

Social-Emotional Wellbeing Survey 2018

Middle School Summary of Results – Years 7&8

The Australian College of Educational Research developed a survey tool that has measured the Social-Emotional Wellbeing (SEW) of nearly 20,000 students across the country. All Year 7 and 8 BHCS students submitted this survey anonymously in Term 1, 2018, and their individual responses were grouped into six main areas:

- Emotional Skills
- Social Skills
- Learning Skills
- School Life
- Home Life
- Community Life

Each of these areas were then aggregated into an overall SEW score. In addition to this, key aspects of each question were collated and integrated to provide an overall indicative scale – Indicators of Social-Emotional Wellbeing – effectively a ‘snapshot’ of how a student feels about themselves and their interactions with family, peers, teachers and the broader educational context.

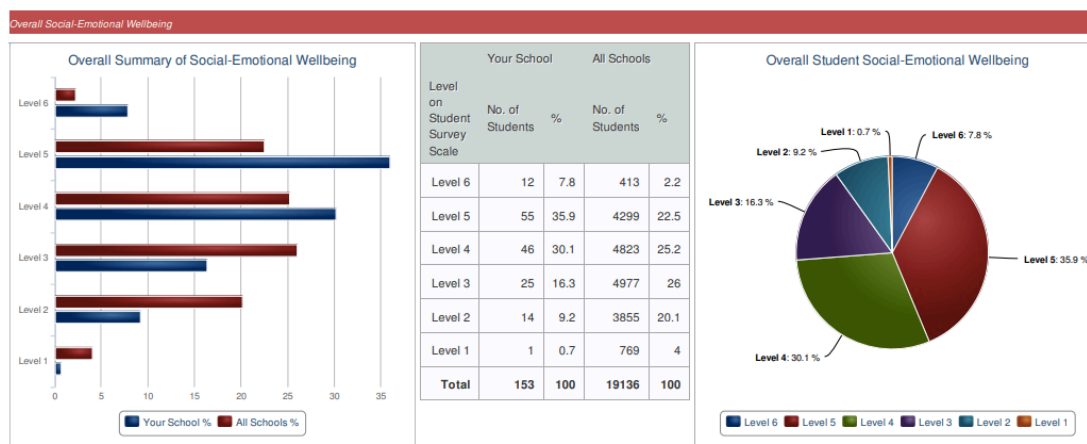
SEW Summary

We all understand that analysis purely by numbers can be far removed from the experiential and distinctly human nature of ‘Wellbeing’, but a statistical analysis and graphical representation can be helpful in giving an overall image of where our students are ‘at’ comparative to other schools and according to empirical ‘rankings’.

Our SEW mean is 121 as compared with an All Schools mean of 114.3. This figure is further divided into six levels:

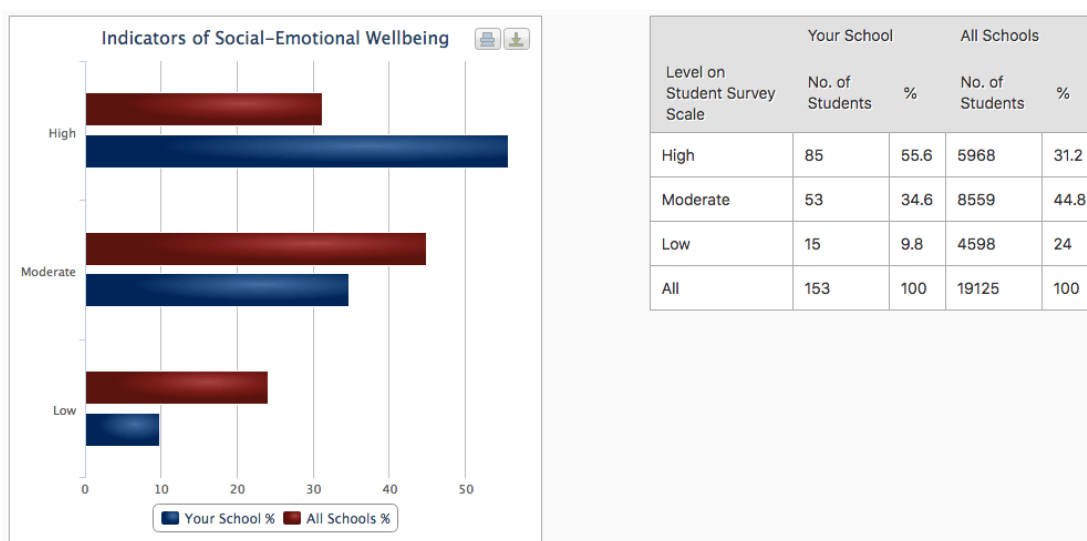
- Level 6: Highest level of SEW
- Level 5: Very high level of SEW
- Level 4: High level of SEW
- Level 3: Low level of SEW
- Level 2: Very low level of SEW
- Level 1: Lowest level of SEW

