

Australian Early Development Census

Community Profile 2018

Greater Shepparton,
VIC


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

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

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

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

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

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

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






About the Australian Early Development Census

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

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

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

Figure 1 – AEDC domain descriptions.

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

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

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

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

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

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



How to use this AEDC data

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

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

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

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

When reviewing the information in this profile consider:

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

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

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

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

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

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

About this community


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

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

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

Location

Greater Shepparton is in the Goulburn region of VIC.

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

AEDC local communities

The AEDC local communities that make up the Greater Shepparton community are: Shepparton Rural North West, Shepparton South East, Shepparton surrounds South, Shepparton surrounds East, Shepparton Central, Shepparton North East, Shepparton North West, Shepparton surrounds North, Mooroopna, Kialla, Shepparton Rural South, Tatura, Shepparton Rural East, Shepparton Rural North.

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

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

Local communities reported in some but not all years:
Shepparton surrounds North, Shepparton Rural East

Local communities not reported in any years to date:
Nil

Information about children in this community

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


Background information

Table 4.1 – Demographic information about this community.

Demographics	2012	2015	2018
Total number of children measured	976	963	904
Number of schools contributing to the results	40	38	41
Number of teachers contributing to the results	75	69	71
Mean age of children at completion	5 years 9 months	5 years 9 months	5 years 10 months

Table 4.2 – Further demographic information about this community.

Demographics	2012		2015		2018	
	n	%	n	%	n	%
Sex - Male	497	50.9	490	50.9	470	52.0
Sex - Female	479	49.1	473	49.1	434	48.0
Aboriginal and Torres Strait Islander children	74	7.6	75	7.8	78	8.6
Children born in another country	52	5.3	48	5.0	58	6.4
Children with English as a second language	122	12.5	144	15.0	135	14.9
Children with a language background other than English (LBOTE ¹) and who ARE proficient in English	118	12.2	131	13.7	127	14.1
Children with a language background other than English (LBOTE) and who ARE NOT proficient in English	28	2.9	37	3.9	45	5.0
Children with a primary caregiver who reported they completed some form of post-school qualification ²	-		622	69.4	597	69.0

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

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

Non-parental early childhood education

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

Types of non-parental early childhood education and/or care	2012			2015			2018		
	n (valid)	n (yes)	%	n (valid)	n (yes)	%	n (valid)	n (yes)	%
Playgroup	472	281	59.5	509	280	55.0	474	270	57.0
Day care	585	243	41.5	669	217	32.4	627	210	33.5
Preschool or kindergarten	894	860	96.2	907	856	94.4	866	836	96.5
Family day care	531	31	5.8	657	57	8.7	602	23	3.8
Grandparent	476	103	21.6	650	148	22.8	605	137	22.6
Other relative	452	29	6.4	630	52	8.3	595	56	9.4
Nanny	558	5	0.9	717	7	1.0	642	≤3	≤0.5
Other	463	14	3.0	623	36	5.8	594	40	6.7

Special needs

Table 4.4 – Support.⁴

Types of support required or identified	2012		2015		2018	
	n	%	n	%	n	%
Children with special needs status	48	4.9	35	3.6	59	6.5
Children identified by teachers as requiring further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development)	76	8.0	113	12.1	110	12.5

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

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

Transition to school

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

Child is making good progress in adapting to the structure and learning environment of the school	2012		2015		2018	
	n	%	n	%	n	%
True	941	96.6	927	96.9	847	94.0
Not true	29	3.0	29	3.0	54	6.0
Don't know	4	0.4	≤3	≤0.3	0	0.0

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

Child has parent(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning	2012		2015		2018	
	n	%	n	%	n	%
True	902	92.6	865	90.4	800	88.8
Not true	60	6.2	91	9.5	101	11.2
Don't know	12	1.2	≤3	≤0.3	0	0.0

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

Child is regularly read to/encouraged in his/her reading at home	2012		2015		2018	
	n	%	n	%	n	%
True	900	92.4	858	89.7	780	86.6
Not true	58	6.0	95	9.9	118	13.1
Don't know	16	1.6	4	0.4	≤3	≤0.3

