WELLBEING & ENGAGEMENT COLLECTION

Measure | Analyse | Act

All SA survey students

Survey Year: 2019

Document Control

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Contents

Introduction

About the Wellbeing and Engagement Collection

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

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

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

Purpose and scope of this report

This report presents the survey responses from students for 2019, showing the results for All SA 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 SA survey students are summarised throughout this report. Notes have been added to the figures to explain the different components of these charts and tables.

					Year
High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing

Engagement with school

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

The **legend** for the chart.

For each wellbeing indicator, students' levels of wellbeing were classified as follows:
- **high wellbeing** (strengths reported as always or almost always being present)
- **medium wellbeing** (a mix of positive and negative responses to survey answers and/or response close to the middle of the response scale)
- **low wellbeing** (challenges reported as always or almost always being present)

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

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

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

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

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

Structure of this report

Part 1: Wellbeing and engagement results for All SA survey students, 2019

This section of the report sets out the wellbeing results from 2019 for All SA 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 SA survey students, time series

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

Part 3: Wellbeing and engagement results for All SA survey students, 2019, year level

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2019 for each separate year level group for All SA 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
Distress	How frequently young people felt distressed in the past month (senior years)
Resilience	Young people's beliefs about their capacity to recover from difficulties and challenges (senior years)

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
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 (senior years)
Expectations for success	Levels of expectations young people set for themselves (senior years)
Motivation to achieve goals	How confident young people are that they can achieve their goals (senior years)
Future goal planning	Young people's beliefs about their ability to plan for the future and pursue their goals (senior years)
Feelings about the future	Young people's feelings when you thinking about the future (senior years)
Feelings about after school study/work	How confident young people are that they can achieve their study/work goals after school (senior years)

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
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 (middle years)
Sports	Participated in organised or team sports after school (eg: basketball, swimming, football, netball, etc) (middle years)
Organised activities	Participated in organised activities after school (eg: sports, music, arts and craft) (middle years)

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.
		The things in my life are excellent.
	Emotion regulation	When I want to feel happier about something, I change the way I'm thinking about it.
		When I want to feel less bad (e.g. sad, angry or worried), I change the way that I'm thinking about it.
		When I'm worried about something, I make myself think about it in a different way that helps me feel better.
	Sadness	I feel that I do things wrong a lot.
		I feel unhappy a lot of the time.
		I feel upset about things.
	Worries	I worry a lot about mistakes that I make.
		I worry a lot about things at home.
		I worry a lot about things at school.
		I worry about things.
	Distress	In the last month about how often did you feel...hopeless?
		In the last month about how often did you feel...nervous?
		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 have a hard time making it through stressful events.
		I tend to bounce back quickly after hard times.
		I tend to take a long time to get over set-backs in my life.
		I usually come through difficult times with little trouble.
		It does not take me long to recover from a stressful event.
		It is hard for me to snap back when something bad happens.
Engagement with school	Important adult at school	Are there any adults who are important to you at your school?
	Connectedness to school	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.
		At my school, there is a teacher or another adult who really cares about me.
	Emotional engagement with teachers	I get along well with most of my teachers.
		If I need extra help, I will receive it from my teachers.
		Most of my teachers are interested in my well-being.
		Most of my teachers really listen to what I have to say.
		Most of my teachers treat me fairly.
	School climate	People care about each other in this school.
		Students in this school help each other, even if they are not friends.
		Teachers and students treat each other with respect in this school.
	School belonging	I feel like I am important to this school.
		I feel like I belong in this school.
	Peer belonging	I feel part of a group of friends that do things together.
		I feel that I usually fit in with other kids around me.
		When I am with other kids my age, I feel I belong.
	Friendship intimacy	I have a friend I can tell everything to.
		I have at least one really good friend I can talk to when something is bothering me.
		There is somebody my age who really understands me.
	Physical bullying	Physical bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission).
	Verbal bullying	Verbal bullying (for example, someone called you names, teased, embarrassed, threatened you, or made you do things you didn't want to do).
	Social bullying	Social bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).
	Cyberbullying	Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).
Learning readiness	Perseverance	I am a hard worker.
		I finish whatever I begin.
		I keep at my schoolwork until I am done with it.
		Once I make a plan to get something done, I stick to it.
	Cognitive engagement	I am excited to come up with new things.
		I took a lot of care with what I was doing.
		I work hard on learning.
		No matter who you are, you can change your intelligence.
		When I found something hard I tried another way.
	Academic self concept	Even if the work in school is hard, I can learn it.
		I am certain I can learn the skills taught in school this year.
		If I have enough time, I can do a good job on all my school work.
	Learning practices	I can always concentrate on school subjects during class.
		I can arrange a place to study without distractions.
		I can finish my homework assignments by the deadlines.
		I can get myself to do schoolwork.
		I can get myself to study when there are other interesting things to do.
		I can organise my schoolwork.
		I can plan my schoolwork for the day.
		I can remember information presented in class and textbooks.
		I can take good notes during school lessons.
	Meeting expectations	Doing my best never seems to be enough.
		I am hardly ever satisfied with my performance.

Learning readiness	Meeting expectations	I often feel disappointed after completing a task because I knew I could have done better.
		My performance rarely measures up to my standards.
	Expectations for success	I expect the best from myself.
		I have a strong need to strive for excellence.
		I have high expectations for myself.
		I set very high standards for myself.
	Motivation to achieve goals	I actively pursue my goals.
		I meet the goals that I set for myself.
		I've been pretty successful in life.
		My past experiences have prepared me well for the future.
	Future goal planning	Even when others get discouraged, I know I can find a way to solve a problem.
		I can think of many ways to get myself out of trouble.
		I can think of many ways to get the things in life that are important to me.
		There are lots of ways around any 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?
	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]

Part 1: Wellbeing and engagement: All SA survey students

Wellbeing and engagement participation for All SA survey students

The table below shows how many students participated in the Wellbeing and Engagement Collection survey. 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 all All SA survey students students over time.

Year	Year Level	All SA survey students Number of Valid Survey Responses	Notes
2015	4	21	
	5	280	
	6	7,981	
	7	7,921	
	8	7,057	
	9	5,936	
	Unknown	20	
	Total	**29,216**	
2016	5	11	
	6	10,962	
	7	11,273	
	8	10,583	
	9	9,983	
	10	104	
	Unknown	29	
	Total	**42,945**	
2017	4	10,172	
	5	10,432	
	6	11,907	
	7	11,202	
	8	10,549	
	9	9,003	
	10	13	
	Unknown	258	
	Total	**63,536**	
2018	4	12,284	
	5	12,917	
	6	12,874	
	7	12,407	
	8	11,440	
	9	10,744	
	10	2,396	
	Unknown	96	
	Total	**75,158**	

2019	4	13,472	
	5	12,771	
	6	13,123	
	7	12,017	
	8	11,329	
	9	10,031	
	10	9,299	
	11	7,760	
	12	6,171	
	Primary/Secondary other (99)	402	
	Unknown	466	Year level data not shown due to unknown student year level
	Total	**96,841**	

Wellbeing and engagement results for All SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students.

The figure shows, on a single page, the number and proportion of students in All SA 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 SA survey students 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	53264	29978	11224	56%	32%	12%	2019
Optimism	45535	33467	14123	49%	36%	15%	2019
Satisfaction with life	38892	34718	19384	42%	37%	21%	2019
Emotion regulation	35888	36517	20401	39%	39%	22%	2019
Sadness	50275	29152	14387	54%	31%	15%	2019
Worries	38388	31893	23418	41%	34%	25%	2019
Distress	15455	5221	1807	69%	23%	8%	2019
Resilience	2367	12185	7976	11%	54%	35%	2019

Engagement with school						Year
Important adult at school	54375	35757	6709	56%	37%	7%	2019
Connectedness to school	55920	27026	8671	61%	29%	9%	2019
Emotional engagement with teachers	66541	22515	2594	73%	25%	3%	2019
School climate	36792	38361	16648	40%	42%	18%	2019
School belonging	42451	30713	17696	47%	34%	19%	2019
Peer belonging	51426	28067	13066	56%	30%	14%	2019
Friendship intimacy	64925	18260	9323	70%	20%	10%	2019
Physical bullying	64232	22659	4823	70%	25%	5%	2019
Verbal bullying	49659	32125	9717	54%	35%	11%	2019
Social bullying	52348	30691	8374	57%	34%	9%	2019
Cyberbullying	72919	14220	4185	80%	16%	5%	2019

