

# Dubai Student Wellbeing Census Workshop

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المسح الشامل  
لجودة حياة الطلبة بدبي

DUBAI STUDENT  
WELLBEING CENSUS



Government of South Australia  
Department for Education and  
Child Development

# Purpose of Workshop

The workshop aims to provide schools with:

- An understanding of how to read and understand data in their school report and how the data can be used to inform practice.
- A common understanding and language around domains and student wellbeing
- Commence an action plan (a list of 3-6 next action points) for each school to engage with stakeholders and generate ideas for practical interventions.

# Process Overview

## Part 1

- Understanding the context and overview of wellbeing measurement
- Overview of the data

## Part 2

- Understanding and interpreting the data in your school report
- Strengths, Surprises and Opportunities – working with your data
- Considerations in preparing to plan

## Part 3

- Break out sessions: Considering interventions
- Unpacking some domains

## Part 4

- Engaging with stakeholders
- Break out sessions: school approach model or self compassion
- Resources and future opportunities for learning

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# Understanding the context: Overview of wellbeing measurement and the data

- Provide attendees with an understanding on why measuring wellbeing is important
- To gain an understanding of the distribution of wellbeing assets across Dubai.
- To have a common understanding around domains and student wellbeing

# Defining 'wellbeing'

happiness  
21<sup>st</sup> century skills  
non-cognitive skills  
resilience  
executive functioning skills  
engagement  
social skills  
persistence  
character strengths  
general health



# Criteria for measurement

Evidence of  
enduring  
impact

Skills &  
characteristics  
malleable

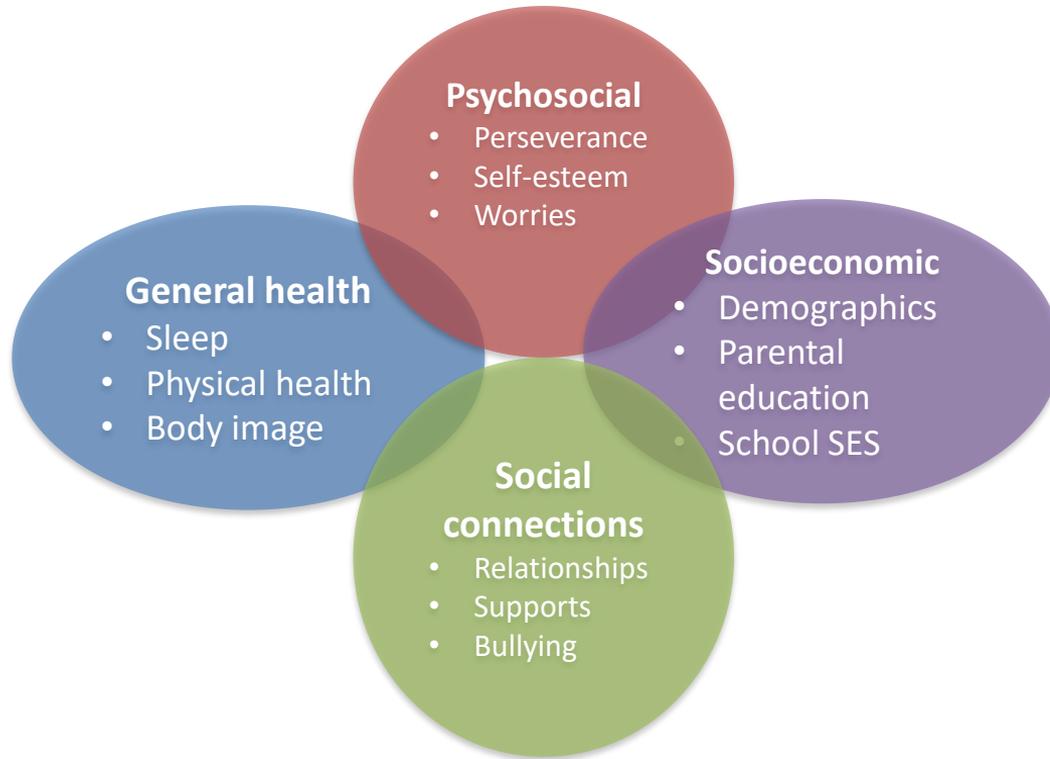
Developmental  
domains  
measurable

Intervention

Agreed  
standards

Do no harm

# Multiple measures of wellbeing



# Census domains – What we measure and why its important

Social and emotional wellbeing	Relationships and learning in school	Physical health and lifestyle, afterschool activities
<p>Happiness                      Optimism                      Life satisfaction                      Perseverance                      Emotion regulation                      Sadness                      Worries/Anxiety</p>	<p>Important adults in school                      Connectedness to adults at school                      Connectedness to adults at home                      Emotional engagement with teacher                      School climate/Belonging                      Peer belonging                      Friendship Intimacy                      Cognitive Engagement                      Academic Self-concept                      Engagement                      School work                      Respect                      Safe at School                      Bullying</p>	<p>Physical health                      Body image                      Nutrition (Breakfast/Fruit and Vegetables)                      Sleep                      After school activities</p>

# Measurement tools

## Demographic questions

### Middle Years Development Instrument

(Schonert-Reichl et al. 2013)

- Optimism, academic self-concept, sadness, worries, and more
- Breakfast, sleep, Relationships and support
- School climate and bullying
- Activities outside of school
- Satisfaction with life

### California Healthy Kids Survey

- General health, body image
- Important adults in school

### EPOCH

(Kern / Seligman)

- Perseverance
- Engagement
- Happiness

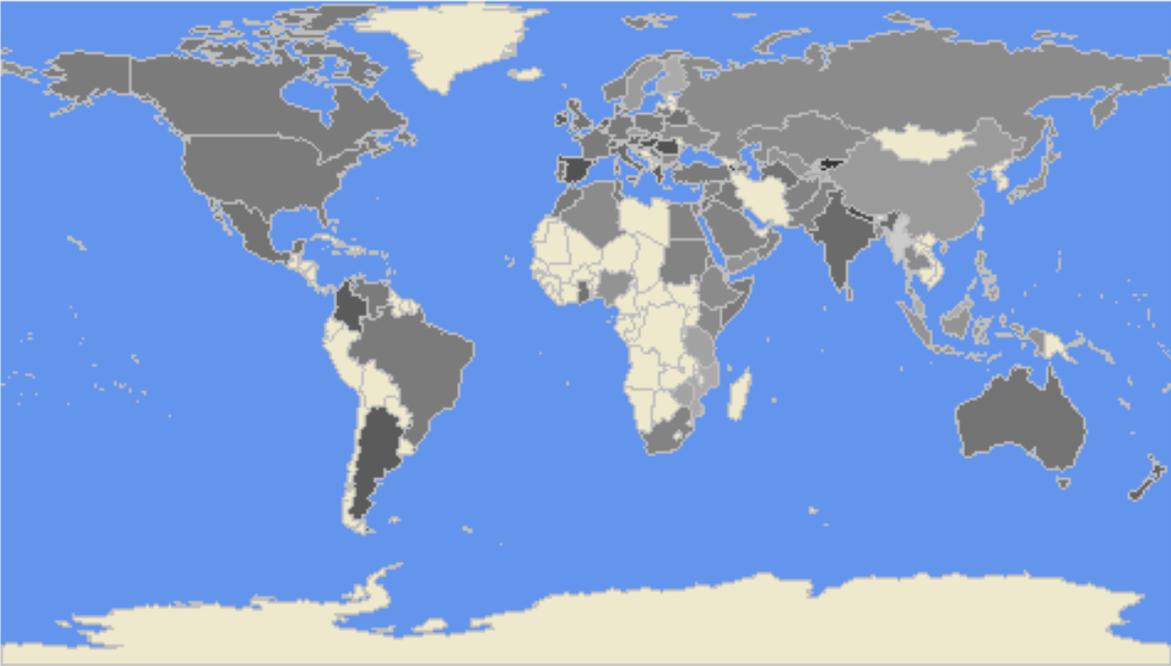
### Brinkman/Gregory

- Engagement in learning
- School engagement
- Emotion regulation

# Key findings

- Overall, students are performing well, it is a high performing system.
- Wide distribution of wellbeing assets across Dubai.
- Differences within Dubai – in particular between nationalities, cultures and curriculum.
- Emiratis generally had lower wellbeing compared to other students - across all constructs, Emiratis were on average 6% less likely to be in the high band.
- There is a complex interplay between school system, culture, age and gender and these differences are statistically and materially significant.

# Happiness by reported nationality



Less  
happy

More  
happy



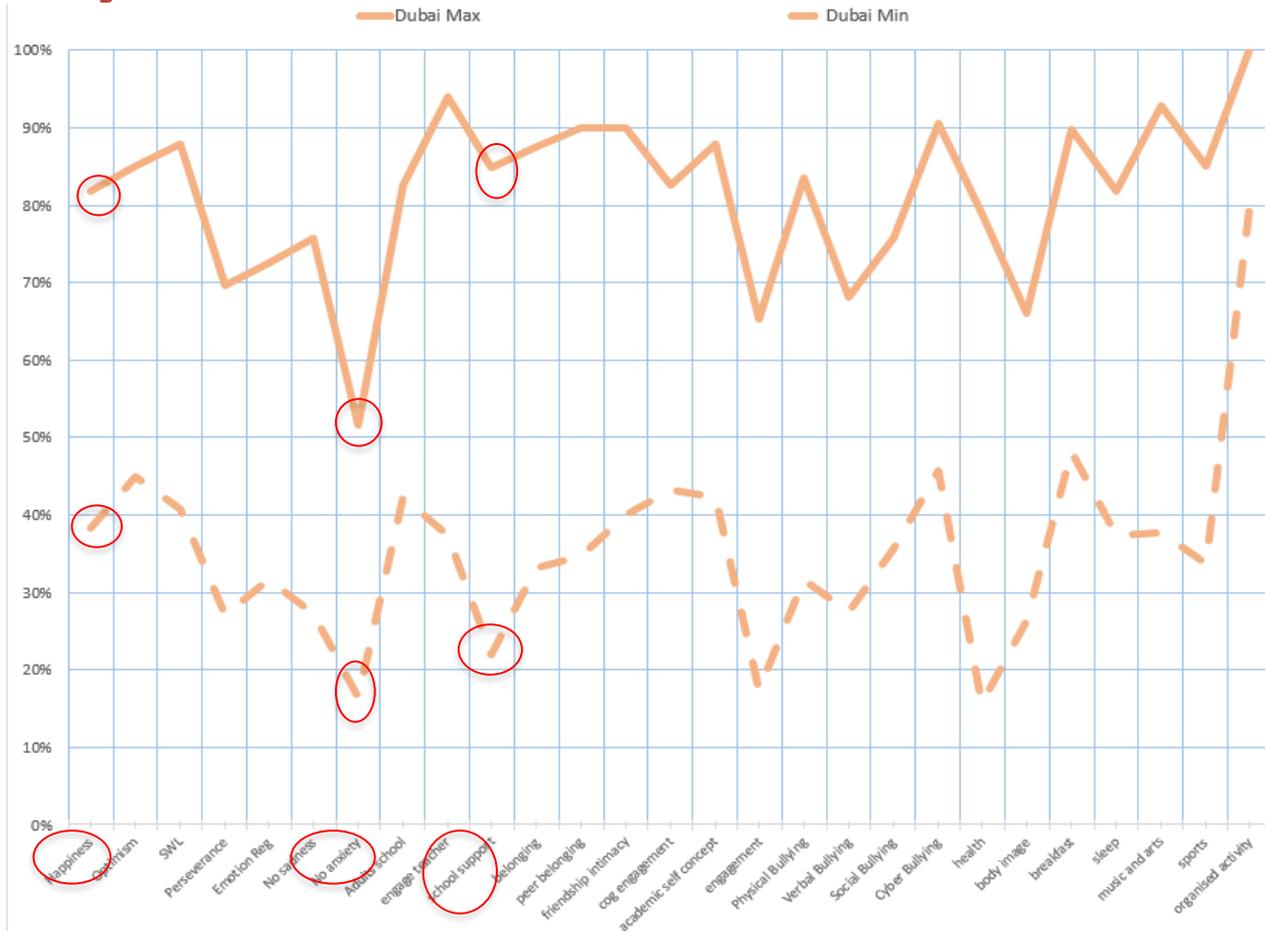
# Wellbeing assets (“DNA”) – why they are important

- A high level comparison reflecting schools wellbeing across Dubai.
- Powerful indicator to assist schools to identify strengths, surprises and areas for improvement.
- Each row shows results for each participating school.
- Reflects range of wellbeing results for each domain.
- Wellbeing assets summarise the green (high) section of each domain for individual schools.

