

Student Wellbeing and Engagement Survey 2023





All Tasmanian Government School Students

Survey year: 2023



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Department for Education, Children and Young People



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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 for Education, Children and Young People 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 Child and Student Wellbeing Strategy - Wellbeing for Learning 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, safe and valued, 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. Some of these are within the influence of schools, and others require schools and the Department to work in partnership with families, communities, service providers, or collaborate with others with external expertise. This is outlined in more detail in the Wellbeing for Learning Strategy, including what role schools and the Department have in supporting student wellbeing, and what wellbeing for learning looks like. 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. This approach is also consistent with the whole of government Tasmanian Child and Youth Wellbeing Strategy - It Takes a Tasmanian Village, supporting a shared understanding of wellbeing across services that support children and young people.

The Wellbeing for Learning 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 and more targeted approaches to address barriers to wellbeing. Importantly, this data can inform the establishment and operation of the Department for Education, Children and Young People.



Purpose and scope of this report

The Student Wellbeing and Engagement Survey recognises the reciprocal relationship between wellbeing, engagement and learning.

This report presents the survey responses from students for 2023, 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 is conducted in August each year, providing schools with data comparison for planning and targeted action to support student wellbeing. This ensures the broader system is supporting student wellbeing over the long term, particularly with 2023 being the fifth 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.

In 2023, a new indicator of resilience (coping skills) suitable for students in years 4 to 12 was introduced to ensure we could hear from all students about how they cope with challenges and difficulties. This indicator replaces the previous resilience items asked of senior year students and is not comparable to data prior to 2023. Time series data for the previous resilience items is included in the report for reference.

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:

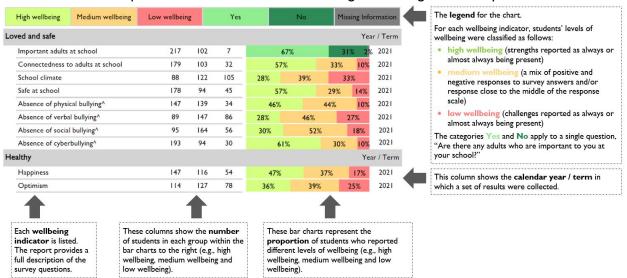
- help engage school staff, students and/or the broader school community in conversations about young people's wellbeing and learning
- · incorporate what is learnt, into school, network and whole of system planning
- provide wellbeing data to support improvement planning

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, 2023

This section of the report sets out the wellbeing results from 2023 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 I, 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, 2023, by year level

This section of the report follows the same format as Part I, but sets out the wellbeing results from 2023 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 and engagement issues in terms of trends across year levels and gender. The chapter provides more information about:

- Emotional wellbeing
- Engagement with school and learning

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.

oved, safe and valued	
Important adult at school	Identify whether there are adults at school they see as 'important'
Connectedness to adults at	Having at least one adult at school who provides support to a young person
school 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 ^A	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
	····· ································
1aterial 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)
earning Emotional engagement with	Support and relationships with teachers
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 (coping skills)	Young people's beliefs about their capacity to cope with 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	How confident young people are that they can achieve their study/work goals after school
study/work~	
Positive sense of culture and identity School belonging	Y 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 subdomains named to align with how the wellbeing results are presented and interpreted. These subdomains (sadness, worries, distress, bullying) 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.



Domain	Subdomain	Question
	Important adult at school	Are there any adults who are important to you at your school?
	Connectedness to adults at	At my school, there is a teacher or another adult who really cares about me.
0	school	At my school, there is a teacher or another adult who believes that I will be a success.
Loved, safe and valued	School climate	At my school, there is a teacher or another adult who listens to me when I have something to say. Teachers and students treat each other with respect in this school.
λ. A	School climate	People care about each other in this school.
2		Students in this school help each other, even if they are not friends.
T	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).
, ĵ	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).
Ĺ	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,
	Absence of cyberbullying^	someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish). In the last year, how often have you been bullied by other students in the following ways? Cyberbullying (for example,
	/ localize of cyber ballying	someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).
	Happiness	I feel happy.
		I have a lot of fun.
		l 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.
	Castafa asta a cutabalifa	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.
	For existing the state	If I could live my life over again, I would have it the same way.
reaury	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.
	Absence of worries^	I feel that I do things wrong a lot. I worry a lot about things at home.
	Absence of wornes	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 feelnervous? In the last month about how often did you feelhopeless?
		In the last month about how often did you feelrestless or fidgety?
		In the last month about how often did you feelso sad that nothing could cheer you up?
		In the last month about how often did you feelthat everything was an effort?
	Overall health	In the last month about how often did you feelworthless? In general, how would you describe your health?
	Nutrition - breakfast	How often do you eat breakfast?
	Sleep	How often do you get a good night's sleep?
<u>S</u>	Music and arts	i)do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]
Das	Sports	 i)do arts and crafts (including painting, drawing, or something else)? [DAYS] a)do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or
erial Dasics	-p	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]
-		 i)do arts and crafts (including painting, drawing, or something else)? [DAYS]
		I) participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]
	Emotional engagement with	I get along well with most of my teachers.
	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.
20	Cognitive engagement	I am a hard worker. I work hard on learning.
	Cognitive engagement	When I found something hard I tried another way.
d,		I take a lot of care with what I do.
		No matter who you are, you can change your intelligence.
	Andomia colf concert	I am excited to come up with new things.
Ĵ		l am certain l 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.
נ	Academic self concept	
ב	Academic sell concept	Even if the work in school is hard, I can learn it.
ב	Learning practices~	Even if the work in school is hard, I can learn it. I can finish my homework assignments by the deadlines.
1		Even if the work in school is hard, I can learn it. I can finish my homework assignments by the deadlines. I can get myself to study when there are other interesting things to do.
ב		Even if the work in school is hard, I can learn it. 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.
2		Even if the work in school is hard, I can learn it. 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.
2		Even if the work in school is hard, I can learn it. 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.
2		Even if the work in school is hard, I can learn it. 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.



		In my home, there is a parent or another adult who believes I will be a success.
	Connectedness to adults at nome	
		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.
		There is somebody my age who really understands me.
	Resilience (coping skills)	I am able to cope when things change.
		I can deal with whatever comes my way.
20		I try to see the positive side of things when I have problems.
rarticipating		I stay focused and think clearly under pressure.
<u>a</u>		I think of myself as a strong person when dealing with challenges and difficulties.
<u>0</u>		I am able to cope with upsetting feelings like sadness, fear and anger.
Ĕ	Motivation to achieve goals~	l actively pursue my goals.
ດັ	-	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	How confident are you in your ability to achieve your study/work goals after school?
	study/work~	
_	School belonging	I feel like I belong in this school.
P	0.0	I feel like I am important to this school.
8	Peer belonging	I feel part of a group of friends that do things together.
Ĕ	0.0	I feel that I usually fit in with other kids around me.
토		When I am with other kids my age, I feel I belong.
2 ~	Meeting expectations~	Doing my best never seems to be enough.
μ E E		I often feel disappointed after completing a task because I knew I could have done better.
nse of cu identity		My performance rarely measures up to my standards.
Š Ď		I am hardly ever satisfied with my performance.
<u>S</u>	Expectations for success~	I have high expectations for myself.
ø		I set very high standards for myself.
Ę.		I have a strong need to strive for excellence.
Positive sense of culture and identity		I expect to be best from myself.
<u>ک</u>	Feelings about the future~	How would you describe your feelings when you think about the future?
	I centry about the future	Thow would you describe your reenings when you think about the luture:

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

^ denotes subdomains named to align with how the wellbeing results are presented and interpreted. These subdomains (sadness, worries, distress, bullying) 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.



Wellbeing participation for All Tasmanian Government School Students

All Tasmanian Government School Students have participated in 6 Survey collections in 2019; 2020 T1; 2020 T3; 2021; 2022; 2023.

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 number of survey responses included is the 2023 statewide data.

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 Tasmaniar	Government	School Students]
Year / Term	Year Level	Number of Valid Survey Responses	Number of Enrolments	% Participation	Notes
	Year 4	4,134	4,539	91%	
	Year 5	4,019	4,424	91%	
	Year 6	4,040	4,495	90%	
	Year 7	3,133	3,847	81%	
	Year 8	3,042	3,984	76%	
2023	Year 9	3,123	4,193	74%	
	Year 10	2,984	4,160	72%	
	Year 11	2,427	4,176	58%	
	Year 12	١,847	3,295	56%	
	Unknown	I	0	0%	Student year level unknown
	Total	28,750	37,113	77%	
	Year 4	4,113	3,984 76% 4,193 74% 4,160 72% 4,176 58% 3,295 56% 0 0% 37,113 77% 4,551 90% 4,467 89% 3,988 80% 4,166 74% 4,161 71% 4,161 55% 3,175 51%		
	Year 5	4,081	4,534	90%	
	Year 6	3,976	4,467	89%	
	Year 7	3,194	3,988	80%	
	Year 8	3,285	4,233	78%	
2022	Year 9	3,068	4,166	74%	
	Year 10	2,935	4,161	71%	
	Year 11	2,263	4,114	55%	
	Year 12	1,610	3,175	51%	
	Unknown	2	0	0%	Student year level unknown
	Total	28,527	37,389	76%	
	Year 4	4,238	4,670	91%	
	Year 5	4,133	4,553	4,534 90% 4,467 89% 3,988 80% 4,233 78% 4,166 74% 4,161 71% 4,161 71% 4,114 55% 3,175 51% 0 0% Student year level unkn 37,389 76% 4,670 91%	
	Year 6	4,201	4,629	91%	
	Year 7	3,573	4,250	84%	
	Year 8	3,295	4,182	79%	
2021	Year 9	3,188	4,146	77%	
	Year 10	2,889	4,073	71%	
	Year 11	2,331	3,967	59%	
	Year 12	۱,79۱	3,307	54%	
	Unknown	11	0	0%	Student year level unknown

