



Student Wellbeing and Engagement Survey 2025

WELLBEING FOR LEARNING

All Tasmanian Government School
Students

Survey year: 2025



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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 Student Wellbeing and Engagement Survey ensures the voices of children and young people are heard and reflected in both school and system-level decision-making. The data provides schools with valuable insights to identify wellbeing and engagement priorities, informing explicit focus areas for their *School Improvement Plans*. At a system level, the survey supports departmental planning and aligns with the implementation of Tasmania's *Child and Youth Safe Standards* and the *Universal Principle for Aboriginal Cultural Safety*. This work complements the department's commitment to learning, teaching and leading as the drivers of school improvement, with a strong focus on supporting the wellbeing of all learners to help them thrive and succeed.

As part of the *Wellbeing for Learning Strategy*, the survey is underpinned by the development of valid and reliable measures that centre the voice of the learner, linking student wellbeing to improved learning outcomes and fostering a shared understanding of wellbeing across the education system.

The *Child and Student Wellbeing Strategy – Wellbeing for Learning* is guided by the Australian Research Alliance for Children and Youth (ARACY)'s *Nest Wellbeing Framework*, which identifies six interconnected domains of wellbeing: feeling loved, safe and valued; being healthy; having access to material basics; learning and participating; and having a strong sense of culture and identity. Survey results are organised according to these wellbeing domains. This aligns with the Tasmanian Government's *Child and Youth Wellbeing Strategy – It Takes a Tasmanian Village*, promoting a shared understanding of wellbeing across services that support children and young people.

This holistic approach recognises that wellbeing is shaped by a wide range of factors, some within the influence of schools and the department, and others requiring collaboration with families, communities, service providers, and external experts. The *Wellbeing for Learning Strategy* outlines the specific roles of schools and the department in supporting student wellbeing, and describes what wellbeing for learning looks like in practice.



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 2025, showing the results for All Tasmanian Government School Students. The survey is conducted in Term 3 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 2025 being the seventh 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 indicators represent potential levers, e.g. to inform planning and decision-making to maximise student wellbeing and learning in the school.

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

This report presents data for the last 5 calendar years of the survey.

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

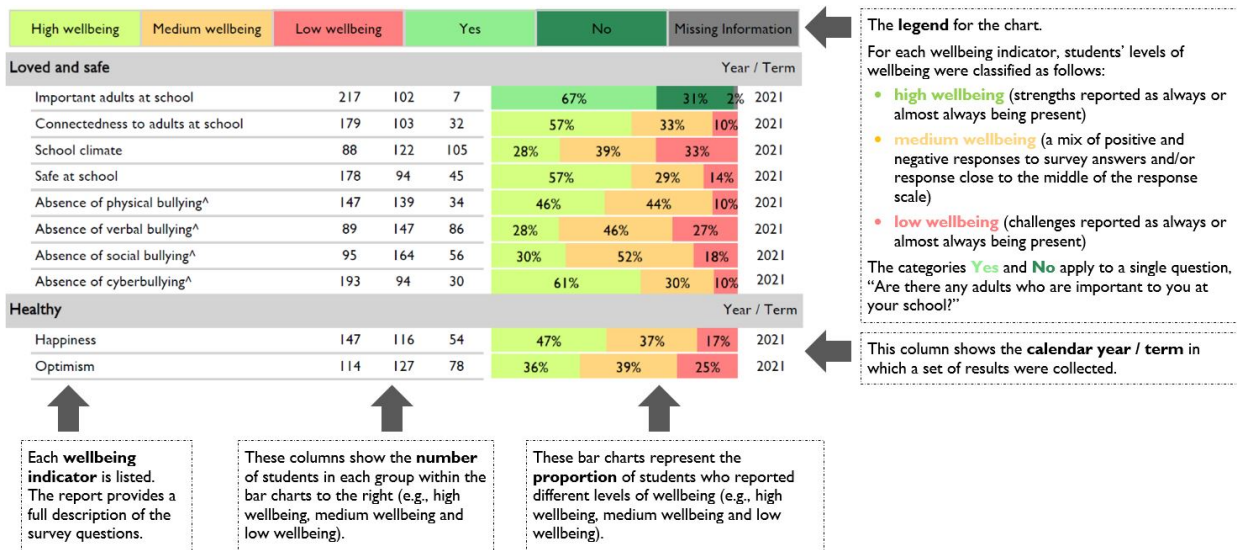
The results shown in the report can be used to reflect on:

1. What young people think about their wellbeing and engagement 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.



In many places throughout this report, the wellbeing and engagement 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 and engagement results for All Tasmanian Government School Students, 2025

This section of the report sets out the wellbeing and engagement results from 2025 for All Tasmanian Government School Students, providing a view of the strengths and challenges 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 and engagement 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 and engagement results for All Tasmanian Government School Students, 2025, by year level

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2025 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 and engagement: 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
Goal directed behaviour	Young people's beliefs about their ability to set and achieve their goals
Monitoring and evaluating	Young people's beliefs about their ability to check and monitor their work
Autonomy	Young people's perceptions about being supported in their ideas and choices around their learning

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



Learning	Goal directed behaviour	I make a plan to finish my schoolwork. I believe setting goals helps me achieve them. I feel good when I achieve my goals.
	Monitoring and evaluating	I check my work to make sure it is right. I stop and think over new information that I don't understand. I learn from my mistakes.
	Autonomy	I feel that most of my teachers provide me choices and options. I feel understood by most of my teachers. Most of my teachers show confidence in my ability to do well at school. Most of my teachers encourage me to ask questions. Most of my teachers listen to how I would like to do things. Most of my teachers try to understand how I see things before suggesting a new way to do things.
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?
	Feelings about after school study/work~	
Positive sense of culture and identity	School belonging	I feel like I belong in this school. I feel like I am important to this school.
	Peer belonging	I feel part of a group of friends that do things together. I feel that I usually fit in with other kids around me. When I am with other kids my age, I feel I belong.
	Meeting expectations~	Doing my best never seems to be enough. I often feel disappointed after completing a task because I knew I could have done better. My performance rarely measures up to my standards. I am hardly ever satisfied with my performance.
	Expectations for success~	I have high expectations for myself. I set very high standards for myself. I have a strong need to strive for excellence. I expect the best from myself.
	Feelings about the future~	How would you describe your feelings when you think about the future?

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

^ denotes subdomains 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 1: Wellbeing and engagement: All Tasmanian Government School Students

Wellbeing and engagement participation for All Tasmanian Government School Students

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 2025 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
2025	Year 4	3,923	4,303	91%	
	Year 5	4,098	4,434	92%	
	Year 6	4,080	4,448	92%	
	Year 7	3,171	3,696	86%	
	Year 8	3,079	3,801	81%	
	Year 9	2,920	3,767	78%	
	Year 10	2,926	3,929	74%	
	Year 11	2,446	4,226	58%	
	Year 12	1,748	3,291	53%	
	Unknown	1	0	0%	Student year level unknown
	Total	28,392	35,895	79%	
2024	Year 4	4,143	4,500	92%	
	Year 5	4,067	4,469	91%	
	Year 6	3,977	4,370	91%	
	Year 7	3,239	3,804	85%	
	Year 8	3,131	3,833	82%	
	Year 9	3,025	3,904	77%	
	Year 10	3,064	4,124	74%	
	Year 11	2,016	4,135	49%	
	Year 12	1,618	3,344	48%	
	Total	28,280	36,483	78%	
2023	Year 4	4,118	4,539	91%	
	Year 5	3,985	4,424	90%	
	Year 6	4,021	4,495	89%	
	Year 7	3,113	3,847	81%	
	Year 8	3,036	3,984	76%	
	Year 9	3,104	4,193	74%	
	Year 10	3,020	4,160	73%	
	Year 11	2,467	4,176	59%	
	Year 12	1,885	3,295	57%	
	Unknown	1	0	0%	Student year level unknown



