

About the Survey

The Queensland Engagement and Wellbeing (QEW) Survey seeks to collect data from Queensland State Schools in a consistent and systematic way to gain a better understanding of the wellbeing and engagement of our students and how we can best support them. The Survey runs each year in Term 2.

More information is available on OnePortal:

<https://intranet.qed.qld.gov.au/ResourceCentre/Statistics/queensland-engagement-wellbeing-survey>

Purpose and scope of this report

This report aims to provide schools with information on their students' perception of their wellbeing and engagement. This report can help inform conversations between schools, staff and students about:

- what students think about their wellbeing and engagement
- students' identified strengths and how these can be encouraged
- any issues or challenges students are facing that may require further development and support.

Student responses included in this report are aggregated at the year level and school level. Schools that have P-10/12 will also receive primary level and secondary level reports. Schools will not be able to see how individual students responded in the survey.

Providing feedback on this report

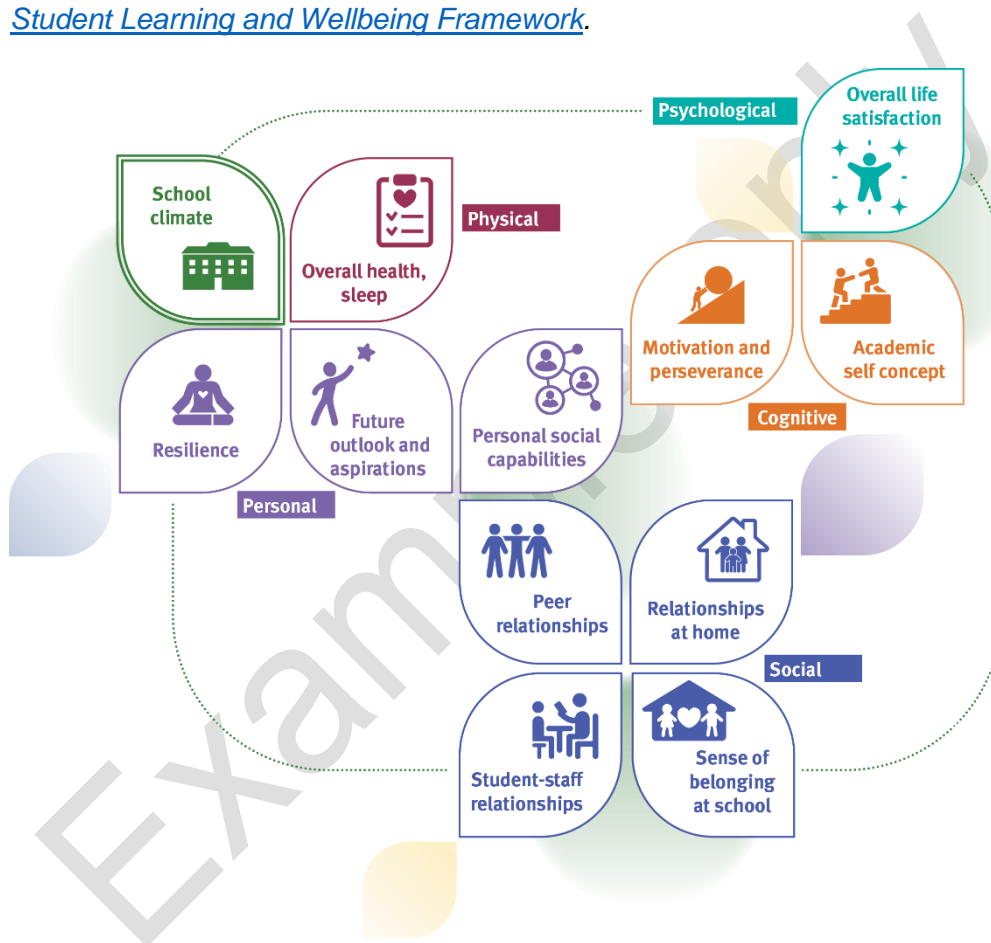
We are always interested in hearing feedback from schools. Please contact the QEW Survey team in Performance Monitoring and Reporting by emailing QEWSurvey@qed.qld.gov.au



What does the Survey measure?

