Queensland Engagement and Wellbeing Survey

Report for **<school name>**

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About the Survey

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

More information is available on OnePortal:

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

Purpose and scope of this report

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

- what students think about their wellbeing and engagement

- students' identified strengths and how these can be encouraged

- any issues or challenges students are facing that may require further development and support.

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

Providing feedback on this report

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

What does the Survey measure?

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

The diagram below shows how these map onto the wellbeing domains of the *Student Learning and Wellbeing Framework*.
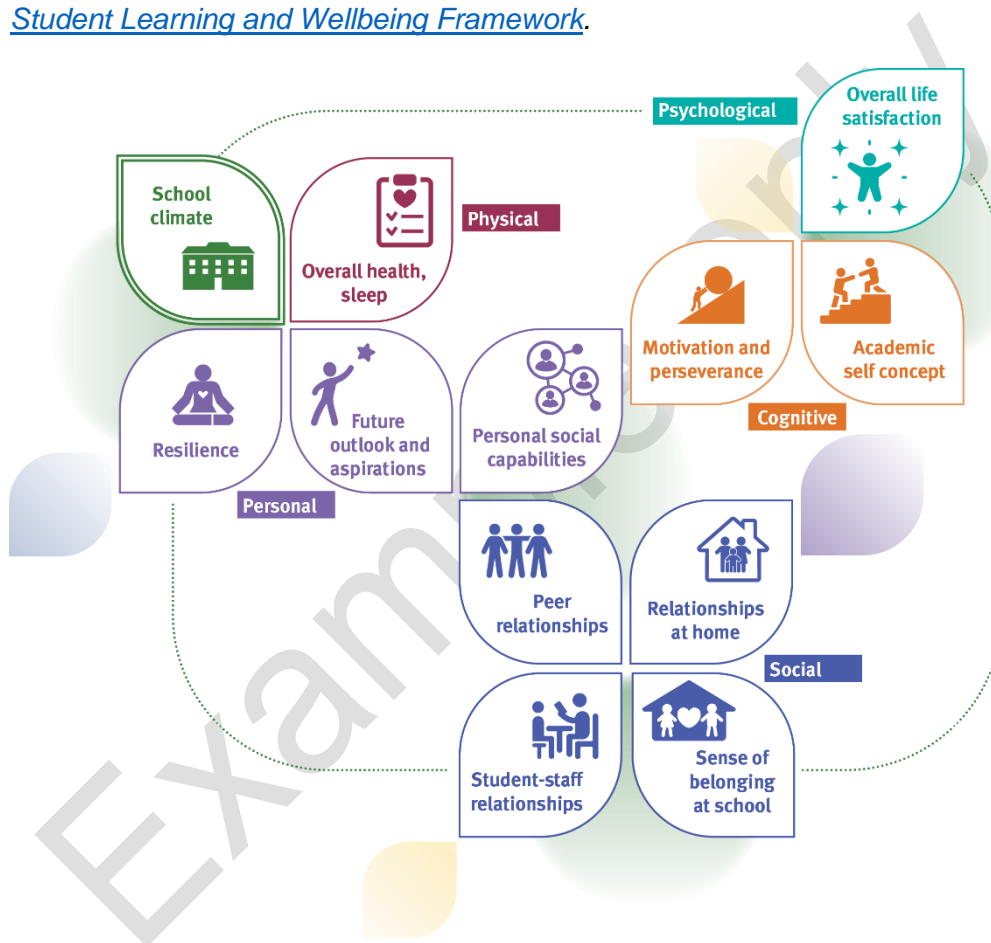
Stakeholders across Queensland, including more than five hundred Principals, identified these aspects as high priorities for measurement during consultation in 2019. We also researched the definitions of wellbeing and engagement overall, as well as the evidence behind each of the 12 aspects individually. You can find out more by reading our Literature Review.

How to interpret this report

Student responses

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

High	Medium	Low
Students who usually respond on the positive end of the scale.	Students who usually respond in the middle of the scale, or respond with a mix of positive and negative answers.	Students who usually respond on the negative end of the scale.

For a selection of questions on the Physical Wellbeing aspect, some constructs were classified as:

'Usually' or 'Always'	'Sometimes'	'Never' or 'Rarely'
Students who responded with 'Usually' or 'Always'.	Students who responded with 'Sometimes'.	Students who responded with 'Never' or 'Rarely'.

