

AEDC Tasmanian Report 2024

Early Childhood Development in Tasmania





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

Visit the **AEDC website** www.aedc.gov.au

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Executive summary

The Australian Early Development Census

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. This makes the AEDC one of the most comprehensive data collections on early childhood development in the world. The 2024 AEDC is the sixth national data collection.

AEDC results can help to identify and monitor trends in how children in Australia are developing by the time they begin their first year of full-time school. It highlights what is working well and what needs to be improved or developed to support children and their families. The regular collection of AEDC data enables governments, educators, researchers, and communities to better support the wellbeing of children and families.

Each successive collection provides unique insights into the early life experiences of cohorts of children and how these are changing over time. Together, the developmental outcomes of successive cohorts tell the story of how children's development over the first five years of life is influenced by local, state or territory, national and international circumstances.

When children thrive in their early years, they have a strong foundation for lifelong learning, health, development and wellbeing.

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.

The 2024 AEDC collection

The 2024 AEDC took place between 1 May 2024 and 31 July 2024. It included 288,483 children and 16,723 teachers in 7,368 schools. The children captured in the 2024 AEDC were mostly born in 2018 and 2019.

Around 300,000 children are included in each collection of the AEDC, totalling over 1.7 million children since the AEDC began.

Tasmania's key takeaways



1. The highest percentage of Tasmanian children **developmentally on track** was in the Language and cognitive skills (school-based) domain, with **77.3%**.

This suggests a significant majority of children in Tasmania are performing well in language development and cognitive skills compared to other domains.



2. Children in Tasmania performed better and are less likely to be **developmentally vulnerable** in the Communication skills and general knowledge domain with only **7.5%** in this category compared to the national average of **8.9%**.

This indicates Tasmanian children are performing better than their peers across the country.



3. In 2024, **64.3%** of Tasmanian children who *need further assessments* were **developmentally vulnerable on one or more domains**. This is a decrease of **4.1** percentage points from 2021 (**68.4%**).

This decline suggests an improvement in the developmental outcomes for these children over the past three years.



4. In 2024, a total of **43.4%** of children *needing further assessment* were found to be **developmentally vulnerable in two or more domains**. This is a decrease of **2.5** percentage points from **45.9%** in 2021.

This reduction suggests a positive trend in addressing developmental vulnerability among these children over the past three years.



5. Tasmanian First Nations children performed better than the national average in terms of **developmental vulnerability on one or more domains**. First Nations children developmentally vulnerable on one or more domains was **40.2%**, compared to the national average of **42.5%**.

This indicates a relatively better developmental outcome for First Nations children in Tasmania.

Tasmania's key takeaways



6. The lowest percentage of Tasmanian children **developmentally on track** was in the Emotional maturity domain with **71%**, compared to the national average of **74.8%**.

This highlights a specific area where Tasmanian efforts could be focused to improve wellbeing and developmental outcomes.



7. Compared to the national average of **52.9%** only **48.9%** of Tasmanian children were **developmentally on track** in 2024 across five domains.

This represents a significant decline from 2021, indicating that fewer children in Tasmania are meeting developmental milestones compared to their peers nationally.



8. The Social competence and emotional maturity domains both showed a significant increase in the percentage of children **developmentally vulnerable** above the national average.

This trend indicates that more children in Tasmania are facing developmental challenges in these areas compared to their peers.



9. In 2024, the percentage of Tasmanian children **developmentally vulnerable on one or more domains (25.9%)** and **on two or more domains (14.3%)** continues to increase above the national average of **23.5%** and **12.5%** respectively.

This trend indicates that developmental vulnerabilities among Tasmanian children are rising at a higher rate compared to the national figures.



10. The proportion of children identified as having **special needs has shown a substantial upward trend**, rising from **3.3%** in 2009 to **5.7%** in 2021 and further increasing to **8.3%** by 2024. Children needing further assessment have increased significantly from **8.6%** in 2009 to **23.4%** in 2024. This figure is also higher than the national average of **20.5%** (2024).

This may suggest that special needs children were previously underdiagnosed before entering their first year of full-time school in Tasmania, and a potential growing awareness of the importance of diagnosing and supporting children who are developmentally vulnerable.



Getting a Great Start in Life

The first 1000 days of a child's life are widely recognised in global research, policy and practice as a crucial period for establishing a strong foundation for healthy development.

As children grow and transition into the next 1000 days, between ages two and five, they require ongoing developmental support (Lancet 2024; 404: 2094-116). In Tasmania, children's developmental period between ages four and five extends through to their Kindergarten and Prep school years.

Key educational settings such as, Early Childhood Education and Care (ECEC) and schools require a focus on quality, equity and inclusion to ensure all children are receiving programs that support their development and learning. Providing children with access to quality programs that include key interventions to support their development, and learning is crucial for lifelong learning. Additionally, an ongoing active policy environment is essential to improve investment in ECEC systems, services and schools (Lancet 2024; 404: 2094-116).

The AEDC data collection takes place when a child starts their first year of full-time school (Prep in Tasmania). This data reflects their experiences and growth in motor, language, emotional and social skills during their first five years of life. The data provides insights into potential gaps in intervention efforts, helping to optimise ongoing development and care for children and prevent further disadvantage.

The AEDC and other key data sets can be used to support ECEC services, schools, allied health professionals and communities to develop initiatives to improve developmental and learning outcomes for Tasmanian children in the early years.

Lifting Literacy

Our Goal: Lifting literacy so that all Tasmanians can benefit from the social and economic benefits of literacy (Department of Premier and Cabinet, Lifting Literacy Implementation Plan 2024 – 2026).

The Tasmanian Government’s Lifting Literacy Plan is a comprehensive initiative aimed at improving literacy rates across the state. The three year plan extends from 2024 to 2026 and was developed in response to the recommendations of the Literacy Advisory Panel’s Final Report to Government in 2023.

The overarching goal is to achieve 100% literacy, ensuring all Tasmanians have the evidence-based support to reach their full literacy potential.

The Department for Education, Children and Young People (DECYP) plays a key role in the implementation and success of the Lifting Literacy Plan, with work underway in early childhood, school and adult learning contexts.

The Lifting Literacy Plan requires all Tasmanians have access to structured and evidence-based literacy education that considers the learners individual needs. In the early years, evidence-based literacy instruction is informed by the Early Years Learning Framework (EYLF) and inclusive strategies that ensure all children develop strong foundational language and cognitive skills.

DECYP is committed to providing high-quality literacy learning experiences for all children and young people, including those with a disability, additional or diverse learning



needs. The Department’s approach to literacy learning recognises the importance of early literacy development for future success and uses evidence-based screening tools to identify those young children who may need additional literacy support.

Every three years the AEDC reports on progress of Prep children’s cognitive development as well as communication and general knowledge skills. The data also identifies how often children are read to at home and the level of parental engagement in a child’s learning. These activities collectively support children’s language and overall development.

DECYP is particularly focused on making sure that all early years educators in Tasmania have the skills and knowledge needed to provide high-quality, evidence-based literacy learning experiences to young children. A critical element of success in the early years is establishing meaningful relationships with parents, carers, family members and other significant adult in a child’s life.

Table 1 – Percentage of children regularly read to and developmentally vulnerable on one or more domains

Parents or caregivers are actively engaged with school in supporting their child's learning	2009	2012	2015	2018	2021	2024
Very true (%)	70.6	70.8	72.2	71.4	71.6	70.8
Somewhat true (%)	21.1	21.0	20.4	21.2	21.3	22.1

Table 2 – Percentage of all children where reading is encouraged at home

Child is regularly read to/encouraged in his/her reading at home	2009	2012	2015	2018	2021	2024
Very true (%)	71.0	71.6	71.0	69.4	68.4	65.6
Somewhat true (%)	20.0	18.6	19.6	19.3	19.7	19.9

2024 AEDC results

Domains



11.8% of children are developmentally vulnerable on the **Physical health and wellbeing** domain, an increase of 0.7 percentage points since 2021. This is the highest percentage of vulnerability since the 2009 baseline data.



12.6% of children are developmentally vulnerable on the **Social competence** domain an increase of 3.4 percentage points since 2021.



11.8% of children are developmentally vulnerable on the **Emotional maturity** domain an increase of 1.5 percentage points since 2021.



9.1% of children are developmentally vulnerable on the **Language and cognitive skills (school-based)** domain there was no significant change on this domain from 2021.



7.5% of children are developmentally vulnerable on the **Communication skills and general knowledge** domain, an increase of 0.8 percentage points since 2021.

Summary indicators



48.9% of children are **developmentally on track on all five domains**, a decrease of 3.8 percentage points since 2021.



25.9% of children are **developmentally vulnerable on one or more domains**, an increase of 2.7 percentage points since 2021.



14.3% of children are **developmentally vulnerable on two or more domains**, an increase of 2.4 percentage points since 2021. This result is the highest level of developmental vulnerability since 2009.

Priority groups



First Nations

The percentage of Tasmanian First Nations children **developmentally on track** on all five domains has decreased from 38.3 per cent in 2021 to 33.3 per cent in 2024.

The percentage of Tasmanian First Nations children developmentally vulnerable on one or more domains increased in 2021 from 36.6 per cent to 40.2 per cent in 2024, an increase of 3.6 percentage points since 2021.

Tasmania's First Nations children showed better outcomes in developmental vulnerability on one or more domains (DV1) and two or more domains (DV2) compared to First Nations children nationally. However, when compared to all children across Australia, Tasmania's First Nations children experienced higher levels of developmental vulnerability in both DV1 and DV2.



Language diversity

The percentage of children with a Language Background other than English (LBOTE) in 2024 experienced an increase in **developmental vulnerable** rates across all five domains from 2021. The Communication skills and general knowledge domain increased significantly in vulnerability from 10.7 per cent in 2021 to 16.6 per cent in 2024 and the Social competence domain increased from 8.8 per cent to 11.5 per cent.



Socio-economic status

Tasmania had a higher proportion of children living in more disadvantaged areas compared to other regions in Australia. The percentage of children **developmentally on track** on all five domains has decreased for children living in the most disadvantaged communities from 43.3 per cent (2021) to 40.5 per cent (2024) and least disadvantaged communities from 67.3 per cent (2021) to 60.7 per cent (2024).

Tasmanian results

The AEDC children

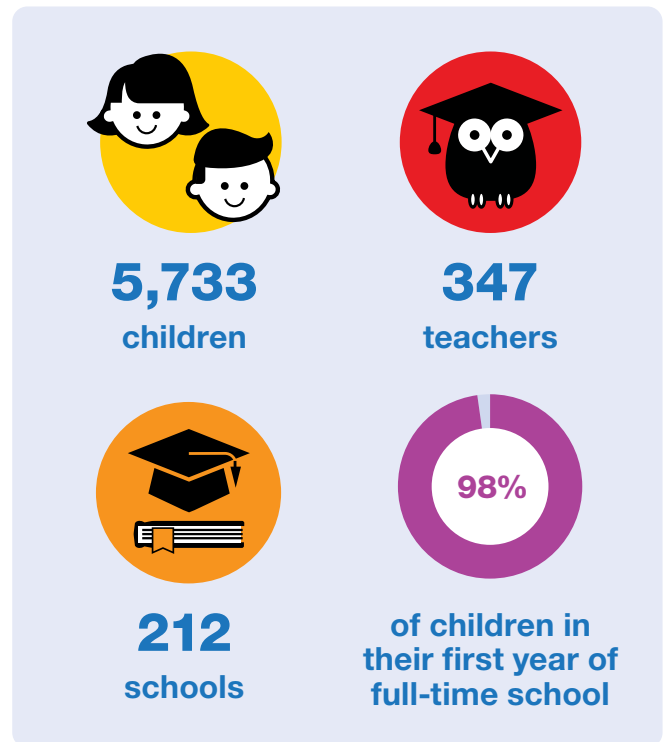
Participation in the AEDC

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.

Each cycle, data is collected on over 90 per cent of Australian children in their first year of full-time school, making the AEDC one of the most comprehensive collections of early childhood development data in the world. Figure 1 provides a snapshot of the number of children, teachers and schools that contributed to the 2024 AEDC in Tasmania.