If you look at the bar graph below, you can see that the All Schools results (red) create a regular ‘Bell Curve’ with the majority of responses in the middle levels. The BHCS contour (blue) is distinctly ‘top heavy’ and places nearly three quarters of our students in an SEW of Levels 4-6 (Level 6 7.8%, Level 5 35.9%, Level 4 30.1%). This is extremely positive as it indicates that the majority of our students are in a space where they feel engaged and affirmed in both social and emotional contexts. But amongst this encouraging data we also must recognise that there is still a quarter of the student body for whom school and/or home life are intimidating and challenging – particularly the single response at Level 1. Community is at its most powerful when everyone is engaged and belongs.



Indicators of Social-Emotional Wellbeing

The results indicate that an overwhelming number of students at BHCS are positively positioned towards feeling socially and emotionally well. Over half of the students (55.6%) demonstrated responses in the High category – nearly double the national average of 31.2%. A further 34.6% recorded Moderate indicators and 9.8% received a Low categorisation (2.5 times less than the All Schools score). These results indicate that the majority of our students possess a positive self-image and that their interactions generally affirm one another in terms of social and emotional validation.



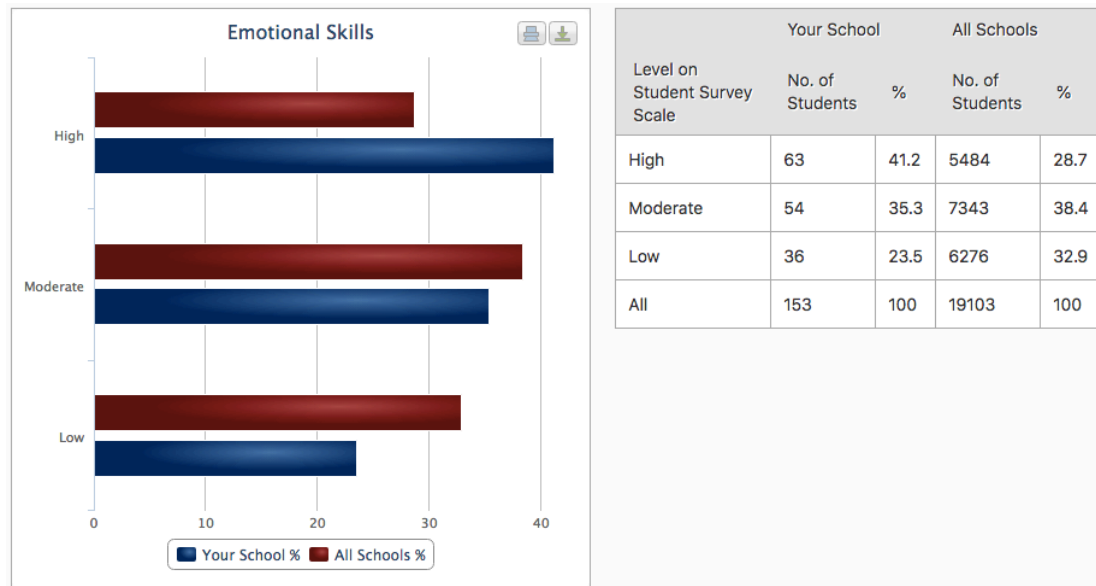
Statements in this area included:

- I am a happy person.
- I feel safe and free from danger.
- I get along pretty well with the members of my family.
- I worry too much about my schoolwork or what others think of me.