Learning readiness						Year
Perseverance	43189	38761	12214	46%	41%	13%	2019
Cognitive engagement	46057	34240	11230	50%	37%	12%	2019
Academic self concept	59910	24666	7108	65%	27%	8%	2019
Learning practices	5581	11316	4785	26%	52%	22%	2019
Meeting expectations	5499	10456	6897	24%	46%	30%	2019
Expectations for success	10950	8610	3292	48%	38%	14%	2019
Motivation to achieve goals	7978	11012	3685	35%	49%	16%	2019
Future goal planning	9207	11524	1969	41%	51%	9%	2019
Feelings about the future	11912	6726	2971	55%	31%	14%	2019
Feelings about after school study/work	8174	8608	4820	38%	40%	22%	2019

Health and wellbeing out of school						Year
Overall health	28583	42085	18776	32%	47%	21%	2019
Nutrition - breakfast	63159	9280	19273	69%	10%	21%	2019
Sleep	50661	19165	21086	56%	21%	23%	2019
Music and arts	35659	12026	20658	52%	18%	30%	2019
Sports	38435	12431	17018	57%	18%	25%	2019
Organised activities	57259	6329	6525	82%	9%	9%	2019

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

Wellbeing and engagement results for All SA survey students over time

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

The figure shows whether, over time, the number and proportion of students in All SA survey 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 All SA survey students 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
	21628	12152	8856	51% 29% 21%	2016
	33965	17011	11614	54% 27% 19%	2017
	43604	22203	7835	59% 30% 11%	2018
	53264	29978	11224	56% 32% 12%	2019
Optimism	752	877	748	32% 37% 31%	2015
	11903	16588	14134	28% 39% 33%	2016
	36045	16546	9956	58% 26% 16%	2017
	37485	25829	10577	51% 35% 14%	2018
	45535	33467	14123	49% 36% 15%	2019
Satisfaction with life	14767	9234	5178	51% 32% 18%	2015
	19645	12800	9996	46% 30% 24%	2016
	32341	17045	13005	52% 27% 21%	2017
	33216	26371	14087	45% 36% 19%	2018
	38892	34718	19384	42% 37% 21%	2019
Emotion regulation	12545	20388	9593	29% 48% 23%	2016
	21912	26908	13650	35% 43% 22%	2017
	29456	28776	15474	40% 39% 21%	2018
	35888	36517	20401	39% 39% 22%	2019
Sadness	14504	9832	4849	50% 34% 17%	2015
	24213	11160	7148	57% 26% 17%	2016
	36852	15984	9572	59% 26% 15%	2017
	41956	21774	9920	57% 30% 13%	2018
	50275	29152	14387	54% 31% 15%	2019
Worries	11584	7854	9213	40% 27% 32%	2015
	18070	12788	11620	43% 30% 27%	2016
	29099	18076	15125	47% 29% 24%	2017
	33047	24451	16013	45% 33% 22%	2018
	38388	31893	23418	41% 34% 25%	2019
Distress	15455	5221	1807	69% 23% 8%	2019
Resilience	2367	12185	7976	11% 54% 35%	2019

Engagement with school				Year
Important adult at school	11619	16968	629	40% 58% 2%	2015
	20335	21675	935	47% 50% 2%	2016
	34585	27157	1794	54% 43% 3%	2017
	47356	26404	1398	63% 35% 2%	2018

					Chart			Year
Important adult at school	54375	35757	6709	56%	37%		7%	2019
Connectedness to school	16595	9870	2668	57%	34%		9%	2015
	22760	14407	5175	54%	34%		12%	2016
	36784	18849	6296	59%	30%		10%	2017
	44575	21701	7225	61%	30%		10%	2018
	55920	27026	8671	61%	29%		9%	2019
Emotional engagement with teachers	27442	12682	2032	65%	30%		5%	2016
	43697	15340	2380	71%	25%		4%	2017
	52143	18752	2345	71%	26%		3%	2018
	66541	22515	2594	73%	25%		3%	2019
School climate	13463	9525	6197	46%	33%	21%		2015
	16142	15116	10987	38%	36%	26%		2016
	28432	19714	13558	46%	32%	22%		2017
	27950	30797	14361	38%	42%	20%		2018
	36792	38361	16648	40%	42%	18%		2019
School belonging	14651	8230	5978	51%	29%	21%		2015
	18646	12760	10481	45%	30%	25%		2016
	31542	16102	13354	52%	26%	22%		2017
	33802	23753	14694	47%	33%	20%		2018
	42451	30713	17696	47%	34%	19%		2019
Peer belonging	19347	6267	3570	66%	21%	12%		2015
	25235	10270	6635	60%	24%	16%		2016
	38537	13866	9087	63%	23%	15%		2017
	41877	20960	9981	58%	29%	14%		2018
	51426	28067	13066	56%	30%	14%		2019
Friendship intimacy	22132	4396	2641	76%	15%	9%		2015
	30581	6874	4664	73%	16%	11%		2016
	45559	9303	6571	74%	15%	11%		2017
	51612	13971	7137	71%	19%	10%		2018
	64925	18260	9323	70%	20%	10%		2019
Physical bullying	18615	8916	1611	64%	31%	6%		2015
	26197	13538	2193	62%	32%	5%		2016
	36143	21153	3706	59%	35%	6%		2017
	45121	23376	4124	62%	32%	6%		2018
	64232	22659	4823	70%	25%	5%		2019
Verbal bullying	12273	12693	4151	42%	44%	14%		2015
	17387	18726	5716	42%	45%	14%		2016
	25785	26660	8318	42%	44%	14%		2017
	32812	30459	8898	45%	42%	12%		2018
	49659	32125	9717	54%	35%	11%		2019
Social bullying	14447	11399	3244	50%	39%	11%		2015
	19781	17456	4541	47%	42%	11%		2016
	28838	25109	6728	48%	41%	11%		2017
	36216	28231	7583	50%	39%	11%		2018
	52348	30691	8374	57%	34%	9%		2019
Cyberbullying	22462	5418	1185	77%	19%	4%		2015
	30505	9117	2113	73%	22%	5%		2016
	46221	11309	3011	76%	19%	5%		2017
	55821	12753	3329	78%	18%	5%		2018
	72919	14220	4185	80%	16%	5%		2019
Learning readiness								Year
Perseverance	820	852	702	35%	36%	30%		2015
	14812	15169	12564	35%	36%	30%		2016

								Year
Perseverance	24028	21967	16341	39%	35%	26%		2017
	34092	29778	9401	47%	41%	13%		2018
	43189	38761	12214	46%	41%	13%		2019
Cognitive engagement	19286	17442	5232	46%	42%	12%		2016
	32989	21731	6373	54%	36%	10%		2017
	36944	26412	9183	51%	36%	13%		2018
	46057	34240	11230	50%	37%	12%		2019
Academic self concept	21687	5651	1848	74%	19%	6%		2015
	26431	10939	4828	63%	26%	11%		2016
	41839	13781	5925	68%	22%	10%		2017
	47547	19381	5927	65%	27%	8%		2018
	59910	24666	7108	65%	27%	8%		2019
Learning practices	5581	11316	4785	26%	52%	22%		2019
Meeting expectations	5499	10456	6897	24%	46%	30%		2019
Expectations for success	10950	8610	3292	48%	38%	14%		2019
Motivation to achieve goals	7978	11012	3685	35%	49%	16%		2019
Future goal planning	9207	11524	1969	41%	51%	9%		2019
Feelings about the future	11912	6726	2971	55%	31%	14%		2019
Feelings about after school study/work	8174	8608	4820	38%	40%	22%		2019

Health and wellbeing out of school

								Year
Overall health	9830	14098	4489	35%	50%	16%		2015
	13612	19634	8563	33%	47%	20%		2016
	22184	27990	10685	36%	46%	18%		2017
	25850	33260	13672	36%	46%	19%		2018
	28583	42085	18776	32%	47%	21%		2019
Nutrition - breakfast	21113	2634	5274	73%	9%	18%		2015
	28766	4179	8851	69%	10%	21%		2016
	45186	5131	10550	74%	8%	17%		2017
	52931	6405	13216	73%	9%	18%		2018
	63159	9280	19273	69%	10%	21%		2019
Sleep	16770	5564	6155	59%	20%	22%		2015
	23296	8443	9399	57%	21%	23%		2016
	35967	10746	12804	60%	18%	22%		2017
	41934	13413	15342	59%	19%	22%		2018
	50661	19165	21086	56%	21%	23%		2019
Music and arts	12376	4316	12225	43%	15%	42%		2015
	17185	7651	16457	42%	19%	40%		2016
	30256	10937	18627	51%	18%	31%		2017
	34707	12856	23672	49%	18%	33%		2018
	35659	12026	20658	52%	18%	30%		2019
Sports	21640	2214	5071	75%	8%	18%		2015
	22415	6974	12007	54%	17%	29%		2016
	34751	10381	14926	58%	17%	25%		2017
	41018	12194	18274	57%	17%	26%		2018
	38435	12431	17018	57%	18%	25%		2019
Organised activities	24694	1666	2578	85%	6%	9%		2015
	32269	4365	5049	77%	10%	12%		2016
	50019	5129	5385	83%	8%	9%		2017
	58928	6263	6981	82%	9%	10%		2018
	57259	6329	6525	82%	9%	9%		2019

