

Wellbeing & Engagement Collection

South Australia | 2017



Government
of South Australia

Department for Education

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System Performance Division, Department for Education

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Contents

1. Introduction	3
2. Wellbeing summary	4
3. Engagement and support	5
4. Students who took part in 2017	7
5. Social and emotional wellbeing	8
6. Relationships and learning in school	12
7. Physical health and lifestyle	18
8. After school activities	20

1 - Introduction

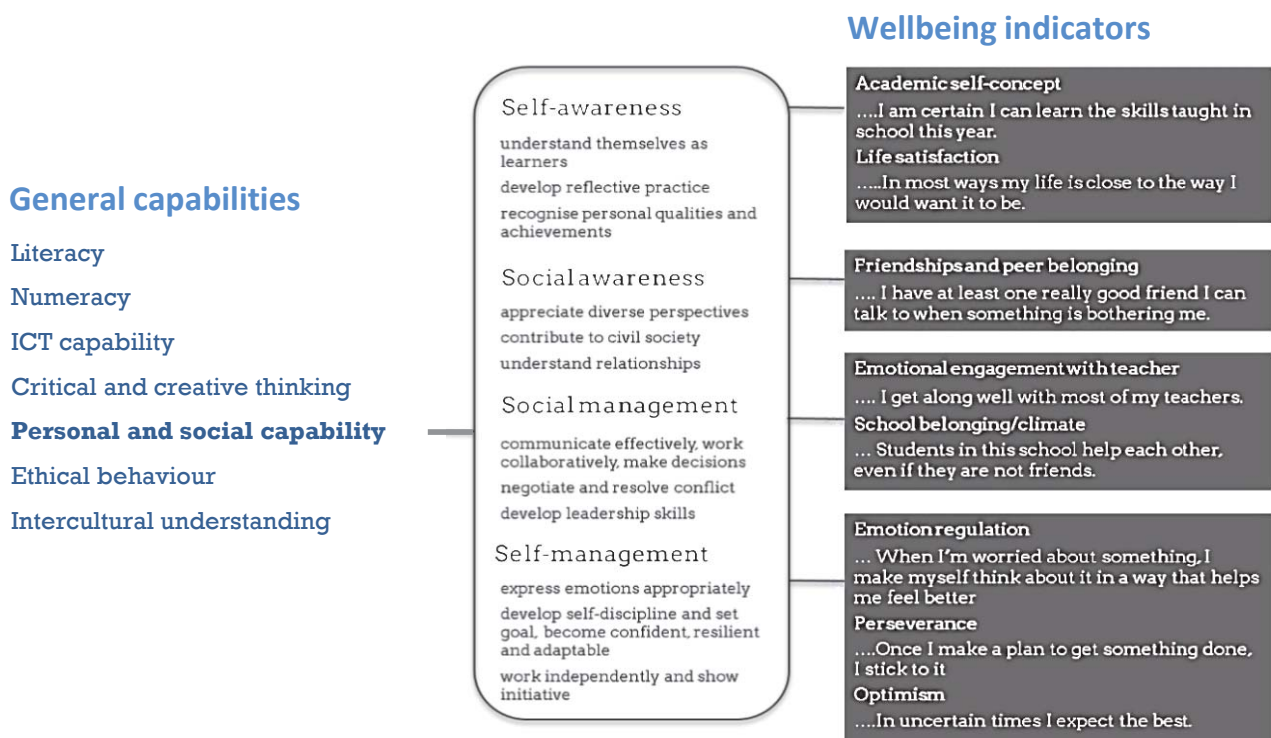
About the Wellbeing and Engagement Collection

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

Since 2013, schools across the education system have been working to measure wellbeing and engagement for middle years students. The number of schools participating in the collection of this data has steadily grown and in 2017, 9 in 10 public schools participated.

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

Of the seven General Capabilities of the Australian Curriculum, the Personal and Social area most closely aligns with the items within the Wellbeing and Engagement Collection (see figure below).



Purpose and scope of this report

This report presents the survey responses from students for 2017, showing the results for South Australian students overall. Each participating school receives a version of this report that shows the wellbeing and engagement results for the students who completed the survey from their school.

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

The report includes data for both primary and secondary students across South Australia to provide a view of how the various wellbeing indicators change over the transition to school.

How to use this report

This report can be used to engage school staff, students or the broader school community in conversations about:

- What young people at the school think about their wellbeing
- The strengths of the students and the school and how these might be built upon
- Issues or challenges that may warrant further investigation and a response

2 - Wellbeing summary

Happiness



Low	11587	students	(19%)
Medium	16952	students	(27%)
High	33805	students	(54%)
Total	62344	students	

Optimism



Low	9927	students	(16%)
Medium	16488	students	(26%)
High	35887	students	(58%)
Total	62302	students	

Life satisfaction



Low	12964	students	(21%)
Medium	16988	students	(27%)
High	32195	students	(52%)
Total	62147	students	

Perseverance



Low	16288	students	(26%)
Medium	21877	students	(35%)
High	23926	students	(39%)
Total	62091	students	

Emotion regulation



Low	13611	students	(22%)
Medium	26805	students	(43%)
High	21810	students	(35%)
Total	62226	students	

Sadness



High	9536	students	(15%)
Medium	15930	students	(26%)
Low	36697	students	(59%)
Total	62163	students	

Worries



High	15075	students	(24%)
Medium	18005	students	(29%)
Low	28976	students	(47%)
Total	62056	students	

3 - Engagement and support

Connectedness with adults at school



Low	6272	students	(10%)
Medium	18798	students	(30%)
High	36622	students	(59%)
Total	61692	students	

Emotional engagement with teacher



Low	2372	students	(4%)
Medium	15292	students	(25%)
High	43525	students	(71%)
Total	61189	students	

Peer belonging



Low	9057	students	(15%)
Medium	13825	students	(23%)
High	38382	students	(63%)
Total	61264	students	

Cognitive engagement



Low	6359	students	(10%)
Medium	21658	students	(36%)
High	32860	students	(54%)
Total	60877	students	