The QEW Survey measures wellbeing and engagement across 12 aspects, including resilience, school climate, sense of belonging, motivation and perseverance, academic self-concept, personal social capabilities, general life satisfaction, future outlook and aspirations, relationships with peers, with teachers and at home, and general health.

The diagram below shows how these map onto the wellbeing domains of the [Student Learning and Wellbeing Framework](#).



Stakeholders across Queensland, including more than five hundred Principals, identified these aspects as high priorities for measurement during consultation in 2019. We also researched the definitions of wellbeing and engagement overall, as well as the evidence behind each of the 12 aspects individually. You can find out more by reading our [Literature Review](#).

How to interpret this report

Student responses

Based on students' responses to the Queensland Engagement and Wellbeing Survey, this report has categorised students into three categories of **High**, **Medium** and **Low** across each wellbeing and engagement construct:

High Students who usually respond on the positive end of the scale.	Medium Students who usually respond in the middle of the scale, or respond with a mix of positive and negative answers.	Low Students who usually respond on the negative end of the scale.
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For a selection of questions on the Physical Wellbeing aspect, some constructs were classified as:

'Usually' or 'Always' Students who responded with 'Usually' or 'Always'.	'Sometimes' Students who responded with 'Sometimes'.	'Never' or 'Rarely' Students who responded with 'Never' or 'Rarely'.
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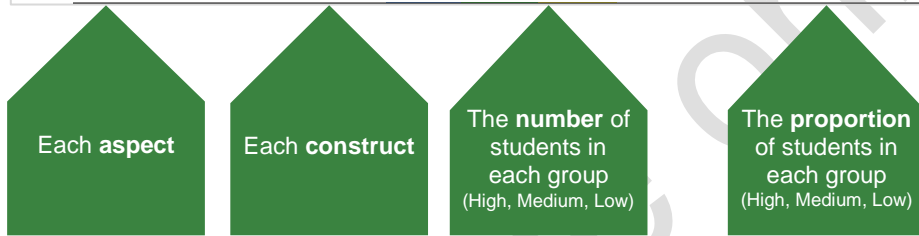
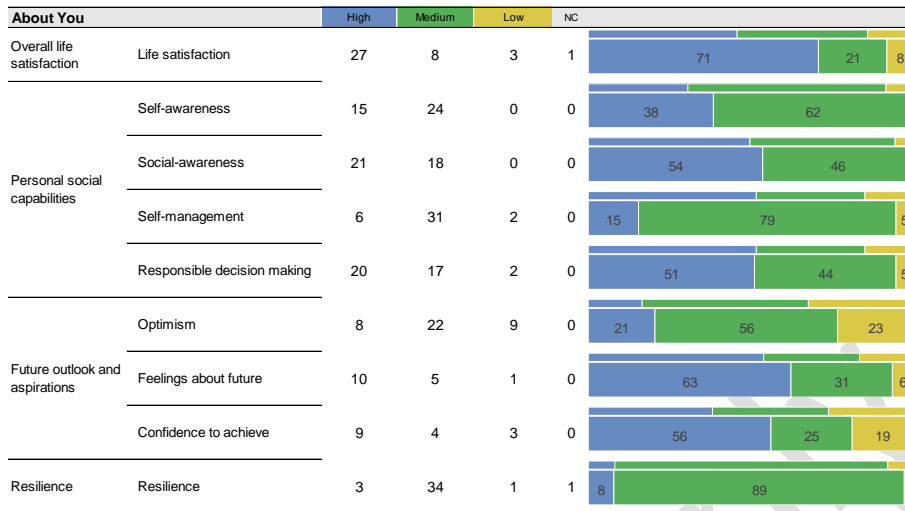
For one item measuring time students go to bed on school days, answers were reported along the five-item scale:

Before 8pm	Between 8pm-9pm	Between 9pm-10pm	Between 10pm-11pm	After 11pm
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For each **construct**, we report the number and proportion of students who were categorised into High, Medium and Low. Definitions for each aspect and construct are provided on page 8.