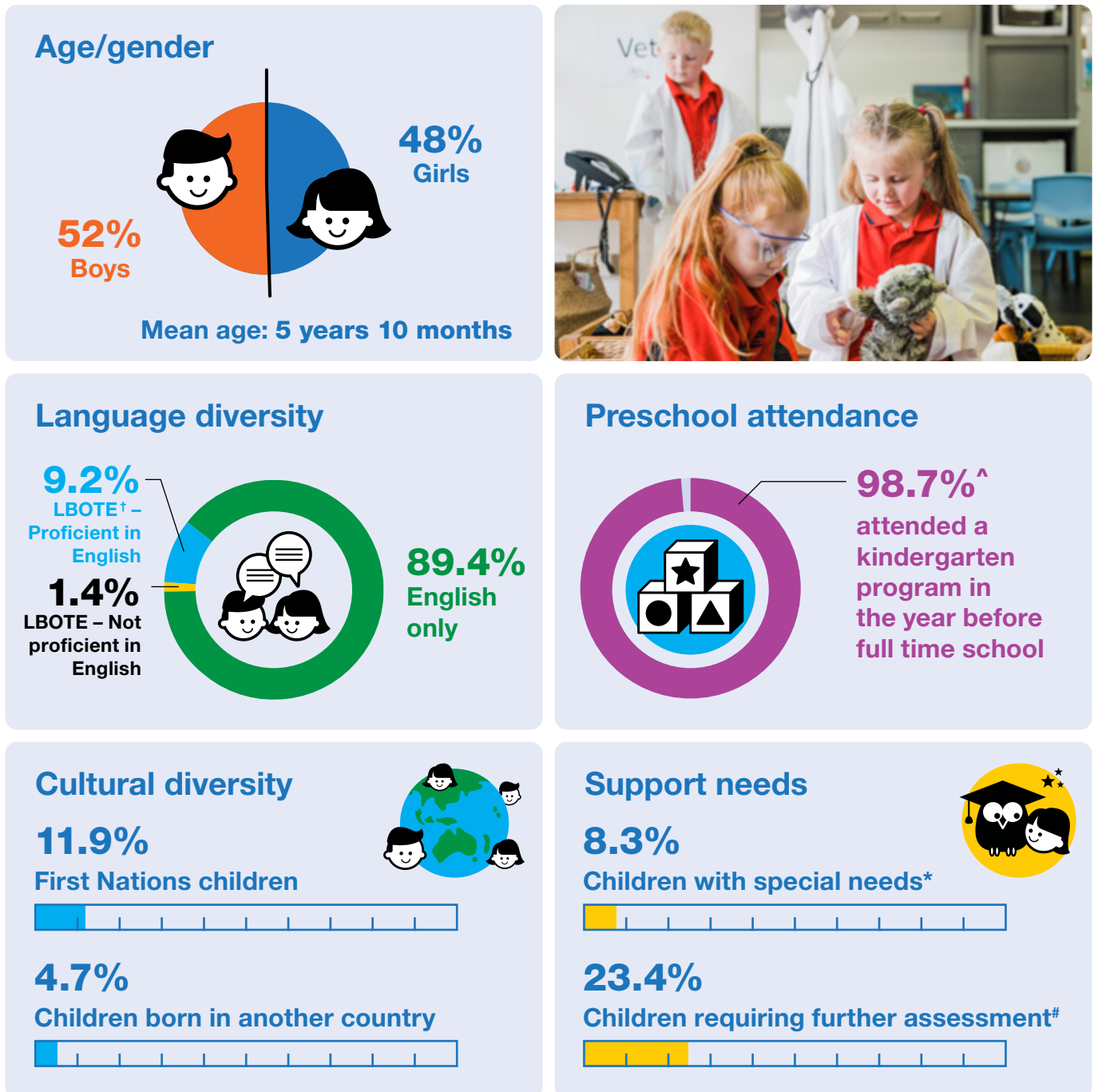
Figure 1 – 2024 AEDC participation in Tasmania



Demographic snapshot

The AEDC provides important insights into the demographic characteristics of the children captured in the 2024 collection. Figure 2 highlights key demographic characteristics and the diversity of the population of children in Tasmania.

Figure 2 – Demographic characteristics of children who participated in the 2024 AEDC in Tasmania



[^] 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.

[†] Language background other than English.

* 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.

Trends in development

The AEDC domains

The AEDC captures data on five key areas or 'domains' of early childhood development that have been shown to predict later mental health, wellbeing and educational outcomes. Figure 3 describes the AEDC domains.

Figure 3 – AEDC domain descriptions



Physical health and wellbeing

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



Social competence

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



Emotional maturity

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

For more information
see the [About the AEDC
Domains fact sheet](#)



How children’s scores are classified

Children receive a score (0-10) for each of the five AEDC domains. These domain scores are then classified into one of three groups using benchmarks that were developed from the first AEDC collection in 2009. These categories are: developmentally on track, at risk or vulnerable (Table 3).

Table 3 – 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](#)



The AEDC summary indicators

The AEDC has three summary indicators that collectively can be used to monitor trends in children's development.

On track on five AEDC domains (OT5) reflects children's developmental strengths and recognises the importance of holistic development. It can help identify where things are working well to support children's development.

Developmentally vulnerable on one or more AEDC domains (DV1) and developmentally vulnerable on two or more AEDC domains (DV2) can be used to identify trends in children's developmental vulnerability over time, and indicate where additional support might be needed at a community level.

The summary indicators can be used to help evaluate the impact of policies and programs over time (Figure 9).

OT5 has been selected as an indicator in the National Agreement on Closing the Gap, Outcome 4: Children thrive in their early years.

Figure 4 – AEDC summary indicators



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



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



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

For more information see the [AEDC Summary Indicators fact sheet](#)



Tasmanian trends: AEDC summary indicators



In 2024, both Tasmania and Australia have experienced a significant decline in the percentage of children **developmentally on track across all five domains**. Additionally, there has been an increase in the percentage of children who are **developmentally vulnerable on one and two or more domains**.

In 2024, only 48.9 per cent of Tasmanian children were **developmentally on track across five domains**. This is lower than the national average of 52.9 per cent and represents a significant decline from the 2021 Tasmanian result of 52.7 per cent. This highlights a significant decrease of 3.8 percentage points since 2021.

The percentage of Tasmanian children **developmentally vulnerable on one or more domains** has significantly increased from 23.2 per cent in 2021 to 25.9 per cent in 2024. This is higher than the 2024 national average of 23.5 per cent. The pattern is similar for children **developmentally vulnerable on two or more domains**. The percentage of vulnerability for Tasmanian children significantly increased from 11.9 per cent to 14.3 per cent in 2024. Nationally, this summary indicator also saw a significant increase from 11.4 per cent to 12.5 per cent.

Figure 5 – Tasmanian trends/Summary indicators

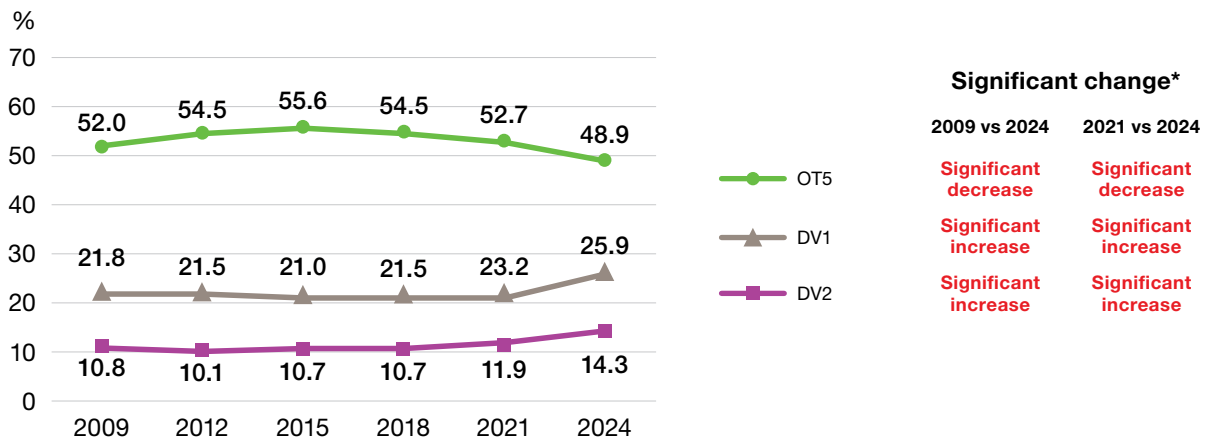
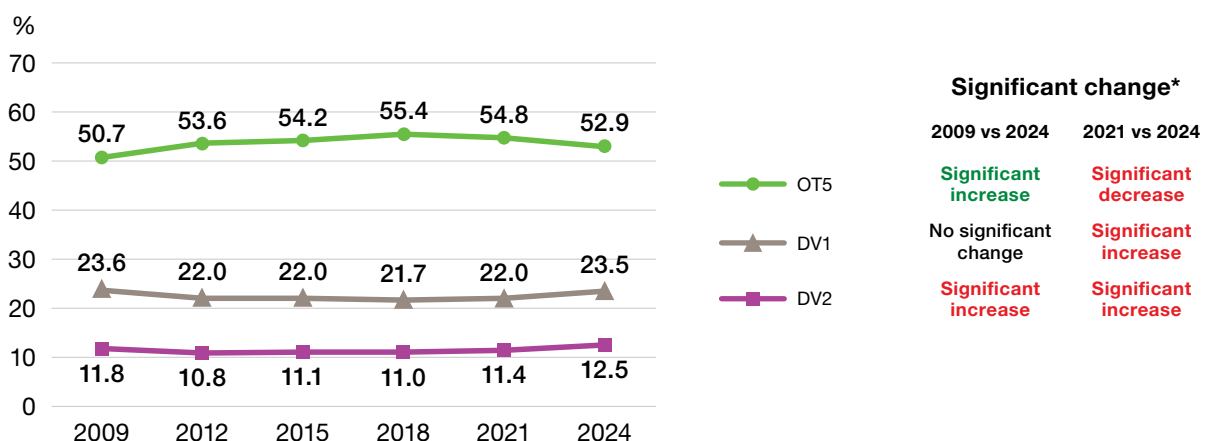


Figure 6 – National trends/Summary indicators



* Significant change text is colour coded green for a positive change and red for a negative change.

Tasmania compared to Australia: Developmental outcomes across the five domains

The percentage of Tasmanian children developmentally on track across all domains was lower than the national average, indicating that Tasmanian children performed below the national average on all five domains.

The Emotional maturity domain has the lowest percentage of Tasmanian children developmentally on track with only 71 per cent of children on track which is below the national average of 74.8 per cent. Nationally, the Social competence domain had the lowest percentage of children **developmentally on track** at 74.0 per cent, this is higher than Tasmania's 71.5 per cent.

The decline in the percentage of children **developmentally on track** in the Social competence and Emotional maturity domains both in Tasmania and nationally since 2021, could be attributed to several factors including the impact of COVID-19 on the disruption to children's social interactions and emotional development.

To address this decline, a comprehensive approach is needed. This includes supporting families, enhancing early childhood education and providing mental health resources for children. Currently, Tasmanian children lag their national peers in all five developmental domains.

Figure 7 – Comparison of Australian and Tasmanian children **developmentally on track** by AEDC domain in 2024

