



Student Wellbeing and Engagement Survey 2022

WELLBEING FOR LEARNING

**All Tasmanian Government School
Students**

Survey year: 2022



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, 2022

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, 2022, by year level and gender

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

Document Control

Managed by	Education Performance and Review
Contact position	Education Review Officer, EPR
Contact email	schoolsurveys@education.tas.gov.au
Version	1.0
Status	Final
Security classification	For Official Use Only



**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 2022, 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 2022 being the fourth year of the survey, there are now further opportunities to identify trends in the data.

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

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



How to use this report

The aims of this report are to:

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

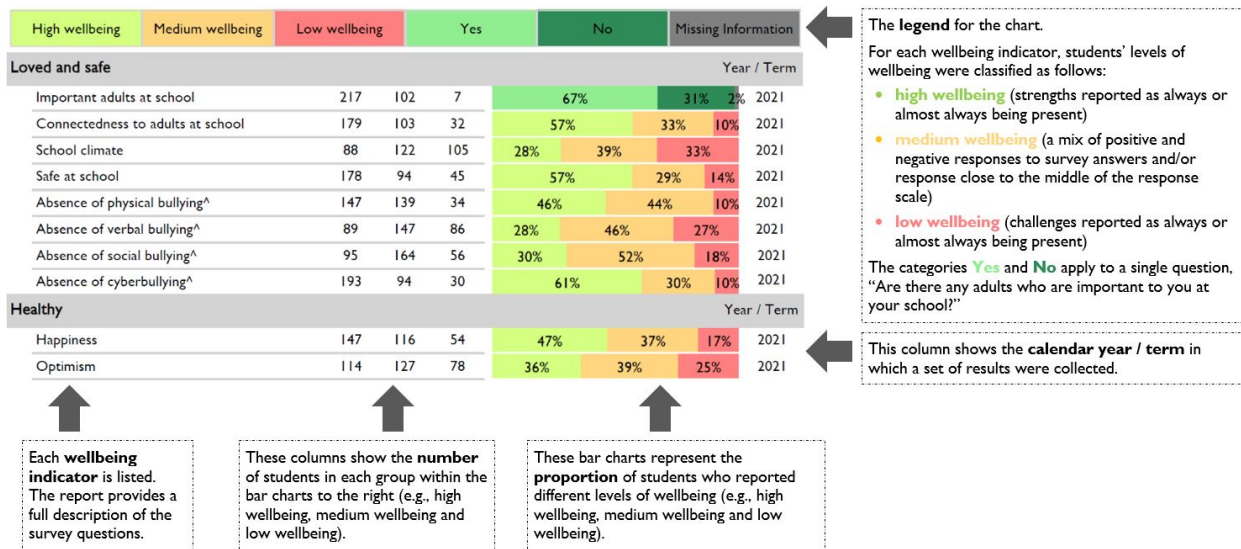
The results shown in the report can be used to reflect on:

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

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



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



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

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

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

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



Structure of this report

Part 1: Wellbeing results for All Tasmanian Government School Students, 2022

This section of the report sets out the wellbeing results from 2022 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, 2022, by year level and gender

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2022 for each separate year level group for All Tasmanian Government School Students. This is intended to allow for detailed and separate planning.

Part 4: Wellbeing: Digging deeper

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

- Emotional wellbeing
- Engagement with school and learning



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~	Young people's beliefs about their capacity to recover from difficulties and challenges
Motivation to achieve goals~	How confident young people are that they can achieve their goals
Future goal planning~	Young people's beliefs about their ability to plan for the future and pursue their goals
Feelings about after school study/work~	How confident young people are that they can achieve their study/work goals after school

Positive sense of culture and identity

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

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



^ denotes subdomains 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).
	Absence of cyberbullying [^]	In the last year, how often have you been bullied by other students in the following ways? Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).
Healthy	Happiness	I feel happy. I have a lot of fun. I love life. I am a cheerful person.
	Optimism	I have more good times than bad times. I believe more good things than bad things will happen to me. I start most days thinking I will have a good day.
	Satisfaction with life	In most ways my life is close to the way I would want it to be. The things in my life are excellent. I am happy with my life. So far I have gotten the important things I want in life. If I could live my life over again, I would have it the same way.
	Emotion regulation	When I'm worried about something, I make myself think about it in a different way that helps me feel better. When I want to feel happier about something, I change the way I'm thinking about it. When I want to feel less bad (e.g. sad, angry or worried), I change the way that I'm thinking about it.
	Absence of sadness [^]	I feel unhappy a lot of the time. I feel upset about things. I feel that I do things wrong a lot.
	Absence of worries [^]	I worry a lot about things at home. I worry a lot about things at school. I worry a lot about mistakes that I make. I worry about things.
	Absence of distress~ [^]	In the last month about how often did you feel...nervous? In the last month about how often did you feel...hopeless? In the last month about how often did you feel...restless or fidgety? In the last month about how often did you feel...so sad that nothing could cheer you up? In the last month about how often did you feel...that everything was an effort? In the last month about how often did you feel...worthless?
	Overall health	In general, how would you describe your health?
	Nutrition - breakfast	How often do you eat breakfast?
	Sleep	How often do you get a good night's sleep?
Material basics	Music and arts	i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS] j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]
	Sports	a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]
	Organised activities	a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS] i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS] j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS] l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]
	Emotional engagement with teachers	I get along well with most of my teachers. Most of my teachers are interested in my well-being. Most of my teachers really listen to what I have to say. If I need extra help, I will receive it from my teachers. Most of my teachers treat me fairly.
	Engagement (flow)	When I do an activity, I enjoy it so much that I lose track of time. I get completely absorbed in what I am doing. I get so involved in activities that I forget about everything else. When I am learning something new, I lose track of how much time has passed.
Learning	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.



