WELLBEING & ENGAGEMENT
COLLECTION
Measure | Analyse | Act

Unley Primary School

Survey Year: 2019

**Including data for:
All public school students**

Government
of South Australia

Department for Education

Contents

Introduction

About the Wellbeing and Engagement Collection

The words wellbeing, engagement, character strengths, resilience, positive education, the General Capabilities, 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, schools across the education system have been working to measure wellbeing and engagement for middle 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 2019, showing the results for Unley Primary School alongside All public school students. Please note that the data is not reported for very small groups of students to protect their confidentiality.

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 Unley Primary School are summarised throughout this report. Notes have been added to the figures to explain the different components of these charts and tables.

	High wellbeing	Medium wellbeing	Low wellbeing		Yes		No		Missing	

The legend for the chart.

For each wellbeing indicator, students' levels of wellbeing were classified as follows:

- **high wellbeing** (strengths reported as always or almost always being present)
- **medium wellbeing** (a mix of positive and negative responses to survey answers and/or response close to the middle of the response scale)
- **low wellbeing** (challenges reported as always or almost always being present)

The categories **Yes** and **No** apply to a single question, "Are there any adults who are important to you at your school?"

This column shows the **calendar year** in which a set of results were collected.

Engagement with school								Year
Important adult at school	238	117	5	66%	33%	1%		2017
Connectedness to school	251	90	18	70%	25%	5%		2017
Emotional engagement with teachers	282	72	2	79%	20%	1%		2017
School climate	214	104	39	60%	29%	11%		2017
School belonging	224	77	51	64%	22%	14%		2017
Peer belonging	272	51	34	76%	14%	10%		2017
Friendship intimacy	286	48	24	80%	13%	7%		2017
Physical bullying	203	139	14	57%	39%	4%		2017
Verbal bullying	157	163	35	44%	46%	10%		2017
Social bullying	170	154	31	48%	43%	9%		2017
Cyberbullying	298	46	12	84%	13%	3%		2017

Each **wellbeing indicator** is listed. Page 3 provides a full description of the survey questions.

These columns show the **number** of students in each group within the the bar charts to the right (e.g., high wellbeing, medium wellbeing and low wellbeing).

These bar charts represent the **proportion** of students who reported different levels of wellbeing (e.g., high wellbeing, medium wellbeing and low wellbeing).

Structure of this report

Part 1: Wellbeing and engagement results for Unley Primary School, 2019

This section of the report sets out the wellbeing results from 2019 for Unley 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 survey. A comparison between the students who took part in the survey 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 Unley Primary School, time series

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

Part 3: Wellbeing and engagement results for Unley Primary School, 2019, year level

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2019 for each separate year level group for Unley 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 over time and overlap across groups of students. The chapter provides more information about:

- Bullying
- Emotional wellbeing for boys and girls
- After school activities

Definitions of key terms used in this report

The questions asked in the survey have been grouped into domains and sub-domains 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
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
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
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 (middle years)
Sports	Participated in organised or team sports after school (eg: basketball, swimming, football, netball, etc) (middle years)
Organised activities	Participated in organised activities after school (eg: sports, music, arts and craft) (middle years)

Domain	Sub-Domain	Question
Emotional wellbeing	Happiness	I am a cheerful person.
		I feel happy.
		I have a lot of fun.
		I love life.
	Optimism	I believe more good things than bad things will happen to me.
		I have more good times than bad times.
		I start most days thinking I will have a good day.
	Satisfaction with life	I am happy with my life.
		If I could live my life over again, I would have it the same way.
		In most ways my life is close to the way I would want it to be.
		So far I have gotten the important things I want in life.
		The things in my life are excellent.
	Emotion regulation	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.
		When I'm worried about something, I make myself think about it in a different way that helps me feel better.
	Sadness	I feel that I do things wrong a lot.
		I feel unhappy a lot of the time.
		I feel upset about things.
	Worries	I worry a lot about mistakes that I make.
		I worry a lot about things at home.
		I worry a lot about things at school.
		I worry about things.
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 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.
		At my school, there is a teacher or another adult who really cares about me.
	Emotional engagement with teachers	I get along well with most of my teachers.
		If I need extra help, I will receive it from my teachers.
		Most of my teachers are interested in my well-being.
		Most of my teachers really listen to what I have to say.
		Most of my teachers treat me fairly.
	School climate	People care about each other in this school.
		Students in this school help each other, even if they are not friends.
		Teachers and students treat each other with respect in this school.
	School belonging	I feel like I am important to this school.
		I feel like I belong in 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 a friend I can tell everything to.
		I have at least one really good friend I can talk to when something is bothering me.
		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 am a hard worker.
		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.
	Cognitive engagement	I am excited to come up with new things.
		I took a lot of care with what I was doing.
		I work hard on learning.
		No matter who you are, you can change your intelligence.
		When I found something hard I tried another way.
	Academic self concept	Even if the work in school is hard, I can learn it.
		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.
Health and wellbeing out of school	Overall health	In general, how would you describe your health?
	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]

Part 1: Wellbeing and engagement: Unley Primary School

Wellbeing and engagement participation for Unley Primary School

Unley Primary School has participated in 5 Survey Collections in 2015; 2016; 2017; 2018; 2019.

The table below shows how many students participated in the Wellbeing and Engagement Collection survey out of all students enrolled in the relevant year levels (Term 1 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 Unley Primary School students over time.

Year	Year Level	Unley Primary School			All public school students	Notes
		Number of Valid Survey Responses	Number of Enrolments	% Participation	Number of Valid Survey Responses	
2015	4	0	0	0 %	21	
	5	0	0	0 %	196	
	6	50	59	85 %	7,071	
	7	35	54	65 %	6,604	
	8	0	0	0 %	5,420	
	9	0	0	0 %	4,439	
	Unknown	0	0	0 %	20	
	Total	**85**			**23,771**	
2016	5	0	0	0 %	11	
	6	62	66	94 %	9,877	
	7	53	56	95 %	9,901	
	8	0	0	0 %	8,640	
	9	0	0	0 %	8,138	
	10	0	0	0 %	104	
	Unknown	0	0	0 %	29	
	Total	**115**			**36,700**	
2017	4	55	61	90 %	9,133	
	5	64	68	94 %	9,312	
	6	61	62	98 %	10,507	
	7	50	56	89 %	9,484	
	8	0	0	0 %	8,793	
	9	0	0	0 %	7,474	
	10	0	0	0 %	8	
	Unknown	0	0	0 %	254	
	Total	**230**			**54,965**	
2018	4	64	73	88 %	11,151	
	5	54	64	84 %	11,544	
	6	60	66	91 %	11,354	
	7	59	65	91 %	10,484	

2018	8	0	0	0 %	9,197	
	9	0	0	0 %	8,583	
	10	0	0	0 %	2,395	
	Unknown	0	0	0 %	93	
	Total	**237**			**64,801**	
2019	4	52	76	68 %	11,371	
	5	61	69	88 %	10,739	
	6	57	59	97 %	10,708	
	7	53	57	93 %	9,360	
	8	0	0	0 %	8,835	
	9	0	0	0 %	7,725	
	10	0	0	0 %	7,493	
	11	0	0	0 %	6,208	
	12	0	0	0 %	4,775	
	Primary/Secondary other (99)	0	0	0 %	402	
	Unknown	0	0	0 %	436	Year level data not shown due to unknown student year level
	Total	**223**			**78,052**	

Wellbeing and engagement results for Unley Primary School

The figure below shows the 2019 wellbeing results for Unley Primary School.

The figure shows, on a single page, the number and proportion of students in Unley 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 the students in All public school students to provide a relative comparison point.

This information allows you to compare the size of strengths and challenges among Unley Primary School students and compare how different wellbeing and engagement issues may be related or connected.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing

Emotional wellbeing						Year
Happiness	155	58	7	70%	26% 3%	2019
Optimism	131	71	20	59%	32% 9%	2019
Satisfaction with life	110	84	27	50%	38% 12%	2019
Emotion regulation	99	85	38	45%	38% 17%	2019
Sadness	146	58	16	66%	26% 7%	2019
Worries	122	59	39	55%	27% 18%	2019

Engagement with school						Year
Important adult at school	172	45	6	77%	20% 3%	2019
Connectedness to school	172	43	6	78%	19% 3%	2019
Emotional engagement with teachers	186	32	2	85%	15% 1%	2019
School climate	149	63	10	67%	28% 5%	2019
School belonging	134	66	21	61%	30% 10%	2019
Peer belonging	153	54	13	70%	25% 6%	2019
Friendship intimacy	173	33	15	78%	15% 7%	2019
Physical bullying	153	61	6	70%	28% 3%	2019
Verbal bullying	128	74	18	58%	34% 8%	2019
Social bullying	123	78	18	56%	36% 8%	2019
Cyberbullying	189	25	5	86%	11% 2%	2019

Learning readiness						Year
Perseverance	126	84	10	57%	38% 5%	2019
Cognitive engagement	159	58	5	72%	26% 2%	2019
Academic self concept	167	48	5	76%	22% 2%	2019

Health and wellbeing out of school						Year
Overall health	89	110	20	41%	50% 9%	2019
Nutrition - breakfast	185	20	14	84%	9% 6%	2019
Sleep	143	44	32	65%	20% 15%	2019
Music and arts	137	35	48	62%	16% 22%	2019
Sports	151	39	31	68%	18% 14%	2019
Organised activities	205	11	6	92%	5% 3%	2019

Wellbeing and engagement results for All public school students

The figure below shows the 2019 wellbeing results for All public school students.

