Australian Early Development Census

Community Profile 2018

Melville,
WA

Our Children
Our Communities
Our Future

Contents

❶ 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.

❶ 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.

❶ 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.

❶ 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.

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

❶ 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** 📍 **).**

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

Melville is in the Perth region of WA.

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 Melville community are: Leeming, Bicton, Palmyra, Attadale, Melville, Willagee, Kardinya, Alfred Cove, Myaree, Winthrop, Booragoon, Applecross, Ardross, Brentwood, Mount Pleasant, Bateman, Bull Creek, Murdoch.

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 Melville have either never, or only sometimes, been reported in a Community Profile:

Local communities reported in some but not all years:
Murdoch

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	1,140	1,193	1,210
Number of schools contributing to the results	67	70	60
Number of teachers contributing to the results	114	116	110
Mean age of children at completion	5 years 4 months	5 years 5 months	5 years 4 months

Table 4.2 – Further demographic information about this community.

Demographics	2012		2015		2018	
	n	%	n	%	n	%
Sex - Male	606	53.2	625	52.4	615	50.8
Sex - Female	534	46.8	568	47.6	595	49.2
Aboriginal and Torres Strait Islander children	16	1.4	24	2.0	20	1.7
Children born in another country	139	12.2	139	11.8	138	11.4
Children with English as a second language	101	8.9	120	10.1	219	18.1
Children with a language background other than English (LBOTE[1]) and who ARE proficient in English	150	13.2	222	18.7	311	25.7
Children with a language background other than English (LBOTE) and who ARE NOT proficient in English	15	1.3	20	1.7	21	1.7
Children with a primary caregiver who reported they completed some form of post-school qualification[2]	-		913	91.5	1,058	95.9

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[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	524	263	50.2	708	358	50.6	502	241	48.0
Day care	708	212	29.9	850	289	34.0	802	269	33.5
Preschool or kindergarten	1,096	1,072	97.8	1,160	1,131	97.5	1,181	1,150	97.4
Family day care	683	17	2.5	851	40	4.7	797	25	3.1
Grandparent	712	156	21.9	849	174	20.5	798	201	25.2
Other relative	684	44	6.4	846	24	2.8	761	30	3.9
Nanny	743	28	3.8	881	39	4.4	811	32	3.9
Other	677	41	6.1	850	44	5.2	764	23	3.0

Special needs

Table 4.4 – Support.[4]

Types of support required or identified	2012		2015		2018	
	n	%	n	%	n	%
Children with special needs status	26	2.3	52	4.4	34	2.8
Children identified by teachers as requiring further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development)	74	6.6	113	9.6	142	11.9

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[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	1,119	98.3	1,167	98.1	1,196	99.0
Not true	18	1.6	22	1.8	12	1.0
Don't know	≤3	≤0.3	≤3	≤0.3	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	1,106	97.2	1,158	97.3	1,175	97.3
Not true	30	2.6	29	2.4	33	2.7
Don't know	≤3	≤0.3	≤3	≤0.3	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	1,080	94.9	1,155	97.1	1,158	95.9
Not true	17	1.5	13	1.1	24	2.0
Don't know	41	3.6	22	1.8	26	2.2

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.

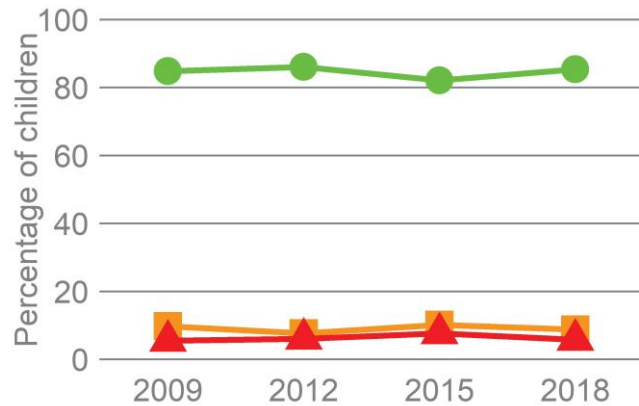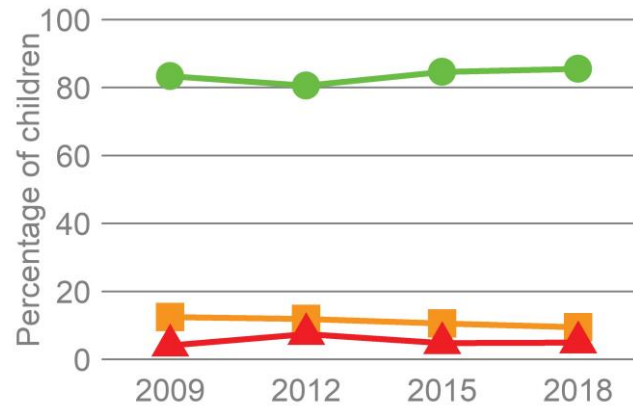**Figure 5.2** – Trends in the social competence domain for this community.