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.
	Friendship intimacy	In my home, there is a parent or another adult who I can talk to about my problems. I have at least one really good friend I can talk to when something is bothering me. I have a friend I can tell everything to.
	Resilience~	There is somebody my age who really understands me. I tend to bounce back quickly after hard times. I have a hard time making it through stressful events. It does not take me long to recover from a stressful event. It is hard for me to snap back when something bad happens. I usually come through difficult times with little trouble. I tend to take a long time to get over set-backs in my life.
	Motivation to achieve goals~	I actively pursue my goals. My past experiences have prepared me well for the future. I've been pretty successful in life. I meet the goals that I set for myself.
	Future goal planning~	I can think of many ways to get myself out of trouble. There are lots of ways around any problem. I can think of many ways to get the things in life that are important to me. Even when others get discouraged, I know I can find a way to solve a problem.
	Feelings about after school study/work~	How confident are you in your ability to achieve your study/work goals after school?
	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.
Positive sense of culture and identity	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 5 Survey collections in 2019; 2020 T1; 2020 T3; 2021; 2022.

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 in the comparison group (2022 statewide data) is also provided.

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
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
	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



2020 T3	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 2022 wellbeing results for All Tasmanian Government School Students.

The figure shows the number and proportion of students in 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	18432	9358	737	65%		33%	3%	2022
Connectedness to adults at school	15988	8978	2984	57%		32%	11%	2022
School climate	8016	12043	7935	29%	43%	28%		2022
Safe at school	16002	7426	4443	57%		27%	16%	2022
Absence of physical bullying^	16210	9238	2328	58%		33%	8%	2022
Absence of verbal bullying^	10870	11460	5380	39%	41%	19%		2022
Absence of social bullying^	12669	10904	4096	46%	39%	15%		2022
Absence of cyberbullying^	18841	6653	2145	68%		24%	8%	2022
Healthy								Year / Term
Happiness	12498	10690	5014	44%	38%	18%		2022
Optimism	10247	11495	6518	36%	41%	23%		2022
Satisfaction with life	9676	10586	7937	34%	38%	28%		2022
Emotion regulation	8437	10985	8664	30%	39%	31%		2022
Absence of sadness^	11824	10053	6214	42%	36%	22%		2022
Absence of worries^	9819	9912	8301	35%	35%	30%		2022
Absence of distress~^	4067	1915	695	61%		29%	10%	2022
Overall health	6770	12996	7457	25%	48%	27%		2022
Material basics								Year / Term
Nutrition - breakfast	15899	3204	8763	57%		11%	31%	2022
Sleep	13150	6557	7987	47%	24%	29%		2022
Music and arts	12633	4119	10833	46%	15%	39%		2022
Sports	12245	4805	10467	44%	17%	38%		2022
Organised activities	20316	2947	4534	73%		11%	16%	2022
Learning								Year / Term
Emotional engagement with teachers	18049	8480	1459	64%		30%	5%	2022
Engagement (flow)	6402	11184	10244	23%	40%	37%		2022
Perseverance	10092	12392	5626	36%	44%	20%		2022
Cognitive engagement	10943	11502	5378	39%	41%	19%		2022
Academic self concept	15304	8961	3682	55%		32%	13%	2022
Learning practices~	1131	3191	2166	17%	49%	33%		2022
Participating								Year / Term
Connectedness to adults at home	19102	6196	2604	68%		22%	9%	2022
Friendship intimacy	18189	6079	3641	65%		22%	13%	2022
Resilience~	686	3539	2399	10%	53%	36%		2022
Motivation to achieve goals~	1998	3314	1386	30%	49%	21%		2022
Future goal planning~	2362	3594	740	35%	54%	11%		2022
Feelings about after school study/work~	2158	2681	1601	34%	42%	25%		2022
Positive sense of culture and identity								Year / Term
School belonging	9778	9983	7973	35%	36%	29%		2022
Peer belonging	12634	9632	5661	45%	34%	20%		2022
Meeting expectations~	1952	2986	1808	29%	44%	27%		2022
Expectations for success~	3105	2582	1057	46%	38%	16%		2022



Feelings about the future~	3192	2149	1127	49%	33%	17%	2022
----------------------------	------	------	------	-----	-----	-----	------

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

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

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



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

Wellbeing results for All Tasmanian Government School Students over time

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

The figure shows the number and proportion of students in 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	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	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	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	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^	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^	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^	12669	10904	4096	46%	39%	15%	2022
	12304	11861	4477	43%	41%	16%	2021
	10599	9457	3103	46%	41%	13%	2020 T3
	7022	5956	1786	48%	40%	12%	2020 T1
	12745	11473	3618	46%	41%	13%	2019
Absence of cyberbullying^	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



Absence of cyberbullying^	19898	6006	1838	72%	22%	7%	2019
Healthy				Year / Term			
Happiness	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	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	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	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^	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^	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~^	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	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	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	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



Sleep	14022	5949	7480	51%	22%	27%	2019
Music and arts	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	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	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	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)	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	10092	12392	5626	36%	44%	20%	2022
	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	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	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~	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	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



