

SOUTH AUSTRALIAN WELLBEING AND ENGAGEMENT COLLECTION

ALL SA STUDENTS
SURVEY YEAR: 2023



Government of South Australia
Department for Education



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Managed by	System Performance Division
Contact person	Anna Lewkowicz
Contact position	Manager, National and International Wellbeing
Contact email	education.wecca@sa.gov.au
Responsible Position	Executive Director, System Performance
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Introduction

About the Wellbeing and Engagement Collection

The words wellbeing, engagement, character strengths, resilience, positive education, the General Capabilities, and 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, South Australian schools across the education system have been working to measure wellbeing and engagement for middle and senior 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 2023, showing the results for All SA students. Please note that the data is not reported for groups of less than five students to protect their confidentiality. This will also ensure the broader system is supporting student wellbeing over the long term, informed by data.

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.

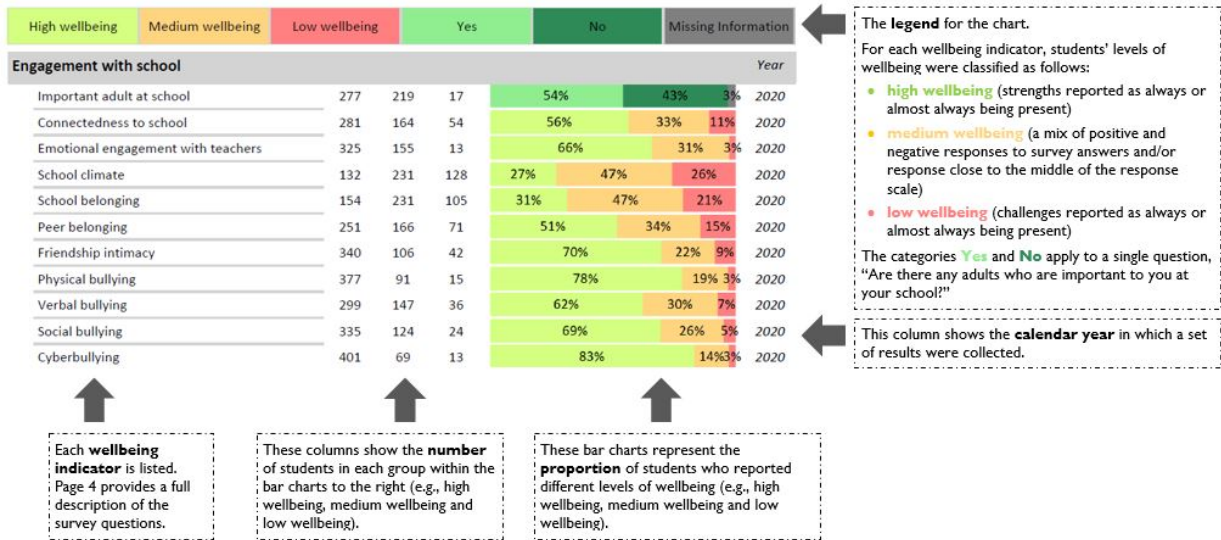
The results shown in the report can be used to reflect on:

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 SA students are summarised throughout this report. Notes have been added to the figures to explain the different components of these charts and tables.



There are a variety of survey responses for questions throughout the Wellbeing and Engagement Collection. To help with understanding the wellbeing results for your students, the following table outlines some of the response options that generally contribute to the reported level of wellbeing.

High wellbeing	Students who usually responded towards the positive end of the scale with response options including: 'agree', 'strongly agree', 'most of the time', 'all of the time', 'very much true', 'mostly like me' or 'very much like me'.
Medium wellbeing	Students who usually responded towards the middle of the scale or who reported a mix of positive and negative responses with response options including: 'don't agree or disagree', 'some of the time', 'somewhat like me' or 'neither positive or negative'.
Low wellbeing	Students who usually responded towards the negative end of the scale with response options including: 'disagree', 'strongly disagree', 'a little of the time', 'none of the time', 'not at all true', 'a little like me' or 'not at all like me'.

Some wellbeing indicators in the report represent an 'absence of' an attribute and these subdomains include bullying, sadness, worries and distress. For these subdomains the following response options are generally aligned to the reported level of wellbeing below.

High wellbeing	Students who usually responded towards the negative end of the scale with response options including: 'disagree', 'strongly disagree', 'a little of the time', 'none of the time' or 'not at all'.
Medium wellbeing	Students who usually responded towards the middle of the scale or who reported a mix of positive and negative responses with response options including: 'don't agree or disagree', 'some of the time', 'somewhat like me', 'once or a few times' or 'about every month'.
Low wellbeing	Students who usually responded towards the positive end of the scale with response options including: 'agree', 'strongly agree', 'most of the time', 'all of the time', 'about every week' or 'many times a week'.



Structure of this report

Part 1: Wellbeing and engagement results for All SA students, 2023

This section of the report sets out the wellbeing results from 2023 for All SA 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. A comparison between the students who took part in the collection 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 SA students, time series

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

Part 3: Wellbeing and engagement results for All SA students, 2023, by year level and gender

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2023 for each separate year level group for All SA 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 across year levels and gender. The chapter provides more information about:

- Bullying
- Emotional wellbeing
- Engagement with school and learning

Part 5: Wellbeing and engagement results: After school activities

Part 5 of the report aims to provide greater detail about participation in activities after school or reported barriers to participation in these activities. The chapter provides more information about:

- After school activities
- Additional questions



Definitions of key terms used in this report

The questions asked in the survey have been grouped into wellbeing domains and subdomains 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
Distress~	How frequently young people felt distressed in the past month
Resilience~	Young people's beliefs about their capacity to recover from difficulties and challenges
Wellbeing literacy	How well the young person believes they can communicate about their wellbeing

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	Student perception of the frequency of physical bullying at school
Verbal bullying	Student perception of the frequency of verbal bullying at school
Social bullying	Student perception of the frequency of social bullying at school
Cyberbullying	Student perception of the frequency of cyberbullying at school

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
Learning practices~	Beliefs about personal learning styles, organisational skills and capacity to complete school work
Meeting expectations~	Young people's perceptions of how well they perform against personal goals and aims
Expectations for success~	Levels of expectations young people set for themselves
Motivation to achieve goals~	How confident young people are that they can achieve their goals
Future goal planning~	Young people's beliefs about their ability to plan for the future and pursue their goals
Feelings about the future~	Young people's feelings when thinking about the future
Feelings about after school study/work~	How confident young people are that they can achieve their study/work goals after 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
Feelings about your body~	Young people's feelings when thinking about the way they look
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)

~ denotes item was only asked for senior year students (years 10-12)



Domain	Subdomain	Question
Emotional wellbeing	Happiness	I feel happy. I have a lot of fun. I love life. I am a cheerful person.
	Optimism	I have more good times than bad times. I believe more good things than bad things will happen to me. I start most days thinking I will have a good day.
	Satisfaction with life	In most ways my life is close to the way I would want it to be. The things in my life are excellent. I am happy with my life. So far I have gotten the important things I want in life. If I could live my life over, I would have it the same way.
	Emotion regulation	When I'm worried about something, I make myself think about it in a different way that helps me feel better. 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	I feel unhappy a lot of the time. I feel upset about things. I feel that I do things wrong a lot.
	Worries	I worry a lot about things at home. I worry a lot about things at school. I worry a lot about mistakes that I make. I worry about things.
	Distress~	In the last month about how often did you feel...nervous? In the last month about how often did you feel...hopeless? In the last month about how often did you feel...restless or fidgety? In the last month about how often did you feel...so sad that nothing could cheer you up? In the last month about how often did you feel...that everything was an effort? In the last month about how often did you feel...worthless?
	Resilience~	I tend to bounce back quickly after hard times. I have a hard time making it through stressful events. It does not take me long to recover from a stressful event. It is hard for me to snap back when something bad happens. I usually come through difficult times with little trouble. I tend to take a long time to get over set-backs in my life.
	Wellbeing literacy	I have many words I can think of to communicate about wellbeing. I have the skills to express myself about wellbeing. I know how to improve my wellbeing. I know a lot about wellbeing. I have the skills to understand information about wellbeing. I can communicate about wellbeing in multiple ways.
	Engagement with school	Important adult at school
Connectedness to school		At my school, there is a teacher or another adult who really cares about me. At my school, there is a teacher or another adult who believes that I will be a success. At my school, there is a teacher or another adult who listens to me when I have something to say.
Emotional engagement with teachers		I get along well with most of my teachers. Most of my teachers are interested in my well-being. Most of my teachers really listen to what I have to say. If I need extra help, I will receive it from my teachers. Most of my teachers treat me fairly.
School climate		Teachers and students treat each other with respect in this school. People care about each other in this school. Students in this school help each other, even if they are not friends.
School belonging		I feel like I belong in this school. I feel like I am important to this school.
Peer belonging		I feel part of a group of friends that do things together. I feel that I usually fit in with other kids around me. When I am with other kids my age, I feel I belong.
Friendship intimacy		I have at least one really good friend I can talk to when something is bothering me. I have a friend I can tell everything to. There is somebody my age who really understands me.
Physical bullying		This school year, how often have you been bullied by other students in the following ways? Physical bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission).
Verbal bullying		This school year, how often have you been bullied by other students in the following ways? 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		This school year, how often have you been bullied by other students in the following ways? Social bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).
Cyberbullying	This school year, how often have you been bullied by other students in the following ways? Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).	
Learning readiness	Perseverance	I keep at my school work until I am done with it. I finish whatever I begin. Once I make a plan to get something done, I stick to it. I am a hard worker.
	Cognitive engagement	I work hard on learning. When I found something hard I tried another way. I take a lot of care with what I do. No matter who you are, you can change your intelligence. I am excited to come up with new things.
	Academic self concept	I am certain I can learn the skills taught in school this year. If I have enough time, I can do a good job on all my school work. Even if the work in school is hard, I can learn it.
	Learning practices~	I can finish my homework assignments by the deadlines. I can get myself to study when there are other interesting things to do. I can always concentrate on school subjects during class. I can take good notes during school lessons. I can plan my schoolwork for the day.



