

Year 7/8

Prosocial

Student Wellbeing - 2015

Results from a survey of young people

Whittlesea - Year 7/8



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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 7/8 students from Whittlesea who completed the survey. Alongside this is the number of Year 7/8 students from South Australia and Victoria who completed the survey. Throughout the report, the Whittlesea Year 7/8 results will be compared to the results from the South Australian and Victorian Year 7/8 cohort.

	Whittlesea - Year 7/8		S.A. & Victoria	
	Year 7/8		Year 7/8	
	n	%	n	%
Total students	644	100	16150	100
Boys	307	47.7	8136	50.4
Girls	337	52.3	8014	49.6
Languages spoken at home *				
English	538	83.5	15072	93.3
Language other than English	284	44.1	3861	23.9

* More than 1 language can be selected

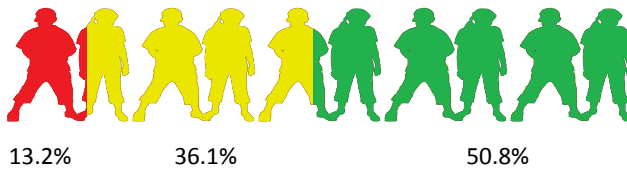
The list of participating schools with Year 7 and Year 8 students from Whittlesea are as follows:

School Name	Year 7	Year 8
Epping Secondary College	0	147
Lalor North College	41	54
Mill Park Secondary College	192	148
The Lakes South Morang P-9 School	62	0
Total	295	349

2 - Wellbeing in summary

The figures below summarise the wellbeing of Year 7/8 students in your region, for selected wellbeing domains.

Optimism



Low	84	students
Medium	230	students
High	324	students

See page 9

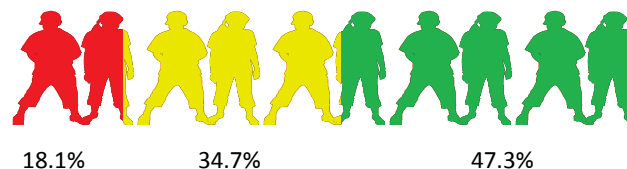
Self-esteem



Low	67	students
Medium	143	students
High	429	students

See page 9

Satisfaction with life



Low	115	students
Medium	221	students
High	301	students

See page 10

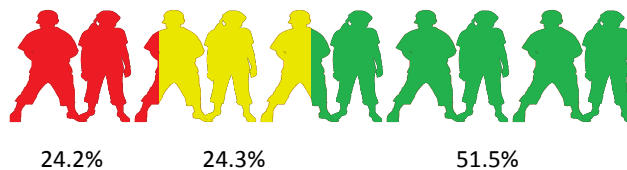
Sadness



High	86	students
Medium	189	students
Low	366	students

See page 10

Worries



High	155	students
Medium	156	students
Low	330	students

See page 11

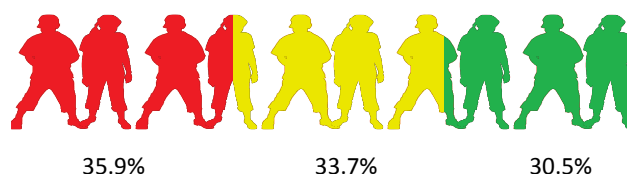
Perseverance



Low	190	students
Medium	230	students
High	178	students

See page 11

Engagement



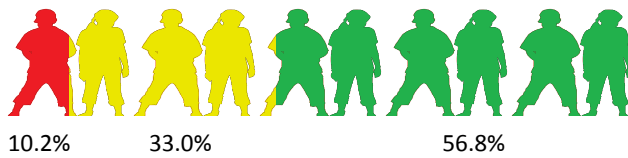
Low	213	students
Medium	200	students
High	181	students

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	65	students
Medium	211	students
High	363	students

