



# WELLBEING & ENGAGEMENT COLLECTION

Measure | Analyse | Act

**All survey students**

**Survey Year: 2018**

## Document Control

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**Government  
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# **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 2018, showing the results for All survey students alongside . 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:

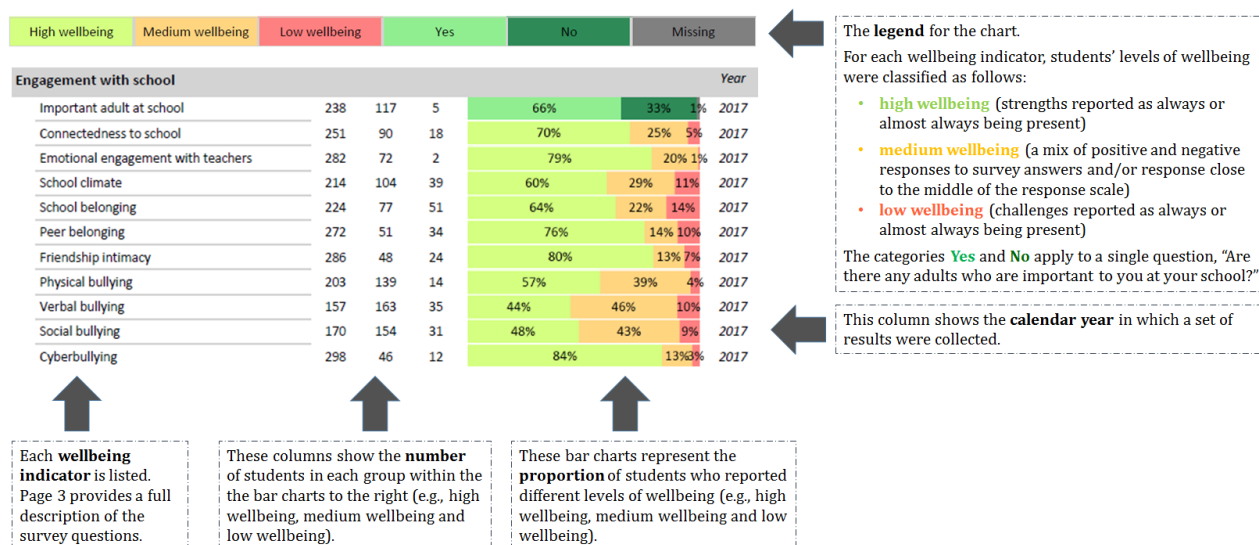
- help engage school staff, students and/or the broader school community in conversations about young people's wellbeing and engagement
- incorporate what is learnt, where necessary, into school, partnership or State-wide planning.

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).

The figure below shows an example of how the wellbeing and engagement survey results for all survey students are summarised throughout this report. Notes have been added to the figures to explain the different components of these charts and tables.



## Structure of this report

### Part 1: Wellbeing and engagement results for All survey students, 2018

This section of the report sets out the wellbeing results from 2018 for all survey students, 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 All survey students, time series

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

### Part 3: Wellbeing and engagement results for All survey students, 2018, year level

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2018 for each separate year level group for all survey students. 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 unhappy 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, shoved, or kicked you, spat at you, beat you up, or damaged or took things without your permission.
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 believe more good things than bad things will happen to me.
		I have more good times than bad times.
		I start most days thinking I will have a good day.
	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.
	Emotion regulation	The things in my life are excellent.
		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.
	Sadness	When I'm worried about something, I make myself think about it in a different way that helps me feel better.
		I feel that I do things wrong a lot.
Engagement with school	Important adult at school	I feel unhappy a lot of the time.
		I feel upset about things.
		I worry a lot about mistakes that I make.
		I worry a lot about things at home.
	Connectedness to school	I worry a lot about things at school.
		I worry about things.
		Are there any adults who are important to you at your school?
		At my school, there is a teacher or another adult who believes that I will be a success.
	Emotional engagement with teachers	At my school, there is a teacher or another adult who listens to me when I have something to say.
		At my school, there is a teacher or another adult who really cares about me.
		I get along well with most of my teachers.
		If I need extra help, I will receive it from my teachers.
	School climate	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.
		People care about each other in this school.
	School belonging	Students in this school help each other, even if they are not friends.
		Teachers and students treat each other with respect in this school.
		I feel like I am important to this school.
		I feel like I belong in this school.
Learning readiness	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.
		I have a friend I can tell everything to.
	Friendship intimacy	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 (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, embarrassed, threatened you, or made you do things you didn't want to do).
	Physical bullying	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, embarrass you, or to hurt your feelings).
		I am a hard worker.
		I finish whatever I begin.
	Cognitive engagement	I keep at my schoolwork until I am done with it.
		Once I make a plan to get something done, I stick to it.
		I am excited to come up with new things.
		I take a lot of care with what I do.
Health and wellbeing out of school	Academic self concept	I work hard on learning.
		No matter who you are, you can change your intelligence.
		When I find something hard I try another way.
		Even if the work in school is hard, I can learn it.
	Overall health	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.
		In general, how would you describe your health?
		How do you rate your body weight?
	Body image	How often do you eat breakfast?
		How often do you get a good night's sleep?
		i) ...do 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]
	Nutrition - breakfast	a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]
		a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]
		i) ...do 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]
	Sleep	l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]

## Part 1: Wellbeing and engagement: All survey students

### Wellbeing and engagement participation for All survey students

All survey students has participated in 4 Survey Collections in 2015; 2016; 2017; 2018.

The table below shows how many students participated in the Wellbeing and Engagement Collection survey out of all students enrolled in the relevant year levels (Term 3 enrolment census). The table also allows you to see whether participation in the survey has increased, decreased or remained stable over time. This information allows you to consider how well the survey results may represent the views of students over time.

		All survey students			Notes
Year	Year Level	Number of Valid Survey Responses	Number of Enrolments	% Participation	
2015	4	21	0	0.00 %	
	5	905	0	0.00 %	
	6	8,707	0	0.00 %	
	7	8,407	0	0.00 %	
	8	7,744	0	0.00 %	
	9	6,156	0	0.00 %	
	Unknown	20	0	0.00 %	
	<b>Total</b>	<b>31,960</b>			
2016	5	22	0	0.00 %	
	6	10,976	0	0.00 %	
	7	11,371	0	0.00 %	
	8	10,664	0	0.00 %	
	9	10,040	0	0.00 %	
	10	104	0	0.00 %	
	Unknown	29	0	0.00 %	
	<b>Total</b>	<b>43,206</b>			
2017	4	10,174	0	0.00 %	
	5	10,454	0	0.00 %	
	6	11,929	0	0.00 %	
	7	11,299	0	0.00 %	
	8	10,631	0	0.00 %	
	9	9,063	0	0.00 %	
	10	45	0	0.00 %	
	11	39	0	0.00 %	
	12	34	0	0.00 %	
	Unknown	258	0	0.00 %	
	<b>Total</b>	<b>63,926</b>			
2018	4	12,284	0	0.00 %	
	5	12,917	0	0.00 %	
	6	12,874	0	0.00 %	
	7	12,407	0	0.00 %	
	8	11,440	0	0.00 %	
	9	10,744	0	0.00 %	
	10	2,396	0	0.00 %	

2018	Unknown	96	0	0.00 %	Year level data not shown due to unknown student year level
	<b>Total</b>	<b>75,158</b>			

## Wellbeing and engagement results for All survey students

The figure below shows the 2018 wellbeing results for all survey students.

