

Outcomes and Indicators of a Positive Start to School: Development of Framework and Tools

PART B: Appendices

Prepared for: Department of Education and Early Childhood Development

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February 2012

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A1 – Terms of Reference and Membership list

Outcomes and Indicators: Development of Framework and Tools – A Positive Start to School

Terms of Reference: Expert Reference Group

Background

The Victorian Government Department of Education and Early Childhood Development (DEECD) has engaged the Centre for Community Child Health (CCCH) to:

- address the recommendations in the Victoria University report *Outcomes and Indicators of a Positive Start to School (2009)*;
- Develop and validate an outcome-focused data collection and monitoring tool(s) to measure the outcomes and indicators of a positive transition to school for early childhood and school educators, parents/families and children.

A partnership has been formed between CCCH and Victoria University (VU) to collaborate on the project.

Purpose of the Expert Reference Group:

The Expert Reference Group seeks to bring together the skills, knowledge and expertise to provide advice to the development of an outcomes-focussed framework and tools required to measure a positive transition to school.

The Expert Reference Group will work collaboratively with the project team to:

1. Provide a key source of information on the latest research and evidence and existing and emerging tools that may be considered for the project
2. Provide feedback and guidance to support the development of outcome-focused data collection and monitoring tools to measure indicators of a positive transition to school
3. Review adapted tools and findings from a trial of these in selected sites to confirm the content of the final report.

Roles and responsibilities of the Expert Reference Group:

- Participate in two 2 hour scheduled meetings at specified project stages
 - Initial project planning
 - Outcomes-focussed tool development
- Provide recommendation and comment on tools and reporting via other mechanisms, as arising.

Accountability

- CCCH will convene the Expert Reference Group meetings
- CCCH and VU will report to and propose content for advice from the Expert Reference Group.

- CCCH is accountable to DEECD

Venue

The Venue for the Expert Reference Group meetings will be at the Royal Children's Hospital, Centre for Community Child Health, 6th floor, South East building, Gatehouse Road, Parkville or an alternative site as required.

Overview Membership

- The Centre for Community Child Health Staff (Senior management, Senior Research Fellow, LSEY coordinator and project staff)
- Victoria University (Senior management and project staff)
- DEECD (Early Childhood Strategy Division, Wannik unit, Statewide Outcomes for children, QILT manager,
- Victorian Aboriginal Education Association Incorporated Charles Sturt University
- University of New South Wales, Social Policy Research Centre
- Royal Children Hospital Education Institute
- Monash UniversityAutism ACT NOW initiative
- Free Kindergarten Association
- Early Years Services (Senior management and Practitioner)

A2 – Revised List of Outcomes & Indicators

Outcomes and Indicators of a Positive Start to School

C1. Children feel safe, secure and supported in the school environment

- C1.1 Children separate easily from caregiver
- C1.2 Children attend and participate in school
- C1.3 Children seek out assistance when needed
- C1.4 Children ask questions and contribute to classroom discussions
- C1.5 Children seem happy at school
- C1.6 Children share information about home and school
- C1.7 Children are making good progress in adapting to the structure and environment of school
- C1.8 Children are supported in their transition to school

C2. Children display social and emotional resilience in the school environment

- C2.1 Children have and make friends
- C2.2 Children seek out assistance when needed
- C2.3 Children demonstrate knowledge of environment including school routines, key staff and their roles
- C2.4 Children communicate confidently with educators and peers

C3. Children feel a sense of belonging to the school community

- C3.1 Children attend and participate in school
- C3.2 Children have and make friends
- C3.3 Children communicate confidently with educators and peers
- C3.4 Children take care of school materials
- C3.5 Children feel important at school

C4. Children have positive relationships with educators and other children

- C4.1 Children separate easily from caregiver
- C4.2 Children have and make friends
- C4.3 Children seek out assistance when needed
- C4.4 Children confidently communicate with educators and peers
- C4.5 Children have a positive relationship with educators and peers

C5. Children feel positive about themselves as learners

- C5.1 Children ask questions and contribute to classroom discussions
- C5.2 Children confidently communicate with educators and peers
- C5.3 Children enjoy learning at school

C6. Children display dispositions for learning

- C6.1 Children display dispositions for learning
- C6.2 Children seek out assistance when needed
- C6.3 Children ask questions and contribute to classroom discussions
- C6.4 Children confidently communicate with educators and peers

F7. Families have access to information related to the transition to school tailored to suit the family

- F7.1 There is good and clear two way communication between staff and parents at our school
- F7.2 Schools have communicated with all families/caregivers of school starters prior to school commencing

F8. Families are involved with the school

- F8.1 Families participate in school activities
- F8.2 Families are partners in their child's learning

F9. Relationships between families and the school are respectful, reciprocal and responsive

- F9.1 There is good and clear two way communication between staff and parents at our school
- F9.2 Information is passed on about each child/culture
- F9.3 Knowledge about children is actively sought and shared
- F9.4 Positive relationships are built between educators and families

E10. Educators are prepared and confident that they can plan appropriately for the children starting school

- E10.1 Information about children's learning and development is provided upon entry to school
- E10.2 Educators use the knowledge gained about individual children's requirements to plan
- E10.3 Schools have communicated with all families/caregivers of school starters prior to school commencing
- E10.4 Educators provide continuity of learning

E11. Relationships between Early Childhood Educators and school educators are respectful, reciprocal and responsive

- E11.1 Local transition networks are established and developed
- E11.2 Early childhood and school educators continue to liaise after children have started school
- E11.3 School and Early Childhood Educators have a respectful relationship with each other where knowledge about children and practice is shared
- E11.4 Local schools and Early Childhood Services have a good relationship

A3 – Survey Items mapped to outcomes

| OUTCOME AND INDICATORS | MEASURED BY | | | |
|---|---|--------------------------|-----------------|----------------------------|
| | PTS | PS | CS | ECES |
| OUTCOME C1. Children feel safe, secure and supported in the school environment | | | | |
| C1.1 Children separate easily from caregiver | 1, 2, 11 | 1, 2, 18 | 1, 2 | 1, 2 |
| C1.2 Children attend and participate in school (+ additional data) | 5, 21 | 19 | 5 | 5, 17 |
| C1.3 Children seek out assistance when needed | 3, 12, 15 | 4, 10, 15 | 4, 12 | 3, 9, 12 |
| C1.4 Children ask questions and contribute to classroom discussions | 5, 20 | | 5 | 5, 17 |
| C1.5 Children seem happy at school | 1, 6 | 1, 13, 14 | 6 | 1, 6 |
| C1.6 Children share information about home and school | 18 | 6 | 7 | 15 |
| C1.7 Children are making good progress in adapting to the structure and environment of school | 8 | 7 | 8 | |
| C1.8 Children are supported in their transition to school | 43, 47, 48 | 41 | 22 | 20 |
| OUTCOME C2. Children display social and emotional resilience in the school environment | | | | |
| C2.1 Children have and make friends | 4, 9, 10, 14, 19 | 3, 8, 9, 11, 13 | 9, 10, 11 | 4, 8, 11, 16 |
| C2.2 Children seek out assistance when needed | 3, 12, 15 | 4, 10, 15 | 4, 12 | 3, 9, 12 |
| C2.3 Children demonstrate knowledge of environment including school routines, key staff and their roles | 22, 23 | 20, 21 | 13, 14 | |
| C2.4 Children confidently communicate with educators and peers | 7, 13 | 5, 12 | 15 | 7, 10 |
| OUTCOME C3. Children feel a sense of belonging to the school community | | | | |
| C3.1 Children attend and participate in school | 5, 21 | 19 | 5 | 5, 17 |
| C3.2 Children have and make friends | 4, 9, 10, 14, 19 | 3, 8, 9, 11, 13 | 9, 10, 11 | 4, 8, 11, 16 |
| C3.3 Children confidently communicate with educators and peers | 7, 13 | 5, 12 | 15 | 3, 9, 12 |
| C3.4 Children take care of school materials | 24 | 22 | 16 | |
| C3.5 Children feel important at school | | | 17 | |
| OUTCOME C4. Children have positive relationships with educators and other children | | | | |
| C4.1 Children separate easily from caregiver | 1, 2, 11 | 1, 2, 18 | 1, 2 | 1, 2 |
| C4.2 Children have and make friends | 4, 9, 10, 14, 19 | 3, 8, 9, 11, 13 | 9, 10, 11 | 4, 8, 11, 16 |
| C4.3 Children seek out assistance when needed | 3, 12, 15 | 4, 10, 15 | 4, 12 | 3, 9, 12 |
| C4.4 Children confidently communicate with educators and peers | 7, 13 | 5, 12 | 15 | 7, 10 |
| C4.5 Children have a positive relationship with educators and peers | 16, 17 | 16, 17 | 9, 17 | 13, 14 |
| OUTCOME C5. Children feel positive about themselves as learners | | | | |
| C5.1 Children ask questions and contribute to classroom discussions | 5, 20 | | 5 | 5, 17 |
| C5.2 Children confidently communicate with educators and peers | 7, 13 | 5, 12 | 15 | 7, 10 |
| C5.3 Children enjoy learning at school | 25 | 23 | 18 | 19 |
| OUTCOME C6. Children display dispositions for learning | | | | |
| C6.1 Children display dispositions for learning | 1, 3, 5, 6, 8, 13, 20, 21, 22, 24, 25, 26 | 1, 4, 7, 19, 20, 22, 23, | 3, 5, 6, 13, 18 | 1, 3, 5, 6, 10, 17, 18, 19 |
| C6.2 Children seek out assistance when needed | 3, 12, 15 | 4, 10, 15 | 4, 12 | 3, 19, 12 |

| | | | | |
|---|----------------|----------------|--------|--------------------|
| C6.3 Children ask questions and contribute to classroom discussions | 5, 20 | | 5 | 5, 17, |
| C6.4 Children confidently communicate with educators and peers | 7, 13 | 5, 12 | 15 | 7, 10 |
| OUTCOME F7. Families have access to information related to the transition to school tailored to suit the family | | | | |
| F7.1 There is good and clear two way communication between staff and parents at our school | 33, 37 | 31, 35 | | |
| F7.2 Schools have communicated with all families/caregivers of school starters prior to school commencing | 27, 31, 32 | 24, 25, 28, 30 | | |
| F7.3 Early childhood services provide families with information related to transition tailored to suit the family. | | | | 21, 27 |
| OUTCOME F8. Families are involved with the school | | | | |
| F8.1 Families participate in school activities | 28 | 26, 43 | | |
| F8.2 Families are partners in their child's learning | 29 | 27, 29, 43 | 19 | |
| OUTCOME F9. Relationships between families and the school are respectful, reciprocal and responsive | | | | |
| F9.1 There is good and clear two way communication between staff and parents at our school | 33, 37 | 31, 35 | | |
| F9.2 Information is passed on about each child/culture | 40, 50 | 36, 37 | | |
| F9.3 Knowledge about children is actively sought and shared | 40, 50 | 42 | | |
| F9.4 Positive relationships are built between educators and families | 34, 35, 36, 50 | 32, 33, 34, 36 | | |
| OUTCOME E10. Educators are prepared and confident that they can plan appropriately for the children starting school | | | | |
| E10.1 Information about children's learning and development is provided upon entry to school | 41 | 38 | | 34 |
| E10.2 Educators use the knowledge gained about individual children's requirements to plan | 41, 48 | | | 20, 34 |
| E10.3 Schools have communicated with all families/caregivers of school starters prior to school commencing | 27, 31, 32 | 24, 25, 28, 30 | | 21, 27 |
| E10.4 Educators provide continuity of learning | 42, 43, 48 | 39 | 20, 21 | 20, 22 |
| OUTCOME E11. Relationships between Early Childhood Educators and school educators are respectful, reciprocal and responsive | | | | |
| E11.1 Local transition networks are established and developed | 44, 45 | | | 24, 25, 33 |
| E11.2 Early Childhood Educators and school educators continue to liaise after children have started school | 39 | | | 23, 28 |
| E11.3 Early Childhood Educators and school educators have a respectful relationship with each other where knowledge about children and practice is shared | 46, 47, 49 | | | 26, 29, 31, 32, 35 |
| E11.4 Local schools and Early Childhood Services have a good relationship | 38, 39, 49 | 40 | | 23, 30, 31, 32, 35 |


A4 – Child Survey and Child Evaluation Survey



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Outcomes and Indicators of a Positive Start to School Child Survey

The child will be required to answer 'Yes', 'No' or 'Sometimes' to the following questions

Note: Please fill the circles like this in blue or black pen 

| | Yes | No | Sometimes | Don't know/ Unsure |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Do you like going to school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Are you happy to say goodbye to (parent/caregiver) when you come to school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Do you join in classroom activities? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Do you ask for help when you need it? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Do you ask and answer questions in class? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Do you feel happy at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Do you talk to (parent/caregiver) about your day at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Do you know what you need to do at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Do you have at least one good friend at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Have you made new friends at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Do you play with other children at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Do you go to the teacher when you are feeling upset or hurt? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Do you know the classroom rules and school rules? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Do you remember the teacher's name and what they do? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please complete the next page →



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| | Yes | No | Sometimes | Don't know/ Unsure |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. Do you speak to teachers and other children? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Do you take care of school materials? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Does your teacher like you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Do you enjoy learning new things at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Does your family ask about what you have been learning at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Can you play in the classroom at school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Can you do activities you did at Kindergarten/Child Care/Playgroup? (If applicable) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Did the teachers look after you when you started school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

This is the end of the survey. Please place the survey into the reply paid envelope and return to the Centre for Community Child Health, Royal Children's Hospital by the 25th March 2011.

Thank you for taking the time to participate in this survey.



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Outcomes and Indicators of a Positive Start to School Child Survey Evaluation Questions:

Thank you for evaluating the Child Survey, we appreciate your opinion to help us make improvements to the child survey to ensure it is appropriate and useful.

Note: Please fill the circles like this: ●
In blue or black pen

1. On average, how long did each survey take you to complete?

- ☐ 10-20 mins
☐ 20-30 mins
☐ 30-40 mins
☐ 40-50 mins
☐ 50-60 mins
☐ 60 + mins

2. Was this survey easy to complete?

- ☐ Yes ☐ No

Please Explain

3. Did you encounter any difficulties when completing this survey?

- ☐ Yes ☐ No

(If yes what were they)?

4. Were there any questions that you felt were unclear/ambiguous or were not relevant?

- ☐ Yes ☐ No

(If yes what questions)?

4b. How were they unclear/not relevant?

5. Were the instructions regarding the administration of the survey clear and detailed enough?

- ☐ Yes ☐ No

(If no, please explain)

Please complete other side →



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6. Are the questions on the survey inclusive of all children and families? (*Indigenous families, Culturally and Linguistically Diverse families, Children with additional needs and families from all socio-economic backgrounds*).

☐ Yes ☐ No

(If not please explain)

7. In your opinion does the survey collect appropriate information related to the transition experience?

☐ Yes ☐ No

8. Is there anything that you believe should be added?

☐ Yes ☐ No

(If yes please explain)

9. When would be the best time to administer the survey? (*i.e when would the information be most valid*)?

- ☐ Early Term 1
- ☐ Late Term 1
- ☐ Early Term 2
- ☐ Late Term 2
- ☐ Early Term 3
- ☐ Late Term 3
- ☐ Early Term 4
- ☐ Late Term 4

10. Would you suggest that the survey be administered more than once?

☐ Yes ☐ No

(Why or why not?)

Please complete other side →



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11. Did any of the children lose interest/focus at any stage or become fatigued with the test?

☐ Yes ☐ No

(If yes when)?

12. Who, in your opinion, would be the best person to administer the child survey? (please explain)

13. Are there any other comments you would like to make?



A5 – Parent Survey and Parent Evaluation Survey

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| | | |
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| | | |
|--|--|--|

Outcomes and Indicators of a Positive Start to School

Parent Survey

Note: Please fill the circles like this:
In blue or black pen

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| 1. My child looks forward to going to school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. My child separates easily from parent/caregiver (e.g does not cry, is not clingy) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. My child has no friends at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. My child seeks out assistance when needed at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. My child tells me that he/she rarely speaks to his/her teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My child shares information about their day at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. My child is making good progress in adapting to the structure and learning environment of school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. My child has friends at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. My child plays with others at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. My child goes to the teacher when help is needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please complete next page →

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. My child has made new friends at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. My child tells me that he/she talks to his/her teacher/s | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. My child plays alone rather than with peers at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. My child seems happy at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. My child does not go to the teacher to seek assistance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. My child has a positive relationship with his/her teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. My child has a positive relationship with the other teachers at the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. My child does not separate easily from me at school (e.g cries, is clingy) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. My child joins in classroom activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. My child knows the classroom and school rules | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. My child knows the names and roles of key staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. My child takes care of school materials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. My child enjoys the learning they do at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. The school provided information about transition to school in ways suited to us as parents/caregivers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please complete the next page →



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| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 25. The early childhood service/kindergarten provided information about transition to school in ways suited to us as parents/caregivers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Our family participates in the school activities that are offered | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. I am actively engaged with the school in supporting my child's learning, I do this by (choose as many as appropriate) | <input type="radio"/> Reading with my child <input type="radio"/> Asking them about their day <input type="radio"/> Asking about what they are learning at school <input type="radio"/> Helping with homework/projects <input type="radio"/> Speaking to the teacher about my child's learning <input type="radio"/> Other | | | | | |
| 28. The early childhood service/kindergarten <i>did not</i> provide information about transition to school in ways suited to us as parents/caregivers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. I have the opportunity to get involved in planning and deciding things at the school if I wish | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. The school <i>did not</i> provide information about transition to school in ways suited to us | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. There is good and clear two-way communication between the staff and parents at my child's school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. I feel comfortable to approach the school with any concerns I might have | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please complete the next page →



48543

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|--|-------------------|----------|---------|-------|----------------|-------------------|
|--|-------------------|----------|---------|-------|----------------|-------------------|

33. The school values our input as parents/caregivers

☐ ☐ ☐ ☐ ☐ ☐

33a. In what ways does the school listen to you? (choose as many as appropriate)

- ☐ Teachers/principal make themselves available for face to face meetings
☐ Teachers/principal make themselves available by phone
☐ Teachers/principal make themselves available by email
☐ The school responds to my queries/complaints promptly
☐ Phone calls/emails are responded to promptly
☐ Other _____

