WELLBEING & ENGAGEMENT
COLLECTION
Measure | Analyse | Act

McLaren Flat Primary School

Survey Year: 2020 Term 3

Including comparison data for:
All public school students Term 3

Document Control

Managed by	System Performance Division
Contact person	Anna Lewkowicz
Contact position	Manager, National and International Wellbeing
Contact email	education.wecsa@sa.gov.au
Responsible Position	Executive Director, System Performance
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Contents

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 Term 3 2020, showing the results for McLaren Flat Primary School alongside All public school students. The aim is to provide a point of comparison. 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 McLaren Flat Primary School 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.

High wellbeing	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'.
Medium wellbeing	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'
Low wellbeing	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.

High wellbeing	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'.
Medium wellbeing	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'.
Low wellbeing	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 McLaren Flat Primary School, Term 3 2020

This section of the report sets out the wellbeing results from Term 3 2020 for McLaren Flat Primary School, 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 McLaren Flat Primary School, time series

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

Part 3: Wellbeing and engagement results for McLaren Flat Primary School, Term 3 2020, separate year levels

This section of the report follows the same format as Part 1, but sets out the wellbeing results from Term 3 2020 for each separate year level group for McLaren Flat Primary School. 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

Part 5: Wellbeing and engagement results: After school activities

Part 5 of the report aims to provide greater detail about key wellbeing and engagement issues in terms of trends over time and overlap across groups of students. 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

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	e.g Someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took things without your permission
Verbal bullying	e.g Someone called you names, teased, humiliated, threatened you, or made you do things you didn't want to do
Social bullying	e.g Someone left you out, excluded you, gossiped and spread rumors about you, or made you look foolish
Cyberbullying	e.g Someone used the computer or text messages to exclude, threaten, humiliate you, or to hurt your feelings

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.
Engagement with school	Important adult at school	Are there any adults who are important to you at your 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	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	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	Social bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).
	Cyberbullying	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.
		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.

Learning readiness	Meeting expectations~	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?
Health and wellbeing out of school	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: McLaren Flat Primary School

Wellbeing and engagement participation for McLaren Flat Primary School

McLaren Flat Primary School has participated in 5 Survey collections in 2016; 2017; 2018; 2019; 2020.

The table below shows how many students participated in the Wellbeing and Engagement Collection out of all students enrolled in the relevant year levels (Term [3] enrolment census). The table also allows you to see whether participation in the survey has increased, decreased or remained stable over time. This information allows you to consider how well the survey results may represent the views of all McLaren Flat Primary School students over time.

Year	Year Level	McLaren Flat Primary School			All public school students	Notes
		Number of Valid Survey Responses	Number of Enrolments	% Participation	Number of Valid Survey Responses	
2016	Year 5	0	0	0%	11	
	Year 6	27	31	87%	9,877	
	Year 7	21	24	88%	9,901	
	Year 8	0	0	0%	8,640	
	Year 9	0	0	0%	8,138	
	Year 10	0	0	0%	104	
	Unknown	0	0	0%	29	Student year level unknown
	Total	**48**	**55**	**87%**	**36,700**	
2017	Year 4	30	33	91%	9,133	
	Year 5	22	23	96%	9,312	
	Year 6	24	26	92%	10,507	
	Year 7	27	28	96%	9,484	
	Year 8	0	0	0%	8,793	
	Year 9	0	0	0%	7,474	
	Year 10	0	0	0%	8	
	Unknown	0	0	0%	254	Student year level unknown
	Total	**103**	**110**	**94%**	**54,965**	
2018	Year 4	26	33	79%	11,151	
	Year 5	28	34	82%	11,544	
	Year 6	22	24	92%	11,354	
	Year 7	16	17	94%	10,484	
	Year 8	0	0	0%	9,197	
	Year 9	0	0	0%	8,583	
	Year 10	0	0	0%	2,395	
	Unknown	0	0	0%	93	Student year level unknown
	Total	**92**	**108**	**85%**	**64,801**	
2019	Year 4	0	0	0%	11,405	
	Year 5	30	33	91%	10,757	
	Year 6	32	34	94%	10,772	
	Year 7	17	26	65%	9,408	
	Year 8	0	0	0%	8,881	
	Year 9	0	0	0%	7,771	
	Year 10	0	0	0%	7,539	

2019	Year 11	0	0	0%	6,249	
	Year 12	0	0	0%	4,810	
	Primary/Secondary Other	0	0	0%	402	
	Unknown	0	0	0%	446	Student year level unknown
	Total	**79**	**93**	**85%**	**78,440**	
2020	Year 4	5	27	19%	9,249	
	Year 5	19	26	73%	9,697	
	Year 6	23	30	77%	9,335	
	Year 7	16	19	84%	8,132	
	Primary Other	0	0	0%	415	
	Year 8	0	0	0%	6,859	
	Year 9	0	0	0%	6,319	
	Year 10	0	0	0%	5,466	
	Year 11	0	0	0%	4,897	
	Year 12	0	0	0%	2,933	
	Secondary Other	0	0	0%	434	
	Unknown	0	0	0%	58	Student year level unknown
	Total	**63**	**102**	**62%**	**63,794**	

Wellbeing and engagement results for McLaren Flat Primary School

The figure below shows the Term 3 2020 wellbeing and engagement results for McLaren Flat Primary School.

The figure shows the number and proportion of students in McLaren Flat Primary School who reported high, medium and low levels of wellbeing across a range of indicators.

The following page presents this same set of information for All public school students to provide a relative comparison point.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information

Emotional wellbeing						Year
Happiness	28	32	3	44%	51%	5%	2020
Optimism	25	30	6	41%	49%	10%	2020
Satisfaction with life	25	29	7	41%	48%	11%	2020
Emotion regulation	14	25	22	23%	41%	36%	2020
Sadness	29	28	5	47%	45%	8%	2020
Worries	22	23	17	35%	37%	27%	2020

Engagement with school						Year
Important adult at school	44	17	2	70%	27%	3%	2020
Connectedness to school	44	16	2	71%	26%	3%	2020
Emotional engagement with teachers	55	6	1	89%	10%	2%	2020
School climate	27	29	6	44%	47%	10%	2020
School belonging	31	22	8	51%	36%	13%	2020
Peer belonging	29	25	8	47%	40%	13%	2020
Friendship intimacy	43	11	8	69%	18%	13%	2020
Physical bullying	38	21	3	61%	34%	5%	2020
Verbal bullying	18	38	6	29%	61%	10%	2020
Social bullying	22	31	9	35%	50%	15%	2020
Cyberbullying	50	11	1	81%	18%	2%	2020

Learning readiness						Year
Perseverance	27	28	7	44%	45%	11%	2020
Cognitive engagement	30	27	5	48%	44%	8%	2020
Academic self concept	38	20	4	61%	32%	6%	2020

Health and wellbeing out of school						Year
Overall health	18	33	7	31%	57%	12%	2020
Nutrition - breakfast	46	6	9	75%	10%	15%	2020
Sleep	40	11	9	67%	18%	15%	2020
Music and arts	29	14	19	47%	23%	31%	2020
Sports	34	14	14	55%	23%	23%	2020
Organised activities	52	2	8	84%	3%	13%	2020

This information allows you to compare the size of strengths and challenges among McLaren Flat Primary School 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" starting on page 4.

Wellbeing and engagement results for All public school students

The figure below shows the Term 3 2020 wellbeing and engagement results for All public school students.