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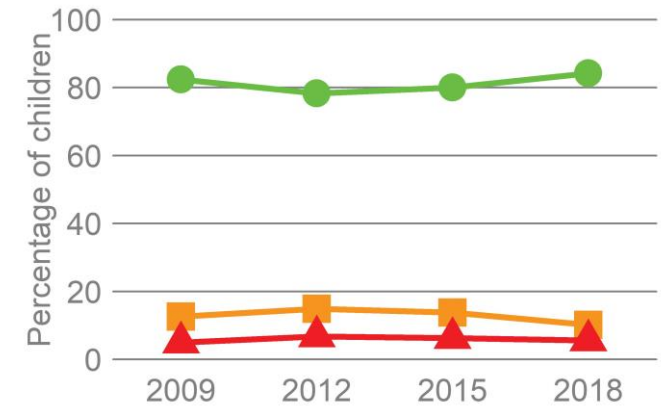

Figure 5.4 – Trends in the language and cognitive skills (school-based) domain for this community.
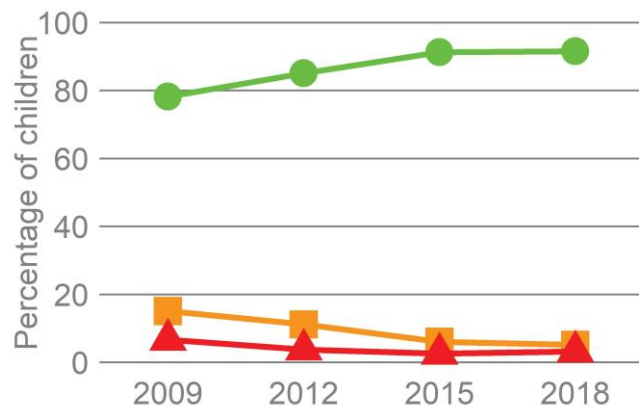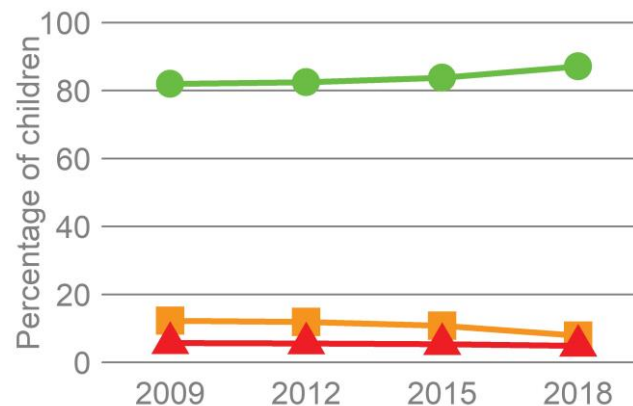

Figure 5.5 – Trends in the communication skills and general knowledge domain for this community.

● On track

■ At risk

▲ Vulnerable

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	867	84.8	957	86.1	934	82.1	1,003	85.4	No significant change	Significant increase
	At risk	100	9.8	86	7.7	116	10.2	103	8.8	No significant change	No significant change
	Vulnerable	56	5.5	68	6.1	87	7.7	68	5.8	No significant change	Significant decrease
Social competence	On track	853	83.4	895	80.6	962	84.6	1,004	85.5	Significant increase	No significant change
	At risk	128	12.5	132	11.9	120	10.6	111	9.5	Significant decrease	No significant change
	Vulnerable	42	4.1	83	7.5	55	4.8	59	5.0	No significant change	No significant change
Emotional maturity	On track	842	82.4	864	78.3	907	80.0	986	84.2	Significant increase	Significant increase
	At risk	129	12.6	165	14.9	156	13.8	119	10.2	Significant decrease	Significant decrease
	Vulnerable	51	5.0	75	6.8	71	6.3	66	5.6	No significant change	No significant change
Language and cognitive skills (school-based)	On track	800	78.2	945	85.1	1,038	91.3	1,075	91.6	Significant increase	No significant change
	At risk	154	15.1	124	11.2	69	6.1	61	5.2	Significant decrease	No significant change
	Vulnerable	69	6.7	42	3.8	30	2.6	37	3.2	Significant decrease	No significant change
Communication skills and general knowledge	On track	839	82.0	916	82.5	953	83.8	1,023	87.1	Significant increase	Significant increase
	At risk	126	12.3	132	11.9	123	10.8	93	7.9	Significant decrease	Significant decrease
	Vulnerable	58	5.7	62	5.6	61	5.4	58	4.9	No significant change	No significant change

❶ 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)	165	16.1	184	16.7	174	15.3	163	13.9	Significant decrease	No significant change
Vulnerable on two or more domains	71	6.9	79	7.1	70	6.2	72	6.1	No significant change	No significant change

