WELLBEING & ENGAGEMENT COLLECTION
Measure | Analyse | Act

All SA students

Survey Year: 2021

Document Control

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Approved by	Ben Temperly
Date approved	25-Jun-2021
Next review date	Dec-2021
Version	1.0
Status	Final
Security classification	For Official Use Only

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 2021, 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, 2021

This section of the report sets out the wellbeing results from 2021 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, 2021, by year level and gender

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2021 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
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	e.g Someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took things without your permission
Verbal bullying	e.g Someone called you names, teased, humiliated, threatened you, or made you do things you didn't want to do
Social bullying	e.g Someone left you out, excluded you, gossiped and spread rumors about you, or made you look foolish
Cyberbullying	e.g Someone used the computer or text messages to exclude, threaten, humiliate you, or to hurt your feelings

Learning readiness	
Perseverance	Having the tenacity to stick with things and pursue goals, despite challenges that arise
Cognitive engagement	Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset
Academic self concept	Perceptions of themselves as students and how interested and confident they feel at school
Learning practices~	Beliefs about personal learning styles, organisational skills and capacity to complete school work
Meeting expectations~	Young people's perceptions of how well they perform against personal goals and aims
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	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.

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 2017 - 2021.

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
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 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	

	Year 7	8,927	
	Primary Other	415	
	Year 8	7,526	
	Year 9	7,075	
2020 Term 3	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	
	Year 7	12,719	
	Primary Other	326	
	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	Student year level unknown
	Total	**101,870**	

Wellbeing and engagement results for All SA students

The figure below shows the 2021 wellbeing and engagement results for All SA students.

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	50942	35186	14593	51% 35% 14%	2021
Optimism	42690	39451	18672	42% 39% 19%	2021
Satisfaction with life	38291	38833	23496	38% 39% 23%	2021
Emotion regulation	33832	39952	26477	34% 40% 26%	2021
Sadness	47988	33648	18090	48% 34% 18%	2021
Worries	36950	34820	27810	37% 35% 28%	2021
Distress~	15661	6508	2426	64% 26% 10%	2021
Resilience~	2246	13074	9374	9% 53% 38%	2021
Wellbeing literacy	21897	51800	24994	22% 52% 25%	2021

Engagement with school					Year
Important adult at school	59241	38047	4582	58% 37% 4%	2021
Connectedness to school	62923	27301	8585	64% 28% 9%	2021
Emotional engagement with teachers	69736	26219	2891	71% 27% 3%	2021
School climate	36472	42387	19824	37% 43% 20%	2021
School belonging	42135	34569	21254	43% 35% 22%	2021
Peer belonging	50431	32113	15628	51% 33% 16%	2021
Friendship intimacy	66999	20613	10496	68% 21% 11%	2021
Physical bullying	69576	22693	5140	71% 23% 5%	2021
Verbal bullying	52428	33544	11190	54% 35% 12%	2021
Social bullying	57494	30587	8963	59% 32% 9%	2021
Cyberbullying	76442	15565	4786	79% 16% 5%	2021

Learning readiness					Year
Perseverance	41708	43353	15297	42% 43% 15%	2021
Cognitive engagement	46869	37943	12767	48% 39% 13%	2021
Academic self concept	59894	29608	8764	61% 30% 9%	2021
Learning practices~	5523	11631	6604	23% 49% 28%	2021
Meeting expectations~	7346	11540	6203	29% 46% 25%	2021
Expectations for success~	12513	8960	3618	50% 36% 14%	2021
Motivation to achieve goals~	8192	12029	4645	33% 48% 19%	2021
Future goal planning~	9345	12996	2532	38% 52% 10%	2021
Feelings about the future~	12369	7627	3696	52% 32% 16%	2021
Feelings about after school study/work~	8741	9453	5459	37% 40% 23%	2021

Health and wellbeing out of school					Year
Overall health	27753	44358	20757	30% 48% 22%	2021
Feelings about your body~	8940	6895	7637	38% 29% 33%	2021
Nutrition - breakfast	60906	11694	24843	63% 12% 25%	2021
Sleep	46028	25298	24864	48% 26% 26%	2021
Music and arts	42520	16096	35912	45% 17% 38%	2021
Sports	47348	16505	30457	50% 18% 32%	2021
Organised activities	72795	9887	13486	76% 10% 14%	2021

~ 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	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
	50942	35186	14593	51%	35%	14%	2021
Optimism	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
	42690	39451	18672	42%	39%	19%	2021
Satisfaction with life	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
	38291	38833	23496	38%	39%	23%	2021
Emotion regulation	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
	33832	39952	26477	34%	40%	26%	2021
Sadness	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
	47988	33648	18090	48%	34%	18%	2021
Worries	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
	36950	34820	27810	37%	35%	28%	2021
Distress~	15455	5221	1807	69%	23%	8%	2019
	9685	3476	1207	67%	24%	8%	2020
	15661	6508	2426	64%	26%	10%	2021
Resilience~	2367	12185	7976	11%	54%	35%	2019
	1542	7871	4955	11%	55%	34%	2020
	2246	13074	9374	9%	53%	38%	2021
Wellbeing literacy	21897	51800	24994	22%	52%	25%	2021
Engagement with school						Year
Important adult at school	34585	27157	1794	54%	43%	3%	2017
	47356	26404	1398	63%	35%	2%	2018

Measure					% positive	% middle	% negative	Year
Important adult at school	54375	35757	6709		56%	37%	7%	2019
	39732	24557	5824		57%	35%	8%	2020
	59241	38047	4582		58%	37%	4%	2021
Connectedness to school	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
	62923	27301	8585		64%	28%	9%	2021
Emotional engagement with teachers	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
	69736	26219	2891		71%	27%	3%	2021
School climate	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
	36472	42387	19824		37%	43%	20%	2021
School belonging	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
	42135	34569	21254		43%	35%	22%	2021
Peer belonging	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
	50431	32113	15628		51%	33%	16%	2021
Friendship intimacy	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
	66999	20613	10496		68%	21%	11%	2021
Physical bullying	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
	69576	22693	5140		71%	23%	5%	2021
Verbal bullying	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
	52428	33544	11190		54%	35%	12%	2021
Social bullying	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
	57494	30587	8963		59%	32%	9%	2021
Cyberbullying	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
	76442	15565	4786		79%	16%	5%	2021

