Australian Early Development Census
An Australian Government Initiative

Our Children
Our Communities
Our Future

Australian Early Development Census

Community Profile 2018

Stanthorpe,
QLD

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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, Royal Children's Hospital, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC nationwide.

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Note on presentation conventions: the hyphen (-) is used throughout the tables in this Community Profile where Australian Early Development Census data was not collected or not reported for any given year. All percentages presented in this Community Profile have been rounded to one decimal place. Figures may not add up to 100% due to rounding.

Note on links: the symbol is used in this document to highlight links to the Australian Early Development Census website: **www.aedc.gov.au**. These links will connect you with further information and resources.

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

Note on accessibility: an accessible text version of the Australian Early Development Census Community Profile is available for download from the data explorer on the Australian Early Development Census website. If you use assistive technology and need further assistance, please email **support@aedc.gov.au**. Please tell us what format you need. It will also help if you let us know what assistive technology you use.

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

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

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About the Australian Early Development Census

In 2009, Australia became the first country in the world to collect national data on the developmental health and wellbeing of all children starting school. The success of the 2009 data collection laid the foundation for the Australian Government's commitment to ongoing Australian Early Development Census (AEDC) data collections every three years, with the most recent in 2018.

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

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

Figure 1 – AEDC domain descriptions.

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

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

In 2009, when the AEDC was first completed nationally, a series of cut-off scores was established for each of the five domains:

- Children falling below the 10th percentile were categorised as 'developmentally vulnerable'
- Children falling between the 10th and 25th percentile were categorised as 'developmentally at risk'
- All other children were categorised as 'developmentally on track'.

The cut-off scores set in 2009 provide a reference point against which later AEDC results can be compared. These have remained the same for all data collections. For example, nationally in the 2018 AEDC, only 6.6 per cent of children were considered developmentally vulnerable on the language and cognitive skills (school-based) domain, using the cut-off scores established in 2009.

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

How to use this AEDC data

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

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

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

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

When reviewing the information in this profile consider:

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

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

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

Also consider how stakeholders can connect strategically with the community and families to:

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

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

About this community

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

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

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

Location

Stanthorpe is in the Darling Downs region of QLD.

For more information on community boundaries refer to the AEDC fact sheet Understanding AEDC community boundaries (www.aedc.gov.au/ucb).

AEDC local communities

The AEDC local communities that make up the Stanthorpe community are: Outer Stanthorpe, Wallangara and surrounds, Stanthorpe, Glen Aplin/Broadwater.

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

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

Local communities reported in some but not all years:
Wallangara and surrounds

Local communities not reported in any years to date:
Nil

Information about children in this community

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

Background information

Table 4.1 – Demographic information about this community.

Demographics	2012	2015	2018
Total number of children measured	164	163	136
Number of schools contributing to the results	17	14	16
Number of teachers contributing to the results	19	16	17
Mean age of children at completion	5 years 5 months	5 years 5 months	5 years 6 months

Table 4.2 – Further demographic information about this community.

Demographics	2012		2015		2018	
	n	%	n	%	n	%
Sex - Male	89	54.3	88	54.0	76	55.9
Sex - Female	75	45.7	75	46.0	60	44.1
Aboriginal and Torres Strait Islander children	10	6.1	11	6.7	10	7.4
Children born in another country	0	0.0	≤3	≤1.8	≤3	≤2.2
Children with English as a second language	≤3	≤1.8	≤3	≤1.8	0	0.0
Children with a language background other than English (LBOTE[1]) and who ARE proficient in English	≤3	≤1.8	5	3.1	5	3.7
Children with a language background other than English (LBOTE) and who ARE NOT proficient in English	≤3	≤1.8	≤3	≤1.8	0	0.0
Children with a primary caregiver who reported they completed some form of post-school qualification[2]	-		87	68.5	89	71.8

[1] For the AEDC, children are considered LBOTE if they speak a language other than English at home or if they have English as a second language status. More information on AEDC terms and definitions is available in the fact sheet Definition of AEDC terms **(www.aedc.gov.au/defterm)**.

[2] This data was not collected for the 2009 and 2012 AEDC

Non-parental early childhood education

Table 4.3 – Non-parental early childhood education and/or care.[3]

Types of non-parental early childhood education and/or care	2012			2015			2018		
	n (valid)	n (yes)	%	n (valid)	n (yes)	%	n (valid)	n (yes)	%
Playgroup	83	29	34.9	102	33	32.4	81	24	29.6
Day care	149	88	59.1	128	70	54.7	113	36	31.9
Preschool or kindergarten	131	81	61.8	148	98	66.2	126	98	77.8
Family day care	146	9	6.2	130	11	8.5	110	≤3	≤2.7
Grandparent	146	23	15.8	115	54	47.0	106	21	19.8
Other relative	145	≤3	≤2.1	104	20	19.2	109	≤3	≤2.8
Nanny	150	≤3	≤2	123	≤3	≤2.4	118	0	0.0
Other	145	7	4.8	98	14	14.3	112	≤3	≤2.7

Special needs

Table 4.4 – Support.[4]

Types of support required or identified	2012		2015		2018	
	n	%	n	%	n	%
Children with special needs status	9	5.5	5	3.1	7	5.1
Children identified by teachers as requiring further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development)	25	15.7	19	11.9	32	24.8

[3] Although teachers are well placed to report on the development of children, the extent to which teachers know about children's early education and care experiences varies. Nevertheless, early education and care data is collected in the AEDC to support communities, governments and researchers better reflect on and respond to the experiences of children and families. In cases where teachers don't know they indicate this, and these cases are excluded from Table 4.3. When reviewing data, consider how many children in the community this represents and how reliably this might reflect the experience of children in the community as a whole. Playgroup attendance refers to any time prior to entering full-time school, whereas all the other types of care arrangements listed above refer to the year before entering full-time school.

