



Student Wellbeing and Engagement Survey 2023

WELLBEING FOR LEARNING

All Tasmanian Government School
Students

Survey year: 2023



Contents

Introduction

About the Student Wellbeing and Engagement Survey

Purpose and scope of this report

Definitions of key terms used in this report

Part 1: Wellbeing results for All Tasmanian Government School Students, 2023

Wellbeing participation for All Tasmanian Government School Students

Wellbeing results for All Tasmanian Government School Students

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

Wellbeing results for All Tasmanian Government School Students over time

Part 3: Wellbeing results for All Tasmanian Government School Students, 2023, by year level

Part 4: Wellbeing results: digging deeper

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

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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 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

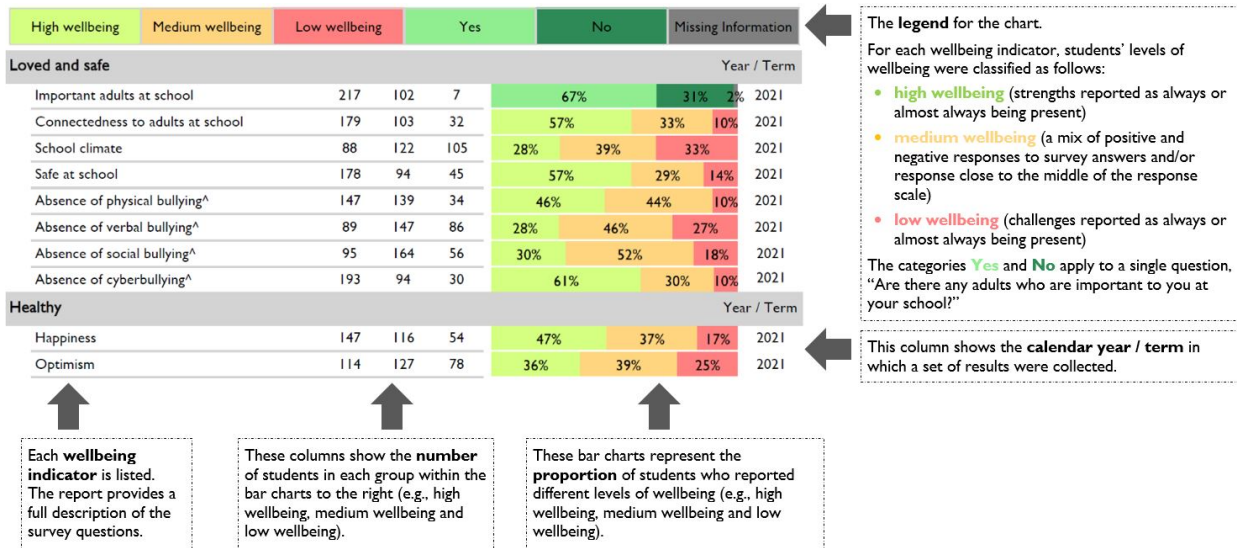
The results shown in the report can be used to reflect on:

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 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, 2023, by year level

This section of the report follows the same format as Part 1, 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.

Loved, safe and valued

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

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 (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 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 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
Loved, safe and valued	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.
	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.
	Safe at school	People care about each other in this school.
	Absence of physical bullying [^]	Students in this school help each other, even if they are not friends.
I feel safe at school.		
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).		
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 verbal 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).	
	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.
	Optimism	I am a cheerful person.
		I have more good times than bad times.
	Satisfaction with life	I believe more good things than bad things will happen to me.
		I start most days thinking I will have a good day.
	Emotion regulation	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.
Absence of sadness [^]	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.	
Absence of worries [^]	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.	
Absence of distress ^{~^}	When I want to feel less bad (e.g. sad, angry or worried), I change the way that I'm thinking about it.	
	I feel unhappy a lot of the time.	
	I feel upset about things.	
Overall health	I feel that I do things wrong a lot.	
	I worry a lot about things at home.	
Material basics	Nutrition - breakfast	I worry a lot about things at school.
		I worry a lot about mistakes that I make.
	Sleep	I worry about things.
		In the last month about how often did you feel...nervous?
	Music and arts	In the last month about how often did you feel...hopeless?
		In the last month about how often did you feel...restless or fidgety?
	Sports	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?
	Organised activities	In the last month about how often did you feel...worthless?
		In general, how would you describe your health?
Learning	Emotional engagement with teachers	How often do you eat breakfast?
		How often do you get a good night's sleep?
	Engagement (flow)	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]
	Perseverance	a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]
		a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]
	Cognitive engagement	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]		
Academic self concept	l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	
	Learning practices [~]	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.		
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.		
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.		
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.		
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.		
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. 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. I try to see the positive side of things when I have problems. I stay focused and think clearly under pressure. I think of myself as a strong person when dealing with challenges and difficulties. I am able to cope with upsetting feelings like sadness, fear and anger.
	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
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 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.