Friendship intimacy



Low	6548	students	(11%)
Medium	9276	students	(15%)
High	45384	students	(74%)
Total	61208	students	

School climate



Low	13523	students	(22%)
Medium	19661	students	(32%)
High	28289	students	(46%)
Total	61473	students	

School belonging



Low	13316	students	(22%)
Medium	16058	students	(26%)
High	31396	students	(52%)
Total	60770	students	

Engagement and support

Academic self-concept



Low	5909	students	(10%)
Medium	13738	students	(22%)
High	41667	students	(68%)
Total	61314	students	

Social victimisation



Low	28736	students	(48%)
Medium	25019	students	(41%)
High	6706	students	(11%)
Total	60461	students	

Verbal victimisation



Low	25685	students	(42%)
Medium	26562	students	(44%)
High	8301	students	(14%)
Total	60548	students	

Physical victimisation



Low	36018	students	(59%)
Medium	21066	students	(35%)
High	3702	students	(6%)
Total	60786	students	

Cyber victimisation



Low	46047	students	(76%)
Medium	11277	students	(19%)
High	3001	students	(5%)
Total	60325	students	

Sleep



Low	12776	students	(22%)
Medium	10712	students	(18%)
High	35825	students	(60%)
Total	59313	students	

Eating breakfast



Low	10525	students	(17%)
Medium	5119	students	(8%)
High	45013	students	(74%)
Total	60657	students	

4 - Students who took part in 2017

South Australia

PRIMARY

	n	%
Total students	43431	100.0
Boys	20978	48.3
Girls	21270	49.0
Unknown *	1183	2.7

SECONDARY

Total students	19855	100.0
Boys	9837	49.5
Girls	9371	47.2
Unknown *	647	3.3

Primary cohort

Year 4	10107	23.3
Year 5	10376	23.9
Year 6	11847	27.3
Year 7	11056	25.5
Primary – unknown*	45	0.1

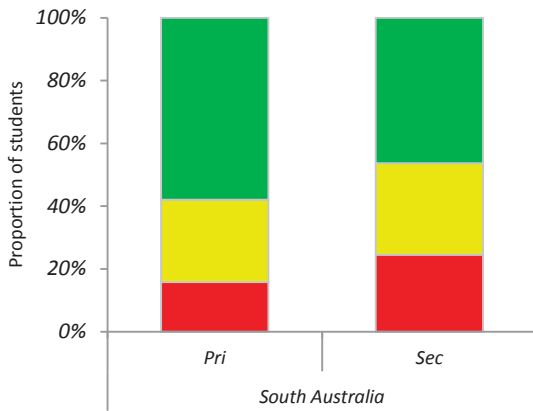
Secondary cohort

Year 8	10545	53.1
Year 9	9001	45.3
Secondary – unknown*	309	1.6

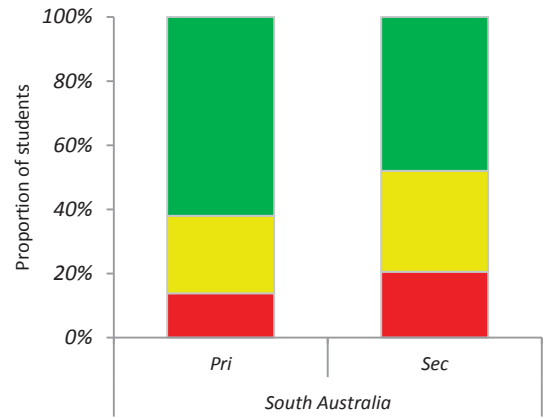
* Unknown due to using a generic survey token.

5 - Social and emotional wellbeing

Happiness



Optimism



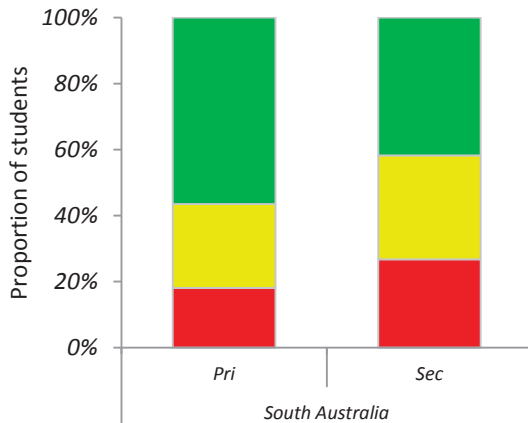
South Australia		Primary		Secondary	
		n	%	n	%
Happiness	High	24662	58	9143	46
	Medium	11188	26	5764	29
	Low	6739	16	4848	25

South Australia		Primary		Secondary	
		n	%	n	%
Optimism	High	26452	62	9435	48
	Medium	10299	24	6189	31
	Low	5887	14	4040	21

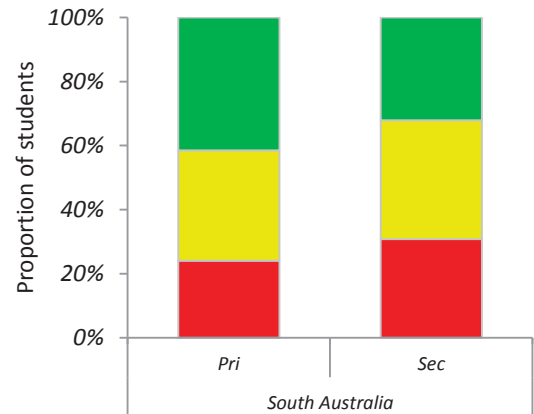
About this domain	Survey items
Survey questions to measure happiness refer to a general feeling of happiness, cheer and contentment with life.	I feel happy. I have a lot of fun.
Students who reported that these statements very often or almost always applied to them were classified as having high wellbeing on this indicator.	I love life. I am a cheerful person.
Students who gave a mix of positive and negative answers or reported around the middle of the survey scale were classified as having medium wellbeing.	
Students who reported that these statements only sometimes or almost never applied to them were classified as having low wellbeing on this indicator.	

