

Student Wellbeing Report

Year 6/7

Barmera Primary School

2015

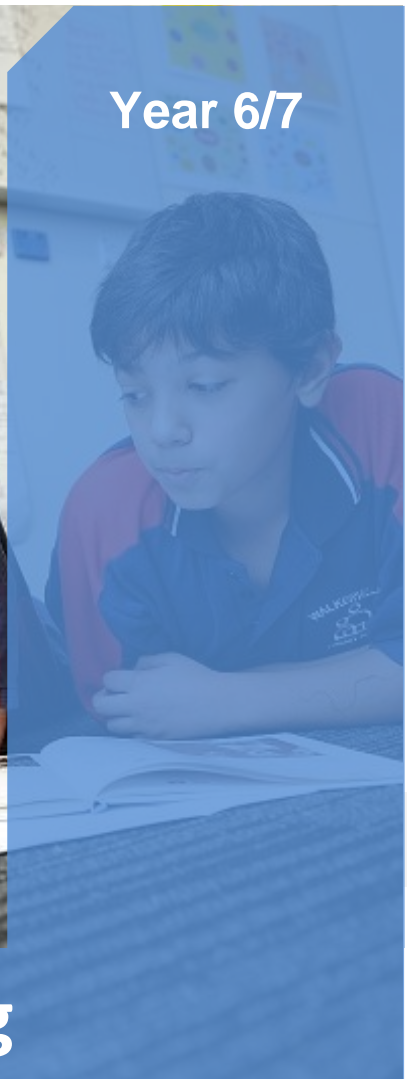
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**Government
of South Australia**
Department for Education
and Child Development

Year 6/7



Student Wellbeing

Results from a survey of young people

2015

Baramba Primary School



Government of South Australia

Department for Education and
Child Development

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Introduction

The wellbeing of young people is influenced by what happens in their homes, at school and in the broader community. Giving young people the opportunity to tell adults about their experiences is a valuable way of better understanding how to build wellbeing and support learning. In 2015, your school was one of more than 300 schools in South Australia which gave students the chance to undertake a survey of the wellbeing of middle years students.

The wellbeing survey included questions about young peoples' social and emotional development, perseverance, engagement, physical health and wellbeing, relationships and connectedness with others, experiences at school and activities outside of school. This report was produced by the Business Intelligence Unit, Department for Education and Child Development. It presents the wellbeing data for students in your school and compares this to the results for all South Australian students.

Using your wellbeing results:

There are many opportunities for working with your wellbeing survey results. The results can support planning, initiate action within programs and organisations, classrooms, schools and communities.

1. Engage in conversations: Review the report of results for your school with your students, administrators, staff, teachers, and parents. Compare your results with other information you may have about your school.
2. Reflect on your results: Which areas are significant strengths for your students? What do you think might contribute towards these strengths? What beliefs have been confirmed through the results? What surprised you the most?
3. Areas for improvement: select 1 or 2 areas to focus on for improvement first.
4. Learn from the success of others: review the results from other schools within your partnership or with similar schools. Are there strategies that you would like to replicate?
5. Involve students: The results from the wellbeing survey can be shared with students. Involve students in the interpretation of the data, gain their feedback on how the school and community can better support them.

For further information on each of the wellbeing domains, please refer to the toolkits at <http://www.mdi.sa.edu.au/>

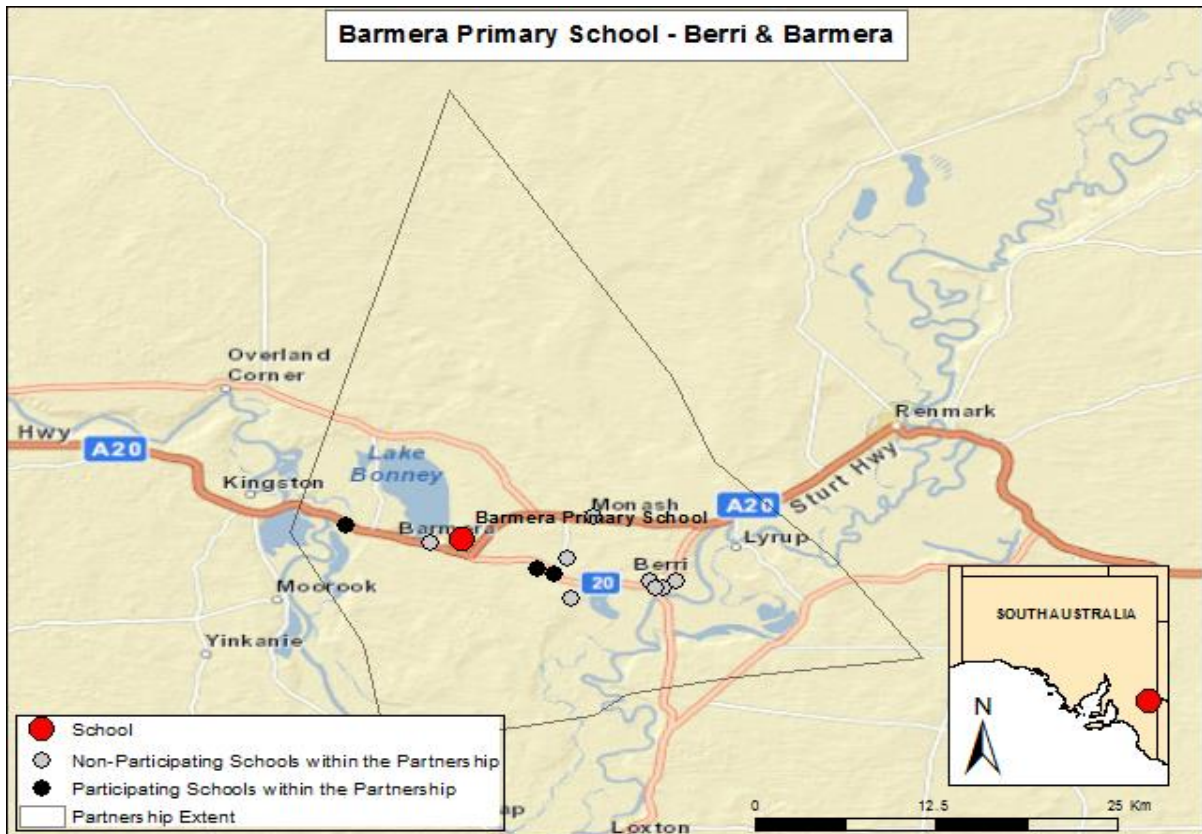


1 - Demographics

The table below shows the number of students from your school who completed the survey. Alongside this is the number of primary school students from South Australia who completed the survey. Throughout the report, your school's results will be compared to the results from the South Australian primary cohort.

	Barmera Primary School		South Australia	
	Year 6/7		Primary cohort	
	n	%	n	%
Total students	57	100	16335	100
Boys	22	38.6	8289	50.7
Girls	35	61.4	8046	49.3
Languages spoken at home *				
English	56	98.2	15298	93.7
Language other than English	17	29.8	3730	22.8

* More than 1 language can be selected



2 - Wellbeing in summary

The figures below summarise the wellbeing of students at your school, for selected wellbeing domains.