Part 3: Wellbeing and engagement results for All SA survey students, 2019, 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 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 2019 wellbeing results for All SA 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

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 SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students 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	8299	3503	945	65%		27%		7%	2019
Optimism	7856	3386	1371	62%		27%		11%	2019
Satisfaction with life	6855	4038	1654	55%		32%		13%	2019
Emotion regulation	6394	4146	1983	51%		33%		16%	2019
Sadness	7676	3585	1597	60%		28%		12%	2019
Worries	6083	4000	2715	48%		31%		21%	2019
Engagement with school									Year
Important adult at school	8799	3240	1433	65%		24%		11%	2019
Connectedness to school	8569	2977	763	70%		24%		6%	2019
Emotional engagement with teachers	10059	2123	259	81%			17%	2%	2019
School climate	7262	3873	1311	58%		31%		11%	2019
School belonging	7744	2811	1669	63%		23%		14%	2019
Peer belonging	7699	3405	1542	61%		27%		12%	2019
Friendship intimacy	9315	2141	1159	74%		17%		9%	2019
Physical bullying	7188	4270	1106	57%		34%		9%	2019
Verbal bullying	6078	4898	1490	49%		39%		12%	2019
Social bullying	6346	4668	1424	51%		38%		11%	2019
Cyberbullying	9704	1883	818	78%			15%	7%	2019
Learning readiness									Year
Perseverance	6802	4565	1256	54%		36%		10%	2019
Cognitive engagement	7834	3513	1118	63%		28%		9%	2019
Academic self concept	9204	2432	755	74%			20%	6%	2019
Health and wellbeing out of school									Year
Overall health	5093	5545	1529	42%		46%		13%	2019
Nutrition - breakfast	10499	690	1384	84%			5%	11%	2019
Sleep	7971	1794	2611	64%		14%		21%	2019
Music and arts	7796	2192	2167	64%		18%		18%	2019
Sports	6429	3035	2653	53%		25%		22%	2019
Organised activities	10740	1137	831	85%			9%	7%	2019

Wellbeing and engagement: All SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students 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.

Emotional wellbeing				Bar	Year
Happiness	7964	3393	991	64% / 27% / 8%	2019
Optimism	7069	3710	1423	58% / 30% / 12%	2019
Satisfaction with life	6477	3880	1820	53% / 32% / 15%	2019
Emotion regulation	5655	4338	2139	47% / 36% / 18%	2019
Sadness	7341	3509	1508	59% / 28% / 12%	2019
Worries	5958	3837	2528	48% / 31% / 21%	2019
Engagement with school					**Year**
Important adult at school	8552	3162	1057	67% / 25% / 8%	2019
Connectedness to school	8395	2725	786	71% / 23% / 7%	2019
Emotional engagement with teachers	9610	2169	248	80% / 18% / 2%	2019
School climate	6134	4464	1426	51% / 37% / 12%	2019
School belonging	6953	3139	1759	59% / 26% / 15%	2019
Peer belonging	7335	3313	1594	60% / 27% / 13%	2019
Friendship intimacy	9045	2049	1143	74% / 17% / 9%	2019
Physical bullying	7427	3875	816	61% / 32% / 7%	2019
Verbal bullying	6093	4630	1347	50% / 38% / 11%	2019
Social bullying	6279	4526	1259	52% / 38% / 10%	2019
Cyberbullying	9793	1682	551	81% / 14% / 5%	2019
Learning readiness					**Year**
Perseverance	6366	4708	1207	52% / 38% / 10%	2019
Cognitive engagement	7351	3577	1100	61% / 30% / 9%	2019
Academic self concept	8639	2617	752	72% / 22% / 6%	2019
Health and wellbeing out of school					**Year**
Overall health	4818	5428	1543	41% / 46% / 13%	2019
Nutrition - breakfast	9920	877	1362	82% / 7% / 11%	2019
Sleep	7848	1923	2232	65% / 16% / 19%	2019
Music and arts	7399	2180	2252	63% / 18% / 19%	2019
Sports	6681	2515	2527	57% / 21% / 22%	2019
Organised activities	10468	990	780	86% / 8% / 6%	2019

Wellbeing and engagement: All SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students 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.

Emotional wellbeing							Year
Happiness	8135	3535	1123	64%	28%	9%	2019
Optimism	7082	4122	1470	56%	33%	12%	2019
Satisfaction with life	6462	4221	1977	51%	33%	16%	2019
Emotion regulation	5352	4904	2378	42%	39%	19%	2019
Sadness	7687	3655	1472	60%	29%	11%	2019
Worries	6103	4103	2600	48%	32%	20%	2019
Engagement with school							Year
Important adult at school	8731	3580	812	67%	27%	6%	2019
Connectedness to school	8707	2931	825	70%	24%	7%	2019
Emotional engagement with teachers	9722	2515	271	78%	20%	2%	2019
School climate	5701	5094	1738	45%	41%	14%	2019
School belonging	6732	3635	2027	54%	29%	16%	2019
Peer belonging	7607	3408	1656	60%	27%	13%	2019
Friendship intimacy	9334	2195	1134	74%	17%	9%	2019
Physical bullying	8353	3550	650	67%	28%	5%	2019
Verbal bullying	6506	4618	1407	52%	37%	11%	2019
Social bullying	6809	4501	1195	54%	36%	10%	2019
Cyberbullying	10293	1757	462	82%	14%	4%	2019
Learning readiness							Year
Perseverance	6522	4997	1238	51%	39%	10%	2019
Cognitive engagement	7445	3910	1179	59%	31%	9%	2019
Academic self concept	8785	2964	767	70%	24%	6%	2019
Health and wellbeing out of school							Year
Overall health	4683	5706	1839	38%	47%	15%	2019
Nutrition - breakfast	9818	1083	1687	78%	9%	13%	2019
Sleep	7989	2247	2218	64%	18%	18%	2019
Music and arts	7000	2288	3053	57%	19%	25%	2019
Sports	7167	2266	2782	59%	19%	23%	2019
Organised activities	10613	1118	902	84%	9%	7%	2019

Wellbeing and engagement: All SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students 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	7050	3467	1255	60%		29%	11%	2019
Optimism	5979	4085	1656	51%		35%	14%	2019
Satisfaction with life	5297	4286	2132	45%		37%	18%	2019
Emotion regulation	4450	4587	2652	38%		39%	23%	2019
Sadness	6780	3423	1571	58%		29%	13%	2019
Worries	5310	3805	2652	45%		32%	23%	2019

Engagement with school								Year
Important adult at school	7487	3835	695	62%		32%	6%	2019
Connectedness to school	7531	3044	907	66%		27%	8%	2019
Emotional engagement with teachers	8633	2608	269	75%		23%	2%	2019
School climate	4847	4808	1872	42%		42%	16%	2019
School belonging	5853	3550	2005	51%		31%	18%	2019
Peer belonging	6901	3197	1524	59%		28%	13%	2019
Friendship intimacy	8403	2038	1181	72%		18%	10%	2019
Physical bullying	8218	2896	443	71%		25%	4%	2019
Verbal bullying	6183	4170	1193	54%		36%	10%	2019
Social bullying	6735	3877	928	58%		34%	8%	2019
Cyberbullying	9490	1685	350	82%		15%	3%	2019

Learning readiness								Year
Perseverance	5818	4709	1222	50%		40%	10%	2019
Cognitive engagement	6387	3905	1221	55%		34%	11%	2019
Academic self concept	8065	2726	736	70%		24%	6%	2019

Health and wellbeing out of school								Year
Overall health	4002	5265	1960	36%		47%	17%	2019
Nutrition - breakfast	8203	1206	2137	71%		10%	19%	2019
Sleep	6977	2286	2192	61%		20%	19%	2019
Music and arts	5494	2120	3673	49%		19%	33%	2019
Sports	6588	1850	2777	59%		16%	25%	2019
Organised activities	9364	1083	1063	81%		9%	9%	2019

