

Australian Early Development Census

Community Profile 2018

Moyne,
VIC


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

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! Note on presentation conventions: the hyphen (-) is used throughout the tables in this Community Profile where Australian Early Development Census data was not collected or not reported for any given year. All percentages presented in this Community Profile have been rounded to one decimal place. Figures may not add up to 100% due to rounding.

! Note on links: the symbol  is used in this document to highlight links to the Australian Early Development Census website: **www.aedc.gov.au**. These links will connect you with further information and resources.

! Note on children with special needs status: domain indicator information about children with special needs is not included in the Australian Early Development Census results because of the already identified substantial developmental needs of this group.

! Note on accessibility: an accessible text version of the Australian Early Development Census Community Profile is available for download from the data explorer on the Australian Early Development Census website. If you use assistive technology and need further assistance, please email **support@aedc.gov.au**. Please tell us what format you need. It will also help if you let us know what assistive technology you use.

! Note on per cent calculation: unless otherwise specified the per cent is based on the valid n value.

! AEDC publication rules have been applied and for more information visit the AEDC website (**<https://www.aedc.gov.au/data-users/data-user-responsibilities/publishing-requirements>** ).






About the Australian Early Development Census

In 2009, Australia became the first country in the world to collect national data on the developmental health and wellbeing of all children starting school. The success of the 2009 data collection laid the foundation for the Australian Government's commitment to ongoing Australian Early Development Census (AEDC) data collections every three years, with the most recent in 2018.

The AEDC measures the development of children in Australia in their first year of full-time school. AEDC data is collected using an adapted version of the Early Development Instrument, which was developed in Canada.

The Australian version of the Early Development Instrument consists of approximately 100 questions across five key domains, which are closely linked to child health, education and social outcomes. Figure 1 provides a description of each of the AEDC domains.

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.

For each of the five AEDC domains, children receive a score between zero and ten, where zero is most developmentally vulnerable.

In 2009, when the AEDC was first completed nationally, a series of cut-off scores was established for each of the five domains:

- Children falling below the 10th percentile were categorised as 'developmentally vulnerable'
- Children falling between the 10th and 25th percentile were categorised as 'developmentally at risk'
- All other children were categorised as 'developmentally on track'.

The cut-off scores set in 2009 provide a reference point against which later AEDC results can be compared. These have remained the same for all data collections. For example, nationally in the 2018 AEDC, only 6.6 per cent of children were considered developmentally vulnerable on the language and cognitive skills (school-based) domain, using the cut-off scores established in 2009.

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 (www.aedc.gov.au/abtldom). Links to additional AEDC resources can be found at Appendix 2.



How to use this AEDC data

The AEDC provides important information for communities, governments and schools to support their planning and service provision. The early environments and experiences children are exposed to shape their development. The AEDC is considered to be a measure of how well children and families are supported from conception through to school age.

Research shows that investing time, effort and resources in children's early years, when their brains are developing rapidly, benefits children and the whole community. Early developmental gains support children through their school years and beyond.

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. Communities can use the AEDC to help identify services, resources and support to meet the needs of their community.

The 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. Connecting with key stakeholders, particularly early childhood education and care services, can give communities the opportunity to reach families in ways that are not resource intensive.

When reviewing the information in this profile consider:

- what are the strengths and vulnerabilities of children in the community?
- how does this community compare to other similar communities, the state or territory or the Australian average?
- what factors may be contributing to the percentage and number of children who are developmentally vulnerable in the community?
- what other demographic and community data would be useful to add context to the AEDC data?

When exploring this community's AEDC results you may wish to consider how well connected the network of community stakeholders are and who provides services to children and families. Ask:

- are families well informed about what is available in the community?
- does the community have well established referral pathways for connecting families to services and supports?
- does the community have well-connected services that work collaboratively to deliver programs across systems and sectors?

Also consider how stakeholders can connect strategically with the community and families to:

- be informed about what is happening for children in the community
- discuss what could be done to better support children's development in the early years
- collaborate in the development and implementation of a community plan that strategically provides a vision and direction for early years' service provision within the community.

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

About this community


AEDC communities are a geographic area, usually equivalent to a Local Government Area, made up of AEDC local communities.

Local communities are a small area locality, usually representing a suburb or town.

This AEDC Community Profile presents AEDC results for children living in this community regardless of where they attend school.

Location

Moyne is in the Western District region of VIC.

For more information on community boundaries refer to the AEDC fact sheet Understanding AEDC community boundaries (www.aedc.gov.au/ucb ).

