

# Student Wellbeing Survey 2020

SAFE, WELL AND POSITIVE LEARNERS

**All Tasmanian Government  
School Students**

Survey year: 2020





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### **Document Control**

Managed by	Education Performance and Review
Contact position	Education Review Officer, EPR
Contact email	<a href="mailto:schoolsurveys@education.tas.gov.au">schoolsurveys@education.tas.gov.au</a>
Version	1.0
Status	Final
Security classification	For Official Use Only



**Government  
of South Australia**  
Department for Education

The Student Wellbeing Survey has been developed in collaboration with the Department for Education, Government of South Australia.



# Introduction

## About the Student Wellbeing Survey

The Department of Education (DoE) recognises the impact of wellbeing on educational attainment and the subsequent connection to life outcomes for young Tasmanians. A strong sense of wellbeing enables students to explore, experiment and actively engage in their learning environment with confidence and optimism.

The [2018–2021 Department of Education Child and Student Wellbeing Strategy: Safe, Well and Positive Learners](#) adopts the *Australian Research Alliance for Children and Youth: The Nest* six wellbeing domains to support a common definition of what is meant by wellbeing. Wellbeing means that children and students feel loved and safe, are healthy, have access to material basics, are learning and participating, and have a positive sense of culture and identity. This holistic approach acknowledges the many factors that contribute to the wellbeing of our children and students and the results of this survey will be structured under the relevant wellbeing domain. These wellbeing indicators, along with others, inform planning and action within schools and at a system level.

The Wellbeing Strategy commits to the development of valid and reliable measures in the voice of the learner to support future effort and planning. The focus of the work is on improving child and student wellbeing in the voice of the student, linked to improved learning outcomes.

The Student Wellbeing Survey is a universal approach to supporting student wellbeing, and will provide schools and the system with wellbeing data to support improvement planning.

## Purpose and scope of this report

This report presents the survey responses from students for Term 3 2020, showing the results for All Tasmanian Government School Students. Due to the disruptions caused by the COVID-19 pandemic, the survey was conducted in March and September in 2020 to give all students the opportunity to participate. The survey will continue to be conducted in March each year, which will provide schools with a data comparison for planning and targeted action to support student wellbeing. This will also ensure the broader system is supporting student wellbeing over the long term, informed by data.

The report describes young people's views about their social and emotional wellbeing, their engagement at school and their experiences outside of school. These wellbeing indicators represent potential levers, e.g. to inform planning and decision-making to maximise student wellbeing and learning in the school.

*Students have expressed that their answers were provided subject to assurance of their **confidentiality**. Student **anonymity** has been guaranteed in participating in this survey. In line with this commitment, please note that the data is not reported for groups of less than five students to protect their confidentiality.*

## How to use this report

The aims of this report are to:

- help engage school staff, students and/or the broader school community in conversations about young people's wellbeing and learning
- incorporate what is learnt, into school, network and whole of system planning
- provide wellbeing data to support improvement planning

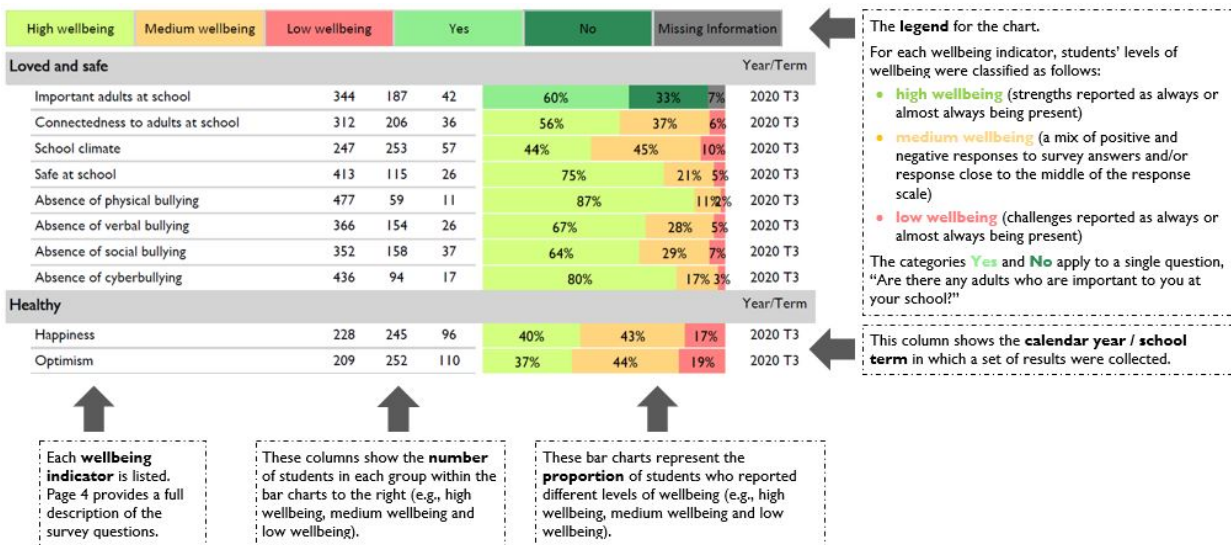
The results shown in the report can be used to reflect on:

1. What young people think about their wellbeing at school
2. The strengths of students and how these might be built upon
3. Issues or challenges that may warrant further investigation and responses

Introductory sections on the definitions of key terms and a list of the survey items are provided to help interpret the results presented in this report (refer to the next page).



In many places throughout this report, the wellbeing results for students are reported in very similar ways, using the format illustrated in the figure below. Notes have been added to the example below to describe the various pieces of information shown in the figures throughout the report.



There are a variety of survey responses for questions throughout the Student Wellbeing Survey. To help with understanding the wellbeing results for your students, the following table outlines some of the response options that generally contribute to the reported level of wellbeing.

<b>High wellbeing</b>	Students who usually responded towards the positive end of the scale with response options including: 'agree', 'strongly agree', 'most of the time', 'all of the time', 'very much true', 'mostly like me' or 'very much like me'.
<b>Medium wellbeing</b>	Students who usually responded towards the middle of the scale or who reported a mix of positive and negative responses with response options including: 'don't agree or disagree', 'some of the time', 'somewhat like me' or 'neither positive or negative'
<b>Low wellbeing</b>	Students who usually responded towards the negative end of the scale with response options including: 'disagree', 'strongly disagree', 'a little of the time', 'none of the time', 'not at all true', 'a little like me' or 'not at all like me'.

Some wellbeing indicators in the report represent an 'absence of' an attribute and these subdomains include bullying, sadness, worries and distress. For these subdomains the following response options are generally aligned to the reported level of wellbeing below.

<b>High wellbeing</b>	Students who usually responded towards the negative end of the scale with response options including: 'disagree', 'strongly disagree', 'a little of the time', 'none of the time' or 'not at all'.
<b>Medium wellbeing</b>	Students who usually responded towards the middle of the scale or who reported a mix of positive and negative responses with response options including: 'don't agree or disagree', 'some of the time', 'somewhat like me', 'once or a few times' or 'about every month'.
<b>Low wellbeing</b>	Students who usually responded towards the positive end of the scale with response options including: 'agree', 'strongly agree', 'most of the time', 'all of the time', 'about every week' or 'many times a week'.



## Structure of this report

### **Part 1: Wellbeing results for All Tasmanian Government School Students, Term 3 2020**

This section of the report sets out the wellbeing results from Term 3 2020 for All Tasmanian Government School Students, providing a view of the strengths and issues for the cohort as a whole. The results are presented in terms of the number and proportion of students on each indicator drawn from the Student Wellbeing Survey. A comparison between the students who took part in the survey and the students enrolled at school allows readers to consider how many students from the overall cohort are represented in the wellbeing results.

### **Part 2: Wellbeing results for All Tasmanian Government School Students, time series**

This section of the report follows the same format as Part 1, but includes time series data for All Tasmanian Government School Students across all available collection years.

### **Part 3: Wellbeing results for All Tasmanian Government School Students, Term 3 2020, by year level**

This section of the report follows the same format as Part 1, but sets out the wellbeing results from Term 3 2020 for each separate year level group for All Tasmanian Government School Students. This is intended to allow for detailed and separate planning.

### **Part 4: Wellbeing results: Digging deeper**

Part 4 of the report aims to provide greater detail about key wellbeing issues in terms of trends across year levels and gender. The chapter provides more information about:

- Emotional wellbeing
- Engagement with school and learning

### **Part 5: Wellbeing results: After school activities**

Part 5 of the report aims to provide greater detail about participation in activities after school or reported barriers to participation in these activities. The chapter provides more information about:

- After school activities
- Additional questions



## Definitions of key terms used in this report

The questions asked in the survey have been grouped into wellbeing domains and subdomains that are used to summarise the questions. The table below describes the domain and provides a list of the terminology used.

