

Not for further distribution or republication.

Survey questions are under licensing agreements specific to the QEW Survey. Please note that questions on resilience and relationships at home have not be provided due to copyright restrictions but can be made available upon request. Contact QEWSurvey@qed.qld.gov.au for more information.

Queensland Engagement and Wellbeing Survey Questions - Secondary

Welcome to the Queensland Engagement and Wellbeing (QEW) Survey!

This survey is to see how you, and other students at your school, are going.

Please read each question and respond by following the instructions.

If you do not wish to answer a question, you're allowed to skip to the next question.

If you do not understand a question, please raise your hand and ask for help.

There are no right or wrong answers. Please try to answer the questions as honestly as possible.

No one at your school or at home will be able to read your answers.

You're allowed to stop participating in the survey at any time.

- Are you ready to start the QEW Survey? **Students must select yes to continue.**

About you

Please tell us how easy or difficult each of the following are for you:

- 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.
- 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.

Very difficult

Difficult

Easy

Very easy



Not for further distribution or republication.

Survey questions are under licensing agreements specific to the QEW Survey. Please note that questions on resilience and relationships at home have not be provided due to copyright restrictions but can be made available upon request. Contact QEWSurvey@qed.qld.gov.au for more information.

About you

Please tell us how easy or difficult each of the following are for you:

- 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.
- Thinking about what might happen before making a decision.
- Knowing what is right or wrong.

Very difficult
Difficult
Easy
Very easy

About you

When you think about your life, how much do you agree or disagree with the following statements?

- 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.

Disagree a lot
Disagree a little
Don't agree or disagree
Agree a little
Agree a lot

About you

When you think about your life, how much do you agree or disagree with the following statements?

- 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.

Disagree a lot
Disagree a little
Don't agree or disagree
Agree a little
Agree a lot

Not for further distribution or republication.

Survey questions are under licensing agreements specific to the QEW Survey. Please note that questions on resilience and relationships at home have not be provided due to copyright restrictions but can be made available upon request. Contact QEWsurvey@qed.qld.gov.au for more information.

About your relationships and your school

When you think about your school, how much do you agree or disagree with the following statements?

- Being part of this school is important to me.
- I am happy to be a part of this school.
- I feel a strong connection with this school.
- I feel I belong at this school.
- I care about this school.

Disagree a lot
Disagree a little
Don't agree or disagree
Agree a little
Agree a lot

About your relationships and your school

When you think about other students at your school, how much do you agree or disagree with the following statements?

- Students care about each other.
- Students are friendly to each other.
- Students go out of their way to help each other.
- Students treat each other with respect.
- Students show understanding to each other.
- Students are accepting of each other's differences.

Disagree a lot
Disagree a little
Don't agree or disagree
Agree a little
Agree a lot

About your relationships and your school

When you think about your friends, how true about you is each statement?

- 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.

Disagree a lot
Disagree a little
Don't agree or disagree
Agree a little
Agree a lot

Not for further distribution or republication.

Survey questions are under licensing agreements specific to the QEW Survey. Please note that questions on resilience and relationships at home have not be provided due to copyright restrictions but can be made available upon request. Contact QEWSurvey@qed.qld.gov.au for more information.

About your relationships and your school

When you think about staff at your school, how much do you agree or disagree with the following statements?

- Staff care about students.
- Staff are friendly to students.
- Staff go out of their way to help students.
- Staff treat students with respect.
- Staff involve students in decisions and planning.
- Staff show understanding to students.
- Staff take students' concerns seriously.

Disagree a lot
Disagree a little
Don't agree or disagree
Agree a little
Agree a lot

About your relationships and your school

When you think about your school, how much do you agree or disagree with the following statements?

- Rules are made clear to students.
- The responses for breaking rules are fair.
- Students are safe around school.
- Students know what the rules are.
- The school's Student Code of Conduct is fair.

Disagree a lot
Disagree a little
Don't agree or disagree
Agree a little
Agree a lot

About your relationships and your school

When you think about your school, how much do you agree or disagree with the following statements?

- Students know how they are expected to act.
- Classroom rules are fair.
- Students know they are safe in this school.
- It is clear how students are expected to act.
- The school rules are fair.
- Students feel safe.

Disagree a lot
Disagree a little
Don't agree or disagree
Agree a little
Agree a lot

Not for further distribution or republication.

Survey questions are under licensing agreements specific to the QEW Survey. Please note that questions on resilience and relationships at home have not be provided due to copyright restrictions but can be made available upon request. Contact QEWSurvey@qed.qld.gov.au for more information.

About your learning

When you think about your learning, how true about you is each statement?

- 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.

Not at all true
Not really true
Sort of true
True
Very much true

About your learning

When you think about your learning, how true about you is each statement?

- 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.

Not at all true
Not really true
Sort of true
True
Very much true

About your learning

When you think about your learning, how much does each statement describe you?

- I finish whatever I begin.
- I keep at my schoolwork until I am done with it.

Almost never
Sometimes
Often
Very Often
Almost always

Not for further distribution or republication.

Survey questions are under licensing agreements specific to the QEW Survey. Please note that questions on resilience and relationships at home have not be provided due to copyright restrictions but can be made available upon request. Contact QEWSurvey@qed.qld.gov.au for more information.

About your learning

When you think about your learning, how much does each statement describe you?

- Once I make a plan to get something done, I stick to it.
- I am a hard worker.

Not at all like me
A little like me
Somewhat like me
Mostly like me
Very much like me

About your learning

When you think about your future, how do you feel about the following statements?

- How would you describe your feelings when you think about the future?

Very negative **Negative** **Neither negative or positive** **Positive** **Very positive**

About your learning

When you think about your future, how do you feel about the following statements?

- How confident are you in your ability to achieve your study/work goals after school?

Not at all confident **Slightly confident** **Somewhat confident** **Very confident** **Extremely confident**

Not for further distribution or republication.

Survey questions are under licensing agreements specific to the QEW Survey. Please note that questions on resilience and relationships at home have not be provided due to copyright restrictions but can be made available upon request. Contact QEWsurvey@qed.qld.gov.au for more information.

About your health

- Compared to other people your age, would you say that your health is:

Very poor Poor Fair Good Excellent

- How often do you think that you get enough sleep?

Never Rarely Sometimes Usually Always

- What time do you usually go to bed on school days?

Before Between Between Between After
8pm 8pm-9pm 9pm-10pm 10pm-11pm 11pm

- 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?

Never Rarely Sometimes Usually Always
(1-2 nights a week) (3 nights a week) (4 nights a week) (Every night)

Not for further distribution or republication.

Survey questions are under licensing agreements specific to the QEW Survey. Please note that questions on resilience and relationships at home have not be provided due to copyright restrictions but can be made available upon request. Contact QEWSurvey@qed.qld.gov.au for more information.

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.