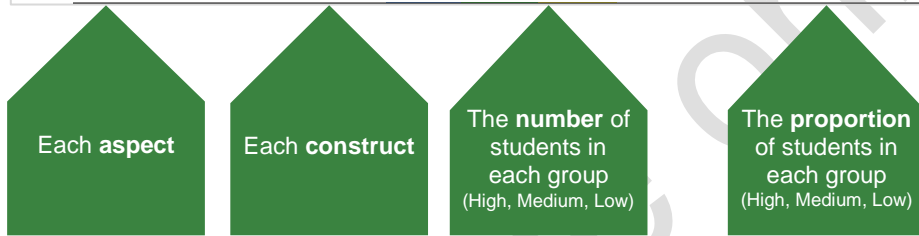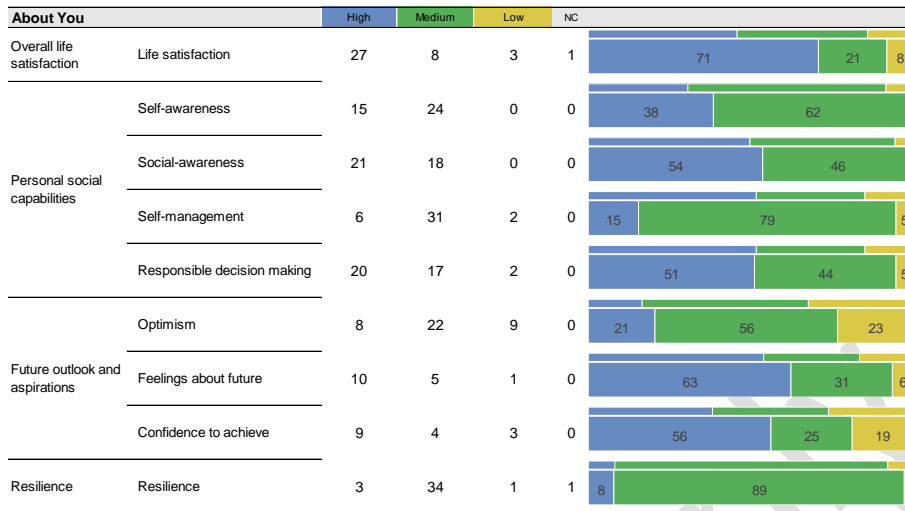For one item measuring time students go to bed on school days, answers were reported along the five-item scale:

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

For each **construct**, we report the number and proportion of students who were categorised into High, Medium and Low. Definitions for each aspect and construct are provided on page 8.

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Example State School, All respondents
Total respondents: 39

About You		High	Medium	Low	NC			
Overall life satisfaction	Life satisfaction	27	8	3	1	71	21	8
Personal social capabilities	Self-awareness	15	24	0	0	38	62	
	Social-awareness	21	18	0	0	54	46	
	Self-management	6	31	2	0	15	79	5
	Responsible decision making	20	17	2	0	51	44	5
Future outlook and aspirations	Optimism	8	22	9	0	21	56	23
	Feelings about future	10	5	1	0	63	31	6
	Confidence to achieve	9	4	3	0	56	25	19
Resilience	Resilience	3	34	1	1	8	89	

Each **aspect**

Each **construct**

The **number** of students in each group (High, Medium, Low)

The **proportion** of students in each group (High, Medium, Low)

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

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

All QEW primary student results for this construct

Your school's results for this construct

| 44 | 35 | 21 |
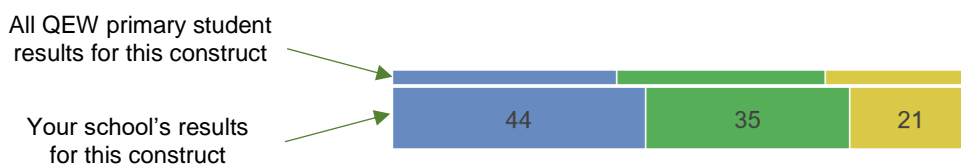
The comparison bars are provided to give you a general sense of how your students feel in relation to a wider group. You may be able to use them to help decide where to focus your effort in supporting your students, but do not treat them as targets or performance metrics. There are many reasons why your students may feel differently to a broader comparison group as well as potential limitations in the data itself (e.g. if your school or year level has small respondent numbers).