Learning readiness	Learning practices~	I can organise my schoolwork. I can remember information presented in class and textbooks. I can get myself to do schoolwork. I can arrange a place to study without distractions
	Meeting expectations~	Doing my best never seems to be enough. I often feel disappointed after completing a task because I knew I could have done better. My performance rarely measures up to my standards. I am hardly ever satisfied with my performance.
	Expectations for success~	I have high expectations for myself. I set very high standards for myself. I have a strong need to strive for excellence. I expect the best from myself.
	Motivation to achieve goals~	I actively pursue my goals. My past experiences have prepared me well for the future. I've been pretty successful in life. I meet the goals that I set for myself.
	Future goal planning~	I can think of many ways to get myself out of trouble. There are lots of ways around any problem. I can think of many ways to get the things in life that are important to me. Even when others get discouraged, I know I can find a way to solve a problem.
	Feelings about the future~	How would you describe your feelings when you think about the future?
	Feelings about after school study/work~	How confident are you in your ability to achieve your study/work goals after school?
Health and wellbeing out of school	Overall health	In general, how would you describe your health?
	Feelings about your body~	How often do you like the way you look?
	Nutrition - breakfast	How often do you eat breakfast?
	Sleep	How often do you get a good night's sleep?
	Music and arts	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]
	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) ...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] l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]

~ denotes item was only asked for senior year students (years 10-12)



Part 1: Wellbeing and engagement: All SA students

Wellbeing and engagement participation for All SA students

The table below shows the number of students who completed the Wellbeing and Engagement Collection in 2019 to 2023.

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

		All SA students	
Year	Year Level	Number of Valid Survey Responses	Notes
2019	Year 4	13,490	
	Year 5	12,753	
	Year 6	13,120	
	Year 7	12,018	
	Year 8	11,329	
	Year 9	10,031	
	Year 10	9,299	
	Year 11	7,760	
	Year 12	6,171	
	Primary/Secondary Other	402	
	Unknown	468	Student year level unknown
	Total	96,841	
2020	Year 4	9,981	
	Year 5	10,557	
	Year 6	10,230	
	Primary Other	415	
	Year 7	8,927	
	Year 8	7,526	
	Year 9	7,075	
	Year 10	6,006	
	Year 11	5,552	
	Year 12	3,352	
	Secondary Other	434	
	Unknown	58	Student year level unknown
Total	70,113		
2021	Year 4	13,280	
	Year 5	13,153	
	Year 6	13,468	
	Primary Other	326	
	Year 7	12,719	
	Year 8	12,306	
	Year 9	10,860	
	Year 10	9,763	



2021	Year 11	8,612	
	Year 12	6,850	
	Secondary Other	468	
	Unknown	65	Student year level unknown
	Total	101,870	
2022	Year 4	12,184	
	Year 5	12,148	
	Year 6	11,847	
	Primary Other	193	
	Year 7	10,940	
	Year 8	10,731	
	Year 9	10,145	
	Year 10	9,215	
	Year 11	8,538	
	Year 12	6,326	
	Secondary Other	354	
	Unknown	8	Student year level unknown
	Total	92,629	
	2023	Year 4	13,537
Year 5		13,701	
Year 6		14,020	
Primary Other		303	
Year 7		12,231	
Year 8		11,637	
Year 9		11,172	
Year 10		10,844	
Year 11		9,609	
Year 12		7,489	
Secondary Other		613	
Unknown		3	Student year level unknown
Total		105,159	



Wellbeing and engagement results for All SA students

The figure below shows the 2023 wellbeing and engagement results for All SA students.

The figure shows the number and proportion of students in SA who reported high, medium and low levels of wellbeing across a range of indicators.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	
Emotional wellbeing						Year
Happiness	52169	37728	14047	50%	36%	14%
Optimism	43824	41221	18931	42%	40%	18%
Satisfaction with life	40958	39967	22823	39%	39%	22%
Emotion regulation	35094	41887	26629	34%	40%	26%
Sadness	48523	36075	18133	47%	35%	18%
Worries	37807	36753	27931	37%	36%	27%
Distress~	18406	6607	2253	68%	24%	8%
Resilience~	2476	15530	9397	9%	57%	34%
Wellbeing literacy	22011	52349	27616	22%	51%	27%
Engagement with school						Year
Important adult at school	61526	40488	3145	59%	39%	3%
Connectedness to school	60319	31004	10331	59%	30%	10%
Emotional engagement with teachers	66992	30565	4071	66%	30%	4%
School climate	33978	42919	24451	34%	42%	24%
School belonging	40450	36488	23552	40%	36%	23%
Peer belonging	49696	34832	16339	49%	35%	16%
Friendship intimacy	67424	22392	10976	67%	22%	11%
Physical bullying	68530	25488	5633	69%	26%	6%
Verbal bullying	50724	36061	12596	51%	36%	13%
Social bullying	56549	32687	9983	57%	33%	10%
Cyberbullying	76749	16840	5470	77%	17%	6%
Learning readiness						Year
Perseverance	40349	45683	17511	39%	44%	17%
Cognitive engagement	43042	41680	15401	43%	42%	15%
Academic self concept	57563	32442	11148	57%	32%	11%
Learning practices~	5980	12381	7533	23%	48%	29%
Meeting expectations~	8199	12802	6867	29%	46%	25%
Expectations for success~	14318	10018	3537	51%	36%	13%
Motivation to achieve goals~	9438	13419	4750	34%	49%	17%
Future goal planning~	10840	14188	2593	39%	51%	9%
Feelings about the future~	13555	8494	3693	53%	33%	14%
Feelings about after school study/work~	9990	10229	5498	39%	40%	21%
Health and wellbeing out of school						Year
Overall health	27996	47049	22029	29%	48%	23%
Feelings about your body~	9815	8148	7551	38%	32%	30%
Nutrition - breakfast	62556	11134	25989	63%	11%	26%
Sleep	52578	22597	23656	53%	23%	24%
Music and arts	43491	15576	38611	45%	16%	40%
Sports	51439	15909	31027	52%	16%	32%
Organised activities	76140	9442	13378	77%	10%	14%

~ denotes item was only asked for senior year students (years 10-12)



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

For further information about the survey items and scales, refer to the "Definitions of key terms used in this report" earlier in this report.



Part 2: Wellbeing and engagement: All SA students, time series

Wellbeing and engagement results for All SA students over time

The figure below shows the wellbeing and engagement results for All SA students over time.

The figure shows the number and proportion of students in SA who reported high, medium and low levels of wellbeing across a range of indicators.

	High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	
Emotional wellbeing							Year
Happiness	53264	29978	11224	56%	32%	12%	2019
	34173	23507	9625	51%	35%	14%	2020
	50942	35186	14593	51%	35%	14%	2021
	46140	32690	12853	50%	36%	14%	2022
	52169	37728	14047	50%	36%	14%	2023
Optimism	45535	33467	14123	49%	36%	15%	2019
	28761	25292	12197	43%	38%	18%	2020
	42690	39451	18672	42%	39%	19%	2021
	39336	35742	16623	43%	39%	18%	2022
	43824	41221	18931	42%	40%	18%	2023
Satisfaction with life	38892	34718	19384	42%	37%	21%	2019
	25138	25409	15608	38%	38%	24%	2020
	38291	38833	23496	38%	39%	23%	2021
	35999	34937	20558	39%	38%	22%	2022
	40958	39967	22823	39%	39%	22%	2023
Emotion regulation	35888	36517	20401	39%	39%	22%	2019
	22794	26402	16807	35%	40%	25%	2020
	33832	39952	26477	34%	40%	26%	2021
	31443	36493	23469	34%	40%	26%	2022
	35094	41887	26629	34%	40%	26%	2023
Sadness	50275	29152	14387	54%	31%	15%	2019
	31778	22503	12461	48%	34%	19%	2020
	47988	33648	18090	48%	34%	18%	2021
	42986	31605	16202	47%	35%	18%	2022
	48523	36075	18133	47%	35%	18%	2023
Worries	38388	31893	23418	41%	34%	25%	2019
	24462	23931	18252	37%	36%	27%	2020
	36950	34820	27810	37%	35%	28%	2021
	33415	32187	24880	37%	36%	27%	2022
	37807	36753	27931	37%	36%	27%	2023
Distress~	15455	5221	1807	69%	23%	8%	2019
	9685	3476	1207	67%	24%	8%	2020
	15661	6508	2426	64%	26%	10%	2021
	15328	6061	2117	65%	26%	9%	2022
	18406	6607	2253	68%	24%	8%	2023
Resilience~	2367	12185	7976	11%	54%	35%	2019
	1542	7871	4955	11%	55%	34%	2020
	2246	13074	9374	9%	53%	38%	2021
	2091	13001	8484	9%	55%	36%	2022
	2476	15530	9397	9%	57%	34%	2023



Wellbeing literacy	21897	51800	24994	22%	52%	25%	2021
	20047	46531	23588	22%	52%	26%	2022
	22011	52349	27616	22%	51%	27%	2023
Engagement with school							Year
Important adult at school	54375	35757	6709	56%	37%	7%	2019
	39732	24557	5824	57%	35%	8%	2020
	59241	38047	4582	58%	37%	4%	2021
	52839	37172	2618	57%	40%	3%	2022
	61526	40488	3145	59%	39%	3%	2023
Connectedness to school	55920	27026	8671	61%	29%	9%	2019
	40168	19433	5772	61%	30%	9%	2020
	62923	27301	8585	64%	28%	9%	2021
	53737	27375	8763	60%	30%	10%	2022
	60319	31004	10331	59%	30%	10%	2023
Emotional engagement with teachers	66541	22515	2594	73%	25%	3%	2019
	45753	17433	1888	70%	27%	3%	2020
	69736	26219	2891	71%	27%	3%	2021
	62247	24988	2733	69%	28%	3%	2022
	66992	30565	4071	66%	30%	4%	2023
School climate	36792	38361	16648	40%	42%	18%	2019
	23216	28741	13229	36%	44%	20%	2020
	36472	42387	19824	37%	43%	20%	2021
	32537	38762	18481	36%	43%	21%	2022
	33978	42919	24451	34%	42%	24%	2023
School belonging	42451	30713	17696	47%	34%	19%	2019
	26868	22895	14811	42%	35%	23%	2020
	42135	34569	21254	43%	35%	22%	2021
	37135	32183	19772	42%	36%	22%	2022
	40450	36488	23552	40%	36%	23%	2023
Peer belonging	51426	28067	13066	56%	30%	14%	2019
	33634	21516	10795	51%	33%	16%	2020
	50431	32113	15628	51%	33%	16%	2021
	45642	29692	14059	51%	33%	16%	2022
	49696	34832	16339	49%	35%	16%	2023
Friendship intimacy	64925	18260	9323	70%	20%	10%	2019
	45321	13329	7277	69%	20%	11%	2020
	66999	20613	10496	68%	21%	11%	2021
	60414	19058	9900	68%	21%	11%	2022
	67424	22392	10976	67%	22%	11%	2023
Physical bullying	64232	22659	4823	70%	25%	5%	2019
	41656	20403	3581	63%	31%	5%	2020
	69576	22693	5140	71%	23%	5%	2021
	64650	19539	4445	73%	22%	5%	2022
	68530	25488	5633	69%	26%	6%	2023
Verbal bullying	49659	32125	9717	54%	35%	11%	2019
	29643	27372	8427	45%	42%	13%	2020
	52428	33544	11190	54%	35%	12%	2021
	49750	29130	9472	56%	33%	11%	2022
	50724	36061	12596	51%	36%	13%	2023
Social bullying	52348	30691	8374	57%	34%	9%	2019
	32817	25991	6577	50%	40%	10%	2020
	57494	30587	8963	59%	32%	9%	2021



