

# Student Voice - Upper Primary: **What's Happening In This School**

Notre Dame Catholic Primary School, Cloverdale WA 6105

Feedback for 2022

78 participants completed the survey

No participants were found to be disengaged.

NSI CEWA Student Voice (WHITS-UP) (#873)

Survey closed on 24-05-2022

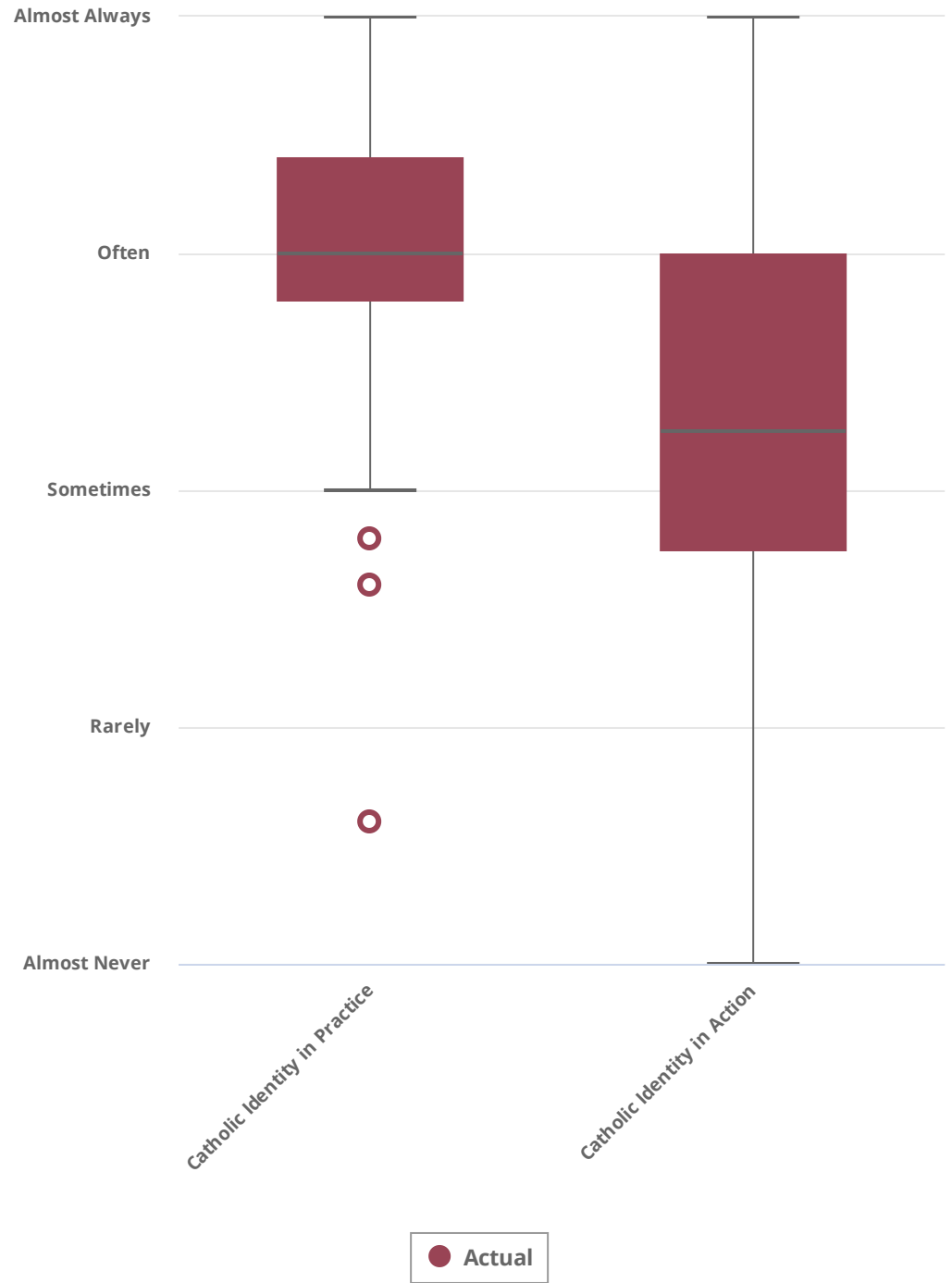
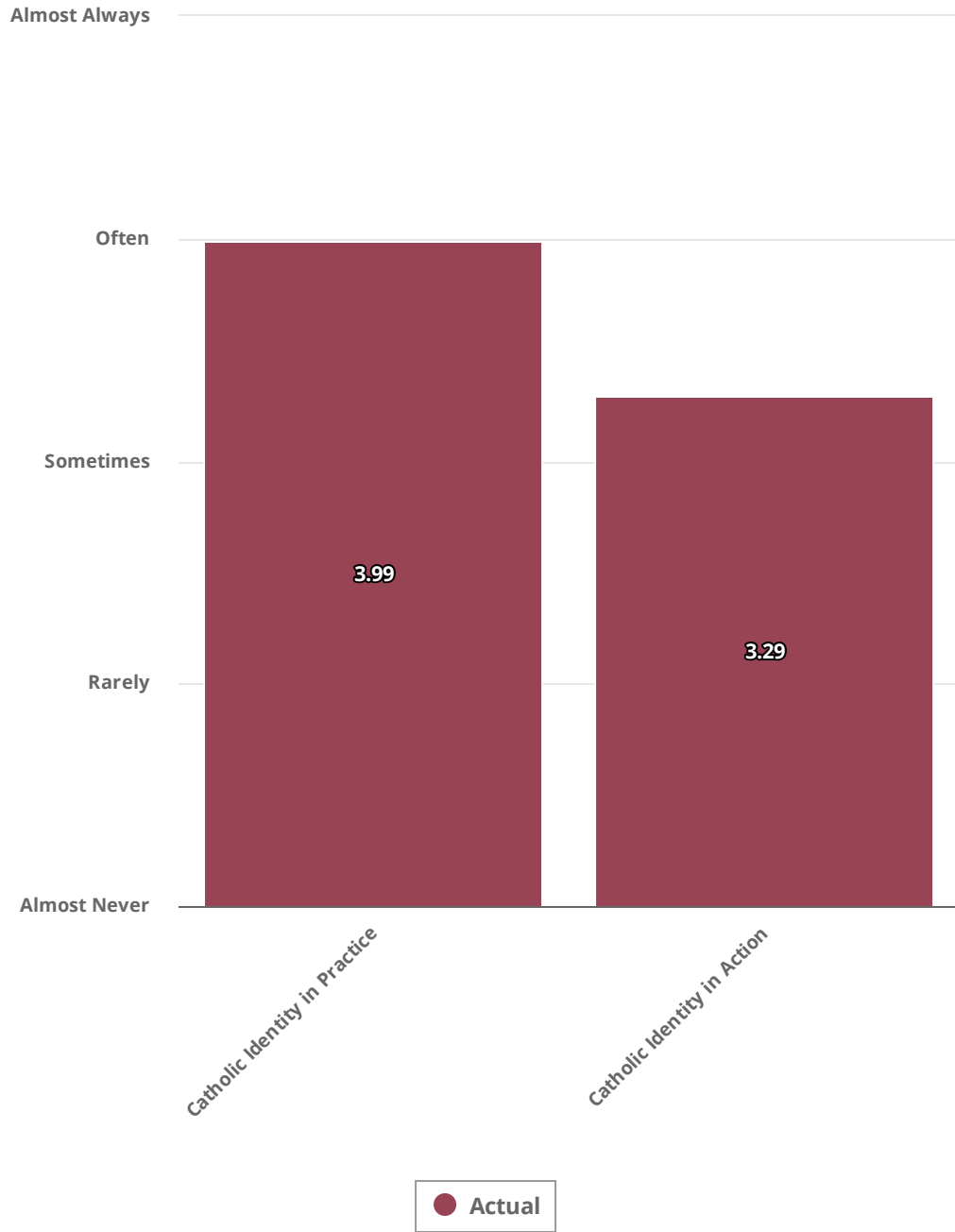
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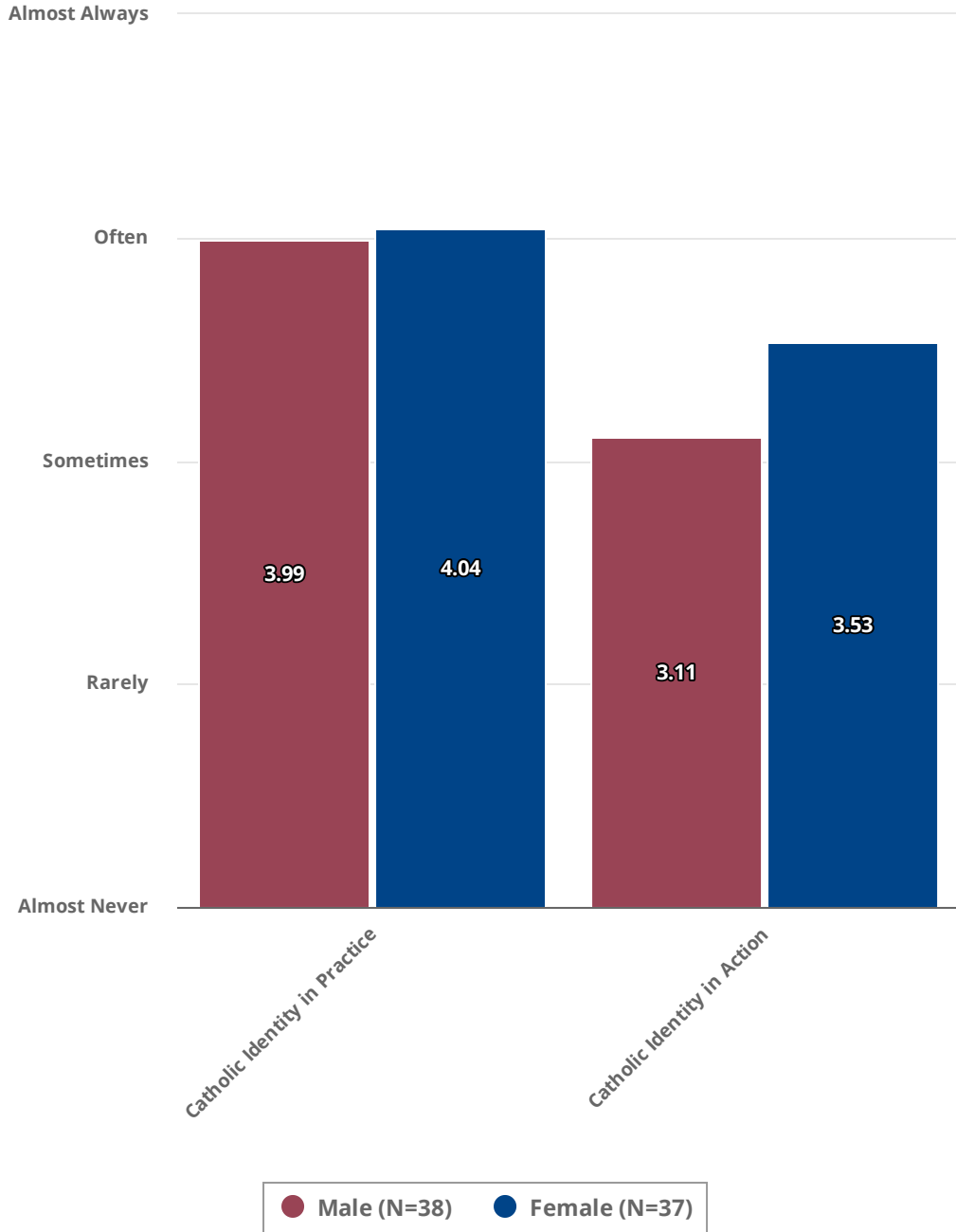
# Contents