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Suppression rules

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

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

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

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

How to use these results

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

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

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

- **action** changes in your school that strengthen your approach to supporting students' wellbeing and engagement.

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Data literacy and sharing your results with the broader school community

Accessing different types of data strengthens schools' understanding of their students. Results from the Queensland Engagement and Wellbeing Survey will complement schools' existing understanding by offering data on students' wellbeing and engagement, to inform decisions and actions.

Analysis has been undertaken to ensure the scales used in the QEW Survey provide robust information on the constructs they are designed to measure. However, as the survey is new, we are still building our knowledge of how the wellbeing and engagement varies across different student cohorts.

We encourage you to share high-level findings or themes from the survey with your school community, as well as to discuss how you plan to strengthen wellbeing responses based on the data. However, we caution against providing your full results from Annex 1 in their current form because it is vital readers have a comprehensive understanding of the survey purpose, structure and reporting approach to correctly interpret the results.

Further guidance on data literacy and the purposeful and ethical use of data to inform policies, decisions and practices can be found in the **Data Literacy Framework** (available on OnePortal here).

Seeking support

If your school requires support to interpret the results of your Survey and use the findings to strengthen your school's approach to supporting students' wellbeing and engagement, contact your regional Principal Advisor – Mental Health (formerly Mental Health Coach).

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Key definitions

Defining wellbeing and engagement

Wellbeing is when an individual realises their potential, can cope with the normal stresses of life, can work productively, and has the ability to make a contribution to their community.
Student Learning and Wellbeing Framework

Engagement is generally defined by students' attention, interest and motivation to learn and develop in their education. It is widely considered to have emotional, behavioural and cognitive dimensions.

Defining the aspects and constructs being measured

Table 1 provides definitions and items used to measure each aspect and construct in the QEW Survey.

Each aspect and construct is measured through a number of items or questions. These are also provided in Table 1. Note that items are designed and validated to be reported at a construct level and would not provide meaningful data to schools if reported at an item level; response rates by item are not provided for this reason.

For further information on any of these definitions please see the full references provided on page 11.

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Table 1: Aspects, constructs and survey items

Aspect	Construct	Items
Overall life satisfaction *A global marker of wellbeing and is closely linked to various wellbeing outcomes including relationships, school climate, physical wellbeing and optimism.*	**Life satisfaction**	• 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.*
Personal Social Capabilities *How students recognise and regulate emotions, understand and build positive relationships, develop empathy, cope with challenging situations and work collaboratively.*	**Self-awareness** *Understanding one's own emotional state, needs and perspectives, recognising emotions, and recognising personal qualities and achievements.*	*Please tell us how easy or difficult each of the following are for you* • Knowing what my strengths are. • Knowing when my feelings are making it hard for me to focus. • Knowing the emotions I feel. • Knowing ways I calm myself down.
	Social-awareness *The ability to recognise others' feelings, learning how to partake in positive, safe and respectful relationships, and appreciating diverse perspectives.*	• Learning from people with different opinions than me. • Knowing what people may be feeling by the look on their face. • Knowing when someone needs help.
	Self-management *Learning when and how to use certain strategies to manage, regulate and maintain oneself in a range of situations. It involves expressing appropriate emotions, self-discipline, and becoming a confident, resilient and adaptable person.*	• Getting through something even when I feel frustrated. • Being patient even when I'm really excited. • Finishing tasks even if they are hard for me. • Setting goals for myself.
	Responsible decision making *The ability to make constructive choices about what is right or wrong, and understanding the evaluation of consequences based on ethical standards, safety concerns and social norms.*	• Thinking about what might happen before making a decision. • Knowing what is right or wrong.
Future outlook and aspirations *A students' expectations about their future and can be influenced by concepts of goal setting, motivation, self-confidence, optimism and mastery.*	**Optimism** *A students' view of life characterised by positive thinking and a positive attitude toward the future.*	• 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
	Feelings about future *How a student feels about the future.*	• How would you describe your feelings when you think about the future?*
	Confidence to achieve *A student's perceived confidence in their ability to achieve their goals after school.*	• How confident are you in your ability to achieve your study/work goals after school?*

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*These items were asked of secondary students only.

