Australian Early Development Census
An Australian Government Initiative

Our Children
Our Communities
Our Future

Australian Early Development Census

# Community profile 2024

## Molonglo,

## ACT

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, and The Kids Research Institute Australia to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC.

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**Note on presentation conventions:** the hyphen (-) is used throughout the tables in this *Community profile* where AEDC 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.

**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 this *Community profile* is available for download from the Community data explorer on the AEDC 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 Data guidelines* ( **aedc.gov.au/dg** ).

# 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 2024.

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 10, where higher scores denote greater development.

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 (in the lowest 10 per cent) were categorised as ‘developmentally vulnerable’
- Children falling between the 10th and 25th percentile (between the lowest 10 per cent and top 75 per cent) were categorised as ‘developmentally at risk’
- All other children were categorised as ‘developmentally on track’ (in the top 75 per cent).

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, in the 2024 AEDC, 7.7 per cent of children were considered developmentally vulnerable on the Language and cognitive skills (school-based) domain, because their scores on that domain were below the relevant cut-off score 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* ( **aedc.gov.au/abtdom** ).
Links to additional AEDC resources can be found at Appendix 1.

# How to use this AEDC data

The AEDC provides important information for communities, governments and schools to support their planning and service provision. The 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?

Consider how stakeholders can connect effectively 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* ( **aedc.gov.au/userguides** ) for steps 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.

The *AEDC Community profile* presents AEDC results for children living in this community regardless of where they attend school.

## Location

Molonglo is in the ACT region of ACT.

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

## AEDC local communities

The AEDC local communities that make up the Molonglo community are: Coombs, Denman Prospect, Wright.

Across the 2009, 2012, 2015, 2018, 2021 and 2024 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 Molonglo have either never, or only sometimes, been reported in a *Community profile*:

Local communities reported in some but not all years:
Coombs, Denman Prospect, Wright

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 information on demographics, early education experiences, special needs and transition to school.

## Background information

**Table 1.1** – Demographic information about this community.

| Demographics | 2018 | 2021 | 2024 |
|---|---|---|---|
| Total number of children measured | 117 | 182 | 206 |
| Number of schools contributing to the results | 24 | 29 | 29 |
| Number of teachers contributing to the results | 34 | 51 | 53 |
| Average age of children at completion | 5 years 7 months | 5 years 7 months | 5 years 8 months |

**Table 1.2** – Further demographic information about this community.

| Demographics | 2018 | | 2021 | | 2024 | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| Gender – Male | 61 | 52.1 | 93 | 51.1 | 121 | 58.7 |
| Gender – Female | 56 | 47.9 | 89 | 48.9 | 85 | 41.3 |
| First Nations children | 5 | 4.4 | ≤3 | ≤1.6 | 4 | 1.9 |
| Children born in another country | 15 | 13.5 | 21 | 11.5 | 22 | 10.7 |
| Children with English as a second language | 40 | 34.2 | 80 | 44.0 | 74 | 35.9 |
| Children with a language background other than English (LBOTE) Total [1] | 49 | 41.9 | 89 | 48.9 | 101 | 49.0 |
| LBOTE - children who ARE proficient in English | 42 | 36.2 | 74 | 40.7 | 86 | 42.2 |
| LBOTE - children who ARE NOT proficient in English | 6 | 5.2 | 15 | 8.2 | 13 | 6.4 |
| Children with a primary caregiver who reported they completed some form of post-school qualification | 100 | 94.3 | 149 | 95.5 | 172 | 89.6 |

**Note on children with a language background other than English (LBOTE)[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 (ESL) status. More information on AEDC terms and definitions is available in the fact sheet *Definition of AEDC terms* ( **aedc.gov.au/defterm** ).

## Non-parental early childhood education

**Table 1.3** – Non-parental early childhood education and/or care.

| Types of non-parental early childhood education and/or care | 2018 | | | 2021 | | | 2024 | | |
|---|---|---|---|---|---|---|---|---|---|
| | n (valid) | n (yes) | % | n (valid) | n (yes) | % | n (valid) | n (yes) | % |
| Playgroup | 18 | ≤3 | ≤16.7 | 24 | 14 | 58.3 | 26 | 7 | 26.9 |
| Centre based day care | 48 | 23 | 47.9 | 34 | 21 | 61.8 | 48 | 27 | 56.3 |
| Preschool or kindergarten | 111 | 108 | 97.3 | 171 | 167 | 97.7 | 188 | 182 | 96.8 |
| Family day care | 31 | 0 | 0.0 | 29 | 0 | 0.0 | 37 | ≤3 | ≤8.1 |
| Grandparent | 29 | ≤3 | ≤10.3 | 36 | 8 | 22.2 | 40 | 10 | 25.0 |
| Other relative | 33 | 4 | 12.1 | 34 | ≤3 | ≤8.8 | 35 | ≤3 | ≤8.6 |
| Nanny | 32 | ≤3 | ≤9.4 | 38 | ≤3 | ≤7.9 | 36 | 0 | 0.0 |
| Other | 31 | ≤3 | ≤9.7 | 35 | ≤3 | ≤8.6 | 35 | ≤3 | ≤8.6 |

**Note on children in non-parental care:** 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 are 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 1.3. 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.

## Special needs

**Table 1.4** – Support.

| Types of support required or identified | 2018 | | 2021 | | 2024 | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| Children with special needs status | 5 | 4.3 | 6 | 3.3 | 10 | 4.9 |
| Children identified by teachers as requiring further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development) | 10 | 8.8 | 30 | 17.2 | 44 | 21.7 |
| Children attended early intervention program | 4 | 4.9 | 10 | 8.1 | 12 | 7.7 |

**Note on children with special needs status:** 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* ( **aedc.gov.au/defterm** ).

## Transition to school

**Table 1.5** – 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 | 2018 | | 2021 | | 2024 | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| Very true | 94 | 80.3 | 132 | 72.5 | 156 | 76.5 |
| Somewhat true | 21 | 17.9 | 41 | 22.5 | 39 | 19.1 |
| Not true | ≤3 | ≤2.6 | 8 | 4.4 | 7 | 3.4 |
| Don't know | 0 | 0.0 | ≤3 | ≤1.6 | ≤3 | ≤1.5 |

**Table 1.6** – 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 | 2018 | | 2021 | | 2024 | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| Very true | 97 | 82.9 | 131 | 72.0 | 164 | 80.4 |
| Somewhat true | 18 | 15.4 | 46 | 25.3 | 35 | 17.2 |
| Not true | ≤3 | ≤2.6 | 4 | 2.2 | ≤3 | ≤1.5 |
| Don't know | 0 | 0.0 | ≤3 | ≤1.6 | ≤3 | ≤1.5 |

**Table 1.7** – 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 | 2018 | | 2021 | | 2024 | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| Very true | 91 | 77.8 | 116 | 63.7 | 144 | 70.6 |
| Somewhat true | 20 | 17.1 | 38 | 20.9 | 41 | 20.1 |
| Not true | 4 | 3.4 | 14 | 7.7 | 6 | 2.9 |
| Don't know | ≤3 | ≤2.6 | 14 | 7.7 | 13 | 6.4 |

# AEDC domain and summary indicator 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
- developmentally vulnerable on one or more domains
- developmentally vulnerable on two or more domains
- developmentally on track on five 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 AEDC collection cycle.

**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 AEDC collection cycle.

## 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 2024 compared to previous years. In some cases, this difference will be small and in others, it will be more substantial.

To assist communities to make informed decisions about whether there has been a large enough change in the percentage of children considered developmentally on track, at risk or vulnerable over time to be considered significant, a method described as the critical difference has been developed and is available for use on the AEDC website ( **aedc.gov.au/critdiff** ).

Table 2.1 indicates whether the change in each developmental domain category represents a significant change for this community. Table 3 indicates whether the change in each summary indicator represents a significant change for this community.

