



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Early childhood development for children living in Western Australia by region

Australian Early Development
Census 2018



An Australian Government Initiative





SCIS NO: 1963372
ISBN: 978-0-7307-4636-2

© Commonwealth of Australia and WA Department of Education 2019

This publication may be freely copied in whole or part and in any format in an education institution for non-commercial education purposes. This material is available on request in appropriate alternative formats.

Enquiries

Department of Education
151 Royal Street
East Perth WA 6004
T 6206 2019
W education.wa.edu.au

Acknowledgements

Since 2002, the Australian Government has worked in partnership with eminent child health research institutes – Centre for Community Child Health, Royal Children’s Hospital in Melbourne, and Telethon Kids Institute in Perth – to deliver the Australian Early Development Index (AEDI) program to communities nationwide. On 1 July 2014, the AEDI program became known as the Australian Early Development Census (AEDC) and was launched through a new website – aedc.gov.au. The Australian Government continues to work with its partners, and with state and territory governments, to implement the AEDC.

This report uses data from the Australian Early Development Census (AEDC). The AEDC is funded by the Australian Government Department of Education and Training. The findings and views reported are those of the author and should not be attributed to the Department or the Australian Government

The Western Australian Department of Education acknowledges funding received from the Australian Government Department of Education to assist with the production of this publication.

Western Australian schools, teachers and Aboriginal and Islander Education Officers that completed the AEDC are acknowledged for their important contribution.

Contents

Foreword by the Director General	4	How did Western Australian children compare nationally in 2018?	14
Key findings 2018	6	Early childhood development by Western Australian region	16
Overview	7	How did children compare across the regions in 2018?	16
What does the Western Australian Government want to achieve?	7	What are the emerging trends across the regions from 2009 to 2018?	17
How can the Australian Early Development Census (AEDC) be used?	7	How did children perform across the regions by developmental domain in 2018?	24
What is the AEDC?	7	Overview of results by region	27
What does the AEDC measure?	7	Goldfields-Esperance Region	27
Why is the AEDC important?	8	Great Southern Region	35
Why do we need to focus on the early years?	8	Kimberley Region	43
How is AEDC information reported?	8	Mid West-Gascoyne Region	51
How can the AEDC results be compared?	9	Peel Region	59
How does the AEDC differ from other measures?	9	Perth Region	67
Are the AEDC results available for communities and how are the results reported?	9	Pilbara Region	75
How are the AEDC results interpreted?	9	South West Region	83
Early childhood development in Western Australia	10	Wheatbelt Region	91
Data collections at a glance	10	Further information	100
Are Western Australian children on track?	11	Additional resources	100
How did Western Australian children perform in 2018 compared with 2009, 2012 and 2015?	13	Additional notes	101
		Data source	101



Foreword by the Director General

Our children are our State's greatest asset. They deserve our investment in their health and wellbeing, and our best efforts to ensure they are ready to play a productive role in society and the economy of the future.

The Australian Early Development Census (AEDC) is recognised as a strong predictor of a child's future success in school and life beyond school. This is why the AEDC is the measure the State Government has used for the early childhood target set for *A bright future* as part of *Our Priorities: Sharing Prosperity*.

We know that children who get a great start in the vital years before they start school also have the best chance of lifetime success and wellbeing.

The AEDC is an Australia-wide census that occurs every three years, gathering information on five important aspects of young children's development. Schools across Australia participate through teachers who complete the census for each child in their first year of full-time school – the Pre-primary year in Western Australia.

In 2018, 1 900 teachers from over 900 Western Australian schools participated in the national AEDC collection, with 34 368 Pre-primary children represented in the data for Western Australia.

This report provides a snapshot of how children are developing in their early years, for each of the nine Western Australian regions, including comparisons from 2009 to 2018 of each region's AEDC results.

I am pleased that the 2018 results show continuation of an improving trend for Western Australia, with more children developmentally on-track compared with past results. This indicates that Western Australia is making good progress towards achieving our *A bright future* target of 60.7% of children developmentally on-track on all five domains by 2027.

While most Western Australian children are doing well, the AEDC also shows that much has yet to be done to address the needs of children in all pockets of our vast and diverse State who have been identified as being developmentally vulnerable.

It is anticipated that this report will stimulate important discussions about early childhood development, inform early childhood policy and planning, and importantly, strengthen the collective effort required to make an improved and sustained difference in outcomes for young children.



Lisa Rodgers
Director General

Key findings 2018

- The majority of children living in each region are doing well on each of the five developmental domains, consistent with previous Australian Early Development Census (AEDC) results.
- From 2009 to 2018, the percentage of children developmentally on track on all five domains increased in all regions.
- There are children who commenced full-time school developmentally vulnerable on one or more of the AEDC domains.
- Developmental vulnerability existed across all regions.
- The Wheatbelt (60.8%) and Perth (58.9%) regions had the highest percentage of children developmentally on track on all five domains. These two regions also had the lowest percentage of children who were developmentally vulnerable on one or more domains (Wheatbelt –18.7% and Perth – 18.2%).
- The Kimberley (41.8%) and Mid West-Gascoyne (26.2%) regions had the highest percentage of children who were developmentally vulnerable on one or more domains.
- Regions further away from the Perth region had generally higher rates of developmental vulnerability (20.4% in the Peel region compared to 23.2% in the Great Southern, 26.2% in the Mid West-Gascoyne region and 41.8% in the Kimberley region).
- Between 2009 and 2018, seven out of nine regions showed statistically significant reductions in the percentage of children who were developmentally vulnerable – Goldfields-Esperance, Great Southern, Mid West-Gascoyne, Perth, Peel, South West and the Wheatbelt.
- Of these seven regions, the Goldfields-Esperance and Wheatbelt regions showed the most improvement in reducing the percentage of children developmentally vulnerable on one or more domains, between 2009 and 2018.
- Since 2009, the language and cognitive skills (school based) domain has shown the most improvement across all regions. When compared to all other regions, the Perth Metropolitan area had a higher percentage of children developmentally on track, in this domain.

Summary

In Western Australia, the area of language and cognitive skills (school based) domain has received a lot of attention, focus and investment; notably, through the implementation of national and State systemic initiatives such as the introduction of the Australian Early Development Census, National Partnership on Universal Access, Early Years Learning Framework, National Quality Standard, and a variety of other key universal and targeted reading, early literacy and numeracy initiatives.

While there has been an overall reduction in the percentage of children developmentally vulnerable in the language and cognitive skills (school based) domain, vulnerability on physical health and wellbeing, and social and emotional development, present a challenge for many regions and the State as a whole.

The positive trends in the Wheatbelt and Goldfields-Esperance regions warrant further research to understand possible drivers that underpin this change.



Overview

A bright future - improving the health and wellbeing of children in the early years.

The Western Australian Government is committed to ensuring that more children living in Western Australia get the best start in life so they have the greatest chance of success now and in the future. As such, under *Our Priorities: A bright future*¹, a target, using the AEDC has been set as a way of focussing the collective effort to improve the health and wellbeing of children in the early years.

What does the Western Australian Government want to achieve?

In Western Australia, 55.2% of children assessed on the AEDC in 2015 were developmentally on-track on all five domains. The aim is to have a 10% improvement on the 2015 results, so that by 2027, 60.7% of children in Western Australia will be developmentally on-track on all five domains.

How can the Australian Early Development Census (AEDC) be used?

As a population measure, the AEDC data provides insights into the health and well-being of young children living in different Western Australian communities, over time, so that evidence based decisions can improve investment in our children.

To gain a better understanding of how children are developing within each region, the AEDC data has been aggregated and reported for the nine Western Australia regions as defined by the Regional Development Act 1993: Goldfields-Esperance, Great Southern, Kimberley, Mid West-Gascoyne, Peel, Pilbara, South West and Wheatbelt. Data for the Gascoyne region is combined with the Midwest region to meet the minimum AEDC public reporting requirements and protect the privacy of children in smaller communities. Data for the Perth region is also included.

¹www.wa.gov.au/government/our-priorities-sharing-prosperity/bright-future

²www.aedc.gov.au/data

³www.education.wa.edu.au/dl/19en8k

The report aims to:

- support organisations such as the Departments of Health, Education and Communities, Non-Government organisations and the Regional Development Commissions to examine the ecological and environmental influences on child development and identify the services, resources and support families need, to give their children the best start in life
- stimulate important discussions about early childhood development in the broader context of each region
- encourage reflection on early childhood and family friendly policies
- influence how regions and communities work to improve young children's outcomes.

To gain a deeper understanding of variations in early childhood development within a region, results presented in this report should be viewed in conjunction with the local *AEDC community results*² and the *Early Childhood Development in Western Australia: Australian Early Development Census: 2015*³

What is the AEDC?

The AEDC is a nationwide population level collection of information about young children's development. It is completed by teachers for children enrolled in their first year of full-time school (Pre-primary in Western Australia). The AEDC collects data through an Australian version of the Early Development Instrument (Instrument), which was created in Canada. Data is collected every three years, and is analysed and reported at national, state/territory and AEDC community levels (based on suburb or town in which children live).

What does the AEDC measure?

The AEDC measures the percentage of Pre-primary children who are developmentally on track, at risk or vulnerable across five domains:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school based)
- communication skills and general knowledge.

These domains are important areas of child development and are considered good predictors of adult health, education and social outcomes.

Why is the AEDC important?

By understanding young children's development, Western Australian regions, communities, parents, families, government and non-government agencies can begin to explore the factors influencing child development outcomes.

Used with other socio-demographic and community information, the AEDC is a powerful tool that supports policy development, planning and action for health, education and community support.

Why do we need to focus on the early years?

The early years matter! From conception to five years of age, a child's brain undergoes an amazing period of development.

The first five years of a child's life is a critical period of development. It is during this time that children build the foundations that help to shape them into the adults they will become.

These early stages of development are influenced by genes and the environment. While genes provide the initial road map for brain development in children, it is their everyday experiences, the opportunities available and the relationships they make that have the most influence.

Positive early experiences are essential in ensuring children get the best start in life, so they start school ready and eager to learn, and build the skills necessary for healthy development, wellbeing and lifelong learning.

Research into child development overwhelmingly supports the view that focussing on early childhood health and wellbeing leads to positive outcomes as children grow older, as well as reduced economic costs to governments and families.

How is AEDC information reported?

AEDC domains

The AEDC domain scores are calculated for each child where enough valid¹ responses were recorded. For each of the five domains children receive a score between zero and 10, where higher scores represent better development.

In 2009, when the first AEDC was undertaken, a series of cut-off scores were established for each of the five domains. Children falling below the 10th

percentile were considered 'developmentally vulnerable', children falling between the 10th and 25th percentile were considered 'developmentally at risk' and all other children were considered to be 'on track'.

The cut-off scores set in 2009 provide a reference point against which later AEDC results can be compared. For example, in 2012 the national results showed 6.8% of children were developmentally vulnerable on the language and cognitive skills (school based) domain, compared with 8.9% in 2009.

AEDC summary indicators

Vulnerable on one or more and two or more domains

As well as reporting the percentage of children developmentally on track, at risk and vulnerable for each domain, the AEDC results are also reported as the percentage of children who are developmentally vulnerable across multiple domains. Children represented by this summary measure may be developmentally vulnerable on one or more, two or more, three or more, four or more, or all five domains. The developmentally vulnerable on one or more domains indicator has been used as the national progress measure since 2009.

On track on all five domains

More recently, a strengths based indicator, 'on track on all five domains', has been introduced. This indicator measures the percentage of children developmentally on track on all five domains, and complements the developmentally vulnerable on one or more domains indicator to monitor changes in child development.

The percentage of children not on track on all five domains includes children developmentally vulnerable, at risk or missing a domain score due to the teacher not being able to answer at least 75% of items in any domain.

The on track on all five domains indicator is used as one indicator in the Report of Government Services. About half of all Australian children are on track on all five domains. This has improved over time from 50.6% in 2009 to 55.3% in 2018. In Western Australia, 57.9% of children were on track on all five domains in 2018. The Western Australian Government Priorities target is for 60.7% of children to be developmentally on track on all five domains by 2027.

¹The AEDC domain scores are reported for valid results only. Scores are flagged as invalid for children who may have been in the class for less than one month; are less than four years old; or where teachers complete less than 75% of the items in any given domain.



How can the AEDC results be compared?

With data sets covering four collections (2009, 2012, 2015 and 2018), results can be compared to identify emerging trends of early child development.

To assist in making decisions about whether the change in results over time (for the percentages of children developmentally on track, at risk, or vulnerable) is statistically significant, a method described as the 'critical difference' has been developed. The critical difference is the minimum percentage point change required for the results to represent a 'significant change' in children's development for the school, community, region, or State.

There is no critical difference available for the *on track on all five domains* indicator because this indicator is new and is not one of the standard indicators used in the national AEDC program.

For more information, see the technical report *Calculation of the Critical Difference*¹

How does the AEDC differ from other measures?

The AEDC is different from other measures as it focuses and gathers information on the 'whole child' (health, wellbeing, learning and development).

As a population measure it analyses and reports this information at the group – not individual level.

It is not a test or measure of school performance. The results provide information about how communities have supported the development of their children up to five years of age, and helps them to understand how their children are doing compared with other communities, both in Western Australia and nationally.

Are the AEDC results available for communities and how are the results reported?

Each Community (usually a local government area and made up of local communities - generally a suburb or town) has access to an AEDC community profile, and online community tables and maps. For results to be reported publicly, a minimum of 15 children and two teachers, per community/local community, must have participated in the AEDC.

Results are also accessible in the form of a *National Report*² and *State Report*³.

How are the AEDC results interpreted?

The results show how children are doing compared to other children measured in their own community and across Australia. It is important to consider the **percentage** of children who are developmentally vulnerable and the **number** of children this percentage represents. For example, a high percentage does not necessarily mean a large number. Similarly, a low percentage in a large community may not equate to a low number of children.

¹www.aedc.gov.au/trcd

²<https://www.aedc.gov.au/resources/detail/2018-aedc-national-report>

³<https://www.education.wa.edu.au/dl/19en8k>

Early childhood development in Western Australia

Data collections at a glance

Data collections take place every three years, with the first collection undertaken in 2009.

The rate of participation in the AEDC is consistently high in each data collection cycle. Western Australian schools completed the census for almost 99% of children starting Pre-primary (Table 1).

Table 1: Number of children in the AEDC for Australia and Western Australia

Year	Australia*	Western Australia*
2009	261,147 (97.5%)	27,565 (99.6%)
2012	289,973 (96.5%)	32,158 (99.0%)
2015	302,003 (96.5%)	33,819 (98.7%)
2018	308,953 (96.4%)	34,368 (99.3%)

*Denominator = Number of children enrolled in a Pre-primary Program (or equivalent) as per the School Census and includes government, Catholic and independent schools.

Table 2: AEDC fast facts for Western Australia

Western Australia	2009		2012		2015		2018	
	N	%	N	%	N	%	N	%
Early development instruments completed	27 565	****	32 158	****	33 819	****	34 369	****
Population of Aboriginal children	1 799	6.5	2 207	6.9	2 230	6.6	2 378	6.9
Children with language background other than English (including Aboriginal children)	4 087	14.8	5 013	15.6	6 568	19.4	8 192	23.8
Children born overseas	2 800	10.2	3 578	11.1	3 715	11.0	2 717	8.0
Children regularly read to and encouraged in their reading	17 607	63.9	22 075	68.6	24 103	71.3	24 582	71.5
Children adapting to school	21 563	78.2	24 684	76.8	26 269	77.7	27 034	78.7
Parents actively engaged with the school	18 913	68.6	22 619	70.3	24 541	72.6	25 840	75.2
Children with special needs	904	3.3	1 111	3.5	1 167	3.5	1 287	3.7
Children requiring further assessment	3 109	11.3	3 245	10.1	3 747	11.1	4 360	12.7
Children absent six or more days from the start of the school year to the time the AEDC was undertaken (e.g. 1 May - 4 July 2015)*	11 374	41.3	12 293	38.2	11 254	33.3	14 814	43.1

* The first three data collections (2009, 2012, 2015) calculated 'days absent' from the start of the school year to the time the AEDC was undertaken, whereas 2018 calculated 'days absent' for the whole of Semester One.

Are Western Australian children on track?

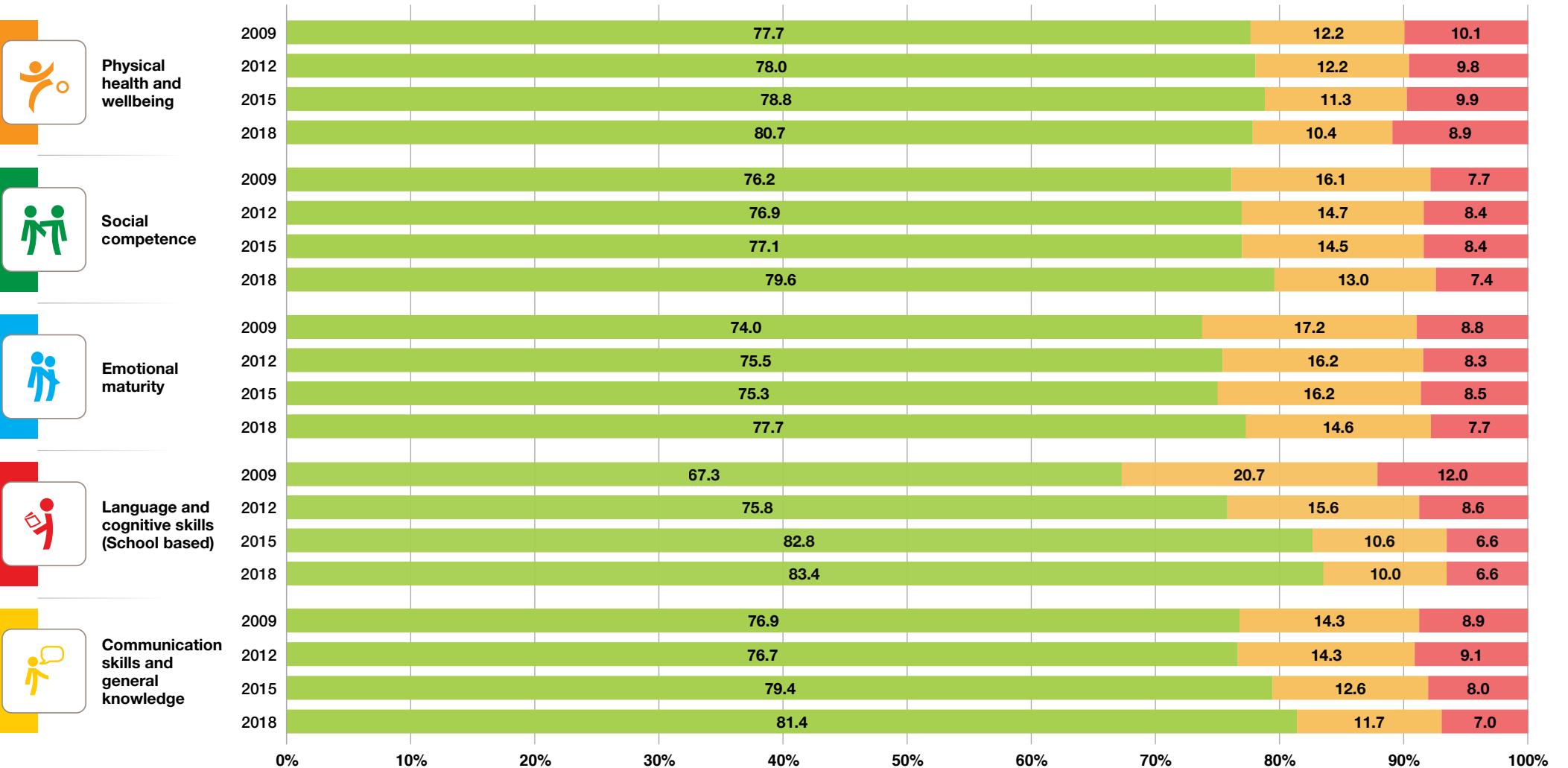
The 2009, 2012, 2015 and 2018 results showed most children in Western Australia were on track and doing well on each of the developmental domains; however, some started school developmentally at risk or vulnerable (Graph 1).

Since 2009, there have been statistically significant improvements in the percentage of children developmentally on track on each of the domains (Graph 1).

The most improvement occurred in the language and cognitive skills (school based) domain.

Graph 1: Percentage of children developmentally on track, at risk and vulnerable by domain in 2009, 2012, 2015 and 2018

Legend On track At risk Vulnerable



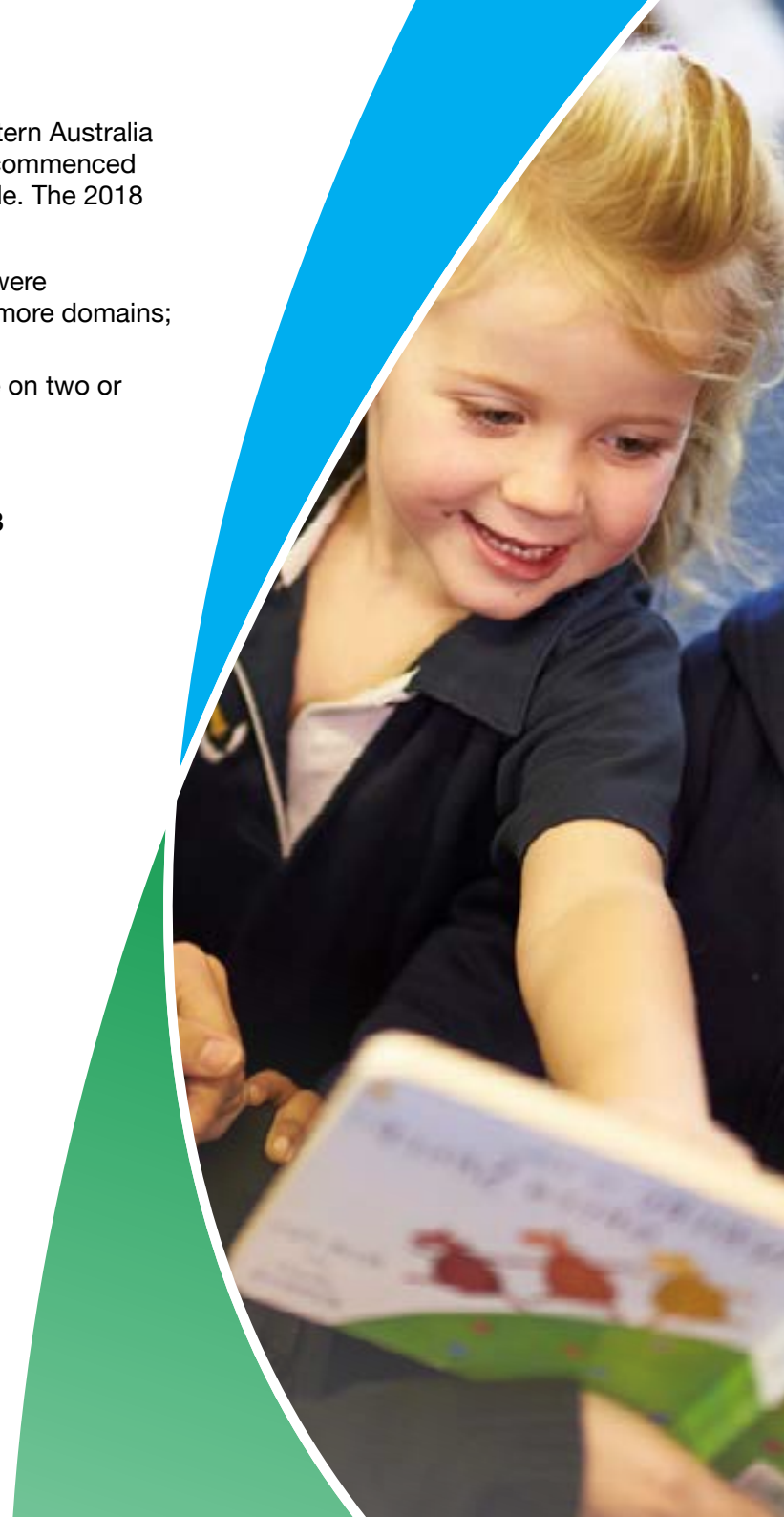
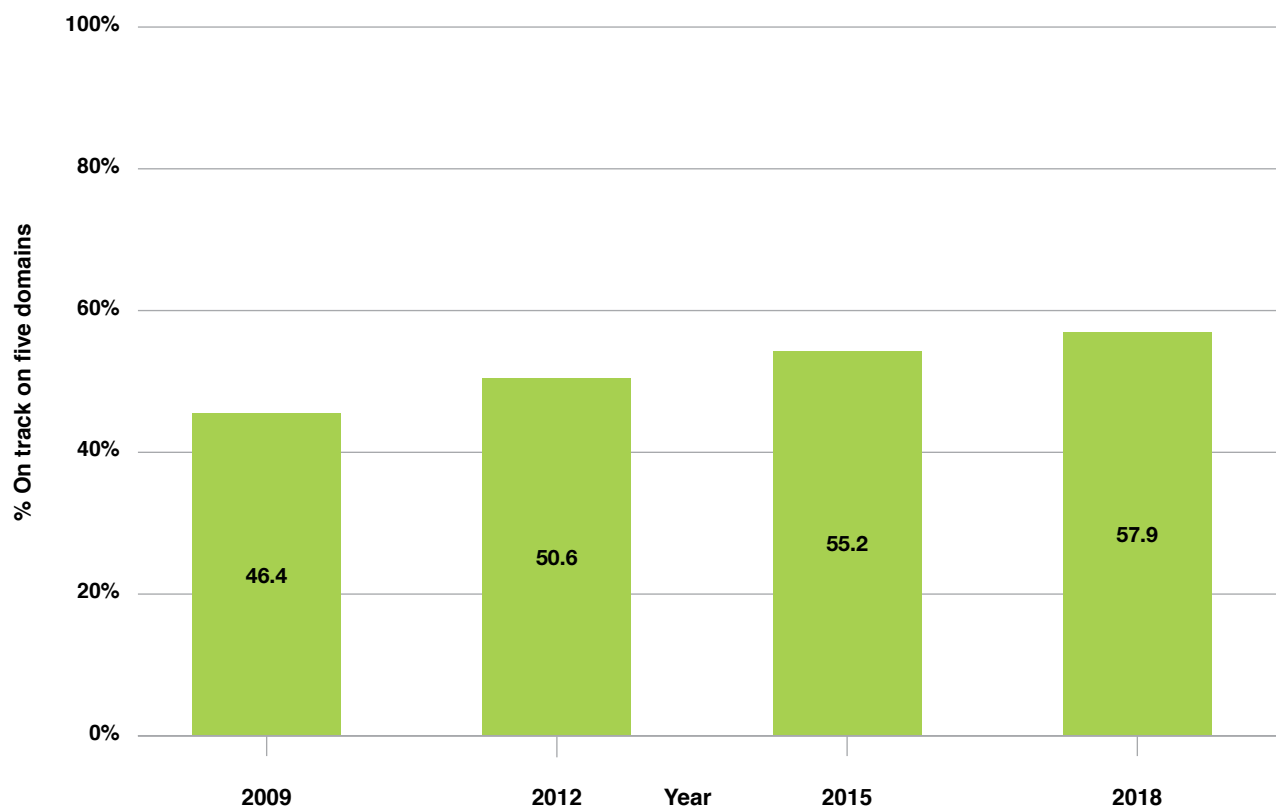
In 2018, 57.9% of children were assessed as being developmentally on track on all five domains. This represents an 11.5% percentage point improvement in the percentage of children developmentally on track on all five domains since 2009 (Graph 2).

Since 2009, Western Australia has seen a sustained positive trend for each census (Graph 2). This trend indicates that Western Australia is progressing to achieve its target of 60.7% of children developmentally on track on all five domains by 2027.

While the majority of children living in Western Australia were doing well, there were children who commenced school developmentally at risk or vulnerable. The 2018 results (Graph 3) show that:

- 19.4% of Western Australian children were developmentally vulnerable on one or more domains; and
- 9.4% were developmentally vulnerable on two or more domains.

Graph 2: Percentage of children developmentally on track on all five domains in 2009, 2012, 2015, 2018



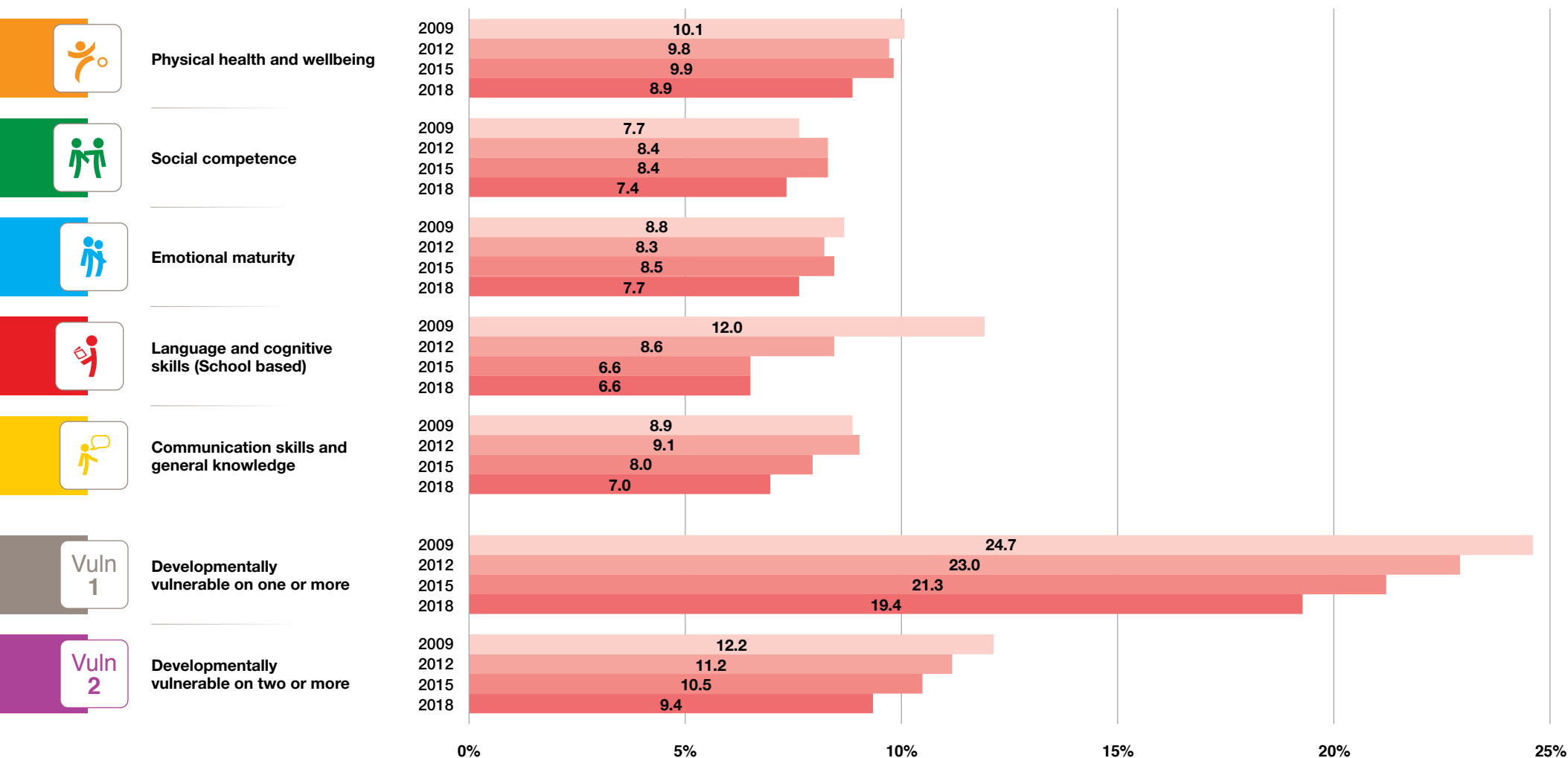
How did Western Australian children perform in 2018 compared with 2009, 2012 and 2015?

There were proportionately fewer children who were developmentally vulnerable on one or more domains in 2018 – 19.4%, compared with 24.7% in 2009, 23.0% in 2012 and 21.3% in 2015 (Graph 3).

