



The 'here and now' for little kids and families in Kwinana and Cockburn, 2022

Situational Analysis Report

to inform the Connecting Community for Kids
collective impact initiative

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1. Introduction

This Situational Analysis Report provides an overview of the 'here and now' for children and their families living in Kwinana and Cockburn on Noongar country. It is anticipated that data and research evidence provided in this report will be combined with the deep contextual knowledge held by local community members and service providers in Kwinana and Cockburn to inform the ongoing work of Connecting Community for Kids (CCK) in codesigning community led interventions aimed at improving outcomes for all local children. Telethon Kids Institute has prepared this report using the most recent publicly available data, current research evidence and planning material developed by Connecting Community for Kids since its inception in 2015.

The first 2,000 days of life from conception to four years of age are vital in shaping each child's long-term health, learning, social and language skills, culture and identity. A solid start in this period before children start school lays the groundwork for them to become strong, proud grown-ups who have a good life. While Connecting Community for Kids is focused on improving outcomes in early childhood, it recognises that children are raised by families who live within dynamic communities so it is intended that actions taken through collective impact orchestrated and supported by the initiative will be driven by the community and will be holistic, culturally responsive and strengths-based.

People living and working in Kwinana and Cockburn are best placed to understand local needs and strengths, and to decide what actions are most likely to work in this unique place. To assist with these decisions, this report provides a summary of the current 'here and now' on how children and families in this community are faring.

This report is organised into two sections:

- o The first section, *Children and families in the Kwinana and Cockburn communities*, contains a curated selection of publicly available data on young children and families in the Cockburn and Kwinana local government areas (LGAs). These quantitative data are accompanied by comparisons for Greater Perth and Western Australia as a whole, and supporting commentary on why each data item warrants attention. To avoid providing so much data that it becomes confusing, the data selected for inclusion in this section focus on key indicators that, according to research evidence, are strongly associated with children's long-term health, development and learning.
- o The second section, *Context for the Kwinana community*, contains commentary about services and circumstances in the Kwinana LGA in particular, circa 2022. Information in this section is drawn from a range of reports provided by Connecting Community for Kids and other information found via 'desktop' searches. Through this information, assets and challenges in Kwinana have been identified with respect to the physical, socio-cultural, economic, service and governance dimensions of the community. These interrelated dimensions provide insights about what it might be like to be a young child (or to raise a very young child) in Kwinana at this time, and may help to inform strategic and systemic collective actions into the future.

2. Children and families in the Kwinana and Cockburn communities

The centre-piece for this section of the report is Table 1 containing a curated selection the most recent, publicly available quantitative data on young children and families in the Kwinana and Cockburn LGAs and, for the sake of comparison, includes averages for Greater Perth and Western Australia on each data item. The basis for the inclusion of each data item in Table 1 is that it is a strong predictor of long-term health, development and learning. Preceding Table 1, information is provided about data sources, a note on their interpretation, and a list of key data 'highlights' for Kwinana and Cockburn. Following Table 1, a summary of research evidence for each key data-item is provided to explain why it is important with respect to children's health, development and learning.

2.1 Data sources

Three main types of data are provided in this report - administrative, Australian Early Development Census (AEDC) and National Census data. Detailed data sources for Table 1 are provided in Appendix B. One important caution with respect to interpreting these data is that different cultural perspectives and world views may give rise to different conclusions. The data that 'matter' to the agencies that collect and publish these data may differ from the things considered to matter to the people the data are collected from, so the 'picture' the data presents may not tell the whole story of a community, or may be culturally 'skewed'.

2.2 Key data for children and families in Kwinana and Cockburn

- The **total population** of the Kwinana and Cockburn LGAs is 45,867 and 118,091 respectively. Both LGAs have a **high concentration of children in the birth to four years age group**, i.e.: 8.3 percent for Kwinana and 6.7 percent for Cockburn compared with 6.1 percent for both Greater Perth and Western Australia overall.
- **In Kwinana:**
 - In 2021, 44.8 percent of children were **on track on all five AEDC domains** and 17.6 percent were **vulnerable on two or more domains** and 24.2 percent **require further assessment for special needs** compared respectively with 57.5 percent and 10.2 percent (for Western Australia) and 16.3 percent (for Australia overall).
 - 8.5 percent of children were **Aboriginal or Torres Strait Islander** compared with 6.8 percent across Australia
 - 16.4 percent of children aged 0-4 years live in a **sole-parent family**, compared to Greater Perth's 11.6 percent
 - 11.6 percent of women **smoked during pregnancy** compared with 8.6 percent for Western Australia and there were 8.6 **assault (family) offences** for every 1,000 people, compared with 6.5 for Greater Perth
 - **Education levels in the community are relatively low** whereby 30.9 percent of the community have only completed Year 10 or lower and 52.8 percent have completed Year 12 or equivalent, compared to 24.0 percent and 61.8 percent respectively for Greater Perth
 - The **unemployment rate** was 6.9 percent, compared to 5.3 percent for Greater Perth. Also, 77.6 percent of children aged 0-4 years had **at least one parent employed**, compared with 82.9 percent for Greater Perth
 - Out of 32 LGAs in Greater Perth, the City of Kwinana's SEIFA-IRSD is third from the bottom
- **In Cockburn:** most of the above metrics are comparable or better than Greater Perth so the ultimate goal for Connecting Community for Kids with respect to Cockburn has been achieved, i.e.: to have the same level of physical, social, emotional, communication and language results as the Perth Metropolitan Area by 2024, based on the AEDC.

Table 1. Quantitative data for the Kwinana and Cockburn Local Government Areas, including comparisons with the Greater Perth metropolitan area and Western Australia, where available

Item	Kwinana	Cockburn	Greater Perth	Western Australia	Comments
Community Overview					
Total population	45,867	118,091	2,116,647	2,660,026	
% population who are Aboriginal and/or Torres Strait Islander	4.4%	1.9%	2.0%	3.3%	
Children					
Total children aged 0-4 years	3,809	7,881	129,598	161,753	
% population who are aged 0-4 years	8.3%	6.7%	6.1%	6.1%	
% children 0-4 in sole parent family	16.4%	10.2%	11.6%	12.3%	See note 1
% children 0-4 who don't speak English well or not at all (2016)	9.2%	9.3%	n/a	9.0%	See note 2
Family make-up					See note 3
<i>Couple family with children</i>	48.6%	47.1%	45.7%	44.6%	
<i>Couple family no children</i>	30.6%	36.1%	37.6%	38.8%	
<i>One parent family</i>	19.2%	15.3%	15.1%	15.1%	
<i>Other family</i>	1.6%	1.5%	1.6%	1.6%	
Child Health					See note 4
% babies with low birth weight	7.0%	6.4%	n/a	6.5%	
% babies born pre-term	8.9%	9.1%	n/a	8.6%	
% fully immunised at 2 years old	91.6%	90.0%	n/a	91.4%	
0-4 yr old hospitalisation rates (per 1,000 children)	<i>Hospitalisation rates are the number of hospitalisations per 1,000 children aged 0-4 years in the community</i>				
<i>Ear and hearing</i>	15.1	20.6	n/a	18.8	
<i>Respiratory disease</i>	5.9	8.7	n/a	8.6	
<i>Vaccine preventable diseases</i>	1.6	1.3	n/a	1.8	
<i>Injury</i>	20.0	17.4	n/a	22.7	
<i>Oral disease</i>	5.7	6.5	n/a	8.4	
0-4 yr old Emergency Department presentation rates (per 1,000 children)	<i>ED presentation rates are the number of ED presentations per 1,000 children aged 0-4 years in the community</i>				
	611.3	507.7	n/a	707.5	
Maternal Health					
% births to women aged 15-19	2.8%	1.6%	n/a	2.6%	See note 5
% women who smoked at any time during pregnancy	11.6%	6.0%	n/a	8.6%	See note 6
Family Violence					See note 7
Assault (Family) offences	<i>Offence rates are the number of offences per 1,000 population</i>				
<i>Offence rate (per 1,000 population)</i>	8.6	7.0	6.5	9.1	
Threatening Behaviour (Family) offences					
<i>Offence rate (per 1,000 population)</i>	1.2	1.2	0.9	1.3	

