



Student Wellbeing and Engagement Survey 2021

SAFE, WELL AND POSITIVE LEARNERS

**All Tasmanian Government School
Students**

Survey year: 2021



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**Government
of South Australia**
Department for Education

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



Introduction

About the Student Wellbeing and Engagement 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 and Engagement 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

From 2021, the Student Wellbeing Survey will be known as the Student Wellbeing and Engagement Survey. This is in recognition of the reciprocal relationship between wellbeing, engagement and learning. The survey questions remain unchanged and school data sets will be consistent across years.

This report presents the survey responses from students for 2021, 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. From 2021, the survey will be conducted in August each year, which will provide schools with 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, particularly with 2021 being the third year of the survey, there are now further opportunities to identify trends in the 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

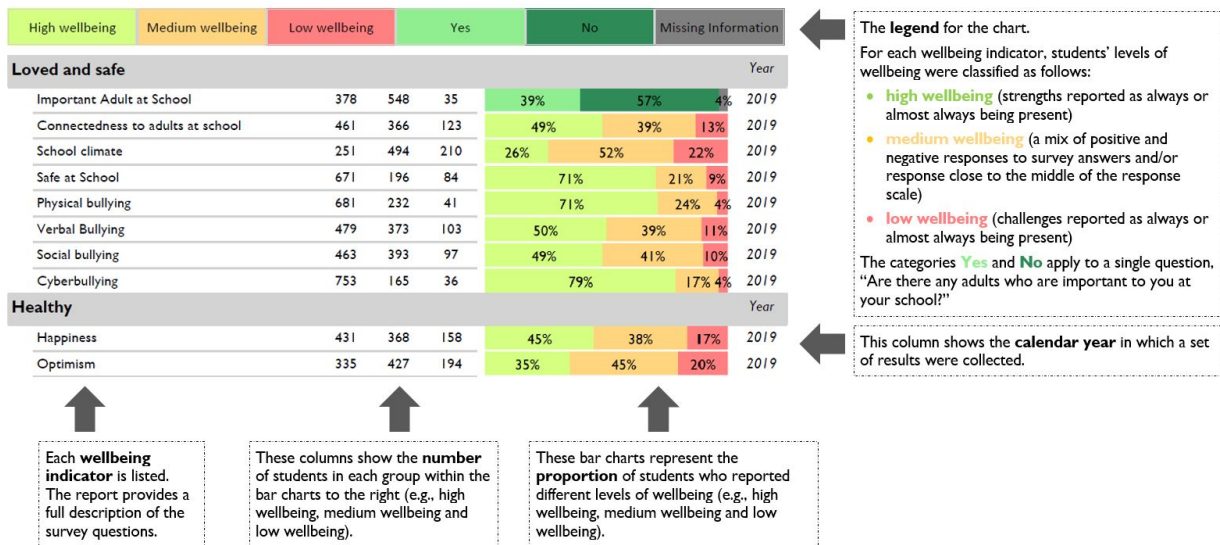
The results shown in the report can be used to reflect on:

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 and Engagement 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.

High wellbeing	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'.
Medium wellbeing	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'
Low wellbeing	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.

High wellbeing	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'.
Medium wellbeing	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'.
Low wellbeing	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, 2021

This section of the report sets out the wellbeing results from 2021 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 and Engagement 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, 2021, by year level and gender

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2021 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: 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 are comparable for all survey years, 2019-2021.



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 are comparable for all survey years, 2019-2021.

Part I: Wellbeing: All Tasmanian Government School Students

Wellbeing participation for All Tasmanian Government School Students

All Tasmanian Government School Students have participated in 4 Survey collections in 2019; 2020 T1; 2020 T3; 2021.

The table below shows the number of students who completed the Student Wellbeing and Engagement 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
2021	Year 4	4,238	4,670	91%	
	Year 5	4,133	4,553	91%	
	Year 6	4,201	4,629	91%	
	Year 7	3,573	4,250	84%	
	Year 8	3,295	4,182	79%	
	Year 9	3,188	4,146	77%	
	Year 10	2,889	4,073	71%	
	Year 11	2,331	3,967	59%	
	Year 12	1,791	3,307	54%	
	Unknown	11	0	0%	Student year level unknown
	Total	29,650	37,777	78%	
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
	Total	23,906	38,257	62%	
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



2020 T1	Total	15,208	38,859	39%	
2019	Year 4	4,184	4,834	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
	Total	28,661	37,889	76%	

Note:

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 August. This will provide schools with August to August 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 your school has participated in the Student Wellbeing and Engagement Survey.



