This report was produced in March 2013, and reflects the terminology current at that time.

The full report can be accessed at www.earlyyears.sa.edu.au/pages/Programs

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Final Impact Report:
An evaluation of the expansion of Learning Together under the Smarter Schools National Partnership
Part two: technical report
Departmental information

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Acknowledgements

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Many people have contributed to the management and implementation of the evaluation process and the publication of this report.

In particular we would like to thank the staff who collected the data and reported regularly to us and the families of Learning Together who shared their stories.

We would also like to acknowledge the support and advice from the Learning Together National Partnership Advisory Group and Evaluation Review Group.

For further information about the project, please contact Jane Hargreaves at Department for Education and Child Development:

jane.hargreaves@sa.gov.au

A note about terminology

Throughout this report we refer to families. By families we mean the other people that come to the program with the child. While this is usually the mother, it could also be fathers, grandparents, aunts, uncles, step-parents and other significant adults.

The expansion of Learning Together under the Smarter Schools – Communities Making a Difference, National Partnership will be referred to as the project.

Abbreviations

AEDI  Australian Early Development Index
CALD  Culturally and Linguistically Diverse
CCECDP  Children’s Centre for Early Childhood Development and Parenting
CDC  Community Development Coordinator
COAG  Coalition of Australian Governments
CMaD  Communities Making a Difference (National Partnership – formerly known as Low SES NP)
DECD  Department for Education and Child Development
DECS  Department of Education and Children’s Services
DEEWR  Department of Education, Employment and Workplace Relations
ECW  Early Childhood Worker
ESL  English as a Second Language
FSC  Family Services Coordinator
IRSED  Index of Relative Socio-economic Disadvantage
LT  Learning Together
NAPLAN  National Assessment Program – Literacy and Numeracy
NP  National Partnership
RRR  Respect, Reflect, Relate
SEIFA  Socio-Economic Indexes for Areas (Australian Bureau of Statistics)
SES  Socio-Economic Status
SS  Smarter Schools (National Partnership)
SSO  School Services Officer
A1 Introduction

This technical report is designed to supplement the Final Impact Report: An evaluation of the expansion of Learning Together under the Smarter Schools National Partnership. It aims to provide further technical detail on the key methodologies used in this evaluation and the full details of the results from the data collection.

A1.1 Structure of the report

This technical report is structured around each of the data sources. Each section will provide details on the purpose, methodology and results in each wave of data collection. Survey, feedback group and interview results are mostly presented in the order of how the questions appear in the surveys or the order of how they were asked. A copy or sample of each tool is also provided. All percentages are rounded to the nearest whole number.

A1.2 Evaluation timeframe

The timeframe for this evaluation was from the commencement of the project in January 2010 and continued until mid-2012. The collection of data began when the educators commenced implementing programs in May 2010. The majority of the change data for this report was collected in the second part of 2011 and the first half of 2012.
A2.1 Project plan (summary)

**Project aim**
To increase children’s early literacy, development and engagement with learning.

This is contingent on activities to:
- Empower parents in their parenting role.
- Increase parent capacity to support their children’s learning.
- Increase parent involvement in credentialed learning.
- Connect families with early childhood services and schools.

**Population of interest**
The cohorts for this project are families who are experiencing disadvantage and their children aged from birth to four. Both adults and children are involved in programs.

**Outcome measures**
1. Positive changes in literacy and learning related behaviours and understandings in parents and children.
2. Positive changes in children’s engagement in learning activities.
3. Successful orientation of children to learning on commencement of school.

**Project outputs**
1. Number of families involved.
2. Number of programs each family is attending.
3. Number of parents engaged in credentialed learning.
4. Number of Aboriginal families involved in Learning Together programs.
5. Increase in attendance rates in local children’s services and schools for children who have been in the Learning Together program.

---

**A2.2 Program logic model**

*Figure 1. Program logic model (version 2011)*

<table>
<thead>
<tr>
<th>Situation</th>
<th>Outputs</th>
<th>Outcomes – Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children experiencing disadvantage often perform poorly in literacy and learning at school. Learning Together has been able to engage families in activities that support literacy and learning. This is backed by extensive research.</td>
<td><strong>What we do</strong></td>
<td><strong>What the short term results are</strong></td>
</tr>
<tr>
<td><strong>Who we reach</strong></td>
<td>Learning Together programs offer a range of groups including:</td>
<td></td>
</tr>
<tr>
<td>Working with families who have limited understanding of supporting their children’s learning through the Learning Together program helps to break established cycles of underperformance.</td>
<td>Supported playgroups</td>
<td>Parent’s empowered in their parenting role</td>
</tr>
<tr>
<td></td>
<td>Credentialed learning for parents</td>
<td>Parent capacity to support their children’s learning increased.</td>
</tr>
<tr>
<td></td>
<td>Book making groups, etc.</td>
<td>Families connected with early childhood services and schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>What the medium term results are</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Increased parent involvement in credentialed learning</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Families connected with early childhood services and schools.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>An increase in children’s early literacy development and engagement with learning.</em></td>
</tr>
</tbody>
</table>

**Evaluation**
Focus | Collect Data | Analyse and Interpret | Report
A2.3 Program outcomes and performance measures

The evaluation framework was designed to explore the impact of the Learning Together program on families and their children as well as what happened in the program itself. The evaluation framework was also devised to consider the short, medium and long term outcomes. Performance measures were devised for each outcome.

Table 1. Program outcomes and performance measures

<table>
<thead>
<tr>
<th>Adults</th>
<th>Program outcomes</th>
<th>Performance measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short term (up to 3 years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Adults have increased knowledge, skills and confidence about parenting and their children’s learning.</td>
<td>1.1.1 Families report changes in their knowledge, skills and confidence about parenting and their children.</td>
<td>1.1.2 Families demonstrate increased knowledge and confidence about their role in supporting their children’s learning.</td>
</tr>
<tr>
<td>1.2 Families have improved relationships and increased involvement with their child/children.</td>
<td>1.2.1 Families report changes in their ability to cope with their children’s behaviour.</td>
<td>1.2.2 Staff report changes in the type of responses families use with their children, including language and behaviours.</td>
</tr>
<tr>
<td><strong>Medium term (3 to 6 years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Families support children to access children’s services.</td>
<td>1.3.1 Increase of attendance at children’s services.</td>
<td>1.3.2 Number of referrals to other agencies.</td>
</tr>
<tr>
<td>1.4 Families apply their learning within their family.</td>
<td>1.4.1 Increase in the number of parents engaged in learning about their child’s learning.</td>
<td></td>
</tr>
<tr>
<td>1.5 Parents gain accreditation for their learning.</td>
<td>1.5.1 Number of parents receiving accreditation for their learning.</td>
<td></td>
</tr>
<tr>
<td>1.6 Parents demonstrate effective ongoing family relationships.</td>
<td>1.6.1 Same or higher levels in the Relationships scale of RRR.</td>
<td></td>
</tr>
<tr>
<td>1.7 Families connected with early childhood services.</td>
<td>1.7.1 Increase in participation rates of families and their children in children’s services.</td>
<td></td>
</tr>
<tr>
<td>1.8 Families involved in school.</td>
<td>1.8.1 Increase in families’ participation in school.</td>
<td></td>
</tr>
<tr>
<td><strong>Long term (6 to 22+ years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 Parents achieve SACE or equivalent.</td>
<td>1.9.1 Number of parents achieving their SACE or VET.</td>
<td></td>
</tr>
<tr>
<td>1.10 Increased participation in post secondary options.</td>
<td>1.10.1 Number of parents who enrol in Post-secondary options.</td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td>Performance measures</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Short term (up to 3 years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Children demonstrate enhanced literacy development.</td>
<td>2.1.1 Families report changes in their children’s literacy development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1.2 Increase in number and types of literacy activities that the child participates in at home.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1.3 Staff report changes in number and types of literacy activities that the child participates in at the program.</td>
<td></td>
</tr>
<tr>
<td>2.2 Children demonstrate increased engagement with learning.</td>
<td>2.2.1 Improved results in the involvement scale of RRR.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2.2 Staff report increases in children’s engagement and learning.</td>
<td></td>
</tr>
<tr>
<td>2.3 Children accessing children’s services.</td>
<td>2.3.1 Increase in the number and/or types of children’s services that children are enrolled in.</td>
<td></td>
</tr>
<tr>
<td><strong>Medium term (3 to 6 years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Children demonstrate improved literacy.</td>
<td>2.4.1 Children have improved results on school entry assessments.</td>
<td></td>
</tr>
<tr>
<td>2.5 Children have successful learning experiences in their first year of school.</td>
<td>2.5.1 Children continue with the same or higher levels in the Involvement scale of RRR.</td>
<td></td>
</tr>
<tr>
<td><strong>Long term (6 to 22+ years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 Increased school retention for children who have been involved in the program.</td>
<td>2.6.1 Schools report increased retention rates for children involved in Learning Together.</td>
<td></td>
</tr>
<tr>
<td>2.7 Children have long term benefits in literacy achievement.</td>
<td>2.7.1 Schools have improved NAPLAN and AEDI results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Performance measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short term (up to 3 years)</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 New programs are established in new base sites and outreaching from existing sites.</td>
<td>3.1.1 Number of staff employed.</td>
</tr>
<tr>
<td></td>
<td>3.1.2 Number of programs (centres and outreach) established.</td>
</tr>
<tr>
<td></td>
<td>3.1.3 Induction process established, including professional learning and site visits.</td>
</tr>
<tr>
<td></td>
<td>3.1.4 The processes for establishing new programs are documented.</td>
</tr>
<tr>
<td>3.2 Program design is consolidated.</td>
<td>3.2.1 Induction process are refined including professional learning and site visits.</td>
</tr>
<tr>
<td></td>
<td>3.2.2 The processes for establishing new programs are documented.</td>
</tr>
<tr>
<td></td>
<td>3.2.3 Ongoing professional support processes in place and documented.</td>
</tr>
<tr>
<td></td>
<td>3.2.4 Broader program connectivity is established.</td>
</tr>
<tr>
<td><strong>Medium term (3 to 6 years)</strong></td>
<td></td>
</tr>
<tr>
<td>3.3 The host schools are engaged with the Learning Together program (School engagement with LT and LT involvement with the schools).</td>
<td>3.3.1 Schools are actively engaged with Learning Together programs.</td>
</tr>
<tr>
<td></td>
<td>3.3.2 Number of families that schools refer to Learning Together.</td>
</tr>
<tr>
<td></td>
<td>3.3.3 School staff visit/participate in group activities.</td>
</tr>
<tr>
<td></td>
<td>3.3.4 Number of school staff involved in Learning Together Professional Learning sessions.</td>
</tr>
<tr>
<td></td>
<td>3.3.5 Learning Together staff are involved in school activities.</td>
</tr>
<tr>
<td></td>
<td>3.3.6 Families report changes in their involvement with educators.</td>
</tr>
<tr>
<td>3.4 Other agencies and service providers are engaged with the Learning Together program.</td>
<td>3.4.1 Number of other agencies attending LT groups and/or partnering to run groups.</td>
</tr>
<tr>
<td></td>
<td>3.4.2 Number of partnership agreements.</td>
</tr>
</tbody>
</table>
A2.4 Learning Together National Partnership Advisory Group

The Learning Together National Partnership Advisory Group had responsibility for providing advice about the expansion of the Learning Together program through the Communities Making a Difference National Partnership.

The project advisory group was chaired by the Director Early Learning and Curriculum and made up of:

- a Supporting Improved Literacy Achievement (SILA) officer
- a Regional Director or Assistant Regional Director
- an Early Childhood Consultant
- a Learning Together school Principal
- a Learning Together Manager
- the Learning Together Statewide Manager
- Learning Together Project Officer (Executive Officer).

The advisory group was able to co-opt additional expertise as needed, rather than add additional members to the group.

Terms of reference:

- Provide expertise and feedback on the project plan for the expansion of Learning Together.
- Provide a critical perspective to the carriage of the project plan for the expansion of Learning Together, including monitoring of project milestones and timelines.
- Make recommendations about project evaluation strategies, monitor evaluation and report findings and recommendations for future actions.
- Promote the Learning Together program and disseminate learning emanating from the project to relevant departmental and inter-agency groups and initiatives.
- Recommend key personnel to assist with project tasks as appropriate.

A2.5 Learning Together National Partnership Evaluation Review Group

The purpose of the Learning Together National Partnership Evaluation Review Group was:

- To ensure that the evaluation meets quality standards (useful, accurate, feasible and cost effective, ethically and socially just).
- To support the designing, implementation and reporting of the evaluation of the extension of Learning Together through the Communities Making a Difference National Partnership.

A2.6 Organisational chart

Figure 2. Organisational chart
A2.7 Bennett’s Hierarchy of Evidence for program evaluation

Bennett’s Hierarchy of Evidence was used to help ensure that appropriate data was gathered. The first three levels concern program implementation, and record the numbers and basic information. The next four levels deal with the program results and give more evidence of outcomes for participants.

### Table 2: Bennett’s Hierarchy of Evidence for program evaluation

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Data sources mapped against Bennett’s Hierarchy of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Impact</td>
<td>Social, economic, environmental conditions intended as end results, impact or benefits of programs; public and private benefits.</td>
<td>Relationships scale of RRR, Case studies, Interviews with families</td>
</tr>
<tr>
<td>6. Actions</td>
<td>Patterns of behaviour and procedures, such as decisions taken, recommendations adopted, practices implemented, actions taken, technologies used, policies enacted.</td>
<td>Annual Family Survey, Literacy Activities Survey, Relationships scale of RRR</td>
</tr>
<tr>
<td>5. Learning</td>
<td>Knowledge (awareness, understanding, mental abilities); opinions (outlooks, perspectives, viewpoints); skills (verbal or physical abilities); aspirations (ambitions, hopes).</td>
<td>Parenting and Learning Survey, Reflections by educators and families, Relationship scale of RRR</td>
</tr>
<tr>
<td>4. Reactions</td>
<td>Degree of interest; feelings toward the program; positive and negative interest in topics addressed, acceptance of activity leaders and attraction to educational methods of program activities.</td>
<td>Learning Together Stories, Feedback groups of families and school leaders</td>
</tr>
<tr>
<td>3. Participation</td>
<td>Number of people reached; characteristics/diversity of people; frequency and intensity of contact/participation.</td>
<td>Demographic data</td>
</tr>
<tr>
<td>2. Activities</td>
<td>Events, educational methods used; subject matter taught; media work, promotional activities.</td>
<td>Case studies, Monthly, term and annual reports, Reflections</td>
</tr>
<tr>
<td>1. Resources</td>
<td>Staff and volunteer time; salaries; resources used; equipment, travel.</td>
<td>Educator reflections, Monthly, term and annual reports</td>
</tr>
</tbody>
</table>
A3 Data sources

The following data sources will be referred to in this report:

- Surveys with families
  - Literacy Activities Survey
  - Parenting and Learning Survey
  - Annual Family Survey
- Relationships scale of Reflect, Respect, Relate
- Feedback groups and interviews with families
- Educator reports, reflections and feedback
- Learning Together Stories
- Feedback from principals and school leaders
- Case Studies
- Data base for demographics
- Project Officer and Statewide Manager reports.