Colours used  
for scale



# Dubai by domain



# Wellbeing assets – All schools (“DNA”)

Social and emotional wellbeing										Relationships and learning in school and at home										Physical health and lifestyle					After school activities			Ranking					
Happiness	Optimism	SWL	Perseverance	Emotion Regulation	No Sadness	No Anxiety	Connect Adults School	Connect Adults Home	Emotional Engagement Teacher	School Support	School Belonging	Safe School	Peer Belonging	Friendship Intimacy	Respect	Cognitive Engagement	Academic Self Concept	Engagement	School Work	Social Victim (None)	Verbal Victim (None)	Physical Victim (None)	Cyber Victim (None)	General Health	Body Image	Breast/Feet	Fruit Veg	Sleep	Music and Arts	Sports	Organized Activities	Average of school %	
100.0	100.0	66.7	50.0	66.7	100.0	66.7	100.0	100.0	66.7	100.0	66.7	100.0	100.0	100.0	100.0	100.0	83.3	83.3	66.7	100.0	83.3	100.0	83.3	50.0	83.3	33.3	50.0	83.3	66.7	100.0	100.0	82.8	
80.0	80.0	76.0	54.2	56.0	72.0	68.0	68.0	72.0	92.0	92.0	72.0	96.0	84.0	84.0	88.0	88.0	92.0	44.0	52.0	52.0	36.0	56.0	92.0	68.0	92.0	100.0	80.0	88.0	88.0	100.0	76.1		
83.3	83.3	83.3	66.7	50.0	66.7	16.7	100.0	100.0	100.0	100.0	66.7	100.0	100.0	66.7	100.0	83.3	100.0	66.7	83.3	66.7	50.0	50.0	83.3	50.0	66.7	100.0	83.3	83.3	33.3	66.7	66.7	75.5	
77.3	81.8	81.8	59.1	54.5	68.2	54.5	81.8	68.2	100.0	90.9	81.8	100.0	77.3	59.1	81.8	81.8	95.5	63.6	72.7	63.6	63.6	77.3	90.9	50.0	66.6	81.8	81.8	72.7	77.3	68.2	90.9	75.4	
72.1	78.7	83.6	45.9	47.5	78.7	60.7	75.4	85.2	95.1	88.5	86.9	96.7	82.0	80.3	90.2	78.7	95.1	36.1	45.9	50.8	62.3	65.6	95.1	55.7	75.4	90.2	90.2	70.5	77.0	75.4	98.4	75.3	
73.3	82.2	74.4	61.1	72.2	61.1	41.1	80.0	82.0	86.7	82.2	84.1	94.4	80.0	86.7	84.4	78.7	82.2	62.2	74.2	63.2	68.2	58.0	87.5	43.7	60.7	78.4	78.4	74.2	77.0	62.9	95.5	74.3	
81.8	78.8	87.9	39.4	60.6	75.8	51.5	81.8	97.0	93.9	84.8	87.5	93.9	81.8	72.7	84.8	72.7	84.8	57.6	54.5	75.8	63.6	63.6	78.8	48.5	45.5	75.8	75.8	81.8	75.8	45.5	97.0	73.5	
83.3	66.7	83.3	66.7	66.7	66.7	33.3	100.0	83.3	100.0	50.0	66.7	100.0	66.7	100.0	83.3	66.7	83.3	33.3	83.3	80.0	50.0	50.0	80.0	50.0	60.0	83.3	100.0	33.3	66.7	100.0	100.0	73.0	
78.0	76.8	76.8	45.7	50.0	72.0	52.4	74.1	82.7	86.6	81.7	80.0	88.9	75.6	84.1	86.6	80.5	80.9	36.6	54.9	42.7	46.3	69.5	93.9	64.6	64.6	90.2	91.5	69.5	74.4	76.5	97.6	73.0	
78.9	85.0	83.2	65.8	72.7	71.4	46.6	77.0	90.0	82.3	68.6	78.2	91.2	80.9	81.5	69.9	82.5	88.1	59.0	58.5	47.7	39.1	54.3	86.8	44.7	55.3	81.6	82.1	72.2	87.6	68.7	98.0	72.8	
77.1	75.3	77.6	47.6	55.3	75.9	53.5	68.8	81.8	88.2	80.0	81.2	90.6	75.1	81.5	81.4	79.9	88.2	48.8	62.4	37.3	43.8	67.5	81.7	50.9	59.2	84.6	88.1	75.0	74.9	80.4	98.2	72.2	
76.7	69.4	74.8	60.0	54.1	71.8	54.6	75.2	85.2	84.1	80.0	77.7	87.3	76.5	77.7	82.5	79.2	92.3	48.5	50.5	51.5	50.0	60.0	87.9	59.2	67.7	86.9	86.7	64.6	62.8	71.4	88.9	71.7	
74.0	81.3	77.4	48.1	52.3	70.5	50.0	70.8	84.2	82.1	75.2	67.4	92.2	74.8	77.8	81.6	70.9	85.4	48.3	51.3	46.8	50.6	69.2	87.1	57.9	62.1	90.6	91.0	70.8	71.7	77.7	98.7	71.6	
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70.0	85.0	60.0	60.0	70.0	72.5	32.5	82.5	85.0	85.0	82.5	86.8	92.5	90.0	87.5	70.0	82.5	82.5	60.0	80.0	45.0	42.5	42.5	60.0	47.5	40.0	72.5	79.5	59.0	77.0	100.0	100.0	70.4	
69.1	72.2	68.0	55.7	51.5	70.8	56.8	71.9	76.6	80.4	75.3	76.6	90.6	71.9	76.0	78.9	64.9	80.4	49.5	60.8	58.8	57.7	76.3	84.5	47.9	57.9	76.3	85.6	72.9	69.8	57.7	96.9	70.0	
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77.8	61.1	83.3	66.7	61.1	50.0	44.4	58.8	100.0	77.8	72.2	72.2	83.3	77.8	77.8	77.8	83.3	94.4	55.6	44.4	38.9	44.4	55.6	72.2	50.0	55.6	88.9	94.4	66.7	44.4	77.8	94.4	68.9	
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74.0	76.7	73.1	51.0	51.9	66.9	52.4	61.2	74.5	80.6	61.2	71.6	89.3	78.6	80.4	79.4	72.2	88.3	36.1	62.0	45.3	33.7	52.6	69.5	47.9	59.6	84.9	80.6	64.5	68.1	75.0	95.7	67.8	
71.5	75.3	66.6	48.8	59.6	62.7	43.3	68.0	84.9	71.2	70.6	70.4	90.4	76.1	83.3	67.4	73.4	81.9	49.7	55.3	46.9	40.2	42.4	58.2	88.0	40.6	56.1	81.9	83.0	65.0	70.0	68.7	96.2	67.7
73.1	67.3	76.9	44.2	36.5	65.4	53.8	61.5	80.4	88.5	73.1	69.2	90.4	80.8	75.0	86.5	57.7	86.5	30.8	59.6	57.7	50.0	65.4	88.5	50.0	55.8	84.6	78.8	55.8	63.5	61.5	96.2	67.7	
67.8	75.5	66.2	50.6	62.9	55.0	30.4	70.0	85.0	73.3	68.8	66.6	90.2	79.6	83.7	72.2	70.0	77.8	48.9	51.3	63.8	56.2	62.5	88.5	39.1	57.8	84.6	70.9	67.2	65.5	54.8	98.0	67.4	
71.4	71.4	57.1	57.1	28.6	71.4	42.9	71.4	71.4	85.7	71.4	71.4	71.4	57.1	71.4	71.4	85.7	85.7	28.6	57.1	71.4	14.3	42.9	100.0	85.7	71.4	85.7	100.0	42.9	71.4	57.1	100.0	67.0	
67.5	60.0	70.0	45.0	45.0	62.5	45.0	72.5	82.1	89.7	71.8	64.1	87.2	61.5	71.8	69.2	64.1	87.2	35.9	46.2	53.8	48.7	71.8	89.7	46.2	53.8	89.7	87.2	61.5	61.5	84.6	94.9	66.9	
65.0	63.6	66.9	51.9	44.3	68.4	47.4	67.3	85.3	70.5	62.6	61.0	88.5	73.1	77.9	70.9	67.5	82.4	32.6	58.1	54.0	55.3	77.8	86.1	41.9	61.8	84.5	86.3	54.5	55.2	75.6	94.7	66.8	
64.6	68.1	58.3	62.5	60.4	56.3	46.8	77.1	82.6	77.1	56.3	61.7	87.5	72.9	79.2	72.9	72.9	78.7	42.6	59.6	70.8	42.6	52.1	70.8	41.7	56.5	83.3	72.9	59.6	77.1	66.0	95.8	66.5	
71.4	71.4	61.9	57.1	70.0	50.0	20.0	70.0	75.0	90.0	70.0	75.0	90.0	70.0	75.0	68.4	75.0	63.2	85.0	42.1	36.8	47.4	57.9	78.9	26.3	68.4	78.9	78.9	70.0	66.7	83.3	66.1		
66.8	69.4	60.0	56.2	64.0	59.9	37.6	66.6	79.9	72.4	62.4	65.1	87.3	72.2	81.9	66.0	71.9	74.3	50.2	61.5	53.6	35.1	52.6	85.5	45.7	53.1	77.0	82.2	61.7	71.4	68.8	95.0	65.9	
69.8	61.5	53.8	32.1	37.7	71.4	54.3	70.8	89.6	76.4	61.3	63.2	88.7	69.8	72.6	71.7	68.6	77.4	34.0	54.5	40.4	47.2	69.8	84.9	43.7	67.0	92.4	84.8	54.8	72.5	74.0	94.3	65.8	
60.9	64.0	65.2	49.9	33.1	68.6	43.1	52.4	89.4	66.6	61.6	55.1	90.7	68.4	75.2	66.3	66.9	84.3	32.1	54.5	44.6	52.0	79.3	83.3	49.5	59.7	84.7	91.5	57.1	71.4	84.3	97.9	65.7	
67.1	71.0	66.2	49.5	57.7	55.4	33.0	74.3	83.0	77.0	60.8	71.8	87.4	72.1	82.9	69.7	65.3	81.5	49.1	51.8	52.7	45.9	61.3	88.2	36.0	50.0	82.0	76.0	55.4	66.7	64.4	93.2	65.6	
72.2	74.1	75.9	46.3	44.4	61.1	38.9	74.1	81.5	88.9	75.9	79.6	92.6	68.5	64.8	74.1	68.5	85.2	40.7	50.0	40.7	35.2	51.9	72.2	37.0	55.6	77.8	75.9	63.0	61.1	75.9	94.4	65.6	
59.1	68.2	65.4	47.5	48.1	64.8	46.2	63.1	80.9	75.0	63.1	57.7	88.9	66.9	71.2	69.8	67.4	81.4	38.6	53.4	54.7	56.4	72.9	81.3	40.9	61.1	83.0	81.2	59.8	56.6	77.9	95.8	65.6	
64.2	71.2	59.3	53.8	60.2	56.4	33.9	67.8	83.7	74.4	59.0	62.7	87.2	73.8	85.0	63.1	67.6	73.6	44.1	55.0	56.9	46.0	60.8	89.1	34.3	53.7	83.9	82.3	64.0	72.6	61.9	94.8	65.5	
62.1	61.6	61.3	51.3	41.5	64.5	42.2	65.8	85.1	71.4	64.5	65.5	83.5	68.9	80.5	62.9	66.7	79.2	27.7	62.8	50.1	50.1	82.2	78.3	42.7	61.0	77.9	85.1	51.6	66.5	79.3	95.0	65.3	
65.9	65.2	66.3	53.6	44.9	67.8	48.3	61.2	85.5	70.7	59.9	56.																						

# Wellbeing assets – All schools (“DNA”)

Social and emotional wellbeing										Relationships and learning in school and at home										Physical health and lifestyle							After school activities			Ranking		
Happiness	Optimism	SWL	Perseverance	Emotion Regulation	No Sadness	No Anxiety	Connect Adults School	Connect Adults Home	Emotional Engagement Teacher	School Support	School Belonging	Safe School	Peer Belonging	Friendship Intimacy	Respect	Cognitive Engagement	Academic Self Concept	Engagement	School Work	Social Victim (None)	Verbal Victim (None)	Physical Victim (None)	Cyber Victim (None)	General Health	Body Image	Breakfast	Fruit Veg	Sleep	Music and Arts	Sports	Organized Activities	Average of school %
59.5	71.4	66.7	50.0	59.5	50.0	21.4	73.8	73.8	69.0	64.3	81.0	88.1	69.0	73.8	66.7	66.7	81.0	61.9	65.0	50.0	40.5	42.9	71.4	38.1	50.0	78.6	64.3	69.0	92.9	59.5	100.0	64.7
72.7	90.9	81.8	45.5	54.5	36.4	27.3	45.5	81.8	72.7	81.8	72.7	90.9	54.5	45.5	72.7	63.6	72.7	63.6	63.6	63.6	63.6	54.5	72.7	40.0	45.5	81.8	72.7	72.7	54.5	36.4	81.8	64.6
45.3	54.7	45.3	54.7	37.5	53.1	29.7	64.1	75.0	71.9	73.4	55.6	85.9	75.0	78.1	79.4	68.3	79.7	34.4	60.9	52.5	67.2	83.6	85.2	37.1	66.1	69.4	79.0	51.6	62.7	81.4	98.3	64.3
69.9	69.2	60.9	45.2	56.8	64.0	36.5	58.1	79.4	66.6	61.2	63.9	86.6	78.9	85.1	64.0	66.8	79.9	41.6	60.2	56.8	48.1	68.6	87.7	29.1	48.8	73.0	77.4	55.3	61.4	56.8	95.9	64.2
64.9	66.9	61.7	47.0	52.2	57.5	29.1	65.4	79.5	69.2	59.7	69.9	84.0	70.9	80.6	62.4	69.4	75.2	43.3	57.5	50.0	38.8	48.5	80.5	45.9	57.9	77.4	78.8	56.4	66.2	79.1	97.0	63.8
58.2	64.1	61.5	42.3	36.4	61.9	44.2	53.5	81.4	62.9	59.2	57.3	87.2	70.2	77.9	64.8	61.3	81.1	28.3	51.0	53.1	48.8	71.1	81.8	45.6	64.2	82.8	88.2	59.0	57.2	79.3	96.4	63.5
65.4	66.3	55.4	48.2	60.8	49.6	29.6	59.9	80.0	64.7	60.0	60.1	83.5	72.7	82.3	66.0	68.8	73.2	43.6	54.5	53.8	46.1	56.8	85.2	35.8	55.8	83.5	75.0	60.9	73.1	61.7	95.5	63.4
67.2	61.3	60.1	57.3	54.0	50.2	33.5	53.6	86.6	48.5	42.2	56.5	75.5	68.7	90.0	61.3	68.7	71.5	38.5	60.1	61.9	47.9	69.0	81.6	57.6	59.4	85.1	82.6	62.1	48.8	67.9	93.3	63.2
65.4	58.9	62.3	41.5	51.2	61.7	48.4	55.1	78.1	69.0	55.1	57.1	74.8	66.1	78.7	61.4	66.4	67.7	38.9	55.9	64.2	55.3	68.3	85.4	41.5	56.9	73.2	76.2	62.3	58.5	74.0	90.2	63.1
65.3	66.3	66.7	48.1	42.2	70.3	46.8	60.1	81.0	59.0	46.3	61.9	76.7	71.3	79.3	57.2	64.8	79.8	36.5	61.7	47.8	45.0	70.3	81.3	38.4	56.3	78.9	78.9	53.4	55.7	75.8	95.6	63.1
62.9	71.9	65.1	65.1	58.6	59.5	28.9	60.8	83.1	62.9	56.5	61.0	85.2	75.9	81.9	69.4	77.6	80.2	41.8	64.2	51.7	40.1	53.4	72.4	38.4	50.0	63.4	71.0	57.3	45.3	61.3	90.5	62.7
56.1	50.8	57.6	39.4	37.9	57.6	33.3	69.7	74.2	71.2	68.2	68.3	78.5	64.6	72.3	71.0	67.7	81.5	35.4	69.2	51.6	42.2	65.6	75.0	43.8	64.1	77.8	76.6	60.9	55.2	69.8	96.8	62.6
60.8	66.8	60.5	49.0	63.9	55.6	33.2	64.4	74.2	71.7	55.6	67.2	80.4	68.3	76.1	63.9	68.8	78.0	35.6	52.3	53.7	36.1	54.6	81.5	28.8	59.5	73.2	69.1	61.3	74.5	53.0	96.1	62.1
61.2	65.5	58.1	50.0	58.7	60.8	44.9	65.3	76.2	60.0	50.5	54.9	70.3	68.7	74.7	62.7	69.5	65.7	43.0	65.7	64.4	57.8	66.2	77.2	51.1	53.9	61.0	60.6	53.5	57.0	85.2	93.0	62.1
59.4	64.7	57.1	42.9	52.0	55.5	34.2	59.8	84.1	63.8	54.1	62.1	88.3	71.4	80.6	60.0	62.3	76.0	41.7	58.5	42.9	36.5	57.0	85.3	35.8	47.8	74.3	80.5	55.9	63.7	76.1	96.6	61.9
59.2	61.1	62.5	41.1	38.3	65.7	41.7	53.7	77.1	65.8	58.7	60.1	84.3	67.1	72.3	68.1	63.1	76.9	34.3	47.4	52.2	51.0	73.4	79.4	38.9	58.2	76.3	81.7	62.5	60.6	67.3	91.0	61.9
61.2	65.0	53.2	50.5	54.7	27.4	37.7	67.9	63.5	71.7	64.2	75.0	80.4	63.2	72.5	74.0	72.9	73.3	57.5	72.6	57.7	46.3	49.1	65.1	48.6	37.7	48.1	58.1	63.7	68.5	76.9	96.3	61.7
61.9	50.0	59.5	33.3	45.2	59.5	33.3	71.4	70.7	64.3	61.9	63.4	85.7	73.8	71.4	66.7	52.4	71.4	28.6	40.5	45.2	50.0	57.1	76.2	31.0	66.7	85.7	85.4	73.8	65.0	78.0	95.2	61.7
58.1	64.1	54.4	48.5	53.8	56.7	30.2	56.0	82.0	60.2	59.3	61.8	86.3	69.8	80.5	64.9	66.9	75.6	39.0	53.2	47.1	54.4	69.8	85.2	35.8	51.6	69.2	72.7	50.3	56.7	62.8	95.6	61.6
60.5	65.0	62.3	49.3	62.1	41.8	36.4	65.6	69.8	64.6	62.4	62.9	74.9	68.0	74.7	70.6	70.2	71.8	46.6	81.4	44.6	38.0	43.1	56.1	54.0	38.0	71.8	62.6	63.4	69.2	71.3	92.6	61.4
58.2	57.6	60.0	40.0	36.6	65.0	43.9	55.6	82.0	64.5	51.6	55.4	83.9	71.4	78.3	55.9	56.1	74.1	25.7	54.4	50.4	51.4	76.9	81.1	41.2	61.1	78.6	85.3	55.9	45.8	78.8	93.0	61.3
60.2	67.5	57.0	46.9	59.9	47.8	28.9	57.1	80.6	60.5	56.7	57.1	82.9	73.1	81.7	65.8	66.9	73.3	43.0	54.0	46.9	35.6	48.0	84.7	34.1	48.8	81.7	79.9	58.2	64.1	63.5	95.2	61.3
62.1	62.5	60.3	47.8	42.9	65.1	44.0	54.2	80.9	64.5	44.5	53.8	77.3	66.5	76.3	55.6	66.1	78.0	30.5	63.7	49.8	45.9	67.3	79.1	40.4	53.5	75.9	80.6	56.3	54.8	67.2	93.9	61.3
46.3	68.3	61.0	34.1	31.7	51.2	29.3	73.2	78.9	75.6	61.0	65.9	82.9	65.9	73.2	70.7	56.1	80.5	43.9	41.5	58.5	48.8	51.2	80.5	26.8	53.7	73.2	67.5	63.4	63.4	82.9	97.6	61.2
63.2	68.5	62.4	45.0	52.8	62.4	42.0	56.7	75.7	54.4	50.3	64.6	82.3	71.1	80.0	57.8	56.6	70.7	28.2	56.7	59.1	60.0	80.1	81.6	32.0	56.1	66.9	56.1	48.9	70.0	54.2	92.8	61.2
60.5	66.8	55.4	49.8	63.5	44.6	27.0	60.0	74.6	51.3	53.2	54.3	72.7	71.5	84.9	64.7	63.7	67.2	44.3	49.7	59.4	47.0	52.3	84.6	36.8	58.5	81.3	67.9	69.0	56.9	66.2	95.7	61.1
55.6	60.2	57.7	42.8	44.7	55.7	39.9	55.0	72.0	66.5	59.1	56.0	81.2	69.1	74.6	65.8	60.3	74.9	35.2	52.9	59.8	51.2	73.3	78.2	38.8	57.6	71.9	68.0	60.2	60.3	59.1	90.3	60.9
59.6	62.4	55.7	41.8	57.3	53.1	32.9	55.2	80.5	54.9	51.8	55.1	81.9	71.9	80.6	60.0	64.3	68.7	43.0	51.7	48.9	39.0	56.2	83.0	33.8	52.5	77.3	78.7	60.4	69.1	68.0	96.4	60.8
57.2	61.2	53.5	39.6	52.6	52.2	32.2	56.5	81.8	61.5	59.7	58.5	87.1	67.5	78.8	62.0	62.9	70.5	39.1	52.3	49.8	45.2	60.0	85.5	36.2	51.0	78.3	74.5	55.5	61.1	66.3	94.7	60.8
33.3	66.7	66.7	60.0	60.0	46.7	46.7	66.7	60.0	66.7	60.0	60.0	73.3	60.0	73.3	66.7	73.3	86.7	60.0	73.3	35.7	33.3	33.3	33.3	53.3	6.7	73.3	95.7	78.6	73.3	80.0	93.3	60.6
60.0	50.0	65.0	35.0	30.0	60.0	25.0	60.0	75.0	65.0	65.0	47.4	75.0	60.0	75.0	70.0	70.0	70.0	35.0	50.0	60.0	40.0	45.0	80.0	40.0	55.0	90.0	95.0	45.0	70.0	75.0	100.0	60.5
55.4	62.4	52.1	45.9	55.7	48.7	29.4	53.5	79.8	56.1	58.3	52.1	87.5	64.3	76.4	67.3	65.2	67.4	34.7	40.5	58.6	53.3	69.8	90.2	27.9	49.3	72.2	77.1	58.1	74.7	46.7	95.4	60.5
57.7	55.9	57.3	40.4	43.2	56.3	38.5	60.0	74.6	70.4	48.3	56.7	76.7	68.4	78.0	62.4	58.5	67.8	30.3	49.8	49.8	38.9	72.9	72.4	36.9	65.5	72.3	78.3	63.1	69.5	64.8	93.5	60.3
56.0	63.6	54.9	40.2	39.7	59.0	39.6	56.0	76.5	66.7	57.1	53.8	81.2	64.6	77.3	63.0	57.0	69.2	30.6	41.8	53.4	52.8	62.4	77.5	36.5	52.8	78.1	87.0	53.9	60.5	74.4	91.5	60.3
52.2	77.3	73.9	47.8	52.2	52.2	30.4	73.9	81.8	69.6	47.8	65.2	73.9	73.9	52.2	65.2	73.9	82.6	34.8	56.5	43.5	30.4	65.2	65.2	43.5	56.5	56.5	60.9	52.2	50.0	65.2	95.7	60.1
60.1	62.2	54.8	39.9	40.0	61.8	38.4	57.4	75.2	68.3	47.5	56.1	80.1	66.8	72.1	58.2	55.9	73.6	34.1	54.2	51.6	46.5	70.6	75.3	35.9	55.6	74.8	75.5	59.2	57.2	70.0	92.1	60.0
64.0	65.3	50.7	37.8	51.6	56.7	30.8	51.6	72.9	56.9	51.1	61.0	84.9	67.9	75.9	59.4	57.1	69.8	33.5	55.1	50.9	34.8	56.7	79.9	37.5	53.4	83.0	76.3	56.3	66.1	71.3	97.8	59.9
56.0	61.2	53.1	48.4	49.8	45.8	25.9	58.2	85.4	47.7	34.6	49.3	72.1	67.8	79.4	59.0	64.4	71.0	33.6	57.8	66.2	56.6	73.1	85.3	43.9	63.3	69.7	81.1	54.0	47.0	65.6	91.0	59.9
57.4	59.3	55.7	48.4	37.1	60.0	43.5	46.4	79.1	59.0	46.8	47.4	80.1	67.7	76.8	52.8	61.7	74.0	25.5	57.5	49.9	45.8	75.6	78.2	41.4	57.2	79.6	82.1	52.4	55.5	69.2	92.5	59.9
60.5	65.9	59.9	61.5	57.2	39.2	39.6	55.7	76.9	60.1	47.4	53.9	77.0	67.0	67.9	6																	