About this domain	Survey items
Survey questions to measure optimism refer to having a mindset of positive expectations about the future.	I have more good times than bad times.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high wellbeing on this indicator.	I believe more good things than bad things will happen to me.
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium wellbeing.	I start most days thinking I will have a good day.
Students who reported that they disagreed that the statements applied to them were classified as having low wellbeing on this indicator.	

Satisfaction with life



Perseverance



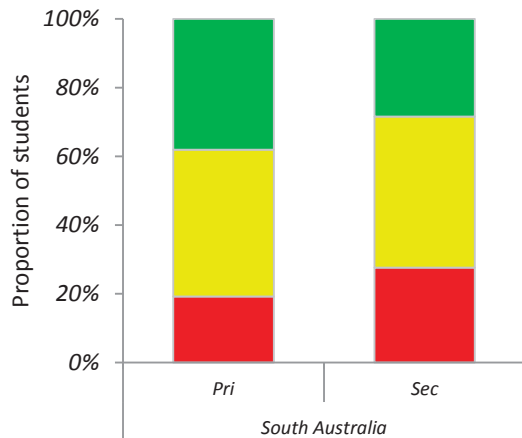
South Australia		Primary		Secondary	
		n	%	n	%
Satisfaction with life	High	24002	56	8193	42
	Medium	10807	25	6181	31
	Low	7705	18	5259	27

South Australia		Primary		Secondary	
		n	%	n	%
Perseverance	High	17594	42	6332	32
	Medium	14556	34	7321	37
	Low	10214	24	6074	31

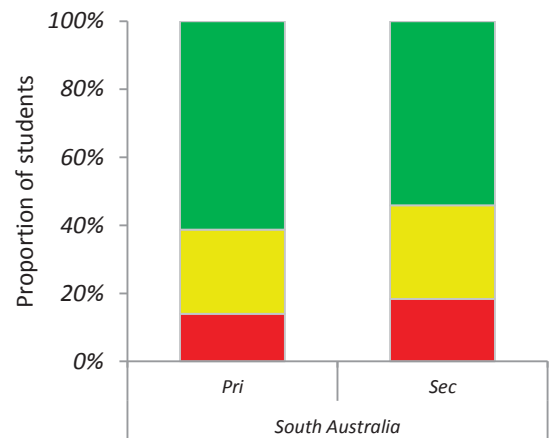
About this domain	Survey items
Survey questions to measure satisfaction with life refer to how content or satisfied children are with their lives.	In most ways my life is close to the way I would want it to be.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high wellbeing on this indicator.	The things in my life are excellent. I am happy with my life.
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium wellbeing.	So far I have gotten the important things I want in life.
Students who reported that they disagreed that the statements applied to them were classified as having low wellbeing on this indicator.	If I could live my life over, I would have it the same way.

About this domain	Survey items
Survey questions to measure perseverance refer to having the tenacity to stick with things and pursue goals, despite challenges that arise.	I keep at my schoolwork until I am done with it.
Students who reported that these statements very often or almost always applied to them were classified as having high wellbeing on this indicator.	I finish whatever I begin. Once I make a plan to get something done, I stick to it.
Students who gave a mix of positive and negative answers or reported around the middle of the survey scale were classified as having medium wellbeing.	I am a hard worker.
Students who reported that these statements only sometimes or almost never applied to them were classified as having low wellbeing on this indicator.	

Emotion regulation



Sadness



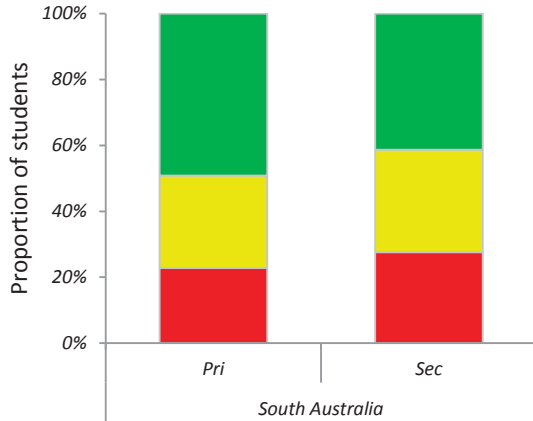
South Australia		Primary		Secondary	
		n	%	n	%
Emotion regulation	High	16226	38	5584	28
	Medium	18172	43	8633	44
	Low	8188	19	5423	28

South Australia		Primary		Secondary	
		n	%	n	%
Sadness	Low	26083	61	10614	54
	Medium	10535	25	5395	28
	High	5940	14	3596	18

About this domain	Survey items
Survey questions to measure emotion regulation refer to having the ability to manage the experience of positive and negative feelings.	When I'm worried about something, I make myself think about it in a different way that helps me feel better.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high wellbeing on this indicator.	
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium wellbeing.	When I want to feel happier about something, I change the way I'm thinking about it.
Students who reported that they disagreed that the statements applied to them were classified as having low wellbeing on this indicator.	When I want to feel less bad (e.g. sad, angry or worried), I change the way I'm thinking about it.

About this domain	Survey items
Survey questions to measure sadness refer to how frequently young people feel unhappy or upset.	I feel unhappy a lot of the time.
Students who reported that they disagreed that the statements applied to them were classified as having low levels of sadness.	I feel upset about things.
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium levels of sadness.	I feel that I do things wrong a lot.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high levels of sadness.	