One result worth noting was the overwhelming sentiment that teachers and students have positive and authentic relationships. 'I get along well with my teachers' scored around 95% agreement, and 'I feel like I belong in my school' scoring 87% agreement. Each of these 10% higher than the All Schools figures.

Emotional Skills

In terms of Emotional Skills, BHCS students also scored highly. Over three quarters of students surveyed were in the High and Moderate levels (41.2% and 35.3% respectively). As might be expected, Year 8 responses demonstrated greater emotional skills (perhaps due to greater familiarity and peer support), and statements that dealt with anger management issues indicated use of strategies rather than reactive or negative actions.



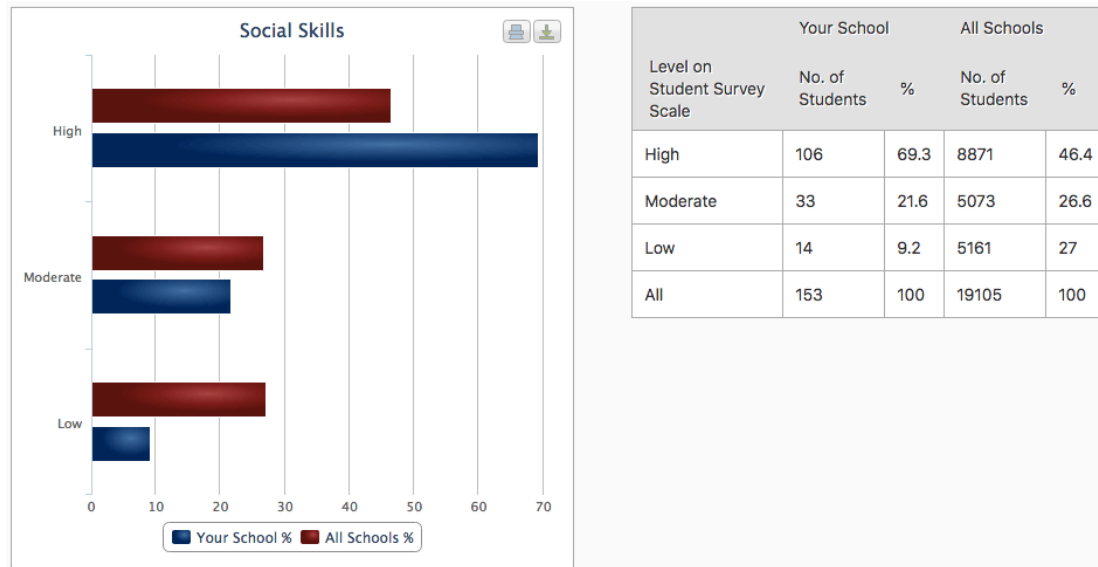
Statements in this area included:

- When I get stressed out about things, I find someone to talk with to calm down.
- It is hard for me to describe how I feel deep down.
- When I do badly in my schoolwork, I think, 'I'm a failure.'
- When I get uptight, I use physical exercise as a good tension release.

The sense of being a 'failure' when things don't go as planned was significantly lower in the BHCS student body (as compared with the All Schools result). Interestingly though, when you further divide the responses according to gender, this sense of failure is comparatively higher in the Year 7 girls' responses.

Social Skills

Nearly 70% of students scored in the High category in terms of Social Skills. Compared to the less than 50% of the All Schools results, this is a significant distinctive of the BHCS social environment. Responses that centred on empathy, respect and helping one another showed the greatest difference from the All Schools results – perhaps in keeping with the school motto of Micah 6:8.



