Australian Early Development Census

Gladstone

Local Government Area data profile 2021
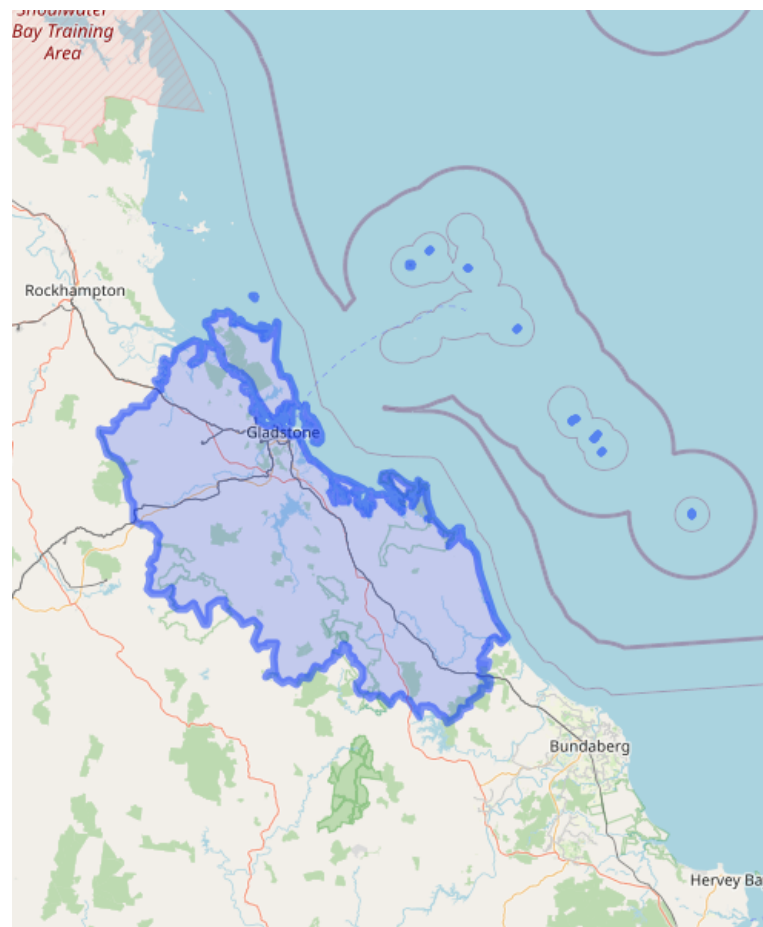
Australian
Early
Development
Census
An Australian Government Initiative

Queensland
Government

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This report presents AEDC results for **Gladstone** Local Government Area.

Map of Gladstone

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Source: Australian Statistical Geography Standard, Edition 3, Non-ABS Structures, Australian Bureau of Statistics (2021), retrieved from www.abs.gov.au/statistics/standards/australian-statistical-geography-standard-asgs-edition-3/jul2021-jun2026/non-abs-structures

To view an interactive map with this boundary, please visit
https://dbr.abs.gov.au/absmaps/index.html

v1.1_20220120_20220422

About this data profile

This Local Government Area data profile was developed by the Department of Education (DoE) for the purpose of informing strategic planning and community collaborations to support the wellbeing of Queensland children.

The key audience is DoE Queensland Regional teams, as key personnel working directly with schools, early childhood services and community organisations.

AEDC data is most effectively used in combination with complementary data sets to gain a more fulsome understanding of a whole community context.

Using this data profile

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

AEDC data **can** be used to:

- raise awareness of the importance of the early years in schools and the broader community
- provide a common language about children's development in the early years
- inform school and community planning and practices, alongside other local information and consultations
- reflect on the development of children entering school, as well as plan for continuity of learning and successful transitions.

While the collection is undertaken in schools, it is important to note the AEDC is not a test or an assessment of a child's performance in class; it does not report on how many children passed or failed a school test.

AEDC data **cannot** be used to:

- reflect the performance of the school or the quality of teaching
- score individual children as developmentally on track, developmentally at risk or developmentally vulnerable
- be used to identify individual children, or children with specific learning disabilities or areas of developmental delay
- recommend which children should be placed in special education categories, or who should receive extra classroom assistance, or whether children should be held back a grade.

AEDC data is a powerful tool for initiating conversations and partnerships across education, health and community services. By providing a common ground from which key stakeholders can work together, the AEDC can enable communities to form partnerships to plan and implement activities, programs and services to help shape the future and wellbeing of children in Australia.

> ## ⓘ Sharing this data profile
>
> This Local Government Area data profile **is not suitable for public release** (e.g. placed on a public website, posted on social media).
>
> All data in this profile adheres to the AEDC publication rules outlined in the *AEDC Data Guidelines*, available at www.aedc.gov.au. The publication rules govern how AEDC data is presented to protect personal information and to assist with its correct interpretation.
>
> As such, this data profile can be shared and discussed with community stakeholders, such as schools, early childhood service providers, community organisations and services.
>
> If you are unsure of the rules around sharing AEDC data or have any queries about the information contained in this report, please contact aedc@qed.qld.gov.au.

About the Australian Early Development Census

The Australian Early Development Census (AEDC) measures the development of children in Australia as they commence their first year of full-time school. The census collects data relating to five key areas of early childhood development referred to as 'domains', which are described in Figure 1.

The AEDC is conducted every three years, with the most recent in 2021. Results can be compared across time to identify trends in early childhood development at a community, state and national level.

The AEDC is a relative measure of early childhood development, with the 2009 collection established as the baseline. It classifies children as developmentally vulnerable (below the 10th percentile), at risk (between the 10th and 25th percentile) or on track (above the 25th percentile) in each of the five domains.

For further information about the domains and domain characteristics (developmentally on track, at risk and vulnerable) please refer to the fact sheet *About the AEDC domains* available at www.aedc.gov.au/abtdom. Links to additional AEDC resources can be found in the appendix of this report.

How to compare your results

Most communities will see some change in the percentage of children who are developmentally on track, at risk or vulnerable in 2021 compared to previous collections.

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

The critical difference is the minimum percentage point change required between collections for the results to represent a 'significant change' in children's development. Tables in this report indicate whether the changes in results represent a significant change. This is represented using arrow icons, and are coloured to indicate whether the change is positive or negative.

For more information on the calculation of the critical difference, see the AEDC fact sheet *Critical difference* (www.aedc.gov.au/cd).

Figure 1 – AEDC domain descriptions

Physical health and wellbeing

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

Social competence

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

Emotional maturity

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

Language and cognitive skills (school-based)

Children's basic literacy, advanced literacy, basic numeracy, and interest in literacy, numeracy and memory.

Communication skills and general knowledge

Children's communication skills and general knowledge based on broad developmental competencies and skills measured in the school context.

About Gladstone, Local Government Area

This section provides contextual and demographic information about the children measured in **Gladstone**.