Wellbeing and engagement: All SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students 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	6042	3653	1457	54%	33%	13%	2019
Optimism	4914	4332	1810	44%	39%	16%	2019
Satisfaction with life	4225	4409	2418	38%	40%	22%	2019
Emotion regulation	3641	4591	2805	33%	42%	25%	2019
Sadness	6021	3423	1664	54%	31%	15%	2019
Worries	4558	3830	2715	41%	34%	24%	2019

Engagement with school							Year
Important adult at school	4985	5774	570	44%	51%	5%	2019
Connectedness to school	6016	3743	1151	55%	34%	11%	2019
Emotional engagement with teachers	7510	3024	342	69%	28%	3%	2019
School climate	3707	5181	2015	34%	48%	18%	2019
School belonging	4301	4267	2250	40%	39%	21%	2019
Peer belonging	5961	3475	1500	55%	32%	14%	2019
Friendship intimacy	7569	2249	1118	69%	21%	10%	2019
Physical bullying	8242	2232	405	76%	21%	4%	2019
Verbal bullying	6303	3517	1050	58%	32%	10%	2019
Social bullying	6997	3106	758	64%	29%	7%	2019
Cyberbullying	8937	1525	390	82%	14%	4%	2019

Learning readiness							Year
Perseverance	4814	4708	1612	43%	42%	14%	2019
Cognitive engagement	5064	4282	1495	47%	39%	14%	2019
Academic self concept	6894	3077	922	63%	28%	8%	2019

Health and wellbeing out of school							Year
Overall health	3055	5181	2306	29%	49%	22%	2019
Nutrition - breakfast	6935	1234	2696	64%	11%	25%	2019
Sleep	5962	2378	2445	55%	22%	23%	2019
Music and arts	4258	1780	4579	40%	17%	43%	2019
Sports	5995	1430	3126	57%	14%	30%	2019
Organised activities	8356	993	1443	77%	9%	13%	2019

Wellbeing and engagement: All SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students 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	4907	3518	1470	50%	36%	15%	2019
Optimism	3874	4108	1839	39%	42%	19%	2019
Satisfaction with life	3288	4032	2495	33%	41%	25%	2019
Emotion regulation	3151	4067	2594	32%	41%	26%	2019
Sadness	4843	3332	1676	49%	34%	17%	2019
Worries	3619	3534	2700	37%	36%	27%	2019
Engagement with school							Year
Important adult at school	4416	5189	426	44%	52%	4%	2019
Connectedness to school	4985	3498	1282	51%	36%	13%	2019
Emotional engagement with teachers	5999	3293	409	62%	34%	4%	2019
School climate	2629	4554	2541	27%	47%	26%	2019
School belonging	3304	3946	2401	34%	41%	25%	2019
Peer belonging	5052	3288	1393	52%	34%	14%	2019
Friendship intimacy	6522	2200	1007	67%	23%	10%	2019
Physical bullying	7003	2166	480	73%	22%	5%	2019
Verbal bullying	5101	3419	1124	53%	35%	12%	2019
Social bullying	5599	3155	882	58%	33%	9%	2019
Cyberbullying	7389	1787	461	77%	19%	5%	2019
Learning readiness							Year
Perseverance	3797	4436	1649	38%	45%	17%	2019
Cognitive engagement	3814	4339	1477	40%	45%	15%	2019
Academic self concept	5568	3198	954	57%	33%	10%	2019
Health and wellbeing out of school							Year
Overall health	2356	4497	2483	25%	48%	27%	2019
Nutrition - breakfast	5783	1206	2666	60%	12%	28%	2019
Sleep	4632	2380	2590	48%	25%	27%	2019
Music and arts	3444	1376	4698	36%	14%	49%	2019
Sports	5291	1240	2937	56%	13%	31%	2019
Organised activities	7266	942	1408	76%	10%	15%	2019

Wellbeing and engagement: All SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students 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	4414	3307	1443	48%	36%	16%	2019
Optimism	3439	3731	1734	39%	42%	19%	2019
Satisfaction with life	2498	3860	2542	28%	43%	29%	2019
Emotion regulation	2794	3829	2254	31%	43%	25%	2019
Sadness	3956	3136	1817	44%	35%	20%	2019
Worries	2838	3343	2725	32%	38%	31%	2019
Distress	6354	1942	685	71%	22%	8%	2019
Resilience	928	5016	3065	10%	56%	34%	2019

Engagement with school							Year
Important adult at school	3956	4670	673	43%	50%	7%	2019
Connectedness to school	4269	3260	1250	49%	37%	14%	2019
Emotional engagement with teachers	5331	3016	395	61%	35%	5%	2019
School climate	2237	4038	2487	26%	46%	28%	2019
School belonging	2807	3653	2253	32%	42%	26%	2019
Peer belonging	4287	3072	1428	49%	35%	16%	2019
Friendship intimacy	5626	2180	980	64%	25%	11%	2019
Physical bullying	6535	1704	412	76%	20%	5%	2019
Verbal bullying	4807	2863	973	56%	33%	11%	2019
Social bullying	5097	2738	810	59%	32%	9%	2019
Cyberbullying	6535	1624	484	76%	19%	6%	2019

Learning readiness							Year
Perseverance	3506	4078	1570	38%	45%	17%	2019
Cognitive engagement	3178	4090	1440	36%	47%	17%	2019
Academic self concept	4784	3002	972	55%	34%	11%	2019
Learning practices	2242	4513	1906	26%	52%	22%	2019
Meeting expectations	1991	4202	2928	22%	46%	32%	2019
Expectations for success	4158	3606	1355	46%	40%	15%	2019
Motivation to achieve goals	3201	4409	1443	35%	49%	16%	2019
Future goal planning	3627	4648	782	40%	51%	9%	2019
Feelings about the future	4886	2639	1114	57%	31%	13%	2019
Feelings about after school study/work	3373	3380	1883	39%	39%	22%	2019

Health and wellbeing out of school							Year
Overall health	1924	4112	2512	23%	48%	29%	2019
Nutrition - breakfast	4798	1173	2643	56%	14%	31%	2019
Sleep	3790	2276	2510	44%	27%	29%	2019

Wellbeing and engagement: All SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students 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.

Emotional wellbeing								Year
Happiness	3435	2874	1356	45%		37%	18%	2019
Optimism	2795	3164	1473	38%		43%	20%	2019
Satisfaction with life	2029	3116	2283	27%		42%	31%	2019
Emotion regulation	2362	3132	1918	32%		42%	26%	2019
Sadness	3189	2647	1604	43%		36%	22%	2019
Worries	2160	2848	2432	29%		38%	33%	2019
Distress	5072	1720	602	69%		23%	8%	2019
Resilience	825	3951	2629	11%		53%	36%	2019

Engagement with school								Year
Important adult at school	3612	3610	538	47%		47%	7%	2019
Connectedness to school	3705	2644	1012	50%		36%	14%	2019
Emotional engagement with teachers	4811	2221	247	66%		31%	3%	2019
School climate	2108	3362	1830	29%		46%	25%	2019
School belonging	2378	3118	1759	33%		43%	24%	2019
Peer belonging	3444	2592	1266	47%		35%	17%	2019
Friendship intimacy	4695	1763	845	64%		24%	12%	2019
Physical bullying	5777	1141	313	80%		16%	4%	2019
Verbal bullying	4403	2175	644	61%		30%	9%	2019
Social bullying	4443	2181	595	62%		30%	8%	2019
Cyberbullying	5555	1273	395	77%		18%	5%	2019

Learning readiness								Year
Perseverance	2872	3414	1372	38%		45%	18%	2019
Cognitive engagement	2573	3481	1206	35%		48%	17%	2019
Academic self concept	4063	2500	735	56%		34%	10%	2019
Learning practices	1797	3742	1613	25%		52%	23%	2019
Meeting expectations	1800	3444	2269	24%		46%	30%	2019
Expectations for success	3551	2826	1138	47%		38%	15%	2019
Motivation to achieve goals	2611	3598	1264	35%		48%	17%	2019
Future goal planning	3070	3715	696	41%		50%	9%	2019
Feelings about the future	3843	2252	1013	54%		32%	14%	2019
Feelings about after school study/work	2619	2819	1672	37%		40%	24%	2019

Health and wellbeing out of school								Year
Overall health	1457	3281	2402	20%		46%	34%	2019
Nutrition - breakfast	3756	977	2457	52%		14%	34%	2019
Sleep	2877	2006	2278	40%		28%	32%	2019

Wellbeing and engagement: All SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students 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.