### Loved and safe

Important adult at school	Identify whether there are adults at school they see as 'important'
Connectedness to adults at school	Having at least one adult at school who provides support to a young person
School climate	Overall tone of the school environment, including the way teachers and students interact and how students treat each other
Safe at school	How safe young people feel at school
Absence of physical bullying^	Student perceptions of the frequency of physical bullying
Absence of verbal bullying^	Student perceptions of the frequency of verbal bullying
Absence of social bullying^	Student perceptions of the frequency of social bullying
Absence of cyberbullying^	Student perceptions of the frequency of cyberbullying

### Healthy

Happiness	General feeling of happiness, cheer and contentment with life
Optimism	Having a mindset of positive expectations about the future
Satisfaction with life	How content or satisfied children are with their lives
Emotion regulation	Having the ability to manage the experience of positive and negative feelings
Absence of sadness^	General feelings of unhappiness or being upset
Absence of worries^	General feelings of being worried about different aspects of life
Absence of distress~^	How frequently young people felt distressed in the past month
Overall health	An overall assessment of a young person's health. This item maps closely to a range of other health outcomes
Body image	Describes perceptions young people have about their body shape
Feelings about your body~	Young people's feelings when thinking about the way they look

### Material basics

Nutrition - breakfast	How often the young person ate breakfast during a week
Sleep	How often the young person slept well
Music and arts	Participated in music or arts and craft activities after school
Sports	Participated in organised or team sports after school (eg: basketball, swimming, football, netball, etc)
Organised activities	Participated in organised activities after school (eg: sports, music, arts and craft)

### Learning

Emotional engagement with teachers	Support and relationships with teachers
Engagement (flow)	Being absorbed, interested and involved in activity or the world
Perseverance	Having the tenacity to stick with things and pursue goals, despite challenges that arise
Cognitive engagement	Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset
Academic self concept	Perceptions of themselves as students and how interested and confident they feel at school
Learning practices~	Beliefs about personal learning styles, organisational skills and capacity to complete school work

### Participating

Connectedness to adults at home	Having at least one adult at home who provides support to a young person
Friendship intimacy	Quality of social support from peers
Resilience~	Young people's beliefs about their capacity to recover from difficulties and challenges
Motivation to achieve goals~	How confident young people are that they can achieve their goals
Future goal planning~	Young people's beliefs about their ability to plan for the future and pursue their goals
Feelings about after school study/work~	How confident young people are that they can achieve their study/work goals after school

### Positive sense of culture and identity

School belonging	The degree to which young people feel connected and valued at their school
Peer belonging	Feeling that they belong to a social group
Meeting expectations~	Young people's perceptions of how well they perform against personal goals and aims
Expectations for success~	Levels of expectations young people set for themselves
Feelings about the future~	Young people's feelings when thinking about the future



~ denotes item was only asked for senior year students (years 10-12)

^ denotes subdomains that have been re-named to align with how the wellbeing results are presented and interpreted. These subdomains (sadness, worries, distress, bullying) now include the term 'absence of' to indicate an absence of this attribute. High wellbeing indicates low reported levels of the attribute and vice versa. Results for 2020 are comparable to the 2019 results.





Domain	Subdomain	Question
Loved and safe	Important adult at school	Are there any adults who are important to you at your school?
	Connectedness to adults at school	At my school, there is a teacher or another adult who really cares about me. At my school, there is a teacher or another adult who believes that I will be a success. At my school, there is a teacher or another adult who listens to me when I have something to say.
	School climate	Teachers and students treat each other with respect in this school. People care about each other in this school. Students in this school help each other, even if they are not friends.
	Safe at school	I feel safe at school.
	Absence of physical bullying^	In the last year, how often have you been bullied by other students in the following ways? Physical bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission).
	Absence of verbal bullying^	In the last year, how often have you been bullied by other students in the following ways? Verbal bullying (for example, someone called you names, teased, embarrassed, threatened you, or made you do things you didn't want to do).
	Absence of social bullying^	In the last year, how often have you been bullied by other students in the following ways? Social bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).
	Absence of cyberbullying^	In the last year, how often have you been bullied by other students in the following ways? Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).
Healthy	Happiness	I feel happy. I have a lot of fun. I love life. I am a cheerful person.
	Optimism	I have more good times than bad times. I believe more good things than bad things will happen to me. I start most days thinking I will have a good day.
	Satisfaction with life	In most ways my life is close to the way I would want it to be. The things in my life are excellent. I am happy with my life. So far I have gotten the important things I want in life. If I could live my life over again, I would have it the same way.
	Emotion regulation	When I'm worried about something, I make myself think about it in a different way that helps me feel better. When I want to feel happier about something, I change the way I'm thinking about it. When I want to feel less bad (e.g. sad, angry or worried), I change the way that I'm thinking about it.
	Absence of sadness^	I feel unhappy a lot of the time. I feel upset about things. I feel that I do things wrong a lot.
	Absence of worries^	I worry a lot about things at home. I worry a lot about things at school. I worry a lot about mistakes that I make. I worry about things.
	Absence of distress~^	In the last month about how often did you feel...nervous? In the last month about how often did you feel...hopeless? In the last month about how often did you feel...restless or fidgety? In the last month about how often did you feel...so sad that nothing could cheer you up? In the last month about how often did you feel...that everything was an effort? In the last month about how often did you feel...worthless?
	Overall health	In general, how would you describe your health?
	Body image	How do you rate your body weight?
	Feelings about your body~	How often do you like the way you look?
	Nutrition - breakfast	How often do you eat breakfast?
	Sleep	How often do you get a good night's sleep?
Material basics	Music and arts	i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS] j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]
	Sports	a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]
	Organised activities	a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS] i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS] j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS] l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]
	Emotional engagement with teachers	I get along well with most of my teachers. Most of my teachers are interested in my well-being. Most of my teachers really listen to what I have to say. If I need extra help, I will receive it from my teachers. Most of my teachers treat me fairly.
	Engagement (flow)	When I do an activity, I enjoy it so much that I lose track of time. I get completely absorbed in what I am doing. I get so involved in activities that I forget about everything else. When I am learning something new, I lose track of how much time has passed.
	Perseverance	I keep at my school work until I am done with it. I finish whatever I begin. Once I make a plan to get something done, I stick to it. I am a hard worker.
Learning	Cognitive engagement	I work hard on learning. When I found something hard I tried another way. I take a lot of care with what I do. No matter who you are, you can change your intelligence. I am excited to come up with new things.
	Academic self concept	I am certain I can learn the skills taught in school this year. If I have enough time, I can do a good job on all my school work. Even if the work in school is hard, I can learn it.
	Learning practices~	I can finish my homework assignments by the deadlines. I can get myself to study when there are other interesting things to do. I can always concentrate on school subjects during class. I can take good notes during school lessons. I can plan my schoolwork for the day. I can organise my schoolwork. I can remember information presented in class and textbooks. I can arrange a place to study without distractions. I can get myself to do schoolwork.





Participating	Connectedness to adults at home	In my home, there is a parent or another adult who believes I will be a success. In my home, there is a parent or another adult who listens to me when I have something to say. In my home, there is a parent or another adult who I can talk to about my problems.
	Friendship intimacy	I have at least one really good friend I can talk to when something is bothering me. I have a friend I can tell everything to.
	Resilience~	There is somebody my age who really understands me. I tend to bounce back quickly after hard times. I have a hard time making it through stressful events. It does not take me long to recover from a stressful event. It is hard for me to snap back when something bad happens. I usually come through difficult times with little trouble. I tend to take a long time to get over set-backs in my life.
	Motivation to achieve goals~	I actively pursue my goals. My past experiences have prepared me well for the future. I've been pretty successful in life. I meet the goals that I set for myself.
	Future goal planning~	I can think of many ways to get myself out of trouble. There are lots of ways around any problem. I can think of many ways to get the things in life that are important to me. Even when others get discouraged, I know I can find a way to solve a problem.
	Feelings about after school study/work~	How confident are you in your ability to achieve your study/work goals after school?
Positive sense of culture and identity	School belonging	I feel like I belong in this school. I feel like I am important to this school.
	Peer belonging	I feel part of a group of friends that do things together. I feel that I usually fit in with other kids around me. When I am with other kids my age, I feel I belong.
	Meeting expectations~	Doing my best never seems to be enough. I often feel disappointed after completing a task because I knew I could have done better. My performance rarely measures up to my standards. I am hardly ever satisfied with my performance.
	Expectations for success~	I have high expectations for myself. I set very high standards for myself. I have a strong need to strive for excellence. I expect the best from myself.
	Feelings about the future~	How would you describe your feelings when you think about the future?

~ denotes item was only asked for senior year students (years 10-12)

^ denotes subdomains that have been re-named to align with how the wellbeing results are presented and interpreted. These subdomains (sadness, worries, distress, bullying) now include the term 'absence of' to indicate an absence of this attribute. High wellbeing indicates low reported levels of the attribute and vice versa. Results for 2020 are comparable to the 2019 results.



## Part I: Wellbeing: All Tasmanian Government School Students

### Wellbeing participation for All Tasmanian Government School Students

All Tasmanian Government School Students has participated in 3 Survey collections in 2019; 2020 T1; 2020 T3.

The table below shows the number of students who completed the Student Wellbeing Survey, the number of school enrolments for this group and shows this as a proportion of students participating.

The table allows you to consider how representative the survey results are for the student cohort as a whole. The table also allows you to see whether participation in the survey has increased, decreased or remained stable over time. This information allows you to consider how well the survey results may represent the views of All Tasmanian Government School Students over time.