2021	Total	29,650	37,777	78%	
	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%	
2020 ТЗ	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	74% 75% 75% 64% 64% 53% 50% 51% 45% 0% Student year level unknown 62% 40% 41% 42% 36% 40% 34% 40% 34% 40% 37% 36% 40% 37% 36% 40% 7% 87% 87% 87% 77% 76% 73% 68% 61%	
	Year 4	A 3,475 4,695 74% 5 3,568 4,747 75% 5 3,679 4,898 75% 6 3,679 4,898 75% 7 2,738 4,248 64% 8 2,678 4,217 64% 9 2,211 4,133 53% 0 1,903 3,805 50% 1 2,071 4,081 51% 2 1,561 3,433 45% 9 2,210 0 0% Student year le 23,906 38,257 62% 4 4 1,886 4,709 40% 4 5 1,942 4,784 41% 4 5 2,046 4,926 42% 4 6 1,671 4,159 40% 4 6 1,671 4,159 40% 4 6 1,671 4,159 40% 4 7 1,54 3,250 42% 4 1 1,778 <td></td>			
	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%	
2020 T I	Year 9	1,671	4,159	40%	
	Year 10	3,475 4,695 74% 3,568 4,747 75% 3,679 4,898 75% 2,738 4,248 64% 2,678 4,217 64% 2,211 4,133 53% 1,903 3,805 50% 2,071 4,081 51% 1,561 3,433 45% 22 0 0% Student year lev 23,906 38,257 62% 1,886 4,709 40% 1,942 4,784 41% 2,046 4,926 42% 1,554 4,253 37% 1,516 4,213 36% 1,516 4,213 36% 1,516 4,253 37% 1,314 3,861 34% 1,778 4,250 42% 1,496 3,704 40% 5 0 0% Student year lev 15,208 38,859 39% 4,184 <td></td>			
	Year 11	١,778	4,250	42%	
	Year 4 Year 5 Year 7 Year 8 Year 9 Year 10 Year 12 Unknown Total Year 7 Year 6 Year 12 Unknown Total Year 6 Year 7 Year 8 0 T1 Year 9 Year 10 Year 9 Year 10 Year 11 Year 12 Unknown Total Year 12 Unknown Total Year 4 Year 5 Year 4 Year 5 Year 6 Year 7 Year 7	1,496	3,704	40%	
Year 4 3,475 Year 5 3,568 Year 6 3,679 Year 7 2,738 Year 8 2,678 2020 T3 Year 9 2,211 Year 10 1,903 Year 11 2,071 Year 12 1,561 Unknown 22 Total 23,906 Year 4 1,886 Year 5 1,942 Year 6 2,046 Year 7 1,554 Year 8 1,516 2020 T1 Year 9 1,671 Year 8 1,516 Year 9 1,671 Year 10 1,314 Year 11 1,778 Year 12 1,496 Unknown 5 Total 15,208 Year 4 4,184 Year 5 4,303 Year 6 4,155 Year 7 3,229 Year 8 3,097 Year 10 2,562	0	0%	Student year level unknown		
	Total	15,208	38,859	39%	
	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%	
2019	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%	

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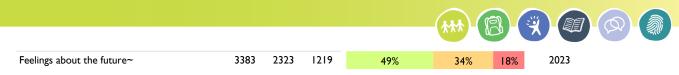
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Wellbeing results for All Tasmanian Government School Students

The figure below shows the 2023 wellbeing results for All Tasmanian Government School Students.

The figure shows the number and proportion of 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	Missi	ing Info	rmation
oved, safe and value	d									Year / Terr
Important adults at	school	18569	9472	709		65	%	33%	% 2 <mark>%</mark>	6 2023
Connectedness to a	adults at school	15899	9084	3110		57%		32%	11%	2023
School climate		7672	11726	8739	27%	6	42%	3	1%	2023
Safe at school		15490	7706	4819		55%	2	28%	17%	2023
Absence of physical	bullying^	16388	9171	2378		59%	5	33%	<mark>9</mark> %	2023
Absence of verbal b	oullying^	10727	11541	5583	3	9 %	41%		20%	2023
Absence of social b	ullying^	12760	10866	4167		46%	39	%	15%	2023
Absence of cyberbu	Illying^	19127	6458	2194		69	9%	23%	6 <mark>8</mark> %	2023
lealthy										Year / Ter
Happiness		13070	10688	4638		46%	38	%	16%	2023
Optimism		10711	11532	6207	3	8%	41%		22%	2023
Satisfaction with life	2	10260	10543	7584	3	5%	37%	2	.7%	2023
Emotion regulation		8563	11254	8440	305	%	40%	3	0%	2023
Absence of sadness	٨	12074	10020	6110		43%	36%		22%	2023
Absence of worries	٨	10300	9866	8004	3	7%	35%	2	8%	2023
Absence of distress	~^	4413	1998	699		62%	%	28%	10%	2023
Overall health		7206	12886	7305	26%	5	47%	2	7%	2023
1aterial basics										Year / Ter
Nutrition - breakfas	st	15880	3256	8880		57%	12%	6 32	2%	2023
Sleep		13732	6619	7478		49 %	24%	2	.7%	2023
Music and arts		12580	4202	10927		45%	15%	39%	6	2023
Sports		12650	4715	10269		46%	17%	379	%	2023
Organised activities		20609	2872	4446		7	74%	10%	16%	2023
.earning										Year / Ter
Emotional engagem	ent with teachers	17689	8783	1656		63%	%	31%	6%	2023
Engagement (flow)		6535	11363	10088	23%		41%	36	%	2023
Perseverance		10242	12395	5671	3	5%	44%		20%	2023
Cognitive engageme	ent	10878	11485	5605	3	9 %	41%		20%	2023
Academic self conce	ept	14920	9120	4052		53%	3	32%	14%	2023
Learning practices~		1310	3317	2319	19 %		48%	33	%	2023
articipating										Year / Ter
Connectedness to a	adults at home	19220	6228	2625		68	3%	22%	9 %	2023
Friendship intimacy		18377	6192	3477		66	%	22%	12%	2023
Resilience (coping s	kills)	7622	12852	7702	27%	6	46%	2	7%	2023
Motivation to achie	ve goals~	2248	3458	1419	32	%	49%		20%	2023
Future goal planning	z∼	2529	3822	771	36%		54%	6	11%	2023
Feelings about after	school study/work~	2378	2793	1735	34% 40%		40%		25%	2023
Positive sense of cult	ure and identity									Year / Ter
School belonging		9822	10078	7982	35	5%	36%	2	9 %	2023
Peer belonging		12799	9735	5534		46%			20%	2023
Meeting expectation	ns~	1927	3462	1781	27%	5	48%		25%	2023
Expectations for su	ccess~	3230	2866	1075		45%	40	%	15%	2023



 \sim 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 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	wellbeing Yes			Mi	Missing Information			
ved, safe and val	lued								Year / Term	
Important adults	at school	18569	9472	709	65	5%	3	3% 2%	6 2023	
-		18432	9358	737	65	5%	3	3% 3%		
		18905	9747	998		1%		3% 3%		
		15399	7052	1455	64	1%	2	9% 6%	2020 ТЗ	
		9452	4867	889	62			2% 6%	2020 T I	
		15208	11980	1473	53%		42%		2019	
Connectedness t	to adults at school	15899	9084	3110	57%	6	32%	11%	2023	
		15988	8978	2984	57%	6	32%	11%	2022	
		17040	8914	2976	599	%	31%		2021	
		13539	7333	2476	58%	6	31%	5 11%	2020 T3	
		8536	4785	1564	57%	6	32%	11%	2020 T I	
		16122	9060	2895	57%	6	32%		2019	
School climate		7672	11726	8739	27%	42%		31%	2023	
		8016	12043	7935	29%	43%		28%	2022	
		8665	12315	8033	30%	42%		28%	2021	
		7642	9984	5808	33%			25%	2020 T3	
		5474	6484	2962	37%			20%	2020 T I	
		9024	11944	7108	32% 43%			25%	2019	
Safe at school		15490	7706	4819	55%		28%	17%	2023	
		16002	7426	4443	57%	6	27%	16%	2022	
		16801	7623	4462	58%	6	26%	15%	2021	
		14409	5642	3166	62	%	24%	6 14%	2020 T3	
		9615	3470	1704	6!	5%	23	% 12%	2020 T I	
		17695	6300	3859	64	%	239	6 14%	2019	
Absence of phys	ical bullying^	16388	9171	2378	599		33%		2023	
		16210	9238	2328	589		33%	% 8%	2022	
		16094	10111	2556	56%	Ś	35%	5 9 %	2021	
		13582	7824	1852	589	%	34%	% 8%	2020 T3	
		9105	4711	1020	61	%	32	% 7%	2020 T I	
		16192	9627	2113	58%		34%	_	2019	
Absence of verb	al bullying^	10727	11541	5583	39%		۱%	20%	2023	
		10870	11460	5380	39%		1%	19%	2022	
		10515	12423	5737	37%		8%	20%	2021	
		9086	9963	4138	39%			18%	2020 T3	
		6378	6131	2275	43%		41%	15%	2020 T I	
		11199	11874	4791	40%		13%	17%	2019	
Absence of socia	I bullying^	12760	10866	4167	46%		39%	15%	2023	
		12669	10904	4096	46%		39%	15%	2022	
		12304	11861	4477	43%		41%	16%	2021	
			-						-	

