

# SOUTH AUSTRALIAN WELLBEING AND ENGAGEMENT COLLECTION

All SA students  
survey year: 2024  
Government and Non-Government Students



**Government of South Australia**  
Department for Education



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## **Introduction**

### **About the Wellbeing and Engagement Collection**

The words wellbeing, engagement, character strengths, resilience, positive education, the General Capabilities, and social and emotional skills are often used interchangeably. These terms each refer to a broad set of skills that help people succeed at school and later in adulthood.

Since 2013, South Australian schools across the education system have been working to measure wellbeing and engagement for middle and senior years students. The number of schools participating in the collection of this data has steadily grown and most government schools now participate.

This data collection aligns with a growing evidence base about the value of 21st Century skills for workplace and communities in the future (what people know, how people perceive the environment and how they learn new skills).

### **Purpose and scope of this report**

This report presents the survey responses from students for 2024, showing the results for All SA students. Please note that the data is not reported for groups of less than five students to protect their confidentiality. This will also ensure the broader system is supporting student wellbeing over the long term, informed by 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 for school improvement and may provide educators with information about the Personal and Social Capabilities described in the Australian Curriculum (i.e., self-awareness, social awareness, social management and self-management).

### **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 engagement
- incorporate what is learnt, where necessary, into school, partnership or State-wide planning.

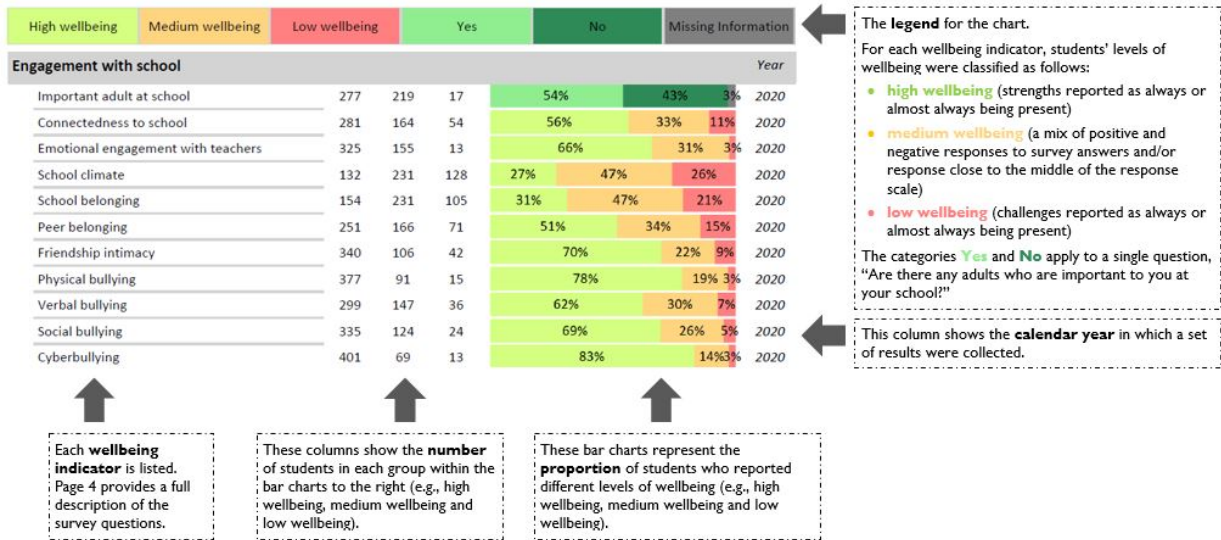
The results shown in the report can be used to reflect on:

1. What young people think about their wellbeing and engagement 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

An overview of the sections of the report is below. 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).



The figure below shows an example of how the wellbeing and engagement survey results for all SA students are summarised throughout this report. Notes have been added to the figures to explain the different components of these charts and tables.



There are a variety of survey responses for questions throughout the Wellbeing and Engagement Collection. 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 and engagement results for All SA students, 2024**

This section of the report sets out the wellbeing results from 2024 for all SA 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 Wellbeing and Engagement Collection. A comparison between the students who took part in the collection 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 and engagement results for All SA students, time series**

This section of the report follows the same format as Part 1, but includes time series data for all SA students across all available collection years.

### **Part 3: Wellbeing and engagement results for All SA 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 SA students. This is intended to allow for detailed and separate planning.

### **Part 4: Wellbeing and engagement: 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:

- Bullying
- Emotional wellbeing
- Engagement with school and learning

### **Part 5: Wellbeing and engagement results: After school activities**

Part 5 of the report aims to provide greater detail about participation in activities after school or reported barriers to participation in these activities. The chapter provides more information about:

- After school activities
- Additional questions



## 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.

### Emotional wellbeing

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
Resilience~	Young people's beliefs about their capacity to recover from difficulties and challenges
Wellbeing literacy	How well the young person believes they can communicate about their wellbeing

### Engagement with school

Important adult at school	Identify whether there are adults at school they see as 'important'
Connectedness to school	Having at least one adult at school who provides support to a young person
Emotional engagement with teachers	Support and relationships with teachers
School climate	Overall tone of the school environment, including the way teachers and students interact and how students treat each other
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
Friendship intimacy	Quality of social support from peers
Physical bullying	Student perception of the frequency of physical bullying at school
Verbal bullying	Student perception of the frequency of verbal bullying at school
Social bullying	Student perception of the frequency of social bullying at school
Cyberbullying	Student perception of the frequency of cyberbullying at school

### Learning readiness

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
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
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 the future~	Young people's feelings when thinking about the future
Feelings about after school study/work~	How confident young people are that they can achieve their study/work goals after school

### Health and wellbeing out of school

Overall health	An overall assessment of a young person's health. This item maps closely to a range of other health outcomes
Feelings about your body~	Young people's feelings when thinking about the way they look
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)

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



Domain	Subdomain	Question
Emotional wellbeing	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, 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?
	Resilience~	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.
	Wellbeing literacy	I have many words I can think of to communicate about wellbeing. I have the skills to express myself about wellbeing. I know how to improve my wellbeing. I know a lot about wellbeing. I have the skills to understand information about wellbeing. I can communicate about wellbeing in multiple ways.
	Engagement with school	Important adult at school
Connectedness to 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.
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.
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.
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.
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.
Physical bullying		This school 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).
Verbal bullying		This school 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).
Social bullying		This school 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).
Cyberbullying	This school 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).	
Learning readiness	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.



<b>Learning readiness</b>	Learning practices~	I can organise my schoolwork. I can remember information presented in class and textbooks. I can get myself to do schoolwork. I can arrange a place to study without distractions
	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.
	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 the future~	How would you describe your feelings when you think about the future?
	Feelings about after school study/work~	How confident are you in your ability to achieve your study/work goals after school?
<b>Health and wellbeing out of school</b>	Overall health	In general, how would you describe your health?
	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]
	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]

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





## Part 1: Wellbeing and engagement: All SA students

### Wellbeing and engagement participation for all SA students

The table below shows the number of students who completed the Wellbeing and Engagement Collection in 2024.

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

		All SA students	
Year	Year Level	Number of Valid Survey Responses	Notes
2020	Year 4	9,981	
	Year 5	10,557	
	Year 6	10,230	
	Primary Other	415	
	Year 7	8,927	
	Year 8	7,526	
	Year 9	7,075	
	Year 10	6,006	
	Year 11	5,552	
	Year 12	3,352	
	Secondary Other	434	
	Unknown	58	Student year level unknown
	<b>Total</b>	<b>70,113</b>	
2021	Year 4	13,280	
	Year 5	13,153	
	Year 6	13,468	
	Primary Other	326	
	Year 7	12,719	
	Year 8	12,306	
	Year 9	10,860	
	Year 10	9,763	
	Year 11	8,612	
	Year 12	6,850	
	Secondary Other	468	
	Unknown	65	Student year level unknown
	<b>Total</b>	<b>101,870</b>	
2022	Year 4	12,184	
	Year 5	12,148	
	Year 6	11,847	
	Primary Other	193	
	Year 7	10,940	
	Year 8	10,731	
	Year 9	10,145	
	Year 10	9,215	



2022	Year 11	8,538	
	Year 12	6,327	
	Secondary Other	353	
	Unknown	8	Student year level unknown
	<b>Total</b>	<b>92,629</b>	
2023	Year 4	13,537	
	Year 5	13,701	
	Year 6	14,020	
	Primary Other	303	
	Year 7	12,231	
	Year 8	11,637	
	Year 9	11,172	
	Year 10	10,844	
	Year 11	9,609	
	Year 12	7,489	
	Secondary Other	613	
	Unknown	3	Student year level unknown
	<b>Total</b>	<b>105,159</b>	
	2024	Year 4	13,438
Year 5		13,777	
Year 6		13,836	
Primary Other		363	
Year 7		12,108	
Year 8		11,174	
Year 9		10,805	
Year 10		10,409	
Year 11		9,920	
Year 12		7,271	
Secondary Other		868	
Unknown		9	Student year level unknown
<b>Total</b>		<b>103,978</b>	



## Wellbeing and engagement results for All SA students

The figure below shows the 2024 wellbeing and engagement results for all SA students.