## AEDC domain trends for this community

Figure 2.1 to 2.5 show broad trends for each domain from 2009 to 2024. Results are also presented in tabular format in Table 2.1.

**Figure 2.1** – Trends in the physical health and wellbeing domain for this community.

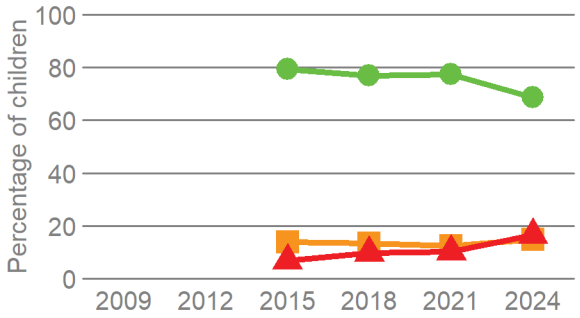



**Figure 2.2** – Trends in the social competence domain for this community.

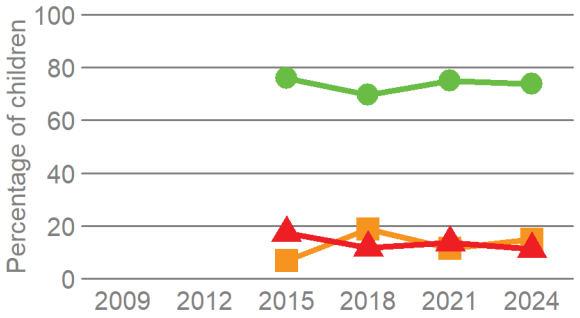



**Figure 2.3 –** Trends in the emotional maturity domain for this community.

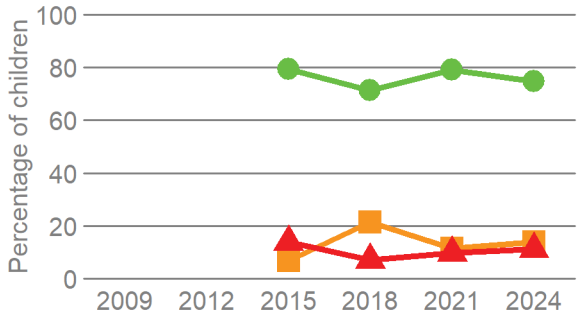



**Figure 2.4** – Trends in the language and cognitive skills (school-based) domain for this community.

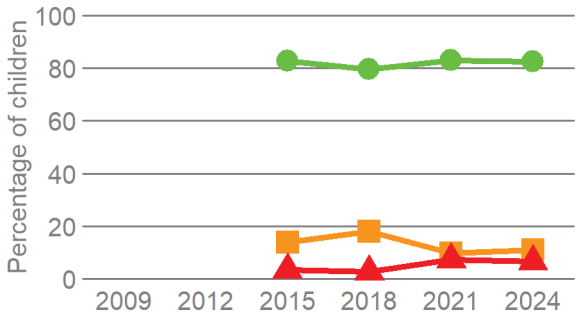
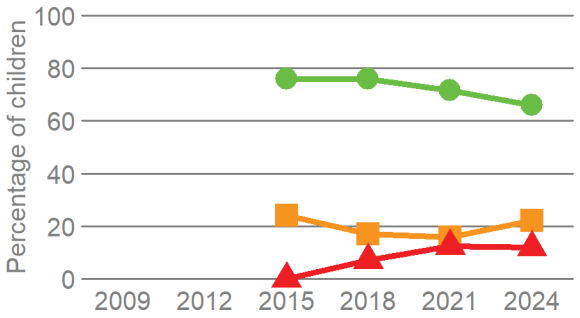



**Figure 2.5 –** Trends in the communication skills and general knowledge domain for this community.



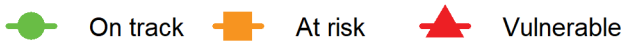



**Table 2.1** - AEDC domain results over time for this community.

| | | 2009 | | 2012 | | 2015 | | 2018 | | 2021 | | 2024 | | Significant change | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n | % | n | % | n | % | 2009 vs 2024 | 2021 vs 2024 |
| | **Physical health and wellbeing** | | | | | | | | | | | | | | |
| | **On track** | - | | - | | 23 | 79.3 | 86 | 76.8 | 136 | 77.3 | 133 | 68.6 | NA | Decrease |
| | **At risk** | - | | - | | 4 | 13.8 | 15 | 13.4 | 22 | 12.5 | 29 | 14.9 | NA | No change |
| | **Vulnerable** | - | | - | | 2 | 6.9 | 11 | 9.8 | 18 | 10.2 | 32 | 16.5 | NA | Increase |
| | **Social competence** | | | | | | | | | | | | | | |
| | **On track** | - | | - | | 22 | 75.9 | 78 | 69.6 | 132 | 75.0 | 143 | 73.7 | NA | No change |
| | **At risk** | - | | - | | 2 | 6.9 | 21 | 18.8 | 20 | 11.4 | 29 | 14.9 | NA | No change |
| | **Vulnerable** | - | | - | | 5 | 17.2 | 13 | 11.6 | 24 | 13.6 | 22 | 11.3 | NA | No change |
| | **Emotional maturity** | | | | | | | | | | | | | | |
| | **On track** | - | | - | | 23 | 79.3 | 80 | 71.4 | 139 | 79.0 | 145 | 74.7 | NA | Decrease |
| | **At risk** | - | | - | | 2 | 6.9 | 24 | 21.4 | 20 | 11.4 | 27 | 13.9 | NA | No change |
| | **Vulnerable** | - | | - | | 4 | 13.8 | 8 | 7.1 | 17 | 9.7 | 22 | 11.3 | NA | No change |
| | **Language and cognitive skills (school-based)** | | | | | | | | | | | | | | |
| | **On track** | - | | - | | 24 | 82.8 | 89 | 79.5 | 146 | 83.0 | 159 | 82.4 | NA | No change |
| | **At risk** | - | | - | | 4 | 13.8 | 20 | 17.9 | 17 | 9.7 | 21 | 10.9 | NA | No change |
| | **Vulnerable** | - | | - | | 1 | 3.4 | 3 | 2.7 | 13 | 7.4 | 13 | 6.7 | NA | No change |
| | **Communication skills and general knowledge** | | | | | | | | | | | | | | |
| | **On track** | - | | - | | 22 | 75.9 | 85 | 75.9 | 126 | 71.6 | 128 | 66.0 | NA | Decrease |
| | **At risk** | - | | - | | 7 | 24.1 | 19 | 17.0 | 28 | 15.9 | 43 | 22.2 | NA | Increase |
| | **Vulnerable** | - | | - | | 0 | 0.0 | 8 | 7.1 | 22 | 12.5 | 23 | 11.9 | NA | No change |

**Note on significant change:** 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.

**Note on denominators:** The denominator may be different for each domain (as well as each of the three summary indicators), as there may be varying numbers of children with valid scores for each domain/summary indicator.