Demographic information	2009	2012	2015	2018	2021
Total number of children measured[1]	937	939	1,011	962	951
Number of state schools contributing to the results	23	25	26	27	23
Number of teachers contributing to the results	58	57	64	63	62
Average age of children at time of census	5 years 4 months	5 years 5 months	5 years 5 months	5 years 5 months	5 years 5 months

Further demographic information and special needs	n					%				
	2009	2012	2015	2018	2021	2009	2012	2015	2018	2021
Sex - Male	445	499	519	463	495	47.5%	53.1%	51.3%	48.1%	52.1%
Sex - Female	492	440	492	499	456	52.5%	46.9%	48.7%	51.9%	47.9%
Aboriginal and Torres Strait Islander children	55	59	71	108	133	5.9%	6.3%	7.0%	11.2%	14.0%
Children born in another country	28	67	96	50	36	3.0%	7.1%	9.5%	5.2%	3.8%
Children with English as a second language	14	39	67	87	60	1.5%	4.2%	6.6%	9.0%	6.3%
Children with a language background other than English (LBOTE[2]) ...	21	43	83	107	86	2.2%	4.6%	8.2%	11.1%	9.0%
... who ARE proficient in English	≤21	35	72	86	77	≤2.3%	3.8%	7.2%	9.0%	8.1%
... who ARE NOT proficient in English	≤3	7	11	16	8	≤0.3%	0.8%	1.1%	1.7%	0.8%
Children with a primary caregiver who reported to have completed some form of post-school qualification[3]	–	–	522	620	664	–	–	71.9%	73.6%	76.7%
Children with special needs status[4]	32	40	44	45	45	3.4%	4.3%	4.4%	4.7%	4.7%
Children identified by teachers as requiring further assessment	102	93	98	138	198	11.2%	10.2%	9.9%	14.8%	22.1%
Children who attended an early intervention program	46	58	61	72	76	5.8%	7.0%	7.2%	8.4%	9.0%
Children who attended preschool / kindergarten program[5]	517	476	671	686	716	70.9%	70.7%	84.7%	84.7%	87.1%

[1] This includes all children who reside in Gladstone that were measured across government, catholic and independent schools.

[2] 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.

[3] This data was not collected for the 2009 and 2012 AEDC.

[4] For the AEDC, this means children identified already as requiring special assistance in the classroom with high needs due to chronic medical, physical, or intellectually disabling conditions. Teachers were asked to base their response on medical diagnosis. These children are not included in the AEDC results because of the already identified substantial developmental needs of this group. More information on AEDC terms and definitions is available in the fact sheet *Definition of AEDC terms* (www.aedc.gov.au/defterm).

[5] Although teachers are well placed to report on the development of children, the extent to which teachers know about children's early childhood education and care experiences varies. In cases where teachers don't know they indicate this, and these cases are excluded from this percentage.

Results at a glance

This section provides an overview of results for **Gladstone**. The tables below present key results for domains, summary indicators and transition to school indicators.

Domain	Vulnerable 2021	Compared to Queensland	Compared to Australia	Trend 2009–21	Significant change 2018–21
Physical health and wellbeing	12.4%	🔴	🔴		No significant change
Social competence	10.7%	🔴	🔴		No significant change
Emotional maturity	10.4%	🔴	🔴		No significant change
Language and cognitive skills (school-based)	12.1%	🔴	🔴		Significant increase
Communication skills and general knowledge	7.2%	🟢	🟢		Significant decrease

Summary indicators	Result 2021	Compared to Queensland	Compared to Australia	Trend 2009–21	Significant change 2018–21
Vulnerable on one or more domain(s)	26.2%	🔴	🔴		No significant change
Vulnerable on two or more domains	13.9%	🔴	🔴		No significant change
On track on four or more domains[1]	65.8%	🔴	🔴		
On track on five domains	50.6%	🔴	🔴		No significant change

Transition to school indicators	Very true 2021	Compared to Queensland	Compared to Australia	Trend 2009–21
Child adapting to school	73.7%	🟢	🔴	
Parents actively engaged	67.8%	🔴	🔴	
Child read to at home	62.4%	🔴	🔴	

Comparison key

🟢   Gladstone received a more positive result than the reference area.

🔴   Gladstone received a less positive result than the reference area.

[1] Significant change is not available for *On track on four or more domains*.

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Domain results over time

The table below shows trends for **Gladstone** for each domain from 2009 to 2021.

			n						%						Significant change	
			2009	2012	2015	2018	2021		2009	2012	2015	2018	2021		2009–21	2018–21
Physical health and wellbeing	On track		673	672	737	703	714		75.2%	75.3%	76.6%	76.9%	79.1%		▲	▬
	At risk		122	140	114	110	77		13.6%	15.7%	11.9%	12.0%	8.5%		▼	▼
	Vulnerable		100	81	111	101	112		11.2%	9.1%	11.5%	11.1%	12.4%		▬	▬
Social competence	On track		652	666	722	662	661		72.8%	74.6%	75.1%	72.4%	73.2%		▬	▬
	At risk		158	139	135	156	145		17.7%	15.6%	14.0%	17.1%	16.1%		▬	▬
	Vulnerable		85	88	105	96	97		9.5%	9.9%	10.9%	10.5%	10.7%		▬	▬
Emotional maturity	On track		651	667	739	678	668		73.6%	74.7%	77.0%	74.3%	74.0%		▬	▬
	At risk		160	163	139	133	141		18.1%	18.3%	14.5%	14.6%	15.6%		▼	▬
	Vulnerable		74	63	82	101	94		8.4%	7.1%	8.5%	11.1%	10.4%		▲	▬
Language and cognitive skills (school-based)	On track		533	671	795	709	659		59.8%	75.4%	82.6%	77.6%	73.1%		▲	▼
	At risk		221	144	103	112	134		24.8%	16.2%	10.7%	12.3%	14.9%		▼	▲
	Vulnerable		138	75	64	93	109		15.5%	8.4%	6.7%	10.2%	12.1%		▼	▲
Communication skills and general knowledge	On track		666	645	761	705	710		74.4%	72.2%	79.1%	77.2%	78.6%		▲	▬
	At risk		157	158	138	126	128		17.5%	17.7%	14.3%	13.8%	14.2%		▼	▬
	Vulnerable		72	90	63	82	65		8.0%	10.1%	6.5%	9.0%	7.2%		▬	▼

Significant change key

	Significant increase	No significant change	Significant decrease
On track	▲	▬	▼
At risk*	▲	▬	▼
Vulnerable	▲	▬	▼

* At risk has not been colour coded as any changes should be interpreted in context with changes in the percentage of children who are vulnerable and on track.

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Domain results in context, 2021

The table below shows results for **Gladstone** in 2021 for each domain alongside the results for Queensland and Australia.

			Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total	Significant change (vulnerable)
			n	%	n	%	n	%		2018–21
Physical health and wellbeing		This area	714	79.1%	77	8.5%	112	12.4%	903	—
		Queensland	46,981	76.5%	7,312	11.9%	7,148	11.6%	61,441	▼
		Australia	226,006	78.5%	33,677	11.7%	28,341	9.8%	288,024	▲
Social competence		This area	661	73.2%	145	16.1%	97	10.7%	903	—
		Queensland	45,452	74.0%	9,447	15.4%	6,536	10.6%	61,435	▼
		Australia	218,679	75.9%	41,528	14.4%	27,788	9.6%	287,995	▼
Emotional maturity		This area	668	74.0%	141	15.6%	94	10.4%	903	—
		Queensland	45,382	74.1%	9,752	15.9%	6,110	10.0%	61,244	▼
		Australia	221,057	77.0%	41,667	14.5%	24,271	8.5%	286,995	—
Language and cognitive skills (school-based)		This area	659	73.1%	134	14.9%	109	12.1%	902	▲
		Queensland	49,548	80.7%	6,712	10.9%	5,127	8.4%	61,387	▲
		Australia	237,499	82.6%	29,091	10.1%	21,107	7.3%	287,697	▲
Communication skills and general knowledge		This area	710	78.6%	128	14.2%	65	7.2%	903	▼
		Queensland	46,733	76.1%	9,121	14.8%	5,596	9.1%	61,450	▼
		Australia	222,056	77.1%	41,882	14.5%	24,064	8.4%	288,002	▲

Significant change key

Significant increase	No significant change	Significant decrease
▲	—	▼
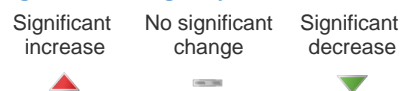
Developmentally vulnerable by domain

The graphs below show the percentage of children who were developmentally vulnerable in **Gladstone** for each domain from 2009 to 2021.

Physical health and wellbeing

Social competence

Emotional maturity

Language and cognitive skills (school-based)

Communication skills and general knowledge
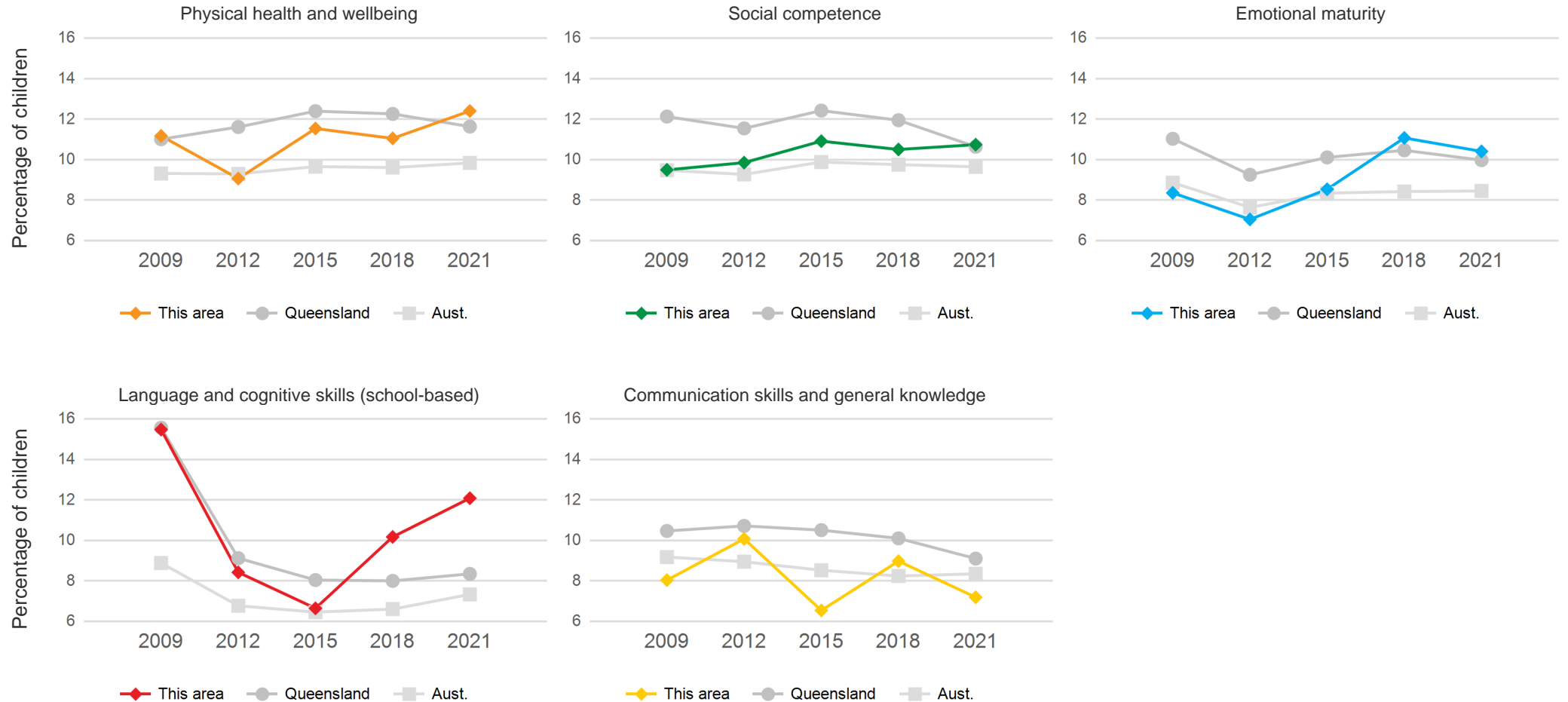
Summary indicator results

The table below shows results for **Gladstone** for each summary indicator from 2009 to 2021.

		n						%						Significant change	
		2009	2012	2015	2018	2021		2009	2012	2015	2018	2021		2009–21	2018–21
Vulnerable on one or more domain(s)	This area	247	199	225	225	237		27.8%	22.3%	23.4%	24.7%	26.2%		▬	▬
	Queensland	15,593	15,217	16,220	15,954	15,143		29.6%	26.2%	26.1%	25.9%	24.7%		▼	▼
	Australia	58,036	59,933	62,960	63,448	63,264		23.6%	22.0%	22.0%	21.7%	22.0%		▼	▲
Vulnerable on two or more domains	This area	127	105	110	126	125		14.3%	11.8%	11.4%	13.8%	13.9%		▬	▬
	Queensland	8,307	8,001	8,713	8,576	8,088		15.8%	13.8%	14.0%	13.9%	13.2%		▼	▼
	Australia	29,227	29,543	31,754	32,434	32,718		11.8%	10.8%	11.1%	11.0%	11.4%		▼	▲
On track on four or more domains[1]	This area	544	581	670	615	594		60.8%	65.1%	69.6%	67.3%	65.8%			
	Queensland	31,746	37,394	40,338	40,533	41,266		60.2%	64.2%	64.9%	65.5%	67.1%			
	Australia	166,801	189,633	199,129	206,435	201,254		67.5%	69.1%	69.4%	70.2%	69.9%			
On track on five domains	This area	357	444	508	467	457		40.1%	49.7%	52.9%	51.2%	50.6%		▲	▬
	Queensland	21,529	28,036	30,610	31,167	31,524		40.9%	48.3%	49.3%	50.5%	51.4%		▲	▲
	Australia	125,130	146,362	155,238	162,440	157,436		50.7%	53.6%	54.2%	55.4%	54.8%		▲	▼

Significant change key

	Significant increase	No significant change	Significant decrease
Vulnerable on...	▲	▬	▼
On track on...	▲	▬	▼

[1] Significant change is not available for *On track on four or more domains.*

Summary indicator results, continued

The graphs below show results for **Gladstone** for each summary indicator from 2009 to 2021.

