

Improving School Readiness Evidence Review Protocol

**NSW Department of Communities and Justice
February 2023**

Purpose of this document

This document provides detailed information about how the Improving School Readiness Evidence Review was conducted. It includes an overview of the steps that were followed and key outputs that were developed as part of the evidence review, including:

- Research question and scope
- Search strategies
- List of programs identified and their evidence ratings
- List of core components and flexible activities of programs identified

Research Team

The Evidence Review was completed by the Department of Communities and Justice and a research team at Western Sydney University.

The research team included:

- Prof. Brian Stout, School of Social Sciences
- Prof. Pru Goward, Adjunct Professor, School of Social Sciences
- A/Prof. Ann Dadich, School of Business, Institute for Culture and Society, Translational Health Research Institute
- A/Prof Rebekah Grace, School of Nursing and Midwifery, Translational Health Research Institute
- A/Prof Neil Perry, School of Business
- Dr Jenny Knight, School of Social Sciences
- Ms Cris Townley, Translational Health Research Institute
- Mr Jonathan Ng
- Dr Taf Mugadza

Method

This Evidence Review followed the method outlined in the [Evidence Portal Technical Specifications](#).

See Table 1 for a brief summary of the steps followed to conduct the review. Where possible, we have included outputs in this document.

For any output that is not hyperlinked below, please email evidenceportal@facs.nsw.gov.au if you would like more information.

Table 1. Overview of the Technical Specifications

Step	Description	Outputs
Step 1: Define research question and scope	The process for defining the research question and what will be in and out of scope.	<ul style="list-style-type: none"> • Research question document
Step 2: Search for evidence	Develop the search strategy that will be used to identify literature within electronic databases. Identify the data management processes that must be established.	<ul style="list-style-type: none"> • Search strategy form • Overview of database search
Step 3: Screen studies	Identify how studies identified by the search strategy will be further filtered based on scope, study design and study quality	<ul style="list-style-type: none"> • Reference library • PRISMA flow chart • Data Extraction template
Step 4: Assess for risk of bias	Conduct risk of bias assessments in the included studies.	<ul style="list-style-type: none"> • Risk of bias assessments for RCTs/QEDs • Risk of bias assessments for systematic reviews
Step 5: Extract data	Extract relevant information and data from the included studies.	<ul style="list-style-type: none"> • Data Extraction template • Risk of bias Assessment for each study
Step 6: Rate the evidence for programs	Rate the evidence for each identified program using the Evidence Rating Scale.	<ul style="list-style-type: none"> • List of evidence-informed programs • Data extraction template
Step 7. Identify core components	Summarise information about the core components and flexible activities.	<ul style="list-style-type: none"> • Data extraction template

School Readiness Evidence Review Protocol

Step	Description	Outputs
and flexible activities		<ul style="list-style-type: none">• List of core components and flexible activities
Step 8. Summarise evidence review findings	Summarise key findings from the Evidence Review.	<ul style="list-style-type: none">• Program summaries• Core component summaries• Flexible activity summaries• Evidence review summary (Evidence to Action Note)

Research question and scope

Output: Research question document

Research Question	Which interventions have been found to be effective in improving school readiness for vulnerable children aged six years or younger?
Definitions	<ul style="list-style-type: none"> • School readiness: ‘School readiness is defined by two characteristic features on three dimensions. The characteristic features are ‘transition’ and ‘gaining competencies’. The three dimensions of school readiness are: <ul style="list-style-type: none"> ○ Ready children, focusing on children’s learning and development. ○ Ready schools, focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children. ○ Ready families, focusing on parental and caregiver attitudes and involvement in their children’s early learning, development and transition to school. <p>All three dimensions are important and must work in tandem, because school readiness is a time of transition that requires the interface between individuals, families and systems. While the interdependence of these three dimensions is acknowledged, the focus of the review will be the child’s readiness, which involves a child’s physical health and wellbeing, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. However, the program might target the child, their parent or carer, or other aspects of the child’s environment (NSW Department of Family and Community Services, 2019).</p> • Program: A ‘combination of program elements or strategies designed to produce behaviour changes or improve health status among individuals or an entire population. Programs may include educational programs, new or stronger policies, improvements in the environment, or a health promotion campaign. Programs that include multiple strategies are typically the most effective in producing desired and lasting change’ (NSW Department of Family and Community Services, 2019). • Vulnerable children: Children aged up to five years with identified risk factors relating to their parents, perinatal factors, or involvement with the child protection system. Identified risk factors include: <ul style="list-style-type: none"> ○ Parental risk factors: interaction with the justice system; an alcohol or other drug related offence or hospital admission; a proven perpetrator or victim of domestic violence; or treatment for mental health issues in a hospital or ambulatory service.