34. I feel welcome at my child's school

☐ ☐ ☐ ☐ ☐ ☐

35. There is a lack of good and clear two-way communication between the staff and parents at our school

☐ ☐ ☐ ☐ ☐ ☐

36. The school understands and respects the information we share about our child and family

☐ ☐ ☐ ☐ ☐ ☐

37. I feel comfortable sharing knowledge about my child and family with the school

☐ ☐ ☐ ☐ ☐ ☐

38. I have provided information about my child to the school

☐ ☐ ☐ ☐ ☐ ☐

38a. I did this by:

- ☐ Completing the Parent section of the Transition Learning and Development Statement
☐ Having a face-to-face meeting with my child's teacher
☐ Exchanging email/phone calls with my child's teacher
☐ Writing a letter to my child's teacher
☐ Other _____

39. I have seen similarities between the early childhood service and school programs

☐ ☐ ☐ ☐ ☐ ☐

Please complete the next page →

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 40. By the end of last year, my child was well prepared to transition to school this year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. Overall, my child was well supported in their transition to school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 42. There are opportunities offered where I feel comfortable sharing what I need to share about my child and our family with the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. Things I did to support transition (choose as many as appropriate) | | | | | | |
| <input type="radio"/> Attended parent information session | | | | | | |
| <input type="radio"/> Spoke with my child about school and how they were feeling about going to school | | | | | | |
| <input type="radio"/> Read all the literature provided by my child's early childhood service | | | | | | |
| <input type="radio"/> Read all the literature provided by the school | | | | | | |
| <input type="radio"/> Met with my child's teacher regarding transition | | | | | | |
| <input type="radio"/> Met with my child's early childhood educator regarding transition | | | | | | |
| <input type="radio"/> Other _____ | | | | | | |

Please complete the next page →



48543

This section asks questions about general information regarding your child, you and your family

1. What is your gender ☐ Male ☐ Female
2. How old are you? ☐ Under 21 ☐ 21-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60+
3. How old is your child? ☐ 5yrs ☐ 6yrs
4. What country were you born in? ☐ Australia ☐ Other _____
(please specify)
5. If other, how long have you been in Australia?

| | |
|--|--|
| | |
|--|--|

 years
6. What is the main language spoken at home? ☐ English ☐ Other _____
(please specify)
7. Is your child of Aboriginal or Torres Strait Islander origin?
☐ Not Aboriginal or Torres Strait Islander origin
☐ Aboriginal
☐ Torres Strait Islander
☐ Aboriginal and Torres Strait Islander
8. Does your child have an intellectual or physical disability? ☐ No ☐ Yes (please specify) _____
9. Is this your first child to attend school? ☐ No ☐ Yes
10. What was your highest level of education?
☐ Year 10 or less
☐ Year 11
☐ Year 12
☐ Diploma
☐ Degree
☐ Graduate Diploma
☐ Masters
☐ PhD
11. In which suburb/town do you live? _____

This is the end of the survey. Please place the survey into the reply paid envelope and mail it at any Australian Post Office box or hand it back to your child's teacher by the 18th March.

Thank you for taking the time to participate in this survey



59740

ID

| | | |
|--|--|--|
| | | |
|--|--|--|

Outcomes and Indicators of a Positive Start to School Parent Survey Evaluation Questions:

Thank you for evaluating the Parent Survey, we appreciate your opinion to help us make improvements to the survey to ensure it is appropriate and useful.

Note: Please fill the circles like this: ●
In blue or black pen

1. How long did the survey take you to complete?

- ☐ 10-20 mins
☐ 20- 30 mins
☐ 30-40 mins
☐ 40-50 mins
☐ 50-60 mins
☐ 60 + mins

2. Was this survey easy to complete?

- ☐ Yes ☐ No

Please Explain

3. Did you encounter any difficulties when completing this survey?

- ☐ Yes ☐ No

(If yes, what were they?)

4. Were there any questions that you felt were unclear/ambiguous or were not relevant?

- ☐ Yes ☐ No

(If yes, what questions?)

4b. How were they unclear/not relevant?

5. Were the instructions regarding the administration of the survey clear and detailed enough?

- ☐ Yes ☐ No

(If no, please explain)

Please complete other side →



59740

6. Are the questions on the survey inclusive of all children and families? (*Indigenous families, Culturally and Linguistically Diverse families, Children with additional needs and families from all socio-economic backgrounds*).

☐ Yes ☐ No

(If not which questions were *not appropriate* for your child and/or family?) please explain

7. In your opinion does the survey collect appropriate information related to the transition experience?

☐ Yes ☐ No

8. Is there anything that you believe should be added?

☐ Yes ☐ No

(If yes please explain)

9. When would be the best time to administer the survey? (*i.e when would the information be most valid*)?

- ☐ Early Term 1
- ☐ Late Term 1
- ☐ Early Term 2
- ☐ Late Term 2
- ☐ Early Term 3
- ☐ Late Term 3
- ☐ Early Term 4
- ☐ Late Term 4

10. Would you suggest that the survey be administered more than once?

☐ Yes ☐ No

(Why or why not?)

Please complete other side →



11. In what ways do you see the information collected being used for planning and practices that support childrens transition to school?

12. Are there any other comments you would like to make?


You have reached the end of the evaluation questions. Thank you for your time.
Your comments are greatly appreciated.

A6 – Prep Teacher Survey and Prep Teacher Evaluation



ID

Outcomes and Indicators of a Positive Start to School Prep Teacher Survey

Note: Please fill the circles like this  in blue or black pen

☐ Please fill in the circle to indicate you have read and understood the accompanying information letter and consent to take part in this study by completing this survey.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The child looks forward to coming to school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The child separates easily from the parent/caregiver | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The child seeks out assistance when needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The child does not have many friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The child asks and answers questions in classroom discussions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The child seems happy at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The child rarely talks to teachers or classmates | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The child is making good progress in adapting to the structure and learning environment of school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The child has at least one good friend | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The child has made new friends at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The child does not separate easily from caregiver | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please complete the next page →

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 12. The child comes to me when help is needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. The child talks to teachers and classmates often | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. The child plays alone rather than with peers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. The child is hesitant to come to me to seek assistance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. The child has a positive relationship with me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. The child has a positive relationship with the other teachers at the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. The child shares information about their home life with me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. The child plays with other children at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. The child does not ask or answer questions in classroom discussions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. The child joins in classroom activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. The child knows the classroom and school rules | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. The child knows the names and roles of key staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. The child takes care of school materials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. The child enjoys the learning they do at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please complete the next page →

26. The child displays the following dispositions for learning (choose as many as appropriate)

- ☐ Creativity - The child can think in abstract ways
- ☐ Imagination - The child can articulate imaginative stories
- ☐ Persistence - The child persists with tasks

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 27. The school provides families information about transition in ways suited to them | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. The child's family participates in the school activities that are offered | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. The child has parents/caregivers that are actively engaged with the school in supporting their child's learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Parents have the opportunity to be involved in planning and deciding things at the school if they want to | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. The school does not provide information about transition to families in ways suited to them | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. The current transition experience is flexible enough to meet the variety of needs of different children and families | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. There is good and clear two-way communication between the staff and parents at our school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Parents feel comfortable to approach the school with concerns they have | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. Our school values families' input | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. Our school takes parents concerns seriously | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please complete the next page →



38552

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 37. There is a lack of two-way communication between the staff and parents at our school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Our school has a good relationship with our feeder early childhood services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. I have continued to liaise with local early childhood educators throughout the school year | <input type="radio"/> Not at all <input type="radio"/> On 1 - 4 occasions <input type="radio"/> On 5 - 8 occasions <input type="radio"/> On 8+ occasions | | | | | |
| 40. I am familiar with this child's family background | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 41. I have learned about the child through the following means (choose as many as appropriate) | <input type="radio"/> Reading the Transition Learning and Development Statement <input type="radio"/> Other written communication from the child's early childhood educator <input type="radio"/> Having a face-to-face meeting with the child's family <input type="radio"/> Having a face-to-face meeting with the child's early childhood educator <input type="radio"/> Exchanging email/phone calls with the child's family <input type="radio"/> Having a phone conversation or receiving an email from the child's early childhood educator <input type="radio"/> Receiving a written letter from the child's family <input type="radio"/> Other | | | | | |
| 42. I have incorporated some kindergarten type activities/experiences into my program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 43. At the beginning of the school year children were well prepared for the transition to school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 44. I participate in a local transition network | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. Our local transition network has established transition plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please complete the next page →



| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|---|--------------------------|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 46. I participate in visits to the early childhood service the children in my class were transitioning from | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 46a. These visits were reciprocated | <input type="radio"/> No | <input type="radio"/> Yes | | | | |
| 46b. Please comment | <div></div> | | | | | |
| 47. I have shared knowledge about children and early childhood practices with local early childhood educators | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 48. The child has been well supported during their transition to school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 49. I respect and value the input of early childhood educators | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. The school understands and respects the information families share about their child and themselves | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

This is the end of the survey. Please place the survey into the reply paid envelope and return to the Centre for Community Child Health, Royal Childrens Hospital by the 18th March 2011.

Thank you for taking the time to participate in this survey.

A7 – Early Childhood Educator Survey and Early Childhood Educator Evaluation Survey



ID

Outcomes and Indicators of a Positive Start to School Early Childhood Educator Survey

Note: Please fill the circles like this  in blue or black pen

☐ Please fill in the circle to indicate you have read and understood the accompanying information letter and consent to take part in this study by completing this survey.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The child looked forward to coming to this early childhood service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The child separated easily from the parent/caregiver | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The child would seek out assistance when needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The child did not have many friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The child asked and answered questions in group discussions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The child seemed happy here | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The child rarely talked to staff or other children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The child had at least one good friend | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The child came to me when help was needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The child always talked to educators/adults and other children when at this early childhood service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The child played alone rather than with peers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. The child was hesitant to come to me when he/she needed help | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please complete the next page →

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| 13. The child had a positive relationship with me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. The child had a positive relationship with the other educators/adults at our service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. The child shared information about home life with me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. The child played with other children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. The child did not ask or answer questions in group discussions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. The child joined in activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. The child enjoyed learning at the early childhood service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. The child was well supported in their transition to school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Our early childhood service provides information about transition to families in ways suited to them | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. By the end of last year, the child was well prepared for the transition to school this year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. I liaise with local school educators throughout the school year (please choose one answer) | <input type="radio"/> Not at all <input type="radio"/> On 1 - 4 occasions <input type="radio"/> On 5 - 8 occasions <input type="radio"/> On 8+ occasions | | | | | |
| 24. I participate in a local transition network | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Our local transition network has established Transition Plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. I have shared knowledge about children and early childhood practices with local school representatives/teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please complete the next page →

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A or Don't know |
|---|--------------------------|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 27. Our early childhood service does not provide information about transition to families in ways suited to them | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Local Schools continue to liaise with me throughout the school year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. I participated in visits to the schools the children were transitioning to | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29a. Were these visits reciprocated? | <input type="radio"/> No | <input type="radio"/> Yes | | | | |
| 29b. Please comment | <hr/> <hr/> | | | | | |
| 30. Our early childhood service has a good relationship with local schools | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. I have the opportunity to get to know the future school teachers of the children I teach | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. I have not shared any knowledge about children and early childhood practices with local school representatives/teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. I do not participate in a local transition network | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. I provided information about children to the school they were transitioning to | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. The school values and respects my input as an early childhood educator | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

This is the end of the survey. Please place the survey into the reply paid envelope and return to the Centre for Community Child Health, Royal Childrens Hospital by the 25th March 2011.

Thank you for taking the time to participate in this survey.



3160

**VICTORIA
UNIVERSITY****A NEW
SCHOOL OF
THOUGHT****Murdoch Childrens
Research Institute**
Healthier Kids. Healthier Future.**The Royal Children's
Hospital Melbourne**
Centre for Community Child Health

Outcomes and Indicators of a Positive Start to School Early Childhood Educator Survey Evaluation

Thank you for evaluating the Early Childhood Educator Survey, we appreciate your opinion to help us make improvements to the survey to ensure it is appropriate and useful.

Note: Please fill the circles like this:
In blue or black pen



1. How long did the survey take you to complete?

- ☐ 10-20 mins
☐ 20- 30 mins
☐ 30-40 mins
☐ 40-50 mins
☐ 50-60 mins
☐ 60 + mins

2. Was this survey easy to complete?

- ☐ Yes ☐ No

Please Explain

3. Did you encounter any difficulties when completing this survey?

- ☐ Yes ☐ No

(If yes what were they)?

4. Were there any questions that you felt were unclear/ambiguous or were not relevant?

- ☐ Yes ☐ No

(If yes what questions)?

4b. How were they unclear/not relevant?

5. Were the instructions regarding the administration of the survey clear and detailed enough?

- ☐ Yes ☐ No

(If no, please explain)

Please complete other side →



3160

6. Are the questions on the survey inclusive of all children and families? (*Indigenous families, Culturally and Linguistically Diverse families, Children with additional needs and families from all socio-economic backgrounds*).

☐ Yes ☐ No

(If not which questions were not appropriate)? Please explain.

7. In your opinion does the survey collect appropriate information related to the transition experience?

☐ Yes ☐ No

8. Is there anything that you believe should be added?

☐ Yes ☐ No

(If yes please explain)

9. When would be the best time to administer the survey? (*i.e when would the information be most valid*)?

- ☐ Early Term 1
- ☐ Late Term 1
- ☐ Early Term 2
- ☐ Late Term 2
- ☐ Early Term 3
- ☐ Late Term 3
- ☐ Early Term 4
- ☐ Late Term 4

10. Would you suggest that the survey be administered more than once?

☐ Yes ☐ No

(Why or why not)?

11. Are there any other comments you would like to make?

You have reached the end of the evaluation questions. Thank you for your time. Your comments are greatly appreciated.

A8 – Primary School Site Selection Criteria

*NESB (combination of Australian born, non-English speaking, Foreign born, English speaking and Foreign born, non-English speaking)

*Student Family Occupation (SFO) Density. (The higher the number, the lower the socio-economic status).

| Region | School number | School | 2010 Total Enrolments (Feb) | 2010 Prep Total Feb | 2010 SFO* Density | Koorie Prep Total 2010 | 2010 Prep NESB* | 2009 AEDI % Vulnerable 1 or more | 2009 AEDI % Vulnerable 2 or more |
|---------------|---------------|-----------------------------------|-----------------------------|---------------------|-------------------|------------------------|-----------------|----------------------------------|----------------------------------|
| NMR | 4875 | Broadmeadows Primary School | 212 | 24 | 0.8257 | 0 | 18 | 61.905 | 30.000 |
| NMR | 5244 | Findon Primary School | 481 | 69 | 0.6061 | 0 | 12 | 18.519 | 12.963 |
| SMR | ? | Hastings Primary School | ? | ? | ? | ? | ? | ? | ? |
| SMR | 5482 | Hillsmeade Primary School | 879.8 | 112 | 0.4446 | 0 | 19 | 23.387 | 8.871 |
| EMR | 5009 | Manchester Primary School | 334 | 50 | 0.4661 | 0 | 3 | 20.000 | 5.000 |
| EMR | 5111 | Camelot Rise Primary School | 370.4 | 51 | 0.1885 | 0 | 14 | 5.455 | 3.636 |
| WMR | ? | Melton Primary School | ? | ? | ? | | ? | ? | ? |
| WMR | ? | Manor Lakes Primary School | ? | ? | ? | | ? | ? | ? |
| WMR | 3988 | Kingsville Primary School | 468 | 83 | 0.3377 | 0 | 8 | 20.930 | 15.116 |
| HUME | 5020 | Guthrie Street Primary School | 487.1 | 63 | 0.4945 | 5 | 7 | 16.867 | 8.434 |
| HUME | 4644 | Mount Beauty Primary School | 141.4 | 18.4 | 0.3667 | 1 | 0 | 31.818 | 18.182 |
| Gramps | 5384 | Caledonian Primary School | 170 | 28 | 0.5925 | 1 | 0 | 26.316 | 10.526 |
| Gramps | 5383 | Canadian Lead Primary School | 151 | 12 | 0.7593 | 1 | 2 | 29.412 | 17.647 |
| LMR | 707 | Lancefield Primary School | 134 | 20 | 0.4 | 0 | 0 | 30.769 | 30.769 |
| LMR | 3163 | Nichols Point Primary School | 343 | 47 | 0.4384 | 2 | 3 | 0.000 | 0.000 |
| BSW | | Merrivale Primary School | ? | ? | ? | ? | ? | ? | ? |
| BSW | 2035 | Hamilton North Primary School | 202.6 | 35 | 0.4541 | 1 | 0 | 16.129 | 9.677 |
| Gipps | 4700 | Traralgon (Liddiard Road) Primary | 344.6 | 36 | 0.7643 | 1 | 2 | 34.146 | 17.073 |
| Gipps | ? | Mallacoota Primary School | ? | ? | ? | ? | ? | ? | ? |

A9 – Principle Pack Cohort 1



Introductory letter to Principals

Dear Principal,

The *Outcomes and Indicators of a Positive Transition to School* is a project run by the Centre of Community and Child Health at the Royal Children's Hospital and the Murdoch Children's Research Institute. We would like to invite you to participate in this project to discover what a positive start to school looks like for children, their parents and teachers.

If you are interested in participating **please:**

- Read the information letter
- Complete the green consent form
- Keep one copy of the consent form for your own records
- **Send, Fax or Email the GREEN consent form to the Centre of Community Child Health within 4 working days (reply paid envelope supplied if needed) to:**

Ellen Kellett
Project Officer - CCCH

Royal Childrens Hospital
Level 8, Kaplan House
369 Royal Parade
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

Yours sincerely,

Ellen Kellett
Centre of Community and Child Health
Royal Childrens Hospital
Level 8, Kaplan
369 Royal Parade
Parkville VIC 3052
Phone: (03) 8341 5654
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

Information letter to Principals

HREC Project Number: 30181

Research Project Title: Outcomes and Indicators of a Positive Transition to School.

Dear Principal,

The focus of this project is to look at what a successful transition to school looks like for children. We hope around 270 children across Victoria, their parents, their school teachers and their early childhood educators will take part in this project. We have developed 4 surveys to measure the move from early childhood education to school. The information from this project will help us decide if these surveys are useful.

This project is funded by The Department of Education and Early Childhood Development (DEECD). It is run by the Centre of Community of Child Health (CCCH) at the Royal Children's Hospital and Victoria University.

We are asking for your help with this project. : If you chose to participate:

The role of the Principal

We would like you to provide written consent in order for your school to participate in this project. To do this, please complete the green consent form and return it to the CCCH. If we have not received a response from you within 2 weeks we will follow up with a phone call.

