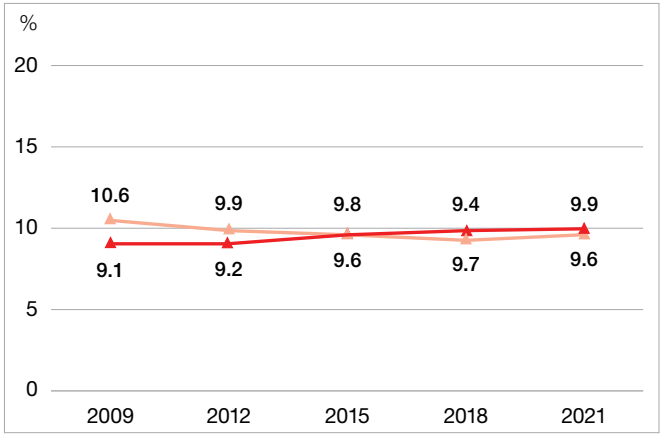



**Figure 29** — *Social competence*

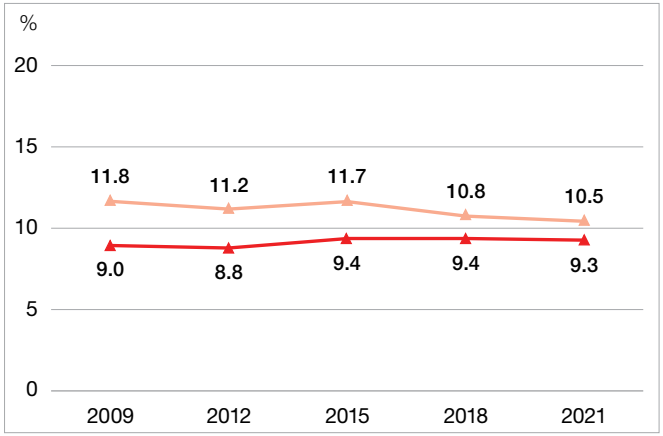



**Figure 30** — *Emotional maturity*

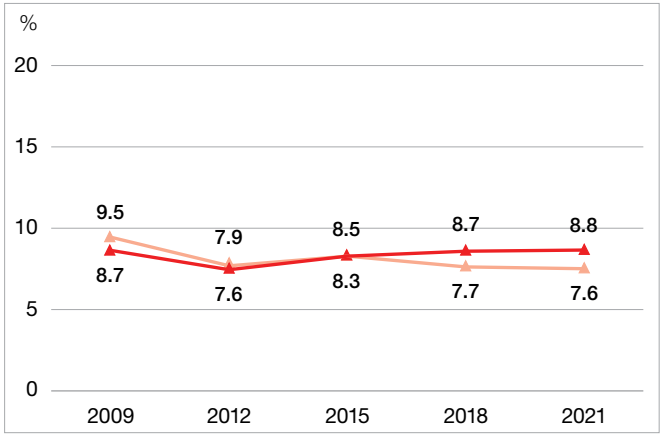



**Figure 31** — *Language and cognitive skills (school-based)*

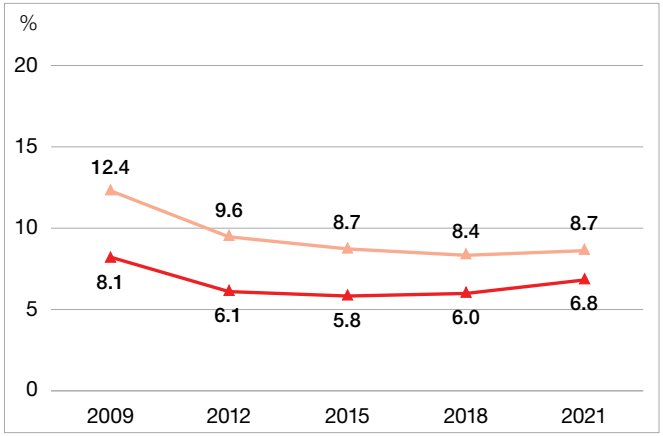
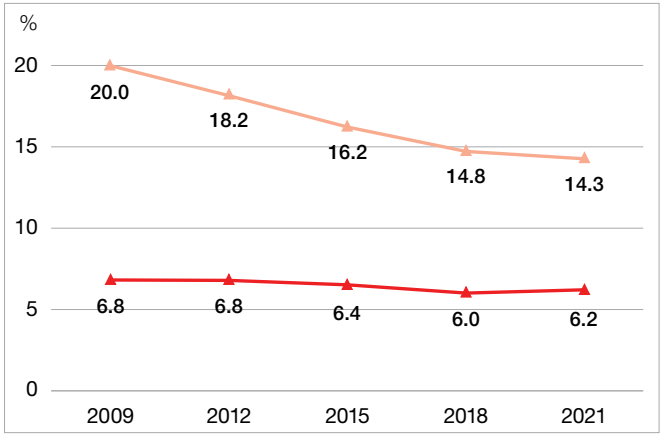



**Figure 32** — *Communication skills and general knowledge*




# Geographic location (Remoteness)

## Summary indicators

Children living in major cities are less likely to be developmentally vulnerable on the AEDC domains than those who live outside the major cities, although this gap has fluctuated from 2009 to 2021.

The percentage of children from major cities who were developmentally vulnerable on one or more domain(s) decreased gradually between baseline (22.4 per cent) and 2018 (20.8 per cent) and remained steady in 2021 (20.8 per cent). Whereas, for children living outside the major cities, the percentage vulnerable on one or more domains increased between 2018 and 2021 (by 1.4 percentage points for inner regional / outer regional children and 0.3 percentage points for remote / very remote children) but remains lower than baseline.

Conversely, the percentage of children who were developmentally vulnerable on two or more domains increased in 2021 for all geographic locations except those living in very remote locations, which decreased by 0.7 percentage points, however it is important to note that this comprises a relatively small number of children. The gap between those living in major cities and remote / very remote locations on this summary indicator has been closing since 2015.

There was a decrease in the percentage of children on track on five domains in all geographic locations from 2018 to 2021, most notably those living in inner regional / outer regional locations (1.8 percentage points).

## Results by domain

The gap between those living in major cities and those in remote / very remote locations narrowed on several domains in 2021. On the **physical health and wellbeing domain**, the gap narrowed by 0.6 percentage points in 2021 after increasing between 2012 – 2018. Specifically, there was decreased vulnerability among children in remote / very remote locations (0.4 percentage points) plus a small increase in vulnerability for children from major cities (0.2 percentage points).

The gap on the **communication skills and general knowledge domain** decreased by 1.5 percentage points in 2021, to the second lowest since baseline, with decreased vulnerability among those in remote / very remote locations.

There was little change in the difference in development between those living in major cities and those in remote / very remote locations on the **emotional maturity** and **social competence domains** in 2021 due to small decreases in vulnerability for both groups. However, the difference in development on these domains is lower than other domains.

The difference in vulnerability between those in major cities and remote / very remote locations is greatest on the **language and cognitive domain** and widened further in 2021, although not back to baseline level. Whilst there was an increase in vulnerability in both groups in 2021, those in remote / very remote locations were significantly more affected than those in major cities (1.9 percentage points vs 0.6 percentage points respectively).

# Geographic location (Remoteness)

## Summary indicators by geographic location

**Figure 33** — *Percentage of children developmentally vulnerable on one or more domain(s) by geographic location*

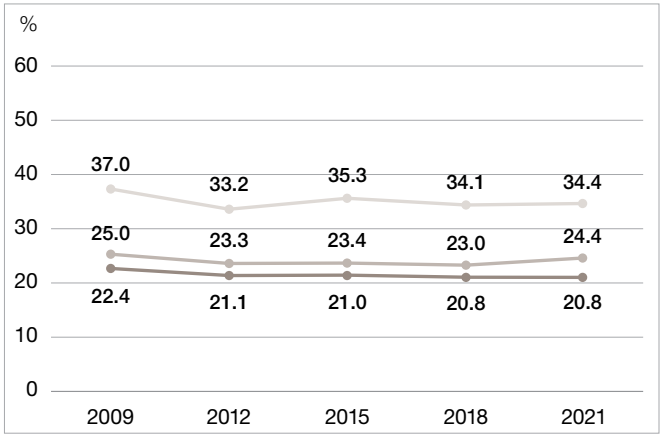



**Figure 34** — *Percentage of children developmentally vulnerable on two or more domains by geographic location*

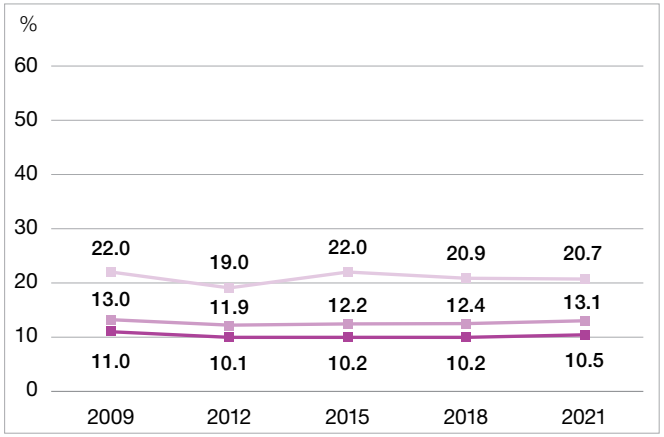
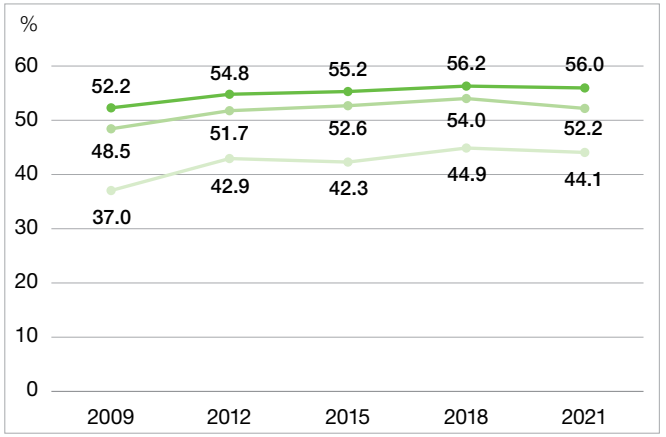



**Figure 35** — *Percentage of children developmentally on track on five domains by geographic location*



# Geographic location (Remoteness)

## Percentage of children developmentally vulnerable by AEDC domain

**Figure 36** — *Physical health and wellbeing*

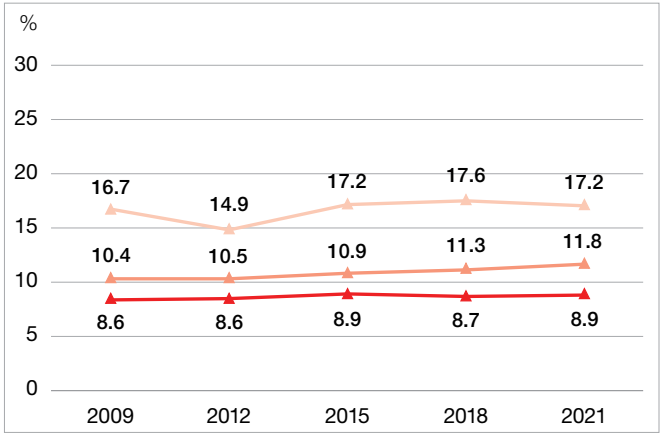



**Figure 37** — *Social competence*

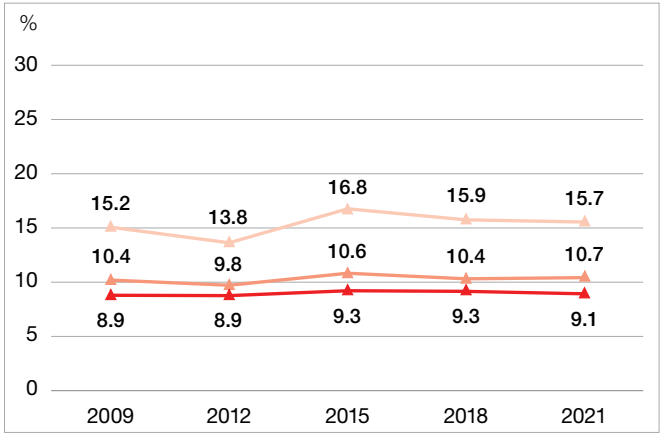



**Figure 38** — *Emotional maturity*

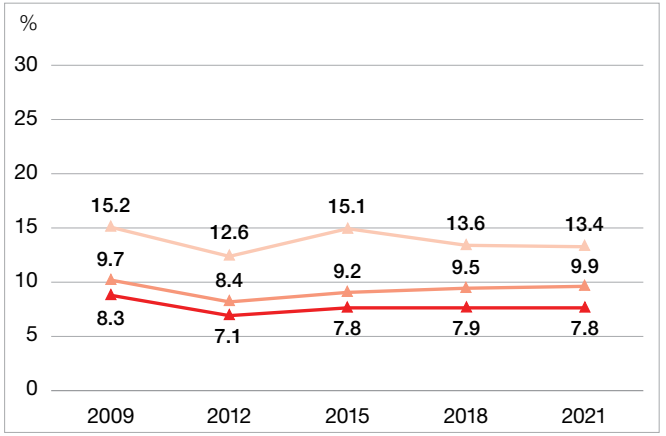



**Figure 39** — *Language and cognitive skills (school-based)*

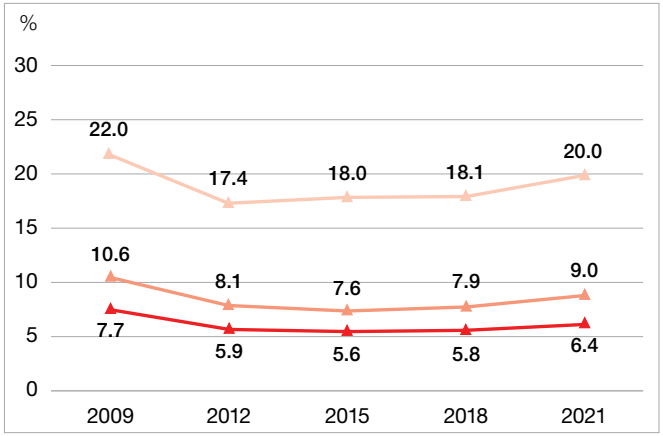
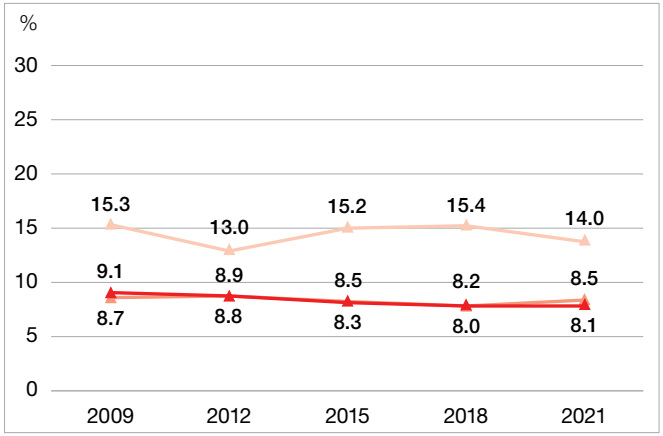
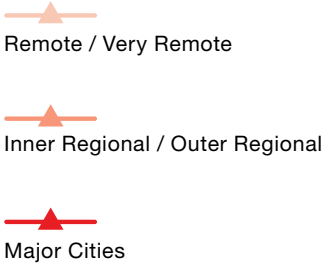



**Figure 40** — *Communication skills and general knowledge*



CASE STUDIES

## Child and Parent Centres in WA support families to get children ready for school

The Western Australian Government is committed to ensuring every child has the best start in life and has access to a range of opportunities to develop and learn. In recognition that the early years of a child's life are critical to their future development, in 2012 the State Government committed to the establishment of 10 Child and Parent Centres, with five centres fully operational for the start of the 2014 school year and a further five for the start of the 2015 school year. There are now 22 centres located on, or near, public school sites in communities with higher levels of developmental vulnerability determined by the AEDC results and other demographic factors.

The Child and Parent Centres are funded by the State Government and are operated by 13 non-government organisations in collaboration with local schools, the Departments of Education, Health and Communities and other child and adult service providers. The centres are part of a broader early years' strategy to ensure that children are ready to start school, and that families feel better supported and more confident in raising their children. The centres have used the AEDC data to raise awareness of the importance of the early years and identify program and service priorities to meet the needs of children and families in the local community.

For this and other stories visit **aedc.gov.au/cs**

## Life-course approach to monitoring helps strengthen families and communities (Victoria)

The Comprehensive Monitoring System (CMS) is an AEDC extension project in Victoria which utilises the AEDC as a "baseline" dataset for tracking outcomes through middle childhood, adolescence and into young adulthood, as well as an outcome measure for early childhood.

The project emerged from the desire of both governments and local communities to create a unique longitudinal community cohort, following the triennial approach taken by the AEDC. It builds on the Australian Temperament Project which, over the past three decades, has been systematically following the health and development of over 2000 young Australians, from infancy to adulthood and into the next generation.

The CMS collects information about children and young people's social and emotional health through seven short surveys in addition to the AEDC. These surveys are delivered at key developmental points in life: infancy, toddlerhood, Year 3, Year 6, Year 9, Year 12, at 21 years of age and they determine if the best and most effective community programs and supports are in place.

This "life-course" approach to monitoring the social and emotional growth of children and young people is an important step for strengthening families and communities.

The 2021 trial of the CMS is being conducted in the Victorian Shires of Buloke, Loddon and Gannawarra. The work is being jointly progressed by the Centre for Social and Early Emotional Development (SEED) at Deakin University, the Victorian Department of Education and Training, and the Human Early Learning Partnership (University of British Columbia, Canada.

For this and other stories visit **aedc.gov.au/cs**

Australian Early Development Census
An Australian Government Initiative

Appendix 1

# Background to the AEDC

# Background to the AEDC

## 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 using the Australian version of the Early Development Instrument (AvEDI). 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. Instruments are completed based on teacher's knowledge and observation of children, along with demographic information from children's school enrolment forms.

With data collected every three years since 2009, the 2021 collection represents the fifth collection in the series.

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 at a community level.

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

## History of the AEDC

The fifth national roll-out of the AEDC benefits from more than 19 years of implementation in Australia. In 2002, the Canadian Early Development Instrument (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 the Australian Early Development Index: Building Better Communities for Children project between 2004 and 2008. Through this project, a number of validation studies and national trials across 60 communities were undertaken to ensure rigorous adaptation of the Canadian EDI to the AvEDI. An Indigenous Adaptation Study was also undertaken to assess the cultural validity of the EDI for Aboriginal and Torres Strait Islander children and adapt it to make it relevant to Australia's diverse cultural population.

Following the success of these studies the Australian Government funded the national roll-out of the Australian Early Development Index in 2009, becoming the first country in the world to collect national data on the developmental health and wellbeing of all children as they enter school.

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 national collection was rolled out for a second time, using the same approach as the first collection. In July 2014, the name was changed to the Australian Early Development Census, to differentiate the program of work from the Instrument. Subsequent rounds of the AEDC have since been completed every three years, with the 2021 collection being the fifth collection.

## About the AEDC domains

The AvEDI is a reliable and valid measure of child development. Test-retest reliability and inter-rater reliability studies have established that teachers are able to make clear and consistent judgements of children using the AvEDI items and that different teachers tend to rate children similarly. Please refer to the fact sheet on the reliability and validity of the AvEDI ( **aedc.gov.au/fsvalid** ).

For each of the five AEDC domains, children receive a score between 0 and 10, where 10 is the highest score possible.

In 2009, when the AEDC was first completed nationally, a series of cut-off scores was established for each of the five domains. Children falling below the 10th percentile were considered 'developmentally vulnerable', children falling between the 10th and 25th percentile were considered 'developmentally at risk', and all other children were considered to be 'developmentally on track'. The cut-off scores set in 2009 provide a reference point against which AEDC results can be compared. These have remained the same across all five collection cycles.

# Background to the AEDC


## Reporting on children with special needs

AEDC results are not reported for children with special needs in the national and community results. This is because their development needs have previously been identified. However, teachers complete the instrument and 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* ( **aedc.gov.au/unders** ).

## How to compare results across years

With data sets covering five collections, results from 2009 (referred to as 'baseline'), 2012, 2015, 2018 and 2021 can be compared to assess changes in child development over time.

Changes in AEDC data look larger in some areas than in others, especially where there are small numbers of children. To support people to consider the size of the change in their area, a method has been developed called the 'critical difference'.

The critical difference is the minimum percentage point change required between collection cycles (2009, 2012, 2015, 2018, 2021) 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* ( **aedc.gov.au/trcd** ) and the fact sheet *Comparing AEDC results over time: 2009 to 2021* ( **aedc.gov.au/cd** ).

This report uses the most recent versions of ABS geography and analytical constructs, such as 2016 SEIFA and 2021 Australian Statistical Geographical Standard (ASGS) Remoteness Areas. These variables have been applied to all cycles of the AEDC data to assist in comparability. As such, the results published in this report may not be identical to previous National Reports for these items.

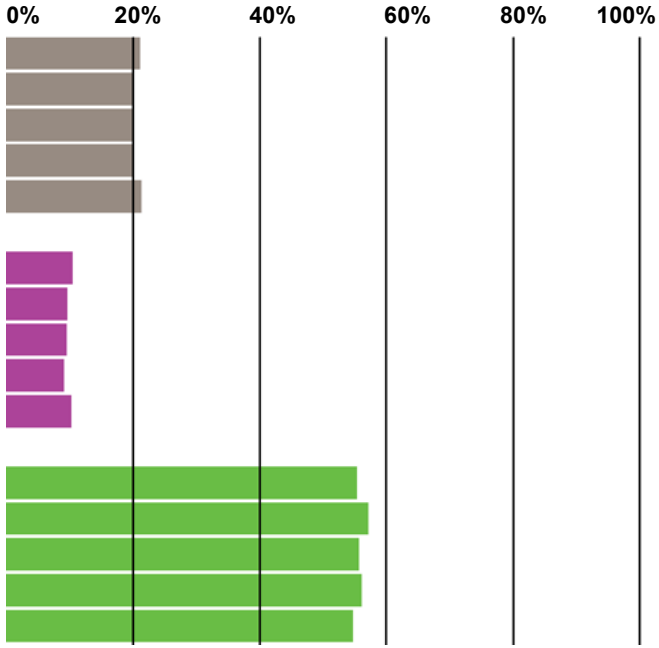
Australian Early Development Census
An Australian Government Initiative

Appendix 2

# State and Territory trends

# New South Wales trends

**Table 5** — *New South Wales trends (2009 – 2021) – summary indicators*




| | | n | % | Total n |
|---|---|---|---|---|
| Vuln 1 | 2021 | 19,067 | 21.2 | 90,137 |
| **Developmentally vulnerable on one or more domain(s)** | 2018 | 18,583 | 19.9 | 93,245 |
| | 2015 | 18,378 | 20.2 | 90,956 |
| | 2012 | 17,722 | 19.9 | 88,921 |
| | 2009 | 17,652 | 21.3 | 82,710 |
| Vuln 2 | 2021 | 9,510 | 10.5 | 90,331 |
| **Developmentally vulnerable on two or more domains** | 2018 | 9,001 | 9.6 | 93,468 |
| | 2015 | 8,733 | 9.6 | 91,143 |
| | 2012 | 8,189 | 9.2 | 89,260 |
| | 2009 | 8,526 | 10.3 | 82,866 |
| OT5 | 2021 | 50,056 | 55.5 | 90,266 |
| **Developmentally on track on five domains** | 2018 | 53,409 | 57.2 | 93,377 |
| | 2015 | 50,801 | 55.8 | 91,115 |
| | 2012 | 50,076 | 56.1 | 89,199 |
| | 2009 | 45,365 | 54.8 | 82,807 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# New South Wales trends

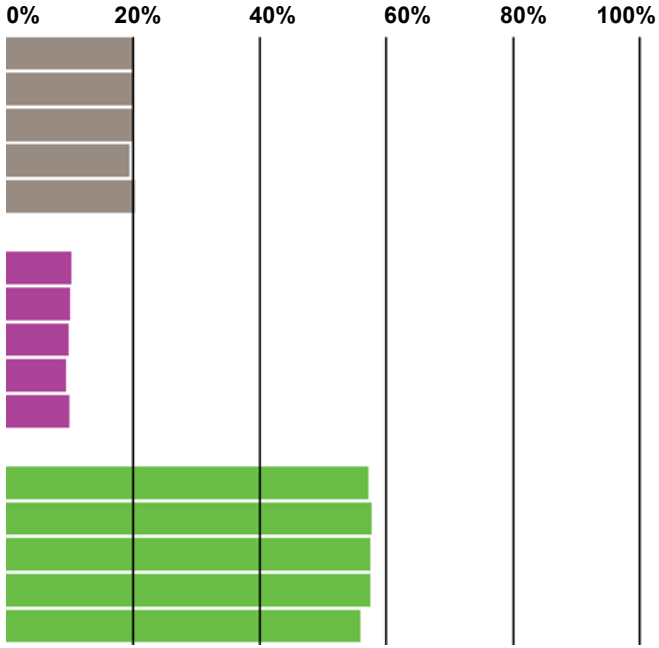
**Table 6** — *New South Wales trends (2009 – 2021) – all domains*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **Physical health and wellbeing** | | | | | | | |
| 2021 | 70,671 | 78.1 | 11,246 | 12.4 | 8,513 | 9.4 | 90,430 |
| 2018 | 73,462 | 78.5 | 12,111 | 12.9 | 7,978 | 8.5 | 93,551 |
| 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** | | | | | | | |
| 2021 | 68,789 | 76.1 | 13,175 | 14.6 | 8,458 | 9.4 | 90,422 |
| 2018 | 72,119 | 77.1 | 12,854 | 13.7 | 8,568 | 9.2 | 93,541 |
| 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** | | | | | | | |
| 2021 | 71,203 | 79.1 | 12,300 | 13.7 | 6,550 | 7.3 | 90,053 |
| 2018 | 74,725 | 80.2 | 12,136 | 13.0 | 6,306 | 6.8 | 93,167 |
| 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)** | | | | | | | |
| 2021 | 76,676 | 84.9 | 8,092 | 9.0 | 5,576 | 6.2 | 90,344 |
| 2018 | 81,521 | 87.2 | 7,086 | 7.6 | 4,884 | 5.2 | 93,491 |
| 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** | | | | | | | |
| 2021 | 68,741 | 76.0 | 14,068 | 15.6 | 7,618 | 8.4 | 90,427 |
| 2018 | 71,825 | 76.8 | 14,268 | 15.3 | 7,448 | 8.0 | 93,541 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Victoria trends

**Table 7** — *Victoria trends (2009 – 2021) – summary indicators*




| | | n | % | Total n |
|---|---|---|---|---|
| Vuln 1 **Developmentally vulnerable on one or more domain(s)** | 2021 | 13,777 | 19.9 | 69,068 |
| | 2018 | 14,232 | 19.9 | 71,671 |
| | 2015 | 13,465 | 19.9 | 67,670 |
| | 2012 | 12,407 | 19.5 | 63,584 |
| | 2009 | 11,641 | 20.3 | 57,277 |
| Vuln 2 **Developmentally vulnerable on two or more domains** | 2021 | 7,085 | 10.2 | 69,217 |
| | 2018 | 7,231 | 10.1 | 71,828 |
| | 2015 | 6,707 | 9.9 | 67,812 |
| | 2012 | 6,053 | 9.5 | 63,889 |
| | 2009 | 5,736 | 10.0 | 57,420 |
| OT5 **Developmentally on track on five domains** | 2021 | 39,560 | 57.2 | 69,152 |
| | 2018 | 41,429 | 57.7 | 71,765 |
| | 2015 | 38,948 | 57.5 | 67,769 |
| | 2012 | 36,715 | 57.5 | 63,834 |
| | 2009 | 32,137 | 56.0 | 57,378 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Victoria trends

**Table 8** — *Victoria trends (2009 – 2021) – all domains*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 56,172 | 81.1 | 7,514 | 10.8 | 5,604 | 8.1 | 69,290 |
| 2018 | 58,221 | 81.0 | 7,767 | 10.8 | 5,904 | 8.2 | 71,892 |
| 2015 | 54,934 | 80.9 | 7,602 | 11.2 | 5,335 | 7.9 | 67,871 |
| 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 |
| 2021 | 53,882 | 77.8 | 9,148 | 13.2 | 6,253 | 9.0 | 69,283 |
| 2018 | 55,597 | 77.3 | 9,974 | 13.9 | 6,331 | 8.8 | 71,902 |
| 2015 | 52,378 | 77.2 | 9,548 | 14.1 | 5,934 | 8.7 | 67,860 |
| 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 |
| 2021 | 54,112 | 78.4 | 9,549 | 13.8 | 5,342 | 7.7 | 69,003 |
| 2018 | 55,651 | 77.7 | 10,167 | 14.2 | 5,791 | 8.1 | 71,609 |
| 2015 | 52,392 | 77.5 | 9,817 | 14.5 | 5,408 | 8.0 | 67,617 |
| 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 |
| 2021 | 57,203 | 82.6 | 7,035 | 10.2 | 4,993 | 7.2 | 69,231 |
| 2018 | 60,779 | 84.6 | 6,461 | 9.0 | 4,608 | 6.4 | 71,848 |
| 2015 | 57,474 | 84.7 | 6,062 | 8.9 | 4,292 | 6.3 | 67,828 |
| 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 |
| 2021 | 54,700 | 79.0 | 9,441 | 13.6 | 5,134 | 7.4 | 69,275 |
| 2018 | 57,098 | 79.4 | 9,483 | 13.2 | 5,312 | 7.4 | 71,893 |
| 2015 | 53,474 | 78.8 | 9,259 | 13.6 | 5,131 | 7.6 | 67,864 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

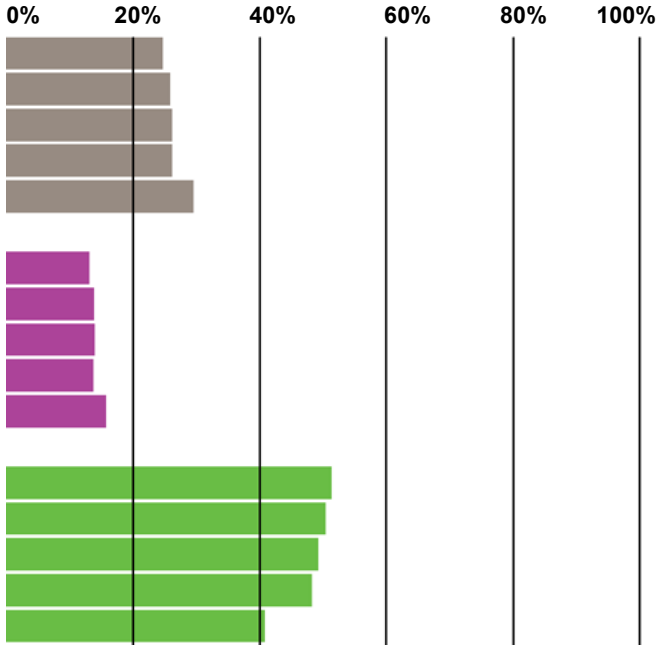
# Queensland trends

**Table 9** — *Queensland trends (2009 – 2021) – summary indicators*

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

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

OT5 **Developmentally on track on five domains**




| | Vuln 1 n | Vuln 1 % | Vuln 2 n | Vuln 2 % | OT5 n | OT5 % | Total n |
|---|---|---|---|---|---|---|---|
| 2021 | 15,143 | 24.7 | 8,088 | 13.2 | 31,524 | 51.4 | 61,279 |
| 2018 | 15,954 | 25.9 | 8,576 | 13.9 | 31,167 | 50.5 | 61,673 |
| 2015 | 16,220 | 26.1 | 8,713 | 14.0 | 30,610 | 49.3 | 62,027 |
| 2012 | 15,217 | 26.2 | 8,001 | 13.8 | 28,036 | 48.3 | 57,994 |
| 2009 | 15,593 | 29.6 | 8,307 | 15.8 | 21,529 | 40.9 | 52,603 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Queensland trends

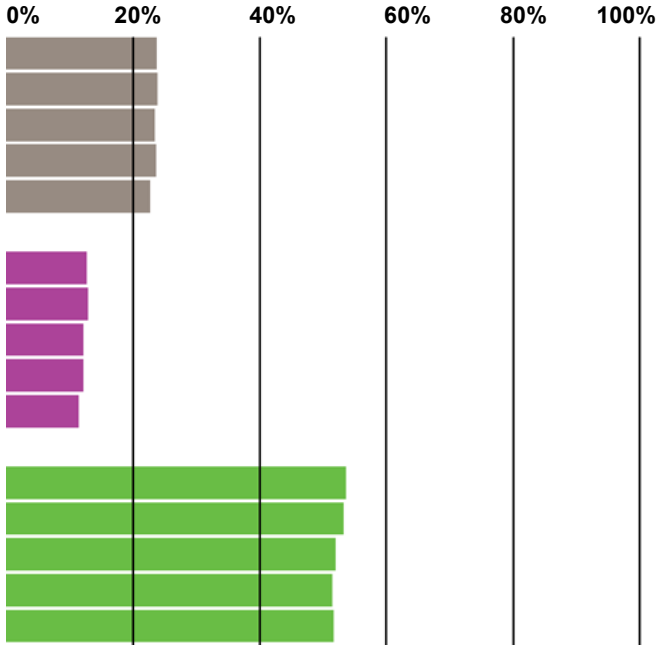
**Table 10** — *Queensland trends (2009 – 2021) – all domains*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 46,981 | 76.5 | 7,312 | 11.9 | 7,148 | 11.6 | 61,441 |
| 2018 | 45,801 | 74.1 | 8,462 | 13.7 | 7,581 | 12.3 | 61,844 |
| 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 |
| 2021 | 45,452 | 74.0 | 9,447 | 15.4 | 6,536 | 10.6 | 61,435 |
| 2018 | 44,446 | 71.9 | 10,004 | 16.2 | 7,388 | 11.9 | 61,838 |
| 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 |
| 2021 | 45,382 | 74.1 | 9,752 | 15.9 | 6,110 | 10.0 | 61,244 |
| 2018 | 45,192 | 73.3 | 9,988 | 16.2 | 6,448 | 10.5 | 61,628 |
| 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 |
| 2021 | 49,548 | 80.7 | 6,712 | 10.9 | 5,127 | 8.4 | 61,387 |
| 2018 | 50,909 | 82.4 | 5,925 | 9.6 | 4,947 | 8.0 | 61,781 |
| 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 |
| 2021 | 46,733 | 76.1 | 9,121 | 14.8 | 5,596 | 9.1 | 61,450 |
| 2018 | 45,747 | 74.0 | 9,838 | 15.9 | 6,248 | 10.1 | 61,833 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# South Australia trends

