

Student wellbeing data and measurement in Australia

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The Australian Education Research Organisation (AERO) is Australia's national education evidence body, working to achieve excellence and equity in educational outcomes for all children and young people.

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Acknowledgement of Country

AERO acknowledges the Traditional Custodians of the lands, waterways, skies, islands and sea Country across Australia. We pay our deepest respects to First Nations cultures and Elders past and present. We endeavour to continually value and learn from First Nations knowledges and educational practices.

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Executive Summary

Research suggests that wellbeing correlates with learning outcomes, but understanding the direction and nature of this relationship, and how to ensure positive outcomes, is still something we are seeking to understand. The Australian Education Research Organisation (AERO) investigated whether systems and schools are measuring wellbeing components that are strongly linked to learning, and how systems and schools use the data they collect to improve wellbeing and learning outcomes.

This paper presents findings from AERO's scoping work¹ to understand how student wellbeing is measured in Australia and highlights opportunities to improve effective data collection and use of wellbeing data in decision making.

Overall findings

- Research shows that some components of student wellbeing (such as, sense of belonging) are associated with improved learning outcomes (such as, better literacy and numeracy scores), but there is limited available data about the pathways through which wellbeing components impact learning (or learning impacts wellbeing).
- In Australia, all governments, education systems and sectors are guided by nationally agreed goals for improving educational outcomes of children and young people. How these aspirational statements translate to decisions around conceptualising and measuring wellbeing can differ, and depend on systems' and sectors' specific definitions, requirements, objectives and contexts.
- All jurisdictions in Australia are measuring, or on the way to measuring, some form of wellbeing in schools. Some of the common measures in use by different jurisdictions across Australia include sense of belonging, peer and teacher relationships and safety.
- Student wellbeing data is an important source of information for policymakers and researchers but may be underused by schools to inform school improvement and classroom practice.
- There is a need for evidence-based practical resources for use in classrooms and schools to improve specific wellbeing outcomes (such as sense of belonging).

¹ This scoping work entailed a desktop review, landscape scan and consultations with jurisdictions.

Opportunities

There continue to be gaps in the evidence base about the pathways through which student wellbeing impacts learning (or learning impacts wellbeing) and the effective policies, programs and practices that improve wellbeing and learning.

The unclear evidence base is a challenge for education systems who have identified improving student wellbeing as a priority. Effective use of student wellbeing data can fill the gaps in the evidence by supporting policy makers to understand trends in student wellbeing, and to identify and evaluate potential strategies to improve wellbeing and learning outcomes.

While all jurisdictions are collecting information on student wellbeing, differences in the conceptualisation and implementation of wellbeing measures mean jurisdiction-based measures are not always directly comparable.

There has been increasing national collaboration to understand and share insights from individual state and territory measures, such as through the National Student Wellbeing Project or cross-jurisdictional data linkage projects (Australian Research Data Commons [ARDC], 2021). However, there continues to be a gap in relation to a nationally consistent measure of wellbeing.

A national measure of wellbeing could include consistent measures of student wellbeing such as sense of belonging, safety, inclusion and teaching practices linked to learning outcomes. This will enable more robust research on the factors that shift student wellbeing and learning. It is important that any national measure of student wellbeing focus on the components of wellbeing that:

- have the greatest influence on learning
- are within a school's ability to influence
- complement existing jurisdictional measures.



Introduction

There has been a growing emphasis on the importance of student wellbeing as a responsibility of schools. This paper summarises AERO's scoping work investigating the insights that can be gained from analysing the existing measurement and use of student wellbeing data across Australia.

Education systems collect a range of information on wellbeing and learning and draw on this data to inform decision-making and practice. The aim of this paper is to provide an outline of student wellbeing data and measurement in Australia. Specifically, this paper explores whether systems and schools are measuring what matters (that is, the wellbeing components that are strongly linked with learning) and what they do with the data they collect to improve wellbeing outcomes. It highlights opportunities to improve effective data collection and use of wellbeing data and concludes with potential implications for measuring student wellbeing nationally.

