WELLBEING & ENGAGEMENT COLLECTION
Measure | Analyse | Act

Your School

Survey Year: 2017

Including data for:
Your School Group

Document Control

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Contents

Introduction

About the Wellbeing and Engagement Collection

The words wellbeing, engagement, character strengths, resilience, positive education, the General Capabilities, social and emotional skills are often used interchangeably. These terms each refer to a broad set of skills that help people succeed at school and later in adulthood.

Since 2013, schools across the education system have been working to measure wellbeing and engagement for middle years students. The number of schools participating in the collection of this data has steadily grown and most government schools now participate.

This data collection aligns with a growing evidence base about the value of 21st Century skills for workplace and communities in the future (what people know, how people perceive the environment and how they learn new skills).

Purpose and scope of this report

This report presents the survey responses from students for 2017, showing the results for Your School alongside Your School Group. Please note that the data is not reported for very small groups of students to protect their confidentiality.

The report describes young people's views about their social and emotional wellbeing, their engagement at school and their experiences outside of school.

These wellbeing indicators represent potential levers for school improvement and may provide educators with information about the Personal and Social Capabilities described in the Australian Curriculum (i.e., self-awareness, social awareness, social management and self-management).

How to use this report

The aims of this report are to:

- help engage school staff, students and/or the broader school community in conversations about young people's wellbeing and engagement
- incorporate what is learnt, where necessary, into school, partnership or State-wide planning.

The results shown in the report can be used to reflect on:

1. What young people think about their wellbeing and engagement at school
2. The strengths of students and how these might be built upon
3. Issues or challenges that may warrant further investigation and responses

An overview of the sections of the report is below. Introductory sections on the definitions of key terms and a list of the survey items are provided to help interpret the results presented in this report (refer to the next page).

In many places throughout this report, the wellbeing and engagement results for students are reported in very similar ways, using the format illustrated in the figure below. Notes have been added to the example below to describe the various pieces of information shown in the figures throughout the report.

High wellbeing	Medium wellbeing	Low wellbeing		Yes		No		Missing

The **legend** for the chart.

For each wellbeing indicator, students' levels of wellbeing were classified as follows:

- **high wellbeing** (strengths reported as always or almost always being present)
- **medium wellbeing** (a mix of positive and negative responses to survey answers and/or response close to the middle of the response scale)
- **low wellbeing** (challenges reported as always or almost always being present)

The categories **Yes** and **No** apply to a single question, "Are there any adults who are important to you at your school?"

Engagement with school

Indicator								Year
Important adult at school	238	117	5	66%		33%	1%	2017
Connectedness to school	251	90	18	70%		25%	5%	2017
Emotional engagement with teachers	282	72	2	79%		20%	1%	2017
School climate	214	104	39	60%	29%		11%	2017
School belonging	224	77	51	64%	22%		14%	2017
Peer belonging	272	51	34	76%		14%	10%	2017
Friendship intimacy	286	48	24	80%		13%	7%	2017
Physical bullying	203	139	14	57%	39%		4%	2017
Verbal bullying	157	163	35	44%	46%		10%	2017
Social bullying	170	154	31	48%	43%		9%	2017
Cyberbullying	298	46	12	84%		13%	3%	2017

This column shows the **calendar year** in which a set of results were collected.

Each **wellbeing indicator** is listed. Page 3 provides a full description of the survey questions.

These columns show the **number** of students in each group within the the bar charts to the right (e.g., high wellbeing, medium wellbeing and low wellbeing).

These bar charts represent the **proportion** of students who reported different levels of wellbeing (e.g., high wellbeing, medium wellbeing and low wellbeing).

Structure of this report

Part 1: Wellbeing and engagement results for Your School, 2017

This section of the report sets out the wellbeing results from 2017 for Your School, providing a view of the strengths and issues for the cohort as a whole.

The results are presented in terms of the number and proportion of students on each indicator drawn from the Wellbeing and Engagement Collection survey. A comparison between the students who took part in the survey and the students enrolled at school allows readers to consider how many students from the overall cohort are represented in the wellbeing results.

Part 2: Wellbeing and engagement results for Your School, time series

This section of the report follows the same format as Part 1, but includes time series data for Your School across all available collection years.

Part 3: Wellbeing and engagement results for Your School, 2017, year level

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2017 for each separate year level group for Your School. This is intended to allow for detailed and separate planning.

Part 4: Wellbeing and engagement: digging deeper

Part 4 of the report aims to provide greater detail about key wellbeing and engagement issues in terms of trends over time and overlap across groups of students. The chapter provides more information about:

- Bullying
- Emotional wellbeing for boys and girls
- After school activities

Definitions of key terms used in this report

The questions asked in the survey have been grouped into domains and sub-domains that are used to summarise the questions. The table below describes the domain and provides a list of the terminology used.

Emotional wellbeing	
Happiness	General feeling of happiness, cheer and contentment with life
Optimism	Having a mindset of positive expectations about the future
Satisfaction with life	How content or satisfied children are with their lives
Emotion regulation	Having the ability to manage the experience of positive and negative feelings
Sadness	How frequently young people feel happy or upset
Worries	How often young people worry about different aspects of life
Engagement with school	
Important adult at school	Identify whether there are adults at school they see as 'important'.
Connectedness to school	Having at least one adult at school who provides support to a young person
Emotional engagement with teachers	Support and relationships with teachers
School climate	Overall tone of the school environment, including the way teachers and students interact and how students treat each other
School belonging	The degree to which young people feel connected and valued at their school
Peer belonging	Feeling that they belong to a social group
Friendship intimacy	Quality of social support from peers
Physical bullying	e.g Someone hit you, shoved, or kicked you, spat at
Verbal bullying	e.g Someone called you names, teased, humiliated, threatened you, or made you do things you didn't want to do
Social bullying	e.g Someone left you out, excluded you, gossiped and spread rumors about you, or made you look foolish
Cyberbullying	e.g Someone used the computer or text messages to exclude, threaten, humiliate you, or to hurt your feelings
Learning readiness	
Perseverance	Having the tenacity to stick with things and pursue goals, despite challenges that arise
Cognitive engagement	Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset
Academic self concept	Perceptions of themselves as students and how interested and confident they feel at school
Health and wellbeing out of school	
Overall health	An overall assessment of a young person's health. This item maps closely to a range of other health outcomes
Body image	Describes perceptions young people have about their body shape
Nutrition - breakfast	How often the young person ate breakfast during a week
Sleep	How often the young person slept well
Music and arts	Participated in music or arts and craft activities after school
Sports	Participated in organised or team sports after school (eg: basketball, swimming, football, netball, etc)
Organised activities	Participated in organised activities after school (eg: sports, music, arts and craft)

Domain	Sub-Domain	Question
Emotional wellbeing	Happiness	I am a cheerful person.
		I feel happy.
		I have a lot of fun.
		I love life.
	Optimism	I am optimistic about my future.
		I think good things are going to happen to me.
		In uncertain times I expect the best.
	Satisfaction with life	I am happy with my life.
		If I could live my life over again, I would have it the same way.
		In most ways my life is close to the way I would want it to be.
		So far I have gotten the important things I want in life.
		The things in my life are excellent.
	Emotion regulation	When I want to feel happier about something, I change the way I'm thinking about it.
		When I want to feel less bad (e.g. sad, angry or worried), I change the way that I'm thinking about it.
		When I'm worried about something, I make myself think about it in a different way that helps me feel better.
	Sadness	I feel that I do things wrong a lot.
		I feel unhappy a lot of the time.
		I feel upset about things.
	Worries	I worry a lot about mistakes that I make.
		I worry a lot about things at home.
		I worry a lot about things at school.
		I worry about things.
Engagement with school	Important adult at school	Are there any adults who are important to you at your school?
	Connectedness to school	… 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 teachers	I get along well with most of my teachers.
		If I need extra help, I will receive it from my teachers.
		Most of my teachers are interested in my well-being.
		Most of my teachers really listen to what I have to say.
		Most of my teachers treat me fairly.
	School climate	People care about each other in this school.
		Students in this school help each other, even if they are not friends.
		Teachers and students treat each other with respect in this school.
	School belonging	I feel like I am important to this school.
		I feel like I belong in 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 a friend I can tell everything to.
		I have at least one really good friend I can talk to when something is bothering me.
		There is somebody my age who really understands me.
	Physical bullying	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	Verbal bullying (for example, someone called you names, teased, embarrassed, threatened you, or made you do things you didn't want to do).
	Social bullying	Social bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).
	Cyberbullying	Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).
Learning readiness	Perseverance	I am a hard worker.
		I finish whatever I begin.
		I keep at my schoolwork until I am done with it.
		Once I make a plan to get something done, I stick to it.
	Cognitive engagement	I took a lot of care with what I was doing.
		I was excited to come up with new things.
		I work hard on learning.
		No matter who you are, you can change your intelligence.
		When I found something hard I tried another way.
	Academic self concept	Even if the work in school is hard, I can learn it.
		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.
Health and wellbeing out of school	Overall health	In general, how would you describe your health?
	Body image	How do you rate your body weight?
	Nutrition - breakfast	How often do you eat breakfast?
	Sleep	How often do you get a good night's sleep?
	Music and arts	i) …music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]
		j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]
	Sports	a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]
	Organised activities	a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]
		i) …music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]
		j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]
		l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]

Part 1: Wellbeing and engagement: Your School

Wellbeing and engagement participation for Your School

The table below shows the number of students who completed the Wellbeing and Engagement Collection survey in 2017. The number of survey responses included in the comparison group is also provided.

