

AEDC NSW Report 2024

Early childhood development in NSW



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The data reported in this document is based on the Australian Early Development Census (AEDC) data provided by the Australian Government Department of Education. The description of the data are those of the NSW Department of Education and not the Australian Government Department of Education.

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Since 2002, the Australian Government has worked in partnership with eminent child health research institutes. These include the Centre for Community Child Health at The Royal Children's Hospital, Melbourne, the Murdoch Children's Research Institute, Melbourne and The Kids Research Institute Australia to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC. Visit the AEDC NSW website at education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/australian-early-development-census

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Executive summary

The Australian Early Development Census (AEDC) is a data collection program led by the Australian Government. The AEDC data provides a picture of how children are developing by the time they start their first year of full-time school, measuring development across the five domains of physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based) and communication skills and general knowledge.

Since 2009, the NSW Department of Education has been responsible for implementing the AEDC across the state. NSW strives for high participation in the AEDC to increase the quality of the data collected and ensure the work of the department takes an evidence-based approach.

Over a decade of data collection has resulted in unique and longitudinal information. This information identifies state and national trends and informs policy makers and practitioners alike to develop initiatives that result in positive outcomes for children and their families.

Investing early: Once children fall behind in their learning, they are likely to stay behind. Gaps in school performance start early and stay mostly constant after a child turns eight. After that, it's much harder for schools to reduce these preventable gaps.



AEDC data collection participation

The 2024 AEDC took place between 1 May 2024 and 31 July 2024. NSW had a high participation rate, with 90,700 Kindergarten children, 5,439 teachers and 2,301 schools across three school sectors contributing to the data.

Each successive collection provides unique insights into the early life experiences of cohorts of children and how these are changing over time (Australian Government, AEDC 2024 national report).



What are the AEDC domains?



Physical health and wellbeing

Children's physical readiness for the school day, physical independence and gross and fine motor skills.



Social competence

Children's overall social competence, responsibility and respect, approach to learning, and readiness to explore new things.



Emotional maturity

Children's pro-social and helping behaviours, and absence of anxious and fearful behaviour, aggressive behaviour, hyperactivity and inattention.



Language and cognitive skills (school-based)

Children's interest and skills in literacy and numeracy, and memory.



Communication skills and general knowledge

Children's communication skills and general knowledge based on broad developmental competencies and skills.

NSW has developed professional learning to build awareness of what the AEDC is and how the data can be used. You can access this by visiting the [Australian Early Development Census \(AEDC\) microlearning website](#). For more information see [About the AEDC domains fact sheets](#).

Overview of AEDC 2024 outcomes in NSW

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Domains

The percentage of children developmentally vulnerable in NSW has increased on 4 AEDC domains.

- **9.9%** of children are developmentally vulnerable on the social competence domain, an increase of 0.5 percentage points since 2021.
- **8.7%** of children are developmentally vulnerable on the communication skills and general knowledge domain, an increase of 0.3 percentage points since 2021.
- **8.1%** of children are developmentally vulnerable on the emotional maturity domain, an increase of 0.8 percentage points since 2021.
- **7.0%** of children are developmentally vulnerable on the language and cognitive skills (school-based) domain, an increase of 0.8 percentage points since 2021.

Increase in vulnerability in emotional maturity and the language and cognitive skills (school-based) domains represents the largest increase in developmental vulnerability of all domains.

The only domain that has a decreased in the percentage of children vulnerable is the physical health and wellbeing domain.

- **9.2%** of children are developmentally vulnerable on the physical health and wellbeing domain, a decrease of 0.2 percentage points since 2021.

NSW summary indicators

OT5

54.2% of children are developmentally on track on all five domains, a decrease of 1.3 percentage points since 2021.

DV1

21.8% of children are developmentally vulnerable on one or more domains, an increase of 0.6 percentage points since 2021.

DV2

11.2% of children are developmentally vulnerable on two or more domains, an increase of 0.7 percentage points since 2021.

These results are the highest level of developmental vulnerability on one or more, as well as two or more domains across all six AEDC collections in NSW.

First Nations Children

Developmental vulnerability for First Nations children has decreased on two domains, physical health and wellbeing from 19.6 per cent in 2021 to 19.4 per cent in 2024 and communication skills and general knowledge from 15.5 per cent in 2021 to 13.8 per cent in 2024. These results align with the trend in New South Wales (for all children), where the percentage of children who are developmentally vulnerable has decreased in only one domain.

Language diversity

The percentage of children with a language background other than English (LBOTE) who are developmentally on track on all five domains (OT5) in NSW decreased from 51.7 per cent in 2021 to 50.4 per cent in 2024. The percentage of children with an LBOTE who are developmentally vulnerable on one or more domains (DV1) increased from 23.4 per cent in 2021 to 25.0 per cent in 2024, and from 11.5 per cent to 12.6 per cent for children developmentally vulnerable on two or more domains (DV2).

Geographic location

The percentage of children developmentally on track on all five domains has decreased in major cities by one percentage point and in inner regional and outer regional areas by 2.1 percentage points. However, children living in remote/very remote communities across NSW had an increase in the percentage of children developmentally on track on all five domains by 2.1 percentage points.

Socio-economic status

The percentage of children developmentally on track on all five domains has decreased for children living in all Socio-Economic Indexes for Areas (SEIFA) quintiles since 2021. The decrease has been smaller for children living in the most disadvantaged communities (0.6 percentage points) and larger for children living in the least disadvantaged communities (1.6 percentage points) for children developmentally vulnerable on two or more domains (DV2).

Measuring national progress: The AEDC provides evidence to support policy, planning and action to improve children's health, development and wellbeing. The data can help governments develop flexible approaches to policy and planning that address the changing needs of children and families.

How is NSW tracking?

AEDC results for 2024 show that more than half of children across NSW (54.2 per cent) are developmentally on track on all five AEDC domains. This is more than the national percentage which is 52.9 percent.

In line with national trends, the most significant decrease in the percentage of children developmentally on track in NSW between 2021 and 2024 was on the emotional maturity domain.

Compared to the national data, children in NSW are less likely to be developmentally vulnerable on two or more domains (11.2 per cent of children in NSW, compared with 12.5 per cent nation-wide).

Together with families, stakeholders and communities, reflection on the NSW 2024 AEDC data needs to continue considering:

- how we can use the data to identify and prioritise our work
- how we can use the data to develop initiatives for children and their families
- how the data can help us measure the impact of these initiatives in terms of improved outcomes for children.



Participation in the AEDC

The Australian Early Development Census (AEDC) is a national measure of children's development as they enter their first year of full-time school. Data has been collected nationally every three years since 2009 and the latest collection in 2024.

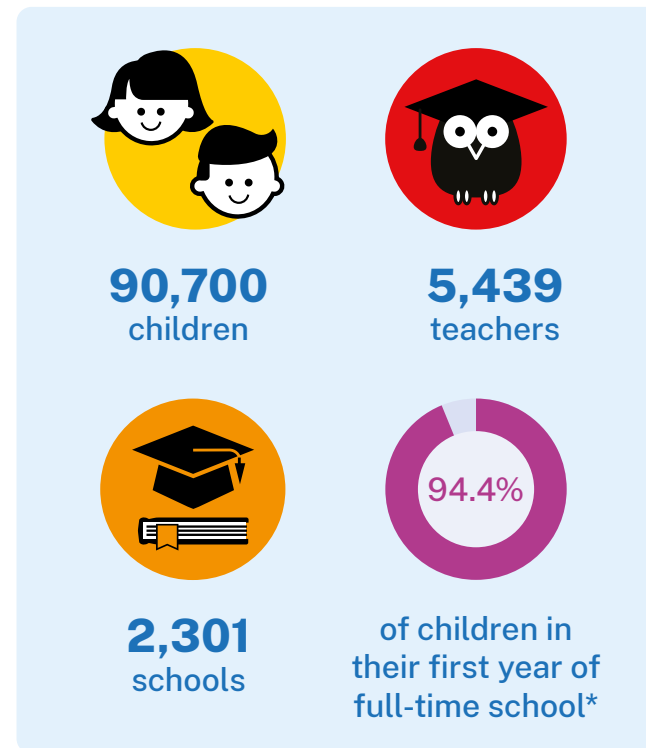
Each cycle, data is collected on over 94 per cent of NSW's children, making the AEDC one of the most comprehensive collections of early childhood development data in the world.

The collection represents a unique data set reflecting trends in children's development over time. The Australian version of the Early Development Instrument (AvEDI), adapted from the Canadian Early Development Instrument (EDI) is the instrument used to collect the data.

The AEDC involves the collection of data across five developmental domains:

- Physical health and wellbeing
- Social competence
- Emotional maturity
- Language and cognitive schools (school-based)
- Communication skills and general knowledge.

Snapshot of the number of children, teachers and schools that contributed to the 2024 AEDC in NSW*



* **% refers to the child participation rate which is defined as completed instruments as a percentage of the estimated child population in the first year of full-time schooling. Participation rates are by school state, not child's residential state. A school may change state across cycles and the reported figures are those published at the time of each cycle' as per the data tables.

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Why is the AEDC important?

The AEDC provides evidence to support policy, planning and action for health, education and community support. The AEDC assists schools, early childhood education and care services and community organisations to develop flexible approaches to policy and planning that address the evolving needs of children and families in the future.

AEDC data can be used to start conversations that raise awareness of the importance of the early years, assist with the understanding of developmental vulnerability within the community and provide better support for local children and their families.

*Supporting community led action:
Communities can influence the earliest years of children's lives. AEDC data gives a snapshot of children's development as they begin school, helping communities understand where strengths and challenges exist in their local context.*



How is the AEDC collected and reported?

All schools across the public, independent and Catholic school sectors participate in the AEDC data collection. Kindergarten teachers complete the Australian version of the Early Development Instrument (AvEDI) for each child in their class. Teachers complete the instrument based on their knowledge and observations of each child.

Across each of the five AEDC domains, children receive a score based on teacher responses to domain questions. AEDC results are reported as the number and percentage of children considered to be developmentally vulnerable, at-risk or on track on each of the five AEDC domains. To determine which children fall into these groupings, AEDC cut-offs have been established based on 2009 AEDC data. Results are reported at the national, state and territory, community, and local community level to help create a snapshot of early childhood development.

Definitions of developmentally vulnerable, at risk and on track on the AEDC domains

Developmentally on track Scores above the 25th percentile or in the top 75 per cent of the 2009 scores	Children are developing well.
Developmentally at risk Scores between the 10th and 25th percentile	Children are facing challenges in some aspects of their development.
Developmentally vulnerable Scores below the 10th percentile or in the lowest 10 per cent of the 2009 scores.	Children are facing some significant challenges in their development.



Understanding significant change

With the 2024 AEDC being the sixth collection since 2009, results can be compared to past collections to identify shifts in children's development over time. The AEDC uses 'critical difference' methodology to indicate whether changes in results between two collections represent a 'significant change' in children's development.

For more information see the [Comparing results over time fact sheet](#) and [Comparative Results Tool](#) (Critical Difference Calculator Tool).

Reliability of the AEDC

The AEDC is not a test or a measure of performance for children or schools. Instead, AEDC data is a strong predictor of academic achievement and social and emotional wellbeing during the schooling years ([AEDC Fact Sheet – validity and reliability of the AvEDI](#)).

The Australian version of the Early Development Instrument (AvEDI) is adapted from the Canadian Early Development Instrument (EDI). Studies in Canada have confirmed the EDI as a reliable and valid measure of child development. Prior to the implementation of the AvEDI, [studies were completed](#), including [an adaptation study for Aboriginal and Torres Strait Islander children](#).

How does the AEDC differ from other measures?

The AEDC provides a snapshot of development for children as a group. Kindergarten teachers complete the instrument for children in their class, based on their observations in the classroom. The data collection is completed in Term 2 of the collection year. In NSW there are two other key data sets that contribute to identifying children's early learning and development on school entry. First, the Transition to School Statement is completed by early childhood teachers and educators to share information about children's learning and development in relation to the Early Years Learning Framework. The statement is completed towards the end of the year before children attend formal schooling.

Best Start Kindergarten Assessment is a literacy and numeracy assessment conducted for all Kindergarten children in the first five weeks of school. It has been conducted in all NSW public schools since 2010.

All three data sets can be used to support early childhood services, schools, allied health professionals and communities to develop initiatives to improve outcomes for children.

NSW snapshot of early childhood development

A high percentage of children in NSW continue to be developmentally on track as indicated in the AEDC 2024 data. The percentage of children developmentally on track is the highest in the language and cognitive skills (school-based) domain (83.1 percent). The lowest percentage of children developmentally on track is on the communication skills and general knowledge domain (74.9 percent).

Although the language and cognitive skills (school-based) domain had the highest percentage of children developmentally on track, it is the domain that saw the most significant decrease between 2021 to 2024, declining from 84.9 per cent to 83.1 per cent. Two domains had a 1.1 per cent decrease in the percentage of children developmentally on track in NSW. These domains are emotional maturity and communications skills and general knowledge. Each domain saw an increase in the percentage of children developmentally at risk and/or developmentally vulnerable.

The AEDC reveals trends in early childhood development. It can indicate what is working well to support children and where opportunities exist to take further action.



Demographic snapshot

- 94.4% (90,700) of children in their first year of schooling participated in the 2024 AEDC data collection
- 68.0% (61,699) of children are from government schools
- 31.9% of children are from non-government schools (with 21.4% (19,441) from Catholic schools and 10.5% (9,560) from independent schools).
- 5 years, 7 months – Mean age of children who participated
- 51.6 % (46,953) boys
- 48.4% (44,029) girls
- 6.9% children have a diagnosed special need
- 18.4% children require further assessment

Cultural diversity

- 8.3% (7,558) First Nations children
- 6.5% (5,856) children born in another country
- 32.8% (29,821) children have a Language Background other than English

Preschool attendance

- 90.6 % (73,497) children attended preschool before attending full-time school
- 9.6% (7,607) children did not attend preschool before attending full-time school*

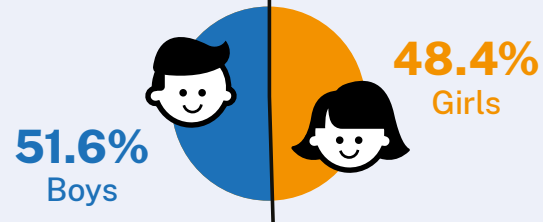
* 10.6% (9,630) children were excluded from these figures as the teacher said 'don't know' when asked the child attended preschool. Don't know responses are excluded from the denominator. There was no response for 264 children on this question in the census. The preschool attendance numbers are based on teachers knowledge of the children in their classroom.

Language diversity

Language diversity	Number	Percentage
LBOTE	29,821	32.8
LBOTE – Not proficient in English	3,475	3.8
LBOTE – Proficient in English	26,164	28.9
English Only – Total	61,177	67.2
English Only – Not proficient in English	2,969	3.3
English Only – Proficient in English	58,058	64.0

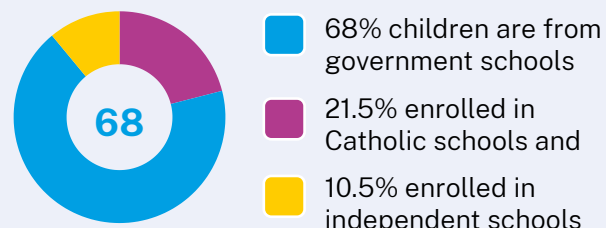
NSW demographics for children that participated in 2024 data collection

Age/gender

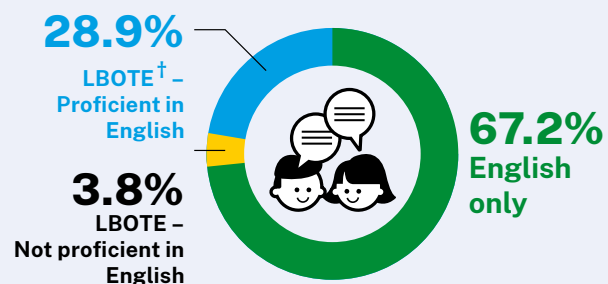


Mean age: 5 years 7 months

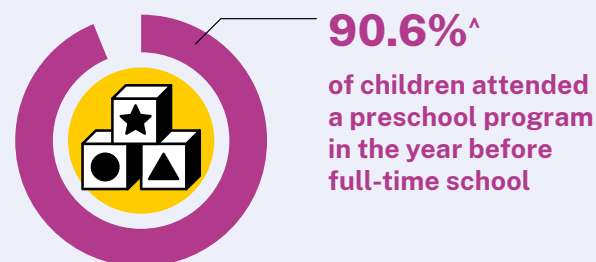
Schools[†]



Language diversity



Preschool attendance



Cultural diversity

8.3%
First Nations children



6.5%
Children born overseas



Support needs

6.9%
Children with special needs*



18.4%
Children requiring further assessment[#]



[†] The AEDC child participation per cent in each school sector is representative of the proportion of children enrolled in each school sector across NSW.

[†] Language background other than English.

[^] Although teachers are well-placed to report on the development of children, the extent to which teachers know about children's preschool/ kindergarten experience varies. If teachers indicate they 'don't know' this information, these cases are excluded from the reporting figure. In 2024, 10.6% of teachers selected 'don't know'.

* Children requiring special assistance because of chronic medical, physical, or intellectually disabling conditions based on a medical diagnosis. Children may be included in both 'special needs' and 'requiring further assessment'.

[#] Children who are currently being assessed or who have been identified by a teacher as needing further assessment.

NSW AEDC data

AEDC summary indicators

The AEDC has three summary indicators that can be used to give an indication of the trends in child development across the state. The summary indicators provide insight into developmental vulnerabilities and strengths of children across the AEDC domains.

