



WELLBEING & ENGAGEMENT COLLECTION

Measure | Analyse | Act

Poonindie Community Learning Centre

Survey Year: 2018

Including data for:
All public school students

Document Control

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**Government
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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 2018, showing the results for Poonindie Community Learning Centre 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:

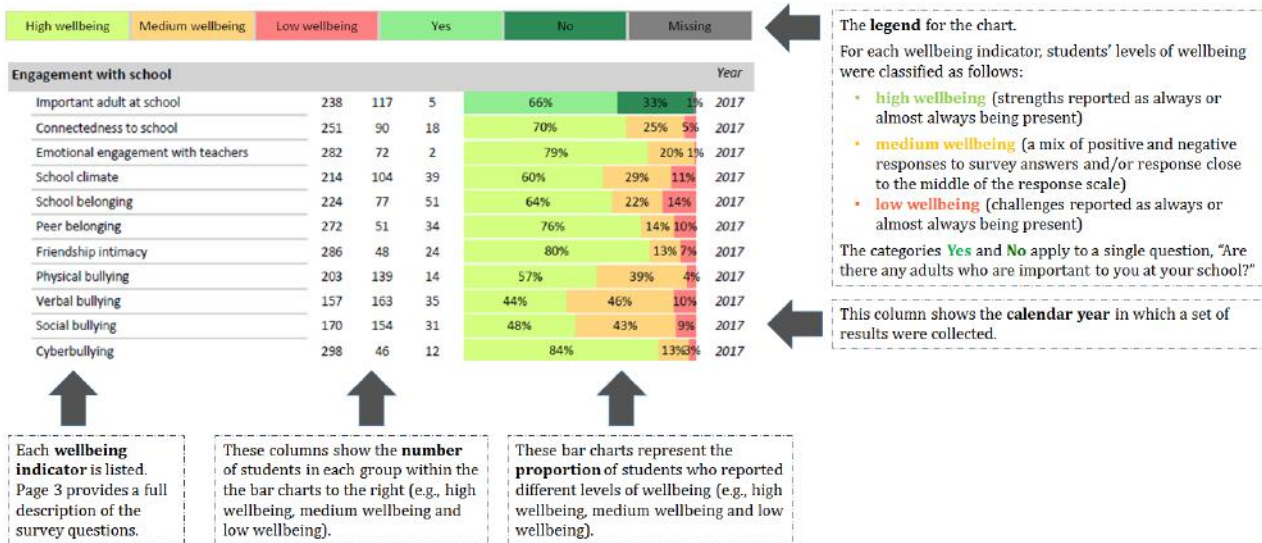
- help engage school staff, students and/or the broader school community in conversations about young people's wellbeing and engagement
- incorporate what is learnt, where necessary, into school, partnership or State-wide planning.

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 Poonindie Community Learning Centre are summarised throughout this report. Notes have been added to the figures to explain the different components of these charts and tables.



Structure of this report

Part 1: Wellbeing and engagement results for Poonindie Community Learning Centre, 2018

This section of the report sets out the wellbeing results from 2018 for Poonindie Community Learning Centre, 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 Poonindie Community Learning Centre, time series

This section of the report follows the same format as Part 1, but includes time series data for Poonindie Community Learning Centre across all available collection years.

Part 3: Wellbeing and engagement results for Poonindie Community Learning Centre, 2018, year level

This section of the report follows the same format as Part 1, but sets out the wellbeing results from 2018 for each separate year level group for Poonindie Community Learning Centre. 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 you, shoved, or kicked you, spat at
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
Body image	Describes perceptions young people have about their body shape
Nutrition - breakfast	How often the young person ate breakfast during a week
Sleep	How often the young person slept well
Music and arts	Participated in music or arts and craft activities after school
Sports	Participated in organised or team sports after school (eg: basketball, swimming, football, netball, etc)
Organised activities	Participated in organised activities after school (eg: sports, music, arts and craft)

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 took a lot of care with what I was doing. I was excited to come up with new things. 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?
	Body image	How do you rate your body weight?
	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: Poonindie Community Learning Centre

Wellbeing and engagement participation for Poonindie Community Learning Centre

Poonindie Community Learning Centre has participated in 2 Survey Collections in 2017; 2018.

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 3 enrolment census). The table also allows you to see whether participation in the survey has increased, decreased or remained stable over time. This information allows you to consider how well the survey results may represent the views of all Poonindie Community Learning Centre students over time.

Year	Year Level	Poonindie Community Learning Centre			All public school students	Notes
		Number of Valid Survey Responses	Number of Enrolments	% Participation	Number of Valid Survey Responses	
2017	4	14	14	100.00 %	9,133	
	5	7	9	77.77 %	9,312	
	6	10	11	90.90 %	10,507	
	7	5	6	83.33 %	9,484	
	Total	36			38,436	
2018	4	15	15	100.00 %	11,151	
	5	15	16	93.75 %	11,544	
	6	9	10	90.00 %	11,354	
	7	9	11	81.81 %	10,484	
	Total	48			44,533	

Wellbeing and engagement results for Poonindie Community Learning Centre

The figure below shows the 2018 wellbeing results for Poonindie Community Learning Centre.

The figure shows, on a single page, the number and proportion of students in Poonindie Community Learning Centre 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 Poonindie Community Learning Centre 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						<i>Year</i>
Happiness	32	10	5	68%	21%	11% 2018
Optimism	27	13	8	56%	27%	17% 2018
Satisfaction with life	25	15	8	52%	31%	17% 2018
Emotion regulation	20	21	7	42%	44%	15% 2018
Sadness	28	14	6	58%	29%	13% 2018
Worries	19	17	12	40%	35%	25% 2018
Engagement with school						<i>Year</i>
Important adult at school	46	2		96%	4%	2018
Connectedness to school	38	9	1	79%	19%	2% 2018
Emotional engagement with teachers	45	3		94%	6%	2018
School climate	38	8	2	79%	17%	4% 2018
School belonging	35	10	3	73%	21%	6% 2018
Peer belonging	27	13	7	57%	28%	15% 2018
Friendship intimacy	29	14	4	62%	30%	9% 2018
Physical bullying	30	16	2	63%	33%	4% 2018
Verbal bullying	26	19	3	54%	40%	6% 2018
Social bullying	20	23	5	42%	48%	10% 2018
Cyberbullying	43	4	1	90%	8%	2% 2018
Learning readiness						<i>Year</i>
Perseverance	27	15	5	57%	32%	11% 2018
Cognitive engagement	26	18	4	54%	38%	8% 2018
Academic self concept	38	10		79%	21%	2018
Health and wellbeing out of school						<i>Year</i>
Overall health	16	23	9	33%	48%	19% 2018
Body image	27	17	3	57%	36%	6% 2018
Nutrition - breakfast	34	9	5	71%	19%	10% 2018
Sleep	24	8	12	55%	18%	27% 2018
Music and arts	35	6	6	74%	13%	13% 2018
Sports	23	13	12	48%	27%	25% 2018
Organised activities	42	3	3	88%	6%	6% 2018