We would like to discuss with you the most appropriate 'neutral' person. (e.g.) the School Nurse or Early Years Literacy Coordinator to conduct the child survey and where this could occur on school grounds. Also the interpreting services available to your school and the contact details for the Koorie Engagement Support Officer (KESO).

The role of the Teacher

Once you have consented for your school to participate in this project, we will approach the prep teacher you have identified by sending them an information pack. We will then contact the teachers by phone to discuss the guidelines for selecting approximately 8 children in their class.

Once the potential child participants have been identified, we will send the Parent/Caregiver Information Statements and Survey packs to the teacher. These will then be sent home with the child to their family.

We will ask the teachers to complete a prep teacher Survey with regards to those children whose families have consented to participate. We anticipate each survey will take approximately 15 minutes to complete. We will also ask the teacher to indicate which children and/or families will require an Interpreter.

The role of the Parent/Caregiver.

We will ask the parent/caregiver to consent for themselves and their child to participate, indicate the Kindergarten or other Early Childhood Facility their child attended and complete the Parent Survey. We will send the Early Childhood Educator a survey to complete as well. We will ask the families to indicate if they require a KESO to be present during their Child's Survey.

The role of the Child

When we receive the consent form from the parent, we will organise for their child to complete a 15 minute survey at school during Term 1, 2011. CCCH will organise the people involved in conducting the Child Survey, e.g neutral person, KESO and/or interpreter.

We do not expect there to be any direct benefit to the participants. However, we hope the information we get from this project may help schools, parents and teachers to support children in the future move successfully from kindergarten to school.

We have been careful to make sure that the questions in the survey do not cause distress. However, if the participants feel anxious about any of the questions they do not need to answer them. If the questions cause any concerns, we can refer them to a counselor. The only inconvenience is the time to complete the survey on and send it to us.

Any information we collect will remain confidential. We will use the information only for this research project. Only the researchers involved with this project and The Royal Children's Hospital Ethics Committee can have access to this information. We can disclose the information only with permission from the participants, except as required by law.

We will keep track of all data, and match up the surveys for each child. For this reason, the child's initial and last name will appear on the front page of the survey to identify them. We have given each child a special code (ID) which will appear on the top of the second page of the survey. Once we have received the surveys for each child, we will remove the first page of the survey with the child's name on it and destroy that piece of paper. Only the research team can match the child's name to the code. All information will be stored in a password locked secure electronic file. The coded information will be sent to Victoria University to be analysed.

At the end of the project, we will destroy all of the identifying information. We will send the final report to the DEECD. It is the responsibility of the DEECD to provide the participants with a summary of the results.

In accordance with relevant Australian and/or Victorian privacy and other relevant laws, the

participants have the right to access and correct the information we collect and store.

You do not have to consent for your school to take part in this project if you do not want to. Your school can withdraw from the project at any time, without giving a reason.

We hope that your school will take part. Please complete and sign the attached green consent form and return using the reply paid envelope, fax or email. If you have any questions, or would like further information about this project, please call Ellen on (03) 8341 5654.

Yours sincerely

Principal Investigator

Ellen Kellett

Project Officer

Centre of Community Child Health

Research Coordinator

Leonie Symes

Project Officer

Centre of community Child Health

If you have any concerns about the project or the way it is being conducted, and would like to speak to someone independent of the project, please contact:

Director, Ethics & Research, The Royal Children's Hospital on telephone: (03) 9345 5044.

CONSENT FORM – COPY FOR PRINCIPAL TO KEEP**HREC Project Number: 30181****Version Number:** 3 **Version Date:** 05.01.11

As the Principal of: _____ School

- I voluntarily consent for the above mentioned school to take part in this research project.
- I believe I understand the purpose, extent and possible effects of the school's involvement in this project.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I understand that this project has been approved by The Royal Children's Hospital Human Research Ethics Committee and will be carried out in line with the National Statement on Ethical Conduct in Human Research (2007).
- I understand I will receive a copy of the School Principal Information Letter and Consent Form.

School Principal Name_____
School Principal Signature_____
Date_____
Lauren Barber and Ellen Kellett_____
Research Team Member Signature_____
Date

Centre of Community and Child Health
Royal Childrens Hospital
Level 8, Kaplan House
369 Royal Parade
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

Note: All parties signing the Consent Form must date their own signature.

CONSENT FORM – RETURN TO RESEARCH TEAM**HREC Project Number: 30181****Research Project Title: Outcomes and Indicators: Development of Framework and Tools – A
Positive Start to School.****Version Number: 3 Version Date: 05.01.11**

As the Principal of: _____ School

- I voluntarily consent for the above mentioned school to take part in this research project.
- I believe I understand the purpose, extent and possible effects of the school's involvement in this project.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I understand that this project has been approved by The Royal Children's Hospital Human Research Ethics Committee and will be carried out in line with the National Statement on Ethical Conduct in Human Research (2007).
- I understand I will receive a copy of the School Principal Information Letter and Consent Form.

School Principal Name_____
School Principal Signature_____
Date_____
Lauren Barber and Ellen Kellett
Centre of Community and Child Health
Royal Childrens Hospital
Level 8, Kaplan House
369 Royal Parade
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au_____
Research Team Member Signature_____
Date

Note: All parties signing the Consent Form must date their own signature

A10 – Prep teacher Pack Cohort 1

Letter of Introduction

Dear Teacher,

The *Outcomes and Indicators: Development of Framework and Tools : a Positive Transition to School* is a project run by the Centre for Community and Child Health at the Royal Children's Hospital and the Murdoch Children's Research Institute. We would like to invite you to participate in this project to discover what a positive start to school looks like for children, their parents and teachers.

If you are interested in participating **please**:

- Read the information letter
- Read the guidelines for selecting child participants from your class
- Fill in the selection table and return it to:

Ellen Kellett or Lauren Barber
Project Officer
Royal Children's Hospital
Level 8, Kaplan House
369 Royal Pde
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

A researcher from the Centre for Community Child Health will contact you if we have not had a response within 2 weeks.

Yours sincerely,

Ellen Kellett

Project Officer

Centre for Community Child Health

Healthy Communities, Healthy Development

Please note - new address and contact details below

Murdoch Childrens Research Institute

Level 8, Kaplan House

369 Royal Parade Parkville Victoria 3052 Australia

T 613 8341 5654 F 03 613 8341 5665

E ellen.kellett@mcri.edu.au

W www.mcri.edu.au

PREP SCHOOL TEACHER INFORMATION LETTER

HREC Project Number: 30181

**Research Project Outcomes and Indicators of a Positive Transition to School.
Title:**

Dear School Teacher,

The focus of this project is to look at what a successful transition to school looks like for children. We hope around 270 children across Victoria, their parents, their school teachers and their early childhood educators will take part in this project. We have developed 4 surveys to measure the move from early childhood education to school. The information from this project will help us decide if these surveys are useful.

This project is funded by The Department of Education and Early Childhood Development (DEECD). It is run by the Centre of Community of Child Health (CCCH) at the Royal Children's Hospital and Victoria University.

We are asking for your help with this project. There are two stages for your participation:

Stage 1

We would like you to select up to 8 children from your class to invite to participate in the project. We would like you to choose a diverse sample of children. We will ask you to provide their parents with an information letter about the project and a parent survey for completion. Parents who agree to take part will send the completed survey and consent form to us.

Stage 2

When we receive the consent form from the parent, we will organise for their child to complete a 15 minute survey at school during Term 1, 2011. We will also send you a survey to complete about the child. It will ask your opinions of the child's transition experience, your involvement with the family and the early childhood educator and the extent to which you worked with them in the transition process. Finally, we want to know how useful you think the survey is. The survey will take about 15 minutes to complete. We will ask you to complete a survey for each child in your class who agrees to take part in the project.

If we have not received a response from you within 2 weeks, a researcher from CCCH will make a follow up phone to you.

We do not expect there to be any direct benefit to you or the other participants. However, we hope the information we get from this project may help parents and teachers to support children in the future move successfully from kindergarten to school.

We have been careful to make sure that the questions in the survey do not cause you any distress. However, if you feel anxious about any of the questions you do not need to answer them. If the questions cause any concerns, we can refer you to a counselor. The only

inconvenience is the time to complete the survey on and send it to us.

Any information we collect from you will remain confidential. We will use the information only for this research project. Only the researchers involved with this project and The Royal Children's Hospital Ethics Committee can have access to this information. We can disclose the information only with your permission, except as required by law. The early childhood educators and parents of the children will not have access to the information you provide.

Once the parents have agreed to participate, we will provide you with a list of names of the respective children. We will keep track of all data, and match up the surveys for each child. For this reason, the child's initial and last name will appear on the front page of the survey to identify them. We have given each child a special code (ID) which will appear on the top of the second page of the survey. Once we have received the surveys for each child, we will remove the first page of the survey with the child's name on it and destroy that piece of paper. Only the research team can match the child's name to the code. All information will be stored in a password locked secure electronic file. The coded information will be sent to Victoria University to be analysed.

At the end of the project, we will destroy all of the identifying information. We will send the final report to the DEECD. It is the responsibility of the DEECD to provide you, the early childhood educators and the parents with a summary of the results.

In accordance with relevant Australian and/or Victorian privacy and other relevant laws, you have the right to access and correct the information we collect and store. Please contact us if you would like to access the information.

You do not have to take part in this project if you do not want to. You can withdraw from the project at any time, without giving a reason. We will not use any of your information if you withdraw. If you do not take part, or withdraw, it will not affect your work.

We hope that you will take part. Please complete the attached survey, and return using the reply paid envelope. Please tick the box at the start to indicate you have read this information letter and that you consent to take part in the project. If you have any questions, or would like further information about this project, please call Ellen on (03) 8341 5654.

Yours sincerely

Principal Investigator

Ellen Kellett

Project Officer

Centre of Community Child Health

Research Coordinator

Leonie Symes

Project Officer

Centre of community Child Health

If you have any concerns about the project or the way it is being conducted, and would like to speak to someone independent of the project, please contact: Director, Ethics & Research, The Royal Children's Hospital on telephone: (03) 9345 5044.

Guidelines to select Children and their families to participate in this project

Dear prep teacher,

Thank you for your interest in taking part in the Outcomes & Indicators: A Positive Transition to School. Our aim is to develop surveys that will be useful, and for all families across the state.

These guidelines are designed to help you select 8 children that will represent this diversity from your class. To ensure the surveys are appropriate for all families across the state, we would like you to suggest children and their families from diverse backgrounds. A high number of participants will provide strong evidence on the usefulness of these surveys; with this in mind please select children and families that are likely to participate.

We have included a table for you to complete to assist you in selecting participants. Please return to CCCH once you have selected the children and their families from your class to participate in the project. Please do not hesitate to contact me if you have any questions or queries.

Kind Regards,

Ellen Kellett

Project Officer

Centre for Community Child Health

Healthy Communities, Healthy Development

Murdoch Childrens Research Institute

Level 8, Kaplan House

369 Royal Parade Parkville Victoria 3052 Australia

T 613 8341 5654 F 03 613 8341 5665

E ellen.kellett@mcri.edu.au

W www.mcri.edu.au

Children/families to invite to participate in the project:

Outcomes & Indicators: Development of Framework and Tools: A Positive Transition to School

prep teacher:

School:

| Childs first name & initial of last name | Did the child attend an Early childhood Educational Facility? If so what type of facility? | Is the child from a Culturally and Linguistically diverse family? | Does the child have a Developmental Delay or disability? | Is the child/family from Aboriginal or Torres Strait Islander origin? |
|--|--|---|--|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

- Children who have NOT attended an early childhood education facility will NOT be excluded
- We aim to include children who have had different early childhood experiences, e.g. Kindergarten, Preschool, Playgroup, Montessori etc.
- Where possible we would like to include at least one child and their family from a Culturally & Linguistically diverse background.
- Where possible we would like to include at least one child who has developmental delay or a disability
- Where possible we would like to include at least one child from Aboriginal or Torres Strait Islander background
- Where possible we would like to include children and their families from a range of socio-economic background

A11 – Parent Pack



CONSENT FORM – PARENT/CAREGIVER COPY TO KEEP

HREC Project Number: 30181

Research Project Title: Outcomes and Indicators: Development of Framework and Tools – A Positive Start to School.

Version Number: 1 Version Date: 7/10/10

- I voluntarily consent to take part in this research project.
- I voluntarily consent for my child to take part in this research project.
- I voluntarily consent for you to contact the Kindergarten or other Early Childhood Teacher of my child
- I believe I understand the purpose, extent and possible effects of my involvement in this project.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I understand that this project has been approved by The Royal Children's Hospital Human Research Ethics Committee and will be carried out in line with the National Statement on Ethical Conduct in Human Research (2007).
- I understand I will receive a copy of this Participant Information Statement and Consent Form.
- I understand that if that The Centre for Community Child Health will send a reminder notice if no response has been received within 3 weeks of receiving this invitation to participate.

The name of my child's Kindergarten or other Early Childhood facility is: _____

(Please mark as N/A if your child did not attend Kindergarten/Pre-school/Playgroup or other facility)

The name of the Teacher/Educator: _____

I would like to request a Koorie Engagement Support Officer to be present during my child's interview
YES / NO

Participant Name
Child Name

Participant Signature

Date

Ellen Kellett or Lauren Barber

Research Team Member Signature

Date

Note: All parties signing the Consent Form must date their own signature.



PRINCIPAL INFORMATION LETTER

HREC Project Number: 30181

Research Project Title: Outcomes and Indicators of a Positive Transition to School.

Dear Principal,

The focus of this project is to look at what is a successful transition to school looks like for children. We hope around 270 children across Victoria, their parents, their school teachers and their early childhood educators will take part in this project. We have developed 4 surveys to measure the move from early childhood education to school. The information from this project will help us decide if these surveys are useful.

This project is funded by The Department of Education and Early Childhood Development (DEECD). It is run by the Centre of Community of Child Health (CCCH) at the Royal Children's Hospital and Victoria University.

We are asking for your help with this project. : If you chose to participate:

The role of the Principal

We would like you to provide written consent in order for your school to participate in this project and identify which Prep teachers can be invited to participate in this project. To do this, please complete the green consent form and return it to the CCCH. If we have not received a response from you within 2 weeks, a researcher from the CCCH will follow up with a phone call.

The role of the Teacher

Once you have consented for your school to participate in this project, we will approach the Prep Teachers you have identified by sending them an information pack.

We will ask the teachers to complete a Prep Teacher Survey with regards to 1 child "in mind". The teacher is asked to select the first child that appears on the attendance roll. We anticipate each survey will take approximately 15 minutes to complete.

There will be another group of school teacher's participating in the study. They will be asked to select up to 8 children in their class. The school teachers will complete a survey for each child once the parent has agreed to participate and completed the parent survey. The teachers in this group will be asked to identify the child, and write their name on the top of the survey.

We do not expect there to be any direct benefit to the participants. However, we hope the information we get from this project may help schools, parents and teachers to support children in the future move successfully from kindergarten to school.

We have been careful to make sure that the questions in the survey do not cause distress. However, if the participants feel anxious about any of the questions they do not need to answer them. If the questions cause any concerns, we can refer them to a counselor. The only inconvenience is the time to complete the survey on and send it to us.

Any information we collect will remain confidential. We will use the information only for this research project. Only the researchers involved with this project and The Royal Children's Hospital Ethics

Committee can have access to this information. We can disclose the information only with permission from the participants, except as required by law.

The information you provide will not contain any identifying data. The information we receive from the other group of Prep Teachers will identify a child by name at the top of the survey. We will keep track of this data and match up the surveys for each child. Only the research team can match the child's name to the code. The unidentified information you provide to us and the coded information provided by the other group will all be sent to Victoria University to be analysed. All information will be stored in a password locked secure electronic file

At the end of the project, we will destroy all of the identifying information. We will send the final report to the DEECD we will send the participants a thank you letter with a brief summary of the results.

In accordance with relevant Australian and/or Victorian privacy and other relevant laws, the participants have the right to access and correct the information we collect and store.

You do not have to consent for your school to take part in this project if you do not want to. Your school can withdraw from the project at any time, without giving a reason.

We hope that your school will take part. Please complete and sign the attached green consent form and return using the reply paid envelope, fax or email. If you have any questions, or would like further information about this project, please call Ellen or Lauren (03) 8341 5654

Yours sincerely

Principal Investigator

Ellen Kellett
Project Officer
Centre of Community Child Health

Researcher

Lauren Barber
Project Officer
Centre of community Child Health

If you have any concerns about the project or the way it is being conducted, and would like to speak to someone independent of the project, please contact:

Director, Ethics & Research, The Royal Children's Hospital on telephone: (03) 9345 5044.



Department of Education and
Early Childhood Development



CONSENT FORM – COPY FOR THE PRINCIPAL TO KEEP

HREC Project Number: 30181

Research Project Title: Outcomes and Indicators: Development of Framework and Tools – A Positive Start to School.

Version Number: 2 **Version Date:** 8/12/10

As the Principal of: _____ School

- I voluntarily consent for the above mentioned school to take part in this research project.
- I believe I understand the purpose, extent and possible effects of the school's involvement in this project.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I understand that this project has been approved by The Royal Children's Hospital Human Research Ethics Committee and will be carried out in line with the National Statement on Ethical Conduct in Human Research (2007).
- I understand I will receive a copy of the School Principal Information Letter and Consent Form.

School Principal Name

School Principal Signature

Date

Ellen Kellett and Lauren Barber
Centre of Community and Child Health
Level 8
Kaplan House
369 Royal Pde
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

Research Team Member Signature

Date

Note: All parties signing the Consent Form must date their own signature.



Department of Education and
Early Childhood Development



CONSENT FORM – RETURN TO RESEARCH TEAM

HREC Project Number: 30181

Research Project Title: **Outcomes and Indicators: Development of Framework and Tools – A Positive Start to School.**

Version Number: 2 Version Date: 8/12/10

As the Principal of: _____ School

- I voluntarily consent for the above mentioned school to take part in this research project.
- I believe I understand the purpose, extent and possible effects of the school's involvement in this project.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I understand that this project has been approved by The Royal Children's Hospital Human Research Ethics Committee and will be carried out in line with the National Statement on Ethical Conduct in Human Research (2007).
- I understand I will receive a copy of the School Principal Information Letter and Consent Form.

School Principal Name

School Principal Signature

Date

Ellen Kellett and Lauren Barber
Centre of Community and Child Health
Level 8
Kaplan House
369 Royal Pde
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

Research Team Member Signature

Date

Note: All parties signing the Consent Form must date their own signature.