[4] For the AEDC, this means children identified already as requiring special assistance in the classroom with high needs due to chronic medical, physical, or intellectually disabling conditions. Teachers were asked to base their response on medical diagnosis. More information on AEDC terms and definitions is available in the fact sheet Definition of AEDC terms **(www.aedc.gov.au/defterm)**.

Transition to school

Table 4.5 – Teachers' response to the question: Would you say that this child is making good progress in adapting to the structure and learning environment of the school.

Child is making good progress in adapting to the structure and learning environment of the school	2012		2015		2018	
	n	%	n	%	n	%
True	156	96.3	159	97.5	131	96.3
Not true	6	3.7	4	2.5	5	3.7
Don't know	0	0.0	0	0.0	0	0.0

Table 4.6 – Teachers' response to the question: Would you say that this child has parent(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning.

Child has parent(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning	2012		2015		2018	
	n	%	n	%	n	%
True	151	93.2	153	93.9	132	97.1
Not true	11	6.8	9	5.5	4	2.9
Don't know	0	0.0	≤3	≤1.8	0	0.0

Table 4.7 – Teachers' response to the question: Would you say that this child is regularly read to/encouraged in his/her reading at home.

Child is regularly read to/encouraged in his/her reading at home	2012		2015		2018	
	n	%	n	%	n	%
True	145	89.5	153	93.9	118	86.8
Not true	12	7.4	9	5.5	9	6.6
Don't know	5	3.1	≤3	≤1.8	9	6.6

AEDC domain results

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

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

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

How to interpret the domain results

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

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

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

How to compare your results

Most communities will see some change in the percentage of children who are developmentally on track, at risk or vulnerable in 2018 compared to previous collections. In some cases, this difference will be small and in others, it will be more substantial.

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

The critical difference is the minimum percentage point change required between collections for the results to represent a 'significant change' in children's development. Table 5.1 indicates whether the change in each developmental domain category represents a significant change.

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

Trends in child development in this community

Figures 5.1 to 5.5 show broad trends for each domain from 2009 to 2018. Results are also presented in tabular format in Table 5.1.

Figure 5.1 – Trends in the physical health and wellbeing domain for this community.

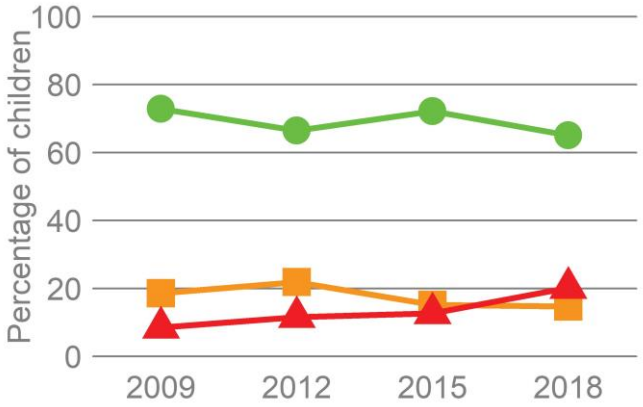


Figure 5.2 – Trends in the social competence domain for this community.

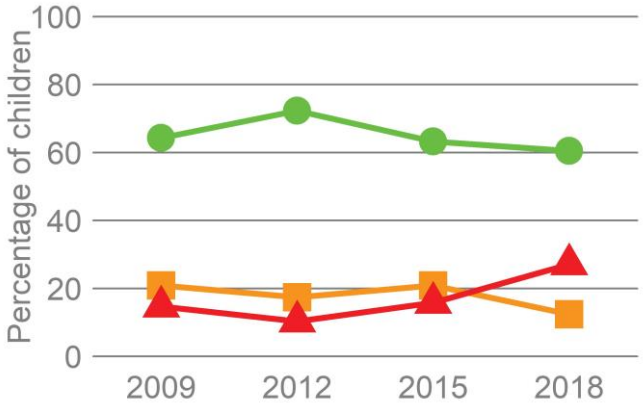


Figure 5.3 – Trends in the emotional maturity domain for this community.

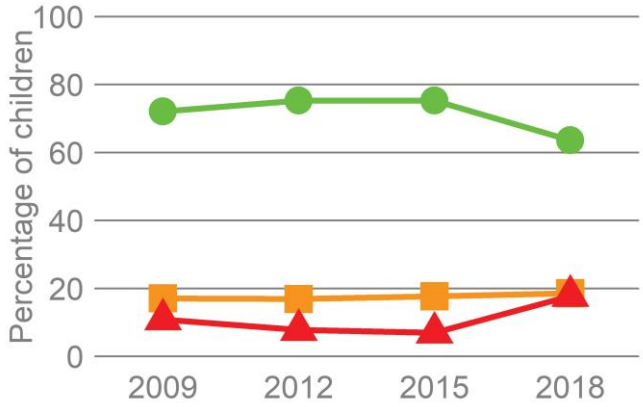


Figure 5.4 – Trends in the language and cognitive skills (school-based) domain for this community.

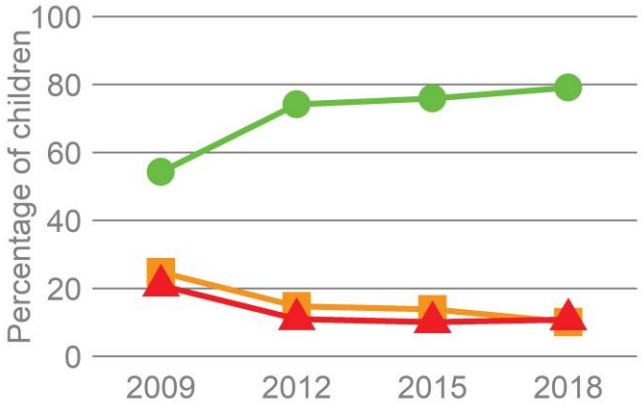


Figure 5.5 – Trends in the communication skills and general knowledge domain for this community.