Wellbeing and engagement results for All public school students

The figure below shows the 2018 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 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						<i>Year</i>
Happiness	37043	19277	7078	58%	30%	11% 2018
Optimism	32072	22198	9359	50%	35%	15% 2018
Satisfaction with life	28304	22662	12463	45%	36%	20% 2018
Emotion regulation	25418	24591	13449	40%	39%	21% 2018
Sadness	35658	18944	8814	56%	30%	14% 2018
Worries	28391	21027	13875	45%	33%	22% 2018
Engagement with school						<i>Year</i>
Important adult at school	40937	22620	1244	63%	35%	2% 2018
Connectedness to school	38119	18811	6352	60%	30%	10% 2018
Emotional engagement with teachers	44549	16374	2111	71%	26%	3% 2018
School climate	23295	26582	13053	37%	42%	21% 2018
School belonging	28608	20507	13027	46%	33%	21% 2018
Peer belonging	35561	18251	8861	57%	29%	14% 2018
Friendship intimacy	44140	12184	6258	71%	19%	10% 2018
Physical bullying	38223	20565	3701	61%	33%	6% 2018
Verbal bullying	27965	26233	7877	45%	42%	13% 2018
Social bullying	31222	24122	6600	50%	39%	11% 2018
Cyberbullying	47724	11110	2997	77%	18%	5% 2018
Learning readiness						<i>Year</i>
Perseverance	28842	25726	8498	46%	41%	13% 2018
Cognitive engagement	31301	22789	8328	50%	37%	13% 2018
Academic self concept	40375	16963	5362	64%	27%	9% 2018
Health and wellbeing out of school						<i>Year</i>
Overall health	21995	28556	12085	35%	46%	19% 2018
Body image	37609	19371	4683	61%	31%	8% 2018
Nutrition - breakfast	45095	5562	11769	72%	9%	19% 2018
Sleep	35906	11334	13510	59%	19%	22% 2018
Music and arts	29619	11133	20449	48%	18%	33% 2018
Sports	34117	10651	16696	56%	17%	27% 2018
Organised activities	49998	5637	6433	81%	9%	10% 2018

Part 2: Wellbeing and engagement: Poonindie Community Learning Centre, time series

Wellbeing and engagement results for Poonindie Community Learning Centre over time

The figure below shows the wellbeing results for Poonindie Community Learning Centre over time.

The figure shows whether, over time, the number and proportion of students in Poonindie Community Learning Centre 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 Poonindie Community Learning Centre 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						<i>Year</i>
Happiness	18	11	7	50%	31%	19%
	32	10	5	68%	21%	11%
Optimism	18	12	6	50%	33%	17%
	27	13	8	56%	27%	17%
Satisfaction with life	20	10	6	56%	28%	17%
	25	15	8	52%	31%	17%
Emotion regulation	13	17	6	36%	47%	17%
	20	21	7	42%	44%	15%
Sadness	17	13	6	47%	36%	17%
	28	14	6	58%	29%	13%
Worries	17	15	4	47%	42%	11%
	19	17	12	40%	35%	25%
Engagement with school						<i>Year</i>
Important adult at school	32	3	1	89%	8%	3%
	46	2		96%	4%	
Connectedness to school	21	14	1	58%	39%	3%
	38	9	1	79%	19%	2%
Emotional engagement with teachers	33	3		92%	8%	
	45	3		94%	6%	
School climate	29	4	3	81%	11%	8%
	38	8	2	79%	17%	4%
School belonging	29	3	4	81%	8%	11%
	35	10	3	73%	21%	6%
Peer belonging	23	9	4	64%	25%	11%
	27	13	7	57%	28%	15%
Friendship intimacy	25	3	8	69%	8%	22%
	29	14	4	62%	30%	9%
Physical bullying	23	11	2	64%	31%	6%
	30	16	2	63%	33%	4%
Verbal bullying	20	13	3	56%	36%	8%
	26	19	3	54%	40%	6%
Social bullying	18	16	2	50%	44%	6%

Social bullying	20	23	5	42%	48%	10%	2018
Cyberbullying	32	3	1	89%		8%	2017
	43	4	1	90%		8%	2018
Learning readiness							<i>Year</i>
Perseverance	10	16	10	28%	44%	28%	2017
	27	15	5	57%	32%	11%	2018
Cognitive engagement	18	15	3	50%	42%	8%	2017
	26	18	4	54%	38%	8%	2018
Academic self concept	27	7	2	75%		19%	6%
	38	10		79%		21%	2018
Health and wellbeing out of school							<i>Year</i>
Overall health	16	17	3	44%	47%	8%	2017
	16	23	9	33%	48%	19%	2018
Body image	28	6	2	78%		17%	6%
	27	17	3	57%	36%	6%	2018
Nutrition - breakfast	29	2	5	81%		6%	14%
	34	9	5	71%		19%	10%
Sleep	25	5	5	71%		14%	14%
	24	8	12	55%	18%	27%	2018
Music and arts	16	9	11	44%	25%	31%	2017
	35	6	6	74%		13%	13%
Sports	13	12	11	36%	33%	31%	2017
	23	13	12	48%	27%	25%	2018
Organised activities	29	4	3	81%		11%	8%
	42	3	3	88%		6%	6%