## AEDC summary indicator trends for this community

**Table 3** – Number and percentage of children in this community who are developmentally vulnerable on one or more domains, developmentally vulnerable on two or more domains or developmentally on track on five domains.

| | 2009 | | 2012 | | 2015 | | 2018 | | 2021 | | 2024 | | Significant change | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % | n | % | 2009 vs 2024 | 2021 vs 2024 |
| **Vulnerable on one or more domains** | - | | - | | 6 | 20.7 | 23 | 20.5 | 46 | 26.1 | 59 | 30.4 | NA | No change |
| **Vulnerable on two or more domains** | - | | - | | 4 | 13.8 | 14 | 12.5 | 24 | 13.6 | 26 | 13.5 | NA | No change |
| **On track on five domains** | - | | - | | 17 | 58.6 | 49 | 43.8 | 93 | 52.8 | 85 | 43.8 | NA | Decrease |

## AEDC summary indicators

The AEDC has three summary indicators that collectively can be used to monitor trends in child development. Two of these summary indicators measure developmental vulnerability across the domains and help identify groups of children who are most vulnerable:

DV1

**Developmentally vulnerable on one or more domains (DV1):**

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

DV2

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

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

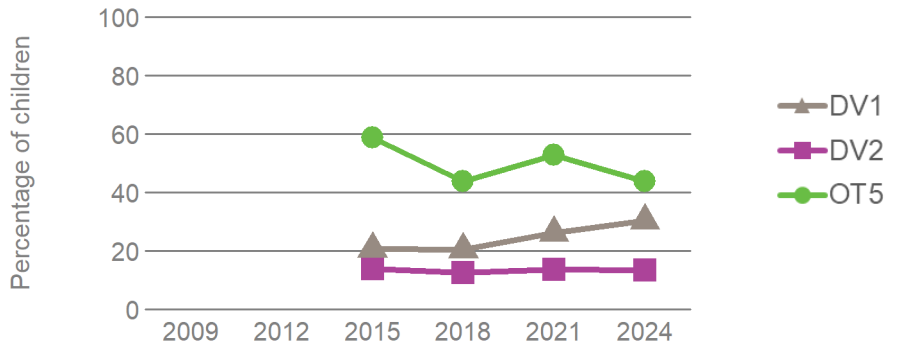
The third summary indicator, on track on five domains, is a strength-based indicator that helps identify where things are working well to support children's holistic development. It is the basis for the Closing the Gap Target 4 'children thrive in their early years'.

OT5

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

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

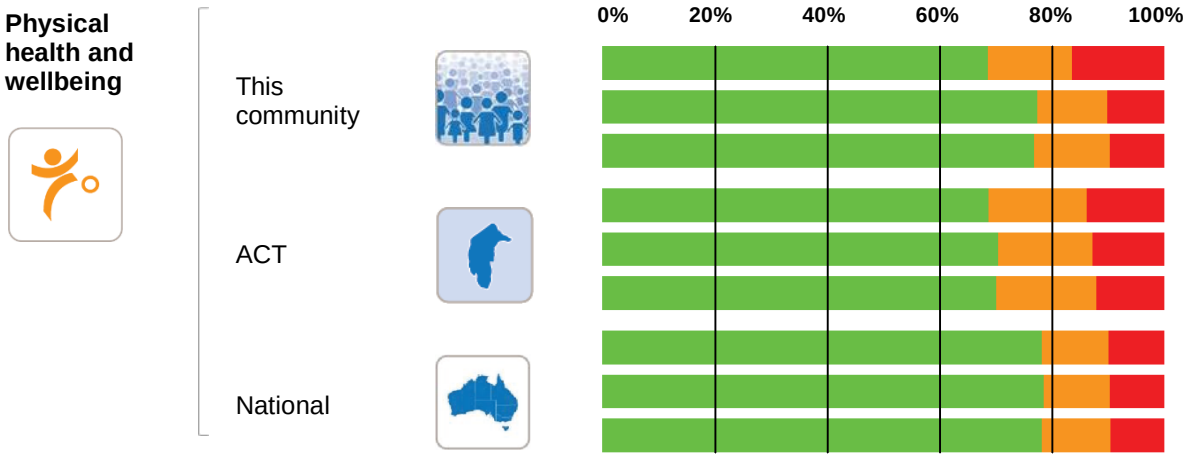
**Figure 3 –** Children developmentally vulnerable on one or more domains, two or more domains or on track on five domains in this community over time.




**Note on summary indicators:** Children who are developmentally vulnerable on one or more (DV1) and/or two or more (DV2) domains cannot be on track on five (OT5) domains and vice versa. However, some children may not be DV1, DV2 or OT5 as they may be at risk on 1-5 domains and on track on the other domains. More information is available in the fact sheet *AEDC summary indicators* ( **aedc.gov.au/abtsumm** ).

## 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 | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2024 | 133 | 68.6 | 29 | 14.9 | 32 | 16.5 | 194 |
| 2021 | 136 | 77.3 | 22 | 12.5 | 18 | 10.2 | 176 |
| 2018 | 86 | 76.8 | 15 | 13.4 | 11 | 9.8 | 112 |
| 2024 | 3,385 | 68.7 | 859 | 17.4 | 681 | 13.8 | 4,925 |
| 2021 | 3,898 | 70.4 | 929 | 16.8 | 708 | 12.8 | 5,535 |
| 2018 | 3,840 | 70.0 | 978 | 17.8 | 666 | 12.1 | 5,484 |
| 2024 | 209,467 | 78.2 | 31,505 | 11.8 | 26,890 | 10.0 | 267,862 |
| 2021 | 226,006 | 78.5 | 33,677 | 11.7 | 28,341 | 9.8 | 288,024 |
| 2018 | 229,542 | 78.1 | 36,105 | 12.3 | 28,247 | 9.6 | 293,894 |

**Table 2.3** – 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

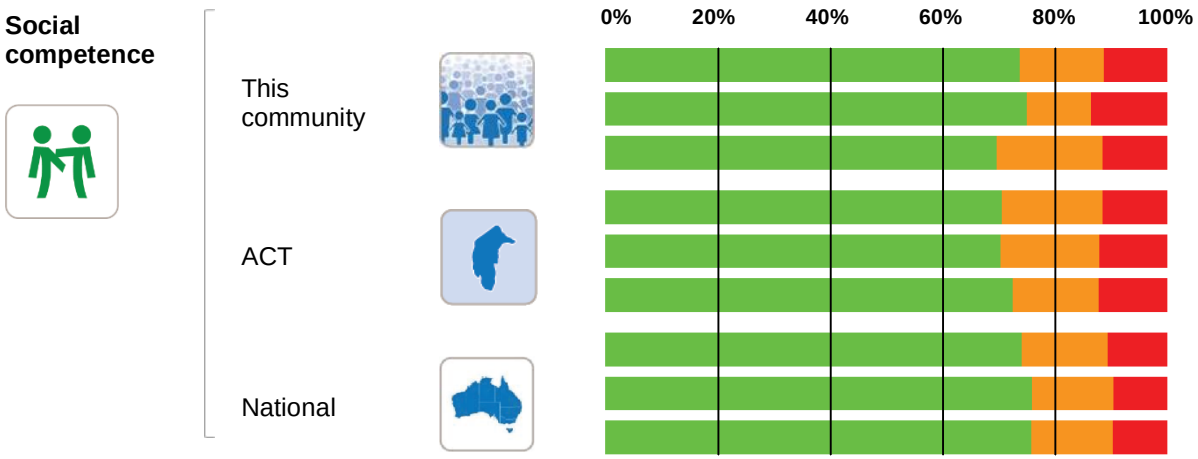
The physical health and wellbeing domain is the only AEDC domain that is reported with sub-domain analysis. Patterns of vulnerability vary across the physical health and wellbeing domain: for example, children might be coming to school hungry but still have developmentally appropriate fine and gross 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 2.4** – Children developmentally vulnerable on the physical health and wellbeing sub-domains.

| Sub-domain | Description | 2018 | | 2021 | | 2024 | |
|---|---|---|---|---|---|---|---|
| | | 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. | 17 | 15.2 | 21 | 11.9 | 32 | 16.5 |
| 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. | 5 | 4.5 | 21 | 11.9 | 27 | 13.9 |
| 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. | 8 | 7.2 | 13 | 7.4 | 22 | 11.3 |