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

This information allows you to compare the size of strengths and challenges among all survey 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.

High wellbeing	Medium wellbeing	Low wellbeing	Yes		No		Missing		
Emotional wellbeing								Year	
Happiness		43604	22203	7835	59%		30%	11%	2018
Optimism		37485	25829	10577	51%		35%	14%	2018
Satisfaction with life		33216	26371	14087	45%		36%	19%	2018
Emotion regulation		29456	28776	15474	40%		39%	21%	2018
Sadness		41956	21774	9920	57%		30%	13%	2018
Worries		33047	24451	16013	45%		33%	22%	2018
Engagement with school								Year	
Important adult at school		47356	26404	1398	63%		35%	2%	2018
Connectedness to school		44575	21701	7225	61%		30%	10%	2018
Emotional engagement with teachers		52143	18752	2345	71%		26%	3%	2018
School climate		27950	30797	14361	38%		42%	20%	2018
School belonging		33802	23753	14694	47%		33%	20%	2018
Peer belonging		41877	20960	9981	58%		29%	14%	2018
Friendship intimacy		51612	13971	7137	71%		19%	10%	2018
Physical bullying		45121	23376	4124	62%		32%	6%	2018
Verbal bullying		32812	30459	8898	45%		42%	12%	2018
Social bullying		36216	28231	7583	50%		39%	11%	2018
Cyberbullying		55821	12753	3329	78%		18%	5%	2018
Learning readiness								Year	
Perseverance		34092	29778	9401	47%		41%	13%	2018
Cognitive engagement		36944	26412	9183	51%		36%	13%	2018
Academic self concept		47547	19381	5927	65%		27%	8%	2018
Health and wellbeing out of school								Year	
Overall health		25850	33260	13672	36%		46%	19%	2018
Body image		43715	22715	5262	61%		32%	7%	2018
Nutrition - breakfast		52931	6405	13216	73%		9%	18%	2018
Sleep		41934	13413	15342	59%		19%	22%	2018
Music and arts		34707	12856	23672	49%		18%	33%	2018
Sports		41018	12194	18274	57%		17%	26%	2018
Organised activities		58928	6263	6981	82%		9%	10%	2018

## Part 2: Wellbeing and engagement: All survey students, time series

### Wellbeing and engagement results for All survey students over time

The figure below shows the wellbeing results for all survey students over time.

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

This information allows you to compare the strengths and challenges among 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.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing		
Emotional wellbeing						Year	
Happiness	1161	649	574	49%	27%	24%	2015
	21778	12219	8900	51%	28%	21%	2016
	34160	17136	11682	54%	27%	19%	2017
	43604	22203	7835	59%	30%	11%	2018
Optimism	752	877	748	32%	37%	31%	2015
	11990	16705	14191	28%	39%	33%	2016
	36250	16664	10016	58%	26%	16%	2017
	37485	25829	10577	51%	35%	14%	2018
Satisfaction with life	16304	10044	5568	51%	31%	17%	2015
	19785	12878	10036	46%	30%	24%	2016
	32510	17169	13094	52%	27%	21%	2017
	33216	26371	14087	45%	36%	19%	2018
Emotion regulation	12635	20502	9647	30%	48%	23%	2016
	22016	27082	13753	35%	43%	22%	2017
	29456	28776	15474	40%	39%	21%	2018
Sadness	16091	10604	5229	50%	33%	16%	2015
	24384	11210	7184	57%	26%	17%	2016
	37086	16075	9627	59%	26%	15%	2017
	41956	21774	9920	57%	30%	13%	2018
Worries	12856	8502	9989	41%	27%	32%	2015
	18197	12857	11681	43%	30%	27%	2016
	29279	18190	15211	47%	29%	24%	2017
	33047	24451	16013	45%	33%	22%	2018
Engagement with school						Year	
Important adult at school	12966	18318	676	41%	57%	2%	2015
	20471	21794	941	47%	50%	2%	2016
	34805	27313	1808	54%	43%	3%	2017
	47356	26404	1398	63%	35%	2%	2018
Connectedness to school	18398	10610	2854	58%	33%	9%	2015
	22925	14478	5196	54%	34%	12%	2016
	36995	18975	6336	59%	30%	10%	2017
	44575	21701	7225	61%	30%	10%	2018
Emotional engagement with teachers	27615	12753	2044	65%	30%	5%	2016
	43934	15463	2396	71%	25%	4%	2017
	52143	18752	2345	71%	26%	3%	2018
School climate	14860	10352	6712	47%	32%	21%	2015

School climate	16241	15212	11050	38%	36%	26%	2016
	28590	19846	13643	46%	32%	22%	2017
	27950	30797	14361	38%	42%	20%	2018
School belonging	16258	8868	6437	52%	28%	20%	2015
	18762	12845	10535	45%	30%	25%	2016
	31713	16203	13454	52%	26%	22%	2017
	33802	23753	14694	47%	33%	20%	2018
Peer belonging	21306	6769	3849	67%	21%	12%	2015
	25401	10323	6674	60%	24%	16%	2016
	38764	13951	9147	63%	23%	15%	2017
	41877	20960	9981	58%	29%	14%	2018
Friendship intimacy	24317	4702	2885	76%	15%	9%	2015
	30767	6915	4695	73%	16%	11%	2016
	45817	9373	6614	74%	15%	11%	2017
	51612	13971	7137	71%	19%	10%	2018
Physical bullying	20391	9702	1786	64%	30%	6%	2015
	26363	13616	2207	62%	32%	5%	2016
	36385	21255	3733	59%	35%	6%	2017
	45121	23376	4124	62%	32%	6%	2018
Verbal bullying	13491	13807	4552	42%	43%	14%	2015
	17498	18843	5746	42%	45%	14%	2016
	25952	26819	8363	42%	44%	14%	2017
	32812	30459	8898	45%	42%	12%	2018
Social bullying	15888	12404	3531	50%	39%	11%	2015
	19909	17559	4568	47%	42%	11%	2016
	29018	25257	6770	48%	41%	11%	2017
	36216	28231	7583	50%	39%	11%	2018
Cyberbullying	24600	5880	1311	77%	18%	4%	2015
	30694	9175	2124	73%	22%	5%	2016
	46488	11395	3028	76%	19%	5%	2017
	55821	12753	3329	78%	18%	5%	2018