Item	Kwinana	Cockburn	Greater Perth	Western Australia	Comments
Children's Education					
Australian Early Development Census (AEDC) (2021)					See note 8
% children on track on all five domains	44.8%	58.9%	n/a	57.5%	
% children vulnerable on one or more domains	31.0%	17.6%	n/a	20.3%	
% children vulnerable on two or more domains	17.6%	7.8%	n/a	10.2%	
AEDC Demographics (2021)			Australia Overall		
% Aboriginal and Torres Strait Islander children	8.5%	3.9%	6.8%	<i>Comparison data for AEDC demographics are not available for Greater Perth or Western Australia so are provided instead for Australia overall.</i>	
% children with special needs status	4.3%	4.6%	5.2%		
% children requiring further assessment (for special needs)	24.2%	17.7%	16.3%		
Attendance rate (Yr 1 in Govt schools)	<i>Attendance rate is the number of days attended by full-time students divided by the number of available school days over the period</i>				
Range of rates	87%-94%	76%-94%			See note 9
Average rate (unweighted)	90%	91%	92.2%	91.1%	
Attendance level (Yr 1-6 in Govt schools)	<i>Attendance level is the percentage of full time students whose attendance rate in Semester 1 is equal to or greater than 90 per cent</i>				
Range of levels	49%-78%	41%-83%			See note 9
Average level (unweighted)	66%	72%	74.7%	72.1%	
Year 3 NAPLAN results (Govt schools)					See note 10
% achieving Reading benchmark	95.0%	98.2%	n/a	96.0%	
% achieving Numeracy benchmark	93.9%	97.3%	n/a	95.3%	
Community					
Highest level of school completed	<i>Below figures don't add up to 100% due to not stated and rounding</i>				See note 11
% < Yr 10	7.2%	6.7%	6.3%	6.7%	<i>Figures don't add to 100% due to 'not-stated' and rounding</i>
% Yr 10	23.7%	18.0%	17.7%	19.2%	
% Yr 11	9.9%	8.7%	8.2%	8.8%	
% Yr 12	52.8%	61.2%	61.8%	58.0%	
Post-school qualifications					
% Certificate/Diploma	33.6%	32.5%	30.0%	30.5%	
% Bachelors degree or higher	17.0%	24.5%	26.5%	23.8%	
% With a non-school qualification	58.7%	64.3%	64.4%	63.5%	
Socio-economic index (2016)					See note 12
SEIFA IRSD Score	972	1033	n/a	n/a	
Percentile (within WA)	38	82	n/a	n/a	
Rank (within WA)	52	113	n/a	n/a	<i>Rank within WA is from the bottom, out of 137 LGAs</i>
Rank (within Greater Perth)	3	16	n/a	n/a	<i>Rank within Greater Perth is from the bottom, out of 32 LGAs</i>
% people who speak a language other than English at home	29.2%	26.0%	26.0%	24.7%	See note 2

Item	Kwinana	Cockburn	Greater Perth	Western Australia	Comments
Economy					
Workforce Participation					
% work Full Time	57.6%	58.6%	56.8%	57.1%	See note 13
% work Part Time	29.4%	31.4%	32.5%	32.0%	
% temporarily away from work	6.0%	5.4%	5.4%	5.8%	
% unemployed	6.9%	4.7%	5.3%	5.1%	
<i>Below figures don't add up to 100% due to not stated and rounding</i>					
Parental employment					
% children 0-4 with at least one parent employed	77.6%	85.8%	82.9%	82.0%	
% children 0-4 with no parent employed	13.5%	7.2%	9.3%	10.2%	
Income					
% family households with income less than \$500 per week	3.2%	3.0%	3.1%	3.3%	
% family households with income \$500 to less than \$1,000 per week	14.2%	11.2%	12.2%	12.9%	
% family households with income \$3,000 or more per week	21.6%	32.0%	31.4%	30.1%	

2.3 Notes on research evidence about quantitative data in Table 1

1. Sole parent families

In Kwinana, 16.4 percent of children in the 0-4 years age range live in a sole-parent family, compared with 10.2 percent for Cockburn and 11.6 percent for Greater Perth. Sole parents with young children often struggle because they face multiple layers of adversity: they are typically on a low income, have little spare time to focus on their children or themselves, under constant pressure and stress (no money, no time and lots of responsibility), may have few resources to draw on (i.e.: no partner to help, limited life experience and educational opportunities which limit employment and other opportunities) and are often socially isolated¹. The reflected impact these stresses have on children through the period from birth to age four is profound and long-lasting². Support for sole-parent families has to be multi-faceted, simultaneously working towards reducing any sense of social isolation they may experience while also addressing their material needs (food, clothing, other cost items), providing opportunities for them to 'give back' and feel worthwhile (reciprocity) and providing clear and accessible information that builds their sense of empowerment and confidence³.

2. English language skills

English language skills are an important child-level factor (along with family-level factors) associated with school readiness for young children, and future educational success⁴. According to data in the Western Australian

¹ Zubrick, S., Williams, A.A., Silburn, S. and Vampani, G., 2000. Indicators of Social and Family Functioning, Department of Family and Community Services, Commonwealth of Australia

² Shonkoff, J. P., and Phillips, D. A. (Eds.). (2000). From neurons to neighborhoods: The science of early childhood development. National Academy Press.

³ Zubrick, S., 2018. *Circumstances for healthy children and empowered communities*, Early Years Initiative Workshop for the Department of Communities, Port Hedland, 28 November 2018

⁴ Christensen D, Taylor CL, Hancock KJ, Zubrick SR. School readiness is more than the child: a latent class analysis of child, family, school and community aspects of school readiness. Australian Journal of Social Issues. 2022;57(1):125-43.

Child Development Atlas⁵ (CDA), the percentage of children aged 0-4 years who do not speak English well or at all in Cockburn and Kwinana is only slightly higher than the rest of the State (i.e.: 9.2 per cent for Kwinana and 9.3 percent for Cockburn compared with the WA average of 9 per cent). Similar findings apply to the proportion of people who speak a language other than English at home (i.e.: 29.2 per cent for Kwinana and 26 percent for Cockburn compared with WA average of 24.7 per cent). However, Australian Early Development Census (AEDC) data show that the proportion of children in Kwinana assessed as vulnerable on the Communication domain in 2021 was above the Western Australian average (10.6 percent for Kwinana compared with 8.4 percent for the State). Further, while the proportion of children in Cockburn assessed as vulnerable on the Communication domain is lower than the State average, levels of vulnerability for this domain in Cockburn increased significantly between 2018 and 2021.

3. Family make-up

While there is little evidence that the make-up of a child's family has a direct bearing on their health, development and learning, the socio-economic factors related to living in certain types of family settings – such as sole-parent households or grandparent-care – can negatively impact children's outcomes⁶. Note that the categories of 'family make-up' are set by the ABS, and may not be meaningful for Aboriginal families. The categories also limit understanding the prevalence of different kinds of family arrangements, including grandparent or other forms of kinship care. The family make-up data for Cockburn are similar to Greater Perth, whereas for Kwinana, there is a greater concentration of households with children, including a higher percentage of one-parent families compared with Greater Perth and Cockburn.

4. Child Health

Health indicators in gestation and up to two years of age are strongly predictive of children's long-term health and development. Babies born with low birthweight are at greater risk of poor health, and these impacts can continue into adulthood with increased risk of Type 2 diabetes, high blood pressure and metabolic and cardiovascular diseases. Pre-term babies have increased risk of infections, asthma and feeding problems. Babies and young children who are not immunised risk suffering serious complications from vaccine-preventable diseases with devastating effects⁷. For each of the above indicators of child health (i.e.: birth weight, gestation period and immunisation), the data for Cockburn and Kwinana are similar to each other and to the Western Australian average. Rates of hospitalisation and emergency department (ED) presentations for young children in Cockburn and Kwinana vary slightly from the Western Australian average (i.e.: lower hospitalisation due to oral health disease, slightly higher for ear health and lower ED presentations) however this is a fickle statistic because it is impacted by parental views about when to seek medical assistance (on a continuum from neglect through to fussing) and by relative access to health services (geographic, cost and cultural).

