



Student Wellbeing Survey 2019

SAFE, WELL AND POSITIVE LEARNERS

**All Tasmanian Government School
Students**

Survey year: 2019



Contents

Introduction

- About the Student Wellbeing 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, 2019

- 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, 2019, separate year levels

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



**Government
of South Australia**

Department for Education



Introduction

About the Student Wellbeing Survey

The Department of Education (DoE) recognises the impact of wellbeing on educational attainment and the subsequent correction 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 [*2018–2021 Department of Education Child and Student Wellbeing Strategy: Safe, Well and Positive Learners*](#) 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 and safe, 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 and the results of this survey will be structured under the relevant wellbeing domain.

The Wellbeing 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 Survey is a universal approach to supporting student wellbeing, and will provide schools and the system with wellbeing data to support improvement planning.

Purpose and scope of this report

This report presents the survey responses from students for 2019, showing the results for All Tasmanian Government School Students. Please note that the data is not reported for groups of less than five students to protect their confidentiality.

The report describes young people's views about their social and emotional wellbeing, their engagement at school and their experiences outside of 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.*

These wellbeing indicators represent potential levers, e.g. to inform planning and decision-making to maximise student wellbeing and learning in the school.

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

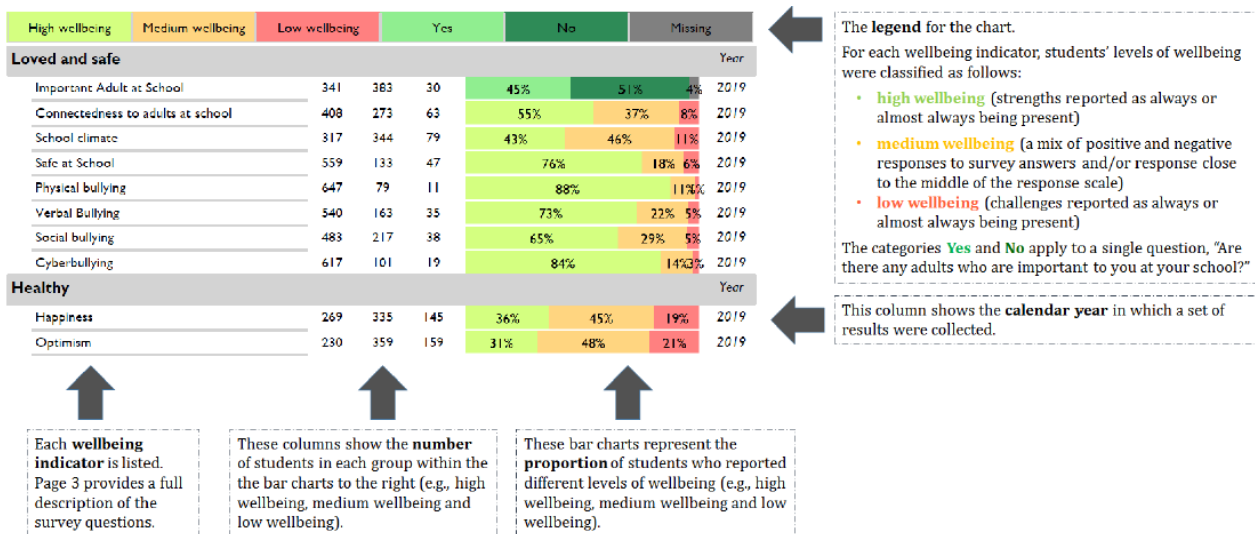
The results shown in the report can be used to reflect on:

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.



Structure of this report

Part 1: Wellbeing results for All Tasmanian Government School Students, 2019

This section of the report sets out the wellbeing results from 2019 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 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, 2019, year level

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2019 for each separate year level group for All Tasmanian Government School Students. This is intended to allow for detailed and separate planning.