There was a similar pattern for the percentage of children vulnerable on two or more domains in 2018 – 9.4%, compared with 12.2% in 2009 11.2% in 2012 and 10.5% in 2015 (Graph 3).

The number of children with one or more developmental vulnerabilities is at its lowest since the first data collection in 2009 (2009 N=6445, 2012 N=7048, 2015 N=6895 and N=6369) in 2018.

Graph 3: Percentage of Western Australian children who were developmentally vulnerable by AEDC domain and summary indicators, 2009, 2012, 2015 and 2018



How did Western Australian children compare nationally in 2018?

Western Australia had a higher percentage of children developmentally on track on all five domains, compared to the national average – 57.9% compared to 55.3% (Graph 4). When compared to individual states and territories, Western Australia had the highest percentage of children developmentally on track on all five domains (Graph 4).

There were proportionately fewer Western Australian children who were developmentally vulnerable on one or more domains, when compared to the national average – 19.4% compared to 21.7% (Graph 5). Western Australia also had the lowest percentage of children developmentally vulnerable on one or more domains, ahead of all other states and territories (Graph 5).

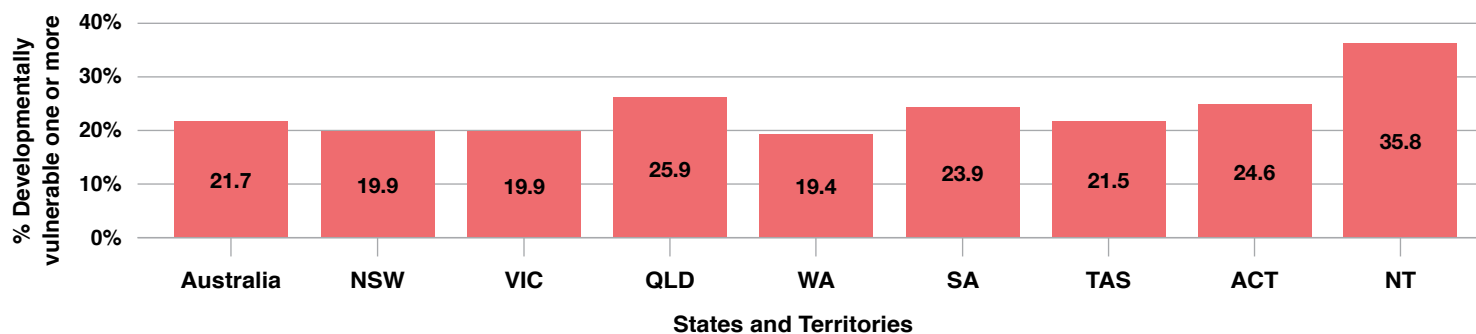
In the language and cognitive skills (school based) domain, Western Australian children were assessed to be at the same level to the national average (Graph 6).

In the other four domains, Western Australia had a lower percentage of children developmentally vulnerable than the national average (Graph 6).

Graph 4: Percentage of Australian children developmentally on track on all five domains by state and territory in 2018

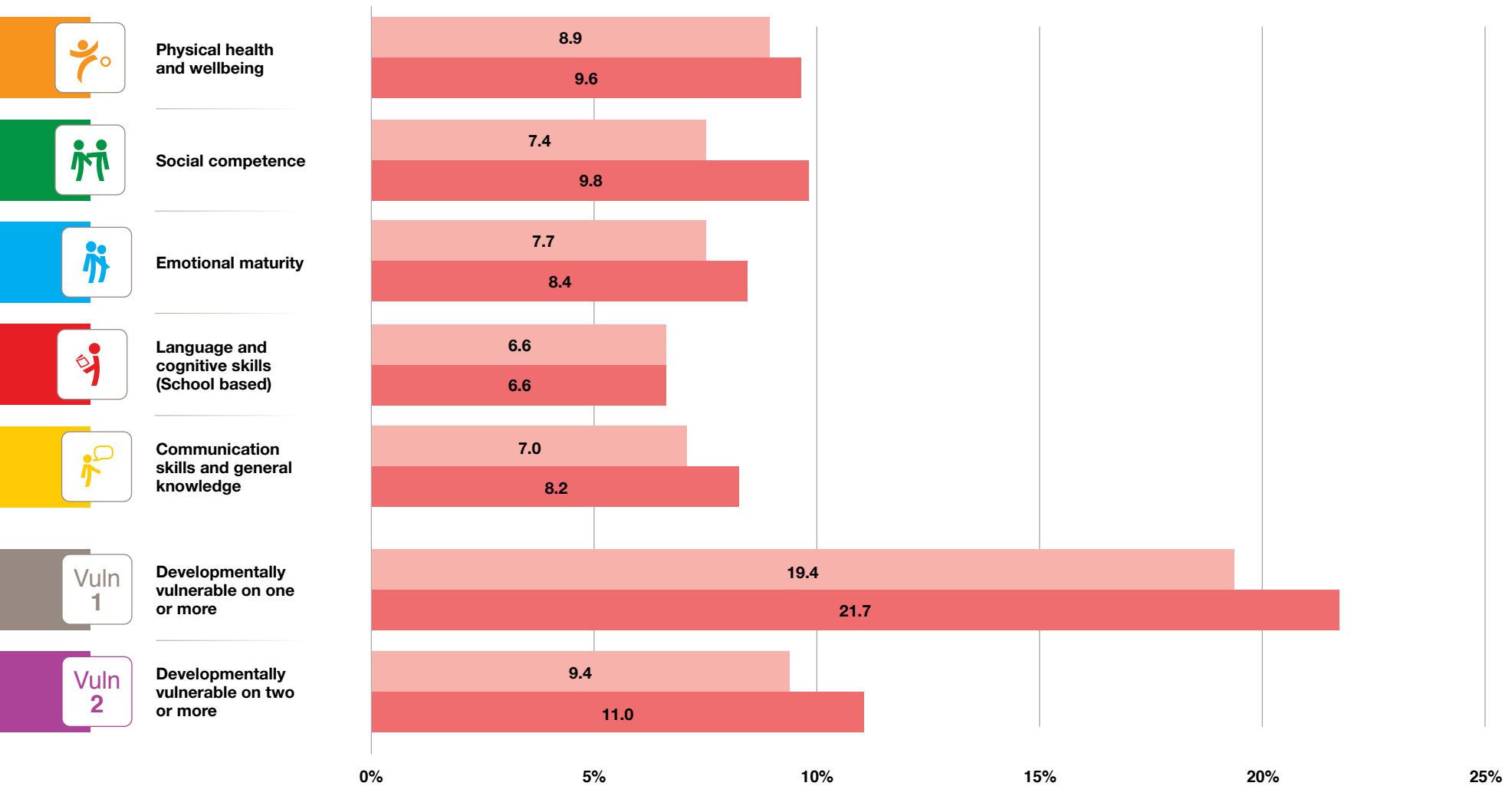


Graph 5: Percentage of children developmentally vulnerable on one or more domains by state and territory in 2018



Graph 6: Percentage of children developmentally vulnerable by domain for Western Australia and Australia in 2018

Legend Western Australia Australia



Early childhood development by Western Australian region

How did children compare across the regions in 2018?

With the exception of the Kimberley, the percentage of children developmentally on track on all five domains was fairly similar across each region (Graph 7).

The Wheatbelt (60.8%) and Perth (58.9%) regions had the highest percentage of children developmentally on track on all five domains (Graph 7).

Developmental vulnerability existed across all regions. However, the percentage and number of children who were developmentally vulnerable varied.

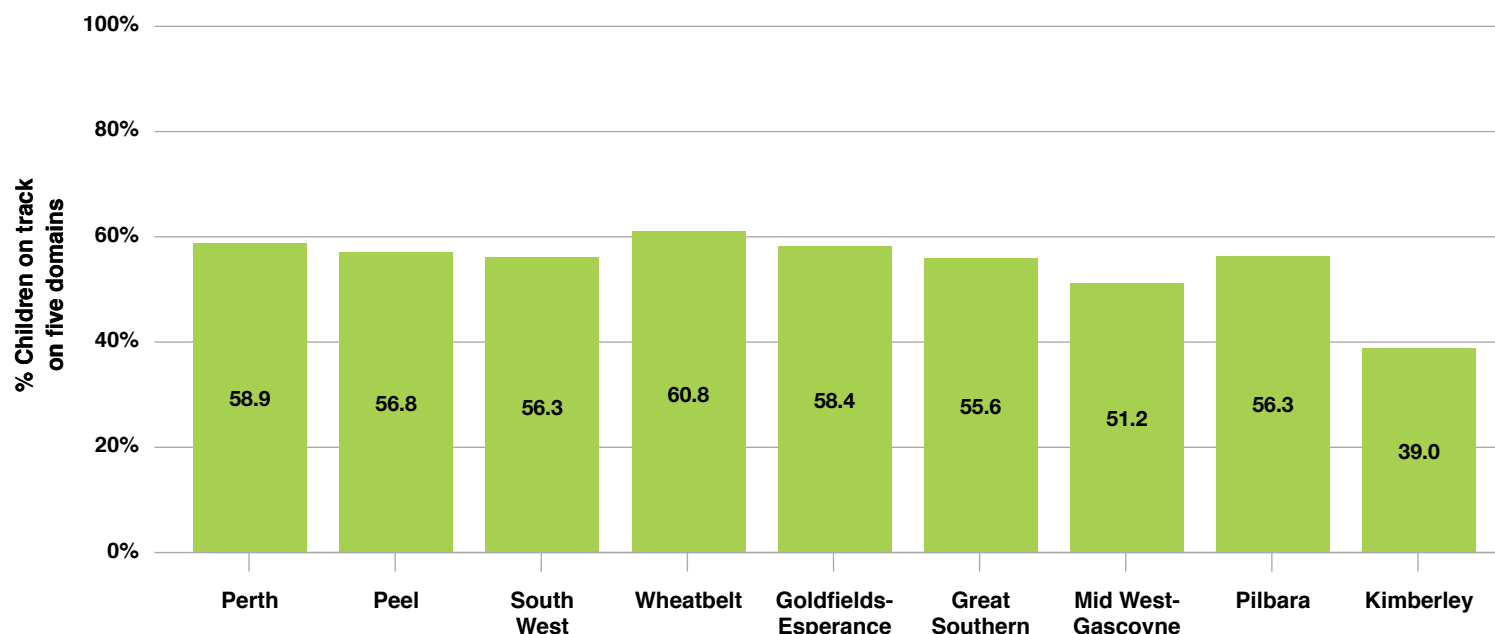
Perth (18.2%) and the Wheatbelt (18.7%) regions had the lowest percentage of children who were developmentally vulnerable on one or more domains (Graph 8).

The Kimberley (41.8%) and Mid West-Gascoyne (26.2%) regions had the highest percentage of children who were developmentally vulnerable on one or more domains (Graph 8).

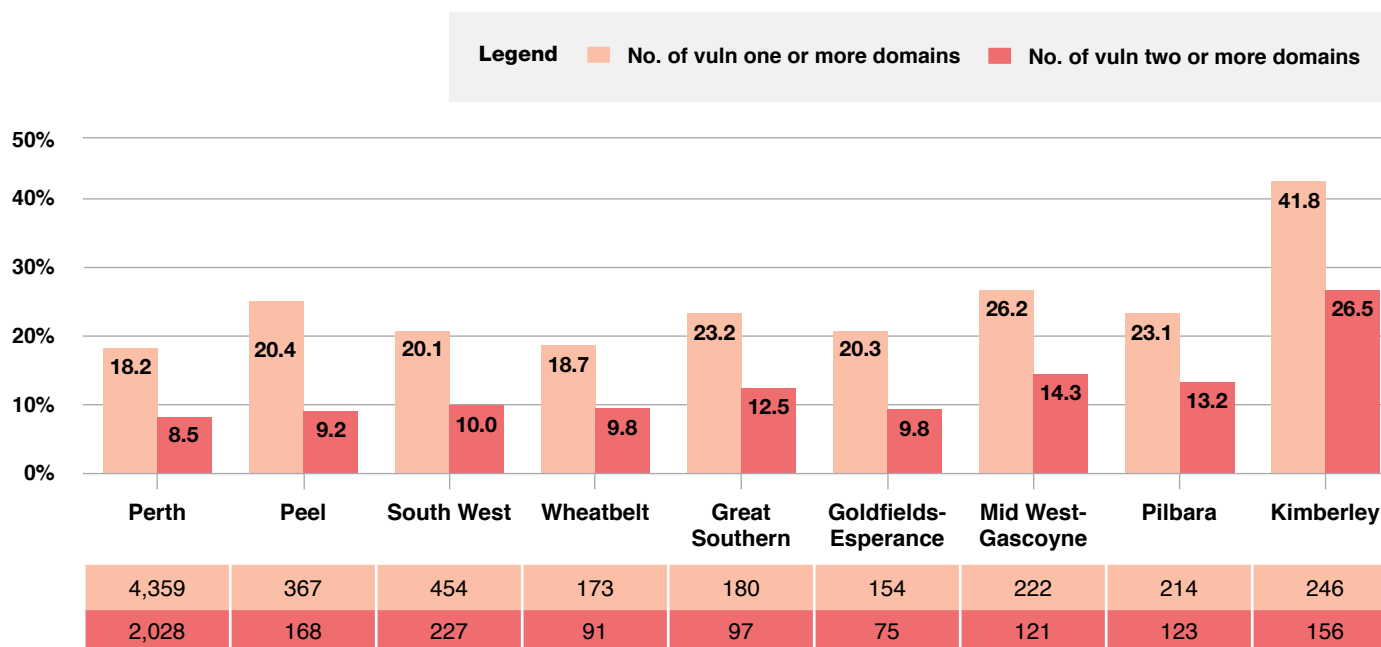
Perth (N=4,359) and the South West (N = 454) regions had the highest number of developmentally vulnerable children (Graph 8).

The Goldfields-Esperance (N=154) and the Wheatbelt (N=173) regions had the lowest number of developmentally vulnerable children (Graph 8).

Graph 7: Percentage of Western Australian children who were developmentally on track on all five domains by region in 2018 (Regions are ordered by their approximate distance from Perth)



Graph 8: Percentage and number of Western Australian children who were developmentally vulnerable on one or more and two or more domains by region in 2018 (Regions are ordered by their approximate distance from Perth)



What are the emerging trends across the regions from 2009 to 2018?

Between 2009 and 2018, the percentage of children developmentally on track on all five domains has increased in every region (Graph 9, Table 4).

Six out of nine regions showed a positive trend, with the percentage of children developmentally on track on all five domains increasing in each AEDC cycle: Goldfields-Esperance, Mid West-Gascoyne, Peel, Perth, South West and Wheatbelt (Graph 9).

Seven regions showed statistically significant reductions in the percentage of children who were developmentally vulnerable on one or more domains: Perth, Peel, South West, Great Southern, Wheatbelt, Goldfields-Esperance and Mid West-Gascoyne (Graph 10, Table 3). In two regions, the Kimberley and Pilbara,

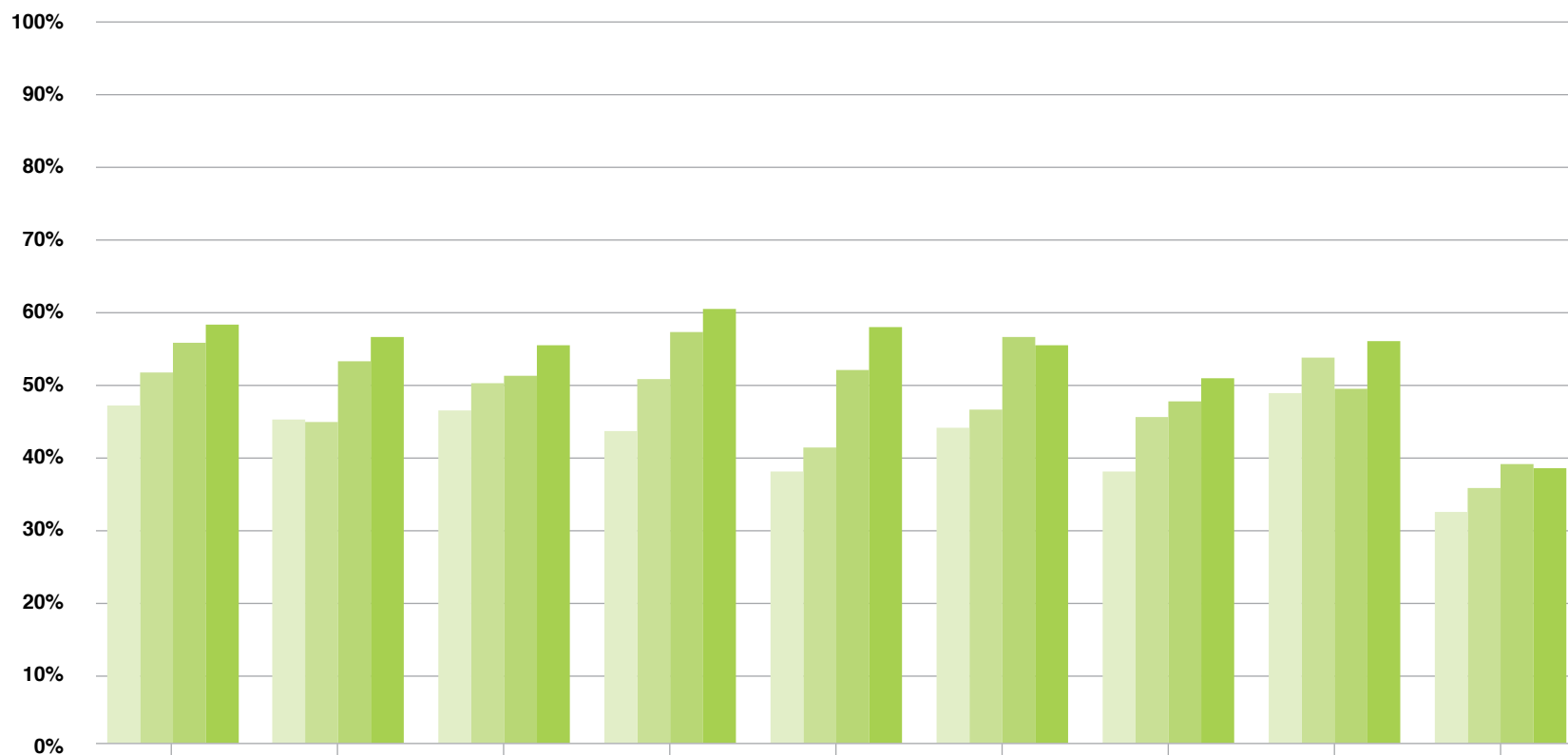
there was a marginal increase in the percentage of children developmentally vulnerable, although the change was not statistically significant (Graph 10, Table 3).

Five regions also showed statistically significant reductions in the percentage of children who were developmentally vulnerable on two or more domains: Perth, Peel, South West, Wheatbelt and Goldfields-Esperance regions. There was a statistically significant increase in the level of vulnerability on two or more domains in the Pilbara region. There was no statistical change in results in the Great Southern, Mid West-Gascoyne and Kimberley regions (Graph 11).

Generally, the further away from the Perth region children live, the higher the percentage of children who are developmentally vulnerable (Graphs 10 and 11).

Graph 9: Percentage of children developmentally on track on all five domains by region (Regions are ordered by their approximate distance from Perth)

Legend 2009 2012 2015 2018



Perth Peel South West Wheatbelt Goldfields-Esperance Great Southern Mid West-Gascoyne Pilbara Kimberley

2009	47.6	45.8	46.8	44.1	38.4	44.8	38.6	49.6	32.6
2012	51.9	45.5	50.2	51.0	41.9	46.9	46.1	45.3	36.4
2015	56.5	53.6	51.6	57.8	52.6	57.0	48.0	50.2	39.7
2018	58.9	56.8	56.3	60.8	58.4	55.6	51.2	56.3	39.0

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

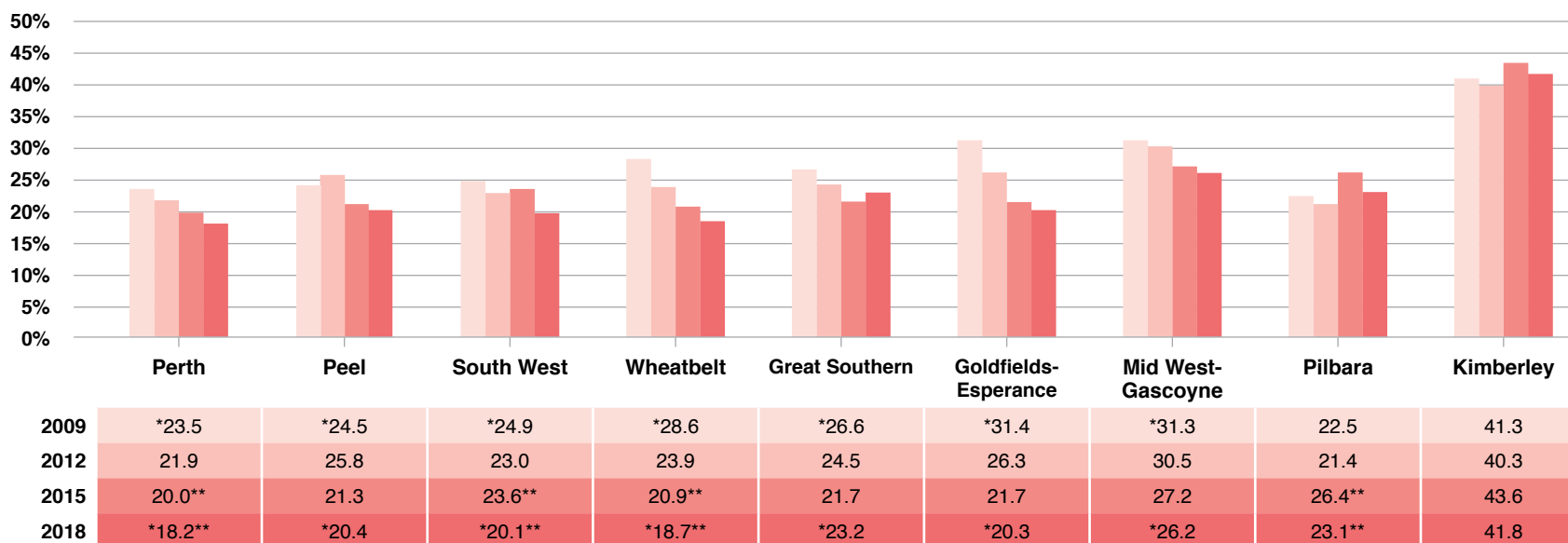
* Statistically significant improvement in developmental vulnerability between 2009 and 2018

** Statistically significant improvement in developmental vulnerability over the past three years - 2015 to 2018

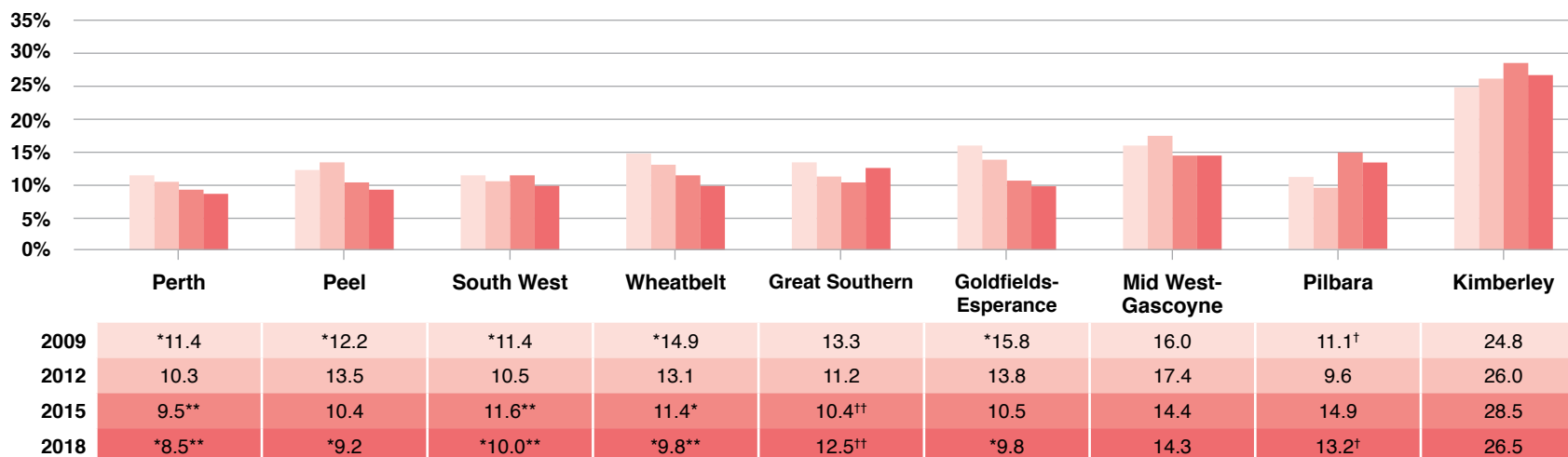
† Statistically significant increase in developmental vulnerability between 2009 and 2018

†† Statistically significant increase in developmental vulnerability over the past three years - 2015 to 2018

Graph 10: Percentage of children who were developmentally vulnerable on one or more domains by region (Regions are ordered by their approximate distance from Perth)



Graph 11: Percentage of children who were developmentally vulnerable on two or more domains by region (Regions are ordered by their approximate distance from Perth)



The percentage of children who were developmentally vulnerable on one or more domains is shown in Table 3. The final columns highlight whether the results have significantly improved or not from 2009 to 2018, and over the past three years (2015 to 2018).

*Number of children with valid scores on one or more domains

Improved:
Significant decrease in vulnerability

No change:
No statistically significant increase or decrease in vulnerability

Significant change has been colour coded:

green text represents a positive change;

red text represents a negative change.

Table 3: Number and percentage of children who were developmentally vulnerable on one or more domains by region in 2009, 2012, 2015 and 2018 (Regions are listed in alphabetical order distance from Perth)

Year	2009			2012			2015			2018			Significant change	
	*No. of Children	Developmentally vulnerable on one or more domains		*No. of Children	Developmentally vulnerable on one or more domains		*No. of Children	Developmentally vulnerable on one or more domains		*No. of Children	Developmentally vulnerable on one or more domains		2009 vs 2018	2015 vs 2018
		n	%		n	%		n	%		n	%		
Australia	246 421	58 155	23.6	272 282	59 933	22.0	286 041	62 960	22.0	292 976	63 448	21.7	Improved	Improved
Western Australia	26 052	6 435	24.7	30 631	7 048	23.0	32 373	6 895	21.3	32 798	6 369	19.4	Improved	Improved
Goldfields-Esperance	768	241	31.4	905	238	26.3	881	191	21.7	760	154	20.3	Improved	No change
Great Southern	729	194	26.6	803	197	24.5	760	165	21.7	775	180	23.2	Improved	No change
Kimberley	530	219	41.3	581	234	40.3	605	264	43.6	589	246	41.8	No change	No change
Mid West-Gascoyne	840	263	31.3	915	279	30.5	903	246	27.2	846	222	26.2	Improved	No change
Peel	1 154	283	24.5	1 492	385	25.8	1 671	356	21.3	1 803	367	20.4	Improved	No change
Perth	18 493	4 346	23.5	21 778	4 764	21.9	23 252	4 660	20.0	23 917	4 359	18.2	Improved	Improved
Pilbara	701	158	22.5	819	175	21.4	853	225	26.4	926	214	23.1	No change	Improved
South West	1 916	478	24.9	2 331	535	23.0	2 454	580	23.6	2 256	454	20.1	Improved	Improved
Wheatbelt	921	263	28.6	1 007	241	23.9	994	208	20.9	926	173	18.7	Improved	Improved

Figure 1: Percentage and number of children on track on all five domains by region

The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

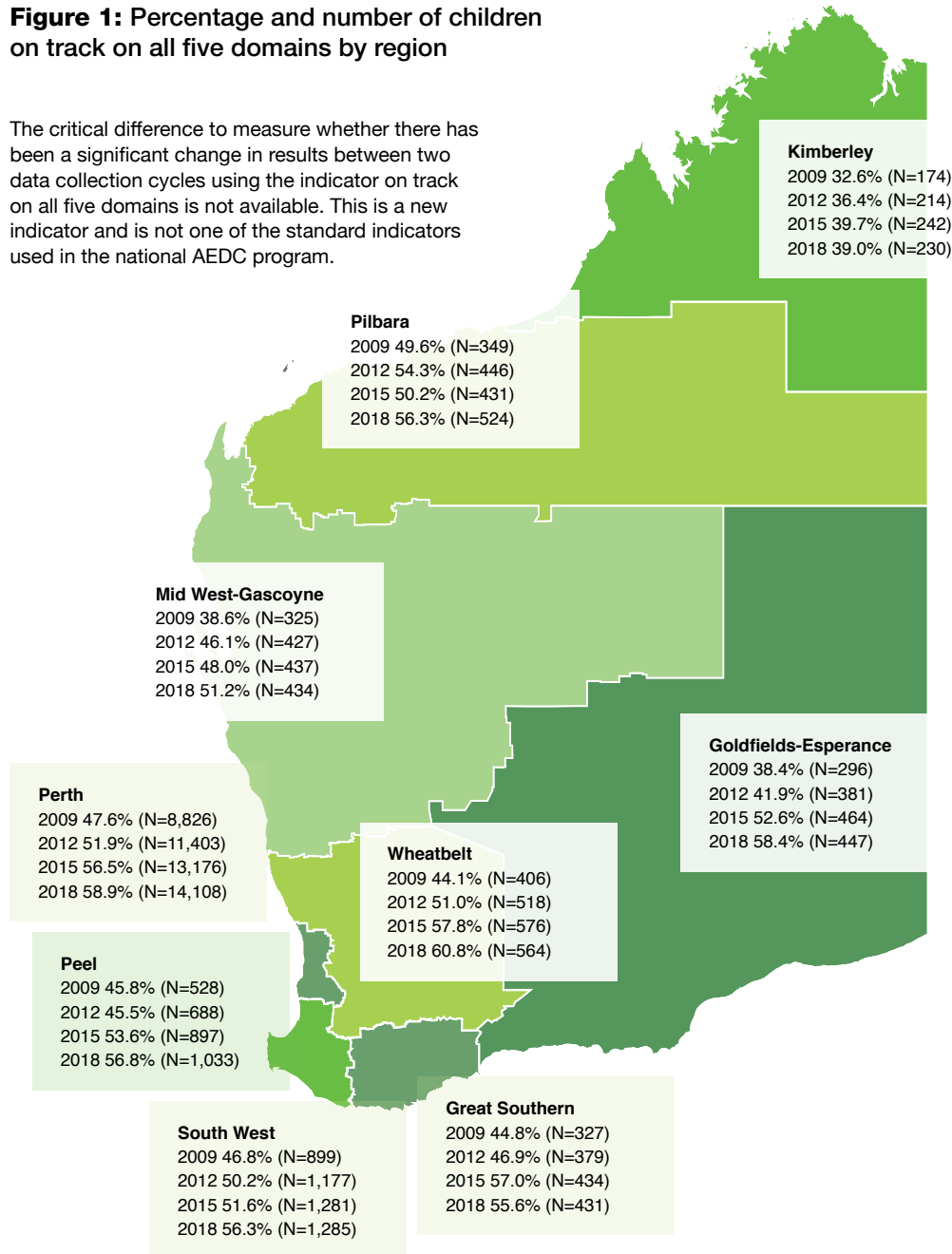


Figure 2: Percentage and number of Western Australian children who were developmentally vulnerable, one or more domains by region

**Statistically significant decrease in the percentage of children developmentally vulnerable on one or more domains 2009-2018*

*** No statistically significant change in the percentage of children developmentally vulnerable on one or more domains 2009 – 2018*