Are systems and schools measuring what matters?

Research indicates that student wellbeing is correlated with higher academic outcomes, however, the nature, direction and strength of the relationship remains unclear. We need high-quality wellbeing data to determine how wellbeing affects learning and vice versa so that schools, teachers and leaders can implement practices that improve wellbeing and learning outcomes.

What is the link between wellbeing and learning?

The link between wellbeing and learning may be reciprocal

Research exploring the relationship between wellbeing and learning can provide insight into the components of wellbeing that matter for improving learning outcomes. It has found that students with greater wellbeing (defined as lack of negative affect, presence of positive affect and satisfaction with life) are likely to have higher academic scores, even when accounting for previous test scores and other confounding factors (Cárdenas et al., 2022). However, evidence also suggests that this relationship is reciprocal and that there is an interrelated link between wellbeing and learning. Learning has been found to have a positive effect on subjective wellbeing, and better language and cognitive skills upon school entry are associated with lower levels of sadness and worries later in Year 6 (Gregory et al., 2021). Improving teaching and learning, in and of itself, is an important measure that can lead to better wellbeing outcomes.

A meta-analysis exploring the association between students' general wellbeing (defined as students' subjective, psychological, social, cognitive and physical wellbeing) and academic achievement found a significant and positive small effect size between wellbeing and academic achievement (Kaya & Erdem, 2021). Specifically, the meta-analysis found that students with greater wellbeing are more likely to have better academic performance and vice versa, suggesting a reciprocally causal relationship between wellbeing and learning (Kaya & Erdem, 2021). Similarly, longitudinal studies have found that higher wellbeing boosts academic achievement (Kiuru et al., 2020) and interventions targeting non-academic wellbeing skills in students increases their wellbeing and their academic achievement (Adler, 2016).

Analysis of New South Wales (NSW) Tell Them From Me data found that student engagement affects performance (learning outcomes) and improved performance positively affects engagement (Centre for Education Statistics and Evaluation [CESE], 2017). Additional analysis also found a reciprocal relationship between student wellbeing and student engagement (CESE, 2020).

Similarly, a joint study by the South Australian Department of Education and Telethon Kids Institute using linked Australian Early Development Census (AEDC) and the South Australian Department of Education Wellbeing and Engagement Collection data, found that learning had a positive effect on subjective wellbeing (as measured by life satisfaction, optimism, sadness and worries) and that better language and cognitive skills upon school entry were associated with lower levels of sadness and worries in Year 6 (Gregory et al., 2021).



The link between wellbeing and learning is not always direct

The relationship between wellbeing components and learning is not always clear or linear. For example, a higher sense of belonging may lead to better engagement in class, which may then lead to better learning outcomes (or vice versa). The complexity of such relationships makes it difficult to determine which wellbeing components are useful to measure from a learning perspective.

Research by the NSW Centre for Education Statistics and Evaluation analysing NSW Tell Them From Me data (linked to NAPLAN outcomes) provides some insight into the different pathways through which wellbeing components and student engagement can matter for learning. Specifically:

- Student engagement is a key driver for learning. Students that are positively engaged are up to 6 months ahead in their learning (CESE, 2017).
- Students who experience positive peer relationships in school are up to 2 months ahead in their NAPLAN scores 2 years later than those who don't experience positive peer relationships (CESE, 2019).
- Students that display positive behaviour at school are up to 5 months ahead of students who do not (CESE, 2019).

Other wellbeing components may also improve NAPLAN outcomes, although the pathways through which this is achieved are less clear. For example:

- High levels of advocacy at school are likely to coincide with higher levels of interest and motivation at school, an enhanced sense of belonging, and therefore an improved chance of completing school (CESE, 2020).
- Students who experience a positive sense of belonging at school tend to value learning, show high levels of effort, interest and motivation, and positive homework behaviour, leading to improved learning outcomes (CESE, 2020).