Part I: Wellbeing: All Tasmanian Government School Students

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 Tasmanian Government School Students					
Year / Term	Year Level	Number of Valid Survey Responses	Number of Enrolments	% Participation	Notes
2023	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%	
	Year 9	3,123	4,193	74%	
	Year 10	2,984	4,160	72%	
	Year 11	2,427	4,176	58%	
	Year 12	1,847	3,295	56%	
	Unknown	1	0	0%	Student year level unknown
	Total	28,750	37,113	77%	
2022	Year 4	4,113	4,551	90%	
	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%	
	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%	
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	



2021	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
	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%	



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	Missing Information	
Loved, safe and valued						Year / Term
Important adults at school	18569	9472	709	65%	33%	2%
Connectedness to adults at school	15899	9084	3110	57%	32%	11%
School climate	7672	11726	8739	27%	42%	31%
Safe at school	15490	7706	4819	55%	28%	17%
Absence of physical bullying [^]	16388	9171	2378	59%	33%	9%
Absence of verbal bullying [^]	10727	11541	5583	39%	41%	20%
Absence of social bullying [^]	12760	10866	4167	46%	39%	15%
Absence of cyberbullying [^]	19127	6458	2194	69%	23%	8%
Healthy						Year / Term
Happiness	13070	10688	4638	46%	38%	16%
Optimism	10711	11532	6207	38%	41%	22%
Satisfaction with life	10260	10543	7584	36%	37%	27%
Emotion regulation	8563	11254	8440	30%	40%	30%
Absence of sadness [^]	12074	10020	6110	43%	36%	22%
Absence of worries [^]	10300	9866	8004	37%	35%	28%
Absence of distress ^{~^}	4413	1998	699	62%	28%	10%
Overall health	7206	12886	7305	26%	47%	27%
Material basics						Year / Term
Nutrition - breakfast	15880	3256	8880	57%	12%	32%
Sleep	13732	6619	7478	49%	24%	27%
Music and arts	12580	4202	10927	45%	15%	39%
Sports	12650	4715	10269	46%	17%	37%
Organised activities	20609	2872	4446	74%	10%	16%
Learning						Year / Term
Emotional engagement with teachers	17689	8783	1656	63%	31%	6%
Engagement (flow)	6535	11363	10088	23%	41%	36%
Perseverance	10242	12395	5671	36%	44%	20%
Cognitive engagement	10878	11485	5605	39%	41%	20%
Academic self concept	14920	9120	4052	53%	32%	14%
Learning practices [~]	1310	3317	2319	19%	48%	33%
Participating						Year / Term
Connectedness to adults at home	19220	6228	2625	68%	22%	9%
Friendship intimacy	18377	6192	3477	66%	22%	12%
Resilience (coping skills)	7622	12852	7702	27%	46%	27%
Motivation to achieve goals [~]	2248	3458	1419	32%	49%	20%
Future goal planning [~]	2529	3822	771	36%	54%	11%
Feelings about after school study/work [~]	2378	2793	1735	34%	40%	25%
Positive sense of culture and identity						Year / Term
School belonging	9822	10078	7982	35%	36%	29%
Peer belonging	12799	9735	5534	46%	35%	20%
Meeting expectations [~]	1927	3462	1781	27%	48%	25%
Expectations for success [~]	3230	2866	1075	45%	40%	15%