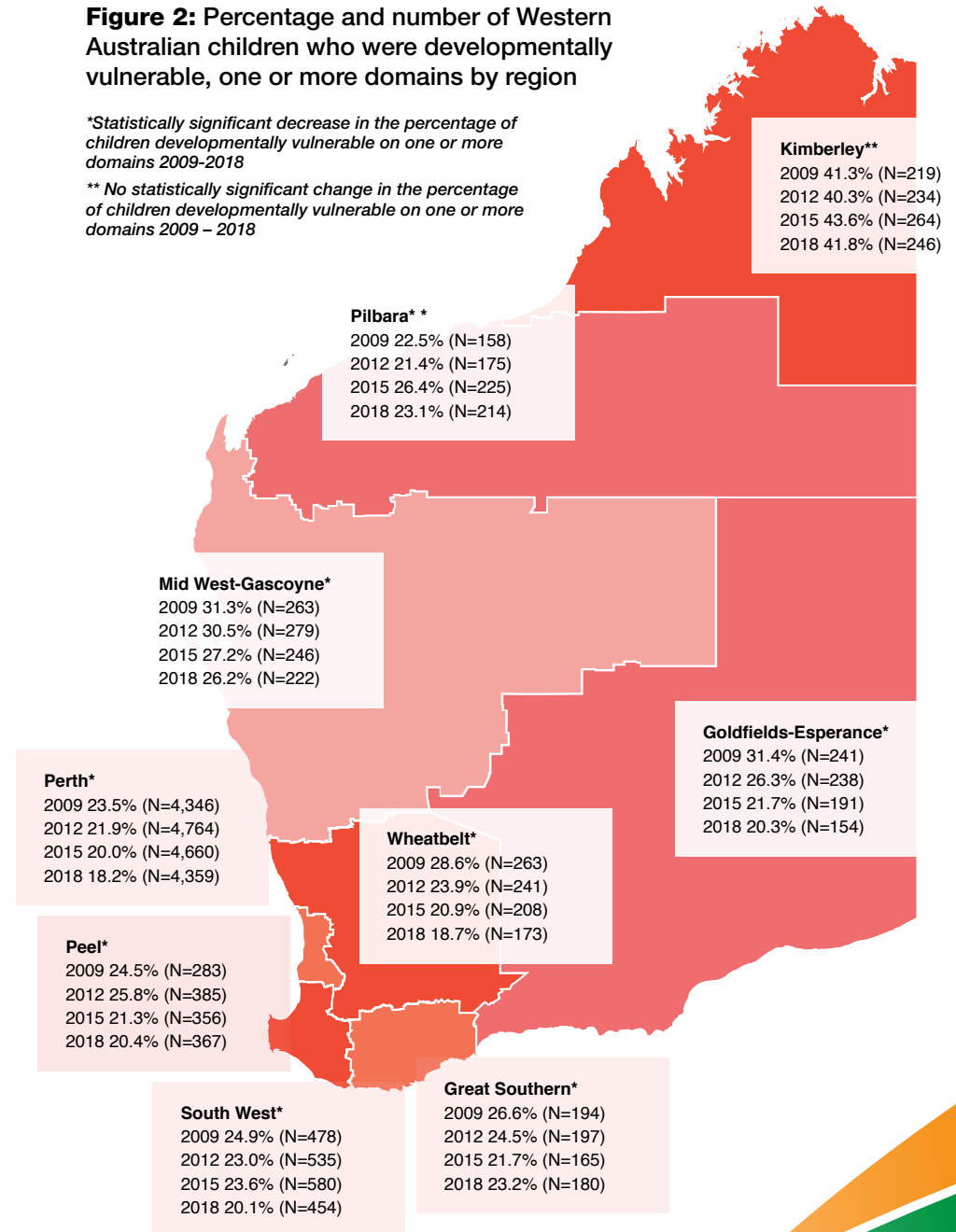


Table 4: Number and percentage of children developmentally on track on five domains by region for 2009, 2012, 2015 and 2018
(Regions are listed in alphabetical order)

Region	All children								Non-Aboriginal children								Aboriginal children							
	2009		2012		2015		2018		2009		2012		2015		2018		2009		2012		2015		2018	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Goldfields-Esperance	296	38.4	381	41.9	464	52.6	447	58.4	272	41.8	354	47.5	426	57.0	413	63.1	24	20.0	27	16.4	38	28.1	34	30.6
Great Southern	327	44.8	379	46.9	434	57.0	431	55.6	313	46.4	361	48.5	408	59.3	411	57.8	14	25.5	18	28.1	26	35.6	20	31.3
Kimberley	174	32.6	214	36.4	242	39.7	230	39.0	114	55.9	138	60.3	169	72.2	149	66.8	60	18.2	76	21.2	73	19.5	81	22.1
Mid West-Gascoyne	325	38.6	427	46.1	437	48.0	434	51.2	300	45.0	374	52.5	386	54.1	376	57.7	25	14.2	53	24.9	51	25.9	58	29.6
Peel	528	45.8	688	45.5	897	53.6	1 033	56.8	518	46.5	661	46.0	863	54.2	1 003	57.8	10	25.0	27	36.5	34	43.0	30	35.7
Perth	8 826	47.6	11 403	51.9	13 176	56.5	14 108	58.9	8 694	48.2	11 171	52.7	12 904	57.2	13 799	59.8	132	24.7	232	30.0	272	35.9	309	34.5
Pilbara	349	49.6	446	54.3	431	50.2	524	56.3	308	58.2	390	60.2	394	60.4	455	64.8	41	23.4	56	32.2	37	17.9	69	30.3
South West	899	46.8	1 177	50.2	1 281	51.6	1 285	56.3	875	47.6	1 143	50.9	1 242	52.6	1 247	57.8	24	28.9	34	34.0	39	31.5	38	30.4
Wheatbelt	406	44.1	518	51.0	576	57.8	564	60.8	392	47.2	489	54.9	527	60.7	518	64.0	14	15.6	29	23.4	49	38.0	46	39.0
Western Australia	12 130	46.4	15 633	50.6	17 938	55.2	19 056	57.9	11 786	48.0	15 081	52.3	17 319	56.9	18 371	59.8	344	21.5	552	27.0	619	29.8	685	31.3

Table 5: Number and percentage of children developmentally vulnerable on one or more domains by region for 2009, 2012, 2015 and 2018
(Regions are listed in alphabetical order)

Region	All children								Non-Aboriginal children								Aboriginal children							
	2009		2012		2015		2018		2009		2012		2015		2018		2009		2012		2015		2018	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Goldfields-Esperance	241	31.4	238	26.3	191	21.7	154	20.3	175	26.9	159	21.5	126	16.9	98	15.1	66	55.9	79	48.2	65	48.1	56	50.5
Great Southern	194	26.6	197	24.5	165	21.7	180	23.2	162	24.0	170	23.0	132	19.2	153	21.5	32	58.2	27	42.9	33	45.2	27	42.2
Kimberley	219	41.3	234	40.3	264	43.6	246	41.8	38	18.6	35	15.6	29	12.4	36	16.1	181	55.5	199	55.7	235	63.2	210	57.4
Mid West-Gascoyne	263	31.3	279	30.5	246	27.2	222	26.2	160	24.1	162	23.0	137	19.4	125	19.2	103	58.5	117	55.5	109	55.6	97	49.5
Peel	283	24.5	385	25.8	356	21.3	367	20.4	263	23.6	351	24.7	330	20.7	331	19.2	20	50.0	34	46.6	26	32.9	36	43.9
Perth	4 346	23.5	4 764	21.9	4 660	20.0	4 359	18.2	4 086	22.8	4 410	21.0	4 370	19.4	4 014	17.4	260	48.8	354	46.1	290	38.4	345	38.6
Pilbara	158	22.5	175	21.4	225	26.4	214	23.1	67	12.7	93	14.4	104	16.0	102	14.6	91	52.6	82	47.1	121	59.0	112	49.3
South West	478	24.9	535	23.0	580	23.6	454	20.1	444	24.2	497	22.3	525	22.5	400	18.8	34	41.0	38	38.4	55	44.4	54	43.2
Wheatbelt	263	28.6	241	23.9	208	20.9	173	18.7	216	26.0	174	19.7	159	18.4	124	15.3	47	52.2	67	54.0	49	38.0	49	41.9
Western Australia	6 445	24.7	7 048	23.0	6 895	21.3	6 369	19.4	5 611	22.9	6 051	21.2	5 912	19.5	5 383	17.6	834	52.3	997	49.0	983	47.5	986	45.2

How did children perform across the regions by developmental domain in 2018?

The percentage of children developmentally on track on each of the domains varied in each region. The communication skills and general knowledge domain showed the highest percentages of children on track in four regions (Goldfields-Esperance, Great Southern, Peel and the South West – Table 6).

The emotional maturity domain showed the lowest percentages of children developmentally on track in six regions (Perth, Great Southern, Mid West-Gascoyne, Peel, South West and the Wheatbelt – Table 6).

Of the five domains, the physical health and wellbeing domain showed the highest percentage and number of children developmentally vulnerable for six regions (Perth, Goldfields Esperance, Great Southern, Peel, South West and Wheatbelt). The language and cognitive skills (school based) showed the highest percentage and number of children developmentally vulnerable for three regions (Kimberley, Mid West-Gascoyne and Pilbara regions - Tables 6 and 7).

The communication skills and general knowledge domain showed the lowest percentages and numbers of children developmentally vulnerable in four regions (Great Southern, Pilbara, South West and Wheatbelt regions).

Compared with Perth metropolitan, State and national averages (Table 6):

There was a lower percentage of children developmentally on track in the language and cognitive skills (school based) domain across all regions.

The Pilbara and Kimberley regions had a higher percentage of children who were developmentally vulnerable on five domains. The Mid West-Gascoyne had a higher percentage of children who were developmentally vulnerable on four domains.

Children living in the Kimberley region were nearly four times as likely to be developmentally vulnerable on the language and cognitive skills (school based) domain, and twice as likely to be vulnerable on the remaining four domains.

Developmental vulnerability rates were higher in the physical health and wellbeing, emotional maturity, and language and cognitive skills (school based) domains for most regions.



Table 6: Percentage of children who were developmentally on track, developmentally at-risk and developmentally vulnerable by domain and region for 2018

	Developmentally on track					Developmentally at risk					Developmentally vulnerable				
	Physical health and wellbeing	Social competence	Emotional maturity	Language and cognitive skills (school based)	Communication skills and general knowledge	Physical health and wellbeing	Social competence	Emotional maturity	Language and cognitive skills (school based)	Communication skills and general knowledge	Physical health and wellbeing	Social competence	Emotional maturity	Language and cognitive skills (school based)	Communication skills and general knowledge
	%					%					%				
Australia	78.1	75.8	77.1	84.4	77.3	12.3	14.4	14.5	9.0	14.5	9.6	9.8	8.4	6.6	8.2
Western Australia	80.7	79.6	77.7	83.4	81.3	10.4	13.0	14.6	10.0	11.7	8.9	7.4	7.7	6.6	7.0
Perth	81.4	80.4	78.5	85.5	81.6	10.6	12.8	14.4	9.1	11.8	8.0	6.8	7.0	5.4	6.6
REGIONAL AREAS															
Goldfields Esperance	78.2	80.5	79.5	77.7	81.8	11.0	13.1	13.4	12.2	11.0	10.8	6.4	7.1	10.1	7.2
Great Southern	76.0	77.2	74.2	81.0	81.8	11.6	14.6	15.6	10.0	10.5	12.4	8.0	10.2	9.1	7.7
Kimberley	63.3	62.6	66.4	55.7	61.1	15.3	15.8	16.8	19.7	21.4	21.4	21.6	16.8	24.6	17.5
Mid West-Gascoyne	80.3	73.5	70.5	71.9	79.4	7.5	17.1	18.5	14.4	10.6	12.1	9.4	11.0	13.7	10.0
Peel	82.4	78.7	76.3	82.1	83.2	8.7	14.0	15.9	10.9	9.4	9.0	7.3	7.9	7.0	7.4
Pilbara	79.5	75.6	79.3	76.5	77.3	9.9	13.5	11.5	11.2	13.7	10.6	10.9	9.2	12.3	9.0
South West	79.2	79.7	75.8	79.7	83.6	10.4	13.0	14.9	13.0	9.8	10.3	7.4	9.3	7.3	6.7
Wheatbelt	81.0	80.7	77.3	83.8	83.3	7.2	11.3	14.3	9.7	11.1	11.7	8.0	8.4	6.5	5.6

Table 7: Number of children who were developmentally on track, developmentally at-risk and developmentally vulnerable by domain and region for 2018

	Developmentally on track					Developmentally at risk					Developmentally vulnerable				
	Physical health and wellbeing	Social competence	Emotional maturity	Language and cognitive skills (school based)	Communication skills and general knowledge	Physical health and wellbeing	Social competence	Emotional maturity	Language and cognitive skills (school based)	Communication skills and general knowledge	Physical health and wellbeing	Social competence	Emotional maturity	Language and cognitive skills (school based)	Communication skills and general knowledge
	N					N					N				
Australia	229 542	222 771	225,739	247,870	227 163	36 105	42 434	42 390	26 291	42 473	28 247	28 673	24 677	19 417	24 232
Western Australia	26 546	26 171	25 488	27 418	26 749	3 424	4 292	4 792	3 284	3 837	2 929	2 423	2 518	2 158	2 311
Perth	19 507	19 266	18 779	20 472	19 543	2 541	3 059	3 452	2 190	2 833	1 914	1 635	1 678	1 283	1 585
REGIONAL AREAS															
Goldfields Esperance	598	615	604	594	626	84	100	102	93	84	83	49	54	77	55
Great Southern	589	598	575	625	634	90	113	121	77	81	96	64	79	70	60
Kimberley	373	369	391	328	360	90	93	99	116	126	126	127	99	145	103
Mid West-Gascoyne	681	623	594	609	673	64	145	156	122	90	103	80	93	116	85
Peel	1 498	1 430	1 374	1 493	1 513	158	255	286	198	170	163	133	142	127	135
Pilbara	739	703	733	711	719	92	126	106	104	127	99	101	85	114	84
South West	1 809	1 818	1 721	1 808	1 908	238	296	338	294	223	236	168	210	166	152
Wheatbelt	752	749	716	778	773	67	105	132	90	103	109	74	81	60	52

Overview of results by region



Goldfields- Esperance Region





Goldfields-Esperance Region

In 2018, 58.4% (N=450) of children were assessed as being developmentally on track on all five domains in the Goldfields-Esperance region. This represents a 20.0 percentage point improvement in the percentage of children developmentally on track on all five domains since 2009 (Graph 12).

The 2018 vulnerability rate for children vulnerable on one or more domains is 20.3% (Graph 12). This represents around 1 in 5, or 150 children, who commence school each year with vulnerabilities that are critical to their healthy development.

Domain trends

Between 2009 and 2018, there has been a positive trend with significant increases in the percentage of children developmentally on track in each of the five domains (Graph 13).

The most improvement in this region occurred in the language and cognitive skills (school based) domain. The percentage of children on track in this domain increased from 56.6% in 2009 to 77.7% in 2018, while at the same time, the percentage of children developmentally at risk almost halved: from 26.2% to 12.2%, as has the percentage of children developmentally vulnerable: 17.1% to 10.1% (Graph 13, Table 9).

From 2009 to 2018, there was a statistically significant decrease in the percentage of children developmentally vulnerable in three domains - social competence, emotional maturity, communication skills and general knowledge domains. The vulnerability rate also decreased in the physical health and wellbeing domain, although the change was not statistically significant (Graph 13, Table 9).

Of the five domains, children were most likely to be developmentally vulnerable on the physical health and wellbeing domain. Apart from the language and cognitive skills (school based) domain in 2009, the physical health and wellbeing domain has consistently shown higher rates of vulnerability in every AEDC cycle (Graph 13, Table 9).

The summary measure, vulnerable on one or more domains, shows a positive trend, with the vulnerability rate decreasing in each AEDC cycle - 31.4% in 2009; down to 26.3% in 2012; 21.7% in 2015; and 20.3% in 2018 (Table 10).

Aboriginal and non-Aboriginal children

The gap between Aboriginal children and non-Aboriginal children, in the percentage of children developmentally vulnerable on one or more domains, has continued to widen in each AEDC cycle, from 29.0 percentage points in 2009 to 35.4 percentage points in 2018. This is due to the percentage of Aboriginal children developmentally vulnerable on one or more domains having only marginally improved from 2009 to 2018, and being countered by a significant reduction in the percentage of non-Aboriginal children who are developmentally vulnerable. That is, non-Aboriginal children are improving at a faster rate than Aboriginal children (Table 10).

Summary

The AEDC data demonstrates there are some encouraging trends in the Goldfields-Esperance region, with the percentage of children developmentally on track increasing and vulnerability rates reducing in most domains. It will be important to explore the story behind these emerging trends and understand which policies and initiatives are having a sustained and positive impact on children's development for this region.

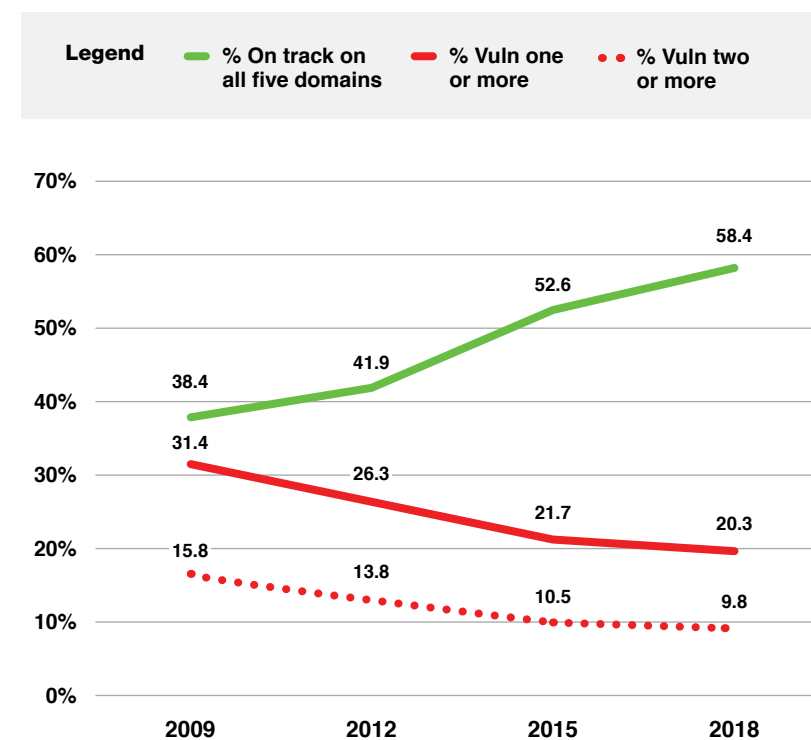
Table 8: Fast facts for the Goldfields-Esperance Region

Goldfields-Esperance	2009		2012		2015		2018	
	N	%	N	%	N	%	N	%
Early development instruments completed	822	****	951	****	904	****	798	****
Population of Aboriginal children	135	16.4	174	18.3	143	15.8	127	15.9
Children with language background other than English (including Aboriginal children)	115	14.0	118	12.4	114	12.6	139	17.4
Children born overseas	63	7.7	83	8.7	83	9.2	42	5.3
Children regularly read to and encouraged in their reading	435	52.9	557	58.6	613	67.8	547	68.5
Children adapting to school	606	73.7	706	74.2	686	75.8	603	75.6
Parents actively engaged with the school	479	58.3	565	59.4	600	66.4	585	73.3
Children with special needs	24	2.9	35	3.7	17	1.9	19	2.4
Children requiring further assessment	84	10.2	85	8.9	102	11.3	98	12.3
Children absent six or more days from the start of the school year to the time the AEDC was undertaken (e.g. 1 May - 4 July 2015)*	418	50.9	456	48.0	351	38.3	424	53.1

**** The AEDC was completed for almost 99% of the children starting Pre-primary in Western Australia. The percentage has not been calculated by region.

* The first three data collections (2009, 2012, 2015) calculated 'days absent' from the start of the school year to the time the AEDC was undertaken, whereas 2018 calculated 'days absent' for the whole of Semester One.

Graph 12: Percentage of Goldfields-Esperance children developmentally on track on all five domains, and developmentally vulnerable on one or more and two or more domains



Graph 13: Percentage of Goldfields-Esperance children developmentally on track, at risk and vulnerable by AEDC domains in 2009, 2012, 2015 and 2018

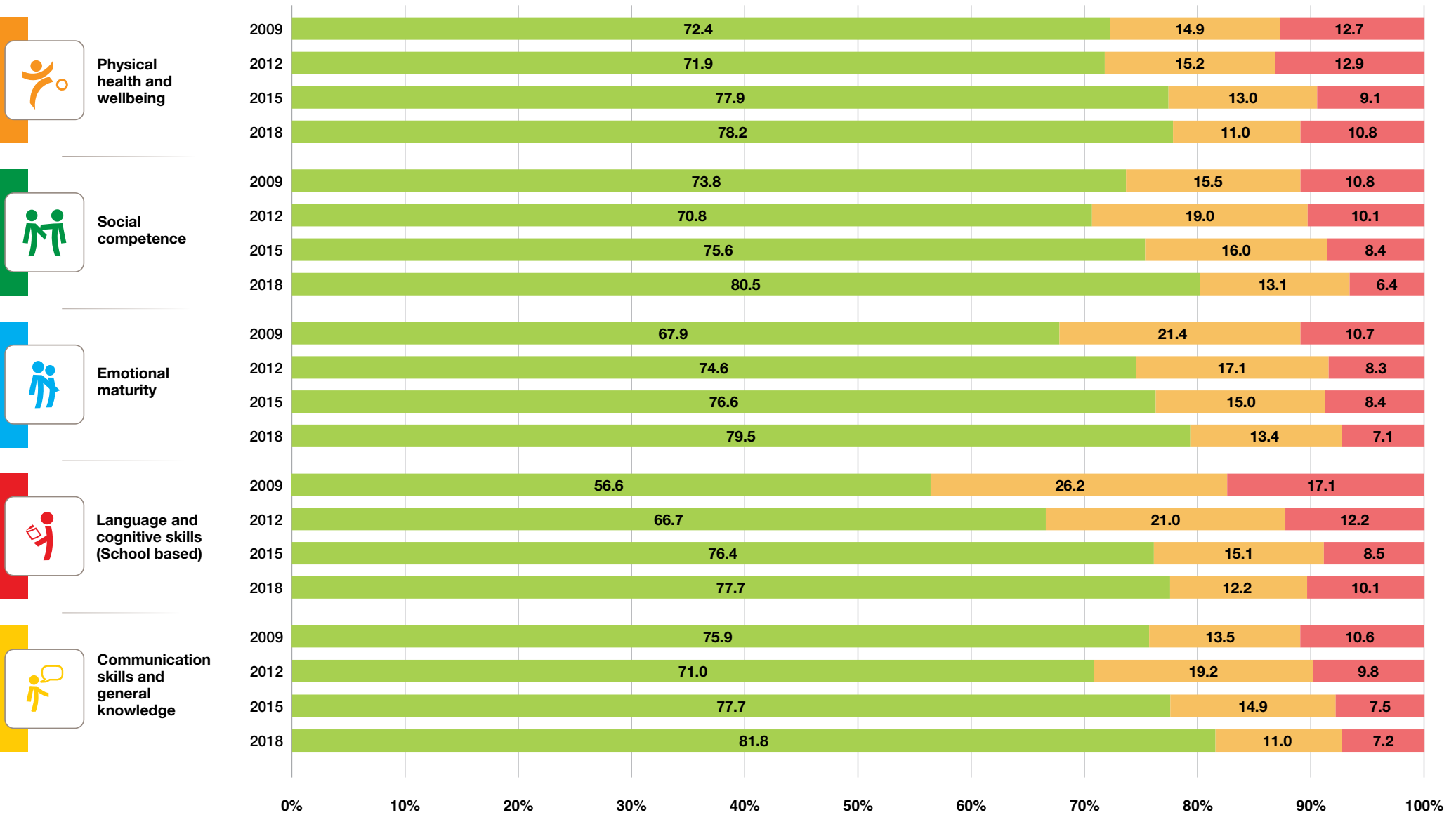
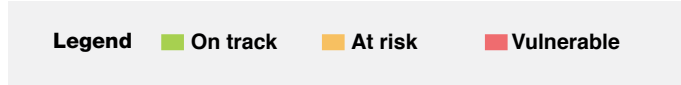


Table 9: Number and percentage of Goldfields-Esperance children developmentally on track, at risk and vulnerable by AEDC domains

Table 9 shows the number and percentage of children living in the Goldfields-Esperance region who were developmentally on track, at risk and vulnerable in each domain for 2009, 2012, 2015 and 2018. The final two columns indicate the change in the percentage of children in each category, from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the 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 the changes in the percentage of children who are on track and vulnerable.

Goldfields-Esperance			2009		2012		2015		2018		Significant change	
										2009 vs 2018	2015 vs 2018	
	Physical health and wellbeing	On track	558	72.4	653	71.9	687	77.9	598	78.2	Improved	No change
		At risk	115	14.9	138	15.2	115	13.0	84	11.0	Improved	No change
		Vulnerable	98	12.7	117	12.9	80	9.1	83	10.8	No change	No change
	Social competence	On track	568	73.8	644	70.8	667	75.6	615	80.5	Improved	Improved
		At risk	119	15.5	173	19	141	16.0	100	13.1	Improved	Improved
		Vulnerable	83	10.8	92	10.1	74	8.4	49	6.4	Improved	Improved
	Emotional maturity	On track	521	67.9	675	74.6	675	76.6	604	79.5	Improved	Improved
		At risk	164	21.4	155	17.1	132	15.0	102	13.4	Improved	No change
		Vulnerable	82	10.7	75	8.3	74	8.4	54	7.1	Improved	No change
	Language and cognitive skills (School based)	On track	436	56.6	606	66.7	674	76.4	594	77.7	Improved	No change
		At risk	202	26.2	191	21.0	133	15.1	93	12.2	Improved	Improved
		Vulnerable	132	17.1	111	12.2	75	8.5	77	10.1	Improved	Increased
	Communication skills and general knowledge	On track	585	75.9	646	71.0	685	77.7	626	81.8	Improved	Improved
		At risk	104	13.5	175	19.2	131	14.9	84	11.0	Improved	Improved
		Vulnerable	82	10.6	89	9.8	66	7.5	55	7.2	Improved	No change

Table 10 shows the number and percentage of children living in the Goldfields-Esperance region who were developmentally vulnerable on one or more domains in 2009, 2012, 2015 and 2018. Results are reported by sex, Aboriginality, and language background other than English (LBOTE). The final two columns indicate the change in developmental vulnerability of children from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the change for each group of children.

Improved: Significant decrease in vulnerability

Increased: significant increase in vulnerability

No change: Neither a significant increase nor decrease in vulnerability

* Number of children with valid scores on one or more domains.

** The subsets of these categories do not equal the total because teachers selected the 'Don't know' response.

Table 10: Children developmentally vulnerable on one or more domains in the Goldfields-Esperance Region

Year	2009		2012		2015		2018		Significant change					
	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	2009 vs 2018	2015 vs 2018				
											n	%	n	%
Australia	246 421	58 155	23.6	272 282	59 933	22.0	286 041	62 960	22.0	292 976	63 448	21.7	Improved	Improved
Western Australia	26 052	6 435	24.7	30 631	7 048	23.0	32 373	6 895	21.3	32 798	6 369	19.4	Improved	Improved
Goldfields-Esperance	768	241	31.4	905	238	26.3	881	191	21.7	760	154	20.3	Improved	No change
SEX														
Male	375	145	38.7	443	160	36.1	445	127	28.5	386	97	25.1	Improved	No change
Female	393	96	24.4	462	78	16.9	436	64	14.7	374	57	15.2	Improved	No change
ABORIGINALITY														
Aboriginal	118	66	55.9	164	79	48.2	135	65	48.1	111	56	50.5	No change	No change
Non-Aboriginal	650	175	26.9	741	159	21.5	746	126	16.9	649	98	15.1	Improved	No change
LANGUAGE DIVERSITY														
LBOTE**	99	61	61.6	113	58	51.3	106	43	40.6	125	50	40.0	Improved	No change
Proficient in English	81	≤45	≤55.6	86	≤34	≤39.5	91	≤30	≤33.4	108	≤36	≤33.3	Improved	No change
Not proficient in English	18	≥16	≥90.0	27	≥24	≥90.0	15	≥13	≥90.0	17	≥14	≥90.0	No change	No change
English only**	669	180	26.9	792	180	22.7	775	148	19.1	635	104	16.4	Improved	Improved
Proficient in English	640	≤154	≤24	765	≤156	≤20.4	745	≤122	≤16.4	623	94	15.1	Improved	No change
Not proficient in English	29	≥26	≥90.0	27	≥24	≥90.0	29	≥26	≥90.0	12	10	83.3	No change	No change



Table 11 shows the number and percentage of children living in each local government area within the Goldfields-Esperance region who were developmentally on track on all five domains in 2009, 2012, 2015 and 2018.

*Number of children with valid results

****Local government areas with small numbers of children with valid results (<15), or to few teachers (<2) reporting on the AEDC data, are not publicly available.

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

Table 11: Number and percentage of children on track on all five AEDC domains by local government area in the Goldfields-Esperance region

Year	2009			2012			2015			2018		
	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%
Goldfields-Esperance												
LOCAL GOVERNMENT AREA												
Coolgardie	54	17	31.5	70	15	21.4	78	38	48.7	49	26	53.1
Dundas	25	4	16.0	22	13	59.1	17	10	58.8	****	****	****
Esperance	191	82	42.9	212	104	49.1	206	116	56.3	191	123	64.4
Kalgoorlie/Boulder	425	168	39.5	499	217	43.5	505	274	54.3	458	272	59.4
Laverton	****	****	****	****	****	****	****	****	****	****	****	****
Leonora	26	5	19.2	21	3	14.3	23	5	21.7	18	11	61.1
Menzies	****	****	****	****	****	****	****	****	****	****	****	****
Ngaanyatjarraku	****	****	****	30	≤3	≤10.0	15	≤2	≤10.0	17	2	11.8
Ravensthorpe	23	16	69.6	42	25	59.5	30	18	60.0	19	8	42.1

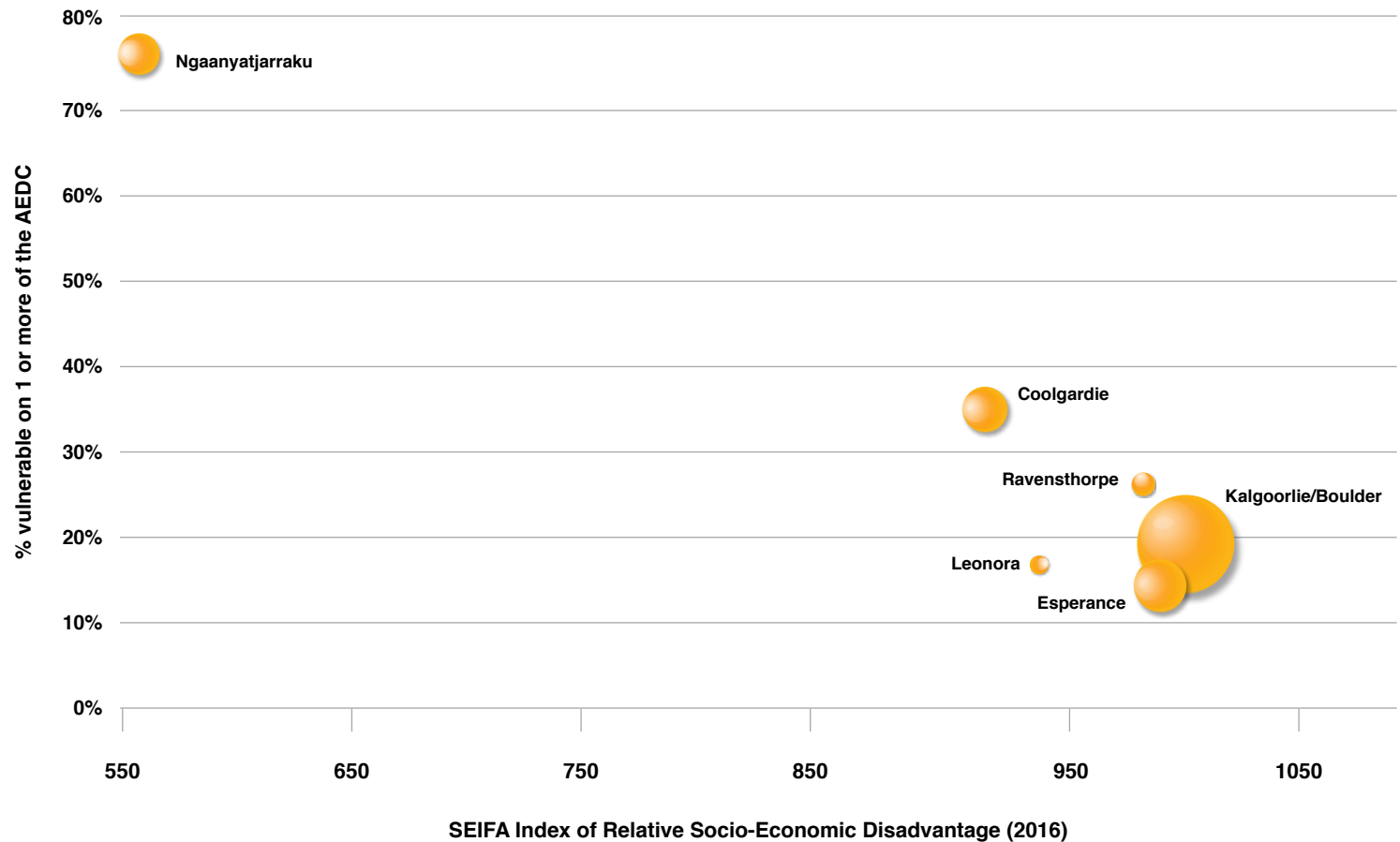
Graph 14 shows the spread of developmental vulnerability for children living in the Goldfields-Esperance region by local government area.