## Social competence

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



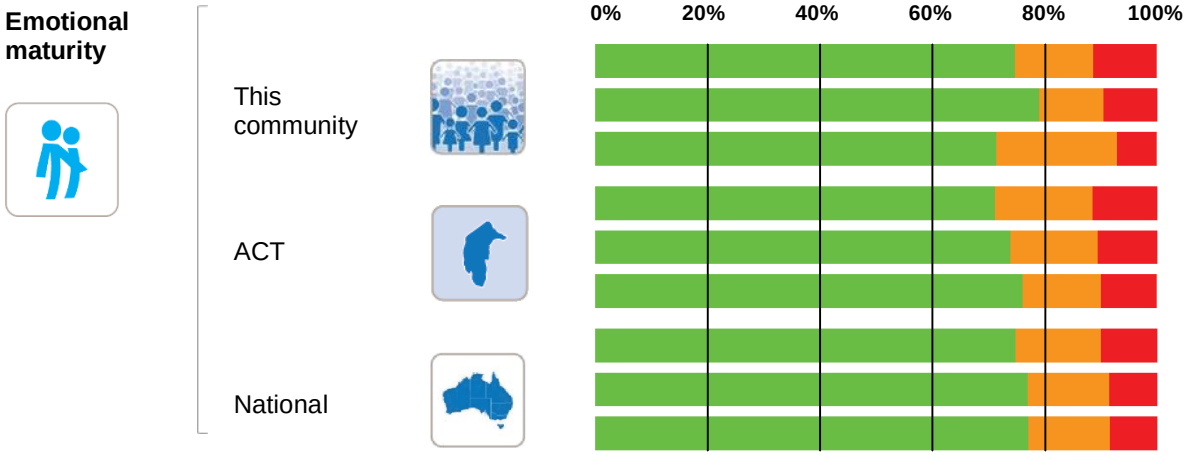

| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2024 | 143 | 73.7 | 29 | 14.9 | 22 | 11.3 | 194 |
| 2021 | 132 | 75.0 | 20 | 11.4 | 24 | 13.6 | 176 |
| 2018 | 78 | 69.6 | 21 | 18.8 | 13 | 11.6 | 112 |
| 2024 | 3,471 | 70.5 | 881 | 17.9 | 568 | 11.5 | 4,920 |
| 2021 | 3,893 | 70.3 | 966 | 17.5 | 675 | 12.2 | 5,534 |
| 2018 | 3,969 | 72.4 | 841 | 15.3 | 674 | 12.3 | 5,484 |
| 2024 | 198,211 | 74.0 | 40,859 | 15.3 | 28,704 | 10.7 | 267,774 |
| 2021 | 218,679 | 75.9 | 41,528 | 14.4 | 27,788 | 9.6 | 287,995 |
| 2018 | 222,771 | 75.8 | 42,434 | 14.4 | 28,673 | 9.8 | 293,878 |

**Table 2.5** – 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 | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2024 | 145 | 74.7 | 27 | 13.9 | 22 | 11.3 | 194 |
| 2021 | 139 | 79.0 | 20 | 11.4 | 17 | 9.7 | 176 |
| 2018 | 80 | 71.4 | 24 | 21.4 | 8 | 7.1 | 112 |
| 2024 | 3,482 | 71.1 | 850 | 17.4 | 566 | 11.6 | 4,898 |
| 2021 | 4,078 | 73.9 | 857 | 15.5 | 585 | 10.6 | 5,520 |
| 2018 | 4,173 | 76.1 | 764 | 13.9 | 543 | 9.9 | 5,480 |
| 2024 | 199,318 | 74.8 | 40,483 | 15.2 | 26,563 | 10.0 | 266,364 |
| 2021 | 221,057 | 77.0 | 41,667 | 14.5 | 24,271 | 8.5 | 286,995 |
| 2018 | 225,739 | 77.1 | 42,390 | 14.5 | 24,677 | 8.4 | 292,806 |

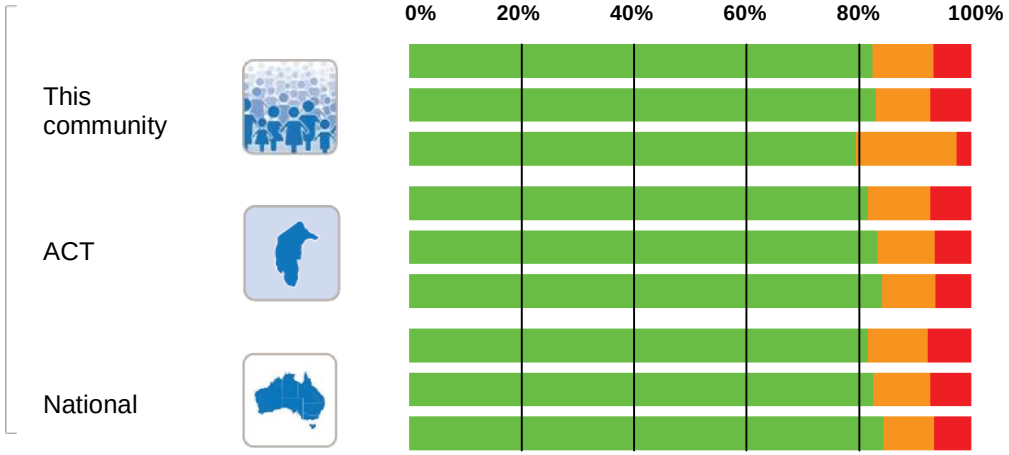
**Table 2.6** – Emotional maturity domain category definitions.

| | |
|---|---|
| **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 | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2024 | 159 | 82.4 | 21 | 10.9 | 13 | 6.7 | 193 |
| 2021 | 146 | 83.0 | 17 | 9.7 | 13 | 7.4 | 176 |
| 2018 | 89 | 79.5 | 20 | 17.9 | 3 | 2.7 | 112 |
| 2024 | 3,972 | 81.7 | 535 | 11.0 | 353 | 7.3 | 4,860 |
| 2021 | 4,611 | 83.4 | 561 | 10.1 | 357 | 6.5 | 5,529 |
| 2018 | 4,613 | 84.2 | 514 | 9.4 | 352 | 6.4 | 5,479 |
| 2024 | 218,355 | 81.7 | 28,298 | 10.6 | 20,698 | 7.7 | 267,351 |
| 2021 | 237,499 | 82.6 | 29,091 | 10.1 | 21,107 | 7.3 | 287,697 |
| 2018 | 247,870 | 84.4 | 26,291 | 9.0 | 19,417 | 6.6 | 293,578 |

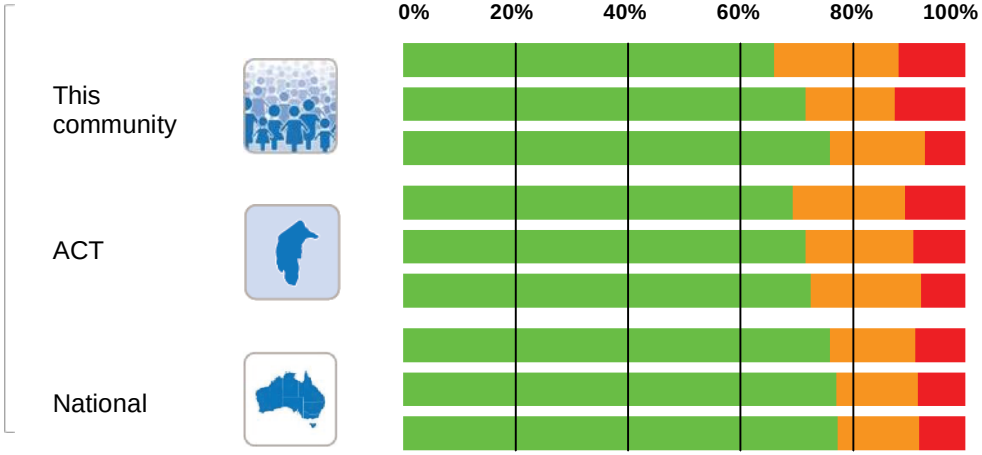
**Table 2.7** – Language and cognitive skills (school-based) domain category definitions.