Two of the summary indicators give a picture of children who are most developmentally vulnerable. The third summary indicator is a strength-based indicator. These AEDC summary indicators are:



Developmentally on track on five domains



Developmentally vulnerable on one or more domains



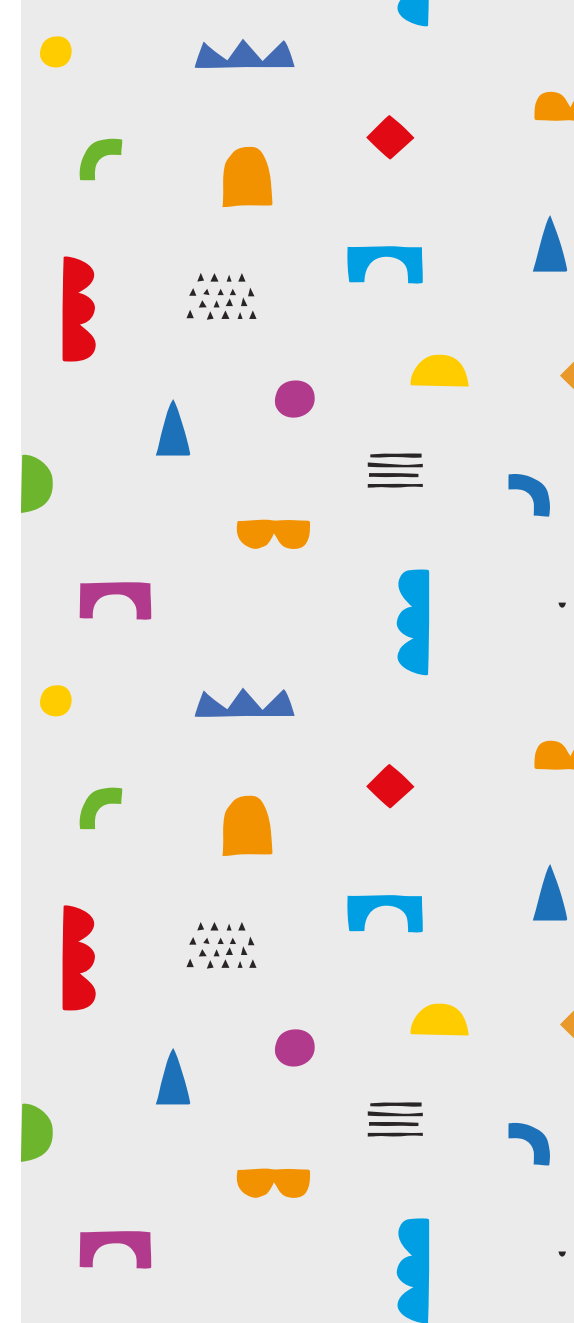
Developmentally vulnerable on two or more domains

In the past, AEDC reporting focused on identifying rates of developmental vulnerability only. In 2021, the AEDC introduced a new summary indicator 'developmentally on track on all five domains' (OT5) to reflect a shift to focus on developmental strengths. This summary indicator is a representation of how children have been supported across all areas of their development. This strength-based indicator helps identify where things are working well to support children's holistic development in NSW.

Children who are developmentally vulnerable on one or more or two or more domains face potential long term negative implications for their health, academic, economic and social outcomes. These indicators highlight the fact that substantial support is still needed for these children.

Developmentally on track on five domains (OT5)

Since the initial AEDC data collection in 2009 children in NSW who are developmentally on track on all five developmental domains has remained above 50 per cent. In 2024, 54.2 per cent of children were developmentally on track on all five domains. However, consistent with the trend for all children across Australia, the number of children in NSW represented across this summary indicator has decreased from 55.5 per cent in 2021 to 54.2 per cent in 2024.



Developmentally vulnerable on one or more domains (DV1)

The percentage of children developmentally vulnerable on one or more domains in NSW has increased significantly from 21.2 per cent in 2021 to 21.8 per cent in 2024, mirroring national results. NSW trends in the percentage of children developmentally vulnerable on one or more domains has fluctuated over the years, however, is now above the 2009 results (which was 21.3 per cent).

Developmentally vulnerable on two or more domains (DV2)

The percentage of children developmentally vulnerable on two or more domains in NSW increased from 10.5 per cent in 2021 to 11.2 per cent in 2024. A similar trend was seen nationally for DV2. The trend in NSW has remained relatively stable since 2009 when 10.3 per cent of children that participated in the data collection were developmentally vulnerable on two or more domains. Although there was a decline in 2012 to 9.2 per cent, it increased to 9.6 per cent in 2015 and remained the same in 2018 until an increase in 2021 to 10.5 per cent and now 11.2 per cent in 2024.



State and national AEDC summary indicators

OT5

DV1

DV2

	2009 %	2012 %	2015 %	2018 %	2021 %	2024 %	Critical difference 2021 to 2024
NSW	54.8	56.1	55.8	57.2	55.5	54.2	▼
Australia	50.7	53.6	54.2	55.4	54.8	52.9	▼
NSW	21.3	19.9	20.2	19.9	21.2	21.8	▲
Australia	23.6	22.0	22.0	21.7	22.0	23.5	▲
NSW	10.3	9.2	9.6	9.6	10.5	11.2	▲
Australia	11.8	10.8	11.1	11.0	11.4	12.5	▲

Significant increase (positive)	Significant increase (negative)	No change	Significant decrease (positive)	Significant decrease (negative)
▲	▲	■	▼	▼

The critical difference is the minimum percentage point change required between two collection cycles for the results to represent a 'significant change' in children's development. The critical difference varies slightly for the different AEDC indicators but is mainly determined by the number of children in the group being compared (for example, state/territory, community, school).

Supporting a strong start to school

The AEDC data collection instrument includes questions around children's transition to school. Teachers are asked to respond by choosing 'very true', 'somewhat true', 'not true' or 'don't know'. These questions are:

- Would you say that this child is making good progress in adapting to the structure and learning environment of the school?
- Would you say that this child has parent(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning?
- Would you say that this child is regularly read to/encouraged in his/her reading at home, as far as you can tell?

Although there has been a small increase in the percentage points of the children who teachers answered not true or don't know to questions on transition to school. The 2024 data indicates that most children in NSW experienced a positive transition to school. Teachers rated children's progress in adapting to school as 'very true' or 'somewhat true' for over 96 per cent of children. Teachers also reported that over 73.8 per cent of parents are actively engaged with their child's school and almost 66.8 per cent of children are being read to regularly at home.

Child is adapting to school in NSW

Teacher responses	2018	2021	2024
Not true	2.5	2.8	3.4
Somewhat true	19.8	21.2	22.3
Very true	77.5	75.8	73.9
Don't know	0.2	0.3	0.4

Parents are actively engaged with the school in NSW

Teacher responses	2018	2021	2024
Not true	5.3	5.1	4.6
Somewhat true	19.8	20.6	20.2
Very true	74.3	73.5	73.8
Don't know	0.6	0.9	1.4

figures in percentage %

Child is regularly read to at home in NSW

Teacher responses	2018	2021	2024
Not true	6.2	6.6	6.3
Somewhat true	18.5	19.3	18.0
Very true	72.3	69.1	66.8
Don't know	3.1	5.0	8.9

73.8%
parents actively engaged with the school

73.9%
of children adapting to school

66.8%
of children read to at home

Domains in focus

2024 AEDC data shows that 54.2 per cent of children in NSW are developmentally on track across the five domains. The percentage of children developmentally on track is highest on the language and cognitive skills (school-based) domain (83.1 per cent) and lowest on the communication skills and general knowledge domain (74.9 per cent).
















The percentage of children developmentally vulnerable was the highest on both the social competence (9.9 per cent) and physical health and wellbeing domains (9.2 per cent) and the lowest on the language and cognitive skills (school-based) domain (7.0 per cent).
















Changes in the at-risk category should be interpreted in context with changes in the percentage of children developmentally on track and vulnerable.










Percentage of **NSW** children developmentally on track, at risk and vulnerable by domains (in comparison with 2021 data)

Percentage of **Australian** children developmentally on track, at risk and vulnerable by domains (in comparison with 2021 data)

New South Wales	2024 Developmentally on track %	2024 Developmentally at risk %	2024 Developmentally vulnerable %
Physical health and wellbeing domain	78.3 	12.5 	9.2 
Social competence domain	75.3 	14.8 	9.9 
Emotional maturity domain	78.0 	13.9 	8.1 
Language and cognitive skills (school-based) domain	83.1 	9.9 	7.0 
Communication skills and general knowledge domain	74.9 	16.4 	8.7 

Australia	2024 Developmentally on track %	2024 Developmentally at risk %	2024 Developmentally vulnerable %
Physical health and wellbeing domain	78.2 	11.8 	10.0 
Social competence domain	74.0 	15.3 	10.7 
Emotional maturity domain	74.8 	15.2 	10.0 
Language and cognitive skills (school-based) domain	81.7 	10.6 	7.7 
Communication skills and general knowledge domain	75.9 	15.2 	8.9 

Significant increase (positive)	Significant increase (negative)	Significant increase	No change	Significant decrease	Significant decrease (positive)	Significant decrease (negative)
						

Physical health and wellbeing

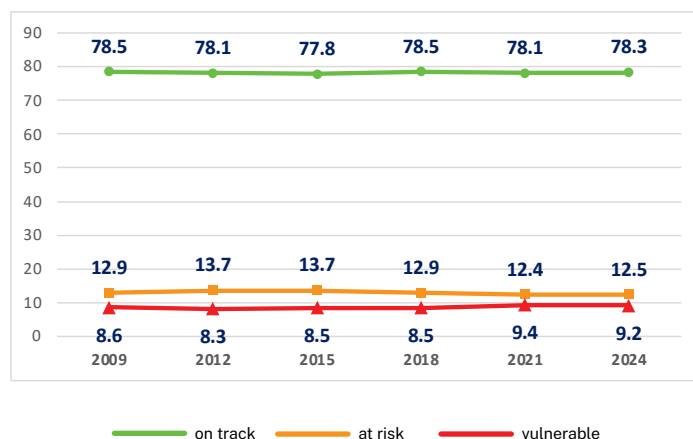
The AEDC physical health and wellbeing domain measures:

- physical readiness for the school day
- physical independence
- gross and fine motor skills.



The NSW data trend shows an increase in the percentage of children developmentally on track on the physical health and wellbeing domain from 78.1 per cent in 2021 to 78.3 per cent in 2024. There was also a decline in the percentage of children developmentally vulnerable on this domain between 2021 and 2024 from 9.4 per cent in 2021 to 9.2 per cent in 2024. The percentage of children developmentally vulnerable on this domain remains higher than the baseline (9.2 per cent in 2024 compared to 8.6 per cent in 2009).

Percentage of NSW children developmentally on track, at risk and vulnerable on the Physical health and wellbeing domain



Social competence

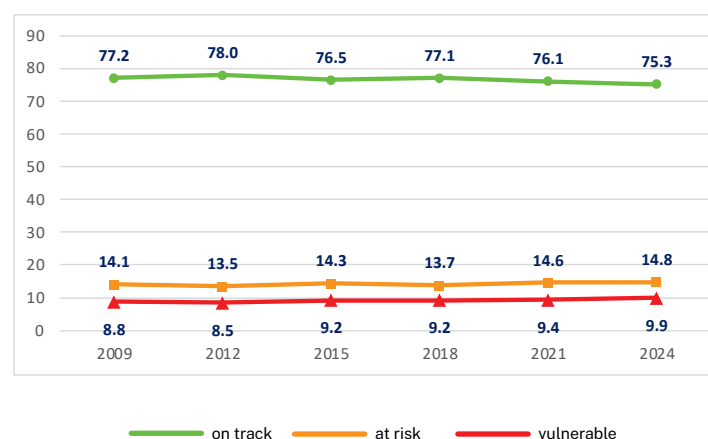
The AEDC social competence wellbeing domain measures:

- overall social competence (peer social skills)
- responsibility and respect
- approaches to learning
- readiness to explore new things.



In NSW, developmental vulnerability on the social competence domain has increased from 9.4 per cent in 2021 to 9.9 per cent in 2024. After an initial increase in 2012, the number of children developmentally on track on this domain across NSW has continued to decrease from the baseline of 77.2 per cent in 2009 to 75.3 per cent in 2024.

Percentage of NSW children developmentally on track, at risk and vulnerable on the social competence domain



NSW Emotional maturity

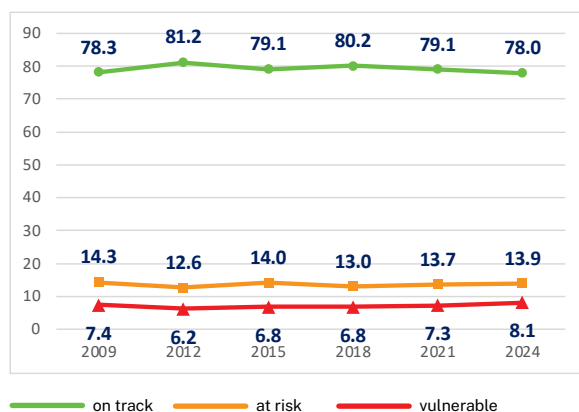
The AEDC emotional maturity domain measures:

- prosocial and helping behaviour
- anxious and fearful behaviour
- aggressive behaviour
- hyperactivity and inattentive behaviour.



The NSW data shows that the percentage of children developmentally on track on the emotional maturity domain was the same in 2015 as it was in 2021, remaining at 79.1 percent. The percentage of children developmentally on track on this domain has continued to decrease from 80.2 per cent in 2018 to 79.1 per cent in 2021 and 78.0 per cent in 2024. This has taken the percentage of children developmentally on track in this domain to be below the 2009 baseline of 78.3 per cent. There was an increase in developmental vulnerability on this domain from 6.8 per cent in 2018 to 7.3 per cent in 2021 and 8.1 per cent in 2024 taking the percentage of children developmentally vulnerable in this domain slightly over the 2009 baseline of 7.4 per cent.

Percentage of NSW children developmentally on track, at risk and vulnerable on the Emotional maturity domain



Language and cognitive skills (school-based)

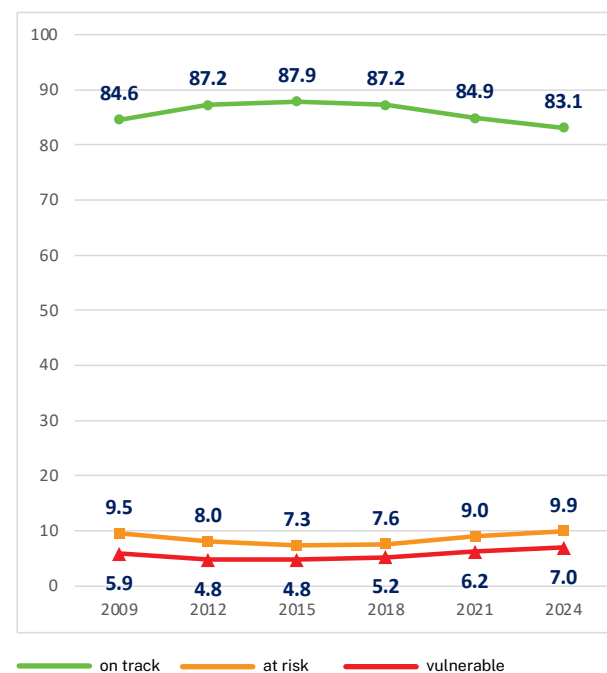
The AEDC language and cognitive skills (school-based) domain measures:

- basic literacy
- interest in literacy/numeracy and memory
- advanced literacy
- basic numeracy.

In 2024, there was a decrease in the percentage of children developmentally on track on the language and cognitive skills (school-based) domain across NSW, with a drop from 84.9 per cent in 2021 to 83.1 per cent in 2024. The percentage of children developmentally vulnerable on this domain has increased significantly from 5.2 per cent in 2018 to 6.2 per cent in 2021 and 7.0 per cent in 2024. When compared to baseline data, there has been an increase in developmental vulnerability from 5.9 per cent in 2009 to 7.0 per cent in 2024.

The comparisons between the 2009 baseline and 2024 percentages are significant for this developmental domain. Children in 2024 are less developmentally on track by a full percentile than the 2009 baseline, hence more developmentally vulnerable than the base line by at least a full percentage point.

Percentage of NSW children developmentally on track, at risk and vulnerable on the Language and cognitive skills(school-based) domain



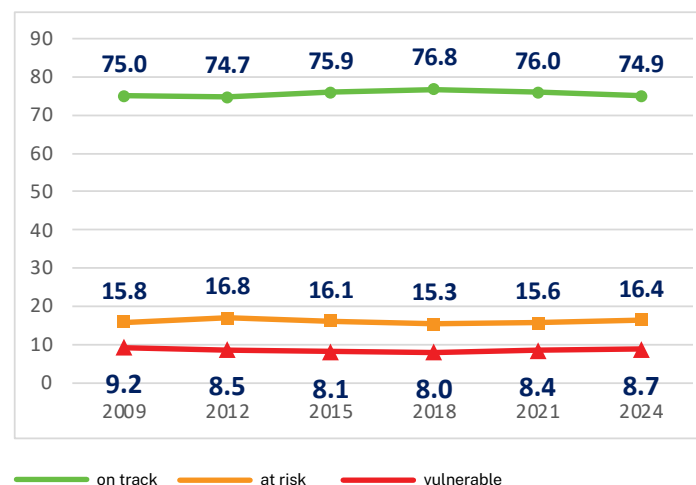
Communication skills and general knowledge

The AEDC communication skills and general knowledge domain measures:

- skills to communicate needs and wants in socially appropriate ways
- symbolic use of language
- storytelling
- age-appropriate knowledge about the life and world.

Despite an increase in the percentage of children developmentally vulnerable in this domain from 2021 to 2024 (8.4 per cent to 8.7 per cent), the percentage of children developmentally vulnerable has remained below the base line reported in 2009 (9.2 per cent). The percentage of children developmentally on track on this domain decreased between 2021 and 2024 (76.0 per cent to 74.9 per cent), bringing the percentage of children developmentally on track slightly below the baseline measure of 75.0 per cent in 2009.

Percentage of NSW children developmentally on track, at risk and vulnerable on the Communication skills and general knowledge domain



Factors influencing children's early development

Recent literature reviews have found three broad categories of indirect factors that have impacted on the development of young children^[1]. These factors include:

- Child-level factors such as young children's mental health, poor child health and development, and the impact on early years learning and development outcomes due to restricted access to early childhood education and care services.
- Family-level factors that provide the stability and security that young children need for healthy growth and development such as job loss, reduced family income has contributed to financial instability, increased household stress for Australian families, decline in parent mental health, increased levels of abuse and neglect.
- Broader, community-level factors include public health measures can have indirect impacts on young children's development. These factors include isolation from friends and family, reduced access to schools and early learning settings, and reduced access to health care.

All children require the environments, relationships and support they need to thrive, particularly in their early years. Ensuring that children have access to the building blocks of healthy development from birth builds a strong foundation for lifelong wellbeing.

Impacts of COVID 19

There is no proven direct correlation between COVID 19 and early childhood development outcomes. However, early childhood outcomes in recent years have given an indication that COVID 19 experiences might have influenced children's early development^[2].