Wellbeing results for All Tasmanian Government School Students

The figure below shows the 2021 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	18905	9747	998	64%	33%	3%	2021
Connectedness to adults at school	17040	8914	2976	59%	31%	10%	2021
School climate	8665	12315	8033	30%	42%	28%	2021
Safe at school	16801	7623	4462	58%	26%	15%	2021
Absence of physical bullying^	16094	10111	2556	56%	35%	9%	2021
Absence of verbal bullying^	10515	12423	5737	37%	43%	20%	2021
Absence of social bullying^	12304	11861	4477	43%	41%	16%	2021
Absence of cyberbullying^	19183	7133	2300	67%	25%	8%	2021
Healthy						Year/ Term	
Happiness	12641	11005	5676	43%	38%	19%	2021
Optimism	10521	11775	7064	36%	40%	24%	2021
Satisfaction with life	9577	10982	8747	33%	37%	30%	2021
Emotion regulation	8502	11357	9348	29%	39%	32%	2021
Absence of sadness^	12068	10358	6720	41%	36%	23%	2021
Absence of worries^	9824	10306	8971	34%	35%	31%	2021
Absence of distress~^	4167	1998	706	61%	29%	10%	2021
Overall health	7132	13653	7953	25%	48%	28%	2021
Body image	15566	10010	2688	55%	35%	10%	2021
Feelings about your body~	1960	1927	2613	30%	30%	40%	2021
Material basics						Year/ Term	
Nutrition - breakfast	16310	3281	9213	57%	11%	32%	2021
Sleep	13234	6893	8436	46%	24%	30%	2021
Music and arts	12307	4575	11134	44%	16%	40%	2021
Sports	11776	4893	11018	43%	18%	40%	2021
Organised activities	20114	3227	5091	71%	11%	18%	2021
Learning						Year/ Term	
Emotional engagement with teachers	18832	8686	1510	65%	30%	5%	2021
Engagement (flow)	6636	11648	10564	23%	40%	37%	2021
Perseverance	10921	12717	5608	37%	43%	19%	2021
Cognitive engagement	11653	11688	5467	40%	41%	19%	2021
Academic self concept	15950	9292	3716	55%	32%	13%	2021
Learning practices~	1097	3328	2170	17%	50%	33%	2021
Participating						Year/ Term	
Connectedness to adults at home	20254	6070	2606	70%	21%	9%	2021
Friendship intimacy	18628	6387	3893	64%	22%	13%	2021
Resilience~	677	3603	2532	10%	53%	37%	2021
Motivation to achieve goals~	1954	3423	1519	28%	50%	22%	2021
Future goal planning~	2437	3738	721	35%	54%	10%	2021
Feelings about after school study/work~	1979	2765	1814	30%	42%	28%	2021
Positive sense of culture and identity						Year/ Term	
School belonging	10059	10378	8309	35%	36%	29%	2021
Peer belonging	12961	9990	5967	45%	35%	21%	2021



Meeting expectations~	1903	3170	1848	27%	46%	27%	2021
Expectations for success~	3054	2726	1143	44%	39%	17%	2021
Feelings about the future~	3043	2267	1251	46%	35%	19%	2021

~ 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" earlier in this report.



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	
Loved and safe							Year/ Term
Important adults at school	18905	9747	998	64%	33%	3%	2021
	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	17040	8914	2976	59%	31%	10%	2021
	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	8665	12315	8033	30%	42%	28%	2021
	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	16801	7623	4462	58%	26%	15%	2021
	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^	16094	10111	2556	56%	35%	9%	2021
	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^	10515	12423	5737	37%	43%	20%	2021
	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^	12304	11861	4477	43%	41%	16%	2021
	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^	19183	7133	2300	67%	25%	8%	2021
	15882	5579	1679	69%	24%	7%	2020 T3
	10670	3127	957	72%	21%	6%	2020 T1
	19898	6006	1838	72%	22%	7%	2019
Healthy							Year/ Term
Happiness	12641	11005	5676	43%	38%	19%	2021
	10739	8558	4201	46%	36%	18%	2020 T3
	7303	5399	2228	49%	36%	15%	2020 T1
	13456	10248	4514	48%	36%	16%	2019
Optimism	10521	11775	7064	36%	40%	24%	2021
	9280	9085	5258	39%	38%	22%	2020 T3



Optimism	6368	5786	2846	42%	39%	19%	2020 T1
	11605	11026	5702	41%	39%	20%	2019
Satisfaction with life	9577	10982	8747	33%	37%	30%	2021
	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	8502	11357	9348	29%	39%	32%	2021
	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^	12068	10358	6720	41%	36%	23%	2021
	9996	8305	5185	43%	35%	22%	2020 T3
	7061	5012	2872	47%	34%	19%	2020 T1
	13085	9577	5572	46%	34%	20%	2019
Absence of worries^	9824	10306	8971	34%	35%	31%	2021
	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~^	4167	1998	706	61%	29%	10%	2021
	3465	1457	502	64%	27%	9%	2020 T3
	3067	1112	331	68%	25%	7%	2020 T1
	4400	1778	579	65%	26%	9%	2019
Overall health	7132	13653	7953	25%	48%	28%	2021
	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	15566	10010	2688	55%	35%	10%	2021
	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~	1960	1927	2613	30%	30%	40%	2021
	1513	1555	2156	29%	30%	41%	2020 T3
	1387	1283	1722	32%	29%	39%	2020 T1
	1943	1981	2611	30%	30%	40%	2019

Material basics							Year/ Term
Nutrition - breakfast	16310	3281	9213	57%	11%	32%	2021
	13831	2524	6939	59%	11%	30%	2020 T3
	9229	1513	4108	62%	10%	28%	2020 T1
	17481	2859	7579	63%	10%	27%	2019
Sleep	13234	6893	8436	46%	24%	30%	2021
	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	12307	4575	11134	44%	16%	40%	2021
	10950	3570	8490	48%	16%	37%	2020 T3
	6961	2219	5521	47%	15%	38%	2020 T1
	13674	4405	9550	49%	16%	35%	2019
Sports	11776	4893	11018	43%	18%	40%	2021
	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	20114	3227	5091	71%	11%	18%	2021



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
Learning							Year/ Term
Emotional engagement with teachers	18832	8686	1510	65%	30%	5%	2021
	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)	6636	11648	10564	23%	40%	37%	2021
	5209	9255	8820	22%	40%	38%	2020 T3
	3464	6129	5248	23%	41%	35%	2020 T1
	6041	11224	10707	22%	40%	38%	2019
Perseverance	10921	12717	5608	37%	43%	19%	2021
	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	11653	11688	5467	40%	41%	19%	2021
	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	15950	9292	3716	55%	32%	13%	2021
	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~	1097	3328	2170	17%	50%	33%	2021
	930	2789	1562	18%	53%	30%	2020 T3
	976	2419	1028	22%	55%	23%	2020 T1
	1155	3447	2003	17%	52%	30%	2019
Participating							Year/ Term
Connectedness to adults at home	20254	6070	2606	70%	21%	9%	2021
	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	18628	6387	3893	64%	22%	13%	2021
	15440	4981	2921	66%	21%	13%	2020 T3
	9825	3270	1776	66%	22%	12%	2020 T1
	18856	5863	3347	67%	21%	12%	2019
Resilience~	677	3603	2532	10%	53%	37%	2021
	556	2952	1903	10%	55%	35%	2020 T3
	492	2515	1481	11%	56%	33%	2020 T1
	705	3597	2416	10%	54%	36%	2019
Motivation to achieve goals~	1954	3423	1519	28%	50%	22%	2021
	1656	2662	1116	30%	49%	21%	2020 T3
	1393	2276	833	31%	51%	19%	2020 T1
	1971	3340	1456	29%	49%	22%	2019
Future goal planning~	2437	3738	721	35%	54%	10%	2021
	1974	2893	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~	1979	2765	1814	30%	42%	28%	2021
	1667	2149	1434	32%	41%	27%	2020 T3
	1461	1954	995	33%	44%	23%	2020 T1