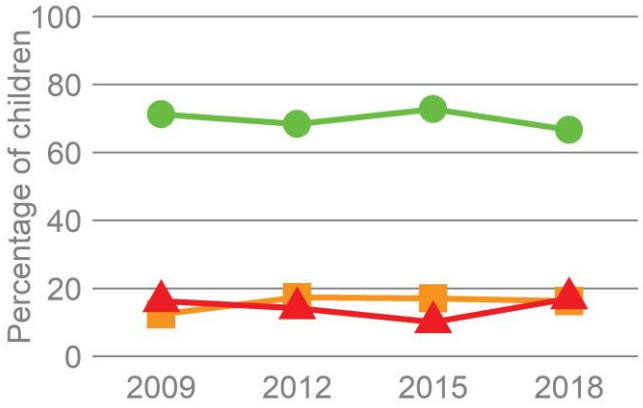


Table 5.1 – AEDC domain results over time for this community.

		2009		2012		2015		2018		Significant change	
		n	%	n	%	n	%	n	%	2009 vs 2018	2015 vs 2018
Physical health and wellbeing	On track	94	72.9	103	66.5	114	72.2	84	65.1	Significant decrease	Significant decrease
	At risk	24	18.6	34	21.9	24	15.2	19	14.7	No significant change	No significant change
	Vulnerable	11	8.5	18	11.6	20	12.7	26	20.2	Significant increase	Significant increase
Social competence	On track	83	64.3	112	72.3	100	63.3	78	60.5	No significant change	No significant change
	At risk	27	20.9	27	17.4	33	20.9	16	12.4	Significant decrease	Significant decrease
	Vulnerable	19	14.7	16	10.3	25	15.8	35	27.1	Significant increase	Significant increase
Emotional maturity	On track	93	72.1	116	75.3	119	75.3	82	63.6	Significant decrease	Significant decrease
	At risk	22	17.1	26	16.9	28	17.7	24	18.6	No significant change	No significant change
	Vulnerable	14	10.9	12	7.8	11	7.0	23	17.8	Significant increase	Significant increase
Language and cognitive skills (school-based)	On track	70	54.3	115	74.2	120	75.9	102	79.1	Significant increase	No significant change
	At risk	32	24.8	23	14.8	22	13.9	13	10.1	Significant decrease	No significant change
	Vulnerable	27	20.9	17	11.0	16	10.1	14	10.9	Significant decrease	No significant change
Communication skills and general knowledge	On track	92	71.3	106	68.4	115	72.8	86	66.7	No significant change	Significant decrease
	At risk	16	12.4	27	17.4	27	17.1	21	16.3	No significant change	No significant change
	Vulnerable	21	16.3	22	14.2	16	10.1	22	17.1	No significant change	Significant increase

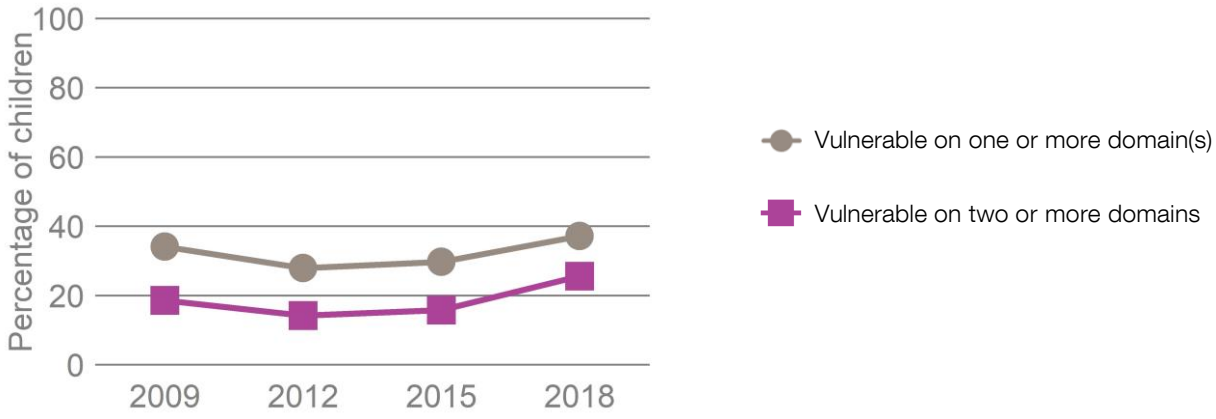
Significant change has been colour coded: green text represents a positive change, red text represents a negative change. At risk has not been colour coded as any changes should be interpreted in context with changes in the percentage of children who are vulnerable and on track.

Table 5.2 and Figure 5.6 present trends in the summary indicators (the percentage of children who are developmentally vulnerable on one or more domain(s) and developmentally vulnerable on two or more domains) from 2009 to 2018.

Table 5.2 – Number and percentage of children for this community who are vulnerable on one or more developmental domain(s) or two or more developmental domains.

