



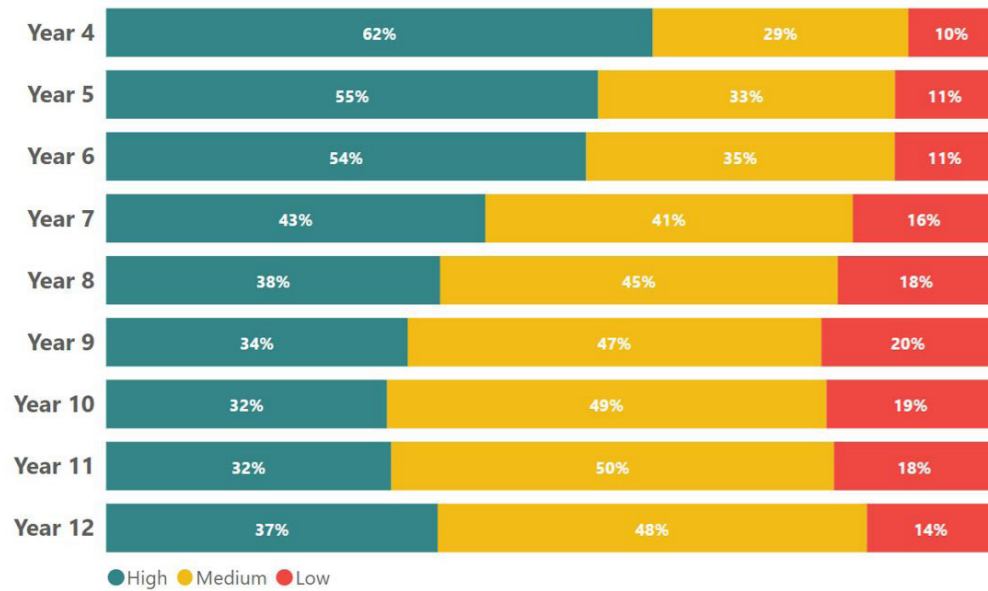
Here are some ways to think about Cognitive Engagement

It's about:

- persisting with classroom tasks
- coming up with new ideas
- holding a growth mindset

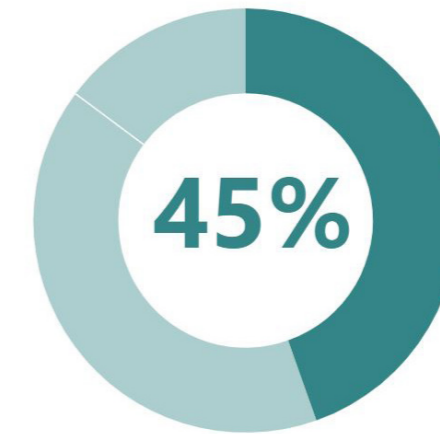
When you are are cognitively engaged you are interested, curious, hooked-in the learning and want to keep thinking about it.

When you are are cognitively engaged you will often feel keen to keep 'having a go', to keep trying different ways to work something out. You might also keep on thinking about the learning beyond lesson time.



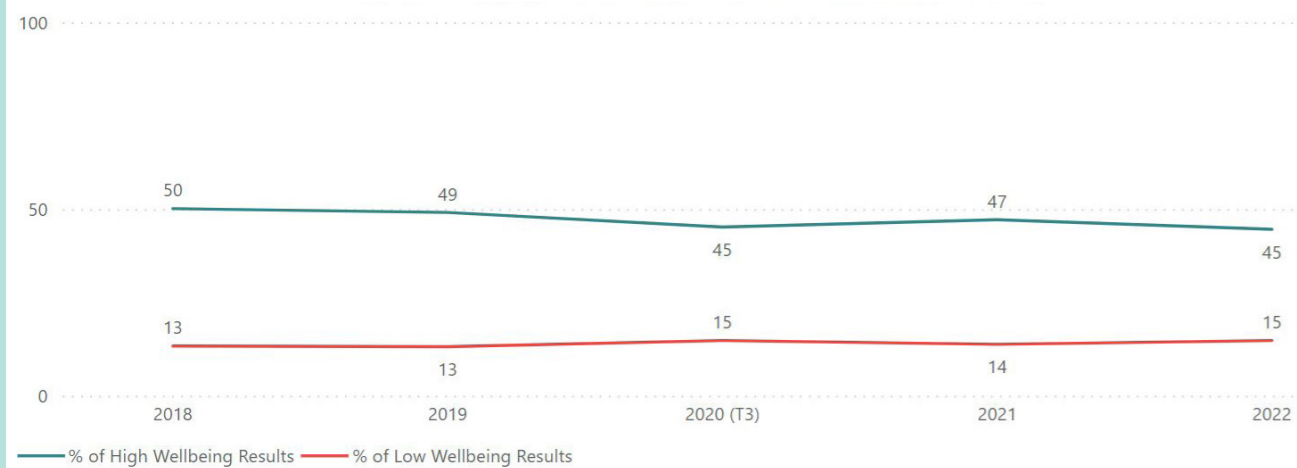
The questions we ask students:

- I work hard on learning
- When I found something hard I tried another way
- I take a lot of care with what I do
- No matter who you are, you can change our intelligence
- I am excited to come up with new things.

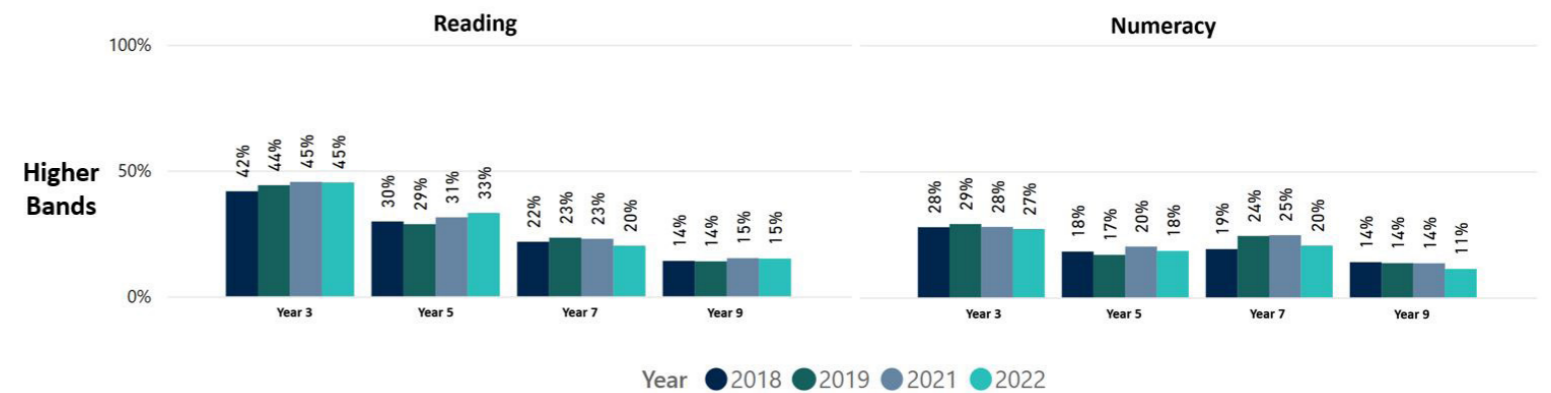


This is the percentage of students across years 4-12 who said they were highly cognitively engaged.

Cognitive engagement - high and low wellbeing over time



Achievement Data showing the proportion of students who achieve in the higher bands in Naplan





Here is one way to think about perseverance.

Perserverance is when you stick with things and pursue goals, despite the challenges



Here is one way to think about academic self concept.

How confident you feel about your learning at school and your belief that you can do well