Improving specific wellbeing components such as sense of belonging may improve learning

Research shows that ‘school belonging in educational settings is positively related to good academic performance, prosocial behaviours, psychological well-being and other positive variables’ (Allen et al., 2018). This is supported by recent research by the Australian Council for Educational Research (ACER) which produced a [wellbeing impact map](#) in 2020 that estimated the effects of wellbeing interventions on student academic and wellbeing outcomes, moderated by contextual and program characteristics (ACER, 2020). This study found that student belonging and engagement programs had the greatest impact on academic achievement (Dix et al., 2020).

This is also backed up by Programme for International Student Assessment (PISA) analysis which shows that there is a clear link between sense of belonging and reading achievement in Organisation for Economic Co-operation and Development (OECD) countries with students who report a greater sense of belonging scoring higher in the reading assessment after accounting for socio-economic status. This is thought to be a circular relationship (i.e., a sense of belonging at school leads to higher academic achievement and high academic achievement leads to greater sense of belonging). The OECD also reports that in all countries and economies, students with higher reading scores tended to report a more positive disciplinary climate, after accounting for socio-economic status.

The ACER study (2020) also produced a [gap map](#) showing which wellbeing interventions are not backed up by high-quality evidence. It found that over half (56%) of the wellbeing programs available in Australia had low quality evidence, with only 2 programs having sufficient quality of evidence to be included in the systematic review (Dix et al., 2020). Initiatives like Be You,

Victoria’s School Mental Health Menu and a recent research review of evidence-based mental health and wellbeing programs for schools by New South Wales are providing better guidance about the evidence-based programs to support student wellbeing and mental health. However, not enough is known about effective practices that target student wellbeing.

What informs measurement decisions?

National goals for education guide systems and schools

Systems and schools turn to a variety of sources to determine what components of wellbeing and learning are useful to measure and why. In Australia, all governments, education systems and sectors are guided by nationally agreed goals for improving educational outcomes of children and young people. These are most recently set out in the National School Reform Agreement (2018), and the Alice Springs (Mparntwe) Education Declaration, which both declare that wellbeing is fundamental to achieving student success. Specifically, the Alice Springs (Mparntwe) Declaration states that education must support the wellbeing, mental health, and resilience of young people alongside the focus on literacy, numeracy and learning the curriculum (Education Ministers, 2019).

‘Education plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation’s ongoing economic prosperity and social cohesion.’

(Education Ministers, 2019, p. 2)

These documents do not explicitly define wellbeing, but reference to intellectual, physical, social, and emotional wellbeing suggests that they are elements schools should consider monitoring in the context of learning.

Similarly, the Australian Student Wellbeing Framework and accompanying Student Wellbeing Hub (the Hub)² are based on evidence that recognises the strong linkages between student safety, wellbeing and learning outcomes (Education Services Australia, 2018). The Framework and the Hub were designed to support all Australian schools to build and maintain safe, inclusive, and positive learning communities. The Hub provides teachers, parents, students, and leaders with resources to help students reach their aspirations in learning and in life through a focus on leadership, inclusion, student voice, partnerships, and support.

How these aspirational statements translate to decisions around conceptualising and measuring wellbeing can differ, both between and within systems, and depends on their specific requirements, objectives, and contexts. Systems also need to be mindful that the data and tools they are using are fit for purpose. For example, ensuring that school or system-level wellbeing surveys are not inadvertently used as clinical diagnostic tools; and/or understanding the duty of care requirements if wellbeing surveys ask sensitive questions about mental health.

Strategic plans and curriculum inform approaches in schools

In schooling, student wellbeing outcomes are outlined in multiple declarations, strategic plans, and frameworks. In many cases, these documents differ between jurisdictions. Wellbeing is not an official outcome at the national level³ in the same way that it is in, say, early childhood education and care.