Feelings about after school study/work~	2099	2713	1759	32%	41%	27%	2019
Positive sense of culture and identity							Year/ Term
School belonging	10059	10378	8309	35%	36%	29%	2021
	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	12961	9990	5967	45%	35%	21%	2021
	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~	1903	3170	1848	27%	46%	27%	2021
	1488	2566	1416	27%	47%	26%	2020 T3
	1107	2043	1379	24%	45%	30%	2020 T1
	1745	3138	1915	26%	46%	28%	2019
Expectations for success~	3054	2726	1143	44%	39%	17%	2021
	2464	2168	835	45%	40%	15%	2020 T3
	2073	1803	652	46%	40%	14%	2020 T1
	2838	2772	1186	42%	41%	17%	2019
Feelings about the future~	3043	2267	1251	46%	35%	19%	2021
	2544	1762	948	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" earlier in this report.

Part 3: Wellbeing results for All Tasmanian Government School Students, 2021, 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 2021 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" earlier in this report.

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 2021 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	3164	918	156	75%	22%	4%	2021
Connectedness to adults at school	2875	960	274	70%	23%	7%	2021
School climate	2139	1460	538	52%	35%	13%	2021
Safe at school	2822	774	511	69%	19%	12%	2021
Absence of physical bullying^	1838	1854	455	44%	45%	11%	2021
Absence of verbal bullying^	1320	1918	874	32%	47%	21%	2021
Absence of social bullying^	1503	1858	730	37%	45%	18%	2021
Absence of cyberbullying^	2789	917	368	68%	23%	9%	2021
Healthy							Year/ Term
Happiness	2346	1254	476	58%	31%	12%	2021
Optimism	2109	1368	642	51%	33%	16%	2021
Satisfaction with life	2058	1374	663	50%	34%	16%	2021
Emotion regulation	1776	1408	938	43%	34%	23%	2021
Absence of sadness^	2150	1286	695	52%	31%	17%	2021
Absence of worries^	1725	1325	1061	42%	32%	26%	2021
Overall health	1588	2019	563	38%	48%	14%	2021
Body image	2556	1127	383	63%	28%	9%	2021
Material basics							Year/ Term
Nutrition - breakfast	3245	317	625	78%	8%	15%	2021
Sleep	2419	719	970	59%	18%	24%	2021
Music and arts	2346	795	875	58%	20%	22%	2021
Sports	1706	1088	1109	44%	28%	28%	2021
Organised activities	3244	455	410	79%	11%	10%	2021
Learning							Year/ Term
Emotional engagement with teachers	3175	841	116	77%	20%	3%	2021
Engagement (flow)	1353	1521	1248	33%	37%	30%	2021
Perseverance	2116	1522	405	52%	38%	10%	2021
Cognitive engagement	2504	1181	451	61%	29%	11%	2021
Academic self concept	2858	924	335	69%	22%	8%	2021
Participating							Year/ Term
Connectedness to adults at home	3269	617	203	80%	15%	5%	2021
Friendship intimacy	2920	733	476	71%	18%	12%	2021
Positive sense of culture and identity							Year/ Term
School belonging	2184	1084	799	54%	27%	20%	2021
Peer belonging	2227	1172	735	54%	28%	18%	2021



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2021 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	2895	1127	111	70%	27%	3%	2021
Connectedness to adults at school	2654	1080	322	65%	27%	8%	2021
School climate	1609	1685	793	39%	41%	19%	2021
Safe at school	2523	931	610	62%	23%	15%	2021
Absence of physical bullying^	1904	1723	453	47%	42%	11%	2021
Absence of verbal bullying^	1321	1843	890	33%	45%	22%	2021
Absence of social bullying^	1545	1799	710	38%	44%	18%	2021
Absence of cyberbullying^	2741	972	343	68%	24%	8%	2021
Healthy							Year/ Term
Happiness	2070	1385	628	51%	34%	15%	2021
Optimism	1759	1490	844	43%	36%	21%	2021
Satisfaction with life	1734	1420	932	42%	35%	23%	2021
Emotion regulation	1356	1546	1188	33%	38%	29%	2021
Absence of sadness^	1933	1368	799	47%	33%	19%	2021
Absence of worries^	1641	1319	1126	40%	32%	28%	2021
Overall health	1341	1982	763	33%	49%	19%	2021
Body image	2324	1291	375	58%	32%	9%	2021
Material basics							Year/ Term
Nutrition - breakfast	2878	418	796	70%	10%	19%	2021
Sleep	2210	813	1012	55%	20%	25%	2021
Music and arts	2201	780	988	55%	20%	25%	2021
Sports	1778	935	1145	46%	24%	30%	2021
Organised activities	3166	445	427	78%	11%	11%	2021
Learning							Year/ Term
Emotional engagement with teachers	2950	989	143	72%	24%	4%	2021
Engagement (flow)	1138	1470	1465	28%	36%	36%	2021
Perseverance	1792	1687	590	44%	41%	14%	2021
Cognitive engagement	2072	1365	646	51%	33%	16%	2021
Academic self concept	2499	1154	425	61%	28%	10%	2021
Participating							Year/ Term
Connectedness to adults at home	3053	732	278	75%	18%	7%	2021
Friendship intimacy	2735	794	548	67%	19%	13%	2021
Positive sense of culture and identity							Year/ Term
School belonging	1794	1247	976	45%	31%	24%	2021
Peer belonging	1953	1272	859	48%	31%	21%	2021



