

Children's University Adelaide

Regional Engagement 2018-2020

Evaluation Report and Executive Summary

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Executive Summary

This evaluation was designed to assess whether the Children's University Adelaide (CUA) has achieved its stated aims for growth in the targeted regional areas of South Australia in the period between 2018 and 2020, and whether the Children's University program has had the intended positive effects on the regional participating students and on the regional communities of the state.

Internal databases and documents were examined to determine the growth of the program into the targeted regional areas. Participating schools and students within these schools were tallied from 2017 to 2020 and participating Learning Destinations were tallied at the end of 2020. The extent of the growth was assessed with the aid of appropriate descriptive statistical analyses. To assess the impact of the program on its participants, appropriate student and parent survey instruments were developed and administered in 12 regional schools covering different targeted regional areas in the state. Survey responses were received from 92 students and 69 parents. Appropriate descriptive and inferential statistical analyses were conducted to assess the impact that the program had on participating students (and parents). To add supplementary data, 6 regional school coordinators were interviewed. The interviews were also designed to gather information regarding impacts on the local regional communities. 4 of the 6 interviews were recorded, transcribed and thematically analysed.

This investigation found that CUA was able to achieve the following growth between 2018 and 2020.

- An expansion from 5 regional areas (Naracoorte-SE, Upper Spencer Gulf, Murraylands, Riverland and Hills) to 7 regional areas (Naracoorte-SE, Upper Spencer Gulf, Murraylands, Riverland, Hills, Kangaroo Island and 'Other Regional Areas').
- An increase in the number of participating schools from 16 across all areas to 50, exceeding the target of 32.
- An increase in the number of student participants from 400 to 888, exceeding the target of 800.
- An increase in the number of Learning Destinations with a focus on Public Learning Destinations engagement from 45 to 113, exceeding the target of 80.

In regard to the impact on regional students, results from the surveys have shown that as a result of the program:

- 89% of students reported trying new things
- 78% of students reported feeling more confident about trying new things
- 54% of students made new friends
- 60% of students visited new places
- 82% of students enjoyed extra-curricular activities that they chose
- 84% of students enjoyed collecting hours in their Passports to Learning
- 75% of students reported doing more study at home with 80% of parents and 100% of school coordinators agreeing with this
- 54% of students reported they liked talking about CU with 80% of parents and 100% of school coordinators reporting this
- 72% of the students that were asked reported that they would like to go to university when older

School coordinator interviews revealed the importance of the end-of-year graduation in fostering a sense of achievement and higher educational aspirations amongst students.

Parent surveys indicated positive impacts from the CUA program on parents, while school coordinators during their interviews reported both positive and negative experiences with parents.

School coordinators also reported very positive impacts on the local communities, including an increased awareness of the importance of further education.

Introduction

Children's University Adelaide (CUA), the South Australian branch of Children's University Australasia and Africa (IO), is a not-for-profit organisation based at the University of Adelaide in South Australia. It is financially supported through State and Commonwealth grants, philanthropic organisations, membership fees, sub-licence agreements and merchandise sales.

Children's University (CU) is an innovative program that engages children and young people in learning outside the classroom with the aim of increasing educational attainment and achievement while developing contextualised tertiary educational aspirations. Participating students accumulate hours, recording them in a 'Passport to Learning'. At the end of each academic year, they are presented with certificates of achievement at a formal CU graduation ceremony.

The CU program has experienced rapid growth since its introduction in 2013, spreading from South Australia to other Australian states and now into New Zealand and Africa. By the end of 2018, in South Australia alone, CUA had recruited 135 schools, 10,000 students and 355 learning destinations.

Despite its growth, CU has consistently had a special focus on the needs of students from low socioeconomic and/or other disadvantaged backgrounds, who may not normally consider tertiary studies as achievable. It is believed that participation in the CU program by students from these backgrounds can have a transformative effect on both their attitudes toward current education and aspirations for future engagement.

In 2018, the 'regional areas' CUA engagement commenced with the support of funding through the South Australian Minister for Education's discretionary fund and the Thyne Reid Foundation. During this initial period, CUA commenced working with schools and young people in the Riverland, Murraylands and Upper Spencer Gulf regions of South Australia. By the beginning of 2019, CUA had engaged with approximately 200 students from 8 primary and secondary schools, and 25 learning destinations in the Riverland/Murraylands areas, and with approximately 200 students from 8 primary schools and 20 learning destinations in the Upper Spencer Gulf region.

CU learning activities aim to be engaging, voluntary, varied and to have a link to higher learning. Many learning activities take place at accredited learning destinations outside of the school grounds. Learning destinations include public institutions, such as museums and libraries that are within the communities where the students reside and go to school. Local private and not-for-profit organisations of various sizes, also take part as learning destinations, allowing CU students access to learning activities within local vocational contexts that they may not otherwise encounter. Thus CU is expected to also have an impact on the wider community surrounding any participating school. As regional students are consistently underrepresented in higher educational institutions, it is important to understand whether the CU program is helping its young participants in regional areas of South Australia to foster a love for learning and develop higher educational aspirations.

Purpose of the Evaluation

To enable the continuation and growth of the CU program in the Upper Spencer Gulf, Riverland and Murraylands regions, and to engage with new communities as identified, CUA received further funding through the South Australian Minister for Education's discretionary fund for 2019 which included a portion to be used to undertake an evaluation of the program within the designated regional areas of South Australia. The funds were granted in order to achieve growth in specified and unspecified rural areas as measured by specific key indicators. These indicators included:

In the areas of the Upper Spencer Gulf, Murraylands and Riverland

- An increase in the number of participating schools, specifically a doubling of school participation from 16 across all areas to 32.
- An increase in the number of student participants, specifically a doubling of the number of student participants from 400 to 800.
- An increase in the number of Learning Destinations, specifically increasing Public Learning Destination engagement from 45 to 80.

In addition to promoting growth in the regions above, the funding was to be used to grow and manage the program across other regional areas in South Australia with a focus on the Western Eyre Peninsula, Far North and South East regions of the state. CUA was also expected to pilot a senior secondary program.

This evaluation thus seeks in the first instance to investigate the extent to which its initial above-mentioned objectives were met.

In addition, this evaluation sought to investigate the impact that the program has had on its participating students and on the wider community within these designated regional areas of South Australia, within this period.

Questions to answer:

1. What growth was achieved within the designated regional areas in terms of number of participating schools, students and learning destinations?
2. Was the program extended to other regional areas across the state of South Australia and if so what was the growth in these new regional areas.
3. Was a secondary school pilot program initiated and what is its current progress?
4. What was the impact of the program on regional students, in terms of developing attitudes and other constructs aligned to the overall aims of the CUA program?
5. What was the impact of the program on the perceptions of the parents of participating regional students?
6. What was the perceived impact of the program on the wider communities within the regional areas of South Australia where the program has been adopted?

Methodology

Data collection and preparation

The evaluation had access to CUA's internal data and reports which includes the following:

Data from CUA's database:

- Records of specific schools and corresponding student engagement with numbers of participating students (see Appendix A).
- Background demographic information of participating students including school year level.

Data from interviews and surveys (See Appendices 1, 2 and 3):

- Student survey data investigating student attitudes after participating in the program.
- Parent survey data investigating parent perceptions.
- School Coordinator survey data from all 6 coordinators &
- Interview recordings with 4 of the participating school coordinators and notes from the remaining 2 coordinators.

Data analytical framework

To answer questions 1, 2 and 3 outlined on page 4, a series of descriptive analyses were conducted to examine the growth of the program within the designated regional areas of South Australia as measured by the following indicators:

- number of targeted regional areas
- number of schools,
- number of students
- number of learning destinations

In addition to the use of appropriate tables and charts to highlight trends in the data, a series of cross tabulations and Chi-square analyses were conducted to investigate possible associations between the indicators and relevant background demographic variables.

As mentioned in the CU website, the program aims to help students "to become successful learners; confident, creative, active and informed citizens" as well as to "allow students to make new friends that have similar interests, develop leadership skills, explore and develop new talents and celebrate and be rewarded for their achievements".

To answer questions 4, 5 and 6 outlined on page 4, data collected from student and parent post-program surveys were used. Survey responses which could be quantified were analysed descriptively in the first instance, using appropriate tables and charts to highlight trends. Further to this descriptive analysis appropriate inferential statistical analyses were used to assess the level of impact of the program as reported by student and parent survey responses.

Interviews with participating school coordinators were recorded when possible and transcribed verbatim by the evaluators. The resultant 4 interview transcripts were analysed to address the final three questions and in particular to address question 6, the impact of the program on the local regional communities, as noted by each school coordinator. Interview transcripts were thematically analysed and identified themes were aligned to the intended outcomes of the program.

Results





























Program Growth



It should be noted that the period covered by this evaluation is up to the end of 2020, as this was the time when surveys and interviews were undertaken and at the time of writing, in May 2021, recruitment of schools and students for 2021 was still occurring and data would have thus been incomplete for this current year.

Number of Targeted Regional Areas

The regional areas covered by CU activities from 2017 to 2020 are presented in Table 1. In addition to its existing engagements in Naracoorte and Adelaide Hills areas, in 2018 CUA had also started to engage with schools and young people in the Riverland, Murraylands and Upper Spencer Gulf regions of South Australia. CUA activities have since been extended to Kangaroo Island, which was one of the areas of the state highly affected by the bushfires in 2019 and 2020. The 'Other Regional Areas' category includes the Yorke Peninsula, Fleurieu Peninsula, Coorong and Mid North areas of South Australia.

Table 1 Targeted Regional Areas from 2017 to 2020

Areas	2017	2018	2019	2020
Spencer Gulf				
Riverland				
Murraylands				
Naracoorte-SE				
Hills-Bushfire Area				
KI-Bushfire Area				
Other Regional Areas				

Note  : No CU Participation;  : Active CU Participation

Number of Participating Schools

As can be seen in Table 2, the number of schools involved in the program grew steadily over the period from 2017 to 2020. Starting with only 8 schools in 2017, by the end of 2020, CUA had engaged with approximately 50 schools, thus exceeding the target of 32 schools across all areas.

Table 2 Participating Schools by region from 2017 to 2020

Areas	2017	2018	2019	2020
Spencer Gulf	0	8	13	15
Riverland	0	5	10	10
Murraylands	0	3	5	5
Naracoorte-SE	3	3	3	3
Hills-Bushfire Area	2	2	3	4
KI-Bushfire Area	0	0	0	3
Other Regional Areas	3	4	7	10
Total	8	25	41	50

The number of schools participating in CU programs from 2017 to 2020 for each of the areas is presented in Figure 1. In this diagram, the schools are further classified into those that were involved in the 'normal' primary school program, senior school program, as well as schools where the program has been postponed for 2 years or more.

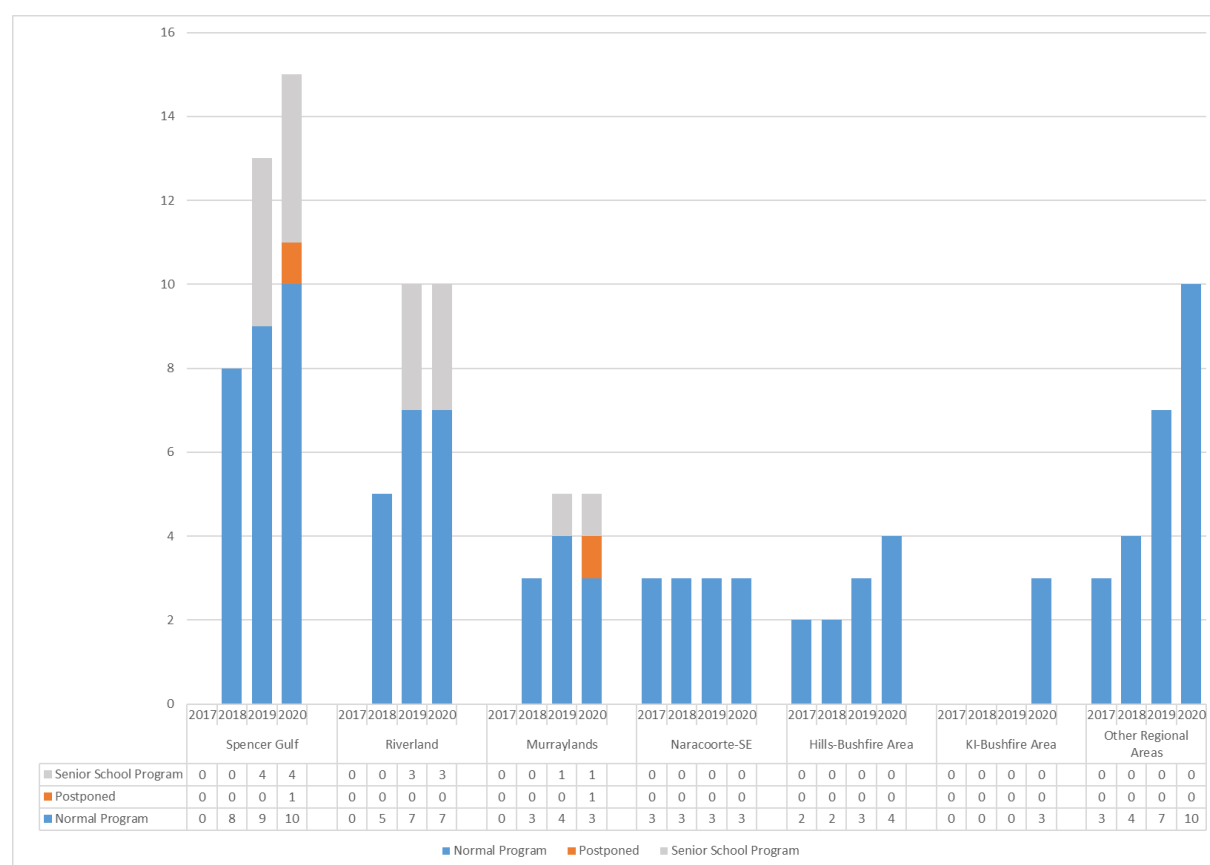


Figure 1 Participating Schools by region from 2017 to 2020

Number of Students

One of CUA's targets was to increase the number of student participants to 800 by the end of 2020. As presented in Table 2 and Figure 2, the number of students participating in the CU program almost tripled, from 304 students in 2017 to 888 students in 2020.