2023	Total	28,750	37,113	77%	
2022	Year 4	4,085	4,551	90%	
	Year 5	4,062	4,534	90%	
	Year 6	3,957	4,467	89%	
	Year 7	3,197	3,988	80%	
	Year 8	3,282	4,233	78%	
	Year 9	3,049	4,166	73%	
	Year 10	2,960	4,161	71%	
	Year 11	2,285	4,114	56%	
	Year 12	1,648	3,175	52%	
	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
	Total	29,650	37,777	78%	



Wellbeing and engagement results for All Tasmanian Government School Students

The figure below 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 adult at school	18955	8732	705	67%	31%	2%	2025
Connectedness to adults at school	16405	8397	2957	59%	30%	11%	2025
School climate	8527	11857	7426	31%	43%	27%	2025
Safe at school	16729	7214	3791	60%	26%	14%	2025
Absence of physical bullying^	16867	8618	2028	61%	31%	7%	2025
Absence of verbal bullying^	11074	11301	5098	40%	41%	19%	2025
Absence of social bullying^	12861	10652	3914	47%	39%	14%	2025
Absence of cyberbullying^	19725	5760	1906	72%	21%	7%	2025
Healthy							Year / Term
Happiness	13711	10477	3808	49%	37%	14%	2025
Optimism	11308	11279	5441	40%	40%	19%	2025
Satisfaction with life	11097	10380	6493	40%	37%	23%	2025
Emotion regulation	8870	11392	7578	32%	41%	27%	2025
Absence of sadness^	12555	9806	5432	45%	35%	20%	2025
Absence of worries^	11147	9659	6939	40%	35%	25%	2025
Absence of distress~^	4598	1766	555	66%	26%	8%	2025
Overall health	7290	12972	6508	27%	48%	24%	2025
Material basics							Year / Term
Nutrition - breakfast	15648	3324	8602	57%	12%	31%	2025
Sleep	14446	6508	6488	53%	24%	24%	2025
Music and arts	12814	4162	10417	47%	15%	38%	2025
Sports	12593	4543	10257	46%	17%	37%	2025
Organised activities	20573	2804	4180	75%	10%	15%	2025
Learning							Year / Term
Emotional engagement with teachers	18199	8220	1395	65%	30%	5%	2025
Engagement (flow)	6619	11425	9617	24%	41%	35%	2025
Perseverance	10478	12287	5122	38%	44%	18%	2025
Cognitive engagement	11105	11389	5148	40%	41%	19%	2025
Academic self concept	15181	9043	3543	55%	33%	13%	2025
Learning practices~	1401	3303	2007	21%	49%	30%	2025
Goal directed behaviour	8192	8331	4211	40%	40%	20%	2025
Monitoring and evaluating	13408	10673	3263	49%	39%	12%	2025
Autonomy	10796	11755	4706	40%	43%	17%	2025
Participating							Year / Term
Connectedness to adults at home	19594	5768	2400	71%	21%	9%	2025
Friendship intimacy	18597	6100	2943	67%	22%	11%	2025
Resilience (coping skills)	7971	12846	6956	29%	46%	25%	2025
Motivation to achieve goals~	2463	3297	1190	35%	47%	17%	2025
Future goal planning~	2620	3694	634	38%	53%	9%	2025
Feelings about after school study/work~	2438	2746	1495	37%	41%	22%	2025



Positive sense of culture and identity							Year / Term
School belonging	10774	9999	6820	39%	36%	25%	2025
Peer belonging	13097	9424	5122	47%	34%	19%	2025
Meeting expectations~	1926	3189	1885	28%	46%	27%	2025
Expectations for success~	3171	2844	987	45%	41%	14%	2025
Feelings about the future~	3330	2269	1094	50%	34%	16%	2025

~ 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 and engagement issues may be related or connected.



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

Wellbeing and engagement results for All Tasmanian Government School Students over time

The figure below 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 adult at school	18955	8732	705	67%	31%	2%	2025
	18345	9159	776	65%	32%	3%	2024
	18569	9472	709	65%	33%	2%	2023
	18432	9358	737	65%	33%	3%	2022
	18905	9747	998	64%	33%	3%	2021
Connectedness to adults at school	16405	8397	2957	59%	30%	11%	2025
	15821	8655	3083	57%	31%	11%	2024
	15899	9084	3110	57%	32%	11%	2023
	15988	8978	2984	57%	32%	11%	2022
	17040	8914	2976	59%	31%	10%	2021
School climate	8527	11857	7426	31%	43%	27%	2025
	7666	11591	8338	28%	42%	30%	2024
	7672	11726	8739	27%	42%	31%	2023
	8016	12043	7935	29%	43%	28%	2022
	8665	12315	8033	30%	42%	28%	2021
Safe at school	16729	7214	3791	60%	26%	14%	2025
	15635	7451	4409	57%	27%	16%	2024
	15490	7706	4819	55%	28%	17%	2023
	16002	7426	4443	57%	27%	16%	2022
	16801	7623	4462	58%	26%	15%	2021
Absence of physical bullying^	16867	8618	2028	61%	31%	7%	2025
	16426	8757	2220	60%	32%	8%	2024
	16388	9171	2378	59%	33%	9%	2023
	16210	9238	2328	58%	33%	8%	2022
	16094	10111	2556	56%	35%	9%	2021
Absence of verbal bullying^	11074	11301	5098	40%	41%	19%	2025
	10648	11375	5318	39%	42%	19%	2024
	10727	11541	5583	39%	41%	20%	2023
	10870	11460	5380	39%	41%	19%	2022
	10515	12423	5737	37%	43%	20%	2021
Absence of social bullying^	12861	10652	3914	47%	39%	14%	2025
	12582	10662	4013	46%	39%	15%	2024
	12760	10866	4167	46%	39%	15%	2023
	12669	10904	4096	46%	39%	15%	2022
	12304	11861	4477	43%	41%	16%	2021
Absence of cyberbullying^	19725	5760	1906	72%	21%	7%	2025
	19138	6111	1975	70%	22%	7%	2024
	19127	6458	2194	69%	23%	8%	2023
	18841	6653	2145	68%	24%	8%	2022