The table allows you to consider how representative the survey results are for the student cohort as a whole.

Year Level	Your School Number of Valid Survey Responses	Your School Group Number of Valid Survey Responses	Notes
4	43	360	
5	37	307	
6	169	447	
7	111	321	

Wellbeing and engagement results for Your School

The figure below shows the 2017 wellbeing results for Your School.

The figure shows, on a single page, the number and proportion of students in Your School who reported low, medium and high levels of wellbeing across a range of indicators.

The following page presents this same set of information for the students in Your School Group to provide a relative comparison point.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing

Emotional wellbeing					Year
Happiness	232	88	39	65% / 25% / 11%	2017
Optimism	255	76	29	71% / 21% / 8%	2017
Satisfaction with life	227	92	41	63% / 26% / 11%	2017
Emotion regulation	145	154	58	41% / 43% / 16%	2017
Sadness	246	76	37	69% / 21% / 10%	2017
Worries	204	100	56	57% / 28% / 16%	2017
Engagement with school					Year
Important adult at school	238	117	5	66% / 33% / 1%	2017
Connectedness to school	251	90	18	70% / 25% / 5%	2017
Emotional engagement with teachers	282	72	2	79% / 20% / 1%	2017
School climate	214	104	39	60% / 29% / 11%	2017
School belonging	224	77	51	64% / 22% / 14%	2017
Peer belonging	272	51	34	76% / 14% / 10%	2017
Friendship intimacy	286	48	24	80% / 13% / 7%	2017
Physical bullying	203	139	14	57% / 39% / 4%	2017
Verbal bullying	157	163	35	44% / 46% / 10%	2017
Social bullying	170	154	31	48% / 43% / 9%	2017
Cyberbullying	298	46	12	84% / 13% / 3%	2017
Learning readiness					Year
Perseverance	193	105	58	54% / 29% / 16%	2017
Cognitive engagement	238	99	20	67% / 28% / 6%	2017
Academic self concept	284	55	17	80% / 15% / 5%	2017
Health and wellbeing out of school					Year
Overall health	158	169	29	44% / 47% / 8%	2017
Body image	224	108	19	64% / 31% / 5%	2017
Nutrition - breakfast	315	19	22	88% / 5% / 6%	2017
Sleep	237	61	54	67% / 17% / 15%	2017
Music and arts	185	65	106	52% / 18% / 30%	2017
Sports	221	73	60	62% / 21% / 17%	2017
Organised activities	313	28	15	88% / 8% / 4%	2017

This information allows you to compare the size of strengths and challenges among Your School students and compare how different wellbeing and engagement issues may be related or connected.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

Wellbeing and engagement results for Your School Group

The figure below shows the 2017 wellbeing results for Your School Group.

The figure shows, on a single page, the number and proportion of students in Your School Group who reported low, medium and high levels of wellbeing across a range of indicators.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing			
Emotional wellbeing								*Year*
Happiness		905	341	174	64%	24%	12%	*2017*
Optimism		968	300	161	68%	21%	11%	*2017*
Satisfaction with life		868	348	210	61%	24%	15%	*2017*
Emotion regulation		593	596	235	42%	42%	17%	*2017*
Sadness		941	326	160	66%	23%	11%	*2017*
Worries		759	373	294	53%	26%	21%	*2017*
Engagement with school								*Year*
Important adult at school		851	553	33	59%	38%	2%	*2017*
Connectedness to school		942	337	140	66%	24%	10%	*2017*
Emotional engagement with teachers		1094	282	39	77%	20%	3%	*2017*
School climate		803	412	209	56%	29%	15%	*2017*
School belonging		869	302	236	62%	21%	17%	*2017*
Peer belonging		985	252	183	69%	18%	13%	*2017*
Friendship intimacy		1105	180	136	78%	13%	10%	*2017*
Physical bullying		808	530	80	57%	37%	6%	*2017*
Verbal bullying		605	637	174	43%	45%	12%	*2017*
Social bullying		643	614	156	46%	43%	11%	*2017*
Cyberbullying		1168	180	57	83%	13%	4%	*2017*
Learning readiness								*Year*
Perseverance		717	465	231	51%	33%	16%	*2017*
Cognitive engagement		954	381	83	67%	27%	6%	*2017*
Academic self concept		1110	218	93	78%	15%	7%	*2017*
Health and wellbeing out of school								*Year*
Overall health		638	611	165	45%	43%	12%	*2017*
Body image		889	417	96	63%	30%	7%	*2017*
Nutrition - breakfast		1224	65	130	86%	5%	9%	*2017*
Sleep		944	228	223	68%	16%	16%	*2017*
Music and arts		774	288	345	55%	20%	25%	*2017*
Sports		859	265	277	61%	19%	20%	*2017*
Organised activities		1231	108	74	87%	8%	5%	*2017*

This information allows you to compare the size of strengths and challenges among Your School students and compare how different wellbeing and engagement issues may be related or connected.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

Part 2: Wellbeing and engagement: Your School, time series

Wellbeing and engagement participation for Your School, over time

The table below shows the number of students who completed the Wellbeing and Engagement Collection survey over time. The number of survey responses included in the comparison group is also provided.

The table allows you to consider how representative the survey results are for the student cohort as a whole and whether there were changes over time that may have impacted on the results.

Year	Year Level	Your School Number of Valid Survey Responses	Your School Group Number of Valid Survey Responses
2015	6	119	195
	7	54	137
2016	6	127	346
	7	124	302
2017	4	43	360
	5	37	307
	6	169	447
	7	111	321
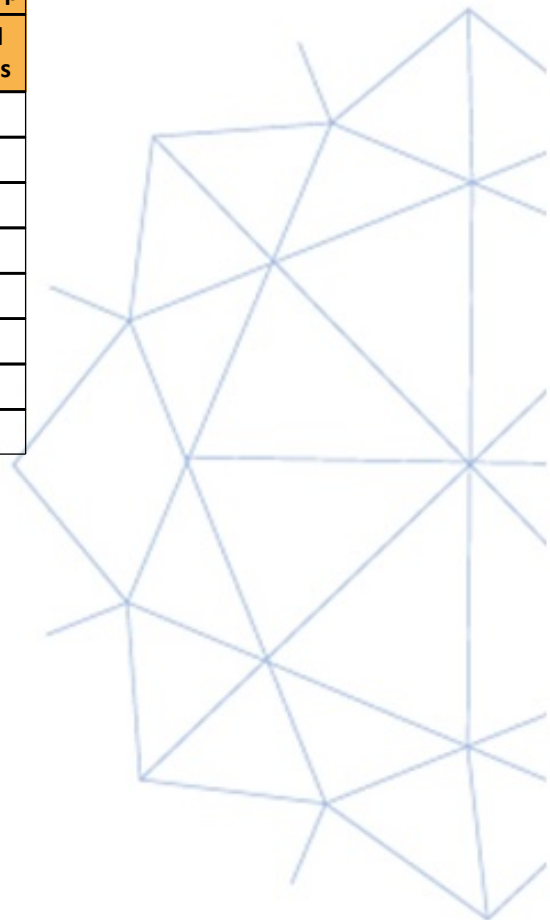
Wellbeing and engagement results for Your School over time

The figure below shows the wellbeing results for Your School over time.

The figure shows whether, over time, the number and proportion of students in Your School who reported low, medium and high levels of wellbeing has changed or remained similar.