Aspect	Construct	Items
		Items not provided due to copyright restrictions.
Resilience *The process of how a student responds, learns and copes with adverse conditions. Resilience can support (and is influenced by) other aspects of wellbeing like positive relationships and safe environments.*	**Resilience**	
Sense of belonging *A student's belief that they are an accepted, valued and respected individual within their social community.*	**Sense of belonging**	• Being part of this school is important to me. • I am happy to be a part of this school. • I feel a strong connection with this school. • I feel I belong at this school. • I care about this school.
Relationships with peers *Relationships are consistently identified as critical to wellbeing. Relationships with peers is a student's sense of belonging, involvement and affection towards peers and friends.*	**Peer relationships** *A perception of how students treat and show understanding toward other students.*	• Students care about each other. • Students are friendly to each other. • Students go out of their way to help each other. • Students treat each other with respect. • Students show understanding to each other. • Students are accepting of each other's differences.
	Connectedness with friends *A perception of the quality of a student's friendships and the importance of spending time with their friends.*	• 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.
Student-staff relationships *A student's perception of belonging, closeness, understanding and being treated fairly by school staff.*	**Student-staff relationships**	• Staff care about students. • Staff are friendly to students. • Staff go out of their way to help students. • Staff treat students with respect. • Staff involve students in decisions and planning. • Staff show understanding to students. • Staff take students' concerns seriously.
School climate *The school experience and the overall tone of the school environment.*	**Clarity of expectations** *The understanding of clear behavioural expectations of students.*	• Rules are made clear to students. • Students know how they are expected to act. • Students know what the rules are. • It is clear how students are expected to act.

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Aspect	*Construct*	*Items*
	Fairness *The perceived fairness of rules within a school.*	• The school rules are fair. • The responses for breaking rules are fair. • The school's Student Code of Conduct is fair. • Classroom rules are fair.
	Safety *The perceived safety of students in and around the school.*	• Students are safe around school. • Students feel safe. • Students know they are safe in this school.
Relationships at home *Students' perception of connectedness and sense of closeness to their family/carers.*	**Relationships at home**	*Items not provided due to copyright restrictions.* •
Academic self-concept *The way a student perceives their own academic ability and achievement. Academic self-concept is linked to academic achievement and cognitive engagement.*	**Academic self-efficacy**	• I am certain I can master the skills taught in school this year. • If I have enough time, I can do a good job on all my schoolwork. • Even if the work in school is hard, I can learn it.
Motivation and perseverance *Motivation and perseverance is the drive, energy and emotion leading to learning, working effectively and achieving*	**Mastery goal orientation** *The desire to learn and extend one's mastery and understanding in an achievement setting.*	• It is important to me that I learn a lot of new concepts this year. • One of my goals in class is to learn as much as I can. • One of my goals is to master a lot of new skills this year. • It is important to me that I thoroughly understand my classwork. • It is important to me that I improve my skills this year.
	Perseverance *The tenacity to stick to things and pursue a task until it is complete.*	• I finish whatever I begin. • I keep at my schoolwork until I am done with it. • Once I make a plan to get something done, I stick to it. • I am a hard worker.
Physical wellbeing *Physical wellbeing measures students' perception of their overall health and sleep habits.*	**Overall health**	• Compared to other people your age, would you say that your health is: • How often do you think that you get enough sleep? • What time do you usually go to bed on school days?
	Sleep	• How often do you use an electronic device (for example a tablet, laptop, phone or TV) in the hour before going to sleep on a school night?

References

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

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

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Results

Your school's results

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

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

Table 2: Number of participating students by Year Level

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

202x QEW Survey results

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

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

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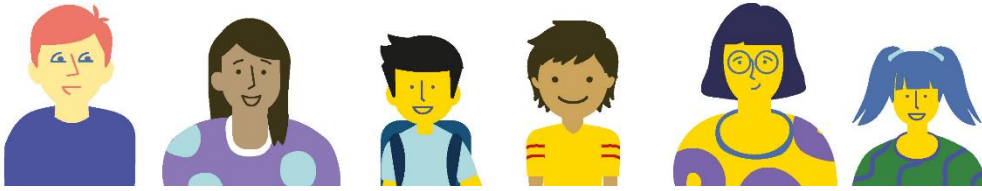
Annex 1: Your school's results