	<ul style="list-style-type: none"> ○ Perinatal risk factors: maternal smoking during pregnancy; admission to a special care nursery or neonatal intensive care; a gestational age between zero and 36 weeks (inclusive) or greater than 41 weeks; a birth weight of under 2,500g; an Apgar score at five minutes of between zero and six (inclusive); or the first visit to antenatal care was later than 14 weeks into pregnancy. ○ Assessed as being at risk of significant harm (NSW Department of Family and Community Services, 2019), meaning that a child or young person is likely to, or may suffer physical, psychological or emotional harm as a result of what is being done (physical, sexual or psychological abuse) or not done (neglect) by another person.
<p>Inclusion criteria:</p>	<ul style="list-style-type: none"> ● Citation is complete ● Written in English language ● Published as a peer-reviewed publication ● Study was conducted in a high-income country ● Study that tested the effectiveness of at least one program or practice ● Study included a valid counterfactual ● Study targeted vulnerable children ● Study design incorporated an RCT, a QED, a systematic review, or a meta-analysis ● Study considered programs designed to improve school readiness among vulnerable children aged six years or younger
<p>Exclusion criteria:</p>	<ul style="list-style-type: none"> ● Citation is incomplete ● Written in a language other than English ● Published as a non-peer review publication such as a thesis dissertation, review, commentary, letter, editorial, a descriptive publication, a conceptual publication, a commentary, letter, editorial, a methodological publication or research/study protocol. All grey literature was excluded. ● Study was conducted in a low- or middle-income country ● Study did not test the effectiveness of a relevant program or practice ● Study did not include a valid counterfactual ● Study did not target vulnerable children ● Study design was not an RCT, a QED, a systematic review, or a meta-analysis ● Study did not consider programs that improved school readiness among vulnerable children aged older than six years
<p>Databases searched:</p>	<p>PsycINFO, SocINDEX, PsycARTICLES, CINAHL, Business Source Complete, Health Business Elite, Health Source Nursing/Academic, Psychology and Behavioral Sciences Collection, ERIC, and Education Research Complete.</p>

Search Strategy

The search strategy was adapted for each database used. The search was conducted in June 2021. A supplementary search was conducted in July 2021 to further define the research question and scope – changing the target age from 5 years and under to 6 years and under, and limiting the search to high-income countries.

Initial search

Database	#	Searches
PsychInfo	1	("school readiness" or "school transition") SU
	2	("Clinical trial" OR "Comparison group" OR "Control condition*" OR "Control group*" OR "Control* trial" OR "Difference in difference*" OR "Double blind*" OR "Doubly robust estimat*" OR "Instrumental variable*" OR "Meta anal*" OR "Propensity score" OR "Quasi experimental" OR "Quasi-experimental" OR "Random* assign*" OR "Randomi?ed clinical trial*" OR "Randomi?ed cluster experiment" OR "Randomi?ed control" OR "Randomi?ed control* study" OR "Randomi?ed control* trial" OR "Randomi?ed controlled experimental study" OR "Randomi?ed controlled universal prevention trial" OR "Randomi?ed dismantling field trial" OR "Randomi?ed effectiveness trial" OR "Randomi?ed experimental design" OR "Randomi?ed intervention" OR "Randomi?ed trial" OR "Regression adjustment estimate*" OR "Regression discontin*" OR "Step* wedge*" OR "Systematic review*" OR "Systematic synthesis" OR "Treatment condition*" OR "Treatment group" OR "Wait list" OR Blinded OR Doubleblind* OR Experiment* OR Metaanal* OR Metaanal* OR Quasiexperiment* OR Randomi?ed OR RCT OR Trial OR Waitlist OR Wait-list).ti.ab
	3	S1 AND S2, Limit to peer reviewed, English language, and exclude high school and adults
SocINDEX	1	("readiness for school") SU
	2	("Clinical trial" OR "Comparison group" OR "Control condition*" OR "Control group*" OR "Control* trial" OR "Difference in difference*" OR "Double blind*" OR "Doubly robust estimat*" OR "Instrumental variable*" OR "Meta

