WELLBEING & ENGAGEMENT COLLECTION
Measure | Analyse | Act

All SA students

Survey Year: 2022

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 2022, showing the results for All SA students . Please note that the data is not reported for groups of less than five students to protect their confidentiality. This will also ensure the broader system is supporting student wellbeing over the long term, informed by data.

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

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

How to use this report

The aims of this report are to:

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

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

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

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

The figure below shows an example of how the wellbeing and engagement survey results for All SA students are summarised throughout this report. Notes have been added to the figures to explain the different components of these charts and tables.
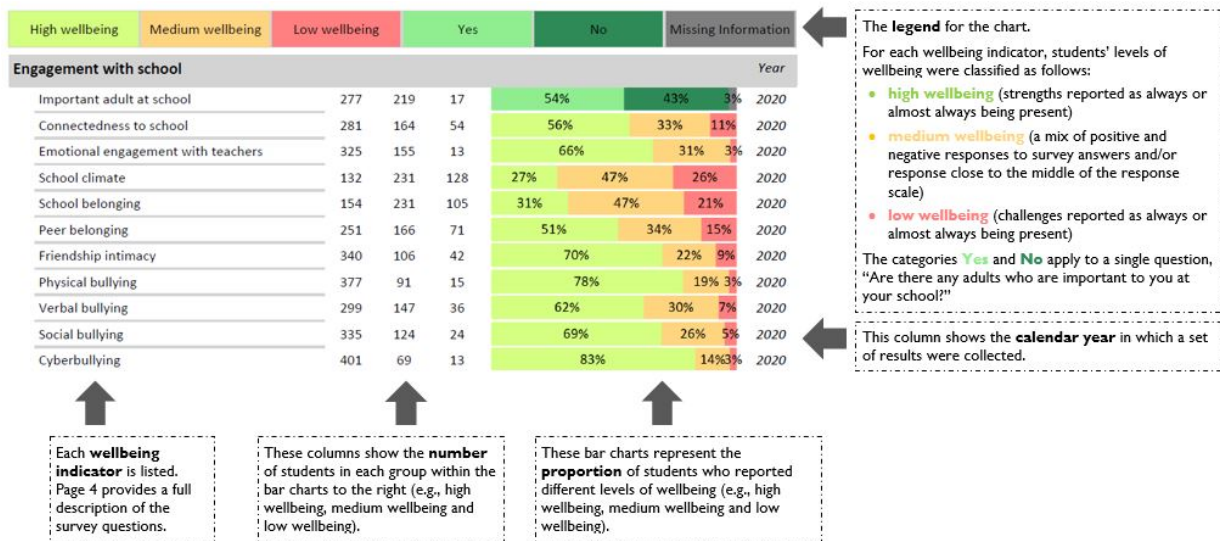
There are a variety of survey responses for questions throughout the Wellbeing and Engagement Collection. To help with understanding the wellbeing results for your students, the following table outlines some of the response options that generally contribute to the reported level of wellbeing.

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

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

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

Structure of this report

Part 1: Wellbeing and engagement results for All SA students, 2022

This section of the report sets out the wellbeing results from 2022 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, 2022, by year level and gender

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2022 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 participation in activities after school or reported barriers to participation in these activities. The chapter provides more information about:

- After school activities
- Additional questions

Definitions of key terms used in this report

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

Emotional wellbeing	
Happiness	General feeling of happiness, cheer and contentment with life
Optimism	Having a mindset of positive expectations about the future
Satisfaction with life	How content or satisfied children are with their lives
Emotion regulation	Having the ability to manage the experience of positive and negative feelings
Sadness	How frequently young people feel unhappy or upset
Worries	How often young people worry about different aspects of life
Distress~	How frequently young people felt distressed in the past month
Resilience~	Young people's beliefs about their capacity to recover from difficulties and challenges
Wellbeing literacy	How well the young person believes they can communicate about their wellbeing

Engagement with school	
Important adult at school	Identify whether there are adults at school they see as 'important'
Connectedness to school	Having at least one adult at school who provides support to a young person
Emotional engagement with teachers	Support and relationships with teachers
School climate	Overall tone of the school environment, including the way teachers and students interact and how students treat each other
School belonging	The degree to which young people feel connected and valued at their school
Peer belonging	Feeling that they belong to a social group
Friendship intimacy	Quality of social support from peers
Physical bullying	Student perception of the frequency of physical bullying at school
Verbal bullying	Student perception of the frequency of verbal bullying at school
Social bullying	Student perception of the frequency of social bullying at school
Cyberbullying	Student perception of the frequency of cyberbullying at school

Learning readiness	
Perseverance	Having the tenacity to stick with things and pursue goals, despite challenges that arise
Cognitive engagement	Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset
Academic self concept	Perceptions of themselves as students and how interested and confident they feel at school
Learning practices~	Beliefs about personal learning styles, organisational skills and capacity to complete school work
Meeting expectations~	Young people's perceptions of how well they perform against personal goals and aims
Expectations for success~	Levels of expectations young people set for themselves
Motivation to achieve goals~	How confident young people are that they can achieve their goals
Future goal planning~	Young people's beliefs about their ability to plan for the future and pursue their goals
Feelings about the future~	Young people's feelings when thinking about the future
Feelings about after school study/work~	How confident young people are that they can achieve their study/work goals after school

Health and wellbeing out of school	
Overall health	An overall assessment of a young person's health. This item maps closely to a range of other health outcomes
Feelings about your body~	Young people's feelings when thinking about the way they look
Nutrition - breakfast	How often the young person ate breakfast during a week
Sleep	How often the young person slept well
Music and arts	Participated in music or arts and craft activities after school
Sports	Participated in organised or team sports after school (eg: basketball, swimming, football, netball, etc)
Organised activities	Participated in organised activities after school (eg: sports, music, arts and craft)

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

Domain	Subdomain	Question
Emotional wellbeing	Happiness	I feel happy.
		I have a lot of fun.
		I love life.
		I am a cheerful person.
	Optimism	I have more good times than bad times.
		I believe more good things than bad things will happen to me.
		I start most days thinking I will have a good day.
	Satisfaction with life	In most ways my life is close to the way I would want it to be.
		The things in my life are excellent.
		I am happy with my life.
		So far I have gotten the important things I want in life.
		If I could live my life over, I would have it the same way.
	Emotion regulation	When I'm worried about something, I make myself think about it in a different way that helps me feel better.
		When I want to feel happier about something, I change the way I'm thinking about it.
		When I want to feel less bad (e.g. sad, angry or worried), I change the way that I'm thinking about it.
	Sadness	I feel unhappy a lot of the time.
		I feel upset about things.
		I feel that I do things wrong a lot.
	Worries	I worry a lot about things at home.
		I worry a lot about things at school.
		I worry a lot about mistakes that I make.
		I worry about things.
	Distress~	In the last month about how often did you feel...nervous?
		In the last month about how often did you feel...hopeless?
		In the last month about how often did you feel...restless or fidgety?
		In the last month about how often did you feel...so sad that nothing could cheer you up?
		In the last month about how often did you feel...that everything was an effort?
		In the last month about how often did you feel...worthless?
	Resilience~	I tend to bounce back quickly after hard times.
		I have a hard time making it through stressful events.
		It does not take me long to recover from a stressful event.
		It is hard for me to snap back when something bad happens.
		I usually come through difficult times with little trouble.
		I tend to take a long time to get over set-backs in my life.
	Wellbeing literacy	I have many words I can think of to communicate about wellbeing.
		I have the skills to express myself about wellbeing.
		I know how to improve my wellbeing.
		I know a lot about wellbeing.
		I have the skills to understand information about wellbeing.
		I can communicate about wellbeing in multiple ways.
Engagement with school	Important adult at school	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	This school year, how often have you been bullied by other students in the following ways? Physical bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission).
	Verbal bullying	This school year, how often have you been bullied by other students in the following ways? Verbal bullying (for example, someone called you names, teased, embarrassed, threatened you, or made you do things you didn't want to do).
	Social bullying	This school year, how often have you been bullied by other students in the following ways? Social bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).
	Cyberbullying	This school year, how often have you been bullied by other students in the following ways? Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).
Learning readiness	Perseverance	I keep at my school work until I am done with it.
		I finish whatever I begin.
		Once I make a plan to get something done, I stick to it.
		I am a hard worker.
	Cognitive engagement	I work hard on learning.
		When I found something hard I tried another way.
		I take a lot of care with what I do.
		No matter who you are, you can change your intelligence.
		I am excited to come up with new things.
	Academic self concept	I am certain I can learn the skills taught in school this year.
		If I have enough time, I can do a good job on all my school work.
		Even if the work in school is hard, I can learn it.
	Learning practices~	I can finish my homework assignments by the deadlines.
		I can get myself to study when there are other interesting things to do.
		I can always concentrate on school subjects during class.
		I can take good notes during school lessons.
		I can plan my schoolwork for the day.

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

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

Part 1: Wellbeing and engagement: All SA students

Wellbeing and engagement participation for All SA students

The table below shows the number of students who completed the Wellbeing and Engagement Collection in 2018 - 2022.