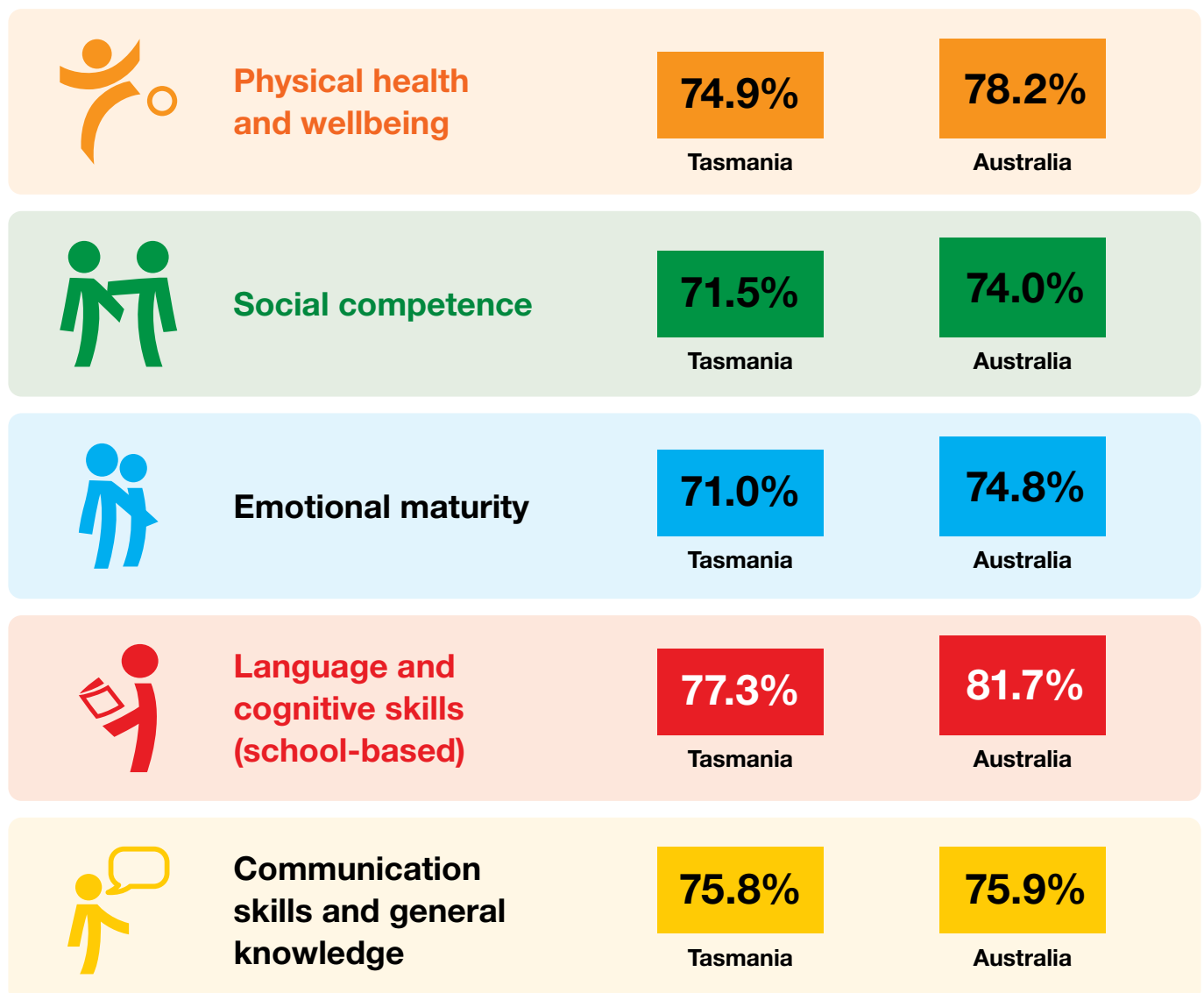
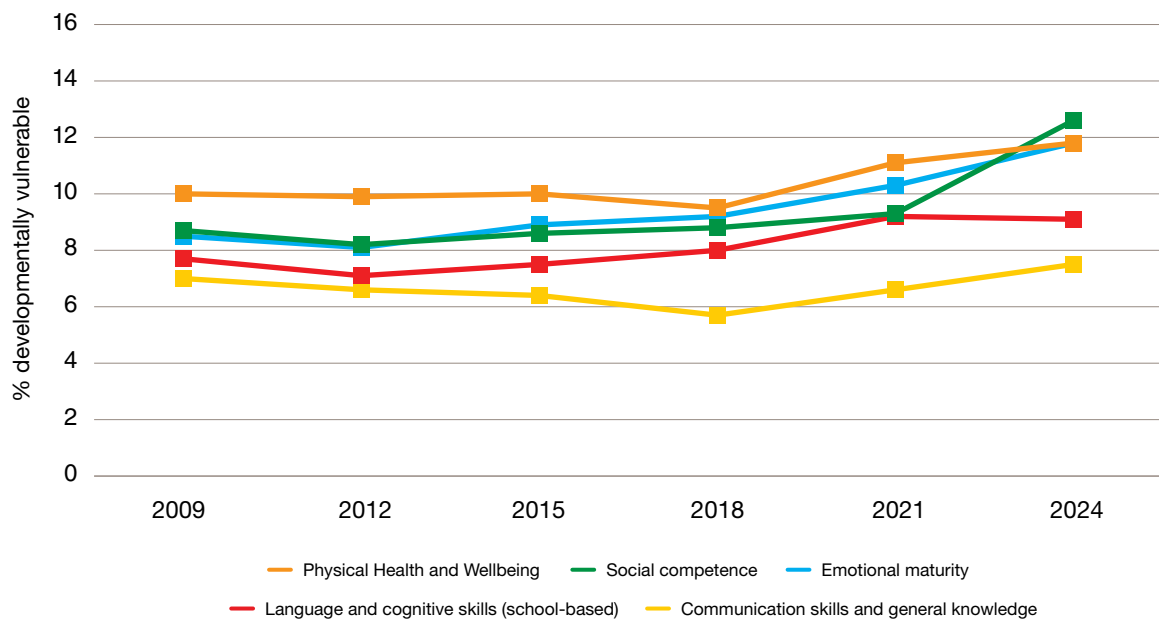




Figure 8 – The percentage of children **developmentally vulnerable** across each of the five domains from 2009 to 2024



Tasmanian trends: AEDC domains



Physical health and wellbeing

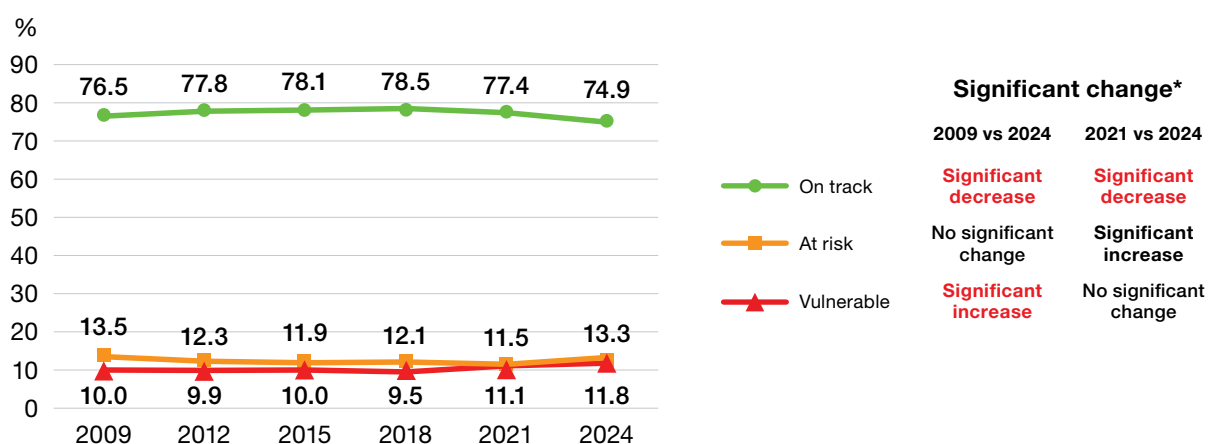


In 2024, there was a decrease in the percentage of children **developmentally on track** from 77.4 per cent in 2021 to 74.9 per cent.

In 2024, children **developmentally at risk** has increased from 11.5 per cent in 2021 to 13.3 per cent.

The percentage of children **developmentally vulnerable** increased by 0.7 percentage points from 11.1 per cent (2021) to 11.8 per cent (2024). This is the highest percentage of vulnerability since the 2009 baseline data.

Figure 9 — Tasmanian trends/Physical health and wellbeing



Developmentally on track	Developmentally at risk	Developmentally vulnerable
Children can almost always physically cope with the school day, are generally independent, have excellent motor skills, and have adequate energy levels.	Children experience some challenges that interfere with their ability to physically cope with the school day e.g. dressing inappropriately, or frequently late, hungry or tired. Children may also show poor coordination, fine and/or gross motor skills, or poor to average energy levels.	Children experience several challenges that interfere with their ability to physically cope with the school day e.g. dressing inappropriately, or frequently late, hungry or tired. Children are usually clumsy and may have fading energy levels.

* Significant change text is colour coded **green** for a positive change and **red** for a negative change. Significant change text for 'at risk' is not colour coded as it should be interpreted in relation to changes in the percentage of children who are developmentally vulnerable and on track.

AEDC domains



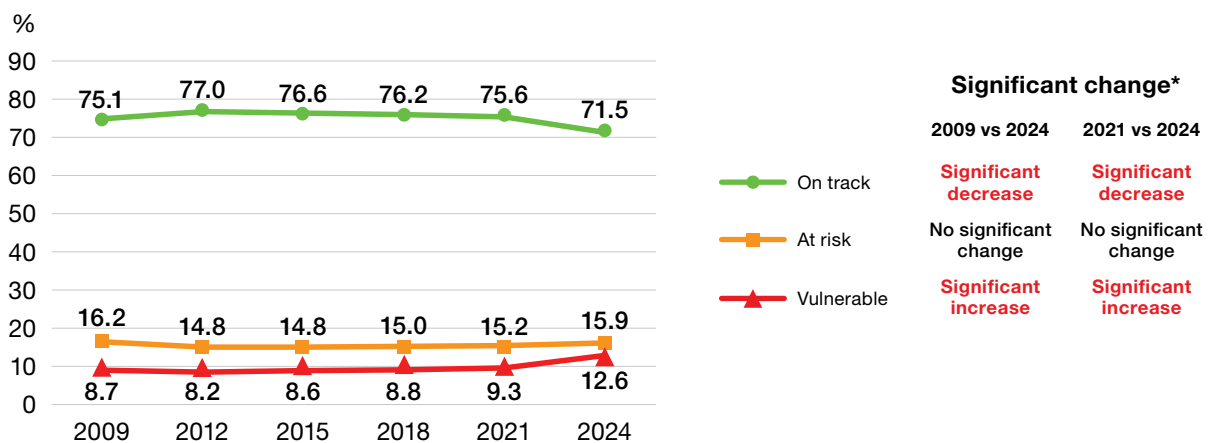
Social competence



The percentage of children **developmentally on track** decreased in the 2024 collection to 71.5 per cent from 75.6 per cent in 2021, a decrease of 4.1 percentage points.

In 2024, the percentage of children **developmentally at risk** increased by 0.7 percentage points from 15.2 per cent in 2021 to 15.9 per cent. There has been an increase in **developmental vulnerability** by 3.3 percentage points to 12.6 per cent in 2024. The percentage of children **developmentally vulnerable** on this domain remains significantly higher than the baseline data in 2009 (8.7 per cent).

Figure 10 — Tasmanian trends/Social competence



Developmentally on track	Developmentally at risk	Developmentally vulnerable
Children almost never have problems getting along with others, are respectful to adults, self-confident, can follow class routines, and can help others.	Children experience some challenges in areas such as getting along with others (children or teachers), playing cooperatively with a variety of children, showing respect for others and for property, following instructions and class routines, taking responsibility for their actions, working independently, and exhibiting self-control and self-confidence.	Children experience several challenges and have poor overall social skills e.g. regularly have challenges getting along with other children, do not accept responsibility for actions, and have difficulty following rules and class routines. Children may be disrespectful of others and their property, have low self-confidence and self-control, do not adjust well to change, and usually unable to work independently.

* Significant change text is colour coded **green** for a positive change and **red** for a negative change. Significant change text for 'at risk' is not colour coded as it should be interpreted in relation to changes in the percentage of children who are developmentally vulnerable and on track.

AEDC domains



Emotional maturity

The percentage of children **developmentally on track** in this domain continued to decrease from 73.9 per cent in 2021 to 71.0 per cent in 2024, a decrease of 2.9 percentage points.

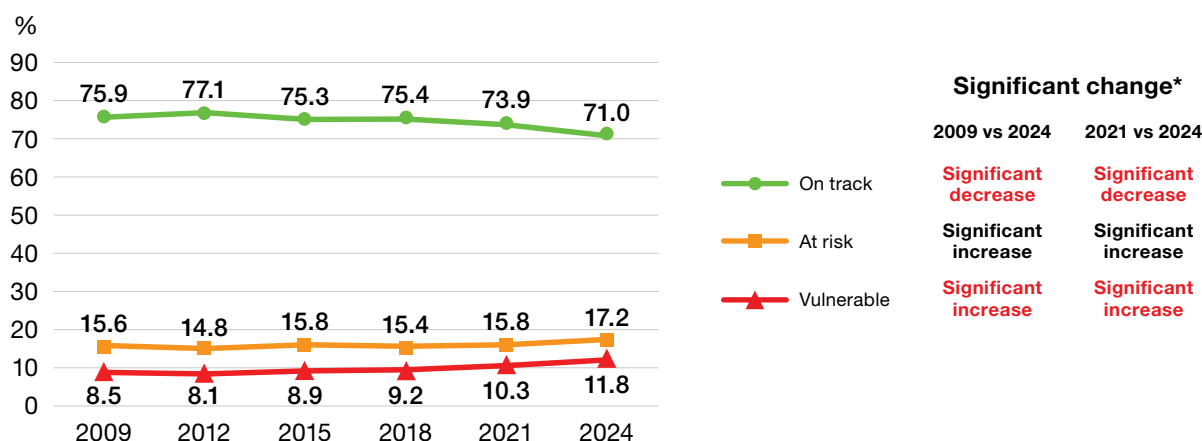
The percentage of children **developmentally at risk** continued to increase from 15.8 per cent in 2021 to 17.2 per cent in 2024, an increase of 1.4 percentage points.

In 2024, the percentage of children **developmentally vulnerable** has also increased by 1.5 percentage points from 10.3 per cent in 2021 to 11.8 per cent.

Overall, the results for Emotional maturity showed a significant increase in developmental vulnerability.



Figure 11 – Tasmanian trends/Emotional maturity



Developmentally on track	Developmentally at risk	Developmentally vulnerable
Children almost never show aggressive, anxious or impulsive behaviour. Children have good concentration and will often help other children.	Children may sometimes experience problems with anxiety, aggression, temper tantrums, or problems with inattention or hyperactivity. Children experience some challenges in areas such as helping others who are hurt, sick or upset, inviting others to join in, being kind to others, and turn-taking.	Children experience several challenges in emotional regulation e.g. aggression, prone to disobedience, easily distracted, inattentive, and impulsive. Children usually do not help others and are sometimes upset when left by their caregiver.