Optimism



Low	10	students
Medium	15	students
High	31	students

See page 9

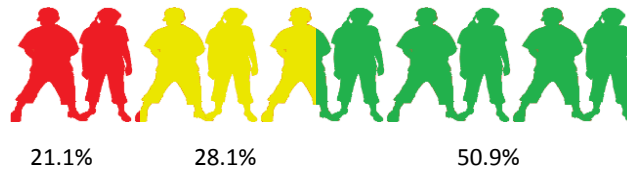
Self-esteem



Low	7	students
Medium	15	students
High	33	students

See page 9

Satisfaction with life



Low	12	students
Medium	16	students
High	29	students

See page 10

Sadness



High	6	students
Medium	25	students
Low	26	students

See page 10

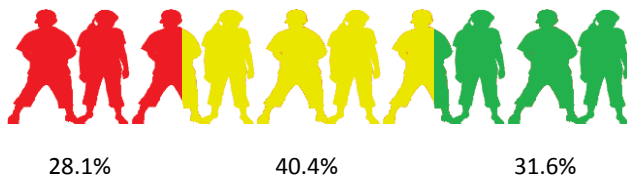
Worries



High	19	students
Medium	16	students
Low	22	students

See page 11

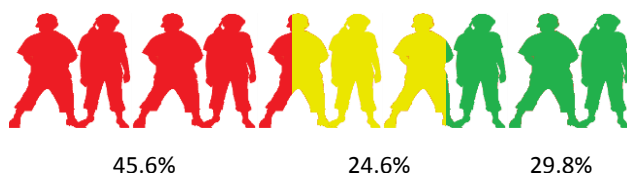
Perseverance



Low	16	students
Medium	23	students
High	18	students

See page 11

Engagement



Low	26	students
Medium	14	students
High	17	students

See page 11

3 - Support and assets summary

The figures below summarise your students' wellbeing results for items relating to connectedness with adults and peers, and breakfast and sleep.

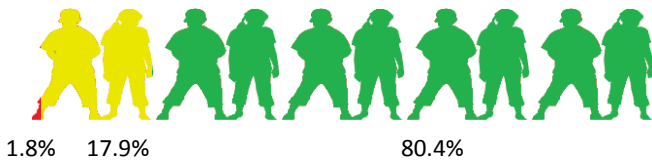
Connections - Adults at school



Low	7	students
Medium	23	students
High	26	students

See page 12

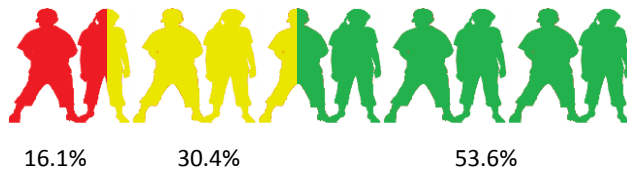
Connections - Adults at home



Low	1	students
Medium	10	students
High	45	students

See page 12

Connections - Adults in the neighbourhood



Low	9	students
Medium	17	students
High	30	students

See page 12

Peer belonging



Low	7	students
Medium	12	students
High	38	students

See page 13

Friendship Intimacy



Low	6	students
Medium	8	students
High	43	students

See page 13

Sleep



Low	12	students
Medium	5	students
High	39	students

See page 18

Eating breakfast



Low	4	students
Medium	8	students
High	45	students

See page 18

4 - Social and emotional development

Why is this important?

A young person's social and emotional wellbeing is associated with greater motivation and success in school, as well as positive outcomes later in life (post-secondary education, employment, healthy lifestyles, physical and psychological wellbeing).

What areas were measured?

Young people answered survey questions about their **optimism, self-esteem, subjective wellbeing (happiness), empathy, prosocial behaviour, psychological wellbeing (sadness and worries), engagement and perseverance.**

The following four pages highlight the key findings in this area for your school. To view the questions combined to formulate the results for each of the sub-domains, see Appendix 3.

What does the data show?

The graphs and tables show the number and percentage of students who completed the wellbeing survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for your school are shown next to the results for all participating primary school students in South Australia.

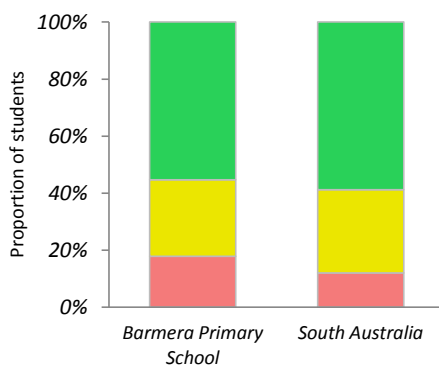
High: Children who usually responded that they 'agree a little' or 'agree a lot' or 'very often' or 'almost always'.

Medium: Children who usually responded that they 'don't agree or disagree' or who reported a mix of positive and negative responses.

Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' or 'almost never'.

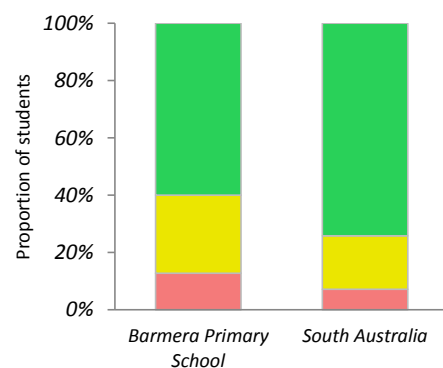
Optimism

Figure 4.1



Self-Esteem

Figure 4.2

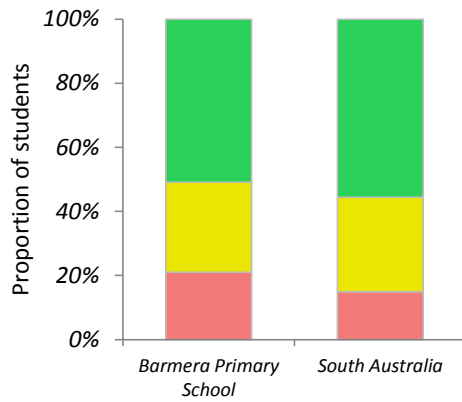


		Your school		South Australia	
		n	%	n	%
Optimism	High	31	55	9522	59
	Medium	15	27	4730	29
	Low	10	18	1951	12

		Your school		South Australia	
		n	%	n	%
Self-Esteem	High	33	60	12031	74
	Medium	15	27	3014	19
	Low	7	13	1172	7

Satisfaction with life

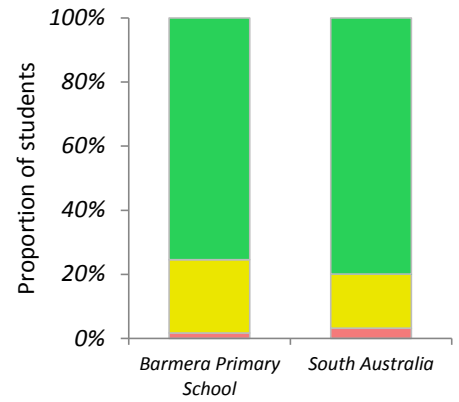
Figure 4.3



		Your school		South Australia	
		n	%	n	%
Satisfaction with life	High	29	51	8990	56
	Medium	16	28	4770	29
	Low	12	21	2418	15