5. Teen mothers

The incidence of teen mothers in Kwinana is slightly higher than the Western Australian average; for Cockburn, it is well below. The strong family values and extended nature of Aboriginal families and many culturally and linguistically diverse (CaLD) families may reduce some challenges of becoming a mother during the teen years,

⁵ Western Australian Child Development Atlas. Accessed 17 October 2022. Available from: <https://childatlas.telethonkids.org.au/>

⁶ Moore T, Oberklaid F. Investing in early childhood education and care: The health and wellbeing case. Accessed 21 February 2022. Available from: https://www.rch.org.au/uploadedFiles/Main/Content/ccch/Investing_ECEC_Wellbeing_Case.pdf

⁷ Government of Western Australia, Healthy WA website. Accessed 26 September 2022 via <https://ww2.health.wa.gov.au/>

however the likelihood of babies being born pre-term and/or with a low birthweight (see note 4 above) increases significantly for teen mothers⁸ and teen mothers are more likely to smoke during pregnancy⁸.

6. Smoking during pregnancy

The incidence of smoking during pregnancy in Kwinana is nearly twice as high as in Cockburn, and above the Western Australian average. Smoking in pregnancy is a modifiable risk factor for low birthweight, pre-term birth and placental complications because tobacco smoke reduces the flow of oxygen to the placenta and exposes the foetus to a number of toxins. Exposure to these toxins during the first 20 weeks of pregnancy are especially harmful and are associated with sudden infant death syndrome (SIDS), childhood cancers, high blood pressure, asthma, skin infections, obesity and lowered cognitive development⁸. A study about smoking with Aboriginal women in the Pilbara⁹ found they smoke for social bonding and to deal with stress. While it is not known whether attitudes among Aboriginal women in the metropolitan area are similar to their peers in the Pilbara, it was evident that among the study participants, smoking was 'normal' and they did not often think about its harms. The women in the study said they wanted safe places to yarn about women's business, stronger connection to culture and country, meaningful work to do, facts about smoking and being healthy in pregnancy and stronger links with the local health services.

7. Family Violence

There is clear evidence that witnessing or experiencing family violence in early childhood has an enduring negative impact on children's emerging brain architecture and long-term health¹⁰. This impact is mediated not only through direct experience of family violence in various forms (i.e.: physical, verbal, coercion), but also indirectly via chaotic family functioning, the primary caregiver's general wellbeing and health, and the consequent quality of caregiver interactions with the child¹¹. While the incidence of reported family violence events in Kwinana and Cockburn is slightly below the figure for Western Australia as a whole (which includes regional areas where family violence is more prevalent), it is higher than Greater Perth and more pronounced in Kwinana than in Cockburn (i.e.: incidence per 1,000 population for Greater Perth is 6.5 compared with 8.6 and 7.0 for Kwinana and Cockburn respectively).

8. Australian Early Development Census (AEDC)

The AEDC is conducted across Australia every three years when children are in their first year of full-time schooling. Pre-primary teachers complete the AEDC for each child in their class, contributing to a community-level measure of local children's development on five domains: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills (school based); communication skills; and general knowledge. These areas of child development are important predictors of adult health, education and

⁸ Australian Institute of Health and Welfare (AIHW) 2015. Australia's mothers and babies 2013 — in brief. Perinatal statistics series no. 31. Cat. no. PER 72. Canberra: AIHW. See: <https://www.aihw.gov.au/reports/mothers-babies/australias-mothers-babies-2013-in-brief/contents/table-of-contents>

⁹ Wyndow, P. J. and Walker, R., 2018. 'Tackling Indigenous Smoking in the Pilbara', presentation at the 2018 Child Health Symposium, Perth Children's Hospital and Telethon Kids Institute

¹⁰ Shonkoff, J.P. and Garner, A.S., 2012. The lifelong effects of early childhood adversity and toxic stress. American Academy of Pediatrics, Vol. 129, Issue 1. Accessed 14 October 2022 via <https://publications.aap.org/pediatrics/article/129/1/e232/31628/The-Lifelong-Effects-of-Early-Childhood-Adversity>

¹¹ English, D.J., Marshal, D.B, and Steward, A.J., 2003. Effects of family Violence on child behavior and health during early childhood. Journal of Family Violence, Vol. 18, p. 43-57. Accessed 14 October 2022 via <https://link.springer.com/article/10.1023/A:1021453431252>

social outcomes¹² and the revised *Closing the Gap in Partnership*¹³ targets include one based on the AEDC: Target 5 is that “by 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all five domains of the AEDC to 55 per cent”. Results from the 2021 AEDC illustrate a key point of division between Kwinana and Cockburn, with Cockburn’s results similar (or slightly better) than the Western Australian average, while Kwinana’s results are quite a lot worse. The proportion of children vulnerable on one or more domains in Kwinana is nearly twice as high as for Cockburn, and 50 percent above the State average, and a relatively high proportion of children in Kwinana were identified as requiring further assessment for special needs, i.e.: 24.2 percent for Kwinana compared with 17.7 percent for Cockburn and 16.3 percent for Australia overall. There is also a higher concentration of in Kwinana of Aboriginal and Torres Strait Islander children, i.e.: 8.5 percent compared with 3.9 percent in Cockburn and 6.8 percent for Australia overall.

Closer examination of the 2021 AEDC results shows that the weakest domain of child development for both Cockburn and Kwinana is Physical (i.e.: “child is ready each day, healthy and independent, and has excellent gross and fine motor skills”¹⁴). For Cockburn, the next weakest AEDC domain is Communication (“child can tell a story, communicate with adults and children and articulate themselves”¹⁴), whereas for Kwinana, the next weakest is Social (“child gets along with others and shares, is self-confident”¹⁴).

9. School attendance

There is a direct relationship between school attendance and school achievement – children who attend regularly do better at school¹⁵. Research points to the importance of children being supported by schools and their families to establish the habit of regular attendance from Kindergarten onwards¹⁶ and for schools to have strategies in place to ensure they are interesting and engaging for students, culturally safe and provide prompt follow-up on all unexplained absences to emphasise the importance of regular attendance. Close to 100 per cent of four-year olds in Kwinana and Cockburn enrol for Kindergarten and their average attendance rates in Year 1 are slightly below (but comparable) to Greater Perth and the State average. The wide range of Year 1 attendance rates for Cockburn (i.e.: 76 – 94 percent) may indicate pockets of additional need in Cockburn, despite an overall trend of gentrification in that LGA. The attendance *level* for Kwinana is 66 percent, meaning that a third of primary school students in Kwinana attend less than 90 percent of the time. Kwinana’s attendance level is lower than for Cockburn, Greater Perth and the State average, all of which are at or slightly above 72 percent.

10. National Assessment Program for Literacy and Numeracy (NAPLAN).

While the measure of a child’s success at school (and life beyond school) is far more complex than his or her score in NAPLAN tests, literacy and numeracy are essential foundational skills for success in life and there is strong evidence that children who do not achieve the National Minimum Standard (the benchmark) for Reading and Numeracy when they are in Year 3 are unlikely to catch-up with their age-group peers and will struggle

¹² Commonwealth of Australia and Department of Education, Western Australia, 2019. Early childhood development for children living in Western Australia by region: Australian Early Development Census 2018. Accessible via <https://www.education.wa.edu.au/dl/vnm73>

¹³ Australian Government, 2020. Closing the Gap in Partnership website at <https://www.closingthegap.gov.au/national-agreement/targets>

¹⁴ Commonwealth of Australia, 2022. Australian Early Development Census website at <https://www.aedc.gov.au/data-explorer/?id=181763>

¹⁵ ACARA. (2019). Student attendance. Retrieved February 1, 2022, from <http://www.acara.edu.au/reporting/national-report-on-schooling-in-australia-data-portal/student-attendance>

¹⁶ Hancock, K. J., Shepherd, C. C. J., Lawrence, D., & Zubrick, S. R. (2013). Student attendance and educational outcomes: Every day counts. Report for the Department of Education, Employment and Workplace Relations, Canberra. <https://doi.org/10.13140/2.1.4956.6728>.

throughout their education¹⁷. While average NAPLAN results for all schools are published, aggregating results across the group of schools in Kwinana and Cockburn requires access to the number of students sitting NAPLAN at each school – this ‘count’ of students at each school is only published for government schools. Therefore, NAPLAN results included in this report for Kwinana and Cockburn are for government schools only. The data shows that Year 3 government school students in Cockburn are performing slightly above the Western Australian average, while the same cohort in Kwinana is slightly below. This disparity at Year 3 is not large, however it typically increases to a wider and growing gap at Year 5 and beyond, indicating that children in Kwinana are unlikely to catch-up with their Cockburn peers without significant additional support. Research evidence shows that the most efficient and impactful period to provide this additional support is in the years before children commence school, during the first 2,000 days of life¹⁸.

