WELLBEING & ENGAGEMENT COLLECTION

Measure | Analyse | Act

All SA students

Survey Year: 2020 Term 3

Document Control

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Approved by	Ben Temperly
Date approved	12-Nov-2020
Next review date	Dec-2020
Version	1.0
Status	Final
Security classification	For Official Use Only

Government
of South Australia

Department for Education

Contents

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 Term 3 2020, 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.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information

Engagement with school

Indicator				Bar			Year
Important adult at school	277	219	17	54%	43%	3%	2020
Connectedness to school	281	164	54	56%	33%	11%	2020
Emotional engagement with teachers	325	155	13	66%	31%	3%	2020
School climate	132	231	128	27%	47%	26%	2020
School belonging	154	231	105	31%	47%	21%	2020
Peer belonging	251	166	71	51%	34%	15%	2020
Friendship intimacy	340	106	42	70%	22%	9%	2020
Physical bullying	377	91	15	78%	19%	3%	2020
Verbal bullying	299	147	36	62%	30%	7%	2020
Social bullying	335	124	24	69%	26%	5%	2020
Cyberbullying	401	69	13	83%	14%	3%	2020

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 4 provides a full description of the survey questions.

These columns show the **number** of students in each group within 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).

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, Term 3 2020

This section of the report sets out the wellbeing results from Term 3 2020 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, Term 3 2020, by year level and gender

This section of the report follows the same format as Part 1, but sets out the wellbeing results from Term 3 2020 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

Part 5: Wellbeing and engagement results: After school activities

Part 5 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:

- 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

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, humilate 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
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.
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 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	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 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.
		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.

Learning readiness	Meeting expectations~	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 2020.

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

Year	Year Level	All SA students Number of Valid Survey Responses	Notes
2016	Year 5	11	
	Year 6	10,917	
	Year 7	11,243	
	Year 8	10,520	
	Year 9	9,909	
	Year 10	104	
	Unknown	29	Student year level unknown
	Total	**42,733**	
2017	Year 4	10,172	
	Year 5	10,432	
	Year 6	11,907	
	Year 7	11,205	
	Year 8	10,549	
	Year 9	9,003	
	Year 10	13	
	Unknown	255	Student year level unknown
	Total	**63,536**	
2018	Year 4	12,284	
	Year 5	12,917	
	Year 6	12,874	
	Year 7	12,409	
	Year 8	11,440	
	Year 9	10,744	
	Year 10	2,396	
	Unknown	94	Student year level unknown
	Total	**75,158**	
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	Year Level	Count	Note
2019	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	
	Year 7	8,927	
	Primary Other	415	
	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**	

Wellbeing and engagement results for All SA students

The figure below shows the Term 3 2020 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	34173	23507	9625	51%	35%	14%	2020
Optimism	28761	25292	12197	43%	38%	18%	2020
Satisfaction with life	25138	25409	15608	38%	38%	24%	2020
Emotion regulation	22794	26402	16807	35%	40%	25%	2020
Sadness	31778	22503	12461	48%	34%	19%	2020
Worries	24462	23931	18252	37%	36%	27%	2020
Distress~	9685	3476	1207	67%	24%	8%	2020
Resilience~	1542	7871	4955	11%	55%	34%	2020

Engagement with school						Year
Important adult at school	39732	24557	5824	57%	35%	8%	2020
Connectedness to school	40168	19433	5772	61%	30%	9%	2020
Emotional engagement with teachers	45753	17433	1888	70%	27%	3%	2020
School climate	23216	28741	13229	36%	44%	20%	2020
School belonging	26868	22895	14811	42%	35%	23%	2020
Peer belonging	33634	21516	10795	51%	33%	16%	2020
Friendship intimacy	45321	13329	7277	69%	20%	11%	2020
Physical bullying	41656	20403	3581	63%	31%	5%	2020
Verbal bullying	29643	27372	8427	45%	42%	13%	2020
Social bullying	32817	25991	6577	50%	40%	10%	2020
Cyberbullying	48698	13420	3158	75%	21%	5%	2020

Learning readiness						Year
Perseverance	27748	29125	10163	41%	43%	15%	2020
Cognitive engagement	30112	26301	9472	46%	40%	14%	2020
Academic self concept	40113	19190	5807	62%	29%	9%	2020
Learning practices~	3251	6828	3655	24%	50%	27%	2020
Meeting expectations~	3661	6609	4501	25%	45%	30%	2020
Expectations for success~	7141	5431	2203	48%	37%	15%	2020
Motivation to achieve goals~	5257	6902	2407	36%	47%	17%	2020
Future goal planning~	6133	7231	1202	42%	50%	8%	2020
Feelings about the future~	7614	4195	2111	55%	30%	15%	2020
Feelings about after school study/work~	5495	5384	3031	40%	39%	22%	2020

Health and wellbeing out of school						Year
Overall health	18636	31010	14928	29%	48%	23%	2020
Feelings about your body~	5118	3993	4521	38%	29%	33%	2020
Nutrition - breakfast	44005	6546	14820	67%	10%	23%	2020
Sleep	35259	14045	15048	55%	22%	23%	2020
Music and arts	29569	11107	23565	46%	17%	37%	2020
Sports	32390	10609	20840	51%	17%	33%	2020
Organised activities	49832	6989	9437	75%	11%	14%	2020

~ 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" starting on page 4.

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 South Australia 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	21515	12094	8815	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
	34173	23507	9625	51%	35%	14%	2020
Optimism	11829	16508	14077	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
	28761	25292	12197	43%	38%	18%	2020
Satisfaction with life	19539	12741	9949	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
	25138	25409	15608	38%	38%	24%	2020
Emotion regulation	12463	20302	9549	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
	22794	26402	16807	35%	40%	25%	2020
Sadness	24093	11106	7111	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
	31778	22503	12461	48%	34%	19%	2020
Worries	17990	12730	11546	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
	24462	23931	18252	37%	36%	27%	2020
Distress~	15455	5221	1807	69%	23%	8%	2019
	9685	3476	1207	67%	24%	8%	2020
Resilience~	2367	12185	7976	11%	54%	35%	2019
	1542	7871	4955	11%	55%	34%	2020

Engagement with school							Year
Important adult at school	20219	21582	932	47%	51%	2%	2016
	34585	27157	1794	54%	43%	3%	2017
	47356	26404	1398	63%	35%	2%	2018
	54375	35757	6709	56%	37%	7%	2019
	39732	24557	5824	57%	35%	8%	2020