Learning readiness							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
	41708	43353	15297	42%	43%	15%	2021
Cognitive engagement	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
	46869	37943	12767	48%	39%	13%	2021
Academic self concept	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
	59894	29608	8764	61%	30%	9%	2021
Learning practices~	5581	11316	4785	26%	52%	22%	2019
	3251	6828	3655	24%	50%	27%	2020
	5523	11631	6604	23%	49%	28%	2021
Meeting expectations~	5499	10456	6897	24%	46%	30%	2019
	3661	6609	4501	25%	45%	30%	2020
	7346	11540	6203	29%	46%	25%	2021
Expectations for success~	10950	8610	3292	48%	38%	14%	2019
	7141	5431	2203	48%	37%	15%	2020
	12513	8960	3618	50%	36%	14%	2021
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
Future goal planning~	9207	11524	1969	41%	51%	9%	2019
	6133	7231	1202	42%	50%	8%	2020
	9345	12996	2532	38%	52%	10%	2021
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
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
Health and wellbeing out of school							Year
Overall health	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
	27753	44358	20757	30%	48%	22%	2021
Nutrition - breakfast	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
	60906	11694	24843	63%	12%	25%	2021
Sleep	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

						Year
Sleep	46028	25298	24864	48%	26%	26%	2021
Music and arts	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
	42520	16096	35912	45%	17%	38%	2021
Sports	34751	10381	14926	58%	17%	25%	2017
	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
Organised activities	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
	72795	9887	13486	76%	10%	14%	2021
Feelings about your body~	5118	3993	4521	38%	29%	33%	2020
	8940	6895	7637	38%	29%	33%	2021

~ 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, 2021, 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 2021 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 2021 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	7869	3743	1127	62%	29%	9%	2021
Optimism	7236	3966	1680	56%	31%	13%	2021
Satisfaction with life	6505	4480	1792	51%	35%	14%	2021
Emotion regulation	5768	4570	2410	45%	36%	19%	2021
Sadness	7217	3870	1737	56%	30%	14%	2021
Worries	5691	4206	2863	45%	33%	22%	2021
Wellbeing literacy	3109	6039	3419	25%	48%	27%	2021
Engagement with school							Year
Important adult at school	9373	3129	778	71%	24%	6%	2021
Connectedness to school	9112	2807	801	72%	22%	6%	2021
Emotional engagement with teachers	10215	2255	243	80%	18%	2%	2021
School climate	7192	4282	1247	57%	34%	10%	2021
School belonging	7643	3084	1804	61%	25%	14%	2021
Peer belonging	7277	3616	1741	58%	29%	14%	2021
Friendship intimacy	9160	2251	1198	73%	18%	10%	2021
Physical bullying	7571	4026	1023	60%	32%	8%	2021
Verbal bullying	6060	4798	1601	49%	39%	13%	2021
Social bullying	6552	4433	1429	53%	36%	12%	2021
Cyberbullying	9490	1954	879	77%	16%	7%	2021
Learning readiness							Year
Perseverance	6477	4817	1246	52%	38%	10%	2021
Cognitive engagement	7857	3512	1141	63%	28%	9%	2021
Academic self concept	8821	2865	832	70%	23%	7%	2021
Health and wellbeing out of school							Year
Overall health	4612	5600	1496	39%	48%	13%	2021
Nutrition - breakfast	9928	988	1737	78%	8%	14%	2021
Sleep	6783	2622	2973	55%	21%	24%	2021
Music and arts	7359	2319	2227	62%	19%	19%	2021
Sports	5744	3124	2931	49%	26%	25%	2021
Organised activities	10142	1247	988	82%	10%	8%	2021

Wellbeing and engagement: All SA students

The figure below shows the 2021 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	7565	4028	1354	58% / 31% / 10%	2021
Optimism	6524	4560	1915	50% / 35% / 15%	2021
Satisfaction with life	6281	4498	2189	48% / 35% / 17%	2021
Emotion regulation	5185	4946	2802	40% / 38% / 22%	2021
Sadness	7090	4062	1813	55% / 31% / 14%	2021
Worries	5688	4291	2957	44% / 33% / 23%	2021
Wellbeing literacy	2965	6549	3309	23% / 51% / 26%	2021

Engagement with school					Year
Important adult at school	9286	3349	518	71% / 25% / 4%	2021
Connectedness to school	9222	2839	812	72% / 22% / 6%	2021
Emotional engagement with teachers	10136	2464	285	79% / 19% / 2%	2021
School climate	6278	5006	1593	49% / 39% / 12%	2021
School belonging	6913	3562	2285	54% / 28% / 18%	2021
Peer belonging	7166	3774	1878	56% / 29% / 15%	2021
Friendship intimacy	9270	2269	1261	72% / 18% / 10%	2021
Physical bullying	8119	3808	810	64% / 30% / 6%	2021
Verbal bullying	6315	4866	1510	50% / 38% / 12%	2021
Social bullying	6821	4569	1281	54% / 36% / 10%	2021
Cyberbullying	9946	2019	645	79% / 16% / 5%	2021

Learning readiness					Year
Perseverance	6240	5230	1410	48% / 41% / 11%	2021
Cognitive engagement	7606	3924	1230	60% / 31% / 10%	2021
Academic self concept	8667	3196	914	68% / 25% / 7%	2021

Health and wellbeing out of school					Year
Overall health	4588	5707	1686	38% / 48% / 14%	2021
Nutrition - breakfast	9664	1249	1859	76% / 10% / 15%	2021
Sleep	7053	2843	2675	56% / 23% / 21%	2021
Music and arts	7376	2336	2579	60% / 19% / 21%	2021
Sports	6311	2879	3019	52% / 24% / 25%	2021
Organised activities	10452	1139	1006	83% / 9% / 8%	2021

Wellbeing and engagement: All SA students

The figure below shows the 2021 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.

Emotional wellbeing							Year
Happiness	7502	4323	1530	56%	32%	11%	2021
Optimism	6212	5051	2117	46%	38%	16%	2021
Satisfaction with life	5950	4835	2579	45%	36%	19%	2021
Emotion regulation	4669	5342	3292	35%	40%	25%	2021
Sadness	7020	4275	2051	53%	32%	15%	2021
Worries	5519	4474	3338	41%	34%	25%	2021
Wellbeing literacy	2967	6880	3349	22%	52%	25%	2021
Engagement with school							Year
Important adult at school	9277	3771	420	69%	28%	3%	2021
Connectedness to school	9253	3180	804	70%	24%	6%	2021
Emotional engagement with teachers	10196	2799	270	77%	21%	2%	2021
School climate	5579	5649	2052	42%	43%	15%	2021
School belonging	6555	4143	2480	50%	31%	19%	2021
Peer belonging	7071	4039	2110	53%	31%	16%	2021
Friendship intimacy	9404	2434	1367	71%	18%	10%	2021
Physical bullying	8759	3662	749	67%	28%	6%	2021
Verbal bullying	6439	5046	1661	49%	38%	13%	2021
Social bullying	7202	4645	1281	55%	35%	10%	2021
Cyberbullying	10329	2151	608	79%	16%	5%	2021
Learning readiness							Year
Perseverance	6200	5702	1421	47%	43%	11%	2021
Cognitive engagement	7394	4406	1374	56%	33%	10%	2021
Academic self concept	8708	3534	994	66%	27%	8%	2021
Health and wellbeing out of school							Year
Overall health	4471	5925	2118	36%	47%	17%	2021
Nutrition - breakfast	9396	1456	2347	71%	11%	18%	2021
Sleep	7126	3143	2737	55%	24%	21%	2021
Music and arts	6902	2552	3388	54%	20%	26%	2021
Sports	6743	2629	3387	53%	21%	27%	2021
Organised activities	10657	1220	1190	82%	9%	9%	2021