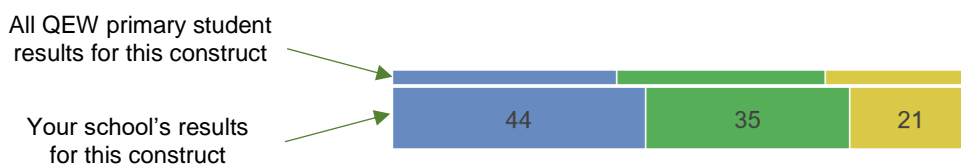
Example State School, All respondents

Total respondents: 39



In the proportion charts, the results for your school are provided in the wider bar. The narrower bar over the top shows how the results for your school generally compare to a broader group of students.

The exact comparison group is noted at the bottom of each page. For example, if you are a primary school looking at your whole school report the comparison bar will show all QEW primary school respondents.



The comparison bars are provided to give you a general sense of how your students feel in relation to a wider group. You may be able to use them to help decide where to focus your effort in supporting your students, but do not treat them as targets or performance metrics. There are many reasons why your students may feel differently to a broader comparison group as well as potential limitations in the data itself (e.g. if your school or year level has small respondent numbers).

Suppression rules

To protect students' confidentiality, schools will not receive data for cohorts with fewer than five students.

If a *year level* has fewer than five students, schools will not receive a report for that cohort.

If a *school* has less than five students, schools can choose to aggregate their results from a similar school in their region. These schools will receive information on all QEW respondents.

If there were fewer than five responses against a *construct*, data for that construct will be suppressed.

How to use these results

The Queensland Engagement and Wellbeing Survey is designed to systematically measure how Queensland State School students view aspects of their wellbeing and engagement. To protect students' confidentiality, schools will not be able to see individual student responses. However, your school report will provide you with insights into how – at a school and cohort level – your students view their wellbeing and engagement. When used in an inquiry context, the information in your school's report will be able to inform future planning and actions in your school.

The department has developed an **Inquiry Tool** (available on OnePortal [here](#)) to accompany this report. The Inquiry Tool will assist your school to:

- **reflect** on what your survey results mean in the context of your school's current approach to supporting students' wellbeing and engagement
- **action** changes in your school that strengthen your approach to supporting students' wellbeing and engagement.

Table 1: Aspects, constructs and survey items

Aspect	Construct	Items
<p>Overall life satisfaction <i>A global marker of wellbeing and is closely linked to various wellbeing outcomes including relationships, school climate, physical wellbeing and optimism.</i></p>	<p>Life satisfaction</p>	<ul style="list-style-type: none"> • 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.*
<p>Personal Social Capabilities <i>How students recognise and regulate emotions, understand and build positive relationships, develop empathy, cope with challenging situations and work collaboratively.</i></p>	<p>Self-awareness <i>Understanding one's own emotional state, needs and perspectives, recognising emotions, and recognising personal qualities and achievements.</i></p>	<p><i>Please tell us how easy or difficult each of the following are for you</i></p> <ul style="list-style-type: none"> • Knowing what my strengths are. • Knowing when my feelings are making it hard for me to focus. • Knowing the emotions I feel. • Knowing ways I calm myself down.
	<p>Social-awareness <i>The ability to recognise others' feelings, learning how to partake in positive, safe and respectful relationships, and appreciating diverse perspectives.</i></p>	<ul style="list-style-type: none"> • Learning from people with different opinions than me. • Knowing what people may be feeling by the look on their face. • Knowing when someone needs help.
	<p>Self-management <i>Learning when and how to use certain strategies to manage, regulate and maintain oneself in a range of situations. It involves expressing appropriate emotions, self-discipline, and becoming a confident, resilient and adaptable person.</i></p>	<ul style="list-style-type: none"> • Getting through something even when I feel frustrated. • Being patient even when I'm really excited. • Finishing tasks even if they are hard for me. • Setting goals for myself.
	<p>Responsible decision making <i>The ability to make constructive choices about what is right or wrong, and understanding the evaluation of consequences based on ethical standards, safety concerns and social norms.</i></p>	<ul style="list-style-type: none"> • Thinking about what might happen before making a decision. • Knowing what is right or wrong.
<p>Future outlook and aspirations <i>A students' expectations about their future and can be influenced by concepts of goal setting, motivation, self-confidence, optimism and mastery.</i></p>	<p>Optimism <i>A students' view of life characterised by positive thinking and a positive attitude toward the future.</i></p>	<ul style="list-style-type: none"> • 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
	<p>Feelings about future <i>How a student feels about the future.</i></p>	<ul style="list-style-type: none"> • How would you describe your feelings when you think about the future?*
	<p>Confidence to achieve <i>A student's perceived confidence in their ability to achieve their goals after school.</i></p>	<ul style="list-style-type: none"> • How confident are you in your ability to achieve your study/work goals after school?*

*These items were asked of secondary students only.