11. Levels of education in the community

The proportion of Kwinana community members who completed Year 12 (or equivalent) is lower than for Greater Perth and the Western Australian average. Conversely, the proportion who only completed Year 10 or lower is higher than Greater Perth and the Western Australian average. In contrast, data on education levels for Cockburn are slightly better than the Western Australian average and similar to Greater Perth. These data should be considered in light of landmark longitudinal research which found that the primary caregiver’s (usually the mother’s) level of education is a strong predictor of that child’s lifetime success¹⁹. However, the same research found two other important things. Firstly, that participating in high quality preschool (through programs such as KindiLink, playgroup, early learning centres and Kindergarten) before children start full-time Pre-primary is particularly beneficial for disadvantaged children, especially in groups of children with a blend of different social backgrounds. Secondly, the study found that the child’s home learning environment is extremely important: *“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. What parents do is more important than who parents are”* (p. 1, Sylva et al, 2004).

Creating a rich home learning environment does not mean turning home into some type of school; rather, it means making home a fun, calm, secure and cognitively stimulating place, shared with people the child trusts and feels a strong attachment to. Key features include predictable routines, frequent sustained ‘serve and return’²⁰ conversations with children (from birth, even when the child can only ‘babble’), engaging the child in daily household activities (e.g.: cooking, cleaning, fishing, shopping, etc.), consistent and calm responses to behaviour, playing and reading with the child daily, stimulating out-of-home experiences with friends, family and other children (e.g.: in parks, the bush, a library or at a river) and having a regular bedtime²¹. It follows the

¹⁷ de Carvalho, D. (2019). ‘ACARA: NAPLAN and Aboriginal and Torres Strait Islander students’ in Education Matters Magazine, online version accessed 12 December 2021 via <https://www.educationmattersmag.com.au/acara-naplan-and-aboriginal-and-torres-strait-islander-students/>

¹⁸ Heckman, J.J., 2012. Invest in early childhood development: Reduce deficits, strengthen the economy. Accessed 12 October 2022 via https://heckmanequation.org/www/assets/2013/07/F_HeckmanDeficitPieceCUSTOM-Generic_052714-3-1.pdf

¹⁹ Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. & Taggart, B. (2004). The Effective Provision of Pre-school Education (EPPE) Project: Findings from pre-school to end of key stage 1. Nottingham, United Kingdom: Department for Education and Skills. Accessible via <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=3155&context=sspapers>

²⁰ Harvard Center on the Developing Child, December (2009). Working Paper No. 1: Young children develop in an environment of relationships, accessed 7 February 2022 via <https://www.albertafamilywellness.org/resources/doc/working-paper-1-young-children-develop-in-an-environment-of-relationships>

²¹ Yu, M. and Daraganova, G. (2014). “Children’s early home learning environment and learning outcomes in the early years of school”, Chapter 4, Longitudinal Survey of Australian Children Annual Statistical Report 2014. Accessed 7 February 2022 via <http://talkingtogether.com.au/wp-content/uploads/2018/09/childrens-early-home-learning-environment-and-learning-outcomes-in-the-early-years-of-school.pdf>

impact of slightly lower-than-average educational levels among families in Kwinana can be mitigated by programs that positively influence children's home learning environment, and which seek to build the confidence and capabilities of families. A solid home learning environment has enduring benefits for children throughout their schooling, not just in the early years²².

12. Socio-economic index for areas – index of relative socio-economic disadvantage (SEIFA IRSD)

The SEIFA-IRSD²³ is a statistic generated for every statistical area across Australia by the Australian Bureau of Statistics using selected data items from that national census that is conducted every five years. The SEIFA-IRSD summarises key information about the economic and social conditions of people and households within a specified geographical area. A low score indicates that cumulative and compounding features of economic and social disadvantage are prevalent within the community including many households with low-income and many people with low qualifications and low-skill occupations. The SEIFA-IRSD from the 2021 National Census is not yet available, so the most recently available figure is derived from 2016 data, so is quite dated.

The 2016 SEIFA-IRSD for Kwinana is 972, and for Cockburn it is 1033. From a total of 137 LGAs in Western Australia, this places Kwinana and Cockburn at a ranking (from the bottom) of 38 and 82 respectively, however the more meaningful insight is that among the 32 LGAs within Greater Perth, Kwinana is ranked third from the bottom, while Cockburn is more mid-range at 16th. A low SEIFA-IRSD is strongly associated with poor AEDC results for a community (see note 8), and points to the entrenched disadvantage faced by families and children in the community, however this index does not define a community and there are many communities who perform much better (or far worse) than their SEIFA-IRSD score might predict.

13. Workforce participation and income

Data on workforce participation and household income for Cockburn are similar to figures for Greater Perth and the Western Australian average, however for Kwinana, the data are less favourable. There are higher levels of unemployment (including among families with children) in Kwinana, more households with weekly incomes below \$1,000 and markedly fewer households with weekly incomes above \$3,000. Also, 13.5 percent of children in Kwinana aged 0-4 years have no parent employed, compared with 7.2 percent in Cockburn and 9.3 percent across Greater Perth. Unemployment and the associated lack of financial resources can create stress for families and may perpetuate intergenerational disadvantage because parental workforce participation and daily modelling of the 'habit' of going to work (or not) can impact their children's future joblessness²⁴. It is important to note, however, that the impact of parental employment is not one-dimensional. While working parents can provide a positive role model for their children and their employment income can pay for more items and benefits, some jobs may entail poor working conditions, low pay, job insecurity or having to work away from home and can lead to increased stress levels in households. Also, families require assured access to affordable, quality childcare²⁵.

²² Emerson, L., J., F., Fox, S., & Sanders, E. (2012). Parental engagement in learning and schooling: Lessons from research. A report by the Australian Research Alliance for Children and Youth (ARACY) for the Family-School and Community Partnerships Bureau: Canberra. Retrieved from https://www.aracy.org.au/publications-resources/command/download_file/id/7/filename/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf

²³ Australian Bureau of Statistics, 2018. 2033.0.55.001 - Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, 2016. From ABS website at <https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2033.0.55.001~2016~Main%20Features~IRSD~19>