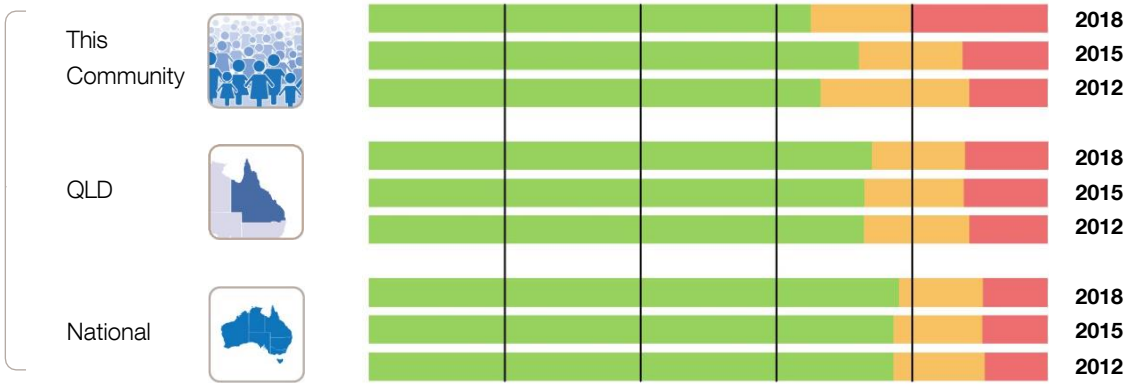
	2009		2012		2015		2018		Significant change	
	n	%	n	%	n	%	n	%	2009 vs 2018	2015 vs 2018
Vulnerable on one or more domain(s)	44	34.1	43	27.9	47	29.7	48	37.2	No significant change	Significant increase
Vulnerable on two or more domains	24	18.6	22	14.2	25	15.8	33	25.6	Significant increase	Significant increase

Figure 5.6 – Community trends of vulnerability over time.



Physical health and wellbeing

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



		Developmentally on track		Developmentally at risk		Developmentally vulnerable	
		n	%	n	%	n	%
This Community	2018	84	65.1	19	14.7	26	20.2
	2015	114	72.2	24	15.2	20	12.7
	2012	103	66.5	34	21.9	18	11.6
QLD	2018	45,801	74.1	8,462	13.7	7,581	12.3
	2015	45,387	73.0	9,069	14.6	7,705	12.4
	2012	42,427	72.9	9,023	15.5	6,759	11.6
National	2018	229,542	78.1	36,105	12.3	28,247	9.6
	2015	221,855	77.3	37,347	13.0	27,711	9.7
	2012	211,806	77.3	36,637	13.4	25,479	9.3

Table 5.3 — Physical health and wellbeing domain category definitions.

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

Physical health and wellbeing sub-domains

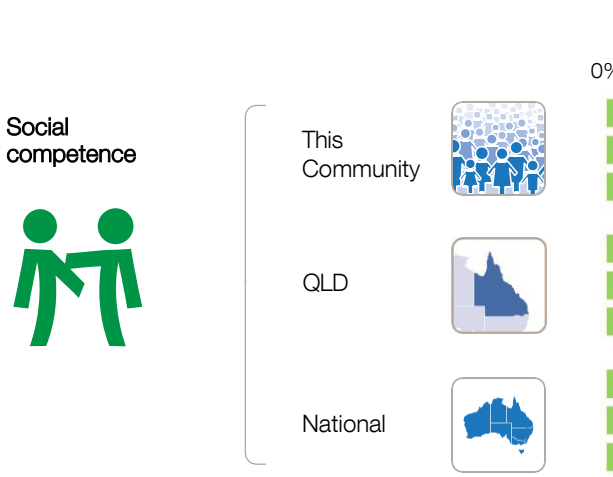
The physical health and wellbeing domain is the only AEDC domain that is reported with sub-domain analysis. Patterns of vulnerability vary across the physical health and wellbeing domain: for example, children might be coming to school hungry but still have developmentally appropriate fine and gross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

Table 5.4 – Children developmentally vulnerable on the physical health and wellbeing sub-domains.

Sub-domain	Description	2012		2015		2018	
		n	%	n	%	n	%
Physical readiness for school day	Children developmentally vulnerable on this sub-domain have at least sometimes experienced coming unprepared for school by being dressed inappropriately, coming to school late, hungry or tired.	12	7.7	28	17.7	27	20.9
Physical independence	Children developmentally vulnerable on this sub-domain range from those who have not developed independence or handedness or coordination, to those who have not developed any of these skills.	14	9.0	10	6.3	15	11.6
Gross and fine motor skills	Children developmentally vulnerable on this sub-domain could have poor fine and gross motor skills and/or poor overall energy levels during the school day.	15	9.7	9	5.7	11	8.5

Social competence

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



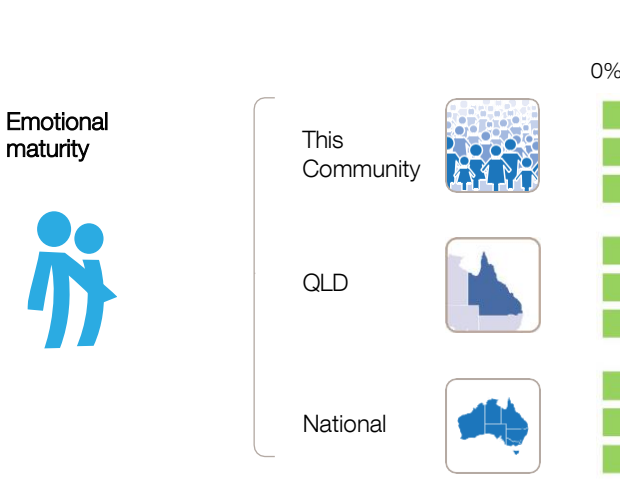
		Developmentally on track		Developmentally at risk		Developmentally vulnerable	
		n	%	n	%	n	%
This Community	2018	78	60.5	16	12.4	35	27.1
	2015	100	63.3	33	20.9	25	15.8
	2012	112	72.3	27	17.4	16	10.3
QLD	2018	44,446	71.9	10,004	16.2	7,388	11.9
	2015	44,213	71.2	10,204	16.4	7,719	12.4
	2012	42,392	72.9	9,077	15.6	6,717	11.5
National	2018	222,771	75.8	42,434	14.4	28,673	9.8
	2015	215,605	75.2	42,892	15.0	28,351	9.9
	2012	209,149	76.5	39,018	14.3	25,367	9.3

Table 5.5 — Social competence domain category definitions.

