



# Student Wellbeing and Engagement Survey 2024

WELLBEING FOR LEARNING

**All Tasmanian Government School  
Students**

Survey year: 2024



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**Government  
of South Australia**  
Department for Education

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



## Introduction

### **About the Student Wellbeing and Engagement Survey**

The Department for Education, Children and Young People recognises the impact of wellbeing on educational attainment and the subsequent connection to life outcomes for young Tasmanians. A strong sense of wellbeing enables students to explore, experiment and actively engage in their learning environment with confidence and optimism.

The Child and Student Wellbeing Strategy - Wellbeing for Learning adopts the *Australian Research Alliance for Children and Youth: The Nest* six wellbeing domains to support a common definition of what is meant by wellbeing. Wellbeing means that children and students feel loved, safe and valued, are healthy, have access to material basics, are learning and participating, and have a positive sense of culture and identity. This holistic approach acknowledges the many factors that contribute to the wellbeing of our children and students. Some of these are within the influence of schools, and others require schools and the Department to work in partnership with families, communities, service providers, or collaborate with others with external expertise. This is outlined in more detail in the Wellbeing for Learning Strategy, including what role schools and the Department have in supporting student wellbeing, and what wellbeing for learning looks like. The results of this survey will be structured under the relevant wellbeing domain. These wellbeing indicators, along with others, inform planning and action within schools and at a system level. This approach is also consistent with the whole of government Tasmanian Child and Youth Wellbeing Strategy - It Takes a Tasmanian Village, supporting a shared understanding of wellbeing across services that support children and young people.

The Wellbeing for Learning Strategy commits to the development of valid and reliable measures in the voice of the learner to support future effort and planning. The focus of the work is on improving child and student wellbeing in the voice of the student, linked to improved learning outcomes.

The Student Wellbeing and Engagement Survey is a universal approach to supporting student wellbeing, and will provide schools and the system with wellbeing data to support improvement planning and more targeted approaches to address barriers to wellbeing. Importantly, this data can inform the establishment and operation of the Department for Education, Children and Young People.



## Purpose and scope of this report

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

This report presents the survey responses from students for 2024, 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 2024 being the sixth year of the survey, there are now further opportunities to identify trends in the data.

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

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

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

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

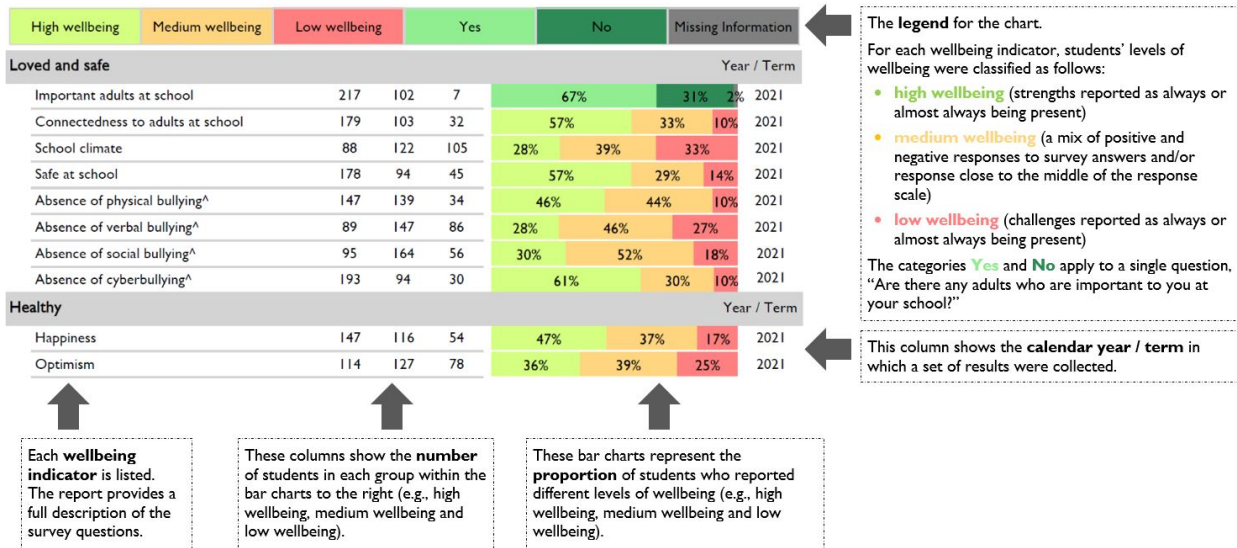
The results shown in the report can be used to reflect on:

1. What young people think about their wellbeing 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.

<b>High wellbeing</b>	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'.
<b>Medium wellbeing</b>	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'
<b>Low wellbeing</b>	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.

<b>High wellbeing</b>	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'.
<b>Medium wellbeing</b>	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'.
<b>Low wellbeing</b>	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, 2024**

This section of the report sets out the wellbeing results from 2024 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, 2024, by year level**

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2024 for each separate year level group for All Tasmanian Government School Students. This is intended to allow for detailed and separate planning.

### **Part 4: Wellbeing: Digging deeper**

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

- Emotional wellbeing
- Engagement with school and learning



## Definitions of key terms used in this report

The questions asked in the survey have been grouped into wellbeing domains and subdomains that are used to summarise the questions. The table below describes the domain and provides a list of the terminology used.

### Loved, safe and valued

Important adult at school	Identify whether there are adults at school they see as 'important'
Connectedness to adults at school	Having at least one adult at school who provides support to a young person
School climate	Overall tone of the school environment, including the way teachers and students interact and how students treat each other
Safe at school	How safe young people feel at school
Absence of physical bullying^	Student perceptions of the frequency of physical bullying
Absence of verbal bullying^	Student perceptions of the frequency of verbal bullying
Absence of social bullying^	Student perceptions of the frequency of social bullying
Absence of cyberbullying^	Student perceptions of the frequency of cyberbullying

### Healthy

Happiness	General feeling of happiness, cheer and contentment with life
Optimism	Having a mindset of positive expectations about the future
Satisfaction with life	How content or satisfied children are with their lives
Emotion regulation	Having the ability to manage the experience of positive and negative feelings
Absence of sadness^	General feelings of unhappiness or being upset
Absence of worries^	General feelings of being worried about different aspects of life
Absence of distress~^	How frequently young people felt distressed in the past month
Overall health	An overall assessment of a young person's health. This item maps closely to a range of other health outcomes

### Material basics

Nutrition - breakfast	How often the young person ate breakfast during a week
Sleep	How often the young person slept well
Music and arts	Participated in music or arts and craft activities after school
Sports	Participated in organised or team sports after school (eg: basketball, swimming, football, netball, etc)
Organised activities	Participated in organised activities after school (eg: sports, music, arts and craft)

### Learning

Emotional engagement with teachers	Support and relationships with teachers
Engagement (flow)	Being absorbed, interested and involved in activity or the world
Perseverance	Having the tenacity to stick with things and pursue goals, despite challenges that arise
Cognitive engagement	Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset
Academic self concept	Perceptions of themselves as students and how interested and confident they feel at school
Learning practices~	Beliefs about personal learning styles, organisational skills and capacity to complete school work

### Participating

Connectedness to adults at home	Having at least one adult at home who provides support to a young person
Friendship intimacy	Quality of social support from peers
Resilience (coping skills)	Young people's beliefs about their capacity to cope with difficulties and challenges
Motivation to achieve goals~	How confident young people are that they can achieve their goals
Future goal planning~	Young people's beliefs about their ability to plan for the future and pursue their goals
Feelings about after school study/work~	How confident young people are that they can achieve their study/work goals after school

### Positive sense of culture and identity

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

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



^ denotes subdomains named to align with how the wellbeing results are presented and interpreted. These subdomains (sadness, worries, distress, bullying) include the term 'absence of' to indicate an absence of this attribute. High wellbeing indicates low reported levels of the attribute and vice versa. Results are comparable for all survey years.