Definitions of key terms used in this report

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

Loved and safe

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
Physical bullying	e.g Someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took things without your permission.
Verbal Bullying	e.g Someone called you names, teased, humiliated, threatened you, or made you do things you didn't want to do
Social bullying	e.g Someone left you out, excluded you, gossiped and spread rumors about you, or made you look foolish
Cyberbullying	e.g Someone used the computer or text messages to exclude, threaten, humiliate you, or to hurt your feelings

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
Sadness	How frequently young people feel unhappy or upset
Worries	How often young people worry about different aspects of life
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
Body Image	Describes perceptions young people have about their body shape
Feelings about your body*	Young people's feelings when thinking about the way they look

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)



Domain	Sub-Domain	Question
Loved and safe	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.
	Physical bullying	Physical bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission).
	Verbal Bullying	Verbal bullying (for example, someone called you names, teased, embarrassed, threatened you, or made you do things you didn't want to do).
	Social bullying	Social bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).
Healthy	Cyberbullying	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.
	Optimism	I am a cheerful person. 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.
	Sadness	I feel unhappy a lot of the time. I feel upset about things. I feel that I do things wrong a lot.
	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.
	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?
	Body Image	How do you rate your body weight?
	Feelings about your body*	How often do you like the way you look?
	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]
Material basics	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. 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.
	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?
Positive sense of culture and identity	School Belonging	I feel like I belong in this school. I feel like I am important to this school.
	Peer belonging	I feel part of a group of friends that do things together. I feel that I usually fit in with other kids around me. When I am with other kids my age, I feel I belong.
	Meeting expectations*	Doing my best never seems to be enough. I often feel disappointed after completing a task because I knew I could have done better. My performance rarely measures up to my standards. I am hardly ever satisfied with my performance.
	Expectations for success*	I have high expectations for myself. I set very high standards for myself. I have a strong need to strive for excellence. I expect the best from myself.
	Feelings about the future*	How would you describe your feelings when you think about the future?

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

Part I: Wellbeing: All Tasmanian Government School Students

Wellbeing participation for All Tasmanian Government School Students

The table below shows the number of students who completed the Student Wellbeing Survey in 2019.

The table allows you to consider how representative the survey results are for the student cohort as a whole.

		All Tasmanian Government School Students	
Year	Year Level	Number of Valid Survey Responses	Notes
2019	Year 4	4,184	
	Year 5	4,303	
	Year 6	4,155	
	Year 7	3,229	
	Year 8	3,097	
	Year 9	2,730	
	Year 10	2,562	
	Year 11	2,347	
	Year 12	2,044	
	Unknown	12	
	Total	28,663	





Wellbeing results for All Tasmanian Government School Students

The figure below shows the 2019 wellbeing results for All Tasmanian Government School Students.

The figure shows, on a single page, 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	Medium	Low	Yes	No	Missing Information	
Loved and safe							Year
Important Adult at School	15209	11981	1473	53%	42%	5%	2019
Connectedness to adults at school	16123	9060	2896	57%	32%	10%	2019
School climate	9024	11944	7110	32%	43%	25%	2019
Safe at School	17695	6300	3861	64%	23%	14%	2019
Physical bullying	16193	9627	2114	58%	34%	8%	2019
Verbal Bullying	11199	11875	4792	40%	43%	17%	2019
Social bullying	12745	11475	3618	46%	41%	13%	2019
Cyberbullying	19898	6006	1840	72%	22%	7%	2019
Healthy							Year
Happiness	13456	10250	4514	48%	36%	16%	2019
Optimism	11605	11028	5702	41%	39%	20%	2019
Satisfaction with life	10113	10840	7332	36%	38%	26%	2019
Emotion regulation	9375	11148	7751	33%	39%	27%	2019
Sadness	13086	9577	5573	46%	34%	20%	2019
Worries	10159	9963	8061	36%	35%	29%	2019
Distress	4400	1778	579	65%	26%	9%	2019
Overall health	7422	13267	7274	27%	47%	26%	2019
Body Image	15890	9416	2424	57%	34%	9%	2019
Feelings about your body	1943	1981	2611	30%	30%	40%	2019
Material basics							Year
Nutrition - breakfast	17483	2859	7579	63%	10%	27%	2019
Sleep	14023	5949	7481	51%	22%	27%	2019
Music and Arts	13675	4405	9551	49%	16%	35%	2019
Sports	12602	5046	9994	46%	18%	36%	2019
Organised Activities	21096	2868	3974	76%	10%	14%	2019
Learning							Year
Emotional engagement with teachers	18590	8184	1284	66%	29%	5%	2019
Engagement (flow)	6041	11226	10707	22%	40%	38%	2019
Perseverance	11481	12086	4541	41%	43%	16%	2019
Cognitive engagement	12072	11107	4784	43%	40%	17%	2019
Academic self concept	16966	8094	2959	61%	29%	11%	2019
Learning practices	1155	3447	2003	17%	52%	30%	2019
Participating							Year
Connectedness to adults at home	19976	5823	2275	71%	21%	8%	2019
Friendship intimacy	18858	5863	3347	67%	21%	12%	2019
Resilience	705	3597	2416	10%	54%	36%	2019
Motivation to achieve goals	1971	3340	1456	29%	49%	22%	2019
Future goal planning	2454	3574	745	36%	53%	11%	2019
Feelings about after school study/work	2099	2713	1759	32%	41%	27%	2019
Positive sense of culture and identity							Year



