

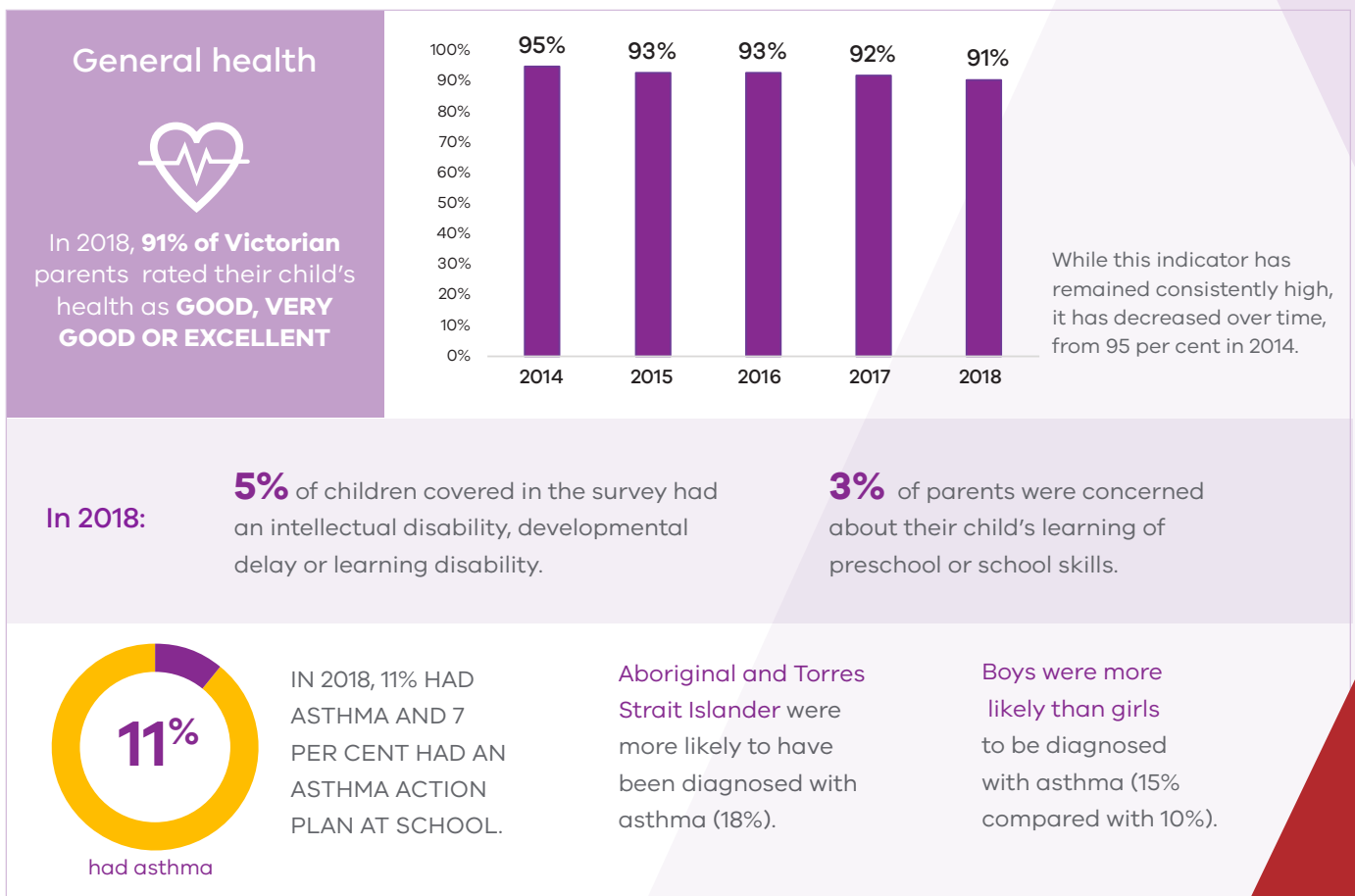


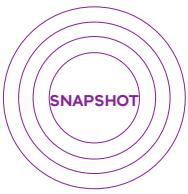
School Entrant Health Questionnaire 2018

The School Entrant Health Questionnaire (SEHQ) is an integral part of the Primary School Nursing Program and also provides valuable information about outcomes for children at state and local levels. It has been completed annually by parents or carers of Victorian foundation students since 1997.