A3.1 Waves of data collection

Figure 3. Waves of data collection
A3.2 Summary of all data collected

Table 4 presents an overview of all the data collected for the Learning Together National Partnership evaluation. In summary almost 60% of families enrolled during the baseline wave of data collection completed at least one baseline survey. While the rate of all families completing second wave or third wave data collection was lower than that of the baseline it was approximately 65% of all families eligible.

Table 4. Summary of all data collected

<table>
<thead>
<tr>
<th></th>
<th>First wave 2010 (Baseline data)</th>
<th>Second wave 2011</th>
<th>Third wave 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting and Learning Survey</td>
<td>106 families enrolled at that time</td>
<td>181 families enrolled at that time</td>
<td>84 families enrolled at that time</td>
</tr>
<tr>
<td>Literacy Activities Survey</td>
<td>34 families</td>
<td>159 families</td>
<td>89 families</td>
</tr>
<tr>
<td>Annual Family Survey</td>
<td>41 children, 100 observations, approx. 10% of all children enrolled at that time</td>
<td>50 families</td>
<td>39 children, 102 observations, approx. 9% of all eligible families</td>
</tr>
<tr>
<td>Observations using Relationships scale of RRR (children and observations)</td>
<td>254 families</td>
<td>532 families</td>
<td>147 families</td>
</tr>
<tr>
<td>Educator reflections</td>
<td>165 families</td>
<td>437 families</td>
<td>102 families</td>
</tr>
<tr>
<td>Learning Together Stories (submitted)</td>
<td>50 families</td>
<td>68 families</td>
<td></td>
</tr>
<tr>
<td>Feedback groups</td>
<td>6 families</td>
<td>9 families</td>
<td></td>
</tr>
<tr>
<td>Individual interviews with parents</td>
<td>86% of all invited sites</td>
<td>56% of all sites</td>
<td></td>
</tr>
</tbody>
</table>
Three different surveys were used in this evaluation. The ‘Literacy Activities Survey’ and ‘Parenting and Learning Survey’ were completed by families when they first started in programs and then again 12 months later. The ‘Annual Family Survey’ was completed every year.

**Literacy Activities Survey**

The purpose of this survey was to measure the types of activities that families do with their children at home and the number of services that families had accessed in the previous 12 months. This survey was based on the surveys used in the research on the original Learning Together programs (Whiteman, Spedding, Harkins, and Makin, 2007).

**Baseline data collection**

**Methodology**

All families were invited to complete the two page ‘Literacy Activities Survey’ in Term 4, 2010 or Term 1, 2011.

Families were mainly approached in playgroups and it was expected that most families would complete this survey within their first few weeks of attending a Learning Together program. It should be noted that some families had been attending programs longer because of when they started and the timing of this survey.

In total 181 families completed the survey in this period (58% of all families enrolled at that time).

In most cases it was completed with individual support from an educator or staff member.

The question relating to attending services did create some confusion for families, especially around attending playgroups. Therefore as the survey was re-printed the words ‘apart from Learning Together’ were added in. As a consequence the results for how many people had accessed playgroups, Kindergym or other parent-child activities is inaccurate.

### Summary: Literacy Activities Survey (baseline)

<table>
<thead>
<tr>
<th>Demographics (Family)</th>
<th>Age of children</th>
<th>Under 1 year</th>
<th>1 - 2 years</th>
<th>2 - 3 years</th>
<th>3 - 4 years</th>
<th>4 + years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of parent or carer</td>
<td>Mother</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Father</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grandparent</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of surveys</th>
<th>Number of surveys</th>
<th>181 (58% of all families enrolled at that time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre programs</td>
<td>40</td>
<td>(22% of all families enrolled at that time)</td>
</tr>
<tr>
<td>Outreach programs</td>
<td>141</td>
<td>(78% of all families enrolled at that time)</td>
</tr>
</tbody>
</table>
Learning Together?

How long have you been attending Library programs such as Story Time or Baby Rhyme Time Counselling or other family support services Childhood, Family Day Care or occasional care Speech therapy, occupational therapy, nutritionist, etc Parent support groups or Parent Help Line

In the past 12 months, have you used any of these services?

Does your child have access to digital music (eg MP3, iPod, mobile phone)?

Does your child have CDs of nursery rhymes or other music?

Thinking about what you have at home:

Learning Together with you)

About You

About Services

In the past 12 months, apart from Learning Together, have you used any of these?

About Your Child

About Your Child

Visiting a library? Gardening? Cooking? Helping you or another adult choose books to buy? Watching TV or DVDs? Playing on a computer, Playstation or Wii? Writing a library? Borrowing books? Helping you or another adult choose books to buy? Making cards or books? Clothes? Helping with chores? Going on excursions or outings? Playing in public parks or playgrounds with you or an adult? Playing outdoors with toys or games with you or an adult?

Does your child spend time:

Does your child have access to digital music, eg MP3, iPod, mobile phone? Does your child have CDs of nursery rhymes or other music?

Thank you for taking the time to complete this survey.

Thank you for taking the time to complete this survey.

Please turn the page........
A3.3 Surveys with families

Follow-up data collection (third wave)

Methodology

The ‘Literacy Activities Survey’ was slightly modified in the follow-up round of data collection. Two new questions were added to gather information on how long families had been attending Learning Together and how many groups they had been to over that time. A further question was added to ask about access to digital music at home. The phrase ‘apart from Learning Together’ was added to the question about services attended in the previous 12 months.

In addition the question about activities at home was modified. Educators and families reported that it was confusing and time consuming to think about ‘how long’ they spent doing each activity, so this was removed in the follow up surveys. The question was also slightly adjusted to remove the ‘yes/no’ response and to add ‘never’.

All families who had been attending the program for more than three terms, ie had started attending before Term 3, 2011, were invited to complete the two page ‘Literacy Activities Survey’ in Term 1, 2012. Whenever possible, families who had completed the original surveys were included in this follow-up round of data collection.

Families were approached in playgroups and in most cases the survey was completed with support from an educator.

In total 89 families completed this survey, which was 28% of all families enrolled at that time and 65% of families eligible to complete the survey.

<table>
<thead>
<tr>
<th>Summary: Literacy Activities Survey (follow-up)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics (Family)</td>
</tr>
<tr>
<td>Age of children</td>
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<tr>
<td>Under 1 year</td>
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<tr>
<td>1 - 2 years</td>
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<td>2 - 3 years</td>
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<tr>
<td>3 - 4 years</td>
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<tr>
<td>4 + years</td>
</tr>
<tr>
<td>Role of parent or carer</td>
</tr>
<tr>
<td>Mother</td>
</tr>
<tr>
<td>Father</td>
</tr>
<tr>
<td>Grandparent</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>How long involved in Learning Together?</td>
</tr>
<tr>
<td>One year or less</td>
</tr>
<tr>
<td>Two years</td>
</tr>
<tr>
<td>Three years</td>
</tr>
<tr>
<td>Four years</td>
</tr>
<tr>
<td>How many different Learning Together groups attended?</td>
</tr>
<tr>
<td>One group</td>
</tr>
<tr>
<td>Two groups</td>
</tr>
<tr>
<td>Three groups</td>
</tr>
<tr>
<td>Four groups</td>
</tr>
<tr>
<td>Five + groups</td>
</tr>
<tr>
<td>Details of surveys</td>
</tr>
<tr>
<td>Number of surveys</td>
</tr>
<tr>
<td>89 (28% of all families enrolled at that time and 65% of eligible families)</td>
</tr>
<tr>
<td>Centre programs</td>
</tr>
<tr>
<td>22 (19.5% of all families enrolled at that time and 49% of eligible families)</td>
</tr>
<tr>
<td>Outreach programs</td>
</tr>
<tr>
<td>67 (32% of all families enrolled at that time and 74% of eligible families)</td>
</tr>
</tbody>
</table>
Literacy Activities Survey results

Question 4. Which of the following does your child have access to at home?

<table>
<thead>
<tr>
<th>Resource</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
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</tr>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>68%</td>
<td>16%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>82%</td>
<td>7%</td>
<td>10%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDs of nursery rhymes or other music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td>22%</td>
<td>32%</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>33%</td>
<td>30%</td>
<td>28%</td>
<td>9%</td>
<td></td>
<td></td>
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<tr>
<td>DVDs of movies/cartoons/children’s shows</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td>58%</td>
<td>22%</td>
<td>12%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>65%</td>
<td>11%</td>
<td>19%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital music eg MP3, iPod, mobile phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td>18%</td>
<td>15%</td>
<td>26%</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>

Question 5. In the previous 12 months, what services have you accessed with your child (apart from Learning Together)?

<table>
<thead>
<tr>
<th>Service</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playgroup, Kindergym</td>
<td></td>
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<td></td>
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<tr>
<td>Baseline</td>
<td></td>
<td>68%</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>54%</td>
<td>46%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Parenting education courses</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td>14%</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>27%</td>
<td>73%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Parent support groups</td>
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<td></td>
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</tr>
<tr>
<td>Baseline</td>
<td></td>
<td>11%</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>22%</td>
<td>78%</td>
<td></td>
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<tr>
<td>CYWHS</td>
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<tr>
<td>Baseline</td>
<td></td>
<td>48%</td>
<td>52%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>47%</td>
<td>53%</td>
<td></td>
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<tr>
<td>Speech therapy, OT, Nutritionist</td>
<td></td>
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<tr>
<td>Baseline</td>
<td></td>
<td>13%</td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>23%</td>
<td>77%</td>
<td></td>
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<tr>
<td>Child care, FDC, OC</td>
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<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td>32%</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>36%</td>
<td>64%</td>
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<tr>
<td>Preschool</td>
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<tr>
<td>Baseline</td>
<td></td>
<td>20%</td>
<td>80%</td>
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<tr>
<td>Follow-up</td>
<td>23%</td>
<td>77%</td>
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<tr>
<td>School</td>
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<tr>
<td>Baseline</td>
<td></td>
<td>7%</td>
<td>93%</td>
<td></td>
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</tr>
<tr>
<td>Follow-up</td>
<td>11%</td>
<td>89%</td>
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</tr>
<tr>
<td>Disability services</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td>3%</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>3%</td>
<td>97%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Counselling, family support services</td>
<td></td>
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<tr>
<td>Baseline</td>
<td></td>
<td>7%</td>
<td>93%</td>
<td></td>
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<td></td>
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<tr>
<td>Follow-up</td>
<td>10%</td>
<td>90%</td>
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<tr>
<td>Library programs</td>
<td></td>
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<tr>
<td>Baseline</td>
<td></td>
<td>31%</td>
<td>69%</td>
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<tr>
<td>Follow-up</td>
<td>40%</td>
<td>60%</td>
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</tr>
<tr>
<td>Activity</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>100%</td>
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<tr>
<td>Chatting with you or adult</td>
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<tr>
<td>Follow-up</td>
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<tr>
<td>Playing indoors with toys or games with an adult</td>
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<tr>
<td>Baseline</td>
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<tr>
<td>Follow-up</td>
<td></td>
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<td></td>
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<tr>
<td>Viewing TV or DVDs</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Baseline</td>
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<td>Follow-up</td>
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<tr>
<td>Looking at books by themselves</td>
<td></td>
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<tr>
<td>Baseline</td>
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<td>Follow-up</td>
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<tr>
<td>Reading together</td>
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<tr>
<td>Baseline</td>
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<td>Follow-up</td>
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<tr>
<td>Playing outdoors with toys or games with an adult</td>
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<tr>
<td>Baseline</td>
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<td>Follow-up</td>
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<tr>
<td>Playing music/singing songs/listening to CDs</td>
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<tr>
<td>Baseline</td>
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<td>Follow-up</td>
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<tr>
<td>Going on excursions or outings</td>
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<tr>
<td>Baseline</td>
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<td>Follow-up</td>
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<tr>
<td>Drawing, scribbling or painting</td>
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<tr>
<td>Baseline</td>
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<td>Follow-up</td>
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<tr>
<td>Listening to you tell stories</td>
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<tr>
<td>Baseline</td>
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<td>Follow-up</td>
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<tr>
<td>Helping with chores</td>
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<tr>
<td>Baseline</td>
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<td>Follow-up</td>
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<td></td>
</tr>
<tr>
<td>Pretending to read</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Baseline</td>
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<tr>
<td>Follow-up</td>
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<td></td>
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<tr>
<td>Doing puzzles</td>
<td></td>
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<td></td>
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<tr>
<td>Baseline</td>
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<tr>
<td>Follow-up</td>
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</tbody>
</table>
Parenting and Learning Survey

The aim of the ‘Parenting and Learning Survey’ was to gain an understanding of families’ knowledge of child development, skills relating to learning, the perceived importance of those skills and the parents’ confidence in those areas. Some questions were based on the Zero to Three National Parenting Survey (2009) and others on the previous Learning Together research (Whiteman et al, 2007).

The responses to the questions about children’s developmental stages were compared against findings from early childhood research as reported in the Zero to Three National Parenting Survey (2009). The responses to the narrative question concerning skills for starting preschool were collated into categories of similar responses, for example children’s communication or social skills.

Baseline data collection

Methodology

A sample of families were invited to complete the three page ‘Parenting and Learning Survey’ in Term 4, 2010 or Term 1, 2011.

Families were mainly approached in playgroups and it was expected that most families would complete this survey within their first term of attending a Learning Together program. It should be noted that some families had been attending programs longer than one term because of when they started and the timing of this survey.

In total 106 families completed the survey in this period (39% of all families enrolled at that time). In most cases it was completed with individual support from an educator or staff member.

