

Australian Early Development Census

Community profile 2024

Weston Creek,
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.

Contents

About the Australian Early Development Census.....	2
How to use this AEDC data.....	4
About this community.....	5
Information about children in this community	6
AEDC domain and summary indicator results.....	10
AEDC domain trends for this community	11
AEDC summary indicator trends for this community	13
AEDC results for local communities.....	22
Appendix 1: Additional resources	29
Appendix 2: Your AEDC Community profile 2024 – An overview	30

! **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

Weston Creek 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 Weston Creek community are: Chapman, Duffy, Fisher, Holder, Rivett, Stirling, Waramanga, Weston.

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 Weston Creek have either never, or only sometimes, been reported in a *Community profile*:

Local communities reported in some but not all years:

Nil

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	333	320	312
Number of schools contributing to the results	39	37	39
Number of teachers contributing to the results	68	71	70
Average age of children at completion	5 years 8 months	5 years 8 months	5 years 7 months

Table 1.2 – Further demographic information about this community.

Demographics	2018		2021		2024	
	n	%	n	%	n	%
Gender – Male	166	49.8	155	48.4	153	49.0
Gender – Female	167	50.2	165	51.6	159	51.0
First Nations children	11	3.4	11	3.4	13	4.2
Children born in another country	19	5.9	16	5.0	19	6.1
Children with English as a second language	28	8.4	38	11.9	38	12.2
Children with a language background other than English (LBOTE) Total ¹	38	11.4	51	15.9	58	18.6
LBOTE - children who ARE proficient in English	35	10.5	44	13.8	51	16.4
LBOTE - children who ARE NOT proficient in English	≤3	≤0.9	7	2.2	6	1.9
Children with a primary caregiver who reported they completed some form of post-school qualification	257	91.5	255	90.7	249	90.5

! 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	59	16	27.1	101	20	19.8	38	11	28.9
Centre based day care	130	47	36.2	141	79	56.0	82	46	56.1
Preschool or kindergarten	313	303	96.8	303	291	96.0	305	300	98.4
Family day care	116	≤3	≤2.6	132	≤3	≤2.3	64	≤3	≤4.7
Grandparent	113	15	13.3	127	11	8.7	78	29	37.2
Other relative	109	≤3	≤2.8	127	11	8.7	63	4	6.3
Nanny	126	6	4.8	130	5	3.8	67	≤3	≤4.5
Other	112	7	6.3	127	≤3	≤2.4	60	0	0.0

! 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	15	4.5	18	5.6	14	4.5
Children identified by teachers as requiring further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development)	26	8.1	45	14.5	66	21.9
Children attended early intervention program	14	5.4	34	12.2	19	7.5

! 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	273	82.0	248	77.5	244	78.5
Somewhat true	54	16.2	61	19.1	57	18.3
Not true	6	1.8	9	2.8	9	2.9
Don't know	0	0.0	≤3	≤0.9	≤3	≤1.0

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	274	82.3	244	76.3	266	85.5
Somewhat true	47	14.1	61	19.1	39	12.5
Not true	12	3.6	13	4.1	6	1.9
Don't know	0	0.0	≤3	≤0.9	0	0.0

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	264	79.3	237	74.1	256	82.3
Somewhat true	43	12.9	46	14.4	34	10.9
Not true	17	5.1	15	4.7	4	1.3
Don't know	9	2.7	22	6.9	17	5.5

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.

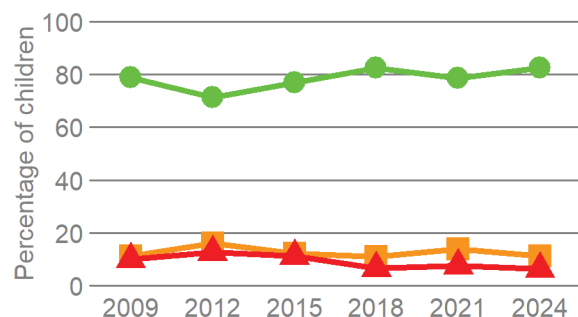


Figure 2.2 – Trends in the social competence domain for this community.

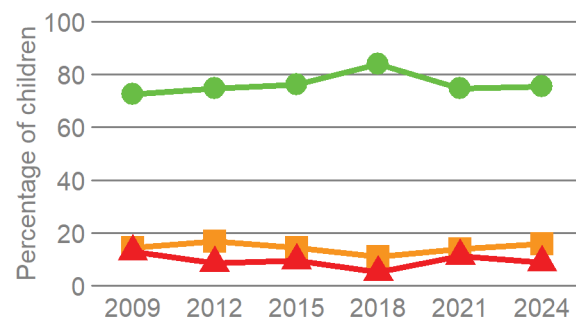


Figure 2.3 – Trends in the emotional maturity domain for this community.