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
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 12	6,171	
	Primary/Secondary Other	402	
	Unknown	468	Student year level unknown
	Total	**96,841**	
2020 Term 3	Year 4	9,981	
	Year 5	10,557	
	Year 6	10,230	
	Primary Other	415	
	Year 7	8,927	
	Year 8	7,526	
	Year 9	7,075	
	Year 10	6,006	
	Year 11	5,552	
	Year 12	3,352	
	Secondary Other	434	
	Unknown	58	Student year level unknown
	Total	**70,113**	

2021	Year 4	13,280	
	Year 5	13,153	
	Year 6	13,468	
	Primary Other	326	
	Year 7	12,719	
	Year 8	12,306	
	Year 9	10,860	
	Year 10	9,763	
	Year 11	8,612	
	Year 12	6,850	
	Secondary Other	468	
	Unknown	65	
	Total	**101,870**	
2022	Year 4	12,184	
	Year 5	12,148	
	Year 6	11,847	
	Primary Other	193	
	Year 7	10,940	
	Year 8	10,731	
	Year 9	10,145	
	Year 10	9,215	
	Year 11	8,538	
	Year 12	6,326	
	Secondary Other	354	
	Unknown	8	
	Total	**92,629**	

Wellbeing and engagement results for All SA students

The figure below shows the 2022 wellbeing and engagement results for All SA students.

The figure shows the number and proportion of students in All 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	46140	32690	12853	50%	36%	14%	2022
Optimism	39336	35742	16623	43%	39%	18%	2022
Satisfaction with life	35999	34937	20558	39%	38%	22%	2022
Emotion regulation	31443	36493	23469	34%	40%	26%	2022
Sadness	42986	31605	16202	47%	35%	18%	2022
Worries	33415	32187	24880	37%	36%	27%	2022
Distress~	15328	6061	2117	65%	26%	9%	2022
Resilience~	2091	13001	8484	9%	55%	36%	2022
Wellbeing literacy	20047	46531	23588	22%	52%	26%	2022

Engagement with school						Year
Important adult at school	52839	37172	2618	57%	40%	3%	2022
Connectedness to school	53737	27375	8763	60%	30%	10%	2022
Emotional engagement with teachers	62247	24988	2733	69%	28%	3%	2022
School climate	32537	38762	18481	36%	43%	21%	2022
School belonging	37135	32183	19772	42%	36%	22%	2022
Peer belonging	45642	29692	14059	51%	33%	16%	2022
Friendship intimacy	60414	19058	9900	68%	21%	11%	2022
Physical bullying	64650	19539	4445	73%	22%	5%	2022
Verbal bullying	49750	29130	9472	56%	33%	11%	2022
Social bullying	54112	26535	7576	61%	30%	9%	2022
Cyberbullying	69545	14176	4386	79%	16%	5%	2022

Learning readiness						Year
Perseverance	36568	40040	14725	40%	44%	16%	2022
Cognitive engagement	40439	35961	12552	45%	40%	14%	2022
Academic self concept	52991	28048	8571	59%	31%	10%	2022
Learning practices~	5305	11171	6195	23%	49%	27%	2022
Meeting expectations~	6854	10929	6155	29%	46%	26%	2022
Expectations for success~	11977	8680	3295	50%	36%	14%	2022
Motivation to achieve goals~	7981	11461	4296	34%	48%	18%	2022
Future goal planning~	9046	12338	2341	38%	52%	10%	2022
Feelings about the future~	12008	7245	3350	53%	32%	15%	2022
Feelings about after school study/work~	8765	8899	4922	39%	39%	22%	2022

Health and wellbeing out of school						Year
Overall health	25416	42019	19638	29%	48%	23%	2022
Feelings about your body~	8406	6772	7285	37%	30%	32%	2022
Nutrition - breakfast	56232	9615	22883	63%	11%	26%	2022
Sleep	46517	19904	21540	53%	23%	24%	2022
Music and arts	38835	14046	34511	44%	16%	39%	2022
Sports	43327	15211	29224	49%	17%	33%	2022
Organised activities	66529	8995	12697	75%	10%	14%	2022

~ 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 All 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	43604	22203	7835	59%	30%	11%	2018
	53264	29978	11224	56%	32%	12%	2019
	34173	23507	9625	51%	35%	14%	2020
	50942	35186	14593	51%	35%	14%	2021
	46140	32690	12853	50%	36%	14%	2022
Optimism	37485	25829	10577	51%	35%	14%	2018
	45535	33467	14123	49%	36%	15%	2019
	28761	25292	12197	43%	38%	18%	2020
	42690	39451	18672	42%	39%	19%	2021
	39336	35742	16623	43%	39%	18%	2022
Satisfaction with life	33216	26371	14087	45%	36%	19%	2018
	38892	34718	19384	42%	37%	21%	2019
	25138	25409	15608	38%	38%	24%	2020
	38291	38833	23496	38%	39%	23%	2021
	35999	34937	20558	39%	38%	22%	2022
Emotion regulation	29456	28776	15474	40%	39%	21%	2018
	35888	36517	20401	39%	39%	22%	2019
	22794	26402	16807	35%	40%	25%	2020
	33832	39952	26477	34%	40%	26%	2021
	31443	36493	23469	34%	40%	26%	2022
Sadness	41956	21774	9920	57%	30%	13%	2018
	50275	29152	14387	54%	31%	15%	2019
	31778	22503	12461	48%	34%	19%	2020
	47988	33648	18090	48%	34%	18%	2021
	42986	31605	16202	47%	35%	18%	2022
Worries	33047	24451	16013	45%	33%	22%	2018
	38388	31893	23418	41%	34%	25%	2019
	24462	23931	18252	37%	36%	27%	2020
	36950	34820	27810	37%	35%	28%	2021
	33415	32187	24880	37%	36%	27%	2022
Distress~	15455	5221	1807	69%	23%	8%	2019
	9685	3476	1207	67%	24%	8%	2020
	15661	6508	2426	64%	26%	10%	2021
	15328	6061	2117	65%	26%	9%	2022
Resilience~	2367	12185	7976	11%	54%	35%	2019
	1542	7871	4955	11%	55%	34%	2020
	2246	13074	9374	9%	53%	38%	2021
	2091	13001	8484	9%	55%	36%	2022
Wellbeing literacy	21897	51800	24994	22%	52%	25%	2021
	20047	46531	23588	22%	52%	26%	2022

Engagement with school						Year
Important adult at school	47356	26404	1398	63%	35% / 2%	2018
	54375	35757	6709	56%	37% / 7%	2019
	39732	24557	5824	57%	35% / 8%	2020
	59241	38047	4582	58%	37% / 4%	2021
	52839	37172	2618	57%	40% / 3%	2022
Connectedness to school	44575	21701	7225	61%	30% / 10%	2018
	55920	27026	8671	61%	29% / 9%	2019
	40168	19433	5772	61%	30% / 9%	2020
	62923	27301	8585	64%	28% / 9%	2021
	53737	27375	8763	60%	30% / 10%	2022
Emotional engagement with teachers	52143	18752	2345	71%	26% / 3%	2018
	66541	22515	2594	73%	25% / 3%	2019
	45753	17433	1888	70%	27% / 3%	2020
	69736	26219	2891	71%	27% / 3%	2021
	62247	24988	2733	69%	28% / 3%	2022
School climate	27950	30797	14361	38%	42% / 20%	2018
	36792	38361	16648	40%	42% / 18%	2019
	23216	28741	13229	36%	44% / 20%	2020
	36472	42387	19824	37%	43% / 20%	2021
	32537	38762	18481	36%	43% / 21%	2022
School belonging	33802	23753	14694	47%	33% / 20%	2018
	42451	30713	17696	47%	34% / 19%	2019
	26868	22895	14811	42%	35% / 23%	2020
	42135	34569	21254	43%	35% / 22%	2021
	37135	32183	19772	42%	36% / 22%	2022
Peer belonging	41877	20960	9981	58%	29% / 14%	2018
	51426	28067	13066	56%	30% / 14%	2019
	33634	21516	10795	51%	33% / 16%	2020
	50431	32113	15628	51%	33% / 16%	2021
	45642	29692	14059	51%	33% / 16%	2022
Friendship intimacy	51612	13971	7137	71%	19% / 10%	2018
	64925	18260	9323	70%	20% / 10%	2019
	45321	13329	7277	69%	20% / 11%	2020
	66999	20613	10496	68%	21% / 11%	2021
	60414	19058	9900	68%	21% / 11%	2022
Physical bullying	45121	23376	4124	62%	32% / 6%	2018
	64232	22659	4823	70%	25% / 5%	2019
	41656	20403	3581	63%	31% / 5%	2020
	69576	22693	5140	71%	23% / 5%	2021
	64650	19539	4445	73%	22% / 5%	2022
Verbal bullying	32812	30459	8898	45%	42% / 12%	2018
	49659	32125	9717	54%	35% / 11%	2019
	29643	27372	8427	45%	42% / 13%	2020
	52428	33544	11190	54%	35% / 12%	2021
	49750	29130	9472	56%	33% / 11%	2022
Social bullying	36216	28231	7583	50%	39% / 11%	2018
	52348	30691	8374	57%	34% / 9%	2019
	32817	25991	6577	50%	40% / 10%	2020
	57494	30587	8963	59%	32% / 9%	2021
	54112	26535	7576	61%	30% / 9%	2022
Cyberbullying	55821	12753	3329	78%	18% / 5%	2018