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 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							<i>Year</i>
Happiness	1014	589	543	47%	27%	25%	2015
	18090	10457	7864	50%	29%	22%	2016
	28838	14836	10430	53%	27%	19%	2017
	37043	19277	7078	58%	30%	11%	2018
Optimism	660	785	694	31%	37%	32%	2015
	9911	14046	12439	27%	39%	34%	2016
	30705	14422	8912	57%	27%	16%	2017
	32072	22198	9359	50%	35%	15%	2018
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
Emotion regulation	10512	17416	8382	29%	48%	23%	2016
	18783	23248	11959	35%	43%	22%	2017
	25418	24591	13449	40%	39%	21%	2018
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
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
Engagement with school							<i>Year</i>
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
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
Emotional engagement with teachers	23092	11044	1844	64%	31%	5%	2016
	37263	13523	2170	70%	26%	4%	2017
	44549	16374	2111	71%	26%	3%	2018
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

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
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
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
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
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
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
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

Learning readiness

Year

Perseverance	726	766	645	34%	36%	30%	2015
	12199	12889	11238	34%	35%	31%	2016
	20196	18926	14749	37%	35%	27%	2017
	28842	25726	8498	46%	41%	13%	2018
Cognitive engagement	15971	15057	4766	45%	42%	13%	2016
	27840	19000	5824	53%	36%	11%	2017
	31301	22789	8328	50%	37%	13%	2018
Academic self concept	17291	4823	1629	73%	20%	7%	2015
	22030	9604	4372	61%	27%	12%	2016
	35463	12257	5366	67%	23%	10%	2017
	40375	16963	5362	64%	27%	9%	2018

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
Body image	14441	7846	1287	61%	33%	5%	2015
	21068	11835	2505	60%	33%	7%	2016
	31750	16242	3941	61%	31%	8%	2017
	37609	19371	4683	61%	31%	8%	2018
Nutrition - breakfast	16856	2177	4574	71%	9%	19%	2015
	24182	3619	7849	68%	10%	22%	2016
	38441	4513	9496	73%	9%	18%	2017

Nutrition - breakfast	45095	5562	11769	72%	9%	19%	2018
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
	9941	3606	9960	42%	15%	42%	2015
Music and arts	14550	6526	14126	41%	19%	40%	2016
	25755	9547	16172	50%	19%	31%	2017
	29619	11133	20449	48%	18%	33%	2018
	17266	1825	4425	73%	8%	19%	2015
Sports	18519	5986	10794	52%	17%	31%	2016
	28975	9104	13634	56%	18%	26%	2017
	34117	10651	16696	56%	17%	27%	2018
	19814	1443	2269	84%	6%	10%	2015
Organised activities	27150	3830	4576	76%	11%	13%	2016
	42532	4611	4983	82%	9%	10%	2017
	49998	5637	6433	81%	9%	10%	2018

Part 3: Wellbeing and engagement results for Poonindie Community Learning Centre, 2018, 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 Poonindie Community Learning Centre.

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 2018 wellbeing results for Poonindie Community Learning Centre 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
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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: Poonindie Community Learning Centre

Year
4

The figure below shows the 2018 wellbeing results for Poonindie Community Learning Centre year 4 students. It allows you to see the number and proportion of students in each year level cohort who reported high, medium and low levels of wellbeing across a range of indicators.

Emotional wellbeing						Year		
Happiness	11	1	2	79%	7%	14%	2018	
Optimism	7	6	2	47%	40%	13%	2018	
Satisfaction with life	8	6	1	53%	40%	7%	2018	
Emotion regulation	9	4	2	60%	27%	13%	2018	
Sadness	8	5	2	53%	33%	13%	2018	
Worries	5	7	3	33%	47%	20%	2018	
Engagement with school						Year		
Important adult at school	14	1		93%		7%	2018	
Connectedness to school	10	4	1	67%	27%	7%	2018	
Emotional engagement with teachers	13	2		87%		13%	2018	
School climate	13	2		87%		13%	2018	
School belonging	13	1	1	87%		7%	7%	2018
Peer belonging	9	3	2	64%	21%	14%	2018	
Friendship intimacy	10	4		71%		29%	2018	
Physical bullying	4	10	1	27%	67%	7%	2018	
Verbal bullying	5	9	1	33%	60%	7%	2018	
Social bullying	5	9	1	33%	60%	7%	2018	
Cyberbullying	14		1	93%		7%	2018	
Learning readiness						Year		
Perseverance	10	2	2	71%	14%	14%	2018	
Cognitive engagement	9	5	1	60%	33%	7%	2018	
Academic self concept	12	3		80%		20%	2018	
Health and wellbeing out of school						Year		
Overall health	8	4	3	53%	27%	20%	2018	
Body image	7	6	2	47%	40%	13%	2018	
Nutrition - breakfast	9	4	2	60%	27%	13%	2018	
Sleep	8	2	4	57%	14%	29%	2018	
Music and arts	14			100%			2018	
Sports	6	5	4	40%	33%	27%	2018	
Organised activities	14	1		93%		7%	2018	

Wellbeing and engagement: Poonindie Community Learning Centre

Year
5

The figure below shows the 2018 wellbeing results for Poonindie Community Learning Centre 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	11	3	1	73%	20%	7%	2018
Optimism	11	2	2	73%	13%	13%	2018
Satisfaction with life	8	4	3	53%	27%	20%	2018
Emotion regulation	8	6	1	53%	40%	7%	2018
Sadness	9	4	2	60%	27%	13%	2018
Worries	7	6	2	47%	40%	13%	2018
Engagement with school							Year
Important adult at school	15			100%			2018
Connectedness to school	14	1		93%		7%	2018
Emotional engagement with teachers	15			100%			2018
School climate	12	3		80%		20%	2018
School belonging	11	4		73%		27%	2018
Peer belonging	9	5	1	60%	33%	7%	2018
Friendship intimacy	11	3	1	73%		20% 7%	2018
Physical bullying	12	2	1	80%		13% 7%	2018
Verbal bullying	11	3	1	73%		20% 7%	2018
Social bullying	8	6	1	53%	40%	7%	2018
Cyberbullying	15			100%			2018
Learning readiness							Year
Perseverance	7	6	2	47%	40%	13%	2018
Cognitive engagement	8	6	1	53%	40%	7%	2018
Academic self concept	11	4		73%		27%	2018
Health and wellbeing out of school							Year
Overall health	4	9	2	27%	60%	13%	2018
Body image	9	5	1	60%	33%	7%	2018
Nutrition - breakfast	12	2	1	80%		13% 7%	2018
Sleep	9	3	2	64%	21%	14%	2018
Music and arts	12	1	2	80%		7% 13%	2018
Sports	10	3	2	67%	20%	13%	2018
Organised activities	14		1	93%		7%	2018