AEDC local communities

The AEDC local communities that make up the Moyne community are: Mortlake and surrounds, Panmure/Nullawarre and surrounds, MacArthur/Bessiebelle, Woolsthorpe/Caramut, Purnim/Winslow, Port Fairy, Koroit, Port Fairy surrounds.

Across the 2009, 2012, 2015 and 2018 AEDC data collections some local communities may not have always been included in a Community Profile due to there being insufficient AEDC data available for reporting purposes in any particular year.

For the purposes of the AEDC, data for the following local communities, which are part of Moyne have either never, or only sometimes, been reported in a Community Profile:

Local communities reported in some but not all years:
MacArthur/Bessiebelle, Woolsthorpe/Caramut, Purnim/Winslow

Local communities not reported in any years to date:
Nil

Information about children in this community

The following tables show trends for this community, including important information on demographics, early education experiences, special needs and transition to school.


Background information

Table 4.1 – Demographic information about this community.

Demographics	2012	2015	2018
Total number of children measured	255	237	194
Number of schools contributing to the results	30	31	26
Number of teachers contributing to the results	43	41	36
Mean age of children at completion	5 years 10 months	5 years 10 months	5 years 11 months

Table 4.2 – Further demographic information about this community.

Demographics	2012		2015		2018	
	n	%	n	%	n	%
Sex - Male	113	44.3	117	49.4	103	53.1
Sex - Female	142	55.7	120	50.6	91	46.9
Aboriginal and Torres Strait Islander children	9	3.5	9	3.8	6	3.1
Children born in another country	6	2.4	6	2.5	≤3	≤1.5
Children with English as a second language	4	1.6	4	1.7	≤3	≤1.5
Children with a language background other than English (LBOTE ¹) and who ARE proficient in English	12	4.7	10	4.2	7	3.6
Children with a language background other than English (LBOTE) and who ARE NOT proficient in English	0	0.0	0	0.0	0	0.0
Children with a primary caregiver who reported they completed some form of post-school qualification ²	-		181	80.8	153	81.4

¹ For the AEDC, children are considered LBOTE if they speak a language other than English at home or if they have English as a second language status. More information on AEDC terms and definitions is available in the fact sheet Definition of AEDC terms (www.aedc.gov.au/defterm .

² This data was not collected for the 2009 and 2012 AEDC

Non-parental early childhood education

Table 4.3 – Non-parental early childhood education and/or care.³

Types of non-parental early childhood education and/or care	2012			2015			2018		
	n (valid)	n (yes)	%	n (valid)	n (yes)	%	n (valid)	n (yes)	%
Playgroup	111	38	34.2	121	66	54.5	47	32	68.1
Day care	128	30	23.4	195	43	22.1	117	38	32.5
Preschool or kindergarten	248	238	96.0	234	230	98.3	190	188	98.9
Family day care	121	11	9.1	200	17	8.5	100	6	6.0
Grandparent	119	23	19.3	200	27	13.5	99	28	28.3
Other relative	115	7	6.1	202	4	2.0	93	≤3	≤3.2
Nanny	128	≤3	≤2.3	207	0	0.0	112	≤3	≤2.7
Other	117	9	7.7	204	12	5.9	96	0	0.0

Special needs

Table 4.4 – Support.⁴

Types of support required or identified	2012		2015		2018	
	n	%	n	%	n	%
Children with special needs status	8	3.1	11	4.6	11	5.7
Children identified by teachers as requiring further assessment (e.g. medical and physical, behaviour management, emotional and cognitive development)	24	9.5	33	14.1	20	10.7

³ Although teachers are well placed to report on the development of children, the extent to which teachers know about children's early education and care experiences varies. Nevertheless, early education and care data is collected in the AEDC to support communities, governments and researchers better reflect on and respond to the experiences of children and families. In cases where teachers don't know they indicate this, and these cases are excluded from Table 4.3. When reviewing data, consider how many children in the community this represents and how reliably this might reflect the experience of children in the community as a whole. Playgroup attendance refers to any time prior to entering full-time school, whereas all the other types of care arrangements listed above refer to the year before entering full-time school.

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. More information on AEDC terms and definitions is available in the fact sheet Definition of AEDC terms (www.aedc.gov.au/defterm).

Transition to school

Table 4.5 – Teachers' response to the question: Would you say that this child is making good progress in adapting to the structure and learning environment of the school.