For more information on the impact of COVID on AEDC outcomes refer to [How has the COVID-19 pandemic affected children? – AEDC 2021 Data Story](#)^[2].

Preventative action

Ensuring that all children have access to the building blocks of healthy development from birth in their community builds healthier futures for all. For example, nourishing food, economic and housing security, access to education and learning, opportunities for play and safe, green environments and supportive communities.

Responsive actions

Identifying and responding to emerging developmental needs in a timely way can get children back on track and reduce developmental vulnerability to avoid more costly and intensive future intervention.

^[1] Stracke, M., Heinzl, M., Müller, A. D., Gilbert, K., Thorup, A. A. E., Paul, J. L., & Christiansen, H. (2023). Mental health is a family affair — systematic review and meta-analysis on the associations between mental health problems in parents and children during the COVID-19 pandemic. *International Journal of Environmental Research and Public Health*, 20(5), 4485.

Price, A. M., Measey, M. A., Hoq, M., Rhodes, A., & Goldfeld, S. (2024). Caregiver and Child Mental Health During 3 Years of the COVID-19 Pandemic. *Pediatrics*, 153(6), e2023064658.

Goldfeld, S., O'Connor, E., Sung, V., Roberts, G., Wake, M., West & Hiscock, H. (2022). A narrative review of the potential indirect impacts of the COVID-19 pandemic on children using a community child health lens. *Medical Journal of Australia*. <https://onlinelibrary.wiley.com/doi/10.5694/mja2.51368>

Stracke, M., Heinzl, M., Müller, A. D., Gilbert, K., Thorup, A. A. E., Paul, J. L., & Christiansen, H. (2023). Mental health is a family affair — systematic review and meta-analysis on the associations between mental health problems in parents and children during the COVID-19 pandemic. *International Journal of Environmental Research and Public Health*, 20(5), 4485.

Oberg, C., Hodges, H. R., Gander, S., Nathawad, R., & Cutts, D. (2022). The impact of COVID-19 on children's lives in the United States: Amplified inequities and a just path to recovery. *Current problems in pediatric and adolescent health care*, 52(7), 101181.

^[2] Gray, S., McDonald, M., Guo, S., Leone, V. & Goldfeld, S. [How has the COVID-19 pandemic affected children? \(AEDC 2021 Data Story\)](#). Australian Government Canberra. www.aedc.gov.au

Focus on priority groups

Children and young people have unique abilities, skills, and life experiences. Differences in backgrounds, personality and beliefs shape a child's experiences and needs. –Victorian Government 2022

AEDC data provides a breakdown of outcomes for various priority groups such as children in remote areas, First Nations children, socio-economic status and children with Language Background Other than English (LBOTE).

Socio-economic disadvantage

In the AEDC, socio-economic disadvantage is measured using the Socio-Economic Indexes for Areas (SEIFA). SEIFA is a measure developed by the Australian Bureau of Statistics (ABS) that ranks geographical areas in Australia according to their relative socio-economic advantage and disadvantage. The SEIFA indexes are based on information from the ABS national, five-yearly census. SEIFA ranking is commonly used to:

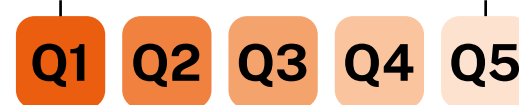
- determine areas that require funding and services
- identify new business opportunities
- research into the relationship between socio-economic disadvantage and various health and educational outcomes.

SEIFA scores are divided into quintiles, where Quintile 1 represents the highest levels of socio-economic disadvantage and Quintile 5 reflects the lowest levels of socio-economic disadvantage.

Approximately 20% of children live in each of the SEIFA quintiles

Most disadvantaged

Least disadvantaged



The percentage of children living in the most disadvantaged areas (SEIFA Quintile 1) developmentally on track on all five developmental domains had a significant decrease from 44.2 per cent in 2021 to 43.6 per cent in 2024. Similarly, children living in the least disadvantaged areas of NSW had a significant decrease in the percentage of children developmentally on track on five domains between 2021 (63.4 per cent) to 2024 (61.8 per cent).

In NSW 23.7 per cent (21,558) of children that participated in the 2024 AEDC data collection live in the least disadvantaged areas (Quintile 5) and 21.7 per cent (19,745) live in the most disadvantaged areas (Quintile 1).

The percentage of children developmentally on track on five domains decreased in all SEIFA quintiles from 2021 to 2024.

Percentage of children developmentally on track on 5 domains socio-economic disadvantage – SEIFA

Quintile (Q)	2021 %	Direction of arrow	2024 %
Q1	44.2	▼	43.6
Q2	52.0	▼	51.3
Q3	56.3	▼	55.2
Q4	60.7	▼	58.5
Q5	63.4	▼	61.8

Non significant increase	Significant increase (positive)	Significant increase (negative)	No change	Significant decrease (positive)	Significant decrease (negative)	Non significant decrease
↗	▲	▲	■	▼	▼	↘

The 2024 AEDC NSW data shows that for Quintile 1, children living in the most disadvantaged areas, had an increase in developmental vulnerability especially in the Language and cognitive skills (school-based) domain. Children in the most disadvantaged locations (Quintile 1) were twice as likely to be developmentally vulnerable on one or more domains and almost three times more likely to be developmentally vulnerable on two or more domains than the children in the most advantaged areas (Quintile 5). This overall trend in NSW is consistent with the trend across Australia.

Relationship between SEIFA category and AEDC summary indicators (compared to 2021 data)

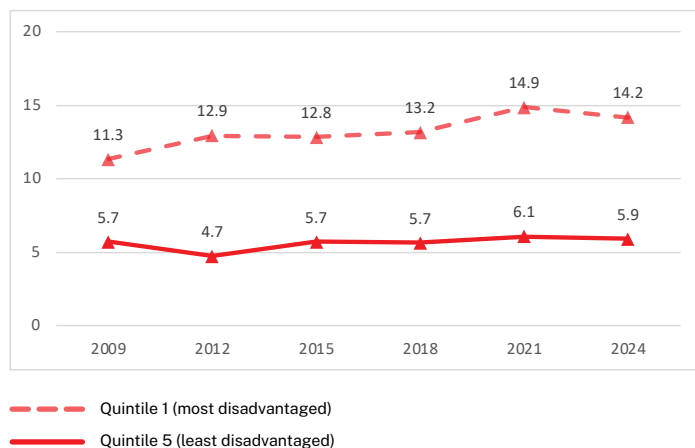
SEIFA Quintile	OT5		DV1		DV2	
	Number	%	Number	%	Number	%
Q1 (most disadvantage)	7,754	43.6 ▼	5,616	31.7 ↗	3,195	18 ▲
Q5 (least disadvantage)	12,579	61.8 ▼	3,101	15.3 ▲	1,397	6.9 ▲



NSW Physical health and wellbeing – SEIFA

Small increases in developmental vulnerability on the physical health and wellbeing domain were seen in 2024 for children living in the least disadvantaged quintiles. The gap in developmental vulnerability for children living in the least and most socio-economically disadvantaged communities has largely remained the same over time. The difference remained significant when 2021 (different by 8.8 percentage points) is compared to the difference in 2024 (different by 8.3 percentage points) in 2024.

Percentage of children developmentally vulnerable on Physical health and wellbeing (SEIFA)

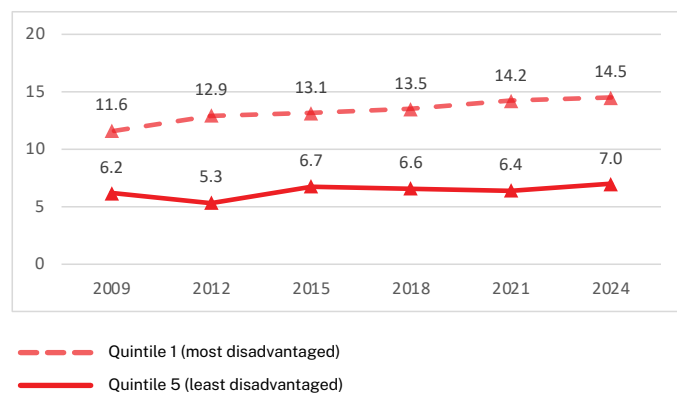




NSW Social competence – SEIFA

In the social competence domain, increases in developmental vulnerability in 2024 were seen across the different SEIFA quintiles. Socio-economic inequality in social competence has grown over time from 6.2 percentage points in 2009 to 7.0 percentage points in 2024 for least disadvantaged area. For the most disadvantaged areas the percentage of vulnerability has increased from 11.6 per cent in 2009 to 14.5 per cent in 2024.

Percentage of children developmentally vulnerable on social competence (SEIFA)

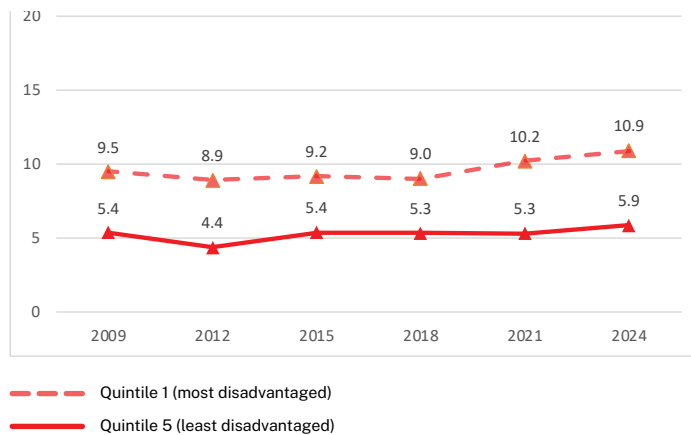




NSW Emotional maturity – SEIFA

While there are socio-economic inequalities in emotional maturity, the gap in developmental vulnerability between children in the most and least disadvantaged communities is smallest on this domain (5.0 percentage points in 2024). In 2024, children living in all SEIFA quintiles showed an increase in developmental vulnerability in emotional maturity.

Percentage of children developmentally vulnerable on Emotional maturity (SEIFA)

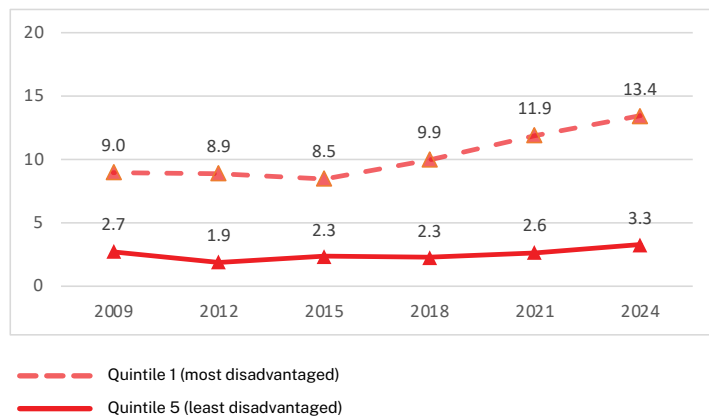




NSW Language and cognitive skills (school-based) – SEIFA

The gap in developmental vulnerability between children living in the least and most socio-economically disadvantaged communities in NSW is largest on the language and cognitive skills (school-based) domain. In 2024, increases in developmental vulnerability were larger for children living in the most disadvantaged communities (1.5 percentage points) compared to children living in the least disadvantaged communities (0.7 percentage points), widening the gap in development between the two groups (13.4 per cent versus 3.3 per cent) to 10.1 percentage points for the least disadvantaged areas.

Percentage of children developmentally vulnerable on Language and cognitive skills (school-based) (SEIFA)

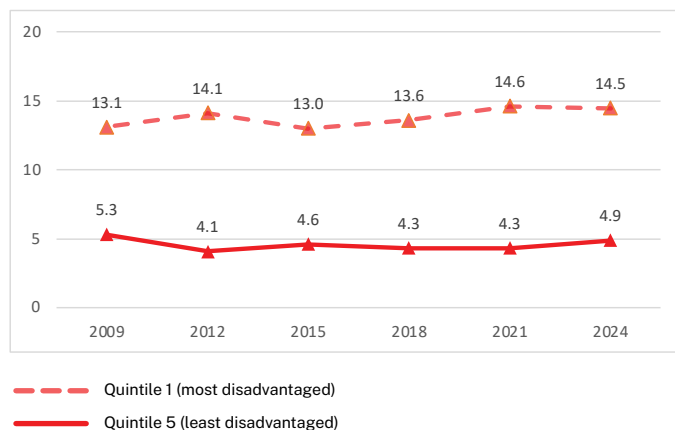




NSW Communication skills and general knowledge – SEIFA

In 2024, there was a decrease from the 2021 outcomes in developmental vulnerability for children living in the most disadvantaged communities (0.1 percentage points). However, children living in the least disadvantaged communities had an increase in vulnerabilities by 0.6 percentage points.

Percentage of children developmentally vulnerable on Communication skills and general knowledge (SEIFA)

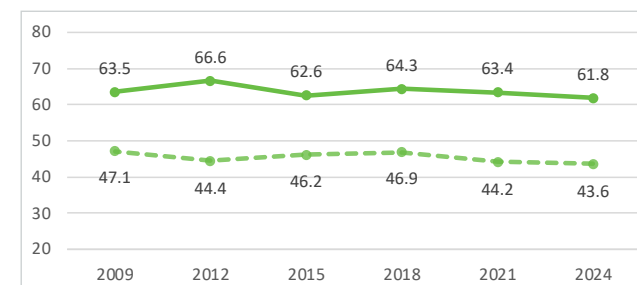


NSW summary indicators – SEIFA

OT5

Percentage of children developmentally on track on five domains

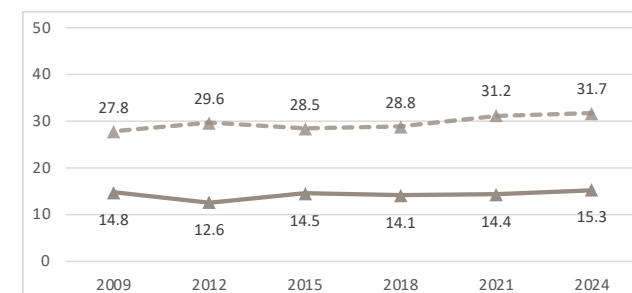
The percentage of children developmentally on track on five domains (OT5) decreased in 2024 for all SEIFA quintiles. However, this decline was smallest for children living in the most disadvantaged communities (0.6 percentage points) and largest for children living in the least disadvantaged communities (1.6 percentage points). As such, the gap in developmental outcomes for children living in the least and most socio-economically disadvantaged communities reduced by 1.0 percentage point in 2024.



DV1

Percentage of children developmentally vulnerable on one or more domains

In 2024, the gap in developmental vulnerability on one or more domains (DV1) between children growing up in the most disadvantaged communities (31.7 per cent) and least disadvantaged communities (15.3 per cent) was 16.4 percentage points.

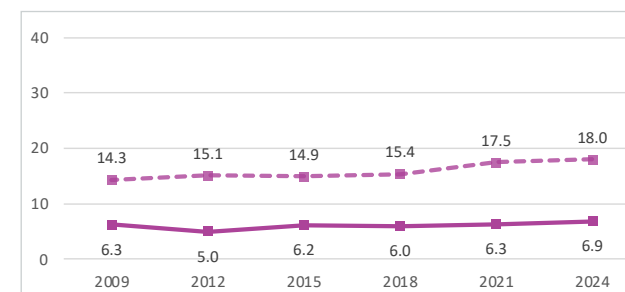


DV2

Percentage of children developmentally vulnerable on two or more domains

In 2024, developmental vulnerability on two or more domains increased for children in all SEIFA quintiles (ranging from 0.5 to 1.0 percentage points).

In 2024, the gap in developmental vulnerability on two or more domains (DV2) between children growing up in the most disadvantaged communities (18.0 per cent) and least disadvantaged communities (6.9 per cent) was 11.1 percentage points.



--- Quintile 1 (most disadvantaged) — Quintile 5 (least disadvantaged)

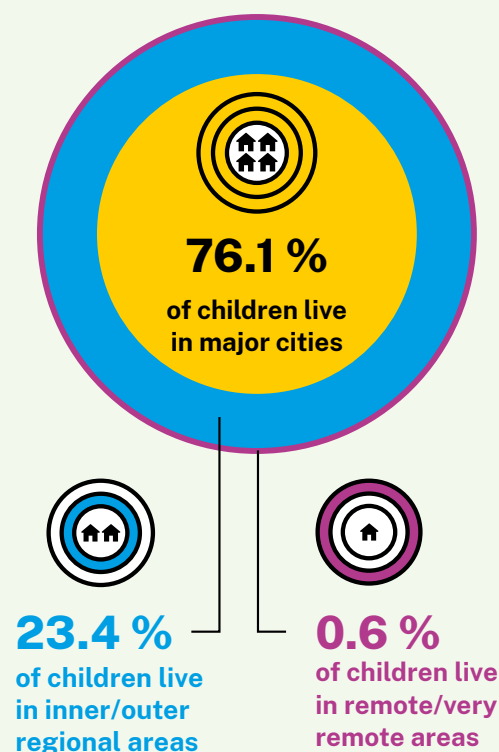
NSW remoteness

Geographic location for the AEDC is based on the Australian Statistical Geographical Standard (ASGS) Remoteness Areas classification. This was developed by the Australian Bureau of Statistics (ABS) to classify places in relation to their geographical remoteness. The ASGS divides Australia into five classes of remoteness based on their relative access to services. The five classes of remoteness are:

- **Major cities** –relatively unrestricted accessibility to a wide range of goods and services and opportunities for social interaction.
- **Inner regional** –some restrictions to accessibility of some goods, services and opportunities for social interaction.
- **Outer regional** –significantly restricted accessibility of goods, services and opportunities for social interaction.
- **Remote** –very restricted accessibility of goods, services and opportunities for social interaction.
- **Very remote** –very little accessibility of goods, services and opportunities for social interaction.

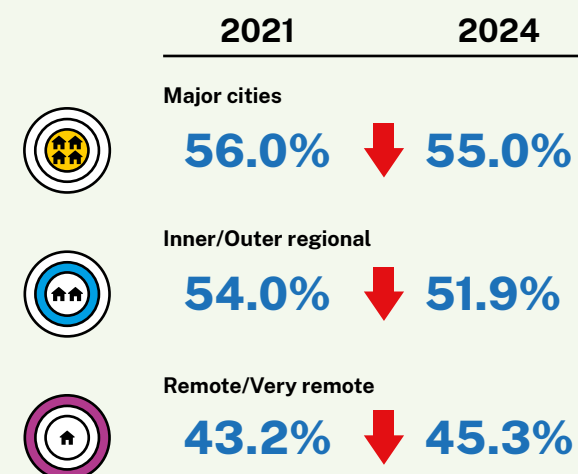
This report presents AEDC data using three categories:

- major cities
- combining 'inner regional' with 'outer regional'
- combining 'remote' with 'very remote'.