**Table 11** — *South Australia trends (2009 – 2021) – summary indicators*




| | | n | % | Total n |
|---|---|---|---|---|
| Vuln 1 — Developmentally vulnerable on one or more domain(s) | 2021 | 4,490 | 23.8 | 18,881 |
| | 2018 | 4,564 | 23.9 | 19,092 |
| | 2015 | 4,338 | 23.5 | 18,451 |
| | 2012 | 4,115 | 23.7 | 17,355 |
| | 2009 | 3,419 | 22.8 | 15,009 |
| Vuln 2 — Developmentally vulnerable on two or more domains | 2021 | 2,411 | 12.7 | 18,921 |
| | 2018 | 2,490 | 13.0 | 19,157 |
| | 2015 | 2,259 | 12.2 | 18,509 |
| | 2012 | 2,126 | 12.2 | 17,399 |
| | 2009 | 1,730 | 11.5 | 15,031 |
| OT5 — Developmentally on track on five domains | 2021 | 10,161 | 53.7 | 18,911 |
| | 2018 | 10,186 | 53.2 | 19,132 |
| | 2015 | 9,617 | 52.0 | 18,490 |
| | 2012 | 8,976 | 51.6 | 17,411 |
| | 2009 | 7,774 | 51.7 | 15,038 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# South Australia trends

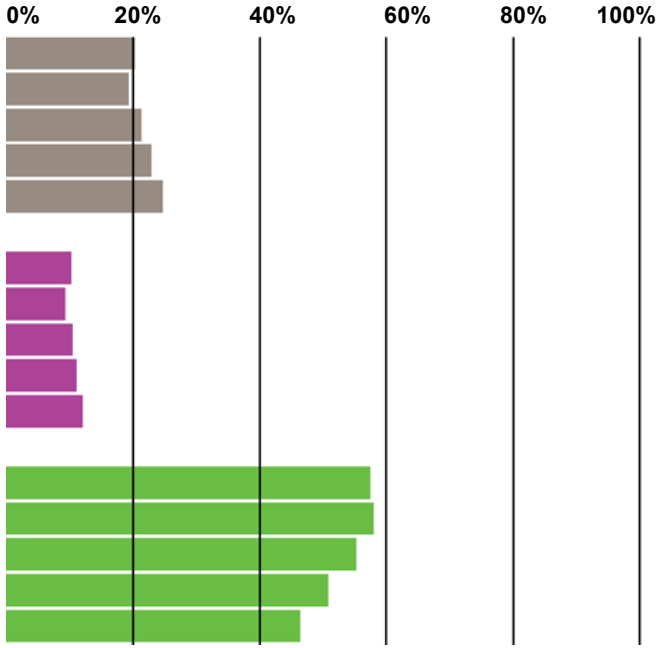
**Table 12** — *South Australia trends (2009 – 2021) – all domains*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **Physical health and wellbeing** | | | | | | | |
| 2021 | 14,725 | 77.7 | 2,200 | 11.6 | 2,023 | 10.7 | 18,948 |
| 2018 | 14,924 | 77.8 | 2,188 | 11.4 | 2,072 | 10.8 | 19,184 |
| 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** | | | | | | | |
| 2021 | 13,870 | 73.2 | 2,952 | 15.6 | 2,125 | 11.2 | 18,947 |
| 2018 | 13,947 | 72.7 | 3,034 | 15.8 | 2,200 | 11.5 | 19,181 |
| 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** | | | | | | | |
| 2021 | 13,981 | 74.0 | 2,954 | 15.6 | 1,950 | 10.3 | 18,885 |
| 2018 | 13,966 | 73.1 | 3,084 | 16.1 | 2,064 | 10.8 | 19,114 |
| 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)** | | | | | | | |
| 2021 | 15,407 | 81.6 | 1,989 | 10.5 | 1,494 | 7.9 | 18,890 |
| 2018 | 15,805 | 82.7 | 1,928 | 10.1 | 1,375 | 7.2 | 19,108 |
| 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** | | | | | | | |
| 2021 | 14,744 | 77.8 | 2,576 | 13.6 | 1,622 | 8.6 | 18,942 |
| 2018 | 14,919 | 77.8 | 2,642 | 13.8 | 1,620 | 8.4 | 19,181 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Western Australia trends

**Table 13** — *Western Australia trends (2009 – 2021) – summary indicators*




| | | n | % | Total n |
|---|---|---|---|---|
| Vuln 1 — Developmentally vulnerable on one or more domain(s) | 2021 | 6,852 | 20.3 | 33,716 |
| | 2018 | 6,369 | 19.4 | 32,798 |
| | 2015 | 6,895 | 21.3 | 32,373 |
| | 2012 | 7,048 | 23.0 | 30,631 |
| | 2009 | 6,445 | 24.7 | 26,052 |
| Vuln 2 — Developmentally vulnerable on two or more domains | 2021 | 3,457 | 10.2 | 33,782 |
| | 2018 | 3,086 | 9.4 | 32,880 |
| | 2015 | 3,403 | 10.5 | 32,478 |
| | 2012 | 3,449 | 11.2 | 30,770 |
| | 2009 | 3,177 | 12.2 | 26,091 |
| OT5 — Developmentally on track on five domains | 2021 | 19,424 | 57.5 | 33,756 |
| | 2018 | 19,056 | 58.0 | 32,841 |
| | 2015 | 17,938 | 55.3 | 32,421 |
| | 2012 | 15,633 | 50.9 | 30,727 |
| | 2009 | 12,130 | 46.5 | 26,090 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Western Australia trends

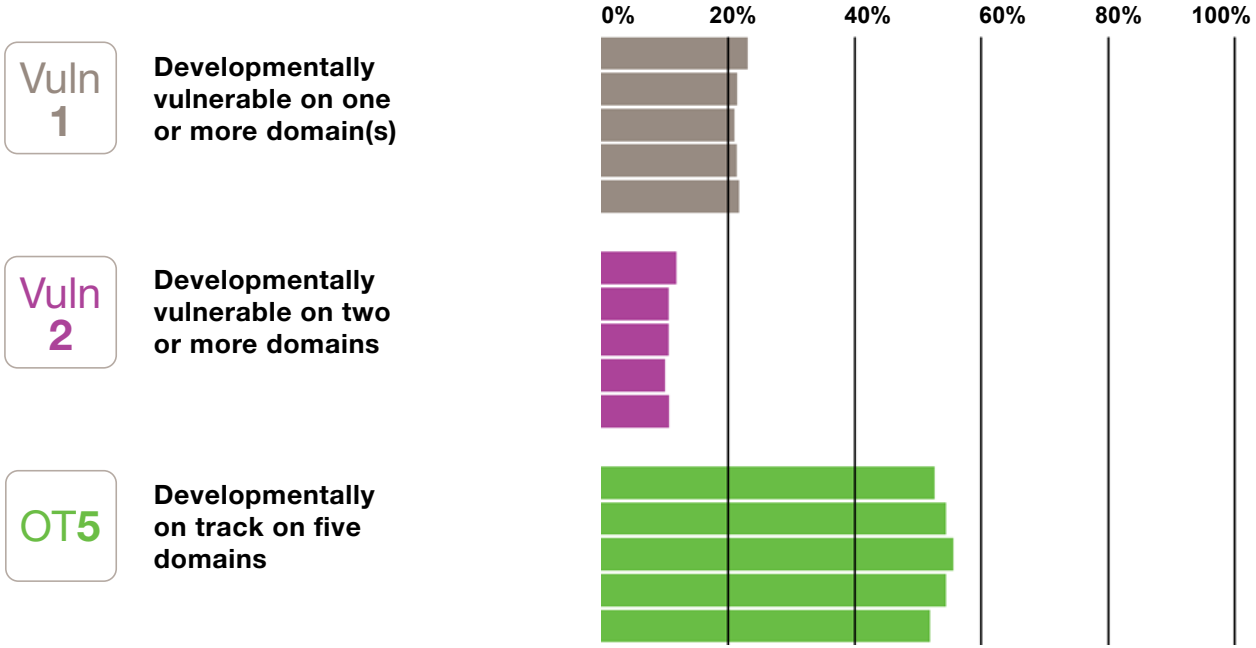
**Table 14** — *Western Australia trends (2009 – 2021) – all domains*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **Physical health and wellbeing** | | | | | | | |
| 2021 | 27,225 | 80.5 | 3,402 | 10.1 | 3,178 | 9.4 | 33,805 |
| 2018 | 26,546 | 80.7 | 3,424 | 10.4 | 2,929 | 8.9 | 32,899 |
| 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** | | | | | | | |
| 2021 | 26,767 | 79.2 | 4,458 | 13.2 | 2,577 | 7.6 | 33,802 |
| 2018 | 26,171 | 79.6 | 4,292 | 13.0 | 2,431 | 7.4 | 32,894 |
| 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** | | | | | | | |
| 2021 | 26,273 | 77.9 | 4,828 | 14.3 | 2,635 | 7.8 | 33,736 |
| 2018 | 25,488 | 77.7 | 4,792 | 14.6 | 2,518 | 7.7 | 32,798 |
| 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)** | | | | | | | |
| 2021 | 27,779 | 82.3 | 3,556 | 10.5 | 2,416 | 7.2 | 33,751 |
| 2018 | 27,418 | 83.4 | 3,284 | 10.0 | 2,158 | 6.6 | 32,860 |
| 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** | | | | | | | |
| 2021 | 26,822 | 79.3 | 4,266 | 12.6 | 2,717 | 8.0 | 33,805 |
| 2018 | 26,749 | 81.3 | 3,837 | 11.7 | 2,311 | 7.0 | 32,897 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Tasmania trends

**Table 15** — *Tasmania trends (2009 – 2021) – summary indicators*




| | Vuln 1 | | Vuln 2 | | OT5 | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 1,297 | 23.2 | 668 | 11.9 | 2,946 | 52.7 | 5,594 |
| 2018 | 1,255 | 21.5 | 625 | 10.7 | 3,177 | 54.5 | 5,829 |
| 2015 | 1,296 | 21.0 | 657 | 10.7 | 3,427 | 55.6 | 6,159 |
| 2012 | 1,308 | 21.5 | 618 | 10.1 | 3,330 | 54.5 | 6,113 |
| 2009 | 1,243 | 21.8 | 617 | 10.8 | 2,963 | 52.0 | 5,701 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Tasmania trends

**Table 16** — *Tasmania trends (2009 – 2021) – all domains*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 4,328 | 77.4 | 644 | 11.5 | 623 | 11.1 | 5,595 |
| 2018 | 4,587 | 78.5 | 706 | 12.1 | 554 | 9.5 | 5,847 |
| 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 |
| 2021 | 4,228 | 75.6 | 848 | 15.2 | 519 | 9.3 | 5,595 |
| 2018 | 4,456 | 76.2 | 879 | 15.0 | 513 | 8.8 | 5,848 |
| 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 |
| 2021 | 4,132 | 73.9 | 885 | 15.8 | 573 | 10.3 | 5,590 |
| 2018 | 4,403 | 75.4 | 898 | 15.4 | 535 | 9.2 | 5,836 |
| 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 |
| 2021 | 4,329 | 77.4 | 749 | 13.4 | 514 | 9.2 | 5,592 |
| 2018 | 4,701 | 80.6 | 660 | 11.3 | 468 | 8.0 | 5,829 |
| 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 |
| 2021 | 4,436 | 79.3 | 788 | 14.1 | 370 | 6.6 | 5,594 |
| 2018 | 4,727 | 80.9 | 785 | 13.4 | 334 | 5.7 | 5,846 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

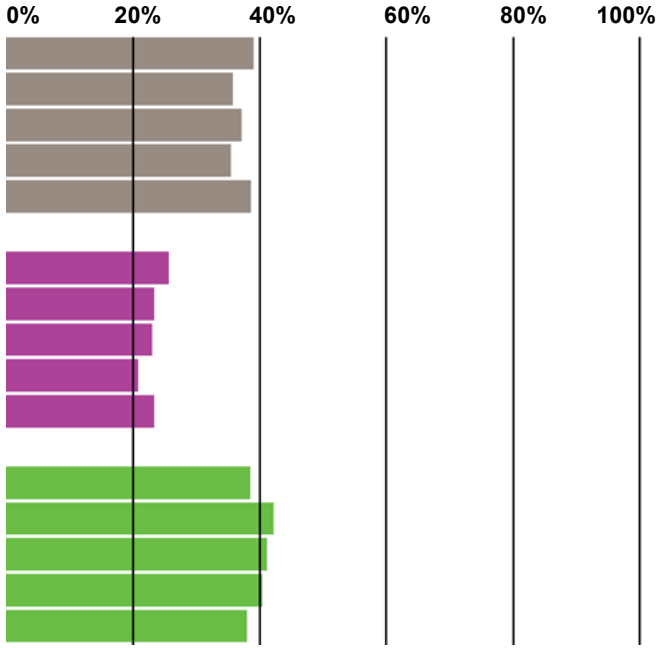
# Northern Territory trends

**Table 17** — *Northern Territory trends (2009 – 2021) – summary indicators*

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

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

OT5 **Developmentally on track on five domains**

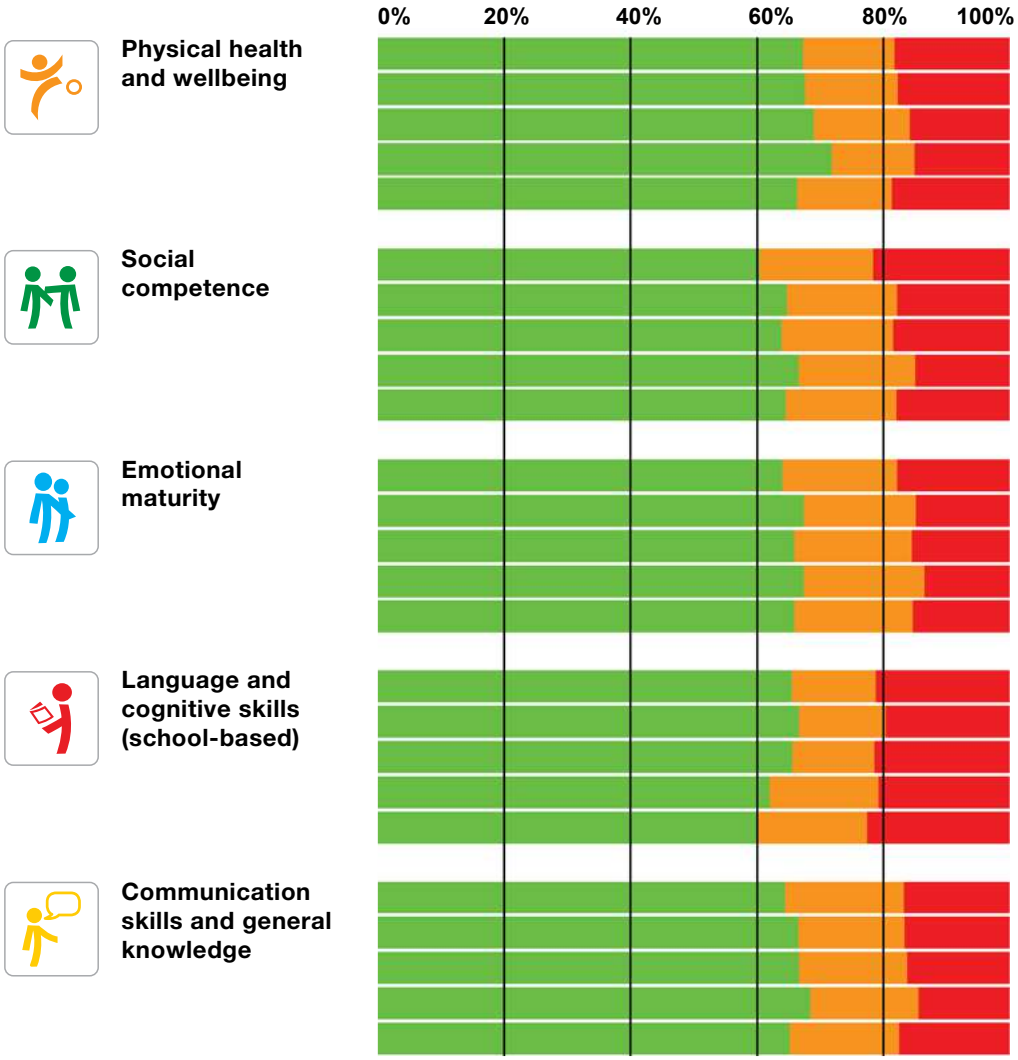



| | Vuln 1 n | Vuln 1 % | Vuln 1 Total n | Vuln 2 n | Vuln 2 % | Vuln 2 Total n | OT5 n | OT5 % | OT5 Total n |
|---|---|---|---|---|---|---|---|---|---|
| 2021 | 1,164 | 39.2 | 2,973 | 764 | 25.7 | 2,975 | 1,150 | 38.6 | 2,976 |
| 2018 | 1,141 | 35.8 | 3,190 | 745 | 23.4 | 3,184 | 1,349 | 42.2 | 3,193 |
| 2015 | 1,207 | 37.2 | 3,248 | 751 | 23.1 | 3,255 | 1,341 | 41.2 | 3,256 |
| 2012 | 1,106 | 35.5 | 3,117 | 653 | 20.9 | 3,130 | 1,264 | 40.4 | 3,126 |
| 2009 | 1,109 | 38.7 | 2,865 | 673 | 23.4 | 2,878 | 1,093 | 38.0 | 2,874 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Northern Territory trends

**Table 18** — *Northern Territory trends (2009 – 2021) – all domains*

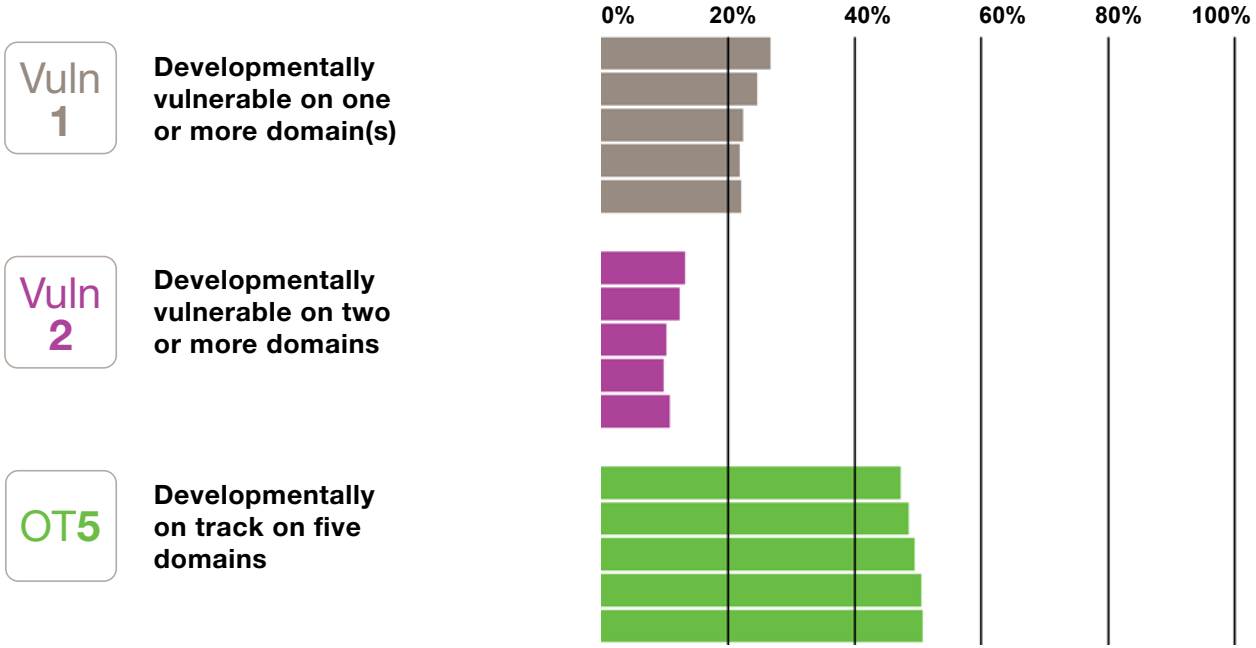



| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 2,006 | 67.3 | 430 | 14.4 | 544 | 18.3 | 2,980 |
| 2018 | 2,161 | 67.7 | 469 | 14.7 | 563 | 17.6 | 3,193 |
| 2015 | 2,249 | 68.9 | 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 |
| 2021 | 1,798 | 60.4 | 534 | 17.9 | 645 | 21.7 | 2,977 |
| 2018 | 2,066 | 64.8 | 556 | 17.4 | 568 | 17.8 | 3,190 |
| 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 |
| 2021 | 1,896 | 64.0 | 542 | 18.3 | 526 | 17.7 | 2,964 |
| 2018 | 2,141 | 67.5 | 561 | 17.7 | 472 | 14.9 | 3,174 |
| 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 |
| 2021 | 1,946 | 65.5 | 397 | 13.4 | 630 | 21.2 | 2,973 |
| 2018 | 2,124 | 66.8 | 433 | 13.6 | 625 | 19.6 | 3,182 |
| 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 |
| 2021 | 1,919 | 64.5 | 557 | 18.7 | 500 | 16.8 | 2,976 |
| 2018 | 2,124 | 66.5 | 537 | 16.8 | 532 | 16.7 | 3,193 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Australian Capital Territory trends

**Table 19** — *Australian Capital Territory trends (2009 – 2021) – summary indicators*




| | n | % | Total n |
|---|---|---|---|
| 2021 | 1,474 | 26.7 | 5,521 |
| 2018 | 1,350 | 24.6 | 5,482 |
| 2015 | 1,161 | 22.5 | 5,157 |
| 2012 | 1,010 | 22.0 | 4,594 |
| 2009 | 927 | 22.2 | 4,180 |
| 2021 | 735 | 13.3 | 5,532 |
| 2018 | 680 | 12.4 | 5,481 |
| 2015 | 531 | 10.3 | 5,158 |
| 2012 | 454 | 9.8 | 4,616 |
| 2009 | 456 | 10.9 | 4,190 |
| 2021 | 2,615 | 47.3 | 5,526 |
| 2018 | 2,667 | 48.7 | 5,482 |
| 2015 | 2,556 | 49.5 | 5,161 |
| 2012 | 2,332 | 50.6 | 4,611 |
| 2009 | 2,127 | 50.8 | 4,185 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Australian Capital Territory trends

**Table 20** — *Australian Capital Territory trends (2009 – 2021) – all domains*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **Physical health and wellbeing** | | | | | | | |
| 2021 | 3,898 | 70.4 | 929 | 16.8 | 708 | 12.8 | 5,535 |
| 2018 | 3,840 | 70.0 | 978 | 17.8 | 666 | 12.1 | 5,484 |
| 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** | | | | | | | |
| 2021 | 3,893 | 70.3 | 966 | 17.5 | 675 | 12.2 | 5,534 |
| 2018 | 3,969 | 72.4 | 841 | 15.3 | 674 | 12.3 | 5,484 |
| 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** | | | | | | | |
| 2021 | 4,078 | 73.9 | 857 | 15.5 | 585 | 10.6 | 5,520 |
| 2018 | 4,173 | 76.1 | 764 | 13.9 | 543 | 9.9 | 5,480 |
| 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)** | | | | | | | |
| 2021 | 4,611 | 83.4 | 561 | 10.1 | 357 | 6.5 | 5,529 |
| 2018 | 4,613 | 84.2 | 514 | 9.4 | 352 | 6.4 | 5,479 |
| 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** | | | | | | | |
| 2021 | 3,961 | 71.6 | 1,065 | 19.2 | 507 | 9.2 | 5,533 |
| 2018 | 3,974 | 72.5 | 1,083 | 19.7 | 427 | 7.8 | 5,484 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

Australian Early Development Census
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Appendix 3

# Demographics of Australian children included in the AEDC


Nationally, just over **305,000** children in their first year of full-time school participated in the 2021 AEDC, equating to **95.5** per cent of eligible children.

Over 17,500 teachers from **7,470** schools contributed to the results, representing **95.7** per cent of eligible schools.

# Participation in the AEDC across Australia

**Table 21** — *Number of children, schools and teachers participating in the AEDC nationally, by collection cycle*

| | 2009 | 2012 | 2015 | 2018 | 2021 |
|---|---|---|---|---|---|
| Total number of children included | 261,147 | 289,973 | 302,003 | 308,953 | 305,015 |
| Teachers contributing to the results | 15,522 | 16,425 | 16,968 | 17,508 | 17,571 |
| Schools contributing to the results | 7,422 | 7,415 | 7,510 | 7,507 | 7,470 |

**Table 22** — *Children included in the AEDC by state and territory, by collection cycle*

| Geography | 2009 | | 2012 | | 2015 | | 2018 | | 2021 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | %* | n | %* | n | %* | n | %* | n | %* |
| Australia | 261,147 | 97.5 | 289,973 | 96.5 | 302,003 | 96.5 | 308,953 | 96.4 | 305,015 | 95.5 |
| New South Wales | 86,931 | 99.9 | 94,323 | 97.3 | 95,876 | 96.8 | 97,715 | 96.0 | 95,426 | 96.0 |
| Victoria | 61,242 | 94.2 | 67,960 | 92.9 | 71,786 | 94.3 | 76,356 | 93.8 | 73,619 | 89.7 |
| Queensland | 55,464 | 99.1 | 61,607 | 97.6 | 65,214 | 97.1 | 64,737 | 98.1 | 65,026 | 98.4 |
| South Australia | 16,211 | 87.8 | 18,925 | 96.9 | 19,678 | 96.4 | 20,305 | 96.9 | 20,259 | 97.8 |
| Western Australia | 27,575 | 97.5 | 32,160 | 99.0 | 33,816 | 98.7 | 34,368 | 99.3 | 35,450 | 99.7 |
| Tasmania | 5,917 | 99.6 | 6,429 | 98.4 | 6,425 | 99.0 | 6,151 | 99.0 | 5,987 | 98.9 |
| Northern Territory | 3,196 | 92.2 | 3,463 | 95.9 | 3,583 | 98.0 | 3,435 | 95.3 | 3,297 | 97.5 |
| Australian Capital Territory | 4,611 | 104.2 | 5,106 | 99.9 | 5,604 | 99.3 | 5,886 | 98.2 | 5,951 | 98.4 |

*% refers to the child participation rate which is defined as completed instruments as a percentage of the estimated child population in the first year of full-time schooling.
Participation rates are by school state, not child's residential state. A school may change state across cycles and the reported figures are those published at the time of each cycle.

# Demographic snapshot

The Australian population is one of the most culturally and linguistically diverse in the world and this is reflected in the children included in the AEDC.

As shown in Table 23, the percentage of boys and girls in the AEDC has remained stable over time. The percentage of Aboriginal and Torres Strait Islander children and children with English as a second language has gradually increased over time, both at their highest levels in 2021.

The percentage of children born in another country has also been steadily increasing since baseline but dropped to its lowest level in 2021, which may reflect the reduced migration due to border closures during COVID-19.

The percentage of children with a Language Background Other Than English (LBOTE) continued to increase in 2021, as shown in Table 24, with a corresponding decrease in children with English as their only language. Among children with English as their only language, there has been a small increase (0.5 percentage points) in those who are 'Not proficient in English' in their first year of full-time school in 2021, which contrasts with the declining trend between baseline and 2018.

**Table 23** — *Demographic profile of children in the AEDC, by collection cycle*

| | 2009 | | 2012 | | 2015 | | 2018 | | 2021 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % |
| **Male** | 134,031 | 51.3 | 148,985 | 51.4 | 154,846 | 51.3 | 158,894 | 51.4 | 156,737 | 51.4 |
| **Female** | 127,116 | 48.7 | 140,988 | 48.6 | 147,157 | 48.7 | 150,059 | 48.6 | 148,278 | 48.6 |
| **Aboriginal and Torres Strait Islander children** | 12,416 | 4.8 | 15,490 | 5.3 | 17,351 | 5.7 | 19,074 | 6.2 | 20,646 | 6.8 |
| **Children born in another country** | 16,844 | 6.5 | 21,695 | 7.5 | 21,215 | 7.1 | 22,971 | 7.5 | 17,908 | 5.9 |
| **Children with English as a second language** | 33,526 | 12.8 | 41,506 | 14.3 | 45,226 | 15.0 | 54,700 | 17.7 | 56,894 | 18.7 |

# Demographic snapshot

**Table 24** — *Language diversity of children in the AEDC, by collection cycle*

| Category | 2009 | | 2012 | | 2015 | | 2018 | | 2021 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % |
| **LBOTE – Total**[1] | 46,967 | 18.0 | 55,489 | 19.1 | 64,881 | 21.5 | 78,298 | 25.3 | 81,885 | 26.8 |
| **LBOTE – Not proficient in English** | 7,596 | 2.9 | 7,893 | 2.7 | 8,252 | 2.7 | 8,766 | 2.8 | 9,410 | 3.1 |
| **LBOTE – Proficient in English** | 38,513 | 14.9 | 46,880 | 16.3 | 56,127 | 18.7 | 68,885 | 22.4 | 71,882 | 23.7 |
| **English Only – Total**[2] | 214,180 | 82.0 | 234,484 | 80.9 | 237,122 | 78.5 | 230,655 | 74.7 | 223,130 | 73.2 |
| **English Only – Not proficient in English** | 10,489 | 4.1 | 11,031 | 3.8 | 10,920 | 3.6 | 9,145 | 3.0 | 10,518 | 3.5 |
| **English Only – Proficient in English** | 202,241 | 78.1 | 221,990 | 77.1 | 225,562 | 75.0 | 220,862 | 71.8 | 211,952 | 69.8 |

[1] Total for LBOTE includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
[2] Total children who speak only English at home includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown
Aboriginal and Torres Strait Islander children who have LBOTE status are part of the LBOTE group. That is, it is possible for children to be both Aboriginal and Torres Strait Islander and have LBOTE status.

# Age

The average age of children was 5 years and 7 months (see Table 25) and this has remained consistent nationally across data collections (not shown in Table 25). There is some variation in the average age of children in each state and territory, reflecting the different ages that children start their first year of full-time schooling. Children in Tasmania are slightly older, at 5 years 10 months, whilst those in Western Australia are the youngest, at 5 years and 4 months.

**Table 25** — *Average age of children in the AEDC, by child's residential state / territory and collection cycle*

| Child's residential state/territory | Average age of children in the AEDC |
|---|---|
| Australia | 5 years 7 months |
| New South Wales | 5 years 7 months |
| Victoria | 5 years 9 months |
| Queensland | 5 years 5 months |
| South Australia | 5 years 7 months |
| Western Australia | 5 years 4 months |
| Tasmania | 5 years 10 months |
| Northern Territory | 5 years 5 months |
| Australian Capital Territory | 5 years 7 months |

# Children with disability, additional or special needs

Table 26 shows the number and percentage of children included in the AEDC with special needs status and the number and percentage of children identified by teachers as requiring 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 percentage of children with special needs status, which had declined by 0.3 percentage points over the last three collections, increased 0.6 percentage points in the last collection, from 4.6 per cent in 2018 to 5.2 per cent in 2021.

The percentage of children identified by teachers as requiring further assessment has been increasing since 2012 (10.5 percentage points) and there was a sharp increase in 2021, from 13.3 per cent in 2018 to 16.3 per cent. This may reflect the impact of the Early Years Intervention approach for the NDIS and / or COVID-19 when diagnostic assessments were not able to occur. It is relevant to note that these children are included in the domain and summary indicator results in the AEDC.

**Table 26** — *Children with special needs or needing further assessment, by collection cycle*

| | 2009 | | 2012 | | 2015 | | 2018 | | 2021 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % |
| **Children with special needs status** | 11,484 | 4.4 | 14,173 | 4.9 | 14,065 | 4.7 | 14,059 | 4.6 | 15,895 | 5.2 |
| **Children needing further assessment (eg. medical and physical, behaviour management, emotional and cognitive development)** | 27,218 | 10.7 | 29,628 | 10.5 | 34,793 | 11.8 | 39,861 | 13.3 | 47,913 | 16.3 |

# Gender differences

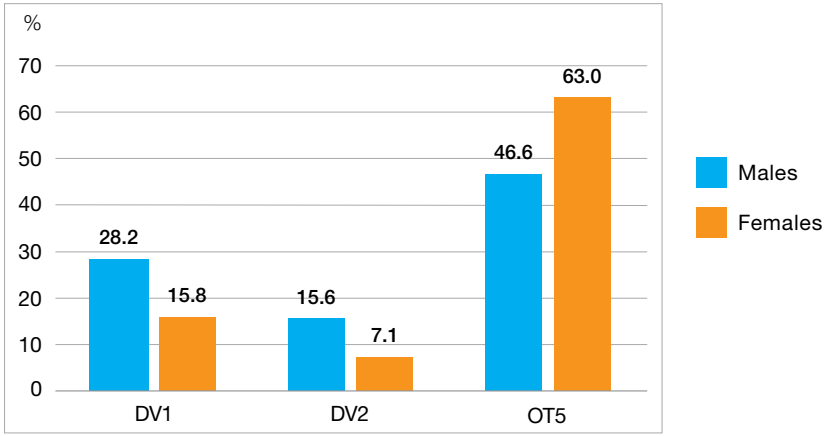
Males and females are biologically different and develop at different rates throughout early childhood. Females generally develop more quickly than males and this is reflected in the AEDC results.

As shown in Figure 41, in 2021, boys (28.2 per cent) were nearly twice as likely to be developmentally vulnerable on one or more domain(s) (DV1) of the AEDC compared to girls (15.8 per cent), increasing to more than twice as likely to be developmentally vulnerable on two or more domains (DV2), (15.6 per cent boys vs 7.1 per cent girls). Just less than five in ten boys (46.6 per cent) were on track on all five domains (OT5) compared to more than 6 in 10 girls (63.0 per cent).

This large gender gap in child development observed in AEDC results at school entry has remained fairly consistent over time (see Appendix 6 for gender comparisons all collections).

This research snapshot ( **aedc.gov.au/gendiff** ) looks at these issues in further detail.