Table 3 Participating Students by region from 2017 to 2020

Areas	2017	2018	2019	2020
Spencer Gulf	0	197	137	120
Riverland	0	93	125	118
Murraylands	0	80	127	109
Naracoorte-SE	95	83	74	82
Hills-Bushfire Area	52	78	135	76
KI-Bushfire Area	0	0	0	132
Other Regional Areas	157	154	175	251
Total	304	685	773	888

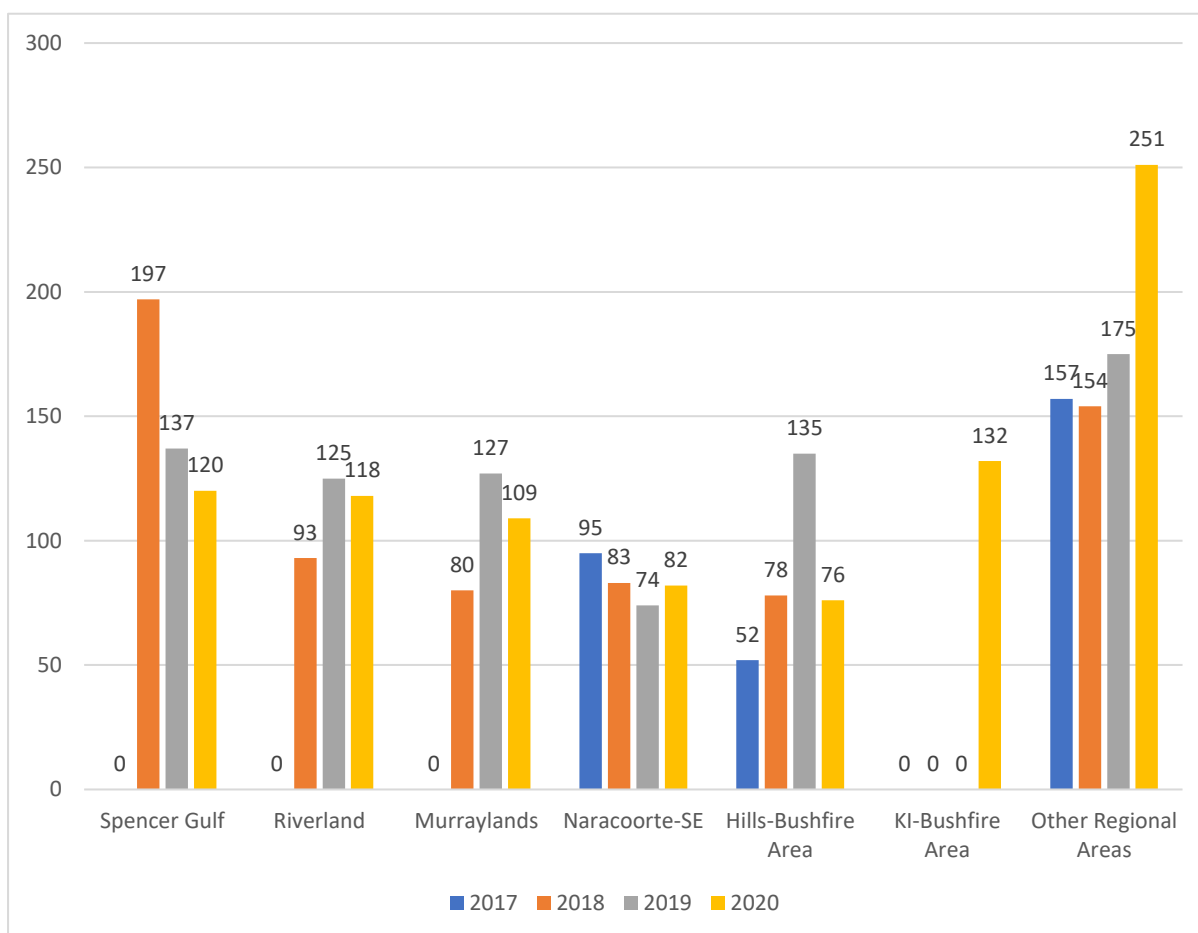


Figure 2 Participating Students by region from 2017 to 2020

Number of Learning Destinations

An increase in the number of learning destinations, specifically increasing public learning destination engagement from 45 to 80 was also one of CUA's targets. By the end of 2020, across all regions, there were 113 regional learning destinations, including many well frequented public destinations (see results page 24-25) available to CUA students, far exceeding the set target of 80.

Table 4 Number of Regional Learning Destinations in 2020

Regions	Number of Learning Destinations
Spencer Gulf	16
Riverland	8
Murraylands	9
Naracoorte-SE	5
Hills-Bushfire Area	14
Other Regional Areas	61
Total	113

Program Impact

Participants

As mentioned earlier, the CU program aims to help students “to become successful learners; confident, creative, active and informed citizens” as well as to “allow students to make new friends that have similar interests, develop leadership skills, explore and develop new talents and celebrate and be rewarded for their achievements”. In order to gauge the extent to which these aims have been achieved, student-and parent- survey instruments were developed, with the help of the authors of this evaluation. These can be seen in Appendices 1 and 2. These surveys were distributed after the completion of the program at the end of 2020 school year.

In addition to the surveys, six school coordinators were interviewed. The semi-structured interviews (Appendix 3), which were developed with the help of the authors of this evaluation, were designed to elicit information that was aligned to the purposes of this evaluation and in particular to answer the questions posed in this evaluation. These semi-structured interviews were conducted after the student and parent surveys were distributed. The coordinators were also asked to respond to the student survey (Appendix 1) in the way they thought their respective students would have responded.

School Distribution

In total, responses from 92 students and 69 parents in 12 different schools were collected and the details are summarised in Table 5. Out of the 92 students, 43 of them were able to be linked to their parents.

Table 5 Number of Participants

No		Student		Parent	
		number	%	number	%
1	Kangaroo Island Community Education Kingscote	12	13.0	9	13.0
2	Kangaroo Island Community Education Parndana	2	2.2	1	1.4
3	Kangaroo Island Community Education Penneshaw	3	3.3	3	4.3
4	Flinders View Primary School	7	7.6	12	17.4
5	Horizon Christian School	12	13.0	2	2.9
6	Memorial Oval Primary School	14	15.2	3	4.3
7	Port Elliot Primary School	8	8.7	3	4.3
8	Whyalla Town Primary School	8	8.7	1	1.4
9	Nicolson Avenue Primary School	1	1.1	11	15.9
10	St Joseph Renmark	20	21.7	16	23.2
11	Blanchetown Primary School	2	2.2	6	8.7
12	Renmark North	3	3.3	2	2.9
Total		92	100	9	13.0

As mentioned, survey responses from 6 school coordinators were also collected, 4 of which were recorded and transcribed verbatim.

Participant Student Age Distribution

The age of each of the students responding to the surveys was collected (see Appendix 1). The age distribution of student respondents is summarised in Table 6. While many of the respondents (22.2%) were aged 9, corresponding to primary grade levels 3 and 4, the largest group of respondents were aged 11 (25.6%), corresponding to the later primary grade levels 5 and 6. A large proportion were also aged 12 (18.9%) corresponding to grade level 7.

Table 6 Age Distribution of Student Participants

Age	Frequency	Percent	Valid Percent	Cumulative Percent
6	1	1.1	1.1	1.1
7	3	3.3	3.3	4.4
8	5	5.4	5.6	10.0
9	20	21.7	22.2	32.2
10	17	18.5	18.9	51.1
11	23	25.0	25.6	76.7
12	17	18.5	18.9	95.6
13	2	2.2	2.2	97.8
14	2	2.2	2.2	100.0
Total	90	97.8	100.0	
Missing	2	2.2		
Grand Total	92	100.0		

When these proportions are compared to the same proportions assessed in 2017 prior to the recruitment of most of the regional schools, there appears to a shift towards older students participating in the program in the regional areas assessed by this evaluation.

Age 8 – Grade 3 – Regional 2020 (5.6%) compared to 2017 All CUA students (23.2%)

Age 9 – Grade 4 – Regional 2020 (22.2%) compared to 2017 All CUA students (19.9%)

Age 10 – Grade 5 – Regional 2020 (18.9%) compared to 2017 All CUA students (16.9%)

Age 11 – Grade 6 – Regional 2020 (25.6%) compared to 2017 All CUA students (13.5%)

Age 12 – Grade 7 – Regional 2020 (18.9%) compared to 2017 All CUA students (8.6%)

Survey Responses (Students/Parents/Coordinators)

The following are the aggregated results for the student, parent and school coordinator surveys (see Appendix 1 and Appendix 2).

Q1: Try new things

Question 1 asked the students (and parents) whether the participating student had tried new things within the CU program. The question was set as a statement to which respondents were asked to show their level of agreement or disagreement by choosing one of 5 responses which were placed accordingly on a 5-point Likert scale. Special emojis were used for each of the 5 response categories to help younger respondents understand that the 5 categories were on a scale ranging from '1- strong disagreement' to '5 - strong agreement'. This question formation was followed for all 9 questions in the student survey (see Appendix 1). This then allowed the responses to be quantified and for mean response values to be calculated and compared between groups and between questions. Note that the 6 school coordinators were also asked this and all other questions with regards to their participating school student cohort.

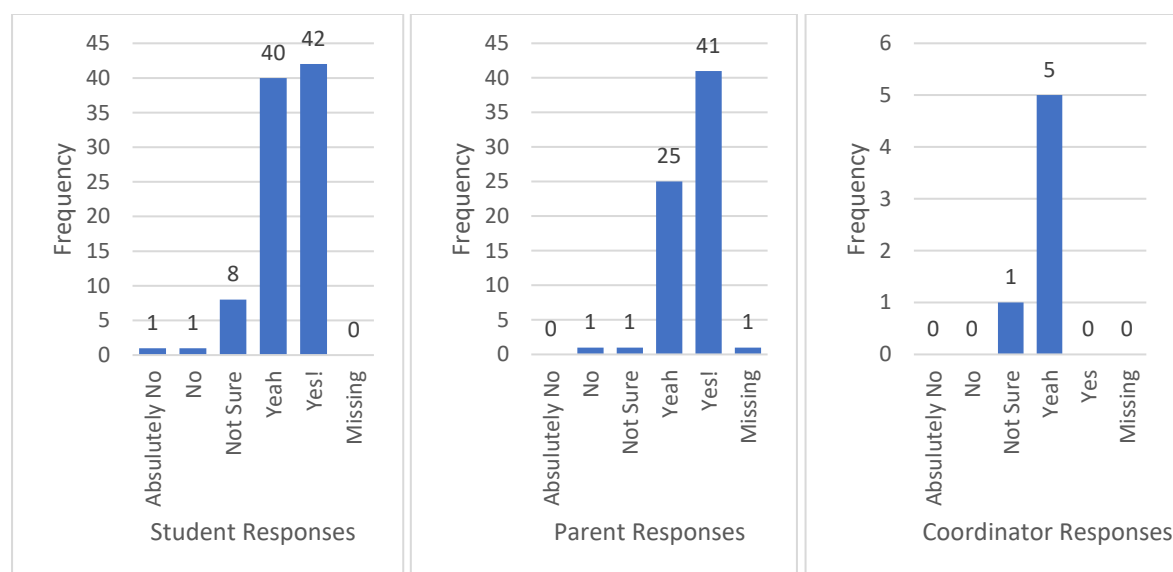


Figure 3 Frequency Distributions of Responses for Q1

Figure 3 above shows the number of respondents who chose each of the response categories when they answered Q1, *I/They have tried new things*. The codes used for the response categories are 1 for Absolutely No, 2 for No, 3 for Not Sure, 4 for Yeah, and 5 for Yes!. The same coding scheme is used for Q1-Q9 for students, parents, and coordinators. Thus a mean above 3 indicates that, on average, more positive responses were recorded than negative ones and a mean between 4 and 5 indicates that most responses are very positive with many responding using the top two positive categories.

Based on the results, most of the respondents provided favourable responses with 89%, 96%, and 83% of students, parents, and coordinators, respectively, choosing either 'Yeah' or 'Yes!' as their answer. From Table 7 and Figure 4 below, it can also be seen that on average, parents

had the most positive responses ($M=4.56$, $SE=0.07$), followed by students ($M=4.32$, $SE=0.08$), and coordinators ($M=3.83$, $SE=0.17$).

In order to test the significance of these differences, a one-way analysis of variance (ANOVA) was conducted. The ANOVA is significant, $F(2,163) = 4.41$ and $p = 0.01$. A follow up test was also conducted to evaluate the pair-wise differences among the means. The Levene's test results, $F(2,163) = 3.04$ and $p = 0.05$ indicate that the equality of the variances cannot be assumed. Therefore, Dunnett C results were used in this report. The mean score for the parents is significantly higher, by 0.73 score point, than the mean score of the coordinators. The differences between students and parents as well as between students and coordinators are both not significant.

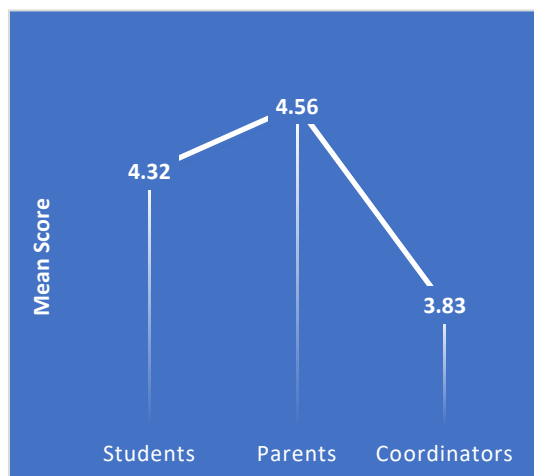


Figure 4 Mean Plot for Q1

Table 7 Descriptive Statistics and mean comparison for Q1

	N	Mean	Std. Deviation	Std. Error	Students	Parents
Students	92	4.32	0.77	0.08		
Parents	68	4.56	0.61	0.07	-0.24 (0.11)	
Coordinators	6	3.83	0.41	0.17	0.48 (0.29)	0.73(0.28)*

Note * significant difference

The results of this question are of interest as, unlike in the other questions, coordinators recorded significantly lower scores than parents. It may be argued that parents may be in a better position to judge whether participating students had tried new things.

Q2: Make New Friends

Question 2 asked the students (parents and school coordinators) whether the participating student(s) had made new friends through the CU program.