Child is making good progress in adapting to the structure and learning environment of the school	2012		2015		2018	
	n	%	n	%	n	%
True	252	98.8	233	98.7	190	97.9
Not true	≤3	≤1.2	≤3	≤1.3	4	2.1
Don't know	≤3	≤1.2	0	0.0	0	0.0

Table 4.6 – Teachers' response to the question: Would you say that this child has parent(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning.

Child has parent(s)/caregiver(s) who are actively engaged with the school in supporting their child's learning	2012		2015		2018	
	n	%	n	%	n	%
True	246	96.5	230	97.5	188	96.9
Not true	7	2.7	6	2.5	6	3.1
Don't know	≤3	≤1.2	0	0.0	0	0.0

Table 4.7 – Teachers' response to the question: Would you say that this child is regularly read to/encouraged in his/her reading at home.

Child is regularly read to/encouraged in his/her reading at home	2012		2015		2018	
	n	%	n	%	n	%
True	246	96.5	224	94.9	181	93.3
Not true	7	2.7	10	4.2	13	6.7
Don't know	≤3	≤1.2	≤3	≤1.3	0	0.0

AEDC domain results

This section presents an overview of this community's AEDC results across all collections including the percentage of children who are:

- developmentally on track, at risk, or vulnerable, by domain
- vulnerable on one or more domain(s)
- vulnerable on two or more domains.

Results for this community for each of the AEDC domains are then presented in more detail and compared to the state or territory and national results for the three most recent collections.

How to interpret the domain results

Developmentally on track children are considered to be developing well. As such, it is desirable to see the percentage of children who are 'on track' increase with each new wave of the AEDC collection.

Developmentally at risk children should be considered alongside changes in the percentage of children developmentally on track and developmentally vulnerable. Ideally more children will be on track as communities work to ensure all children are supported in their development. For example, in a community where children and families face many complex challenges, a reduction in those who are developmentally vulnerable could coincide with an increase in those at risk which would signal an overall improvement. As such, any changes in the 'at risk' group cannot be interpreted without also looking at the percentage of children who are vulnerable and on track.

Developmentally vulnerable children are facing some significant challenges in their development. As such, it is desirable to see the percentage of children who are 'vulnerable' decrease with each new wave of the AEDC collection.

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 2018 compared to previous collections. In some cases, this difference will be small and in others, it will be more substantial.

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. Table 5.1 indicates whether the change in each developmental domain category represents a significant change.

Appendix 1 provides detailed information on the critical difference required by domain and community size to represent a significant change for children who are developmentally on track, at risk or vulnerable.

Trends in child development in this community

Figures 5.1 to 5.5 show broad trends for each domain from 2009 to 2018. Results are also presented in tabular format in Table 5.1.

Figure 5.1 – Trends in the physical health and wellbeing domain for this community.

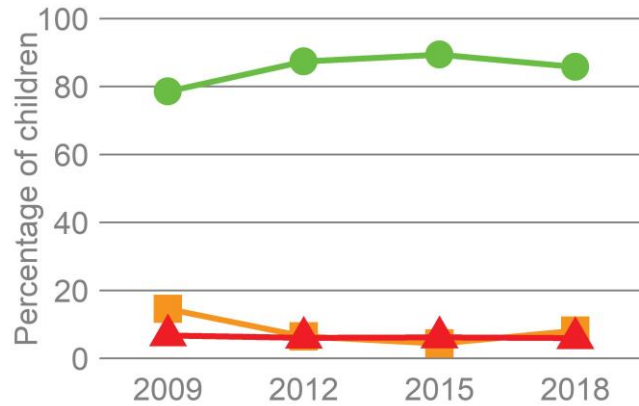


Figure 5.2 – Trends in the social competence domain for this community.

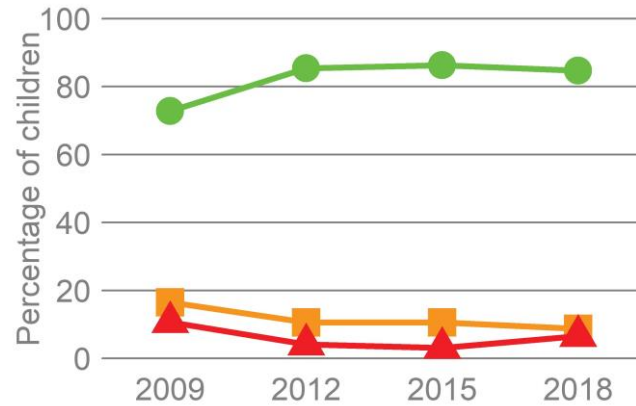


Figure 5.3 – Trends in the emotional maturity domain for this community.