Feelings about the future~	3383	2323	1219	49%	34%	18%	2023
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~ 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	Yes	No	Missing Information	
Loved, safe and valued							Year / Term
Important adults at school	18569	9472	709	65%	33%	2%	2023
	18432	9358	737	65%	33%	3%	2022
	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	15899	9084	3110	57%	32%	11%	2023
	15988	8978	2984	57%	32%	11%	2022
	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	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%	43%	25%	2020 T3
	5474	6484	2962	37%	43%	20%	2020 T1
	9024	11944	7108	32%	43%	25%	2019
Safe at school	15490	7706	4819	55%	28%	17%	2023
	16002	7426	4443	57%	27%	16%	2022
	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 [^]	16388	9171	2378	59%	33%	9%	2023
	16210	9238	2328	58%	33%	8%	2022
	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 [^]	10727	11541	5583	39%	41%	20%	2023
	10870	11460	5380	39%	41%	19%	2022
	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 [^]	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 T3
	7022	5956	1786	48%	40%	12%	2020 T1
	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%	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	13070	10688	4638	46%	38%	16%	2023
	12498	10690	5014	44%	38%	18%	2022
	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	10711	11532	6207	38%	41%	22%	2023
	10247	11495	6518	36%	41%	23%	2022
	10521	11775	7064	36%	40%	24%	2021
	9280	9085	5258	39%	38%	22%	2020 T3
	6368	5786	2846	42%	39%	19%	2020 T1
	11605	11026	5702	41%	39%	20%	2019
Satisfaction with life	10260	10543	7584	36%	37%	27%	2023
	9676	10586	7937	34%	38%	28%	2022
	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	8563	11254	8440	30%	40%	30%	2023
	8437	10985	8664	30%	39%	31%	2022
	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 [^]	12074	10020	6110	43%	36%	22%	2023
	11824	10053	6214	42%	36%	22%	2022
	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 [^]	10300	9866	8004	37%	35%	28%	2023
	9819	9912	8301	35%	35%	30%	2022
	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 ^{~^}	4413	1998	699	62%	28%	10%	2023
	4067	1915	695	61%	29%	10%	2022
	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	7206	12886	7305	26%	47%	27%	2023
	6770	12996	7457	25%	48%	27%	2022
	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
Material basics							Year / Term
Nutrition - breakfast	15880	3256	8880	57%	12%	32%	2023
	15899	3204	8763	57%	11%	31%	2022
	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	13732	6619	7478	49%	24%	27%	2023
	13150	6557	7987	47%	24%	29%	2022
	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	12580	4202	10927	45%	15%	39%	2023
	12633	4119	10833	46%	15%	39%	2022
	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	12650	4715	10269	46%	17%	37%	2023
	12245	4805	10467	44%	17%	38%	2022
	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	20609	2872	4446	74%	10%	16%	2023
	20316	2947	4534	73%	11%	16%	2022
	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							Year / Term
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%	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
	10092	12392	5626	36%	44%	20%	2022



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	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%	39%	15%	2020 T1
	12071	11106	4784	43%	40%	17%	2019
Academic self concept	14920	9120	4052	53%	32%	14%	2023
	15304	8961	3682	55%	32%	13%	2022
	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~	1310	3317	2319	19%	48%	33%	2023
	1131	3191	2166	17%	49%	33%	2022
	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	19220	6228	2625	68%	22%	9%	2023
	19102	6196	2604	68%	22%	9%	2022
	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	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 T1
	18856	5863	3347	67%	21%	12%	2019
Resilience~	686	3539	2399	10%	53%	36%	2022
	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
Resilience (coping skills)	7622	12852	7702	27%	46%	27%	2023
Motivation to achieve goals~	2248	3458	1419	32%	49%	20%	2023
	1998	3314	1386	30%	49%	21%	2022
	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~	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 T1



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 T1
	2099	2713	1759	32%	41%	27%	2019
	Positive sense of culture and identity						
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 T3
	6011	5243	3495	41%	36%	24%	2020 T1
	10581	9766	7434	38%	35%	27%	2019
	Peer belonging	12799	9735	5534	46%	35%	20%
12634		9632	5661	45%	34%	20%	2022
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~		1927	3462	1781	27%	48%	25%
	1952	2986	1808	29%	44%	27%	2022
	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~	3230	2866	1075	45%	40%	15%
3105		2582	1057	46%	38%	16%	2022
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~		3383	2323	1219	49%	34%	18%
	3192	2149	1127	49%	33%	17%	2022
	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, 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	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 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.