Figure 6. LAS – Q6: How your child spends time at home (baseline and follow-up comparison) Continued

<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
<th>Daily</th>
<th>Weekly</th>
<th>Occ.</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
<td>18%</td>
<td>24%</td>
<td>44%</td>
</tr>
<tr>
<td>Visiting the library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1%</td>
<td>27%</td>
<td>24%</td>
<td>48%</td>
</tr>
<tr>
<td>Gardening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
<td>14%</td>
<td>30%</td>
<td>49%</td>
</tr>
<tr>
<td>Playing on computer, playstation or Wi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
<td>12%</td>
<td>22%</td>
<td>53%</td>
</tr>
<tr>
<td>Making cards or books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3%</td>
<td>7%</td>
<td>33%</td>
<td>57%</td>
</tr>
<tr>
<td>Helping choose books to buy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1%</td>
<td>6%</td>
<td>32%</td>
<td>60%</td>
</tr>
<tr>
<td>Borrowing books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1%</td>
<td>18%</td>
<td>21%</td>
<td>61%</td>
</tr>
<tr>
<td>Helping with shopping lists</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
<td>21%</td>
<td>9%</td>
<td>65%</td>
</tr>
</tbody>
</table>

An evaluation of Learning Together under the Smarter Schools National Partnership – Part 2: technical report
## Summary: Parenting and Learning Survey (baseline)

### Demographics (Family)

<table>
<thead>
<tr>
<th>Role of parent or carer</th>
<th>Mother</th>
<th>Father</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94%</td>
<td>5%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age of children</th>
<th>Under 1 year</th>
<th>1 – 2 years</th>
<th>2 – 3 years</th>
<th>3 – 4 years</th>
<th>4 + years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14%</td>
<td>23%</td>
<td>27%</td>
<td>27%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Details of surveys

<table>
<thead>
<tr>
<th>Number of surveys</th>
<th>106 (39% of all families enrolled at that time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre programs</td>
<td>42 (40% of all families enrolled at that time)</td>
</tr>
<tr>
<td>Outreach programs</td>
<td>64 (60% of all families enrolled at that time)</td>
</tr>
</tbody>
</table>

---

### About Your Child

#### Scenario 1:

- **A 2 year old is playing with a puzzle with a parent. The toddler can’t figure out how to do it together, gets upset, starts to cry and throws the pieces; one piece hits the parent.**

**How would you react?**

- [ ] Distract child with another activity
- [ ] Child is angry and trying to hurt the parent
- [ ] Child is offering comfort like a blankie or dummy
- [ ] Tell the child off and put them into time out
- [ ] Acknowledge the child's frustration and firmly let them know that throwing is not allowed
- [ ] Smack the child on the hand or bottom

**Why do you think that the child is acting this way?**

- [ ] Distract child with another activity
- [ ] Child is offering comfort like a blankie or dummy
- [ ] Tell the child off and put them into time out
- [ ] Acknowledge the child's frustration and firmly let them know that throwing is not allowed
- [ ] Smack the child on the hand or bottom

#### Scenario 2:

- **A 14-month-old has been told repeatedly not to climb stairs because it isn’t safe.**

**How would you react?**

- [ ] Distract child with another activity
- [ ] Child is acting spoiled

**Why do you think that the child is acting this way?**

- [ ] Distract child with another activity
- [ ] Child is acting spoiled

---

### August 2010 - Learning Together - Parenting and Learning Survey

<table>
<thead>
<tr>
<th>Group ID:</th>
<th>MIL</th>
<th>Family ID: (copy from database)</th>
<th>Date:</th>
</tr>
</thead>
</table>

**NAME:** _______________________

**DATE:** _______________________

---

**About Your Child**

1. How old is your child/children? **(tick one)**
   - [ ] Under 1 year
   - [ ] 1 – 2 years
   - [ ] 2 – 3 years
   - [ ] 3 – 4 years
   - [ ] 4 + years

2. At what age (on average) do you think families can start reading to their child? **(tick one)**
   - [ ] Under 1 month
   - [ ] 1 – 2 months
   - [ ] 3 – 4 months
   - [ ] 5 – 6 months
   - [ ] Over 6 months

3. At what age (on average) do you think families can start talking with their child? **(tick one)**
   - [ ] Under 1 month
   - [ ] 1 – 2 months
   - [ ] 3 – 4 months
   - [ ] 5 – 6 months
   - [ ] Over 6 months

4. At what age (on average) do you think families can start reading with their child? **(tick one)**
   - [ ] Under 1 month
   - [ ] 1 – 2 months
   - [ ] 3 – 4 months
   - [ ] 5 – 6 months
   - [ ] Over 6 months

5. Thinking about the future: What skills do you think are the most important for your child to have before they go to kindergarten or preschool? **(tick one)**
   - [ ] Child can follow instructions like “go pick up your shoes”
   - [ ] Child can control emotions, such as not having a tantrum
   - [ ] Child can follow instructions like “go pick up your shoes”
   - [ ] Child can experience feelings like sadness and fear
   - [ ] Child can follow instructions like “go pick up your shoes”

---

**About children's development**

This question is about children in general, not about your child.

1. **As children grow and develop, they have to learn to do each of the following.** (tick one)
   - [ ] Child can perform tasks if parents are around
   - [ ] Child can experience feelings like sadness and fear
   - [ ] Child can make adult level jokes
   - [ ] Child can control emotions, such as not having a tantrum when frustrated
   - [ ] Child can follow instructions like “go pick up your shoes”

2. **As children grow and develop, they start to understand the following.** (tick one)
   - [ ] At what age (on average) do you think families can start reading with their child?
   - [ ] At what age (on average) do you think families can start reading with their child?
   - [ ] At what age (on average) do you think families can start reading with their child?

---

**About You**

- **About children's development**
  - As children grow and develop, they have to learn to do each of the following. (tick one)
  - As children grow and develop, they start to understand the following. (tick one)

---

---
### Baseline Parenting and Learning Survey

1. **About children's learning**
   - **To help a child’s learning how important do you think it is to:**
   - **How confident do you feel...**
   - **Baseline Parenting and Learning Together**

<table>
<thead>
<tr>
<th>Importance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child talks with their children?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Child reads with their children?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Child sings with their children?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Child plays and interacts with their children?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Child can experience feelings like sadness and fear?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Child can make and follow through with boundaries and rules?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confidence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing with your child?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Talking with your child?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Reading with your child?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Singing with your child?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Making and following through with boundaries and rules?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

### Follow-up Parenting and Learning Survey

#### About Your Child

1. **How old is your child/children?**

<table>
<thead>
<tr>
<th>Age</th>
<th>1-2 years</th>
<th>3-4 years</th>
<th>5-6 years</th>
<th>7-12 years</th>
<th>13 years and older</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### About You

1. **How often do you attend Learning Together?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### About children's development

1. **What are your child/children's strengths?**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **What are your child/children's challenges?**

<table>
<thead>
<tr>
<th>Challenges</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please turn the page........
Follow-up data collection (third wave)

Methodology

The ‘Parenting and Learning Survey’ was modified in the follow-up round of data collection. Both scenarios were removed as the majority of families in the baseline were able to choose the correct responses. In addition the wording of a few questions was altered after feedback from educators to help families understand the questions, for example ‘Families can start talking to/with their child’.

All families who had been attending the program for more than three terms, i.e., had started attending before term 3, 2011, were invited to complete the three-page survey in Term 1, 2012. Whenever possible, families who had completed the original surveys were included in this follow-up round of data collection. Families were approached in playgroups and in most cases the survey was completed with support from an educator.

In total of 84 families completed this survey, which was 25% of all families enrolled at that time and 62% of families eligible to complete the survey.

<table>
<thead>
<tr>
<th>Demographics (Family)</th>
<th>Age of children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under 1 year</td>
</tr>
<tr>
<td></td>
<td>1 – 2 years</td>
</tr>
<tr>
<td></td>
<td>2 – 3 years</td>
</tr>
<tr>
<td></td>
<td>3 – 4 years</td>
</tr>
<tr>
<td></td>
<td>4 + years</td>
</tr>
<tr>
<td>Role of parent or carer</td>
<td>Mother</td>
</tr>
<tr>
<td></td>
<td>Father</td>
</tr>
<tr>
<td></td>
<td>Grandparent</td>
</tr>
<tr>
<td></td>
<td>Other (foster carer)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How long involved in Learning Together?</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year or less</td>
</tr>
<tr>
<td>Two years</td>
</tr>
<tr>
<td>Three years</td>
</tr>
<tr>
<td>Four years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many different Learning Together groups attended?</th>
</tr>
</thead>
<tbody>
<tr>
<td>One group</td>
</tr>
<tr>
<td>Two groups</td>
</tr>
<tr>
<td>Three groups</td>
</tr>
<tr>
<td>Four groups</td>
</tr>
<tr>
<td>Five + groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of surveys</th>
<th>Number of surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre programs</td>
<td>24 (21% of all families enrolled at time and 53% of eligible families)</td>
</tr>
<tr>
<td>Outreach programs</td>
<td>60 (29% of all families enrolled at time and 66% of eligible families)</td>
</tr>
</tbody>
</table>
Parenting and Learning Survey results

**Question 4. At what age (on average) do you think a child can do each of the following?**
(This question is about children in general, not about your child.)
Please note that the highlighted responses are the age ranges selected as accurate by early childhood experts in the Zero to Three National Parenting Survey (2009).

**Figure 7. PLS – Q4: At what age (on average) do you think a child can...? (baseline and follow-up comparison)**

<table>
<thead>
<tr>
<th>Ability</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience feelings like sadness and fear?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin to sense if parents are angry or sad and can be affected by this?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feel good or bad about him or her self?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control emotions, eg not have a tantrum when frustrated?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can share and take turns with other children?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow instructions like 'go pick up your shoes'?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 8. PLS – Q5: At what age can families...? (baseline and follow-up comparison)**

**Question 5. At what age (on average) do you think families could start doing each of the following?**
Question 6. What qualities and skills do you think are the most important for your child to have before they go to kindergarten/preschool?

**Figure 9. PLS – Q6: Skills needed for starting kindy (baseline and follow-up comparison)**

<table>
<thead>
<tr>
<th>Skill</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>Very</th>
<th>Fairly</th>
<th>Cont.</th>
<th>A bit</th>
<th>Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, emotional</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>52%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Question 7. To help a child’s learning how important do you think it is…?**

**Figure 10. PLS – Q7: Importance for children’s learning (baseline and follow-up comparison)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>Very</th>
<th>Fairly</th>
<th>Cont.</th>
<th>A bit</th>
<th>Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>That families talk with their children?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That families play with their children?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That families read to their children?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To comfort a child when they are upset?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>64%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That children play and interact with other children?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>78%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To make and follow through boundaries and rules?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>56%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To talk about feelings with children?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>53%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>64%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To establish routines within the family?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That families sing with their children?</td>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Question 8. How confident do you feel?**

**Figure 11. PLS – Q8. How confident do you feel...? (baseline and follow-up comparison)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talking with your child?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>75%</td>
<td>21%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>79%</td>
<td>15%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Playing with your child?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>59%</td>
<td>22%</td>
<td>17%</td>
<td>2%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>75%</td>
<td>20%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Reading to your child?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>63%</td>
<td>24%</td>
<td>13%</td>
<td>0%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>76%</td>
<td>12%</td>
<td>10%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td><strong>Comforting your child when they are upset?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>64%</td>
<td>23%</td>
<td>12%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>76%</td>
<td>17%</td>
<td>7%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td><strong>Letting child play with other children?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>54%</td>
<td>36%</td>
<td>8%</td>
<td>2%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>70%</td>
<td>22%</td>
<td>7%</td>
<td>1%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Making and following through boundaries and rules?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>33%</td>
<td>29%</td>
<td>27%</td>
<td>10%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>49%</td>
<td>33%</td>
<td>17%</td>
<td>1%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Talking about feelings with your child?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>36%</td>
<td>25%</td>
<td>25%</td>
<td>8%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>55%</td>
<td>33%</td>
<td>10%</td>
<td>2%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Establishing routines?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>38%</td>
<td>30%</td>
<td>24%</td>
<td>7%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>57%</td>
<td>27%</td>
<td>16%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Singing with your child?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>43%</td>
<td>18%</td>
<td>28%</td>
<td>6%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>66%</td>
<td>19%</td>
<td>11%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>
The ‘Annual Family Survey’ has been occurring in the original Learning Together programs for five years. It is designed to measure changes for both adults and children in areas of behaviour, understanding and confidence. This is purely a self-assessment tool. Families are asked to indicate their position on a five point scale ranging from less, the same, a bit more, a lot more, to much more. There are seven measures relating to adults and five relating to children. In addition there are two narrative questions that allow for families to provide more detail about what they are doing differently.

The following information relates only to the families enrolled in the National Partnership.

Baseline data collection

Methodology

All families were invited to complete the two page ‘Annual Family Survey’ in Term 3, 2010.

Families were mainly approached in playgroups and in the majority of cases it was completed with individual support from an educator or staff member.

In total 34 families completed the survey and all these families were from base programs. Many of the outreach sites had only just started running programs at this time so it was decided it was inappropriate to survey families at this early stage.

NB Because of the small numbers in this round of data collection, it has not been included in the comparison.

### Summary: Annual Family Survey (baseline)

<table>
<thead>
<tr>
<th>Detail of surveys</th>
<th>Number of surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre programs</td>
<td>34</td>
</tr>
<tr>
<td>Outreach programs</td>
<td>0</td>
</tr>
</tbody>
</table>

### About your child/children:

- My child communicates better since coming to Learning Together.
  - Communicates less
  - Communicates the same
  - Communicates a bit more
  - Communicates a lot more
  - Communicates much more

- My child plays more with other children since coming to Learning Together.
  - Plays less
  - Plays the same
  - Plays a bit more
  - Plays a lot more
  - Plays much more

- My child is more confident since coming to Learning Together.
  - Less confident
  - The same confidence
  - A bit more confident
  - A lot more confident
  - Much more confident

- My child asks me to read them more often since coming to Learning Together.
  - Asks less
  - Asks the same
  - Asks a bit more
  - Asks a lot more
  - Asks much more

### About Learning Together

- What is it about Learning Together that makes a difference for you and your child?

- What do you do differently at home since coming to Learning Together?
Follow-up data collection (second wave)

Methodology

All families were invited to complete the two-page ‘Annual Family Survey’ in Term 3, 2011.

Families were mainly approached in playgroups and it was expected that most families would complete this survey. In most sites it was completed with individual support from an educator or staff member. In total 159 families completed the survey, which was 50% of all families enrolled at that time.

### Summary: Annual Family Survey (follow-up, second wave)

#### Demographics (Family)

<table>
<thead>
<tr>
<th>How long involved in Learning Together?</th>
<th>One year or less</th>
<th>Two years</th>
<th>Three years</th>
<th>Four years</th>
</tr>
</thead>
<tbody>
<tr>
<td>One group</td>
<td>34%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two groups</td>
<td>37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three groups</td>
<td>22%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four groups</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five + groups</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Details of surveys

<table>
<thead>
<tr>
<th>Number of surveys</th>
<th>159 (50% of all families enrolled at that time)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Centre programs</th>
<th>57 (58% of all families enrolled at that time)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Outreach programs</th>
<th>102 (47% of all families enrolled at that time)</th>
</tr>
</thead>
</table>

### Learning Together Family Survey 2011 (NP version)

Every year we ask families what they like about Learning Together, and the differences it has made for them and their children. We rely on this to help us plan for the future. Please take a few moments to complete this survey. Thank you.

**Name:**

**Your Postcode:**

**LTID:**

### About you

#### How long have you been attending Learning Together?

- 1 year or less
- 2 years
- 3 years
- 4 years
- 5 or more years

#### How many different Learning Together groups have you attended?

- One group
- Two groups
- Three groups
- Four groups
- Five + groups

### About your child/children:

- My child asks me to read to them more often since coming to Learning Together.
- My child asks less since coming to Learning Together.
- My child communicates better since coming to Learning Together.
- My child communicates the same since coming to Learning Together.
- My child asks more since coming to Learning Together.
- My child asks the same since coming to Learning Together.
- My child reads less since coming to Learning Together.
- My child reads the same since coming to Learning Together.
- My child reads a bit more since coming to Learning Together.
- My child reads a lot more since coming to Learning Together.
- My child reads much more since coming to Learning Together.

### About Learning Together:

#### What is it about Learning Together that makes a difference for you and your child?

- My child asks me to read to them more often since coming to Learning Together.
- My child asks less since coming to Learning Together.
- My child communicates better since coming to Learning Together.
- My child communicates the same since coming to Learning Together.
- My child asks more since coming to Learning Together.
- My child asks the same since coming to Learning Together.
- My child reads less since coming to Learning Together.
- My child reads the same since coming to Learning Together.
- My child reads a bit more since coming to Learning Together.
- My child reads a lot more since coming to Learning Together.
- My child reads much more since coming to Learning Together.

### Any other comments?

- What do you do differently at home since coming to Learning Together?
Follow-up data collection (third wave)  
Methodology

In 2012 the ‘Annual Family Survey’ was redesigned as there was a significant amount of comments in the previous results indicating that while families might not, for example, read or play more they do so differently.