LETTER OF INTRODUCTION

Dear Teacher,

The *Outcomes and Indicators of a Positive Transition to School* is a project run by the Centre of Community and Child Health at the Royal Children's Hospital and the Murdoch Children's Research Institute. We would like to invite you to participate in this project to discover what a positive start to school looks like for children, their parents and teachers.

If you are interested in participating **please:**

- Read the information letter
- Fill in the circle at the start of the survey to indicate you have read this information letter and that you consent to take part in the project
- **Complete the Prep Teacher Survey and return it in the reply paid envelope within 4 working days to**

Ellen Kellett or Lauren Barber
Project Officer

Level 8
Kaplan House
369 Royal Pde
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

A researcher from the CCCH will contact you by phone/email if we have not had a response from you within 2 weeks.

Yours sincerely,

Ellen Kellett and Lauren Barber
Centre of Community and Child Health
Royal Children's Hospital
Ph: (03) 8341 5654



PREP SCHOOL TEACHER INFORMATION LETTER

HREC Project Number: 30181

Research Project Title: Outcomes and Indicators of a Positive Transition to School.

Dear School Teacher,

The focus of this project is to look at what is a successful transition to school looks like for children. We hope around 270 children across Victoria, their parents, their school teachers and their early childhood educators will take part in this project. We have developed 4 surveys to measure the move from early childhood education to school. The information from this project will help us decide if these surveys are useful.

This project is funded by The Department of Education and Early Childhood Development (DEECD). It is run by the Centre of Community of Child Health (CCCH) at the Royal Children's Hospital and Victoria University.

We are asking for your help with this project to evaluate the Prep Teacher Survey. We would like you to select 1 child from your class, and then complete the survey with this child "in mind".

It will ask your opinions of the child's transition experience, your involvement with the family and the early childhood educator and the extent to which you worked with them in the transition process. You do not need to identify the child you have "in mind". Finally, we want to know how useful you think the survey is. The survey will take about 15 minutes to complete.

There will be another group of school teacher's participating in the study. They will be asked to select up to 8 children in their class. The school teachers will complete a survey for each child once the parent has agreed to participate and completed the parent survey. The teachers in this group will be asked to identify the child, and write their name on the top of the survey.

If we have not received a response from you within 2 weeks, a researcher from CCCH will make a follow up phone call to you.

We do not expect there to be any direct benefit to you or the other participants. However, we hope the information we get from this project may help parents and teachers to support children in the future move successfully from kindergarten to school.

We have been careful to make sure that the questions in the survey do not cause you any distress. However, if you feel anxious about any of the questions you do not need to answer them. If the questions cause any concerns, we can refer you to a counselor. The only inconvenience is the time to complete the survey on and send it to us.

Any information we collect from you will remain confidential. We will use the information only for this research project. Only the researchers involved with this project and The Royal Children's Hospital Ethics Committee can have access to this information. We can disclose the information only with your permission, except as required by law. The early childhood educators and parents of the children will not have access to the information you provide.

The information you provide will not contain any identifying data. The information we receive from the other group of Prep Teachers will identify a child by name at the top of the survey. We will keep track

A12 – Early Childhood Educator Pack

LETTER OF INTRODUCTION

Dear Early Childhood Facility Manager,

The *Outcomes and Indicators of a Positive Transition to School* is a project run by the Centre of Community and Child Health at the Royal Children's Hospital and the Murdoch Children's Research Institute. A family already participating in this project has identified that their child attended at your facility in 2010. We would like to invite you to participate in this project to discover what a positive start to school looks like for children, their parents and teachers.

If you are interested in participating **please:**

- Read the information letter
- Complete the green consent form
- Keep one copy of the consent form for your own records
- **Return the green consent form and the completed Early Childhood Educator Survey to the Centre of Community Child Health within 4 working days (reply paid envelope supplied if needed) to:**

Lauren Barber or Ellen Kellett
Project Officer

Royal Children's Hospital
Level 8, Kaplan House
369 Royal Pde
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

The Centre for Community Child Health will contact you in 2 weeks time if we have not had a response.

Yours sincerely,

Ellen Kellett
Centre of Community and Child Health
Royal Children's Hospital
Ph: (03) 8341 5654

EARLY CHILDHOOD EDUCATION FACILITY MANAGER INFORMATION LETTER

HREC Project **30181**
Number:

Research Project **Outcomes and Indicators of a Positive Transition to School.**
Title:

Dear Manager,

The focus of this project is to look at what is a successful transition to school looks like for children. We hope around 270 children across Victoria, their parents, their school teachers and their early childhood educators will take part in this project. We have developed 4 surveys to measure the move from early childhood education to school. The information from this project will help us decide if these surveys are useful.

This project is funded by The Department of Education and Early Childhood Development (DEECD). It is run by the Centre of Community of Child Health (CCCH) at the Royal Children's Hospital and Victoria University.

We are asking for your help with this project. : If you chose to participate:

The role of the Manager

We would like you to provide written consent in order for your Early Childhood Education Facility to participate in this project. To do this, please complete the green consent form and return it to the CCCH.

If we have not received a response from you or the educators within 2 weeks, a researcher from CCCH will make a follow up phone call

The role of the Educator

Once you have consented for your facility to participate in this project, we will approach the Educators at your facility who have been identified by the parents/caregivers as the educators of the children participating.

We will ask the Educators to complete an Early Childhood Educator Survey The survey will ask about the current transition practices at your facility and their opinion on the relationships with the school and the family with regards to the transition experience. Finally, we would also like to know how useful the survey is. The surveys will take about 15 minutes each. We will ask the educator to complete a survey for each child in their 2010 class who has agreed to take part in the project.

There will be another group of early childhood educators participating in the study. They have been asked to complete a survey with '1 child in mind' from 2010. The early childhood educators in this group will be asked to complete one survey and one evaluation survey.

We do not expect there to be any direct benefit to the participants. However, we hope the

information we get from this project may help schools, parents and teachers to support children in the future move successfully from kindergarten to school.

We have been careful to make sure that the questions in the survey do not cause distress. However, if the participants feel anxious about any of the questions they do not need to answer them. If the questions cause any concerns, we can refer them to a counselor. The only inconvenience is the time to complete the survey on and send it to us.

Any information we collect will remain confidential. We will use the information only for this research project. Only the researchers involved with this project and The Royal Children's Hospital Ethics Committee can have access to this information. We can disclose the information only with permission from the participants, except as required by law.

The information you provide will not contain any identifying data. The information we receive from the other group of early childhood educators will identify a child by name at the top of the survey. We will keep track of this data and match up the surveys for each child. Only the research team can match the child's name to the code. The unidentified information you provide to us and the coded information provided by the other group will all be sent to Victoria University to be analysed. All information will be stored in a password locked secure electronic file

At the end of the project, we will destroy all of the identifying information. We will send the final report to the DEECD we will send the participants a thank you letter with a brief summary of the results.

In accordance with relevant Australian and/or Victorian privacy and other relevant laws, the participants have the right to access and correct the information we collect and store.

You do not have to consent for your facility to take part in this project if you do not want to. Your facility can withdraw from the project at any time, without giving a reason.

We hope that your early childhood facility will take part. Please complete and sign the attached green consent form and return using the reply paid envelope, fax or email. If you have any questions, or would like further information about this project, please call Lauren or Ellen on (03) 8341 5654.

Yours sincerely,

Ellen Kellett

Project Officer

Centre of Community Child Health

Lauren Barber

Project Officer

Centre of Community Child Health

If you have any concerns about the project or the way it is being conducted, and would like to speak to someone independent of the project, please contact:

Director, Ethics & Research, The Royal Children's Hospital on telephone: (03) 9345 5044.

CONSENT FORM – MANAGER COPY TO KEEP**HREC Project Number:** 30181**Research Project Title:** **Outcomes and Indicators: Development of Framework and Tools – A Positive Start to School.****Version Number:** 1 **Version Date:** 8/12/10

As the Manager of: _____ (Early Childhood Education Facility)

- I voluntarily consent for the above mentioned facility to take part in this research project.
- I believe I understand the purpose, extent and possible effects of the school's involvement in this project.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I understand that this project has been approved by The Royal Children's Hospital Human Research Ethics Committee and will be carried out in line with the National Statement on Ethical Conduct in Human Research (2007).
- I understand I will receive a copy of the Early Childhood Educator Information Letter and Consent Form.

Manager Name_____
Manager Signature_____
Date_____
Ellen Kellett and Lauren Barber_____
Research Team Member
Signature_____
DateCentre of Community and Child
Health

Royal Children's Hospital

Level 8, Kaplan House

369 Royal Pde

Parkville VIC 3052

Fax: (03) 8341 5665

Note: All parties signing the Consent Form must date their own signature.

CONSENT FORM – RETURN TO RESEARCH TEAM

HREC Project Number: 30181

Research Project Title: **Outcomes and Indicators: Development of Framework and Tools – A Positive Start to School.**

Version Number: 1 **Version Date:** 8/12/10

As the Manager of: _____ (Early Childhood Education Facility)

- I voluntarily consent for the above mentioned facility to take part in this research project.
- I believe I understand the purpose, extent and possible effects of the school's involvement in this project.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I understand that this project has been approved by The Royal Children's Hospital Human Research Ethics Committee and will be carried out in line with the National Statement on Ethical Conduct in Human Research (2007).
- I understand I will receive a copy of the Early Childhood Educator Information Letter and Consent Form.

Manager Name

Manager Signature

Date

Ellen Kellett and Lauren Barber

Research Team Member
Signature

Date

Centre for Community Child
Health

Royal Children's Hospital

Level 8, Kaplan House

369 Royal Pde

Parkville VIC 3052

Fax: (03) 8341 5665

Email: ellen.kellett@mcri.edu.au

Note: All parties signing the Consent Form must date their own signature.

A13 – Principal and Prep Teacher Pack – Cohort 2



PRINCIPAL INFORMATION LETTER

HREC Project Number: 30181

Research Project Title: Outcomes and Indicators of a Positive Transition to School.

Dear Principal,

The focus of this project is to look at what is a successful transition to school looks like for children. We hope around 270 children across Victoria, their parents, their school teachers and their early childhood educators will take part in this project. We have developed 4 surveys to measure the move from early childhood education to school. The information from this project will help us decide if these surveys are useful.

This project is funded by The Department of Education and Early Childhood Development (DEECD). It is run by the Centre of Community of Child Health (CCCH) at the Royal Children's Hospital and Victoria University.

We are asking for your help with this project. : If you chose to participate:

The role of the Principal

We would like you to provide written consent in order for your school to participate in this project and identify which Prep teachers can be invited to participate in this project. To do this, please complete the green consent form and return it to the CCCH. If we have not received a response from you within 2 weeks, a researcher from the CCCH will follow up with a phone call.

The role of the Teacher

Once you have consented for your school to participate in this project, we will approach the Prep Teachers you have identified by sending them an information pack.

We will ask the teachers to complete a Prep Teacher Survey with regards to 1 child "in mind". The teacher is asked to select the first child that appears on the attendance roll. We anticipate each survey will take approximately 15 minutes to complete.

There will be another group of school teacher's participating in the study. They will be asked to select up to 8 children in their class. The school teachers will complete a survey for each child once the parent has agreed to participate and completed the parent survey. The teachers in this group will be asked to identify the child, and write their name on the top of the survey.

We do not expect there to be any direct benefit to the participants. However, we hope the information we get from this project may help schools, parents and teachers to support children in the future move successfully from kindergarten to school.

We have been careful to make sure that the questions in the survey do not cause distress. However, if the participants feel anxious about any of the questions they do not need to answer them. If the questions cause any concerns, we can refer them to a counselor. The only inconvenience is the time to complete the survey on and send it to us.

Any information we collect will remain confidential. We will use the information only for this research project. Only the researchers involved with this project and The Royal Children's Hospital Ethics

Committee can have access to this information. We can disclose the information only with permission from the participants, except as required by law.

The information you provide will not contain any identifying data. The information we receive from the other group of Prep Teachers will identify a child by name at the top of the survey. We will keep track of this data and match up the surveys for each child. Only the research team can match the child's name to the code. The unidentified information you provide to us and the coded information provided by the other group will all be sent to Victoria University to be analysed. All information will be stored in a password locked secure electronic file

At the end of the project, we will destroy all of the identifying information. We will send the final report to the DEECD we will send the participants a thank you letter with a brief summary of the results.

In accordance with relevant Australian and/or Victorian privacy and other relevant laws, the participants have the right to access and correct the information we collect and store.

You do not have to consent for your school to take part in this project if you do not want to. Your school can withdraw from the project at any time, without giving a reason.

We hope that your school will take part. Please complete and sign the attached green consent form and return using the reply paid envelope, fax or email. If you have any questions, or would like further information about this project, please call Ellen or Lauren (03) 8341 5654

Yours sincerely

Principal Investigator

Ellen Kellett
Project Officer
Centre of Community Child Health

Researcher

Lauren Barber
Project Officer
Centre of community Child Health

If you have any concerns about the project or the way it is being conducted, and would like to speak to someone independent of the project, please contact:

Director, Ethics & Research, The Royal Children's Hospital on telephone: (03) 9345 5044.



Department of Education and
Early Childhood Development



CONSENT FORM – COPY FOR THE PRINCIPAL TO KEEP

HREC Project Number: 30181

Research Project Title: Outcomes and Indicators: Development of Framework and Tools – A Positive Start to School.

Version Number: 2 **Version Date:** 8/12/10

As the Principal of: _____ School

- I voluntarily consent for the above mentioned school to take part in this research project.
- I believe I understand the purpose, extent and possible effects of the school's involvement in this project.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I understand that this project has been approved by The Royal Children's Hospital Human Research Ethics Committee and will be carried out in line with the National Statement on Ethical Conduct in Human Research (2007).
- I understand I will receive a copy of the School Principal Information Letter and Consent Form.

School Principal Name

School Principal Signature

Date

Ellen Kellett and Lauren Barber
Centre of Community and Child Health
Level 8
Kaplan House
369 Royal Pde
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

Research Team Member Signature

Date

Note: All parties signing the Consent Form must date their own signature.



Department of Education and
Early Childhood Development



CONSENT FORM – RETURN TO RESEARCH TEAM

HREC Project Number: 30181

Research Project Title: **Outcomes and Indicators: Development of Framework and Tools – A Positive Start to School.**

Version Number: 2 Version Date: 8/12/10

As the Principal of: _____ School

- I voluntarily consent for the above mentioned school to take part in this research project.
- I believe I understand the purpose, extent and possible effects of the school's involvement in this project.
- I have had an opportunity to ask questions and I am satisfied with the answers I have received.
- I understand that this project has been approved by The Royal Children's Hospital Human Research Ethics Committee and will be carried out in line with the National Statement on Ethical Conduct in Human Research (2007).
- I understand I will receive a copy of the School Principal Information Letter and Consent Form.

School Principal Name

School Principal Signature

Date

Ellen Kellett and Lauren Barber
Centre of Community and Child Health
Level 8
Kaplan House
369 Royal Pde
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

Research Team Member Signature

Date

Note: All parties signing the Consent Form must date their own signature.



LETTER OF INTRODUCTION

Dear Teacher,

The *Outcomes and Indicators of a Positive Transition to School* is a project run by the Centre of Community and Child Health at the Royal Children's Hospital and the Murdoch Children's Research Institute. We would like to invite you to participate in this project to discover what a positive start to school looks like for children, their parents and teachers.

If you are interested in participating **please:**

- Read the information letter
- Fill in the circle at the start of the survey to indicate you have read this information letter and that you consent to take part in the project
- **Complete the Prep Teacher Survey and return it in the reply paid envelope within 4 working days to**

Ellen Kellett or Lauren Barber
Project Officer

Level 8
Kaplan House
369 Royal Pde
Parkville VIC 3052
Fax: (03) 8341 5665
Email: ellen.kellett@mcri.edu.au

A researcher from the CCCH will contact you by phone/email if we have not had a response from you within 2 weeks.

Yours sincerely,

Ellen Kellett and Lauren Barber
Centre of Community and Child Health
Royal Children's Hospital
Ph: (03) 8341 5654



PREP SCHOOL TEACHER INFORMATION LETTER

HREC Project Number: 30181

Research Project Title: Outcomes and Indicators of a Positive Transition to School.

Dear School Teacher,

The focus of this project is to look at what is a successful transition to school looks like for children. We hope around 270 children across Victoria, their parents, their school teachers and their early childhood educators will take part in this project. We have developed 4 surveys to measure the move from early childhood education to school. The information from this project will help us decide if these surveys are useful.

This project is funded by The Department of Education and Early Childhood Development (DEECD). It is run by the Centre of Community of Child Health (CCCH) at the Royal Children's Hospital and Victoria University.

We are asking for your help with this project to evaluate the Prep Teacher Survey. We would like you to select 1 child from your class, and then complete the survey with this child "in mind".

It will ask your opinions of the child's transition experience, your involvement with the family and the early childhood educator and the extent to which you worked with them in the transition process. You do not need to identify the child you have "in mind". Finally, we want to know how useful you think the survey is. The survey will take about 15 minutes to complete.

There will be another group of school teacher's participating in the study. They will be asked to select up to 8 children in their class. The school teachers will complete a survey for each child once the parent has agreed to participate and completed the parent survey. The teachers in this group will be asked to identify the child, and write their name on the top of the survey.

If we have not received a response from you within 2 weeks, a researcher from CCCH will make a follow up phone call to you.

We do not expect there to be any direct benefit to you or the other participants. However, we hope the information we get from this project may help parents and teachers to support children in the future move successfully from kindergarten to school.

We have been careful to make sure that the questions in the survey do not cause you any distress. However, if you feel anxious about any of the questions you do not need to answer them. If the questions cause any concerns, we can refer you to a counselor. The only inconvenience is the time to complete the survey on and send it to us.

Any information we collect from you will remain confidential. We will use the information only for this research project. Only the researchers involved with this project and The Royal Children's Hospital Ethics Committee can have access to this information. We can disclose the information only with your permission, except as required by law. The early childhood educators and parents of the children will not have access to the information you provide.