Figure 5.6 – Community trends of vulnerability over time.
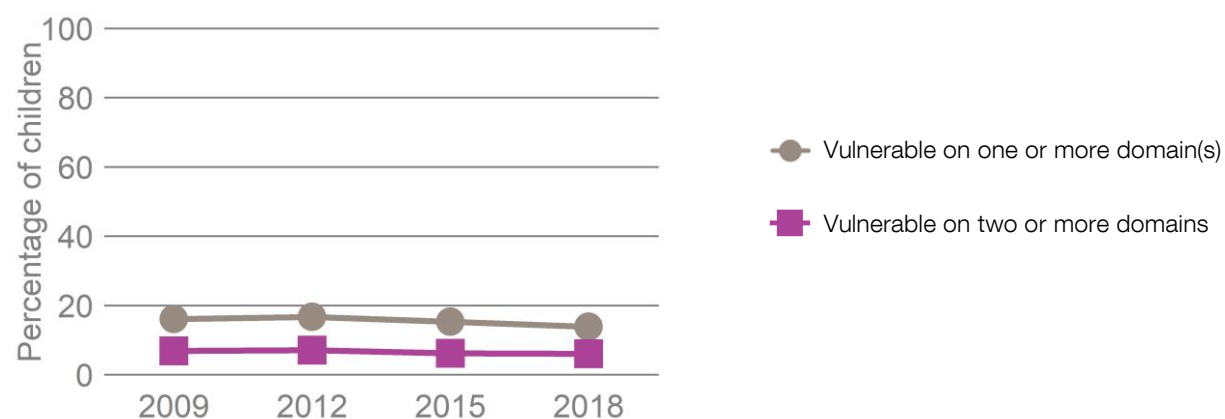
Physical health and wellbeing

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

Physical health and wellbeing

			Developmentally on track		Developmentally at risk		Developmentally vulnerable	
			n	%	n	%	n	%
This Community		2018	1,003	85.4	103	8.8	68	5.8
		2015	934	82.1	116	10.2	87	7.7
		2012	957	86.1	86	7.7	68	6.1
WA		2018	26,546	80.7	3,424	10.4	2,929	8.9
		2015	25,620	78.8	3,676	11.3	3,206	9.9
		2012	24,045	78.0	3,777	12.2	3,012	9.8
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.	89	8.0	82	7.2	79	6.7
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.	63	5.7	97	8.5	77	6.6
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.	45	4.1	56	4.9	46	3.9

Social competence

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

Social competence

			Developmentally on track		Developmentally at risk		Developmentally vulnerable	
			n	%	n	%	n	%
This Community	2018		1,004	85.5	111	9.5	59	5.0
	2015		962	84.6	120	10.6	55	4.8
	2012		895	80.6	132	11.9	83	7.5
WA	2018		26,171	79.6	4,292	13.0	2,431	7.4
	2015		25,051	77.1	4,724	14.5	2,721	8.4
	2012		23,689	76.9	4,521	14.7	2,589	8.4
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

Emotional maturity

		Developmentally on track		Developmentally at risk		Developmentally vulnerable	
		n	%	n	%	n	%
This Community	2018	986	84.2	119	10.2	66	5.6
	2015	907	80.0	156	13.8	71	6.3
	2012	864	78.3	165	14.9	75	6.8
WA	2018	25,488	77.7	4,792	14.6	2,518	7.7
	2015	24,401	75.3	5,241	16.2	2,751	8.5
	2012	23,147	75.5	4,972	16.2	2,559	8.3
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
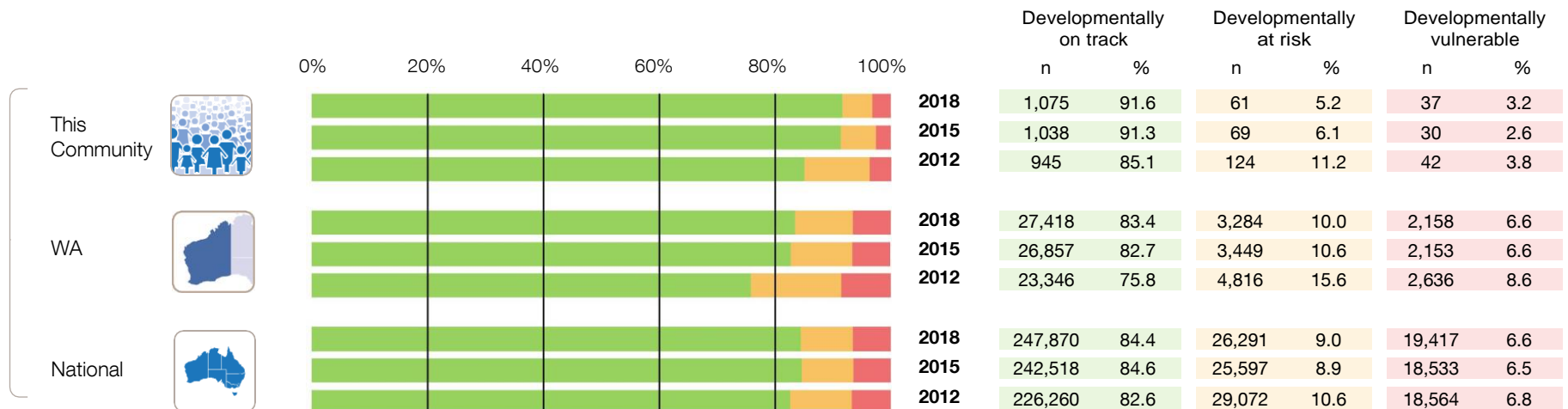
Language and cognitive skills (school-based)