The following page presents this same set of information for the students in Your School Group to provide a relative comparison point.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing

Emotional wellbeing						Year
Happiness	161	57	33	64%	23%	13%	2016
	232	88	39	65%	25%	11%	2017
Optimism	82	100	69	33%	40%	27%	2016
	255	76	29	71%	21%	8%	2017
Satisfaction with life	107	39	27	62%	23%	16%	2015
	148	51	50	59%	20%	20%	2016
	227	92	41	63%	26%	11%	2017
Emotion regulation	81	130	40	32%	52%	16%	2016
	145	154	58	41%	43%	16%	2017
Sadness	99	53	21	57%	31%	12%	2015
	166	58	27	66%	23%	11%	2016
	246	76	37	69%	21%	10%	2017
Worries	62	56	53	36%	33%	31%	2015
	124	73	54	49%	29%	22%	2016
	204	100	56	57%	28%	16%	2017

Engagement with school						Year
Important adult at school	76	93	4	44%	54%	2%	2015
	150	98	3	60%	39%	1%	2016
	238	117	5	66%	33%	1%	2017
Connectedness to school	110	52	9	64%	30%	5%	2015
	152	75	22	61%	30%	9%	2016
	251	90	18	70%	25%	5%	2017
Emotional engagement with teachers	171	70	7	69%	28%	3%	2016
	282	72	2	79%	20%	1%	2017
School climate	98	49	26	57%	28%	15%	2015
	113	79	55	46%	32%	22%	2016
	214	104	39	60%	29%	11%	2017
School belonging	103	45	23	60%	26%	13%	2015
	131	63	52	53%	26%	21%	2016
	224	77	51	64%	22%	14%	2017
Peer belonging	126	34	13	73%	20%	8%	2015
	168	48	32	68%	19%	13%	2016
	272	51	34	76%	14%	10%	2017
Friendship intimacy	138	21	14	80%	12%	8%	2015
	180	42	26	73%	17%	10%	2016
	286	48	24	80%	13%	7%	2017
Physical bullying	100	63	9	58%	37%	5%	2015
	155	81	11	63%	33%	4%	2016
	203	139	14	57%	39%	4%	2017
Verbal bullying	75	72	25	44%	42%	15%	2015
	110	113	24	45%	46%	10%	2016
	157	163	35	44%	46%	10%	2017

					Year
Social bullying	79	74	18	46% 43% 11%	2015
	124	99	24	50% 40% 10%	2016
	170	154	31	48% 43% 9%	2017
Cyberbullying	141	27	5	82% 16% 3%	2015
	205	33	8	83% 13% 3%	2016
	298	46	12	84% 13% 3%	2017

Learning readiness					Year
Perseverance	120	75	56	48% 30% 22%	2016
	193	105	58	54% 29% 16%	2017
Cognitive engagement	142	80	25	57% 32% 10%	2016
	238	99	20	67% 28% 6%	2017
Academic self concept	136	29	8	79% 17% 5%	2015
	175	49	22	71% 20% 9%	2016
	284	55	17	80% 15% 5%	2017

Health and wellbeing out of school					Year
Overall health	74	77	17	44% 46% 10%	2015
	96	108	43	39% 44% 17%	2016
	158	169	29	44% 47% 8%	2017
Body image	119	45	8	69% 26% 5%	2015
	146	86	13	60% 35% 5%	2016
	224	108	19	64% 31% 5%	2017
Nutrition - breakfast	145	14	14	84% 8% 8%	2015
	198	15	34	80% 6% 14%	2016
	315	19	22	88% 5% 6%	2017
Sleep	116	16	34	70% 10% 20%	2015
	159	52	33	65% 21% 14%	2016
	237	61	54	67% 17% 15%	2017
Music and arts	67	30	73	39% 18% 43%	2015
	98	53	96	40% 21% 39%	2016
	185	65	106	52% 18% 30%	2017
Sports	138	7	25	81% 4% 15%	2015
	142	40	65	57% 16% 26%	2016
	221	73	60	62% 21% 17%	2017
Organised activities	149	7	14	88% 4% 8%	2015
	195	27	25	79% 11% 10%	2016
	313	28	15	88% 8% 4%	2017

This information allows you to compare the strengths and challenges among Your School students and consider to what extent these may have changed overtime.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

Wellbeing and engagement results for Your School Group over time

The figure below shows the wellbeing results for Your School Group over time.

The figure shows whether, over time, the number and proportion of students in Your School Group
 who reported low, medium and high levels of wellbeing has changed or remained similar.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing

Emotional wellbeing						**Year**
Happiness	393	157	96	61%	24%	15%	2016
	905	341	174	64%	24%	12%	2017
Optimism	206	262	179	32%	40%	28%	2016
	968	300	161	68%	21%	11%	2017
Satisfaction with life	192	95	45	58%	29%	14%	2015
	351	157	133	55%	24%	21%	2016
	868	348	210	61%	24%	15%	2017
Emotion regulation	220	301	126	34%	47%	19%	2016
	593	596	235	42%	42%	17%	2017
Sadness	171	130	31	52%	39%	9%	2015
	412	158	78	64%	24%	12%	2016
	941	326	160	66%	23%	11%	2017
Worries	120	105	104	36%	32%	32%	2015
	309	175	163	48%	27%	25%	2016
	759	373	294	53%	26%	21%	2017

Engagement with school						**Year**
Important adult at school	149	177	6	45%	53%	2%	2015
	376	263	10	58%	41%	2%	2016
	851	553	33	59%	38%	2%	2017
Connectedness to school	211	98	20	64%	30%	6%	2015
	376	201	67	58%	31%	10%	2016
	942	337	140	66%	24%	10%	2017
Emotional engagement with teachers	450	166	28	70%	26%	4%	2016
	1094	282	39	77%	20%	3%	2017
School climate	197	96	39	59%	29%	12%	2015
	292	212	139	45%	33%	22%	2016
	803	412	209	56%	29%	15%	2017
School belonging	189	88	53	57%	27%	16%	2015
	346	152	141	54%	24%	22%	2016
	869	302	236	62%	21%	17%	2017
Peer belonging	227	72	33	68%	22%	10%	2015
	418	128	98	65%	20%	15%	2016
	985	252	183	69%	18%	13%	2017
Friendship intimacy	256	49	27	77%	15%	8%	2015
	467	106	71	73%	16%	11%	2016
	1105	180	136	78%	13%	10%	2017
Physical bullying	186	127	18	56%	38%	5%	2015
	379	230	33	59%	36%	5%	2016
	808	530	80	57%	37%	6%	2017
Verbal bullying	137	144	50	41%	44%	15%	2015
	264	293	84	41%	46%	13%	2016
	605	637	174	43%	45%	12%	2017
Social bullying	149	140	40	45%	43%	12%	2015
	297	268	77	46%	42%	12%	2016

							Year
Social bullying	643	614	156	46%	43%	11%	2017
Cyberbullying	272	49	10	82%	15%	3%	2015
	503	111	26	79%	17%	4%	2016
	1168	180	57	83%	13%	4%	2017

Learning readiness

							Year
Perseverance	309	185	152	48%	29%	24%	2016
	717	465	231	51%	33%	16%	2017
Cognitive engagement	378	208	56	59%	32%	9%	2016
	954	381	83	67%	27%	6%	2017
Academic self concept	262	57	13	79%	17%	4%	2015
	453	131	58	71%	20%	9%	2016
	1110	218	93	78%	15%	7%	2017

Health and wellbeing out of school

							Year
Overall health	124	166	32	39%	52%	10%	2015
	252	284	106	39%	44%	17%	2016
	638	611	165	45%	43%	12%	2017
Body image	216	100	15	65%	30%	5%	2015
	384	217	38	60%	34%	6%	2016
	889	417	96	63%	30%	7%	2017
Nutrition - breakfast	273	28	31	82%	8%	9%	2015
	516	40	83	81%	6%	13%	2016
	1224	65	130	86%	5%	9%	2017
Sleep	222	35	64	69%	11%	20%	2015
	395	124	111	63%	20%	18%	2016
	944	228	223	68%	16%	16%	2017
Music and arts	135	56	138	41%	17%	42%	2015
	271	145	221	43%	23%	35%	2016
	774	288	345	55%	20%	25%	2017
Sports	258	21	50	78%	6%	15%	2015
	380	108	150	60%	17%	24%	2016
	859	265	277	61%	19%	20%	2017
Organised activities	282	17	30	86%	5%	9%	2015
	518	65	56	81%	10%	9%	2016
	1231	108	74	87%	8%	5%	2017

This information allows you to compare the strengths and challenges among Your School students and consider to what extent these may have changed overtime.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

Part 3: Wellbeing and engagement results for Your School, 2017, separate year levels

This section of the report builds on the overview for the whole cohort provided in Part 1, providing the wellbeing results for students in each year level for Your School.