The figure shows the number and proportion of students in All public school who reported high, medium and low levels of wellbeing across a range of indicators.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information

Emotional wellbeing

Indicator	High	Medium	Low	Proportions	Year
Happiness	30841	21510	8927	50% / 35% / 15%	2020
Optimism	26038	22976	11243	43% / 38% / 19%	2020
Satisfaction with life	22736	23020	14411	38% / 38% / 24%	2020
Emotion regulation	20795	23949	15280	35% / 40% / 25%	2020
Sadness	28786	20529	11491	47% / 34% / 19%	2020
Worries	22308	21751	16656	37% / 36% / 27%	2020
Distress~	8602	3125	1103	67% / 24% / 9%	2020
Resilience~	1324	7042	4466	10% / 55% / 35%	2020

Engagement with school

Indicator	High	Medium	Low	Proportions	Year
Important adult at school	36012	22433	5349	56% / 35% / 8%	2020
Connectedness to school	36320	17825	5299	61% / 30% / 9%	2020
Emotional engagement with teachers	41408	16040	1754	70% / 27% / 3%	2020
School climate	20469	26355	12480	35% / 44% / 21%	2020
School belonging	24025	20952	13750	41% / 36% / 23%	2020
Peer belonging	30408	19718	9975	51% / 33% / 17%	2020
Friendship intimacy	41204	12205	6673	69% / 20% / 11%	2020
Physical bullying	37624	18811	3322	63% / 31% / 6%	2020
Verbal bullying	26892	24915	7759	45% / 42% / 13%	2020
Social bullying	30044	23510	5957	50% / 40% / 10%	2020
Cyberbullying	44146	12312	2945	74% / 21% / 5%	2020

Learning readiness

Indicator	High	Medium	Low	Proportions	Year
Perseverance	24947	26567	9515	41% / 44% / 16%	2020
Cognitive engagement	27229	23901	8833	45% / 40% / 15%	2020
Academic self concept	36193	17620	5414	61% / 30% / 9%	2020
Learning practices~	2878	6090	3300	23% / 50% / 27%	2020
Meeting expectations~	3305	5956	3938	25% / 45% / 30%	2020
Expectations for success~	6255	4939	2009	47% / 37% / 15%	2020
Motivation to achieve goals~	4627	6156	2226	36% / 47% / 17%	2020
Future goal planning~	5451	6450	1109	42% / 50% / 9%	2020
Feelings about the future~	6720	3808	1918	54% / 31% / 15%	2020
Feelings about after school study/work~	4875	4801	2761	39% / 39% / 22%	2020

Health and wellbeing out of school

Indicator	High	Medium	Low	Proportions	Year
Overall health	16784	28183	13818	29% / 48% / 24%	2020
Feelings about your body~	4588	3548	4054	38% / 29% / 33%	2020
Nutrition - breakfast	39769	6008	13755	67% / 10% / 23%	2020
Sleep	31993	12678	13914	55% / 22% / 24%	2020
Music and arts	26786	10203	21538	46% / 17% / 37%	2020
Sports	28668	9774	19624	49% / 17% / 34%	2020
Organised activities	44891	6559	8915	74% / 11% / 15%	2020

~ 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 public school 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" starting on page 4.

Part 2: Wellbeing and engagement: McLaren Flat Primary School, time series

Wellbeing and engagement results for McLaren Flat Primary School over time

The figure below shows the wellbeing and engagement results for McLaren Flat Primary School over time.

The figure shows the number and proportion of students in McLaren Flat Primary School who reported high, medium and low levels of wellbeing across a range of indicators.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information

Emotional wellbeing						Year
Happiness	23	17	8	48%	35%	17%	2016
	61	26	15	60%	25%	15%	2017
	59	25	6	66%	28%	7%	2018
	45	28	5	58%	36%	6%	2019
	28	32	3	44%	51%	5%	2020
Optimism	14	20	14	29%	42%	29%	2016
	75	19	8	74%	19%	8%	2017
	47	30	11	53%	34%	13%	2018
	36	31	6	49%	42%	8%	2019
	25	30	6	41%	49%	10%	2020
Satisfaction with life	23	17	8	48%	35%	17%	2016
	62	25	14	61%	25%	14%	2017
	51	23	13	59%	26%	15%	2018
	32	31	10	44%	42%	14%	2019
	25	29	7	41%	48%	11%	2020
Emotion regulation	10	24	14	21%	50%	29%	2016
	41	41	19	41%	41%	19%	2017
	32	38	15	38%	45%	18%	2018
	23	34	16	32%	47%	22%	2019
	14	25	22	23%	41%	36%	2020
Sadness	31	13	4	65%	27%	8%	2016
	66	27	9	65%	26%	9%	2017
	55	20	10	65%	24%	12%	2018
	52	12	12	68%	16%	16%	2019
	29	28	5	47%	45%	8%	2020
Worries	23	12	13	48%	25%	27%	2016
	57	28	15	57%	28%	15%	2017
	45	27	14	52%	31%	16%	2018
	47	14	15	62%	18%	20%	2019
	22	23	17	35%	37%	27%	2020
Engagement with school						Year
Important adult at school	19	29		40%	60%		2016
	53	49	1	51%	48%	1%	2017
	60	24	8	65%	26%	9%	2018
	47	29	3	59%	37%	4%	2019
	44	17	2	70%	27%	3%	2020
Connectedness to school	23	15	10	48%	31%	21%	2016
	71	22	7	71%	22%	7%	2017

				% (green / amber / red)	Year
Connectedness to school	51	18	7	67% / 24% / 9%	2019
	44	16	2	71% / 26% / 3%	2020
Emotional engagement with teachers	23	20	5	48% / 42% / 10%	2016
	84	12	4	84% / 12% / 4%	2017
	65	18	1	77% / 21% / 1%	2018
	53	17	2	74% / 24% / 3%	2019
	55	6	1	89% / 10% / 2%	2020
School climate	13	20	15	27% / 42% / 31%	2016
	65	22	15	64% / 22% / 15%	2017
	40	34	9	48% / 41% / 11%	2018
	32	34	6	44% / 47% / 8%	2019
	27	29	6	44% / 47% / 10%	2020
School belonging	21	15	12	44% / 31% / 25%	2016
	67	17	16	67% / 17% / 16%	2017
	46	25	12	55% / 30% / 14%	2018
	40	22	10	56% / 31% / 14%	2019
	31	22	8	51% / 36% / 13%	2020
Peer belonging	28	7	13	58% / 15% / 27%	2016
	76	16	10	75% / 16% / 10%	2017
	53	16	14	64% / 19% / 17%	2018
	48	18	10	63% / 24% / 13%	2019
	29	25	8	47% / 40% / 13%	2020
Friendship intimacy	33	4	11	69% / 8% / 23%	2016
	83	9	8	83% / 9% / 8%	2017
	60	15	8	72% / 18% / 10%	2018
	59	13	4	78% / 17% / 5%	2019
	43	11	8	69% / 18% / 13%	2020
Physical bullying	26	18	4	54% / 38% / 8%	2016
	60	30	10	60% / 30% / 10%	2017
	46	38	2	53% / 44% / 2%	2018
	44	22	9	59% / 29% / 12%	2019
	38	21	3	61% / 34% / 5%	2020
Verbal bullying	18	20	9	38% / 43% / 19%	2016
	47	44	10	47% / 44% / 10%	2017
	41	36	8	48% / 42% / 9%	2018
	32	31	11	43% / 42% / 15%	2019
	18	38	6	29% / 61% / 10%	2020
Social bullying	19	22	7	40% / 46% / 15%	2016
	47	38	14	47% / 38% / 14%	2017
	43	34	8	51% / 40% / 9%	2018
	32	32	10	43% / 43% / 14%	2019
	22	31	9	35% / 50% / 15%	2020
Cyberbullying	34	9	5	71% / 19% / 10%	2016
	77	16	8	76% / 16% / 8%	2017
	64	16	3	77% / 19% / 4%	2018
	62	8	4	84% / 11% / 5%	2019
	50	11	1	81% / 18% / 2%	2020

Learning readiness

				% (green / amber / red)	Year
Perseverance	18	16	14	38% / 33% / 29%	2016
	54	27	21	53% / 26% / 21%	2017
	54	33	2	61% / 37% / 2%	2018
	43	28	6	56% / 36% / 8%	2019

					Year
Perseverance	27	28	7	44% / 45% / 11%	2020
Cognitive engagement	23	18	7	48% / 38% / 15%	2016
	60	30	11	59% / 30% / 11%	2017
	47	31	5	57% / 37% / 6%	2018
	40	27	5	56% / 38% / 7%	2019
	30	27	5	48% / 44% / 8%	2020
Academic self concept	31	9	7	66% / 19% / 15%	2016
	81	12	7	81% / 12% / 7%	2017
	58	21	4	70% / 25% / 5%	2018
	52	12	8	72% / 17% / 11%	2019
	38	20	4	61% / 32% / 6%	2020

Health and wellbeing out of school — Year

					Year
Overall health	20	23	5	42% / 48% / 10%	2016
	54	38	10	53% / 37% / 10%	2017
	36	40	10	42% / 47% / 12%	2018
	24	32	11	36% / 48% / 16%	2019
	18	33	7	31% / 57% / 12%	2020
Nutrition - breakfast	43	1	4	90% / 2% / 8%	2016
	94	3	5	92% / 3% / 5%	2017
	78	4	4	91% / 5% / 5%	2018
	65	5	7	84% / 6% / 9%	2019
	46	6	9	75% / 10% / 15%	2020
Sleep	29	14	5	60% / 29% / 10%	2016
	74	11	13	76% / 11% / 13%	2017
	57	18	10	67% / 21% / 12%	2018
	46	16	15	60% / 21% / 19%	2019
	40	11	9	67% / 18% / 15%	2020
Music and arts	13	8	27	27% / 17% / 56%	2016
	48	23	31	47% / 23% / 30%	2017
	38	22	23	46% / 27% / 28%	2018
	30	24	22	39% / 32% / 29%	2019
	29	14	19	47% / 23% / 31%	2020
Sports	31	5	12	65% / 10% / 25%	2016
	69	14	17	69% / 14% / 17%	2017
	62	12	9	75% / 14% / 11%	2018
	49	11	14	66% / 15% / 19%	2019
	34	14	14	55% / 23% / 23%	2020
Organised activities	37	4	7	77% / 8% / 15%	2016
	88	6	8	86% / 6% / 8%	2017
	77	5	3	91% / 6% / 4%	2018
	64	9	6	81% / 11% / 8%	2019
	52	2	8	84% / 3% / 13%	2020

This information allows you to compare the strengths and challenges among McLaren Flat Primary School 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" starting on page 4.