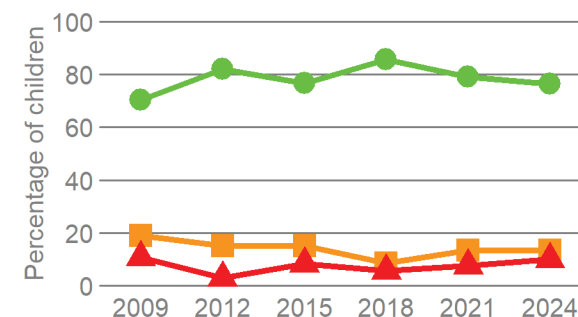


Figure 2.4 – Trends in the language and cognitive skills (school-based) domain for this community.

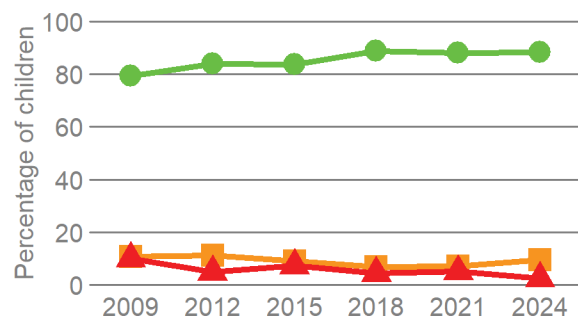
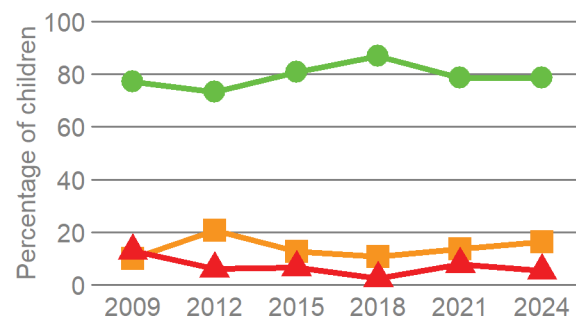







Figure 2.5 – Trends in the communication skills and general knowledge domain for this community.



● On track
 ■ At risk
 ▲ Vulnerable

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	230	78.8	218	71.2	236	76.9	262	82.4	237	78.5	245	82.5	No change	Increase
		At risk	33	11.3	49	16.0	37	12.1	35	11.0	42	13.9	33	11.1	No change	No change
		Vulnerable	29	9.9	39	12.7	34	11.1	21	6.6	23	7.6	19	6.4	Decrease	No change
	Social competence	On track	212	72.6	228	74.8	234	76.2	267	84.0	226	74.8	224	75.4	No change	No change
		At risk	42	14.4	51	16.7	44	14.3	35	11.0	42	13.9	47	15.8	No change	No change
		Vulnerable	38	13.0	26	8.5	29	9.4	16	5.0	34	11.3	26	8.8	Decrease	Decrease
	Emotional maturity	On track	204	70.3	250	82.0	232	76.6	270	85.7	238	79.1	227	76.4	Increase	No change
		At risk	55	19.0	46	15.1	46	15.2	27	8.6	40	13.3	40	13.5	Decrease	No change
		Vulnerable	31	10.7	9	3.0	25	8.3	18	5.7	23	7.6	30	10.1	No change	No change
	Language and cognitive skills (school-based)	On track	228	79.2	255	83.9	257	83.7	282	88.7	265	88.0	253	88.2	Increase	No change
		At risk	31	10.8	34	11.2	28	9.1	22	6.9	21	7.0	27	9.4	No change	No change
		Vulnerable	29	10.1	15	4.9	22	7.2	14	4.4	15	5.0	7	2.4	Decrease	Decrease
	Communication skills and general knowledge	On track	225	77.1	224	73.2	248	80.8	276	86.8	237	78.5	233	78.5	No change	No change
		At risk	29	9.9	63	20.6	39	12.7	34	10.7	41	13.6	48	16.2	Increase	No change
		Vulnerable	38	13.0	19	6.2	20	6.5	8	2.5	24	7.9	16	5.4	Decrease	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	80	27.9	67	22.0	61	20.1	52	16.5	60	20.0	59	20.3	Decrease	No change
Vulnerable on two or more domains	45	15.5	24	7.9	34	11.1	17	5.4	34	11.3	27	9.1	Decrease	No change
On track on five domains	147	50.9	149	49.0	164	53.9	198	62.7	169	56.1	165	56.1	Increase	No change

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.