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

This information allows you to compare the size of strengths and challenges among All public school students students and compare how different wellbeing and engagement issues may be related or connected.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing

Emotional wellbeing						Year
Happiness	41928	24369	9642	55%	32%	13%	2019
Optimism	36128	26704	11882	48%	36%	16%	2019
Satisfaction with life	30682	27652	16270	41%	37%	22%	2019
Emotion regulation	28640	29102	16706	38%	39%	22%	2019
Sadness	39721	23632	12064	53%	31%	16%	2019
Worries	30816	25498	18991	41%	34%	25%	2019

Engagement with school						Year
Important adult at school	42975	29183	5894	55%	37%	8%	2019
Connectedness to school	44034	22122	7211	60%	30%	10%	2019
Emotional engagement with teachers	52630	18573	2225	72%	25%	3%	2019
School climate	27797	31330	14421	38%	43%	20%	2019
School belonging	32770	25054	14931	45%	34%	21%	2019
Peer belonging	40431	22938	10960	54%	31%	15%	2019
Friendship intimacy	51544	15030	7718	69%	20%	10%	2019
Physical bullying	50724	18771	4101	69%	26%	6%	2019
Verbal bullying	39282	26012	8119	54%	35%	11%	2019
Social bullying	42089	24357	6894	57%	33%	9%	2019
Cyberbullying	57877	11800	3595	79%	16%	5%	2019

Learning readiness						Year
Perseverance	33962	31234	10473	45%	41%	14%	2019
Cognitive engagement	36088	27641	9631	49%	38%	13%	2019
Academic self concept	46984	20344	6121	64%	28%	8%	2019

Health and wellbeing out of school						Year
Overall health	22551	33585	15640	31%	47%	22%	2019
Nutrition - breakfast	49792	7586	16220	68%	10%	22%	2019
Sleep	40315	15161	17449	55%	21%	24%	2019
Music and arts	28477	9680	16683	52%	18%	30%	2019
Sports	29510	10139	14727	54%	19%	27%	2019
Organised activities	45305	5370	5790	80%	10%	10%	2019

Part 2: Wellbeing and engagement: Unley Primary School, time series

Wellbeing and engagement results for Unley Primary School over time

The figure below shows the wellbeing results for Unley Primary School over time.

The figure shows whether, over time, the number and proportion of students in Unley Primary School who reported high, medium and low levels of wellbeing has changed or remained similar.

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

This information allows you to compare the strengths and challenges among Unley Primary School students and consider to what extent these may have changed overtime.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing	

Emotional wellbeing						Year
Happiness	72	28	14	63%	25%	12%	2016
	148	61	18	65%	27%	8%	2017
	166	59	10	71%	25%	4%	2018
	155	58	7	70%	26%	3%	2019
Optimism	38	54	23	33%	47%	20%	2016
	153	58	19	67%	25%	8%	2017
	144	77	15	61%	33%	6%	2018
	131	71	20	59%	32%	9%	2019
Satisfaction with life	50	24	11	59%	28%	13%	2015
	65	31	18	57%	27%	16%	2016
	133	63	34	58%	27%	15%	2017
	132	79	25	56%	33%	11%	2018
	110	84	27	50%	38%	12%	2019
Emotion regulation	43	56	16	37%	49%	14%	2016
	88	102	40	38%	44%	17%	2017
	105	97	34	44%	41%	14%	2018
	99	85	38	45%	38%	17%	2019
Sadness	48	28	9	56%	33%	11%	2015
	76	26	13	66%	23%	11%	2016
	154	50	26	67%	22%	11%	2017
	162	57	17	69%	24%	7%	2018
	146	58	16	66%	26%	7%	2019
Worries	34	23	27	40%	27%	32%	2015
	50	35	30	43%	30%	26%	2016
	114	65	51	50%	28%	22%	2017
	132	70	33	56%	30%	14%	2018
	122	59	39	55%	27%	18%	2019

Engagement with school						Year
Important adult at school	44	40	1	52%	47%	1%	2015
	57	55	3	50%	48%	3%	2016
	143	84	3	62%	37%	1%	2017
	163	72	2	69%	30%	1%	2018
	172	45	6	77%	20%	3%	2019
Connectedness to school	55	26	4	65%	31%	5%	2015

Measure					Distribution			Year
Connectedness to school	80	30	5	70%	26%	4%		2016
	146	65	18	64%	28%	8%		2017
	174	46	14	74%	20%	6%		2018
	172	43	6	78%	19%	3%		2019
Emotional engagement with teachers	83	30	1	73%	26%	1%		2016
	183	40	5	80%	18%	2%		2017
	197	35	4	83%	15%	2%		2018
	186	32	2	85%	15%	1%		2019
School climate	63	16	6	74%	19%	7%		2015
	70	34	11	61%	30%	10%		2016
	144	59	27	63%	26%	12%		2017
	143	74	19	61%	31%	8%		2018
	149	63	10	67%	28%	5%		2019
School belonging	61	16	7	73%	19%	8%		2015
	65	28	22	57%	24%	19%		2016
	142	46	38	63%	20%	17%		2017
	126	81	28	54%	34%	12%		2018
	134	66	21	61%	30%	10%		2019
Peer belonging	64	18	2	76%	21%	2%		2015
	82	17	15	72%	15%	13%		2016
	154	49	27	67%	21%	12%		2017
	151	70	15	64%	30%	6%		2018
	153	54	13	70%	25%	6%		2019
Friendship intimacy	72	9	3	86%	11%	4%		2015
	92	10	11	81%	9%	10%		2016
	178	21	31	77%	9%	13%		2017
	184	36	16	78%	15%	7%		2018
	173	33	15	78%	15%	7%		2019
Physical bullying	49	33		60%	40%			2015
	82	30	2	72%	26%	2%		2016
	130	87	12	57%	38%	5%		2017
	155	77	4	66%	33%	2%		2018
	153	61	6	70%	28%	3%		2019
Verbal bullying	29	49	7	34%	58%	8%		2015
	48	58	8	42%	51%	7%		2016
	96	102	31	42%	45%	14%		2017
	133	84	18	57%	36%	8%		2018
	128	74	18	58%	34%	8%		2019
Social bullying	35	44	5	42%	52%	6%		2015
	51	52	9	46%	46%	8%		2016
	104	111	15	45%	48%	7%		2017
	118	95	21	50%	41%	9%		2018
	123	78	18	56%	36%	8%		2019
Cyberbullying	69	15		82%	18%			2015
	86	25	2	76%	22%	2%		2016
	185	39	5	81%	17%	2%		2017
	203	30	3	86%	13%	1%		2018
	189	25	5	86%	11%	2%		2019

Learning readiness								Year
Perseverance	56	45	13	49%	39%	11%		2016
	105	77	40	47%	35%	18%		2017
	128	99	8	54%	42%	3%		2018
	126	84	10	57%	38%	5%		2019

					Year
Cognitive engagement	69	38	7	61% 33% 6%	2016
	161	59	10	70% 26% 4%	2017
	165	60	11	70% 25% 5%	2018
	159	58	5	72% 26% 2%	2019
Academic self concept	76	8	1	89% 9% 1%	2015
	92	14	9	80% 12% 8%	2016
	187	34	9	81% 15% 4%	2017
	185	42	9	78% 18% 4%	2018
	167	48	5	76% 22% 2%	2019
Health and wellbeing out of school					*Year*
Overall health	37	39	6	45% 48% 7%	2015
	44	59	11	39% 52% 10%	2016
	102	101	27	44% 44% 12%	2017
	102	113	19	44% 48% 8%	2018
	89	110	20	41% 50% 9%	2019
Nutrition - breakfast	77	5	2	92% 6% 2%	2015
	96	12	5	85% 11% 4%	2016
	190	10	29	83% 4% 13%	2017
	195	22	17	83% 9% 7%	2018
	185	20	14	84% 9% 6%	2019
Sleep	61	8	14	73% 10% 17%	2015
	74	20	17	67% 18% 15%	2016
	153	46	27	68% 20% 12%	2017
	154	49	26	67% 21% 11%	2018
	143	44	32	65% 20% 15%	2019
Music and arts	49	11	25	58% 13% 29%	2015
	62	15	37	54% 13% 32%	2016
	142	38	48	62% 17% 21%	2017
	134	38	61	58% 16% 26%	2018
	137	35	48	62% 16% 22%	2019
Sports	63	6	16	74% 7% 19%	2015
	60	27	25	54% 24% 22%	2016
	157	38	34	69% 17% 15%	2017
	160	41	31	69% 18% 13%	2018
	151	39	31	68% 18% 14%	2019
Organised activities	73	5	7	86% 6% 8%	2015
	95	11	8	83% 10% 7%	2016
	211	11	7	92% 5% 3%	2017
	205	23	7	87% 10% 3%	2018
	205	11	6	92% 5% 3%	2019

Wellbeing and engagement results for All public school students over time

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

The figure shows whether, over time, the number and proportion of students in All public school students who reported high, medium and low levels of wellbeing has changed or remained similar.