Wellbeing and engagement: All SA students

The figure below shows the 2021 wellbeing results for All SA Year 7 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Emotional wellbeing							Year
Happiness	6622	4311	1730	52%	34%	14%	2021
Optimism	5291	4992	2387	42%	39%	19%	2021
Satisfaction with life	5027	4797	2840	40%	38%	22%	2021
Emotion regulation	3922	5182	3523	31%	41%	28%	2021
Sadness	6220	4258	2171	49%	34%	17%	2021
Worries	4909	4324	3407	39%	34%	27%	2021
Wellbeing literacy	2731	6621	3189	22%	53%	25%	2021
Engagement with school							Year
Important adult at school	7982	4372	365	63%	34%	3%	2021
Connectedness to school	8395	3230	903	67%	26%	7%	2021
Emotional engagement with teachers	9033	3186	339	72%	25%	3%	2021
School climate	4592	5652	2309	37%	45%	18%	2021
School belonging	5609	4282	2588	45%	34%	21%	2021
Peer belonging	6663	3888	1946	53%	31%	16%	2021
Friendship intimacy	8580	2500	1410	69%	20%	11%	2021
Physical bullying	8766	3046	601	71%	25%	5%	2021
Verbal bullying	6354	4563	1486	51%	37%	12%	2021
Social bullying	7254	4010	1126	59%	32%	9%	2021
Cyberbullying	9815	2026	524	79%	16%	4%	2021
Learning readiness							Year
Perseverance	5410	5539	1695	43%	44%	13%	2021
Cognitive engagement	6261	4668	1521	50%	37%	12%	2021
Academic self concept	7938	3587	1014	63%	29%	8%	2021
Health and wellbeing out of school							Year
Overall health	3684	5706	2398	31%	48%	20%	2021
Nutrition - breakfast	7953	1534	2948	64%	12%	24%	2021
Sleep	6253	3141	2895	51%	26%	24%	2021
Music and arts	5515	2480	4212	45%	20%	35%	2021
Sports	6508	2131	3510	54%	18%	29%	2021
Organised activities	9722	1281	1344	79%	10%	11%	2021

Wellbeing and engagement: All SA students

The figure below shows the 2021 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	5876	4546	1845	48%		37%	15%	2021
Optimism	4715	5174	2367	38%		42%	19%	2021
Satisfaction with life	4205	4950	3088	34%		40%	25%	2021
Emotion regulation	3502	5120	3580	29%		42%	29%	2021
Sadness	5856	4202	2136	48%		34%	18%	2021
Worries	4529	4337	3324	37%		36%	27%	2021
Wellbeing literacy	2452	6581	3070	20%		54%	25%	2021

Engagement with school								Year
Important adult at school	5544	6397	365	45%		52%	3%	2021
Connectedness to school	7026	3858	1199	58%		32%	10%	2021
Emotional engagement with teachers	7908	3804	375	65%		31%	3%	2021
School climate	3582	5790	2691	30%		48%	22%	2021
School belonging	4207	4980	2819	35%		41%	23%	2021
Peer belonging	5999	4168	1834	50%		35%	15%	2021
Friendship intimacy	8110	2635	1253	68%		22%	10%	2021
Physical bullying	9188	2235	469	77%		19%	4%	2021
Verbal bullying	6924	3725	1246	58%		31%	10%	2021
Social bullying	7933	3128	821	67%		26%	7%	2021
Cyberbullying	9754	1693	424	82%		14%	4%	2021

Learning readiness								Year
Perseverance	4584	5624	2044	37%		46%	17%	2021
Cognitive engagement	5177	5040	1704	43%		42%	14%	2021
Academic self concept	6956	3998	1093	58%		33%	9%	2021

Health and wellbeing out of school								Year
Overall health	3151	5455	2694	28%		48%	24%	2021
Nutrition - breakfast	6791	1611	3475	57%		14%	29%	2021
Sleep	5476	3274	3000	47%		28%	26%	2021
Music and arts	4361	2027	5245	37%		17%	45%	2021
Sports	6244	1690	3701	54%		15%	32%	2021
Organised activities	8865	1235	1654	75%		11%	14%	2021

Wellbeing and engagement: All SA students

The figure below shows the 2021 wellbeing results for All SA Year 9 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Emotional wellbeing							Year
Happiness	4741	4075	2003	44%	38%	19%	2021
Optimism	3737	4577	2487	35%	42%	23%	2021
Satisfaction with life	3216	4371	3209	30%	40%	30%	2021
Emotion regulation	2876	4411	3478	27%	41%	32%	2021
Sadness	4675	3868	2194	44%	36%	20%	2021
Worries	3582	3927	3224	33%	37%	30%	2021
Wellbeing literacy	2214	5746	2699	21%	54%	25%	2021
Engagement with school							Year
Important adult at school	4895	5585	380	45%	51%	3%	2021
Connectedness to school	5651	3633	1360	53%	34%	13%	2021
Emotional engagement with teachers	6063	4051	517	57%	38%	5%	2021
School climate	2337	4953	3303	22%	47%	31%	2021
School belonging	3126	4437	2974	30%	42%	28%	2021
Peer belonging	4968	3794	1771	47%	36%	17%	2021
Friendship intimacy	6877	2456	1201	65%	23%	11%	2021
Physical bullying	7631	2305	484	73%	22%	5%	2021
Verbal bullying	5448	3654	1326	52%	35%	13%	2021
Social bullying	6200	3229	994	59%	31%	10%	2021
Cyberbullying	7981	1936	490	77%	19%	5%	2021
Learning readiness							Year
Perseverance	3601	4861	2344	33%	45%	22%	2021
Cognitive engagement	3814	4746	1896	36%	45%	18%	2021
Academic self concept	5498	3773	1309	52%	36%	12%	2021
Health and wellbeing out of school							Year
Overall health	2502	4581	2791	25%	46%	28%	2021
Nutrition - breakfast	5412	1434	3570	52%	14%	34%	2021
Sleep	4390	2911	3021	43%	28%	29%	2021
Music and arts	3486	1539	5176	34%	15%	51%	2021
Sports	5424	1306	3504	53%	13%	34%	2021
Organised activities	7539	1103	1673	73%	11%	16%	2021

Wellbeing and engagement: All SA students

The figure below shows the 2021 wellbeing results for All SA Year 10 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year 10