See page 12

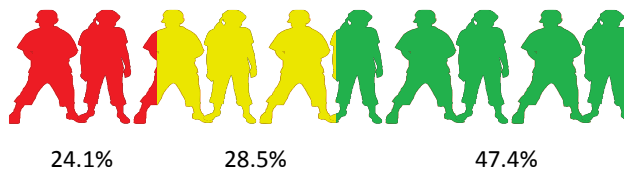
Connections - Adults at home



Low	38	students
Medium	114	students
High	492	students

See page 12

Connections - Adults in the neighbourhood



Low	154	students
Medium	182	students
High	303	students

See page 12

Peer belonging



Low	76	students
Medium	133	students
High	434	students

See page 13

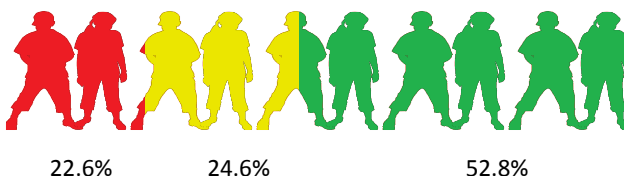
Friendship Intimacy



Low	58	students
Medium	84	students
High	497	students

See page 13

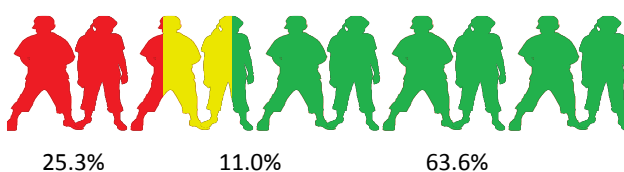
Sleep



Low	142	students
Medium	155	students
High	332	students

See page 18

Eating breakfast



Low	163	students
Medium	71	students
High	409	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.

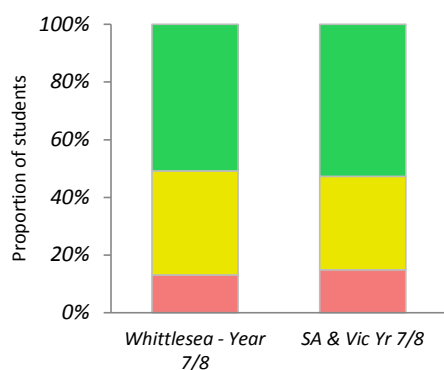
High: Children who usually responded that they 'agree a little' or 'agree a lot' or 'very often' or 'almost always'.

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	324	51	8435	53
	Medium	230	36	5204	32
	Low	84	13	2381	15

Self-Esteem

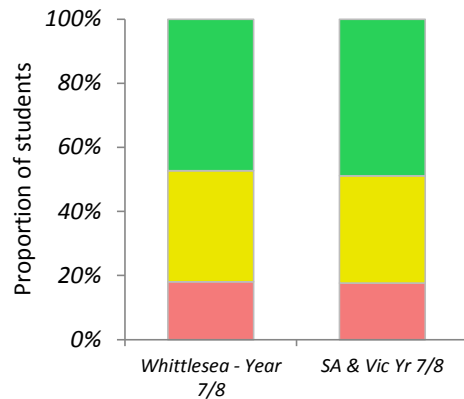
Figure 4.2



		Whittlesea		S.A. & Vic	
		n	%	n	%
Self-Esteem	High	429	67	10697	67
	Medium	143	22	3677	23
	Low	67	10	1662	10

Satisfaction with life

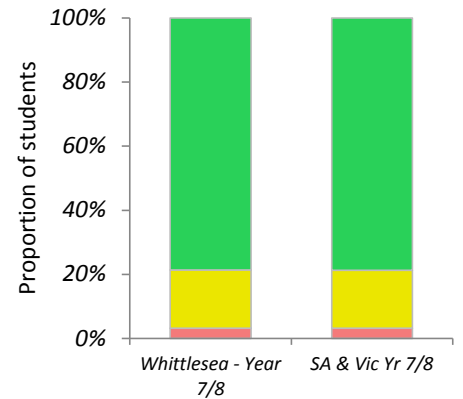
Figure 4.3



		Whittlesea		S.A. & Vic	
		n	%	n	%
Satisfaction with life	High	301	47	7831	49
	Medium	221	35	5357	33
	Low	115	18	2835	18

Empathy

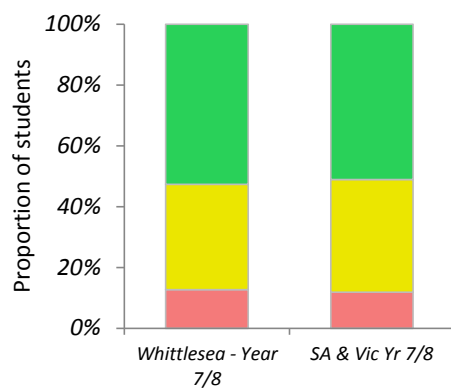
Figure 4.4



		Whittlesea		S.A. & Vic	
		n	%	n	%
Empathy	High	506	79	12679	79
	Medium	117	18	2908	18
	Low	21	3	522	3