Domain	Subdomain	Question
Loved, safe and valued	Important adult at school	Are there any adults who are important to you at your school?
	Connectedness to adults at school	At my school, there is a teacher or another adult who really cares about me. At my school, there is a teacher or another adult who believes that I will be a success. 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 <sup>^</sup>	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 <sup>^</sup>	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 <sup>^</sup>	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 <sup>^</sup>	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 <sup>^</sup>	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 <sup>^</sup>	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.
Material basics	Absence of distress <sup>~^</sup>	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?
	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 <sup>~</sup>	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.



<b>Participating</b>	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?
	<b>Positive sense of culture and identity</b>	School belonging
Peer belonging		I feel part of a group of friends that do things together. I feel that I usually fit in with other kids around me. When I am with other kids my age, I feel I belong.
Meeting expectations~		Doing my best never seems to be enough. I often feel disappointed after completing a task because I knew I could have done better. My performance rarely measures up to my standards. I am hardly ever satisfied with my performance.
Expectations for success~		I have high expectations for myself. I set very high standards for myself. I have a strong need to strive for excellence. I expect the best from myself.
Feelings about the future~		How would you describe your feelings when you think about the future?

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

^ denotes subdomains named to align with how the wellbeing results are presented and interpreted. These subdomains (sadness, worries, distress, bullying) include the term 'absence of' to indicate an absence of this attribute. High wellbeing indicates low reported levels of the attribute and vice versa. Results are comparable for all survey years.



## Part I: Wellbeing: All Tasmanian Government School Students

### Wellbeing participation for All Tasmanian Government School Students

All Tasmanian Government School Students have participated in 6 Survey collections in 2020 T1; 2020 T3; 2021; 2022; 2023; 2024.

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 2024 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
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%	
	<b>Total</b>	<b>28,280</b>	<b>36,483</b>	<b>78%</b>	
2023	Year 4	4,134	4,539	91%	
	Year 5	4,019	4,424	91%	
	Year 6	4,040	4,495	90%	
	Year 7	3,133	3,847	81%	
	Year 8	3,042	3,984	76%	
	Year 9	3,123	4,193	74%	
	Year 10	2,984	4,160	72%	
	Year 11	2,427	4,176	58%	
	Year 12	1,847	3,295	56%	
	Unknown	1	0	0%	Student year level unknown
	<b>Total</b>	<b>28,750</b>	<b>37,113</b>	<b>77%</b>	
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
	<b>Total</b>	<b>28,527</b>	<b>37,389</b>	<b>76%</b>	



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
	<b>Total</b>	<b>29,650</b>	<b>37,777</b>	<b>78%</b>	
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
	<b>Total</b>	<b>23,906</b>	<b>38,257</b>	<b>62%</b>	
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
	<b>Total</b>	<b>15,208</b>	<b>38,859</b>	<b>39%</b>	



## Wellbeing results for All Tasmanian Government School Students

The figure below shows the 2024 wellbeing results for All Tasmanian Government School Students.

The figure shows the number and proportion of All Tasmanian Government School Students who reported high, medium and low levels of wellbeing across a range of indicators.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	
<b>Loved, safe and valued</b>						Year / Term
Important adult at school	18345	9159	776	65%	32%	3%
Connectedness to adults at school	15821	8655	3083	57%	31%	11%
School climate	7666	11591	8338	28%	42%	30%
Safe at school	15635	7451	4409	57%	27%	16%
Absence of physical bullying <sup>^</sup>	16426	8757	2220	60%	32%	8%
Absence of verbal bullying <sup>^</sup>	10648	11375	5318	39%	42%	19%
Absence of social bullying <sup>^</sup>	12582	10662	4013	46%	39%	15%
Absence of cyberbullying <sup>^</sup>	19138	6111	1975	70%	22%	7%
<b>Healthy</b>						Year / Term
Happiness	13229	10539	4144	47%	38%	15%
Optimism	10919	11304	5723	39%	40%	20%
Satisfaction with life	10600	10485	6790	38%	38%	24%
Emotion regulation	8548	11239	7934	31%	41%	29%
Absence of sadness <sup>^</sup>	12321	9655	5701	45%	35%	21%
Absence of worries <sup>^</sup>	10601	9624	7397	38%	35%	27%
Absence of distress <sup>~</sup> <sup>^</sup>	4195	1743	574	64%	27%	9%
Overall health	7042	13098	6674	26%	49%	25%
<b>Material basics</b>						Year / Term
Nutrition - breakfast	15555	3207	8741	57%	12%	32%
Sleep	13637	6602	7062	50%	24%	26%
Music and arts	12382	4215	10610	46%	15%	39%
Sports	12455	4719	10077	46%	17%	37%
Organised activities	20161	2891	4375	74%	11%	16%
<b>Learning</b>						Year / Term
Emotional engagement with teachers	17377	8596	1627	63%	31%	6%
Engagement (flow)	6382	11305	9765	23%	41%	36%
Perseverance	10057	12379	5379	36%	45%	19%
Cognitive engagement	10748	11266	5428	39%	41%	20%
Academic self concept	14614	9065	3875	53%	33%	14%
Learning practices <sup>~</sup>	1242	3019	2035	20%	48%	32%
<b>Participating</b>						Year / Term
Connectedness to adults at home	19247	5819	2463	70%	21%	9%
Friendship intimacy	18352	5937	3230	67%	22%	12%
Resilience (coping skills)	7548	12787	7313	27%	46%	26%
Motivation to achieve goals <sup>~</sup>	2197	3153	1188	34%	48%	18%
Future goal planning <sup>~</sup>	2457	3402	681	38%	52%	10%
Feelings about after school study/work <sup>~</sup>	2250	2524	1468	36%	40%	24%
<b>Positive sense of culture and identity</b>						Year / Term
School belonging	9956	9806	7611	36%	36%	28%
Peer belonging	12677	9524	5343	46%	35%	19%
Meeting expectations <sup>~</sup>	1765	2991	1841	27%	45%	28%
Expectations for success <sup>~</sup>	2993	2627	976	45%	40%	15%



Feelings about the future~	3170	2055	1036	51%	33%	17%	2024
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~ denotes item was only asked for senior year students (years 10-12)

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

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



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

### Wellbeing results for All Tasmanian Government School Students over time

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

The figure shows the number and proportion of All Tasmanian Government School Students who reported high, medium and low levels of wellbeing across a range of indicators.

