

TABLE: Stanthorpe Community

Legend: Significant increase No significant change Significant decrease

Year	Physical	Social	Emotional	Language	Communication	Vuln 1	Vuln 2
Developmentally vulnerable in 2012 (%)	11.60	10.30	7.80	11.00	14.20	27.90	14.20
Developmentally vulnerable in 2015 (%)	12.70	15.80	7.00	10.10	10.10	29.70	15.80
Developmentally vulnerable in 2018 (%)	20.20	27.10	17.80	10.90	17.10	37.20	25.60
2012 vs 2015 (%)	1.10	5.50	-0.80	-0.90	-4.10	1.80	1.60
2015 vs 2018 (%)	7.50	11.30	10.80	0.80	7.00	7.50	9.80
2012 vs 2018 (%)	8.60	16.80	10.00	-0.10	2.90	9.30	11.40

Understanding the community results table

The aim of the community results table is to provide an overview of all the AEDC results† that have been geographically mapped for Local Communities located within the AEDC community (this is usually a Local Government Area).

Depending on the category selected, the table provides comparative data and reports on the proportion of children who are either developmentally on track, developmentally at risk or developmentally vulnerable across the three AEDC collections. When the developmentally vulnerable category is selected, the table also reports on the two AEDC Summary Indicators+.

A method described as the critical difference\$ has been applied to the data to assist the reader in making informed decisions about whether there has been a 'significant change' in the percentage of children considered developmentally on track, at risk and vulnerable. The table reports on 'significant change' through the use of a traffic light approach:

For the proportion of children who are developmentally on track, a 'significant increase' is indicated by green and a 'significant decrease' is indicated by red.

For the proportion of children who are developmentally at risk and vulnerable, a 'significant increase' is indicated by red and a 'significant decrease' is indicated by green.

For all three categories, yellow indicates 'no significant change' in the proportion of children across the collections.

The ability to compare results can assist the reader to think about changes in children's development over time. When looking at the data, key questions that readers may ask themselves are:

1. What category has been selected- is it developmentally on track, at risk or vulnerable- as this affects the traffic light colouring?
2. On which domain(s) are children more likely to be developmentally vulnerable? Are there domains where children are less likely to be developmentally vulnerable?
3. How do the Local Community results compare to the national and state AEDC results displayed in the AEDC National Report or other communities that have similar characteristics to this Local Community? Are the Local Communities faring better or worse than the comparison groups?
4. How many children are developmentally vulnerable? Depending on how many children were surveyed for the AEDC in the Local Community (column titled Number of Children), a higher proportion does not necessarily mean a large number of children. Similarly, a low proportion in a large community may still equate to a large number of children.

For more information on Critical Difference, refer to the AEDC technical report '[Calculation of the Critical Difference](#)'.

For more information on the AEDC domains, refer to the '[About the AEDC domains](#)' fact sheet.

For a list of key terms used in the AEDC, refer to the '[Definition of Terms](#)' fact sheet.

† Results for children with chronic special needs are not included in the results. If there are a certain number of questions not answered by teachers, these children do not contribute to the domain analysis.

* Summary Indicators are a measure of developmental vulnerability across the five AEDC domains, and refers to the proportion of children who are developmentally vulnerable on one or more domain/s (Vuln1) and proportion of children who are developmentally vulnerable on two or more domains (Vuln2).

\$ Critical difference is the minimum percentage point change required between collection cycles (2012, 2015, and 2018) for the results to represent a 'significant change' in children's development. 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.

Stanthorpe Community overview

Location: Stanthorpe Community is situated approximately 190 kilometres from Brisbane CBD

Area: 2692 square kilometers

Residential population: 11458 with 667 children aged 0 to 5 years*

**Early Development
Instruments completed on
children in their first year of
formal full-time school:** 136

Number of teachers: 17 teachers from 16 schools

*Sourced from Australian Bureau Statistics Census 2018