

Year 5/6

Prosocial

Student Wellbeing - 2015

Results from a survey of young people

Whittlesea - Year 5/6



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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, the schools in your region were among more than 300 schools in South Australia, 29 schools in Victoria, and 49 schools in Western Australia which gave students the chance to undertake a survey of the wellbeing of middle year 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 schools and compares this to the results for all South Australian and all Victorian 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 Year 5/6 students from Whittlesea who completed the survey. Alongside this is the number of Year 5/6 students from South Australia and Victoria who completed the survey. Throughout the report, the Whittlesea Year 5/6 results will be compared to the results from the South Australian and Victorian Year 5/6 cohort.

	Whittlesea - Year 5/6		S.A. & Victoria	
	Year 5/6		Year 5/6	
	n	%	n	%
Total students	995	100	9609	100
Boys	514	51.7	4916	51.2
Girls	481	48.3	4693	48.8
Languages spoken at home *				
English	896	90.1	8940	93.0
Language other than English	388	39.0	2342	24.4

* More than 1 language can be selected

The list of participating schools with Year 5 and Year 6 students from Whittlesea are as follows:

School Name	Year 5	Year 6
Lalor East Primary School	39	52
Lalor North Primary School	25	55
Laurimar Primary School	86	94
Mernda Primary School	62	62
Mill Park Primary School	68	63
Morang South Primary School	42	0
Norris Bank Primary School	17	22
Plenty Parklands Primary School	88	69
The Lakes South Morang P-9 School	66	85
Total	493	502

2 - Wellbeing in summary

The figures below summarise the wellbeing of Year 5/6 students in your region, for selected wellbeing domains.

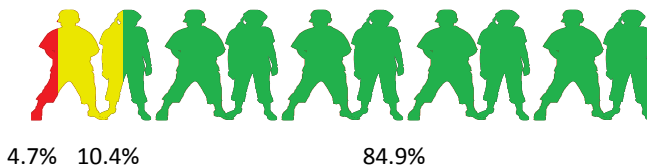
Optimism



Low	91	students
Medium	239	students
High	657	students

See page 9

Self-esteem



Low	46	students
Medium	103	students
High	840	students

See page 9

Satisfaction with life



Low	100	students
Medium	241	students
High	646	students

See page 10

Sadness



High	132	students
Medium	246	students
Low	608	students

See page 10

Worries



High	309	students
Medium	237	students
Low	440	students

See page 11

Perseverance



Low	183	students
Medium	318	students
High	444	students

See page 11

Engagement



Low	267	students
Medium	262	students
High	413	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.

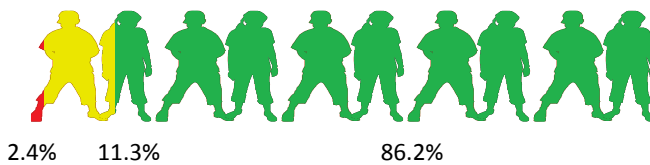
Connections - Adults at school



Low	36	students
Medium	186	students
High	769	students

See page 12

Connections - Adults at home



Low	24	students
Medium	112	students
High	853	students

See page 12

Connections - Adults in the neighbourhood



Low	156	students
Medium	231	students
High	601	students

See page 12

Peer belonging



Low	83	students
Medium	159	students
High	746	students

See page 13

Friendship Intimacy



Low	79	students
Medium	89	students
High	818	students

See page 13

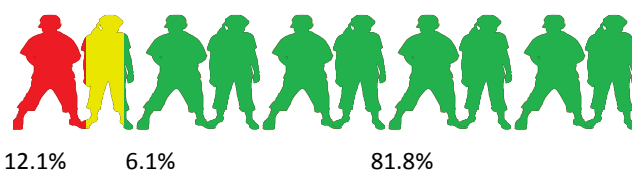
Sleep



Low	138	students
Medium	132	students
High	696	students

See page 18

Eating breakfast



Low	120	students
Medium	60	students
High	811	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. 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.