		<p>anal*" OR "Propensity score" OR "Quasi experimental" OR "Quasi-experimental" OR "Random* assign*" OR "Randomi?ed clinical trial*" OR "Randomi?ed cluster experiment" OR "Randomi?ed control" OR "Randomi?ed control* study" OR "Randomi?ed control* trial" OR "Randomi?ed controlled experimental study" OR "Randomi?ed controlled universal prevention trial" OR "Randomi?ed dismantling field trial" OR "Randomi?ed effectiveness trial" OR "Randomi?ed experimental design" OR "Randomi?ed intervention" OR "Randomi?ed trial" OR "Regression adjustment estimate*" OR "Regression discontin*" OR "Step* wedge*" OR "Systematic review*" OR "Systematic synthesis" OR "Treatment condition*" OR "Treatment group" OR "Wait list" OR Blinded OR Doubleblind* OR Experiment* OR Metaanal* OR Meta-anal* OR Quasiexperiment* OR Randomi?ed OR RCT OR Trial OR Waitlist OR Wait-list).ti.ab</p>
	3	<p>S1 AND S2, Limit to peer reviewed, English language, and exclude high school and adults</p>
APA PsycArticles	1	<p>("school readiness" or "school transition") SU</p>
	2	<p>("Clinical trial" OR "Comparison group" OR "Control condition*" OR "Control group*" OR "Control* trial" OR "Difference in difference*" OR "Double blind*" OR "Doubly robust estimat*" OR "Instrumental variable*" OR "Meta anal*" OR "Propensity score" OR "Quasi experimental" OR "Quasi-experimental" OR "Random* assign*" OR "Randomi?ed clinical trial*" OR "Randomi?ed cluster experiment" OR "Randomi?ed control" OR "Randomi?ed control* study" OR "Randomi?ed control* trial" OR "Randomi?ed controlled experimental study" OR "Randomi?ed controlled universal prevention trial" OR "Randomi?ed dismantling field trial" OR "Randomi?ed effectiveness trial" OR "Randomi?ed experimental design" OR "Randomi?ed intervention" OR "Randomi?ed trial" OR "Regression adjustment estimate*" OR "Regression discontin*" OR "Step* wedge*" OR "Systematic review*" OR "Systematic synthesis" OR "Treatment condition*" OR "Treatment group" OR "Wait list" OR Blinded OR Doubleblind* OR Experiment* OR Metaanal* OR Meta-anal* OR Quasiexperiment* OR Randomi?ed OR RCT OR Trial OR Waitlist OR Wait-list).ti.ab</p>

	3	S1 AND S2, Limit to peer reviewed, English language, and exclude high school and adults
ERIC	1	("school readiness") SU
	2	("Clinical trial" OR "Comparison group" OR "Control condition*" OR "Control group*" OR "Control* trial" OR "Difference in difference*" OR "Double blind*" OR "Doubly robust estimat*" OR "Instrumental variable*" OR "Meta anal*" OR "Propensity score" OR "Quasi experimental" OR "Quasi-experimental" OR "Random* assign*" OR "Randomi?ed clinical trial*" OR "Randomi?ed cluster experiment" OR "Randomi?ed control" OR "Randomi?ed control* study" OR "Randomi?ed control* trial" OR "Randomi?ed controlled experimental study" OR "Randomi?ed controlled universal prevention trial" OR "Randomi?ed dismantling field trial" OR "Randomi?ed effectiveness trial" OR "Randomi?ed experimental design" OR "Randomi?ed intervention" OR "Randomi?ed trial" OR "Regression adjustment estimate*" OR "Regression discontin*" OR "Step* wedge*" OR "Systematic review*" OR "Systematic synthesis" OR "Treatment condition*" OR "Treatment group" OR "Wait list" OR Blinded OR Doubleblind* OR Experiment* OR Metaanal* OR Meta-anal* OR Quasiexperiment* OR Randomi?ed OR RCT OR Trial OR Waitlist OR Wait-list).ti.ab
	3	S1 AND S2, Limit to peer reviewed, English language, and exclude high school and adults
CINAHL	1	"school readiness" as a keyword (no equivalent subject term)
	2	("Clinical trial" OR "Comparison group" OR "Control condition*" OR "Control group*" OR "Control* trial" OR "Difference in difference*" OR "Double blind*" OR "Doubly robust estimat*" OR "Instrumental variable*" OR "Meta anal*" OR "Propensity score" OR "Quasi experimental" OR "Quasi-experimental" OR "Random* assign*" OR "Randomi?ed clinical trial*" OR "Randomi?ed cluster experiment" OR "Randomi?ed control" OR "Randomi?ed control* study" OR "Randomi?ed control* trial" OR "Randomi?ed controlled experimental study" OR "Randomi?ed controlled universal prevention trial" OR "Randomi?ed dismantling field trial" OR "Randomi?ed effectiveness trial" OR "Randomi?ed experimental design"

