

## 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 The Wellbeing and Engagement Collection student survey was completed during the COVID-19 outbreak in Australia, resulting in reduced school participation in the Term 1 collection. Therefore, the department is re-running the survey again this term.*

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

- 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** **65%** of our students were classified as having **high** wellbeing on this measure, **26%** having **medium** wellbeing and **9%** having **low** wellbeing. In relation to **life satisfaction** **45%** of our students were classified as having **high** wellbeing on this measure, **36%** having **medium** wellbeing and **19%** having **low** wellbeing. In relation to **friendships intimacy** **71%** of our students were classified as having **high** wellbeing on friendship intimacy and **57%** on peer belonging. **18%** of our students were classified as having **medium** wellbeing on friendship intimacy and **32%** on peer belonging.

In relation to **emotional engagement with teacher** a massive **80%** of our students were classified as having **high** wellbeing on this measure, **19%** having **medium** wellbeing and **1%** **identifying with low** wellbeing. In relation to **school belonging and climate** **70%** of our students were classified as having **high** wellbeing on school belonging and **61%** on climate. **24%** of our students were classified as having **medium** wellbeing on school belonging and **45%** on climate. A total of **15%** of our students were classified as having **low** wellbeing on the measure of school belonging and **7%** on climate. In relation to **emotional regulation** **47%** of our students were classified as having **high** wellbeing on this measure, **34%** having **medium** wellbeing and **19%** having **low** wellbeing.

In the ever important measure of **perseverance**, **47%** of our students were classified as having **high** wellbeing on this measure, **40%** having **medium** wellbeing and **13%** having **low** wellbeing. On the last of the above mentioned indicators – **optimism** - **59%** of our students were classified as having **high** wellbeing on this measure, **32%** having **medium** wellbeing and **9%** having **low** wellbeing. We use the report to engage our school staff and students to utilise the school programs that support students' wellbeing 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 initiatives are the Habits of Mind, Interoception, Mindfulness (Smiling Mind) and the Child Protection Curriculum. We also provide opportunities for our students to be involved in the school's Leadership Program. This includes SRC, ECO Leaders and buddy classes. We have a strong partnership with Be You and Headspace, which aim to promote and protect positive mental health in children and young people.