			Developmentally on track		Developmentally at risk		Developmentally vulnerable	
			n	%	n	%	n	%
This Community		2018	1,075	91.6	61	5.2	37	3.2
		2015	1,038	91.3	69	6.1	30	2.6
		2012	945	85.1	124	11.2	42	3.8
WA		2018	27,418	83.4	3,284	10.0	2,158	6.6
		2015	26,857	82.7	3,449	10.6	2,153	6.6
		2012	23,346	75.8	4,816	15.6	2,636	8.6
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

			Developmentally on track		Developmentally at risk		Developmentally vulnerable	
			n	%	n	%	n	%
Communication skills and general knowledge	This Community	**2018**	1,023	87.1	93	7.9	58	4.9
		2015	953	83.8	123	10.8	61	5.4
		2012	916	82.5	132	11.9	62	5.6
	WA	**2018**	26,749	81.3	3,837	11.7	2,311	7.0
		2015	25,811	79.4	4,082	12.6	2,612	8.0
		2012	23,643	76.7	4,397	14.3	2,797	9.1
	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
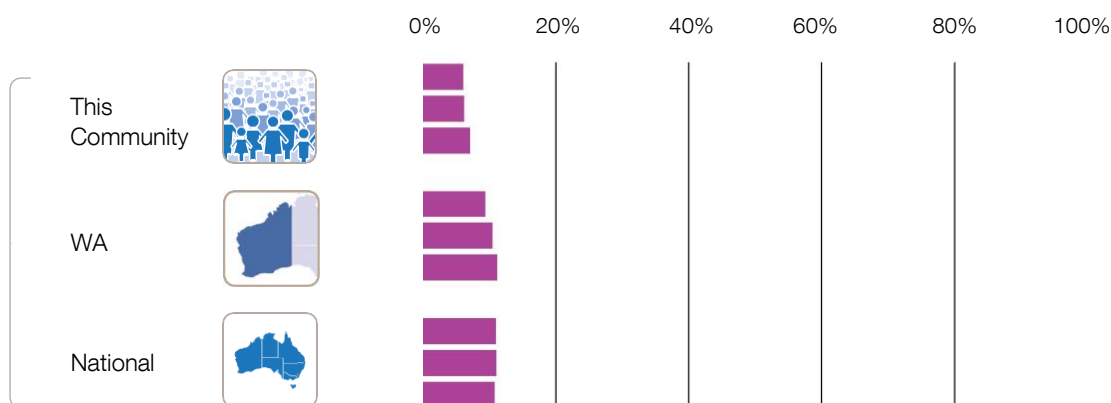
Developmentally vulnerable on one or more domain(s)

Vuln 1
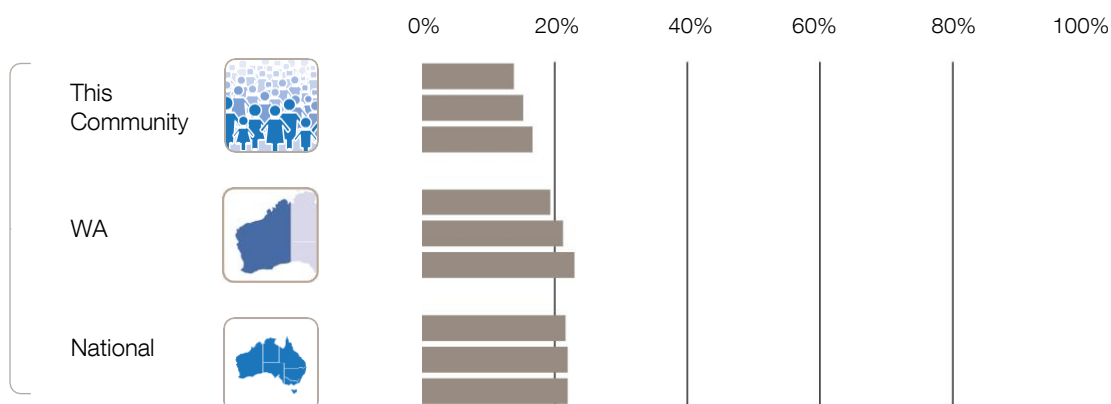
	This Community		WA		National	
	n	%	n	%	n	%
2018	163	13.9	6,369	19.4	63,448	21.7
2015	174	15.3	6,895	21.3	62,960	22.0
2012	184	16.7	7,048	23.0	59,933	22.0