School Belonging	10581	9766	7436	38%	35%	27%	2019
Peer belonging	14011	9099	4969	50%	32%	18%	2019
Meeting expectations	1745	3138	1915	26%	46%	28%	2019
Expectations for success	2838	2772	1186	42%	41%	17%	2019
Feelings about the future	3277	2058	1235	50%	31%	19%	2019

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" starting on page 3.



Part 2: Wellbeing results for All Tasmanian Government School Students, 2019, separate year levels

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 2019 wellbeing results for All Tasmanian Government School Students 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	Medium	Low	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.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

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 2019 wellbeing results for All Tasmanian Government School Students 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 and safe							Year	
Important Adult at School	2795	1145	244	67%		27%	6%	2019
Connectedness to adults at school	2866	935	257	71%		23%	6%	2019
School climate	2151	1403	504	53%		35%	12%	2019
Safe at School	2905	645	449	73%		16%	11%	2019
Physical bullying	1957	1763	374	48%		43%	9%	2019
Verbal Bullying	1540	1896	620	38%		47%	15%	2019
Social bullying	1751	1795	505	43%		44%	12%	2019
Cyberbullying	3126	637	245	78%		16%	6%	2019
Healthy							Year	
Happiness	2503	1207	318	62%		30%	8%	2019
Optimism	2361	1210	509	58%		30%	12%	2019
Satisfaction with life	2176	1295	586	54%		32%	14%	2019
Emotion regulation	1948	1384	746	48%		34%	18%	2019
Sadness	2342	1145	593	57%		28%	15%	2019
Worries	1903	1268	890	47%		31%	22%	2019
Overall health	1637	1951	521	40%		47%	13%	2019
Body Image	2663	1070	318	66%		26%	8%	2019
Material basics							Year	
Nutrition - breakfast	3288	295	511	80%		7%	12%	2019
Sleep	2549	616	822	64%		15%	21%	2019
Music and Arts	2525	780	709	63%		19%	18%	2019
Sports	1858	1124	1060	46%		28%	26%	2019
Organised Activities	3427	390	283	84%		10%	7%	2019
Learning							Year	
Emotional engagement with teachers	3154	792	114	78%		20%	3%	2019
Engagement (flow)	1310	1473	1285	32%		36%	32%	2019
Perseverance	2099	1479	409	53%		37%	10%	2019
Cognitive engagement	2483	1154	423	61%		28%	10%	2019
Academic self concept	2923	833	275	73%		21%	7%	2019
Participating							Year	
Connectedness to adults at home	3202	644	203	79%		16%	5%	2019
Friendship intimacy	2958	710	407	73%		17%	10%	2019
Positive sense of culture and identity							Year	
School Belonging	2295	1001	686	58%		25%	17%	2019
Peer belonging	2439	1077	562	60%		26%	14%	2019