All families were invited to complete the two page ‘Annual Family Survey’ in Term 2, 2012.

Families were mainly approached in playgroups and it was expected that most families would complete this survey. In most sites it was completed with individual support from an educator or staff member. In total 147 families completed the survey.

### Summary: Annual Family Survey (follow-up, third wave)

<table>
<thead>
<tr>
<th>Demographics (Family)</th>
<th>How long involved in Learning Together?</th>
<th>How many different Learning Together groups attended?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One year or less</td>
<td>One group</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>Two years</td>
<td>Two groups</td>
</tr>
<tr>
<td></td>
<td>32%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Three years</td>
<td>Three groups</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Four years</td>
<td>Four groups</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Five + groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of surveys</th>
<th>Number of surveys</th>
<th>Centre programs</th>
<th>Outreach programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>147 (48% of all families enrolled at that time)</td>
<td>53 (50% of all families enrolled at that time)</td>
<td>94 (47% of all families enrolled at that time)</td>
</tr>
</tbody>
</table>

Learning Together Annual Family Survey 2012

Each year we ask families to give us some feedback about Learning Together and your experience of it. Could you please take a few minutes to fill this out? Your information will help us to make sure Learning Together continues to grow and develop to support families.

First some information about you…

The next section is about some things you might do, understand or feel, or that you might do differently since coming to Learning Together.

I play with my child…

I play differently "Yes/No" - can you give us an example?

I talk with my child…

I talk differently "Yes/No" - can you give us an example?

I read with my child…

I read differently "Yes/No" - can you give us an example?

I sing with my child…

I sing differently "Yes/No" - can you give us an example?

I understand my child…

I understand my child differently "Yes/No" - can you give us an example?

I feel confident as a parent…

I feel confident talking to my child’s educator.

This section is about your child or children, since they have been coming to Learning Together.

My child communicates…

They communicate differently "Yes/No" - can you give us an example?

My child plays with other children…

They play differently "Yes/No" - can you give us an example?

My child’s confidence is…

can you give us an example?

My child sings…

can you give us an example?

My child asks me to read to them...

can you give us an example?

Lastly, could you tell us about what Learning Together means for you and your family?
Annual Family Survey results

Question 3–9: The next section is about some things you might do, understand or feel, or that you might do differently since coming to Learning Together.

Questions 11–15: This section is about your child or children, since they have been coming to Learning Together.

Figure 12. AFS: Adult measures (second and third wave comparison)

<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play more with my child</td>
<td>2011</td>
<td>2012</td>
<td>62%</td>
<td>71%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk more with my child</td>
<td>2011</td>
<td>2012</td>
<td>60%</td>
<td>68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read more with my child</td>
<td>2011</td>
<td>2012</td>
<td>54%</td>
<td>63%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sing more with my child</td>
<td>2011</td>
<td>2012</td>
<td>63%</td>
<td>71%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand my child more</td>
<td>2011</td>
<td>2012</td>
<td>77%</td>
<td>79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More confident parent</td>
<td>2011</td>
<td>2012</td>
<td>76%</td>
<td>74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More confident about talking to educators</td>
<td>2011</td>
<td>2012</td>
<td>79%</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 13. AFS: Child measures (second and third wave comparison)

<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child communicates better</td>
<td>2011</td>
<td>2012</td>
<td>80%</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child plays more with other children</td>
<td>2011</td>
<td>2012</td>
<td>82%</td>
<td>86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child is more confident</td>
<td>2011</td>
<td>2012</td>
<td>88%</td>
<td>89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child sings more</td>
<td>2011</td>
<td>2012</td>
<td>79%</td>
<td>74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child asks me to read to them more</td>
<td>2011</td>
<td>2012</td>
<td>72%</td>
<td>69%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 3–11: The next section is about some things you do, understand or feel, or that you might do differently since coming to Learning Together.

### A3.4 Relationships scale of Reflect, Respect, Relate (RRR)

The ‘Relationships scale of Respect, Reflect, Relate’ (DECS, 2008) was used as an observation tool in playgroups to measure their culture. This scale is one of four observation scales that have been designed for assessing a setting in terms of the quality of the learning environment and relationships, and through children’s levels of wellbeing and involvement. The scale was modified to focus on parents and carers rather than educators, therefore some of the indicators were omitted as they were no longer relevant. The scale was used to record characteristics of adults’ relationships with the children in the playgroup environment.

The Relationships scale has four signals of relationships and detailed indicators to be used in observing and assessing the quality of relationships.

The four signals of quality in relationships are:

- responsivenes
- positive interactions
- quality verbal exchanges
- appropriateness.

The observation focus in this scale is on the adults’ interactions with children in order to assess the adults’ relationships with them.

#### Methodology

The adapted process for the observations consists of:

- A minimum of 3 five minute observations of each child during a playgroup session of 1 1/2–2 hours.
- Observations covered a range of experiences within the group and when possible included one observation during a group activity, such as fruit time or mat time.
- When possible each observation of the same child is separated by 15 minutes.
- At least 3 children in each setting.

After each 5 minute observation, notes were made and the observation rated.
**Indicator observations**

The occurrence and frequency of specific behavioural signals were recorded by assigning a value for each indicator:

- **Positive** – if indicator is observed occurring positively.
- **Negative** – if indicator is observed occurring negatively.
- **Missed opportunity** – if indicator is not observed due to a missed opportunity.
- **No opportunity** – if indicator is not observed due to no opportunity.

Additional values were added to fit with the *Learning Together* context:

- **O Other person positive** – if another parent or carer interacted positively with the child.
- **E Educator positive** – if the educator interacted positively with the child.

**Rating**

Using the results from the Indicator Observations a judgement was made of the global quality of each signal and assigned low (L), medium (M) or high (H) for each signal. Then from an aggregation of L M H, assign a level between 0 and 5 using the rating descriptions listed in Table 5.

**Setting rating**

A mean score for each setting was then calculated by adding each child’s scores for each observation and dividing the total by the number of observations. A mean score of 2.5 is considered to be the lowest acceptable score indicative of a supportive environment.

**Participants**

Participants were selected based on their attendance at a group when the observer was present and for the most part were randomly selected to ensure a relatively even mix of girls and boys and ages of children. However it should be noted that due to the nature of some signals, ie the types of responses, it was difficult to observe and rate families who did not speak English with their child.

<table>
<thead>
<tr>
<th>Level</th>
<th>Environment</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent</td>
<td>No interactions with adult.</td>
</tr>
<tr>
<td>1</td>
<td>Totally non supportive</td>
<td>Negative, restrictive, controlling, dominating interactions; social bids or cues for comfort go unnoticed or are rejected, discounted, avoided or ignored.</td>
</tr>
<tr>
<td>2</td>
<td>Mainly non supportive</td>
<td>Detached, delayed or brief interactions; minimal social or emotional involvement or direct contact/affection.</td>
</tr>
<tr>
<td>3</td>
<td>Neither supportive or non supportive</td>
<td>Functional; interactions are routine, technical, mostly organisational or in response to physical need; superficial contact.</td>
</tr>
<tr>
<td>4</td>
<td>Mainly supportive</td>
<td>Social bids and cues are responded to quickly and sensitively; some intense, reciprocal interactions, but with interruptions; educator initiates contact; not all signals are present.</td>
</tr>
<tr>
<td>5</td>
<td>Extremely supportive</td>
<td>Securely attached, special togetherness and reciprocal warmth; invites and shares positive reciprocal, sustained interactions; all signals present.</td>
</tr>
</tbody>
</table>

(DECS, 2008, p 40)
Summary: Relationships scale of RRR (baseline)

Demographics (Family)
- Sex of children:
  - Females: 45%
  - Males: 55%
- Age of children:
  - Under 1 year: 7%
  - 1 - 2 years: 29%
  - 2 - 3 years: 33%
  - 3 - 4 years: 27%
  - 4 + years: 4%
- Role of parent or carer:
  - Mother: 89%
  - Father: 9%
  - Other: 2%
- ESL: 24%

Details of observations
- Number of children: 41 (approx. 10% of all children enrolled at that time)
- Number of observations: 121 (100% with no educators)
- Number of groups:
  - Centre programs: 13 (81% of all playgroups run at that time)
  - Outreach programs: 10 (78% of all playgroups run at that time)

Picture 10. Adapted Relationship Scale of RRR

| Site: ________________________________ | Program: ____________________________ |
| Date: _______________________________ | |
| Child: __________________________________ M/ F |
| Parent: _____________________________ |
| Time: ______________________________ |

Responsiveness

<table>
<thead>
<tr>
<th>P/E/O 1</th>
<th>P/E/O 2</th>
<th>P/E/O 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>med</td>
<td>high</td>
</tr>
</tbody>
</table>

Positive interactions

<table>
<thead>
<tr>
<th>Low</th>
<th>med</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quality verbal exchanges

<table>
<thead>
<tr>
<th>Low</th>
<th>med</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appropriateness

<table>
<thead>
<tr>
<th>Low</th>
<th>med</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Follow-up data collection (third wave)

Methodology

Follow-up observations were completed in Term 2, 2012. Participants were selected based on their attendance at a group when the observer was present and where possible children who had been observed in the baseline data collection were included. Other children were randomly selected to ensure a relatively even mix of girls and boys and ages of children.

It should be noted that due to the nature of some signals, ie the types of verbal responses, it was difficult to observe and rate families who did not speak English with their child.

In total there were 104 observations of 39 children across 12 groups. This was approximately 9% of all children enrolled at that time.

### Summary: Relationships scale of RRR (follow-up)

<table>
<thead>
<tr>
<th>Demographics (Family)</th>
<th>Sex of children</th>
<th>Females</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Age of children</td>
<td>Under 1 year</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 – 2 years</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 – 3 years</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 – 4 years</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 + years</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Role of parent or carer</td>
<td>Mother</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Father</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grandparent</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carer</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td></td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>How long involved in Learning Together?</td>
<td>One year or less</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two years</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three years</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four years</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>How many different Learning Together groups attended?</td>
<td>One group</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two groups</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three groups</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four groups</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Five + groups</td>
<td>18%</td>
<td></td>
</tr>
</tbody>
</table>

### Details of observations

<table>
<thead>
<tr>
<th>Number of children</th>
<th>39 (approx. 9% of all children enrolled at that time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of observations</td>
<td>104 (102 with no educators)</td>
</tr>
<tr>
<td>Number of groups</td>
<td>12 (57% of all playgroups run at that time)</td>
</tr>
<tr>
<td>Centre programs</td>
<td>3 (50% of all playgroups run at that time)</td>
</tr>
<tr>
<td>Outreach programs</td>
<td>9 (60% of all playgroups run at that time)</td>
</tr>
</tbody>
</table>
Relationship scale of RRR results

Rating

At the end of each observation, that observation is assigned a level between 0 and 5 using the rating descriptions previously mentioned. Those individual results were then collated and compared.

Setting rating

A mean score for each site was calculated. A mean score of 2.5 is considered the lowest acceptable score indicative of a supportive environment. The mean scores were compared.

Figure 15. RRR: All individual ratings (baseline and follow-up comparison)

<table>
<thead>
<tr>
<th>Rating</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4%</td>
</tr>
</tbody>
</table>

Figure 16. RRR: Setting rating by site (baseline and follow-up comparison)

<table>
<thead>
<tr>
<th>Site</th>
<th>0</th>
<th>1.0</th>
<th>2.0</th>
<th>3.0</th>
<th>4.0</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challa Gardens Playgroup EOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whyalla Baby Playgroup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Millicent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Port Pirie Playgroup Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodville Gardens Playgroup EOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth South Playgroup PWACOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BANB-7 Playgroup Fri EOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Windermere Playgroup PWACOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whyalla Community Playgroup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hampstead Gardens Playgroup EOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quality rating

After each set of indicators an assessment is made of the global quality of each signal and assigned a low, medium or high for each signal. Those individual results were then collated and compared.

Figure 17. RRR: Collation of individual ratings (baseline and follow-up comparison)

<table>
<thead>
<tr>
<th>Rating kind</th>
<th>Baseline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>48%</td>
<td>53%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>45%</td>
<td>2%</td>
</tr>
<tr>
<td>Positive interactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>49%</td>
<td>64%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>34%</td>
<td>2%</td>
</tr>
<tr>
<td>Quality verbal exchanges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Appropriateness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>64%</td>
<td>62%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>34%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Low | Medium | High
Indicator observations

At the end of each 5 minute observation a value is assigned to each indicator – family member positive, other person positive, missed opportunity, negative, no opportunity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receives reliable/predictable/consistent responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child has physical and emotional access to parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signals and cues are observed and listened to with attention and respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cues and social signals are reacted to sensitively and promptly; child’s lead is followed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>51%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperament, current mood and situation is considered respectfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>46%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is comforted quickly when distressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 18. RRR: Responsiveness signals (baseline and follow-up comparison)
<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is engaged in interactive play with parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>61%</td>
<td>4%</td>
<td>31%</td>
<td>0%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Communication towards the child has a happy, respectful tone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>64%</td>
<td>3%</td>
<td>30%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>98%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Welcoming gestures and eye contact are directed towards child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>53%</td>
<td>3%</td>
<td>43%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>91%</td>
<td>1%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Warmth and affection are shared with child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>62%</td>
<td>2%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>95%</td>
<td>1%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Active interest is taken in the child’s activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>68%</td>
<td>2%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Follow-up</td>
<td>95%</td>
<td>1%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Is involved with the parent 1:1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>30%</td>
<td>0%</td>
<td>65%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>38%</td>
<td>0%</td>
<td>46%</td>
<td>0%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Given encouragement through acknowledgment of effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>3%</td>
<td>0%</td>
<td>10%</td>
<td>2%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>3%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Has access to help for peaceful resolution of conflicts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>31%</td>
<td>2%</td>
<td>61%</td>
<td>2%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>3%</td>
<td>0%</td>
<td>24%</td>
<td>0%</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>Receives expressions of positive feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>69%</td>
<td>4%</td>
<td>23%</td>
<td>1%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>90%</td>
<td>1%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Positive feelings are directed towards child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>30%</td>
<td>2%</td>
<td>65%</td>
<td>0%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>75%</td>
<td>1%</td>
<td>23%</td>
<td>0%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Questions and comments of interest to the child are made</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>11%</td>
<td>0%</td>
<td>85%</td>
<td>0%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>66%</td>
<td>1%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Child’s social bids are extended/elaborated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>26%</td>
<td>0%</td>
<td>66%</td>
<td>5%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>50%</td>
<td>1%</td>
<td>27%</td>
<td>0%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Guided by suggestions of what to do rather than what not to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>61%</td>
<td>4%</td>
<td>31%</td>
<td>0%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td>90%</td>
<td>1%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
Figure 20. RRR: Quality verbal exchanges signals (baseline and follow-up comparison)