Empathy

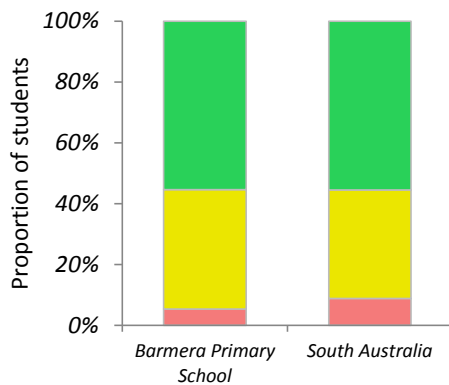
Figure 4.4



		Your school		South Australia	
		n	%	n	%
Empathy	High	43	75	13024	80
	Medium	13	23	2745	17
	Low	1	2	532	3

Prosocial Behaviour

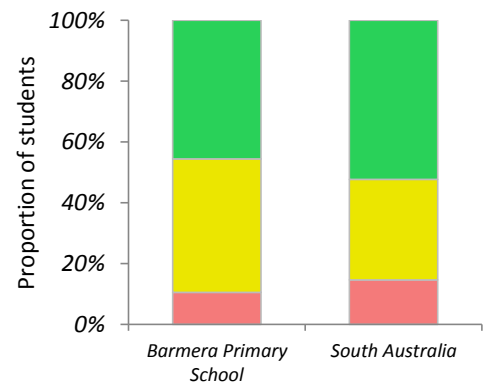
Figure 4.5



		Your school		South Australia	
		n	%	n	%
Prosocial behaviour	High	31	55	8987	56
	Medium	22	39	5774	36
	Low	3	5	1425	9

Sadness

Figure 4.6

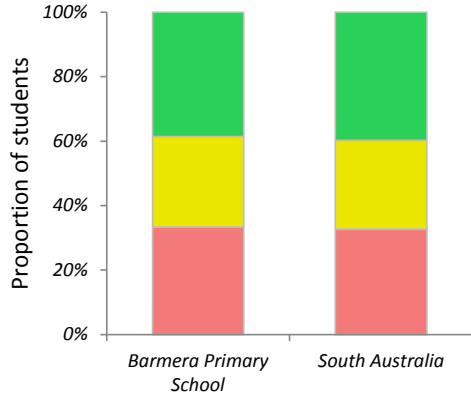


		Your school		South Australia	
		n	%	n	%
Sadness	Low	26	46	8442	52
	Medium	25	44	5344	33
	High	6	11	2368	15

* Note: A low level of sadness was considered a positive developmental outcome and a high level of sadness was considered a negative developmental outcome.

Worries

Figure 4.7

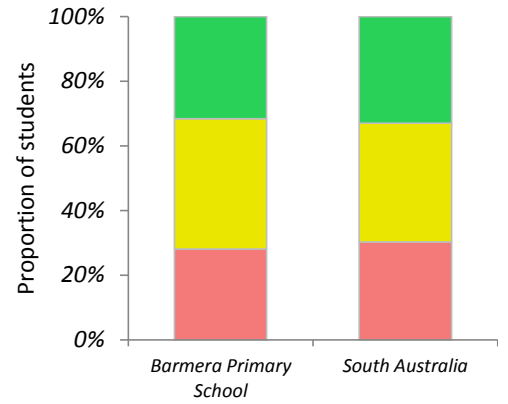


		Your school		South Australia	
		n	%	n	%
Worries	Low	22	39	6420	40
	Medium	16	28	4454	28
	High	19	33	5276	33

* Note: A low level of worries was considered a positive developmental outcome and a high level of worries was considered a negative developmental outcome.

Perseverance

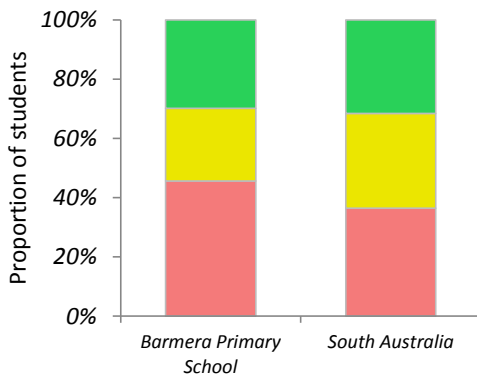
Figure 4.8



		Your school		South Australia	
		n	%	n	%
Perseverance	High	18	32	5241	33
	Medium	23	40	5859	37
	Low	16	28	4814	30

Engagement

Figure 4.9



		Your school		South Australia	
		n	%	n	%
Engagement	High	17	30	5014	32
	Medium	14	25	5083	32
	Low	26	46	5788	36

5 - Connectedness

Why is this important?

Connectedness with family members, educators and other young people is important for the development of social and emotional skills and for protecting young people from adverse stress and worries. Better social relationships and functioning is associated with positive education, workforce and social outcomes, along with greater life-satisfaction in adulthood.

What areas were measured?

Young people were asked to report on their relationships with the adults in their schools, communities and at home. They also reported on their relationships with their peers. To view the questions combined to formulate the results for each of the sub-domains, see Appendix 3.

What does the data show?

The graphs and tables show the percentage of children who completed the wellbeing survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for your school are shown next to the overall results obtained for all participating primary school students in South Australia.

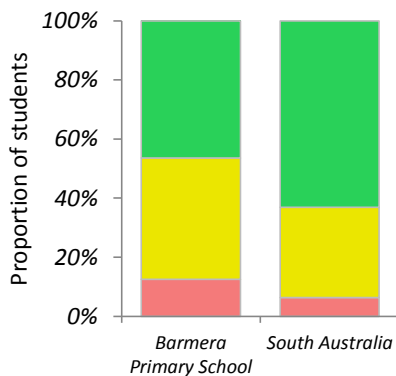
High: Children who usually responded that they 'agree a little' or 'agree a lot' or 'pretty much' or 'very much' true to statements.

Medium: Children who usually responded that they 'don't agree or disagree' or 'a little true' to statements or who reported a mix of positive and negative responses.

Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' or 'not at all true' to statements.