Example only

Example school, All respondents

Total respondents: 1,167

About You		High	Medium	Low	NC			
Overall life satisfaction	Life satisfaction	409	504	242	12	35	44	21
Personal social capabilities	Self-awareness	404	686	71	6	35	59	6
	Social-awareness	607	498	57	5	52	43	5
	Self-management	172	815	174	6	15	70	15
	Responsible decision making	671	374	104	18	58	33	9
Future outlook and aspirations	Optimism	494	448	215	10	43	39	19
	Feelings about future	598	362	175	32	53	32	15
	Confidence to achieve	435	444	255	33	38	39	22
Resilience	Resilience	468	591	99	9	40	51	9

About your relationships and your school		High	Medium	Low	NC			
Sense of belonging	Sense of belonging	364	489	301	13	32	42	26
Relationships with peers	Peer relationships	228	557	368	14	20	48	32
	Connectedness with friends	775	242	134	16	67	21	12
Student-staff relationships	Student-staff relationships	519	486	145	17	45	42	13
School climate	Clarity of expectations	595	484	68	20	52	42	6
	Fairness	350	605	192	20	31	53	17
	Safety	409	436	302	20	36	38	26
Relationships at home	Relationships at home	690	313	141	23	60	27	12

About your learning		High	Medium	Low	NC			
Academic self-concept	Academic self-efficacy	524	422	193	28	46	37	17
Motivation and perseverance	Mastery goal orientation	547	444	146	30	48	39	13
	Perseverance	316	608	213	30	28	53	19

About your health		High	Medium	Low	NC			
	Overall health	635	355	149	28	56	31	13

		Always/Usually	Sometimes	Never/Rarely	NC			
Physical wellbeing	How often do you think that you get enough sleep?	530	321	288	28	47	28	25
	How often do you use an electronic device before sleep?	967	97	71	32	85	9	6

		Before 8pm	Between 8-9pm	Between 9-10pm	Between 10-11pm	After 11pm	NC				
	What time you usually go to bed on school days?	31	207	347	326	227	29	18	30	29	20

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

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

Example school, Year 7

Total respondents: 260

About You		High	Medium	Low	NC	
Overall life satisfaction	Life satisfaction	86	122	48	4	34 / 48 / 19
Personal social capabilities	Self-awareness	71	174	12	3	28 / 68 / 5
	Social-awareness	120	127	10	3	47 / 49
	Self-management	24	190	43	3	9 / 74 / 17
	Responsible decision making	119	103	34	4	46 / 40 / 13
Future outlook and aspirations	Optimism	111	105	41	3	43 / 41 / 16
	Feelings about future	145	76	23	16	59 / 31 / 9
	Confidence to achieve	103	94	49	14	42 / 38 / 20
Resilience	Resilience	87	147	22	4	34 / 57 / 9

About your relationships and your school		High	Medium	Low	NC	
Sense of belonging	Sense of belonging	116	94	43	7	46 / 37 / 17
Relationships with peers	Peer relationships	55	138	60	7	22 / 55 / 24
	Connectedness with friends	173	58	23	6	68 / 23 / 9
Student-staff relationships	Student-staff relationships	139	97	17	7	55 / 38 / 7
School climate	Clarity of expectations	123	118	12	7	49 / 47 / 5
	Fairness	98	123	32	7	39 / 49 / 13
	Safety	91	105	56	8	36 / 42 / 22
Relationships at home	Relationships at home	159	70	23	8	63 / 28 / 9

About your learning		High	Medium	Low	NC	
Academic self-concept	Academic self-efficacy	120	82	46	12	48 / 33 / 19
Motivation and perseverance	Mastery goal orientation	141	80	25	14	57 / 33 / 10
	Perseverance	72	141	34	13	29 / 57 / 14

About your health		High	Medium	Low	NC	
	Overall health	142	83	22	13	57 / 34 / 9

Physical wellbeing		Always/Usually	Sometimes	Never/Rarely	NC	
	How often do you think that you get enough sleep?	132	65	50	13	53 / 26 / 20
	How often do you use an electronic device before sleep?	189	34	22	15	77 / 14 / 9

		Before 8pm	Between 8-9pm	Between 9-10pm	Between 10-11pm	After 11pm	NC	
	What time you usually go to bed on school days?	15	99	79	32	22	13	6 / 40 / 32 / 13 / 9