| | |
|---|---|
| **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 | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2024 | 128 | 66.0 | 43 | 22.2 | 23 | 11.9 | 194 |
| 2021 | 126 | 71.6 | 28 | 15.9 | 22 | 12.5 | 176 |
| 2018 | 85 | 75.9 | 19 | 17.0 | 8 | 7.1 | 112 |
| 2024 | 3,414 | 69.3 | 984 | 20.0 | 526 | 10.7 | 4,924 |
| 2021 | 3,961 | 71.6 | 1,065 | 19.2 | 507 | 9.2 | 5,533 |
| 2018 | 3,974 | 72.5 | 1,083 | 19.7 | 427 | 7.8 | 5,484 |
| 2024 | 203,346 | 75.9 | 40,744 | 15.2 | 23,743 | 8.9 | 267,833 |
| 2021 | 222,056 | 77.1 | 41,882 | 14.5 | 24,064 | 8.4 | 288,002 |
| 2018 | 227,163 | 77.3 | 42,473 | 14.5 | 24,232 | 8.2 | 293,868 |

**Table 2.8** – 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. |

# Summary indicators of developmental vulnerability on ‘one or more’ and on ‘two or more’ domains

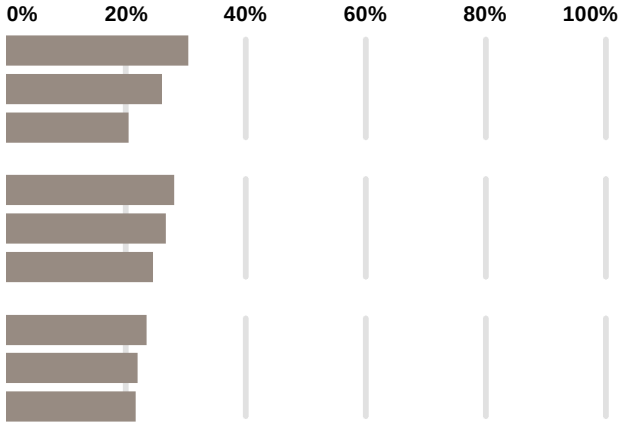
**Developmentally vulnerable on one or more domains**

DV1

This community

ACT

National




| | n | % | Total n |
|---|---|---|---|
| 2024 | 59 | 30.4 | 194 |
| 2021 | 46 | 26.1 | 176 |
| 2018 | 23 | 20.5 | 112 |
| 2024 | 1,368 | 28.1 | 4,876 |
| 2021 | 1,474 | 26.7 | 5,521 |
| 2018 | 1,350 | 24.6 | 5,482 |
| 2024 | 62,787 | 23.5 | 266,711 |
| 2021 | 63,264 | 22.0 | 287,164 |
| 2018 | 63,448 | 21.7 | 292,976 |

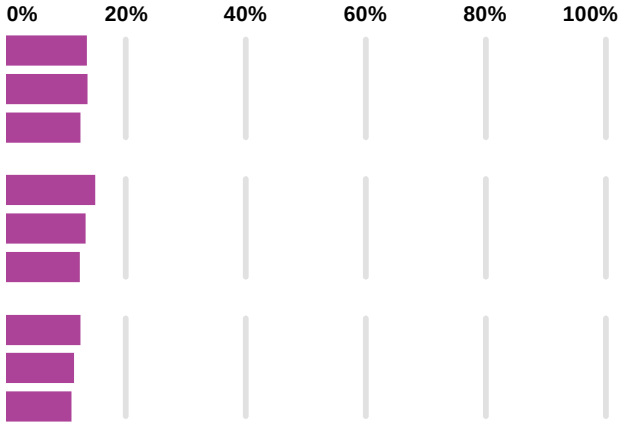
**Developmentally vulnerable on two or more domains**

DV2

This community

ACT

National



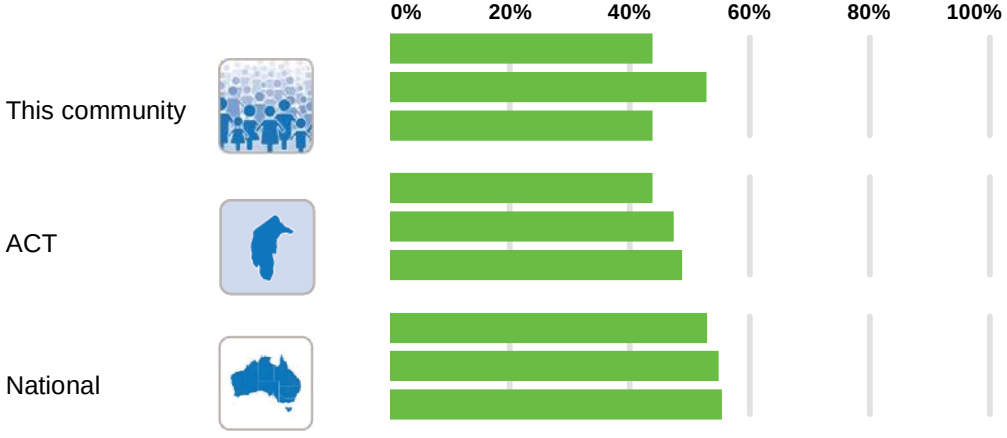

| | n | % | Total n |
|---|---|---|---|
| 2024 | 26 | 13.5 | 193 |
| 2021 | 24 | 13.6 | 176 |
| 2018 | 14 | 12.5 | 112 |
| 2024 | 728 | 14.9 | 4,902 |
| 2021 | 735 | 13.3 | 5,532 |
| 2018 | 680 | 12.4 | 5,481 |
| 2024 | 33,322 | 12.5 | 267,396 |
| 2021 | 32,718 | 11.4 | 287,737 |
| 2018 | 32,434 | 11.0 | 293,619 |

## Summary indicators (cont.)

# Summary indicator of developmentally on track on five domains

**Developmentally on track on five domains**

OT5




| | n | % | Total n |
|---|---|---|---|
| 2024 | 85 | 43.8 | 194 |
| 2021 | 93 | 52.8 | 176 |
| 2018 | 49 | 43.8 | 112 |
| 2024 | 2,147 | 43.8 | 4,898 |
| 2021 | 2,615 | 47.3 | 5,526 |
| 2018 | 2,667 | 48.7 | 5,482 |
| 2024 | 141,294 | 52.9 | 267,247 |
| 2021 | 157,436 | 54.8 | 287,545 |
| 2018 | 162,440 | 55.4 | 293,370 |

# 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 three summary indicators (vulnerable on one or more domains, vulnerable on two or more domains and on track on five domains) for the last three collections.

AEDC geographic boundaries have been defined for the whole country to ensure that the data are 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), 2024 AEDC boundaries align with the latest Statistical Area 1 (SA1) geography which was released by the ABS in 2021.

This collection, there is no change in the boundaries, relative to boundaries used for reporting of community results for previous collections, which were based on 2021 ABS geographies.

However, in some cases, local communities from previous collections may have been combined to have sufficient numbers of children for reporting purposes in 2024. In other cases, local communities from previous collections may have been split to report 2024 data in a more useful way.

In all cases, 2024 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 2018, 2021 and 2024 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 three summary indicators:
    - developmentally vulnerable on one or more domains
    - developmentally vulnerable on two or more domains
    - developmentally on track on five 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* ( **aedc.gov.au/ucb** ).

Community and local community results can also be searched in the online *Community data explorer* ( **aedc.gov.au/cde** ) available through the AEDC website. Comparisons can be made across years and geographies, including critical difference testing.

For more information on critical difference, see the AEDC fact sheet: *Critical Difference* ( **aedc.gov.au/critdiff** ).

