



Fact sheet

ABOUT THE SURVEY OF WELLBEING AND STUDENT ENGAGEMENT

Factsheet

Updated
November 2016

THE MIDDLE YEARS ARE A TIME OF GREAT OPPORTUNITY BUT ALSO INCREASED RISK. MIDDLE CHILDHOOD – THE TIME BETWEEN 8 TO 14 YEARS OF AGE – IS A DISTINCTIVE PERIOD IN HUMAN DEVELOPMENT. YOUNG PEOPLE EXPERIENCE IMPORTANT COGNITIVE, SOCIAL, AND EMOTIONAL CHANGES THAT ESTABLISH THEIR IDENTITY AND SET THE STAGE FOR DEVELOPMENT IN ADOLESCENCE AND ADULTHOOD. YOUNG PEOPLE’S RESILIENCE TO COPE WITH THESE CHANGES IS PARAMOUNT.

- + The survey asks young people how they think and feel about their experiences both inside and outside of school. The 70-item survey includes questions that focus on the following areas of development:
- + The survey is the first of its kind in Australia where there is a focus on young people’s developmental health and wellbeing, school experiences and what young people do with their time after school.

MEASURES OF DEVELOPMENT	
Social and emotional wellbeing	Optimism, perseverance, happiness, life satisfaction, emotion regulation, sadness and worries
Relationships and learning in school	Availability of supportive adults in school, sense of belonging with peers academic self-concept, school climate, victimisation at school (experiences with physical, verbal, social & cyber bullying), emotional engagement with teachers, cognitive engagement
Physical health and lifestyle	General health, body image, nutrition and sleeping patterns, time spent after school (youth organisations, school/non-school sport, time spent watching TV and playing video games, participating in music lessons)

- + It is unique because it records children’s own voices. It aligns with Goal 2 of the Melbourne Declaration on Educational Goals of Young Australians:

“ ALL YOUNG AUSTRALIANS BECOME SUCCESSFUL LEARNERS, CONFIDENT AND CREATIVE INDIVIDUALS AND ACTIVE AND INFORMED CITIZENS.”

- + The survey has been validated and tested extensively with Australian school students.



Government of South Australia

Department for Education and Child Development

HOW DOES IT WORK?

- + The survey takes approximately one class lesson to complete. Young people taking the survey are supervised by a classroom teacher, principal, or other school adult.
- + Completed surveys are held by a secure online data system in the Department for Education and Child Development.
- + Each participating school and school partnership receives a report that summarises what their students have said on the survey.
- + To protect against the identification of students, schools that have less than five students will not receive school results.
- + Young people's participation in the survey is completely voluntary. Any parent can request that their child not take the survey by contacting their classroom teacher or school principal. Students are also told that they can withdraw from taking the survey at any point.

HOW IS THE INFORMATION USED?

- + Schools and committees can discuss the results contained in the reports with others to determine whether the general pattern is expected or not and what next steps might be taken.
- + Further information on the use of the data can be found in the summary reports. We also draw your attention to the toolkits which summarise key evidence and information on the domains. These can be found at the website: www.decd.sa.gov.au (search *survey of wellbeing and student engagement*)

CONTACT

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www.decd.sa.gov.au (search: *survey of wellbeing + student engagement*)

Suggestions for additional resource information to be included in toolkit are welcome and can be sent to: decd.mdi@sa.gov.au

THE SURVEY IS...

- + The survey is a population-level survey.
- + It is a measure of multiple aspects of development and supports available to young people.
- + It gives schools and communities important information about the views and needs of young people.
- + It can be used to improve supports and services for young people in schools and communities.

THE SURVEY IS NOT ...

- + The survey does not diagnose young people with specific learning disabilities or developmental delays.
- + It does not assess the "success" or "failure" of individual children.
- + The results do not identify individual children or teachers.
- + It is not conducted to compare the "performance" of classrooms or schools.