AEDC domain results

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

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

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

How to interpret the domain results

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

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

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

How to compare your results

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

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

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

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

Trends in child development in this community

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

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



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



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

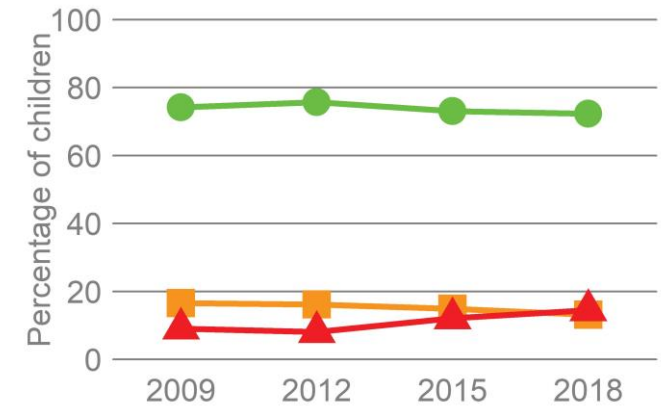
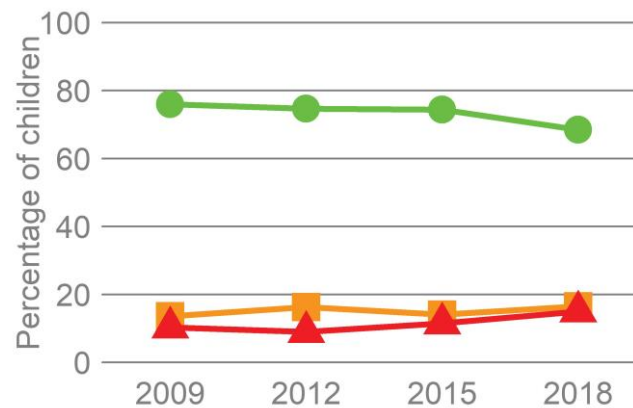


Figure 5.4 – Trends in the language and cognitive skills (school-based) domain for this community.








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



 On track
 At risk
 Vulnerable

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

		2009		2012		2015		2018		Significant change	
		n	%	n	%	n	%	n	%	2009 vs 2018	2015 vs 2018
 Physical health and wellbeing	On track	603	78.9	707	77.1	698	75.7	595	70.7	Significant decrease	Significant decrease
	At risk	91	11.9	123	13.4	129	14.0	108	12.8	No significant change	No significant change
	Vulnerable	70	9.2	87	9.5	95	10.3	139	16.5	Significant increase	Significant increase
 Social competence	On track	588	77.0	666	72.0	670	72.7	590	70.1	Significant decrease	Significant decrease
	At risk	105	13.7	153	16.5	147	16.0	122	14.5	No significant change	No significant change
	Vulnerable	71	9.3	106	11.5	104	11.3	130	15.4	Significant increase	Significant increase
 Emotional maturity	On track	562	74.2	693	75.7	673	73.1	609	72.3	No significant change	No significant change
	At risk	126	16.6	148	16.2	137	14.9	111	13.2	Significant decrease	No significant change
	Vulnerable	69	9.1	74	8.1	111	12.1	122	14.5	Significant increase	Significant increase
 Language and cognitive skills (school-based)	On track	563	73.8	703	76.1	711	77.2	637	75.7	No significant change	No significant change
	At risk	108	14.2	130	14.1	118	12.8	91	10.8	Significant decrease	No significant change
	Vulnerable	92	12.1	91	9.8	92	10.0	114	13.5	No significant change	Significant increase
 Communication skills and general knowledge	On track	581	76.0	689	74.7	685	74.4	577	68.5	Significant decrease	Significant decrease
	At risk	104	13.6	150	16.3	130	14.1	139	16.5	Significant increase	No significant change
	Vulnerable	79	10.3	83	9.0	106	11.5	126	15.0	Significant increase	Significant increase

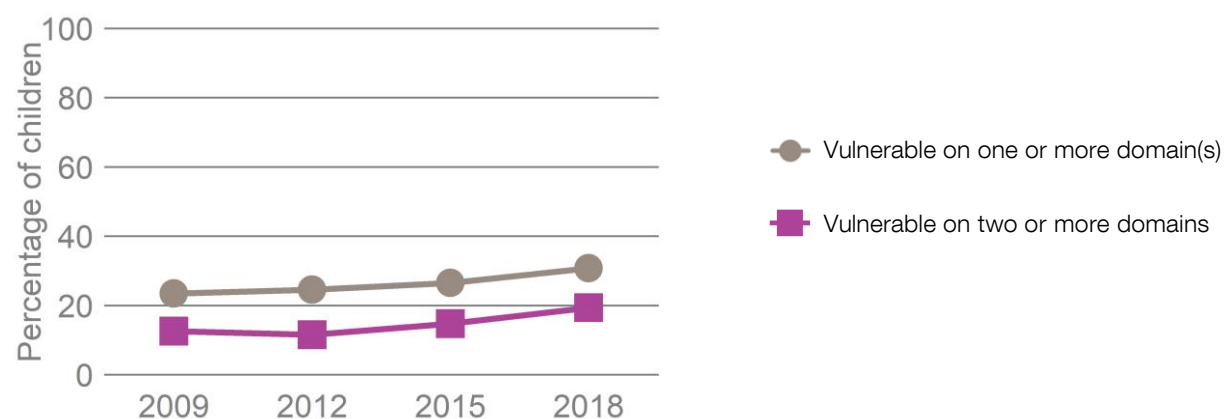
❗ Significant change has been colour coded: green text represents a positive change, red text represents a negative change. At risk has not been colour coded as any changes should be interpreted in context with changes in the percentage of children who are vulnerable and on track.