Category				Distribution		Year
Cyberbullying	72919	14220	4185	80%	16% 5%	2019
	48698	13420	3158	75%	21% 5%	2020
	76442	15565	4786	79%	16% 5%	2021
	69545	14176	4386	79%	16% 5%	2022

Learning readiness

Category				Distribution		Year
Perseverance	34092	29778	9401	47%	41% 13%	2018
	43189	38761	12214	46%	41% 13%	2019
	27748	29125	10163	41%	43% 15%	2020
	41708	43353	15297	42%	43% 15%	2021
	36568	40040	14725	40%	44% 16%	2022
Cognitive engagement	36944	26412	9183	51%	36% 13%	2018
	46057	34240	11230	50%	37% 12%	2019
	30112	26301	9472	46%	40% 14%	2020
	46869	37943	12767	48%	39% 13%	2021
	40439	35961	12552	45%	40% 14%	2022
Academic self concept	47547	19381	5927	65%	27% 8%	2018
	59910	24666	7108	65%	27% 8%	2019
	40113	19190	5807	62%	29% 9%	2020
	59894	29608	8764	61%	30% 9%	2021
	52991	28048	8571	59%	31% 10%	2022
Learning practices~	5581	11316	4785	26%	52% 22%	2019
	3251	6828	3655	24%	50% 27%	2020
	5523	11631	6604	23%	49% 28%	2021
	5305	11171	6195	23%	49% 27%	2022
Meeting expectations~	5499	10456	6897	24%	46% 30%	2019
	3661	6609	4501	25%	45% 30%	2020
	7346	11540	6203	29%	46% 25%	2021
	6854	10929	6155	29%	46% 26%	2022
Expectations for success~	10950	8610	3292	48%	38% 14%	2019
	7141	5431	2203	48%	37% 15%	2020
	12513	8960	3618	50%	36% 14%	2021
	11977	8680	3295	50%	36% 14%	2022
Motivation to achieve goals~	7978	11012	3685	35%	49% 16%	2019
	5257	6902	2407	36%	47% 17%	2020
	8192	12029	4645	33%	48% 19%	2021
	7981	11461	4296	34%	48% 18%	2022
Future goal planning~	9207	11524	1969	41%	51% 9%	2019
	6133	7231	1202	42%	50% 8%	2020
	9345	12996	2532	38%	52% 10%	2021
	9046	12338	2341	38%	52% 10%	2022
Feelings about the future~	11912	6726	2971	55%	31% 14%	2019
	7614	4195	2111	55%	30% 15%	2020
	12369	7627	3696	52%	32% 16%	2021
	12008	7245	3350	53%	32% 15%	2022
Feelings about after school study/work~	8174	8608	4820	38%	40% 22%	2019
	5495	5384	3031	40%	39% 22%	2020
	8741	9453	5459	37%	40% 23%	2021
	8765	8899	4922	39%	39% 22%	2022

Health and wellbeing out of school

Category				Distribution		Year
Overall health	25850	33260	13672	36%	46% 19%	2018
	28583	42085	18776	32%	47% 21%	2019
	18636	31010	14928	29%	48% 23%	2020

Item	Good	Medium	Poor	% Good	% Medium	% Poor	Year
Overall health	27753	44358	20757	30%	48%	22%	2021
	25416	42019	19638	29%	48%	23%	2022
Nutrition - breakfast	52931	6405	13216	73%	9%	18%	2018
	63159	9280	19273	69%	10%	21%	2019
	44005	6546	14820	67%	10%	23%	2020
	60906	11694	24843	63%	12%	25%	2021
	56232	9615	22883	63%	11%	26%	2022
Sleep	41934	13413	15342	59%	19%	22%	2018
	50661	19165	21086	56%	21%	23%	2019
	35259	14045	15048	55%	22%	23%	2020
	46028	25298	24864	48%	26%	26%	2021
	46517	19904	21540	53%	23%	24%	2022
Music and arts	34707	12856	23672	49%	18%	33%	2018
	35659	12026	20658	52%	18%	30%	2019
	29569	11107	23565	46%	17%	37%	2020
	42520	16096	35912	45%	17%	38%	2021
	38835	14046	34511	44%	16%	39%	2022
Sports	41018	12194	18274	57%	17%	26%	2018
	38435	12431	17018	57%	18%	25%	2019
	32390	10609	20840	51%	17%	33%	2020
	47348	16505	30457	50%	18%	32%	2021
	43327	15211	29224	49%	17%	33%	2022
Organised activities	58928	6263	6981	82%	9%	10%	2018
	57259	6329	6525	82%	9%	9%	2019
	49832	6989	9437	75%	11%	14%	2020
	72795	9887	13486	76%	10%	14%	2021
	66529	8995	12697	75%	10%	14%	2022
Feelings about your body~	5118	3993	4521	38%	29%	33%	2020
	8940	6895	7637	38%	29%	33%	2021
	8406	6772	7285	37%	30%	32%	2022

~ 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, 2022, 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 2022 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 2022 wellbeing results for All SA Year 4 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Emotional wellbeing					Year
Happiness	7204	3400	1007	62% / 29% / 9%	2022
Optimism	6640	3643	1470	56% / 31% / 13%	2022
Satisfaction with life	6266	3780	1593	54% / 32% / 14%	2022
Emotion regulation	5387	4151	2203	46% / 35% / 19%	2022
Sadness	6464	3634	1670	55% / 31% / 14%	2022
Worries	5078	3754	2763	44% / 32% / 24%	2022
Wellbeing literacy	2876	5568	3210	25% / 48% / 28%	2022
Engagement with school					Year
Important adult at school	8666	3228	290	71% / 26% / 2%	2022
Connectedness to school	8026	2877	788	69% / 25% / 7%	2022
Emotional engagement with teachers	9310	2148	241	80% / 18% / 2%	2022
School climate	7007	3715	989	60% / 32% / 8%	2022
School belonging	7103	2792	1647	62% / 24% / 14%	2022
Peer belonging	6898	3263	1498	59% / 28% / 13%	2022
Friendship intimacy	8578	2027	1045	74% / 17% / 9%	2022
Physical bullying	6937	3881	886	59% / 33% / 8%	2022
Verbal bullying	5740	4426	1360	50% / 38% / 12%	2022
Social bullying	6176	4066	1230	54% / 35% / 11%	2022
Cyberbullying	8858	1837	753	77% / 16% / 7%	2022
Learning readiness					Year
Perseverance	5916	4331	1186	52% / 38% / 10%	2022
Cognitive engagement	7152	3349	1113	62% / 29% / 10%	2022
Academic self concept	8220	2623	780	71% / 23% / 7%	2022
Health and wellbeing out of school					Year
Overall health	4398	5492	1544	38% / 48% / 14%	2022
Nutrition - breakfast	9510	710	1577	81% / 6% / 13%	2022
Sleep	6969	1876	2682	60% / 16% / 23%	2022
Music and arts	7094	2181	2162	62% / 19% / 19%	2022
Sports	5520	3195	2866	48% / 28% / 25%	2022
Organised activities	9751	1152	798	83% / 10% / 7%	2022

Wellbeing and engagement: All SA students

The figure below shows the 2022 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.

Emotional wellbeing						Year
Happiness	6958	3856	1173	58%	32% 10%	2022
Optimism	6175	4163	1695	51%	35% 14%	2022
Satisfaction with life	5990	4155	1830	50%	35% 15%	2022
Emotion regulation	4800	4587	2613	40%	38% 22%	2022
Sadness	6368	3909	1734	53%	33% 14%	2022
Worries	5106	3957	2886	43%	33% 24%	2022
Wellbeing literacy	2610	5868	3426	22%	49% 29%	2022

Engagement with school						Year
Important adult at school	8390	3529	229	69%	29% 2%	2022
Connectedness to school	7952	3082	852	67%	26% 7%	2022
Emotional engagement with teachers	9247	2469	218	77%	21% 2%	2022
School climate	5907	4654	1360	50%	39% 11%	2022
School belonging	6339	3471	1986	54%	29% 17%	2022
Peer belonging	6648	3488	1734	56%	29% 15%	2022
Friendship intimacy	8427	2232	1215	71%	19% 10%	2022
Physical bullying	7659	3462	691	65%	29% 6%	2022
Verbal bullying	6086	4392	1288	52%	37% 11%	2022
Social bullying	6547	4102	1079	56%	35% 9%	2022
Cyberbullying	9187	1914	603	78%	16% 5%	2022

Learning readiness						Year
Perseverance	5558	4980	1385	47%	42% 12%	2022
Cognitive engagement	6631	3918	1293	56%	33% 11%	2022
Academic self concept	7879	3119	892	66%	26% 8%	2022

Health and wellbeing out of school						Year
Overall health	4166	5553	1834	36%	48% 16%	2022
Nutrition - breakfast	9124	936	1792	77%	8% 15%	2022
Sleep	7115	2114	2464	61%	18% 21%	2022
Music and arts	7026	2182	2460	60%	19% 21%	2022
Sports	5910	2741	3054	50%	23% 26%	2022
Organised activities	9893	1042	864	84%	9% 7%	2022