Connectedness to adults at home	19975	5822	2275	71%	21%	8%	2019
Friendship intimacy	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
	686	3539	2399	10%	53%	36%	2022
Resilience~	677	3603	2532	10%	53%	37%	2021
	556	2952	1903	10%	55%	35%	2020 T3
	492	2515	1481	11%	56%	33%	2020 T1
	705	3597	2416	10%	54%	36%	2019
	1998	3314	1386	30%	49%	21%	2022
Motivation to achieve goals~	1954	3423	1519	28%	50%	22%	2021
	1656	2662	1116	30%	49%	21%	2020 T3
	1393	2276	833	31%	51%	19%	2020 T1
	1971	3340	1456	29%	49%	22%	2019
	2362	3594	740	35%	54%	11%	2022
Future goal planning~	2437	3738	721	35%	54%	10%	2021
	1974	2893	563	36%	53%	10%	2020 T3
	1657	2431	415	37%	54%	9%	2020 T1
	2454	3574	745	36%	53%	11%	2019
	2158	2681	1601	34%	42%	25%	2022
Feelings about after school study/work~	1979	2765	1814	30%	42%	28%	2021
	1667	2149	1434	32%	41%	27%	2020 T3
	1461	1954	995	33%	44%	23%	2020 T1
	2099	2713	1759	32%	41%	27%	2019
Positive sense of culture and identity							Year / Term
School belonging	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	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~	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~	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~	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, 2022, 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 2022 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
----------------	------------------	---------------	-----	----	---------------------

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 2022 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	3086	914	113	75%	22%	3%	2022
Connectedness to adults at school	2630	1047	295	66%	26%	7%	2022
School climate	2008	1459	529	50%	37%	13%	2022
Safe at school	2730	716	512	69%	18%	13%	2022
Absence of physical bullying^	1882	1695	442	47%	42%	11%	2022
Absence of verbal bullying^	1395	1818	757	35%	46%	19%	2022
Absence of social bullying^	1619	1737	609	41%	44%	15%	2022
Absence of cyberbullying^	2798	860	291	71%	22%	7%	2022
Healthy							Year / Term
Happiness	2283	1221	425	58%	31%	11%	2022
Optimism	2034	1330	612	51%	33%	15%	2022
Satisfaction with life	2024	1278	643	51%	32%	16%	2022
Emotion regulation	1688	1380	894	43%	35%	23%	2022
Absence of sadness^	2090	1252	637	53%	31%	16%	2022
Absence of worries^	1770	1248	937	45%	32%	24%	2022
Overall health	1449	1909	618	36%	48%	16%	2022
Material basics							Year / Term
Nutrition - breakfast	3153	291	609	78%	7%	15%	2022
Sleep	2347	691	928	59%	17%	23%	2022
Music and arts	2554	678	730	64%	17%	18%	2022
Sports	1814	1121	1048	46%	28%	26%	2022
Organised activities	3380	373	282	84%	9%	7%	2022
Learning							Year / Term
Emotional engagement with teachers	2982	885	122	75%	22%	3%	2022
Engagement (flow)	1241	1441	1294	31%	36%	33%	2022
Perseverance	2003	1428	444	52%	37%	11%	2022
Cognitive engagement	2289	1186	500	58%	30%	13%	2022
Academic self concept	2739	887	347	69%	22%	9%	2022
Participating							Year / Term
Connectedness to adults at home	2968	718	259	75%	18%	7%	2022
Friendship intimacy	2846	715	419	72%	18%	11%	2022
Positive sense of culture and identity							Year / Term
School belonging	2136	1045	746	54%	27%	19%	2022
Peer belonging	2206	1136	644	55%	28%	16%	2022



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2022 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	2897	1088	96	71%	27%	2%	2022
Connectedness to adults at school	2517	1177	328	63%	29%	8%	2022
School climate	1477	1783	783	37%	44%	19%	2022
Safe at school	2467	912	629	62%	23%	16%	2022
Absence of physical bullying^	1995	1612	397	50%	40%	10%	2022
Absence of verbal bullying^	1306	1832	851	33%	46%	21%	2022
Absence of social bullying^	1536	1791	660	39%	45%	17%	2022
Absence of cyberbullying^	2700	937	339	68%	24%	9%	2022
Healthy						Year / Term	
Happiness	2066	1373	581	51%	34%	14%	2022
Optimism	1714	1527	795	42%	38%	20%	2022
Satisfaction with life	1783	1401	840	44%	35%	21%	2022
Emotion regulation	1387	1500	1140	34%	37%	28%	2022
Absence of sadness^	1956	1327	753	48%	33%	19%	2022
Absence of worries^	1601	1326	1100	40%	33%	27%	2022
Overall health	1291	1901	746	33%	48%	19%	2022
Material basics						Year / Term	
Nutrition - breakfast	2868	361	803	71%	9%	20%	2022
Sleep	2212	771	1022	55%	19%	26%	2022
Music and arts	2319	732	945	58%	18%	24%	2022
Sports	1924	963	1084	48%	24%	27%	2022
Organised activities	3299	400	332	82%	10%	8%	2022
Learning						Year / Term	
Emotional engagement with teachers	2795	1093	142	69%	27%	4%	2022
Engagement (flow)	1073	1521	1415	27%	38%	35%	2022
Perseverance	1721	1712	568	43%	43%	14%	2022
Cognitive engagement	1995	1414	619	50%	35%	15%	2022
Academic self concept	2476	1097	463	61%	27%	11%	2022
Participating						Year / Term	
Connectedness to adults at home	2912	812	285	73%	20%	7%	2022
Friendship intimacy	2744	764	515	68%	19%	13%	2022
Positive sense of culture and identity						Year / Term	
School belonging	1799	1201	990	45%	30%	25%	2022
Peer belonging	1944	1300	792	48%	32%	20%	2022