Worries

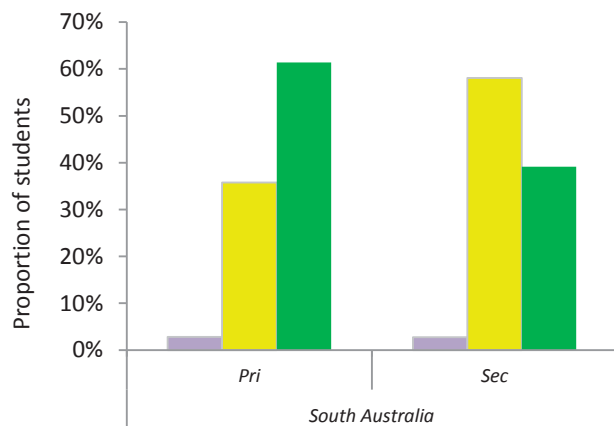


South Australia		Primary		Secondary	
		n	%	n	%
Worries	Low	20887	49	8089	41
	Medium	11917	28	6088	31
	High	9668	23	5407	28

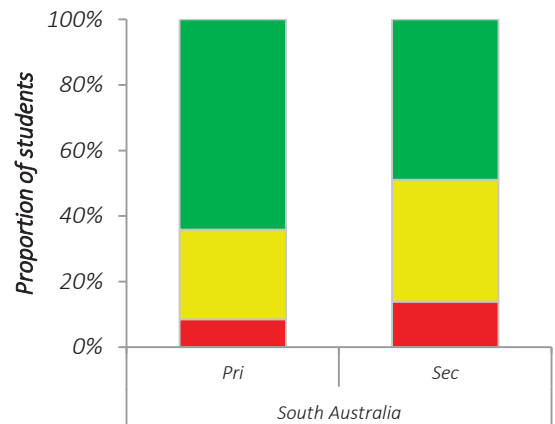
About this domain	Survey items
<p>Survey questions to measure worries refer to how often young people worry about different aspects of life.</p> <p>Students who reported that they disagreed that the statements applied to them were classified as having low levels of worries.</p> <p>Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium levels of worries.</p> <p>Students who reported that they agreed a little or agreed a lot with these statements were classified as having high levels of worries.</p>	<p>I worry a lot about things at home.</p> <p>I worry a lot about things at school.</p> <p>I worry a lot about mistakes that I make.</p> <p>I worry about things.</p>

6 - Relationships and learning in school

Important adults in school



Connectedness with adults at school



South Australia		Primary		Secondary	
		n	%	n	%
Important adults	Yes	26652	61	7773	39
	No	15546	36	11536	58
	Missing	1233	3	546	3

South Australia		Primary		Secondary	
		n	%	n	%
Connect to adults at school	High	27087	64	9535	49
	Medium	11566	27	7232	37
	Low	3573	8	2699	14

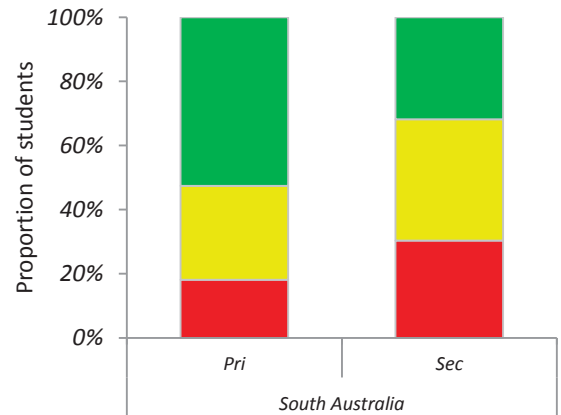
About this domain	Survey items
<p>A survey question about important adults at school asks students to identify whether there are adults at school they see as 'important'.</p> <p>Students responses are simply reported in terms of those answering Yes, No and those who did not answer the question (missing).</p>	<p>Are there any adults who are important to you at your school?</p> <p>If 'Yes', list all the adults who are important to you at your school.</p>

About this domain	Survey items
<p>Survey questions to measure connectedness with adults at school refer to having at least one adult at school who provides support to a young person.</p> <p>Students who reported that these statements were often true were classified as having high wellbeing on this indicator.</p> <p>Students who gave a mix of positive and negative answers were classified as having medium wellbeing.</p> <p>Students who reported that the statements were not true were classified as having low wellbeing on this indicator.</p>	<p>At my school, there is a teacher or another adult ... who really cares about me.</p> <p>...who believes that I will be a success.</p> <p>...who listens to me when I have something to say.</p>

Emotional engagement with teacher



School climate



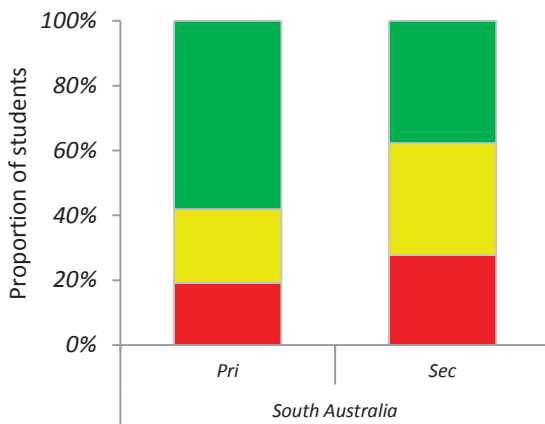
South Australia		Primary		Secondary	
		n	%	n	%
Emotional engagement	High	31655	76	11870	61
	Medium	8958	21	6334	33
	Low	1271	3	1101	6

South Australia		Primary		Secondary	
		n	%	n	%
School climate	High	22144	53	6145	32
	Medium	12345	29	7316	38
	Low	7638	18	5885	30

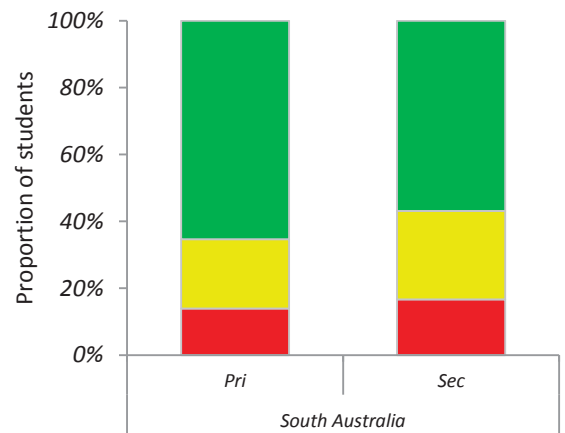
About this domain	Survey items
Survey questions to measure emotional engagement with teachers refer to support and relationships with teachers.	I get along well with most of my teachers.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high wellbeing on this indicator.	Most of my teachers are interested in my well-being.
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium wellbeing.	Most of my teachers really listen to what I have to say.
Students who reported that they disagreed that the statements applied to them were classified as having low wellbeing on this indicator.	If I need extra help, I will receive it from my teachers.
	Most of my teachers treat me fairly.