Prosocial Behaviour

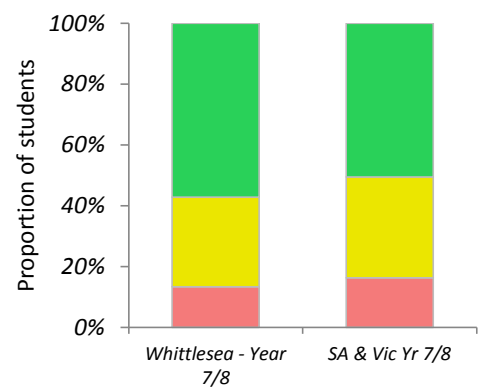
Figure 4.5



		Whittlesea		S.A. & Vic	
		n	%	n	%
Prosocial behaviour	High	336	53	8175	51
	Medium	221	35	5937	37
	Low	81	13	1906	12

Sadness

Figure 4.6

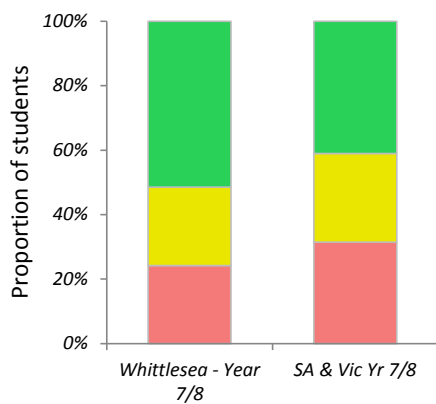


		Whittlesea		S.A. & Vic	
		n	%	n	%
Sadness	Low	366	57	8087	51
	Medium	189	29	5295	33
	High	86	13	2615	16

* 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

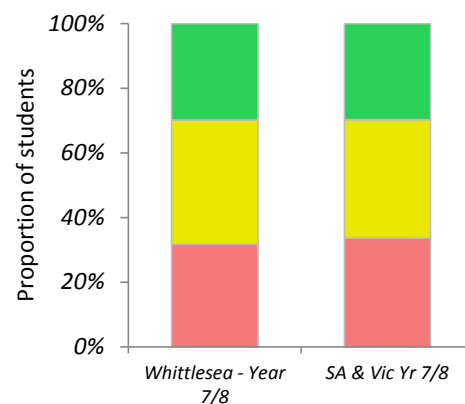


		Whittlesea		S.A. & Vic	
		n	%	n	%
Worries	Low	330	51	6558	41
	Medium	156	24	4405	28
	High	155	24	5034	31

* 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

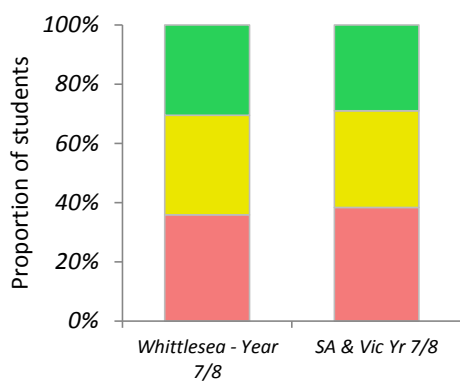
Figure 4.8



		Whittlesea		S.A. & Vic	
		n	%	n	%
Perseverance	High	178	30	4605	30
	Medium	230	38	5671	37
	Low	190	32	5223	34

Engagement

Figure 4.9



		Whittlesea		S.A. & Vic	
		n	%	n	%
Engagement	High	181	30	4483	29
	Medium	200	34	5044	33
	Low	213	36	5934	38

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.

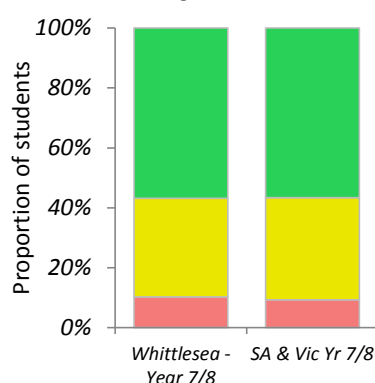
High: Children who usually responded that they 'agree a little' or 'agree a lot' or 'pretty much' or 'very much' true to statements.

