Jennison Gardens Primary School

Survey of Wellbeing and Student Engagement

Year 6/7

Government of South Australia
Department for Education and
Child Development

2016

Contents

Government of South Australia
Department for Education and Child Development

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About the Survey of Wellbeing and Student Engagement

The wellbeing of young people is influenced by what happens in their homes, at school and in the broader community. Giving young people the opportunity to tell adults about their experiences is a valuable way of better understanding how to build wellbeing and support learning. In 2016, your school was one of 500 schools in South Australia which gave students the chance to undertake a survey about their wellbeing and engagement at school.

The survey included questions about young peoples' social and emotional development, perseverance, engagement, physical health and wellbeing, relationships and connectedness with others, experiences at school and activities outside of school. This year questions were added on student learning, engagement with teachers and cognitive engagement. This report was produced by the Business Intelligence Unit, Department for Education and Child Development. It presents the wellbeing data for students in your school and compares this to the results for all South Australian students.

How to use your data
There are many opportunities for working with your wellbeing survey results. The results can support planning and initiate action within programs and organisations, classrooms, schools and communities.

Talk to students about their results
The results from the wellbeing survey can be shared with students. Involve students in the interpretation of the data, gain their feedback on how the school and community can better support them. Print the individual graphs from wellbeing domains you would like to investigate (strengths and weaknesses) for the students to analyse and make comment. Provide them with an opportunity to unpack the following questions:

- What do you notice?   - What does it make you think?
- How does it make you feel?   - What else might you need to know?
- What can you tell us about it?

At the conclusion of this process, students can report back to their peers, teachers and leaders and other community members to plan the next steps.

Talk to staff and parents
Review the report of results for your school with administrators, staff, teachers and parents. Compare your results with other information you may have about your school.

Reflect on your results
Which areas are significant strengths for your students? What do you think might contribute towards these strengths? What beliefs have been confirmed through the results? What surprised you the most?

Learn from others
Review the results from other schools within your partnership or with similar schools. Are there strategies that you would like to replicate? Discuss the actions they have taken to improve child well-being. Likewise, you may want to consider sharing your success with others who are working in nearby schools and partnerships.

Select areas for improvement
The school reports provide much rich data. Moving to action will be more successful if you are able to focus your efforts on 1 or 2 areas for improvement instead of trying to change everything at the same time. Consider which measures resonate the most? Which measures do you have influence over? Which measures align with school planning?

For further information on each of the wellbeing domains, please refer to the toolkits at www.decd.sa.gov.au (search 'survey of wellbeing and student engagement').

Email: decd.mdi@sa.gov.au

1 - Students who took part in 2016

The table below shows the number of students from your school who completed the survey. Alongside this is the number of primary school students from South Australia who completed the survey. Throughout the report, your school's results will be compared to the results from the South Australian Year 6/7 cohort.

Jennison Gardens Primary School   **South Australia**

	Year 6/7			Year 6/7	
	n	**%**		**n**	**%**
Total students	104	100		22316	100
Boys	60	57.7		11013	49.4
Girls	44	42.3		11295	50.6
Not stated*	0	0.0		8	0.04

* Not stated due to using a generic token

`

2016

2 - Wellbeing in summary

The figures below summarise the wellbeing of students at your school, for selected wellbeing sub-domains.

Happiness

Low	15	students
Medium	25	students
High	63	students

See page 10

14.6% 24.3% 61.2%

Optimism

Low	22	students
Medium	43	students
High	38	students

See page 10

21.4% 41.7% 36.9%

Life satisfaction

Low	22	students
Medium	17	students
High	64	students

See page 11

21.4% 16.5% 62.1%

Perseverance

Low	22	students
Medium	31	students
High	50	students

See page 11

21.4% 30.1% 48.5%

Emotion regulation

Low	14	students
Medium	55	students
High	34	students

See page 12

13.6% 53.4% 33.0%

Sadness

High	17	students
Medium	23	students
Low	63	students

See page 12

16.5% 22.3% 61.2%

Worries

High	28	students
Medium	33	students
Low	42	students

See page 13

27.2% 32.0% 40.8%

3 - Support and engagement summary

The figures below summarise your students' wellbeing results for items relating to connectedness with adults and peers, and breakfast and sleep.

Connectedness with adults at school

10.7%   35.0%   54.4%

Low	11	students
Medium	36	students
High	56	students

See page 15

Emotional engagement with teacher

1.0%   20.4%   78.6%

Low	1	students
Medium	21	students
High	81	students

See page 16

Peer belonging

15.7%   18.6%   65.7%

Low	16	students
Medium	19	students
High	67	students

See page 17

Cognitive engagement

7.8%   41.2%   51.0%

Low	8	students
Medium	42	students
High	52	students

See page 18

Friendship intimacy

6.9%   16.7%   76.5%

Low	7	students
Medium	17	students
High	78	students

See page 18

Sleep

15.0%   13.0%   72.0%

Low	15	students
Medium	13	students
High	72	students

See page 22

Eating breakfast

8.0%   5.0%   87.0%
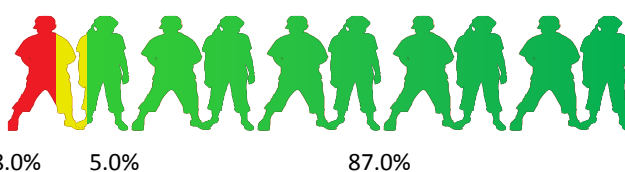
Low	8	students
Medium	5	students
High	87	students

See page 22

4 - Social and emotional wellbeing

Why is this important?

A young person's social and emotional wellbeing is associated with greater motivation and success in school, as well as positive outcomes later in life (post-secondary education, employment, healthy lifestyles, physical and psychological wellbeing).

What areas were measured?

Young people answered survey questions about their **happiness, optimism, life satisfaction, perseverance, emotion regulation, sadness / worries.**

The following four pages highlight the key findings in this area for your school. To view the questions combined to formulate the results for each of the sub-domains, see Appendix 2.

What does the data show?

The graphs and tables show the number and percentage of students who completed the wellbeing survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for your school are shown next to the results for all participating primary school students in South Australia.

High: Children who usually responded that they 'agree a little' or 'agree a lot' or 'very often' or 'almost always' or that it is 'mostly' or 'very much' like me.

Medium: Children who usually responded that they 'don't agree or disagree' or who reported a mix of positive and negative responses.

Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' or 'almost never' or that it is not at all like me.
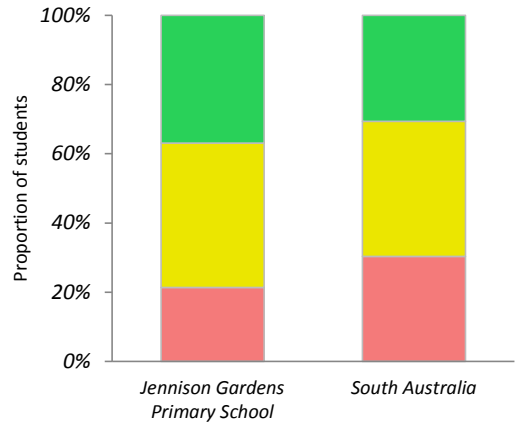
Happiness

Figure 4.1
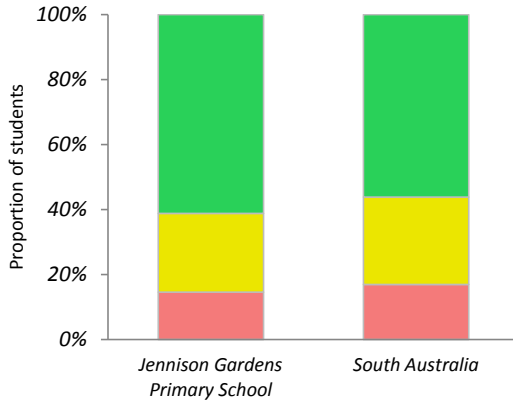
		Your school		South Australia	
		n	%	n	%
Happiness	High	63	61	12368	56
	Medium	25	24	5948	27
	Low	15	15	3716	17

Happiness*

I feel happy.

I have a lot of fun.

I love life.

I am a cheerful person.

…………………………………………

Happiness is a general feeling of happiness, cheer, and contentment with life. You might not feel happy all the time, but you tend to feel generally content with life.

* This sub-domain is new in 2016.

Optimism

Figure 4.2

		Your school		South Australia	
		n	%	n	%
Optimism	High	38	37	6742	31
	Medium	43	42	8608	39
	Low	22	21	6679	30

Optimism*

I am optimistic about my future.

In uncertain times I expect the best.

I think good things are going to happen to me.

I believe that things will work out, no matter how difficult they seem.

…………………………………………

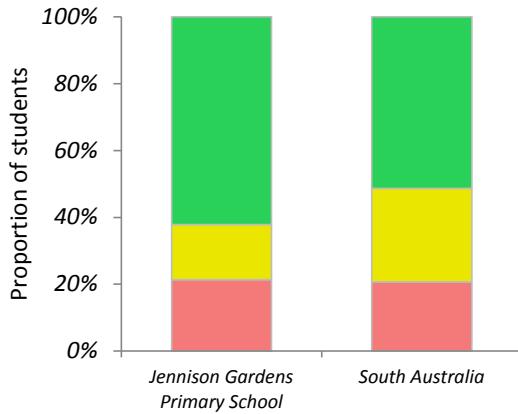**Optimism** refers to the mindset of having positive expectations for the future.

* These survey questions for this sub-domain have changed in 2016. See Appendix 3 for details.
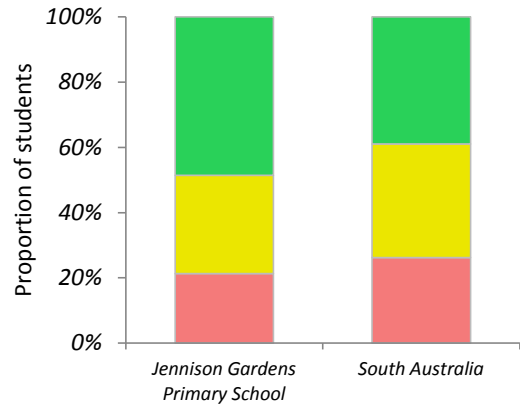
Satisfaction with life

Figure 4.3

		Your school		South Australia	
		n	%	n	%
Satisfaction with life	High	64	62	11271	51
	Medium	17	17	6153	28
	Low	22	21	4541	21

Satisfaction with life

In most ways my life is close to the way I would want it to be.

The things in my life are excellent.

I am happy with my life.

So far I have gotten the important things I want in life.

If I could live my life over, I would have it the same way.

....

Satisfaction with life refers to how content or satisfied children are with their lives.

Perseverance

Figure 4.4

		Your school		South Australia	
		n	%	n	%
Perseverance	High	50	49	8551	39
	Medium	31	30	7667	35
	Low	22	21	5751	26

Perseverance

Once I make a plan to get something done, I stick to it.

I keep at my schoolwork until I am done with it.
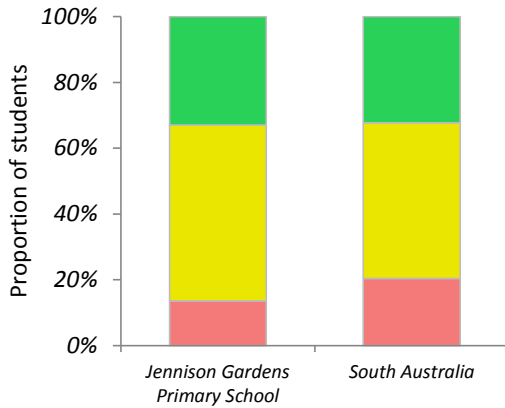
I finish whatever I begin.

I am a hard worker.

....

Perseverance refers to having the tenacity to stick with things and pursue a goal, despite any challenges that occur.
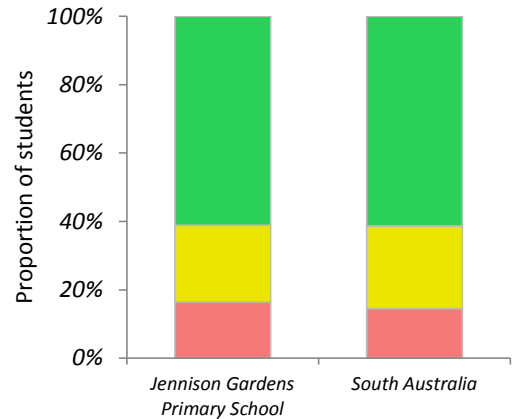
Emotion regulation

Figure 4.5

		Your school		South Australia	
		n	%	n	%
Emotion regulation	High	34	33	7106	32
	Medium	55	53	10409	47
	Low	14	14	4506	20

Emotion regulation*

When I want to feel happier, I think about something different.

When I want to feel less bad (e.g. sad, angry or worried), I think about something different.

When I'm worried about something, I make myself think about it in a way that helps me feel better.

When I want to feel happier about something, I change the way I'm thinking about it.

I control my feelings about things by changing the way that I think about them.

When I want to feel less bad (e.g. sad, angry or worried) about something, I change the way that I'm thinking about it.

....

Emotion regulation refers to having the ability to regulate both positive and negative emotional outbursts.

* This sub-domain is new in 2016.