Emotional wellbeing				High	Medium	Low	Year
Happiness	4046	3824	1839	42%	39%	19%	2021
Optimism	3213	4283	2177	33%	44%	23%	2021
Satisfaction with life	2586	4204	2878	27%	43%	30%	2021
Emotion regulation	2668	3951	3010	28%	41%	31%	2021
Sadness	3771	3317	2280	40%	35%	24%	2021
Worries	2745	3435	3183	29%	37%	34%	2021
Distress~	6104	2389	902	65%	25%	10%	2021
Resilience~	782	5064	3588	8%	54%	38%	2021
Wellbeing literacy	1729	5072	2483	19%	55%	27%	2021

Engagement with school							Year
Important adult at school	4391	4693	679	45%	48%	7%	2021
Connectedness to school	4905	3170	1168	53%	34%	13%	2021
Emotional engagement with teachers	5425	3409	425	59%	37%	5%	2021
School climate	2011	4247	2969	22%	46%	32%	2021
School belonging	2666	3853	2647	29%	42%	29%	2021
Peer belonging	4086	3446	1640	45%	38%	18%	2021
Friendship intimacy	5810	2328	1034	63%	25%	11%	2021
Physical bullying	6999	1621	417	77%	18%	5%	2021
Verbal bullying	5128	2826	1082	57%	31%	12%	2021
Social bullying	5561	2622	850	62%	29%	9%	2021
Cyberbullying	6983	1572	477	77%	17%	5%	2021

Learning readiness							Year
Perseverance	3290	4449	1972	34%	46%	20%	2021
Cognitive engagement	3095	4440	1573	34%	49%	17%	2021
Academic self concept	4652	3395	1172	50%	37%	13%	2021
Learning practices~	1967	4436	2666	22%	49%	29%	2021
Meeting expectations~	2569	4565	2448	27%	48%	26%	2021
Expectations for success~	4419	3681	1487	46%	38%	16%	2021
Motivation to achieve goals~	2929	4741	1824	31%	50%	19%	2021
Future goal planning~	3385	5093	1018	36%	54%	11%	2021
Feelings about the future~	4771	2906	1356	53%	32%	15%	2021
Feelings about after school study/work~	3326	3579	2115	37%	40%	23%	2021

Health and wellbeing out of school							Year
Overall health	1899	4302	2654	21%	49%	30%	2021
Feelings about your body~	3307	2610	3017	37%	29%	34%	2021
Nutrition - breakfast	4543	1218	3238	50%	14%	36%	2021
Sleep	3540	2660	2702	40%	30%	30%	2021
Music and arts	2808	1149	4798	32%	13%	55%	2021
Sports	4346	1054	3381	49%	12%	39%	2021
Organised activities	6093	968	1793	69%	11%	20%	2021

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

Wellbeing and engagement: All SA students

The figure below shows the 2021 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					Year
Happiness	3406	3418	1745	40% 40% 20%	2021
Optimism	2854	3647	2024	33% 43% 24%	2021
Satisfaction with life	2242	3541	2740	26% 42% 32%	2021
Emotion regulation	2581	3420	2474	30% 40% 29%	2021
Sadness	3140	3026	2060	38% 37% 25%	2021
Worries	2239	3058	2927	27% 37% 36%	2021
Distress~	5135	2260	856	62% 27% 10%	2021
Resilience~	757	4356	3171	9% 53% 38%	2021
Wellbeing literacy	1802	4418	1938	22% 54% 24%	2021

Engagement with school					Year
Important adult at school	4020	3987	605	47% 46% 7%	2021
Connectedness to school	4501	2692	935	55% 33% 12%	2021
Emotional engagement with teachers	5207	2624	292	64% 32% 4%	2021
School climate	2216	3631	2240	27% 45% 28%	2021
School belonging	2493	3437	2116	31% 43% 26%	2021
Peer belonging	3644	2880	1521	45% 36% 19%	2021
Friendship intimacy	5114	1979	952	64% 25% 12%	2021
Physical bullying	6458	1144	336	81% 14% 4%	2021
Verbal bullying	4949	2246	738	62% 28% 9%	2021
Social bullying	5163	2118	654	65% 27% 8%	2021
Cyberbullying	6272	1244	409	79% 16% 5%	2021

Learning readiness					Year
Perseverance	2940	3804	1820	34% 44% 21%	2021
Cognitive engagement	2754	3885	1349	34% 49% 17%	2021
Academic self concept	4197	2992	892	52% 37% 11%	2021
Learning practices~	1789	3856	2322	22% 48% 29%	2021
Meeting expectations~	2562	3835	2030	30% 46% 24%	2021
Expectations for success~	4206	2932	1286	50% 35% 15%	2021
Motivation to achieve goals~	2737	3971	1639	33% 48% 20%	2021
Future goal planning~	3090	4376	882	37% 52% 11%	2021
Feelings about the future~	4007	2637	1306	50% 33% 16%	2021
Feelings about after school study/work~	2794	3218	1920	35% 41% 24%	2021

Health and wellbeing out of school					Year
Overall health	1460	3696	2646	19% 47% 34%	2021
Feelings about your body~	2968	2296	2612	38% 29% 33%	2021
Nutrition - breakfast	3757	1149	3019	47% 14% 38%	2021
Sleep	2757	2480	2632	35% 32% 33%	2021
Music and arts	2519	872	4332	33% 11% 56%	2021
Sports	3370	864	3516	43% 11% 45%	2021
Organised activities	5077	827	1902	65% 11% 24%	2021

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

Wellbeing and engagement: All SA students

The figure below shows the 2021 wellbeing results for All SA Year 12 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year 12

Emotional wellbeing							Year
Happiness	2808	2695	1324	41%	39%	19%	2021
Optimism	2440	2950	1408	36%	43%	21%	2021
Satisfaction with life	1855	2887	2054	27%	42%	30%	2021
Emotion regulation	2221	2749	1786	33%	41%	26%	2021
Sadness	2602	2499	1502	39%	38%	23%	2021
Worries	1729	2503	2369	26%	38%	36%	2021
Distress~	4197	1782	642	63%	27%	10%	2021
Resilience~	693	3458	2492	10%	52%	38%	2021
Wellbeing literacy	1683	3534	1356	26%	54%	21%	2021

Engagement with school							Year
Important adult at school	3841	2612	397	56%	38%	6%	2021
Connectedness to school	4230	1760	560	65%	27%	9%	2021
Emotional engagement with teachers	4904	1502	130	75%	23%	2%	2021
School climate	2221	2942	1332	34%	45%	21%	2021
School belonging	2426	2605	1439	37%	40%	22%	2021
Peer belonging	3061	2303	1103	47%	36%	17%	2021
Friendship intimacy	4159	1592	716	64%	25%	11%	2021
Physical bullying	5556	654	196	87%	10%	3%	2021
Verbal bullying	4377	1580	444	68%	25%	7%	2021
Social bullying	4277	1662	462	67%	26%	7%	2021
Cyberbullying	5286	846	274	83%	13%	4%	2021