	High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	
<b>Loved, safe and valued</b>							Year / Term
Important adult at school	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
	15399	7052	1455	64%	29%	6%	2020 T3
	9452	4867	889	62%	32%	6%	2020 T1
	Connectedness to adults at school	15821	8655	3083	57%	31%	11%
15899		9084	3110	57%	32%	11%	2023
15988		8978	2984	57%	32%	11%	2022
17040		8914	2976	59%	31%	10%	2021
13539		7333	2476	58%	31%	11%	2020 T3
8536		4785	1564	57%	32%	11%	2020 T1
School climate	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
	7642	9984	5808	33%	43%	25%	2020 T3
	5474	6484	2962	37%	43%	20%	2020 T1
Safe at school	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
	14409	5642	3166	62%	24%	14%	2020 T3
	9615	3470	1704	65%	23%	12%	2020 T1
Absence of physical bullying <sup>^</sup>	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
	13582	7824	1852	58%	34%	8%	2020 T3
	9105	4711	1020	61%	32%	7%	2020 T1
Absence of verbal bullying <sup>^</sup>	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
	9086	9963	4138	39%	43%	18%	2020 T3
	6378	6131	2275	43%	41%	15%	2020 T1
Absence of social bullying <sup>^</sup>	12582	10662	4013	46%	39%	15%	2024
	12760	10866	4167	46%	39%	15%	2023
	12669	10904	4096	46%	39%	15%	2022



Absence of social bullying <sup>^</sup>	12304	11861	4477	43%	41%	16%	2021
	10599	9457	3103	46%	41%	13%	2020 T3
	7022	5956	1786	48%	40%	12%	2020 T1
Absence of cyberbullying <sup>^</sup>	19138	6111	1975	70%	22%	7%	2024
	19127	6458	2194	69%	23%	8%	2023
	18841	6653	2145	68%	24%	8%	2022
	19183	7133	2300	67%	25%	8%	2021
	15882	5579	1679	69%	24%	7%	2020 T3
	10670	3127	957	72%	21%	6%	2020 T1

Healthy							Year / Term
Happiness	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
	10739	8558	4201	46%	36%	18%	2020 T3
	7303	5399	2228	49%	36%	15%	2020 T1
Optimism	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
	9280	9085	5258	39%	38%	22%	2020 T3
	6368	5786	2846	42%	39%	19%	2020 T1
Satisfaction with life	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
	8216	8776	6582	35%	37%	28%	2020 T3
	5550	5770	3637	37%	39%	24%	2020 T1
Emotion regulation	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
	7384	9180	6985	31%	39%	30%	2020 T3
	4992	5899	4066	33%	39%	27%	2020 T1
Absence of sadness <sup>^</sup>	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
	9996	8305	5185	43%	35%	22%	2020 T3
	7061	5012	2872	47%	34%	19%	2020 T1
Absence of worries <sup>^</sup>	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
	8363	8293	6785	36%	35%	29%	2020 T3
	5716	5283	3911	38%	35%	26%	2020 T1
Absence of distress <sup>~^</sup>	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
	3465	1457	502	64%	27%	9%	2020 T3
	3067	1112	331	68%	25%	7%	2020 T1



Overall health	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
	5851	11027	6419	25%	47%	28%	2020 T3
	4217	7066	3567	28%	48%	24%	2020 T1
<b>Material basics</b>							<b>Year / Term</b>
Nutrition - breakfast	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
	13831	2524	6939	59%	11%	30%	2020 T3
	9229	1513	4108	62%	10%	28%	2020 T1
Sleep	13637	6602	7062	50%	24%	26%	2024
	13732	6619	7478	49%	24%	27%	2023
	13150	6557	7987	47%	24%	29%	2022
	13234	6893	8436	46%	24%	30%	2021
	11265	5190	6600	49%	23%	29%	2020 T3
	7321	3345	4029	50%	23%	27%	2020 T1
Music and arts	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
	10950	3570	8490	48%	16%	37%	2020 T3
	6961	2219	5521	47%	15%	38%	2020 T1
Sports	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
	10068	4015	8927	44%	17%	39%	2020 T3
	6615	2597	5537	45%	18%	38%	2020 T1
Organised activities	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
	17077	2461	3731	73%	11%	16%	2020 T3
	11042	1536	2284	74%	10%	15%	2020 T1
<b>Learning</b>							<b>Year / Term</b>
Emotional engagement with teachers	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
	15398	6931	1099	66%	30%	5%	2020 T3
	10490	3870	561	70%	26%	4%	2020 T1
Engagement (flow)	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
	5209	9255	8820	22%	40%	38%	2020 T3
	3464	6129	5248	23%	41%	35%	2020 T1
Perseverance	10057	12379	5379	36%	45%	19%	2024
	10242	12395	5671	36%	44%	20%	2023



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
Cognitive engagement	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
	9696	9329	4261	42%	40%	18%	2020 T3
	6819	5773	2235	46%	39%	15%	2020 T1
Academic self concept	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
	13535	7234	2593	58%	31%	11%	2020 T3
	9362	4209	1308	63%	28%	9%	2020 T1
	Learning practices~	1242	3019	2035	20%	48%	32%
1310		3317	2319	19%	48%	33%	2023
1131		3191	2166	17%	49%	33%	2022
1097		3328	2170	17%	50%	33%	2021
930		2789	1562	18%	53%	30%	2020 T3
976		2419	1028	22%	55%	23%	2020 T1

Participating							Year / Term
Connectedness to adults at home	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
	16203	5026	2132	69%	22%	9%	2020 T3
	10688	2964	1223	72%	20%	8%	2020 T1
Friendship intimacy	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
	15440	4981	2921	66%	21%	13%	2020 T3
	9825	3270	1776	66%	22%	12%	2020 T1
Resilience~	686	3539	2399	10%	53%	36%	2022
	677	3603	2532	10%	53%	37%	2021
	556	2952	1903	10%	55%	35%	2020 T3
	492	2515	1481	11%	56%	33%	2020 T1
Resilience (coping skills)	7548	12787	7313	27%	46%	26%	2024
	7622	12852	7702	27%	46%	27%	2023
Motivation to achieve goals~	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
	1656	2662	1116	30%	49%	21%	2020 T3
	1393	2276	833	31%	51%	19%	2020 T1
	Future goal planning~	2457	3402	681	38%	52%	10%
2529		3822	771	36%	54%	11%	2023
2362		3594	740	35%	54%	11%	2022
2437		3738	721	35%	54%	10%	2021
1974		2893	563	36%	53%	10%	2020 T3



Future goal planning~	1657	2431	415	37%	54%	9%	2020 T1
Feelings about after school study/work~	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
	1667	2149	1434	32%	41%	27%	2020 T3
	1461	1954	995	33%	44%	23%	2020 T1
	<b>Positive sense of culture and identity</b>						
School belonging	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
	8647	8267	6213	37%	36%	27%	2020 T3
	6011	5243	3495	41%	36%	24%	2020 T1
Peer belonging	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
	11179	7681	4496	48%	33%	19%	2020 T3
	7478	4864	2537	50%	33%	17%	2020 T1
Meeting expectations~	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
	1488	2566	1416	27%	47%	26%	2020 T3
	1107	2043	1379	24%	45%	30%	2020 T1
Expectations for success~	2993	2627	976	45%	40%	15%	2024
	3230	2866	1075	45%	40%	15%	2023
	3105	2582	1057	46%	38%	16%	2022
	3054	2726	1143	44%	39%	17%	2021
	2464	2168	835	45%	40%	15%	2020 T3
	2073	1803	652	46%	40%	14%	2020 T1
Feelings about the future~	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
	2544	1762	948	48%	34%	18%	2020 T3
	2260	1388	763	51%	31%	17%	2020 T1

~ 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, 2024, 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 2024 wellbeing results for All Tasmanian Government School Students.