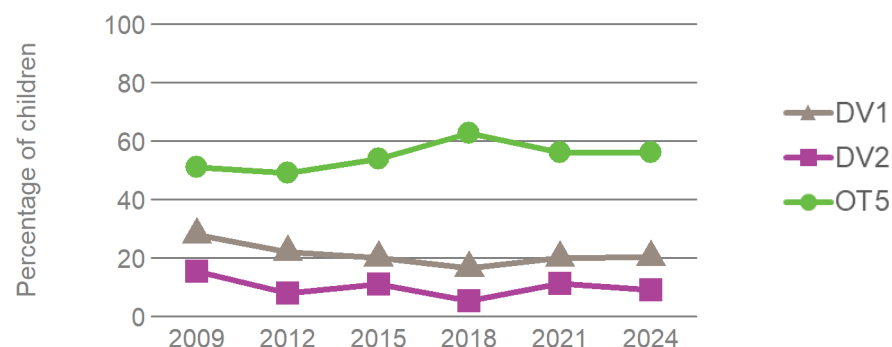
The third summary indicator, on track on five domains, is a strength-based indicator that helps identify where things are working well to support children's holistic development. It is the basis for the Closing the Gap Target 4 'children thrive in their early years'.

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.

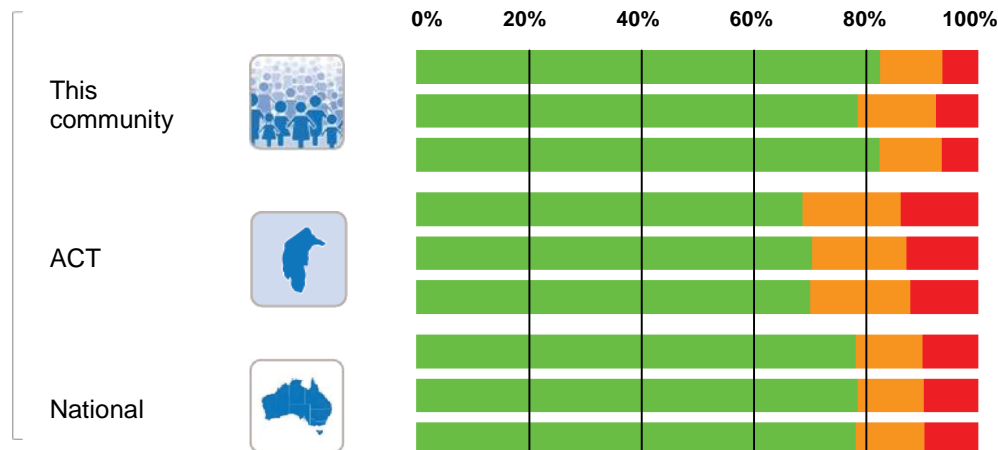


Note on summary indicators: Children who are developmentally vulnerable on one or more (DV1) and/or two or more (DV2) domains cannot be on track on five (OT5) domains and vice versa. However, some children may not be DV1, DV2 or OT5 as they may be at risk on 1-5 domains and on track on the other domains. 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

Physical health and wellbeing



	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total
	n	%	n	%	n	%	n
2024	245	82.5	33	11.1	19	6.4	297
2021	237	78.5	42	13.9	23	7.6	302
2018	262	82.4	35	11.0	21	6.6	318
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.	37	11.6	31	10.3	29	9.8
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.	21	6.6	29	9.6	25	8.4
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.	11	3.5	17	5.6	18	6.1