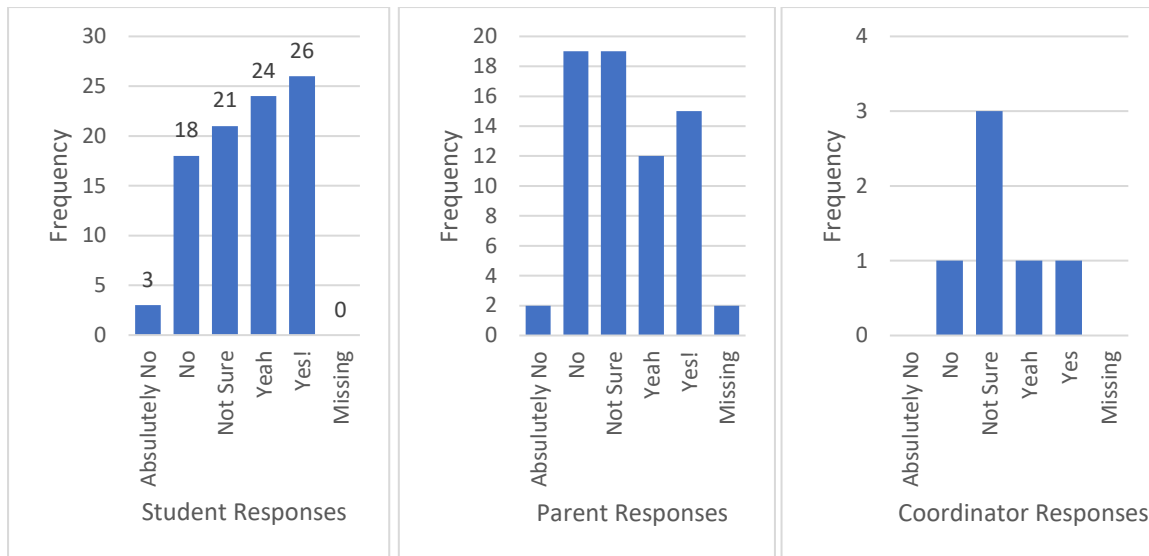


Figure 5 Frequency Distributions of Responses for Q2

Figure 5 above shows the number of respondents who chose each of the response categories when they answered Q2, *I/They have made new friends*. Their responses were relatively less positive than for the other questions. Slightly more than half, around 54%, of students agreed that they had made new friends. However, parents and coordinators seemed to be uncertain about this. Only 40%, and 33% answered positively for parents and coordinators, respectively. From Table 8 and Figure 6 below, it can also be seen that on average, students had the most positive responses for this question ($M=3.57$, $SE=0.12$), followed by parents ($M=3.28$, $SE=0.15$), and coordinators ($M=3.33$, $SE=0.42$).

In order to test the significance of these differences, a one-way analysis of variance (ANOVA) was conducted. The ANOVA is not significant, $F(2,163) = 3.15$ and $p = 0.33$. A follow up test was also conducted to evaluate the pair-wise differences among the means. The Levene's test results, $F(2,163) = 0.57$ and $p = 0.56$ indicate that the equality of the variances can be assumed. Therefore, Bonferroni results were used in this report. The results further confirm that even though the mean scores are different, these differences are not significant.

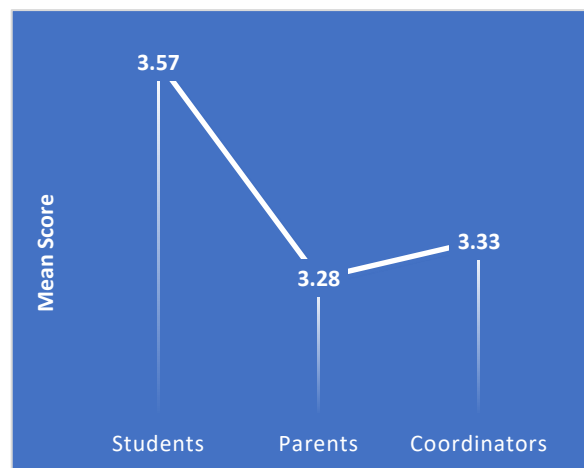


Figure 6 Mean Plot for Q2

Table 8 Descriptive Statistics and mean comparison for Q2

	N	Mean	Std. Deviation	Std. Error	Students	Parents
Students	92	3.57	1.19	0.12		
Parents	67	3.28	1.19	0.15	0.28 (0.19)	
Coordinators	6	3.33	1.03	0.42	0.23 (0.50)	-0.05(0.50)

Q3: Become more confident in trying new things

Question 3 asked the students (parents and school coordinators) whether the participating student(s) had become more confident in trying new things while participating in the CUA program.

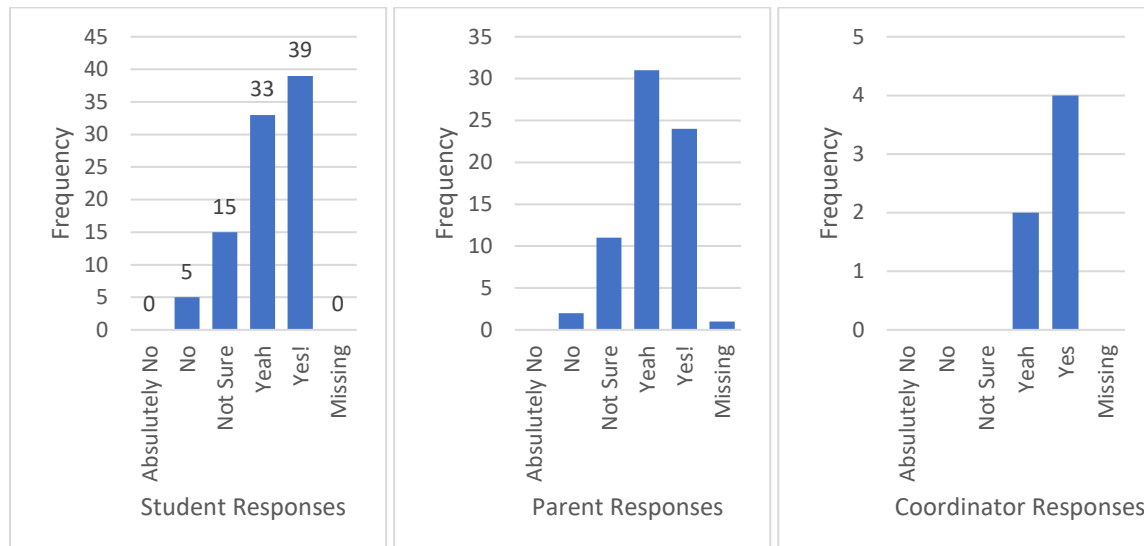


Figure 7 Frequency Distributions of Responses for Q3

Figure 7 above shows the number of respondents who chose each of the response categories when they answered Q3, *I/They have become more confident in trying new things*. Their responses were mostly positive. Around 78% of students agreed that they had become more confident in trying new things. Similarly, the majority of parents and coordinators also responded positively with around 80% of parents and all of the coordinators having favourable responses. From Table 9 and Figure 8 below, it can also be seen that on average, coordinators had the most positive responses ($M=4.67$, $SE=0.21$), followed by students ($M=4.15$, $SE=0.09$), and parents ($M=4.13$, $SE=0.10$).

In order to test the significance of these differences, a one-way analysis of variance (ANOVA) was conducted. The ANOVA is not significant, $F(2,163) = 1.60$ and $p = 0.33$. A follow up test was also conducted to evaluate the pair-wise differences among the means. The Levene's test results, $F(2,163) = 1.49$ and $p = 0.23$ indicate that the equality of the variances can be assumed. Therefore, Bonferroni results were used in this report. The results further confirm that even though the mean scores are different, these differences are not significant.

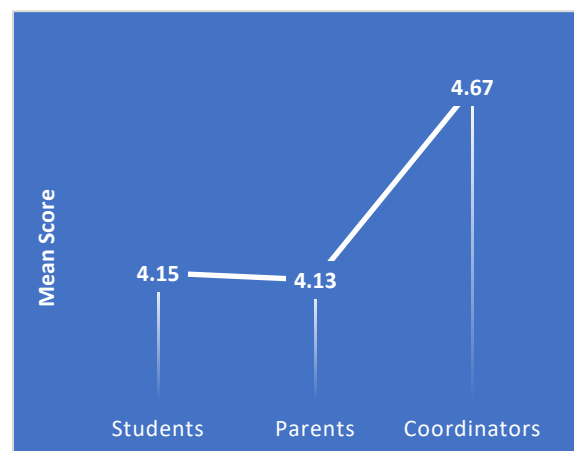


Figure 8 Mean Plot for Q3

Table 9 Descriptive Statistics and mean comparison for Q3

	N	Mean	Std. Deviation	Std. Error	Students	Parents
Students	92	4.15	0.89	0.09		
Parents	68	4.13	0.79	0.10	0.02 (0.13)	
Coordinators	6	4.67	0.52	0.21	-0.52 (0.35)	-0.53(0.34)

Q4: Visit new places

Question 4 asked the students (parents and school coordinators) whether the participating student(s) had visited new places through the CU program.

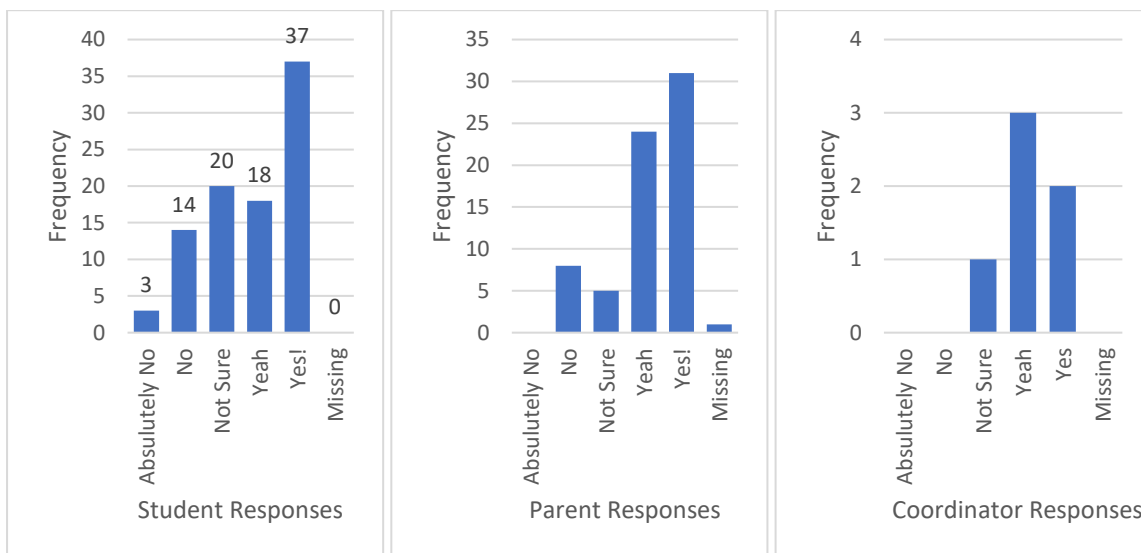


Figure 9 Frequency Distributions of Responses for Q4

Figure 9 above shows the number of respondents who chose each of the response categories when they answered Q4, *I/They have visited new places*. Their responses were mostly positive for students, parents and coordinators. For students, more than half, 60%, of them agreed that they had visited new places. Similarly, a majority of parents and coordinators agreed with this statement with around 80% of parents and 83% of the coordinators having favourable responses. From Table 10 and Figure 10 below, it can also be seen that on average, coordinators had the most positive responses ($M=4.17$, $SE=0.31$), followed by parents ($M=4.15$, $SE=0.12$), and students ($M=3.78$, $SE=0.13$).

In order to test the significance of these differences, a one-way analysis of variance (ANOVA) was conducted. The ANOVA is not significant, $F(2,163) = 5.50$ and $p = 0.12$. A follow up test was also conducted to evaluate the pair-wise differences among the means. The Levene's test results, $F(2,163) = 5.75$ and $p = 0.004$ indicate that the equality of the variances can not be assumed. Therefore, Dunnett C results were used in this report. The results further confirm that even though the mean scores are different, these differences are not significant.

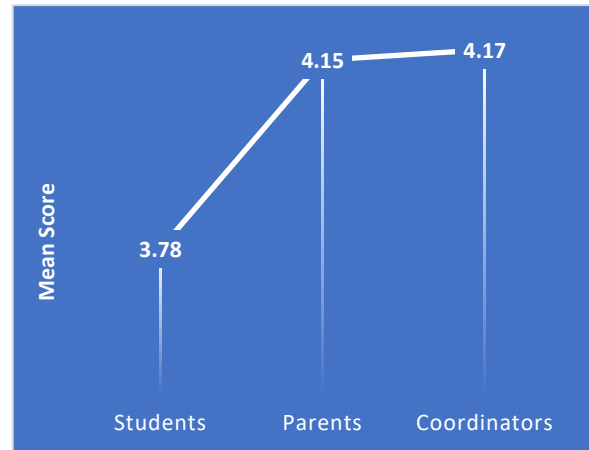


Figure 10 Mean Plot for Q4

Table 10 Descriptive Statistics and mean comparison for Q4

	N	Mean	Std. Deviation	Std. Error	Students	Parents
Students	41	3.66	1.18	0.18		
Parents	68	4.15	1.00	0.12	-0.37 (0.18)	
Coordinators	6	4.17	0.75	0.31	-0.39 (0.33)	-0.02(0.33)

Q5: Choose the type of learning they enjoy

Question 5 asked the students (parents and school coordinators) whether the participating student(s) had chosen the type of learning they enjoyed within the CU program.

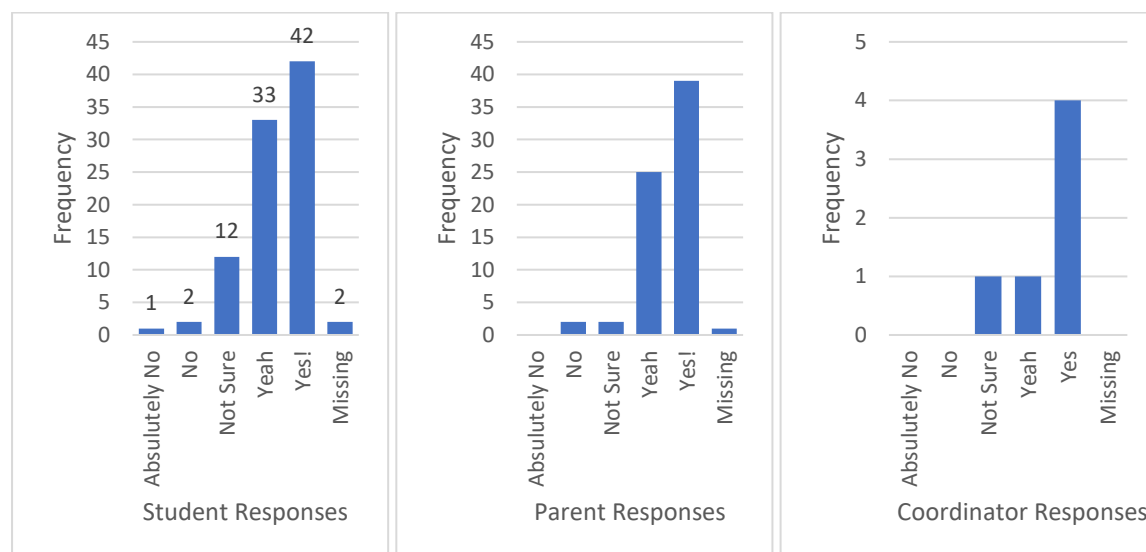


Figure 11 Frequency Distributions of Responses for Q5

Figure 11 above shows the number of respondents who chose each of the response categories when they answered Q5, *I/They am/are choosing the type of learning I/they enjoy*. Their responses were very positive. More than 80% of respondents agreed that students were being independent in their choices. They tended to chose the type of learning they enjoyed. To be precise, around 82%, 92%, and 83% of students, parents, and coordinators, respectively, agreed with this statement. From Table 11 and Figure 12 below, it can also be seen that on average, coordinators had the most positive response ($M=4.50$, $SE=0.34$), followed by parents ($M=4.49$, $SE=0.09$), and students ($M=4.26$, $SE=0.09$).