		OR “Randomized intervention” OR “Randomized trial” OR “Regression adjustment estimate*” OR “Regression discontin*” OR “Step* wedge*” OR “Systematic review*” OR “Systematic synthesis” OR “Treatment condition*” OR “Treatment group” OR “Wait list” OR Blinded OR Doubleblind* OR Experiment* OR Metaanal* OR Meta-anal* OR Quasiexperiment* OR Randomized OR RCT OR Trial OR Waitlist OR Wait-list).ti.ab
	3	S1 AND S2, Limit to peer reviewed, English language, and exclude high school and adults
Business Source Complete	1	(“school readiness”) SU
	2	(“Clinical trial” OR “Comparison group” OR “Control condition*” OR “Control group*” OR “Control* trial” OR “Difference in difference*” OR “Double blind*” OR “Doubly robust estimat*” OR “Instrumental variable*” OR “Meta anal*” OR “Propensity score” OR “Quasi experimental” OR “Quasi-experimental” OR “Random* assign*” OR “Randomized clinical trial*” OR “Randomized cluster experiment” OR “Randomized control” OR “Randomized control* study” OR “Randomized control* trial” OR “Randomized controlled experimental study” OR “Randomized controlled universal prevention trial” OR “Randomized dismantling field trial” OR “Randomized effectiveness trial” OR “Randomized experimental design” OR “Randomized intervention” OR “Randomized trial” OR “Regression adjustment estimate*” OR “Regression discontin*” OR “Step* wedge*” OR “Systematic review*” OR “Systematic synthesis” OR “Treatment condition*” OR “Treatment group” OR “Wait list” OR Blinded OR Doubleblind* OR Experiment* OR Metaanal* OR Meta-anal* OR Quasiexperiment* OR Randomized OR RCT OR Trial OR Waitlist OR Wait-list).ti.ab
	3	S1 AND S2, Limit to peer reviewed, English language, and exclude high school and adults
Health Business Elite	1	(“readiness for school”) SU
	2	(“Clinical trial” OR “Comparison group” OR “Control condition*” OR “Control group*” OR “Control* trial” OR “Difference in difference*” OR “Double blind*” OR “Doubly robust estimat*” OR “Instrumental variable*” OR “Meta anal*” OR “Propensity score” OR “Quasi experimental”