Developmentally vulnerable on two or more domains

Vuln 2

	This Community		WA		National	
	n	%	n	%	n	%
2018	72	6.1	3,086	9.4	32,434	11.0
2015	70	6.2	3,403	10.5	31,754	11.1
2012	79	7.1	3,449	11.2	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
WA	24,045	78.0	25,620	78.8	26,546	80.7	3,777	12.2	3,676	11.3	3,424	10.4	3,012	9.8	3,206	9.9	2,929	8.9
Melville	957	86.1	934	82.1	1,003	85.4	86	7.7	116	10.2	103	8.8	68	6.1	87	7.7	68	5.8
Alfred Cove	24	88.9	38	79.2	38	97.4	3	11.1	5	10.4	0	0.0	0	0.0	5	10.4	1	2.6
Applecross	70	97.2	62	82.7	82	91.1	1	1.4	8	10.7	6	6.7	1	1.4	5	6.7	2	2.2
Ardross	52	91.2	39	86.7	47	88.7	3	5.3	5	11.1	2	3.8	2	3.5	1	2.2	4	7.5
Attadale	63	92.6	64	91.4	53	89.8	4	5.9	3	4.3	3	5.1	1	1.5	3	4.3	3	5.1
Bateman	40	78.4	30	88.2	29	90.6	6	11.8	2	5.9	2	6.3	5	9.8	2	5.9	1	3.1
Bicton	63	94.0	50	84.7	69	85.2	1	1.5	8	13.6	11	13.6	3	4.5	1	1.7	1	1.2
Booragoon	53	96.4	56	90.3	54	93.1	2	3.6	1	1.6	2	3.4	0	0.0	5	8.1	2	3.4
Brentwood	19	79.2	15	65.2	21	77.8	3	12.5	4	17.4	4	14.8	2	8.3	4	17.4	2	7.4
Bull Creek	64	81.0	68	64.8	83	77.6	12	15.2	21	20.0	14	13.1	3	3.8	16	15.2	10	9.3
Kardinya	75	91.5	54	83.1	67	80.7	4	4.9	7	10.8	11	13.3	3	3.7	4	6.2	5	6.0
Leeming	124	90.5	108	87.1	111	84.7	8	5.8	11	8.9	14	10.7	5	3.6	5	4.0	6	4.6
Melville	78	88.6	72	80.0	56	90.3	6	6.8	7	7.8	3	4.8	4	4.5	11	12.2	3	4.8
Mount Pleasant	50	92.6	62	83.8	79	87.8	3	5.6	9	12.2	5	5.6	1	1.9	3	4.1	6	6.7
Murdoch	15	83.3	-		17	77.3	2	11.1	-		5	22.7	1	5.6	-		0	0.0
Myaree	24	100.0	24	85.7	17	94.4	0	0.0	0	0.0	0	0.0	0	0.0	4	14.3	1	5.6
Palmyra	37	46.3	75	77.3	73	81.1	18	22.5	9	9.3	8	8.9	25	31.3	13	13.4	9	10.0
Willagee	55	80.9	52	86.7	52	80.0	4	5.9	7	11.7	5	7.7	9	13.2	1	1.7	8	12.3
Winthrop	51	85.0	53	81.5	55	82.1	6	10.0	9	13.8	8	11.9	3	5.0	3	4.6	4	6.0

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
WA	23,689	76.9	25,051	77.1	26,171	79.6	4,521	14.7	4,724	14.5	4,292	13.0	2,589	8.4	2,721	8.4	2,431	7.4
Melville	895	80.6	962	84.6	1,004	85.5	132	11.9	120	10.6	111	9.5	83	7.5	55	4.8	59	5.0
Alfred Cove	25	92.6	40	83.3	38	97.4	2	7.4	7	14.6	0	0.0	0	0.0	1	2.1	1	2.6
Applecross	66	91.7	60	80.0	81	90.0	3	4.2	10	13.3	5	5.6	3	4.2	5	6.7	4	4.4
Ardross	47	82.5	38	84.4	47	88.7	8	14.0	4	8.9	4	7.5	2	3.5	3	6.7	2	3.8
Attadale	60	88.2	61	87.1	47	79.7	4	5.9	7	10.0	9	15.3	4	5.9	2	2.9	3	5.1
Bateman	42	82.4	33	97.1	28	87.5	6	11.8	1	2.9	3	9.4	3	5.9	0	0.0	1	3.1
Bicton	57	85.1	53	89.8	74	91.4	7	10.4	5	8.5	6	7.4	3	4.5	1	1.7	1	1.2
Booragoon	44	80.0	54	87.1	52	89.7	10	18.2	7	11.3	4	6.9	1	1.8	1	1.6	2	3.4
Brentwood	20	83.3	17	73.9	22	81.5	2	8.3	5	21.7	3	11.1	2	8.3	1	4.3	2	7.4
Bull Creek	58	73.4	74	70.5	79	73.8	11	13.9	17	16.2	16	15.0	10	12.7	14	13.3	12	11.2
Kardinya	67	81.7	59	90.8	68	81.9	11	13.4	3	4.6	11	13.3	4	4.9	3	4.6	4	4.8
Leeming	117	85.4	113	91.1	112	85.5	13	9.5	8	6.5	13	9.9	7	5.1	3	2.4	6	4.6
Melville	67	76.1	77	85.6	58	93.5	14	15.9	8	8.9	3	4.8	7	8.0	5	5.6	1	1.6
Mount Pleasant	45	83.3	62	83.8	77	85.6	7	13.0	10	13.5	5	5.6	2	3.7	2	2.7	8	8.9
Murdoch	14	77.8	-		21	95.5	2	11.1	-		1	4.5	2	11.1	-		0	0.0
Myaree	21	87.5	25	89.3	16	88.9	2	8.3	1	3.6	1	5.6	1	4.2	2	7.1	1	5.6
Palmyra	47	59.5	78	80.4	74	82.2	9	11.4	14	14.4	14	15.6	23	29.1	5	5.2	2	2.2
Willagee	50	73.5	50	83.3	50	76.9	12	17.6	6	10.0	8	12.3	6	8.8	4	6.7	7	10.8
Winthrop	48	80.0	58	89.2	60	89.6	9	15.0	4	6.2	5	7.5	3	5.0	3	4.6	2	3.0