Aspect	Construct	Items
	<p>Fairness <i>The perceived fairness of rules within a school.</i></p>	<ul style="list-style-type: none"> The school rules are fair. The responses for breaking rules are fair. The school's Student Code of Conduct is fair. Classroom rules are fair.
	<p>Safety <i>The perceived safety of students in and around the school.</i></p>	<ul style="list-style-type: none"> Students are safe around school. Students feel safe. Students know they are safe in this school.
<p>Relationships at home <i>Students' perception of connectedness and sense of closeness to their family/carers.</i></p>	<p>Relationships at home</p>	<p><i>Items not provided due to copyright restrictions.</i></p> <ul style="list-style-type: none">
<p>Academic self-concept <i>The way a student perceives their own academic ability and achievement. Academic self-concept is linked to academic achievement and cognitive engagement.</i></p>	<p>Academic self-efficacy</p>	<ul style="list-style-type: none"> I am certain I can master the skills taught in school this year. If I have enough time, I can do a good job on all my schoolwork. Even if the work in school is hard, I can learn it.
<p>Motivation and perseverance <i>Motivation and perseverance is the drive, energy and emotion leading to learning, working effectively and achieving</i></p>	<p>Mastery goal orientation <i>The desire to learn and extend one's mastery and understanding in an achievement setting.</i></p>	<ul style="list-style-type: none"> It is important to me that I learn a lot of new concepts this year. One of my goals in class is to learn as much as I can. One of my goals is to master a lot of new skills this year. It is important to me that I thoroughly understand my classwork. It is important to me that I improve my skills this year.
	<p>Perseverance <i>The tenacity to stick to things and pursue a task until it is complete.</i></p>	<ul style="list-style-type: none"> I finish whatever I begin. I keep at my schoolwork until I am done with it. Once I make a plan to get something done, I stick to it. I am a hard worker.
<p>Physical wellbeing <i>Physical wellbeing measures students' perception of their overall health and sleep habits.</i></p>	<p>Overall health</p>	<ul style="list-style-type: none"> Compared to other people your age, would you say that your health is: How often do you think that you get enough sleep? What time do you usually go to bed on school days?
	<p>Sleep</p>	<ul style="list-style-type: none"> How often do you use an electronic device (for example a tablet, laptop, phone or TV) in the hour before going to sleep on a school night?

References

The department acknowledges that the items and scales included in the QEW Survey are drawn from the following sources:

Overall life satisfaction	Diener, E., Emmons, RA., Larsen, RJ. & Griffin, S. 1985, 'The Satisfaction with Life Scale', <i>Journal of Personality Assessment</i> , vol. 49, pp. 71-75.
Personal social capabilities	Washoe County School District 2018, <i>WCSD Social and Emotional Competency Short-Form Assessment</i> .
Future outlook and aspirations	Noam, G. G., & Goldstein, L. S. (1998). <i>The Resilience Inventory</i> . Unpublished Protocol. Mission Australia, <i>Mission Australia 2018 Youth Survey Questionnaire</i> .
Resilience	Klarica et. al. 2017. The Six-Star Wellbeing Survey: A universal wellbeing screening tool for schools and students. www.sixstarwellbeing.com.au
Sense of belonging	ACT Government, <i>School Satisfaction and Climate Survey</i> .
Relationships with peers	ACT Government, <i>School Satisfaction and Climate Survey</i> . Hayden-Thomson, L. K. (1989). <i>The development of the Relational Provisions Loneliness Questionnaire for children</i> . Unpublished doctoral dissertation, University of Waterloo, Waterloo, Ontario, Canada.
Student-staff relationships	ACT Government, <i>School Satisfaction and Climate Survey</i> .
School climate	University of Delaware 2018-2019, <i>Delaware School Climate Survey – Student 3-5</i> .
Relationships at home	West Ed. 2019, <i>California Healthy Kids Survey: Middle & High School Resilience & Youth Development Module</i> .
Academic self-concept	Roeser, WR., Midgley, C. & Urdan, TC. 1996, 'Perceptions of the school psychological environment and early adolescents' psychological and behavioural functioning in school: the mediating role of goals and belonging', <i>Journal of Educational Psychology</i> , vol. 88, no. 3, pp.408-422.
Motivation and perseverance	Kern, ML., Benson, L., Steinberg, EA. & Steinberg L 2016, 'The EPOCH Measure of Adolescent Well-being', <i>Psychological Assessment</i> , vol. 28, no. 5, pp. 586-597. Midgley, C, Maher, ML, Hruda, LZ, Anderman, EM, Anderman, LH, Freeman, KE, Gheen, M, Kaplan, A, Kumar, R, Middleton, MJ, Nelson, J, Roeser, RW & Urdan, T 2000, <i>The Patterns of Adaptive Learning Scales (PALS)</i> , The University of Michigan.
Physical wellbeing	Bradley Hospital & Brown University Sleep Research Lab 1994, <i>School Sleep Habits Survey</i> . Hysing, M, Pallesen, S, Stomark, KM, Jakobsen, R, Lunderwold, AJ & Silvertsen, B 2015, 'Sleep and use of electronic devices in adolescence: results from a large population-based study', <i>BMJ Open</i> , vol. 5.