Year 4

Loved, safe and valued				Year / Term			
Important adults at school	3124	906	104	76%	22%	3%	2023
Connectedness to adults at school	2526	1127	344	63%	28%	9%	2023
School climate	1951	1475	590	49%	37%	15%	2023
Safe at school	2672	761	540	67%	19%	14%	2023
Absence of physical bullying [^]	1865	1780	392	46%	44%	10%	2023
Absence of verbal bullying [^]	1335	1875	770	34%	47%	19%	2023
Absence of social bullying [^]	1578	1763	627	40%	44%	16%	2023
Absence of cyberbullying [^]	2812	833	306	71%	21%	8%	2023
Healthy				Year / Term			
Happiness	2287	1262	397	58%	32%	10%	2023
Optimism	2052	1333	609	51%	33%	15%	2023
Satisfaction with life	2027	1300	644	51%	33%	16%	2023
Emotion regulation	1625	1435	922	41%	36%	23%	2023
Absence of sadness [^]	2034	1259	691	51%	32%	17%	2023
Absence of worries [^]	1707	1291	971	43%	33%	24%	2023
Overall health	1454	1910	632	36%	48%	16%	2023
Material basics				Year / Term			
Nutrition - breakfast	3163	276	620	78%	7%	15%	2023
Sleep	2468	637	876	62%	16%	22%	2023
Music and arts	2522	756	712	63%	19%	18%	2023
Sports	1856	1067	1067	47%	27%	27%	2023
Organised activities	3396	394	266	84%	10%	7%	2023
Learning				Year / Term			
Emotional engagement with teachers	2955	901	136	74%	23%	3%	2023
Engagement (flow)	1262	1459	1272	32%	37%	32%	2023
Perseverance	1939	1551	407	50%	40%	10%	2023
Cognitive engagement	2255	1254	480	57%	31%	12%	2023
Academic self concept	2688	921	383	67%	23%	10%	2023
Participating				Year / Term			
Connectedness to adults at home	2934	761	281	74%	19%	7%	2023
Friendship intimacy	2886	705	400	72%	18%	10%	2023
Resilience (coping skills)	1304	1726	946	33%	43%	24%	2023
Positive sense of culture and identity				Year / Term			
School belonging	2140	1017	789	54%	26%	20%	2023
Peer belonging	2212	1154	634	55%	29%	16%	2023



Wellbeing: All Tasmanian Government School Students

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

Loved, 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
Healthy				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
Material basics				Year / Term			
Nutrition - breakfast	2841	377	754	72%	9%	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%	9%	8%	2023
Learning				Year / Term			
Emotional engagement with teachers	2729	1059	169	69%	27%	4%	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
Participating				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%	27%	2023
Positive sense of culture and identity				Year / Term			
School belonging	1781	1191	928	46%	31%	24%	2023
Peer belonging	1976	1276	708	50%	32%	18%	2023



Wellbeing: All Tasmanian Government School Students

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.

Year 6

Loved, safe and valued							Year / Term
Important adults at school	2794	1182	64	69%	29%	2%	2023
Connectedness to adults at school	2447	1187	357	61%	30%	9%	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%	37%	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%	9%	2023
Healthy							Year / Term
Happiness	2068	1391	554	52%	35%	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	1311	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%	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%	9%	2023
Learning							Year / Term
Emotional engagement with teachers	2575	1218	207	64%	30%	5%	2023
Engagement (flow)	995	1591	1411	25%	40%	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%	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



Wellbeing: All Tasmanian Government School Students

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.