							Year / Term
Absence of cyberbullying^	19183	7133	2300	67%	25%	8%	2021
Healthy							Year / Term
Happiness	13711	10477	3808	49%	37%	14%	2025
	13229	10539	4144	47%	38%	15%	2024
	13070	10688	4638	46%	38%	16%	2023
	12498	10690	5014	44%	38%	18%	2022
	12641	11005	5676	43%	38%	19%	2021
Optimism	11308	11279	5441	40%	40%	19%	2025
	10919	11304	5723	39%	40%	20%	2024
	10711	11532	6207	38%	41%	22%	2023
	10247	11495	6518	36%	41%	23%	2022
	10521	11775	7064	36%	40%	24%	2021
Satisfaction with life	11097	10380	6493	40%	37%	23%	2025
	10600	10485	6790	38%	38%	24%	2024
	10260	10543	7584	36%	37%	27%	2023
	9676	10586	7937	34%	38%	28%	2022
	9577	10982	8747	33%	37%	30%	2021
Emotion regulation	8870	11392	7578	32%	41%	27%	2025
	8548	11239	7934	31%	41%	29%	2024
	8563	11254	8440	30%	40%	30%	2023
	8437	10985	8664	30%	39%	31%	2022
	8502	11357	9348	29%	39%	32%	2021
Absence of sadness^	12555	9806	5432	45%	35%	20%	2025
	12321	9655	5701	45%	35%	21%	2024
	12074	10020	6110	43%	36%	22%	2023
	11824	10053	6214	42%	36%	22%	2022
	12068	10358	6720	41%	36%	23%	2021
Absence of worries^	11147	9659	6939	40%	35%	25%	2025
	10601	9624	7397	38%	35%	27%	2024
	10300	9866	8004	37%	35%	28%	2023
	9819	9912	8301	35%	35%	30%	2022
	9824	10306	8971	34%	35%	31%	2021
Absence of distress~^	4598	1766	555	66%	26%	8%	2025
	4195	1743	574	64%	27%	9%	2024
	4413	1998	699	62%	28%	10%	2023
	4067	1915	695	61%	29%	10%	2022
	4167	1998	706	61%	29%	10%	2021
Overall health	7290	12972	6508	27%	48%	24%	2025
	7042	13098	6674	26%	49%	25%	2024
	7206	12886	7305	26%	47%	27%	2023
	6770	12996	7457	25%	48%	27%	2022
	7132	13653	7953	25%	48%	28%	2021
Material basics							Year / Term
Nutrition - breakfast	15648	3324	8602	57%	12%	31%	2025
	15555	3207	8741	57%	12%	32%	2024
	15880	3256	8880	57%	12%	32%	2023
	15899	3204	8763	57%	11%	31%	2022
	16310	3281	9213	57%	11%	32%	2021
Sleep	14446	6508	6488	53%	24%	24%	2025
	13637	6602	7062	50%	24%	26%	2024
	13732	6619	7478	49%	24%	27%	2023



Sleep	13150	6557	7987	47%	24%	29%	2022
	13234	6893	8436	46%	24%	30%	2021
Music and arts	12814	4162	10417	47%	15%	38%	2025
	12382	4215	10610	46%	15%	39%	2024
	12580	4202	10927	45%	15%	39%	2023
	12633	4119	10833	46%	15%	39%	2022
	12307	4575	11134	44%	16%	40%	2021
Sports	12593	4543	10257	46%	17%	37%	2025
	12455	4719	10077	46%	17%	37%	2024
	12650	4715	10269	46%	17%	37%	2023
	12245	4805	10467	44%	17%	38%	2022
	11776	4893	11018	43%	18%	40%	2021
Organised activities	20573	2804	4180	75%	10%	15%	2025
	20161	2891	4375	74%	11%	16%	2024
	20609	2872	4446	74%	10%	16%	2023
	20316	2947	4534	73%	11%	16%	2022
	20114	3227	5091	71%	11%	18%	2021

Learning							Year / Term
Emotional engagement with teachers	18199	8220	1395	65%	30%	5%	2025
	17377	8596	1627	63%	31%	6%	2024
	17689	8783	1656	63%	31%	6%	2023
	18049	8480	1459	64%	30%	5%	2022
	18832	8686	1510	65%	30%	5%	2021
Engagement (flow)	6619	11425	9617	24%	41%	35%	2025
	6382	11305	9765	23%	41%	36%	2024
	6535	11363	10088	23%	41%	36%	2023
	6402	11184	10244	23%	40%	37%	2022
	6636	11648	10564	23%	40%	37%	2021
Perseverance	10478	12287	5122	38%	44%	18%	2025
	10057	12379	5379	36%	45%	19%	2024
	10242	12395	5671	36%	44%	20%	2023
	10092	12392	5626	36%	44%	20%	2022
	10921	12717	5608	37%	43%	19%	2021
Cognitive engagement	11105	11389	5148	40%	41%	19%	2025
	10748	11266	5428	39%	41%	20%	2024
	10878	11485	5605	39%	41%	20%	2023
	10943	11502	5378	39%	41%	19%	2022
	11653	11688	5467	40%	41%	19%	2021
Academic self concept	15181	9043	3543	55%	33%	13%	2025
	14614	9065	3875	53%	33%	14%	2024
	14920	9120	4052	53%	32%	14%	2023
	15304	8961	3682	55%	32%	13%	2022
	15950	9292	3716	55%	32%	13%	2021
Learning practices~	1401	3303	2007	21%	49%	30%	2025
	1242	3019	2035	20%	48%	32%	2024
	1310	3317	2319	19%	48%	33%	2023
	1131	3191	2166	17%	49%	33%	2022
	1097	3328	2170	17%	50%	33%	2021
Goal directed behaviour	8192	8331	4211	40%	40%	20%	2025
Monitoring and evaluating	13408	10673	3263	49%	39%	12%	2025
Autonomy	10796	11755	4706	40%	43%	17%	2025



Participating							Year / Term
Connectedness to adults at home	19594	5768	2400	71%	21%	9%	2025
	19247	5819	2463	70%	21%	9%	2024
	19220	6228	2625	68%	22%	9%	2023
	19102	6196	2604	68%	22%	9%	2022
	20254	6070	2606	70%	21%	9%	2021
Friendship intimacy	18597	6100	2943	67%	22%	11%	2025
	18352	5937	3230	67%	22%	12%	2024
	18377	6192	3477	66%	22%	12%	2023
	18189	6079	3641	65%	22%	13%	2022
	18628	6387	3893	64%	22%	13%	2021
Resilience~	686	3539	2399	10%	53%	36%	2022
	677	3603	2532	10%	53%	37%	2021
Resilience (coping skills)	7971	12846	6956	29%	46%	25%	2025
	7548	12787	7313	27%	46%	26%	2024
	7622	12852	7702	27%	46%	27%	2023
Motivation to achieve goals~	2463	3297	1190	35%	47%	17%	2025
	2197	3153	1188	34%	48%	18%	2024
	2248	3458	1419	32%	49%	20%	2023
	1998	3314	1386	30%	49%	21%	2022
	1954	3423	1519	28%	50%	22%	2021
Future goal planning~	2620	3694	634	38%	53%	9%	2025
	2457	3402	681	38%	52%	10%	2024
	2529	3822	771	36%	54%	11%	2023
	2362	3594	740	35%	54%	11%	2022
	2437	3738	721	35%	54%	10%	2021
Feelings about after school study/work~	2438	2746	1495	37%	41%	22%	2025
	2250	2524	1468	36%	40%	24%	2024
	2378	2793	1735	34%	40%	25%	2023
	2158	2681	1601	34%	42%	25%	2022
	1979	2765	1814	30%	42%	28%	2021
Positive sense of culture and identity							Year / Term
School belonging	10774	9999	6820	39%	36%	25%	2025
	9956	9806	7611	36%	36%	28%	2024
	9822	10078	7982	35%	36%	29%	2023
	9778	9983	7973	35%	36%	29%	2022
	10059	10378	8309	35%	36%	29%	2021
Peer belonging	13097	9424	5122	47%	34%	19%	2025
	12677	9524	5343	46%	35%	19%	2024
	12799	9735	5534	46%	35%	20%	2023
	12634	9632	5661	45%	34%	20%	2022
	12961	9990	5967	45%	35%	21%	2021
Meeting expectations~	1926	3189	1885	28%	46%	27%	2025
	1765	2991	1841	27%	45%	28%	2024
	1927	3462	1781	27%	48%	25%	2023
	1952	2986	1808	29%	44%	27%	2022
	1903	3170	1848	27%	46%	27%	2021
Expectations for success~	3171	2844	987	45%	41%	14%	2025
	2993	2627	976	45%	40%	15%	2024
	3230	2866	1075	45%	40%	15%	2023
	3105	2582	1057	46%	38%	16%	2022