Wellbeing and engagement: Poonindie Community Learning Centre

**Year
6**

The figure below shows the 2018 wellbeing results for Poonindie Community Learning Centre 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	6	2	1	67%	22%	11%	2018
Optimism	5	3	1	56%	33%	11%	2018
Satisfaction with life	5	3	1	56%	33%	11%	2018
Emotion regulation	2	5	2	22%	56%	22%	2018
Sadness	7	1	1	78%	11%	11%	2018
Worries	4	2	3	44%	22%	33%	2018
Engagement with school							Year
Important adult at school	9			100%			2018
Connectedness to school	7	2		78%	22%		2018
Emotional engagement with teachers	8	1		89%		11%	2018
School climate	8		1	89%		11%	2018
School belonging	7		2	78%		22%	2018
Peer belonging	4	3	2	44%	33%	22%	2018
Friendship intimacy	4	4	1	44%	44%	11%	2018
Physical bullying	8	1		89%		11%	2018
Verbal bullying	6	3		67%		33%	2018
Social bullying	3	4	2	33%	44%	22%	2018
Cyberbullying	9			100%			2018
Learning readiness							Year
Perseverance	5	3	1	56%	33%	11%	2018
Cognitive engagement	3	5	1	33%	56%	11%	2018
Academic self concept	7	2		78%		22%	2018
Health and wellbeing out of school							Year
Overall health	1	6	2	11%	67%	22%	2018
Body image	5	3		63%		38%	2018
Nutrition - breakfast	6	2	1	67%	22%	11%	2018
Sleep	4	1	3	50%	13%	38%	2018
Music and arts	4	2	3	44%	22%	33%	2018
Sports	5		4	56%		44%	2018
Organised activities	6	1	2	67%	11%	22%	2018

Wellbeing and engagement: Poonindie Community Learning Centre

**Year
7**

The figure below shows the 2018 wellbeing results for Poonindie Community Learning Centre 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	4	4	1	44%	44%	11%	2018
Optimism	4	2	3	44%	22%	33%	2018
Satisfaction with life	4	2	3	44%	22%	33%	2018
Emotion regulation	1	6	2	11%	67%	22%	2018
Sadness	4	4	1	44%	44%	11%	2018
Worries	3	2	4	33%	22%	44%	2018
Engagement with school							Year
Important adult at school	8	1		89%		11%	2018
Connectedness to school	7	2		78%		22%	2018
Emotional engagement with teachers	9			100%			2018
School climate	5	3	1	56%	33%	11%	2018
School belonging	4	5		44%	56%		2018
Peer belonging	5	2	2	56%	22%	22%	2018
Friendship intimacy	4	3	2	44%	33%	22%	2018
Physical bullying	6	3		67%		33%	2018
Verbal bullying	4	4	1	44%	44%	11%	2018
Social bullying	4	4	1	44%	44%	11%	2018
Cyberbullying	5	4		56%	44%		2018
Learning readiness							Year
Perseverance	5	4		56%	44%		2018
Cognitive engagement	6	2	1	67%	22%	11%	2018
Academic self concept	8	1		89%		11%	2018
Health and wellbeing out of school							Year
Overall health	3	4	2	33%	44%	22%	2018
Body image	6	3		67%		33%	2018
Nutrition - breakfast	7	1	1	78%		11%	2018
Sleep	3	2	3	38%	25%	38%	2018
Music and arts	5	3	1	56%	33%	11%	2018
Sports	2	5	2	22%	56%	22%	2018
Organised activities	8	1		89%		11%	2018

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 2018
- 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 2018, the time that they spent on these activities and the barriers that prevented them from undertaking other activities.



1. Poonindie Community Learning Centre bullying

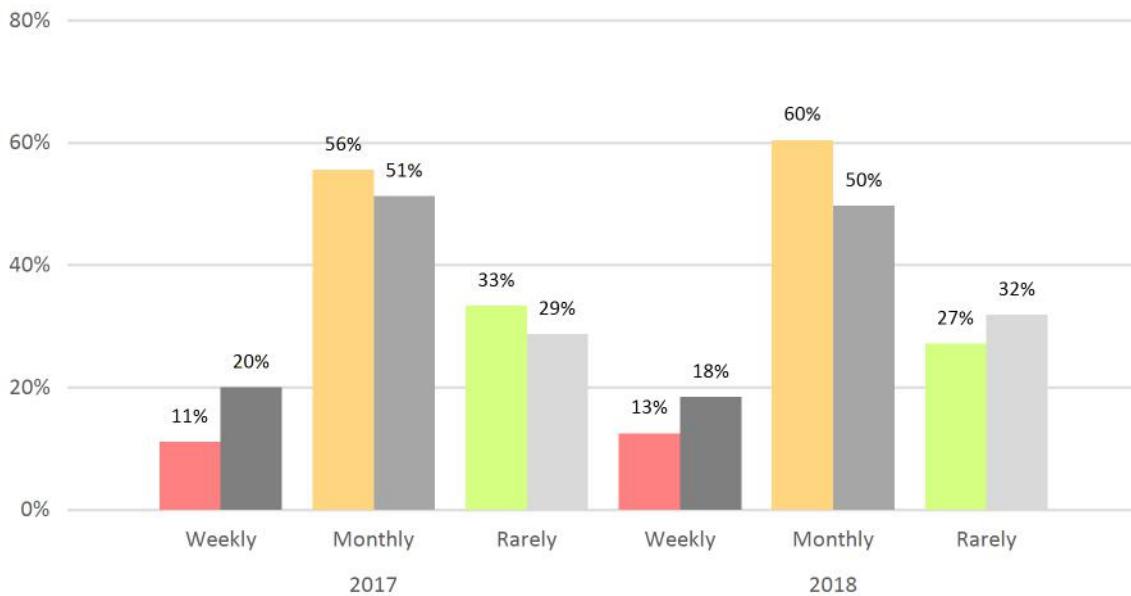
Frequency of reported bullying across Poonindie Community Learning Centre students over time