Absence of social bullying^	10599	9457	3103	46%	41	%	13%	2020 Т3
	7022	5956	1786	48%	40)%	12%	2020 T I
	12745	11473	3618	46%	41	%	13%	2019
Absence of cyberbullying^	19127	6458	2194	69 %	%	23%	8%	2023
	18841	6653	2145	68%	%	24%	8%	2022
	19183	7133	2300	67%	6	25%	8%	2021
	15882	5579	1679	69 %	%	24%	7%	2020 Т3
	10670	3127	957	72	%	21%	6%	2020 T I
	19898	6006	1838	72	%	22%	5 7%	2019
althy								Year / Terr
Happiness	13070	10688	4638	46%	38%	6	16%	2023
	12498	10690	5014	44%	38%		18%	2022
	12641	11005	5676	43%	38%		9%	2021
	10739	8558	4201	46%	36%	5	18%	2020 T3
	7303	5399	2228	49%	36	_	15%	2020 T I
	13456	10248	4514	48%	365	_	16%	2019
Optimism	10711	11532	6207	38%	41%		2%	2023
	10247	11495	6518	36%	41%		3%	2022
	10521	11775	7064	36%	40%	_	4%	2021
	9280	9085	5258	39%	38%		2%	2020 T3
	6368	5786	2846	42%	39%		9%	2020 TI
	11605	11026	5702	41%	39%	_	20%	2019
Satisfaction with life	10260	10543	7584	36%	37%	27		2023
	9676	10586	7937	34%	38%	28		2022
	9577	10982	8747	33%	37%	305		2021
	8216	8776	6582	35%	37%	28		2020 T3
	5550	5770	3637	37%	39%		4%	2020 T
	10113	10838	7332	36%	38%		5%	2019
Emotion regulation	8563	11254	8440	30%	40%	305		2023
0	8437	10985	8664	30%	39%	319		2022
	8502	11357	9348	29%	39%	32%		2021
	7384	9180	6985	31%	39%	305		2020 T3
	4992	5899	4066	33%	39%	27		2020 TI
	9375	11146	7751	33%	39%	27		2019
Absence of sadness^	12074	10020	6110	43%	36%		2%	2023
	11824	10053	6214	42%	36%		2%	2022
	12068	10358	6720	41%	36%		3%	2021
	9996	8305	5185	43%	35%		2%	2020 T3
	7061	5012	2872	47%	34%	_	2%	2020 TI
	13085	9577	5572	46%			20%	2019
Absence of worries^	10300	9866	8004	37%	35%	28		2023
	9819	9912	8301	35%	35%	30		2022
	9824	10306	8971	34%	35%	319		2021
	8363	8293	6785	36%	35%	29		2020 T3
	5716	5283	3911	38%	35%	26		2020 TI
	10158	9963	8060	36%	35%	29		2019
Absence of distress~^	4413	1998	699	30 <i>%</i> 62%	55%	29	[%] 10%	2017
	4067	1915	695	62%		28% 29%	10%	2023
	4167	1998	706	61%		29% 29%	10%	2022
	3465	1457	502	64%		29%	9%	2021 2020 T3
	3463	1112	331	68%		27%	9% 7%	2020 T3
	4400	1778	579				7% 9%	2020 11
	4400	1//0	3/7	65%	,	26%	7%	2019

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Overall headsh 7206 1286 705 266 477 278 2021 6770 1296 742 258 488 278 2021 7121 1236 793 258 488 278 2021 617 1026 5197 258 488 278 2021 7121 1226 724 278 478 288 2021 7121 1226 724 278 478 288 2021 7121 1226 727 478 288 2021 2011 7121 1226 727 478 278 2021 2021 1630 281 579 118 288 2021 2021 1722 1513 168 657 797 478 244 298 1722 519 6500 4495 238 298 2021 1723 5194 4490 518 228 2												
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677029849829849829720217131186395825849829820117132186378628849822820011714770645672884982982001171770645672884982982017180189925668057%11832820217181189922669957%11832820211830121340957%118328202119311213641947%1183282021193264194784772882021193464364344810820211934643643448108202119346436461482021202119346436481482021202119346436481482021202119346436481481082021193464364814810820211934643648148158398193464364815839820211934643648158398202119346436481583982021193564964815839820211935649648158398 <td< td=""><td>Overall health</td><td>7206</td><td>12886</td><td>7305</td><td>26%</td><td></td><td>47%</td><td></td><td>27%</td><td></td><td>2023</td><td></td></td<>	Overall health	7206	12886	7305	26%		47%		27%		2023	
1132 1353 7959 295 44% 28K 2021 5351 11027 419 25K 47X 28K 2007 73 7421 1326 7274 28K 47K 28K 2007 Filter 7066 557 28K 47K 28K 2021 Filter 728 347K 15K 22K 2021 57K 11K 2021 2021 16310 3281 9218 57K 11K 32K 2021 2022 2021 2021												
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Music and arts 1250 4202 10277 45% 15% 39% 2023 12307 4575 11134 44% 16% 40% 2021 12307 4575 11134 44% 16% 40% 2021 1207 4575 11134 44% 16% 40% 2021 6961 2219 5521 47% 16% 37% 2023 Sports 12650 4715 10269 46% 17% 38% 2021 12645 4005 10467 44% 17% 38% 2021 12645 10467 44% 17% 38% 2021 12645 10467 44% 17% 38% 2021 12645 10457 994 46% 18% 36% 2021 12601 5045 994 46% 18% 36% 2021 12014 2227 5091 71% 73% 11%												
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Sports 13674 4405 9550 44% 16% 35% 2019 Sports 12650 4715 10269 46% 17% 37% 2023 12245 4805 10167 44% 17% 38% 2022 11776 4893 11018 43% 18% 40% 2021 1066 4015 8927 44% 17% 38% 2020 T3 6615 2597 5537 45% 18% 38% 2020 T3 12601 5045 994 46% 18% 2023 2021 12612 5045 994 46% 18% 202 2021 1261 2017 453 73% 11% 16% 2021 1041 3227 5091 71% 11% 16% 2021 1047 1356 2247 4534 73% 10% 8021 1047 2144 3731 73% 11% 16% 2021 1047 2168 374 10% 85% <td></td> <td>2020 TI</td> <td></td>											2020 TI	
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IntropositionIntro		12245	4805	10467							2022	
6615 2597 5537 14% 18% 38% 2020 Ti 12601 5045 9994 46% 18% 36% 2019 Organised activities 20609 2872 4446 74% 18% 36% 2023 20316 2947 4534 73% 11% 16% 2022 20114 3227 5091 77% 11% 16% 2020 Ti 10777 2461 3731 77% 11% 16% 2020 Ti 11042 1536 2284 74% 10% 15% 2020 Ti 11042 1536 2284 74% 10% 15% 2020 Ti 11042 1536 2284 74% 10% 15% 2020 Ti 11042 1686 3974 76% 10% 15% 2021 1188 8686 1510 64% 30% 5% 2021 15398 6931 1099 66%		11776	4893	11018			18%		40%		2021	
6615 2597 5537 45% 18% 38% 2020 T1 12601 5045 9994 46% 18% 36% 2019 Organised activities 20609 2872 4446 74% 10% 16% 2023 20316 2947 4534 73% 11% 16% 2022 20114 3227 5091 71% 11% 16% 2020 T3 1077 2461 3731 73% 11% 16% 2020 T3 11042 1536 2284 74% 10% 15% 2020 T3 11042 1536 2284 74% 10% 15% 2020 T3 11042 1536 2284 74% 10% 15% 2020 T3 11042 168 3731 663 31% 6% 2023 11082 8686 1510 64% 30% 5% 2020 T3 11539 6931 1099 66% 30% 5% 2020 T3 11549 8183 1284 16%		10068	4015	8927	44	%	17%		39%		2020 T3	
Organised activities 20609 2872 4446 74% 10% 6% 2023 20316 2947 4534 73% 11% 6% 2021 20114 3227 5091 71% 11% 6% 2020 10707 2461 3731 73% 11% 6% 2020 73 11042 1536 2284 74% 10% 15% 2020 71 21094 2868 374 76% 10% 15% 2020 71 21094 2868 374 76% 10% 15% 2020 71 21094 2868 3751 663% 31% 6% 2023 Emotional engagement with teachers 17689 8783 1656 63% 31% 6% 2020 1832 8686 1510 665% 30% 5% 2020 71 1649 3870 561 70% 26% 4% 2020 71 16389 8183 1284 666% 29% 5% <td></td> <td>6615</td> <td>2597</td> <td>5537</td> <td></td> <td></td> <td>18%</td> <td></td> <td></td> <td></td> <td>2020 TI</td> <td></td>		6615	2597	5537			18%				2020 TI	
20316 2947 4534 73% 11% 16% 2022 20114 3227 5091 71% 11% 16% 2021 17077 2461 3731 73% 11% 16% 2020 T3 11042 1536 2284 74% 10% 15% 2020 T1 21094 2668 3974 76% 10% 16% 2019 Emotional engagement with teachers 17689 8783 1656 63% 31% 6% 2022 18832 8686 1510 65% 30% 5% 2020 T1 15398 6931 1099 66% 30% 5% 2021 16398 6931 1099 66% 30% 5% 2020 T1 16490 3870 561 70% 26% 4% 2020 T1 18589 8183 1284 66% 29% 5% 2019 6363 11648 10564 23% 40% 37% 2021 6363 11648 10564 <t< td=""><td></td><td>12601</td><td>5045</td><td>9994</td><td>46</td><td>%</td><td>18%</td><td></td><td>36%</td><td></td><td>2019</td><td></td></t<>		12601	5045	9994	46	%	18%		36%		2019	
20114 3227 5091 71% 11% 18% 2021 17077 2461 3731 73% 11% 16% 2020 T3 11042 1536 2284 74% 10% 15% 2020 T1 21094 2868 3974 76% 10% 14% 2019 Learning Emotional engagement with teachers 1769 8783 1656 63% 31% 6% 2023 18049 8480 1459 664% 30% 5% 2020 T1 15398 6931 1099 666% 30% 5% 2020 T3 10490 3870 561 70% 26% 4% 2023 10490 3870 561 70% 26% 4% 2020 T1 18589 8183 1284 66% 29% 5% 2021 18589 1164 10244 23% 41% 36% 2022 6636 11648 10564 23% 40% 37% 2021 5209	Organised activities	20609	2872	4446		74%			10% 16	5%	2023	
17077 2461 3731 73% 11% 6% 2020 T3 11042 1536 2284 74% 10% 15% 2020 T1 21094 2868 3974 76% 10% 14% 2019 Learning Femotional engagement with teachers 17689 8783 1656 633% 31% 6% 2023 18049 8480 1459 64% 30% 5% 2020 T3 18049 8480 1459 64% 30% 5% 2021 1832 8686 1510 655% 30% 5% 2020 T3 10490 3870 561 70% 26% 4% 2020 T1 18589 8183 1284 66% 29% 5% 2019 10490 3870 561 70% 26% 4% 2022 1636 11648 10244 23% 40% 37% 2021 18589 8183 1284 66% 37% 2021 2021 6636 11648		20316	2947	4534		73%			11% 16	5%	2022	
11042 1536 2284 74% 10% 15% 2020 Ti 21094 2868 3974 76% 10% 16% 2019 Jearning Emotional engagement with teachers 17689 8783 1656 633√ 31% 6% 2023 18049 8480 1459 644√ 30% 5% 2020 Ti 1832 8686 1510 655√ 30% 5% 2020 Ti 1838 8686 1510 656√ 30% 5% 2020 Ti 1839 8183 1284 666√ 29% 5% 2019 Engagement (flow) 653 11843 1088 23% 41% 36‰ 2021 6402 11184 10244 23% 40% 37‰ 2021 6536 1648 10564 23% 40% 37‰ 2021 6402 11184 10244 23% 40% 37‰ 2021 5209 9255 8820 22% 40% 38‰ 2020 Ti		20114	3227	5091		71%		I.	1% 18	%	2021	
21094 2868 3974 76% 10% 14% 2019 Learning Year / Term Emotional engagement with teachers 17689 8783 1656 63% 31% 6% 2023 18049 8480 1459 64% 30% 5% 2022 18323 8686 1510 65% 30% 5% 2020 T3 10490 3870 561 70% 26% 4% 2020 T1 18589 8183 1284 66% 29% 5% 2021 Engagement (flow) 6535 11363 10088 23% 41% 36% 2023 6436 1164 10244 23% 40% 37% 2021 6535 11363 10088 23% 41% 36% 2023 6402 11184 10244 23% 40% 37% 2021 6436 11648 10564 23% 40% 35% 2020 T3 76% 9255 8820 22% 40% 38%		17077	2461	3731		73%		1	11% 16	5%	2020 T3	
Year / Term Emotional engagement with teachers 17689 8783 1656 63% 31% 6% 2023 18049 8480 1459 664% 30% 5% 2021 18832 8686 1510 65% 30% 5% 2020 18989 6931 1099 666% 30% 5% 2020 73 10490 3870 561 70% 26% 4% 2020 71 18989 8183 1284 666% 29% 5% 2019 Engagement (flow) 6535 11363 10088 23% 41% 36% 2022 6636 1648 10564 23% 40% 37% 2021 5209 9255 8820 22% 40% 38% 2020 2021 5209 9255 8820 22% 40% 38% 2020 71 6041 11224 10707 22% 40% 38% 2020 71 6041 11224 10707 <		11042	1536	2284		74%			10% 15	5%	2020 T I	
Emotional engagement with teachers 17689 8783 1656 63% 31% 6% 2023 18049 8480 1459 64% 30% 5% 2022 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) 6535 11363 10088 23% 41% 36% 2023 6402 11184 10244 23% 40% 37% 2021 5209 9255 8820 22% 40% 38% 2020 T3 3464 6129 5248 23% 41% 36% 2020 T3 3464 6129 5248 23% 40% 37% 2021 5041 11224 10707 22% 40% 38% 2020 T3 2042 1295		21094	2868	3974		76%			10% I4	4%	2019	
18049 8480 1459 64% 30% 5% 2022 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) 6535 11363 10088 23% 41% 36% 2023 6402 11184 10244 23% 40% 37% 2021 6636 11648 10564 23% 40% 38% 2020 T3 2029 9255 8820 22% 40% 38% 2020 T3 3464 6129 5248 23% 41% 35% 2020 T3 3464 6129 5248 23% 41% 35% 2020 T3 2040 11224 10707 22% 40% 38% 2020 T1 6041 11224 10707 22%	Learning										Year / Term	
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) 6535 11363 10088 23% 41% 36% 2023 6402 11184 10244 23% 40% 37% 2021 6636 11648 10564 23% 40% 37% 2021 5209 9255 8820 22% 40% 38% 2020 T3 3464 6129 5248 23% 41% 35% 2020 T3 3464 6129 5248 23% 41% 35% 2020 T1 6041 11224 10707 22% 40% 38% 2019 Perseverance 10242 12395 5671 36% 44% 20% 2023	Emotional engagement with teachers	17689	8783	1656		63%		3	81%	6%	2023	
I5398 6931 1099 66% 30% 5% 2020 T3 I0490 3870 561 70% 26% 4% 2020 T1 I8589 8183 1284 666% 29% 5% 2019 Engagement (flow) 6535 11363 10088 23% 41% 36% 2023 6402 11184 10244 23% 40% 37% 2022 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% 2020 T3 2040 11224 10707 22% 40% 38% 2019 2040 11224 10707 22% 40% 38% 2019 2040 11224 10707 22% 40% 38% 2019 2040 12395 5671 36%		18049	8480	1459		64%			30%	5%	2022	
I0490 3870 561 70% 26% 4% 2020 T1 I8589 8183 1284 66% 29% 5% 2019 Engagement (flow) 6535 11363 10088 23% 41% 36% 2023 6402 11184 10244 23% 40% 37% 2022 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% 2020 T1 6041 11224 10707 22% 40% 38% 2019 Perseverance 10242 12395 5671 36% 44% 20% 2023		18832	8686	1510		65%			30%	5%	2021	
I8589 8183 1284 66% 29% 5% 2019 Engagement (flow) 6535 11363 10088 23% 41% 36% 2023 6402 11184 10244 23% 40% 37% 2022 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 10242 12395 5671 36% 44% 20% 2023		15398	6931	1099	1099 <u>66%</u>				30%	5%	2020 T3	
Engagement (flow) 6535 11363 10088 23% 41% 36% 2023 6402 11184 10244 23% 40% 37% 2022 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 10242 12395 5671 36% 44% 20% 2023		10490	3870	561		70%			26%	4%	2020 TI	
6402 11184 10244 23% 40% 37% 2022 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 10242 12395 5671 36% 44% 20% 2023		18589	8183	1284		66%			29%	5%	2019	
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 10242 12395 5671 36% 44% 20% 2023	Engagement (flow)	6535	11363	10088	23%	41	%		36%		2023	
5209 9255 8820 22% 40% 38% 2020 T3 3464 6129 5248 23% 41% 35% 2020 T1 6041 11224 10707 22% 40% 38% 2019 Perseverance 10242 12395 5671 36% 44% 20% 2023		6402	11184	10244	23%	409	%		37%			
3464 6129 5248 23% 41% 35% 2020 TI 6041 11224 10707 22% 40% 38% 2019 Perseverance 10242 12395 5671 36% 44% 20% 2023		6636	11648	10564	23%	403	%	37%			2021	
6041 11224 10707 22% 40% 38% 2019 Perseverance 10242 12395 5671 36% 44% 20% 2023		5209	9255	8820	.0 22% 40%		0%		38%		2020 T3	
Perseverance 10242 12395 5671 36% 44% 20% 2023		3464	6129	5248	23%	41	%	35%			2020 TI	
					22%	40%	6		38%			
10092 12392 5626 <u>36%</u> <u>44%</u> 20% 2022	Perseverance				36%		44%		20	%		
		10092	12392	5626	36%		44%		20	%	2022	