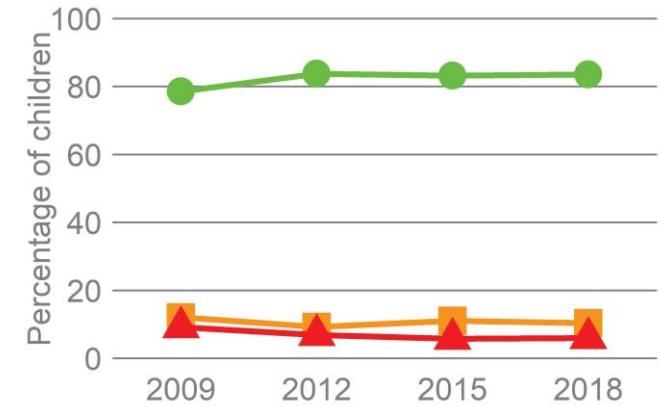


Figure 5.4 – Trends in the language and cognitive skills (school-based) domain for this community.

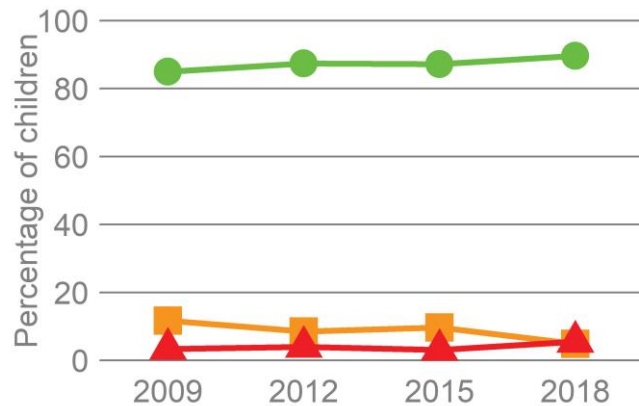
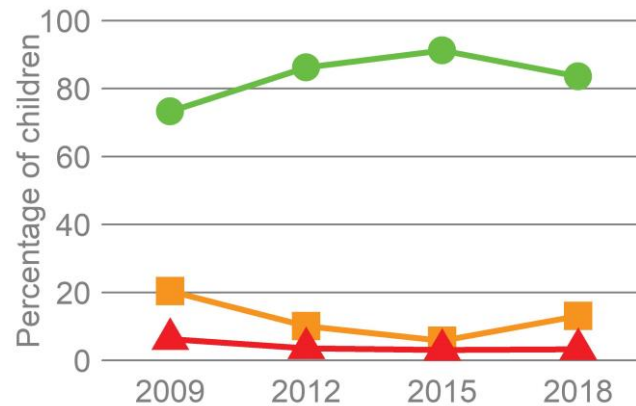







Figure 5.5 – Trends in the communication skills and general knowledge domain for this community.



● On track
■ At risk
▲ Vulnerable

Table 5.1 – AEDC domain results over time for this community.

		2009		2012		2015		2018		Significant change	
		n	%	n	%	n	%	n	%	2009 vs 2018	2015 vs 2018
 Physical health and wellbeing	On track	162	78.6	215	87.4	202	89.4	157	85.8	Significant increase	No significant change
	At risk	30	14.6	16	6.5	10	4.4	15	8.2	Significant decrease	No significant change
	Vulnerable	14	6.8	15	6.1	14	6.2	11	6.0	No significant change	No significant change
 Social competence	On track	150	72.8	210	85.4	195	86.3	155	84.7	Significant increase	No significant change
	At risk	34	16.5	26	10.6	24	10.6	16	8.7	Significant decrease	No significant change
	Vulnerable	22	10.7	10	4.1	7	3.1	12	6.6	Significant decrease	Significant increase
 Emotional maturity	On track	162	78.6	207	83.8	188	83.2	153	83.6	Significant increase	No significant change
	At risk	25	12.1	23	9.3	25	11.1	19	10.4	No significant change	No significant change
	Vulnerable	19	9.2	17	6.9	13	5.8	11	6.0	No significant change	No significant change
 Language and cognitive skills (school-based)	On track	175	85.0	216	87.4	197	87.2	164	89.6	Significant increase	No significant change
	At risk	24	11.7	21	8.5	22	9.7	9	4.9	Significant decrease	No significant change
	Vulnerable	7	3.4	10	4.0	7	3.1	10	5.5	No significant change	No significant change
 Communication skills and general knowledge	On track	151	73.3	213	86.2	206	91.2	153	83.6	Significant increase	Significant decrease
	At risk	42	20.4	25	10.1	13	5.8	24	13.1	Significant decrease	Significant increase
	Vulnerable	13	6.3	9	3.6	7	3.1	6	3.3	No significant change	No significant change