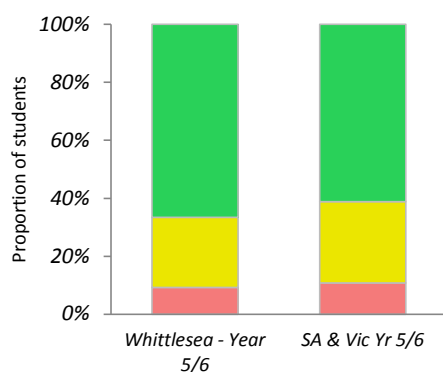
High: Children who usually responded that they 'agree a little' or 'agree a lot' or 'very often' or 'almost always'.

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

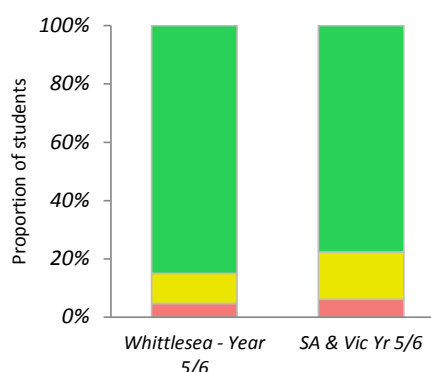
Figure 4.1



		Whittlesea		S.A. & Vic	
		n	%	n	%
Optimism	High	657	67	5838	61
	Medium	239	24	2672	28
	Low	91	9	1028	11

Self-Esteem

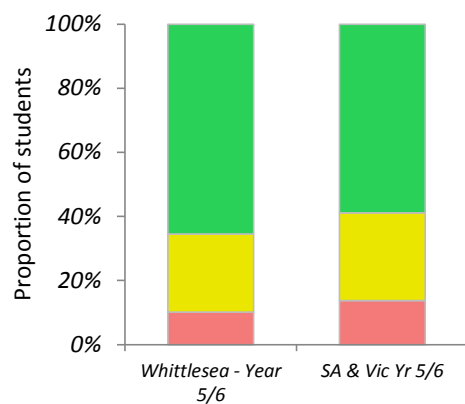
Figure 4.2



		Whittlesea		S.A. & Vic	
		n	%	n	%
Self-Esteem	High	840	85	7401	78
	Medium	103	10	1546	16
	Low	46	5	588	6

Satisfaction with life

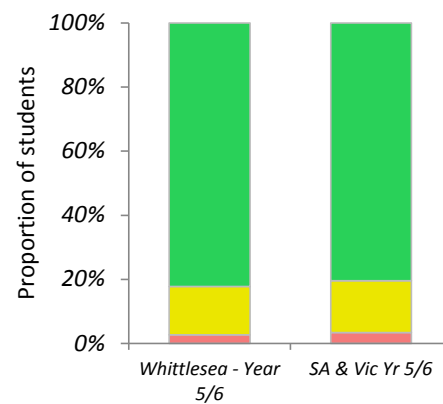
Figure 4.3



		Whittlesea		S.A. & Vic	
		n	%	n	%
Satisfaction with life	High	646	65	5598	59
	Medium	241	24	2602	27
	Low	100	10	1305	14

Empathy

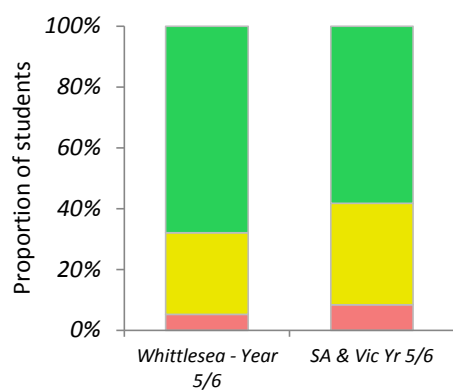
Figure 4.4



		Whittlesea		S.A. & Vic	
		n	%	n	%
Empathy	High	816	82	7708	80
	Medium	150	15	1555	16
	Low	27	3	329	3

Prosocial Behaviour

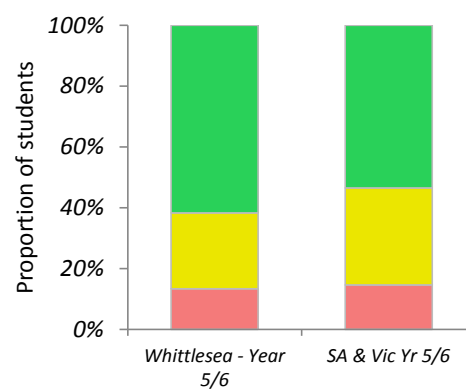
Figure 4.5



		Whittlesea		S.A. & Vic	
		n	%	n	%
Prosocial behaviour	High	670	68	5547	58
	Medium	264	27	3173	33
	Low	52	5	803	8