Sadness

Figure 4.6

		Your school		South Australia	
		n	%	n	%
Sadness	Low	63	61	13500	61
	Medium	23	22	5325	24
	High	17	17	3199	15

Sadness

I feel unhappy a lot of the time.

I feel upset about things.

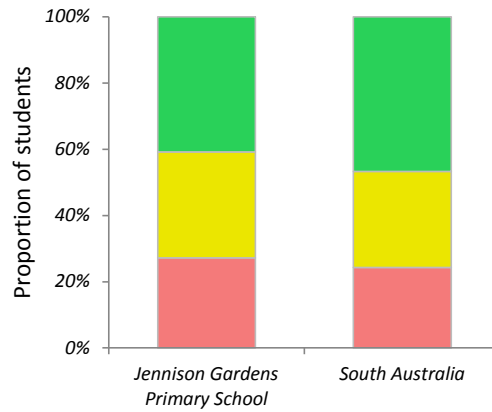*I feel that I do things wrong a lot.*

....

It is important to recognise and prevent poor mental health and promote positive coping before adulthood.

Worries / Anxiety

Figure 4.7

		Your school		South Australia	
		n	%	n	%
Worries	Low	42	41	10279	47
	Medium	33	32	6362	29
	High	28	27	5351	24

Worries / Anxiety*

I worry a lot about things at home.

I worry a lot about things at school.

I worry a lot about mistakes that I make.

I worry about things.

....

It is important to recognise and prevent poor mental health and promote positive coping before adulthood.

* These survey questions for this sub-domain have changed in 2016. See Appendix 3 for details.

5 - Relationships and learning in school

Why is this important?

Connectedness with educators and other young people is important for the development of social and emotional skills and for protecting young people from adverse stress and worries. Better social relationships and functioning is associated with positive education, workforce and social outcomes, along with greater life-satisfaction in adulthood. Teacher-student relationships are linked to students feeling safe and secure at school and academic achievement.

What areas were measured?

Young people were asked to report on their relationships with the adults in their schools. They also reported on their relationships with their peers and emotional engagement with their teacher. To view the questions combined to formulate the results for each of the sub-domains, see Appendix 2.

What does the data show?

The graphs and tables show the percentage of children who completed the wellbeing survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for your school are shown next to the overall results obtained for all participating primary school students in South Australia.

High: Children who usually responded that they 'agree a little' or 'agree a lot' or 'pretty much' or 'very much' true to statements.

Medium: Children who usually responded that they 'don't agree or disagree' or 'a little true' to statements or who reported a mix of positive and negative responses.

Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' or 'not at all true' to statements.
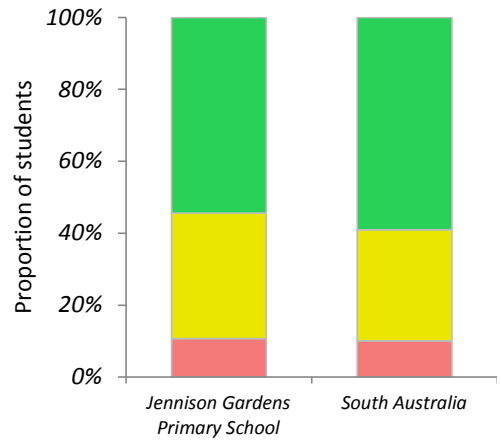
Important adults in school

Figure 5.1
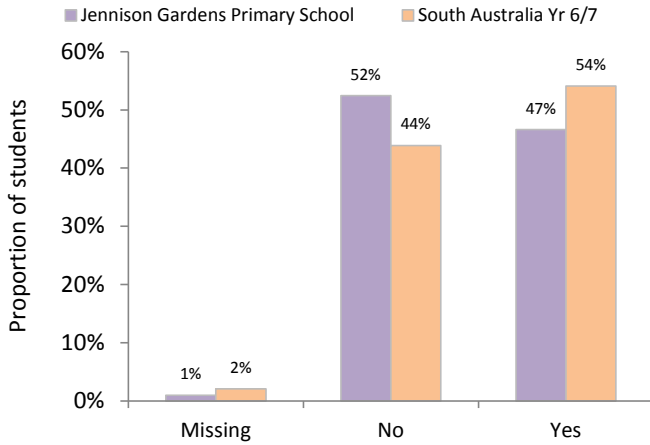
		Your school		South Australia	
		n	%	n	%
Important adults	*Yes*	48	47	12067	54
	No	54	52	9790	44
	Missing	1	1	459	2

Important adults in school

Are there any adults who are important to you at your school?

Connectedness with adults at school

Figure 5.2

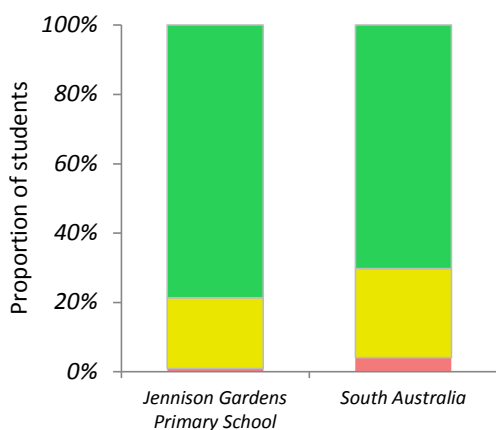|		Your school		South Australia	
		n	%	n	%
Connect to adults at school	*High*	56	54	12943	59
	Medium	36	35	6783	31
	Low	11	11	2213	10

Connectedness with adults at school

At my school, there is a teacher or another adult:
… who really cares about me.
… who believes that I will be a success.
… who listens to me when I have something to say.

....

Teacher-student relationships are linked to students feeling safe and secure at school, and academic achievement.
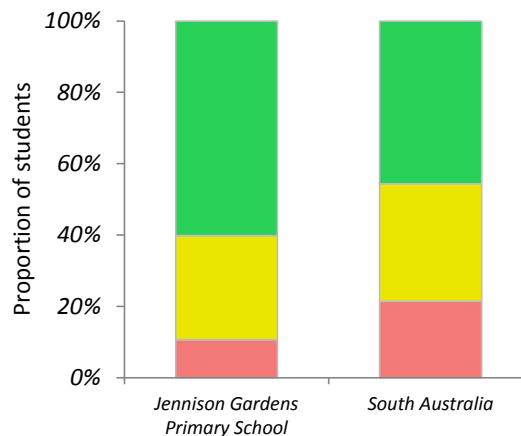
Emotional engagement with teacher

School climate

Figure 5.3

Figure 5.4

		Your school		South Australia	
		n	%	n	%
Emotional engagement	High	81	79	15359	70
	Medium	21	20	5620	26
	Low	1	1	883	4

		Your school		South Australia	
		n	%	n	%
School climate	High	62	60	9996	46
	Medium	30	29	7234	33
	Low	11	11	4688	21

Emotional engagement with teacher*

I get along well with most of my teachers.