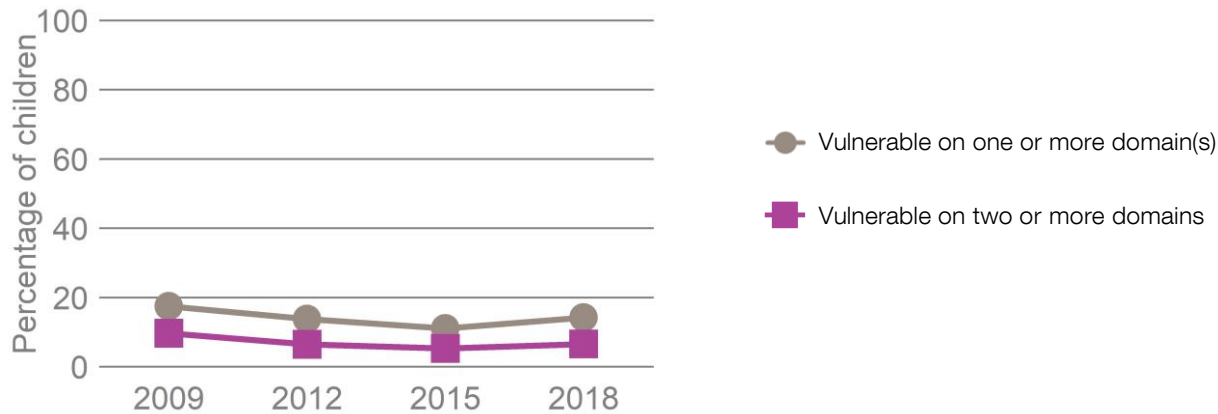
⚠ Significant change has been colour coded: green text represents a positive change, red text represents a negative change. At risk has not been colour coded as any changes should be interpreted in context with changes in the percentage of children who are vulnerable and on track.

Table 5.2 and Figure 5.6 present trends in the summary indicators (the percentage of children who are developmentally vulnerable on one or more domain(s) and developmentally vulnerable on two or more domains) from 2009 to 2018.

Table 5.2 – Number and percentage of children for this community who are vulnerable on one or more developmental domain(s) or two or more developmental domains.

	2009		2012		2015		2018		Significant change	
	n	%	n	%	n	%	n	%	2009 vs 2018	2015 vs 2018
Vulnerable on one or more domain(s)	36	17.5	34	13.8	25	11.1	26	14.2	No significant change	No significant change
Vulnerable on two or more domains	20	9.7	16	6.5	12	5.3	12	6.6	No significant change	No significant change

Figure 5.6 – Community trends of vulnerability over time.



Physical health and wellbeing

This domain measures children's physical readiness for the school day, physical independence, and gross and fine motor skills

Physical health and wellbeing

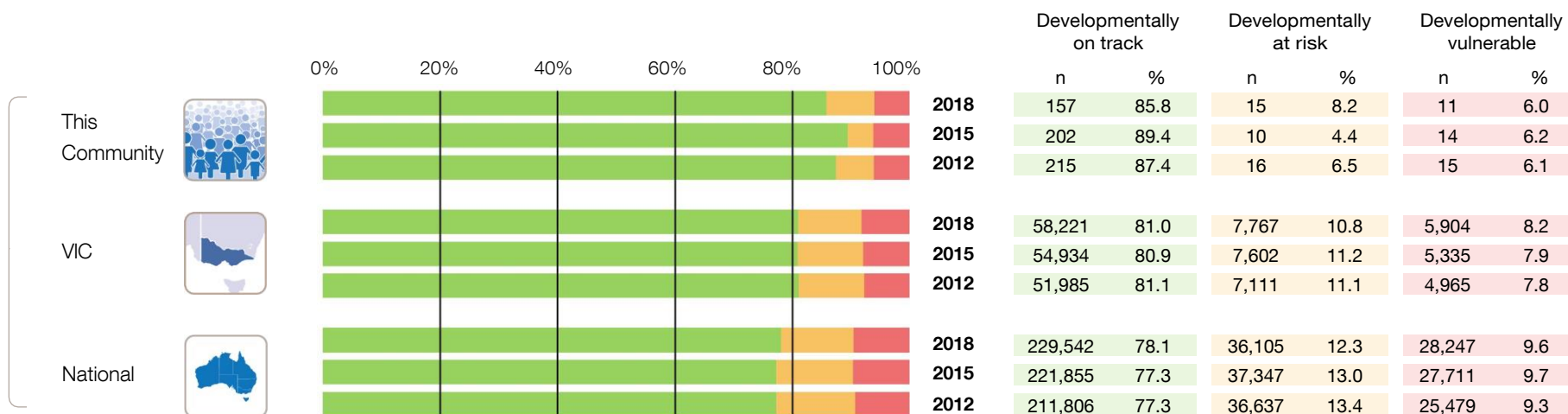


Table 5.3 — Physical health and wellbeing domain category definitions.