Wellbeing and engagement results for All public school students over time

The figure below shows the wellbeing and engagement results for All public school students over time.

The figure shows the number and proportion of students in All public school who reported high, medium and low levels of wellbeing across a range of indicators.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information

Emotional wellbeing

Indicator	High	Medium	Low	% High	% Medium	% Low	Year
Happiness	18090	10457	7864	50%	29%	22%	2016
	28838	14836	10430	53%	27%	19%	2017
	37043	19277	7078	58%	30%	11%	2018
	42119	24485	9711	55%	32%	13%	2019
	30841	21510	8927	50%	35%	15%	2020
Optimism	9911	14046	12439	27%	39%	34%	2016
	30705	14422	8912	57%	27%	16%	2017
	32072	22198	9359	50%	35%	15%	2018
	36276	26848	11959	48%	36%	16%	2019
	26038	22976	11243	43%	38%	19%	2020
Satisfaction with life	16480	10964	8797	45%	30%	24%	2016
	27534	14754	11604	51%	27%	22%	2017
	28304	22662	12463	45%	36%	20%	2018
	30815	27787	16371	41%	37%	22%	2019
	22736	23020	14411	38%	38%	24%	2020
Emotion regulation	10512	17416	8382	29%	48%	23%	2016
	18783	23248	11959	35%	43%	22%	2017
	25418	24591	13449	40%	39%	21%	2018
	28759	29245	16813	38%	39%	22%	2019
	20795	23949	15280	35%	40%	25%	2020
Sadness	20516	9577	6215	57%	26%	17%	2016
	31418	14005	8497	58%	26%	16%	2017
	35658	18944	8814	56%	30%	14%	2018
	39893	23758	12138	53%	31%	16%	2019
	28786	20529	11491	47%	34%	19%	2020
Worries	15512	10925	9826	43%	30%	27%	2016
	25091	15610	13114	47%	29%	24%	2017
	28391	21027	13875	45%	33%	22%	2018
	30966	25619	19092	41%	34%	25%	2019
	22308	21751	16656	37%	36%	27%	2020
Distress~	12319	4197	1530	68%	23%	8%	2019
	8602	3125	1103	67%	24%	9%	2020
Resilience~	1872	9715	6497	10%	54%	36%	2019
	1324	7042	4466	10%	55%	35%	2020

Engagement with school

Indicator	Yes	No	Missing	% Yes	% No	% Missing	Year
Important adult at school	17367	18474	859	47%	50%	2%	2016
	29783	23537	1645	54%	43%	3%	2017
	40937	22620	1244	63%	35%	2%	2018
	43145	29357	5938	55%	37%	8%	2019
	36012	22433	5349	56%	35%	8%	2020
Connectedness to school	19218	12409	4513	53%	34%	12%	2016
	31387	16501	5571	59%	31%	10%	2017

					Year
Connectedness to school	44203	22246	7273	60% 30% 10%	2019
	36320	17825	5299	61% 30% 9%	2020
Emotional engagement with teachers	23092	11044	1844	64% 31% 5%	2016
	37263	13523	2170	70% 26% 4%	2017
	44549	16374	2111	71% 26% 3%	2018
	52863	18679	2246	72% 25% 3%	2019
	41408	16040	1754	70% 27% 3%	2020
School climate	12973	13110	9967	36% 36% 28%	2016
	23629	17260	12344	44% 32% 23%	2017
	23295	26582	13053	37% 42% 21%	2018
	27881	31501	14526	38% 43% 20%	2019
	20469	26355	12480	35% 44% 21%	2020
School belonging	15400	11003	9319	43% 31% 26%	2016
	26571	14103	11918	51% 27% 23%	2017
	28608	20507	13027	46% 33% 21%	2018
	32906	25183	15022	45% 34% 21%	2019
	24025	20952	13750	41% 36% 23%	2020
Peer belonging	21160	8976	5821	59% 25% 16%	2016
	32841	12209	7985	62% 23% 15%	2017
	35561	18251	8861	57% 29% 14%	2018
	40619	23058	11020	54% 31% 15%	2019
	30408	19718	9975	51% 33% 17%	2020
Friendship intimacy	25862	6011	4065	72% 17% 11%	2016
	39086	8140	5751	74% 15% 11%	2017
	44140	12184	6258	71% 19% 10%	2018
	51804	15098	7758	69% 20% 10%	2019
	41204	12205	6673	69% 20% 11%	2020
Physical bullying	21789	12000	1984	61% 34% 6%	2016
	30572	18651	3363	58% 35% 6%	2017
	38223	20565	3701	61% 33% 6%	2018
	50959	18871	4128	69% 26% 6%	2019
	37624	18811	3322	63% 31% 6%	2020
Verbal bullying	14485	16104	5093	41% 45% 14%	2016
	21882	23094	7394	42% 44% 14%	2017
	27965	26233	7877	45% 42% 13%	2018
	39453	26156	8166	53% 35% 11%	2019
	26892	24915	7759	45% 42% 13%	2020
Social bullying	16873	14820	3942	47% 42% 11%	2016
	24829	21567	5891	47% 41% 11%	2017
	31222	24122	6600	50% 39% 11%	2018
	42288	24482	6931	57% 33% 9%	2019
	30044	23510	5957	50% 40% 10%	2020
Cyberbullying	25839	7880	1874	73% 22% 5%	2016
	39536	9889	2737	76% 19% 5%	2017
	47724	11110	2997	77% 18% 5%	2018
	58157	11859	3617	79% 16% 5%	2019
	44146	12312	2945	74% 21% 5%	2020

Learning readiness

					Year
Perseverance	12199	12889	11238	34% 35% 31%	2016
	20196	18926	14749	37% 35% 27%	2017
	28842	25726	8498	46% 41% 13%	2018
	34104	31402	10539	45% 41% 14%	2019

							Year
Perseverance	24947	26567	9515	41%	44%	16%	2020
Cognitive engagement	15971	15057	4766	45%	42%	13%	2016
	27840	19000	5824	53%	36%	11%	2017
	31301	22789	8328	50%	37%	13%	2018
	36219	27806	9699	49%	38%	13%	2019
	27229	23901	8833	45%	40%	15%	2020
Academic self concept	22030	9604	4372	61%	27%	12%	2016
	35463	12257	5366	67%	23%	10%	2017
	40375	16963	5362	64%	27%	9%	2018
	47176	20464	6168	64%	28%	8%	2019
	36193	17620	5414	61%	30%	9%	2020
Learning practices~	4189	9091	4102	24%	52%	24%	2019
	2878	6090	3300	23%	50%	27%	2020
Meeting expectations~	4403	8517	5418	24%	46%	30%	2019
	3305	5956	3938	25%	45%	30%	2020
Expectations for success~	8331	7132	2874	45%	39%	16%	2019
	6255	4939	2009	47%	37%	15%	2020
Motivation to achieve goals~	6153	8872	3177	34%	49%	17%	2019
	4627	6156	2226	36%	47%	17%	2020
Future goal planning~	7296	9250	1677	40%	51%	9%	2019
	5451	6450	1109	42%	50%	9%	2020
Feelings about the future~	9295	5511	2531	54%	32%	15%	2019
	6720	3808	1918	54%	31%	15%	2020
Feelings about after school study/work~	6329	6914	4091	37%	40%	24%	2019
	4875	4801	2761	39%	39%	22%	2020