Expectations for success~	3054	2726	1143	44%	39%	17%	2021
Feelings about the future~	3330	2269	1094	50%	34%	16%	2025
	3170	2055	1036	51%	33%	17%	2024
	3383	2323	1219	49%	34%	18%	2023
	3192	2149	1127	49%	33%	17%	2022
	3043	2267	1251	46%	35%	19%	2021

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

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



Part 3: Wellbeing and engagement results for All Tasmanian Government School Students, 2025, by year level

This section of the report builds on the overview for the whole cohort provided in Part 1, 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 2025 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 and engagement issues may be related or connected.

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 and engagement: All Tasmanian Government School Students

Year
4

The figure below shows the 2025 survey 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 and valued							Year / Term
Important adult at school	3015	798	110	77%	20%	3%	2025
Connectedness to adults at school	2469	1025	306	65%	27%	8%	2025
School climate	1832	1395	589	48%	37%	15%	2025
Safe at school	2580	723	488	68%	19%	13%	2025
Absence of physical bullying^	1860	1612	362	49%	42%	9%	2025
Absence of verbal bullying^	1402	1686	714	37%	44%	19%	2025
Absence of social bullying^	1576	1606	604	42%	42%	16%	2025
Absence of cyberbullying^	2814	719	250	74%	19%	7%	2025
Healthy							Year / Term
Happiness	2164	1208	402	57%	32%	11%	2025
Optimism	1943	1281	575	51%	34%	15%	2025
Satisfaction with life	2021	1185	561	54%	31%	15%	2025
Emotion regulation	1586	1358	845	42%	36%	22%	2025
Absence of sadness^	1997	1182	617	53%	31%	16%	2025
Absence of worries^	1750	1193	830	46%	32%	22%	2025
Overall health	1401	1783	566	37%	48%	15%	2025
Material basics							Year / Term
Nutrition - breakfast	2934	313	610	76%	8%	16%	2025
Sleep	2411	656	750	63%	17%	20%	2025
Music and arts	2393	716	695	63%	19%	18%	2025
Sports	1848	959	1011	48%	25%	26%	2025
Organised activities	3240	374	243	84%	10%	6%	2025
Learning							Year / Term
Emotional engagement with teachers	2780	913	116	73%	24%	3%	2025
Engagement (flow)	1245	1394	1174	33%	37%	31%	2025
Perseverance	1865	1406	447	50%	38%	12%	2025
Cognitive engagement	2106	1204	499	55%	32%	13%	2025
Academic self concept	2480	937	387	65%	25%	10%	2025
Goal directed behaviour	1870	1338	580	49%	35%	15%	2025
Monitoring and evaluating	2251	1204	334	59%	32%	9%	2025
Autonomy	1884	1438	445	50%	38%	12%	2025
Participating							Year / Term
Connectedness to adults at home	2848	709	241	75%	19%	6%	2025
Friendship intimacy	2792	657	357	73%	17%	9%	2025
Resilience (coping skills)	1287	1554	939	34%	41%	25%	2025
Positive sense of culture and identity							Year / Term
School belonging	2084	935	732	56%	25%	20%	2025
Peer belonging	2165	1053	591	57%	28%	16%	2025



Wellbeing and engagement: All Tasmanian Government School Students

Year
5

The figure below shows the 2025 survey 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.

Loved, safe and valued							Year / Term
Important adult at school	2983	1025	90	73%	25%	2%	2025
Connectedness to adults at school	2544	1090	384	63%	27%	10%	2025
School climate	1575	1630	843	39%	40%	21%	2025
Safe at school	2626	870	526	65%	22%	13%	2025
Absence of physical bullying^	2110	1560	355	52%	39%	9%	2025
Absence of verbal bullying^	1350	1842	830	34%	46%	21%	2025
Absence of social bullying^	1606	1743	659	40%	43%	16%	2025
Absence of cyberbullying^	2910	821	267	73%	21%	7%	2025
Healthy							Year / Term
Happiness	2234	1317	497	55%	33%	12%	2025
Optimism	1887	1477	699	46%	36%	17%	2025
Satisfaction with life	2009	1286	752	50%	32%	19%	2025
Emotion regulation	1476	1555	1015	36%	38%	25%	2025
Absence of sadness^	2067	1305	676	51%	32%	17%	2025
Absence of worries^	1870	1249	913	46%	31%	23%	2025
Overall health	1331	1866	727	34%	48%	19%	2025
Material basics							Year / Term
Nutrition - breakfast	2827	413	796	70%	10%	20%	2025
Sleep	2442	763	804	61%	19%	20%	2025
Music and arts	2350	704	954	59%	18%	24%	2025
Sports	2002	948	1052	50%	24%	26%	2025
Organised activities	3362	361	312	83%	9%	8%	2025
Learning							Year / Term
Emotional engagement with teachers	2786	1069	184	69%	26%	5%	2025
Engagement (flow)	1111	1503	1413	28%	37%	35%	2025
Perseverance	1723	1713	580	43%	43%	14%	2025
Cognitive engagement	1974	1397	659	49%	35%	16%	2025
Academic self concept	2396	1148	488	59%	28%	12%	2025
Goal directed behaviour	1786	1529	686	45%	38%	17%	2025
Monitoring and evaluating	2166	1432	404	54%	36%	10%	2025
Autonomy	1783	1614	587	45%	41%	15%	2025
Participating							Year / Term
Connectedness to adults at home	2958	722	332	74%	18%	8%	2025
Friendship intimacy	2862	766	413	71%	19%	10%	2025
Resilience (coping skills)	1165	1804	1070	29%	45%	26%	2025
Positive sense of culture and identity							Year / Term
School belonging	1946	1174	876	49%	29%	22%	2025
Peer belonging	2091	1253	695	52%	31%	17%	2025