Most of my teachers are interested in my well-being.

Most of my teachers really listen to what I have to say.

If I need extra help, I will receive it from my teachers.

Most of my teachers treat me fairly.

....

Teachers are thought to influence students through how they relate to students, such as displaying empathy and warmth, and through instructional variables, such as the extent to which teachers encourage higher-order learning among their students.

School climate

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.
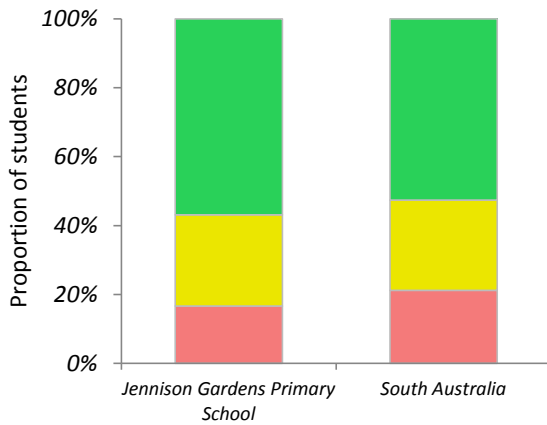
....

School climate is the overall tone of the school environment, including the way teachers and students interact and how students treat each other.
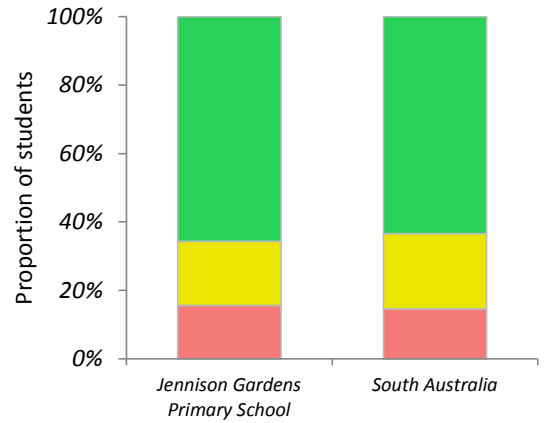
* This sub-domain is new in 2016.

School belonging

Figure 5.5

		Your school		South Australia	
		n	%	n	%
School belonging	*High*	58	57	11437	53
	Medium	27	26	5688	26
	Low	17	17	4610	21

School belonging

I feel like I belong in this school.

I feel like I am important to this school.

....

School belonging is the degree to which children feel connected and valued at their school.

Peer belonging

Figure 5.6

		Your school		South Australia	
		n	%	n	%
Peer belonging	*High*	67	66	13880	63
	Medium	19	19	4799	22
	Low	16	16	3208	15

Peer belonging

I feel part of a group of friends that do things together.
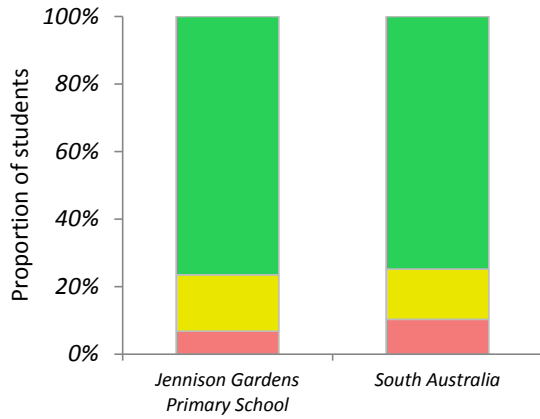
I feel that I usually fit in with other kids around me.

When I am with other kids my age, I feel I belong.

....

Peer belonging is influenced as children begin to associate more with peers and less with family. Peer belonging measures children's feelings of belonging to a social group.
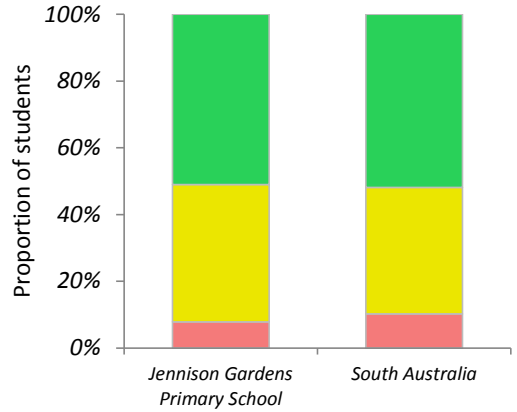
Friendship intimacy

Figure 5.7

		Your school		South Australia	
		n	%	n	%
Friendship intimacy	High	78	76	16362	75
	Medium	17	17	3241	15
	Low	7	7	2274	10

Friendship intimacy

I have at least one really good friend I can talk to when something is bothering me.

I have a friend I can tell everything to.

There is somebody my age who really understands me.

....

Friendship Intimacy grows in complexity as children move into middle childhood. Children begin to seek friendships based on quality rather than quantity.

Cognitive engagement

Figure 5.8

		Your school		South Australia	
		n	%	n	%
Cognitive engagement	High	52	51	11313	52
	Medium	42	41	8274	38
	Low	8	8	2227	10

Cognitive engagement*

I work hard on learning.

When I found something hard I tried another way.

I took a lot of care with what I was doing.

No matter who you are, you can change your intelligence.

I was excited to come up with new things.

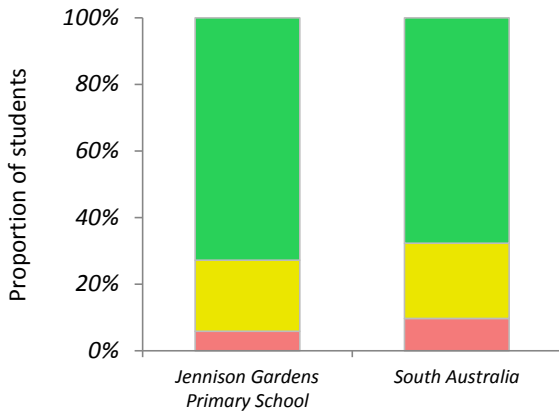..

Cognitive engagement refers to student's willingness to put in the effort needed to master skills and succeed academically at school, and has a strong motivational and self-regulatory component.
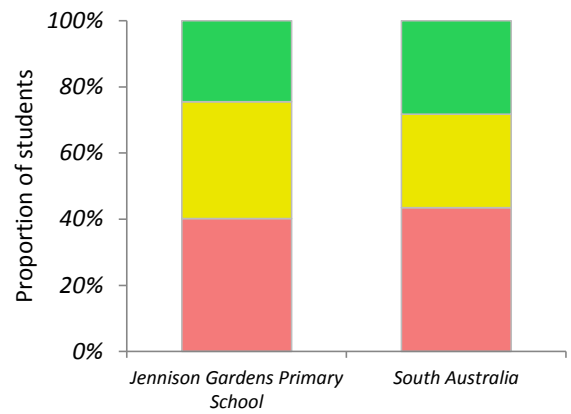
* This sub-domain is new in 2016.