Health and wellbeing out of school

							Year
Overall health	11396	16792	7475	32%	47%	21%	2016
	18859	24193	9387	36%	46%	18%	2017
	21995	28556	12085	35%	46%	19%	2018
	22645	33751	15741	31%	47%	22%	2019
	16784	28183	13818	29%	48%	24%	2020
Feelings about your body~	4588	3548	4054	38%	29%	33%	2020
Nutrition - breakfast	24182	3619	7849	68%	10%	22%	2016
	38441	4513	9496	73%	9%	18%	2017
	45095	5562	11769	72%	9%	19%	2018
	50025	7630	16312	68%	10%	22%	2019
	39769	6008	13755	67%	10%	23%	2020
Sleep	19854	7087	8141	57%	20%	23%	2016
	30780	9134	11323	60%	18%	22%	2017
	35906	11334	13510	59%	19%	22%	2018
	40516	15237	17539	55%	21%	24%	2019
	31993	12678	13914	55%	22%	24%	2020
Music and arts	14550	6526	14126	41%	19%	40%	2016
	25755	9547	16172	50%	19%	31%	2017
	29619	11133	20449	48%	18%	33%	2018
	28579	9730	16780	52%	18%	30%	2019
	26786	10203	21538	46%	17%	37%	2020
Sports	18519	5986	10794	52%	17%	31%	2016
	28975	9104	13634	56%	18%	26%	2017
	34117	10651	16696	56%	17%	27%	2018
	29640	10186	14800	54%	19%	27%	2019
	28668	9774	19624	49%	17%	34%	2020

Organised activities	27150	3830	4576	76%	11%	13%	2016
	42532	4611	4983	82%	9%	10%	2017
	49998	5637	6433	81%	9%	10%	2018
	45500	5403	5820	80%	10%	10%	2019
	44891	6559	8915	74%	11%	15%	2020

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

This information allows you to compare the strengths and challenges among All public school 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" starting on page 4.

Part 3: Wellbeing and engagement results for McLaren Flat Primary School, Term 3 2020, 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 McLaren Flat Primary School.

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 Term 3 2020 wellbeing results for McLaren Flat Primary School 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

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" starting on page 4.

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: McLaren Flat Primary School

The figure below shows the Term 3 2020 wellbeing results for McLaren Flat Primary School 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	2	2	1	40%	40%	20%	2020
Optimism	2	2	1	40%	40%	20%	2020
Satisfaction with life	2	2	1	40%	40%	20%	2020
Emotion regulation	2	1	2	40%	20%	40%	2020
Sadness	1	2	2	20%	40%	40%	2020
Worries	1	1	3	20%	20%	60%	2020
Engagement with school							Year
Important adult at school	5			100%			2020
Connectedness to school	4		1	80%		20%	2020
Emotional engagement with teachers	4	1		80%		20%	2020
School climate	2	3		40%	60%		2020
School belonging	2	2	1	40%	40%	20%	2020
Peer belonging	1	3	1	20%	60%	20%	2020
Friendship intimacy	4	1		80%		20%	2020
Physical bullying	3	2		60%	40%		2020
Verbal bullying	2	2	1	40%	40%	20%	2020
Social bullying	2	2	1	40%	40%	20%	2020
Cyberbullying	4	1		80%		20%	2020
Learning readiness							Year
Perseverance	*	*	*				2020
Cognitive engagement	2	1	2	40%	20%	40%	2020
Academic self concept	2	2	1	40%	40%	20%	2020
Health and wellbeing out of school							Year
Overall health		5		100%			2020
Nutrition - breakfast	4		1	80%		20%	2020
Sleep	2		3	40%	60%		2020
Music and arts	2		3	40%	60%		2020
Sports	2	1	2	40%	20%	40%	2020
Organised activities	4		1	80%		20%	2020

Wellbeing and engagement: McLaren Flat Primary School

The figure below shows the Term 3 2020 wellbeing results for McLaren Flat Primary School 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	10	8	1	53%	42%	5%	2020
Optimism	8	10	1	42%	53%	5%	2020
Satisfaction with life	6	10	3	32%	53%	16%	2020
Emotion regulation	4	8	7	21%	42%	37%	2020
Sadness	11	8		58%	42%		2020
Worries	8	5	6	42%	26%	32%	2020
Engagement with school							Year
Important adult at school	14	5		74%	26%		2020
Connectedness to school	13	5	1	68%	26%	5%	2020
Emotional engagement with teachers	18	1		95%	5%		2020
School climate	9	9	1	47%	47%	5%	2020
School belonging	6	10	2	33%	56%	11%	2020
Peer belonging	7	9	3	37%	47%	16%	2020
Friendship intimacy	11	5	3	58%	26%	16%	2020
Physical bullying	14	4	1	74%	21%	5%	2020
Verbal bullying	5	13	1	26%	68%	5%	2020
Social bullying	11	6	2	58%	32%	11%	2020
Cyberbullying	16	3		84%	16%		2020
Learning readiness							Year
Perseverance	5	12	2	26%	63%	11%	2020
Cognitive engagement	8	9	2	42%	47%	11%	2020
Academic self concept	11	7	1	58%	37%	5%	2020
Health and wellbeing out of school							Year
Overall health	8	8	2	44%	44%	11%	2020
Nutrition - breakfast	14	4	1	74%	21%	5%	2020
Sleep	12	3	4	63%	16%	21%	2020
Music and arts	11	3	5	58%	16%	26%	2020
Sports	7	9	3	37%	47%	16%	2020
Organised activities	16	1	2	84%	5%	11%	2020

Wellbeing and engagement: McLaren Flat Primary School

The figure below shows the Term 3 2020 wellbeing results for McLaren Flat Primary School 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	8	15		35%		65%	2020
Optimism	8	10	3	38%	48%	14%	2020
Satisfaction with life	10	8	3	48%	38%	14%	2020
Emotion regulation	4	8	9	19%	38%	43%	2020
Sadness	8	11	3	36%	50%	14%	2020
Worries	5	11	6	23%	50%	27%	2020

Engagement with school							Year
Important adult at school	18	4	1	78%	17%	4%	2020
Connectedness to school	17	5		77%	23%		2020
Emotional engagement with teachers	20	2		91%	9%		2020
School climate	9	9	4	41%	41%	18%	2020
School belonging	13	6	3	59%	27%	14%	2020
Peer belonging	13	6	3	59%	27%	14%	2020
Friendship intimacy	17	4	1	77%	18%	5%	2020
Physical bullying	10	10	2	45%	45%	9%	2020
Verbal bullying	6	13	3	27%	59%	14%	2020
Social bullying	7	11	4	32%	50%	18%	2020
Cyberbullying	15	6	1	68%	27%	5%	2020

Learning readiness							Year
Perseverance	13	8	2	57%	35%	9%	2020
Cognitive engagement	13	9		59%	41%		2020
Academic self concept	17	4	1	77%	18%	5%	2020

Health and wellbeing out of school							Year
Overall health	7	10	3	35%	50%	15%	2020
Nutrition - breakfast	16	1	4	76%	5%	19%	2020
Sleep	15	4	1	75%	20%	5%	2020
Music and arts	9	7	6	41%	32%	27%	2020
Sports	17	1	4	77%	5%	18%	2020
Organised activities	20		2	91%		9%	2020

Wellbeing and engagement: McLaren Flat Primary School

The figure below shows the Term 3 2020 wellbeing results for McLaren Flat Primary School 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	8	7	1	50% / 44% / 6%	2020
Optimism	7	8	1	44% / 50% / 6%	2020
Satisfaction with life	7	9		44% / 56%	2020
Emotion regulation	4	8	4	25% / 50% / 25%	2020
Sadness	9	7		56% / 44%	2020
Worries	8	6	2	50% / 38% / 13%	2020

Engagement with school					Year
Important adult at school	7	8	1	44% / 50% / 6%	2020
Connectedness to school	10	6		63% / 38%	2020
Emotional engagement with teachers	13	2	1	81% / 13% 6%	2020
School climate	7	8	1	44% / 50% / 6%	2020
School belonging	10	4	2	63% / 25% / 13%	2020
Peer belonging	8	7	1	50% / 44% / 6%	2020
Friendship intimacy	11	1	4	69% / 6% / 25%	2020
Physical bullying	11	5		69% / 31%	2020
Verbal bullying	5	10	1	31% / 63% / 6%	2020
Social bullying	2	12	2	13% / 75% / 13%	2020
Cyberbullying	15	1		94% / 6%	2020

Learning readiness					Year
Perseverance	9	5	2	56% / 31% / 13%	2020
Cognitive engagement	7	8	1	44% / 50% / 6%	2020
Academic self concept	8	7	1	50% / 44% / 6%	2020

Health and wellbeing out of school					Year
Overall health	3	10	2	20% / 67% / 13%	2020
Nutrition - breakfast	12	1	3	75% / 6% 19%	2020
Sleep	11	4	1	69% / 25% / 6%	2020
Music and arts	7	4	5	44% / 25% / 31%	2020
Sports	8	3	5	50% / 19% / 31%	2020
Organised activities	12	1	3	75% / 6% 19%	2020

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

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 2020
- 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.