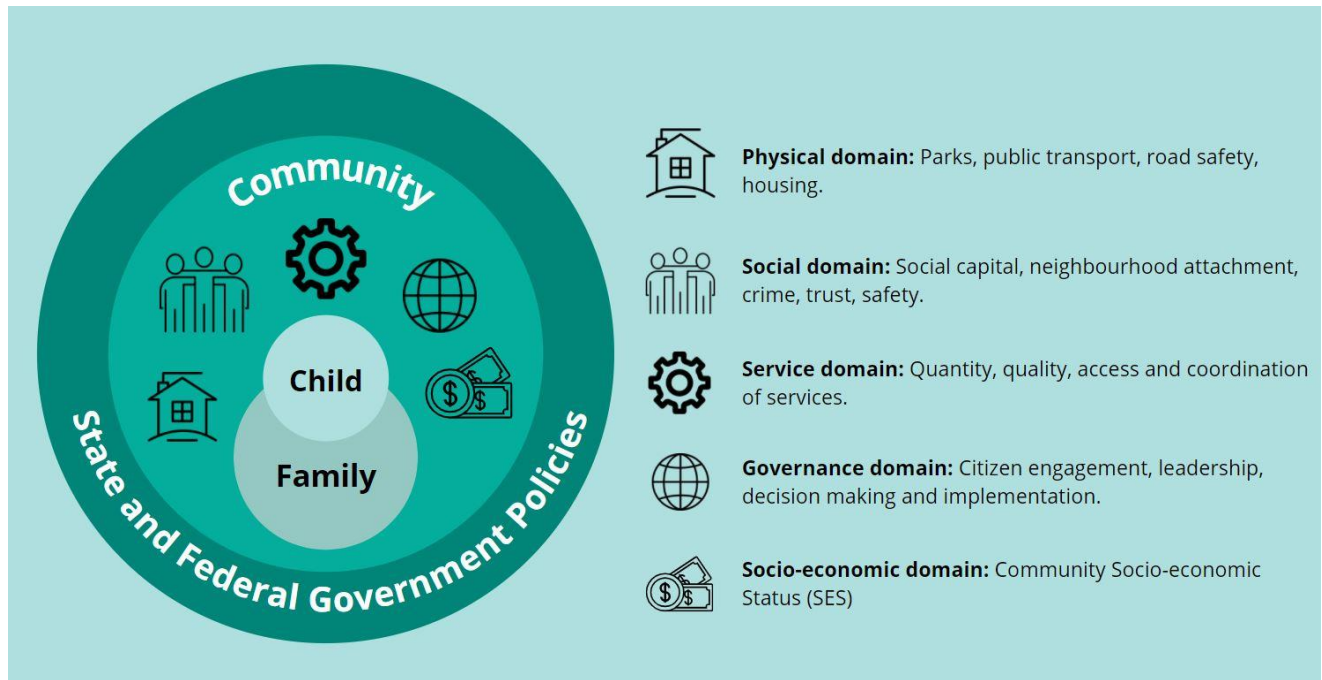
²⁴ Tanton, R., Dare, L., Miranti, R., Vidyattama, Y., Yule, A. and McCabe, M. (2021), Dropping Off the Edge 2021: Persistent and multilayered disadvantage in Australia, Jesuit Social Services: Melbourne

²⁵ Heinrich C.J. Parents' employment and children's wellbeing. The future of children. 2014 Apr 1:121-46.

3. Context for the Kwinana community

This section of the report summarises key contextual features of the Kwinana LGA with respect to raising young children. Content for this section was drawn from planning and communications material from Connecting Community for Kids and desktop analysis of Kwinana’s early childhood service landscape. This section is organised around five inter-related domains identified by the Kids in Communities Study (KiCS)²⁶ as factors that influence the health, development and learning of young children within a community, i.e.: physical, socio-cultural, service, socio-economic and governance (Figure 1).

Figure 1. Infographic to illustrate the five community domains which frame Section 3 of this report



Adapted from the Kids in Communities Study (KiCS)²⁶

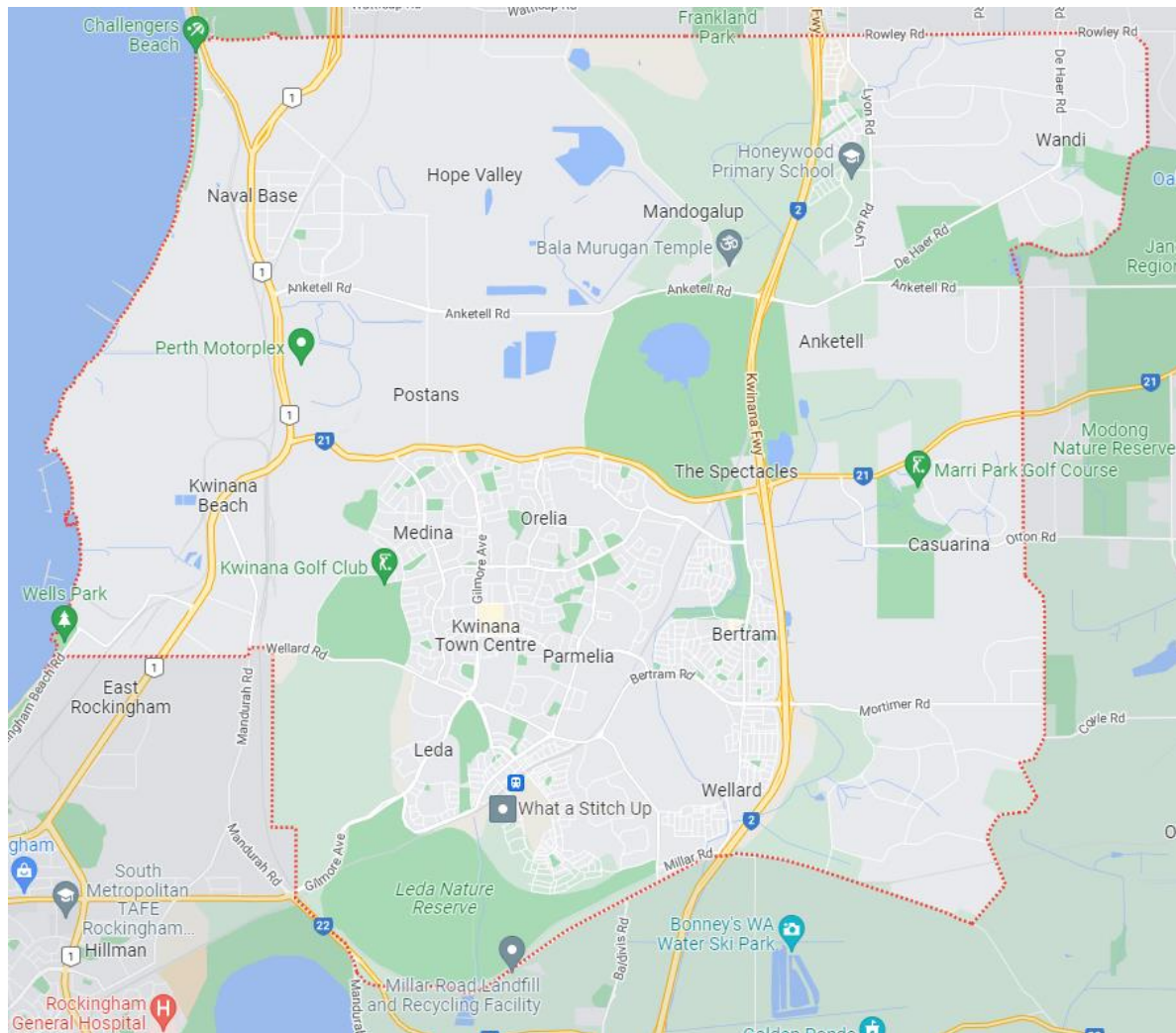
Note: The brief commentary provided below about these five aspects for Kwinana does not include the detailed quantitative analysis that characterised KiCS. Rather, it uses the five community domains to frame consideration of what it is like to be a young child or to raise a young child in Kwinana, circa 2022.

3.1 Physical domain

The City of Kwinana is located on the coast, approximately 30 kilometres south of the Perth CBD. It is on Noongar country, close to the place where Whadjuk boodjar meets Pindjarup boodjar. The City of Kwinana includes the suburbs and localities of Anketell, Bertram, Calista, Casuarina, Hope Valley, Kwinana Beach, Kwinana Town Centre, Leda, Mandogalup, Medina, Naval Base, Orelia, Parmelia, Postans, The Spectacles, Wandi and Wellard (Figure 2). Its climate is characterised by dry warm-hot summers and mild wet winters, conducive to outdoor recreational pursuits for most of the year, including use of the beaches, bushland and parks within and adjacent to municipal boundaries.

²⁶ Goldfeld, S., Villanueva, K., Lee, J.L., Robinson, R., Moriarty, A., Peel, D., Tanton, R., Giles-Corti, B., Woolcock, G., Brinkman, S., Katz, I. (2017). Foundational Community Factors (FCFs) for Early Childhood Development: A report on the Kids in Communities Study. Accessed 23 December 2021 via <https://www.rch.org.au/uploadedFiles/Main/Content/ccch/CCCH-KICS-Final-Report-April-2018.pdf>

Figure 2: Map of the City of Kwinana



Source: Google Maps accessed 24 October 2022 via <https://www.google.com/maps/place/Kwinana,+WA/@-32.2338991,115.8279682,13z/data=!3m1!4b1!4m5!3m4!1s0x2a329aeb364cef49:0xef8c91173da8b324!8m2!3d-32.2376351!4d115.8285153>

Rapid population growth commenced in Kwinana during the 1960s when it was established as a residential hub for workers engaged in heavy industry along the adjacent coast-line (oil refineries, power station, waste-water treatment, quarries, fertilizer plant, rail infrastructure and associated port facilities) and for public housing. Some parts of Kwinana continue to be utilised for agriculture, however these areas are progressively being taken over by industry and residential development.