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

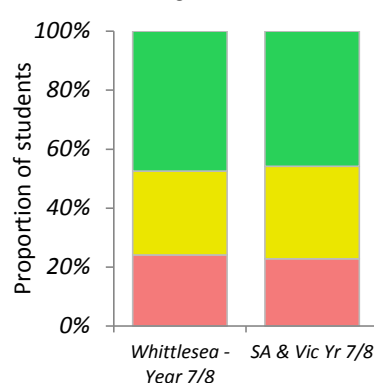


	Whittlesea		S.A. & Vic	
	n	%	n	%
High	363	57	9089	57
Medium	211	33	5481	34
Low	65	10	1491	9

School

Connectedness with adults in the neighbourhood

Figure 5.2

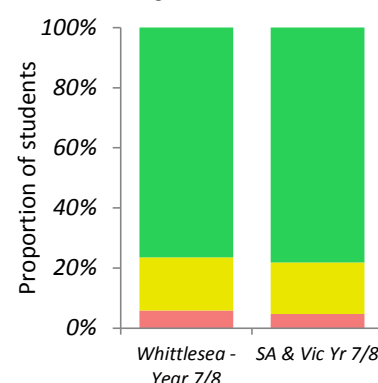


	Whittlesea		S.A. & Vic	
	n	%	n	%
High	303	47	7315	46
Medium	182	28	5030	31
Low	154	24	3645	23

Neighbourhood

Connectedness with adults at home

Figure 5.3

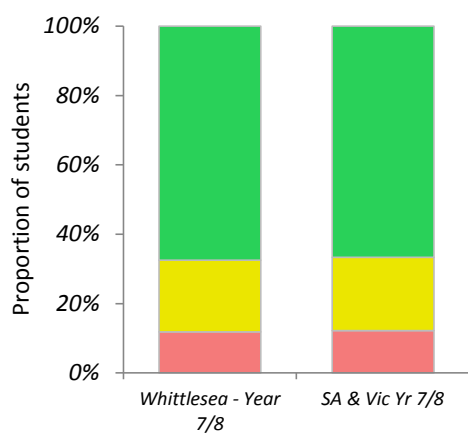


	Whittlesea		S.A. & Vic	
	n	%	n	%
High	492	76	12574	78
Medium	114	18	2766	17
Low	38	6	753	5

Home

Peer Belonging

Figure 5.4



		Whittlesea		S.A. & Vic	
		n	%	n	%
Peer Belonging	High	434	67	10718	67
	Medium	133	21	3414	21
	Low	76	12	1957	12

Friendship Intimacy

Figure 5.5



		Whittlesea		S.A. & Vic	
		n	%	n	%
Friendship Intimacy	High	497	78	12168	76
	Medium	84	13	2477	15
	Low	58	9	1430	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'.

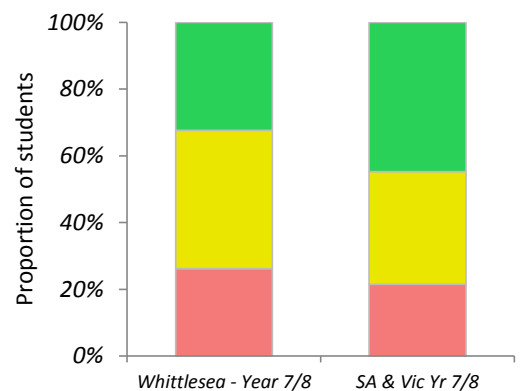
Academic Self-Concept

Figure 6.1



School Climate

Figure 6.2

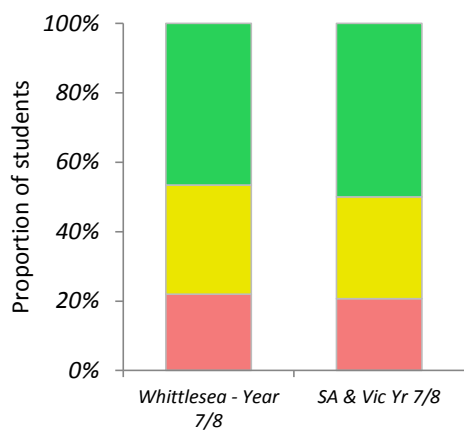


		Whittlesea		S.A. & Vic	
		n	%	n	%
Academic Self-concept	High	454	71	11858	74
	Medium	151	24	3259	20
	Low	36	6	987	6

		Whittlesea		S.A. & Vic	
		n	%	n	%
School climate	High	205	32	7166	45
	Medium	263	41	5403	34
	Low	166	26	3456	22