Social competence

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

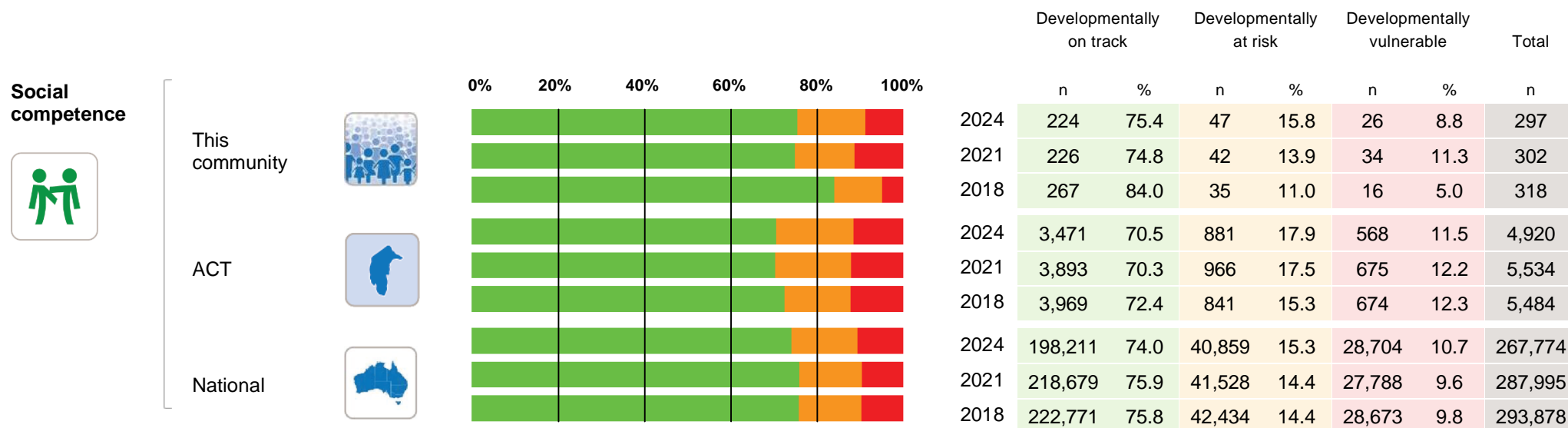


Table 2.5 – Social competence domain category definitions.

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

Emotional maturity

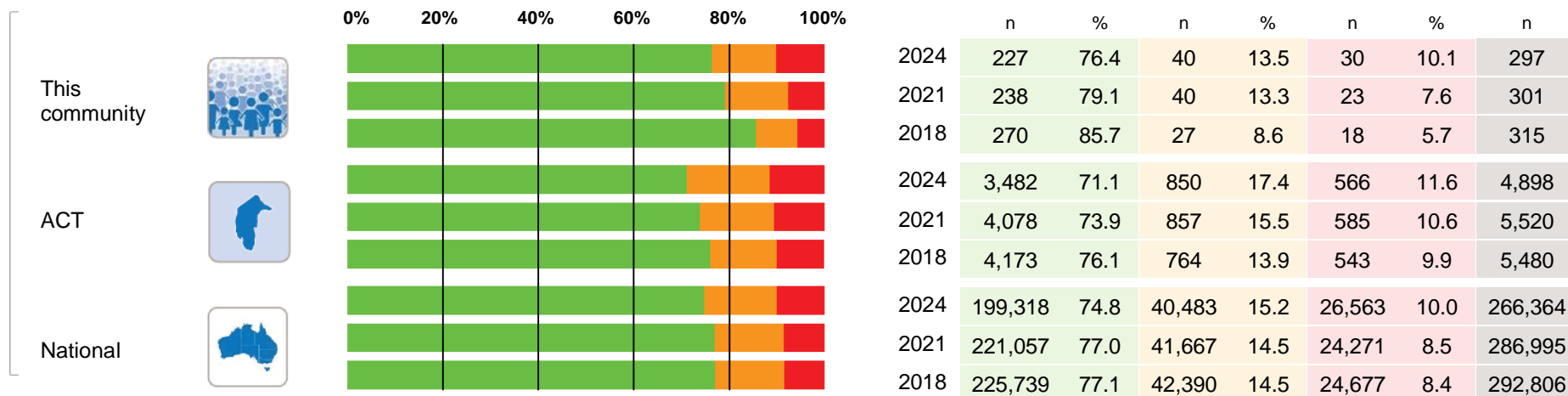


Table 2.6 – Emotional maturity domain category definitions.

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)