Academic self-concept

Figure 5.9

		Your school		South Australia	
		n	%	n	%
Academic self-concept	High	75	73	14824	68
	Medium	22	21	4953	23
	Low	6	6	2112	10

Academic self-concept

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.

....

Academic self-concept refers to children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school.

Engagement (flow)

Figure 5.10

		Your school		South Australia	
		n	%	n	%
Engagement	High	25	25	6156	28
	Medium	36	35	6161	28
	Low	41	40	9486	44

Engagement (flow)

When I do an activity, I enjoy it so much that I lose track of time.

I get completely absorbed in what I am doing.

I get so involved in activities that I forget about everything else.

When I am learning something new, I lose track of how much time has passed.

....

Engagement (flow) refers to being absorbed, interested, and involved in an activity or the world itself.

Victimisation at school

Why is this important?

Whilst numerous definitions of bullying or victimisation exist, it is commonly defined as targeted intimidation or humiliation which cannot be avoided or defended by the victim and may be physical, verbal, social or cyberbullying. Students' wellbeing and ability to learn requires that they feel safe and be free to attend school without being bullied. Children and young people who are bullied are more likely to report emotional and somatic problems, which in turn is associated with absences from school and lower academic achievement.

What areas were measured?

Students were asked how frequently they had been bullied during the school year, in each of the following ways – physical, verbal, social or online (cyber-bullying).

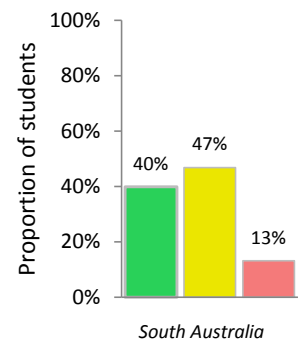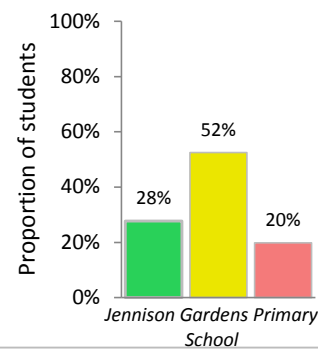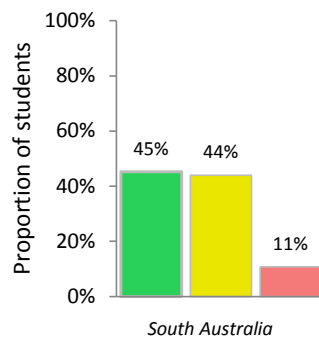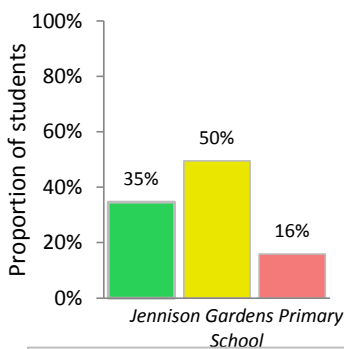| None at all this year	About every month / once or a few times	Many times a week / about every week

Figure 5.11

Figure 5.12

Social victimisation

Social Bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).
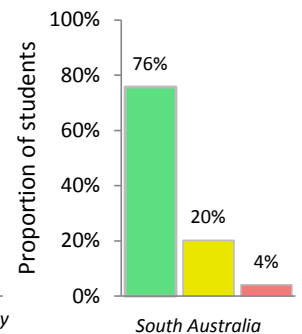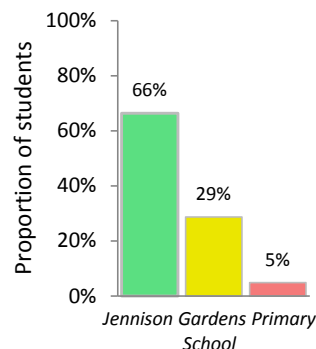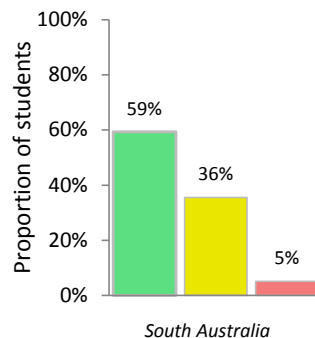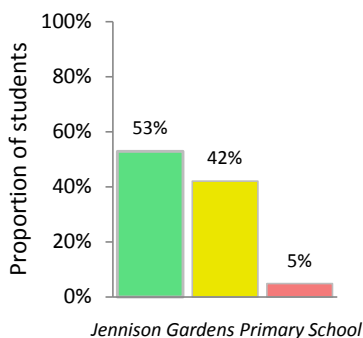
Verbal victimisation

Verbal Bullying (for example, someone called you names, teased, humiliated, threatened you, or made you do things you didn't want to do).

Figure 5.13

Figure 5.14

Physical victimisation

Physical Bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission).

Cyber victimisation

Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, humiliate you, or to hurt your feelings).

6 - Physical health and lifestyle

Why is this important?

The health of young people, including their overall health, body image, nutrition and sleeping habits is important for their general development and also for learning in the classroom. For example, it has been shown that eating breakfast and getting enough sleep each day promotes young people's memory and attention skills and impacts on their academic performance.

What areas were measured?

Young people were asked to report on their perceptions of their general health and body image and how frequently they slept well and ate breakfast.

To view the questions combined to formulate the results for each of the sub-domains, see Appendix 2.

What does the data show?

The graphs and tables show the percentage of children who completed the wellbeing survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for your school are shown next to the overall results obtained for all participating primary school students in South Australia.
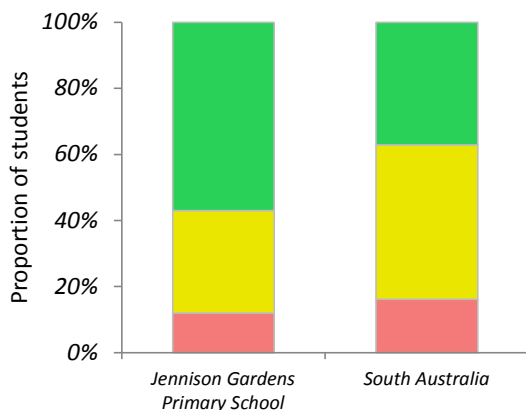
High: Children who responded that they were 'excellent' / 'about the right weight'.	**Medium:** Children who responded that they were 'good' / 'slightly underweight' or 'slightly overweight'.	**Low:** Children who responded that they were 'fair to poor' or 'very underweight' / 'very overweight'.