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2021 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	2922	1158	121	70%	28%	3%	2021
Connectedness to adults at school	2725	1092	325	66%	26%	8%	2021
School climate	1461	1821	879	35%	44%	21%	2021
Safe at school	2618	942	577	63%	23%	14%	2021
Absence of physical bullying^	2182	1627	330	53%	39%	8%	2021
Absence of verbal bullying^	1421	1849	859	34%	45%	21%	2021
Absence of social bullying^	1683	1776	666	41%	43%	16%	2021
Absence of cyberbullying^	2793	991	338	68%	24%	8%	2021
Healthy							Year/ Term
Happiness	2084	1445	625	50%	35%	15%	2021
Optimism	1722	1614	830	41%	39%	20%	2021
Satisfaction with life	1693	1457	1012	41%	35%	24%	2021
Emotion regulation	1334	1582	1241	32%	38%	30%	2021
Absence of sadness^	1930	1415	822	46%	34%	20%	2021
Absence of worries^	1637	1377	1148	39%	33%	28%	2021
Overall health	1319	2013	812	32%	49%	20%	2021
Body image	2300	1414	351	57%	35%	9%	2021
Material basics							Year/ Term
Nutrition - breakfast	2627	501	1029	63%	12%	25%	2021
Sleep	2177	899	1053	53%	22%	26%	2021
Music and arts	1906	876	1306	47%	21%	32%	2021
Sports	1882	828	1299	47%	21%	32%	2021
Organised activities	3119	496	517	75%	12%	13%	2021
Learning							Year/ Term
Emotional engagement with teachers	2869	1101	180	69%	27%	4%	2021
Engagement (flow)	1123	1605	1424	27%	39%	34%	2021
Perseverance	1814	1739	599	44%	42%	14%	2021
Cognitive engagement	2016	1501	638	49%	36%	15%	2021
Academic self concept	2573	1146	432	62%	28%	10%	2021
Participating							Year/ Term
Connectedness to adults at home	3103	749	287	75%	18%	7%	2021
Friendship intimacy	2823	814	523	68%	20%	13%	2021
Positive sense of culture and identity							Year/ Term
School belonging	1773	1328	1031	43%	32%	25%	2021
Peer belonging	2078	1304	773	50%	31%	19%	2021



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2021 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	1937	1529	107	54%	43%	3%	2021
Connectedness to adults at school	1789	1236	477	51%	35%	14%	2021
School climate	587	1598	1345	17%	45%	38%	2021
Safe at school	1705	1111	700	48%	32%	20%	2021
Absence of physical bullying^	1737	1393	351	50%	40%	10%	2021
Absence of verbal bullying^	1047	1583	850	30%	45%	24%	2021
Absence of social bullying^	1426	1462	591	41%	42%	17%	2021
Absence of cyberbullying^	2150	1016	311	62%	29%	9%	2021
Healthy							Year/ Term
Happiness	1394	1378	780	39%	39%	22%	2021
Optimism	1098	1464	992	31%	41%	28%	2021
Satisfaction with life	1048	1370	1129	30%	39%	32%	2021
Emotion regulation	883	1356	1308	25%	38%	37%	2021
Absence of sadness^	1387	1303	849	39%	37%	24%	2021
Absence of worries^	1139	1281	1114	32%	36%	32%	2021
Overall health	750	1731	999	22%	50%	29%	2021
Body image	1829	1263	329	53%	37%	10%	2021
Material basics							Year/ Term
Nutrition - breakfast	1819	428	1239	52%	12%	36%	2021
Sleep	1581	823	1056	46%	24%	31%	2021
Music and arts	1484	536	1382	44%	16%	41%	2021
Sports	1469	529	1377	44%	16%	41%	2021
Organised activities	2442	389	620	71%	11%	18%	2021
Learning							Year/ Term
Emotional engagement with teachers	1919	1325	281	54%	38%	8%	2021
Engagement (flow)	712	1337	1458	20%	38%	42%	2021
Perseverance	1113	1617	816	31%	46%	23%	2021
Cognitive engagement	1169	1525	805	33%	44%	23%	2021
Academic self concept	1686	1249	590	48%	35%	17%	2021
Participating							Year/ Term
Connectedness to adults at home	2317	830	353	66%	24%	10%	2021
Friendship intimacy	2188	825	501	62%	23%	14%	2021
Positive sense of culture and identity							Year/ Term
School belonging	925	1389	1180	26%	40%	34%	2021
Peer belonging	1436	1317	762	41%	37%	22%	2021



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2021 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	1856	1356	83	56%	41%	3%	2021
Connectedness to adults at school	1595	1195	451	49%	37%	14%	2021
School climate	484	1377	1386	15%	42%	43%	2021
Safe at school	1483	1102	650	46%	34%	20%	2021
Absence of physical bullying^	1668	1185	362	52%	37%	11%	2021
Absence of verbal bullying^	1010	1405	795	31%	44%	25%	2021
Absence of social bullying^	1328	1301	579	41%	41%	18%	2021
Absence of cyberbullying^	1970	936	296	62%	29%	9%	2021
Healthy							Year/ Term
Happiness	1185	1326	767	36%	40%	23%	2021
Optimism	940	1379	955	29%	42%	29%	2021
Satisfaction with life	818	1218	1236	25%	37%	38%	2021
Emotion regulation	802	1186	1279	25%	36%	39%	2021
Absence of sadness^	1221	1167	877	37%	36%	27%	2021
Absence of worries^	1053	1134	1077	32%	35%	33%	2021
Overall health	592	1497	1114	18%	47%	35%	2021
Body image	1645	1178	336	52%	37%	11%	2021
Material basics							Year/ Term
Nutrition - breakfast	1496	416	1294	47%	13%	40%	2021
Sleep	1287	859	1046	40%	27%	33%	2021
Music and arts	1157	451	1523	37%	14%	49%	2021
Sports	1387	420	1306	45%	13%	42%	2021
Organised activities	2183	341	650	69%	11%	20%	2021
Learning							Year/ Term
Emotional engagement with teachers	1657	1368	230	51%	42%	7%	2021
Engagement (flow)	576	1306	1348	18%	40%	42%	2021
Perseverance	993	1462	816	30%	45%	25%	2021
Cognitive engagement	978	1389	854	30%	43%	27%	2021
Academic self concept	1410	1218	613	44%	38%	19%	2021
Participating							Year/ Term
Connectedness to adults at home	2118	754	373	65%	23%	11%	2021
Friendship intimacy	2005	771	456	62%	24%	14%	2021
Positive sense of culture and identity							Year/ Term
School belonging	764	1248	1219	24%	39%	38%	2021
Peer belonging	1301	1228	703	40%	38%	22%	2021