OT5

The percentage of children developmentally on track on five domains decreased across all three AEDC geographic categories from 2021 to 2024.









The percentage of children developmentally on track on five domains decreased across major cities (1 percentage point decrease) and in inner and outer regional areas (2.1 percentage point decrease) from 2021 to 2024.








The percentage of children living in major cities developmentally on track on all five developmental domains had a significant

decrease from 56.0 per cent in 2021 to 55.0 per cent in 2024, while children living in remote and very remote areas of NSW had a significant increase in the percentage of children developmentally on track on five domains from 2021 (43.2 per cent) to 2024 (45.3 per cent).

In 2024, although there was an increase in the percentage of children developmentally vulnerable on one or more domains (by 0.6 percentage points), NSW children living in the most remote areas were still more likely than those living in major cities to be developmentally vulnerable on one or more domains (30.3 per cent versus 21.1 per cent). Children living in major cities experienced an increase in developmental vulnerability on two or more domains, rising from 10.0% in 2021 to 10.7% in 2024. In contrast, children living in remote areas of NSW saw a decline in developmental vulnerability, decreasing from 18.6% in 2021 to 16.8% in 2024, a reduction of 1.8 percentage points.

Relationship between remoteness and developmental vulnerability in NSW (compared to 2021 data)

Remoteness	OT5		DV1		DV2	
	Number	%	Number	%	Number	%
Major cities	35,315	55.0 	13,522	21.1 	6,869	10.7 
Very remote/ remote	214	45.3 	141	30.3 	81	16.9 

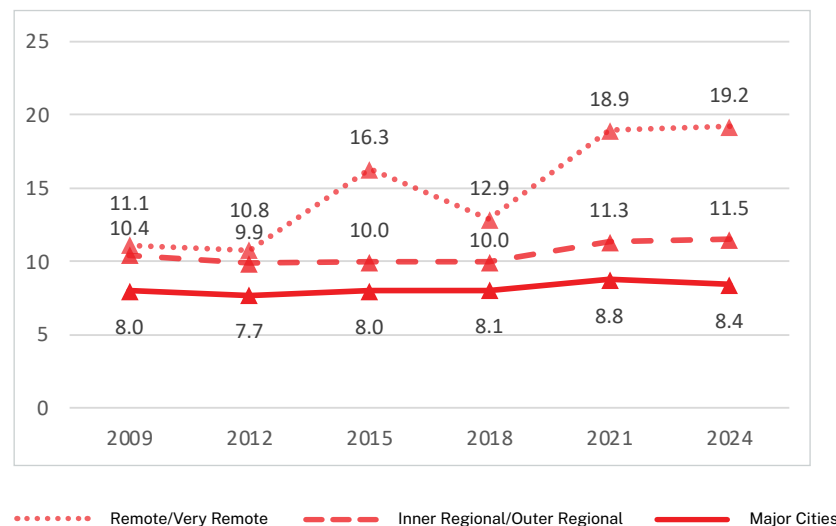
Significant increase (positive)	Significant increase (negative)	Significant increase	No change	Significant decrease	Significant decrease (positive)	Significant decrease (negative)
						

NSW Physical health and wellbeing – remoteness

Developmental vulnerability on the physical health and wellbeing domain showed a small decrease of 0.4 percentage points for children living in major cities and increased by 0.2 percentage points for children living in inner/outer regional communities. Developmental vulnerability also increased by 0.3 percentage points for children living in remote/very remote Australia between 2021 and 2024.

Since 2009, developmental vulnerability on the physical health and wellbeing domain has increased for children living in major cities, inner/outer regional areas and remote/very remote Australia. In 2024, the increase was largest for children living in remote/very remote Australia.

Percentage of developmental vulnerability in NSW on Physical health and wellbeing – remoteness

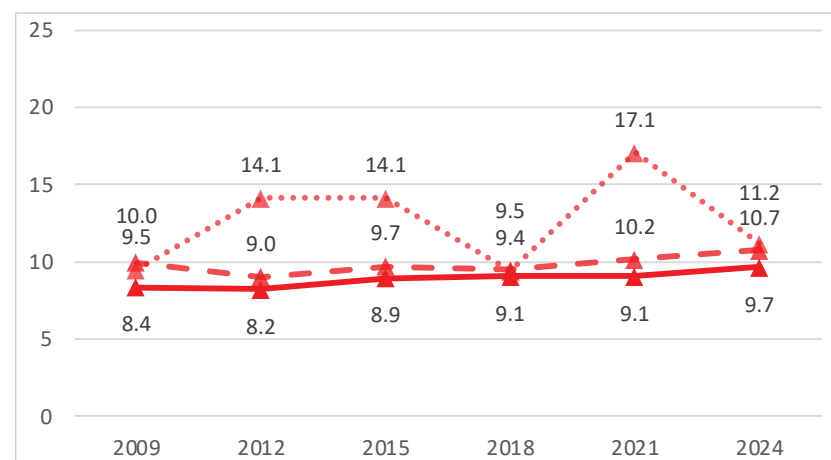


NSW Social competence – remoteness

Developmental vulnerability on the social competence domain has increased for children living in major cities and inner/outer regional areas in 2024.

It increased by 0.6 percentage points for children living in major cities and 0.5 percentage points for children in inner/outer regional communities. However, vulnerability for children in remote and very remote areas reduced by 5.9 percentage points.

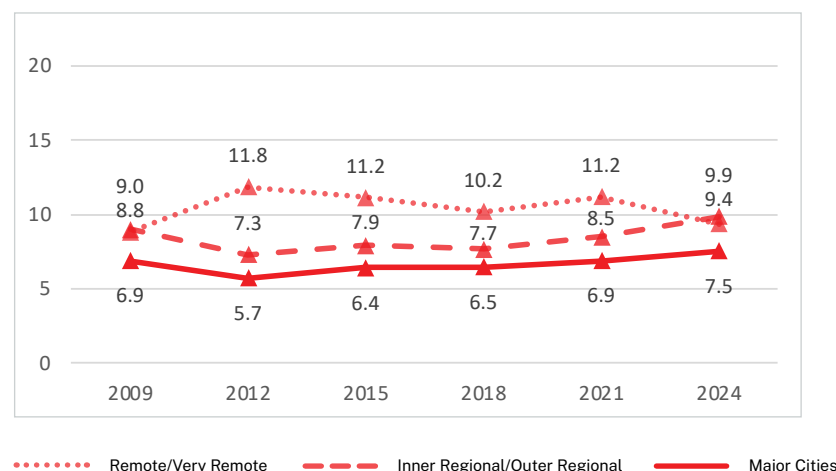
Percentage of developmental vulnerability in NSW on Social competence – remoteness



NSW Emotional maturity – remoteness

Children living in major cities, regional and outer regional areas of NSW all experienced increases in developmental vulnerability on the emotional maturity domain in 2024. Increases in developmental vulnerability ranged from 0.6 percentage points for children living in major cities to 1.4 percentage points for children living in inner regional and outer regional communities. Children in remote and very remote areas had a decrease in developmental vulnerabilities by 1.8 percentage points (from 11.2 per cent in 2021 to 9.4 per cent in 2024).

Percentage of developmental vulnerability in NSW on Emotional maturity – remoteness

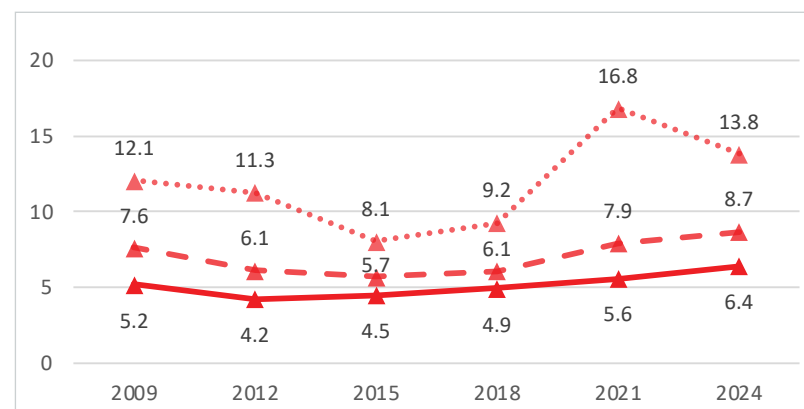


NSW Language and cognitive skills (school-based) – remoteness

The gap in developmental vulnerability between children living in major cities and remote/very remote communities is largest for the language and cognitive skills (school-based) domain, with a difference of 6.9 percentage points in 2009.

In 2024, developmental vulnerability increased for children living in major cities in NSW (0.8 percentage points) and decreased for children in remote/very remote communities (3 percentage points). The decrease in developmental vulnerability for children in remote and very remote areas means the gap in outcomes in this domain has reduced from 11.2 percentage points in 2021 to 7.4 percentage points in 2024.

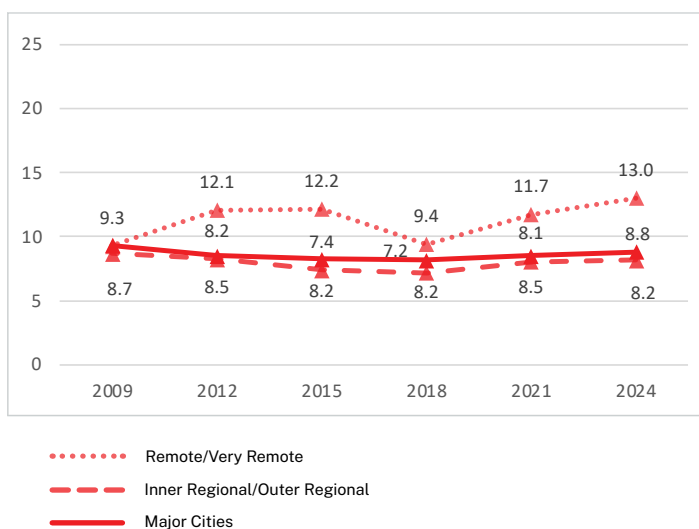
Percentage of developmental vulnerability in NSW on Language and cognitive skills (school-based) – remoteness



NSW Communication skills and general knowledge – remoteness

Developmental vulnerability for children living in major cities increased by 0.3 per cent in the communication skills and general knowledge domain. For children in inner/outer regional communities the increase was minimal by only 0.1 percentage point. Unlike the other domains, children in remote and very remote areas had an increase in the percentage of children developmentally vulnerable by 1.3 percentage points, thereby widening the gap between children in remote and very remote areas and children in major cities.

Percentage of developmental vulnerability in NSW on Communication skills and general knowledge – remoteness

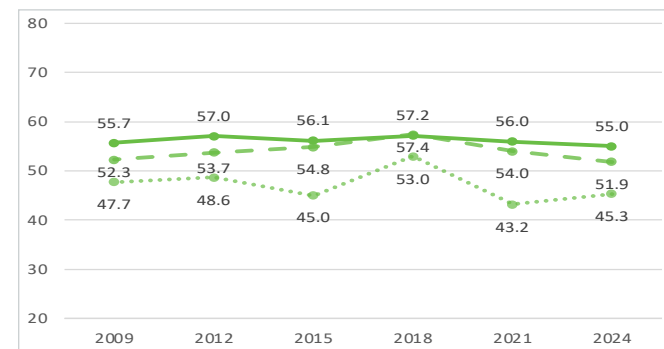


NSW summary indicators – remoteness

OT5

Percentage of children developmentally on track on five domains

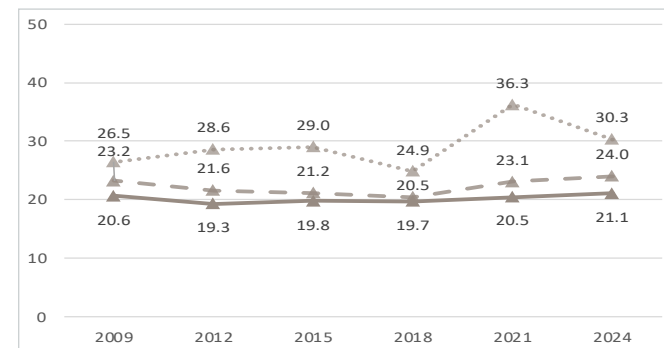
In 2024, the largest shifts in the percentage of children developmentally on track on five domains (OT5) were seen in children in remote and very remote communities (2.1 percentage points increase), followed by children in inner regional and outer regional areas (2.1 percentage points decline), and finally children living in major cities (1.0 percentage point decline). The gap in OT5 between children living in major cities and those in remote or very remote locations has widened from 8 percentage points in 2009 to 9.7 percentage points in 2024. This increase occurred despite the progress in the percentage of children on track in all domains in remote and very remote areas, which rose from 43.2 per cent in 2021 to 45.3 per cent in 2024.



DV1

Percentage of children who were DV1

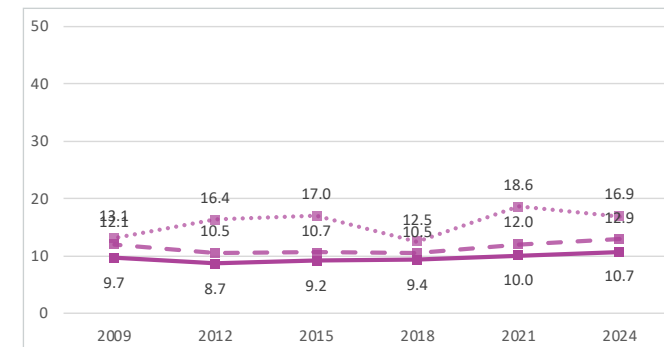
In 2024, the percentage of children who were DV1 ranged from 21.1% in major cities to 30.3% in remote/very remote communities, a 9.2 percentage point gap. The largest increase in DV1 was in inner and outer regional areas (0.9 percentage points), followed by major cities (0.6 percentage points). In contrast, remote and very remote areas saw a significant 6 percentage point decline in the percentage of children developmentally vulnerable in one or more domains.



DV2

Percentage of children who were DV2

In 2024, the percentage of children who were DV2 varied from 10.7 per cent in major cities to 16.9 per cent in remote/very remote communities, a 6.2 percentage point gap. The largest increase in DV1 was in inner and outer regional areas (0.9 percentage points), followed by major cities (0.7 percentage points). Children in remote and very remote areas had a significant decline in the percentage of children developmentally vulnerable in two or more domains. Children in remote and very remote areas had a significant decline in the percentage of children developmentally vulnerable in two or more domains, by 1.7 percentage points.



..... Remote/Very Remote - - - Inner Regional/Outer Regional — Major Cities

NSW First Nations children

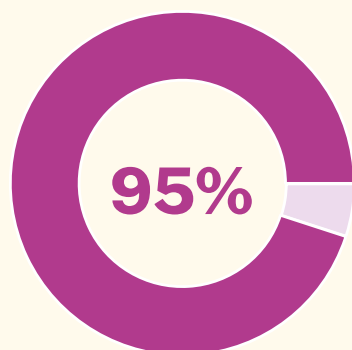
Through the Closing the Gap initiative, Australian governments have set a target to increase the percentage of Aboriginal and Torres Strait Islander children who are developmentally on track on five domains to 55 per cent by 2031.

For NSW in 2024:

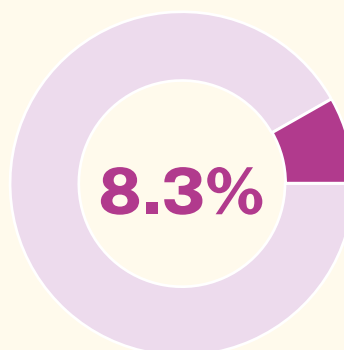
- 7,939 (8.3 per cent) Kindergarten children enrolled across all schooling sectors are First Nations children ([Schools 2024 Australian Bureau of Statistics](#)).
- 7,558 (95 per cent) of all First Nations children in Kindergarten across NSW participated in the 2024 AEDC data collection.
- 2,449 (37.2 per cent) of First Nations children are developmentally on track on five domains.

In 2024, 7,558 (8.3%) children in NSW participating in the AEDC were identified as First Nations, up from 6,961 in 2021. Since 2009, there has been a steady increase in the number of Aboriginal children included in the AEDC, with a 1 percentage point rise between 2021 and 2024.





95% of all First Nations children in Kindergarten across NSW participated in the 2024 AEDC data collection.



8.3% Kindergarten children enrolled across all schooling sectors are First Nations children.

OT5

The percentage of First Nations children **developmentally on track on five domains** had a significant decrease from 2021 to 2024.

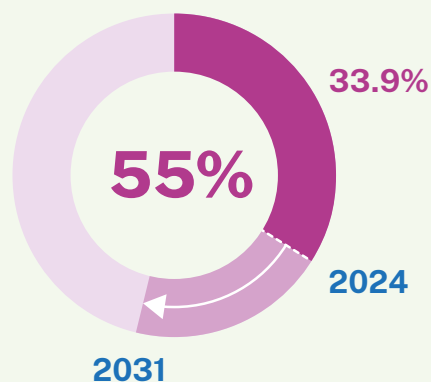
38.8%

2021



37.2%

2024



First Nations children participating in the AEDC in NSW

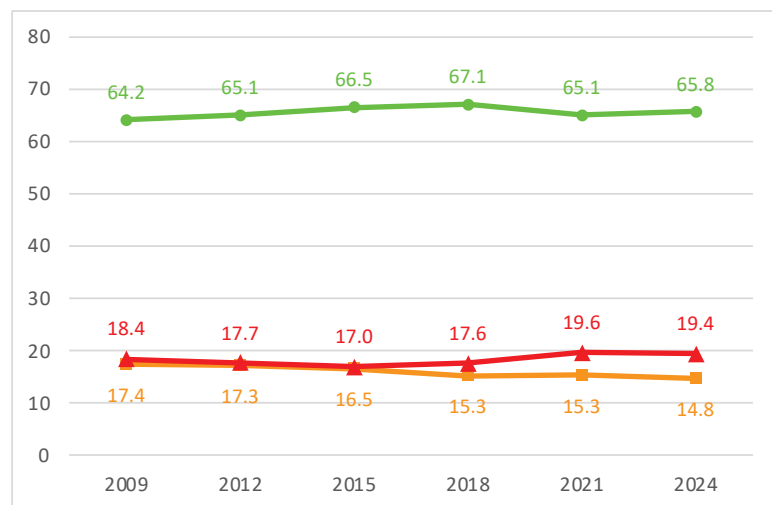
Note: The 2024 Australian version of the Early Development Instrument (AvEDI) and its supporting materials used the term 'Aboriginal and Torres Strait Islander children' when referring to First Nations children.