		<p>OR “Quasi-experimental” OR “Random* assign*” OR “Randomi?ed clinical trial*” OR “Randomi?ed cluster experiment” OR “Randomi?ed control” OR “Randomi?ed control* study” OR “Randomi?ed control* trial” OR “Randomi?ed controlled experimental study” OR “Randomi?ed controlled universal prevention trial” OR “Randomi?ed dismantling field trial” OR “Randomi?ed effectiveness trial” OR “Randomi?ed experimental design” OR “Randomi?ed intervention” OR “Randomi?ed trial” OR “Regression adjustment estimate*” OR “Regression discontin*” OR “Step* wedge*” OR “Systematic review*” OR “Systematic synthesis” OR “Treatment condition*” OR “Treatment group” OR “Wait list” OR Blinded OR Doubleblind* OR Experiment* OR Metaanal* OR Meta-anal* OR Quasiexperiment* OR Randomi?ed OR RCT OR Trial OR Waitlist OR Wait-list).ti.ab</p>
	3	<p>S1 AND S2, Limit to peer reviewed, English language, and exclude high school and adults</p>
<p>Health Source: Nursing/Academic Edition</p>	1	<p>(“readiness for school”) SU</p>
	2	<p>(“Clinical trial” OR “Comparison group” OR “Control condition*” OR “Control group*” OR “Control* trial” OR “Difference in difference*” OR “Double blind*” OR “Doubly robust estimat*” OR “Instrumental variable*” OR “Meta anal*” OR “Propensity score” OR “Quasi experimental” OR “Quasi-experimental” OR “Random* assign*” OR “Randomi?ed clinical trial*” OR “Randomi?ed cluster experiment” OR “Randomi?ed control” OR “Randomi?ed control* study” OR “Randomi?ed control* trial” OR “Randomi?ed controlled experimental study” OR “Randomi?ed controlled universal prevention trial” OR “Randomi?ed dismantling field trial” OR “Randomi?ed effectiveness trial” OR “Randomi?ed experimental design” OR “Randomi?ed intervention” OR “Randomi?ed trial” OR “Regression adjustment estimate*” OR “Regression discontin*” OR “Step* wedge*” OR “Systematic review*” OR “Systematic synthesis” OR “Treatment condition*” OR “Treatment group” OR “Wait list” OR Blinded OR Doubleblind* OR Experiment* OR Metaanal* OR Meta-anal* OR Quasiexperiment* OR Randomi?ed OR RCT OR Trial OR Waitlist OR Wait-list).ti.ab</p>

	3	S1 AND S2, Limit to peer reviewed, English language, and exclude high school and adults
Psychology and Behavioral Sciences Collection	1	("Readiness for school" and "readiness for school research") SU
	2	("Clinical trial" OR "Comparison group" OR "Control condition*" OR "Control group*" OR "Control* trial" OR "Difference in difference*" OR "Double blind*" OR "Doubly robust estimat*" OR "Instrumental variable*" OR "Meta anal*" OR "Propensity score" OR "Quasi experimental" OR "Quasi-experimental" OR "Random* assign*" OR "Randomi?ed clinical trial" OR "Randomi?ed cluster experiment" OR "Randomi?ed control" OR "Randomi?ed control* study" OR "Randomi?ed control* trial" OR "Randomi?ed controlled experimental study" OR "Randomi?ed controlled universal prevention trial" OR "Randomi?ed dismantling field trial" OR "Randomi?ed effectiveness trial" OR "Randomi?ed experimental design" OR "Randomi?ed intervention" OR "Randomi?ed trial" OR "Regression adjustment estimate*" OR "Regression discontin*" OR "Step* wedge*" OR "Systematic review*" OR "Systematic synthesis" OR "Treatment condition*" OR "Treatment group" OR "Wait list" OR Blinded OR Doubleblind* OR Experiment* OR Metaanal* OR Meta-anal* OR Quasiexperiment* OR Randomi?ed OR RCT OR Trial OR Waitlist OR Wait-list).ti.ab
	3	S1 AND S2, Limit to peer reviewed, English language, and exclude high school and adults

School Readiness Evidence Review Protocol

Supplementary Search on 07.07.2021

#	Searches
1	<p>AB(Checklist OR intervention* OR model* OR prevent* OR program* OR “professional development” OR service* OR “support service*” OR training)</p> <p>Limiters: scholarly (peer reviewed) journals; Language: English</p>
2	<p>AB(“Early literacy” OR “Early numeracy” OR “Home learning environment” OR “kindergarten transition” OR Pre-literacy OR Pre-numeracy OR “Reading readiness” OR “School readiness” OR School-readiness OR “School transition” OR readiness OR “Early learning” OR Prep-year OR “Step up into education”)</p> <p>Limiters: scholarly (peer reviewed) journals; Language: English</p>
3	<p>AB(Infan* OR infants OR toddler* OR Child* OR “Pre school” OR Pre-school OR Preschool OR Kindergarten OR Kindy OR “School age” OR “School-age” OR Parent* OR “Early childhood” OR “early education”)</p> <p>Limiters: scholarly (peer reviewed) journals; Language: English</p>
4	<p>AB(“Clinical trial” OR “Comparison group” OR “Control condition*” OR “Control group*” OR “Control* trial” OR “Difference in difference*” OR “Double blind*” OR “Doubly robust estimat*” OR “Instrumental variable*” OR “Meta anal*” OR “Propensity score” OR “Quasi experimental” OR “Quasi-experimental” OR “Random* assign*” OR “Randomi?ed clinical trial*” OR “Randomi?ed cluster experiment” OR “Randomi?ed control” OR “Randomi?ed control* study” OR “Randomi?ed control* trial” OR “Randomi?ed controlled experimental study” OR “Randomi?ed controlled universal prevention trial” OR “Randomi?ed dismantling field trial” OR “Randomi?ed effectiveness trial” OR “Randomi?ed experimental design” OR “Randomi?ed intervention” OR “Randomi?ed trial” OR “Regression adjustment estimate*” OR “Regression discontin*” OR “Step* wedge*” OR “Systematic review*” OR “Systematic synthesis” OR “Treatment condition*” OR “Treatment group” OR “Wait list” OR Blinded OR Doubleblind* OR Experiment* OR Metaanal* OR Meta-anal* OR Quasiexperiment* OR Randomi?ed OR RCT OR Trial OR Waitlist OR Wait-list)</p> <p>Limiters: scholarly (peer reviewed) journals; Language: English; Country: United States, Europe, Ireland, Great Britain, Australia</p>
5	<p>S1 AND S2 AND S3 AND S4</p>