* Significant change text is colour coded green for a positive change and red for a negative change. Significant change text for 'at risk' is not colour coded as it should be interpreted in relation to changes in the percentage of children who are developmentally vulnerable and on track.

AEDC domains



Language and cognitive skills (school-based)

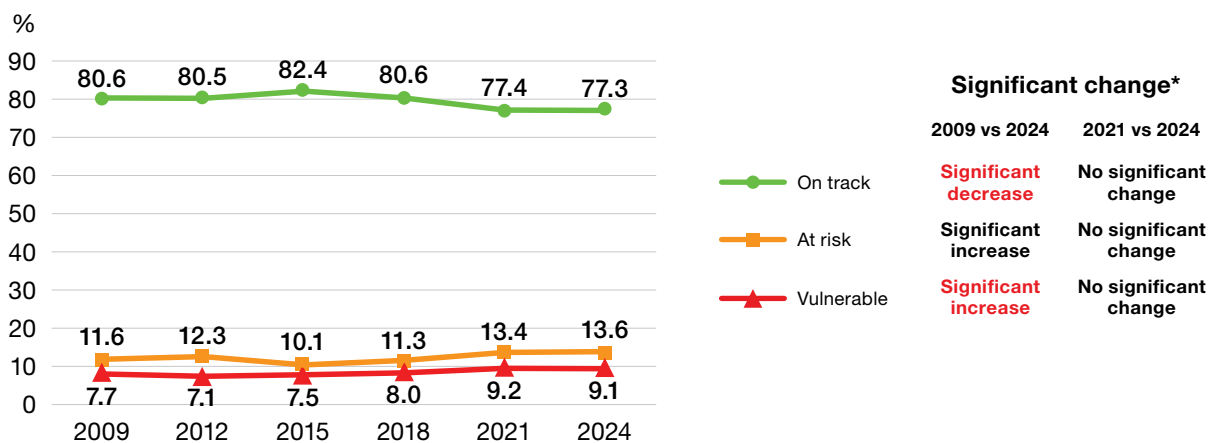
The Language and cognitive skills (school-based) domain experienced a slight decline in the percentage of children **developmentally on track** from 77.4 per cent in 2021 to 77.3 in 2024, a 0.1 percentage point decline.

The percentage of children **developmentally at risk** showed a slight increase of 0.2 percentage points on this domain from 13.4 per cent to 13.6 per cent.

There has been a slight decrease in the percentage of children **developmentally vulnerable** on this domain (0.1 percentage points) from 9.2 per cent in 2021 to 9.1 per cent in 2024.

Overall, the results for Language and cognitive skills (school-based) have stabilised with no significant change in **developmentally vulnerable** children. This indicates that while there has been no improvement, there has also been no decline in this area.

Figure 12 – Tasmanian trends/Language and cognitive skills (school-based)



Developmentally on track	Developmentally at risk	Developmentally vulnerable
Children are interested in books, reading and writing, and basic math. Children can read and write simple sentences and complex words, and can count and recognise numbers and shapes.	Children have mastered some literacy and numeracy skills but not all e.g. identify and attach sounds to some letters, aware of rhyming words, knows writing directions, able to write their own name, count to 20, recognise shapes and numbers, compare numbers, sort and classify, and understand simple time concepts. Children may have memory difficulties, are disinterested in books, reading and numbers, and may not have mastered more advanced literacy skills such as reading and writing simple words or sentences.	Children experience several challenges in reading/writing and numbers e.g. unable to read and write simple words, often unable to attach sounds to letters, difficulties with memory, counting to 20, recognising and comparing numbers, disinterested in reading and numbers.

* Significant change text is colour coded **green** for a positive change and **red** for a negative change. Significant change text for 'at risk' is not colour coded as it should be interpreted in relation to changes in the percentage of children who are developmentally vulnerable and on track.

AEDC domains



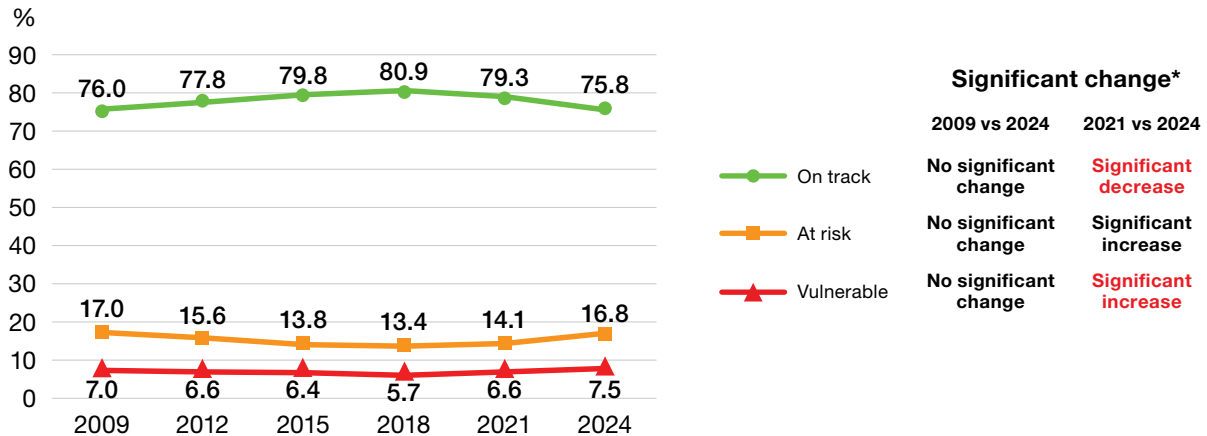
Communication skills and general knowledge



Children developmentally on track in this domain have experienced a decline from 79.3 per cent in 2021 to 75.8 per cent in 2024. The percentage point difference is 3.5 per cent. There has been an increase in the percentage of children who are **developmentally at risk and vulnerable**. The percentage of children at risk continued to increase from 14.1 per cent in 2021 to 16.8 per cent in 2024, an increase of 2.7 percentage points. Children **developmentally vulnerable** increased from 6.6 per cent in 2021 to 7.5 per cent in 2024, an increase of 0.9 percentage points.

Overall, there has been a significant increase in children’s **developmental vulnerability** in this domain. This trend suggests that more children are struggling with basic communication skills and foundational knowledge.

Figure 13 — Tasmanian trends/Communication skills and general knowledge



Significant change*	
2009 vs 2024	2021 vs 2024
No significant change	Significant decrease
No significant change	Significant increase
No significant change	Significant increase

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

* Significant change text is colour coded **green** for a positive change and **red** for a negative change. Significant change text for 'at risk' is not colour coded as it should be interpreted in relation to changes in the percentage of children who are developmentally vulnerable and on track.

Priority groups

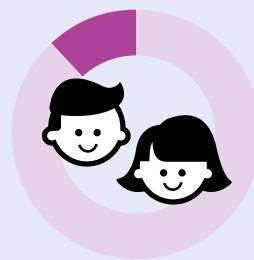
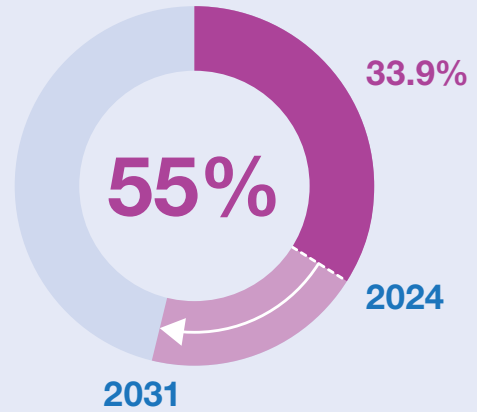
First Nations children

The AEDC data provides insight into the developmental outcomes of First Nations children. This data is vital for identifying whether national and local initiatives are contributing to improving First Nations children’s development over time.

Improving early development for First Nations children is a priority of the National Closing the Gap partnership. By identifying the percentage of children who are developmentally on track on five domains, AEDC data contributes to measuring progress against Outcome 4 of the National Agreement on Closing the Gap: Aboriginal and Torres Strait Islander children thrive in their early years.

AEDC data is available to First Nations communities and researchers to empower them to lead the national research agenda for First Nations children

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



11.9%
of Tasmanian children in the 2024 AEDC have a First Nations background

OT5

First Nations children developmentally on track on five domains

38.3%

2021



33.3%

2024

For more information on the AEDC and First Nations children visit the [AEDC website](#)



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

Tasmanian trends: First Nations children

Summary indicators

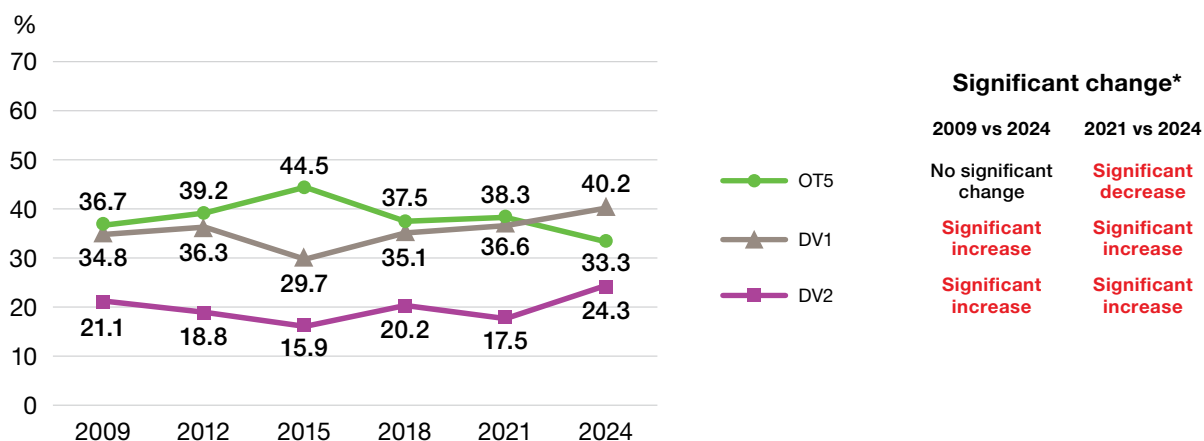


OT5: In 2021, Tasmania’s First Nations children were performing above the national average for First Nations children developmentally on track across all five domains. However, this percentage has significantly decreased from 38.3 per cent in 2021 to 33.3 per cent in 2024.

DV1: The percentage of Tasmanian First Nations children developmentally vulnerable on one or more domains (DV1) increased from 36.6 per cent in 2021 to 40.2 per cent in 2024, a rise of 3.6 percentage points.

DV2: Similarly, the percentage of Tasmania’s First Nations children developmentally vulnerable on two or more domains (DV2) increased from 17.5 per cent in 2021 to 24.3 per cent in 2024, a rise of 6.8 percentage points.

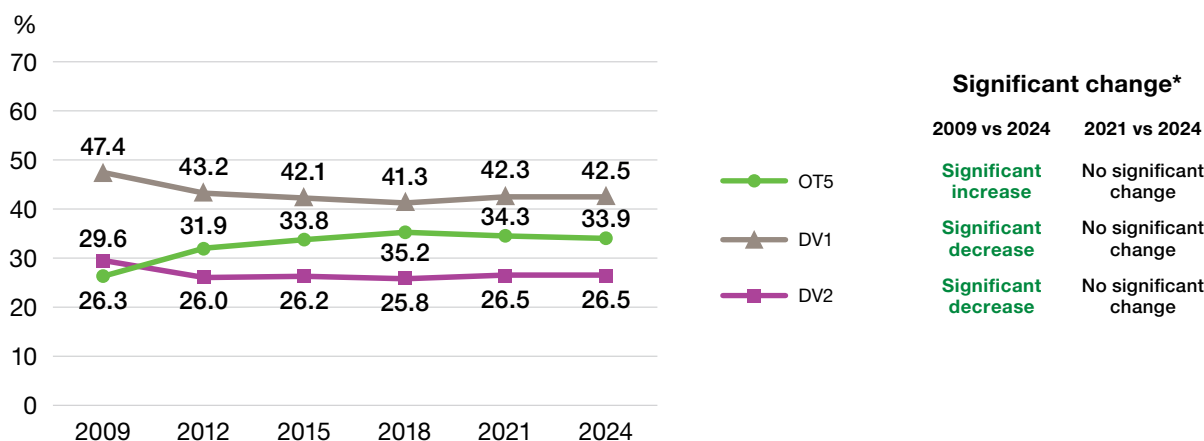
Figure 14 — Tasmania’s First Nations children/Summary indicators



OT5: The percentage of First Nations children developmentally on track on five domains (OT5) increased from 26.3 per cent in 2009 to peak at 35.2 per cent in 2018. It decreased by 0.9 percentage points in 2021 and stabilised in 2024 with a non-significant decline of 0.4 percentage points.