The figure shows the number and proportion of students in SA 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>Emotional wellbeing</b>						Year
Happiness	53957	36702	12192	52%	36%	12%
Optimism	45406	40762	16602	44%	40%	16%
Satisfaction with life	42764	39371	20397	42%	38%	20%
Emotion regulation	36045	41676	24642	35%	41%	24%
Sadness	49791	35339	16557	49%	35%	16%
Worries	39209	36337	25949	39%	36%	26%
Distress~	18787	6235	1981	70%	23%	7%
Resilience~	2448	15668	8966	9%	58%	33%
Wellbeing literacy	23008	51590	26447	23%	51%	26%
<b>Engagement with school</b>						Year
Important adult at school	62171	38966	2841	60%	37%	3%
Connectedness to school	60612	29968	10147	60%	30%	10%
Emotional engagement with teachers	67196	29678	3910	67%	29%	4%
School climate	33739	42824	23954	34%	43%	24%
School belonging	41268	36641	21784	41%	37%	22%
Peer belonging	51160	33533	15468	51%	33%	15%
Friendship intimacy	68789	21387	9935	69%	21%	10%
Physical bullying	68294	25433	5623	69%	26%	6%
Verbal bullying	49884	36405	12882	50%	37%	13%
Social bullying	56072	32972	9894	57%	33%	10%
Cyberbullying	77139	16481	5161	78%	17%	5%
<b>Learning readiness</b>						Year
Perseverance	40085	45538	16804	39%	44%	16%
Cognitive engagement	43293	41537	14840	43%	42%	15%
Academic self concept	57257	32380	10692	57%	32%	11%
Learning practices~	6084	12642	7234	23%	49%	28%
Meeting expectations~	7853	12567	7068	29%	46%	26%
Expectations for success~	14342	9925	3219	52%	36%	12%
Motivation to achieve goals~	9724	13384	4146	36%	49%	15%
Future goal planning~	10648	14255	2348	39%	52%	9%
Feelings about the future~	13678	8621	3545	53%	33%	14%
Feelings about after school study/work~	10430	10142	5252	40%	39%	20%
<b>Health and wellbeing out of school</b>						Year
Overall health	28553	47688	20861	29%	49%	21%
Feelings about your body~	10338	8084	7251	40%	31%	28%
Nutrition - breakfast	61768	11403	26170	62%	11%	26%
Sleep	53802	22685	22139	55%	23%	22%
Music and arts	43761	15719	38402	45%	16%	39%
Sports	52217	15789	30433	53%	16%	31%
Organised activities	76718	9315	12911	78%	9%	13%

~ 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 SA students and compare how different wellbeing and engagement 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 and engagement: All SA students, time series

### Wellbeing and engagement results for All SA students over time

The figure below shows the wellbeing and engagement results for all SA students over time.

The figure shows the number and proportion of students in SA 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>Emotional wellbeing</b>							<b>Year</b>
Happiness	34173	23507	9625	51%	35%	14%	2020
	50942	35186	14593	51%	35%	14%	2021
	46140	32690	12853	50%	36%	14%	2022
	52169	37728	14047	50%	36%	14%	2023
	53957	36702	12192	52%	36%	12%	2024
Optimism	28761	25292	12197	43%	38%	18%	2020
	42690	39451	18672	42%	39%	19%	2021
	39336	35742	16623	43%	39%	18%	2022
	43824	41221	18931	42%	40%	18%	2023
	45406	40762	16602	44%	40%	16%	2024
Satisfaction with life	25138	25409	15608	38%	38%	24%	2020
	38291	38833	23496	38%	39%	23%	2021
	35999	34937	20558	39%	38%	22%	2022
	40958	39967	22823	39%	39%	22%	2023
	42764	39371	20397	42%	38%	20%	2024
Emotion regulation	22794	26402	16807	35%	40%	25%	2020
	33832	39952	26477	34%	40%	26%	2021
	31443	36493	23469	34%	40%	26%	2022
	35094	41887	26629	34%	40%	26%	2023
	36045	41676	24642	35%	41%	24%	2024
Sadness	31778	22503	12461	48%	34%	19%	2020
	47988	33648	18090	48%	34%	18%	2021
	42986	31605	16202	47%	35%	18%	2022
	48523	36075	18133	47%	35%	18%	2023
	49791	35339	16557	49%	35%	16%	2024
Worries	24462	23931	18252	37%	36%	27%	2020
	36950	34820	27810	37%	35%	28%	2021
	33415	32187	24880	37%	36%	27%	2022
	37807	36753	27931	37%	36%	27%	2023
	39209	36337	25949	39%	36%	26%	2024
Distress~	9685	3476	1207	67%	24%	8%	2020
	15661	6508	2426	64%	26%	10%	2021
	15328	6061	2117	65%	26%	9%	2022
	18406	6607	2253	68%	24%	8%	2023
	18787	6235	1981	70%	23%	7%	2024
Resilience~	1542	7871	4955	11%	55%	34%	2020
	2246	13074	9374	9%	53%	38%	2021
	2091	13001	8484	9%	55%	36%	2022
	2476	15530	9397	9%	57%	34%	2023
	2448	15668	8966	9%	58%	33%	2024

Wellbeing literacy	21897	51800	24994	22%	52%	25%	2021
	20047	46531	23588	22%	52%	26%	2022
	22011	52349	27616	22%	51%	27%	2023
	23008	51590	26447	23%	51%	26%	2024
<b>Engagement with school</b>							<b>Year</b>
Important adult at school	39732	24557	5824	57%	35%	8%	2020
	59241	38047	4582	58%	37%	4%	2021
	52839	37172	2618	57%	40%	3%	2022
	61526	40488	3145	59%	39%	3%	2023
	62171	38966	2841	60%	37%	3%	2024
Connectedness to school	40168	19433	5772	61%	30%	9%	2020
	62923	27301	8585	64%	28%	9%	2021
	53737	27375	8763	60%	30%	10%	2022
	60319	31004	10331	59%	30%	10%	2023
	60612	29968	10147	60%	30%	10%	2024
Emotional engagement with teachers	45753	17433	1888	70%	27%	3%	2020
	69736	26219	2891	71%	27%	3%	2021
	62247	24988	2733	69%	28%	3%	2022
	66992	30565	4071	66%	30%	4%	2023
	67196	29678	3910	67%	29%	4%	2024
School climate	23216	28741	13229	36%	44%	20%	2020
	36472	42387	19824	37%	43%	20%	2021
	32537	38762	18481	36%	43%	21%	2022
	33978	42919	24451	34%	42%	24%	2023
	33739	42824	23954	34%	43%	24%	2024
School belonging	26868	22895	14811	42%	35%	23%	2020
	42135	34569	21254	43%	35%	22%	2021
	37135	32183	19772	42%	36%	22%	2022
	40450	36488	23552	40%	36%	23%	2023
	41268	36641	21784	41%	37%	22%	2024
Peer belonging	33634	21516	10795	51%	33%	16%	2020
	50431	32113	15628	51%	33%	16%	2021
	45642	29692	14059	51%	33%	16%	2022
	49696	34832	16339	49%	35%	16%	2023
	51160	33533	15468	51%	33%	15%	2024
Friendship intimacy	45321	13329	7277	69%	20%	11%	2020
	66999	20613	10496	68%	21%	11%	2021
	60414	19058	9900	68%	21%	11%	2022
	67424	22392	10976	67%	22%	11%	2023
	68789	21387	9935	69%	21%	10%	2024
Physical bullying	41656	20403	3581	63%	31%	5%	2020
	69576	22693	5140	71%	23%	5%	2021
	64650	19539	4445	73%	22%	5%	2022
	68530	25488	5633	69%	26%	6%	2023
	68294	25433	5623	69%	26%	6%	2024
Verbal bullying	29643	27372	8427	45%	42%	13%	2020
	52428	33544	11190	54%	35%	12%	2021
	49750	29130	9472	56%	33%	11%	2022
	50724	36061	12596	51%	36%	13%	2023
	49884	36405	12882	50%	37%	13%	2024
Social bullying	32817	25991	6577	50%	40%	10%	2020
	57494	30587	8963	59%	32%	9%	2021



Social bullying	54112	26535	7576	61%	30%	9%	2022
	56549	32687	9983	57%	33%	10%	2023
	56072	32972	9894	57%	33%	10%	2024
Cyberbullying	48698	13420	3158	75%	21%	5%	2020
	76442	15565	4786	79%	16%	5%	2021
	69545	14176	4386	79%	16%	5%	2022
	76749	16840	5470	77%	17%	6%	2023
	77139	16481	5161	78%	17%	5%	2024

### Learning readiness

							Year
Perseverance	27748	29125	10163	41%	43%	15%	2020
	41708	43353	15297	42%	43%	15%	2021
	36568	40040	14725	40%	44%	16%	2022
	40349	45683	17511	39%	44%	17%	2023
	40085	45538	16804	39%	44%	16%	2024
Cognitive engagement	30112	26301	9472	46%	40%	14%	2020
	46869	37943	12767	48%	39%	13%	2021
	40439	35961	12552	45%	40%	14%	2022
	43042	41680	15401	43%	42%	15%	2023
	43293	41537	14840	43%	42%	15%	2024
Academic self concept	40113	19190	5807	62%	29%	9%	2020
	59894	29608	8764	61%	30%	9%	2021
	52991	28048	8571	59%	31%	10%	2022
	57563	32442	11148	57%	32%	11%	2023
	57257	32380	10692	57%	32%	11%	2024
Learning practices~	3251	6828	3655	24%	50%	27%	2020
	5523	11631	6604	23%	49%	28%	2021
	5305	11171	6195	23%	49%	27%	2022
	5980	12381	7533	23%	48%	29%	2023
	6084	12642	7234	23%	49%	28%	2024
Meeting expectations~	3661	6609	4501	25%	45%	30%	2020
	7346	11540	6203	29%	46%	25%	2021
	6854	10929	6155	29%	46%	26%	2022
	8199	12802	6867	29%	46%	25%	2023
	7853	12567	7068	29%	46%	26%	2024
Expectations for success~	7141	5431	2203	48%	37%	15%	2020
	12513	8960	3618	50%	36%	14%	2021
	11977	8680	3295	50%	36%	14%	2022
	14318	10018	3537	51%	36%	13%	2023
	14342	9925	3219	52%	36%	12%	2024
Motivation to achieve goals~	5257	6902	2407	36%	47%	17%	2020
	8192	12029	4645	33%	48%	19%	2021
	7981	11461	4296	34%	48%	18%	2022
	9438	13419	4750	34%	49%	17%	2023
	9724	13384	4146	36%	49%	15%	2024
Future goal planning~	6133	7231	1202	42%	50%	8%	2020
	9345	12996	2532	38%	52%	10%	2021
	9046	12338	2341	38%	52%	10%	2022
	10840	14188	2593	39%	51%	9%	2023
	10648	14255	2348	39%	52%	9%	2024
Feelings about the future~	7614	4195	2111	55%	30%	15%	2020
	12369	7627	3696	52%	32%	16%	2021
	12008	7245	3350	53%	32%	15%	2022