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2021 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	1845	1262	81	58%	40%	3%	2021
Connectedness to adults at school	1582	1121	437	50%	36%	14%	2021
School climate	460	1336	1355	15%	42%	43%	2021
Safe at school	1579	922	646	50%	29%	21%	2021
Absence of physical bullying^	1870	977	277	60%	31%	9%	2021
Absence of verbal bullying^	1151	1304	667	37%	42%	21%	2021
Absence of social bullying^	1392	1238	490	45%	40%	16%	2021
Absence of cyberbullying^	2069	819	235	66%	26%	8%	2021
Healthy							Year/ Term
Happiness	1116	1253	809	35%	39%	25%	2021
Optimism	883	1314	979	28%	41%	31%	2021
Satisfaction with life	764	1187	1224	24%	37%	39%	2021
Emotion regulation	714	1244	1211	23%	39%	38%	2021
Absence of sadness^	1124	1165	876	36%	37%	28%	2021
Absence of worries^	932	1146	1083	29%	36%	34%	2021
Overall health	581	1384	1164	19%	44%	37%	2021
Body image	1565	1170	341	51%	38%	11%	2021
Material basics							Year/ Term
Nutrition - breakfast	1412	358	1357	45%	11%	43%	2021
Sleep	1240	804	1067	40%	26%	34%	2021
Music and arts	1067	399	1590	35%	13%	52%	2021
Sports	1285	384	1371	42%	13%	45%	2021
Organised activities	2051	370	661	67%	12%	21%	2021
Learning							Year/ Term
Emotional engagement with teachers	1615	1266	275	51%	40%	9%	2021
Engagement (flow)	536	1282	1322	17%	41%	42%	2021
Perseverance	891	1462	821	28%	46%	26%	2021
Cognitive engagement	931	1436	772	30%	46%	25%	2021
Academic self concept	1422	1173	555	45%	37%	18%	2021
Participating							Year/ Term
Connectedness to adults at home	1971	750	422	63%	24%	13%	2021
Friendship intimacy	1904	760	479	61%	24%	15%	2021
Positive sense of culture and identity							Year/ Term
School belonging	757	1170	1206	24%	37%	38%	2021
Peer belonging	1276	1155	711	41%	37%	23%	2021



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2021 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	1798	985	106	62%	34%	4%	2021
Connectedness to adults at school	1457	969	388	52%	34%	14%	2021
School climate	439	1142	1228	16%	41%	44%	2021
Safe at school	1372	897	532	49%	32%	19%	2021
Absence of physical bullying^	1750	796	233	63%	29%	8%	2021
Absence of verbal bullying^	1047	1187	543	38%	43%	20%	2021
Absence of social bullying^	1226	1107	443	44%	40%	16%	2021
Absence of cyberbullying^	1784	731	257	64%	26%	9%	2021
Healthy							Year/ Term
Happiness	982	1172	727	34%	41%	25%	2021
Optimism	787	1229	863	27%	43%	30%	2021
Satisfaction with life	607	1151	1117	21%	40%	39%	2021
Emotion regulation	648	1248	957	23%	44%	34%	2021
Absence of sadness^	919	1085	816	33%	38%	29%	2021
Absence of worries^	757	1057	1007	27%	37%	36%	2021
Absence of distress~^	1694	819	343	59%	29%	12%	2021
Overall health	434	1253	1072	16%	45%	39%	2021
Body image	1369	1087	276	50%	40%	10%	2021
Feelings about your body~	805	778	1165	29%	28%	42%	2021
Material basics							Year/ Term
Nutrition - breakfast	1167	344	1259	42%	12%	45%	2021
Sleep	955	769	1037	35%	28%	38%	2021
Music and arts	937	316	1445	35%	12%	54%	2021
Sports	1055	316	1326	39%	12%	49%	2021
Organised activities	1732	321	675	63%	12%	25%	2021
Learning							Year/ Term
Emotional engagement with teachers	1565	1033	221	56%	37%	8%	2021
Engagement (flow)	434	1299	1063	16%	46%	38%	2021
Perseverance	876	1302	702	30%	45%	24%	2021
Cognitive engagement	776	1346	656	28%	48%	24%	2021
Academic self concept	1214	1112	480	43%	40%	17%	2021
Learning practices~	399	1340	1045	14%	48%	38%	2021
Participating							Year/ Term
Connectedness to adults at home	1805	693	319	64%	25%	11%	2021
Friendship intimacy	1656	727	416	59%	26%	15%	2021
Resilience~	233	1505	1100	8%	53%	39%	2021
Motivation to achieve goals~	753	1424	687	26%	50%	24%	2021
Future goal planning~	951	1587	324	33%	55%	11%	2021
Feelings about after school study/work~	793	1146	835	29%	41%	30%	2021
Positive sense of culture and identity							Year/ Term
School belonging	651	1136	1009	23%	41%	36%	2021
Peer belonging	1060	1110	631	38%	40%	23%	2021
Meeting expectations~	757	1368	738	26%	48%	26%	2021
Expectations for success~	1091	1212	561	38%	42%	20%	2021
Feelings about the future~	1270	968	540	46%	35%	19%	2021