Connectedness with adults at school

Figure 5.1

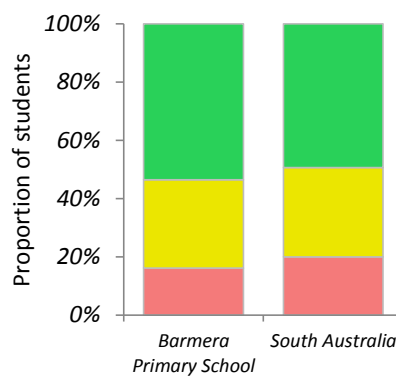


	Your school		South Australia	
	n	%	n	%
High	26	46	10263	63
Medium	23	41	4951	30
Low	7	13	1038	6

School

Connectedness with adults in the neighbourhood

Figure 5.2

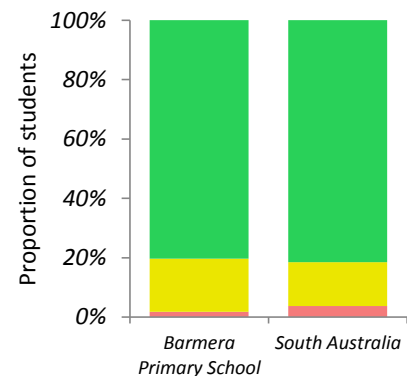


	Your school		South Australia	
	n	%	n	%
High	30	54	7989	49
Medium	17	30	4974	31
Low	9	16	3225	20

Neighbourhood

Connectedness with adults at home

Figure 5.3

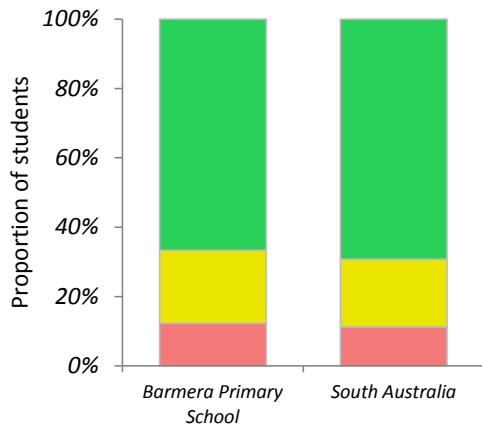


	Your school		South Australia	
	n	%	n	%
High	45	80	13263	81
Medium	10	18	2405	15
Low	1	2	608	4

Home

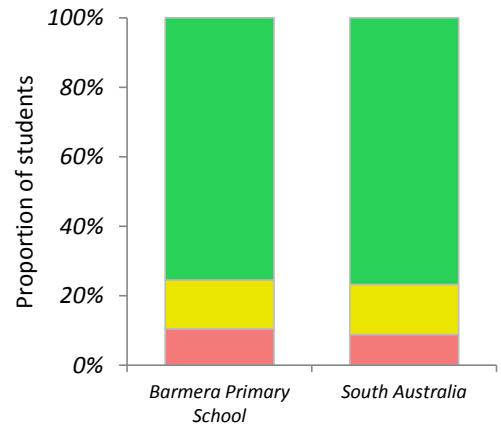
Peer Belonging

Figure 5.4



Friendship Intimacy

Figure 5.5



		Your school		South Australia	
		n	%	n	%
Peer Belonging	High	38	67	11257	69
	Medium	12	21	3179	20
	Low	7	12	1832	11

		Your school		South Australia	
		n	%	n	%
Friendship Intimacy	High	43	75	12470	77
	Medium	8	14	2341	14
	Low	6	11	1438	9

6 - School experiences

Why is this important?

Students who perceive a positive school climate also tend to have higher levels of wellbeing. Students who feel that they belong at school tend to attend school more often and show higher academic achievement.

What areas were measured?

Students answered survey questions about respect between students and teachers, general care towards others, helping others and feelings of belonging at school. Students were also asked whether there were adults who were important to them at the school. Questions about academic self-concept related to a young person’s beliefs or expectations about their ability to succeed in learning and school work if they put in effort.

To view the questions combined to formulate the results for each of the sub-domains, see Appendix 3.

What does the data show?

The graphs and tables show the number and percentage of students who completed the wellbeing survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for your school are shown next to the results for all participating primary school students in South Australia.

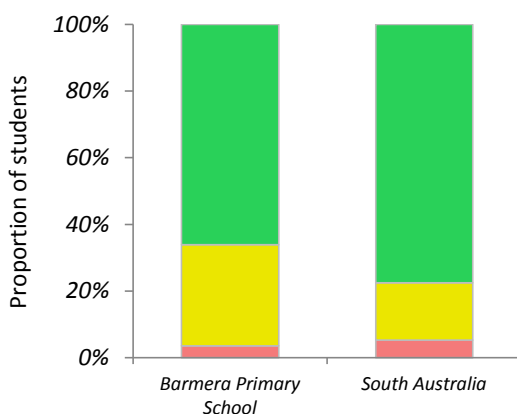
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Medium: Children who usually responded that they ‘don’t agree or disagree’ or who reported a mix of positive and negative responses.

Low: Children who usually responded that they ‘disagree a little’ or ‘disagree a lot’.

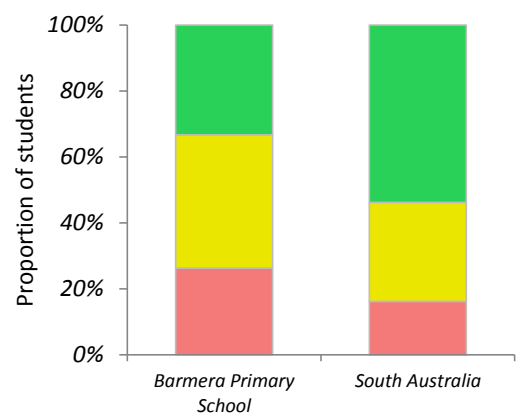
Academic Self-Concept

Figure 6.1



School Climate

Figure 6.2

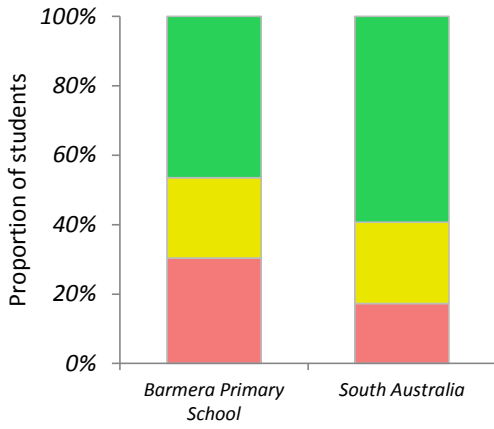


		Your school		South Australia	
		n	%	n	%
Academic Self-concept	High	37	66	12628	78
	Medium	17	30	2798	17
	Low	2	4	854	5

		Your school		South Australia	
		n	%	n	%
School climate	High	19	33	8724	54
	Medium	23	40	4860	30
	Low	15	26	2633	16

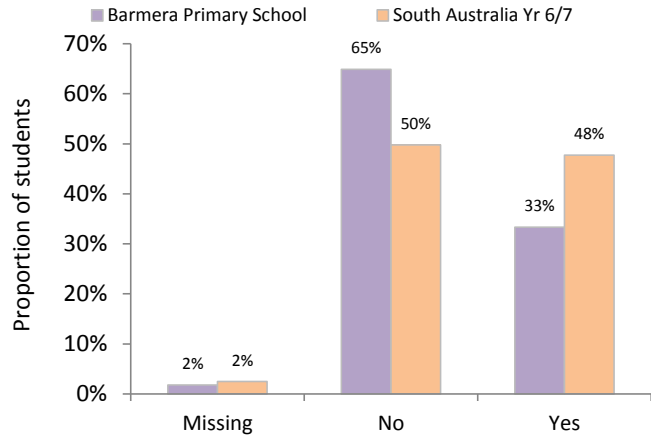
School Belonging

Figure 6.3



Important Adults in school

Figure 6.4



		Your school		South Australia	
		n	%	n	%
School belonging	High	26	46	9557	59
	Medium	13	23	3776	23
	Low	17	30	2781	17

		Your school		South Australia	
		n	%	n	%
Important Adults	Yes	19	33	7795	48
	No	37	65	8133	50
	Missing	1	2	407	2

Victimisation at school

Why is this important?