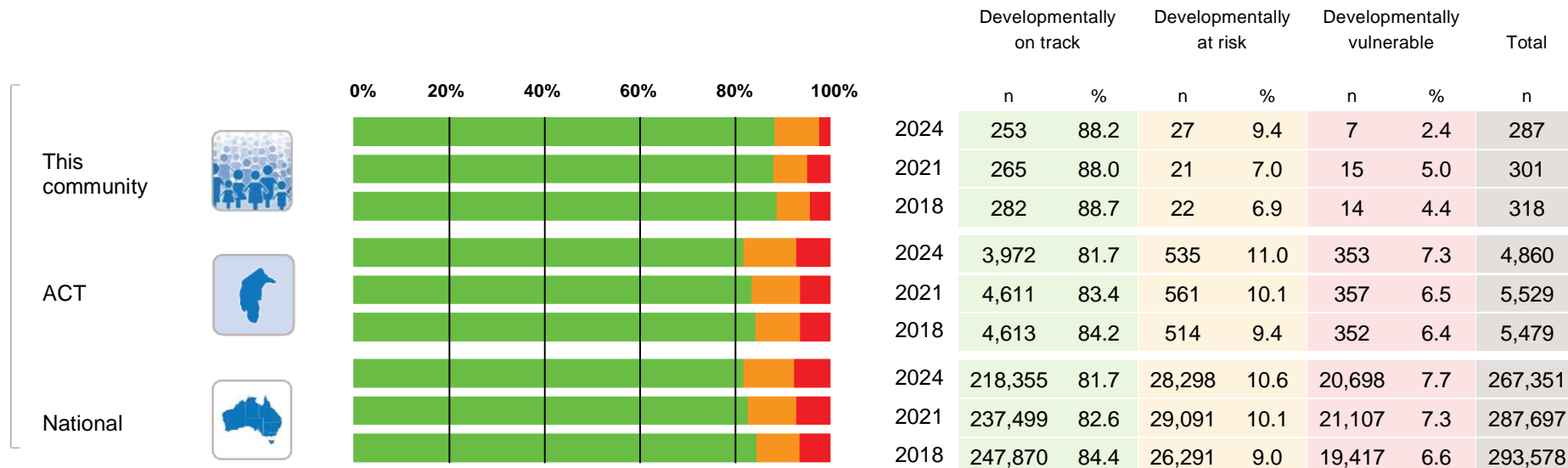


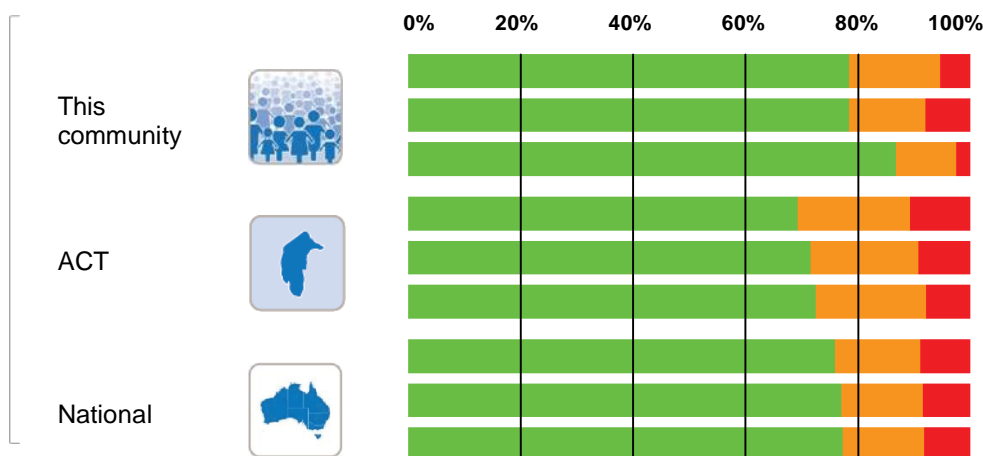
Table 2.7 – Language and cognitive skills (school-based) domain category definitions.

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 difficulty 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	%	
This community	2024	233	78.5	48	16.2	16	5.4	297
	2021	237	78.5	41	13.6	24	7.9	302
	2018	276	86.8	34	10.7	8	2.5	318
ACT	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
National	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

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



0% 20% 40% 60% 80% 100%



ACT



National



	n	%	Total n
2024	59	20.3	290
2021	60	20.0	300
2018	52	16.5	316
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



0% 20% 40% 60% 80% 100%



ACT



National



	n	%	Total n
2024	27	9.1	296
2021	34	11.3	302
2018	17	5.4	317
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

This community



ACT



National



0% 20% 40% 60% 80% 100%

	n	%	Total n
2024	165	56.1	294
2021	169	56.1	301
2018	198	62.7	316
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
Weston Creek	262	82.4	237	78.5	245	82.5	35	11.0	42	13.9	33	11.1	21	6.6	23	7.6	19	6.4
Chapman	31	91.2	33	89.2	22	78.6	2	5.9	2	5.4	4	14.3	1	2.9	2	5.4	2	7.1
Duffy	19	76.0	32	76.2	41	85.4	1	4.0	6	14.3	5	10.4	5	20.0	4	9.5	2	4.2
Fisher	43	81.1	27	75.0	34	85.0	8	15.1	7	19.4	4	10.0	2	3.8	2	5.6	2	5.0
Holder	33	86.8	29	78.4	27	79.4	4	10.5	5	13.5	7	20.6	1	2.6	3	8.1	0	0.0
Rivett	45	91.8	24	80.0	34	81.0	1	2.0	4	13.3	4	9.5	3	6.1	2	6.7	4	9.5
Stirling	26	83.9	25	86.2	17	85.0	3	9.7	4	13.8	0	0.0	2	6.5	0	0.0	3	15.0
Waramanga	31	67.4	33	80.5	25	75.8	12	26.1	4	9.8	5	15.2	3	6.5	4	9.8	3	9.1
Weston	34	81.0	34	68.0	45	86.5	4	9.5	10	20.0	4	7.7	4	9.5	6	12.0	3	5.8