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

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

	2009		2012		2015		2018		Significant change	
	n	%	n	%	n	%	n	%	2009 vs 2018	2015 vs 2018
Vulnerable on one or more domain(s)	179	23.5	225	24.6	244	26.5	259	30.8	Significant increase	Significant increase
Vulnerable on two or more domains	96	12.6	107	11.6	136	14.8	163	19.4	Significant increase	Significant increase

Figure 5.6 – Community trends of vulnerability over time.



Physical health and wellbeing

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



Table 5.3 — Physical health and wellbeing domain category definitions.

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

Physical health and wellbeing sub-domains

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

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

Sub-domain	Description	2012		2015		2018	
		n	%	n	%	n	%
Physical readiness for school day	Children developmentally vulnerable on this sub-domain have at least sometimes experienced coming unprepared for school by being dressed inappropriately, coming to school late, hungry or tired.	111	12.1	140	15.2	168	20.0
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.	72	7.9	82	8.9	85	10.1
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.	71	7.8	87	9.4	127	15.1

Social competence

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



Table 5.5 — Social competence domain category definitions.

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

Emotional maturity

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



Table 5.6 — Emotional maturity domain category definitions.

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

Language and cognitive skills (school-based)

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

Language and cognitive skills (school-based)

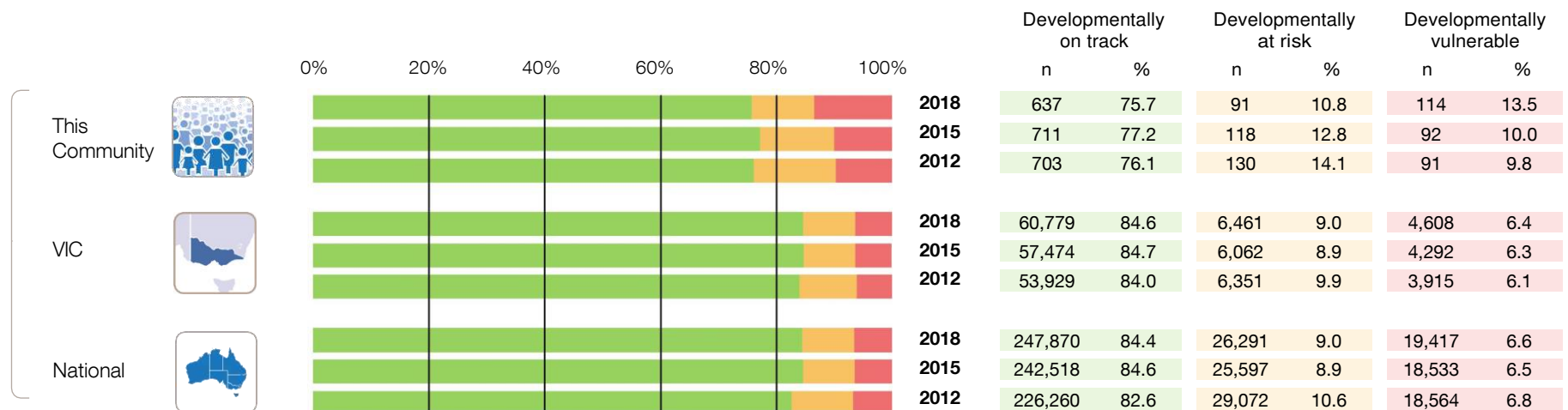


Table 5.7 — Language and cognitive skills (school-based) domain category definitions.

Developmentally on track	Children will be interested in books, reading and writing, and basic math; capable of reading and writing simple sentences and complex words. Will be able to count and recognise numbers and shapes.
Developmentally at risk	Have mastered some but not all of the following literacy and numeracy skills: being able to identify some letters and attach sounds to some letters, show awareness of rhyming words, know writing directions, being able to write their own name, count to 20, recognise shapes and numbers, compare numbers, sort and classify, and understand simple time concepts. Children may have 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