Whilst numerous definitions of bullying or victimisation exist, it is commonly defined as targeted intimidation or humiliation which cannot be avoided or defended by the victim and may be physical, verbal, social or cyberbullying. Students' wellbeing and ability to learn requires that they feel safe and be free to attend school without being bullied. Children and young people who are bullied are more likely to report emotional and somatic problems, which in turn is associated with absences from school and lower academic achievement.

What areas were measured?

Students were asked how frequently they had been bullied during the school year, in each of the following ways – physical, verbal, social or online (cyber-bullying).

None at all this year

About every month / once
or a few times

Many times a week /
about every week

Social Victimisation

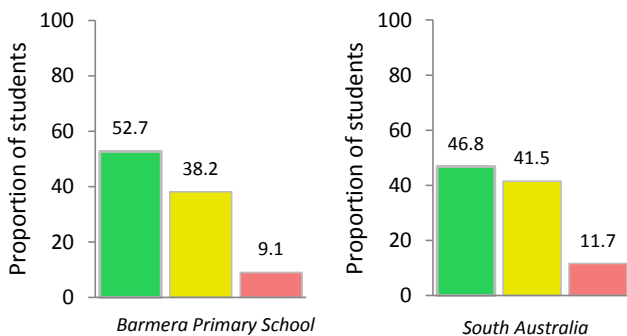


Figure 6.5

Verbal Victimisation

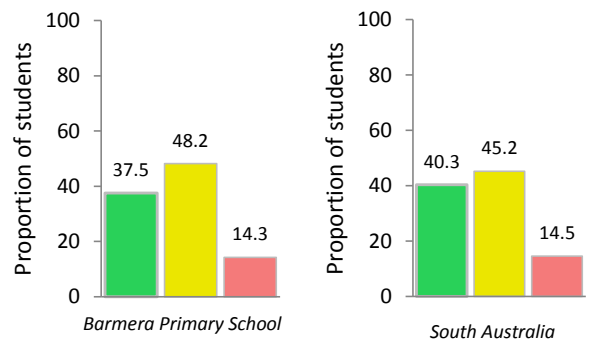


Figure 6.6

Physical Victimisation

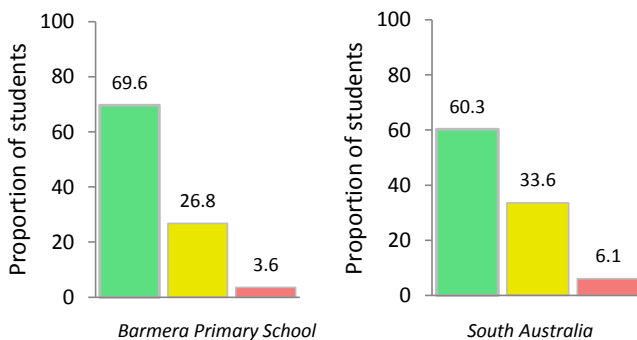


Figure 6.7

Cyber Victimisation

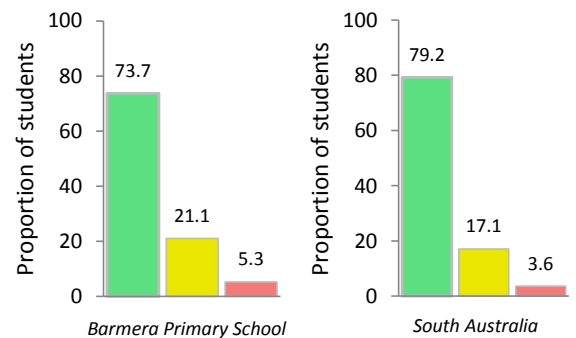


Figure 6.8

7 - Physical health and wellbeing

Why is this important?

The health of young people, including their overall health, body image, nutrition and sleeping habits is important for their general development and also for learning in the classroom. For example, it has been shown that eating breakfast and getting enough sleep each day promotes young people’s memory and attention skills and impacts on their academic performance.

What areas were measured?

Young people were asked to report on their perceptions of their general health, body image and any health conditions. They also answered questions about how frequently they slept well and ate breakfast.

To view the questions combined to formulate the results for each of the sub-domains, see Appendix 3.

What does the data show?

The graphs and tables show the percentage of children who completed the wellbeing survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for your school are shown next to the overall results obtained for all participating primary school students in South Australia.

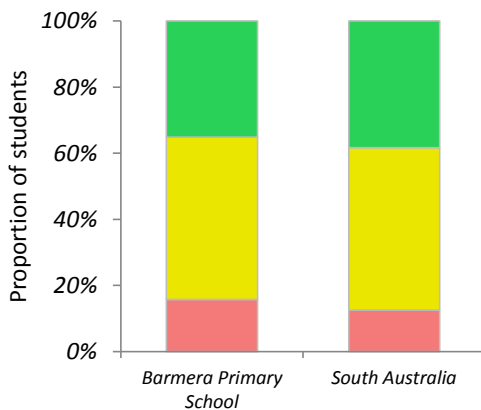
High: Children who responded that they were 'excellent' / 'about the right weight'.

Medium: Children who responded that they were 'good' / 'slightly underweight' or 'slightly overweight'.

Low: Children who responded that they were 'fair to poor' or 'very underweight' / 'very overweight'.

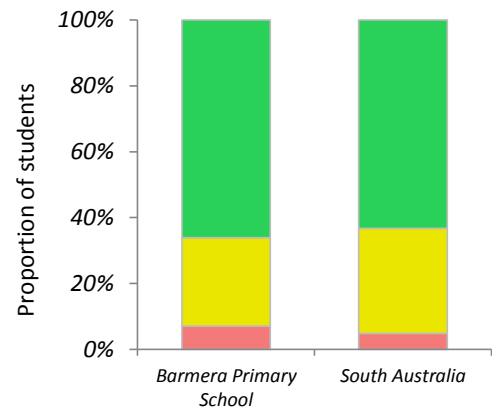
General Health

Figure 7.1



Body Image

Figure 7.2



		Your school		South Australia	
		n	%	n	%
General Health	High	20	35	6088	38
	Medium	28	49	7785	49
	Low	9	16	2001	13

		Your school		South Australia	
		n	%	n	%
Body Image	High	37	66	10258	63
	Medium	15	27	5155	32
	Low	4	7	794	5

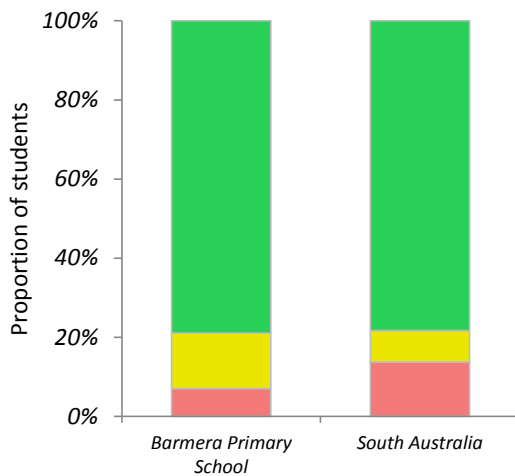
High: Children were asked the questions, “How often do you eat breakfast?” and “How often do you get a good night’s sleep?” Those who ate breakfast or had a good night’s sleep at least 5 times a week were assigned to the green category.