Master planning of Kwinana's main residential precinct in the 1950s mean it is characterised by numerous low-traffic cul-de-sacs connected by 'feeder' arterial roads, footpaths and numerous municipal parks with a town centre where shops, services and community facilities are centrally-located (Figure 2). In the 1980s and 1990s, the long-planned extension of the Kwinana Freeway and construction of a commuter train service connecting Mandurah with the Perth CBD via the City of Kwinana led to a second surge of residential development. This was accompanied by additional public infrastructure so the built environment within the City of Kwinana now includes schools, childcare services, library, a Child and Parent Centre, public transport, a child health clinic and recreational facilities and a large regional hospital just south of Kwinana in Rockingham. It is notable that the City of Kwinana has identified its parks

and reserves as a key asset and, in its Strategic Community Plan, has allocated an increasing budget (to over \$1m per year by 2031) for maintenance and upgrades of parks, playgrounds and reserves²⁷.

3.2 Socio-cultural domain

This domain relates to the extent of community harmony, connectedness, belonging and perceptions of personal and property safety. It includes *social capital*, which comprises four complementary constructs²⁸: *trust* that groups and individuals can be relied upon to be fair and consistent; *civic involvement* in activities that contribute to a community's well-being; *social engagement* that fosters connections among community members and *reciprocity* whereby community members do favours for each other and have faith that such good deeds will be returned. Research evidence shows that social and family functioning associated with the social aspect is a strong predictor of outcomes for children²⁹.

While metrics relating to social capital are not routinely collected across Australia, it is strongly associated with various demographic metrics including the age and life-stage of community members, ethnicity, employment and education, housing tenure (relating to time and financial pressure associated with mortgage payments) and data on rates of volunteering.

The overall population in the City of Kwinana is younger than Greater Perth; the proportion of Kwinana residents aged under 50 years is 75.4 percent³⁰ compared with 66.5 percent for Greater Perth, and this is reflected in a higher concentration of families with young children in Kwinana compared with Greater Perth. When combined with the higher concentration of Kwinana households with a mortgage (51.5 percent compared with 40.5 percent in Greater Perth) a higher proportion of families in Kwinana are likely to consider themselves 'time poor'. This detracts from their capacity and willingness to engage in civic life and pursue social and recreational activities with their broader community, and is evident in a relatively low proportion of Kwinana residents who do some form of voluntary work (i.e.: 10.9 percent in Kwinana compared with 15.1 percent in Greater Perth³¹).

The rate of population growth over the past decade in the City of Kwinana has been twice that of Greater Perth. This rapid growth, and the diverse range of cultural and linguistic backgrounds among new residents, with the proportion of people of Filipino, Māori and Aboriginal heritage more than double that of Greater Perth, presents a unique set of challenges and opportunities for the Kwinana community. High levels of transiency or a poorly-established sense of 'belonging' for recent arrivals can undermine social cohesion or a sense of 'voice' in the community, however families with young children have shared needs and perspectives that can transcend cultural differences. Programs that focus on bringing families together to focus on their shared interests of growing happy, healthy children can help to build cohesion and connections across the community and help families to navigate the service system³².

Another important aspect of the social domain is *perceived* safety and rates of crime, noting that such perceptions do not always match reported or actual crime incidents. Western Australian Police statistics³³ for the suburbs within

²⁷ City of Kwinana, 2021. *Strategic Community Plan* accessed 24 October 2022 via [https://www.kwinana.wa.gov.au/council/documents,-publications-and-forms/publications-and-forms-\(all\)/plans-and-strategies/2021/strategic-community-plan-2021-2031](https://www.kwinana.wa.gov.au/council/documents,-publications-and-forms/publications-and-forms-(all)/plans-and-strategies/2021/strategic-community-plan-2021-2031)

²⁸ Zubrick, S., Williams, A.A., Silburn, S. and Vampani, G., 2000. *Indicators of Social and Family Functioning*, Department of Family and Community Services, Commonwealth of Australia

²⁹ Shonkoff, J. P., and Phillips, D. A. (Eds.). (2000). *From neurons to neighbourhoods: The science of early childhood development*. National Academy Press.

³⁰ National Growth Areas Alliance, 2022. *Community profile for the City of Kwinana* webpage accessed 24 October 2022 via <https://profile.id.com.au/ngaa/service-age-groups?WebID=330&BMID=36w>

³¹ National Growth Areas Alliance, 2022. *Community profile for the City of Kwinana* webpage accessed 24 October 2022 via <https://profile.id.com.au/ngaa/volunteering?WebID=330&BMID=36&EndYear=2016&DataType=UR>

³² Scanlon Foundation (2022). *Community Hubs Australia – building the community*. Accessed 14 February 2022 via <https://scanlonfoundation.org.au/projects/community-hubs-australia/>

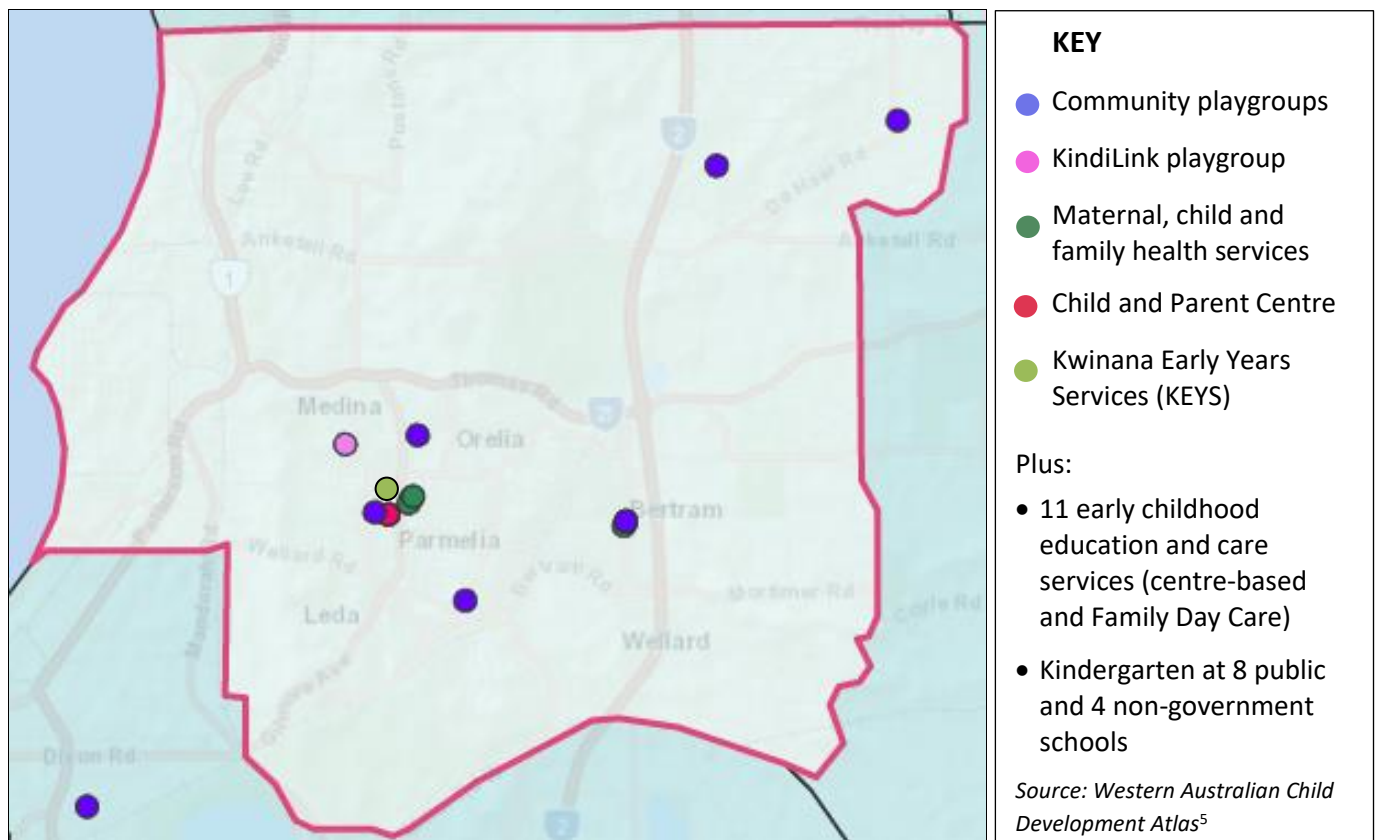
³³ Western Australian Police Force website, *Crime Time Series Data*, accessed 2 March 2022 via <https://www.police.wa.gov.au/Crime/CrimeStatistics#/>