Wellbeing and engagement: All Tasmanian Government School Students

Year 6

The figure below shows the 2025 survey 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 adult at school	2892	1119	69	71%	27%	2%	2025
Connectedness to adults at school	2425	1192	411	60%	30%	10%	2025
School climate	1348	1710	990	33%	42%	24%	2025
Safe at school	2530	962	552	63%	24%	14%	2025
Absence of physical bullying^	2304	1407	322	57%	35%	8%	2025
Absence of verbal bullying^	1460	1735	837	36%	43%	21%	2025
Absence of social bullying^	1716	1653	653	43%	41%	16%	2025
Absence of cyberbullying^	2864	879	271	71%	22%	7%	2025
Healthy							Year / Term
Happiness	2095	1420	538	52%	35%	13%	2025
Optimism	1720	1552	788	42%	38%	19%	2025
Satisfaction with life	1794	1406	858	44%	35%	21%	2025
Emotion regulation	1285	1617	1150	32%	40%	28%	2025
Absence of sadness^	1962	1323	762	48%	33%	19%	2025
Absence of worries^	1790	1265	989	44%	31%	24%	2025
Overall health	1243	1853	822	32%	47%	21%	2025
Material basics							Year / Term
Nutrition - breakfast	2577	436	1025	64%	11%	25%	2025
Sleep	2332	859	830	58%	21%	21%	2025
Music and arts	2045	712	1273	51%	18%	32%	2025
Sports	2086	805	1130	52%	20%	28%	2025
Organised activities	3251	413	382	80%	10%	9%	2025
Learning							Year / Term
Emotional engagement with teachers	2646	1168	219	66%	29%	5%	2025
Engagement (flow)	969	1579	1482	24%	39%	37%	2025
Perseverance	1670	1778	593	41%	44%	15%	2025
Cognitive engagement	1830	1519	692	45%	38%	17%	2025
Academic self concept	2325	1204	511	58%	30%	13%	2025
Goal directed behaviour	1643	1625	764	41%	40%	19%	2025
Monitoring and evaluating	2052	1523	449	51%	38%	11%	2025
Autonomy	1662	1678	669	41%	42%	17%	2025
Participating							Year / Term
Connectedness to adults at home	2934	769	330	73%	19%	8%	2025
Friendship intimacy	2803	803	435	69%	20%	11%	2025
Resilience (coping skills)	1163	1771	1114	29%	44%	28%	2025
Positive sense of culture and identity							Year / Term
School belonging	1825	1280	907	45%	32%	23%	2025
Peer belonging	2011	1275	754	50%	32%	19%	2025



Wellbeing and engagement: All Tasmanian Government School Students

Year
7

The figure below shows the 2025 survey 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 adult at school	1908	1218	45	60%	38%	1%	2025
Connectedness to adults at school	1624	1078	428	52%	34%	14%	2025
School climate	636	1379	1120	20%	44%	36%	2025
Safe at school	1634	928	568	52%	30%	18%	2025
Absence of physical bullying^	1776	1104	229	57%	36%	7%	2025
Absence of verbal bullying^	1059	1363	686	34%	44%	22%	2025
Absence of social bullying^	1381	1251	471	45%	40%	15%	2025
Absence of cyberbullying^	2099	770	233	68%	25%	8%	2025
Healthy							Year / Term
Happiness	1447	1219	469	46%	39%	15%	2025
Optimism	1126	1337	688	36%	42%	22%	2025
Satisfaction with life	1143	1226	780	36%	39%	25%	2025
Emotion regulation	901	1279	963	29%	41%	31%	2025
Absence of sadness^	1401	1129	613	45%	36%	20%	2025
Absence of worries^	1315	1062	764	42%	34%	24%	2025
Overall health	729	1436	785	25%	49%	27%	2025
Material basics							Year / Term
Nutrition - breakfast	1574	421	1118	51%	14%	36%	2025
Sleep	1592	732	776	51%	24%	25%	2025
Music and arts	1348	500	1253	43%	16%	40%	2025
Sports	1442	485	1166	47%	16%	38%	2025
Organised activities	2330	342	440	75%	11%	14%	2025
Learning							Year / Term
Emotional engagement with teachers	1746	1170	221	56%	37%	7%	2025
Engagement (flow)	616	1246	1255	20%	40%	40%	2025
Perseverance	939	1475	718	30%	47%	23%	2025
Cognitive engagement	1010	1370	739	32%	44%	24%	2025
Academic self concept	1499	1119	518	48%	36%	17%	2025
Goal directed behaviour	1003	1357	739	32%	44%	24%	2025
Monitoring and evaluating	1269	1327	505	41%	43%	16%	2025
Autonomy	934	1446	708	30%	47%	23%	2025
Participating							Year / Term
Connectedness to adults at home	2161	670	304	69%	21%	10%	2025
Friendship intimacy	2096	666	359	67%	21%	12%	2025
Resilience (coping skills)	775	1475	892	25%	47%	28%	2025
Positive sense of culture and identity							Year / Term
School belonging	958	1233	935	31%	39%	30%	2025
Peer belonging	1395	1113	614	45%	36%	20%	2025



Wellbeing and engagement: All Tasmanian Government School Students

Year
8

The figure below shows the 2025 survey 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 adult at school	1775	1261	43	58%	41%	1%	2025
Connectedness to adults at school	1549	1066	435	51%	35%	14%	2025
School climate	503	1339	1204	17%	44%	40%	2025
Safe at school	1600	934	510	53%	31%	17%	2025
Absence of physical bullying^	1819	965	221	61%	32%	7%	2025
Absence of verbal bullying^	1059	1270	680	35%	42%	23%	2025
Absence of social bullying^	1351	1209	445	45%	40%	15%	2025
Absence of cyberbullying^	2028	724	246	68%	24%	8%	2025
Healthy							Year / Term
Happiness	1375	1230	442	45%	40%	15%	2025
Optimism	1023	1347	682	34%	44%	22%	2025
Satisfaction with life	1015	1213	822	33%	40%	27%	2025
Emotion regulation	815	1281	953	27%	42%	31%	2025
Absence of sadness^	1329	1109	607	44%	36%	20%	2025
Absence of worries^	1216	1064	765	40%	35%	25%	2025
Overall health	721	1344	792	25%	47%	28%	2025
Material basics							Year / Term
Nutrition - breakfast	1469	382	1161	49%	13%	39%	2025
Sleep	1544	716	743	51%	24%	25%	2025
Music and arts	1170	425	1412	39%	14%	47%	2025
Sports	1420	386	1194	47%	13%	40%	2025
Organised activities	2197	296	518	73%	10%	17%	2025
Learning							Year / Term
Emotional engagement with teachers	1663	1160	230	54%	38%	8%	2025
Engagement (flow)	551	1245	1231	18%	41%	41%	2025
Perseverance	885	1444	714	29%	47%	23%	2025
Cognitive engagement	914	1361	757	30%	45%	25%	2025
Academic self concept	1389	1146	511	46%	38%	17%	2025
Goal directed behaviour	948	1295	758	32%	43%	25%	2025
Monitoring and evaluating	1198	1310	490	40%	44%	16%	2025
Autonomy	833	1408	755	28%	47%	25%	2025
Participating							Year / Term
Connectedness to adults at home	2031	727	289	67%	24%	9%	2025
Friendship intimacy	1944	738	343	64%	24%	11%	2025
Resilience (coping skills)	762	1483	800	25%	49%	26%	2025
Positive sense of culture and identity							Year / Term
School belonging	867	1257	907	29%	41%	30%	2025
Peer belonging	1329	1101	595	44%	36%	20%	2025