Feelings about the future~	13555	8494	3693	53%	33%	14%	2023
	13678	8621	3545	53%	33%	14%	2024
Feelings about after school study/work~	5495	5384	3031	40%	39%	22%	2020
	8741	9453	5459	37%	40%	23%	2021
	8765	8899	4922	39%	39%	22%	2022
	9990	10229	5498	39%	40%	21%	2023
	10430	10142	5252	40%	39%	20%	2024
<b>Health and wellbeing out of school</b>							<b>Year</b>
Overall health	18636	31010	14928	29%	48%	23%	2020
	27753	44358	20757	30%	48%	22%	2021
	25416	42019	19638	29%	48%	23%	2022
	27996	47049	22029	29%	48%	23%	2023
	28553	47688	20861	29%	49%	21%	2024
Feelings about your body~	5118	3993	4521	38%	29%	33%	2020
	8940	6895	7637	38%	29%	33%	2021
	8406	6772	7285	37%	30%	32%	2022
	9815	8148	7551	38%	32%	30%	2023
	10338	8084	7251	40%	31%	28%	2024
Nutrition - breakfast	44005	6546	14820	67%	10%	23%	2020
	60906	11694	24843	63%	12%	25%	2021
	56232	9615	22883	63%	11%	26%	2022
	62556	11134	25989	63%	11%	26%	2023
	61768	11403	26170	62%	11%	26%	2024
Sleep	35259	14045	15048	55%	22%	23%	2020
	46028	25298	24864	48%	26%	26%	2021
	46517	19904	21540	53%	23%	24%	2022
	52578	22597	23656	53%	23%	24%	2023
	53802	22685	22139	55%	23%	22%	2024
Music and arts	29569	11107	23565	46%	17%	37%	2020
	42520	16096	35912	45%	17%	38%	2021
	38835	14046	34511	44%	16%	39%	2022
	43491	15576	38611	45%	16%	40%	2023
	43761	15719	38402	45%	16%	39%	2024
Sports	32390	10609	20840	51%	17%	33%	2020
	47348	16505	30457	50%	18%	32%	2021
	43327	15211	29224	49%	17%	33%	2022
	51439	15909	31027	52%	16%	32%	2023
	52217	15789	30433	53%	16%	31%	2024
Organised activities	49832	6989	9437	75%	11%	14%	2020
	72795	9887	13486	76%	10%	14%	2021
	66529	8995	12697	75%	10%	14%	2022
	76140	9442	13378	77%	10%	14%	2023
	76718	9315	12911	78%	9%	13%	2024

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

This information allows you to compare the strengths and challenges among SA 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 and engagement results for All SA students, 2024, separate year levels**

This section of the report builds on the overview for the whole cohort provided in Part 1, providing the wellbeing results for students in each year level for all SA 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 SA 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 and engagement 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 and engagement: All SA students

Year 4

The figure below shows the 2024 wellbeing results for all SA 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.

Emotional wellbeing							Year
Happiness	7956	3867	985	62%	30%	8%	2024
Optimism	7326	4108	1517	57%	32%	12%	2024
Satisfaction with life	7085	4146	1585	55%	32%	12%	2024
Emotion regulation	5819	4576	2506	45%	35%	19%	2024
Sadness	7125	3977	1819	55%	31%	14%	2024
Worries	5715	4157	2960	45%	32%	23%	2024
Wellbeing literacy	3139	5997	3681	24%	47%	29%	2024
Engagement with school							Year
Important adult at school	10276	2925	237	76%	22%	2%	2024
Connectedness to school	8811	3124	964	68%	24%	7%	2024
Emotional engagement with teachers	10170	2488	239	79%	19%	2%	2024
School climate	7300	4404	1214	57%	34%	9%	2024
School belonging	7812	3131	1763	61%	25%	14%	2024
Peer belonging	7667	3615	1607	59%	28%	12%	2024
Friendship intimacy	9513	2248	1100	74%	17%	9%	2024
Physical bullying	7209	4764	1001	56%	37%	8%	2024
Verbal bullying	5743	5383	1717	45%	42%	13%	2024
Social bullying	6238	5038	1492	49%	39%	12%	2024
Cyberbullying	9884	2021	798	78%	16%	6%	2024
Learning readiness							Year
Perseverance	6414	4915	1261	51%	39%	10%	2024
Cognitive engagement	7639	3980	1233	59%	31%	10%	2024
Academic self concept	8928	2964	925	70%	23%	7%	2024
Health and wellbeing out of school							Year
Overall health	4722	6216	1733	37%	49%	14%	2024
Nutrition - breakfast	10426	919	1713	80%	7%	13%	2024
Sleep	7969	2068	2722	62%	16%	21%	2024
Music and arts	8252	2312	2206	65%	18%	17%	2024
Sports	7050	3139	2768	54%	24%	21%	2024
Organised activities	11372	1014	668	87%	8%	5%	2024



## Wellbeing and engagement: All SA students

Year 5

The figure below shows the 2024 wellbeing results for all SA 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.

Emotional wellbeing							Year
Happiness	8037	4279	1280	59%	31%	9%	2024
Optimism	7056	4792	1778	52%	35%	13%	2024
Satisfaction with life	7066	4526	1987	52%	33%	15%	2024
Emotion regulation	5178	5383	3021	38%	40%	22%	2024
Sadness	7384	4316	1903	54%	32%	14%	2024
Worries	5923	4494	3147	44%	33%	23%	2024
Wellbeing literacy	2937	6754	3835	22%	50%	28%	2024
Engagement with school							Year
Important adult at school	9951	3638	188	72%	26%	1%	2024
Connectedness to school	8875	3484	1153	66%	26%	9%	2024
Emotional engagement with teachers	10115	3072	348	75%	23%	3%	2024
School climate	6268	5416	1856	46%	40%	14%	2024
School belonging	7192	3970	2228	54%	30%	17%	2024
Peer belonging	7556	4022	1925	56%	30%	14%	2024
Friendship intimacy	9924	2348	1218	74%	17%	9%	2024
Physical bullying	8227	4484	752	61%	33%	6%	2024
Verbal bullying	6133	5594	1693	46%	42%	13%	2024
Social bullying	6740	5150	1495	50%	38%	11%	2024
Cyberbullying	10494	2171	686	79%	16%	5%	2024
Learning readiness							Year
Perseverance	6190	5768	1552	46%	43%	11%	2024
Cognitive engagement	7263	4650	1554	54%	35%	12%	2024
Academic self concept	8588	3697	1227	64%	27%	9%	2024
Health and wellbeing out of school							Year
Overall health	4696	6298	2131	36%	48%	16%	2024
Nutrition - breakfast	10258	1134	2087	76%	8%	15%	2024
Sleep	8209	2550	2588	62%	19%	19%	2024
Music and arts	8015	2519	2782	60%	19%	21%	2024
Sports	7376	2845	3146	55%	21%	24%	2024
Organised activities	11507	1121	822	86%	8%	6%	2024



## Wellbeing and engagement: All SA students

Year 6

The figure below shows the 2024 wellbeing results for all SA 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.

Emotional wellbeing							Year
Happiness	7881	4438	1424	57%	32%	10%	2024
Optimism	6478	5257	2020	47%	38%	15%	2024
Satisfaction with life	6551	4872	2311	48%	35%	17%	2024
Emotion regulation	4792	5635	3299	35%	41%	24%	2024
Sadness	7302	4452	1987	53%	32%	14%	2024
Worries	5759	4665	3298	42%	34%	24%	2024
Wellbeing literacy	2917	6967	3793	21%	51%	28%	2024
Engagement with school							Year
Important adult at school	9767	3887	182	71%	28%	1%	2024
Connectedness to school	8883	3593	1151	65%	26%	8%	2024
Emotional engagement with teachers	9778	3484	415	71%	25%	3%	2024
School climate	5402	5983	2293	39%	44%	17%	2024
School belonging	6940	4218	2401	51%	31%	18%	2024
Peer belonging	7706	4002	1949	56%	29%	14%	2024
Friendship intimacy	10050	2309	1291	74%	17%	9%	2024
Physical bullying	8840	4046	701	65%	30%	5%	2024
Verbal bullying	6242	5549	1786	46%	41%	13%	2024
Social bullying	7119	5035	1382	53%	37%	10%	2024
Cyberbullying	10627	2320	569	79%	17%	4%	2024
Learning readiness							Year
Perseverance	5883	6147	1678	43%	45%	12%	2024
Cognitive engagement	6826	5077	1727	50%	37%	13%	2024
Academic self concept	8554	3860	1252	63%	28%	9%	2024
Health and wellbeing out of school							Year
Overall health	4488	6380	2425	34%	48%	18%	2024
Nutrition - breakfast	9460	1411	2718	70%	10%	20%	2024
Sleep	8149	2705	2637	60%	20%	20%	2024
Music and arts	7060	2625	3789	52%	19%	28%	2024
Sports	7789	2522	3201	58%	19%	24%	2024
Organised activities	11434	1119	1027	84%	8%	8%	2024



## Wellbeing and engagement: All SA students

Year 7

The figure below shows the 2024 wellbeing results for all SA 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.