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



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2021 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	1355	852	124	58%	37%	5%	2021
Connectedness to adults at school	1293	746	183	58%	34%	8%	2021
School climate	817	1087	302	37%	49%	14%	2021
Safe at school	1493	562	144	68%	26%	7%	2021
Absence of physical bullying^	1747	348	60	81%	16%	3%	2021
Absence of verbal bullying^	1187	805	162	55%	37%	8%	2021
Absence of social bullying^	1214	775	163	56%	36%	8%	2021
Absence of cyberbullying^	1608	450	95	75%	21%	4%	2021
Healthy							Year/ Term
Happiness	812	1008	506	35%	43%	22%	2021
Optimism	675	1059	587	29%	46%	25%	2021
Satisfaction with life	489	1001	828	21%	43%	36%	2021
Emotion regulation	549	982	733	24%	43%	32%	2021
Absence of sadness^	773	878	591	34%	39%	26%	2021
Absence of worries^	522	916	805	23%	41%	36%	2021
Absence of distress~^	1394	652	229	61%	29%	10%	2021
Overall health	301	1002	838	14%	47%	39%	2021
Body image	1110	846	169	52%	40%	8%	2021
Feelings about your body~	639	637	858	30%	30%	40%	2021
Material basics							Year/ Term
Nutrition - breakfast	918	271	954	43%	13%	45%	2021
Sleep	748	700	686	35%	33%	32%	2021
Music and arts	667	242	1159	32%	12%	56%	2021
Sports	702	213	1174	34%	10%	56%	2021
Organised activities	1225	230	650	58%	11%	31%	2021
Learning							Year/ Term
Emotional engagement with teachers	1714	471	35	77%	21%	2%	2021
Engagement (flow)	398	1053	722	18%	48%	33%	2021
Perseverance	745	1086	492	32%	47%	21%	2021
Cognitive engagement	687	1091	379	32%	51%	18%	2021
Academic self concept	1262	767	178	57%	35%	8%	2021
Learning practices~	374	1154	639	17%	53%	29%	2021
Participating							Year/ Term
Connectedness to adults at home	1455	562	210	65%	25%	9%	2021
Friendship intimacy	1339	549	290	61%	25%	13%	2021
Resilience~	245	1157	850	11%	51%	38%	2021
Motivation to achieve goals~	657	1152	474	29%	50%	21%	2021
Future goal planning~	809	1241	233	35%	54%	10%	2021
Feelings about after school study/work~	655	939	560	30%	44%	26%	2021
Positive sense of culture and identity							Year/ Term
School belonging	646	1039	514	29%	47%	23%	2021
Peer belonging	912	822	446	42%	38%	20%	2021
Meeting expectations~	643	1044	616	28%	45%	27%	2021
Expectations for success~	1057	900	345	46%	39%	15%	2021
Feelings about the future~	996	747	409	46%	35%	19%	2021

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



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2021 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	1127	558	106	63%	31%	6%	2021
Connectedness to adults at school	1068	511	118	63%	30%	7%	2021
School climate	667	806	204	40%	48%	12%	2021
Safe at school	1204	377	91	72%	23%	5%	2021
Absence of physical bullying^	1395	203	34	85%	12%	2%	2021
Absence of verbal bullying^	1009	524	96	62%	32%	6%	2021
Absence of social bullying^	986	539	105	60%	33%	6%	2021
Absence of cyberbullying^	1277	295	57	78%	18%	3%	2021
Healthy							Year/ Term
Happiness	651	778	354	37%	44%	20%	2021
Optimism	546	851	371	31%	48%	21%	2021
Satisfaction with life	365	801	601	21%	45%	34%	2021
Emotion regulation	439	803	488	25%	46%	28%	2021
Absence of sadness^	630	690	389	37%	40%	23%	2021
Absence of worries^	416	748	547	24%	44%	32%	2021
Absence of distress~^	1079	527	134	62%	30%	8%	2021
Overall health	224	768	625	14%	47%	39%	2021
Body image	863	632	126	53%	39%	8%	2021
Feelings about your body~	516	512	590	32%	32%	36%	2021
Material basics							Year/ Term
Nutrition - breakfast	746	226	655	46%	14%	40%	2021
Sleep	614	506	504	38%	31%	31%	2021
Music and arts	539	179	862	34%	11%	55%	2021
Sports	510	180	905	32%	11%	57%	2021
Organised activities	947	179	479	59%	11%	30%	2021
Learning							Year/ Term
Emotional engagement with teachers	1366	286	29	81%	17%	2%	2021
Engagement (flow)	363	772	512	22%	47%	31%	2021
Perseverance	578	837	362	33%	47%	20%	2021
Cognitive engagement	519	850	263	32%	52%	16%	2021
Academic self concept	1023	546	106	61%	33%	6%	2021
Learning practices~	324	834	486	20%	51%	30%	2021
Participating							Year/ Term
Connectedness to adults at home	1158	382	159	68%	22%	9%	2021
Friendship intimacy	1056	409	203	63%	25%	12%	2021
Resilience~	199	941	582	12%	55%	34%	2021
Motivation to achieve goals~	544	847	358	31%	48%	20%	2021
Future goal planning~	677	910	164	39%	52%	9%	2021
Feelings about after school study/work~	531	680	419	33%	42%	26%	2021
Positive sense of culture and identity							Year/ Term
School belonging	564	733	373	34%	44%	22%	2021
Peer belonging	716	606	345	43%	36%	21%	2021
Meeting expectations~	503	758	494	29%	43%	28%	2021
Expectations for success~	906	614	237	52%	35%	13%	2021
Feelings about the future~	777	552	302	48%	34%	19%	2021

~ 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.

