

Supplementary Tables 1A – 1D

Table 1A. Four-factor solution with maximum likelihood extraction and varimax rotation of the SELF items.

	Factor			
	1	2	3	4
Managing emotions (positive)				
My child knows how to manage their feelings	0.832			
My child is good at solving problems by themselves	0.718			
My child copes well if they have a problem with friends (Revised) ³	0.620	0.311		
My child knows manage worried or anxious	0.599			
My child knows how to calm down when they feel angry	0.527		0.395	
My child copes well problem at home[†]	0.446	0.301	0.319	
My child thinks about why things happen	0.436			
Managing emotions (negative) DROPPED				
My child worries making a mistake				0.688
My child worries about things going wrong				0.665
My child wont try things if they might make a mistake				0.499
My child keeps their feelings inside				0.413
Positive Self				
My child is a brave person		0.676		
My child is a confident person		0.625		
My child likes to try new things		0.610	0.332	
My child feels good about themself		0.559	0.438	
My child is a strong person on the inside	0.315	0.524		
My child keeps trying even when things get hard	0.383	0.446		
My child is happy to be different from other kids		0.328		
Positive Future				
My child is positive about their future			0.692	
My child is hopeful about their life			0.642	
My child is positive about their life			0.620	
My child looks forward to growing up			0.469	
My child can easily name things they are good at[†]		0.355	0.373	
My child tries to work out why things go wrong[†]		0.301	0.305	

[†] Deleted as low and equal loading on multiple factors.[‡] Retained as consultations identified as conceptually important.³ Revised to make more general (previously was a similar question for school, home and friends).

Table 1B. Four-factor solution with maximum likelihood extraction and varimax rotation of the FAMILY items.

	Factor			
	1	2	3	4
Connectedness				
My child talks to me about their worries	0.809			
My child talks to me about their feelings	0.782			
My child talks to me about what is happening in their life	0.753			
My child feels special in our family¹	0.481	0.433		
I am interested in things that my child likes¹	0.424	0.352		
I listen to my child ²	0.374	0.452		
I am close to my child ²	0.364	0.379		
Basic needs				
My child feels safe at <i>our</i> home ³		0.603		
My child likes being in our house <i>home</i> ³		0.522		
I am able to provide what my child needs		0.405		
My child has their own space in our house <i>the place where we live</i> ³		0.373		
<i>My child feels they belong in the place where we live</i> ⁴				New
Guidance				
My child helps with things like shopping			0.665	
My child has responsibilities in family			0.599	
I teach my child life skills e.g. money			0.564	
Our family enjoys visiting others¹		0.335	0.421	
Our family has routines			0.351	
Friends				
My child has a close/best friend				0.637
My child's friends come to our house <i>home</i> ³				0.612
My child would like to have more friends				-0.370
My child feels lonely				-0.367
<i>My child has a friend they can talk to about their worries</i> ⁴				New
<i>My child has a group of friends they have fun with</i> ⁴				New
<i>My child finds it hard making friends</i> ⁴				New

¹ Deleted as low and equal loading on two factors.² Retained as consultations identified as conceptually important.³ Advised in consultations on wording changes to be more inclusive of different living arrangements, including not having a house.⁴ Added through consultations to strengthen scale.

Table 1C. Four Factor solution with maximum likelihood extraction and varimax rotation of the SCHOOL items.