This may help users of this report to consider or discuss the results for each separate year level cohort.

As with previous sections of this report, the following series of figures show the 2017 wellbeing results for Your School students.

The figures show, on a single page, the number and proportion of students in each year level cohort who reported low, medium and high levels of wellbeing across a range of indicators.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing

This information allows you to compare the strengths and challenges for a year level cohort and to consider how wellbeing and engagement issues may be related or connected.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

Please note that the data is not reported for very small groups of students to protect their confidentiality. Where a year level is too small to be reported, the year level is not included in this section of the report.

Wellbeing and engagement: Your School, Year 4

The figure below shows the 2017 wellbeing results for Your School year 4 students. It allows you to see the number and proportion of students in each year level cohort who reported low, medium and high levels of wellbeing across a range of indicators.

Emotional wellbeing								Year
Happiness	25	12	6	58%		28%	14%	2017
Optimism	27	12	4	63%		28%	9%	2017
Satisfaction with life	27	11	5	63%		26%	12%	2017
Emotion regulation	16	18	8	38%	43%		19%	2017
Sadness	29	9	5	67%		21%	12%	2017
Worries	20	16	7	47%	37%		16%	2017

Engagement with school								Year
Important adult at school	32	9	2	74%		21%	5%	2017
Connectedness to school	31	10	2	72%		23%	5%	2017
Emotional engagement with teachers	31	9	2	74%		21%	5%	2017
School climate	24	12	7	56%		28%	16%	2017
School belonging	23	9	10	55%	21%		24%	2017
Peer belonging	28	10	5	65%		23%	12%	2017
Friendship intimacy	34	6	3	79%		14%	7%	2017
Physical bullying	19	20	3	45%	48%		7%	2017
Verbal bullying	15	22	5	36%	52%		12%	2017
Social bullying	11	28	3	26%	67%		7%	2017
Cyberbullying	33	5	4	79%		12%	10%	2017

Learning readiness								Year
Perseverance	22	14	6	52%		33%	14%	2017
Cognitive engagement	28	12	3	65%		28%	7%	2017
Academic self concept	26	13	3	62%		31%	7%	2017

Health and wellbeing out of school								Year
Overall health	20	20	3	47%	47%		7%	2017
Body image	22	13	8	51%		30%	19%	2017
Nutrition - breakfast	41	2		95%			5%	2017
Sleep	23	9	11	53%	21%		26%	2017
Music and arts	33	5	4	79%		12%	10%	2017
Sports	27	13	2	64%		31%	5%	2017
Organised activities	40	2		95%			5%	2017

Wellbeing and engagement: Your School, Year 5

The figure below shows the 2017 wellbeing results for Your School year 5 students. It allows you to see the number and proportion of students in each year level cohort who reported low, medium and high levels of wellbeing across a range of indicators.

Emotional wellbeing

					Year
Happiness	24	10	3	65% / 27% / 8%	2017
Optimism	26	8	3	70% / 22% / 8%	2017
Satisfaction with life	19	14	4	51% / 38% / 11%	2017
Emotion regulation	15	16	4	43% / 46% / 11%	2017
Sadness	23	11	3	62% / 30% / 8%	2017
Worries	18	15	4	49% / 41% / 11%	2017

Engagement with school

					Year
Important adult at school	18	17	2	49% / 46% / 5%	2017
Connectedness to school	20	17		54% / 46%	2017
Emotional engagement with teachers	25	11		69% / 31%	2017
School climate	25	7	4	69% / 19% / 11%	2017
School belonging	18	11	6	51% / 31% / 17%	2017
Peer belonging	29	5	3	78% / 14% / 8%	2017
Friendship intimacy	24	9	4	65% / 24% / 11%	2017
Physical bullying	19	16	2	51% / 43% / 5%	2017
Verbal bullying	14	20	3	38% / 54% / 8%	2017
Social bullying	17	17	3	46% / 46% / 8%	2017
Cyberbullying	28	6	3	76% / 16% / 8%	2017

Learning readiness

					Year
Perseverance	16	15	6	43% / 41% / 16%	2017
Cognitive engagement	24	11	2	65% / 30% / 5%	2017
Academic self concept	28	7	1	78% / 19% / 3%	2017

Health and wellbeing out of school

					Year
Overall health	16	18	3	43% / 49% / 8%	2017
Body image	23	12	2	62% / 32% / 5%	2017
Nutrition - breakfast	34	2	1	92% / 5% / 3%	2017
Sleep	25	6	6	68% / 16% / 16%	2017
Music and arts	30	4	3	81% / 11% / 8%	2017
Sports	20	4	13	54% / 11% / 35%	2017
Organised activities	34	2	1	92% / 5% / 3%	2017

Wellbeing and engagement: Your School, Year 6

The figure below shows the 2017 wellbeing results for Your School year 6 students. It allows you to see the number and proportion of students in each year level cohort who reported low, medium and high levels of wellbeing across a range of indicators.

Emotional wellbeing

Indicator				Proportion			Year
Happiness	113	36	19	67%	21%	11%	2017
Optimism	124	33	12	73%	20%	7%	2017
Satisfaction with life	112	36	21	66%	21%	12%	2017
Emotion regulation	77	65	27	46%	38%	16%	2017
Sadness	115	33	21	68%	20%	12%	2017
Worries	103	39	27	61%	23%	16%	2017

Engagement with school

Indicator				Proportion			Year
Important adult at school	115	53	1	68%	31%	1%	2017
Connectedness to school	119	39	10	71%	23%	6%	2017
Emotional engagement with teachers	136	31		81%	19%		2017
School climate	105	44	18	63%	26%	11%	2017
School belonging	107	36	21	65%	22%	13%	2017
Peer belonging	123	24	19	74%	14%	11%	2017
Friendship intimacy	140	18	9	84%	11%	5%	2017
Physical bullying	96	63	7	58%	38%	4%	2017
Verbal bullying	80	67	18	48%	41%	11%	2017
Social bullying	82	66	17	50%	40%	10%	2017
Cyberbullying	139	24	3	84%	14%	2%	2017

Learning readiness

Indicator				Proportion			Year
Perseverance	98	43	26	59%	26%	16%	2017
Cognitive engagement	118	39	9	71%	23%	5%	2017
Academic self concept	138	19	10	83%	11%	6%	2017

Health and wellbeing out of school

Indicator				Proportion			Year
Overall health	77	76	13	46%	46%	8%	2017
Body image	112	45	4	70%	28%	2%	2017
Nutrition - breakfast	144	8	13	87%	5%	8%	2017
Sleep	117	23	22	72%	14%	14%	2017
Music and arts	79	35	52	48%	21%	31%	2017
Sports	101	36	27	62%	22%	16%	2017
Organised activities	144	14	8	87%	8%	5%	2017

Wellbeing and engagement: Your School, Year 7

The figure below shows the 2017 wellbeing results for Your School year 7 students. It allows you to see the number and proportion of students in each year level cohort who reported low, medium and high levels of wellbeing across a range of indicators.