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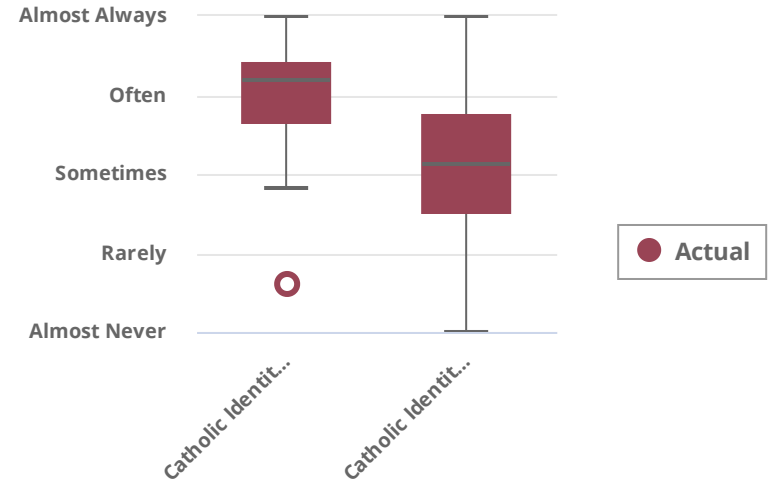
# Catholic Identity