**Figure 41** — *Gender differences in AEDC summary indicators: DV1, DV2 and OT5, 2021*

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Appendix 4

# AEDC additional resources

# AEDC additional resources

A variety of resources are available online which provide more information about the scope and purpose of the program and assist with understanding AEDC results. The resources listed below can be accessed through the AEDC website ( aedc.gov.au ) or alternatively by clicking on the links provided.

## Data Explorer

The online **Data Explorer** is a searchable data resource available through the AEDC website ( aedc.gov.au/data ). Results are presented at the national, state and territory, AEDC Community and Local Community level. Comparisons can be made across years and geographies. A range of AEDC Community level reports, tables, charts and maps are available for download.

Additional data products such as public tables with summary indicator and domain results by Local Government Area (LGA), Statistical Area Levels 2, 3 and 4 (SA2, SA3, SA4), Greater Capital City Statistical Areas (GCCSA), Remoteness and SEIFA can also be downloaded ( aedc.gov.au/data/downloads ).

**The AEDC community results tables** ( aedc.gov.au/tables ) summarise results for each AEDC community and the local communities within it.

## Accessing AEDC data

In addition to Data Explorer, data is also released publically through Community Profiles and other publications that can be found in the **Resources section of the website**.

Data is available under **agreements with the Australian Government Department of Education, Skills and Employment**, and these agreements prescribe the type of access and use of AEDC data.

For data that cannot be accessed publicly or under an agreement, an application to **AEDC Support** is required to access the data. Depending on the type of data required, applications can be made for **Macrodata, Microdata, or Microdata for data linkage**. Refer to section 6 of the **AEDC Data Guidelines** for more information about the various ways in which AEDC data can be accessed.

**Important AEDC data links:**

- AEDC Research Priorities ( aedc.gov.au/rp )
- AEDC Resources ( aedc.gov.au/resources )
- Accessing AEDC data under agreements with the Australian Government Department of Education, Skills and Employment ( aedc.gov.au/dataagree )
- Macrodata application ( aedc.gov.au/appmacro )
- Microdata application ( aedc.gov.au/appmicro )
- Microdata for data linkage application ( aedc.gov.au/linkage )
- AEDC Data Guidelines ( aedc.gov.au/dataguide )
- AEDC Support ( Email: support@aedc.gov.au )

# AEDC additional resources

## AEDC publications

**Important AEDC resources include:**

- *Sector messages*
  ( aedc.gov.au/sectormsgs )
- *Calculation of the critical difference*
  ( aedc.gov.au/trcd )
- *AEDC user guides,* for ideas and strategies on how to respond to AEDC data
  ( aedc.gov.au/ugr )
- *About the AEDC data collection*
  ( aedc.gov.au/abtdata )
- *About the AEDC domains*
  ( aedc.gov.au/abtdom )
- *Definition of AEDC terms*
  ( aedc.gov.au/defterm )
- *Understanding community boundaries*
  ( aedc.gov.au/ucb )
- *Understanding the results*
  ( aedc.gov.au/unders )

## Community stories

( aedc.gov.au/cs )

A series of Community Stories have been developed to showcase the AEDC in action in communities across Australia.

## AEDC videos

- *Introduction to the AEDC*
  ( aedc.gov.au/vi1 )
- *Informing your planning*
  ( aedc.gov.au/vi2 )
- *Understanding the data*
  ( aedc.gov.au/vi3 )

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# Appendix 5
# Glossary

# 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 all collection cycles. For example, using the cut off scores established in 2009, in the 2021 AEDC 7.3 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 ( **aedc.gov.au/abtdom** ) can be found on the AEDC website.

## AEDC National Committee

The AEDC National Committee was established to guide the national implementation of the AEDC program and to assist the realisation of the potential value of the AEDC to contribute to improved early childhood outcomes. The Committee contributes to strategic thinking about the implementation, use of the findings and the future of the AEDC program. The AEDC National Committee is responsible for managing the list of AEDC Research Priorities and reviewing the list, at a minimum, on an annual basis.

## 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 is 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.

## Closing the Gap

Closing the Gap is a strategy that that aims to improve the life outcomes of Aboriginal and Torres Strait Islander people with respect to health and wellbeing, education, employment, justice, safety, housing, land and waters, and languages. It is a formal commitment made by all Australian governments to achieve Aboriginal and Torres Strait Islander health equality.
The National Agreement on Closing the Gap (the National Agreement) has 17 national socio-economic targets. Target 4 "Children thrive in their early years" has set a target using AEDC data, that by 2031, the percentage of Aboriginal and Torres Strait Islander children assessed as developmentally on track on five domains will reach 55 per cent.

# Glossary

## 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.

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 percentage of children vulnerable across the cycles is statistically significant if it exceeds the critical difference. For further information see the Technical report: *Calculation of the critical difference* ( **www.aedc.gov.au/trcd** ).

## Developmentally on track on five domains (OT5)

The percentage of children who are developmentally on track on five AEDC domains. Developmentally vulnerable on five domains (OT5) is part of the summary indicators (See 'Summary indicators' definition). This was first introduced as a national AEDC summary indicator in 2021.

## Developmentally vulnerable on one or more domain(s) (DV1)

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 (DV2)

The percentage of children who are classified as developmentally vulnerable on two or more AEDC domains. Developmentally vulnerable on two or more domains (Vuln 2) are part of the summary indicators (See 'Summary indicators' definition).

## 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 program, (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.

## Further assessment

An item in the AvEDI to identify if the teacher feels the child needs further assessment.

## 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.

# Glossary

## Language background other than English (LBOTE) (continued)

Aboriginal and Torres Strait Islander children who have LBOTE status are part of the LBOTE group. For example, it is possible for children to be both Aboriginal and Torres Strait Islander and have LBOTE status.

## Local community

A small area locality, usually representing a suburb or town. For its results to be reported, a local community must have a minimum of 15 children and two teachers. Results are not reported if more than 20 per cent of children are identified as children with special needs.

## National Quality Framework (NQF)

The National Quality Framework for Early Childhood Education and Care is a national system for the regulation and quality assessment of child care and early learning services.

## 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 School Census, inclusive of government, Catholic and Independent schools across Australia.

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

## 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 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.

## Remoteness Areas

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. The current version of the AEDC geography is based off the 2021 ASGS and has been applied retrospectively to all years of data collection. 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:

- **Major Cities** – relatively unrestricted accessibility to a wide range of goods and services and opportunities for social interaction.
- **Inner Regional** – some restrictions to accessibility of some goods, services and opportunities for social interaction.
- **Outer Regional** – significantly restricted accessibility of goods, services and opportunities for social interaction.
- **Remote** – very restricted accessibility of goods, services and opportunities for social interaction.
- **Very Remote** – very little accessibility of goods, services and opportunities for social interaction.

# Glossary

## Remoteness Areas (continued)

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.

## Reported results

Reported results refer to the information that is made publicly 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 do not have any diagnosed special need.

## Research Priorities

The AEDC research priorities are determined by the AEDC National Committee to shape government investment in early childhood research. The aim is to inform public policy and practise by creating a point of reference for the broader community, researchers and policy makers to use, and contribute to, the AEDC evidence base through published research, community action, data linkage and/or access to the data.

## Summary indicators

The AEDC has three summary indicators that collectively can be used to monitor trends in child development. Two of these summary indicators measure developmental vulnerability across the domains and help identify groups of children who are most vulnerable and inequities in early years systems (see 'developmentally vulnerable on one or more domain(s) (Vuln 1)' and 'developmentally vulnerable on two or more domains (Vuln 2)').

The third summary indicator, 'developmentally on track on five domains (OT5)'), is a strength-based indicator that helps identify where things are working well and what is working to support children's holistic development.

## 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 socio-economic 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. The most recent SEIFA indices are based on the 2016 Census and have been back applied to all AEDC cycles (2009-2021).

## 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.

## Universal Access National Partnership (UANP)

The Australian Government funds state and territory governments to provide quality preschool programs through the Universal Access National Partnership (UANP). States and territories are responsible for the provision of preschool or kindergarten in their jurisdiction. The UANP aims to ensure every child can participate in a quality preschool program 15 hours per week (or 600 hours per year) in the year before school.

## Valid domain scores

A domain score is flagged as valid unless children 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.

Australian Early Development Census
An Australian Government Initiative

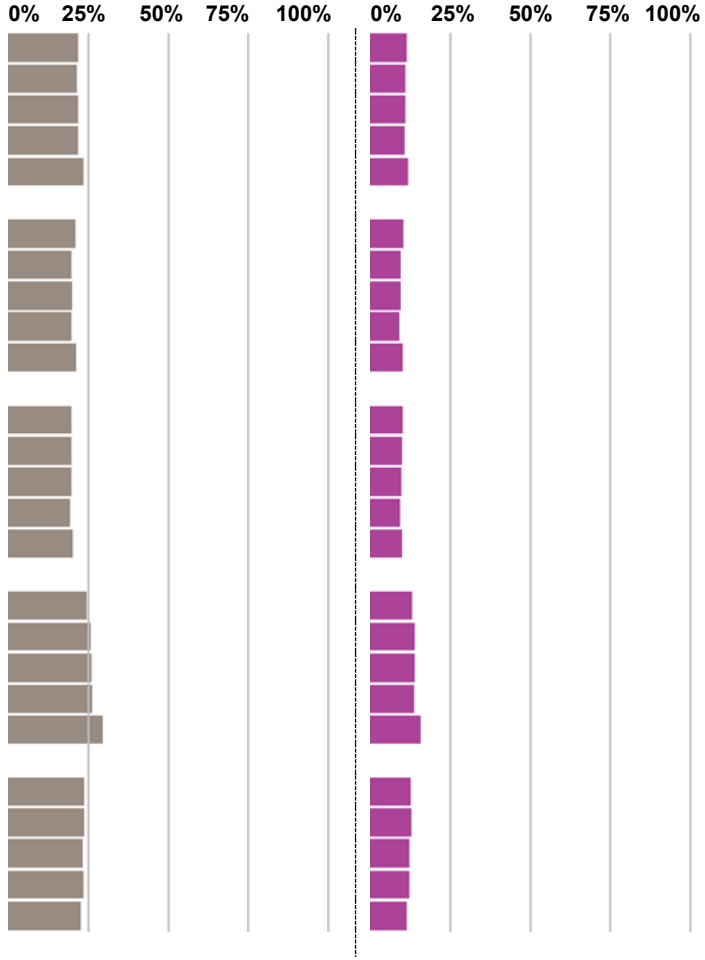
Appendix 6

# Summary indicators and domains by demographics and equity groups, all collections

# Developmentally vulnerable on one or more domain(s) and two or more domain(s)

Vuln 1 | Vuln 2

**Table 27** — *National trends on DV1 and DV2, by collection cycle – overall and jurisdiction*

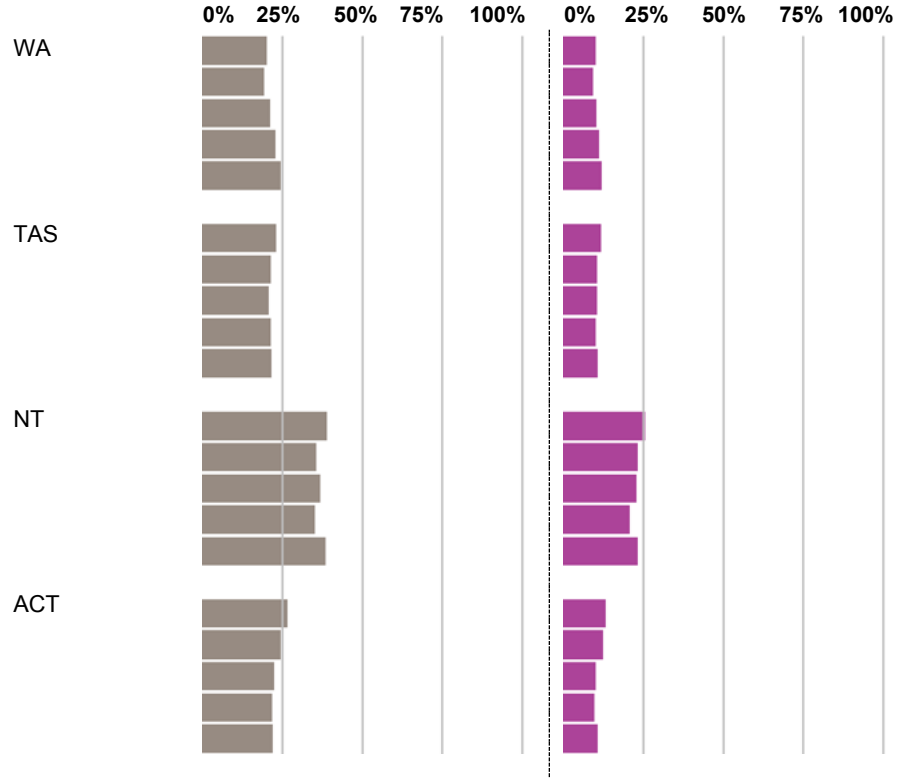



| | | | Developmentally vulnerable on one or more domain(s) | | Total | Developmentally vulnerable on two or more domains | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | n | % | n | n | % | n |
| **Overall** | Australia | 2021 | 63,264 | 22.0 | 287,164 | 32,718 | 11.4 | 287,737 |
| | | 2018 | 63,448 | 21.7 | 292,976 | 32,434 | 11.0 | 293,619 |
| | | 2015 | 62,960 | 22.0 | 286,041 | 31,754 | 11.1 | 286,616 |
| | | 2012 | 59,933 | 22.0 | 272,282 | 29,543 | 10.8 | 273,275 |
| | | 2009 | 58,036 | 23.6 | 246,421 | 29,227 | 11.8 | 246,873 |
| **Jurisdiction** | NSW | 2021 | 19,067 | 21.2 | 90,137 | 9,510 | 10.5 | 90,331 |
| | | 2018 | 18,583 | 19.9 | 93,245 | 9,001 | 9.6 | 93,468 |
| | | 2015 | 18,378 | 20.2 | 90,956 | 8,733 | 9.6 | 91,143 |
| | | 2012 | 17,722 | 19.9 | 88,921 | 8,189 | 9.2 | 89,260 |
| | | 2009 | 17,652 | 21.3 | 82,710 | 8,526 | 10.3 | 82,866 |
| | VIC | 2021 | 13,777 | 19.9 | 69,068 | 7,085 | 10.2 | 69,217 |
| | | 2018 | 14,232 | 19.9 | 71,671 | 7,231 | 10.1 | 71,828 |
| | | 2015 | 13,465 | 19.9 | 67,670 | 6,707 | 9.9 | 67,812 |
| | | 2012 | 12,407 | 19.5 | 63,584 | 6,053 | 9.5 | 63,889 |
| | | 2009 | 11,641 | 20.3 | 57,277 | 5,736 | 10.0 | 57,420 |
| | QLD | 2021 | 15,143 | 24.7 | 61,279 | 8,088 | 13.2 | 61,385 |
| | | 2018 | 15,954 | 25.9 | 61,673 | 8,576 | 13.9 | 61,781 |
| | | 2015 | 16,220 | 26.1 | 62,027 | 8,713 | 14.0 | 62,103 |
| | | 2012 | 15,217 | 26.2 | 57,994 | 8,001 | 13.8 | 58,107 |
| | | 2009 | 15,593 | 29.6 | 52,603 | 8,307 | 15.8 | 52,670 |
| | SA | 2021 | 4,490 | 23.8 | 18,881 | 2,411 | 12.7 | 18,921 |
| | | 2018 | 4,564 | 23.9 | 19,092 | 2,490 | 13.0 | 19,157 |
| | | 2015 | 4,338 | 23.5 | 18,451 | 2,259 | 12.2 | 18,509 |
| | | 2012 | 4,115 | 23.7 | 17,355 | 2,126 | 12.2 | 17,399 |
| | | 2009 | 3,419 | 22.8 | 15,009 | 1,730 | 11.5 | 15,031 |

# Developmentally vulnerable on one or more domain(s) and two or more domain(s)

Vuln 1 | Vuln 2

**Table 27** (continued) — *National trends on DV1 and DV2, by collection cycle – overall and jurisdiction*

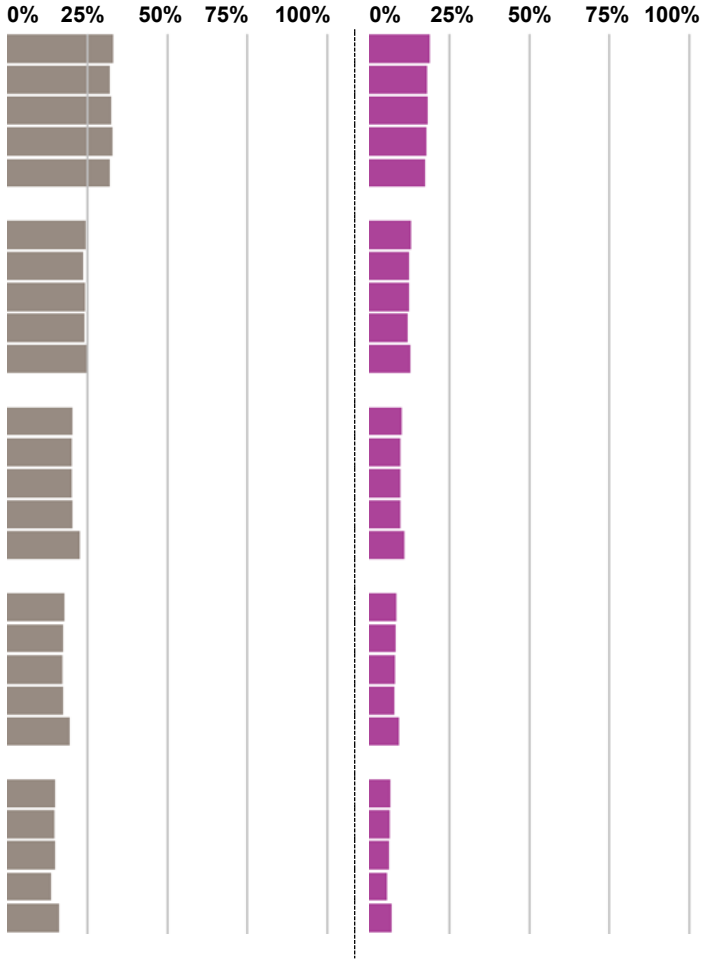



| | Developmentally vulnerable on one or more domain(s) | | Total | Developmentally vulnerable on two or more domains | | Total |
|---|---|---|---|---|---|---|
| | n | % | n | n | % | n |
| WA 2021 | 6,852 | 20.3 | 33,716 | 3,457 | 10.2 | 33,782 |
| WA 2018 | 6,369 | 19.4 | 32,798 | 3,086 | 9.4 | 32,880 |
| WA 2015 | 6,895 | 21.3 | 32,373 | 3,403 | 10.5 | 32,478 |
| WA 2012 | 7,048 | 23.0 | 30,631 | 3,449 | 11.2 | 30,770 |
| WA 2009 | 6,445 | 24.7 | 26,052 | 3,177 | 12.2 | 26,091 |
| TAS 2021 | 1,297 | 23.2 | 5,589 | 668 | 11.9 | 5,594 |
| TAS 2018 | 1,255 | 21.5 | 5,825 | 625 | 10.7 | 5,840 |
| TAS 2015 | 1,296 | 21.0 | 6,159 | 657 | 10.7 | 6,158 |
| TAS 2012 | 1,308 | 21.5 | 6,086 | 618 | 10.1 | 6,104 |
| TAS 2009 | 1,243 | 21.8 | 5,699 | 617 | 10.8 | 5,699 |
| NT 2021 | 1,164 | 39.2 | 2,973 | 764 | 25.7 | 2,975 |
| NT 2018 | 1,141 | 35.8 | 3,190 | 745 | 23.4 | 3,184 |
| NT 2015 | 1,207 | 37.2 | 3,248 | 751 | 23.1 | 3,255 |
| NT 2012 | 1,106 | 35.5 | 3,117 | 653 | 20.9 | 3,130 |
| NT 2009 | 1,109 | 38.7 | 2,865 | 673 | 23.4 | 2,878 |
| ACT 2021 | 1,474 | 26.7 | 5,521 | 735 | 13.3 | 5,532 |
| ACT 2018 | 1,350 | 24.6 | 5,482 | 680 | 12.4 | 5,481 |
| ACT 2015 | 1,161 | 22.5 | 5,157 | 531 | 10.3 | 5,158 |
| ACT 2012 | 1,010 | 22.0 | 4,594 | 454 | 9.8 | 4,616 |
| ACT 2009 | 927 | 22.2 | 4,180 | 456 | 10.9 | 4,190 |

# Developmentally vulnerable on one or more domain(s) and two or more domain(s)

Vuln 1 | Vuln 2

**Table 28** — *National trends on DV1 and DV2, by collection cycle – socio-economic status*

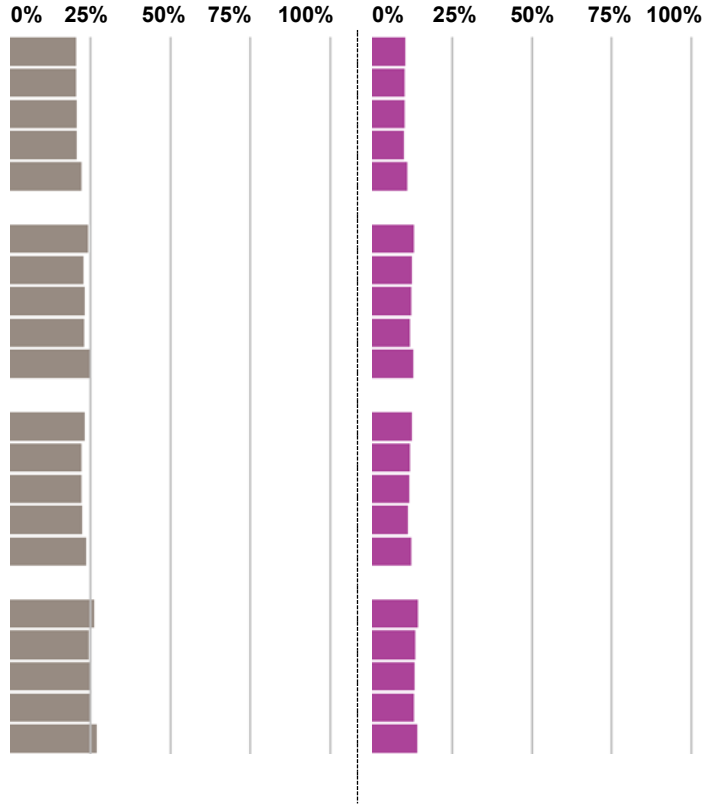



| Socio-economic Status | | | Developmentally vulnerable on one or more domain(s) n | % | Total n | Developmentally vulnerable on two or more domains n | % | Total n |
|---|---|---|---|---|---|---|---|---|
| | Quintile 1 (most disadvantaged) | 2021 | 17,554 | 33.2 | 52,928 | 10,144 | 19.1 | 53,039 |
| | | 2018 | 18,561 | 32.1 | 57,864 | 10,627 | 18.3 | 57,961 |
| | | 2015 | 19,169 | 32.6 | 58,786 | 10,886 | 18.5 | 58,861 |
| | | 2012 | 19,067 | 32.9 | 57,923 | 10,472 | 18.0 | 58,021 |
| | | 2009 | 17,562 | 32.1 | 54,655 | 9,686 | 17.7 | 54,737 |
| | Quintile 2 | 2021 | 13,509 | 24.7 | 54,693 | 7,145 | 13.0 | 54,779 |
| | | 2018 | 13,424 | 23.9 | 56,104 | 7,006 | 12.5 | 56,204 |
| | | 2015 | 13,507 | 24.5 | 55,090 | 6,903 | 12.5 | 55,180 |
| | | 2012 | 12,954 | 24.3 | 53,230 | 6,451 | 12.1 | 53,374 |
| | | 2009 | 12,246 | 25.6 | 47,879 | 6,231 | 13.0 | 47,961 |
| | Quintile 3 | 2021 | 11,964 | 20.5 | 58,344 | 6,012 | 10.3 | 58,457 |
| | | 2018 | 11,919 | 20.2 | 58,895 | 5,833 | 9.9 | 59,017 |
| | | 2015 | 11,550 | 20.3 | 57,000 | 5,602 | 9.8 | 57,121 |
| | | 2012 | 10,842 | 20.5 | 52,970 | 5,181 | 9.7 | 53,209 |
| | | 2009 | 10,806 | 22.8 | 47,427 | 5,282 | 11.1 | 47,526 |
| | Quintile 4 | 2021 | 11,259 | 18.2 | 62,009 | 5,330 | 8.6 | 62,112 |
| | | 2018 | 10,705 | 17.7 | 60,503 | 5,042 | 8.3 | 60,664 |
| | | 2015 | 9,878 | 17.5 | 56,407 | 4,594 | 8.1 | 56,596 |
| | | 2012 | 9,249 | 17.7 | 52,376 | 4,166 | 7.9 | 52,610 |
| | | 2009 | 9,131 | 19.7 | 46,360 | 4,393 | 9.5 | 46,433 |
| | Quintile 5 (least disadvantaged) | 2021 | 8,674 | 14.9 | 58,082 | 3,913 | 6.7 | 58,234 |
| | | 2018 | 8,677 | 14.7 | 58,998 | 3,832 | 6.5 | 59,160 |
| | | 2015 | 8,671 | 14.9 | 58,166 | 3,661 | 6.3 | 58,263 |
| | | 2012 | 7,620 | 13.8 | 55,136 | 3,154 | 5.7 | 55,408 |
| | | 2009 | 7,958 | 16.3 | 48,866 | 3,466 | 7.1 | 48,975 |

# Developmentally vulnerable on one or more domain(s) and two or more domain(s)

Vuln 1 | Vuln 2

**Table 29** — *National trends on DV1 and DV2, by collection cycle – geographic location*

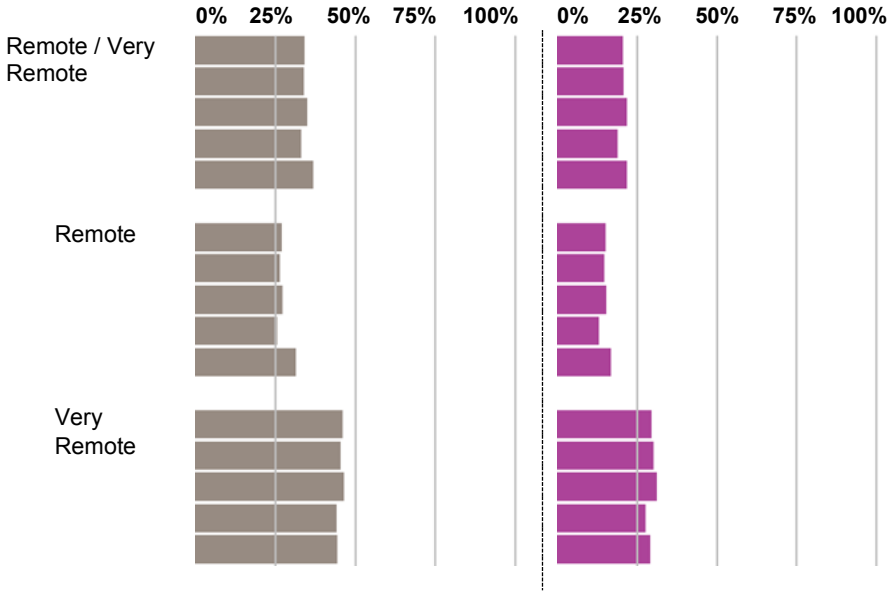



| Geographic Location | | Developmentally vulnerable on one or more domain(s) n | % | Total n | Developmentally vulnerable on two or more domains n | % | Total n |
|---|---|---|---|---|---|---|---|
| Major Cities | 2021 | 43,039 | 20.8 | 206,893 | 21,685 | 10.5 | 207,315 |
| | 2018 | 43,645 | 20.8 | 210,288 | 21,588 | 10.2 | 210,776 |
| | 2015 | 42,167 | 21.0 | 200,765 | 20,598 | 10.2 | 201,188 |
| | 2012 | 39,707 | 21.1 | 188,620 | 19,065 | 10.1 | 189,330 |
| | 2009 | 38,122 | 22.4 | 169,862 | 18,670 | 11.0 | 170,159 |
| Inner Regional / Outer Regional | 2021 | 18,051 | 24.4 | 73,955 | 9,721 | 13.1 | 74,086 |
| | 2018 | 17,488 | 23.0 | 75,894 | 9,423 | 12.4 | 76,039 |
| | 2015 | 18,272 | 23.4 | 78,132 | 9,579 | 12.2 | 78,249 |
| | 2012 | 17,840 | 23.3 | 76,477 | 9,105 | 11.9 | 76,732 |
| | 2009 | 17,452 | 25.0 | 69,906 | 9,091 | 13.0 | 70,049 |
| Inner Regional | 2021 | 11,913 | 23.5 | 50,667 | 6,368 | 12.5 | 50,774 |
| | 2018 | 11,491 | 22.3 | 51,505 | 6,122 | 11.9 | 51,623 |
| | 2015 | 11,728 | 22.5 | 52,153 | 6,142 | 11.8 | 52,241 |
| | 2012 | 11,439 | 22.5 | 50,819 | 5,727 | 11.2 | 50,996 |
| | 2009 | 11,185 | 23.9 | 46,764 | 5,802 | 12.4 | 46,854 |
| Outer Regional | 2021 | 6,138 | 26.4 | 23,288 | 3,353 | 14.4 | 23,312 |
| | 2018 | 5,997 | 24.6 | 24,389 | 3,301 | 13.5 | 24,416 |
| | 2015 | 6,544 | 25.2 | 25,979 | 3,437 | 13.2 | 26,008 |
| | 2012 | 6,401 | 24.9 | 25,658 | 3,378 | 13.1 | 25,736 |
| | 2009 | 6,267 | 27.1 | 23,142 | 3,289 | 14.2 | 23,195 |

# Developmentally vulnerable on one or more domain(s) and two or more domain(s)

Vuln 1 | Vuln 2

**Table 29** (continued) — *National trends on DV1 and DV2, by collection cycle – geographic location*

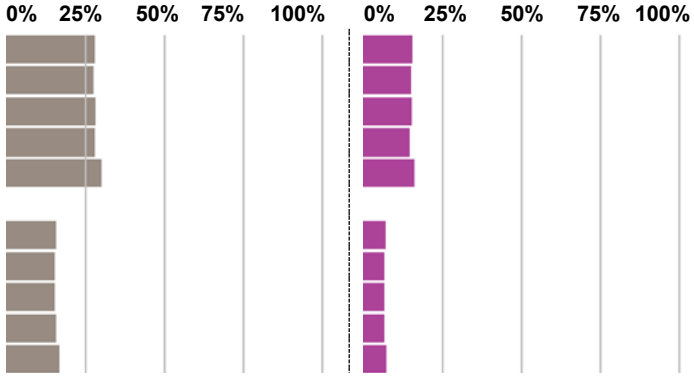



| | Developmentally vulnerable on one or more domain(s) n | % | Total n | Developmentally vulnerable on two or more domains n | % | Total n |
|---|---|---|---|---|---|---|
| Remote / Very Remote | | | | | | |
| 2021 | 2,174 | 34.4 | 6,316 | 1,312 | 20.7 | 6,336 |
| 2018 | 2,315 | 34.1 | 6,794 | 1,423 | 20.9 | 6,804 |
| 2015 | 2,521 | 35.3 | 7,144 | 1,577 | 22.0 | 7,179 |
| 2012 | 2,386 | 33.2 | 7,185 | 1,373 | 19.0 | 7,213 |
| 2009 | 2,455 | 37.0 | 6,627 | 1,461 | 22.0 | 6,637 |
| Remote | | | | | | |
| 2021 | 1,052 | 27.1 | 3,887 | 589 | 15.1 | 3,895 |
| 2018 | 1,096 | 26.6 | 4,116 | 610 | 14.8 | 4,120 |
| 2015 | 1,152 | 27.4 | 4,204 | 653 | 15.5 | 4,225 |
| 2012 | 1,099 | 25.7 | 4,278 | 562 | 13.1 | 4,298 |
| 2009 | 1,203 | 31.5 | 3,816 | 640 | 16.7 | 3,825 |
| Very Remote | | | | | | |
| 2021 | 1,122 | 46.2 | 2,429 | 723 | 29.6 | 2,441 |
| 2018 | 1,219 | 45.5 | 2,678 | 813 | 30.3 | 2,684 |
| 2015 | 1,369 | 46.6 | 2,940 | 924 | 31.3 | 2,954 |
| 2012 | 1,287 | 44.3 | 2,907 | 811 | 27.8 | 2,915 |
| 2009 | 1,252 | 44.5 | 2,811 | 821 | 29.2 | 2,812 |

# Developmentally vulnerable on one or more domain(s) and two or more domain(s)

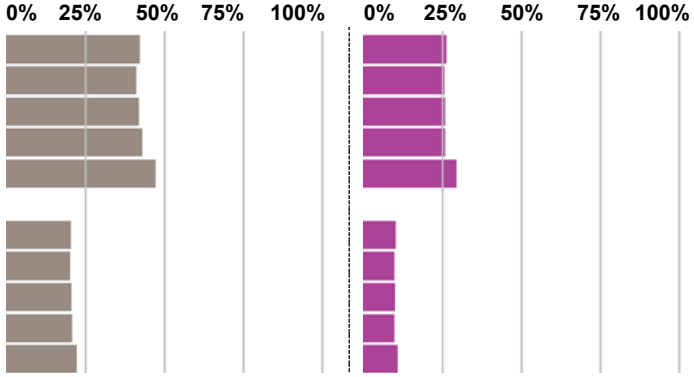
Vuln 1 | Vuln 2

**Table 30** — *National trends on DV1 and DV2, by collection cycle – gender*




| | | | Developmentally vulnerable on one or more domain(s) | | Total | Developmentally vulnerable on two or more domains | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | n | % | n | n | % | n |
| **Gender** | Male | 2021 | 40,680 | 28.2 | 144,416 | 22,562 | 15.6 | 144,703 |
| | | 2018 | 41,190 | 27.9 | 147,854 | 22,626 | 15.3 | 148,212 |
| | | 2015 | 40,994 | 28.5 | 143,970 | 22,077 | 15.3 | 144,261 |
| | | 2012 | 38,661 | 28.2 | 137,119 | 20,374 | 14.8 | 137,620 |
| | | 2009 | 37,518 | 30.2 | 124,249 | 20,172 | 16.2 | 124,485 |
| | Female | 2021 | 22,584 | 15.8 | 142,748 | 10,156 | 7.1 | 143,034 |
| | | 2018 | 22,258 | 15.3 | 145,122 | 9,808 | 6.7 | 145,407 |
| | | 2015 | 21,966 | 15.5 | 142,071 | 9,677 | 6.8 | 142,355 |
| | | 2012 | 21,272 | 15.7 | 135,163 | 9,169 | 6.8 | 135,655 |
| | | 2009 | 20,518 | 16.8 | 122,172 | 9,055 | 7.4 | 122,388 |