Emotional wellbeing							Year
Happiness	70	30	11	63%	27%	10%	2017
Optimism	78	23	10	70%	21%	9%	2017
Satisfaction with life	69	31	11	62%	28%	10%	2017
Emotion regulation	37	55	19	33%	50%	17%	2017
Sadness	79	23	8	72%	21%	7%	2017
Worries	63	30	18	57%	27%	16%	2017
Engagement with school							Year
Important adult at school	73	38		66%	34%		2017
Connectedness to school	81	24	6	73%	22%	5%	2017
Emotional engagement with teachers	90	21		81%	19%		2017
School climate	60	41	10	54%	37%	9%	2017
School belonging	76	21	14	68%	19%	13%	2017
Peer belonging	92	12	7	83%	11%	6%	2017
Friendship intimacy	88	15	8	79%	14%	7%	2017
Physical bullying	69	40	2	62%	36%	2%	2017
Verbal bullying	48	54	9	43%	49%	8%	2017
Social bullying	60	43	8	54%	39%	7%	2017
Cyberbullying	98	11	2	88%	10%	2%	2017
Learning readiness							Year
Perseverance	57	33	20	52%	30%	18%	2017
Cognitive engagement	68	37	6	61%	33%	5%	2017
Academic self concept	92	16	3	83%	14%	3%	2017
Health and wellbeing out of school							Year
Overall health	45	55	10	41%	50%	9%	2017
Body image	67	38	5	61%	35%	5%	2017
Nutrition - breakfast	96	7	8	86%	6%	7%	2017
Sleep	72	23	15	65%	21%	14%	2017
Music and arts	43	21	47	39%	19%	42%	2017
Sports	73	20	18	66%	18%	16%	2017
Organised activities	95	10	6	86%	9%	5%	2017

Part 4: Wellbeing and engagement results: digging deeper

The section of the report provides a more detailed breakdown of the following topics:

1. Bullying
2. Emotional wellbeing for boys and girls
3. After school activities

These topics are included to help provide additional detail about the nature of young people's wellbeing and engagement. It is intended that new topics will be added when new research and analysis is completed.
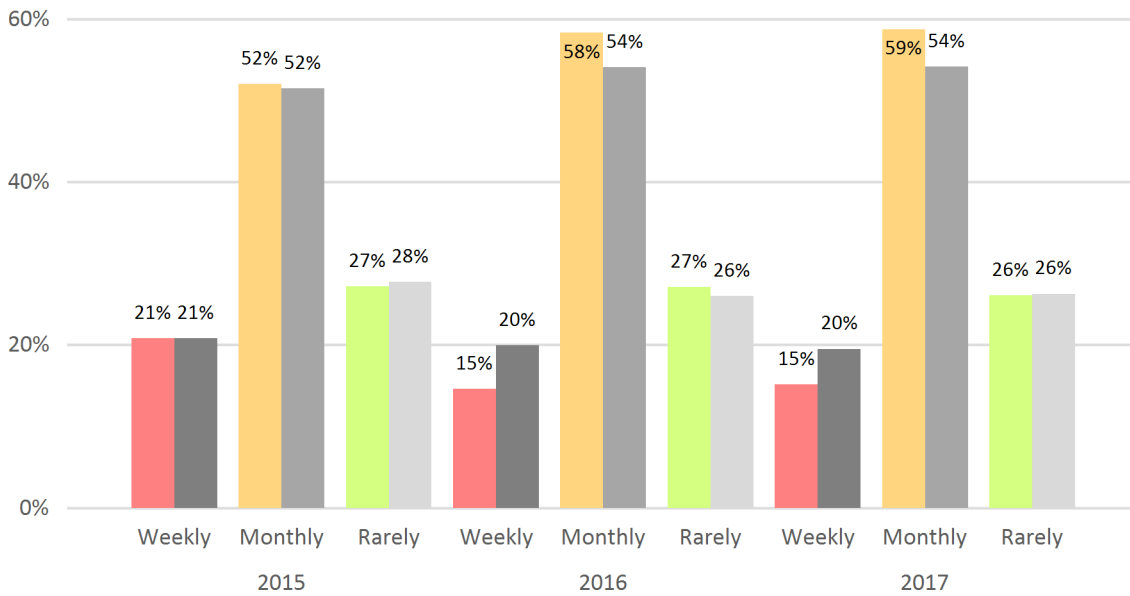
1. Your School bullying

Frequency of reported bullying across Your School students over time

The figure and the table below show the number and proportion of students according to how frequently they were bullied (every week, every month or very rarely).

The results for Your School students are shown alongside those for Your School Group over time.

The results allow you to consider whether the rates of bullying are higher or lower than other groups of students, whether the situation is changing over time and the number of students this represents.

Proportion of students reporting weekly, monthly and rarely bullying, over time

Number of students reporting weekly, monthly and rarely bullying, over time

| Number of Students	Your School			Your School Group		
Year	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely
2015	36	90	47	69	171	92
2016	36	144	67	128	347	167
2017	54	209	93	277	769	373

Frequency of different types of bullying reported across Your School students, over time

The Wellbeing and Engagement Collection survey asks questions about how frequently young people experienced: cyberbullying, physical bullying, social bullying and verbal bullying.

The figure and the table below show the number and proportion of students who experienced each of the four types of bullying. Refer to the "Definitions of key terms used in this report" starting on page 3 for details regarding bullying defintions and questions asked.

Note that the number of students experiencing each type of bullying can be compared with the overall bullying results on the previous page to get a sense of whether the same students are being bullied in multiple ways.

Proportion of students who reported bullying by type and year
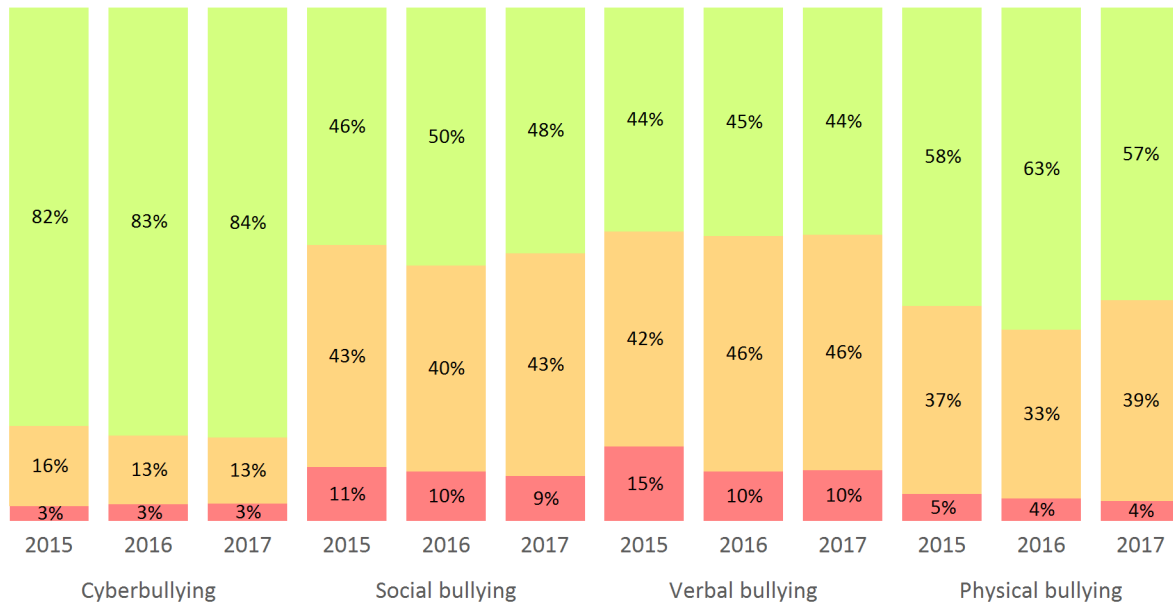
Number of students who reported bullying by type and year

| Year	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
2015	100	63	9	75	72	25	79	74	18	141	27	5
2016	155	81	11	110	113	24	124	99	24	205	33	8
2017	203	139	14	157	163	35	170	154	31	298	46	12

Frequency of 2017 reported bullying across Your School students, for each year level

The graphs and tables that follow, repeat the format for the previous pages, but provide a break down of reported bullying for each year level for Your School in 2017.

First, the overall experience of bullying is shown in terms of the proportion and number of students reporting weekly, monthly and rare bullying.