General health

Figure 6.1

Body image

Figure 6.2
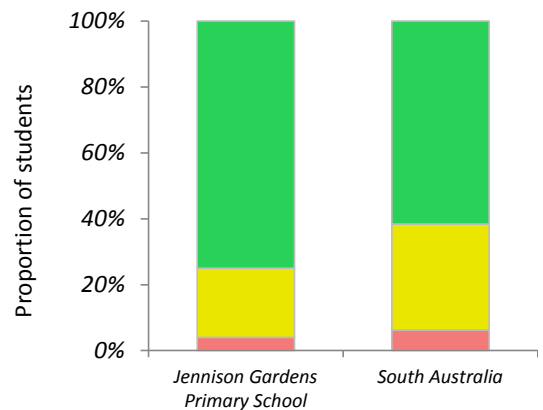
		Your school		South Australia	
		n	%	n	%
General health	High	57	57	8092	37
	Medium	31	31	10180	47
	Low	12	12	3513	16

		Your school		South Australia	
		n	%	n	%
Body image	High	75	75	13308	62
	Medium	21	21	6964	32
	Low	4	4	1352	6

High: Children were asked the questions, "How often do you eat breakfast?" and "How often do you get a good night's sleep?" Those who ate breakfast or had a good night's sleep at least 5 times a week were assigned to the green category.
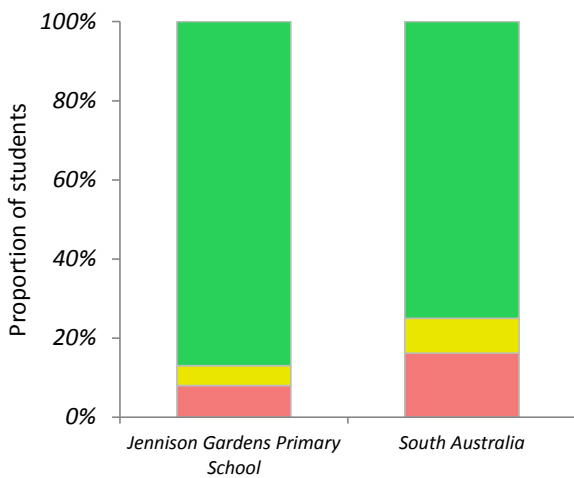
Medium: Children who ate breakfast or had a good night's sleep 3 to 4 times a week were assigned to the yellow category.

Low: Children who ate breakfast or had a good night's sleep less than 3 times a week were assigned to the red category.
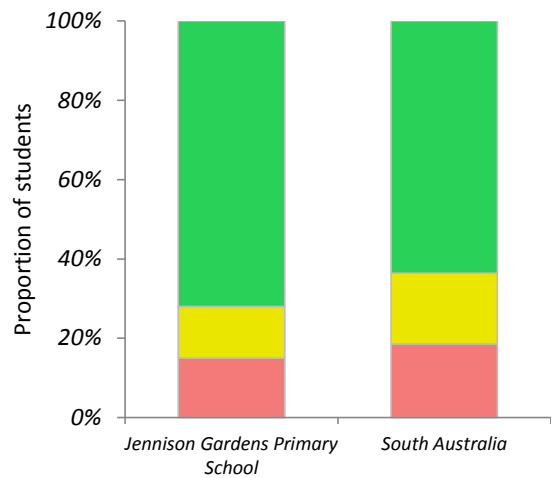
Eating breakfast

Figure 6.3

Sleep

Figure 6.4

Eating breakfast		Your school		South Australia	
		n	%	n	%
	High	87	87	16326	75
	Medium	5	5	1923	9
	Low	8	8	3530	16

Sleep		Your school		South Australia	
		n	%	n	%
	High	72	72	13574	64
	Medium	13	13	3815	18
	Low	15	15	3965	19

Eating breakfast

How often do you eat breakfast?

....

Eating breakfast daily helps with performance at school and impacts on young people's long term physical and cognitive development.

Sleep

How often do you get a good night's sleep?

7 - After school activities

Why is this important?

Involvement in sport, music, arts and organised activities can provide young people with the opportunity to learn a variety of skills, including building social relationships. Young people who participate in after-school activities are more likely to show increased self-confidence, self-esteem, connectedness to school, greater physical exercise and academic achievement.

What areas were measured?

Young people were asked to report on what they did after school and what barriers there were to undertaking additional activities.

To view the questions combined to formulate the results for each of the sub-domains, see Appendix 2.
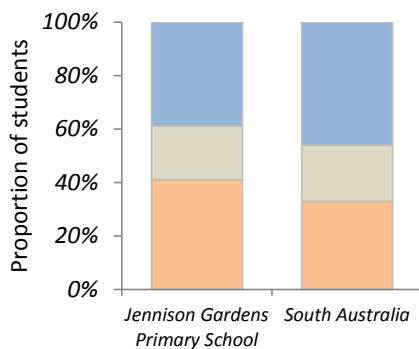
High: Children who reported that they participated in 2 or more after-school activities in 'Music & Arts,' 'Sports,' or 'Organised Activities' respectively, were assigned to the high category.

Medium: Children who reported that they participated in 1 of these after-school activities were assigned to the medium category.

Low: Children who reported that they did not participate in any of these after-school activities were assigned to the low category.

Music & Arts

Figure 7.1

	Your school		South Australia	
	n	%	n	%
High	37	39	9890	46
Medium	19	20	4546	21
Low	39	41	7107	33

Sports

Figure 7.2

	Your school		South Australia	
	n	%	n	%
High	71	74	12147	56
Medium	12	13	3994	18
Low	13	14	5453	25
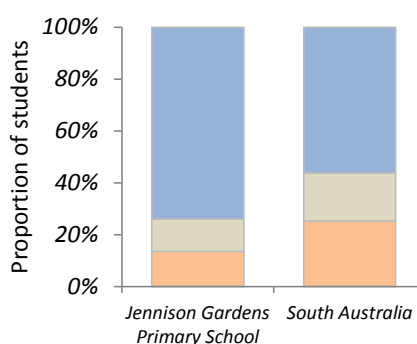
Organised activities

Figure 7.3

	Your school		South Australia	
	n	%	n	%
High	82	85	17564	81
Medium	9	9	2196	10
Low	6	6	1980	9

These survey questions for this sub-domain have changed in 2016. See Appendix 3 for details.