Australian schools are required to set curricula according to their state or territory curriculum authority. From 2010, all states and territories agreed to embrace the Australian Curriculum, which refers to wellbeing in its 'general capabilities' section. The general capability 'personal and social capability' has a focus on students learning to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

In addition to curriculum frameworks, the [Australian Professional Standards for Teachers](#) and the [Australian Professional Standard for Principals and the Leadership Profiles](#) explicitly outline teacher and principal responsibilities to support student wellbeing. Teachers at the proficient career stage are expected to 'ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements' (Australian Institute for Teaching and School Leadership [AITSL], 2011) Principals are expected to be 'well versed in the latest research and developments in ... student wellbeing' and to 'create an ethos of respect taking account of the spiritual, moral, social and physical health and wellbeing of students' (AITSL, 2014).

² The Australian Government, with endorsement from all state and territory governments launched the Student Wellbeing Framework in 2018 and the Hub in 2020.

³ Key schooling outcomes are set out in the Australian Curriculum and Measurement Framework for Schooling in Australia. The Australian curriculum has no equivalent of Outcome 3 of early childhood approved learning frameworks. The only official outcome of schooling as recognised at the national level is learning, as measured through NAPLAN and state and territory end-of-schooling assessments.



At the state and territory level, most jurisdictions have their own wellbeing framework and/or strategies and policies for encompassing wellbeing into schooling ([Appendix A](#)). Sometimes these sit with the Department of Education and are fairly focused on classroom practice and learning, other times they sit outside the Department and may be more focused on wellbeing in general. There are also a variety of non-government wellbeing frameworks and roadmaps available to schools that have been developed to improve student wellbeing. For example, some systems have adopted the [Australian Research Alliance for Children and Youth \(ARACY\) The Nest](#), which is an evidence-based framework for national child and youth wellbeing focused on 6 domains: loved and safe, material basics, healthy, learning, participating and positive sense of identity and culture and one overarching theme ('connectedness').

How is wellbeing currently measured?

In 2019, the Education Council established the National Student Wellbeing Project to investigate student wellbeing, its links to learning (specifically between measures of subjective wellbeing and NAPLAN scores) and valid measures within the literature. The purpose of the project was to support the development of a national approach to understanding student wellbeing. The project sought to develop student wellbeing measurement tools that could support decision-making to improve school climate, at both the system and school levels. The project was completed at the end of 2021. It recommended to Ministers that all jurisdictions and non-government schools should move to prioritise the measurement of student wellbeing, defined by the project as 'lack of negative affect, presence of positive affect, and satisfaction with life'. The Productivity Commission's Review of the National School Reform Agreement reiterated the need for governments to collect comparable data for a composite wellbeing indicator to track student wellbeing and ensure that investment in wellbeing initiatives was based on evidence of their effectiveness (Productivity Commission, 2022).⁴

The wellbeing data that systems, sectors, schools, and services collect reflect the policies, standards and frameworks that influence how different education settings conceptualise and address wellbeing. This means that, while there is some overlap, the wellbeing measures, and approaches to collecting data tend to vary.

⁴ Recommendations to raise the importance of student wellbeing and prioritise the collection of wellbeing data have also been outlined in Schedule A, Part 1, 2b of the 2022 [National Mental Health and Suicide Agreement](#), and a Productivity Commission mental health (2020) report.

Systems and schools use student wellbeing surveys

Almost all states and territories in Australia collect student wellbeing data through annual student surveys of Years 4 to 12 ([Appendix B](#)). Most of these surveys are underpinned by state or territory student wellbeing frameworks or policies. Some jurisdictions have made their surveys compulsory for government schools, though students are still able to opt-out at an individual level. Other jurisdictions have adopted an opt-in model, where school leadership chooses whether to participate in the survey.

Many independent schools and Catholic dioceses and school associations access the same wellbeing survey instruments and measures that are available to public schools. However, data and research stemming from these surveys is not usually publicly available. Schools also access a range of privately run instruments.

Summary of student wellbeing measures

There is considerable overlap in what jurisdictions measure and how they administer their student wellbeing surveys ([Appendix C](#)).

- Almost all jurisdictions collect data on ‘relationships with peers and staff’, ‘sense of belonging’ and ‘school engagement’.
- Many also collect data on emotional wellbeing, physical and/or mental health, and bullying/behaviour.
- Most jurisdictions consider engagement with learning alongside student wellbeing. Engagement with learning measures may include measures such as academic self-concept, learning readiness and academic buoyancy.