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2022 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	2721	1172	83	68%		29% 2%	2022
Connectedness to adults at school	2440	1134	360	62%		29% 9%	2022
School climate	1285	1775	892	33%	45%	23%	2022
Safe at school	2414	953	563	61%		24% 14%	2022
Absence of physical bullying^	2136	1527	273	54%		39% 7%	2022
Absence of verbal bullying^	1400	1739	786	36%	44%	20%	2022
Absence of social bullying^	1655	1671	591	42%		43% 15%	2022
Absence of cyberbullying^	2670	938	304	68%		24% 8%	2022
Healthy							Year / Term
Happiness	2011	1398	543	51%		35% 14%	2022
Optimism	1555	1586	821	39%		40% 21%	2022
Satisfaction with life	1611	1420	922	41%		36% 23%	2022
Emotion regulation	1240	1503	1211	31%	38%	31%	2022
Absence of sadness^	1840	1347	774	46%		34% 20%	2022
Absence of worries^	1543	1322	1087	39%		33% 28%	2022
Overall health	1161	1902	799	30%	49%	21%	2022
Material basics							Year / Term
Nutrition - breakfast	2567	459	906	65%		12% 23%	2022
Sleep	2140	810	972	55%		21% 25%	2022
Music and arts	1949	751	1226	50%		19% 31%	2022
Sports	1924	809	1169	49%		21% 30%	2022
Organised activities	3106	429	409	79%		11%10%	2022
Learning							Year / Term
Emotional engagement with teachers	2647	1105	192	67%		28% 5%	2022
Engagement (flow)	965	1546	1424	25%	39%	36%	2022
Perseverance	1613	1756	575	41%		45% 15%	2022
Cognitive engagement	1770	1543	630	45%		39% 16%	2022
Academic self concept	2344	1173	430	59%		30% 11%	2022
Participating							Year / Term
Connectedness to adults at home	2792	800	327	71%		20% 8%	2022
Friendship intimacy	2663	765	523	67%		19% 13%	2022
Positive sense of culture and identity							Year / Term
School belonging	1692	1256	956	43%		32% 24%	2022
Peer belonging	1978	1224	747	50%		31% 19%	2022



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2022 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	1776	1348	70	56%	42%	2%	2022
Connectedness to adults at school	1618	1116	409	51%	36%	13%	2022
School climate	558	1444	1156	18%	46%	37%	2022
Safe at school	1449	1030	673	46%	33%	21%	2022
Absence of physical bullying^	1672	1159	294	54%	37%	9%	2022
Absence of verbal bullying^	1039	1317	771	33%	42%	25%	2022
Absence of social bullying^	1384	1201	536	44%	38%	17%	2022
Absence of cyberbullying^	1956	907	258	63%	29%	8%	2022
Healthy							Year / Term
Happiness	1292	1241	644	41%	39%	20%	2022
Optimism	1067	1284	824	34%	40%	26%	2022
Satisfaction with life	1019	1192	963	32%	38%	30%	2022
Emotion regulation	827	1262	1081	26%	40%	34%	2022
Absence of sadness^	1261	1152	757	40%	36%	24%	2022
Absence of worries^	1118	1096	953	35%	35%	30%	2022
Overall health	677	1480	880	22%	49%	29%	2022
Material basics							Year / Term
Nutrition - breakfast	1649	380	1122	52%	12%	36%	2022
Sleep	1508	696	927	48%	22%	30%	2022
Music and arts	1375	486	1262	44%	16%	40%	2022
Sports	1404	488	1211	45%	16%	39%	2022
Organised activities	2311	333	498	74%	11%	16%	2022
Learning							Year / Term
Emotional engagement with teachers	1772	1185	198	56%	38%	6%	2022
Engagement (flow)	641	1250	1253	20%	40%	40%	2022
Perseverance	959	1452	763	30%	46%	24%	2022
Cognitive engagement	1044	1354	753	33%	43%	24%	2022
Academic self concept	1529	1103	518	49%	35%	16%	2022
Participating							Year / Term
Connectedness to adults at home	2079	746	326	66%	24%	10%	2022
Friendship intimacy	2030	715	409	64%	23%	13%	2022
Positive sense of culture and identity							Year / Term
School belonging	824	1202	1103	26%	38%	35%	2022
Peer belonging	1296	1171	684	41%	37%	22%	2022



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2022 wellbeing results for All Tasmanian Government School Year 8 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Year 8