Year 7

Loved, safe and valued							Year / Term
Important adults at school	1741	1324	68	56%	42%	2%	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 [^]	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%	9%	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%	11%	15%	2023
Learning							Year / Term
Emotional engagement with teachers	1568	1201	314	51%	39%	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%	11%	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



Wellbeing: All Tasmanian Government School Students

Year 8

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, safe and valued							Year / Term
Important adults at school	1701	1282	59	56%	42%	2%	2023
Connectedness to adults at school	1420	1157	419	47%	39%	14%	2023
School climate	379	1230	1392	13%	41%	46%	2023
Safe at school	1334	964	702	44%	32%	23%	2023
Absence of physical bullying [^]	1660	1037	272	56%	35%	9%	2023
Absence of verbal bullying [^]	989	1285	699	33%	43%	24%	2023
Absence of social bullying [^]	1356	1168	443	46%	39%	15%	2023
Absence of cyberbullying [^]	1915	813	239	65%	27%	8%	2023
Healthy							Year / Term
Happiness	1283	1200	537	42%	40%	18%	2023
Optimism	956	1326	745	32%	44%	25%	2023
Satisfaction with life	917	1183	923	30%	39%	31%	2023
Emotion regulation	762	1214	1041	25%	40%	35%	2023
Absence of sadness [^]	1199	1102	711	40%	37%	24%	2023
Absence of worries [^]	1064	1088	859	35%	36%	29%	2023
Overall health	618	1354	883	22%	47%	31%	2023
Material basics							Year / Term
Nutrition - breakfast	1379	374	1222	46%	13%	41%	2023
Sleep	1335	755	879	45%	25%	30%	2023
Music and arts	1097	385	1466	37%	13%	50%	2023
Sports	1348	389	1198	46%	13%	41%	2023
Organised activities	2070	310	581	70%	10%	20%	2023
Learning							Year / Term
Emotional engagement with teachers	1521	1223	260	51%	41%	9%	2023
Engagement (flow)	562	1172	1250	19%	39%	42%	2023
Perseverance	852	1367	796	28%	45%	26%	2023
Cognitive engagement	838	1350	793	28%	45%	27%	2023
Academic self concept	1289	1166	546	43%	39%	18%	2023
Participating							Year / Term
Connectedness to adults at home	1936	768	300	64%	26%	10%	2023
Friendship intimacy	1931	693	365	65%	23%	12%	2023
Resilience (coping skills)	730	1378	902	24%	46%	30%	2023
Positive sense of culture and identity							Year / Term
School belonging	707	1239	1038	24%	42%	35%	2023
Peer belonging	1234	1168	588	41%	39%	20%	2023



Wellbeing: All Tasmanian Government School Students

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.

Year 9

Loved, safe and valued				Year / Term			
Important adults at school	1796	1266	61	58%	41%	2%	2023
Connectedness to adults at school	1483	1123	462	48%	37%	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%	37%	16%	2023
Absence of cyberbullying [^]	1988	761	289	65%	25%	10%	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%	11%	22%	2023
Learning				Year / Term			
Emotional engagement with teachers	1562	1223	288	51%	40%	9%	2023
Engagement (flow)	543	1242	1269	18%	41%	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%	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



Wellbeing: All Tasmanian Government School Students

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 10

Loved, safe and valued							Year / Term
Important adults at school	1854	1061	69	62%	36%	2%	2023
Connectedness to adults at school	1476	1048	402	50%	36%	14%	2023
School climate	437	1189	1300	15%	41%	44%	2023
Safe at school	1385	997	534	47%	34%	18%	2023
Absence of physical bullying [^]	1812	807	272	63%	28%	9%	2023
Absence of verbal bullying [^]	1168	1092	630	40%	38%	22%	2023
Absence of social bullying [^]	1372	1083	427	48%	38%	15%	2023
Absence of cyberbullying [^]	1901	717	268	66%	25%	9%	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	62%	28%	11%	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%	10%	58%	2023
Sports	1219	300	1337	43%	11%	47%	2023
Organised activities	1836	306	738	64%	11%	26%	2023
Learning							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%	11%	2023
Friendship intimacy	1771	750	400	61%	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%	53%	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%	33%	18%	2023