Wellbeing and engagement: All Tasmanian Government School Students

Year
9

The figure below shows the 2025 survey 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 adult at school	1805	1066	49	62%	37%	2%	2025
Connectedness to adults at school	1560	940	378	54%	33%	13%	2025
School climate	547	1272	1065	19%	44%	37%	2025
Safe at school	1543	885	452	54%	31%	16%	2025
Absence of physical bullying^	1861	743	222	66%	26%	8%	2025
Absence of verbal bullying^	1119	1156	550	40%	41%	19%	2025
Absence of social bullying^	1404	1013	405	50%	36%	14%	2025
Absence of cyberbullying^	1971	620	228	70%	22%	8%	2025
Healthy							Year / Term
Happiness	1264	1153	455	44%	40%	16%	2025
Optimism	982	1254	632	34%	44%	22%	2025
Satisfaction with life	889	1171	807	31%	41%	28%	2025
Emotion regulation	811	1149	903	28%	40%	32%	2025
Absence of sadness^	1167	1086	599	41%	38%	21%	2025
Absence of worries^	1066	1057	728	37%	37%	26%	2025
Overall health	606	1305	821	22%	48%	30%	2025
Material basics							Year / Term
Nutrition - breakfast	1311	381	1144	46%	13%	40%	2025
Sleep	1341	760	723	47%	27%	26%	2025
Music and arts	1027	360	1429	36%	13%	51%	2025
Sports	1241	338	1237	44%	12%	44%	2025
Organised activities	1940	295	597	69%	10%	21%	2025
Learning							Year / Term
Emotional engagement with teachers	1630	1036	219	56%	36%	8%	2025
Engagement (flow)	555	1240	1078	19%	43%	38%	2025
Perseverance	877	1310	682	31%	46%	24%	2025
Cognitive engagement	878	1309	687	31%	46%	24%	2025
Academic self concept	1353	1045	485	47%	36%	17%	2025
Goal directed behaviour	941	1187	684	33%	42%	24%	2025
Monitoring and evaluating	1174	1188	446	42%	42%	16%	2025
Autonomy	854	1309	643	30%	47%	23%	2025
Participating							Year / Term
Connectedness to adults at home	1908	660	313	66%	23%	11%	2025
Friendship intimacy	1815	721	305	64%	25%	11%	2025
Resilience (coping skills)	808	1367	679	28%	48%	24%	2025
Positive sense of culture and identity							Year / Term
School belonging	854	1191	826	30%	41%	29%	2025
Peer belonging	1231	1046	565	43%	37%	20%	2025



Wellbeing and engagement: All Tasmanian Government School Students

Year 10

The figure below shows the 2025 survey 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.

Loved, safe and valued							Year / Term
Important adult at school	1917	956	53	66%	33%	2%	2025
Connectedness to adults at school	1636	921	313	57%	32%	11%	2025
School climate	551	1261	1056	19%	44%	37%	2025
Safe at school	1556	863	445	54%	30%	16%	2025
Absence of physical bullying^	1927	691	169	69%	25%	6%	2025
Absence of verbal bullying^	1259	1058	469	45%	38%	17%	2025
Absence of social bullying^	1456	975	359	52%	35%	13%	2025
Absence of cyberbullying^	2013	587	188	72%	21%	7%	2025
Healthy							Year / Term
Happiness	1278	1182	419	44%	41%	15%	2025
Optimism	1053	1230	591	37%	43%	21%	2025
Satisfaction with life	919	1162	792	32%	40%	28%	2025
Emotion regulation	781	1280	790	27%	45%	28%	2025
Absence of sadness^	1110	1076	656	39%	38%	23%	2025
Absence of worries^	937	1106	799	33%	39%	28%	2025
Absence of distress~^	1924	708	222	67%	25%	8%	2025
Overall health	572	1396	807	21%	50%	29%	2025
Material basics							Year / Term
Nutrition - breakfast	1240	373	1183	44%	13%	42%	2025
Sleep	1252	771	763	45%	28%	27%	2025
Music and arts	977	314	1484	35%	11%	53%	2025
Sports	1136	269	1375	41%	10%	49%	2025
Organised activities	1811	311	668	65%	11%	24%	2025
Learning							Year / Term
Emotional engagement with teachers	1739	978	153	61%	34%	5%	2025
Engagement (flow)	565	1319	966	20%	46%	34%	2025
Perseverance	975	1324	580	34%	46%	20%	2025
Cognitive engagement	887	1376	576	31%	48%	20%	2025
Academic self concept	1374	1097	392	48%	38%	14%	2025
Learning practices~	488	1384	930	17%	49%	33%	2025
Monitoring and evaluating	1279	1154	345	46%	42%	12%	2025
Autonomy	959	1246	567	35%	45%	20%	2025
Participating							Year / Term
Connectedness to adults at home	1968	647	252	69%	23%	9%	2025
Friendship intimacy	1804	722	301	64%	26%	11%	2025
Resilience (coping skills)	789	1399	659	28%	49%	23%	2025
Motivation to achieve goals~	994	1364	506	35%	48%	18%	2025
Future goal planning~	1025	1562	277	36%	55%	10%	2025
Feelings about after school study/work~	1024	1122	648	37%	40%	23%	2025



Positive sense of culture and identity							Year / Term
School belonging	848	1189	818	30%	42%	29%	2025
Peer belonging	1199	1074	552	42%	38%	20%	2025
Meeting expectations~	766	1352	749	27%	47%	26%	2025
Expectations for success~	1191	1232	443	42%	43%	15%	2025
Feelings about the future~	1400	943	449	50%	34%	16%	2025

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



Wellbeing and engagement: All Tasmanian Government School Students

Year
11

The figure below shows the 2025 survey 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.

Loved, safe and valued							Year / Term
Important adult at school	1485	821	140	61%	34%	6%	2025
Connectedness to adults at school	1458	666	202	63%	29%	9%	2025
School climate	873	1094	349	38%	47%	15%	2025
Safe at school	1540	620	153	67%	27%	7%	2025
Absence of physical bullying^	1868	332	83	82%	15%	4%	2025
Absence of verbal bullying^	1344	740	195	59%	32%	9%	2025
Absence of social bullying^	1364	726	189	60%	32%	8%	2025
Absence of cyberbullying^	1747	404	128	77%	18%	6%	2025
Healthy							Year / Term
Happiness	1063	1036	341	44%	42%	14%	2025
Optimism	895	1054	469	37%	44%	19%	2025
Satisfaction with life	756	999	663	31%	41%	27%	2025
Emotion regulation	698	1108	551	30%	47%	23%	2025
Absence of sadness^	883	914	551	38%	39%	23%	2025
Absence of worries^	705	967	673	30%	41%	29%	2025
Absence of distress~^	1561	612	199	66%	26%	8%	2025
Overall health	417	1156	686	18%	51%	30%	2025
Material basics							Year / Term
Nutrition - breakfast	1004	351	920	44%	15%	40%	2025
Sleep	920	708	643	41%	31%	28%	2025
Music and arts	856	246	1151	38%	11%	51%	2025
Sports	852	207	1201	38%	9%	53%	2025
Organised activities	1440	235	591	64%	10%	26%	2025
Learning							Year / Term
Emotional engagement with teachers	1834	461	33	79%	20%	1%	2025
Engagement (flow)	559	1105	632	24%	48%	28%	2025
Perseverance	867	1103	472	36%	45%	19%	2025
Cognitive engagement	849	1109	325	37%	49%	14%	2025
Academic self concept	1345	812	158	58%	35%	7%	2025
Learning practices~	529	1125	634	23%	49%	28%	2025
Monitoring and evaluating	1140	933	173	51%	42%	8%	2025
Autonomy	1058	979	202	47%	44%	9%	2025
Participating							Year / Term
Connectedness to adults at home	1578	531	219	68%	23%	9%	2025
Friendship intimacy	1447	612	247	63%	27%	11%	2025
Resilience (coping skills)	695	1152	500	30%	49%	21%	2025
Motivation to achieve goals~	833	1122	427	35%	47%	18%	2025
Future goal planning~	894	1264	222	38%	53%	9%	2025
Feelings about after school study/work~	785	975	515	35%	43%	23%	2025



Positive sense of culture and identity							Year / Term
School belonging	794	1035	482	34%	45%	21%	2025
Peer belonging	959	913	436	42%	40%	19%	2025
Meeting expectations~	661	1083	656	28%	45%	27%	2025
Expectations for success~	1102	965	336	46%	40%	14%	2025
Feelings about the future~	1093	810	381	48%	35%	17%	2025

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



Wellbeing and engagement: All Tasmanian Government School Students

Year
12

The figure below shows the 2025 survey 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.