**Table 31** — *National trends on DV1 and DV2, by collection cycle – Aboriginal and Torres Strait Islander background*

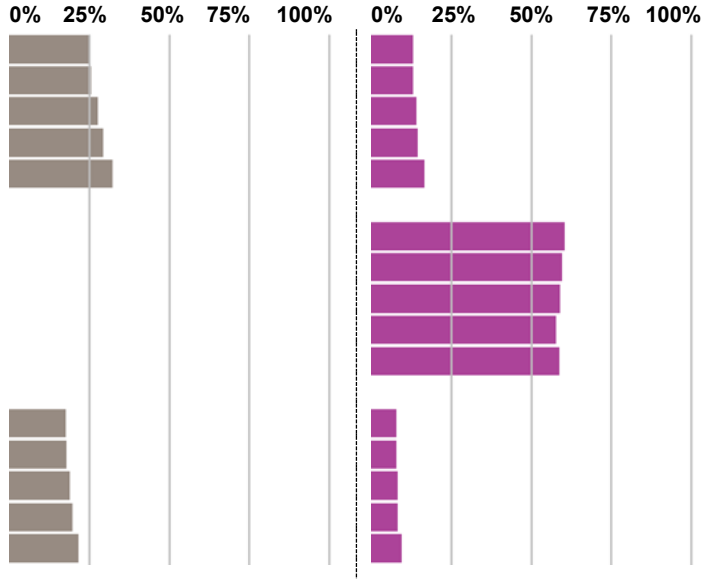



| | | | Developmentally vulnerable on one or more domain(s) | | Total | Developmentally vulnerable on two or more domains | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | n | % | n | n | % | n |
| **Aboriginal & Torres Strait Islander Background** | Aboriginal & Torres Strait Islander | 2021 | 7,828 | 42.3 | 18,486 | 4,901 | 26.5 | 18,505 |
| | | 2018 | 7,225 | 41.3 | 17,507 | 4,528 | 25.8 | 17,525 |
| | | 2015 | 6,681 | 42.1 | 15,874 | 4,157 | 26.2 | 15,875 |
| | | 2012 | 6,057 | 43.2 | 14,011 | 3,648 | 26.0 | 14,011 |
| | | 2009 | 5,309 | 47.4 | 11,190 | 3,307 | 29.6 | 11,181 |
| | Non-Aboriginal & Torres Strait Islander | 2021 | 55,436 | 20.6 | 268,678 | 27,817 | 10.3 | 269,232 |
| | | 2018 | 56,154 | 20.4 | 275,260 | 27,863 | 10.1 | 275,885 |
| | | 2015 | 56,279 | 20.8 | 270,167 | 27,597 | 10.2 | 270,741 |
| | | 2012 | 53,876 | 20.9 | 258,271 | 25,895 | 10.0 | 259,264 |
| | | 2009 | 52,727 | 22.4 | 235,231 | 25,920 | 11.0 | 235,692 |

# Developmentally vulnerable on one or more domain(s) and two or more domain(s)

Vuln 1 | Vuln 2

**Table 32** — *National trends on DV1 and DV2, by collection cycle – language diversity*




| | | | Developmentally vulnerable on one or more domain(s) | | Total | Developmentally vulnerable on two or more domains | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | n | % | n | n | % | n |
| **Language Diversity** | LBOTE – Total[1] | 2021 | 19,642 | 25.3 | 77,539 | 10,184 | 13.1 | 77,705 |
| | | 2018 | 19,199 | 25.7 | 74,759 | 9,784 | 13.1 | 74,943 |
| | | 2015 | 17,170 | 27.8 | 61,839 | 8,777 | 14.2 | 61,946 |
| | | 2012 | 15,366 | 29.5 | 52,107 | 7,623 | 14.6 | 52,277 |
| | | 2009 | 14,136 | 32.2 | 43,853 | 7,335 | 16.7 | 43,897 |
| | LBOTE – Not proficient in English** | 2021 | >6,849 | >90.0 | 7,610 | 4,590 | 60.5 | 7,586 |
| | | 2018 | >6,690 | >90.0 | 7,433 | 4,420 | 59.7 | 7,403 |
| | | 2015 | >6,397 | >90.0 | 7,107 | 4,179 | 59.2 | 7,060 |
| | | 2012 | >5,995 | >90.0 | 6,661 | 3,830 | 58.0 | 6,608 |
| | | 2009 | >5,701 | >90.0 | 6,334 | 3,712 | 59.0 | 6,291 |
| | LBOTE – Proficient in English | 2021 | 12,453 | 17.8 | 69,887 | 5,574 | 8.0 | 70,078 |
| | | 2018 | 12,131 | 18.1 | 67,201 | 5,340 | 7.9 | 67,405 |
| | | 2015 | 10,461 | 19.1 | 54,704 | 4,589 | 8.4 | 54,850 |
| | | 2012 | 9,084 | 20.0 | 45,370 | 3,777 | 8.3 | 45,579 |
| | | 2009 | 8,160 | 21.8 | 37,435 | 3,599 | 9.6 | 37,518 |

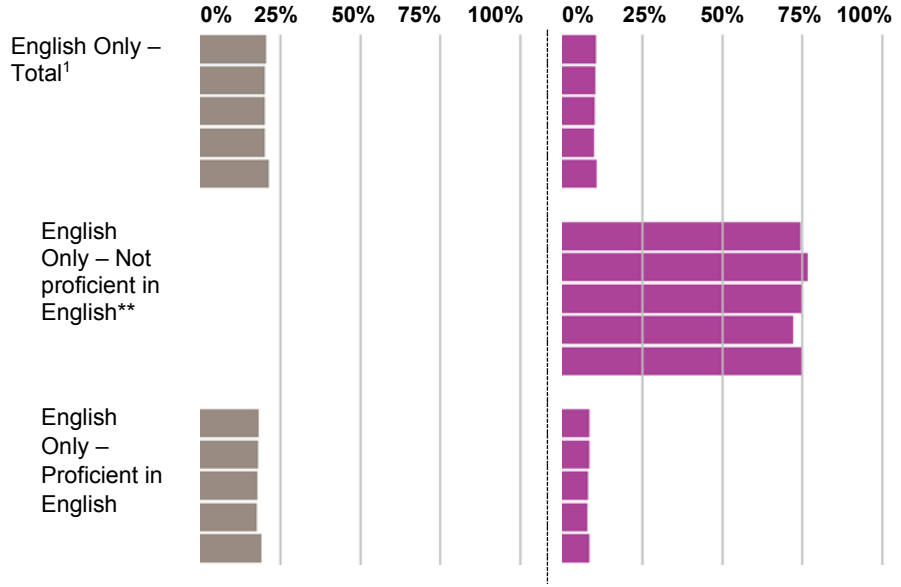
[1] Total for LBOTE includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.

** Where 90% or more of a population group is considered developmentally vulnerable in any domain or sub-domain the number and percentage of children vulnerable is grouped to >90%, this is to prevent identification of individual children as developmentally vulnerable.

# Developmentally vulnerable on one or more domain(s) and two or more domain(s)

Vuln 1 | Vuln 2

**Table 32** (continued) — *National trends on DV1 and DV2, by collection cycle – language diversity*




| | Developmentally vulnerable on one or more domain(s) | | Total | Developmentally vulnerable on two or more domains | | Total |
|---|---|---|---|---|---|---|
| | n | % | n | n | % | n |
| **English Only – Total[1]** | | | | | | |
| 2021 | 43,622 | 20.8 | 209,625 | 22,534 | 10.7 | 210,032 |
| 2018 | 44,249 | 20.3 | 218,217 | 22,650 | 10.4 | 218,676 |
| 2015 | 45,790 | 20.4 | 224,202 | 22,977 | 10.2 | 224,670 |
| 2012 | 44,567 | 20.2 | 220,175 | 21,920 | 9.9 | 220,998 |
| 2009 | 43,900 | 21.7 | 202,568 | 21,892 | 10.8 | 202,976 |
| **English Only – Not proficient in English**** | | | | | | |
| 2021 | >6,081 | >90.0 | 6,756 | 5,032 | 74.6 | 6,745 |
| 2018 | >5,340 | >90.0 | 5,933 | 4,551 | 76.9 | 5,921 |
| 2015 | >6,498 | >90.0 | 7,219 | 5,387 | 74.7 | 7,207 |
| 2012 | >6,154 | >90.0 | 6,837 | 4,924 | 72.3 | 6,810 |
| 2009 | >5,834 | >90.0 | 6,482 | 4,860 | 75.2 | 6,467 |
| **English Only – Proficient in English** | | | | | | |
| 2021 | 37,298 | 18.4 | 202,850 | 17,497 | 8.6 | 203,260 |
| 2018 | 38,573 | 18.2 | 212,209 | 18,080 | 8.5 | 212,673 |
| 2015 | 38,992 | 18.0 | 216,951 | 17,579 | 8.1 | 217,425 |
| 2012 | 38,052 | 17.9 | 213,116 | 16,954 | 7.9 | 213,930 |
| 2009 | 37,778 | 19.3 | 195,958 | 17,016 | 8.7 | 196,381 |

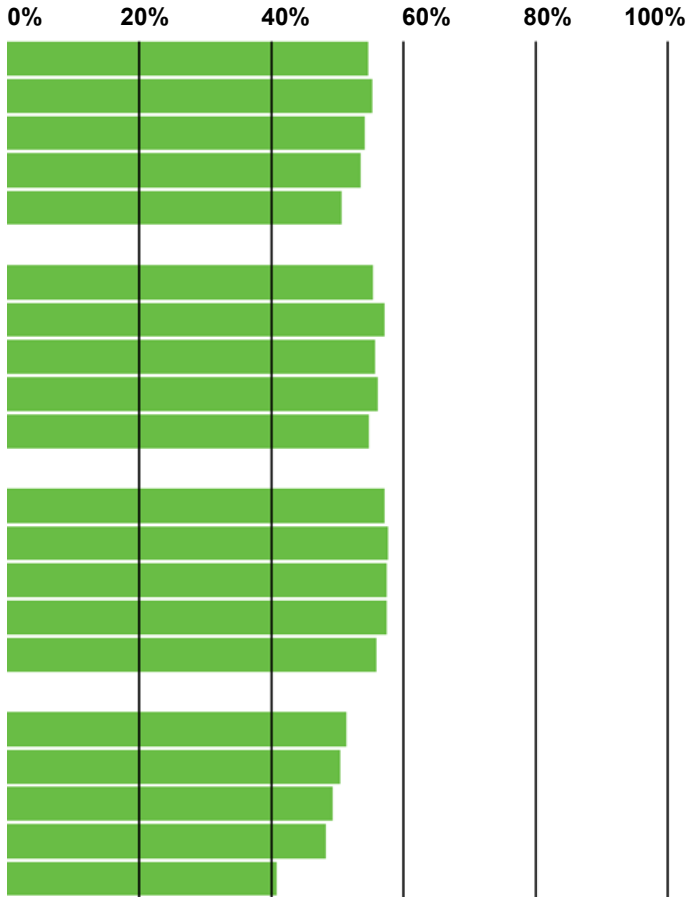
[1] Total children who speak only English at home includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.

** Where 90% or more of a population group is considered developmentally vulnerable in any domain or sub-domain the number and percentage of children vulnerable is grouped to >90%, this is to prevent identification of individual children as developmentally vulnerable.

# Developmentally on track on five domains

OT5

**Table 33** — *National trends for on track on five domains, by collection cycle – overall and jurisdiction*

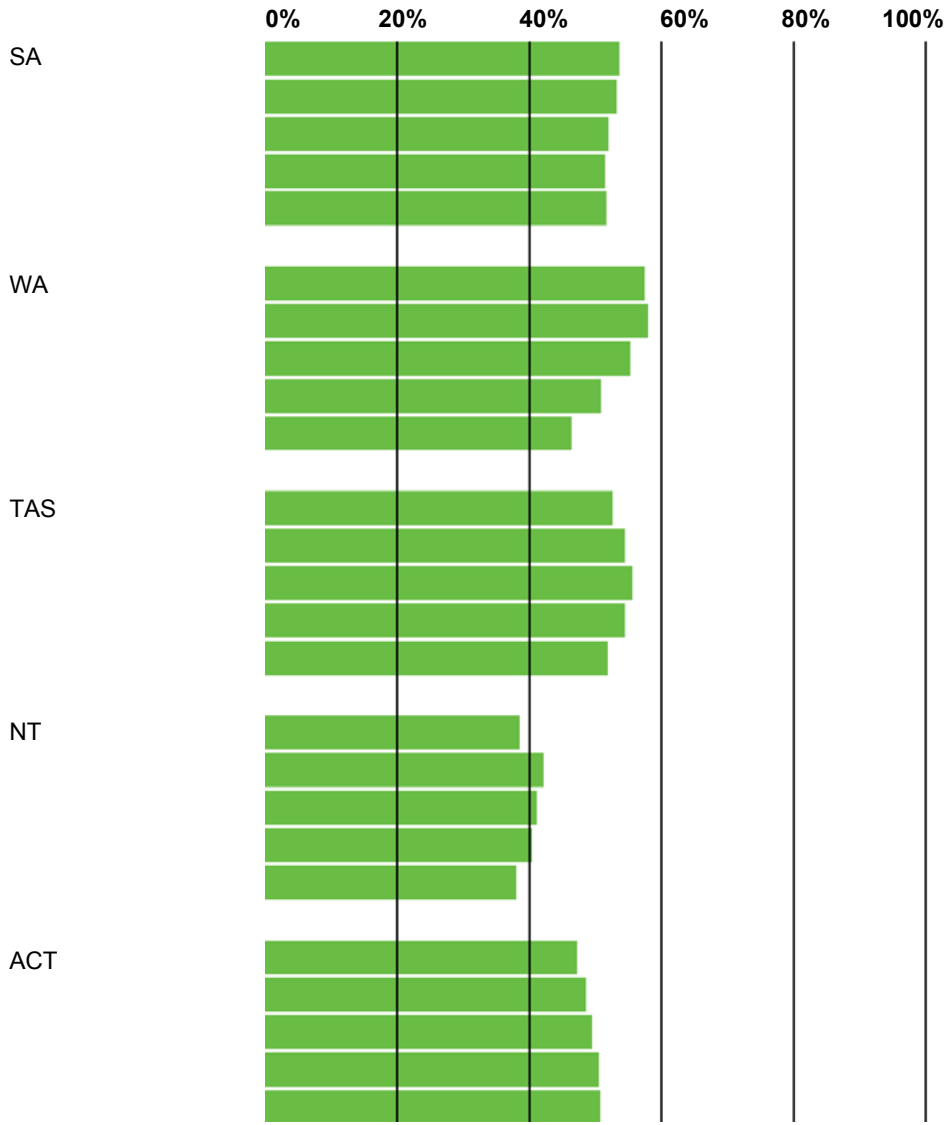



| | | | Developmentally on track | | Total |
|---|---|---|---|---|---|
| | | | n | % | n |
| **Overall** | Australia | 2021 | 157,436 | 54.8 | 287,545 |
| | | 2018 | 162,440 | 55.4 | 293,370 |
| | | 2015 | 155,238 | 54.2 | 286,465 |
| | | 2012 | 146,362 | 53.6 | 273,108 |
| | | 2009 | 125,130 | 50.7 | 246,787 |
| **Jurisdiction** | NSW | 2021 | 50,056 | 55.5 | 90,266 |
| | | 2018 | 53,409 | 57.2 | 93,377 |
| | | 2015 | 50,801 | 55.8 | 91,115 |
| | | 2012 | 50,076 | 56.1 | 89,199 |
| | | 2009 | 45,365 | 54.8 | 82,807 |
| | VIC | 2021 | 39,560 | 57.2 | 69,152 |
| | | 2018 | 41,429 | 57.7 | 71,765 |
| | | 2015 | 38,948 | 57.5 | 67,769 |
| | | 2012 | 36,715 | 57.5 | 63,834 |
| | | 2009 | 32,137 | 56.0 | 57,378 |
| | QLD | 2021 | 31,524 | 51.4 | 61,364 |
| | | 2018 | 31,167 | 50.5 | 61,751 |
| | | 2015 | 30,610 | 49.3 | 62,094 |
| | | 2012 | 28,036 | 48.3 | 58,087 |
| | | 2009 | 21,529 | 40.9 | 52,685 |

# Developmentally on track on five domains

OT5

**Table 33** (continued) — *National trends for on track on five domains, by collection cycle – overall and jurisdiction*

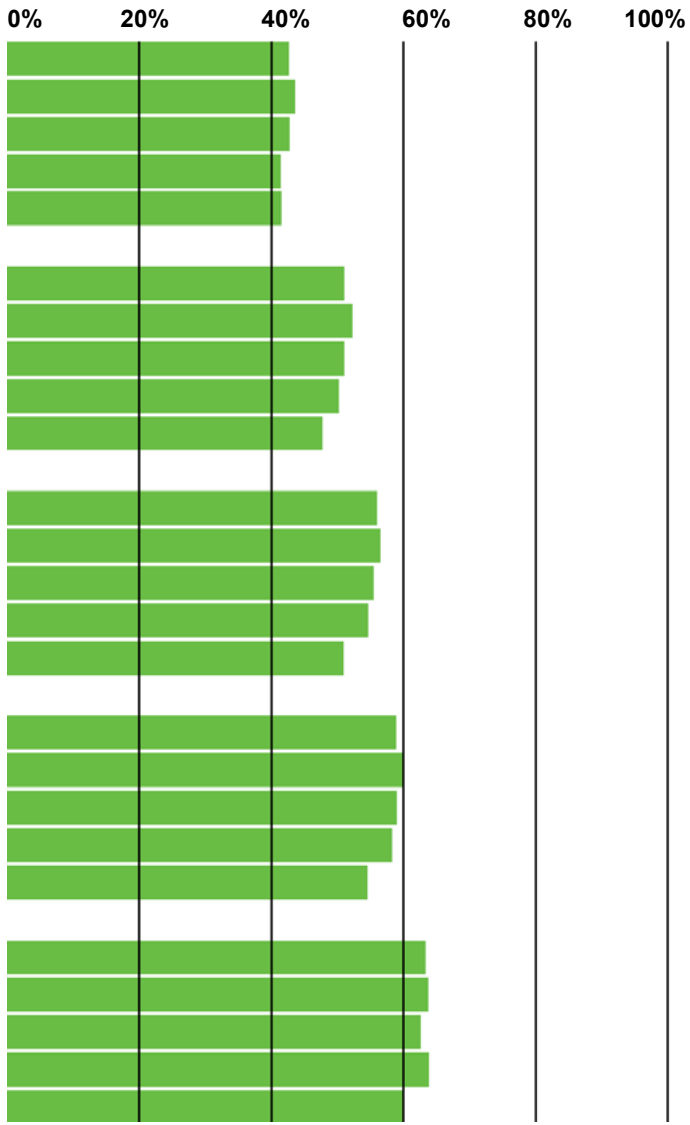



| | Developmentally on track | | Total |
|---|---|---|---|
| | n | % | n |
| SA | | | |
| 2021 | 10,161 | 53.7 | 18,911 |
| 2018 | 10,186 | 53.2 | 19,132 |
| 2015 | 9,617 | 52.0 | 18,490 |
| 2012 | 8,976 | 51.6 | 17,411 |
| 2009 | 7,774 | 51.7 | 15,038 |
| WA | | | |
| 2021 | 19,424 | 57.5 | 33,756 |
| 2018 | 19,056 | 58.0 | 32,841 |
| 2015 | 17,938 | 55.3 | 32,421 |
| 2012 | 15,633 | 50.9 | 30,727 |
| 2009 | 12,130 | 46.5 | 26,090 |
| TAS | | | |
| 2021 | 2,946 | 52.7 | 5,594 |
| 2018 | 3,177 | 54.5 | 5,829 |
| 2015 | 3,427 | 55.6 | 6,159 |
| 2012 | 3,330 | 54.5 | 6,113 |
| 2009 | 2,963 | 52.0 | 5,701 |
| NT | | | |
| 2021 | 1,150 | 38.6 | 2,976 |
| 2018 | 1,349 | 42.2 | 3,193 |
| 2015 | 1,341 | 41.2 | 3,256 |
| 2012 | 1,264 | 40.4 | 3,126 |
| 2009 | 1,093 | 38.0 | 2,874 |
| ACT | | | |
| 2021 | 2,615 | 47.3 | 5,526 |
| 2018 | 2,667 | 48.7 | 5,482 |
| 2015 | 2,556 | 49.5 | 5,161 |
| 2012 | 2,332 | 50.6 | 4,611 |
| 2009 | 2,127 | 50.8 | 4,185 |

# Developmentally on track on five domains

OT5

**Table 34** — *National trends for on track on five domains, by collection cycle – socio-economic status*

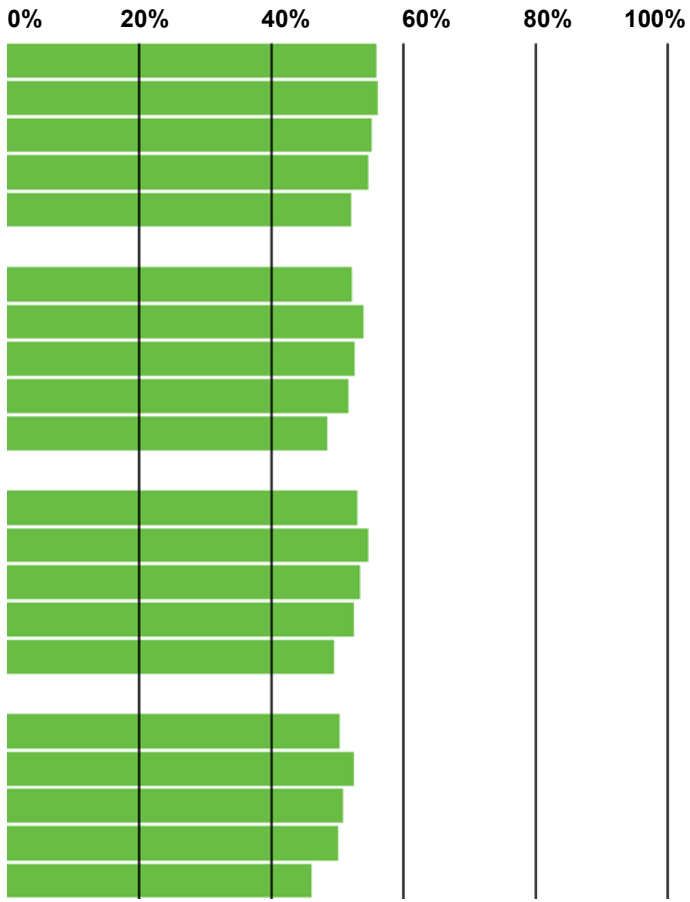



| Socio-economic Status | | Developmentally on track n | Developmentally on track % | Total n |
|---|---|---|---|---|
| Quintile 1 (most disadvantaged) | 2021 | 22,646 | 42.7 | 53,012 |
| | 2018 | 25,292 | 43.6 | 57,961 |
| | 2015 | 25,196 | 42.8 | 58,890 |
| | 2012 | 24,120 | 41.5 | 58,105 |
| | 2009 | 22,781 | 41.6 | 54,746 |
| Quintile 2 | 2021 | 27,993 | 51.1 | 54,768 |
| | 2018 | 29,394 | 52.3 | 56,172 |
| | 2015 | 28,175 | 51.1 | 55,161 |
| | 2012 | 26,873 | 50.3 | 53,406 |
| | 2009 | 22,917 | 47.8 | 47,946 |
| Quintile 3 | 2021 | 32,743 | 56.1 | 58,415 |
| | 2018 | 33,395 | 56.6 | 58,971 |
| | 2015 | 31,689 | 55.5 | 57,082 |
| | 2012 | 29,074 | 54.7 | 53,136 |
| | 2009 | 24,223 | 51.0 | 47,502 |
| Quintile 4 | 2021 | 36,618 | 59.0 | 62,076 |
| | 2018 | 36,366 | 60.0 | 60,583 |
| | 2015 | 33,395 | 59.1 | 56,504 |
| | 2012 | 30,636 | 58.3 | 52,513 |
| | 2009 | 25,338 | 54.6 | 46,421 |
| Quintile 5 (least disadvantaged) | 2021 | 36,877 | 63.4 | 58,162 |
| | 2018 | 37,669 | 63.8 | 59,070 |
| | 2015 | 36,530 | 62.7 | 58,235 |
| | 2012 | 35,341 | 63.9 | 55,299 |
| | 2009 | 29,308 | 59.9 | 48,933 |

# Developmentally on track on five domains

OT5

**Table 35** — *National trends for on track on five domains, by collection cycle – geographic location*

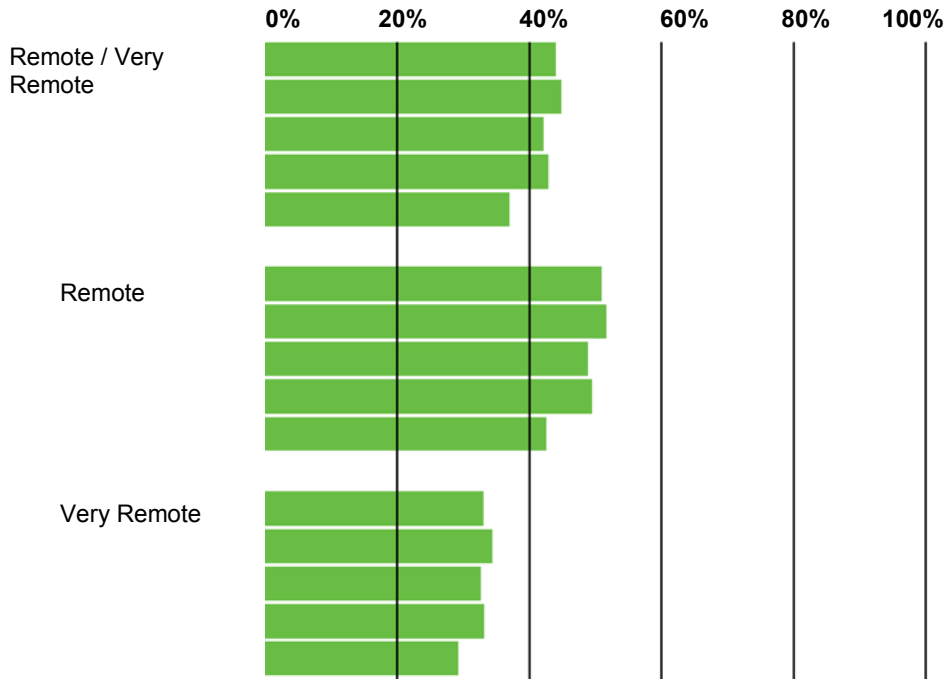



| Geographic Location | | Developmentally on track n | Developmentally on track % | Total n |
|---|---|---|---|---|
| Major Cities | 2021 | 115,966 | 56.0 | 207,166 |
| | 2018 | 118,352 | 56.2 | 210,602 |
| | 2015 | 111,057 | 55.2 | 201,092 |
| | 2012 | 103,582 | 54.8 | 189,173 |
| | 2009 | 88,725 | 52.2 | 170,102 |
| Inner Regional / Outer Regional | 2021 | 38,678 | 52.2 | 74,046 |
| | 2018 | 41,034 | 54.0 | 75,965 |
| | 2015 | 41,149 | 52.6 | 78,199 |
| | 2012 | 39,681 | 51.7 | 76,719 |
| | 2009 | 33,931 | 48.5 | 70,003 |
| Inner Regional | 2021 | 26,934 | 53.1 | 50,733 |
| | 2018 | 28,207 | 54.7 | 51,554 |
| | 2015 | 27,918 | 53.5 | 52,199 |
| | 2012 | 26,785 | 52.5 | 50,995 |
| | 2009 | 23,224 | 49.6 | 46,820 |
| Outer Regional | 2021 | 11,744 | 50.4 | 23,313 |
| | 2018 | 12,827 | 52.5 | 24,411 |
| | 2015 | 13,231 | 50.9 | 26,000 |
| | 2012 | 12,896 | 50.1 | 25,724 |
| | 2009 | 10,707 | 46.2 | 23,183 |

# Developmentally on track on five domains

OT5

**Table 35** (continued) — *National trends for on track on five domains, by collection cycle – geographic location*

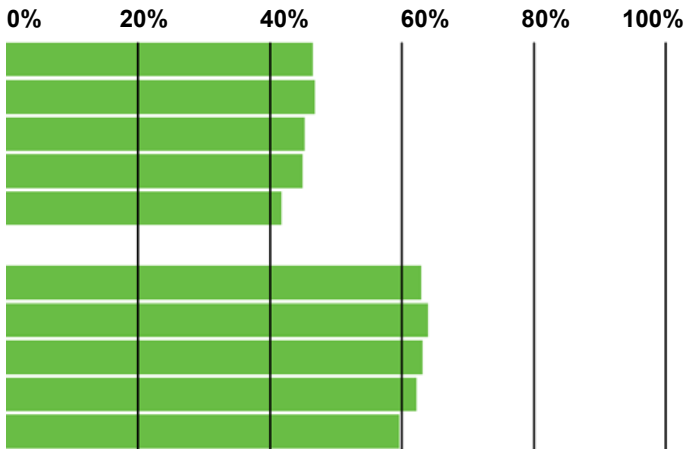



| | Developmentally on track | | Total |
|---|---|---|---|
| | n | % | n |
| **Remote / Very Remote** | | | |
| 2021 | 2,792 | 44.1 | 6,333 |
| 2018 | 3,054 | 44.9 | 6,803 |
| 2015 | 3,032 | 42.3 | 7,174 |
| 2012 | 3,099 | 42.9 | 7,216 |
| 2009 | 2,462 | 37.0 | 6,653 |
| **Remote** | | | |
| 2021 | 1,985 | 51.0 | 3,893 |
| 2018 | 2,130 | 51.7 | 4,121 |
| 2015 | 2,063 | 49.0 | 4,214 |
| 2012 | 2,125 | 49.6 | 4,286 |
| 2009 | 1,635 | 42.6 | 3,834 |
| **Very Remote** | | | |
| 2021 | 807 | 33.1 | 2,440 |
| 2018 | 924 | 34.5 | 2,682 |
| 2015 | 969 | 32.7 | 2,960 |
| 2012 | 974 | 33.2 | 2,930 |
| 2009 | 827 | 29.3 | 2,819 |

# Developmentally on track on five domains

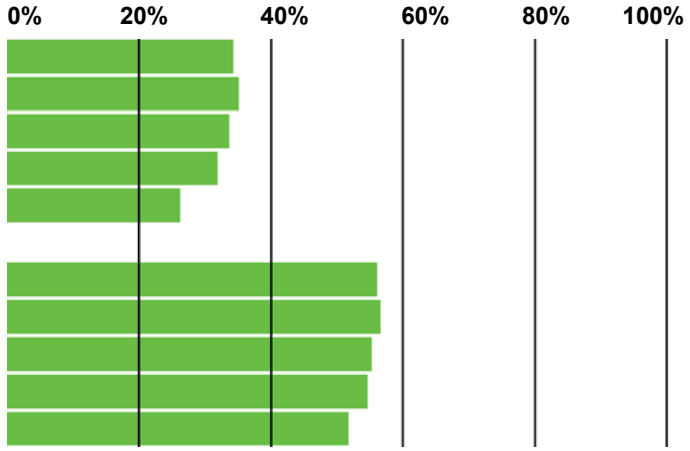
OT5

**Table 36** — *National trends for on track on five domains, by collection cycle – gender*




| | | | Developmentally on track | | Total |
|---|---|---|---|---|---|
| | | | n | % | n |
| **Gender** | Male | 2021 | 67,357 | 46.6 | 144,633 |
| | | 2018 | 69,480 | 46.9 | 148,100 |
| | | 2015 | 65,391 | 45.3 | 144,227 |
| | | 2012 | 61,926 | 45.0 | 137,598 |
| | | 2009 | 52,090 | 41.9 | 124,459 |
| | Female | 2021 | 90,079 | 63.0 | 142,912 |
| | | 2018 | 92,960 | 64.0 | 145,270 |
| | | 2015 | 89,847 | 63.2 | 142,238 |
| | | 2012 | 84,436 | 62.3 | 135,510 |
| | | 2009 | 73,040 | 59.7 | 122,328 |

**Table 37** — *National trends for on track on five domains, by collection cycle – Aboriginal and Torres Strait Islander background*

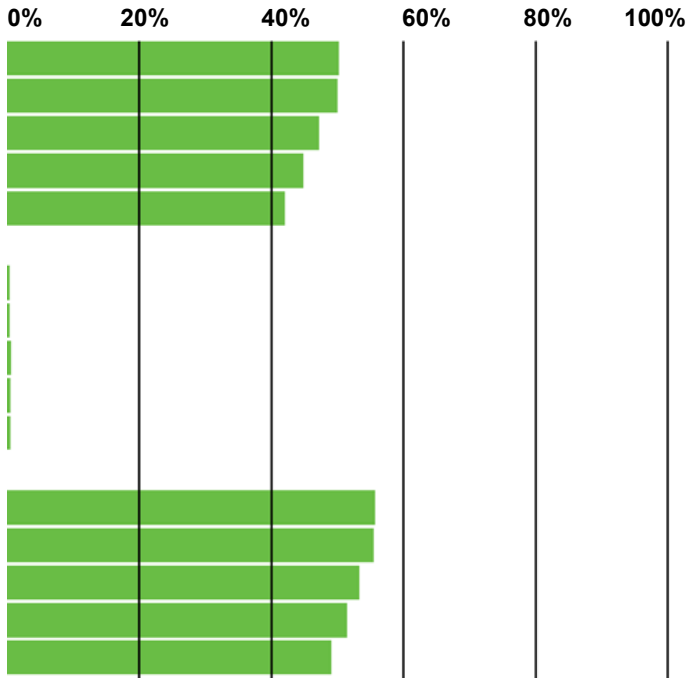



| | | | Developmentally on track | | Total |
|---|---|---|---|---|---|
| | | | n | % | n |
| **Aboriginal & Torres Strait Islander background** | Aboriginal & Torres Strait Islander | 2021 | 6,358 | 34.3 | 18,518 |
| | | 2018 | 6,173 | 35.2 | 17,535 |
| | | 2015 | 5,365 | 33.8 | 15,892 |
| | | 2012 | 4,487 | 31.9 | 14,044 |
| | | 2009 | 2,946 | 26.3 | 11,217 |
| | Non-Aboriginal & Torres Strait Islander | 2021 | 151,078 | 56.2 | 269,027 |
| | | 2018 | 156,178 | 56.7 | 275,626 |
| | | 2015 | 149,873 | 55.4 | 270,573 |
| | | 2012 | 141,875 | 54.8 | 259,064 |
| | | 2009 | 122,184 | 51.9 | 235,570 |

# Developmentally on track on five domains

OT5

**Table 38** — *National trends for on track on five domains, by collection cycle – language diversity*



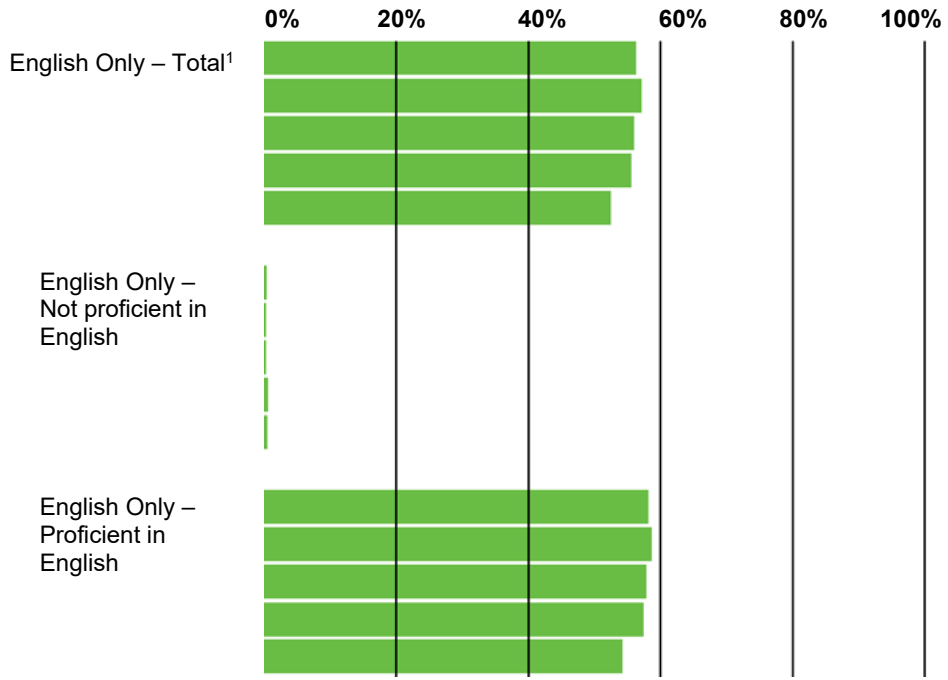

| | | Developmentally on track | | Total |
|---|---|---|---|---|
| | | n | % | n |
| **Language Diversity** | LBOTE – Total[1] | | | |
| | 2021 | 39,086 | 50.3 | 77,677 |
| | 2018 | 37,476 | 50.0 | 74,908 |
| | 2015 | 29,301 | 47.3 | 61,966 |
| | 2012 | 23,507 | 44.9 | 52,325 |
| | 2009 | 18,488 | 42.1 | 43,937 |
| | LBOTE – Not proficient in English | | | |
| | 2021 | 38 | 0.5 | 7,617 |
| | 2018 | 35 | 0.5 | 7,439 |
| | 2015 | 45 | 0.6 | 7,113 |
| | 2012 | 35 | 0.5 | 6,668 |
| | 2009 | 38 | 0.6 | 6,339 |
| | LBOTE – Proficient in English | | | |
| | 2021 | 39,045 | 55.8 | 70,010 |
| | 2018 | 37,407 | 55.6 | 67,338 |
| | 2015 | 29,251 | 53.4 | 54,823 |
| | 2012 | 23,447 | 51.5 | 45,555 |
| | 2009 | 18,424 | 49.1 | 37,507 |

[1] Total for LBOTE includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.