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 Poonindie Community Learning Centre 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	Poonindie Community Learning Centre			All public school students		
	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely
Year						
2017	4	20	12	10,561	27,032	15,116
2018	6	29	13	11,570	31,158	19,957

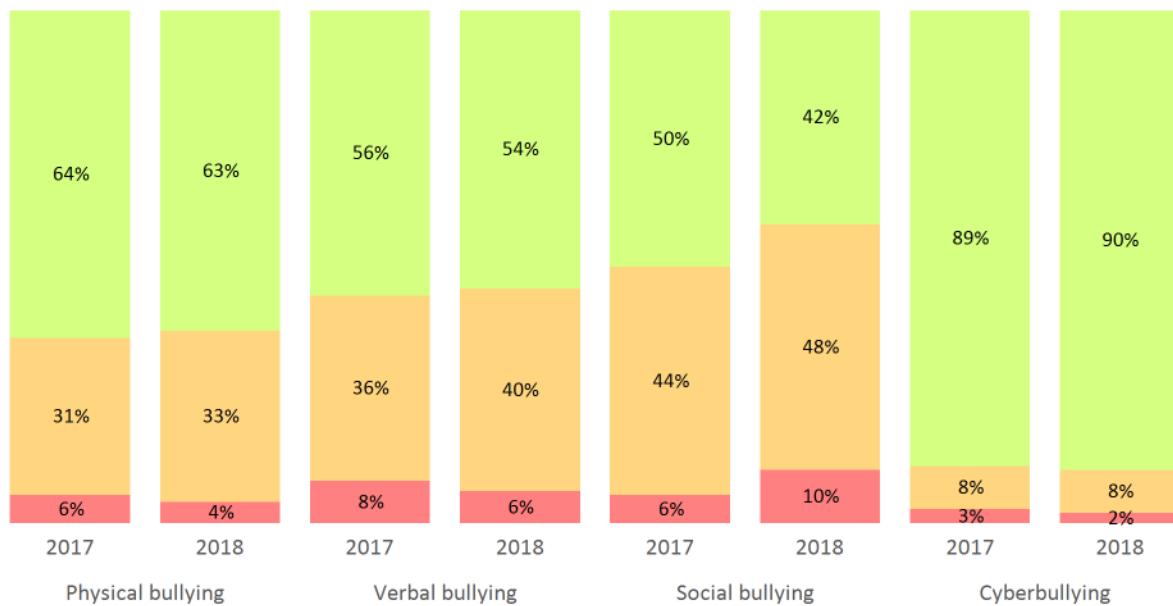
Frequency of different types of bullying reported across Poonindie Community Learning Centre students, over time

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 definitions and questions asked.

Note that the number of students experiencing each type of bullying can be compared with the overall bullying results on the previous page to get a sense of whether the same students are being bullied in multiple ways.

Proportion of students who reported bullying by type and year



Number of students who reported bullying by type and year

Year	Physical bullying			Verbal bullying			Social bullying			Cyberbullying		
	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly	Rarely	Monthly	Weekly
2017	23	11	2	20	13	3	18	16	2	32	3	1
2018	30	16	2	26	19	3	20	23	5	43	4	1

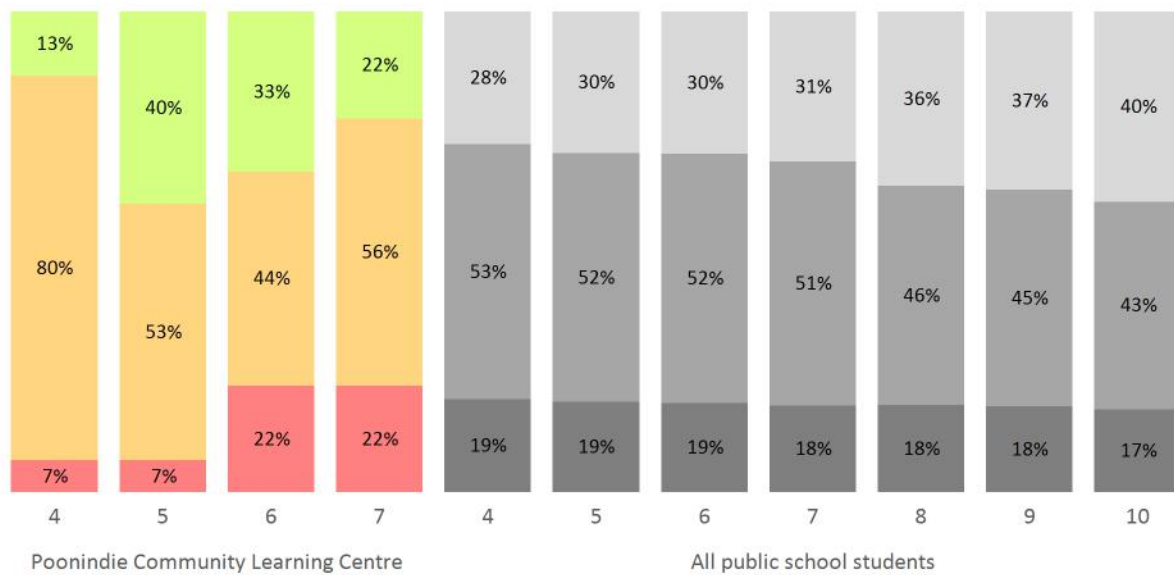
Frequency of 2018 reported bullying across Poonindie Community Learning Centre students, for each year level

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 Poonindie Community Learning Centre in 2018.

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.