Connectedness to school	22640	14335	5155	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
	40168	19433	5772	61%	30%	9%	2020
Emotional engagement with teachers	27302	12622	2021	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
	45753	17433	1888	70%	27%	3%	2020
School climate	16041	15055	10938	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
	23216	28741	13229	36%	44%	20%	2020
School belonging	18533	12702	10443	44%	30%	25%	2016
	31542	16102	13354	52%	26%	22%	2017
	33802	23753	14694	47%	33%	20%	2018
	42451	30713	17696	47%	34%	19%	2019
	26868	22895	14811	42%	35%	23%	2020
Peer belonging	25093	10232	6605	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
	33634	21516	10795	51%	33%	16%	2020
Friendship intimacy	30424	6846	4639	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
	45321	13329	7277	69%	20%	11%	2020
Physical bullying	26033	13499	2189	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
	41656	20403	3581	63%	31%	5%	2020
Verbal bullying	17280	18643	5699	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
	29643	27372	8427	45%	42%	13%	2020
Social bullying	19687	17361	4523	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
	32817	25991	6577	50%	40%	10%	2020
Cyberbullying	30345	9078	2105	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
	48698	13420	3158	75%	21%	5%	2020
Learning readiness							Year
Perseverance	14731	15081	12521	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
	27748	29125	10163	41%	43%	15%	2020
Cognitive engagement	19170	17365	5216	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
	30112	26301	9472	46%	40%	14%	2020
Academic self concept	26284	10901	4802	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
	40113	19190	5807	62%	29%	9%	2020
Learning practices~	5581	11316	4785	26%	52%	22%	2019
	3251	6828	3655	24%	50%	27%	2020
Meeting expectations~	5499	10456	6897	24%	46%	30%	2019
	3661	6609	4501	25%	45%	30%	2020
Expectations for success~	10950	8610	3292	48%	38%	14%	2019
	7141	5431	2203	48%	37%	15%	2020
Motivation to achieve goals~	7978	11012	3685	35%	49%	16%	2019
	5257	6902	2407	36%	47%	17%	2020
Future goal planning~	9207	11524	1969	41%	51%	9%	2019
	6133	7231	1202	42%	50%	8%	2020
Feelings about the future~	11912	6726	2971	55%	31%	14%	2019
	7614	4195	2111	55%	30%	15%	2020
Feelings about after school study/work~	8174	8608	4820	38%	40%	22%	2019
	5495	5384	3031	40%	39%	22%	2020

Health and wellbeing out of school

							Year
Overall health	13536	19540	8527	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
	18636	31010	14928	29%	48%	23%	2020
Nutrition - breakfast	28631	4153	8806	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
	44005	6546	14820	67%	10%	23%	2020
Sleep	23182	8400	9352	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
	35259	14045	15048	55%	22%	23%	2020
Music and arts	17108	7607	16378	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
	29569	11107	23565	46%	17%	37%	2020
Sports	22314	6937	11946	54%	17%	29%	2016
	34751	10381	14926	58%	17%	25%	2017
	41018	12194	18274	57%	17%	26%	2018

Sports	38435	12431	17018	57%	18%	25%		2019
	32390	10609	20840	51%	17%	33%		2020
Organised activities	32117	4331	5031	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
	49832	6989	9437	75%		11%	14%	2020
Feelings about your body~	5118	3993	4521	38%	29%	33%		2020

~ 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" starting on page 4.

Part 3: Wellbeing and engagement results for All SA students, Term 3 2020, 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 Term 3 2020 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

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" starting on page 4.

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

The figure below shows the Term 3 2020 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.

Year 4

Emotional wellbeing							Year
Happiness	5563	2910	890	59%	31%	10%	2020
Optimism	5051	3048	1257	54%	33%	13%	2020
Satisfaction with life	4675	3204	1444	50%	34%	15%	2020
Emotion regulation	4109	3361	1791	44%	36%	19%	2020
Sadness	5203	2852	1428	55%	30%	15%	2020
Worries	4069	3187	2203	43%	34%	23%	2020

Engagement with school							Year
Important adult at school	6736	2311	934	67%	23%	9%	2020
Connectedness to school	6343	2263	559	69%	25%	6%	2020
Emotional engagement with teachers	7323	1768	164	79%	19%	2%	2020
School climate	4876	3335	1027	53%	36%	11%	2020
School belonging	5211	2360	1532	57%	26%	17%	2020
Peer belonging	5229	2789	1362	56%	30%	15%	2020
Friendship intimacy	6848	1604	916	73%	17%	10%	2020
Physical bullying	4819	3786	740	52%	41%	8%	2020
Verbal bullying	3586	4364	1321	39%	47%	14%	2020
Social bullying	4005	4122	1115	43%	45%	12%	2020
Cyberbullying	6756	1845	582	74%	20%	6%	2020

Learning readiness							Year
Perseverance	4583	3711	956	50%	40%	10%	2020
Cognitive engagement	5558	2928	913	59%	31%	10%	2020
Academic self concept	6474	2137	600	70%	23%	7%	2020

Health and wellbeing out of school							Year
Overall health	3388	4458	1348	37%	48%	15%	2020
Nutrition - breakfast	7723	569	1069	83%	6%	11%	2020
Sleep	5829	1487	1856	64%	16%	20%	2020
Music and arts	5696	1797	1632	62%	20%	18%	2020
Sports	4711	2175	2173	52%	24%	24%	2020
Organised activities	7942	916	666	83%	10%	7%	2020

Wellbeing and engagement: All SA students

The figure below shows the Term 3 2020 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	5691	3196	1148	57%	32%	11%	2020
Optimism	4969	3421	1633	50%	34%	16%	2020
Satisfaction with life	4627	3557	1821	46%	36%	18%	2020
Emotion regulation	3896	3746	2322	39%	38%	23%	2020
Sadness	5286	3259	1572	52%	32%	16%	2020
Worries	4163	3471	2459	41%	34%	24%	2020

Engagement with school							Year
Important adult at school	6852	2872	833	65%	27%	8%	2020
Connectedness to school	6712	2484	647	68%	25%	7%	2020
Emotional engagement with teachers	7412	2207	223	75%	22%	2%	2020
School climate	4261	4117	1462	43%	42%	15%	2020
School belonging	4881	2905	1943	50%	30%	20%	2020
Peer belonging	5385	3020	1634	54%	30%	16%	2020
Friendship intimacy	7260	1776	999	72%	18%	10%	2020
Physical bullying	5510	3902	647	55%	39%	6%	2020
Verbal bullying	4012	4587	1402	40%	46%	14%	2020
Social bullying	4354	4489	1157	44%	45%	12%	2020
Cyberbullying	7434	2040	504	75%	20%	5%	2020

Learning readiness							Year
Perseverance	4664	4182	1119	47%	42%	11%	2020
Cognitive engagement	5526	3361	1196	55%	33%	12%	2020
Academic self concept	6622	2444	756	67%	25%	8%	2020

Health and wellbeing out of school							Year
Overall health	3451	4824	1633	35%	49%	16%	2020
Nutrition - breakfast	7875	747	1405	79%	7%	14%	2020
Sleep	6136	1770	1955	62%	18%	20%	2020
Music and arts	5923	1853	2053	60%	19%	21%	2020
Sports	5125	2101	2510	53%	22%	26%	2020
Organised activities	8396	1035	799	82%	10%	8%	2020