# Developmentally on track on five domains

OT5

**Table 38** (continued) — *National trends for on track on five domains, by collection cycle – language diversity*

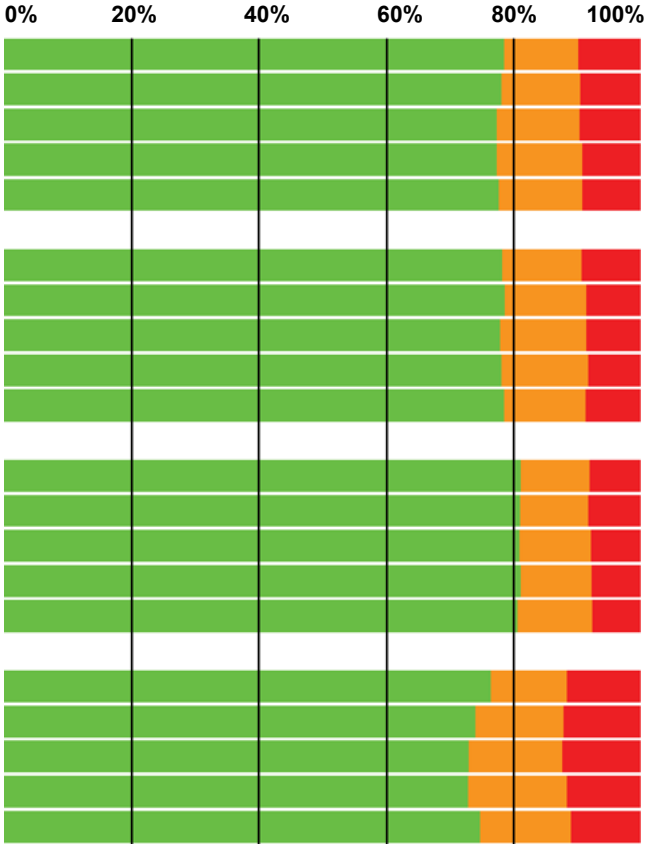



| | Developmentally on track | | Total |
|---|---|---|---|
| | n | % | n |
| English Only – Total[1] | | | |
| 2021 | 118,350 | 56.4 | 209,868 |
| 2018 | 124,964 | 57.2 | 218,462 |
| 2015 | 125,937 | 56.1 | 224,499 |
| 2012 | 122,855 | 55.6 | 220,783 |
| 2009 | 106,642 | 52.6 | 202,850 |
| English Only – Not proficient in English | | | |
| 2021 | 33 | 0.5 | 6,759 |
| 2018 | 24 | 0.4 | 5,934 |
| 2015 | 29 | 0.4 | 7,219 |
| 2012 | 45 | 0.7 | 6,840 |
| 2009 | 39 | 0.6 | 6,486 |
| English Only – Proficient in English | | | |
| 2021 | 118,313 | 58.3 | 203,084 |
| 2018 | 124,919 | 58.8 | 212,440 |
| 2015 | 125,902 | 58.0 | 217,243 |
| 2012 | 122,742 | 57.5 | 213,611 |
| 2009 | 106,547 | 54.3 | 196,229 |

[1] Total children who speak only English at home includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.

# Physical health and wellbeing domain

**Table 39** — *National trends on the physical health and wellbeing domain, by collection cycle – overall and jurisdiction*




| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Overall** | Australia | | | | | | | |
| | 2021 | 226,006 | 78.5 | 33,677 | 11.7 | 28,341 | 9.8 | 288,024 |
| | 2018 | 229,542 | 78.1 | 36,105 | 12.3 | 28,247 | 9.6 | 293,894 |
| | 2015 | 221,855 | 77.3 | 37,347 | 13.0 | 27,711 | 9.7 | 286,913 |
| | 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 |
| **Jurisdiction** | NSW | | | | | | | |
| | 2021 | 70,671 | 78.1 | 11,246 | 12.4 | 8,513 | 9.4 | 90,430 |
| | 2018 | 73,462 | 78.5 | 12,111 | 12.9 | 7,978 | 8.5 | 93,551 |
| | 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 |
| | VIC | | | | | | | |
| | 2021 | 56,172 | 81.1 | 7,514 | 10.8 | 5,604 | 8.1 | 69,290 |
| | 2018 | 58,221 | 81.0 | 7,767 | 10.8 | 5,904 | 8.2 | 71,892 |
| | 2015 | 54,934 | 80.9 | 7,602 | 11.2 | 5,335 | 7.9 | 67,871 |
| | 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 |
| | QLD | | | | | | | |
| | 2021 | 46,981 | 76.5 | 7,312 | 11.9 | 7,148 | 11.6 | 61,441 |
| | 2018 | 45,801 | 74.1 | 8,462 | 13.7 | 7,581 | 12.3 | 61,844 |
| | 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Physical health and wellbeing domain

**Table 39** (continued) — *National trends on the physical health and wellbeing domain, by collection cycle – overall and jurisdiction*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **SA** | | | | | | | |
| 2021 | 14,725 | 77.7 | 2,200 | 11.6 | 2,023 | 10.7 | 18,948 |
| 2018 | 14,924 | 77.8 | 2,188 | 11.4 | 2,072 | 10.8 | 19,184 |
| 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 |
| **WA** | | | | | | | |
| 2021 | 27,225 | 80.5 | 3,402 | 10.1 | 3,178 | 9.4 | 33,805 |
| 2018 | 26,546 | 80.7 | 3,424 | 10.4 | 2,929 | 8.9 | 32,899 |
| 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 |
| **TAS** | | | | | | | |
| 2021 | 4,328 | 77.4 | 644 | 11.5 | 623 | 11.1 | 5,595 |
| 2018 | 4,587 | 78.5 | 706 | 12.1 | 554 | 9.5 | 5,847 |
| 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 |
| **NT** | | | | | | | |
| 2021 | 2,006 | 67.3 | 430 | 14.4 | 544 | 18.3 | 2,980 |
| 2018 | 2,161 | 67.7 | 469 | 14.7 | 563 | 17.6 | 3,193 |
| 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 |
| **ACT** | | | | | | | |
| 2021 | 3,898 | 70.4 | 929 | 16.8 | 708 | 12.8 | 5,535 |
| 2018 | 3,840 | 70.0 | 978 | 17.8 | 666 | 12.1 | 5,484 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Physical health and wellbeing domain

**Table 40** — *National trends on the physical health and wellbeing domain, by collection cycle – socio-economic status*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 37,056 | 69.8 | 7,528 | 14.2 | 8,529 | 16.1 | 53,113 |
| 2018 | 40,726 | 70.2 | 8,421 | 14.5 | 8,896 | 15.3 | 58,043 |
| 2015 | 40,727 | 69.1 | 9,126 | 15.5 | 9,102 | 15.4 | 58,955 |
| 2012 | 40,229 | 69.1 | 9,381 | 16.1 | 8,597 | 14.8 | 58,207 |
| 2009 | 39,553 | 72.1 | 8,038 | 14.7 | 7,249 | 13.2 | 54,840 |
| 2021 | 41,939 | 76.5 | 6,783 | 12.4 | 6,111 | 11.1 | 54,833 |
| 2018 | 42,947 | 76.3 | 7,269 | 12.9 | 6,037 | 10.7 | 56,253 |
| 2015 | 41,609 | 75.3 | 7,636 | 13.8 | 5,995 | 10.9 | 55,240 |
| 2012 | 40,416 | 75.5 | 7,611 | 14.2 | 5,470 | 10.2 | 53,497 |
| 2009 | 36,404 | 75.8 | 6,694 | 13.9 | 4,921 | 10.2 | 48,019 |
| 2021 | 46,732 | 79.9 | 6,579 | 11.2 | 5,198 | 8.9 | 58,509 |
| 2018 | 46,852 | 79.3 | 7,074 | 12.0 | 5,151 | 8.7 | 59,077 |
| 2015 | 45,016 | 78.8 | 7,204 | 12.6 | 4,938 | 8.6 | 57,158 |
| 2012 | 41,846 | 78.5 | 7,009 | 13.1 | 4,473 | 8.4 | 53,328 |
| 2009 | 37,134 | 78.0 | 6,273 | 13.2 | 4,180 | 8.8 | 47,587 |
| 2021 | 50,668 | 81.5 | 6,802 | 10.9 | 4,709 | 7.6 | 62,179 |
| 2018 | 49,314 | 81.2 | 6,928 | 11.4 | 4,468 | 7.4 | 60,710 |
| 2015 | 45,873 | 81.0 | 6,698 | 11.8 | 4,074 | 7.2 | 56,645 |
| 2012 | 42,314 | 80.3 | 6,608 | 12.5 | 3,794 | 7.2 | 52,716 |
| 2009 | 37,247 | 80.1 | 5,737 | 12.3 | 3,524 | 7.6 | 46,508 |
| 2021 | 48,783 | 83.7 | 5,831 | 10.0 | 3,660 | 6.3 | 58,274 |
| 2018 | 49,246 | 83.2 | 6,332 | 10.7 | 3,618 | 6.1 | 59,196 |
| 2015 | 48,217 | 82.7 | 6,584 | 11.3 | 3,518 | 6.0 | 58,319 |
| 2012 | 46,523 | 83.8 | 5,953 | 10.7 | 3,044 | 5.5 | 55,520 |
| 2009 | 40,744 | 83.1 | 5,264 | 10.7 | 3,025 | 6.2 | 49,033 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Physical health and wellbeing domain

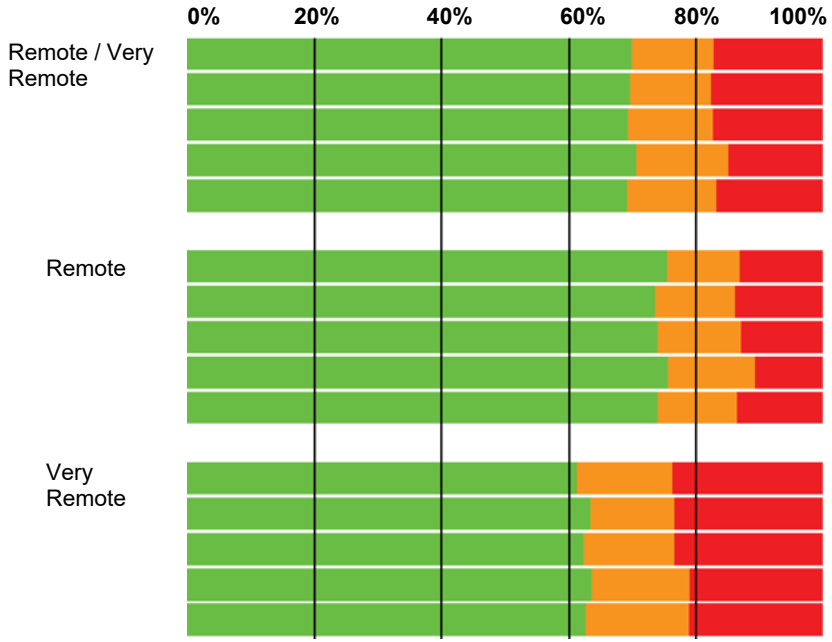
**Table 41** — *National trends on the physical health and wellbeing domain, by collection cycle – geographic location*


| Geographic Location | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| Major Cities | 2021 | 165,288 | 79.6 | 23,744 | 11.4 | 18,502 | 8.9 | 207,534 |
| | 2018 | 166,822 | 79.1 | 25,722 | 12.2 | 18,443 | 8.7 | 210,987 |
| | 2015 | 157,666 | 78.3 | 25,794 | 12.8 | 17,933 | 8.9 | 201,393 |
| | 2012 | 148,655 | 78.3 | 24,774 | 13.1 | 16,346 | 8.6 | 189,775 |
| | 2009 | 134,098 | 78.7 | 21,681 | 12.7 | 14,612 | 8.6 | 170,391 |
| Inner Regional / Outer Regional | 2021 | 56,274 | 75.9 | 9,118 | 12.3 | 8,748 | 11.8 | 74,140 |
| | 2018 | 57,975 | 76.2 | 9,508 | 12.5 | 8,607 | 11.3 | 76,090 |
| | 2015 | 59,194 | 75.6 | 10,577 | 13.5 | 8,534 | 10.9 | 78,305 |
| | 2012 | 58,031 | 75.5 | 10,817 | 14.1 | 8,056 | 10.5 | 76,904 |
| | 2009 | 53,297 | 76.0 | 9,534 | 13.6 | 7,314 | 10.4 | 70,145 |
| Inner Regional | 2021 | 38,849 | 76.5 | 6,212 | 12.2 | 5,743 | 11.3 | 50,804 |
| | 2018 | 39,494 | 76.5 | 6,511 | 12.6 | 5,644 | 10.9 | 51,649 |
| | 2015 | 39,776 | 76.1 | 6,964 | 13.3 | 5,542 | 10.6 | 52,282 |
| | 2012 | 38,671 | 75.7 | 7,270 | 14.2 | 5,150 | 10.1 | 51,091 |
| | 2009 | 35,927 | 76.6 | 6,370 | 13.6 | 4,618 | 9.8 | 46,915 |
| Outer Regional | 2021 | 17,425 | 74.7 | 2,906 | 12.5 | 3,005 | 12.9 | 23,336 |
| | 2018 | 18,481 | 75.6 | 2,997 | 12.3 | 2,963 | 12.1 | 24,441 |
| | 2015 | 19,418 | 74.6 | 3,613 | 13.9 | 2,992 | 11.5 | 26,023 |
| | 2012 | 19,360 | 75.0 | 3,547 | 13.7 | 2,906 | 11.3 | 25,813 |
| | 2009 | 17,370 | 74.8 | 3,164 | 13.6 | 2,696 | 11.6 | 23,230 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Physical health and wellbeing domain

**Table 41** (continued) — *National trends on the physical health and wellbeing domain, by collection cycle – geographic location*

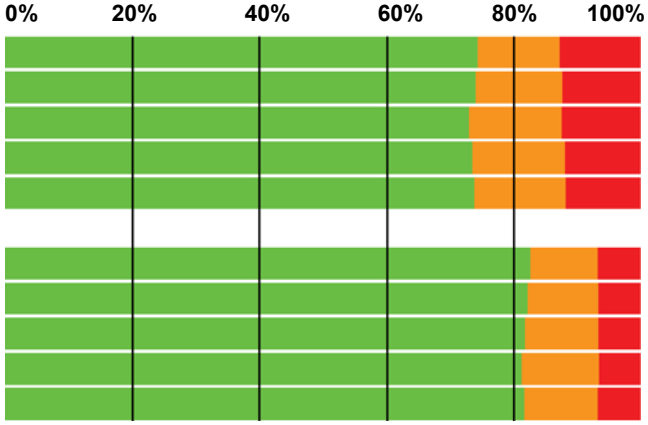



| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 4,444 | 70.0 | 815 | 12.8 | 1091 | 17.2 | 6,350 |
| 2018 | 4,745 | 69.6 | 875 | 12.8 | 1197 | 17.6 | 6,817 |
| 2015 | 4,995 | 69.2 | 976 | 13.5 | 1244 | 17.2 | 7,215 |
| 2012 | 5,120 | 70.7 | 1046 | 14.4 | 1077 | 14.9 | 7,243 |
| 2009 | 4,613 | 69.2 | 939 | 14.1 | 1115 | 16.7 | 6,667 |
| 2021 | 2,942 | 75.4 | 447 | 11.5 | 512 | 13.1 | 3,901 |
| 2018 | 3,039 | 73.7 | 518 | 12.6 | 569 | 13.8 | 4,126 |
| 2015 | 3,138 | 74.1 | 550 | 13.0 | 549 | 13.0 | 4,237 |
| 2012 | 3,252 | 75.5 | 592 | 13.7 | 462 | 10.7 | 4,306 |
| 2009 | 2,839 | 74.0 | 478 | 12.5 | 521 | 13.6 | 3,838 |
| 2021 | 1,502 | 61.3 | 368 | 15.0 | 579 | 23.6 | 2,449 |
| 2018 | 1,706 | 63.4 | 357 | 13.3 | 628 | 23.3 | 2,691 |
| 2015 | 1,857 | 62.4 | 426 | 14.3 | 695 | 23.3 | 2,978 |
| 2012 | 1,868 | 63.6 | 454 | 15.5 | 615 | 20.9 | 2,937 |
| 2009 | 1,774 | 62.7 | 461 | 16.3 | 594 | 21.0 | 2,829 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

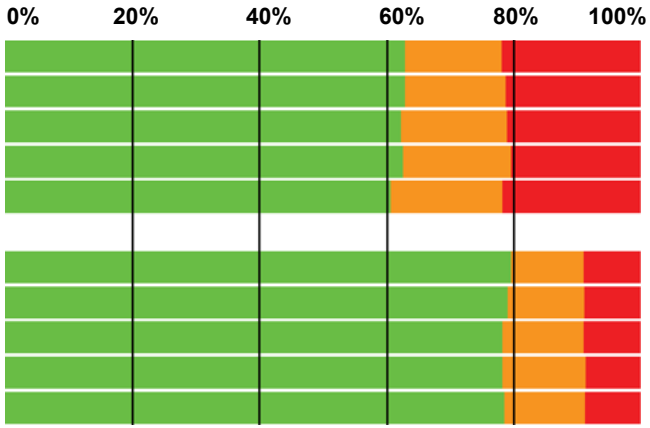
# Physical health and wellbeing domain

**Table 42** — *National trends on the physical health and wellbeing domain, by collection cycle – gender*




| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Gender** | Male | | | | | | | |
| 2021 | | 107,716 | 74.3 | 18,617 | 12.8 | 18,552 | 12.8 | 144,885 |
| 2018 | | 109,858 | 74.0 | 20,140 | 13.6 | 18,369 | 12.4 | 148,367 |
| 2015 | | 105,496 | 73.0 | 20,861 | 14.4 | 18,078 | 12.5 | 144,435 |
| 2012 | | 101,426 | 73.5 | 20,167 | 14.6 | 16,408 | 11.9 | 138,001 |
| 2009 | | 92,016 | 73.8 | 17,968 | 14.4 | 14,698 | 11.8 | 124,682 |
| | Female | | | | | | | |
| 2021 | | 118,290 | 82.6 | 15,060 | 10.5 | 9,789 | 6.8 | 143,139 |
| 2018 | | 119,684 | 82.2 | 15,965 | 11.0 | 9,878 | 6.8 | 145,527 |
| 2015 | | 116,359 | 81.7 | 16,486 | 11.6 | 9,633 | 6.8 | 142,478 |
| 2012 | | 110,380 | 81.2 | 16,470 | 12.1 | 9,071 | 6.7 | 135,921 |
| 2009 | | 100,015 | 81.6 | 14,189 | 11.6 | 8,346 | 6.8 | 122,550 |

**Table 43** — *National trends on the physical health and wellbeing domain, by collection cycle – Aboriginal and Torres Strait Islander background*

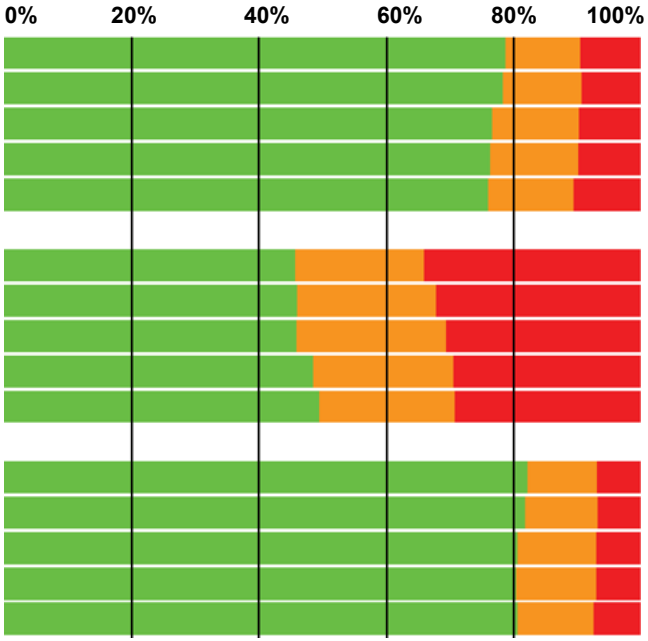



| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Aboriginal & Torres Strait Islander background** | Aboriginal & Torres Strait Islander | | | | | | | |
| 2021 | | 11,660 | 62.9 | 2812 | 15.2 | 4,067 | 21.9 | 18,539 |
| 2018 | | 11,036 | 62.9 | 2782 | 15.8 | 3,738 | 21.3 | 17,556 |
| 2015 | | 9,906 | 62.3 | 2649 | 16.7 | 3,347 | 21.0 | 15,902 |
| 2012 | | 8,794 | 62.6 | 2386 | 17.0 | 2,872 | 20.4 | 14,052 |
| 2009 | | 6,809 | 60.6 | 1963 | 17.5 | 2,456 | 21.9 | 11,228 |
| | Non-Aboriginal & Torres Strait Islander | | | | | | | |
| 2021 | | 214,346 | 79.5 | 30,865 | 11.5 | 24,274 | 9.0 | 269,485 |
| 2018 | | 218,380 | 79.1 | 33,284 | 12.1 | 24,465 | 8.9 | 276,129 |
| 2015 | | 211,949 | 78.2 | 34,698 | 12.8 | 24,364 | 9.0 | 271,011 |
| 2012 | | 203,012 | 78.1 | 34,251 | 13.2 | 22,607 | 8.7 | 259,870 |
| 2009 | | 185,222 | 78.5 | 30,194 | 12.8 | 20,588 | 8.7 | 236,004 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Physical health and wellbeing domain

**Table 44** — *National trends on the physical health and wellbeing domain, by collection cycle – language diversity*

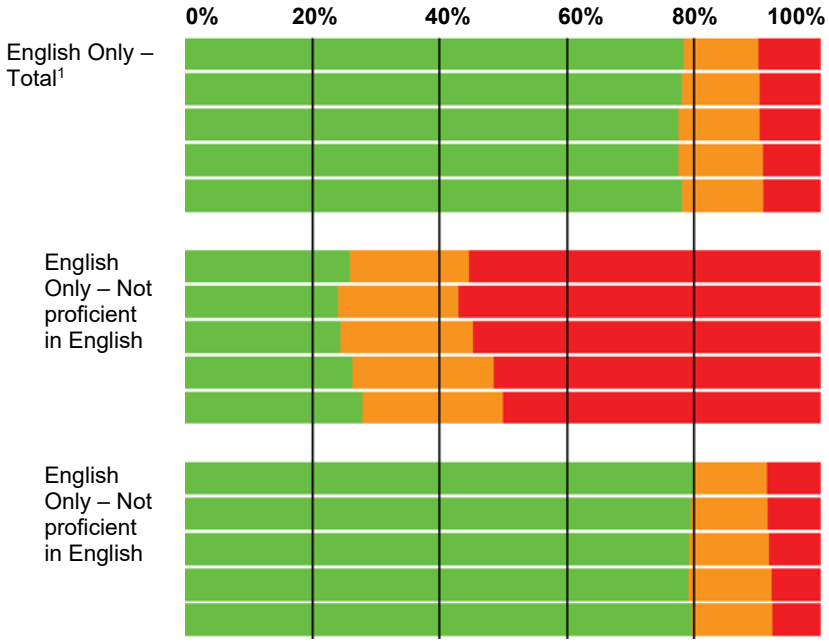



| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 61,195 | 78.6 | 9157 | 11.8 | 7,481 | 9.6 | 77,833 |
| 2018 | 58,712 | 78.2 | 9305 | 12.4 | 7,035 | 9.4 | 75,052 |
| 2015 | 47,558 | 76.6 | 8449 | 13.6 | 6,067 | 9.8 | 62,074 |
| 2012 | 40,060 | 76.3 | 7207 | 13.7 | 5,204 | 9.9 | 52,471 |
| 2009 | 33,490 | 76.1 | 5887 | 13.4 | 4,645 | 10.6 | 44,022 |
| 2021 | 3,483 | 45.7 | 1537 | 20.2 | 2,598 | 34.1 | 7,618 |
| 2018 | 3,424 | 46.0 | 1622 | 21.8 | 2,390 | 32.1 | 7,436 |
| 2015 | 3,266 | 45.9 | 1664 | 23.4 | 2,181 | 30.7 | 7,111 |
| 2012 | 3,239 | 48.6 | 1462 | 21.9 | 1,963 | 29.5 | 6,664 |
| 2009 | 3,136 | 49.5 | 1353 | 21.3 | 1,850 | 29.2 | 6,339 |
| 2021 | 57,675 | 82.2 | 7611 | 10.8 | 4,870 | 6.9 | 70,156 |
| 2018 | 55,202 | 81.8 | 7647 | 11.3 | 4,623 | 6.9 | 67,472 |
| 2015 | 44,265 | 80.6 | 6780 | 12.3 | 3,881 | 7.1 | 54,926 |
| 2012 | 36,735 | 80.4 | 5729 | 12.5 | 3,221 | 7.1 | 45,685 |
| 2009 | 30,281 | 80.6 | 4519 | 12.0 | 2,786 | 7.4 | 37,586 |

[1] Total for LBOTE includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Physical health and wellbeing domain

**Table 44** (continued) — *National trends on the physical health and wellbeing domain, by collection cycle – language diversity*




| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 164,811 | 78.4 | 24,520 | 11.7 | 20,860 | 9.9 | 210,191 |
| 2018 | 170,830 | 78.1 | 26,800 | 12.2 | 21,212 | 9.7 | 218,842 |
| 2015 | 174,297 | 77.5 | 28,898 | 12.9 | 21,644 | 9.6 | 224,839 |
| 2012 | 171,746 | 77.6 | 29,430 | 13.3 | 20,275 | 9.2 | 221,451 |
| 2009 | 158,541 | 78.0 | 26,270 | 12.9 | 18,399 | 9.1 | 203,210 |
| 2021 | 1,746 | 25.8 | 1,272 | 18.8 | 3,739 | 55.3 | 6,757 |
| 2018 | 1,422 | 24.0 | 1,127 | 19.0 | 3,384 | 57.0 | 5,933 |
| 2015 | 1,761 | 24.4 | 1,503 | 20.8 | 3,945 | 54.7 | 7,209 |
| 2012 | 1,796 | 26.3 | 1,519 | 22.2 | 3,515 | 51.5 | 6,830 |
| 2009 | 1,813 | 28.0 | 1,426 | 22.0 | 3,245 | 50.0 | 6,484 |
| 2021 | 163,042 | 80.2 | 23,242 | 11.4 | 17,118 | 8.4 | 203,402 |
| 2018 | 169,354 | 79.6 | 25,657 | 12.1 | 17,808 | 8.4 | 212,819 |
| 2015 | 172,512 | 79.3 | 27,388 | 12.6 | 17,687 | 8.1 | 217,587 |
| 2012 | 169,705 | 79.2 | 27,855 | 13.0 | 16,716 | 7.8 | 214,276 |
| 2009 | 156,626 | 79.7 | 24,819 | 12.6 | 15,136 | 7.7 | 196,581 |

[1] Total children who speak only English at home includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Social competence domain

**Table 45** — *National trends on the social competence domain, by collection cycle – overall and jurisdiction*


| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Overall** | Australia | | | | | | | |
| | 2021 | 218,679 | 75.9 | 41,528 | 14.4 | 27,788 | 9.6 | 287,995 |
| | 2018 | 222,771 | 75.8 | 42,434 | 14.4 | 28,673 | 9.8 | 293,878 |
| | 2015 | 215,605 | 75.2 | 42,892 | 15.0 | 28,351 | 9.9 | 286,848 |
| | 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 |
| **Jurisdiction** | NSW | | | | | | | |
| | 2021 | 68,789 | 76.1 | 13,175 | 14.6 | 8,458 | 9.4 | 90,422 |
| | 2018 | 72,119 | 77.1 | 12,854 | 13.7 | 8,568 | 9.2 | 93,541 |
| | 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 |
| | VIC | | | | | | | |
| | 2021 | 53,882 | 77.8 | 9,148 | 13.2 | 6,253 | 9.0 | 69,283 |
| | 2018 | 55,597 | 77.3 | 9,974 | 13.9 | 6,331 | 8.8 | 71,902 |
| | 2015 | 52,378 | 77.2 | 9,548 | 14.1 | 5,934 | 8.7 | 67,860 |
| | 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 |
| | QLD | | | | | | | |
| | 2021 | 45,452 | 74.0 | 9,447 | 15.4 | 6,536 | 10.6 | 61,435 |
| | 2018 | 44,446 | 71.9 | 10,004 | 16.2 | 7,388 | 11.9 | 61,838 |
| | 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Social competence domain