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



Wellbeing: All Tasmanian Government School Students

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
11**

Loved, safe and valued				Year / Term			
Important adults at school	1465	856	106	60%	35%	4%	2023
Connectedness to adults at school	1352	778	208	58%	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%	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%	18%	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%	10%	52%	2023
Sports	832	214	1224	37%	9%	54%	2023
Organised activities	1448	245	590	63%	11%	26%	2023
Learning				Year / Term			
Emotional engagement with teachers	1805	474	52	77%	20%	2%	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%	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%	23%	10%	2023
Friendship intimacy	1416	583	317	61%	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%	38%	14%	2023
Feelings about the future~	1097	793	406	48%	35%	18%	2023

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



Wellbeing: All Tasmanian Government School Students

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**

Loved, safe and valued							Year / Term
Important adults at school	1251	501	95	68%	27%	5%	2023
Connectedness to adults at school	1175	469	121	67%	27%	7%	2023
School climate	618	855	276	35%	49%	16%	2023
Safe at school	1166	443	136	67%	25%	8%	2023
Absence of physical bullying^	1455	212	61	84%	12%	4%	2023
Absence of verbal bullying^	1100	489	138	64%	28%	8%	2023
Absence of social bullying^	1089	499	136	63%	29%	8%	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	29%	43%	27%	2023
Absence of sadness^	645	687	437	36%	39%	25%	2023
Absence of worries^	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%	9%	55%	2023
Organised activities	1082	181	457	63%	11%	27%	2023
Learning							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	59%	33%	7%	2023
Learning practices~	351	857	527	20%	49%	30%	2023
Participating							Year / Term
Connectedness to adults at home	1231	375	159	70%	21%	9%	2023
Friendship intimacy	1087	426	229	62%	24%	13%	2023
Resilience (coping skills)	518	869	380	29%	49%	22%	2023
Motivation to achieve goals~	584	879	341	32%	49%	19%	2023
Future goal planning~	658	963	180	37%	53%	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%	17%	2023

~ 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.

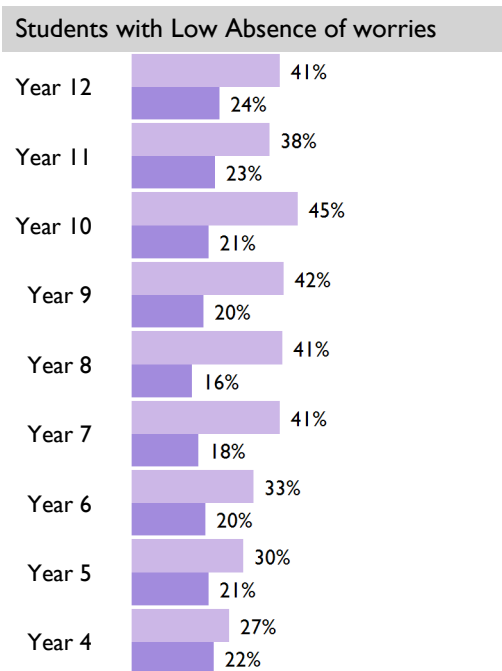
The figures and tables below allow you to consider whether this trend is apparent for All Tasmanian Government School Students. The number and proportion of boys and girls reporting low wellbeing is shown below for All Tasmanian Government School Students in 2023.