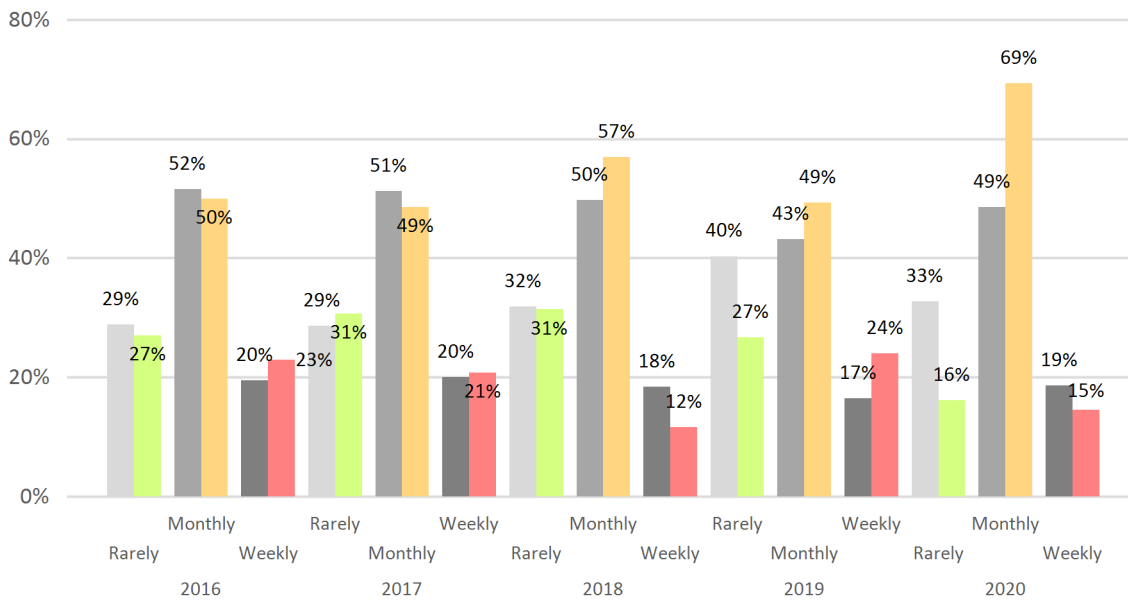# 1. McLaren Flat Primary School bullying

Frequency of reported bullying across McLaren Flat Primary School 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 for McLaren Flat Primary School students are shown alongside those for All public school students.

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	McLaren Flat Primary School			All public school students		
Year	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
2016	13	24	11	10,338	18,486	7,002
2017	31	49	21	15,116	27,032	10,561
2018	27	49	10	19,957	31,158	11,570
2019	20	37	18	29,859	31,986	12,224
2020	10	43	9	19,594	29,091	11,184

Frequency of different types of bullying reported across McLaren Flat Primary School 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
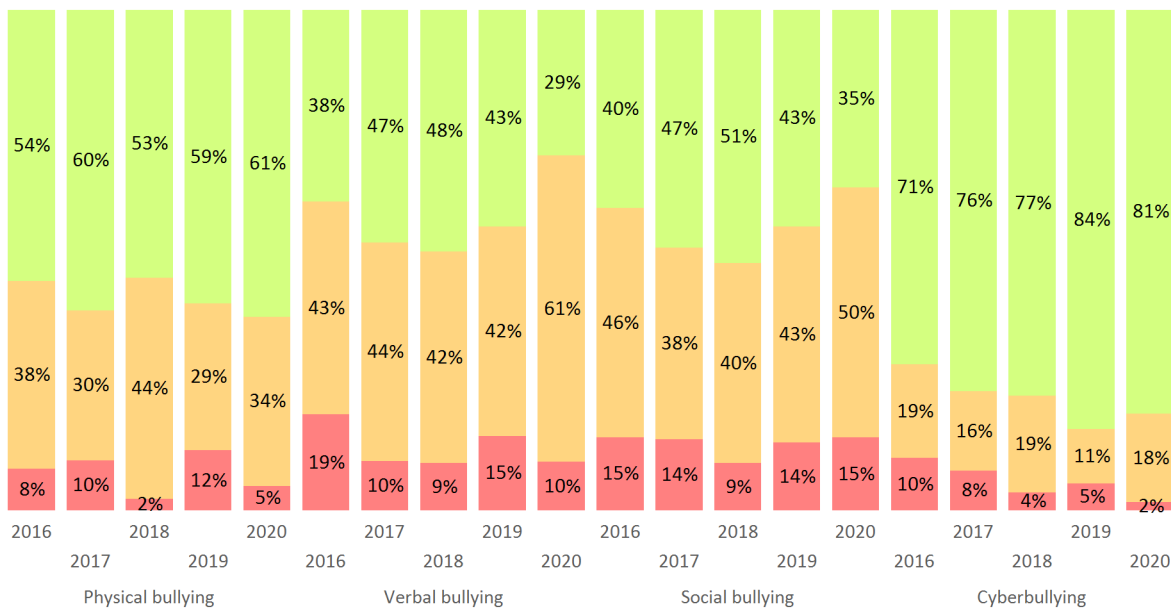
Number of students who reported bullying by type and year

| Year	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
2016	26	18	4	18	20	9	19	22	7	34	9	5
2017	60	30	10	47	44	10	47	38	14	77	16	8
2018	46	38	2	41	36	8	43	34	8	64	16	3
2019	44	22	9	32	31	11	32	32	10	62	8	4
2020	38	21	3	18	38	6	22	31	9	50	11	1

Frequency of 2020 reported bullying across McLaren Flat Primary School 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 McLaren Flat Primary School in 2020.

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 2020 reporting being bullied rarely, monthly, and weekly, for each year level**

McLaren Flat Primary School   All public school students
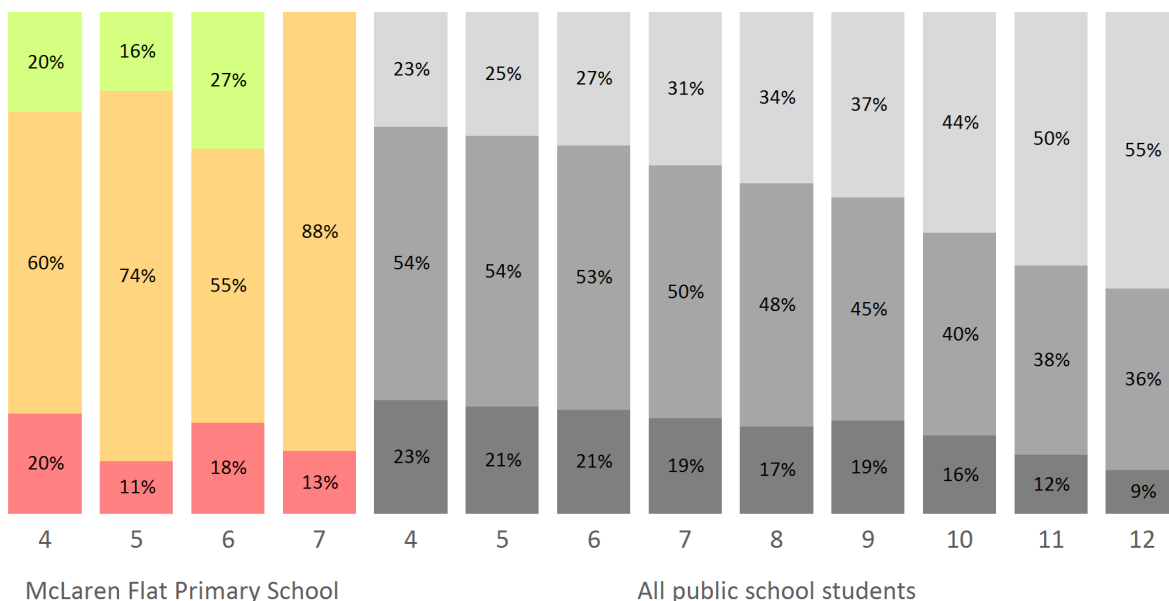
Number of students in 2020 reporting being bullied rarely, monthly and weekly, for each year level