The following page then breaks these results down into the four types of bullying reported by students.
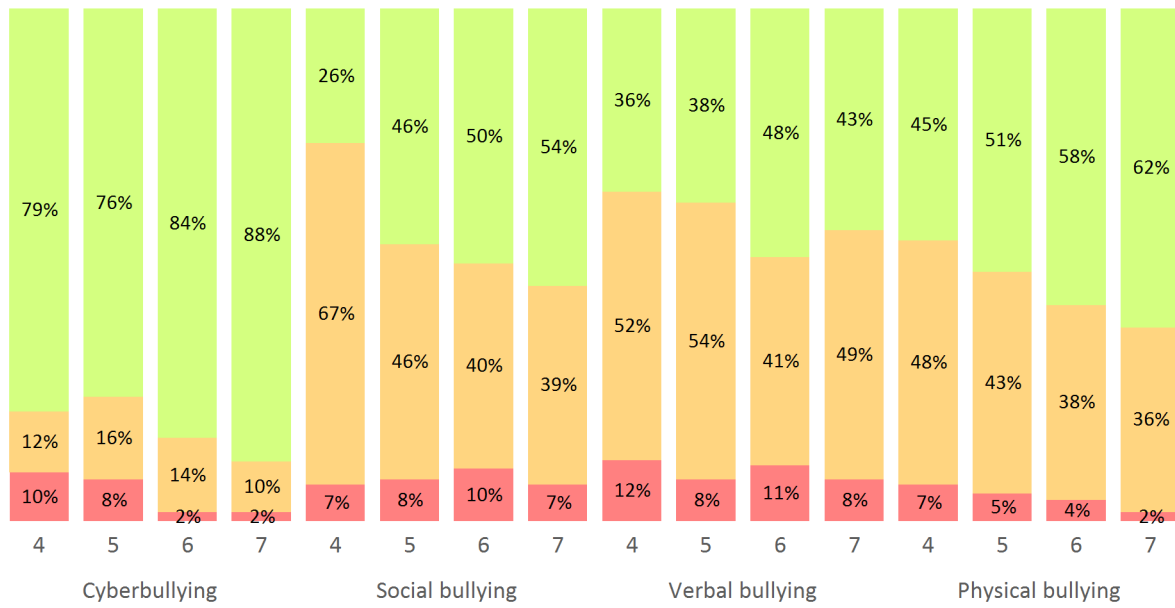
Proportion of students in 2017 reporting being bullied weekly, monthly and rarely, for each year level
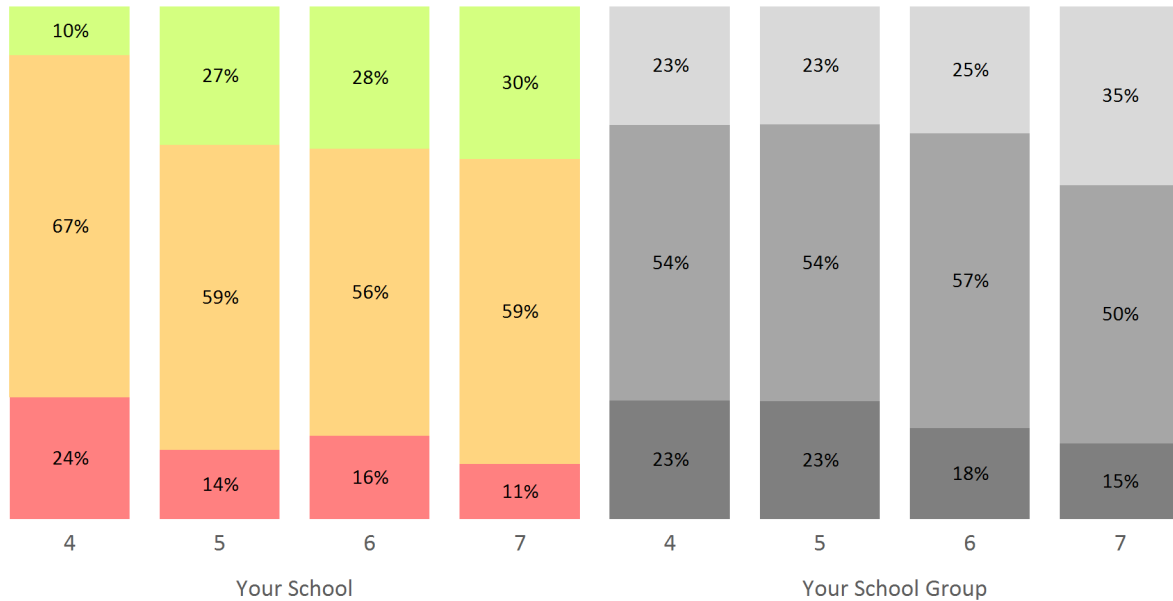
Number of students in 2017 reporting being bullied weekly, monthly and rarely, for each year level

Year Level	Your School			Your School Group		
	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely
4	10	28	4	82	190	82
5	5	22	10	69	162	69
6	27	93	46	79	255	110
7	12	66	33	47	161	111

Proportion of students in 2017 who reported being bullied by type and year level

Number of students in 2017 who reporting being bullied by type and year level

Year Level	Cyberbullying			Social bullying			Verbal bullying			Physical bullying		
	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely
4	4	5	33	3	28	11	5	22	15	3	20	19
5	3	6	28	3	17	17	3	20	14	2	16	19
6	3	24	139	17	66	82	18	67	80	7	63	96
7	2	11	98	8	43	60	9	54	48	2	40	69

Frequency of reported bullying across Your School students and corresponding emotional wellbeing

The following figures and graphs describe how young people's experiences of how frequently they are bullied relates to their emotional wellbeing.

The emotional wellbeing indicators included here are happiness, satisfaction with life, sadness and worries. Refer to the "Definitions of key terms used in this report" starting on page 3 for details regarding defintions and questions asked.

The proportion and then the number of students reporting low, medium and high wellbeing is shown for students based on whether they reported being bullied weekly, monthly or rarely. The same information for Your School Group is provided later in the report to provide a point of comparison.

This information can be used to consider:

- how patterns of wellbeing look different based on how frequently students are bullied (i.e., for those who are bullied, how are they faring as a group?); and

- to what degree students who report low (or high) wellbeing also report being bullied (i.e., for students with low emotional wellbeing, how relevant could bullying be for addressing this?)
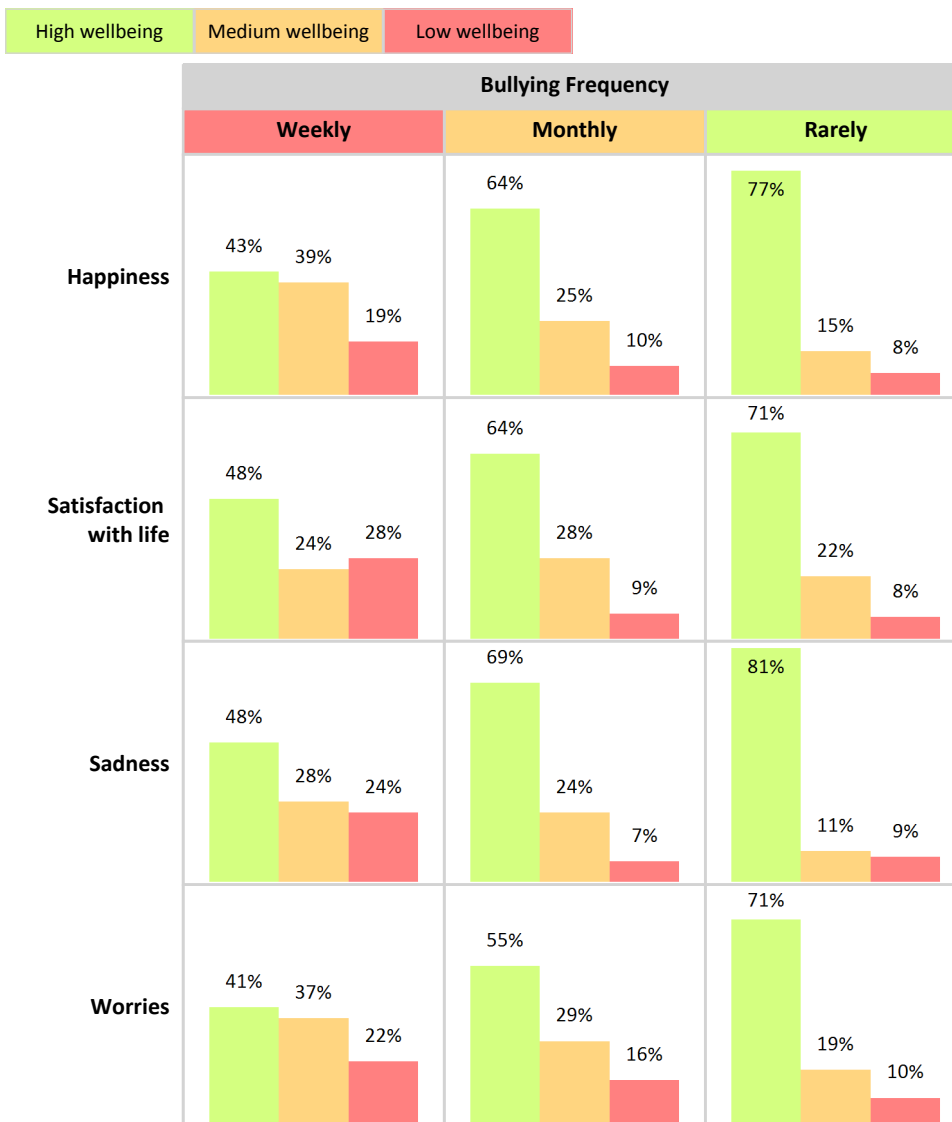
		Bullying Frequency			Total
		Weekly	Monthly	Rarely	
Happiness	High	92	536	288	**916**
	Medium	84	212	56	**352**
	Low	40	84	28	**152**
	Total	**216**	**832**	**372**	**1420**
Satisfaction with life	High	104	532	264	**900**
	Medium	52	232	80	**364**
	Low	60	72	28	**160**
	Total	**216**	**836**	**372**	**1424**
Sadness	High	104	572	300	**976**
	Medium	60	200	40	**300**
	Low	52	60	32	**144**
	Total	**216**	**832**	**372**	**1420**
Worries	High	88	460	264	**812**
	Medium	80	244	72	**396**
	Low	48	132	36	**216**
	Total	**216**	**836**	**372**	**1424**

Frequency of reported bullying across Your School Group students and corresponding emotional wellbeing

The following figures and graphs describe how young people's experiences of how frequently they are bullied relates to their emotional wellbeing.