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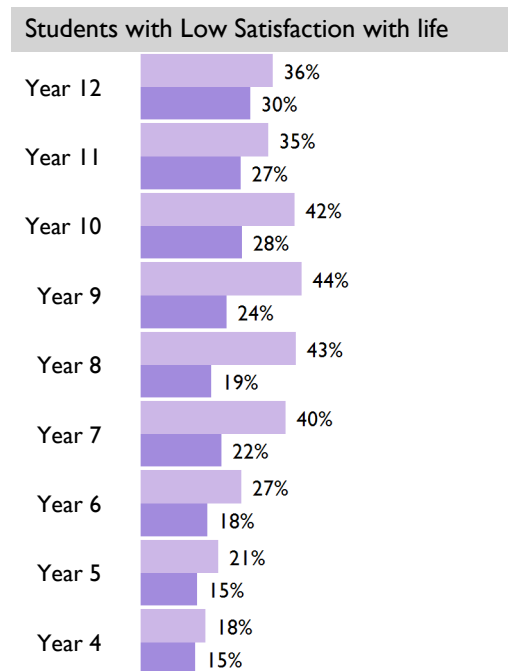
Please note that to protect the confidentiality of students, the results for students whose gender was not recorded or is not identified are not shown in this section of the report. If there are < 5 Girls or < 5 Boys at the year level who participated, the Year Level will be suppressed(*).

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

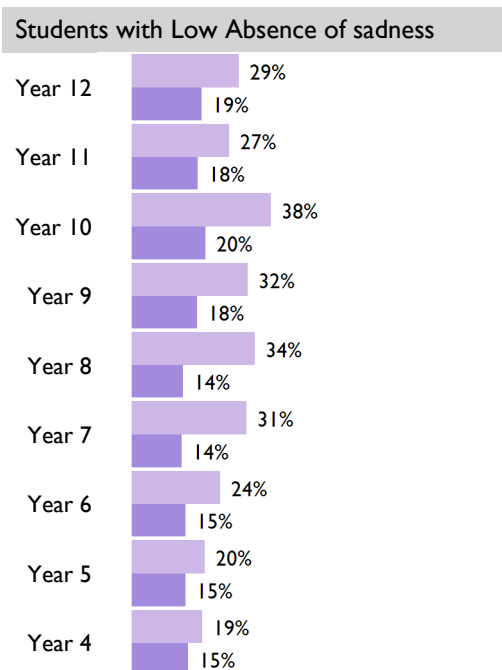
All Tasmanian Government School Students



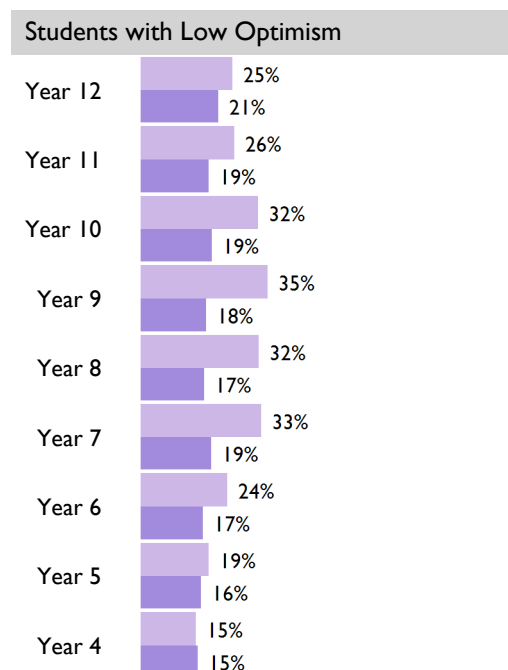
All Tasmanian Government School Students



All Tasmanian Government School Students



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	386	193
	Year 11	464	251
	Year 10	633	321
	Year 9	610	317
	Year 8	600	254
	Year 7	600	293
	Year 6	647	414
	Year 5	598	418
	Year 4	523	448
Students with Low Absence of sadness	Year 12	279	153
	Year 11	328	199
	Year 10	531	307
	Year 9	466	287
	Year 8	490	218
	Year 7	463	220
	Year 6	469	302
	Year 5	391	294
	Year 4	380	310
Students with Low Satisfaction with life	Year 12	358	248
	Year 11	441	309
	Year 10	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 Optimism	Year 12	248	176
	Year 11	324	211
	Year 10	454	302
	Year 9	510	291
	Year 8	470	271
	Year 7	490	311
	Year 6	461	353
	Year 5	367	329
	Year 4	297	312



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.