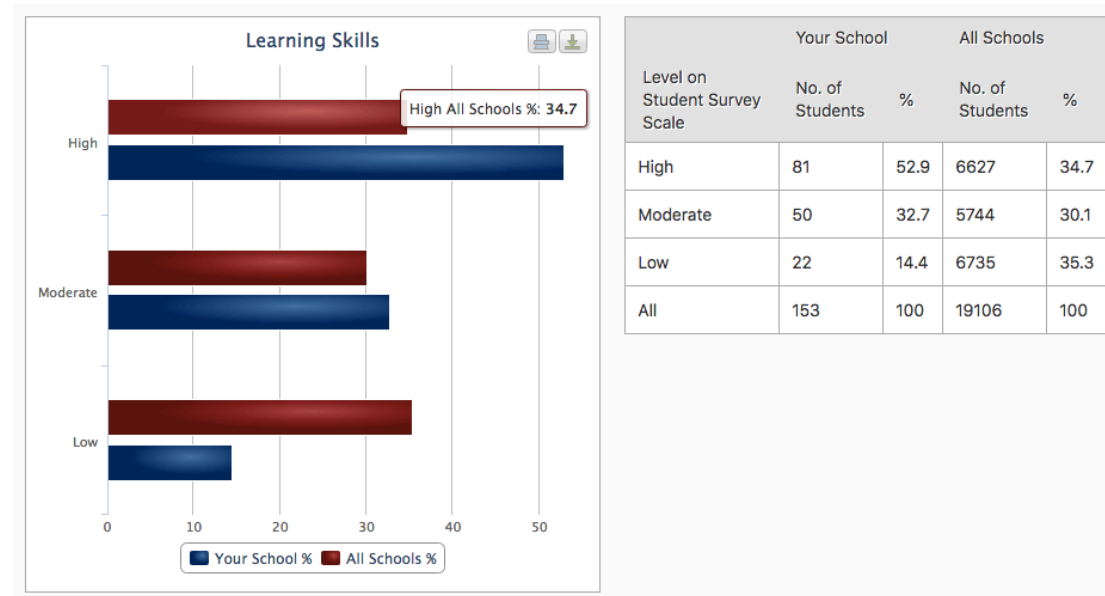
Statements in this area included:

- I like helping people with problems.
- I am good at understanding how other people feel.
- I know how to make friends.
- I can be trusted to do what I say I am going to do.

Care for the environment and a desire to make their community a better and safer place to live had a significant increase as compared with the All Schools result. The environmental focus of the school appears to be shared by the students with nearly 95% rating this as an important value. This outward-looking nature seems to also flow into the way that students treat one another. The statement 'I think that someone who treats me unfairly is a bad person and that it is okay to hurt them back' received almost unanimous disagreement (around 92% overall but with Year 8 girls demonstrating 100% disagreement).

Learning Skills

Results indicate that BHCS appears to have a positive learning culture with students placing a high value on their Learning Skills. Over half the students (52.9%) recorded High results (as compared with All Schools 34.7%). Persistence, cooperation and a desire to do their best characterise the majority of responses in this category.



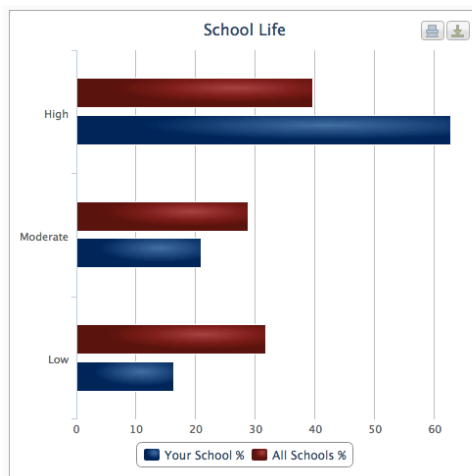
Statements in this area included:

- I want to do my very best in my schoolwork.
- I think about planning my time so that I get all my work and jobs done on time.
- When I do not understand something, or something is boring, I give up too easily
- I am persistent and try very hard to complete all my schoolwork.