The information you provide will not contain any identifying data. The information we receive from the other group of Prep Teachers will identify a child by name at the top of the survey. We will keep track

A15 – Focus Group Participant Information letter and Consent Form



Department of Education and
Early Childhood Development



**VICTORIA
UNIVERSITY**

**A NEW
SCHOOL OF
THOUGHT®**



**Murdoch Childrens
Research Institute**
Healthier Kids. Healthier Future.



**The Royal Children's
Hospital Melbourne**
Centre for Community Child Health

PARTICIPANT INFORMATION STATEMENT

AND CONSENT FORM

HREC Project 30181
Number:

Research Project Title: Outcomes and Indicators: Development of Framework and Tools – A Positive Start to School.

Thank you for taking the time to read this Information Statement. This Information Statement and Consent Form is **x** pages long. Please make sure you have all the pages.

For people who speak languages other than English: If you would also like information about the research and Consent Form in your language, please ask the person explaining this project to you.

You are invited to participate in a research project that is explained below.

What is an Information Statement?

These pages tell you about the research project. It explains to you clearly and openly all the steps and procedures of the project. The information is to help you to decide whether or not you would like to take part in the research.

Please read this Information Statement carefully. You can ask us questions about anything in it. You may want to talk about the project with your family, friends or parents of children at your child's school or kindergarten.

Participation in this research project is voluntary. If you don't want to take part, you don't have to. You can withdraw from the project at any time without explanation.

Once you have understood what the project is about, if you would like to take part please sign the consent form at the end of this information statement. You will be given a copy of this information and consent form to keep.

1. What is the research project about?

The Department of Education and Early Childhood (DEECD) wishes to trial newly developed tools, (Surveys) to determine if they are reliable and valid in measuring a positive transition to school for children entering Prep Class as well as their families, prep teachers and Early childhood Educators. It is an aim of DEECD that these tools are relevant to all children across the state of Victoria.

All information you give us will remain private. We can disclose the information only with your permission, except as required by law.

Participants of the project will include parents/carers of Indigenous children, parents of children from a Culturally and Linguistically Diverse backgrounds and parents of children with a disability. Information elicited from the participants will measure if the developed tool is applicable and inclusive of all children. Qualitative and quantitative data will be collected. All information received will be non identifiable.

2. Who are the researchers?

The Centre for Community Child Health (CCCH), which is part of the Murdoch Children's Research Unit based at the Royal Children's Hospital, has been engaged to conduct this project, in partnership with Victoria University.

3. Who is funding this research project?

This trial is fully funded by the State Government of Victoria Department of Education and Early Childhood.

4. Why am I being asked to be in this research project?

This evaluation is being conducted to measure the applicability of the trialled tools to specific populations within Victoria, namely the Indigenous population, the CALD community, and parents with children with a Disability. Parent/carers will be invited to participate in the evaluation of the tools.

Your participation will provide information on how the tool can be adapted in order to be effective and useful in specific populations. Your participation will increase knowledge of how the tools can be applied in future.

What do I need to do to be in this research project? A questionnaire will be provided initially to parents/carers; the questionnaire will be provided in hard copy and can be completed during the focus group within 20 minutes. A discussion about the survey will follow and is expected to last no longer than another 30 minutes.

Some participants may be invited to participate in small group discussions in their local area or participate in an individual interview with a staff member from CCCH at a suitable location.

5. What are my alternatives to taking part in this project?

You do not have to take part in this focus group if you do not want to. If you do not take part or withdraw from the focus group, it will not affect your child's transition

6. What are the possible benefits for me?

There may not be any direct benefit to you however your participation will help shape how the tools can be adapted and used in the future for children and adults experiencing transition into Prep.

7. What are the benefits to other people in the future?

We do not expect there to be any direct benefit to you or the other participants. However, we hope the information we get from this project may help parents and teachers to support children move successfully from kindergarten to school in the future.

8. What are the possible risks, side-effects and/or discomforts?

We do not expect there to be any risk to you if you take part in this project. We have done our best make sure that the questions do not cause any distress. However, if you do become upset or unhappy by anything in the questionnaire or small discussion group, and would like to talk to someone, we can arrange for you to see a counsellor.

9. What are the possible inconveniences?

We anticipate there will be no inconveniences, except the time taken to complete the questionnaire, attend the discussion group or participate in an interview.

10. What will be done to make sure my information is confidential?

All the information you give us will stay private. We can disclose the information only with your permission, except as required by law. We will use your information only for this research project. We will remove your name from the information you give us and we will use an identification number instead. We will keep your information in the (Centre for Community Child Health) at the Royal Children's Hospital. The only people who can access your information are the research team and the Ethics Committee. You have the right to access, and ask correction, of your information in accordance with the Freedom of Information Act 1982 (Vic). We will keep your information foryears and after this time destroy it. The results of the project may be presented at conferences and published in professional journals. The results will not identify you in anyway.

11. Will I be informed of the results when the research project is finished?

You will not be informed individually of the results. The results of the project may be presented at conferences and published in professional journals. The results will not identify you in anyway. The final evaluation outcome will be placed on the DEECD website once complete.

If you would like more information about the project or if you need to speak to a member of the research team in an emergency please contact:

Name: Ellen Kellett
Contact telephone: (03) 8341 5654

If you have any concerns about the project or the way it is being conducted, and would like to speak to someone independent of the project, please contact: Director, Ethics & Research, Human Research Ethics Committee, The Royal Children's Hospital on telephone: (03) 9345 5044.

A16 – Focus Group Questions

FOCUS GROUPS WITH PARENTS

Guidelines for CCCH interviewers

- Distribute and collect consent forms.
 - The approach to group discussion will vary depending on the setting, culture and language capability of the group.
 - Where possible, focus groups should be conducted in natural group settings (for example: mothers' groups, playgroups, cultural gathering places).
 - If an interpreter is required, allow extra time for the session.
 - Where possible and appropriate, allow time to interact with focus group participants in their natural setting.
 - If participants agree to participate in the focus groups, ensure that the participant is aware of their rights to withdraw from the interview at any time without having to provide reasons.
 - Inform participants that the information they provide is confidential (names of families will not be linked to data in the CCCH's report).
 - Inform participants that focus groups will take up to one hour (per child).
-

Questions listed below should be used to guide and structure group discussion

QUESTIONS TO PROMPT DISCUSSION ABOUT SURVEY

1. Was this survey easy to complete?
2. Did you encounter any difficulties when completing this survey
3. Were there any questions that you felt were unclear/ambiguous or were not relevant?
4. If yes, Which question/s?
How were they unclear / not relevant?
5. Were the instructions regarding the administration of the survey clear and detailed enough?
If no, please explain.
6. Are the questions on the survey inclusive of all children and families? (Indigenous, CALD, additional needs SES status etc)
If not, please explain.
Specifically, which questions were *not appropriate* for your child and/or family? (For parents)
Specifically, which questions were *not appropriate*?
(For teachers/educators)
Please explain.
7. In your opinion does the survey collect appropriate information related to the transition experience?
8. Is there anything that you believe should be added? If yes, please explain
9. When would be the best time to administer the survey? (I.e. when would the information be most valid)?
10. Would you suggest that the survey be administered more than once?
Why or why not?
11. Are there any other comments you would like to make?
12. In what ways do you see the information collected being used for planning and practices that support children's transition to school?

THANK THE PARTICIPANTS FOR THEIR TIME

A17 – Internal Validity of Parent Survey

PS: Spearman correlations (r_s) between pairs of positively and negatively phrased questions¹.

| Question | r_s |
|--|--------|
| Q3 My child has <i>no friends</i> at school. | -.64** |
| Q8 My child has friends at school. | |
| Q5 My child tells me that he/she <i>rarely speaks</i> to his/her teachers. | -.35** |
| Q12 My child tells me that he/she talks to his/her teachers. | |
| Q13 My child <i>plays alone</i> rather than with peers at school. | -.42** |
| Q9 My child plays with others at school | |
| Q15 My child <i>does not</i> go to the teacher to seek assistance. | -.23* |
| Q4 My child seeks out assistance when needed at school. | |
| Q18 My child <i>does not</i> separate easily from me at school | -.74** |
| Q2 My child separates easily from parent / caregiver. | |
| Q28 The Early Childhood Service <i>did not</i> provide information about transition to school in ways suited us. | -.60** |
| Q25 The Early Childhood Service provided information about transition to school in ways suited to us. | |
| Q30 The school <i>did not</i> provide information about transition to school in ways suited us. | -.50** |
| Q24 The school provided information about transition to school in ways suited to us. | |
| Q35 There is a <i>lack</i> of two way communication between the staff and parents at our school. | -.58** |
| Q31 Q31. There is good and clear two way communication between the staff and parents at out school. | |

**p<0.001, *p<0.01

¹ Correlations closer to 1 indicate a high level of consistency in participant's responses to the positively and negatively worded versions of the item.

A18 – Internal Validity of Prep Teacher Survey

PTS: Spearman correlations (r_s) between pairs of positively and negatively phrased questions².

| Question | r_s |
|--|---------------|
| Q4 The child <i>does not</i> have many friends | -.63** |
| Q9 The child has at least one good friend. | |
| Q7 The child <i>rarely talks</i> to teachers or classmates. | -.67** |
| Q13 The child talks to teachers and classmates often. | |
| Q11 The child <i>does not</i> separate easily from the parent. | -.77** |
| Q2 The child separates easily from the parent. | |
| Q14 The child <i>plays alone</i> rather than with peers. | -.60** |
| Q19 The child plays with other children. | |
| Q15 The child <i>is hesitant</i> to come to me to seek assistance. | -.64** |
| Q12 The child comes to me when help is needed. | |
| Q20 The child <i>did not</i> ask or answer questions in group discussion. | -.74** |
| Q5 The child asked and answered questions in classroom discussions. | |
| Q31 The school <i>does not</i> provide families with information about transition in ways suited to them. | -.48** |
| Q27 The school provides families with information about transition in ways suited to them' | |
| Q37 There <i>is a lack</i> of two way communication between the staff and parents at our school. | -.43** |
| Q33 There is good and clear two way communication between the staff and parents at out school. | |

**p<0.001

² Correlations closer to 1 indicate a high level of consistency in participant's responses to the positively and negatively worded versions of the item

A19 – Internal Validity of Early Childhood Educator Survey

ECES: Spearman correlations (r_s) between pairs of positively and negatively phrased questions³.

| Question | r_s |
|--|---------------|
| Q4 The child <i>did not</i> have many friends. | -.46** |
| Q8 The child had at least one good friend. | |
| Q7 The child <i>rarely talked</i> to staff or other children. | -.65** |
| Q10 The child always talked to educators / adults and other children when at this early childhood service. | |
| Q11 The child <i>played alone</i> rather than with peers. | -.63** |
| Q16 The child played with other children. | |
| Q12 The child <i>was hesitant</i> to come to me when he / she needed help. | -.64** |
| Q9 The child came to me when help was needed. | |
| Q17 The child <i>did not</i> ask / answer questions in group discussions. | -.77** |
| Q5 The child asked and answered questions in group discussions. | |
| Q27 Our early childhood service <i>does not</i> provide information about transition to families in ways suited to them. | -.34* |
| Q21 Our early childhood service provides information about transition to families in ways suited to them. | |
| Q32 I <i>have not</i> shared knowledge about children and early childhood practices with local school representatives / teachers. | -.49** |
| Q26 I shared knowledge about children and early childhood practices with local school representatives / teachers. | |
| Q33 I <i>do not</i> participate in a local transition network. | -.34* |
| Q24 I participate in a local transition network. | |

* $p < 0.01$, ** $p < 0.001$

³ Correlations closer to 1 indicate a high level of consistency in participant's responses to the positively and negatively worded versions of the item.

A20 – PTS inter-item correlations

Outcome 1 (Children safe, secure and supported in the school environment)

| | Q2 Separates easily | Q5 Asks and answers questions | Q21 Joins activities | Q3 Seeks assistance | Q12 Goes to teacher for help | Q6 Seems happy | Q18 Child shares info | Q8 Adapting well | Q43 Prepared for transition | Q47 Teacher shared knowledge | Q48 Child well supported |
|------------------------------|---------------------------|--|----------------------------|---------------------------|---------------------------------------|----------------------|--------------------------------|------------------------|--------------------------------------|---------------------------------------|--------------------------------|
| Q1 Looks forward to school | .527** | .386** | .459** | .381** | .399** | .547** | .309** | .420** | .261** | .232** | .354** |
| Q2 Separates easily | -- | .295** | .337** | .397** | .350** | .516** | .207** | .356** | .264** | -.028 | .288** |
| Q5 Asks & answers qu | | -- | .639** | .620** | .627** | .532** | .519** | .568** | .201* | .043 | .177* |
| Q21 Joins activities | | | -- | .596** | .561** | .576** | .497** | .651** | .364** | .089 | .429** |
| Q3 Seeks assistance | | | | -- | .799** | .437** | .470** | .465** | .264** | -.035 | .302** |
| Q12 Goes to teacher for help | | | | | -- | .454** | .438** | .424** | .266** | .041 | .289** |
| Q6 Seems happy | | | | | | -- | .442** | .521** | .326** | .047 | .426** |
| Q18 Child shares info | | | | | | | -- | .387** | .277** | .121 | .298** |
| Q8 Adapting well | | | | | | | | -- | .279** | .018 | .278** |
| Q43 Prepared for transition | | | | | | | | | -- | .299** | .657** |
| Q47 Teacher shared knowledge | | | | | | | | | | -- | .292** |

**p < 0.001, *p<0.01

Outcome 2 (Children display social and emotional resilience in the school environment)

| | Q10 Made new friends | Q19 Plays with other children | Q3 Seeks out assistance | Q12 Goes to teacher for help | Q22 Knows classroom rules | Q23 Knows names of staff | Q13 Talks to staff and students often |
|-------------------------------|----------------------------|--|-------------------------------|---------------------------------------|------------------------------------|-----------------------------------|---|
| Q9 Has at least one friend | .699** | .555** | .434** | .352** | .459** | .410** | .460** |
| Q10 Made new friends | -- | .648** | .467** | .415** | .475** | .430** | .522* |
| Q19 Plays with other children | | -- | .471** | .414** | .505** | .456** | .634** |
| Q3 Seeks out assistance | | | -- | .799** | .492** | .442** | .644** |
| Q12 Goes to teacher for help | | | | -- | .407** | .464** | .677** |
| Q22 Knows classroom rules | | | | | -- | .623** | .462** |
| Q23 Knows names of staff | | | | | | -- | .480** |

**p < 0.001, *p<0.01

Outcome 3 (Children feel a sense of belonging to the school community)

| | Q21 Joins activities | Q9 One good friend | Q10 Made new friends | Q19 Plays with others | Q13 Talks to staff & students often | Q24 Takes care of materials |
|-------------------------------------|----------------------|--------------------|----------------------|-----------------------|-------------------------------------|-----------------------------|
| Q5 Asked and answered qu | .639** | .416** | .446** | .441** | .625** | .504** |
| Q21 Joins activities | -- | .541** | .589** | .569** | .689** | .649** |
| Q9 One good friend | | -- | .699** | .555** | .460** | .522** |
| Q10 Made new friends | | | -- | .648** | .522** | .509** |
| Q19 Plays with others | | | | -- | .634** | .474** |
| Q13 Talks to staff & students often | | | | | -- | .475** |

**p < 0.001

Outcome 4 (Children have a positive relationship with educators and other children)

| | Q2 Separates easily | Q9 One good friend | Q10 Made new friends | Q19 Plays with others | Q3 Seeks assistance | Q12 Goes to teacher for help | Q13 Talks to staff & students often | Q16 Positive relationshi p with teacher | Q17 Positive relationshi p with other staff |
|--|---------------------------|--------------------------|----------------------------|-----------------------------|---------------------------|---------------------------------------|--|---|---|
| Q1 Looks forward to school | .527** | .398** | .421** | .384** | .381** | .399** | .493** | .574** | .457** |
| Q2 Separates easily | -- | .307** | .325** | .324** | .397** | .350** | .365** | .423** | .320** |
| Q9 One good friend | | -- | .699** | .555** | .434** | .352** | .460** | .467** | .302** |
| Q10 Made new friends | | | -- | .648** | .467** | .415** | .522** | .475** | .422** |
| Q19 Plays with others | | | | -- | .471** | .414** | .634** | .553** | .451** |
| Q3 Seeks assistance | | | | | -- | .799** | .644** | .524** | .412** |
| Q12 Goes to teacher for help | | | | | | -- | .677** | .465** | .424** |
| Q13 Talks to staff & students often | | | | | | | -- | .595** | .509** |
| Q16 Positive relationship with teacher | | | | | | | | -- | .668** |

**p < 0.001

Outcome 5 (Children feel positive about themselves as learners)

| | Q13 Talks to teachers and students often | Q25 Enjoys learning at school |
|--|--|-------------------------------|
| Q5 Asks and answers questions | .625** | .471** |
| Q13 Talks to teachers and students often | -- | .620** |

**p < 0.001

Outcome 6 (Children display dispositions for learning)

| | Q3 Seeks assistance | Q5 Asks & answers qu | Q6 Seems happy at school | Q8 Adapting well | Q13 Talks to teachers & students often | Q21 Joins activities | Q22 Knows classroom rules | Q24 Takes care of materials | Q25 Enjoys learning at school | Q12 Goes to teacher for help |
|--|------------------------|----------------------------|-----------------------------------|------------------------|---|----------------------------|------------------------------------|--------------------------------------|-------------------------------------|---------------------------------------|
| Q1 Looks forward to school | .381** | .386** | .547** | .420** | .493** | .459** | .412** | .439** | .577** | .399** |
| Q3 Seeks assistance | -- | .620** | .437** | .465** | .644** | .596** | .492** | .454** | .548** | .799** |
| Q5 Asks & answers qu | | -- | .532** | .568** | .625** | .639** | .425** | .504** | .471** | .627** |
| Q6 Seems happy at school | | | -- | .521** | .613** | .576** | .460** | .489** | .636** | .454** |
| Q8 Adapting well | | | | -- | .475** | .651** | .618** | .643** | .624** | .424** |
| Q13 Talks to teachers & students often | | | | | -- | .689** | .462** | .475** | .620** | .677** |
| Q21 Joins activities | | | | | | -- | .649** | .649** | .634** | .561** |
| Q22 Knows classroom rules | | | | | | | -- | .701** | .650** | .407** |
| Q24 Takes care of materials | | | | | | | | -- | .699** | .376** |
| Q25 Enjoys learning at school | | | | | | | | | -- | .494** |

**p < 0.001, *p<0.01

Outcome 7 (Families have access to information related to the transition to school tailored to suit the family)

| | Q27 School provides transition information | Q32 Flexible transition meets needs |
|--|--|-------------------------------------|
| Q33 Good communication between staff and parents | .518** | .497** |
| Q27 School provides transition information | -- | .658** |