This information allows you to compare the strengths and challenges among All public school students students and consider to what extent these may have changed overtime.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing

Emotional wellbeing							Year
Happiness	18090	10457	7864	50%	29%	22%	2016
	28838	14836	10430	53%	27%	19%	2017
	37043	19277	7078	58%	30%	11%	2018
	41928	24369	9642	55%	32%	13%	2019
Optimism	9911	14046	12439	27%	39%	34%	2016
	30705	14422	8912	57%	27%	16%	2017
	32072	22198	9359	50%	35%	15%	2018
	36128	26704	11882	48%	36%	16%	2019
Satisfaction with life	11791	7508	4439	50%	32%	19%	2015
	16480	10964	8797	45%	30%	24%	2016
	27534	14754	11604	51%	27%	22%	2017
	28304	22662	12463	45%	36%	20%	2018
	30682	27652	16270	41%	37%	22%	2019
Emotion regulation	10512	17416	8382	29%	48%	23%	2016
	18783	23248	11959	35%	43%	22%	2017
	25418	24591	13449	40%	39%	21%	2018
	28640	29102	16706	38%	39%	22%	2019
Sadness	11695	7981	4069	49%	34%	17%	2015
	20516	9577	6215	57%	26%	17%	2016
	31418	14005	8497	58%	26%	16%	2017
	35658	18944	8814	56%	30%	14%	2018
	39721	23632	12064	53%	31%	16%	2019
Worries	9450	6371	7464	41%	27%	32%	2015
	15512	10925	9826	43%	30%	27%	2016
	25091	15610	13114	47%	29%	24%	2017
	28391	21027	13875	45%	33%	22%	2018
	30816	25498	18991	41%	34%	25%	2019
Engagement with school							Year
Important adult at school	9378	13835	558	39%	58%	2%	2015
	17367	18474	859	47%	50%	2%	2016
	29783	23537	1645	54%	43%	3%	2017
	40937	22620	1244	63%	35%	2%	2018
	42975	29183	5894	55%	37%	8%	2019
Connectedness to school	13196	8210	2294	56%	35%	10%	2015
	19218	12409	4513	53%	34%	12%	2016
	31387	16501	5571	59%	31%	10%	2017
	38119	18811	6352	60%	30%	10%	2018
	44034	22122	7211	60%	30%	10%	2019
Emotional engagement with teachers	23092	11044	1844	64%	31%	5%	2016

Measure				Distribution	Year
Emotional engagement with teachers	37263	13523	2170	70% 26% 4%	2017
	44549	16374	2111	71% 26% 3%	2018
	52630	18573	2225	72% 25% 3%	2019
School climate	10384	7907	5451	44% 33% 23%	2015
	12973	13110	9967	36% 36% 28%	2016
	23629	17260	12344	44% 32% 23%	2017
	23295	26582	13053	37% 42% 21%	2018
	27797	31330	14421	38% 43% 20%	2019
School belonging	11511	6809	5146	49% 29% 22%	2015
	15400	11003	9319	43% 31% 26%	2016
	26571	14103	11918	51% 27% 23%	2017
	28608	20507	13027	46% 33% 21%	2018
	32770	25054	14931	45% 34% 21%	2019
Peer belonging	15488	5223	3034	65% 22% 13%	2015
	21160	8976	5821	59% 25% 16%	2016
	32841	12209	7985	62% 23% 15%	2017
	35561	18251	8861	57% 29% 14%	2018
	40431	22938	10960	54% 31% 15%	2019
Friendship intimacy	17932	3599	2201	76% 15% 9%	2015
	25862	6011	4065	72% 17% 11%	2016
	39086	8140	5751	74% 15% 11%	2017
	44140	12184	6258	71% 19% 10%	2018
	51544	15030	7718	69% 20% 10%	2019
Physical bullying	14769	7538	1404	62% 32% 6%	2015
	21789	12000	1984	61% 34% 6%	2016
	30572	18651	3363	58% 35% 6%	2017
	38223	20565	3701	61% 33% 6%	2018
	50724	18771	4101	69% 26% 6%	2019
Verbal bullying	9712	10423	3548	41% 44% 15%	2015
	14485	16104	5093	41% 45% 14%	2016
	21882	23094	7394	42% 44% 14%	2017
	27965	26233	7877	45% 42% 13%	2018
	39282	26012	8119	54% 35% 11%	2019
Social bullying	11608	9328	2722	49% 39% 12%	2015
	16873	14820	3942	47% 42% 11%	2016
	24829	21567	5891	47% 41% 11%	2017
	31222	24122	6600	50% 39% 11%	2018
	42089	24357	6894	57% 33% 9%	2019
Cyberbullying	18090	4509	1038	77% 19% 4%	2015
	25839	7880	1874	73% 22% 5%	2016
	39536	9889	2737	76% 19% 5%	2017
	47724	11110	2997	77% 18% 5%	2018
	57877	11800	3595	79% 16% 5%	2019

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
	33962	31234	10473	45% 41% 14%	2019
Cognitive engagement	15971	15057	4766	45% 42% 13%	2016
	27840	19000	5824	53% 36% 11%	2017
	31301	22789	8328	50% 37% 13%	2018
	36088	27641	9631	49% 38% 13%	2019
Academic self concept	17291	4823	1629	73% 20% 7%	2015

					Year
Academic self concept	22030	9604	4372	61% / 27% / 12%	2016
	35463	12257	5366	67% / 23% / 10%	2017
	40375	16963	5362	64% / 27% / 9%	2018
	46984	20344	6121	64% / 28% / 8%	2019

Health and wellbeing out of school					*Year*
Overall health	7848	11479	3791	34% / 50% / 16%	2015
	11396	16792	7475	32% / 47% / 21%	2016
	18859	24193	9387	36% / 46% / 18%	2017
	21995	28556	12085	35% / 46% / 19%	2018
	22551	33585	15640	31% / 47% / 22%	2019
Nutrition - breakfast	16856	2177	4574	71% / 9% / 19%	2015
	24182	3619	7849	68% / 10% / 22%	2016
	38441	4513	9496	73% / 9% / 18%	2017
	45095	5562	11769	72% / 9% / 19%	2018
	49792	7586	16220	68% / 10% / 22%	2019
Sleep	13687	4409	5094	59% / 19% / 22%	2015
	19854	7087	8141	57% / 20% / 23%	2016
	30780	9134	11323	60% / 18% / 22%	2017
	35906	11334	13510	59% / 19% / 22%	2018
	40315	15161	17449	55% / 21% / 24%	2019
Music and arts	9941	3606	9960	42% / 15% / 42%	2015
	14550	6526	14126	41% / 19% / 40%	2016
	25755	9547	16172	50% / 19% / 31%	2017
	29619	11133	20449	48% / 18% / 33%	2018
	28477	9680	16683	52% / 18% / 30%	2019
Sports	17266	1825	4425	73% / 8% / 19%	2015
	18519	5986	10794	52% / 17% / 31%	2016
	28975	9104	13634	56% / 18% / 26%	2017
	34117	10651	16696	56% / 17% / 27%	2018
	29510	10139	14727	54% / 19% / 27%	2019
Organised activities	19814	1443	2269	84% / 6% / 10%	2015
	27150	3830	4576	76% / 11% / 13%	2016
	42532	4611	4983	82% / 9% / 10%	2017
	49998	5637	6433	81% / 9% / 10%	2018
	45305	5370	5790	80% / 10% / 10%	2019

Part 3: Wellbeing and engagement results for Unley Primary School, 2019, 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 Unley 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 2019 wellbeing results for Unley Primary School students.

