

## Evaluation Protocol KindyLinQ Pilot Implementation

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### Evaluators

Institute of Social Science Research, University of Queensland

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Evaluation Summary	
<b>Project Title</b>	KindyLinQ Pilot Implementation
<b>Program Developer (Institution)</b>	Queensland Government Department of Education
<b>Principal Investigator(s)</b>	Karen Thorpe, Cassandra Pattinson, Sally Staton, Sandy Houen, Laetitia Coles, and Azhar Portia
<b>Trial Design</b>	Mixed methods approach; includes surveys and interviews
<b>Trial Type</b>	Pilot and Feasibility Trial
<b>Student Age Range and Year levels</b>	3 year old children and their families
<b>Number of students</b>	120 (at least 3 per school)
<b>Number of schools</b>	40 (25 in tranche 1 + 15 in tranche 2)
<b>Primary Outcome Measure and Source</b>	Family Registration (administrative records); Program Fidelity (Principal, Teachers/Early Years Support Coordinators, regional staff report); Satisfaction (parent report)
<b>Secondary Outcome Measure and Source</b>	Intention to enrol in kindergarten programs (parent report; Teachers/Early Years Support Coordinators report); Barriers and enablers to implementation (Principal, Teachers/Early Years Support Coordinators report) and participation (parent report)



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## Background

KindyLinQ is a play-based program for 3-year-old children and their families. The program, designed by Queensland Department of Education (DoE), adapted from the Western Australian KindyLink program, and piloted in selected state schools, aims to encourage parents to participate in play-based learning sessions with their child. The KindyLinQ program also aims to help young children develop essential skills needed to transition to Kindergarten and then to Prep.

The intent of KindyLinQ is to build the confidence and capability of families to support their children's learning and development at home (to improve overall wellbeing of children), connect families with relevant support services and early childhood education and care (ECEC) services. The aim is to enhance family wellbeing and encourage families at-risk of experiencing vulnerability to see (4-year-old) Kindy as an option for them and feel more able to engage with Kindergartens and other ECEC providers.

The main aim of this evaluation is to assess the key pilot implementation outcomes identified by DoE. We will assess implementation of the program, specifically mapping onto the DoE's four strategic platforms (Places, Partnerships, Pathways, Precision):

- Attendance including which families engage and what are the key aspects of the programs that keeps families attending (PLACES)
- Children and family engagement including program satisfaction, use of child and family voice within program implementation and delivery, and how schools work with community partners to support families (PARTNERSHIPS, PATHWAYS)
- Decision making around staffing choices (recruitment, qualifications, qualities) and staff duties (does the actual role the Teacher and Early Years Support Coordinator are undertaking match with the expectations/role from DoE – including position description of Early Years Support Coordinators)
- School leadership including who is leading the initiative at the school and what does leadership of KindyLinQ look like at a school/community level – enablers for success (PRECISION)
- Implementation – i.e. how the program is rolled-out by schools and local enablers and barriers and whether the policies, guidelines and supports put in place by DoE, such as staffing hours and funding provided, contribute as enablers or barriers (PLACES, PRECISION)
- Support each region provides to schools and support provided to each region from the central office of DOE (PRECISION).

## Intervention

- The KindyLinQ program logic is provided in Figure 1.
- In summary, KindyLinQ is a supported playgroup model that builds on the Kindilink program implemented in Western Australia. The KindyLinQ program:
  - Is for three-year-old children and their parents (parents must be in attendance)
  - Provides a minimum of six hours of teacher facilitated playgroup per week
  - Involves a community worker (Early Years Support Coordinator) to support the delivery of the program and build partnerships with local early learning services and community agencies
  - Is delivered in schools in selected locations and is overseen by the School Principal
  - Has a remit to address the education and engagement needs of both children and their caregivers
  - Is provided at no cost to families.