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2019 wellbeing results for All Tasmanian Government School Students 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 and safe							Year
Important Adult at School	2677	1418	208	62%	33%	5%	2019
Connectedness to adults at school	2783	1093	332	66%	26%	8%	2019
School climate	1739	1737	742	41%	41%	18%	2019
Safe at School	2791	817	550	67%	20%	13%	2019
Physical bullying	2071	1800	325	49%	43%	8%	2019
Verbal Bullying	1494	1964	728	36%	47%	17%	2019
Social bullying	1803	1818	552	43%	44%	13%	2019
Cyberbullying	3085	828	234	74%	20%	6%	2019
Healthy							Year
Happiness	2405	1348	454	57%	32%	11%	2019
Optimism	2152	1436	653	51%	34%	15%	2019
Satisfaction with life	2005	1457	768	47%	34%	18%	2019
Emotion regulation	1682	1556	995	40%	37%	24%	2019
Sadness	2276	1325	643	54%	31%	15%	2019
Worries	1849	1376	1010	44%	32%	24%	2019
Overall health	1466	2083	677	35%	49%	16%	2019
Body Image	2590	1292	302	62%	31%	7%	2019
Material basics							Year
Nutrition - breakfast	3200	353	666	76%	8%	16%	2019
Sleep	2502	725	898	61%	18%	22%	2019
Music and Arts	2612	722	841	63%	17%	20%	2019
Sports	2111	959	1093	51%	23%	26%	2019
Organised Activities	3547	395	286	84%	9%	7%	2019
Learning							Year
Emotional engagement with teachers	3078	992	140	73%	24%	3%	2019
Engagement (flow)	1105	1576	1524	26%	37%	36%	2019
Perseverance	1911	1746	526	46%	42%	13%	2019
Cognitive engagement	2279	1372	567	54%	33%	13%	2019
Academic self concept	2817	1016	367	67%	24%	9%	2019
Participating							Year
Connectedness to adults at home	3231	752	227	77%	18%	5%	2019
Friendship intimacy	2995	769	460	71%	18%	11%	2019
Positive sense of culture and identity							Year
School Belonging	2042	1214	889	49%	29%	21%	2019
Peer belonging	2330	1219	680	55%	29%	16%	2019



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2019 wellbeing results for All Tasmanian Government School Students 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 and safe							Year
Important Adult at School	2569	1403	183	62%	34%	4%	2019
Connectedness to adults at school	2578	1183	315	63%	29%	8%	2019
School climate	1557	1656	884	38%	40%	22%	2019
Safe at School	2775	770	520	68%	19%	13%	2019
Physical bullying	2174	1608	314	53%	39%	8%	2019
Verbal Bullying	1491	1857	731	37%	46%	18%	2019
Social bullying	1760	1778	539	43%	44%	13%	2019
Cyberbullying	2966	866	228	73%	21%	6%	2019
Healthy							Year
Happiness	2292	1294	492	56%	32%	12%	2019
Optimism	1972	1467	670	48%	36%	16%	2019
Satisfaction with life	1834	1455	814	45%	35%	20%	2019
Emotion regulation	1532	1573	997	37%	38%	24%	2019
Sadness	2145	1301	659	52%	32%	16%	2019
Worries	1720	1400	971	42%	34%	24%	2019
Overall health	1382	1996	729	34%	49%	18%	2019
Body Image	2375	1369	312	59%	34%	8%	2019
Material basics							Year
Nutrition - breakfast	2942	377	781	72%	9%	19%	2019
Sleep	2350	773	881	59%	19%	22%	2019
Music and Arts	2243	792	1010	55%	20%	25%	2019
Sports	2099	816	1137	52%	20%	28%	2019
Organised Activities	3351	398	353	82%	10%	9%	2019
Learning							Year
Emotional engagement with teachers	2906	1053	137	71%	26%	3%	2019
Engagement (flow)	1050	1625	1405	26%	40%	34%	2019
Perseverance	1915	1673	475	47%	41%	12%	2019
Cognitive engagement	2165	1345	582	53%	33%	14%	2019
Academic self concept	2702	1045	344	66%	26%	8%	2019
Participating							Year
Connectedness to adults at home	3105	721	254	76%	18%	6%	2019
Friendship intimacy	2933	749	420	72%	18%	10%	2019
Positive sense of culture and identity							Year
School Belonging	1968	1178	907	49%	29%	22%	2019
Peer belonging	2301	1176	625	56%	29%	15%	2019