Emotional wellbeing						Year
Happiness	2541	2471	1078	42%	41%	18%	2019
Optimism	2119	2552	1228	36%	43%	21%	2019
Satisfaction with life	1407	2572	1918	24%	44%	33%	2019
Emotion regulation	1745	2618	1525	30%	44%	26%	2019
Sadness	2359	2168	1356	40%	37%	23%	2019
Worries	1448	2285	2150	25%	39%	37%	2019
Distress	3916	1522	511	66%	26%	9%	2019
Resilience	606	3136	2217	10%	53%	37%	2019

Engagement with school						Year
Important adult at school	3376	2370	425	55%	38%	7%	2019
Connectedness to school	3257	1950	628	56%	33%	11%	2019
Emotional engagement with teachers	4262	1373	140	74%	24%	2%	2019
School climate	1830	2656	1306	32%	46%	23%	2019
School belonging	1997	2338	1432	35%	41%	25%	2019
Peer belonging	2702	2038	1068	47%	35%	18%	2019
Friendship intimacy	3878	1271	657	67%	22%	11%	2019
Physical bullying	4921	641	148	86%	11%	3%	2019
Verbal bullying	3738	1579	395	65%	28%	7%	2019
Social bullying	3525	1735	445	62%	30%	8%	2019
Cyberbullying	4592	887	223	81%	16%	4%	2019

Learning readiness						Year
Perseverance	2274	2822	990	37%	46%	16%	2019
Cognitive engagement	1995	2849	902	35%	50%	16%	2019
Academic self concept	3359	1963	466	58%	34%	8%	2019
Learning practices	1472	3003	1244	26%	53%	22%	2019
Meeting expectations	1649	2745	1665	27%	45%	27%	2019
Expectations for success	3149	2129	780	52%	35%	13%	2019
Motivation to achieve goals	2086	2950	962	35%	49%	16%	2019
Future goal planning	2434	3091	482	41%	51%	8%	2019
Feelings about the future	3077	1810	826	54%	32%	14%	2019
Feelings about after school study/work	2100	2368	1239	37%	41%	22%	2019

Health and wellbeing out of school						Year
Overall health	937	2681	2067	16%	47%	36%	2019
Nutrition - breakfast	2917	745	2062	51%	13%	36%	2019
Sleep	2145	1725	1836	38%	30%	32%	2019

Wellbeing and engagement: All SA survey students

The figure below shows the 2019 wellbeing results for All SA survey students year 99 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

Indicator				High	Med	Low	Year
Happiness	232	108	42	61%	28%	11%	2019
Optimism	219	92	39	63%	26%	11%	2019
Satisfaction with life	186	122	42	53%	35%	12%	2019
Emotion regulation	199	108	42	57%	31%	12%	2019
Sadness	180	128	60	49%	35%	16%	2019
Worries	132	143	93	36%	39%	25%	2019
Distress	112	37	9	71%	23%	6%	2019
Resilience	8	81	65	5%	53%	42%	2019

Engagement with school

Indicator				High	Med	Low	Year
Important adult at school	270	80	52	67%	20%	13%	2019
Connectedness to school	261	80	18	73%	22%	5%	2019
Emotional engagement with teachers	288	56	3	83%	16%	1%	2019
School climate	199	106	41	58%	31%	12%	2019
School belonging	223	74	45	65%	22%	13%	2019
Peer belonging	223	108	34	61%	30%	9%	2019
Friendship intimacy	264	67	34	72%	18%	9%	2019
Physical bullying	229	95	37	63%	26%	10%	2019
Verbal bullying	184	121	53	51%	34%	15%	2019
Social bullying	228	84	48	63%	23%	13%	2019
Cyberbullying	265	61	34	74%	17%	9%	2019

Learning readiness

Indicator				High	Med	Low	Year
Perseverance	214	130	39	56%	34%	10%	2019
Cognitive engagement	220	106	33	61%	30%	9%	2019
Academic self concept	266	62	17	77%	18%	5%	2019
Learning practices	70	57	22	47%	38%	15%	2019
Meeting expectations	59	65	34	37%	41%	22%	2019
Expectations for success	91	49	19	57%	31%	12%	2019
Motivation to achieve goals	79	55	16	53%	37%	11%	2019
Future goal planning	75	70	9	49%	45%	6%	2019
Feelings about the future	105	25	18	71%	17%	12%	2019
Feelings about after school study/work	81	41	26	55%	28%	18%	2019

Health and wellbeing out of school

Indicator				High	Med	Low	Year
Overall health	128	165	54	37%	48%	16%	2019
Nutrition - breakfast	235	32	89	66%	9%	25%	2019
Sleep	229	50	73	65%	14%	21%	2019
Music and arts	90	27	59	51%	15%	34%	2019
Sports	68	31	71	40%	18%	42%	2019
Organised activities	132	21	33	71%	11%	18%	2019

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 2019
- 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 across All SA survey students did outside of school in 2019, the time that they spent on these activities and the barriers that prevented them from undertaking other activities.
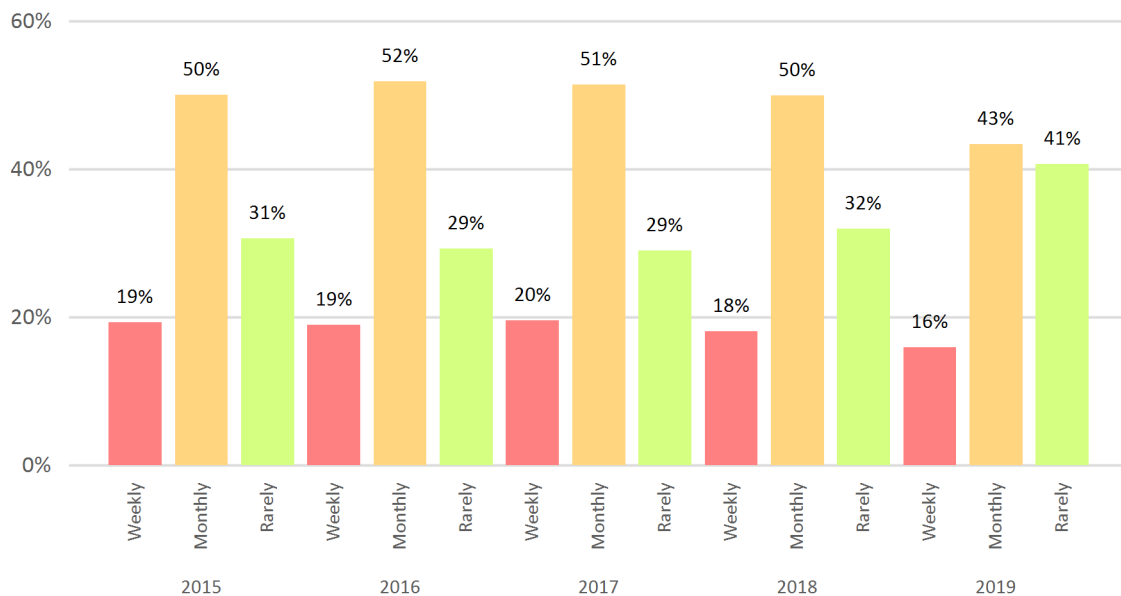
1. All SA survey students bullying

Frequency of reported bullying across All SA survey students 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 SA survey students		
Year	Weekly	Monthly	Rarely
2015	5,642	14,602	8,946
2016	7,950	21,760	12,272
2017	11,957	31,446	17,733
2018	13,173	36,368	23,298
2019	14,624	39,848	37,377