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
Weston Creek	267	84.0	226	74.8	224	75.4	35	11.0	42	13.9	47	15.8	16	5.0	34	11.3	26	8.8
Chapman	30	88.2	34	91.9	22	78.6	2	5.9	1	2.7	5	17.9	2	5.9	2	5.4	1	3.6
Duffy	18	72.0	33	78.6	36	75.0	4	16.0	4	9.5	6	12.5	3	12.0	5	11.9	6	12.5
Fisher	48	90.6	25	69.4	29	72.5	4	7.5	6	16.7	8	20.0	1	1.9	5	13.9	3	7.5
Holder	30	78.9	24	64.9	27	79.4	7	18.4	8	21.6	2	5.9	1	2.6	5	13.5	5	14.7
Rivett	42	85.7	19	63.3	28	66.7	5	10.2	9	30.0	9	21.4	2	4.1	2	6.7	5	11.9
Stirling	22	71.0	22	75.9	15	75.0	7	22.6	5	17.2	4	20.0	2	6.5	2	6.9	1	5.0
Waramanga	41	89.1	34	82.9	27	81.8	2	4.3	3	7.3	4	12.1	3	6.5	4	9.8	2	6.1
Weston	36	85.7	35	70.0	40	76.9	4	9.5	6	12.0	9	17.3	2	4.8	9	18.0	3	5.8



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
Weston Creek	270	85.7	238	79.1	227	76.4	27	8.6	40	13.3	40	13.5	18	5.7	23	7.6	30	10.1
Chapman	26	76.5	32	86.5	21	75.0	7	20.6	5	13.5	3	10.7	1	2.9	0	0.0	4	14.3
Duffy	18	72.0	31	73.8	36	75.0	5	20.0	7	16.7	7	14.6	2	8.0	4	9.5	5	10.4
Fisher	51	96.2	31	86.1	29	72.5	0	0.0	3	8.3	8	20.0	2	3.8	2	5.6	3	7.5
Holder	32	86.5	26	72.2	29	85.3	3	8.1	3	8.3	2	5.9	2	5.4	7	19.4	3	8.8
Rivett	40	81.6	23	76.7	27	64.3	6	12.2	6	20.0	10	23.8	3	6.1	1	3.3	5	11.9
Stirling	28	90.3	22	75.9	14	70.0	0	0.0	5	17.2	5	25.0	3	9.7	2	6.9	1	5.0
Waramanga	39	86.7	35	85.4	30	90.9	4	8.9	4	9.8	1	3.0	2	4.4	2	4.9	2	6.1
Weston	36	87.8	38	76.0	41	78.8	2	4.9	7	14.0	4	7.7	3	7.3	5	10.0	7	13.5



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
Weston Creek	282	88.7	265	88.0	253	88.2	22	6.9	21	7.0	27	9.4	14	4.4	15	5.0	7	2.4
Chapman	27	79.4	35	94.6	25	89.3	4	11.8	2	5.4	2	7.1	3	8.8	0	0.0	1	3.6
Duffy	22	88.0	35	85.4	39	83.0	3	12.0	2	4.9	6	12.8	0	0.0	4	9.8	2	4.3
Fisher	49	92.5	33	91.7	33	86.8	0	0.0	2	5.6	5	13.2	4	7.5	1	2.8	0	0.0
Holder	33	86.8	34	91.9	29	87.9	3	7.9	1	2.7	3	9.1	2	5.3	2	5.4	1	3.0
Rivett	44	89.8	25	83.3	33	82.5	4	8.2	3	10.0	5	12.5	1	2.0	2	6.7	2	5.0
Stirling	27	87.1	21	72.4	17	89.5	4	12.9	6	20.7	2	10.5	0	0.0	2	6.9	0	0.0
Waramanga	43	93.5	36	87.8	28	87.5	2	4.3	2	4.9	4	12.5	1	2.2	3	7.3	0	0.0
Weston	37	88.1	46	92.0	49	98.0	2	4.8	3	6.0	0	0.0	3	7.1	1	2.0	1	2.0



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
Weston Creek	276	86.8	237	78.5	233	78.5	34	10.7	41	13.6	48	16.2	8	2.5	24	7.9	16	5.4
Chapman	28	82.4	33	89.2	20	71.4	5	14.7	3	8.1	8	28.6	1	2.9	1	2.7	0	0.0
Duffy	22	88.0	36	85.7	37	77.1	3	12.0	2	4.8	7	14.6	0	0.0	4	9.5	4	8.3
Fisher	48	90.6	26	72.2	34	85.0	5	9.4	9	25.0	3	7.5	0	0.0	1	2.8	3	7.5
Holder	37	97.4	25	67.6	26	76.5	0	0.0	7	18.9	5	14.7	1	2.6	5	13.5	3	8.8
Rivett	43	87.8	21	70.0	30	71.4	6	12.2	6	20.0	11	26.2	0	0.0	3	10.0	1	2.4
Stirling	25	80.6	26	89.7	17	85.0	2	6.5	1	3.4	3	15.0	4	12.9	2	6.9	0	0.0
Waramanga	37	80.4	33	80.5	25	75.8	9	19.6	3	7.3	6	18.2	0	0.0	5	12.2	2	6.1
Weston	36	85.7	37	74.0	44	84.6	4	9.5	10	20.0	5	9.6	2	4.8	3	6.0	3	5.8



