
Successful Adjustment in Primary School: A cross-sectional examination into the relationships between contributing factors

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Successful transition into secondary school influences academic performance, mental health, participation, and the overall sense of self worth. This shift is challenging to some as they negotiate concurrent developmental and ecological transitions that vary widely in timing and tempo. Declines in motivation, perceived competence, increased psychological distress, compromising behaviours, and emotional outcomes have been reported. Gaps currently exist in the understanding of context-specific factors that may promote or limit positive school outcomes, especially for students with social or health related problems, some of which have been addressed in this paper. A cross-sectional examination as the first phase of the longitudinal investigation into personal and contextual factors identified to be associated with student adjustment in school is presented. Students from a representative range of 45-primary schools across metropolitan and regional Western Australia comprise the sample. Findings will provide contextual evidence to inform educators and policy developers, and help guide programmes and planning services and for all students entering secondary school.