The figures show, on a single page, the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information
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This information allows you to compare the strengths and challenges for a year level cohort and to consider how wellbeing issues may be related or connected.

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

Please note that the data is not reported for groups of five students or less to protect their confidentiality. Where a year level is too small to be reported, the year level is not included in this section of the report.



# Wellbeing: All Tasmanian Government School Students

Year 4

The figure below shows the 2024 wellbeing results for All Tasmanian Government School Year 4 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Loved, safe and valued							Year / Term
Important adult at school	3108	930	105	75%	22%	3%	2024
Connectedness to adults at school	2529	1105	341	64%	28%	9%	2024
School climate	1870	1502	619	47%	38%	16%	2024
Safe at school	2659	772	537	67%	19%	14%	2024
Absence of physical bullying <sup>^</sup>	1888	1708	431	47%	42%	11%	2024
Absence of verbal bullying <sup>^</sup>	1359	1822	817	34%	46%	20%	2024
Absence of social bullying <sup>^</sup>	1548	1737	674	39%	44%	17%	2024
Absence of cyberbullying <sup>^</sup>	2869	788	298	73%	20%	8%	2024
Healthy							Year / Term
Happiness	2260	1284	397	57%	33%	10%	2024
Optimism	2067	1339	588	52%	34%	15%	2024
Satisfaction with life	2070	1291	587	52%	33%	15%	2024
Emotion regulation	1669	1413	896	42%	36%	23%	2024
Absence of sadness <sup>^</sup>	2099	1239	648	53%	31%	16%	2024
Absence of worries <sup>^</sup>	1747	1247	957	44%	32%	24%	2024
Overall health	1409	1966	593	36%	50%	15%	2024
Material basics							Year / Term
Nutrition - breakfast	3051	327	695	75%	8%	17%	2024
Sleep	2440	685	875	61%	17%	22%	2024
Music and arts	2546	722	719	64%	18%	18%	2024
Sports	1945	1074	996	48%	27%	25%	2024
Organised activities	3411	381	267	84%	9%	7%	2024
Learning							Year / Term
Emotional engagement with teachers	2866	986	135	72%	25%	3%	2024
Engagement (flow)	1238	1463	1268	31%	37%	32%	2024
Perseverance	1964	1508	414	51%	39%	11%	2024
Cognitive engagement	2238	1257	492	56%	32%	12%	2024
Academic self concept	2616	990	375	66%	25%	9%	2024
Participating							Year / Term
Connectedness to adults at home	2954	721	282	75%	18%	7%	2024
Friendship intimacy	2886	667	433	72%	17%	11%	2024
Resilience (coping skills)	1332	1706	930	34%	43%	23%	2024
Positive sense of culture and identity							Year / Term
School belonging	2093	1046	799	53%	27%	20%	2024
Peer belonging	2153	1169	677	54%	29%	17%	2024



## Wellbeing: All Tasmanian Government School Students

The figure below shows the 2024 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 adult at school	2895	1086	86	71%	27%	2%	2024
Connectedness to adults at school	2443	1172	388	61%	29%	10%	2024
School climate	1494	1649	876	37%	41%	22%	2024
Safe at school	2470	902	624	62%	23%	16%	2024
Absence of physical bullying <sup>^</sup>	2067	1592	342	52%	40%	9%	2024
Absence of verbal bullying <sup>^</sup>	1334	1811	845	33%	45%	21%	2024
Absence of social bullying <sup>^</sup>	1611	1700	664	41%	43%	17%	2024
Absence of cyberbullying <sup>^</sup>	2807	879	273	71%	22%	7%	2024
Healthy				Year / Term			
Happiness	2127	1388	497	53%	35%	12%	2024
Optimism	1792	1524	708	45%	38%	18%	2024
Satisfaction with life	1877	1374	765	47%	34%	19%	2024
Emotion regulation	1419	1526	1069	35%	38%	27%	2024
Absence of sadness <sup>^</sup>	2007	1274	735	50%	32%	18%	2024
Absence of worries <sup>^</sup>	1707	1295	1005	43%	32%	25%	2024
Overall health	1279	1910	740	33%	49%	19%	2024
Material basics				Year / Term			
Nutrition - breakfast	2822	393	801	70%	10%	20%	2024
Sleep	2358	771	840	59%	19%	21%	2024
Music and arts	2298	772	919	58%	19%	23%	2024
Sports	1969	914	1102	49%	23%	28%	2024
Organised activities	3300	415	300	82%	10%	7%	2024
Learning				Year / Term			
Emotional engagement with teachers	2714	1112	185	68%	28%	5%	2024
Engagement (flow)	1045	1541	1408	26%	39%	35%	2024
Perseverance	1661	1745	592	42%	44%	15%	2024
Cognitive engagement	1870	1467	666	47%	37%	17%	2024
Academic self concept	2323	1195	488	58%	30%	12%	2024
Participating				Year / Term			
Connectedness to adults at home	2919	764	312	73%	19%	8%	2024
Friendship intimacy	2788	755	464	70%	19%	12%	2024
Resilience (coping skills)	1087	1820	1110	27%	45%	28%	2024
Positive sense of culture and identity				Year / Term			
School belonging	1832	1195	944	46%	30%	24%	2024
Peer belonging	1993	1298	724	50%	32%	18%	2024



# Wellbeing: All Tasmanian Government School Students

Year 6

The figure below shows the 2024 wellbeing results for All Tasmanian Government School Year 6 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Loved, safe and valued							Year / Term
Important adult at school	2731	1174	72	69%	30%	2%	2024
Connectedness to adults at school	2369	1160	392	60%	30%	10%	2024
School climate	1242	1675	1019	32%	43%	26%	2024
Safe at school	2421	921	577	62%	24%	15%	2024
Absence of physical bullying <sup>^</sup>	2238	1393	289	57%	36%	7%	2024
Absence of verbal bullying <sup>^</sup>	1427	1713	775	36%	44%	20%	2024
Absence of social bullying <sup>^</sup>	1702	1639	566	44%	42%	14%	2024
Absence of cyberbullying <sup>^</sup>	2770	865	266	71%	22%	7%	2024
Healthy							Year / Term
Happiness	2069	1382	498	52%	35%	13%	2024
Optimism	1698	1538	708	43%	39%	18%	2024
Satisfaction with life	1752	1390	800	44%	35%	20%	2024
Emotion regulation	1237	1538	1160	31%	39%	29%	2024
Absence of sadness <sup>^</sup>	1978	1265	697	50%	32%	18%	2024
Absence of worries <sup>^</sup>	1740	1272	923	44%	32%	23%	2024
Overall health	1233	1844	773	32%	48%	20%	2024
Material basics							Year / Term
Nutrition - breakfast	2521	465	953	64%	12%	24%	2024
Sleep	2223	808	873	57%	21%	22%	2024
Music and arts	1895	766	1248	48%	20%	32%	2024
Sports	1984	848	1071	51%	22%	27%	2024
Organised activities	3127	421	380	80%	11%	10%	2024
Learning							Year / Term
Emotional engagement with teachers	2540	1160	230	65%	30%	6%	2024
Engagement (flow)	957	1574	1399	24%	40%	36%	2024
Perseverance	1551	1775	609	39%	45%	15%	2024
Cognitive engagement	1757	1491	678	45%	38%	17%	2024
Academic self concept	2279	1184	472	58%	30%	12%	2024
Participating							Year / Term
Connectedness to adults at home	2818	781	320	72%	20%	8%	2024
Friendship intimacy	2768	749	416	70%	19%	11%	2024
Resilience (coping skills)	1091	1757	1092	28%	45%	28%	2024
Positive sense of culture and identity							Year / Term
School belonging	1724	1235	943	44%	32%	24%	2024
Peer belonging	2030	1252	652	52%	32%	17%	2024