The figures show, on a single page, the number and proportion of students in each year level cohort who reported low, medium and high levels of wellbeing across a range of indicators.

| High wellbeing | Medium wellbeing | Low wellbeing | Yes | No | Missing |

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.

Further information about the survey items and scales, refer to the "Definitions of key terms used in this report" starting on page 3.

Please note that the data is not reported for very small groups of students 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: Unley Primary School

The figure below shows the 2019 wellbeing results for Unley 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.

Year 4

Emotional wellbeing							Year
Happiness	30	19	3	58%	37%	6%	2019
Optimism	28	20	4	54%	38%	8%	2019
Satisfaction with life	22	22	8	42%	42%	15%	2019
Emotion regulation	16	27	9	31%	52%	17%	2019
Sadness	32	14	4	64%	28%	8%	2019
Worries	28	11	11	56%	22%	22%	2019

Engagement with school							Year
Important adult at school	40	10	2	77%	19%	4%	2019
Connectedness to school	38	14		73%	27%		2019
Emotional engagement with teachers	37	14	1	71%	27%	2%	2019
School climate	39	10	3	75%	19%	6%	2019
School belonging	32	14	5	63%	27%	10%	2019
Peer belonging	28	20	4	54%	38%	8%	2019
Friendship intimacy	32	16	4	62%	31%	8%	2019
Physical bullying	33	19		63%	37%		2019
Verbal bullying	24	25	3	46%	48%	6%	2019
Social bullying	24	24	4	46%	46%	8%	2019
Cyberbullying	42	9	1	81%	17%	2%	2019

Learning readiness							Year
Perseverance	30	21	1	58%	40%	2%	2019
Cognitive engagement	34	16	2	65%	31%	4%	2019
Academic self concept	34	16	1	67%	31%	2%	2019

Health and wellbeing out of school							Year
Overall health	11	34	6	22%	67%	12%	2019
Nutrition - breakfast	47	1	3	92%	2%	6%	2019
Sleep	30	13	8	59%	25%	16%	2019
Music and arts	36	8	6	72%	16%	12%	2019
Sports	32	10	10	62%	19%	19%	2019
Organised activities	47	2	3	90%	4%	6%	2019

Wellbeing and engagement: Unley Primary School

The figure below shows the 2019 wellbeing results for Unley 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	43	15	2	72%	25% 3%	2019
Optimism	40	13	7	67%	22% 12%	2019
Satisfaction with life	32	21	6	54%	36% 10%	2019
Emotion regulation	33	18	9	55%	30% 15%	2019
Sadness	41	13	7	67%	21% 11%	2019
Worries	37	13	11	61%	21% 18%	2019

Engagement with school						Year
Important adult at school	45	14	2	74%	23% 3%	2019
Connectedness to school	50	9	1	83%	15% 2%	2019
Emotional engagement with teachers	53	7		88%	12%	2019
School climate	41	17	3	67%	28% 5%	2019
School belonging	40	15	6	66%	25% 10%	2019
Peer belonging	43	13	4	72%	22% 7%	2019
Friendship intimacy	50	8	3	82%	13% 5%	2019
Physical bullying	40	18	2	67%	30% 3%	2019
Verbal bullying	33	21	6	55%	35% 10%	2019
Social bullying	29	24	6	49%	41% 10%	2019
Cyberbullying	50	8	1	85%	14% 2%	2019

Learning readiness						Year
Perseverance	35	22	3	58%	37% 5%	2019
Cognitive engagement	43	16	2	70%	26% 3%	2019
Academic self concept	47	11	2	78%	18% 3%	2019

Health and wellbeing out of school						Year
Overall health	31	24	6	51%	39% 10%	2019
Nutrition - breakfast	48	10	3	79%	16% 5%	2019
Sleep	42	9	10	69%	15% 16%	2019
Music and arts	44	9	8	72%	15% 13%	2019
Sports	41	12	7	68%	20% 12%	2019
Organised activities	59	2		97%	3%	2019

Wellbeing and engagement: Unley Primary School

The figure below shows the 2019 wellbeing results for Unley 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	42	11	2	76% / 20% / 4%	2019
Optimism	33	20	4	58% / 35% / 7%	2019
Satisfaction with life	25	25	7	44% / 44% / 12%	2019
Emotion regulation	24	21	12	42% / 37% / 21%	2019
Sadness	38	16	2	68% / 29% / 4%	2019
Worries	26	21	9	46% / 38% / 16%	2019
Engagement with school					Year
Important adult at school	45	10	2	79% / 18% / 4%	2019
Connectedness to school	44	9	3	79% / 16% / 5%	2019
Emotional engagement with teachers	50	5		91% / 9%	2019
School climate	35	18	3	63% / 32% / 5%	2019
School belonging	32	18	6	57% / 32% / 11%	2019
Peer belonging	41	11	4	73% / 20% / 7%	2019
Friendship intimacy	45	7	4	80% / 13% / 7%	2019
Physical bullying	39	12	4	71% / 22% / 7%	2019
Verbal bullying	34	15	6	62% / 27% / 11%	2019
Social bullying	32	17	6	58% / 31% / 11%	2019
Cyberbullying	48	4	3	87% / 7% / 5%	2019
Learning readiness					Year
Perseverance	27	24	4	49% / 44% / 7%	2019
Cognitive engagement	43	12	1	77% / 21% / 2%	2019
Academic self concept	42	13	1	75% / 23% / 2%	2019
Health and wellbeing out of school					Year
Overall health	22	27	6	40% / 49% / 11%	2019
Nutrition - breakfast	47	5	3	85% / 9% / 5%	2019
Sleep	35	10	10	64% / 18% / 18%	2019
Music and arts	31	7	18	55% / 13% / 32%	2019
Sports	41	10	5	73% / 18% / 9%	2019
Organised activities	51	3	2	91% / 5% / 4%	2019

Wellbeing and engagement: Unley Primary School

The figure below shows the 2019 wellbeing results for Unley 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	40	13		75%		25%		2019
Optimism	30	18	5	57%	34%	9%		2019
Satisfaction with life	31	16	6	58%	30%	11%		2019
Emotion regulation	26	19	8	49%	36%	15%		2019
Sadness	35	15	3	66%	28%	6%		2019
Worries	31	14	8	58%	26%	15%		2019

Engagement with school								Year
Important adult at school	42	11		79%	21%			2019
Connectedness to school	40	11	2	75%	21%	4%		2019
Emotional engagement with teachers	46	6	1	87%	11%	2%		2019
School climate	34	18	1	64%	34%	2%		2019
School belonging	30	19	4	57%	36%	8%		2019
Peer belonging	41	10	1	79%	19%	2%		2019
Friendship intimacy	46	2	4	88%	4%	8%		2019
Physical bullying	41	12		77%	23%			2019
Verbal bullying	37	13	3	70%	25%	6%		2019
Social bullying	38	13	2	72%	25%	4%		2019
Cyberbullying	49	4		92%	8%			2019

Learning readiness								Year
Perseverance	34	17	2	64%	32%	4%		2019
Cognitive engagement	39	14		74%	26%			2019
Academic self concept	44	8	1	83%	15%	2%		2019

Health and wellbeing out of school								Year
Overall health	25	25	2	48%	48%	4%		2019
Nutrition - breakfast	43	4	5	83%	8%	10%		2019
Sleep	36	12	4	69%	23%	8%		2019
Music and arts	26	11	16	49%	21%	30%		2019
Sports	37	7	9	70%	13%	17%		2019
Organised activities	48	4	1	91%	8%	2%		2019

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 for boys and girls
3. After school activities

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 2019
- 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.