About this domain	Survey items
Survey questions to measure school climate refer to the overall tone of the school environment, including the way teachers and students interact and how students treat each other.	Teachers and students treat each other with respect in this school.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high wellbeing on this indicator.	People care about each other in this school.
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium wellbeing.	Students in this school help each other, even if they are not friends.
Students who reported that they disagreed that the statements applied to them were classified as having low wellbeing on this indicator.	

School belonging



Peer belonging



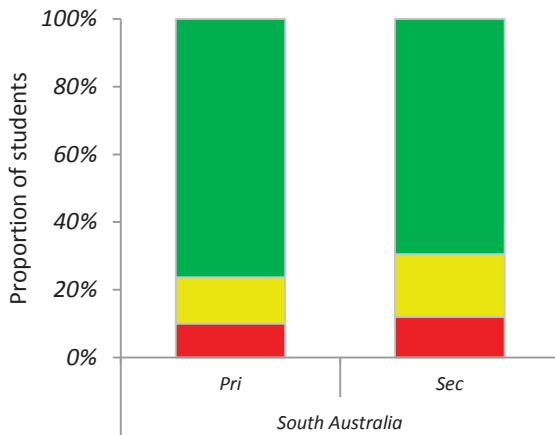
South Australia		Primary		Secondary	
		n	%	n	%
School belonging	High	24159	58	7237	38
	Medium	9429	23	6629	35
	Low	8002	19	5314	28

South Australia		Primary		Secondary	
		n	%	n	%
Peer belonging	High	27432	65	10950	57
	Medium	8734	21	5091	26
	Low	5852	14	3205	17

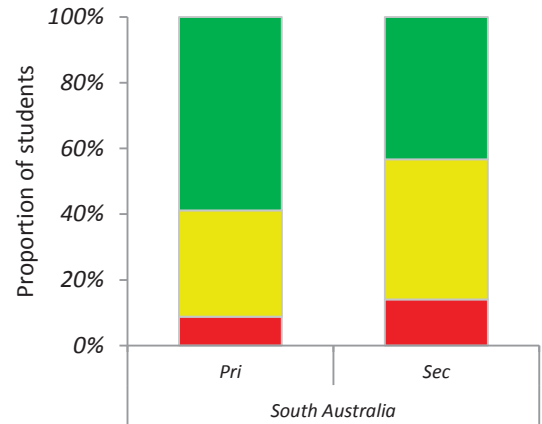
About this domain	Survey items
Survey questions to measure school belonging refer to the degree to which young people feel connected and valued at their school.	I feel like I belong in this school.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high wellbeing on this indicator.	I feel like I am important to this school.
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium wellbeing.	
Students who reported that they disagreed that the statements applied to them were classified as having low wellbeing on this indicator.	

About this domain	Survey items
Survey questions to measure peer belonging refer to young people feeling that they belong to a social group.	I feel part of a group of friends that do things together.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high wellbeing on this indicator.	I feel that I usually fit in with other kids around me.
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium wellbeing.	When I am with other kids my age, I feel I belong.
Students who reported that they disagreed that the statements applied to them were classified as having low wellbeing on this indicator.	

Friendship intimacy



Cognitive engagement



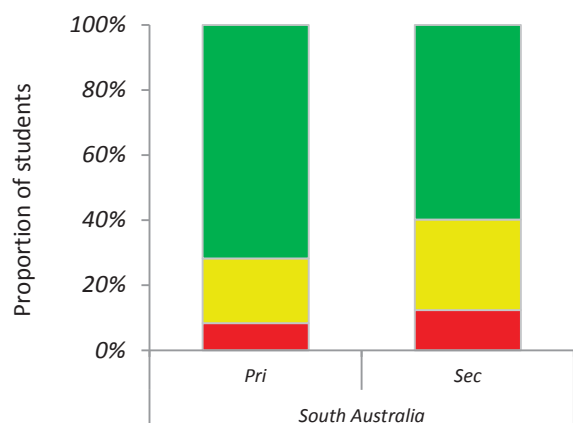
South Australia		Primary		Secondary	
		n	%	n	%
Friendship intimacy	High	32012	76	13372	69
	Medium	5717	14	3559	18
	Low	4233	10	2315	12

South Australia		Primary		Secondary	
		n	%	n	%
Cognitive engagement	High	24592	59	8268	43
	Medium	13512	32	8146	43
	Low	3677	9	2682	14

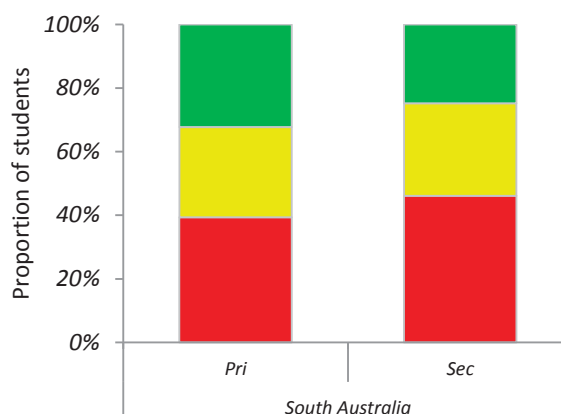
About this domain	Survey items
Survey questions to measure friendship intimacy refer to the quality of social support from peers.	I have at least one really good friend I can talk to when something is bothering me.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high wellbeing on this indicator.	
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium wellbeing.	I have a friend I can tell everything to.
Students who reported that they disagreed that the statements applied to them were classified as having low wellbeing on this indicator.	There is somebody my age who really understands me.

About this domain	Survey items
Survey questions to measure cognitive engagement refer to persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset.	I work hard on learning.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high wellbeing on this indicator.	When I find something hard I try another way.
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium wellbeing.	I take a lot of care with what I do.
Students who reported that they disagreed that the statements applied to them were classified as having low wellbeing on this indicator.	No matter who you are, you can change your intelligence.
	I am excited to come up with new things.