Wellbeing and engagement: All SA students

The figure below shows the Term 3 2020 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	5199	3339	1356	53%	34%	14%	2020
Optimism	4440	3540	1830	45%	36%	19%	2020
Satisfaction with life	4160	3480	2160	42%	36%	22%	2020
Emotion regulation	3314	3915	2546	34%	40%	26%	2020
Sadness	4874	3263	1763	49%	33%	18%	2020
Worries	3838	3437	2603	39%	35%	26%	2020

Engagement with school							Year
Important adult at school	6461	3025	744	63%	30%	7%	2020
Connectedness to school	6248	2670	717	65%	28%	7%	2020
Emotional engagement with teachers	6912	2450	286	72%	25%	3%	2020
School climate	3639	4280	1750	38%	44%	18%	2020
School belonging	4289	3175	2111	45%	33%	22%	2020
Peer belonging	5120	3052	1668	52%	31%	17%	2020
Friendship intimacy	6935	1832	1067	71%	19%	11%	2020
Physical bullying	5635	3569	591	58%	36%	6%	2020
Verbal bullying	3834	4513	1426	39%	46%	15%	2020
Social bullying	4424	4271	1064	45%	44%	11%	2020
Cyberbullying	7165	2158	428	73%	22%	4%	2020

Learning readiness							Year
Perseverance	4276	4311	1278	43%	44%	13%	2020
Cognitive engagement	4843	3729	1288	49%	38%	13%	2020
Academic self concept	6062	2748	850	63%	28%	9%	2020

Health and wellbeing out of school							Year
Overall health	3091	4613	1896	32%	48%	20%	2020
Nutrition - breakfast	7193	860	1705	74%	9%	17%	2020
Sleep	5778	1845	1959	60%	19%	20%	2020
Music and arts	4892	2040	2699	51%	21%	28%	2020
Sports	5183	1720	2653	54%	18%	28%	2020
Organised activities	7992	984	959	80%	10%	10%	2020

Wellbeing and engagement: All SA students

The figure below shows the Term 3 2020 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.

Year 7

Emotional wellbeing						Year
Happiness	4400	3084	1177	51%	36% 14%	2020
Optimism	3622	3314	1671	42%	39% 19%	2020
Satisfaction with life	3279	3216	2106	38%	37% 24%	2020
Emotion regulation	2730	3407	2443	32%	40% 28%	2020
Sadness	4157	2909	1586	48%	34% 18%	2020
Worries	3274	3016	2357	38%	35% 27%	2020
Engagement with school						Year
Important adult at school	5369	2958	600	60%	33% 7%	2020
Connectedness to school	5399	2400	678	64%	28% 8%	2020
Emotional engagement with teachers	5918	2245	262	70%	27% 3%	2020
School climate	2854	3925	1668	34%	46% 20%	2020
School belonging	3506	2953	1919	42%	35% 23%	2020
Peer belonging	4451	2724	1396	52%	32% 16%	2020
Friendship intimacy	6001	1597	968	70%	19% 11%	2020
Physical bullying	5345	2816	381	63%	33% 4%	2020
Verbal bullying	3623	3719	1187	42%	44% 14%	2020
Social bullying	4242	3449	834	50%	40% 10%	2020
Cyberbullying	6396	1790	337	75%	21% 4%	2020
Learning readiness						Year
Perseverance	3575	3905	1157	41%	45% 13%	2020
Cognitive engagement	3978	3410	1218	46%	40% 14%	2020
Academic self concept	5286	2455	702	63%	29% 8%	2020
Health and wellbeing out of school						Year
Overall health	2510	4052	1864	30%	48% 22%	2020
Nutrition - breakfast	5758	923	1858	67%	11% 22%	2020
Sleep	4736	1739	1897	57%	21% 23%	2020
Music and arts	3633	1656	3128	43%	20% 37%	2020
Sports	4418	1332	2587	53%	16% 31%	2020
Organised activities	6546	967	1147	76%	11% 13%	2020

Wellbeing and engagement: All SA students

The figure below shows the Term 3 2020 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	3365	2658	1187	47%	37%	16%	2020
Optimism	2619	2969	1529	37%	42%	21%	2020
Satisfaction with life	2336	2927	1849	33%	41%	26%	2020
Emotion regulation	1987	2963	2157	28%	42%	30%	2020
Sadness	3307	2473	1377	46%	35%	19%	2020
Worries	2561	2677	1916	36%	37%	27%	2020
Engagement with school							Year
Important adult at school	3326	3621	579	44%	48%	8%	2020
Connectedness to school	3750	2554	780	53%	36%	11%	2020
Emotional engagement with teachers	4320	2403	263	62%	34%	4%	2020
School climate	1670	3522	1819	24%	50%	26%	2020
School belonging	2174	2939	1842	31%	42%	26%	2020
Peer belonging	3437	2474	1176	48%	35%	17%	2020
Friendship intimacy	4667	1568	853	66%	22%	12%	2020
Physical bullying	4706	2011	341	67%	28%	5%	2020
Verbal bullying	3201	2939	912	45%	42%	13%	2020
Social bullying	3779	2640	625	54%	37%	9%	2020
Cyberbullying	5247	1520	279	74%	22%	4%	2020
Learning readiness							Year
Perseverance	2502	3334	1366	35%	46%	19%	2020
Cognitive engagement	2659	3141	1328	37%	44%	19%	2020
Academic self concept	3885	2396	729	55%	34%	10%	2020
Health and wellbeing out of school							Year
Overall health	1803	3324	1788	26%	48%	26%	2020
Nutrition - breakfast	4258	816	1940	61%	12%	28%	2020
Sleep	3568	1635	1706	52%	24%	25%	2020
Music and arts	2593	1136	3168	38%	16%	46%	2020
Sports	3660	898	2305	53%	13%	34%	2020
Organised activities	5186	762	1135	73%	11%	16%	2020

Wellbeing and engagement: All SA students

The figure below shows the Term 3 2020 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.