## Significance

- The KindyLinQ Pilot Program is being conducted in 40 selected schools across Queensland.
- Building on existing programs from other jurisdictions (Kindilink, Western Australia), KindLinQ aims to reduce vulnerability and improve wellbeing by providing three-year-old children and their parents with a teacher-facilitated learning environment.
- KindyLinQ sessions provide opportunities for families to recognise and understand the connection between development and learning. Teachers will use the Early Years Learning Framework (EYLF) and the DoE's Foundations for Success to guide the program, and work with families and community stakeholders to ensure it reflects the local context and needs.

## Evaluation design

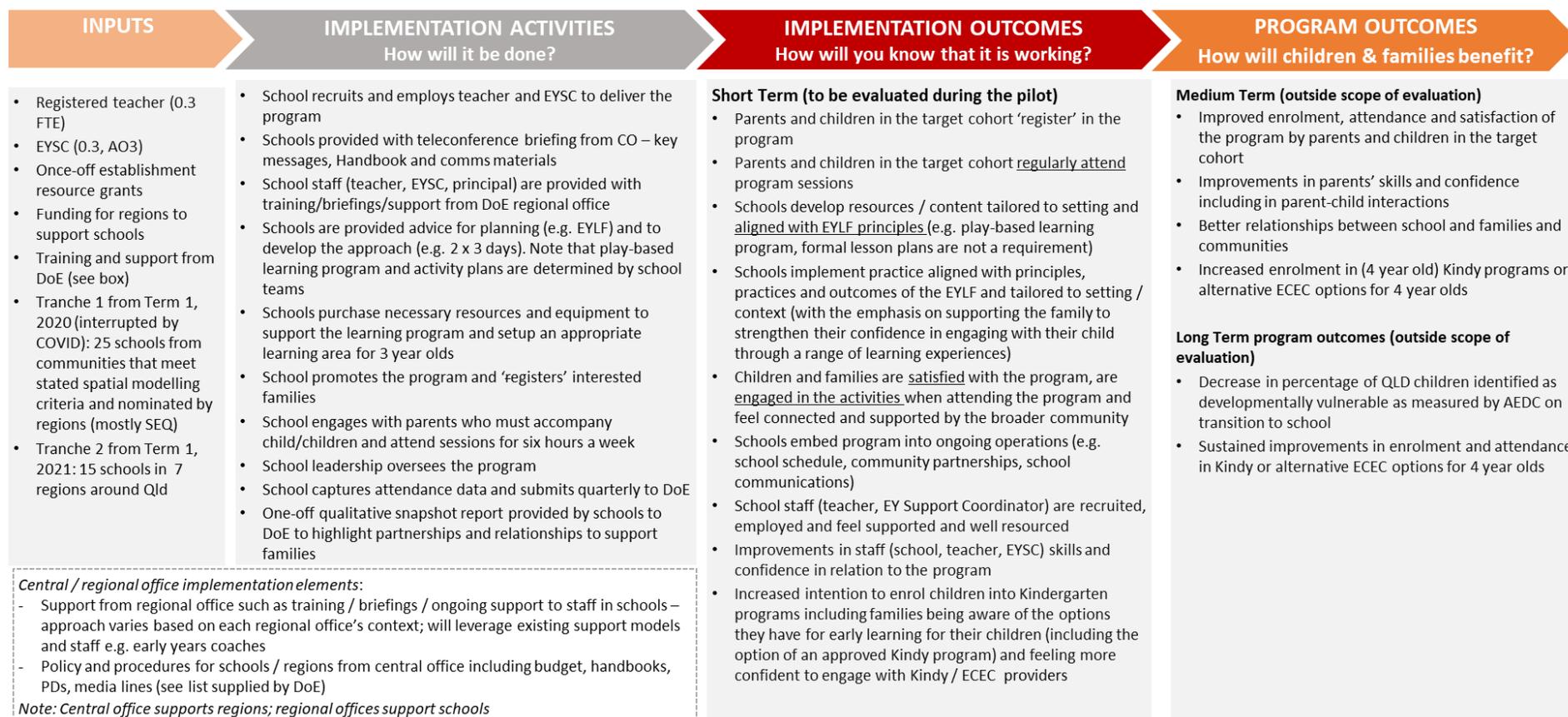
### Program design

- KindyLinQ has a flexible-delivery allowing pilot schools to tailor the delivery of the minimum six hour per week of teacher-facilitated playgroups.
- KindyLinQ has been piloted in 25 schools since Term 1 2020, with an additional 15 schools piloted from Term 1 2021.
- Each school participating in the KindyLinQ pilot receives funding for a part-time teacher (0.3 FTE), a part-time Early Years Support Coordinator (0.3, AO3) and once-off establishment resource grants. Support for the pilot school teams will come from the DoE Strategy, Innovation and Programs Branch in partnership with regional DoE early childhood teams. Schools will be provided training, supporting documents and ongoing virtual and face-to-face support to implement KindyLinQ.
- DoE regional offices are given funding for capability building to support KindyLinQ schools and staff (initially four regions but this will grow to seven as part of the second tranche).

**Figure 1. KindyLinQ Program Logic**

### Program Logic for KindyLinQ pilot implementation

KindyLinQ is a play-based program for 3-year-old children and their families. The program, designed by Queensland Department of Education (DoE) and piloted in selected state schools, aims to encourage parents to participate in play-based learning sessions with their child, and to help young children develop essential skills needed to transition to Kindergarten and then to Prep.



**Table 1: Trial design**

<b>Trial design, including number of arms</b>		Pilot feasibility trial
<b>Unit of randomisation</b>		NA
<b>Stratification variables (if applicable)</b>		NA
<b>Primary outcome</b>	variable	Registration and Attendance