Loved, safe and valued							Year / Term
Important adult at school	1174	468	106	67%	27%	6%	2025
Connectedness to adults at school	1140	418	100	69%	25%	6%	2025
School climate	662	776	210	40%	47%	13%	2025
Safe at school	1120	428	97	68%	26%	6%	2025
Absence of physical bullying^	1342	204	65	83%	13%	4%	2025
Absence of verbal bullying^	1022	451	137	63%	28%	9%	2025
Absence of social bullying^	1007	476	129	62%	30%	8%	2025
Absence of cyberbullying^	1279	236	95	79%	15%	6%	2025
Healthy							Year / Term
Happiness	791	711	245	45%	41%	14%	2025
Optimism	679	746	317	39%	43%	18%	2025
Satisfaction with life	551	731	458	32%	42%	26%	2025
Emotion regulation	517	765	407	31%	45%	24%	2025
Absence of sadness^	639	681	351	38%	41%	21%	2025
Absence of worries^	498	695	478	30%	42%	29%	2025
Absence of distress~^	1113	446	134	66%	26%	8%	2025
Overall health	270	833	502	17%	52%	31%	2025
Material basics							Year / Term
Nutrition - breakfast	712	254	645	44%	16%	40%	2025
Sleep	612	543	456	38%	34%	28%	2025
Music and arts	648	185	766	41%	12%	48%	2025
Sports	566	146	891	35%	9%	56%	2025
Organised activities	1002	177	429	62%	11%	27%	2025
Learning							Year / Term
Emotional engagement with teachers	1375	264	20	83%	16%	1%	2025
Engagement (flow)	448	794	386	28%	49%	24%	2025
Perseverance	677	733	336	39%	42%	19%	2025
Cognitive engagement	657	744	214	41%	46%	13%	2025
Academic self concept	1020	534	93	62%	32%	6%	2025
Learning practices~	384	794	443	24%	49%	27%	2025
Monitoring and evaluating	879	602	117	55%	38%	7%	2025
Autonomy	829	637	130	52%	40%	8%	2025
Participating							Year / Term
Connectedness to adults at home	1208	332	120	73%	20%	7%	2025
Friendship intimacy	1034	414	183	63%	25%	11%	2025
Resilience (coping skills)	527	840	303	32%	50%	18%	2025
Motivation to achieve goals~	636	811	257	37%	48%	15%	2025
Future goal planning~	701	868	135	41%	51%	8%	2025
Feelings about after school study/work~	629	649	332	39%	40%	21%	2025



Positive sense of culture and identity

Year / Term

School belonging	598	704	337	36%	43%	21%	2025
Peer belonging	717	595	320	44%	36%	20%	2025
Meeting expectations~	499	754	480	29%	44%	28%	2025
Expectations for success~	878	647	208	51%	37%	12%	2025
Feelings about the future~	837	516	264	52%	32%	16%	2025

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



Part 4: Wellbeing and engagement results: digging deeper

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

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



1. All Tasmanian Government School students' emotional wellbeing

Analysis of wellbeing data over time shows 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 2025.

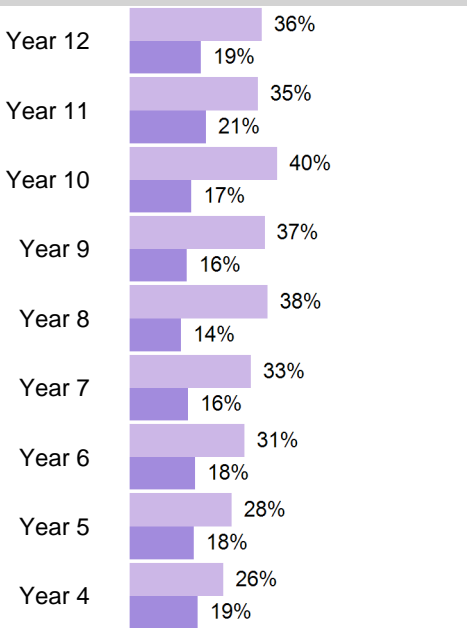
Girls	Boys
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Please note that to protect the confidentiality of students, the results for students whose gender was not recorded or is not identified as 'boy' or 'girl' are not shown in this section of the report. If there are < 5 Girls or < 5 Boys at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

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

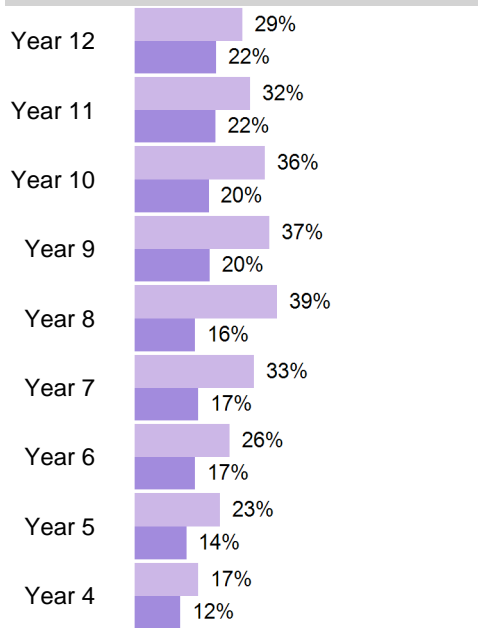
All Tasmanian Government School Students

Students with Low Absence of worries



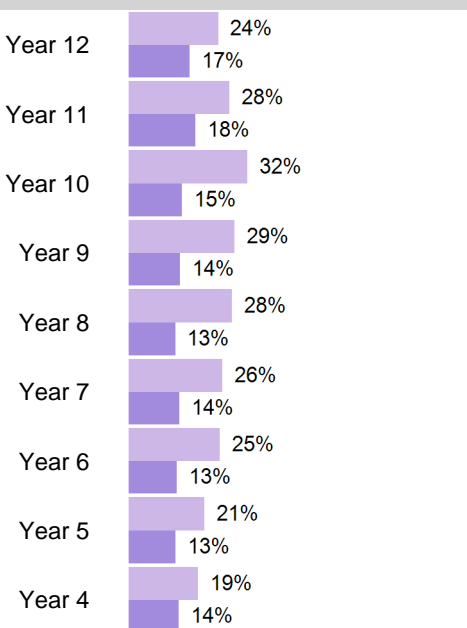
All Tasmanian Government School Students

Students with Low Satisfaction with life



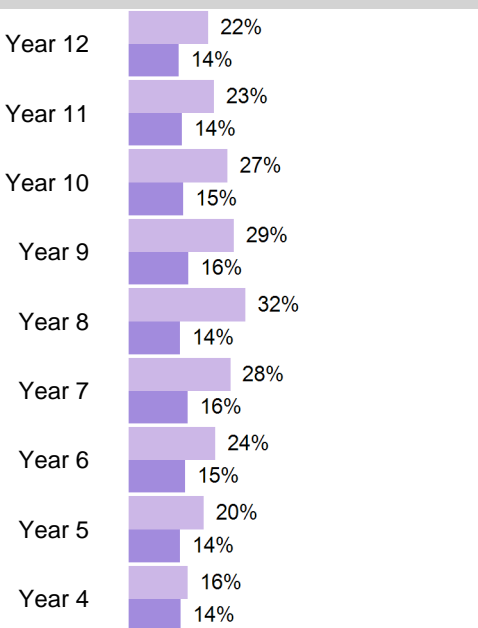
All Tasmanian Government School Students