Sadness

Figure 4.6

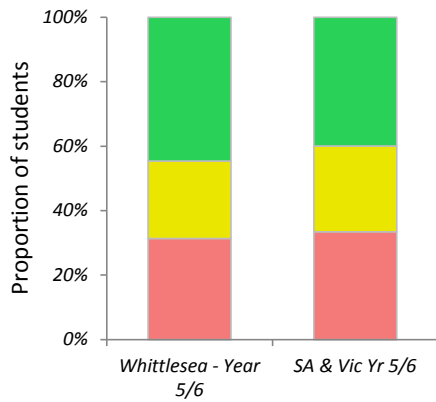


		Whittlesea		S.A. & Vic	
		n	%	n	%
Sadness	Low	608	62	5077	53
	Medium	246	25	3031	32
	High	132	13	1391	15

* 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

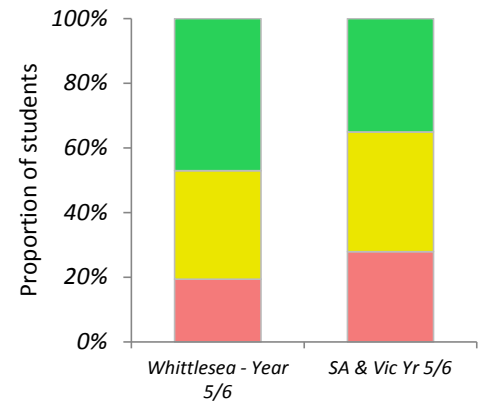


		Whittlesea		S.A. & Vic	
		n	%	n	%
Worries	Low	440	45	3789	40
	Medium	237	24	2529	27
	High	309	31	3168	33

* 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

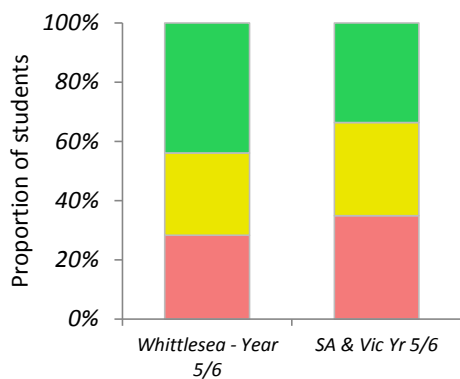
Figure 4.8



		Whittlesea		S.A. & Vic	
		n	%	n	%
Perseverance	High	444	47	3267	35
	Medium	318	34	3457	37
	Low	183	19	2604	28

Engagement

Figure 4.9



		Whittlesea		S.A. & Vic	
		n	%	n	%
Engagement	High	413	44	3131	34
	Medium	262	28	2923	31
	Low	267	28	3255	35

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.

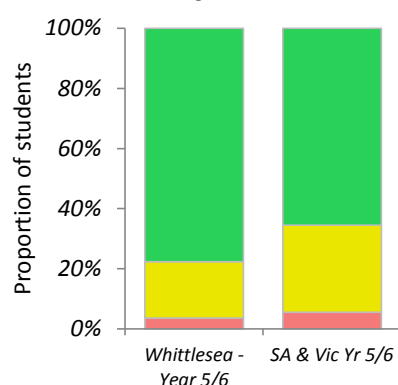
High: Children who usually responded that they 'agree a little' or 'agree a lot' or 'pretty much' or 'very much' true to statements.

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

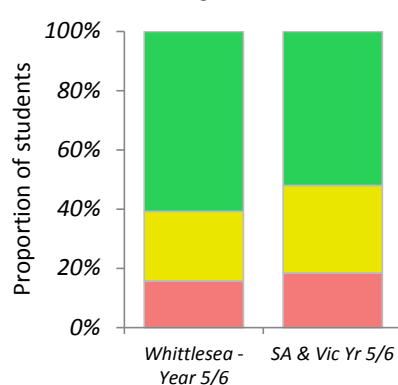


	Whittlesea		S.A. & Vic	
	n	%	n	%
High	769	78	6258	65
Medium	186	19	2766	29
Low	36	4	532	6