Developmentally on track	Almost never have problems that interfere with their ability to physically cope with the school day. These children are generally independent, have excellent motor skills, and have energy levels that can get them through the school day.
Developmentally at risk	Experience some challenges that interfere with their ability to physically cope with the school day. This may include being dressed inappropriately, frequently late, hungry or tired. Children may also show poor coordination skills, have poor fine and gross motor skills, or show poor to average levels of energy during the school day.
Developmentally vulnerable	Experience a number of challenges that interfere with their ability to physically cope with the school day. This may include being dressed inappropriately, frequently late, hungry or tired. Children are usually clumsy and may have fading energy levels.

Physical health and wellbeing sub-domains

The physical health and wellbeing domain is the only AEDC domain that is reported with sub-domain analysis. Patterns of vulnerability vary across the physical health and wellbeing domain: for example, children might be coming to school hungry but still have developmentally appropriate fine and gross motor skills. As such, sub-domains are reported for the physical health and wellbeing domain below, enabling communities to make better sense of these results.

Table 5.4 – Children developmentally vulnerable on the physical health and wellbeing sub-domains.

Sub-domain	Description	2012		2015		2018	
		n	%	n	%	n	%
Physical readiness for school day	Children developmentally vulnerable on this sub-domain have at least sometimes experienced coming unprepared for school by being dressed inappropriately, coming to school late, hungry or tired.	22	8.9	28	12.4	15	8.2
Physical independence	Children developmentally vulnerable on this sub-domain range from those who have not developed independence or handedness or coordination, to those who have not developed any of these skills.	17	6.9	19	8.4	8	4.4
Gross and fine motor skills	Children developmentally vulnerable on this sub-domain could have poor fine and gross motor skills and/or poor overall energy levels during the school day.	9	3.7	7	3.1	9	4.9

Social competence

This domain measures children’s overall social competence, responsibility and respect, approach to learning and readiness to explore new things



Table 5.5 — Social competence domain category definitions.

Developmentally on track	Almost never have problems getting along, working, or playing with other children; are respectful to adults, are self-confident, and are able to follow class routines; and are capable of helping others.
Developmentally at risk	Experience some challenges in the following areas: getting along with other children and teachers, playing with a variety of children in a cooperative manner, showing respect for others and for property, following instructions and class routines, taking responsibility for their actions, working independently, and exhibiting self-control and self-confidence.
Developmentally vulnerable	Experience a number of challenges with poor overall social skills. For example children who do not get along with other children on a regular basis, do not accept responsibility for their own actions and have difficulties following rules and class routines. Children may be disrespectful of adults, children, and others’ property, have low self-confidence and self-control, do not adjust well to change; and are usually unable to work independently.

Emotional maturity

This domain measures children’s pro-social and helping behaviours and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention



Table 5.6 — Emotional maturity domain category definitions.

Developmentally on track	Almost never show aggressive, anxious, or impulsive behaviour. Children will have good concentration and will often help other children.
Developmentally at risk	Experience some challenges in the following areas: helping other children who are hurt, sick or upset, inviting other children to join in activities, being kind to other children, and waiting their turn in activities. Children will sometimes experience problems with anxious behaviours, aggressive behaviour, temper tantrums, or problems with inattention or hyperactivity.
Developmentally vulnerable	Experience a number of challenges related to emotional regulation. For example, problems managing aggressive behaviour, being prone to disobedience and/or are easily distracted, inattentive, and impulsive. Children will usually not help others and are sometimes upset when left by their caregiver.