Emotional wellbeing							Year
Happiness	6257	4340	1462	52%	36%	12%	2024
Optimism	4913	5010	2125	41%	42%	18%	2024
Satisfaction with life	4833	4734	2471	40%	39%	21%	2024
Emotion regulation	3664	5096	3245	31%	42%	27%	2024
Sadness	5938	4165	1900	49%	35%	16%	2024
Worries	4785	4249	2961	40%	35%	25%	2024
Wellbeing literacy	2336	6073	3524	20%	51%	30%	2024
Engagement with school							Year
Important adult at school	6250	5632	226	52%	47%	2%	2024
Connectedness to school	6595	3959	1306	56%	33%	11%	2024
Emotional engagement with teachers	7191	4138	556	61%	35%	5%	2024
School climate	2976	5632	3224	25%	48%	27%	2024
School belonging	4131	4769	2843	35%	41%	24%	2024
Peer belonging	5851	4058	1871	50%	34%	16%	2024
Friendship intimacy	7978	2595	1207	68%	22%	10%	2024
Physical bullying	8025	3047	571	69%	26%	5%	2024
Verbal bullying	5409	4492	1742	46%	39%	15%	2024
Social bullying	6695	3795	1141	58%	33%	10%	2024
Cyberbullying	9068	2013	530	78%	17%	5%	2024
Learning readiness							Year
Perseverance	4290	5598	2155	36%	46%	18%	2024
Cognitive engagement	4573	5013	2130	39%	43%	18%	2024
Academic self concept	6238	4064	1517	53%	34%	13%	2024
Health and wellbeing out of school							Year
Overall health	3343	5486	2516	29%	48%	22%	2024
Nutrition - breakfast	7006	1384	3255	60%	12%	28%	2024
Sleep	6487	2572	2530	56%	22%	22%	2024
Music and arts	4777	2122	4576	42%	18%	40%	2024
Sports	6411	1790	3317	56%	16%	29%	2024
Organised activities	9171	1121	1295	79%	10%	11%	2024



## Wellbeing and engagement: All SA students

Year 8

The figure below shows the 2024 wellbeing results for all SA 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.

Emotional wellbeing							Year
Happiness	5508	4169	1459	49%	37%	13%	2024
Optimism	4320	4744	2046	39%	43%	18%	2024
Satisfaction with life	4085	4566	2455	37%	41%	22%	2024
Emotion regulation	3435	4645	2995	31%	42%	27%	2024
Sadness	5280	4009	1771	48%	36%	16%	2024
Worries	4270	3992	2787	39%	36%	25%	2024
Wellbeing literacy	2224	5750	3016	20%	52%	27%	2024
Engagement with school							Year
Important adult at school	5460	5488	226	49%	49%	2%	2024
Connectedness to school	5741	3826	1362	53%	35%	12%	2024
Emotional engagement with teachers	5946	4260	731	54%	39%	7%	2024
School climate	2190	4843	3867	20%	44%	35%	2024
School belonging	3337	4481	3023	31%	41%	28%	2024
Peer belonging	5167	3922	1773	48%	36%	16%	2024
Friendship intimacy	7240	2498	1128	67%	23%	10%	2024
Physical bullying	7463	2660	617	69%	25%	6%	2024
Verbal bullying	5028	4053	1665	47%	38%	15%	2024
Social bullying	6116	3509	1102	57%	33%	10%	2024
Cyberbullying	8161	1991	562	76%	19%	5%	2024
Learning readiness							Year
Perseverance	3563	5322	2235	32%	48%	20%	2024
Cognitive engagement	3780	4947	2064	35%	46%	19%	2024
Academic self concept	5420	3984	1496	50%	37%	14%	2024
Health and wellbeing out of school							Year
Overall health	2894	5042	2471	28%	48%	24%	2024
Nutrition - breakfast	5997	1362	3374	56%	13%	31%	2024
Sleep	5751	2498	2446	54%	23%	23%	2024
Music and arts	3729	1789	5050	35%	17%	48%	2024
Sports	5992	1398	3224	56%	13%	30%	2024
Organised activities	8151	1077	1438	76%	10%	13%	2024



## Wellbeing and engagement: All SA students

Year 9

The figure below shows the 2024 wellbeing results for all SA 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.

Emotional wellbeing							Year
Happiness	5138	4087	1557	48%	38%	14%	2024
Optimism	4030	4636	2067	38%	43%	19%	2024
Satisfaction with life	3715	4437	2581	35%	41%	24%	2024
Emotion regulation	3217	4567	2900	30%	43%	27%	2024
Sadness	4830	3983	1852	45%	37%	17%	2024
Worries	3884	4014	2759	36%	38%	26%	2024
Wellbeing literacy	2438	5562	2614	23%	52%	25%	2024
Engagement with school							Year
Important adult at school	5284	5260	261	49%	49%	2%	2024
Connectedness to school	5615	3608	1321	53%	34%	13%	2024
Emotional engagement with teachers	5782	4158	627	55%	39%	6%	2024
School climate	1990	4569	3968	19%	43%	38%	2024
School belonging	3008	4460	3002	29%	43%	29%	2024
Peer belonging	4732	3986	1759	45%	38%	17%	2024
Friendship intimacy	6818	2587	1074	65%	25%	10%	2024
Physical bullying	7424	2299	626	72%	22%	6%	2024
Verbal bullying	5102	3660	1594	49%	35%	15%	2024
Social bullying	6024	3259	1050	58%	32%	10%	2024
Cyberbullying	7910	1864	560	77%	18%	5%	2024
Learning readiness							Year
Perseverance	3420	5012	2344	32%	47%	22%	2024
Cognitive engagement	3550	4898	1964	34%	47%	19%	2024
Academic self concept	5122	3933	1466	49%	37%	14%	2024
Health and wellbeing out of school							Year
Overall health	2625	4775	2575	26%	48%	26%	2024
Nutrition - breakfast	5377	1382	3586	52%	13%	35%	2024
Sleep	5232	2581	2511	51%	25%	24%	2024
Music and arts	3427	1378	5412	34%	13%	53%	2024
Sports	5600	1206	3452	55%	12%	34%	2024
Organised activities	7659	948	1690	74%	9%	16%	2024



## Wellbeing and engagement: All SA students

The figure below shows the 2024 wellbeing results for all SA 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

Emotional wellbeing							Year
Happiness	4864	4139	1387	47%	40%	13%	2024
Optimism	3979	4523	1844	38%	44%	18%	2024
Satisfaction with life	3410	4415	2515	33%	43%	24%	2024
Emotion regulation	3355	4400	2534	33%	43%	25%	2024
Sadness	4364	3764	1906	43%	38%	19%	2024
Worries	3315	3883	2832	33%	39%	28%	2024
Distress~	7105	2264	692	71%	23%	7%	2024
Resilience~	836	5879	3370	8%	58%	33%	2024
Wellbeing literacy	2206	5376	2384	22%	54%	24%	2024
Engagement with school							Year
Important adult at school	4931	4939	539	47%	47%	5%	2024
Connectedness to school	5268	3364	1265	53%	34%	13%	2024
Emotional engagement with teachers	5819	3607	458	59%	36%	5%	2024
School climate	2156	4335	3335	22%	44%	34%	2024
School belonging	2722	4404	2651	28%	45%	27%	2024
Peer belonging	4306	3799	1674	44%	39%	17%	2024
Friendship intimacy	6127	2586	1071	63%	26%	11%	2024
Physical bullying	7255	1810	536	76%	19%	6%	2024
Verbal bullying	5190	3241	1180	54%	34%	12%	2024
Social bullying	5824	2865	908	61%	30%	9%	2024
Cyberbullying	7312	1713	567	76%	18%	6%	2024
Learning readiness							Year
Perseverance	3442	4848	2092	33%	47%	20%	2024
Cognitive engagement	3155	4844	1690	33%	50%	17%	2024
Academic self concept	4765	3816	1240	49%	39%	13%	2024
Learning practices~	2078	4721	2848	22%	49%	30%	2024
Meeting expectations~	2663	4896	2680	26%	48%	26%	2024
Expectations for success~	4964	3970	1305	48%	39%	13%	2024
Motivation to achieve goals~	3532	5024	1591	35%	50%	16%	2024
Future goal planning~	3746	5461	939	37%	54%	9%	2024
Feelings about the future~	5184	3164	1233	54%	33%	13%	2024
Feelings about after school study/work~	3746	3800	2030	39%	40%	21%	2024
Health and wellbeing out of school							Year
Overall health	2091	4940	2438	22%	52%	26%	2024
Feelings about your body~	3717	2964	2842	39%	31%	30%	2024
Nutrition - breakfast	4805	1351	3402	50%	14%	36%	2024
Sleep	4444	2669	2418	47%	28%	25%	2024
Music and arts	2999	1090	5329	32%	12%	57%	2024
Sports	4728	1057	3681	50%	11%	39%	2024
Organised activities	6593	1018	1887	69%	11%	20%	2024

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





## Wellbeing and engagement: All SA students

The figure below shows the 2024 wellbeing results for all SA 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

Emotional wellbeing							Year
Happiness	4479	4043	1374	45%	41%	14%	2024
Optimism	3790	4262	1793	38%	43%	18%	2024
Satisfaction with life	3175	4151	2514	32%	42%	26%	2024
Emotion regulation	3383	4108	2310	35%	42%	24%	2024
Sadness	4087	3628	1847	43%	38%	19%	2024
Worries	2971	3756	2835	31%	39%	30%	2024
Distress~	6675	2218	684	70%	23%	7%	2024
Resilience~	898	5561	3154	9%	58%	33%	2024
Wellbeing literacy	2409	4992	2101	25%	53%	22%	2024
Engagement with school							Year
Important adult at school	5069	4364	487	51%	44%	5%	2024
Connectedness to school	5502	2968	985	58%	31%	10%	2024
Emotional engagement with teachers	6288	2789	347	67%	30%	4%	2024
School climate	2585	4209	2562	28%	45%	27%	2024
School belonging	2976	4076	2263	32%	44%	24%	2024
Peer belonging	4306	3421	1585	46%	37%	17%	2024
Friendship intimacy	5990	2300	1020	64%	25%	11%	2024
Physical bullying	7430	1305	432	81%	14%	5%	2024
Verbal bullying	5817	2496	853	63%	27%	9%	2024
Social bullying	6051	2400	707	66%	26%	8%	2024
Cyberbullying	7361	1331	464	80%	15%	5%	2024
Learning readiness							Year
Perseverance	3553	4349	1987	36%	44%	20%	2024
Cognitive engagement	3264	4557	1434	35%	49%	15%	2024
Academic self concept	4892	3492	965	52%	37%	10%	2024
Learning practices~	2093	4491	2613	23%	49%	28%	2024
Meeting expectations~	2868	4343	2543	29%	45%	26%	2024
Expectations for success~	5101	3479	1173	52%	36%	12%	2024
Motivation to achieve goals~	3370	4819	1489	35%	50%	15%	2024
Future goal planning~	3813	5049	818	39%	52%	8%	2024
Feelings about the future~	4777	3089	1302	52%	34%	14%	2024
Feelings about after school study/work~	3660	3581	1921	40%	39%	21%	2024
Health and wellbeing out of school							Year
Overall health	1934	4585	2565	21%	50%	28%	2024
Feelings about your body~	3685	2838	2584	40%	31%	28%	2024
Nutrition - breakfast	4477	1319	3342	49%	14%	37%	2024
Sleep	4015	2724	2379	44%	30%	26%	2024
Music and arts	2873	1039	5070	32%	12%	56%	2024
Sports	4066	933	4025	45%	10%	45%	2024
Organised activities	5916	1010	2137	65%	11%	24%	2024