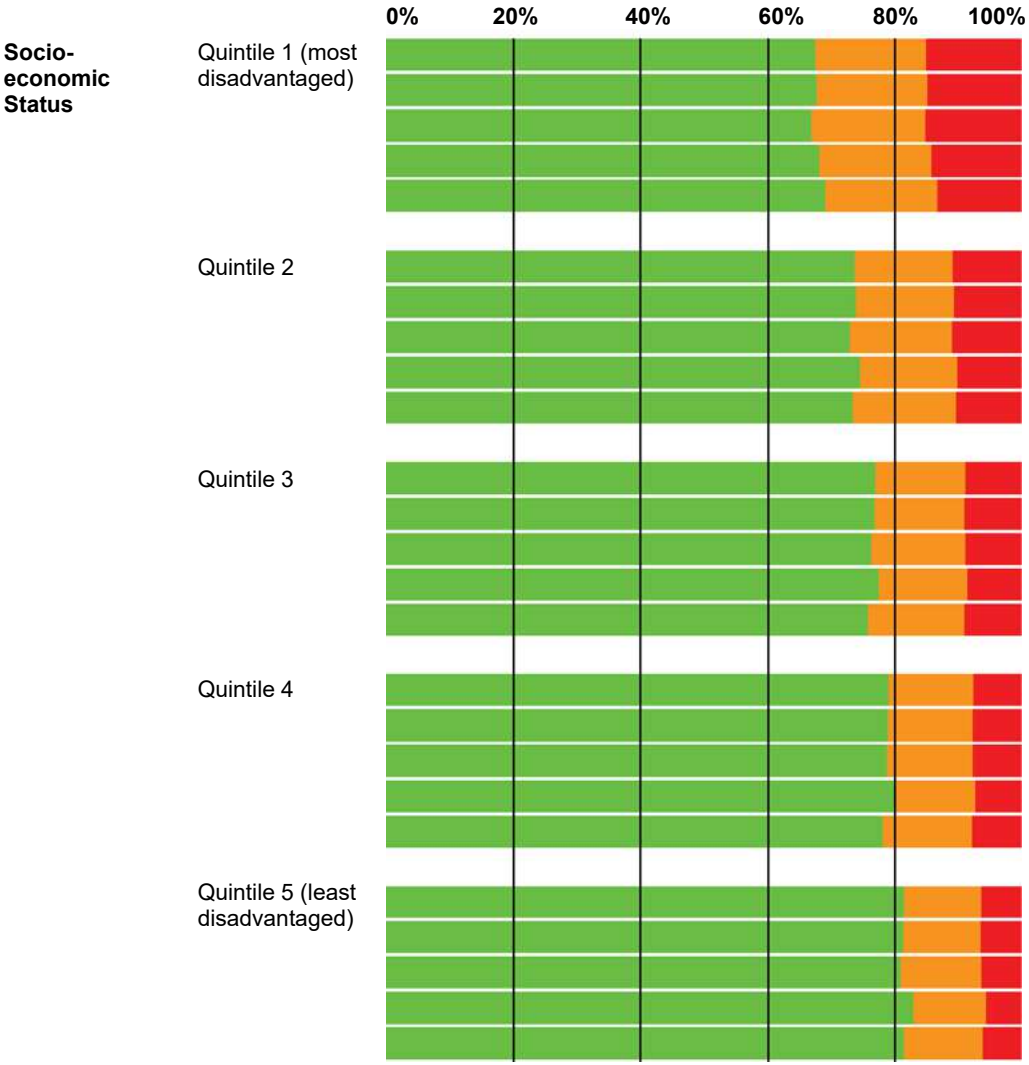
**Table 45** (continued) — *National trends on the social competence domain, by collection cycle – overall and jurisdiction*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **SA** | | | | | | | |
| 2021 | 13,870 | 73.2 | 2,952 | 15.6 | 2,125 | 11.2 | 18,947 |
| 2018 | 13,947 | 72.7 | 3,034 | 15.8 | 2,200 | 11.5 | 19,181 |
| 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 |
| **WA** | | | | | | | |
| 2021 | 26,767 | 79.2 | 4,458 | 13.2 | 2,577 | 7.6 | 33,802 |
| 2018 | 26,171 | 79.6 | 4,292 | 13.0 | 2,431 | 7.4 | 32,894 |
| 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 |
| **TAS** | | | | | | | |
| 2021 | 4,228 | 75.6 | 848 | 15.2 | 519 | 9.3 | 5,595 |
| 2018 | 4,456 | 76.2 | 879 | 15.0 | 513 | 8.8 | 5,848 |
| 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 |
| **NT** | | | | | | | |
| 2021 | 1,798 | 60.4 | 534 | 17.9 | 645 | 21.7 | 2,977 |
| 2018 | 2,066 | 64.8 | 556 | 17.4 | 568 | 17.8 | 3,190 |
| 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 |
| **ACT** | | | | | | | |
| 2021 | 3,893 | 70.3 | 966 | 17.5 | 675 | 12.2 | 5,534 |
| 2018 | 3,969 | 72.4 | 841 | 15.3 | 674 | 12.3 | 5,484 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Social competence domain

**Table 46** — *National trends on the social competence domain, by collection cycle – socio-economic status*

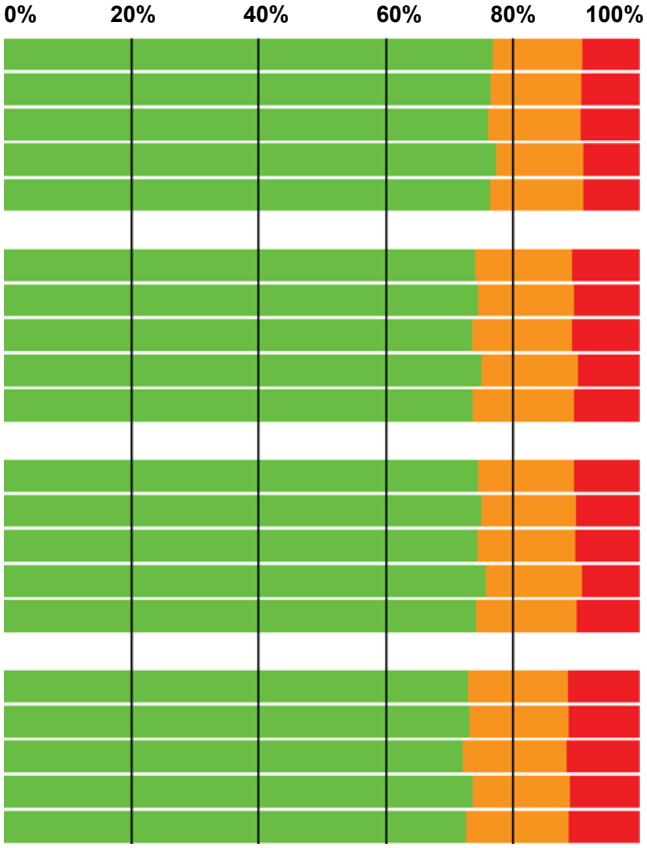



| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **Quintile 1 (most disadvantaged)** | | | | | | | |
| 2021 | 35,878 | 67.6 | 9,225 | 17.4 | 7,998 | 15.1 | 53,101 |
| 2018 | 39,298 | 67.7 | 10,117 | 17.4 | 8,618 | 14.9 | 58,033 |
| 2015 | 39,441 | 66.9 | 10,508 | 17.8 | 8,984 | 15.2 | 58,933 |
| 2012 | 39,597 | 68.1 | 10,278 | 17.7 | 8,263 | 14.2 | 58,138 |
| 2009 | 37,839 | 69.0 | 9,698 | 17.7 | 7,288 | 13.3 | 54,825 |
| **Quintile 2** | | | | | | | |
| 2021 | 40,395 | 73.7 | 8,494 | 15.5 | 5,947 | 10.8 | 54,836 |
| 2018 | 41,556 | 73.9 | 8,690 | 15.4 | 6,008 | 10.7 | 56,254 |
| 2015 | 40,309 | 73.0 | 8,855 | 16.0 | 6,062 | 11.0 | 55,226 |
| 2012 | 39,837 | 74.5 | 8,160 | 15.3 | 5,449 | 10.2 | 53,446 |
| 2009 | 35,244 | 73.4 | 7,763 | 16.2 | 4,999 | 10.4 | 48,006 |
| **Quintile 3** | | | | | | | |
| 2021 | 45,023 | 77.0 | 8,307 | 14.2 | 5,174 | 8.8 | 58,504 |
| 2018 | 45,416 | 76.9 | 8,309 | 14.1 | 5,350 | 9.1 | 59,075 |
| 2015 | 43,608 | 76.3 | 8,481 | 14.8 | 5,058 | 8.9 | 57,147 |
| 2012 | 41,249 | 77.5 | 7,427 | 14.0 | 4,563 | 8.6 | 53,239 |
| 2009 | 36,081 | 75.8 | 7,199 | 15.1 | 4,308 | 9.1 | 47,588 |
| **Quintile 4** | | | | | | | |
| 2021 | 49,141 | 79.0 | 8,262 | 13.3 | 4,766 | 7.7 | 62,169 |
| 2018 | 47,924 | 78.9 | 8,048 | 13.3 | 4,736 | 7.8 | 60,708 |
| 2015 | 44,639 | 78.8 | 7,603 | 13.4 | 4,394 | 7.8 | 56,636 |
| 2012 | 42,025 | 79.8 | 6,748 | 12.8 | 3,858 | 7.3 | 52,631 |
| 2009 | 36,295 | 78.1 | 6,549 | 14.1 | 3,655 | 7.9 | 46,499 |
| **Quintile 5 (least disadvantaged)** | | | | | | | |
| 2021 | 47,452 | 81.4 | 7,064 | 12.1 | 3,754 | 6.4 | 58,270 |
| 2018 | 48,125 | 81.3 | 7,196 | 12.2 | 3,872 | 6.5 | 59,193 |
| 2015 | 47,201 | 80.9 | 7,344 | 12.6 | 3,766 | 6.5 | 58,311 |
| 2012 | 45,975 | 82.9 | 6,325 | 11.4 | 3,128 | 5.6 | 55,428 |
| 2009 | 39,893 | 81.4 | 6,079 | 12.4 | 3,056 | 6.2 | 49,028 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Social competence domain

**Table 47** — *National trends on the social competence domain, by collection cycle – geographic location*




| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 159,492 | 76.9 | 29,144 | 14.0 | 18,888 | 9.1 | 207,524 |
| 2018 | 161,550 | 76.6 | 29,775 | 14.1 | 19,652 | 9.3 | 210,977 |
| 2015 | 153,294 | 76.1 | 29,262 | 14.5 | 18,802 | 9.3 | 201,358 |
| 2012 | 146,602 | 77.4 | 26,041 | 13.7 | 16,865 | 8.9 | 189,508 |
| 2009 | 130,197 | 76.4 | 25,024 | 14.7 | 15,147 | 8.9 | 170,368 |
| 2021 | 54,905 | 74.1 | 11,323 | 15.3 | 7,904 | 10.7 | 74,132 |
| 2018 | 56,663 | 74.5 | 11,488 | 15.1 | 7,938 | 10.4 | 76,089 |
| 2015 | 57,661 | 73.6 | 12,293 | 15.7 | 8,338 | 10.6 | 78,292 |
| 2012 | 57,624 | 75.0 | 11,664 | 15.2 | 7,504 | 9.8 | 76,792 |
| 2009 | 51,684 | 73.7 | 11,189 | 16.0 | 7,261 | 10.4 | 70,134 |
| 2021 | 37,864 | 74.5 | 7,671 | 15.1 | 5,268 | 10.4 | 50,803 |
| 2018 | 38,764 | 75.1 | 7,686 | 14.9 | 5,200 | 10.1 | 51,650 |
| 2015 | 38,912 | 74.4 | 8,024 | 15.4 | 5,337 | 10.2 | 52,273 |
| 2012 | 38,629 | 75.7 | 7,726 | 15.1 | 4,680 | 9.2 | 51,035 |
| 2009 | 34,826 | 74.2 | 7,421 | 15.8 | 4,659 | 9.9 | 46,906 |
| 2021 | 17,041 | 73.0 | 3,652 | 15.7 | 2,636 | 11.3 | 23,329 |
| 2018 | 17,899 | 73.2 | 3,802 | 15.6 | 2,738 | 11.2 | 24,439 |
| 2015 | 18,749 | 72.1 | 4,269 | 16.4 | 3,001 | 11.5 | 26,019 |
| 2012 | 18,995 | 73.7 | 3,938 | 15.3 | 2,824 | 11.0 | 25,757 |
| 2009 | 16,858 | 72.6 | 3,768 | 16.2 | 2,602 | 11.2 | 23,228 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Social competence domain

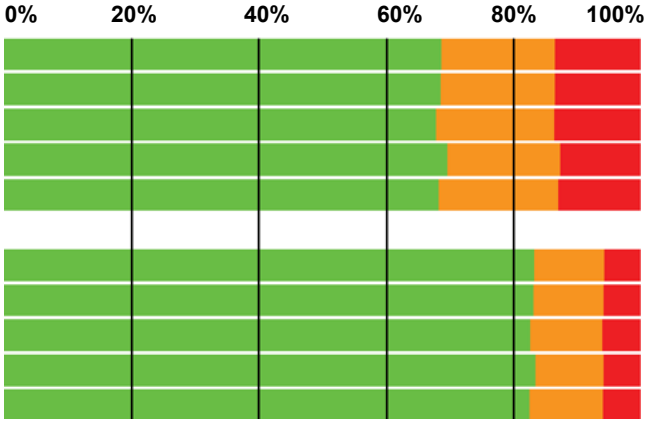
**Table 47** (continued) — *National trends on the social competence domain, by collection cycle – geographic location*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 4,282 | 67.6 | 1061 | 16.7 | 996 | 15.7 | 6,339 |
| 2018 | 4,558 | 66.9 | 1171 | 17.2 | 1083 | 15.9 | 6,812 |
| 2015 | 4,650 | 64.6 | 1337 | 18.6 | 1211 | 16.8 | 7,198 |
| 2012 | 4,923 | 68.1 | 1313 | 18.2 | 998 | 13.8 | 7,234 |
| 2009 | 4,365 | 65.6 | 1283 | 19.3 | 1011 | 15.2 | 6,659 |
| 2021 | 2,869 | 73.6 | 569 | 14.6 | 458 | 11.8 | 3,896 |
| 2018 | 3,010 | 73.0 | 633 | 15.4 | 480 | 11.6 | 4,123 |
| 2015 | 3,003 | 70.9 | 733 | 17.3 | 500 | 11.8 | 4,236 |
| 2012 | 3,164 | 73.5 | 686 | 15.9 | 454 | 10.5 | 4,304 |
| 2009 | 2,679 | 69.8 | 695 | 18.1 | 464 | 12.1 | 3,838 |
| 2021 | 1,413 | 57.8 | 492 | 20.1 | 538 | 22.0 | 2,443 |
| 2018 | 1,548 | 57.6 | 538 | 20.0 | 603 | 22.4 | 2,689 |
| 2015 | 1,647 | 55.6 | 604 | 20.4 | 711 | 24.0 | 2,962 |
| 2012 | 1,759 | 60.0 | 627 | 21.4 | 544 | 18.6 | 2,930 |
| 2009 | 1,686 | 59.8 | 588 | 20.8 | 547 | 19.4 | 2,821 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

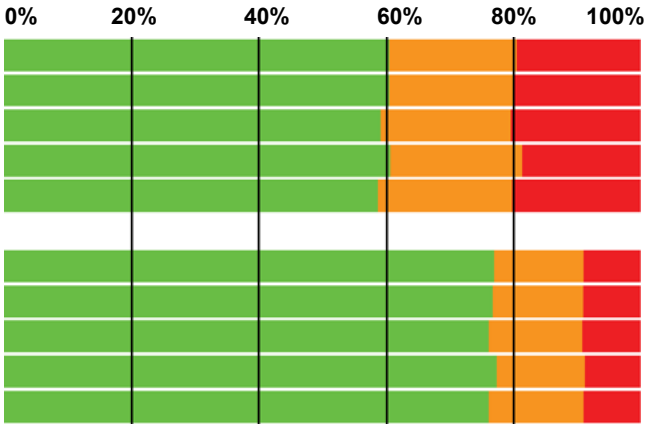
# Social competence domain

**Table 48** — *National trends on the social competence domain, by collection cycle – gender*




| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Gender** | Male | | | | | | | |
| | 2021 | 99,511 | 68.7 | 25,817 | 17.8 | 19,538 | 13.5 | 144,866 |
| | 2018 | 101,756 | 68.6 | 26,478 | 17.8 | 20,127 | 13.6 | 148,361 |
| | 2015 | 97,966 | 67.8 | 26,821 | 18.6 | 19,622 | 13.6 | 144,409 |
| | 2012 | 95,878 | 69.6 | 24,465 | 17.8 | 17,474 | 12.7 | 137,817 |
| | 2009 | 85,105 | 68.3 | 23,382 | 18.8 | 16,178 | 13.0 | 124,665 |
| | Female | | | | | | | |
| | 2021 | 119,168 | 83.3 | 15,711 | 11.0 | 8,250 | 5.8 | 143,129 |
| | 2018 | 121,015 | 83.2 | 15,956 | 11.0 | 8,546 | 5.9 | 145,517 |
| | 2015 | 117,639 | 82.6 | 16,071 | 11.3 | 8,729 | 6.1 | 142,439 |
| | 2012 | 113,271 | 83.5 | 14,553 | 10.7 | 7,893 | 5.8 | 135,717 |
| | 2009 | 101,160 | 82.6 | 14,117 | 11.5 | 7,247 | 5.9 | 122,524 |

**Table 49** — *National trends on the social competence domain, by collection cycle – Aboriginal and Torres Strait Islander background*

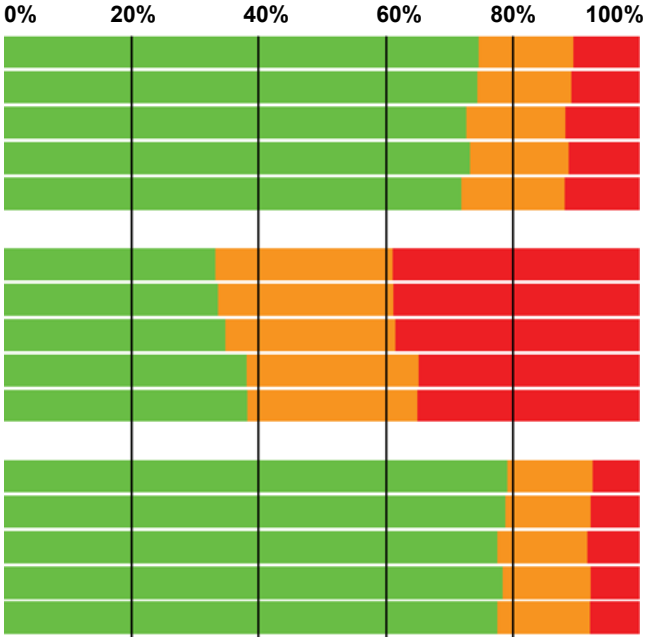



| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Aboriginal & Torres Strait Islander background** | Aboriginal & Torres Strait Islander | | | | | | | |
| | 2021 | 11,208 | 60.5 | 3715 | 20.0 | 3,609 | 19.5 | 18,532 |
| | 2018 | 10,604 | 60.4 | 3429 | 19.5 | 3,517 | 20.0 | 17,550 |
| | 2015 | 9,402 | 59.2 | 3239 | 20.4 | 3,251 | 20.5 | 15,892 |
| | 2012 | 8,517 | 60.7 | 2905 | 20.7 | 2,619 | 18.7 | 14,041 |
| | 2009 | 6,577 | 58.7 | 2372 | 21.2 | 2,262 | 20.2 | 11,211 |
| | Non-Aboriginal & Torres Strait Islander | | | | | | | |
| | 2021 | 207,471 | 77.0 | 37,813 | 14.0 | 24,179 | 9.0 | 269,463 |
| | 2018 | 212,030 | 76.8 | 38,968 | 14.1 | 25,121 | 9.1 | 276,119 |
| | 2015 | 206,203 | 76.1 | 39,653 | 14.6 | 25,100 | 9.3 | 270,956 |
| | 2012 | 200,632 | 77.3 | 36,113 | 13.9 | 22,748 | 8.8 | 259,493 |
| | 2009 | 179,688 | 76.1 | 35,127 | 14.9 | 21,163 | 9.0 | 235,978 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Social competence domain

**Table 50** — *National trends on the social competence domain, by collection cycle – language diversity*

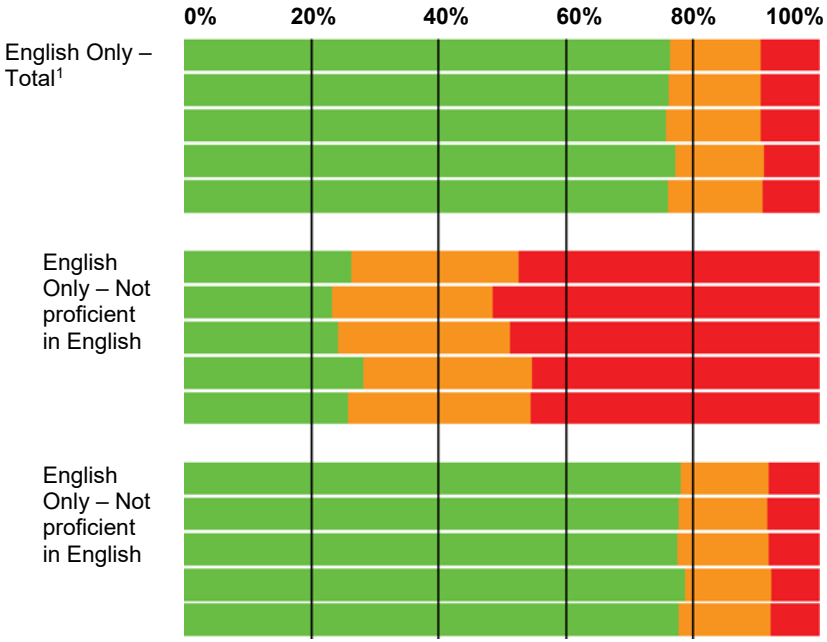



| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 58,079 | 74.6 | 11549 | 14.8 | 8,191 | 10.5 | 77,819 |
| 2018 | 55,843 | 74.4 | 11082 | 14.8 | 8,120 | 10.8 | 75,045 |
| 2015 | 45,093 | 72.7 | 9673 | 15.6 | 7,276 | 11.7 | 62,042 |
| 2012 | 38,376 | 73.3 | 8128 | 15.5 | 5,879 | 11.2 | 52,383 |
| 2009 | 31,636 | 71.9 | 7166 | 16.3 | 5,194 | 11.8 | 43,996 |
| 2021 | 2,527 | 33.2 | 2124 | 27.9 | 2,958 | 38.9 | 7,609 |
| 2018 | 2,505 | 33.7 | 2047 | 27.6 | 2,875 | 38.7 | 7,427 |
| 2015 | 2,466 | 34.8 | 1894 | 26.7 | 2,727 | 38.5 | 7,087 |
| 2012 | 2,535 | 38.2 | 1793 | 27.0 | 2,312 | 34.8 | 6,640 |
| 2009 | 2,418 | 38.2 | 1696 | 26.8 | 2,216 | 35.0 | 6,330 |
| 2021 | 55,531 | 79.2 | 9408 | 13.4 | 5,215 | 7.4 | 70,154 |
| 2018 | 53,235 | 78.9 | 9012 | 13.4 | 5,228 | 7.7 | 67,475 |
| 2015 | 42,603 | 77.6 | 7771 | 14.1 | 4,545 | 8.3 | 54,919 |
| 2012 | 35,770 | 78.4 | 6323 | 13.9 | 3,549 | 7.8 | 45,642 |
| 2009 | 29,157 | 77.6 | 5456 | 14.5 | 2,958 | 7.9 | 37,571 |

[1] Total for LBOTE includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Social competence domain

**Table 50** (continued) — *National trends on the social competence domain, by collection cycle – language diversity*




| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 160,600 | 76.4 | 29,979 | 14.3 | 19,597 | 9.3 | 210,176 |
| 2018 | 166,928 | 76.3 | 31,352 | 14.3 | 20,553 | 9.4 | 218,833 |
| 2015 | 170,512 | 75.8 | 33,219 | 14.8 | 21,075 | 9.4 | 224,806 |
| 2012 | 170,773 | 77.2 | 30,890 | 14.0 | 19,488 | 8.8 | 221,151 |
| 2009 | 154,629 | 76.1 | 30,333 | 14.9 | 18,231 | 9.0 | 203,193 |
| 2021 | 1,778 | 26.3 | 1,779 | 26.3 | 3,198 | 47.3 | 6,755 |
| 2018 | 1,376 | 23.2 | 1,507 | 25.4 | 3,047 | 51.4 | 5,930 |
| 2015 | 1,744 | 24.2 | 1,951 | 27.1 | 3,513 | 48.7 | 7,208 |
| 2012 | 1,924 | 28.2 | 1,816 | 26.6 | 3,085 | 45.2 | 6,825 |
| 2009 | 1,671 | 25.8 | 1,862 | 28.7 | 2,950 | 45.5 | 6,483 |
| 2021 | 158,796 | 78.1 | 28,198 | 13.9 | 16,396 | 8.1 | 203,390 |
| 2018 | 165,502 | 77.8 | 29,822 | 14.0 | 17,488 | 8.2 | 212,812 |
| 2015 | 168,746 | 77.6 | 31,258 | 14.4 | 17,552 | 8.1 | 217,556 |
| 2012 | 168,651 | 78.8 | 29,016 | 13.6 | 16,355 | 7.6 | 214,022 |
| 2009 | 152,863 | 77.8 | 28,442 | 14.5 | 15,267 | 7.8 | 196,572 |

[1] Total children who speak only English at home includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Emotional maturity domain

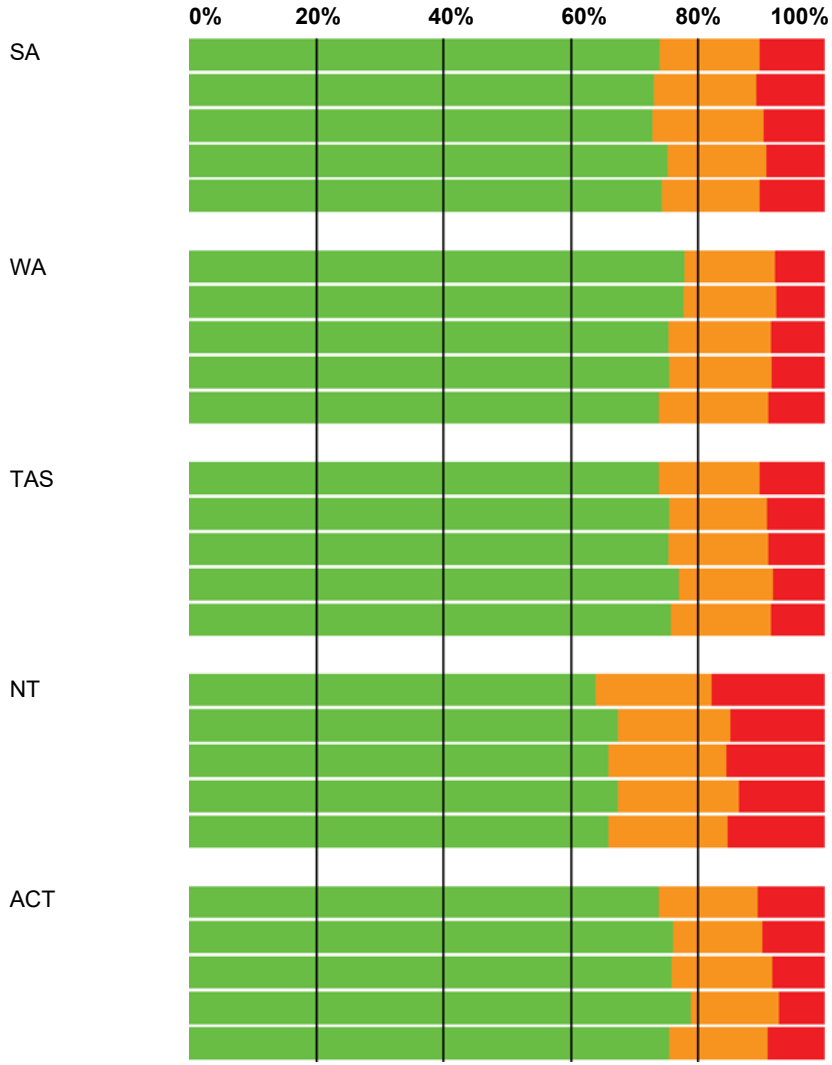
**Table 51** — *National trends on the emotional maturity domain, by collection cycle – overall and jurisdiction*


| | | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | | n | % | n | % | n | % | n |
| **Overall** | Australia | 2021 | 221,057 | 77.0 | 41,667 | 14.5 | 24,271 | 8.5 | 286,995 |
| | | 2018 | 225,739 | 77.1 | 42,390 | 14.5 | 24,677 | 8.4 | 292,806 |
| | | 2015 | 218,341 | 76.4 | 43,594 | 15.3 | 23,866 | 8.4 | 285,801 |
| | | 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 |
| **Jurisdiction** | NSW | 2021 | 71,203 | 79.1 | 12,300 | 13.7 | 6,550 | 7.3 | 90,053 |
| | | 2018 | 74,725 | 80.2 | 12,136 | 13.0 | 6,306 | 6.8 | 93,167 |
| | | 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 |
| | VIC | 2021 | 54,112 | 78.4 | 9,549 | 13.8 | 5,342 | 7.7 | 69,003 |
| | | 2018 | 55,651 | 77.7 | 10,167 | 14.2 | 5,791 | 8.1 | 71,609 |
| | | 2015 | 52,392 | 77.5 | 9,817 | 14.5 | 5,408 | 8.0 | 67,617 |
| | | 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 |
| | QLD | 2021 | 45,382 | 74.1 | 9,752 | 15.9 | 6,110 | 10.0 | 61,244 |
| | | 2018 | 45,192 | 73.3 | 9,988 | 16.2 | 6,448 | 10.5 | 61,628 |
| | | 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Emotional maturity domain

**Table 51** (continued) — *National trends on the emotional maturity domain, by collection cycle – overall and jurisdiction*




| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **SA** | | | | | | | |
| 2021 | 13,981 | 74.0 | 2,954 | 15.6 | 1,950 | 10.3 | 18,885 |
| 2018 | 13,966 | 73.1 | 3,084 | 16.1 | 2,064 | 10.8 | 19,114 |
| 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 |
| **WA** | | | | | | | |
| 2021 | 26,273 | 77.9 | 4,828 | 14.3 | 2,635 | 7.8 | 33,736 |
| 2018 | 25,488 | 77.7 | 4,792 | 14.6 | 2,518 | 7.7 | 32,798 |
| 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 |
| **TAS** | | | | | | | |
| 2021 | 4,132 | 73.9 | 885 | 15.8 | 573 | 10.3 | 5,590 |
| 2018 | 4,403 | 75.4 | 898 | 15.4 | 535 | 9.2 | 5,836 |
| 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 |
| **NT** | | | | | | | |
| 2021 | 1,896 | 64.0 | 542 | 18.3 | 526 | 17.7 | 2,964 |
| 2018 | 2,141 | 67.5 | 561 | 17.7 | 472 | 14.9 | 3,174 |
| 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 |
| **ACT** | | | | | | | |
| 2021 | 4,078 | 73.9 | 857 | 15.5 | 585 | 10.6 | 5,520 |
| 2018 | 4,173 | 76.1 | 764 | 13.9 | 543 | 9.9 | 5,480 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Emotional maturity domain

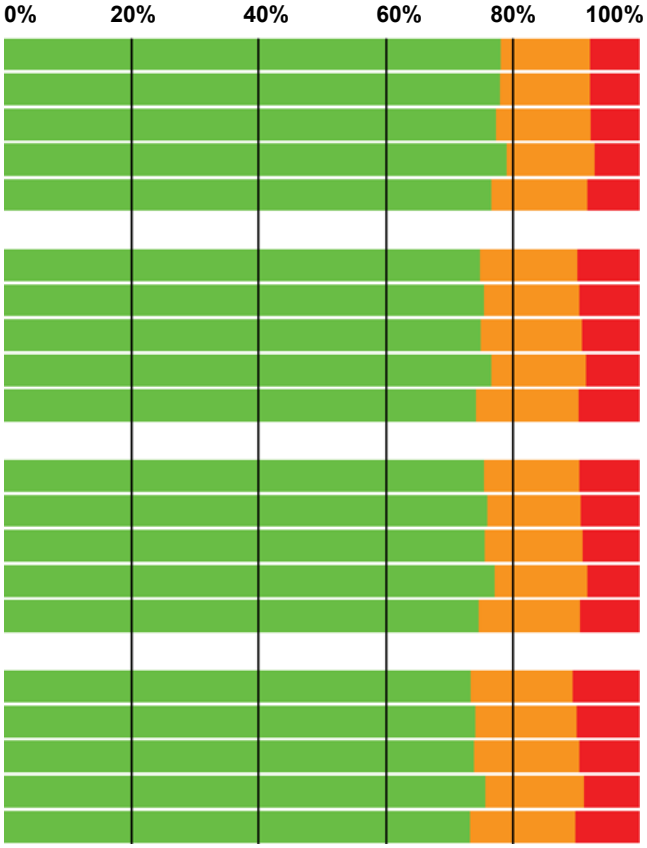
**Table 52** — *National trends on the emotional maturity domain, by collection cycle – socio-economic status*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 37,173 | 70.3 | 9,154 | 17.3 | 6,526 | 12.3 | 52,853 |
| 2018 | 40,865 | 70.7 | 9,962 | 17.2 | 6,943 | 12.0 | 57,770 |
| 2015 | 40,923 | 69.7 | 10,694 | 18.2 | 7,062 | 12.0 | 58,679 |
| 2012 | 41,336 | 71.4 | 10,082 | 17.4 | 6,480 | 11.2 | 57,898 |
| 2009 | 38,249 | 70.1 | 9,748 | 17.9 | 6,566 | 12.0 | 54,563 |
| 2021 | 40,971 | 75.0 | 8,635 | 15.8 | 5,042 | 9.2 | 54,648 |
| 2018 | 42,240 | 75.3 | 8,706 | 15.5 | 5,134 | 9.2 | 56,080 |
| 2015 | 41,135 | 74.7 | 8,820 | 16.0 | 5,081 | 9.2 | 55,036 |
| 2012 | 40,894 | 76.8 | 7,915 | 14.9 | 4,468 | 8.4 | 53,277 |
| 2009 | 35,363 | 73.9 | 7,984 | 16.7 | 4,479 | 9.4 | 47,826 |
| 2021 | 45,280 | 77.7 | 8,327 | 14.3 | 4,704 | 8.1 | 58,311 |
| 2018 | 45,811 | 77.8 | 8,432 | 14.3 | 4,613 | 7.8 | 58,856 |
| 2015 | 44,008 | 77.3 | 8,558 | 15.0 | 4,399 | 7.7 | 56,965 |
| 2012 | 41,816 | 78.8 | 7,503 | 14.1 | 3,765 | 7.1 | 53,084 |
| 2009 | 36,024 | 76.0 | 7,295 | 15.4 | 4,082 | 8.6 | 47,401 |
| 2021 | 49,236 | 79.4 | 8,390 | 13.5 | 4,360 | 7.0 | 61,986 |
| 2018 | 48,078 | 79.5 | 8,037 | 13.3 | 4,378 | 7.2 | 60,493 |
| 2015 | 44,624 | 79.1 | 7,946 | 14.1 | 3,823 | 6.8 | 56,393 |
| 2012 | 42,320 | 80.6 | 6,892 | 13.1 | 3,275 | 6.2 | 52,487 |
| 2009 | 36,245 | 78.2 | 6,563 | 14.2 | 3,529 | 7.6 | 46,337 |
| 2021 | 47,596 | 81.9 | 6,983 | 12.0 | 3,512 | 6.0 | 58,091 |
| 2018 | 48,268 | 81.8 | 7,185 | 12.2 | 3,543 | 6.0 | 58,996 |
| 2015 | 47,240 | 81.3 | 7,476 | 12.9 | 3,421 | 5.9 | 58,137 |
| 2012 | 46,223 | 83.6 | 6,282 | 11.4 | 2,783 | 5.0 | 55,288 |
| 2009 | 39,420 | 80.7 | 6,366 | 13.0 | 3,050 | 6.2 | 48,836 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Emotional maturity domain