Wellbeing and engagement: All SA students

The figure below shows the 2022 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	6753	3790	1242	57%	32%	11%	2022
Optimism	5684	4256	1855	48%	36%	16%	2022
Satisfaction with life	5604	4093	2085	48%	35%	18%	2022
Emotion regulation	4336	4698	2753	37%	40%	23%	2022
Sadness	6235	3829	1730	53%	32%	15%	2022
Worries	4935	3980	2839	42%	34%	24%	2022
Wellbeing literacy	2741	6004	2991	23%	51%	25%	2022

Engagement with school						Year
Important adult at school	8156	3533	158	69%	30%	1%	2022
Connectedness to school	7833	2995	879	67%	26%	8%	2022
Emotional engagement with teachers	8875	2624	247	76%	22%	2%	2022
School climate	5093	4968	1699	43%	42%	14%	2022
School belonging	6047	3548	2071	52%	30%	18%	2022
Peer belonging	6604	3417	1701	56%	29%	15%	2022
Friendship intimacy	8439	2055	1226	72%	18%	10%	2022
Physical bullying	8151	2990	500	70%	26%	4%	2022
Verbal bullying	6040	4318	1265	52%	37%	11%	2022
Social bullying	6615	3995	1007	57%	34%	9%	2022
Cyberbullying	9190	1903	488	79%	16%	4%	2022

Learning readiness						Year
Perseverance	5487	5022	1242	47%	43%	11%	2022
Cognitive engagement	6350	4067	1274	54%	35%	11%	2022
Academic self concept	7712	3113	910	66%	27%	8%	2022

Health and wellbeing out of school						Year
Overall health	4020	5382	1960	35%	47%	17%	2022
Nutrition - breakfast	8430	1111	2125	72%	10%	18%	2022
Sleep	7074	2231	2243	61%	19%	19%	2022
Music and arts	6232	2220	3125	54%	19%	27%	2022
Sports	6148	2337	3120	53%	20%	27%	2022
Organised activities	9571	1070	1013	82%	9%	9%	2022

Wellbeing and engagement: All SA students

The figure below shows the 2022 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	5619	3791	1496	52%	35%	14%	2022
Optimism	4559	4361	1974	42%	40%	18%	2022
Satisfaction with life	4350	4203	2341	40%	39%	21%	2022
Emotion regulation	3375	4503	2980	31%	41%	27%	2022
Sadness	5284	3778	1799	49%	35%	17%	2022
Worries	4139	3833	2881	38%	35%	27%	2022
Wellbeing literacy	2247	5506	3045	21%	51%	28%	2022
Engagement with school							Year
Important adult at school	5785	4939	216	53%	45%	2%	2022
Connectedness to school	6306	3446	983	59%	32%	9%	2022
Emotional engagement with teachers	7406	3050	293	69%	28%	3%	2022
School climate	3618	4961	2146	34%	46%	20%	2022
School belonging	4074	4136	2449	38%	39%	23%	2022
Peer belonging	5415	3585	1678	51%	34%	16%	2022
Friendship intimacy	7189	2246	1238	67%	21%	12%	2022
Physical bullying	8030	2106	410	76%	20%	4%	2022
Verbal bullying	6107	3345	1079	58%	32%	10%	2022
Social bullying	6977	2799	743	66%	27%	7%	2022
Cyberbullying	8541	1546	417	81%	15%	4%	2022
Learning readiness							Year
Perseverance	4211	4964	1710	39%	46%	16%	2022
Cognitive engagement	4738	4301	1559	45%	41%	15%	2022
Academic self concept	6212	3453	1046	58%	32%	10%	2022
Health and wellbeing out of school							Year
Overall health	3093	4995	2300	30%	48%	22%	2022
Nutrition - breakfast	6727	1126	2689	64%	11%	26%	2022
Sleep	5818	2275	2377	56%	22%	23%	2022
Music and arts	4518	1841	4054	43%	18%	39%	2022
Sports	5300	1788	3347	51%	17%	32%	2022
Organised activities	8055	1118	1313	77%	11%	13%	2022

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Wellbeing and engagement: All SA students

The figure below shows the 2022 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	4997	4097	1608	47%	38%	15%	2022
Optimism	3996	4555	2137	37%	43%	20%	2022
Satisfaction with life	3688	4322	2670	35%	40%	25%	2022
Emotion regulation	3035	4471	3146	28%	42%	30%	2022
Sadness	4897	3829	1924	46%	36%	18%	2022
Worries	3863	3977	2799	36%	37%	26%	2022
Wellbeing literacy	2070	5651	2874	20%	53%	27%	2022
Engagement with school							Year
Important adult at school	4907	5608	216	46%	52%	2%	2022
Connectedness to school	5720	3634	1176	54%	35%	11%	2022
Emotional engagement with teachers	6673	3493	381	63%	33%	4%	2022
School climate	2778	5141	2613	26%	49%	25%	2022
School belonging	3456	4370	2647	33%	42%	25%	2022
Peer belonging	5091	3732	1663	49%	36%	16%	2022
Friendship intimacy	6893	2371	1222	66%	23%	12%	2022
Physical bullying	7950	1995	432	77%	19%	4%	2022
Verbal bullying	5927	3238	1201	57%	31%	12%	2022
Social bullying	6783	2772	812	65%	27%	8%	2022
Cyberbullying	8264	1645	455	80%	16%	4%	2022
Learning readiness							Year
Perseverance	3734	4992	1963	35%	47%	18%	2022
Cognitive engagement	4103	4574	1751	39%	44%	17%	2022
Academic self concept	5756	3653	1124	55%	35%	11%	2022
Health and wellbeing out of school							Year
Overall health	2729	4881	2529	27%	48%	25%	2022
Nutrition - breakfast	5858	1305	3203	57%	13%	31%	2022
Sleep	5342	2343	2633	52%	23%	26%	2022
Music and arts	3611	1679	4950	35%	16%	48%	2022
Sports	5302	1439	3512	52%	14%	34%	2022
Organised activities	7554	1117	1635	73%	11%	16%	2022

Wellbeing and engagement: All SA students

The figure below shows the 2022 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	4524	3881	1719	45%	38%	17%		2022
Optimism	3616	4264	2208	36%	42%	22%		2022
Satisfaction with life	3215	4124	2744	32%	41%	27%		2022
Emotion regulation	2913	4117	3014	29%	41%	30%		2022
Sadness	4401	3666	1960	44%	37%	20%		2022
Worries	3543	3577	2903	35%	36%	29%		2022
Wellbeing literacy	2162	5268	2542	22%	53%	25%		2022
Engagement with school								Year
Important adult at school	4534	5341	270	45%	53%	3%		2022
Connectedness to school	5144	3491	1272	52%	35%	13%		2022
Emotional engagement with teachers	5627	3768	519	57%	38%	5%		2022
School climate	2159	4565	3143	22%	46%	32%		2022
School belonging	2883	4091	2826	29%	42%	29%		2022
Peer belonging	4582	3543	1694	47%	36%	17%		2022
Friendship intimacy	6323	2267	1227	64%	23%	12%		2022
Physical bullying	7353	1854	517	76%	19%	5%		2022
Verbal bullying	5406	3162	1152	56%	33%	12%		2022
Social bullying	6101	2761	847	63%	28%	9%		2022
Cyberbullying	7518	1700	485	77%	18%	5%		2022
Learning readiness								Year
Perseverance	3274	4615	2227	32%	46%	22%		2022
Cognitive engagement	3454	4517	1791	35%	46%	18%		2022
Academic self concept	5025	3566	1270	51%	36%	13%		2022
Health and wellbeing out of school								Year
Overall health	2431	4496	2606	26%	47%	27%		2022
Nutrition - breakfast	5170	1236	3315	53%	13%	34%		2022
Sleep	4540	2520	2634	47%	26%	27%		2022
Music and arts	3208	1339	5033	33%	14%	53%		2022
Sports	4995	1204	3414	52%	13%	36%		2022
Organised activities	6986	991	1666	72%	10%	17%		2022

Wellbeing and engagement: All SA students

The figure below shows the 2022 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					Year
Happiness	3853	3635	1711	42% / 40% / 19%	2022
Optimism	3144	3933	2087	34% / 43% / 23%	2022
Satisfaction with life	2612	3826	2726	29% / 42% / 30%	2022
Emotion regulation	2633	3773	2714	29% / 41% / 30%	2022
Sadness	3484	3354	2062	39% / 38% / 23%	2022
Worries	2623	3379	2893	29% / 38% / 33%	2022
Distress~	5873	2263	788	66% / 25% / 9%	2022
Resilience~	775	4866	3298	9% / 54% / 37%	2022
Wellbeing literacy	1779	4732	2303	20% / 54% / 26%	2022

Engagement with school					Year
Important adult at school	4317	4463	435	47% / 48% / 5%	2022
Connectedness to school	4396	3183	1222	50% / 36% / 14%	2022
Emotional engagement with teachers	4998	3377	400	57% / 38% / 5%	2022
School climate	1804	4110	2818	21% / 47% / 32%	2022
School belonging	2407	3738	2545	28% / 43% / 29%	2022
Peer belonging	3766	3383	1533	43% / 39% / 18%	2022
Friendship intimacy	5445	2213	1023	63% / 25% / 12%	2022
Physical bullying	6690	1422	410	79% / 17% / 5%	2022
Verbal bullying	4978	2619	926	58% / 31% / 11%	2022
Social bullying	5360	2420	747	63% / 28% / 9%	2022
Cyberbullying	6583	1479	459	77% / 17% / 5%	2022