Demographics	2009	2012	2015	2018	2021	2024
First Nations children (%)	4.5	5.3	5.8	6.6	7.3	8.3
Number	3,965	4,988	5,529	6,487	6,961	7,558
First Nations children enrolled in Kindergarten	4,207	5,186	5,675	6,728	7,194	7,939

NSW Physical health and wellbeing – First Nations children

The percentage of First Nations children developmentally on track on the physical health and wellbeing domain has increased significantly from 64.2 per cent in 2009 to 65.8 per cent in 2024. There was an increase of 0.7 percentage points between 2021 and 2024. The percentage of First Nations children developmentally vulnerable on the physical health and wellbeing domain has increased over time since 2009 with a decrease in 2024 by 0.2 percentage points from 2021, or a significant increase by 1 percentage points since the baseline in 2009.

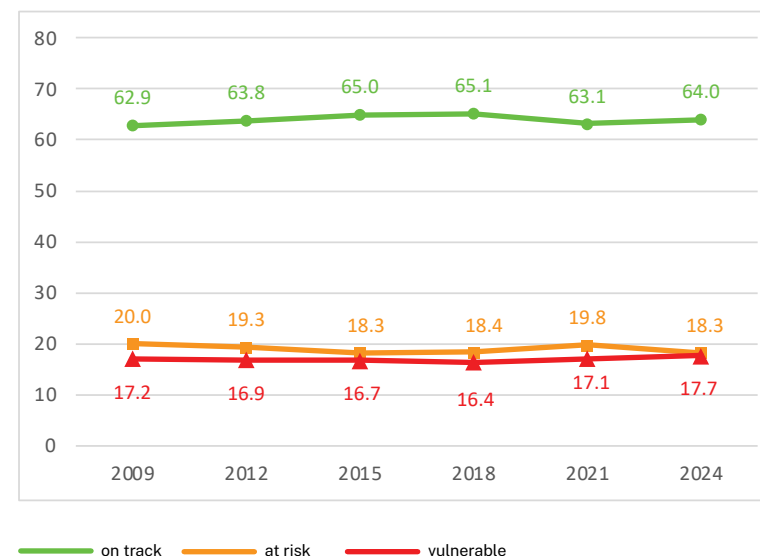
Percentage of developmental vulnerability in NSW on Physical health and wellbeing – First Nations children



NSW Social competence – First Nations children

In 2024, the percentage of First Nations children developmentally vulnerable in social competence increased by 0.5 percentage points to 17.7%, surpassing the 2009 baseline of 17.2%. The percentage of children developmentally on track in this domain rose by 0.9 percentage points, making it higher than in 2009. There were 1.5 percentage points fewer children developmentally at risk in this domain in 2024 compared to 2009.

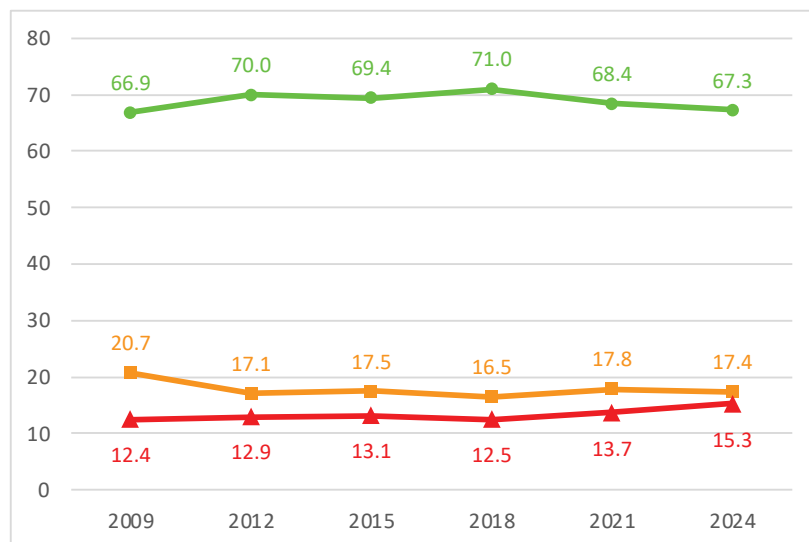
Percentage of developmental vulnerability in NSW on Social competence – First Nations children



NSW Emotional maturity – First Nations children

The percentage of First Nations children developmentally on track on the emotional maturity domain has decreased by 0.4 percentage points since baseline but decreased by 1.1 percentage points between 2021 to 2024. The percentage of children developmentally vulnerable on the emotional maturity domain increased by 1.4 percentage points from 2009 to 2021, followed by an increase of 1.6 percentage points from 2021 to 2024. There has been a 2.9 per cent decrease in the percentage of children at risk in the emotional maturity domain between 2009 to 2021.

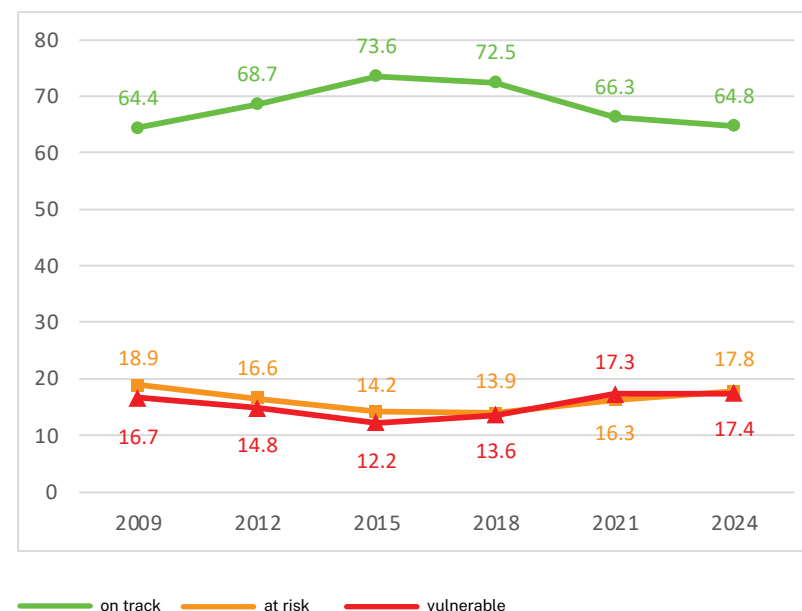
Percentage of developmental vulnerability in NSW on Emotional maturity – First Nations children



NSW Language and cognitive skills (school-based) – First Nations children

Between 2021 and 2024, the percentage of First Nations children developmentally on track in this domain decreased by 1.5 percentage points. However, the 2024 percentage is 0.4 points higher than the 2009 baseline. The percentage of developmentally vulnerable children in this domain increased by 0.7 percentage points from 2009 to 2024 and had an increase of 0.1 per cent from 2021 to 2024.

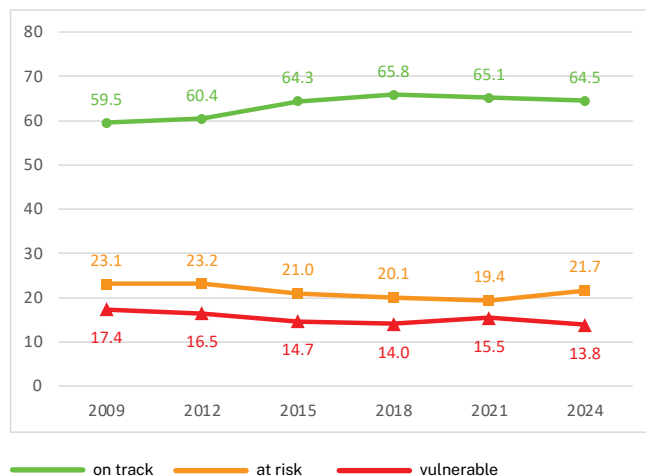
Percentage of developmental vulnerability in NSW on Language and cognitive skills (school-based) – First Nations children



NSW Communication skills and general knowledge – First Nations children

The percentage of First Nations children developmentally vulnerable in communication skills and general knowledge decreased from 17.4% in 2009 to 13.8% in 2024, with a notable 1.7 percentage point drop between 2021 and 2024. Meanwhile, the percentage developmentally on track increased from 59.5% of children (the percentage of children developmentally) in 2009 to 65.1% in 2021 but slightly declined to 64.5% in 2024.

Percentage of developmental vulnerability in NSW on Communication skills and general knowledge – First Nations children



NSW summary indicators – First Nations children

OT5

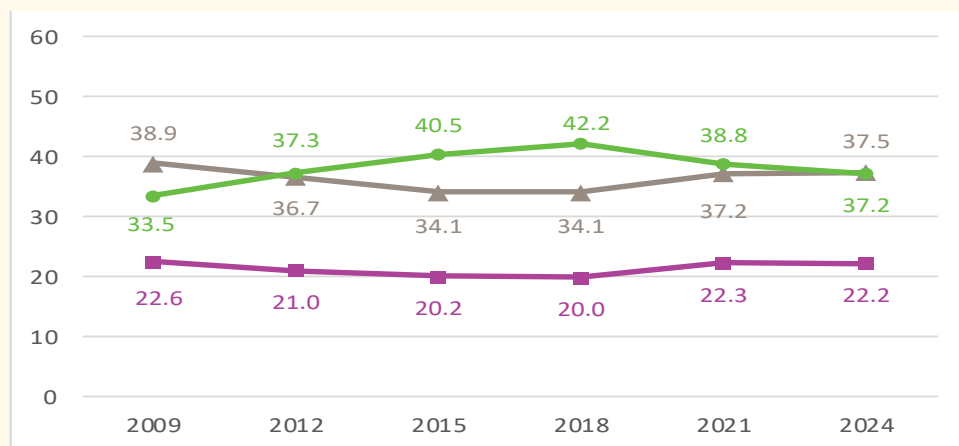
DV1

DV2

NSW 2024 data shows that there was an increase in the percentage of First Nations children who are developmentally vulnerable on one or more AEDC domains from 37.2 per cent in 2021 to 37.5 per cent in 2024. NSW reported a decline in the percentage of children on track on all five domains from 38.8 per cent in 2021 to 37.2 per cent in 2024. The percentage of First Nations children developmentally vulnerable on two or more AEDC domains decreased by 0.1 percentage point dropping from 22.3 per cent in 2021 to 22.2 per cent in 2024.

The percentage of First Nations children developmentally on track on five domains (OT5) increased from 33.5 per cent in 2009 to peak at 42.2 per cent in 2018. It decreased by 3.4 percentage points in 2021 and a further decline in 2024 by 1.6 percentage points leading to 37.2 per cent of First Nations children developmentally on track on all five AEDC domains.

NSW Summary indicators – First Nations children



Children with a language background other than English –LBOTE

The Australian population is one of the most culturally and linguistically diverse in the world and this is reflected in the children included in the AEDC. According to the Schools: Language diversity in NSW Government Schools, 2024 report, in March 2024, more than a third (39.3%, 309,446) of primary school children came from homes where languages other than English were spoken by either the child and/or at least one parent or carer. Primary school children from language backgrounds other than English in NSW Government schools came from 247 different language backgrounds. The school enrolment data shows that 60.6% of all LBOTE enrolments came from 5 language backgrounds. The top languages were an Indian language (23.4 per cent), Chinese (15.5 per cent), Arabic (13.0 per cent), Vietnamese (5.2 per cent) and Filipino/Tagalog (3.5).



In the AEDC, children are considered to have a language background other than English (LBOTE) if they speak a language other than English at home or if they have English as a second language (ESL) status. Children who begin school with limited English proficiency can face additional challenges in keeping pace academically while simultaneously learning the English language. In communities where many children speak a language other than English at home, there are important considerations when working to understand and interpret AEDC results.

AEDC data can tell us about the skills and competencies that children demonstrate in English and in their school setting. The results do not capture the language capacities children display at home or in other contexts where their first language and literacy skills may be stronger.

AEDC data can be used to start conversations that raise awareness of the importance of the early years, assist with the understanding of developmental vulnerability within the community and provide better support for local children and their families.

AEDC data showed that in NSW there was a slight increase in the percentage of children with LBOTE who are developmentally vulnerable on one or more domains between 2021 and 2024, by 1.6 percentage points (from 23.4 per cent to 25 per cent).



Similarly, for children with LBOTE, there was an increase in the percentage of children developmentally vulnerable on two or more domains between 2021 to 2024 by 1.1 percentage points.

In 2024, the overall trend in NSW indicates that children who are not proficient in English, whether they have a language background other than English (LBOTE) or speak only English, tend to be more vulnerable in one or more domains, or in two or more domains. There is a gap of over 70 percentage points in developmental vulnerability on one or more domains between children with a language background other than English (LBOTE) who are not proficient in English and those who are proficient in English.

The gap is also significantly high in vulnerability on two or more domains for children with LBOTE and children who speak English only who are not proficient in English versus those who are proficient in English.

Number and percentage of children with LBOTE across NSW that have participated in the AEDC over time

Demographics	2009	2012	2015	2018	2021	2024
LBOTE (%)	24.1	25.4	27.9	31.6	33.2	32.8
Number	21,007	23,988	26,851	30,942	31,779	29,821
Total children	87,170	94,572	96,156	98,020	95,744	90,998

Percentage of children with LBOTE developmentally vulnerable on one or more domains (2009 compared to 2024 and 2021 compared to 2024)

Language diversity	2009	2021	2024	2009 vs 2024	2021 vs 2024
LBOTE ¹	28.0	23.4	25.0	▼	▲
English only ²	19.2	20.0	20.3	▲	▬

Percentage of children with LBOTE developmentally vulnerable on two or more domains (2009 compared to 2024 and 2021 compared to 2024)

Language diversity	2009	2021	2024	2009 vs 2024	2021 vs 2024
LBOTE	13.1	11.5	12.6	▼	▲
English only	9.4	10.0	10.5	▲	▲

Percentage of children with LBOTE developmentally on track on all five domains (2009 compared to 2024 and 2021 compared to 2024)

Language diversity	2009	2021	2024	2009 vs 2024	2021 vs 2024
LBOTE	46.9	51.7	50.4	▲	▼
English only	57.3	57.3	56.1	▼	▼

^[1] For the AEDC, children are considered LBOTE if they speak a language other than English at home or if they have English as a second language status. The Total includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.

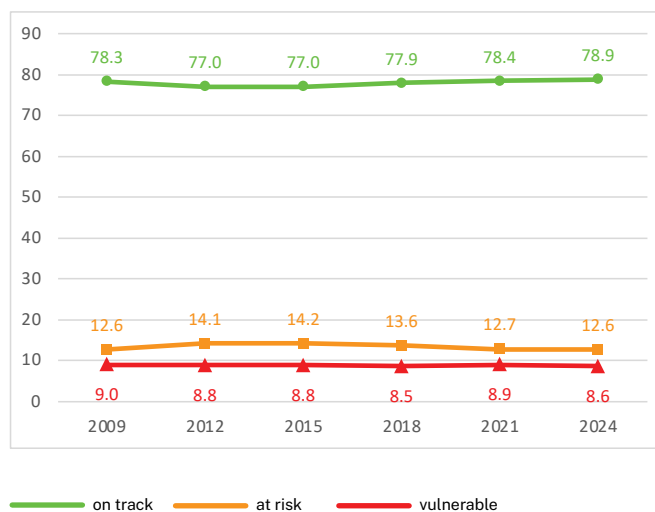
^[2] Total children who speak only English at home includes children who are NOT proficient in English, children who ARE proficient in English, as well as children whose proficiency in English is unknown.

Significant increase (positive)	Significant increase (negative)	Non significant increase	No change	Non significant decrease	Significant decrease (positive)	Significant decrease (negative)
▲	▲	▬	▬	▼	▼	▼

NSW Physical health and wellbeing – LBOTE

The percentage of children with a LBOTE who were developmentally on track on the physical health and wellbeing domain increased steadily from 2009 to 2024, with an increase of 0.5 percentage points between 2021 to 2024. The percentage of children with a LBOTE who are developmentally vulnerable on this domain has decreased by 0.4 percentage points from the baseline in 2009 and by 0.3 percentage points between 2021 to 2024.

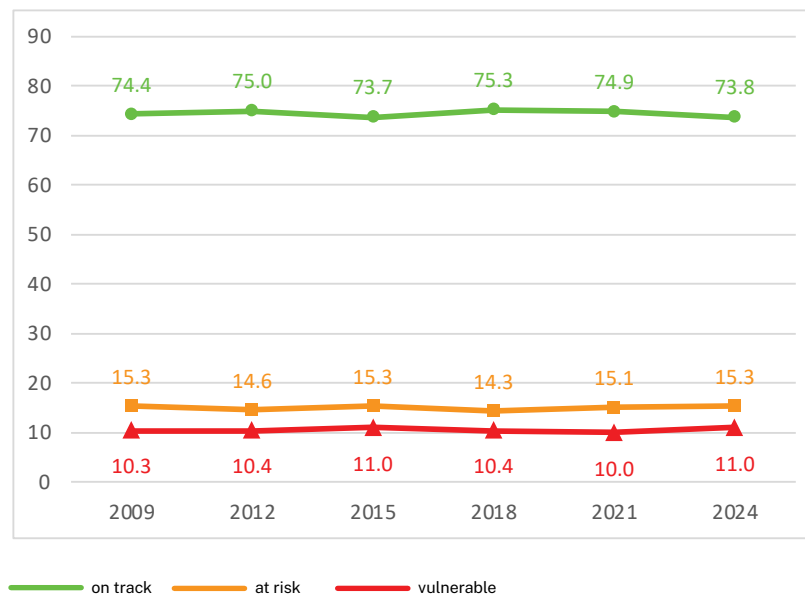
Percentage of developmental vulnerability in NSW on Physical health and wellbeing – LBOTE



NSW Social competence – LBOTE

The percentage of children with a LBOTE who are developmentally vulnerable on the social competence domain increased by 1 percentage point in 2024 taking it above the baseline in 2009 by 0.7 percentage points. The percentage of children with a LBOTE developmentally on track decreased by 1.1 percentage points between 2021 to 2024 taking the 2024 percentage to below the baseline of 2009 by 0.6 percentage points.