Topics covered by the survey include general health, speech and language, service use, development and behavioural issues, psychological health and wellbeing, and family stress.

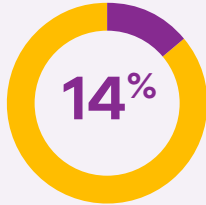
In 2018, there were 63,811 responses to the SEHQ, representing 87 per cent of all Victorian children enrolled in Foundation. This snapshot summarises the key findings of parents' responses and concerns.



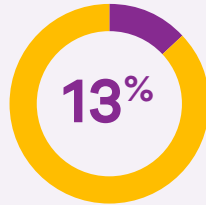


Service use in the last 12 months

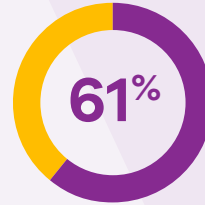
In 2018:



Attended a PAEDIATRICIAN



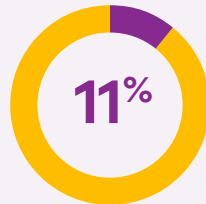
Attended a SPEECH PATHOLOGIST/ THERAPIST



Attended a DENTIST (including Orthodontist, Periodontist etc)



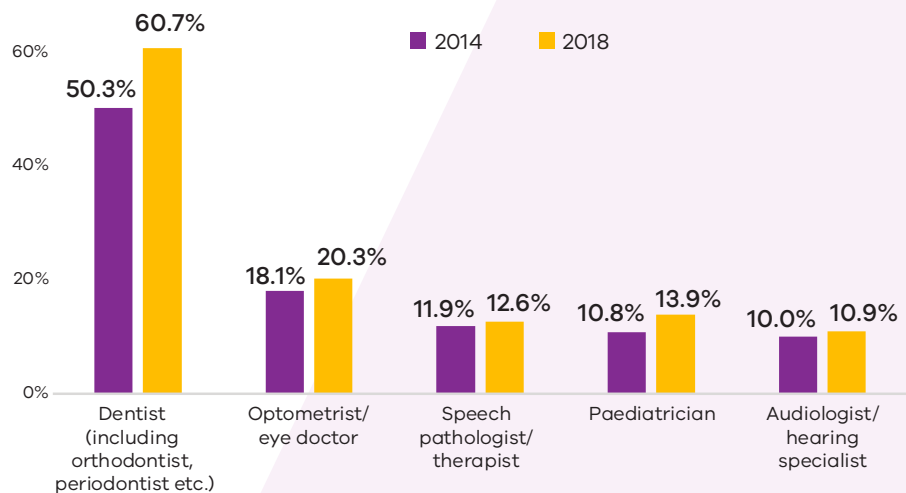
Attended an OPTOMETRIST / EYE DOCTOR

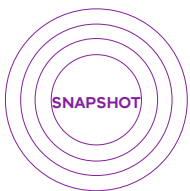


Attended an AUDIOLOGIST / HEARING SPECIALIST

Since 2014, parents' use of services for their children has increased across the board for all specialists, but particularly for Dentists (from 50 per cent to 61 per cent) and Paediatricians (from 11 per cent to 14 per cent).

