

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).

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 several 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** **71%** of our students were classified as having **high** wellbeing on this measure, **19%** having **medium** wellbeing and **10%** having **low** wellbeing. In relation to **life satisfaction** **48%** of our students were classified as having **high** wellbeing on this measure, **35%** having **medium** wellbeing and **17%** having **low** wellbeing. In relation to **friendships intimacy** **71%** of our students were classified as having **high** wellbeing on friendship intimacy and **58%** on peer belonging. **18%** of our students were classified as having **medium** wellbeing on friendship intimacy and **14%** on peer belonging.

In relation to **emotional engagement with teacher** a massive **86%** of our students were classified as having **high** wellbeing on this measure, **12%** having **medium** wellbeing and **2%** **identifying with low** wellbeing. In relation to **school belonging and climate** **55%** of our students were classified as having **high** wellbeing on school belonging and **42%** on climate. **29%** of our students were classified as having **medium** wellbeing on school belonging and **49%** on climate. A total of **15%** of our students were classified as having **low** wellbeing on the measure of school belonging and **9%** on climate. In relation to **emotional regulation** **34%** of our students were classified as having **high** wellbeing on this measure, **43%** having **medium** wellbeing and **23%** having **low** wellbeing.

In the ever-important measure of **perseverance**, **50%** of our students were classified as having **high** wellbeing on this measure, **38%** having **medium** wellbeing and **12%** having **low** wellbeing. On the last of the above-mentioned indicators – **optimism** - **56%** of our students were classified as having **high** wellbeing on this measure, **30%** having **medium** wellbeing and **14%** 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 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.

Area	2020	2021	2020	2021	2020	2021
Academic self-concept	67%	71%	28%	19%	5%	10%
Life satisfaction	44%	48%	31%	35%	25%	17%
Friendship intimacy	70%	71%	19%	18%	12%	11%
Peer belonging	62%	58%	21%	29%	17%	14%
Emotional engagement with teacher	76%	86%	24%	12%	0%	2%
School belonging	61%	55%	26%	29%	13%	15%
Climate	49%	42%	40%	49%	12%	9%
Emotional regulation	35%	34%	42%	43%	24%	23%
Perseverance	49%	50%	38%	38%	14%	12%
Optimism	55%	56%	33%	30%	12%	14%

- Academic self-concept a good shift up in the high end.
- Life satisfaction is up in the higher and middle bands and lower in the lower bands.
- Friendship Intimacy is stable.
- Peer belonging stable a noticeable shift down in the lower band.
- Emotional engagement with teacher has a 10% jump in the higher band.

- School belonging is stable in the middle to lower bands with only a slight variation. The higher bands are down by 6%.
- School climate is stable.
- Emotional regulation is almost unchanged.
- Perseverance is almost unchanged. Please note that 2020 results add up to 101% 49%, 38% and 14%.
- Optimism is also stable.
- 97% of our students can identify an Important adult at school.

Topic	Clapham higher band only	State higher band only	Difference
Happiness	61%	51%	+10%
Optimism	56%	42%	+14%
Satisfaction with life	48%	38%	+10%
Emotional regulation	34%	34%	0%
Sadness	65%	48%	+17%
Worries	49%	37%	+12%
Important adult at school	97%	95%	+2%
Connectedness to school	73%	64%	+9%
Emotional engagement	86%	71%	+15%
School Climate	42%	37%	+5%
School belonging	55%	43%	+12%
Peer belonging	58%	43%	+15%
Friendship intimacy	71%	68%	+3%
Physical bullying	67%	71%	-4%
Social bullying	62%	59%	+3%
Cyber Bullying	83%	79%	+4%
Verbal bullying	55%	54%	+1%