Year Level	McLaren Flat Primary School			All public school students		
	Rarely	**Monthly**	**Weekly**	**Rarely**	**Monthly**	**Weekly**
4	1	3	1	1,993	4,736	1,974
5	3	14	2	2,293	5,002	1,979
6	6	12	4	2,384	4,728	1,863
7	0	14	2	2,394	3,938	1,487
8	0	0	0	2,194	3,116	1,121
9	0	0	0	2,173	2,615	1,087
10	0	0	0	2,198	2,016	778
11	0	0	0	2,217	1,659	516
12	0	0	0	1,445	949	229

* = denotes suppression rules for less than 5 student responses

Proportion of students in 2020 who reported being bullied by type and year level
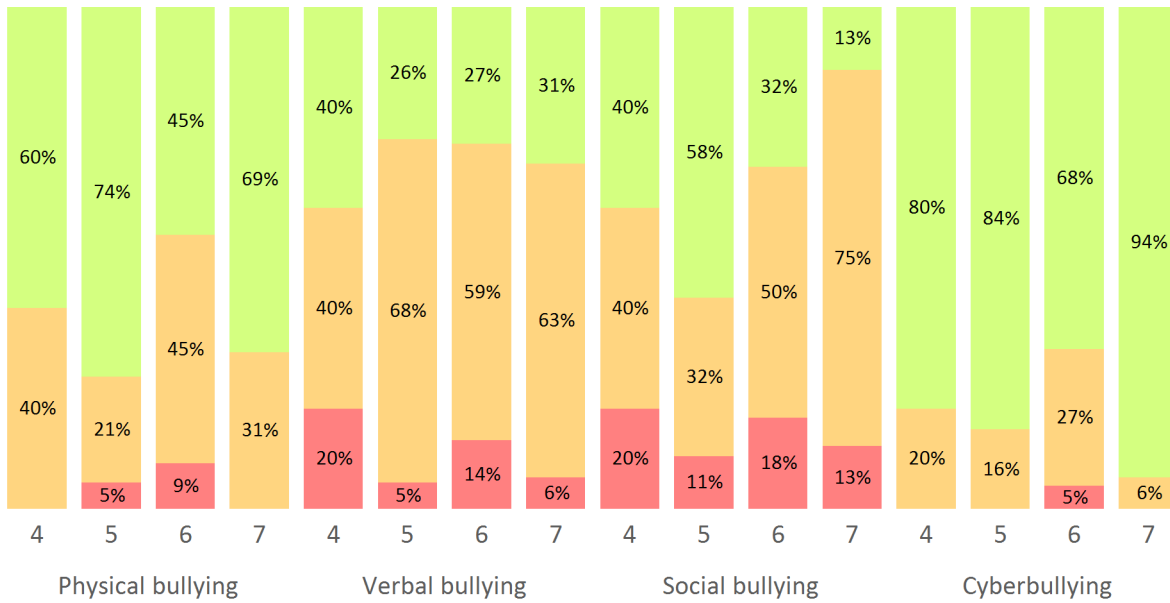
Number of students in 2020 who reported being bullied by type and year level

Year Level	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
4	3	2	0	2	2	1	2	2	1	4	1	0
5	14	4	1	5	13	1	11	6	2	16	3	0
6	10	10	2	6	13	3	7	11	4	15	6	1
7	11	5	0	5	10	1	2	12	2	15	1	0

* = denotes suppression rules for less than 5 student responses

Frequency of reported bullying across McLaren Flat Primary School 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. The same information for All public school students is provided later in the report to provide a point of comparison.

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?)
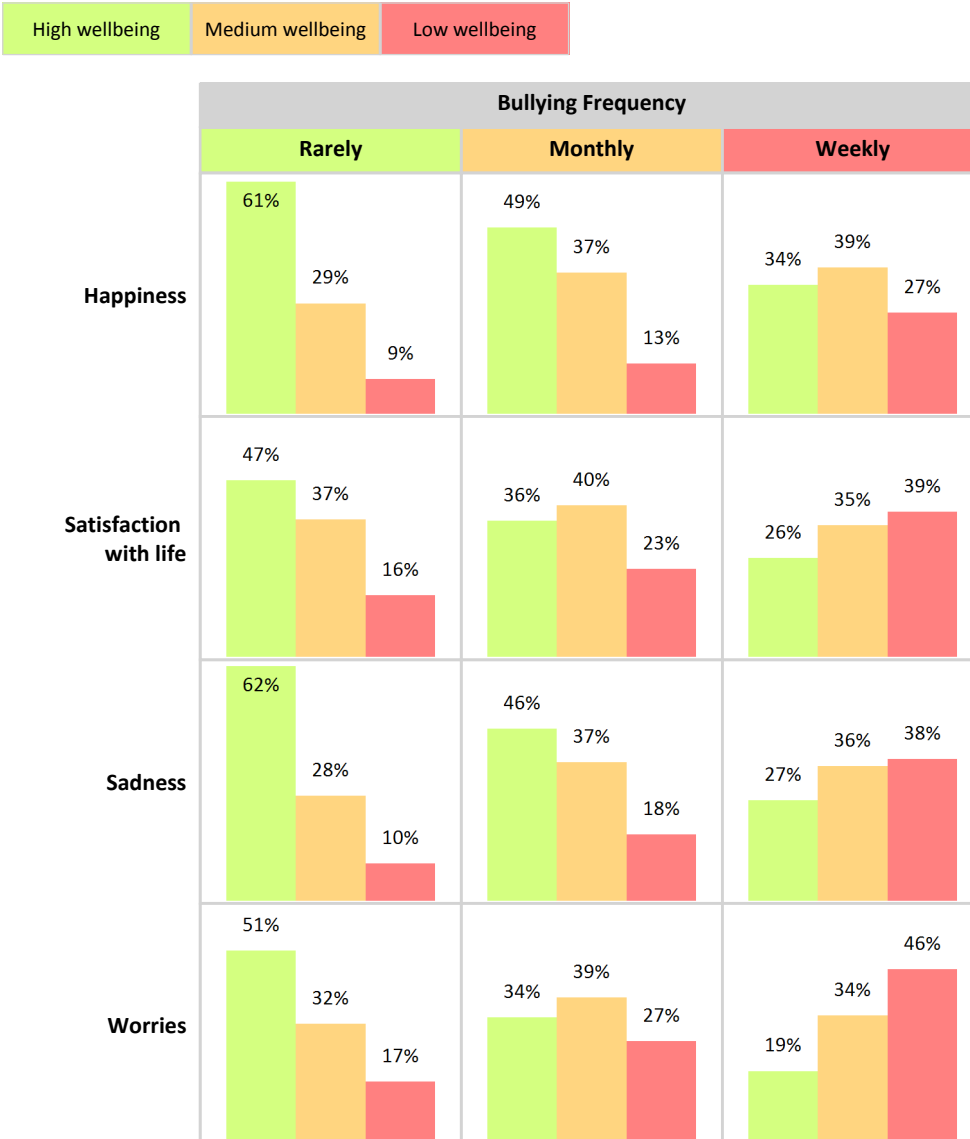
| High wellbeing | Medium wellbeing | Low wellbeing |

	Bullying Frequency		
	Rarely	**Monthly**	**Weekly**
Happiness	50% 50%	49% 47% 5%	22% 67% 11%
Satisfaction with life	44% 56%	49% 42% 9%	67% 33%
Sadness	70% 30%	44% 47% 9%	33% 56% 11%
Worries	40% 60%	40% 35% 26%	11% 22% 67%

		Bullying Frequency			
		Rarely	Monthly	Weekly	Total
Happiness	High	5	21	2	28
	Medium	5	20	6	31
	Low	0	2	1	3
	Total	10	43	9	62
Satisfaction with life	High	4	21	0	25
	Medium	5	18	6	29
	Low	0	4	3	7
	Total	9	43	9	61
Sadness	High	7	19	3	29
	Medium	3	20	5	28
	Low	0	4	1	5
	Total	10	43	9	62
Worries	High	4	17	1	22
	Medium	6	15	2	23
	Low	0	11	6	17
	Total	10	43	9	62

Frequency of reported bullying across All public school 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 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.

High wellbeing	Medium wellbeing	Low wellbeing

Bar charts titled "Bullying Frequency" with columns Rarely, Monthly, Weekly and rows Happiness, Satisfaction with life, Sadness, Worries.