Academic self-concept



Engagement (flow)



South Australia		Primary		Secondary	
		n	%	n	%
Academic self-concept	High	30116	72	11551	60
	Medium	8344	20	5394	28
	Low	3526	8	2383	12

South Australia		Primary		Secondary	
		n	%	n	%
Engagement	High	13457	32	4728	25
	Medium	11816	28	5556	29
	Low	16403	39	8796	46

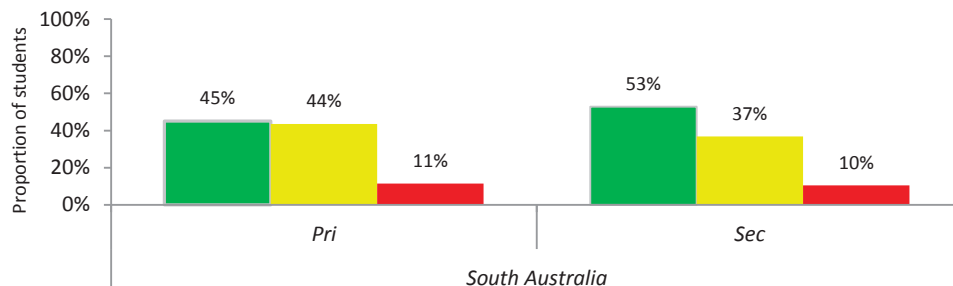
About this domain	Survey items
Survey questions to measure academic self-concept refer to young people's perceptions of themselves as students and how interested and confident they feel at school.	I am certain I can learn the skills taught in school this year.
Students who reported that they agreed a little or agreed a lot with these statements were classified as having high wellbeing on this indicator.	If I have enough time, I can do a good job on all my school work.
Students who gave a mix of positive and negative answers or reported that they neither agreed nor disagreed were classified as having medium wellbeing.	Even if the work in school is hard, I can learn it.
Students who reported that they disagreed that the statements applied to them were classified as having low wellbeing on this indicator.	

About this domain	Survey items
Survey questions to measure engagement or 'flow' refer to being absorbed, interested and involved in an activity or the world.	When I do an activity, I enjoy it so much that I lose track of time.
Students who reported that these statements very often or always applied to them were classified as having high wellbeing on this indicator.	I get completely absorbed in what I am doing.
Students who gave a mix of positive and negative answers were classified as having medium wellbeing.	I get so involved in activities that I forget about everything else.
Students who reported that the statements only sometimes or almost never applied to them were classified as having low wellbeing on this indicator.	When I am learning something new, I lose track of how much time has passed.

Victimisation at school

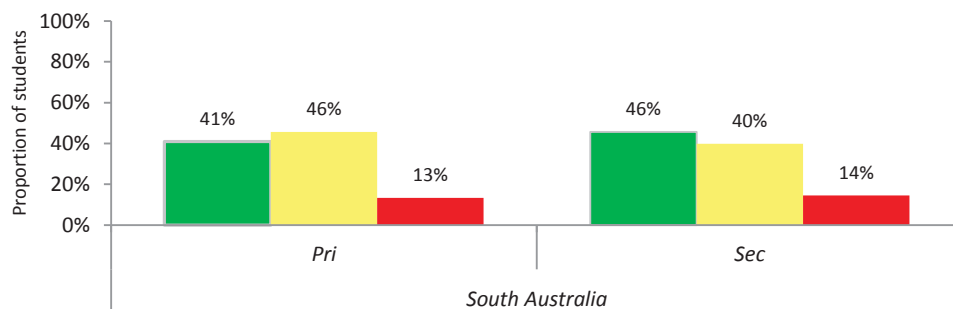
Survey questions to measure victimisation refer to how frequently students experienced different forms of bullying. Students who reported that they were rarely bullied were classified as having **high** wellbeing on this indicator. Students who reported being bullied roughly once each month were classified as having **medium** wellbeing. Students who reported that they were bullied at least once every week were classified as having **low** wellbeing on this indicator.

Social victimisation



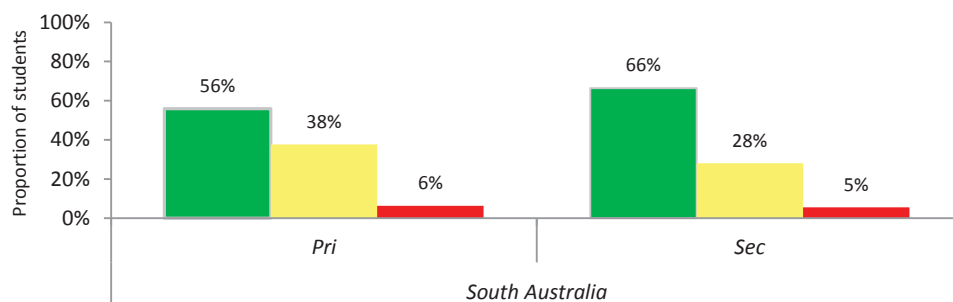
Social Bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).

Verbal victimisation



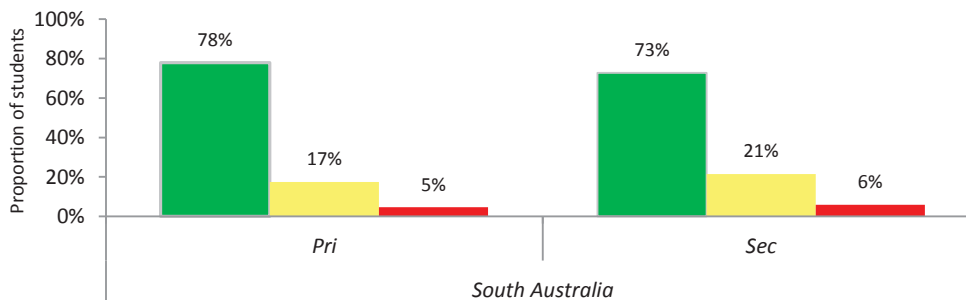
Verbal Bullying (for example, someone called you names, teased, humiliated, threatened you, or made you do things you didn't want to do).