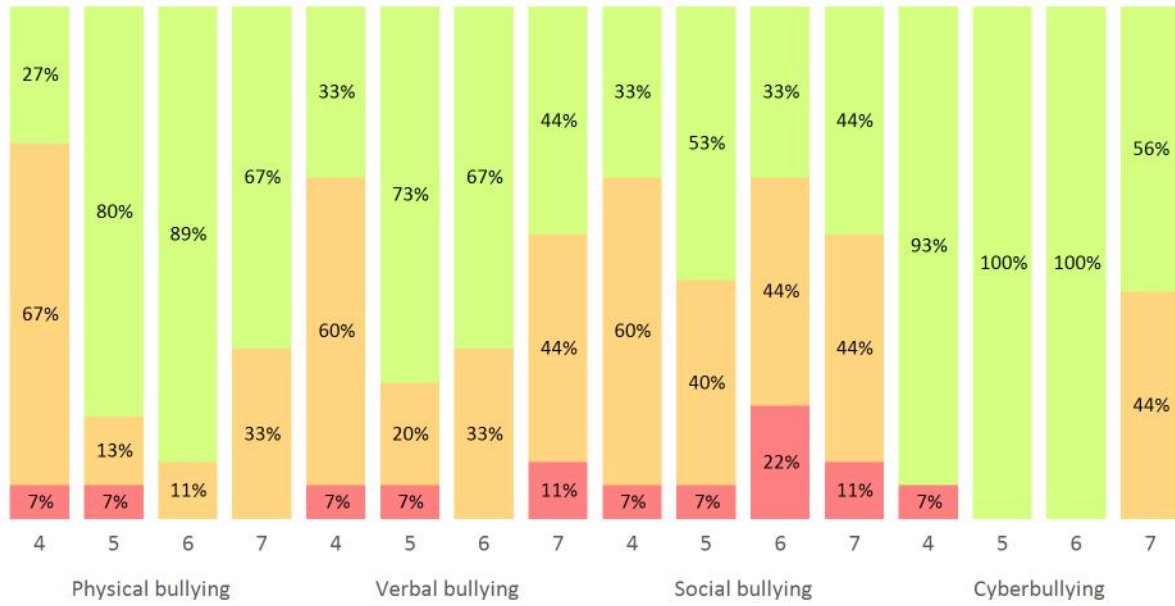
Proportion of students in 2018 reporting being bullied weekly, monthly and rarely, for each year level



Number of students in 2018 reporting being bullied weekly, monthly and rarely, for each year level

Year Level	Poonindie Community Learning Centre			All public school students		
	Weekly	Monthly	Rarely	Weekly	Monthly	Rarely
4	1	12	2	2,079	5,675	2,961
5	1	8	6	2,107	5,764	3,295
6	2	4	3	2,059	5,759	3,290
7	2	5	2	1,842	5,201	3,199
8				1,608	4,044	3,223
9				1,469	3,710	3,054
10				391	977	894

Proportion of students in 2018 who reported being bullied by type and year level



Number of students in 2018 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	1	10	4	1	9	5	1	9	5	1		14
5	1	2	12	1	3	11	1	6	8			15
6		1	8		3	6	2	4	3			9
7		3	6	1	4	4	1	4	4		4	5

Frequency of reported bullying across Poonindie Community Learning Centre students and corresponding emotional wellbeing

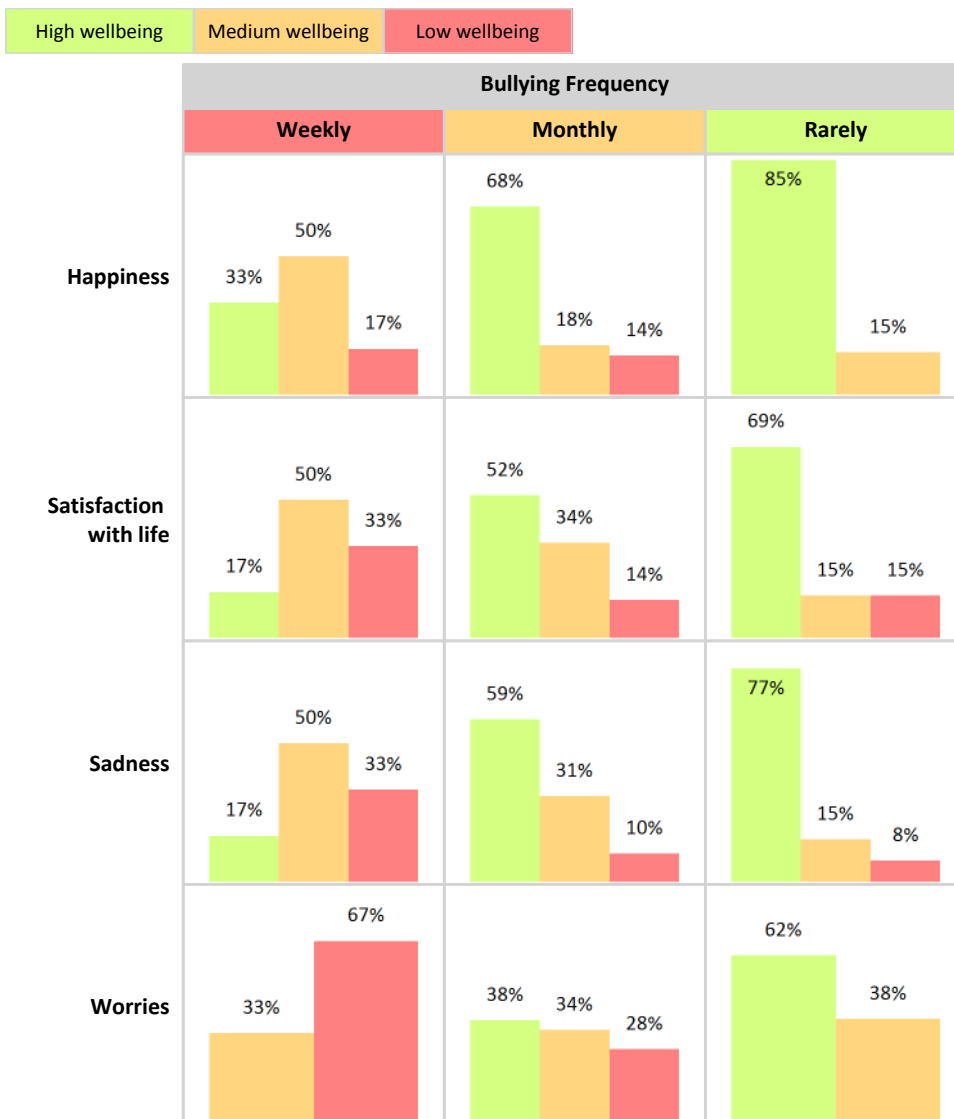
The following figures and graphs describe how young people's experiences of how frequently they are bullied relates to their emotional wellbeing.