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

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

Example school, Year 8

Total respondents: 347

About You		High	Medium	Low	NC	
Overall life satisfaction	Life satisfaction	116	150	71	10	34 / 45 / 21
Personal social capabilities	Self-awareness	114	205	26	2	33 / 59 / 8
	Social-awareness	186	144	15	2	54 / 42 / 4
	Self-management	58	243	42	4	17 / 71 / 12
	Responsible decision making	217	86	39	5	63 / 25 / 11
Future outlook and aspirations	Optimism	134	141	68	4	39 / 41 / 20
	Feelings about future	178	98	49	22	55 / 30 / 15
	Confidence to achieve	125	123	75	24	39 / 38 / 23
Resilience	Resilience	132	187	24	4	38 / 55 / 7

About your relationships and your school		High	Medium	Low	NC	
Sense of belonging	Sense of belonging	108	154	72	13	32 / 46 / 22
Relationships with peers	Peer relationships	81	180	74	12	24 / 54 / 22
	Connectedness with friends	223	74	37	13	67 / 22 / 11
Student-staff relationships	Student-staff relationships	140	147	45	15	42 / 44 / 14
School climate	Clarity of expectations	146	160	24	17	44 / 48 / 7
	Fairness	99	166	63	19	30 / 51 / 19
	Safety	129	116	84	18	39 / 35 / 26
Relationships at home	Relationships at home	193	85	51	18	59 / 26 / 16

About your learning		High	Medium	Low	NC	
Academic self-concept	Academic self-efficacy	153	119	54	21	47 / 37 / 17
Motivation and perseverance	Mastery goal orientation	175	115	36	21	54 / 35 / 11
	Perseverance	106	162	58	21	33 / 50 / 18

About your health		High	Medium	Low	NC	
	Overall health	173	96	56	22	53 / 30 / 17

Physical wellbeing		Always/Usually	Sometimes	Never/Rarely	NC	
	How often do you think that you get enough sleep?	153	90	82	22	47 / 28 / 25
	How often do you use an electronic device before sleep?	265	26	32	24	82 / 8 / 10

		Before 8pm	Between 8-9pm	Between 9-10pm	Between 10-11pm	After 11pm	NC	
	What time you usually go to bed on school days?	8	59	112	94	51	23	18 / 35 / 29 / 16

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

Comparison bars consist of all respondents from all participating Year 8 students in Queensland.

Example school, Year 9
Total respondents: 211

About You		High	Medium	Low	NC	Comparison bars (%)
Overall life satisfaction	Life satisfaction	66	92	51	2	32 / 44 / 24
Personal social capabilities	Self-awareness	76	117	18	0	36 / 55 / 9
	Social-awareness	98	99	13	1	47 / 47 / 6
	Self-management	40	141	30	0	19 / 67 / 14
	Responsible decision making	121	70	17	3	58 / 34 / 8
Future outlook and aspirations	Optimism	85	88	37	1	40 / 42 / 18
	Feelings about future	97	73	39	2	46 / 35 / 19
	Confidence to achieve	77	72	59	3	37 / 35 / 28
Resilience	Resilience	86	101	23	1	41 / 48 / 11

About your relationships and your school		High	Medium	Low	NC	Comparison bars (%)
Sense of belonging	Sense of belonging	52	91	67	1	25 / 43 / 32
Relationships with peers	Peer relationships	35	102	73	1	17 / 49 / 35
	Connectedness with friends	130	51	29	1	62 / 24 / 14
Student-staff relationships	Student-staff relationships	85	94	30	2	41 / 45 / 14
School climate	Clarity of expectations	105	86	17	3	50 / 41 / 8
	Fairness	62	109	37	3	30 / 52 / 18
	Safety	69	69	71	2	33 / 33 / 34
Relationships at home	Relationships at home	114	66	28	3	55 / 32 / 13

About your learning		High	Medium	Low	NC	Comparison bars (%)
Academic self-concept	Academic self-efficacy	93	71	43	4	45 / 34 / 21
Motivation and perseverance	Mastery goal orientation	78	96	33	4	38 / 46 / 16
	Perseverance	52	109	47	3	25 / 52 / 23

About your health		High	Medium	Low	NC	Comparison bars (%)
	Overall health	105	70	34	2	50 / 33 / 16