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

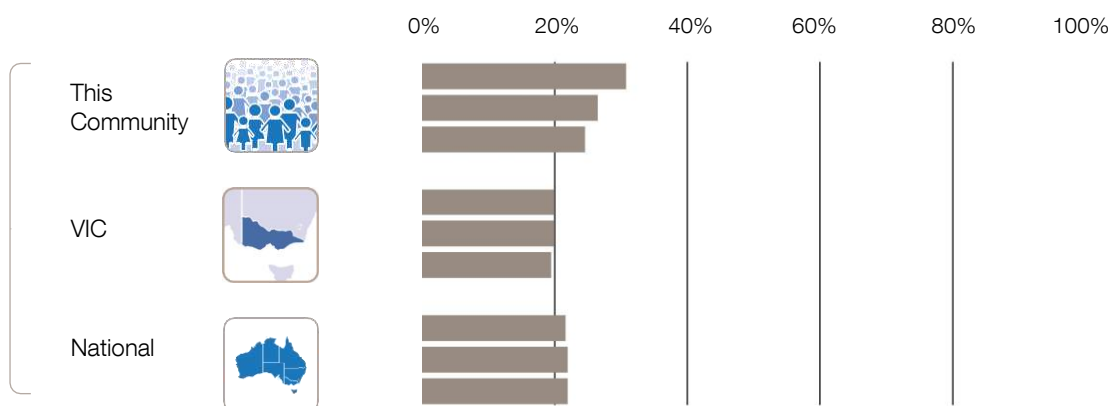
Developmentally on track	Children will have excellent communication skills, can tell a story and communicate easily with both children and adults, and have no problems with articulation.
Developmentally at risk	Have mastered some but not all of the following communication skills: listening, understanding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

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

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

Developmentally vulnerable on one or more domain(s)

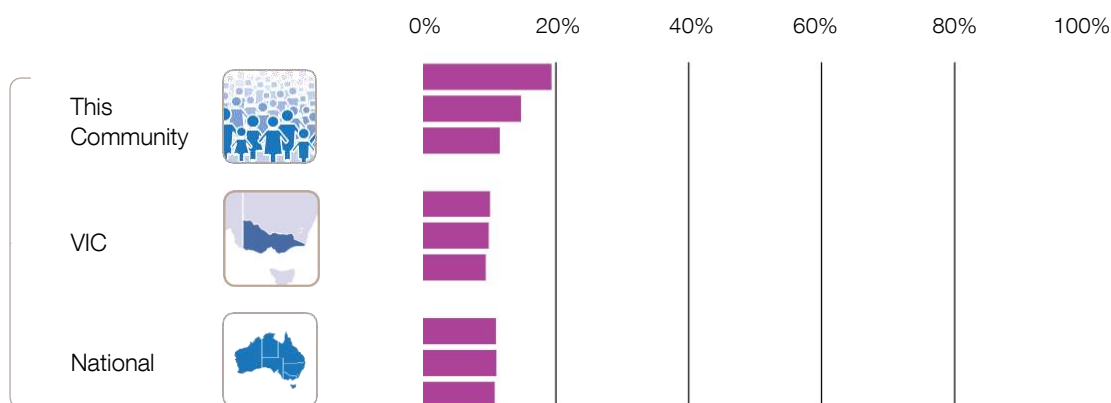
Vuln
1



	n	%
2018	259	30.8
2015	244	26.5
2012	225	24.6
2018	14,232	19.9
2015	13,465	19.9
2012	12,407	19.5
2018	63,448	21.7
2015	62,960	22.0
2012	59,933	22.0

Developmentally vulnerable on two or more domains

Vuln
2



	n	%
2018	163	19.4
2015	136	14.8
2012	107	11.6
2018	7,231	10.1
2015	6,707	9.9
2012	6,053	9.5
2018	32,434	11.0
2015	31,754	11.1
2012	29,543	10.8