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



## Wellbeing and engagement: All SA students

The figure below shows the 2024 wellbeing results for all SA 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

Emotional wellbeing							Year
Happiness	3189	2972	1101	44%	41%	15%	2024
Optimism	2855	3071	1272	40%	43%	18%	2024
Satisfaction with life	2256	3126	1815	31%	43%	25%	2024
Emotion regulation	2609	2856	1688	36%	40%	24%	2024
Sadness	2919	2666	1376	42%	38%	20%	2024
Worries	2110	2774	2074	30%	40%	30%	2024
Distress~	4746	1676	569	68%	24%	8%	2024
Resilience~	692	4010	2304	10%	57%	33%	2024
Wellbeing literacy	2039	3622	1243	30%	52%	18%	2024
Engagement with school							Year
Important adult at school	4254	2605	412	59%	36%	6%	2024
Connectedness to school	4514	1812	558	66%	26%	8%	2024
Emotional engagement with teachers	5223	1474	163	76%	21%	2%	2024
School climate	2222	3093	1513	33%	45%	22%	2024
School belonging	2482	2841	1479	36%	42%	22%	2024
Peer belonging	3251	2370	1182	48%	35%	17%	2024
Friendship intimacy	4444	1665	693	65%	24%	10%	2024
Physical bullying	5694	758	281	85%	11%	4%	2024
Verbal bullying	4609	1605	515	68%	24%	8%	2024
Social bullying	4546	1686	498	68%	25%	7%	2024
Cyberbullying	5509	895	326	82%	13%	5%	2024
Learning readiness							Year
Perseverance	2738	3168	1351	38%	44%	19%	2024
Cognitive engagement	2629	3233	912	39%	48%	13%	2024
Academic self concept	3954	2330	540	58%	34%	8%	2024
Learning practices~	1786	3259	1712	26%	48%	25%	2024
Meeting expectations~	2218	3144	1753	31%	44%	25%	2024
Expectations for success~	4064	2355	692	57%	33%	10%	2024
Motivation to achieve goals~	2608	3422	1022	37%	49%	14%	2024
Future goal planning~	2896	3595	555	41%	51%	8%	2024
Feelings about the future~	3474	2289	968	52%	34%	14%	2024
Feelings about after school study/work~	2834	2655	1236	42%	39%	18%	2024
Health and wellbeing out of school							Year
Overall health	1334	3480	1847	20%	52%	28%	2024
Feelings about your body~	2733	2199	1754	41%	33%	26%	2024
Nutrition - breakfast	3206	1052	2452	48%	16%	37%	2024
Sleep	2814	2168	1723	42%	32%	26%	2024
Music and arts	2092	706	3815	32%	11%	58%	2024
Sports	2839	685	3119	43%	10%	47%	2024
Organised activities	4193	754	1715	63%	11%	26%	2024

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



## **Part 4: Wellbeing and engagement results: digging deeper**

This section of the report provides a more detailed breakdown of the following topics:

1. Bullying
2. Emotional wellbeing
3. Engagement with school and learning

These topics are included to help provide additional detail about the nature of young people's wellbeing and engagement. It is intended that new topics will be added when new research and analysis is completed.

The chapter on **bullying** aims to help readers better understand the nature of bullying in terms of:

- the total number of students who reported being bullied every week, every month or very rarely in 2024
- whether or not the frequency of bullying reported by students is decreasing over time
- how rates of the types of bullying (physical, verbal, social and cyber) compare
- whether or not there are differences in the levels of bullying reported across Year levels
- to what extent the frequency of bullying aligns to students' broader emotional wellbeing (happiness, satisfaction with life, sadness and worries) and how many students report resiliency to being bullied

A second chapter aims to describe how **emotional wellbeing compares between boys and girls** at different ages and shows the number of students with low wellbeing in these different groups.



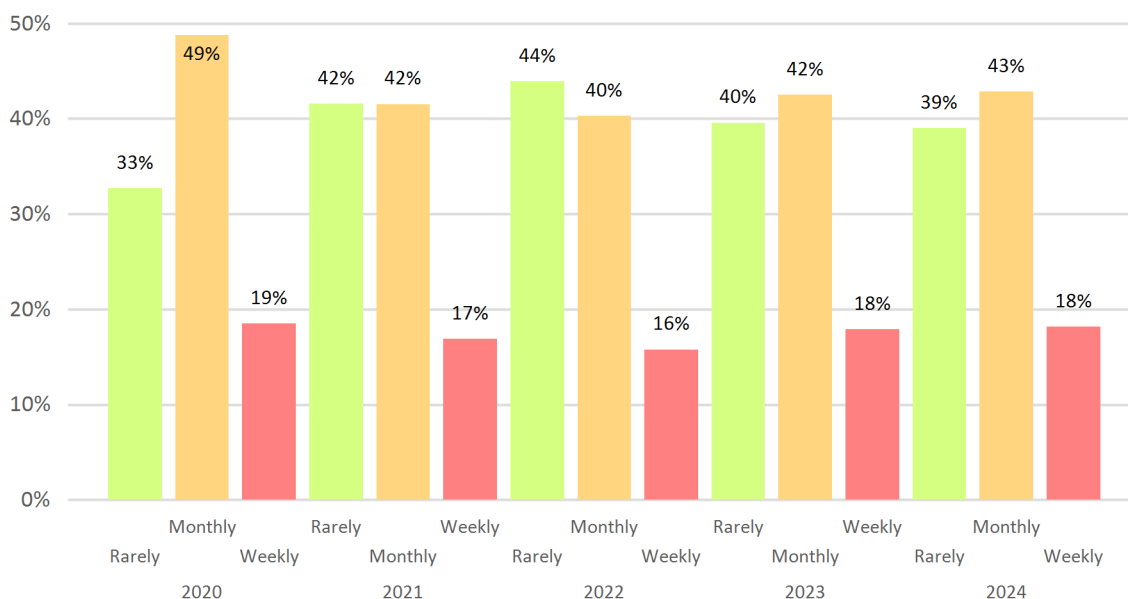
# 1. All SA students bullying

## Frequency of reported bullying across All SA students students over time

The figure and the table below show the number and proportion of students according to how frequently they were bullied (every week, every month or very rarely) across all types of bullying (physical, verbal, social and cyber).

The results allow you to consider whether the rates of bullying are higher or lower than other groups of students, whether the situation is changing over time and the number of students this represents.

**Proportion of students reporting rarely, monthly and weekly bullying, over time**



**Number of students reporting bullying rarely, monthly, or weekly**

Number of Students	All SA students		
	Rarely	Monthly	Weekly
Year			
2020	21,513	32,057	12,189
2021	40,592	40,584	16,530
2022	39,082	35,801	14,031
2023	39,635	42,537	17,943
2024	38,919	42,745	18,120



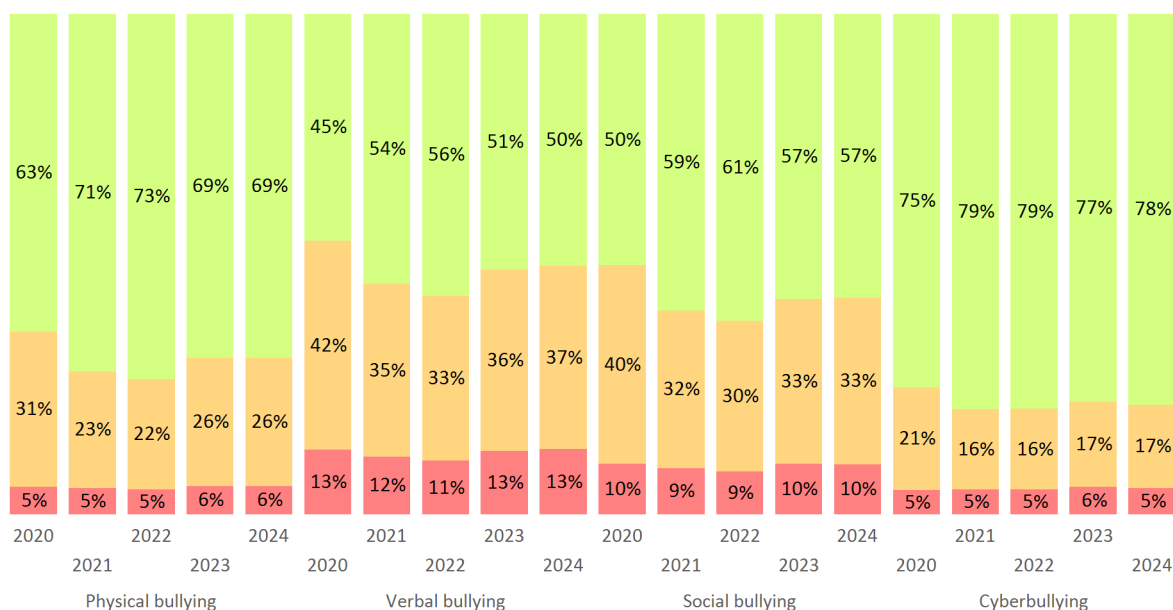
## Frequency of different types of bullying reported across All SA students, over time

The Wellbeing and Engagement Collection asks questions about how frequently young people experienced: physical bullying, verbal bullying, social bullying, and cyberbullying.