The ANOVA is not significant, $F(2,161) = 2.17$ and $p = 0.18$. A follow up test was also conducted to evaluate the pair-wise differences among the means. The Levene's test results, $F(2,161) = 0.11$ and $p = 0.35$ indicate that the equality of the variances can be assumed. Therefore, Bonferroni results were used in this report. The results further confirm that even though the mean scores are different, these differences are not significant.

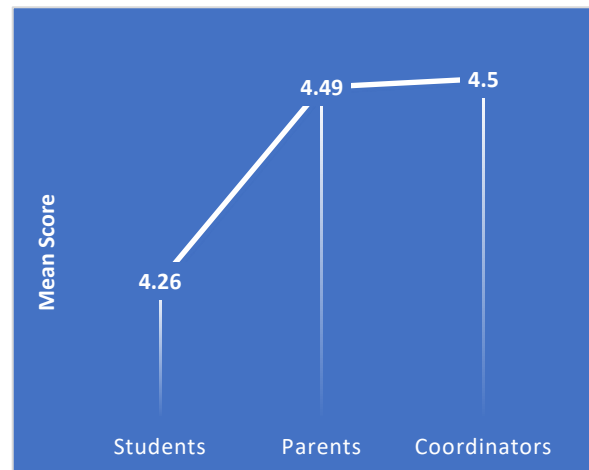


Figure 12 Mean Plot for Q5

Table 11 Descriptive Statistics and mean comparison for Q5

	N	Mean	Std. Deviation	Std. Error	Students	Parents
Students	90	4.26	0.86	0.09		
Parents	68	4.49	0.70	0.09	-0.23 (0.13)	
Coordinators	6	4.50	0.84	0.34	-0.24 (0.33)	-0.01(0.35)

Q6: Do more learning at home

Question 6 asked the students (parents and school coordinators) whether the participating student(s) had been doing more learning at home because of the CU program.

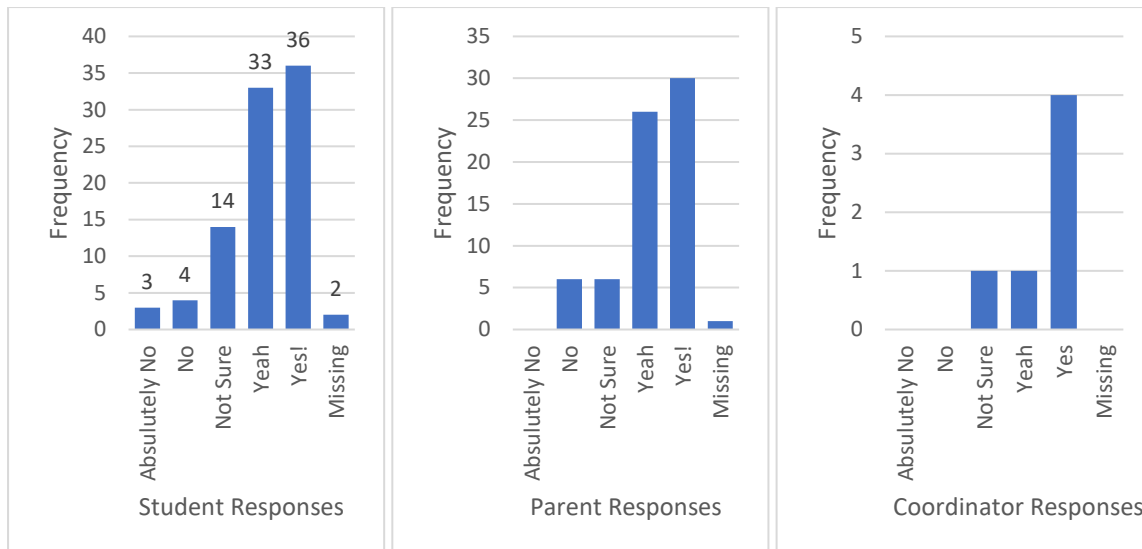


Figure 13 Frequency Distributions of Responses for Q6

Figure 13 above shows the number of respondents who chose each of the response categories when they answered Q6, *I/They am/are doing more learning at home*. Their responses were very positive. More than 80% of parents and coordinators, 81% and 83% respectively, agreed that students were doing more learning at home. For the students, the proportion of positive responses was slightly lower at 75%. From Table 12 and Figure 14 below, it can also be seen that on average, coordinators had the most positive responses ($M=4.50$, $SE=0.34$), followed by parents ($M=4.18$, $SE=0.11$), and students ($M=4.06$, $SE=0.11$).

The ANOVA is not significant, $F(2,161) = 1.46$ and $p = 0.47$. A follow up test was also conducted to evaluate the pair-wise differences among the means. The Levene's test results, $F(2,161) = 0.08$ and $p = 0.92$ indicate that the equality of the variances can be assumed. Therefore, Bonferroni results were used in this report. The results further confirm that even though the mean scores are different, these differences are not significant.

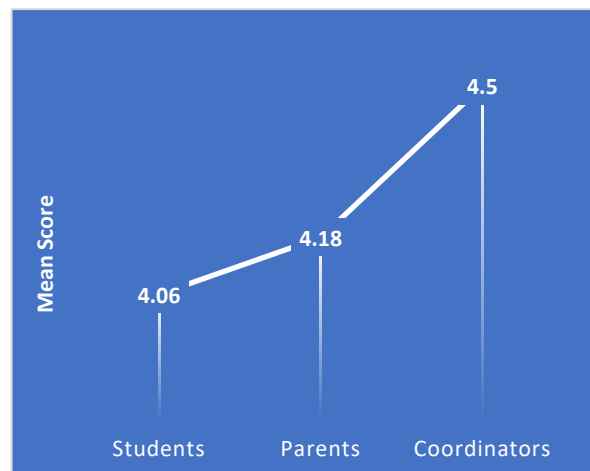


Figure 14 Mean Plot for Q6

Table 12 Descriptive Statistics and mean comparison for Q6

	N	Mean	Std. Deviation	Std. Error	Students	Parents
Students	90	4.06	1.02	0.11		
Parents	68	4.18	0.93	0.11	-0.12 (0.16)	
Coordinators	6	4.50	0.84	0.34	-0.44 (0.41)	-0.32(0.42)

Q7: Enjoy collecting hours in their passport to learning

Question 7 asked the students (parents and school coordinators) whether the participating student(s) had enjoyed collecting hours in their CU passports.

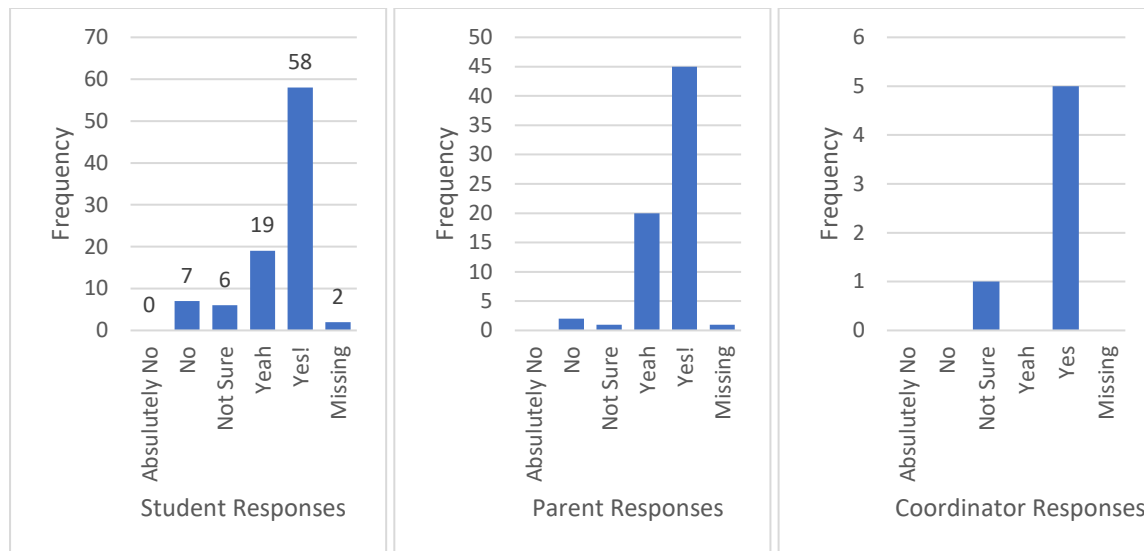


Figure 15 Frequency Distributions of Responses for Q7

Figure 15 above shows the number of respondents who chose each of the response categories when they answered Q7, *I/They enjoy collecting hours in my/their Passport to Learning*. Their responses were extremely positive, and possibly more so than for any other question in the survey. Around 84%, 94%, and 83% of students, parents, and coordinators, respectively, agreed that students had enjoyed collecting hours in their Passports to Learning. From Table 13 and Figure 16 below, it can also be seen that on average, coordinators had the most positive responses ($M=4.67$, $se=0.15$), followed by parents ($M=4.59$, $se=0.08$), and students ($M=4.42$, $se=0.10$).

ANOVA is not significant, $F(2,161) = 1.24$ and $p = 0.41$. A follow up test was conducted to evaluate the pair-wise differences among the means. The Levene's test results, $F(2,161) = 3.42$ and $p = 0.04$ indicate that the equality of the variances can not be assumed. Therefore, Dunnett C results were used in this report. The results further confirm that even though the mean scores are different, these differences are not significant.

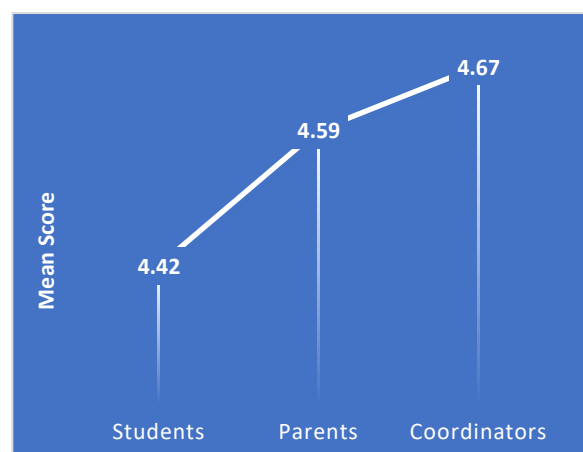


Figure 16 Mean Plot for Q7

Table 13 Descriptive Statistics and mean comparison for Q7

	N	Mean	Std. Deviation	Std. Error	Students	Parents
Students	90	4.42	0.92	0.10		
Parents	68	4.59	0.67	0.08	-0.17 (0.13)	
Coordinators	6	4.67	0.82	0.33	-0.24 (0.35)	-0.08(0.33)

Q8: Like talking about their CUA learning

Question 8 asked the students (parents and school coordinators) whether the participating student(s) liked to talk about their CUA learning.

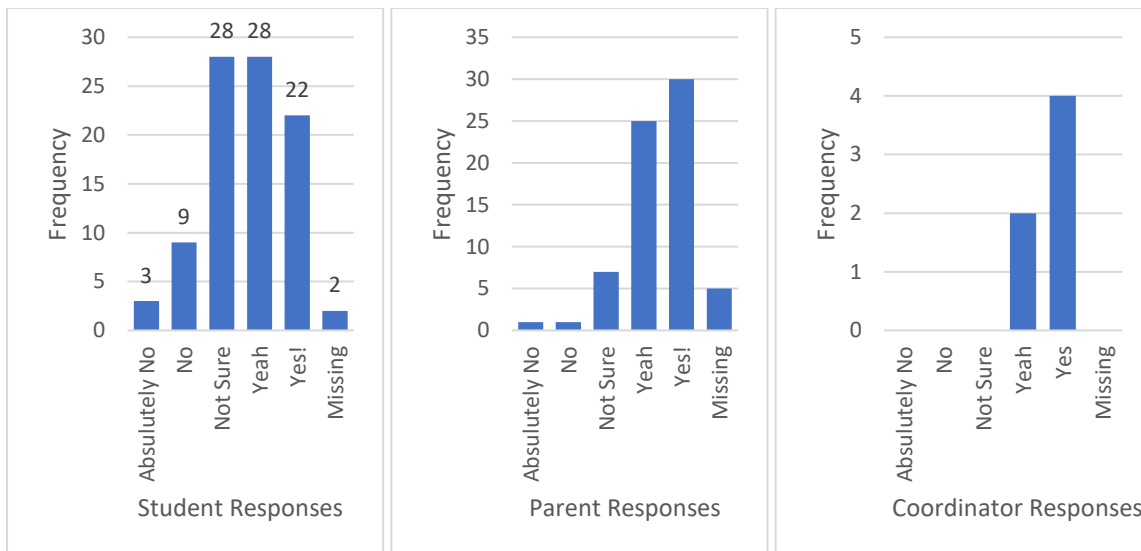


Figure 17 Frequency Distributions of Responses for Q8

Figure 17 above shows the number of respondents who chose each of the response categories when they answered Q8, *I/They like talking about my/their CUA learning*. Their responses were once again mostly positive. Around 54% of students agreed that they liked talking about their CUA learning. Similarly, the majority of parents and coordinators also responded positively with around 80% of parents and all of the coordinators having favourable responses.. From Table 14 and Figure 18 below, it can be seen that on average, coordinators had the most positive responses ($M=4.67$, $SE=0.21$), followed by parents ($M=4.28$, $SE=0.11$), and students ($M=3.63$, $SE=0.11$).