School Belonging

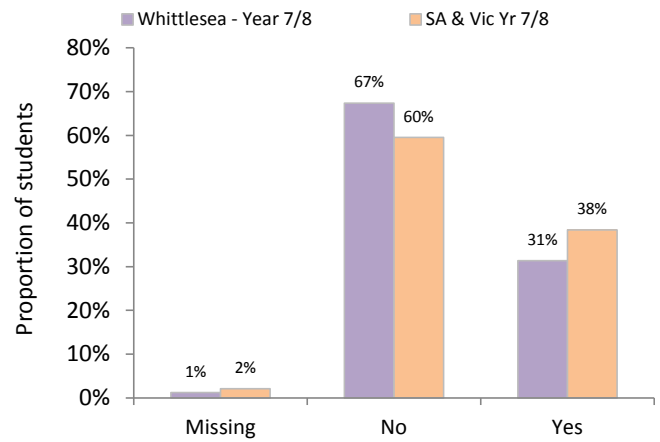
Figure 6.3



		Whittlesea		S.A. & Vic	
		n	%	n	%
School belonging	High	294	47	7980	50
	Medium	199	31	4682	29
	Low	139	22	3303	21

Important Adults in school

Figure 6.4



		Whittlesea		S.A. & Vic	
		n	%	n	%
Important Adults	Yes	202	31	6204	38
	No	434	67	9611	60
	Missing	8	1	335	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

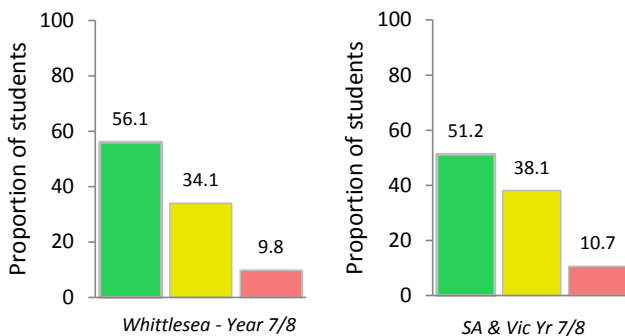


Figure 6.5

Verbal Victimisation

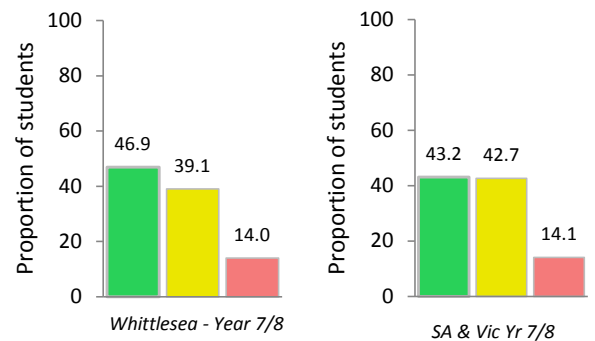


Figure 6.6

Physical Victimisation

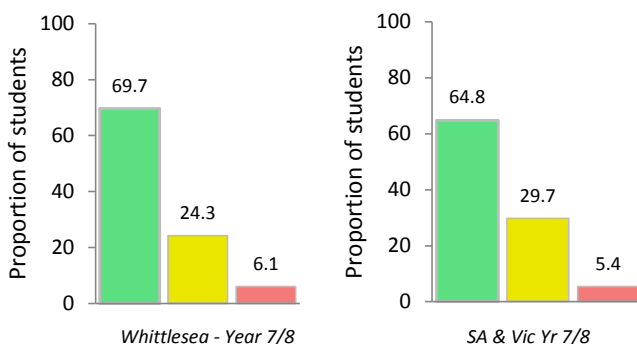


Figure 6.7

Cyber Victimisation

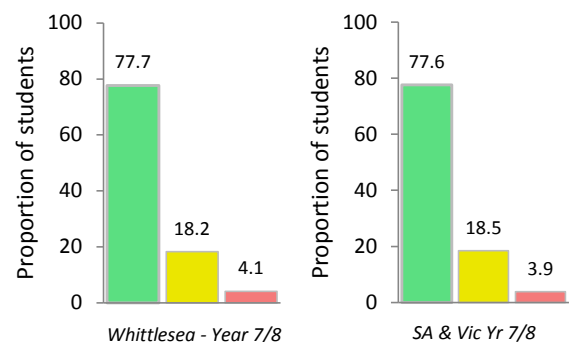


Figure 6.8

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.