Physical victimisation



Physical Bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission).

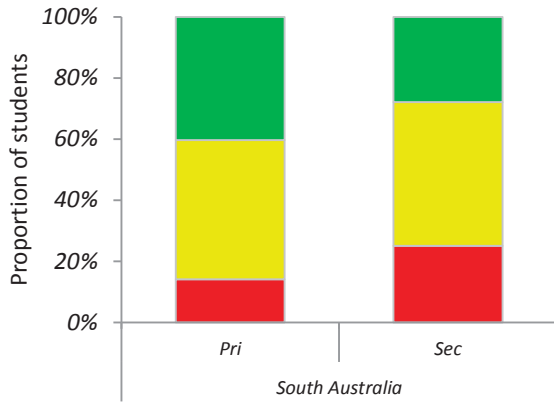
Cyber victimisation



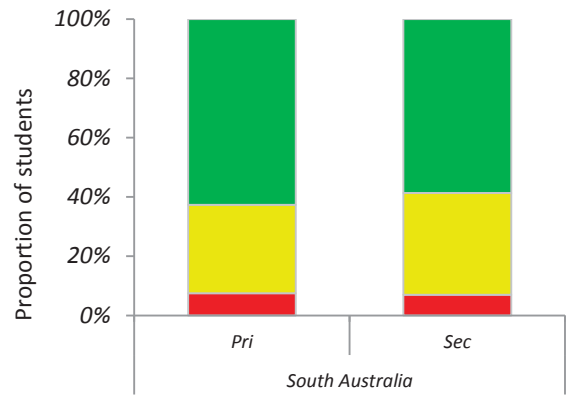
Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, humiliate you, or to hurt your feelings).

7 - Physical health and lifestyle

General health



Body image



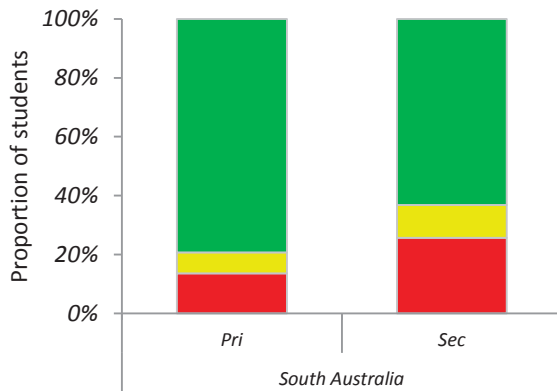
South Australia		Primary		Secondary	
		n	%	n	%
General health	High	16800	40	5289	28
	Medium	18982	46	8917	47
	Low	5907	14	4753	25

South Australia		Primary		Secondary	
		n	%	n	%
Body image	High	25827	63	11027	59
	Medium	12331	30	6456	34
	Low	3099	8	1327	7

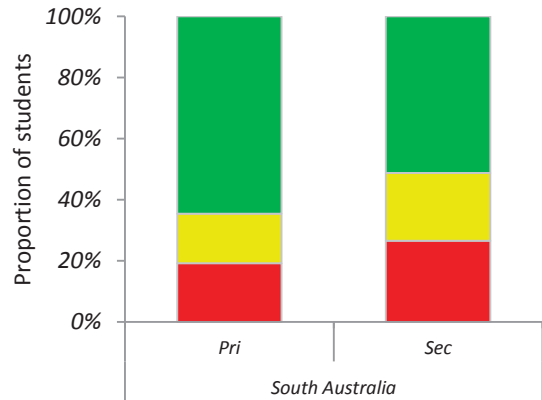
About this domain	Survey items
<p>A survey question to measure general health is an overall assessment of a young person's health. This item maps closely to a range of other health outcomes.</p> <p>Students who reported that their health was excellent were classified as having high wellbeing on this indicator.</p> <p>Students who said that they had good health were classified as having medium wellbeing.</p> <p>Students who said that they had poor or fair health were classified as having low wellbeing on this indicator.</p>	<p>In general, how would you describe your health?</p>

About this domain	Survey items
<p>A survey question to measure body image describes the perceptions young people have about their body shape.</p> <p>Students who reported that their body shape was about right were classified as having high wellbeing on this indicator.</p> <p>Students who said that their body image was slightly overweight or underweight were classified as having medium wellbeing.</p> <p>Students who reported that they were very overweight or underweight were classified as having low wellbeing on this indicator.</p>	<p>How do you rate your body weight?</p>

Eating breakfast



Sleep



South Australia		Primary		Secondary	
		n	%	n	%
Eating breakfast	High	33042	79	11971	63
	Medium	2997	7	2122	11
	Low	5660	14	4865	26

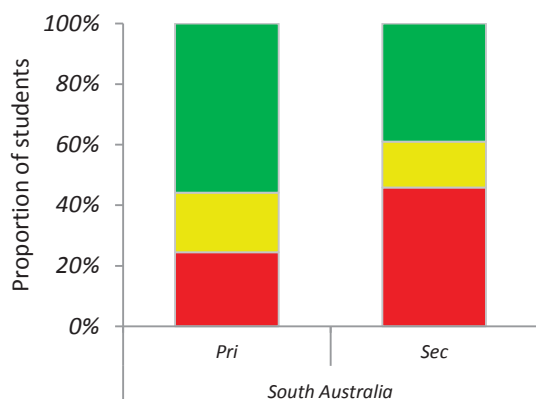
South Australia		Primary		Secondary	
		n	%	n	%
Sleep	High	26260	65	9565	51
	Medium	6577	16	4135	22
	Low	7822	19	4954	27

About this domain	Survey items
<p>A survey question to measure eating breakfast asked students how often they ate breakfast during a week.</p> <p>Students who reported eating breakfast 6-7 days a week were classified as having high wellbeing on this indicator.</p> <p>Students reported eating breakfast 4-5 days a week were classified as having medium wellbeing.</p> <p>Students who reported that they ate breakfast 3 times a week or less were classified as having low wellbeing on this indicator.</p>	How often do you eat breakfast?