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 definitions 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			Total
		Weekly	Monthly	Rarely	
Happiness	High	2	19	11	32
	Medium	3	5	2	10
	Low	1	4		5
	Total	6	28	13	47
Satisfaction with life	High	1	15	9	25
	Medium	3	10	2	15
	Low	2	4	2	8
	Total	6	29	13	48
Sadness	High	1	17	10	28
	Medium	3	9	2	14
	Low	2	3	1	6
	Total	6	29	13	48
Worries	High		11	8	19
	Medium	2	10	5	17
	Low	4	8		12
	Total	6	29	13	48

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.



		Bullying Frequency			Total
		Weekly	Monthly	Rarely	
Happiness	High	4508	17682	13811	36001
	Medium	4188	9901	4492	18581
	Low	2565	3004	1211	6780
	Total	11261	30587	19514	61362
Satisfaction with life	High	3366	13210	11005	27581
	Medium	3962	11698	6341	22001
	Low	4008	5787	2254	12049
	Total	11336	30695	19600	61631
Sadness	High	3719	17098	14044	34861
	Medium	4147	9931	4367	18445
	Low	3515	3779	1245	8539
	Total	11381	30808	19656	61845
Worries	High	2757	13053	11949	27759
	Medium	3980	11159	5354	20493
	Low	4614	6558	2312	13484
	Total	11351	30770	19615	61736

2. Poonindie Community Learning Centre 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 Poonindie Community Learning Centre in 2018 and for All public school students.

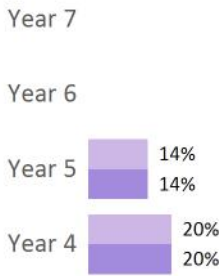
Girls	Boys
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Please note that to protect the confidentiality of students, the results for students whose gender was not recorded or is not identified are not shown in this section of the report. If there are < 5 Girls or < 5 Boys at the year level who participated, the year level will be suppressed(*).

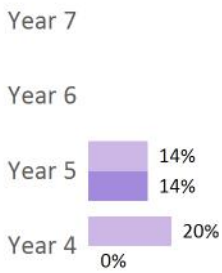
Proportion of students reporting low emotional wellbeing by gender and year level

Poonindie Community Learning Centre

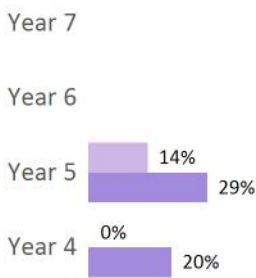
Students with high levels of worries



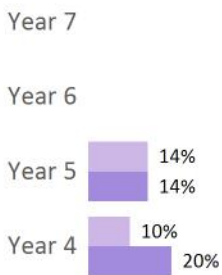
Students with high levels of sadness



Students with low satisfaction with life

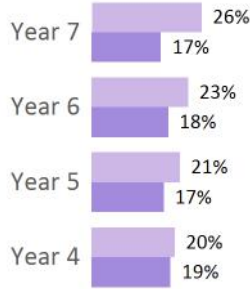


Students with low optimism

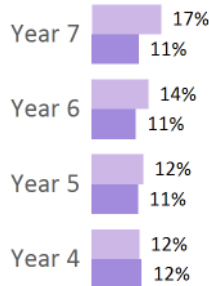


All public school students

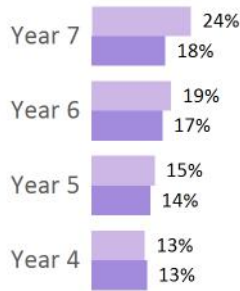
Students with high levels of worries



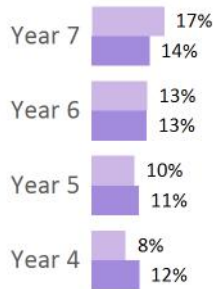
Students with high levels of sadness



Students with low satisfaction with life



Students with low optimism



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

Poonindie Community Learning Centre All public school students

		Girls	Boys	Girls	Boys
Students with high levels of worries	Year 7	*	*	1328	868
	Year 6	*	*	1263	1016
	Year 5	1	1	1172	965
	Year 4	2	1	1038	990
Students with high levels of sadness	Year 7	*	*	841	594
	Year 6	*	*	742	589
	Year 5	1	1	685	627
	Year 4	2	0	601	631
Students with low satisfaction with life	Year 7	*	*	1203	929
	Year 6	*	*	1040	941
	Year 5	1	2	840	790
	Year 4	0	1	666	694
Students with low optimism	Year 7	*	*	880	733
	Year 6	*	*	731	737
	Year 5	1	1	574	641
	Year 4	1	1	428	605

3. Poonindie Community Learning Centre after school activities

The tables below show the 2018 after school activities results for Poonindie Community Learning Centre.

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.

Poonindie Community Learning Centre - 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]	12	28	6	2
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	42	5	1	
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	10	15	10	13
d) ... watch TV (including watching videos or DVDs)? [DAYS]		8	14	26
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	8	11	16	13
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	29	4	7	8
g) ...read for fun? [DAYS]	10	8	12	18
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	6	10	18	14
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	24	11	3	10
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	12	23	6	7
k)...hang out with friends? [DAYS]	20	10	5	13
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	39	6	2	1

Poonindie Community Learning Centre - 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]	2	9	3	5	17
b) ...go to an after school care program (in my school or someplace else)? [TIME]		1	1		4
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	9	7		1	21
d) ... watch TV (including watching videos or DVDs)? [TIME]	2	5	3	15	23
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	2	4	6	9	19
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	4		5	2	8
g) ...read for fun? [TIME]	8	6	2	5	17
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	8	9	2	1	22
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	2	7		1	14
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	2	7	3	7	17
k)...hang out with friends? [TIME]	2		3	8	15
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]		1	1	1	6

Poonindie Community Learning Centre - Barriers to after school activities

	Yes	No
It costs too much.	16	32
My parents do not approve.	13	35
None of my friends are interested or want to go.	6	42
The activity that I want is not offered.	10	38
The schedule does not fit the times that I can attend.	9	39
I am afraid I will not be good enough in that activity.	6	42
I have to go straight home after school	20	28
I have too much homework to do.	8	40
I need to take care of brothers or sisters or do other things at home.	10	38
I'm too busy	12	36
It is too difficult to get there.	6	42
It's not safe for me to go.	5	43
I don't know what is available.	8	40