The figure and the table below show the number and proportion of students who experienced each of the four types of bullying. Refer to the "Definitions of key terms used in this report" starting on page 4 for details regarding bullying definitions and questions asked.

Note that the number of students experiencing each type of bullying can be compared with the overall bullying results on the previous page to get a sense of whether the same students are being bullied in multiple ways.

Proportion of students who reported bullying by type and year



Number of students who reported bullying by type and year

Year	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
2020	41,656	20,403	3,581	29,643	27,372	8,427	32,817	25,991	6,577	48,698	13,420	3,158
2021	69,576	22,693	5,140	52,428	33,544	11,190	57,494	30,587	8,963	76,442	15,565	4,786
2022	64,650	19,539	4,445	49,750	29,130	9,472	54,112	26,535	7,576	69,545	14,176	4,386
2023	68,530	25,488	5,633	50,724	36,061	12,596	56,549	32,687	9,983	76,749	16,840	5,470
2024	68,294	25,433	5,623	49,884	36,405	12,882	56,072	32,972	9,894	77,139	16,481	5,161



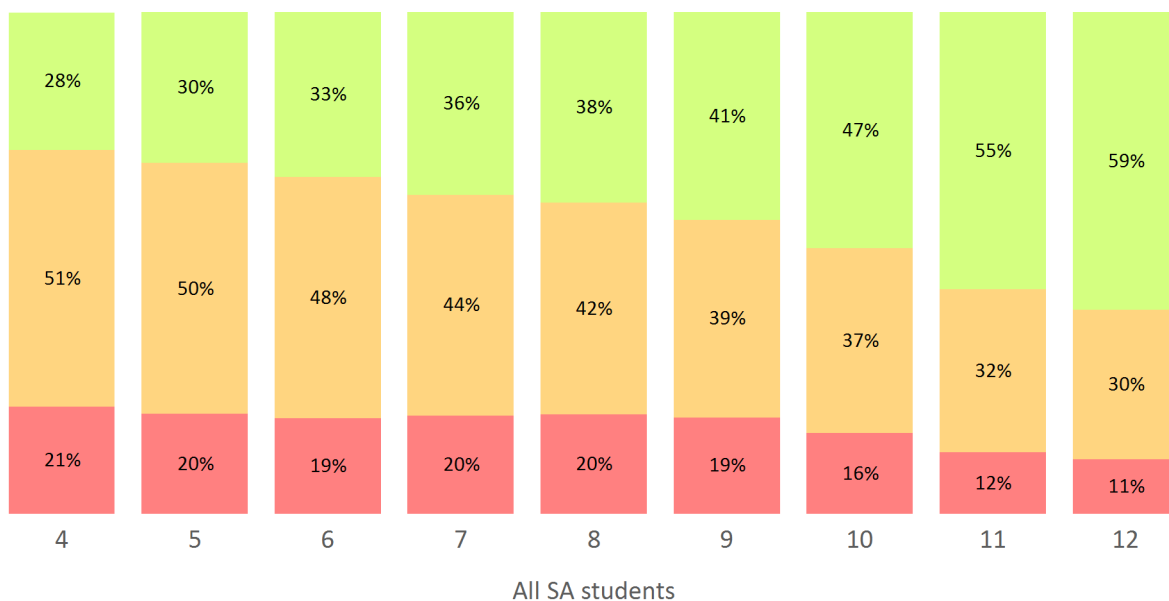
## Frequency of 2024 reported bullying across All SA students students, for each year level

The graphs and tables that follow, repeat the format for the previous pages, but provide a break down of reported bullying for each year level for all SA students in 2024.

First, the overall experience of bullying is shown in terms of the proportion and number of students reporting rarely, monthly, or weekly bullying.

The following page then breaks these results down into the four types of bullying reported by students.

Proportion of students in 2024 reporting being bullied rarely, monthly, and weekly, for each year level



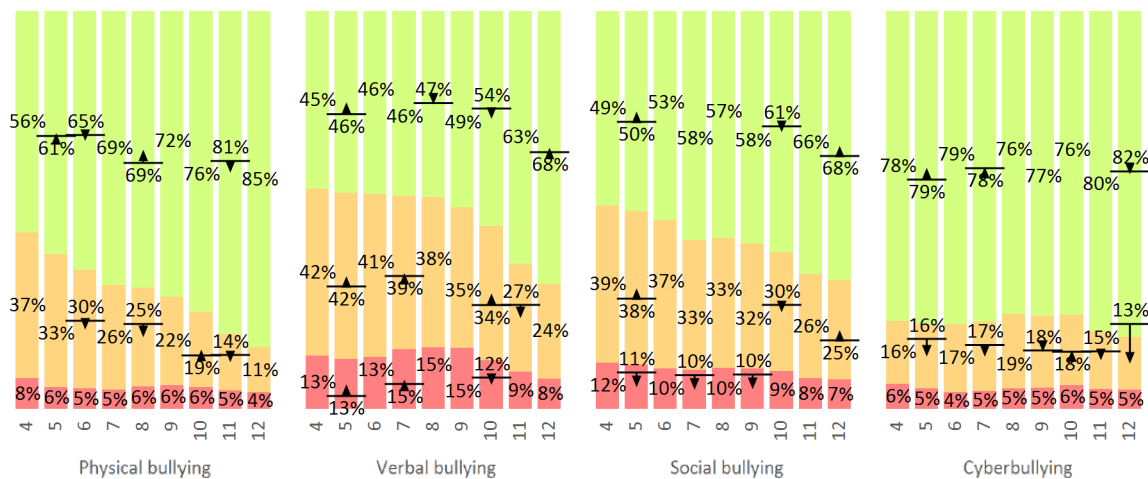
Number of students in 2024 reporting being bullied rarely, monthly and weekly, for each year level

Year Level	All SA students		
	Rarely	Monthly	Weekly
4	3,615	6,711	2,798
5	4,075	6,767	2,690
6	4,478	6,569	2,593
7	4,259	5,138	2,290
8	4,092	4,552	2,129
9	4,298	4,082	1,993
10	4,530	3,549	1,545
11	5,080	2,980	1,126
12	4,000	2,006	734

\* = denotes suppression rules for less than 5 student responses



**Proportion of students in 2024 who reported being bullied by type and year level**



**Number of students in 2024 who reported being bullied by type and year level**

Year Level	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
4	7,209	4,764	1,001	5,743	5,383	1,717	6,238	5,038	1,492	9,884	2,021	798
5	8,227	4,484	752	6,133	5,594	1,693	6,740	5,150	1,495	10,494	2,171	686
6	8,840	4,046	701	6,242	5,549	1,786	7,119	5,035	1,382	10,627	2,320	569
7	8,025	3,047	571	5,409	4,492	1,742	6,695	3,795	1,141	9,068	2,013	530
8	7,463	2,660	617	5,028	4,053	1,665	6,116	3,509	1,102	8,161	1,991	562
9	7,424	2,299	626	5,102	3,660	1,594	6,024	3,259	1,050	7,910	1,864	560
10	7,255	1,810	536	5,190	3,241	1,180	5,824	2,865	908	7,312	1,713	567
11	7,430	1,305	432	5,817	2,496	853	6,051	2,400	707	7,361	1,331	464
12	5,694	758	281	4,609	1,605	515	4,546	1,686	498	5,509	895	326

\* = denotes suppression rules for less than 5 student responses



## Frequency of reported bullying across All SA students students and corresponding emotional wellbeing

The following figures and graphs describe how young people's experiences of how frequently they are bullied relates to their emotional wellbeing.

The emotional wellbeing indicators included here are happiness, satisfaction with life, sadness and worries. Refer to the "Definitions of key terms used in this report" starting on page 4 for details regarding definitions and questions asked.

The proportion and then the number of students reporting high, medium, and low wellbeing is shown for students based on whether they reported being bullied rarely, monthly or weekly.

This information can be used to consider:

- how patterns of wellbeing look different based on how frequently students are bullied (i.e., for those who are bullied, how are they faring as a group?); and
- to what degree students who report low (or high) wellbeing also report being bullied (i.e., for students with low emotional wellbeing, how relevant could bullying be for addressing this?)







		Bullying Frequency			Total
		Rarely	Monthly	Weekly	
<b>Happiness</b>	High	24179	21270	6605	<b>52054</b>
	Medium	11628	16390	7091	<b>35109</b>
	Low	2769	4685	4163	<b>11617</b>
	<b>Total</b>	<b>38576</b>	<b>42345</b>	<b>17859</b>	<b>98780</b>
<b>Satisfaction with life</b>	High	19551	16497	5396	<b>41444</b>
	Medium	13903	17549	6384	<b>37836</b>
	Low	5139	8320	6087	<b>19546</b>
	<b>Total</b>	<b>38593</b>	<b>42366</b>	<b>17867</b>	<b>98826</b>
<b>Sadness</b>	High	24231	19396	4978	<b>48605</b>
	Medium	11091	16558	6684	<b>34333</b>
	Low	3331	6492	6278	<b>16101</b>
	<b>Total</b>	<b>38653</b>	<b>42446</b>	<b>17940</b>	<b>99039</b>
<b>Worries</b>	High	20325	14335	3576	<b>38236</b>
	Medium	12304	16946	6093	<b>35343</b>
	Low	5972	11098	8215	<b>25285</b>
	<b>Total</b>	<b>38601</b>	<b>42379</b>	<b>17884</b>	<b>98864</b>