AEDC results for local communities

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

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

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

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


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

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

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

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

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

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

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



Physical health and wellbeing domain results

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

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

Region (including local communities)	Developmentally on track						Developmentally at risk						Developmentally vulnerable					
	2012		2015		2018		2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Australia	211,806	77.3	221,855	77.3	229,542	78.1	36,637	13.4	37,347	13.0	36,105	12.3	25,479	9.3	27,711	9.7	28,247	9.6
VIC	51,985	81.1	54,934	80.9	58,221	81.0	7,111	11.1	7,602	11.2	7,767	10.8	4,965	7.8	5,335	7.9	5,904	8.2
Greater Shepparton	707	77.1	698	75.7	595	70.7	123	13.4	129	14.0	108	12.8	87	9.5	95	10.3	139	16.5
Kialla	62	86.1	72	91.1	74	81.3	8	11.1	4	5.1	12	13.2	2	2.8	3	3.8	5	5.5
Mooroopna	56	46.3	69	64.5	61	54.5	33	27.3	19	17.8	18	16.1	32	26.4	19	17.8	33	29.5
Shepparton central	72	90.0	57	66.3	43	74.1	5	6.3	19	22.1	5	8.6	3	3.8	10	11.6	10	17.2
Shepparton north east	64	94.1	54	91.5	33	84.6	4	5.9	1	1.7	3	7.7	0	0.0	4	6.8	3	7.7
Shepparton north west	53	76.8	90	82.6	65	69.1	8	11.6	9	8.3	15	16.0	8	11.6	10	9.2	14	14.9
Shepparton Rural East	8	50.0	-		15	93.8	5	31.3	-		1	6.3	3	18.8	-		0	0.0
Shepparton Rural North	19	65.5	19	95.0	13	86.7	9	31.0	1	5.0	0	0.0	1	3.4	0	0.0	2	13.3
Shepparton Rural North West	39	81.3	31	77.5	27	87.1	4	8.3	6	15.0	3	9.7	5	10.4	3	7.5	1	3.2
Shepparton Rural South	37	90.2	26	61.9	15	50.0	3	7.3	13	31.0	10	33.3	1	2.4	3	7.1	5	16.7
Shepparton South East	180	78.6	151	64.5	145	63.0	30	13.1	50	21.4	32	13.9	19	8.3	33	14.1	53	23.0
Shepparton surrounds East	14	53.8	17	85.0	19	79.2	7	26.9	0	0.0	3	12.5	5	19.2	3	15.0	2	8.3
Shepparton surrounds North	18	78.3	17	85.0	20	76.9	1	4.3	2	10.0	2	7.7	4	17.4	1	5.0	4	15.4
Shepparton surrounds South	28	90.3	20	95.2	22	100.0	2	6.5	1	4.8	0	0.0	1	3.2	0	0.0	0	0.0
Tatura	57	89.1	66	90.4	43	79.6	4	6.3	3	4.1	4	7.4	3	4.7	4	5.5	7	13.0



Social competence domain results

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

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

Region (including local communities)	Developmentally on track						Developmentally at risk						Developmentally vulnerable					
	2012		2015		2018		2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Australia	209,149	76.5	215,605	75.2	222,771	75.8	39,018	14.3	42,892	15.0	42,434	14.4	25,367	9.3	28,351	9.9	28,673	9.8
VIC	50,226	78.6	52,378	77.2	55,597	77.3	8,519	13.3	9,548	14.1	9,974	13.9	5,151	8.1	5,934	8.7	6,331	8.8
Greater Shepparton	666	72.0	670	72.7	590	70.1	153	16.5	147	16.0	122	14.5	106	11.5	104	11.3	130	15.4
Kialla	56	77.8	66	83.5	75	82.4	12	16.7	8	10.1	10	11.0	4	5.6	5	6.3	6	6.6
Mooroopna	60	49.6	68	63.6	59	52.7	29	24.0	25	23.4	22	19.6	32	26.4	14	13.1	31	27.7
Shepparton central	62	75.6	57	66.3	43	74.1	14	17.1	15	17.4	6	10.3	6	7.3	14	16.3	9	15.5
Shepparton north east	61	88.4	52	88.1	30	76.9	6	8.7	6	10.2	5	12.8	2	2.9	1	1.7	4	10.3
Shepparton north west	46	63.9	79	72.5	61	64.9	14	19.4	17	15.6	17	18.1	12	16.7	13	11.9	16	17.0
Shepparton Rural East	12	75.0	-		14	87.5	2	12.5	-		1	6.3	2	12.5	-		1	6.3
Shepparton Rural North	26	89.7	15	75.0	8	53.3	1	3.4	4	20.0	5	33.3	2	6.9	1	5.0	2	13.3
Shepparton Rural North West	35	72.9	29	74.4	27	87.1	11	22.9	9	23.1	3	9.7	2	4.2	1	2.6	1	3.2
Shepparton Rural South	37	90.2	38	90.5	25	83.3	4	9.8	4	9.5	3	10.0	0	0.0	0	0.0	2	6.7
Shepparton South East	153	66.2	149	63.7	141	61.3	46	19.9	42	17.9	42	18.3	32	13.9	43	18.4	47	20.4
Shepparton surrounds East	20	76.9	16	80.0	20	83.3	3	11.5	1	5.0	3	12.5	3	11.5	3	15.0	1	4.2
Shepparton surrounds North	16	69.6	13	65.0	19	73.1	4	17.4	3	15.0	1	3.8	3	13.0	4	20.0	6	23.1
Shepparton surrounds South	27	87.1	16	76.2	21	95.5	2	6.5	3	14.3	1	4.5	2	6.5	2	9.5	0	0.0
Tatura	55	85.9	64	87.7	47	87.0	5	7.8	6	8.2	3	5.6	4	6.3	3	4.1	4	7.4