Results

Note, this section does not contain real data. Results are provided only to illustrate format and layout.

Your school's results

The results for **<school name>** in the 202x Queensland Engagement and Wellbeing Survey are provided in **Annex 1**. It shows, on a single page, the number and proportion of students in **<school name>** who reported low, medium and high levels of wellbeing and engagement. The smaller bar compares your school's proportions to all primary or secondary students in Queensland participating in the 202x Queensland Engagement and Wellbeing Survey.

The results for each year level cohort participating in the are also provided in Annex 1. The smaller bar again compares these results to all Queensland students in the same year level. Schools that are P-10/12 will also receive reports for their primary level and secondary level cohorts, as well as their whole school results, with comparisons to the equivalent Queensland groups.

Table 2: Number of participating students by Year Level

<i>Year Level</i>	<i>Number of students</i>
Year 04	–
Year 05	–
Year 06	–
Year 07	260
Year 08	347
Year 09	211
Year 10	–
Year 11	–
Year 12	–

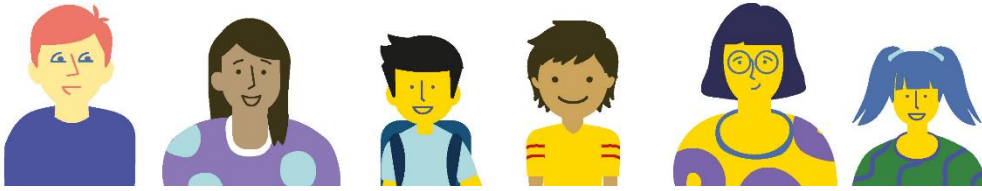
202x QEW Survey results

The results for all students participating in the 202x Queensland Engagement and Wellbeing Survey are provided in Annex 2. As we understand wellbeing and engagement vary across age groups, we have also provided breakdowns for all primary and secondary students (whichever are relevant to your school).

Note that as this was a voluntary survey, these results are **not** representative of all Queensland State Schools. These results are provided for informational purposes and are **not** intended to be used to directly compare your school to the Queensland sample.