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

Emotional maturity

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



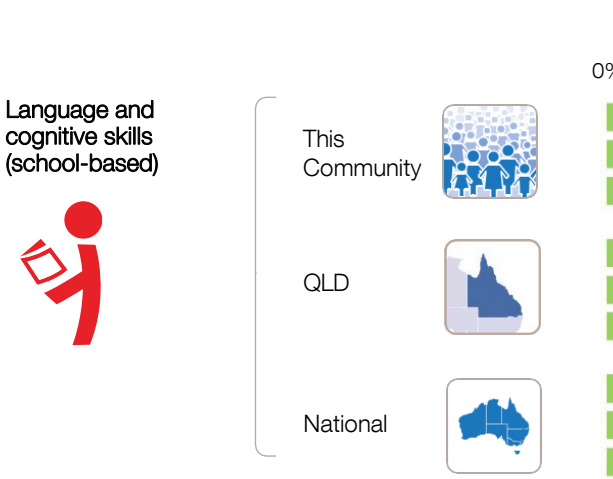
		Developmentally on track		Developmentally at risk		Developmentally vulnerable	
		n	%	n	%	n	%
This Community	2018	82	63.6	24	18.6	23	17.8
	2015	119	75.3	28	17.7	11	7.0
	2012	116	75.3	26	16.9	12	7.8
QLD	2018	45,192	73.3	9,988	16.2	6,448	10.5
	2015	45,529	73.5	10,164	16.4	6,266	10.1
	2012	43,459	74.9	9,161	15.8	5,368	9.3
National	2018	225,739	77.1	42,390	14.5	24,677	8.4
	2015	218,341	76.4	43,594	15.3	23,866	8.4
	2012	213,059	78.1	38,778	14.2	20,845	7.6

Table 5.6 — Emotional maturity domain category definitions.

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

Language and cognitive skills (school-based)

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



		Developmentally on track		Developmentally at risk		Developmentally vulnerable	
		n	%	n	%	n	%
This Community	2018	102	79.1	13	10.1	14	10.9
	2015	120	75.9	22	13.9	16	10.1
	2012	115	74.2	23	14.8	17	11.0
QLD	2018	50,909	82.4	5,925	9.6	4,947	8.0
	2015	51,100	82.3	6,026	9.7	5,000	8.0
	2012	45,632	78.5	7,186	12.4	5,304	9.1
National	2018	247,870	84.4	26,291	9.0	19,417	6.6
	2015	242,518	84.6	25,597	8.9	18,533	6.5
	2012	226,260	82.6	29,072	10.6	18,564	6.8

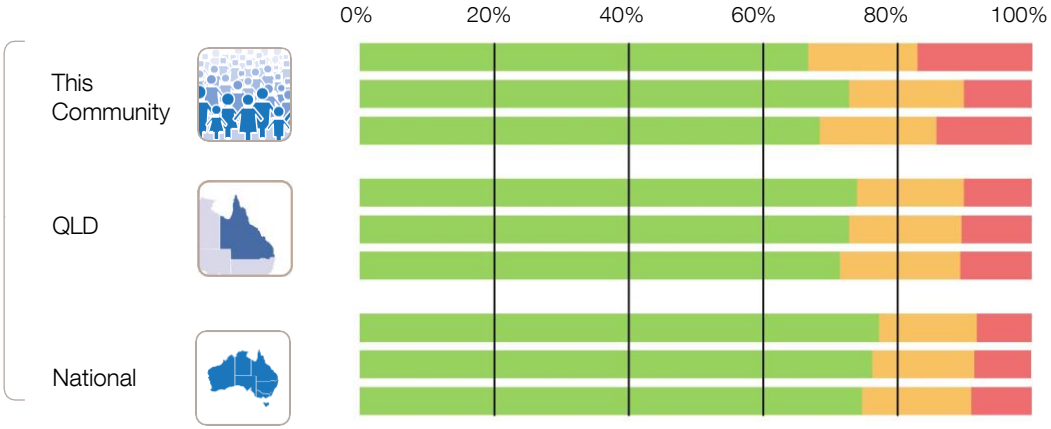
Table 5.7 — Language and cognitive skills (school-based) domain category definitions.

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

Communication skills and general knowledge

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

Communication skills and general knowledge



		Developmentally on track		Developmentally at risk		Developmentally vulnerable	
		n	%	n	%	n	%
This Community	2018	86	66.7	21	16.3	22	17.1
	2015	115	72.8	27	17.1	16	10.1
	2012	106	68.4	27	17.4	22	14.2
QLD	2018	45,747	74.0	9,838	15.9	6,248	10.1
	2015	45,235	72.8	10,395	16.7	6,533	10.5
	2012	41,547	71.4	10,417	17.9	6,239	10.7
National	2018	227,163	77.3	42,473	14.5	24,232	8.2
	2015	219,023	76.3	43,415	15.1	24,475	8.5
	2012	204,702	74.7	44,633	16.3	24,520	9.0

Table 5.8 — Communication skills and general knowledge domain category definitions.