Vulnerable on one or more domain(s)

Vulnerable on two or more domains

On track on four or more domains

On track on five domains
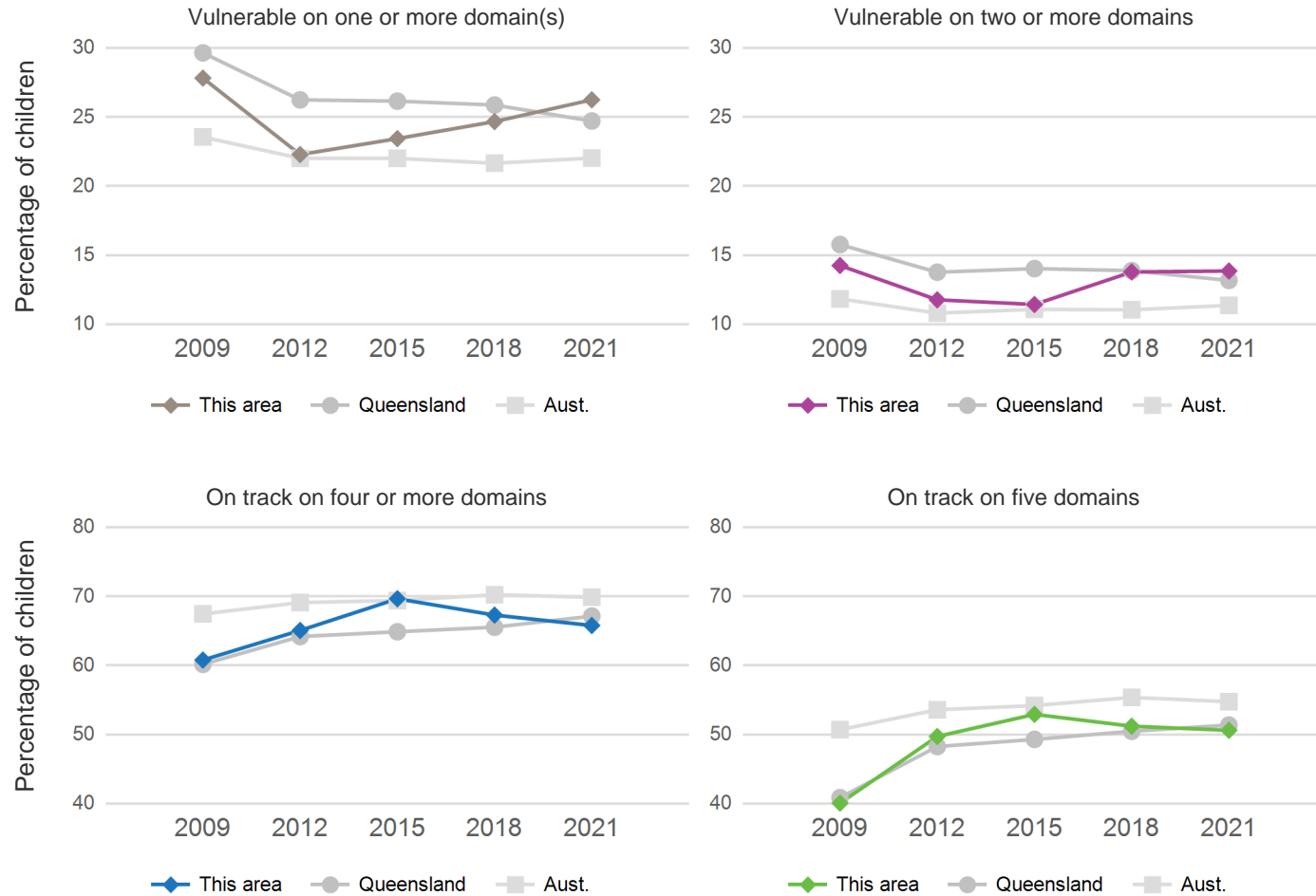
Transition to school indicators

The graphs and tables below show transition to school indicator results for **Gladstone** for each domain from 2009 to 2021.