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2019 wellbeing results for All Tasmanian Government School Students 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 and safe							Year
Important Adult at School	1436	1645	148	44%	51%	5%	2019
Connectedness to adults at school	1659	1128	400	52%	35%	13%	2019
School climate	667	1492	1029	21%	47%	32%	2019
Safe at School	1797	835	537	57%	26%	17%	2019
Physical bullying	1609	1270	289	51%	40%	9%	2019
Verbal Bullying	1029	1461	674	33%	46%	21%	2019
Social bullying	1359	1334	465	43%	42%	15%	2019
Cyberbullying	2131	801	222	68%	25%	7%	2019
Healthy							Year
Happiness	1471	1162	560	46%	36%	18%	2019
Optimism	1231	1280	698	38%	40%	22%	2019
Satisfaction with life	1101	1247	860	34%	39%	27%	2019
Emotion regulation	949	1296	964	30%	40%	30%	2019
Sadness	1477	1108	622	46%	35%	19%	2019
Worries	1161	1205	841	36%	38%	26%	2019
Overall health	785	1555	830	25%	49%	26%	2019
Body Image	1738	1122	278	55%	36%	9%	2019
Material basics							Year
Nutrition - breakfast	1885	326	959	59%	10%	30%	2019
Sleep	1693	653	778	54%	21%	25%	2019
Music and Arts	1590	522	1031	51%	17%	33%	2019
Sports	1440	531	1159	46%	17%	37%	2019
Organised Activities	2445	323	403	77%	10%	13%	2019
Learning							Year
Emotional engagement with teachers	1898	1088	197	60%	34%	6%	2019
Engagement (flow)	627	1293	1257	20%	41%	40%	2019
Perseverance	1224	1361	599	38%	43%	19%	2019
Cognitive engagement	1267	1263	641	40%	40%	20%	2019
Academic self concept	1786	1010	389	56%	32%	12%	2019
Participating							Year
Connectedness to adults at home	2214	683	289	69%	21%	9%	2019
Friendship intimacy	2128	673	379	67%	21%	12%	2019
Positive sense of culture and identity							Year
School Belonging	967	1233	955	31%	39%	30%	2019
Peer belonging	1515	1098	568	48%	35%	18%	2019