## 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 3.1** – 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 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 229,542 | 78.1 | 226,006 | 78.5 | 209,467 | 78.2 | 36,105 | 12.3 | 33,677 | 11.7 | 31,505 | 11.8 | 28,247 | 9.6 | 28,341 | 9.8 | 26,890 | 10.0 |
| ACT | 3,840 | 70.0 | 3,898 | 70.4 | 3,385 | 68.7 | 978 | 17.8 | 929 | 16.8 | 859 | 17.4 | 666 | 12.1 | 708 | 12.8 | 681 | 13.8 |
| Molonglo | 86 | 76.8 | 136 | 77.3 | 133 | 68.6 | 15 | 13.4 | 22 | 12.5 | 29 | 14.9 | 11 | 9.8 | 18 | 10.2 | 32 | 16.5 |
| Coombs | 43 | 71.7 | 56 | 80.0 | 49 | 70.0 | 8 | 13.3 | 7 | 10.0 | 10 | 14.3 | 9 | 15.0 | 7 | 10.0 | 11 | 15.7 |
| Denman Prospect | - | | 36 | 67.9 | 54 | 74.0 | - | | 9 | 17.0 | 9 | 12.3 | - | | 8 | 15.1 | 10 | 13.7 |
| Wright | 39 | 84.8 | 44 | 83.0 | 30 | 58.8 | 6 | 13.0 | 6 | 11.3 | 10 | 19.6 | 1 | 2.2 | 3 | 5.7 | 11 | 21.6 |

## 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 3.2** – 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 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 222,771 | 75.8 | 218,679 | 75.9 | 198,211 | 74.0 | 42,434 | 14.4 | 41,528 | 14.4 | 40,859 | 15.3 | 28,673 | 9.8 | 27,788 | 9.6 | 28,704 | 10.7 |
| ACT | 3,969 | 72.4 | 3,893 | 70.3 | 3,471 | 70.5 | 841 | 15.3 | 966 | 17.5 | 881 | 17.9 | 674 | 12.3 | 675 | 12.2 | 568 | 11.5 |
| Molonglo | 78 | 69.6 | 132 | 75.0 | 143 | 73.7 | 21 | 18.8 | 20 | 11.4 | 29 | 14.9 | 13 | 11.6 | 24 | 13.6 | 22 | 11.3 |
| Coombs | 41 | 68.3 | 50 | 71.4 | 57 | 81.4 | 9 | 15.0 | 11 | 15.7 | 8 | 11.4 | 10 | 16.7 | 9 | 12.9 | 5 | 7.1 |
| Denman Prospect | - | | 36 | 67.9 | 50 | 68.5 | - | | 7 | 13.2 | 12 | 16.4 | - | | 10 | 18.9 | 11 | 15.1 |
| Wright | 34 | 73.9 | 46 | 86.8 | 36 | 70.6 | 10 | 21.7 | 2 | 3.8 | 9 | 17.6 | 2 | 4.3 | 5 | 9.4 | 6 | 11.8 |

## 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 3.3** – 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 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 225,739 | 77.1 | 221,057 | 77.0 | 199,318 | 74.8 | 42,390 | 14.5 | 41,667 | 14.5 | 40,483 | 15.2 | 24,677 | 8.4 | 24,271 | 8.5 | 26,563 | 10.0 |
| ACT | 4,173 | 76.1 | 4,078 | 73.9 | 3,482 | 71.1 | 764 | 13.9 | 857 | 15.5 | 850 | 17.4 | 543 | 9.9 | 585 | 10.6 | 566 | 11.6 |
| Molonglo | 80 | 71.4 | 139 | 79.0 | 145 | 74.7 | 24 | 21.4 | 20 | 11.4 | 27 | 13.9 | 8 | 7.1 | 17 | 9.7 | 22 | 11.3 |
| Coombs | 45 | 75.0 | 56 | 80.0 | 50 | 71.4 | 10 | 16.7 | 8 | 11.4 | 14 | 20.0 | 5 | 8.3 | 6 | 8.6 | 6 | 8.6 |
| Denman Prospect | - | | 37 | 69.8 | 54 | 74.0 | - | | 10 | 18.9 | 9 | 12.3 | - | | 6 | 11.3 | 10 | 13.7 |
| Wright | 30 | 65.2 | 46 | 86.8 | 41 | 80.4 | 13 | 28.3 | 2 | 3.8 | 4 | 7.8 | 3 | 6.5 | 5 | 9.4 | 6 | 11.8 |

## 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 3.4** – 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 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 247,870 | 84.4 | 237,499 | 82.6 | 218,355 | 81.7 | 26,291 | 9.0 | 29,091 | 10.1 | 28,298 | 10.6 | 19,417 | 6.6 | 21,107 | 7.3 | 20,698 | 7.7 |
| ACT | 4,613 | 84.2 | 4,611 | 83.4 | 3,972 | 81.7 | 514 | 9.4 | 561 | 10.1 | 535 | 11.0 | 352 | 6.4 | 357 | 6.5 | 353 | 7.3 |
| Molonglo | 89 | 79.5 | 146 | 83.0 | 159 | 82.4 | 20 | 17.9 | 17 | 9.7 | 21 | 10.9 | 3 | 2.7 | 13 | 7.4 | 13 | 6.7 |
| Coombs | 42 | 70.0 | 55 | 78.6 | 62 | 88.6 | 15 | 25.0 | 10 | 14.3 | 4 | 5.7 | 3 | 5.0 | 5 | 7.1 | 4 | 5.7 |
| Denman Prospect | - | | 45 | 84.9 | 59 | 81.9 | - | | 4 | 7.5 | 8 | 11.1 | - | | 4 | 7.5 | 5 | 6.9 |
| Wright | 43 | 93.5 | 46 | 86.8 | 38 | 74.5 | 3 | 6.5 | 3 | 5.7 | 9 | 17.6 | 0 | 0.0 | 4 | 7.5 | 4 | 7.8 |

## 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 3.5** – 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 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 227,163 | 77.3 | 222,056 | 77.1 | 203,346 | 75.9 | 42,473 | 14.5 | 41,882 | 14.5 | 40,744 | 15.2 | 24,232 | 8.2 | 24,064 | 8.4 | 23,743 | 8.9 |
| ACT | 3,974 | 72.5 | 3,961 | 71.6 | 3,414 | 69.3 | 1,083 | 19.7 | 1,065 | 19.2 | 984 | 20.0 | 427 | 7.8 | 507 | 9.2 | 526 | 10.7 |
| Molonglo | 85 | 75.9 | 126 | 71.6 | 128 | 66.0 | 19 | 17.0 | 28 | 15.9 | 43 | 22.2 | 8 | 7.1 | 22 | 12.5 | 23 | 11.9 |
| Coombs | 41 | 68.3 | 52 | 74.3 | 48 | 68.6 | 12 | 20.0 | 10 | 14.3 | 17 | 24.3 | 7 | 11.7 | 8 | 11.4 | 5 | 7.1 |
| Denman Prospect | - | | 33 | 62.3 | 49 | 67.1 | - | | 10 | 18.9 | 16 | 21.9 | - | | 10 | 18.9 | 8 | 11.0 |
| Wright | 39 | 84.8 | 41 | 77.4 | 31 | 60.8 | 6 | 13.0 | 8 | 15.1 | 10 | 19.6 | 1 | 2.2 | 4 | 7.5 | 10 | 19.6 |

DV1 DV2 OT5

## Results for summary indicators

**Table 3.6** – Developmentally vulnerable on one or more domains, two or more domains and on track on five domains at the national, state/territory, community and local community levels

| Region (including local communities) | Vulnerable on one or more domains | | | | | | Vulnerable on two or more domains | | | | | | On track on five domains | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | | 2018 | | 2021 | | 2024 | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Australia | 63,448 | 21.7 | 63,264 | 22.0 | 62,787 | 23.5 | 32,434 | 11.0 | 32,718 | 11.4 | 33,322 | 12.5 | 162,440 | 55.4 | 157,436 | 54.8 | 141,294 | 52.9 |
| ACT | 1,350 | 24.6 | 1,474 | 26.7 | 1,368 | 28.1 | 680 | 12.4 | 735 | 13.3 | 728 | 14.9 | 2,667 | 48.7 | 2,615 | 47.3 | 2,147 | 43.8 |
| Molonglo | 23 | 20.5 | 46 | 26.1 | 59 | 30.4 | 14 | 12.5 | 24 | 13.6 | 26 | 13.5 | 49 | 43.8 | 93 | 52.8 | 85 | 43.8 |
| Coombs | 16 | 26.7 | 19 | 27.1 | 18 | 25.7 | 12 | 20.0 | 7 | 10.0 | 7 | 10.0 | 26 | 43.3 | 34 | 48.6 | 32 | 45.7 |
| Denman Prospect | - | | 17 | 32.1 | 24 | 32.9 | - | | 11 | 20.8 | 9 | 12.5 | - | | 26 | 49.1 | 31 | 42.5 |
| Wright | 5 | 10.9 | 10 | 18.9 | 17 | 33.3 | 2 | 4.3 | 6 | 11.3 | 10 | 19.6 | 21 | 45.7 | 33 | 62.3 | 22 | 43.1 |

# Appendix 1: 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 ( **aedc.gov.au/res** ) or alternatively by clicking on the links provided.