The chapter on **after school activities** provides a detailed breakdown of what activities students did outside of school in 2019, the time that they spent on these activities and the barriers that prevented them from undertaking other activities.
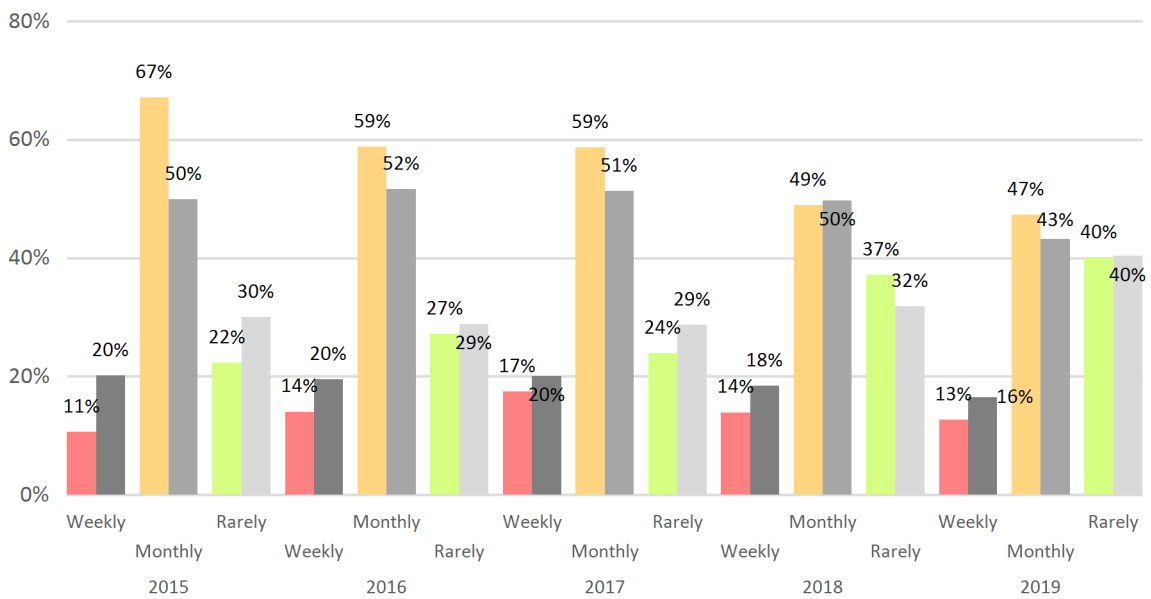
1. Unley Primary School bullying

Frequency of reported bullying across Unley 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 Unley Primary School students are shown alongside those for All public school students over time.

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 weekly, monthly and rarely bullying, over time

Number of students reporting weekly, monthly and rarely bullying, over time

| Number of Students	Unley Primary School			All public school students		
Year	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely
2015	9	57	19	4,775	11,846	7,129
2016	16	67	31	7,002	18,486	10,338
2017	40	135	55	10,561	27,032	15,116
2018	33	116	88	11,570	31,158	19,957
2019	28	104	88	12,160	31,821	29,726

Frequency of different types of bullying reported across Unley Primary School students, over time

The Wellbeing and Engagement Collection survey 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 3 for details regarding bullying defintions 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
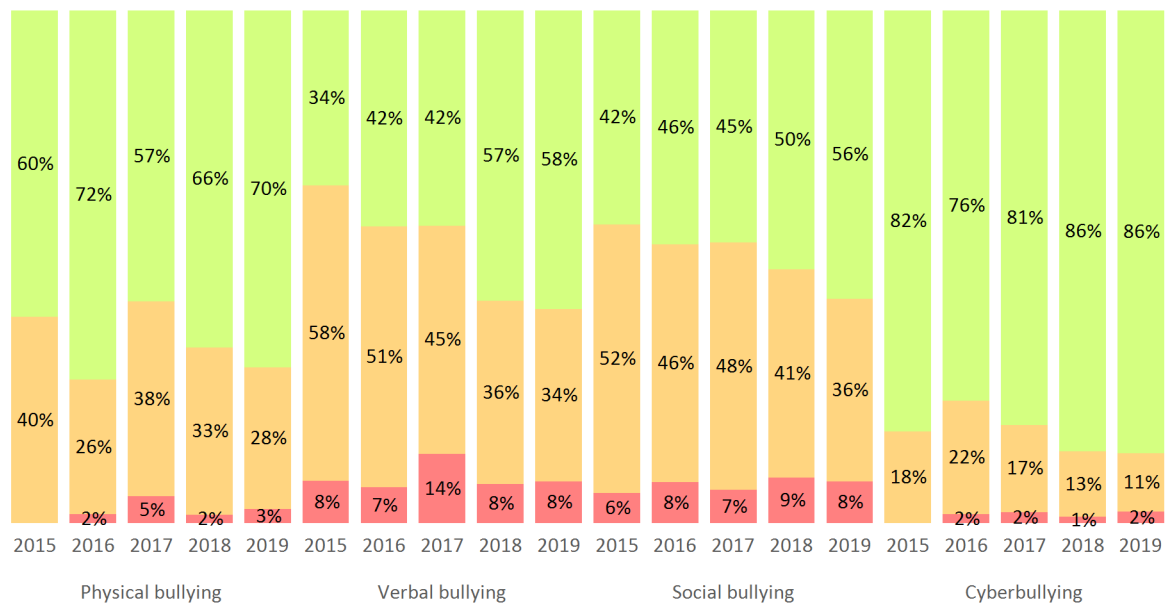
Number of students who reported bullying by type and year

| Year	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Rarely	**Monthly**	**Weekly**	**Rarely**	**Monthly**	**Weekly**	**Rarely**	**Monthly**	**Weekly**	**Rarely**	**Monthly**	**Weekly**
2015	49	33	*	29	49	7	35	44	5	69	15	*
2016	82	30	2	48	58	8	51	52	9	86	25	2
2017	130	87	12	96	102	31	104	111	15	185	39	5
2018	155	77	4	133	84	18	118	95	21	203	30	3
2019	153	61	6	128	74	18	123	78	18	189	25	5

Frequency of 2019 reported bullying across Unley 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 Unley Primary School in 2019.

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

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

Proportion of students in 2019 reporting being bullied weekly, monthly and rarely, for each year level

Unley Primary School — All public school students
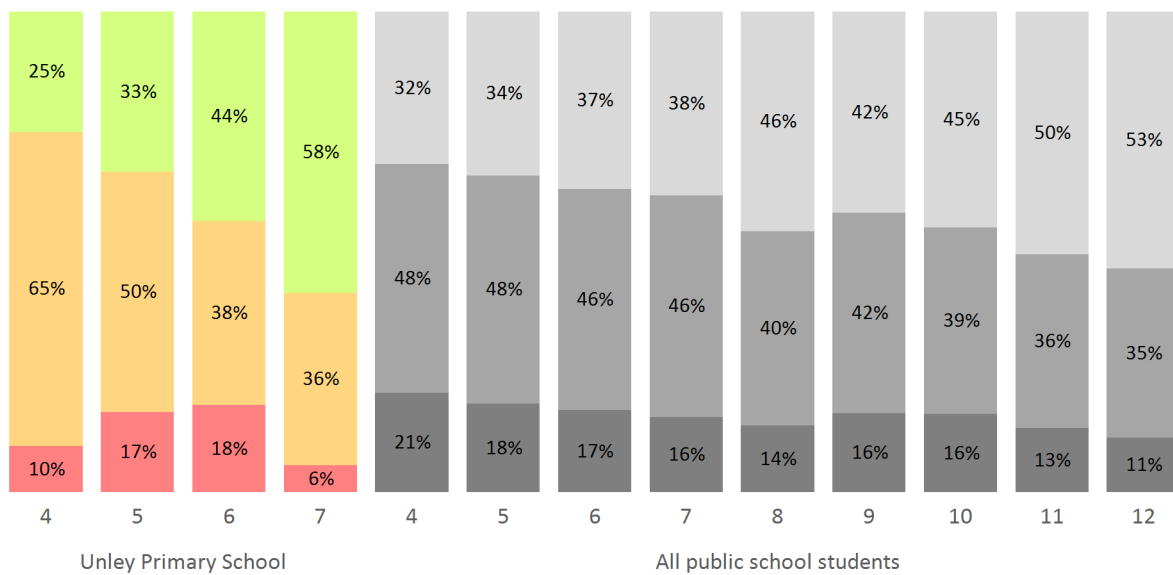
Number of students in 2019 reporting being bullied weekly, monthly and rarely, for each year level

Year Level	Unley Primary School			All public school students		
	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely
4	5	34	13	2,191	5,026	3,350
5	10	30	20	1,869	4,826	3,457
6	10	21	24	1,752	4,706	3,775
7	3	19	31	1,410	4,142	3,433
8				1,176	3,410	3,866
9				1,217	3,091	3,101
10				1,128	2,697	3,121
11				775	2,086	2,914
12				500	1,553	2,362