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						***	J.		× II	
Perseverance	10921	12717	5608	37%		43%		19%	2021	
	9181	10213	4017	39%		44%		17%	2020 T3	
	6619	6195	2030	45%		42%		14%	2020 TI	
	11481	12084	4541	41%		43%		16%	2019	
Cognitive engagement	10878	11485	5605	39%		41%		20%	2023	
	10943	11502	5378	39%		41%		19%	2022	
	11653	11688	5467	40%		41%		19%	2021	
	9696	9329	4261	42%		40%		18%	2020 T3	
	6819	5773	2235	46%	,	40% 39%		15%	2020 TJ	
	12071	11106	4784	43%		40%		17%	2019	
Academic self concept	14920	9120	4052				0/		2013	
Academic sel concept	15304	8961	3682	53		32		14%	2023	
			3716		5% -~		2%	13%	2022	
	15950	9292			5%		2%	13%		
	13535	7234	2593		8%	3	1%	11%	2020 T3	
	9362	4209	1308		63%		28%	9 %	2020 TI	
	16966	8092	2959		51%		2 9 %	11%	2019	
Learning practices~	1310	3317	2319	19%	48%		33		2023	
	3	3191	2166	17%	49 %		33		2022	
	1097	3328	2170	17%	50%		33		2021	
	930	2789	1562	18%	53%		3	0%	2020 T3	
	976	2419	1028	22%	55%			23%	2020 T I	
	1155	3447	2003	17%	52%		30)%	2019	
ticipating									Year / Term	
Connectedness to adults at home	19220	6228	2625		68%		22%	9%	2023	
	19102	6196	2604		68%		22%	9%	2022	
	20254	6070	2606		70%		21%	5 9 %	2021	
	16203	5026	2132		69 %		22%	9 %	2020 T3	
	10688	2964	1223		72%		209	% 8%	2020 T I	
	19975	5822	2275		71%		219	% 8%	2019	
Friendship intimacy	18377	6192	3477		66%		22%	12%	2023	
	18189	6079	3641		65%		22%	13%	2022	
	18628	6387	3893		64%		22%	13%	2021	
	15440	4981	2921		66%		21%	13%	2020 T3	
	9825	3270	1776		66%		22%	12%	2020 T I	
	18856	5863	3347		67%		21%	12%	2019	
Resilience~	686	3539	2399	10%	53%		369		2022	
	677	3603	2532	10%	53%		37%		2021	
	556	2952	1903	10%	55%	- 1	35		2020 T3	
	492	2515	1481	11%	56%		33		2020 TI	
	705	3597	2416	10%	54%		36		2019	
Resilience (coping skills)	7622	12852	7702	27%	46%	,		~ 7%	2023	
Motivation to achieve goals~	2248	3458	1419			, 9 %	_		2023	
Fiotivation to achieve goals	1998	3314	1386	32%				20%	2023	
				30%		9 %	_	21%		
	1954	3423	1519	28%	50		_	22%	2021	
	1656	2662	1116	30%		9 %		21%	2020 T3	
	1393	2276	833	31%		1%		19%	2020 TI	
-	1971	3340	1456	29%	49			22%	2019	
Future goal planning~	2529	3822	771	36%		54%		11%	2023	
	2362	3594	740	35%		54%		11%	2022	
	2437	3738	721	35%		54%		10%	2021	
	1974	2893	563	36%		53%		10%	2020 T3	
	1657	2431	415	37%		54%		9%	2020 T I	

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								B	
	Future goal planning~	2454	3574	745	36%		53%	11%	2019
	Feelings about after school study/work~	2378	2793	1735	34%		40%	25%	2023
		2158	2681	1601	34%		42%	25%	2022
		1979	2765	1814	30%	-	42%	28%	2021
		1667	2149	1434	32%		41%	27%	2020 T3
		1461	1954	995	33%		44%	23%	2020 T I
		2099	2713	1759	32%		41%	27%	2019
Po	ositive sense of culture and identity								Year / Term
	School belonging	9822	10078	7982	35%		36%	29 %	2023
		9778	9983	7973	35%		36%	29 %	2022
		10059	10378	8309	35%		36%	29 %	2021
		8647	8267	6213	37%		36%	27%	2020 Т3
		6011	5243	3495	41%		36%	24%	2020 TI
		10581	9766	7434	38%		35%	27%	2019
	Peer belonging	12799	9735	5534	46%		35%	20%	2023
		12634	9632	5661	45%		34%	20%	2022
		12961	9990	5967	45%		35%	21%	2021
		11179	7681	4496	48%		33%	19%	2020 ТЗ
		7478	4864	2537	50%	/ 5	33%	17%	2020 T I
		14010	9099	4968	50%	, b	32%	18%	2019
	Meeting expectations~	1927	3462	1781	27%	4	48%	25%	2023
		1952	2986	1808	29 %	4	44%	27%	2022
		1903	3170	1848	27%	4	6%	27%	2021
		1488	2566	1416	27%	4	17%	26%	2020 T3
		1107	2043	1379	24%	45	%	30%	2020 T I
		1745	3138	1915	26%	4	6%	28%	2019
	Expectations for success~	3230	2866	1075	45%		40%	15%	2023
		3105	2582	1057	46%		38%	16%	2022
		3054	2726	1143	44%		39%	17%	2021
		2464	2168	835	45%		40%	15%	2020 ТЗ
		2073	1803	652	46%		40%	14%	2020 T I
		2838	2772	1186	42%		41%	17%	2019
	Feelings about the future~	3383	2323	1219	49 %		34%	18%	2023
		3192	2149	1127	49%	5	33%	17%	2022
		3043	2267	1251	46%		35%	19%	2021
		2544	1762	948	48%		34%	18%	2020 Т3
		2260	1388	763	51%	6	31%	17%	2020 T I
		3277	2058	1235	50%	Ś	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, 2023, 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 2023 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 Medi	ium 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.