#### Learning readiness

Year

Perseverance	820	852	702	35%	36%	30%	2015
	14919	15265	12622	35%	36%	29%	2016
	24147	22127	16450	38%	35%	26%	2017
	34092	29778	9401	47%	41%	13%	2018
Cognitive engagement	19413	17544	5261	46%	42%	12%	2016
	33154	21886	6424	54%	36%	10%	2017
	36944	26412	9183	51%	36%	13%	2018
Academic self concept	23813	6135	1977	75%	19%	6%	2015
	26606	10992	4858	63%	26%	11%	2016
	42061	13880	5979	68%	22%	10%	2017
	47547	19381	5927	65%	27%	8%	2018

#### Health and wellbeing out of school

Year

Overall health	10910	15340	4863	35%	49%	16%	2015
	13718	19737	8610	33%	47%	20%	2016
	22322	28137	10767	36%	46%	18%	2017
	25850	33260	13672	36%	46%	19%	2018
Body image	19581	10486	1655	62%	33%	5%	2015
	24979	13978	2823	60%	33%	7%	2016
	37203	18973	4464	61%	31%	7%	2017
	43715	22715	5262	61%	32%	7%	2018

Nutrition - breakfast	23140	2863	5751	73% 9% 18%			2015
	28977	4201	8875	69% 10% 21%			2016
	45471	5162	10602	74% 8% 17%			2017
	52931	6405	13216	73% 9% 18%			2018
Sleep	18429	6071	6668	59% 19% 21%			2015
	23446	8500	9450	57% 21% 23%			2016
	36156	10846	12879	60% 18% 22%			2017
	41934	13413	15342	59% 19% 22%			2018
Music and arts	13536	4693	13409	43% 15% 42%			2015
	17289	7697	16560	42% 19% 40%			2016
	30369	11008	18800	50% 18% 31%			2017
	34707	12856	23672	49% 18% 33%			2018
Sports	23679	2412	5554	75% 8% 18%			2015
	22605	7006	12037	54% 17% 29%			2016
	35017	10426	14977	58% 17% 25%			2017
	41018	12194	18274	57% 17% 26%			2018
Organised activities	27016	1815	2830	85% 6% 9%			2015
	32492	4382	5063	77% 10% 12%			2016
	50324	5155	5417	83% 8% 9%			2017
	58928	6263	6981	82% 9% 10%			2018

### Part 3: Wellbeing and engagement results for All survey students, 2018, 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 all survey students.

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 2018 wellbeing results for all survey students 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
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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: All survey students

The figure below shows the 2018 wellbeing results for all year 4 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year  
4

Emotional wellbeing							Year
Happiness	7779	3027	780	67%	26%	7%	2018
Optimism	7301	3301	1147	62%	28%	10%	2018
Satisfaction with life	6481	3664	1499	56%	31%	13%	2018
Emotion regulation	6003	3934	1775	51%	34%	15%	2018
Sadness	7244	3135	1360	62%	27%	12%	2018
Worries	5747	3646	2275	49%	31%	19%	2018
Engagement with school							Year
Important adult at school	9320	2705	259	76%	22%	2%	2018
Connectedness to school	8068	2869	795	69%	24%	7%	2018
Emotional engagement with teachers	9437	1985	247	81%	17%	2%	2018
School climate	6428	3952	1278	55%	34%	11%	2018
School belonging	7055	2771	1611	62%	24%	14%	2018
Peer belonging	7222	2983	1408	62%	26%	12%	2018
Friendship intimacy	8542	2017	1000	74%	17%	9%	2018
Physical bullying	6266	4555	916	53%	39%	8%	2018
Verbal bullying	5016	5154	1359	44%	45%	12%	2018
Social bullying	5305	4819	1335	46%	42%	12%	2018
Cyberbullying	9017	1770	632	79%	16%	6%	2018
Learning readiness							Year
Perseverance	5875	4386	1167	51%	38%	10%	2018
Cognitive engagement	7134	3395	1049	62%	29%	9%	2018
Academic self concept	8404	2461	671	73%	21%	6%	2018
Health and wellbeing out of school							Year
Overall health	5155	5227	1411	44%	44%	12%	2018
Body image	7451	3026	1059	65%	26%	9%	2018
Nutrition - breakfast	9956	606	1167	85%	5%	10%	2018
Sleep	7452	1564	2148	67%	14%	19%	2018
Music and arts	7008	2255	2059	62%	20%	18%	2018
Sports	6410	2658	2440	56%	23%	21%	2018
Organised activities	10049	951	662	86%	8%	6%	2018

## Wellbeing and engagement: All survey students

The figure below shows the 2018 wellbeing results for all year 5 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year  
5

Emotional wellbeing							Year
Happiness	8208	3420	959	65%	27%	8%	2018
Optimism	7427	3874	1369	59%	31%	11%	2018
Satisfaction with life	6756	4053	1816	54%	32%	14%	2018
Emotion regulation	5827	4705	2105	46%	37%	17%	2018
Sadness	7710	3467	1453	61%	27%	12%	2018
Worries	6213	3958	2431	49%	31%	19%	2018
Engagement with school							Year
Important adult at school	9410	3274	233	73%	25%	2%	2018
Connectedness to school	8517	3118	973	68%	25%	8%	2018
Emotional engagement with teachers	9780	2530	264	78%	20%	2%	2018
School climate	5946	4882	1726	47%	39%	14%	2018
School belonging	7046	3348	1982	57%	27%	16%	2018
Peer belonging	7625	3307	1566	61%	26%	13%	2018
Friendship intimacy	9236	2131	1105	74%	17%	9%	2018
Physical bullying	7169	4495	807	57%	36%	6%	2018
Verbal bullying	5507	5358	1501	45%	43%	12%	2018
Social bullying	5941	5049	1357	48%	41%	11%	2018
Cyberbullying	9913	1838	557	81%	15%	5%	2018
Learning readiness							Year
Perseverance	6458	4806	1234	52%	38%	10%	2018
Cognitive engagement	7304	3951	1201	59%	32%	10%	2018
Academic self concept	8796	2918	787	70%	23%	6%	2018
Health and wellbeing out of school							Year
Overall health	5209	5639	1664	42%	45%	13%	2018
Body image	7842	3580	862	64%	29%	7%	2018
Nutrition - breakfast	10238	843	1401	82%	7%	11%	2018
Sleep	7935	1930	2148	66%	16%	18%	2018
Music and arts	7303	2295	2638	60%	19%	22%	2018
Sports	7214	2419	2662	59%	20%	22%	2018
Organised activities	10704	907	813	86%	7%	7%	2018

