

Wellbeing and Engagement Student Survey

The words wellbeing, engagement, character strengths, positive education, the General Capabilities, social and emotional skills are often used interchangeably. These terms refer to a broad set of skills that help students succeed at school and later in adulthood. Since 2013, schools across the education system have been working to measure wellbeing and engagement for middle year's students (Years 6 to 9). The number of schools participating in the collection of this data has steadily grown. This data collection aligns with a growing evidence base about the value of 21st Century skills, workplaces and communities in the future (what people know, how people perceive the environment and how they learn new skills).

NB Our first Wellbeing and Engagement Collection student survey was completed during the COVID-19 outbreak in Australia, resulting in reduced school participation in the Term 1 2020 collection. Therefore, students had the opportunity to complete it again in Term 3. Please see the 2020 Wellbeing and Engagement SA Release Notes below:

- The 2020 Wellbeing and Engagement student survey was scheduled during Term 1. The outbreak of COVID-19 resulted in a significant reduction in participation by schools and students.
- A second data collection was approved to run in Term 3, in order to enable the majority of schools to collect data in 2020.
- Term 3 total participation numbers for All Government School Students were higher than in the Term 1 collection.
- A total of 63,794 Government School Students provided valid survey responses across 380 schools.

The Wellbeing and Engagement Collection uses the following indicators as a measure of wellbeing:

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|----------------------------------|---------------------------|
| · Academic self-concept | · Life satisfaction |
| · Friendships and peer belonging | · engagement with teacher |
| · School belonging / climate | · Emotional regulation |
| · Perseverance | · Optimism |

Our school has participated in the survey for a number of years now and we also extend the survey for Years 4 to 7. So, how did our students go in relation to the measures identified above? Generally speaking, our students rated their wellbeing higher in most areas and very similar in others to that of students in primary schools across the state.

In relation to **academic self-concept** 67% of our students were classified as having **high** wellbeing on this measure, 28% having **medium** wellbeing and 5% having **low** wellbeing. In relation to **life satisfaction** 38% of our students were classified as having **high** wellbeing on this measure, 38% having **medium** wellbeing and 24% having **low** wellbeing. In relation to **friendships intimacy** 69% of our students were classified as having **high** wellbeing on friendship intimacy and 51% on peer belonging. 20% of our students were classified as having **medium** wellbeing on friendship intimacy and 33% on peer belonging.

In relation to **emotional engagement with teacher** a massive 70% of our students were classified as

having **high** wellbeing on this measure, **27%** having **medium** wellbeing and **3% identifying with low** wellbeing. In relation to **school belonging and climate** **41%** of our students were classified as having **high** wellbeing on school belonging and **35%** on climate. **36%** of our students were classified as having **medium** wellbeing on school belonging and **44%** on climate. A total of **23%** of our students were classified as having **low** wellbeing on the measure of school belonging and **21%** on climate. In relation to **emotional regulation** **35%** of our students were classified as having **high** wellbeing on this measure, **40%** having **medium** wellbeing and **25%** having **low** wellbeing.

In the ever important measure of **perseverance**, **49%** of our students were classified as having **high** wellbeing on this measure, **38%** having **medium** wellbeing and **14%** having **low** wellbeing. On the last of the above mentioned indicators – **optimism** - **55%** of our students were classified as having **high** wellbeing on this measure, **33%** having **medium** wellbeing and **12%** having **low** wellbeing.

At Clapham Primary School we use the Wellbeing and Collection data to engage our school staff and students to utilise the school programs. This support students' wellbeing and assists staff to identify what young people at school think about their wellbeing and what are their strengths and areas of improvement are.

At Clapham Primary School our whole school wellbeing initiatives are the Habits of Mind, Interoception, Mindfulness (Smiling Mind), The Brave Program and the Child Protection Curriculum. We have a strong partnership with Be You and Headspace, which aim to promote and protect positive mental health in children and young people.

We have also recently subscribed to School TV to support our entire community. School TV is a wellbeing platform that addresses the modern-day realities faced by schools and parents who increasingly need clear, relevant and fact-based information around raising safe, happy and resilient young people. This site can be accessed through our school's website.

We also provide opportunities for our students to be involved in the school's Leadership Program. This includes SRC, ECO Leaders and buddy classes.