DV1 and DV2: While rates of developmental vulnerability increased nationally in 2024, the percentage of First Nations children developmentally vulnerable on one or more domains (DV1) and two or more domains (DV2) has remained stable.

Figure 15 — National First Nations children/Summary indicators



* Significant change text is colour coded green for a positive change and red for a negative change. Significant change text for 'at risk' is not colour coded as it should be interpreted in relation to changes in the percentage of children who are developmentally vulnerable and on track.

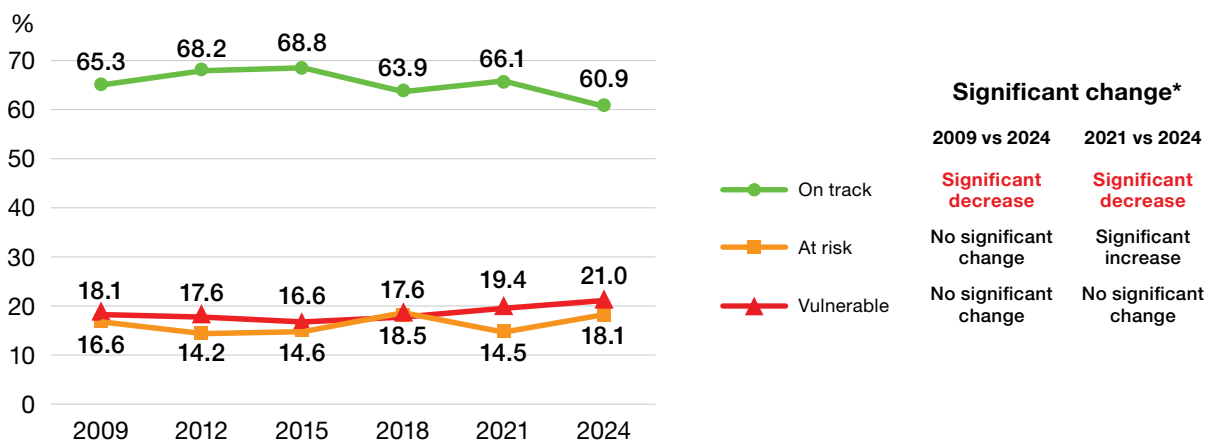
Tasmanian trends: First Nations children

Physical health and wellbeing



The percentage of First Nations children **developmentally on track** declined from 66.1 per cent in 2021 to 60.9 per cent in 2024, a significant decrease of 5.2 percentage points. Since 2021, the percentage of First Nations children **developmentally at risk** increased significantly from 14.5 per cent to 18.1 per cent. The percentage of First Nations children **developmentally vulnerable** has shown no significant change since 2021.

Figure 16 — Tasmania’s First Nations children/Physical health and wellbeing

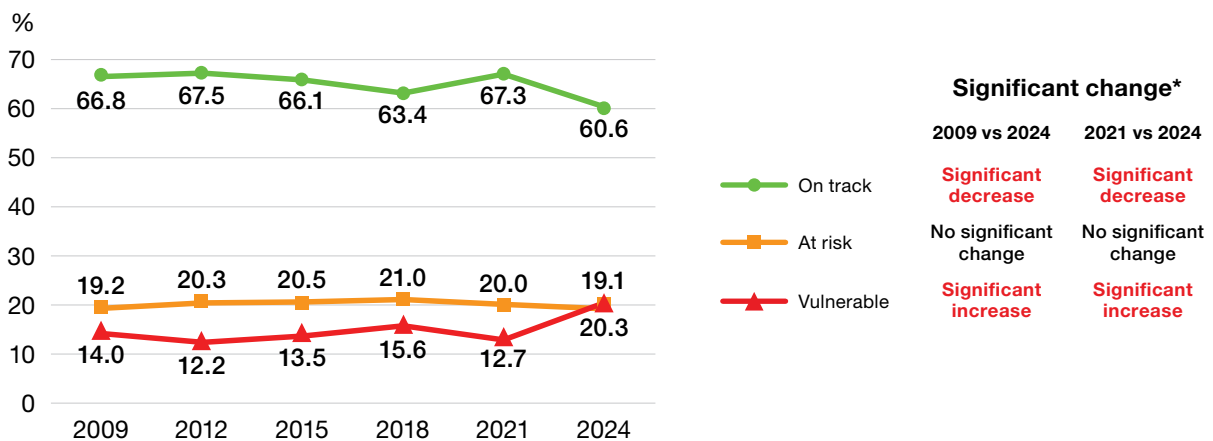


Social competence



The percentage of Tasmanian First Nations children **developmentally on track** in the social competence domain declined from 67.3 per cent (2021) to 60.6 per cent (2024). This is the lowest level recorded since baseline data was recorded in 2009. The percentage of Tasmanian First Nations children **developmentally at risk** remained steady at 19.1 per cent in 2024, similar to the 20.0 per cent recorded in 2021. The percentage of Tasmanian First Nations children **developmentally vulnerable** increased significantly from 12.7 per cent (2021) to 20.3 per cent (2024), a significant increase of 7.6 percentage points.

Figure 17 — Tasmania’s First Nations children/Social competence



* Significant change text is colour coded green for a positive change and red for a negative change. Significant change text for 'at risk' is not colour coded as it should be interpreted in relation to changes in the percentage of children who are developmentally vulnerable and on track.

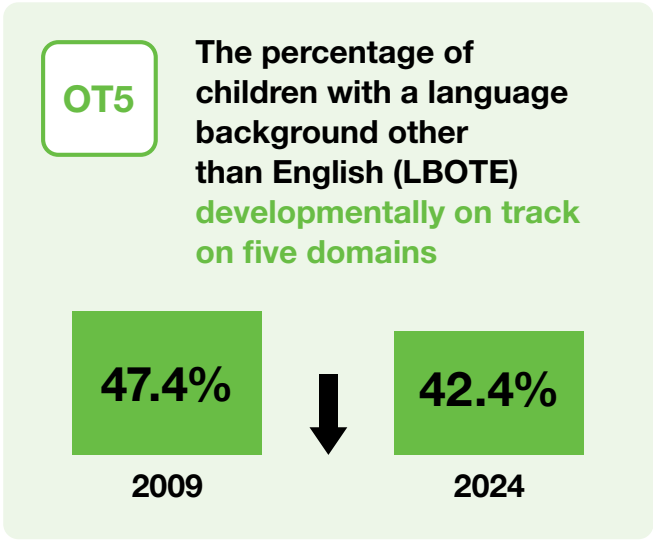
Language diversity

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.


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.

The proportion of Tasmanian children included in the AEDC with a Language Background Other Than English (LBOTE) has increased gradually from 2009 to 2024 by 7.3 percentage points. The proportion of children with a LBOTE in 2024 experienced an increase in **developmental vulnerable** rates across all five domains from 2021.



- 你好 (Mandarin)
- नमस्कार (Nepali)
- Hola (Spanish)
- ਸਤ ਸ੍ਰੀ ਅਕਾਲ (Punjabi)
- മലയാളം / دیکھو (Malayalam and Urdu)

For more information see the [Language Diversity](#) and the [AEDC fact sheet](#) 

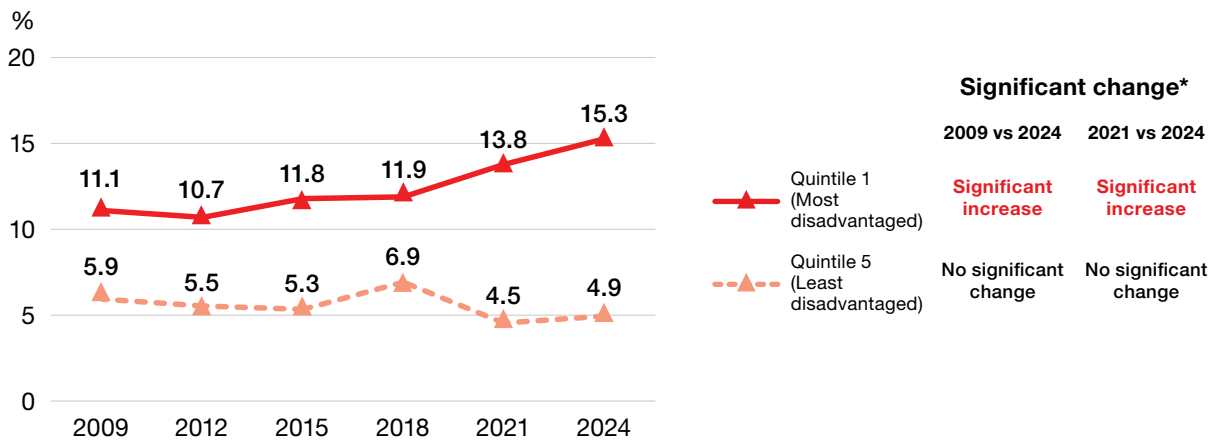
Socio-economic status

Emotional maturity



In the Emotional maturity domain, the gap in developmental vulnerability between children in the most and least disadvantaged communities increased from 9.3 percentage points in 2021 to 10.4 percentage points in 2024.

Figure 34 — Developmental vulnerability in Emotional maturity by socioeconomic status in Tasmanian children

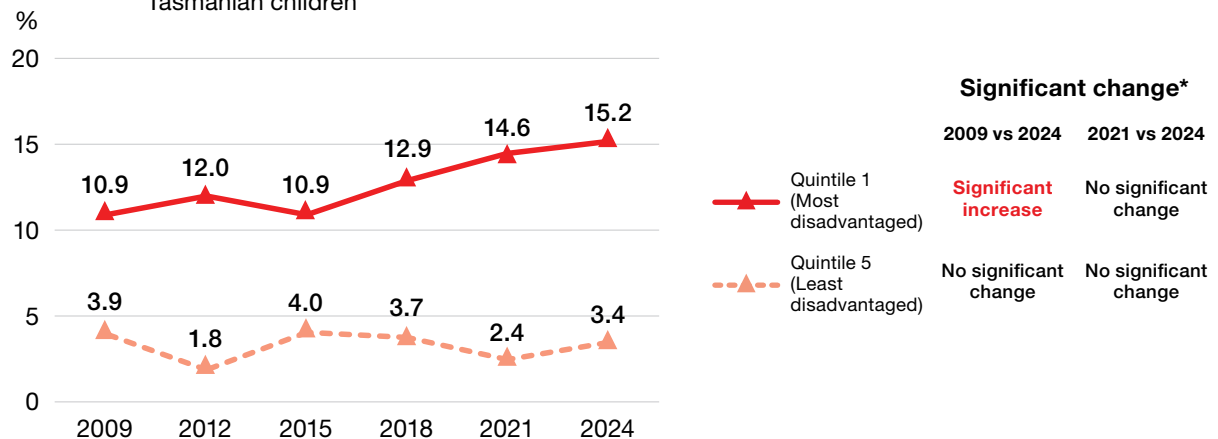


Language and cognitive skills (school-based)



In the Language and cognitive skills (school-based) domain, between 2021 and 2024, the increase in developmental vulnerability was smaller for children in the most disadvantaged communities (14.6–15.2 per cent – 0.6 percentage points) compared to those in the least disadvantaged communities (2.4–3.4 per cent – 1 percentage point). Despite this the developmental gap between the two groups remains significant at 11.8 percentage points in 2024.

Figure 35 — Developmental vulnerability in Language and cognitive skills by socioeconomic status in Tasmanian children



* Significant change text is colour coded green for a positive change and red for a negative change.

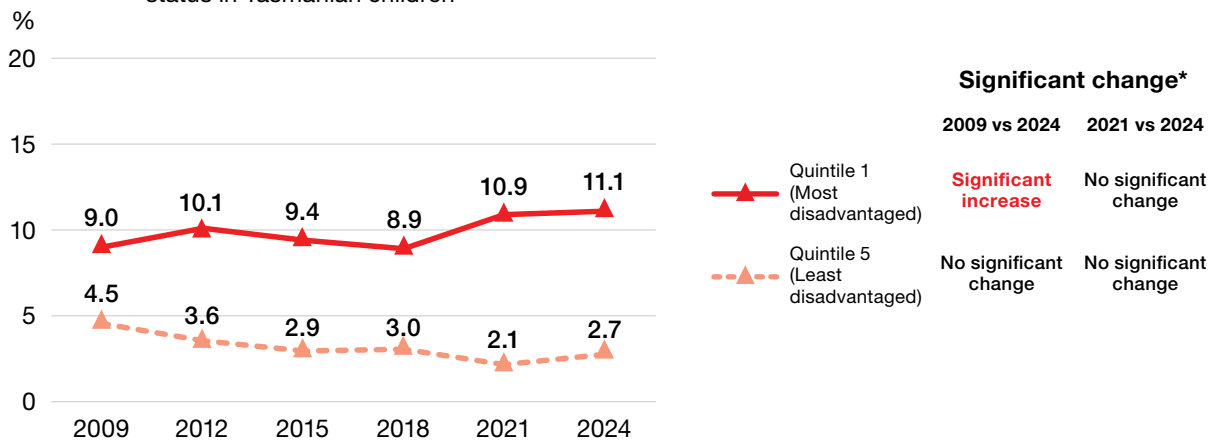
Socio-economic status

Communication skills and general knowledge



In the Communication skills and general knowledge domain a small increase in developmental vulnerability was evident across both most and least disadvantaged communities for 2021 and 2024. The gap between the two groups declined slightly from 8.8 percentage points in 2021 to 8.4 percentage points in 2024.