Student wellbeing surveys are not the only source of information about wellbeing in schools. Systems and schools also use other system data, such as attendance and or suspension rates as proxy indicators of wellbeing.

This information can provide a real-time signal about student engagement with learning or highlight other underlying issues that schools may need to address.

School and systems also use other measures and tools

Australian Early Childhood Development Census

The AEDC is a measure of how children develop in the years before starting school. It is a nationwide data collection of early childhood development at the time children commence their first year of full-time school and has been endorsed by the Council of Australian Governments as the national progress measure of early childhood development in Australia. The AEDC measures 5 areas of early childhood development: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based), communication skills and general knowledge.

The AEDC is completed every 3 years by teachers of children in their first year of full-time schooling. On each of the 5 AEDC domains, children receive a score from 0 to 10 which is calculated based on teacher responses to the relevant domain questions for each child. AEDC results are reported as the number and proportion of children who are ‘developmentally on track’, ‘developmentally at risk’ and ‘developmentally vulnerable’. The results are reported at the school and community level, rather than the individual, meaning they cannot be used as an individual measure of children in the classroom. The AEDC domains have been shown to predict later health, wellbeing and academic success. The AEDC National Committee ensures the AEDC evidence base is made accessible through published research, community action, data linkage and/or direct access to the data.

Programme for International Student Assessment

PISA is an international assessment of 15-year-olds' ability to apply their knowledge and skills to real-life problems and situations, focusing on reading, mathematics and science. A nationally representative sample of more than 14,000 Australian students in over 700 schools complete the test. It has been administered every 3 years since 2000, with the 2021 test delayed until 2022 (AERO, 2023).

While PISA is primarily known for collecting data on cognitive aspects of schooling (such as, reading, maths and science), PISA also collects non-cognitive data related to student and school characteristics including information on student wellbeing. These measures include: belonging at school, student cooperation, student competition, parental involvement in school activities, exposure to bullying, disciplinary climate, student behaviour hindering learning, student self-efficacy, student fear of failure, growth mindset, teacher enthusiasm, teacher support, teacher feedback and teacher behaviour hindering learning.

This non-cognitive data can be linked to the cognitive data PISA collects which allows researchers and others to look at the relationships between teaching practice, student wellbeing and learning – see, for example, OECD (2019) and Deloitte Access Economics (2019). This data is a valuable tool to understand how effective teaching practices are linked to both wellbeing and learning.

Non-jurisdictional wellbeing surveys and tools

Schools may also procure or develop wellbeing tools in addition to, or instead of, system tools. There are many of these wellbeing tools in existence, some of which are provided free of charge by not-for-profit or non-government agencies, while others are fee-for-service tools. These tools measure a broad range of wellbeing components from single indicators such as bullying, to broader subjective wellbeing measures such as mental health. They are also designed to be used at different intervals (such as weekly or annual) and across a range of contexts. The degree to which they are evidence-based varies.

It is outside the scope of this paper to detail every wellbeing measurement tool available to schools. However, well-known evidence-based tools include:

- The [ACER Social Emotional Wellbeing survey](#) which is a school-wide survey for ages 3 to 18 that provides insights into a wide variety of social, emotional and behavioural outcomes.
- [ARACY's EI Pulse](#) which is a weekly pulse style check-in that lets schools collect data on school wellbeing and engagement that is frequent, familiar or formative.
- The [Pivot Wellbeing Tool](#) which was developed in response to COVID-19 and measures wellbeing for learning through resilience, belonging and safety via weekly student check-ins.

What do systems and schools do with wellbeing data?

Wellbeing data can support education policymakers and educators, teachers and leaders to implement effective strategies to improve wellbeing and learning for children and students. However, research suggests that teachers don't always know how insights from data can be used to improve practice (Finefter-Rosenbluh et al., 2021). This section explores the ways systems and schools use wellbeing data in practice and the challenges that can be presented in using this data.

How do systems and schools use the data?