Child adapting to school

Parents actively engaged

Child read to at home
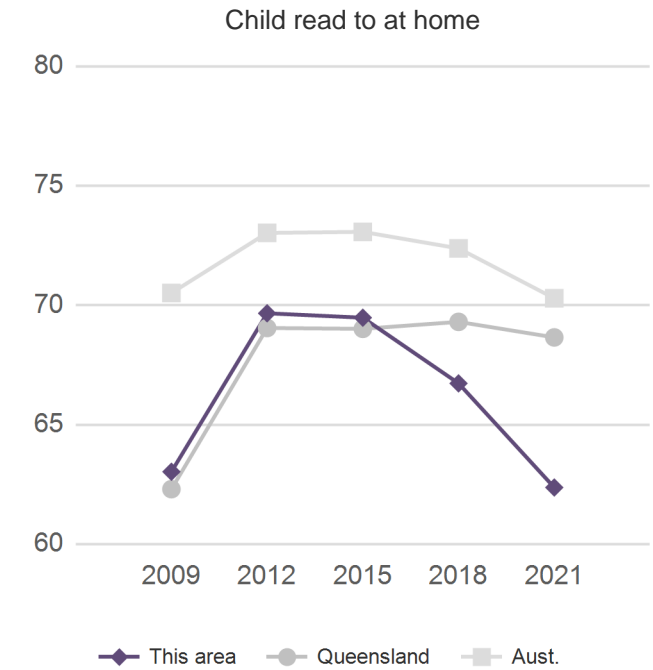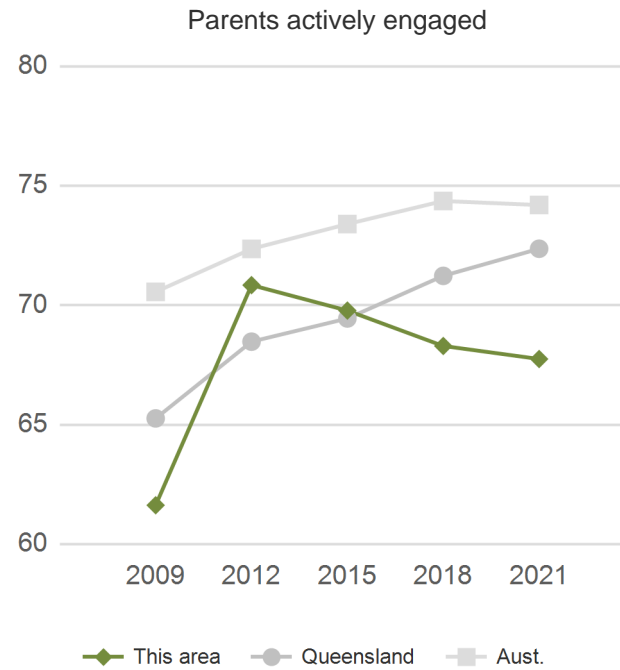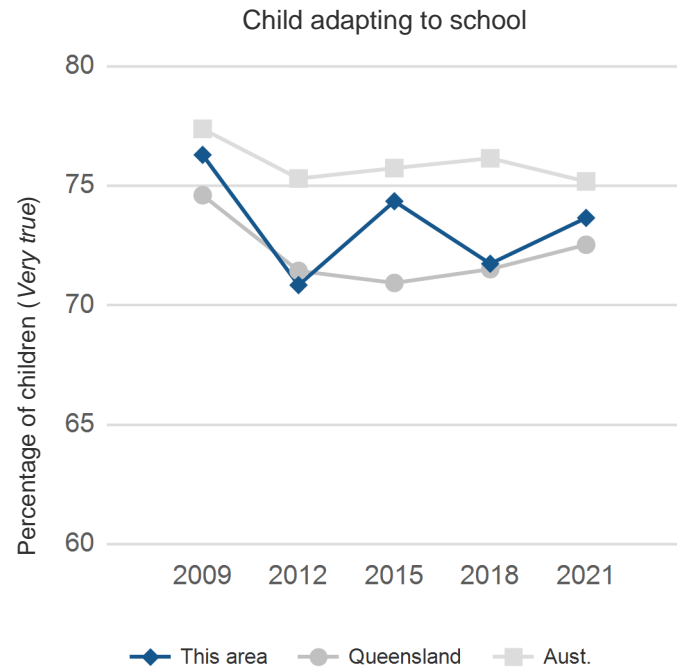
	2009	2012	2015	2018	2021
Very true	76.3%	70.8%	74.4%	71.7%	73.7%
Somewhat true	22.1%	25.5%	23.1%	23.5%	22.1%
Not true	1.4%	2.3%	2.5%	4.7%	3.9%
Don't know	0.2%	1.4%	0.1%	0.1%	0.3%

	2009	2012	2015	2018	2021
Very true	61.6%	70.8%	69.8%	68.3%	67.8%
Somewhat true	28.8%	20.5%	21.8%	23.8%	24.0%
Not true	8.8%	7.0%	8.3%	7.6%	7.7%
Don't know	0.8%	1.7%	0.2%	0.3%	0.5%

	2009	2012	2015	2018	2021
Very true	63.0%	69.7%	69.5%	66.7%	62.4%
Somewhat true	19.9%	19.6%	21.8%	20.9%	22.8%
Not true	5.8%	6.3%	6.5%	8.3%	12.2%
Don't know	11.2%	4.4%	2.3%	4.1%	2.6%

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Multiple Strength Indicator

The table below shows results for **Gladstone** from 2009 to 2021.

The Multiple Strength Indicator (MSI) is a summary indicator that measures developmental strengths in social and emotional development such as self-control, pro-social skills, respectful behaviour towards peers, teachers and property, and curiosity about the world. The indicator also identifies children who have advanced literacy skills, a particular interest in reading, numeracy and memory, and very good communication skills.

			Highly developed strengths		Well developed strengths		Emerging strengths		
			n	%	n	%	n	%	Total
Gladstone	2021		470	52.0%	209	23.1%	224	24.8%	903
	2018		456	49.9%	228	24.9%	230	25.2%	914
	2015		521	54.2%	229	23.8%	212	22.0%	962
	2012		413	46.3%	222	24.9%	257	28.8%	892
	2009		341	38.2%	271	30.3%	281	31.5%	893
Queensland	2021		31,807	51.8%	14,649	23.9%	14,948	24.3%	61,404
	2018		31,765	51.4%	14,267	23.1%	15,785	25.5%	61,817
	2015		30,656	49.3%	14,658	23.6%	16,806	27.1%	62,120
	2012		27,899	48.0%	14,095	24.2%	16,174	27.8%	58,168
	2009		20,776	39.4%	14,254	27.0%	17,692	33.6%	52,722
Australia	2021		161,195	56.0%	65,024	22.6%	61,650	21.4%	287,869
	2018		169,053	57.5%	64,058	21.8%	60,640	20.6%	293,751
	2015		159,942	55.8%	64,639	22.5%	62,195	21.7%	286,776
	2012		151,398	55.3%	61,710	22.6%	60,453	22.1%	273,561
	2009		127,728	51.7%	59,443	24.1%	59,890	24.2%	247,061

Highly developed strengths	Children have strengths in most of the 39 MSI items. These children are likely to be on track on all five AEDC domains, and show strengths across all AEDC domains.
Well developed strengths	Children are showing strengths in 50-70% of the following skills: relating to peers and teachers, self-control, curiosity about the world, working independently, reading and writing simple words, communicating effectively with peers and teachers, and story-telling.
Emerging strengths	Children may be meeting developmental expectations when they start school but they do not demonstrate a high number of strengths. Children in this category range from those with strengths in none of the 39 MSI items, to children with strengths in about half of the MSI items.

For more information about the MSI, refer to the AEDC fact sheet *Understanding the Multiple Strength Indicator* (www.aedc.gov.au/fact-sht-msi) and the technical report *Exploring two new indices for the AEDC program* (www.aedc.gov.au/tech-rep-msi). MSI Community Summary Reports (www.aedc.gov.au/data) are also available on the AEDC website.

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Indigenous children

The word Indigenous in this document refers to Aboriginal and Torres Strait Islander people of Australia.

This section focuses on the difference in results between Indigenous and non-Indigenous children.

It is important to note that interpretation of the data contained in this section need consideration of the socio-economic, geographic and demographic factors that may influence the contexts of Indigenous children and their development.

National AEDC publications identify that developmental vulnerability is significantly more likely to be experienced by children whose families are facing socio-economic disadvantage, who are living in remote communities or have a language background other than English (which may result in a lack of proficiency in English).