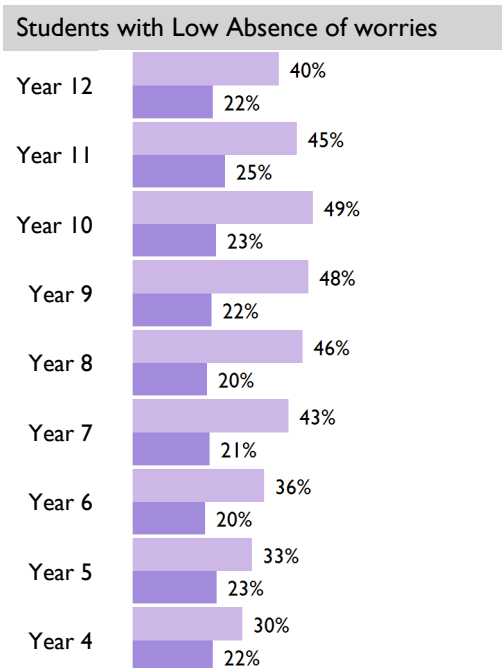
The figures and tables below allow you to consider whether this trend is apparent for All Tasmanian Government School Students. The number and proportion of boys and girls reporting low wellbeing is shown below for All Tasmanian Government School Students in 2021.

Girls	Boys
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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

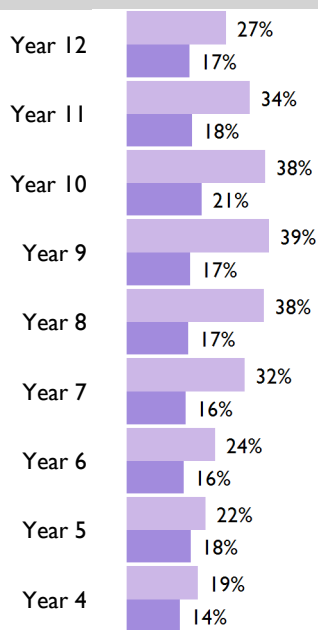
All Tasmanian Government School Students





All Tasmanian Government School Students

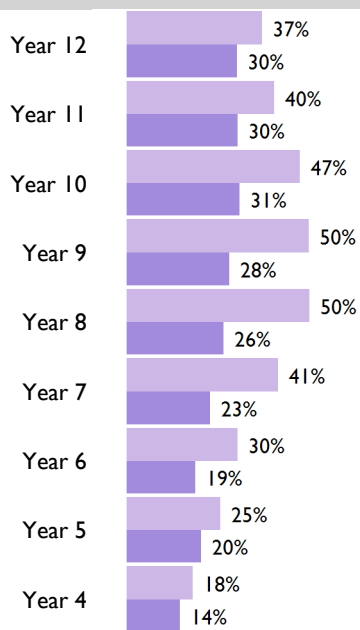
Students with Low Absence of sadness





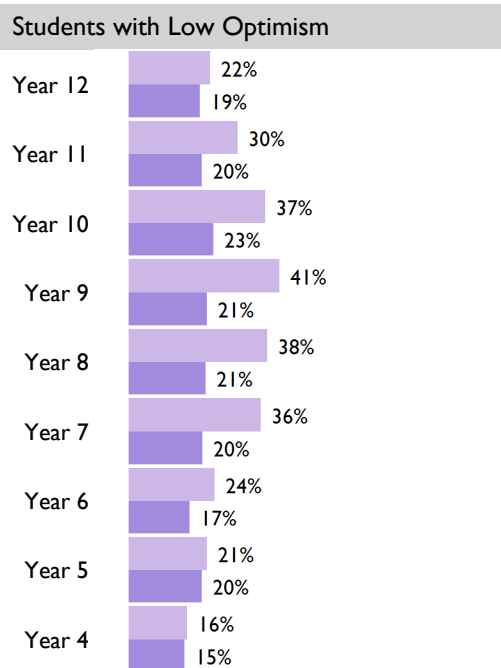
All Tasmanian Government School Students

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	381	165
	Year 11	544	259
	Year 10	677	330
	Year 9	726	355
	Year 8	735	342
	Year 7	732	382
	Year 6	720	426
	Year 5	640	486
	Year 4	597	464
Students with Low Absence of sadness	Year 12	259	129
	Year 11	407	183
	Year 10	519	297
	Year 9	588	286
	Year 8	594	283
	Year 7	555	293
	Year 6	484	336
	Year 5	426	373
	Year 4	388	307
Students with Low Satisfaction with life	Year 12	364	235
	Year 11	501	325
	Year 10	659	458
	Year 9	757	465
	Year 8	790	446
	Year 7	714	415
	Year 6	606	405
	Year 5	501	430
	Year 4	359	304
Students with Low Optimism	Year 12	219	151
	Year 11	372	214
	Year 10	519	344
	Year 9	624	353
	Year 8	599	356
	Year 7	624	368
	Year 6	471	358
	Year 5	420	422
	Year 4	318	324



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 2019-2021 Child and Student Wellbeing Strategy and the 2018-2021 Department of Education Strategic Plan.

- | | | |
|----|--|--|
| 1. | School climate: | Overall tone of the school environment, including the way teachers and students interact and how students treat each other |
| 2. | School belonging: | The degree to which young people feel connected and valued at their school |
| 3. | Emotional engagement with teachers: | Support and relationships with teachers |
| 4. | Cognitive engagement: | Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset |

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(*).