Happiness — Rarely: 61%, 29%, 9%. Monthly: 49%, 37%, 13%. Weekly: 34%, 39%, 27%.

Satisfaction with life — Rarely: 47%, 37%, 16%. Monthly: 36%, 40%, 23%. Weekly: 26%, 35%, 39%.

Sadness — Rarely: 62%, 28%, 10%. Monthly: 46%, 37%, 18%. Weekly: 27%, 36%, 38%.

Worries — Rarely: 51%, 32%, 17%. Monthly: 34%, 39%, 27%. Weekly: 19%, 34%, 46%.

		Bullying Frequency			
		Rarely	Monthly	Weekly	Total
Happiness	High	11638	13896	3672	**29206**
	Medium	5550	10531	4170	**20251**
	Low	1743	3750	2886	**8379**
	Total	**18931**	**28177**	**10728**	57836
Satisfaction with life	High	8860	10166	2819	**21845**
	Medium	6906	11312	3758	**21976**
	Low	3090	6553	4137	**13780**
	Total	**18856**	**28031**	**10714**	57601
Sadness	High	11840	12949	2889	**27678**
	Medium	5315	10442	3879	**19636**
	Low	1901	5003	4069	**10973**
	Total	**19056**	**28394**	**10837**	58287
Worries	High	9801	9566	2102	**21469**
	Medium	6076	11037	3701	**20814**
	Low	3161	7751	5024	**15936**
	Total	**19038**	**28354**	**10827**	58219

2. McLaren Flat Primary School 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 McLaren Flat Primary School in Term 3 2020 and for All public school students.

Girls	Boys

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

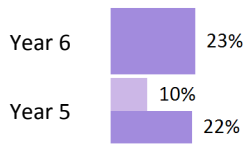### McLaren Flat Primary School

Students with High levels of Worries

Year 7 — 18%
Year 6 — 11% / 38%
Year 5 — 40% / 22%

All public school students

Students with High levels of Worries

Year 12 — 42% / 24%
Year 11 — 43% / 24%
Year 10 — 44% / 20%
Year 9 — 41% / 19%
Year 8 — 37% / 18%
Year 7 — 35% / 20%
Year 6 — 32% / 21%
Year 5 — 28% / 21%
Year 4 — 26% / 20%

McLaren Flat Primary School

Year 6
11%
15%

All public school students

Students with High levels of Sadness

Year 12
27%
17%

Year 11
30%
19%

Year 10
32%
15%

Year 9
30%
13%

Year 8
27%
13%

Year 7
25%
13%

Year 6
22%
14%

Year 5
18%
13%

Year 4
16%
14%

McLaren Flat Primary School

Year 6	23%
Year 5	10%
	22%

All public school students

Students with Low Satisfaction with life

Year 12	34%
	27%
Year 11	36%
	27%
Year 10	37%
	23%
Year 9	37%
	23%
Year 8	34%
	19%
Year 7	31%
	19%
Year 6	26%
	19%
Year 5	20%
	17%
Year 4	17%
	15%

McLaren Flat Primary School

Students with Low Optimism

Year 7	9%
Year 6	13% / 15%
Year 5	11%

All public school students

Students with Low Optimism

Year 12	20% / 15%
Year 11	23% / 19%
Year 10	25% / 15%
Year 9	28% / 18%
Year 8	27% / 17%
Year 7	23% / 17%
Year 6	21% / 17%
Year 5	18% / 16%
Year 4	14% / 14%
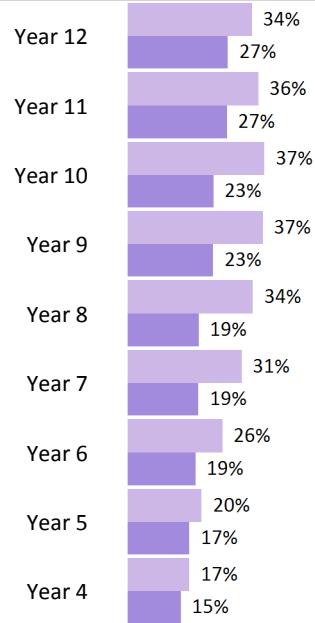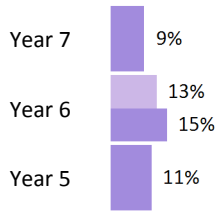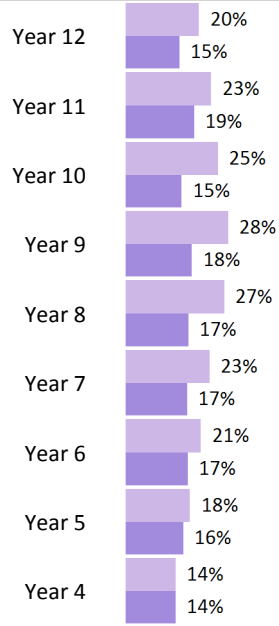
Number of students reporting low emotional wellbeing by gender and year level

		McLaren Flat Primary School		All public school students	
		Girl	Boy	Girl	Boy
Students with High levels of Worries	Year 12	0	0	581	317
	Year 11	0	0	963	544
	Year 10	0	0	1076	534
	Year 9	0	0	1189	610
	Year 8	0	0	1149	597
	Year 7	0	2	1355	813
	Year 6	1	5	1421	949
	Year 5	4	2	1283	991
	Year 4	*	*	1104	931
Students with High levels of Sadness	Year 12	0	0	369	224
	Year 11	0	0	666	427
	Year 10	0	0	796	387
	Year 9	0	0	877	416
	Year 8	0	0	848	430
	Year 7	0	0	939	542
	Year 6	1	2	964	662
	Year 5	0	0	825	639
	Year 4	*	*	696	639
Students with Low Satisfaction with life	Year 12	0	0	466	363
	Year 11	0	0	797	617
	Year 10	0	0	916	619
	Year 9	0	0	1055	729
	Year 8	0	0	1076	648
	Year 7	0	0	1189	782
	Year 6	0	3	1132	851
	Year 5	1	2	909	789
	Year 4	0	*	701	647
Students with Low Optimism	Year 12	0	0	274	195
	Year 11	0	0	522	427
	Year 10	0	0	618	404
	Year 9	0	0	801	565
	Year 8	0	0	847	570
	Year 7	0	1	876	678
	Year 6	1	2	897	776
	Year 5	0	1	791	736
	Year 4	0	*	569	609

Part 5: Wellbeing and engagement results: after school activities

This section of the report provides a more detailed breakdown of the following topics:
1. McLaren Flat Primary School after school activities
2. All public school students after school activities
3. Additional questions

The chapter on **after school activities** provides a detailed breakdown of what activities students did outside of school in 2020, the time that they spent on these activities and the barriers that prevented them from undertaking other activities.

1. McLaren Flat Primary School after school activities

The tables below show the Term 3 2020 after school activities results for McLaren Flat Primary School. The tables show the number and proportion of students participating in different activities after school or reporting different barriers to participation.

Comparison data for All public school students is provided on the following pages.

	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]	14	32	14	2
b) …go to an after school care program (in my school or someplace else)? [DAYS]	55	4	0	2
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	12	25	15	10
d) … watch TV (including watching videos or DVDs)? [DAYS]	0	6	16	40
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	16	19	10	17
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	18	12	10	22
g) …read for fun? [DAYS]	14	21	12	14
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	4	16	18	23
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	40	15	2	4
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	23	25	8	5
k)…hang out with friends? [DAYS]	9	30	11	10
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	53	8	1	0

	<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]	3	10	21	8
b) …go to an after school care program (in my school or someplace else)? [TIME]	1	0	0	4
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	10	19	9	4
d) … watch TV (including watching videos or DVDs)? [TIME]	2	23	13	16
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	4	11	12	12
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	17	9	4	7
g) …read for fun? [TIME]	15	23	4	3
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	28	15	3	6
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	8	8	2	1
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	9	15	6	4
k)…hang out with friends? [TIME]	0	8	19	16
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	0	1	3	3

	Yes	No
I have to go straight home after school	26	37
It is too difficult to get there.	5	58
The activity that I want is not offered.	6	57
The schedule does not fit the times that I can attend.	9	54
It's not safe for me to go.	1	62
I have too much homework to do.	5	58
My parents do not approve.	2	61
It costs too much.	6	57
I need to take care of brothers or sisters or do other things at home.	5	58
I am afraid I will not be good enough in that activity.	7	56
I'm too busy	8	55
I don't know what is available.	11	52
None of my friends are interested or want to go.	4	59
Other.	25	38