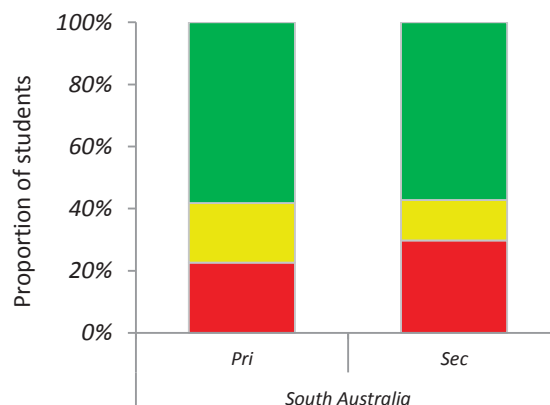
About this domain	Survey items
<p>A survey question to measure sleep habits asked students how often they slept well.</p> <p>Students who reported getting adequate sleep 6-7 days a week were classified as having high wellbeing on this indicator.</p> <p>Students reported sleeping well 4-5 days a week were classified as having medium wellbeing.</p> <p>Students who reported that they slept well 3 times a week or less were classified as having low wellbeing on this indicator.</p>	How often do you get a good night's sleep?

8 - After school activities

Music & Arts



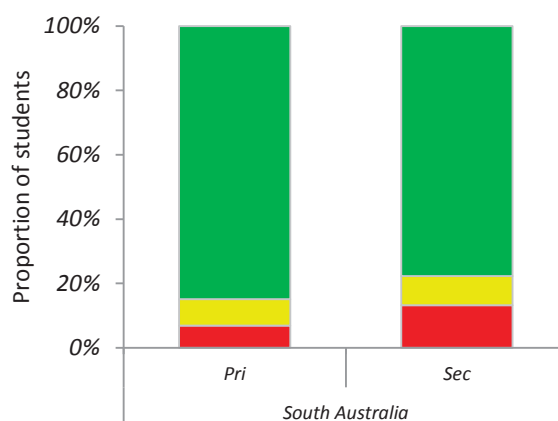
Sports



South Australia		Primary		Secondary	
		n	%	n	%
Music and Arts	High	22872	56	7282	39
	Medium	8050	20	2839	15
	Low	10017	24	8561	46

South Australia		Primary		Secondary	
		n	%	n	%
Sports	High	23938	58	10705	57
	Medium	7901	19	2437	13
	Low	9298	23	5575	30

Organised activities



South Australia		Primary		Secondary	
		n	%	n	%
Organised activities	High	35221	85	14629	78
	Medium	3405	8	1702	9
	Low	2873	7	2498	13

During last week AFTER SCHOOL (3:00 to 6:00pm), how often did you participate in?	South Australia			
	Primary		Secondary	
	Never	1 to 5 times a week	Never	1 to 5 times a week
Do organised individual or team sports	27%	73%	34%	66%
Go to an after school care program	78%	22%	89%	11%
Do homework, and/or participate in educational lessons or activities	26%	74%	26%	74%
Watch TV	10%	90%	10%	90%
Play video or computer games	32%	68%	40%	60%
Use a phone/Internet to text or chat with friends and/or go on social networking sites	37%	63%	13%	87%
Read for fun	27%	73%	49%	51%
Do household chores (example: clean your room, wash dishes, feed pet, farm work etc)	17%	83%	14%	86%
Attend music lessons or practice a musical instrument	63%	37%	71%	29%
Do arts and crafts	37%	63%	61%	39%
Hang out with friends	24%	76%	25%	75%
Participate in youth organisations	82%	18%	84%	16%

Primary

Days per week		Average Days spent per week	No days per week	1-2 days per week	3-4 days per week	5 days per week
Homework **	South Australia	2.6	21%	28%	24%	27%
Watching TV	South Australia	3.7	4%	20%	25%	51%
Video and computer games	South Australia	2.4	26%	28%	19%	27%

Time spent per day		Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 or more hours	Not stated*
Homework **	South Australia	16%	19%	7%	5%	53%
Watching TV	South Australia	7%	14%	12%	17%	49%
Video and computer games	South Australia	10%	12%	10%	16%	51%

* (Not stated) = Time spent per day was not reported

** Note that homework includes both homework and / or educational lessons or activities (including tutoring, maths school or language school).

Secondary

Days per week		Average Days spent per week	No days per week	1-2 days per week	3-4 days per week	5 days per week
Homework **	South Australia	2.5	21%	29%	30%	21%
Watching TV	South Australia	3.8	4%	16%	25%	54%
Video and computer games	South Australia	2.1	36%	24%	17%	23%

Time spent per day		Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 or more hours	Not stated*
Homework **	South Australia	11%	27%	15%	9%	38%
Watching TV	South Australia	6%	17%	18%	24%	35%
Video and computer games	South Australia	10%	15%	14%	23%	39%

* (Not stated) = Time spent per day was not reported

** Note that homework includes both homework and / or educational lessons or activities (tutoring, maths, language school or something else).

Primary

What stops you from participating in the activities that you want to participate in after school?	South Australia
I have to go straight home after school.	45%
It is too difficult to get there.	10%
The activity that I want is not offered.	14%
The schedule does not fit the times that I can attend.	17%
It's not safe for me to go.	6%
I have too much homework to do.	16%
My parents do not approve.	12%
It costs too much.	16%
I need to take care of brothers or sisters or do other things at home.	16%
I am afraid I will not be good enough in that activity.	12%
I am too busy.	25%
I don't know what is available.	14%
None of my friends are interested or want to go.	12%

Secondary

What stops you from participating in the activities that you want to participate in after school?	South Australia
I have to go straight home after school.	39%
It is too difficult to get there.	17%
The activity that I want is not offered.	14%
The schedule does not fit the times that I can attend.	18%
It's not safe for me to go.	4%
I have too much homework to do.	25%
My parents do not approve.	11%
It costs too much.	18%
I need to take care of brothers or sisters or do other things at home.	12%
I am afraid I will not be good enough in that activity.	15%
I am too busy.	26%
I don't know what is available.	14%
None of my friends are interested or want to go.	17%