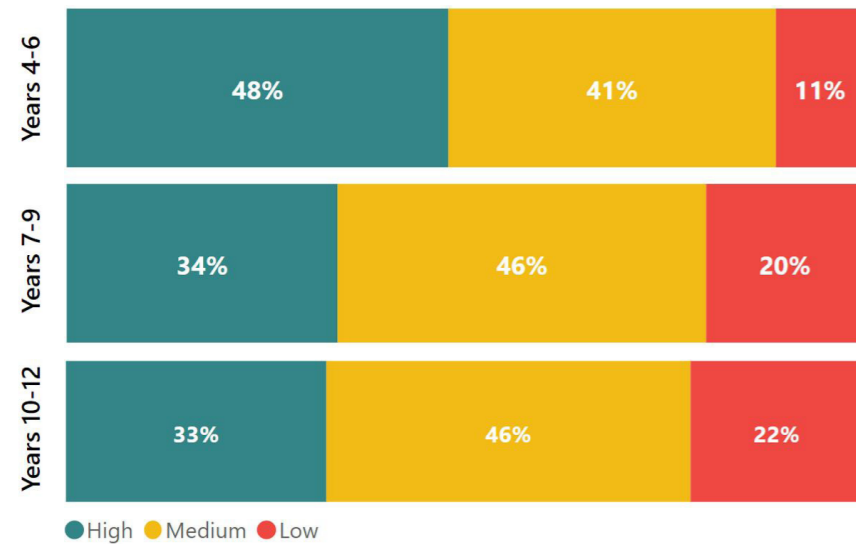
The questions we ask students:

- I keep at my school work until I am done with it
- I finish whatever I begin
- Once I make a plan to get something done, I stick to it
- I am a hard worker



The questions we ask students:

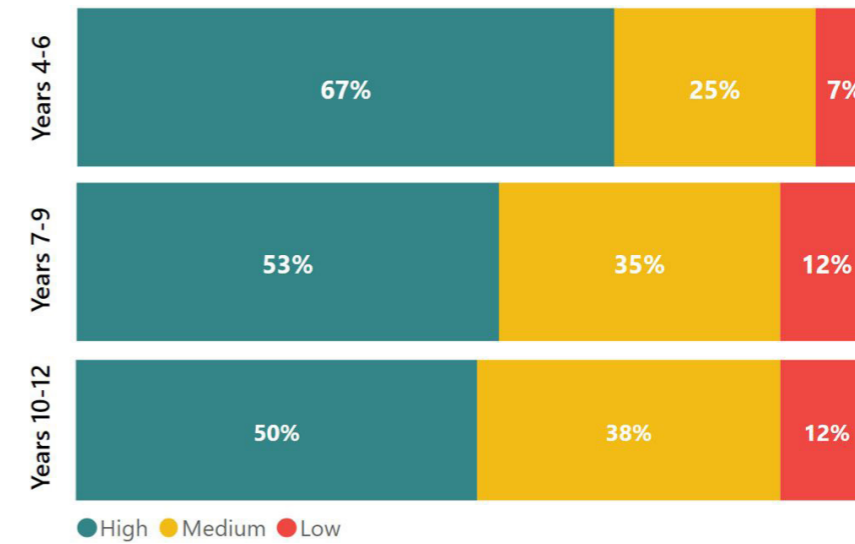
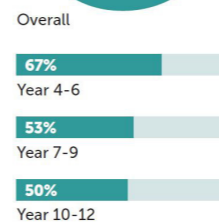
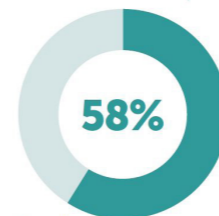
- I am certain I can learn the skills taught in school this year
- If I have enough time, I can do a good job on all my school work
- Even if the work in school is hard, I can learn it



Feel that they always persevere with tasks despite facing challenges (Perseverance)

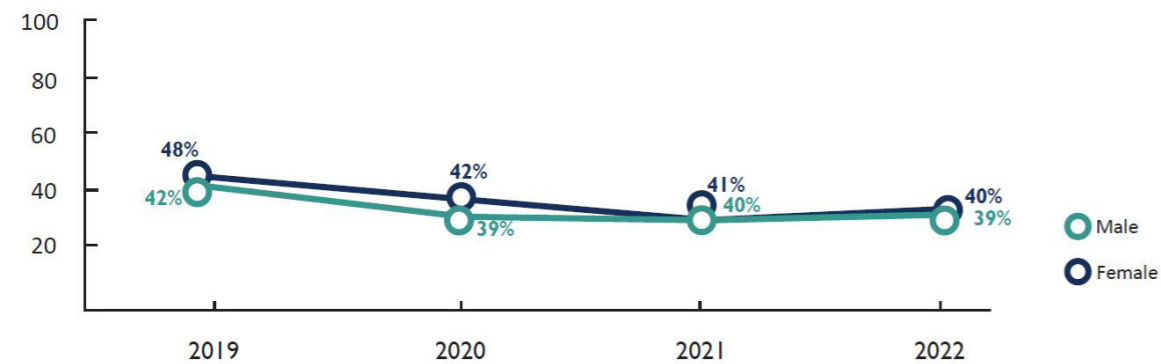


Feel confident about their academic abilities (Academic self-concept)