School

Connectedness with adults in the neighbourhood

Figure 5.2

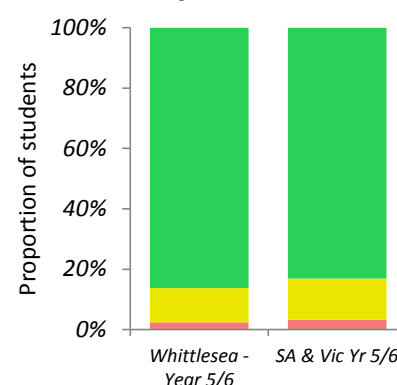


	Whittlesea		S.A. & Vic	
	n	%	n	%
High	601	61	4957	52
Medium	231	23	2816	30
Low	156	16	1755	18

Neighbourhood

Connectedness with adults at home

Figure 5.3

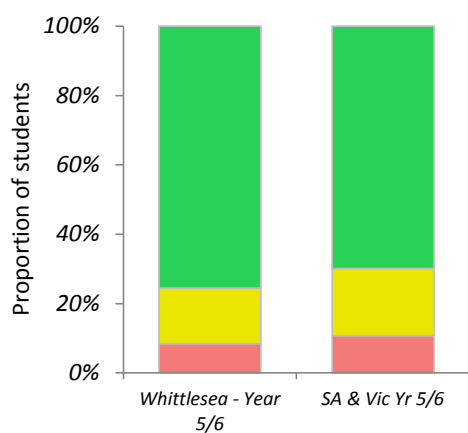


	Whittlesea		S.A. & Vic	
	n	%	n	%
High	853	86	7951	83
Medium	112	11	1307	14
Low	24	2	316	3

Home

Peer Belonging

Figure 5.4



		Whittlesea		S.A. & Vic	
		n	%	n	%
Peer Belonging	High	746	76	6685	70
	Medium	159	16	1856	19
	Low	83	8	1028	11

Friendship Intimacy

Figure 5.5



		Whittlesea		S.A. & Vic	
		n	%	n	%
Friendship Intimacy	High	818	83	7413	78
	Medium	89	9	1297	14
	Low	79	8	841	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.

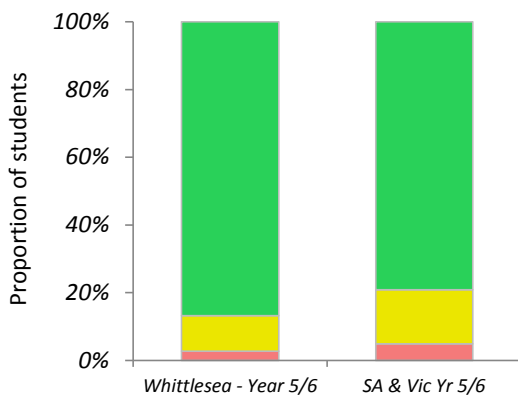
High: Children who usually responded that they 'agree a little' or 'agree a lot'.

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



		Whittlesea		S.A. & Vic	
		n	%	n	%
Academic Self-concept	High	860	87	7571	79
	Medium	104	10	1536	16
	Low	27	3	467	5

School Climate

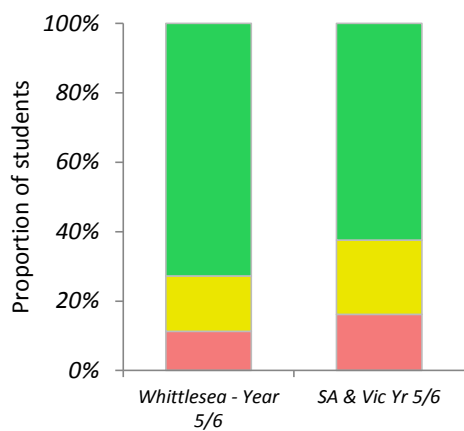
Figure 6.2



		Whittlesea		S.A. & Vic	
		n	%	n	%
School climate	High	683	69	5475	57
	Medium	201	20	2689	28
	Low	100	10	1370	14