**Table 53** — *National trends on the emotional maturity domain, by collection cycle – geographic location*

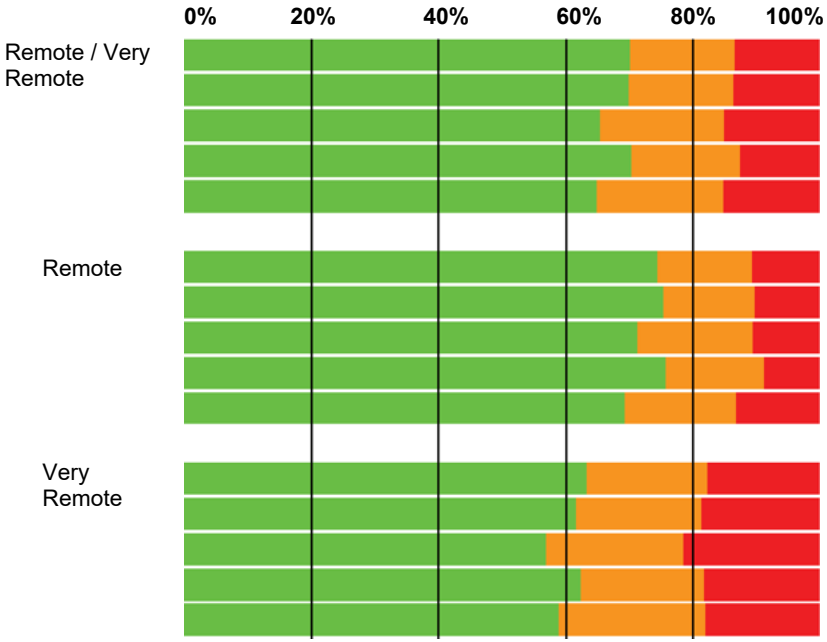



| Geographic Location | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| Major Cities | 2021 | 161,351 | 78.0 | 29,271 | 14.2 | 16,142 | 7.8 | 206,764 |
| | 2018 | 163,732 | 77.9 | 29,863 | 14.2 | 16,520 | 7.9 | 210,115 |
| | 2015 | 155,114 | 77.3 | 29,821 | 14.9 | 15,618 | 7.8 | 200,553 |
| | 2012 | 149,190 | 79.0 | 26,061 | 13.8 | 13,485 | 7.1 | 188,736 |
| | 2009 | 130,081 | 76.6 | 25,578 | 15.1 | 14,060 | 8.3 | 169,719 |
| Inner Regional / Outer Regional | 2021 | 55,282 | 74.8 | 11,361 | 15.4 | 7,283 | 9.9 | 73,926 |
| | 2018 | 57,270 | 75.4 | 11,416 | 15.0 | 7,236 | 9.5 | 75,922 |
| | 2015 | 58,566 | 75.0 | 12,382 | 15.8 | 7,173 | 9.2 | 78,121 |
| | 2012 | 58,833 | 76.6 | 11,495 | 15.0 | 6,459 | 8.4 | 76,787 |
| | 2009 | 51,835 | 74.2 | 11,273 | 16.1 | 6,758 | 9.7 | 69,866 |
| Inner Regional | 2021 | 38,203 | 75.4 | 7,631 | 15.1 | 4,828 | 9.5 | 50,662 |
| | 2018 | 39,200 | 76.1 | 7,520 | 14.6 | 4,814 | 9.3 | 51,534 |
| | 2015 | 39,369 | 75.5 | 8,091 | 15.5 | 4,697 | 9.0 | 52,157 |
| | 2012 | 39,360 | 77.1 | 7,474 | 14.6 | 4,206 | 8.2 | 51,040 |
| | 2009 | 34,882 | 74.6 | 7,445 | 15.9 | 4,412 | 9.4 | 46,739 |
| Outer Regional | 2021 | 17,079 | 73.4 | 3,730 | 16.0 | 2,455 | 10.6 | 23,264 |
| | 2018 | 18,070 | 74.1 | 3,896 | 16.0 | 2,422 | 9.9 | 24,388 |
| | 2015 | 19,197 | 73.9 | 4,291 | 16.5 | 2,476 | 9.5 | 25,964 |
| | 2012 | 19,473 | 75.6 | 4,021 | 15.6 | 2,253 | 8.8 | 25,747 |
| | 2009 | 16,953 | 73.3 | 3,828 | 16.6 | 2,346 | 10.1 | 23,127 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Emotional maturity domain

**Table 53** (continued) — *National trends on the emotional maturity domain, by collection cycle – geographic location*

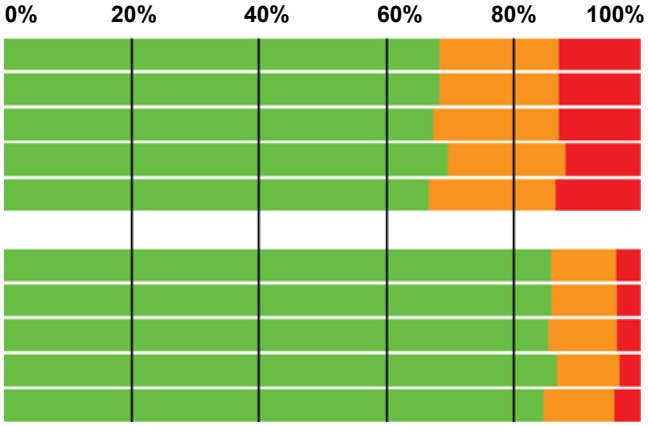



| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **Remote / Very Remote** | | | | | | | |
| 2021 | 4,424 | 70.2 | 1035 | 16.4 | 846 | 13.4 | 6,305 |
| 2018 | 4,737 | 70.0 | 1111 | 16.4 | 921 | 13.6 | 6,769 |
| 2015 | 4,661 | 65.4 | 1391 | 19.5 | 1075 | 15.1 | 7,127 |
| 2012 | 5,036 | 70.3 | 1222 | 17.1 | 901 | 12.6 | 7,159 |
| 2009 | 4,276 | 64.9 | 1306 | 19.8 | 1004 | 15.2 | 6,586 |
| **Remote** | | | | | | | |
| 2021 | 2,892 | 74.4 | 576 | 14.8 | 417 | 10.7 | 3,885 |
| 2018 | 3,095 | 75.4 | 588 | 14.3 | 424 | 10.3 | 4,107 |
| 2015 | 3,002 | 71.3 | 762 | 18.1 | 446 | 10.6 | 4,210 |
| 2012 | 3,245 | 75.7 | 665 | 15.5 | 377 | 8.8 | 4,287 |
| 2009 | 2,634 | 69.3 | 664 | 17.5 | 503 | 13.2 | 3,801 |
| **Very Remote** | | | | | | | |
| 2021 | 1,532 | 63.3 | 459 | 19.0 | 429 | 17.7 | 2,420 |
| 2018 | 1,642 | 61.7 | 523 | 19.6 | 497 | 18.7 | 2,662 |
| 2015 | 1,659 | 56.9 | 629 | 21.6 | 629 | 21.6 | 2,917 |
| 2012 | 1,791 | 62.4 | 557 | 19.4 | 524 | 18.2 | 2,872 |
| 2009 | 1,642 | 59.0 | 642 | 23.1 | 501 | 18.0 | 2,785 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

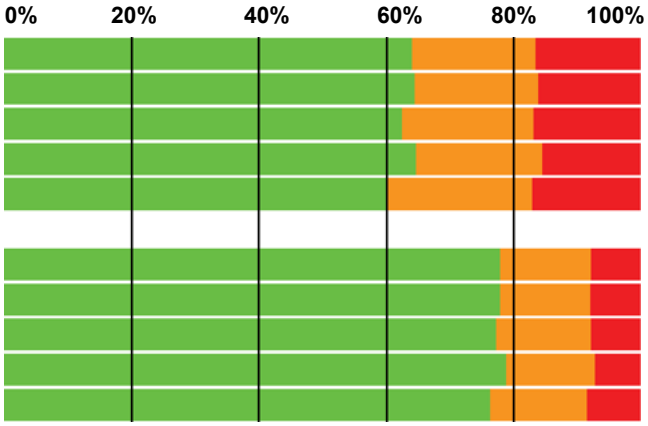
# Emotional maturity domain

**Table 54** — *National trends on the emotional maturity domain, by collection cycle – gender*




| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Gender** | Male | | | | | | | |
| 2021 | | 98,511 | 68.3 | 27,058 | 18.8 | 18,663 | 12.9 | 144,232 |
| 2018 | | 100,981 | 68.4 | 27,584 | 18.7 | 19,117 | 12.9 | 147,682 |
| 2015 | | 96,986 | 67.5 | 28,278 | 19.7 | 18,520 | 12.9 | 143,784 |
| 2012 | | 95,534 | 69.6 | 25,482 | 18.6 | 16,189 | 11.8 | 137,205 |
| 2009 | | 82,778 | 66.7 | 24,571 | 19.8 | 16,710 | 13.5 | 124,059 |
| | Female | | | | | | | |
| 2021 | | 122,546 | 85.8 | 14,609 | 10.2 | 5,608 | 3.9 | 142,763 |
| 2018 | | 124,758 | 86.0 | 14,806 | 10.2 | 5,560 | 3.8 | 145,124 |
| 2015 | | 121,355 | 85.5 | 15,316 | 10.8 | 5,346 | 3.8 | 142,017 |
| 2012 | | 117,525 | 86.7 | 13,296 | 9.8 | 4,656 | 3.4 | 135,477 |
| 2009 | | 103,432 | 84.7 | 13,589 | 11.1 | 5,117 | 4.2 | 122,138 |

**Table 55** — *National trends on the emotional maturity domain, by collection cycle – Aboriginal and Torres Strait Islander background*

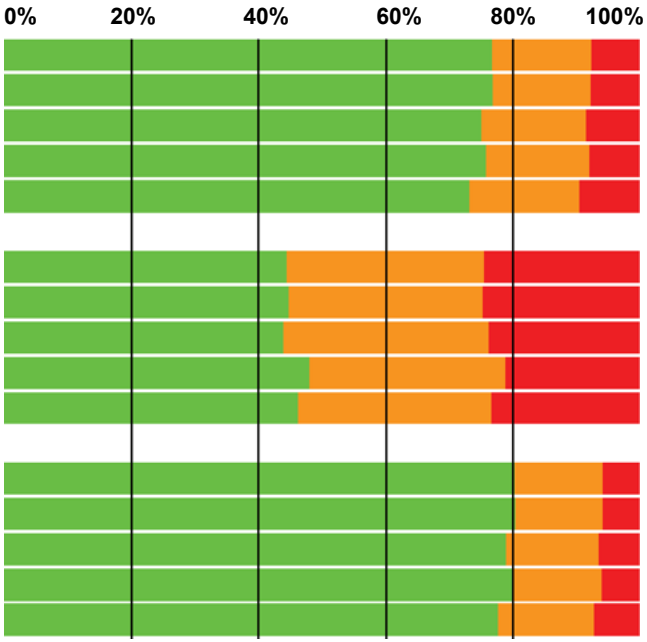



| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Aboriginal & Torres Strait Islander background** | Aboriginal & Torres Strait Islander | | | | | | | |
| 2021 | | 11,830 | 64.1 | 3568 | 19.3 | 3,049 | 16.5 | 18,447 |
| 2018 | | 11,254 | 64.5 | 3380 | 19.4 | 2,827 | 16.2 | 17,461 |
| 2015 | | 9,893 | 62.5 | 3277 | 20.7 | 2,671 | 16.9 | 15,841 |
| 2012 | | 9,041 | 64.7 | 2760 | 19.7 | 2,180 | 15.6 | 13,981 |
| 2009 | | 6,703 | 60.3 | 2517 | 22.6 | 1,901 | 17.1 | 11,121 |
| | Non-Aboriginal & Torres Strait Islander | | | | | | | |
| 2021 | | 209,227 | 77.9 | 38,099 | 14.2 | 21,222 | 7.9 | 268,548 |
| 2018 | | 214,330 | 77.9 | 38,982 | 14.2 | 21,824 | 7.9 | 275,136 |
| 2015 | | 208,448 | 77.2 | 40,317 | 14.9 | 21,195 | 7.9 | 269,960 |
| 2012 | | 204,018 | 78.9 | 36,018 | 13.9 | 18,665 | 7.2 | 258,701 |
| 2009 | | 179,507 | 76.4 | 35,643 | 15.2 | 19,926 | 8.5 | 235,076 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Emotional maturity domain

**Table 56** — *National trends on the emotional maturity domain, by collection cycle – language diversity*

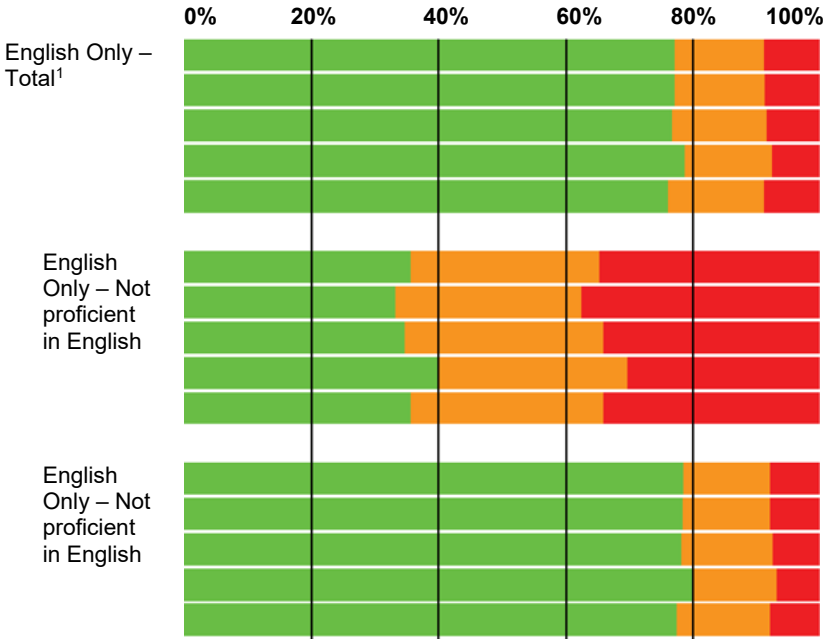



| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 59,459 | 76.8 | 12049 | 15.6 | 5,923 | 7.6 | 77,431 |
| 2018 | 57,398 | 76.9 | 11484 | 15.4 | 5,764 | 7.7 | 74,646 |
| 2015 | 46,271 | 75.0 | 10175 | 16.5 | 5,240 | 8.5 | 61,686 |
| 2012 | 39,490 | 75.9 | 8416 | 16.2 | 4,133 | 7.9 | 52,039 |
| 2009 | 31,981 | 73.2 | 7567 | 17.3 | 4,169 | 9.5 | 43,717 |
| 2021 | 3,352 | 44.4 | 2339 | 31.0 | 1,858 | 24.6 | 7,549 |
| 2018 | 3,293 | 44.8 | 2236 | 30.4 | 1,825 | 24.8 | 7,354 |
| 2015 | 3,082 | 43.9 | 2273 | 32.4 | 1,669 | 23.8 | 7,024 |
| 2012 | 3,149 | 48.0 | 2028 | 30.9 | 1,385 | 21.1 | 6,562 |
| 2009 | 2,887 | 46.2 | 1899 | 30.4 | 1,457 | 23.3 | 6,243 |
| 2021 | 56,082 | 80.3 | 9693 | 13.9 | 4,055 | 5.8 | 69,830 |
| 2018 | 54,002 | 80.4 | 9225 | 13.7 | 3,924 | 5.8 | 67,151 |
| 2015 | 43,162 | 79.0 | 7895 | 14.5 | 3,568 | 6.5 | 54,625 |
| 2012 | 36,260 | 80.0 | 6351 | 14.0 | 2,739 | 6.0 | 45,350 |
| 2009 | 29,037 | 77.7 | 5646 | 15.1 | 2,700 | 7.2 | 37,383 |

[1] Total for LBOTE includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Emotional maturity domain

**Table 56** (continued) — *National trends on the emotional maturity domain, by collection cycle – language diversity*




| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 161,598 | 77.1 | 29,618 | 14.1 | 18,348 | 8.8 | 209,564 |
| 2018 | 168,341 | 77.2 | 30,906 | 14.2 | 18,913 | 8.7 | 218,160 |
| 2015 | 172,070 | 76.8 | 33,419 | 14.9 | 18,626 | 8.3 | 224,115 |
| 2012 | 173,569 | 78.7 | 30,362 | 13.8 | 16,712 | 7.6 | 220,643 |
| 2009 | 154,229 | 76.2 | 30,593 | 15.1 | 17,658 | 8.7 | 202,480 |
| 2021 | 2,391 | 35.6 | 1,998 | 29.7 | 2,334 | 34.7 | 6,723 |
| 2018 | 1,955 | 33.1 | 1,729 | 29.3 | 2,215 | 37.5 | 5,899 |
| 2015 | 2,489 | 34.7 | 2,239 | 31.2 | 2,447 | 34.1 | 7,175 |
| 2012 | 2,720 | 40.1 | 2,005 | 29.6 | 2,052 | 30.3 | 6,777 |
| 2009 | 2,288 | 35.6 | 1,949 | 30.3 | 2,194 | 34.1 | 6,431 |
| 2021 | 159,187 | 78.5 | 27,611 | 13.6 | 16,010 | 7.9 | 202,808 |
| 2018 | 166,332 | 78.4 | 29,155 | 13.7 | 16,685 | 7.9 | 212,172 |
| 2015 | 169,562 | 78.2 | 31,167 | 14.4 | 16,169 | 7.5 | 216,898 |
| 2012 | 170,479 | 79.9 | 28,263 | 13.2 | 14,620 | 6.9 | 213,362 |
| 2009 | 151,845 | 77.5 | 28,616 | 14.6 | 15,451 | 7.9 | 195,912 |

[1] Total children who speak only English at home includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Language and cognitive skills (school-based) domain

**Table 57** — *National trends on the language and cognitive skills (school-based) domain, by collection cycle – overall and jurisdiction*


| | | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | | n | % | n | % | n | % | n |
| **Overall** | Australia | 2021 | 237,499 | 82.6 | 29,091 | 10.1 | 21,107 | 7.3 | 287,697 |
| | | 2018 | 247,870 | 84.4 | 26,291 | 9.0 | 19,417 | 6.6 | 293,578 |
| | | 2015 | 242,518 | 84.6 | 25,597 | 8.9 | 18,533 | 6.5 | 286,648 |
| | | 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 |
| **Jurisdiction** | NSW | 2021 | 76,676 | 84.9 | 8,092 | 9.0 | 5,576 | 6.2 | 90,344 |
| | | 2018 | 81,521 | 87.2 | 7,086 | 7.6 | 4,884 | 5.2 | 93,491 |
| | | 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 |
| | VIC | 2021 | 57,203 | 82.6 | 7,035 | 10.2 | 4,993 | 7.2 | 69,231 |
| | | 2018 | 60,779 | 84.6 | 6,461 | 9.0 | 4,608 | 6.4 | 71,848 |
| | | 2015 | 57,474 | 84.7 | 6,062 | 8.9 | 4,292 | 6.3 | 67,828 |
| | | 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 |
| | QLD | 2021 | 49,548 | 80.7 | 6,712 | 10.9 | 5,127 | 8.4 | 61,387 |
| | | 2018 | 50,909 | 82.4 | 5,925 | 9.6 | 4,947 | 8.0 | 61,781 |
| | | 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Language and cognitive skills (school-based) domain

**Table 57** (continued) — *National trends on the language and cognitive skills (school-based) domain, by collection cycle – overall and jurisdiction*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **SA** | | | | | | | |
| 2021 | 15,407 | 81.6 | 1,989 | 10.5 | 1,494 | 7.9 | 18,890 |
| 2018 | 15,805 | 82.7 | 1,928 | 10.1 | 1,375 | 7.2 | 19,108 |
| 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 |
| **WA** | | | | | | | |
| 2021 | 27,779 | 82.3 | 3,556 | 10.5 | 2,416 | 7.2 | 33,751 |
| 2018 | 27,418 | 83.4 | 3,284 | 10.0 | 2,158 | 6.6 | 32,860 |
| 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 |
| **TAS** | | | | | | | |
| 2021 | 4,329 | 77.4 | 749 | 13.4 | 514 | 9.2 | 5,592 |
| 2018 | 4,701 | 80.6 | 660 | 11.3 | 468 | 8.0 | 5,829 |
| 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 |
| **NT** | | | | | | | |
| 2021 | 1,946 | 65.5 | 397 | 13.4 | 630 | 21.2 | 2,973 |
| 2018 | 2,124 | 66.8 | 433 | 13.6 | 625 | 19.6 | 3,182 |
| 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 |
| **ACT** | | | | | | | |
| 2021 | 4,611 | 83.4 | 561 | 10.1 | 357 | 6.5 | 5,529 |
| 2018 | 4,613 | 84.2 | 514 | 9.4 | 352 | 6.4 | 5,479 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Language and cognitive skills (school-based) domain

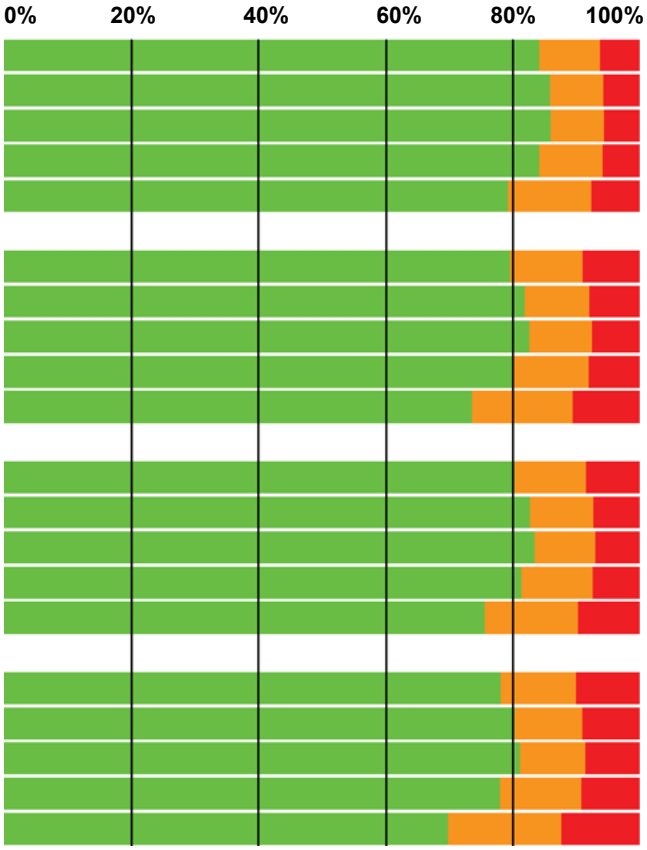
**Table 58** — *National trends on the language and cognitive skills (school-based) domain, by collection cycle – socio-economic status*


| Socio-economic Status | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| Quintile 1 (most disadvantaged) | 2021 | 37,828 | 71.3 | 7,787 | 14.7 | 7,416 | 14.0 | 53,031 |
| | 2018 | 42,914 | 74.0 | 7,661 | 13.2 | 7,387 | 12.7 | 57,962 |
| | 2015 | 43,975 | 74.7 | 7,620 | 12.9 | 7,291 | 12.4 | 58,886 |
| | 2012 | 42,129 | 72.4 | 8,729 | 15.0 | 7,310 | 12.6 | 58,168 |
| | 2009 | 37,490 | 68.5 | 9,449 | 17.3 | 7,775 | 14.2 | 54,714 |
| Quintile 2 | 2021 | 43,511 | 79.4 | 6,404 | 11.7 | 4,864 | 8.9 | 54,779 |
| | 2018 | 46,070 | 82.0 | 5,790 | 10.3 | 4,330 | 7.7 | 56,190 |
| | 2015 | 45,564 | 82.6 | 5,468 | 9.9 | 4,162 | 7.5 | 55,194 |
| | 2012 | 43,032 | 80.4 | 6,301 | 11.8 | 4,172 | 7.8 | 53,505 |
| | 2009 | 35,853 | 74.8 | 7,262 | 15.1 | 4,827 | 10.1 | 47,942 |
| Quintile 3 | 2021 | 48,937 | 83.7 | 5,768 | 9.9 | 3,750 | 6.4 | 58,455 |
| | 2018 | 50,600 | 85.7 | 5,018 | 8.5 | 3,391 | 5.7 | 59,009 |
| | 2015 | 49,031 | 85.8 | 4,991 | 8.7 | 3,097 | 5.4 | 57,119 |
| | 2012 | 44,641 | 83.7 | 5,527 | 10.4 | 3,174 | 6.0 | 53,342 |
| | 2009 | 36,874 | 77.6 | 6,763 | 14.2 | 3,869 | 8.1 | 47,506 |
| Quintile 4 | 2021 | 53,774 | 86.6 | 5,221 | 8.4 | 3,107 | 5.0 | 62,102 |
| | 2018 | 53,736 | 88.6 | 4,343 | 7.2 | 2,572 | 4.2 | 60,651 |
| | 2015 | 50,130 | 88.6 | 4,131 | 7.3 | 2,316 | 4.1 | 56,577 |
| | 2012 | 45,732 | 86.8 | 4,640 | 8.8 | 2,330 | 4.4 | 52,702 |
| | 2009 | 37,340 | 80.4 | 6,005 | 12.9 | 3,087 | 6.6 | 46,432 |
| Quintile 5 (least disadvantaged) | 2021 | 52,541 | 90.3 | 3,800 | 6.5 | 1,873 | 3.2 | 58,214 |
| | 2018 | 54,058 | 91.4 | 3,428 | 5.8 | 1,666 | 2.8 | 59,152 |
| | 2015 | 53,361 | 91.6 | 3,320 | 5.7 | 1,596 | 2.7 | 58,277 |
| | 2012 | 50,239 | 90.5 | 3,799 | 6.8 | 1,488 | 2.7 | 55,526 |
| | 2009 | 41,847 | 85.4 | 4,898 | 10.0 | 2,228 | 4.5 | 48,973 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Language and cognitive skills (school-based) domain

**Table 59** — *National trends on the language and cognitive skills (school-based) domain, by collection cycle – geographic location*




| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **Major Cities** | | | | | | | |
| 2021 | 174,408 | 84.1 | 19,690 | 9.5 | 13,204 | 6.4 | 207,302 |
| 2018 | 180,950 | 85.8 | 17,683 | 8.4 | 12,173 | 5.8 | 210,806 |
| 2015 | 172,993 | 86.0 | 16,910 | 8.4 | 11,326 | 5.6 | 201,229 |
| 2012 | 159,740 | 84.2 | 18,884 | 10.0 | 11,107 | 5.9 | 189,731 |
| 2009 | 134,901 | 79.3 | 22,209 | 13.1 | 13,037 | 7.7 | 170,147 |
| **Inner Regional / Outer Regional** | | | | | | | |
| 2021 | 58,926 | 79.6 | 8,495 | 11.5 | 6,636 | 9.0 | 74,057 |
| 2018 | 62,257 | 82.0 | 7,697 | 10.1 | 6,015 | 7.9 | 75,969 |
| 2015 | 64,653 | 82.6 | 7,669 | 9.8 | 5,916 | 7.6 | 78,238 |
| 2012 | 61,691 | 80.2 | 9,051 | 11.8 | 6,196 | 8.1 | 76,938 |
| 2009 | 51,560 | 73.7 | 11,009 | 15.7 | 7,433 | 10.6 | 70,002 |
| **Inner Regional** | | | | | | | |
| 2021 | 40,728 | 80.3 | 5,729 | 11.3 | 4,294 | 8.5 | 50,751 |
| 2018 | 42,660 | 82.7 | 5,101 | 9.9 | 3,809 | 7.4 | 51,570 |
| 2015 | 43,553 | 83.4 | 4,983 | 9.5 | 3,694 | 7.1 | 52,230 |
| 2012 | 41,598 | 81.3 | 5,760 | 11.3 | 3,797 | 7.4 | 51,155 |
| 2009 | 35,377 | 75.5 | 6,890 | 14.7 | 4,566 | 9.7 | 46,833 |
| **Outer Regional** | | | | | | | |
| 2021 | 18,198 | 78.1 | 2,766 | 11.9 | 2,342 | 10.0 | 23,306 |
| 2018 | 19,597 | 80.3 | 2,596 | 10.6 | 2,206 | 9.0 | 24,399 |
| 2015 | 21,100 | 81.1 | 2,686 | 10.3 | 2,222 | 8.5 | 26,008 |
| 2012 | 20,093 | 77.9 | 3,291 | 12.8 | 2,399 | 9.3 | 25,783 |
| 2009 | 16,183 | 69.8 | 4,119 | 17.8 | 2,867 | 12.4 | 23,169 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Language and cognitive skills (school-based) domain

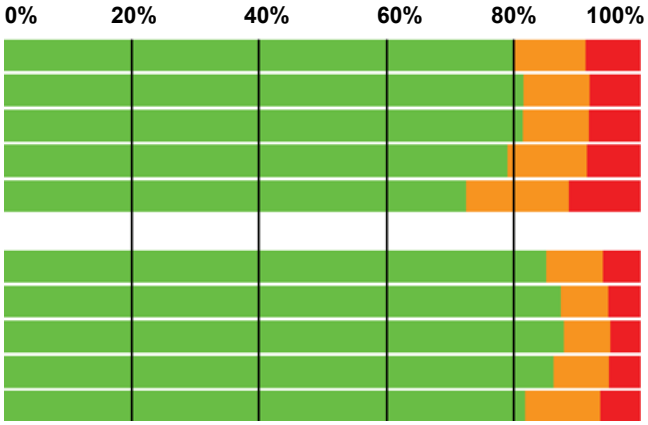
**Table 59** (continued) — *National trends on the language and cognitive skills (school-based) domain, by collection cycle – geographic location*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 4,165 | 65.7 | 906 | 14.3 | 1267 | 20.0 | 6,338 |
| 2018 | 4,663 | 68.5 | 911 | 13.4 | 1229 | 18.1 | 6,803 |
| 2015 | 4,872 | 67.8 | 1018 | 14.2 | 1291 | 18.0 | 7,181 |
| 2012 | 4,829 | 66.8 | 1137 | 15.7 | 1261 | 17.4 | 7,227 |
| 2009 | 3,814 | 57.5 | 1356 | 20.5 | 1460 | 22.0 | 6,630 |
| 2021 | 2,838 | 72.8 | 512 | 13.1 | 550 | 14.1 | 3,900 |
| 2018 | 3,189 | 77.4 | 486 | 11.8 | 446 | 10.8 | 4,121 |
| 2015 | 3,178 | 75.4 | 544 | 12.9 | 493 | 11.7 | 4,215 |
| 2012 | 3,187 | 74.2 | 597 | 13.9 | 510 | 11.9 | 4,294 |
| 2009 | 2,464 | 64.5 | 715 | 18.7 | 642 | 16.8 | 3,821 |
| 2021 | 1,327 | 54.4 | 394 | 16.2 | 717 | 29.4 | 2,438 |
| 2018 | 1,474 | 55.0 | 425 | 15.8 | 783 | 29.2 | 2,682 |
| 2015 | 1,694 | 57.1 | 474 | 16.0 | 798 | 26.9 | 2,966 |
| 2012 | 1,642 | 56.0 | 540 | 18.4 | 751 | 25.6 | 2,933 |
| 2009 | 1,350 | 48.1 | 641 | 22.8 | 818 | 29.1 | 2,809 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

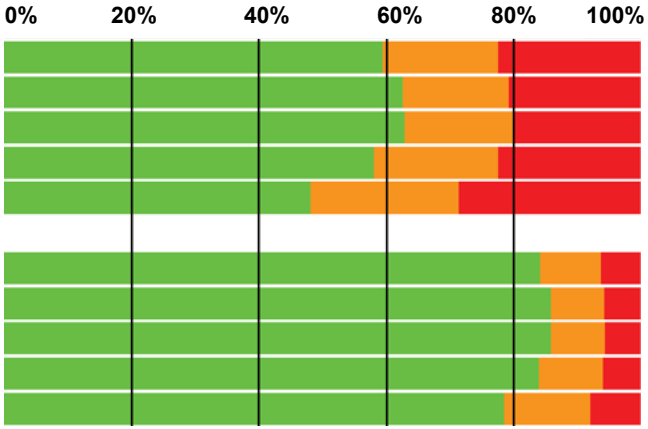
# Language and cognitive skills (school-based) domain

**Table 60** — *National trends on the language and cognitive skills (school-based) domain, by collection cycle – gender*




| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Gender** | Male | | | | | | | |
| | 2021 | 115,800 | 80.0 | 16,360 | 11.3 | 12,565 | 8.7 | 144,725 |
| | 2018 | 120,884 | 81.6 | 15,327 | 10.3 | 12,014 | 8.1 | 148,225 |
| | 2015 | 117,474 | 81.4 | 15,117 | 10.5 | 11,713 | 8.1 | 144,304 |
| | 2012 | 109,068 | 79.0 | 17,229 | 12.5 | 11,689 | 8.5 | 137,986 |
| | 2009 | 90,182 | 72.4 | 20,244 | 16.3 | 14,050 | 11.3 | 124,476 |
| | Female | | | | | | | |
| | 2021 | 121,699 | 85.1 | 12,731 | 8.9 | 8,542 | 6.0 | 142,972 |
| | 2018 | 126,986 | 87.4 | 10,964 | 7.5 | 7,403 | 5.1 | 145,353 |
| | 2015 | 125,044 | 87.8 | 10,480 | 7.4 | 6,820 | 4.8 | 142,344 |
| | 2012 | 117,192 | 86.2 | 11,843 | 8.7 | 6,875 | 5.1 | 135,910 |
| | 2009 | 100,116 | 81.8 | 14,335 | 11.7 | 7,883 | 6.4 | 122,334 |