## Wellbeing: All Tasmanian Government School Students

Year 7

The figure below shows the 2024 wellbeing results for All Tasmanian Government School Year 7 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Loved, safe and valued							Year / Term
Important adult at school	1796	1385	58	55%	43%	2%	2024
Connectedness to adults at school	1640	1145	410	51%	36%	13%	2024
School climate	495	1410	1297	15%	44%	41%	2024
Safe at school	1521	1018	654	48%	32%	20%	2024
Absence of physical bullying <sup>^</sup>	1795	1097	291	56%	34%	9%	2024
Absence of verbal bullying <sup>^</sup>	1020	1405	746	32%	44%	24%	2024
Absence of social bullying <sup>^</sup>	1371	1261	537	43%	40%	17%	2024
Absence of cyberbullying <sup>^</sup>	2082	832	249	66%	26%	8%	2024
Healthy							Year / Term
Happiness	1399	1276	544	43%	40%	17%	2024
Optimism	1120	1342	762	35%	42%	24%	2024
Satisfaction with life	1141	1193	890	35%	37%	28%	2024
Emotion regulation	842	1311	1063	26%	41%	33%	2024
Absence of sadness <sup>^</sup>	1371	1127	717	43%	35%	22%	2024
Absence of worries <sup>^</sup>	1210	1098	906	38%	34%	28%	2024
Overall health	745	1460	827	25%	48%	27%	2024
Material basics							Year / Term
Nutrition - breakfast	1667	380	1144	52%	12%	36%	2024
Sleep	1553	788	833	49%	25%	26%	2024
Music and arts	1322	512	1326	42%	16%	42%	2024
Sports	1514	513	1140	48%	16%	36%	2024
Organised activities	2343	345	494	74%	11%	16%	2024
Learning							Year / Term
Emotional engagement with teachers	1672	1281	250	52%	40%	8%	2024
Engagement (flow)	603	1257	1322	19%	40%	42%	2024
Perseverance	930	1519	766	29%	47%	24%	2024
Cognitive engagement	1024	1322	848	32%	41%	27%	2024
Academic self concept	1449	1151	602	45%	36%	19%	2024
Participating							Year / Term
Connectedness to adults at home	2132	737	324	67%	23%	10%	2024
Friendship intimacy	2082	723	386	65%	23%	12%	2024
Resilience (coping skills)	736	1508	966	23%	47%	30%	2024
Positive sense of culture and identity							Year / Term
School belonging	866	1232	1090	27%	39%	34%	2024
Peer belonging	1328	1176	688	42%	37%	22%	2024



# Wellbeing: All Tasmanian Government School Students

The figure below shows the 2024 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 adult at school	1776	1290	65	57%	41%	2%	2024
Connectedness to adults at school	1516	1072	493	49%	35%	16%	2024
School climate	407	1253	1429	13%	41%	46%	2024
Safe at school	1392	1024	659	45%	33%	21%	2024
Absence of physical bullying <sup>^</sup>	1824	960	278	60%	31%	9%	2024
Absence of verbal bullying <sup>^</sup>	1081	1302	679	35%	43%	22%	2024
Absence of social bullying <sup>^</sup>	1390	1188	472	46%	39%	15%	2024
Absence of cyberbullying <sup>^</sup>	2032	782	232	67%	26%	8%	2024
Healthy							Year / Term
Happiness	1306	1238	565	42%	40%	18%	2024
Optimism	964	1381	769	31%	44%	25%	2024
Satisfaction with life	936	1254	914	30%	40%	29%	2024
Emotion regulation	762	1276	1062	25%	41%	34%	2024
Absence of sadness <sup>^</sup>	1287	1132	669	42%	37%	22%	2024
Absence of worries <sup>^</sup>	1155	1114	817	37%	36%	26%	2024
Overall health	645	1401	908	22%	47%	31%	2024
Material basics							Year / Term
Nutrition - breakfast	1455	394	1216	47%	13%	40%	2024
Sleep	1386	791	878	45%	26%	29%	2024
Music and arts	1102	429	1506	36%	14%	50%	2024
Sports	1406	419	1216	46%	14%	40%	2024
Organised activities	2151	332	578	70%	11%	19%	2024
Learning							Year / Term
Emotional engagement with teachers	1519	1225	340	49%	40%	11%	2024
Engagement (flow)	549	1205	1317	18%	39%	43%	2024
Perseverance	867	1416	813	28%	46%	26%	2024
Cognitive engagement	880	1340	855	29%	44%	28%	2024
Academic self concept	1300	1153	626	42%	37%	20%	2024
Participating							Year / Term
Connectedness to adults at home	2041	697	340	66%	23%	11%	2024
Friendship intimacy	1933	747	397	63%	24%	13%	2024
Resilience (coping skills)	710	1469	905	23%	48%	29%	2024
Positive sense of culture and identity							Year / Term
School belonging	756	1221	1091	25%	40%	36%	2024
Peer belonging	1270	1149	658	41%	37%	21%	2024



## Wellbeing: All Tasmanian Government School Students

Year 9

The figure below shows the 2024 wellbeing results for All Tasmanian Government School Year 9 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Loved, safe and valued							Year / Term
Important adult at school	1779	1185	61	59%	39%	2%	2024
Connectedness to adults at school	1553	1015	408	52%	34%	14%	2024
School climate	446	1273	1267	15%	43%	42%	2024
Safe at school	1409	988	581	47%	33%	20%	2024
Absence of physical bullying <sup>^</sup>	1900	837	229	64%	28%	8%	2024
Absence of verbal bullying <sup>^</sup>	1161	1204	600	39%	41%	20%	2024
Absence of social bullying <sup>^</sup>	1459	1073	425	49%	36%	14%	2024
Absence of cyberbullying <sup>^</sup>	2018	708	230	68%	24%	8%	2024
Healthy							Year / Term
Happiness	1265	1208	536	42%	40%	18%	2024
Optimism	1001	1272	739	33%	42%	25%	2024
Satisfaction with life	910	1234	866	30%	41%	29%	2024
Emotion regulation	809	1220	966	27%	41%	32%	2024
Absence of sadness <sup>^</sup>	1185	1124	687	40%	38%	23%	2024
Absence of worries <sup>^</sup>	1088	1076	828	36%	36%	28%	2024
Overall health	615	1404	858	21%	49%	30%	2024
Material basics							Year / Term
Nutrition - breakfast	1302	371	1299	44%	12%	44%	2024
Sleep	1291	823	850	44%	28%	29%	2024
Music and arts	1012	342	1588	34%	12%	54%	2024
Sports	1280	318	1338	44%	11%	46%	2024
Organised activities	1938	312	707	66%	11%	24%	2024
Learning							Year / Term
Emotional engagement with teachers	1624	1147	218	54%	38%	7%	2024
Engagement (flow)	545	1308	1122	18%	44%	38%	2024
Perseverance	856	1393	761	28%	46%	25%	2024
Cognitive engagement	875	1351	752	29%	45%	25%	2024
Academic self concept	1326	1120	535	44%	38%	18%	2024
Participating							Year / Term
Connectedness to adults at home	2005	681	298	67%	23%	10%	2024
Friendship intimacy	1890	747	342	63%	25%	11%	2024
Resilience (coping skills)	858	1368	768	29%	46%	26%	2024
Positive sense of culture and identity							Year / Term
School belonging	745	1229	990	25%	41%	33%	2024
Peer belonging	1231	1125	626	41%	38%	21%	2024