School Belonging

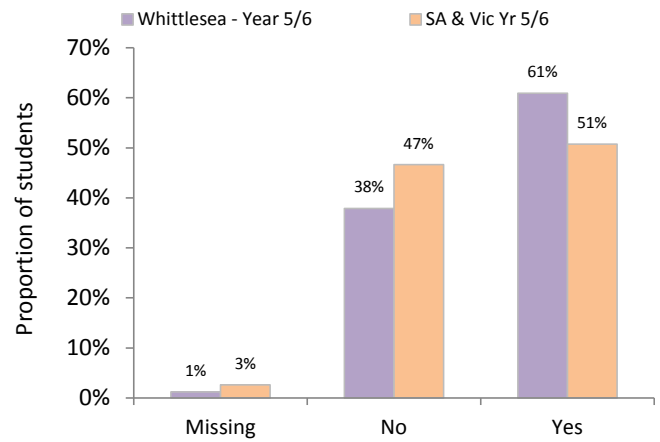
Figure 6.3



		Whittlesea		S.A. & Vic	
School belonging	High	714	73	5903	62
	Medium	156	16	2029	21
	Low	111	11	1529	16

Important Adults in school

Figure 6.4



		Whittlesea		S.A. & Vic	
Important Adults	Yes	606	61	4875	51
	No	377	38	4480	47
	Missing	12	1	254	3

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

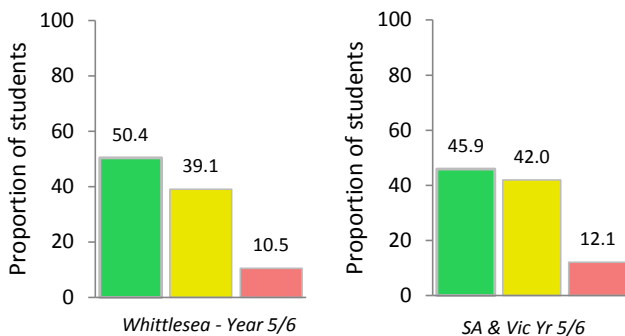


Figure 6.5

Verbal Victimisation

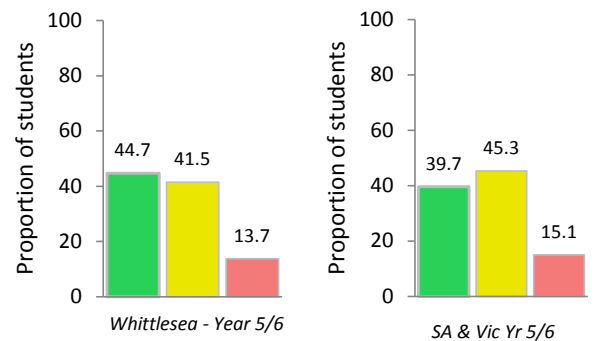


Figure 6.6

Physical Victimisation

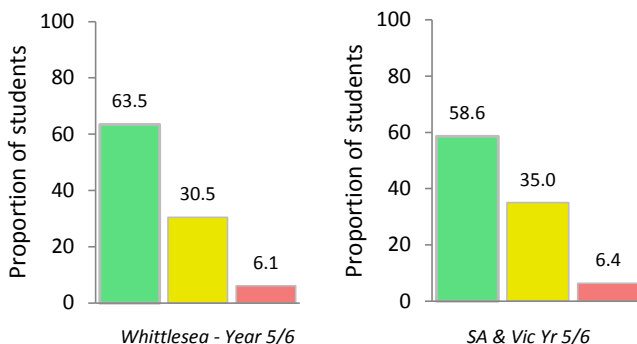


Figure 6.7

Cyber Victimisation

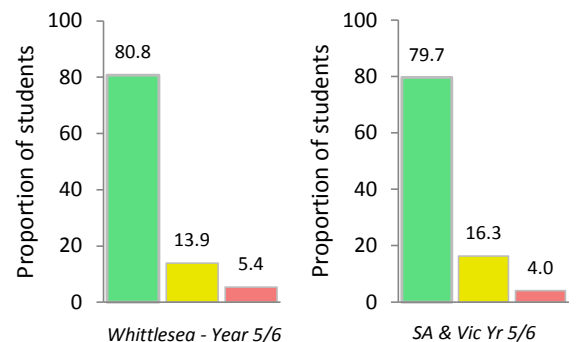


Figure 6.8

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.