Output: Overview of database search

Electronic databases search strategy

Initial Search

Database	PsycINFO	SOCIndex	APA PsycArticles	Psychology and Behavioral Sciences Collection	CINAHL	Business Source Complete	Health Business Elite	Health Source: Nursing/Academic Edition	ERIC
Searched	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Search date	01.06.2021	01.06.2021	01.06.2021	01.06.2021	01.06.2021	01.06.2021	01.06.2021	01.06.2021	01.06.2021
Search string	As above								
Documented changes	NA	NA	NA	NA	NA	NA	NA	NA	NA
Citations	180	21	36	25	52	15	1	1	148
Exported to reference management library	EndNote	EndNote	EndNote	EndNote	EndNote	EndNote	EndNote	EndNote	EndNote
Exported to specialised systematic review management system	No	No	No	No	No	No	No	No	No

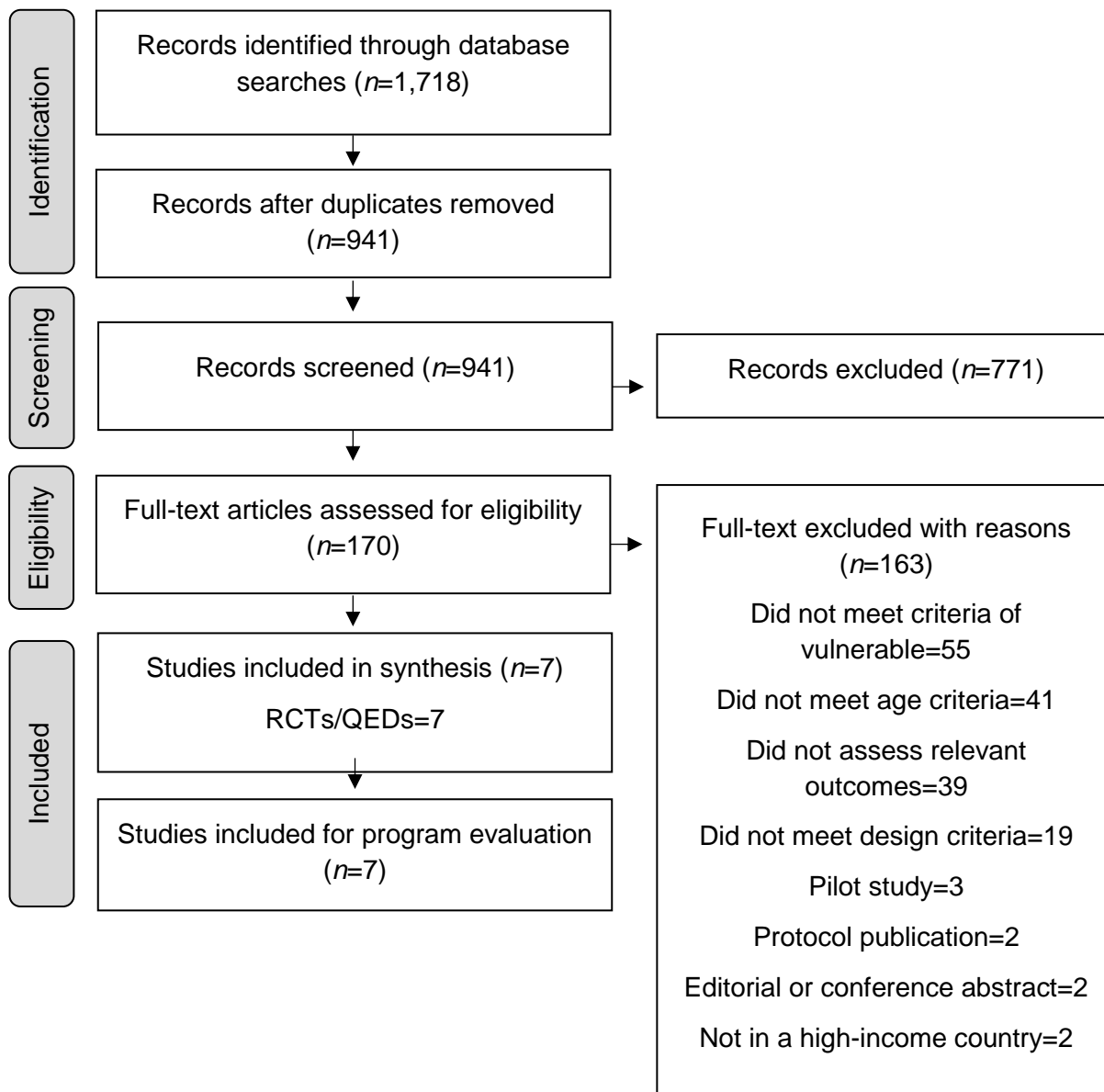
Preventing Child Harm and Maltreatment Evidence Review Protocol