Loved, safe and valued							Year / Term
Important adults at school	1838	1389	58	56%	42%	2%	2022
Connectedness to adults at school	1596	1196	453	49%	37%	14%	2022
School climate	458	1350	1438	14%	42%	44%	2022
Safe at school	1501	1014	723	46%	31%	22%	2022
Absence of physical bullying^	1826	1080	315	57%	34%	10%	2022
Absence of verbal bullying^	1140	1309	775	35%	41%	24%	2022
Absence of social bullying^	1490	1213	513	46%	38%	16%	2022
Absence of cyberbullying^	2076	873	270	64%	27%	8%	2022
Healthy							Year / Term
Happiness	1285	1316	674	39%	40%	21%	2022
Optimism	986	1409	881	30%	43%	27%	2022
Satisfaction with life	912	1292	1070	28%	39%	33%	2022
Emotion regulation	779	1289	1195	24%	40%	37%	2022
Absence of sadness^	1324	1192	750	41%	36%	23%	2022
Absence of worries^	1125	1150	984	35%	35%	30%	2022
Overall health	606	1480	1008	20%	48%	33%	2022
Material basics							Year / Term
Nutrition - breakfast	1475	400	1342	46%	12%	42%	2022
Sleep	1383	817	1008	43%	25%	31%	2022
Music and arts	1231	396	1566	39%	12%	49%	2022
Sports	1407	417	1345	44%	13%	42%	2022
Organised activities	2222	359	627	69%	11%	20%	2022
Learning							Year / Term
Emotional engagement with teachers	1695	1257	303	52%	39%	9%	2022
Engagement (flow)	544	1274	1415	17%	39%	44%	2022
Perseverance	853	1563	857	26%	48%	26%	2022
Cognitive engagement	898	1491	842	28%	46%	26%	2022
Academic self concept	1398	1219	628	43%	38%	19%	2022
Participating							Year / Term
Connectedness to adults at home	2097	781	363	65%	24%	11%	2022
Friendship intimacy	2075	714	448	64%	22%	14%	2022
Positive sense of culture and identity							Year / Term
School belonging	780	1235	1215	24%	38%	38%	2022
Peer belonging	1334	1189	717	41%	37%	22%	2022



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2022 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	1801	1213	54	59%	40%	2%	2022
Connectedness to adults at school	1470	1118	444	48%	37%	15%	2022
School climate	407	1256	1372	13%	41%	45%	2022
Safe at school	1427	1010	592	47%	33%	20%	2022
Absence of physical bullying^	1805	933	274	60%	31%	9%	2022
Absence of verbal bullying^	1131	1210	676	37%	40%	22%	2022
Absence of social bullying^	1381	1137	491	46%	38%	16%	2022
Absence of cyberbullying^	1917	799	291	64%	27%	10%	2022
Healthy						Year / Term	
Happiness	1139	1222	697	37%	40%	23%	2022
Optimism	885	1309	862	29%	43%	28%	2022
Satisfaction with life	732	1209	1112	24%	40%	36%	2022
Emotion regulation	759	1181	1103	25%	39%	36%	2022
Absence of sadness^	1097	1178	775	36%	39%	25%	2022
Absence of worries^	961	1129	957	32%	37%	31%	2022
Overall health	554	1306	1033	19%	45%	36%	2022
Material basics						Year / Term	
Nutrition - breakfast	1330	387	1297	44%	13%	43%	2022
Sleep	1168	802	1039	39%	27%	35%	2022
Music and arts	966	375	1650	32%	13%	55%	2022
Sports	1291	385	1308	43%	13%	44%	2022
Organised activities	1963	357	684	65%	12%	23%	2022
Learning						Year / Term	
Emotional engagement with teachers	1589	1210	237	52%	40%	8%	2022
Engagement (flow)	568	1203	1250	19%	40%	41%	2022
Perseverance	858	1373	827	28%	45%	27%	2022
Cognitive engagement	864	1363	795	29%	45%	26%	2022
Academic self concept	1331	1142	560	44%	38%	18%	2022
Participating						Year / Term	
Connectedness to adults at home	1929	757	341	64%	25%	11%	2022
Friendship intimacy	1871	736	422	62%	24%	14%	2022
Positive sense of culture and identity						Year / Term	
School belonging	721	1191	1105	24%	39%	37%	2022
Peer belonging	1233	1122	672	41%	37%	22%	2022



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2022 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	1866	997	72	64%	34%	2%	2022
Connectedness to adults at school	1450	1033	388	51%	36%	14%	2022
School climate	435	1190	1240	15%	42%	43%	2022
Safe at school	1444	913	507	50%	32%	18%	2022
Absence of physical bullying^	1861	752	227	66%	26%	8%	2022
Absence of verbal bullying^	1215	1106	516	43%	39%	18%	2022
Absence of social bullying^	1364	1058	415	48%	37%	15%	2022
Absence of cyberbullying^	1916	694	227	68%	24%	8%	2022
Healthy							Year / Term
Happiness	1065	1202	663	36%	41%	23%	2022
Optimism	858	1295	775	29%	44%	26%	2022
Satisfaction with life	724	1163	1040	25%	40%	36%	2022
Emotion regulation	723	1227	942	25%	42%	33%	2022
Absence of sadness^	959	1104	819	33%	38%	28%	2022
Absence of worries^	793	1101	986	28%	38%	34%	2022
Absence of distress~^	1764	819	312	61%	28%	11%	2022
Overall health	513	1313	994	18%	47%	35%	2022
Material basics							Year / Term
Nutrition - breakfast	1234	377	1232	43%	13%	43%	2022
Sleep	1095	822	914	39%	29%	32%	2022
Music and arts	954	292	1565	34%	10%	56%	2022
Sports	1182	284	1348	42%	10%	48%	2022
Organised activities	1821	318	687	64%	11%	24%	2022
Learning							Year / Term
Emotional engagement with teachers	1607	1066	195	56%	37%	7%	2022
Engagement (flow)	537	1232	1086	19%	43%	38%	2022
Perseverance	821	1395	708	28%	48%	24%	2022
Cognitive engagement	789	1373	683	28%	48%	24%	2022
Academic self concept	1297	1109	459	45%	39%	16%	2022
Learning practices~	434	1382	1030	15%	49%	36%	2022
Participating							Year / Term
Connectedness to adults at home	1827	710	340	64%	25%	12%	2022
Friendship intimacy	1739	742	376	61%	26%	13%	2022
Resilience~	270	1554	1055	9%	54%	37%	2022
Motivation to achieve goals~	860	1422	620	30%	49%	21%	2022
Future goal planning~	994	1569	338	34%	54%	12%	2022
Feelings about after school study/work~	937	1152	755	33%	41%	27%	2022
Positive sense of culture and identity							Year / Term
School belonging	717	1142	993	25%	40%	35%	2022
Peer belonging	1126	1100	634	39%	38%	22%	2022
Meeting expectations~	837	1360	722	29%	47%	25%	2022
Expectations for success~	1227	1185	506	42%	41%	17%	2022
Feelings about the future~	1426	925	495	50%	33%	17%	2022