Learning readiness					Year
Perseverance	2997	4255	1940	33% / 46% / 21%	2022
Cognitive engagement	2845	4240	1535	33% / 49% / 18%	2022
Academic self concept	4301	3338	1093	49% / 38% / 13%	2022
Learning practices~	1869	4179	2507	22% / 49% / 29%	2022
Meeting expectations~	2411	4214	2443	27% / 46% / 27%	2022
Expectations for success~	4271	3456	1346	47% / 38% / 15%	2022
Motivation to achieve goals~	2940	4352	1704	33% / 48% / 19%	2022
Future goal planning~	3284	4777	929	37% / 53% / 10%	2022
Feelings about the future~	4577	2737	1206	54% / 32% / 14%	2022
Feelings about after school study/work~	3230	3325	1959	38% / 39% / 23%	2022

Health and wellbeing out of school					Year
Overall health	1808	4173	2477	21% / 49% / 29%	2022
Feelings about your body~	3073	2449	2952	36% / 29% / 35%	2022
Nutrition - breakfast	4328	1117	3057	51% / 13% / 36%	2022
Sleep	3750	2292	2435	44% / 27% / 29%	2022
Music and arts	2725	1042	4616	33% / 12% / 55%	2022
Sports	4197	969	3254	50% / 12% / 39%	2022
Organised activities	5872	892	1679	70% / 11% / 20%	2022

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

Wellbeing and engagement: All SA students

The figure below shows the 2022 wellbeing results for All SA Year 11 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year 11

Emotional wellbeing					Year
Happiness	3353	3476	1688	39% / 41% / 20%	2022
Optimism	2946	3654	1885	35% / 43% / 22%	2022
Satisfaction with life	2272	3590	2620	27% / 42% / 31%	2022
Emotion regulation	2586	3482	2379	31% / 41% / 28%	2022
Sadness	3184	3148	1889	39% / 38% / 23%	2022
Worries	2308	3213	2699	28% / 39% / 33%	2022
Distress~	5348	2153	750	65% / 26% / 9%	2022
Resilience~	712	4635	2933	9% / 56% / 35%	2022
Wellbeing literacy	1798	4462	1920	22% / 55% / 23%	2022

Engagement with school					Year
Important adult at school	4111	4017	410	48% / 47% / 5%	2022
Connectedness to school	4298	2805	1026	53% / 35% / 13%	2022
Emotional engagement with teachers	5231	2617	285	64% / 32% / 4%	2022
School climate	1979	3795	2325	24% / 47% / 29%	2022
School belonging	2435	3480	2152	30% / 43% / 27%	2022
Peer belonging	3507	3057	1498	44% / 38% / 19%	2022
Friendship intimacy	4969	2108	987	62% / 26% / 12%	2022
Physical bullying	6531	1076	364	82% / 13% / 5%	2022
Verbal bullying	5112	2110	748	64% / 26% / 9%	2022
Social bullying	5219	2077	663	66% / 26% / 8%	2022
Cyberbullying	6290	1236	435	79% / 16% / 5%	2022

Learning readiness					Year
Perseverance	2754	3943	1813	32% / 46% / 21%	2022
Cognitive engagement	2662	3988	1376	33% / 50% / 17%	2022
Academic self concept	4113	3056	930	51% / 38% / 11%	2022
Learning practices~	1811	3968	2220	23% / 50% / 28%	2022
Meeting expectations~	2398	3877	2134	29% / 46% / 25%	2022
Expectations for success~	4145	3092	1175	49% / 37% / 14%	2022
Motivation to achieve goals~	2734	4086	1516	33% / 49% / 18%	2022
Future goal planning~	3142	4363	825	38% / 52% / 10%	2022
Feelings about the future~	4163	2599	1219	52% / 33% / 15%	2022
Feelings about after school study/work~	3034	3168	1772	38% / 40% / 22%	2022

Health and wellbeing out of school					Year
Overall health	1499	3893	2509	19% / 49% / 32%	2022
Feelings about your body~	2926	2436	2559	37% / 31% / 32%	2022
Nutrition - breakfast	3855	1169	2927	48% / 15% / 37%	2022
Sleep	3224	2369	2338	41% / 30% / 29%	2022
Music and arts	2425	892	4540	31% / 11% / 58%	2022
Sports	3518	809	3560	45% / 10% / 45%	2022
Organised activities	5044	865	2000	64% / 11% / 25%	2022

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

Wellbeing and engagement: All SA students

The figure below shows the 2022 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

Indicator				% High	% Medium	% Low	Year
Happiness	2573	2602	1143	41%	41%	18%	2022
Optimism	2282	2747	1242	36%	44%	20%	2022
Satisfaction with life	1735	2673	1858	28%	43%	30%	2022
Emotion regulation	2117	2533	1576	34%	41%	25%	2022
Sadness	2412	2303	1325	40%	38%	22%	2022
Worries	1632	2338	2067	27%	39%	34%	2022
Distress~	3927	1587	549	65%	26%	9%	2022
Resilience~	588	3355	2142	10%	55%	35%	2022
Wellbeing literacy	1617	3234	1151	27%	54%	19%	2022

Engagement with school

Indicator				% High	% Medium	% Low	Year
Important adult at school	3566	2402	358	56%	38%	6%	2022
Connectedness to school	3669	1776	533	61%	30%	9%	2022
Emotional engagement with teachers	4469	1362	133	75%	23%	2%	2022
School climate	1889	2724	1321	32%	46%	22%	2022
School belonging	2073	2443	1393	35%	41%	24%	2022
Peer belonging	2846	2091	986	48%	35%	17%	2022
Friendship intimacy	3818	1462	640	64%	25%	11%	2022
Physical bullying	5019	643	194	86%	11%	3%	2022
Verbal bullying	4072	1385	392	70%	24%	7%	2022
Social bullying	4006	1439	404	68%	25%	7%	2022
Cyberbullying	4758	837	250	81%	14%	4%	2022

Learning readiness

Indicator				% High	% Medium	% Low	Year
Perseverance	2354	2755	1202	37%	44%	19%	2022
Cognitive engagement	2244	2839	807	38%	48%	14%	2022
Academic self concept	3424	2025	483	58%	34%	8%	2022
Learning practices~	1545	2916	1413	26%	50%	24%	2022
Meeting expectations~	1958	2732	1499	32%	44%	24%	2022
Expectations for success~	3419	2040	733	55%	33%	12%	2022
Motivation to achieve goals~	2163	2939	1030	35%	48%	17%	2022
Future goal planning~	2504	3078	547	41%	50%	9%	2022
Feelings about the future~	3130	1839	884	53%	31%	15%	2022
Feelings about after school study/work~	2385	2333	1135	41%	40%	19%	2022

Health and wellbeing out of school

Indicator				% High	% Medium	% Low	Year
Overall health	1090	2943	1790	19%	51%	31%	2022
Feelings about your body~	2271	1838	1716	39%	32%	29%	2022
Nutrition - breakfast	2887	873	2087	49%	15%	36%	2022
Sleep	2367	1824	1634	41%	31%	28%	2022
Music and arts	1770	624	3375	31%	11%	59%	2022
Sports	2292	632	2867	40%	11%	50%	2022
Organised activities	3495	693	1616	60%	12%	28%	2022

~ 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 2022
- 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.
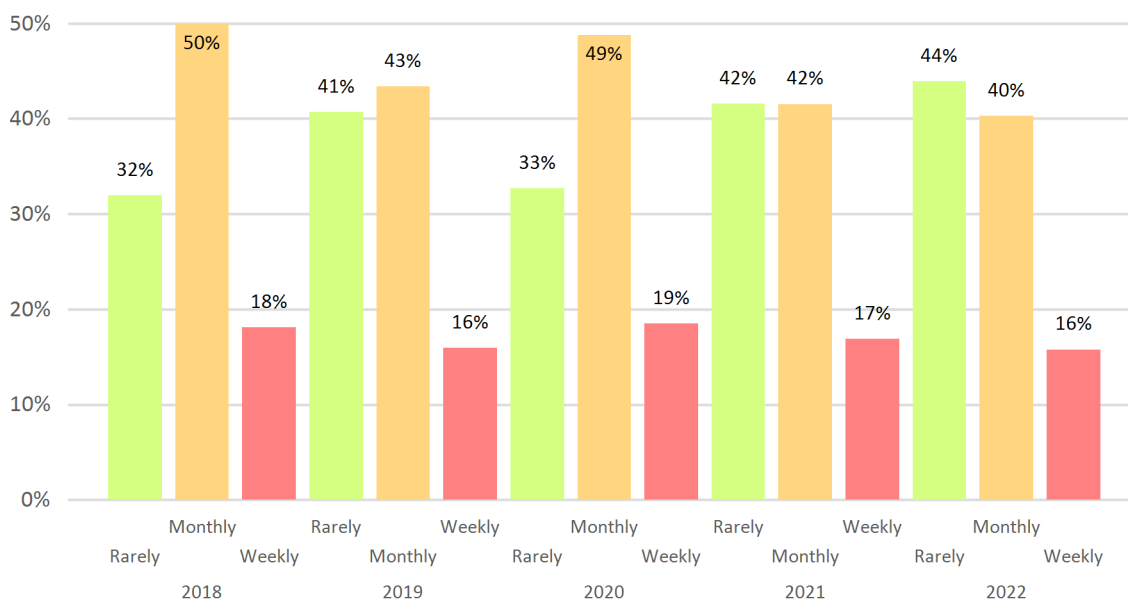
1. All SA students bullying