<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is engaged in sustained two-way, turn-taking conversational interactions</td>
<td>Baseline</td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions are initiated that reflect the child’s developing understandings and interests</td>
<td>Baseline</td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is given time to make expressions understood</td>
<td>Baseline</td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is given time to respond</td>
<td>Baseline</td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiated interactions are built upon</td>
<td>Baseline</td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaged in discussions of an activity in which they’re both engaged</td>
<td>Baseline</td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wonder, exclamations, questions and comments are responded to</td>
<td>Baseline</td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares in social language games initiated by the parent</td>
<td>Baseline</td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-verbal language is used to add meaning to words, eg gestures</td>
<td>Baseline</td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family member</th>
<th>Positive</th>
<th>Other person</th>
<th>Positive</th>
<th>Missed opportunity</th>
<th>Negative</th>
<th>No opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>21%</td>
<td>0%</td>
<td>75%</td>
<td>0%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Other person</td>
<td>65%</td>
<td>0%</td>
<td>35%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>23%</td>
<td>0%</td>
<td>73%</td>
<td>0%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Other person</td>
<td>56%</td>
<td>1%</td>
<td>40%</td>
<td>0%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>41%</td>
<td>2%</td>
<td>54%</td>
<td>0%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Other person</td>
<td>96%</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>45%</td>
<td>0%</td>
<td>51%</td>
<td>0%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Other person</td>
<td>98%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>20%</td>
<td>0%</td>
<td>75%</td>
<td>0%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Other person</td>
<td>78%</td>
<td>1%</td>
<td>20%</td>
<td>0%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>37%</td>
<td>2%</td>
<td>59%</td>
<td>0%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Other person</td>
<td>65%</td>
<td>1%</td>
<td>34%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>30%</td>
<td>0%</td>
<td>65%</td>
<td>0%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Other person</td>
<td>91%</td>
<td>1%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>Other person</td>
<td>1%</td>
<td>0%</td>
<td>37%</td>
<td>0%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>28%</td>
<td>3%</td>
<td>64%</td>
<td>0%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Other person</td>
<td>84%</td>
<td>1%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
Figure 21. RRR: Appropriateness signals (baseline and follow-up comparison)

<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
<th>Family member positive</th>
<th>Other person positive</th>
<th>Missed opportunity</th>
<th>No opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is engaged in sustained interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>47%</td>
<td>2%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>Efforts are acknowledged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>87%</td>
<td>1%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Is told what is going to happen, what is happening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26%</td>
<td>0%</td>
<td>71%</td>
<td>1%</td>
</tr>
<tr>
<td>There are realistic expectations of what a child can do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28%</td>
<td>1%</td>
<td>56%</td>
<td>0%</td>
</tr>
<tr>
<td>Receiving indirect forms of support when overwhelmed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24%</td>
<td>0%</td>
<td>29%</td>
<td>2%</td>
</tr>
<tr>
<td>Emotions are recognised, labelled and respectfully supported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
<td>1%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Is called by name, correctly pronounced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>62%</td>
<td>2%</td>
<td>26%</td>
<td>3%</td>
</tr>
<tr>
<td>Hostility and aggression are constructively discouraged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>98%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

A3.5 Educator reports, reflections and feedback

Monthly reports

The educators employed in the programs were expected to complete monthly reports for the project. These reports included up to date demographic, attendance and program information.


Site: (please insert the name of the base site)

Attendance Data (Total number of people attending each group each week)
This should include all the groups that you are attending.
Please note that these numbers MUST be the same as what is in your Managers report at the end of the term.

<table>
<thead>
<tr>
<th>Group and site</th>
<th>1 - 5 April</th>
<th>6 - 12 April</th>
<th>13 - 19 April</th>
<th>20 - 26 April</th>
<th>27 April - 1 May</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enrolment data (Total number of people enrolled in the group – should only count each person once)
Enrolment data will include all children attending on a given day, regardless of their enrolment status in the Learning Together Data Base

<table>
<thead>
<tr>
<th>Site 1</th>
<th>1 - 5 April</th>
<th>6 - 12 April</th>
<th>13 - 19 April</th>
<th>20 - 26 April</th>
<th>27 April - 1 May</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What was the highlight of this month?
Why was it significant?
Will you do anything more about it or what happens next?
**Term and annual reports**

Each term *Learning Together* managers provide a report about their program. Outreach teachers provided information that fed into those reports. These reports included up to date demographic, attendance and program information. Annual reports included central planning and reflection.

---

**Picture 12. Example of a term report**

### DATA:

**Attendance Data** (Total number of people attending each group each week):

<table>
<thead>
<tr>
<th>Group</th>
<th>wk 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of families currently attending</th>
<th>Number of children currently attending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(These numbers should match the number of enrolments in the Learning Together Data Base)

---

### PROGRAM INFORMATION:

**Group Information:**

Please fill out this table for each group that you are running this term.

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Location</th>
<th>Focus/Rationale</th>
<th>Level Base</th>
<th>National Partnership</th>
<th>Length</th>
<th>Partner Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Length: ongoing / one off / less than a term / one term / two terms / school holidays

---

### OTHER INFORMATION:

What’s working well for you this term? What have been successes?

What have been the challenges this term?

Anything you want to tell us about Learning Together @ Home?

Anything else?

---

**Final Impact Report:** An evaluation of *Learning Together* under the Smarter Schools National Partnership – Part 2: technical report | 43
Educator reflections

The purpose of the educator reflections was two-fold. In the first place it was to support the development of reflective practice with the educators. In the second place these reflections demonstrate the issues for staff as well as demonstrating change for the educators themselves, the families and the sites they are working with.

Methodology

All teachers and managers were asked to provide at least three reflections each week (or pro rata equivalent for part time staff), using the ‘What? So what? Now what?’ Reflection tool.

The reflections focused on significant events in the program and their work, including individual children, families, the program itself or interactions with the school or other agencies. Staff were then asked to reflect on why that was important and what needs to happen next. The template outlined in Table 6 was used a guide or starting point for staff.

Staff submitted these reflections each month with their reports, and the reflections were coded and analysed to identify themes. The reflections fit into four broad themes; children, adults, the program and the educators themselves. These themes were then broken into sub-themes that fit with the outcomes and performance measures.

Teacher Network meetings

Teacher Network meetings were held each term with all the teachers from across the state. Data was collected from educators in the form of responses to specific questions. Educators were also given feedback and support to understand previous data in order to make changes to their programs to be better able to meet targets and outcomes.

Records of these meetings were kept and of particular relevance were the meetings at the end of 2010 and 2011, where targeted questions about the program, and impact on families were asked. These meetings also included opportunities to collate evidence that added to case study reports.

<table>
<thead>
<tr>
<th>Table 6. ‘What? So what? Now what?’ Reflection tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What?</strong></td>
</tr>
<tr>
<td>What did I see?</td>
</tr>
<tr>
<td>What happened?</td>
</tr>
<tr>
<td>What didn’t happen</td>
</tr>
<tr>
<td>Observe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary: Staff reflections (baseline 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details of reflections</strong></td>
</tr>
<tr>
<td>Centre programs</td>
</tr>
<tr>
<td>Outreach programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary: Staff reflections (follow-up, second wave 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details of reflections</strong></td>
</tr>
<tr>
<td>Centre programs</td>
</tr>
<tr>
<td>Outreach programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary: Staff reflections (follow-up, third wave 2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details of reflections</strong></td>
</tr>
<tr>
<td>Centre programs</td>
</tr>
<tr>
<td>Outreach programs</td>
</tr>
</tbody>
</table>
Learning Together Stories are an important part of Learning Together programs. The stories are used to share information and highlight the learning that children and families are engaged in. For staff the stories act as a record of the learning or growth that has taken place.

**Methodology**

Staff were asked to submit three Learning Together Stories each month for the first two years of the project. This was reduced in the third year to one each month. These stories are also an important part of the case studies.

**A3.7 Case studies**

Educators were asked to identify a small number of families that they would be able to track over the three years of the project and report on those families. The educators provided annual stories about ‘most significant change’ for those families. In addition these families have also had all other data collected from them collated, for example survey results and staff reflections.

**A3.8 Data base**

Educators were expected to maintain a central database with up to date information about families. Data was then extracted from the database to complete spread sheets on the numbers of families enrolled and currently attending. The database also includes demographic information. Each family is allocated a unique identifier against which data has been recorded allowing for follow-up if the evaluation becomes longitudinal.

**A3.9 Feedback groups and interviews with families**

**Feedback groups**

The purpose of the feedback groups was to collect data on families’ understanding about Learning Together, how it differs from other programs they have attended and how it has benefited them as parents and their children.

**Methodology**

Families who had been involved in Learning Together for a significant period of time were invited to participate in feedback groups in Term 3 or 4, 2011. Families received a written invitation one or two weeks before the feedback group was held. Whenever possible the project officer attended the group to meet the families and explain the process to them before that date of the feedback group. This occurred for the majority of the metropolitan locations, but none of the regional locations. The feedback groups were held at different times depending on the preferences of the families involved. In all the outreach programs groups were run alongside the usual activity that families were involved in, eg playgroup, with staff looking after their children. In centre programs families attended the feedback groups at a time outside of the normal groups they would attend. Four families wished to provide feedback but not in a group setting, so they were asked the same questions individually.

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**Summary: Learning Together Stories (baseline 2010)**

<table>
<thead>
<tr>
<th>Details of reflections</th>
<th>Number of stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre programs</td>
<td>24 (15% of total)</td>
</tr>
<tr>
<td>Outreach programs</td>
<td>141 (85% of total)</td>
</tr>
</tbody>
</table>

**Summary: Learning Together Stories (follow-up, second wave 2011)**

<table>
<thead>
<tr>
<th>Details of reflections</th>
<th>Number of stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre programs</td>
<td>111 (25% of total)</td>
</tr>
<tr>
<td>Outreach programs</td>
<td>326 (75% of total)</td>
</tr>
</tbody>
</table>

**Summary: Learning Together Stories (follow-up, third wave 2012)**

<table>
<thead>
<tr>
<th>Details of reflections</th>
<th>Number of stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre programs</td>
<td>19 (19% of total)</td>
</tr>
<tr>
<td>Outreach programs</td>
<td>83 (81% of total)</td>
</tr>
</tbody>
</table>
The feedback groups were run using a semi-structured interview approach. While there were six set questions, there was also the possibility to deviate and follow the lead of families. Feedback groups were recorded to assist with transcribing of the sessions and families were asked to complete consent forms to allow this. The results were then collated into common themes.

In total 50 families were involved in feedback groups during this period (15% of all families enrolled at that time).

**Feedback groups results**

**Question 1: In your own words tell me about Learning Together and what you think it is about.**

Responses from families fitted into two main areas. Initially many families talked about the benefits for their children and in particular focused on children learning together with other children. After some discussion most groups then talked about the benefits for parents and families, for example building social capacity, families learning and family support and parenting.

“(Learning Together) definitely helps me a lot. At times it’s hard being a young mum from a single mum. I’m realising that some of the things I am doing are actually helping and the things I’m picking up are helping her learn. I didn’t know that before (Learning Together). It made me feel a bit better about myself to think that I am helping her.”

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Themes</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Benefits for the children** | Social skills and making new friends | 12 | “Teaching children to learn how to play together and get along.”  
“Kids socialising with other kids.” |
| | Learning, new skills, confidence | 9 | Children learning, improving their skills and gaining confidence. |
| | Play, singing, books, painting | 8 | “Do things we can’t do at home.” |
| | Variety and different experiences | 7 | “Feeling different objects and textures.”  
“A lot of things they do here we can’t do at home which is good so they don’t miss out on things.”  
“Structure and routine of this one stood out a mile.” |
### Question 2: What do you like about the Learning Together groups you come to? What don’t you like?

There were several common themes of what families like about the Learning Together programs they attend; about the program, what happens at the program and what happens for families and their children.

There wasn’t a lot that families didn’t like and most comments actually related to what they would like to see added to programs including outdoor play areas for those groups that don’t have one and a few comments about not liking singing, but all then laughed and said that they do it because their children love it.

<table>
<thead>
<tr>
<th>Question 2 Themes</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Benefits for parents and families | 17 | “Knowing ‘my kid is normal.’”  
“Learning to communicate and interact with your kids.”  
“Learning new things about your child.”  
“Teaching adults ‘stuff to do at home.'”  
“Playing with your child.”  
“Mums and kids, everyone learning together.”  
“I’ve learnt heaps since coming here to open up and be me.” |
| Family support and parenting | 12 | Help with parenting.  
“The staff ‘notice changes’ and ‘celebrate change.’”  
“Help you grow as a family.”  
“Building a ‘relationship with your child.”” |
| Meeting other adults/giving mums somewhere to go | 6 | |
| Being together with your children | 6 | |
| Way of working | 4 | “I would try to say its strengths based, in everything here.” |

---

**Staff/program**

<table>
<thead>
<tr>
<th>Question 2 Themes</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
</table>
| About the program/staff | 28 | Inviting.  
Welcoming.  
Approachable.  
“It’s friendly, its not snobby, you don’t have to worry about coming...like you can wear your daggiest clothes and not really care. Whereas some of them you have to get your makeup right, wear the right clothes and whatever.”  
“Non judgemental.”  
“Feels safe.”  
“She’s very approachable.”  
“The way staff interact with children. You feel like you’re a part of the community.” |
| What happens at the program | 19 | Structure of the group and variety and type of activities.  
“We all have an input.”  
Ideas of what to do at home.  
“Different programs available.”  
“I like it in the school environment, it’s not as scary for the kids here.”  
“I like how we have a structure, programs set out...what we’re going to do — but not too structured.” |
### Question 2: Themes, No., Comments

#### Staff/program continued

**Choice/opinion**  
- "She asks us what we want to do."
- "I think that’s a good thing here as well, you can go up, you do feel free to say to the teachers ‘I didn’t like this’ or ‘I didn’t like that.’"
- "If you’ve got an idea they will listen…and take it on board."

**Enjoy/fun**  
- "My son likes it, so that makes me feel good."

#### Benefits for the children

**Social skills and making new friends**  
- "Children playing with other children."

**Learning, new skills, confidence**  
- "My son likes it, so that makes me feel good."

**Kindy**  
-  

**Variety and different experiences**  
- "I like the different ranges of stuff that she’s got for the kids."

#### Benefits for parents and families

**Meeting other adults and giving mums somewhere to go**  
- Meeting new people.

**Families learning**  
- "Teach us that it is OK to make a mess."
- "I achieve things here."

**Family support and parenting**  
- "Takes pressure out of expectations that you have and you’re wondering all the time."
- "Didn’t like leaving my house, now I do."

**Families supporting other families**  
- "Talk with other parents. Everyone is relaxed everyone looks after each other."
- "Share concerns with other parents when you have no family here. Wider opinion here. Other playgroups can be quite clicky."
- "Invited to first birthday party."
- "It’s like coming to a second family."

#### Don’t like

**Song time**  
- "I hate song time, but Jai loves it, I hate it but the kids love it."

**Outside play area**  
-  

**More activities/longer time**  
-  

**Other**  
-  

---

Question 3: How is it different to other programs or activities you have been to or have done with your children?

While many families had not been to other programs with their children so were unable to make a comparison, those that had fell into two main areas; staff, especially their interactions, welcoming and accepting and the programs and groups, including the way they are run and the range of experiences. Some responses also related to families and children.

“I’ve only been to one other group, it was supposed to be so good and everyone raved about it. We went there once and the staff didn’t introduce themselves, no one approached us and said who they were or what they were there for.”