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



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2022 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	1345	808	110	59%	36%	5%	2022
Connectedness to adults at school	1230	746	206	56%	34%	9%	2022
School climate	787	1080	297	36%	50%	14%	2022
Safe at school	1456	555	148	67%	26%	7%	2022
Absence of physical bullying^	1742	311	67	82%	15%	3%	2022
Absence of verbal bullying^	1258	695	167	59%	33%	8%	2022
Absence of social bullying^	1290	660	169	61%	31%	8%	2022
Absence of cyberbullying^	1620	400	96	77%	19%	5%	2022
Healthy							Year / Term
Happiness	784	989	480	35%	44%	21%	2022
Optimism	656	1022	571	29%	45%	25%	2022
Satisfaction with life	500	948	800	22%	42%	36%	2022
Emotion regulation	592	916	696	27%	42%	32%	2022
Absence of sadness^	747	857	586	34%	39%	27%	2022
Absence of worries^	529	871	789	24%	40%	36%	2022
Absence of distress~^	1326	651	231	60%	29%	10%	2022
Overall health	306	1005	794	15%	48%	38%	2022
Material basics							Year / Term
Nutrition - breakfast	923	336	860	44%	16%	41%	2022
Sleep	760	672	688	36%	32%	32%	2022
Music and arts	755	249	1085	36%	12%	52%	2022
Sports	780	199	1117	37%	9%	53%	2022
Organised activities	1321	227	559	63%	11%	27%	2022
Learning							Year / Term
Emotional engagement with teachers	1690	444	35	78%	20%	2%	2022
Engagement (flow)	482	980	678	23%	46%	32%	2022
Perseverance	696	1030	527	31%	46%	23%	2022
Cognitive engagement	738	1038	348	35%	49%	16%	2022
Academic self concept	1267	729	167	59%	34%	8%	2022
Learning practices~	406	1050	679	19%	49%	32%	2022
Participating							Year / Term
Connectedness to adults at home	1445	515	225	66%	24%	10%	2022
Friendship intimacy	1300	542	310	60%	25%	14%	2022
Resilience~	230	1152	808	11%	53%	37%	2022
Motivation to achieve goals~	633	1127	457	29%	51%	21%	2022
Future goal planning~	772	1216	230	35%	55%	10%	2022
Feelings about after school study/work~	689	890	522	33%	42%	25%	2022
Positive sense of culture and identity							Year / Term
School belonging	610	1043	505	28%	48%	23%	2022
Peer belonging	888	834	430	41%	39%	20%	2022
Meeting expectations~	655	971	611	29%	43%	27%	2022
Expectations for success~	1057	838	341	47%	37%	15%	2022
Feelings about the future~	1006	732	382	47%	35%	18%	2022

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



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2022 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	1101	429	80	68%	27%	5%	2022
Connectedness to adults at school	1036	411	100	67%	27%	6%	2022
School climate	600	706	227	39%	46%	15%	2022
Safe at school	1113	323	95	73%	21%	6%	2022
Absence of physical bullying^	1290	169	38	86%	11%	3%	2022
Absence of verbal bullying^	985	433	81	66%	29%	5%	2022
Absence of social bullying^	949	436	111	63%	29%	7%	2022
Absence of cyberbullying^	1187	244	69	79%	16%	5%	2022
Healthy							Year / Term
Happiness	572	728	306	36%	45%	19%	2022
Optimism	492	732	376	31%	46%	24%	2022
Satisfaction with life	370	683	546	23%	43%	34%	2022
Emotion regulation	442	727	400	28%	46%	25%	2022
Absence of sadness^	550	644	361	35%	41%	23%	2022
Absence of worries^	379	669	506	24%	43%	33%	2022
Absence of distress~^	977	445	152	62%	28%	10%	2022
Overall health	212	700	584	14%	47%	39%	2022
Material basics							Year / Term
Nutrition - breakfast	699	213	591	47%	14%	39%	2022
Sleep	536	476	488	36%	32%	33%	2022
Music and arts	529	160	803	35%	11%	54%	2022
Sports	519	138	836	35%	9%	56%	2022
Organised activities	892	151	455	60%	10%	30%	2022
Learning							Year / Term
Emotional engagement with teachers	1271	235	34	83%	15%	2%	2022
Engagement (flow)	350	737	428	23%	49%	28%	2022
Perseverance	567	683	356	35%	43%	22%	2022
Cognitive engagement	555	740	207	37%	49%	14%	2022
Academic self concept	923	501	109	60%	33%	7%	2022
Learning practices~	291	759	457	19%	50%	30%	2022
Participating							Year / Term
Connectedness to adults at home	1053	356	137	68%	23%	9%	2022
Friendship intimacy	920	386	218	60%	25%	14%	2022
Resilience~	186	833	536	12%	54%	34%	2022
Motivation to achieve goals~	505	765	309	32%	48%	20%	2022
Future goal planning~	596	809	172	38%	51%	11%	2022
Feelings about after school study/work~	532	639	324	36%	43%	22%	2022
Positive sense of culture and identity							Year / Term
School belonging	498	668	359	33%	44%	24%	2022
Peer belonging	628	556	340	41%	36%	22%	2022
Meeting expectations~	460	655	475	29%	41%	30%	2022
Expectations for success~	821	559	210	52%	35%	13%	2022
Feelings about the future~	760	492	250	51%	33%	17%	2022