	measure (instrument, scale, source)	Administrative data provided by DoE <ul style="list-style-type: none"> <li>- Registration data per school</li> <li>- Raw weekly attendance data per school</li> </ul>
<b>Secondary outcome(s)</b>	variable(s)	Please refer to Tables 2 and 4.
	measure(s) (instrument, scale, source)	Measurement items are derived by the research evaluation team. Please refer to Table 4 for full description of key domains, target participants and data-collection time-points.
<b>Baseline for primary outcome</b>	<b>variable</b>	NA
	measure (instrument, scale, source)	NA
<b>Baseline for secondary outcome</b>	<b>variable</b>	Please refer to Tables 2 and 4.
	measure (instrument, scale, source)	Please refer to Table 4 for full description of key domains, target participants and data-collection time-points.

### Participant eligibility

- Schools are eligible for KindyLinQ based on four criteria: proportion of Aboriginal and Torres Strait Islander children, parent education, income and proportion of children attending a nearby kindergarten program. Exclusion criteria was also used (e.g. Prep enrolments less than 12). From this list of potential schools, DoE regional staff nominated schools based on critical success factors from similar projects (e.g. school principal commitment).
- Decisions regarding participation eligibility of children and families is at the school level; although children must be aged 3-years at the time of registration and parents/guardians must attend with their child.

### Sample size calculations

- Not applicable to the current study as the sample size is capped to the maximum of participants – 40 schools and is based on current funding allocation.

### Outcome measures

- Key outcomes measures are described in Table 4. Please note that the following trial is a feasibility study only, and as such the focus is on implementation and evaluation outcomes (see below).

### Compliance

- Fidelity to the program implementation (defined in Table 2) will be assessed via questionnaire data provided by schools including; Principals, Deputy Principals, Teachers and Early Years Support Coordinators at baseline and follow-up.
- Key Fidelity measures include staffing (*qualifications, skills and backgrounds*), staff recruitment (*processes and considerations*), and program structure (*days per week, hours*).

### Analysis

See implementation and process evaluation (below).

### Longitudinal follow-ups

See implementation and process evaluation (below).