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
WA	23,147	75.5	24,401	75.3	25,488	77.7	4,972	16.2	5,241	16.2	4,792	14.6	2,559	8.3	2,751	8.5	2,518	7.7
Melville	864	78.3	907	80.0	986	84.2	165	14.9	156	13.8	119	10.2	75	6.8	71	6.3	66	5.6
Alfred Cove	22	81.5	36	75.0	37	94.9	5	18.5	8	16.7	1	2.6	0	0.0	4	8.3	1	2.6
Applecross	66	91.7	60	80.0	80	88.9	4	5.6	13	17.3	8	8.9	2	2.8	2	2.7	2	2.2
Ardross	48	84.2	35	77.8	50	94.3	8	14.0	7	15.6	1	1.9	1	1.8	3	6.7	2	3.8
Attadale	58	87.9	57	82.6	51	86.4	7	10.6	7	10.1	5	8.5	1	1.5	5	7.2	3	5.1
Bateman	33	64.7	32	94.1	27	84.4	14	27.5	2	5.9	3	9.4	4	7.8	0	0.0	2	6.3
Bicton	46	73.0	53	93.0	78	96.3	12	19.0	3	5.3	3	3.7	5	7.9	1	1.8	0	0.0
Booragoon	43	78.2	53	85.5	50	86.2	9	16.4	6	9.7	3	5.2	3	5.5	3	4.8	5	8.6
Brentwood	17	70.8	16	69.6	21	84.0	5	20.8	7	30.4	2	8.0	2	8.3	0	0.0	2	8.0
Bull Creek	63	79.7	63	60.0	84	78.5	12	15.2	27	25.7	14	13.1	4	5.1	15	14.3	9	8.4
Kardinya	69	84.1	56	86.2	62	74.7	7	8.5	6	9.2	15	18.1	6	7.3	3	4.6	6	7.2
Leeming	113	82.5	103	83.1	102	77.9	17	12.4	13	10.5	21	16.0	7	5.1	8	6.5	8	6.1
Melville	67	76.1	72	80.0	56	90.3	12	13.6	13	14.4	6	9.7	9	10.2	5	5.6	0	0.0
Mount Pleasant	46	85.2	58	78.4	72	80.9	7	13.0	9	12.2	7	7.9	1	1.9	7	9.5	10	11.2
Murdoch	11	61.1	-		19	86.4	4	22.2	-		3	13.6	3	16.7	-		0	0.0
Myaree	21	87.5	24	85.7	16	88.9	1	4.2	3	10.7	1	5.6	2	8.3	1	3.6	1	5.6
Palmyra	43	54.4	84	86.6	81	90.0	21	26.6	10	10.3	7	7.8	15	19.0	3	3.1	2	2.2
Willagee	53	77.9	51	85.0	49	75.4	8	11.8	4	6.7	7	10.8	7	10.3	5	8.3	9	13.8
Winthrop	45	75.0	44	67.7	51	76.1	12	20.0	16	24.6	12	17.9	3	5.0	5	7.7	4	6.0