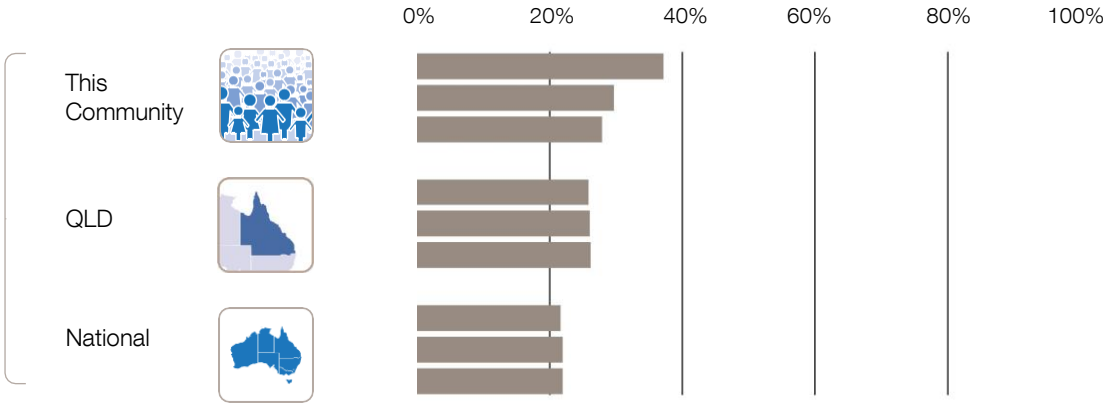
Developmentally on track	Children will have excellent communication skills, can tell a story and communicate easily with both children and adults, and have no problems with articulation.
Developmentally at risk	Have mastered some but not all of the following communication skills: listening, understanding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

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

Summary indicators of developmental vulnerability on 'one or more' and on 'two or more' domains

Developmentally vulnerable on one or more domain(s)

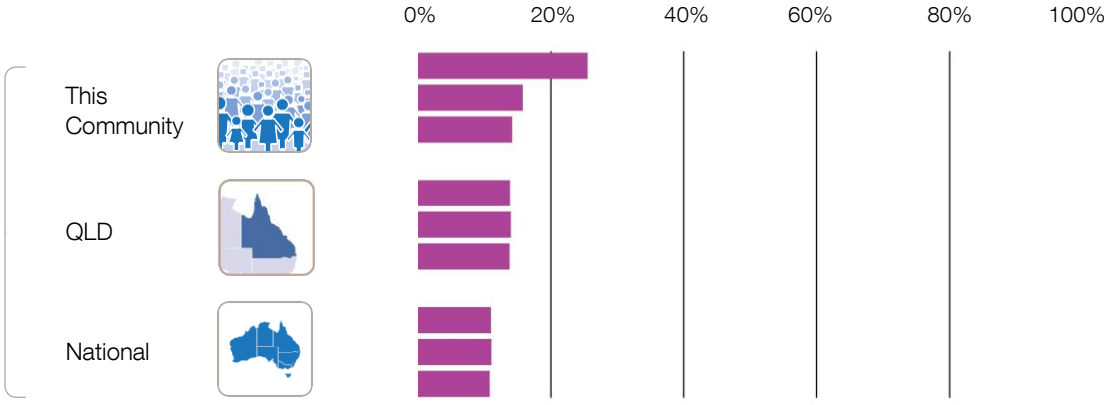
Vuln 1



	n	%
2018	48	37.2
2015	47	29.7
2012	43	27.9
2018	15,954	25.9
2015	16,220	26.1
2012	15,217	26.2
2018	63,448	21.7
2015	62,960	22.0
2012	59,933	22.0

Developmentally vulnerable on two or more domains

Vuln 2



	n	%
2018	33	25.6
2015	25	15.8
2012	22	14.2
2018	8,576	13.9
2015	8,713	14.0
2012	8,001	13.8
2018	32,434	11.0
2015	31,754	11.1
2012	29,543	10.8

AEDC results for local communities

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

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

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

To enable accurate comparisons with the Census of Population and Housing, and other socio-demographic data from the Australian Bureau of Statistics (ABS), 2018 AEDC boundaries align with the Statistical Area 1 (SA1) geography released by the ABS in 2016.

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

In some cases, local communities from previous collections may have been combined to have sufficient numbers of children for reporting purposes in 2018. In other cases, local communities from previous collections may have been split to report 2018 data in a more useful way.

In all cases, 2018 boundaries have been applied to data from previous collections.

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

- each of the 2012, 2015 and 2018 AEDC data collections
- the AEDC domains:
  - physical health and wellbeing
  - social competence
  - emotional maturity
  - language and cognitive skills (school-based)
  - communication skills and general knowledge.
- the two summary indicators:
  - developmentally vulnerable on one or more domain(s)
  - developmentally vulnerable on two or more domains.

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

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

Physical health and wellbeing domain results

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

Table 6.1 – Communities in context: Physical health and wellbeing domain results at the national, state/territory, community and local community levels.

Region (including local communities)	Developmentally on track						Developmentally at risk						Developmentally vulnerable					
	2012		2015		2018		2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Australia	211,806	77.3	221,855	77.3	229,542	78.1	36,637	13.4	37,347	13.0	36,105	12.3	25,479	9.3	27,711	9.7	28,247	9.6
QLD	42,427	72.9	45,387	73.0	45,801	74.1	9,023	15.5	9,069	14.6	8,462	13.7	6,759	11.6	7,705	12.4	7,581	12.3
Stanthorpe	103	66.5	114	72.2	84	65.1	34	21.9	24	15.2	19	14.7	18	11.6	20	12.7	26	20.2
Glen Aplin-Broadwater	12	54.5	16	64.0	16	66.7	8	36.4	6	24.0	3	12.5	2	9.1	3	12.0	5	20.8
Outer Stanthorpe	22	64.7	26	81.3	21	70.0	6	17.6	4	12.5	4	13.3	6	17.6	2	6.3	5	16.7
Stanthorpe	48	66.7	60	74.1	37	69.8	17	23.6	10	12.3	9	17.0	7	9.7	11	13.6	7	13.2
Wallangara and surrounds	21	77.8	12	60.0	10	45.5	3	11.1	4	20.0	3	13.6	3	11.1	4	20.0	9	40.9

Social competence domain results

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

Table 6.2 – Communities in context: Social competence domain results at the national, state/territory, community and local community levels.