| During last week AFTER SCHOOL (3:00 to 6:00pm), how often did you participate in?	Never	1 to 5 times a week
Do organised individual or team sports	19%	81%
Go to an after school care program	90%	10%
Do homework, and/or participate in educational lessons or activities	19%	81%
Watch TV	13%	87%
Play video or computer games	33%	67%
Use a phone/Internet to text or chat with friends and/or go on social networking sites	20%	80%
Read for fun	37%	63%
Do household chores (example: clean your room, wash dishes, feed pet, farm work etc	10%	90%
Attend music lessons or practice a musical instrument	74%	26%
Do arts and crafts	50%	50%
Hang out with friends	19%	81%
Participate in youth organisations	91%	9%

Homework, TV & Video / Computer games

Days per week		Average Days spent per week	No days per week	1-2 days per week	3-4 days per week	5 days per week
Homework	Jennison Gardens Primary School	2.3	14%	40%	35%	11%
	South Australia	2.5	23%	28%	26%	24%
Watching TV	Jennison Gardens Primary School	3.2	4%	29%	36%	31%
	South Australia	3.5	6%	24%	26%	44%
Video and computer games	Jennison Gardens Primary School	2.0	26%	39%	23%	13%
	South Australia	2.4	28%	27%	19%	27%

Time spent per day		Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 or more hours	Not stated*
Homework	Jennison Gardens Primary School	16%	23%	5%	2%	54%
	South Australia	13%	22%	9%	6%	50%
Watching TV	Jennison Gardens Primary School	8%	18%	14%	8%	52%
	South Australia	8%	16%	13%	13%	49%
Video and computer games	Jennison Gardens Primary School	13%	10%	14%	9%	54%
	South Australia	10%	12%	10%	17%	50%

* (Not stated) = Time spent per day was not reported

What stops you from participating in the activities that you want to participate in after school?	Percent endorsed
I have to go straight home after school.	45%
It is too difficult to get there.	8%
The activity that I want is not offered.	11%
The schedule does not fit the times that I can attend.	15%
It's not safe for me to go.	2%
I have too much homework to do.	20%
My parents do not approve.	8%
It costs too much.	16%
I need to take care of brothers or sisters or do other things at home.	15%
I am afraid I will not be good enough in that activity.	8%
I am too busy.	27%
I don't know what is available.	11%
None of my friends are interested or want to go.	11%
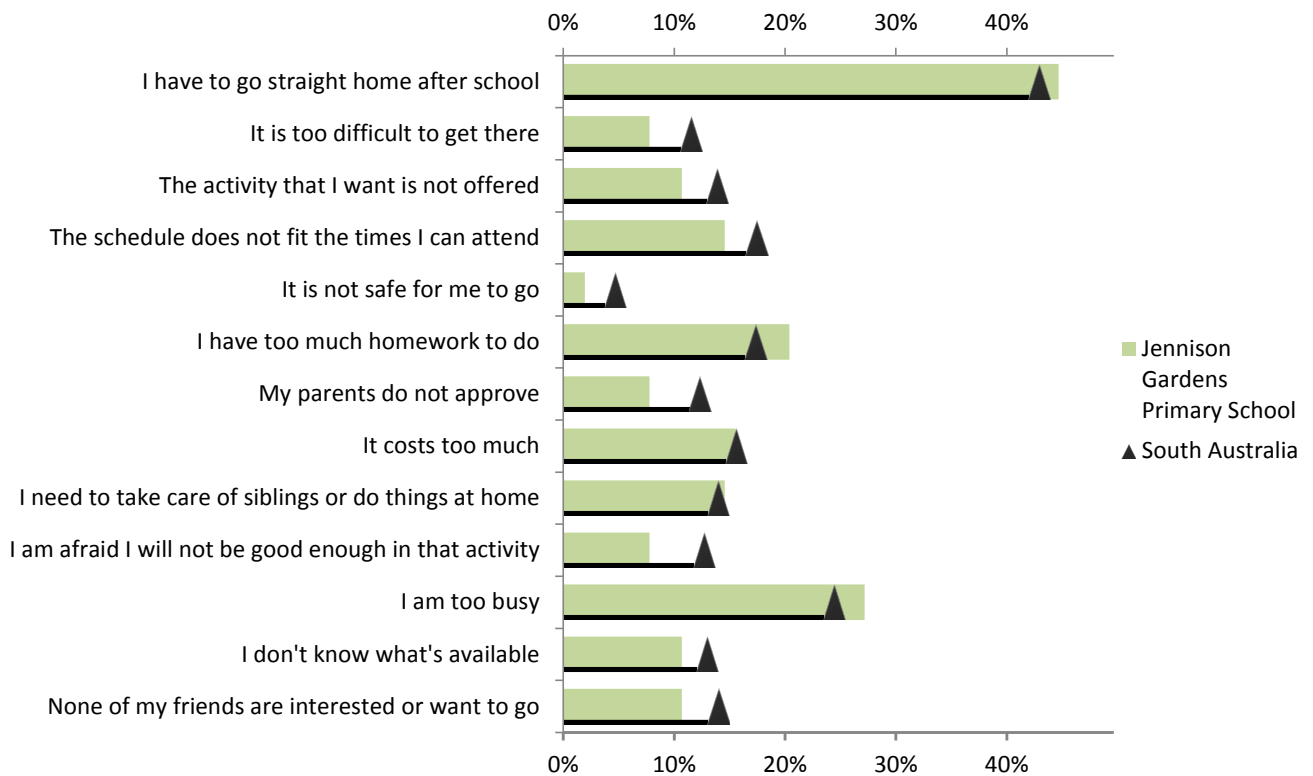
Appendix 1

Why collect wellbeing data?

The wellbeing survey gives children an opportunity to share their own thoughts, wishes and needs as they move through middle childhood. Listening to children's voices is a fundamental step in the process of engaging them and providing them with positive learning experiences, both in and out of school, in enabling them to make responsible decisions and establish healthy habits, and in supporting them to accomplish their goals. Wellbeing data in combination with information from other sources, are intended to be used by schools, partnerships and communities to discuss, develop, plan, and implement practices, programs and policies that engage and support children, their families and their educators.

This report represents a collaborative effort to systematically collect and share information from children at this age, link results of the wellbeing survey to existing research and provide information on local resources and tools that schools, partnerships and communities can draw from in their efforts to create school environments in which children can thrive.

The wellbeing data can:

Provide scientifically validated information on children's feelings, thoughts, assets, strengths, needs, and wishes during the middle childhood period.

Allow school communities and school partnerships to examine whether their assumptions and expectations about children's development and experiences are similar to young people's own perceptions.

Be a powerful tool for the mobilisation and enhancement of initiatives that are sensitive to and build upon existing leadership, partnerships, resources, and strengths in the participating schools and their communities and school partnerships.