For a significant proportion of Indigenous children, some or all of these factors are attendant and continue to impact on families' access to the health, education and services that support optimal early development. They overlay the lived experiences of many: of political exclusion, intergenerational trauma and ongoing institutional racism (*National Agreement on Closing the Gap* preamble – July 2020).

Use of this data to inform policy decisions and community action seeking to reduce levels of developmental vulnerability experienced by Indigenous children, should be undertaken in consultation and partnership with relevant local Indigenous stakeholders.

Developmentally vulnerable by domain

The table below shows the gap between developmentally vulnerable Indigenous and non-Indigenous children in **Gladstone** by domain.

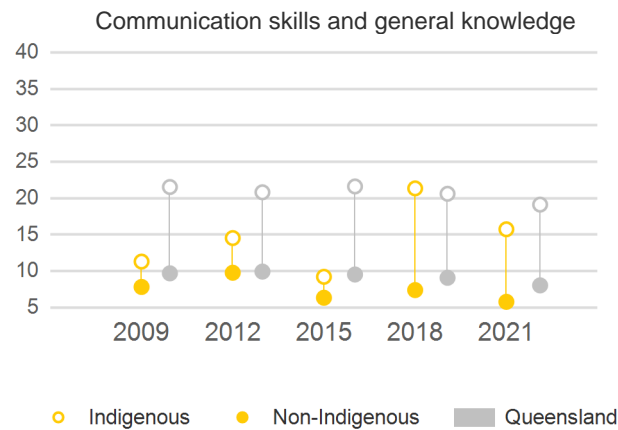|		This area						Queensland					
		2009	2012	2015	2018	2021		2009	2012	2015	2018	2021	
Physical health and wellbeing	Indigenous	7.5%	7.3%	9.2%	17.5%	20.5%		19.8%	19.1%	21.8%	21.2%	21.3%	
	Non-Indigenous	11.4%	9.2%	11.7%	10.2%	11.1%		10.4%	11.0%	11.6%	11.4%	10.6%	
	Gap *	-3.9	-1.9	-2.5	7.2	9.4		9.4	8.0	10.2	9.8	10.7	
Social competence	Indigenous	9.4%	9.1%	12.3%	16.5%	16.5%		20.2%	19.1%	21.8%	20.5%	18.8%	
	Non-Indigenous	9.5%	9.9%	10.8%	9.7%	9.8%		11.6%	11.0%	11.6%	11.1%	9.8%	
	Gap *	-0.1	-0.8	1.5	6.8	6.7		8.6	8.2	10.2	9.4	9.0	
Emotional maturity	Indigenous	11.3%	12.7%	7.7%	17.6%	17.3%		17.3%	14.8%	17.2%	16.9%	16.3%	
	Non-Indigenous	8.2%	6.7%	8.6%	10.2%	9.3%		10.6%	8.8%	9.5%	9.8%	9.3%	
	Gap *	3.1	6.0	-0.9	7.4	8.0		6.7	6.0	7.7	7.0	7.0	
Language and cognitive skills (school-based)	Indigenous	18.9%	13.2%	7.7%	23.3%	20.5%		35.6%	21.8%	19.6%	20.8%	21.6%	
	Non-Indigenous	15.3%	8.1%	6.6%	8.5%	10.7%		14.2%	8.2%	7.0%	6.8%	7.0%	
	Gap *	3.6	5.1	1.1	14.8	9.8		21.4	13.6	12.6	14.1	14.7	
Communication skills and general knowledge	Indigenous	11.3%	14.5%	9.2%	21.4%	15.7%		21.5%	20.8%	21.6%	20.6%	19.1%	
	Non-Indigenous	7.8%	9.8%	6.4%	7.4%	5.8%		9.7%	9.9%	9.5%	9.1%	8.0%	
	Gap *	3.5	4.8	2.9	14.0	9.9		11.8	10.9	12.1	11.5	11.1	

> * Gap presents the percentage point difference between the results for Indigenous and non-Indigenous children. A positive number means that non-Indigenous children had a favourable result when compared with Indigenous children.
>
> Please refer to page 5 of this report: **About Gladstone, Local Government Area** to see the number of Indigenous children measured in **Gladstone**.

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Developmentally vulnerable by domain, continued

The charts below show the gap between developmentally vulnerable Indigenous and non-Indigenous children in **Gladstone** by domain.

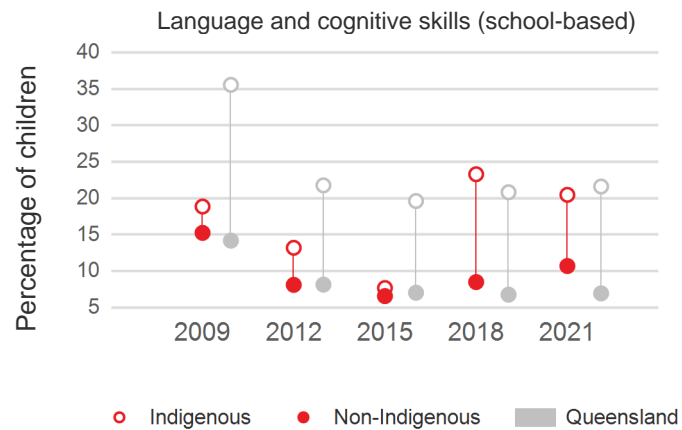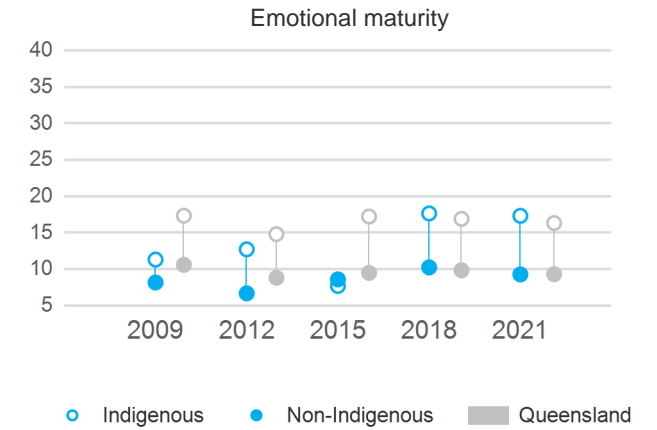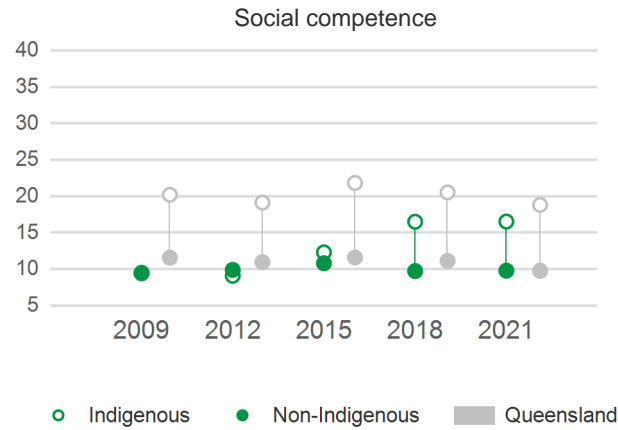**Physical health and wellbeing**