The proportion and then the number of students reporting low, medium and high wellbeing is shown for students based on whether they reported being bullied weekly, monthly or rarely.

High wellbeing	Medium wellbeing	Low wellbeing

	Bullying Frequency		
	Weekly	**Monthly**	**Rarely**
Happiness	41% / 33% / 26%	64% / 25% / 11%	79% / 16% / 5%
Satisfaction with life	41% / 29% / 30%	62% / 25% / 13%	75% / 19% / 6%
Sadness	45% / 31% / 24%	67% / 24% / 9%	81% / 14% / 5%
Worries	36% / 30% / 34%	52% / 28% / 20%	68% / 20% / 11%

		Bullying Frequency			
		Weekly	Monthly	Rarely	Total
Happiness	High	452	1960	1164	**3576**
	Medium	360	756	232	**1348**
	Low	280	328	80	**688**
	Total	**1092**	**3044**	**1476**	**5612**
Satisfaction with life	High	444	1884	1108	**3436**
	Medium	320	776	280	**1376**
	Low	332	400	96	**828**
	Total	**1096**	**3060**	**1484**	**5640**
Sadness	High	488	2052	1196	**3736**
	Medium	340	740	212	**1292**
	Low	268	280	76	**624**
	Total	**1096**	**3072**	**1484**	**5652**
Worries	High	396	1604	1016	**3016**
	Medium	324	852	304	**1480**
	Low	376	612	164	**1152**
	Total	**1096**	**3068**	**1484**	**5648**

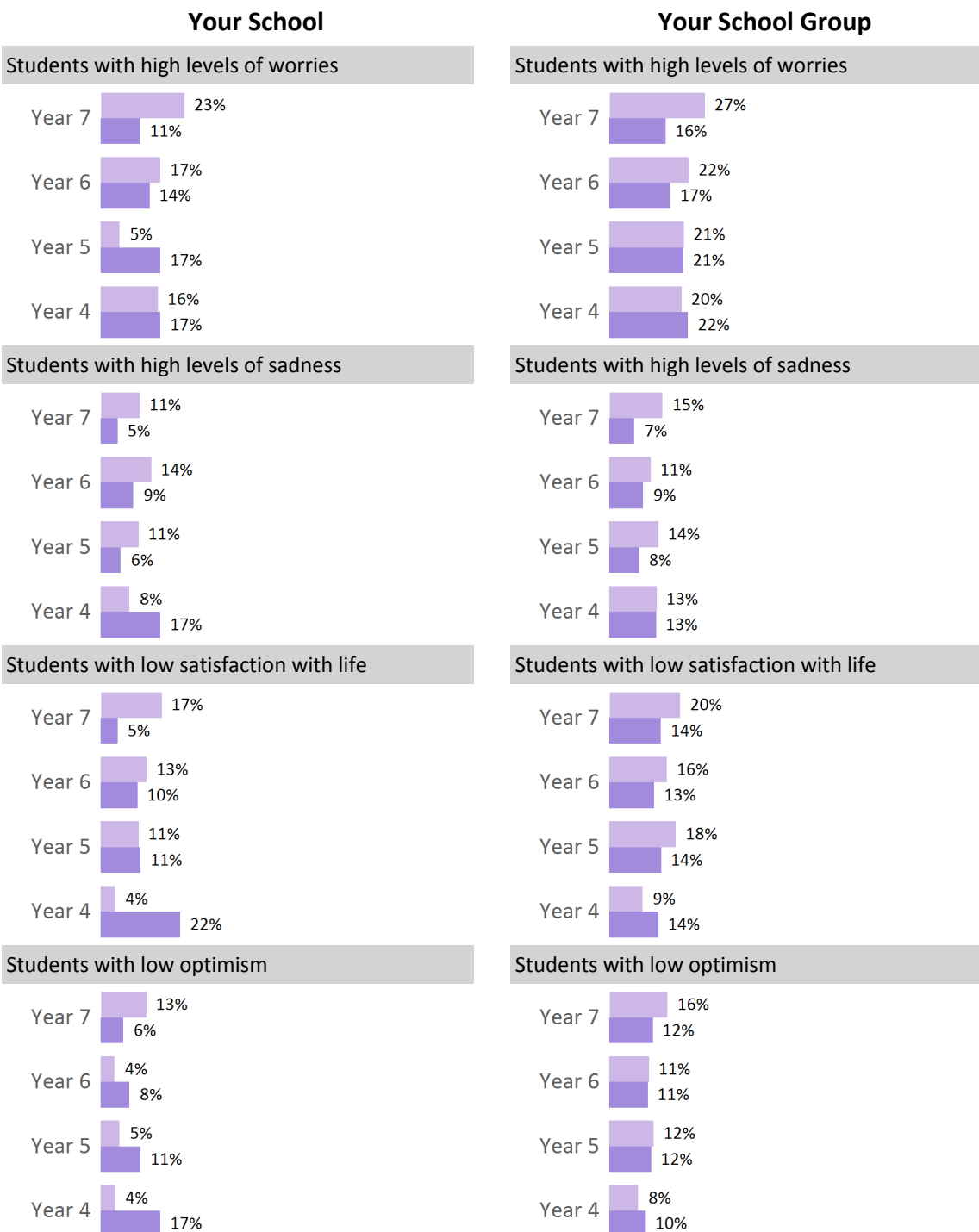## 2. Your School emotional wellbeing for boys and girls

Analysis of the 2016 Wellbeing and Engagement Collection data for South Australia showed that a greater number of girls than reported low emotional wellbeing and that this gap increased over the transition into secondary school.

The figures and tables below allow you to consider whether this trend is apparent for Your School students. The number and proportion of boys and girls reporting low wellbeing is shown below for Your School in 2017 and for Your School Group.

Girls	Boys

Please note that to protect the confidentiality of students, the results for students whose gender was not recorded or is not identified are not shown in this section of the report.

Proportion of students reporting low emotional wellbeing by gender and year level

Your School

Students with high levels of worries

Year 7	23% / 11%
Year 6	17% / 14%
Year 5	5% / 17%
Year 4	16% / 17%

Students with high levels of sadness

Year 7	11% / 5%
Year 6	14% / 9%
Year 5	11% / 6%
Year 4	8% / 17%

Students with low satisfaction with life

Year 7	17% / 5%
Year 6	13% / 10%
Year 5	11% / 11%
Year 4	4% / 22%

Students with low optimism

Year 7	13% / 6%
Year 6	4% / 8%
Year 5	5% / 11%
Year 4	4% / 17%

Your School Group

Students with high levels of worries

Year 7	27% / 16%
Year 6	22% / 17%
Year 5	21% / 21%
Year 4	20% / 22%

Students with high levels of sadness

Year 7	15% / 7%
Year 6	11% / 9%
Year 5	14% / 8%
Year 4	13% / 13%

Students with low satisfaction with life

Year 7	20% / 14%
Year 6	16% / 13%
Year 5	18% / 14%
Year 4	9% / 14%

Students with low optimism

Year 7	16% / 12%
Year 6	11% / 11%
Year 5	12% / 12%
Year 4	8% / 10%

Number of students reporting low emotional wellbeing by gender and year level

		Your School		Your School Group	
		Girls	Boys	Girls	Boys
Students with high levels of worries	Year 7	11	7	38	27
	Year 6	13	12	48	38
	Year 5	1	3	30	30
	Year 4	4	3	35	37
Students with high levels of sadness	Year 7	5	3	21	12
	Year 6	11	8	25	21
	Year 5	2	1	20	12
	Year 4	2	3	23	22
Students with low satisfaction with life	Year 7	8	3	28	25
	Year 6	10	9	35	28
	Year 5	2	2	27	21
	Year 4	1	4	16	23
Students with low optimism	Year 7	6	4	23	21
	Year 6	3	7	24	24
	Year 5	1	2	18	17
	Year 4	1	3	14	17

3. Your School after school activities

The tables below show the 2017 after school activities results for Your School.