~ 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 2022.

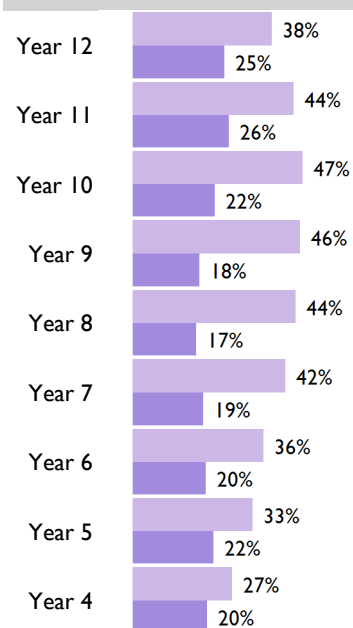
Girls	Boys
-------	------

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

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

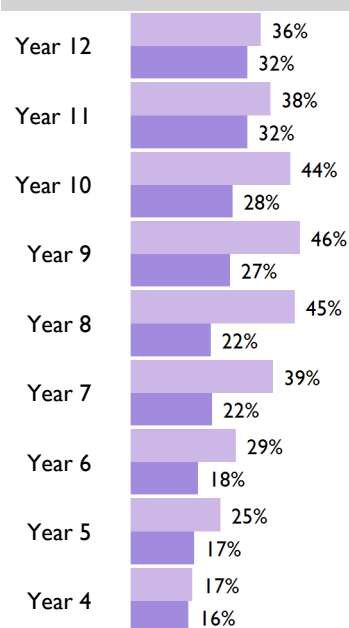
All Tasmanian Government School Students

Students with Low Absence of worries



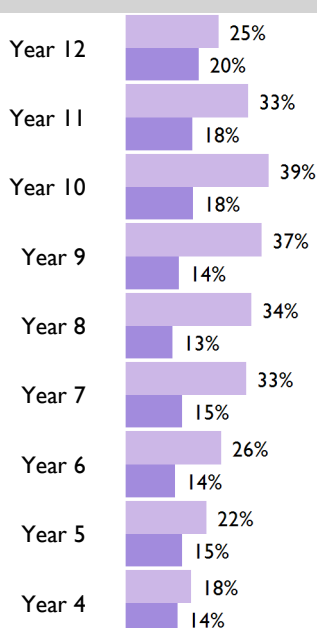
All Tasmanian Government School Students

Students with Low Satisfaction with life



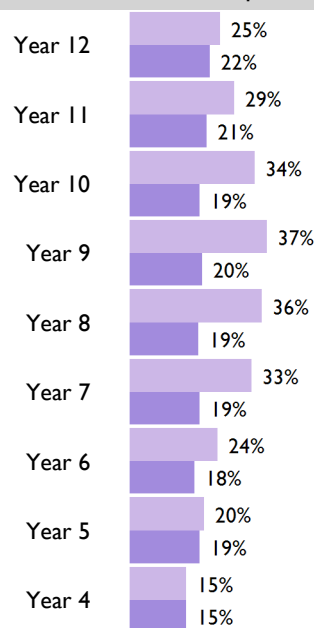
All Tasmanian Government School Students

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	330	170
	Year 11	512	265
	Year 10	655	330
	Year 9	666	288
	Year 8	682	300
	Year 7	635	317
	Year 6	675	410
	Year 5	643	455
	Year 4	535	402
Students with Low Absence of sadness	Year 12	220	136
	Year 11	390	183
	Year 10	549	270
	Year 9	542	230
	Year 8	528	220
	Year 7	502	253
	Year 6	493	279
	Year 5	432	319
	Year 4	355	282
Students with Low Satisfaction with life	Year 12	316	225
	Year 11	455	332
	Year 10	619	420
	Year 9	675	433
	Year 8	690	379
	Year 7	594	367
	Year 6	543	378
	Year 5	479	359
	Year 4	331	311
Students with Low Optimism	Year 12	219	154
	Year 11	340	219
	Year 10	485	289
	Year 9	546	314
	Year 8	555	325
	Year 7	508	314
	Year 6	455	365
	Year 5	398	395
	Year 4	305	307



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 2022 results for School climate for All Tasmanian Government School Students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of School climate.