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2019 wellbeing results for All Tasmanian Government School Students 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 and safe							Year
Important Adult at School	1359	1614	124	44%	52%	4%	2019
Connectedness to adults at school	1426	1216	428	46%	40%	14%	2019
School climate	486	1386	1186	16%	45%	39%	2019
Safe at School	1575	887	580	52%	29%	19%	2019
Physical bullying	1649	1087	299	54%	36%	10%	2019
Verbal Bullying	988	1359	691	33%	45%	23%	2019
Social bullying	1280	1262	495	42%	42%	16%	2019
Cyberbullying	1942	812	281	64%	27%	9%	2019
Healthy							Year
Happiness	1215	1245	611	40%	41%	20%	2019
Optimism	1015	1283	780	33%	42%	25%	2019
Satisfaction with life	844	1234	998	27%	40%	32%	2019
Emotion regulation	827	1232	1017	27%	40%	33%	2019
Sadness	1288	1106	677	42%	36%	22%	2019
Worries	1002	1131	934	33%	37%	30%	2019
Overall health	612	1499	922	20%	49%	30%	2019
Body Image	1632	1095	287	54%	36%	10%	2019
Material basics							Year
Nutrition - breakfast	1637	348	1044	54%	11%	34%	2019
Sleep	1339	710	939	45%	24%	31%	2019
Music and Arts	1290	427	1282	43%	14%	43%	2019
Sports	1425	463	1114	47%	15%	37%	2019
Organised Activities	2250	300	475	74%	10%	16%	2019
Learning							Year
Emotional engagement with teachers	1562	1253	247	51%	41%	8%	2019
Engagement (flow)	476	1208	1350	16%	40%	44%	2019
Perseverance	1036	1406	617	34%	46%	20%	2019
Cognitive engagement	1012	1361	669	33%	45%	22%	2019
Academic self concept	1565	1027	464	51%	34%	15%	2019
Participating							Year
Connectedness to adults at home	2074	701	296	68%	23%	10%	2019
Friendship intimacy	1919	720	413	63%	24%	14%	2019
Positive sense of culture and identity							Year
School Belonging	749	1209	1074	25%	40%	35%	2019
Peer belonging	1356	1109	589	44%	36%	19%	2019



Wellbeing: All Tasmanian Government School Students

Year
9

The figure below shows the 2019 wellbeing results for All Tasmanian Government School Students 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 and safe							Year
Important Adult at School	1245	1354	131	46%	50%	5%	2019
Connectedness to adults at school	1239	1046	406	46%	39%	15%	2019
School climate	424	1183	1089	16%	44%	40%	2019
Safe at School	1422	757	500	53%	28%	19%	2019
Physical bullying	1593	861	222	60%	32%	8%	2019
Verbal Bullying	975	1133	561	37%	42%	21%	2019
Social bullying	1131	1138	403	42%	43%	15%	2019
Cyberbullying	1714	729	229	64%	27%	9%	2019
Healthy							Year
Happiness	1034	1083	603	38%	40%	22%	2019
Optimism	803	1194	715	30%	44%	26%	2019
Satisfaction with life	645	1144	922	24%	42%	34%	2019
Emotion regulation	645	1113	951	24%	41%	35%	2019
Sadness	1047	1008	649	39%	37%	24%	2019
Worries	802	978	921	30%	36%	34%	2019
Overall health	509	1160	1002	19%	43%	38%	2019
Body Image	1385	972	298	52%	37%	11%	2019
Material basics							Year
Nutrition - breakfast	1379	296	990	52%	11%	37%	2019
Sleep	1119	623	898	42%	24%	34%	2019
Music and Arts	1058	340	1259	40%	13%	47%	2019
Sports	1216	352	1080	46%	13%	41%	2019
Organised Activities	1893	307	472	71%	11%	18%	2019
Learning							Year
Emotional engagement with teachers	1395	1100	194	52%	41%	7%	2019
Engagement (flow)	379	1072	1231	14%	40%	46%	2019
Perseverance	892	1215	607	33%	45%	22%	2019
Cognitive engagement	823	1223	637	31%	46%	24%	2019
Academic self concept	1313	952	430	49%	35%	16%	2019
Participating							Year
Connectedness to adults at home	1761	669	261	65%	25%	10%	2019
Friendship intimacy	1700	609	387	63%	23%	14%	2019
Positive sense of culture and identity							Year
School Belonging	657	1047	973	25%	39%	36%	2019
Peer belonging	1210	935	551	45%	35%	20%	2019