McLaren Flat Primary School - 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]	23%	52%	23%	3%
b) …go to an after school care program (in my school or someplace else)? [DAYS]	90%	7%	0%	3%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	19%	40%	24%	16%
d) … watch TV (including watching videos or DVDs)? [DAYS]	0%	10%	26%	65%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	26%	31%	16%	27%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	29%	19%	16%	35%
g) …read for fun? [DAYS]	23%	34%	20%	23%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	7%	26%	30%	38%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	66%	25%	3%	7%
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	38%	41%	13%	8%
k)…hang out with friends? [DAYS]	15%	50%	18%	17%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	85%	13%	2%	0%

McLaren Flat Primary School - 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]	7%	24%	50%	19%
b) …go to an after school care program (in my school or someplace else)? [TIME]	20%	0%	0%	80%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	24%	45%	21%	10%
d) … watch TV (including watching videos or DVDs)? [TIME]	4%	43%	24%	30%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	10%	28%	31%	31%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	46%	24%	11%	19%
g) …read for fun? [TIME]	33%	51%	9%	7%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	54%	29%	6%	12%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	42%	42%	11%	5%
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	26%	44%	18%	12%
k)…hang out with friends? [TIME]	0%	19%	44%	37%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	0%	14%	43%	43%

McLaren Flat Primary School - After school activities barriers

	Yes	No
I have to go straight home after school	41%	59%
It is too difficult to get there.	8%	92%
The activity that I want is not offered.	10%	90%
The schedule does not fit the times that I can attend.	14%	86%
It's not safe for me to go.	2%	98%
I have too much homework to do.	8%	92%
My parents do not approve.	3%	97%
It costs too much.	10%	90%
I need to take care of brothers or sisters or do other things at home.	8%	92%
I am afraid I will not be good enough in that activity.	11%	89%
I'm too busy	13%	87%
I don't know what is available.	17%	83%
None of my friends are interested or want to go.	6%	94%
Other.	40%	60%

2. All public school students after school activities

All public school 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]	19624	20056	11696	6690
b) …go to an after school care program (in my school or someplace else)? [DAYS]	47844	5621	2197	1793
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	14735	17422	13143	12237
d) … watch TV (including watching videos or DVDs)? [DAYS]	2467	8700	13321	32613
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	14663	12680	11452	17789
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	11119	6836	7581	32198
g) …read for fun? [DAYS]	21153	15237	8977	12052
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	4715	15830	14902	21726
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	39465	10475	4082	4129
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	26827	18426	7267	5622
k)…hang out with friends? [DAYS]	12672	22458	9855	12326
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	50144	5414	1239	1229

All public school 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]	1891	9650	15594	7817
b) …go to an after school care program (in my school or someplace else)? [TIME]	1050	2424	2315	2156
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	10629	15829	7285	4665
d) … watch TV (including watching videos or DVDs)? [TIME]	4395	12437	14001	18780
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	5134	8971	8999	14766
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	10209	8633	7479	16156
g) …read for fun? [TIME]	12247	12644	4289	3620
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	22025	17250	5363	2853
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	5356	7588	2362	1364
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	9286	10178	4666	3602
k)…hang out with friends? [TIME]	2386	6882	9970	20529
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	715	1500	2196	2137

All public school students - After school activities barriers

	Yes	No
I have to go straight home after school	25683	38111
It is too difficult to get there.	7467	56327
The activity that I want is not offered.	7829	55965
The schedule does not fit the times that I can attend.	9777	54017
It's not safe for me to go.	2523	61271
I have too much homework to do.	10612	53182
My parents do not approve.	6767	57027
It costs too much.	8290	55504
I need to take care of brothers or sisters or do other things at home.	7628	56166
I am afraid I will not be good enough in that activity.	8806	54988
I'm too busy	14437	49357
I don't know what is available.	8897	54897
None of my friends are interested or want to go.	9168	54626
Other.	15363	48431

All public school 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]	34%	35%	20%	12%
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	83%	10%	4%	3%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	26%	30%	23%	21%
d) ... watch TV (including watching videos or DVDs)? [DAYS]	4%	15%	23%	57%
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	26%	22%	20%	31%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	19%	12%	13%	56%
g) ...read for fun? [DAYS]	37%	27%	16%	21%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	8%	28%	26%	38%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	68%	18%	7%	7%
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	46%	32%	12%	10%
k)...hang out with friends? [DAYS]	22%	39%	17%	22%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	86%	9%	2%	2%

All public school 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]	5%	28%	45%	22%
b) ...go to an after school care program (in my school or someplace else)? [TIME]	13%	31%	29%	27%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	28%	41%	19%	12%
d) ... watch TV (including watching videos or DVDs)? [TIME]	9%	25%	28%	38%
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	14%	24%	24%	39%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	24%	20%	18%	38%
g) ...read for fun? [TIME]	37%	39%	13%	11%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	46%	36%	11%	6%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	32%	46%	14%	8%
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	33%	37%	17%	13%
k)...hang out with friends? [TIME]	6%	17%	25%	52%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	11%	23%	34%	33%

All public school students - After school activities barriers

	Yes	No
I have to go straight home after school	40%	60%
It is too difficult to get there.	12%	88%
The activity that I want is not offered.	12%	88%
The schedule does not fit the times that I can attend.	15%	85%
It's not safe for me to go.	4%	96%
I have too much homework to do.	17%	83%
My parents do not approve.	11%	89%
It costs too much.	13%	87%
I need to take care of brothers or sisters or do other things at home.	12%	88%
I am afraid I will not be good enough in that activity.	14%	86%
I'm too busy	23%	77%
I don't know what is available.	14%	86%
None of my friends are interested or want to go.	14%	86%
Other.	24%	76%

3. Additional questions

The tables below contain the additional collection questions for McLaren Flat Primary School and All public school students which are currently not included in domain calculations.

Who do you live with most of the time

McLaren Flat Primary School | All public school students
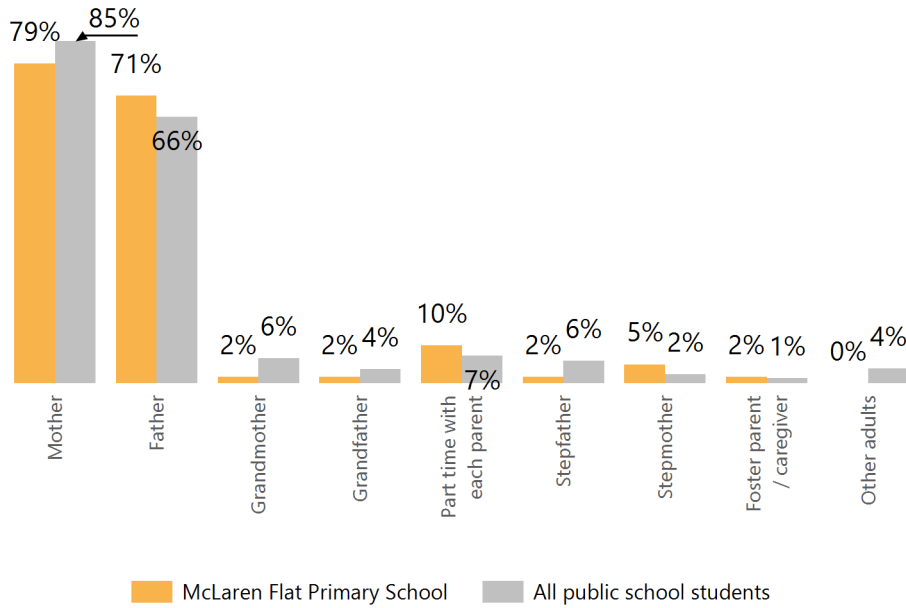
How often, in the hour before you go to sleep, do you use an electronic device (for example mobile phone, iPad, tablet, PC, game console, TV, music player)?

		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
McLaren Flat Primary School	Number	6	3	2	9	4	4	7	25	60
	Percentage	10%	5%	3%	15%	7%	7%	12%	42%	100%
All public school students	Number	4472	3220	3897	3718	3341	3680	3765	32550	58643
	Percentage	8%	5%	7%	6%	6%	6%	6%	56%	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
McLaren Flat Primary School	Number	23	26	6	0	0	6	61
	Percentage	38%	43%	10%	0%	0%	10%	100%
All public school students	Number	12288	16168	11125	7174	4973	7537	59265
	Percentage	21%	27%	19%	12%	8%	13%	100%