The ANOVA is significant, $F(2,157) = 10,17$ and $p = 0.00$. A follow up test was conducted to evaluate the pair-wise differences among the means. The Levene's test results, $F(2,157) = 4.57$ and $p = 0.01$ indicate that the equality of the variances can not be assumed. Therefore, Dunnet C results were used in this report.

The mean score for the coordinators is significantly higher, by 1.03 score point, than the mean score of the students. Similarly, the mean score of parents is significantly higher by 0.65 score point. The mean difference between parents and coordinators is not significant.

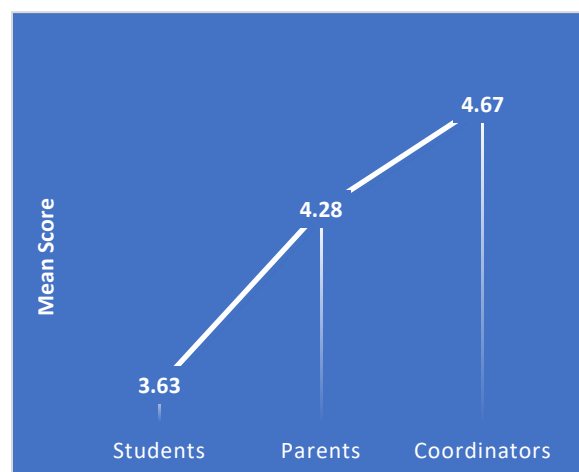


Figure 18 Mean Plot for Q8

Table 14 Descriptive Statistics and mean comparison for Q8

	N	Mean	Std. Deviation	Std. Error	Students	Parents
Students	39	3.87	1.01	0.16		
Parents	64	4.28	0.85	0.11	-0.65 (0.16)*	
Coordinators	6	4.67	0.52	0.21	-1.03 (0.23)*	-0.39(0.24)

Note * significant difference

The results of this question are of interest as, unlike in the other questions, students recorded significantly lower scores than parents and coordinators. It may be argued that parents and school coordinators, as active listeners, may be better judges of whether participating students were talking about the CU program.

Q9: Would like to go to university when older

Question 9 asked the students (parents and school coordinators) whether the participating student(s) would like to go to university when they are older.

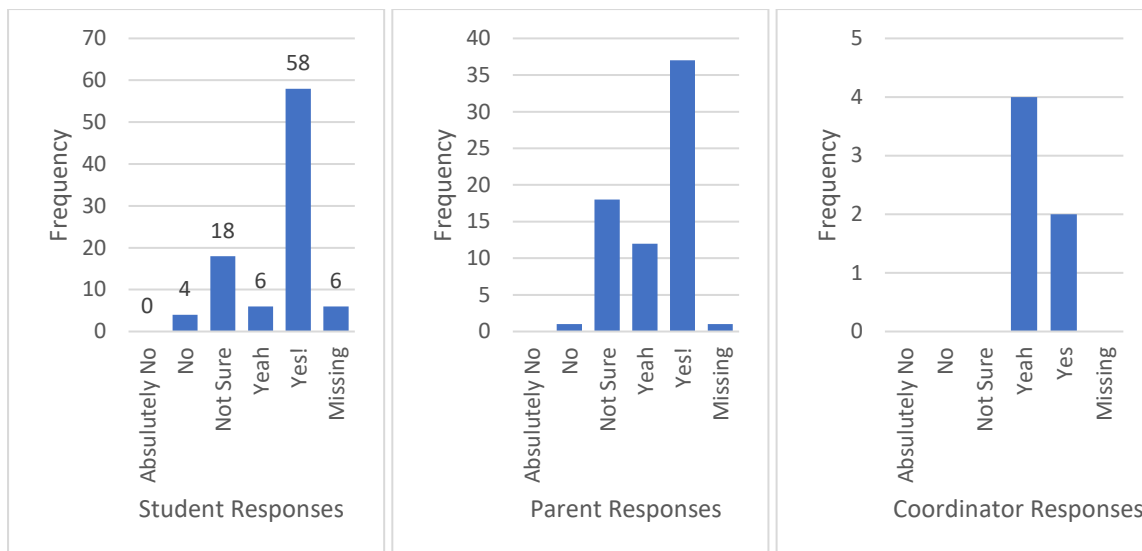


Figure 19 Frequency Distributions of Responses for Q9

Figure 19 above shows the number of respondents who chose each of the response categories when they answered Q9, *I/They would like to go to University when I/they am/are older*. The responses were very positive for students and coordinators, but less so for parents. Around 72% of the students that were asked agreed that they would like to go to University when they are older. It is important to note that 6 students (6.5%) did not provide any responses. This is partly due to the omission of this question in one of the schools (Renmark North, N=3). The majority of parents and coordinators also responded positively with around 71% of parents and all of the coordinators having favourable responses. From Table 15 and Figure 20 below, it can also be seen that on average, students had the most positive responses ($M=4.37$, $SE=0.11$), followed by coordinators ($M=4.33$, $SE=0.21$), and parents ($M=4.25$, $SE=0.11$).

The ANOVA is not significant, $F(2,157) = 0.32$ and $p = 0.72$. A follow up test was also conducted to evaluate the pair-wise differences among the means. The Levene's test results, $F(2,157) = 2.55$ and $p = 0.08$ indicate that the equality of the variances can not be assumed. Therefore, Dunnett C results were used in this report.

The results further confirm that even though the mean scores are different, these differences are not significant.

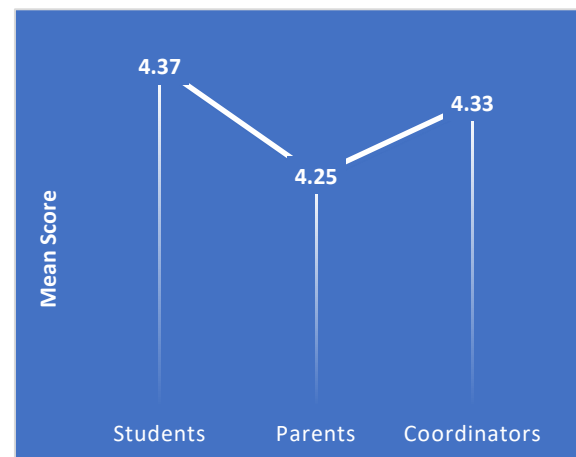


Figure 20 Mean Plot for Q9

Table 15 Descriptive Statistics and mean comparison for Q9

	N	Mean	Std. Deviation	Std. Error	Students	Parents
Students	86	4.37	0.97	0.11		
Parents	68	4.25	0.90	0.11	0.12 (0.15)	
Coordinators	6	4.33	0.52	0.21	0.04 (0.39)	-0.08(0.38)

Correlations between Students' and Parents' responses

Table 16 Correlation Coefficients

Questions	Correlation	p
I have tried new things	0.10	0.53
I have made new friends	0.35*	0.02
I have become more confident in trying new things	0.39*	0.01
I have visited new places	0.56*	0.00
I am choosing the type of learning I enjoy	0.07	0.63
I am doing more learning at home	0.38*	0.01
I enjoy collecting hours in my passport to learning	0.47*	0.00
I like talking about my CUA learning	0.41*	0.01
I would like to go to University when I am older	0.26	0.09

Note: * = significant correlation

Both students and parents responded to the same nine questions regarding each student's experiences in the program. In order to examine the association between the student's and parent's responses, where possible, the student's and parent's responses were linked and a correlation coefficient was computed for each question. There are 43 pairs of student-parent data available to be analysed. The results of the correlational analyses presented in Table 16 show that six out of the nine correlation coefficients are statistically significant. Five of these coefficients are between 0.3 and 0.5 indicating that there are moderate relationships existing between the students and corresponding parents responses. One correlation is above 0.5, *I have visited new places* ($r=0.56$, $p=0.00$), indicating that the students responses to this question are strongly associated with their parents' responses. The three remaining correlation coefficients are relatively small indicating weak relations existing and they are also not significant with p values higher than 0.05.

The results of these inferential statistical analyses suggest that children and their respective parents were in general agreement in their responses, as shown by all correlations being of a positive value. The strongest significant agreement was recorded between children and their respective parents when responding to having visited new places. Conversely, these results also suggest that parents seemed to know relatively less about whether their own children were choosing learning that they enjoyed in the CU program.

Additional information from the Parent survey

In addition to responding to the nine questions reported above, parents were also asked a number of additional questions related to reasons for their child's participation in the program, learning destinations, future participation, and their satisfaction with the program. The

summaries of their responses are presented in the following sections. In total, there were 69 parents participating in this survey.

Why did your child to take part in Children's University?

When responding to this question, parents were asked to tick the reasons for their child's participation in the program. They could select more than one reason. The numbers of parents selecting each of the options are presented in Figure 13.

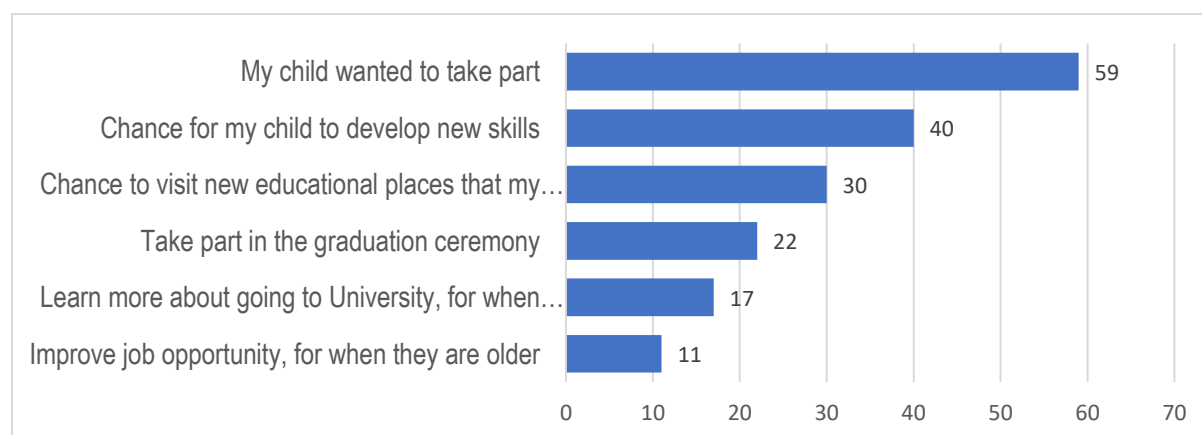


Figure 21 Reasons for participating in the program

It can be seen in Figure 21 above that the majority of parents, 86% (N=59), selected the reasons for their children participating in this program as being because the children themselves wanted to take part. Having a chance for their child to develop new skills and to visit new educational places that their child would not have otherwise visited were the next most popular reasons, with 40 (58%), and 30 (43%) parents selecting these two options, respectively.

Which learning destination themes did your child visit?

With regards to learning destinations, as presented in Figure 22, it seems that many of the most popular regional learning destinations were public. Animal Wildlife & Park, Museums Galleries & History, and School Holiday Booklet were the three most popular learning destinations. Libraries and councils were also well attended with about a third of parents indicating they had visited these public destinations. Only two parents indicated that their child had visited a careers event, the least selected of the categories.

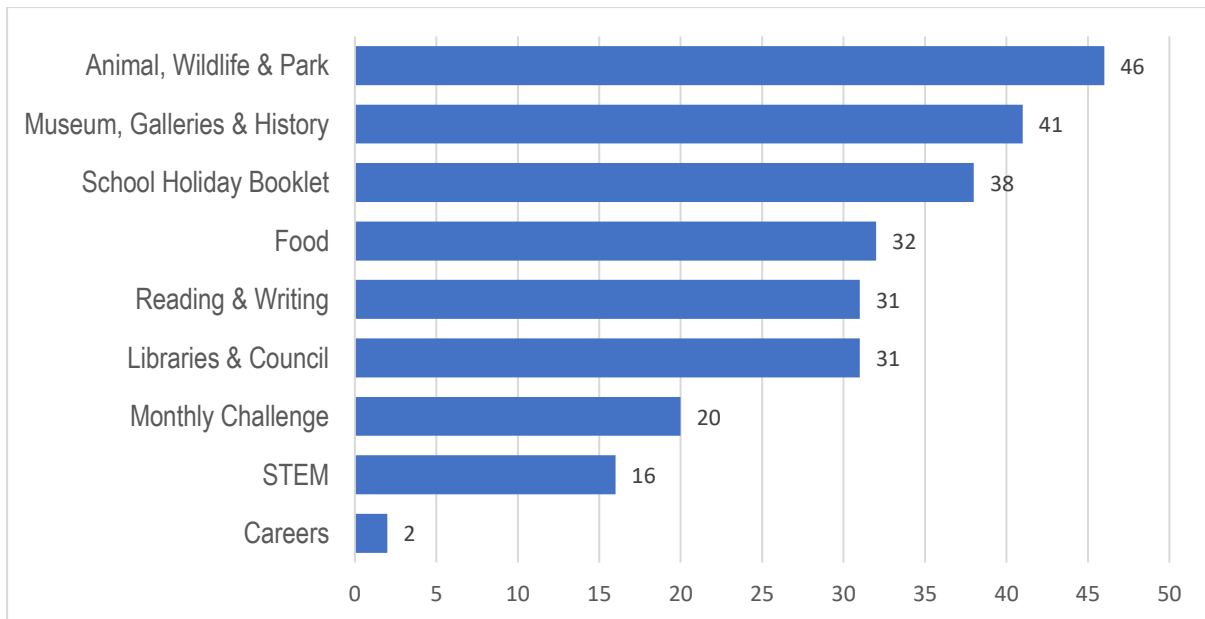


Figure 22 Learning Destinations

What reasons influenced the learning destinations your child chose?

As for the reasons why they chose the above-mentioned learning destinations, as shown in Figure 23, most of the parents, 91% (N=63) indicated that they chose learning destinations based on their child's interest. About half of the parents indicated the free/low cost, convenient time of day/day of week, and close to home/easy to get to, as their reasons for choosing a learning destination.