# Wellbeing assets – All schools (“DNA”)

Social and emotional wellbeing										Relationships and learning in school and at home														Physical health and lifestyle					After school activities			Ranking
Happiness	Optimism	SWL	Perseverance	Emotion Regulation	No Sadness	No Anxiety	Connect Adults School	Connect Adults Home	Emotional Engagemt Teacher	School Support	School Belonging	Safe School	Peer Belonging	Friendship Intimacy	Respect	Cognitive Engagemt	Academic Self Concept	Engagemt	School Work	Social Victim (None)	Verbal Victim (None)	Physical Victim (None)	Cyber Victim (None)	General Health	Body Image	Breakfast	Fruit Veg	Sleep	Music and Arts	Sports	Organis d Activities	Average of school %
52.0	61.1	55.8	41.3	44.2	54.3	25.2	58.4	81.6	70.4	69.4	61.5	88.9	73.4	78.5	74.2	63.0	81.6	29.6	46.5	54.8	50.7	73.3	82.3	24.8	44.8	74.1	61.7	43.2	50.3	48.9	93.2	59.8
61.3	56.3	50.7	44.0	40.4	48.4	37.9	52.6	84.6	45.1	22.0	55.2	74.5	62.7	77.9	54.2	55.7	69.7	26.9	48.9	73.0	67.4	79.5	89.7	50.6	64.1	77.6	79.2	59.6	37.6	70.4	92.6	59.7
56.3	56.7	54.2	42.0	38.9	59.9	39.3	58.6	78.2	68.3	47.1	50.1	80.1	65.3	75.4	61.5	62.8	74.5	27.5	61.1	50.0	46.4	67.9	78.2	36.9	55.4	73.9	75.3	54.8	55.9	61.8	91.6	59.6
54.6	69.1	56.6	40.1	54.3	41.3	25.0	64.1	73.8	63.6	62.2	57.4	80.3	66.1	75.7	67.5	65.4	69.2	37.4	44.1	52.3	48.1	47.4	69.4	39.2	62.0	79.6	66.4	68.6	63.5	44.4	93.2	59.4
53.8	59.9	54.2	42.0	35.5	58.4	37.6	51.5	79.8	58.2	51.4	50.4	79.8	66.0	75.4	63.7	57.6	73.8	30.5	60.2	41.9	42.9	65.4	75.5	34.0	58.2	80.5	85.2	50.6	59.1	74.0	94.7	59.4
56.2	68.7	57.7	41.0	56.6	42.5	25.8	59.3	76.6	57.0	58.1	53.6	77.9	69.4	79.4	64.1	63.5	69.3	37.7	51.4	51.2	44.1	44.3	76.1	32.2	52.1	82.9	72.4	66.6	65.2	51.3	96.8	59.4
55.0	61.7	53.3	56.7	38.3	48.3	46.7	68.3	64.4	75.0	66.7	74.6	81.0	38.3	56.7	55.0	70.0	71.7	48.3	76.7	56.7	46.7	46.7	58.3	48.3	31.7	73.3	54.2	61.7	46.7	66.7	95.0	59.1
63.8	66.5	59.2	55.2	52.3	52.7	28.8	58.5	85.3	52.3	43.8	57.0	82.0	66.9	80.3	64.3	68.1	72.7	34.4	62.2	44.8	34.6	59.2	73.4	34.7	51.6	65.4	65.3	50.8	48.6	59.3	88.8	58.8
48.1	67.6	53.5	42.9	60.2	45.0	18.1	63.1	70.8	61.7	56.0	63.2	78.9	68.8	76.3	66.2	69.1	78.5	42.0	72.9	45.4	38.8	40.9	57.4	35.1	52.7	66.7	58.7	67.8	69.2	45.6	96.2	58.7
56.3	65.4	57.1	46.3	43.6	60.2	43.6	45.5	86.5	37.6	36.1	36.9	69.2	73.7	81.2	53.4	51.1	54.5	29.0	43.2	57.9	54.9	73.5	77.4	45.9	60.8	76.7	87.9	54.5	56.2	60.8	89.3	58.3
53.6	62.3	58.0	31.3	40.6	44.9	34.8	66.7	73.5	69.6	49.3	52.2	73.5	63.8	66.7	59.4	53.6	75.4	42.0	58.8	63.8	60.9	72.5	76.8	33.3	55.9	56.5	59.4	46.4	65.2	49.3	95.7	58.3
55.2	56.4	49.7	47.9	31.9	60.1	31.9	60.1	72.7	68.7	46.9	43.8	78.9	64.8	64.8	49.7	58.1	66.0	21.1	56.3	48.4	44.7	75.6	76.7	33.3	57.1	72.6	81.4	52.9	59.9	75.6	96.2	58.1
63.6	57.4	50.4	37.2	38.3	59.4	24.2	54.7	88.2	48.4	48.4	64.1	87.4	57.0	69.5	59.4	53.9	63.3	28.1	57.6	46.5	39.8	53.9	81.3	37.5	49.6	79.7	77.3	68.8	52.3	57.0	99.2	57.9
47.1	54.2	57.4	38.1	34.0	58.2	35.3	63.6	81.3	61.3	52.3	55.0	84.9	58.8	59.5	60.4	57.6	75.8	24.5	46.0	50.7	44.0	67.3	74.7	42.0	59.6	75.5	76.7	45.0	56.2	67.1	88.9	57.9
54.1	51.8	52.9	40.0	42.4	41.2	37.6	69.0	69.4	78.8	61.2	66.3	78.6	51.8	64.3	64.7	62.4	61.2	52.9	70.6	60.0	30.6	52.9	70.6	53.6	41.7	63.5	45.1	58.0	51.8	57.6	94.1	57.8
53.4	53.4	57.3	42.5	44.6	58.0	39.1	54.4	81.6	58.0	41.1	51.0	71.9	65.7	74.1	55.2	58.0	67.5	24.2	52.4	50.4	42.2	72.2	72.9	38.1	60.6	71.8	78.5	48.1	51.8	69.2	91.1	57.8
56.5	61.8	59.7	55.4	48.5	48.3	32.1	61.7	72.2	63.6	46.9	53.0	69.7	64.5	75.9	59.9	60.2	66.1	40.9	65.6	46.6	41.0	47.6	55.6	37.0	51.7	66.4	64.6	55.4	68.8	61.1	89.3	57.7
53.7	54.0	52.4	43.3	43.6	61.5	41.1	54.5	74.1	56.2	42.3	47.0	75.7	68.6	73.4	55.3	55.3	66.6	26.6	49.4	47.3	39.1	64.2	77.2	35.5	58.9	77.2	77.4	59.8	57.7	65.7	92.3	57.7
62.4	62.7	54.5	49.8	47.0	59.4	45.5	65.8	70.8	57.2	33.7	59.0	68.2	57.4	85.8	53.7	62.4	69.7	38.6	78.6	50.2	35.8	45.3	61.2	37.6	42.6	74.8	54.3	56.2	51.7	72.5	98.0	57.6
54.9	57.8	53.0	46.7	40.4	62.1	34.3	46.6	75.2	48.6	35.3	48.1	75.3	65.7	77.9	52.3	63.7	71.8	27.3	58.4	51.7	46.2	72.5	79.0	31.9	57.1	66.2	78.3	52.6	51.7	67.6	90.8	57.5
56.2	55.1	52.1	47.6	42.8	52.6	36.2	47.8	69.8	61.7	43.5	48.6	75.7	63.0	76.7	53.5	59.3	71.0	32.0	59.3	47.1	42.7	66.6	77.9	33.5	53.2	72.9	74.6	49.7	50.6	67.9	94.0	57.3
57.9	61.2	57.5	45.8	49.3	56.5	26.3	54.6	81.1	48.9	37.5	48.9	68.0	65.0	80.8	51.2	65.0	69.1	41.2	51.5	51.2	41.4	57.5	74.4	41.7	53.9	66.9	75.2	46.6	52.7	60.6	91.6	57.2
59.0	66.5	59.4	48.2	57.3	42.1	18.5	61.0	78.8	50.6	51.3	41.9	71.1	68.5	77.9	62.1	66.9	65.5	38.0	51.4	46.3	34.3	38.8	71.7	35.8	53.1	70.8	66.2	58.7	63.9	56.7	94.5	57.1
54.5	53.1	52.1	44.2	39.3	51.0	29.7	54.3	72.0	60.5	42.6	47.5	75.5	63.5	74.0	50.9	63.6	66.8	27.0	59.7	42.4	44.9	67.5	70.3	32.3	58.6	70.2	78.7	49.5	59.2	75.6	96.2	57.1
52.8	52.2	48.7	35.0	31.5	59.8	39.4	47.5	71.9	64.2	48.5	44.0	74.2	65.1	76.3	59.8	49.7	72.3	22.1	46.9	54.3	58.1	82.2	79.4	31.8	60.9	69.3	77.3	46.4	51.5	56.0	90.8	56.9
54.1	67.2	54.6	42.6	58.0	46.1	22.6	56.5	71.5	51.2	47.2	44.1	73.0	66.2	73.0	54.9	67.5	68.0	42.1	58.3	47.9	41.1	42.4	70.5	35.7	51.5	74.9	61.8	64.6	63.9	46.3	96.9	56.8
50.7	60.9	53.9	45.7	46.1	46.7	21.7	57.6	73.6	60.9	45.4	43.5	74.7	57.9	76.8	55.0	63.8	70.2	35.1	56.0	52.0	48.7	69.1	71.1	37.1	48.0	58.6	69.1	51.0	61.7	61.6	91.4	56.7
53.7	57.7	51.3	41.6	45.2	59.4	30.8	44.3	80.7	53.2	36.4	45.8	77.4	64.7	77.6	51.9	61.0	74.0	24.2	52.9	51.1	44.4	67.4	84.5	29.0	53.6	74.7	70.7	53.6	53.1	56.3	92.4	56.7
52.1	56.5	46.8	42.3	46.9	51.8	28.3	50.4	72.0	57.3	40.8	51.2	75.3	63.2	76.3	52.1	65.1	73.6	28.9	51.1	56.2	48.2	69.0	80.2	29.7	50.2	70.2	67.8	52.0	57.8	55.0	92.6	56.6
58.2	56.0	47.8	41.0	47.8	50.0	24.6	59.7	76.1	59.0	48.1	56.4	78.2	69.2	77.4	59.4	63.9	77.4	27.8	56.1	44.4	36.8	61.7	75.0	30.1	52.3	72.7	49.2	43.9	44.4	67.9	94.0	56.5
52.4	60.4	52.7	51.2	52.2	46.2	34.3	63.3	68.7	54.7	47.8	56.8	65.3	62.6	70.3	59.4	68.0	61.8	44.9	72.7	38.0	33.1	37.7	47.8	42.8	39.3	61.5	58.4	58.2	69.4	71.9	94.1	56.2
48.8	58.7	50.2	42.9	36.4	57.7	35.2	52.8	69.6	55.7	36.5	48.4	73.7	62.2	68.1	46.4	53.2	65.5	31.3	53.8	51.0	45.4	64.5	80.1	36.8	56.4	72.5	72.5	49.6	56.9	73.4	91.2	56.2
54.2	63.5	47.9	37.5	46.9	54.2	40.6	58.3	64.2	64.6	51.0	51.0	76.0	65.6	78.1	60.4	65.6	71.9	30.2	58.3	47.9	28.1	34.4	56.3	35.4	57.3	71.9	64.9	44.2	54.7	66.3	92.7	56.1
43.9	57.9	44.2	35.8	47.4	43.6	22.5	53.1	69.0	52.0	47.7	45.3	74.1	65.1	75.4	55.5	55.5	69.8	35.8	43.4	58.0	38.9	47.0	78.8	30.8	56.1	79.1	68.5	65.9	63.4	65.2	95.6	55.8
57.9	58.4	57.7	50.6	45.1	54.3	41.6	59.0	76.8	49.4	34.5	40.7	64.5	63.5	69.0	52.7	61.7	59.2	33.4	66.6	51.4	45.0	54.7	60.9	49.7	48.1	63.4	54.0	57.5	53.5	60.1	89.4	55.8
53.5	62.0	55.0	52.0	49.5	54.0	29.3	51.4	73.7	51.1	41.2	47.7	69.6	60.8	75.4	53.1	66.1	62.6	35.1	60.2	44.1	39.0	50.9	65.7	40.5	53.8	59.9	69.3	48.6	55.9	62.3	89.9	55.7
56.4	60.6	58.8	49.8	50.0	49.0	33.7	56.1	66.7	67.6	47.3	53.0	67.8	53.3	62.8	59.6	66.5	67.7	41.4	71.1	40.7	29.4	37.6	52.1	39.4	42.0	67.5	51.3	59.8	56.1	70.7	95.3	55.7
53.5	57.0	52.8	44.0	49.1	44.4	36.9	58.1	71.5	56.6	38.1	39.9	61.0	65.0	66.3	54.4	65.4	65.2	43.4	62.9	48.8	41.9	48.8	66.3	42.1	53.5	60.0	62.9	54.4	56.3	66.3	94.0	55.7
56.9	59.6	56.0	49.2	51.2	53.7	35.7	57.1	73.2	57.6	47.8	52.5	74.1	63.0	71.1	56.2	60.8	62.9	33.9	63.7	51.6	41.4	52.9	60.8	34.3	43.6	62.7	55.5	51.2	43.6	58.4	87.3	55.6
50.8	53.1	47.4	32.0	42.9	49.1	27.6	46.5	77.7	54.2	49.3	52.4	78.0	71.1	78.0</																		