Emotional maturity domain results

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

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

Region (including local communities)	Developmentally on track						Developmentally at risk						Developmentally vulnerable					
	2012		2015		2018		2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Australia	213,059	78.1	218,341	76.4	225,739	77.1	38,778	14.2	43,594	15.3	42,390	14.5	20,845	7.6	23,866	8.4	24,677	8.4
VIC	50,605	79.3	52,392	77.5	55,651	77.7	8,604	13.5	9,817	14.5	10,167	14.2	4,566	7.2	5,408	8.0	5,791	8.1
Greater Shepparton	693	75.7	673	73.1	609	72.3	148	16.2	137	14.9	111	13.2	74	8.1	111	12.1	122	14.5
Kialla	55	76.4	64	81.0	78	85.7	12	16.7	9	11.4	5	5.5	5	6.9	6	7.6	8	8.8
Mooroopna	66	55.5	69	64.5	64	57.1	30	25.2	23	21.5	13	11.6	23	19.3	15	14.0	35	31.3
Shepparton central	63	78.8	61	70.9	42	72.4	11	13.8	18	20.9	7	12.1	6	7.5	7	8.1	9	15.5
Shepparton north east	58	82.9	48	81.4	31	79.5	9	12.9	7	11.9	7	17.9	3	4.3	4	6.8	1	2.6
Shepparton north west	57	79.2	79	72.5	65	69.1	10	13.9	14	12.8	10	10.6	5	6.9	16	14.7	19	20.2
Shepparton Rural East	14	87.5	-		13	81.3	0	0.0	-		1	6.3	2	12.5	-		2	12.5
Shepparton Rural North	27	93.1	15	75.0	12	80.0	2	6.9	3	15.0	1	6.7	0	0.0	2	10.0	2	13.3
Shepparton Rural North West	35	72.9	29	74.4	25	80.6	8	16.7	9	23.1	5	16.1	5	10.4	1	2.6	1	3.2
Shepparton Rural South	39	95.1	40	95.2	24	80.0	2	4.9	2	4.8	5	16.7	0	0.0	0	0.0	1	3.3
Shepparton South East	158	70.5	155	66.2	151	65.7	46	20.5	36	15.4	43	18.7	20	8.9	43	18.4	36	15.7
Shepparton surrounds East	21	80.8	13	65.0	19	79.2	4	15.4	4	20.0	3	12.5	1	3.8	3	15.0	2	8.3
Shepparton surrounds North	16	69.6	13	65.0	20	76.9	6	26.1	4	20.0	3	11.5	1	4.3	3	15.0	3	11.5
Shepparton surrounds South	27	87.1	15	71.4	20	90.9	4	12.9	1	4.8	2	9.1	0	0.0	5	23.8	0	0.0
Tatura	57	89.1	63	86.3	45	83.3	4	6.3	6	8.2	6	11.1	3	4.7	4	5.5	3	5.6



Language and cognitive skills (school-based) domain results

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

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

Region (including local communities)	Developmentally on track						Developmentally at risk						Developmentally vulnerable					
	2012		2015		2018		2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Australia	226,260	82.6	242,518	84.6	247,870	84.4	29,072	10.6	25,597	8.9	26,291	9.0	18,564	6.8	18,533	6.5	19,417	6.6
VIC	53,929	84.0	57,474	84.7	60,779	84.6	6,351	9.9	6,062	8.9	6,461	9.0	3,915	6.1	4,292	6.3	4,608	6.4
Greater Shepparton	703	76.1	711	77.2	637	75.7	130	14.1	118	12.8	91	10.8	91	9.8	92	10.0	114	13.5
Kialla	63	87.5	68	86.1	75	82.4	7	9.7	10	12.7	10	11.0	2	2.8	1	1.3	6	6.6
Mooroopna	60	49.6	77	72.0	75	67.0	34	28.1	10	9.3	19	17.0	27	22.3	20	18.7	18	16.1
Shepparton central	65	79.3	63	73.3	44	75.9	6	7.3	11	12.8	3	5.2	11	13.4	12	14.0	11	19.0
Shepparton north east	63	90.0	52	88.1	33	84.6	5	7.1	6	10.2	4	10.3	2	2.9	1	1.7	2	5.1
Shepparton north west	53	73.6	80	73.4	64	68.1	11	15.3	19	17.4	14	14.9	8	11.1	10	9.2	16	17.0
Shepparton Rural East	12	75.0	-		16	100.0	3	18.8	-		0	0.0	1	6.3	-		0	0.0
Shepparton Rural North	27	93.1	19	95.0	13	86.7	2	6.9	0	0.0	0	0.0	0	0.0	1	5.0	2	13.3
Shepparton Rural North West	35	72.9	31	79.5	30	96.8	12	25.0	6	15.4	0	0.0	1	2.1	2	5.1	1	3.2
Shepparton Rural South	40	97.6	38	90.5	25	83.3	1	2.4	4	9.5	3	10.0	0	0.0	0	0.0	2	6.7
Shepparton South East	166	72.5	166	70.9	152	66.1	34	14.8	32	13.7	27	11.7	29	12.7	36	15.4	51	22.2
Shepparton surrounds East	19	73.1	17	85.0	23	95.8	4	15.4	2	10.0	0	0.0	3	11.5	1	5.0	1	4.2
Shepparton surrounds North	18	78.3	16	80.0	19	73.1	2	8.7	4	20.0	5	19.2	3	13.0	0	0.0	2	7.7
Shepparton surrounds South	28	90.3	19	90.5	21	95.5	2	6.5	0	0.0	0	0.0	1	3.2	2	9.5	1	4.5
Tatura	54	84.4	57	78.1	47	87.0	7	10.9	11	15.1	6	11.1	3	4.7	5	6.8	1	1.9