**Table 2. The domains and proposed definitions of implementation fidelity**

Domains	Definition of Effective Implementation/Delivery
1. Program Delivery	KindyLinQ is offered for a <b>minimum of six hours per week</b> . The school, families and KindyLinQ staff determine the most appropriate timeframe and delivery days for the community. Typically, KindyLinQ could be offered for two x three hours sessions or three x two hour sessions ( <i>KindyLinQ Handbook p.9</i> )
2. Staffing	<p>The teacher should have strong knowledge of early childhood development and learning, knowledge of early childhood pedagogy, good interpersonal skills, an understanding of effective ways of working with families to build capability and confidence and skills in inclusive practice (cultural capability, equity, social justice). (<i>KindyLinQ Handbook p.7</i>)</p> <p>The Early Years Support Coordinator will have knowledge and experience in community engagement roles or can demonstrate skills that will enable them to connect with a diverse range of families, build trusting relationships and communicate in nonjudgmental ways. (<i>KindyLinQ Handbook p.7</i>)</p>
3. Registration	A minimum proportion of 20% of all families, registered and attending, are from any of the identified sub-populations.
4. Attendance	<p><b>Program level attendance</b></p> <p>On average, there will be 50% attendance at each session across the year; determined as a proportion of the maximum number of families in attendance at any one session.</p> $\frac{ni}{N} = x$ <p><i>ni</i> - average number of families per session across the year  <i>N</i> - Maximum number of families in attendance in a single session</p> <p><b>Family level attendance</b></p> <p>If data is provided in a way that individual family attendance is able to be determined we will assess rates of family attendance in the following manner:</p> <p>Families attend an average of 50% of available KindyLinQ sessions, during each semester.</p>

## Implementation and process evaluation methods

Consistent with a pilot feasibility trial, the research questions focus on both process (fidelity, implementation, feasibility) and outcomes of the KindyLinQ program. The key research questions guiding the evaluation have been generated in consultation with the DoE and E4L and summarised in Table 3.