**p < 0.001

Outcome 8 (Families are involved with the school)

| | Q29 Child's family engaged in supporting child's learning |
|--|---|
| Q28 Child's family participates in school activities | .542** |

**p < 0.001

Outcome 9 (Relationships between families and the school are respectful, reciprocal and responsive)

| | Q40 Teacher familiar with child's background | Q50 School respects info shared by families | Q34 Parents feel comfortable addressing concerns with school | Q35 School values families' input | Q36 School takes parents' concerns seriously |
|--|--|---|--|-----------------------------------|--|
| Q33 Good communication between parents and staff | .195* | .474** | .577** | .602** | .569** |
| Q40 Teacher familiar with child's background | -- | .246** | .325** | .264** | .270** |
| Q50 School respects info shared by families | | -- | .327** | .619** | .736** |
| Q34 Parents feel comfortable addressing concerns with school | | | -- | .505** | .389** |
| Q35 School values families' input | | | | -- | .803** |

**p < 0.001, *p<0.01

Outcome 10 (Educators are prepared and confident that they can plan appropriately for the children starting school)

| | Q27 School provides transition info to parents | Q32 Flexible transition meets needs | Q42 Incorporated some kinder type learning | Q43 Prepared for transition |
|--|--|-------------------------------------|--|-----------------------------|
| Q48 Child well support in transition to school | .268** | .154 | .466** | .657** |
| Q27 School provides transition info to parents | -- | .658** | .193* | .320** |
| Q32 Flexible transition meets needs | | -- | .143 | .301** |
| Q42 Incorporated some kinder type learning | | | -- | .437** |

**p < 0.001, *p<0.01

Outcome 11 (Relationships between Early Childhood Educators and school educators are respectful, reciprocal and responsive)

| | Q45 Network has Transition Plans | Q39 Liaise with ECE throughout year | Q46 Participate in visits to ESC | Q47 Shared knowledge with ECE | Q49 Respect and value input from ECE | Q38 School has good relationship with ECS |
|--|----------------------------------|-------------------------------------|----------------------------------|-------------------------------|--------------------------------------|---|
| Q44 Teacher participates in transition network | .805** | .488** | .641** | .596** | .176 | .458** |
| Q45 Network has Transition Plans | -- | .370** | .485** | .489** | .196* | .467** |
| Q39 Liaise with ECE throughout year | | -- | .671** | .395** | .222* | .453** |
| Q46 Participate in visits to ESC | | | -- | .628** | .067 | .638** |
| Q47 Shared knowledge with ECE | | | | -- | .240** | .608** |
| Q49 Respect and value input from ECE | | | | | -- | .189* |

**p < 0.001, *p<0.01

A21 - PS inter-item correlations

Outcome 1 (Children feel safe, secure and supported in the school environment)

| | Q1 Looks forward school | Q2 Separates easily | Q19 Joins class activities | Q4 Seeks assistance | Q10 Goes to teacher for help | Q13 Plays alone | Q14 Seems happy at school | Q6 Shares info about day | Q7 Good progress adapting | Q41 Well supported in transition |
|------------------------------|----------------------------------|---------------------------|----------------------------------|---------------------------|---------------------------------------|-----------------------|------------------------------------|-----------------------------------|------------------------------------|---|
| Q1 Looks forward to school | .1** | .460** | .287** | .218** | .295** | -.264** | .594** | .220** | .391** | .245** |
| Q2 Separates easily | -- | 1** | .226** | .163* | .108 | -.227** | .440** | .167* | .343** | .236 |
| Q19 Joins class activities | | -- | 1** | .403** | .493** | -.196** | .458** | .379** | .590* | .366** |
| Q4 Joins class activities | | | -- | 1** | .545** | -.071 | .329** | .188** | .397** | .280** |
| Q10 Goes to teacher for help | | | | -- | 1** | -.100 | .349** | .220** | .410** | .238** |
| Q13 Plays alone | | | | | -- | 1** | -.346** | -.147* | -.210** | -.179** |
| Q14 Seems happy school | | | | | | -- | .1** | .379** | .532** | .448** |
| Q6 Shares info about day | | | | | | | -- | 1** | .398** | .294** |
| Q7 Shares info about day | | | | | | | | -- | 1** | .393** |

**p < 0.001, *p<0.01

Outcome 2 (Children display social and emotional resilience in the school environment)

| | Q8 Child has friends at school | Q9 Child plays others | Q11 Made new friends | Q4 Seeks assistance | Q10 Goes to teacher for help | Q20 Knows school class rules | Q21 Knows names of staff | Q12 Tells me talks to teachers |
|--------------------------------|---|-----------------------------|----------------------------|---------------------------|---------------------------------------|---------------------------------------|-----------------------------------|---|
| Q8 Child has friends at school | .1** | .885** | .639** | .296** | .388** | .503** | .291** | .332** |
| Q9 Child plays others | -- | 1** | .593** | .248** | .411** | .502** | .304** | .340* |
| Q11 Made new friends | | -- | 1** | .275** | .394** | .552** | .380** | .452** |
| Q4 Seeks assistance | | | -- | 1** | .545** | .372** | .340** | .432** |
| Q10 Goes to teacher for help | | | | -- | 1** | .427** | .390** | .590** |
| Q20 Knows school class rules | | | | | -- | 1** | .585** | .479** |
| Q21 Knows names of staff | | | | | | -- | .1** | .418** |

**p < 0.001, *p<0.01

Outcome 3 (Children feel a sense of belonging to the school community)

| | Q19 Joins in class activities | Q8 Child has friends at school | Q9 Child plays others | Q11 Made new friends | Q12 Tells me talks teacher | Q22 Takes care materials |
|--------------------------------|--|---|-----------------------------|----------------------------|-------------------------------------|--------------------------------|
| Q19 Joins in class activities | .1** | .423** | .408** | .544** | .478** | .469** |
| Q8 Child has friends at school | -- | 1** | .885** | .639** | .332** | .452** |
| Q9 Child plays others | -- | 1** | 1** | .593** | .340** | .413** |
| Q11 Made new friends | | -- | | 1** | .452** | .406** |
| Q12 Tells me talks teacher | | | | -- | 1** | .387** |

**p < 0.001, *p<0.01

Outcome 4 (Children have a positive relationship with educators and other children)

| | Q1 Looks forward school | Q2 Separates easily | Q8 Child has friends at school | Q9 Child plays others | Q11 Made new friends | Q4 Seeks assistance | Q10 Goes to teacher for help | Q12 Tells me talks to teachers | Q16 Positive relationship teacher | Q17 Positive relationship other teachers |
|-----------------------------------|----------------------------|------------------------|-----------------------------------|--------------------------|-------------------------|------------------------|---------------------------------|-----------------------------------|--------------------------------------|---|
| Q1 Looks forward school | .1** | .460** | .358** | .307** | .385** | .218** | .1951** | .321** | .328** | .320** |
| Q2 Separates easily | -- | 1** | .340** | .273** | .246** | .163* | .108 | .234* | .242* | .217* |
| Q8 Child has friends at school | | -- | 1** | .885** | .639** | .296** | .388** | .332** | .447** | .407** |
| Q9 Child plays others | -- | | . | .1** | .593** | .248** | .411** | .340* | .404** | .400** |
| Q11 Made new friends | | -- | | | 1** | .275** | .394** | .452** | .390** | .428** |
| Q4 Seeks assistance | | | -- | | | 1** | .545** | .432** | .406** | .401** |
| Q10 Goes to teacher for help | | | | -- | | | 1** | .590** | .481** | .423** |
| Q12 Tells me talks to teachers | | | | | | | -- | 1** | .500** | .517** |
| Q16 Positive relationship teacher | | | -- | | | | | | 1 | .607** |
| | | | | | | | | | | |

**p < 0.001, *p<0.01

Outcome 5 (Children feel positive about themselves as learners)

| | Q12 Tells me talks to teachers | Q23 Enjoys the learning at school |
|--------------------------------------|--------------------------------------|---|
| Q12 Tells me talks to teachers | .1** | .370** |
| Q23 Enjoys the learning at school | -- | 1** |

**p < 0.001, *p<0.01

Outcome 6 (Children display dispositions for learning)

| | Q1 Looks forward school | Q4 Seeks assistance when needed | Q7 Making good progress | Q19 Joins class activities | Q20 Knows class & school rules | Q22 Takes care materials | Q23 Enjoys learning at school | Q10 Goes to teacher when needs help | Q12 Talks to his teachers |
|-------------------------------------|-------------------------------|---|-------------------------------|----------------------------------|---|--------------------------------|--|---|---------------------------------|
| Q1 Looks forward to school | .1** | .218** | .391** | .287** | .250** | .211** | .422** | .195** | .321** |
| Q4 Seeks assistance when needed | -- | 1** | .397** | .403** | .372 | .395** | .366** | .545** | .432** |
| Q7 Making good progress | | -- | 1** | .590** | .559** | .485** | .594** | .410** | .416** |
| Q19 Joins class activities | | | -- | 1** | .636** | .469** | .518** | .493** | .478** |
| Q20 Knows class & school rules | | | | -- | 1** | .579** | .522** | .427** | .479** |
| Q22 Takes care materials | | | | | -- | 1** | .463** | .426** | .387** |
| Q23 Enjoys learning at school | | | | | | -- | .1** | .377** | .370** |
| Q10 Goes to teacher when needs help | | | | | | | -- | 1** | .590** |

**p < 0.001, *p<0.01

Outcome 7 (Families have access to information related to the transition to school tailored to suit the family).

| | Q31 Clear 2-way communication | Q24 School provided suitable transition info | Q25 ECS provided suitable transition info |
|--|-------------------------------------|---|--|
| Q31 Clear 2-way communication | .1** | .616** | .314** |
| Q24 School provided suitable transition info | -- | 1** | .453** |

**p < 0.001, *p<0.01

Outcome 8 (Families are involved with the school)

| | Q26 Our family participates school activities | Q29 Opportunity to be involved in planning |
|--|---|--|
| Q26 Our family participates in school activities | .1** | .340** |
| Q29 Opportunity to be involved in planning | -- | 1** |

**p < 0.001, *p<0.01

Outcome 9 (Relationships between families and the school are respectful, reciprocal and responsive)

| | Q31 Good 2-way communication | Q36 School respects info we share | Q37 Comfortable sharing knowledge | Q42 Opportunities to share | Q32 Comfortable to approach school | Q33 School values our input | Q34 I feel welcome at school |
|---------------------------------------|------------------------------------|---|--|----------------------------------|--|-----------------------------------|------------------------------------|
| Q31 Good 2-way communication | .1** | .557** | .556** | .636** | .698** | .563** | .543** |
| Q36 School respects info we share | -- | 1** | .795** | .587** | .559 | .619** | .690** |
| Q37 Comfortable sharing knowledge | | -- | 1** | .626** | .628** | .595** | .704** |
| Q42 Opportunities to share | | | -- | 1** | .620** | .552** | .543** |
| Q32 Comfortable to approach school | | | | -- | 1** | .600 | .639** |
| Q33 School values our input | | | | | -- | 1** | .530** |

**p < 0.001, *p<0.01

Outcome 10 (Educators are prepared and confident that they can plan appropriately for the children starting school)

| | Q38 Provided info about child to school | Q24 School provided suitable transition info to us | Q25 ECS provided suitable transition info to us | Q39 Similarities between ecs and school program |
|--|--|--|---|--|
| Q38 Provided info about child to school | .1** | .407** | .293** | .207** |
| Q24 School provided suitable transition info to us | -- | 1** | .453** | .285** |
| Q25 ECS provided suitable transition info to us | | -- | 1** | .368** |

**p < 0.001, *p<0.01

Appendix 22 - ECES inter-item correlations

Outcome 1 (Children feel safe, secure and supported in the school environment)

| | Q1 Child looked forward to ECS | Q2 Separated easily | Q5 Asked & answered q's | Q3 Seeks assistance | Q9 Went teacher for help | Q6 Seemed happy | Q15 Shared info about home | Q20 Well support in transition |
|----------------------------|--|---------------------------|----------------------------------|---------------------------|-----------------------------------|-----------------------|--|---|
| Q1 Looked forward to ECE | 1** | .662** | .452** | .575** | .478** | .652** | .416** | .275** |
| Q2 Separates easily | -- | 1** | .275** | .503** | .330** | .501** | .254* | .131 |
| Q5 Asks & answers q's | | -- | 1** | .606** | .639** | .526** | .535** | .179 |
| Q3 Seeks assistance | | | -- | 1** | .673** | .551** | .541** | .302** |
| Q9 Teacher for help | | | | -- | 1** | .605** | .541** | .375** |
| Q6 Seemed happy | | | | | -- | 1** | .343** | .385** |
| Q15 Shared info about home | | | | | | -- | 1** | .327** |

**p < 0.001, *p<0.01

Outcome 2 (Children display social and emotional resilience in the school environment)

| | Q8 Child had 1 good friend | Q16 Child played other chn | Q3 Child sought assistance | Q9 Went teacher for help | Q10 Child talked t's/adults at ECS |
|----------------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------|--|
| Q8 Child had 1 good friend | 1** | .612** | .297** | .365** | .411** |
| Q16 Child played other chn | -- | 1** | .554** | .576** | .631** |
| Q3 Sought assistance | | -- | 1 ** | .673** | .659** |
| Q9 Teacher for help | | | -- | 1** | .703** |

**p < 0.001, *p<0.01

Outcome 3 (Children feel a sense of belonging to the school community)

| | Q5 Child asked & ans q's | Q8 Child had 1 good friend | Q16 Child played other chn | Q3 Child sought assistance | Q9 Went teacher for help |
|----------------------------|--------------------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------|
| Q5 Child asked & ans q's | 1** | .412** | .592** | .606** | .639** |
| Q8 Child had 1 good friend | -- | 1** | .612** | .297** | .365** |
| Q16 Child played other chn | | -- | 1 ** | .554** | .576** |
| Q3 Child sought assistance | | | -- | 1** | .673** |

**p < 0.001, *p<0.01

Outcome 4 (Children have a positive relationship with educators and other children)

| | Q1 Looked forward ECS | Q2 Separated easily | Q8 One good friend | Q16 Played other children | Q3 Child sought assistance | Q9 Child came ece. for help | Q10 Talked ece/adult/ch n at ECS | Q13 Positive relnship with ece | Q14 Positive relnship with other adults |
|---------------------------------|-----------------------------|---------------------------|--------------------------|---------------------------------|----------------------------------|-----------------------------------|---|---|--|
| Q1 Looks forward to ECS | 1** | .662** | .317** | .539** | .575** | .478** | .562** | .542** | .490** |
| Q2 Separated easily | -- | 1** | .279** | .478** | .503** | .330** | .473** | .352** | .384** |
| Q8 One good friend | | | 1 | .612** | .297** | .365** | .411** | .437** | .336** |
| Q16 Played other children | | | | 1 | .554** | .576** | .631** | .581** | .522** |
| Q3 Child sought assistance | | | | | 1 | .673** | .659** | .513** | .420** |
| Q9 Child came ece for help | | | | | | 1 | .703** | .555** | .494** |
| Q10 Talked ece/adult/chn at ECS | | | | | | | 1 | .521** | .428** |
| Q13 Positive relnship with ece | | | | | | | | 1 | .835** |

**p < 0.001, *p<0.01

Outcome 5 (Children feel positive about themselves as learners)

| | Q5 Child asked & ans q's | Q10 Child talked ece/adult/chn at ECS | Q19 Child enjoyed learning at ECS |
|---------------------------------------|--------------------------------|--|---|
| Q5 Child asked & ans q's | 1** | .688** | .388** |
| Q10 Child talked ece/adult/chn at ECS | -- | 1** | .532** |

**p < 0.001, *p<0.01

Outcome 6 (Children display dispositions for learning)

| | Q1 Looked forward ECS | Q3 Child Seeks assistance | Q5 Asked & answered q's in groups | Q6 Child seemed happy | Q10 Talked ece/adult/chn at ECS | Q18 Child joined activities | Q19 Enjoyed learning at ECS | Q9 Came to me when needed help |
|--------------------------------------|-----------------------------|---------------------------------|--|-----------------------------|--|-----------------------------------|--------------------------------------|---|
| Q1 Looked forward to ECS | 1** | .575** | .452** | .652** | .562** | .391** | .352** | .478 ** |
| Q3 Child Seeks assistance | -- | 1** | .606** | .551** | .659** | .564** | .560** | . 673** |
| Q5 Asked & answered q's in groups | | | 1 | .526** | .688** | .505** | .388** | .639 ** |
| Q6 Child seemed happy | | | | 1 | .647** | .525** | .563** | .605 ** |
| Q10 Talked ece/adult/chn at ECS | | | | | 1 | .545** | .532** | . 703** |
| Q18 Child joined activities | | | | | | 1 | .690** | .626** |
| Q19 Enjoyed learning at ECS | | | | | | | 1 | .560 ** |

**p < 0.001, *p<0.01

Outcome 10 (Educators are prepared and confident that they can plan appropriately for the children starting school)

| | Q34 Info about child to school | Q20 Well supported in transition | Q21 ECS provided suitable info about transition | Q22 Child well prepared for transition |
|---|--------------------------------------|--|--|---|
| Q34 Info about child to school | 1** | .339** | .355** | .333** |
| Q20 Well supported in transition | -- | 1** | .665** | .510** |
| Q21 ECS provided suitable info about transition | | | 1 | .398** |

**p < 0.001, *p<0.01

Outcome 11 (Relationships between Early Childhood Educators and school educators are respectful, reciprocal and responsive)

| | Q24 Participate in transition network | Q25 Established transition plans | Q33 Do not participate in network | Q23 Liaise school educators | Q28 Schools liaise with me | Q26 Shared knowledge chn & ece practice | Q29 Visits to schools | Q31 Opportunity know future school teachers | Q35 School values input as ece | Q30 ECS good relationship with local schools |
|---|--|---|--|--------------------------------------|-------------------------------------|---|-----------------------------|---|---|--|
| Q24 Participate in transition network | 1** | .478** | -.383** | .513** | .546** | .365** | .525** | .650** | .411** | .629** |
| Q25 Established transition plans | -- | 1** | -.274** | .137 | .310** | .242* | .332** | .450** | .274** | -.448** |
| Q33 Do not participate in network | | -- | 1** | -.288** | -.371** | -.556** | -.479** | -.359** | -.577*** | -.533** |
| Q23 Liaise school educators | | | -- | .1** | .569** | .340** | .513** | .585** | .489** | .488** |
| Q28 Schools liaise with me | | | | -- | 1** | .398** | .610** | .724** | .576** | .698** |
| Q26 Shared knowledge chn & ece practice | | | | | -- | 1** | .590** | .361** | .523** | .550** |
| Q29 Visits to schools | | | | | | -- | 1** | .683** | .618** | .694** |
| Q31 Opportunity know future school teachers | | | | | | | -- | 1** | .635** | .706** |
| Q35 School values input as ece | | | | | | | | -- | 1** | .674** |