Figure 36 — Developmental vulnerability in Communication skills and general knowledge by socioeconomic status in Tasmanian children



* Significant change text is colour coded green for a positive change and red for a negative change.

Addressing developmental vulnerability across all Tasmanian communities

Children across all communities in Tasmania, not just those in the socio-economically disadvantaged areas, are developmentally vulnerable. By focusing programs, services and supports at communities with the highest socio-economic disadvantage may overlook many children who are developmentally vulnerable on the AEDC.

The aim is to provide a range of support across the socio-economic spectrum, with increased intensity based on the level of need. Reducing barriers to accessing services benefits the most disadvantaged and culturally diverse families.

Understanding bubble graphs

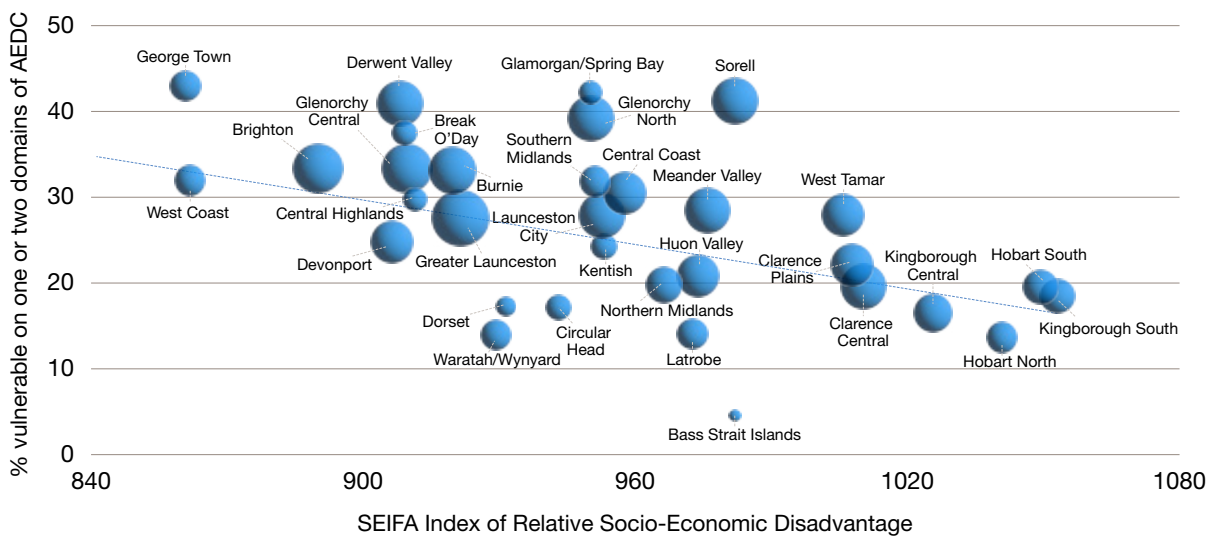
Bubble size: Represents the number of children in each AEDC community who were developmentally vulnerable as determined by the SEIFA index.

Developmental vulnerability on one or more domains by AEDC Communities

Figure 37 shows a strong link between socio-economic disadvantage and **developmental vulnerability**. The larger bubbles in the graph indicate that a higher percentage of children living in more socio-economically disadvantaged areas such as Brighton, are more developmentally vulnerable compared to those in less disadvantaged areas such as Hobart North.

However, the size of the bubbles also highlights that a significant number of children from areas with moderate to low socio-economic disadvantage are also developmentally vulnerable on one or more domains.

Figure 37 — Developmental vulnerability on one or more domains across SEIFA Indexes – 2024 AEDC Results in Tasmania

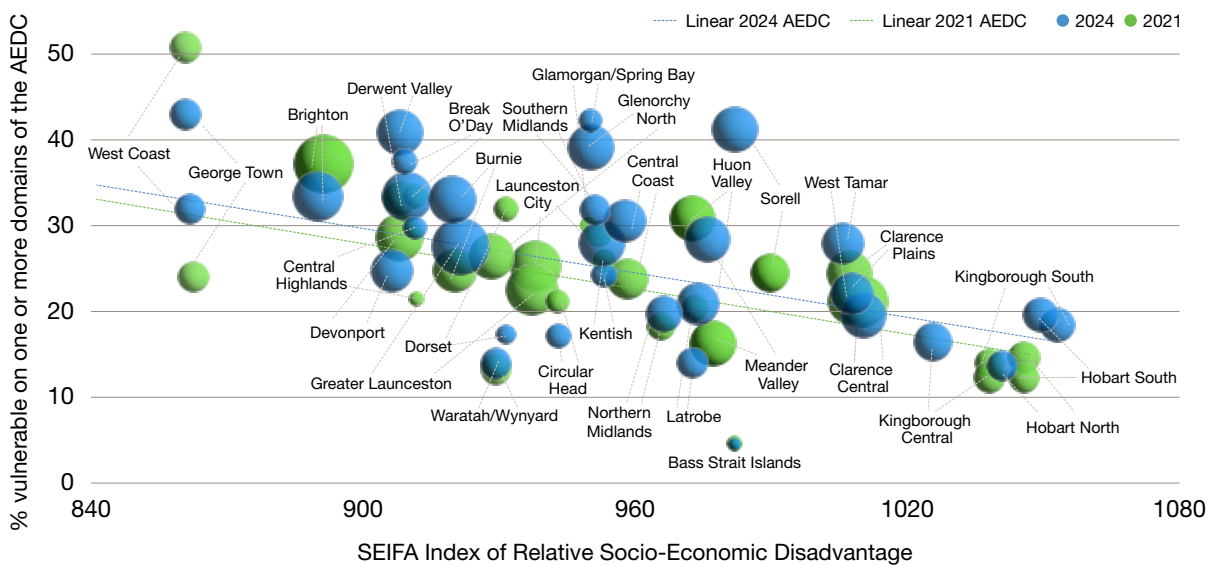


Socio-economic status

Developmental vulnerability comparison by AEDC communities: 2021 and 2024

In Figure 38 the bubble size indicates a relatively consistent number of **developmentally vulnerable** children across SEIFA indexes between 2021 and 2024. However, some communities such as Devonport show a non-significant decrease in developmental vulnerability in one or more domains (3.9 percentage points), while other communities such as Sorell experienced a shift in SEIFA index and a marked increase in developmental vulnerability (16.5 percentage points) from 2021 to 2024.

Figure 38 — Comparative analysis (2021 and 2024) of Developmental vulnerability on one or more domains across SEIFA Indexes



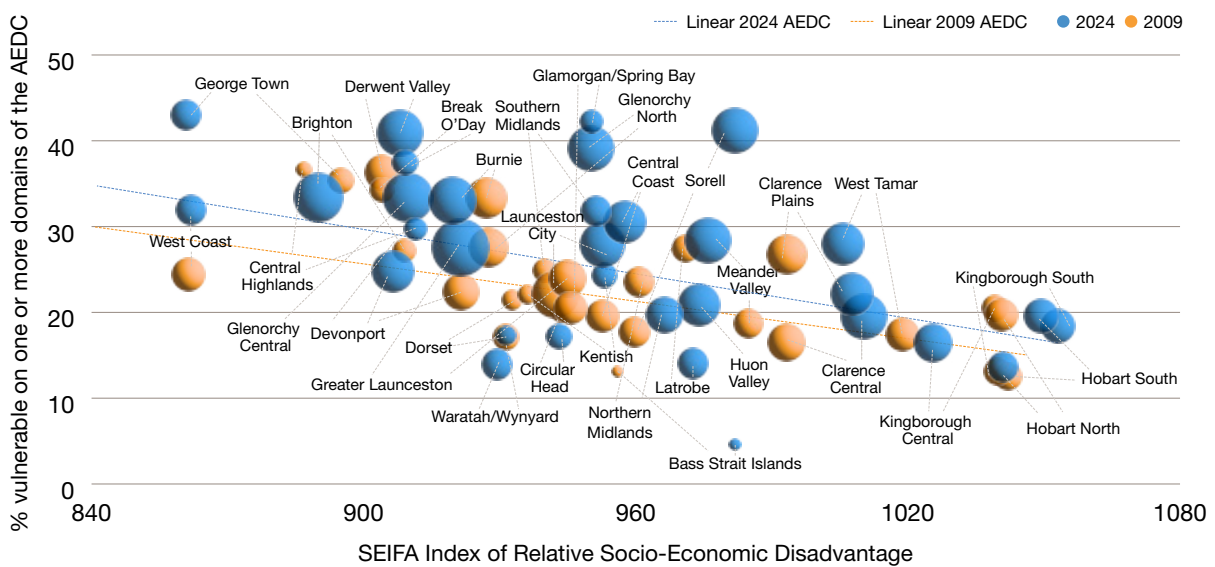
Socio-economic status

Developmental vulnerability comparison by AEDC communities: 2009 and 2024

Figure 39 shows that some communities, such as Sorell, experienced a significant increase in **developmental vulnerability** on one or more domains between 2009 and 2024. In contrast, other communities such as George Town showed no significant change in developmental vulnerability over the same period.

The size of the bubbles indicates that a significant number of children in areas with moderate to low socio-economic disadvantage have remained developmentally vulnerable from 2009 to 2024.

Figure 39 — Comparative analysis (2009 and 2024) of Developmental vulnerability on one or more domains across SEIFA Indexes



Appendix

Tasmanian AEDC data by Local Government Area

AEDC data is reported at various levels: local community, community, state and territory, and national. In Tasmania, the data is divided into three regions: Northwest, North, and South. Within these regions, the data is further broken down by Local Government Area (LGA), which consists of local communities. Local communities are defined as small area localities, typically representing a suburb or town.

The AEDC national website provides community profiles for eligible communities. For results to be reported, a minimum of 15 children and two teachers must participate in the data collection. You can view your community profile on the AEDC's website.

Comparing Results

Multiple AEDC data collections allow communities to track changes over time in the percentage of children who are developmentally on track, at risk, or vulnerable. The 'critical difference' method helps determine the significance of these changes. When analysing AEDC data, it's important to consider both the percentage and the number of children, especially in smaller populations.

The Critical Difference method calculates the minimum percentage point change required between collections for the results to indicate a significant change in children's development. Each community profile includes a chart showing whether changes in each developmental domain category are significant.

Reflecting on Community Results

When reviewing your community's AEDC results, consider the following questions:

- How does the community/school compare to similar communities and schools, the state or territory, or the national average?
- What factors might be contributing to the percentage and number of developmentally vulnerable children in the community/school?
- What actions can be taken within the school and community to better support early childhood development?

Data Suppression Rules

To maintain confidentiality, the following suppression rules are applied to the data:

- Data is not reported for locations where three or fewer children were assessed.
- Less than fifteen children had valid AEDC scores.
- Fewer than two teachers completed the AEDC instrument for children in that location.
- The AEDC instrument was completed for less than 80% of all non-special needs children.