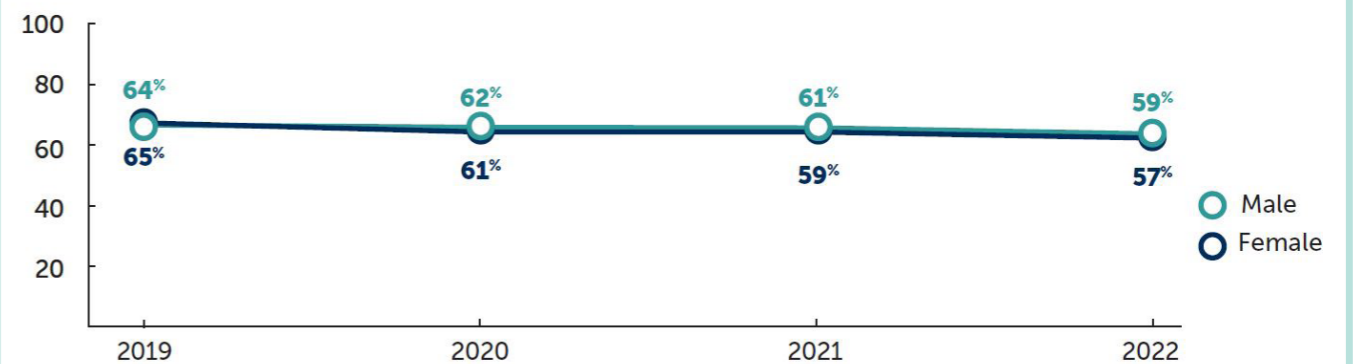
RESULTS OVER THE LAST 4 YEARS

Proportion of students who reported high levels of perseverance with tasks, despite facing challenges.

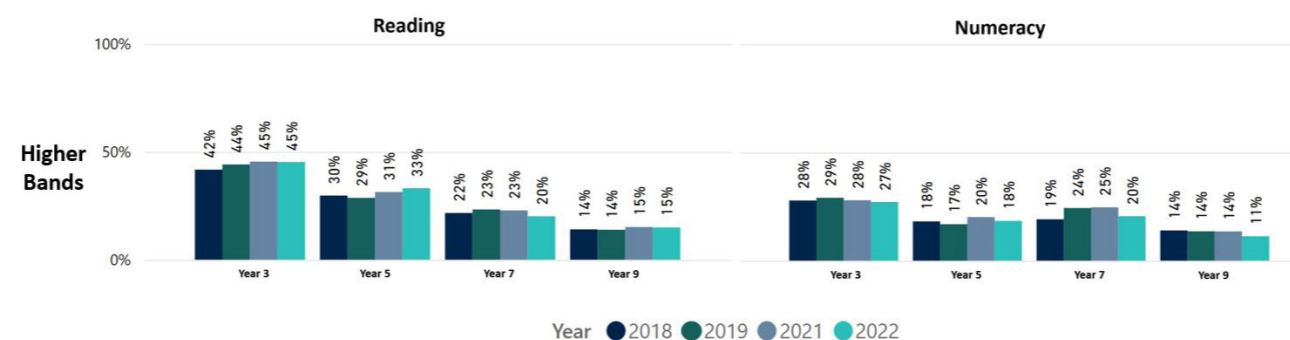


RESULTS OVER THE LAST 4 YEARS

Proportion of students who reported feeling confident about their academic abilities.



Achievement Data showing the proportion of students who achieve in the higher bands in Naplan





Here is one way to think about school belonging.

This is about you feeling connected to others at school and valued at school



Here is one way to think about school climate.