Region (including local communities)	Developmentally on track						Developmentally at risk						Developmentally vulnerable					
	2012		2015		2018		2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Australia	209,149	76.5	215,605	75.2	222,771	75.8	39,018	14.3	42,892	15.0	42,434	14.4	25,367	9.3	28,351	9.9	28,673	9.8
QLD	42,392	72.9	44,213	71.2	44,446	71.9	9,077	15.6	10,204	16.4	10,004	16.2	6,717	11.5	7,719	12.4	7,388	11.9
Stanthorpe	112	72.3	100	63.3	78	60.5	27	17.4	33	20.9	16	12.4	16	10.3	25	15.8	35	27.1
Glen Aplin-Broadwater	15	68.2	14	56.0	17	70.8	5	22.7	5	20.0	4	16.7	2	9.1	6	24.0	3	12.5
Outer Stanthorpe	26	76.5	22	68.8	19	63.3	6	17.6	5	15.6	2	6.7	2	5.9	5	15.6	9	30.0
Stanthorpe	53	73.6	55	67.9	31	58.5	11	15.3	15	18.5	9	17.0	8	11.1	11	13.6	13	24.5
Wallangara and surrounds	18	66.7	9	45.0	11	50.0	5	18.5	8	40.0	1	4.5	4	14.8	3	15.0	10	45.5

Emotional maturity domain results

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

Table 6.3 – Communities in context: Emotional maturity domain results at the national, state/territory, community and local community levels.

Region (including local communities)	Developmentally on track						Developmentally at risk						Developmentally vulnerable					
	2012		2015		2018		2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Australia	213,059	78.1	218,341	76.4	225,739	77.1	38,778	14.2	43,594	15.3	42,390	14.5	20,845	7.6	23,866	8.4	24,677	8.4
QLD	43,459	74.9	45,529	73.5	45,192	73.3	9,161	15.8	10,164	16.4	9,988	16.2	5,368	9.3	6,266	10.1	6,448	10.5
Stanthorpe	116	75.3	119	75.3	82	63.6	26	16.9	28	17.7	24	18.6	12	7.8	11	7.0	23	17.8
Glen Aplin-Broadwater	20	90.9	17	68.0	19	79.2	1	4.5	6	24.0	2	8.3	1	4.5	2	8.0	3	12.5
Outer Stanthorpe	27	79.4	25	78.1	17	56.7	6	17.6	6	18.8	6	20.0	1	2.9	1	3.1	7	23.3
Stanthorpe	53	74.6	64	79.0	35	66.0	9	12.7	12	14.8	14	26.4	9	12.7	5	6.2	4	7.5
Wallangara and surrounds	16	59.3	13	65.0	11	50.0	10	37.0	4	20.0	2	9.1	1	3.7	3	15.0	9	40.9

Language and cognitive skills (school-based) domain results

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

Table 6.4 – Communities in context: Language and cognitive skills (school-based) domain results at the national, state/territory, community and local community levels.

Region (including local communities)	Developmentally on track						Developmentally at risk						Developmentally vulnerable					
	2012		2015		2018		2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Australia	226,260	82.6	242,518	84.6	247,870	84.4	29,072	10.6	25,597	8.9	26,291	9.0	18,564	6.8	18,533	6.5	19,417	6.6
QLD	45,632	78.5	51,100	82.3	50,909	82.4	7,186	12.4	6,026	9.7	5,925	9.6	5,304	9.1	5,000	8.0	4,947	8.0
Stanthorpe	115	74.2	120	75.9	102	79.1	23	14.8	22	13.9	13	10.1	17	11.0	16	10.1	14	10.9
Glen Aplin-Broadwater	15	68.2	17	68.0	19	79.2	4	18.2	4	16.0	3	12.5	3	13.6	4	16.0	2	8.3
Outer Stanthorpe	25	73.5	24	75.0	24	80.0	7	20.6	4	12.5	0	0.0	2	5.9	4	12.5	6	20.0
Stanthorpe	53	73.6	67	82.7	45	84.9	8	11.1	9	11.1	4	7.5	11	15.3	5	6.2	4	7.5
Wallangara and surrounds	22	81.5	12	60.0	14	63.6	4	14.8	5	25.0	6	27.3	1	3.7	3	15.0	2	9.1

Communication skills and general knowledge domain results

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

Table 6.5 – Communities in context: Communication skills and general knowledge domain results at the national, state/territory, community and local community levels.

Region (including local communities)	Developmentally on track						Developmentally at risk						Developmentally vulnerable					
	2012		2015		2018		2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Australia	204,702	74.7	219,023	76.3	227,163	77.3	44,633	16.3	43,415	15.1	42,473	14.5	24,520	9.0	24,475	8.5	24,232	8.2
QLD	41,547	71.4	45,235	72.8	45,747	74.0	10,417	17.9	10,395	16.7	9,838	15.9	6,239	10.7	6,533	10.5	6,248	10.1
Stanthorpe	106	68.4	115	72.8	86	66.7	27	17.4	27	17.1	21	16.3	22	14.2	16	10.1	22	17.1
Glen Aplin-Broadwater	12	54.5	17	68.0	16	66.7	6	27.3	2	8.0	6	25.0	4	18.2	6	24.0	2	8.3
Outer Stanthorpe	21	61.8	26	81.3	20	66.7	9	26.5	4	12.5	4	13.3	4	11.8	2	6.3	6	20.0
Stanthorpe	54	75.0	58	71.6	40	75.5	8	11.1	16	19.8	6	11.3	10	13.9	7	8.6	7	13.2
Wallangara and surrounds	19	70.4	14	70.0	10	45.5	4	14.8	5	25.0	5	22.7	4	14.8	1	5.0	7	31.8

Vuln 1 Vuln 2

Results for vulnerability summary indicators

Table 6.6 – Vulnerable on one or more domain(s) and two or more domains at the national, state/territory, community and local community levels.