There is a clear association between socio-economic disadvantage and developmental vulnerability in this region. That is, there is a higher percentage of children living in more socio-economically disadvantaged locations (Ngaanyatjarraku) who are developmentally vulnerable than those from less disadvantaged areas (Esperance).

However, the size of the bubbles in the graph highlight that there are large numbers of children living in areas of middle to low socio-economic disadvantage who were also developmentally vulnerable (Kalgoorlie/Boulder).



Graph 14: Developmental vulnerability on the AEDC by local government area in the Goldfields-Esperance region in 2018



In Western Australia, there is substantial variation between local government areas in the percentage of children vulnerable on the AEDC, as well as their socio-economic status (SEIFA score). However, the variation within each region tends to be lower. The graph/bubble plot has been scaled to best illustrate the level of socio-economic status and AEDC results for all local government areas in the region. The scales are not consistent across regions.

Bubble size: number of children in each local government area who were developmentally vulnerable on one or more domains on the AEDC. Local government areas with small numbers of children with valid results (<15), or two few teachers (<2) reporting on the AEDC data are not publicly available. See additional notes on page 101.





Great Southern Region





Great Southern Region

In 2018, 55.6% of children were assessed as being developmentally on track on all five domains in the Great Southern region. This represents a 10.8 percentage point improvement in the percentage of children developmentally on track on all five domains since 2009 (Graph 15).

The 2018 vulnerability rate for children vulnerable on one or more domains is 23.2% (Graph 15). This represents nearly 1 in 4, or 180 children, who commence school each year with vulnerabilities in one or more areas that are critical to their healthy development (Table 14).

Domain trends

Since 2009, there has been an overall increase in the percentage of children developmentally on track in each of the five domains. In 2018, the pattern of improvement stabilised in three domains – social competence, language and cognitive skills (school based), and communication skills and general knowledge (Graph 16, Table 13).

The physical health and wellbeing, and emotional maturity domains were characterised by a statistically significant decrease in the percentage of children developmentally on track between 2015 and 2018, although remain better than 2012 levels (Graph 16, Table 13).

The language and cognitive skills (school based) domain has shown the most improvement, with the on track rate increasing from 67.8% in 2009 to 81.0% in 2018. From 2009 to 2018, for this domain, there was a corresponding decrease in the percentage of children at risk: from 19.6% to 10.0%, and developmentally vulnerable: from 12.6% to 9.1% (Graph 16, Table 13).

The communication skills and general knowledge, and social competence domains showed a decrease in the percentage of children developmentally at risk and vulnerable between 2009 and 2015, before stabilising in 2018. While there is no statistically significant change in the vulnerability rate for the emotional maturity domain between 2009 and 2018, the percentage of children

vulnerable has fluctuated over time, and is now higher than in 2009 (10.2% in 2018 versus 9.0% in 2009). In the physical health and wellbeing domain, the vulnerability rate has remained stable (Graph 16, Table 13).

Of the five domains, children were most likely to be developmentally vulnerable on the physical health and wellbeing domain. This area has consistently shown higher rates of vulnerability in every AEDC cycle (Graph 16, Table 13).

The summary measure, vulnerable on one or more domains, shows an overall positive trend, with the vulnerability rate decreasing in the first three AEDC cycles: 26.6% in 2009, 24.5% in 2012, and 21.7% in 2015, before marginally increasing to 23.2% in 2018 (Table 14).

Aboriginal and non-Aboriginal children

The gap between Aboriginal children and non-Aboriginal children in the percentage of children developmentally vulnerable on one or more domains has narrowed: from 34.2 percentage points in 2009 to 20.7 percentage points in 2018. This is a result of a statistically significant decrease in the percentage of Aboriginal children developmentally vulnerable on one or more domains between 2009 and 2018, and a marginal improvement in the percentage of non-Aboriginal children developmentally vulnerable. That is, Aboriginal children are improving at a faster rate than non-Aboriginal children (Table 14).

Summary

The AEDC data is demonstrating some positive trends across most developmental domains, although the latest data suggests that children's physical health and wellbeing and emotional maturity, may present a challenge for the Great Southern region. It will be important to explore the stories behind the positive trend for Aboriginal children, and understand which policies and initiatives are driving this change in the region.

Table 12: Fast facts for the Great Southern Region

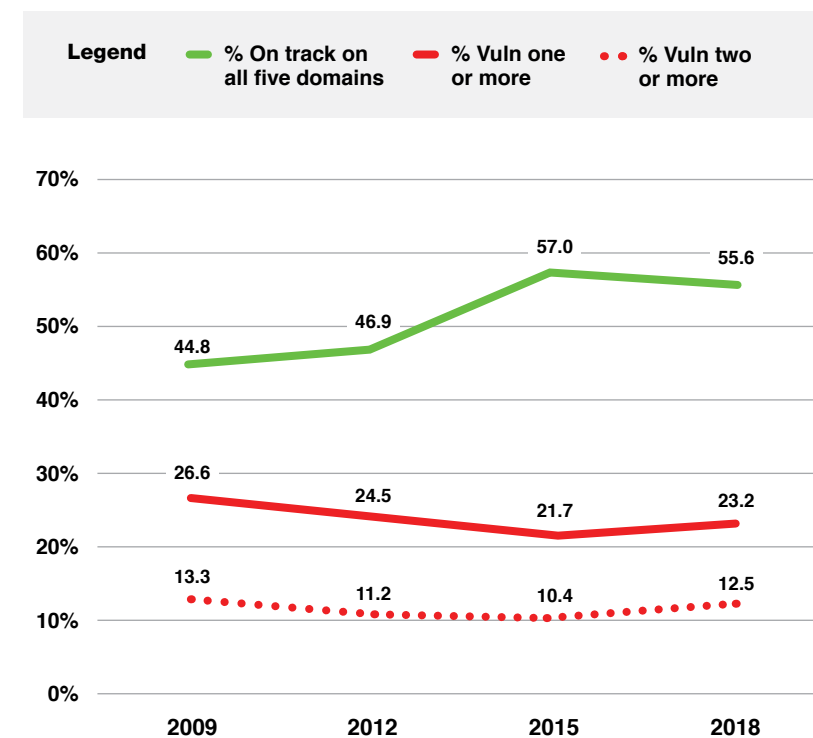
Great Southern	2009		2012		2015		2018	
	N	%	N	%	N	%	N	%
Early development instruments completed	765	****	839	****	799	****	805	****
Population of Aboriginal children	57	7.5	68	8.1	75	9.4	68	8.5
Children with language background other than English (including Aboriginal children)	57	7.5	50	6.0	82	10.3	99	12.3
Children born overseas	34	4.4	33	3.9	27	3.4	34	4.2
Children regularly read to and encouraged in their reading	481	62.9	571	68.1	571	71.5	563	69.9
Children adapting to school	570	74.5	629	75.1	617	77.2	588	73.0
Parents actively engaged with the school	529	69.2	544	64.8	557	69.7	559	69.4
Children with special needs	24	3.1	29	3.5	38	4.8	25	3.1
Children requiring further assessment	86	11.2	101	12.0	92	11.5	99	12.3
Children absent six or more days from the start of the school year to the time the AEDC was undertaken (e.g. 1 May - 4 July 2015)*	444	58.0	429	51.1	317	39.7	364	45.2

**** The AEDC was completed for almost 99% of the children starting Pre-primary in Western Australia. The percentage has not been calculated by region.

* The first three data collections (2009, 2012, 2015) calculated 'days absent' from the start of the school year to the time the AEDC was undertaken, whereas 2018 calculated 'days absent' for the whole of Semester One.



Graph 15: Percentage of Great Southern children developmentally on track on all five domains, and developmentally vulnerable on one or more and two or more domains



Graph 16: Percentage of Great Southern children developmentally on track, at risk and vulnerable by AEDC domains in 2009, 2012, 2015 and 2018

Legend ■ On track ■ At risk ■ Vulnerable



Table 13: Number and percentage of Great Southern children developmentally on track, at risk and vulnerable by AEDC domains

Table 13 shows the number and percentage of children living in the Great Southern region who were developmentally on track, at risk and vulnerable in each domain for 2009, 2012, 2015 and 2018. The final two columns indicate the change in the percentage of children in each category, from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the 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 the changes in the percentage of children who are on track and vulnerable.

Great Southern			2009		2012		2015		2018		Significant change	
										2009 vs 2018	2015 vs 2018	
	Physical health and wellbeing	On track	536	73.6	599	74.3	599	78.7	589	76.0	No change	Decreased
		At risk	98	13.5	117	14.5	80	10.5	90	11.6	Improved	No change
		Vulnerable	94	12.9	90	11.2	82	10.8	96	12.4	No change	No change
	Social competence	On track	532	72.9	623	77.4	596	78.3	598	77.2	Improved	No change
		At risk	128	17.5	129	16.0	107	14.1	113	14.6	Improved	No change
		Vulnerable	70	9.6	53	6.6	58	7.6	64	8.3	No change	No change
	Emotional maturity	On track	518	71.3	593	73.7	598	78.7	575	74.2	Improved	Decreased
		At risk	143	19.7	136	16.9	104	13.7	121	15.6	Improved	No change
		Vulnerable	65	9.0	76	9.4	58	7.6	79	10.2	No change	Increased
	Language and cognitive skills (School based)	On track	495	67.8	555	69.2	601	79.0	625	81.0	Improved	No change
		At risk	143	19.6	170	21.2	97	12.7	77	10.0	Improved	No change
		Vulnerable	92	12.6	77	9.6	63	8.3	70	9.1	Improved	No change
	Communication skills and general knowledge	On track	529	72.5	628	78.0	623	81.9	634	81.8	Improved	No change
		At risk	122	16.7	113	14.0	85	11.2	81	10.5	Improved	No change
		Vulnerable	79	10.8	64	8.0	53	7.0	60	7.7	Improved	No change

Table 14 shows the number and percentage of children living in the Great Southern region who were developmentally vulnerable on one or more domains in 2009, 2012, 2015 and 2018. Results are reported by sex, Aboriginality, and language background other than English (LBOTE). The final two columns indicate the change in developmental vulnerability of children from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the change for each group of children.

Improved: Significant decrease in vulnerability
 Increased: significant increase in vulnerability
 No change: Neither a significant increase nor decrease in vulnerability
 * Number of children with valid scores on one or more domains.
 ** The subsets of these categories do not equal the total because teachers selected the 'Don't know' response.
 **** Due to small numbers data is not publicly available.

Table 14: Children developmentally vulnerable on one or more domains in the Great Southern region

Year	2009		2012		2015		2018		Significant change					
	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	2009 vs 2018	2015 vs 2018				
	n	%	n	%	n	%	n	%						
Great Southern														
Australia	246 421	58 155	23.6	272 282	59 933	22.0	286 041	62 960	22.0	292 976	63 448	21.7	Improved	Improved
Western Australia	26 052	6 435	24.7	30 631	7 048	23.0	32 373	6 895	21.3	32 798	6 369	19.4	Improved	Improved
Great Southern	729	194	26.6	803	197	24.5	760	165	21.7	775	180	23.2	Improved	No change
SEX														
Male	386	132	34.2	402	129	32.1	355	105	29.6	416	121	29.1	Improved	No change
Female	343	62	18.1	401	68	17.0	405	60	14.8	359	59	16.4	No change	No change
ABORIGINALITY														
Aboriginal	55	32	58.2	63	27	42.9	73	33	45.2	64	27	42.2	Improved	No change
Non-Aboriginal	674	162	24.0	740	170	23.0	687	132	19.2	711	153	21.5	No change	No change
LANGUAGE DIVERSITY														
LBOTE**	52	21	40.4	48	16	33.3	81	17	21.0	95	31	32.6	No change	Increased
Proficient in English	42	12	28.6	42	10	23.8	71	7	9.9	83	20	24.1	No change	Increased
Not proficient in English	****	****	****	****	****	****	****	****	****	****	****	****	****	****
English only**	677	173	25.6	755	181	24.0	679	148	21.8	680	149	21.9	Improved	No change
Proficient in English	635	≤139	≤21.9	729	≤159	≤21.7	658	≤129	≤19.6	658	≤129	≤19.6	No change	No change
Not proficient in English	38	≥34	≥90.0	25	≥23	≥90.0	21	≥19	≥90.0	22	≥20	≥90.0	No change	No change



Table 15 shows the number and percentage of children living in each local government area within the Great Southern region who were developmentally on track on all five domains in 2009, 2012, 2015 and 2018.

*Number of children with valid results

****Local government areas with small numbers of children with valid results (<15), or to few teachers (<2) reporting on the AEDC data, are not publicly available.

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

Table 15: Number and percentage of children on track on all five AEDC domains by local government area in the Great Southern region

Year	2009			2012			2015			2018		
	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%
Great Southern												
LOCAL GOVERNMENT AREA												
Albany	427	218	51.1	482	224	46.5	458	256	55.9	475	265	55.8
Broomehill-Tambellup	****	****	****	19	5	26.3	19	11	57.9	****	****	****
Cranbrook	18	7	38.9	20	12	60.0	15	8	53.3	17	9	52.9
Denmark	56	21	37.5	60	34	56.7	54	26	48.1	80	41	51.3
Gnowangerup	29	12	41.4	29	22	75.9	****	****	****	19	6	31.6
Jerramungup	18	10	55.6	21	15	71.4	21	17	81.0	19	16	84.2
Katanning	86	23	26.7	70	23	32.9	76	33	43.4	47	20	42.6
Kent	****	****	****	****	****	****	****	****	****	****	****	****
Kojonup	28	7	25.0	28	16	57.1	34	28	82.4	40	23	57.5
Plantagenet	42	13	31.0	65	23	35.4	56	37	66.1	53	33	62.3
Woodanilling	****	****	****	****	****	****	****	****	****	****	****	****

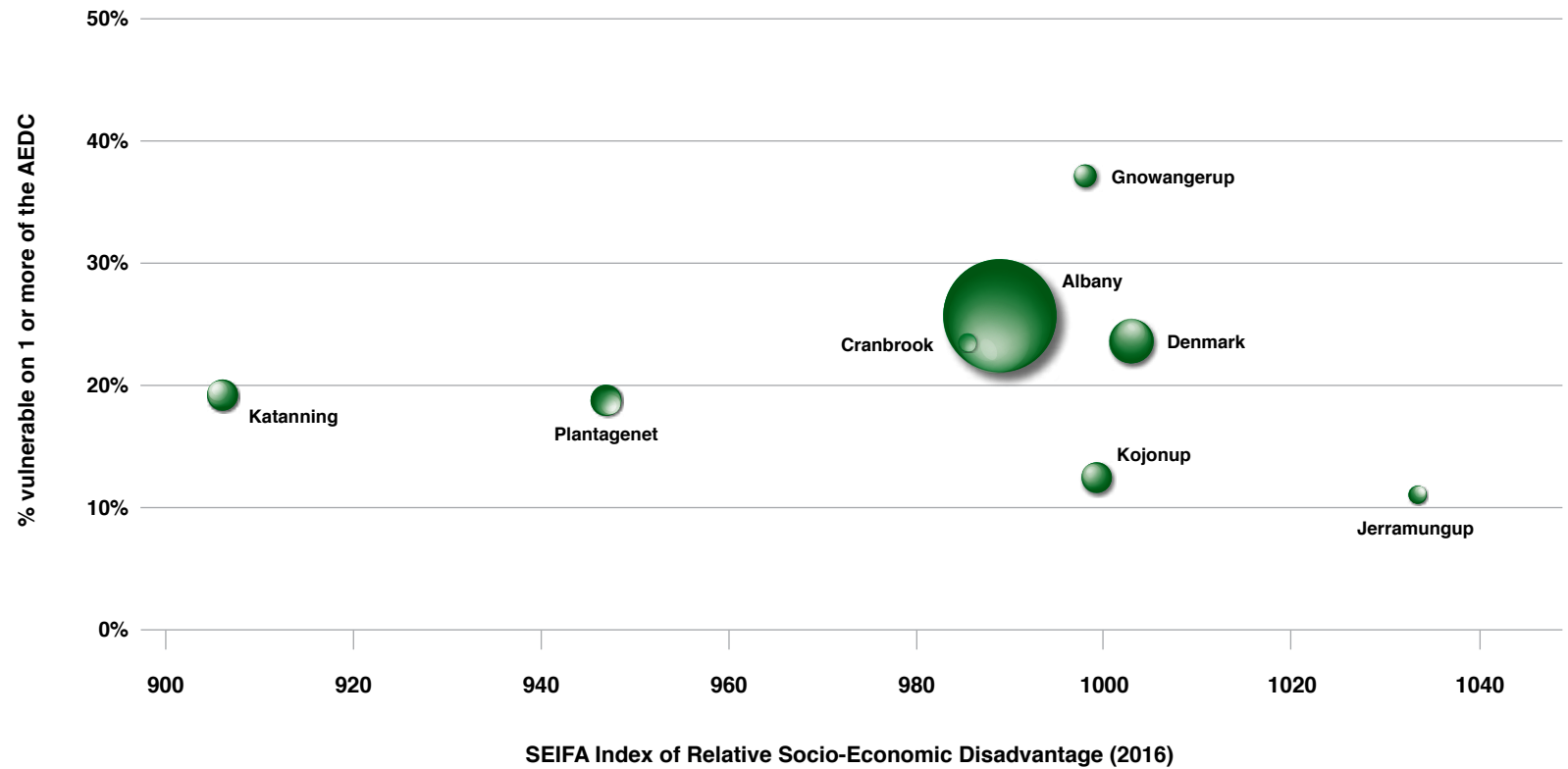
Graph 17 shows the spread of developmental vulnerability for children living in the Great Southern region by local government area.

The percentage of children who are developmentally vulnerable is relatively constant across different local government areas regardless of the variations in socio-economic status.

The bubble size shows that there is a larger number of children who are developmentally vulnerable living in Albany and Denmark.



Graph 17: Developmental vulnerability on the AEDC by local government area in the Great Southern region in 2018



In Western Australia, there is substantial variation between communities in the percentage of children vulnerable on the AEDC, as well as their socio-economic status (SEIFA score). However, the variation within each region tends to be lower. The graph/bubble plot has been scaled to best illustrate the level of socio-economic status and AEDC results for all communities in the region. The scales are not consistent across regions.

Bubble size: number of children in each local government area who were developmentally vulnerable on one or more domains on the AEDC.

Local government areas with small numbers of children with valid results (<15), or two few teachers (<2) reporting on the AEDC data are not publicly available. See additional notes on page 101.





Kimberley Region





Kimberley Region

In 2018, 39.0% of children were assessed as being developmentally on track on all five domains in the Kimberley region. This represents a 6.4 percentage point improvement in the percentage of children developmentally on track on all five domains since 2009 (Graph 18).

The 2018 vulnerability rate for children vulnerable on one or more domains is 41.8% (Graph 18). This represents just over 1 in 2, or 250 children, who commence school each year with vulnerabilities in one or more areas that are critical to their healthy development (Table 18).

Domain trends

Of the five domains, the emotional maturity domain was the only area to show a sustained improvement, with a statistically significant increase in the percentage of children doing well. For this domain, the on track rate increased from 54.4% in 2009 to 66.4% in 2018. At the same time, there has been a corresponding decrease in the percentage of children developmentally at risk and developmentally vulnerable (Graph 19, Table 17).

The results in the physical health and wellbeing, and language and cognitive skills (school based) domains have remained stable over time, with no statistically significant change in the percentage of children developmentally on track, at risk and vulnerable, from 2009 to 2018 (Graph 19, Table 17).

In the social competence domain, the percentage of children developmentally on track has remained constant from 2009 to 2018. This contrasts with the vulnerability rate for this domain, which has increased from 15.3% in 2009, to 21.6% in 2018 (Graph 19, Table 17).

The communication skills and general knowledge domain has shown a worsening trend, with a decrease in the percentage of children on track in each cycle, and the at risk and vulnerability rates exceeding the 2009 levels (Graph 19, Table 17).

The summary measure, vulnerable on one or more domains, has remained stable with the percentage of children developmentally vulnerable in 2018 (41.8%) similar to 2009 (41.3%, Table 18).

Aboriginal and non-Aboriginal children

The gap between Aboriginal children and non-Aboriginal children in the percentage of children developmentally vulnerable on one or more domains has widened over time: from 36.9 percentage points in 2009, to 41.3 percentage points in 2018. This is largely due to a marginal increase in the percentage of Aboriginal children developmentally vulnerable on one or more domains between 2009 and 2018, while at the same time there has been a marginal decrease in the percentage of non-Aboriginal children developmentally vulnerable (Table 18).

Summary

While there has been an improvement in children's emotional maturity, there are worsening trends in children's social competence, and communication skills and general knowledge. The Kimberley region continues to have the highest rates of developmental vulnerability in Western Australia, with little improvement since 2009.

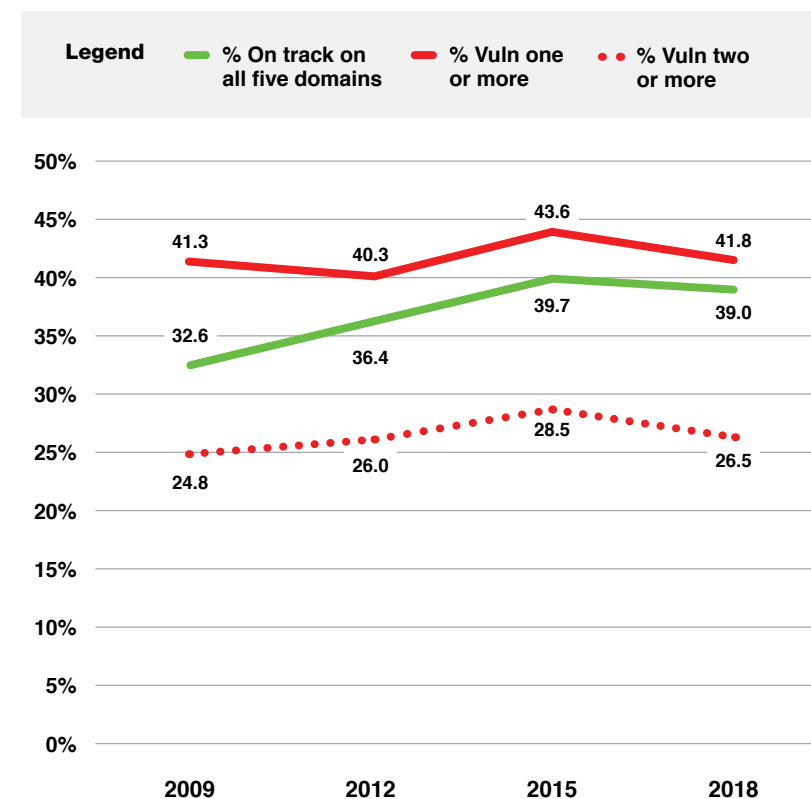
Table 16: Fast facts for the Kimberley Region

Kimberley	2009		2012		2015		2018	
	N	%	N	%	N	%	N	%
Early development instruments completed	600	****	633	****	645	****	643	****
Population of Aboriginal children	380	63.3	399	63.0	405	62.8	409	63.6
Children with language background other than English (including Aboriginal children)	334	55.7	311	49.1	283	43.7	338	52.6
Children born overseas	9	1.5	8	1.3	14	2.2	13	2.1
Children regularly read to and encouraged in their reading	226	37.7	289	45.7	280	43.4	254	39.5
Children adapting to school	395	65.8	406	64.1	392	61.0	374	58.2
Parents actively engaged with the school	279	46.5	325	51.3	310	48.1	291	45.3
Children with special needs	35	5.8	31	4.9	12	1.9	23	3.6
Children requiring further assessment	96	16.0	79	12.5	93	14.4	91	14.2
Children absent six or more days from the start of the school year to the time the AEDC was undertaken (e.g. 1 May - 4 July 2015)*	403	67.2	396	62.6	384	59.5	422	65.6

**** The AEDC was completed for almost 99% of the children starting Pre-primary in Western Australia. The percentage has not been calculated by region.

* The first three data collections (2009, 2012, 2015) calculated 'days absent' from the start of the school year to the time the AEDC was undertaken, whereas 2018 calculated 'days absent' for the whole of Semester One.

Graph 18: Percentage of Kimberley children developmentally on track on all five domains, and developmentally vulnerable on one or more and two or more domains



Graph 19: Percentage of Kimberley children developmentally on track, at risk and vulnerable by AEDC domains in 2009, 2012, 2015 and 2018

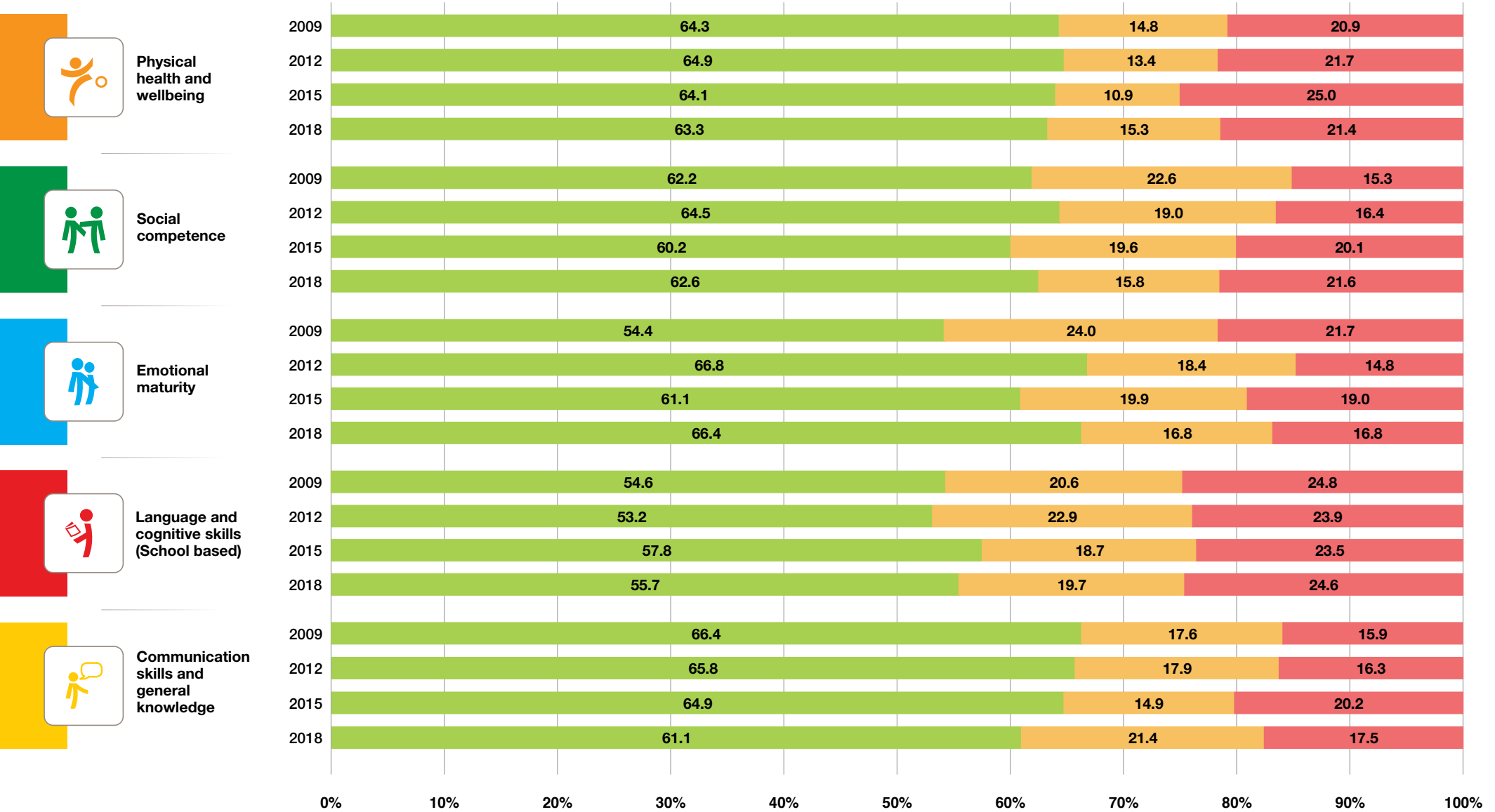


Table 17: Number and percentage of Kimberley children developmentally on track, at risk and vulnerable by AEDC domains

Table 17 shows the number and percentage of children living in the Kimberley region who were developmentally on track, at risk and vulnerable in each domain for 2009, 2012, 2015 and 2018. The final two columns indicate the change in the percentage of children in each category, from 2009 to 2018 and from 2015 to 2018, and the significance of the 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 the changes in the percentage of children who are on track and vulnerable.

Kimberley			2009		2012		2015		2018		Significant change	
										2009 vs 2018	2015 vs 2018	
	Physical health and wellbeing	On track	342	64.3	377	64.9	390	64.1	373	63.3	No change	No change
		At risk	79	14.8	78	13.4	66	10.9	90	15.3	No change	Increased
		Vulnerable	111	20.9	126	21.7	152	25.0	126	21.4	No change	Improved
	Social competence	On track	330	62.2	373	64.5	365	60.0	369	62.6	No change	Improved
		At risk	120	22.6	110	19.0	119	19.6	93	15.8	Improved	Improved
		Vulnerable	81	15.3	95	16.4	124	20.4	127	21.6	Increased	No change
	Emotional maturity	On track	286	54.4	385	66.8	369	61.1	391	66.4	Improved	Improved
		At risk	126	24.0	106	18.4	120	19.9	99	16.8	Improved	Improved
		Vulnerable	114	21.7	85	14.8	115	19.0	99	16.8	Improved	Improved
	Language and cognitive skills (School based)	On track	288	54.5	311	53.2	349	57.6	328	55.7	No change	No change
		At risk	109	20.6	134	22.9	114	18.8	116	19.7	No change	No change
		Vulnerable	131	24.8	140	23.9	143	23.6	145	24.6	No change	No change
	Communication skills and general knowledge	On track	354	66.4	387	65.8	395	64.9	360	61.1	Decreased	Decreased
		At risk	94	17.6	105	17.9	91	14.9	126	21.4	Increased	Increased
		Vulnerable	85	15.9	96	16.3	123	20.2	103	17.5	No change	Improved

Table 18 shows the number and percentage of children living in the Kimberley region who were developmentally vulnerable on one or more domains in 2009, 2012, 2015 and 2018. Results are reported by sex, Aboriginality, and language background other than English (LBOTE). The final two columns indicate the change in developmental vulnerability of children from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the change for each group of children.

Improved: Significant decrease in vulnerability

Increased: significant increase in vulnerability

No change: Neither a significant increase nor decrease in vulnerability

* Number of children with valid scores on one or more domains.