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
Weston Creek	52	16.5	60	20.0	59	20.3	17	5.4	34	11.3	27	9.1	198	62.7	169	56.1	165	56.1
Chapman	7	20.6	2	5.4	7	25.0	1	2.9	2	5.4	1	3.6	19	55.9	28	75.7	14	50.0
Duffy	6	24.0	10	24.4	9	19.1	3	12.0	6	14.3	7	14.6	12	48.0	23	56.1	27	56.3
Fisher	7	13.2	8	22.2	7	17.9	1	1.9	2	5.6	3	7.5	36	67.9	21	58.3	23	57.5
Holder	6	16.2	8	22.2	6	18.2	1	2.6	7	18.9	5	14.7	25	67.6	17	45.9	19	57.6
Rivett	7	14.3	6	20.0	12	30.0	2	4.1	3	10.0	3	7.1	35	71.4	13	43.3	21	50.0
Stirling	6	19.4	4	13.8	3	15.8	2	6.5	4	13.8	1	5.0	18	58.1	14	48.3	10	52.6
Waramanga	6	13.3	7	17.1	4	12.1	3	6.5	5	12.2	2	6.1	24	53.3	27	65.9	22	66.7
Weston	7	16.7	15	30.0	11	21.6	4	9.8	5	10.0	5	9.8	29	69.0	26	52.0	29	56.9

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/abtdata)
 - *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

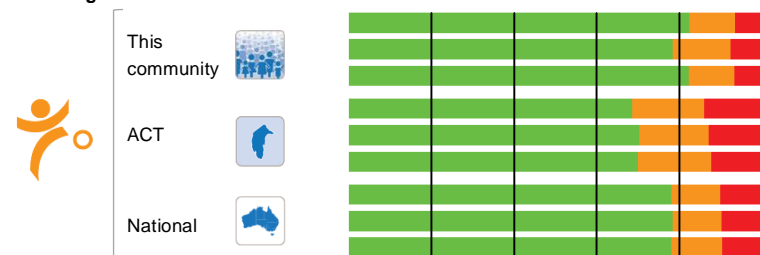
- Communities (aedc.gov.au/communities)
- Community data explorer (aedc.gov.au/cde)
- History of the AEDC (aedc.gov.au/history).

Appendix 2: Your AEDC Community profile 2024

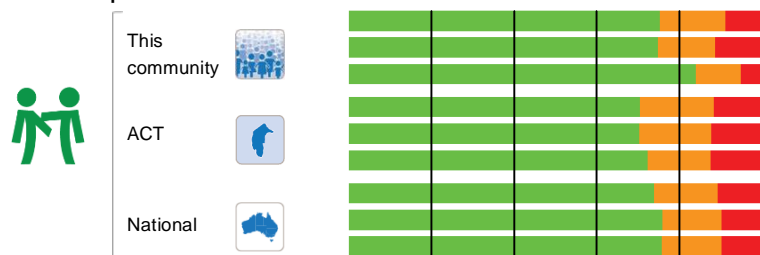
– An overview

Weston Creek ACT

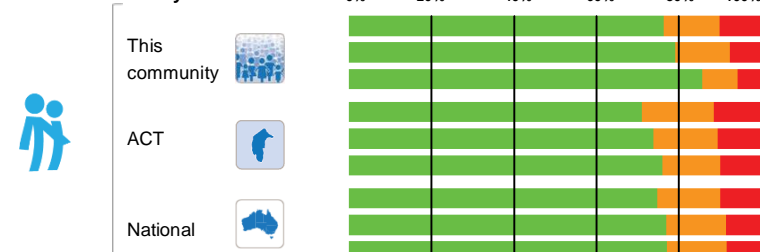
Physical health and wellbeing



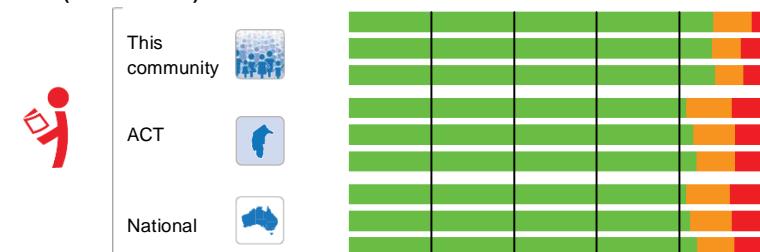
Social competence



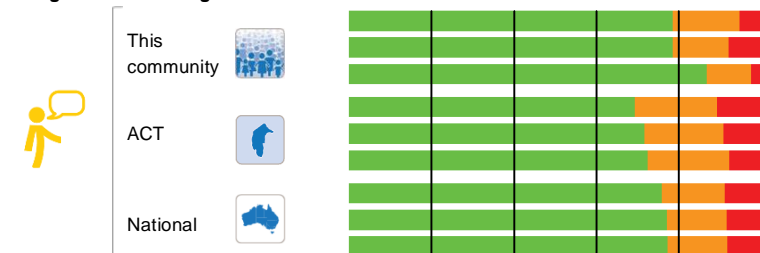
Emotional maturity



Language and cognitive skills (school-based)