Social competence

Emotional maturity

Language and cognitive skills (school-based)

Communication skills and general knowledge
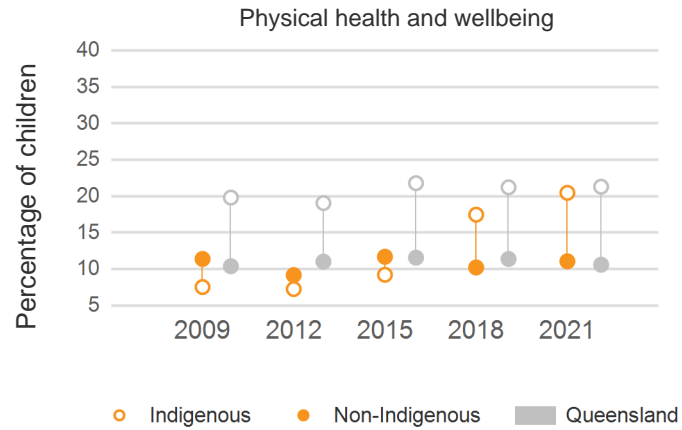
Summary indicators

The table below shows the gap between Indigenous and non-Indigenous children for summary indicator results in **Gladstone**.
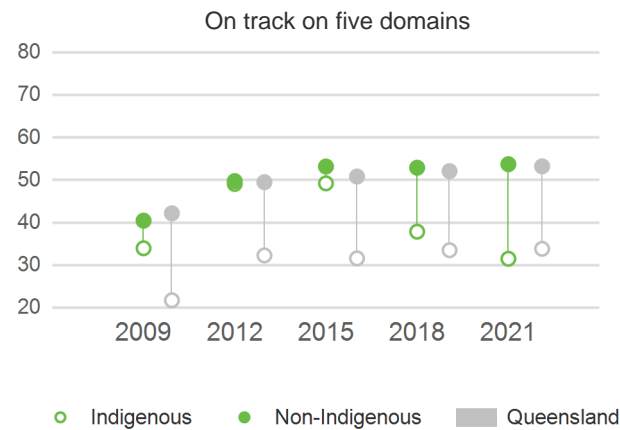
		This area						Queensland				
		2009	2012	2015	2018	2021		2009	2012	2015	2018	2021
Vulnerable on one or more domain(s)	Indigenous	30.2%	29.1%	24.6%	40.8%	40.9%		50.5%	43.0%	43.9%	42.5%	42.1%
	Non-Indigenous	27.7%	21.8%	23.4%	22.6%	23.8%		28.2%	24.9%	24.6%	24.3%	22.9%
	Gap *	2.5	7.3	1.3	18.2	17.1		22.2	18.1	19.3	18.3	19.3
Vulnerable on two or more domains	Indigenous	20.8%	20.4%	13.8%	26.2%	26.0%		31.3%	25.8%	27.5%	27.0%	26.9%
	Non-Indigenous	13.8%	11.2%	11.3%	12.2%	11.9%		14.7%	12.8%	12.9%	12.6%	11.7%
	Gap *	6.9	9.2	2.6	14.0	14.1		16.6	13.0	14.6	14.4	15.1
On track on four or more domains	Indigenous	56.6%	58.2%	64.6%	55.3%	46.5%		41.1%	47.8%	46.6%	48.9%	49.5%
	Non-Indigenous	61.0%	65.5%	70.0%	68.8%	68.9%		61.5%	65.4%	66.5%	67.1%	69.0%
	Gap *	4.4	7.3	5.4	13.5	22.5		20.4	17.7	19.9	18.2	19.5
On track on five domains	Indigenous	34.0%	49.1%	49.2%	37.9%	31.5%		21.7%	32.3%	31.6%	33.5%	33.8%
	Non-Indigenous	40.5%	49.8%	53.2%	52.9%	53.7%		42.2%	49.5%	50.8%	52.1%	53.2%
	Gap *	6.5	0.7	4.0	15.0	22.2		20.5	17.2	19.2	18.6	19.4

* Gap presents the percentage point difference between the results for Indigenous and non-Indigenous children. A positive number means that non-Indigenous children had a favourable result when compared with Indigenous children.

Please refer to page 5 of this report: **About Gladstone, Local Government Area** to see the number of Indigenous children measured in **Gladstone**.

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Summary indicators, continued

The charts below show the gap between Indigenous and non-Indigenous children for summary indicator results in **Gladstone**.
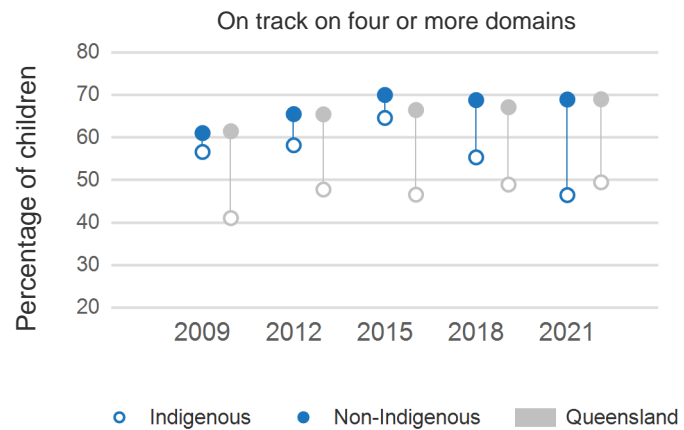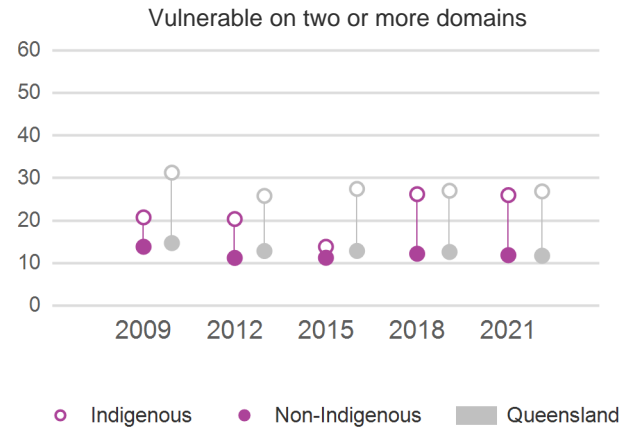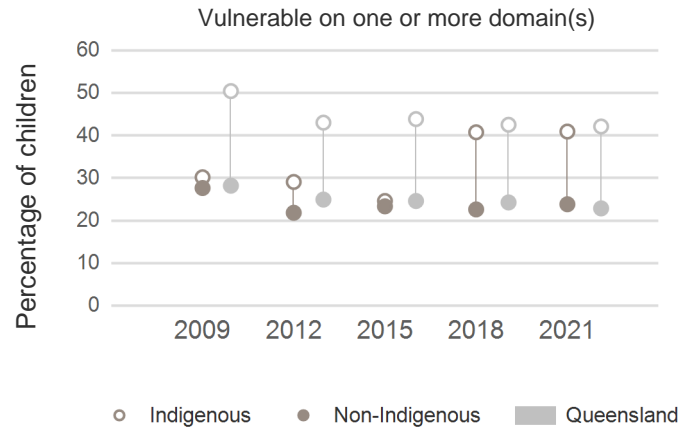