Medium: Children who ate breakfast or had a good night’s sleep 3 to 4 times a week were assigned to the yellow category.

Low: Children who ate breakfast or had a good night’s sleep less than 3 times a week were assigned to the red category.

Eating Breakfast

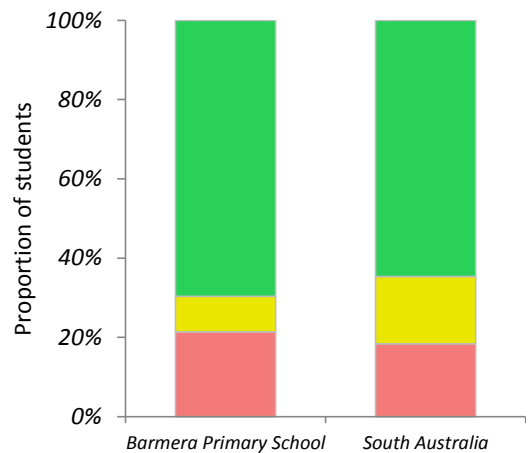
Figure 7.3



		Your school		South Australia	
		n	%	n	%
Eating Breakfast	High	45	79	12726	78
	Medium	8	14	1292	8
	Low	4	7	2241	14

Sleep

Figure 7.4



		Your school		South Australia	
		n	%	n	%
Sleep	High	39	70	10293	65
	Medium	5	9	2694	17
	Low	12	21	2931	18

Health Conditions

	Your school		South Australia	
	n	%	n	%
No health condition	43	74%	12991	79%
Physical disability	1	2%	360	2%
Long-term illness	7	12%	1330	8%
Overweight	2	3%	609	4%
Other	5	9%	1086	7%

8 - After school activities

Why is this important?

Involvement in sport, music, arts and organised activities can provide young people with the opportunity to learn a variety of skills, including building social relationships. Young people who participate in after-school activities are more likely to show increased self-confidence, self-esteem, connectedness to school, greater physical exercise and academic achievement.

What areas were measured?

Young people were asked to report on what they did after school and what barriers there were to undertaking additional activities.

To view the questions combined to formulate the results for each of the sub-domains, see Appendix 3.

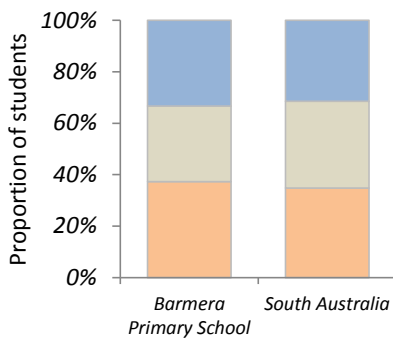
High: Children who reported that they participated in 2 or more after-school activities in 'Music & Arts,' 'Sports,' or 'Organised Activities' respectively, were assigned to the high category.

Medium: Children who reported that they participated in 1 of these after-school activities were assigned to the medium category.

Low: Children who reported that they did not participate in any of these after-school activities were assigned to the low category.

Music & Arts

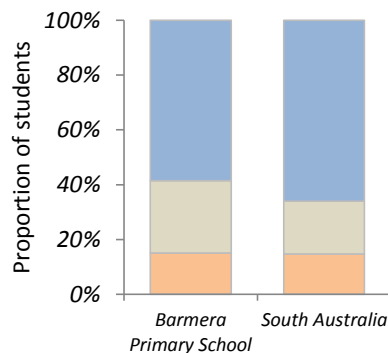
Figure 8.1



	Your school		South Australia	
	n	%	n	%
High	17	33	4890	31
Medium	15	29	5241	34
Low	19	37	5420	35

Sports

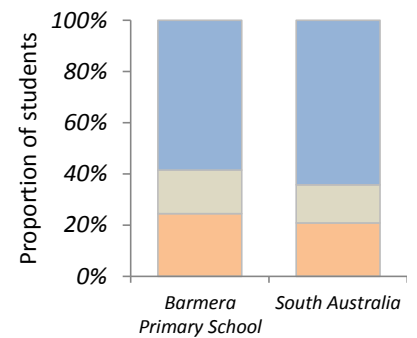
Figure 8.2



	Your school		South Australia	
	n	%	n	%
High	31	58	10239	66
Medium	14	26	3000	19
Low	8	15	2286	15

Organised Activities

Figure 8.3



	Your school		South Australia	
	n	%	n	%
High	31	58	9930	64
Medium	9	17	2287	15
Low	13	25	3233	21

Note: 'Music & Arts' and 'Sports' categories included any involvement in the arts or sports after school (either in lessons or just for fun). 'Organised Activities' included any after-school activity that was structured and supervised (e.g., educational lessons, sports practice, arts classes, youth organisations).

Homework, TV & Video / Computer games

Time spent per day

		Time spent per day					
		Days spent per week	Never	Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 or more hours
Homework	Barmera Primary School	1.75	26.8%	28.6%	28.6%	10.7%	5.4%
	South Australia	3.19	8.7%	26.3%	42.3%	15.8%	6.8%
Watching TV	Barmera Primary School	3.25	7.3%	21.8%	32.7%	25.5%	12.7%
	South Australia	3.34	7.2%	17.8%	31.5%	24.8%	18.6%
Video and computer games	Barmera Primary School	2.11	33.3%	13.0%	25.9%	7.4%	20.4%
	South Australia	2.15	31.1%	17.6%	20.7%	14.1%	16.4%