Social bullying	54112	26535	7576	61%	30%	9%	2022
	56549	32687	9983	57%	33%	10%	2023
Cyberbullying	72919	14220	4185	80%	16%	5%	2019
	48698	13420	3158	75%	21%	5%	2020
	76442	15565	4786	79%	16%	5%	2021
	69545	14176	4386	79%	16%	5%	2022
	76749	16840	5470	77%	17%	6%	2023
Learning readiness							Year
Perseverance	43189	38761	12214	46%	41%	13%	2019
	27748	29125	10163	41%	43%	15%	2020
	41708	43353	15297	42%	43%	15%	2021
	36568	40040	14725	40%	44%	16%	2022
	40349	45683	17511	39%	44%	17%	2023
Cognitive engagement	46057	34240	11230	50%	37%	12%	2019
	30112	26301	9472	46%	40%	14%	2020
	46869	37943	12767	48%	39%	13%	2021
	40439	35961	12552	45%	40%	14%	2022
	43042	41680	15401	43%	42%	15%	2023
Academic self concept	59910	24666	7108	65%	27%	8%	2019
	40113	19190	5807	62%	29%	9%	2020
	59894	29608	8764	61%	30%	9%	2021
	52991	28048	8571	59%	31%	10%	2022
	57563	32442	11148	57%	32%	11%	2023
Learning practices~	5581	11316	4785	26%	52%	22%	2019
	3251	6828	3655	24%	50%	27%	2020
	5523	11631	6604	23%	49%	28%	2021
	5305	11171	6195	23%	49%	27%	2022
	5980	12381	7533	23%	48%	29%	2023
Meeting expectations~	5499	10456	6897	24%	46%	30%	2019
	3661	6609	4501	25%	45%	30%	2020
	7346	11540	6203	29%	46%	25%	2021
	6854	10929	6155	29%	46%	26%	2022
	8199	12802	6867	29%	46%	25%	2023
Expectations for success~	10950	8610	3292	48%	38%	14%	2019
	7141	5431	2203	48%	37%	15%	2020
	12513	8960	3618	50%	36%	14%	2021
	11977	8680	3295	50%	36%	14%	2022
	14318	10018	3537	51%	36%	13%	2023
Motivation to achieve goals~	7978	11012	3685	35%	49%	16%	2019
	5257	6902	2407	36%	47%	17%	2020
	8192	12029	4645	33%	48%	19%	2021
	7981	11461	4296	34%	48%	18%	2022
	9438	13419	4750	34%	49%	17%	2023
Future goal planning~	9207	11524	1969	41%	51%	9%	2019
	6133	7231	1202	42%	50%	8%	2020
	9345	12996	2532	38%	52%	10%	2021
	9046	12338	2341	38%	52%	10%	2022
	10840	14188	2593	39%	51%	9%	2023
Feelings about the future~	11912	6726	2971	55%	31%	14%	2019
	7614	4195	2111	55%	30%	15%	2020
	12369	7627	3696	52%	32%	16%	2021
	12008	7245	3350	53%	32%	15%	2022



Feelings about the future~	13555	8494	3693	53%	33%	14%	2023
Feelings about after school study/work~	8174	8608	4820	38%	40%	22%	2019
	5495	5384	3031	40%	39%	22%	2020
	8741	9453	5459	37%	40%	23%	2021
	8765	8899	4922	39%	39%	22%	2022
	9990	10229	5498	39%	40%	21%	2023

Health and wellbeing out of school							Year
Overall health	28583	42085	18776	32%	47%	21%	2019
	18636	31010	14928	29%	48%	23%	2020
	27753	44358	20757	30%	48%	22%	2021
	25416	42019	19638	29%	48%	23%	2022
	27996	47049	22029	29%	48%	23%	2023
Nutrition - breakfast	63159	9280	19273	69%	10%	21%	2019
	44005	6546	14820	67%	10%	23%	2020
	60906	11694	24843	63%	12%	25%	2021
	56232	9615	22883	63%	11%	26%	2022
	62556	11134	25989	63%	11%	26%	2023
Feelings about your body~	5118	3993	4521	38%	29%	33%	2020
	8940	6895	7637	38%	29%	33%	2021
	8406	6772	7285	37%	30%	32%	2022
	9815	8148	7551	38%	32%	30%	2023
Sleep	50661	19165	21086	56%	21%	23%	2019
	35259	14045	15048	55%	22%	23%	2020
	46028	25298	24864	48%	26%	26%	2021
	46517	19904	21540	53%	23%	24%	2022
	52578	22597	23656	53%	23%	24%	2023
Music and arts	35659	12026	20658	52%	18%	30%	2019
	29569	11107	23565	46%	17%	37%	2020
	42520	16096	35912	45%	17%	38%	2021
	38835	14046	34511	44%	16%	39%	2022
	43491	15576	38611	45%	16%	40%	2023
Sports	38435	12431	17018	57%	18%	25%	2019
	32390	10609	20840	51%	17%	33%	2020
	47348	16505	30457	50%	18%	32%	2021
	43327	15211	29224	49%	17%	33%	2022
	51439	15909	31027	52%	16%	32%	2023
Organised activities	57259	6329	6525	82%	9%	9%	2019
	49832	6989	9437	75%	11%	14%	2020
	72795	9887	13486	76%	10%	14%	2021
	66529	8995	12697	75%	10%	14%	2022
	76140	9442	13378	77%	10%	14%	2023

~ denotes item was only asked for senior year students (years 10-12)

This information allows you to compare the strengths and challenges among All SA students and consider to what extent these may have changed over time.

For further information about the survey items and scales, refer to the "Definitions of key terms used in this report" earlier in this report.



Part 3: Wellbeing and engagement results for All SA students, 2023, 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 SA 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 2023 wellbeing results for All SA students.

The figures show, on a single page, 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.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information
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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.

For further information about the survey items and scales, refer to the "Definitions of key terms used in this report" earlier in this report.

Please note that the data is not reported for groups of five students or less 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 SA students

Year 4

The figure below shows the 2023 wellbeing results for All SA 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.

Emotional wellbeing							Year
Happiness	7910	3896	1034	62%	30%	8%	2023
Optimism	7316	4106	1586	56%	32%	12%	2023
Satisfaction with life	7025	4189	1666	55%	33%	13%	2023
Emotion regulation	5840	4574	2545	45%	35%	20%	2023
Sadness	6993	4128	1871	54%	32%	14%	2023
Worries	5554	4245	3060	43%	33%	24%	2023
Wellbeing literacy	2992	6279	3566	23%	49%	28%	2023
Engagement with school							Year
Important adult at school	10201	3038	298	75%	22%	2%	2023
Connectedness to school	8863	3148	922	69%	24%	7%	2023
Emotional engagement with teachers	10223	2479	220	79%	19%	2%	2023
School climate	7525	4302	1116	58%	33%	9%	2023
School belonging	7823	3150	1738	62%	25%	14%	2023
Peer belonging	7524	3691	1649	58%	29%	13%	2023
Friendship intimacy	9423	2264	1144	73%	18%	9%	2023
Physical bullying	7301	4680	965	56%	36%	7%	2023
Verbal bullying	5903	5266	1567	46%	41%	12%	2023
Social bullying	6358	4906	1406	50%	39%	11%	2023
Cyberbullying	9657	2175	791	77%	17%	6%	2023
Learning readiness							Year
Perseverance	6580	4824	1227	52%	38%	10%	2023
Cognitive engagement	7751	3855	1185	61%	30%	9%	2023
Academic self concept	9094	2881	873	71%	22%	7%	2023
Health and wellbeing out of school							Year
Overall health	4743	6071	1773	38%	48%	14%	2023
Nutrition - breakfast	10476	824	1730	80%	6%	13%	2023
Sleep	7758	2122	2832	61%	17%	22%	2023
Music and arts	7944	2428	2211	63%	19%	18%	2023
Sports	6438	3321	3021	50%	26%	24%	2023
Organised activities	11018	1136	779	85%	9%	6%	2023



Wellbeing and engagement: All SA students

The figure below shows the 2023 wellbeing results for All SA 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	7736	4413	1356	57%	33%	10%	2023
Optimism	6683	4819	2035	49%	36%	15%	2023
Satisfaction with life	6703	4610	2182	50%	34%	16%	2023
Emotion regulation	5057	5310	3127	37%	39%	23%	2023
Sadness	7075	4425	2004	52%	33%	15%	2023
Worries	5599	4477	3381	42%	33%	25%	2023
Wellbeing literacy	2696	6677	4023	20%	50%	30%	2023
Engagement with school							Year
Important adult at school	9678	3797	226	71%	28%	2%	2023
Connectedness to school	8846	3543	1003	66%	26%	7%	2023
Emotional engagement with teachers	10021	3056	332	75%	23%	2%	2023
School climate	6402	5179	1825	48%	39%	14%	2023
School belonging	7021	3864	2385	53%	29%	18%	2023
Peer belonging	7213	4133	2031	54%	31%	15%	2023
Friendship intimacy	9451	2502	1395	71%	19%	10%	2023
Physical bullying	8180	4314	793	62%	32%	6%	2023
Verbal bullying	6170	5362	1710	47%	40%	13%	2023
Social bullying	6776	5000	1437	51%	38%	11%	2023
Cyberbullying	10394	2068	711	79%	16%	5%	2023
Learning readiness							Year
Perseverance	6207	5658	1554	46%	42%	12%	2023
Cognitive engagement	7054	4675	1589	53%	35%	12%	2023
Academic self concept	8652	3471	1247	65%	26%	9%	2023
Health and wellbeing out of school							Year
Overall health	4460	6301	2153	35%	49%	17%	2023
Nutrition - breakfast	10150	1127	2047	76%	8%	15%	2023
Sleep	7891	2481	2795	60%	19%	21%	2023
Music and arts	7895	2487	2748	60%	19%	21%	2023
Sports	7125	2936	3123	54%	22%	24%	2023
Organised activities	11348	1118	821	85%	8%	6%	2023