Frequency of different types of bullying reported across All SA 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
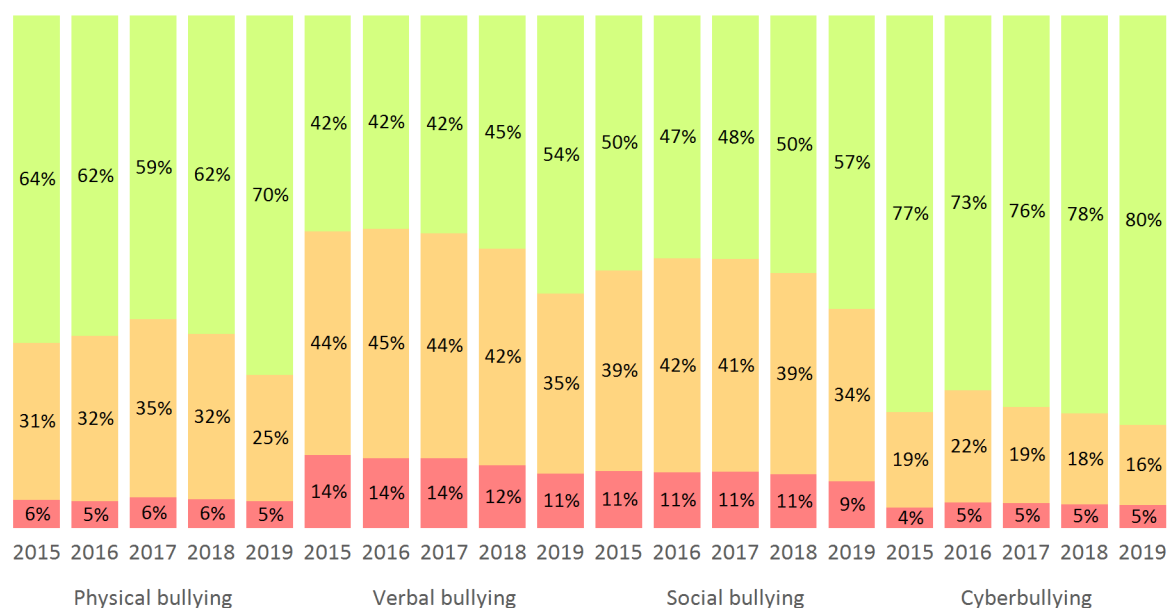
Number of students who reported bullying by type and year

| Year	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
2015	18,615	8,916	1,611	12,273	12,693	4,151	14,447	11,399	3,244	22,462	5,418	1,185
2016	26,197	13,538	2,193	17,387	18,726	5,716	19,781	17,456	4,541	30,505	9,117	2,113
2017	36,143	21,153	3,706	25,785	26,660	8,318	28,838	25,109	6,728	46,221	11,309	3,011
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
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

Frequency of 2019 reported bullying across All SA 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 SA survey students in 2019.

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

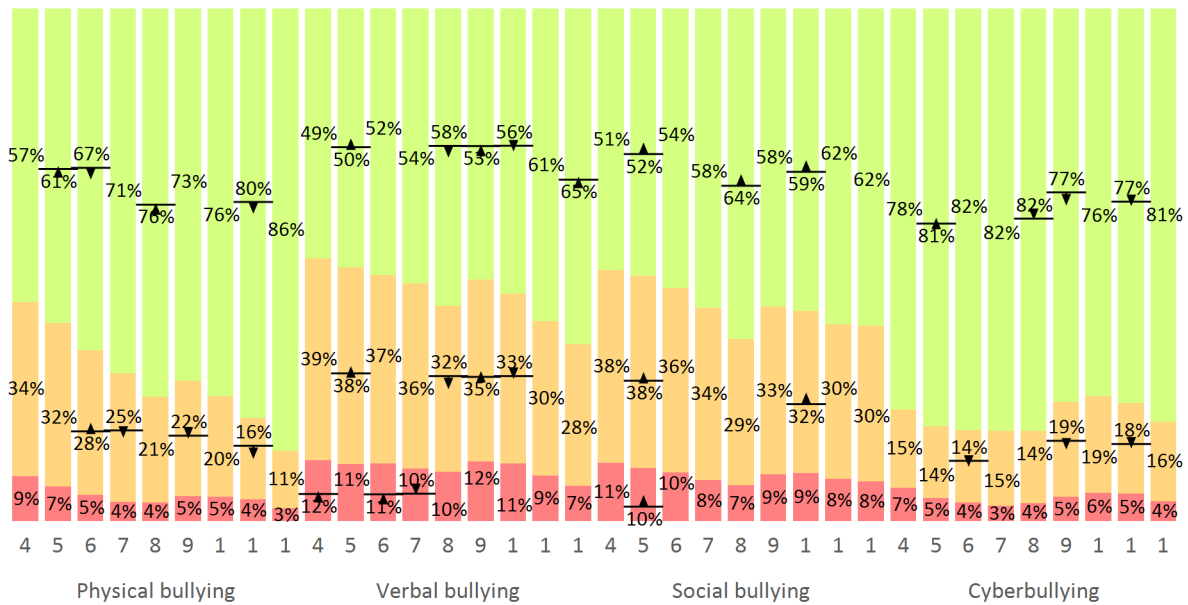The following page then breaks these results down into the four types of bullying reported by students.

Proportion of students in 2019 reporting being bullied weekly, monthly and rarely, for each year level

All SA survey students
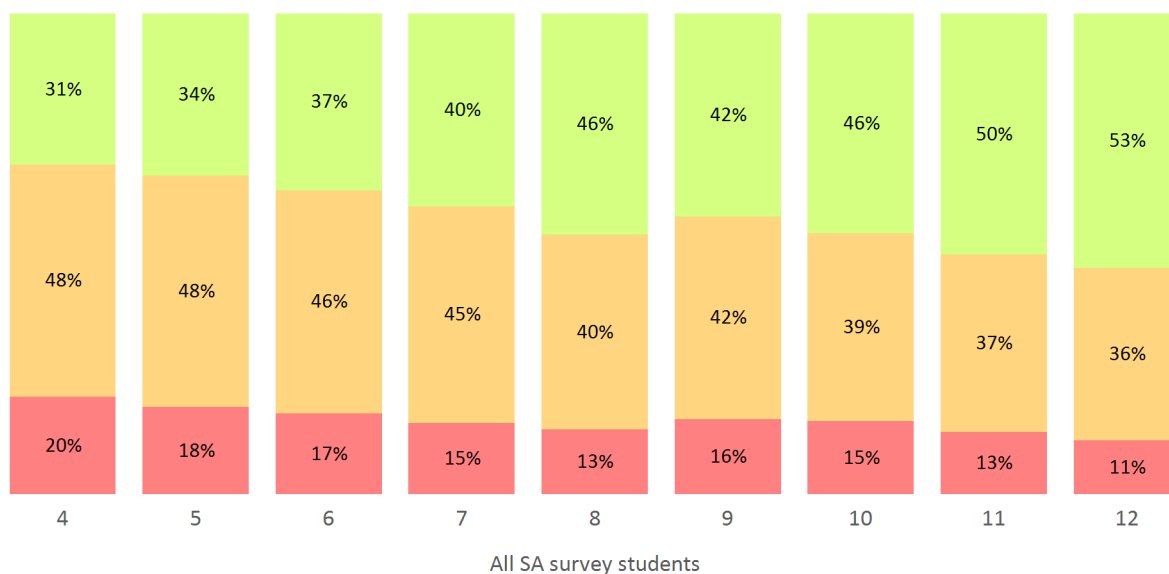
Number of students in 2019 reporting being bullied weekly, monthly and rarely, for each year level

Year Level	All SA survey students		
	Weekly	Monthly	Rarely
4	2,565	6,077	3,967
5	2,202	5,837	4,100
6	2,121	5,834	4,623
7	1,715	5,220	4,638
8	1,468	4,410	5,011
9	1,516	4,058	4,081
10	1,317	3,387	3,954
11	934	2,672	3,626
12	641	2,051	3,022

Proportion of students in 2019 who reported being bullied by type and year level

Physical bullying — 57%, 67%, 61%, 71%, 73%, 76%, 80%, 76%, 86% ; 34%, 32%, 28%, 25%, 21%, 22%, 20%, 16%, 11% ; 9%, 7%, 5%, 4%, 4%, 5%, 5%, 4%, 3%

Verbal bullying — 49%, 52%, 50%, 54%, 58%, 54%, 56%, 53%, 61%, 65% ; 39%, 37%, 38%, 36%, 32%, 35%, 33%, 30% ; 12%, 11%, 11%, 10%, 10%, 12%, 11%, 9%, 7%

Social bullying — 51%, 54%, 52%, 58%, 58%, 64%, 62%, 59%, 62% ; 38%, 36%, 38%, 34%, 33%, 29%, 30%, 32%, 30% ; 11%, 10%, 10%, 8%, 7%, 9%, 9%, 8%, 8%

Cyberbullying — 78%, 82%, 81%, 82%, 82%, 77%, 76%, 77%, 81% ; 15%, 14%, 14%, 15%, 14%, 19%, 19%, 18%, 16% ; 7%, 5%, 4%, 3%, 4%, 5%, 6%, 5%, 4%

Year levels: 4 5 6 7 8 9 10 11 12

Number of students in 2019 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	1,106	4,270	7,188	1,490	4,898	6,078	1,424	4,668	6,346	818	1,883	9,704
5	816	3,875	7,427	1,347	4,630	6,093	1,259	4,526	6,279	551	1,682	9,793
6	650	3,550	8,353	1,407	4,618	6,506	1,195	4,501	6,809	462	1,757	10,293
7	443	2,896	8,218	1,193	4,170	6,183	928	3,877	6,735	350	1,685	9,490
8	405	2,232	8,242	1,050	3,517	6,303	758	3,106	6,997	390	1,525	8,937
9	480	2,166	7,003	1,124	3,419	5,101	882	3,155	5,599	461	1,787	7,389
10	412	1,704	6,535	973	2,863	4,807	810	2,738	5,097	484	1,624	6,535
11	313	1,141	5,777	644	2,175	4,403	595	2,181	4,443	395	1,273	5,555
12	148	641	4,921	395	1,579	3,738	445	1,735	3,525	223	887	4,592