Perceived barriers to participating in desired after-school activities

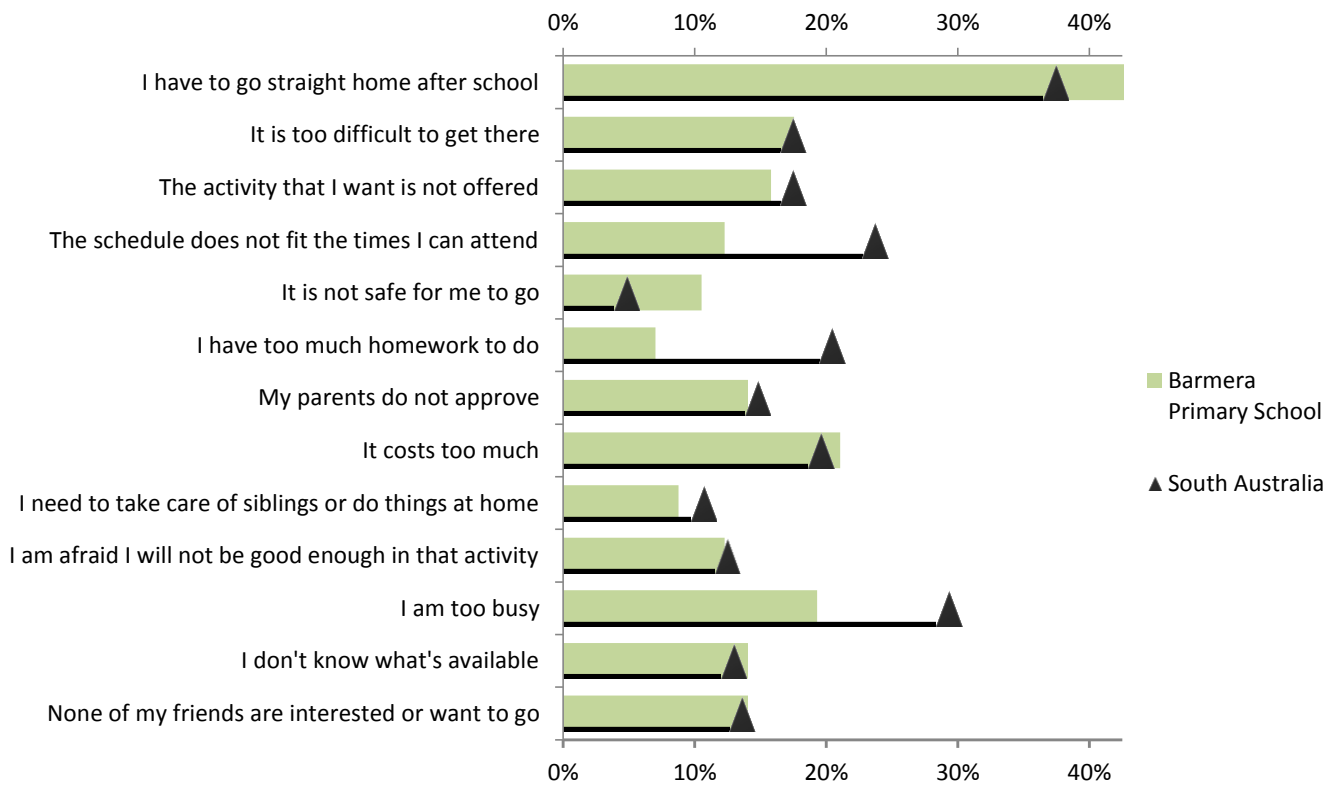


Figure 8.4

Appendix 1: Student responses to individual items

In the table below, we provide information on the number of children from YOUR SCHOOL who endorsed each response for selected individual items on the survey. Results for individual items should be reviewed along with results obtained for the composite indices presented earlier in this report.

Connectedness

	Yes	No / Don't Know
1. Are there places in your suburb / neighbourhood / community that provide programs for kids your age, like sports and other clubs and activities?	87.7%	12.3%
2. Are there safe places in your suburb / neighbourhood / community where you feel comfortable to hang out with friends, like play-grounds, parks, or community centres?	78.9%	21.1%

School Experiences

	Not at all / Not very	Somewhat important	Very important
3. How important is it to you to do the following in school?			
3a: Make friends?	3.5%	15.8%	80.7%
3b: Get good grades?	1.8%	15.8%	82.5%
3c: Learn new things?	1.8%	19.3%	78.9%

Physical Health and Wellbeing

	Average times per week
1. How often do your parents or other adult family members eat meals with you?	6.0

	Average times per week
2. How often do you have drinks / food like soft drinks, lollies, potato chips, or something else?	2.4

Constructive use of After School Time

	Never	1 to 5 times a week
1. How often do you go to these places after school (between 3pm and 6pm)?		
1a. I go home.	0.0%	100.0%
1b. I stay at school to participate in afterschool activities.	75.0%	25.0%
1c. I go to an after school program / day-care.	94.5%	5.5%
1d. I go to a friend's house.	63.6%	36.4%
1e. I go to a park, playground, or community centre.	58.9%	41.1%
1f. I hang out at the mall or stores.	72.7%	27.3%
1g. I go someplace else, for example, a family member's home.	33.9%	66.1%

	Never	1 to 5 times a week
2. During last week AFTER SCHOOL (3:00pm to 6:00pm), how often did you participate in?		
2a. Education lessons or activities.	78.2%	21.8%
2b. Art or music lessons.	74.5%	25.5%
2c. Youth organisations.	91.1%	8.9%
2d. Individual sports with a coach or instructor.	61.8%	38.2%
2e. Team sports with a coach or instructor.	48.2%	51.8%

	No	Yes	No and Yes
3. Are you already doing activities you wish to be doing?	21.1%	45.6%	33.3%

	Percent endorsed
4. What stops you from participating in the activities that you want to participate in after school?	
4a. I have to go straight home after school.	49.1%
4b. It is too difficult to get there.	17.5%
4c. The activity that I want is not offered.	15.8%
4d. The schedule does not fit the times that I can attend.	12.3%
4e. It's not safe for me to go.	10.5%
4f. I have too much homework to do.	7.0%
4g. My parents do not approve.	14.0%
4h. It costs too much.	21.1%
4i. I need to take care of brothers or sisters or do other things at home.	8.8%
4j. I am afraid I will not be good enough in that activity.	12.3%
4k. I am too busy.	19.3%
4l. I don't know what is available.	14.0%
4m. None of my friends are interested or want to go.	14.0%

Appendix 2

Why collect wellbeing data?

The wellbeing survey gives children an opportunity to share their own thoughts, wishes and needs as they move through middle childhood. Listening to children's voices is a fundamental step in the process of engaging them and providing them with positive learning experiences, both in and out of school, in enabling them to make responsible decisions and establish healthy habits, and in supporting them to accomplish their goals. Wellbeing data in combination with information from other sources, are intended to be used by schools and communities to discuss, develop, plan, and implement practices, programs and policies that engage and support children, their families and their educators.

This report represents a collaborative effort to systematically collect and share information from children at this age, link results of the wellbeing survey to existing research and provide information on local resources and tools that schools and communities can draw from in their efforts to create school environments in which children can thrive.

The wellbeing data can:

Provide scientifically validated information on children's feelings, thoughts, assets, strengths, needs, and wishes during the middle childhood period.

Allow school communities and school regions to examine whether their assumptions and expectations about children's development and experiences are similar to young people's own perceptions.

Be a powerful tool for the mobilisation and enhancement of initiatives that are sensitive to and build upon existing leadership, partnerships, resources, and strengths in the participating schools and their communities and school regions.

The wellbeing data cannot:

Diagnose children with specific learning disabilities, areas of developmental delay or mental health problems.