## 2. All SA students emotional wellbeing for boys and girls

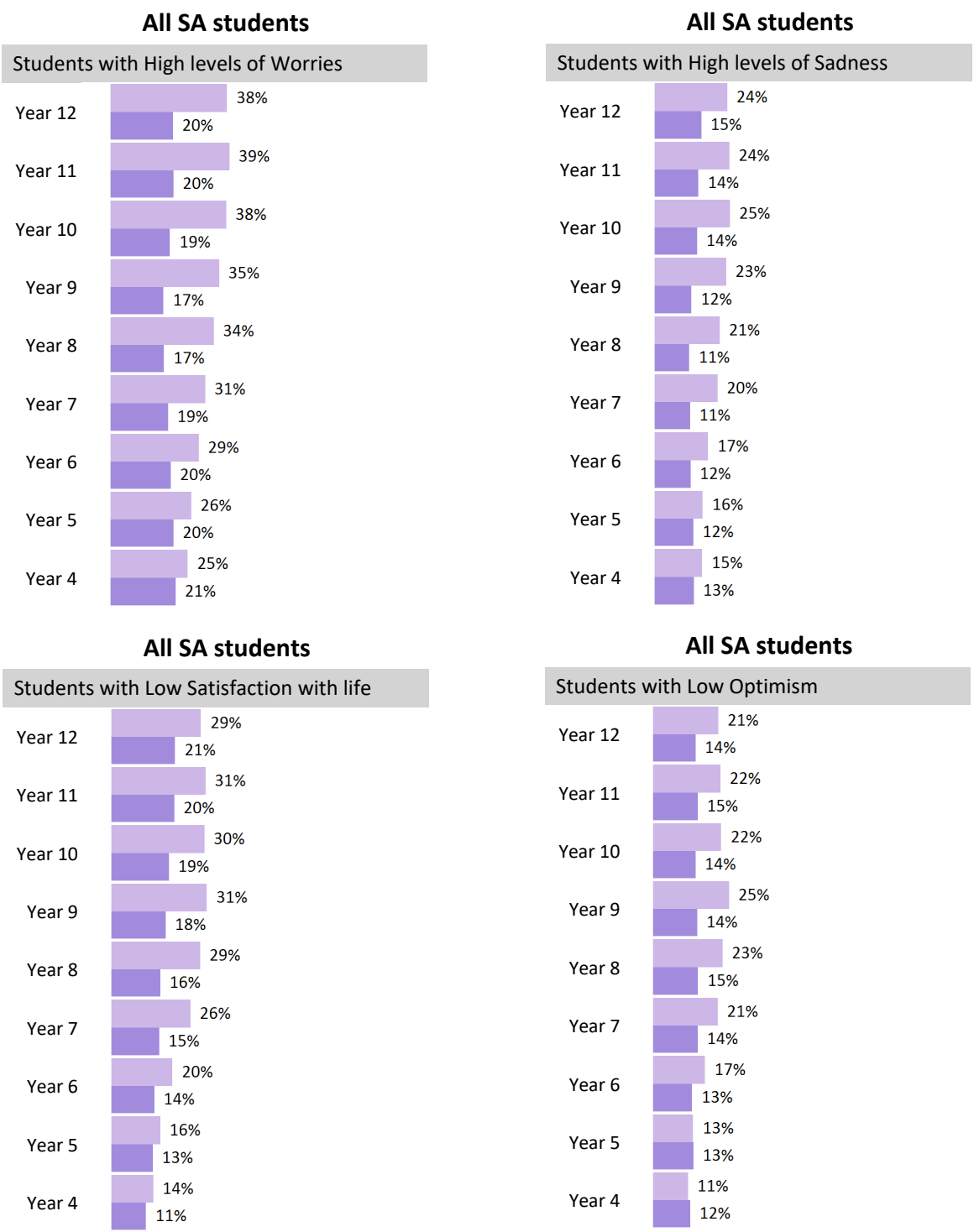
Analysis of the Wellbeing and Engagement Collection data for South Australia showed that a greater number of girls than boys reported low emotional wellbeing, and that this gap increased over the transition into secondary school.

The figures and tables below show how the emotional wellbeing for girls compares to boys across all SA 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





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

All SA students

		Girl	Boy
Students with High levels of Worries	Year 12	1417	653
	Year 11	1857	973
	Year 10	1838	992
	Year 9	1797	959
	Year 8	1786	998
	Year 7	1806	1150
	Year 6	1915	1382
	Year 5	1704	1440
	Year 4	1589	1371
Students with High levels of Sadness	Year 12	883	490
	Year 11	1165	678
	Year 10	1199	707
	Year 9	1182	666
	Year 8	1122	645
	Year 7	1194	704
	Year 6	1160	825
	Year 5	1018	884
	Year 4	983	836
Students with Low Satisfaction with life	Year 12	1116	696
	Year 11	1510	1001
	Year 10	1512	1000
	Year 9	1586	992
	Year 8	1538	914
	Year 7	1512	955
	Year 6	1326	982
	Year 5	1035	951
	Year 4	857	728
Students with Low Optimism	Year 12	809	461
	Year 11	1078	713
	Year 10	1105	738
	Year 9	1260	804
	Year 8	1199	841
	Year 7	1232	891
	Year 6	1125	892
	Year 5	846	931
	Year 4	725	791



## All SA students engagement with school and learning for boys and girls

The following subdomains have been chosen as focus areas relating to engagement with school and learning.

- 1. School climate:** Overall tone of the school environment, including the way teachers and students interact and how students treat each other
- 2. School belonging:** The degree to which young people feel connected and valued at their school
- 3. Emotional engagement with teachers:** Support and relationships with teachers
- 4. Cognitive engagement:** Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset
- 5. Academic self concept:** Perceptions of themselves as students and how interested and confident they feel at school

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(\*).



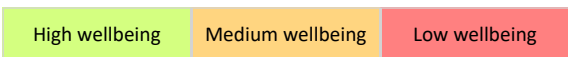
**School climate**

*"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 SA 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 SA students**

		High wellbeing	Medium wellbeing	Low wellbeing			
<b>Girl</b>	Year 4	3694	2149	522	58%	34%	8%
	Year 5	3010	2614	858	46%	40%	13%
	Year 6	2566	2980	1093	39%	45%	16%
	Year 7	1320	2782	1685	23%	48%	29%
	Year 8	825	2330	2096	16%	44%	40%
	Year 9	733	2146	2170	15%	43%	43%
	Year 10	847	2108	1862	18%	44%	39%
	Year 11	1150	2113	1455	24%	45%	31%
	Year 12	1066	1722	888	29%	47%	24%
	<b>Boy</b>	Year 4	3605	2251	689	55%	34%
Year 5		3257	2795	997	46%	40%	14%
Year 6		2834	3000	1197	40%	43%	17%
Year 7		1652	2849	1537	27%	47%	25%
Year 8		1363	2512	1765	24%	45%	31%
Year 9		1252	2422	1797	23%	44%	33%
Year 10		1308	2226	1470	26%	44%	29%
Year 11		1434	2093	1105	31%	45%	24%
Year 12		1154	1371	623	37%	44%	20%



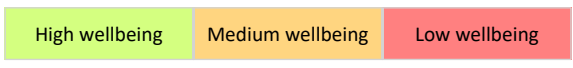
## School belonging

*"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 SA 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 SA students**

	Year	High wellbeing	Medium wellbeing	Low wellbeing
<b>Girl</b>	Year 4	3858 (62%)	1512 (24%)	887 (14%)
	Year 5	3423 (53%)	1930 (30%)	1051 (16%)
	Year 6	3220 (49%)	2151 (33%)	1209 (18%)
	Year 7	1800 (31%)	2407 (42%)	1534 (27%)
	Year 8	1338 (26%)	2188 (42%)	1695 (32%)
	Year 9	1151 (23%)	2204 (44%)	1663 (33%)
	Year 10	1121 (23%)	2179 (45%)	1499 (31%)
	Year 11	1323 (28%)	2093 (45%)	1285 (27%)
	Year 12	1217 (33%)	1598 (44%)	852 (23%)
<b>Boy</b>	Year 4	3950 (61%)	1616 (25%)	875 (14%)
	Year 5	3766 (54%)	2037 (29%)	1174 (17%)
	Year 6	3718 (53%)	2064 (30%)	1189 (17%)
	Year 7	2328 (39%)	2360 (39%)	1307 (22%)
	Year 8	1997 (36%)	2292 (41%)	1322 (24%)
	Year 9	1854 (34%)	2254 (41%)	1337 (25%)
	Year 10	1599 (32%)	2224 (45%)	1150 (23%)
	Year 11	1652 (36%)	1980 (43%)	976 (21%)
	Year 12	1263 (40%)	1243 (40%)	625 (20%)



## 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 SA 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.

		High wellbeing	Medium wellbeing	Low wellbeing			
<b>All SA students</b>							
<b>Girl</b>	Year 4	5217	1059	77	82%	17%	1%
	Year 5	5072	1287	116	78%	20%	2%
	Year 6	4922	1564	151	74%	24%	2%
	Year 7	3578	1973	257	62%	34%	4%
	Year 8	2779	2139	348	53%	41%	7%
	Year 9	2631	2144	279	52%	42%	6%
	Year 10	2802	1828	203	58%	38%	4%
	Year 11	3042	1543	156	64%	33%	3%
	Year 12	2796	813	81	76%	22%	2%
	<b>Boy</b>	Year 4	4950	1424	162	76%	22%
Year 5		5037	1782	232	71%	25%	3%
Year 6		4852	1917	263	69%	27%	4%
Year 7		3608	2163	299	59%	36%	5%
Year 8		3163	2116	383	56%	37%	7%
Year 9		3147	2011	348	57%	37%	6%
Year 10		3014	1777	255	60%	35%	5%
Year 11		3241	1245	190	69%	27%	4%
Year 12		2425	659	82	77%	21%	3%



## 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 SA 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.

		High wellbeing	Medium wellbeing	Low wellbeing			
<b>All SA students</b>							
<b>Girl</b>	Year 4	3868	1882	588	61%	30%	9%
	Year 5	3537	2200	713	55%	34%	11%
	Year 6	3309	2433	877	50%	37%	13%
	Year 7	2159	2456	1133	38%	43%	20%
	Year 8	1701	2431	1076	33%	47%	21%
	Year 9	1626	2324	1059	32%	46%	21%
	Year 10	1505	2366	894	32%	50%	19%
	Year 11	1609	2309	759	34%	49%	16%
	Year 12	1448	1709	499	40%	47%	14%
	<b>Boy</b>	Year 4	3768	2095	643	58%	32%
Year 5		3723	2445	840	53%	35%	12%
Year 6		3513	2641	849	50%	38%	12%
Year 7		2411	2555	995	40%	43%	17%
Year 8		2079	2510	985	37%	45%	18%
Year 9		1920	2574	902	36%	48%	17%
Year 10		1647	2477	795	33%	50%	16%
Year 11		1655	2243	674	36%	49%	15%
Year 12		1180	1523	411	38%	49%	13%





**Academic self concept**

*"Perceptions of themselves as students and how interested and confident they feel at school"*

**Questions asked for 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.

The tables below show the 2024 results for Academic self concept for all SA 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 Academic self concept.