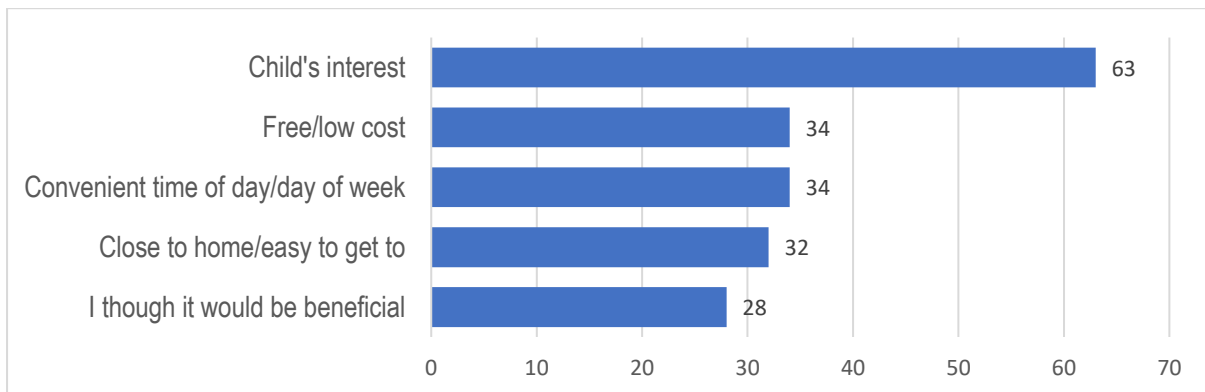


Figure 23 Reasons for selecting Learning Destination

How did you and your child find out about options for learning destinations?

In responding to the above question, most parents received the information through school or community notices, as presented in Figure 24, 70% (N=48). CUA and learning destination websites were their next sources of information with 49% (N=34) and 38% (N=26) parents selecting these options. The CUA Facebook was only selected by 23% (N =16) of parents.

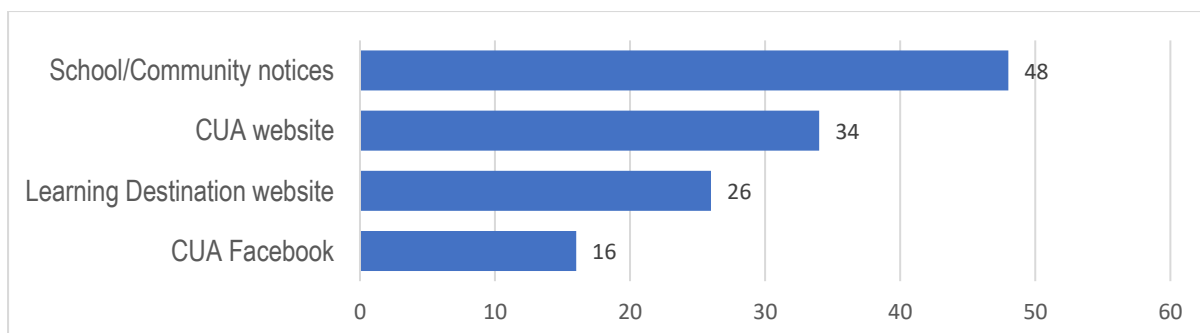


Figure 24 Source of information

Do you think this is a worthwhile program for your child to be involved in?

When parents were asked whether the program was worthwhile for their child to be involved in, all (100%) of the parents answered 'Yes'.

Does your child intend to be involved next year?

When they were asked whether their child will be involved again next year, still most parents, 88% (N=61), answered 'Yes'. Only 6% (N=4) of them answered 'No' and the remaining 6% (N=4) did not provide any response to this question.

School Coordinator Interviews

In total 6 school coordinators were interviewed by a CUA staff member guided by an interview format designed by the authors of this evaluation (see Appendix 3). 4 of the 6 semi structured interviews were recorded. The 4 recordings were transcribed verbatim by the authors of this evaluation. Notes were taken for the two unrecorded interviews by the CUA staff member interviewer. The resulting 4 interview transcripts were thematically coded by the authors.

The 6 school coordinators represented the following 6 schools in several of the targeted areas:

Whyalla Town Primary School – Spencer Gulf Region (Interview recorded and transcribed)

Carlton K-9 School – Spencer Gulf Region (Interview recorded and transcribed)

St Joseph's School Renmark – Riverland Region (Interview recorded and transcribed)

Kangaroo Island Community Education Kingscote – KI Bushfire Region (Interview recorded and transcribed)

Flinders View Primary School – Spencer Gulf Region (Interview noted by CUA staff)

Nicolson Avenue Primary School – Spencer Gulf Region (Interview noted by CUA staff)

The 4 recorded interviews provided a view into 3 of the targeted regional areas. The Spencer Gulf, Riverland and the Kangaroo Island – Bushfire Region. The Spencer Gulf region was represented by 2 schools and 2 school coordinators. This provided an interesting comparison between two schools within a region attended by a similar high proportion of ATSI and School Card students. The thematic analysis of the 4 transcribed interviews resulted in the identification of 12 themes, only 2 of which were negative.

The following themes were identified:

Positive

Online platform benefits – More than one of the interviewees brought up the benefits of the 'new' online platform for the students and even for themselves. This was particularly important during COVID lockdowns when students and parents were confined to their homes. This positive aspect of the online platform must be counter-balanced by the negative aspect of online activities described in the 'Negative' section of these identified themes.

Student self-driven – All the interviewees referred to the self-driven nature of the CUA program. The students were encouraged by coordinators to choose their own activities and thus mostly selected the extra-curricular learning activities on their own. More than one of the coordinators mentioned that this self-driven nature needed to be pointed out to parents of the participating students.

Development of leadership qualities - In more than one case, coordinators reported some of the older students designing and running recess and lunch-time workshops for their younger CU student peers. In at least one case, a CU student transferred these skills to leading events in the regional community for non-CU participants.

Sporting activities recognised – On a number of occasions, the coordinators recounted cases where, on a positive light, participating students' sporting activities outside of the school were recognised as activities where learning took place.

Volunteering activities recognised – Coordinators also brought up several cases where volunteering activities were recognised by the CU program. Of particular interest, these included activities such as fence rebuilding after the 2019-2020 bushfires or even child-minding while adults were required for bushfire rebuilding activities.

Benefits of the end-of-program graduation – All coordinators referred to their experiences with the end-of-program graduation in an extremely positive way. Coordinators also noted the positive effect on students of the CUA staff explanation of the graduation during school assemblies. Often the graduation was associated with giving students a sense of achievement.

Sense of achievement / self-esteem – A sense of achievement was referred to by all the coordinators as being one of the benefits of the CU program. This was often mentioned in conjunction with the students' graduation as well as with the Passports to Learning, where students received hours/stamps for their recognised activities. Self-esteem was also mentioned concurrent to its related notion of sense of achievement on at least one occasion by the coordinators.

Pathway to higher education – This theme was identified in response to one of the questions which was added to the interview schedule by the CUA staff. While most interviewees responded in an unsure way when asked directly whether the CU program could be linked to student discussions around higher educational studies, the coordinator of the most disadvantaged school involved in this investigation made positive links between the graduation and students' aspirations to continue their studies into high school and going on to university.

Parent recognition – Positive parent (and other family) recognition of the program was noted on numerous occasions by the school coordinators both in response to the specific question being asked and also when discussing their own experiences with

the program. For example, parents were reported to spending more time with their children and travelling to new destinations together as a family. Some parents were also reported by the coordinators as being highly appreciative of the introduction of the program because of the changes in attitude they had seen in their own children towards studying and learning.

Community benefits – The positive benefits to the community were discussed as a response to this question being asked to all the coordinators. Various benefits were noted including local businesses providing free extra-curricular workshops for the regional schools, and conversely local communities benefitting from volunteering activities performed by the students within areas of need, such as in recovery activities following the 2019 – 2020 bushfires. The importance of education was also noted to have spread through the community on more than one occasion due to the introduction of the CUA program.

Negative

Computer and internet access is not universal – a negative aspect of the program was described by more than one of the coordinators of the more disadvantaged schools. These coordinators recognised that many of the participating students lacked access to a computer and/or to the internet when at home and could therefore not engage with the program at home. While the coordinators did discuss ways to overcome this, the issue needs to be noted, especially when considering that disadvantaged students are a main target for the CU program.

Pressure from parents – More than one of the coordinators identified negative pressure from parents who, for one reason or another, were not satisfied with the program. Overzealous parents were recognised as well as those who complained about the extra effort they had to expend on their children once enrolled in the program.

Interview Questions

As seen in Appendix 3, the school coordinators were asked for their assessments of the CU program in general and of its impact on the students, parents and local community. Quotes from the transcribed interviews are added in the appropriate sections of the discussion in this report to highlight the impact the CU program has had on the regional areas.

Discussion

The format of this discussion is structured to address the 6 questions posed in the original evaluation proposal and listed in the 'Purpose of the Evaluation' section of this report. The questions themselves sought to assess whether the CUA has achieved its stated aims for growth in the targeted regional areas of South Australia and whether the CU program has had the intended positive effects on the regional participating students and on the regional communities of the state.

What growth was achieved within the designated regional areas in terms of number of participating schools, students and learning destinations?

AND

Was the program extended to other regional areas across the state of South Australia and if so what was the growth in these new regional areas?

It is evident that CUA has been engaging with an increasing number of regional areas, and with an increasing number of both schools and students within these targeted areas.

Regional Area Growth

As Table 1 (page 6) illustrates, the CU program expanded from 2017, at a time just prior to the receipt of the original funding through the SA Minister for Education's discretionary fund, into 2018 when the current such funding was extended and subsequently into 2019 and 2020. At the end of 2020, the program was still engaging schools and students in the 3 regional areas that were active in 2017, these being Naracoorte South East, Hills and 'Other Regional Areas'. Additionally, the program expanded into the Spencer Gulf, Murraylands and Riverland as well as most recently into Kangaroo Island. The Kangaroo Island region and the (Adelaide) Hills region have been a focus for regional expansion since the 2019-2020 bush fires ravaged the areas. These results suggest that CUA has been successful in achieving growth into other regional areas of the state, and importantly in maintaining their presence in areas such as the Spencer Gulf, which have persistently been associated with a high level of educational disadvantage.

Growth in the Number of Participating Schools

As Table 2 (page 6) shows, growth in the number of participating schools within the designated regional areas has exceeded the target of 40 schools. At the end of 2020, there were 50 regional schools that had engaged with the CU program, 8 of which were secondary schools participating in CUA's 'Secondary School Program'. By 2020, each of the designated regional areas had either maintained or increased their respective number of participating schools. There was an increase in the number of participating schools in the Spencer Gulf, Riverland, Murraylands, Kangaroo Island and the Hills-Bushfire Areas. The most rapid growth was achieved in the Spencer Gulf region, even though actual student numbers within this region dropped due to the number of schools postponing the program in 2020, possibly in part due to the COVID Pandemic. The 4 schools whose school coordinators were interviewed also indicated that the engagement with the program would continue. The Whyalla Town Primary School coordinator remarked:

"I've already got kids coming up to me saying we're gonna do this next year!"

And as the Carlton K-9 School coordinator stated:

"I am again teaching at Carlton for the next three years. So, I'll certainly be here. And as long as the program is running I'll be the making sure my senior group is involved in that."

Some school attrition is to be expected, however, as school staff and preferences change. This evaluation identified at least 2 schools that were in danger of becoming inactive as they entered a second consecutive year of postponement (see Figure 1, page 7). Nevertheless, the program clearly achieved its growth forecasts for the number of participating schools. Interestingly, one aspect of the CU program that seems to be helping to halt any natural attrition was identified. Several of the coordinators noted that the new CUA Online Portal had made it easier for both the students and for the coordinators themselves, particularly through the COVID lockdowns. The coordinator from Whyalla Town Primary School stated that prior to the new online portal she was thinking of giving up:

"I honestly think the online platform has made it much easier for me..... But certainly moving forward, I must admit I was thinking ...Sometimes I don't know if I can keep going with that enthusiasm. But then the online platform jumped up and this makes my life so much easier."

The online platform also had its downside. As both school coordinators from the more disadvantaged Spencer Gulf region pointed out that computers and internet access is not available to all. The Carlton K-9 School coordinator reminds us that in her school:

"Many of our students don't have the traditional equipment and support at home to participate in learning outside of school."

Reaffirming this point, the Whyalla Town Primary School coordinator asserted that:

"So it's not through them not being able to do it. They are certainly capable to do it. Some of them it might just be 'I don't have access to the internet' or 'I don't have access to a computer at home'. So they bring a lot of online...like paperwork."

It is therefore important to highlight this dilemma, that is, if the program is to be accessed equally by all students, especially those in regional and possibly remote communities, then the issue of access to a computer and internet at home should be acknowledged and somehow addressed.

Growth in the Number of Participating Students

The program also achieved its stated aims for growth in participating student numbers. As can be seen in Table 3 (page 7), the program was able to surpass its target of 800, reaching a total of 888 students in 2020. This number was achieved despite 11 of the schools postponing the program in 2020 due to the difficulties presented by the COVID Pandemic. As can be seen in Figure 2, there was a drop in participating student numbers from 2019 to 2020 in 3 of the 4 original targeted areas (Spencer Gulf, Murraylands and Riverland). This drop within these original regions was compensated by the growth in student numbers in the 'Other Regional Areas' which included students from schools in the Yorke and Fleurieu Peninsulas and in the state's Mid North, and also by students joining the program for the first time in the 3 Kangaroo Island schools.

This investigation also identified a possible trend for regional students to be older than their metropolitan counterparts. During her interview, the Carlton K-9 school coordinator stated that the program was being rolled out to the senior primary school students, which was not consistent with previously reported age ranges for CUA metropolitan participants. A subsequent comparison of age groups and year levels between the regional student survey respondents from this evaluation and from an internal 2017 CUA report seem to indicate that regional students tend to be older than metropolitan students (see Age Distribution Results

page 10). This is consistent with the notion that regional students lag metropolitan students in terms of educational development and on how they view higher educational opportunities.

Growth in the Number of Regional Learning Destinations

The CUA seems also to have exceeded its stated aims to reach at least 80 regional learning destinations (LDs) in the period covered by the funding. By the end of 2020, CUA had a total of 113 regional LDs on their database. While the start dates for many of the LDs could not be established, it was assumed that the number of regional LD's in 2018 was 45 as recorded in the original funding proposal documentation. This indicates that the number of regional LD's have more than doubled in the period from 2018 to 2020.

Of these 113 regional LD's, 21 public libraries and a similar number of public sites were identified. These included council buildings, visitor centres and public walks and trails. As reported in the results of the parent surveys, many families (41%) chose to visit local regional public learning destinations such as their local libraries and councils.

Was a secondary school pilot initiated and what is its current progress?

This evaluation identified that 8 secondary schools participated in the Secondary School Program (SSP) in 2019 and 2020, 4 from the Spencer Gulf region and another 4 from the Riverland/Murraylands regions. The SSP was designed using feedback from partner schools which indicated that, as the students moved into the middle and senior years at school, they were interested in learning more specific information about their study options and pathways to university. CUA, through the SSP, thus invited 150 Year 10 - 11 students from the above-mentioned regions onto the University of Adelaide campus for a series of workshops and presentations aimed at exposing attendees to different career pathways. The program also introduced activities designed to develop students' leadership and decision-making skills.