** The subsets of these categories do not equal the total because teachers selected the 'Don't know' response.

**** Due to small numbers data is not publicly available.

Table 18: Children developmentally vulnerable on one or more domains in the Kimberley Region

Year	2009		2012		2015		2018		Significant change	
	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	2009 vs 2018	2015 vs 2018
Kimberley										
Australia	246 421	58 155 23.6	272 282	59 933 22.0	286 041	62 960 22.0	292 976	63 448 21.7	Improved	Improved
Western Australia	26 052	6 435 24.7	30 631	7 048 23.0	32 373	6 895 21.3	32 798	6 369 19.4	Improved	Improved
Kimberley	530	219 41.3	581	234 40.3	605	264 43.6	589	246 41.8	No change	No change
SEX										
Male	271	132 48.7	294	142 48.3	303	138 45.5	302	146 48.3	No change	No change
Female	259	87 33.6	287	92 32.1	302	126 41.7	287	100 34.8	No change	Improved
ABORIGINALITY										
Aboriginal	326	181 55.5	357	199 55.7	372	235 63.2	366	210 57.4	No change	Improved
Non-Aboriginal	204	38 18.6	224	35 15.6	233	29 12.4	223	36 16.1	No change	No change
LANGUAGE DIVERSITY										
LBOTE**	284	166 58.5	274	163 59.5	267	180 67.4	307	178 58.0	No change	Improved
Proficient in English	218	112 51.4	199	≤96 ≤48.0	205	≤125 ≤61.0	269	≤144 ≤53.5	No change	Improved
Not proficient in English	66	54 81.8	75	≥68 ≥90.0	61	≥55 ≥90.0	38	≥34 ≥90.0	Increased	No change
English only**	246	53 21.5	307	71 23.1	338	84 24.9	282	68 24.1	No change	No change
Proficient in English	241	48 19.9	296	60 20.3	317	≤65 ≤20.5	272	58 21.3	No change	No change
Not proficient in English	****	****	****	****	21	≥19 ≥90.0	****	****	No change	No change



Table 19 shows the number and percentage of children living in each local government area within the Kimberley region who were developmentally on track on all five domains in 2009, 2012, 2015 and 2018.

* Number of children with valid results

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

Table 19: Number and percentage of children on track on all five AEDC domains by local government area in the Kimberley region

Year	2009			2012			2015			2018		
	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%
Kimberley												
LOCAL GOVERNMENT AREA												
Broome	232	97	41.8	266	133	50.0	271	133	49.1	270	125	46.3
Derby-West Kimberley	115	25	21.7	137	23	16.8	143	52	36.4	132	44	33.3
Halls Creek	65	12	18.5	59	6	10.2	72	14	19.4	64	≤6	≤10.0
Wyndham-East Kimberley	121	40	33.1	126	52	41.3	123	43	35.0	123	56	45.5

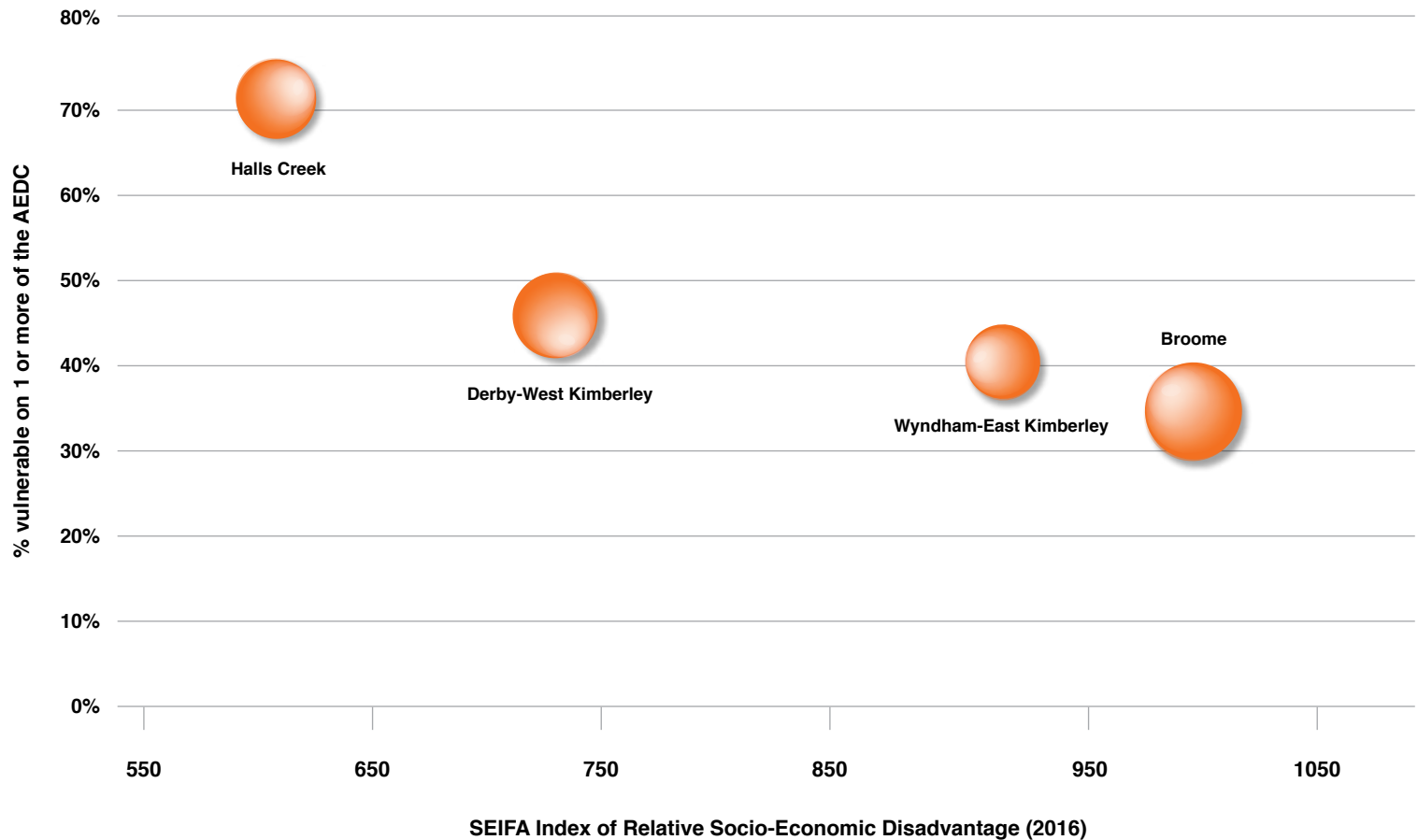
Graph 20 shows the spread of developmental vulnerability for children living in the Kimberley region by local government area.

There is a relationship between socio-economic disadvantage and developmental vulnerability in the region, with a higher percentage of children identified as developmentally vulnerable living in the most socio-economically disadvantaged location (Halls Creek), compared to those from less disadvantaged areas (Broome).

The size of the bubbles in the graph highlight that there is a relatively similar number of children who are developmentally vulnerable living in each of the major population centres across the region.



Graph 20: Developmental vulnerability on the AEDC by local government area in the Kimberley region in 2018



In Western Australia, there is substantial variation between local government areas in the percentage of children vulnerable on the AEDC, as well as their socio-economic status (SEIFA score). However, the variation within each region tends to be lower. The graph/bubble plot has been scaled to best illustrate the level of socio-economic status and AEDC results for all local government areas in the region. The scales are not consistent across regions.

Bubble size: number of children in each local government area who were developmentally vulnerable on one or more domains on the AEDC. Local government areas with small numbers of children with valid results (<15), or two few teachers (<2) reporting on the AEDC data are not publicly available. See additional notes on page 101.





Mid West-Gascoyne Region





Mid West-Gascoyne Region

In 2018, 51.2% of children were assessed as being developmentally on track on all five domains in the Mid West-Gascoyne region. This represents a 12.6 percentage point improvement in the percentage of children developmentally on track on all five domains since 2009 (Graph 21).

The 2018 vulnerability rate for children vulnerable on one or more domains is 26.2% (Graph 21). This represents just under 1 in 4, or 220 children, who commence school each year with vulnerabilities in one or more areas that are critical to their healthy development (Table 22).

Domain trends

Between 2009 and 2018, there has been a positive shift in the percentage of children developmentally on track in four domains – physical health and wellbeing, social competence, language and cognitive skills (school based), and communication skills and general knowledge (Graph 22, Table 21).

The most improvement occurred in the language and cognitive skills (school based) domain with the percentage of children on track increasing from 55.8% in 2009 to 71.9% in 2018. At the same time, for this domain, the percentage of children developmentally at risk almost halved from 27.5% in 2009 to 14.4% in 2018, and there was a decrease in the percentage of children developmentally vulnerable from 16.7% in 2009 to 13.7% in 2018 (Graph 22, Table 21).

In the social competence domain, the results show a statistically significant decrease in the percentage of children developmentally vulnerable from 2009 to 2018 (Graph 22, Table 21).

Vulnerability rates in the communication skills and general knowledge, and physical health and wellbeing domain have remained relatively stable, with the percentage of children developmentally vulnerable similar to 2009 levels (Graph 22, Table 21).

In the emotional maturity domain, between 2009 and 2018, there were marginal changes in the percentage of children developmentally on track and at risk. There were corresponding fluctuations in the percentage of children developmentally vulnerable in this domain, representing a statistically significant increase in vulnerability from 2009 to 2018 (Graph 22, Table 21).

The summary measure, vulnerable on one or more domains, shows a positive trend, with the vulnerability rate decreasing in each AEDC cycle - 31.3% in 2009 down to 30.5% in 2012, 27.2% in 2015, and 26.2% in 2018 (Table 22).

Aboriginal and non-Aboriginal children

The gap between Aboriginal children and non-Aboriginal children in the percentage of children developmentally vulnerable on one or more domains has narrowed slightly, from 34.4 percentage points in 2009 to 30.3 percentage points in 2018 (Table 22).

Summary

There are some encouraging trends in the Midwest-Gascoyne region, although the vulnerability rates remain amongst the highest in Western Australia. The data indicates that the increase in vulnerability in the emotional maturity domain presents a challenge for the region.

Table 20: Fast facts for the Mid West-Gascoyne Region

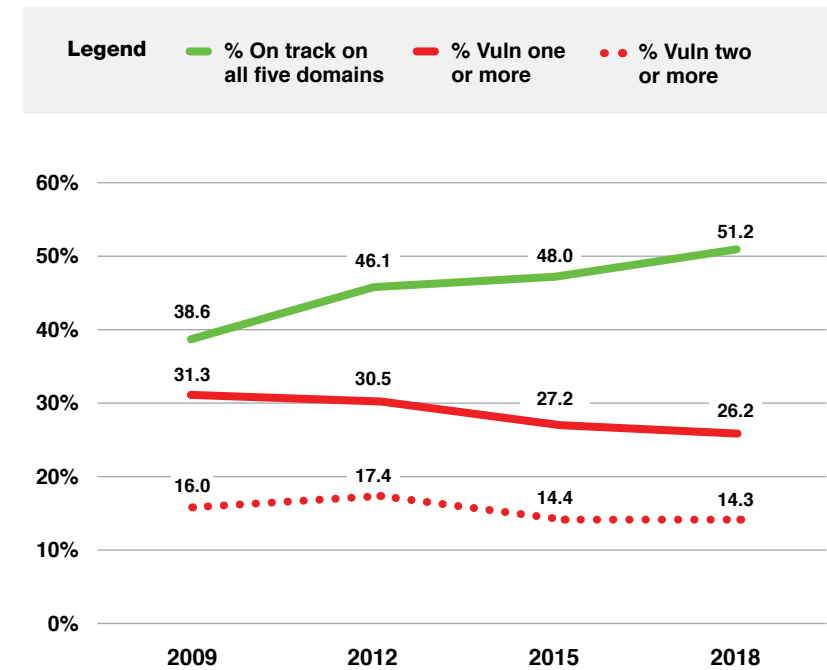
Mid West-Gascoyne	2009		2012		2015		2018	
	N	%	N	%	N	%	N	%
Early development instruments completed	885	****	979	****	956	****	894	****
Population of Aboriginal children	188	21.2	239	24.4	217	22.7	214	23.9
Children with language background other than English (including Aboriginal children)	111	12.5	110	11.2	109	11.4	200	22.4
Children born overseas	18	2.0	38	3.9	33	3.5	33	3.7
Children regularly read to and encouraged in their reading	458	51.8	546	55.8	541	56.6	517	57.8
Children adapting to school	609	68.8	674	68.8	679	71.0	655	73.3
Parents actively engaged with the school	458	51.8	573	58.5	552	57.7	558	62.4
Children with special needs	17	1.9	34	3.5	30	3.1	32	3.6
Children requiring further assessment	102	11.5	105	10.7	91	9.5	122	13.6
Children absent six or more days from the start of the school year to the time the AEDC was undertaken (e.g. 1 May - 4 July 2015)*	467	52.8	453	46.3	442	46.2	493	55.2

**** The AEDC was completed for almost 99% of the children starting Pre-primary in Western Australia. The percentage has not been calculated by region.

* The first three data collections (2009, 2012, 2015) calculated 'days absent' from the start of the school year to the time the AEDC was undertaken, whereas 2018 calculated 'days absent' for the whole of Semester One.



Graph 21: Percentage of Mid West-Gascoyne children developmentally on track on all five domains, and developmentally vulnerable on one or more and two or more domains



Graph 22: Percentage of Mid West-Gascoyne children developmentally on track, at risk and vulnerable by AEDC domains in 2009, 2012, 2015 and 2018

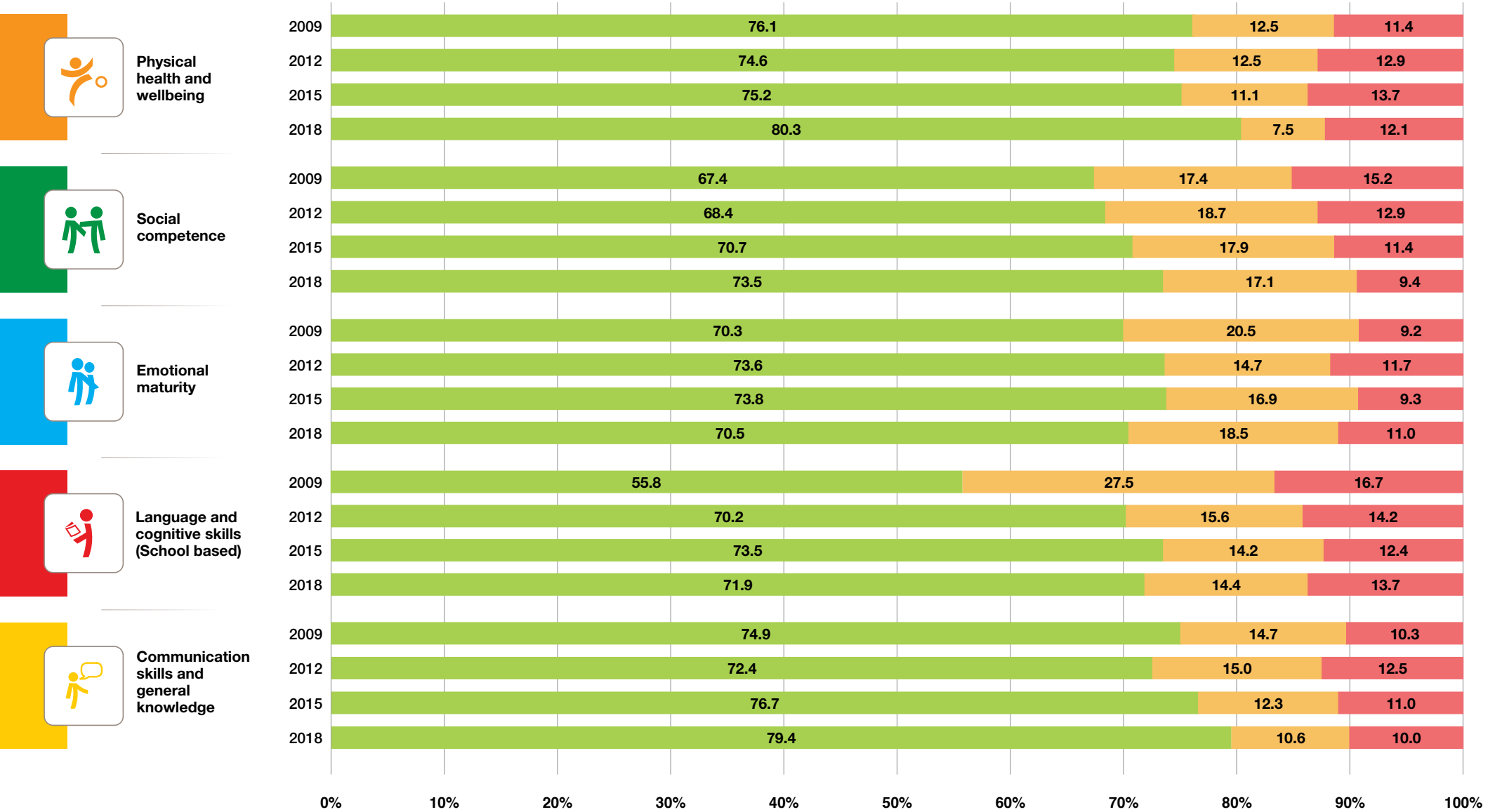
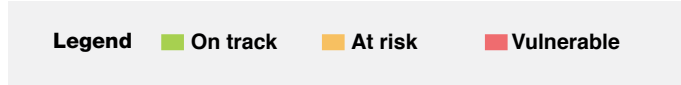


Table 21: Number and percentage of Mid West-Gascoyne children developmentally on track, at risk and vulnerable by AEDC domains

Table 21 shows the number and percentage of children living in the Mid West-Gascoyne region who were developmentally on track, at risk and vulnerable in each domain for 2009, 2012, 2015 and 2018. The final two columns indicate the change in the percentage of children in each category, from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the 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 the changes in the percentage of children who are on track and vulnerable.

Mid West-Gascoyne			2009		2012		2015		2018		Significant change	
										2009 vs 2018	2015 vs 2018	
	Physical health and wellbeing	On track	641	76.1	691	74.6	684	75.2	681	80.3	Improved	Improved
		At risk	105	12.5	116	12.5	101	11.1	64	7.5	Improved	Improved
		Vulnerable	96	11.4	119	12.9	125	13.7	103	12.1	No change	No change
	Social competence	On track	567	67.4	632	68.4	643	70.7	623	73.5	Improved	Improved
		At risk	146	17.4	173	18.7	163	17.9	145	17.1	No change	No change
		Vulnerable	128	15.2	119	12.9	104	11.4	80	9.4	Improved	Improved
	Emotional maturity	On track	588	70.3	671	73.6	666	73.8	594	70.5	No change	Decreased
		At risk	172	20.5	134	14.7	153	16.9	156	18.5	No change	No change
		Vulnerable	77	9.2	107	11.7	84	9.3	93	11.0	Increased	Increased
	Language and cognitive skills (School based)	On track	468	55.8	647	70.2	669	73.5	609	71.9	Improved	No change
		At risk	231	27.5	144	15.6	128	14.2	122	14.4	Improved	No change
		Vulnerable	140	16.7	131	14.2	113	12.4	116	13.7	Improved	No change
	Communication skills and general knowledge	On track	631	74.9	670	72.4	699	76.7	673	79.4	Improved	Improved
		At risk	124	14.7	139	15.0	112	12.3	90	10.6	Improved	No change
		Vulnerable	87	10.3	116	12.5	100	11.0	85	10.0	No change	No change

Table 22 shows the number and percentage of children living in the Mid West-Gascoyne region who were developmentally vulnerable on one or more domains in 2009, 2012, 2015 and 2018. Results are reported by sex, Aboriginality, and language background other than English (LBOTE). The final two columns indicate the change in developmental vulnerability of children from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the change for each group of children.

Improved: Significant decrease in vulnerability
 Increased: significant increase in vulnerability
 No change: Neither a significant increase nor decrease in vulnerability
 * Number of children with valid scores on one or more domains.
 ** The subsets of these categories do not equal the total because teachers selected the 'Don't know' response.
 **** Due to small numbers data is not publicly available.

Table 22: Children developmentally vulnerable on one or more domains in the Mid West-Gascoyne Region

Year	2009		2012		2015		2018		Significant change	
	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	2009 vs 2018	2015 vs 2018
Mid West-Gascoyne										
Australia	246 421	58 155 23.6	272 282	59 933 22.0	286 041	62 960 22.0	292 976	63 448 21.7	Improved	Improved
Western Australia	26 052	6 435 24.7	30 631	7 048 23.0	32 373	6 895 21.3	32 798	6 369 19.4	Improved	Improved
Mid West-Gascoyne	840	263 31.3	915	279 30.5	903	246 27.2	846	222 26.2	Improved	No change
SEX										
Male	414	157 37.9	449	177 39.4	436	158 36.2	411	125 30.4	Improved	Improved
Female	426	106 24.9	466	102 21.9	467	88 18.8	435	97 22.3	No change	Increased
ABORIGINALITY										
Aboriginal	176	103 58.5	211	117 55.5	196	109 55.6	650	97 49.5	Improved	Improved
Non-Aboriginal	664	160 24.1	704	162 23.0	707	137 19.4	196	125 19.2	Improved	No change
LANGUAGE DIVERSITY										
LBOTE**	108	57 52.8	102	48 47.1	106	37 34.9	183	69 37.7	Improved	No change
Proficient in English	91	≤43 ≤46.8	85	≤33 ≤38.5	94	26 27.7	165	≤53 ≤32.0	Improved	No change
Not proficient in English	16	≥14 ≥90.0	17	≥15 ≥90.0	****	****	18	≥16 ≥90.0	No change	****
English only**	732	206 28.1	813	231 28.4	797	209 26.2	663	153 23.1	Improved	Improved
Proficient in English	700	≤177 ≤25.3	773	≤195 ≤25.2	757	≤173 ≤22.9	642	≤135 ≤21.0	Improved	No change
Not proficient in English	32	≥29 ≥90.0	40	≥36 ≥90.0	40	≥36 ≥90.0	20	≥18 ≥90.0	No change	No change



Table 23 shows the number and percentage of children living in each local government area within the Mid West-Gascoyne region who were developmentally on track on all five domains in 2009, 2012, 2015 and 2018.

*Number of children with valid results

****Local government areas with small numbers of children with valid results (<15), or to few teachers (<2) reporting on the AEDC data, are not publicly available.

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

Table 23: Number and percentage of children on track on all five AEDC domains by local government area in the Mid West-Gascoyne region

Year	2009			2012			2015			2018		
	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%
Mid West-Gascoyne												
LOCAL GOVERNMENT AREA												
Carnamah	****	****	****	****	****	****	****	****	****	****	****	****
Carnarvon	85	22	25.9	86	28	32.6	80	44	55.0	74	32	43.2
Chapman Valley	****	****	****	17	6	35.3	16	12	75.0	22	13	59.1
Coorow	****	****	****	****	****	****	****	****	****	****	****	****
Cue	****	****	****	****	****	****	****	****	****	****	****	****
Exmouth	31	10	32.3	36	16	44.4	41	24	58.5	32	20	62.5
Greater Geraldton	502	187	37.3	542	261	48.2	559	261	46.7	533	270	50.7
Irwin	35	30	85.7	49	37	75.5	33	16	48.5	33	29	87.9
Meekatharra/Wiluna	38	6	15.8	27	≤3	≤10.0	22	4	18.2	17	5	29.4
Morawa/Perenjori	****	****	****	21	11	52.4	25	17	68.0	16	8	50.0
Mount Magnet/Cue/Murchison	****	****	****	****	****	****	****	****	****	18	3	16.7
Murchison	****	****	****	****	****	****	****	****	****	****	****	****
Northampton	45	17	37.8	45	27	60.0	37	19	51.4	29	15	51.7
Sandstone	****	****	****	****	****	****	****	****	****	****	****	****
Shark Bay	****	****	****	****	****	****	****	****	****	****	****	****
Three Springs/Mingenew	16	5	31.3	24	12	50.0	16	10	62.5	18	9	50.0
Wiluna	****	****	****	****	****	****	****	****	****	****	****	****
Upper Gascoyne	****	****	****	****	****	****	****	****	****	****	****	****
Yalgoo	****	****	****	****	****	****	****	****	****	****	****	****

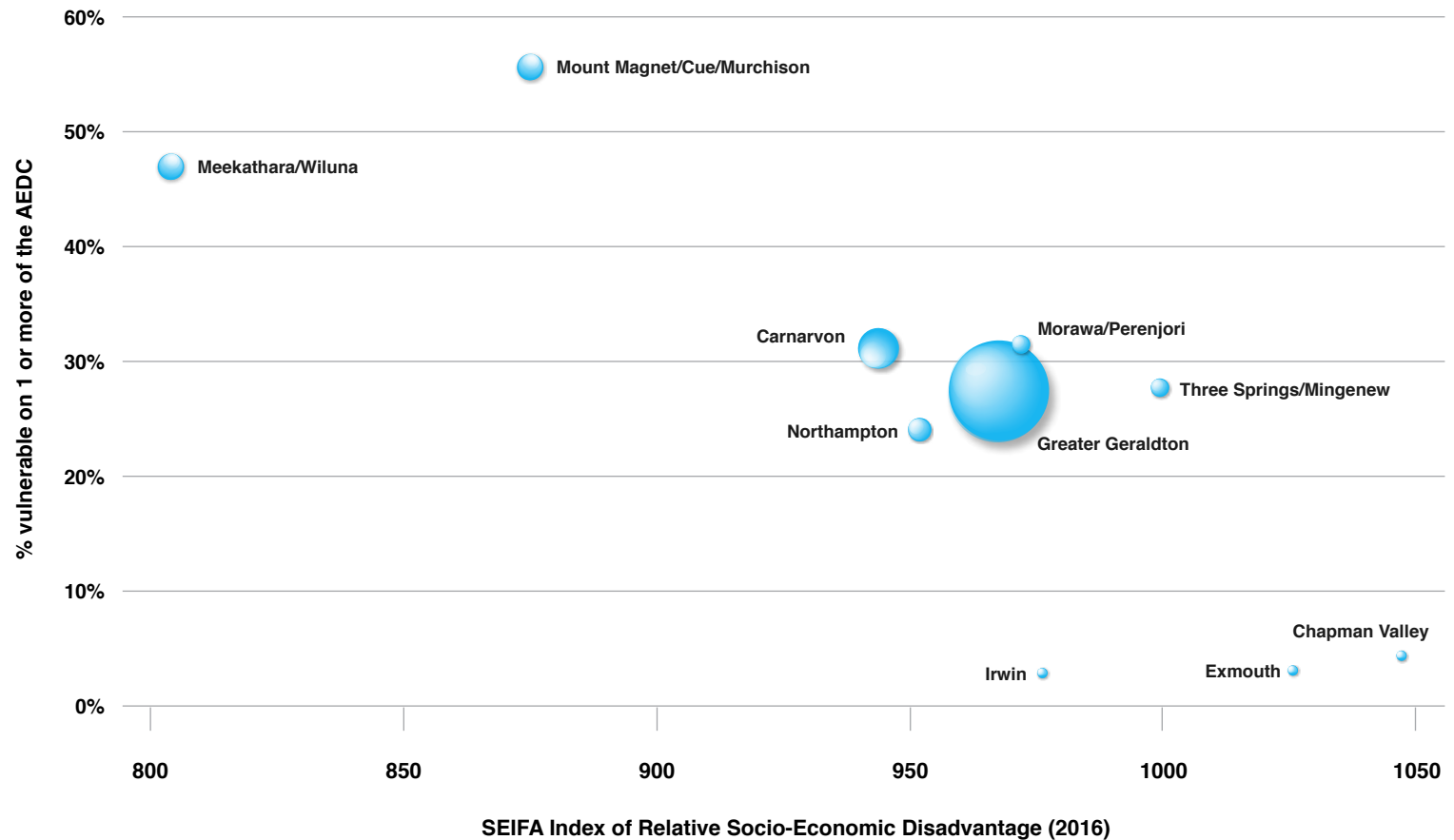
Graph 23 shows the spread of developmental vulnerability for children living in the Mid West-Gascoyne region by local government area.

There is an association between socio-economic disadvantage and developmental vulnerability in this region. That is, there is a higher percentage of children living in the most socio-economically disadvantaged locations (Meekathara/Wiluna) who are developmentally vulnerable than those from less disadvantaged areas (Exmouth).

The size of the bubbles highlight that there is a large number of children who were developmentally vulnerable living in Geraldton.



Graph 23: Developmental vulnerability on the AEDC by local government area in the Mid West-Gascoyne region in 2018



In Western Australia, there is substantial variation between local government areas in the percentage of children vulnerable on the AEDC, as well as their socio-economic status (SEIFA score). However, the variation within each region tends to be lower. The graph/bubble plot has been scaled to best illustrate the level of socio-economic status and AEDC results for all local government areas in the region. The scales are not consistent across regions.

Bubble size: number of children in each local government area who were developmentally vulnerable on one or more domains on the AEDC. Local government areas with small numbers of children with valid results (<15), or two few teachers (<2) reporting on the AEDC data are not publicly available. See additional notes on page 101.





Peel Region





Peel Region

In 2018, 56.8% of children were assessed as being developmentally on track on all five domains in the Peel region. This represents an 11.0 percentage point improvement in the percentage of children developmentally on track on all five domains since 2009 (Graph 24).

The 2018 vulnerability rate for children vulnerable on one or more domains is 20.4% (Graph 24). This represents 1 in 5, or 370 children, who commence school each year with vulnerabilities in one or more areas that are critical to their healthy development (Table 26).

Domain trends

From 2009 to 2018, there has been a positive trend in the percentage of children developmentally on track in each of the five domains. This coincides with a decrease in the percentage of children at risk for each domain (Graph 25, Table 25).

Of the five domains, the language and cognitive skills (school based) domain has shown the most improvement, with a statistically significant increase in the percentage of children doing well. For this domain, the on track rate increased from 63.1% in 2009, to 82.1% in 2018. At the same time the percentage of children at risk halved from 22.7% to 10.9%, as did the percentage of children developmentally vulnerable, 14.1% to 7.0% (Graph 25, Table 25).

In the remaining four domains, the percentage of children developmentally vulnerable has remained stable with no statistically significant change in the results between 2009 and 2018 (Graph 25, Table 25).

It is worth noting that, between 2009 and 2015, the emotional maturity domain showed a worsening trend. However, in 2018, this trend reversed, with a statistically significant improvement in the percentage of children developmentally on track, and a corresponding decrease in the percentage of children at risk and developmentally vulnerable. The at risk and vulnerability rates are lower than in 2009 (Graph 25, Table 25).

The summary measure, vulnerable on one or more domains, shows that the overall results are trending in a positive direction. The percentage of children developmentally vulnerable on one or more domains has decreased (improved) from 24.5% in 2009 to 20.4% in 2018. It is likely that this trend was mainly driven by improvements in the language and cognitive skills (school based) domain (Table 26).

Aboriginal and non-Aboriginal children

The gap between Aboriginal children and non-Aboriginal children in the percentage of children developmentally vulnerable on one or more domains has narrowed slightly from 26.4 percentage points in 2009 to 24.7 percentage points in 2018. Between 2009 and 2018, there were improvements in the percentage of children developmentally vulnerable for both Aboriginal and Non-Aboriginal children (Table 26).

Summary

The AEDC data indicate there are some encouraging trends in the Peel region across the five domains. The results also highlight that shifting the vulnerability rates in children's physical health and wellbeing, social competence, and communication skills and general knowledge remains a challenge for the region.