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
WA	23,346	75.8	26,857	82.7	27,418	83.4	4,816	15.6	3,449	10.6	3,284	10.0	2,636	8.6	2,153	6.6	2,158	6.6
Melville	945	85.1	1,038	91.3	1,075	91.6	124	11.2	69	6.1	61	5.2	42	3.8	30	2.6	37	3.2
Alfred Cove	22	81.5	44	91.7	39	100.0	5	18.5	4	8.3	0	0.0	0	0.0	0	0.0	0	0.0
Applecross	70	97.2	72	96.0	87	96.7	1	1.4	3	4.0	1	1.1	1	1.4	0	0.0	2	2.2
Ardross	44	77.2	41	91.1	51	96.2	10	17.5	2	4.4	2	3.8	3	5.3	2	4.4	0	0.0
Attadale	61	89.7	65	92.9	55	93.2	7	10.3	4	5.7	3	5.1	0	0.0	1	1.4	1	1.7
Bateman	43	84.3	31	91.2	29	93.5	7	13.7	2	5.9	0	0.0	1	2.0	1	2.9	2	6.5
Bicton	58	86.6	55	93.2	80	98.8	8	11.9	2	3.4	1	1.2	1	1.5	2	3.4	0	0.0
Booragoon	50	90.9	57	91.9	56	96.6	4	7.3	4	6.5	2	3.4	1	1.8	1	1.6	0	0.0
Brentwood	18	75.0	21	91.3	24	88.9	3	12.5	2	8.7	2	7.4	3	12.5	0	0.0	1	3.7
Bull Creek	71	89.9	100	95.2	89	83.2	6	7.6	3	2.9	16	15.0	2	2.5	2	1.9	2	1.9
Kardinya	74	90.2	58	89.2	77	92.8	7	8.5	4	6.2	4	4.8	1	1.2	3	4.6	2	2.4
Leeming	121	88.3	111	89.5	117	89.3	9	6.6	9	7.3	11	8.4	7	5.1	4	3.2	3	2.3
Melville	72	81.8	87	96.7	59	95.2	10	11.4	2	2.2	1	1.6	6	6.8	1	1.1	2	3.2
Mount Pleasant	49	90.7	70	94.6	85	94.4	4	7.4	4	5.4	1	1.1	1	1.9	0	0.0	4	4.4
Murdoch	16	88.9	-		20	90.9	2	11.1	-		2	9.1	0	0.0	-		0	0.0
Myaree	22	91.7	26	92.9	16	88.9	2	8.3	2	7.1	2	11.1	0	0.0	0	0.0	0	0.0
Palmyra	61	76.3	91	93.8	81	90.0	13	16.3	4	4.1	4	4.4	6	7.5	2	2.1	5	5.6
Willagee	43	63.2	43	71.7	46	70.8	18	26.5	9	15.0	7	10.8	7	10.3	8	13.3	12	18.5

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	%
Winthrop	50	83.3	56	86.2	64	95.5	8	13.3	7	10.8	2	3.0	2	3.3	2	3.1	1	1.5

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
WA	23,643	76.7	25,811	79.4	26,749	81.3	4,397	14.3	4,082	12.6	3,837	11.7	2,797	9.1	2,612	8.0	2,311	7.0
Melville	916	82.5	953	83.8	1,023	87.1	132	11.9	123	10.8	93	7.9	62	5.6	61	5.4	58	4.9
Alfred Cove	24	88.9	44	91.7	39	100.0	3	11.1	3	6.3	0	0.0	0	0.0	1	2.1	0	0.0
Applecross	64	88.9	67	89.3	82	91.1	8	11.1	6	8.0	5	5.6	0	0.0	2	2.7	3	3.3
Ardross	43	75.4	36	80.0	50	94.3	11	19.3	8	17.8	3	5.7	3	5.3	1	2.2	0	0.0
Attadale	62	91.2	60	85.7	58	98.3	4	5.9	8	11.4	0	0.0	2	2.9	2	2.9	1	1.7
Bateman	38	74.5	31	91.2	26	81.3	10	19.6	1	2.9	3	9.4	3	5.9	2	5.9	3	9.4
Bicton	58	86.6	55	93.2	70	86.4	8	11.9	1	1.7	8	9.9	1	1.5	3	5.1	3	3.7
Booragoon	47	85.5	58	93.5	52	89.7	5	9.1	2	3.2	3	5.2	3	5.5	2	3.2	3	5.2
Brentwood	18	75.0	19	82.6	23	85.2	3	12.5	3	13.0	3	11.1	3	12.5	1	4.3	1	3.7
Bull Creek	62	78.5	65	61.9	85	79.4	14	17.7	29	27.6	11	10.3	3	3.8	11	10.5	11	10.3
Kardinya	76	92.7	55	84.6	71	85.5	3	3.7	4	6.2	9	10.8	3	3.7	6	9.2	3	3.6
Leeming	116	84.7	110	88.7	114	87.0	15	10.9	8	6.5	9	6.9	6	4.4	6	4.8	8	6.1
Melville	75	85.2	77	85.6	58	93.5	9	10.2	10	11.1	2	3.2	4	4.5	3	3.3	2	3.2
Mount Pleasant	51	94.4	64	86.5	77	85.6	3	5.6	9	12.2	6	6.7	0	0.0	1	1.4	7	7.8
Murdoch	16	88.9	-		19	86.4	2	11.1	-		3	13.6	0	0.0	-		0	0.0
Myaree	22	91.7	24	85.7	17	94.4	1	4.2	3	10.7	0	0.0	1	4.2	1	3.6	1	5.6
Palmyra	39	48.8	76	78.4	76	84.4	22	27.5	14	14.4	11	12.2	19	23.8	7	7.2	3	3.3
Willagee	53	77.9	45	75.0	49	75.4	8	11.8	9	15.0	11	16.9	7	10.3	6	10.0	5	7.7

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	%
Winthrop	52	88.1	57	87.7	57	85.1	3	5.1	5	7.7	6	9.0	4	6.8	3	4.6	4	6.0