Region (including local communities)	Vulnerable on one or more domain(s)						Vulnerable on two or more domains					
	2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%
Australia	59,933	22.0	62,960	22.0	63,448	21.7	29,543	10.8	31,754	11.1	32,434	11.0
QLD	15,217	26.2	16,220	26.1	15,954	25.9	8,001	13.8	8,713	14.0	8,576	13.9
Stanthorpe	43	27.9	47	29.7	48	37.2	22	14.2	25	15.8	33	25.6
Glen Aplin-Broadwater	6	27.3	8	32.0	9	37.5	2	9.1	7	28.0	3	12.5
Outer Stanthorpe	7	20.6	9	28.1	12	40.0	4	11.8	4	12.5	9	30.0
Stanthorpe	22	31.0	24	29.6	15	28.3	12	16.7	10	12.3	12	22.6
Wallangara and surrounds	8	29.6	6	30.0	12	54.5	4	14.8	4	20.0	9	40.9

Appendix 1: Critical difference estimates

The critical difference method was developed to help communities understand if the change in the percentage of children considered developmentally on track, at risk or vulnerable over time is significant. The community may have a different number of children with valid scores on each of the AEDC domains and summary indicators from one collection to another. The smaller of the two numbers should be used in the critical difference table. The total number of valid instruments by each domain and summary indicator required to calculate the critical difference have been included in Tables A5 and A6.

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

Worked example

If the community of Sometown had 56 children with a valid score in the social competence domain in 2015 and 81 children in 2018, then you should find the row in the correct category of developmentally on track, at risk or vulnerable, that is relevant for a community with 56 children (not 81 children), and look at the critical difference in that row (the 40-59 children row).

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

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

Critical difference for developmentally on track children

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

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

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

Critical difference for developmentally at risk children

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

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

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

Critical difference for developmentally vulnerable children

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

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

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

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

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

Table A5 – Total number of valid instruments by domain (2012, 2015, 2018): Australia, state/territory, community and local community.

Region (including local communities)	Physical health and wellbeing			Social competence			Emotional maturity		
	2012	2015	2018	2012	2015	2018	2012	2015	2018
Australia	273,922	286,913	293,894	273,534	286,848	293,878	272,682	285,801	292,806
QLD	58,209	62,161	61,844	58,186	62,136	61,838	57,988	61,959	61,628
Stanthorpe	155	158	129	155	158	129	154	158	129
Glen Aplin-Broadwater	22	25	24	22	25	24	22	25	24
Outer Stanthorpe	34	32	30	34	32	30	34	32	30
Stanthorpe	72	81	53	72	81	53	71	81	53
Wallangara and surrounds	27	20	22	27	20	22	27	20	22

Table A5 (continued) – Total number of valid instruments by domain (2012, 2015, 2018): Australia, state/territory, community and local community

Region (including local communities)	Language and cognitive skills (school-based)			Communication skills and general knowledge		
	2012	2015	2018	2012	2015	2018
Australia	273,896	286,648	293,578	273,855	286,913	293,868
QLD	58,122	62,126	61,781	58,203	62,163	61,833
Stanthorpe	155	158	129	155	158	129
Glen Aplin-Broadwater	22	25	24	22	25	24
Outer Stanthorpe	34	32	30	34	32	30
Stanthorpe	72	81	53	72	81	53
Wallangara and surrounds	27	20	22	27	20	22

Table A6 – Total number of valid instruments for summary indicators (2012, 2015, 2018): Australia, state/territory, community and local community

Region (including local communities)	Number of children with valid scores (one or more domains)			Number of children with valid scores (two or more domains)		
	2012	2015	2018	2012	2015	2018
Australia	272,282	286,041	292,976	273,275	286,616	293,619
QLD	57,994	62,027	61,673	58,107	62,103	61,781
Stanthorpe	154	158	129	155	158	129
Glen Aplin-Broadwater	22	25	24	22	25	24
Outer Stanthorpe	34	32	30	34	32	30
Stanthorpe	71	81	53	72	81	53
Wallangara and surrounds	27	20	22	27	20	22

Appendix 2: Additional resources

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

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

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

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

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

The AEDC Data Explorer **(www.aedc.gov.au/tables)** is a searchable resource that allows comparisons across years and communities. 2018 AEDC community data is available from March 2019.

AEDC resources at a glance

AEDC publications

Important AEDC resources include:

- AEDC National report 2018 **(www.aedc.gov.au/natrep18)**
- Schools sector messages **(www.aedc.gov.au/schsect)**
- Calculation of the critical difference **(www.aedc.gov.au/trcd)**
- Fact sheet library **(www.aedc.gov.au/factsheets)**
  - About the AEDC data collection **(www.aedc.gov.au/abtdata)**
  - About the AEDC domains **(www.aedc.gov.au/abtdom)**
  - Definition of AEDC terms **(www.aedc.gov.au/defterm)**
  - Understanding community boundaries **(www.aedc.gov.au/ucb)**
  - Understanding the results **(www.aedc.gov.au/unders).**

AEDC videos

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

Key AEDC web pages

- Resources for communities **(www.aedc.gov.au/communities/resources-for-communities)**
- Communities FAQs **(www.aedc.gov.au/communities/faq-for-communities)**
- AEDC community results tables **(www.aedc.gov.au/tables)**
- Validation and trial of the AEDC **(www.aedc.gov.au/valid).**