The tables show you the number and proportion of students participating in different activities after school or reporting different barriers to participation.

Comparison data for Your School Group is provided on the following pages.

Your School - After School Activities - Days per week

	0	1-2	3-4	5+
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]	66	139	107	48
b) …go to an after school care program (in my school or someplace else)? [DAYS]	251	63	30	16
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	82	101	93	84
d) … watch TV (including watching videos or DVDs)? [DAYS]	22	68	111	159
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	110	109	59	82
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	111	69	66	114
g) …read for fun? [DAYS]	60	101	88	111
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	25	105	102	128
i) …music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	200	98	30	32
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	161	115	50	34
k) …hang out with friends? [DAYS]	69	135	58	98
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	302	43	8	7

Your School - After School Activities - Time spent per day

	<30 min	30min-1hr	1-2 hrs	2+ hrs	N/S*
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	2	41	75	51	125
b) …go to an after school care program (in my school or someplace else)? [TIME]	2	9	19	24	55
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	22	56	34	31	135
d) … watch TV (including watching videos or DVDs)? [TIME]	22	54	53	59	150
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	30	39	25	44	112
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	50	38	21	33	107
g) …read for fun? [TIME]	48	88	20	21	123
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	96	62	19	7	151
i) …music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	27	44	6	9	74
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	39	38	17	14	91
k) …hang out with friends? [TIME]	6	32	36	73	144
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	1	3	10	9	35

Your School - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	28	332
I don't know what is available.	22	338
I have to go straight home after school	118	242
I have too much homework to do.	72	288
I need to take care of brothers or sisters or do other things at home.	36	324
I'm too busy	98	262
It costs too much.	45	315
It is too difficult to get there.	38	322
It's not safe for me to go.	17	343
My parents do not approve.	28	332
None of my friends are interested or want to go.	31	329
The activity that I want is not offered.	46	314
The schedule does not fit the times that I can attend.	80	280

N/S* = Not Stated. Time spent per day was not reported while Days spent was reported.

Your School - After School Activities - Days per week

	0	1-2	3-4	5+
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]	18%	39%	30%	13%
b) …go to an after school care program (in my school or someplace else)? [DAYS]	70%	18%	8%	4%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	23%	28%	26%	23%
d) … watch TV (including watching videos or DVDs)? [DAYS]	6%	19%	31%	44%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	31%	30%	16%	23%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	31%	19%	18%	32%
g) …read for fun? [DAYS]	17%	28%	24%	31%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	7%	29%	28%	36%
i) …music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	56%	27%	8%	9%
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	45%	32%	14%	9%
k)…hang out with friends? [DAYS]	19%	38%	16%	27%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	84%	12%	2%	2%

Your School - After School Activities - Time spent per day

	<30 min	30min-1hr	1-2 hrs	2+ hrs	N/S*
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	1%	14%	26%	17%	43%
b) …go to an after school care program (in my school or someplace else)? [TIME]	2%	8%	17%	22%	50%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	8%	20%	12%	11%	49%
d) … watch TV (including watching videos or DVDs)? [TIME]	7%	16%	16%	17%	44%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	12%	16%	10%	18%	45%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	20%	15%	8%	13%	43%
g) …read for fun? [TIME]	16%	29%	7%	7%	41%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	29%	19%	6%	2%	45%
i) …music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	17%	28%	4%	6%	46%
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	20%	19%	9%	7%	46%
k)…hang out with friends? [TIME]	2%	11%	12%	25%	49%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	2%	5%	17%	16%	60%

Your School - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	8%	92%
I don't know what is available.	6%	94%
I have to go straight home after school	33%	67%
I have too much homework to do.	20%	80%
I need to take care of brothers or sisters or do other things at home.	10%	90%
I'm too busy	27%	73%
It costs too much.	13%	88%
It is too difficult to get there.	11%	89%
It's not safe for me to go.	5%	95%
My parents do not approve.	8%	92%
None of my friends are interested or want to go.	9%	91%
The activity that I want is not offered.	13%	87%
The schedule does not fit the times that I can attend.	22%	78%

N/S* = Not Stated. Time spent per day was not reported while Days spent was reported.

4. Your School Group after school activities

	0	1-2	3-4	5+
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]	313	557	358	209
b) …go to an after school care program (in my school or someplace else)? [DAYS]	1032	232	101	72
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	290	373	332	442
d) … watch TV (including watching videos or DVDs)? [DAYS]	102	296	378	661
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	444	429	245	319
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	546	261	226	404
g) …read for fun? [DAYS]	263	339	336	499
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	154	417	380	486
i) …music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	821	349	119	148
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	545	548	199	145
k) …hang out with friends? [DAYS]	320	537	219	361
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	1181	189	36	31

Your School Group - After School Activities - Time spent per day

	<30 min	30min-1hr	1-2 hrs	2+ hrs	N/S*
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	12	157	259	183	514
b) …go to an after school care program (in my school or someplace else)? [TIME]	10	36	59	86	214
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	106	205	127	100	610
d) … watch TV (including watching videos or DVDs)? [TIME]	97	218	178	184	658
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	106	140	105	137	505
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	168	109	66	102	446
g) …read for fun? [TIME]	184	290	87	89	525
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	355	223	63	31	612
i) …music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	95	167	42	31	281
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	151	160	87	52	442
k) …hang out with friends? [TIME]	33	104	144	240	596
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	14	19	42	36	145

Your School Group - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	151	1286
I don't know what is available.	158	1279
I have to go straight home after school	530	907
I have too much homework to do.	297	1140
I need to take care of brothers or sisters or do other things at home.	178	1259
I'm too busy	383	1054
It costs too much.	205	1232
It is too difficult to get there.	119	1318
It's not safe for me to go.	66	1371
My parents do not approve.	157	1280
None of my friends are interested or want to go.	146	1291
The activity that I want is not offered.	184	1253
The schedule does not fit the times that I can attend.	323	1114

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Your School Group - After School Activities - Days per week

	0	1-2	3-4	5+
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]	22%	39%	25%	15%
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	72%	16%	7%	5%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	20%	26%	23%	31%
d) ... watch TV (including watching videos or DVDs)? [DAYS]	7%	21%	26%	46%
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	31%	30%	17%	22%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	38%	18%	16%	28%
g) ...read for fun? [DAYS]	18%	24%	23%	35%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	11%	29%	26%	34%
i) ...music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	57%	24%	8%	10%
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	38%	38%	14%	10%
k)...hang out with friends? [DAYS]	22%	37%	15%	25%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	82%	13%	3%	2%

Your School Group - After School Activities - Time spent per day

	<30 min	30min-1hr	1-2 hrs	2+ hrs	N/S*
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	1%	14%	23%	16%	46%
b) ...go to an after school care program (in my school or someplace else)? [TIME]	2%	9%	15%	21%	53%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	9%	18%	11%	9%	53%
d) ... watch TV (including watching videos or DVDs)? [TIME]	7%	16%	13%	14%	49%
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	11%	14%	11%	14%	51%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	19%	12%	7%	11%	50%
g) ...read for fun? [TIME]	16%	25%	7%	8%	45%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	28%	17%	5%	2%	48%
i) ...music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	15%	27%	7%	5%	46%
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	17%	18%	10%	6%	50%
k)...hang out with friends? [TIME]	3%	9%	13%	21%	53%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	5%	7%	16%	14%	57%

Your School Group - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	11%	89%
I don't know what is available.	11%	89%
I have to go straight home after school	37%	63%
I have too much homework to do.	21%	79%
I need to take care of brothers or sisters or do other things at home.	12%	88%
I'm too busy	27%	73%
It costs too much.	14%	86%
It is too difficult to get there.	8%	92%
It's not safe for me to go.	5%	95%
My parents do not approve.	11%	89%
None of my friends are interested or want to go.	10%	90%
The activity that I want is not offered.	13%	87%
The schedule does not fit the times that I can attend.	22%	78%

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