Proportion of students in 2019 who reported being bullied by type and year level
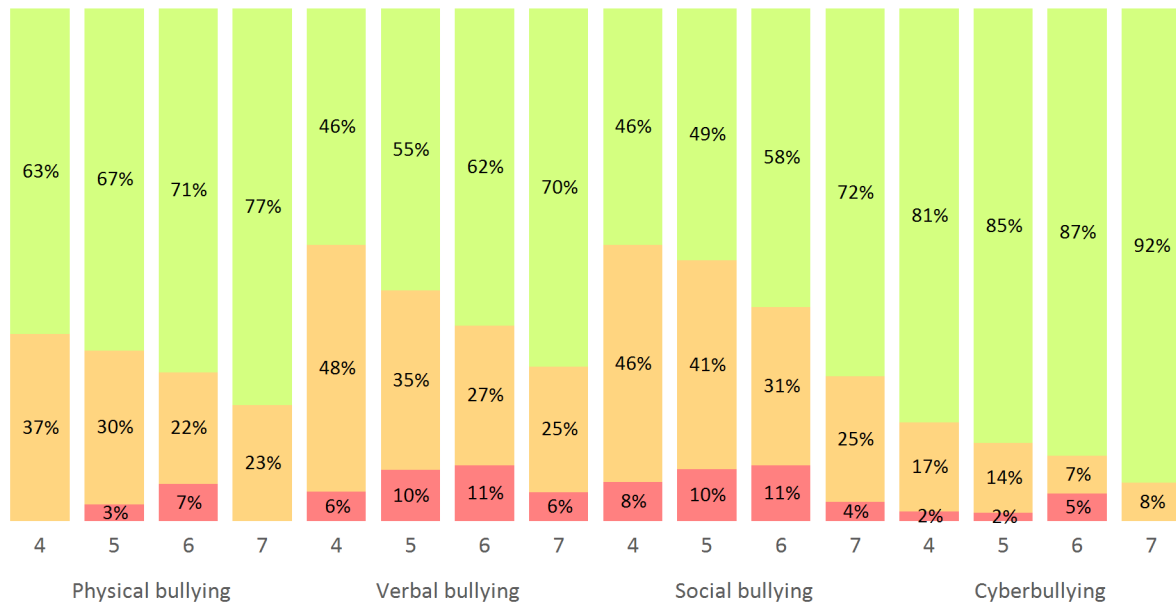
Number of students in 2019 who reporting being bullied by type and year level

Year Level	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely
4		19	33	3	25	24	4	24	24	1	9	42
5	2	18	40	6	21	33	6	24	29	1	8	50
6	4	12	39	6	15	34	6	17	32	3	4	48
7		12	41	3	13	37	2	13	38		4	49

Frequency of reported bullying across Unley Primary School students and corresponding emotional wellbeing
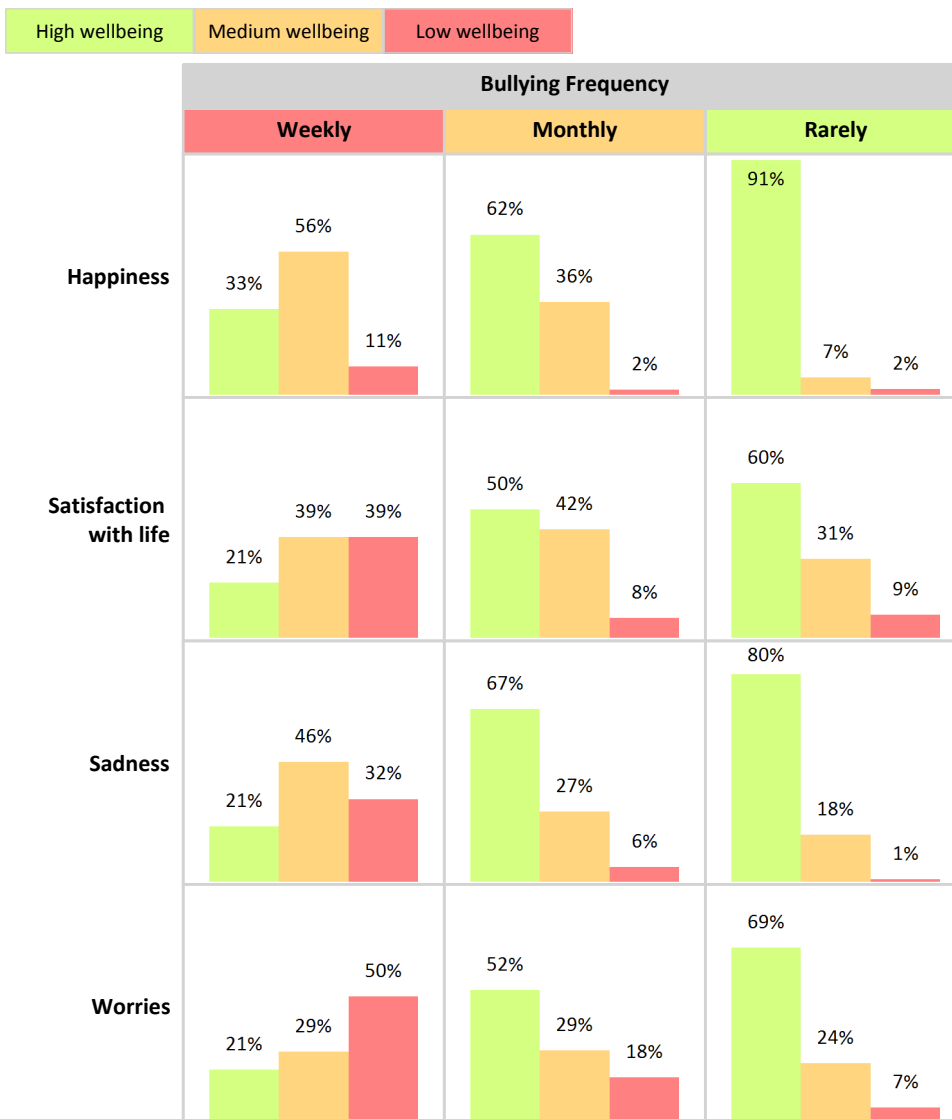
The following figures and graphs describe how young people's experiences of how frequently they are bullied relates to their emotional wellbeing.

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 3 for details regarding defintions and questions asked.

The proportion and then the number of students reporting low, medium and high wellbeing is shown for students based on whether they reported being bullied weekly, monthly or rarely. 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?)
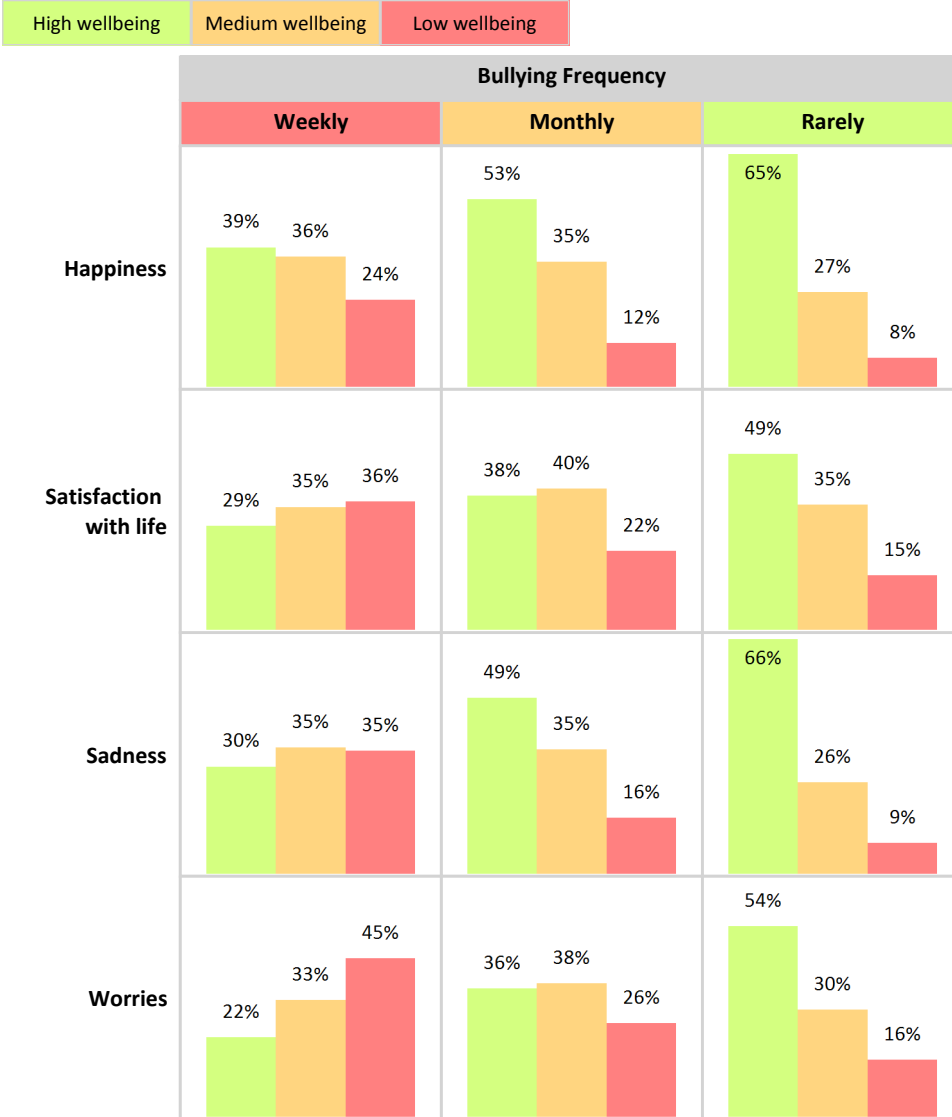
		Bullying Frequency			
		Weekly	Monthly	Rarely	Total
Happiness	High	9	64	80	153
	Medium	15	37	6	58
	Low	3	2	2	7
	Total	27	103	88	218
Satisfaction with life	High	6	51	53	110
	Medium	11	43	27	81
	Low	11	8	8	27
	Total	28	102	88	218
Sadness	High	6	69	70	145
	Medium	13	28	16	57
	Low	9	6	1	16
	Total	28	103	87	218
Worries	High	6	54	60	120
	Medium	8	30	21	59
	Low	14	19	6	39
	Total	28	103	87	218