Vulnerable on one or more domain(s)

Indigenous   Non-Indigenous   Queensland

Vulnerable on two or more domains

Indigenous   Non-Indigenous   Queensland

On track on four or more domains

Indigenous   Non-Indigenous   Queensland

On track on five domains

Indigenous   Non-Indigenous   Queensland

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Transition to school indicators

The graphs below show the gap between Indigenous and non-Indigenous children in the percentage of children (*Very true*) for transition to school indicator results for **Gladstone**.

Child adapting to school
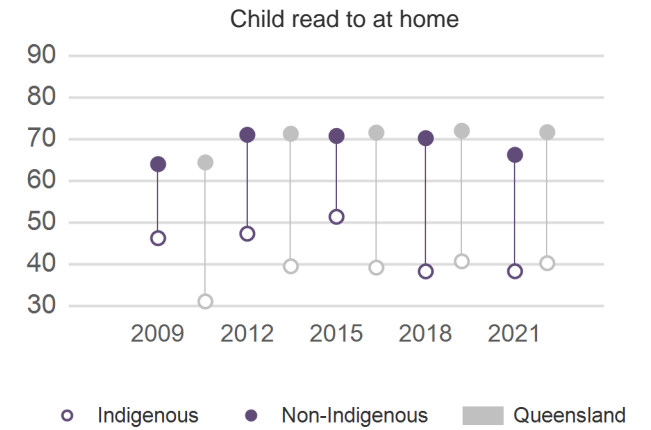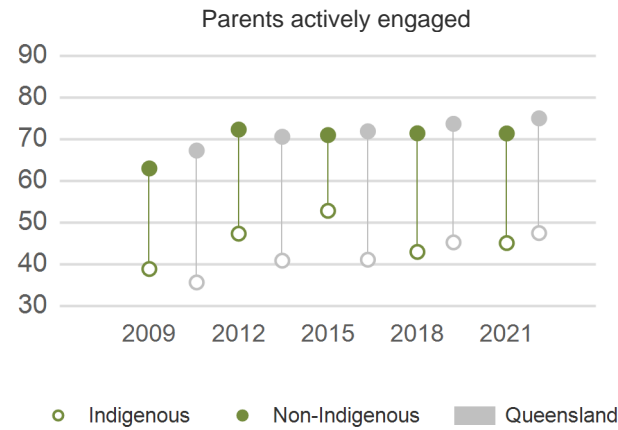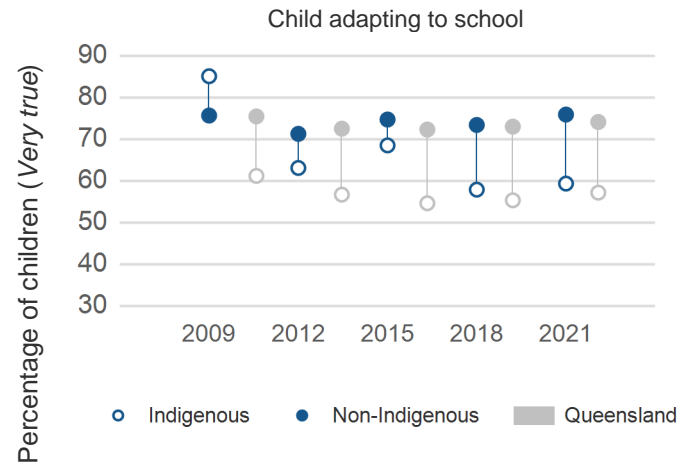
	2009	2012	2015	2018	2021
Indigenous	85.2%	63.2%	68.6%	57.9%	59.4%
Non-Indigenous	75.7%	71.3%	74.8%	73.5%	76.0%
Gap *	-9.4	8.2	6.2	15.5	16.6

Parents actively engaged

	2009	2012	2015	2018	2021
Indigenous	38.9%	47.4%	52.9%	43.0%	45.1%
Non-Indigenous	63.0%	72.4%	71.0%	71.5%	71.4%
Gap *	24.2	25.0	18.2	28.5	26.3

Child read to at home

	2009	2012	2015	2018	2021
Indigenous	46.3%	47.4%	51.4%	38.3%	38.3%
Non-Indigenous	64.1%	71.1%	70.8%	70.3%	66.3%
Gap *	17.8	23.8	19.4	32.0	28.0

* Gap presents the percentage point difference between the results for Indigenous and non-Indigenous children. A positive number means that non-Indigenous children had a favourable result when compared with Indigenous children.

Please refer to page 5 of this report: **About Gladstone, Local Government Area** to see the number of Indigenous children measured in **Gladstone**.

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Appendix: Additional resources

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

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

Key resources to help you get the most from this data profile

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

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

The AEDC Data Explorer (www.aedc.gov.au/tables) is a searchable resource that allows comparisons across years and communities.

AEDC Queensland resources

A comprehensive suite of materials have been developed specific to the Queensland context.

For ECEC services (https://earlychildhood.qld.gov.au/about-us/publications-and-research/australian-early-development-census)

For schools (www.education.qld.gov.au/about-us/reporting-data-research/data/aus-early-development-census)

Queensland Community stories (www.education.qld.gov.au/about-us/reporting-data-research/data/aus-early-development-census/community-stories)

AEDC national resources at a glance

AEDC publications

AEDC resources include:

- *AEDC National report 2021* (www.aedc.gov.au/natrep21)
- *Schools sector messages* (www.aedc.gov.au/schsect)
- *Calculation of the critical difference* (www.aedc.gov.au/trcd)
- Further resources (www.aedc.gov.au/resources)
- Fact sheets available:
  - *About the AEDC data collection* (www.aedc.gov.au/abtdata)
  - *About the AEDC domains* (www.aedc.gov.au/abtdom)
  - *Definition of AEDC terms* (www.aedc.gov.au/defterm)
  - *Understanding community boundaries* (www.aedc.gov.au/ucb)
  - *Understanding the results* (www.aedc.gov.au/unders)
  - *Critical difference* (www.aedc.gov.au/cd)

AEDC videos

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

Key AEDC web pages

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