Proportion of children whose parents reported they had used this health service in the previous 12 months

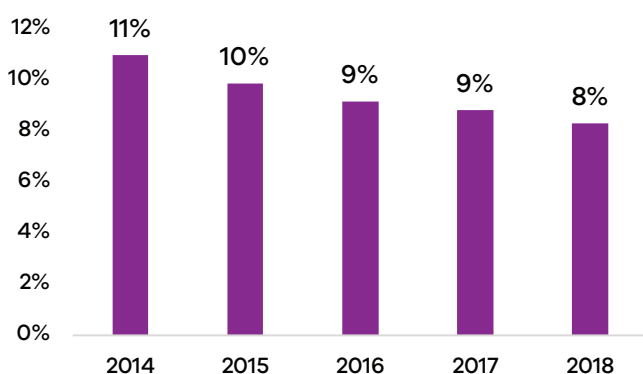




Family stress

The SEHQ asks parents to rate their family’s level of stress over the month prior to completing the questionnaire using a five point Likert scale, from ‘little or no stress/pressure’ to ‘almost more than I can bear’.

8% of parents reported high or highest levels of stress in their family. This proportion has consistently decreased over the last five years, from 11% in 2014.

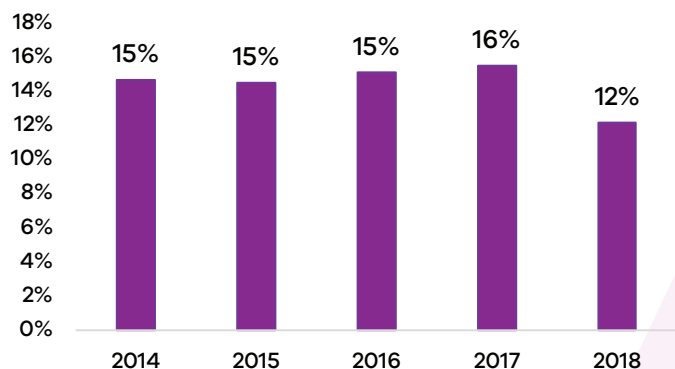


18%

of families reporting high/highest levels of stress were **one-parent families.**

Developmental and behavioural problems

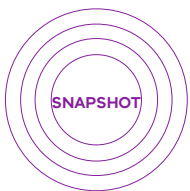
The Parental Evaluation of Developmental Status (PEDS) is an evidenced-based method for detecting developmental and behavioural problems in children from birth to eight years of age. The PEDS can be used as a developmental screening test, or an informal means to elicit and respond to parent concerns.



In 2018, **12 per cent** of children covered in the survey were at a **high risk** of developmental and/or behavioural problems, remaining stable since 2014 but decreasing over the last year (from 16% in 2017).

32%

of children were at a **moderate risk** of developmental and/or behavioural problems, increasing consistently over time (from 27% in 2014).



Speech & Language

Children assessed as having speech and language difficulties are more than three times as likely to demonstrate social-emotional and behavioural issues as those without speech and language difficulties (Hughes, Sciberras and Goldfeld, 2016)¹.



15% of Victorian parents report that their child has **difficulty with speech and language**, similar to the 2014 figure (14%).



10% of children with speech or language concerns had **speech that was not clear to others**.

In 2018, almost 1 in 3 Aboriginal children had speech and language difficulties (29%), a substantial increase from 2014 (24%).

In 2018, 1 in 5 boys had a speech and language issue, twice the proportion of girls.

1. Hughes, N, Sciberras, E, and Goldfeld, S. 2016. Family and Community Predictors of Comorbid Language, Socioemotional and Behaviour Problems at School Entry.



Psychological health and wellbeing

The Strengths and Difficulties Questionnaire is a brief behavioural screening questionnaire that includes questions on 25 psychological attributes divided between five scales: emotional symptoms; conduct problems; hyperactivity; peer problems; and prosocial.

6 per cent of Victorian children are at high risk of **significant clinical problems** and this has increased consistently over the last five years (from 4.6% in 2014).

Aboriginal children are **more than three times** more likely to be at high risk of significant clinical problems (19%).

Twice as many boys as girls are at high risk of having significant clinical problems with **hyperactivity** (11.7% of boys compared with 5.8% girls).



Find out more

Contact the Performance Insights Team: insights.and.evidence@edumail.vic.gov.au