Systems and schools can, and do, use wellbeing data in a variety of ways, ranging from use at the system level to inform planning and policies, to use by school leaders to inform whole of school approaches to wellbeing, to use by classroom teachers to improve student outcomes.

Systems disseminate school-level student survey results to schools

Departments of Education in most jurisdictions provide school-level snapshots of student wellbeing survey responses to school leaders. The data received by school leaders may contain various levels of detail such as data broken down by year group or gender, comparisons to state averages and/or trend data for different measures. Sometimes this data is provided in the form of reports which are emailed through to school leaders and/or data may be made available on internal data platforms. The timeliness of the data dissemination varies between states and territories. For example, in New South Wales, data reports are received by schools within 3 days of the Tell Them From Me wellbeing survey window closing; in other jurisdictions, it may take longer for schools to receive this data. In some jurisdictions, independent and Catholic schools use the same surveys provided to Government schools.



Some jurisdictions link wellbeing survey results to other school data

States and territories may also use the data at the system level to inform planning and policy decisions. Data linkages connecting student wellbeing information, enrolment data and NAPLAN have created valuable data assets in several jurisdictions which facilitate a broad range of investigations into student wellbeing. Some states and territories are also linking student wellbeing data with data from agencies such as community services or health to build a broader picture of the wellbeing of children and young people or exploring cross-jurisdictional data linkages. For example, South Australia, Tasmania and the Australian Capital Territory have partnered with the University of South Australia to create a linked dataset that links comparable components of their state-based student wellbeing and engagement surveys with demographic, attendance and NAPLAN data. This linked dataset will support future research efforts to further map the reciprocal relationship between wellbeing and engagement outcomes and learning outcomes (ARDC, 2021).

Jurisdictions also use data from student wellbeing surveys to gain insights into specific programs or the impact of learning disruptions such as student experiences of COVID-19. Additionally, some jurisdictions use their student wellbeing data to evaluate the effectiveness of wellbeing programs and to better understand the relationship between wellbeing components and other student outcomes.

Expectations for how schools should use wellbeing data can vary

While wellbeing data appears to be used to varying degrees at the school and system level, it does not appear to be used systematically across systems or within schools. For example, there is significant variation in how schools are expected to use the data and the guidance provided to schools from the system about how the data should be used to inform teaching and learning. Anecdotal evidence suggests while some schools proactively use data to inform their school planning cycles, at other times, data is underutilised by schools as they are unsure how to use the data or what to do in response to insights from the data.

There are also different levels of system maturity in collecting and using student wellbeing data, with some systems only recently introducing system-wide measures and others having operated their surveys for many years. This influences the degree to which data is used and the sophistication of its use. Jurisdictions also highlight the need for more support for teachers and schools to unpack data and plan classroom and whole-school responses. Recent research also reflects this feedback. For example, a study by Finefter-Rosenbluh, Ryan and Barnes (2021) found that teachers can be unsure how to use insights or prioritise issues highlighted from student survey responses to change their classroom practice.



Conclusion

Research has demonstrated that components of student wellbeing (such as sense of belonging) are associated with improved learning outcomes (such as better literacy and numeracy scores). However, there continue to be gaps in the evidence base regarding the pathways through which student wellbeing impacts learning and what are the effective policies, programs and practices that improve student wellbeing.

The unclear evidence base is a challenge for education systems and sectors, who have identified improving student wellbeing as a priority. Effective use of student wellbeing data can fill the gaps in the evidence by supporting policy makers to understand trends in student wellbeing and to identify and evaluate potential strategies to improve wellbeing and learning outcomes.

While all jurisdictions are collecting information on student wellbeing, differences in the conceptualisation and implementation of wellbeing measures means jurisdiction-based measures are not always directly comparable. There has been increasing national collaboration to understand and share insights from individual state and territory measures, such as through the National Student Wellbeing Project or cross-jurisdictional data linkage projects. However, there continues to be a gap in relation to a nationally consistent measure of wellbeing.