## Wellbeing and engagement: All survey students

The figure below shows the 2018 wellbeing results for all year 6 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year  
6

Emotional wellbeing							Year
Happiness	7838	3644	1166	62%	29%	9%	2018
Optimism	6833	4232	1626	54%	33%	13%	2018
Satisfaction with life	6143	4307	2213	49%	34%	17%	2018
Emotion regulation	5176	4898	2604	41%	39%	21%	2018
Sadness	7526	3661	1491	59%	29%	12%	2018
Worries	5983	4068	2608	47%	32%	21%	2018
Engagement with school							Year
Important adult at school	8808	3864	202	68%	30%	2%	2018
Connectedness to school	8230	3429	1000	65%	27%	8%	2018
Emotional engagement with teachers	9403	2884	329	75%	23%	3%	2018
School climate	5131	5349	2133	41%	42%	17%	2018
School belonging	6292	3763	2403	51%	30%	19%	2018
Peer belonging	7454	3440	1686	59%	27%	13%	2018
Friendship intimacy	9121	2227	1230	73%	18%	10%	2018
Physical bullying	7596	4293	685	60%	34%	5%	2018
Verbal bullying	5481	5501	1543	44%	44%	12%	2018
Social bullying	6087	5057	1341	49%	41%	11%	2018
Cyberbullying	9977	2057	443	80%	16%	4%	2018
Learning readiness							Year
Perseverance	6142	5036	1427	49%	40%	11%	2018
Cognitive engagement	6777	4370	1416	54%	35%	11%	2018
Academic self concept	8523	3101	963	68%	25%	8%	2018
Health and wellbeing out of school							Year
Overall health	4784	5742	2063	38%	46%	16%	2018
Body image	7644	3939	790	62%	32%	6%	2018
Nutrition - breakfast	9590	1052	1916	76%	8%	15%	2018
Sleep	7812	2154	2256	64%	18%	18%	2018
Music and arts	6526	2417	3418	53%	20%	28%	2018
Sports	7210	2257	2907	58%	18%	23%	2018
Organised activities	10473	1066	962	84%	9%	8%	2018

## Wellbeing and engagement: All survey students

The figure below shows the 2018 wellbeing results for all year 7 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year  
7

Emotional wellbeing							Year
Happiness	7240	3716	1315	59%	30%	11%	2018
Optimism	6039	4406	1854	49%	36%	15%	2018
Satisfaction with life	5426	4429	2435	44%	36%	20%	2018
Emotion regulation	4578	4931	2773	37%	40%	23%	2018
Sadness	7049	3583	1630	57%	29%	13%	2018
Worries	5590	4056	2604	46%	33%	21%	2018
Engagement with school							Year
Important adult at school	7950	4242	215	64%	34%	2%	2018
Connectedness to school	7541	3559	1128	62%	29%	9%	2018
Emotional engagement with teachers	8713	3107	392	71%	25%	3%	2018
School climate	4492	5363	2345	37%	44%	19%	2018
School belonging	5667	3946	2475	47%	33%	20%	2018
Peer belonging	7104	3418	1638	58%	28%	13%	2018
Friendship intimacy	8603	2285	1260	71%	19%	10%	2018
Physical bullying	7726	3827	552	64%	32%	5%	2018
Verbal bullying	5458	5115	1492	45%	42%	12%	2018
Social bullying	5978	4810	1266	50%	40%	11%	2018
Cyberbullying	9255	2293	492	77%	19%	4%	2018
Learning readiness							Year
Perseverance	5864	4920	1460	48%	40%	12%	2018
Cognitive engagement	6157	4435	1532	51%	37%	13%	2018
Academic self concept	8012	3198	967	66%	26%	8%	2018
Health and wellbeing out of school							Year
Overall health	4261	5565	2302	35%	46%	19%	2018
Body image	7158	4012	780	60%	34%	7%	2018
Nutrition - breakfast	8561	1191	2348	71%	10%	19%	2018
Sleep	7142	2271	2439	60%	19%	21%	2018
Music and arts	5399	2322	4228	45%	19%	35%	2018
Sports	7085	1863	2991	59%	16%	25%	2018
Organised activities	9854	1046	1149	82%	9%	10%	2018

## Wellbeing and engagement: All survey students

The figure below shows the 2018 wellbeing results for all year 8 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year  
8

Emotional wellbeing							Year
Happiness	5998	3805	1581	53%	33%	14%	2018
Optimism	4718	4574	2055	42%	40%	18%	2018
Satisfaction with life	4070	4525	2733	36%	40%	24%	2018
Emotion regulation	3632	4857	2817	32%	43%	25%	2018
Sadness	5900	3661	1725	52%	32%	15%	2018
Worries	4553	4008	2721	40%	36%	24%	2018
Engagement with school							Year
Important adult at school	5378	5820	242	47%	51%	2%	2018
Connectedness to school	5764	3994	1492	51%	36%	13%	2018
Emotional engagement with teachers	7077	3662	470	63%	33%	4%	2018
School climate	2917	5384	2871	26%	48%	26%	2018
School belonging	3710	4589	2782	33%	41%	25%	2018
Peer belonging	5833	3591	1700	52%	32%	15%	2018
Friendship intimacy	7514	2398	1206	68%	22%	11%	2018
Physical bullying	7498	3020	523	68%	27%	5%	2018
Verbal bullying	5300	4333	1379	48%	39%	13%	2018
Social bullying	6038	3933	1039	55%	36%	9%	2018
Cyberbullying	8311	2199	495	76%	20%	4%	2018
Learning readiness							Year
Perseverance	4653	4914	1785	41%	43%	16%	2018
Cognitive engagement	4606	4694	1774	42%	42%	16%	2018
Academic self concept	6532	3514	1110	59%	31%	10%	2018
Health and wellbeing out of school							Year
Overall health	3134	5230	2692	28%	47%	24%	2018
Body image	6395	3793	751	58%	35%	7%	2018
Nutrition - breakfast	7085	1231	2699	64%	11%	25%	2018
Sleep	5704	2441	2747	52%	22%	25%	2018
Music and arts	4142	1817	4908	38%	17%	45%	2018
Sports	6193	1469	3195	57%	14%	29%	2018
Organised activities	8460	1044	1441	77%	10%	13%	2018

## Wellbeing and engagement: All survey students

The figure below shows the 2018 wellbeing results for all year 9 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year  
9