Revised Search

Database	PsycINFO	SOCIndex	APA PsycArticles	Psychology and Behavioral Sciences Collection	CINAHL	Business Source Complete	Health Business Elite	Health Source: Nursing/Academic Edition	ERIC
Searched	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Search date	07.07.2021	07.07.2021	07.07.2021	07.07.2021	07.07.2021	07.07.2021	07.07.2021	07.07.2021	07.07.2021
Search string	As above								
Documented changes	NA	NA	NA	NA	NA	NA	NA	NA	NA
Citations	277	62	18	146	145	129	462	277	62
Exported to reference management library	EndNote	EndNote	EndNote	EndNote	EndNote	EndNote	EndNote	EndNote	EndNote
Exported to specialised systematic review management system	No	No	No	No	No	No	No	No	No

Screening studies

PRISMA flow chart



Rating Evidence for Programs

Each program was rated based on the Evidence Rating Scale indicated in the [Technical Specifications](#).

List of evidence-informed programs

Evidence rating	Programs	Outcomes
Promising research evidence	The Incredible Years Teacher and Child Training Program	<ul style="list-style-type: none"> • School readiness
	Smart Beginnings	<ul style="list-style-type: none"> • School readiness • Positive parenting
Mixed research evidence (with no adverse effects)	Second Step Early Learning	<ul style="list-style-type: none"> • School readiness
	Kids in Transition to School	<ul style="list-style-type: none"> • School readiness
	Roots of Resilience	<ul style="list-style-type: none"> • School readiness
	Family Check-Up	<ul style="list-style-type: none"> • School readiness

Identify core components and flexible activities

Using the data extraction template, a content analysis of each study was undertaken in which descriptions of activities carried out in the program were coded and grouped under broad category headings, with examples of different ways the component could be implemented (i.e., flexible activities). The aim was to synthesise and provide a summary of key practices, techniques, strategies or activities that are common across evidence-informed programs or interventions shown to improve client outcomes.

List of core components and flexible activities

Core components	Description	Flexible Activities
Relationship building	Supportive relationships between parents/carers and teachers, between children and teachers, and between children and parents are fundamental to school readiness.	<ul style="list-style-type: none"> • Building educator – parent relationships • Nurturing educator – child relationships • Enhancing parent-child relationships
Academic preparedness	Helping children to build skills that prepare them academically for starting school is a core component of the identified programs.	<ul style="list-style-type: none"> • Building executive functioning capacity • Progressing language and preliteracy capacities
Readiness of the child for the classroom	Children need certain behavioural skills for a successful transition to the school classroom environment.	<ul style="list-style-type: none"> • Developing skills in self-regulation • Cultivating social-emotional skills • Learning classroom protocols and behaviours