This is about the overall tone of the school environment, including the way teachers and students interact and how students treat each other

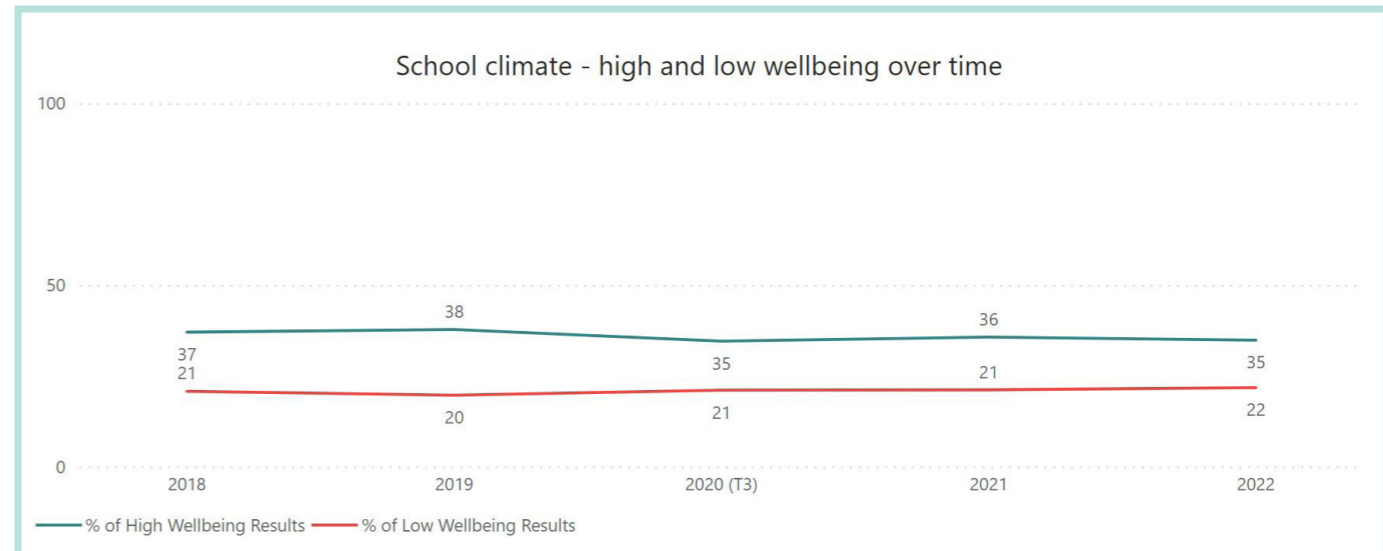
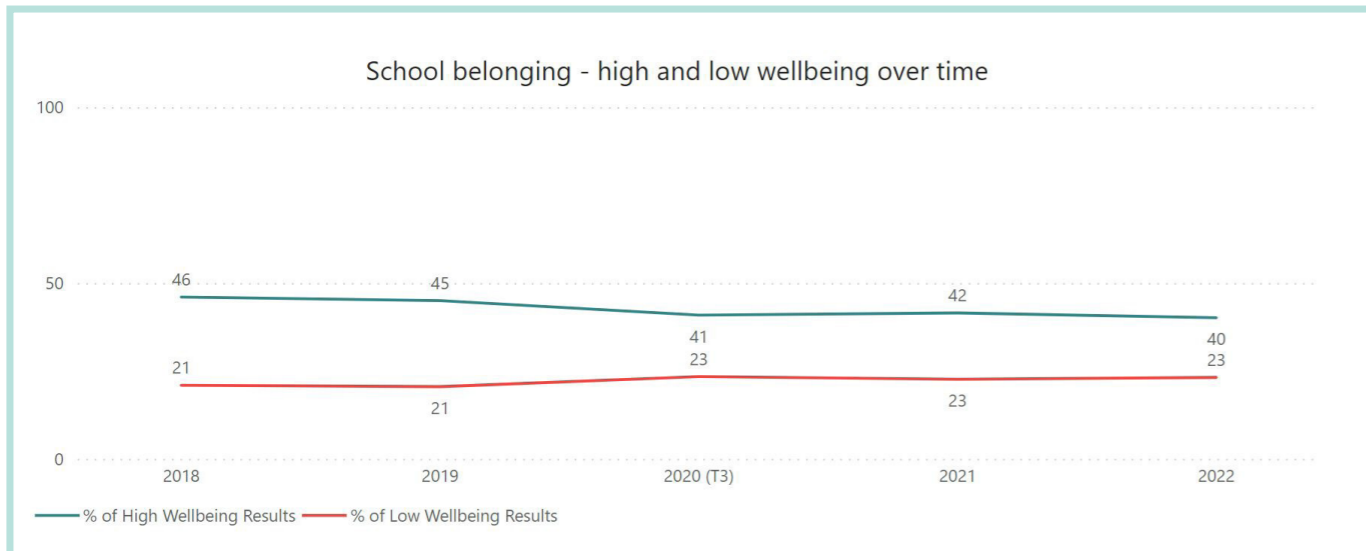
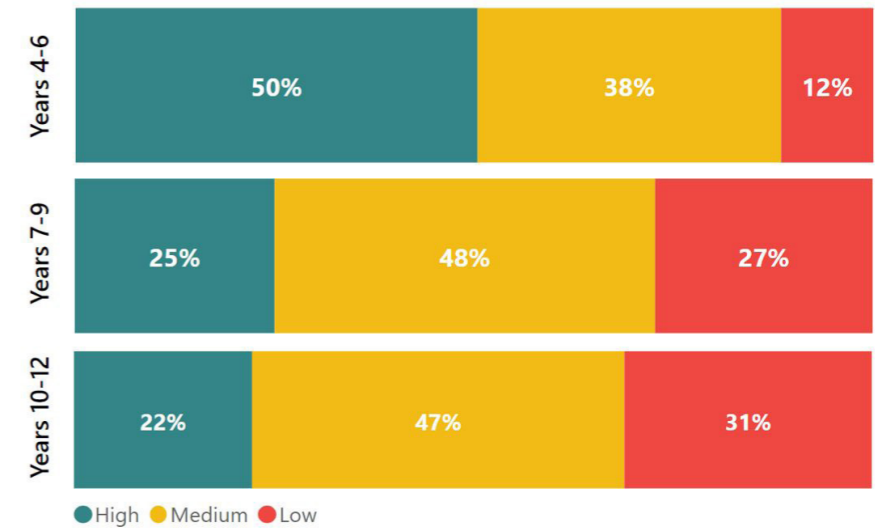
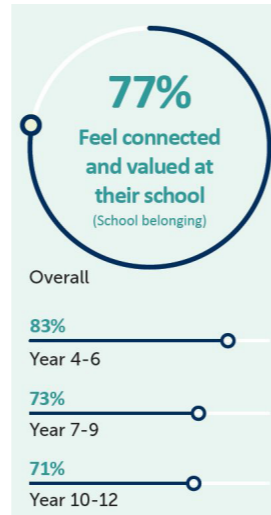
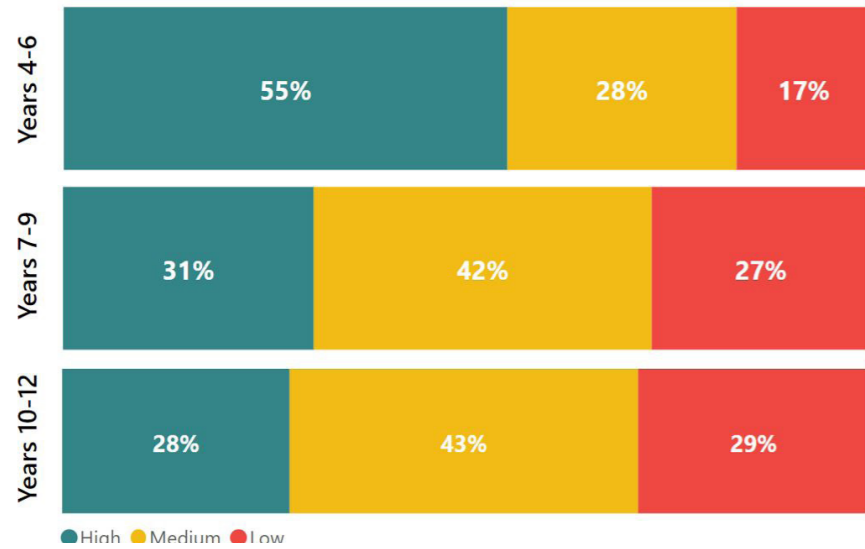
The questions we ask students:

- I feel like I belong in this school
- I feel like I am important to this school



The questions we ask students:

- Teachers and students treat each other with respect in this school
- people care about each other in this school
- Students in this school help each other, even if they are not friends



Achievement Data showing the proportion of students who achieve in the higher bands in Naplan