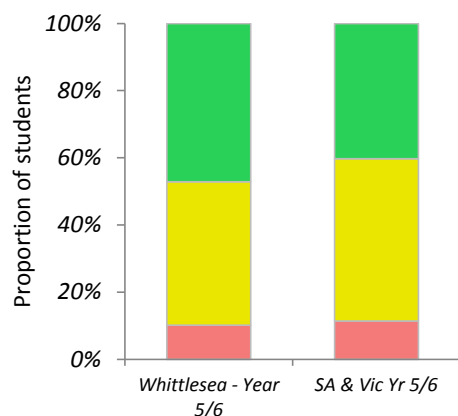
High: Children who responded that they were 'excellent' / 'about the right weight'.

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

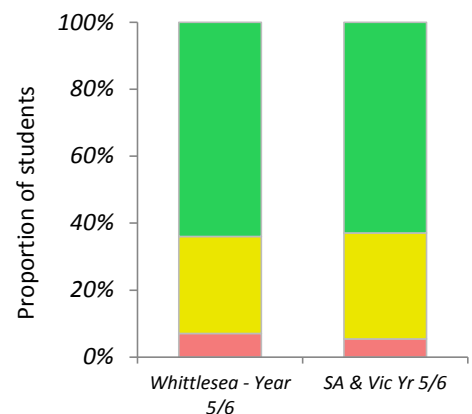
Figure 7.1



		Whittlesea		S.A. & Vic	
		n	%	n	%
General Health	High	458	47	3757	40
	Medium	416	43	4515	48
	Low	99	10	1068	11

Body Image

Figure 7.2



		Whittlesea		S.A. & Vic	
		n	%	n	%
Body Image	High	633	64	5997	63
	Medium	287	29	3016	32
	Low	70	7	522	5

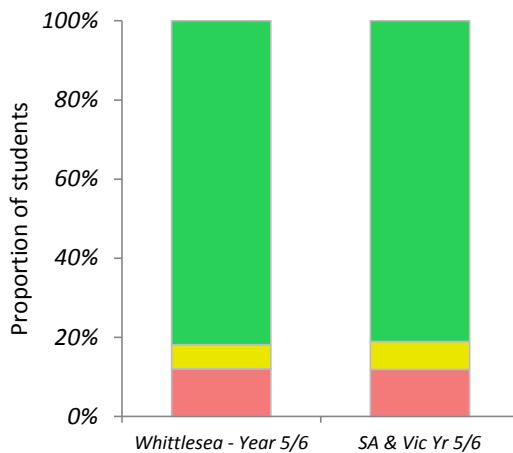
High: Children were asked the questions, "How often do you eat breakfast?" and "How often do you get a good night's sleep?" Those who ate breakfast or had a good night's sleep at least 5 times a week were assigned to the green category.

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

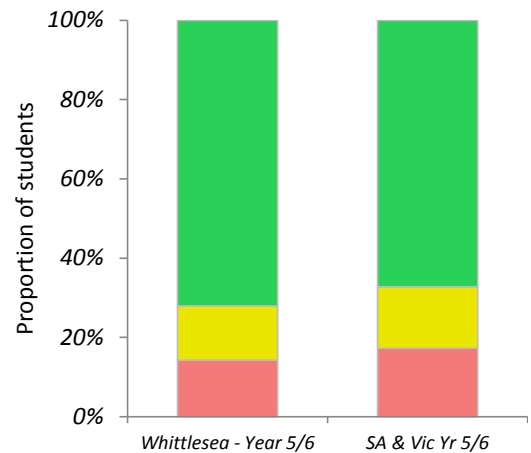
Figure 7.3



		Whittlesea		S.A. & Vic	
Eating Breakfast	High	811	82	7752	81
	Medium	60	6	676	7
	Low	120	12	1141	12

Sleep

Figure 7.4



		Whittlesea		S.A. & Vic	
Sleep	High	696	72	6286	67
	Medium	132	14	1452	16
	Low	138	14	1619	17

Health Conditions

	Whittlesea		S.A. & Vic	
	n	%	n	%
No health condition	795	80%	7554	78%
Physical disability	21	2%	242	3%
Long-term illness	71	7%	806	8%
Overweight	37	4%	365	4%
Other	75	8%	691	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.