Wellbeing and engagement: All SA students

The figure below shows the 2023 wellbeing results for All SA 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	7875	4544	1496	57%	33%	11%	2023
Optimism	6437	5276	2224	46%	38%	16%	2023
Satisfaction with life	6470	4981	2473	46%	36%	18%	2023
Emotion regulation	4739	5817	3360	34%	42%	24%	2023
Sadness	7153	4602	2167	51%	33%	16%	2023
Worries	5648	4753	3501	41%	34%	25%	2023
Wellbeing literacy	2853	7032	3984	21%	51%	29%	2023
Engagement with school							Year
Important adult at school	9703	4152	165	69%	30%	1%	2023
Connectedness to school	9099	3627	1095	66%	26%	8%	2023
Emotional engagement with teachers	9988	3475	395	72%	25%	3%	2023
School climate	5585	6003	2270	40%	43%	16%	2023
School belonging	6857	4267	2626	50%	31%	19%	2023
Peer belonging	7540	4228	2057	55%	31%	15%	2023
Friendship intimacy	9794	2604	1419	71%	19%	10%	2023
Physical bullying	8982	4061	690	65%	30%	5%	2023
Verbal bullying	6471	5460	1781	47%	40%	13%	2023
Social bullying	7222	5014	1452	53%	37%	11%	2023
Cyberbullying	10649	2353	668	78%	17%	5%	2023
Learning readiness							Year
Perseverance	6084	6101	1691	44%	44%	12%	2023
Cognitive engagement	6837	5173	1771	50%	38%	13%	2023
Academic self concept	8708	3920	1205	63%	28%	9%	2023
Health and wellbeing out of school							Year
Overall health	4413	6470	2446	33%	49%	18%	2023
Nutrition - breakfast	9687	1362	2714	70%	10%	20%	2023
Sleep	8087	2774	2784	59%	20%	20%	2023
Music and arts	7209	2658	3755	53%	20%	28%	2023
Sports	7712	2545	3400	56%	19%	25%	2023
Organised activities	11537	1155	1056	84%	8%	8%	2023



Wellbeing and engagement: All SA students

Year 7

The figure below shows the 2023 wellbeing results for All SA 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.

Emotional wellbeing							Year
Happiness	6174	4332	1688	51%	36%	14%	2023
Optimism	4942	4916	2331	41%	40%	19%	2023
Satisfaction with life	4857	4654	2666	40%	38%	22%	2023
Emotion regulation	3746	5037	3372	31%	41%	28%	2023
Sadness	5948	4142	2055	49%	34%	17%	2023
Worries	4568	4299	3259	38%	35%	27%	2023
Wellbeing literacy	2338	6181	3552	19%	51%	29%	2023
Engagement with school							Year
Important adult at school	6355	5634	242	52%	46%	2%	2023
Connectedness to school	6758	3922	1337	56%	33%	11%	2023
Emotional engagement with teachers	7465	4002	555	62%	33%	5%	2023
School climate	3244	5518	3202	27%	46%	27%	2023
School belonging	4131	4644	3102	35%	39%	26%	2023
Peer belonging	5773	4187	1959	48%	35%	16%	2023
Friendship intimacy	7931	2648	1334	67%	22%	11%	2023
Physical bullying	8145	3030	570	69%	26%	5%	2023
Verbal bullying	5770	4391	1589	49%	37%	14%	2023
Social bullying	7001	3671	1066	60%	31%	9%	2023
Cyberbullying	9215	1949	560	79%	17%	5%	2023
Learning readiness							Year
Perseverance	4533	5604	2038	37%	46%	17%	2023
Cognitive engagement	4849	5020	1966	41%	42%	17%	2023
Academic self concept	6449	4034	1466	54%	34%	12%	2023
Health and wellbeing out of school							Year
Overall health	3341	5447	2627	29%	48%	23%	2023
Nutrition - breakfast	7235	1392	3115	62%	12%	27%	2023
Sleep	6477	2620	2576	55%	22%	22%	2023
Music and arts	4884	2100	4542	42%	18%	39%	2023
Sports	6396	1802	3388	55%	16%	29%	2023
Organised activities	9162	1151	1330	79%	10%	11%	2023



Wellbeing and engagement: All SA students

Year 8

The figure below shows the 2023 wellbeing results for All SA 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.

Emotional wellbeing							Year
Happiness	5451	4341	1812	47%	37%	16%	2023
Optimism	4266	4867	2451	37%	42%	21%	2023
Satisfaction with life	3959	4677	2937	34%	40%	25%	2023
Emotion regulation	3277	4755	3508	28%	41%	30%	2023
Sadness	5212	4201	2099	45%	36%	18%	2023
Worries	4115	4202	3188	36%	37%	28%	2023
Wellbeing literacy	2142	5956	3343	19%	52%	29%	2023
Engagement with school							Year
Important adult at school	5674	5672	291	49%	49%	3%	2023
Connectedness to school	5967	3968	1416	53%	35%	12%	2023
Emotional engagement with teachers	6137	4449	765	54%	39%	7%	2023
School climate	2185	5102	4011	19%	45%	36%	2023
School belonging	3299	4588	3336	29%	41%	30%	2023
Peer belonging	5092	4140	2003	45%	37%	18%	2023
Friendship intimacy	7259	2708	1272	65%	24%	11%	2023
Physical bullying	7619	2825	635	69%	25%	6%	2023
Verbal bullying	5190	4141	1755	47%	37%	16%	2023
Social bullying	6297	3596	1182	57%	32%	11%	2023
Cyberbullying	8317	2135	611	75%	19%	6%	2023
Learning readiness							Year
Perseverance	3656	5392	2549	32%	46%	22%	2023
Cognitive engagement	3832	5074	2233	34%	46%	20%	2023
Academic self concept	5501	4116	1681	49%	36%	15%	2023
Health and wellbeing out of school							Year
Overall health	2915	5088	2720	27%	47%	25%	2023
Nutrition - breakfast	6298	1356	3441	57%	12%	31%	2023
Sleep	5760	2570	2696	52%	23%	24%	2023
Music and arts	3816	1721	5342	35%	16%	49%	2023
Sports	6061	1480	3418	55%	14%	31%	2023
Organised activities	8286	1111	1600	75%	10%	15%	2023



Wellbeing and engagement: All SA students

Year 9

The figure below shows the 2023 wellbeing results for All SA 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.

Emotional wellbeing							Year
Happiness	4953	4402	1784	44%	40%	16%	2023
Optimism	3863	4792	2454	35%	43%	22%	2023
Satisfaction with life	3457	4638	3012	31%	42%	27%	2023
Emotion regulation	3117	4641	3302	28%	42%	30%	2023
Sadness	4866	4108	2067	44%	37%	19%	2023
Worries	3897	4140	3001	35%	38%	27%	2023
Wellbeing literacy	2344	5742	2887	21%	52%	26%	2023
Engagement with school							Year
Important adult at school	5215	5698	259	47%	51%	2%	2023
Connectedness to school	5455	3942	1508	50%	36%	14%	2023
Emotional engagement with teachers	5770	4421	722	53%	41%	7%	2023
School climate	2000	4749	4137	18%	44%	38%	2023
School belonging	2929	4532	3351	27%	42%	31%	2023
Peer belonging	4708	4198	1914	44%	39%	18%	2023
Friendship intimacy	6828	2704	1293	63%	25%	12%	2023
Physical bullying	7575	2418	678	71%	23%	6%	2023
Verbal bullying	5233	3826	1619	49%	36%	15%	2023
Social bullying	6197	3302	1175	58%	31%	11%	2023
Cyberbullying	7985	2018	659	75%	19%	6%	2023
Learning readiness							Year
Perseverance	3493	5175	2461	31%	47%	22%	2023
Cognitive engagement	3546	4968	2218	33%	46%	21%	2023
Academic self concept	5181	4073	1627	48%	37%	15%	2023
Health and wellbeing out of school							Year
Overall health	2565	4925	2787	25%	48%	27%	2023
Nutrition - breakfast	5684	1378	3615	53%	13%	34%	2023
Sleep	5226	2591	2822	49%	24%	27%	2023
Music and arts	3460	1418	5621	33%	14%	54%	2023
Sports	5714	1217	3635	54%	12%	34%	2023
Organised activities	7758	1050	1789	73%	10%	17%	2023