**Table 3. Research questions**

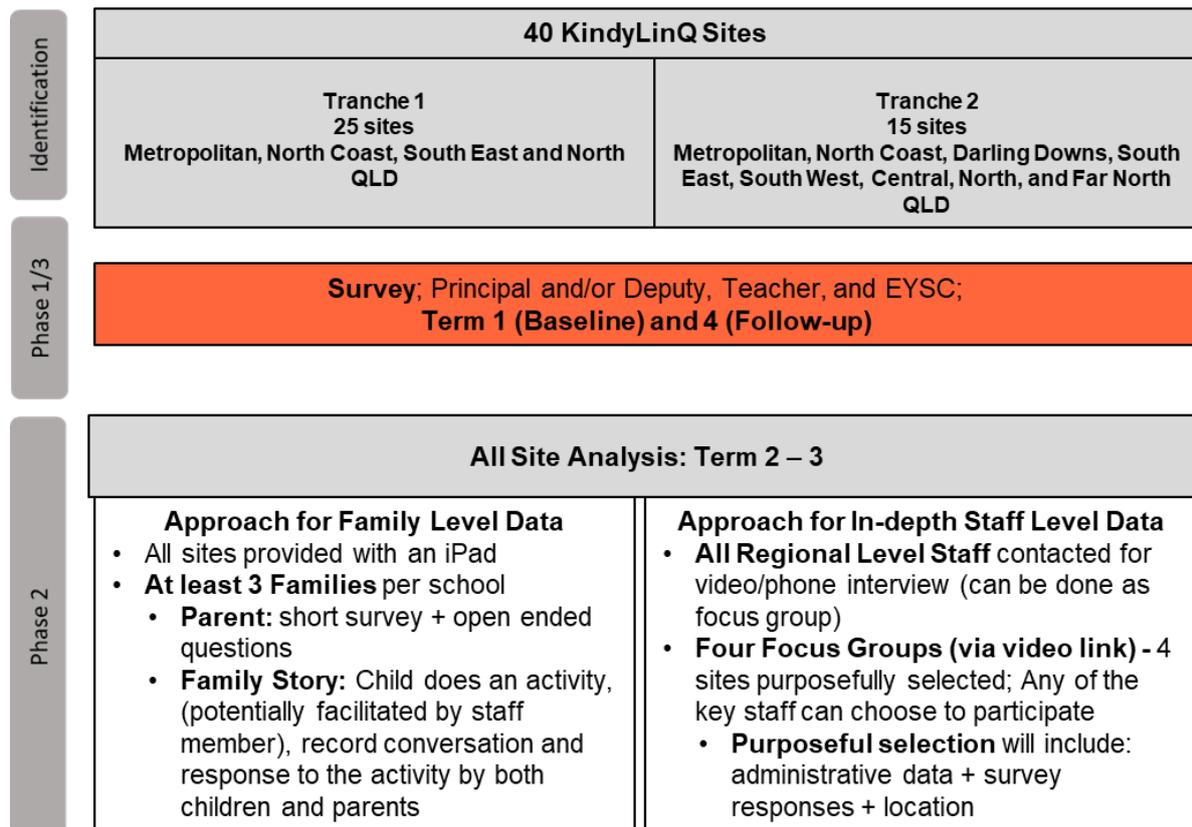
Question	Focus areas	Alignment with strategic platforms	Discussion points
Is there evidence to support the theory of change?	<ul style="list-style-type: none"> <li>• What are the initial reactions and perceived value of KL?</li> <li>• Was KL implemented as intended?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Places:</b> What matters most of children and families?</li> <li>• <b>Pathways:</b> What are the key pathways into early education and how are these supported and enhanced?</li> </ul>	<ul style="list-style-type: none"> <li>• Registration and Attendance rates</li> <li>• Program engagement</li> <li>• Child and family engagement and satisfaction</li> <li>• Changes in staff (teacher, EYSC) skills and confidence over time</li> <li>• Changes in intention to enrol children into Kindergarten programs (reported by staff)</li> </ul>
Was the approach feasible?	<ul style="list-style-type: none"> <li>• What are the enablers and barriers to the effective implementation/delivery of KL by schools?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Precision:</b> What specific strategies, models or approaches can support alignments between community priorities and program implementation?</li> <li>• <b>Partnerships:</b> What are the priorities of the community and how are these integrated and responded?</li> </ul>	Place-based solutions: <ul style="list-style-type: none"> <li>• Implementation: Program structure and delivery (e.g. staffing, timelines, community engagement, promotion, resources, space)</li> <li>• School leadership</li> <li>• Support (from regions to schools and staff)</li> </ul>
Is the approach ready to be evaluated in a trial?	<ul style="list-style-type: none"> <li>• What are the core elements that are critical for program success?</li> <li>• Are there particular models that lead to higher attendance and engagement by families?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Places:</b> what matters most to children and families including strengths, barriers and enablers at a local level?</li> </ul>	<ul style="list-style-type: none"> <li>• Enablers / critical success factors and what needs to improve</li> <li>• Factors as triangulated from measures above (ie overall program satisfaction and sustainability)</li> <li>• Any unintended benefits or consequences</li> </ul>