Learning readiness							Year
Perseverance	2532	3039	1252	37%	45%	18%	2021
Cognitive engagement	2482	3073	883	39%	48%	14%	2021
Academic self concept	3906	2089	497	60%	32%	8%	2021
Learning practices~	1679	3191	1549	26%	50%	24%	2021
Meeting expectations~	2115	2987	1636	31%	44%	24%	2021
Expectations for success~	3719	2214	805	55%	33%	12%	2021
Motivation to achieve goals~	2366	3181	1141	35%	48%	17%	2021
Future goal planning~	2721	3382	586	41%	51%	9%	2021
Feelings about the future~	3407	2007	986	53%	31%	15%	2021
Feelings about after school study/work~	2484	2566	1342	39%	40%	21%	2021

Health and wellbeing out of school							Year
Overall health	1103	3040	2157	18%	48%	34%	2021
Feelings about your body~	2495	1926	1938	39%	30%	30%	2021
Nutrition - breakfast	2964	987	2440	46%	15%	38%	2021
Sleep	2195	2089	2058	35%	33%	32%	2021
Music and arts	1893	710	3648	30%	11%	58%	2021
Sports	2435	703	3124	39%	11%	50%	2021
Organised activities	3801	767	1737	60%	12%	28%	2021

~ 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 2021
- 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.
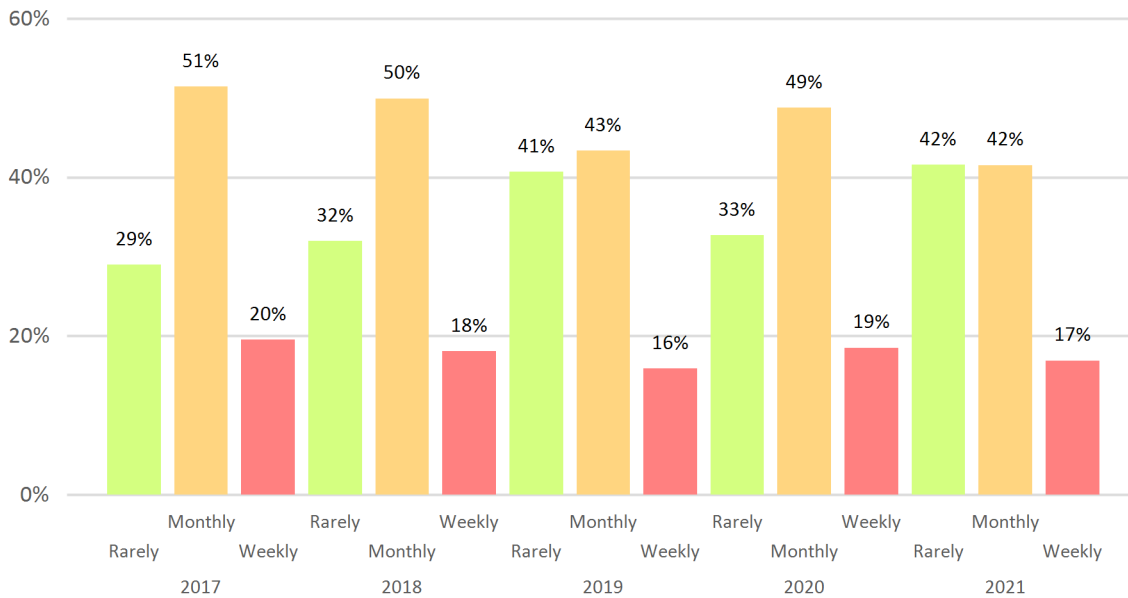
1. All SA students bullying

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

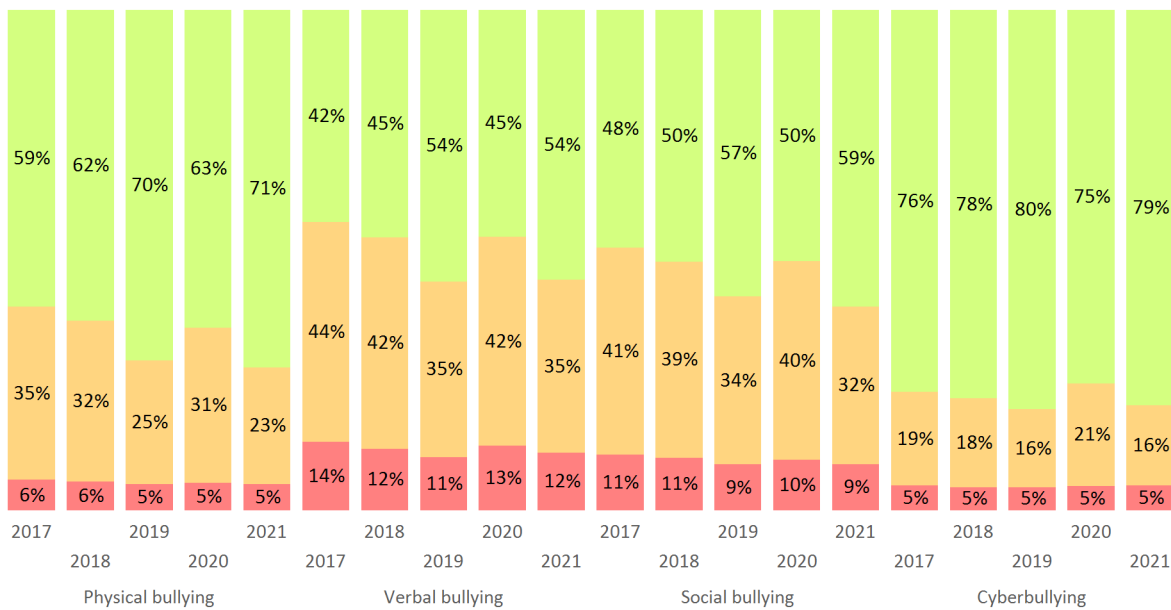| Number of Students	All SA students		
Year	Rarely	Monthly	Weekly
2017	17,733	31,446	11,957
2018	23,298	36,368	13,173
2019	37,377	39,848	14,624
2020	21,513	32,057	12,189
2021	40,592	40,584	16,530

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
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
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

Frequency of 2021 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 2021.