Emotional wellbeing							Year
Happiness	5360	3685	1642	50%	34%	15%	2018
Optimism	4194	4418	2054	39%	41%	19%	2018
Satisfaction with life	3569	4340	2748	33%	41%	26%	2018
Emotion regulation	3396	4441	2796	32%	42%	26%	2018
Sadness	5358	3435	1813	51%	32%	17%	2018
Worries	4084	3836	2684	39%	36%	25%	2018
Engagement with school							Year
Important adult at school	5219	5331	194	49%	50%	2%	2018
Connectedness to school	5180	3889	1509	49%	37%	14%	2018
Emotional engagement with teachers	6223	3779	535	59%	36%	5%	2018
School climate	2445	4798	3258	23%	46%	31%	2018
School belonging	3293	4318	2805	32%	41%	27%	2018
Peer belonging	5471	3406	1571	52%	33%	15%	2018
Friendship intimacy	7018	2368	1066	67%	23%	10%	2018
Physical bullying	7182	2633	530	69%	25%	5%	2018
Verbal bullying	4898	4096	1337	47%	40%	13%	2018
Social bullying	5596	3734	1001	54%	36%	10%	2018
Cyberbullying	7651	2103	558	74%	20%	5%	2018
Learning readiness							Year
Perseverance	4166	4639	1865	39%	43%	17%	2018
Cognitive engagement	4083	4497	1801	39%	43%	17%	2018
Academic self concept	5911	3413	1165	56%	33%	11%	2018
Health and wellbeing out of school							Year
Overall health	2717	4809	2829	26%	46%	27%	2018
Body image	5885	3563	825	57%	35%	8%	2018
Nutrition - breakfast	6201	1205	2923	60%	12%	28%	2018
Sleep	4910	2466	2860	48%	24%	28%	2018
Music and arts	3569	1444	5187	35%	14%	51%	2018
Sports	5770	1256	3178	57%	12%	31%	2018
Organised activities	7785	970	1518	76%	9%	15%	2018

## Wellbeing and engagement: All survey students

The figure below shows the 2018 wellbeing results for all year 10 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year  
10

Emotional wellbeing							Year
Happiness	1124	884	380	47%	37%	16%	2018
Optimism	922	997	460	39%	42%	19%	2018
Satisfaction with life	723	1025	630	30%	43%	26%	2018
Emotion regulation	805	976	588	34%	41%	25%	2018
Sadness	1117	812	430	47%	34%	18%	2018
Worries	836	855	665	35%	36%	28%	2018
Engagement with school							Year
Important adult at school	1204	1145	47	50%	48%	2%	2018
Connectedness to school	1223	813	319	52%	35%	14%	2018
Emotional engagement with teachers	1443	787	106	62%	34%	5%	2018
School climate	545	1043	734	23%	45%	32%	2018
School belonging	688	993	624	30%	43%	27%	2018
Peer belonging	1113	793	402	48%	34%	17%	2018
Friendship intimacy	1518	529	259	66%	23%	11%	2018
Physical bullying	1625	535	102	72%	24%	5%	2018
Verbal bullying	1094	889	274	48%	39%	12%	2018
Social bullying	1218	806	235	54%	36%	10%	2018
Cyberbullying	1630	484	144	72%	21%	6%	2018
Learning readiness							Year
Perseverance	893	1040	452	37%	44%	19%	2018
Cognitive engagement	834	1040	402	37%	46%	18%	2018
Academic self concept	1308	760	254	56%	33%	11%	2018
Health and wellbeing out of school							Year
Overall health	548	1014	698	24%	45%	31%	2018
Body image	1278	784	189	57%	35%	8%	2018
Nutrition - breakfast	1240	266	746	55%	12%	33%	2018
Sleep	924	577	726	41%	26%	33%	2018
Music and arts	717	297	1200	32%	13%	54%	2018
Sports	1093	258	871	49%	12%	39%	2018
Organised activities	1536	274	420	69%	12%	19%	2018

## **Part 4: Wellbeing and engagement results: digging deeper**

This 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

The chapter on **bullying** aims to help readers better understand the nature of bullying in terms of:

- the total number of students who reported being bullied every week, every month or very rarely in 2018
- whether or not the frequency of bullying reported by students is decreasing over time
- how rates of the types of bullying (cyber, physical, social and verbal) compare
- whether or not there are differences in the levels of bullying reported across Year levels
- to what extent the frequency of bullying aligns to students' broader emotional wellbeing (happiness, satisfaction with life, sadness and worries) and how many students report resiliency to being bullied

A second chapter aims to describe how **emotional wellbeing compares between boys and girls** at different ages and shows the number of students with low wellbeing in these different groups.

The chapter on **after school activities** provides a detailed breakdown of what activities students did outside of school in 2018, the time that they spent on these activities and the barriers that prevented them from undertaking other activities.



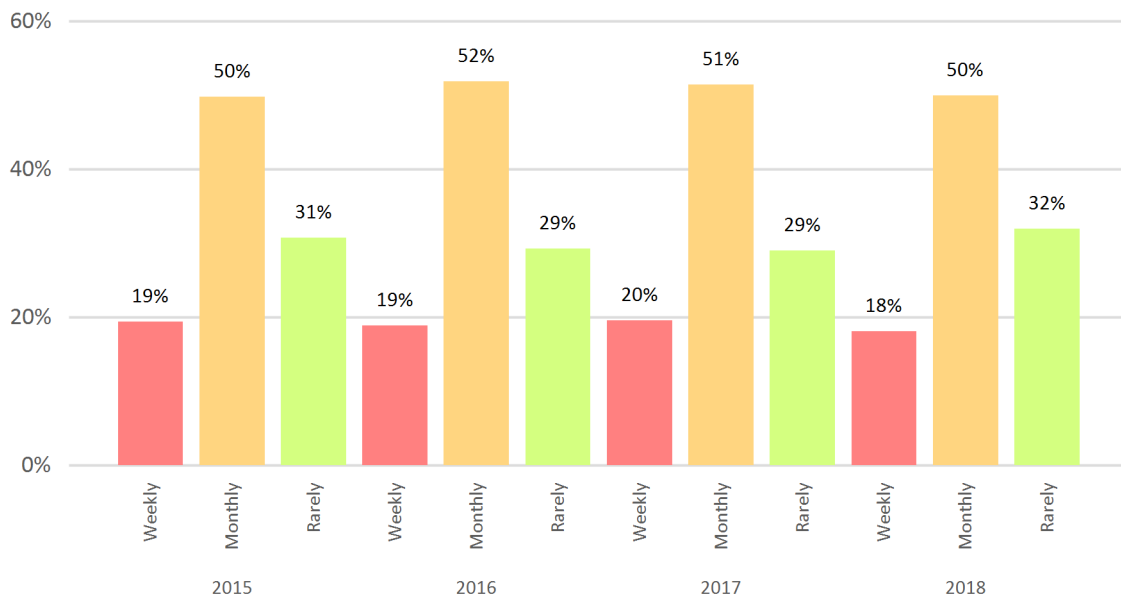
## 1. All survey students bullying

### Frequency of reported bullying across All survey 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) across all types of bullying (physical, verbal, social and cyber).