Year 9

Emotional wellbeing							Year
Happiness	3044	2545	1197	45%	38%	18%	2020
Optimism	2354	2858	1499	35%	43%	22%	2020
Satisfaction with life	2001	2751	1956	30%	41%	29%	2020
Emotion regulation	1877	2809	2025	28%	42%	30%	2020
Sadness	2909	2421	1418	43%	36%	21%	2020
Worries	2234	2515	1993	33%	37%	30%	2020
Engagement with school							**Year**
Important adult at school	3166	3388	521	45%	48%	7%	2020
Connectedness to school	3429	2389	833	52%	36%	13%	2020
Emotional engagement with teachers	3885	2422	272	59%	37%	4%	2020
School climate	1480	3088	2031	22%	47%	31%	2020
School belonging	1905	2747	1895	29%	42%	29%	2020
Peer belonging	3108	2378	1111	47%	36%	17%	2020
Friendship intimacy	4333	1486	779	66%	23%	12%	2020
Physical bullying	4517	1737	336	69%	26%	5%	2020
Verbal bullying	3142	2550	892	48%	39%	14%	2020
Social bullying	3534	2377	671	54%	36%	10%	2020
Cyberbullying	4838	1403	338	74%	21%	5%	2020
Learning readiness							**Year**
Perseverance	2321	3045	1416	34%	45%	21%	2020
Cognitive engagement	2386	3009	1262	36%	45%	19%	2020
Academic self concept	3520	2274	801	53%	34%	12%	2020
Health and wellbeing out of school							**Year**
Overall health	1570	3018	1881	24%	47%	29%	2020
Nutrition - breakfast	3677	821	2048	56%	13%	31%	2020
Sleep	3059	1717	1697	47%	27%	26%	2020
Music and arts	2192	945	3286	34%	15%	51%	2020
Sports	3374	734	2299	53%	11%	36%	2020
Organised activities	4695	664	1243	71%	10%	19%	2020

Wellbeing and engagement: All SA students

The figure below shows the Term 3 2020 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.

Emotional wellbeing

				High	Medium	Low	Year
Happiness	2639	2195	1025	45%	37%	17%	2020
Optimism	2118	2360	1120	38%	42%	20%	2020
Satisfaction with life	1504	2422	1671	27%	43%	30%	2020
Emotion regulation	1735	2397	1465	31%	43%	26%	2020
Sadness	2322	2025	1291	41%	36%	23%	2020
Worries	1756	2118	1762	31%	38%	31%	2020
Distress~	3845	1326	479	68%	23%	8%	2020
Resilience~	598	3101	1954	11%	55%	35%	2020

Engagement with school

				High	Medium	Low	Year
Important adult at school	2680	2779	547	45%	46%	9%	2020
Connectedness to school	2904	1951	720	52%	35%	13%	2020
Emotional engagement with teachers	3452	1835	219	63%	33%	4%	2020
School climate	1290	2591	1649	23%	47%	30%	2020
School belonging	1600	2313	1587	29%	42%	29%	2020
Peer belonging	2579	2043	954	46%	37%	17%	2020
Friendship intimacy	3567	1345	666	64%	24%	12%	2020
Physical bullying	4077	1158	255	74%	21%	5%	2020
Verbal bullying	2881	1997	606	53%	36%	11%	2020
Social bullying	3105	1892	492	57%	34%	9%	2020
Cyberbullying	4083	1105	298	74%	20%	5%	2020

Learning readiness

				High	Medium	Low	Year
Perseverance	2097	2645	1111	36%	45%	19%	2020
Cognitive engagement	1868	2611	955	34%	48%	18%	2020
Academic self concept	2946	1937	640	53%	35%	12%	2020
Learning practices~	1234	2680	1529	23%	49%	28%	2020
Meeting expectations~	1377	2642	1806	24%	45%	31%	2020
Expectations for success~	2684	2208	934	46%	38%	16%	2020
Motivation to achieve goals~	1994	2787	957	35%	49%	17%	2020
Future goal planning~	2385	2877	475	42%	50%	8%	2020
Feelings about the future~	3057	1667	796	55%	30%	14%	2020
Feelings about after school study/work~	2144	2142	1233	39%	39%	22%	2020

Health and wellbeing out of school

				High	Medium	Low	Year
Overall health	1114	2602	1698	21%	48%	31%	2020
Feelings about your body~	1957	1551	1905	36%	29%	35%	2020
Nutrition - breakfast	2972	668	1800	55%	12%	33%	2020
Sleep	2464	1417	1500	46%	26%	28%	2020
Music and arts	1812	658	2894	34%	12%	54%	2020
Sports	2485	615	2231	47%	12%	42%	2020
Organised activities	3690	602	1172	68%	11%	21%	2020

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

Wellbeing and engagement: All SA students

The figure below shows the Term 3 2020 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.

Emotional wellbeing				High	Medium	Low	Year
Happiness	2308	2067	1019	43%	38%	19%	2020
Optimism	1903	2192	1052	37%	43%	20%	2020
Satisfaction with life	1304	2270	1563	25%	44%	30%	2020
Emotion regulation	1643	2230	1269	32%	43%	25%	2020
Sadness	1985	1935	1219	39%	38%	24%	2020
Worries	1409	2027	1698	27%	39%	33%	2020
Distress~	3480	1270	454	67%	24%	9%	2020
Resilience~	526	2801	1865	10%	54%	36%	2020

Engagement with school							Year
Important adult at school	2728	2266	558	49%	41%	10%	2020
Connectedness to school	2876	1673	567	56%	33%	11%	2020
Emotional engagement with teachers	3538	1373	135	70%	27%	3%	2020
School climate	1569	2305	1187	31%	46%	23%	2020
School belonging	1695	2100	1232	34%	42%	25%	2020
Peer belonging	2366	1814	864	47%	36%	17%	2020
Friendship intimacy	3161	1292	594	63%	26%	12%	2020
Physical bullying	4032	823	148	81%	16%	3%	2020
Verbal bullying	3011	1597	397	60%	32%	8%	2020
Social bullying	3027	1623	353	61%	32%	7%	2020
Cyberbullying	3817	950	227	76%	19%	5%	2020

Learning readiness							Year
Perseverance	2029	2293	1068	38%	43%	20%	2020
Cognitive engagement	1740	2407	831	35%	48%	17%	2020
Academic self concept	2886	1707	468	57%	34%	9%	2020
Learning practices~	1197	2444	1345	24%	49%	27%	2020
Meeting expectations~	1334	2405	1591	25%	45%	30%	2020
Expectations for success~	2616	1918	798	49%	36%	15%	2020
Motivation to achieve goals~	1858	2505	909	35%	48%	17%	2020
Future goal planning~	2172	2651	451	41%	50%	9%	2020
Feelings about the future~	2666	1562	820	53%	31%	16%	2020
Feelings about after school study/work~	1962	1945	1132	39%	39%	22%	2020

Health and wellbeing out of school							Year
Overall health	937	2352	1674	19%	47%	34%	2020
Feelings about your body~	1829	1449	1668	37%	29%	34%	2020
Nutrition - breakfast	2537	670	1769	51%	13%	36%	2020
Sleep	1988	1449	1503	40%	29%	30%	2020
Music and arts	1564	568	2767	32%	12%	56%	2020
Sports	2094	525	2275	43%	11%	46%	2020
Organised activities	3138	561	1298	63%	11%	26%	2020

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

Wellbeing and engagement: All SA students

The figure below shows the Term 3 2020 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.