<table>
<thead>
<tr>
<th>Question 3</th>
<th>Themes</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Interactions</td>
<td>12</td>
<td>*“More staff here and they’re more energetic.”&lt;br&gt;<em>Not told what to do,&lt;br&gt;</em>“All the interactions from the staff. They are very hands on with everybody, whereas other playgroups are a bit cold.”</td>
</tr>
<tr>
<td></td>
<td>Acceptance</td>
<td>9</td>
<td><em>“It’s OK to talk, you don’t have to hide, but if you want to hide that’s OK.”&lt;br&gt;</em>“On an equal basis here.”&lt;br&gt;<em>“Felt judged elsewhere, what the hell are you doing.”&lt;br&gt;</em>“Good to come and be treated as a normal person.”</td>
</tr>
<tr>
<td></td>
<td>Welcoming</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Structure/activities</td>
<td>18</td>
<td>*“Less intimidating here, not in a big group.”</td>
</tr>
<tr>
<td></td>
<td>Links to other programs on site</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cost</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variety</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Parents and families</td>
<td>Parent interaction with children</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning</td>
<td>3</td>
<td><em>“Don’t have to admit you don’t know what you are doing.”&lt;br&gt;</em>“You notice the things your kids do, take them into your home environment.”</td>
</tr>
<tr>
<td></td>
<td>Meeting other adults/friends</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td>Social skills/friends</td>
<td>3</td>
<td>*“Playing with other kids nicely since coming here.”</td>
</tr>
<tr>
<td>Other</td>
<td>Don’t go to other groups</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Question 4: Do you think that your involvement in *Learning Together* has changed what you do with your children? Or how you respond to things they do? Tell me more about that.

The responses fitted in to three main themes about what families now do with their children. The first was around changes they have made at home, the second theme was about how they do it, interacting more and differently with their children, and understanding the value of interaction and that it relates to learning. A smaller theme was around how parents felt.

<table>
<thead>
<tr>
<th>Question 4</th>
<th>Themes</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Children** | Doing more things at home | 18 | • Doing more things at home, including singing, reading, craft ideas and messy play. 
• “Kids want to do cooking at home.”
• “My child now asks ‘can I try?’” |
| | Kids learning | 5 | |
| | Routine | 5 | |
| | Singing/songs | 4 | • “How to sing songs, I didn’t know nursery rhymes.” |
| | Read/books | 4 | |
| | Gaining independence/confidence | 3 | |
| | Social skills | 3 | |
| **Parents and families** | How I interact with my child | 23 | • “With my little miss, I’ve noticed a big change in the way we interact.”
• “Families SA have noticed a big difference.” |
| | More tuned in to my child/connection/understanding | 21 | • “A bit more understanding of what they want.”
• “Why they do things.”
• “Because they have to fill their cup.”
• “Kids don’t actually really need much – all they need is for you to be there or to know that you care.” |
| | Parents learning | 14 | • “It’s actually recognising that she’s got needs.” |
| | How I respond to my child | 10 | • “I don’t scream and yell at him.”
• “Now I put myself into time out.”
• “Spend more time trying to understand her.” |
| | How I feel | 8 | • “It’s more of a pleasure.”
• “I’ve stopped feeling like a fraud.”
• “Makes me feel like a legitimate parent.” |
| | Circle of security | 6 | |
| | Confident/self esteem | 2 | • “A lot more confident here.” |
| | Learn from watching staff | 2 | |
Question 5: What have you learnt about your child? And about yourself as a parent?

This question drew a wide range of responses, but they still fit into several main themes. The main area was changes to how they understood their child and changes in their expectations of parenting, especially around normalising the parenting experience and the difference between their previous parenting experiences and what it is like this time.

The other themes were about themselves as a parent, about the way they react, about their children and about learning from staff.

<table>
<thead>
<tr>
<th>Question 5</th>
<th>Themes</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>Gaining independence/confidence</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doing more things at home</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children learning</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>More tuned in to my child/ connection/ understanding /changes in expectations</td>
<td>39</td>
<td>“Have learnt there’s more than one option.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Being a parent – 30% is good enough.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“I’m OK as a parent. I’m not weird.”</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>“OK to have bad days.”</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>“We come in and realise we all have same problems.”</td>
</tr>
<tr>
<td></td>
<td>How I respond to my child</td>
<td>9</td>
<td>“I’ve felt calmer with her.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“I reckon it has taught me to at least be there for my child, do my best.”</td>
</tr>
<tr>
<td></td>
<td>Parents learning</td>
<td>9</td>
<td>“Us learning language, it’s us as well as them.”</td>
</tr>
<tr>
<td></td>
<td>How I interact with my child</td>
<td>8</td>
<td>“I get down to their level.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“When I get on the playground I get on play equipment with them now.”</td>
</tr>
<tr>
<td>Social networks</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Learn from watching staff</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Getting out</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>School staff</td>
<td>5</td>
<td>“Thought that teachers were evil – from another planet – now so approachable.”</td>
</tr>
<tr>
<td></td>
<td>Connecting with staff</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acceptance</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Question 6: Tell me about your experience with schools. Do you think anything is different now you are involved with Learning Together?

This question drew a range of responses and it was obvious that some sites had more success in building links with their host schools than other sites. Each site drew a different range of responses that were relevant to that context, however there were also a few shared themes.

Families also reported that they now have improved relationships with the school. They spoke about the importance of meeting school staff at playgroup and school staff knowing their children’s names before they start at school. A further element was how this has helped their child’s transition to the school-based preschool or school.

In addition several families reported that they have now decided to send their child to the school because their experience at Learning Together Playgroup has been so positive.

<table>
<thead>
<tr>
<th>Question 6</th>
<th>Themes</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Schools** | Get to know/familiarity/building relationships | 25 | “School knows the kids before they come there.”
| | | | “I’m more comfortable walking around the school... and now I know where everything is.”
| | | | “Now I know that the principal isn’t scary!”
| | Transition | 9 | |
| | Positive about coming to school | 6 | “Learning Together is improving the school.”
| | Positive impression about the school | 3 | “My experience at this playgroup has changed how I think about the school.”
| | | | “I used to be freaked out a bit about him doing to school. Now I’m excited about school.”
| | SACE | 2 | “Important to finish SACE. Don’t want my kid to be like I was with my mum.”
| | | | “I wasn’t going to consider this school... now I have filled in the forms and she is starting kindy next term.”
| | Comparison to other groups/schools | 2 | |
| | School different | 2 | |
| | Negative | 6 | “I’m scared of school. I really am, I just think of him being my little boy in with all these bigger kids and everything.”
| | | | “Don’t really have anything to do with the school.”
| | Provided a pathway into the school eg volunteer | 2 | |
| | Part of the community/support network | 4 | |
| | Highlighting issues with school now or in the past/change in expectations | 11 | |
| | Response related to LT program | | “When I can’t come to LT next year I will look around for another LT.” |
Question 7: Is there anything else that you want to say?

Several families talked about having been linked into further education such as TAFE courses, both within the program and outside of it.

Other families also mentioned the benefits of also having a Learning Together @ Home fieldworker to visit them.

• “If there wasn’t any Learning Together don’t know what I would do.”
• “Can’t live without Learning Together.”
• “Bridging gap between baby and school.”
• “Part of community.”

Collation of all responses to Question 1–5

Across the groups there were some strong trends of groups of responses.

<table>
<thead>
<tr>
<th>Collation of all responses to Question 1–5</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children</strong></td>
<td></td>
</tr>
<tr>
<td>Social skills and making new friends</td>
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</tr>
<tr>
<td>Gaining independence/confidence</td>
<td>7</td>
</tr>
<tr>
<td>Routines</td>
<td>6</td>
</tr>
<tr>
<td><strong>Families</strong></td>
<td></td>
</tr>
<tr>
<td>More tuned in to my child/connection/understanding/changes in expectations</td>
<td>39</td>
</tr>
<tr>
<td>Families learning</td>
<td>38</td>
</tr>
<tr>
<td>How I interact with my child</td>
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</tr>
<tr>
<td>Meeting other adults and giving mums somewhere to go</td>
<td>30</td>
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<tr>
<td>Family support and parenting</td>
<td>21</td>
</tr>
<tr>
<td>How I understand my child</td>
<td>21</td>
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<tr>
<td>How I respond to my child</td>
<td>19</td>
</tr>
<tr>
<td>Somewhere you can be your self</td>
<td>16</td>
</tr>
<tr>
<td>Being together with your children</td>
<td>10</td>
</tr>
<tr>
<td>Families supporting other families</td>
<td>9</td>
</tr>
<tr>
<td>How I feel</td>
<td>8</td>
</tr>
<tr>
<td>Learn from watching staff</td>
<td>5</td>
</tr>
<tr>
<td><strong>Staff/program</strong></td>
<td></td>
</tr>
<tr>
<td>About the program/staff</td>
<td>63</td>
</tr>
<tr>
<td>What happens at the program</td>
<td>21</td>
</tr>
<tr>
<td>Choice/opinion</td>
<td>8</td>
</tr>
</tbody>
</table>
We would like to invite you to be part of an informal feedback group to talk about your family’s experience with Learning Together this year.

We want to make sure that the program is useful for you and find out a bit more about your experience. We also want to share some of this feedback with the Commonwealth and State Governments that give us money for the program.

We especially want to know…

About your experience of Learning Together and what it has meant for you and your child / children.

We will be holding a feedback group for local families on

Date: XXXXX November
Time:
Location: Learning Together at XXXXX Primary School

Please let me know if you can come.

Educator and Joanne Bros
Learning Together Manager and Project Officer – Learning Together

Getting started: A bit about you! Your name, your children and their ages, what Learning Together groups you attend and how long you have been coming to Learning Together.

1. If you were going to tell someone else about Learning Together what would you say?
2. What do you like about the Learning Together groups you come to? What don’t you like? If you could change something, what would it be?
3. How is it different to other programs or activities you have been to or have done with your children?
4. Do you think that your involvement in Learning Together has changed what you do with your children? or how you respond to things they do? Tell me more about that.
5. What have you learnt about your child? and about yourself as a parent?
6. Tell me about your experience with schools. Do you think anything is different now you are involved with Learning Together?

Finishing up: Is there anything else that you want to say?

Thank you for your time today! If you have any more questions please contact Joanne Bros.
A3.10 Feedback from principals and school leaders

Principal/school leader feedback group

In late 2011, all Principals and Heads of Early Years in outreach schools from the Northern and Western Adelaide Regions were invited to attend a feedback group and discussion. The purpose of this group was to collect information on school leaders’ understanding about Learning Together, how it is running at each site and areas for future improvement.

Follow up data collection (second wave)

Methodology

The Principals and Heads of Early Years were sent an email invitation to attend the session at Lake Windemere CPC-7 school. Six principals/school leaders attended in addition to both Learning Together Centre Managers from the Northern Region.

Notes were taken during the discussion and the results collated into themes.

Table: Themes, No. of comments

<table>
<thead>
<tr>
<th>Themes</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Connecting to the school and/or children’s centre| 8   | • “CDC connecting to families through the playgroup, (teacher) working well with CDC.”
|                                                  |     | • “Interaction has changed with their children since connecting with other services on the site.”
|                                                  |     | • “A change is learning stories – now integrated into practice of kindy.” |
| Teacher led                                      | 5   | • “So different to a parent run playgroup.”                               |
|                                                  |     | • “Parent behaviour more appropriate.”                                    |
|                                                  |     | • “(Teacher) is modelling about the learning, helps and gains an understanding through play.” |
|                                                  |     | • “I have seen a pattern that there is more parents coming from LT interested in governing council and taking on that role.” |
| Parents’ skills and knowledge                   | 6   | • “Parents are connecting with other parents - building their capacity.” |
|                                                  |     | • “Parents working well with other children.”                             |
|                                                  |     | • “They’ve become more confident which is a great positive impact on families and learning.” |
| Other                                            | 1   | • “Supervised access with LT is working well.”                            |

Question 1: What have been some of the successes of Learning Together at your site?

<table>
<thead>
<tr>
<th>Themes</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>1</td>
<td>• “Changeover of principals.”</td>
</tr>
<tr>
<td>Time</td>
<td>1</td>
<td>• “Unfortunately you have to make choices of what we have to go to.” (Professional Learning)</td>
</tr>
</tbody>
</table>

Question 2: What have been some of the challenges?

<table>
<thead>
<tr>
<th>Themes</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher based on the sites for longer</td>
<td>7</td>
<td>• “Could the teacher be at site for a whole day?”</td>
</tr>
<tr>
<td>LT teachers work together with school</td>
<td>4</td>
<td>• “Teachers present to school staff about dispositions.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “Share Learning Together resources.”</td>
</tr>
<tr>
<td>Mentoring</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Principal/school leader semi-structured interviews

Semi-structured interviews with Principals and Heads of Early Years were aimed at collecting a richer picture of school leaders’ understanding of Learning Together, the strengths and issues at each site and what benefits they have observed.

Follow up data collection (third wave)

Methodology

All Principals and Heads of Early Years were invited to participate in semi-structured interviews in July or August, 2012. The school leaders were sent an invitation and a copy of the questions via email. The interviews were then organised face-to-face whenever possible and via telephone if that was not practical. Most of the leaders from metropolitan schools were able to take up the option of face-to-face interviews. Notes were taken during the interviews, and the responses were collated and categorised.

Learning Together National Partnership

Principal / School Leader survey 2012

<table>
<thead>
<tr>
<th>Details of interviews</th>
<th>Number of interviews</th>
<th>9 (56% of sites at that time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre programs</td>
<td>1 x Principal</td>
<td>1</td>
</tr>
<tr>
<td>Outreach programs</td>
<td>6 x Principals</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>2 x Heads of Early Years</td>
<td>3 x Phone</td>
</tr>
</tbody>
</table>

Picture 15. Survey for principals and school leaders
### Principal/school leader semi-structured interview results

#### Questions 1: How was your site chosen to be involved with *Learning Together*?

<table>
<thead>
<tr>
<th>Reason</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Learning Together</em> approached the site</td>
<td>2</td>
</tr>
<tr>
<td>The site approached <em>Learning Together</em></td>
<td>3</td>
</tr>
<tr>
<td>The site was selected by the region</td>
<td>1</td>
</tr>
<tr>
<td><em>Learning Together</em> is using facilities on our site</td>
<td>1</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
</tr>
</tbody>
</table>

**Additional comments**

- The project needed a school in a particular region.
- “The context of this community is that it is a suburb that is a bit forgotten” or no resources in this community (x2)
- *Learning Together* fitted with our vision for here and “We wanted a connection with new parents in the new school.”
- “We were concerned about not doubling up with what was already happening in the community.”

#### Question 2: Describe any issues you encountered with establishing *Learning Together* at your site?

<table>
<thead>
<tr>
<th>Reason</th>
<th>No.</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>5</td>
<td>• “Everyone was super organised.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “People are fantastic.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “The staff are proactive.”</td>
</tr>
<tr>
<td>New site or amalgamated site</td>
<td>2</td>
<td>• “No more than anything else in the new site.”</td>
</tr>
<tr>
<td>New staff</td>
<td>1</td>
<td>• “First 6 months very little interaction because everyone was settling in.”</td>
</tr>
<tr>
<td>Parents don’t come into the school</td>
<td>1</td>
<td>• “Many parents drop off and go home.”</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td>• “That was prior to me.”</td>
</tr>
</tbody>
</table>

**Additional comments**

- “But lots of decisions on hold, as we are building a new centre.”
- “Potential issue is the space, but as a large school we can find a space.”
- “Hoping that they will see the value in it and then bring their friends.”
Question 3: Describe what the program offers and how it works in your site. Are there any connections with other programs either outside the school or within the school?