All Tasmanian Government School Students					
Year/ Term	Year Level	Number of Valid Survey Responses	Number of Enrolments	% Participation	Notes
2020 T3	Year 4	3,475	4,695	74%	
	Year 5	3,568	4,747	75%	
	Year 6	3,679	4,898	75%	
	Year 7	2,738	4,248	64%	
	Year 8	2,678	4,217	64%	
	Year 9	2,211	4,133	53%	
	Year 10	1,903	3,805	50%	
	Year 11	2,071	4,081	51%	
	Year 12	1,561	3,433	45%	
	Unknown	22	0	0%	Student year level unknown
	<b>Total</b>	<b>23,906</b>	<b>38,257</b>	<b>62%</b>	
2020 T1	Year 4	1,886	4,709	40%	
	Year 5	1,942	4,784	41%	
	Year 6	2,046	4,926	42%	
	Year 7	1,554	4,253	37%	
	Year 8	1,516	4,213	36%	
	Year 9	1,671	4,159	40%	
	Year 10	1,314	3,861	34%	
	Year 11	1,778	4,250	42%	
	Year 12	1,496	3,704	40%	
	Unknown	5	0	0%	Student year level unknown
	<b>Total</b>	<b>15,208</b>	<b>38,859</b>	<b>39%</b>	
2019	Year 4	4,184	4,833	87%	
	Year 5	4,303	4,949	87%	
	Year 6	4,155	4,752	87%	
	Year 7	3,229	4,183	77%	
	Year 8	3,097	4,092	76%	
	Year 9	2,730	3,762	73%	
	Year 10	2,562	3,762	68%	
	Year 11	2,347	4,207	56%	
	Year 12	2,044	3,348	61%	
	Unknown	10	0	0%	Student year level unknown



2019	Total	28,661	37,888	76%	
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Due to the disruptions caused by the COVID-19 pandemic, the survey was conducted in March and September in 2020 to give all students the opportunity to participate. From 2021 onwards, the Survey will be undertaken annually in March. This will provide schools with a March to March data comparison for planning and targeted action to support student wellbeing. This will also ensure the broader system is supporting student wellbeing over the long term, informed by data. This year, participation rates will be included for all calendar years of the Student Wellbeing Survey.

## Wellbeing results for All Tasmanian Government School Students

The figure below shows the Term 3 2020 wellbeing results for All Tasmanian Government School Students.

The figure shows the number and proportion of students for All Tasmanian Government School Students who reported high, medium and low levels of wellbeing across a range of indicators.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	
Loved and safe						Year/Term
Important adults at school	15399	7052	1455	64%	29% 6%	2020 T3
Connectedness to adults at school	13539	7333	2476	58%	31% 11%	2020 T3
School climate	7642	9984	5808	33%	43% 25%	2020 T3
Safe at school	14409	5642	3166	62%	24% 14%	2020 T3
Absence of physical bullying^	13582	7824	1852	58%	34% 8%	2020 T3
Absence of verbal bullying^	9086	9963	4138	39%	43% 18%	2020 T3
Absence of social bullying^	10599	9457	3103	46%	41% 13%	2020 T3
Absence of cyberbullying^	15882	5579	1679	69%	24% 7%	2020 T3
Healthy						Year/Term
Happiness	10739	8558	4201	46%	36% 18%	2020 T3
Optimism	9280	9085	5258	39%	38% 22%	2020 T3
Satisfaction with life	8216	8776	6582	35%	37% 28%	2020 T3
Emotion regulation	7384	9180	6985	31%	39% 30%	2020 T3
Absence of sadness^	9996	8305	5185	43%	35% 22%	2020 T3
Absence of worries^	8363	8293	6785	36%	35% 29%	2020 T3
Absence of distress~^	3463	1456	502	64%	27% 9%	2020 T3
Overall health	5851	11027	6419	25%	47% 28%	2020 T3
Body image	12812	7972	2179	56%	35% 9%	2020 T3
Feelings about your body~	1513	1553	2155	29%	30% 41%	2020 T3
Material basics						Year/Term
Nutrition - breakfast	13831	2524	6939	59%	11% 30%	2020 T3
Sleep	11265	5190	6600	49%	23% 29%	2020 T3
Music and arts	10950	3570	8490	48%	16% 37%	2020 T3
Sports	10068	4015	8927	44%	17% 39%	2020 T3
Organised activities	17077	2461	3731	73%	11% 16%	2020 T3
Learning						Year/Term
Emotional engagement with teachers	15398	6931	1099	66%	30% 5%	2020 T3
Engagement (flow)	5209	9255	8820	22%	40% 38%	2020 T3
Perseverance	9181	10213	4017	39%	44% 17%	2020 T3
Cognitive engagement	9696	9329	4261	42%	40% 18%	2020 T3
Academic self concept	13535	7234	2593	58%	31% 11%	2020 T3
Learning practices~	930	2787	1561	18%	53% 30%	2020 T3
Participating						Year/Term
Connectedness to adults at home	16203	5026	2132	69%	22% 9%	2020 T3
Friendship intimacy	15440	4981	2921	66%	21% 13%	2020 T3
Resilience~	556	2950	1902	10%	55% 35%	2020 T3
Motivation to achieve goals~	1656	2659	1116	30%	49% 21%	2020 T3
Future goal planning~	1973	2891	563	36%	53% 10%	2020 T3
Feelings about after school study/work~	1666	2147	1434	32%	41% 27%	2020 T3
Positive sense of culture and identity						Year/Term
School belonging	8647	8267	6213	37%	36% 27%	2020 T3
Peer belonging	11179	7681	4496	48%	33% 19%	2020 T3



Meeting expectations~	1488	2564	1415	27%	47%	26%	2020 T3
Expectations for success~	2464	2166	834	45%	40%	15%	2020 T3
Feelings about the future~	2543	1761	947	48%	34%	18%	2020 T3

~ denotes item was only asked for senior year students (years 10-12)

This information allows you to compare the size of strengths and challenges among All Tasmanian Government School Students and compare how different wellbeing issues may be related or connected.

For further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 4.



## Part 2: Wellbeing: All Tasmanian Government School Students, time series

### Wellbeing results for All Tasmanian Government School Students over time

The figure below shows the wellbeing results for All Tasmanian Government School Students over time.

The figure shows the number and proportion of students for All Tasmanian Government School Students who reported high, medium and low levels of wellbeing across a range of indicators.

	High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	
<b>Loved and safe</b>							Year/Term
Important adults at school	15399	7052	1455	64%	29%	6%	2020 T3
	9452	4867	889	62%	32%	6%	2020 T1
	15208	11980	1473	53%	42%	5%	2019
Connectedness to adults at school	13539	7333	2476	58%	31%	11%	2020 T3
	8536	4785	1564	57%	32%	11%	2020 T1
	16122	9060	2895	57%	32%	10%	2019
School climate	7642	9984	5808	33%	43%	25%	2020 T3
	5474	6484	2962	37%	43%	20%	2020 T1
	9024	11944	7108	32%	43%	25%	2019
Safe at school	14409	5642	3166	62%	24%	14%	2020 T3
	9615	3470	1704	65%	23%	12%	2020 T1
	17695	6300	3859	64%	23%	14%	2019
Absence of physical bullying^	13582	7824	1852	58%	34%	8%	2020 T3
	9105	4711	1020	61%	32%	7%	2020 T1
	16192	9627	2113	58%	34%	8%	2019
Absence of verbal bullying^	9086	9963	4138	39%	43%	18%	2020 T3
	6378	6131	2275	43%	41%	15%	2020 T1
	11199	11874	4791	40%	43%	17%	2019
Absence of social bullying^	10599	9457	3103	46%	41%	13%	2020 T3
	7022	5956	1786	48%	40%	12%	2020 T1
	12745	11473	3618	46%	41%	13%	2019
Absence of cyberbullying^	15882	5579	1679	69%	24%	7%	2020 T3
	10670	3127	957	72%	21%	6%	2020 T1
	19898	6006	1838	72%	22%	7%	2019
<b>Healthy</b>							Year/Term
Happiness	10739	8558	4201	46%	36%	18%	2020 T3
	7303	5399	2228	49%	36%	15%	2020 T1
	13456	10248	4514	48%	36%	16%	2019
Optimism	9280	9085	5258	39%	38%	22%	2020 T3
	6368	5786	2846	42%	39%	19%	2020 T1
	11605	11026	5702	41%	39%	20%	2019
Satisfaction with life	8216	8776	6582	35%	37%	28%	2020 T3
	5550	5770	3637	37%	39%	24%	2020 T1
	10113	10838	7332	36%	38%	26%	2019
Emotion regulation	7384	9180	6985	31%	39%	30%	2020 T3
	4992	5899	4066	33%	39%	27%	2020 T1
	9375	11146	7751	33%	39%	27%	2019
Absence of sadness^	9996	8305	5185	43%	35%	22%	2020 T3
	7061	5012	2872	47%	34%	19%	2020 T1