Language and cognitive skills (school-based)

This domain measures children’s basic literacy, advanced literacy, basic numeracy, and interest in literacy, numeracy and memory

Language and cognitive skills (school-based)

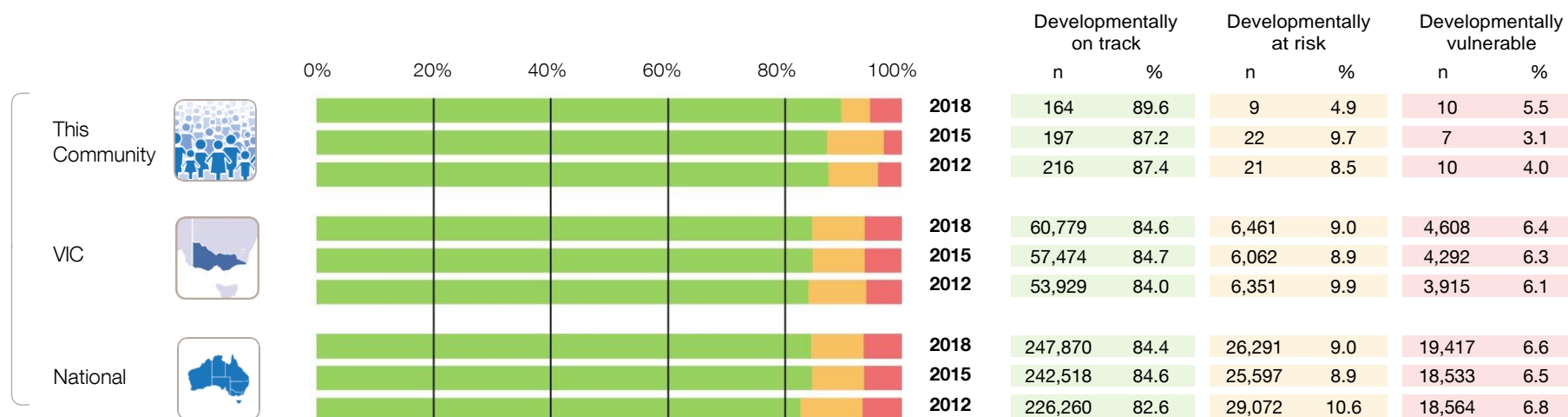


Table 5.7 — Language and cognitive skills (school-based) domain category definitions.

Developmentally on track	Children will be interested in books, reading and writing, and basic math; capable of reading and writing simple sentences and complex words. Will be able to count and recognise numbers and shapes.
Developmentally at risk	Have mastered some but not all of the following literacy and numeracy skills: being able to identify some letters and attach sounds to some letters, show awareness of rhyming words, know writing directions, being able to write their own name, count to 20, recognise shapes and numbers, compare numbers, sort and classify, and understand simple time concepts. Children may have difficulty remembering things, and show a lack of interest in books, reading, maths and numbers, and may not have mastered more advanced literacy skills such as reading and writing simple words or sentences.
Developmentally vulnerable	Experience a number of challenges in reading/writing and with numbers; unable to read and write simple words, will be uninterested in trying, and often unable to attach sounds to letters. Children will have difficulty remembering things, counting to 20, and recognising and comparing numbers; and usually not interested in numbers.

Communication skills and general knowledge

This domain measures children’s communication skills and general knowledge based on broad developmental competencies and skills measured in the school context



Table 5.8 – Communication skills and general knowledge domain category definitions.

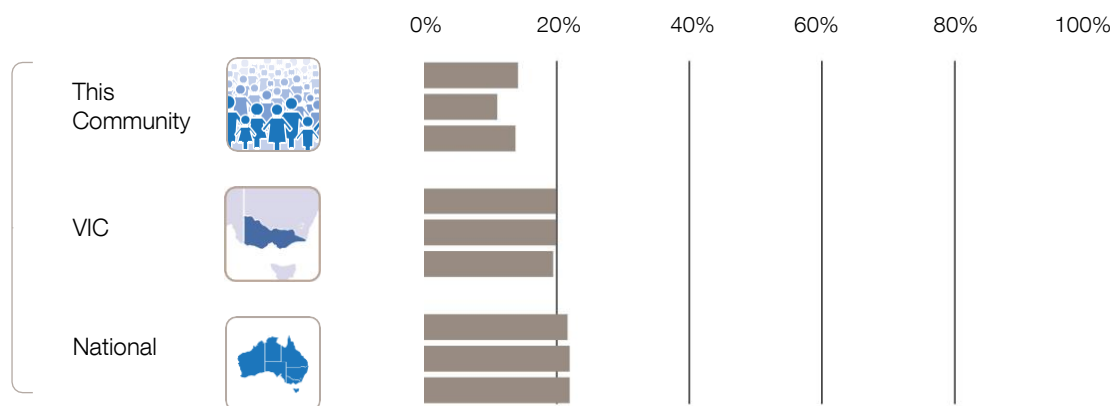
Developmentally on track	Children will have excellent communication skills, can tell a story and communicate easily with both children and adults, and have no problems with articulation.
Developmentally at risk	Have mastered some but not all of the following communication skills: listening, understanding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