As reported by the CUA staff, feedback was gathered from the participating high school students regarding challenges faced by regional students wanting to enter a metropolitan university course. The feedback was reported to show that:

- *Many of the high school students would only apply at the same campuses as others in their friendship group.*
- *Many students found the application process confusing and felt like they would need extra help ordering their preferences.*
- *Many students felt that university study was still too expensive for them and that they would not have the time to be successful at university because they would need part-time work to help support themselves and/or their families.*

In terms of the impact of the CU program on participating students, parents and the wider regional communities, the surveys (and interviews), as described in the following section, showed that the impact was positive for most of the regional survey respondents and their schools and wider communities.

What was the impact of the program on regional students in terms of developing attitudes and other constructs aligned to the overall aims of the CUA program?

In regard to the impact on regional students, this evaluation has shown that, in the opinion of most students, parents and school coordinators, the program has had a very positive impact on its participating students. According to the collective responses to the survey, the vast majority (89%) of CU student participants tried new things through the program with most (78%) feeling more confident in trying new things following the program. More than half (54%)

of the children reported making new friends and (60%) visiting new places. A large majority of children (82%) enjoyed the CU extra-curricular activities, which, importantly, they chose to complete. A large majority of the students (84%) enjoyed collecting hours in their Passports to Learning. Also, most of the students (75%) reported doing more study at home. More study at home by the students was also reported by most parents (80%) and most school coordinators (81%). Most parents (80%) and all school coordinators (100%) reported that the children liked talking about the program, even though some of the children (30%) were unsure about this. And importantly, following the program most students (72%) reported that they would like to go to university.

These conclusions on the impacts of the program are supported by the analyses of both student and parent survey responses and school coordinator interview responses. As mentioned previously, in each of the student survey questions/items, respondents were asked to choose their level of agreement or disagreement with a statement. Responses were quantified using a 5-point Likert scale, which ranged from 1—strong disagreement, to 5—strong agreement. As the results showed, when responding to each of the 9 questions/items that dealt with the impact on students, a small proportion of negative responses, indicating some level of disagreement, were received from students, parents or school coordinators. While the responses to each of the survey questions reported in the results section provides insightful data, we will limit our discussions to areas covered by the survey where the responses were either the most or the least positive. We will supplement the discussions with corresponding qualitative evidence gathered from the school coordinator interviews.

On average, the most favourable responses ($M=4.26$ for students, 4.59 for parents and 4.67 for school coordinators) were received for the survey question/item addressing whether participating students enjoyed collecting hours in their CU Passports (Student Survey Question 7 – I enjoy collecting hours in my Passport to Learning). This aspect of the CU program is evidently one of the initial ‘hooks’ for students as they accumulate stamps and hours in their ‘Passports to Learning’ each time they complete an activity. The recognition the students receive for each activity marked by a stamp in their passport was seen by the school coordinators to foster a growing sense of achievement for the students. This sense was then reinforced by the end-of-year graduation, where students wore a formal graduation gown, hat and sash as they individually received a certificate recognising their achievement. As noted by the school coordinator from Kangaroo Island:

“The self-esteem building has just been so lovely to watch them engaging and coming in and checking their hours off. Their little faces at graduation last week were just delightful. It was very special.”

The overwhelmingly positive effect of the graduation was noted by all the school coordinators that were interviewed for this evaluation. The graduation was **the** most important aspect of entire program, according to the Carlton K-9 (Port Augusta) School Coordinator as she explains:

“The graduation has been key. That’s linked to the photos with the kids saying ‘Oh my God, that’s me with the hat. And then they started to talk about...there’s two girls in particular who have really clear... I guess destination, plans for high school, graduating, finishing year 12, and then going to university.”

There is little doubt that the graduation is an experience which marks a sense of educational achievement for the regional students that participate in the program and can accrue the required number of extra-curricular learning hours. And as the school coordinators noted, many of the regional students may not have had an expectation to attend and graduate from

a tertiary educational institution. In her interview, the Kangaroo Island School Coordinator recalled:

"Then we had little [student 1] and also [student 2]..... who are not your typical academic kids... like they're real farm boys, and wouldn't usually sign up for this sort of venture. But they did and they made it through and they're two of the standout ones from the graduation experience where I go 'this is for kids like you'"

Extra-curricular activities which students undertake in their own time form the basis of the CU program. These CU activities ideally should be chosen by the students themselves. Evidence of this voluntary nature of the program was assessed in the student survey question/item which asked respondents to agree or disagree with the statement that CU students chose their own learning on the basis of what they would enjoy (Student Survey Question 5 – I am choosing the type of learning I enjoy). Most students (82%), the vast majority of parents (92%) and most school coordinators (83%) agreed that this was taking place. Further evidence that this was the case was provided in the responses to the parent survey. In their survey, parents were asked how learning destinations were chosen (Parent Survey Question 5 – What reasons influenced the learning destinations your child chose?). By far the most popular response, with 91% of parents selecting this option, was that it was 'the child's interest' which was used when deciding which learning destination they should visit. The student-led aspect of the program was well understood, supported and fostered by all the school coordinators. The connection between students choosing their own activities and the subsequent enjoyment of these activities was succinctly summed up by the St Joseph Renmark School Coordinator:

"Having the opportunities for them to do things that they enjoy. So there was a lot of different activities that the kids could then choose that suited them And I think that was like you know ..huge for them. Because they didn't have to do something just because they had to do it, they could do it because they enjoy doing it."

School club activities which take place during school break times are often accredited by CUA thus allowing children to accrue hours while remaining at school. Some of the older CUA student participants were even motivated enough to develop and stage their own extra-curricular school activities, which could then be offered as CU activities to their younger peers. The Whyalla Town Primary school coordinator reported some noteworthy results for these student-led extra-curricular activities:

"I think it's fantastic, you know, they are so excited, they want to run lunch time activities.....things they can do at recess time.....They ran the art club yeah. So they spent a lot of time planning and doing work and coming up with activities that they could do with the younger students, all in their lunch time and recess times. So that was a huge success. Some lunch times they would have up to 40 kids."

The amount of time and effort involved in the planning and the leading of these activities would have been substantial and, importantly, recognised by accrued hours in the students' CU passports.

Another survey question/item which was responded to very positively was whether the CU participants would like to go to university (Student Survey Question 9 – I would like to go to university when I am older). Interestingly, while parents (M=4.25) and school coordinators (M=4.33) also answered positively, it was the students themselves who ended up with the highest average response (M=4.37) for this question. These wishes to go on to university seemed to have been encouraged in direct ways by, as previously mentioned, the experience of a formal graduation. Sometimes a more subtle indirect connection between the CU program and university studies was also noted. The Kangaroo Island school coordinator shared the

following observation which demonstrated an unexpected connection to higher educational studies:

"We had a student teacher in our class who was through the University of New England. And I had, I think, 12 of my kids were signed up for CU. And at the end of her placement she said 'OK so now I've finished my university'[to which one of the CU students responded]- 'University? I'm in University'. They are Year 5's and that was just a bit sweet, seeing that connection to higher study."

These results which show that the CU program may be fostering higher educational aspirations lend support to one of the main aims of the CU program, which is to develop links to higher learning.

An aim of the CU program which, according to the survey results, has been relatively more difficult to establish was whether the regional student participants had developed new friendships through the program (Student Survey Question 2 – I have made new friends.). While responses were slightly positive overall for this question (M=3.57 for students, 3.28 for parents, and 3.33 for school coordinators), all respondent types, including parents and school coordinators registered the highest proportion of negative or 'unsure' responses of any of the survey questions. An explanation was offered by the Kangaroo Island School Coordinator who believed that due to the relatively small pool of friendship contenders within a regional community, the friendships had already been made prior to the students joining the program. Nevertheless, 54% of the students did respond that they had made new friends.

The question assessing whether students had visited new places (Student Survey Question 4 – I have visited new places.) also recorded relatively lower response mean scores, particularly from students, (M=3.75 for students, 4.15 for parents, and 4.17 for school coordinators). While still positive, these results suggest that the CU program did not stimulate travel to new places to do the extra-curricular learning to the extent that was expected. It was noted by one of the coordinators that some of the students may have revisited some of the local regional learning destinations to complete CU activities and thus had not considered them as new. In any case, the lack of travel to new learning destinations is to some extent unsurprising as surveys took place in 2020, a year when travel was often restricted by directives from health authorities and participants were often limited to visiting online learning destinations. Nevertheless, 60% of the students responded that they had travelled to new places.

What was the impact on the perception of the parents of participating regional students?

In terms of the impact on parents, the parent survey responses and the school coordinator interviews were used to make assessments. Firstly, most of the parents who responded to the survey were able to report positively on their children's participation in the program. As noted from each of the responses they gave for all 9 questions taken from the Student Survey, parents generally agreed (Response Means ranging from 3.28 to 4.59) with the statements that their own children participated effectively with the program. Additionally, when asked whether the program was worthwhile (Parent Survey Question 7 – Do you think this is a worthwhile program for your child to be involved in?), all (100%) of the parents responded 'Yes'.

However, it must be acknowledged that the program relies, to a certain extent, on the willingness of parents to accompany their children to learning destinations. This, in turn, requires a level of commitment and effort from the parents. Therefore, some level of parent resistance to the program was also to be expected.

During the school coordinator interviews all coordinators were asked to give their thoughts and opinions on the impact that the program had on the parents of participating children. A thematic analysis of the interview transcripts identified at least two negative themes connected to parents. The first of these was pressure from overzealous parents who tended to push their children to graduate. As the Kangaroo Island school coordinator reports:

“There are a couple of stressy parents in that sense...but I don’t know. I think that’s their problem not the program’s problem..... not that we put the pressure on the parents, but they put it on themselves to get their kids to graduation”

On the other end of the scale, there were those parents who, for one reason or another, did not have the time or energy for the program. As the St John Renmark School Coordinator noted simply:

“Some parents thought it was something else that they needed to do.”

And while these negative aspects were identified, the school coordinators also reported having very positive experiences with parents. In one case the parent expressed to the coordinator that, in contrast to the previous case, little effort was needed to support their child through the program. The Whyalla Town Primary School coordinator confirmed that:

“A couple of them have said to me they’ve been really proud of their children because they’ve said ‘I haven’t done anything. I haven’t been involved with the program with them. They have, you know, they’ve gone off they know what they have to do, and they’ve gone and done it.”

Conversely, other parents were reported to appreciate the opportunities the program provided to spend more time with their children, as illustrated by the comments from the St John’s Renmark school coordinator:

“I had parents comment on how it got them out as a family. And they would go to new destinations like in the Riverland that they’d never been to. And even some that went on holidays out of the Riverland, then did things that they probably wouldn’t do as well.”

Certainly, the participation of parents in the CUA graduations (see next discussions of community impacts) provides further evidence to suggest that the program had an overall positive impact on many of the parents.

What was the perceived impact of the program on the wider communities within the regional areas of South Australia where the program has been adopted?

In this evaluation the impact of the program on regional communities could best be assessed from the school coordinator interviews, as all school coordinators were asked directly to comment on the impact of the program on their own local communities.

As discussed in the learning destinations section of this report, CUA has prioritised the recruitment of regional learning destinations, many of which are situated close to participating schools. As regional students visit these local regional destinations to complete activities they are expected to have some impact on the local community. As the Whyalla Town Primary School Coordinator noted:

“Looking at some of the passports, we can see that some of our kids are going down to the community and taking on those ‘Learning Destinations’ that Whyalla has to offer...so that’s been a ...you can see that that’s having a breach.”

The coordinator then adds:

“And again if I can come back to [Student 1], she’s done a lot for the community. She’s really getting herself out in the community.”

Thus showing how the program can have some positive direct benefits for the local area, with CU participants volunteering their services to help their local community. Of special note were the volunteering activities undertaken by CU student participants and reported by the school coordinator in Kangaroo Island. After the 2019-2020 fires that ravaged many local properties, CU student participants responded by helping in the clean-up and with the rebuilding of fences. As the Kangaroo Island School Coordinator explains, the impact of the CU program on the volunteers was not straight-forward as it seemed in these cases:

"I think for lots of the kids the volunteering things would have happened anyway..... And a lot around the fencing after the fires, kids would have been doing that anyway but to say that 'Hey, this is meaningful. I can report hours for this'."

So, while the CU volunteers helped the community, they were given recognition for their efforts and also for the learning that was occurring as they rebuilt the fences. The impacts on the local community of the CU program entering the Kangaroo Island schools for the first time in 2020, as noted by the school coordinator, were quite sophisticated. As the Kangaroo Island School Coordinator noted the CU program had already entered the island prior to 2020. A number of tourist sights had previously been recruited as learning destinations for 'mainlander' CU students to visit. The school coordinator displays considerable insight as she remarked on the change in the community's attitude towards the CU program itself:

"The Wildlife Park, and the Honey Farm, the Eucalyptus distilleries, Seal Bay...some of these were already Learning Destinations but now that we've got kids from the island who are doing them, they're more passionate about it. Whereas before it was just...ah yeah it's Childrens' Uni kids come with passports but they didn't really know much about what it was...but now some of their kids are involved. So it..Yeah, it's more meaningful"

From this example, it seems that when both local regional schools and local regional learning destinations combine, the CU program may be able to foster a greater community awareness of the importance of education. This notion was also evident in the comments made by the St John's Renmark School coordinator when asked about CU's impact on the local community:

"Well we've got quite a few places in the Riverland or Renmark especially... that the kids can go to... that have been quite helpful, especially like the public library. We've had a few destinations that have come into the school and offering other things that they wouldn't normally offer for the students as well. So I think it's also, you know...it's been a great impact ... It's helping them, but then they wanna add more for the kids as well. And... it's good a contact for... the school community to get out into the... wider community to see what's out there."

As this example illustrates the CU program was able to foster a two-way or even three-way connection allowing CU students access to learning activities within local vocational contexts that they may not otherwise have encountered. Beneficial connections were made between local public and private organisations with local youth and local schools in a context where the focus is on learning and on vocational educational outcomes of the local youth.