The figure below shows the 2023 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.

Loved, safe	e and valued						Year / Term
Impo	rtant adults at school	3124	906	104	76%	22% 3%	2023
Conr	nectedness to adults at school	2526	1127	344	63%	28% 9%	2023
Scho	ol climate	1951	1475	590	49%	37% 15%	2023
Safe a	at school	2672	761	540	67%	19% 14%	2023
Abse	nce of physical bullying^	1865	1780	392	46%	44% 10%	2023
Abse	nce of verbal bullying^	1335	1875	770	34%	47% 19%	2023
Abse	nce of social bullying^	1578	1763	627	40%	44% 16%	2023
Abse	nce of cyberbullying^	2812	833	306	71%	21% 8%	2023
Healthy							Year / Term
Нарр	viness	2287	1262	397	58%	32% 10%	2023
Opti	mism	2052	1333	609	51%	33% 15%	2023
Satisf	faction with life	2027	1300	644	51%	33% 16%	2023
Emot	tion regulation	1625	1435	922	41%	36% 23%	2023
Abse	nce of sadness^	2034	1259	691	51%	32% 17%	2023
Abse	nce of worries^	1707	1291	971	43%	33% 24%	2023
Over	all health	1454	1910	632	36%	48% 16%	2023
Material ba	asics						Year / Term
Nutr	ition - breakfast	3163	276	620	78%	<mark>7%</mark> 15%	2023
Sleep)	2468	637	876	62%	16% 22%	2023
Musi	c and arts	2522	756	712	63%	19% 18%	2023
Spor	ts	1856	1067	1067	47%	27% 27%	2023
Orga	nised activities	3396	394	266	84%	10% <mark>7%</mark>	2023
Learning							Year / Term
Emot	tional engagement with teachers	2955	901	136	74%	23% 3%	2023
Engag	gement (flow)	1262	1459	1272	32% 37	32%	2023
Perse	everance	1939	1551	407	50%	40% 10%	2023
Cogr	itive engagement	2255	1254	480	57%	31% 12%	2023
Acad	emic self concept	2688	921	383	67%	23% 10%	2023
Participatir	ng						Year / Term
Conr	nectedness to adults at home	2934	761	281	74%	I9% <mark>7%</mark>	2023
Frien	dship intimacy	2886	705	400	72%	18% 10%	2023
Resili	ience (coping skills)	1304	1726	946	33%	43% 24%	2023
Positive se	nse of culture and identity						Year / Term
Scho	ol belonging	2140	1017	789	54%	26% 20%	2023
Peer	belonging	2212	1154	634	55%	29% 16%	2023

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Year 4

The figure below shows the 2023 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

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oved, safe and valued						Year / Term
Important adults at school	2842	1094	83	71%	27% 2	% 2023
Connectedness to adults at school	2512	1080	347	64%	27% 9%	2023
School climate	1446	1633	880	37%	41% 22%	2023
Safe at school	2383	942	610	61%	24% 16%	2023
Absence of physical bullying^	2033	1555	363	51%	39% 9%	2023
Absence of verbal bullying^	1333	1807	794	34%	46% 20%	2023
Absence of social bullying^	1587	1711	627	40%	44% 16%	2023
Absence of cyberbullying^	2748	905	266	70%	23% 7%	2023
ealthy						Year / Term
Happiness	2142	1298	516	54%	33% 13%	2023
Optimism	1810	1474	696	45%	37% 17%	2023
Satisfaction with life	1889	1346	725	48%	34% 18%	2023
Emotion regulation	1393	1545	1030	35%	39% 26%	2023
Absence of sadness [^]	1956	1324	686	49 %	33% 17%	2023
Absence of worries^	1680	1261	1017	42%	32% 26%	2023
Overall health	1299	1885	705	33%	48% 18%	2023
aterial basics						Year / Term
Nutrition - breakfast	2841	377	754	72%	<mark>9%</mark> 19%	2023
Sleep	2307	789	833	59%	20% 21%	2023
Music and arts	2244	719	962	57%	18% 25%	2023
Sports	1939	944	1035	49 %	24% 26%	2023
Organised activities	3284	362	319	83%	<mark>9%</mark> 8%	2023
parning						Year / Term
Emotional engagement with teachers	2729	1059	169	69 %	27% 49	% 2023
Engagement (flow)	1049	1517	1372	27% 39%	35%	2023
Perseverance	1673	1695	574	42%	43% 15%	2023
Cognitive engagement	1895	1431	634	48%	36% 16%	2023
Academic self concept	2332	1142	478	59%	29% 12%	2023
rticipating						Year / Term
Connectedness to adults at home	2875	770	287	73%	20% 7%	2023
Friendship intimacy	2752	749	454	70%	19% 11%	2023
Resilience (coping skills)	1114	1792	1052	28% 45	5% 27%	2023
ositive sense of culture and identity						Year / Term
School belonging	1781	9	928	46%	31% 24%	2023
Peer belonging	1976	1276	708	50%	32% 18%	2023

The figure below shows the 2023 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.

Loved, safe and valued							Year / Term
Important adults at school	2794	1182	64	69 %		29% 2 <mark>%</mark>	6 2023
Connectedness to adults at school	2447	1187	357	61%		30% <mark>9</mark> %	2023
School climate	1209	1722	1079	30%	43%	27%	2023
Safe at school	2376	945	672	60%	24	% 17%	2023
Absence of physical bullying^	2192	1478	324	55%	3	7% 8%	2023
Absence of verbal bullying^	1353	1758	873	34%	44%	22%	2023
Absence of social bullying^	1630	1641	699	41%	41%	18%	2023
Absence of cyberbullying^	2667	970	340	67%		24% <mark>9</mark> %	2023
Healthy							Year / Term
Happiness	2068	1391	554	52%	35%	6 14%	2023
Optimism	1623	1583	815	40%	39%	20%	2023
Satisfaction with life	1747	1353	911	44%	34%	23%	2023
Emotion regulation	1245	1549	1214	31%	39%	30%	2023
Absence of sadness^	1891	1345	771	47%	34%	19%	2023
Absence of worries^	1631	3	1061	41%	33%	27%	2023
Overall health	1314	1792	819	33%	46%	21%	2023
Material basics							Year / Term
Nutrition - breakfast	2610	441	955	65%	11	<mark>%</mark> 24%	2023
Sleep	2253	819	911	57%	21%	23%	2023
Music and arts	1947	769	1252	49%	19%	32%	2023
Sports	2055	851	1052	52%	22%	27%	2023
Organised activities	3201	416	378	80	%	10% <mark>9%</mark>	2023
Learning							Year / Term
Emotional engagement with teachers	2575	1218	207	64%		30% 5%	2023
Engagement (flow)	995	1591	1411	25% 4	10%	35%	2023
Perseverance	1657	1738	608	41%	43%	15%	2023
Cognitive engagement	1831	1445	726	46%	36%	18%	2023
Academic self concept	2337	1141	528	58%	28	3% 13%	2023
Participating							Year / Term
Connectedness to adults at home	2866	798	319	72%		20% 8%	2023
Friendship intimacy	2724	788	493	68%		20% 12%	2023
Resilience (coping skills)	1087	1777	1140	27%	44%	28%	2023
Positive sense of culture and identity							Year / Term
School belonging	1673	1258	1053	42%	32%	26%	2023
Peer belonging	2028	1219	763	51%	30%	19%	2023

Year 6

The figure below shows the 2023 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.

Loved, safe and valued							Year / Term
Important adults at school	1741	1324	68	56%		42% 2 <mark>%</mark>	6 2023
Connectedness to adults at school	1507	1115	450	49 %	36	% 15%	2023
School climate	476	1272	1333	15% 41%	%	43%	2023
Safe at school	1317	996	762	43%	32%	25%	2023
Absence of physical bullying ^A	1675	1065	298	55%	:	35% 10%	2023
Absence of verbal bullying^	968	1285	782	32%	42%	26%	2023
Absence of social bullying [^]	1332	1178	517	44%	39%	17%	2023
Absence of cyberbullying^	1956	794	276	65%		26% <mark>9</mark> %	2023
Healthy							Year / Term
Happiness	1335	1193	581	43%	38%	19%	2023
Optimism	1032	1268	806	33%	41%	26%	2023
Satisfaction with life	1021	1136	947	33%	37%	31%	2023
Emotion regulation	840	1215	1048	27%	39%	34%	2023
Absence of sadness^	1296	1110	686	42%	36%	22%	2023
Absence of worries^	1146	1048	899	37%	34%	29%	2023
Overall health	706	1403	830	24%	48%	28%	2023
Material basics							Year / Term
Nutrition - breakfast	1614	363	1069	53%	12%	35%	2023
Sleep	1497	698	835	49 %	23%	28%	2023
Music and arts	1257	481	1272	42%	16%	42%	2023
Sports	1441	460	1094	48%	15%	37%	2023
Organised activities	2240	338	453	74%	%	<mark> %</mark> 5%	2023
Learning							Year / Term
Emotional engagement with teachers	1568	1201	314	51%	3	9% 10%	2023
Engagement (flow)	576	1190	1291	19% 39	%	42%	2023
Perseverance	896	1414	794	29%	46%	26%	2023
Cognitive engagement	952	1277	821	31%	42%	27%	2023
Academic self concept	1369	1077	631	44%	35%	21%	2023
Participating							Year / Term
Connectedness to adults at home	2012	714	347	65%		23% %	2023
Friendship intimacy	1933	725	406	63%		24% 13%	2023
Resilience (coping skills)	703	1393	996	23%	45%	32%	2023
Positive sense of culture and identity							Year / Term
School belonging	822	1162	1075	27%	38%	35%	2023
Peer belonging	1279	1119	670	42%	36%	22%	2023

Year 7

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The figure below shows the 2023 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.