Note: EYSC – Early Years Support Coordinator

## Research methods

This evaluation undertakes a 3-phase approach, including (1) base-line assessment, (2) in-depth consultation interviews and participant voice, and (3) follow-up assessment. Figure 2 provides an overview of the key phases of the evaluation and evaluation design.

**Figure 2. Implementation and Process Evaluation Design**



## Participants

- Participants include School Principals and/or Deputy Principals, any other school Leadership Team Members, school Teachers and Early Years Support Coordinators responsible for implementing the KindyLinQ program. In addition, families and children attending the program will be invited to participate in evaluation activities.

## Evaluation Activities

- Evaluation activities have been carefully designed for each target stakeholder group, with specific consideration of time constraints, ease of completion, and potential cultural and linguistic differences. Activities targeted to child participants are age and developmentally appropriate.

- Online Surveys:
  - Baseline and Follow-up Surveys will be conducted (n = 40 schools; Staff – expecting up to 4 staff per location n ~160).
  - All School Principals, Deputy Principals, any other school Leadership Team Members, school Teachers and Early Years Support Coordinators in the KindyLinQ program will be invited to participate.
  - Surveys will be distributed via Checkbox (an online survey platform) and accessible to participants via an online link.
- Consultation interviews:
  - All early childhood regional staff (n = ~7) in the KindyLinQ program will be invited to participate in a one-off semi-structured interview.
  - Four schools will also be selected to take part in a semi-structured interview/focus group
    - Teachers and the Early Years Support Coordinators in each of these select schools will be invited to participate
    - School Principals and Deputy Principals in each of these selected schools will be invited to participate
  - Interviews will take between 30 minutes – 1 hour, and be conducted either one-on-one or in small focus groups, online via a secure web conferencing platform (e.g. MS Teams).
  - Interviews will be transcribed verbatim and analysed using Nvivo.
- Family and Child Voice:
  - A target sample of three families per school will participate in evaluation activities facilitated by DoE staff (central office and or regional office staff).
  - iPads will be provided to all KindyLinQ sites to facilitate data collection. At completion of the evaluation all iPads will remain at the schools and become an on-going resource for the KindyLinQ programs.
  - Parents/Guardians will be invited to complete a short on-line survey (approximately 10 minutes) using iPad provided to each KindyLinQ site.
  - Children will give verbal consent to undertake a play based activity with the DoE staff member and their parent. Each child will be asked to participate in a photo-story activity conducted using OneNote. Children are facilitated by DoE staff to take photographs of their favourite things about KindyLinQ and to talk about the photograph to build a photo story. It is anticipated that this activity will take between 10-15 minutes per child.
  - Interviews with families and children will be stored electronically and analysed to examine key themes and interesting points of divergence.

## Evaluation Measures

A detailed overview of evaluation domains, measures and respondents is provided in Table 4. Collection of evidence emerging from specifically from Tranche 1 KindyLinQ schools is also indicated within this table.

**Table 4. Evaluation Measurement Domains**

Note: P – Principal; DP – Deputy Principal; Edu – Teacher/Educator; EYSC – Early Years Support Coordinator; ROs – Regional Officers

Domains	Baseline Assessment	Consultation Interviews & Participant Voice	Follow-up Assessment	Tranche 1 items (included in baseline assessment)
<b>Engagement Quality</b> Reaction, Perceived Value, Satisfaction	<b>Schools (P/DP; Edu/EYSC):</b> Integration/Pedagogy Meeting community needs Satisfaction Accessibility Family needs Connection/partnerships	<b>Families:</b> Satisfaction Accessibility Family needs Connection/partnerships <b>Children:</b> Children's photo-stories	<b>Schools (P/DP; Edu/EYSC):</b> Integration/Pedagogy Meeting community needs Satisfaction Accessibility Family needs Connection/partnerships	Will be able to compare those who were and were not involved in Tranche 1 in analyses
<b>Fidelity</b> Implemented as intended	<b>Schools (P/DP; Edu/EYSC):</b> Program Structure - days per week, hours Staffing – qualifications, skills, backgrounds (Edu/EYSC) Staff recruitment – process and considerations (P/DP) Characteristics of family/children		<b>Schools (P/DP; Edu/EYSC):</b> Changes across year	<b>Schools (P/DP; Edu/EYSC):</b> Changes from 2020 - 2021
<b>Early Education Pathways</b> ECEC Attitudes & Intentions	See Tranche 1	<b>Families:</b> Importance of ECEC, attitudes and intentions to attend ECEC	<b>Schools (P/DP; Edu/EYSC):</b> Pathways – number of families looking to enrol children in ECEC program	<b>Schools (P/DP; Edu/EYSC):</b> Pathways from 2020 – number of families they are aware of who enrol children in ECEC program
<b>Engagement Quantity</b> Registration & Attendance	<b>DoE:</b> Registrations Daily attendance records		<b>DoE:</b> Registrations Daily attendance records	<b>DoE (as available):</b> Registrations Daily attendance records
<b>Core elements for success</b> Staff Confidence, Skills, Training & Support	<b>Schools (P/DP; Edu/EYSC):</b> Training and support <b>Edu/EYSC only:</b> Level of confidence	<b>ROs:</b> Training and support – what has been offered (by Central Office and to schools)	<b>Schools (P/DP; Edu/EYSC):</b> Training and support <b>Edu/EYSC only:</b> Level of confidence	Will be able to compare those who were and were not involved in Tranche 1 in analyses
<b>Implementation Models</b> Effectively Implemented	<b>Schools (P/DP; Edu/EYSC):</b> Community consultation Resource allocation Space Pedagogical approaches		<b>Schools (P/DP; Edu/EYSC):</b> Changes to program/approach across the year	<b>Schools (P/DP; Edu/EYSC):</b> Changes to training 2020 to 2021 Learnings 2020 Changes to program approach 2020 to 2021
<b>Feasibility</b> Barriers, Enablers, Strengths	<b>Schools (P/DP; Edu/EYSC):</b> Enablers (strategies) and barriers (challenges) to implementation	<b>Families/ROs:</b> Enablers and barriers for participation (Families) and delivery (ROs)	<b>Schools (P/DP; Edu/EYSC):</b> Enablers (strategies) and barriers (challenges) delivery	<b>Schools (P/DP; Edu/EYSC):</b> Changes to/learnings from 2020