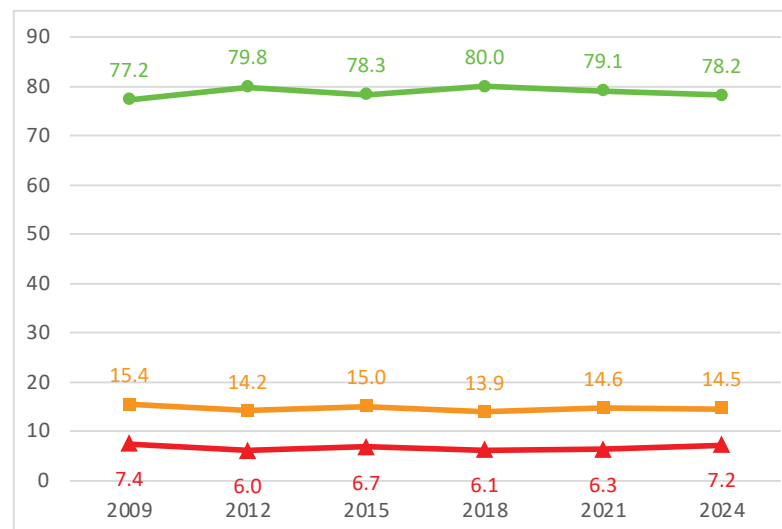
Percentage of developmental vulnerability in NSW on Social competence – LBOTE



NSW Emotional maturity – LBOTE

The percentage of children with a LBOTE who are developmentally vulnerable on the emotional maturity domain increased by 0.9 percentage points in 2024, and the percentage of children developmentally on track decreased by 0.9 percentage points. The percentage of children developmentally on track has increased above the 2009 baseline by 1 percentage point and the percentage of children developmentally vulnerable is less than the baseline of 2009 by 0.2 percentage points.

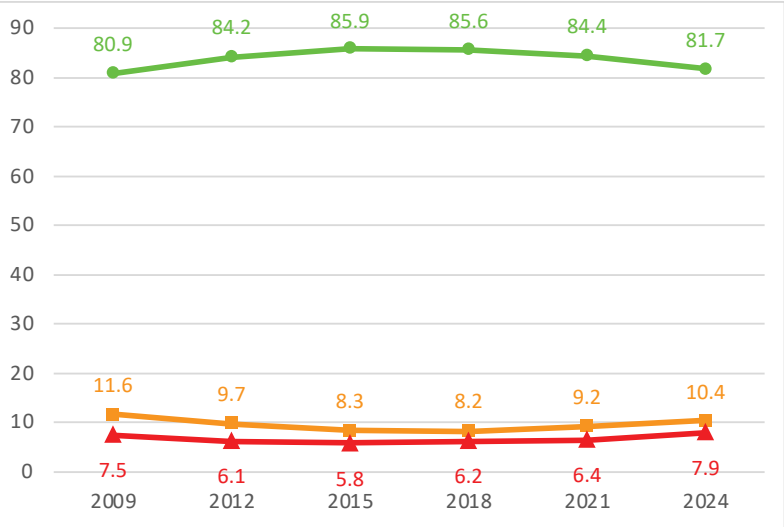
Percentage of developmental vulnerability in NSW on Emotional maturity – LBOTE



NSW Language and cognitive skills (school-based) – LBOTE

Developmental vulnerability on the language and cognitive skills domain increased by 1.5 percentage points in 2024 for children with a LBOTE. The percentage of children with a LBOTE who are developmentally on track on this domain decreased by 2.7 percentage points in 2024.

Percentage of developmental vulnerability in NSW on Language and cognitive skills (school-based) – LBOTE

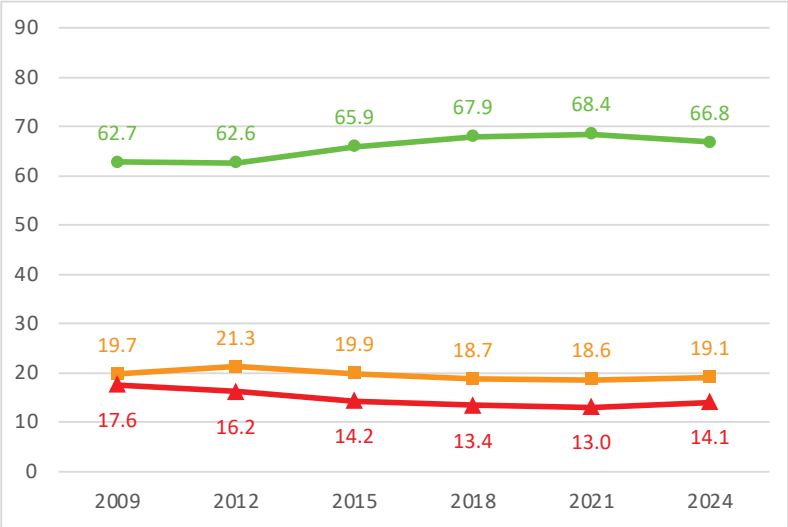


on track at risk vulnerable

NSW Communication skills and general knowledge – LBOTE

Since baseline, there were steady improvements in the percentage of children with a LBOTE who were developmentally on track on the communication skills and general knowledge domain from 62.7 per cent in 2009 to 68.4 per cent in 2021. This trend reversed in 2024 with a decrease of 1.6 percentage points in the percentage of children developmentally on track to 66.8 per cent.

Percentage of developmental vulnerability in NSW on Communication skills and general knowledge – LBOTE



NSW summary indicators – LBOTE

OT5

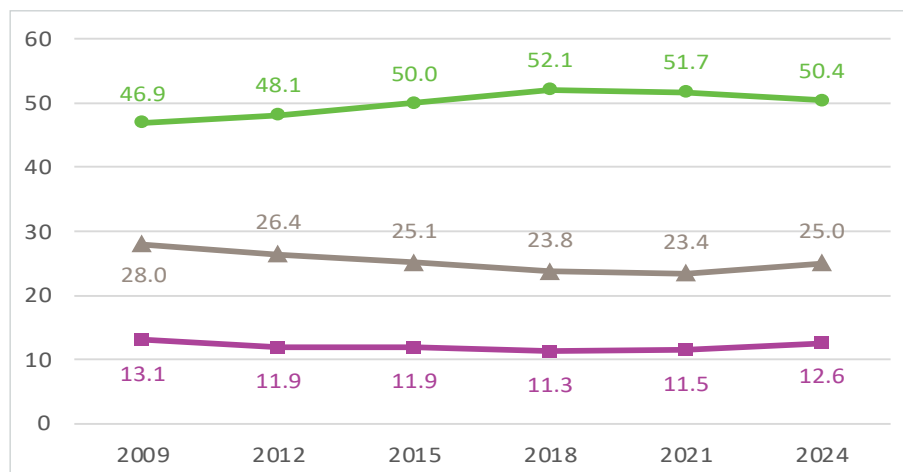
DV1

DV2

The percentage of children with a LBOTE who were developmentally on track on five domains (OT5) increased steadily from 46.9 per cent in 2009 to 51.7 per cent in 2021, before declining by 1.3 percentage points to 50.4 per cent in 2024.

The percentage of children with an LBOTE who were developmentally vulnerable on one or more domains (DV1) reduced steadily over time from 28 per cent in 2009 to 23.4 per cent in 2021, before increasing for the first time since baseline in 2024 by 1.6 percentage points to 25.0 per cent. The same pattern can be observed for the developmentally vulnerable on two or more domains (DV2) summary indicator with an increase of 1.1 percentage point between 2021 and 2024 but decreasing by 0.5 percentage points between baseline in 2009 and in 2024.

NSW Summary indicators - LBOTE



Children with special needs

For the AEDC data collection, teachers complete the instrument and demographic information for all children, including those with special needs, to enable communities to be responsive to all children in their community. However, AEDC results are not reported for children with special needs.

In the AEDC, children with special needs are classified as those who have chronic physical, medical, or intellectual disabilities that require special assistance, based on medical diagnosis. The percentage of children who have a special needs diagnosis has increased from 4.3 per cent in 2009 to 6.9 per cent in 2024.

There was also an increase in the percentage of children who have a special needs diagnosis from 5.3 per cent in 2021 to 6.9 per cent in 2024. This reflects the national trend where it has increased from 4.4 per cent in 2009 to 6.7 per cent in 2024.

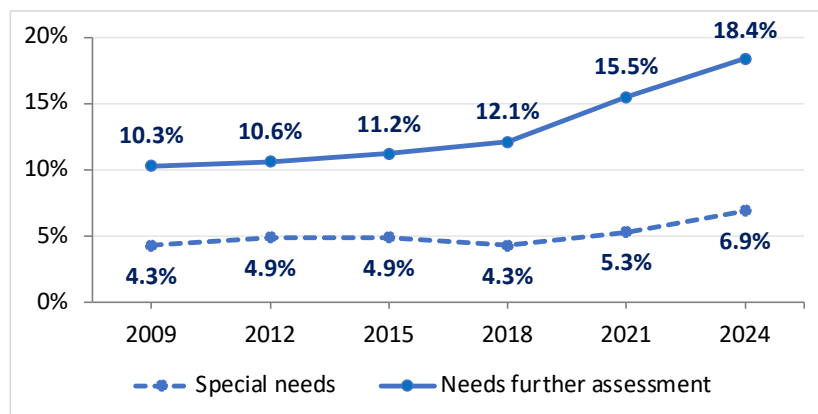
Children needing further assessment

Children identified by teachers as 'needing further assessment' are children that are currently being assessed or need further assessment based on information provided to the teacher by a parent or guardian, allied health professional or through teacher observation. Further assessments may include medical, physical, behaviour management, emotional or cognitive development assessments. Children identified as needing further assessment who do not have a special needs diagnosis are included in calculations for AEDC results including summary indicators and domain results.

There has been a significant increase in the percentage of children requiring further assessment from 15.5 per cent in 2021 to 18.4 per cent in 2024. This is consistent with the ongoing increase in the percentage of children identified as needing further assessment since the AEDC data was first collected in 2009 (10.3 per cent). This trend is similar across Australia with the increase going from 10.7 per cent in 2009 to 20.5 per cent in 2024.

Our Children
Our Communities
Our Future

Children in NSW with special needs and those needing further assessment



Needs further assessment: Children identified by teachers as requiring further assessment (e.g. medical and physical, behaviour management, emotional and cognitive)

Special needs: Children identified by teachers as high need requiring special assistance due to chronic medical, physical, or intellectually disabling conditions (e.g. Autism, Cerebral Palsy, Down)

Australia-wide data in percentage

Demographics	2009	2012	2015	2018	2021	2024
Children with special needs status	4.4	4.9	4.7	4.6	5.2	6.7
Children in need of further assessment	10.7	10.5	11.8	13.3	16.3	20.5

Additional information and support

Accessing AEDC data

To access and explore AEDC data visit the [AEDC data explorer website](#). Data is available by suburbs or communities and can be accessed as tables, graphs, maps and detailed community profiles.

AEDC data for NSW Department of Education

AEDC data is an important source of information for schools across NSW. To allow easy and ongoing access for NSW Department of Education school staff and leaders, AEDC NSW has added school profiles and addendum on SCOUT. Information to explain how to access this is available via the [AEDC NSW report webpage](#).

AEDC macrodata and microdata are available under application. More information on the application process is available on the [AEDC national website](#).

AEDC NSW resources

A range of resources providing information and case studies to support schools and early childhood and care services is available on the [NSW AEDC community grants program webpage](#).



AEDC NSW microlearning course

AEDC NSW has developed a professional learning course that comprises of 11 modules.

Each module takes approximately 20 minutes to complete. The course provides an interactive way to understand what the AEDC is and how to interpret and engage with the data. Modules 1–11 are available for all stakeholders to access on the [AEDC NSW professional learning webpage](#) and on [MyPL](#) for NSW Department of Education staff only.

These modules are:

- [Module 1 – The Australian Early Development Census](#)
- [Module 2 – Unpacking the Australian Early Development Census](#)
- [Module 3 – Engaging with the data](#)
- [Module 4 – A collaborative approach](#)
- [Module 5 – School teachers using the Australian Early Development Census](#)
- [Module 6 – Early Childhood educators using the Australian Early Development Census](#)
- [Module 7 – Educational leaders using the Australian Early Development Census](#)
- [Module 8 – Community organisations and government agencies using the Australian Early Development Census](#)
- [Module 9 – Bias in data analysis](#)
- [Module 10 – Bias for teachers and educational leaders](#)
- [Module 11 – Bias for early years educators and community practitioners](#)

For more information on how to access this professional learning, visit the [AEDC NSW professional learning and events website](#).



AEDC Podcast

As part of the Early Learning matters podcast, AEDC NSW has recorded a two-part podcast to unpack the AEDC and explore how to engage with the AEDC data. To access the podcast, visit the [Early Learning matters podcast website](#).

AEDC symposium

Since 2021, AEDC NSW has delivered research symposiums. The symposiums are an opportunity to share research, resources and examples of practice with various stakeholders. The symposium sessions are targeted to meet the needs of educators, researchers and professionals from schools, early education and care services, government agencies, university researchers and research institutes.

To view resources from past and upcoming symposium sessions, visit the [AEDC NSW professional learning](#) and events webpage or the various symposium pages.

- [AEDC NSW Research Symposium 2021](#)
- [AEDC NSW Research Symposium 2022](#)
- [AEDC NSW Research Symposium 2025](#)

Contact us

We deliver targeted workshops to help you respond to your community data.

Contact us using aedc@det.nsw.edu.au or Phone: 1300 083 698.



National Resources

For more resources to help understand and use the data visit the AEDC website: www.aedc.gov.au

About the AEDC

Australian Early Development Census

A fact sheet summarising the AEDC.

www.aedc.gov.au/what-is-the-aedc/about-the-aedc

About the AEDC

A fact sheet with information about how the AEDC collects data on children in their first year of full-time school.

<https://aedc.gov.au/resources/detail/about-the-aedc-data-collection>

About the AEDC domains

A fact sheet summarising the key characteristics of each AEDC domain.

<https://aedc.gov.au/resources/detail/about-the-aedc-domains>

AEDC summary indicators

A fact sheet providing an overview of the three summary indicators used to describe children's development - OT5, DV1 and DV2.

<https://aedc.gov.au/resources/detail/aedc-summary-indicators>

Definition of AEDC terms

A fact sheet defining the key terms used in the AEDC program and resources.

<https://aedc.gov.au/resources/detail/definition-of-aedc-terms>

Introduction to the AEDC

A short video explaining the AEDC.

<https://aedc.gov.au/resources/detail/introduction-to-the-aedc>

Accessing AEDC data

Community data explorer

The Community data explorer is a searchable online data tool available through the AEDC website. Data from each AEDC collection can be viewed at four different levels: local community, community, state/territory and national. Data is available to download in report, table, chart and map formats.

www.aedc.gov.au/community-data-explorer

Public data tables

Time series data tables are available for download for all AEDC data collections by Local Government Area (LGA), Statistical Area Levels 2, 3 and 4 (SA2, SA3, SA4), Greater Capital City Statistical Areas (GCCSA), Remoteness and SEIFA.

www.aedc.gov.au/community-data-explorer

Community profiles

Community profiles present AEDC results from geographic areas, usually equivalent to an LGA. They also include information that provides context for the AEDC results such as demographics and the characteristics of children in the area.

www.aedc.gov.au/data-hub/public-data/community-profiles

Data guidelines

The principles and protocols governing the management, access, use, disclosure and dissemination of AEDC data are outlined in the Data guidelines. This includes the process for accessing data that is not publicly available.

<https://aedc.gov.au/resources/detail/aedc-data-guidelines>

National Resources continued

To learn more about the AEDC and access results and resources visit: www.aedc.gov.au.

Using AEDC data

User guides

AEDC user guides are designed to help educators, communities, policymakers, and researcher understand and use AEDC data effectively. The user guides outline the principles and practices for location actions and solutions that work for the children and families that make up communities and jurisdictions.

Community Service Organisations

<https://aedc.gov.au/resources/detail/user-guide-community-service-organisations>

User Guide: Early Childhood Services and School

<https://aedc.gov.au/resources/detail/user-guide-early-childhood-services-and-schools>

User Guide: Local Government

<https://aedc.gov.au/resources/detail/user-guide-local-government>

User Guide: Policy Makers and Government Executive

<https://aedc.gov.au/resources/detail/user-guide-policy-makers-and-government-executive>

Informing your planning

A video describing how the AEDC can be used to improve the provision of services and supports to children and families.

<https://aedc.gov.au/resources/detail/informing-your-planning>

Understanding the data

A video explaining how the AEDC data is collected and used to calculate AEDC results at a community level.

<https://aedc.gov.au/resources/detail/understanding-the-data>

Community stories

A series of stories developed to showcase how communities across Australia are using AEDC data to support early childhood development.

www.aedc.gov.au/aedc-in-action/stories/community-stories

School stories

A series of stories developed to showcase how schools are using the AEDC to inform curriculum planning and support children's development.

www.aedc.gov.au/aedc-in-action/stories/school-stories



Appendix

NSW AEDC summary indicators outcomes
at local government level

AEDC NSW Report 2024

Early childhood development in NSW



Introduction

AEDC data is reported at school, community, state and territory, and national levels. This appendix provides summary indicator outcomes at the local Government Areas.

When comparing and reflecting on the AEDC data in your community it’s important to look at both the percentage and number of children, and this is particularly important when looking at smaller populations.

The AEDC national website provides community profiles for eligible communities (for results to be reported, local communities must have a minimum of 15 children and two teachers participate in the collection). The following suppression rules have been applied to the data to preserve confidentiality and are represented by an Asterix (*): AEDC data are not reported for locations in which

- six or fewer children which had been assessed
- less than fifteen children had valid AEDC scores
- less than two teachers had completed the AEDC instrument for children in that location
- the AEDC instrument was completed for less than 80% of all non-special needs children or
- the number of vulnerable or at-risk children represented at least 90% of valid AEDC scores.