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 2021 reporting being bullied rarely, monthly, and weekly, for each year level
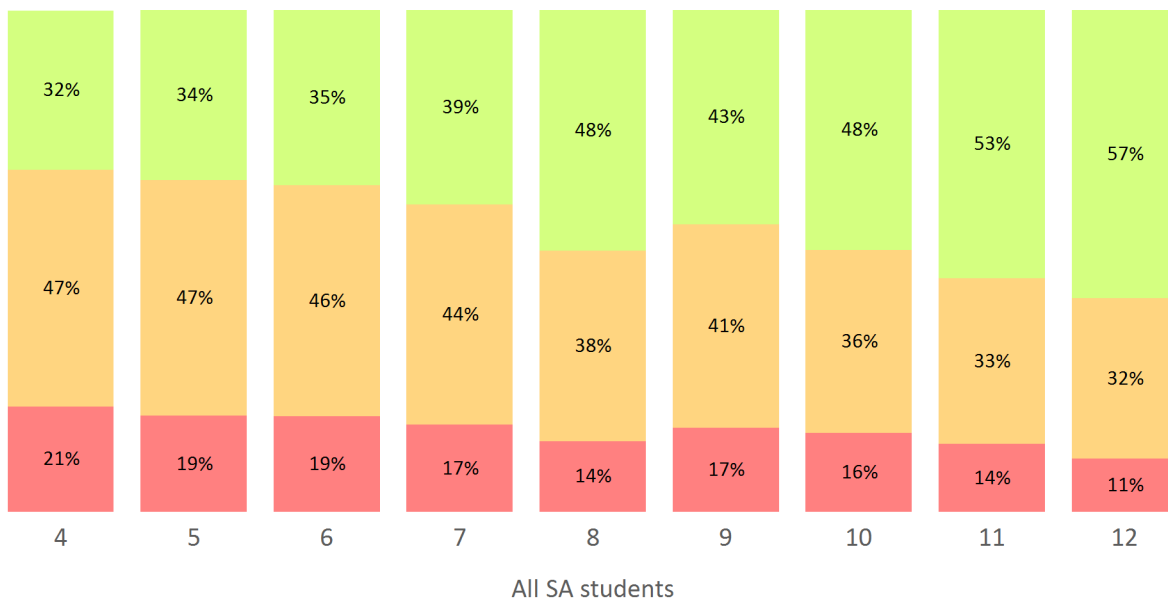
All SA students

Number of students in 2021 reporting being bullied rarely, monthly and weekly, for each year level

Year Level	All SA students		
	Rarely	Monthly	Weekly
4	4,047	5,988	2,664
5	4,333	6,014	2,449
6	4,608	6,089	2,510
7	4,827	5,460	2,162
8	5,720	4,518	1,679
9	4,457	4,235	1,755
10	4,325	3,304	1,424
11	4,245	2,629	1,073
12	3,682	2,051	677

* = denotes suppression rules for less than 5 student responses

Proportion of students in 2021 who reported being bullied by type and year level

Physical bullying: 60%, 67%, 64%, 71%, 73%, 77%, 77%, 81%, 87% | 32%, 30%, 28%, 25%, 22%, 19%, 18%, 14%, 10% | 8%, 6%, 6%, 5%, 4%, 5%, 5%, 4%, 3%

Verbal bullying: 49%, 50%, 49%, 51%, 58%, 52%, 57%, 62%, 68% | 39%, 38%, 38%, 37%, 31%, 35%, 31%, 28%, 25% | 13%, 13%, 12%, 12%, 10%, 13%, 12%, 9%, 7%

Social bullying: 53%, 54%, 55%, 59%, 67%, 59%, 62%, 65%, 67% | 36%, 36%, 35%, 32%, 26%, 31%, 29%, 27%, 26% | 12%, 10%, 10%, 9%, 7%, 10%, 9%, 8%, 7%

Cyberbullying: 79%, 77%, 79%, 79%, 82%, 77%, 77%, 79%, 83% | 16%, 16%, 16%, 16%, 14%, 19%, 17%, 16%, 13% | 5%, 7%, 5%, 4%, 4%, 5%, 5%, 5%, 4%
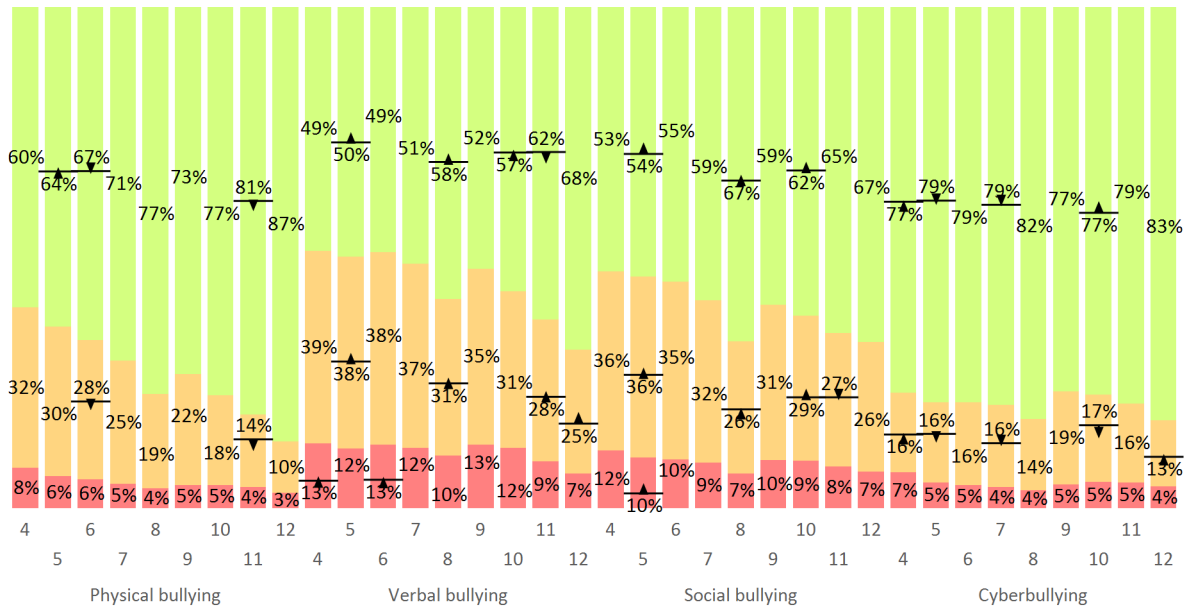
Number of students in 2021 who reported being bullied by type and year level

Year Level	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
4	7,571	4,026	1,023	6,060	4,798	1,601	6,552	4,433	1,429	9,490	1,954	879
5	8,119	3,808	810	6,315	4,866	1,510	6,821	4,569	1,281	9,946	2,019	645
6	8,759	3,662	749	6,439	5,046	1,661	7,202	4,645	1,281	10,329	2,151	608
7	8,766	3,046	601	6,354	4,563	1,486	7,254	4,010	1,126	9,815	2,026	524
8	9,188	2,235	469	6,924	3,725	1,246	7,933	3,128	821	9,754	1,693	424
9	7,631	2,305	484	5,448	3,654	1,326	6,200	3,229	994	7,981	1,936	490
10	6,999	1,621	417	5,128	2,826	1,082	5,561	2,622	850	6,983	1,572	477
11	6,458	1,144	336	4,949	2,246	738	5,163	2,118	654	6,272	1,244	409
12	5,556	654	196	4,377	1,580	444	4,277	1,662	462	5,286	846	274