## Analysis

- Consistent with a pilot feasibility trial, analyses will include process (fidelity) and outcome measures (Refer to Table 4).
- Analytic approaches will include both quantitative (descriptive statistics, group difference and correlational) and qualitative (thematic) analyses.
- For quantitative analyses, standard metrics will apply, ( $p = .05$ ) and relevant effect sizes reported and interpreted.
- The analytical approach will include a number of key stages mapped onto each of the key research questions.
- To answer research question 1 - *Is there evidence to support the theory of change?*
  1. Descriptive statistics will be conducted to examine overall patterns of satisfaction, perceived value, ECEC attitudes and intentions across respondents, including differences across key stakeholder groups; Regional Officers, Principals/Deputies, Teachers/Early Years Support Coordinators, Parents, and Children. Where appropriate, sub-group analysis will be undertaken, including differences across program designs, family and community characteristics. Repeated measures t-tests will be conducted to examine changes across time.
  2. Analysis of fidelity of implementation will also be undertaken as per compliance section (Table 2)
  3. Registration and attendance across KindyLinQ sites will be examined for trends across time, with a focus on characteristics of families registered, average attendance and ranges. Analyses will examine both group trends and individual patterns of attendance to identify KindyLinQ sites where there may be significant variation (higher or lower) patterns of attendance and/or registration.
- To answer research question 2 – *Was the approach feasible?*
  4. Characteristics of the program design (planning, consultation, staffing, space, resource allocation, training, supports, school leadership, and pedagogical approaches) and school local community will be described. Cluster analysis will be undertaken to identify and define key grouping features of approaches taken across KindyLinQ sites and common strengths, barriers, and enablers.
- To answer research question 3 – *Is the approach ready to be evaluated in a trial?*
  5. Applying tests of group difference and correlational analysis of the relationship between characteristics of the program design (identified in research question 2) and key outcome measures (registration, attendance, and parent satisfaction), including point in time and change across time analyses (i.e. baseline to follow-up).
  6. Qualitative interviews will be analysed to identify key emergent themes with a particular focus on critical success factors.

## Cost data

- Cost-analysis is not undertaken as part of this evaluation.

## Ethics

Ethical approval has been granted from 1) The University of Queensland Human Research Ethics Committee (HREC), and 2) The Queensland Department of Education (QERI System).

All schools participating in the KindyLinQ Pilot Program will be invited to take part in the evaluation. The DoE will provide the contact information for each of the schools involved. Each of the Principal's will provide their consent for the school and associated personnel, families and children to be approached to take part in the evaluation.

Principals, Deputy Principals, Teachers, Early Years Support Coordinators and/or any other key KindyLinQ personnel that the school nominates will be contacted via email with a link to the consent form. The consent form will inform them of the study requirements, including the baseline and follow-up surveys, and potential for a follow-up interview in which staff can indicate if they are willing to be contacted to participate in. Following completion of the online form, the staff member will be directed to the survey. Schools that are invited to participate in the interviews will be contacted and will provide verbal consent to take part in the phone or on-line interview.

Regional Officers will be contacted through information provided by DoE. Each Regional Officer will be asked to provide written consent to take part in a phone or on-line interview with one of the research team. Each interview will take between 30-60 minutes.