Frequency of reported bullying across All SA survey students students and corresponding emotional wellbeing
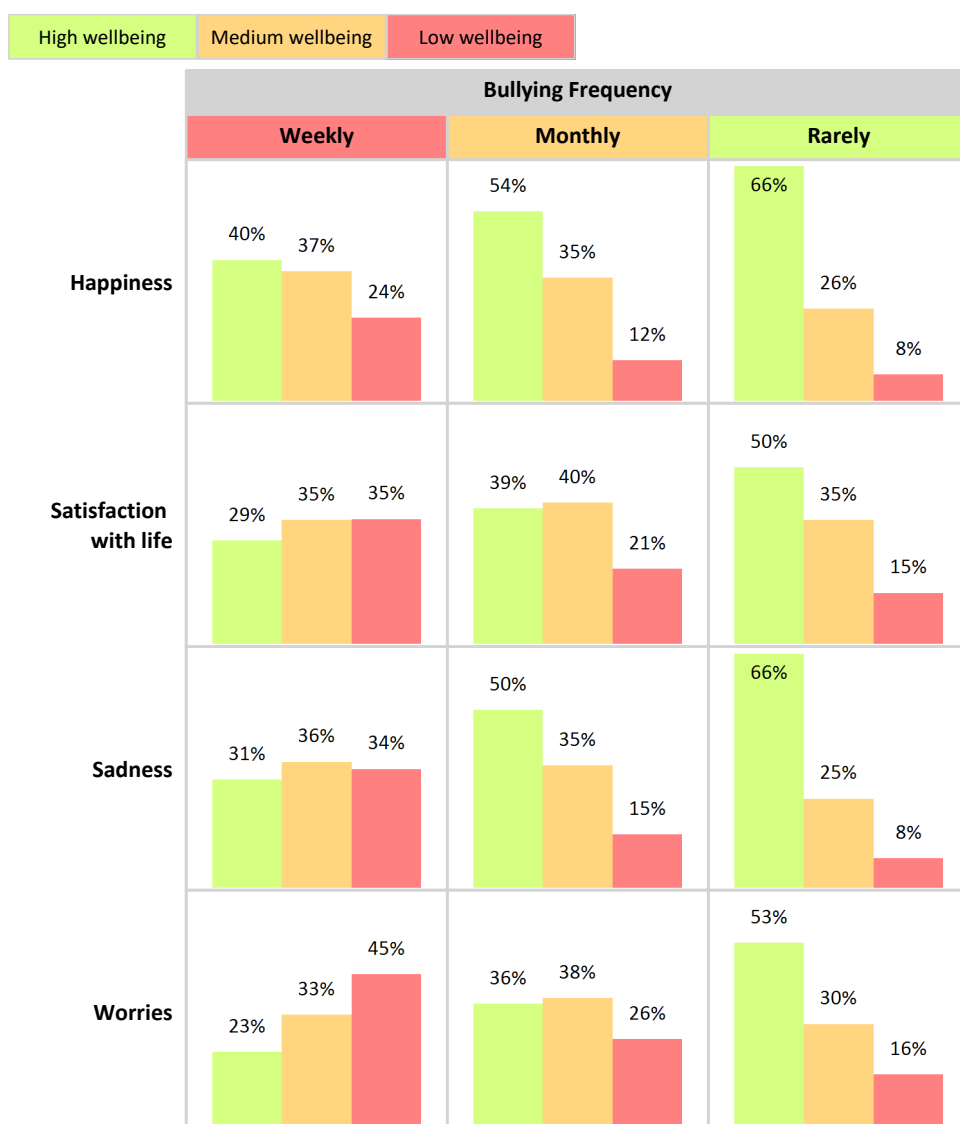
The following figures and graphs describe how young people's experiences of how frequently they are bullied relates to their emotional wellbeing.

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?)

High wellbeing	Medium wellbeing	Low wellbeing

Bullying Frequency

Weekly	**Monthly**	**Rarely**

Happiness
- Weekly: 40%, 37%, 24%
- Monthly: 54%, 35%, 12%
- Rarely: 66%, 26%, 8%

Satisfaction with life
- Weekly: 29%, 35%, 35%
- Monthly: 39%, 40%, 21%
- Rarely: 50%, 35%, 15%

Sadness
- Weekly: 31%, 36%, 34%
- Monthly: 50%, 35%, 15%
- Rarely: 66%, 25%, 8%

Worries
- Weekly: 23%, 33%, 45%
- Monthly: 36%, 38%, 26%
- Rarely: 53%, 30%, 16%

		Bullying Frequency			
		Weekly	Monthly	Rarely	Total
Happiness	High	5663	20916	24271	**50850**
	Medium	5198	13579	9557	**28334**
	Low	3343	4485	2764	**10592**
	Total	**14204**	**38980**	**36592**	89776
Satisfaction with life	High	4150	14942	18286	**37378**
	Medium	4976	15557	12830	**33363**
	Low	5019	8253	5286	**18558**
	Total	**14145**	**38752**	**36402**	89299
Sadness	High	4383	19704	24358	**48445**
	Medium	5097	13555	9288	**27940**
	Low	4810	5906	3104	**13820**
	Total	**14290**	**39165**	**36750**	90205
Worries	High	3208	14112	19636	**36956**
	Medium	4699	14794	11158	**30651**
	Low	6350	10233	5927	**22510**
	Total	**14257**	**39139**	**36721**	90117

2. All SA 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 SA survey students in 2019.
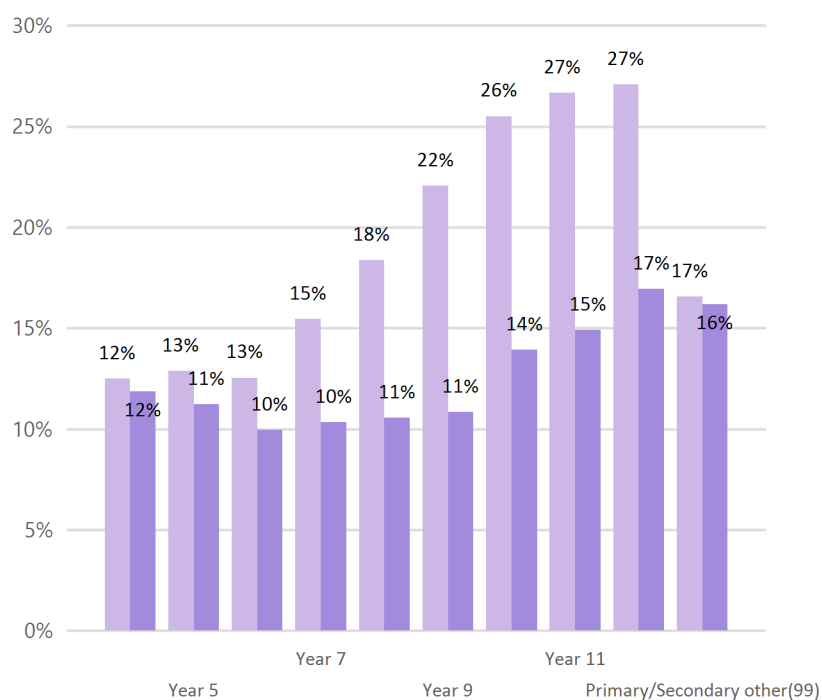
Girls	Boys