Wellbeing and engagement: All SA students

The figure below shows the 2023 wellbeing results for All SA 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	4702	4414	1703	43%	41%	16%	2023	
Optimism	3841	4730	2212	36%	44%	21%	2023	
Satisfaction with life	3248	4663	2865	30%	43%	27%	2023	
Emotion regulation	3399	4447	2898	32%	41%	27%	2023	
Sadness	4391	3906	2134	42%	37%	20%	2023	
Worries	3376	4003	3053	32%	38%	29%	2023	
Distress~	7271	2409	781	70%		23%	7%	2023
Resilience~	925	5976	3602	9%	57%	34%	2023	
Wellbeing literacy	2237	5535	2583	22%	53%	25%	2023	
Engagement with school							Year	
Important adult at school	5007	5280	557	46%	49%	5%	2023	
Connectedness to school	5278	3683	1345	51%	36%	13%	2023	
Emotional engagement with teachers	5821	3935	516	57%	38%	5%	2023	
School climate	2137	4550	3518	21%	45%	34%	2023	
School belonging	2781	4406	2975	27%	43%	29%	2023	
Peer belonging	4361	4017	1758	43%	40%	17%	2023	
Friendship intimacy	6271	2703	1162	62%	27%	11%	2023	
Physical bullying	7450	1906	549	75%		19%	6%	2023
Verbal bullying	5498	3255	1149	56%	33%	12%	2023	
Social bullying	5994	2946	954	61%	30%	10%	2023	
Cyberbullying	7564	1754	570	76%		18%	6%	2023
Learning readiness							Year	
Perseverance	3478	4984	2345	32%	46%	22%	2023	
Cognitive engagement	3266	4910	1869	33%	49%	19%	2023	
Academic self concept	4914	3931	1360	48%	39%	13%	2023	
Learning practices~	2131	4759	3063	21%	48%	31%	2023	
Meeting expectations~	2877	5002	2801	27%	47%	26%	2023	
Expectations for success~	5088	4062	1532	48%	38%	14%	2023	
Motivation to achieve goals~	3576	5221	1798	34%	49%	17%	2023	
Future goal planning~	4033	5560	1006	38%	52%	9%	2023	
Feelings about the future~	5357	3236	1300	54%	33%	13%	2023	
Feelings about after school study/work~	3674	3938	2273	37%	40%	23%	2023	
Health and wellbeing out of school							Year	
Overall health	2192	4855	2732	22%	50%	28%	2023	
Feelings about your body~	3693	3099	3005	38%	32%	31%	2023	
Nutrition - breakfast	4972	1351	3527	50%	14%	36%	2023	
Sleep	4482	2709	2638	46%	28%	27%	2023	
Music and arts	3173	1085	5346	33%	11%	56%	2023	
Sports	4999	988	3713	52%	10%	38%	2023	
Organised activities	6808	996	1930	70%	10%	20%	2023	

~ denotes item was only asked for senior year students (years 10-12)



Wellbeing and engagement: All SA students

The figure below shows the 2023 wellbeing results for All SA Year 11 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
11

Emotional wellbeing							Year
Happiness	3824	3991	1775	40%	42%	19%	2023
Optimism	3205	4264	2064	34%	45%	22%	2023
Satisfaction with life	2631	4107	2794	28%	43%	29%	2023
Emotion regulation	3002	3921	2573	32%	41%	27%	2023
Sadness	3616	3557	2043	39%	39%	22%	2023
Worries	2718	3581	2913	30%	39%	32%	2023
Distress~	6124	2294	831	66%	25%	9%	2023
Resilience~	821	5272	3196	9%	57%	34%	2023
Wellbeing literacy	2190	4803	2143	24%	53%	23%	2023
Engagement with school							Year
Important adult at school	4724	4325	560	49%	45%	6%	2023
Connectedness to school	5023	2998	1049	55%	33%	12%	2023
Emotional engagement with teachers	5711	2974	360	63%	33%	4%	2023
School climate	2214	4161	2622	25%	46%	29%	2023
School belonging	2589	3992	2358	29%	45%	26%	2023
Peer belonging	3788	3528	1623	42%	39%	18%	2023
Friendship intimacy	5496	2367	1074	61%	26%	12%	2023
Physical bullying	7055	1262	400	81%	14%	5%	2023
Verbal bullying	5482	2422	811	63%	28%	9%	2023
Social bullying	5618	2363	733	64%	27%	8%	2023
Cyberbullying	6846	1360	499	79%	16%	6%	2023
Learning readiness							Year
Perseverance	3196	4322	2064	33%	45%	22%	2023
Cognitive engagement	2927	4397	1510	33%	50%	17%	2023
Academic self concept	4500	3446	1042	50%	38%	12%	2023
Learning practices~	1997	4198	2560	23%	48%	29%	2023
Meeting expectations~	2832	4359	2240	30%	46%	24%	2023
Expectations for success~	4844	3408	1181	51%	36%	13%	2023
Motivation to achieve goals~	3077	4568	1703	33%	49%	18%	2023
Future goal planning~	3585	4850	915	38%	52%	10%	2023
Feelings about the future~	4414	2976	1311	51%	34%	15%	2023
Feelings about after school study/work~	3336	3473	1874	38%	40%	22%	2023
Health and wellbeing out of school							Year
Overall health	1782	4250	2560	21%	49%	30%	2023
Feelings about your body~	3200	2768	2655	37%	32%	31%	2023
Nutrition - breakfast	4257	1263	3149	49%	15%	36%	2023
Sleep	3632	2548	2453	42%	30%	28%	2023
Music and arts	2716	905	4857	32%	11%	57%	2023
Sports	3924	811	3791	46%	10%	44%	2023
Organised activities	5627	847	2096	66%	10%	24%	2023

~ denotes item was only asked for senior year students (years 10-12)



Wellbeing and engagement: All SA students

The figure below shows the 2023 wellbeing results for All SA Year 12 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
12

Emotional wellbeing							Year
Happiness	3065	3112	1301	41%	42%	17%	2023
Optimism	2761	3191	1472	37%	43%	20%	2023
Satisfaction with life	2159	3146	2117	29%	42%	29%	2023
Emotion regulation	2462	3097	1827	33%	42%	25%	2023
Sadness	2870	2709	1543	40%	38%	22%	2023
Worries	2012	2767	2342	28%	39%	33%	2023
Distress~	4723	1816	606	66%	25%	8%	2023
Resilience~	710	4039	2445	10%	56%	34%	2023
Wellbeing literacy	1957	3747	1362	28%	53%	19%	2023
Engagement with school							Year
Important adult at school	4288	2718	483	57%	36%	6%	2023
Connectedness to school	4425	1991	614	63%	28%	9%	2023
Emotional engagement with teachers	5189	1631	188	74%	23%	3%	2023
School climate	2208	3096	1663	32%	44%	24%	2023
School belonging	2530	2827	1585	36%	41%	23%	2023
Peer belonging	3245	2454	1242	47%	35%	18%	2023
Friendship intimacy	4464	1698	778	64%	24%	11%	2023
Physical bullying	5708	792	282	84%	12%	4%	2023
Verbal bullying	4569	1692	520	67%	25%	8%	2023
Social bullying	4590	1695	497	68%	25%	7%	2023
Cyberbullying	5515	929	332	81%	14%	5%	2023
Learning readiness							Year
Perseverance	2678	3324	1473	36%	44%	20%	2023
Cognitive engagement	2561	3347	954	37%	49%	14%	2023
Academic self concept	4006	2378	580	58%	34%	8%	2023
Learning practices~	1734	3255	1824	25%	48%	27%	2023
Meeting expectations~	2357	3256	1727	32%	44%	24%	2023
Expectations for success~	4162	2411	768	57%	33%	10%	2023
Motivation to achieve goals~	2580	3485	1184	36%	48%	16%	2023
Future goal planning~	3019	3615	618	42%	50%	9%	2023
Feelings about the future~	3539	2200	1037	52%	32%	15%	2023
Feelings about after school study/work~	2805	2706	1260	41%	40%	19%	2023
Health and wellbeing out of school							Year
Overall health	1326	3256	2103	20%	49%	31%	2023
Feelings about your body~	2704	2191	1832	40%	33%	27%	2023
Nutrition - breakfast	3251	1021	2476	48%	15%	37%	2023
Sleep	2744	2079	1918	41%	31%	28%	2023
Music and arts	2021	662	3924	31%	10%	59%	2023
Sports	2812	666	3181	42%	10%	48%	2023
Organised activities	4095	774	1812	61%	12%	27%	2023

~ denotes item was only asked for senior year students (years 10-12)



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
3. Engagement with school and learning

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.

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 2023
- whether or not the frequency of bullying reported by students is decreasing over time
- how rates of the types of bullying (physical, verbal, social and cyber) 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.



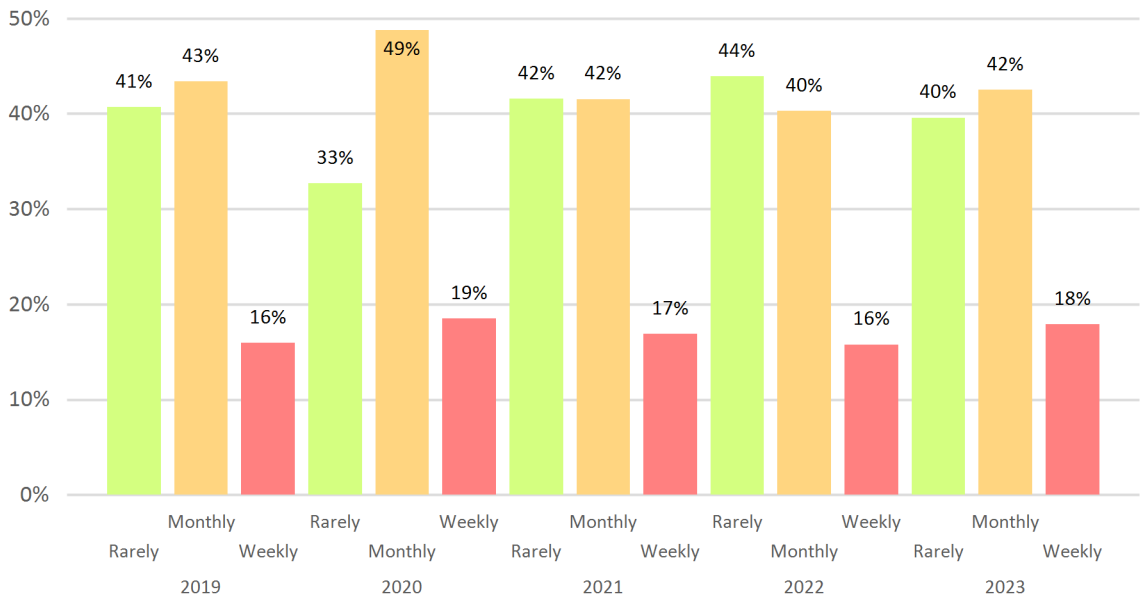
1. All SA students bullying

Frequency of reported bullying across All SA 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 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 rarely, monthly and weekly bullying, over time



Number of students reporting bullying rarely, monthly, or weekly

Number of Students	All SA students		
	Rarely	Monthly	Weekly
Year			
2019	37,377	39,848	14,624
2020	21,513	32,057	12,189
2021	40,592	40,584	16,530
2022	39,082	35,801	14,031
2023	39,635	42,537	17,943