Be used to prescribe specific practices or programs to teachers, parents, schools, or communities.

Assess the success or failure of children in the middle childhood period.

Identify individual children.



Appendix 3 - Questions used for each section

This appendix shows the questions which are combined to formulate the results for the related sub-domain. Questions are from the Middle Years Development Instrument “Schonert-Reichl, K. A., Guhn, M., Hymel, S., Gadermann, A., & Hertzman, C. Development and validation of the Middle Years Development Instrument (MDI): Assessing children's well-being and assets across multiple contexts. Social Indicators Research. DOI: 10.1007/s11205-012-0149-y” and the EPOCH “Kern, M. et al The EPOCH Measure of Adolescent Wellbeing” at:

http://www.peggykern.org/uploads/5/6/6/7/56678211/epoch_full_revised_paper_050115.pdf

After calculating the combined result of the grouped questions, the result is then converted into categorical scores (0=Low, 1=Medium, 2= High). Most of the categorical scores are then presented by Low=Red, Medium=Yellow and High=Green, while “Low” in Sadness / Anxiety / worries are presented by Green in a graph (Low in sadness is not negative in this case).

Domain 1—Social and Emotional Development

Sub-domain	Description
Optimism	Q4 I have more good times than bad times Q5 I believe more good things than bad things will happen to me Q6 I start most days thinking I will have a good day
Self-concept (Self- Esteem)	Q7 In general, I like being the way I am Q8 Overall, I have a lot to be proud of Q9 A lot of things about me are good
Subjective wellbeing	Q16 In most ways my life is close to the way I would want it to be Q17 The things in my life are excellent Q18 I am happy with my life Q19 So far I have gotten the important things I want in life Q20 If I could live my life over, I would have it the same way
Empathy	Q1 I feel sorry for other kids who don't have the things I have Q2 When I see someone being treated mean it bothers me Q3 I am a person who cares about the feelings of others
Pro-social behaviour	Q21 I cheered someone up who was feeling sad Q22 I helped someone who was being picked on Q23 I helped someone who was hurt
Sadness	Q10 I feel unhappy a lot of the time Q11 I feel upset about things Q12 I feel that I do things wrong a lot
Anxiety (Worries)	Q13 I worry about what other kids might be saying about me Q14 I worry a lot about other people might not like me Q15 I worry about being teased
Perseverance	Q72 Once I make a plan to get something done, I stick to it Q73 I keep at my schoolwork until I am done with it Q74 I finish whatever I begin Q75 I am a hard worker Q76 I feel a sense of accomplishment from what I do

Engagement	Q77 When I do an activity, I enjoy it so much that I lose track of time Q78 I get completely absorbed in what I am doing Q79 I get so involved in activities that I forget about everything else Q80 When I am learning something new, I lose track of how much time has passed
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Domain 2—Connectedness

Sub-domain	Description
Number of Important adults in school	Q24 How many important adults are there to you at your school?
Adults in School	Q25 At my school, there is a teacher or another adult who really cares about me Q26 At my school, there is a teacher or another adult who believes that I will be a success Q27 At my school, there is a teacher or another adult who listens to me when I have something to say
Adults in neighbourhood	Q32 In my community, there is an adult who really cares about me Q33 In my community, there is an adult who believes that I will be a success Q34 In my community, there is an adult who listens to me when I have something to say
Adults at home	Q28 In my home, there is a parent or another adult who believes that I will be a success Q29 In my home, there is a parent or another adult who listens to me when I have something to say Q30 In my home, there is a parent or another adult who I can talk to about my problems
Peer belonging	Q37 I feel part of a group of friends that do things together Q38 I feel that I usually fit in with other kids around me Q39 When I am with other kids my age, I feel I belong
Friendship intimacy	Q40 I have at least one really good friend I can talk to when something is bothering me Q41 I have a friend I can tell everything to Q42 There is somebody my age who really understands me

Domain 3—School Experiences

Sub-domain	Description
Academic Self-Concept	Q43 I am certain I can learn the skills taught in school this year Q44 If I have enough time, I can do a good job on all my school work Q45 Even if the work in school is hard, I can learn it
School support (school climate)	Q46 Teachers and students treat each other with respect in this school Q47 People care about each other in this school Q48 Students in this school help each other, even if they are not friends
School belonging	Q49 I feel like I belong in this school Q50 I feel like I am important to this school
Bullying (Victimization) at school	Q53 This school year, how often have you been physically bullied by other students Q54 This school year, how often have you been verbally bullied by other students Q55 This school year, how often have you been socially bullied by other students Q56 This school year, how often have you been cyber bullied by other students

Domain 4—Physical Health and Wellbeing**Sub-domain Description**

General Health Q57 In general, how would you describe your health?

Physical/Health Condition Q58 Do you have a physical or health condition that keeps you from doing some things other kids your age do?

Body Image Q59 How do you rate your body weight?

Breakfast Q61 How often do you eat breakfast?

Sleep Q64 How often do you get a good night sleep?

Domain 5—Constructive Use of After School Time**After school activities****Sub-domain Description**

Music & Arts Q68b During the last week after school, how many days did you participate in **art or music lessons**?
Q69h During the last week after school, how many days did you **practice a musical instrument**?
Q69i During the last week after school, how many days did you **do arts & crafts**?

Sports Q68d During the last week after school, how many days did you participate in **individual sports with a coach or instructor**?
Q68e During the last week after school, how many days did you participate in **team sports with a coach or instructor**?
Q69a During the last week after school, how many days did you **do sports and/or exercise for fun**?

Organised Activities Q68a During the last week after school, how many days did you participate in **educational lessons or activities**?
Q68b During the last week after school, how many days did you participate in **art or music lessons**?
Q68c During the last week after school, how many days did you participate in **youth organisations**?
Q68d During the last week after school, how many days did you participate in **individual sports with a coach or instructor**?
Q68e During the last week after school, how many days did you participate in **team sports with a coach or instructor**?

Homework, Television and Computer use**Sub-domain Description**

Homework Q69b During the last week after school, how many days did you **do homework**?

TV Q69c During the last week after school, how many days did you **watch TV**?

Computer Games Q69d During the last week after school, how many days did you **play video or computer games**?

Student Responses to Individual items (Connectedness, School Experience, Wellbeing and After School time)

Sub-domain	Description
Connectedness	Q35 Are there places in your community that provide programs for kids? Q36 Are there safe places in your community where you can hang out with friends?
School Experiences	Q49 I feel like I belong in this school Q51 When I grow up, I have goals and plans for the future Q52 How important is it for you to a) make friends, b) get good grades, and c) learn new things.
Physical Health and Wellbeing	Q62 How often do your parents or other adult family members eat meals with you? Q63 How often do you have drinks/food like soft drinks, lollies, potato chips, or something else? Q65 What time do you usually go to bed during the weekdays?
Constructive Use of After School Time?	Q67 How often do you go to these places after school? Q68 During last week AFTER SCHOOL did you participate in? Q70 Are you already doing the activities you wish to be doing? Q71 What stops you from doing the activities you want to be doing?