* = 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	60% / 30% / 9%	48% / 38% / 14%	34% / 39% / 27%
Satisfaction with life	46% / 37% / 16%	35% / 41% / 24%	26% / 35% / 39%
Sadness	60% / 29% / 11%	45% / 37% / 18%	27% / 36% / 37%
Worries	49% / 32% / 18%	32% / 38% / 29%	19% / 32% / 48%

		Bullying Frequency			
		Rarely	Monthly	Weekly	Total
Happiness	High	24243	19283	5603	**49129**
	Medium	12159	15254	6269	**33682**
	Low	3816	5667	4393	**13876**
	Total	**40218**	**40204**	**16265**	96687
Satisfaction with life	High	18597	14160	4288	**37045**
	Medium	15050	16536	5740	**37326**
	Low	6639	9597	6288	**22524**
	Total	**40286**	**40293**	**16316**	96895
Sadness	High	24296	18064	4402	**46762**
	Medium	11732	15077	5847	**32656**
	Low	4297	7193	6093	**17583**
	Total	**40325**	**40334**	**16342**	97001
Worries	High	19806	12995	3175	**35976**
	Medium	13080	15453	5290	**33823**
	Low	7396	11850	7834	**27080**
	Total	**40282**	**40298**	**16299**	96879

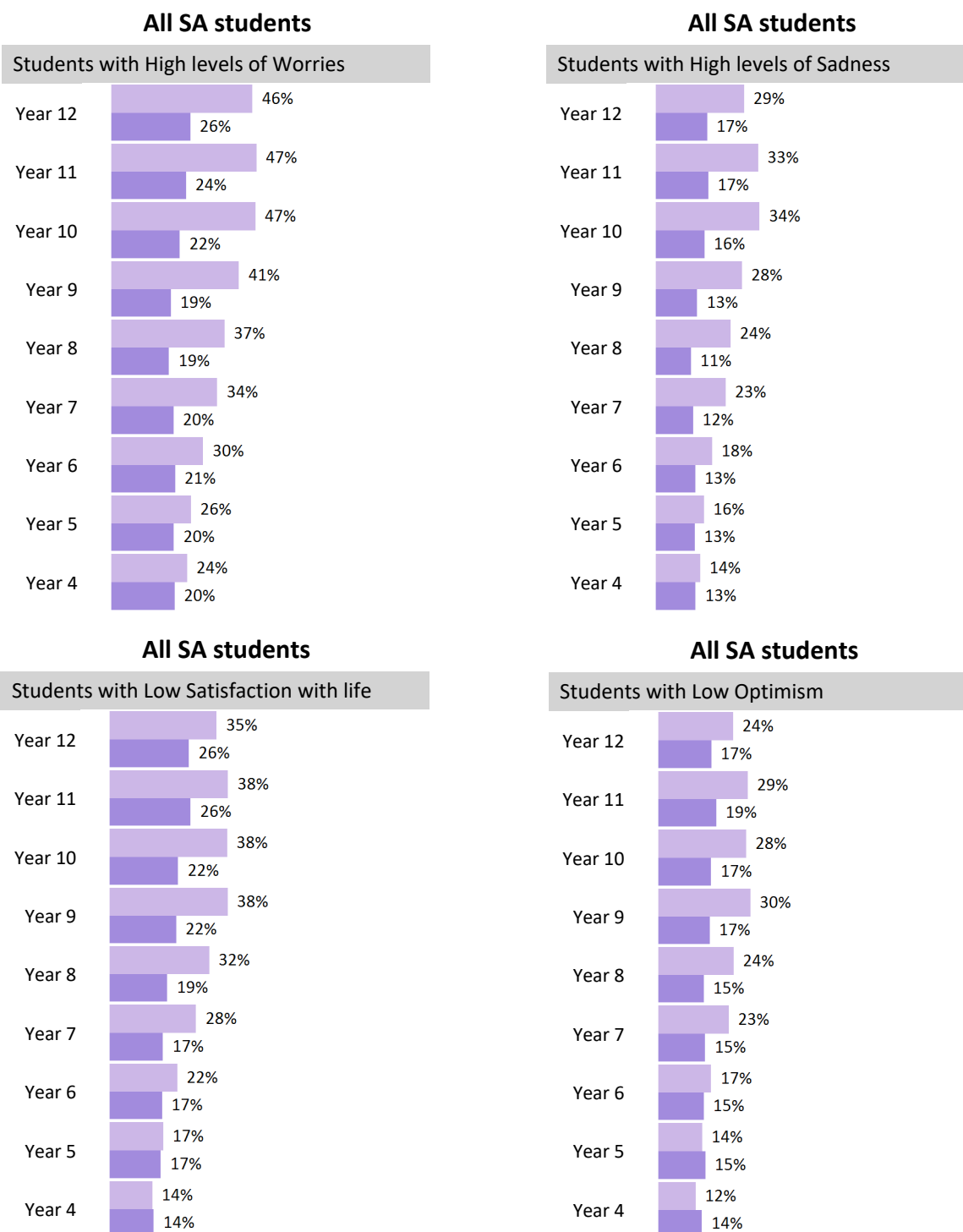## 2. All SA students emotional wellbeing for boys and girls

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 2021.

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	Girls	Boys
Year 12	46%	26%
Year 11	47%	24%
Year 10	47%	22%
Year 9	41%	19%
Year 8	37%	19%
Year 7	34%	20%
Year 6	30%	21%
Year 5	26%	20%
Year 4	24%	20%

All SA students

Students with High levels of Sadness

Year	Girls	Boys
Year 12	29%	17%
Year 11	33%	17%
Year 10	34%	16%
Year 9	28%	13%
Year 8	24%	11%
Year 7	23%	12%
Year 6	18%	13%
Year 5	16%	13%
Year 4	14%	13%

All SA students

Students with Low Satisfaction with life

Year	Girls	Boys
Year 12	35%	26%
Year 11	38%	26%
Year 10	38%	22%
Year 9	38%	22%
Year 8	32%	19%
Year 7	28%	17%
Year 6	22%	17%
Year 5	17%	17%
Year 4	14%	14%