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

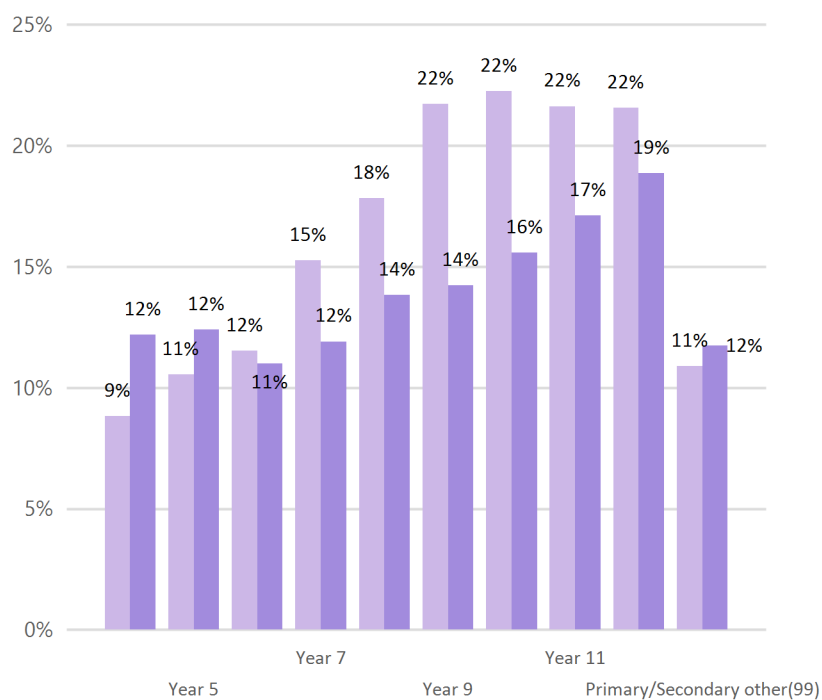**Proportion of students reporting low emotional wellbeing by gender and year level**

All SA survey students

Students with high levels of worries

All SA survey students
Wellbeing and Engagement Collection
For Official Use Only

Students with high levels of sadness

	Year 5		Year 7		Year 9		Year 11		Primary/Secondary other(99)
	12%	12%	13%	11%	13%	10%	15%	10%	18%
									11%
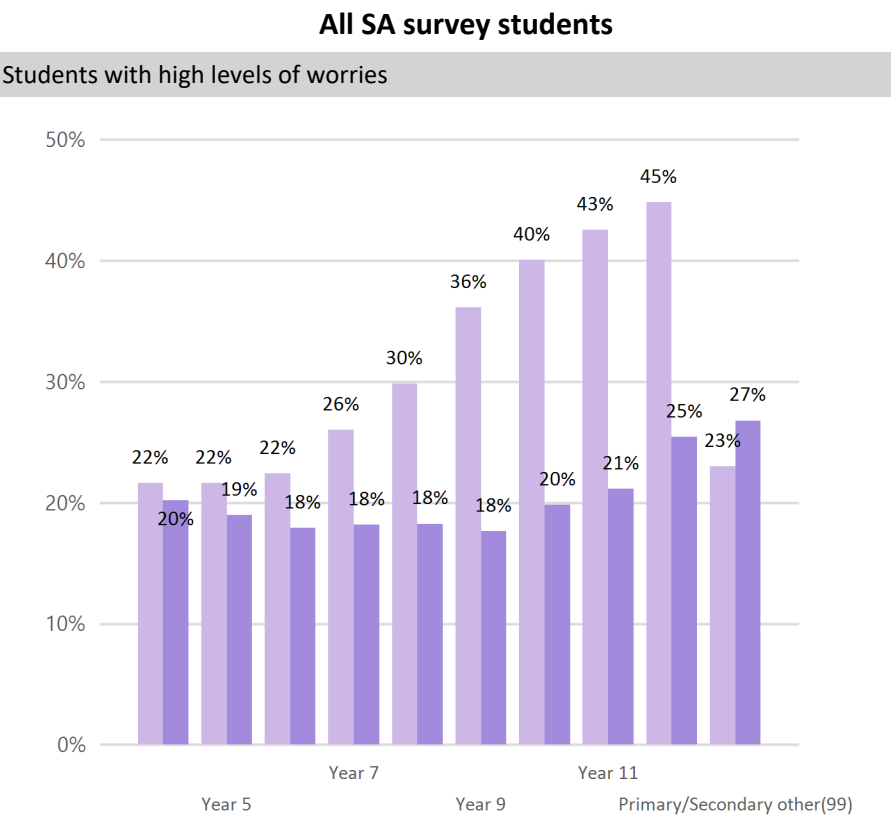
Students with low satisfaction with life

Students with low optimism

Chart (percentages, by Year level — Year 5, Year 7, Year 9, Year 11, Primary/Secondary other(99)):
9% 12% 11% 12% 12% 11% 15% 12% 18% 14% 22% 14% 22% 16% 22% 17% 22% 19% 11% 12%

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

		Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Primary/ Secondary other (99)
		All SA survey students									
Students with high levels of worries	Girls	1299	1284	1405	1537	1637	1777	1792	1603	1449	35
	Boys	1261	1125	1105	1012	973	809	823	729	643	56
Students with high levels of sadness	Girls	754	766	788	914	1008	1085	1141	1005	876	25
	Boys	744	669	615	576	563	497	579	514	428	34
Students with low satisfaction with life	Girls	734	897	1015	1189	1353	1436	1510	1323	1126	18
	Boys	818	838	862	835	942	908	921	872	719	24
Students with low optimism	Girls	521	616	717	897	977	1067	995	816	699	16
	Boys	751	733	671	660	732	649	647	587	478	23

3. All SA survey students after school activities

The tables below show the 2019 after school activities results for All SA 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 SA 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]	45975	25192	15669	10005
b) …go to an after school care program (in my school or someplace else)? [DAYS]	82465	8165	3319	2892
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	43029	17496	16887	19429
d) … watch TV (including watching videos or DVDs)? [DAYS]	32219	11209	16751	36662
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	49405	16527	12478	18431
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	50225	9030	8995	28591
g) …read for fun? [DAYS]	48241	17467	12271	18862
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	36441	17990	17369	25041
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	71160	14118	5525	6038
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	56133	23181	9334	8193
k)…hang out with friends? [DAYS]	43175	24689	10847	18130
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	85194	7958	1805	1884

All SA 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]	2571	10595	19279	13051	5471
b) …go to an after school care program (in my school or someplace else)? [TIME]	1481	2937	3456	3856	2699
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	12858	19495	8516	5856	7162
d) … watch TV (including watching videos or DVDs)? [TIME]	6870	15784	15406	18847	7816
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	7363	10081	9581	14221	6293
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	12844	9116	7061	12098	5537
g) …read for fun? [TIME]	15362	16333	5597	5433	5875
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	25747	17917	5576	3263	7898
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	7170	10085	3180	1827	3421
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	12241	12638	5502	4421	5907
k)…hang out with friends? [TIME]	3367	8421	11407	22592	7880
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	1094	1935	3114	3267	2238

All SA survey students - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	10753	86088
I don't know what is available.	11195	85646
I have to go straight home after school	29532	67309
I have too much homework to do.	15010	81831
I need to take care of brothers or sisters or do other things at home.	11567	85274
I'm too busy	19067	77774
It costs too much.	12261	84580
It is too difficult to get there.	9516	87325
It's not safe for me to go.	4100	92741
My parents do not approve.	8912	87929
None of my friends are interested or want to go.	11031	85810
The activity that I want is not offered.	10905	85936
The schedule does not fit the times that I can attend.	14037	82804

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

All SA 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]	47%	26%	16%	10%
b) …go to an after school care program (in my school or someplace else)? [DAYS]	85%	8%	3%	3%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	44%	18%	17%	20%
d) … watch TV (including watching videos or DVDs)? [DAYS]	33%	12%	17%	38%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	51%	17%	13%	19%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	52%	9%	9%	30%
g) …read for fun? [DAYS]	50%	18%	13%	19%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	38%	19%	18%	26%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	73%	15%	6%	6%
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	58%	24%	10%	8%
k)…hang out with friends? [DAYS]	45%	25%	11%	19%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	88%	8%	2%	2%

All SA 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]	5%	21%	38%	26%	11%
b) …go to an after school care program (in my school or someplace else)? [TIME]	10%	20%	24%	27%	19%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	24%	36%	16%	11%	13%
d) … watch TV (including watching videos or DVDs)? [TIME]	11%	24%	24%	29%	12%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	15%	21%	20%	30%	13%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	28%	20%	15%	26%	12%
g) …read for fun? [TIME]	32%	34%	12%	11%	12%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	43%	30%	9%	5%	13%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	28%	39%	12%	7%	13%
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	30%	31%	14%	11%	15%
k)…hang out with friends? [TIME]	6%	16%	21%	42%	15%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	9%	17%	27%	28%	19%

All SA survey students - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	11%	89%
I don't know what is available.	12%	88%
I have to go straight home after school	30%	70%
I have too much homework to do.	15%	85%
I need to take care of brothers or sisters or do other things at home.	12%	88%
I'm too busy	20%	80%
It costs too much.	13%	87%
It is too difficult to get there.	10%	90%
It's not safe for me to go.	4%	96%
My parents do not approve.	9%	91%
None of my friends are interested or want to go.	11%	89%
The activity that I want is not offered.	11%	89%
The schedule does not fit the times that I can attend.	14%	86%

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