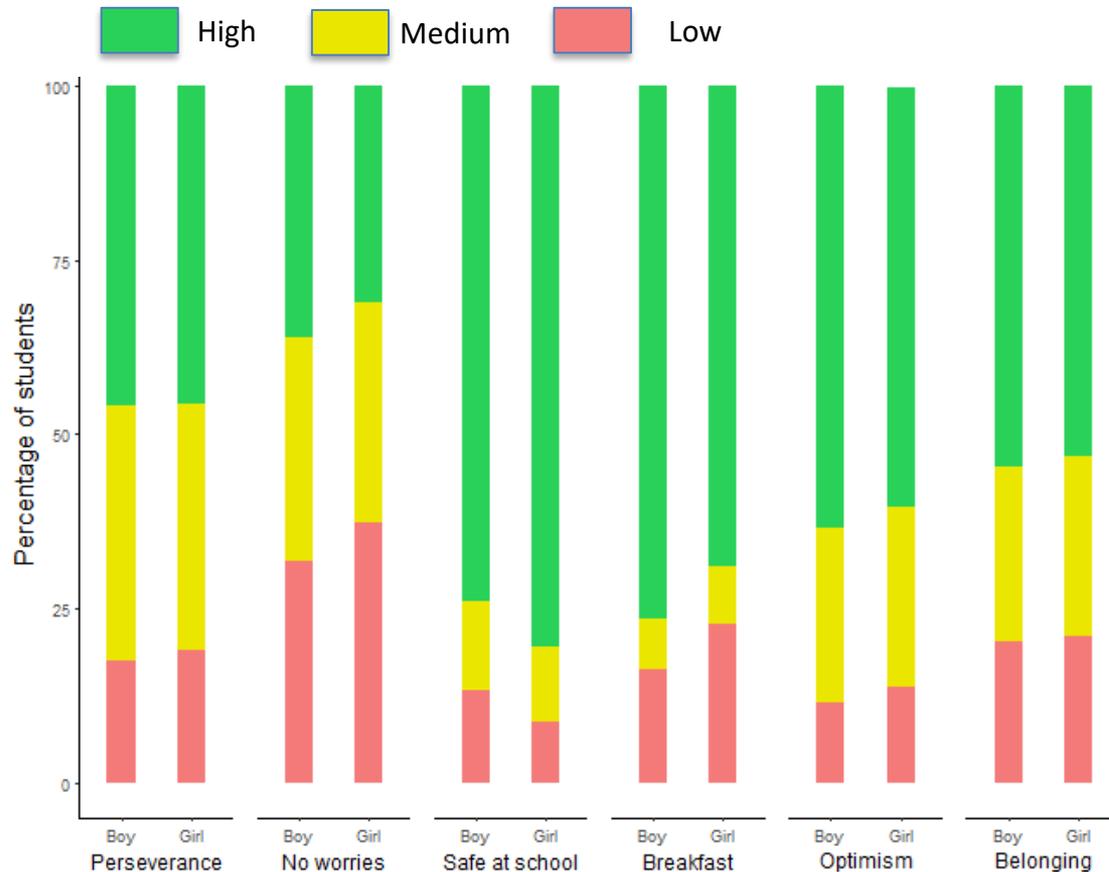
# Wellbeing assets – All schools (“DNA”)

Social and emotional wellbeing										Relationships and learning in school and at home										Physical health and lifestyle						After school activities		Ranking					
Happiness	Optimism	S/L	Perseverance	Emotion Regulation	No Sadness	No Anxiety	Connect Adults School	Connect Adults Home	Emotional Engagemen tTeacher	School Support	School Belonging	Safe School	Peer Belonging	Friendship Intimacy	Respect	Cognitive Engagemen t	Academic Self Concept	Engagemen t	School Work	Social Victim (None)	Verbal Victim (None)	Physical Victim (None)	Cyber Victim (None)	General Health	Body Image	Breakfast	Fruit Veg	Sleep	Music and Arts	Sports	Organize d Activities	Average of school %	
50.8	57.9	52.5	50.8	49.0	37.3	35.7	52.0	66.0	59.0	40.4	49.8	59.3	61.3	63.5	59.4	63.5	59.7	46.9	67.1	41.9	33.9	39.4	50.0	46.4	36.1	61.9	60.3	62.9	77.4	75.2	93.7	55.0	
51.2	53.0	45.6	48.8	51.5	44.2	38.6	55.4	56.7	63.0	46.7	48.4	59.5	57.0	62.3	50.6	67.3	58.5	48.8	72.1	47.0	33.7	39.4	56.0	49.7	40.6	61.7	59.0	53.5	74.1	69.9	97.0	55.0	
47.3	57.9	47.2	57.4	51.9	33.1	30.6	51.4	65.3	56.5	40.1	49.1	64.9	59.2	63.5	54.2	71.1	60.5	47.3	72.9	45.9	38.0	45.0	61.8	50.3	44.7	60.1	58.2	55.5	63.8	60.4	91.4	54.9	
57.3	60.8	51.1	46.7	48.9	45.7	33.3	51.7	67.2	50.2	36.6	48.4	60.6	52.1	68.5	46.3	69.1	57.7	36.6	64.8	46.7	34.3	44.6	60.4	45.2	54.0	64.5	57.2	58.3	64.6	74.9	97.2	54.9	
50.3	52.5	52.7	35.5	40.4	55.5	33.9	50.1	76.6	55.5	45.8	47.8	76.7	61.1	71.8	57.3	49.9	65.2	26.6	46.8	47.1	39.8	66.8	75.9	31.0	49.6	69.9	72.2	46.3	49.9	60.8	91.8	54.8	
50.7	57.6	55.2	43.3	47.8	49.3	40.3	59.1	68.7	56.1	40.9	48.5	60.6	57.6	59.1	51.5	60.6	59.1	31.8	55.4	53.0	37.9	47.0	65.2	54.5	45.5	63.6	56.1	57.6	53.0	72.7	92.4	54.7	
56.4	60.3	53.0	50.2	53.0	51.4	38.1	47.6	71.5	43.2	35.8	45.9	63.8	67.8	74.1	46.3	64.9	58.7	35.1	62.2	47.3	40.8	56.1	62.4	45.0	45.4	59.0	59.7	51.3	53.9	63.1	89.9	54.7	
53.8	54.9	48.3	43.7	40.8	54.6	26.5	50.4	74.9	48.3	35.3	40.9	73.5	64.3	76.1	51.3	58.9	67.1	35.0	58.4	41.6	40.3	61.8	71.7	27.4	49.4	65.0	67.0	54.5	53.3	59.1	94.4	54.3	
51.5	56.0	49.5	52.2	44.6	44.4	40.6	49.5	70.0	60.8	35.7	41.4	61.1	56.2	64.5	51.6	62.2	60.0	40.5	76.0	47.1	34.5	49.1	57.8	49.3	45.5	63.0	58.9	57.3	58.1	58.3	90.0	54.3	
50.9	55.3	46.6	40.3	42.8	49.8	26.1	51.8	80.3	50.4	33.7	41.4	68.3	69.4	75.4	47.7	59.1	69.1	27.6	55.5	45.3	38.8	64.7	76.6	32.4	49.3	62.8	68.6	50.0	51.3	59.4	93.5	54.2	
51.6	54.2	47.4	40.9	41.4	52.0	29.5	49.6	73.8	55.0	34.5	40.8	70.3	58.5	69.4	48.9	58.9	56.1	67.2	31.7	58.5	51.2	43.1	63.4	77.8	33.7	53.2	66.4	68.6	52.1	49.6	54.4	87.1	54.1
45.9	62.2	51.4	39.6	53.2	46.8	23.4	57.7	59.5	59.5	40.5	40.0	66.4	60.4	68.5	47.7	66.4	68.5	38.7	60.6	43.2	35.1	43.6	55.9	43.6	47.7	56.8	68.5	55.0	62.4	62.7	90.9	54.1	
54.7	61.2	55.8	43.1	47.3	58.6	29.8	45.8	82.3	46.6	31.5	42.0	66.0	59.3	74.6	42.5	58.3	63.7	32.1	54.6	40.2	35.0	53.3	71.7	41.5	54.4	66.5	70.5	48.6	49.1	59.1	89.2	54.0	
51.5	53.2	48.9	37.2	34.3	53.6	34.5	50.6	76.9	44.3	36.0	40.3	64.7	62.8	67.6	51.3	50.6	57.7	24.2	51.3	52.2	40.3	62.0	79.6	32.7	54.0	71.4	74.7	48.3	54.0	67.4	93.1	53.8	
43.2	50.7	44.7	27.0	43.6	43.2	20.5	46.7	70.8	48.6	51.4	55.2	84.0	61.6	73.6	62.7	50.9	67.7	36.6	48.8	48.5	41.1	65.3	81.2	23.4	44.5	71.8	66.3	41.8	56.9	53.6	91.4	53.7	
59.6	60.9	55.2	40.0	42.0	51.7	24.3	56.2	76.0	47.2	43.9	51.7	66.7	60.0	66.7	52.2	50.0	62.8	31.1	59.6	50.0	32.2	50.3	70.9	29.6	46.4	62.2	62.9	53.1	46.1	63.3	91.1	53.6	
48.0	49.0	50.0	36.8	41.6	55.6	35.7	51.1	67.8	56.3	32.9	44.4	70.3	59.5	64.6	47.7	54.7	61.8	26.0	62.5	43.0	40.0	62.9	68.1	33.9	54.3	65.8	68.1	46.7	58.5	53.1	88.1	53.1	
55.5	52.7	50.9	39.1	36.4	56.4	38.2	50.5	73.9	39.6	33.3	34.9	67.6	59.5	65.8	54.5	50.5	56.8	21.8	50.5	56.4	51.8	66.4	71.6	34.2	49.5	67.6	63.3	46.8	43.6	68.5	90.1	53.1	
51.6	53.9	49.1	41.3	40.0	51.1	31.0	47.0	70.8	47.9	29.8	42.1	63.4	57.7	71.1	46.6	53.8	64.2	29.7	52.8	49.7	40.6	65.9	74.1	33.5	55.0	66.5	72.1	51.0	47.5	55.8	90.7	53.0	
53.1	59.6	51.9	47.3	49.8	51.0	33.9	54.8	70.3	53.7	41.5	49.4	62.6	56.8	67.5	47.3	63.5	59.8	31.0	66.4	43.0	32.8	42.5	61.3	43.8	45.0	53.5	52.0	49.1	54.0	58.0	90.1	53.0	
47.5	62.4	48.9	30.6	46.0	48.1	24.5	51.3	65.1	47.3	39.6	45.3	66.5	60.6	67.1	50.5	60.5	65.7	30.4	53.7	49.4	42.3	46.0	67.2	31.6	55.0	66.0	55.3	53.7	61.5	61.6	94.6	53.0	
44.6	56.6	44.2	38.4	47.4	45.6	26.5	51.9	68.9	51.9	36.6	45.4	61.2	51.5	62.3	50.8	54.3	64.1	32.6	52.3	44.5	42.2	53.5	67.2	35.9	47.3	63.6	66.7	52.0	65.3	73.4	95.3	52.9	
49.5	54.8	45.5	48.5	51.6	47.0	25.6	43.5	70.6	40.5	31.3	39.3	65.1	61.4	75.7	46.7	64.3	62.4	28.5	54.3	51.8	44.2	50.5	77.6	27.7	47.8	67.9	60.1	46.9	53.3	62.2	94.5	52.8	
30.8	53.8	46.2	46.2	38.5	61.5	30.8	61.5	84.6	53.8	15.4	41.7	69.2	61.5	84.6	53.8	38.5	61.8	23.1	61.5	53.8	23.1	23.1	69.2	46.2	76.8	53.8	61.5	53.8	61.5	61.5	84.6	52.7	
50.0	49.3	46.3	31.8	43.3	43.3	35.8	58.2	69.7	55.2	34.3	38.8	67.2	54.5	59.1	40.9	52.3	56.7	40.9	63.1	37.9	31.8	36.4	75.8	45.5	47.0	60.6	64.6	60.0	67.7	68.8	97.0	52.6	
46.6	54.8	47.6	42.9	49.7	43.5	18.1	44.9	73.7	48.7	36.3	40.7	69.0	69.4	73.9	49.5	60.8	68.8	26.6	56.3	47.6	40.4	57.8	73.1	24.3	47.0	67.2	61.6	42.7	49.2	45.0	91.1	52.1	
49.5	58.1	47.5	39.3	47.0	50.3	23.7	52.8	64.2	51.5	34.9	38.7	62.0	55.4	66.2	62.3	58.3	66.5	30.1	63.3	45.8	37.2	44.3	60.7	35.2	42.2	55.5	57.6	57.7	58.4	69.1	93.7	52.0	
45.0	53.0	44.8	42.8	42.1	41.6	32.5	54.7	61.3	52.3	35.0	46.8	62.8	52.2	64.1	53.2	61.2	56.7	40.4	66.3	46.0	39.8	45.5	56.0	43.9	45.8	54.2	50.5	52.6	59.4	67.3	92.7	52.0	
47.4	52.1	45.3	27.2	51.4	40.1	18.2	45.5	57.3	63.1	58.7	46.3	75.3	56.4	73.5	68.9	45.7	66.6	24.5	29.2	55.1	44.3	63.8	75.8	15.7	47.2	72.2	46.6	39.3	68.3	45.3	90.8	51.8	
50.7	55.7	48.0	45.7	43.7	46.4	23.4	50.6	71.2	44.9	33.7	43.4	70.3	56.8	71.0	47.2	60.8	56.0	33.3	54.5	42.3	36.2	52.4	61.9	32.4	46.4	58.6	58.0	54.8	50.9	62.2	89.2	51.6	
43.8	55.9	46.1	45.8	43.1	51.0	20.3	49.3	63.2	48.7	37.1	40.1	62.3	49.3	68.0	46.7	52.6	55.9	28.9	56.8	48.3	43.4	52.3	64.5	32.5	39.6	60.1	64.7	45.6	67.8	65.6	92.1	51.3	
49.0	51.5	45.0	27.4	48.1	40.6	16.8	46.8	56.7	48.2	58.9	47.7	69.9	59.7	75.0	65.3	50.8	71.0	26.3	29.9	56.2	43.3	55.1	74.6	18.8	52.7	77.9	47.8	43.1	68.2	33.9	88.9	51.3	
53.0	57.3	51.7	47.3	51.4	48.6	29.0	57.0	66.5	55.2	32.8	45.1	61.0	58.8	68.9	40.3	64.0	55.4	31.3	63.3	35.3	27.2	32.1	45.5	34.3	42.6	61.4	55.2	51.5	64.5	59.1	91.7	51.2	
49.8	53.3	49.3	36.5	43.4	52.8	30.9	45.0	72.7	45.4	26.1	37.2	62.8	60.2	71.0	41.7	53.4	60.3	29.2	60.9	50.2	39.8	55.8	64.4	31.1	48.2	59.9	58.5	48.1	45.2	58.9	89.5	51.0	
39.8	46.7	44.2	37.2	36.1	45.1	28.5	50.0	64.7	50.3	33.0	43.8	55.8	58.4	69.5	48.5	55.7	49.0	30.2	58.8	51.0	39.5	49.7	61.3	33.0	44.0	54.4	50.3	53.7	69.0	57.9	91.8	50.0	
48.9	53.2	44.4	37.8	39.0	52.0	25.7	42.2	79.2	40.1	31.6	33.7	59.6	55.0	71.3	45.6	59.9	56.3	17.5	44.6	51.2	57.6	78.5	75.0	29.8	49.4	52.4	62.9	37.1	44.7	40.5	80.0	49.9	
38.3	47.1	40.8	36.4	47.8	39.8	16.5	50.2	65.4	51.9	35.0	43.3	67.2	57.8	71.2	43.9	59.2	64.1	27.2	54.9	45.1	30.2	50.0	66.5	26.2	46.6	66.8	56.3	42.4	56.4	42.6	91.2	49.3	
52.2	47.8	45.7	40.0	39.1	41.3	43.5	52.2	73.3	64.4	34.1	42.2	60.5	37.8	40.0	42.2	43.2	42.2	31.1	71.1	43.2	29.5	34.1	56.8	50.0	42.2	68.2	36.4	60.5	40.9	75.0	97.7	49.3	
33.3	46.7	40.0	33.3	26.7	13.3	73.3	73.3	80.0	53.3	40.0	73.3	46.7	73.3	60.0	40.0	60.0	13.3	26.7	40.0	40.0	33.3	60.0	13.3	46.7	66.7	66.7	60.0	80.0	46.7	86.7	49.2	49.2	
46.3	46.8	44.8	38.3	44.2	42.4	38.1	48.7	55.0	43.3	27.9	33.3	50.4	43.2																				