The results allow you to consider whether the rates of bullying are 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	All survey students		
	Weekly	Monthly	Rarely
2015	6,201	15,902	9,828
2016	7,991	21,894	12,355
2017	12,022	31,635	17,850
2018	13,173	36,368	23,298

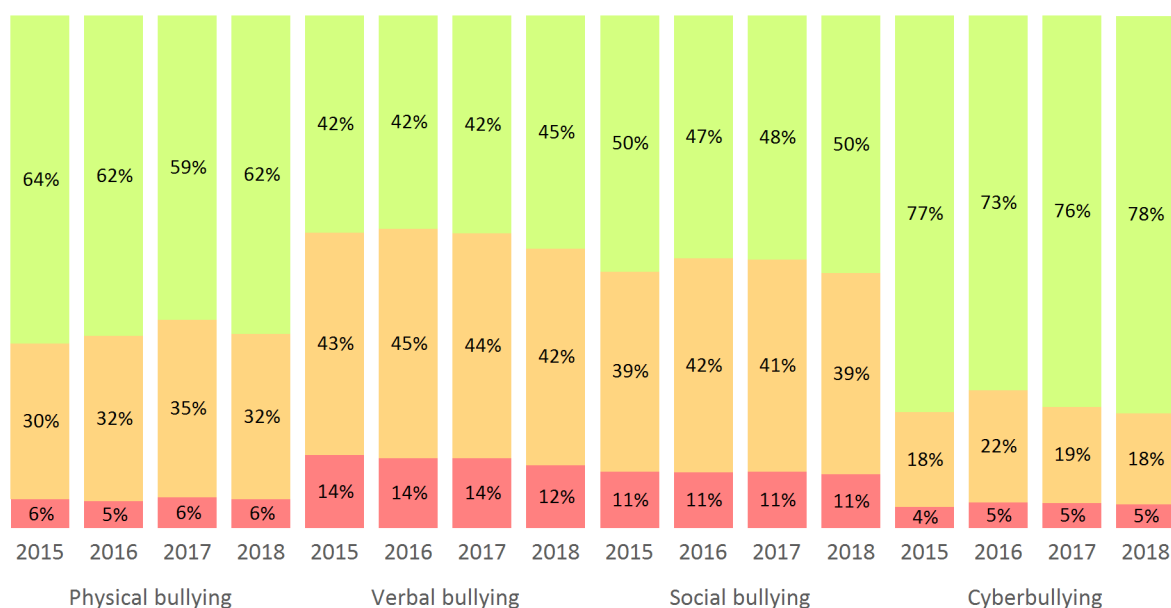
## Frequency of different types of bullying reported across All survey students students, over time

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

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 oin 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	20,391	9,702	1,786	13,491	13,807	4,552	15,888	12,404	3,531	24,600	5,880	1,311
2016	26,363	13,616	2,207	17,498	18,843	5,746	19,909	17,559	4,568	30,694	9,175	2,124
2017	36,385	21,255	3,733	25,952	26,819	8,363	29,018	25,257	6,770	46,488	11,395	3,028
2018	45,121	23,376	4,124	32,812	30,459	8,898	36,216	28,231	7,583	55,821	12,753	3,329

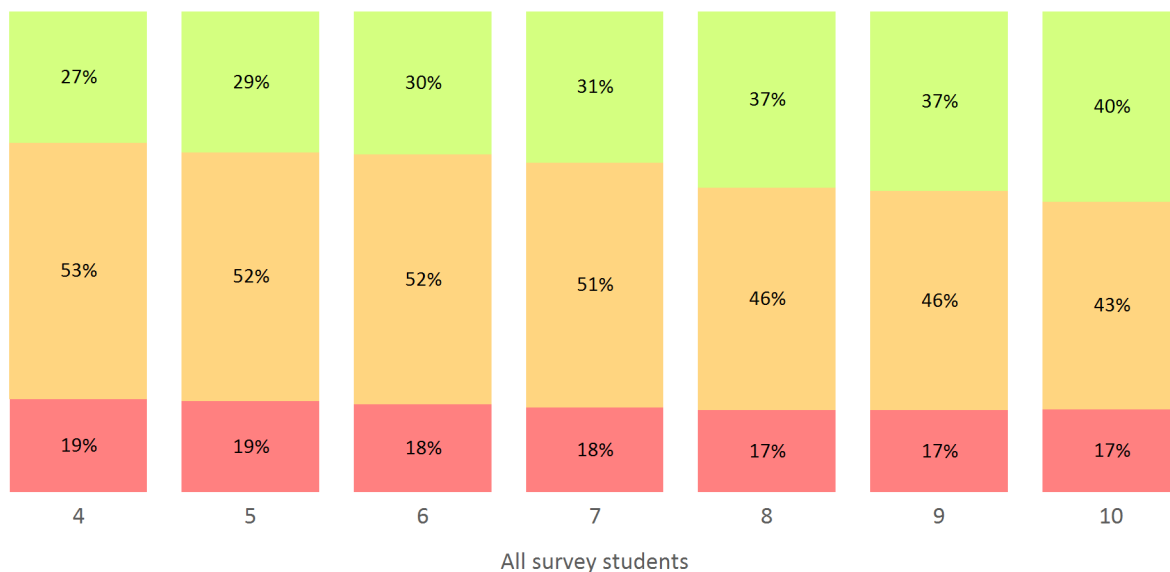
## Frequency of 2018 reported bullying across All survey students students, for each year level

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 all survey students in 2018.

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.

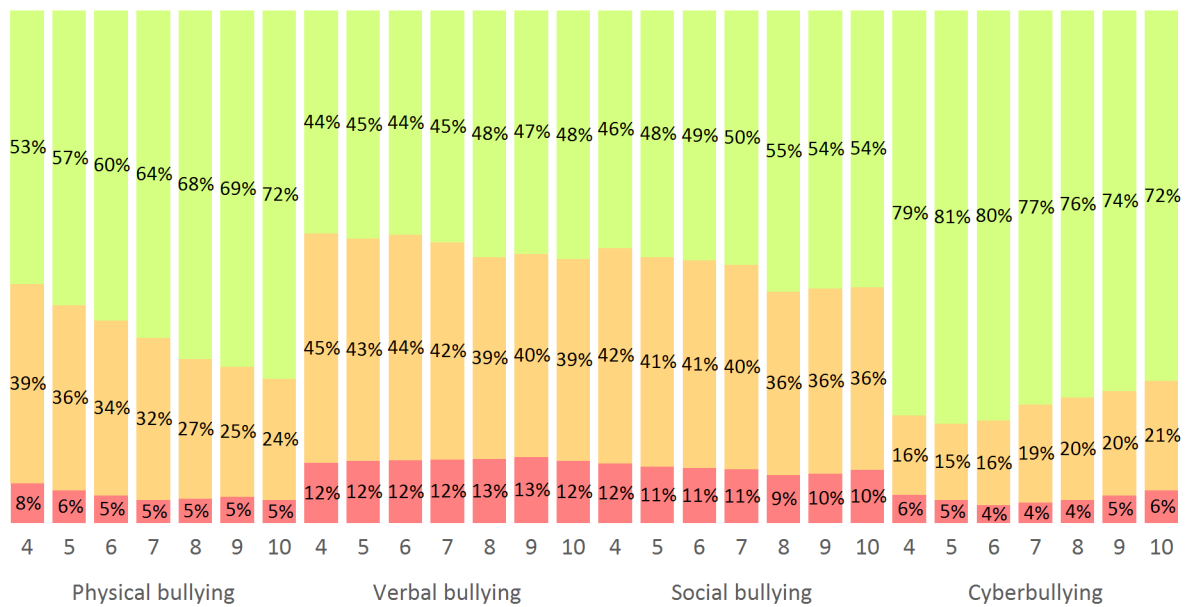
### Proportion of students in 2018 reporting being bullied weekly, monthly and rarely, for each year level