Families and children participating in the KindyLinQ program: in consultation with DoE, it was decided that families and children will be approached by trained DoE staff to complete the parent questionnaire and child activity. Parents will complete an online consent form and complete a questionnaire on an iPad which will be facilitated by DoE staff where necessary. Children will provide verbal consent to do an activity with the DoE and their parent/guardian.

## Risks

Based on our experience, we have the foresight and skills to anticipate and address risks before they negatively impact the project, as well as having procedures in place for unforeseen risks that sometimes occur in the course of research and evaluation. Below, we have presented a summary of what we see as being some of the critical risks in this project and how we propose to manage them to ensure that the project runs smoothly.

Potential risk	Risk minimisation strategy
Scope creep in the project will lead to lag in the project schedule and subsequent implementation of the evaluation and research plan	There is a detailed program logic, with clear research questions and an agreed project evaluation framework. These documents clearly specify inclusions and exclusions, include a detailed schedule for timelines and deliverables, and support mutual agreement on expectations. Furthermore, project scope will be proactively managed by a Project Manager, using the Detailed Project Plan as a reference.

Potential risk	Risk minimisation strategy
Key informants will not feel engaged as part of the evaluation and research scoping process	Our proposed approach consciously attends to stakeholder engagement and the participation of informants, including through key events (e.g., design workshops) as well as embedded consultation processes with DoE and E4L.
Where response rates to the survey are lower than anticipated, the findings will have reduced representativeness and generalisability	Design and administration of the survey is being undertaken in collaboration with DoE, in order to facilitate access to potential respondents and to leverage existing networks to enhance response rates. Considered participant consent processes and professional questionnaire design (including branching and language choices) will enhance likelihood of survey completion.
The Evaluation Management Team will be unable to access administrative data	Our approach to integrated data analysis is based on existing experience of data access, reducing risks relating to feasibility. The acquisition of this data will be dependent upon DoE, however, we foresee that the risk of this occurring is minimal. We will mitigate this risk through continued communication with DoE and E4L to ensure ease of data transfer.
Confidential data, including personal information, may be accessed by unauthorised persons in the course of project delivery or reporting	The University of Queensland will maintain controlled access strategies to evaluation data, consistent with practices previously implemented in fulfilment of Commonwealth Data Protection Plans. All data will be de-identified prior to inclusion in any project report.
COVID-19 related Government restrictions impact data availability and timeliness of data access	We have provided appropriate clauses to the scope and timeline of data collection and analysis to ensure we are able to cope with any changes in circumstances
Delay to ethics approval	This may cause lag in the project schedule. However, our Evaluation Management Team is well informed and practiced in applying for ethical research and evaluation in inclusive, sensitive and culturally appropriate ways. Our relevant experience managing research ethics processes includes research within ECEC and evaluations of school-based interventions. Furthermore, earliest possible submission will be undertaken to minimise risk of delays.

## Data Protection Statement

Any information we collect from the schools and participants will remain confidential. All written reports and presentations will include aggregate information about de-identified participants. We cannot disclose information about a school without permission, except as required by law. In our data collection, we will remove all identifiable information (names, addresses) and participants will be identified by a unique code only.

All information will be stored securely. Any physical records will be locked in a secure filing cabinet at The University of Queensland, in accordance with The University of Queensland's Research Data Management policy. All electronic records will be stored on a password-

protected computer database only accessible by the research team. In accordance with the Queensland State Archive Disposal Freeze Policy, all children's data will be retained securely until the University of Queensland is advised otherwise.

## Timeline

Below is an outline of the proposed timeline of the evaluation.

Date	Activity	Responsible
Oct 2020	Commissioning evaluation	E4L
Nov 2020	Evaluation design workshop(s)	UQ & E4L
Dec 2020	Set up of evaluation including approval of Evaluation Protocol and submission of ethics applications	UQ
Feb - April 2021	School briefings and baseline data collection	UQ
April – Nov 2021	Data collection	UQ
Dec 2021 – Feb 2022	Analysis of results	UQ
Mar - May 2022	Finalisation of evaluation report	UQ & E4L