# Differences within Dubai - considerations

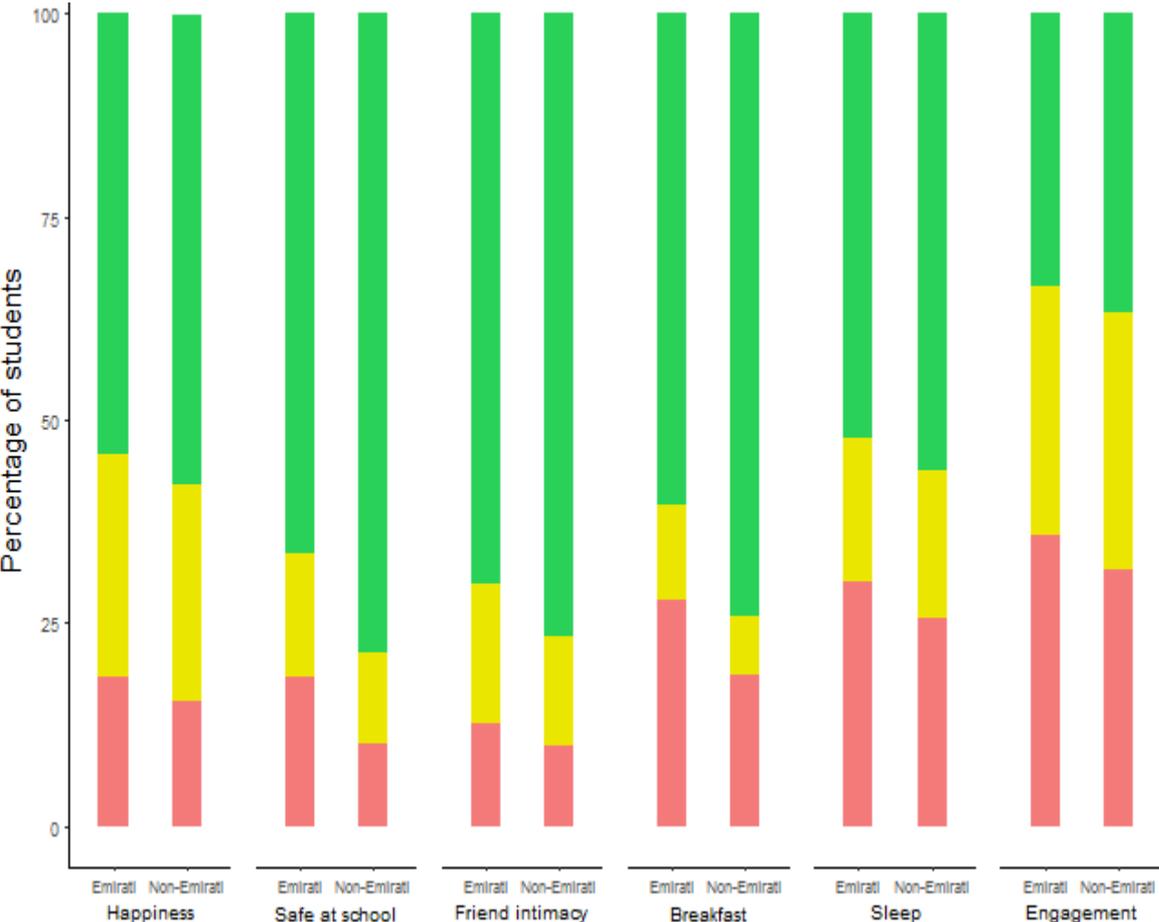
- Important to consider cultural and lifestyle contexts when addressing domains.
- Consider differences between boys/girls and Emirati/non-Emirati students.
- Nationality.

# Differences within Dubai – Boy/Girl



- Boys are generally:
  - More optimistic
  - Have fewer worries
  - Eat breakfast more often
  - Feel like they belong at school
- Girls generally:
  - Report slightly higher perseverance
  - Feel safer at school

# Differences within Dubai – Emirati/non-Emirati



Emiratis are less likely to:

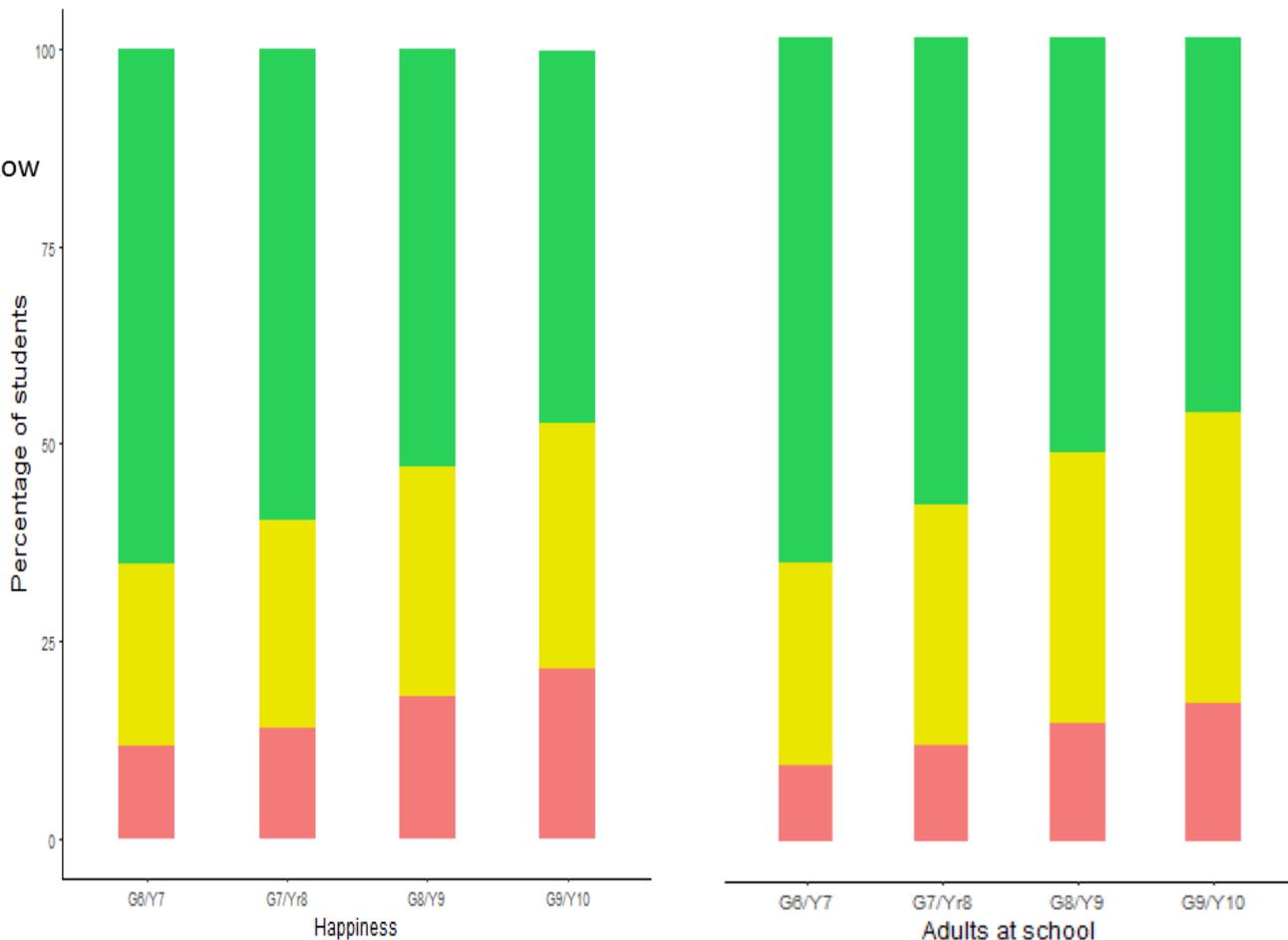
- feel safe at school,
- report being happy,
- have close friendships, or
- be engaged in activities such as schoolwork
- report eating breakfast regularly
- Have a good night sleep



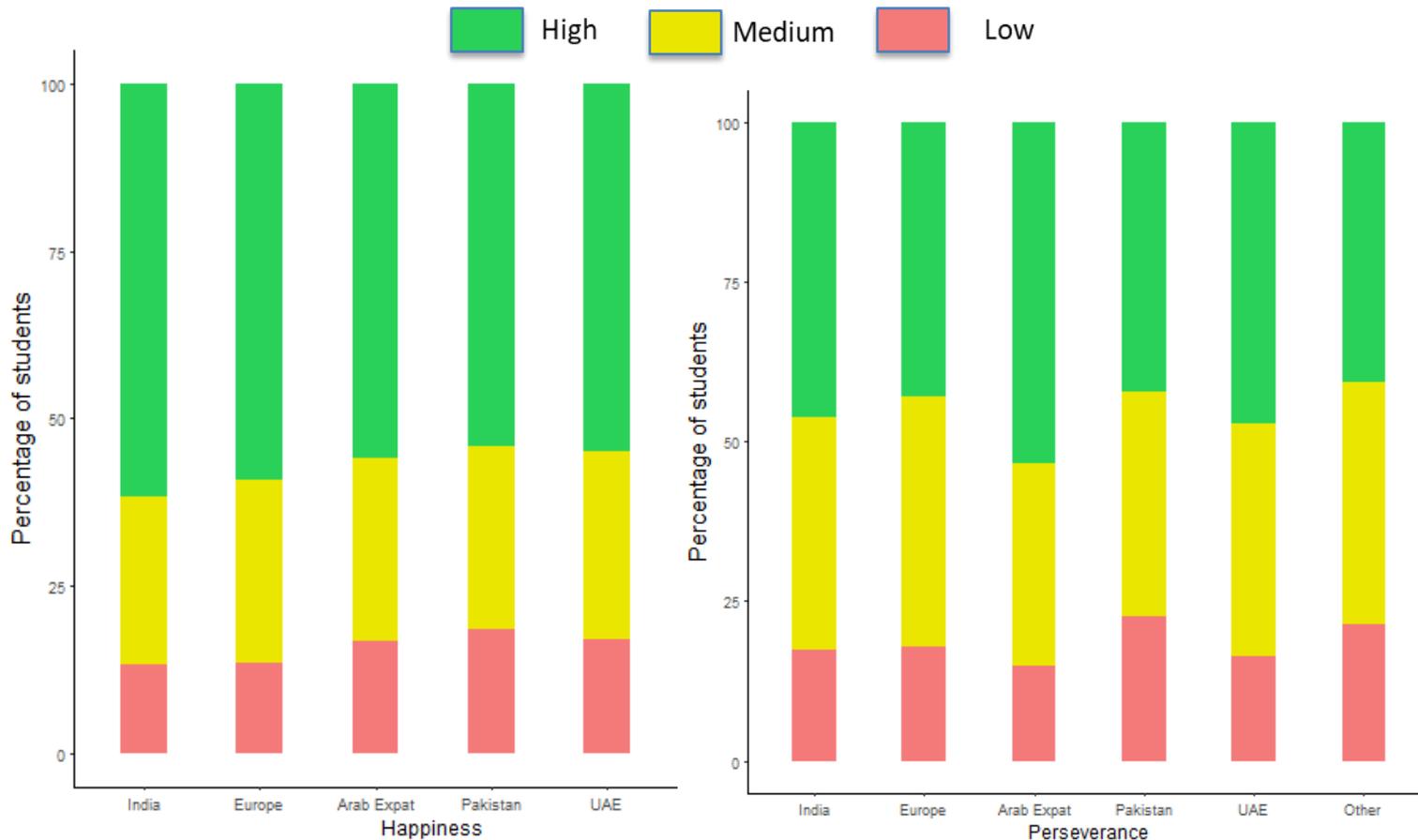
# Differences within Dubai – Wellbeing declines as students get older