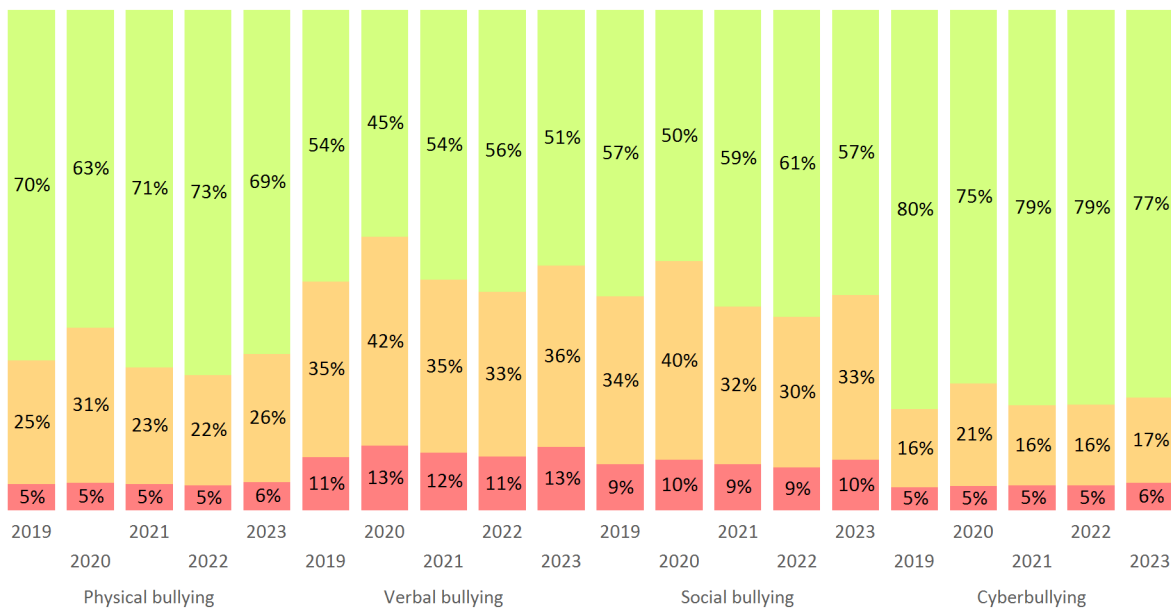
Frequency of different types of bullying reported across All SA students, over time

The Wellbeing and Engagement Collection 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 in this report" starting on page 4 for details regarding bullying definitions 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
2019	64,232	22,659	4,823	49,659	32,125	9,717	52,348	30,691	8,374	72,919	14,220	4,185
2020	41,656	20,403	3,581	29,643	27,372	8,427	32,817	25,991	6,577	48,698	13,420	3,158
2021	69,576	22,693	5,140	52,428	33,544	11,190	57,494	30,587	8,963	76,442	15,565	4,786
2022	64,650	19,539	4,445	49,750	29,130	9,472	54,112	26,535	7,576	69,545	14,176	4,386
2023	68,530	25,488	5,633	50,724	36,061	12,596	56,549	32,687	9,983	76,749	16,840	5,470



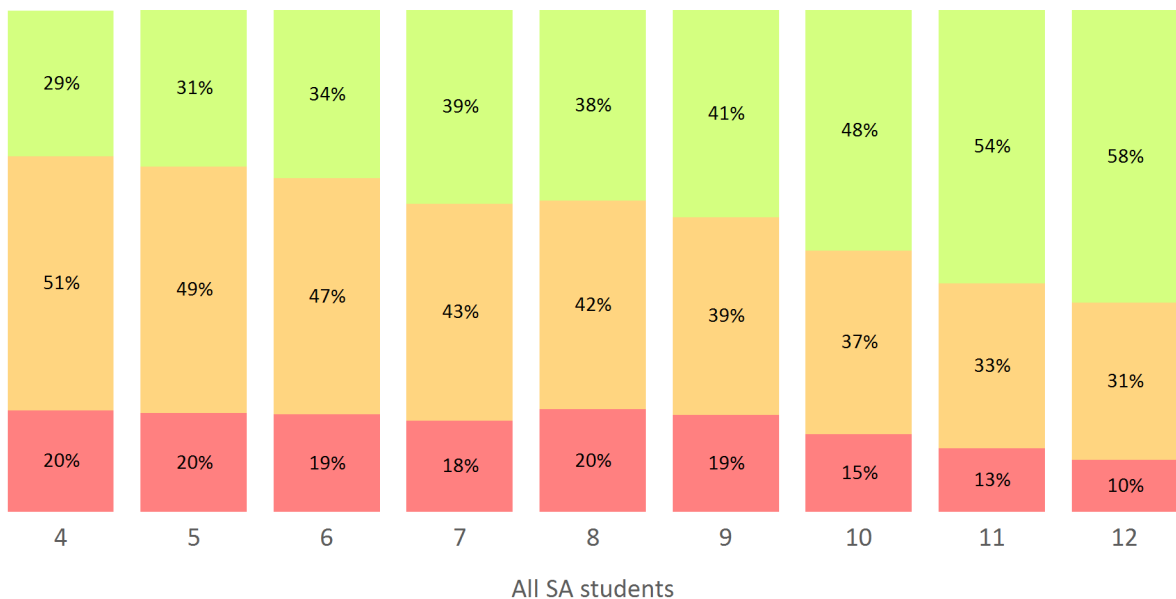
Frequency of 2023 reported bullying across All SA students, for each year level

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 SA students in 2023.

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

The following page then breaks these results down into the four types of bullying reported by students.

Proportion of students in 2023 reporting being bullied rarely, monthly, and weekly, for each year level



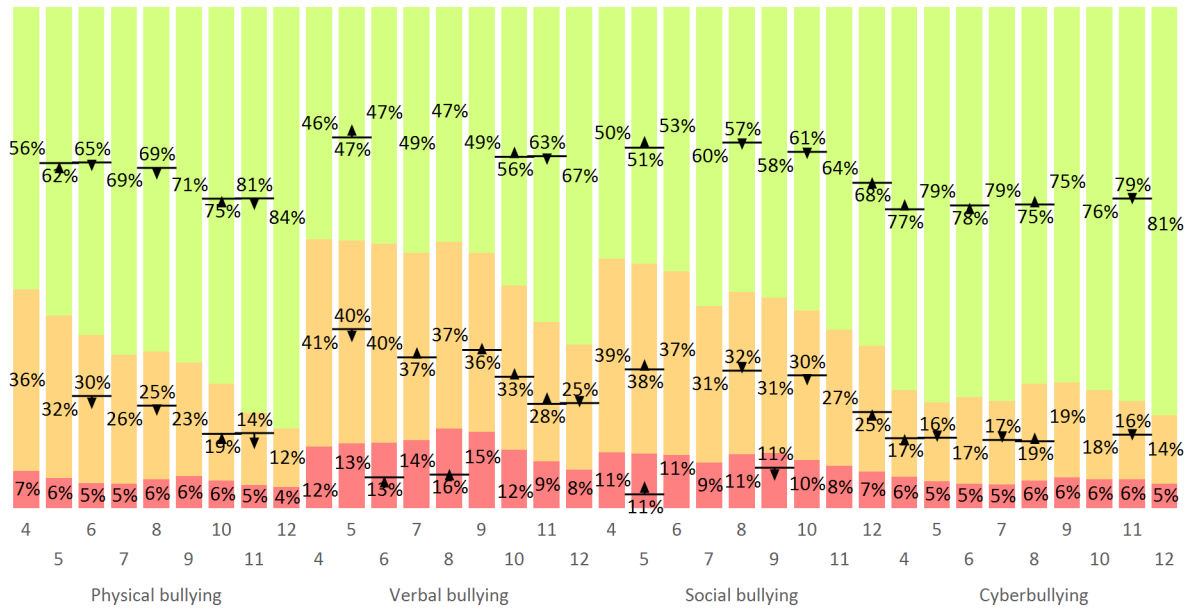
Number of students in 2023 reporting being bullied rarely, monthly and weekly, for each year level

Year Level	All SA students		
	Rarely	Monthly	Weekly
4	3,819	6,621	2,650
5	4,166	6,572	2,632
6	4,633	6,497	2,674
7	4,546	5,097	2,147
8	4,226	4,618	2,269
9	4,415	4,214	2,072
10	4,752	3,634	1,535
11	4,755	2,869	1,109
12	3,966	2,121	707

* = denotes suppression rules for less than 5 student responses



Proportion of students in 2023 who reported being bullied by type and year level



Number of students in 2023 who reported being bullied by type and year level

Year Level	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
4	7,301	4,680	965	5,903	5,266	1,567	6,358	4,906	1,406	9,657	2,175	791
5	8,180	4,314	793	6,170	5,362	1,710	6,776	5,000	1,437	10,394	2,068	711
6	8,982	4,061	690	6,471	5,460	1,781	7,222	5,014	1,452	10,649	2,353	668
7	8,145	3,030	570	5,770	4,391	1,589	7,001	3,671	1,066	9,215	1,949	560
8	7,619	2,825	635	5,190	4,141	1,755	6,297	3,596	1,182	8,317	2,135	611
9	7,575	2,418	678	5,233	3,826	1,619	6,197	3,302	1,175	7,985	2,018	659
10	7,450	1,906	549	5,498	3,255	1,149	5,994	2,946	954	7,564	1,754	570
11	7,055	1,262	400	5,482	2,422	811	5,618	2,363	733	6,846	1,360	499
12	5,708	792	282	4,569	1,692	520	4,590	1,695	497	5,515	929	332

* = denotes suppression rules for less than 5 student responses



Frequency of reported bullying across All SA 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 4 for details regarding definitions and questions asked.