To access your community profile please visit www.aedc.gov.au/data-hub/public-data/community-profiles

The AEDC has three summary indicators that can be used to give an indication of the trends in child development across the state. The summary indicators provide insight into developmental vulnerabilities and strengths of children across the AEDC domains. Two of the summary indicators give a picture of children who are most developmentally vulnerable. The third summary indicator is a strength-based indicator. These AEDC summary indicators are:

OT5

Developmentally on track on five domains

DV1

Developmentally vulnerable on one or more domains

DV2

Developmentally vulnerable on two or more domains

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Developmentally on track on all five domains (OT5) by Local Government Area for 2009, 2021 and 2024.	3
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Developmentally vulnerable on one or more domains (DV1) by Local Government Area for 2009, 2021 and 2024.	9
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Developmentally vulnerable on two or more domains (DV2) by Local Government Area for 2009, 2021 and 2024.	15
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Developmentally on track on all five domains (OT5) by Local Government Area for 2009, 2021 and 2024.

Note: When reflecting on the AEDC data in your community it is important to look at both the percentage and number of children, and this is particularly important when looking at small populations.

Name of LGA	2009 Number of children with valid scores	2009 Number of children OT5	2009 Percentage OT5	2021 Number of children with valid scores	2021 Number of children OT5	2021 Percentage OT5	2024 Number of children with valid scores	2024 Number of children OT5	2024 Percentage OT5
NSW state	82,807	45,365	54.8	90,266	50,056	55.5	84,171	45,624	54.2
Albury	587	302	51.4	649	329	50.7	642	283	44.1
Armidale	352	167	47.4	307	146	47.6	288	125	43.4
Ballina	469	220	46.9	402	240	59.7	406	236	58.1
Balranald	31	19	61.3	18	7	38.9	27	8	29.6
Bathurst	471	256	54.4	509	224	44.0	501	263	52.5
Bayside (NSW)	1,557	845	54.3	1,551	871	56.2	1,501	842	56.1
Bega Valley	338	169	50.0	318	201	63.2	292	127	43.5
Bellingen	148	84	56.8	111	54	48.6	92	49	53.3
Berrigan	91	64	70.3	90	41	45.6	72	47	65.3
Blacktown	4,323	2,119	49.0	5,829	3,013	51.7	5,484	2,693	49.1
Bland	102	66	64.7	51	37	72.5	66	38	57.6
Blayney	108	49	45.4	78	39	50.0	97	52	53.6
Blue Mountains	849	544	64.1	827	493	59.6	665	407	61.2
Bogan	41	24	58.5	32	23	71.9	41	28	68.3
Bourke	50	14	28.0	50	11	22.0	31	13	41.9
Brewarrina	32	12	37.5	21	4	19.0	22	7	31.8
Broken Hill	240	128	53.3	200	110	55.0	179	76	42.5
Burwood	331	187	56.5	300	159	53.0	274	152	55.5
Byron	330	140	42.4	325	230	70.8	324	188	58.0
Cabonne	151	96	63.6	169	101	59.8	161	87	54.0
Camden	817	516	63.2	1,870	1,126	60.2	2,117	1,136	53.7
Campbelltown (NSW)	2,018	978	48.5	2,440	1,175	48.2	2,351	1,163	49.5

Developmentally on track on all five domains (OT5) by Local Government Area for 2009, 2021 and 2024.

Name of LGA	2009 Number of children with valid scores	2009 Number of children OT5	2009 Percentage OT5	2021 Number of children with valid scores	2021 Number of children OT5	2021 Percentage OT5	2024 Number of children with valid scores	2024 Number of children OT5	2024 Percentage OT5
Canada Bay	755	421	55.8	826	500	60.5	750	426	56.8
Canterbury-Bankstown	4,238	2,072	48.9	4,656	2,298	49.4	4,246	2,247	52.9
Carrathool	45	26	57.8	37	27	73.0	38	26	68.4
Central Coast (NSW)	3,685	1,980	53.7	3,862	2,151	55.7	3,653	2,037	55.8
Central Darling	18	6	33.3	10	*	*	21	6	28.6
Cessnock	599	317	52.9	801	385	48.1	780	364	46.7
Clarence Valley	523	269	51.4	480	270	56.3	553	324	58.6
Cobar	53	24	45.3	47	15	31.9	51	14	27.5
Coffs Harbour	760	392	51.6	818	409	50.0	729	381	52.3
Coolamon	60	40	66.7	56	36	64.3	64	43	67.2
Coonamble	82	43	52.4	57	11	19.3	73	22	30.1
Cootamundra-Gundagai	124	79	63.7	94	52	55.3	108	61	56.5
Cowra	151	73	48.3	136	70	51.5	126	51	40.5
Cumberland	2,462	1,129	45.9	3,090	1,594	51.6	2,977	1,406	47.2
Dubbo	616	296	48.1	739	345	46.7	612	299	48.9
Dungog	106	62	58.5	106	63	59.4	106	51	48.1
Edward River	110	83	75.5	100	53	53.0	94	51	54.3
Eurobodalla	369	185	50.1	322	150	46.6	302	144	47.7
Fairfield	2,457	1,151	46.8	2,192	1,016	46.4	2,003	930	46.4
Federation	154	78	50.6	111	75	67.6	121	46	38.0
Forbes	115	60	52.2	128	86	67.2	111	66	59.5
Georges River	1,491	829	55.6	1,446	842	58.2	1,325	725	54.7
Gilgandra	51	35	68.6	45	21	46.7	46	20	43.5
Glen Innes Severn	117	61	52.1	89	58	65.2	65	31	47.7
Goulburn Mulwaree	310	159	51.3	357	194	54.3	341	186	54.5
Greater Hume	133	80	60.2	135	81	60.0	103	46	44.7

Developmentally on track on all five domains (OT5) by Local Government Area for 2009, 2021 and 2024.

Name of LGA	2009 Number of children with valid scores	2009 Number of children OT5	2009 Percentage OT5	2021 Number of children with valid scores	2021 Number of children OT5	2021 Percentage OT5	2024 Number of children with valid scores	2024 Number of children OT5	2024 Percentage OT5
Griffith	357	203	56.9	361	183	50.7	312	153	49.0
Gunnedah	139	64	46.0	191	126	66.0	142	72	50.7
Gwydir	76	49	64.5	58	30	51.7	43	10	23.3
Hawkesbury	820	487	59.4	767	469	61.1	716	426	59.5
Hay	43	24	55.8	41	18	43.9	23	5	21.7
Hilltops	233	130	55.8	172	109	63.4	192	121	63.0
Hornsby	1,670	1,005	60.2	1,758	1,068	60.8	1,556	884	56.8
Hunters Hill	149	97	65.1	145	105	72.4	127	86	67.7
Inner West	1,706	964	56.5	1,636	1,079	66.0	1,437	886	61.7
Inverell	237	108	45.6	190	87	45.8	179	77	43.0
Junee	69	40	58.0	71	43	60.6	52	27	51.9
Kempsey	327	147	45.0	307	140	45.6	262	118	45.0
Kiama	215	149	69.3	277	220	79.4	216	149	69.0
Ku-ring-gai	1,410	969	68.7	1,421	900	63.3	1,150	671	58.3
Kyogle	118	51	43.2	80	39	48.8	99	52	52.5
Lachlan	87	43	49.4	97	37	38.1	74	35	47.3
Lake Macquarie	2,266	1,300	57.4	2,373	1,470	61.9	2,148	1,161	54.1
Lane Cove	362	223	61.6	472	310	65.7	419	224	53.5
Leeton	138	84	60.9	94	44	46.8	137	72	52.6
Lismore	514	200	38.9	377	210	55.7	349	185	53.0
Lithgow	228	132	57.9	217	107	49.3	160	95	59.4
Liverpool	2,714	1,483	54.6	3,144	1,566	49.8	3,115	1,529	49.1
Liverpool Plains	108	60	55.6	47	32	68.1	65	30	46.2
Lockhart	42	18	42.9	41	20	48.8	37	25	67.6
Maitland	923	466	50.5	1,176	572	48.6	1,145	598	52.2
Mid-Coast	855	399	46.7	822	462	56.2	788	408	51.8

Developmentally on track on all five domains (OT5) by Local Government Area for 2009, 2021 and 2024. Direction of arrow in the last column (11th column) is a comparison between 2021 and 2024 data

Name of LGA	2009 Number of children with valid scores	2009 Number of children OT5	2009 Percentage OT5	2021 Number of children with valid scores	2021 Number of children OT5	2021 Percentage OT5	2024 Number of children with valid scores	2024 Number of children OT5	2024 Percentage OT5
Mid-Western	274	122	44.5	354	222	62.7	315	150	47.6
Moree Plains	194	78	40.2	154	60	39.0	127	57	44.9
Mosman	322	236	73.3	294	201	68.4	216	168	77.8
Murray River	130	82	63.1	126	64	50.8	126	87	69.0
Murrumbidgee	56	22	39.3	35	15	42.9	26	9	34.6
Muswellbrook	239	97	40.6	226	103	45.6	183	74	40.4
Nambucca Valley	225	89	39.6	188	81	43.1	175	78	44.6
Narrabri	173	74	42.8	143	90	62.9	137	67	48.9
Narrandera	78	52	66.7	83	47	56.6	76	41	53.9
Narromine	104	32	30.8	81	45	55.6	57	36	63.2
Newcastle	1,729	954	55.2	1,703	1,035	60.8	1,611	924	57.4
North Sydney	379	266	70.2	571	375	65.7	478	282	59.0
Northern Beaches	3,087	2,001	64.8	2,830	1,817	64.2	2,566	1,701	66.3
Oberon	56	25	44.6	59	38	64.4	51	28	54.9
Orange	540	300	55.6	604	304	50.3	471	254	53.9
Parkes	208	82	39.4	162	65	40.1	181	94	51.9
Parramatta	2,130	1,118	52.5	3,118	1,729	55.5	2,804	1,569	56.0
Penrith	2,524	1,315	52.1	2,848	1,509	53.0	2,621	1,339	51.1
Port Macquarie-Hastings	749	454	60.6	841	453	53.9	749	382	51.0
Port Stephens	709	410	57.8	768	421	54.8	681	382	56.1
Queanbeyan-Palerang	636	339	53.3	768	355	46.2	750	390	52.0
Randwick	1,184	729	61.6	1,265	707	55.9	1,067	619	58.0
Richmond Valley	271	105	38.7	254	104	40.9	214	139	65.0
Ryde	1,009	586	58.1	1,353	803	59.3	1,277	714	55.9
Shellharbour	874	482	55.1	890	482	54.2	911	443	48.6
Shoalhaven	998	468	46.9	1,086	605	55.7	1,092	545	49.9

Developmentally on track on all five domains (OT5) by Local Government Area for 2009, 2021 and 2024.

Name of LGA	2009 Number of children with valid scores	2009 Number of children OT5	2009 Percentage OT5	2021 Number of children with valid scores	2021 Number of children OT5	2021 Percentage OT5	2024 Number of children with valid scores	2024 Number of children OT5	2024 Percentage OT5
Singleton	336	182	54.2	295	158	53.6	261	135	51.7
Snowy Monaro	211	146	69.2	228	118	51.8	192	92	47.9
Snowy Valleys	182	101	55.5	170	90	52.9	162	78	48.1
Strathfield	327	150	45.9	424	186	43.9	350	190	54.3
Sutherland	2,627	1,706	64.9	2,606	1,606	61.6	2,533	1,578	62.3
Sydney	633	316	49.9	955	576	60.3	856	538	62.9
Tamworth	757	367	48.5	795	349	43.9	750	325	43.3
Temora	74	33	44.6	59	42	71.2	54	37	68.5
Tenterfield	89	44	49.4	53	23	43.4	63	33	52.4
The Hills	1,982	1,308	66.0	2,480	1,504	60.6	2,339	1,398	59.8
Tweed	925	504	54.5	988	521	52.7	973	612	62.9
Upper Hunter	162	100	61.7	167	110	65.9	146	81	55.5
Upper Lachlan	69	30	43.5	92	64	69.6	77	47	61.0
Uralla	59	29	49.2	45	31	68.9	63	23	36.5
Wagga Wagga	805	477	59.3	810	439	54.2	769	394	51.2
Walcha	26	15	57.7	25	14	56.0	39	23	59.0
Walgett	91	43	47.3	88	45	51.1	81	30	37.0
Warren	38	23	60.5	50	34	68.0	25	19	76.0
Warrumbungle	126	78	61.9	97	48	49.5	109	55	50.5
Waverley	563	389	69.1	598	365	61.0	551	393	71.3
Weddin	43	20	46.5	39	27	69.2	36	29	80.6
Wentworth	97	44	45.4	105	45	42.9	93	46	49.5
Willoughby	799	512	64.1	900	577	64.1	739	412	55.8
Wingecarribee	524	278	53.1	457	253	55.4	488	312	63.9
Wollondilly	635	380	59.8	668	453	67.8	711	410	57.7
Wollongong	2,295	1,350	58.8	2,332	1,299	55.7	2,212	1,254	56.7

Developmentally on track on all five domains (OT5) by Local Government Area for 2009, 2021 and 2024.

Name of LGA	2009 Number of children with valid scores	2009 Number of children OT5	2009 Percentage OT5	2021 Number of children with valid scores	2021 Number of children OT5	2021 Percentage OT5	2024 Number of children with valid scores	2024 Number of children OT5	2024 Percentage OT5
Woollahra	435	273	62.8	483	342	70.8	405	299	73.8
Yass Valley	180	99	55.0	191	98	51.3	133	73	54.9
Unincorporated NSW	13	*	*	11	*	*	#	*	*
Unincorp. Other Territories	0	*	*	5	*	*	#	*	*
Norfolk Island	0	*	*	24	16	66.7	17	*	*

Developmentally vulnerable on one or more domains (DV1) by Local Government Area for 2009, 2021 and 2024.

Note: When reflecting on the AEDC data in your community it is important to look at both the percentage and number of children, and this is particularly important when looking at small populations.

Name of LGA	2009 Number of children with valid scores	2009 Number of children DV1	2009 Percentage DV1	2021 Number of children with valid scores	2021 Number of children DV1	2021 Percentage DV1	2024 Number of children with valid scores	2024 Number of children DV1	2024 Percentage DV1
NSW state	82,807	45,365	54.8	90,266	50,056	55.5	84,171	45,624	54.2
Albury	587	137	23.3	649	158	24.3	640	151	23.6
Armidale	351	91	25.9	307	85	27.7	287	110	38.3
Ballina	467	116	24.8	402	68	16.9	406	76	18.7
Balranald	31	5	16.1	17	8	47.1	27	10	37.0
Bathurst	471	109	23.1	505	160	31.7	498	118	23.7
Bayside (NSW)	1,557	328	21.1	1,550	281	18.1	1,495	304	20.3
Bega Valley	336	89	26.5	316	62	19.6	288	81	28.1
Bellingen	148	26	17.6	111	25	22.5	92	20	21.7
Berrigan	91	7	7.7	90	33	36.7	72	14	19.4
Blacktown	4,316	1,166	27.0	5,816	1,354	23.3	5,478	1,454	26.5
Bland	102	21	20.6	51	12	23.5	66	12	18.2
Blayney	108	29	26.9	78	17	21.8	97	25	25.8
Blue Mountains	848	120	14.2	826	128	15.5	663	102	15.4
Bogan	40	7	17.5	32	3	9.4	41	4	9.8
Bourke	50	19	38.0	50	30	60.0	31	14	45.2
Brewarrina	31	10	32.3	20	13	65.0	21	12	57.1
Broken Hill	237	68	28.7	200	60	30.0	179	54	30.2
Burwood	331	65	19.6	299	65	21.7	274	61	22.3
Byron	330	81	24.5	325	39	12.0	322	57	17.7
Cabonne	151	24	15.9	169	36	21.3	161	35	21.7
Camden	817	112	13.7	1,869	347	18.6	2,112	427	20.2
Campbelltown (NSW)	2,017	534	26.5	2,428	620	25.5	2,347	609	25.9

Developmentally vulnerable on one or more domains (DV1) by Local Government Area for 2009, 2021 and 2024.

Name of LGA	2009 Number of children with valid scores	2009 Number of children DV1	2009 Percentage DV1	2021 Number of children with valid scores	2021 Number of children DV1	2021 Percentage DV1	2024 Number of children with valid scores	2024 Number of children DV1	2024 Percentage DV1
Canada Bay	751	134	17.8	824	125	15.2	744	142	19.1
Canterbury-Bankstown	4,234	1,131	26.7	4,643	1,173	25.3	4,225	980	23.2
Carrathool	45	13	28.9	37	7	18.9	38	4	10.5
Central Coast (NSW)	3,683	790	21.4	3,859	793	20.5	3,647	743	20.4
Central Darling	18	11	61.1	10	*	*	21	9	42.9
Cessnock	598	132	22.1	801	228	28.5	780	218	27.9
Clarence Valley	523	117	22.4	478	96	20.1	553	117	21.2
Cobar	53	15	28.3	46	27	58.7	51	19	37.3
Coffs Harbour	760	223	29.3	818	189	23.1	729	192	26.3
Coolamon	60	8	13.3	56	2	3.6	64	12	18.8
Coonamble	81	22	27.2	57	30	52.6	68	28	41.2
Cootamundra-Gundagai	124	23	18.5	94	19	20.2	108	18	16.7
Cowra	151	40	26.5	136	29	21.3	126	36	28.6
Cumberland	2,459	691	28.1	3,086	762	24.7	2,964	793	26.8
Dubbo	616	179	29.1	739	205	27.7	611	147	24.1
Dungog	106	21	19.8	106	19	17.9	106	30	28.3
Edward River	110	13	11.8	100	31	31.0	94	21	22.3
Eurobodalla	369	81	22.0	322	92	28.6	301	78	25.9
Fairfield	2,456	705	28.7	2,188	627	28.7	1,997	618	30.9
Federation	154	25	16.2	111	16	14.4	121	38	31.4
Forbes	115	25	21.7	126	23	18.3	111	26	23.4
Georges River	1,488	332	22.3	1,446	254	17.6	1,323	271	20.5
Gilgandra	51	4	7.8	45	10	22.2	46	12	26.1
Glen Innes Severn	117	27	23.1	89	16	18.0	65	22	33.8
Goulburn Mulwaree	310	68	21.9	357	80	22.4	341	70	20.5
Greater Hume	133	25	18.8	135	27	20.0	103	31	30.1

Developmentally vulnerable on one or more domains (DV1) by Local Government Area for 2009, 2021 and 2024.