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

Poonindie Community Learning Centre - 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]	25%	58%	13%	4%
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	88%	10%	2%	0%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	21%	31%	21%	27%
d) ... watch TV (including watching videos or DVDs)? [DAYS]	0%	17%	29%	54%
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	17%	23%	33%	27%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	60%	8%	15%	17%
g) ...read for fun? [DAYS]	21%	17%	25%	38%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	13%	21%	38%	29%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	50%	23%	6%	21%
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	25%	48%	13%	15%
k)...hang out with friends? [DAYS]	42%	21%	10%	27%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	81%	13%	4%	2%

Poonindie Community Learning Centre - 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]	6%	25%	8%	14%	47%
b) ...go to an after school care program (in my school or someplace else)? [TIME]	0%	17%	17%	0%	67%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	24%	18%	0%	3%	55%
d) ... watch TV (including watching videos or DVDs)? [TIME]	4%	10%	6%	31%	48%
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	5%	10%	15%	23%	48%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	21%	0%	26%	11%	42%
g) ...read for fun? [TIME]	21%	16%	5%	13%	45%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	19%	21%	5%	2%	52%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	8%	29%	0%	4%	58%
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	6%	19%	8%	19%	47%
k)...hang out with friends? [TIME]	7%	0%	11%	29%	54%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	0%	11%	11%	11%	67%

Poonindie Community Learning Centre - Barriers to after school activities

	Yes	No
It costs too much.	33%	67%
My parents do not approve.	27%	73%
None of my friends are interested or want to go.	13%	88%
The activity that I want is not offered.	21%	79%
The schedule does not fit the times that I can attend.	19%	81%
I am afraid I will not be good enough in that activity.	13%	88%
I have to go straight home after school	42%	58%
I have too much homework to do.	17%	83%
I need to take care of brothers or sisters or do other things at home.	21%	79%
I'm too busy	25%	75%
It is too difficult to get there.	13%	88%
It's not safe for me to go.	10%	90%
I don't know what is available.	17%	83%

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]	20033	22819	13963	7986
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	53086	6566	2771	2378
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	17684	18001	14744	14372
d) ... watch TV (including watching videos or DVDs)? [DAYS]	6333	10053	14541	33874
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	19794	14400	11914	18693
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	20095	8772	8302	27632
g) ...read for fun? [DAYS]	22859	16097	10791	15054
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	10189	16385	15751	22476
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	43953	11582	4469	4797
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	29646	20815	7696	6644
k) ...hang out with friends? [DAYS]	16129	22175	9977	16520
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	54070	7197	1727	1807

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]	1194	5506	10381	7382	20349
b) ...go to an after school care program (in my school or someplace else)? [TIME]	540	1136	1353	1832	6885
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	6836	9924	4228	2986	23192
d) ... watch TV (including watching videos or DVDs)? [TIME]	3527	8027	8237	12272	26494
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	3577	5342	5168	9473	21516
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	6528	5267	4062	9026	19887
g) ...read for fun? [TIME]	7821	8432	2953	3150	19634
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	13788	9869	3171	1909	25905
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	3356	4846	1599	1048	10032
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	5965	6248	2640	2316	18024
k) ...hang out with friends? [TIME]	1627	4248	6023	11930	24900
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	442	817	1587	1832	6082

All public school students - Barriers to after school activities

	Yes	No
I have to go straight home after school	29238	35563
I need to take care of brothers or sisters or do other things at home.	9040	55761
My parents do not approve.	7049	57752
I don't know what is available.	8729	56072
It costs too much.	9600	55201
It's not safe for me to go.	3011	61790
I have too much homework to do.	10324	54477
I'm too busy	14842	49959
None of my friends are interested or want to go.	8282	56519
The activity that I want is not offered.	8124	56677
The schedule does not fit the times that I can attend.	9856	54945
I am afraid I will not be good enough in that activity.	7939	56862
It is too difficult to get there.	7347	57454

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]	31%	35%	22%	12%
b) ...go to an after school care program (in my school or someplace else)? [DAYS]	82%	10%	4%	4%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [DAYS]	27%	28%	23%	22%
d) ... watch TV (including watching videos or DVDs)? [DAYS]	10%	16%	22%	52%
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [DAYS]	31%	22%	18%	29%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [DAYS]	31%	14%	13%	43%
g) ...read for fun? [DAYS]	35%	25%	17%	23%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [DAYS]	16%	25%	24%	35%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [DAYS]	68%	18%	7%	7%
j) ...do arts and crafts (including painting, drawing, or something else)? [DAYS]	46%	32%	12%	10%
k)...hang out with friends? [DAYS]	25%	34%	15%	25%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [DAYS]	83%	11%	3%	3%

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]	3%	12%	23%	16%	45%
b) ...go to an after school care program (in my school or someplace else)? [TIME]	5%	10%	12%	16%	59%
c) ...do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)? [TIME]	14%	21%	9%	6%	49%
d) ... watch TV (including watching videos or DVDs)? [TIME]	6%	14%	14%	21%	45%
e) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)? [TIME]	8%	12%	11%	21%	48%
f) ...use a phone or the Internet to text or chat with friends and/or go on social networking sites like Facebook? [TIME]	15%	12%	9%	20%	44%
g) ...read for fun? [TIME]	19%	20%	7%	8%	47%
h) ...do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)? [TIME]	25%	18%	6%	3%	47%
i) ...do music lessons or practice a musical instrument (for example, drums, guitar, violin, piano or something else)? [TIME]	16%	23%	8%	5%	48%
j) ...do arts and crafts (including painting, drawing, or something else)? [TIME]	17%	18%	8%	7%	51%
k)...hang out with friends? [TIME]	3%	9%	12%	24%	51%
l) ...participate in Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)? [TIME]	4%	8%	15%	17%	57%

All public school students - Barriers to after school activities

	Yes	No
I have to go straight home after school	45%	55%
I need to take care of brothers or sisters or do other things at home.	14%	86%
My parents do not approve.	11%	89%
I don't know what is available.	13%	87%
It costs too much.	15%	85%
It's not safe for me to go.	5%	95%
I have too much homework to do.	16%	84%
I'm too busy	23%	77%
None of my friends are interested or want to go.	13%	87%
The activity that I want is not offered.	13%	87%
The schedule does not fit the times that I can attend.	15%	85%
I am afraid I will not be good enough in that activity.	12%	88%
It is too difficult to get there.	11%	89%

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