Frequency of reported bullying across All public school students students and corresponding emotional wellbeing

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

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

| High wellbeing | Medium wellbeing | Low wellbeing |

Bullying Frequency

	Weekly	Monthly	Rarely
Happiness	39% 36% 24%	53% 35% 12%	65% 27% 8%
Satisfaction with life	29% 35% 36%	38% 40% 22%	49% 35% 15%
Sadness	30% 35% 35%	49% 35% 16%	66% 26% 9%
Worries	22% 33% 45%	36% 38% 26%	54% 30% 16%

		Bullying Frequency			
		Weekly	Monthly	Rarely	Total
Happiness	High	4612	16325	18938	**39875**
	Medium	4301	10911	7731	**22943**
	Low	2874	3816	2371	**9061**
	Total	**11787**	**31052**	**29040**	71879
Satisfaction with life	High	3428	11656	14274	**29358**
	Medium	4056	12267	10150	**26473**
	Low	4233	6873	4413	**15519**
	Total	**11717**	**30796**	**28837**	71350
Sadness	High	3567	15373	19171	**38111**
	Medium	4190	10894	7469	**22553**
	Low	4092	4924	2536	**11552**
	Total	**11849**	**31191**	**29176**	72216
Worries	High	2652	11243	15661	**29556**
	Medium	3891	11708	8809	**24408**
	Low	5273	8213	4681	**18167**
	Total	**11816**	**31164**	**29151**	72131

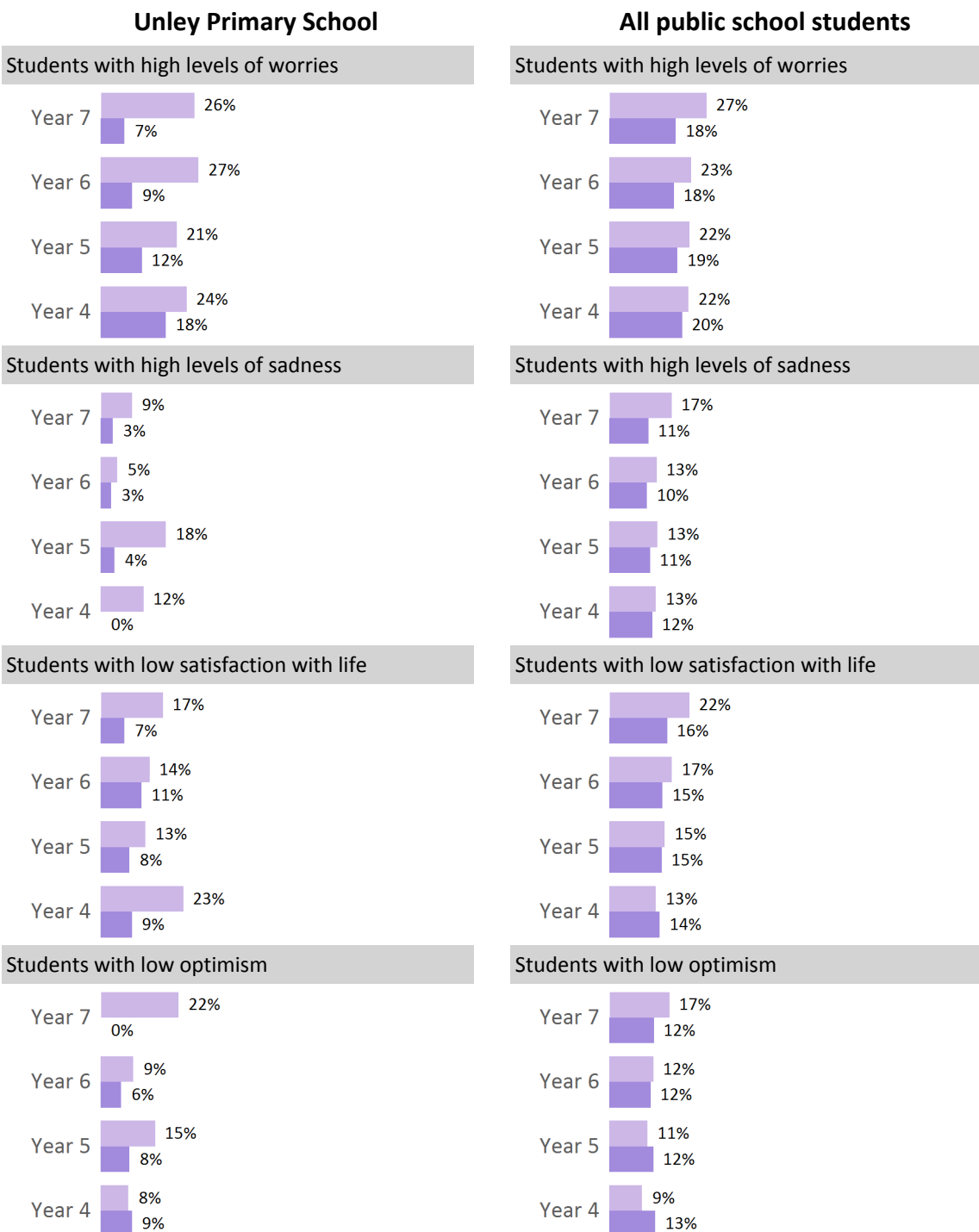## 2. Unley Primary School emotional wellbeing for boys and girls

Analysis of the 2016 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 the tables below show how the emotional wellbeing for girls compares to boys across Unley Primary School in 2019 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

Unley Primary School

Students with high levels of worries

Year	Girls	Boys
Year 7	26%	7%
Year 6	27%	9%
Year 5	21%	12%
Year 4	24%	18%

Students with high levels of sadness

Year	Girls	Boys
Year 7	9%	3%
Year 6	5%	3%
Year 5	18%	4%
Year 4	12%	0%

Students with low satisfaction with life

Year	Girls	Boys
Year 7	17%	7%
Year 6	14%	11%
Year 5	13%	8%
Year 4	23%	9%

Students with low optimism

Year	Girls	Boys
Year 7	22%	0%
Year 6	9%	6%
Year 5	15%	8%
Year 4	8%	9%

All public school students

Students with high levels of worries

Year	Girls	Boys
Year 7	27%	18%
Year 6	23%	18%
Year 5	22%	19%
Year 4	22%	20%

Students with high levels of sadness

Year	Girls	Boys
Year 7	17%	11%
Year 6	13%	10%
Year 5	13%	11%
Year 4	13%	12%

Students with low satisfaction with life

Year	Girls	Boys
Year 7	22%	16%
Year 6	17%	15%
Year 5	15%	15%
Year 4	13%	14%

Students with low optimism

Year	Girls	Boys
Year 7	17%	12%
Year 6	12%	12%
Year 5	11%	12%
Year 4	9%	13%

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

		Unley Primary School		All public school students	
		Girls	Boys	Girls	Boys
Students with high levels of worries	Year 7	6	2	1193	825
	Year 6	6	3	1141	915
	Year 5	7	3	1100	943
	Year 4	6	4	1107	1059
Students with high levels of sadness	Year 7	2	1	766	484
	Year 6	1	1	661	532
	Year 5	6	1	666	565
	Year 4	3	0	653	626
Students with low satisfaction with life	Year 7	4	2	975	716
	Year 6	3	4	861	742
	Year 5	4	2	747	718
	Year 4	6	2	636	718
Students with low optimism	Year 7	5	0	735	553
	Year 6	2	2	607	579
	Year 5	5	2	517	604
	Year 4	2	2	449	659

3. Unley Primary School after school activities

The tables below show the 2019 after school activities results for Unley Primary School.