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

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
		Rarely	Monthly	Weekly	
Happiness	High	23674	20148	6174	49996
	Medium	12119	16715	6983	35817
	Low	3449	5264	4511	13224
	Total	39242	42127	17668	99037
Satisfaction with life	High	18800	15596	4999	39395
	Medium	14378	17441	6282	38101
	Low	6107	9129	6440	21676
	Total	39285	42166	17721	99172
Sadness	High	23917	18520	4628	47065
	Medium	11509	16743	6575	34827
	Low	3904	6983	6563	17450
	Total	39330	42246	17766	99342
Worries	High	19708	13489	3426	36623
	Medium	12850	16864	5783	35497
	Low	6706	11805	8506	27017
	Total	39264	42158	17715	99137



2. All SA students emotional wellbeing for boys and girls

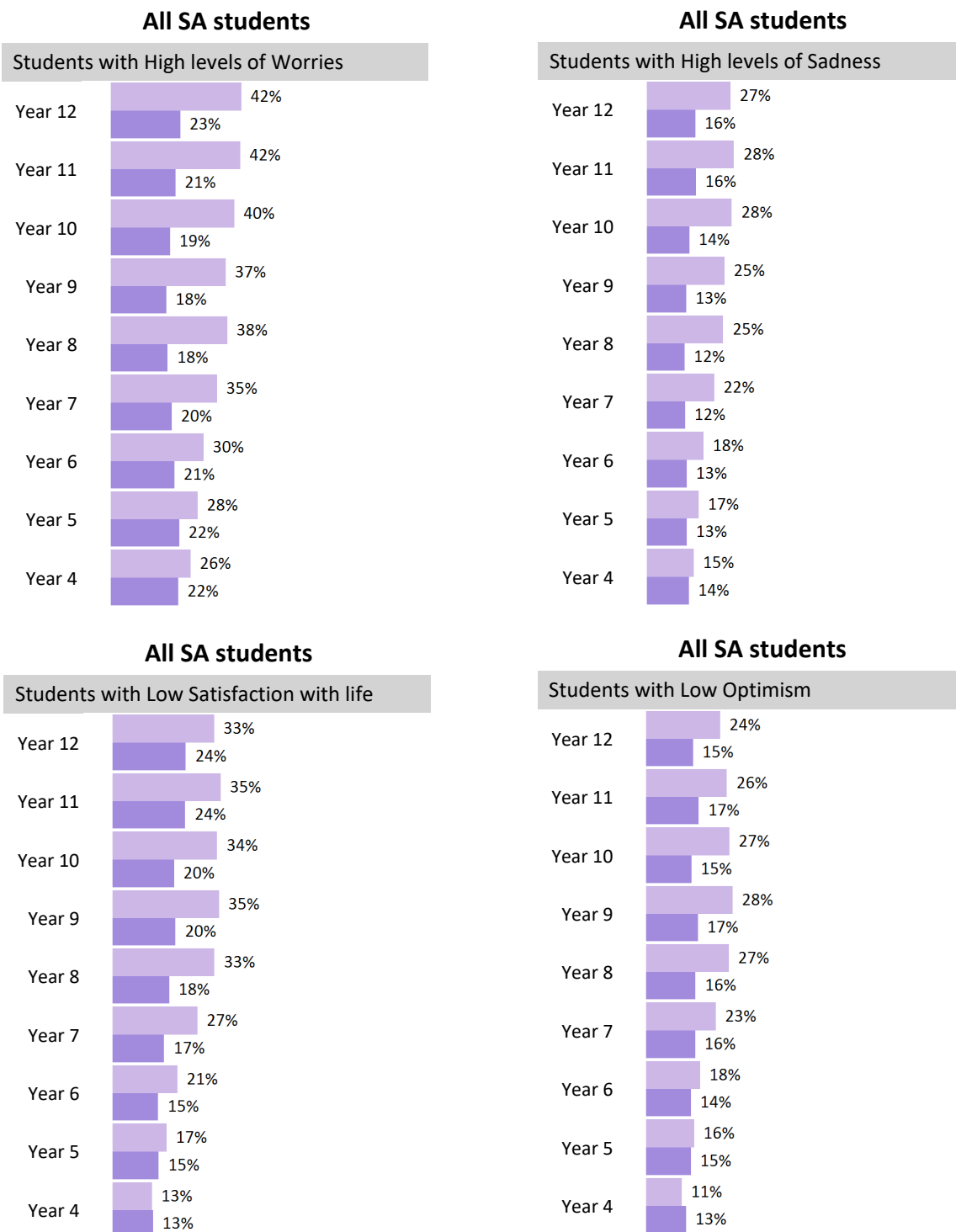
Analysis of the Wellbeing and Engagement Collection data for South Australia showed that a greater number of girls than boys reported low emotional wellbeing, and that this gap increased over the transition into secondary school.

The figures and tables below show how the emotional wellbeing for girls compares to boys across All SA students in 2023.

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





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

All SA students

		Girl	Boy
Students with High levels of Worries	Year 12	1570	769
	Year 11	1955	954
	Year 10	2012	1039
	Year 9	1957	1039
	Year 8	2081	1107
	Year 7	2006	1250
	Year 6	2018	1479
	Year 5	1845	1535
	Year 4	1615	1442
Students with High levels of Sadness	Year 12	1006	536
	Year 11	1314	725
	Year 10	1383	748
	Year 9	1323	740
	Year 8	1364	734
	Year 7	1270	782
	Year 6	1236	927
	Year 5	1106	896
	Year 4	960	909
Students with Low Satisfaction with life	Year 12	1263	848
	Year 11	1675	1114
	Year 10	1744	1119
	Year 9	1820	1186
	Year 8	1829	1108
	Year 7	1600	1059
	Year 6	1408	1060
	Year 5	1149	1031
	Year 4	800	866
Students with Low Optimism	Year 12	922	545
	Year 11	1251	808
	Year 10	1387	822
	Year 9	1476	975
	Year 8	1487	964
	Year 7	1314	1010
	Year 6	1180	1040
	Year 5	1025	1008
	Year 4	723	860



3. All SA students engagement with school and learning for boys and girls

The following subdomains have been chosen to highlight areas relating to engagement with school and learning.

- | | | |
|----|--|--|
| 1. | School climate: | Overall tone of the school environment, including the way teachers and students interact and how students treat each other |
| 2. | School belonging: | The degree to which young people feel connected and valued at their school |
| 3. | Emotional engagement with teachers: | Support and relationships with teachers |
| 4. | Cognitive engagement: | Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset |
| 5. | Academic self concept: | Perceptions of themselves as students and how interested and confident they feel at school |

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(*).



School climate

"Overall tone of the school environment, including the way teachers and students interact and how students treat each other"

Questions asked for School climate

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

The tables below show the 2023 results for School climate for All SA students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of School climate.

All SA students

		Year	High	Medium	Low	High	Medium	Low
Girl	Year 4	3836	2000	463		61%	32%	7%
	Year 5	3238	2498	796		50%	38%	12%
	Year 6	2701	2914	1083		40%	44%	16%
	Year 7	1413	2648	1678		25%	46%	29%
	Year 8	850	2405	2185		16%	44%	40%
	Year 9	731	2216	2241		14%	43%	43%
	Year 10	788	2182	1952		16%	44%	40%
	Year 11	964	2130	1469		21%	47%	32%
	Year 12	1020	1686	924		28%	46%	25%
Boy	Year 4	3682	2299	648		56%	35%	10%
	Year 5	3162	2678	1028		46%	39%	15%
	Year 6	2881	3084	1185		40%	43%	17%
	Year 7	1830	2868	1519		29%	46%	24%
	Year 8	1334	2697	1825		23%	46%	31%
	Year 9	1268	2526	1895		22%	44%	33%
	Year 10	1348	2368	1565		26%	45%	30%
	Year 11	1245	2029	1152		28%	46%	26%
	Year 12	1186	1409	734		36%	42%	22%



School belonging

"The degree to which young people feel connected and valued at their school"

Questions asked for School belonging

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

The tables below show the 2023 results for School belonging for All SA students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of School belonging.

All SA students

	Year	Total	High	Medium	Low
Girl	Year 4	3891	1518	777	63% 25% 13%
	Year 5	3436	1896	1133	53% 29% 18%
	Year 6	3191	2151	1301	48% 32% 20%
	Year 7	1807	2239	1649	32% 39% 29%
	Year 8	1299	2196	1908	24% 41% 35%
	Year 9	1139	2157	1858	22% 42% 36%
	Year 10	1062	2163	1681	22% 44% 34%
	Year 11	1164	2048	1329	26% 45% 29%
	Year 12	1164	1540	908	32% 43% 25%
Boy	Year 4	3925	1626	959	60% 25% 15%
	Year 5	3582	1967	1251	53% 29% 18%
	Year 6	3664	2113	1320	52% 30% 19%
	Year 7	2323	2404	1448	38% 39% 23%
	Year 8	1998	2392	1428	34% 41% 25%
	Year 9	1789	2372	1488	32% 42% 26%
	Year 10	1718	2243	1293	33% 43% 25%
	Year 11	1421	1943	1026	32% 44% 23%
	Year 12	1365	1285	672	41% 39% 20%



Emotional engagement with teachers

"Support and relationships with teachers"

Questions asked for Emotional engagement with teachers

- I get along well with most of my teachers.
- Most of my teachers are interested in my well-being.
- Most of my teachers really listen to what I have to say.
- If I need extra help, I will receive it from my teachers.
- Most of my teachers treat me fairly.

The tables below show the 2023 results for Emotional engagement with teachers for All SA students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of Emotional engagement with teachers.

All SA students

	Year	High	Medium	Low	High %	Medium %	Low %
Girl	Year 4	5188	1034	62	83%	16%	1%
	Year 5	5125	1307	101	78%	20%	2%
	Year 6	5004	1517	174	75%	23%	3%
	Year 7	3567	1930	265	62%	33%	5%
	Year 8	2757	2327	361	51%	43%	7%
	Year 9	2594	2264	347	50%	43%	7%
	Year 10	2649	2051	251	54%	41%	5%
	Year 11	2795	1634	154	61%	36%	3%
	Year 12	2674	901	80	73%	25%	2%
Boy	Year 4	5022	1443	158	76%	22%	2%
	Year 5	4893	1747	231	71%	25%	3%
	Year 6	4979	1954	221	70%	27%	3%
	Year 7	3894	2069	289	62%	33%	5%
	Year 8	3379	2121	404	57%	36%	7%
	Year 9	3173	2151	375	56%	38%	7%
	Year 10	3171	1884	264	60%	35%	5%
	Year 11	2909	1340	205	65%	30%	5%
	Year 12	2509	729	107	75%	22%	3%



Cognitive engagement

"Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset"

Questions asked for Cognitive engagement

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

The tables below show the 2023 results for Cognitive engagement for All SA students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of Cognitive engagement.