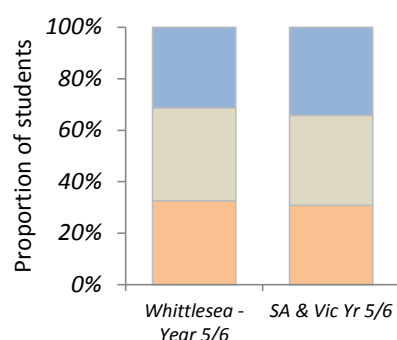
High: Children who reported that they participated in 2 or more after-school activities in 'Music & Arts,' 'Sports,' or 'Organised Activities' respectively, were assigned to the high category.

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.

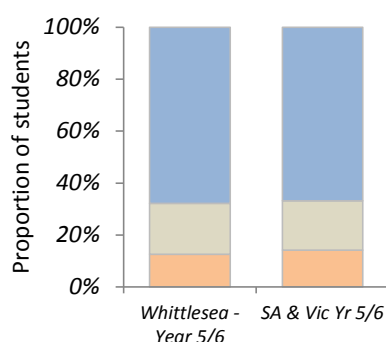
Music & Arts

Figure 8.1



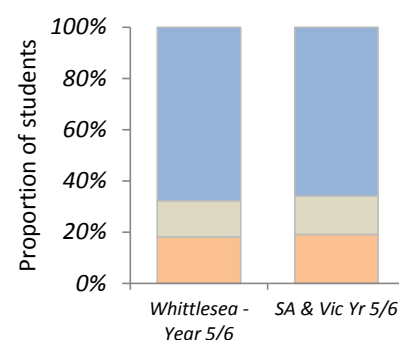
Sports

Figure 8.2



Organised Activities

Figure 8.3



	Whittlesea		S.A. & Vic	
	n	%	n	%
High	292	31	3115	34
Medium	335	36	3171	35
Low	303	33	2806	31

	Whittlesea		S.A. & Vic	
	n	%	n	%
High	629	68	6063	67
Medium	182	20	1732	19
Low	117	13	1280	14

	Whittlesea		S.A. & Vic	
	n	%	n	%
High	634	68	5967	66
Medium	132	14	1364	15
Low	170	18	1735	19

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	Whittlesea - Year 5/6	2.69	6.2%	23.8%	46.6%	17.3%	6.2%
	S.A. & Vic - Year 5/6	3.13	8.5%	29.1%	42.8%	13.7%	5.8%
Watching TV	Whittlesea - Year 5/6	3.31	6.5%	19.8%	30.4%	26.2%	17.2%
	S.A. & Vic - Year 5/6	3.33	7.0%	19.9%	31.0%	23.9%	18.3%
Video and computer games	Whittlesea - Year 5/6	2.44	23.1%	20.8%	22.7%	14.9%	18.5%
	S.A. & Vic - Year 5/6	2.22	28.2%	19.6%	22.5%	13.8%	15.8%