### Number of students in 2018 reporting being bullied weekly, monthly and rarely, for each year level

Year Level	All survey students		
	Weekly	Monthly	Rarely
4	2,291	6,303	3,226
5	2,375	6,475	3,667
6	2,305	6,560	3,746
7	2,144	6,178	3,811
8	1,885	5,123	4,044
9	1,766	4,722	3,868
10	391	977	895

**Proportion of students in 2018 who reported being bullied by type and year level**



**Number of students in 2018 who reporting being bullied by type and year level**

Year Level	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely
4	916	4,555	6,266	1,359	5,154	5,016	1,335	4,819	5,305	632	1,770	9,017
5	807	4,495	7,169	1,501	5,358	5,507	1,357	5,049	5,941	557	1,838	9,913
6	685	4,293	7,596	1,543	5,501	5,481	1,341	5,057	6,087	443	2,057	9,977
7	552	3,827	7,726	1,492	5,115	5,458	1,266	4,810	5,978	492	2,293	9,255
8	523	3,020	7,498	1,379	4,333	5,300	1,039	3,933	6,038	495	2,199	8,311
9	530	2,633	7,182	1,337	4,096	4,898	1,001	3,734	5,596	558	2,103	7,651
10	102	535	1,625	274	889	1,094	235	806	1,218	144	484	1,630

## Frequency of reported bullying across All survey students 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.

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	5231	20897	16322	42450
	Medium	4782	11503	5160	21445
	Low	2835	3350	1331	7516
	Total	12848	35750	22813	71411
Satisfaction with life	High	3877	15539	13012	32428
	Medium	4540	13752	7351	25643
	Low	4506	6577	2550	13633
	Total	12923	35868	22913	71704
Sadness	High	4310	20191	16583	41084
	Medium	4724	11509	4991	21224
	Low	3938	4286	1402	9626
	Total	12972	35986	22976	71934
Worries	High	3154	15206	14002	32362
	Medium	4544	13061	6251	23856
	Low	5241	7673	2680	15594
	Total	12939	35940	22933	71812

## 2. All survey students 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 boys reported low emotional wellbeing and that this gap increased over the transition into secondary school.

The figures and the tables below show how the emotional wellbeing for girls compares to boys across all survey students in 2018.

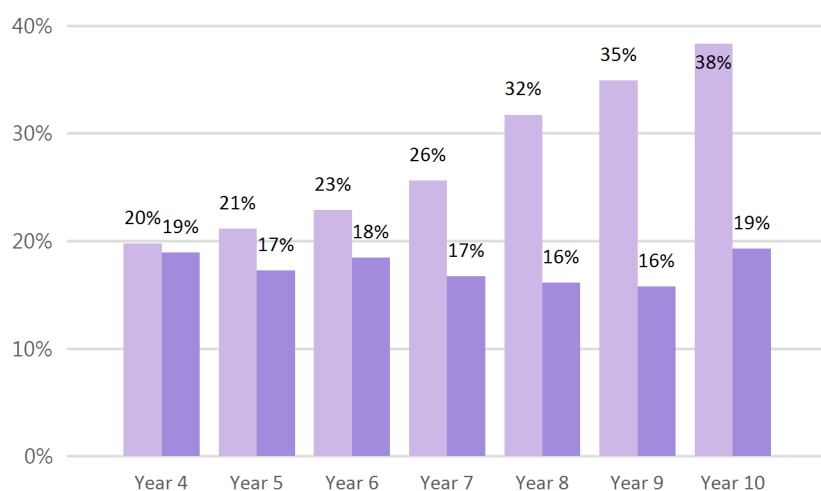
Girls	Boys
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Please note that to protect the confidentiality of students, the results for students whose gender was not recorded or is not identified are not shown in this section of the report. If there are < 5 Girls or < 5 Boys at the year level who participated, the year level will be suppressed(\*).

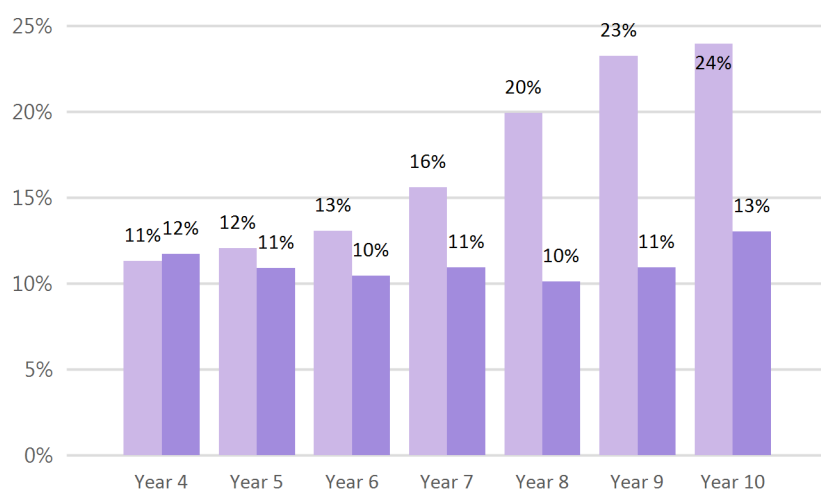
### Proportion of students reporting low emotional wellbeing by gender and year level