		High wellbeing	Medium wellbeing	Low wellbeing			
		<b>All SA students</b>					
<b>Girl</b>	Year 4	4377	1507	432	69%	24%	7%
	Year 5	4110	1800	560	64%	28%	9%
	Year 6	4047	1967	620	61%	30%	9%
	Year 7	2910	2050	820	50%	35%	14%
	Year 8	2434	2005	813	46%	38%	15%
	Year 9	2296	1917	832	46%	38%	16%
	Year 10	2222	1919	675	46%	40%	14%
	Year 11	2337	1844	533	50%	39%	11%
	Year 12	2071	1292	311	56%	35%	8%
<b>Boy</b>	Year 4	4549	1451	493	70%	22%	8%
	Year 5	4475	1892	666	64%	27%	9%
	Year 6	4504	1890	630	64%	27%	9%
	Year 7	3324	2012	696	55%	33%	12%
	Year 8	2984	1976	679	53%	35%	12%
	Year 9	2821	2016	632	52%	37%	12%
	Year 10	2541	1896	563	51%	38%	11%
	Year 11	2550	1647	432	55%	36%	9%
	Year 12	1881	1037	228	60%	33%	7%



## **Part 5: Wellbeing and engagement results: after school activities**

This section of the report provides a more detailed breakdown of the following topics:

1. All SA students after school activities
2. Additional questions

The chapter on **after school activities** provides a detailed breakdown of what activities students did outside of school in 2024, the time that they spent on these activities and the barriers that prevented them from undertaking other activities.



## 1. All SA students after school activities

The tables below show the 2024 after school activities results for all SA students. The tables show the number and proportion of students participating in different activities after school or reporting different barriers to participation.

### All SA students - After school activities - Days

	0	1-2	3-4	5+
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]	30433	34204	23002	10800
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	79266	10768	4719	2690
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	27589	32757	21595	15512
d) ... watch TV (including Netflix, Youtube or DVDs)? [DAYS]	4807	16140	26098	50377
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [DAYS]	23465	23963	21335	28342
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [DAYS]	17955	11251	14134	54441
g) ...read for fun? [DAYS]	37555	25512	16562	17442
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	8806	26767	27600	33637
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	65768	17293	7581	6456
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	47180	28803	12717	8459
k) ...hang out with friends? [DAYS]	20935	38509	18759	18717
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	82709	9386	2822	1921
m) ...work in paid employment? [DAYS]~	12403	6559	5203	1133
n) ...volunteer at a workplace or in a community organisation? [DAYS]~	20935	2627	1143	588

### All SA students - After school activities - Time

	<30 min	30min-1hr	1-2 hrs	2+ hrs
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	2120	13297	26238	11744
b) ...go to an after school care program (in my school or someplace else)? [TIME]	1353	3127	3481	3053
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	13016	20599	9535	5995
d) ... watch TV (including Netflix, Youtube or DVDs)? [TIME]	6159	18950	19787	19636
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [TIME]	7129	12755	13402	17033
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [TIME]	12931	11740	10918	21315
g) ...read for fun? [TIME]	14806	16081	5541	4114
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	29177	20412	5573	2398
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	6506	9768	2812	1312
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	10961	12119	5097	3320
k) ...hang out with friends? [TIME]	2572	8308	13191	23140
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	696	1416	2608	2827
m) ...work in paid employment? [TIME]~	131	203	497	7561
n) ...volunteer at a workplace or in a community organisation? [TIME]~	189	393	614	840

### All SA students - After school activities barriers

	Yes	No
I have to go straight home after school	41163	62815
It is too difficult to get there.	11619	92359
The activity that I want is not offered.	11844	92134
The schedule does not fit the times that I can attend.	17183	86795
It's not safe for me to go.	3938	100040
I have too much homework to do.	16394	87584
My parents do not approve.	9742	94236
It costs too much.	13044	90934
I need to take care of brothers or sisters or do other things at home.	11061	92917
I am afraid I will not be good enough in that activity.	11977	92001
I'm too busy	25453	78525
I don't know what is available.	13773	90205
None of my friends are interested or want to go.	14723	89255
Other.	24630	79348



### All SA students - After school activities - Days

	0	1-2	3-4	5+
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [DAYS]	31%	35%	23%	11%
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	81%	11%	5%	3%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	28%	34%	22%	16%
d) ... watch TV (including Netflix, Youtube or DVDs)? [DAYS]	5%	17%	27%	52%
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [DAYS]	24%	25%	22%	29%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [DAYS]	18%	12%	14%	56%
g) ...read for fun? [DAYS]	39%	26%	17%	18%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	9%	28%	29%	35%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	68%	18%	8%	7%
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	49%	30%	13%	9%
k) ...hang out with friends? [DAYS]	22%	40%	19%	19%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	85%	10%	3%	2%
m) ...work in paid employment? [DAYS]~	49%	26%	21%	4%
n) ...volunteer at a workplace or in a community organisation? [DAYS]~	83%	10%	5%	2%

### All SA students - After school activities - Time

	<30 min	30min-1hr	1-2 hrs	2+ hrs
a) ...do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	4%	25%	49%	22%
b) ...go to an after school care program (in my school or someplace else)? [TIME]	12%	28%	32%	28%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	26%	42%	19%	12%
d) ... watch TV (including Netflix, Youtube or DVDs)? [TIME]	10%	29%	31%	30%
e) ... play video or computer games (for example, Play Station, Xbox, multi-user online games)? [TIME]	14%	25%	27%	34%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram or Snapchat? [TIME]	23%	21%	19%	37%
g) ...read for fun? [TIME]	37%	40%	14%	10%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	51%	35%	10%	4%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	32%	48%	14%	6%
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	35%	38%	16%	11%
k) ...hang out with friends? [TIME]	5%	18%	28%	49%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	9%	19%	35%	37%
m) ...work in paid employment? [TIME]~	2%	2%	6%	90%
n) ...volunteer at a workplace or in a community organisation? [TIME]~	9%	19%	30%	41%

### All SA students - After school activities barriers

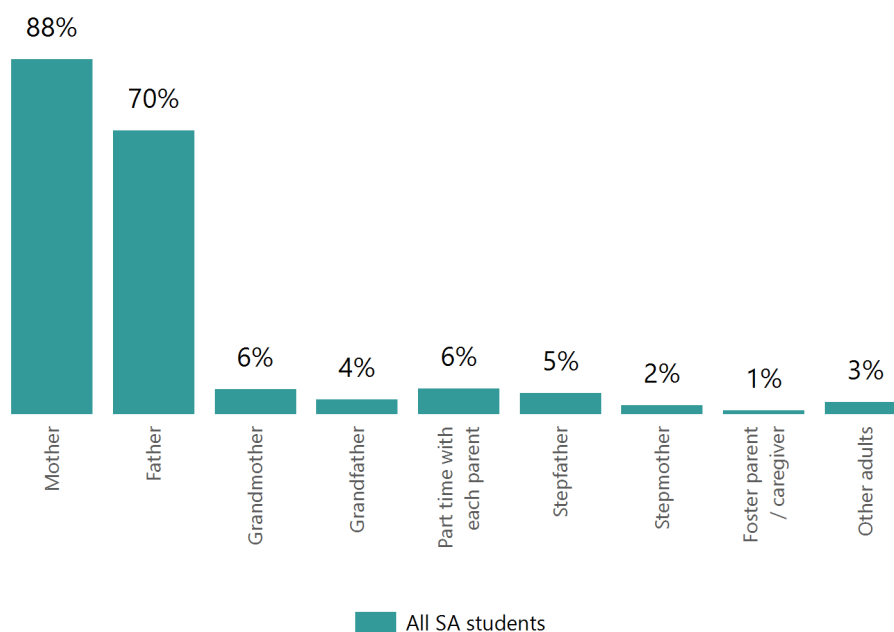
	Yes	No
I have to go straight home after school	40%	60%
It is too difficult to get there.	11%	89%
The activity that I want is not offered.	11%	89%
The schedule does not fit the times that I can attend.	17%	83%
It's not safe for me to go.	4%	96%
I have too much homework to do.	16%	84%
My parents do not approve.	9%	91%
It costs too much.	13%	87%
I need to take care of brothers or sisters or do other things at home.	11%	89%
I am afraid I will not be good enough in that activity.	12%	88%
I'm too busy	24%	76%
I don't know what is available.	13%	87%
None of my friends are interested or want to go.	14%	86%
Other.	24%	76%



## 2. Additional questions

The tables below contain the additional collection questions for All SA students which are currently not included in domain calculations.

### Who do you live with most of the time



### How often, in the hour before you go to sleep, do you use an electronic device (for example mobile phone, iPad, tablet, PC, game console, TV, music player)?

		Never	Once a week	Twice a week	3 times a week	4 times a week	5 times a week	6 times a week	Every day	Total
All SA students	Number	6463	4969	6526	7045	6289	6626	7010	53892	98820
	Percentage	7%	5%	7%	7%	6%	7%	7%	55%	100%

### What time do you usually go to sleep on weekdays?

		Before 9:00pm	Between 9:00pm and 10:00pm	Between 10:00pm and 11:00pm	Between 11:00pm and midnight	After midnight	No usual time	Total
All SA students	Number	19167	29289	19958	12209	7065	11743	99431
	Percentage	19%	29%	20%	12%	7%	12%	100%