AEDC Summary Indicators

Local Government Area

Table 5 — Developmentally vulnerable on one or more domains (DV1) by Local Government Area for 2024

Child location LGA Name	Vulnerable 2024 DV1	% Vul 2024 DV1	DV1 Change 2021-24	Change from 2021
Break O'Day	12	37.5	4.2	No significant change
Brighton	86	34.1	-4.6	Significant decrease ▼
Burnie	67	33.3	8.8	Significant increase ▲
Central Coast (Tas.)	60	30.9	7.2	Significant increase ▲
Central Highlands (Tas.)	8	29.6	8.9	No significant change
Circular Head	14	17.3	-3.8	No significant change
Clarence	128	20.5	-1.1	No significant change
Derwent Valley	49	40.5	7.5	Significant increase ▲
Devonport	55	24.4	-4.7	Significant decrease ▼
Dorset	9	17.3	-14.9	Significant decrease ▼
Flinders (Tas.)*	-	-	-	-
George Town	19	31.7	7.7	No significant change
Glamorgan-Spring Bay	13	41.9	11.9	No significant change
Glenorchy	156	36.0	9.7	Significant increase ▲
Hobart	66	16.3	3.2	No significant change
Huon Valley	35	20.5	-10.9	Significant decrease ▼
Kentish	14	23.7	-2.0	No significant change
King Island*	-	-	-	-
Kingborough	71	17.4	4.3	Significant increase ▲
Latrobe (Tas.)	18	15.3	-4.0	No significant change
Launceston	192	26.9	3.4	Significant increase ▲
Meander Valley	54	27.4	11.5	Significant increase ▲
Northern Midlands	28	18.9	0.9	No significant change
Sorell	72	40.4	17.0	Significant increase ▲
Southern Midlands	23	32.4	3.2	No significant change
Tasman*	-	-	-	-
Waratah-Wynyard	21	14.1	0.9	No significant change
West Coast	16	43.2	-7.8	No significant change
West Tamar	62	29.0	5.9	Significant increase ▲

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

AEDC Summary Indicators

Local Government Area

Table 6 — Developmentally vulnerable on two or more domains (DV2) by Local Government Area for 2024

Child location LGA Name	Vulnerable 2024 DV2	% Vul 2024 DV2	DV2 Change 2021-24	Change from 2021
Break O'Day	5	15.6	-4.7	No significant change
Brighton	57	22.6	2.5	No significant change
Burnie	45	22.3	7.2	Significant increase ▲
Central Coast (Tas.)	29	14.9	3.8	Significant increase ▲
Central Highlands (Tas.)	4	14.8	1.0	No significant change
Circular Head	9	11.1	-0.7	No significant change
Clarence	71	11.4	1.6	No significant change
Derwent Valley	30	24.8	10.5	Significant increase ▲
Devonport	23	10.2	-10.2	Significant decrease ▼
Dorset	6	11.5	-6.8	Significant decrease ▼
Flinders (Tas.)*	-	-	-	-
George Town	9	14.8	0.7	No significant change
Glamorgan-Spring Bay	7	22.6	5.9	No significant change
Glenorchy	91	21.0	7.3	Significant increase ▲
Hobart	29	7.2	-0.3	No significant change
Huon Valley	23	13.3	0.6	No significant change
Kentish	8	13.6	-0.1	No significant change
Kingborough	26	6.3	-0.5	No significant change
King Island*	-	-	-	-
Latrobe (Tas.)	8	6.8	0.4	No significant change
Launceston	106	14.8	2.4	Significant increase ▲
Meander Valley	29	14.6	9.3	Significant increase ▲
Northern Midlands	16	10.8	0.3	No significant change
Sorell	46	25.8	15.7	Significant increase ▲
Southern Midlands	12	16.9	0.2	No significant change
Tasman*	-	-	-	-
Waratah-Wynyard	14	9.4	5.2	Significant increase ▲
West Coast	8	21.6	-12.4	Significant decrease ▼
West Tamar	34	16.0	5.0	Significant increase ▲

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

AEDC Summary Indicators

Local Government Area

Table 7 – Developmentally on track on all five domains (OT5) by Local Government Area for 2024

When reviewing AEDC, consider both the percentage and number of children especially in small populations.

	On Track 2024 OT5	% Ont 2024 OT5	OT5 Change 2021-24	Change from 2021
Break O'Day	15	46.9	19.1	Significant increase ▲
Brighton	98	38.9	0.7	No significant change
Burnie	84	41.6	-8.8	Significant decrease ▼
Central Coast (Tas.)	92	47.4	-8.9	Significant decrease ▼
Central Highlands (Tas.)	12	44.4	-21.1	Significant decrease ▼
Circular Head	49	60.5	9.2	Significant increase ▲
Clarence	335	53.8	-1.4	No significant change
Derwent Valley	41	33.9	-6.3	Significant decrease ▼
Devonport	102	45.3	-3.8	No significant change
Dorset	25	48.1	11.4	Significant increase ▲
Flinders (Tas.)*	-	-	-	-
George Town	25	41.7	-18.9	Significant decrease ▼
Glamorgan-Spring Bay	8	25.8	-34.2	Significant decrease ▼
Glenorchy	164	37.9	-9.2	Significant decrease ▼
Hobart	250	61.9	-1.6	No significant change
Huon Valley	90	52.3	6.7	Significant increase ▲
Kentish	30	50.8	-3.7	No significant change
Kingborough	244	59.7	-3.8	Significant decrease ▼
King Island*	-	-	-	-
Latrobe (Tas.)	74	62.7	5.8	No significant change
Launceston	328	45.9	-6.5	Significant decrease ▼
Meander Valley	92	46.5	-14.4	Significant decrease ▼
Northern Midlands	72	48.6	-6.2	Significant decrease ▼
Sorell	64	36.0	-9.8	Significant decrease ▼
Southern Midlands	31	43.7	6.2	No significant change
Tasman*	-	-	-	-
Waratah-Wynyard	102	68.5	6.0	Significant increase ▲
West Coast	11	29.7	-0.1	No significant change
West Tamar	105	49.1	-4.0	No significant change

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Tasmanian Local Government Areas by Domains

Physical Health and wellbeing

Table 8 – Developmentally on track – Physical health and wellbeing domain by Local Government Area for 2024

When reviewing AEDC, consider both the percentage and number of children especially in small populations.

Local Government Area	On track		Change from 2021
	Number of children	Percentage of children	
Break O'Day	26	81.3	Significant increase ▲
Brighton	180	71.4	Significant increase ▲
Burnie	126	62.4	Significant decrease ▼
Central Coast (Tas.)	138	71.1	Significant decrease ▼
Central Highlands (Tas.)	17	63.0	Significant decrease ▼
Circular Head	63	77.8	No significant change
Clarence	492	78.8	No significant change
Derwent Valley	83	68.6	No significant change
Devonport	180	80.0	Significant increase ▲
Dorset	40	76.9	Significant increase ▲
Flinders (Tas.)*	-	-	-
George Town	40	65.6	Significant decrease ▼
Glamorgan-Spring Bay	13	41.9	Significant decrease ▼
Glenorchy	296	68.4	Significant decrease ▼
Hobart	323	80.0	Significant decrease ▼
Huon Valley	129	74.6	No significant change
Kentish	46	78.0	No significant change
Kingborough	359	86.9	No significant change
King Island*	-	-	-
Latrobe (Tas.)	99	83.9	No significant change
Launceston	509	71.2	Significant decrease ▼
Meander Valley	145	72.9	Significant decrease ▼
Northern Midlands	116	78.4	No significant change
Sorell	103	57.9	Significant decrease ▼
Southern Midlands	49	69.0	No significant change
Tasman*	-	-	-
Waratah-Wynyard	134	89.9	No significant change
West Coast	27	73.0	Significant increase ▲
West Tamar	166	77.6	No significant change

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Tasmanian Local Government Areas by Domains

Social Competence

Table 9 – Developmentally on track – Social competence domain by Local Government Area for 2024

When reviewing AEDC, consider both the percentage and number of children especially in small populations.

Local Government Area	On track		Change from 2021
	Number of children	Percentage of children	
Break O'Day	23	71.9	Significant increase ▲
Brighton	165	65.5	No significant change
Burnie	123	60.9	Significant decrease ▼
Central Coast (Tas.)	126	64.9	Significant decrease ▼
Central Highlands (Tas.)	20	74.1	Significant decrease ▼
Circular Head	60	74.1	Significant increase ▲
Clarence	468	75.0	Significant decrease ▼
Derwent Valley	74	61.2	Significant decrease ▼
Devonport	161	71.6	No significant change
Dorset	42	80.8	Significant increase ▲
Flinders (Tas.)*	-	-	-
George Town	41	67.2	Significant decrease ▼
Glamorgan-Spring Bay	19	61.3	Significant decrease ▼
Glenorchy	281	64.9	Significant decrease ▼
Hobart	323	80.0	No significant change
Huon Valley	129	74.6	No significant change
Kentish	43	72.9	No significant change
Kingborough	317	76.8	Significant decrease ▼
King Island*	-	-	-
Latrobe (Tas.)	100	84.7	Significant increase ▲
Launceston	512	71.6	Significant decrease ▼
Meander Valley	148	74.4	Significant decrease ▼
Northern Midlands	114	77.0	No significant change
Sorell	102	57.3	Significant decrease ▼
Southern Midlands	47	66.2	No significant change
Tasman*	-	-	-
Waratah-Wynyard	121	81.2	Significant decrease ▼
West Coast	21	56.8	Significant increase ▲
West Tamar	146	68.2	Significant decrease ▼

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Tasmanian Local Government Areas by Domains

Emotional maturity

Table 10 – Developmentally on track – Emotional maturity domain by Local Government Area for 2024

When reviewing AEDC, consider both the percentage and number of children especially in small populations.

Local Government Area	On track		Change from 2021
	Number of children	Percentage of children	
Break O'Day	21	65.6	Significant increase ▲
Brighton	169	67.1	Significant increase ▲
Burnie	128	63.7	Significant decrease ▼
Central Coast (Tas.)	143	73.7	No significant change
Central Highlands (Tas.)	20	74.1	No significant change
Circular Head	60	74.1	No significant change
Clarence	474	76.0	No significant change
Derwent Valley	70	57.9	Significant decrease ▼
Devonport	160	71.1	No significant change
Dorset	40	76.9	No significant change
Flinders (Tas.)*	-	-	-
George Town	44	72.1	No significant change
Glamorgan-Spring Bay	18	58.1	Significant decrease ▼
Glenorchy	301	69.5	No significant change
Hobart	329	81.4	No significant change
Huon Valley	126	73.3	No significant change
Kentish	47	79.7	Significant increase ▲
Kingborough	300	73.2	Significant decrease ▼
King Island*	-	-	-
Latrobe (Tas.)	86	72.9	No significant change
Launceston	508	71.1	Significant decrease ▼
Meander Valley	145	73.6	No significant change ▼
Northern Midlands	99	66.9	No significant change
Sorell	87	48.9	Significant decrease ▼
Southern Midlands	43	60.6	Significant decrease ▼
Tasman*	-	-	-
Waratah-Wynyard	118	79.2	Significant decrease ▼
West Coast	19	51.4	No significant change
West Tamar	140	65.4	Significant decrease ▼

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Tasmanian Local Government Areas by Domains

Language and cognitive skills (school-based)

Table 11 — Developmentally on track – Language and cognitive skills (school-based) domain by Local Government Area for 2024
When reviewing AEDC, consider both the percentage and number of children especially in small populations.

Local Government Area	On track		Change from 2021
	Number of children	Percentage of children	
Break O'Day	23	71.9	No significant change
Brighton	172	68.3	Significant increase ▲
Burnie	139	68.8	Significant decrease ▼
Central Coast (Tas.)	142	73.2	Significant decrease ▼
Central Highlands (Tas.)	19	70.4	No significant change
Circular Head	71	87.7	Significant increase ▲
Clarence	500	80.4	Significant decrease ▼
Derwent Valley	73	60.3	Significant decrease ▼
Devonport	160	71.1	No significant change
Dorset	42	80.8	No significant change
Flinders (Tas.)*	-	-	-
George Town	49	81.7	No significant change
Glamorgan-Spring Bay	23	74.2	No significant change
Glenorchy	290	67.0	Significant decrease ▼
Hobart	362	89.6	No significant change
Huon Valley	136	79.5	Significant increase ▲
Kentish	46	78.0	No significant change
Kingborough	359	87.3	No significant change
King Island*	-	-	-
Latrobe (Tas.)	108	91.5	Significant increase ▲
Launceston	538	75.2	Significant decrease ▼
Meander Valley	142	71.4	Significant decrease ▼
Northern Midlands	123	83.1	No significant change
Sorell	134	75.3	Significant decrease ▼
Southern Midlands	53	74.6	Significant increase ▲
Tasman*	-	-	-
Waratah-Wynyard	125	83.9	No significant change
West Coast	28	75.7	Significant increase ▲
West Tamar	167	78.4	No significant change

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Tasmanian Local Government Areas by Domains

Communication skills and general knowledge

Table 12 — Developmentally on track – Communication skills and general knowledge domain by Local Government Area for 2024

When reviewing AEDC, consider both the percentage and number of children especially in small populations.