Loved, saf	fe and valued								Year / Term
Impo	ortant adults at school	1701	1282	59	56%		42	2% 2%	% 2023
Con	nectedness to adults at school	1420	1157	419	47%		39 %	14%	2023
Scho	ool climate	379	1230	1392	13% 41	%	46	%	2023
Safe	at school	1334	964	702	44%	3	2%	23%	2023
Abse	ence of physical bullying^	1660	1037	272	56%		35%	6 <mark>9</mark> %	2023
Abse	ence of verbal bullying^	989	1285	699	33%	43%	6	24%	2023
Abse	ence of social bullying^	1356	1168	443	46%		39 %	15%	2023
Abse	ence of cyberbullying^	1915	813	239	655	%	2	7% 8%	2023
Healthy									Year / Term
Нар	piness	1283	1200	537	42%		40%	18%	2023
Opt	imism	956	1326	745	32%	44%	5	25%	2023
Satis	sfaction with life	917	1183	923	30%	39 %		31%	2023
Emo	otion regulation	762	1214	1041	25%	40%		35%	2023
Abse	ence of sadness^	1199	1102	711	40%	37	7%	24%	2023
Abse	ence of worries^	1064	1088	859	35%	36%	5	29 %	2023
Ove	erall health	618	1354	883	22%	47%		31%	2023
Material b	pasics								Year / Term
Nut	rition - breakfast	1379	374	1222	46%	13%	4	1%	2023
Slee	P	1335	755	879	45%	25	%	30%	2023
Mus	ic and arts	1097	385	1466	37%	13%	50	%	2023
Spor	rts	1348	389	1198	46%	13%	4	1%	2023
Org	anised activities	2070	310	581	70)%	10	<mark>% 20%</mark>	2023
Learning									Year / Term
Emo	ptional engagement with teachers	1521	1223	260	51%		41%	9 %	2023
Enga	agement (flow)	562	1172	1250	19%	39 %	4	2%	2023
Pers	severance	852	1367	796	28%	45%		26%	2023
Cog	nitive engagement	838	1350	793	28%	45%		27%	2023
Acad	demic self concept	1289	1166	546	43%		3 9 %	18%	2023
Participati	ing								Year / Term
Con	nnectedness to adults at home	1936	768	300	649	%	26	5% <mark>10</mark> %	2023
Frier	ndship intimacy	1931	693	365	655	%	23	% 12%	2023
Resi	ilience (coping skills)	730	1378	902	24%	46%		30%	2023
Positive se	ense of culture and identity								Year / Term
Scho	ool belonging	707	1239	1038	24%	42%		35%	2023
Peer	r belonging	1234	1168	588	41%	3	9 %	20%	2023

Year 8

The figure below shows the 2023 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.

Loved, safe and valued							Year / Term
Important adults at school	1796	1266	61	58%		41% 2 <mark></mark> %	6 2023
Connectedness to adults at school	1483	1123	462	48%	3	7% 15%	2023
School climate	386	1196	1487	13% 39%		48%	2023
Safe at school	1379	1019	659	45%	33%	% 22%	2023
Absence of physical bullying^	1819	924	296	60%		30% 10%	2023
Absence of verbal bullying^	1110	1230	693	37%	41%	23%	2023
Absence of social bullying^	1427	1126	482	47%	3	7% 16%	2023
Absence of cyberbullying ^A	1988	761	289	65%	, >	25% <mark>10%</mark>	2023
Healthy							Year / Term
Happiness	1194	1268	649	38%	41%	21%	2023
Optimism	953	1350	806	31%	43%	26%	2023
Satisfaction with life	797	1271	1037	26%	41%	33%	2023
Emotion regulation	804	1186	1111	26%	38%	36%	2023
Absence of sadness^	1157	1180	755	37%	38%	24%	2023
Absence of worries^	1050	1107	932	34%	36%	30%	2023
Overall health	595	1326	987	20%	46%	34%	2023
Material basics							Year / Term
Nutrition - breakfast	1340	395	1309	44%	13%	43%	2023
Sleep	1263	816	958	42%	27%	32%	2023
Music and arts	1062	380	1586	35%	13%	52%	2023
Sports	1341	344	1316	45%	11%	44%	2023
Organised activities	2051	320	664	68%	6	<mark> %</mark> 22%	2023
Learning							Year / Term
Emotional engagement with teachers	1562	1223	288	51%		40% 9%	2023
Engagement (flow)	543	1242	1269	18% 4	1%	42%	2023
Perseverance	878	1373	853	28%	44%	27%	2023
Cognitive engagement	828	1408	818	27%	46%	27%	2023
Academic self concept	1301	1142	625	42%	37%	6 20%	2023
Participating							Year / Term
Connectedness to adults at home	1938	769	361	63%		25% 12%	2023
Friendship intimacy	1876	773	413	61%		25% 13%	2023
Resilience (coping skills)	784	1373	936	25%	44%	30%	2023
Positive sense of culture and identity							Year / Term
School belonging	721	1228	1093	24%	40%	36%	2023
Peer belonging	1217	1154	692	40%	38%	23%	2023

Year 9

The figure below shows the 2023 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 <u>10</u>

oved, safe and valued							Year / Term
Important adults at school	1854	1061	69	625	%	36% 2 <mark>%</mark>	2023
Connectedness to adults at school	1476	1048	402	50%		36% 14%	2023
School climate	437	1189	1300	15% 4	1%	44%	2023
Safe at school	1385	997	534	47%	34	4% 18%	2023
Absence of physical bullying^	1812	807	272	63	%	28% <mark>9</mark> %	2023
Absence of verbal bullying^	1168	1092	630	40%	38%	22%	2023
Absence of social bullying^	1372	1083	427	48%	3	8% 15%	2023
Absence of cyberbullying^	1901	717	268	66	5%	25% <mark>9</mark> %	2023
Healthy							Year / Term
Happiness	1089	1275	610	37%	43%	21%	2023
Optimism	898	1314	758	30%	44%	26%	2023
Satisfaction with life	745	1197	1028	25%	40%	35%	2023
Emotion regulation	756	1242	937	26%	42%	32%	2023
Absence of sadness^	1012	1083	839	34%	37%	29 %	2023
Absence of worries^	871	1103	957	30%	38%	33%	2023
Absence of distress~^	1815	811	317	625	%	28% %	2023
Overall health	541	1308	1036	19%	45%	36%	2023
Material basics							Year / Term
Nutrition - breakfast	1226	360	1308	42%	12%	45%	2023
Sleep	1130	818	939	39%	28%	33%	2023
Music and arts	935	277	1646	33%	<mark>10%</mark>	58%	2023
Sports	1219	300	1337	43%	11%	47%	2023
Organised activities	1836	306	738	64	%	II% 26%	2023
_earning							Year / Term
Emotional engagement with teachers	1548	1170	212	53%		40% 7%	2023
Engagement (flow)	559	1287	1068	19%	44%	37%	2023
Perseverance	850	1435	690	29 %	48%	23%	2023
Cognitive engagement	811	1375	715	28%	47%	25%	2023
Academic self concept	1263	1160	501	43%	40	17%	2023
Learning practices~	489	1313	1099	17%	45%	38%	2023
Participating							Year / Term
Connectedness to adults at home	1869	737	327	64	%	25% %	2023
Friendship intimacy	1771	750	400	619	%	26% 14%	2023
Resilience (coping skills)	734	1386	808	25%	47%	28%	2023
Motivation to achieve goals~	892	1403	656	30%	48%	22%	2023
Future goal planning~	1027	1561	362	35%	533	% 12%	2023
Feelings about after school study/work~	978	1135	783	34%	39%	27%	2023
Positive sense of culture and identity							Year / Term
School belonging	735	1175	1004	25%	40%	34%	2023
Peer belonging	1172	1131	616	40%	39%	21%	2023
Meeting expectations~	773	1483	701	26%	50%	24%	2023
Expectations for success~	1157	1279	521	39%	43%	% 18%	2023
Feelings about the future~	1436	948	512	50%	3	3% 18%	2023

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The figure below shows the 2023 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

Loved, safe and valued							Year / Term
Important adults at school	1465	856	106	60%	%	35% 4 <mark>%</mark>	2023
Connectedness to adults at school	1352	778	208	58%	Ś	33% 9%	2023
School climate	770	1153	402	33%	50%	17%	2023
Safe at school	1477	639	204	64	%	28% 9%	2023
Absence of physical bullying^	1876	313	100		82%	14%4%	2023
Absence of verbal bullying^	1371	719	204	60%	6	31% 9%	2023
Absence of social bullying^	1389	696	209	61%	%	30% 9%	2023
Absence of cyberbullying^	1745	412	132		76%	18% 6%	2023
Healthy							Year / Term
Happiness	979	1009	434	40%	42%	<mark>% 18</mark> %	2023
Optimism	801	1066	542	33%	44%	22%	2023
Satisfaction with life	647	1006	756	27%	42%	31%	2023
Emotion regulation	620	1091	647	26%	46%	27%	2023
Absence of sadness^	883	930	534	38%	40%	23%	2023
Absence of worries^	665	958	724	28%	41%	31%	2023
Absence of distress~^	1495	664	210	63'	%	28% 9%	2023
Overall health	403	1115	763	18%	49 %	33%	2023
Material basics							Year / Term
Nutrition - breakfast	972	392	928	42%	17%	40%	2023
Sleep	890	698	699	39%	31%	31%	2023
Music and arts	864	229	1178	38%	I 0%	52%	2023
Sports	832	214	1224	37%	<mark>9</mark> %	54%	2023
Organised activities	1448	245	590	63	%	<mark> %</mark> 26%	2023
Learning							Year / Term
Emotional engagement with teachers	1805	474	52		77%	20% 2 <mark>%</mark>	2023
Engagement (flow)	565	1081	665	24%	47%	29%	2023
Perseverance	856	1022	545	35%	42%	22%	2023
Cognitive engagement	839	1100	360	36%	48%	6 16%	2023
Academic self concept	1306	787	230	56%		34% 10%	2023
Learning practices~	470	1147	693	20%	50%	30%	2023
Participating							Year / Term
Connectedness to adults at home	1558	536	244	67	7%	23% 10%	2023
Friendship intimacy	1416	583	317	619	%	25% 14%	2023
Resilience (coping skills)	648	1158	541	28%	49 %	23%	2023
Motivation to achieve goals~	772	1176	422	33%	50%	18%	2023
Future goal planning~	844	1298	229	36%	55	% 10%	2023
Feelings about after school study/work~	779	955	553	34%	42%	24%	2023
Positive sense of culture and identity							Year / Term
School belonging	686	1060	568	30%	46%	25%	2023
Peer belonging	938	900	478	41%	39%	21%	2023
Meeting expectations~	635	1144	618	26%	48%	26%	2023
Expectations for success~	1138	923	338	47%	3	8% 14%	2023
Feelings about the future~	1097	793	406	48%	3.		2023