All SA students

Students with Low Optimism

Year	Girls	Boys
Year 12	24%	17%
Year 11	29%	19%
Year 10	28%	17%
Year 9	30%	17%
Year 8	24%	15%
Year 7	23%	15%
Year 6	17%	15%
Year 5	14%	15%
Year 4	12%	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	1547	821
	Year 11	1927	995
	Year 10	2112	1069
	Year 9	2165	1057
	Year 8	2150	1172
	Year 7	2094	1309
	Year 6	1920	1414
	Year 5	1598	1358
	Year 4	1533	1328
Students with High levels of Sadness	Year 12	967	534
	Year 11	1357	698
	Year 10	1521	757
	Year 9	1459	732
	Year 8	1417	716
	Year 7	1381	786
	Year 6	1177	871
	Year 5	969	843
	Year 4	899	838
Students with Low Satisfaction with life	Year 12	1203	850
	Year 11	1613	1125
	Year 10	1764	1112
	Year 9	2016	1191
	Year 8	1902	1180
	Year 7	1711	1125
	Year 6	1415	1160
	Year 5	1075	1114
	Year 4	867	924
Students with Low Optimism	Year 12	842	566
	Year 11	1219	802
	Year 10	1319	856
	Year 9	1570	915
	Year 8	1434	930
	Year 7	1397	988
	Year 6	1104	1009
	Year 5	885	1030
	Year 4	758	921

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 2021, 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 2021 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]	30457	34251	20702	8900
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	77598	9754	4035	2545
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	19178	27212	26056	20730
d) ... watch TV (including watching videos or DVDs)? [DAYS]	4462	14928	23550	48029
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	25096	21597	18871	25463
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	17848	11133	12893	50287
g) ...read for fun? [DAYS]	33854	23479	15031	17797
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	8389	25028	25915	32656
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	63218	17127	7090	6238
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	44201	29150	11813	7892
k)...hang out with friends? [DAYS]	21949	37327	16675	16226
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	79286	9637	2413	1757

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]	11549	15779	26539	13334
b) ...go to an after school care program (in my school or someplace else)? [TIME]	20508	4320	4304	4288
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	17701	26969	13823	9348
d) ... watch TV (including watching videos or DVDs)? [TIME]	7646	20629	21967	27378
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	13102	14511	14333	22182
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	17104	14214	12993	26833
g) ...read for fun? [TIME]	25135	19879	6417	6060
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	35779	25878	7501	4195
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	21578	12472	3871	2605
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	22819	15912	6885	5693
k)...hang out with friends? [TIME]	7800	11288	15724	27990
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	17189	2899	3752	4163

All SA students - After school activities barriers

	Yes	No
I have to go straight home after school	42387	59483
It is too difficult to get there.	15059	86811
The activity that I want is not offered.	17401	84469
The schedule does not fit the times that I can attend.	21627	80243
It's not safe for me to go.	6425	95445
I have too much homework to do.	24604	77266
My parents do not approve.	12554	89316
It costs too much.	16768	85102
I need to take care of brothers or sisters or do other things at home.	17026	84844
I am afraid I will not be good enough in that activity.	18692	83178
I'm too busy	28746	73124
I don't know what is available.	19001	82869
None of my friends are interested or want to go.	17988	83882
Other.	24253	77617

All SA students - After school activities - Days

	0	1-2	3-4	5+
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]	32%	36%	22%	9%
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]	21%	29%	28%	22%
d) … watch TV (including watching videos or DVDs)? [DAYS]	5%	16%	26%	53%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	28%	24%	21%	28%
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%	14%	55%
g) …read for fun? [DAYS]	38%	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]	67%	18%	8%	7%
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	47%	31%	13%	8%
k)…hang out with friends? [DAYS]	24%	40%	18%	18%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	85%	10%	3%	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]	17%	23%	39%	20%
b) …go to an after school care program (in my school or someplace else)? [TIME]	61%	13%	13%	13%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	26%	40%	20%	14%
d) … watch TV (including watching videos or DVDs)? [TIME]	10%	27%	28%	35%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	20%	23%	22%	35%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	24%	20%	18%	38%
g) …read for fun? [TIME]	44%	35%	11%	11%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	49%	35%	10%	6%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	53%	31%	10%	6%
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	44%	31%	13%	11%
k)…hang out with friends? [TIME]	12%	18%	25%	45%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	61%	10%	13%	15%

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.	15%	85%
The activity that I want is not offered.	17%	83%
The schedule does not fit the times that I can attend.	21%	79%
It's not safe for me to go.	6%	94%
I have too much homework to do.	24%	76%
My parents do not approve.	12%	88%
It costs too much.	16%	84%
I need to take care of brothers or sisters or do other things at home.	17%	83%
I am afraid I will not be good enough in that activity.	18%	82%
I'm too busy	28%	72%
I don't know what is available.	19%	81%
None of my friends are interested or want to go.	18%	82%
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

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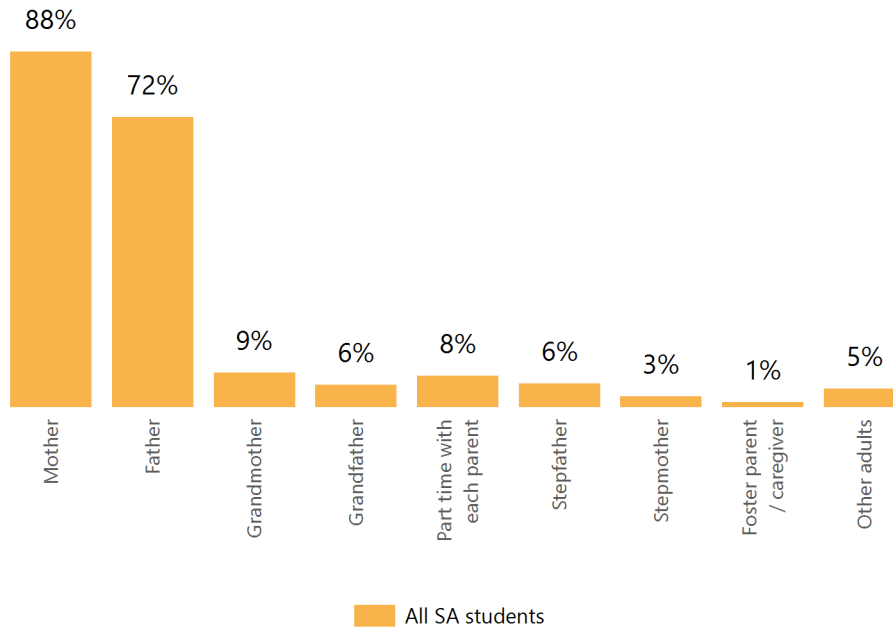
How often, in the hour before you go to sleep, do you use an electronic device (for example mobile phone, iPad, tablet, PC, game console, TV, music player)?

		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	7505	5454	6847	7312	6852	7516	22460	32249	**96195**
	Percentage	8%	6%	7%	8%	7%	8%	23%	34%	**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	18210	26847	19086	12705	8226	11893	**96967**
	Percentage	19%	28%	20%	13%	8%	12%	**100%**