A national measure of wellbeing could include consistent measures of student wellbeing such as sense of belonging, safety, inclusion and teaching practices linked to learning outcomes. This will enable more robust research on the in-school factors that shift student wellbeing and learning. It is important that any national measure of student wellbeing focus on the components of wellbeing that:

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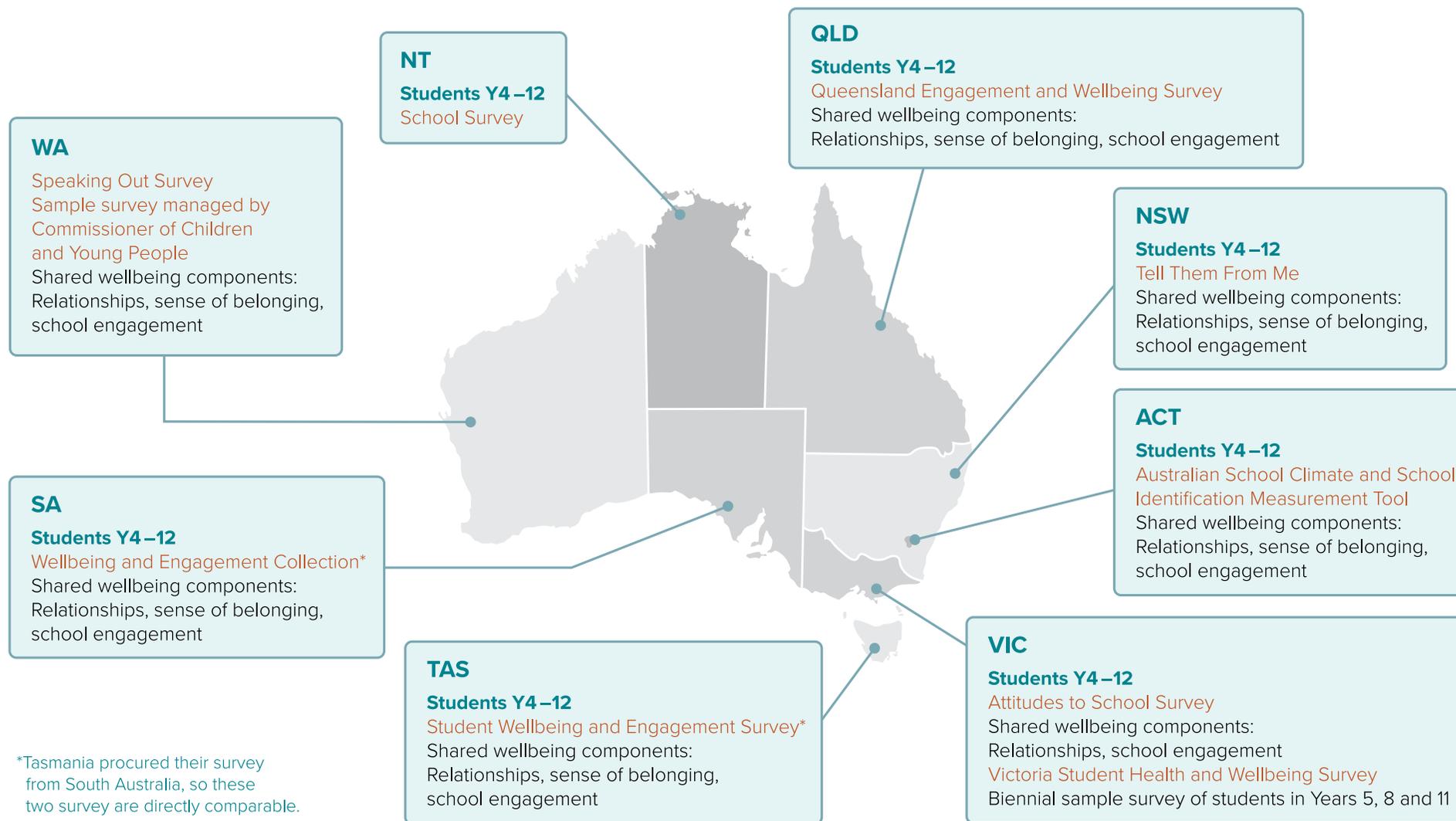
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Appendices