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2019 wellbeing results for All Tasmanian Government School Students 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 and safe							Year
Important Adult at School	1176	1243	143	46%	49%	6%	2019
Connectedness to adults at school	1147	970	399	46%	39%	16%	2019
School climate	390	1101	1022	16%	44%	41%	2019
Safe at School	1382	691	432	55%	28%	17%	2019
Physical bullying	1603	714	170	64%	29%	7%	2019
Verbal Bullying	968	1041	481	39%	42%	19%	2019
Social bullying	1098	1028	361	44%	41%	15%	2019
Cyberbullying	1642	636	210	66%	26%	8%	2019
Healthy							Year
Happiness	919	1044	584	36%	41%	23%	2019
Optimism	720	1139	682	28%	45%	27%	2019
Satisfaction with life	528	1084	927	21%	43%	37%	2019
Emotion regulation	600	1091	846	24%	43%	33%	2019
Sadness	883	955	694	35%	38%	27%	2019
Worries	636	937	960	25%	37%	38%	2019
Distress	1597	679	244	63%	27%	10%	2019
Overall health	396	1122	961	16%	45%	39%	2019
Body Image	1284	924	261	52%	37%	11%	2019
Feelings about your body	723	692	1038	29%	28%	42%	2019
Material basics							Year
Nutrition - breakfast	1193	309	977	48%	12%	39%	2019
Sleep	929	658	865	38%	27%	35%	2019
Music and Arts	885	326	1239	36%	13%	51%	2019
Sports	1042	350	1067	42%	14%	43%	2019
Organised Activities	1651	271	546	67%	11%	22%	2019
Learning							Year
Emotional engagement with teachers	1322	1005	184	53%	40%	7%	2019
Engagement (flow)	339	1035	1131	14%	41%	45%	2019
Perseverance	816	1198	527	32%	47%	21%	2019
Cognitive engagement	681	1229	584	27%	49%	23%	2019
Academic self concept	1215	896	402	48%	36%	16%	2019
Learning practices	320	1268	890	13%	51%	36%	2019
Participating							Year
Connectedness to adults at home	1564	648	308	62%	26%	12%	2019
Friendship intimacy	1507	640	361	60%	26%	14%	2019
Resilience	249	1327	937	10%	53%	37%	2019
Motivation to achieve goals	635	1279	607	25%	51%	24%	2019
Future goal planning	863	1347	315	34%	53%	12%	2019
Feelings about after school study/work	731	1022	716	30%	41%	29%	2019
Positive sense of culture and identity							Year
School Belonging	595	998	908	24%	40%	36%	2019
Peer belonging	993	968	547	40%	39%	22%	2019
Meeting expectations	623	1198	700	25%	48%	28%	2019
Expectations for success	934	1061	526	37%	42%	21%	2019
Feelings about the future	1189	785	497	48%	32%	20%	2019



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2019 wellbeing results for All Tasmanian Government School Students 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 and safe							Year
Important Adult at School	960	1238	149	41%	53%	6%	2019
Connectedness to adults at school	1240	850	197	54%	37%	9%	2019
School climate	850	1079	344	37%	47%	15%	2019
Safe at School	1600	518	148	71%	23%	7%	2019
Physical bullying	1883	288	67	84%	13%	3%	2019
Verbal Bullying	1428	640	169	64%	29%	8%	2019
Social bullying	1365	708	165	61%	32%	7%	2019
Cyberbullying	1769	354	114	79%	16%	5%	2019
Healthy							Year
Happiness	866	971	495	37%	42%	21%	2019
Optimism	703	1084	542	30%	47%	23%	2019
Satisfaction with life	519	1021	787	22%	44%	34%	2019
Emotion regulation	620	1040	655	27%	45%	28%	2019
Sadness	835	884	577	36%	39%	25%	2019
Worries	571	912	810	25%	40%	35%	2019
Distress	1513	576	190	66%	25%	8%	2019
Overall health	324	1015	891	15%	46%	40%	2019
Body Image	1208	835	182	54%	38%	8%	2019
Feelings about your body	645	691	864	29%	31%	39%	2019
Material basics							Year
Nutrition - breakfast	997	311	918	45%	14%	41%	2019
Sleep	805	668	735	36%	30%	33%	2019
Music and Arts	813	262	1144	37%	12%	52%	2019
Sports	750	229	1235	34%	10%	56%	2019
Organised Activities	1365	256	610	61%	11%	27%	2019
Learning							Year
Emotional engagement with teachers	1710	521	37	75%	23%	2%	2019
Engagement (flow)	378	1052	829	17%	47%	37%	2019
Perseverance	845	1075	413	36%	46%	18%	2019
Cognitive engagement	715	1160	374	32%	52%	17%	2019
Academic self concept	1400	713	160	62%	31%	7%	2019
Learning practices	433	1166	622	19%	52%	28%	2019
Participating							Year
Connectedness to adults at home	1504	559	221	66%	24%	10%	2019
Friendship intimacy	1430	548	282	63%	24%	12%	2019
Resilience	231	1231	801	10%	54%	35%	2019
Motivation to achieve goals	658	1158	470	29%	51%	21%	2019
Future goal planning	857	1192	240	37%	52%	10%	2019
Feelings about after school study/work	678	961	570	31%	44%	26%	2019
Positive sense of culture and identity							Year
School Belonging	668	1031	566	29%	46%	25%	2019
Peer belonging	979	822	459	43%	36%	20%	2019
Meeting expectations	586	1079	630	26%	47%	27%	2019
Expectations for success	992	933	367	43%	41%	16%	2019
Feelings about the future	1079	723	406	49%	33%	18%	2019