The wellbeing data cannot:

Diagnose children with specific learning disabilities, areas of developmental delay or mental health problems.

Be used to prescribe specific practices or programs to teachers, parents, schools, or communities.

Assess the success or failure of children in the middle childhood period.

Identify individual children.

Appendix 2 - Questions used for each section

This appendix shows the questions which are combined to formulate the results for the related sub-domain. Questions are copied in part from the Middle Years Development Instrument, created at the Human Early Learning Partnership, University of British Columbia, Canada by Kimberly Schonert-Reichl, Principal Investigator and the EPOCH "Kern, M. et al".

After calculating the combined result of the grouped questions, the result is then converted into categorical scores (0=Low, 1=Medium, 2= High). Most of the categorical scores are then presented by Low=Red, Medium=Yellow and High=Green, while "Low" in Sadness / Anxiety / worries are presented by Green in a graph (Low in sadness is not negative in this case).

Social and emotional wellbeing

Sub-domain	Description
Happiness	I feel happy. I have a lot of fun. I love life. I am a cheerful person.
Optimism	I am optimistic about my future. In uncertain times I expect the best. I think good things are going to happen to me. I believe that things will work out, no matter how difficult they seem.
Life Satisfaction	In most ways my life is close to the way I would want it to be. The things in my life are excellent. I am happy with my life. So far I have gotten the important things I want in life. If I could live my life over, I would have it the same way.
Perseverance	Once I make a plan to get something done, I stick to it. I keep at my schoolwork until I am done with it. I finish whatever I begin. I am a hard worker.
Emotion regulation	When I want to feel happier, I think about something different. When I want to feel less bad (e.g. sad, angry or worried), I think about something different. When I'm worried about something, I make myself think about it in a way that helps me feel better. When I want to feel happier about something, I change the way I'm thinking about it. I control my feelings about things by changing the way that I think about them. When I want to feel less bad (e.g. sad, angry or worried) about something, I change the way that I'm thinking about it.
Sadness	I feel unhappy a lot of the time. I feel upset about things. I feel that I do things wrong a lot.
Worries / Anxiety	I worry a lot about things at home. I worry a lot about things at school. I worry a lot about mistakes that I make. I worry about things.

Relationships and learning in school

Sub-domain	Description
Connectedness to adults at school	Are there any adults who are important to you at your school? At my school, there is a teacher or another adult … … who really cares about me. … who believes that I will be a success. … who listens to me when I have something to say.
Emotional engagement with teacher	I get along well with most of my teachers. Most of my teachers are interested in my well-being. Most of my teachers really listen to what I have to say. If I need extra help, I will receive it from my teachers. Most of my teachers treat me fairly.
School climate / belonging	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. I feel like I belong in this school. I feel like I am important to this school.
Peer belonging	I feel part of a group of friends that do things together. I feel that I usually fit in with other kids around me. When I am with other kids my age, I feel I belong.
Friendship intimacy	I have at least one really good friend I can talk to when something is bothering me. I have a friend I can tell everything to. There is somebody my age who really understands me.
Cognitive engagement	I work hard on learning. When I found something hard I tried another way. I took a lot of care with what I was doing. No matter who you are, you can change your intelligence. I was excited to come up with new things.
Academic self-concept	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.
Engagement (flow)	When I do an activity, I enjoy it so much that I lose track of time. I get completely absorbed in what I am doing. I get so involved in activities that I forget about everything else. When I am learning something new, I lose track of how much time has passed.
Bullying	This school year, how often have you been bullied by other students in the following ways? **Physical Bullying** (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission). **Verbal Bullying** (for example, someone called you names, teased, humiliated, threatened you, or made you do things you didn't want to do). **Social Bullying** (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish). **Cyberbullying** (for example, someone used the computer or text messages to exclude, threaten, humiliate you, or to hurt your feelings).

Physical health and lifestyle

Sub-domain   Description

_____

Physical/Health In general, how would you describe your health?

_____

Body Image   How do you rate your body weight?

_____

Nutrition   How often do you eat breakfast?

_____

Sleep   How often do you get a good night's sleep?

_____

After school activities
During last week after school (3:00 to 6:00 pm), how many days did you:

_____

Do organized individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)?

_____

Go to an after school care program (in my school or someplace else)?

_____

Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)?

_____

Watch TV (including watching videos or DVDs)? Play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? Use a phone or the internet to text or chat with friends and/or go on social networking sites like Facebook?

_____

Read for fun?

_____

Do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)?

_____

Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)?

_____

Do arts & crafts (including painting, drawing, or something else)?

_____

Hang out with friends?

_____

Participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)?

_____

What stops you from participating in the activities that you want to participate in after school?:

Description

_____

I have to go straight home after school.
_____

It is too difficult to get there.
_____

The activity that I want is not offered.
_____

The schedule does not fit the times that I can attend.
_____

It's not safe for me to go.
_____

I have too much homework to do.
_____

My parents do not approve.
_____

It costs too much.
_____

I need to take care of brothers or sisters or do other things at home.
_____

I am afraid I will not be good enough in that activity.
_____

I am too busy.
_____

I don't know what is available.
_____

None of my friends are interested or want to go.
_____

Appendix 3 - Changes to the survey in 2016

DECD has been measuring wellbeing since 2013. The survey has been improved each year in response to expert advice and feedback from schools.

Survey questions on the topics below have *changed* for 2016:

- Optimism
- Worries/Anxiety
- Sports
- Music and Arts
- Organised Activities

Please refer to the notes below for further details about the changes.

Optimism
The new optimism scale was added to be consistent with other scales introduced for the first time in 2016.

Worries/Anxiety
Previous years only measured worries about fitting in socially, whereas the new scale captures information about worries/anxiety across a range of situations.

Sports
Previous years measured participation in (1) organised or individual team sports and (2) sports or exercise for fun. The new sports scale does not include sports or exercise for fun. This change was made in order to reduce the survey length.

Music and arts
Previous years measured (1) participation in art or music lessons, (2) practicing a musical instrument and (3) doing arts and crafts. The new scale is simplified in order to reduce the survey length and measures (1) music lessons or practising a musical instrument and (2) doing arts and crafts.

Organised activities
Previous years measured involvement in any of the following five activities: (1) educational lessons or activities (2) art or music lessons (3) youth organisations (4) individual sports with a coach or instructor and (5) team sports with a coach or instructor. The new scale measures involvement in any of the following four activities: (1) music lessons or practising a musical instrument (2) doing arts and crafts (3) youth organisations and (4) organised individual or team sports. The new scale reflects simplifications made in order to reduce the survey length.

Survey questions on the topics below are new in 2016:

- Happiness
- Emotion regulation
- Emotional engagement with teacher
- Cognitive engagement