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
WA	7,048	23.0	6,895	21.3	6,369	19.4	3,449	11.2	3,403	10.5	3,086	9.4
Melville	184	16.7	174	15.3	163	13.9	79	7.1	70	6.2	72	6.1
Alfred Cove	0	0.0	8	16.7	2	5.1	0	0.0	1	2.1	1	2.6
Applecross	4	5.6	11	14.7	6	6.7	3	4.2	3	4.0	3	3.3
Ardross	6	10.5	5	11.1	5	9.4	3	5.3	4	8.9	2	3.8
Attadale	5	7.6	10	14.5	7	11.9	3	4.4	3	4.3	3	5.1
Bateman	9	17.6	4	11.8	6	18.8	4	7.8	1	2.9	1	3.2
Bicton	9	14.3	4	7.0	5	6.2	4	6.0	3	5.1	0	0.0
Booragoon	6	10.9	8	12.9	9	15.5	1	1.8	3	4.8	3	5.2
Brentwood	7	29.2	6	26.1	3	12.0	3	12.5	0	0.0	2	7.4
Bull Creek	16	20.3	29	27.6	23	21.5	4	5.1	16	15.2	11	10.3
Kardinya	12	14.6	9	13.8	11	13.3	5	6.1	5	7.7	5	6.0
Leeming	18	13.1	14	11.3	19	14.5	7	5.1	6	4.8	8	6.1
Melville	16	18.2	14	15.6	4	6.5	7	8.0	4	4.4	3	4.8
Mount Pleasant	4	7.4	9	12.2	16	17.8	1	1.9	3	4.1	9	10.0
Murdoch	3	16.7	-		0	0.0	2	11.1	-		0	0.0
Myaree	2	8.3	4	14.3	2	11.1	1	4.2	2	7.1	2	11.1
Palmyra	38	48.1	16	16.5	12	13.3	22	27.8	6	6.2	5	5.6
Willagee	17	25.0	13	21.7	21	32.3	7	10.3	6	10.0	12	18.5
Winthrop	12	20.3	7	10.8	12	17.9	2	3.3	3	4.6	2	3.0

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
WA	30,834	32,502	32,899	30,799	32,496	32,894	30,678	32,393	32,798
Melville	1,111	1,137	1,174	1,110	1,137	1,174	1,104	1,134	1,171
Alfred Cove	27	48	39	27	48	39	27	48	39
Applecross	72	75	90	72	75	90	72	75	90
Ardross	57	45	53	57	45	53	57	45	53
Attadale	68	70	59	68	70	59	66	69	59
Bateman	51	34	32	51	34	32	51	34	32
Bicton	67	59	81	67	59	81	63	57	81
Booragoon	55	62	58	55	62	58	55	62	58
Brentwood	24	23	27	24	23	27	24	23	25
Bull Creek	79	105	107	79	105	107	79	105	107
Kardinya	82	65	83	82	65	83	82	65	83
Leeming	137	124	131	137	124	131	137	124	131
Melville	88	90	62	88	90	62	88	90	62
Mount Pleasant	54	74	90	54	74	90	54	74	89
Murdoch	18	-	22	18	-	22	18	-	22
Myaree	24	28	18	24	28	18	24	28	18
Palmyra	80	97	90	79	97	90	79	97	90
Willagee	68	60	65	68	60	65	68	60	65
Winthrop	60	65	67	60	65	67	60	65	67

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
WA	30,798	32,459	32,860	30,837	32,505	32,897
Melville	1,111	1,137	1,173	1,110	1,137	1,174
Alfred Cove	27	48	39	27	48	39
Applecross	72	75	90	72	75	90
Ardross	57	45	53	57	45	53
Attadale	68	70	59	68	70	59
Bateman	51	34	31	51	34	32
Bicton	67	59	81	67	59	81
Booragoon	55	62	58	55	62	58
Brentwood	24	23	27	24	23	27
Bull Creek	79	105	107	79	105	107
Kardinya	82	65	83	82	65	83
Leeming	137	124	131	137	124	131
Melville	88	90	62	88	90	62
Mount Pleasant	54	74	90	54	74	90
Murdoch	18	-	22	18	-	22
Myaree	24	28	18	24	28	18
Palmyra	80	97	90	80	97	90
Willagee	68	60	65	68	60	65
Winthrop	60	65	67	59	65	67

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
WA	30,631	32,373	32,798	30,770	32,478	32,880
Melville	1,103	1,134	1,172	1,110	1,137	1,173
Alfred Cove	27	48	39	27	48	39
Applecross	72	75	90	72	75	90
Ardross	57	45	53	57	45	53
Attadale	66	69	59	68	70	59
Bateman	51	34	32	51	34	31
Bicton	63	57	81	67	59	81
Booragoon	55	62	58	55	62	58
Brentwood	24	23	25	24	23	27
Bull Creek	79	105	107	79	105	107
Kardinya	82	65	83	82	65	83
Leeming	137	124	131	137	124	131
Melville	88	90	62	88	90	62
Mount Pleasant	54	74	90	54	74	90
Murdoch	18	-	22	18	-	22
Myaree	24	28	18	24	28	18
Palmyra	79	97	90	79	97	90
Willagee	68	60	65	68	60	65
Winthrop	59	65	67	60	65	67

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 🔲).