Frequency of reported bullying across All SA students 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

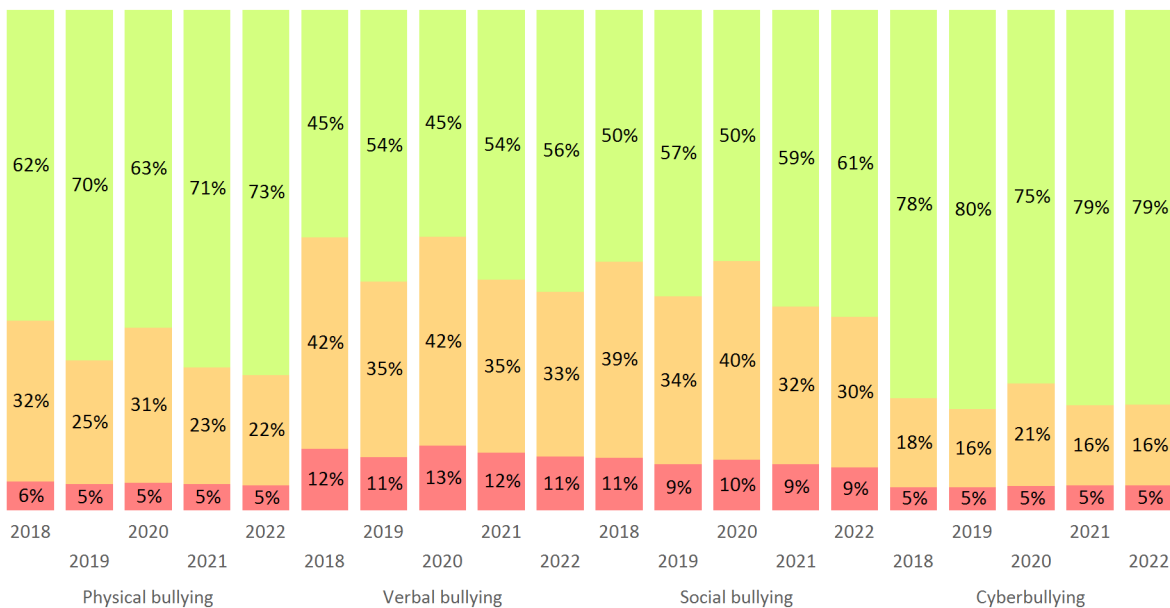| Number of Students	All SA students		
Year	Rarely	Monthly	Weekly
2018	23,298	36,368	13,173
2019	37,377	39,848	14,624
2020	21,513	32,057	12,189
2021	40,592	40,584	16,530
2022	39,082	35,801	14,031

Frequency of different types of bullying reported across All SA students 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
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
2021	69,576	22,693	5,140	52,428	33,544	11,190	57,494	30,587	8,963	76,442	15,565	4,786
2022	64,650	19,539	4,445	49,750	29,130	9,472	54,112	26,535	7,576	69,545	14,176	4,386

Frequency of 2022 reported bullying across All SA 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 students in 2022.

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 2022 reporting being bullied rarely, monthly, and weekly, for each year level
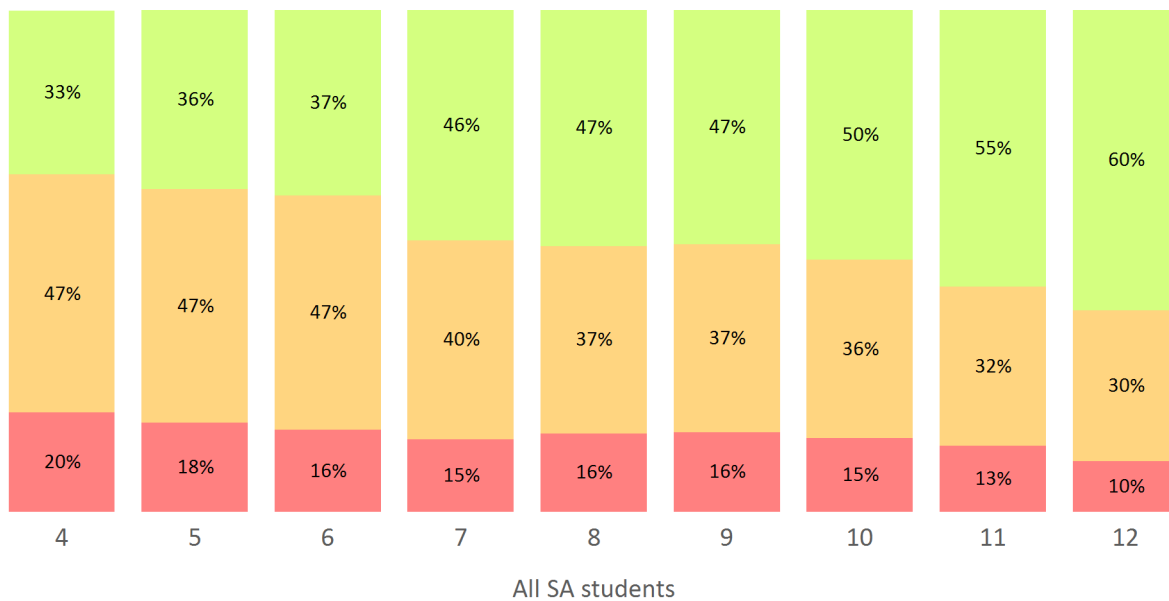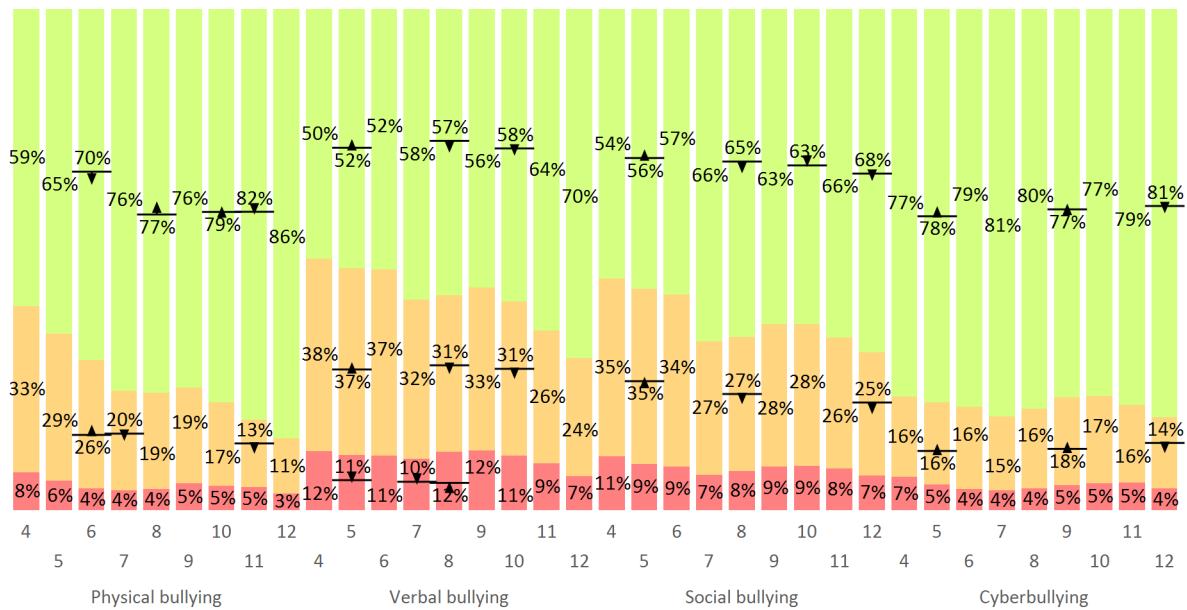

All SA students

Number of students in 2022 reporting being bullied rarely, monthly and weekly, for each year level

Year Level	All SA students		
	Rarely	Monthly	Weekly
4	3,869	5,599	2,331
5	4,234	5,526	2,105
6	4,318	5,457	1,905
7	4,849	4,188	1,533
8	4,888	3,884	1,624
9	4,544	3,649	1,548
10	4,246	3,033	1,256
11	4,399	2,533	1,051
12	3,505	1,765	589

* = denotes suppression rules for less than 5 student responses

Proportion of students in 2022 who reported being bullied by type and year level

Physical bullying — Verbal bullying — Social bullying — Cyberbullying

(Year levels 4, 5, 6, 7, 8, 9, 10, 11, 12 for each type)