- Younger student are more likely to:
  - Report being happy
  - Report good connections to adults
  - have breakfast at least 5 times / week



# Differences within Dubai – Nationality



Indian students report being more happy and feel safer at school than other students

Arab expats report higher levels of perseverance

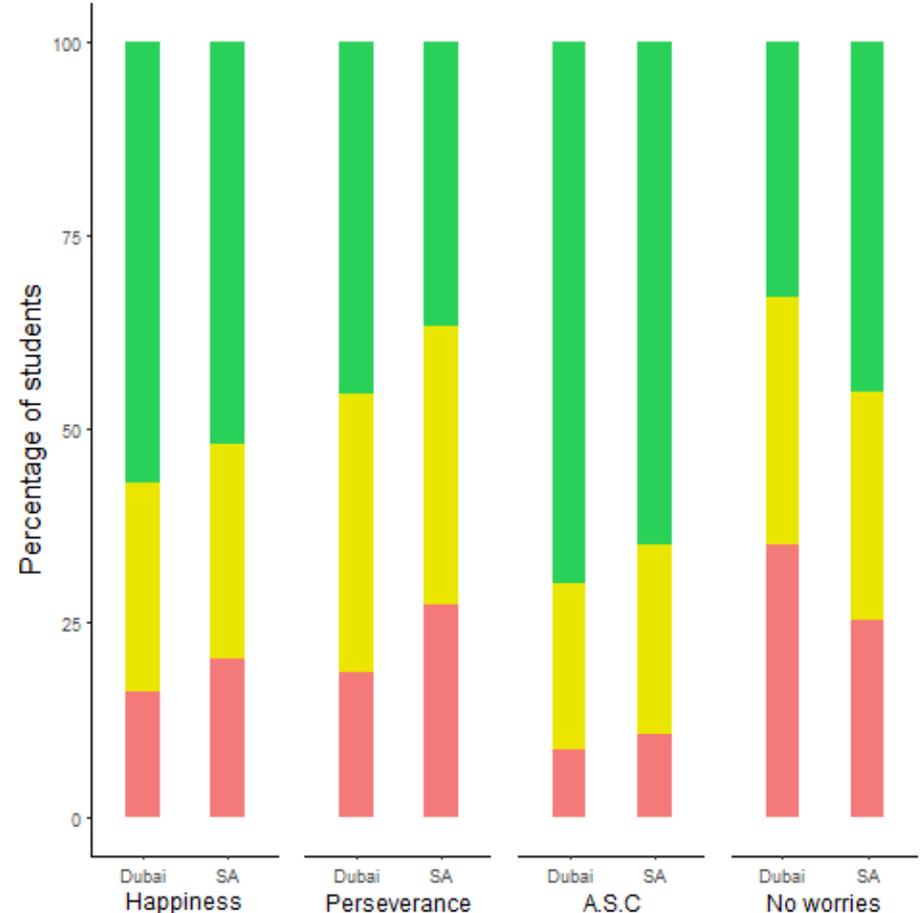
# Prevalence vs severity

**Where to next? (how to decide what to focus on....)**

- Plot against....
  - How many (prevalence)
  - What impact does it have (severity)
  - Capacity to change it (malleability)
  - Cost of changing it (feasibility)

# Where Dubai is different to South Australia

Country	
Dubai	Students in Dubai report higher levels of happiness, optimism, Satisfaction with life, perseverance, school support, friendship intimacy, cognitive engagement, Academic self concept, health.
Australia (South Australia)	Students in South Australia reported higher levels of engagement with their teacher, sleep quality and body image and lower levels of sadness and anxiety.



# In summary

Consider:

- Differences within Dubai – in particular between nationalities, cultures, lifestyle and curriculum when addressing domains.
- Consider differences between boys/girls and Emirati/non-Emirati students.
- Prevalence vs severity.

# Exercise – 3 minutes

- Having already looked at your school report, what are your early impressions?
- Consider any strengths, surprises and opportunities.

# Brain Break

# Process

## Part 1

- Understanding the context and overview of wellbeing measurement
- Overview of the data

## Part 2

- Understanding and interpreting the data in your school report
- Strengths, Surprises and Opportunities – working with your data
- Considerations in preparing to plan

## Part 3

- Break out sessions: Considering interventions
- Unpacking some domains

## Part 4

- Engaging with stakeholders
- Break out sessions: school approach model or self compassion
- Resources and future opportunities for learning

# Identifying key issues for your school: How to interpret your school report and undertake a SWOT analysis

Session goal:

- To provide attendees with the confidence to understand their own school's data
- Provide attendees with the confidence to communicate with others about their schools' data.
- Provide attendees with the definitions and common understanding of domains
- Provide attendees with confidence to identify strengths in the data and areas for future work.

# Approach: How to interpret your school report

- Preliminary Analysis – How to understand and work with your school report
- Engaging with Stakeholders
- Plan

# Refresh - Census domains – What we measure

Social and emotional wellbeing	Relationships and learning in school	Physical health and lifestyle, afterschool activities
<p>Happiness Optimism Life satisfaction Perseverance Emotion regulation Sadness Worries/Anxiety</p>	<p>Important adults in school Connectedness to adults at school Connectedness to adults at home Emotional engagement with teacher School climate/Belonging Peer belonging Friendship Intimacy Cognitive Engagement Academic Self-concept Engagement School work Respect Safe at School Bullying</p>	<p>Physical health Body image Nutrition (Breakfast/Fruit and Vegetables) Sleep After school activities</p>

# Why these domains are important

Domains	Linked to following outcomes:
<b>Social and emotional wellbeing</b>	<ul style="list-style-type: none"><li>Positive attitudes towards self, others and school</li><li>Confidence and sense of purpose</li><li>Decreased behavioural issues</li><li>Increased school success</li><li>Positive family and work relationships</li><li>Better mental health</li></ul>
<b>Relationships and learning in school</b>	<ul style="list-style-type: none"><li>Social competence to buffer against victimisation, anxiety and depression</li><li>Greater motivation and goals for the future</li><li>Feeling more positive about school and more likely to graduate</li><li>Fewer behavioural and emotional difficulties</li><li>Increased satisfaction with life</li></ul>
<b>Physical health, lifestyle and afterschool activities</b>	<ul style="list-style-type: none"><li>Positive personal and social development</li><li>Increased concentration</li><li>Greater ability to manage stress</li><li>Improvements in reasoning and problem solving skills</li></ul>

# School report: where to start

1. How to interpret your school report
2. Planning your next steps:
  1. Engage with stakeholders/Consult
  2. Plan a response (that is proportionate)



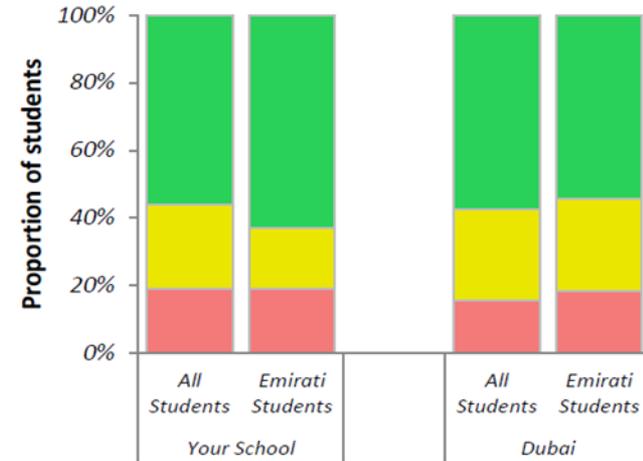
# 1. How to interpret your school report

- What does the data say? How to read the data without getting lost in the detail.
- What does it mean? What is leading to this?
- What can we change or build on?

# School report main section

- The main section provides a summary overview of all participating students' wellbeing across the school against all participating students, reflecting volume and spread of students' wellbeing.
- Enables reader to consider their school results against aggregated results for all of Dubai.
- Where applicable, participating Emirati student's wellbeing across the school reflected against all participating Emirati students.

## Happiness



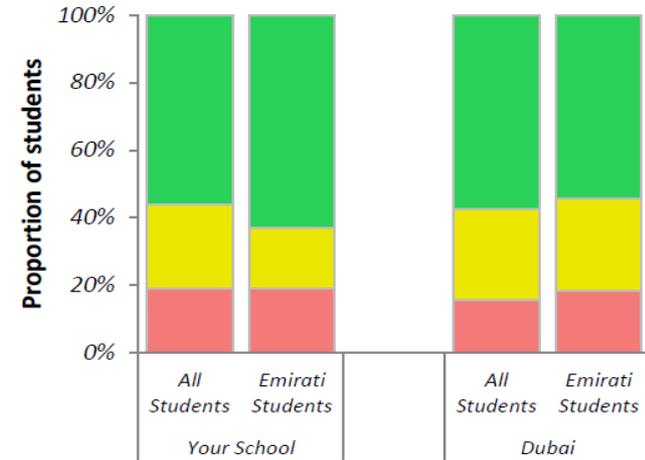
Your School	All Students		Emirati Students	
	n	%	n	%
High	305	56	46	63
Medium	135	25	13	18
Low	103	19	14	19

Dubai	All Students		Emirati Students	
	n	%	n	%
High	37004	57	3745	54
Medium	17333	27	1888	27
Low	10089	16	1268	18

# School report main section

- All students responses are aggregated into the high/medium/low categories.
- A graph, number and percent are included to enable readers to consider the size of the issue.
- Your report also includes the questions for each domain to assist with further analysis.
- Provides relevant whole school information to share with parents, students and the school community.

## Happiness



Your School	All Students		Emirati Students	
	n	%	n	%
High	305	56	46	63
Medium	135	25	13	18
Low	103	19	14	19

Dubai	All Students		Emirati Students	
	n	%	n	%
High	37004	57	3745	54
Medium	17333	27	1888	27
Low	10089	16	1268	18

# School report main section - Domains

- School reports contain a brief summary detailing why it is important to measure a certain construct

Questions for each domain are included to assist with further analysis

**Perseverance** refers to having the tenacity to stick with things and pursue a goal, despite any challenges that occur.

Questions:

*Once I make a plan to get something done, I stick to it.*

*I keep at my schoolwork until I am done with it.*

*I finish whatever I begin.*

*I am a hard worker.*

## Why is this important?

A young person's social and emotional wellbeing is associated with greater motivation and success in school, as well as positive outcomes later in life (post-school education, employment, healthy lifestyles, physical and psychological wellbeing).

## What areas were measured?

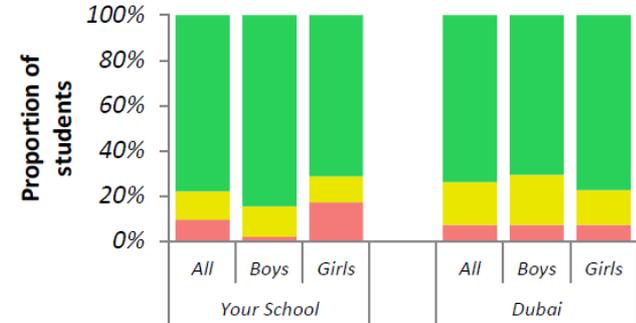
Young people answered survey questions about their **happiness, optimism, life satisfaction, perseverance, emotion regulation, sadness / worries.**

# School report – supplementary section

- Results presented for each domain by grade/year level and gender.
- Provides schools with opportunity to consider the results in more detail for their students.

## Happiness

Year 6



School	All		Boys		Girls	
	n	%	n	%	n	%
High	81	78	44	85	37	71
Medium	13	13	7	13	6	12
Low	10	10	1	2	9	17

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	1782	74	891	71	888	77
Medium	456	19	280	22	175	15
Low	175	7	91	7	84	7

# Preliminary Analysis - Data for your school

- Purpose

- Describe volume and spread of students' wellbeing across the school so that attention can be placed on what to do (rather than work out what the data can tell you)

- Discussion points

- What is the nature, volume and spread of the wellbeing outcomes?
- Where are we heading to? Is this what we are aiming for? Is this a good news story?
- How are we going to respond to the students who we know are already struggling?
- Has what we have done made a meaningful difference? If this continues, is this enough change to meet our goals or change the issues we have identified?

# Data for your school – in summary

## Your story

- Consider participation rates.
- Look at the numbers and percentage.
- How many students are impacted.
- Are there differences between boys/girls and/or year/grade levels.
- Re-visit the wellbeing assets.

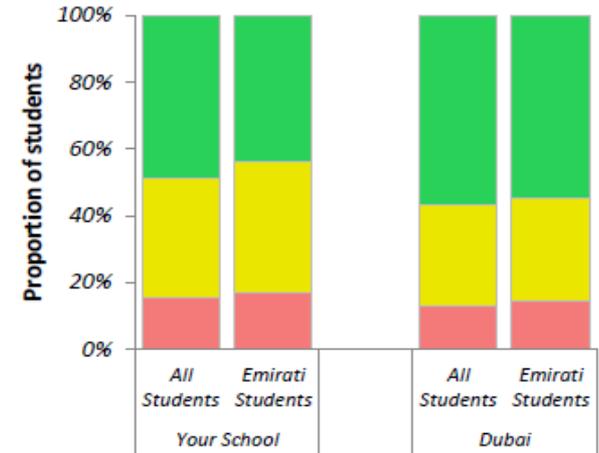
# Example explanation

- Example graphs will be displayed providing different examples of data in the school report.
- As a group, consider what you see in the data.
- Work with your table group to identify the key results.
- Report on what you see in the data.

# Example

- What does this graph tell you?
- Is it an issue for the school?
- Are the school results different to whole of Dubai results?

## Connectedness with adults at school

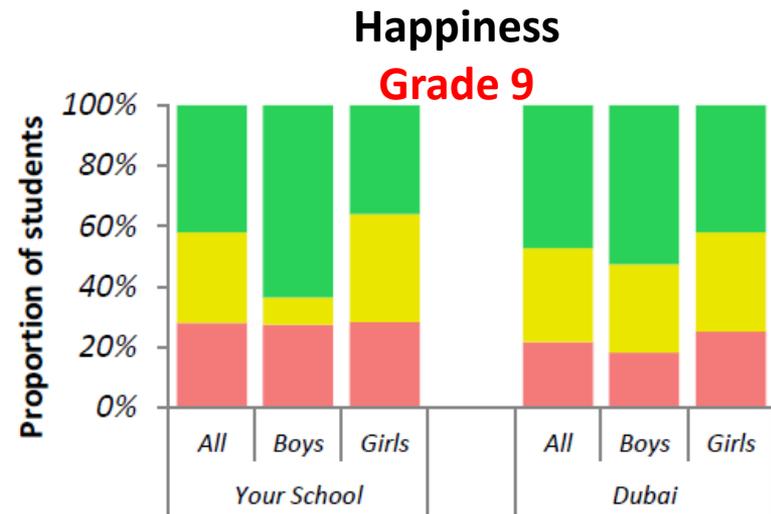


Your School	All Students		Emirati Students	
	n	%	n	%
High	112	49	74	44
Medium	82	36	66	39
Low	36	16	29	17

Dubai	All Students		Emirati Students	
	n	%	n	%
High	36206	57	3718	55
Medium	19578	31	2124	31
Low	8187	13	975	14

# Example

- What does this graph tell you?
- Are there differences between boys and girls?