#### All survey students

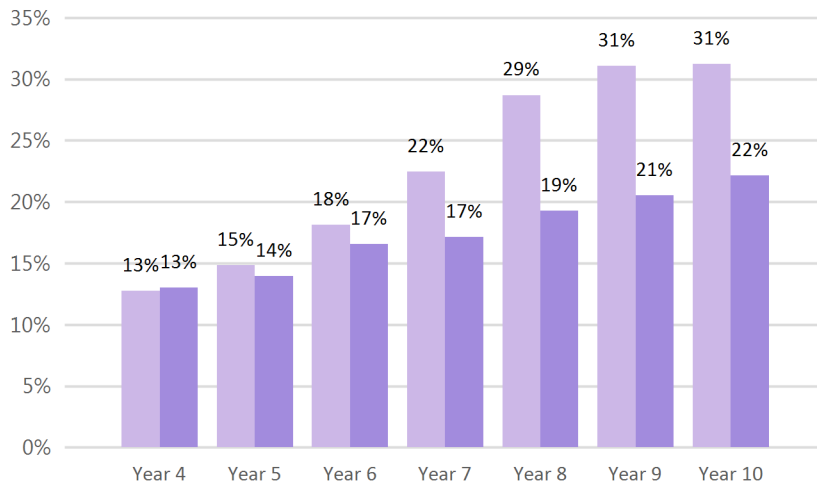
##### Students with high levels of worries



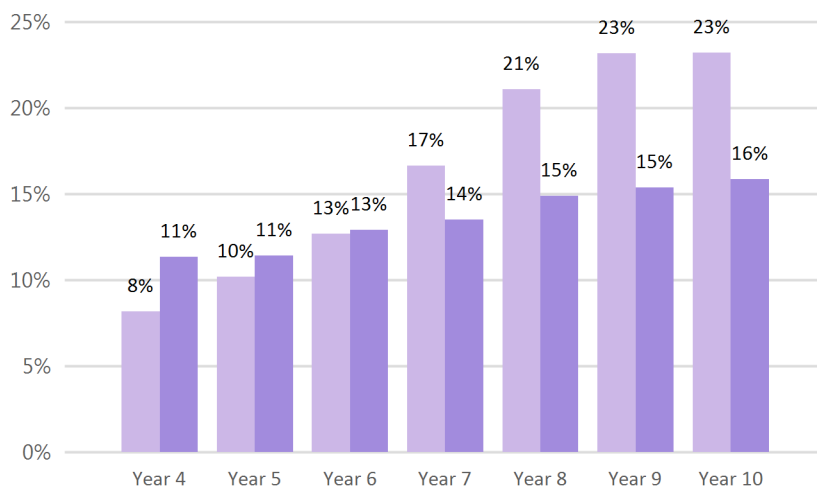
##### Students with high levels of sadness



### Students with low satisfaction with life



### Students with low optimism



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

#### All survey students

		Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Students with high levels of worries	Girls	1145	1321	1444	1562	1789	1805	413
	Boys	1080	1071	1133	1012	881	836	235
Students with high levels of sadness	Girls	658	754	825	951	1124	1201	258
	Boys	674	677	644	662	554	580	159
Students with low satisfaction with life	Girls	738	928	1146	1370	1626	1613	339
	Boys	741	865	1019	1040	1058	1096	272
Students with low optimism	Girls	476	639	801	1016	1197	1204	252
	Boys	651	713	796	821	818	821	195

### 3. All survey students after school activities

The tables below show the 2018 after school activities results for all survey students.

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

#### All survey students - 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]	21946	26469	17173	9570
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	61762	7569	3159	2668
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	19731	20209	17732	17486
d) ... watch TV (including watching videos or DVDs)? [DAYS]	7072	12002	17308	38776
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	23721	17029	13745	20663
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	22499	10234	9787	32638
g) ...read for fun? [DAYS]	26265	18690	12593	17610
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	11269	19156	18720	26013
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	49986	13827	5580	5765
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	34685	24289	8789	7395
k) ...hang out with friends? [DAYS]	18389	26140	11470	19159
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	62749	8423	1961	2025

#### All survey students - 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]	1304	6471	12841	8974	23666
b) ...go to an after school care program (in my school or someplace else)? [TIME]	619	1331	1602	2080	7795
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	7618	11913	5463	3752	26730
d) ... watch TV (including watching videos or DVDs)? [TIME]	4240	9769	9813	13828	30525
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	4253	6245	6085	10592	24331
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	8023	6416	4862	10364	23058
g) ...read for fun? [TIME]	9104	10161	3506	3669	22501
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	16585	11725	3647	2136	29826
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	4165	6114	1933	1211	11782
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	6990	7312	3069	2618	20522
k) ...hang out with friends? [TIME]	1841	5065	7200	14143	28576
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	484	951	1867	2193	6943

#### All survey students - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	9270	65888
I don't know what is available.	9981	65177
I have to go straight home after school	32837	42321
I have too much homework to do.	13295	61863
I need to take care of brothers or sisters or do other things at home.	9982	65176
I'm too busy	17948	57210
It costs too much.	11112	64046
It is too difficult to get there.	8791	66367
It's not safe for me to go.	3343	71815
My parents do not approve.	8207	66951
None of my friends are interested or want to go.	9820	65338
The activity that I want is not offered.	9379	65779
The schedule does not fit the times that I can attend.	12253	62905

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

## All survey students - 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]	29%	35%	23%	13%
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	82%	10%	4%	4%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	26%	27%	24%	23%
d) ... watch TV (including watching videos or DVDs)? [DAYS]	9%	16%	23%	52%
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	32%	23%	18%	27%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	30%	14%	13%	43%
g) ...read for fun? [DAYS]	35%	25%	17%	23%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	15%	25%	25%	35%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	67%	18%	7%	8%
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	46%	32%	12%	10%
k)...hang out with friends? [DAYS]	24%	35%	15%	25%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	83%	11%	3%	3%

## All survey students - 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%	12%	24%	17%	44%
b) ...go to an after school care program (in my school or someplace else)? [TIME]	5%	10%	12%	15%	58%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	14%	21%	10%	7%	48%
d) ... watch TV (including watching videos or DVDs)? [TIME]	6%	14%	14%	20%	45%
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	8%	12%	12%	21%	47%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	15%	12%	9%	20%	44%
g) ...read for fun? [TIME]	19%	21%	7%	7%	46%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	26%	18%	6%	3%	47%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	17%	24%	8%	5%	47%
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	17%	18%	8%	6%	51%
k)...hang out with friends? [TIME]	3%	9%	13%	25%	50%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	4%	8%	15%	18%	56%

## All survey students - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	12%	88%
I don't know what is available.	13%	87%
I have to go straight home after school	44%	56%
I have too much homework to do.	18%	82%
I need to take care of brothers or sisters or do other things at home.	13%	87%
I'm too busy	24%	76%
It costs too much.	15%	85%
It is too difficult to get there.	12%	88%
It's not safe for me to go.	4%	96%
My parents do not approve.	11%	89%
None of my friends are interested or want to go.	13%	87%
The activity that I want is not offered.	12%	88%
The schedule does not fit the times that I can attend.	16%	84%

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