Emotional wellbeing					Year
Happiness	1436	1280	557	44% 39% 17%	2020
Optimism	1182	1373	531	38% 44% 17%	2020
Satisfaction with life	831	1325	928	27% 43% 30%	2020
Emotion regulation	1065	1313	703	35% 43% 23%	2020
Sadness	1309	1120	671	42% 36% 22%	2020
Worries	868	1208	1024	28% 39% 33%	2020
Distress~	2085	804	252	66% 26% 8%	2020
Resilience~	399	1749	995	13% 56% 32%	2020

Engagement with school					Year
Important adult at school	1819	1166	367	54% 35% 11%	2020
Connectedness to school	1918	892	244	63% 29% 8%	2020
Emotional engagement with teachers	2348	618	53	78% 20% 2%	2020
School climate	1098	1362	564	36% 45% 19%	2020
School belonging	1125	1214	664	37% 40% 22%	2020
Peer belonging	1463	1028	535	48% 34% 18%	2020
Friendship intimacy	2014	676	336	67% 22% 11%	2020
Physical bullying	2534	370	73	85% 12% 2%	2020
Verbal bullying	1946	841	189	65% 28% 6%	2020
Social bullying	1869	912	197	63% 31% 7%	2020
Cyberbullying	2394	477	107	80% 16% 4%	2020

Learning readiness					Year
Perseverance	1232	1434	604	38% 44% 18%	2020
Cognitive engagement	1071	1487	415	36% 50% 14%	2020
Academic self concept	1843	957	221	61% 32% 7%	2020
Learning practices~	699	1541	731	24% 52% 25%	2020
Meeting expectations~	833	1387	1000	26% 43% 31%	2020
Expectations for success~	1631	1157	432	51% 36% 13%	2020
Motivation to achieve goals~	1209	1473	492	38% 46% 16%	2020
Future goal planning~	1377	1570	227	43% 49% 7%	2020
Feelings about the future~	1647	892	462	55% 30% 15%	2020
Feelings about after school study/work~	1203	1204	594	40% 40% 20%	2020

Health and wellbeing out of school					Year
Overall health	479	1421	1028	16% 49% 35%	2020
Feelings about your body~	1126	916	886	38% 31% 30%	2020
Nutrition - breakfast	1460	425	1058	50% 14% 36%	2020
Sleep	1174	902	850	40% 31% 29%	2020
Music and arts	882	329	1707	30% 11% 58%	2020
Sports	1061	359	1479	37% 12% 51%	2020
Organised activities	1706	405	866	57% 14% 29%	2020

~ 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

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 2020
- 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.
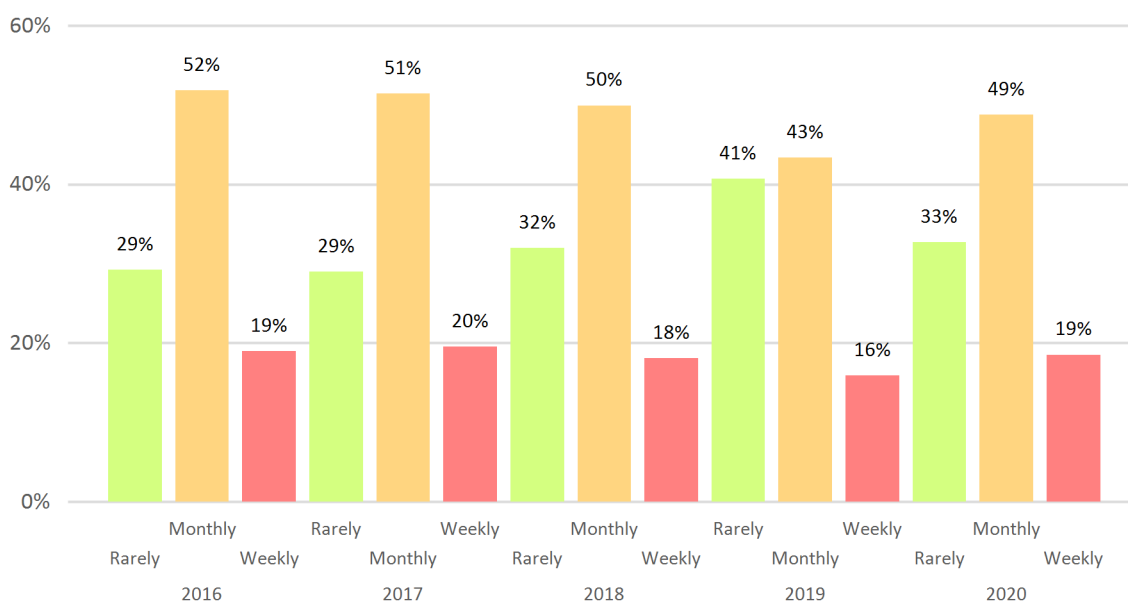
1. All SA students bullying

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

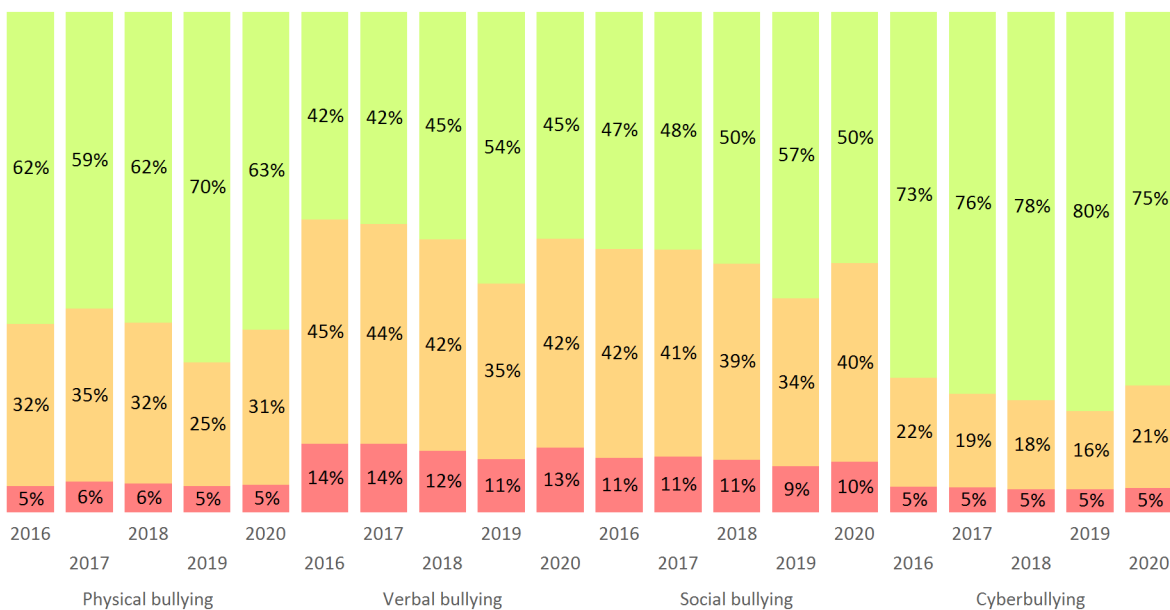| Number of Students	All SA students		
Year	Rarely	Monthly	Weekly
2016	12,200	21,652	7,923
2017	17,733	31,446	11,957
2018	23,298	36,368	13,173
2019	37,377	39,848	14,624
2020	21,513	32,057	12,189

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
2016	26,033	13,499	2,189	17,280	18,643	5,699	19,687	17,361	4,523	30,345	9,078	2,105
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
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

Frequency of 2020 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 2020.

