

Supplementary File 4. RE-AIM evaluation of the *TransformUs* program at scale

RE-AIM Dimension	Assessment criteria			
	Partners/State	School (Principal)/Teachers	Parents*	Children*
Implementation and Effectiveness trial				
Reach	<ul style="list-style-type: none"> No. partners; organisational characteristics (type)^a No., frequency and audience for promotional & dissemination activities^{a,f,g} Perceived reach of dissemination strategy^f 	<u>Teacher-level</u> <ul style="list-style-type: none"> No. teachers registered and no. completed training^d, and total no. eligible teachers in Victorian schools Descriptive characteristics teachers; reasons for uptake; program awareness^b 	<ul style="list-style-type: none"> No. parents participating in trial^c Descriptive characteristics; program awareness^c 	<ul style="list-style-type: none"> No. students at participating schools^h and no. Victorian students eligible
*Effectiveness	/	/	<ul style="list-style-type: none"> Proxy report of child's PA and sedentary time^c 	<ul style="list-style-type: none"> Device-assessed PA and sedentary time^e
Adoption	<ul style="list-style-type: none"> Perceived barriers/facilitators/ reasons for school adoption^f 	<u>School-level</u> <ul style="list-style-type: none"> No. schools registered and no. completed training^d and total no. eligible schools in Victoriaⁱ Descriptive characteristics schools; reasons for adoption; program awareness^b 	/	/
Implementation	<ul style="list-style-type: none"> Partner role in implementation^f Perceived implementation barriers/facilitators^f 	<u>School-level</u> <ul style="list-style-type: none"> No. and type of <i>TransformUs</i> website visits, program component downloads^{d,g} Organisational infrastructure and resource availability to support implementation^b Organisational readiness and capacity to implement <i>TransformUs</i> (adapted ORIC scale)⁷³; implementation climate⁷⁴ (6qu)^b 	<ul style="list-style-type: none"> Dose received (no. newsletters, use newsletters)^c 	<ul style="list-style-type: none"> Dose received (active lessons, active breaks, homework, health lessons, line markings)^j Perceptions of program^j

		<ul style="list-style-type: none"> • Implementation strategies; appropriateness, acceptability, barriers, and facilitators to implementation^b • Perceived impact on school culture (norms, values and beliefs); impact on child^b <p><i>Teacher-level</i></p> <ul style="list-style-type: none"> • No. and type of <i>TransformUs</i> website visits, no. program component downloads^d • No., frequency, duration of components (dose delivered), adherence and adaptation (fidelity), feasibility, appropriateness, self-efficacy to implement; satisfaction; barriers/facilitators^b. • Implementation climate⁷⁴ (2qu)^b • Perceived impact on child behavioural outcomes (time on task, academic outcomes, concentration)^b 		
<i>*Individual-level Maintenance</i>	/	/	<ul style="list-style-type: none"> • Proxy report of child's PA and sitting time^c • Proxy report of impact of active homework (concentration and completion)^c 	<ul style="list-style-type: none"> • Device-assessed PA and sedentary time^e • Self-reported PA and sedentary time^j
<i>Organisational-level Maintenance</i>	<ul style="list-style-type: none"> • No. partners; organisational characteristics (type)^a • No., frequency and audience for promotional and dissemination activities^{a,f,g} • Perceived reach of dissemination strategy^f • Perceived barriers/facilitators to program maintenance in 	<p><i>School-level</i></p> <ul style="list-style-type: none"> • Intention to continue^b • No. and type of <i>TransformUs</i> website visits, program component downloads^g • Organisational infrastructure and resource availability to support implementation^b • Organisational readiness and capacity to implement <i>TransformUs</i> (adapted ORIC scale)⁷³; implementation climate⁷⁴ (6qu)^b 	<ul style="list-style-type: none"> • Program awareness; continued support^c 	<ul style="list-style-type: none"> • Dose received (active lessons, active breaks, homework, health lessons, line markings)^j • Perceptions of program^j

	schools ⁱ continued program support ^f	<ul style="list-style-type: none"> • Implementation strategies; appropriateness, acceptability, barriers and facilitators to implementation^b <p><i>Teacher-level</i></p> <ul style="list-style-type: none"> • Intention to continue^b • No. and type of <i>TransformUs</i> website visits, no. program component downloads^g • No., frequency, duration of components (dose delivered), adherence and adaptation (fidelity), feasibility, appropriateness, self-efficacy to implement, satisfaction; barriers/facilitators^b • Implementation climate^{74(2qu)}^b 		
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No. = number; ^aPartner self-report; ^bSchool/teacher survey/interview; ^cParent survey; ^dTransformUs website ^eActiGraph accelerometers; ^fPartner interviews; ^gGoogle Analytics; ^hAustralian Bureau of Statistics data; ⁱMy Schools data (<https://www.myschool.edu.au/>); ^jChild survey. PA: physical activity. *Asterisk indicates Effectiveness trial only and data are collected at baseline, 12-months and 24-months follow up.