# Wellbeing: All Tasmanian Government School Students

The figure below shows the 2024 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 adult at school	1979	999	86	65%	33%	3%	2024
Connectedness to adults at school	1589	1007	400	53%	34%	13%	2024
School climate	471	1197	1314	16%	40%	44%	2024
Safe at school	1502	938	538	50%	31%	18%	2024
Absence of physical bullying^	2001	721	217	68%	25%	7%	2024
Absence of verbal bullying^	1258	1104	569	43%	38%	19%	2024
Absence of social bullying^	1477	1060	396	50%	36%	14%	2024
Absence of cyberbullying^	1999	696	238	68%	24%	8%	2024
Healthy				Year / Term			
Happiness	1271	1269	507	42%	42%	17%	2024
Optimism	1005	1352	691	33%	44%	23%	2024
Satisfaction with life	882	1270	896	29%	42%	29%	2024
Emotion regulation	796	1359	859	26%	45%	29%	2024
Absence of sadness^	1110	1149	734	37%	38%	25%	2024
Absence of worries^	946	1159	891	32%	39%	30%	2024
Absence of distress~^	1938	800	279	64%	27%	9%	2024
Overall health	553	1461	907	19%	50%	31%	2024
Material basics				Year / Term			
Nutrition - breakfast	1235	387	1320	42%	13%	45%	2024
Sleep	1150	863	921	39%	29%	31%	2024
Music and arts	982	305	1628	34%	10%	56%	2024
Sports	1185	324	1412	41%	11%	48%	2024
Organised activities	1853	321	757	63%	11%	26%	2024
Learning				Year / Term			
Emotional engagement with teachers	1713	1082	195	57%	36%	7%	2024
Engagement (flow)	596	1345	1032	20%	45%	35%	2024
Perseverance	940	1414	694	31%	46%	23%	2024
Cognitive engagement	873	1421	657	30%	48%	22%	2024
Academic self concept	1330	1136	513	45%	38%	17%	2024
Learning practices~	493	1408	1055	17%	48%	36%	2024
Participating				Year / Term			
Connectedness to adults at home	1978	700	316	66%	23%	11%	2024
Friendship intimacy	1879	726	376	63%	24%	13%	2024
Resilience (coping skills)	768	1425	800	26%	48%	27%	2024
Motivation to achieve goals~	993	1454	576	33%	48%	19%	2024
Future goal planning~	1087	1611	327	36%	53%	11%	2024
Feelings about after school study/work~	1037	1185	720	35%	40%	24%	2024
Positive sense of culture and identity				Year / Term			
School belonging	804	1195	966	27%	40%	33%	2024
Peer belonging	1197	1146	637	40%	38%	21%	2024
Meeting expectations~	787	1443	802	26%	48%	26%	2024
Expectations for success~	1265	1267	499	42%	42%	16%	2024
Feelings about the future~	1510	956	480	51%	32%	16%	2024

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



# Wellbeing: All Tasmanian Government School Students

The figure below shows the 2024 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 adult at school	1205	690	121	60%	34%	6%	2024
Connectedness to adults at school	1178	571	158	62%	30%	8%	2024
School climate	686	918	293	36%	48%	15%	2024
Safe at school	1232	527	136	65%	28%	7%	2024
Absence of physical bullying^	1462	283	99	79%	15%	5%	2024
Absence of verbal bullying^	1066	585	194	58%	32%	11%	2024
Absence of social bullying^	1082	571	188	59%	31%	10%	2024
Absence of cyberbullying^	1382	338	126	75%	18%	7%	2024
Healthy							Year / Term
Happiness	859	827	328	43%	41%	16%	2024
Optimism	686	887	424	34%	44%	21%	2024
Satisfaction with life	567	829	599	28%	42%	30%	2024
Emotion regulation	548	880	507	28%	45%	26%	2024
Absence of sadness^	719	733	472	37%	38%	25%	2024
Absence of worries^	584	736	603	30%	38%	31%	2024
Absence of distress~^	1265	519	166	65%	27%	9%	2024
Overall health	331	929	573	18%	51%	31%	2024
Material basics							Year / Term
Nutrition - breakfast	806	293	744	44%	16%	40%	2024
Sleep	698	604	544	38%	33%	29%	2024
Music and arts	666	206	951	37%	11%	52%	2024
Sports	667	171	994	36%	9%	54%	2024
Organised activities	1129	202	509	61%	11%	28%	2024
Learning							Year / Term
Emotional engagement with teachers	1503	351	51	79%	18%	3%	2024
Engagement (flow)	465	897	520	25%	48%	28%	2024
Perseverance	695	905	415	34%	45%	21%	2024
Cognitive engagement	665	916	279	36%	49%	15%	2024
Academic self concept	1068	668	160	56%	35%	8%	2024
Learning practices~	422	913	532	23%	49%	28%	2024
Participating							Year / Term
Connectedness to adults at home	1341	414	150	70%	22%	8%	2024
Friendship intimacy	1212	445	226	64%	24%	12%	2024
Resilience (coping skills)	511	982	431	27%	51%	22%	2024
Motivation to achieve goals~	645	953	365	33%	49%	19%	2024
Future goal planning~	739	1013	209	38%	52%	11%	2024
Feelings about after school study/work~	665	741	431	36%	40%	23%	2024
Positive sense of culture and identity							Year / Term
School belonging	604	821	462	32%	44%	24%	2024
Peer belonging	832	681	370	44%	36%	20%	2024
Meeting expectations~	535	875	579	27%	44%	29%	2024
Expectations for success~	915	786	288	46%	40%	14%	2024
Feelings about the future~	925	616	309	50%	33%	17%	2024