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 2021 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	Year 4	1047	711	250	52%	35%	12%
	Year 5	791	814	364	40%	41%	18%
	Year 6	662	895	442	33%	45%	22%
	Year 7	232	751	733	14%	44%	43%
	Year 8	177	620	778	11%	39%	49%
	Year 9	147	617	745	10%	41%	49%
	Year 10	177	531	663	13%	39%	48%
	Year 11	419	610	164	35%	51%	14%
	Year 12	362	465	110	39%	50%	12%
Boy	Year 4	1092	749	288	51%	35%	14%
	Year 5	815	871	429	39%	41%	20%
	Year 6	798	925	436	37%	43%	20%
	Year 7	355	847	612	20%	47%	34%
	Year 8	307	757	608	18%	45%	36%
	Year 9	312	719	609	19%	44%	37%
	Year 10	262	611	565	18%	42%	39%
	Year 11	397	476	137	39%	47%	14%
	Year 12	304	341	93	41%	46%	13%



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 2021 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	Year 4	1038	523	415	53%	26%	21%
	Year 5	849	613	474	44%	32%	24%
	Year 6	799	651	534	40%	33%	27%
	Year 7	360	636	703	21%	37%	41%
	Year 8	268	581	719	17%	37%	46%
	Year 9	243	546	714	16%	36%	48%
	Year 10	254	550	561	19%	40%	41%
	Year 11	326	561	303	27%	47%	25%
	Year 12	299	418	217	32%	45%	23%
Boy	Year 4	1146	561	384	55%	27%	18%
	Year 5	944	634	500	45%	31%	24%
	Year 6	973	677	495	45%	32%	23%
	Year 7	565	753	477	31%	42%	27%
	Year 8	496	667	500	30%	40%	30%
	Year 9	514	623	492	32%	38%	30%
	Year 10	397	586	448	28%	41%	31%
	Year 11	319	477	210	32%	47%	21%
	Year 12	264	315	155	36%	43%	21%



Emotional engagement with teachers

"Support and relationships with teachers"

Questions asked for 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.

The tables below show the 2021 results for Emotional engagement with teachers 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 Emotional engagement with teachers.

High wellbeing

Medium wellbeing

Low wellbeing

All Tasmanian Government School Students

Girl	Year 4	1580	381	45	79%	19%	2%
	Year 5	1458	452	49	74%	23%	3%
	Year 6	1384	525	77	70%	26%	4%
	Year 7	871	702	142	51%	41%	8%
	Year 8	766	700	110	49%	44%	7%
	Year 9	697	680	133	46%	45%	9%
	Year 10	712	551	111	52%	40%	8%
	Year 11	893	283	17	75%	24%	1%
	Year 12	738	186	14	79%	20%	1%
Boy	Year 4	1595	460	71	75%	22%	3%
	Year 5	1491	535	94	70%	25%	4%
	Year 6	1484	574	103	69%	27%	5%
	Year 7	1047	623	139	58%	34%	8%
	Year 8	891	668	120	53%	40%	7%
	Year 9	918	584	142	56%	36%	9%
	Year 10	853	482	110	59%	33%	8%
	Year 11	819	187	18	80%	18%	2%
	Year 12	627	99	15	85%	13%	2%



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 2021 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

		High wellbeing			Medium wellbeing			Low wellbeing		
		Count	High	Medium	Count	High	Medium	Count	High	Medium
Girl	Year 4	1252	544	212	62%	27%	11%			
	Year 5	1021	665	279	52%	34%	14%			
	Year 6	969	693	332	49%	35%	17%			
	Year 7	522	716	471	31%	42%	28%			
	Year 8	421	670	478	27%	43%	30%			
	Year 9	392	674	441	26%	45%	29%			
	Year 10	367	666	326	27%	49%	24%			
	Year 11	358	595	218	31%	51%	19%			
	Year 12	279	479	154	31%	53%	17%			
Boy	Year 4	1252	637	239	59%	30%	11%			
	Year 5	1050	698	367	50%	33%	17%			
	Year 6	1046	807	305	48%	37%	14%			
	Year 7	647	809	334	36%	45%	19%			
	Year 8	557	719	376	34%	44%	23%			
	Year 9	539	761	330	33%	47%	20%			
	Year 10	409	680	330	29%	48%	23%			
	Year 11	327	496	161	33%	50%	16%			
	Year 12	239	370	109	33%	52%	15%			



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 2021, 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 2021 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]	40%	33%	19%	9%
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	88%	8%	3%	2%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	55%	28%	10%	6%
d) ... watch TV (including Netflix, Youtube or DVDs)? [DAYS]	5%	16%	26%	53%
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [DAYS]	27%	21%	21%	32%
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]	17%	11%	13%	59%
g) ...read for fun? [DAYS]	42%	25%	16%	17%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	9%	24%	28%	40%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	69%	18%	7%	6%
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	49%	30%	13%	9%
k) ...hang out with friends? [DAYS]	23%	40%	20%	16%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	85%	11%	2%	2%
m) ... work in paid employment? [DAYS]~	49%	25%	21%	5%
n) ...volunteer at a workplace or in a community organization? [DAYS]~	84%	11%	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]	20%	23%	38%	20%
b) ...go to an after school care program (in my school or someplace else)? [TIME]	67%	9%	11%	13%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	39%	34%	16%	10%
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]	16%	21%	23%	40%
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%	18%	18%	44%
g) ...read for fun? [TIME]	42%	34%	12%	11%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	43%	38%	11%	7%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	51%	29%	12%	8%
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	42%	32%	14%	12%
k) ...hang out with friends? [TIME]	11%	16%	26%	47%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	57%	10%	16%	17%
m) ... work in paid employment? [TIME]~	19%	3%	6%	72%
n) ...volunteer at a workplace or in a community organization? [TIME]~	60%	10%	12%	18%

All Tasmanian Government School Students - After school activities barriers

	Yes	No
I have to go straight home after school	40%	60%
It is too difficult to get there.	17%	83%
The activity that I want is not offered.	19%	81%
The schedule does not fit the times that I can attend.	22%	78%
It's not safe for me to go.	6%	94%
I have too much homework to do.	10%	90%
My parents do not approve.	12%	88%
It costs too much.	19%	81%
I need to take care of brothers or sisters or do other things at home.	18%	82%
I am afraid I will not be good enough in that activity.	21%	79%
I'm too busy	26%	74%
I don't know what is available.	21%	79%
None of my friends are interested or want to go.	21%	79%
Other.	26%	74%



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.

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	1908	1241	1472	1607	1554	1641	1913	17300	28636
	Percentage	7%	4%	5%	6%	5%	6%	7%	60%	100%