Communication skills and general knowledge domain results

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

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

Region (including local communities)	Developmentally on track						Developmentally at risk						Developmentally vulnerable					
	2012		2015		2018		2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Australia	204,702	74.7	219,023	76.3	227,163	77.3	44,633	16.3	43,415	15.1	42,473	14.5	24,520	9.0	24,475	8.5	24,232	8.2
VIC	49,557	77.4	53,474	78.8	57,098	79.4	9,371	14.6	9,259	13.6	9,483	13.2	5,110	8.0	5,131	7.6	5,312	7.4
Greater Shepparton	689	74.7	685	74.4	577	68.5	150	16.3	130	14.1	139	16.5	83	9.0	106	11.5	126	15.0
Kialla	62	86.1	70	88.6	65	71.4	7	9.7	4	5.1	14	15.4	3	4.2	5	6.3	12	13.2
Mooroopna	65	53.7	66	61.7	60	53.6	38	31.4	22	20.6	27	24.1	18	14.9	19	17.8	25	22.3
Shepparton central	64	78.0	62	72.1	43	74.1	13	15.9	11	12.8	8	13.8	5	6.1	13	15.1	7	12.1
Shepparton north east	58	84.1	53	89.8	31	79.5	7	10.1	3	5.1	4	10.3	4	5.8	3	5.1	4	10.3
Shepparton north west	51	73.9	90	82.6	65	69.1	9	13.0	10	9.2	18	19.1	9	13.0	9	8.3	11	11.7
Shepparton Rural East	10	62.5	-		16	100.0	6	37.5	-		0	0.0	0	0.0	-		0	0.0
Shepparton Rural North	22	75.9	19	95.0	11	73.3	5	17.2	1	5.0	3	20.0	2	6.9	0	0.0	1	6.7
Shepparton Rural North West	38	79.2	33	84.6	28	90.3	7	14.6	4	10.3	2	6.5	3	6.3	2	5.1	1	3.2
Shepparton Rural South	33	80.5	26	61.9	16	53.3	6	14.6	15	35.7	11	36.7	2	4.9	1	2.4	3	10.0
Shepparton South East	168	72.7	141	60.3	134	58.3	33	14.3	50	21.4	40	17.4	30	13.0	43	18.4	56	24.3
Shepparton surrounds East	18	69.2	16	80.0	23	95.8	6	23.1	2	10.0	0	0.0	2	7.7	2	10.0	1	4.2
Shepparton surrounds North	19	82.6	14	70.0	18	69.2	2	8.7	5	25.0	5	19.2	2	8.7	1	5.0	3	11.5
Shepparton surrounds South	28	90.3	20	95.2	21	95.5	3	9.7	0	0.0	1	4.5	0	0.0	1	4.8	0	0.0
Tatura	53	82.8	66	90.4	46	85.2	8	12.5	2	2.7	6	11.1	3	4.7	5	6.8	2	3.7




Results for vulnerability summary indicators

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

Region (including local communities)	Vulnerable on one or more domain(s)						Vulnerable on two or more domains					
	2012		2015		2018		2012		2015		2018	
	n	%	n	%	n	%	n	%	n	%	n	%
Australia	59,933	22.0	62,960	22.0	63,448	21.7	29,543	10.8	31,754	11.1	32,434	11.0
VIC	12,407	19.5	13,465	19.9	14,232	19.9	6,053	9.5	6,707	9.9	7,231	10.1
Greater Shepparton	225	24.6	244	26.5	259	30.8	107	11.6	136	14.8	163	19.4
Kialla	9	12.5	11	13.9	19	20.9	3	4.2	6	7.6	9	9.9
Mooroopna	64	52.9	40	37.4	54	48.2	33	27.3	23	21.5	36	32.1
Shepparton central	18	22.5	24	27.9	19	32.8	7	8.6	17	19.8	12	20.7
Shepparton north east	8	11.8	7	11.9	9	23.1	2	2.9	3	5.1	4	10.3
Shepparton north west	21	30.0	28	25.7	30	31.9	13	18.6	16	14.7	18	19.1
Shepparton Rural East	5	31.3	-		2	12.5	2	12.5	-		1	6.3
Shepparton Rural North	4	13.8	2	10.0	3	20.0	1	3.4	1	5.0	2	13.3
Shepparton Rural North West	9	18.8	7	17.9	2	6.5	4	8.3	2	5.1	2	6.5
Shepparton Rural South	2	4.9	4	9.5	8	26.7	1	2.4	0	0.0	3	10.0
Shepparton South East	61	27.2	89	38.0	94	40.9	28	12.2	51	21.8	63	27.4
Shepparton surrounds East	8	30.8	5	25.0	3	12.5	4	15.4	4	20.0	2	8.3
Shepparton surrounds North	4	17.4	5	25.0	7	26.9	3	13.0	3	15.0	6	23.1
Shepparton surrounds South	2	6.5	6	28.6	1	4.5	2	6.5	2	9.5	0	0.0
Tatura	10	15.6	12	16.4	8	14.8	4	6.3	6	8.2	5	9.3