**p < 0.001, *p<0.01

A23 – Categories of questions presented to participants across different surveys and chi square values for analyses of difference in rates of participants responses.

| Question category | Surveys | χ^2 |
|---|---|----------------------------|
| 1. The child looks forward to coming to school | All | 2.39 |
| 2. The child separates easily from the parent or caregiver | All | .60 |
| 3. The child seeks out assistance when needed at school | All | 3.12 |
| 4. The child seems happy at school | All | 2.10 |
| 5. The child has made new friends at school | Child, Parent, Prep Teacher | 8.23* |
| 6. The child joins in classroom activities | All | 1.17 |
| 7. The child asks and answers questions in class / group discussions | Child, Prep Teacher, Early Childhood Educator | 9.36* |
| 8. The child is making good progress adapting to the structure and learning environment of school | Parent, Prep Teacher | 1.90 |
| | | |
| 9. The child has at least one good friend (child, prep teacher, and ECES) / My child has friends at school (PS) | All | 14.48* |
| 10. The child talks to teachers and classmates often | All | 3.12 |
| 11. Child has a positive relationship with the teacher. | All | 2.37 |
| 12. The child has a positive relationship with other teachers at the school / Early childhood service. | Parent, Prep Teacher, Early | 3.45 |

| | | |
|---|--|---------|
| | Childhood Educator | |
| 13. The child knows the classroom and school rules | Child, Parent, Prep Teacher | 7.20 |
| 14. The child knows the names and roles of key staff | Child, Parent, Prep Teacher | 3.67 |
| 15. The child takes care of school materials | Child, Parent, Prep Teacher | .606 |
| 16. The child enjoys the learning they do at school | All | 2.73 |
| 17. The school provides families information about transition to school in ways suited to them | Parent, Prep Teacher, Early Childhood Educator | 6.73 |
| 18. The child's family participates in the school activities that are offered | Parent, Prep Teacher | 2.04 |
| 19. Parents have the opportunity to be involved in planning and deciding things at the school if they want to | Parent, Prep Teacher | 5.41 |
| 20. There is good and clear two way communication between the staff and parents at our school. | Parent, Prep Teacher | 7.33* |
| 21. The child talks to parents about school / teacher about home life | All | 8.01 |
| 22. The child plays with others at school | All | 3.72 |
| 23. Parents feel comfortable approaching the school with any concerns they may have. | Parent, Prep Teacher | 5.92 |
| 24. Child was well prepared to transition from early childhood learning to primary school. | Parent, Prep Teacher, Early Childhood Educator | 1.84 |
| 25. Prep / Early Childhood Teacher participates in a local transition network (Prep Teacher and ECESs) | Prep Teacher, Early Childhood Educator | 22.80** |
| 26. The local transition network has established transition plans. | Prep Teacher, Early Childhood Educator | 9.20* |
| 27. I participate in visits to the Early Childhood Services / Schools that the children were transitioning from / to. | Prep Teacher, Early Childhood Educator | 5.02 |

| | | |
|---|--|---------------------|
| 28. I have shared knowledge about children and early childhood practices with local Early Childhood Educators / school representatives / teachers. | Prep Teacher, Early Childhood Educator | 16.99** |
| 29. The child has been well supported during their transition to school. | Parent, Prep Teacher | 2.97 |
| 30. I respect and value the input of Early Childhood Educators (PTS) / The school values and respects my input as an Early Childhood Educator (ECES). | Prep Teacher, Early Childhood Educator | 13.23* |
| 31. Our school / Early Childhood Service has a good relationship with the local schools / early childhood services | Prep Teacher, Early Childhood Educator | All agree responses |
| 32. School understands and respects information parents share about their child. | Parent, Prep Teacher | 5.14 |
| 33. The school values and respects the input of parents | Parent, Prep Teacher | 5.30 |
| 34. Kinder activities are incorporated into prep classroom / Parents have seen similarities between early childhood services and prep. | Parent, Prep Teacher | 36.16** |

**p<0.001*p<0.01

A24 – Questions mapped to outcomes in the new version of the PTS, the PS and the ECES.

| OUTCOME AND INDICATORS | MEASURED BY | | | | | |
|---|------------------|-----------|-----------------|----------|--------------|----------|
| | PTS | | PS | | ECES | |
| | Original | Modified | Original | Modified | Original | Modified |
| OUTCOME C1. Children feel safe, secure and supported in the school environment | | | | | | |
| C1.1 Children separate easily from caregiver | 1, 2, 11 | | 1, 2, 18 | 1, 2 | 1, 2 | |
| C1.2 Children attend and participate in school (+ additional data) | 5, 21 | 5, 21 | 19 | 19 | 5, 17 | 5 |
| C1.3 Children seek out assistance when needed | 3, 12, 15 | 3, 12 | 4, 10, 15 | 10 | 3, 9, 12 | 3, 9 |
| C1.4 Children ask questions and contribute to classroom discussions | 5, 20 | 5 | | | 5, 17 | 5 |
| C1.5 Children seem happy at school | 1, 6 | | 1, 13, 14 | 1, 14 | 1, 6 | |
| C1.6 Children share information about home and school | 18 | | 6 | | 15 | |
| C1.7 Children are making good progress in adapting to the structure and environment of school | 8 | 8 | 7 | 7 | | |
| C1.8 Children are supported in their transition to school | 43, 47, 48 | | 41 | 41 | 20 | |
| OUTCOME C2. Children display social and emotional resilience in the school environment | | | | | | |
| C2.1 Children have and make friends | 4, 9, 10, 14, 19 | 9, 10, 19 | 3, 8, 9, 11, 13 | 8, 9, 20 | 4, 8, 11, 16 | 4, 8, 16 |
| C2.2 Children seek out assistance when needed | 3, 12, 15 | 3, 12 | 4, 10, 15 | | 3, 9, 12 | 3, 9 |
| C2.3 Children demonstrate knowledge of environment including school routines, key staff and their roles | 22, 23 | 23 | 20, 21 | | | |
| C2.4 Children confidently communicate with educators and peers | 7, 13 | 13 | 5, 12 | | 7, 10 | 10 |
| OUTCOME C3. Children feel a sense of belonging to the school community | | | | | | |
| C3.1 Children attend and participate in school | 5, 21 | 5, 21 | 19 | | 5, 17 | 5 |
| C3.2 Children have and make friends | 4, 9, 10, 14, 19 | 9, 10, 19 | 3, 8, 9, 11, 13 | 8, 9, 19 | 4, 8, 11, 16 | 4, 16 |
| C3.3 Children confidently communicate with educators and peers | 7, 13 | 13 | 5, 12 | | 3, 9, 12 | 3, 9 |
| C3.4 Children take care of school materials | 24 | | 22 | | | |
| C3.5 Children feel important at school | | | | | | |

| OUTCOME C4. Children have positive relationships with educators and other children | | | | | | |
|--|---|------------------|--------------------------|--------------------------|----------------------------|----------|
| C4.1 Children separate easily from caregiver | 1, 2, 11 | | 1, 2, 18 | | 1, 2 | |
| C4.2 Children have and make friends | 4, 9, 10, 14, 19 | 9, 10, 19 | 3, 8, 9, 11, 13 | 8, 9, 16 | 4, 8, 11, 16 | 4, 8, 16 |
| C4.3 Children seek out assistance when needed | 3, 12, 15 | 3, 12 | 4, 10, 15 | | 3, 9, 12 | 3, 9 |
| C4.4 Children confidently communicate with educators and peers | 7, 13 | 13 | 5, 12 | | 7, 10 | 10 |
| C4.5 Children have a positive relationship with educators and peers | 16, 17 | 16 | 16, 17 | | 13, 14 | 13, 14 |
| OUTCOME C5. Children feel positive about themselves as learners | | | | | | |
| C5.1 Children ask questions and contribute to classroom discussions | 5, 20 | 5 | | | 5, 17 | 5 |
| C5.2 Children confidently communicate with educators and peers | 7, 13 | 13 | 5, 12 | 12 | 7, 10 | 10 |
| C5.3 Children enjoy learning at school | 25 | | 23 | 23 | 19 | |
| OUTCOME C6. Children display dispositions for learning | | | | | | |
| C6.1 Children display dispositions for learning | 1, 3, 5, 6, 8, 13, 20, 21, 22, 24, 25, 26 | 3, 5, 8, 13, 21, | 1, 4, 7, 19, 20, 22, 23, | 1, 4, 7, 19, 20, 22, 23, | 1, 3, 5, 6, 10, 17, 18, 19 | 3, 5, 10 |
| C6.2 Children seek out assistance when needed | 3, 12, 15 | 3, 12 | 4, 10, 15 | 4, 10 | 3, 19, 12 | 3 |
| C6.3 Children ask questions and contribute to classroom discussions | 5, 20 | 5 | | | 5, 17, | 5 |
| C6.4 Children confidently communicate with educators and peers | 7, 13 | 13 | 5, 12 | 12 | 7, 10 | 10 |
| OUTCOME F7. Families have access to information related to the transition to school tailored to suit the family | | | | | | |
| F7.1 There is good and clear two way communication between staff and parents at our school | 33, 37 | | 31, 35 | 31 | | |
| F7.2 Schools have communicated with all families/caregivers of school starters prior to school commencing | 27, 31, 32 | 27, 32 | 24, 25, 28, 30 | 24 | | |
| F7.3 Early childhood services provide families with information related to transition tailored to suit the family. | | | | | 21, 27 | |
| OUTCOME F8. Families are involved with the school | | | | | | |
| F8.1 Families participate in school activities | 28 | | 26, 43 | 26, 43 | | |
| F8.2 Families are partners in their child's learning | 29 | | 27, 29, 43 | 27, 29, 43 | | |

| OUTCOME F9. Relationships between families and the school are respectful, reciprocal and responsive | | | | | | |
|---|----------------|--------|----------------|------------|--------------------|--------|
| F9.1 There is good and clear two way communication between staff and parents at our school | 33, 37 | | 31, 35 | 31 | | |
| F9.2 Information is passed on about each child/culture | 40, 50 | | 36, 37 | 36, 37 | | |
| F9.3 Knowledge about children is actively sought and shared | 40, 50 | | 42 | | | |
| F9.4 Positive relationships are built between educators and families | 34, 35, 36, 50 | 35, 36 | 32, 33, 34, 36 | 32, 34, 36 | | |
| OUTCOME E10. Educators are prepared and confident that they can plan appropriately for the children starting school | | | | | | |
| E10.1 Information about children's learning and development is provided upon entry to school | 41 | 41 | 38 | 38 | 34 | 34 |
| E10.2 Educators use the knowledge gained about individual children's requirements to plan | 41, 48 | 41 | | | 20, 34 | 20, 34 |
| E10.3 Schools have communicated with all families/caregivers of school starters prior to school commencing | 27, 31, 32 | 32 | 24, 25, 28, 30 | 24, 25, 28 | 21, 27 | 21 |
| E10.4 Educators provide continuity of learning | 42, 43, 48 | 42, 43 | 39 | 39 | 20, 22 | 20, 22 |
| OUTCOME E11. Relationships between Early Childhood Educators and school educators are respectful, reciprocal and responsive | | | | | | |
| E11.1 Local transition networks are established and developed | 44, 45 | 44, 45 | | | 24, 25, 33 | |
| E11.2 Early Childhood Educators and school educators continue to liaise after children have started school | 39 | | | | 23, 28 | 28 |
| E11.3 Early Childhood Educators and school educators have a respectful relationship with each other where knowledge about children and practice is shared | 46, 47, 49 | 46, 47 | | | 26, 29, 31, 32, 35 | 29, 31 |
| E11.4 Local schools and Early Childhood Services have a good relationship | 38, 39, 49 | 38 | 40 | | 23, 30, 31, 32, 35 | 30, 31 |

A25 – Questions parents with a disability identified as difficult to complete

| Question | Reason why difficult or problematic |
|--|--|
| Q1. <i>My child looks forward to going to school</i> | One group member said she was unable to tell if her child looks forward to going to school as the child is non verbal. |
| Q4. <i>My child seeks out assistance when needed at school</i> | One parent mentioned that this question might need to be clarified/distinguished from Q10 and stated that she perceived this to mean in the schoolyard, however was unsure whether this was correct |
| Q5. <i>My child tells me that he/she rarely speaks to his/her teachers</i> | The majority of the participants agreed they would remove the word 'rarely' from this question – to make it more strengths focus and in line with their child's language |
| Q6. <i>My child shares information about their day at school</i> | The participants agreed this question was not applicable for their children as the majority of the children were non verbal or unable to communicate effectively. The only source of knowledge about their child's every day school experiences was from a 'communication book' the school sends home with child in which the teacher writes about the child's day at school. |
| Q8. <i>My child has friends at school</i> | This question may not be applicable for many children with a disability as although some of the children with a disability enjoyed playing with other children, they weren't necessarily able to make friends. |
| Q10. <i>My child goes to the teacher when help is needed</i> | As mentioned above (Q4) this needs to be further clarified and distinguished – the participant said she perceived this to mean in the classroom. The point was also raised as to whether the needs can be communicated/met for their children. |
| Q12. <i>My child tells me that he/she talks to his/her teacher/s</i> | Participants stated this is a better worded version of Q5 |
| Q15. <i>My child does not go to the teacher to seek assistance</i> | This is a repeat of questions 4 and 10. |
| Q17. <i>My child has a positive relationship with the other teachers at the school</i> | Parents stated they would assume their children do not know other teachers at the school, especially for those that are non verbal. One parent said she could answer this only because she had been in the classroom and seen the visual aids for the children to teach them who the teachers are and their names. This participant also stated that the child had a number of specialist classes which familiarised the child with other teachers/staff members at the school |
| Q19. <i>My child joins in classroom activities</i> | The group agreed this would be difficult to answer as their children only joined in specific activities that were tailored/suitable for the child, e.g. music activities. Their children also didn't engage in play. Their responses would |

| | |
|---|--|
| | also be impacted by the teacher to child ratio in the classroom. The more aids in the classroom the more likely children were to engage in play. |
| Q21. <i>My child knows the names and roles of key staff</i> | A few parents said they would have no idea about this as the child was non-verbal |
| Q27. <i>I am actively engaged with the school in supporting my child's learning, I do this by (choose as many as appropriate)</i> <ul style="list-style-type: none"> ○ <i>Reading with my child</i> ○ <i>Asking them about their day</i> ○ <i>Asking about what they are learning at school</i> ○ <i>Helping with homework/projects</i> ○ <i>Speaking to the teacher about my child's learning</i> ○ <i>Other</i> | <p>The parents did not like the responses options to this question for a number of reasons:</p> <ul style="list-style-type: none"> ○ The first four points are not applicable because the child can't do these things ○ The point about speaking to the teachers is difficult as the school has set up ways to communicate expectations ○ The points are not necessarily related to transition, one person asked how these are relevant. ○ they appear to be judgemental if parent's don't do these things |
| <i>'Does your child have an intellectual or physical disability?'</i> | The question is not inclusive of all disabilities including autism. The question should be amended to read: 'does your child have a disability?' |

A26 – Recommended ECES

| Question | Recommendation |
|--|-----------------------|
| 1. The child looked forward to coming to this early childhood service | Delete |
| 2. The child separated easily from the parent/caregiver | Delete |
| 3. The child would seek out assistance when needed | Include |
| 4. The child did not have many friends | Include |
| 5. The child asked and answered questions in group discussions | Include |
| 6. The child seemed happy here | Delete |
| 7. The child rarely talked to staff or other children | Include |
| 8. The child had at least one good friend | Include |
| 9. The child came to me when help was needed | Include |
| 10. The child always talked to educators/adults and other children when at this early childhood service | Include |
| 11. The child played alone rather than with peers | Include |
| 12. The child was hesitant to come to me when he/she needed help | Delete |
| 13. The child had a positive relationship with me | Include |
| 14. The child had a positive relationship with the other educators/adults at our service | Include |

| | |
|--|---------|
| 15. The child shared information about home life with me | Delete |
| 16. The child played with other children | Include |
| 17. The child did not ask or answer questions in group discussions | Include |
| 18. The child joined in activities | Delete |
| 19. The child enjoyed learning at the early childhood service | Delete |
| 20. The child was well supported in their transition to school | Include |
| 21. Our early childhood service provides information about transition to families in ways suited to them | Include |
| 22. By the end of last year, the child was well prepared for the transition to school this year | Include |
| 23. I liaise with local school educators throughout the school year (please choose one answer) Not at all On 1 - 4 occasions On 5 - 8 occasions On 8+ occasions | Delete |
| 24. I participate in a local transition network | Delete |
| 25. Our local transition network has established Transition Plans | Delete |
| 26. I have shared knowledge about children and early childhood practices with local school representatives/teachers | Delete |

| | |
|--|--|
| 27. Our early childhood service does not provide information about transition to families in ways suited to them | Delete |
| 28. Local Schools continue to liaise with me throughout the school year | Include – modify to ‘ <i>most</i> local Schools continue to liaise with me throughout the school year’ |
| 29. I participated in visits to the schools the children were transitioning to | Include – modify to ‘I participated in visits to <i>most</i> the schools the children were transitioning to’ |
| 29a. Were these visits reciprocated? | Include |
| 29b. Please comment | Include |
| 30. Our early childhood service has a good relationship with local schools | Include – modify to ‘Our early childhood service has a good relationship with <i>most</i> local schools’ |
| 31. I have the opportunity to get to know the future school teachers of the children I teach | Include – modify to ‘I have the opportunity to get to know <i>most</i> the future school teachers of the children I teach’ |
| 32. I have not shared any knowledge about children and early childhood practices with local school representatives/teachers | Delete |
| 33. I do not participate in a local transition network | Delete |
| 34. I provided information about children to the school they were transitioning to | Include |
| 35. The school values and respects my input as an early childhood educator | Delete |

A27 – School/early childhood education centre focused questions versus child focused questions