Developmentally vulnerable on ≥ 1 and ≥ 2 domain(s)

Summary indicators of developmental vulnerability on 'one or more' and on 'two or more' domains

Developmentally vulnerable on one or more domain(s)

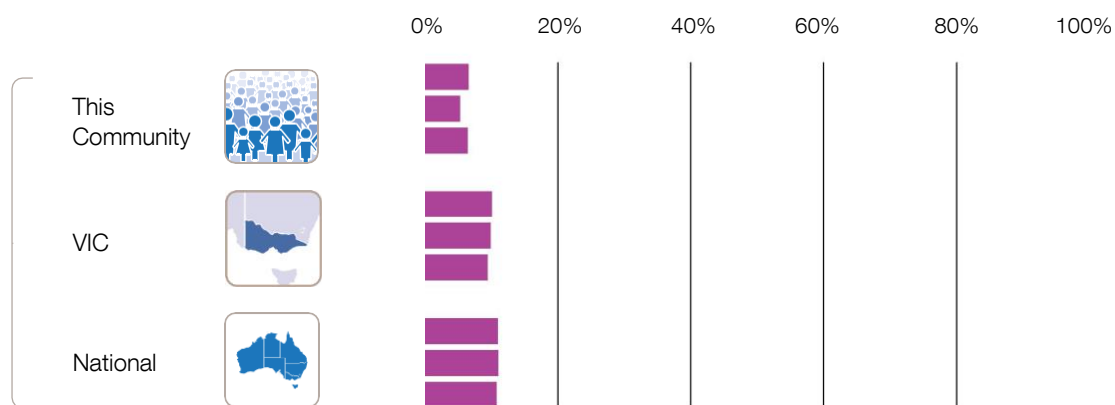
Vuln 1



	n	%
2018	26	14.2
2015	25	11.1
2012	34	13.8
2018	14,232	19.9
2015	13,465	19.9
2012	12,407	19.5
2018	63,448	21.7
2015	62,960	22.0
2012	59,933	22.0

Developmentally vulnerable on two or more domains

Vuln 2



	n	%
2018	12	6.6
2015	12	5.3
2012	16	6.5
2018	7,231	10.1
2015	6,707	9.9
2012	6,053	9.5
2018	32,434	11.0
2015	31,754	11.1
2012	29,543	10.8

AEDC results for local communities

This section presents national, state/territory, community and local community results for each of the five AEDC domains, as well as the two summary indicators (vulnerable on one or more domain(s) and vulnerable on two or more domains) for the last three collections.

AEDC geographic boundaries have been defined for the whole country to ensure that the data is reported in the most useful way that aligns with commonly understood geographies, such as suburbs. These boundaries enable AEDC results to be reported at the four different geographic levels.

AEDC local communities represent the smallest geographic areas. In most cases, AEDC local community boundaries are equivalent to suburbs.

To enable accurate comparisons with the Census of Population and Housing, and other socio-demographic data from the Australian Bureau of Statistics (ABS), 2018 AEDC boundaries align with the Statistical Area 1 (SA1) geography released by the ABS in 2016.


This has resulted in minor changes in boundaries, relative to boundaries used for reporting of community results for previous collections, which were based on 2011 ABS geographies.

In some cases, local communities from previous collections may have been combined to have sufficient numbers of children for reporting purposes in 2018. In other cases, local communities from previous collections may have been split to report 2018 data in a more useful way.

In all cases, 2018 boundaries have been applied to data from previous collections.

The following tables show the number and percentage of children developmentally on track, at risk and vulnerable for this community. The tables also provide data for each of the local communities included as part of the aggregate total. They also show community, state/territory and national data to provide context for:

- each of the 2012, 2015 and 2018 AEDC data collections
- the AEDC domains:
 - physical health and wellbeing
 - social competence
 - emotional maturity
 - language and cognitive skills (school-based)
 - communication skills and general knowledge.
- the two summary indicators:
 - developmentally vulnerable on one or more domain(s)
 - developmentally vulnerable on two or more domains.

The history of boundary change means that some local communities may not have data for all years in this section. For more information, refer to the AEDC factsheet Understanding community boundaries (www.aedc.gov.au/ucb ).

Appendix 1 presents the critical difference estimates for communities of different sizes, which can be used to understand whether change over time is considered significant.