Absence of sadness^	13085	9577	5572	46%	34%	20%	2019
Absence of worries^	8363	8293	6785	36%	35%	29%	2020 T3
	5716	5283	3911	38%	35%	26%	2020 T1
	10158	9963	8060	36%	35%	29%	2019
Absence of distress~^	3463	1456	502	64%	27%	9%	2020 T3
	3067	1112	331	68%	25%	7%	2020 T1
	4400	1778	579	65%	26%	9%	2019
Overall health	5851	11027	6419	25%	47%	28%	2020 T3
	4217	7066	3567	28%	48%	24%	2020 T1
	7421	13266	7274	27%	47%	26%	2019
Body image	12812	7972	2179	56%	35%	9%	2020 T3
	8260	5059	1403	56%	34%	10%	2020 T1
	15888	9416	2424	57%	34%	9%	2019
Feelings about your body~	1513	1553	2155	29%	30%	41%	2020 T3
	1387	1283	1722	32%	29%	39%	2020 T1
	1943	1981	2611	30%	30%	40%	2019
<b>Material basics</b>							Year/Term
Nutrition - breakfast	13831	2524	6939	59%	11%	30%	2020 T3
	9229	1513	4108	62%	10%	28%	2020 T1
	17481	2859	7579	63%	10%	27%	2019
Sleep	11265	5190	6600	49%	23%	29%	2020 T3
	7321	3345	4029	50%	23%	27%	2020 T1
	14022	5949	7480	51%	22%	27%	2019
Music and arts	10950	3570	8490	48%	16%	37%	2020 T3
	6961	2219	5521	47%	15%	38%	2020 T1
	13674	4405	9550	49%	16%	35%	2019
Sports	10068	4015	8927	44%	17%	39%	2020 T3
	6615	2597	5537	45%	18%	38%	2020 T1
	12601	5045	9994	46%	18%	36%	2019
Organised activities	17077	2461	3731	73%	11%	16%	2020 T3
	11042	1536	2284	74%	10%	15%	2020 T1
	21094	2868	3974	76%	10%	14%	2019
<b>Learning</b>							Year/Term
Emotional engagement with teachers	15398	6931	1099	66%	30%	5%	2020 T3
	10490	3870	561	70%	26%	4%	2020 T1
	18589	8183	1284	66%	29%	5%	2019
Engagement (flow)	5209	9255	8820	22%	40%	38%	2020 T3
	3464	6129	5248	23%	41%	35%	2020 T1
	6041	11224	10707	22%	40%	38%	2019
Perseverance	9181	10213	4017	39%	44%	17%	2020 T3
	6619	6195	2030	45%	42%	14%	2020 T1
	11481	12084	4541	41%	43%	16%	2019
Cognitive engagement	9696	9329	4261	42%	40%	18%	2020 T3
	6819	5773	2235	46%	39%	15%	2020 T1
	12071	11106	4784	43%	40%	17%	2019
Academic self concept	13535	7234	2593	58%	31%	11%	2020 T3
	9362	4209	1308	63%	28%	9%	2020 T1
	16966	8092	2959	61%	29%	11%	2019
Learning practices~	930	2787	1561	18%	53%	30%	2020 T3
	976	2419	1028	22%	55%	23%	2020 T1
	1155	3447	2003	17%	52%	30%	2019
<b>Participating</b>							Year/Term





Connectedness to adults at home	16203	5026	2132	69%	22%	9%	2020 T3
	10688	2964	1223	72%	20%	8%	2020 T1
	19975	5822	2275	71%	21%	8%	2019
Friendship intimacy	15440	4981	2921	66%	21%	13%	2020 T3
	9825	3270	1776	66%	22%	12%	2020 T1
	18856	5863	3347	67%	21%	12%	2019
Resilience~	556	2950	1902	10%	55%	35%	2020 T3
	492	2515	1481	11%	56%	33%	2020 T1
	705	3597	2416	10%	54%	36%	2019
Motivation to achieve goals~	1656	2659	1116	30%	49%	21%	2020 T3
	1393	2276	833	31%	51%	19%	2020 T1
	1971	3340	1456	29%	49%	22%	2019
Future goal planning~	1973	2891	563	36%	53%	10%	2020 T3
	1657	2431	415	37%	54%	9%	2020 T1
	2454	3574	745	36%	53%	11%	2019
Feelings about after school study/work~	1666	2147	1434	32%	41%	27%	2020 T3
	1461	1954	995	33%	44%	23%	2020 T1
	2099	2713	1759	32%	41%	27%	2019
<b>Positive sense of culture and identity</b>							<b>Year/Term</b>
School belonging	8647	8267	6213	37%	36%	27%	2020 T3
	6011	5243	3495	41%	36%	24%	2020 T1
	10581	9766	7434	38%	35%	27%	2019
Peer belonging	11179	7681	4496	48%	33%	19%	2020 T3
	7478	4864	2537	50%	33%	17%	2020 T1
	14010	9099	4968	50%	32%	18%	2019
Meeting expectations~	1488	2564	1415	27%	47%	26%	2020 T3
	1107	2043	1379	24%	45%	30%	2020 T1
	1745	3138	1915	26%	46%	28%	2019
Expectations for success~	2464	2166	834	45%	40%	15%	2020 T3
	2073	1803	652	46%	40%	14%	2020 T1
	2838	2772	1186	42%	41%	17%	2019
Feelings about the future~	2543	1761	947	48%	34%	18%	2020 T3
	2260	1388	763	51%	31%	17%	2020 T1
	3277	2058	1235	50%	31%	19%	2019

~ denotes item was only asked for senior year students (years 10-12)

This information allows you to compare the strengths and challenges among All Tasmanian Government School Students and consider to what extent these may have changed over time.

For further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 4.

## **Part 3: Wellbeing results for All Tasmanian Government School Students, Term 3 2020, by year level**

This section of the report builds on the overview for the whole cohort provided in Part I, providing the wellbeing results for students in each year level for All Tasmanian Government School Students.

This may help users of this report to consider or discuss the results for each separate year level cohort.

As with previous sections of this report, the following series of figures show the Term 3 2020 wellbeing results for All Tasmanian Government School Students.

The figures show, on a single page, the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information
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This information allows you to compare the strengths and challenges for a year level cohort and to consider how wellbeing issues may be related or connected.

For further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 4.

Please note that the data is not reported for groups of five students or less to protect their confidentiality. Where a year level is too small to be reported, the year level is not included in this section of the report.



## Wellbeing: All Tasmanian Government School Students

The figure below shows the Term 3 2020 wellbeing results for All Tasmanian Government School Year 4 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year 4

Loved and safe							Year/Term
Important adults at school	2536	700	239	73%	20%	7%	2020 T3
Connectedness to adults at school	2222	875	268	66%	26%	8%	2020 T3
School climate	1759	1172	460	52%	35%	14%	2020 T3
Safe at school	2321	580	434	70%	17%	13%	2020 T3
Absence of physical bullying^	1556	1460	369	46%	43%	11%	2020 T3
Absence of verbal bullying^	1203	1525	627	36%	45%	19%	2020 T3
Absence of social bullying^	1431	1430	481	43%	43%	14%	2020 T3
Absence of cyberbullying^	2314	732	283	70%	22%	9%	2020 T3
Healthy							Year/Term
Happiness	1909	1011	390	58%	31%	12%	2020 T3
Optimism	1771	1063	542	52%	31%	16%	2020 T3
Satisfaction with life	1666	1080	598	50%	32%	18%	2020 T3
Emotion regulation	1467	1104	813	43%	33%	24%	2020 T3
Absence of sadness^	1790	1040	550	53%	31%	16%	2020 T3
Absence of worries^	1523	1071	762	45%	32%	23%	2020 T3
Overall health	1245	1633	523	37%	48%	15%	2020 T3
Body image	2087	938	296	63%	28%	9%	2020 T3
Material basics							Year/Term
Nutrition - breakfast	2652	272	478	78%	8%	14%	2020 T3
Sleep	2029	520	773	61%	16%	23%	2020 T3
Music and arts	2104	588	633	63%	18%	19%	2020 T3
Sports	1486	868	977	45%	26%	29%	2020 T3
Organised activities	2798	322	277	82%	9%	8%	2020 T3
Learning							Year/Term
Emotional engagement with teachers	2569	701	112	76%	21%	3%	2020 T3
Engagement (flow)	1061	1138	1165	32%	34%	35%	2020 T3
Perseverance	1665	1224	371	51%	38%	11%	2020 T3
Cognitive engagement	1950	1001	423	58%	30%	13%	2020 T3
Academic self concept	2338	741	280	70%	22%	8%	2020 T3
Participating							Year/Term
Connectedness to adults at home	2558	602	200	76%	18%	6%	2020 T3
Friendship intimacy	2405	589	377	71%	17%	11%	2020 T3
Positive sense of culture and identity							Year/Term
School belonging	1807	852	642	55%	26%	19%	2020 T3
Peer belonging	1916	935	531	57%	28%	16%	2020 T3



## Wellbeing: All Tasmanian Government School Students

The figure below shows the Term 3 2020 wellbeing results for All Tasmanian Government School Year 5 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year 5

Loved and safe							Year/Term
Important adults at school	2526	827	215	71%	23%	6%	2020 T3
Connectedness to adults at school	2320	900	275	66%	26%	8%	2020 T3
School climate	1573	1325	615	45%	38%	18%	2020 T3
Safe at school	2328	690	444	67%	20%	13%	2020 T3
Absence of physical bullying^	1746	1407	350	50%	40%	10%	2020 T3
Absence of verbal bullying^	1193	1635	660	34%	47%	19%	2020 T3
Absence of social bullying^	1424	1543	511	41%	44%	15%	2020 T3
Absence of cyberbullying^	2433	798	245	70%	23%	7%	2020 T3
Healthy							Year/Term
Happiness	1923	1131	433	55%	32%	12%	2020 T3
Optimism	1730	1175	601	49%	34%	17%	2020 T3
Satisfaction with life	1651	1131	719	47%	32%	21%	2020 T3
Emotion regulation	1372	1232	910	39%	35%	26%	2020 T3
Absence of sadness^	1792	1091	634	51%	31%	18%	2020 T3
Absence of worries^	1539	1124	847	44%	32%	24%	2020 T3
Overall health	1182	1717	614	34%	49%	17%	2020 T3
Body image	2065	1070	296	60%	31%	9%	2020 T3
Material basics							Year/Term
Nutrition - breakfast	2608	284	622	74%	8%	18%	2020 T3
Sleep	2051	650	770	59%	19%	22%	2020 T3
Music and arts	2036	635	788	59%	18%	23%	2020 T3
Sports	1646	775	1040	48%	22%	30%	2020 T3
Organised activities	2882	312	316	82%	9%	9%	2020 T3
Learning							Year/Term
Emotional engagement with teachers	2579	816	118	73%	23%	3%	2020 T3
Engagement (flow)	997	1324	1169	29%	38%	33%	2020 T3
Perseverance	1653	1399	422	48%	40%	12%	2020 T3
Cognitive engagement	1888	1123	491	54%	32%	14%	2020 T3
Academic self concept	2319	884	293	66%	25%	8%	2020 T3
Participating							Year/Term
Connectedness to adults at home	2636	616	242	75%	18%	7%	2020 T3
Friendship intimacy	2440	663	397	70%	19%	11%	2020 T3
Positive sense of culture and identity							Year/Term
School belonging	1698	991	757	49%	29%	22%	2020 T3
Peer belonging	1868	1025	611	53%	29%	17%	2020 T3