It appears that our Year 8 girls are the most conscientious (0% saying that they are disorganised) and that our Year 7 girls are the most persistent (100% saying they try hard to complete all schoolwork). Planning out work rated comparatively highly amongst all but the Year 7 boys, with BHCS Year 7 boys falling 9% below the All Schools result.

School Life

This is one area where BHCS shone. With questions that focused on teacher care and engagement with what is taught in class, our students indicated that their School Life is overwhelmingly positive. 62.7% of students rated their School Life highly and the responses grounded this in teachers 'going out of their way' to help and matters of reciprocal respect, fairness and responsibility. Relationship seems to be pivotal in making this School Life area so positive.



Level on Student Survey Scale	Your School		All Schools	
	No. of Students	%	No. of Students	%
High	96	62.7	7575	39.6
Moderate	32	20.9	5474	28.7
Low	25	16.3	6057	31.7
All	153	100	19106	100

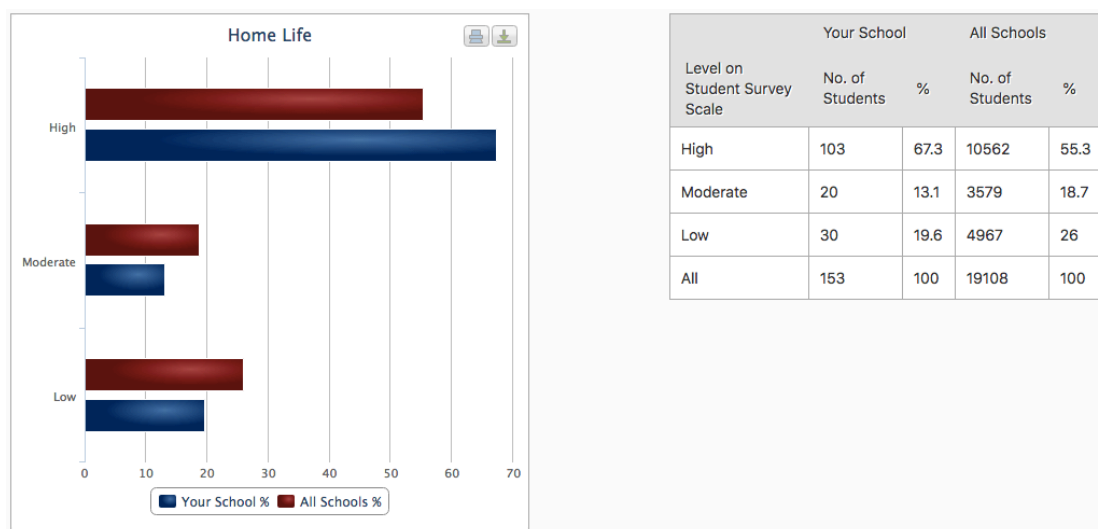
Statements in this area included:

- Teachers discuss ways I can be confident, persistent, and organised in my approach to doing my schoolwork.
- I have a teacher who cares about me.
- There are many activities to do at school that interest me.
- Most of my teachers say something positive to me when I have done my very best.

For teaching staff, it is encouraging to see that the students recognise and appreciate the relationships that develop in the classroom and the extra effort that BHCS staff bring to each lesson. The statement 'My teachers try hard to help and be nice to me' engendered 94% agreement from boys and 100% from girls – this compared with 80% in the All Schools results. This also appears to be a two-way street in that higher numbers of students feel they 'have a say in class' as well.