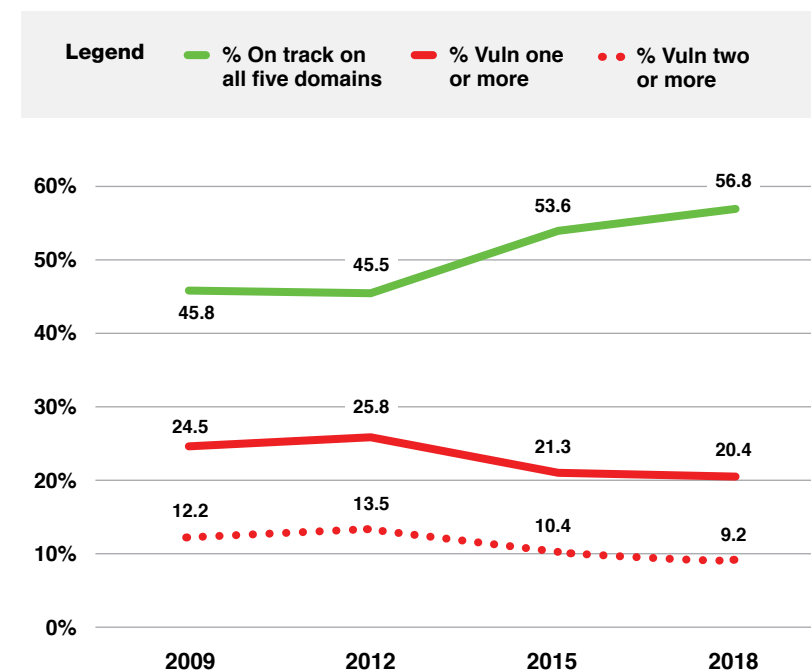
Table 24: Fast facts for the Peel Region

Peel	2009		2012		2015		2018	
	N	%	N	%	N	%	N	%
Early development instruments completed	1 211	****	1 586	****	1 739	****	1 890	****
Population of Aboriginal children	44	3.6	82	5.2	82	4.7	90	4.8
Children with language background other than English (including Aboriginal children)	69	5.7	80	5.0	149	8.6	199	10.5
Children born overseas	105	8.7	131	8.3	161	9.3	100	5.3
Children regularly read to and encouraged in their reading	803	66.3	1 023	64.5	1 195	68.7	1 313	69.5
Children adapting to school	914	75.5	1 142	72.0	1 331	76.5	1 478	78.2
Parents actively engaged with the school	811	67.0	1 048	66.1	1 193	68.6	1 387	73.4
Children with special needs	37	3.1	65	4.1	65	3.7	64	3.4
Children requiring further assessment	128	10.6	188	11.9	209	12.0	240	12.7
Children absent six or more days from the start of the school year to the time the AEDC was undertaken (e.g. 1 May - 4 July 2015)*	523	43.2	677	42.7	573	33.0	844	44.7

**** The AEDC was completed for almost 99% of the children starting Pre-primary in Western Australia. The percentage has not been calculated by region.

* The first three data collections (2009, 2012, 2015) calculated 'days absent' from the start of the school year to the time the AEDC was undertaken, whereas 2018 calculated 'days absent' for the whole of Semester One.

Graph 24: Percentage of Peel children developmentally on track on all five domains, and developmentally vulnerable on one or more and two or more domains



Graph 25: Percentage of Peel children developmentally on track, at risk and vulnerable by AEDC domains

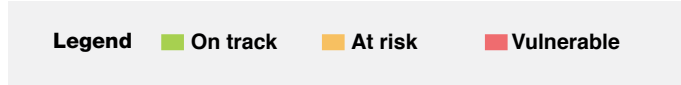


Table 25: Number and percentage of Peel children developmentally on track, at risk and vulnerable by AEDC domains

Table 25 shows the number and percentage of children living in the Peel region who were developmentally on track, at risk and vulnerable in each domain for 2009, 2012, 2015 and 2018. The final two columns indicate the change in the percentage of children in each category, from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the 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 the changes in the percentage of children who are on track and vulnerable.

Peel			2009		2012		2015		2018		Significant change	
									2009 vs 2018	2015 vs 2018		
	Physical health and wellbeing	On track	910	78.9	1 135	75.4	1 315	78.6	1 498	82.4	Improved	Improved
		At risk	138	12.0	217	14.4	190	11.4	158	8.7	Improved	Improved
		Vulnerable	106	9.2	154	10.2	166	9.9	163	9.0	No change	No change
	Social competence	On track	873	75.6	1 089	72.4	1 279	76.5	1 430	78.7	Improved	Improved
		At risk	202	17.5	254	16.9	263	15.7	255	14.0	Improved	No change
		Vulnerable	79	6.8	162	10.8	130	7.8	133	7.3	No change	No change
	Emotional maturity	On track	843	73.1	1 059	70.6	1 180	70.7	1 375	76.3	Improved	Improved
		At risk	211	18.3	294	19.6	324	19.4	286	15.9	Improved	Improved
		Vulnerable	100	8.7	147	9.8	166	9.9	142	7.9	No change	Improved
	Language and cognitive skills (School based)	On track	728	63.1	1 104	73.1	1 377	82.4	1 493	82.1	Improved	No change
		At risk	262	22.7	267	17.7	184	11.0	198	10.9	Improved	No change
		Vulnerable	163	14.1	139	9.2	111	6.6	127	7.0	Improved	No change
	Communication skills and general knowledge	On track	914	79.2	1 123	74.7	1 335	80.0	1 513	83.2	Improved	Improved
		At risk	145	12.6	228	15.2	213	12.8	170	9.4	Improved	Improved
		Vulnerable	95	8.2	152	10.1	120	7.2	135	7.4	No change	No change

Table 26 shows the number and percentage of children living in the Peel region who were developmentally vulnerable on one or more domains in 2009, 2012, 2015 and 2018. Results are reported by sex, Aboriginality, and language background other than English (LBOTE). The final two columns indicate the change in developmental vulnerability of children from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the change for each group of children.

Improved: Significant decrease in vulnerability

Increased: significant increase in vulnerability

No change: Neither a significant increase nor decrease in vulnerability

* Number of children with valid scores on one or more domains.

** The subsets of these categories do not equal the total because teachers selected the 'Don't know' response.

**** Due to small numbers data is not publicly available.

Table 26: Children developmentally vulnerable on one or more domains in the Peel region

Year	2009		2012		2015		2018		Significant change	
	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	2009 vs 2018	2015 vs 2018
Peel										
Australia	246 421	58 155 23.6	272 282	59 933 22.0	286 041	62 960 22.0	292 976	63 448 21.7	Improved	Improved
Western Australia	26 052	6 435 24.7	30 631	7 048 23.0	32 373	6 895 21.3	32 798	6 369 19.4	Improved	Improved
Peel	1 154	283 24.5	1 492	385 25.8	1 671	356 21.3	1 803	367 20.4	Improved	No change
SEX										
Male	603	187 31.0	771	241 31.3	816	238 29.2	853	227 26.6	Improved	Improved
Female	551	96 17.4	721	144 20.0	855	118 13.8	950	140 14.7	No change	No change
ABORIGINALITY										
Aboriginal	40	20 50.0	73	34 46.6	79	26 32.9	82	36 43.9	No change	Increased
Non-Aboriginal	1 114	263 23.6	1 419	351 24.7	1 592	330 20.7	1 721	331 19.2	Improved	No change
LANGUAGE DIVERSITY										
LBOTE**	67	21 31.3	75	23 30.7	146	22 15.1	194	40 20.6	Improved	No change
Proficient in English	59	13 22.0	66	14 21.2	137	14 10.2	176	≤24 ≤13.5	Improved	No change
Not proficient in English	****	****	****	****	****	****	18	≥16 ≥90.0	No change	****
English only**	1 087	262 24.1	1 417	362 25.5	1 525	334 21.9	1 609	327 20.3	Improved	No change
Proficient in English	1 043	≤223 ≤21.4	1 362	≤314 ≤23.1	1 475	≤289 ≤19.6	1 553	≤278 ≤17.9	Improved	No change
Not proficient in English	43	≥39 ≥90.0	53	≥48 ≥90.0	50	≥45 ≥90.0	55	≥50 ≥90.0	No change	No change



Table 27 shows the number and percentage of children living in each local government area within the Peel region who were developmentally on track on all five domains in 2009, 2012, 2015 and 2018.

* Number of children with valid results

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

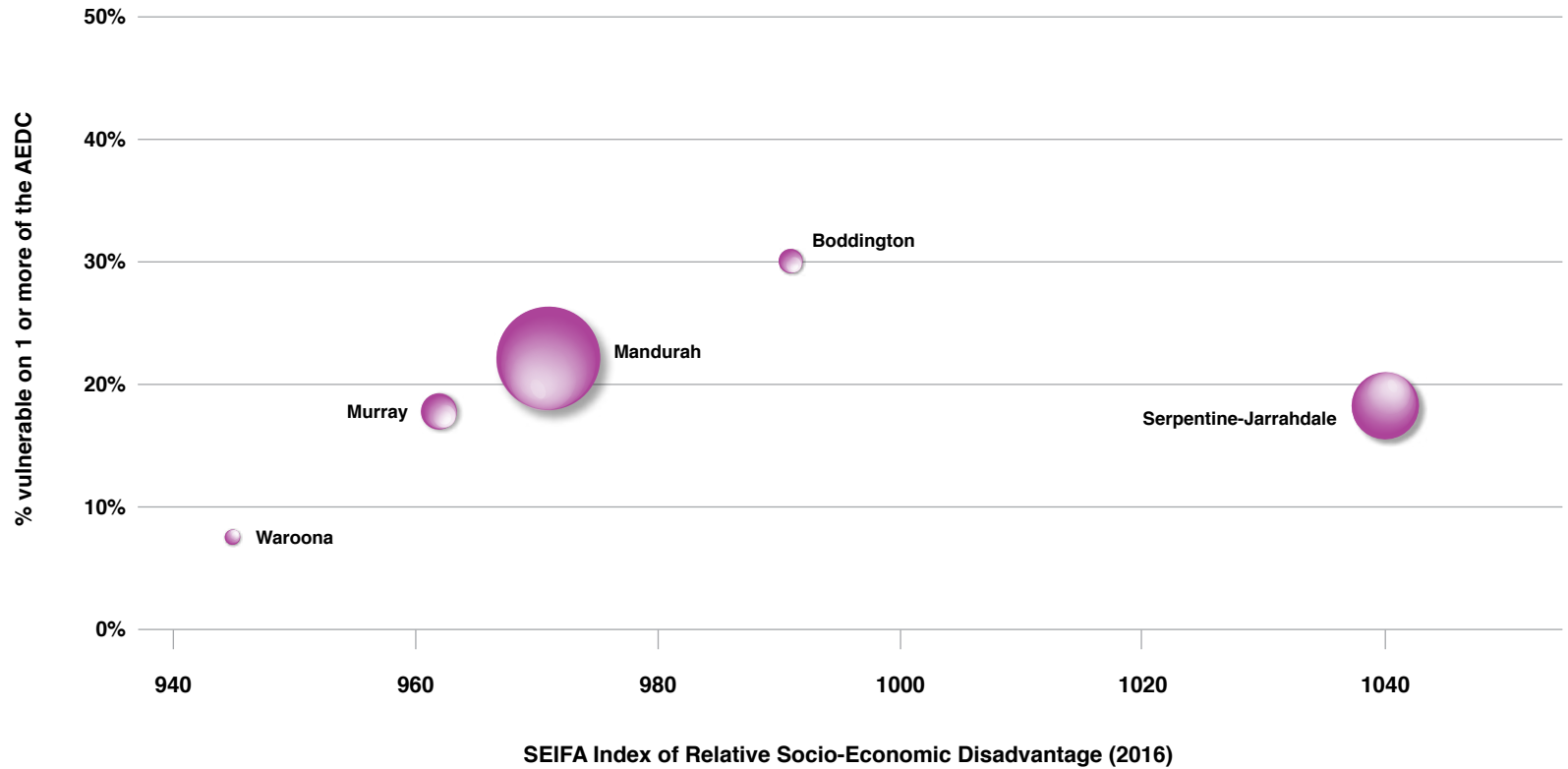
Table 27: Number and percentage of children on track on all five AEDC domains by local government area in the Peel region

Year	2009			2012			2015			2018		
	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%
Peel												
LOCAL GOVERNMENT AREA												
Boddington	18	3	16.7	26	5	19.2	22	13	59.1	33	19	57.6
Mandurah	730	335	45.9	957	442	46.2	1 036	576	55.6	1 044	588	56.3
Murray	146	82	56.2	177	85	48.0	204	105	51.5	193	122	63.2
Serpentine-Jarrahdale	218	98	45.0	304	124	40.8	352	169	48.0	510	275	53.9
Waroona	42	10	23.8	47	32	68.1	58	34	58.6	39	29	74.4

Graph 26 shows the spread of developmental vulnerability for children living in the Peel region by local government area.

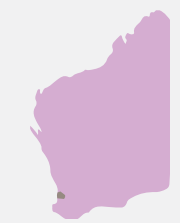
While the vulnerability rate is higher in Boddington, the bubble size shows that the number of children developmentally vulnerable is higher in Mandurah and Serpentine-Jarrahdale.

Graph 26: Developmental vulnerability on the AEDC by local government area in the Peel region in 2018



In Western Australia, there is substantial variation between communities in the percentage of children vulnerable on the AEDC, as well as their socio-economic status (SEIFA score). However, the variation within each region tends to be lower. The graph/bubble plot has been scaled to best illustrate the level of socio-economic status and AEDC results for all communities in the region. The scales are not consistent across regions.

Bubble size: number of children in each local government area who were developmentally vulnerable on one or more domains on the AEDC. Local government areas with small numbers of children with valid results (<15), or two few teachers (<2) reporting on the AEDC data are not publicly available. See additional notes on page 101.





Perth Region





Perth Region

In 2018, 58.9% of children were assessed as being developmentally on track on all five domains in the Perth metropolitan region. This represents an 11.3 percentage point improvement in the percentage of children developmentally on track on all five domains since 2009 (Graph 27).

The 2018 vulnerability rate for children vulnerable on one or more domains is 18.2% (Graph 27). This represents just under 1 in 6, or 4,360 children who commence school each year with vulnerabilities in one or more areas that are critical to their healthy development (Table 30).

Domain trends

Since 2009, there has been a steady improvement in the percentage of children developmentally on track on all five domains and a corresponding decrease in the percentage of children developmentally at risk and vulnerable (Graph 28, Table 29).

The most improvement occurred in the language and cognitive skills (school based) domain, with the percentage of children on track increasing from 69.1% in 2009 to 85.5% in 2018. At the same time, for this domain, the percentage of children at risk has halved from 20.1% to 9.1%, as has the percentage of children developmentally vulnerable, 10.8% to 5.4% (Graph 28, Table 29).

For the first time, the 2018 result showed there was an improvement in the percentage of children developmentally vulnerable in the physical health and wellbeing domain. Although, of the five domains, children were most likely to be developmentally vulnerable in this area (Graph 28, Table 29).

The summary measure, vulnerable on one or more domains, shows a positive trend, with the vulnerability rate decreasing in each AEDC cycle: 23.5% in 2009, 21.9% in 2012, 20.0% in 2015 and 18.2% in 2018 (Table 30).

Aboriginal and non-Aboriginal children

The gap between Aboriginal children and non-Aboriginal children, in the percentage of children developmentally vulnerable on one or more domains, has narrowed from 26.0 percentage points in 2009 to 21.2 percentage points in 2018. While there have been significant improvements in the percentage of children developmentally vulnerable for both Aboriginal and non-Aboriginal children between 2009 and 2018, vulnerability rates reduced by ten percentage points for Aboriginal children compared to five percentage points for non-Aboriginal children over the same period (Table 30).

Summary

The AEDC data show some encouraging trends in the Perth metropolitan region, with the percentage of children on track increasing in all domains and developmentally at risk and vulnerability rates decreasing. While the vulnerability rates are amongst the lowest in Western Australia, the Perth metropolitan area has the highest number of children developmentally at risk and developmentally vulnerable.

Table 28: Fast facts for the Perth Region

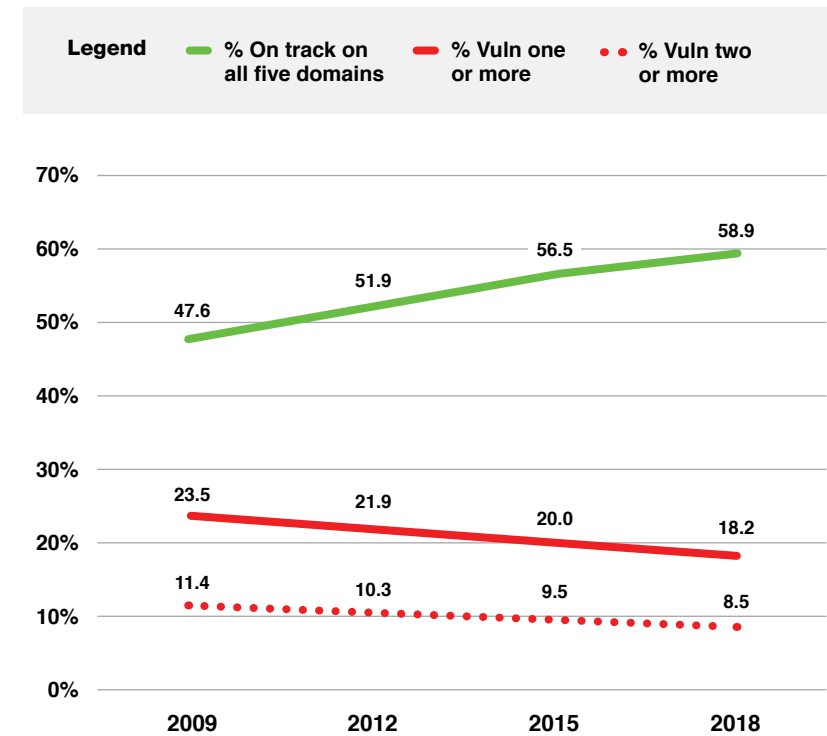
Perth	2009		2012		2015		2018	
	N	%	N	%	N	%	N	%
Early development instruments completed	19 515	****	22 830	****	24 250	****	25 044	****
Population of Aboriginal children	590	3.0	812	3.6	813	3.3	967	3.9
Children with language background other than English (including Aboriginal children)	3 128	16.0	4 042	17.7	5 440	22.4	6 692	26.7
Children born overseas	2 391	12.3	3 051	13.4	3 159	13.0	2 344	9.4
Children regularly read to and encouraged in their reading	12 808	65.6	16 159	70.8	17 876	73.7	18 475	73.8
Children adapting to school	15 539	79.6	17 851	78.2	19 156	79.0	2 016	79.9
Parents actively engaged with the school	13 846	71.0	16 620	72.8	18 212	75.1	1 972	77.4
Children with special needs	666	3.4	795	3.5	855	3.5	1 002	4.0
Children requiring further assessment	2 125	10.9	2 236	9.8	2 653	10.9	3 107	12.4
Children absent six or more days from the start of the school year to the time the AEDC was undertaken (e.g. 1 May - 4 July 2015)*	7 284	37.3	7 832	34.3	7 312	30.2	10 017	40.0

**** The AEDC was completed for almost 99% of the children starting Pre-primary in Western Australia. The percentage has not been calculated by region.

* The first three data collections (2009, 2012, 2015) calculated 'days absent' from the start of the school year to the time the AEDC was undertaken, whereas 2018 calculated 'days absent' for the whole of Semester One.



Graph 27: Percentage of Perth children developmentally on track on all five domains, and developmentally vulnerable on one or more and two or more domains



Graph 28: Percentage of Perth children developmentally on track, at risk and vulnerable by AEDC domains in 2009, 2012, 2015 and 2018

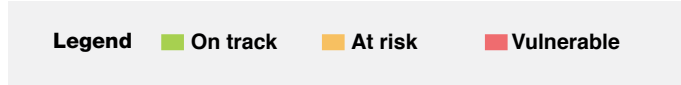


Table 29: Number and percentage of Perth children developmentally on track, at risk and vulnerable by AEDC domains

Table 29 shows the number and percentage of children living in the Perth region who were developmentally on track, at risk and vulnerable in each domain for 2009, 2012, 2015 and 2018. The final two columns indicate the change in the percentage of children in each category, from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the 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 the changes in the percentage of children who are on track and vulnerable.

Perth			2009		2012		2015		2018		Significant change	
									2009 vs 2018	2015 vs 2018		
	Physical health and wellbeing	On track	14 561	78.5	17 372	79.2	18 616	79.8	19 507	81.4	Improved	Improved
		At risk	2 285	12.3	2 603	11.9	2 627	11.3	2 541	10.6	Improved	Improved
		Vulnerable	1 708	9.2	1 952	8.9	2 088	8.9	1 914	8.0	Improved	Improved
	Social competence	On track	14 299	77.1	17 093	78.1	18 224	78.1	19 266	80.4	Improved	Improved
		At risk	2 930	15.8	3 069	14.0	3 277	14.0	3 059	12.8	Improved	Improved
		Vulnerable	1 325	7.1	1 737	7.9	1 826	7.8	1 635	6.8	No change	Improved
	Emotional maturity	On track	13 873	75.1	16 570	76.0	17 705	76.1	18 779	78.5	Improved	Improved
		At risk	3 072	16.6	3 491	16.0	3 710	15.9	3 452	14.4	Improved	Improved
		Vulnerable	1 535	8.3	1 750	8.0	1 843	7.9	1 678	7.0	Improved	Improved
	Language and cognitive skills (School based)	On track	12 802	69.1	17 047	77.8	19 783	84.9	20 472	85.5	Improved	Improved
		At risk	3 718	20.1	3 231	14.8	2 269	9.7	2 190	9.1	Improved	Improved
		Vulnerable	2 000	10.8	1 621	7.4	1 263	5.4	1 283	5.4	Improved	No change
	Communication skills and general knowledge	On track	14 255	76.8	16 915	77.1	18 640	79.9	19 543	81.6	Improved	Improved
		At risk	2 658	14.3	3 066	14.0	2 882	12.4	2 833	11.8	Improved	Improved
		Vulnerable	1 640	8.8	1 946	8.9	1 809	7.8	1 585	6.6	Improved	Improved

Table 30 shows the number and percentage of children living in the Perth region who were developmentally vulnerable on one or more domains in 2009, 2012, 2015 and 2018. Results are reported by sex, Aboriginality, and language background other than English (LBOTE). The final two columns indicate the change in developmental vulnerability of children from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the change for each group of children.

Improved: Significant decrease in vulnerability
 Increased: significant increase in vulnerability
 No change: Neither a significant increase nor decrease in vulnerability
 * Number of children with valid scores on one or more domains.
 ** The subsets of these categories do not equal the total because teachers selected the 'Don't know' response. See additional notes on page.

Table 30: Children developmentally vulnerable on one or more domains in the Perth metropolitan region

Year	2009		2012		2015		2018		Significant change					
	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	2009 vs 2018	2015 vs 2018				
		n	%		n	%		n	%					
Perth														
Australia	246 421	58 155	23.6	272 282	59 933	22.0	286 041	62 960	22.0	292 976	63 448	21.7	Improved	Improved
Western Australia	26 052	6 435	24.7	30 631	7 048	23.0	32 373	6 895	21.3	32 798	6 369	19.4	Improved	Improved
Perth	18 493	4 346	23.5	21 778	4 764	21.9	23 252	4 660	20.0	23 917	4 359	18.2	Improved	Improved
SEX														
Male	9 411	2 891	30.7	11 025	3 111	28.2	11 859	3 133	26.4	12 012	2 885	24.0	Improved	Improved
Female	9 082	1 455	16.0	10 753	1 653	15.4	11 393	1 527	13.4	11 905	1 474	12.4	Improved	Improved
ABORIGINALITY														
Aboriginal	533	260	48.8	768	354	46.1	755	290	38.4	893	345	38.6	Improved	No change
Non-Aboriginal	17 960	4 086	22.8	21 010	4 410	21.0	22 497	4 370	19.4	23 024	4 014	17.4	Improved	Improved
LANGUAGE DIVERSITY														
LBOTE**	2 974	981	33.0	3 878	1 157	29.8	5 234	1 340	25.6	6 394	1 331	20.8	Improved	Improved
Proficient in English	2 523	≤577	≤22.9	3,376	≤707	≤20.9	4 667	≤830	≤17.8	5 862	≤856	≤14.6	Improved	Improved
Not proficient in English	449	≥404	≥90.0	500	≥450	≥90.0	567	≥510	≥90.0	528	≥475	≥90.0	No change	No change
English only**	15 519	3 365	21.7	17 900	3 607	20.2	18 018	3 320	18.4	17 523	3 028	17.3	Improved	Improved
Proficient in English	14 978	≤2 886	≤19.3	17 335	≤3 109	≤17.9	17 488	≤2 845	≤16.3	17 159	≤2 700	≤15.7	Improved	No change
Not proficient in English	532	≥479	≥90.0	553	≥498	≥90.0	528	≥475	≥90.0	364	≥328	≥90.0	No change	No change



Table 31 shows the number and percentage of children living in each local government area within the Perth region who were developmentally on track on all five domains in 2009, 2012, 2015 and 2018.

*Number of children with valid results

****Local government areas with small numbers of children with valid results (<15), or to few teachers (<2) reporting on the AEDC data, are not publicly available.

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

Table 31: Number and percentage of children on track on all five AEDC domains by local government area in the Perth region

Year	2009			2012			2015			2018		
	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%
Perth												
LOCAL GOVERNMENT AREA												
Armadale	715	286	40.0	974	438	45.0	1 128	585	51.9	1 392	707	50.8
Bassendean	147	64	43.5	201	90	44.8	206	102	49.5	198	116	58.6
Bayswater	570	247	43.3	744	350	47.0	712	418	58.7	676	392	58.0
Belmont	359	149	41.5	401	224	55.9	396	194	49.0	428	215	50.2
Cambridge	323	196	60.7	383	261	68.1	373	262	70.2	399	294	73.7
Canning	833	394	47.3	971	447	46.0	1 078	541	50.2	1 098	599	54.6
Claremont	90	64	71.1	97	58	59.8	105	76	72.4	116	83	71.6
Cockburn	1 072	528	49.3	1 313	694	52.9	1 412	774	54.8	1 479	921	62.3
Cottesloe	92	66	71.7	101	78	77.2	88	58	65.9	69	49	71.0
East Fremantle	90	58	64.4	92	70	76.1	85	72	84.7	79	65	82.3
Fremantle	262	141	53.8	333	201	60.4	253	165	65.2	304	191	62.8
Gosnells	1 393	571	41.0	1 625	732	45.0	1 680	844	50.2	1 734	933	53.8
Joondalup	1 842	962	52.2	2 012	1 129	56.1	2 153	1 347	62.6	1 908	1 265	66.3
Kalamunda	582	228	39.2	685	328	47.9	742	395	53.2	722	388	53.7
Kwinana	394	162	41.1	528	216	40.9	552	286	51.8	682	334	49.0
Melville	992	581	58.6	1 087	647	59.5	1 111	707	63.6	1 146	800	69.8
Mosman Park	102	79	77.5	79	55	69.6	96	62	64.6	102	86	84.3
Mundaring	441	222	50.3	474	271	57.2	416	223	53.6	396	217	54.8
Nedlands	231	156	67.5	282	181	64.2	278	194	69.8	275	184	66.9
Peppermint Grove	17	12	70.6	****	****	****	15	6	40.0	****	****	****
Perth	36	15	41.7	31	14	45.2	66	36	54.5	70	41	58.6
Rockingham	1 343	578	43.0	1 761	836	47.5	1 919	1 106	57.6	1 991	1 155	58.0
South Perth	302	158	52.3	432	259	60.0	401	252	62.8	365	192	52.6
Stirling	1 996	922	46.2	2 310	1 270	55.0	2 418	1 369	56.6	2 405	1 491	62.0
Subiaco	167	98	58.7	171	88	51.5	213	125	58.7	193	94	48.7
Swan	1 487	617	41.5	1 614	790	48.9	1 857	971	52.3	1 974	1 077	54.6
Victoria Park	230	118	51.3	335	204	60.9	360	201	55.8	400	253	63.3
Vincent	256	154	60.2	315	200	63.5	368	223	60.6	343	222	64.7
Wanneroo	2 193	1 000	45.6	2 590	1 264	48.8	2 852	1 582	55.5	3 012	1 738	57.7

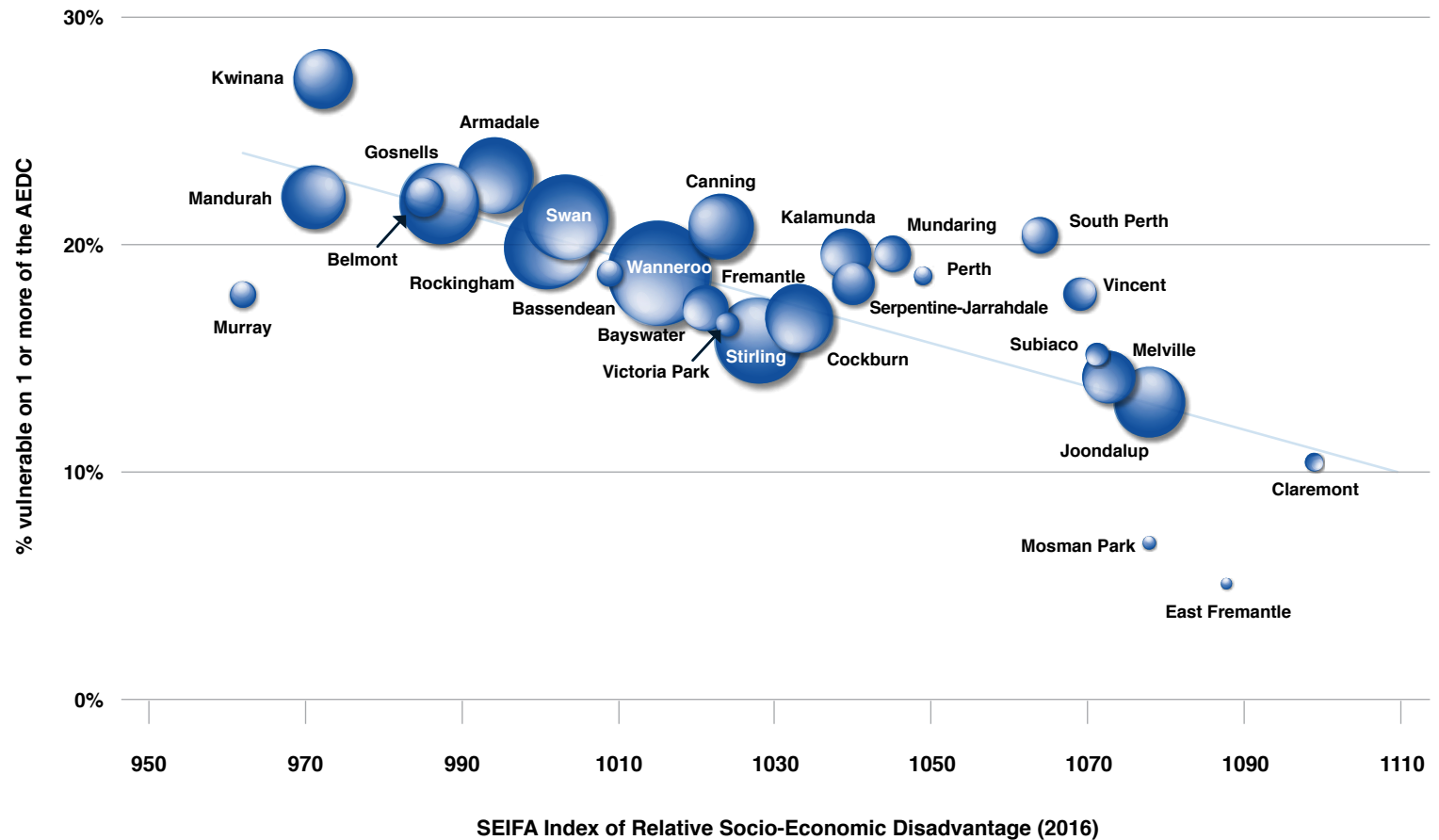
Graph 29 shows the spread of developmental vulnerability in the Perth metropolitan region.

There is a clear correlation between socio-economic disadvantage and developmental vulnerability evident in the region, with a higher percentage of children identified as developmentally vulnerable living in the most socio-economically disadvantaged locations (Kwinana and Mandurah) compared to those from less disadvantaged areas (Claremont, Joondalup).

The size of the bubbles in the graph also shows that a large number of children in areas of middle to low socio-economic disadvantage (e.g. Wanneroo, Stirling, Joondalup) were vulnerable.