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.

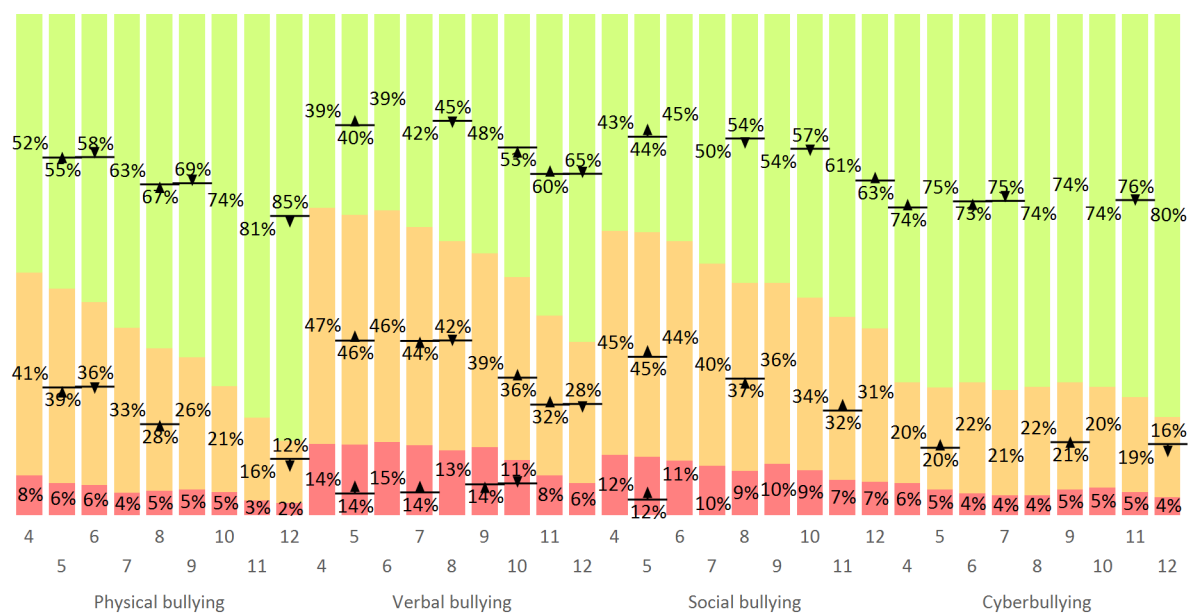**Proportion of students in 2020 reporting being bullied rarely, monthly, and weekly, for each year level**
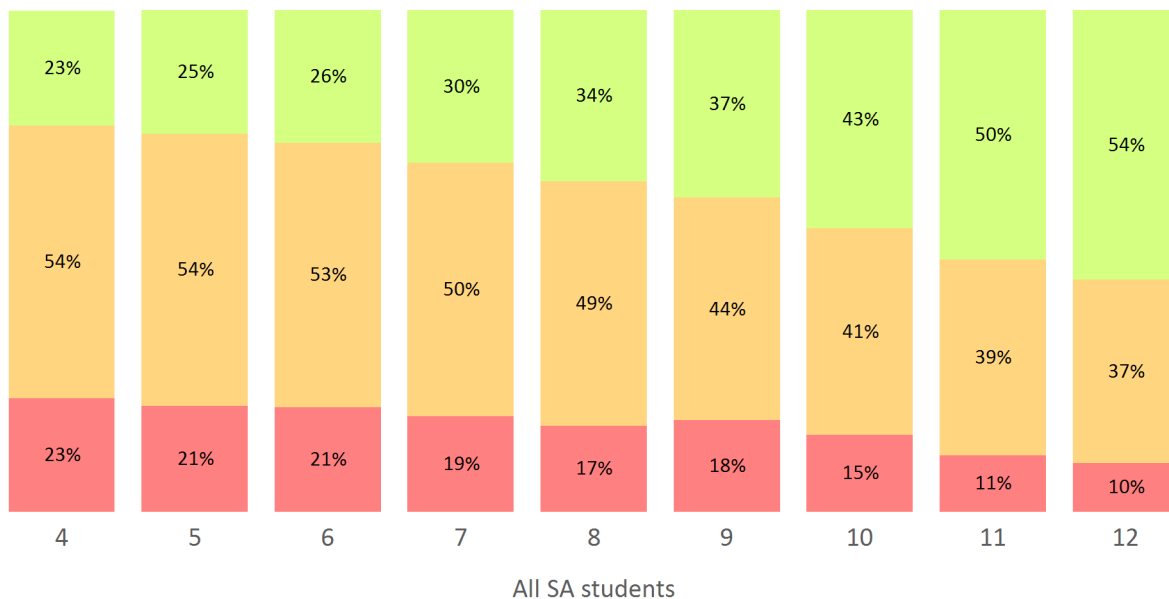
All SA students

Number of students in 2020 reporting being bullied rarely, monthly and weekly, for each year level

Year Level	All SA students		
	Rarely	**Monthly**	**Weekly**
4	2,158	5,104	2,122
5	2,490	5,463	2,133
6	2,592	5,177	2,042
7	2,606	4,315	1,630
8	2,413	3,440	1,213
9	2,467	2,928	1,202
10	2,388	2,260	843
11	2,494	1,949	564
12	1,602	1,089	290

* = denotes suppression rules for less than 5 student responses

Proportion of students in 2020 who reported being bullied by type and year level

Physical bullying (Year levels 4–12)
- 52% 55% 58% 63% 67% 69% 74% 81% 85%
- 41% 39% 36% 33% 28% 26% 21% 16% 12%
- 8% 6% 6% 4% 5% 5% 5% 3% 2%

Verbal bullying (Year levels 4–12)
- 39% 40% 39% 42% 45% 48% 55% 60% 65%
- 47% 46% 46% 44% 42% 39% 36% 32% 28%
- 14% 14% 15% 14% 13% 11% 14% 8% 6%

Social bullying (Year levels 4–12)
- 43% 45% 44% 50% 54% 54% 57% 61% 63%
- 45% 45% 44% 40% 37% 36% 34% 32% 31%
- 12% 11% 12% 10% 9% 10% 9% 7% 7%

Cyberbullying (Year levels 4–12)
- 74% 75% 75% 73% 74% 74% 74% 76% 80%
- 20% 20% 22% 21% 22% 21% 20% 19% 16%
- 6% 5% 4% 4% 4% 5% 5% 5% 4%

Number of students in 2020 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	4,819	3,786	740	3,586	4,364	1,321	4,005	4,122	1,115	6,756	1,845	582
5	5,510	3,902	647	4,012	4,587	1,402	4,354	4,489	1,157	7,434	2,040	504
6	5,635	3,569	591	3,834	4,513	1,426	4,424	4,271	1,064	7,165	2,158	428
7	5,345	2,816	381	3,623	3,719	1,187	4,242	3,449	834	6,396	1,790	337
8	4,706	2,011	341	3,201	2,939	912	3,779	2,640	625	5,247	1,520	279
9	4,517	1,737	336	3,142	2,550	892	3,534	2,377	671	4,838	1,403	338
10	4,077	1,158	255	2,881	1,997	606	3,105	1,892	492	4,083	1,105	298
11	4,032	823	148	3,011	1,597	397	3,027	1,623	353	3,817	950	227
12	2,534	370	73	1,946	841	189	1,869	912	197	2,394	477	107

* = 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?)