- | | |
|---|--|
| 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. 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

All Tasmanian Government School Students

	Year	Number of students			Wellbeing levels		
		High	Medium	Low	High	Medium	Low
Girl	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%
	Year 8	136	534	781	9%	37%	54%
	Year 9	103	551	806	7%	38%	55%
	Year 10	163	508	721	12%	36%	52%
	Year 11	377	620	226	31%	51%	18%
	Year 12	323	457	161	34%	49%	17%
Boy	Year 4	973	748	306	48%	37%	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%
	Year 8	243	694	607	16%	45%	39%
	Year 9	283	643	674	18%	40%	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

All Tasmanian Government School Students

	Year	Total	High wellbeing	Medium wellbeing	Low wellbeing
Girl	Year 4	1067	499	385	55%
	Year 5	874	600	467	45%
	Year 6	730	634	573	38%
	Year 7	313	550	603	21%
	Year 8	241	571	632	17%
	Year 9	240	565	641	17%
	Year 10	262	561	564	19%
	Year 11	325	587	307	27%
	Year 12	279	418	236	30%
	Boy	Year 4	1072	518	404
Year 5		906	591	461	46%
Year 6		943	624	479	46%
Year 7		509	611	465	32%
Year 8		466	666	402	30%
Year 9		480	659	448	30%
Year 10		472	612	437	31%
Year 11		359	468	256	33%
Year 12		276	324	195	35%

Safe at school

"How safe young people feel at school"

Questions asked for Safe at school

- I feel safe at school.

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

All Tasmanian Government School Students

	Year	Total	High wellbeing	Medium wellbeing	Low wellbeing
Girl	Year 4	1320	418	237	67%
	Year 5	1189	478	290	61%
	Year 6	1091	490	357	56%
	Year 7	543	524	404	37%
	Year 8	541	483	425	37%
	Year 9	562	518	374	39%
	Year 10	569	517	302	41%
	Year 11	750	358	111	62%
	Year 12	611	239	89	65%
	Boy	Year 4	1352	342	303
Year 5		1193	464	320	60%
Year 6		1285	454	315	63%
Year 7		772	471	353	48%
Year 8		792	479	274	51%
Year 9		814	498	282	51%
Year 10		814	478	230	53%
Year 11		722	277	90	66%
Year 12		550	198	47	69%

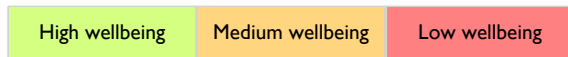
Emotional engagement with teachers

"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 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.



All Tasmanian Government School Students

	Year	High wellbeing	Medium wellbeing	Low wellbeing	High wellbeing %	Medium wellbeing %	Low wellbeing %
Girl	Year 4	1519	412	44	77%	21%	2%
	Year 5	1419	473	74	72%	24%	4%
	Year 6	1265	590	86	65%	30%	4%
	Year 7	741	583	151	50%	40%	10%
	Year 8	685	627	138	47%	43%	10%
	Year 9	669	639	152	46%	44%	10%
	Year 10	712	589	93	51%	42%	7%
	Year 11	922	271	31	75%	22%	3%
	Year 12	752	186	8	79%	20%	1%
	Boy	Year 4	1436	488	92	71%	24%
Year 5		1309	586	95	66%	29%	5%
Year 6		1310	627	121	64%	30%	6%
Year 7		824	614	162	52%	38%	10%
Year 8		835	591	122	54%	38%	8%
Year 9		891	577	136	56%	36%	8%
Year 10		833	579	118	54%	38%	8%
Year 11		874	200	21	80%	18%	2%
Year 12		665	125	10	83%	16%	1%

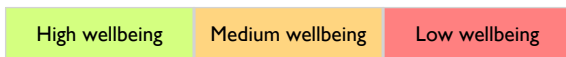
Cognitive engagement

"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.



All Tasmanian Government School Students

	Year	Number of Students			Wellbeing Levels (%)		
		Total	High	Medium	Low	High	Medium
Girl	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%
	Boy	Year 4	1088	653	270	54%	32%
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		263	415	113	33%	52%	14%