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Example only



Annex 1: Your school's results

Example only

Example school, All respondents

Total respondents: 1,167

About You		High	Medium	Low	NC	Comparison bars		
Overall life satisfaction	Life satisfaction	409	504	242	12	35	44	21
	Self-awareness	404	686	71	6	35	59	6
Personal social capabilities	Social-awareness	607	498	57	5	52	43	5
	Self-management	172	815	174	6	15	70	15
	Responsible decision making	671	374	104	18	58	33	9
	Optimism	494	448	215	10	43	39	19
Future outlook and aspirations	Feelings about future	598	362	175	32	53	32	15
	Confidence to achieve	435	444	255	33	38	39	22
Resilience	Resilience	468	591	99	9	40	51	9
About your relationships and your school		High	Medium	Low	NC	Comparison bars		
Sense of belonging	Sense of belonging	364	489	301	13	32	42	26
Relationships with peers	Peer relationships	228	557	368	14	20	48	32
	Connectedness with friends	775	242	134	16	67	21	12
Student-staff relationships	Student-staff relationships	519	486	145	17	45	42	13
	Clarity of expectations	595	484	68	20	52	42	6
School climate	Fairness	350	605	192	20	31	53	17
	Safety	409	436	302	20	36	38	26
Relationships at home	Relationships at home	690	313	141	23	60	27	12
About your learning		High	Medium	Low	NC	Comparison bars		
Academic self-concept	Academic self-efficacy	524	422	193	28	46	37	17
	Mastery goal orientation	547	444	146	30	48	39	13
Motivation and perseverance	Perseverance	316	608	213	30	28	53	19
About your health		High	Medium	Low	NC	Comparison bars		
	Overall health	635	355	149	28	56	31	13
Physical wellbeing						Always/Usually	Sometimes	Never/Rarely
	How often do you think that you get enough sleep?	530	321	288	28	47	28	25
	How often do you use an electronic device before sleep?	967	97	71	32	85	9	6
	What time you usually go to bed on school days?	31	207	347	326	227	29	20
		Before 8pm	Betw een 8-9pm	Betw een 9-10pm	Betw een 10-11pm	After 11pm	NC	
		18	30	29	20			

NC: Respondents counted in NC responded to less than half of the items for the construct and were therefore not categorised.

Comparison bars consist of all respondents from all participating schools in Queensland.

Example school, Year 7

Total respondents: 260

About You		High	Medium	Low	NC	Stacked Bar Chart		
Overall life satisfaction	Life satisfaction	86	122	48	4	34	48	19
	Self-awareness	71	174	12	3	28	68	5
Personal social capabilities	Social-awareness	120	127	10	3	47	49	
	Self-management	24	190	43	3	9	74	17
	Responsible decision making	119	103	34	4	46	40	13
Future outlook and aspirations	Optimism	111	105	41	3	43	41	16
	Feelings about future	145	76	23	16	59	31	9
	Confidence to achieve	103	94	49	14	42	38	20
Resilience	Resilience	87	147	22	4	34	57	9
About your relationships and your school		High	Medium	Low	NC	Stacked Bar Chart		
Sense of belonging	Sense of belonging	116	94	43	7	46	37	17
	Peer relationships	55	138	60	7	22	55	24
Relationships with peers	Connectedness with friends	173	58	23	6	68	23	9
	Student-staff relationships	139	97	17	7	55	38	7
School climate	Clarity of expectations	123	118	12	7	49	47	5
	Fairness	98	123	32	7	39	49	13
	Safety	91	105	56	8	36	42	22
Relationships at home	Relationships at home	159	70	23	8	63	28	9
About your learning		High	Medium	Low	NC	Stacked Bar Chart		
Academic self-concept	Academic self-efficacy	120	82	46	12	48	33	19
	Mastery goal orientation	141	80	25	14	57	33	10
Motivation and perseverance	Perseverance	72	141	34	13	29	57	14
About your health		High	Medium	Low	NC	Stacked Bar Chart		
	Overall health	142	83	22	13	57	34	9
Physical wellbeing	How often do you think that you get enough sleep?	132	65	50	13	53	26	20
	How often do you use an electronic device before sleep?	189	34	22	15	77	14	9
	What time you usually go to bed on school days?	15	99	79	32	22	13	9
		Before 8pm	Between 8-9pm	Between 9-10pm	Between 10-11pm	After 11pm	NC	
		6	40	32	13	9		

NC: Respondents counted in NC responded to less than half of the items for the construct and were therefore not categorised. Comparison bars consist of all respondents from all participating schools in Queensland.