	Factor		
	1	2	3
Teachers			
Teachers listen to my child when have a problem	0.797		
The teachers help my child when they need it	0.744		
The teachers are fair	0.643		
Teachers let child know when doing well	0.620		
My child has a teacher talk upset or angry	0.585		
My child's school or teachers celebrate achievements	0.576		
Engagement			
My child likes learning at school		0.822	
Trying hard at school is important to my child		0.738	
My child is interested in what they learn at school	0.367	0.648	
My child doesn't like going to school		-0.448	0.353
My child finishes work on time		0.395	
Belonging			
My child is lonely at school			0.733
My child gets bullied or teased at school			0.656
My child fits in at school¹	0.358		-0.518
My child feels different to the other children at their school			0.472
My child gets in trouble at school			0.451
There are children similar to my child in their class²			-0.353
There are other people like my child at their school²			-0.341
<i>My child feels comfortable in identifying with their culture at school³</i>			<i>New</i>
<i>My child's school acknowledges/respects my child's culture³</i>			<i>New</i>

¹ Identified as ambiguous/difficult to answer by respondents and in consultations.² Dropped due to low factor loading and conceptual overlap with item above.³ Added after consultations to strengthen scale.

Table 1D. Four-factor solution with maximum likelihood extraction and varimax rotation of the COMMUNITY items.

	Factor			
	1	2	3	4
Connected to culture				
My child is strong because of our culture	0.773			
My child enjoys taking part in our family traditions²	0.766			
My child is connected to our family's culture (e.g. food, music, celebrations) ⁵	0.675			
My family's culture makes my child feel special	0.670	0.365		
My child likes going to events that celebrate our family's culture	0.593			
My child is connected to spirit by being in country¹	0.518			0.300
My child enjoys going to community events/activities²	0.489		0.438	
My family tell stories about our family's history²	0.469			
People in our community come together to celebrate events²	0.464			
<i>Our family culture or values help my child when things are hard³</i>	<i>New</i>			
<i>My child is connected to elders in our community (e.g. grandparents, aunts/uncles, respected adults)³</i>	<i>New</i>			
<i>My child looks to their elders (a respected older person) to guide them³</i>	<i>New</i>			
My child is connected to elders (revised above)				0.942
My child looks to elders for guidance (revised above)				0.680
Religion /Spirituality				
My child is connected to people through their religion, beliefs or stories		0.745		
My child connected to people through our church, mosque or temple		0.637		
My child is strong because of their religion or beliefs		0.604		
My child goes to a special place with our family²	0.464	0.494		
<i>Our family talk or yarn about our stories, beliefs or values³</i>		<i>New</i>		
<i>Our family stories or spiritual beliefs comfort my child when things are hard³</i>		<i>New</i>		
<i>My child can deal with problems better because of our family's beliefs, stories or values³</i>		<i>New</i>		
<i>My child is connected to elders in our community (e.g. grandparents, aunts/uncles, respected adults)³</i>		<i>New</i>		
Community-DROPPED More a measure of socio-economic status				
Our family knows other families where we live	0.323		0.519	
There are playgrounds or green spaces around where we live			0.478	
I let my child play outside in the streets or parks where we live			0.471	
My child feels safe in the area where we live			0.405	
My child goes to a group or activity in our community			0.400	
My child is involved in our community			0.381	
My child feels different from others in the commty where we live			-0.336	
There are places where we live that my child doesn't feel safe				
Language - opportunity to learn³				
<i>My child can speak this language</i>				<i>New</i>
<i>My child can understand this language</i>				<i>New</i>
<i>Learning this language is important to my child</i>				<i>New</i>
<i>My child would like to learn more of this language</i>				<i>New</i>
<i>My child has had the opportunity to learn this language</i>				<i>New</i>
<i>I encourage my child to learn this language</i>				<i>New</i>
Language – connectedness³				
<i>A family member speaks to my child in this language</i>				<i>New</i>
<i>My child understands when people in our family/community are talking in this language</i>				<i>New</i>
<i>My child can easily talk to elders (respected older people) in this language</i>				<i>New</i>
<i>My child likes to talk to our family/relatives in this language</i>				<i>New</i>
<i>Understanding this language makes my child feel special</i>				<i>New</i>
<i>Understanding this language makes my child feel connected to our family or community</i>				<i>New</i>

¹ Identified as difficult to answer by non-Aboriginal respondents.² Dropped due to low factor loading and/or conceptual overlap.³ Added/revised after consultations to strengthen scale.