## Wellbeing: All Tasmanian Government School Students

The figure below shows the Term 3 2020 wellbeing results for All Tasmanian Government School Year 6 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year 6

Loved and safe							Year/Term
Important adults at school	2527	977	175	69%	27%	5%	2020 T3
Connectedness to adults at school	2276	998	341	63%	28%	9%	2020 T3
School climate	1316	1560	759	36%	43%	21%	2020 T3
Safe at school	2304	804	492	64%	22%	14%	2020 T3
Absence of physical bullying^	1891	1457	274	52%	40%	8%	2020 T3
Absence of verbal bullying^	1209	1705	695	33%	47%	19%	2020 T3
Absence of social bullying^	1473	1632	508	41%	45%	14%	2020 T3
Absence of cyberbullying^	2366	969	274	66%	27%	8%	2020 T3
Healthy							Year/Term
Happiness	1828	1244	558	50%	34%	15%	2020 T3
Optimism	1552	1362	735	43%	37%	20%	2020 T3
Satisfaction with life	1468	1277	900	40%	35%	25%	2020 T3
Emotion regulation	1254	1339	1056	34%	37%	29%	2020 T3
Absence of sadness^	1656	1246	739	45%	34%	20%	2020 T3
Absence of worries^	1406	1242	991	39%	34%	27%	2020 T3
Overall health	1141	1742	747	31%	48%	21%	2020 T3
Body image	2047	1228	303	57%	34%	8%	2020 T3
Material basics							Year/Term
Nutrition - breakfast	2468	363	803	68%	10%	22%	2020 T3
Sleep	1972	740	868	55%	21%	24%	2020 T3
Music and arts	1878	668	1055	52%	19%	29%	2020 T3
Sports	1715	740	1131	48%	21%	32%	2020 T3
Organised activities	2852	388	389	79%	11%	11%	2020 T3
Learning							Year/Term
Emotional engagement with teachers	2453	1025	152	68%	28%	4%	2020 T3
Engagement (flow)	887	1381	1354	24%	38%	37%	2020 T3
Perseverance	1534	1605	478	42%	44%	13%	2020 T3
Cognitive engagement	1717	1340	569	47%	37%	16%	2020 T3
Academic self concept	2232	1030	363	62%	28%	10%	2020 T3
Participating							Year/Term
Connectedness to adults at home	2637	703	273	73%	19%	8%	2020 T3
Friendship intimacy	2520	671	434	70%	19%	12%	2020 T3
Positive sense of culture and identity							Year/Term
School belonging	1579	1129	883	44%	31%	25%	2020 T3
Peer belonging	1890	1073	661	52%	30%	18%	2020 T3



## Wellbeing: All Tasmanian Government School Students

The figure below shows the Term 3 2020 wellbeing results for All Tasmanian Government School Year 7 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year 7

Loved and safe							Year/Term
Important adults at school	1579	1020	139	58%	37%	5%	2020 T3
Connectedness to adults at school	1421	920	349	53%	34%	13%	2020 T3
School climate	583	1219	888	22%	45%	33%	2020 T3
Safe at school	1427	759	482	53%	28%	18%	2020 T3
Absence of physical bullying^	1444	994	239	54%	37%	9%	2020 T3
Absence of verbal bullying^	874	1173	618	33%	44%	23%	2020 T3
Absence of social bullying^	1160	1108	399	43%	42%	15%	2020 T3
Absence of cyberbullying^	1691	769	212	63%	29%	8%	2020 T3
Healthy							Year/Term
Happiness	1161	963	582	43%	36%	22%	2020 T3
Optimism	978	1041	705	36%	38%	26%	2020 T3
Satisfaction with life	854	1024	842	31%	38%	31%	2020 T3
Emotion regulation	745	1051	908	28%	39%	34%	2020 T3
Absence of sadness^	1071	971	661	40%	36%	24%	2020 T3
Absence of worries^	952	897	849	35%	33%	31%	2020 T3
Overall health	612	1302	767	23%	49%	29%	2020 T3
Body image	1443	922	273	55%	35%	10%	2020 T3
Material basics							Year/Term
Nutrition - breakfast	1480	316	886	55%	12%	33%	2020 T3
Sleep	1246	601	816	47%	23%	31%	2020 T3
Music and arts	1284	399	968	48%	15%	37%	2020 T3
Sports	1184	422	1041	45%	16%	39%	2020 T3
Organised activities	1973	291	412	74%	11%	15%	2020 T3
Learning							Year/Term
Emotional engagement with teachers	1565	943	184	58%	35%	7%	2020 T3
Engagement (flow)	517	1065	1106	19%	40%	41%	2020 T3
Perseverance	932	1224	545	35%	45%	20%	2020 T3
Cognitive engagement	1011	1085	587	38%	40%	22%	2020 T3
Academic self concept	1399	918	370	52%	34%	14%	2020 T3
Participating							Year/Term
Connectedness to adults at home	1810	591	290	67%	22%	11%	2020 T3
Friendship intimacy	1771	574	341	66%	21%	13%	2020 T3
Positive sense of culture and identity							Year/Term
School belonging	790	1037	837	30%	39%	31%	2020 T3
Peer belonging	1240	909	541	46%	34%	20%	2020 T3



## Wellbeing: All Tasmanian Government School Students

The figure below shows the Term 3 2020 wellbeing results for All Tasmanian Government School Year 8 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year 8

Loved and safe							Year/Term
Important adults at school	1472	1082	124	55%	40%	5%	2020 T3
Connectedness to adults at school	1246	964	425	47%	37%	16%	2020 T3
School climate	433	1170	1049	16%	44%	40%	2020 T3
Safe at school	1415	764	451	54%	29%	17%	2020 T3
Absence of physical bullying^	1513	877	239	58%	33%	9%	2020 T3
Absence of verbal bullying^	954	1148	522	36%	44%	20%	2020 T3
Absence of social bullying^	1226	1030	365	47%	39%	14%	2020 T3
Absence of cyberbullying^	1745	692	186	67%	26%	7%	2020 T3
Healthy							Year/Term
Happiness	1050	1049	550	40%	40%	21%	2020 T3
Optimism	836	1098	727	31%	41%	27%	2020 T3
Satisfaction with life	741	1032	886	28%	39%	33%	2020 T3
Emotion regulation	669	1067	924	25%	40%	35%	2020 T3
Absence of sadness^	1043	959	646	39%	36%	24%	2020 T3
Absence of worries^	912	921	814	34%	35%	31%	2020 T3
Overall health	534	1213	887	20%	46%	34%	2020 T3
Body image	1387	962	255	53%	37%	10%	2020 T3
Material basics							Year/Term
Nutrition - breakfast	1307	318	1004	50%	12%	38%	2020 T3
Sleep	1189	606	818	46%	23%	31%	2020 T3
Music and arts	1064	400	1151	41%	15%	44%	2020 T3
Sports	1164	371	1074	45%	14%	41%	2020 T3
Organised activities	1872	295	469	71%	11%	18%	2020 T3
Learning							Year/Term
Emotional engagement with teachers	1339	1094	216	51%	41%	8%	2020 T3
Engagement (flow)	453	1006	1181	17%	38%	45%	2020 T3
Perseverance	843	1187	619	32%	45%	23%	2020 T3
Cognitive engagement	830	1146	662	31%	43%	25%	2020 T3
Academic self concept	1312	921	419	49%	35%	16%	2020 T3
Participating							Year/Term
Connectedness to adults at home	1704	627	315	64%	24%	12%	2020 T3
Friendship intimacy	1649	601	393	62%	23%	15%	2020 T3
Positive sense of culture and identity							Year/Term
School belonging	676	1043	905	26%	40%	34%	2020 T3
Peer belonging	1151	943	550	44%	36%	21%	2020 T3





## Wellbeing: All Tasmanian Government School Students

The figure below shows the Term 3 2020 wellbeing results for All Tasmanian Government School Year 9 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year 9