Local Government Area	On track		Change from 2021
	Number of children	Percentage of children	
Break O'Day	23	71.9	No significant change
Brighton	173	68.7	No significant change
Burnie	126	62.4	Significant decrease ▼
Central Coast (Tas.)	148	76.3	Significant decrease ▼
Central Highlands (Tas.)	23	85.2	No significant change
Circular Head	69	85.2	No significant change
Clarence	482	77.2	Significant decrease ▼
Derwent Valley	74	61.2	Significant decrease ▼
Devonport	196	87.1	Significant increase ▲
Dorset	35	67.3	Significant increase ▲
Flinders (Tas.)*	-	-	-
George Town	42	68.9	No significant change
Glamorgan-Spring Bay	15	48.4	Significant decrease ▼
Glenorchy	275	63.5	Significant decrease ▼
Hobart	314	77.7	Significant decrease ▼
Huon Valley	136	78.6	No significant change
Kentish	49	83.1	No significant change
Kingborough	355	86.0	No significant change ▼
King Island*	-	-	-
Latrobe (Tas.)	108	91.5	Significant increase ▲
Launceston	531	74.4	Significant decrease ▼
Meander Valley	154	77.4	Significant decrease ▼
Northern Midlands	125	84.5	No significant change
Sorell	109	61.2	Significant decrease ▼
Southern Midlands	58	81.7	Significant increase ▲
Tasman*	-	-	-
Waratah-Wynyard	136	91.3	No significant change
West Coast	26	70.3	Significant increase ▲
West Tamar	166	77.6	No significant change

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Transition to School Questions by Local Government Area

Physical Health and Wellbeing Subdomains

Table 13 — Developmentally vulnerable in physical readiness for the school day by Local Government Area in 2024

Physical readiness for school day		
Local Government Area	Number	% Vulnerable
Break O'Day	5	15.6%
Brighton	49	19.4%
Burnie	64	31.7%
Central Coast (Tas.)	31	16.0%
Central Highlands (Tas.)	5	18.5%
Circular Head	12	14.8%
Clarence	73	11.7%
Derwent Valley	31	25.6%
Devonport	27	12.0%
Dorset	7	13.5%
Flinders (Tas.)*	-	-
George Town	10	16.4%
Glamorgan-Spring Bay	10	32.3%
Glenorchy	86	19.9%
Hobart	39	9.7%
Huon Valley	26	15.0%
Kentish	5	8.5%
Kingborough	49	11.9%
King Island*	-	-
Latrobe (Tas.)	13	11.0%
Launceston	129	18.0%
Meander Valley	34	17.1%
Northern Midlands	18	12.2%
Sorell	35	19.7%
Southern Midlands	21	29.6%
Tasman*	-	-
Waratah-Wynyard	35	23.5%
West Coast	6	16.2%
West Tamar	31	14.5%

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Transition to School Questions by Local Government Area

Table 14 — Developmentally vulnerable in physical independence for the school day by Local Government Area in 2024

Physical independence		
Local Government Area	Number	% Vulnerable
Break O'Day	4	12.5%
Brighton	24	9.5%
Burnie	29	14.4%
Central Coast (Tas.)	17	8.8%
Central Highlands (Tas.)	4	14.8%
Circular Head	9	11.1%
Clarence	46	7.4%
Derwent Valley	11	9.1%
Devonport	24	10.7%
Dorset	5	9.6%
Flinders (Tas.)*	-	-
George Town	9	14.8%
Glamorgan-Spring Bay	2	6.5%
Glenorchy	59	13.6%
Hobart	23	5.7%
Huon Valley	19	11.0%
Kentish	4	6.8%
Kingborough	33	8.0%
King Island*	-	-
Latrobe (Tas.)	7	5.9%
Launceston	84	11.7%
Meander Valley	29	14.6%
Northern Midlands	11	7.4%
Sorell	18	10.1%
Southern Midlands	7	9.9%
Tasman*	-	-
Waratah-Wynyard	8	5.4%
West Coast	6	16.2%
West Tamar	21	9.8%

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Transition to School Questions by Local Government Area

Table 15 — Developmentally vulnerable in gross and fine motor skills by Local Government Area in 2024

Gross and fine motor skills		
Local Government Area	Number	% Vulnerable
Break O'Day	0	0.0%
Brighton	34	13.5%
Burnie	25	12.4%
Central Coast (Tas.)	19	9.8%
Central Highlands (Tas.)	3	11.1%
Circular Head	4	4.9%
Clarence	48	7.7%
Derwent Valley	19	15.7%
Devonport	16	7.1%
Dorset	5	9.6%
Flinders (Tas.)*	-	-
George Town	7	11.5%
Glamorgan-Spring Bay	9	29.0%
Glenorchy	55	12.7%
Hobart	33	8.2%
Huon Valley	16	9.2%
Kentish	6	10.2%
Kingborough	16	3.9%
King Island*	-	-
Latrobe (Tas.)	3	2.5%
Launceston	76	10.6%
Meander Valley	19	9.5%
Northern Midlands	7	4.7%
Sorell	26	14.6%
Southern Midlands	7	9.9%
Tasman*	-	-
Waratah-Wynyard	3	2.0%
West Coast	4	10.8%
West Tamar	17	7.9%

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Transition to School Questions by Local Government Area

Table 16 — Percentage of Tasmanian children whose parents are actively engaged in school in 2024
by Local Government Area

Parents actively engaged with the school		
Local Government Area	Total (excl. Not stated)	% Very true
Break O'Day	38	71%
Brighton	285	65%
Burnie	222	64%
Central Coast (Tas.)	213	70%
Central Highlands (Tas.)	30	57%
Circular Head	89	64%
Clarence	675	76%
Derwent Valley	134	63%
Devonport	252	65%
Dorset	58	64%
Flinders (Tas.)*	-	-
George Town	73	71%
Glamorgan-Spring Bay	34	74%
Glenorchy	486	65%
Hobart	422	86%
Huon Valley	181	70%
Kentish	61	72%
Kingborough	428	82%
King Island*	-	-
Latrobe (Tas.)	123	77%
Launceston	791	69%
Meander Valley	216	68%
Northern Midlands	162	69%
Sorell	200	69%
Southern Midlands	75	71%
Tasman*	-	-
Waratah-Wynyard	157	65%
West Coast	42	55%
West Tamar	236	67%

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Transition to School Questions by Local Government Area

Table 17 — Percentage of Tasmanian children whose parents encourage reading in the home by Local Government Area in 2024

Child is regularly read to at home		
Local Government Area	Very true	% Very true
Break O'Day	27	71.1%
Brighton	157	55.1%
Burnie	138	62.2%
Central Coast (Tas.)	139	65.3%
Central Highlands (Tas.)	15	50.0%
Circular Head	58	65.2%
Clarence	496	73.5%
Derwent Valley	72	53.7%
Devonport	140	55.6%
Dorset	32	55.2%
Flinders (Tas.)*	-	-
George Town	45	61.6%
Glamorgan-Spring Bay	24	70.6%
Glenorchy	279	57.4%
Hobart	363	86.0%
Huon Valley	119	65.7%
Kentish	40	65.6%
Kingborough	316	73.8%
King Island*	-	-
Latrobe (Tas.)	96	78.0%
Launceston	493	62.3%
Meander Valley	130	60.2%
Northern Midlands	95	58.6%
Sorell	124	62.0%
Southern Midlands	44	58.7%
Tasman*	-	-
Waratah-Wynyard	110	70.1%
West Coast	16	38.1%
West Tamar	154	65.3%

*Data for the Flinders Island, King Island and Tasman Local Government Areas has been suppressed in accordance with AEDC suppression rules to uphold confidentiality and data integrity.

Glossary

AEDC domains

The AEDC measures five key areas, or domains, of early childhood development:

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

These areas have been shown to predict later mental health, wellbeing and educational achievement.

Australian Early Development Census (AEDC)

The AEDC is a population measure of early childhood development. Teachers of children in their first year of full-time school complete an instrument, the Australian version of the Early Development Instrument (AvEDI), for each child in their class. The instrument collects data relating to five key areas of early childhood development referred to as 'domains' (see **AEDC domains**). Data is collected for individual children and then reported for groups of children at a community, state/territory and national level. Prior to 1 July 2014, the AEDC was known as the Australian Early Development Index (AEDI).

Australian version of the Early Development Instrument (AvEDI)

The AvEDI is an adaptation of the Canadian Early Development Instrument (see **Early Development Index**).

Baseline

Results from the first national collection in 2009 are considered 'baseline'.

Closing the Gap	<p>All Australian governments are working with Aboriginal and Torres Strait Islander people, their communities, organisations and businesses to implement the new National Agreement on Closing the Gap at the national, state and territory, and local levels.</p> <p>The objective of the National Agreement on Closing the Gap (the National Agreement) is to enable Aboriginal and Torres Strait Islander people and governments to work together to overcome the inequality experienced by Aboriginal and Torres Strait Islander people, and achieve life outcomes equal to all Australians (National Agreement on Closing the Gap).</p> <p>Access to culturally safe and responsive early childhood education is essential for the holistic development and identity of Aboriginal and Torres Strait Islander children (SNAICC 2022; SNAICC et al. 2023). The Coalition of Peaks recognised the Australian Early Development Census (AEDC) as a valuable dataset to track how well Aboriginal and Torres Strait Islander children and families were supported in the early years and selected a summary indicator with a strengths-based focus, the percentage of children on track on five domains of development.</p> <p>Target 4 of the National Agreement, Aboriginal and Torres Strait Islander children thrive in their early years, aims to increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the AEDC to 55% by 2031 (Productivity Commission).</p>
Community	<p>AEDC Communities are a geographic area, usually equivalent to a Local Government Area (LGA). They are made up of 'Local communities' (see Local community).</p>
Community Profiles	<p>Community Profiles are data products that report AEDC results at community and local community levels.</p>
Critical difference	<p>The critical difference is the minimum percentage point change required between two collection cycles for the change to be considered significant. Results beneath the critical difference may be attributed to factors other than changes in children's development.</p> <p>For more information see the Comparing AEDC Results Over Time fact sheet.</p>
Cut-off scores	<p>When the AEDC was first completed in 2009, a series of cut-off scores for each AEDC domain were established. The cut off scores provide a reference point against which later AEDC results can be compared.</p>
Developmentally on track on five domains (OT5)	<p>OT5 is one of three summary indicators. OT5 represents the percentage of children who are classified as developmentally on track on five AEDC domains. It was first introduced as a strengths-based national AEDC summary indicator in 2021.</p>
Developmentally vulnerable on one or more domains (DV1)	<p>DV1 is one of three summary indicators. DV1 represents the percentage of children who are developmentally vulnerable on one or more AEDC domains.</p>
Developmentally vulnerable on two or more domains (DV2)	<p>DV2 is one of three summary indicators. DV2 represents the percentage of children who are developmentally vulnerable on two or more AEDC domains.</p>
Early Development Instrument (EDI)	<p>The Early Development Instrument (EDI) was developed in Canada by Magdalena Janus and Dan Offord at the Offord Centre for Child Studies at McMaster University (Janus & Offord, 2007) to measure the developmental health and wellbeing of young children. The AEDC uses an Australian adaptation of the EDI (see Australian version of the Early Development Instrument [AvEDI]).</p> <p>Janus, M., & Offord, D. R. (2007). Development and psychometric properties of the Early Development Instrument (EDI): A measure of children's school readiness. <i>Canadian Journal of Behavioural Science</i> 39(1), 1.</p>

English as a Second Language (ESL)	Children are considered to have ESL status where English is not their first language, they are either conversational but not yet proficient in English, and/or require additional instruction in English.
Further assessment	'Further assessment' is an item in the AvEDI which allows teachers to identify a child who needs further assessment, or if a child is currently being assessed.
Language background other than English (LBOTE)	Children are considered to have an LBOTE if they speak a language other than English at home, or if they speak English at home but are still considered to have ESL status.
Local community	A Local community is small area locality, usually a suburb or town. For results to be reported, a Local community must have a minimum of 15 children and two teachers. Results are not reported if more than 20 per cent of children are identified as having special needs.
Proficient in English	For the AEDC, children are considered proficient in English if teachers answered 'average' or 'good/very good' to the AvEDI question: 'How would you rate this child's ability to use language effectively in English?'
Quintiles	Quintiles are five equal groups dividing a population. They are used for the Socio-Economic Indexes for Areas (SEIFA) (see SEIFA) to divide the population into five categories of socio-economic disadvantage. Quintile 1 represents the most socio-economically disadvantaged areas. Quintile 5 represents the least socio-economically disadvantaged areas.
Remoteness Areas	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 of geographical remoteness.
Socio-Economic Indexes for Areas (SEIFA)	The AEDC classifies socio-economic status according to the Socio-Economic Indexes for Areas (SEIFA) developed by the ABS. The AEDC uses the Index for Relative Socio-Economic Disadvantage (ISRDI), which considers Census information such as income, educational attainment and employment. Every geographical area in Australia is given a SEIFA score that ranks the disadvantage of an area, compared with other areas in Australia.
Summary indicators	Summary indicators combine information from all five domains to provide a summary of children's strengths and vulnerabilities. The AEDC has three summary indicators: <ul style="list-style-type: none"> • Developmentally vulnerable on one or more domains (DV1) • Developmentally vulnerable on two or more domains (DV2) • Developmentally on track on five domains (OT5).

For more information
see the [Definition of
AEDC Terms fact sheet](#)



Further information

Accessing AEDC Data for Tasmanian Communities

To access the Australian Early Development Census (AEDC) National Report and the data for communities in Tasmania, visit the Australian Early Development Census (AEDC) website.

www.aedc.gov.au

You can search by suburb or community to find relevant information.

The data is presented in various formats, including:

- Maps
- Tables and graphs
- Detailed community profiles

Using AEDC Data in Education

The AEDC provides valuable insights that can support programming and planning in schools and early childhood education and care settings.

References

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For more information,
visit the **Department for
Education, Children and
Young People (DECYP)**

**Australian Early Development
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