<table>
<thead>
<tr>
<th>Response theme</th>
<th>Yes</th>
<th>No</th>
<th>Some</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentioned the range and types of programs offered on their site</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• Including being able to articulate reason for particular groups</td>
<td>5</td>
<td></td>
<td></td>
<td>“Working with parents, talking about the importance of developing literacy skills and playing with their child.”</td>
</tr>
<tr>
<td>• Including how programs are connecting to the school</td>
<td>4</td>
<td></td>
<td></td>
<td>“Learning Together is part of the bigger picture as part of the whole school.”</td>
</tr>
<tr>
<td>•aying how programs are connecting to the school</td>
<td>4</td>
<td></td>
<td></td>
<td>“We have deliberately placed Learning Together in the middle of the school, so that people have to walk through the school to get there.”</td>
</tr>
<tr>
<td>Aware of some of programs offered on their site, but not all</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not mention the programs offered on their site</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoke generally about how the school perceives the program</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoke generally about their vision for the early years in their site</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some leaders voiced their concerns about who is not coming to the groups</td>
<td>2</td>
<td></td>
<td></td>
<td>“Not engaging with the African families.”</td>
</tr>
<tr>
<td>Relationships the educators have developed with other staff at the school</td>
<td>6</td>
<td></td>
<td></td>
<td>“Now CDC, FSC, Occupational Therapist are building a professional team.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“Reception teacher now becoming involved in playgroups.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“(Learning Together Manager) being mentor for kindy teacher.”</td>
</tr>
<tr>
<td>Responsive to the needs of families/community</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 4: How have you marketed Learning Together to the community? Do you have any examples to share? Eg newsletter, website, open nights, other?

<table>
<thead>
<tr>
<th>Response theme</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletter</td>
<td>9</td>
<td></td>
<td></td>
<td>&quot;Learning Together is always featured in newsletter, with photos.&quot;</td>
</tr>
<tr>
<td>Website</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School documents</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>&quot;Incorporated into the school brochure.&quot;</td>
</tr>
<tr>
<td>Word of mouth</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the local community</td>
<td>2</td>
<td></td>
<td></td>
<td>&quot;Information at the local library.&quot;</td>
</tr>
<tr>
<td>Promotion with staff</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochures in front office or welcome packs</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Events</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signs or posters around the site</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal invitation</td>
<td>4</td>
<td></td>
<td></td>
<td>&quot;But it is mostly personal invitations.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&quot;When I see people in the mornings ask them if they know about it.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&quot;Ask parents to bring along other parents.&quot;</td>
</tr>
<tr>
<td>Future plans</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question 5: What do you know about the families that attend Learning Together?

<table>
<thead>
<tr>
<th>Response theme</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were able to identify individual families and their knowledge about those families</td>
<td>3</td>
<td>&quot;We have worked really hard to engage with the Afghani mums.&quot;</td>
</tr>
<tr>
<td>Had a general sense of the families coming</td>
<td>5</td>
<td>&quot;(SSO) knows the families.&quot;</td>
</tr>
<tr>
<td>Was not able to identify families who attend</td>
<td>1</td>
<td>&quot;Reception teacher will be involved as the liaison.&quot;</td>
</tr>
<tr>
<td>Expressed concern about who doesn’t come</td>
<td>4</td>
<td>&quot;The more vulnerable or disadvantaged families still don’t come.&quot;</td>
</tr>
</tbody>
</table>
**Question 6: What benefits, if any, have you noticed for families, the school, or the community?**

<table>
<thead>
<tr>
<th>Response theme</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were able to identify particular benefits for individual families</td>
<td>4</td>
</tr>
<tr>
<td>Had a general sense of the benefits for families</td>
<td>3</td>
</tr>
<tr>
<td>Discussed the potential benefits for families</td>
<td>1</td>
</tr>
<tr>
<td>Was not able to identify benefits for families</td>
<td>1</td>
</tr>
<tr>
<td>Able to provide an example</td>
<td>5</td>
</tr>
</tbody>
</table>

**Question 7: Do you have any evidence of benefits? Do you have any stories you can share with us?**

<table>
<thead>
<tr>
<th>Response theme</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>More involved in the school</td>
<td>5</td>
<td>“Stick around the school more.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“A particular mum, she is now on Governing Council.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Families borrow from school library.”</td>
</tr>
<tr>
<td>Parents increased confidence, knowledge and/or skills</td>
<td>5</td>
<td>“In the long term they come to us with different skills.”</td>
</tr>
<tr>
<td>The school is building relationships with families/getting to know families</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Learning Together is part of the school approach</td>
<td>4</td>
<td>“It gives us the ability to have a whole of family approach.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LT - “just one of the strategies in the school.”</td>
</tr>
<tr>
<td>Utilising community facilities and services</td>
<td>3</td>
<td>“Families who are attending a playgroup are more likely to attend CDC programs.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Accessing programs like OPAL.”</td>
</tr>
<tr>
<td>Children increasing confidence &amp; skills</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>More comfortable in the school</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Families enjoying themselves</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Families learn about the school</td>
<td>2</td>
<td>“The playgroup is often the first point of contact and it sets the expectations of the school.”</td>
</tr>
<tr>
<td>Involved in community agencies</td>
<td>1</td>
<td>“Community Foodies.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Community library.”</td>
</tr>
<tr>
<td>Concerns about who is not coming</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Comparison with previous playgroup</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Question 8: What have been the biggest roadblocks to a providing successful program at your site?

<table>
<thead>
<tr>
<th>Response theme</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Staffing (school or program)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Space</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>New school or significant changes in the school</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td>1</td>
<td>“The weather is a roadblock to attendance. A lot of families walk.”</td>
</tr>
<tr>
<td>Resources</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Discussed who is not coming</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Space as a positive</td>
<td>2</td>
<td>“The program is part of the school because it is in the drama room. It is seen to be integrated into the school.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“We have dedicated space for Learning Together – and have been able to maintain it.”</td>
</tr>
</tbody>
</table>

Question 9: What has been the biggest success?

<table>
<thead>
<tr>
<th>Response theme</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families gaining new skills, knowledge and confidence</td>
<td>3</td>
<td>“See the parents working on something that they wouldn’t ordinarily be doing.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“There has been a shift to parent child interactions.”</td>
</tr>
<tr>
<td>Using space and school resources</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Being able to engage with families and families engaging with staff</td>
<td>2</td>
<td>“As the principal of a newly formed school, it gave me a real in. People can see that I really care for their children.”</td>
</tr>
<tr>
<td>Staffing</td>
<td>2</td>
<td>“Passion of the teacher and staff is obvious.”</td>
</tr>
<tr>
<td>Quality program</td>
<td>2</td>
<td>“The amount of positive comments I have actually heard – I never heard that with playgroup before.”</td>
</tr>
<tr>
<td>New families coming into the school</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Learning Together as a part of the school</td>
<td>1</td>
<td>“Being able to have Learning Together here, and part of the birth to 7 identity of the school.”</td>
</tr>
<tr>
<td>Time out for themselves</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Community connections</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Question 10: In your opinion, does Learning Together provide a positive model for working with families? Why or why not?

<table>
<thead>
<tr>
<th>Response theme</th>
<th>Yes</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Staffing                                        | 4   | * “Needs the right people in the positions. People have the pedagogy, knowledge, skills.”  
|                                                |     | * “She really likes your child.”                                              |
| Parents gain knowledge, skills and confidence   | 1   | * “This teaches them to be talking with their children, not instructing them.” |
| Parents involved in the school                  | 1   | * “Get them more involved and more willing to be involved.”                  |
| Evidence of starting early                      | 1   |                                                                            |
| Discussed who is not coming                     | 1   |                                                                            |

Question 11: Would you like to make any comments about how you see the future of Learning Together in your site?

<table>
<thead>
<tr>
<th>Response theme</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Want to see the program continue            | 9   | * “Don’t want to lose it.”  
|                                             |     | * “The need here will be a forever need.”  
|                                             |     | * “The school could not have offered what Learning Together offers.”  
|                                             |     | * “It would be a pity to lose this program if we are serious about making the difference.”                                                                                                        |
| Positive model for engaging families        | 4   | * “Believe in supported playgroups, but not a huge amount of parent capacity in this community.”  
|                                             |     | * “Incidental teaching.”  
|                                             |     | * “The modelling is so vital.”  
|                                             |     | * “Having a qualified leader makes a difference. It is hard to stand up to inappropriate behaviour when you are just a parent.”  
|                                             |     | * “It teaches them how to talk to your kid and how to be safe.”                                                                                                                                       |
| Stronger links to school                    | 4   | * “Part of everyone’s business.”  
|                                             |     | * “Potential to bridge gaps here.”                                                                                                         |
| Increase number of families – or target particular populations of families to attend | 2   | * “Have conversations about what stops them from coming. Is it the day? I want to explore some of that.”                                                                                               |
| Stronger links to preschool and families at the preschool | 2   |                                                                                                                                                                                                          |
| Expand the program                          | 2   |                                                                                                                                                                                                          |
Question 12: Did you provide an induction for the *Learning Together* teacher/manager/other staff at your site?

<table>
<thead>
<tr>
<th>No.</th>
<th>Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>7 informal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I asked what they needed.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Not from me – I feel bad about that.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“No – it is a separate entity.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Could have been better.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I assumed it had happened previously.”</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Question 13: Do you have regular meeting with the *Learning Together* teacher/manager? If yes, how often do you meet? Other details.

<table>
<thead>
<tr>
<th>No.</th>
<th>Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>4 informal, 2 formal, 1 regular</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“We touch base often.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“We are about to have a planning meeting.”</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Question 14: Are the *Learning Together* educators involved in school based professional learning?

<table>
<thead>
<tr>
<th>No.</th>
<th>Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>“Yes to some I think.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“No, but could be. I didn’t think about it, but there is some coming up that might be useful.”</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>4 welcome to attend, 1 has previously attended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“But we have previously depending on topic.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Welcome to come to anything.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“They are invited, but they haven’t participated.”</td>
</tr>
</tbody>
</table>

Question 15: Are any school staff involved in *Learning Together* Professional Learning?

<table>
<thead>
<tr>
<th>No.</th>
<th>Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>1 has previously</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“No because of timing and funding.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“We don’t get the flyers for the sessions.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“We are invited to so much, but if I could plan ahead, that would be better. We just can’t go to everything.”</td>
</tr>
</tbody>
</table>
Question 16: How often are you able to visit the playgroup or meet and connect with the families involved in *Learning Together* programs?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most weeks</td>
<td>3</td>
<td><em>“Try for weekly, if I’m here, I visit.”</em></td>
</tr>
<tr>
<td>A few times each term</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Infrequently (less than once each term)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Other staff visit</td>
<td>2</td>
<td><em>“Don’t want to overwhelm families with too many professionals.”</em></td>
</tr>
</tbody>
</table>

Question 17: Have you seen any benefits from this? If yes please explain.

<table>
<thead>
<tr>
<th>Benefit</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building relationships with families</td>
<td>6</td>
<td><em>“I have observed the potential to have meaningful connections with families in purposeful ways.”</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>“Makes it easier when they know me. They find out I am not such a scary person.”</em></td>
</tr>
<tr>
<td>Answer questions or provide support</td>
<td>3</td>
<td><em>“Support filling in the enrolment form.”</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>“Building the confidence for them to ask me questions.”</em></td>
</tr>
<tr>
<td>Other staff have seen the benefits</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Discussed potential benefits</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Question 18: What type of role have you been able to have with the *Learning Together* program based at your site?

<table>
<thead>
<tr>
<th>Role</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive</td>
<td>6</td>
</tr>
<tr>
<td>Connections within the school and strategic leadership</td>
<td>4</td>
</tr>
<tr>
<td>Accessible</td>
<td>2</td>
</tr>
<tr>
<td>Resources</td>
<td>2</td>
</tr>
<tr>
<td>Relationships</td>
<td>2</td>
</tr>
<tr>
<td>Promotion</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 19: Do you think your role has been clear?

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>* “Not told that anything was expected from me.”</td>
</tr>
</tbody>
</table>
| Other    | 4   | * “Met my expectations.”  
         |     | * “I have just worked it out.”  
         |     | * “I didn’t puzzle over it, I had Learning Together at (previous school).” |

Question 20: What could we do better to support you with this role?

<table>
<thead>
<tr>
<th>Benefit</th>
<th>No.</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Guidelines                       | 5   | * “Let us know if we had to do something more.”  
         |     | * “Would be useful to have a guide.” |
| Strategic planning               | 2   |          |
| Types/range of programs offered  | 2   |          |
| Access to Professional Learning  | 1   |          |
## A4 Site information

<table>
<thead>
<tr>
<th>Site</th>
<th>Location</th>
<th>Start-up date</th>
<th>Finish date</th>
<th>Centre (C) or Outreach (O)</th>
<th>Typical term of operation</th>
<th>Comments</th>
<th>Cultural identity</th>
<th>Community context</th>
<th>Programs run</th>
<th>Demographics of who actually came</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Airdale Primary School</strong></td>
<td>Suburb: Risdon Park (Port Pirie) Local Government: Port Pirie Regional Council DECD Region: Yorke and Mid North</td>
<td>Apr 2010</td>
<td>—</td>
<td>C</td>
<td>1378 Term 3, 2011</td>
<td>Program reduced to 0.8 in 2012</td>
<td>Cultural identity: Low proportion of CALD families. SES: Low AEDI vulnerability: Moderate Other: Most services are in town, but at a distance from this site. Poor public transport.</td>
<td>Playgroups, Book making, Dads cooking, Nunga playgroup, Transitioning Together, Circle of Security, Getting Together, Tree of Life.</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 101 Total adults and children: • Aboriginal 17 • ESL 3 • Refugee 4 • Disability 27</td>
<td></td>
</tr>
<tr>
<td><strong>Blair Athol North Birth to 7 School</strong> (previously Kilburn Primary School and Gepps Cross Primary School)</td>
<td>Suburb: Blair Athol LG: City of Port Adelaide Enfield DECD Region: Northern Adelaide</td>
<td>Feb 2011</td>
<td>—</td>
<td>O</td>
<td>371 Term 3, 2011 491 Term 3, 2012</td>
<td>Amalgamation of 3 sites in 2011</td>
<td>Cultural identity: High proportion of CALD families. SES: Low AEDI vulnerability: Moderately high Other: A Children’s Centre for ECDP has been established onsite, including preschool and occasional care.</td>
<td>Playgroups, Cooking, Baby playgroup, Circle of Security, Book/toy making.</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 62 Total adults and children: • Aboriginal 3 • ESL 79 • Refugee 4 • Disability 2</td>
<td></td>
</tr>
<tr>
<td><strong>Challa Gardens Primary School</strong></td>
<td>Suburb: Kilkenny LG: City of Charles Sturt DECD Region: Western Adelaide</td>
<td>Nov 2010</td>
<td>—</td>
<td>O</td>
<td>217 Term 3, 2011 118 Term 3, 2012</td>
<td></td>
<td>Cultural identity: High proportion of CALD families. SES: Moderate AEDI vulnerability: Moderate Other: Most services are nearby, but across major roads. School-based preschool on-site.</td>
<td>Playgroup, Physical play, Cooking, Let’s Read.</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 9 Total adults and children: • Aboriginal 0 • ESL 12 • Refugee 0 • Disability 0</td>
<td></td>
</tr>
</tbody>
</table>