School	All		Boys		Girls	
	n	%	n	%	n	%
High	21	42	7	64	14	36
Medium	15	30	1	9	14	36
Low	14	28	3	27	11	28

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6654	47	3736	52	2917	42
Medium	4380	31	2091	29	2287	33
Low	3029	22	1291	18	1738	25

## Exercise – Identifying strengths – 20 minutes

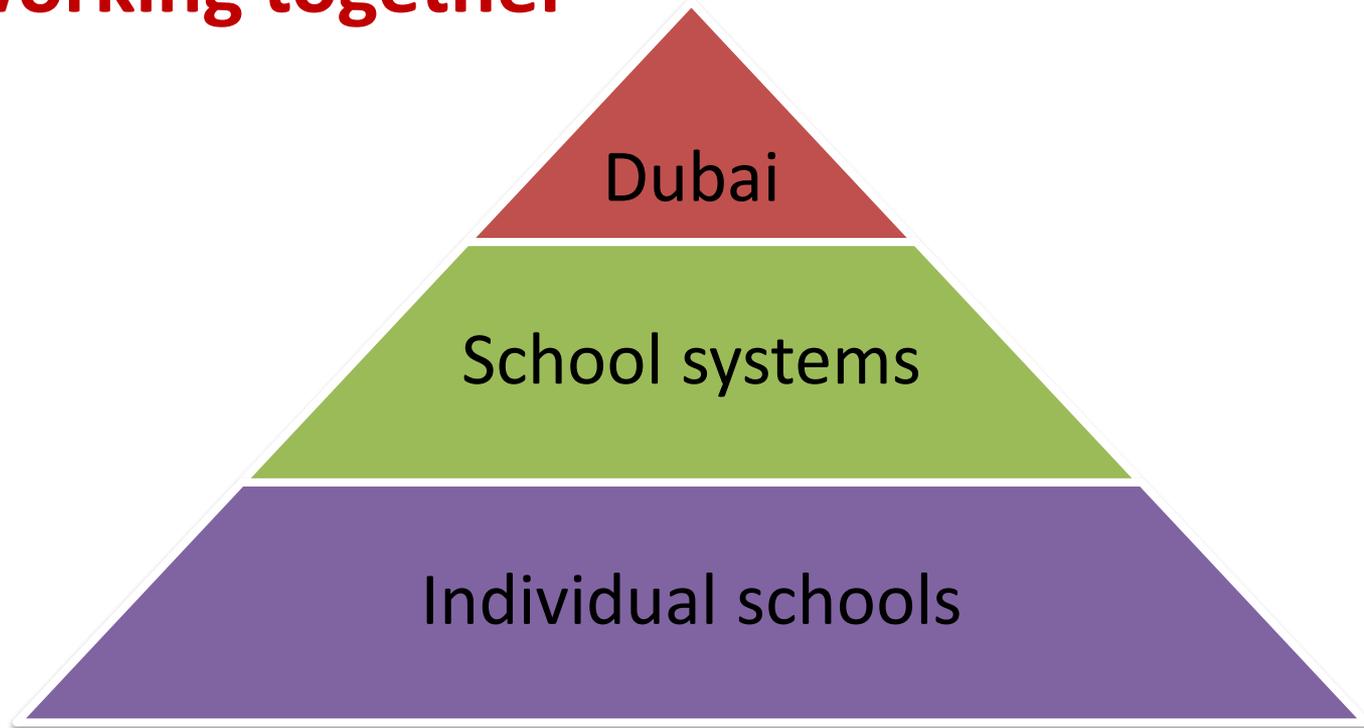
You will need **your school report and the identifying strengths template (refer page 6 of Playbook)**

At your table:

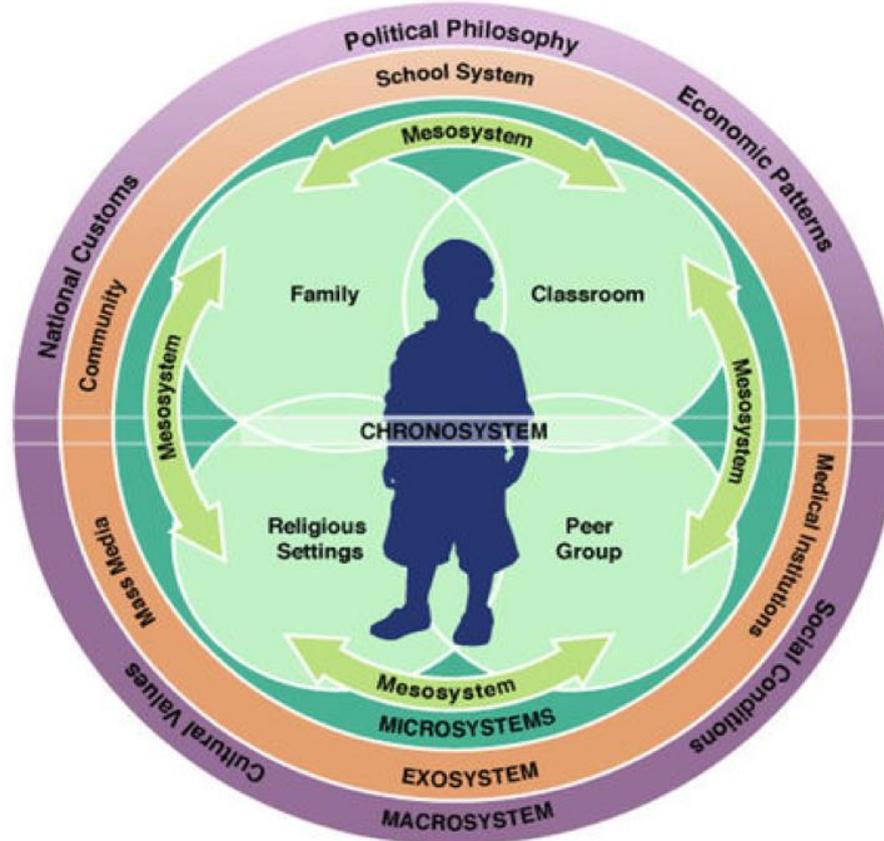
1. Look at your school report.
2. Identify and write down the strengths in the data, surprises and the possible areas of opportunity.
3. Discuss with peers from your school, in your discussions consider different year/grade levels and gender.
4. Share.

# Tables to report back

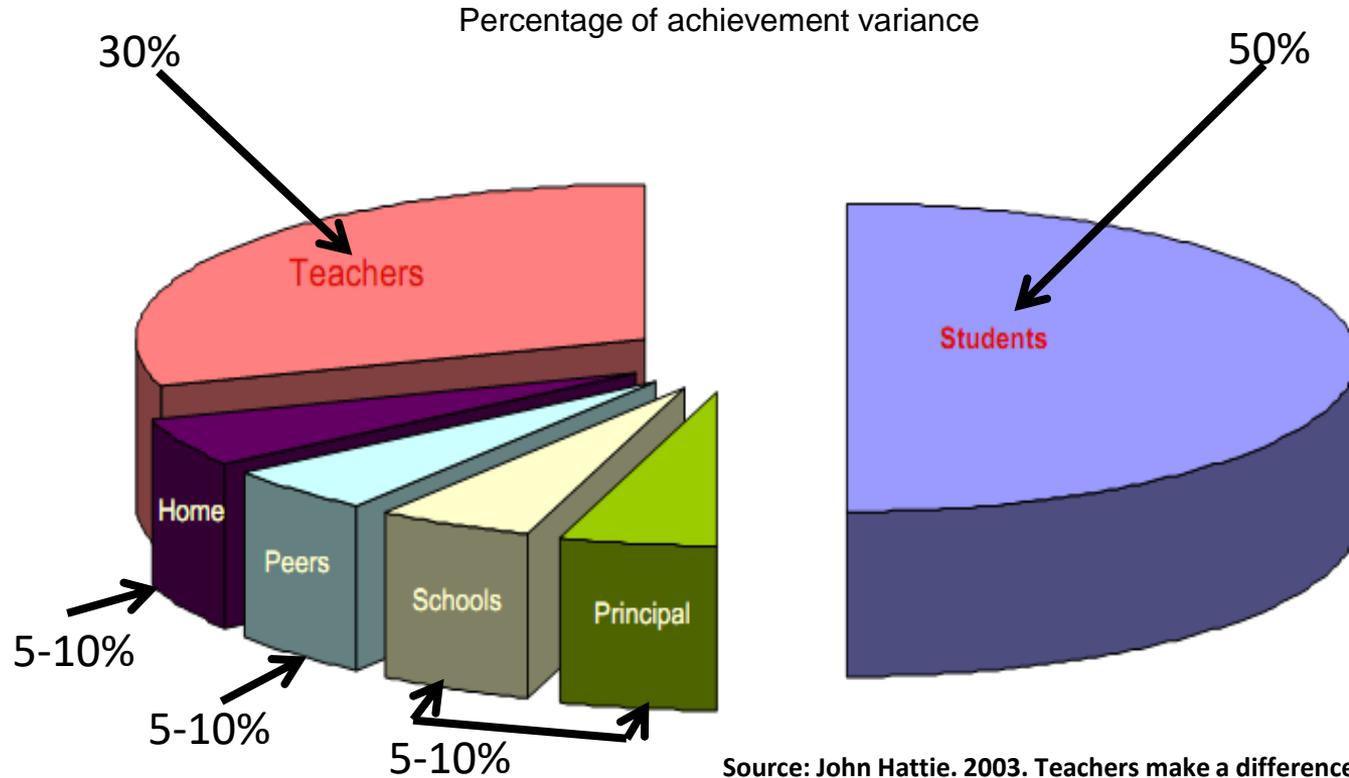
# Considerations in preparing to plan - Benefits of working together



## Bronfenbrenner's Ecological Model of Child Development



# What makes a difference? – School effect



Source: John Hattie. 2003. Teachers make a difference: What is the evidence?

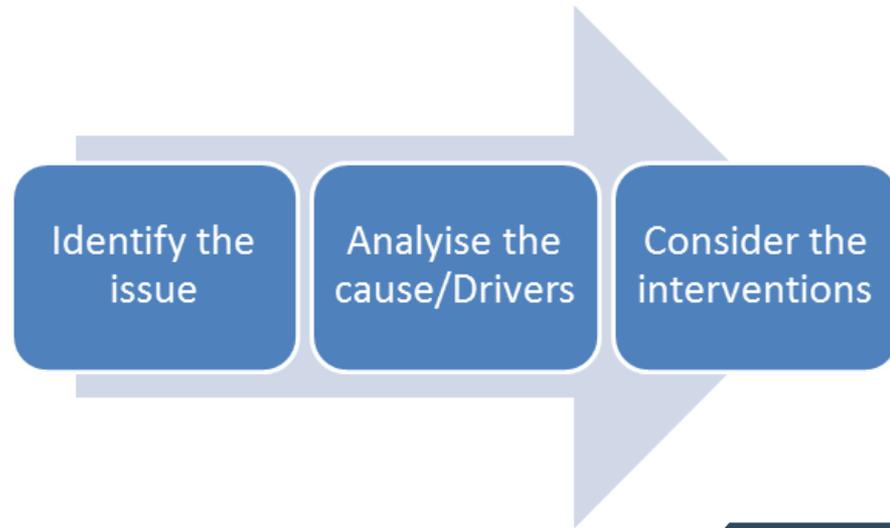
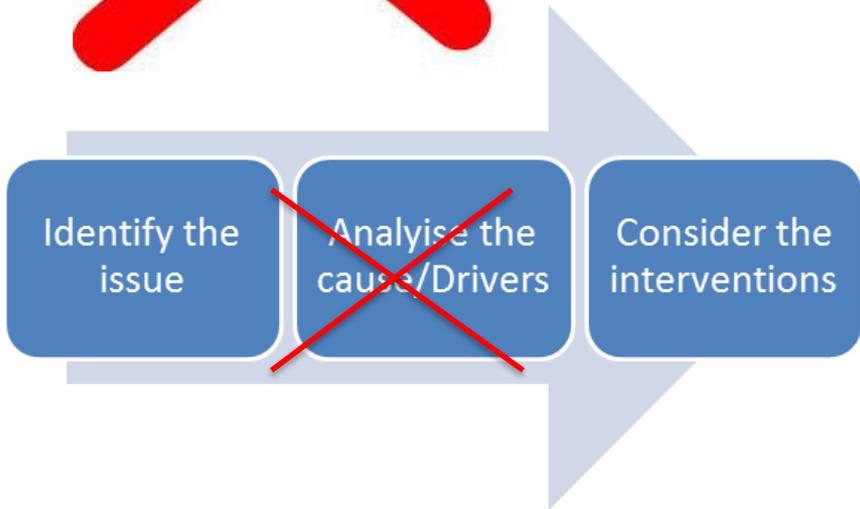
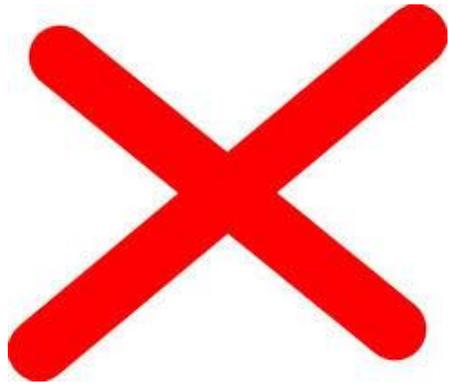
# What makes a difference? – School effect

- Between 60-80% of factors that influence learning outcomes are not at the school level.
- “It is what students bring to the table that predicts achievement more than any other variable” (Hattie, 2003).
- “Initiatives aimed at individual students are likely to have a greater impact on performance than initiatives aimed at schools” (Lietz, 2009).
- The teacher level variation ranges from 15% - 30% depending on the outcome of interest (reading, versus numeracy, versus writing skills). Maternal education and the age of the child, along with gender account for the greatest level of variation in NAPLAN results.

#### *Sources:*

- John Hattie. 2003. Teachers make a difference: What is the evidence?
- Petra Lietz. 2009. Variance in performance between students within schools and between schools.
- Brinkman 2011. Preliminary analysis - Multilevel modelling applied to potential COAG evaluation.

# Process



# Introduction to 5 whys

## 5 Whys Key Points

Use 5 Whys to get to the root cause of the problem

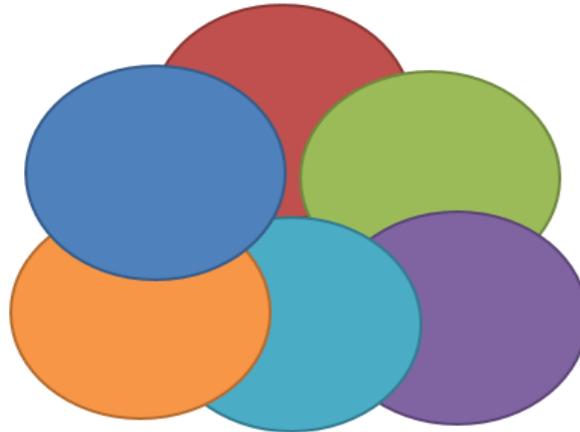
Be careful not to rely only on the 5 Whys for critical problems