Home Life

A student's wellbeing is dependant upon more than just the school environment. Home Life is fundamental in developing the skills needed to cope and/or thrive in social and emotional contexts. The results in this area are similar in shape to the All Schools result (bimodal or inverted Bell Curve), however students seem to be markedly more positive about their home environment. 67.3% of students indicated a High result (as compared with 55.3% of All Schools). Although there are still some 19.6% of students who rate their Home Life as Low, the statements indicate that parents are partnering with BHCS well, reinforcing similar values and encouraging positive relationships in which learning is just one subject of conversation; friendship groups and how the student is feeling also features.



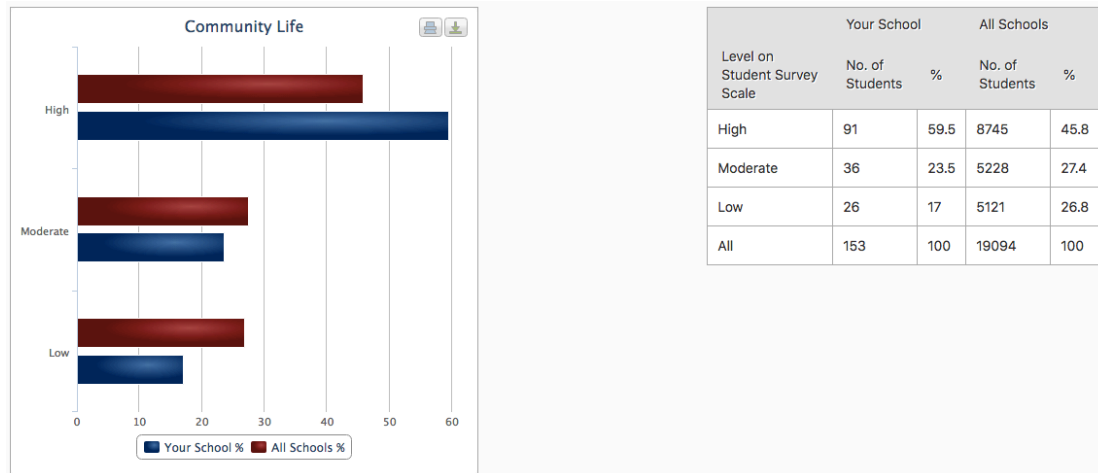
Statements in this area included:

- I have a parent who discusses with me the importance of doing my best in my schoolwork.
- I have a parent who spends time talking with me about how to make friends and solve problems.
- I have a parent who talks with me about my feelings and how to cope with stress.
- I have a parent who discusses with me what is acceptable behaviour and what will happen if I behave badly.

When you delve into the gender breakdown, it becomes more apparent that boys are feeling more supported and engaged in parental conversations than girls; our boys are slightly above the norm and our girls are 4% below. It seems that boys feel supported in terms of conversations about making friends, stress and solving problems – particularly our Year 8 boys. Whereas our female students tend towards feeling supported in conversations about schoolwork and values – particularly our Year 8 girls. One thing that is evident though is that parents and teachers appear to be 'speaking the same language', with messages from home and school demonstrating a consistency of values and expectation.

Community Life

BHCS sees our school community as one of our distinctives and it is no surprise that this is reflected in the survey results. You need only look at the number of student volunteers on Open Day to see that the students value this sense of belonging and work hard to protect and grow the BHCS culture. Nearly 60% of students indicated a High sense of Community Life.



Statements in this area included:

- Outside of my school and family, there is an adult who reminds me to try my hardest to be successful and act responsibly.
- My friends try to do their best in their schoolwork.
- When I have worked hard and acted responsibly, there is an adult outside of my school and family who praises me.
- There are lots of activities I can do after school and on weekends (sport, music, art, hobbies) that interest me.

Although it is clear that students value the school community and the relationships that form, perhaps one area that BHCS needs to work on improving is the sense of recognition that students feel when they have achieved – although this is a fine line between genuine praise and boastful pride. Results indicate that some of our students don't feel as acknowledged for their successes within the wider school community. Our Year 7 students fell 10% below the All Schools result, and our Year 8 students rose 12% above. Perhaps this is the counterpoint to community-mindedness – maybe individual achievement takes a back seat?