All SA students

		Year	High	Medium	Low	High	Medium	Low
Girl	Year 4	3897	1804	535	62%	29%	9%	
	Year 5	3587	2179	729	55%	34%	11%	
	Year 6	3350	2461	854	50%	37%	13%	
	Year 7	2284	2386	1018	40%	42%	18%	
	Year 8	1781	2348	1250	33%	44%	23%	
	Year 9	1588	2333	1202	31%	46%	23%	
	Year 10	1545	2351	973	32%	48%	20%	
	Year 11	1465	2227	811	33%	49%	18%	
	Year 12	1354	1712	511	38%	48%	14%	
	Boy	Year 4	3845	2048	647	59%	31%	10%
Year 5		3464	2496	859	51%	37%	13%	
Year 6		3483	2710	913	49%	38%	13%	
Year 7		2564	2630	945	42%	43%	15%	
Year 8		2050	2725	983	36%	47%	17%	
Year 9		1958	2629	1013	35%	47%	18%	
Year 10		1720	2559	895	33%	49%	17%	
Year 11		1460	2167	696	34%	50%	16%	
Year 12		1203	1633	441	37%	50%	13%	



Academic self concept

"Perceptions of themselves as students and how interested and confident they feel at school"

Questions asked for Academic self concept

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

The tables below show the 2023 results for Academic self concept for All SA students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of Academic self concept.

All SA students

	Year	High	Medium	Low	High	Medium	Low
Girl	Year 4	4490	1376	391	72%	22%	6%
	Year 5	4238	1752	534	65%	27%	8%
	Year 6	4171	1942	570	62%	29%	9%
	Year 7	2953	1985	797	51%	35%	14%
	Year 8	2472	1997	971	45%	37%	18%
	Year 9	2317	1975	895	45%	38%	17%
	Year 10	2182	1973	769	44%	40%	16%
	Year 11	2193	1772	594	48%	39%	13%
	Year 12	1993	1311	324	55%	36%	9%
Boy	Year 4	4595	1501	480	70%	23%	7%
	Year 5	4411	1718	712	64%	25%	10%
	Year 6	4534	1974	632	64%	28%	9%
	Year 7	3495	2044	668	56%	33%	11%
	Year 8	3028	2118	710	52%	36%	12%
	Year 9	2863	2093	729	50%	37%	13%
	Year 10	2731	1958	590	52%	37%	11%
	Year 11	2302	1672	447	52%	38%	10%
	Year 12	2009	1064	255	60%	32%	8%



Part 5: Wellbeing and engagement results: after school activities

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

1. All SA students after school activities
2. Additional questions

The chapter on **after school activities** provides a detailed breakdown of what activities students did outside of school in 2023, the time that they spent on these activities and the barriers that prevented them from undertaking other activities.



1. All SA students after school activities

The tables below show the 2023 after school activities results for All SA students. The tables show the number and proportion of students participating in different activities after school or reporting different barriers to participation.

All SA students - After school activities - Days

	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]	31027	33845	22677	10826
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	79291	10656	4655	2723
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	25776	32012	22766	16836
d) ... watch TV (including Netflix, Youtube or DVDs)? [DAYS]	4700	16244	25331	51087
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [DAYS]	25295	23170	20760	27707
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [DAYS]	17678	11353	14062	54523
g) ...read for fun? [DAYS]	37293	25509	16532	17450
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	8852	26397	27559	33666
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	65549	17319	7717	6204
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	47299	28498	12825	8313
k)...hang out with friends? [DAYS]	21194	37205	18721	19557
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	82251	9482	2850	1961
m)...work in paid employment? [DAYS]~	11838	6529	5412	1204
n)...volunteer at a workplace or in a community organisation? [DAYS]~	20667	2603	1129	540

All SA students - After school activities - Time

	<30 min	30min-1hr	1-2 hrs	2+ hrs
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	2009	12635	25349	11609
b) ...go to an after school care program (in my school or someplace else)? [TIME]	1292	2895	3311	2811
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	12163	20643	9997	5955
d) ... watch TV (including Netflix, Youtube or DVDs)? [TIME]	6033	17671	18873	19814
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [TIME]	6776	11562	12396	16447
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [TIME]	12449	10930	10572	21392
g) ...read for fun? [TIME]	14163	15409	5376	4035
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	28081	19485	5464	2333
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	6160	9431	2782	1239
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	10253	11425	5004	3212
k)...hang out with friends? [TIME]	2601	7689	12303	22503
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	704	1305	2536	2748
m)...work in paid employment? [TIME]~	126	200	475	7496
n)...volunteer at a workplace or in a community organisation? [TIME]~	206	383	643	742

All SA students - After school activities barriers

	Yes	No
I have to go straight home after school	41646	63513
It is too difficult to get there.	11853	93306
The activity that I want is not offered.	11957	93202
The schedule does not fit the times that I can attend.	17369	87790
It's not safe for me to go.	4014	101145
I have too much homework to do.	17740	87419
My parents do not approve.	9875	95284
It costs too much.	12953	92206
I need to take care of brothers or sisters or do other things at home.	11515	93644
I am afraid I will not be good enough in that activity.	12366	92793
I'm too busy	25707	79452
I don't know what is available.	13918	91241
None of my friends are interested or want to go.	14827	90332
Other.	24947	80212



All SA students - After school activities - Days

	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]	32%	34%	23%	11%
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	81%	11%	5%	3%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	26%	33%	23%	17%
d) ... watch TV (including Netflix, Youtube or DVDs)? [DAYS]	5%	17%	26%	52%
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [DAYS]	26%	24%	21%	29%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [DAYS]	18%	12%	14%	56%
g) ...read for fun? [DAYS]	39%	26%	17%	18%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	9%	27%	29%	35%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	68%	18%	8%	6%
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	49%	29%	13%	9%
k) ...hang out with friends? [DAYS]	22%	38%	19%	20%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	85%	10%	3%	2%
m) ...work in paid employment? [DAYS]~	47%	26%	22%	5%
n) ...volunteer at a workplace or in a community organisation? [DAYS]~	83%	10%	5%	2%

All SA students - After school activities - Time

	<30 min	30min-1hr	1-2 hrs	2+ hrs
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	4%	24%	49%	22%
b) ...go to an after school care program (in my school or someplace else)? [TIME]	13%	28%	32%	27%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	25%	42%	21%	12%
d) ... watch TV (including Netflix, Youtube or DVDs)? [TIME]	10%	28%	30%	32%
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [TIME]	14%	25%	26%	35%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [TIME]	22%	20%	19%	39%
g) ...read for fun? [TIME]	36%	40%	14%	10%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	51%	35%	10%	4%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	31%	48%	14%	6%
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	34%	38%	17%	11%
k) ...hang out with friends? [TIME]	6%	17%	27%	50%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	10%	18%	35%	38%
m) ...work in paid employment? [TIME]~	2%	2%	6%	90%
n) ...volunteer at a workplace or in a community organisation? [TIME]~	10%	19%	33%	38%

All SA students - After school activities barriers

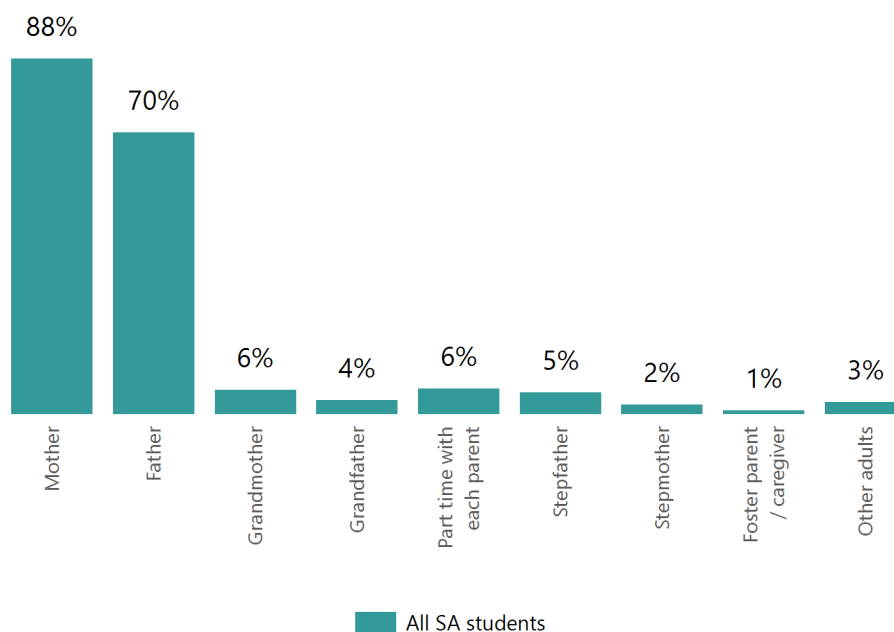
	Yes	No
I have to go straight home after school	40%	60%
It is too difficult to get there.	11%	89%
The activity that I want is not offered.	11%	89%
The schedule does not fit the times that I can attend.	17%	83%
It's not safe for me to go.	4%	96%
I have too much homework to do.	17%	83%
My parents do not approve.	9%	91%
It costs too much.	12%	88%
I need to take care of brothers or sisters or do other things at home.	11%	89%
I am afraid I will not be good enough in that activity.	12%	88%
I'm too busy	24%	76%
I don't know what is available.	13%	87%
None of my friends are interested or want to go.	14%	86%
Other.	24%	76%



2. Additional questions

The tables below contain the additional collection questions for All SA students which are currently not included in domain calculations.

Who do you live with most of the time



How often, in the hour before you go to sleep, do you use an electronic device (for example mobile phone, iPad, tablet, PC, game console, TV, music player)?

		Never	Once a week	Twice a week	3 times a week	4 times a week	5 times a week	6 times a week	Every day	Total
All SA students	Number	6803	5107	6238	6709	5964	6527	6992	54680	99020
	Percentage	7%	5%	6%	7%	6%	7%	7%	55%	100%

What time do you usually go to sleep on weekdays?

		Before 9:00pm	Between 9:00pm and 10:00pm	Between 10:00pm and 11:00pm	Between 11:00pm and midnight	After midnight	No usual time	Total
All SA students	Number	19251	28244	19967	12612	7733	11826	99633
	Percentage	19%	28%	20%	13%	8%	12%	100%