The figure below shows the 2023 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

oved, safe and valued							Year / Term
Important adults at school	1251	501	95	6	8%	27% <mark>5</mark> %	2023
Connectedness to adults at school	1175	469	121	6	7%	27% 7%	2023
School climate	618	855	276	35%	49 %	16%	2023
Safe at school	1166	443	136	6	7%	25% <mark>8%</mark>	2023
Absence of physical bullying^	1455	212	61		84%	12%4%	2023
Absence of verbal bullying^	1100	489	138	64	1%	28% 8%	2023
Absence of social bullying^	1089	499	136	63	%	29% <mark>8%</mark>	2023
Absence of cyberbullying^	1395	252	78		81%	15%5%	2023
Healthy							Year / Term
Happiness	692	792	360	38%	43%	20%	2023
Optimism	586	817	430	32%	45%	23%	2023
Satisfaction with life	469	751	613	26%	41%	33%	2023
Emotion regulation	518	776	490	2 9 %	43%	27%	2023
Absence of sadness^	645	687	437	36%	39%	25%	2023
Absence of worries ^A	485	699	584	27%	40%	33%	2023
Absence of distress~^	1103	523	172	61	%	29% 10%	2023
Overall health	276	792	650	16%	46%	38%	2023
Material basics							Year / Term
Nutrition - breakfast	734	278	715	43%	16%	41%	2023
Sleep	589	589	547	34%	34%	32%	2023
Music and arts	651	206	853	38%	12%	50%	2023
Sports	619	146	945	36%	<mark>9</mark> %	55%	2023
Organised activities	1082	181	457	63	% <mark> </mark>	<mark>1%</mark> 27%	2023
earning							Year / Term
Emotional engagement with teachers	1425	314	18		81%	18%1%	2023
Engagement (flow)	424	824	489	24%	47%	28%	2023
Perseverance	641	799	404	35%	43%	22%	2023
Cognitive engagement	629	844	258	36%	49%	15%	2023
Academic self concept	1034	584	130	599	%	33% 7%	2023
Learning practices~	351	857	527	20%	49 %	30%	2023
Participating							Year / Term
Connectedness to adults at home	1231	375	159	7	0%	21% 9%	2023
Friendship intimacy	1087	426	229	62	%	24% 13%	2023
Resilience (coping skills)	518	869	380	2 9 %	49 %	22%	2023
Motivation to achieve goals~	584	879	341	32%	49 %	19%	2023
Future goal planning~	658	963	180	37%	539	% 10%	2023
Feelings about after school study/work~	621	703	399	36%	41%	23%	2023
Positive sense of culture and identity							Year / Term
School belonging	557	748	434	32%	43%	25%	2023
Peer belonging	743	613	385	43%	35%	22%	2023
Meeting expectations~	519	835	462	29 %	46%	25%	2023
Expectations for success~	935	664	216	52%		37% 12%	2023
Feelings about the future~	850	582	301	49%	34	1% 17%	2023



Part 4: Wellbeing results: digging deeper

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

- I. 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.



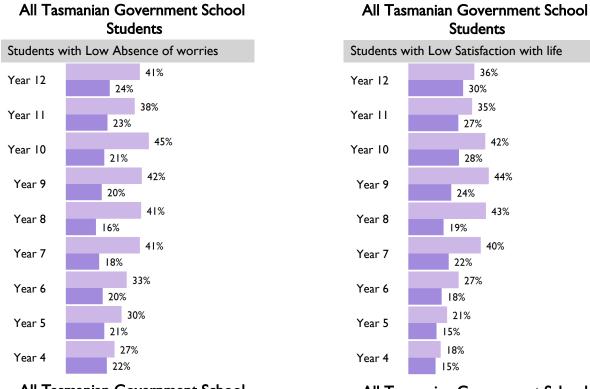
Analysis of wellbeing data over time showed that a greater number of girls than boys reported low emotional wellbeing, and that this gap increased over the transition into secondary school.

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 2023.

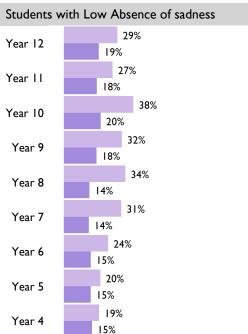


Please note that to protect the confidentiality of students, the results for students whose gender was not recorded or is not identified are not shown in this section of the report. If there are < 5 Girls or < 5 Boys at the year level who participated, the Year Level will be suppressed(*).

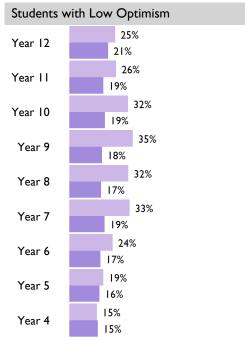
Proportion of students reporting low emotional wellbeing by gender and year level



All Tasmanian Government School Students



All Tasmanian Government School Students Student Wellbeing and Engagement Survey 2023 For Official Use Only



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

All Tasmanian Government School Students

Year 12 386 193 Absence of worries Year 11 464 251 Year 10 633 321 Year 9 610 317 Year 9 610 254 Year 7 600 253 Year 6 647 414 Year 5 598 418 Year 4 523 448 Students with Low Year 12 279 153 Absence of sadness Year 11 328 199 Year 10 531 307 Year 10 531 Year 10 531 307 Year 10 218 Year 7 466 287 Year 10 218 Year 8 490 218 Year 10 218 Year 6 469 302 Year 12 358 248 Year 12 358 248 310 Year 11 309 Year 11 441 309 Year 11 324 211				-
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Year 12 279 153 Absence of sadness Year 11 328 199 Year 10 531 307 Year 9 466 287 Year 9 466 287 Year 10 531 302 Year 10 7463 220 Year 6 469 302 Year 6 469 302 Year 6 391 294 Year 4 380 310 Students with Low Year 12 358 248 Year 11 441 309 429 Year 10 594 429 Year 9 648 382 Year 10 594 429 Year 6 535 376 Year 7 588 354 Year 6 535 376 Year 6 535 376 Year 7 588 354 Year 6 535 376 Year 7 248 176 <td>Year 5</td> <td>598</td> <td>418</td>		Year 5	598	418
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Year 4 380 310 Students with Low Year 12 358 248 Satisfaction with life Year 12 358 248 Year 11 441 309 Year 10 Year 10 594 429 Year 9 Year 9 648 382 Year 9 Year 7 588 354 Year 6 535 376 Year 6 535 376 Year 5 417 308 Year 4 347 296 Year 11 324 211 Year 10 454 302 Year 11 324 211 Year 11 324 211 Year 11 324 211 Year 11 324 211 Year 11 302 Year 11 302 Year 11 324 211 Year 11 Year 11 302 Year 11 Year 11 302 Year 11 Year 11		Year 6	469	302
Students with Low Satisfaction with life Year 12 358 248 Year 11 441 309 129 Year 10 594 429 Year 9 648 382 Year 7 588 354 Year 6 535 376 Year 6 535 376 Year 7 588 354 Year 6 535 376 Year 7 588 354 Year 6 535 376 Year 7 298 176 Year 4 347 296 Students with Low Optimism Year 12 248 176 Year 11 324 211 16 Year 10 454 302 16 Year 10 454 302 16 Year 7 490 311 17 Year 6 461 353 16 Year 5 367 329 16		Year 5	391	294
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Tear II 441 309 Year I0 594 429 Year 9 648 382 Year 8 621 299 Year 7 588 354 Year 6 535 376 Year 5 417 308 Year 4 347 296 Students with Low Year 12 248 176 Optimism Year 10 454 302 Year 9 510 291 Year 8 470 271 Year 7 490 311 Year 6 461 353 Year 5 367 329 302 302 302	Students with Low	Year 12	358	248
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Year 8 621 299 Year 7 588 354 Year 6 535 376 Year 5 417 308 Year 4 347 296 Students with Low Optimism Year 12 248 176 Year 10 454 302 11 Year 9 510 291 12 Year 8 470 271 14 Year 7 490 311 11 Year 6 461 353 16 Year 5 367 329 16		Year 10	594	429
Year 7 588 354 Year 6 535 376 Year 5 417 308 Year 4 347 296 Students with Low Optimism Year 12 248 176 Year 11 324 211 Year 9 510 291 Year 8 470 271 Year 7 490 311 Year 6 461 353 Year 5 367 329		Year 9	648	382
Year 6 535 376 Year 5 417 308 Year 4 347 296 Students with Low Optimism Year 12 248 176 Year 11 324 211 Year 9 510 291 Year 7 490 311 Year 6 461 353 Year 5 367 329		Year 8	621	299
Year 5 417 308 Year 4 347 296 Students with Low Optimism Year 12 248 176 Year 11 324 211 Year 10 454 302 Year 9 510 291 Year 7 490 311 Year 6 461 353 Year 5 367 329		Year 7	588	354
Year 4 347 296 Students with Low Optimism Year 12 248 176 Year 11 324 211 Year 10 454 302 Year 9 510 291 Year 7 490 311 Year 6 461 353 Year 5 367 329		Year 6	535	376
Year 12 248 176 Optimism Year 11 324 211 Year 10 454 302 Year 9 510 291 Year 8 470 271 Year 6 461 353 Year 5 367 329		Year 5	417	308
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Year 10 454 302 Year 9 510 291 Year 8 470 271 Year 7 490 311 Year 5 367 329	Students with Low	Year 12	248	176
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Year 7490311Year 6461353Year 5367329				
Year 6461353Year 5367329			490	311
Year 5 367 329			461	
		Year 4		312

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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 - Wellbeing for Learning.