Graph 29: Developmental vulnerability on the AEDC by local government area in the Perth Metropolitan region in 2018



In Western Australia, there is substantial variation between local government areas in the percentage of children vulnerable on the AEDC, as well as their socio-economic status (SEIFA score). However, the variation within each region tends to be lower. The graph/bubble plot has been scaled to best illustrate the level of socio-economic status and AEDC results for all local government areas in the region. The scales are not consistent across regions.

Bubble size: number of children in each local government area who were developmentally vulnerable on one or more domains on the AEDC. Local government areas with small numbers of children with valid results (<15), or two few teachers (<2) reporting on the AEDC data are not publicly available. See additional notes on page 101.





Pilbara Region





Pilbara Region

In 2018, 56.3% of children were assessed as being developmentally on track across all five domains in the Pilbara region. This represents a 6.7 percentage point improvement in the percentage of children developmentally on track on all five domains since 2009 (Graph 30).

The 2018 vulnerability rate for children vulnerable on one or more domains is 23.1% (Graph 30). This represents, nearly 1 in 4, or 210 children, who commence school each year with vulnerabilities in one or more areas that are critical to their healthy development (Table 34).

Domain trends

The 2009, 2012, 2015 and 2018 results show that most children living in the Pilbara Region were developmentally on track and doing well in each of the developmental domains (Graph 31, Table 33).

Since 2009, the language and cognitive skills (school based) domain has shown an improvement with the percentage of children on track increasing from 66.3% in 2009 to 76.5% in 2018. At the same time for this domain, the at risk rate decreased from 19.1% to 11.2%, as did the vulnerability rate, 14.6% to 12.3% (Graph 31, Table 33).

Irrespective of these improvements, of the five domains, children were most likely to be developmentally vulnerable on the language and cognitive skills (school based) domain. This domain has shown higher rates of vulnerability in most AEDC cycles (Graph 31, Table 33).

The results in the physical health and wellbeing, social competence, and communication skills and general knowledge, have all shown a similar pattern in that there has been a statistically significant decrease in the percentage of children on track, between 2009 and 2018 (Graph 31, Table 33).

Three domains also showed a worsening trend with the vulnerability rate increasing – social competence, emotional maturity and communication skills and general knowledge. In the social competence domain, the vulnerability rate nearly doubled from 6.0% in 2009 to 10.9% in 2018. The physical health and wellbeing domain has remained stable, with no statistically significant change in the percentage of children at risk and vulnerable (graph 31, Table 33).

The summary measure, vulnerable on one or more domains, has fluctuated since 2009. There was a marginal decline in the vulnerability rate from 22.5% in 2009 to 21.4% in 2012. In 2015, the vulnerability rate increased to 26.4%, before falling back to 23.1% in 2018 (Table 34).

Aboriginal and non-Aboriginal children

The gap between Aboriginal children and non-Aboriginal children, in the percentage of children developmentally vulnerable on one or more domains, has narrowed from 39.9 percentage points in 2009 to 34.7 percentage points in 2018. This is largely due to a marginal decrease in the percentage of Aboriginal children developmentally vulnerable on one or more domains between 2009 and 2018, while at the same time there has been a marginal increase in the percentage of non-Aboriginal children developmentally vulnerable (Table 34).

Summary

While there has been a positive trend in children's language and cognitive skills (school based) domain, the 2018 results indicate there is a worsening trend in terms of increasing developmental vulnerability in three domains, from 2009 to 2018. This represents a challenge for the Pilbara region.

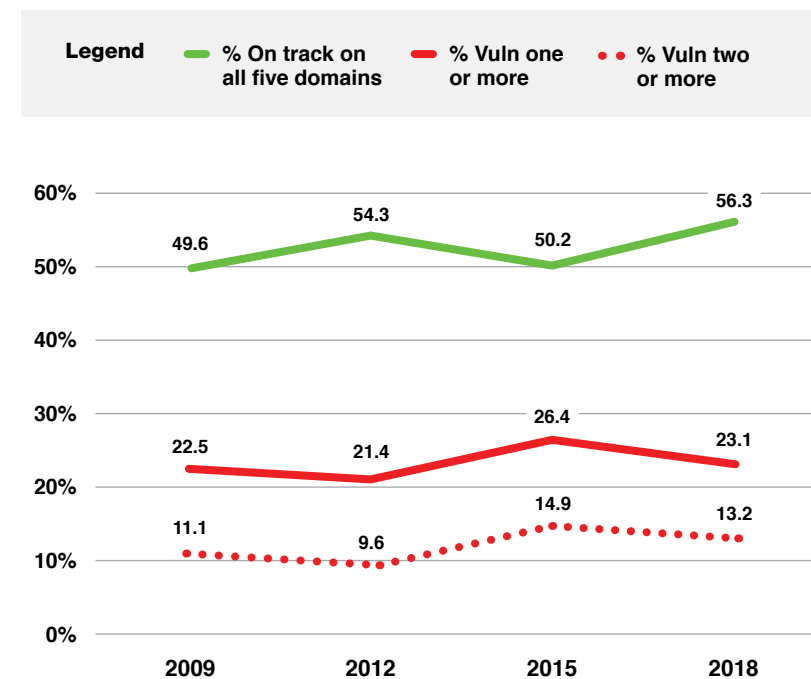
Table 32: Fast facts for the Pilbara Region

Pilbara	2009		2012		2015		2018	
	N	%	N	%	N	%	N	%
Early development instruments completed	778	****	859	****	908	****	969	****
Population of Aboriginal children	218	28.0	192	22.4	230	25.3	246	25.4
Children with language background other than English (including Aboriginal children)	128	16.5	120	14.0	143	15.7	215	22.2
Children born overseas	56	7.2	60	7.0	53	5.8	42	4.3
Children regularly read to and encouraged in their reading	467	60.0	579	67.4	588	64.8	641	66.2
Children adapting to school	585	75.2	637	74.2	636	70.0	704	72.7
Parents actively engaged with the school	495	63.6	577	67.2	602	66.3	672	69.3
Children with special needs	20	2.6	22	2.6	28	3.1	24	2.5
Children requiring further assessment	76	9.8	79	9.2	110	12.1	142	14.7
Children absent six or more days from the start of the school year to the time the AEDC was undertaken (e.g. 1 May - 4 July 2015)*	441	56.7	496	57.7	461	50.8	607	62.6

**** The AEDC was completed for almost 99% of the children starting Pre-primary in Western Australia. The percentage has not been calculated by region.

* The first three data collections (2009, 2012, 2015) calculated 'days absent' from the start of the school year to the time the AEDC was undertaken, whereas 2018 calculated 'days absent' for the whole of Semester One.

Graph 30: Percentage of Pilbara children developmentally on track on all five domains, and developmentally vulnerable on one or more and two or more domains



Graph 31: Percentage of Pilbara children developmentally on track, at risk and vulnerable by AEDC domains in 2009, 2012, 2015 and 2018

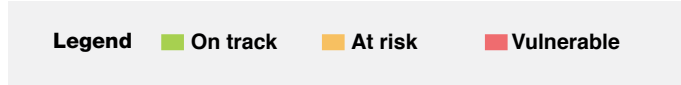


Table 33: Number and percentage of Pilbara children developmentally on track, at risk and vulnerable by AEDC domains

Table 33 shows the number and percentage of children living in the Pilbara region who were developmentally on track, at risk and vulnerable in each domain for 2009, 2012, 2015 and 2018. The final two columns indicate the change in the percentage of children in each category, from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the 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 the changes in the percentage of children who are on track and vulnerable.

Pilbara			2009		2012		2015		2018		Significant change	
										2009 vs 2018	2015 vs 2018	
	Physical health and wellbeing	On track	583	82.8	643	78.2	669	78.0	739	79.5	Decreased	No change
		At risk	61	8.7	107	13.0	89	10.4	92	9.9	No change	No change
		Vulnerable	60	8.5	72	8.8	100	11.7	99	10.6	No change	No change
	Social competence	On track	555	78.8	656	79.8	609	71.1	703	75.6	Decreased	Improved
		At risk	107	15.2	115	14.0	142	16.6	126	13.5	No change	Improved
		Vulnerable	42	6.0	51	6.2	106	12.4	101	10.9	Increased	No change
	Emotional maturity	On track	539	77.3	665	81.4	605	70.8	733	79.3	No change	Improved
		At risk	104	14.9	110	13.5	149	17.4	106	11.5	Improved	Improved
		Vulnerable	54	7.7	42	5.1	100	11.7	85	9.2	Increased	No change
	Language and cognitive skills (School based)	On track	465	66.3	637	77.5	641	75.4	711	76.5	Improved	No change
		At risk	134	19.1	96	11.7	110	12.9	104	11.2	Improved	No change
		Vulnerable	102	14.6	89	10.8	99	11.6	114	12.3	Improved	No change
	Communication skills and general knowledge	On track	577	82.0	641	78.0	654	76.2	719	77.3	Decreased	No change
		At risk	82	11.6	117	14.2	125	14.6	127	13.7	No change	No change
		Vulnerable	45	6.4	64	7.8	79	9.2	84	9.0	Increased	No change

Table 34 shows the number and percentage of children living in the Pilbara region who were developmentally vulnerable on one or more domains in 2009, 2012, 2015 and 2018. Results are reported by sex, Aboriginality, and language background other than English (LBOTE). The final two columns indicate the change in developmental vulnerability of children from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the change for each group of children.

Improved: Significant decrease in vulnerability

No change: Neither a significant increase nor decrease in vulnerability

* Number of children with valid scores on one or more domains.

** The subsets of these categories do not equal the total because teachers selected the 'Don't know' response.

**** Due to small numbers data is not publicly available.

Table 34: Children developmentally vulnerable on one or more domains in the Pilbara Region

Year	2009		2012		2015		2018		Significant change					
	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	2009 vs 2018	2015 vs 2018				
	n	%	n	%	n	%	n	%						
Pilbara														
Australia	246 421	58 155	23.6	272 282	59 933	22.0	286 041	62 960	22.0	292 976	63 448	21.7	Improved	Improved
Western Australia	26 052	6 435	24.7	30 631	7 048	23.0	32 373	6 895	21.3	32 798	6 369	19.4	Improved	Improved
Pilbara	701	158	22.5	819	175	21.4	853	225	26.4	926	214	23.1	No change	Improved
SEX														
Male	380	101	26.6	442	111	25.1	451	152	33.7	464	137	29.5	No change	Improved
Female	321	57	17.8	377	64	17.0	402	73	18.2	462	77	16.7	No change	No change
ABORIGINALITY														
Aboriginal	173	91	52.6	174	82	47.1	205	121	59.0	227	112	49.3	No change	Improved
Non-Aboriginal	528	67	12.7	645	93	14.4	648	104	16.0	699	102	14.6	No change	No change
LANGUAGE DIVERSITY														
LBOTE**	105	55	52.4	110	43	39.1	127	67	52.8	195	87	44.6	Improved	Improved
Proficient in English	90	40	44.4	94	≥29	≥30.8	108	≥50	≥46.3	166	62	37.3	Improved	Improved
Not proficient in English	****	****	****	16	≥14	≥90.0	19	≥17	≥90.0	28	25	89.3	No change	No change
English only**	596	103	17.3	709	132	18.6	726	158	21.8	731	127	17.4	No change	Improved
Proficient in English	582	90	15.5	693	≥118	≥17.0	698	≥133	≥19.0	709	≥109	≥15.4	No change	Improved
Not proficient in English	****	****	****	16	≥14	≥90.0	28	≥25	≥90.0	20	≥18	≥90.0	No change	No change



Table 35 shows the number and percentage of children living in each local government area within the Pilbara region who were developmentally on track on all five domains in 2009, 2012, 2015 and 2018.

* Number of children with valid results

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

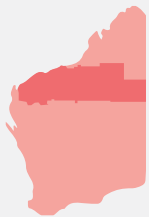
Table 35: Number and percentage of children on track on all five AEDC domains by local government area in the Pilbara region

Year	2009			2012			2015			2018		
Pilbara	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%
LOCAL GOVERNMENT AREA												
Ashburton	131	75	57.3	137	90	65.7	128	65	50.8	134	81	60.4
East Pilbara	119	57	47.9	112	62	55.4	114	58	50.9	108	56	51.9
Karratha	253	124	49.0	354	178	50.3	352	182	51.7	406	248	61.1
Port Hedland	201	93	46.3	219	116	53.0	265	126	47.5	282	139	49.3

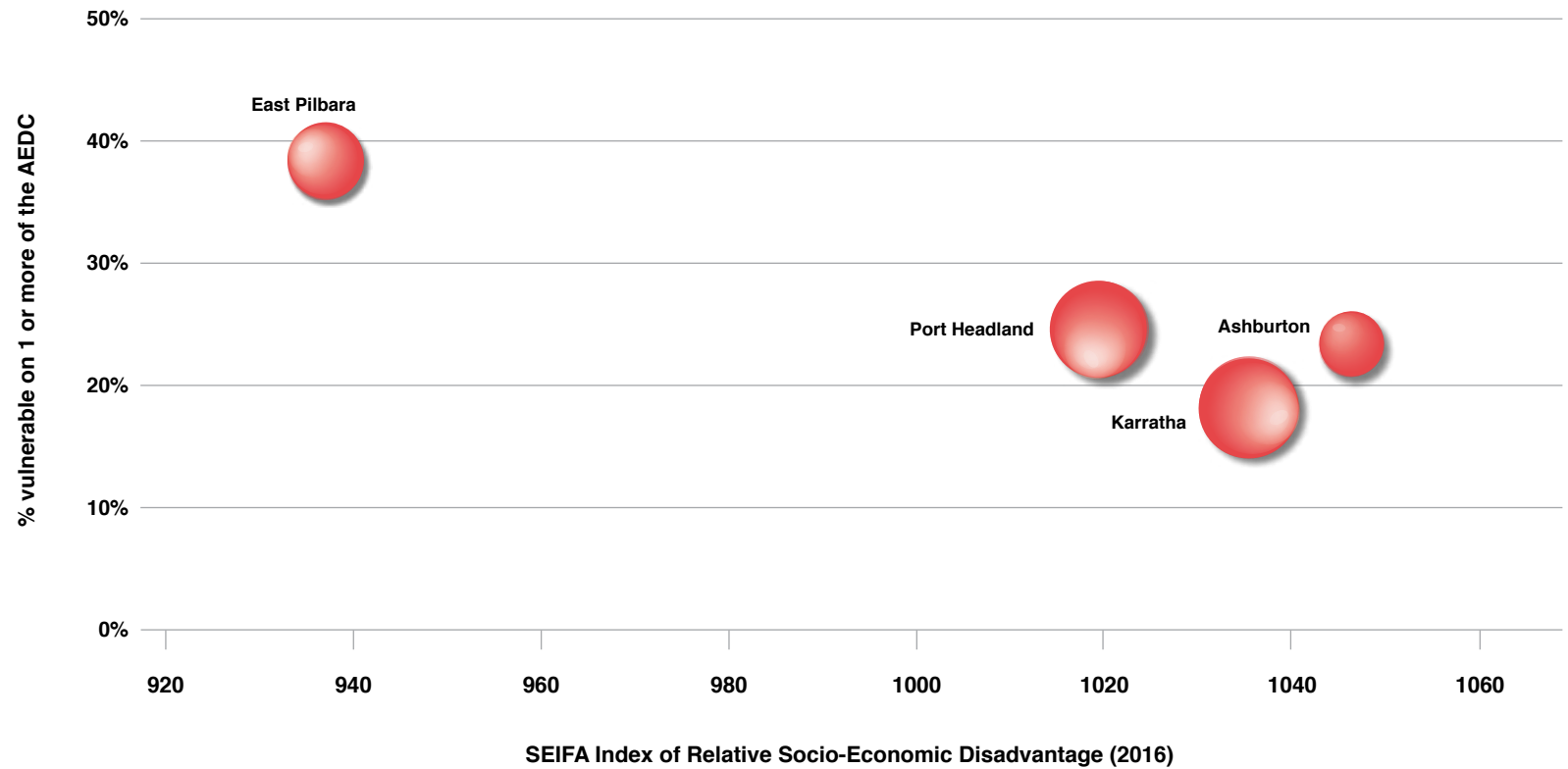
Graph 32 shows the spread of developmental vulnerability for children living in the Pilbara region by local government area.

There is a relationship between socio-economic disadvantage and developmental vulnerability in this region. That is, there is a higher percentage of children living in the most socio-economically disadvantaged location (East Pilbara) who are developmentally vulnerable, than those from less disadvantaged areas (Karratha).

However, the size of the bubbles in the graph highlight that there is a relatively similar number of children who are developmentally vulnerable living in each local government area, across the region.



Graph 32: Developmental vulnerability on the AEDC by local government area in the Pilbara region in 2018



In Western Australia, there is substantial variation between communities in the percentage of children vulnerable on the AEDC, as well as their socio-economic status (SEIFA score). However, the variation within each region tends to be lower. The graph/bubble plot has been scaled to best illustrate the level of socio-economic status and AEDC results for all communities in the region. The scales are not consistent across regions.

Bubble size: number of children in each local government area who were developmentally vulnerable on one or more domains on the AEDC.
Local government areas with small numbers of children with valid results (<15), or two few teachers (<2) reporting on the AEDC data are not publicly available. See additional notes on page 101.





South West Region





South West Region

In 2018, 56.3% of children were assessed as being developmentally on track across all five domains in the South West region. This represents a 9.5 percentage point improvement in the percentage of children developmentally on track on all five domains since 2009 (Graph 33).

The 2018 vulnerability rate for children vulnerable on one or more domains is 20.1% (Graph 33). This represents 1 in 5, or 450 children, who commence school each year with vulnerabilities in one or more areas that are critical to their healthy development (Table 38).

Domain trends

The 2009, 2012, 2015 and 2018 results show that most children living in the South West region were developmentally on track and doing well in each of the developmental domains (Graph 34, Table 37).

Three domains showed an improvement in the percentage of children on track – language and cognitive skills (school based), communication skills and general knowledge, and physical health and wellbeing (Graph 34, Table 37).

Of the five domains, the language and cognitive skills (school based) domain has shown the most improvement, with a statistically significant increase in the percentage of children doing well. For this domain, the on track rate increased from 65.7% in 2009 to 79.7% in 2018. At the same time, the at risk rate reduced from 21.8% to 13.0%, as has the percentage of children developmentally vulnerable – 12.5% to 7.3% (Graph 34, Table 37).

The communication skills and general knowledge domain showed a statistically significant improvement in the percentage of children on track and a marginal reduction in the percentage of children developmentally vulnerable. This domain continues to have the highest percentage of children on track, and generally the lowest percentage of children developmentally vulnerable in each AEDC cycle (Graph 34, Table 37).

For the first time, the physical health and wellbeing domain results improved. In this domain, between 2009 and 2018, there was a statistically significant increase in the percentage of children on track and corresponding decrease in the percentage of children developmentally vulnerable. While there has been a positive shift in children's physical health and wellbeing, this domain has shown some of the highest vulnerability rates in each AEDC cycle in the region (Graph 34, Table 37).

In the emotional maturity domain, the results have remained relatively stable between 2009 and 2018. In the social competence domain, there has been a measureable increase in the percentage of children developmentally vulnerable. The vulnerability rate in this domain remains higher than in 2009 when it was 6.4% versus 7.4% in 2018 (Graph 34, Table 37).

The summary measure, vulnerable on one or more domains, shows there was a statistically significant decrease in the percentage of children developmentally vulnerable, from 24.9% in 2009 to 20.1% in 2018 (Table 38).

Aboriginal and non-Aboriginal children

The gap between Aboriginal children and non-Aboriginal children in the percentage of children developmentally vulnerable on one or more domains has widened over time from 16.8 percentage points in 2009 to 24.4 percentage points in 2018. This is due to the percentage of Aboriginal children developmentally vulnerable on one or more domains having marginally increased, and countered by a significant decrease in the percentage of non-Aboriginal children who were developmentally vulnerable (Table 38).

Summary

There has been a steady improvement in children's development across three domains in the South West region. The results highlight that shifting the at risk and vulnerability rates in the social competence and emotional maturity domains remains a challenge for the region.

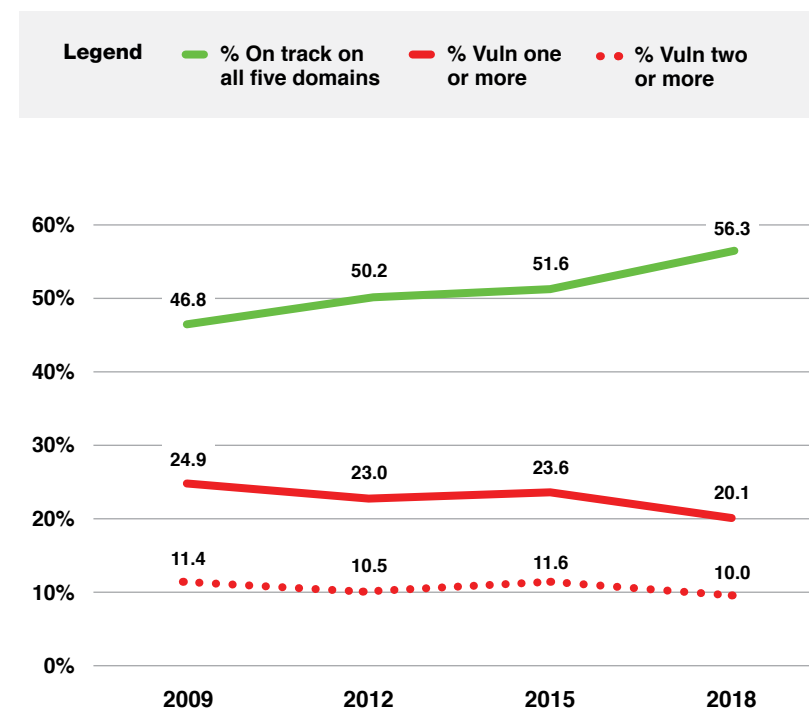
Table 36: Fast facts for the South West Region

South West	2009		2012		2015		2018	
	N	%	N	%	N	%	N	%
Early development instruments completed	2 020	****	2 424	****	2 575	****	2 373	****
Population of Aboriginal children	89	4.4	105	4.3	127	4.9	132	5.6
Children with language background other than English (including Aboriginal children)	94	4.7	141	5.8	197	7.7	226	9.5
Children born overseas	96	4.8	142	5.9	150	5.8	95	4.0
Children regularly read to and encouraged in their reading	1 343	66.5	1 700	70.1	1 742	67.6	1 653	69.7
Children adapting to school	1 614	79.9	1 827	75.4	1 961	76.1	1 845	77.7
Parents actively engaged with the school	1 393	69.0	1 708	70.5	1 810	70.3	1 762	74.3
Children with special needs	54	2.7	69	2.8	84	3.3	77	3.2
Children requiring further assessment	251	12.4	244	10.1	292	11.3	326	13.7
Children absent six or more days from the start of the school year to the time the AEDC was undertaken (e.g. 1 May - 4 July 2015)*	847	41.9	1 023	42.2	987	38.3	1 148	48.4

**** The AEDC was completed for almost 99% of the children starting Pre-primary in Western Australia. The percentage has not been calculated by region.

* The first three data collections (2009, 2012, 2015) calculated 'days absent' from the start of the school year to the time the AEDC was undertaken, whereas 2018 calculated 'days absent' for the whole of Semester One.

Graph 33: Percentage of South West children developmentally on track on all five domains, and developmentally vulnerable on one or more and two or more domains



Graph 34: Percentage of South West children developmentally on track, at risk and vulnerable by AEDC domains in 2009, 2012, 2015 and 2018

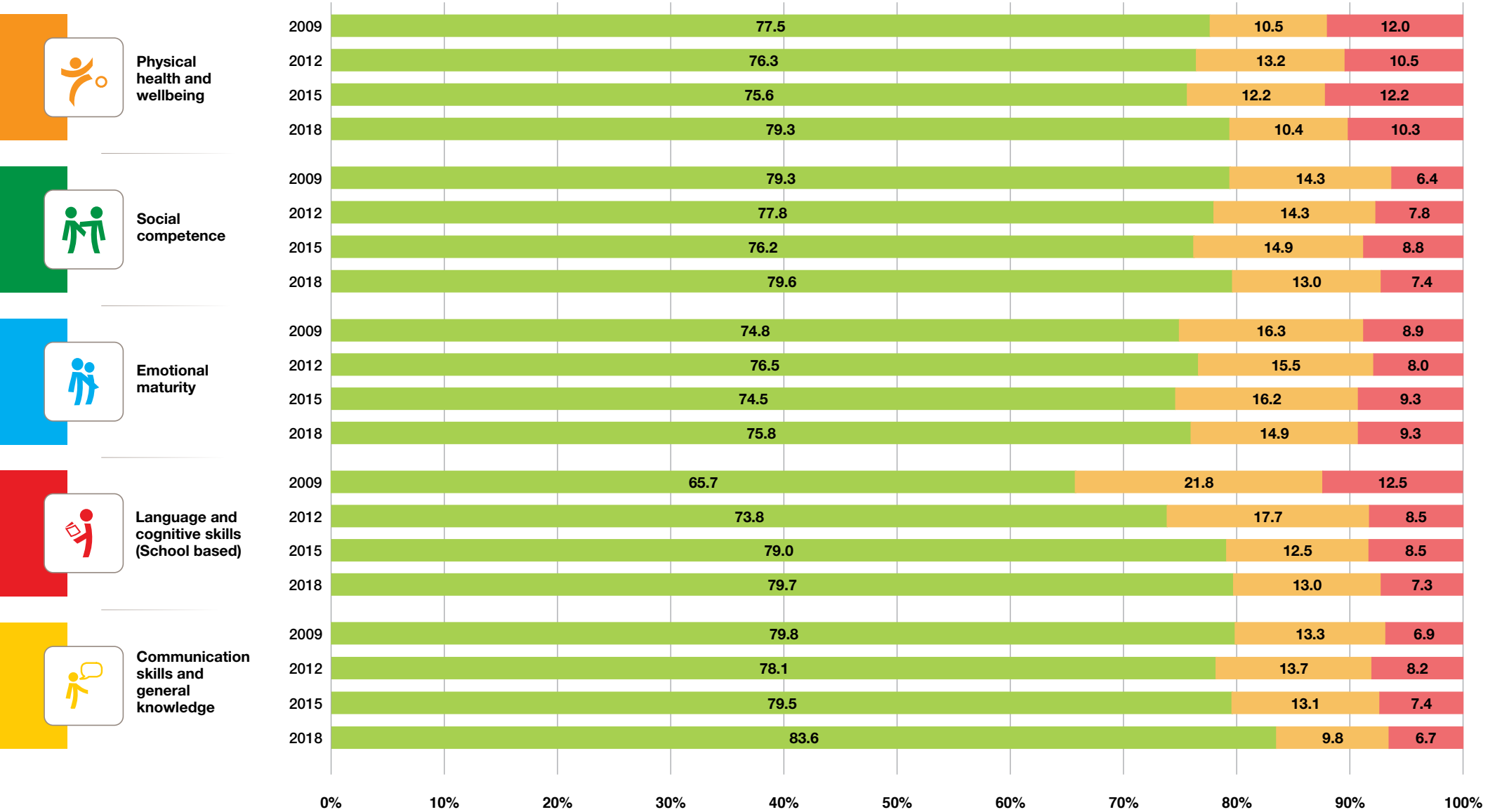
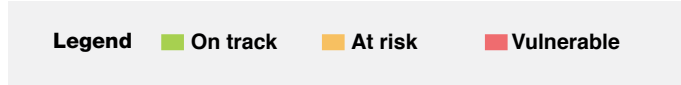


Table 37: Number and percentage of South West children developmentally on track, at risk and vulnerable by AEDC domains

Table 37 shows the number and percentage of children living in the South West region who were developmentally on track, at risk and vulnerable in each domain for 2009, 2012, 2015 and 2018. The final two columns indicate the change in the percentage of children in each category, from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the 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 the changes in the percentage of children who are on track and vulnerable.

South West			2009		2012		2015		2018		Significant change	
										2009 vs 2018	2015 vs 2018	
	Physical health and wellbeing	On track	1 489	77.5	1 789	76.3	1 876	75.6	1 809	79.3	Improved	Improved
		At risk	201	10.5	310	13.2	304	12.2	238	10.4	No change	Improved
		Vulnerable	231	12.0	247	10.5	303	12.2	236	10.3	Improved	Improved
	Social competence	On track	1 523	79.3	1 824	77.8	1 892	76.2	1 818	79.6	No change	Improved
		At risk	274	14.3	336	14.3	371	14.9	296	13.0	No change	Improved
		Vulnerable	123	6.4	183	7.8	219	8.8	168	7.4	Increased	Improved
	Emotional maturity	On track	1 431	74.8	1 791	76.5	1 840	74.5	1 721	75.8	No change	Improved
		At risk	312	16.3	362	15.5	399	16.2	338	14.9	No change	No change
		Vulnerable	170	8.9	187	8.0	230	9.3	210	9.3	No change	No change
	Language and cognitive skills (School based)	On track	1 259	65.7	1 725	73.8	1 949	79.0	1 808	79.7	Improved	No change
		At risk	418	21.8	414	17.7	308	12.5	294	13.0	Improved	No change
		Vulnerable	240	12.5	198	8.5	209	8.5	166	7.3	Improved	Improved
	Communication skills and general knowledge	On track	1 534	79.8	1 832	78.1	1 976	79.5	1 908	83.6	Improved	Improved
		At risk	255	13.3	321	13.7	325	13.1	223	9.8	Improved	Improved
		Vulnerable	133	6.9	192	8.2	183	7.4	152	6.7	No change	No change

Table 38 shows the number and percentage of children living in the South West region who were developmentally vulnerable on one or more domains in 2009, 2012, 2015 and 2018. Results are reported by sex, Aboriginality, and language background other than English (LBOTE). The final two columns indicate the change in developmental vulnerability of children from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the change for each group of children.

Improved: Significant decrease in vulnerability

Increased: significant increase in vulnerability

No change: Neither a significant increase nor decrease in vulnerability

* Number of children with valid scores on one or more domains.

** The subsets of these categories do not equal the total because teachers selected the 'Don't know' response.

**** Due to small numbers, data is not publicly available.

Table 38: Children developmentally vulnerable on one or more domains in the South West region

Year	2009		2012		2015		2018		Significant change					
	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	2009 vs 2018	2015 vs 2018				
	n	%	n	%	n	%	n	%						
South West														
Australia	246 421	58 155	23.6	272 282	59 933	22.0	286 041	62 960	22.0	292 976	63 448	21.7	Improved	Improved
Western Australia	26 052	6 435	24.7	30 631	7 048	23.0	32 373	6 895	21.3	32 798	6 369	19.4	Improved	Improved
South West	1 916	478	24.9	2 331	535	23.0	2 454	580	23.6	2 256	454	20.1	Improved	Improved
SEX														
Male	965	313	32.4	1 166	354	30.4	1 260	391	31.0	1 155	315	27.3	Improved	Improved
Female	951	165	17.4	1 165	181	15.5	1 194	189	15.8	1 101	139	12.6	Improved	Improved
ABORIGINALITY														
Aboriginal	83	34	41.0	99	38	38.4	124	55	44.4	125	54	43.2	No change	No change
Non-Aboriginal	1 833	444	24.2	2 232	497	22.3	2 330	525	22.5	2 131	400	18.8	Improved	Improved
LANGUAGE DIVERSITY														
LBOTE**	91	27	29.7	138	37	26.8	190	59	31.1	211	52	24.6	No change	Improved
Proficient in English	82	19	23.2	122	23	18.9	175	≤46	≤26	191	35	18.3	No change	Improved
Not proficient in English	****	****	****	16	14	87.5	15	≥14	≥90.0	19	17	89.5	No change	No change
English only**	1 825	451	24.7	2 193	498	22.7	2 264	521	23.0	2 045	402	19.7	Improved	Improved
Proficient in English	1 764	≤398	≤22.6	2 111	≤427	≤20.2	2 192	≤456	≤20.8	1 984	≤347	≤17.5	Improved	Improved
Not proficient in English	59	≥53	≥90.0	79	≥71	≥90.0	72	≥65	≥90.0	61	≥55	≥90.0	No change	No change



Table 39 shows the number and percentage of children living in each local government area within the South West region who were developmentally on track on all five domains in 2009, 2012, 2015 and 2018.