The tables show you 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.

Unley Primary School - After School Activities - Days per week

	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]	33	83	77	30
b) …go to an after school care program (in my school or someplace else)? [DAYS]	175	37	10	1
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	43	102	55	23
d) … watch TV (including watching videos or DVDs)? [DAYS]	8	42	70	103
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	63	67	64	29
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	104	39	39	41
g) …read for fun? [DAYS]	20	50	74	79
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	18	52	73	80
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	110	62	22	29
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	75	81	48	19
k)…hang out with friends? [DAYS]	40	99	42	42
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	191	29	3	

Unley Primary School - After School Activities - Time spent per day

	<30 min	30min-1hr	1-2 hrs	2+ hrs	N/S*
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	5	75	70	34	6
b) …go to an after school care program (in my school or someplace else)? [TIME]	2	13	13	17	3
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	51	96	23	6	4
d) … watch TV (including watching videos or DVDs)? [TIME]	40	73	60	38	4
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	39	49	36	30	6
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	64	29	11	11	4
g) …read for fun? [TIME]	54	98	33	15	3
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	109	70	19	4	3
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	45	50	13	4	1
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	44	66	24	11	3
k)…hang out with friends? [TIME]	14	33	52	82	2
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	3	7	15	5	2

Unley Primary School - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	25	198
I don't know what is available.	24	199
I have to go straight home after school	71	152
I have too much homework to do.	21	202
I need to take care of brothers or sisters or do other things at home.	22	201
I'm too busy	66	157
It costs too much.	28	195
It is too difficult to get there.	25	198
It's not safe for me to go.	3	220
My parents do not approve.	24	199
None of my friends are interested or want to go.	31	192
The activity that I want is not offered.	34	189
The schedule does not fit the times that I can attend.	55	168

N/S* = Not Stated. Time spent per day was not reported while Days spent was reported.

Unley Primary School - After School Activities - Days per week

	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]	15%	37%	35%	13%
b) …go to an after school care program (in my school or someplace else)? [DAYS]	78%	17%	4%	0%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	19%	46%	25%	10%
d) … watch TV (including watching videos or DVDs)? [DAYS]	4%	19%	31%	46%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	28%	30%	29%	13%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	47%	17%	17%	18%
g) …read for fun? [DAYS]	9%	22%	33%	35%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	8%	23%	33%	36%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	49%	28%	10%	13%
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	34%	36%	22%	9%
k)…hang out with friends? [DAYS]	18%	44%	19%	19%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	86%	13%	1%	0%

Unley Primary School - After School Activities - Time spent per day

	<30 min	30min-1hr	1-2 hrs	2+ hrs	N/S*
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	3%	39%	37%	18%	3%
b) …go to an after school care program (in my school or someplace else)? [TIME]	4%	27%	27%	35%	6%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	28%	53%	13%	3%	2%
d) … watch TV (including watching videos or DVDs)? [TIME]	19%	34%	28%	18%	2%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	24%	31%	23%	19%	4%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	54%	24%	9%	9%	3%
g) …read for fun? [TIME]	27%	48%	16%	7%	1%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	53%	34%	9%	2%	1%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	40%	44%	12%	4%	1%
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	30%	45%	16%	7%	2%
k)…hang out with friends? [TIME]	8%	18%	28%	45%	1%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	9%	22%	47%	16%	6%

Unley Primary School - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	11%	89%
I don't know what is available.	11%	89%
I have to go straight home after school	32%	68%
I have too much homework to do.	9%	91%
I need to take care of brothers or sisters or do other things at home.	10%	90%
I'm too busy	30%	70%
It costs too much.	13%	87%
It is too difficult to get there.	11%	89%
It's not safe for me to go.	1%	99%
My parents do not approve.	11%	89%
None of my friends are interested or want to go.	14%	86%
The activity that I want is not offered.	15%	85%
The schedule does not fit the times that I can attend.	25%	75%

N/S* = Not Stated. Time spent per day was not reported while Days spent was reported.

4. All public school students after school activities

All public school students - After School Activities - Days per week

	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]	38403	20187	11682	7780
b) …go to an after school care program (in my school or someplace else)? [DAYS]	66453	6462	2718	2419
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	35206	14676	13308	14862
d) … watch TV (including watching videos or DVDs)? [DAYS]	26381	8605	13010	30056
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	39080	12925	10149	15898
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	41164	7149	7108	22631
g) …read for fun? [DAYS]	39299	13951	9667	15135
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	29830	14327	13657	20238
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	58169	10889	4156	4838
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	45027	18458	7631	6936
k)…hang out with friends? [DAYS]	35010	19644	8790	14608
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	68545	6385	1484	1638

All public school students - After School Activities - Time spent per day

	<30 min	30min-1hr	1-2 hrs	2+ hrs	N/S*
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	2168	8432	14644	10036	4448
b) …go to an after school care program (in my school or someplace else)? [TIME]	1215	2284	2698	3186	2259
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	10916	15393	6293	4361	5940
d) … watch TV (including watching videos or DVDs)? [TIME]	5251	12065	12145	15873	6427
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	5777	8013	7845	12145	5282
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	9762	7080	5535	9994	4553
g) …read for fun? [TIME]	12246	12692	4429	4463	4923
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	20052	14216	4577	2769	6609
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	5560	7491	2501	1509	2824
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	9725	10095	4503	3709	4994
k)…hang out with friends? [TIME]	2779	6773	9000	17920	6571
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	918	1568	2511	2600	1911

All public school students - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	8719	69333
I don't know what is available.	9259	68793
I have to go straight home after school	24800	53252
I have too much homework to do.	10824	67228
I need to take care of brothers or sisters or do other things at home.	9785	68267
I'm too busy	14705	63347
It costs too much.	9999	68053
It is too difficult to get there.	7458	70594
It's not safe for me to go.	3483	74569
My parents do not approve.	7256	70796
None of my friends are interested or want to go.	8842	69210
The activity that I want is not offered.	8983	69069
The schedule does not fit the times that I can attend.	10572	67480

N/S* = Not Stated. Time spent per day was not reported while Days spent was reported.

All public school students - After School Activities - Days per week

	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]	49%	26%	15%	10%
b) …go to an after school care program (in my school or someplace else)? [DAYS]	85%	8%	3%	3%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	45%	19%	17%	19%
d) … watch TV (including watching videos or DVDs)? [DAYS]	34%	11%	17%	39%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	50%	17%	13%	20%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	53%	9%	9%	29%
g) …read for fun? [DAYS]	50%	18%	12%	19%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	38%	18%	17%	26%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	75%	14%	5%	6%
j) …do arts and crafts (including painting, drawing, or something else)? [DAYS]	58%	24%	10%	9%
k)…hang out with friends? [DAYS]	45%	25%	11%	19%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	88%	8%	2%	2%

All public school students - After School Activities - Time spent per day

	<30 min	30min-1hr	1-2 hrs	2+ hrs	N/S*
a) …do organised individual or team sports (for example, basketball, swimming, cricket, football, netball, dancing, or something else)? [TIME]	5%	21%	37%	25%	11%
b) …go to an after school care program (in my school or someplace else)? [TIME]	10%	20%	23%	27%	19%
c) …do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	25%	36%	15%	10%	14%
d) … watch TV (including watching videos or DVDs)? [TIME]	10%	23%	23%	31%	12%
e) … play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	15%	21%	20%	31%	14%
f) …use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	26%	19%	15%	27%	12%
g) …read for fun? [TIME]	32%	33%	11%	12%	13%
h) …do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	42%	29%	9%	6%	14%
i) …do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	28%	38%	13%	8%	14%
j) …do arts and crafts (including painting, drawing, or something else)? [TIME]	29%	31%	14%	11%	15%
k)…hang out with friends? [TIME]	6%	16%	21%	42%	15%
l) …participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	10%	16%	26%	27%	20%

All public school students - Barriers to after school activities

	Yes	No
I am afraid I will not be good enough in that activity.	11%	89%
I don't know what is available.	12%	88%
I have to go straight home after school	32%	68%
I have too much homework to do.	14%	86%
I need to take care of brothers or sisters or do other things at home.	13%	87%
I'm too busy	19%	81%
It costs too much.	13%	87%
It is too difficult to get there.	10%	90%
It's not safe for me to go.	4%	96%
My parents do not approve.	9%	91%
None of my friends are interested or want to go.	11%	89%
The activity that I want is not offered.	12%	88%
The schedule does not fit the times that I can attend.	14%	86%

N/S* = Not Stated. Time spent per day was not reported while Days spent was reported.