**Table 61** — *National trends on the language and cognitive skills (school-based) domain, by collection cycle - Aboriginal and Torres Strait Islander background*

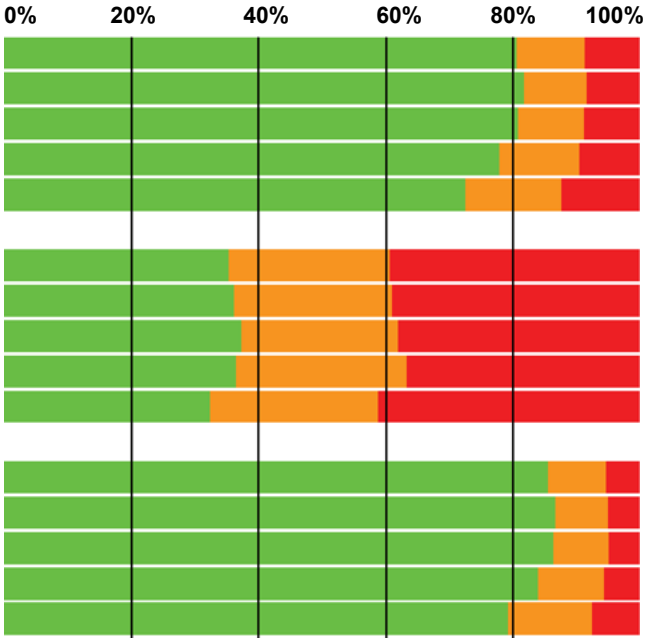



| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Aboriginal & Torres Strait Islander background** | Aboriginal & Torres Strait Islander | | | | | | | |
| | 2021 | 10,989 | 59.4 | 3350 | 18.1 | 4,157 | 22.5 | 18,496 |
| | 2018 | 10,966 | 62.6 | 2925 | 16.7 | 3,626 | 20.7 | 17,517 |
| | 2015 | 9,972 | 62.8 | 2698 | 17.0 | 3,199 | 20.2 | 15,869 |
| | 2012 | 8,140 | 58.1 | 2735 | 19.5 | 3,142 | 22.4 | 14,017 |
| | 2009 | 5,368 | 48.0 | 2605 | 23.3 | 3,201 | 28.6 | 11,174 |
| | Non-Aboriginal & Torres Strait Islander | | | | | | | |
| | 2021 | 226,510 | 84.1 | 25,741 | 9.6 | 16,950 | 6.3 | 269,201 |
| | 2018 | 236,750 | 85.8 | 23,335 | 8.5 | 15,767 | 5.7 | 275,852 |
| | 2015 | 232,546 | 85.9 | 22,899 | 8.5 | 15,334 | 5.7 | 270,779 |
| | 2012 | 218,120 | 83.9 | 26,337 | 10.1 | 15,422 | 5.9 | 259,879 |
| | 2009 | 184,930 | 78.5 | 31,974 | 13.6 | 18,732 | 7.9 | 235,636 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Language and cognitive skills (school-based) domain

**Table 62** — *National trends on the language and cognitive skills (school-based) domain, by collection cycle – language diversity*

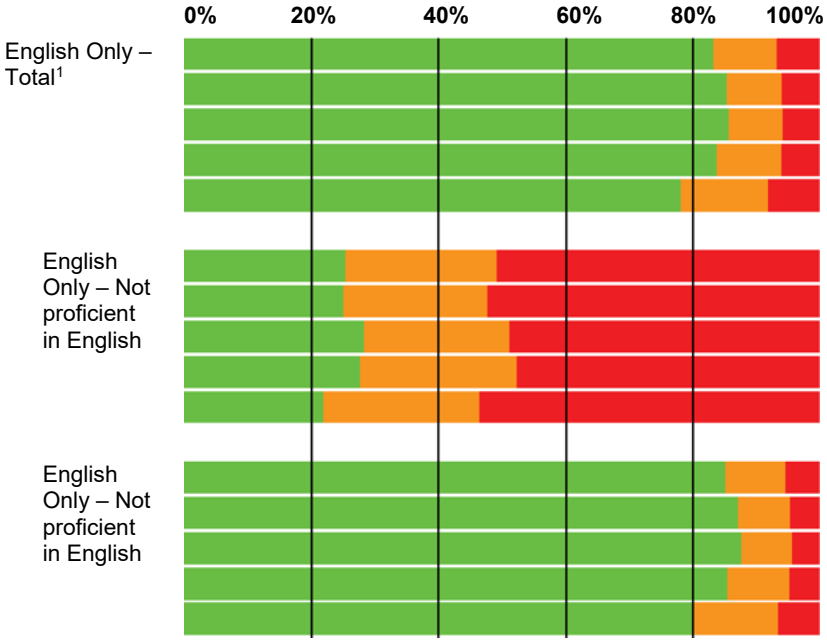



| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| **LBOTE – Total[1]** | | | | | | | |
| 2021 | 62,651 | 80.6 | 8303 | 10.7 | 6,751 | 8.7 | 77,705 |
| 2018 | 61,239 | 81.7 | 7446 | 9.9 | 6,272 | 8.4 | 74,957 |
| 2015 | 50,088 | 80.8 | 6503 | 10.5 | 5,408 | 8.7 | 61,999 |
| 2012 | 40,841 | 77.9 | 6557 | 12.5 | 5,025 | 9.6 | 52,423 |
| 2009 | 31,838 | 72.5 | 6638 | 15.1 | 5,429 | 12.4 | 43,905 |
| **LBOTE – Not proficient in English** | | | | | | | |
| 2021 | 2,678 | 35.3 | 1920 | 25.3 | 2,989 | 39.4 | 7,587 |
| 2018 | 2,676 | 36.1 | 1845 | 24.9 | 2,883 | 38.9 | 7,404 |
| 2015 | 2,641 | 37.3 | 1744 | 24.6 | 2,695 | 38.1 | 7,080 |
| 2012 | 2,417 | 36.5 | 1777 | 26.8 | 2,430 | 36.7 | 6,624 |
| 2009 | 2,039 | 32.4 | 1660 | 26.4 | 2,593 | 41.2 | 6,292 |
| **LBOTE – Proficient in English** | | | | | | | |
| 2021 | 59,949 | 85.5 | 6381 | 9.1 | 3,750 | 5.4 | 70,080 |
| 2018 | 58,455 | 86.7 | 5585 | 8.3 | 3,379 | 5.0 | 67,419 |
| 2015 | 47,420 | 86.4 | 4756 | 8.7 | 2,706 | 4.9 | 54,882 |
| 2012 | 38,319 | 83.9 | 4761 | 10.4 | 2,586 | 5.7 | 45,666 |
| 2009 | 29,744 | 79.3 | 4966 | 13.2 | 2,819 | 7.5 | 37,529 |

[1] Total for LBOTE includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Language and cognitive skills (school-based) domain

**Table 62** (continued) — *National trends on the language and cognitive skills (school-based) domain, by collection cycle – language diversity*




| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 174,848 | 83.3 | 20,788 | 9.9 | 14,356 | 6.8 | 209,992 |
| 2018 | 186,631 | 85.4 | 18,845 | 8.6 | 13,145 | 6.0 | 218,621 |
| 2015 | 192,430 | 85.7 | 19,094 | 8.5 | 13,125 | 5.8 | 224,649 |
| 2012 | 185,419 | 83.7 | 22,515 | 10.2 | 13,539 | 6.1 | 221,473 |
| 2009 | 158,460 | 78.1 | 27,941 | 13.8 | 16,504 | 8.1 | 202,905 |
| 2021 | 1,711 | 25.4 | 1,602 | 23.8 | 3,419 | 50.8 | 6,732 |
| 2018 | 1,482 | 25.1 | 1,336 | 22.6 | 3,098 | 52.4 | 5,916 |
| 2015 | 2,041 | 28.4 | 1,638 | 22.8 | 3,517 | 48.9 | 7,196 |
| 2012 | 1,886 | 27.7 | 1,676 | 24.6 | 3,246 | 47.7 | 6,808 |
| 2009 | 1,414 | 21.9 | 1,589 | 24.6 | 3,455 | 53.5 | 6,458 |
| 2021 | 173,114 | 85.2 | 19,183 | 9.4 | 10,933 | 5.4 | 203,230 |
| 2018 | 185,089 | 87.1 | 17,503 | 8.2 | 10,030 | 4.7 | 212,622 |
| 2015 | 190,365 | 87.6 | 17,449 | 8.0 | 9,600 | 4.4 | 217,414 |
| 2012 | 183,107 | 85.5 | 20,765 | 9.7 | 10,271 | 4.8 | 214,143 |
| 2009 | 156,945 | 79.9 | 26,340 | 13.4 | 13,032 | 6.6 | 196,317 |

[1] Total children who speak only English at home includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Communication skills and general knowledge domain

**Table 63** — *National trends on the communication skills and general knowledge domain, by collection cycle – overall and jurisdiction*


| | | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | | n | % | n | % | n | % | n |
| **Overall** | Australia | 2021 | 222,056 | 77.1 | 41,882 | 14.5 | 24,064 | 8.4 | 288,002 |
| | | 2018 | 227,163 | 77.3 | 42,473 | 14.5 | 24,232 | 8.2 | 293,868 |
| | | 2015 | 219,023 | 76.3 | 43,415 | 15.1 | 24,475 | 8.5 | 286,913 |
| | | 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 |
| **Jurisdiction** | NSW | 2021 | 68,741 | 76.0 | 14,068 | 15.6 | 7,618 | 8.4 | 90,427 |
| | | 2018 | 71,825 | 76.8 | 14,268 | 15.3 | 7,448 | 8.0 | 93,541 |
| | | 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 |
| | VIC | 2021 | 54,700 | 79.0 | 9,441 | 13.6 | 5,134 | 7.4 | 69,275 |
| | | 2018 | 57,098 | 79.4 | 9,483 | 13.2 | 5,312 | 7.4 | 71,893 |
| | | 2015 | 53,474 | 78.8 | 9,259 | 13.6 | 5,131 | 7.6 | 67,864 |
| | | 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 |
| | QLD | 2021 | 46,733 | 76.1 | 9,121 | 14.8 | 5,596 | 9.1 | 61,450 |
| | | 2018 | 45,747 | 74.0 | 9,838 | 15.9 | 6,248 | 10.1 | 61,833 |
| | | 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Communication skills and general knowledge domain

**Table 63** (continued) — *National trends on the communication skills and general knowledge domain, by collection cycle – overall and jurisdiction*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| SA | | | | | | | |
| 2021 | 14,744 | 77.8 | 2,576 | 13.6 | 1,622 | 8.6 | 18,942 |
| 2018 | 14,919 | 77.8 | 2,642 | 13.8 | 1,620 | 8.4 | 19,181 |
| 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 |
| WA | | | | | | | |
| 2021 | 26,822 | 79.3 | 4,266 | 12.6 | 2,717 | 8.0 | 33,805 |
| 2018 | 26,749 | 81.3 | 3,837 | 11.7 | 2,311 | 7.0 | 32,897 |
| 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 |
| TAS | | | | | | | |
| 2021 | 4,436 | 79.3 | 788 | 14.1 | 370 | 6.6 | 5,594 |
| 2018 | 4,727 | 80.9 | 785 | 13.4 | 334 | 5.7 | 5,846 |
| 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 |
| NT | | | | | | | |
| 2021 | 1,919 | 64.5 | 557 | 18.7 | 500 | 16.8 | 2,976 |
| 2018 | 2,124 | 66.5 | 537 | 16.8 | 532 | 16.7 | 3,193 |
| 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 |
| ACT | | | | | | | |
| 2021 | 3,961 | 71.6 | 1065 | 19.2 | 507 | 9.2 | 5,533 |
| 2018 | 3,974 | 72.5 | 1083 | 19.7 | 427 | 7.8 | 5,484 |
| 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 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Communication skills and general knowledge domain

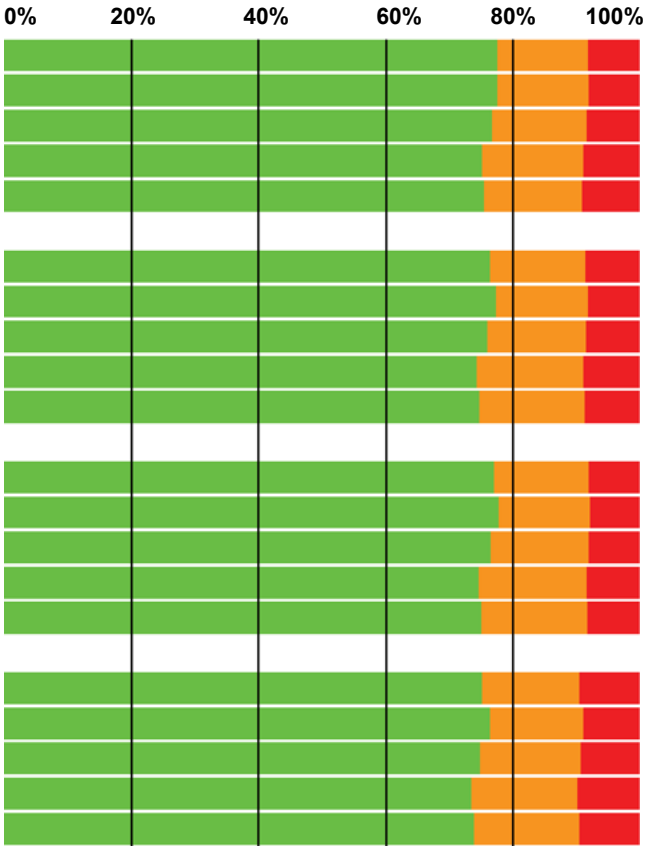
**Table 64** — *National trends on the communication skills and general knowledge domain, by collection cycle – socio-economic status*


| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 35,655 | 67.2 | 9,731 | 18.3 | 7,711 | 14.5 | 53,097 |
| 2018 | 38,987 | 67.2 | 10,659 | 18.4 | 8,389 | 14.5 | 58,035 |
| 2015 | 39,030 | 66.2 | 11,254 | 19.1 | 8,666 | 14.7 | 58,950 |
| 2012 | 37,417 | 64.3 | 11,906 | 20.5 | 8,879 | 15.3 | 58,202 |
| 2009 | 36,826 | 67.2 | 10,274 | 18.7 | 7,732 | 14.1 | 54,832 |
| 2021 | 40,924 | 74.6 | 8,625 | 15.7 | 5,284 | 9.6 | 54,833 |
| 2018 | 42,151 | 74.9 | 8,756 | 15.6 | 5,337 | 9.5 | 56,244 |
| 2015 | 40,760 | 73.8 | 9,094 | 16.5 | 5,383 | 9.7 | 55,237 |
| 2012 | 38,554 | 72.1 | 9,544 | 17.8 | 5,401 | 10.1 | 53,499 |
| 2009 | 34,983 | 72.9 | 8,164 | 17.0 | 4,864 | 10.1 | 48,011 |
| 2021 | 45,923 | 78.5 | 8,229 | 14.1 | 4,351 | 7.4 | 58,503 |
| 2018 | 46,584 | 78.9 | 8,236 | 13.9 | 4,250 | 7.2 | 59,070 |
| 2015 | 44,391 | 77.7 | 8,433 | 14.8 | 4,341 | 7.6 | 57,165 |
| 2012 | 40,511 | 76.0 | 8,446 | 15.8 | 4,347 | 8.2 | 53,304 |
| 2009 | 36,008 | 75.7 | 7,514 | 15.8 | 4,066 | 8.5 | 47,588 |
| 2021 | 50,133 | 80.6 | 8,159 | 13.1 | 3,890 | 6.3 | 62,182 |
| 2018 | 49,289 | 81.2 | 7,791 | 12.8 | 3,626 | 6.0 | 60,706 |
| 2015 | 45,712 | 80.7 | 7,558 | 13.3 | 3,376 | 6.0 | 56,646 |
| 2012 | 41,570 | 78.9 | 7,754 | 14.7 | 3,380 | 6.4 | 52,704 |
| 2009 | 36,461 | 78.4 | 6,761 | 14.5 | 3,278 | 7.0 | 46,500 |
| 2021 | 48,637 | 83.5 | 6,953 | 11.9 | 2,681 | 4.6 | 58,271 |
| 2018 | 49,692 | 83.9 | 6,941 | 11.7 | 2,565 | 4.3 | 59,198 |
| 2015 | 48,728 | 83.6 | 6,966 | 11.9 | 2,625 | 4.5 | 58,319 |
| 2012 | 46,199 | 83.3 | 6,881 | 12.4 | 2,413 | 4.3 | 55,493 |
| 2009 | 40,286 | 82.2 | 6,127 | 12.5 | 2,618 | 5.3 | 49,031 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Communication skills and general knowledge domain

**Table 65** — *National trends on the communication skills and general knowledge domain, by collection cycle – geographic location*

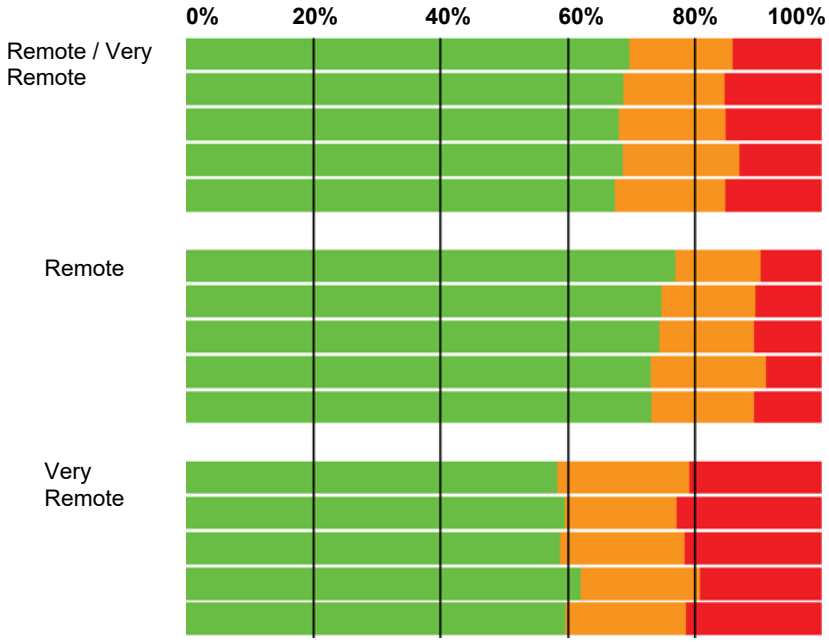



| Geographic Location | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| Major Cities | 2021 | 160,939 | 77.6 | 29,722 | 14.3 | 16,846 | 8.1 | 207,507 |
| | 2018 | 163,618 | 77.6 | 30,378 | 14.4 | 16,975 | 8.0 | 210,971 |
| | 2015 | 154,605 | 76.8 | 30,018 | 14.9 | 16,760 | 8.3 | 201,383 |
| | 2012 | 142,602 | 75.2 | 30,327 | 16.0 | 16,764 | 8.8 | 189,693 |
| | 2009 | 128,576 | 75.5 | 26,211 | 15.4 | 15,575 | 9.1 | 170,362 |
| Inner Regional / Outer Regional | 2021 | 56,683 | 76.5 | 11,131 | 15.0 | 6,329 | 8.5 | 74,143 |
| | 2018 | 58,860 | 77.4 | 11,011 | 14.5 | 6,210 | 8.2 | 76,081 |
| | 2015 | 59,508 | 76.0 | 12,182 | 15.6 | 6,618 | 8.5 | 78,308 |
| | 2012 | 57,126 | 74.3 | 12,975 | 16.9 | 6,810 | 8.9 | 76,911 |
| | 2009 | 52,382 | 74.7 | 11,655 | 16.6 | 6,106 | 8.7 | 70,143 |
| Inner Regional | 2021 | 39,154 | 77.1 | 7,554 | 14.9 | 4,099 | 8.1 | 50,807 |
| | 2018 | 40,173 | 77.8 | 7,428 | 14.4 | 4,041 | 7.8 | 51,642 |
| | 2015 | 40,030 | 76.6 | 8,070 | 15.4 | 4,185 | 8.0 | 52,285 |
| | 2012 | 38,149 | 74.6 | 8,712 | 17.0 | 4,250 | 8.3 | 51,111 |
| | 2009 | 35,211 | 75.1 | 7,826 | 16.7 | 3,875 | 8.3 | 46,912 |
| Outer Regional | 2021 | 17,529 | 75.1 | 3,577 | 15.3 | 2,230 | 9.6 | 23,336 |
| | 2018 | 18,687 | 76.5 | 3,583 | 14.7 | 2,169 | 8.9 | 24,439 |
| | 2015 | 19,478 | 74.8 | 4,112 | 15.8 | 2,433 | 9.3 | 26,023 |
| | 2012 | 18,977 | 73.6 | 4,263 | 16.5 | 2,560 | 9.9 | 25,800 |
| | 2009 | 17,171 | 73.9 | 3,829 | 16.5 | 2,231 | 9.6 | 23,231 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Communication skills and general knowledge domain

**Table 65** (continued) — *National trends on the communication skills and general knowledge domain, by collection cycle – geographic location*

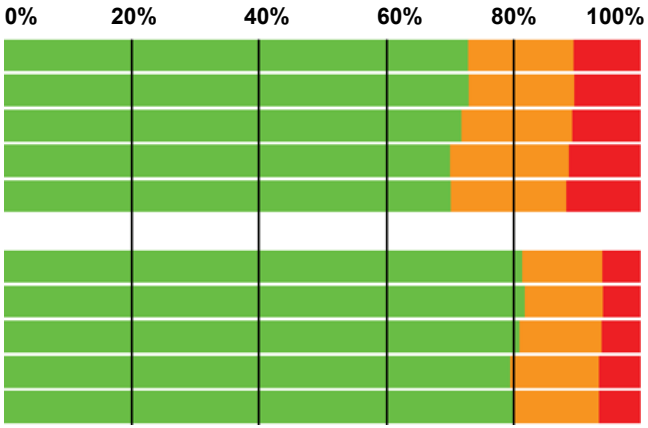



| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 4,434 | 69.8 | 1029 | 16.2 | 889 | 14.0 | 6,352 |
| 2018 | 4,685 | 68.7 | 1084 | 15.9 | 1047 | 15.4 | 6,816 |
| 2015 | 4,910 | 68.0 | 1215 | 16.8 | 1097 | 15.2 | 7,222 |
| 2012 | 4,974 | 68.6 | 1331 | 18.4 | 946 | 13.0 | 7,251 |
| 2009 | 4,501 | 67.5 | 1154 | 17.3 | 1018 | 15.3 | 6,673 |
| 2021 | 3,004 | 77.0 | 521 | 13.3 | 378 | 9.7 | 3,903 |
| 2018 | 3,085 | 74.8 | 608 | 14.7 | 433 | 10.5 | 4,126 |
| 2015 | 3,153 | 74.4 | 632 | 14.9 | 451 | 10.6 | 4,236 |
| 2012 | 3,146 | 73.1 | 779 | 18.1 | 379 | 8.8 | 4,304 |
| 2009 | 2,812 | 73.2 | 620 | 16.1 | 410 | 10.7 | 3,842 |
| 2021 | 1,430 | 58.4 | 508 | 20.7 | 511 | 20.9 | 2,449 |
| 2018 | 1,600 | 59.5 | 476 | 17.7 | 614 | 22.8 | 2,690 |
| 2015 | 1,757 | 58.8 | 583 | 19.5 | 646 | 21.6 | 2,986 |
| 2012 | 1,828 | 62.0 | 552 | 18.7 | 567 | 19.2 | 2,947 |
| 2009 | 1,689 | 59.7 | 534 | 18.9 | 608 | 21.5 | 2,831 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

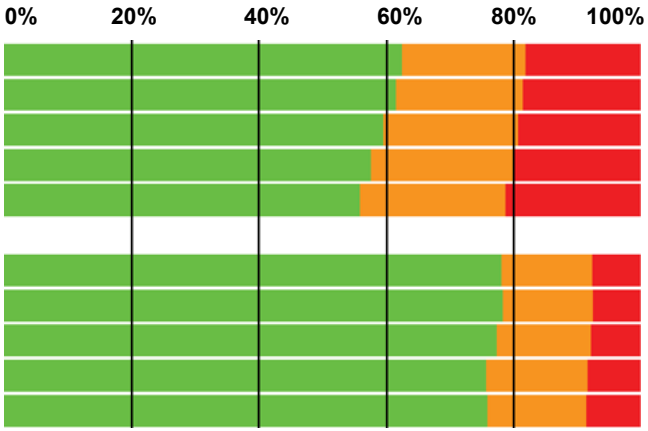
# Communication skills and general knowledge domain

**Table 66** — *National trends on the communication skills and general knowledge domain, by collection cycle – gender*




| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Gender** | Male | | | | | | | |
| | 2021 | 105,680 | 72.9 | 23,913 | 16.5 | 15,288 | 10.6 | 144,881 |
| | 2018 | 108,284 | 73.0 | 24,469 | 16.5 | 15,604 | 10.5 | 148,357 |
| | 2015 | 103,727 | 71.8 | 25,066 | 17.4 | 15,647 | 10.8 | 144,440 |
| | 2012 | 96,670 | 70.1 | 25,753 | 18.7 | 15,536 | 11.3 | 137,959 |
| | 2009 | 87,416 | 70.1 | 22,676 | 18.2 | 14,586 | 11.7 | 124,678 |
| | Female | | | | | | | |
| | 2021 | 116,376 | 81.3 | 17,969 | 12.6 | 8,776 | 6.1 | 143,121 |
| | 2018 | 118,879 | 81.7 | 18,004 | 12.4 | 8,628 | 5.9 | 145,511 |
| | 2015 | 115,296 | 80.9 | 18,349 | 12.9 | 8,828 | 6.2 | 142,473 |
| | 2012 | 108,032 | 79.5 | 18,880 | 13.9 | 8,984 | 6.6 | 135,896 |
| | 2009 | 98,068 | 80.0 | 16,351 | 13.3 | 8,115 | 6.6 | 122,534 |

**Table 67** — *National trends on the communication skills and general knowledge domain, by collection cycle – Aboriginal and Torres Strait Islander background*

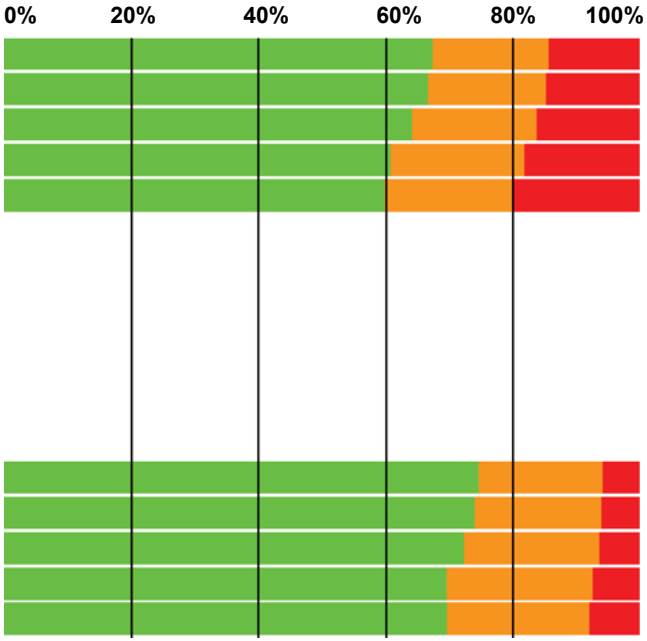



| | | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n |
| **Aboriginal & Torres Strait Islander background** | Aboriginal & Torres Strait Islander | | | | | | | |
| | 2021 | 11,583 | 62.5 | 3601 | 19.4 | 3,347 | 18.1 | 18,531 |
| | 2018 | 10,801 | 61.6 | 3490 | 19.9 | 3,256 | 18.6 | 17,547 |
| | 2015 | 9,468 | 59.5 | 3362 | 21.1 | 3,072 | 19.3 | 15,902 |
| | 2012 | 8,100 | 57.6 | 3159 | 22.5 | 2,798 | 19.9 | 14,057 |
| | 2009 | 6,271 | 55.9 | 2566 | 22.9 | 2,391 | 21.3 | 11,228 |
| | Non-Aboriginal & Torres Strait Islander | | | | | | | |
| | 2021 | 210,473 | 78.1 | 38,281 | 14.2 | 20,717 | 7.7 | 269,471 |
| | 2018 | 216,235 | 78.3 | 38,934 | 14.1 | 20,943 | 7.6 | 276,112 |
| | 2015 | 209,555 | 77.3 | 40,053 | 14.8 | 21,403 | 7.9 | 271,011 |
| | 2012 | 196,602 | 75.7 | 41,474 | 16.0 | 21,722 | 8.4 | 259,798 |
| | 2009 | 179,213 | 75.9 | 36,461 | 15.5 | 20,310 | 8.6 | 235,984 |

The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Communication skills and general knowledge domain

**Table 68** — *National trends on the communication skills and general knowledge domain, by collection cycle – language diversity*

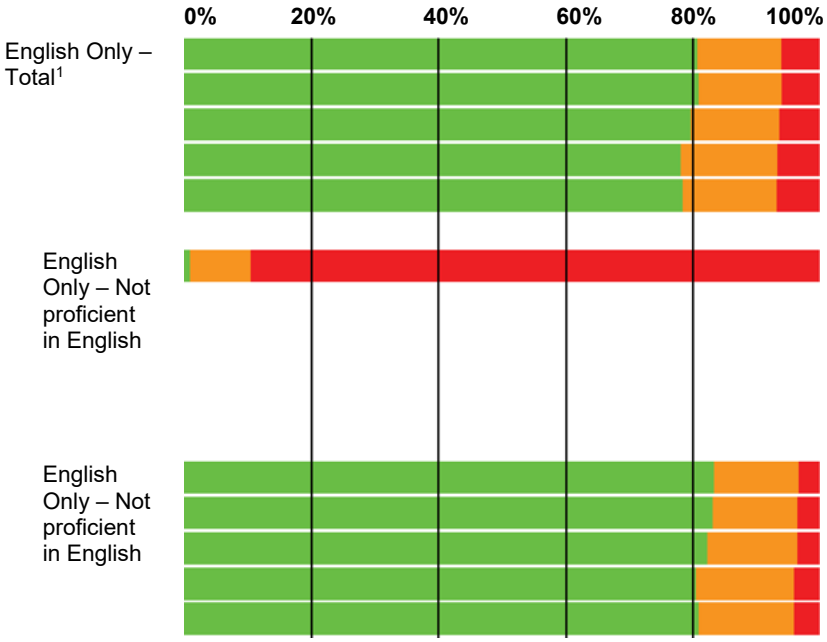



| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 52,422 | 67.4 | 14246 | 18.3 | 11,136 | 14.3 | 77,804 |
| 2018 | 50,093 | 66.8 | 13873 | 18.5 | 11,071 | 14.8 | 75,037 |
| 2015 | 39,804 | 64.1 | 12190 | 19.6 | 10,069 | 16.2 | 62,063 |
| 2012 | 31,919 | 60.9 | 10969 | 20.9 | 9,555 | 18.2 | 52,443 |
| 2009 | 26,313 | 59.8 | 8899 | 20.2 | 8,787 | 20.0 | 43,999 |
| 2021 | <761 | <10.0 | <761 | <10.0 | <6,852 | <90.0 | 7,613 |
| 2018 | <743 | <10.0 | <743 | <10.0 | <6,691 | <90.0 | 7,434 |
| 2015 | <711 | <10.0 | <711 | <10.0 | <6,399 | <90.0 | 7,110 |
| 2012 | <665 | <10.0 | <665 | <10.0 | <5,993 | <90.0 | 6,658 |
| 2009 | <633 | <10.0 | <633 | <10.0 | <5,700 | <90.0 | 6,333 |
| 2021 | 52,345 | 74.6 | 13735 | 19.6 | 4,082 | 5.8 | 70,162 |
| 2018 | 49,978 | 74.1 | 13347 | 19.8 | 4,158 | 6.2 | 67,483 |
| 2015 | 39,709 | 72.3 | 11701 | 21.3 | 3,518 | 6.4 | 54,928 |
| 2012 | 31,798 | 69.6 | 10489 | 22.9 | 3,420 | 7.5 | 45,707 |
| 2009 | 26,187 | 69.7 | 8415 | 22.4 | 2,981 | 7.9 | 37,583 |

[1] Total for LBOTE includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

# Communication skills and general knowledge domain

**Table 68** (continued) — *National trends on the communication skills and general knowledge domain, by collection cycle – language diversity*




| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2021 | 169,634 | 80.7 | 27,636 | 13.1 | 12,928 | 6.2 | 210,198 |
| 2018 | 177,070 | 80.9 | 28,600 | 13.1 | 13,161 | 6.0 | 218,831 |
| 2015 | 179,219 | 79.7 | 31,225 | 13.9 | 14,406 | 6.4 | 224,850 |
| 2012 | 172,783 | 78.0 | 33,664 | 15.2 | 14,965 | 6.8 | 221,412 |
| 2009 | 159,171 | 78.3 | 30,128 | 14.8 | 13,914 | 6.8 | 203,213 |
| 2021 | 68 | 1.0 | 641 | 9.5 | 6,047 | 89.5 | 6,756 |
| 2018 | <593 | <10.0 | <593 | <10.0 | <5,337 | <90.0 | 5,930 |
| 2015 | <721 | <10.0 | <721 | <10.0 | <6,498 | <90.0 | 7,219 |
| 2012 | <684 | <10.0 | <684 | <10.0 | <6,156 | <90.0 | 6,840 |
| 2009 | <648 | <10.0 | <648 | <10.0 | <5,837 | <90.0 | 6,485 |
| 2021 | 169,561 | 83.4 | 26,987 | 13.3 | 6,875 | 3.4 | 203,423 |
| 2018 | 176,987 | 83.2 | 28,164 | 13.2 | 7,675 | 3.6 | 212,826 |
| 2015 | 179,147 | 82.3 | 30,617 | 14.1 | 7,842 | 3.6 | 217,606 |
| 2012 | 172,549 | 80.5 | 33,083 | 15.4 | 8,699 | 4.1 | 214,331 |
| 2009 | 159,007 | 80.9 | 29,555 | 15.0 | 8,046 | 4.1 | 196,608 |

[1] Total children who speak only English at home includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.
The sum of the percentage of on track, at risk and vulnerable may not add to 100% due to rounding.

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