Appendix A: Links to state and territory wellbeing frameworks and policies

| Jurisdiction | Strategy/Framework |
|-----------------------|---|
| All jurisdictions | The National Mental Health and Suicide Prevention Agreement |
| Australian Government | Australian Student Wellbeing Framework |
| | The National Children’s Mental Health and Wellbeing Strategy |
| | The Australian Government’s National Mental Health and Suicide Prevention Plan |
| ACT | Australian Capital Territory Wellbeing Framework |
| NSW | New South Wales Wellbeing Framework for Schools |
| NT | Northern Territory Child and Adolescent Health and Wellbeing Strategic Plan 2018–2028 |
| QLD | Queensland Children’s Wellbeing Framework |
| | Student Wellbeing and Learning Framework |
| SA | South Australia’s Wellbeing for Learning and Life framework |
| TAS | Tasmanian Child and Youth Wellbeing Framework |
| VIC | Framework for Improving Student Outcomes (2.0) |
| | Wellbeing in the classroom |
| WA | Western Australia Commissioner of Children and Young People Indicators of Wellbeing |

Appendix B: Map of student wellbeing surveys used by Australian state and territory governments



Note: Information adapted from the National Student Wellbeing Project report and State and Territory websites. The shared wellbeing components are not an exhaustive list of overlapping measures but key common components, refer to [Appendix C](#) for more information.

Appendix C: Table of student wellbeing surveys used by Australia state and territory governments

Note: All jurisdictions collect information on relationships with peers and staff, sense of belonging and school engagement. There are other components measured by multiple jurisdictions but they are not shared by all.

| Jurisdiction | Measure | Year started | Coverage | Compulsory | Wellbeing components measured |
|--------------|--|--------------|------------|------------|---|
| ACT | Australian School Climate and School Identification Measurement Tool | 2007 | Years 4–12 | N | Academic emphasis (cognitive engagement), shared values and approach, staff/student and student/student relations, school identification (sense of belonging), emotional and behavioural engagement, support and safety, a range of student behaviours, a range of emotional wellbeing elements |
| NSW | Tell Them From Me | 2013 | Years 4–12 | Y | Cognitive engagement, social engagement, institutional/behavioural engagement, value educational outcomes, growth orientation, perseverance, effective classroom management, teacher-student relations, sense of belonging, academic self-concept, academic buoyancy, relations with peers and teachers, support for learning at home and school bullying |
| NT | Student Survey | Not known | Years 5–12 | N | Emotional regulation, peer and teacher relationships, connection to school |
| QLD | Engagement and Wellbeing Survey | 2020 | Years 4–12 | N | 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 |

| Jurisdiction | Measure | Year started | Coverage | Compulsory | Wellbeing components measured |
|--------------|---|------------------------------------|---|------------|---|
| SA | Wellbeing and Engagement Collection | 2013 (Year 6) 2019 (Years 4–12) | Years 4–12 | N | Emotional wellbeing, engagement with school, learning readiness, health and wellbeing out of school |
| TAS | Student Wellbeing and Engagement Survey | 2019 | Years 4–12 | Y | Tasmania procured their survey from SA but have organised the components according to ARACY's 6 Nest domains: loved and safe, healthy, material basics, learning, participating and positive sense of culture and identity. |
| VIC | Attitudes to School Survey | ~ | Years 4–12 | N | Learning in the classroom, experiences at school, bullying, health, peers and family relationships |
| | Victorian student health and wellbeing survey | 2014 | Two year sample survey of students in Years 5, 8 and 11 | N | Physical health, risky health behaviours, emotional wellbeing and social experiences and supports |
| WA | Commissioner for Children and Young People manages an Indicators of Wellbeing framework which includes a 3-yearly sample survey | 2019 | Sample survey Years 4–12 | N | Physical and mental health, sense of belonging, school engagement, relationships with others, safety, material basics, connection to community and culture |



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