Appendix 1: Critical difference estimates

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

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

Worked example

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

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

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

Critical difference for developmentally on track children

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

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

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

Critical difference for developmentally at risk children

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

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

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

Critical difference for developmentally vulnerable children

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

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

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

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

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

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

Region (including local communities)	Physical health and wellbeing			Social competence			Emotional maturity		
	2012	2015	2018	2012	2015	2018	2012	2015	2018
Australia	273,922	286,913	293,894	273,534	286,848	293,878	272,682	285,801	292,806
VIC	64,061	67,871	71,892	63,896	67,860	71,902	63,775	67,617	71,609
Greater Shepparton	917	922	842	925	921	842	915	921	842
Kialla	72	79	91	72	79	91	72	79	91
Mooroopna	121	107	112	121	107	112	119	107	112
Shepparton central	80	86	58	82	86	58	80	86	58
Shepparton north east	68	59	39	69	59	39	70	59	39
Shepparton north west	69	109	94	72	109	94	72	109	94
Shepparton Rural East	16	-	16	16	-	16	16	-	16
Shepparton Rural North	29	20	15	29	20	15	29	20	15
Shepparton Rural North West	48	40	31	48	39	31	48	39	31
Shepparton Rural South	41	42	30	41	42	30	41	42	30
Shepparton South East	229	234	230	231	234	230	224	234	230
Shepparton surrounds East	26	20	24	26	20	24	26	20	24
Shepparton surrounds North	23	20	26	23	20	26	23	20	26
Shepparton surrounds South	31	21	22	31	21	22	31	21	22
Tatura	64	73	54	64	73	54	64	73	54

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

Region (including local communities)	Language and cognitive skills (school-based)			Communication skills and general knowledge		
	2012	2015	2018	2012	2015	2018
Australia	273,896	286,648	293,578	273,855	286,913	293,868
VIC	64,195	67,828	71,848	64,038	67,864	71,893
Greater Shepparton	924	921	842	922	921	842
Kialla	72	79	91	72	79	91
Mooroopna	121	107	112	121	107	112
Shepparton central	82	86	58	82	86	58
Shepparton north east	70	59	39	69	59	39
Shepparton north west	72	109	94	69	109	94
Shepparton Rural East	16	-	16	16	-	16
Shepparton Rural North	29	20	15	29	20	15
Shepparton Rural North West	48	39	31	48	39	31
Shepparton Rural South	41	42	30	41	42	30
Shepparton South East	229	234	230	231	234	230
Shepparton surrounds East	26	20	24	26	20	24
Shepparton surrounds North	23	20	26	23	20	26
Shepparton surrounds South	31	21	22	31	21	22
Tatura	64	73	54	64	73	54

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

Region (including local communities)	Number of children with valid scores (one or more domains)			Number of children with valid scores (two or more domains)		
	2012	2015	2018	2012	2015	2018
Australia	272,282	286,041	292,976	273,275	286,616	293,619
VIC	63,584	67,670	71,671	63,889	67,812	71,828
Greater Shepparton	913	921	842	920	921	842
Kialla	72	79	91	72	79	91
Mooroopna	121	107	112	121	107	112
Shepparton central	80	86	58	81	86	58
Shepparton north east	68	59	39	69	59	39
Shepparton north west	70	109	94	70	109	94
Shepparton Rural East	16	-	16	16	-	16
Shepparton Rural North	29	20	15	29	20	15
Shepparton Rural North West	48	39	31	48	39	31
Shepparton Rural South	41	42	30	41	42	30
Shepparton South East	224	234	230	229	234	230
Shepparton surrounds East	26	20	24	26	20	24
Shepparton surrounds North	23	20	26	23	20	26
Shepparton surrounds South	31	21	22	31	21	22
Tatura	64	73	54	64	73	54

Appendix 2: Additional resources

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

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

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

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

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

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



AEDC resources at a glance

AEDC publications

Important AEDC resources include:

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

AEDC videos

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

Key AEDC web pages

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