Survey Items mapped to outcomes

| OUTCOME AND INDICATORS | MEASURED BY | | | | Child centric Questions | | Broad non child centric questions | |
|---|------------------|-----------------|-----------|--------------|-------------------------|--------------|-----------------------------------|------|
| | PTS | PS | CS | ECES | PTS | ECES | PTS | ECES |
| OUTCOME C1. Children feel safe, secure and supported in the school environment | | | | | | | | |
| C1.1 Children separate easily from caregiver | 1, 2, 11 | 1, 2, 18 | 1, 2 | 1, 2 | 1, 2, 11 | 1, 2 | | |
| C1.2 Children attend and participate in school (+ additional data) | 5, 21 | 19 | 5 | 5, 17 | 5, 21 | 5, 17 | | |
| C1.3 Children seek out assistance when needed | 3, 12, 15 | 4, 10, 15 | 4, 12 | 3, 9, 12 | 3, 12, 15 | 3, 9, 12 | | |
| C1.4 Children ask questions and contribute to classroom discussions | 5, 20 | | 5 | 5, 17 | 5, 20 | 5, 17 | | |
| C1.5 Children seem happy at school | 1, 6 | 1, 13, 14 | 6 | 1, 6 | 1, 6 | 1, 6 | | |
| C1.6 Children share information about home and school | 18 | 6 | 7 | 15 | 18 | 15 | | |
| C1.7 Children are making good progress in adapting to the structure and environment of school | 8 | 7 | 8 | | 8 | | | |
| C1.8 Children are supported in their transition to school | 43, 47, 48 | 41 | 22 | 20 | 48 | 20 | 43, 47, | |
| OUTCOME C2. Children display social and emotional resilience in the school environment | | | | | | | | |
| C2.1 Children have and make friends | 4, 9, 10, 14, 19 | 3, 8, 9, 11, 13 | 9, 10, 11 | 4, 8, 11, 16 | 4, 9, 10, 14, 19 | 4, 8, 11, 16 | | |
| C2.2 Children seek out assistance when needed | 3, 12, 15 | 4, 10, 15 | 4, 12 | 3, 9, 12 | 3, 12, 15 | 3, 9, 12 | | |
| C2.3 Children demonstrate knowledge of environment including school routines, key staff and their roles | 22, 23 | 20, 21 | 13, 14 | | 22, 23 | | | |
| C2.4 Children confidently communicate with educators and peers | 7, 13 | 5, 12 | 15 | 7, 10 | 7, 13 | 7, 10 | | |
| OUTCOME C3. Children feel a sense of belonging to the school community | | | | | | | | |
| C3.1 Children attend and participate in school | 5, 21 | 19 | 5 | 5, 17 | 5, 21 | 5, 17 | | |
| C3.2 Children have and make friends | 4, 9, 10, 14, 19 | 3, 8, 9, 11, 13 | 9, 10, 11 | 4, 8, 11, 16 | 4, 9, 10, 14, 19 | 4, 8, 11, 16 | | |
| C3.3 Children confidently communicate with educators and peers | 7, 13 | 5, 12 | 15 | 3, 9, 12 | 7, 13 | 3, 9, 12 | | |

| | | | | | | | | |
|--|---|--------------------------|-----------------|----------------------------|---|----------------------------|--------|--------|
| C3.4 Children take care of school materials | 24 | 22 | 16 | | 24 | | | |
| C3.5 Children feel important at school | | | 17 | | | | | |
| OUTCOME C4. Children have positive relationships with educators and other children | | | | | | | | |
| C4.1 Children separate easily from caregiver | 1, 2, 11 | 1, 2, 18 | 1, 2 | 1, 2 | 1, 2, 11 | 1, 2 | | |
| C4.2 Children have and make friends | 4, 9, 10, 14, 19 | 3, 8, 9, 11, 13 | 9, 10, 11 | 4, 8, 11, 16 | 4, 9, 10, 14, 19 | 4, 8, 11, 16 | | |
| C4.3 Children seek out assistance when needed | 3, 12, 15 | 4, 10, 15 | 4, 12 | 3, 9, 12 | 3, 12, 15 | 3, 9, 12 | | |
| C4.4 Children confidently communicate with educators and peers | 7, 13 | 5, 12 | 15 | 7, 10 | 7, 13 | 7, 10 | | |
| C4.5 Children have a positive relationship with educators and peers | 16, 17 | 16, 17 | 9, 17 | 13, 14 | 16, 17 | 13, 14 | | |
| OUTCOME C5. Children feel positive about themselves as learners | | | | | | | | |
| C5.1 Children ask questions and contribute to classroom discussions | 5, 20 | | 5 | 5, 17 | 5, 20 | 5, 17 | | |
| C5.2 Children confidently communicate with educators and peers | 7, 13 | 5, 12 | 15 | 7, 10 | 7, 13 | 7, 10 | | |
| C5.3 Children enjoy learning at school | 25 | 23 | 18 | 19 | 25 | 19 | | |
| OUTCOME C6. Children display dispositions for learning | | | | | | | | |
| C6.1 Children display dispositions for learning | 1, 3, 5, 6, 8, 13, 20, 21, 22, 24, 25, 26 | 1, 4, 7, 19, 20, 22, 23, | 3, 5, 6, 13, 18 | 1, 3, 5, 6, 10, 17, 18, 19 | 1, 3, 5, 6, 8, 13, 20, 21, 22, 24, 25, 26 | 1, 3, 5, 6, 10, 17, 18, 19 | | |
| C6.2 Children seek out assistance when needed | 3, 12, 15 | 4, 10, 15 | 4, 12 | 3, 19, 12 | 3, 12, 15 | 3, 19, 12 | | |
| C6.3 Children ask questions and contribute to classroom discussions | 5, 20 | | 5 | 5, 17, | 5, 20 | 5, 17, | | |
| C6.4 Children confidently communicate with educators and peers | 7, 13 | 5, 12 | 15 | 7, 10 | 7, 13 | 7, 10 | | |
| OUTCOME F7. Families have access to information related to the transition to school tailored to suit the family | | | | | | | | |
| F7.1 There is good and clear two way communication between staff and parents at our school | 33, 37 | 31, 35 | | | | | 33, 37 | |
| F7.2 Schools have communicated with all families/caregivers of school starters prior to school commencing | 27, 31, 32 | 24, 25, 28, 30 | | | 27, 31, 32 | | | |
| F7.3 Early childhood services provide families with information related to transition tailored to | | | | 21, 27 | | | | 21, 27 |

| | | | | | | | | |
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| suit the family. | | | | | | | | |
| OUTCOME F8. Families are involved with the school | | | | | | | | |
| F8.1 Families participate in school activities | 28 | 26, 43 | | | 28 | | | |
| F8.2 Families are partners in their child's learning | 29 | 27, 29, 43 | 19 | | 29 | | | |
| OUTCOME F9. Relationships between families and the school are respectful, reciprocal and responsive | | | | | | | | |
| F9.1 There is good and clear two way communication between staff and parents at our school | 33, 37 | 31, 35 | | | 33, 37 | | | |
| F9.2 Information is passed on about each child/culture | 40, 50 | 36, 37 | | | 40 | | 50 | |
| F9.3 Knowledge about children is actively sought and shared | 40, 50 | 42 | | | 40 | | 50 | |
| F9.4 Positive relationships are built between educators and families | 34, 35, 36, 50 | 32, 33, 34, 36 | | | | | 34, 35, 36, 50 | |
| OUTCOME E10. Educators are prepared and confident that they can plan appropriately for the children starting school | | | | | | | | |
| E10.1 Information about children's learning and development is provided upon entry to school | 41 | 38 | | 34 | 41 | | | 34 |
| E10.2 Educators use the knowledge gained about individual children's requirements to plan | 41, 48 | | | 20, 34 | 41, 48 | 20 | | 34 |
| E10.3 Schools have communicated with all families/caregivers of school starters prior to school commencing | 27, 31, 32 | 24, 25, 28, 30 | | 21, 27 | 27, 31, 32 | | | 21, 27 |
| E10.4 Educators provide continuity of learning | 42, 43, 48 | 39 | 20, 21 | 20, 22 | 42, 43 | 20, 22 | 48 | |
| OUTCOME E11. Relationships between Early Childhood Educators and school educators are respectful, reciprocal and responsive | | | | | | | | |
| E11.1 Local transition networks are established and developed | 44, 45 | | | 24, 25, 33 | | | 44, 45 | 24, 25, 33 |
| E11.2 Early Childhood Educators and school educators continue to liaise after children have started school | 39 | | | 23, 28 | | | 39 | 23, 28 |
| E11.3 Early Childhood Educators and school educators have a respectful relationship with each other where knowledge about children and practice is shared | 46, 47, 49 | | | 26, 29, 31, 32, 35 | | | 46, 47, 49 | 26, 29, 31, 32, 35 |
| E11.4 Local schools and Early Childhood | 38, 39, 49 | 40 | | 23, 30, 31, | | | 38, 39, | 23, 30, |

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| Services have a good relationship | | | | 32, 35 | | | 49 | 31, 35 | 32, |
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YELLOW highlights where an indicator has corresponding questions that are both child centric and not child centric

Appendix 28 – Recommended PTS

| Question | Recommendation |
|---|-----------------------|
| 1. The child looks forward to coming to school | Delete |
| 2. The child separates easily from the parent/caregiver | Delete |
| 3. The child seeks out assistance when needed | Include |
| 4. The child does not have many friends | Include |
| 5. The child asks and answers questions in classroom discussions | Include |
| 6. The child seems happy at school | Delete |
| 7. The child rarely talks to teachers or classmates | Include |
| 8. The child is making good progress in adapting to the structure and learning environment of school | Include |
| 9. The child has at least one good friend | Include |
| 10. The child has made new friends at school | Include |
| 11. The child does not separate easily from caregiver | Delete |
| 12. The child comes to me when help is needed | Include |
| 13. The child talks to teachers and classmates often | Include |
| 14. The child plays alone rather than with peers | Include |
| 15. The child is hesitant to come to me to seek assistance | Include |
| 16. The child has a positive relationship with me | Include |
| 17. The child has a positive relationship with the other teachers at the school | Delete |
| 18. The child shares information about their home life with me | Delete |
| 19. The child plays with other children at school | Include |
| 20. The child does not ask or answer questions in classroom discussions | Include |
| 21. The child joins in classroom activities | Include |
| 22. The child knows the classroom and school rules | Delete |

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| 23. The child knows the names and roles of key staff | Include |
| 24. The child takes care of school materials | Delete |
| 25. The child enjoys the learning they do at school | Delete |
| 26. The child displays the following dispositions for learning (choose as many as appropriate) Creativity -The child can think in abstract ways Imagination -The child can articulate imaginative stories Persistence -The child persists with tasks | Delete |
| 27. The school provides families information about transition in ways suited to them | Include |
| 28. The child's family participates in the school activities that are offered | Delete |
| 29. The child has parents/caregivers that are actively engaged with the school in supporting their child's learning | Delete |
| 30. Parents have the opportunity to be involved in planning and deciding things at the school if they want to | Delete |
| 31. The school does not provide information about transition to families in ways suited to them | Delete |
| 32. The current transition experience is flexible enough to meet the variety of needs of different children and families | Include |
| 33. There is good and clear two-way communication between the staff and parents at our school | Delete |
| 34. Parents feel comfortable to approach the school with concerns they have | Delete |
| 35. Our school values families' input | Include |
| 36. Our school takes parents concerns seriously | Include |
| 37. There is a lack of two-way communication between the staff and parents at our school | Delete |
| 38. Our school has a good relationship with our feeder early childhood services | Include – clarify 'early childhood service' |

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| 39. I have continued to liaise with local early childhood educators throughout the school year Not at all On 1 - 4 occasions On 5 - 8 occasions On 8+ occasions | Delete |
| 40. I am familiar with this child's family background | Delete |
| 41. I have learned about the child through the following means (choose as many as appropriate) Reading the transition and learning development statement Other written communication from the child's early childhood educator Having a face-to-face meeting with the child's family Having a face-to-face meeting with the child's early childhood educator Exchanging email/phone calls with the child's family Having a phone conversation or receiving an email from the child's early childhood educator Receiving a written letter from the child's family Other | Include |
| 42. I have incorporated some kindergarten type activities/experiences into my program | Include |
| 43. At the beginning of the school year children were well prepared for the transition to school | Include |
| 44. I participate in a local transition network | Include |
| 45. Our local transition network has established transition plans | Include |
| 46. I participate in visits to the early childhood service the children in my class were transitioning from | Include – clarify 'early childhood service' |
| 46a. These visits were reciprocated | Include |
| 46b. Please comment | Include |
| 47. I have shared knowledge about children and early childhood practices with local early childhood educators | Include |

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| 48. The child has been well supported during their transition to school | Delete |
| 49. I respect and value the input of early childhood educators | Delete |
| 50. The school understands and respects the information families share about their child and themselves | Delete |

A29 – Recommend Parent Survey

| Question | Recommendation |
|--|-----------------------|
| 1. My child looks forward to going to school | Include |
| 2. My child separates easily from parent/caregiver (e.g does not cry, is not clingy) | Include |
| 3. My child has no friends at school | Delete |
| 4. My child seeks out assistance when needed at school | Include |
| 5. My child tells me that he/she rarely speaks to his/her teachers | Delete |
| 6. My child shares information about their day at school | Delete |
| 7. My child is making good progress in adapting to the structure and learning environment of school | Include |
| 8. My child has friends at school | Include |
| 9. My child plays with others at school | Include |
| 10. My child goes to the teacher when help is needed | Include |
| 11. My child has made new friends at school | Include |
| 12. My child tells me that he/she talks to his/her teacher/s | Include |
| 13. My child plays alone rather than with peers at school | Delete |
| 14. My child seems happy at school | Include |
| 15. My child does not go to the teacher to seek assistance | Delete |
| 16. My child has a positive relationship with his/her teacher | Delete |
| 17. My child has a positive relationship with the other teachers at the school | Delete |
| 18. My child does not separate easily from me at school (e.g cries, is clingy) | Delete |
| 19. My child joins in classroom activities | Include |
| 20. My child knows the classroom and school rules | Include |
| 21. My child knows the names and roles of key staff | Delete |
| 22. My child takes care of school materials | Include |

| | |
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| 23. My child enjoys the learning they do at school | Include |
| 24. The school provided information about transition to school in ways suited to us as parents/caregivers | Include |
| 25. The early childhood service/kindergarten provided information about transition to school in ways suited to us as parents/caregivers | Include – clarify ‘early childhood service’ |
| 26. Our family participates in the school activities that are offered | Include |
| 27. I am actively engaged with the school in supporting my child's learning, I do this by (choose as many as appropriate) Reading with my child Asking them about their day Asking about what they are learning at school Helping with homework/projects Speaking to the teacher about my child's learning Other | Include |
| 28. The early childhood service/kindergarten <i>did not</i> provide information about transition to school in ways suited to us as parents/caregivers | Include – clarify ‘early childhood service’ |
| 29. I have the opportunity to get involved in planning and deciding things at the school if I wish | Include |
| 30. The school <i>did not</i> provide information about transition to school in ways suited to us | Include |
| 31. There is good and clear two-way communication between the staff and parents at my child's school | Include – modify to include ‘to the best of my knowledge’ at the beginning of the statement |
| 32. I feel comfortable to approach the school with any concerns I might have | Include |
| 33. The school values our input as parents/caregivers | Delete |
| 33a. In what ways does the school listen to you? (choose as many as appropriate) Teachers/principal make themselves available for face to face meetings Teachers/principal make themselves available by phone Teachers/principal make themselves available by email | Delete |

| | |
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| <p>The school responds to my queries/complaints promptly</p> <p>Phone calls/emails are responded to promptly</p> <p>Other</p> | |
| 34. I feel welcome at my child's school | Include |
| 35. There is a lack of good and clear two-way communication between the staff and parents at our school | Include – modify to include ‘to the best of my knowledge’ at the beginning of the statement |
| 36. The school understands and respects the information we share about our child and family | Include – modify to include ‘to the best of my knowledge’ at the beginning of the statement |
| 37. I feel comfortable sharing knowledge about my child and family with the school | Include |
| 38. I have provided information about my child to the school | Include |
| 38a. I did this by: Completing the Parent section of the Transition Learning and Development Statement Having a face-to-face meeting with my child's teacher Exchanging email/phone calls with my child's teacher Writing a letter to my child's teacher Other | Include |
| 39. I have seen similarities between the early childhood service and school programs | Include – clarify ‘early childhood service’ |
| 40. By the end of last year, my child was well prepared to transition to school this year | Delete |
| 41. Overall, my child was well supported in their transition to school | Include |
| 42. There are opportunities offered where I feel comfortable sharing what I need to share about my child and our family with the school | Delete |
| 43. Things I did to support transition (choose as many as appropriate) Attended parent information session Spoke with my child about school and how they were feeling about going to school Read all the literature provided by my child's early childhood | Include |

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| service Read all the literature provided by the school Met with my child's teacher regarding transition Met with my child's early childhood educator regarding transition Other | |
|---|--|

A30 – Recommended Child Survey

| Questions | Recommendation |
|---|---|
| 1. Do you like going to school? | Include |
| 2. Are you happy to say goodbye to (parent/caregiver) when you come to school? | Include |
| 3. Do you join in classroom activities? | Include |
| 4. Do you ask for help when you need it? | Include |
| 5. Do you ask and answer questions in class? | Include |
| 6. Do you feel happy at school? | Include |
| 7. Do you talk to (parent/caregiver) about your day at school? | Include |
| 8. Do you know what you need to do at school? | Include |
| 9. Do you have at least one good friend at school? | Include |
| 10. Have you made new friends at school? | Include |
| 11. Do you play with other children at school? | Include – provide examples of play e.g. in the classroom, structured play |
| 12. Do you go to the teacher when you are feeling upset or hurt? | Include |
| 13. Do you know the classroom rules and school rules? | Include |
| 14. Do you remember the teacher's name and what they do? | Include – Consider separating into two questions |
| 15 Do you speak to teachers and other children? | Include |
| 16. Do you take care of school materials? | Include |
| 17. Does your teacher like you? | Include |
| 18. Do you enjoy learning new things at school? | Include |
| 19. Does your family ask about what you have been learning at school? | Include |
| 20. Can you play in the classroom at school? | Include – provide examples of play e.g. in the classroom, structured play |
| 21. Can you do activities you did at Kindergarten/Child Care/Playgroup? (If applicable) | Include |
| 22. Did the teachers look after you when you started school? | Include |