Correcting a symptom is a waste of resources

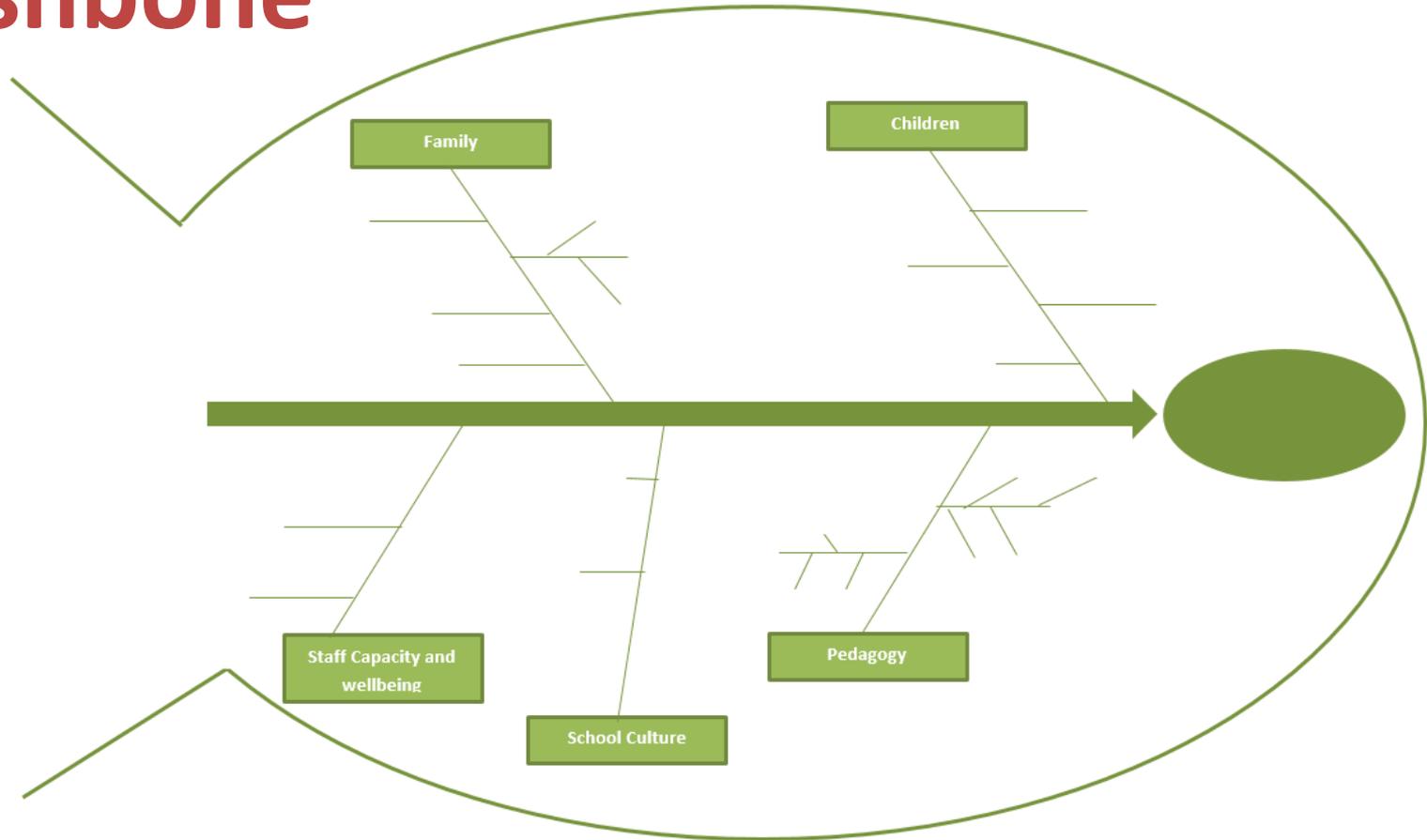
Spend time finding the right person to answer your questions

Identify root cause to get rid of problems permanently

Watch out for intentional and unintentional bias



# Fishbone



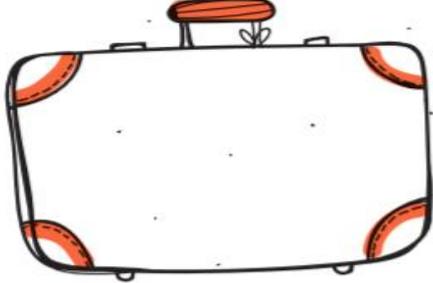
# Five whys – exercise (Page 8)

For 10 minutes, with your peers, use the 5 whys document to unpack one of the opportunities identified on page 6.

Keep asking “why?” until you have an answer.

Each answer forms the basis of the next question.

## PLANNING TO PLAN



WHAT ARE THE OPPORTUNITIES?  
USING ONE OF THE OPPORTUNITIES IDENTIFIED ON PAGE 6, ASK THE QUESTION WHY? UNTIL YOU HAVE AN ANSWER.

WHY ARE THESE OPPORTUNITIES?

WHY?

WHY?

WHY?

WHY?

WHY?

8

# Evolution of wellbeing in schools systems over time

Stage	Pastoral care (1960s)	Secondary prevention (1980s)	Introducing elements of positive psychology (early 2000s)	Integrated positive education (2010 →)
Features	<ul style="list-style-type: none"> <li>• Responding to adverse events</li> <li>• Primarily individual in focus</li> <li>• Intervention led by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to particular types of events</li> <li>• Preventative in focus</li> <li>• Whole of school focus</li> <li>• Often supported by central policy and resources</li> <li>• Intervention led by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Preventative in focus</li> <li>• Whole of school focus</li> <li>• Designed to build particular capabilities at the individual level, such as character strengths or individual non-cognitive capabilities e.g. perseverance</li> <li>• Primarily provided in addition to traditional education</li> <li>• Led by teachers and other multi-disciplinary staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Aims for cultural change through seeking to change staff and children's lived experience</li> <li>• Whole of school focus</li> <li>• Seeks to effect behaviour change, both across staff and students</li> <li>• Designed to build particular capabilities at the individual level, such as character strengths or individual non-cognitive capabilities e.g. perseverance</li> <li>• Integrated into administrative artefacts e.g. policies, procedures, curriculum</li> <li>• More multi-disciplinary led interventions.</li> </ul>

# Break out sessions

- **Group Hall:** Perseverance and emotional regulation (Justin Robinson)
- **Room 1:** Peer belonging, friendships, bullying (Taaleem)
- **Room 2:** Social and Emotional Wellbeing (Happiness, Optimism, life satisfaction, worries, anxieties) (Sunmarke)
- **Room 3:** Relationships with adults at school, school belonging

**Break time**

# Process

## Part 1

- Understanding the context and overview of wellbeing measurement
- Overview of the data

## Part 2

- Understanding and interpreting the data in your school report
- Strengths, Surprises and Opportunities – working with your data
- Considerations in preparing to plan

## Part 3

- Break out sessions: Considering interventions
- Unpacking some domains

## Part 4

- Engaging with stakeholders
- Break out sessions: school approach model or self compassion
- Resources and future opportunities for learning

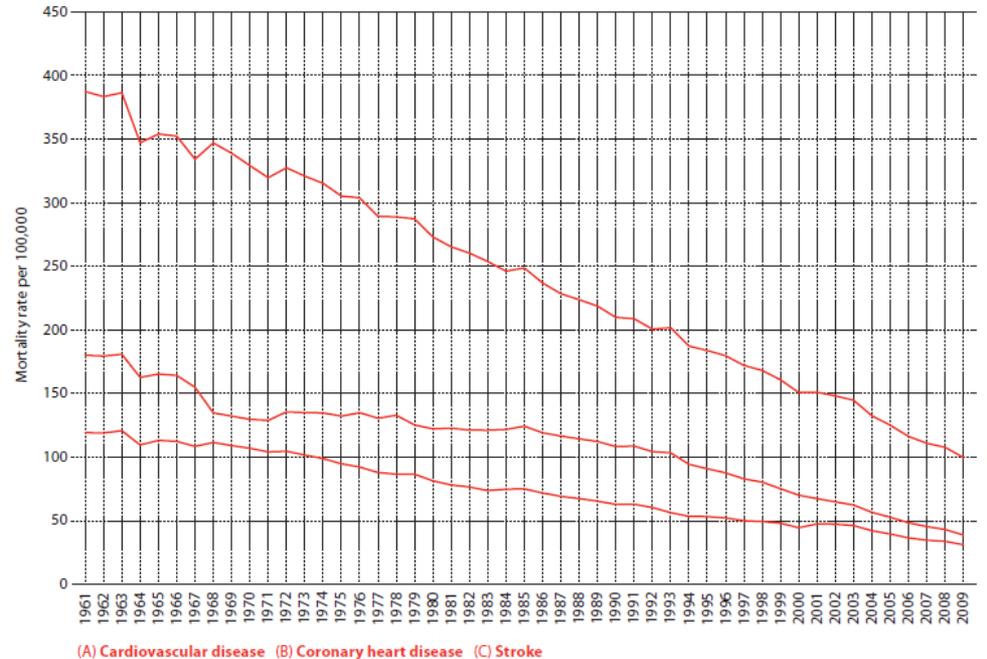
# Report back on breakout sessions

# Five year horizon

- Think about what you want to achieve and where you want to get to over the next five years
- Planning where to start your journey and come up with the right process takes time
- Consultation with stakeholders needs to be considered and deliberate
- Implement a multi-tiered strategy and interventions – focus on a couple of areas.
- Seeing real changes in the data takes time.

# Heart disease reduced by 75% .....over almost 50 years in the UK

**Figure 1.10a**  
Age-standardised mortality rates for cardiovascular diseases, men under 75, 1961 to 2009, Great Britain



# Data alone was not enough

## .....some key lessons

- System-wide commitment to a specific goal
- Draw on a robust evidence base to pick interventions
- Funding
- Take into account who can best implement
- Evaluate results and build the evidence base
- Consider a medium to long term horizon to plan around wellbeing and see changes/improvements.

**Change takes time**

# Lag effect – Long term outcomes: Abecedarian program

Outcome	Control	Treatment
IQ age 15	90	95
Maths age 15	82%	93%
Grade repetition	65%	34%
Graduation at age 19	51%	67%
Smoking	55%	39%

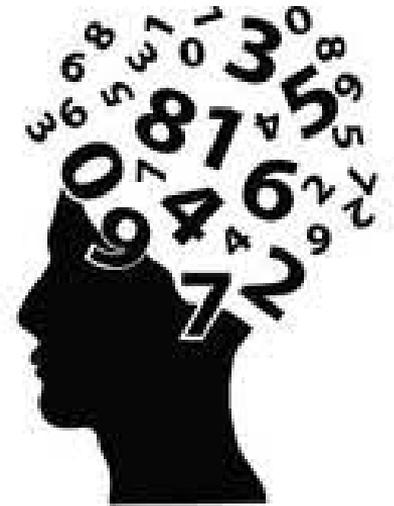
# Considerations in using the data

- This is one data point – don't be too concerned with the results
- Don't jump to conclusions
- Avoid focussing on small numbers
- Don't limit consultation – ensure you consult widely to gain stakeholder engagement and perspective about areas of focus.



# In summary

- Consider data in a whole of population context.
- Population health approach.
- Five year horizon.
- Working out where to start, coming up with a process.
- Needs to be multi-tiered.
- Stakeholder engagement – conversation.



# Plan a (proportionate) response

- Pick a few key priorities.
- Every student, or only a few?
- Who will do it?
- Build into everything or programs or intervene on a domain?
- Work to strengths (e.g., sports to build on social skills).

**Lunch**

# Process Overview

## Part 1

- Understanding the context and overview of wellbeing measurement
- Overview of the data

## Part 2

- Understanding and interpreting the data in your school report
- Strengths, Surprises and Opportunities – working with your data
- Considerations in preparing to plan

## Part 3

- Break out sessions: Considering interventions
- Unpacking some domains

## Part 4

- Engaging with stakeholders
- Break out sessions: school approach model or self compassion
- Resources and future opportunities for learning

# Engaging with stakeholders - Consultation

- Involve the right people
- Use a fit for purpose approach
- Manage expectations

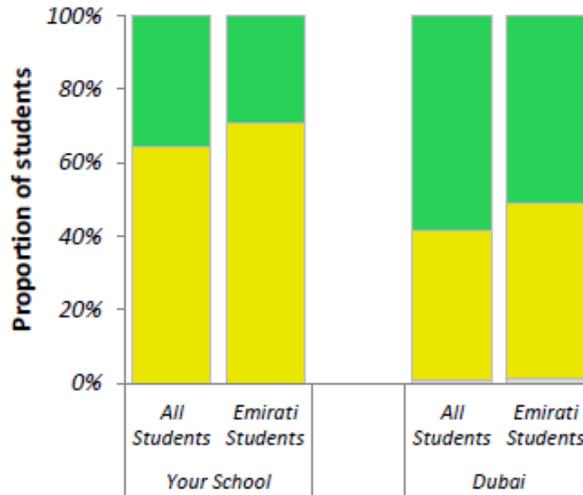


# Engaging with Stakeholders

- What do you see in the data? What do you think this means?
- Is the data consistent with other views?
- What is driving results?
- Are our assumptions about what is driving this correct?

# Number of connections with adults in school – teachers did not think it was accurate until the students confirmed it

## Important adults in school



Your School	All Students		Emirati Students	
	n	%	n	%
Yes	82	35	50	29
No	149	65	120	71
Missing	0	0	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
Yes	37761	58	3539	51
No	26541	41	3322	48
Missing	384	1	83	1

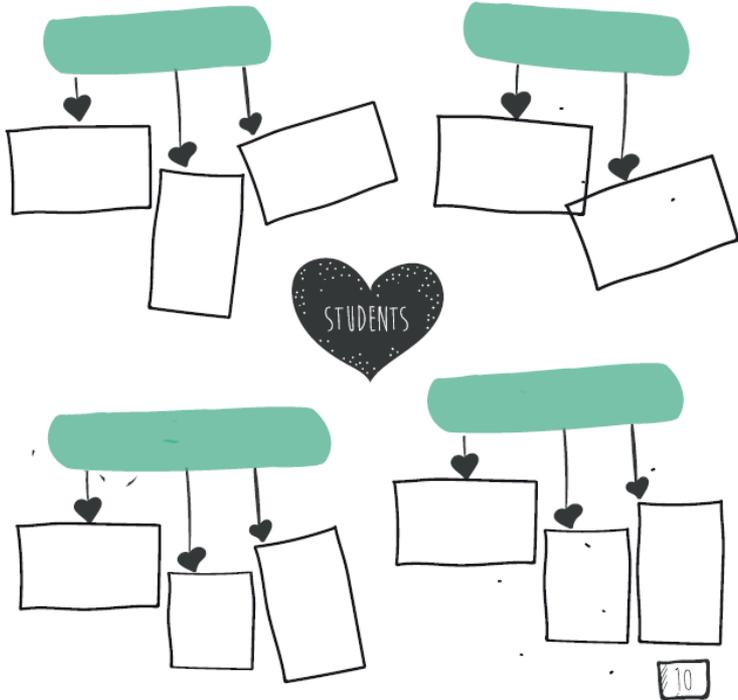
# Engaging with Stakeholders

Spend 5 minutes at each poster to generate as many ideas for engaging with stakeholder groups:

- Educators/Leaders
- Parents
- Students
- Community

# THE POWER OF CONVERSATION.

WHO CAN HELP YOU? HOW WILL YOU ENGAGE THEM?



## Power of Conversation

# Whole School Approach



GEELONG GRAMMAR SCHOOL®  
EXCEPTIONAL EDUCATION

INSTITUTE OF  
**POSITIVE  
EDUCATION**

# Self-compassion



**Education Foundation**

# WHAT'S NEXT



WHAT FOUR THINGS ARE YOU GOING  
TO DO AS SOON AS YOU GO BACK TO YOUR SCHOOL?



1

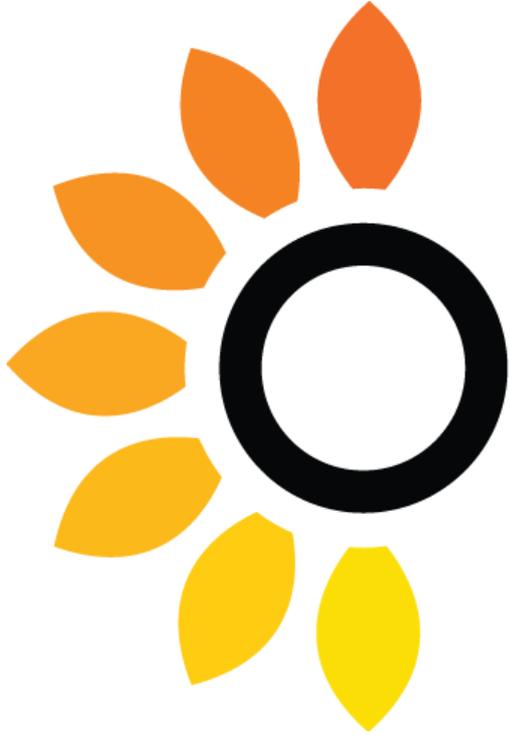
2

3

4

## Action Plan





معاً نرتقي

what Works

# Year 2 – November 2018



المسح الشامل  
لجودة حياة الطلبة بدبي

DUBAI STUDENT  
WELLBEING CENSUS

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