Loved and safe							Year/Term
Important adults at school	1300	797	114	59%	36%	5%	2020 T3
Connectedness to adults at school	1037	822	324	48%	38%	15%	2020 T3
School climate	305	974	910	14%	44%	42%	2020 T3
Safe at school	1122	677	382	51%	31%	18%	2020 T3
Absence of physical bullying^	1318	683	162	61%	32%	7%	2020 T3
Absence of verbal bullying^	795	937	434	37%	43%	20%	2020 T3
Absence of social bullying^	977	882	302	45%	41%	14%	2020 T3
Absence of cyberbullying^	1453	531	173	67%	25%	8%	2020 T3
Healthy							Year/Term
Happiness	812	877	509	37%	40%	23%	2020 T3
Optimism	659	915	621	30%	42%	28%	2020 T3
Satisfaction with life	551	872	771	25%	40%	35%	2020 T3
Emotion regulation	518	893	786	24%	41%	36%	2020 T3
Absence of sadness^	789	814	583	36%	37%	27%	2020 T3
Absence of worries^	674	807	701	31%	37%	32%	2020 T3
Overall health	394	968	807	18%	45%	37%	2020 T3
Body image	1063	850	234	50%	40%	11%	2020 T3
Material basics							Year/Term
Nutrition - breakfast	946	271	944	44%	13%	44%	2020 T3
Sleep	844	532	778	39%	25%	36%	2020 T3
Music and arts	782	271	1094	36%	13%	51%	2020 T3
Sports	924	261	966	43%	12%	45%	2020 T3
Organised activities	1462	229	475	67%	11%	22%	2020 T3
Learning							Year/Term
Emotional engagement with teachers	1135	888	166	52%	41%	8%	2020 T3
Engagement (flow)	357	859	951	16%	40%	44%	2020 T3
Perseverance	673	1017	503	31%	46%	23%	2020 T3
Cognitive engagement	656	976	539	30%	45%	25%	2020 T3
Academic self concept	1020	840	326	47%	38%	15%	2020 T3
Participating							Year/Term
Connectedness to adults at home	1387	537	260	64%	25%	12%	2020 T3
Friendship intimacy	1382	513	285	63%	24%	13%	2020 T3
Positive sense of culture and identity							Year/Term
School belonging	528	853	783	24%	39%	36%	2020 T3
Peer belonging	906	783	488	42%	36%	22%	2020 T3



## Wellbeing: All Tasmanian Government School Students

The figure below shows the Term 3 2020 wellbeing results for All Tasmanian Government School Year 10 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year  
10

Loved and safe							Year/Term
Important adults at school	1210	590	103	64%	31%	5%	2020 T3
Connectedness to adults at school	953	654	255	51%	35%	14%	2020 T3
School climate	268	879	726	14%	47%	39%	2020 T3
Safe at school	1008	548	307	54%	29%	16%	2020 T3
Absence of physical bullying^	1250	477	129	67%	26%	7%	2020 T3
Absence of verbal bullying^	763	765	330	41%	41%	18%	2020 T3
Absence of social bullying^	835	740	279	45%	40%	15%	2020 T3
Absence of cyberbullying^	1242	453	158	67%	24%	9%	2020 T3
Healthy							Year/Term
Happiness	708	734	439	38%	39%	23%	2020 T3
Optimism	570	818	502	30%	43%	27%	2020 T3
Satisfaction with life	416	801	674	22%	42%	36%	2020 T3
Emotion regulation	412	849	619	22%	45%	33%	2020 T3
Absence of sadness^	636	720	521	34%	38%	28%	2020 T3
Absence of worries^	499	730	649	27%	39%	35%	2020 T3
Absence of distress~^	1150	507	221	61%	27%	12%	2020 T3
Overall health	265	852	739	14%	46%	40%	2020 T3
Body image	933	681	224	51%	37%	12%	2020 T3
Feelings about your body~	512	475	854	28%	26%	46%	2020 T3
Material basics							Year/Term
Nutrition - breakfast	794	230	831	43%	12%	45%	2020 T3
Sleep	692	501	655	37%	27%	35%	2020 T3
Music and arts	620	220	1002	34%	12%	54%	2020 T3
Sports	741	216	884	40%	12%	48%	2020 T3
Organised activities	1164	211	477	63%	11%	26%	2020 T3
Learning							Year/Term
Emotional engagement with teachers	1012	750	112	54%	40%	6%	2020 T3
Engagement (flow)	293	794	777	16%	43%	42%	2020 T3
Perseverance	588	900	395	31%	48%	21%	2020 T3
Cognitive engagement	520	909	432	28%	49%	23%	2020 T3
Academic self concept	809	759	304	43%	41%	16%	2020 T3
Learning practices~	264	926	672	14%	50%	36%	2020 T3
Participating							Year/Term
Connectedness to adults at home	1209	454	203	65%	24%	11%	2020 T3
Friendship intimacy	1126	478	265	60%	26%	14%	2020 T3
Resilience~	187	979	712	10%	52%	38%	2020 T3
Motivation to achieve goals~	529	906	445	28%	48%	24%	2020 T3
Future goal planning~	605	1040	232	32%	55%	12%	2020 T3
Feelings about after school study/work~	578	719	562	31%	39%	30%	2020 T3
Positive sense of culture and identity							Year/Term
School belonging	464	738	660	25%	40%	35%	2020 T3
Peer belonging	755	693	421	40%	37%	23%	2020 T3
Meeting expectations~	503	911	472	27%	48%	25%	2020 T3
Expectations for success~	748	782	357	40%	41%	19%	2020 T3
Feelings about the future~	893	609	359	48%	33%	19%	2020 T3

~ denotes item was only asked for senior year students (years 10-12)



## Wellbeing: All Tasmanian Government School Students

The figure below shows the Term 3 2020 wellbeing results for All Tasmanian Government School Year 11 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year  
11

Loved and safe							Year/Term
Important adults at school	1200	680	191	58%	33%	9%	2020 T3
Connectedness to adults at school	1101	718	164	56%	36%	8%	2020 T3
School climate	770	973	231	39%	49%	12%	2020 T3
Safe at school	1393	460	115	71%	23%	6%	2020 T3
Absence of physical bullying^	1572	298	57	82%	15%	3%	2020 T3
Absence of verbal bullying^	1148	615	163	60%	32%	8%	2020 T3
Absence of social bullying^	1134	625	168	59%	32%	9%	2020 T3
Absence of cyberbullying^	1447	382	96	75%	20%	5%	2020 T3
Healthy							Year/Term
Happiness	774	854	432	38%	41%	21%	2020 T3
Optimism	652	912	488	32%	44%	24%	2020 T3
Satisfaction with life	486	892	672	24%	44%	33%	2020 T3
Emotion regulation	498	950	568	25%	47%	28%	2020 T3
Absence of sadness^	681	830	493	34%	41%	25%	2020 T3
Absence of worries^	494	846	661	25%	42%	33%	2020 T3
Absence of distress~^	1301	554	166	64%	27%	8%	2020 T3
Overall health	252	921	746	13%	48%	39%	2020 T3
Body image	1000	737	177	52%	39%	9%	2020 T3
Feelings about your body~	545	606	758	29%	32%	40%	2020 T3
Material basics							Year/Term
Nutrition - breakfast	896	255	773	47%	13%	40%	2020 T3
Sleep	710	590	618	37%	31%	32%	2020 T3
Music and arts	656	205	1034	35%	11%	55%	2020 T3
Sports	703	200	997	37%	11%	52%	2020 T3
Organised activities	1176	228	510	61%	12%	27%	2020 T3
Learning							Year/Term
Emotional engagement with teachers	1511	439	26	76%	22%	1%	2020 T3
Engagement (flow)	349	953	648	18%	49%	33%	2020 T3
Perseverance	737	924	398	36%	45%	19%	2020 T3
Cognitive engagement	622	988	326	32%	51%	17%	2020 T3
Academic self concept	1177	644	150	60%	33%	8%	2020 T3
Learning practices~	363	1058	517	19%	55%	27%	2020 T3
Participating							Year/Term
Connectedness to adults at home	1250	530	206	63%	27%	10%	2020 T3
Friendship intimacy	1189	511	261	61%	26%	13%	2020 T3
Resilience~	200	1142	673	10%	57%	33%	2020 T3
Motivation to achieve goals~	622	1000	400	31%	49%	20%	2020 T3
Future goal planning~	750	1086	187	37%	54%	9%	2020 T3
Feelings about after school study/work~	573	827	521	30%	43%	27%	2020 T3
Positive sense of culture and identity							Year/Term
School belonging	590	934	437	30%	48%	22%	2020 T3
Peer belonging	803	750	406	41%	38%	21%	2020 T3
Meeting expectations~	578	950	514	28%	47%	25%	2020 T3
Expectations for success~	937	791	309	46%	39%	15%	2020 T3
Feelings about the future~	918	673	332	48%	35%	17%	2020 T3

~ denotes item was only asked for senior year students (years 10-12)



## Wellbeing: All Tasmanian Government School Students

The figure below shows the Term 3 2020 wellbeing results for All Tasmanian Government School Year 12 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year  
12