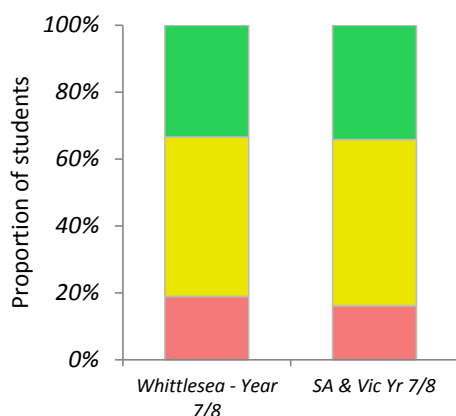
High: Children who responded that they were 'excellent' / 'about the right weight'.

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

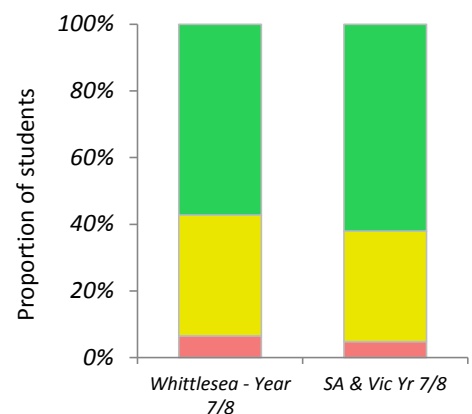
Figure 7.1



		Whittlesea		S.A. & Vic	
		n	%	n	%
General Health	High	213	33	5377	34
	Medium	305	48	7809	50
	Low	121	19	2549	16

Body Image

Figure 7.2



		Whittlesea		S.A. & Vic	
		n	%	n	%
Body Image	High	367	57	9944	62
	Medium	232	36	5304	33
	Low	42	7	778	5

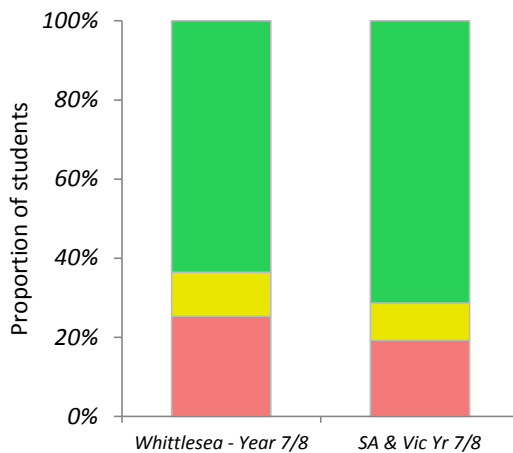
High: Children were asked the questions, "How often do you eat breakfast?" and "How often do you get a good night's sleep?" Those who ate breakfast or had a good night's sleep at least 5 times a week were assigned to the green category.

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

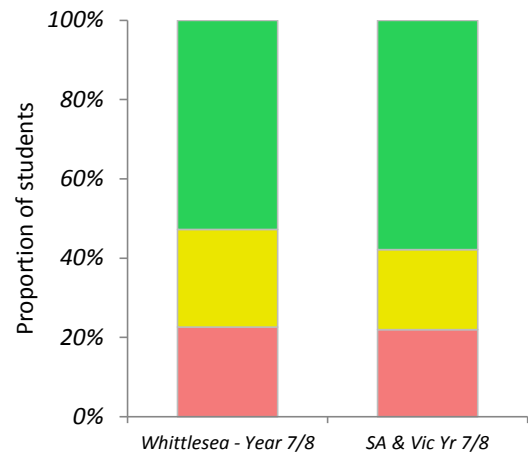
Figure 7.3



		Whittlesea		S.A. & Vic	
Eating Breakfast	High	409	64	11433	71
	Medium	71	11	1507	9
	Low	163	25	3089	19

Sleep

Figure 7.4



		Whittlesea		S.A. & Vic	
Sleep	High	332	53	9110	58
	Medium	155	25	3183	20
	Low	142	23	3453	22

Health Conditions

	Whittlesea		S.A. & Vic	
	n	%	n	%
No health condition	507	79%	12921	80%
Physical disability	11	2%	297	2%
Long-term illness	48	7%	1244	8%
Overweight	41	6%	697	4%
Other	36	6%	1020	6%

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.