Perceived barriers to participating in desired after-school activities

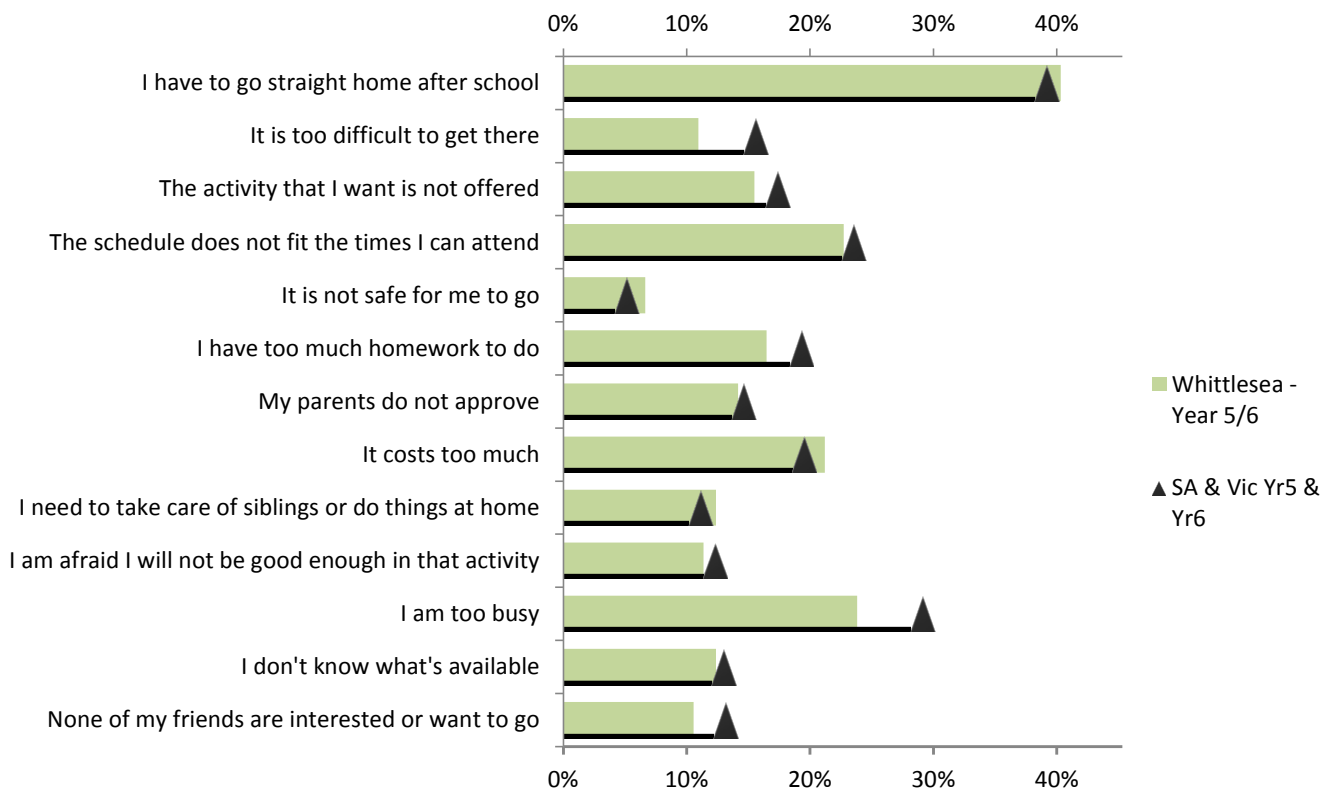


Figure 8.4

Appendix 1: Student responses to individual items

In the table below, we provide information on the number of children from YOUR SCHOOLS 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?	74.8%	24.6%
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?	79.3%	20.4%

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?	3.8%	20.6%	75.5%
3b: Get good grades?	2.5%	15.1%	82.3%
3c: Learn new things?	2.1%	16.1%	81.7%

Physical Health and Wellbeing

	Average times per week
1. How often do your parents or other adult family members eat meals with you?	5.9

	Average times per week
2. How often do you have drinks / food like soft drinks, lollies, potato chips, or something else?	3.3

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.	2.3%	97.7%
1b. I stay at school to participate in afterschool activities.	67.7%	32.3%
1c. I go to an after school program / day-care.	87.0%	13.0%
1d. I go to a friend's house.	43.8%	56.2%
1e. I go to a park, playground, or community centre.	47.4%	52.6%
1f. I hang out at the mall or stores.	51.4%	48.6%
1g. I go someplace else, for example, a family member's home.	32.9%	67.1%

	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.	65.4%	34.6%
2b. Art or music lessons.	74.6%	25.4%
2c. Youth organisations.	88.2%	11.8%
2d. Individual sports with a coach or instructor.	56.2%	43.8%
2e. Team sports with a coach or instructor.	45.1%	54.9%

	No	Yes	No and Yes
3. Are you already doing activities you wish to be doing?	16.5%	53.6%	29.8%

	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.	40.3%
4b. It is too difficult to get there.	11.0%
4c. The activity that I want is not offered.	15.5%
4d. The schedule does not fit the times that I can attend.	22.7%
4e. It's not safe for me to go.	6.6%
4f. I have too much homework to do.	16.5%
4g. My parents do not approve.	14.2%
4h. It costs too much.	21.2%
4i. I need to take care of brothers or sisters or do other things at home.	12.4%
4j. I am afraid I will not be good enough in that activity.	11.4%
4k. I am too busy.	23.8%
4l. I don't know what is available.	12.4%
4m. None of my friends are interested or want to go.	10.6%

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.peggkern.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

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?