NA = Not applicable
LG = Local Government area

Continued on page 68
### Edward John Eyre High School

**Suburb:** Whyalla Norrie  
**LG:** City of Whyalla  
**DECD Region:** Eyre and Western  
**Start-up date:** Jul 2010  
**Finish date:**  
**Centre (C) or Outreach (O):** O  
**Typical Term attendance:**  
**Comments:** Cultural identity: Very low proportion of CALD families. Relatively high proportion of Aboriginal students.  
*SES:* Low  
*AEDI vulnerability:* High  
*Other:* Most services are located in nearby suburbs, but poor public transport. Young mums program onsite.  
**Programs run:** Playgroups, Young mums playgroup, Circle of Security, Baby playgroup, Book making.  
**As at Term 4, 2012:**  
Number of families enrolled and currently attending: 11  
Total adults and children:  
- Aboriginal: 8  
- ESL: 0  
- Refugee: 0  
- Disability: 4

### Elizabeth South Primary School

**Suburb:** Elizabeth South  
**LG:** City of Playford  
**DECD Region:** Northern Adelaide  
**Start-up date:** Aug 2010  
**Finish date:**  
**Centre (C) or Outreach (O):** O  
**Typical Term attendance:**  
**Comments:** Cultural identity: Very low proportion of CALD families. Relatively high proportion of Aboriginal students.  
*SES:* Very low  
*AEDI vulnerability:* High  
*Other:* Most services are located in nearby suburbs, but poor public transport.  
**Programs run:** Playgroup  
**As at Term 4, 2012:**  
Number of families enrolled and currently attending: 16  
Total adults and children:  
- Aboriginal: 1  
- ESL: 0  
- Refugee: 0  
- Disability: 9

### Fraser Park Primary School

**Suburb:** Murray Bridge  
**LG:** Rural City of Murray Bridge  
**DECD Region:** Murray and Mallee  
**Start-up date:** Sept 2011  
**Finish date:** Apr 2012  
**Centre (C) or Outreach (O):** O  
**Typical Term attendance:**  
**Comments:** Cultural identity: Increasing population of CALD families in the wider community, but no CALD families at the school. Very high proportion of Aboriginal students at the school.  
*SES:* Low  
*AEDI vulnerability:* High  
*Other:* Most services are located in the town, however there is no public transport. School-based preschool onsite.  
**Programs run:** Playgroup  
**As at Term 4, 2012:**  
Number of families enrolled and currently attending: 8  
Total adults and children:  
- Aboriginal: 8  
- ESL: 0  
- Refugee: 0  
- Disability: 10

### Gepps Cross Primary School

**Suburb:** Blair Athol  
**LG:** City of Port Adelaide Enfield  
**DECD Region:** Northern Adelaide  
**Start-up date:** Sep 2010  
**Finish date:** Dec 2010  
**Centre (C) or Outreach (O):** O  
**Typical Term attendance:**  
**Comments:** Cultural identity: High proportion of CALD families. High proportion of Aboriginal families.  
*SES:* Low  
*AEDI vulnerability:* Moderately high  
*Other:* School closed in December 2010. Services are located in near by suburbs.  
**Programs run:** Playgroup  
**As at Term 4, 2012:**  
Number of families enrolled and currently attending: NA  
Total adults and children:  
- Aboriginal: NA  
- ESL: NA  
- Refugee: NA  
- Disability: NA
<table>
<thead>
<tr>
<th>Site</th>
<th>Location</th>
<th>Start-up date</th>
<th>Finish date</th>
<th>Centre (C) or Outreach (O)</th>
<th>Typical term of attendance</th>
<th>Comments</th>
<th>Community context</th>
<th>Programs run</th>
<th>Demographics of who actually came</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>LG: City of Onkaparinga</td>
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<td>DECED Region: Southern Adelaide</td>
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<td>LG: City of Onkaparinga</td>
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<td>DECED Region: Southern Adelaide</td>
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<tr>
<td>Hampstead Primary School</td>
<td>Suburb: Greenacres</td>
<td>Apr 2010</td>
<td>—</td>
<td>O</td>
<td>215</td>
<td>315</td>
<td>Cultural identity: High proportion of CALD families and Aboriginal families. SES: Low. AEDI vulnerability: High. Other: Most services are located in nearby suburbs. Preschool onsite.</td>
<td>Playgroup, cooking.</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 33 Total adults and children: • Aboriginal 0 • ESL 39 • Refugee 0 • Disability 0</td>
</tr>
<tr>
<td></td>
<td>LG: City of Port Adelaide Enfield</td>
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<td>Term 3, 2011</td>
<td>Term 3, 2012</td>
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<td>DECED Region: Northern Adelaide</td>
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<tr>
<td>Hinks Avenue Primary School</td>
<td>Suburb: Whyalla Norrie</td>
<td>Feb 2012</td>
<td>—</td>
<td>O</td>
<td>NA</td>
<td>183</td>
<td>Cultural identity: Low proportion of CALD families. Relatively high proportion of Aboriginal students. SES: Low. AEDI vulnerability: High. Other: Most services are located in nearby suburbs, but poor public transport. Preschool onsite and a Children’s Centre is being developed.</td>
<td>Playgroup</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 10 Total adults and children: • Aboriginal 0 • ESL 2 • Refugee 0 • Disability 0</td>
</tr>
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<td></td>
<td>LG: City of Whyalla</td>
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<td>Term 3, 2011</td>
<td>Term 3, 2012</td>
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<tr>
<td>DECED Region: Eyre and Western</td>
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</tbody>
</table>

NA = Not applicable
LG = Local Government area

Continued on page 70
## A4 Site information (CONTINUED)

<table>
<thead>
<tr>
<th>Site</th>
<th>Location</th>
<th>Start-up date</th>
<th>Finish date</th>
<th>Centre (C) or Outreach (O)</th>
<th>Typical term attendance</th>
<th>Comments</th>
<th>Community context</th>
<th>Programs run</th>
<th>Demographics of who actually come</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LG: Port Adelaide Enfield</td>
<td></td>
<td></td>
<td></td>
<td>NA Term 3, 2011</td>
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<tr>
<td></td>
<td>DECD Region: Northern</td>
<td></td>
<td></td>
<td></td>
<td>NA Term 3, 2011</td>
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<tr>
<td></td>
<td>Suburb: Kilburn</td>
<td>Feb 2011</td>
<td>—</td>
<td>O</td>
<td>227 Term 3, 2011</td>
<td>Cultural identity: Moderate proportion of CALD families. SES: Low AEDI vulnerability: High Other: Most services are located in nearby suburbs. A Children’s Centre for ECDP is being developed.</td>
<td>Playgroup, Nunga playgroup, Cooking.</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 25 Total adults and children:  • Aboriginal 9  • ESL 20  • Refugee 0  • Disability 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LG: Salisbury North</td>
<td></td>
<td></td>
<td></td>
<td>330 Term 3, 2012</td>
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<td></td>
<td>DECD Region: Northern Adelaide</td>
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<td>NA Term 3, 2011</td>
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</tr>
<tr>
<td>Lake Windemere CPC–7 School</td>
<td>Suburb: Salisbury North</td>
<td>Apr 2010</td>
<td>Dec 2011</td>
<td>O</td>
<td>116 Term 3, 2011</td>
<td>Cultural identity: Low proportion of CALD families and a moderate proportion of Aboriginal students (12%) SES: Low AEDI vulnerability: Moderately high Other: Most services are nearby, but across major roads.</td>
<td>Playgroup</td>
<td>NA</td>
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</tr>
<tr>
<td>(previously Direk Schools)</td>
<td>LG: City of Salisbury</td>
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<td></td>
<td></td>
<td>NA Term 3, 2011</td>
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<td></td>
<td>DECD Region: Southern Adelaide</td>
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<td></td>
<td>NA Term 3, 2011</td>
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</tr>
<tr>
<td>Lonsdale Heights Primary School</td>
<td>Suburb: Christie Downs</td>
<td>May 2011</td>
<td>July 2011</td>
<td>O</td>
<td>NA Term 3, 2011</td>
<td>Cultural identity: Low proportion of CALD families. SES: Low AEDI vulnerability: Moderate (combined with other areas due to low numbers) Other: Some services are in town, but many are at Mt Gambier. Very limited public transport.</td>
<td>Playgroup</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LG: City of Onkaparinga</td>
<td></td>
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<td></td>
<td>NA Term 3, 2011</td>
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<td></td>
<td>DECD Region: Southern Adelaide</td>
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<td></td>
<td>NA Term 3, 2011</td>
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</tr>
<tr>
<td>Millicent North Primary School</td>
<td>Suburb: Millicent</td>
<td>Mar 2012</td>
<td>—</td>
<td>O</td>
<td>NA Term 3, 2011</td>
<td>Cultural identity: Very low proportion of CALD families. SES: Very low AEDI vulnerability: Moderate (combined with other areas due to low numbers) Other: No local services are in town, but many are at Mt Gambier. No public transport. School-based preschool onsite.</td>
<td>Playgroup</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 8 Total adults and children:  • Aboriginal 0  • ESL 0  • Refugee 0  • Disability 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DECD Region: Limestone Coast</td>
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<td></td>
<td></td>
<td>NA Term 3, 2011</td>
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<tr>
<td>Mount Burr Primary School</td>
<td>Suburb: Mt Burr</td>
<td>Mar 2012</td>
<td>—</td>
<td>O</td>
<td>NA Term 3, 2011</td>
<td>Cultural identity: Very low proportion of CALD families. SES: Very low AEDI vulnerability: Moderate (combined with other areas due to low numbers) Other: No local services are in town, but many are at Mt Gambier. No public transport. School-based preschool onsite.</td>
<td>Playgroup</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 8 Total adults and children:  • Aboriginal 0  • ESL 0  • Refugee 0  • Disability 2</td>
<td></td>
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<td></td>
<td>DECD Region: Limestone Coast</td>
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<td></td>
<td>NA Term 3, 2011</td>
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<tr>
<td>Site</td>
<td>Location</td>
<td>Start-up date</td>
<td>Finish date</td>
<td>Centre (C) or Outreach (O)</td>
<td>Typical term attendance</td>
<td>Comments</td>
<td>Programs run</td>
<td>Demographics of who actually came</td>
<td>Community context</td>
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<tr>
<td>Murray Bridge Primary School</td>
<td>Suburb: Murray Bridge</td>
<td>May 2011</td>
<td>—</td>
<td>O</td>
<td>Term 3, 2011</td>
<td>Cultural identity: Increasing population of CALD. Relatively high proportion of Aboriginal students. SES: Low AEDI vulnerability: High Other: Most services are located in the town, however public transport is poor.</td>
<td>Playgroup</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 28 Total adults and children: • Aboriginal 0 • ESL 4 • Refugee 2 • Disability 5</td>
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<tr>
<td>(known locally as Murray Bridge North)</td>
<td>LG: Rural City of Murray Bridge</td>
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<td></td>
<td>DECID Region: Murray and Mallee</td>
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<tr>
<td>Nangwarry Primary School</td>
<td>Suburb: Nangwarry</td>
<td>May 2011</td>
<td>—</td>
<td>O</td>
<td>Term 3, 2011 Term 3, 2012</td>
<td>Cultural identity: Very low proportion of CALD families SES: Very low AEDI vulnerability: Moderate (combined with other areas due to low numbers) Other: No local services are in town, but many are at Mt Gambier. No public transport. School-based preschool onsite.</td>
<td>Playgroup, Circle of Security.</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 13 Total adults and children: • Aboriginal 0 • ESL 0 • Refugee 0 • Disability 2</td>
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<td></td>
<td>LG: Wattle Range Council</td>
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<td>DECID Region: Limestone Coast</td>
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<tr>
<td>Newberry Park Primary School</td>
<td>Suburb: Millicent</td>
<td>Apr 2010</td>
<td>—</td>
<td>C</td>
<td>Term 3, 2011 Term 3, 2012</td>
<td>Cultural identity: Low proportion of CALD families. SES: Low AEDI vulnerability: Moderately high Other: Some services are in town, but not close by. Most services are in Mt Gambier. Very limited public transport.</td>
<td>Playgroup, Book making, Cooking, TAFE, Drop-in.</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 30 Total adults and children: • Aboriginal 0 • ESL 0 • Refugee 0 • Disability 2</td>
<td></td>
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<tr>
<td></td>
<td>LG: Wattle Range Council</td>
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<td>DECID Region: Limestone Coast</td>
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<td>LG: City of Playford</td>
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<td>DECID Region: Northern Adelaide</td>
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NA = Not applicable
LG = Local Government area

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<table>
<thead>
<tr>
<th>Site</th>
<th>Location</th>
<th>Start-up date</th>
<th>Finish date</th>
<th>Centre (C) or Outreach (O)</th>
<th>Typical Term attendance</th>
<th>Comments</th>
<th>Community context</th>
<th>Programs run</th>
<th>Demographics of who actually come</th>
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</thead>
<tbody>
<tr>
<td>Tailem Bend Primary School</td>
<td>Suburb: Tailem Bend</td>
<td>May 2011</td>
<td>--</td>
<td>O</td>
<td>76 Term 3, 2011 95 Term 3, 2012</td>
<td>School amalgamated in 2011</td>
<td>Cultural identity: Very low population of CALD. Moderate proportion of Aboriginal students. SES: Very low. AEDI vulnerability: High. Other: Limited services are located in town, most are in Murray Bridge however public transport is very limited.</td>
<td>Book making</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 11 Total adults and children: • Aboriginal 0 • ESL 0 • Refugee 0 • Disability 5</td>
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<td>LG: Coorong District Council</td>
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<td>DECD Region: Murray and Mallee</td>
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<td>LG: City of Whyalla</td>
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<td>DECD Region: Eyre and Western</td>
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<td>Woodville Gardens Birth to year 7</td>
<td>Suburb: Woodville Gardens</td>
<td>Feb 2011</td>
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<td>O</td>
<td>507 Term 3, 2011 366 Term 3, 2012</td>
<td>Cultural identity: High proportion of CALD families. SES: Low. AEDI vulnerability: High. Other: A Children’s Centre for ECDP has been established onsite, including preschool and occasional care.</td>
<td>Playgroup, Cooking, Circle of Security</td>
<td>As at Term 4, 2012: Number of families enrolled and currently attending: 33 Total adults and children: • Aboriginal 3 • ESL 46 • Refugee 0 • Disability 5</td>
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<td>LG: City of Port Adelaide Enfield</td>
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<td>DECD Region: Northern Adelaide</td>
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NA = Not applicable
LG = Local Government area
A5 References


Statistics for site information were gathered from:
School context statements – www.decd.sa.gov.au
This report summarises the findings from the evaluation of the expansion of Learning Together under the Smarter Schools National Partnership.

This data was collected from the start of the project in 2010 until mid-2012, and indicates the effectiveness of Learning Together as a program and its impact on families, children and schools.

www.earlyyears.sa.edu.au/pages/Programs