Refer to the *AEDC User guides* ( **aedc.gov.au/userguides** ) 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* ( **aedc.gov.au/unders** ).

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

The AEDC *Community data explorer* ( **aedc.gov.au/cde** ) is a searchable data resource available through the AEDC website. Results are presented at the national, state and territory, AEDC Community and Local Community level. Comparisons can be made across years and geographies.

## AEDC resources at a glance

### AEDC publications

Important AEDC resources include:

- *AEDC National report 2024* ( **aedc.gov.au/2024report** )
- *Sector messages* ( **aedc.gov.au/sectormessages** )
- Fact sheets
  - *About the AEDC data collection* ( **aedc.gov.au/abtdata** )
  - *About the AEDC domains* ( **aedc.gov.au/abtdom** )
  - *AEDC summary indicators* ( **aedc.gov.au/abtsumm** )
  - *Calculation of the critical difference* ( **aedc.gov.au/critdiff** )
  - *Definition of AEDC terms* ( **aedc.gov.au/defterm** )
  - *Understanding community boundaries* ( **aedc.gov.au/ucb** )
  - *Understanding the results* ( **aedc.gov.au/unders** ).

### AEDC videos

- *Introduction to the AEDC* ( **aedc.gov.au/vidintro** )
- *Informing your planning* ( **aedc.gov.au/vidinform** )
- *Understanding the data* ( **aedc.gov.au/vidunders** ).

### Key AEDC web pages

- Communities ( **aedc.gov.au/communities** )
- *Community data explorer* ( **aedc.gov.au/cde** )
- History of the AEDC ( **aedc.gov.au/history** ).

# Appendix 2: Your AEDC Community profile 2024 – An overview

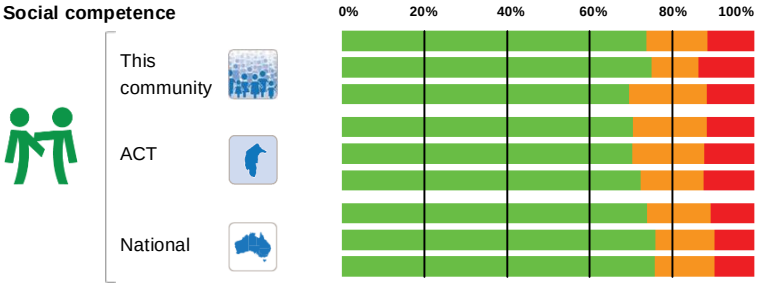
## Molonglo

ACT

### Physical health and wellbeing

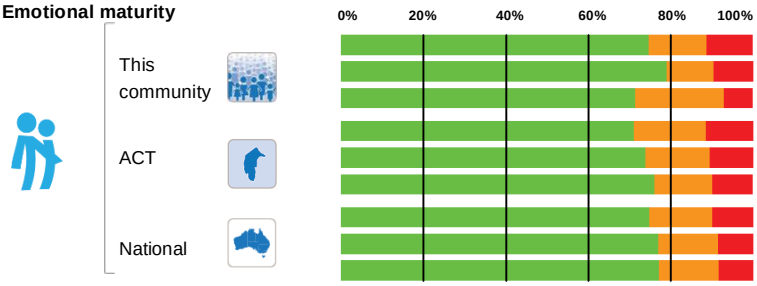
| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2024 | 133 | 68.6 | 29 | 14.9 | 32 | 16.5 | 194 |
| 2021 | 136 | 77.3 | 22 | 12.5 | 18 | 10.2 | 176 |
| 2018 | 86 | 76.8 | 15 | 13.4 | 11 | 9.8 | 112 |
| 2024 | 3,385 | 68.7 | 859 | 17.4 | 681 | 13.8 | 4,925 |
| 2021 | 3,898 | 70.4 | 929 | 16.8 | 708 | 12.8 | 5,535 |
| 2018 | 3,840 | 70.0 | 978 | 17.8 | 666 | 12.1 | 5,484 |
| 2024 | 209,467 | 78.2 | 31,505 | 11.8 | 26,890 | 10.0 | 267,862 |
| 2021 | 226,006 | 78.5 | 33,677 | 11.7 | 28,341 | 9.8 | 288,024 |
| 2018 | 229,542 | 78.1 | 36,105 | 12.3 | 28,247 | 9.6 | 293,894 |

### Social competence



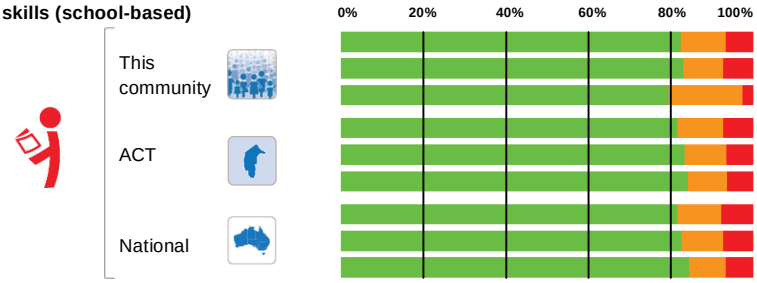

| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2024 | 143 | 73.7 | 29 | 14.9 | 22 | 11.3 | 194 |
| 2021 | 132 | 75.0 | 20 | 11.4 | 24 | 13.6 | 176 |
| 2018 | 78 | 69.6 | 21 | 18.8 | 13 | 11.6 | 112 |
| 2024 | 3,471 | 70.5 | 881 | 17.9 | 568 | 11.5 | 4,920 |
| 2021 | 3,893 | 70.3 | 966 | 17.5 | 675 | 12.2 | 5,534 |
| 2018 | 3,969 | 72.4 | 841 | 15.3 | 674 | 12.3 | 5,484 |
| 2024 | 198,211 | 74.0 | 40,859 | 15.3 | 28,704 | 10.7 | 267,774 |
| 2021 | 218,679 | 75.9 | 41,528 | 14.4 | 27,788 | 9.6 | 287,995 |
| 2018 | 222,771 | 75.8 | 42,434 | 14.4 | 28,673 | 9.8 | 293,878 |

### Emotional maturity



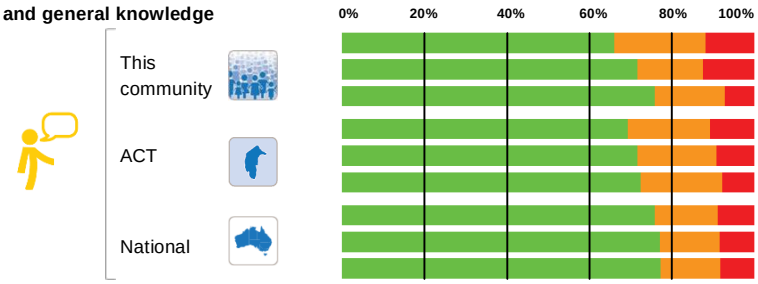

| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2024 | 145 | 74.7 | 27 | 13.9 | 22 | 11.3 | 194 |
| 2021 | 139 | 79.0 | 20 | 11.4 | 17 | 9.7 | 176 |
| 2018 | 80 | 71.4 | 24 | 21.4 | 8 | 7.1 | 112 |
| 2024 | 3,482 | 71.1 | 850 | 17.4 | 566 | 11.6 | 4,898 |
| 2021 | 4,078 | 73.9 | 857 | 15.5 | 585 | 10.6 | 5,520 |
| 2018 | 4,173 | 76.1 | 764 | 13.9 | 543 | 9.9 | 5,480 |
| 2024 | 199,318 | 74.8 | 40,483 | 15.2 | 26,563 | 10.0 | 266,364 |
| 2021 | 221,057 | 77.0 | 41,667 | 14.5 | 24,271 | 8.5 | 286,995 |
| 2018 | 225,739 | 77.1 | 42,390 | 14.5 | 24,677 | 8.4 | 292,806 |