Example school, Year 8

Total respondents: 347

About You		High	Medium	Low	NC						
Overall life satisfaction	Life satisfaction	116	150	71	10	34	45	21			
	Self-awareness	114	205	26	2	33	59	8			
Personal social capabilities	Social-awareness	186	144	15	2	54	42	4			
	Self-management	58	243	42	4	17	71	12			
	Responsible decision making	217	86	39	5	63	25	11			
Future outlook and aspirations	Optimism	134	141	68	4	39	41	20			
	Feelings about future	178	98	49	22	55	30	15			
	Confidence to achieve	125	123	75	24	39	38	23			
Resilience	Resilience	132	187	24	4	38	55	7			
About your relationships and your school		High	Medium	Low	NC						
Sense of belonging	Sense of belonging	108	154	72	13	32	46	22			
	Peer relationships	81	180	74	12	24	54	22			
Relationships with peers	Connectedness with friends	223	74	37	13	67	22	11			
	Student-staff relationships	140	147	45	15	42	44	14			
School climate	Clarity of expectations	146	160	24	17	44	48	7			
	Fairness	99	166	63	19	30	51	19			
Relationships at home	Safety	129	116	84	18	39	35	26			
	Relationships at home	193	85	51	18	59	26	16			
About your learning		High	Medium	Low	NC						
Academic self-concept	Academic self-efficacy	153	119	54	21	47	37	17			
	Mastery goal orientation	175	115	36	21	54	35	11			
Motivation and perseverance	Perseverance	106	162	58	21	33	50	18			
About your health		High	Medium	Low	NC						
Physical wellbeing	Overall health	173	96	56	22	53	30	17			
	How often do you think that you get enough sleep?	153	90	82	22	47	28	25			
	How often do you use an electronic device before sleep?	265	26	32	24	82	8	10			
	What time you usually go to bed on school days?	8	59	112	94	51	23	18	35	29	16

NC: Respondents counted in NC responded to less than half of the items for the construct and were therefore not categorised. Comparison bars consist of all respondents from all participating Year 8 students in Queensland.

Example school, Year 9

Total respondents: 211

About You		High	Medium	Low	NC		
Overall life satisfaction	Life satisfaction	66	92	51	2		
	Self-awareness	76	117	18	0		
Personal social capabilities	Social-awareness	98	99	13	1		
	Self-management	40	141	30	0		
	Responsible decision making	121	70	17	3		
Future outlook and aspirations	Optimism	85	88	37	1		
	Feelings about future	97	73	39	2		
	Confidence to achieve	77	72	59	3		
Resilience	Resilience	86	101	23	1		
About your relationships and your school		High	Medium	Low	NC		
Sense of belonging	Sense of belonging	52	91	67	1		
	Peer relationships	35	102	73	1		
Relationships with peers	Connectedness with friends	130	51	29	1		
	Student-staff relationships	85	94	30	2		
School climate	Clarity of expectations	105	86	17	3		
	Fairness	62	109	37	3		
Relationships at home	Safety	69	69	71	2		
	Relationships at home	114	66	28	3		
About your learning		High	Medium	Low	NC		
Academic self-concept	Academic self-efficacy	93	71	43	4		
	Mastery goal orientation	78	96	33	4		
Motivation and perseverance	Perseverance	52	109	47	3		
	Overall health	105	70	34	2		
About your health		High	Medium	Low	NC		
Physical wellbeing	How often do you think that you get enough sleep?	94	57	58	2		
	How often do you use an electronic device before sleep?	175	21	12	3		
	What time you usually go to bed on school days?	7	30	63	54	54	3

NC: Respondents counted in NC responded to less than half of the items for the construct and were therefore not categorised. Comparison bars consist of all respondents from all participating schools in Queensland.