Ι.	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.	Safe at school:	How safe young people feel at school
4.	Emotional engagement with teachers:	Support and relationships with teachers
5.	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 2023 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
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	Year 4	978	726	284	49 %	37%	% 14%
	Year 5	704	834	429	36%	42%	22%
	Year 6	528	869	549	27%	45%	28%
_	Year 7	177	586	711	12% 40%	%	48%
Girl	Year 8	136	534	781	<mark>9%</mark> 37%	5	4%
Ŭ	Year 9	103	551	806	7 <mark>%</mark> 38%	5.	5%
	Year 10	163	508	721	12% 36%	5 5	2%
	Year 11	377	620	226	31%	51%	18%
	Year 12	323	457	161	34%	49 %	17%
	Year 4	973	748	306	48%	37%	6 15%
	Year 5	741	799	451	37%	40%	23%
	Year 6	681	853	529	33%	41%	26%
	Year 7	299	683	617	19%	43%	39%
3oy	Year 8	243	694	607	16% 4	5%	39%
_	Year 9	283	643	674	18% 4	0%	42%
	Year 10	273	680	575	18%	45%	38%
	Year 11	391	527	172	36%	48%	16%
	Year 12	293	390	114	37%	49 %	14%

School belonging

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

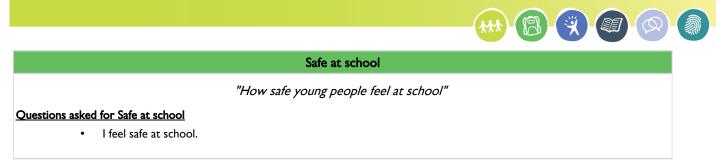
Questions asked for School belonging

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

The tables below show the 2023 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

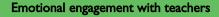
	Year 4	1067	499	385	5	5%	26%	20%
	Year 5	874	600	467	45	%	31%	24%
	Year 6	730	634	573	38%	% 33%		30%
	Year 7	313	550	603	21%	38%		11%
Girl	Year 8	241	571	632	17%	40%	4	4%
Ŭ	Year 9	240	565	641	17%	39%	4	4%
	Year 10	262	561	564	19%	40%	4	41%
	Year 11	325	587	307	27%	48	%	25%
	Year 12	279	418	236	30%	45	%	25%
	Year 4	1072	518	404	5	4%	26%	20%
	Year 5	906	591	461	46	%	30%	24%
	Year 6	943	624	479	46	%	30%	23%
	Year 7	509	611	465	32%	39	%	29%
Boy	Year 8	466	666	402	30%	43	%	26%
	Year 9	480	659	448	30%	42	%	28%
	Year 10	472	612	437	31%	40	%	29%
	Year 11	359	468	256	33%	4	3%	24%
	Year 12	276	324	195	35%	4	1%	25%



The tables below show the 2023 results for Safe at school 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 Safe at school.

High wellbeing	Medium wellbeing	Low wellbeing

	Year 4	1320	418	237	67%		<mark>21%</mark> 2%
	Year 5	1189	478	290	61%	24	4% 15%
	Year 6	1091	490	357	56%	25	8 18%
	Year 7	543	524	404	37%	36%	27%
Gir	Year 8	541	483	425	37%	33%	29 %
Ŭ	Year 9	562	518	374	39%	36%	26%
	Year 10	569	517	302	41%	37%	22%
	Year 11	750	358	111	62%		2 <mark>9% 9%</mark>
	Year 12	611	239	89	65%		25% <mark>9</mark> %
	Year 4	1352	342	303	68%		17% 15%
	Year 5	1193	464	320	60%	23	8% 16%
	Year 6	1285	454	315	63%	2	2% 15%
	Year 7	772	471	353	48%	30%	22%
Boy	Year 8	792	479	274	51%	31%	<mark>. 18</mark> %
_	Year 9	814	498	282	51%	31%	S 18%
	Year 10	814	478	230	53%	31	% 15%
	Year 11	722	277	90	66%		25% 8%
	Year 12	550	198	47	69 %		25% 6%



"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 2023 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

	Year 4	1519	412	44	77%	<mark>21%2</mark> %
	Year 5	1419	473	74	72%	24% 4 <mark>%</mark>
	Year 6	1265	590	86	65%	30% 4 <mark>%</mark>
_	Year 7	741	583	151	50%	40% I0%
Girl	Year 8	685	627	138	47%	43% I0%
Ŭ	Year 9	669	639	152	46%	44% I 0%
	Year 10	712	589	93	51%	42% <mark>7%</mark>
	Year 11	922	271	31	75%	22% 3 <mark>%</mark>
	Year 12	752	186	8	79 %	20%I <mark></mark> %
	X A	1424	400	02	710/	0.404 504
	Year 4	1436	488	92	71%	24% 5%
	Year 5	1309	586	95	66%	<mark>29% 5%</mark>
	Year 6	1310	627	121	64%	30% <mark>6%</mark>
	Year 7	824	614	162	52%	38% <mark>10%</mark>
Boy	Year 8	835	591	122	54%	38% <mark>8%</mark>
_	Year 9	891	577	136	56%	36% 8%
	Year 10	833	579	118	54%	38% 8%
	Year 11	874	200	21	80%	18%2 <mark>%</mark>
	Year 12	665	125	10	83%	<mark> 6% </mark> %

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 2023 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

Year 4 1166 601 210 59% 30% 11% Year 5 957 683 328 49% 35% 17% Year 6 915 652 376 47% 34% 19% Year 7 424 578 456 29% 40% 31% Year 8 361 625 457 25% 43% 32% Year 9 352 652 457 24% 45% 31% Year 10 377 635 374 27% 46% 27% Year 11 429 581 202 35% 48% 17% Year 12 363 423 143 39% 46% 15% Year 5 938 747 306 47% 38% 15% Year 5 938 747 306 44% 39% 17% Year 6 915 793 350 44% 39% 17% Year 7 527 694 363 33% 44% 23%									
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$F_{ear} = 0 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 +$		Year 5	957	683	328	49%	6	35%	17%
$F_{ear} = 100 + $		Year 6	915	652	376	47%	ó	34%	19%
Year 9 352 652 457 24% 45% 31% Year 10 377 635 374 27% 46% 27% Year 11 429 581 202 35% 48% 17% Year 12 363 423 143 39% 46% 15% Year 5 938 747 306 47% 38% 15% Year 6 915 793 350 44% 39% 17% Year 7 527 694 363 33% 44% 23% Year 8 476 724 333 31% 47% 22% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%		Year 7	424	578	456	2 9 %	40%		31%
Year 9 352 652 457 24% 45% 31% Year 10 377 635 374 27% 46% 27% Year 11 429 581 202 35% 48% 17% Year 12 363 423 143 39% 46% 15% Year 5 938 747 306 47% 38% 15% Year 6 915 793 350 44% 39% 17% Year 7 527 694 363 33% 44% 23% Year 8 476 724 333 31% 47% 22% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%		Year 8	361	625	457	25%	43%	6	32%
Year 11 429 581 202 35% 48% 17% Year 12 363 423 143 39% 46% 15% Year 5 938 747 306 47% 38% 15% Year 6 915 793 350 44% 39% 17% Year 7 527 694 363 33% 44% 23% Year 8 476 724 333 31% 47% 22% Year 9 472 753 359 30% 48% 23% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%	Ŭ	Year 9	352	652	457	24%	45%	6	31%
Year 12 363 423 143 39% 46% 15% Year 12 363 423 143 39% 46% 15% Year 5 938 747 306 47% 38% 15% Year 6 915 793 350 44% 39% 17% Year 7 527 694 363 33% 44% 23% Year 8 476 724 333 31% 47% 22% Year 9 472 753 359 30% 48% 23% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%		Year 10	377	635	374	27%	46	%	27%
Year 4 1088 653 270 54% 32% 13% Year 5 938 747 306 47% 38% 15% Year 6 915 793 350 44% 39% 17% Year 7 527 694 363 33% 44% 23% Year 8 476 724 333 31% 47% 22% Year 9 472 753 359 30% 48% 23% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%		Year 11	429	581	202	35%		48%	17%
Year 5 938 747 306 47% 38% 15% Year 6 915 793 350 44% 39% 17% Year 7 527 694 363 33% 44% 23% Year 8 476 724 333 31% 47% 22% Year 9 472 753 359 30% 48% 23% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%		Year 12	363	423	143	39 %		46%	15%
Year 5 938 747 306 47% 38% 15% Year 6 915 793 350 44% 39% 17% Year 7 527 694 363 33% 44% 23% Year 8 476 724 333 31% 47% 22% Year 9 472 753 359 30% 48% 23% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%									
Year 6 915 793 350 44% 39% 17% Year 7 527 694 363 33% 44% 23% Year 8 476 724 333 31% 47% 22% Year 9 472 753 359 30% 48% 23% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%		Year 4	1088	653	270	54%		32%	<mark>% 3%</mark>
Year 7 527 694 363 33% 44% 23% Year 8 476 724 333 31% 47% 22% Year 9 472 753 359 30% 48% 23% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%		Year 5	938	747	306	47%		38%	15%
Year 8 476 724 333 31% 47% 22% Year 9 472 753 359 30% 48% 23% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%		Year 6	915	793	350	44%		39 %	17%
Year 9 472 753 359 30% 48% 23% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%		Year 7	527	694	363	33%	4	4%	23%
Year 9 472 753 359 30% 48% 23% Year 10 433 736 340 29% 49% 23% Year 11 408 512 155 38% 48% 14%	Boy	Year 8	476	724	333	31%	4	7%	22%
Year I I 408 512 155 38% 48% 14%		Year 9	472	753	359	30%	30% 48%		23%
		Year 10	433	736	340	2 9 %	4	9%	23%
Year 12 263 415 113 33% 52% 14%		Year 11	408	512	155	38%		48%	14%
		Year 12	263	415	113			52%	14%