In our final observations on the impact that the CU program has had on the local communities, we allow the school coordinator from the most disadvantaged school (100% school card, 96% ATSI student population) involved in this investigation to conclude and summarise this discussion. When asked about the impact of the CU program on the local community, Port Augusta's Carlton K-9 School Coordinator, who describes herself as a veteran of more than 20 years in regional South Australia, succinctly describes the ways in which the funding was used, in part at least, at this regional school in the targeted period, and how it has affected the local community:

"I think that our community votes with its feet. So in both 2018 and 2019, we had parents attend the graduations. And they were excited about the graduations. And I know that because they were the ones that came in the day after, and the day after, and the day after, and said 'Oh have you got that photo of so and so in their gown'. It was them that were saying to me at the event 'Can you take a photo on your phone? Can you print that out? Can you send that home with so and so?so not only the children that graduated but other children from their families and community actually turned up cause it was an event and a feed at the local sport stadium. And then last year when we went down to Port Pirie we had a bus and we actually took the families down with us.....So one of the challenges that our school faces is actually engagement in a positive way with our parents, caregivers and the wider community. So often we're talking to families about difficult and challenging behaviours or lack of participation in the curriculum. Whereas this was just such a great opportunity for me to ring up to them and say 'Oh [Mother's name] you know, [son's name] has graduated for the second year. Do you want to hop on to the bus? We're going down to Port Pirie, I can send someone to pick you up'. And then bring them to the school so that they're here in time to get on the bus to go down to Port Pirie. So we didn't have any families at our presentation day last week when [CUA staff member] was here cause we didn't have anyone except students and us. But the previous two years we had families and every child that graduated had at least one family member who attended either here in Port Augusta or came with us on the bus to Port Pirie."

The inter-relationships between regional students, extended families and community within the student cohort at this Port Augusta school is evident. These connections continue to be intermingled as the coordinator returns to the possible impacts the program may be able to have in these contexts:

"So I think it's given the students the ...planted a seed of opportunity that university or tertiary education and learning is actually a pathway to somewhere. When the students actually see the gowns and the hats, and they realise that they are going to put them on and then they have stand up in front of people their family and the community to be recognised for their work. You can talk to till the cows come home about educational pathways, but when they get that gown on and you put the, ...you know, the sash around them and then put their hat on and then you take a photo of them and then turn the camera around and say 'This is what you're gonna look like when you go up to the stage'

Limitations

This evaluation had some limitations which need to be considered when reading the report.

While both authors of this report are external to the CU program, funds and time did not allow for a fully independent evaluation to be undertaken. Ethics approvals could not take place. Nor were funds and time sufficient to conduct an external audit style check of all internal documents and databases. While the authors guided the design of both survey and interview instruments, the gathering of data was undertaken by CUA staff. Thus, CUA controlled and administered both surveys and interviews. Recordings of 4 of the 6 interviews with school coordinators were, however, made available to the authors of the report. The authors thus transcribed the interviews and thematically analysed the resultant transcripts. Ethical concerns were nevertheless considered, and names of individuals were redacted in this report.

What constituted a 'Regional Area' or a 'Regional School' was deemed to be outside the terms of reference for this report. The authors assumed CUA assigned this demographic appropriately and according to previous funding update reporting guidelines.

The COVID Pandemic had an impact on the program in 2020 at the time when regional participation was assessed. It was noted that 11 of the regional schools had postponed the program. The authors accepted this to be a one-year postponement and assumed these schools would return at a later date. Two schools were noted to have postponed engagement for longer than one year and were flagged in the report. The responses from 92 students (accounting for just over 10% of the total regional student population of 888 for 2020) and 69 parents were able to be collated, allowing meaningful descriptive and basic inferential statistical analyses to be made, that in turn allowed meaningful comparisons to be made. However, it is debatable whether the responses received can accurately represent the attitudes and feelings of all participating regional students and parents that participated in the CU program in 2020.

About the Authors

Dr Alex Lovat

Dr Lovat has been an educator and educational leader for over 30 years, leading educational ventures in various contexts around the world, including 25 years as a Senior Educational Consultant. Apart from leading and participating on numerous educational evaluations, Dr Lovat has held educational directorship and high managerial roles in several public and private organisations in Australia, Europe and Asia. He specialises in educational pathways for students coming from various levels of disadvantage and has been on the list of educational experts to audit educational pathways to university for the Tertiary Education Quality and Standards Agency (TEQSA) since its inception. His research on the topic has been highly acclaimed. His PhD on the topic was rewarded by a Dean's Commendation for Doctoral Thesis Excellence and won the 2017 University of Adelaide Doctoral Research Medal, the first in the field of education. He has presented at international conferences and forums and has since published on the topic in the Australian Journal of Education, for which he is also a peer reviewer, and in the A-rated Higher Educational Research & Development, in which Dr Lovat's article was short-listed for the 2020 HERD Article of the Year. Dr Lovat has also volunteered his educational expertise, serving on public school councils for over 15 years as Secretary, Treasurer and Deputy Chair and until very recently as Chair of the Governing Council at one of South Australia's largest public schools, Adelaide High School, where the 'True Grit' award has been named in his honour.

Dr I Gusti Ngurah Darmawan

Dr Darmawan is a Senior Lecturer and the Associate Head (International) within the School of Education at the University of Adelaide. His research interests are wide and varied. From a strong initial interest in ICT, Science and Mathematics Education, he has extended his field of inquiry in these areas to cross-national and comparative perspectives, and consequently developing a strong interest in educational research methodology, measurement, assessment, and evaluation. During his academic career in Australia, he has been successful in securing nearly two million dollars in research and training grants and has produced 85 publications which include 28 journal articles, 4 books, 37 book chapters and 15 conference papers in the high priority areas of numeracy and literacy. His expertise in the field of large-scale assessment and evaluation has been internationally recognised. In the past two years, he has been invited as a keynote speaker in a number of international conferences such as: *the 1st Symposium on Artificial Intelligence Application in Education 2020: Advancing Technology and Artificial Intelligence in Assessment for Learning*, *the 2nd International Seminar on Advances in Mathematics, Science, and Engineering for Elementary Schools 2020*, *the Asian Education Symposium 2019: Reconceptualization of Education in the Disruptive Era*, and *the 7th Mathematics, Science, and Computer Science Education International Seminar (MSCEIS) 2019*. Last year, he was also commissioned to evaluate the *Brightpath Writing Improvement* program by the South Australian Department for Education.

Appendix A – CUA Regional Schools and Students

School Name	Regional Area	2017 PTL	2018 PTL	2019 PTL	2020 PTL
Airdale Primary School	Spencer Gulf	NA	30	16	Postponed
Balaklava Primary School	Other	NA	NA	27	20
Blanchetown Primary School	Riverland	NA	NA	12	16
Cadell Primary School	Riverland	NA	9	9	Postponed
Carlton K-9 School	Spencer Gulf	NA	29	29	16
Clare Library	Other	NA	NA	6	8
Crafers Primary School	Hills	49	25	30	Postponed
Flinders View Primary School	Spencer Gulf	NA	NA	NA	44
Gawler East Primary School	Other	NA	12	14	23
Glossop High School	Riverland	NA	NA	SSP	SSP
(The) Hills Christian Community School	Hills	NA	NA	45	28
Hincks Avenue Primary School	Spencer Gulf	NA	21	Postponed	Postponed
Horizon Christian School	Other	35	42	36	40
Jervois Primary School	Murraylands	NA	18	Postponed	Postponed
John Pirie Secondary School - Pt Pirie	Spencer Gulf	NA	NA	SSP	SSP
Kangaroo Island Community Education - Kingscote	KI	NA	NA	NA	60
Kangaroo Island Community Education - Parndana	KI	NA	NA	NA	54
Kangaroo Island Community Education - Penneshaw	KI	NA	NA	NA	18
Karoonda Area School	Other	NA	NA	NA	39
Kingston-on-Murray Primary School	Riverland	NA	NA	7	2
Littlehampton Primary School	Hills	NA	NA	NA	6
Loxton High School	Riverland	NA	NA	SSP	SSP
Mary Mackillop Memorial School	Naracoorte	27	15	15	17
Memorial Oval Primary School	Spencer Gulf	NA	42	19	32
Meningie Area School	Other	NA	NA	NA	43
Morgan Primary School	Riverland	NA	27	21	Postponed
Murray Bridge High School	Murraylands	NA	Inactive	SSP	SSP
Murray Bridge North School	Murraylands	NA	31	52	43
Mypolonga Primary School	Murraylands	NA	31	31	Postponed
Naracoorte Primary School	Naracoorte	29	39	36	36
Naracoorte South Primary School	Naracoorte	39	29	23	29
Nicolson Avenue Primary School	Spencer Gulf	NA	NA	NA	16
Port Augusta Scouts	Spencer Gulf	NA	20	19	Postponed
Port Augusta Secondary School	Spencer Gulf	NA	NA	SSP	SSP
Port Augusta Special School	Spencer Gulf	NA	13	16	Postponed
Port Elliot Primary School	Other	71	45	32	30
Quorn Area School	Spencer Gulf	NA	NA	8	Postponed
Raukkan Aboriginal School	Other	NA	NA	NA	1
Renmark North Primary School	Riverland	NA	17	16	40
Riverton Library	Other	NA	NA	14	10
Samaritan College - Whyalla	Spencer Gulf	NA	NA	SSP	SSP
St Francis De Sales Mt Barker	Hills	3	53	60	42
St Joseph's School Murray Bridge	Murraylands	NA	NA	44	66
St Joseph's School Renmark	Riverland	NA	20	28	38
St Mark's College - Pt Pirie	Spencer Gulf	NA	NA	SSP	SSP
Tanunda Primary School	Other	51	55	46	37
Waikerie High School	Riverland	NA	NA	SSP	SSP
Waikerie Primary School	Riverland	NA	20	32	22
Whyalla Stuart Campus R-7	Spencer Gulf	NA	20	13	Postponed
Whyalla Town Primary School	Spencer Gulf	NA	22	17	12
Total Number of Students		304	685	773	888
Original 2018 - 11 of 16					
SSP - Secondary School Program					

Appendix 1 – CUA Student Survey



Children's University Adelaide (CUA) Survey

Student name	
School	
Age	

1. Tell us about your experience at CUA. Circle the emoji that you agree with:



I have tried new things	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
I have made new friends	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
I have become more confident in trying new things	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
I have visited new places	ABSOLUTELY NO. No. Not Sure. Yeah. YES!



I'm choosing the type of learning I enjoy	ABSOLUTELY NO. 	No. 	Not Sure. 	Yeah. 	YES!
I'm doing more learning at home	ABSOLUTELY NO. 	No. 	Not Sure. 	Yeah. 	YES!
I enjoy collecting hours in my Passport to Learning	ABSOLUTELY NO. 	No. 	Not Sure. 	Yeah. 	YES!
I like talking about my CUA learning	ABSOLUTELY NO. 	No. 	Not Sure. 	Yeah. 	YES!
I would like to go to University when I am older	ABSOLUTELY NO. 	No. 	Not Sure. 	Yeah. 	YES!

Appendix 2 – CUA Parent Survey

Children's University Adelaide - Parent Feedback Survey

This survey is to help Children's University Adelaide understand what you and your child(ren) liked about taking part in Children's University. Your input will help us to understand what we are doing well and how we can improve.

All of your answers will be kept strictly anonymous and used only for evaluation and reporting purposes. All entrants will be entered into prize raffle with the chance to win an Apple iPad.

Thank you very much for your time.

Students name: _____ Age: _____ School Name: _____

1. Why did your child to take part in Children's University? (choose all that apply)

- ☐ Chance to visit new educational places that my child would not otherwise go
- ☐ Chance for my child to develop new skills
- ☐ My child wanted to take part
- ☐ Take part in the graduation ceremony
- ☐ Learn more about going to University, for when they are older
- ☐ Improve job opportunities, for when they are older
- ☐ Other _____

2. Which *Learning Destination* themes did your child visit? (choose all that apply)

- | | | |
|-------------------------------------------------------|-------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Museums, Galleries & History | <input type="checkbox"/> Monthly Challenge | <input type="checkbox"/> 10 Hr Activities |
| <input type="checkbox"/> Libraries & Councils | <input type="checkbox"/> Reading & Writing | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Animals, Wildlife & Parks | <input type="checkbox"/> School Holiday Booklet | <input type="checkbox"/> Free activities |
| <input type="checkbox"/> Food | <input type="checkbox"/> Careers | |

3. Out of all the *Learning Destinations* your child visited, which three do you think they liked the most?

1. _____ 2. _____ 3. _____

4. Out of all the *Learning Destinations* your child visited, which three do you think were the most helpful for their learning and development?

1. _____ 2. _____ 3. _____

5. What reasons influenced the *Learning Destinations* your child chose? (choose all that apply)

- | | |
|-----------------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Child's interest | <input type="checkbox"/> Convenient time of day/day of week |
| <input type="checkbox"/> I thought it would be beneficial | <input type="checkbox"/> Free/low cost |
| <input type="checkbox"/> Close to home/easy to get to | <input type="checkbox"/> Other _____ |

6. How did you and your child find out about options for *Learning Destinations*? (choose all that apply)

- | | |
|------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> Children's University Adelaide website | <input type="checkbox"/> School/Community notices, or your CUA Coordinator |
| <input type="checkbox"/> Children's University Adelaide Facebook | <input type="checkbox"/> <i>Learning Destination</i> Website |
| <input type="checkbox"/> Other _____ | |

7. Do you think this is a worthwhile program for your child to be involved in? ☐ Yes ☐ No

8. Does your child intend to be involved next year? ☐ Yes ☐ No

9. What is your post code at home _____

Children's University Adelaide (CUA) Survey

1. Tell us about your Child's experience at CUA. Circle the emoji that you agree with:

They have tried new things	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
They have made new friends	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
They have become more confident in trying new things	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
They have visited new places	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
They are choosing the type of learning they enjoy	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
They are doing more learning at home	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
They enjoy collecting hours in their Passport to Learning	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
They like talking about their CUA learning	ABSOLUTELY NO. No. Not Sure. Yeah. YES!
They would like to go to University when they are older	ABSOLUTELY NO. No. Not Sure. Yeah. YES!

Appendix 3 – CUA School Coordinator Interview

CUA Semi-structured interviews

To the interviewer: Go through the questions below. You can probe if you like with extra open-ended questions into areas which bring out interesting examples. Please try not to put words into the respondents' mouth. Let the respondent do the talking as much as possible

1. Tell me your impressions of the CUA program at your school from your perspective?

2. What do you think was the impact of the program on your students?

(You can probe further if the response above lacks depth and content by asking)

Can you give your opinions on this and bring in any examples from your experience with the CUA program at your school?

3. What was the impact of the program on the parents of participating students?

(You can probe further if the response above lacks depth and content by asking)

Can you give your opinions on this and bring in any examples from your experience with the CUA program at your school?

4. What was the perceived impact of the program on the wider 'regional' community around your school?

(You can probe further if the response above lacks depth and content by asking)

Can you give your opinions on this and bring in any examples from your experience with the CUA program at your school?

To the interviewer: If time allows, you can then go back to the questionnaires that was given to the students and go through the questions they were expected to answer.....

5. How do you think they responded to the question? (Go through each of the questions on the student survey)