the City of Kwinana show an overall reduction in reported crime over the past decade. However, the number of family assault offences per 1,000 population for Kwinana in 2021-22 is higher than for Greater Perth (i.e.: 8.6 compared with 6.5), and incidents of stealing, drug offences and property damage are more prevalent in the City of Kwinana than Greater Perth, whereas fraud and related offences are less prevalent in the City of Kwinana.

3.3 Service domain

The service domain relates to the quality, scope, range, quantity, access (geographical, cultural, financial and frequency of provision) and coordination of early childhood services that support families in the community to raise happy, healthy children. The range of relevant services include (but are not limited to) playgroups, maternal and child health, early learning centres (childcare services and Kindergarten) and libraries, plus transport infrastructure to enable families to attend. Figure 3 illustrates the location of such services within the City of Kwinana. In addition, 11 early learning services operate in Orelia, Parmelia, Leda and Medina, all eight government public primary schools in the LGA provide universal free Kindergarten for four-year olds, and four non-government schools also provide four-year old Kindergarten for a modest fee. Several non-government organisations (NGOs) that target the provision of support to families with young children have a solid footprint in the LGA including Ngala (which operates the Child and Parent Centre), The Smith Family and Kwinana Early Years Services (KEYS) – a Kwinana-specific NGO established in 1993. KEYS is governed by a Board of local community leaders and provides free support and services to local children, parents, carers and grandparents³⁴.

Figure 3: Early childhood services in Kwinana



³⁴ Kwinana Early Years Services: supporting and strengthening families. Website: <https://keyswa.org/>

Due to the external nature of the desktop analysis in this report, it is not possible to assess the adequacy of the available early childhood services, however Kwinana’s 2021 AEDC results show that almost a quarter (24.2 percent) of its five year-olds were identified as requiring further assessment for special needs compared with 17.7 percent for Cockburn and 16.3 percent for Australia overall. This suggests inadequate access to early childhood diagnostic services for children and families in Kwinana, and that a concentration of post-diagnostic services are needed in this locality to meet the elevated demand. Further, the 2021 AEDC results show there is a relative concentration of Aboriginal and Torres Strait Islander children in Kwinana, indicating the need for local services to pay particular attention to Aboriginal cultural perspectives and ways of working.

With respect to service coordination and collaboration, Connecting Community for Kids has established a substantial ‘footprint’ in Kwinana (and Cockburn) over seven years through the application of place-based collective impact principles and practices to improve the well-being and development of children and families. It recognises the importance of collaboration, engagement, partnership and coordination, and explicitly refers to the “need to work together to achieve change; no single person or organisation can solve social change alone”³⁵.

In planning material developed by Connecting Community for Kids, there is clear evidence of trusted networks, habits of collaboration and governance practices that actively cultivate the integration of views and priorities from multiple service providers as well as community members. The additional value that accrues from active coordination and collaboration across government and non-government agencies alongside community voice is difficult to quantify, however there is clear evidence of its benefits with respect to bridging, bonding and linking social capital³⁶. Further, that maintenance of the important social infrastructure exemplified by Connecting Community for Kids is much less costly than setting it up in the first place³⁷.

3.4 Socio-economic domain

There is a strong association between socio-economic disadvantage and poor early childhood outcomes. This is repeatedly demonstrated in AEDC results whereby high rates of developmental vulnerability are concentrated in communities with a low ranking on the socio-economic index for areas – index of relative socio-economic disadvantage (SEIFA-IRSD). Out of 32 LGAs in Greater Perth, the City of Kwinana’s SEIFA-IRSD is third from the bottom. The two lower-ranked LGAs are the City of Mandurah which has a lower proportion of children and a higher proportion of persons aged 60 or older than Greater Perth³⁸, and the Shire of Murray which has a more regional demographic base than most of Greater Perth.

On every socio-economic metric provided in Table 1 of this report, the City of Kwinana scored lower than the City of Cockburn, Greater Perth and (in many cases) than the Western Australian average: overall levels of education are lower; proficiency with English language is lower; employment among parents with young children is lower; income levels are lower; unemployment is higher; and households with young children with no parent employed is higher.

³⁵ Connecting Community for Kids, 2022. Our Story webpage accessed 21 October, 2022 via <https://www.connecting4kids.com.au/about/our-story/>

³⁶ Claridge, T., 2018. ‘Functions of social capital – bonding, bridging, linking’ in Social Capital Research (2018). Accessed online 21 December 2021 via <https://www.socialcapitalresearch.com/wp-content/uploads/2018/11/Functions-of-Social-Capital.pdf>

³⁷ Evans, Mel and Stephen Syrett. 2007. “Generating Social Capital? : The Social Economy and Local Economic Development.” European Urban and Regional Studies 14(1):55–74.

³⁸ National Growth Areas Alliance, 2022. Community Profile webpages accessed 21 October 2022 via <https://profile.id.com.au/ngaa/service-age-groups?WebID=340&BMID=330&EndYear=2016&DataType=UR>

These metrics resonate with key indicators of poor social and family functioning³⁹ which represent compounding layers of adversity for families and the broader community, and are strongly associated with poor child outcomes.

3.5 Governance domain

This domain includes not only formal systems of decision making and authority within the community, but also the extent to which citizen engagement and day-to-day empowerment is distributed across the community's diverse groups (across ethnicity, genders, ages, disabilities, etc.) and whether civic leadership is inclusive, visionary and of high quality.

This domain is identified as a strength in Kwinana and is cited⁴⁰ as a key factor in the decision in 2015 of the Western Australian Government's Partnership Forum to select the LGAs of Kwinana and Cockburn for its first foray into place-based collective impact. The establishment of Connecting Community for Kids followed shortly after this decision, with feasibility funding provided by the Woodside Development Fund and local community consultation managed through the Western Australian Council of Social Services (WACOSS). Several important factors now characterise the governance of Connecting Community for Kids within the City of Kwinana:

- A culture of shared decision-making involving community members alongside government and non-government service providers *"with collective impact providing the governance model to support community conversations, raise awareness and harness support for change"*⁴²
- Active engagement of the Mayors and Senior Officers from both LGAs.
 - The Mayors routinely attended quarterly meetings of the overarching Joint Commissioning Committee (JCC) for five years alongside senior officers from participating non-government organisations, government agencies (i.e.: health, education, communities and child protection) and philanthropic supporters. The JCC has since disbanded, however the Mayors continue to be strong advocates of Connecting Communities for Kids and maintain an active presence at events and services supported by the initiative.
 - Head of Community in Cockburn and Director of Community in Kwinana co-chair the Joint Leadership Team and represent their LGA at the initiative's two District Leadership Groups, providing an authoritative and well informed voice for the early years. They are 'hands on' and regularly hear from local community members to seek ideas and confirm their support for collectively identified priorities and actions.
- Tangible value is attributed to community voice. This includes paying five community members to sit on the Joint Leadership Group which is the key decision making body for Connecting Community for Kids. This not only pays for the community members' time but it also serves an important symbolic function to recognise the value of their opinions and lived experience.