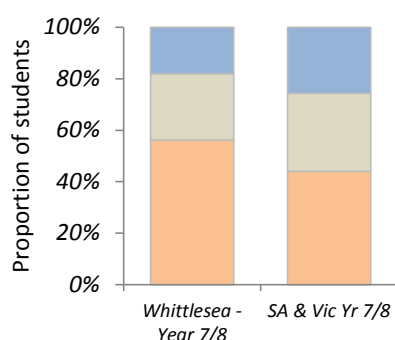
High: Children who reported that they participated in 2 or more after-school activities in 'Music & Arts,' 'Sports,' or 'Organised Activities' respectively, were assigned to the high category.

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

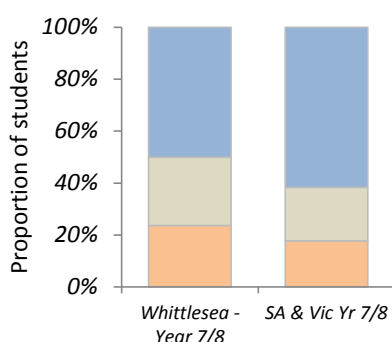
Figure 8.1



	Whittlesea		S.A. & Vic	
	n	%	n	%
High	111	18	3919	26
Medium	158	26	4649	30
Low	345	56	6746	44

Sports

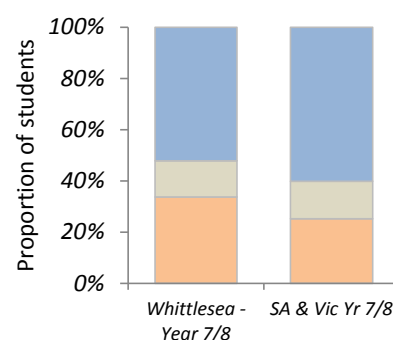
Figure 8.2



	Whittlesea		S.A. & Vic	
	n	%	n	%
High	307	50	9468	62
Medium	161	26	3161	21
Low	145	24	2715	18

Organised Activities

Figure 8.3



	Whittlesea		S.A. & Vic	
	n	%	n	%
High	318	52	9184	60
Medium	86	14	2241	15
Low	206	34	3856	25

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 7/8	2.67	9.4%	16.3%	41.5%	21.5%	11.3%
	S.A. & Vic - Year 7/8	3.11	8.6%	20.5%	40.5%	20.7%	9.7%
Watching TV	Whittlesea - Year 7/8	3.47	6.1%	11.5%	27.8%	29.4%	25.2%
	S.A. & Vic - Year 7/8	3.30	8.4%	14.4%	30.3%	26.9%	20.0%
Video and computer games	Whittlesea - Year 7/8	2.15	33.0%	12.6%	16.4%	15.8%	22.2%
	S.A. & Vic - Year 7/8	2.06	35.1%	14.2%	17.9%	14.6%	18.1%