High wellbeing	Medium wellbeing	Low wellbeing

	Bullying Frequency		
	Rarely	**Monthly**	**Weekly**
Happiness	62% / 29% / 9%	50% / 37% / 13%	34% / 39% / 27%
Satisfaction with life	47% / 37% / 16%	36% / 41% / 23%	26% / 35% / 38%
Sadness	62% / 28% / 10%	46% / 37% / 17%	27% / 36% / 37%
Worries	52% / 32% / 17%	34% / 39% / 27%	19% / 34% / 46%

		Bullying Frequency			
		Rarely	Monthly	Weekly	Total
Happiness	High	12858	15467	4035	**32360**
	Medium	6037	11555	4544	**22136**
	Low	1882	4028	3128	**9038**
	Total	**20777**	**31050**	**11707**	63534
Satisfaction with life	High	9800	11285	3082	**24167**
	Medium	7563	12566	4121	**24250**
	Low	3348	7082	4493	**14923**
	Total	**20711**	**30933**	**11696**	63340
Sadness	High	13069	14347	3162	**30578**
	Medium	5777	11519	4240	**21536**
	Low	2073	5423	4407	**11903**
	Total	**20919**	**31289**	**11809**	64017
Worries	High	10767	10498	2296	**23561**
	Medium	6684	12208	4016	**22908**
	Low	3449	8542	5485	**17476**
	Total	**20900**	**31248**	**11797**	63945

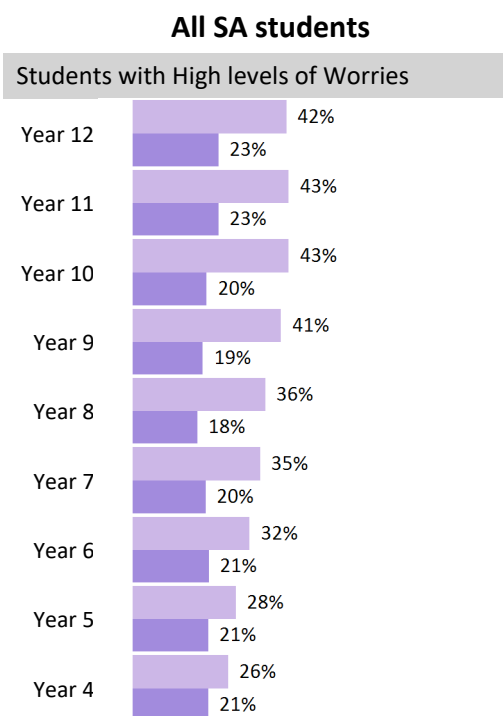## 2. All SA students emotional wellbeing for boys and girls

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 Term 3 2020.
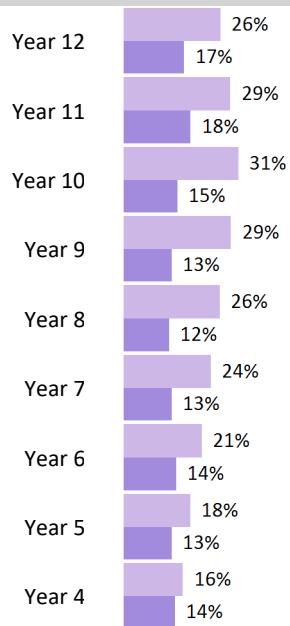
Girls	Boys

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(*).

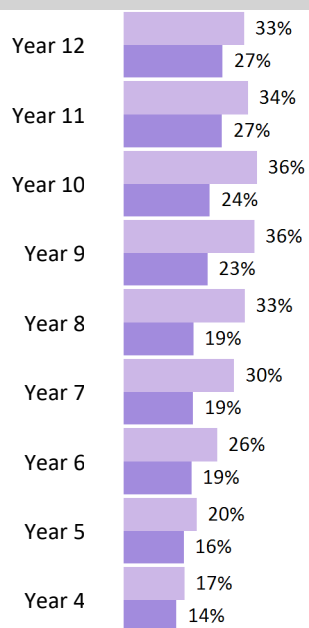**Proportion of students reporting low emotional wellbeing by gender and year level**
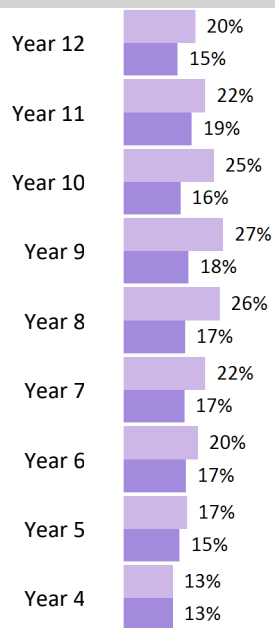
All SA students

Students with High levels of Worries

Year Level	Girls	Boys
Year 12	42%	23%
Year 11	43%	23%
Year 10	43%	20%
Year 9	41%	19%
Year 8	36%	18%
Year 7	35%	20%
Year 6	32%	21%
Year 5	28%	21%
Year 4	26%	21%

All SA students

Students with High levels of Sadness

Year		
Year 12	26%	17%
Year 11	29%	18%
Year 10	31%	15%
Year 9	29%	13%
Year 8	26%	12%
Year 7	24%	13%
Year 6	21%	14%
Year 5	18%	13%
Year 4	16%	14%

All SA students

Students with Low Satisfaction with life

Year		
Year 12	33%	27%
Year 11	34%	27%
Year 10	36%	24%
Year 9	36%	23%
Year 8	33%	19%
Year 7	30%	19%
Year 6	26%	19%
Year 5	20%	16%
Year 4	17%	14%

All SA students

Students with Low Optimism

Year		
Year 12	20%	
	15%	
Year 11	22%	
	19%	
Year 10	25%	
	16%	
Year 9	27%	
	18%	
Year 8	26%	
	17%	
Year 7	22%	
	17%	
Year 6	20%	
	17%	
Year 5	17%	
	15%	
Year 4	13%	
	13%	