Loved and safe							Year/Term
Important adults at school	1034	374	153	66%	24%	10%	2020 T3
Connectedness to adults at school	952	475	72	64%	32%	5%	2020 T3
School climate	628	704	164	42%	47%	11%	2020 T3
Safe at school	1083	351	55	73%	24%	4%	2020 T3
Absence of physical bullying^	1282	163	30	87%	11%	2%	2020 T3
Absence of verbal bullying^	936	455	84	63%	31%	6%	2020 T3
Absence of social bullying^	929	459	87	63%	31%	6%	2020 T3
Absence of cyberbullying^	1178	247	50	80%	17%	3%	2020 T3
Healthy							Year/Term
Happiness	565	688	303	36%	44%	19%	2020 T3
Optimism	523	696	330	34%	45%	21%	2020 T3
Satisfaction with life	375	660	514	24%	43%	33%	2020 T3
Emotion regulation	439	688	397	29%	45%	26%	2020 T3
Absence of sadness^	531	626	352	35%	41%	23%	2020 T3
Absence of worries^	358	646	505	24%	43%	33%	2020 T3
Absence of distress~^	1012	395	115	66%	26%	8%	2020 T3
Overall health	220	671	582	15%	46%	40%	2020 T3
Body image	776	576	119	53%	39%	8%	2020 T3
Feelings about your body~	456	472	543	31%	32%	37%	2020 T3
Material basics							Year/Term
Nutrition - breakfast	666	214	592	45%	15%	40%	2020 T3
Sleep	522	445	498	36%	30%	34%	2020 T3
Music and arts	518	179	758	36%	12%	52%	2020 T3
Sports	500	158	804	34%	11%	55%	2020 T3
Organised activities	885	180	402	60%	12%	27%	2020 T3
Learning							Year/Term
Emotional engagement with teachers	1221	269	12	81%	18%	1%	2020 T3
Engagement (flow)	291	728	459	20%	49%	31%	2020 T3
Perseverance	547	726	281	35%	47%	18%	2020 T3
Cognitive engagement	495	754	225	34%	51%	15%	2020 T3
Academic self concept	921	488	84	62%	33%	6%	2020 T3
Learning practices~	303	803	372	21%	54%	25%	2020 T3
Participating							Year/Term
Connectedness to adults at home	997	363	140	66%	24%	9%	2020 T3
Friendship intimacy	947	374	165	64%	25%	11%	2020 T3
Resilience~	169	829	517	11%	55%	34%	2020 T3
Motivation to achieve goals~	505	753	271	33%	49%	18%	2020 T3
Future goal planning~	618	765	144	40%	50%	9%	2020 T3
Feelings about after school study/work~	515	601	351	35%	41%	24%	2020 T3
Positive sense of culture and identity							Year/Term
School belonging	509	683	301	34%	46%	20%	2020 T3
Peer belonging	644	560	282	43%	38%	19%	2020 T3
Meeting expectations~	407	703	429	26%	46%	28%	2020 T3
Expectations for success~	779	593	168	51%	39%	11%	2020 T3
Feelings about the future~	732	479	256	50%	33%	17%	2020 T3

~ denotes item was only asked for senior year students (years 10-12)



## **Part 4: Wellbeing results: digging deeper**

This section of the report provides a more detailed breakdown of the following topics:

1. Emotional wellbeing
2. All Tasmanian Government School Students engagement with school and learning

These topics are included to help provide additional detail about the nature of young people's wellbeing.

## I. All Tasmanian Government School Students emotional wellbeing

Analysis of wellbeing data over time showed that a greater number of girls than boys reported low emotional wellbeing, and that this gap increased over the transition into secondary school.

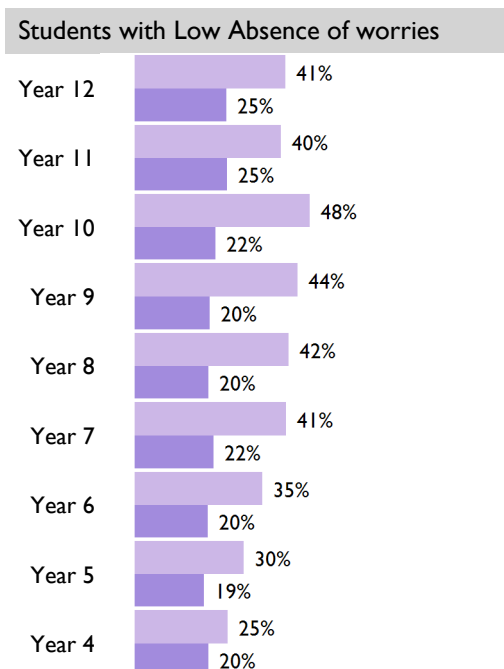
The figures and tables below allow you to consider whether this trend is apparent for All Tasmanian Government School Students. The number and proportion of boys and girls reporting low wellbeing is shown below for All Tasmanian Government School Students in Term 3 2020.

Girls	Boys
-------	------

Please note that to protect the confidentiality of students, the results for students whose gender was not recorded or is not identified are not shown in this section of the report. If there are < 5 Girls or < 5 Boys at the year level who participated, the Year Level will be suppressed(\*).

Proportion of students reporting low emotional wellbeing by gender and year level

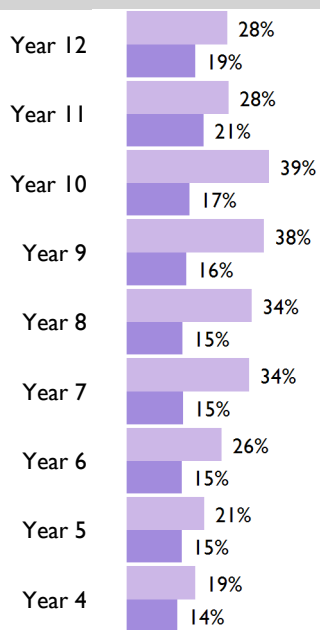
### All Tasmanian Government School Students





## All Tasmanian Government School Students

### Students with Low Absence of sadness

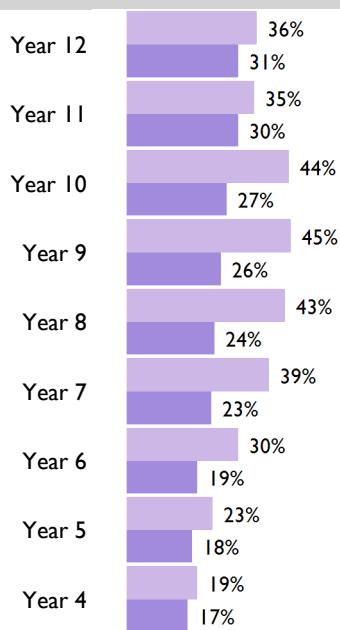






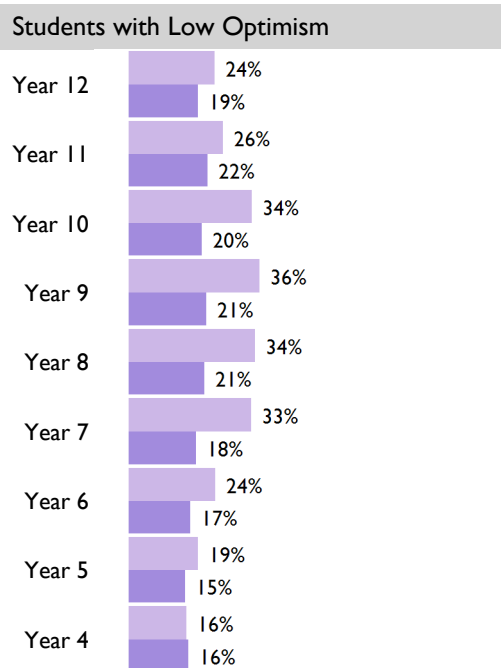
## All Tasmanian Government School Students

### Students with Low Satisfaction with life





## All Tasmanian Government School Students





## Number of students reporting low emotional wellbeing by gender and year level

### All Tasmanian Government School Students

		Girl	Boy
Students with Low Absence of worries	Year 12	324	181
	Year 11	422	239
	Year 10	436	213
	Year 9	472	229
	Year 8	538	275
	Year 7	557	291
	Year 6	616	374
	Year 5	505	342
	Year 4	414	347
Students with Low Absence of sadness	Year 12	217	135
	Year 11	294	199
	Year 10	355	166
	Year 9	399	183
	Year 8	438	207
	Year 7	452	209
	Year 6	458	280
	Year 5	359	275
	Year 4	307	242
Students with Low Satisfaction with life	Year 12	285	229
	Year 11	377	295
	Year 10	407	267
	Year 9	477	291
	Year 8	555	330
	Year 7	526	316
	Year 6	538	361
	Year 5	396	323
	Year 4	312	285
Students with Low Optimism	Year 12	188	142
	Year 11	279	209
	Year 10	308	194
	Year 9	381	238
	Year 8	442	284
	Year 7	453	252
	Year 6	418	315
	Year 5	321	280
	Year 4	258	283



## 2. All Tasmanian Government School Students engagement with school and learning

Student wellbeing and engagement are priorities for the Department and there is significant work occurring to support and engage all learners to succeed as connected, resilient, creative and curious thinkers.

A deeper dive into wellbeing and engagement data guides our commitments and action.

A strong sense of wellbeing enables children to actively engage in learning with optimism and confidence.

The following subdomains have been chosen as focus areas to align with the Child and Student Wellbeing Strategy and the 2018-2021 Department of Education Strategic Plan.

- |    |                              |  |
|----|------------------------------|--|
| 1. | <b>Cognitive engagement:</b> | Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset                       |
| 2. | <b>School belonging:</b>     | The degree to which young people feel connected and valued at their school   |
| 3. | <b>School climate:</b>       | Overall tone of the school environment, including the way teachers and students interact and how students treat each other |

Please note that to protect the confidentiality of students, the results for students whose gender was not recorded or is not identified are not shown in this section of the report. If there are < 5 Girls or < 5 Boys at the year level who participated, the year level will be suppressed(\*).



## Cognitive engagement

*"Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset"*

### Questions asked for Cognitive engagement

- I work hard on learning.
- When I found something hard I tried another way.
- I take a lot of care with what I do.
- No matter who you are, you can change your intelligence.
- I am excited to come up with new things.

The tables below show the Term 3 2020 results for Cognitive engagement for All Tasmanian Government School Students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of Cognitive engagement.