*Number of children with valid results

****Local government areas with small numbers of children with valid results (<15), or to few teachers (<2) reporting on the AEDC data, are not publicly available.

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

Table 39: Number and percentage of children on track on all five AEDC domains by local government area in the South West region

Year	2009			2012			2015			2018		
	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%
South West												
LOCAL GOVERNMENT AREA												
Augusta-Margaret River	156	72	46.2	168	82	48.8	238	109	45.8	214	135	63.1
Boyup Brook	15	8	53.3	29	20	69.0	22	15	68.2	22	12	54.5
Bridgetown-Greenbushes	56	18	32.1	58	22	37.9	53	36	67.9	46	26	56.5
Bunbury	356	141	39.6	381	170	44.6	395	181	45.8	327	168	51.4
Busselton	336	155	46.1	480	267	55.6	576	328	56.9	534	327	61.2
Capel	204	120	58.8	297	190	64.0	253	127	50.2	271	133	49.1
Collie	117	67	57.3	129	67	51.9	134	78	58.2	99	55	55.6
Dardanup	165	86	52.1	194	84	43.3	190	87	45.8	232	117	50.4
Donnybrook-Balingup	67	45	67.2	73	38	52.1	75	38	50.7	61	29	47.5
Harvey	293	134	45.7	400	177	44.3	409	215	52.6	378	216	57.1
Manjimup	149	49	32.9	126	56	44.4	128	59	46.1	87	62	71.3
Nannup	****	****	****	****	****	****	****	****	****	****	****	****

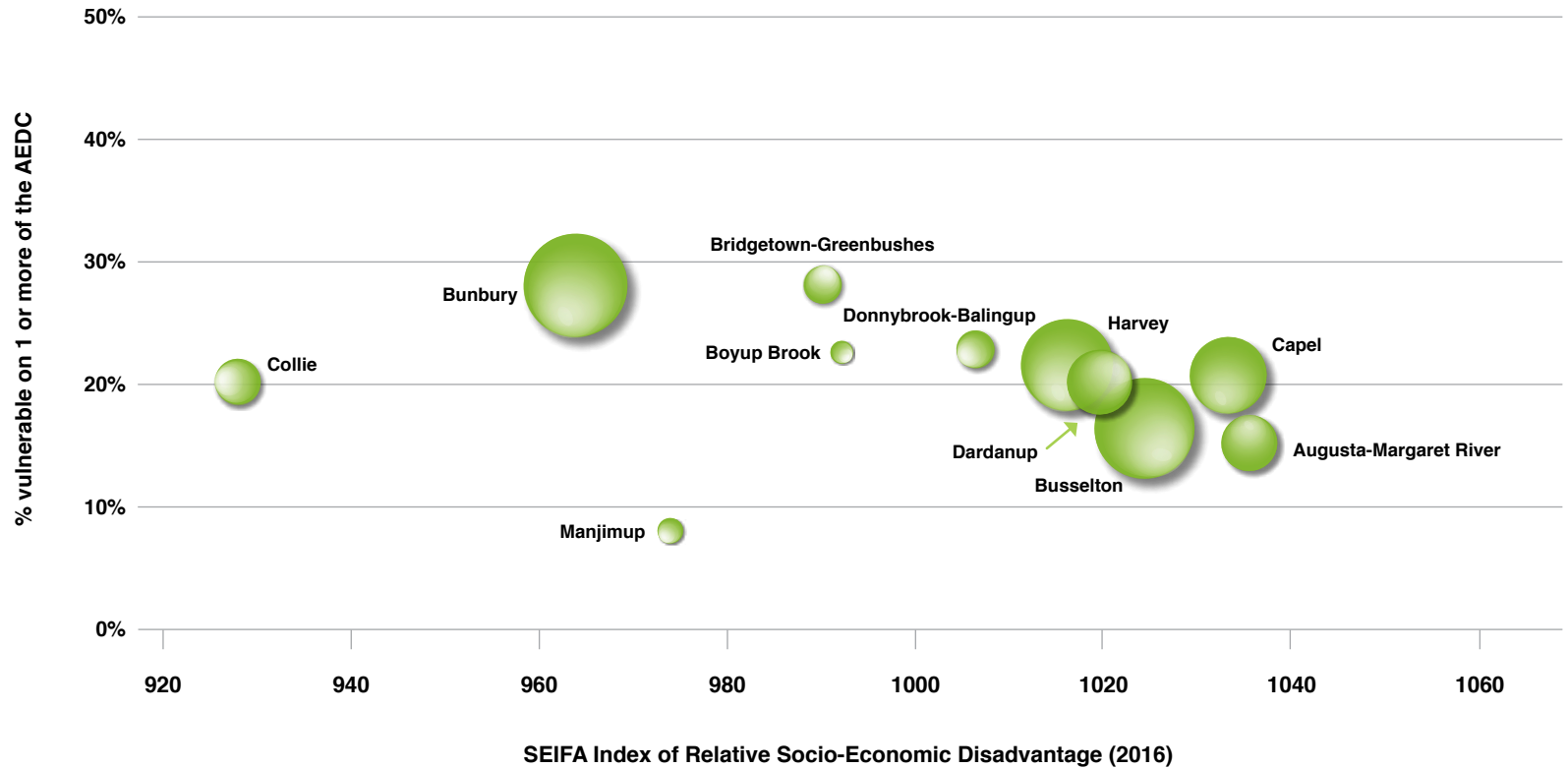
Graph 35 shows the spread of developmental vulnerability for children living in the South West region by local government area.

Although not pronounced, there is a relationship between socio-economic disadvantage and developmental vulnerability in the region. That is, the higher the level of socio-economic disadvantage, the higher the percentage of developmental vulnerability. For example, the 2018 results for the region show there is a higher percentage of children living in Bunbury (28%) who are developmentally vulnerable than those from less disadvantaged areas such as Augusta-Margaret River (15%).

However, the size of the bubbles in the graph highlight that there are also large numbers of children living in areas of middle to low socio-economic disadvantage (Busselton) who were also developmentally vulnerable.



Graph 35: Developmental vulnerability on the AEDC by local government area in the South West region in 2018



In Western Australia, there is substantial variation between communities in the percentage of children vulnerable on the AEDC, as well as their socio-economic status (SEIFA score). However, the variation within each region tends to be lower. The graph/bubble plot has been scaled to best illustrate the level of socio-economic status and AEDC results for all communities in the region. The scales are not consistent across regions.

Bubble size: number of children in each local government area who were developmentally vulnerable on one or more domains on the AEDC. Local government areas with small numbers of children with valid results (<15), or two few teachers (<2) reporting on the AEDC data are not publicly available. See additional notes on page 101.





Wheatbelt Region





Wheatbelt Region

In 2018, 60.8% of children were assessed as being developmentally on track across all five domains in the Wheatbelt region. This represents a 16.7 percentage point improvement in the percentage of children developmentally on track on all five domains since 2009 (Graph 36).

The 2018 vulnerability rate for children vulnerable on one or more domains is 18.7% (Graph 36). This represents nearly 1 in 5, or 170 children, who commence school each year with vulnerabilities in one or more areas that are critical to their healthy development (Table 42).

Domain trends

Since 2009, there has been a steady and statistically significant increase in the percentage of children developmentally on track across all five domains. With the exception of the social competence domain, there has been a corresponding decrease in the percentage of children developmentally at risk and developmentally vulnerable between 2009 and 2018. The vulnerability rates in the social competence domain have remained stable (Graph 37, Table 41).

The most improvement occurred in the language and cognitive skills (school based) domain, with the percentage of children on track increasing from 64.6% in 2009 to 83.8% in 2018. At the same time, for this domain, the percentage of children at risk has more than halved, from 21.1% to 9.7%, as has the percentage of children developmentally vulnerable: 14.3% to 6.5% (Graph 37, Table 41).

Of the five domains, children were most likely to be developmentally vulnerable on the physical health and wellbeing domain. This area has consistently shown higher rates of vulnerability in every AEDC cycle (Graph 37, Table 41).

The summary measure, vulnerable on one or more domains, shows a steady and continuous decrease in developmental vulnerability: from 28.6% in 2009, down to 23.9% in 2012, 20.9% in 2015 and 18.7% in 2018 (Graph 37, Table 41).

Aboriginal and non-Aboriginal children

The gap between Aboriginal children and non-Aboriginal children in the percentage of children developmentally vulnerable on one or more domains has fluctuated in each AEDC cycle, although, in 2018 the gap remains similar to that in 2009. The change in the gap is due to fluctuating results in the percentage of Aboriginal children vulnerable on one or more domains in each cycle, countered by a continuous decrease in the percentage of non-Aboriginal children who were developmentally vulnerable (Table 42).

Summary

The AEDC data demonstrate some positive trends in the Wheatbelt region. It will be important to explore the story behind these trends and better understand which policies and initiatives are influencing these positive changes.

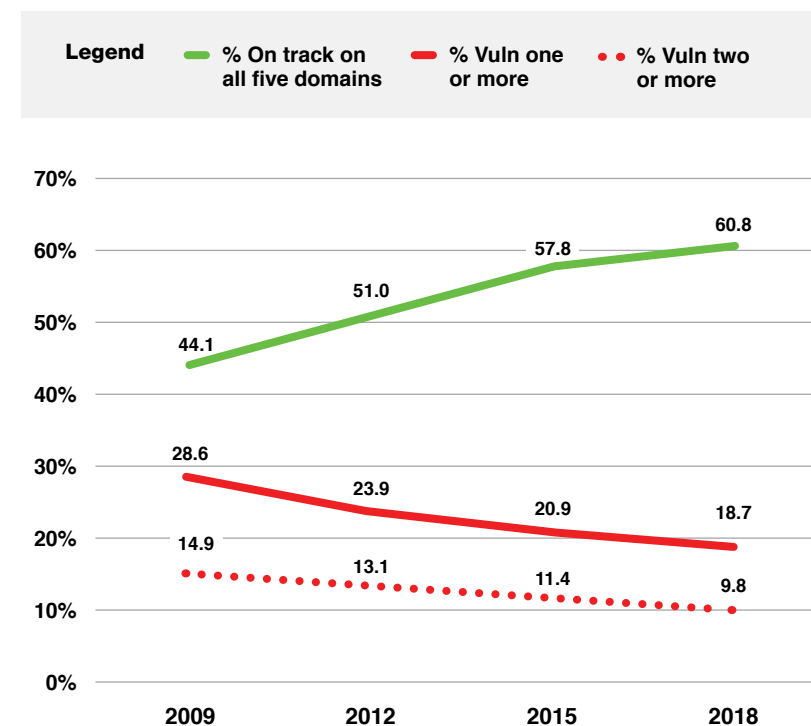
Table 40: Fast facts for the Wheatbelt Region

Wheatbelt	2009		2012		2015		2018	
	N	%	N	%	N	%	N	%
Early development instruments completed	969	****	1 057	****	1 043	****	953	****
Population of Aboriginal children	98	10.1	136	12.9	138	13.2	125	13.1
Children with language background other than English (including Aboriginal children)	51	5.3	41	3.9	51	4.9	84	8.8
Children born overseas	28	2.9	32	3.0	35	3.4	29	3.0
Children regularly read to and encouraged in their reading	586	60.5	651	61.6	697	66.8	619	65.0
Children adapting to school	731	75.4	812	76.8	811	77.8	771	80.9
Parents actively engaged with the school	623	64.3	659	62.3	705	67.6	654	68.6
Children with special needs	27	2.8	31	2.9	38	3.6	21	2.2
Children requiring further assessment	161	16.6	128	12.1	105	10.1	135	14.2
Children absent six or more days from the start of the school year to the time the AEDC was undertaken (e.g. 1 May - 4 July 2015)*	547	56.5	531	50.2	427	40.9	495	51.9

**** The AEDC was completed for almost 99% of the children starting Pre-primary in Western Australia. The percentage has not been calculated by region.

* The first three data collections (2009, 2012, 2015) calculated 'days absent' from the start of the school year to the time the AEDC was undertaken, whereas 2018 calculated 'days absent' for the whole of Semester One.

Graph 36: Percentage of Wheatbelt children developmentally on track on all five domains, and developmentally vulnerable on one or more and two or more domains



Graph 37: Percentage of Wheatbelt children developmentally on track, at risk and vulnerable by AEDC domains in 2009, 2012, 2015 and 2018

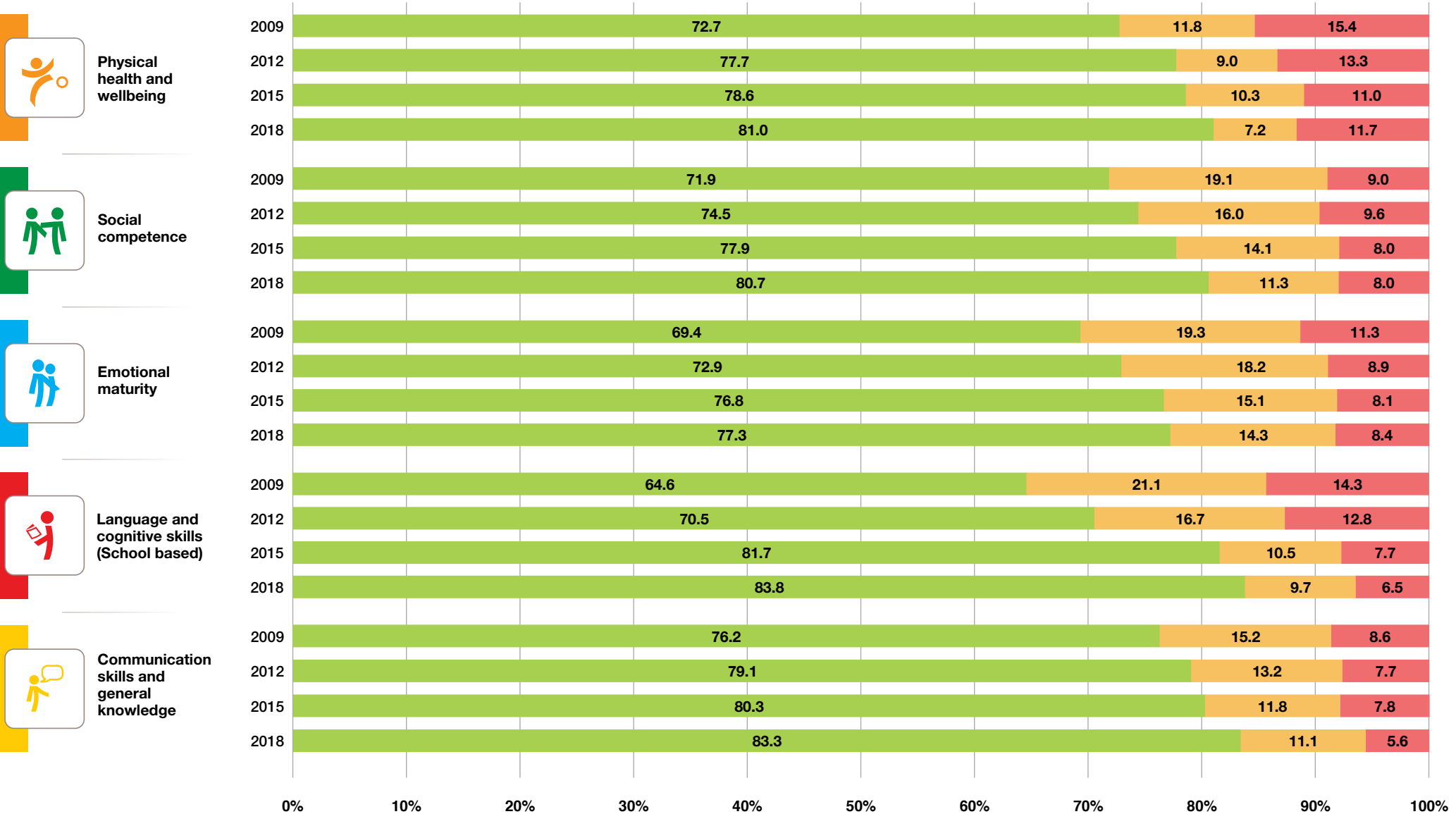
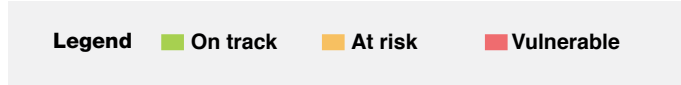


Table 41: Number and percentage of Wheatbelt children developmentally on track, at risk and vulnerable by AEDC domains

Table 41 shows the number and percentage of children living in the Wheatbelt region who were developmentally on track, at risk and vulnerable in each domain for 2009, 2012, 2015 and 2018. The final two columns indicate the change in the percentage of children in each category, from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the 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 the changes in the percentage of children who are on track and vulnerable.

Wheatbelt			2009		2012		2015		2018		Significant change	
										2009 vs 2018	2015 vs 2018	
	Physical health and wellbeing	On track	670	72.7	786	77.7	784	78.6	752	81.0	Improved	Improved
		At risk	109	11.8	91	9.0	103	10.3	67	7.2	Improved	Improved
		Vulnerable	142	15.4	135	13.3	110	11.0	109	11.7	Improved	No change
	Social competence	On track	662	71.9	755	74.5	776	77.8	749	80.7	Improved	Improved
		At risk	176	19.1	162	16.0	141	14.1	105	11.3	Improved	Improved
		Vulnerable	83	9.0	97	9.6	80	8.0	74	8.0	No change	No change
	Emotional maturity	On track	639	69.4	738	72.9	763	76.8	716	77.3	Improved	No change
		At risk	178	19.3	184	18.2	150	15.1	132	14.3	Improved	No change
		Vulnerable	104	11.3	90	9.0	81	8.1	78	8.4	Improved	No change
	Language and cognitive skills (School based)	On track	595	64.6	714	70.5	814	81.7	778	83.8	Improved	Improved
		At risk	194	21.1	169	16.7	105	10.5	90	9.7	Improved	No change
		Vulnerable	132	14.3	130	12.8	77	7.7	60	6.5	Improved	No change
	Communication skills and general knowledge	On track	702	76.2	801	79.1	801	80.3	773	83.3	Improved	Improved
		At risk	140	15.2	133	13.1	118	11.8	103	11.1	Improved	No change
		Vulnerable	79	8.6	78	7.7	78	7.8	52	5.6	Improved	Improved

Table 42 shows the number and percentage of children living in the Wheatbelt region who were developmentally vulnerable on one or more domains in 2009, 2012, 2015 and 2018. Results are reported by sex, Aboriginality, and language background other than English (LBOTE). The final two columns indicate the change in developmental vulnerability of children from 2009 to 2018, and over the past three years (2015 to 2018), and the significance of the change for each group of children.

Improved: Significant decrease in vulnerability

Increased: significant increase in vulnerability

No change: Neither a significant increase nor decrease in vulnerability

* Number of children with valid scores on one or more domains.

** The subsets of these categories do not equal the total because teachers selected the 'Don't know' response.

**** Due to small numbers, data is not publicly available.

Table 42: Children developmentally vulnerable on one or more domains in the Wheatbelt Region

Year	2009		2012		2015		2018		Significant change	
	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	*No. of Children	Developmentally vulnerable on one or more domains	2009 vs 2018	2015 vs 2018
Wheatbelt										
Australia	246 421	58 155 23.6	272 282	59 933 22.0	286 041	62 960 22.0	292 976	63 448 21.7	Improved	Improved
Western Australia	26 052	6 435 24.7	30 631	7 048 23.0	32 373	6 895 21.3	32 798	6 369 19.4	Improved	Improved
Wheatbelt	921	263 28.6	1 007	241 23.9	994	208 20.9	926	173 18.7	Improved	Improved
SEX										
Male	470	165 35.1	495	147 29.7	486	130 26.7	481	123 25.6	Improved	No change
Female	451	98 21.7	512	94 18.4	508	78 15.4	445	50 11.2	Improved	Improved
ABORIGINALITY										
Aboriginal	90	47 52.2	124	67 54.0	865	49 38.0	117	49 41.9	Improved	No change
Non-Aboriginal	831	216 26.0	883	174 19.7	129	159 18.4	809	124 15.3	Improved	Improved
LANGUAGE DIVERSITY										
LBOTE**	45	24 53.3	38	12 31.6	48	14 29.2	80	27 33.8	Improved	No change
Proficient in English	34	13 38.2	34	8 23.5	43	10 23.3	72	20 27.8	No change	No change
Not proficient in English	****	****	****	****	****	****	****	****	****	****
English only**	876	239 27.3	969	229 23.6	946	194 20.5	846	146 17.3	Improved	Improved
Proficient in English	840	210 25.0	937	≤201 ≤21.5	≤906	≤158 ≤17.4	825	128 15.5	Improved	No change
Not proficient in English	36	29 80.6	31	≥28 ≥90.0	40	≥36 ≥90.0	20	17 85.0	No change	No change



Table 43 shows the number and percentage of children living in each local government area within the Wheatbelt region who were developmentally on track on all five domains in 2009, 2012, 2015 and 2018.

*Number of children with valid results

****Local government areas with small numbers of children with valid results (<15), or to few teachers (<2) reporting on the AEDC data, are not publicly available.

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

Table 43: Number and percentage of children on track on all five AEDC domains by local government area in the Wheatbelt region

Year	2009			2012			2015			2018		
	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%
Wheatbelt												
LOCAL GOVERNMENT AREA												
Beverley	17	11	64.7	****	****	****	17	6	35.3	****	****	****
Brookton	****	****	****	21	15	71.4	24	14	58.3	16	12	75.0
Bruce Rock	****	****	****	****	****	****	****	****	****	15	12	80.0
Chittering	40	15	37.5	67	39	58.2	66	34	51.5	65	39	60.0
Corrigin	15	3	20.0	15	9	60.0	15	11	73.3	17	10	58.8
Cuballing	****	****	****	****	****	****	****	****	****	****	****	****
Cunderdin	17	8	47.1	19	12	63.2	21	13	61.9	18	15	83.3
Dalwallinu	****	****	****	16	8	50.0	27	17	63.0	29	11	37.9
Dandaragan	37	20	54.1	41	29	70.7	42	26	61.9	40	26	65.0
Dowerin	****	****	****	****	****	****	15	10	66.7	18	14	77.8
Dumbleyung	****	****	****	****	****	****	****	****	****	****	****	****
Gingin	56	38	67.9	61	41	67.2	62	27	43.5	57	23	40.4
Goomalling	****	****	****	15	11	73.3	****	****	****	17	6	35.3
Kellerberrin	17	9	52.9	16	10	62.5	****	****	****	16	11	68.8
Kondinin	****	****	****	15	8	53.3	16	8	50.0	15	10	66.7
Kulin	****	****	****	****	****	****	****	****	****	****	****	****
Lake Grace	24	17	70.8	21	10	47.6	****	****	****	26	17	65.4
Merredin	44	28	63.6	46	16	34.8	40	23	57.5	40	25	62.5

Table 43 shows the number and percentage of children living in each local government area within the Wheatbelt region who were developmentally on track on all five domains in 2009, 2012, 2015 and 2018.

*Number of children with valid results

****Local government areas with small numbers of children with valid results (<15), or to few teachers (<2) reporting on the AEDC data, are not publicly available.

Note: The critical difference to measure whether there has been a significant change in results between two data collection cycles using the indicator on track on all five domains is not available. This is a new indicator and is not one of the standard indicators used in the national AEDC program.

Table 43 (cont'd): Number and percentage of children on track on all five AEDC domains by local government area in the Wheatbelt region

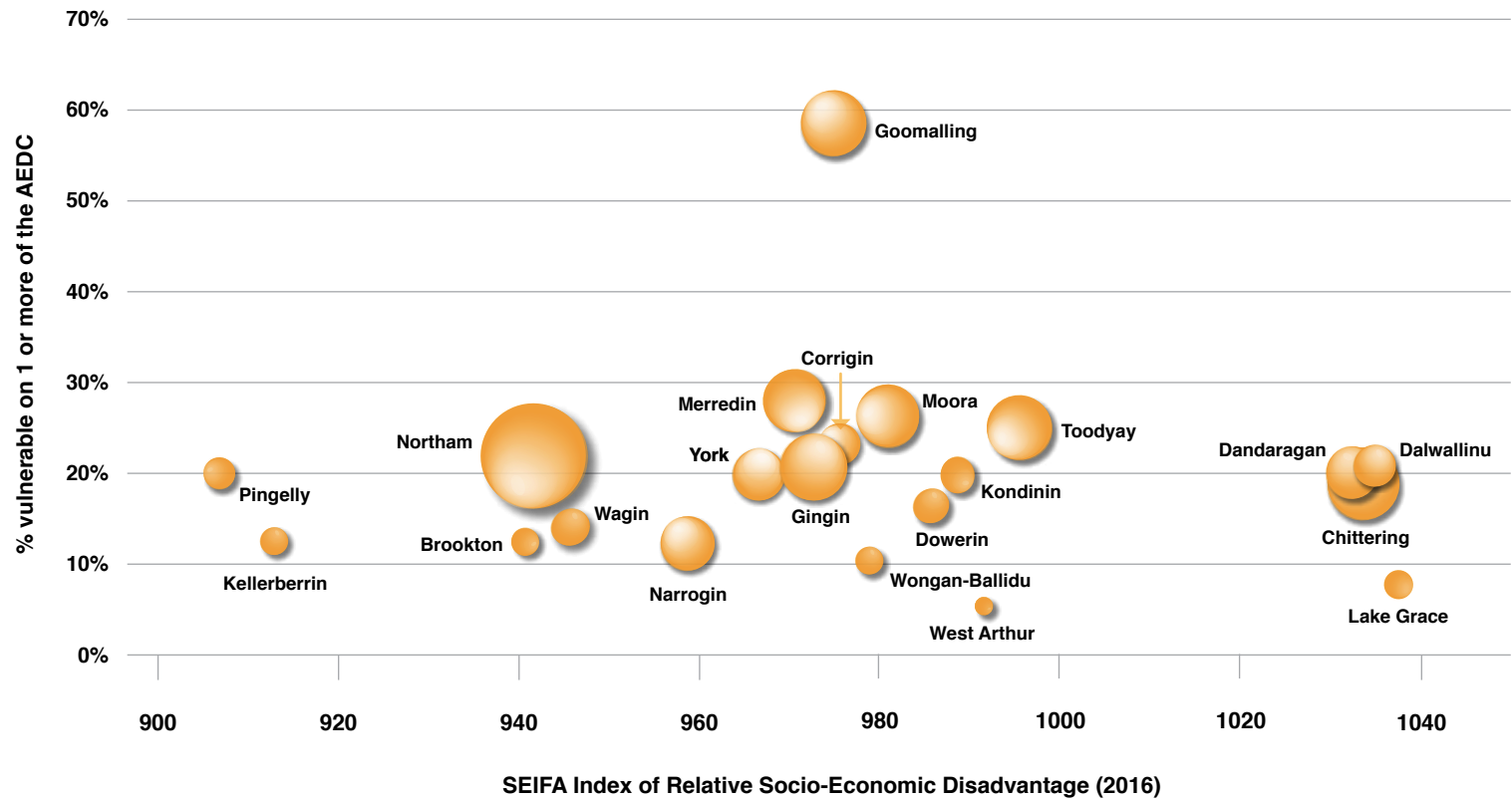
Year	2009			2012			2015			2018		
	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%	No. of children*	n	%
Wheatbelt												
LOCAL GOVERNMENT AREA												
Moora	28	10	35.7	37	19	51.4	31	12	38.7	42	20	47.6
Mukinbudin	****	****	****	****	****	****	****	****	****	****	****	****
Narembeen	****	****	****	****	****	****	****	****	****	****	****	****
Narrogin	66	20	30.3	84	41	48.8	75	38	50.7	56	37	66.1
Northam	155	52	33.5	147	48	32.7	161	90	55.9	134	80	59.7
Nungarin	****	****	****	****	****	****	****	****	****	****	****	****
Pingelly	17	9	52.9	24	8	33.3	****	****	****	15	8	53.3
Quairading	18	10	55.6	****	****	****	****	****	****	****	****	****
Tammin	****	****	****	****	****	****	****	****	****	****	****	****
Toodyay	40	7	17.5	49	22	44.9	50	29	58.0	44	23	52.3
Victoria Plains	****	****	****	****	****	****	15	12	80.0	****	****	****
Wagin	26	13	50.0	41	15	36.6	23	14	60.9	28	17	60.7
Wandering	****	****	****	****	****	****	****	****	****	****	****	****
West Arthur	****	****	****	****	****	****	****	****	****	18	15	83.3
Westonia	****	****	****	****	****	****	****	****	****	****	****	****
Wickepin	****	****	****	****	****	****	16	15	93.8	****	****	****
Williams	****	****	****	15	12	80.0	23	17	73.9	****	****	****
Wongan-Ballidu	29	15	51.7	30	26	86.7	37	26	70.3	19	12	63.2
Wyalkatchem/KMT Regional Group	31	11	35.5	29	14	48.3	22	14	63.6	****	****	****
Yilgarn	21	10	47.6	23	11	47.8	****	****	****	****	****	****
York	38	15	39.5	32	8	25.0	37	24	64.9	35	21	60.0

Graph 38 shows the distribution of developmental vulnerability for children living in the Wheatbelt region by local government area.

There are children who are developmentally vulnerable living in most local government areas in the region, irrespective of their economic status.

With the exception of Goomalling, the percentage of children developmentally vulnerable is relatively constant across different local government areas.

Graph 38: Developmental vulnerability on the AEDC by local government area in the Wheatbelt region in 2018



In Western Australia, there is substantial variation between local government areas in the percentage of children vulnerable on the AEDC, as well as their socio-economic status (SEIFA score). However, the variation within each region tends to be lower. The graph/bubble plot has been scaled to best illustrate the level of socio-economic status and AEDC results for all local government areas in the region. The scales are not consistent across regions.

Bubble size: number of children in each local government area who were developmentally vulnerable on one or more domains on the AEDC.

Local government areas with small numbers of children with valid results (<15), or two few teachers (<2) reporting on the AEDC data are not publicly available. See additional notes on page 101.



Further information

Additional resources

[Early Childhood Development in Western Australia: Australian Early Development Census: 2015](#)

[Australian Early Development Census - National Report 2018](#)

[Technical report: Calculation of the critical difference](#)

[WA AEDC resources for leaders and educators](#)

[WA AEDC resources for families](#)

Visit www.aedc.gov.au

Additional notes

1. The population of children enrolled to begin their first year of full-time school is data provided by the 2018 School Census, inclusive of government, Catholic and independent schools across Australia. This number is used to determine the extent to which the AEDC is reflective of the entire population of Western Australian children starting school in 2018.
2. Information about children with special needs is not included in the results tables for the AEDC domains, because of the already identified substantial needs of this group. However, teachers completed background information on children with special needs to enable communities to be responsive to all children.
3. Figures in tables may not add to 100% due to rounding.
4. Numbers may not correspond precisely with percentages due to rounding.
5. The difference between the percentage of children vulnerable in 2009 and 2018 was statistically significant if it exceeded the critical difference.
6. Children are considered 'LBOTE' (Language Background other than English) when they speak a language other than English, when they speak a language other than English at home, and/or have English as a Second Language (ESL) status.
7. Children from LBOTE may be proficient in their home language/s.
8. It is possible for children to be Aboriginal and have LBOTE status.
9. The term 'Aboriginal' respectfully refers to Aboriginal peoples and Torres Strait Islanders.
10. Proficient in English refers to what is expected of the average monolingual English speaker in a similar phase of development.
11. Bubble plots:
 - The horizontal axis shows the SEIFA score for each community (local government area), representing the level of socio-economic disadvantage.
 - The community SEIFA score is a broad measure combining different local communities (suburbs) and as such may not accurately reflect the level of disadvantage experienced in all sections of the community.
 - The vertical axis shows the percentage of children who were developmentally vulnerable on one or more domains of the AEDC in each community.
 - The size of the bubble shows the number of children developmentally vulnerable on one or more domains of the AEDC in each community.
12. Further information regarding results for communities (local government areas) and local communities (suburbs/towns) is available from www.aedc.gov.au

Data source

Australian Early Development Census 2009-2018.





© Commonwealth of Australia and WA Department of Education 2019

This publication may be freely copied in whole or part and in any format in an education institution for non-commercial education purposes. This material is available on request in appropriate alternative formats.

Our Children • Our Communities • Our Future