Planning material from Connecting Community for Kids indicates that the establishment of stable and inclusive governance took considerable time and effort, including the need to overcome moments of tumult and change. Further, governance is not a 'set and forget' proposition; it is an ever-shifting dynamic that requires on-going leadership, consultation and attention which are embedded features of governance for Connecting Community for Kids.

Connecting Community for Kids has matured since inception into a solid 'backbone' organisation with productive partnerships across numerous stakeholders with a shared interest in child outcomes across the City of Kwinana. It

³⁹ Zubrick, S., Williams, A.A., Silburn, S. and Vampani, G., 2000. Indicators of Social and Family Functioning, Department of Family and Community Services, Commonwealth of Australia

⁴⁰ Connecting Community for Kids, 2020. Our Journey Map accessed 15 October 2022 via <https://www.connecting4kids.com.au/about/our-story/>

has had consistent leadership since inception, and has maintained a clear strategic focus on four common themes that impact child outcomes: health, isolation, financial strain and safety. Based on these themes, action teams were formed to plan and implement 'circuit breakers for change' through five complementary actions: *4 Little Checks*, *Celebrate Culture*, *Community Mothers Program*, *Dads Strengthening Dads* and *Neighbourhoods Connected*. These teams co-designed and trialled interventions addressing early childhood development and peer support, and have since implemented and scaled these interventions through partner services of Connecting Community for Kids.

It takes a lot of time and effort to achieve integrated, inclusive governance and service collaboration in communities experiencing complex social and economic challenges⁴¹, so the stability of governance and collaborative relationships evident in the City of Kwinana through Connecting Community for Kids is a significant asset. It has the potential to provide the platform needed to address ongoing challenges in the socio-economic and socio-cultural domains outlined above. However, as is the case for numerous community-sector initiatives⁴², the capacity of Connecting Community for Kids to continue to make a difference for children and families in and around the City of Kwinana will require security of long-term funding to capitalise on the significant 'start-up' effort and to consolidate gains to date.

⁴¹ Australian Healthcare Associates, 2019. Evaluation of the Connected Beginnings Program Final Report, June 2019. Australian Government Department of Health and Department of Education

⁴² Australian Council of Social Services, 2021. Valuing Australia's Community Sector: better contracting for capacity, sustainability and impact accessed 15 November 2022 via https://www.acoss.org.au/wp-content/uploads/2021/06/ACSS-2021_better-contracting-report.pdf

4. List of Appendices

Appendix A: Australian Early Development Census results, 2021 and 2018

Appendix B: Details of Data Sources provided in Table 1

Australian Early Development Census results, 2021 and 2018

Item	Kwinana	Cockburn	Greater Perth	Western Australia
% vulnerable by domain (2021)				
<i>Physical health and wellbeing</i>	15.1%	7.9%	8.5%	9.4%
<i>Social competencies</i>	14.0%	5.7%	7.2%	7.6%
<i>Emotional maturity</i>	12.4%	6.6%	7.4%	7.8%
<i>Language and cognitive skills</i>	11.4%	5.6%	6.1%	7.2%
<i>Communication skills and general knowledge</i>	10.6%	7.0%	7.6%	8.0%
% vulnerable by domain (2018)				
<i>Physical health and wellbeing</i>	13.5%	8.0%	8.1%	8.9%
<i>Social competencies</i>	13.2%	5.9%	6.9%	7.4%
<i>Emotional maturity</i>	11.2%	7.6%	7.1%	7.7%
<i>Language and cognitive skills</i>	10.3%	4.3%	5.5%	6.6%
<i>Communication skills and general knowledge</i>	10.3%	5.1%	6.7%	7.0%
% on track by domain (2021)				
<i>Physical health and wellbeing</i>	72.9%	82.8%	81.9%	80.5%
<i>Social competencies</i>	70.3%	81.4%	79.9%	79.2%
<i>Emotional maturity</i>	67.4%	76.5%	78.4%	77.9%
<i>Language and cognitive skills</i>	74.5%	85.8%	83.7%	82.3%
<i>Communication skills and general knowledge</i>	73.8%	81.7%	80.1%	79.3%
% on track by domain (2018)				
<i>Physical health and wellbeing</i>	76.4%	83.8%	81.5%	80.7%
<i>Social competencies</i>	71.4%	81.5%	80.3%	79.6%
<i>Emotional maturity</i>	71.0%	79.3%	78.4%	77.7%
<i>Language and cognitive skills</i>	77.7%	88.3%	85.3%	83.4%
<i>Communication skills and general knowledge</i>	75.7%	84.3%	81.6%	81.3%
Summary Indicators				
% vulnerable				
<i>one or more domains (2021)</i>	31.0%	17.6%	19.2%	20.3%
<i>two or more domains (2021)</i>	17.6%	7.8%	9.4%	10.2%
<i>one or more domains (2018)</i>	27.2%	16.7%	18.4%	19.4%
<i>two or more domains (2018)</i>	14.7%	8.0%	8.5%	9.4%
% on track				
<i>all five domains (2021)</i>	44.8%	58.9%	58.5%	57.5%
<i>all five domains (2018)</i>	49.0%	62.4%	58.8%	58.0%

Details of Data Sources provided in Table 1

Item	Data Currency	Source	Website
Community Overview			
Total population	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
% population who are Aboriginal and/or Torres Strait Islander	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
Children			
Total children aged 0-4 years	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
% population who are aged 0-4 years	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
% children 0-4 in sole parent family	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
% children 0-4 who don't speak English well or not at all	2016	Western Australian Child Development Atlas	https://childdevelopmentatlas.com.au/
Family make-up	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
Child Health			
% babies with low birth weight	2018	Western Australian Child Development Atlas	https://childdevelopmentatlas.com.au/
% babies born pre-term	2018	Western Australian Child Development Atlas	https://childdevelopmentatlas.com.au/ https://childdevelopmentatlas.com.au/ and https://www.health.gov.au/health-topics/immunisation/childhood-immunisation-coverage/historical-coverage-data-tables-for-all-children#2-year-olds
% fully immunised at 2 years old	June 2020	Western Australian Child Development Atlas and Australian Government Department of Health and Aged Care	https://childdevelopmentatlas.com.au/
0-4 yr old hospitalisation rates (per 1,000 children)	2018	Western Australian Child Development Atlas	https://childdevelopmentatlas.com.au/
0-4 yr old Emergency Department presentation rates (per 1,000 children)	2018	Western Australian Child Development Atlas	https://childdevelopmentatlas.com.au/
Maternal Health			
% births to women aged 15-19	2018	Western Australian Child Development Atlas	https://childdevelopmentatlas.com.au/
% women who smoked at any time during pregnancy	2018	Western Australian Child Development Atlas	https://childdevelopmentatlas.com.au/
Family Violence			
Assault (Family) offence rates	2021	Western Australia Police Force	https://www.police.wa.gov.au/crime/crimestatistics#/
Threatening Behaviour (Family) offence rates	2021	Western Australia Police Force	https://www.police.wa.gov.au/crime/crimestatistics#/

Item	Data Currency	Source	Website
Children's Education			
Australian Early Development Census (AEDC) (2021)	2021	Australian Early Development Census data and 2021 National Report	https://www.aedc.gov.au/data and https://www.aedc.gov.au/resources/aedc-results
Attendance rates	2021	WA Department of Education and Australian Curriculum, Assessment and Reporting Authority	https://www.det.wa.edu.au/schoolsonline/home.do and https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-data-portal/student-attendance
Attendance levels	2021	Australian Curriculum, Assessment and Reporting Authority	https://www.myschool.edu.au/ and https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/national-report-on-schooling-in-australia-data-portal/student-attendance https://www.det.wa.edu.au/schoolsonline/home.do
Year 3 NAPLAN results, 2021	2021	WA Department of Education	https://www.det.wa.edu.au/schoolsonline/home.do
Community			
Highest level of school completed	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
Post-school qualifications	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
Socio-economic index	2016	ABS Socio-Economic Indexes for Areas	https://www.abs.gov.au/ausstats/abs@.nsf/mf/2033.0.55.001
% people who speak only English at home	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
Economy			
Workforce Participation	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
Parental employment	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/
Income	2021	ABS Census of Population and Housing General Community Profiles	https://datapacks.censusdata.abs.gov.au/datapacks/