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



# Wellbeing: All Tasmanian Government School Students

The figure below shows the 2024 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 adult at school	1076	420	122	67%	26%	8%	2024
Connectedness to adults at school	1004	408	93	67%	27%	6%	2024
School climate	555	714	224	37%	48%	15%	2024
Safe at school	1029	361	103	69%	24%	7%	2024
Absence of physical bullying <sup>^</sup>	1251	166	44	86%	11%	3%	2024
Absence of verbal bullying <sup>^</sup>	942	429	93	64%	29%	6%	2024
Absence of social bullying <sup>^</sup>	942	433	91	64%	30%	6%	2024
Absence of cyberbullying <sup>^</sup>	1179	223	63	80%	15%	4%	2024
Healthy							Year / Term
Happiness	673	667	272	42%	41%	17%	2024
Optimism	586	669	334	37%	42%	21%	2024
Satisfaction with life	465	650	473	29%	41%	30%	2024
Emotion regulation	466	716	352	30%	47%	23%	2024
Absence of sadness <sup>^</sup>	565	612	342	37%	40%	23%	2024
Absence of worries <sup>^</sup>	424	627	467	28%	41%	31%	2024
Absence of distress <sup>~^</sup>	992	424	129	64%	27%	8%	2024
Overall health	232	723	495	16%	50%	34%	2024
Material basics							Year / Term
Nutrition - breakfast	696	197	569	48%	13%	39%	2024
Sleep	538	469	448	37%	32%	31%	2024
Music and arts	559	161	725	39%	11%	50%	2024
Sports	505	138	808	35%	10%	56%	2024
Organised activities	909	162	383	63%	11%	26%	2024
Learning							Year / Term
Emotional engagement with teachers	1226	252	23	82%	17%	2%	2024
Engagement (flow)	384	715	377	26%	48%	26%	2024
Perseverance	593	704	315	37%	44%	20%	2024
Cognitive engagement	566	701	201	39%	48%	14%	2024
Academic self concept	923	468	104	62%	31%	7%	2024
Learning practices <sup>~</sup>	327	698	448	22%	47%	30%	2024
Participating							Year / Term
Connectedness to adults at home	1059	324	121	70%	22%	8%	2024
Friendship intimacy	914	378	190	62%	26%	13%	2024
Resilience (coping skills)	455	752	311	30%	50%	20%	2024
Motivation to achieve goals <sup>~</sup>	559	746	247	36%	48%	16%	2024
Future goal planning <sup>~</sup>	631	778	145	41%	50%	9%	2024
Feelings about after school study/work <sup>~</sup>	548	598	317	37%	41%	22%	2024
Positive sense of culture and identity							Year / Term
School belonging	532	632	326	36%	42%	22%	2024
Peer belonging	643	528	311	43%	36%	21%	2024
Meeting expectations <sup>~</sup>	443	673	460	28%	43%	29%	2024
Expectations for success <sup>~</sup>	813	574	189	52%	36%	12%	2024
Feelings about the future <sup>~</sup>	735	483	247	50%	33%	17%	2024

~ 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.

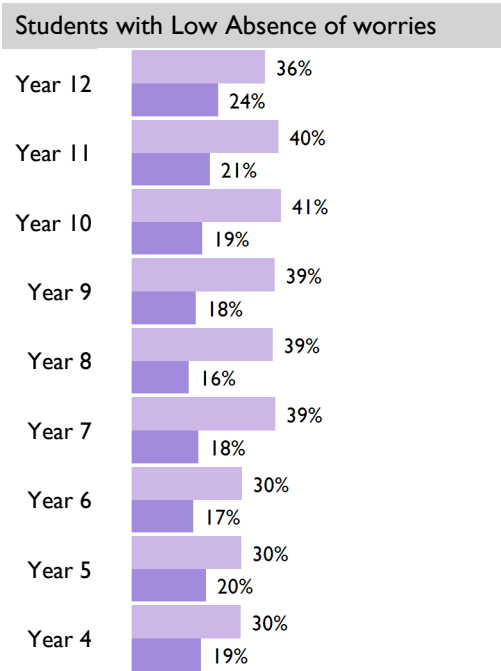
The figures and tables below allow you to consider whether this trend is apparent for All Tasmanian Government School Students. The number and proportion of boys and girls reporting low wellbeing is shown below for All Tasmanian Government School Students in 2024.

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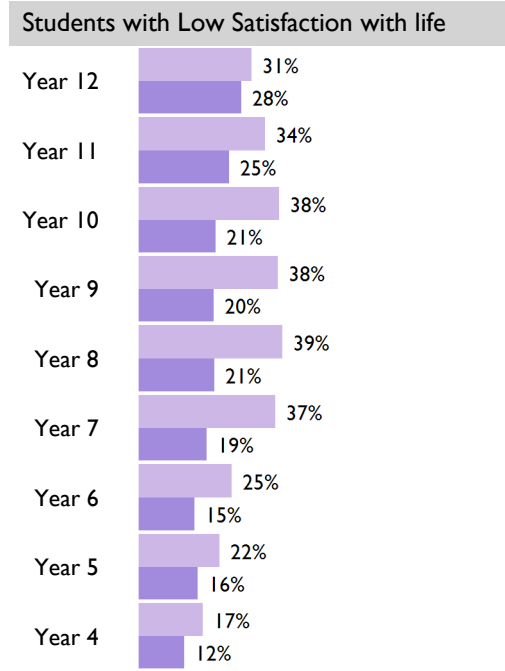
Please note that to protect the confidentiality of students, the results for students whose gender was not recorded or is not identified are not shown in this section of the report. If there are < 5 Girls or < 5 Boys at the year level who participated, the Year Level will be suppressed(\*).

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

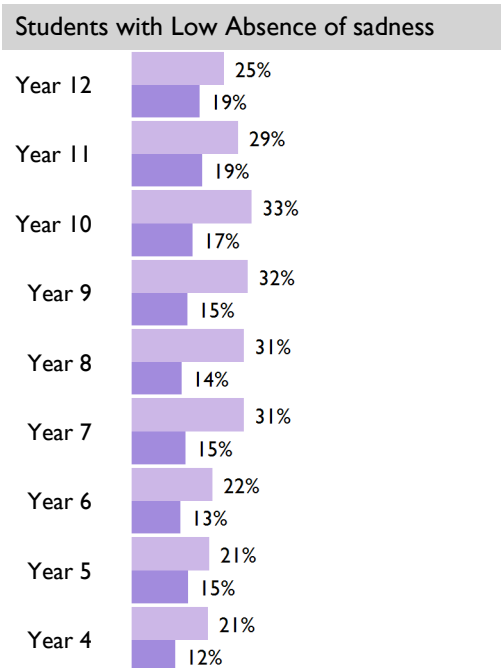
### All Tasmanian Government School Students



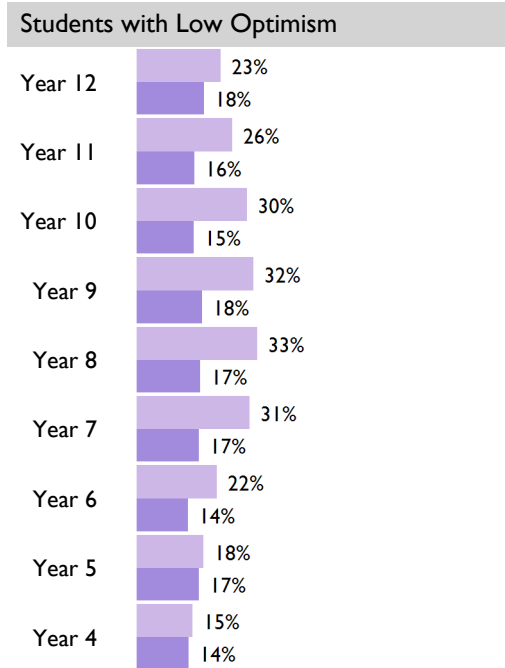
### All Tasmanian Government School Students