Physical wellbeing		Always/Usually	Sometimes	Never/Rarely	NC	Comparison bars (%)
	How often do you think that you get enough sleep?	94	57	58	2	45 / 27 / 28
	How often do you use an electronic device before sleep?	175	21	12	3	84 / 10 / 6

		Before 8pm	Between 8-9pm	Between 9-10pm	Between 10-11pm	After 11pm	NC	Comparison bars (%)
	What time you usually go to bed on school days?	7	30	63	54	54	3	14 / 30 / 26 / 26

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

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

Annex 2: 202x QEW Survey results

Queensland Engagement and Wellbeing Survey 202x Schools, All respondents

Total respondents: 98,909

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

		Always/Usually	Sometimes	Never/Rarely	NC			
Physical wellbeing	How often do you think that you get enough sleep?	50 418	23 003	20 119	5 369	54	25	22
	How often do you use an electronic device before sleep?	67 379	10 569	15 235	5 726	72	11	16

		Before 8pm	Between 8-9pm	Between 9-10pm	Between 10-11pm	After 11pm	NC	
	What time you usually go to bed on school days?	11 004	29 725	23 494	16 310	12 867	5 509	12 32 25 17 14

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

Queensland Engagement and Wellbeing Survey 202x Schools, Secondary respondents

Total respondents: 56,826

About You	High	Medium	Low	NC	Chart
Overall life satisfaction — Life satisfaction	19 271	24 465	11 232	1 858	35 / 45 / 20
Personal social capabilities — Self-awareness	19 533	32 577	3 853	863	35 / 58 / 7
Personal social capabilities — Social-awareness	28 174	24 436	3 349	867	50 / 44 / 6
Personal social capabilities — Self-management	9 478	37 371	8 802	1 175	17 / 67 / 16
Personal social capabilities — Responsible decision making	31 820	17 124	6 471	1 411	57 / 31 / 12
Future outlook and aspirations — Optimism	23 477	20 240	11 618	1 491	42 / 37 / 21
Future outlook and aspirations — Feelings about future	27 970	16 064	8 893	3 899	53 / 30 / 17
Future outlook and aspirations — Confidence to achieve	20 587	18 970	13 327	3 942	39 / 36 / 25
Resilience — Resilience	21 138	29 177	5 040	1 471	38 / 53 / 9

About your relationships and your school	High	Medium	Low	NC	Chart
Sense of belonging — Sense of belonging	19 925	22 624	12 271	2 006	36 / 41 / 22
Relationships with peers — Peer relationships	13 435	26 358	14 839	2 194	25 / 48 / 27
Relationships with peers — Connectedness with friends	36 963	11 624	5 904	2 335	68 / 21 / 11
Student-staff relationships — Student-staff relationships	26 778	21 043	6 489	2 516	49 / 39 / 12
School climate — Clarity of expectations	29 401	20 893	3 532	3 000	55 / 39 / 7
School climate — Fairness	22 575	24 471	6 754	3 026	42 / 45 / 13
School climate — Safety	23 154	19 311	11 410	2 951	43 / 36 / 21
Relationships at home — Relationships at home	31 673	14 394	7 605	3 154	59 / 27 / 14

About your learning	High	Medium	Low	NC	Chart
Academic self-concept — Academic self-efficacy	24 558	19 945	8 817	3 506	46 / 37 / 17
Motivation and perseverance — Mastery goal orientation	28 122	19 257	5 998	3 449	53 / 36 / 11
Motivation and perseverance — Perseverance	16 852	26 396	9 934	3 644	32 / 50 / 19

About your health	High	Medium	Low	NC	Chart
Overall health	29 285	15 648	7 951	3 942	55 / 30 / 15

Physical wellbeing	Always/Usually	Sometimes	Never/Rarely	NC	Chart
How often do you think that you get enough sleep?	25 519	14 066	13 295	3 946	48 / 27 / 25
How often do you use an electronic device before sleep?	43 314	4 525	4 933	4 054	82 / 9 / 9

	Before 8pm	Between 8-9pm	Between 9-10pm	Between 10-11pm	After 11pm	NC	Chart
What time you usually go to bed on school days?	1 882	10 321	15 948	13 680	11 023	3 972	20 / 30 / 26 / 21

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