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




| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2024 | 159 | 82.4 | 21 | 10.9 | 13 | 6.7 | 193 |
| 2021 | 146 | 83.0 | 17 | 9.7 | 13 | 7.4 | 176 |
| 2018 | 89 | 79.5 | 20 | 17.9 | 3 | 2.7 | 112 |
| 2024 | 3,972 | 81.7 | 535 | 11.0 | 353 | 7.3 | 4,860 |
| 2021 | 4,611 | 83.4 | 561 | 10.1 | 357 | 6.5 | 5,529 |
| 2018 | 4,613 | 84.2 | 514 | 9.4 | 352 | 6.4 | 5,479 |
| 2024 | 218,355 | 81.7 | 28,298 | 10.6 | 20,698 | 7.7 | 267,351 |
| 2021 | 237,499 | 82.6 | 29,091 | 10.1 | 21,107 | 7.3 | 287,697 |
| 2018 | 247,870 | 84.4 | 26,291 | 9.0 | 19,417 | 6.6 | 293,578 |

### Communication skills and general knowledge

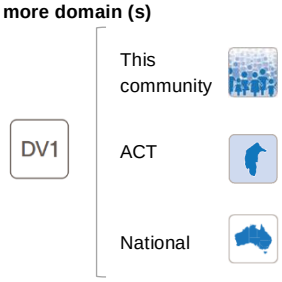


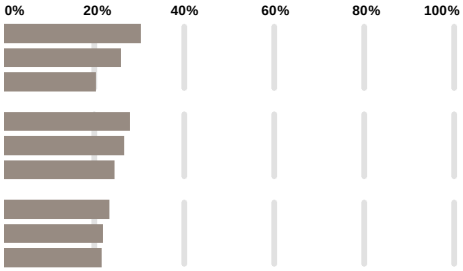

| | Developmentally on track | | Developmentally at risk | | Developmentally vulnerable | | Total |
|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n |
| 2024 | 128 | 66.0 | 43 | 22.2 | 23 | 11.9 | 194 |
| 2021 | 126 | 71.6 | 28 | 15.9 | 22 | 12.5 | 176 |
| 2018 | 85 | 75.9 | 19 | 17.0 | 8 | 7.1 | 112 |
| 2024 | 3,414 | 69.3 | 984 | 20.0 | 526 | 10.7 | 4,924 |
| 2021 | 3,961 | 71.6 | 1,065 | 19.2 | 507 | 9.2 | 5,533 |
| 2018 | 3,974 | 72.5 | 1,083 | 19.7 | 427 | 7.8 | 5,484 |
| 2024 | 203,346 | 75.9 | 40,744 | 15.2 | 23,743 | 8.9 | 267,833 |
| 2021 | 222,056 | 77.1 | 41,882 | 14.5 | 24,064 | 8.4 | 288,002 |
| 2018 | 227,163 | 77.3 | 42,473 | 14.5 | 24,232 | 8.2 | 293,868 |

# Molonglo

ACT

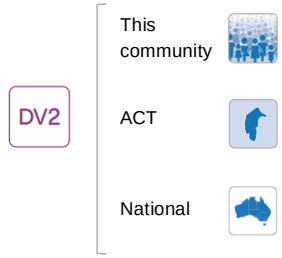
**Developmentally vulnerable on one or more domain (s)**

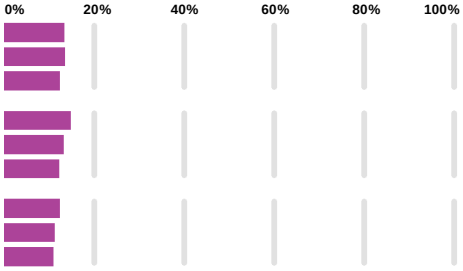



| | n | % | Total n |
|---|---|---|---|
| 2024 | 59 | 30.4 | 194 |
| 2021 | 46 | 26.1 | 176 |
| 2018 | 23 | 20.5 | 112 |
| 2024 | 1,368 | 28.1 | 4,876 |
| 2021 | 1,474 | 26.7 | 5,521 |
| 2018 | 1,350 | 24.6 | 5,482 |
| 2024 | 62,787 | 23.5 | 266,711 |
| 2021 | 63,264 | 22.0 | 287,164 |
| 2018 | 63,448 | 21.7 | 292,976 |

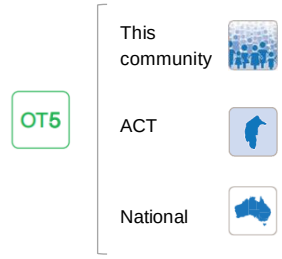
**Developmentally vulnerable on two or more domains**

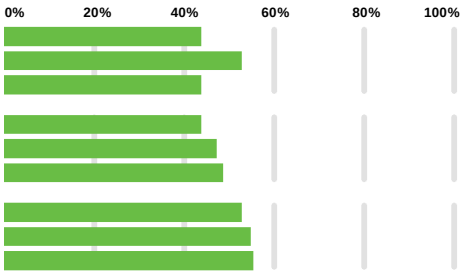



| | n | % | Total n |
|---|---|---|---|
| 2024 | 26 | 13.5 | 193 |
| 2021 | 24 | 13.6 | 176 |
| 2018 | 14 | 12.5 | 112 |
| 2024 | 728 | 14.9 | 4,902 |
| 2021 | 735 | 13.3 | 5,532 |
| 2018 | 680 | 12.4 | 5,481 |
| 2024 | 33,322 | 12.5 | 267,396 |
| 2021 | 32,718 | 11.4 | 287,737 |
| 2018 | 32,434 | 11.0 | 293,619 |

**Developmentally on track on five domains**




| | n | % | Total n |
|---|---|---|---|
| 2024 | 85 | 43.8 | 194 |
| 2021 | 93 | 52.8 | 176 |
| 2018 | 49 | 43.8 | 112 |
| 2024 | 2,147 | 43.8 | 4,898 |
| 2021 | 2,615 | 47.3 | 5,526 |
| 2018 | 2,667 | 48.7 | 5,482 |
| 2024 | 141,294 | 52.9 | 267,247 |
| 2021 | 157,436 | 54.8 | 287,545 |
| 2018 | 162,440 | 55.4 | 293,370 |

*Data is shown only for children with valid AEDC scores. For any given child, scores may be valid for only some domains (e.g. due to a certain number of AEDC questions not being answered). In such cases that child's results do not contribute to the domain's analysis. Totals may therefore vary across the domains as a result of this. Results for children with chronic special needs are not included in the results.

For additional information on the AEDC domains, refer to the factsheet *About the AEDC domains* ( aedc.gov.au/abtdom ). For additional information on the AEDC summary indicators, refer to the factsheet *AEDC Summary indicators* ( aedc.gov.au/abtsumm ). Refer to the *AEDC User guides* ( aedc.gov.au/userguides ) for ideas and strategies on how to respond to AEDC data and connecting with this community. These resources are available from the AEDC website ( aedc.gov.au ).

The AEDC overview page is Appendix 2 to your *Community profile*. Please refer to that document when interpreting the results shown above.