### All Tasmanian Government School Students



### All Tasmanian Government School Students





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

**All Tasmanian  
Government School  
Students**

		Girl	Boy
Students with Low Absence of worries	Year 12	294	166
	Year 11	402	194
	Year 10	591	296
	Year 9	547	278
	Year 8	556	256
	Year 7	599	305
	Year 6	589	332
	Year 5	588	415
	Year 4	573	383
Students with Low Absence of sadness	Year 12	204	130
	Year 11	291	175
	Year 10	475	255
	Year 9	444	240
	Year 8	442	223
	Year 7	468	247
	Year 6	430	265
	Year 5	416	317
	Year 4	404	244
Students with Low Satisfaction with life	Year 12	262	204
	Year 11	360	231
	Year 10	561	331
	Year 9	535	326
	Year 8	568	341
	Year 7	573	314
	Year 6	497	302
	Year 5	433	331
	Year 4	335	252
Students with Low Optimism	Year 12	195	134
	Year 11	272	147
	Year 10	442	244
	Year 9	449	285
	Year 8	478	286
	Year 7	473	287
	Year 6	429	278
	Year 5	358	349
	Year 4	297	291



## 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. <b>School climate:</b>                     | Overall tone of the school environment, including the way teachers and students interact and how students treat each other |
| 2. <b>School belonging:</b>                   | The degree to which young people feel connected and valued at their school   |
| 3. <b>Safe at school:</b>                     | How safe young people feel at school   |
| 4. <b>Emotional engagement with teachers:</b> | Support and relationships with teachers  |
| 5. <b>Cognitive engagement:</b>               | 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(\*).



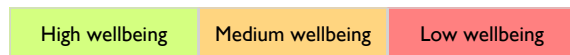
## School climate

"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 2024 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	High wellbeing	Medium wellbeing	Low wellbeing	High wellbeing	Medium wellbeing	Low wellbeing
Girl	Year 4	915	737	297	47%	38%	15%
	Year 5	726	822	416	37%	42%	21%
	Year 6	616	797	536	32%	41%	28%
	Year 7	178	638	707	12%	42%	46%
	Year 8	128	525	783	9%	37%	55%
	Year 9	138	564	698	10%	40%	50%
	Year 10	151	550	743	10%	38%	51%
	Year 11	329	490	171	33%	49%	17%
	Year 12	274	393	125	35%	50%	16%
Boy	Year 4	954	764	322	47%	37%	16%
	Year 5	768	824	460	37%	40%	22%
	Year 6	626	876	482	32%	44%	24%
	Year 7	316	771	589	19%	46%	35%
	Year 8	278	723	643	17%	44%	39%
	Year 9	305	707	565	19%	45%	36%
	Year 10	320	644	567	21%	42%	37%
	Year 11	353	424	119	39%	47%	13%
	Year 12	279	317	96	40%	46%	14%



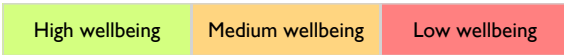
## School belonging

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

### Questions asked for School belonging

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

The tables below show the 2024 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
<b>Girl</b>	Year 4	992	523	404
	Year 5	870	586	477
	Year 6	781	620	531
	Year 7	295	567	649
	Year 8	267	535	624
	Year 9	234	577	580
	Year 10	301	573	562
	Year 11	272	449	265
	Year 12	253	359	178
	<b>Boy</b>	Year 4	1100	522
Year 5		962	609	464
Year 6		943	613	411
Year 7		571	664	439
Year 8		488	682	463
Year 9		508	649	407
Year 10		503	619	400
Year 11		330	366	194
Year 12		277	270	144

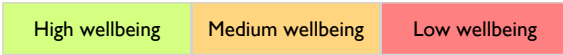
## Safe at school

*"How safe young people feel at school"*

### Questions asked for Safe at school

- I feel safe at school.

The tables below show the 2024 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

<b>Girl</b>	Year 4	1279	409	249	66%	21%	13%
	Year 5	1226	430	299	63%	22%	15%
	Year 6	1173	452	317	60%	23%	16%
	Year 7	624	553	343	41%	36%	23%
	Year 8	556	516	359	39%	36%	25%
	Year 9	547	518	330	39%	37%	24%
	Year 10	646	482	316	45%	33%	22%
	Year 11	621	285	82	63%	29%	8%
	Year 12	526	215	50	66%	27%	6%
	<b>Boy</b>	Year 4	1379	363	288	68%	18%
Year 5		1243	471	324	61%	23%	16%
Year 6		1246	469	259	63%	24%	13%
Year 7		895	464	311	54%	28%	19%
Year 8		835	504	296	51%	31%	18%
Year 9		859	467	248	55%	30%	16%
Year 10		853	454	220	56%	30%	14%
Year 11		604	239	53	67%	27%	6%
Year 12		498	145	50	72%	21%	7%

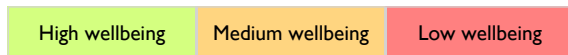
## Emotional engagement with teachers

*"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 2024 results for Emotional engagement with teachers for All Tasmanian Government School Students. It allows you to see the number and proportion of students in each year level cohort by gender who reported high, medium and low levels of Emotional engagement with teachers.



### All Tasmanian Government School Students

	Year	High wellbeing	Medium wellbeing	Low wellbeing	High wellbeing %	Medium wellbeing %	Low wellbeing %
<b>Girl</b>	Year 4	1415	472	56	73%	24%	3%
	Year 5	1387	507	66	71%	26%	3%
	Year 6	1317	540	91	68%	28%	5%
	Year 7	759	643	119	50%	42%	8%
	Year 8	657	600	176	46%	42%	12%
	Year 9	705	589	105	50%	42%	8%
	Year 10	792	568	90	55%	39%	6%
	Year 11	773	191	28	78%	19%	3%
	Year 12	646	141	10	81%	18%	1%
<b>Boy</b>	Year 4	1451	512	79	71%	25%	4%
	Year 5	1325	604	119	65%	29%	6%
	Year 6	1221	619	139	62%	31%	7%
	Year 7	910	638	131	54%	38%	8%
	Year 8	855	623	164	52%	38%	10%
	Year 9	914	555	112	58%	35%	7%
	Year 10	917	511	105	60%	33%	7%
	Year 11	720	158	23	80%	18%	3%
	Year 12	573	108	13	83%	16%	2%



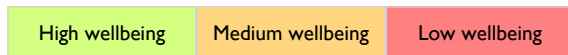
## Cognitive engagement

*"Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset"*

### Questions asked for Cognitive engagement

- I work hard on learning.
- When I found something hard I tried another way.
- I take a lot of care with what I do.
- No matter who you are, you can change your intelligence.
- I am excited to come up with new things.

The tables below show the 2024 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
<b>Girl</b>	Year 4	1084	623	240	56%	32%	12%
	Year 5	941	698	319	48%	36%	16%
	Year 6	881	698	367	45%	36%	19%
	Year 7	436	620	465	29%	41%	31%
	Year 8	375	593	462	26%	41%	32%
	Year 9	363	623	412	26%	45%	29%
	Year 10	381	683	366	27%	48%	26%
	Year 11	344	473	153	35%	49%	16%
	Year 12	286	391	104	37%	50%	13%
	<b>Boy</b>	Year 4	1153	634	251	57%	31%
Year 5		928	768	346	45%	38%	17%
Year 6		876	791	310	44%	40%	16%
Year 7		586	701	383	35%	42%	23%
Year 8		501	742	393	31%	45%	24%
Year 9		510	723	338	32%	46%	22%
Year 10		487	738	289	32%	49%	19%
Year 11		319	435	125	36%	49%	14%
Year 12		278	305	95	41%	45%	14%