Wellbeing: All Tasmanian Government School Students

The figure below shows the 2019 wellbeing results for All Tasmanian Government School Students 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 and safe							Year
Important Adult at School	986	916	142	48%	45%	7%	2019
Connectedness to adults at school	1181	635	159	60%	32%	8%	2019
School climate	756	906	305	38%	46%	16%	2019
Safe at School	1443	379	141	74%	19%	7%	2019
Physical bullying	1650	234	50	85%	12%	3%	2019
Verbal Bullying	1283	521	132	66%	27%	7%	2019
Social bullying	1195	609	131	62%	31%	7%	2019
Cyberbullying	1519	341	73	79%	18%	4%	2019
Healthy							Year
Happiness	748	892	393	37%	44%	19%	2019
Optimism	645	932	448	32%	46%	22%	2019
Satisfaction with life	458	899	666	23%	44%	33%	2019
Emotion regulation	567	861	575	28%	43%	29%	2019
Sadness	789	742	454	40%	37%	23%	2019
Worries	512	751	721	26%	38%	36%	2019
Distress	1290	523	145	66%	27%	7%	2019
Overall health	306	882	739	16%	46%	38%	2019
Body Image	1008	736	183	52%	38%	9%	2019
Feelings about your body	575	598	709	31%	32%	38%	2019
Material basics							Year
Nutrition - breakfast	955	243	731	50%	13%	38%	2019
Sleep	730	523	661	38%	27%	35%	2019
Music and Arts	653	233	1032	34%	12%	54%	2019
Sports	656	220	1046	34%	11%	54%	2019
Organised Activities	1159	226	545	60%	12%	28%	2019
Learning							Year
Emotional engagement with teachers	1559	377	33	79%	19%	2%	2019
Engagement (flow)	374	888	692	19%	45%	35%	2019
Perseverance	739	929	365	36%	46%	18%	2019
Cognitive engagement	642	999	303	33%	51%	16%	2019
Academic self concept	1240	598	127	63%	30%	6%	2019
Learning practices	402	1013	491	21%	53%	26%	2019
Participating							Year
Connectedness to adults at home	1316	442	214	67%	22%	11%	2019
Friendship intimacy	1281	445	235	65%	23%	12%	2019
Resilience	225	1039	678	12%	54%	35%	2019
Motivation to achieve goals	678	903	379	35%	46%	19%	2019
Future goal planning	734	1035	190	37%	53%	10%	2019
Feelings about after school study/work	690	730	473	36%	39%	25%	2019
Positive sense of culture and identity							Year
School Belonging	636	853	474	32%	43%	24%	2019
Peer belonging	883	694	384	45%	35%	20%	2019
Meeting expectations	536	861	585	27%	43%	30%	2019
Expectations for success	912	778	293	46%	39%	15%	2019
Feelings about the future	1009	550	332	53%	29%	18%	2019