Students with Low Absence of sadness



All Tasmanian Government School Students

Students with Low Optimism





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	325	148
	Year 11	440	225
	Year 10	544	250
	Year 9	481	240
	Year 8	535	228
	Year 7	503	258
	Year 6	618	370
	Year 5	552	360
	Year 4	470	359
Students with Low Absence of sadness	Year 12	220	127
	Year 11	346	197
	Year 10	437	216
	Year 9	377	215
	Year 8	399	206
	Year 7	388	223
	Year 6	490	272
	Year 5	411	263
	Year 4	349	266
Students with Low Satisfaction with life	Year 12	274	177
	Year 11	407	247
	Year 10	482	305
	Year 9	484	315
	Year 8	553	267
	Year 7	496	281
	Year 6	514	343
	Year 5	460	291
	Year 4	320	240
Students with Low Optimism	Year 12	202	108
	Year 11	301	162
	Year 10	365	224
	Year 9	377	251
	Year 8	453	227
	Year 7	423	261
	Year 6	468	320
	Year 5	406	291
	Year 4	299	274



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 as 'boy' or 'girl' 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 (*).

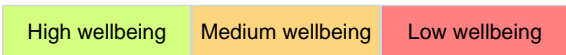
School climate

"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 2025 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.



All Tasmanian Government School Students

	Year	Number of students			Percentage of students		
		High wellbeing	Medium wellbeing	Low wellbeing	High wellbeing	Medium wellbeing	Low wellbeing
Girl	Year 4	873	714	274	47%	38%	15%
	Year 5	726	807	447	37%	41%	23%
	Year 6	617	834	523	31%	42%	26%
	Year 7	260	669	583	17%	44%	39%
	Year 8	163	603	657	11%	42%	46%
	Year 9	185	558	579	14%	42%	44%
	Year 10	186	570	599	14%	42%	44%
	Year 11	448	594	196	36%	48%	16%
	Year 12	335	433	123	38%	49%	14%
Boy	Year 4	959	681	313	49%	35%	16%
	Year 5	849	820	396	41%	40%	19%
	Year 6	731	875	466	35%	42%	22%
	Year 7	375	705	536	23%	44%	33%
	Year 8	340	735	544	21%	45%	34%
	Year 9	361	707	480	23%	46%	31%
	Year 10	363	685	455	24%	46%	30%
	Year 11	424	491	152	40%	46%	14%
	Year 12	325	339	85	43%	45%	11%



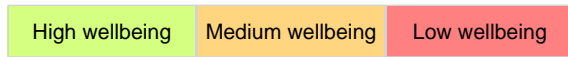
School belonging

"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 2025 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.



All Tasmanian Government School Students

	Year	High wellbeing	Medium wellbeing	Low wellbeing
Girl	Year 4	990	464	373
	Year 5	861	609	482
	Year 6	826	636	495
	Year 7	373	608	531
	Year 8	286	588	542
	Year 9	295	558	464
	Year 10	292	574	483
	Year 11	385	570	281
	Year 12	297	396	195
Boy	Year 4	1094	471	357
	Year 5	1084	563	394
	Year 6	998	643	412
	Year 7	583	622	402
	Year 8	581	667	363
	Year 9	558	627	355
	Year 10	554	611	331
	Year 11	407	459	198
	Year 12	299	306	139



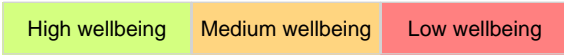
Safe at school

"How safe young people feel at school"

Questions asked for Safe at school

- I feel safe at school.

The tables below show the 2025 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.



All Tasmanian Government School Students

	Year	Number of students			Wellbeing levels (%)		
		Total	High wellbeing	Medium wellbeing	Low wellbeing	High wellbeing	Medium wellbeing
Girl	Year 4	1271	353	224	69%	19%	12%
	Year 5	1243	473	256	63%	24%	13%
	Year 6	1197	504	271	61%	26%	14%
	Year 7	729	475	307	48%	31%	20%
	Year 8	642	477	303	45%	34%	21%
	Year 9	623	434	264	47%	33%	20%
	Year 10	631	457	266	47%	34%	20%
	Year 11	819	339	80	66%	27%	6%
	Year 12	594	237	59	67%	27%	7%
Boy	Year 4	1308	370	263	67%	19%	14%
	Year 5	1383	394	270	68%	19%	13%
	Year 6	1331	458	281	64%	22%	14%
	Year 7	902	451	259	56%	28%	16%
	Year 8	956	455	207	59%	28%	13%
	Year 9	913	446	186	59%	29%	12%
	Year 10	922	402	176	61%	27%	12%
	Year 11	715	278	71	67%	26%	7%
	Year 12	521	189	37	70%	25%	5%

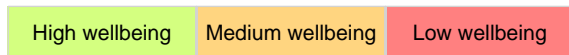
Emotional engagement with teachers

"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 2025 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	Number of students			Wellbeing levels		
		Total	High	Medium	Low	High	Medium
Girl	Year 4	1400	413	46	75%	22%	2%
	Year 5	1365	522	89	69%	26%	5%
	Year 6	1319	551	96	67%	28%	5%
	Year 7	820	586	108	54%	39%	7%
	Year 8	709	606	108	50%	43%	8%
	Year 9	720	497	103	55%	38%	8%
	Year 10	794	493	70	59%	36%	5%
	Year 11	980	250	15	79%	20%	1%
	Year 12	729	156	12	81%	17%	1%
Boy	Year 4	1379	499	70	71%	26%	4%
	Year 5	1420	545	95	69%	26%	5%
	Year 6	1326	616	123	64%	30%	6%
	Year 7	921	582	113	57%	36%	7%
	Year 8	953	551	122	59%	34%	8%
	Year 9	901	537	113	58%	35%	7%
	Year 10	938	482	83	62%	32%	6%
	Year 11	846	208	18	79%	19%	2%
	Year 12	640	106	8	85%	14%	1%



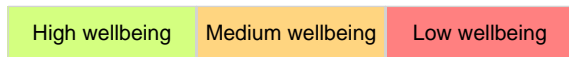
Cognitive engagement

"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 2025 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			Percentage of students		
		Total	High wellbeing	Medium wellbeing	Low wellbeing	High wellbeing	Medium wellbeing
Girl	Year 4	1019	584	255	55%	31%	14%
	Year 5	956	667	344	49%	34%	17%
	Year 6	880	734	360	45%	37%	18%
	Year 7	448	651	413	30%	43%	27%
	Year 8	387	595	434	27%	42%	31%
	Year 9	383	588	348	29%	45%	26%
	Year 10	407	638	298	30%	48%	22%
	Year 11	444	595	183	36%	49%	15%
	Year 12	352	398	126	40%	45%	14%
Boy	Year 4	1087	619	243	56%	32%	12%
	Year 5	1018	727	315	49%	35%	15%
	Year 6	949	784	332	46%	38%	16%
	Year 7	558	718	324	35%	45%	20%
	Year 8	525	765	322	33%	47%	20%
	Year 9	495	712	334	32%	46%	22%
	Year 10	476	734	276	32%	49%	19%
	Year 11	400	510	140	38%	49%	13%
	Year 12	305	341	85	42%	47%	12%