Number of students in 2022 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	6,937	3,881	886	5,740	4,426	1,360	6,176	4,066	1,230	8,858	1,837	753
5	7,659	3,462	691	6,086	4,392	1,288	6,547	4,102	1,079	9,187	1,914	603
6	8,151	2,990	500	6,040	4,318	1,265	6,615	3,995	1,007	9,190	1,903	488
7	8,030	2,106	410	6,107	3,345	1,079	6,977	2,799	743	8,541	1,546	417
8	7,950	1,995	432	5,927	3,238	1,201	6,783	2,772	812	8,264	1,645	455
9	7,353	1,854	517	5,406	3,162	1,152	6,101	2,761	847	7,518	1,700	485
10	6,690	1,422	410	4,978	2,619	926	5,360	2,420	747	6,583	1,479	459
11	6,531	1,076	364	5,112	2,110	748	5,219	2,077	663	6,290	1,236	435
12	5,019	643	194	4,072	1,385	392	4,006	1,439	404	4,758	837	250

* = denotes suppression rules for less than 5 student responses

## Frequency of reported bullying across All SA 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 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 |
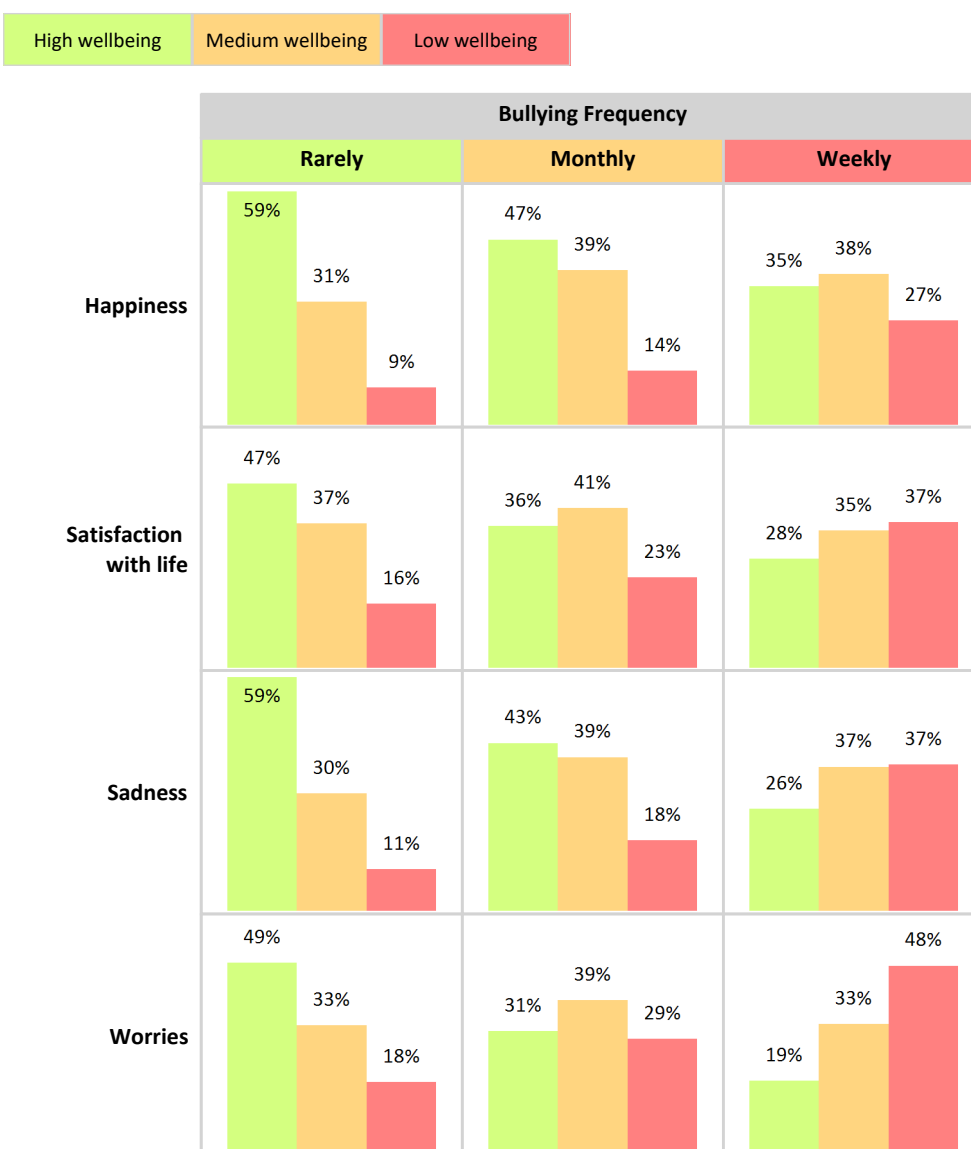
		Bullying Frequency			Total
		Rarely	Monthly	Weekly	
Happiness	High	22984	16673	4858	**44515**
	Medium	12123	13921	5298	**31342**
	Low	3671	4872	3667	**12210**
	Total	**38778**	**35466**	**13823**	88067
Satisfaction with life	High	18189	12858	3846	**34893**
	Medium	14284	14447	4854	**33585**
	Low	6333	8200	5149	**19682**
	Total	**38806**	**35505**	**13849**	88160
Sadness	High	23107	15226	3611	**41944**
	Medium	11624	13945	5105	**30674**
	Low	4128	6437	5189	**15754**
	Total	**38859**	**35608**	**13905**	88372
Worries	High	18869	11121	2597	**32587**
	Medium	12733	13947	4599	**31279**
	Low	7154	10425	6642	**24221**
	Total	**38756**	**35493**	**13838**	88087

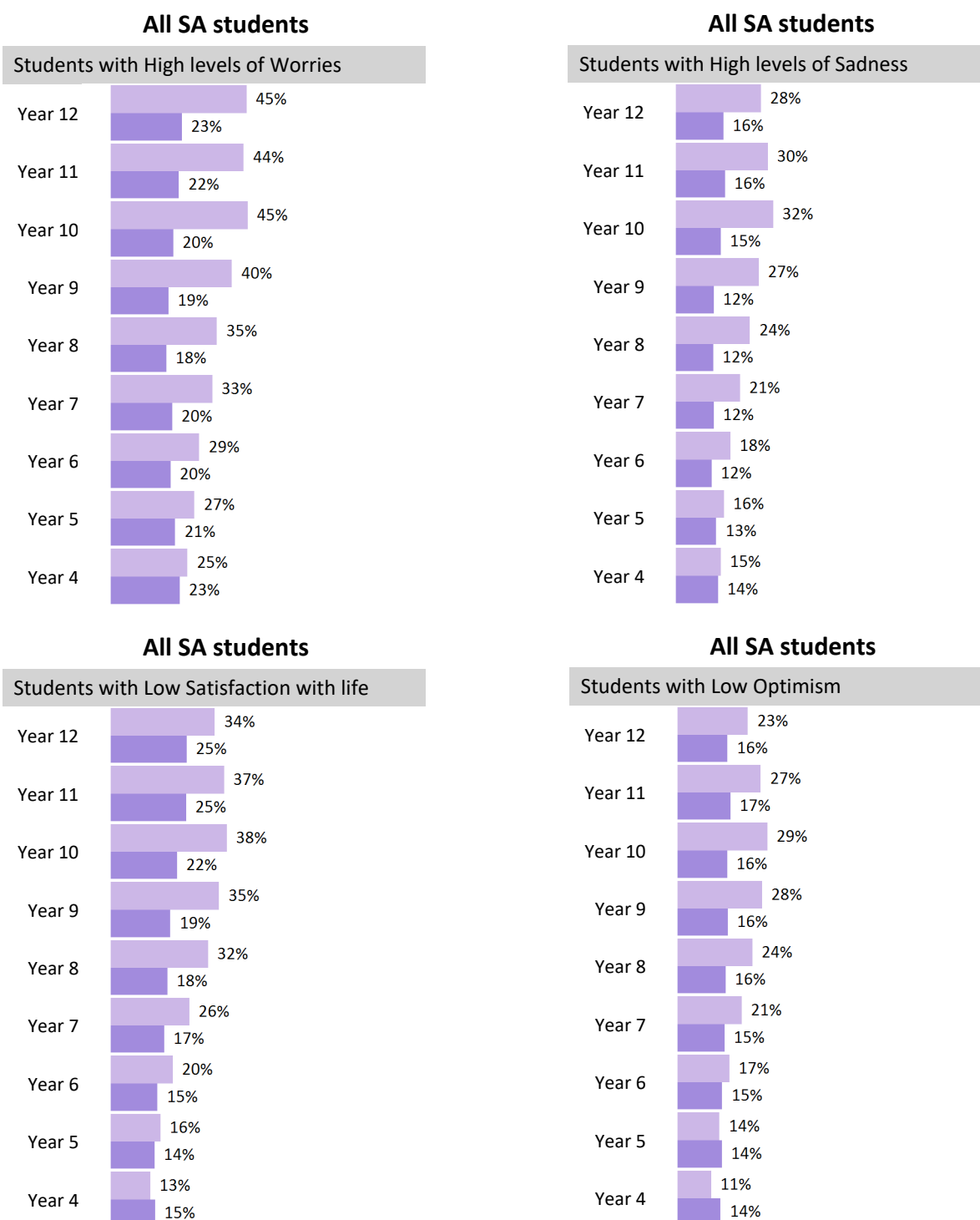## 2. All SA students emotional wellbeing for boys and girls

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 2022.