High wellbeing

Medium wellbeing

Low wellbeing

### All Tasmanian Government School Students

Girl - Cognitive engagement	Year 4	1004	447	180	62%	27%	11%
	Year 5	961	494	239	57%	29%	14%
	Year 6	868	623	279	49%	35%	16%
	Year 7	520	501	319	39%	37%	24%
	Year 8	385	515	373	30%	40%	29%
	Year 9	309	475	273	29%	45%	26%
	Year 10	271	400	235	30%	44%	26%
	Year 11	315	537	170	31%	53%	17%
	Year 12	267	390	115	35%	51%	15%
	Total	4900	4382	2183	43%	38%	19%
Boy - Cognitive engagement	Year 4	945	554	243	54%	32%	14%
	Year 5	926	629	252	51%	35%	14%
	Year 6	848	716	289	46%	39%	16%
	Year 7	491	584	267	37%	44%	20%
	Year 8	445	631	288	33%	46%	21%
	Year 9	347	498	266	31%	45%	24%
	Year 10	249	509	197	26%	53%	21%
	Year 11	307	451	156	34%	49%	17%
	Year 12	228	364	110	32%	52%	16%
	Total	4786	4936	2068	41%	42%	18%



## School belonging

*"The degree to which young people feel connected and valued at their school"*

### Questions asked for School belonging

- I feel like I belong in this school.
- I feel like I am important to this school.

The tables below show the Term 3 2020 results for School belonging for All Tasmanian Government School Students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of School belonging.

High wellbeing

Medium wellbeing

Low wellbeing

### All Tasmanian Government School Students

Girl - School belonging	Year 4	877	425	297	55%	27%	19%
	Year 5	806	479	383	48%	29%	23%
	Year 6	725	553	473	41%	32%	27%
	Year 7	343	519	467	26%	39%	35%
	Year 8	234	511	524	18%	40%	41%
	Year 9	187	402	464	18%	38%	44%
	Year 10	203	328	374	22%	36%	41%
	Year 11	286	506	243	28%	49%	23%
	Year 12	258	365	156	33%	47%	20%
	Total	3919	4088	3381	34%	36%	30%
Boy - School belonging	Year 4	929	427	345	55%	25%	20%
	Year 5	892	511	374	50%	29%	21%
	Year 6	853	574	410	46%	31%	22%
	Year 7	447	517	370	34%	39%	28%
	Year 8	442	532	380	33%	39%	28%
	Year 9	341	450	317	31%	41%	29%
	Year 10	261	410	286	27%	43%	30%
	Year 11	304	428	194	33%	46%	21%
	Year 12	251	318	145	35%	45%	20%
	Total	4720	4167	2821	40%	36%	24%



## School climate

*"Overall tone of the school environment, including the way teachers and students interact and how students treat each other"*

### Questions asked for School climate

- Teachers and students treat each other with respect in this school.
- People care about each other in this school.
- Students in this school help each other, even if they are not friends.

The tables below show the Term 3 2020 results for School climate for All Tasmanian Government School Students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of School climate.

High wellbeing

Medium wellbeing

Low wellbeing

### All Tasmanian Government School Students

Girl - School climate	Year 4	896	550	195	55%	34%	12%
	Year 5	775	638	284	46%	38%	17%
	Year 6	632	767	370	36%	43%	21%
	Year 7	274	606	460	20%	45%	34%
	Year 8	147	576	559	11%	45%	44%
	Year 9	128	461	476	12%	43%	45%
	Year 10	116	415	378	13%	46%	42%
	Year 11	405	523	115	39%	50%	11%
	Year 12	323	369	89	41%	47%	11%
	Total	3696	4905	2926	32%	43%	25%
Boy - School climate	Year 4	863	622	264	49%	36%	15%
	Year 5	797	687	331	44%	38%	18%
	Year 6	684	791	388	37%	42%	21%
	Year 7	309	612	428	23%	45%	32%
	Year 8	286	593	490	21%	43%	36%
	Year 9	177	511	433	16%	46%	39%
	Year 10	152	464	348	16%	48%	36%
	Year 11	365	450	116	39%	48%	12%
	Year 12	305	335	75	43%	47%	10%
	Total	3938	5065	2873	33%	43%	24%





## **Part 5: Wellbeing results: after school activities**

This section of the report provides a more detailed breakdown of the following topics:

1. All Tasmanian Government School Students after school activities
2. Additional questions

The tables for after school activities provide a detailed breakdown of what activities students did outside of school in Term 3 2020, the time they spent on these activities and the barriers that prevented them from undertaking other activities.



## I. All Tasmanian Government School Students after school activities

The tables below show the Term 3 2020 after school activities results for All Tasmanian Government School Students. The tables show the proportion of students participating in different activities after school or reporting different barriers to participation.

### All Tasmanian Government School Students - After school activities - Days

	0	1-2	3-4	5+
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]	39%	32%	18%	11%
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	88%	7%	3%	3%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	54%	28%	10%	8%
d) ... watch TV (including Netflix, Youtube or DVDs)? [DAYS]	5%	16%	24%	56%
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [DAYS]	26%	20%	19%	35%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [DAYS]	16%	10%	12%	62%
g) ...read for fun? [DAYS]	40%	25%	15%	20%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	8%	23%	25%	44%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	66%	19%	7%	7%
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	46%	30%	13%	10%
k) ...hang out with friends? [DAYS]	21%	37%	20%	23%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	86%	10%	2%	2%
m) ... work in paid employment? [DAYS]~	51%	24%	20%	6%
n) ...volunteer at a workplace or in a community organization? [DAYS]~	84%	12%	3%	2%

### All Tasmanian Government School Students - After school activities - Time

	<30 min	30min-1 hr	1-2 hrs	2+ hrs
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	6%	27%	43%	24%
b) ...go to an after school care program (in my school or someplace else)? [TIME]	13%	25%	30%	33%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	26%	43%	20%	11%
d) ... watch TV (including Netflix, Youtube or DVDs)? [TIME]	8%	24%	29%	39%
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [TIME]	12%	23%	24%	41%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [TIME]	20%	19%	18%	44%
g) ...read for fun? [TIME]	35%	39%	14%	13%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	42%	38%	13%	7%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	31%	43%	16%	10%
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	29%	37%	18%	15%
k) ...hang out with friends? [TIME]	5%	15%	26%	54%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	10%	19%	35%	37%
m) ... work in paid employment? [TIME]~	2%	3%	7%	89%
n) ...volunteer at a workplace or in a community organization? [TIME]~	8%	18%	29%	45%

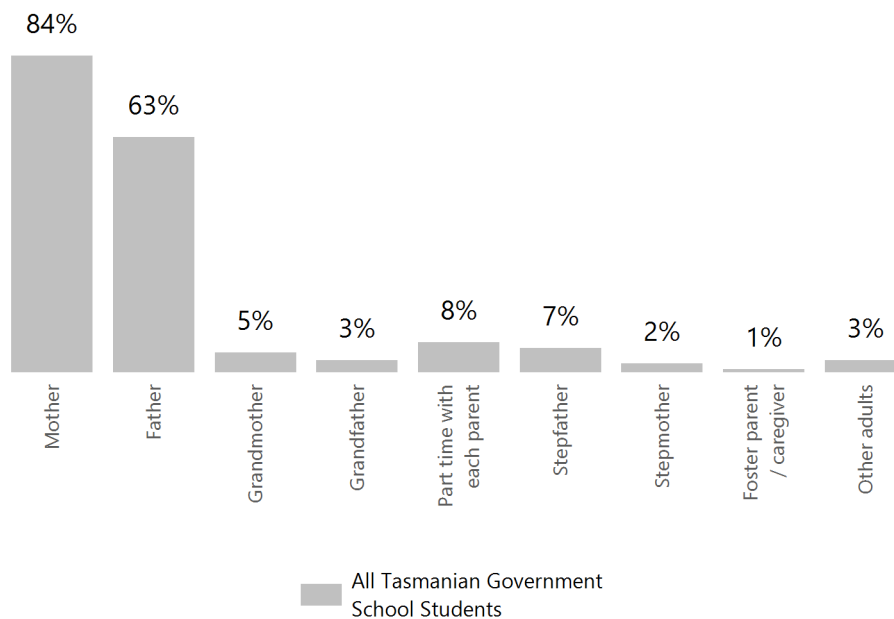
### All Tasmanian Government School Students - After school activities barriers

	Yes	No
I have to go straight home after school	39%	61%
It is too difficult to get there.	16%	84%
The activity that I want is not offered.	16%	84%
The schedule does not fit the times that I can attend.	19%	81%
It's not safe for me to go.	4%	96%
I have too much homework to do.	8%	92%
My parents do not approve.	11%	89%
It costs too much.	17%	83%
I need to take care of brothers or sisters or do other things at home.	15%	85%
I am afraid I will not be good enough in that activity.	18%	82%
I'm too busy	24%	76%
I don't know what is available.	18%	82%
None of my friends are interested or want to go.	18%	82%
Other.	28%	72%

## 2. Additional questions

The tables below contain the additional survey questions for All Tasmanian Government School Students which are currently not included in domain calculations.

Who do you live with most of the time



How often, in the hour before you go to sleep, do you use an electronic device (for example mobile phone, iPad, tablet, PC, game console, TV, music player)?

		Never	Once a week	Twice a week	3 times a week	4 times a week	5 times a week	6 times a week	Every day	Total
All Tasmanian Government School Students	Number	1728	1150	1302	1225	1206	1234	1366	13869	23080
	Percentage	7%	5%	6%	5%	5%	5%	6%	60%	100%