Communication skills and general knowledge



	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total
	n	%	n	%	n	%	n
2024	245	82.5	33	11.1	19	6.4	297
2021	237	78.5	42	13.9	23	7.6	302
2018	262	82.4	35	11.0	21	6.6	318

	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total
	n	%	n	%	n	%	n
2024	224	75.4	47	15.8	26	8.8	297
2021	226	74.8	42	13.9	34	11.3	302
2018	267	84.0	35	11.0	16	5.0	318

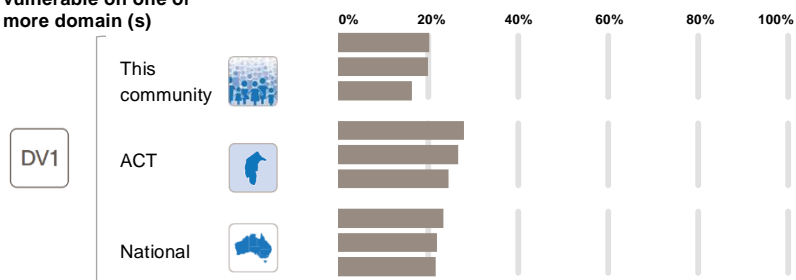
	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total
	n	%	n	%	n	%	n
2024	227	76.4	40	13.5	30	10.1	297
2021	238	79.1	40	13.3	23	7.6	301
2018	270	85.7	27	8.6	18	5.7	315

	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total
	n	%	n	%	n	%	n
2024	253	88.2	27	9.4	7	2.4	287
2021	265	88.0	21	7.0	15	5.0	301
2018	282	88.7	22	6.9	14	4.4	318

	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total
	n	%	n	%	n	%	n
2024	233	78.5	48	16.2	16	5.4	297
2021	237	78.5	41	13.6	24	7.9	302
2018	276	86.8	34	10.7	8	2.5	318

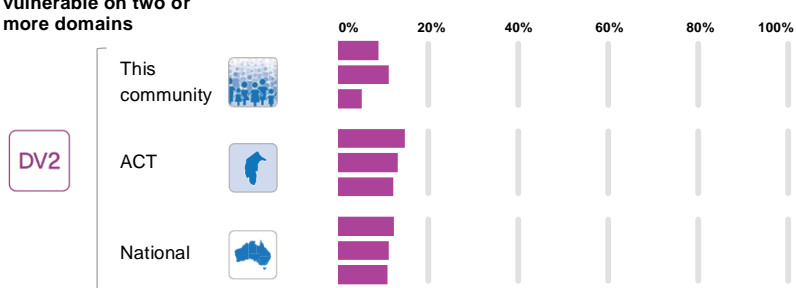
Weston Creek ACT

Developmentally vulnerable on one or more domain (s)



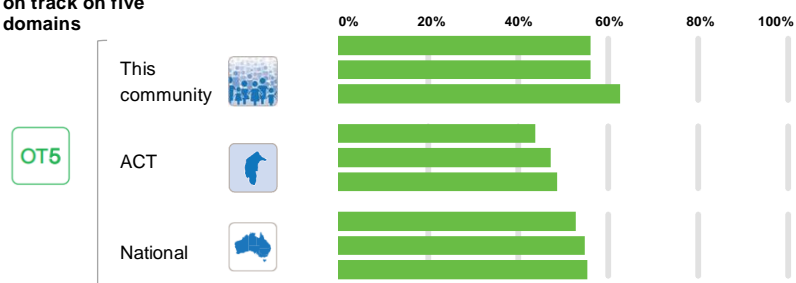
	n	%	Total n
2024	59	20.3	290
2021	60	20.0	300
2018	52	16.5	316
2024	1,368	28.1	4,876
2021	1,474	26.7	5,521
2018	1,350	24.6	5,482
2024	62,787	23.5	266,711
2021	63,264	22.0	287,164
2018	63,448	21.7	292,976

Developmentally vulnerable on two or more domains



	n	%	Total n
2024	27	9.1	296
2021	34	11.3	302
2018	17	5.4	317
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	165	56.1	294
2021	169	56.1	301
2018	198	62.7	316
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.