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	45%	23%
Year 11	44%	22%
Year 10	45%	20%
Year 9	40%	19%
Year 8	35%	18%
Year 7	33%	20%
Year 6	29%	20%
Year 5	27%	21%
Year 4	25%	23%

All SA students

Students with High levels of Sadness

Year Level	Girls	Boys
Year 12	28%	16%
Year 11	30%	16%
Year 10	32%	15%
Year 9	27%	12%
Year 8	24%	12%
Year 7	21%	12%
Year 6	18%	12%
Year 5	16%	13%
Year 4	15%	14%

All SA students

Students with Low Satisfaction with life

Year Level	Girls	Boys
Year 12	34%	25%
Year 11	37%	25%
Year 10	38%	22%
Year 9	35%	19%
Year 8	32%	18%
Year 7	26%	17%
Year 6	20%	15%
Year 5	16%	14%
Year 4	13%	15%

All SA students

Students with Low Optimism

Year Level	Girls	Boys
Year 12	23%	16%
Year 11	27%	17%
Year 10	29%	16%
Year 9	28%	16%
Year 8	24%	16%
Year 7	21%	15%
Year 6	17%	15%
Year 5	14%	14%
Year 4	11%	14%

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	1381	682
	Year 11	1770	925
	Year 10	1973	917
	Year 9	1929	973
	Year 8	1807	991
	Year 7	1766	1114
	Year 6	1646	1190
	Year 5	1593	1291
	Year 4	1445	1313
Students with High levels of Sadness	Year 12	865	457
	Year 11	1222	666
	Year 10	1399	660
	Year 9	1319	641
	Year 8	1261	662
	Year 7	1112	686
	Year 6	1015	713
	Year 5	920	812
	Year 4	853	815
Students with Low Satisfaction with life	Year 12	1096	758
	Year 11	1556	1058
	Year 10	1712	1011
	Year 9	1729	1014
	Year 8	1659	1010
	Year 7	1367	973
	Year 6	1152	932
	Year 5	950	878
	Year 4	743	849
Students with Low Optimism	Year 12	739	499
	Year 11	1140	741
	Year 10	1327	757
	Year 9	1349	858
	Year 8	1277	859
	Year 7	1113	860
	Year 6	966	888
	Year 5	801	893
	Year 4	639	830

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 2022, 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 2022 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]	29224	31111	18866	8561
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	72118	8904	3546	2251
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	20506	26639	21998	17717
d) ... watch TV (including Netflix, Youtube or DVDs)? [DAYS]	3836	13176	22031	47821
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [DAYS]	21969	19804	18413	26364
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [DAYS]	15901	9402	11944	49922
g) ...read for fun? [DAYS]	31920	22807	15127	16962
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	7687	22864	24374	31209
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	59434	15246	6475	5491
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	42263	25608	11210	7713
k)...hang out with friends? [DAYS]	20126	32745	15908	17648
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	74188	8273	2297	1607
m)...work in paid employment? [DAYS]~	11143	5089	4891	1063
n)...volunteer at a workplace or in a community organisation? [DAYS]~	18835	2047	850	439

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]	1923	11549	21889	9622
b) ...go to an after school care program (in my school or someplace else)? [TIME]	1143	2374	2632	2200
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	10724	19172	9260	5659
d) ... watch TV (including Netflix, Youtube or DVDs)? [TIME]	5259	15514	16370	18637
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [TIME]	5935	10073	10892	15310
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [TIME]	11188	9901	8928	19037
g) ...read for fun? [TIME]	13037	14453	4879	3760
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	25844	17289	4702	2158
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	5457	8450	2293	1069
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	9316	10418	4440	2989
k)...hang out with friends? [TIME]	2299	6985	10778	19816
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	623	1134	2288	2300
m)...work in paid employment? [TIME]~	102	151	430	6600
n)...volunteer at a workplace or in a community organisation? [TIME]~	173	334	511	598

All SA students - After school activities barriers

	Yes	No
I have to go straight home after school	39196	53433
It is too difficult to get there.	10358	82271
The activity that I want is not offered.	10713	81916
The schedule does not fit the times that I can attend.	15076	77553
It's not safe for me to go.	3544	89085
I have too much homework to do.	17061	75568
My parents do not approve.	8305	84324
It costs too much.	10818	81811
I need to take care of brothers or sisters or do other things at home.	10270	82359
I am afraid I will not be good enough in that activity.	11582	81047
I'm too busy	22264	70365
I don't know what is available.	12583	80046
None of my friends are interested or want to go.	12816	79813
Other.	22625	70004

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%	35%	21%	10%
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]	24%	31%	25%	20%
d) ... watch TV (including Netflix, Youtube or DVDs)? [DAYS]	4%	15%	25%	55%
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [DAYS]	25%	23%	21%	30%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [DAYS]	18%	11%	14%	57%
g) ...read for fun? [DAYS]	37%	26%	17%	20%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	9%	27%	28%	36%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	69%	18%	7%	6%
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	49%	30%	13%	9%
k)...hang out with friends? [DAYS]	23%	38%	18%	20%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	86%	10%	3%	2%
m)...work in paid employment? [DAYS]~	50%	23%	22%	5%
n)...volunteer at a workplace or in a community organisation? [DAYS]~	85%	9%	4%	2%

All SA students - After school activities - Time

|	<30 min	30min-1hr	1-2 hrs	2+ hrs
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	4%	26%	49%	21%
b) ...go to an after school care program (in my school or someplace else)? [TIME]	14%	28%	32%	26%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	24%	43%	21%	13%
d) ... watch TV (including Netflix, Youtube or DVDs)? [TIME]	9%	28%	29%	33%
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [TIME]	14%	24%	26%	36%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [TIME]	23%	20%	18%	39%
g) ...read for fun? [TIME]	36%	40%	14%	10%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	52%	35%	9%	4%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	32%	49%	13%	6%
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	34%	38%	16%	11%
k)...hang out with friends? [TIME]	6%	18%	27%	50%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	10%	18%	36%	36%
m)...work in paid employment? [TIME]~	1%	2%	6%	91%
n)...volunteer at a workplace or in a community organisation? [TIME]~	11%	21%	32%	37%

All SA students - After school activities barriers

	Yes	No
I have to go straight home after school	42%	58%
It is too difficult to get there.	11%	89%
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.	9%	91%
It costs too much.	12%	88%
I need to take care of brothers or sisters or do other things at home.	11%	89%
I am afraid I will not be good enough in that activity.	13%	87%
I'm too busy	24%	76%
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
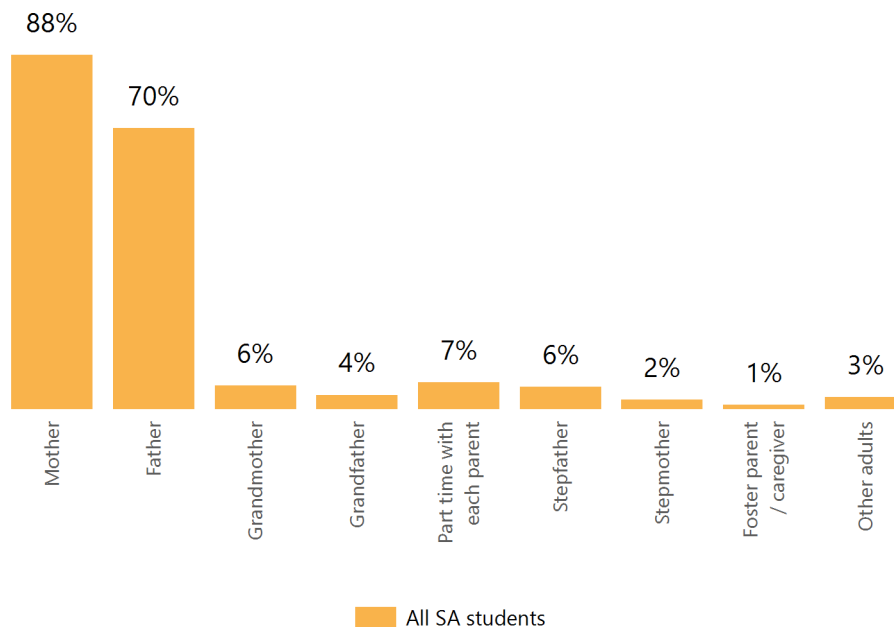
How often, in the hour before you go to sleep, do you use an electronic device (for example mobile phone, iPad, tablet, PC, game console, TV, music player)?

		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**	6334	4750	5697	5766	5227	5666	5966	48768	**88174**
	Percentage	7%	5%	6%	7%	6%	6%	7%	55%	**100%**

What time do you usually go to sleep on weekdays?

		Before 9:00pm	Between 9:00pm and 10:00pm	Between 10:00pm and 11:00pm	Between 11:00pm and midnight	After midnight	No usual time	Total
All SA students	**Number**	16494	24587	17548	11325	7310	11457	**88721**
	Percentage	19%	28%	20%	13%	8%	13%	**100%**