Perceived barriers to participating in desired after-school activities

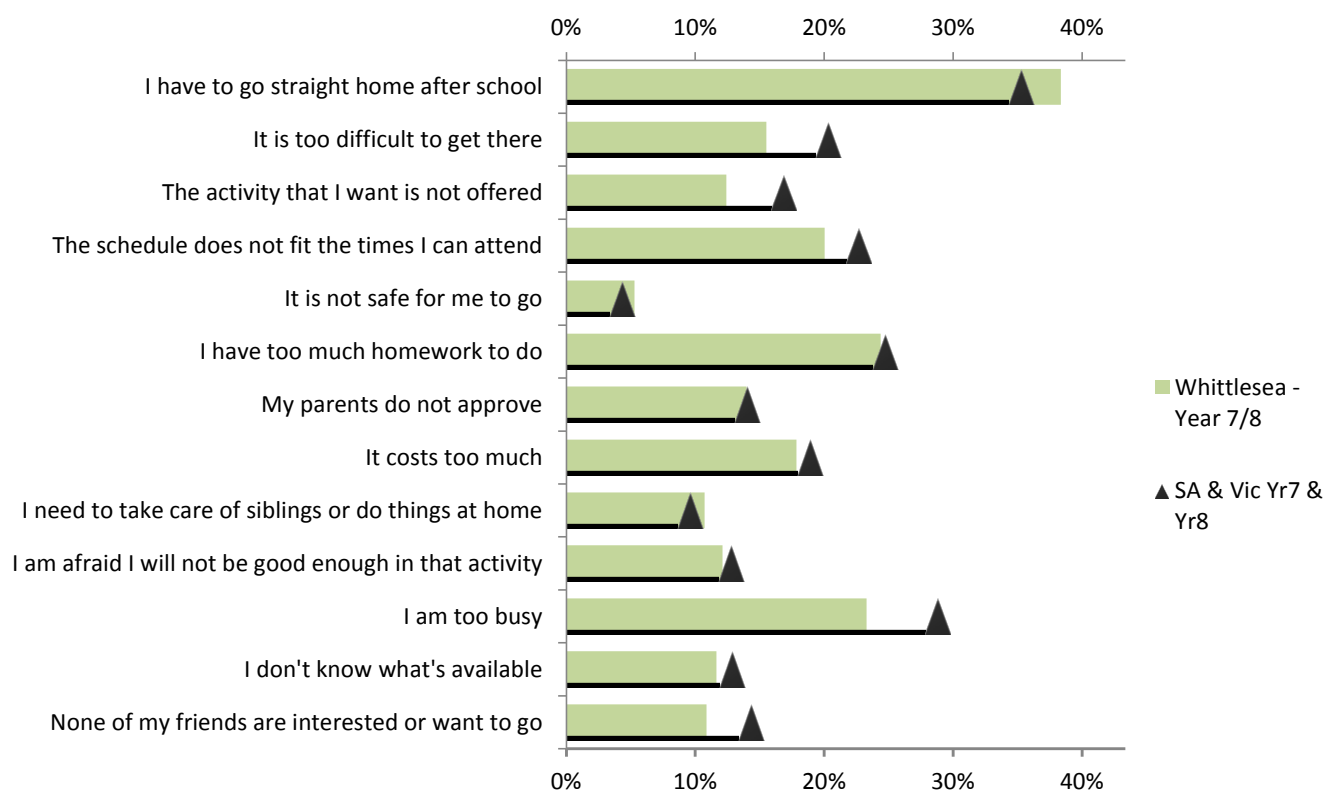


Figure 8.4

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?	74.5%	25.2%
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?	71.3%	28.3%

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?	5.4%	24.7%	69.8%
3b: Get good grades?	3.1%	18.5%	78.4%
3c: Learn new things?	5.0%	29.9%	65.1%

Physical Health and Wellbeing

	Average times per week
1. How often do your parents or other adult family members eat meals with you?	5.6

	Average times per week
2. How often do you have drinks / food like soft drinks, lollies, potato chips, or something else?	3.8

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.	1.6%	98.4%
1b. I stay at school to participate in afterschool activities.	71.4%	28.6%
1c. I go to an after school program / day-care.	94.0%	6.0%
1d. I go to a friend's house.	57.1%	42.9%
1e. I go to a park, playground, or community centre.	65.5%	34.5%
1f. I hang out at the mall or stores.	47.6%	52.4%
1g. I go someplace else, for example, a family member's home.	43.1%	56.9%

	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.	74.8%	25.2%
2b. Art or music lessons.	86.9%	13.1%
2c. Youth organisations.	91.1%	8.9%
2d. Individual sports with a coach or instructor.	69.3%	30.7%
2e. Team sports with a coach or instructor.	59.0%	41.0%

	No	Yes	No and Yes
3. Are you already doing activities you wish to be doing?	25.7%	45.8%	28.5%

	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.	38.4%
4b. It is too difficult to get there.	15.5%
4c. The activity that I want is not offered.	12.4%
4d. The schedule does not fit the times that I can attend.	20.0%
4e. It's not safe for me to go.	5.3%
4f. I have too much homework to do.	24.4%
4g. My parents do not approve.	14.0%
4h. It costs too much.	17.9%
4i. I need to take care of brothers or sisters or do other things at home.	10.7%
4j. I am afraid I will not be good enough in that activity.	12.1%
4k. I am too busy.	23.3%
4l. I don't know what is available.	11.6%
4m. None of my friends are interested or want to go.	10.9%

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
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General Health	Q57 In general, how would you describe your health?
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Physical/Health Condition	Q58 Do you have a physical or health condition that keeps you from doing some things other kids your age do?
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Body Image	Q59 How do you rate your body weight?
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Breakfast	Q61 How often do you eat breakfast?
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Sleep	Q64 How often do you get a good night sleep?
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Domain 5—Constructive Use of After School Time

After school activities

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

Sub-domain	Description
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Homework	Q69b During the last week after school, how many days did you do homework ?
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TV	Q69c During the last week after school, how many days did you watch TV ?
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Computer Games	Q69d During the last week after school, how many days did you play video or computer games ?
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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?