Annex 2: 202x QEW Survey results

Example only

Queensland Engagement and Wellbeing Survey 202x Schools, All respondents

Total respondents: 98,909

About You		High	Medium	Low	NC						
Overall life satisfaction	Life satisfaction	41 621	36 828	17 068	3 392	44 39 18					
	Self-awareness	31 641	59 936	5 741	1 591	33 62 6					
Personal social capabilities	Social-awareness	47 107	44 960	5 198	1 644	48 46 5					
	Self-management	15 158	67 869	13 992	1 890	16 70 14					
	Responsible decision making	50 657	32 352	13 312	2 588	53 34 14					
	Optimism	45 390	34 212	17 005	2 302	47 35 18					
Future outlook and aspirations	Feelings about future	27 970	16 064	8 893	45 982	53 30 17					
	Confidence to achieve	20 587	18 970	13 327	46 025	39 36 25					
Resilience	Resilience	36 449	52 651	7 565	2 244	38 54 8					
About your relationships and your school		High	Medium	Low	NC						
Sense of belonging	Sense of belonging	47 412	33 394	15 230	2 873	49 35 16					
	Peer relationships	33 339	43 625	18 776	3 169	35 46 20					
	Connectedness with friends	67 161	19 288	9 121	3 339	70 20 10					
Student-staff relationships	Student-staff relationships	57 403	30 238	7 674	3 594	60 32 8					
	Clarity of expectations	57 959	31 780	4 805	4 365	61 34 5					
School climate	Fairness	48 609	37 363	8 525	4 412	51 40 9					
	Safety	50 921	28 560	15 225	4 203	54 30 16					
Relationships at home	Relationships at home	60 782	23 206	10 383	4 538	64 25 11					
About your learning		High	Medium	Low	NC						
Academic self-concept	Academic self-efficacy	50 261	31 096	12 491	5 061	54 33 13					
	Mastery goal orientation	57 057	29 021	7 882	4 949	61 31 8					
Motivation and perseverance	Perseverance	35 883	43 596	14 200	5 230	38 47 15					
About your health		High	Medium	Low	NC						
	Overall health	59 282	24 146	10 163	5 318	63 26 11					
Physical wellbeing	How often do you think that you get enough sleep?	50 418	23 003	20 119	5 369	54 25 22					
	How often do you use an electronic device before sleep?	67 379	10 569	15 235	5 726	72 11 16					
	What time you usually go to bed on school days?	11 004	29 725	23 494	16 310	12 867	5 509	12 32 25 17 14			

NC: Respondents counted in NC responded to less than half of the items for the construct and were therefore not categorised.

Queensland Engagement and Wellbeing Survey 202x Schools, Secondary respondents

Total respondents: 56,826

About You		High	Medium	Low	NC					
Overall life satisfaction	Life satisfaction	19 271	24 465	11 232	1 858	35	45	20		
	Self-awareness	19 533	32 577	3 853	863	35	58	7		
Personal social capabilities	Social-awareness	28 174	24 436	3 349	867	50	44	6		
	Self-management	9 478	37 371	8 802	1 175	17	67	16		
	Responsible decision making	31 820	17 124	6 471	1 411	57	31	12		
	Optimism	23 477	20 240	11 618	1 491	42	37	21		
Future outlook and aspirations	Feelings about future	27 970	16 064	8 893	3 899	53	30	17		
	Confidence to achieve	20 587	18 970	13 327	3 942	39	36	25		
Resilience	Resilience	21 138	29 177	5 040	1 471	38	53	9		
About your relationships and your school		High	Medium	Low	NC					
Sense of belonging	Sense of belonging	19 925	22 624	12 271	2 006	36	41	22		
Relationships with peers	Peer relationships	13 435	26 358	14 839	2 194	25	48	27		
	Connectedness with friends	36 963	11 624	5 904	2 335	68	21	11		
Student-staff relationships	Student-staff relationships	26 778	21 043	6 489	2 516	49	39	12		
	Clarity of expectations	29 401	20 893	3 532	3 000	55	39	7		
School climate	Fairness	22 575	24 471	6 754	3 026	42	45	13		
	Safety	23 154	19 311	11 410	2 951	43	36	21		
Relationships at home	Relationships at home	31 673	14 394	7 605	3 154	59	27	14		
About your learning		High	Medium	Low	NC					
Academic self-concept	Academic self-efficacy	24 558	19 945	8 817	3 506	46	37	17		
Motivation and perseverance	Mastery goal orientation	28 122	19 257	5 998	3 449	53	36	11		
	Perseverance	16 852	26 396	9 934	3 644	32	50	19		
About your health		High	Medium	Low	NC					
	Overall health	29 285	15 648	7 951	3 942	55	30	15		
Physical wellbeing	How often do you think that you get enough sleep?	25 519	14 066	13 295	3 946	48	27	25		
	How often do you use an electronic device before sleep?	43 314	4 525	4 933	4 054	82	9	9		
	What time you usually go to bed on school days?	1 882	10 321	15 948	13 680	11 023	3 972	20	30	26

NC: Respondents counted in NC responded to less than half of the items for the construct and were therefore not categorised.