High wellbeing

Medium wellbeing

Low wellbeing

All Tasmanian Government School Students

Girl	Year 4	1047	697	239	53%	35%	12%
	Year 5	728	879	359	37%	45%	18%
	Year 6	597	860	435	32%	45%	23%
	Year 7	229	675	609	15%	45%	40%
	Year 8	150	594	786	10%	39%	51%
	Year 9	138	579	737	9%	40%	51%
	Year 10	160	556	686	11%	40%	49%
	Year 11	430	568	155	37%	49%	13%
	Year 12	346	387	121	41%	45%	14%
Boy	Year 4	960	761	290	48%	38%	14%
	Year 5	747	902	424	36%	44%	20%
	Year 6	688	914	456	33%	44%	22%
	Year 7	328	769	545	20%	47%	33%
	Year 8	308	755	651	18%	44%	38%
	Year 9	268	675	633	17%	43%	40%
	Year 10	274	634	553	19%	43%	38%
	Year 11	351	503	141	35%	51%	14%
	Year 12	253	314	104	38%	47%	15%

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 2022 results for School belonging for All Tasmanian Government School Students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of School belonging.

High wellbeing

Medium wellbeing

Low wellbeing

All Tasmanian Government School Students

Girl	Year 4	1112	479	359	57%	25%	18%
	Year 5	839	606	494	43%	31%	25%
	Year 6	761	617	487	41%	33%	26%
	Year 7	318	550	630	21%	37%	42%
	Year 8	260	555	707	17%	36%	46%
	Year 9	253	560	635	17%	39%	44%
	Year 10	245	571	579	18%	41%	42%
	Year 11	316	567	265	28%	49%	23%
	Year 12	283	369	199	33%	43%	23%
Boy	Year 4	1024	564	387	52%	29%	20%
	Year 5	959	593	495	47%	29%	24%
	Year 6	931	639	467	46%	31%	23%
	Year 7	506	651	471	31%	40%	29%
	Year 8	520	679	507	30%	40%	30%
	Year 9	467	629	468	30%	40%	30%
	Year 10	471	571	413	32%	39%	28%
	Year 11	289	473	232	29%	48%	23%
	Year 12	214	296	156	32%	44%	23%

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 2022 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

Girl	Year 4	1410	341	218	72%	17%	11%
	Year 5	1207	456	276	62%	24%	14%
	Year 6	1127	476	280	60%	25%	15%
	Year 7	614	515	381	41%	34%	25%
	Year 8	614	507	408	40%	33%	27%
	Year 9	608	520	324	42%	36%	22%
	Year 10	644	478	281	46%	34%	20%
	Year 11	759	304	89	66%	26%	8%
	Year 12	623	176	54	73%	21%	6%
Boy	Year 4	1318	375	294	66%	19%	15%
	Year 5	1257	455	353	61%	22%	17%
	Year 6	1287	477	281	63%	23%	14%
	Year 7	833	515	291	51%	31%	18%
	Year 8	886	507	314	52%	30%	18%
	Year 9	816	488	268	52%	31%	17%
	Year 10	799	435	225	55%	30%	15%
	Year 11	687	248	56	69%	25%	6%
	Year 12	485	146	39	72%	22%	6%

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 2022 results for Emotional engagement with teachers for All Tasmanian Government School Students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of Emotional engagement with teachers.

High wellbeing

Medium wellbeing

Low wellbeing

All Tasmanian Government School Students

		High wellbeing			Medium wellbeing			Low wellbeing		
		Count	High	Medium	Count	High	Medium	Count	High	Medium
Girl	Year 4	1559	378	44	79%	19%	2%			
	Year 5	1419	487	51	73%	25%	3%			
	Year 6	1297	513	75	69%	27%	4%			
	Year 7	828	596	88	55%	39%	6%			
	Year 8	746	649	138	49%	42%	9%			
	Year 9	733	606	113	50%	42%	8%			
	Year 10	758	545	102	54%	39%	7%			
	Year 11	881	261	14	76%	23%	1%			
	Year 12	707	138	13	82%	16%	2%			
Boy	Year 4	1423	506	78	71%	25%	4%			
	Year 5	1373	605	91	66%	29%	4%			
	Year 6	1349	591	117	66%	29%	6%			
	Year 7	943	587	110	58%	36%	7%			
	Year 8	949	606	165	55%	35%	10%			
	Year 9	853	603	123	54%	38%	8%			
	Year 10	848	520	93	58%	36%	6%			
	Year 11	795	182	20	80%	18%	2%			
	Year 12	559	95	20	83%	14%	3%			

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 2022 results for Cognitive engagement for All Tasmanian Government School Students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of Cognitive engagement.

High wellbeing

Medium wellbeing

Low wellbeing

All Tasmanian Government School Students

		High wellbeing			Medium wellbeing			Low wellbeing		
		Count	High	Medium	Count	High	Medium	Count	High	Medium
Girl	Year 4	1208	555	220	61%	28%	11%			
	Year 5	999	675	283	51%	34%	14%			
	Year 6	825	741	320	44%	39%	17%			
	Year 7	464	638	410	31%	42%	27%			
	Year 8	386	662	478	25%	43%	31%			
	Year 9	398	615	441	27%	42%	30%			
	Year 10	354	653	385	25%	47%	28%			
	Year 11	398	554	187	35%	49%	16%			
	Year 12	316	411	115	38%	49%	14%			
Boy	Year 4	1080	630	280	54%	32%	14%			
	Year 5	994	737	336	48%	36%	16%			
	Year 6	944	802	309	46%	39%	15%			
	Year 7	580	715	341	35%	44%	21%			
	Year 8	512	828	363	30%	49%	21%			
	Year 9	465	745	353	30%	48%	23%			
	Year 10	435	719	297	30%	50%	20%			
	Year 11	337	476	156	35%	49%	16%			
	Year 12	237	326	90	36%	50%	14%			