Name of LGA	2009 Number of children with valid scores	2009 Number of children DV1	2009 Percentage DV1	2021 Number of children with valid scores	2021 Number of children DV1	2021 Percentage DV1	2024 Number of children with valid scores	2024 Number of children DV1	2024 Percentage DV1
Griffith	357	63	17.6	361	96	26.6	303	86	28.4
Gunnedah	139	42	30.2	191	26	13.6	142	36	25.4
Gwydir	76	14	18.4	57	16	28.1	43	25	58.1
Hawkesbury	820	131	16.0	767	143	18.6	714	115	16.1
Hay	43	10	23.3	41	4	9.8	23	11	47.8
Hilltops	233	53	22.7	172	30	17.4	192	41	21.4
Hornsby	1,669	288	17.3	1,757	273	15.5	1,554	290	18.7
Hunters Hill	149	17	11.4	145	9	6.2	127	15	11.8
Inner West	1,704	342	20.1	1,633	247	15.1	1,431	220	15.4
Inverell	237	62	26.2	190	60	31.6	178	52	29.2
Junee	69	14	20.3	71	12	16.9	52	13	25.0
Kempsey	327	99	30.3	307	87	28.3	262	78	29.8
Kiama	213	26	12.2	277	16	5.8	215	23	10.7
Ku-ring-gai	1,409	155	11.0	1,421	209	14.7	1,141	209	18.3
Kyogle	118	36	30.5	80	23	28.8	99	33	33.3
Lachlan	87	26	29.9	97	31	32.0	74	20	27.0
Lake Macquarie	2,264	364	16.1	2,372	436	18.4	2,148	426	19.8
Lane Cove	362	34	9.4	472	63	13.3	418	64	15.3
Leeton	137	20	14.6	94	29	30.9	137	33	24.1
Lismore	514	157	30.5	375	86	22.9	348	82	23.6
Lithgow	228	45	19.7	217	57	26.3	160	35	21.9
Liverpool	2,712	584	21.5	3,135	811	25.9	3,103	809	26.1
Liverpool Plains	108	24	22.2	47	8	17.0	65	20	30.8
Lockhart	42	9	21.4	41	11	26.8	37	4	10.8
Maitland	923	167	18.1	1,176	298	25.3	1,144	264	23.1
Mid-Coast	854	233	27.3	821	187	22.8	785	180	22.9

Developmentally vulnerable on one or more domains (DV1) by Local Government Area for 2009, 2021 and 2024.

Name of LGA	2009 Number of children with valid scores	2009 Number of children DV1	2009 Percentage DV1	2021 Number of children with valid scores	2021 Number of children DV1	2021 Percentage DV1	2024 Number of children with valid scores	2024 Number of children DV1	2024 Percentage DV1
Mid-Western	273	72	26.4	354	68	19.2	314	93	29.6
Moree Plains	193	70	36.3	154	52	33.8	127	42	33.1
Mosman	322	24	7.5	294	33	11.2	216	19	8.8
Murray River	130	17	13.1	126	29	23.0	126	18	14.3
Murrumbidgee	56	19	33.9	35	12	34.3	26	11	42.3
Muswellbrook	239	82	34.3	226	70	31.0	183	60	32.8
Nambucca Valley	225	67	29.8	187	52	27.8	175	61	34.9
Narrabri	173	49	28.3	143	24	16.8	137	27	19.7
Narrandera	78	16	20.5	83	18	21.7	76	21	27.6
Narromine	104	35	33.7	81	23	28.4	57	9	15.8
Newcastle	1,723	331	19.2	1,701	291	17.1	1,609	320	19.9
North Sydney	379	40	10.6	570	85	14.9	478	81	16.9
Northern Beaches	3,085	446	14.5	2,830	408	14.4	2,564	332	12.9
Oberon	56	15	26.8	59	10	16.9	50	13	26.0
Orange	539	118	21.9	604	149	24.7	471	123	26.1
Parkes	208	73	35.1	161	44	27.3	181	45	24.9
Parramatta	2,128	488	22.9	3,114	602	19.3	2,800	606	21.6
Penrith	2,518	599	23.8	2,846	694	24.4	2,618	638	24.4
Port Macquarie-Hastings	749	132	17.6	841	208	24.7	747	180	24.1
Port Stephens	709	129	18.2	768	160	20.8	678	162	23.9
Queanbeyan-Palerang	632	135	21.4	768	183	23.8	746	175	23.5
Randwick	1,181	195	16.5	1,264	249	19.7	1,065	181	17.0
Richmond Valley	271	75	27.7	252	78	31.0	214	37	17.3
Ryde	1,005	208	20.7	1,352	250	18.5	1,274	251	19.7
Shellharbour	873	186	21.3	890	191	21.5	909	221	24.3
Shoalhaven	998	260	26.1	1,086	255	23.5	1,091	268	24.6

Developmentally vulnerable on one or more domains (DV1) by Local Government Area for 2009, 2021 and 2024.

Name of LGA	2009 Number of children with valid scores	2009 Number of children DV1	2009 Percentage DV1	2021 Number of children with valid scores	2021 Number of children DV1	2021 Percentage DV1	2024 Number of children with valid scores	2024 Number of children DV1	2024 Percentage DV1
Singleton	336	84	25.0	295	66	22.4	261	58	22.2
Snowy Monaro	211	33	15.6	228	60	26.3	192	41	21.4
Snowy Valleys	182	40	22.0	170	45	26.5	162	47	29.0
Strathfield	327	94	28.7	424	130	30.7	350	79	22.6
Sutherland	2,627	373	14.2	2,604	397	15.2	2,527	351	13.9
Sydney	633	174	27.5	954	172	18.0	856	130	15.2
Tamworth	753	202	26.8	792	218	27.5	744	212	28.5
Temora	74	23	31.1	59	8	13.6	54	10	18.5
Tenterfield	89	20	22.5	53	21	39.6	63	16	25.4
The Hills	1,978	274	13.9	2,478	399	16.1	2,333	363	15.6
Tweed	925	183	19.8	986	209	21.2	973	162	16.6
Upper Hunter	162	26	16.0	166	22	13.3	146	29	19.9
Upper Lachlan	69	12	17.4	92	12	13.0	77	16	20.8
Uralla	59	13	22.0	45	7	15.6	63	25	39.7
Wagga Wagga	803	153	19.1	807	190	23.5	768	206	26.8
Walcha	26	5	19.2	25	5	20.0	39	6	15.4
Walgett	91	21	23.1	88	30	34.1	81	33	40.7
Warren	38	7	18.4	50	5	10.0	25	1	4.0
Warrumbungle	126	17	13.5	97	26	26.8	109	28	25.7
Waverley	563	76	13.5	598	101	16.9	551	43	7.8
Weddin	43	12	27.9	39	6	15.4	36	2	5.6
Wentworth	97	27	27.8	104	37	35.6	92	18	19.6
Willoughby	797	125	15.7	894	125	14.0	737	116	15.7
Wingecarribee	524	121	23.1	457	90	19.7	487	67	13.8
Wollondilly	634	110	17.4	665	88	13.2	709	126	17.8
Wollongong	2,294	420	18.3	2,329	495	21.3	2,210	472	21.4

Developmentally vulnerable on one or more domains (DV1) by Local Government Area for 2009, 2021 and 2024.

Name of LGA	2009 Number of children with valid scores	2009 Number of children DV1	2009 Percentage DV1	2021 Number of children with valid scores	2021 Number of children DV1	2021 Percentage DV1	2024 Number of children with valid scores	2024 Number of children DV1	2024 Percentage DV1
Woollahra	433	58	13.4	483	53	11.0	405	38	9.4
Yass Valley	180	31	17.2	191	43	22.5	133	25	18.8
Unincorporated NSW	13	*	*	10	*	*	#	*	*
Unincorp. Other Territories	0	*	*	5	*	*	#	*	*
Norfolk Island	0	*	*	24	6	25.0	17	*	*

Developmentally vulnerable on two or more domains (DV2) by Local Government Area for 2009, 2021 and 2024.

Note: When reflecting on the AEDC data in your community it is important to look at both the percentage and number of children, and this is particularly important when looking at small populations.

Name of LGA	2009 Number of children with valid scores	2009 Number of children DV2	2009 Percentage DV2	2021 Number of children with valid scores	2021 Number of children DV2	2021 Percentage DV2	2024 Number of children with valid scores	2024 Number of children DV2	2024 Percentage DV2
NSW state	82,807	45,365	54.8	90,266	50,056	55.5	84,171	45,624	54.2
Albury	587	75	12.8	648	89	13.7	643	89	13.8
Armidale	351	52	14.8	307	42	13.7	287	65	22.6
Ballina	469	51	10.9	402	36	9.0	408	28	6.9
Balranald	31	3	9.7	17	5	29.4	27	6	22.2
Bathurst	471	55	11.7	513	82	16.0	497	54	10.9
Bayside (NSW)	1,558	150	9.6	1,551	130	8.4	1,509	143	9.5
Bega Valley	338	55	16.3	324	32	9.9	294	44	15.0
Bellingen	148	7	4.7	111	12	10.8	92	9	9.8
Berrigan	91	4	4.4	90	13	14.4	72	10	13.9
Blacktown	4,325	574	13.3	5,834	705	12.1	5,502	776	14.1
Bland	102	14	13.7	51	5	9.8	66	7	10.6
Blayney	108	15	13.9	78	11	14.1	97	13	13.4
Blue Mountains	846	45	5.3	828	52	6.3	665	41	6.2
Bogan	41	2	4.9	32	1	3.1	41	3	7.3
Bourke	50	13	26.0	50	20	40.0	31	9	29.0
Brewarrina	32	6	18.8	21	8	38.1	22	5	22.7
Broken Hill	242	45	18.6	200	19	9.5	179	41	22.9
Burwood	331	27	8.2	299	30	10.0	273	24	8.8
Byron	332	40	12.0	327	15	4.6	325	30	9.2
Cabonne	151	9	6.0	169	9	5.3	161	20	12.4
Camden	817	50	6.1	1,869	150	8.0	2,116	208	9.8
Campbelltown (NSW)	2,018	270	13.4	2,442	318	13.0	2,351	307	13.1

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Canada Bay	752	56	7.4	825	62	7.5	748	50	6.7
Canterbury-Bankstown	4,235	560	13.2	4,668	601	12.9	4,246	508	12.0
Carrathool	45	6	13.3	37	4	10.8	38	0	0.0
Central Coast (NSW)	3,684	397	10.8	3,871	384	9.9	3,657	390	10.7
Central Darling	20	5	25.0	9	*	*	24	4	16.7
Cessnock	597	60	10.1	801	137	17.1	779	119	15.3
Clarence Valley	523	67	12.8	487	48	9.9	553	63	11.4
Cobar	53	8	15.1	47	15	31.9	51	14	27.5
Coffs Harbour	759	132	17.4	818	79	9.7	729	103	14.1
Coolamon	60	5	8.3	56	1	1.8	64	5	7.8
Coonamble	82	8	9.8	57	18	31.6	71	11	15.5
Cootamundra-Gundagai	124	14	11.3	94	11	11.7	108	13	12.0
Cowra	151	21	13.9	136	12	8.8	126	23	18.3
Cumberland	2,463	346	14.0	3,089	381	12.3	2,976	408	13.7
Dubbo	617	99	16.0	740	106	14.3	610	68	11.1
Dungog	106	12	11.3	106	9	8.5	106	17	16.0
Edward River	110	6	5.5	100	16	16.0	94	12	12.8
Eurobodalla	369	41	11.1	322	49	15.2	302	41	13.6
Fairfield	2,458	351	14.3	2,194	339	15.5	2,002	360	18.0
Federation	154	13	8.4	111	9	8.1	121	22	18.2
Forbes	115	18	15.7	128	16	12.5	111	13	11.7
Georges River	1,490	154	10.3	1,446	104	7.2	1,325	138	10.4
Gilgandra	51	1	2.0	45	7	15.6	46	5	10.9
Glen Innes Severn	117	11	9.4	89	11	12.4	64	14	21.9
Goulburn Mulwaree	310	36	11.6	357	38	10.6	341	38	11.1
Greater Hume	133	18	13.5	135	16	11.9	103	12	11.7

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Griffith	358	39	10.9	361	53	14.7	318	45	14.2
Gunnedah	139	22	15.8	191	12	6.3	142	19	13.4
Gwydir	76	3	3.9	58	9	15.5	44	20	45.5
Hawkesbury	820	61	7.4	767	64	8.3	716	61	8.5
Hay	43	8	18.6	41	2	4.9	24	6	25.0
Hilltops	233	26	11.2	172	15	8.7	192	20	10.4
Hornsby	1,671	131	7.8	1,759	109	6.2	1,557	123	7.9
Hunters Hill	148	8	5.4	145	4	2.8	127	8	6.3
Inner West	1,704	127	7.5	1,637	112	6.8	1,442	103	7.1
Inverell	237	32	13.5	190	28	14.7	187	28	15.0
Junee	69	10	14.5	71	7	9.9	52	8	15.4
Kempsey	326	51	15.6	307	58	18.9	262	46	17.6
Kiama	215	11	5.1	277	4	1.4	216	12	5.6
Ku-ring-gai	1,411	60	4.3	1,429	95	6.6	1,153	85	7.4
Kyogle	119	20	16.8	81	18	22.2	99	24	24.2
Lachlan	88	13	14.8	97	18	18.6	74	13	17.6
Lake Macquarie	2,270	172	7.6	2,378	215	9.0	2,148	231	10.8
Lane Cove	363	14	3.9	472	22	4.7	420	27	6.4
Leeton	138	9	6.5	94	12	12.8	137	13	9.5
Lismore	514	73	14.2	377	56	14.9	348	55	15.8
Lithgow	228	24	10.5	217	30	13.8	160	16	10.0
Liverpool	2,715	255	9.4	3,145	449	14.3	3,128	456	14.6
Liverpool Plains	108	11	10.2	47	3	6.4	65	8	12.3
Lockhart	42	1	2.4	41	3	7.3	37	1	2.7
Maitland	923	85	9.2	1,176	170	14.5	1,144	158	13.8
Mid-Coast	858	115	13.4	822	103	12.5	786	115	14.6

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Mid-Western	274	35	12.8	354	34	9.6	315	47	14.9
Moree Plains	193	45	23.3	154	35	22.7	127	29	22.8
Mosman	322	4	1.2	294	15	5.1	217	5	2.3
Murray River	130	9	6.9	126	13	10.3	126	9	7.1
Murrumbidgee	56	11	19.6	35	5	14.3	26	9	34.6
Muswellbrook	238	44	18.5	226	48	21.2	183	31	16.9
Nambucca Valley	225	30	13.3	188	36	19.1	176	28	15.9
Narrabri	172	18	10.5	143	11	7.7	137	14	10.2
Narrandera	78	5	6.4	83	10	12.0	76	14	18.4
Narromine	104	22	21.2	81	10	12.3	56	6	10.7
Newcastle	1,731	160	9.2	1,702	138	8.1	1,610	187	11.6
North Sydney	380	8	2.1	571	37	6.5	478	41	8.6
Northern Beaches	3,089	176	5.7	2,828	183	6.5	2,569	142	5.5
Oberon	58	5	8.6	59	8	13.6	50	7	14.0
Orange	539	69	12.8	604	73	12.1	471	57	12.1
Parkes	209	44	21.1	163	26	16.0	184	23	12.5
Parramatta	2,128	220	10.3	3,118	292	9.4	2,803	289	10.3
Penrith	2,525	298	11.8	2,848	341	12.0	2,618	358	13.7
Port Macquarie-Hastings	750	60	8.0	841	109	13.0	750	95	12.7
Port Stephens	709	62	8.7	768	81	10.5	683	90	13.2
Queanbeyan-Palerang	640	78	12.2	768	84	10.9	757	82	10.8
Randwick	1,183	75	6.3	1,265	98	7.7	1,071	84	7.8
Richmond Valley	271	43	15.9	256	51	19.9	214	21	9.8
Ryde	1,014	75	7.4	1,358	121	8.9	1,277	118	9.2
Shellharbour	875	96	11.0	890	98	11.0	912	122	13.4

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Shoalhaven	998	126	12.6	1,086	142	13.1	1,094	134	12.2
Singleton	345	41	11.9	295	30	10.2	261	35	13.4
Snowy Monaro	211	14	6.6	228	24	10.5	192	15	7.8
Snowy Valleys	182	17	9.3	170	23	13.5	162	30	18.5
Strathfield	327	45	13.8	423	62	14.7	350	39	11.1
Sutherland	2,627	175	6.7	2,611	201	7.7	2,534	153	6.0
Sydney	638	77	12.1	954	86	9.0	860	61	7.1
Tamworth	759	105	13.8	795	114	14.3	752	113	15.0
Temora	74	14	18.9	59	5	8.5	54	7	13.0
Tenterfield	89	11	12.4	53	12	22.6	63	10	15.9
The Hills	1,983	111	5.6	2,481	193	7.8	2,338	165	7.1
Tweed	927	105	11.3	988	115	11.6	972	72	7.4
Upper Hunter	162	13	8.0	166	12	7.2	146	12	8.2
Upper Lachlan	69	5	7.2	92	4	4.3	77	10	13.0
Uralla	59	7	11.9	45	2	4.4	63	13	20.6
Wagga Wagga	810	78	9.6	811	105	12.9	769	124	16.1
Walcha	26	2	7.7	25	4	16.0	39	2	5.1
Walgett	91	13	14.3	88	14	15.9	82	22	26.8
Warren	38	4	10.5	50	2	4.0	25	0	0.0
Warrumbungle	126	7	5.6	97	14	14.4	109	16	14.7
Waverley	563	31	5.5	598	42	7.0	551	21	3.8
Weddin	43	8	18.6	39	3	7.7	36	1	2.8
Wentworth	96	13	13.5	104	27	26.0	94	8	8.5
Willoughby	800	46	5.8	897	36	4.0	744	54	7.3
Wingecarribee	525	63	12.0	458	37	8.1	488	30	6.1
Wollondilly	637	57	8.9	667	33	4.9	710	58	8.2

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Wollongong	2,300	216	9.4	2,332	235	10.1	2,212	235	10.6
Woollahra	442	25	5.7	483	22	4.6	405	14	3.5
Yass Valley	181	16	8.8	191	20	10.5	133	8	6.0
Unincorporated NSW	12	*	*	10	*	*	#	*	*
Unincorp. Other Territories	0	*	*	5	*	*	#	*	*
Norfolk Island	0	*	*	24	3	12.5	17	*	*

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The data reported in this document is based on the Australian Early Development Census (AEDC) data provided by the Australian Government Department of Education. The description of the data are those of the NSW Department of Education and not the Australian Government Department of Education.

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

Visit the AEDC NSW website at education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/australian-early-development-census