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	669	354
	Year 11	1096	602
	Year 10	1185	577
	Year 9	1329	663
	Year 8	1276	640
	Year 7	1475	880
	Year 6	1558	1042
	Year 5	1393	1064
	Year 4	1188	1011
Students with High levels of Sadness	Year 12	421	249
	Year 11	750	469
	Year 10	873	418
	Year 9	962	455
	Year 8	925	452
	Year 7	1007	578
	Year 6	1042	719
	Year 5	897	674
	Year 4	737	687
Students with Low Satisfaction with life	Year 12	520	407
	Year 11	875	688
	Year 10	1003	668
	Year 9	1167	788
	Year 8	1162	685
	Year 7	1272	831
	Year 6	1235	922
	Year 5	980	838
	Year 4	746	695
Students with Low Optimism	Year 12	308	222
	Year 11	575	477
	Year 10	678	442
	Year 9	887	612
	Year 8	924	603
	Year 7	940	729
	Year 6	980	847
	Year 5	851	780
	Year 4	605	648

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 2020, 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 Term 3 2020 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]	20840	22024	13428	7547
b) …go to an after school care program (in my school or someplace else)? [DAYS]	52588	6263	2417	1929
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	15856	18868	14771	13784
d) … watch TV (including watching videos or DVDs)? [DAYS]	2730	9840	14880	35361
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	16686	14141	12472	18965
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	12098	7533	8360	35507
g) …read for fun? [DAYS]	23203	16699	9906	13267
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	5065	17286	16557	23868
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	42867	11711	4684	4581
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	29616	20229	7920	6054
k)…hang out with friends? [DAYS]	13830	24752	10712	13656
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	55028	6027	1339	1316

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]	1994	10626	17785	8861
b) …go to an after school care program (in my school or someplace else)? [TIME]	1142	2719	2626	2347
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	11554	17725	8221	5212
d) … watch TV (including watching videos or DVDs)? [TIME]	4968	14010	15528	20189
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	5726	9878	9850	15798
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	11370	9669	8354	17561
g) …read for fun? [TIME]	13440	14021	4746	3974
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	24450	19015	5847	3100
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	6042	8625	2643	1496
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	10168	11189	5137	3894
k)…hang out with friends? [TIME]	2600	7630	10977	22720
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	782	1658	2449	2368

All SA students - After school activities barriers

	Yes	No
I have to go straight home after school	27541	42572
It is too difficult to get there.	8424	61689
The activity that I want is not offered.	8547	61566
The schedule does not fit the times that I can attend.	11130	58983
It's not safe for me to go.	2665	67448
I have too much homework to do.	12270	57843
My parents do not approve.	7393	62720
It costs too much.	9127	60986
I need to take care of brothers or sisters or do other things at home.	8193	61920
I am afraid I will not be good enough in that activity.	9653	60460
I'm too busy	16183	53930
I don't know what is available.	9597	60516
None of my friends are interested or want to go.	10128	59985
Other.	16672	53441

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]	33%	34%	21%	12%
b) …go to an after school care program (in my school or someplace else)? [DAYS]	83%	10%	4%	3%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	25%	30%	23%	22%
d) … watch TV (including watching videos or DVDs)? [DAYS]	4%	16%	24%	56%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	27%	23%	20%	30%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	19%	12%	13%	56%
g) …read for fun? [DAYS]	37%	26%	16%	21%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	8%	28%	26%	38%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	67%	18%	7%	7%
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	46%	32%	12%	9%
k)…hang out with friends? [DAYS]	22%	39%	17%	22%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	86%	9%	2%	2%

All SA students - After school activities - Time

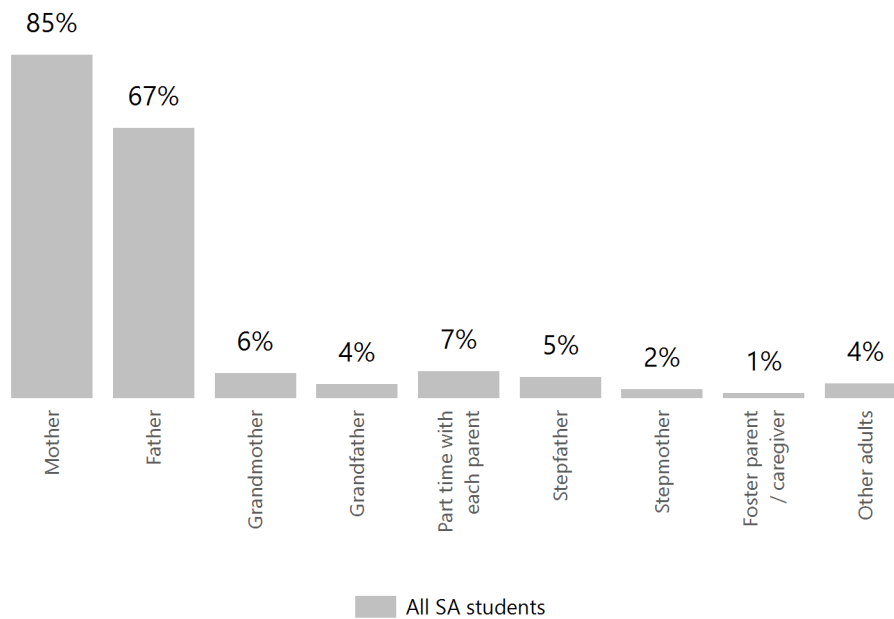|	<30 min	30min-1hr	1-2 hrs	2+ hrs
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	5%	27%	45%	23%
b) …go to an after school care program (in my school or someplace else)? [TIME]	13%	31%	30%	27%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	27%	41%	19%	12%
d) … watch TV (including watching videos or DVDs)? [TIME]	9%	26%	28%	37%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	14%	24%	24%	38%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	24%	21%	18%	37%
g) …read for fun? [TIME]	37%	39%	13%	11%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	47%	36%	11%	6%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	32%	46%	14%	8%
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	33%	37%	17%	13%
k)…hang out with friends? [TIME]	6%	17%	25%	52%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	11%	23%	34%	33%

All SA students - After school activities barriers

	Yes	No
I have to go straight home after school	39%	61%
It is too difficult to get there.	12%	88%
The activity that I want is not offered.	12%	88%
The schedule does not fit the times that I can attend.	16%	84%
It's not safe for me to go.	4%	96%
I have too much homework to do.	18%	82%
My parents do not approve.	11%	89%
It costs too much.	13%	87%
I need to take care of brothers or sisters or do other things at home.	12%	88%
I am afraid I will not be good enough in that activity.	14%	86%
I'm too busy	23%	77%
I don't know what is available.	14%	86%
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

85% Mother
67% Father
6% Grandmother
4% Grandfather
7% Part time with each parent
5% Stepfather
2% Stepmother
1% Foster parent / caregiver
4% Other adults

All SA students

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	13582	17998	12331	7788	5294	8099	**65092**
	Percentage	21%	28%	19%	12%	8%	12%	**100%**

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	4926	3583	4358	4132	3725	4080	4148	35473	**64425**
	Percentage	8%	6%	7%	6%	6%	6%	6%	55%	**100%**