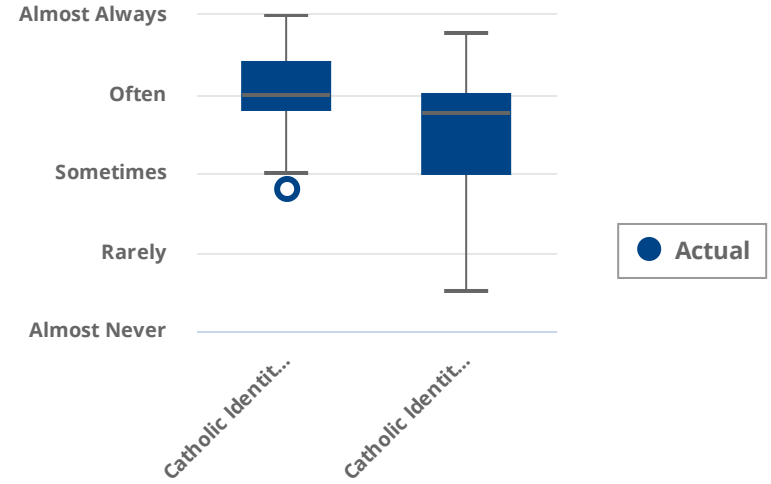
# Catholic Identity: By Gender



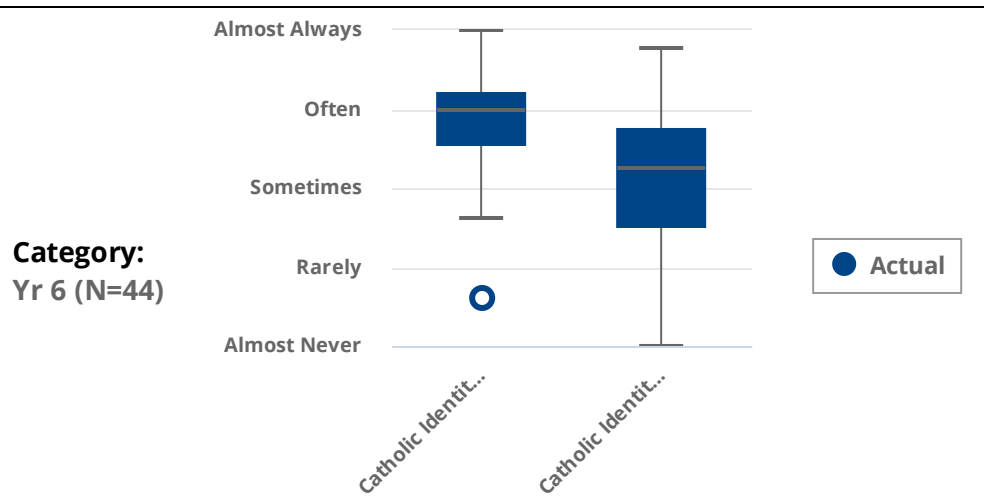
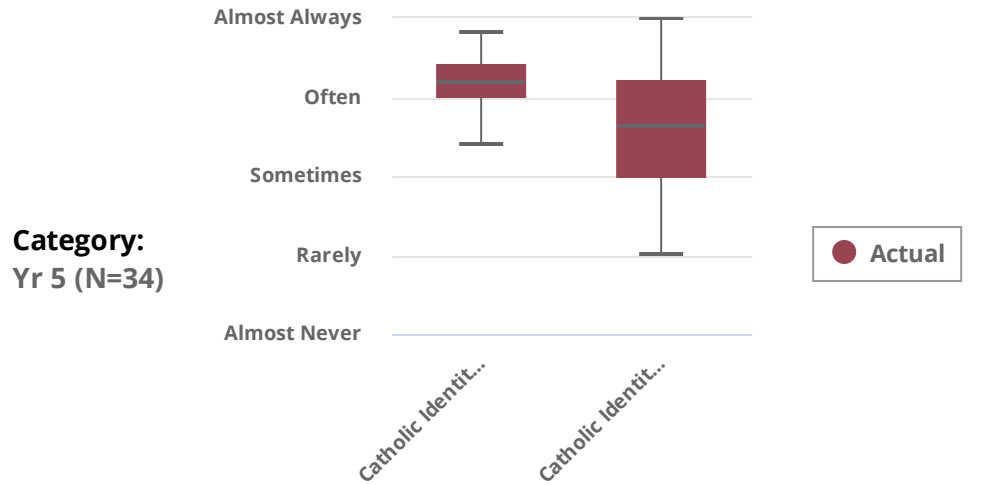
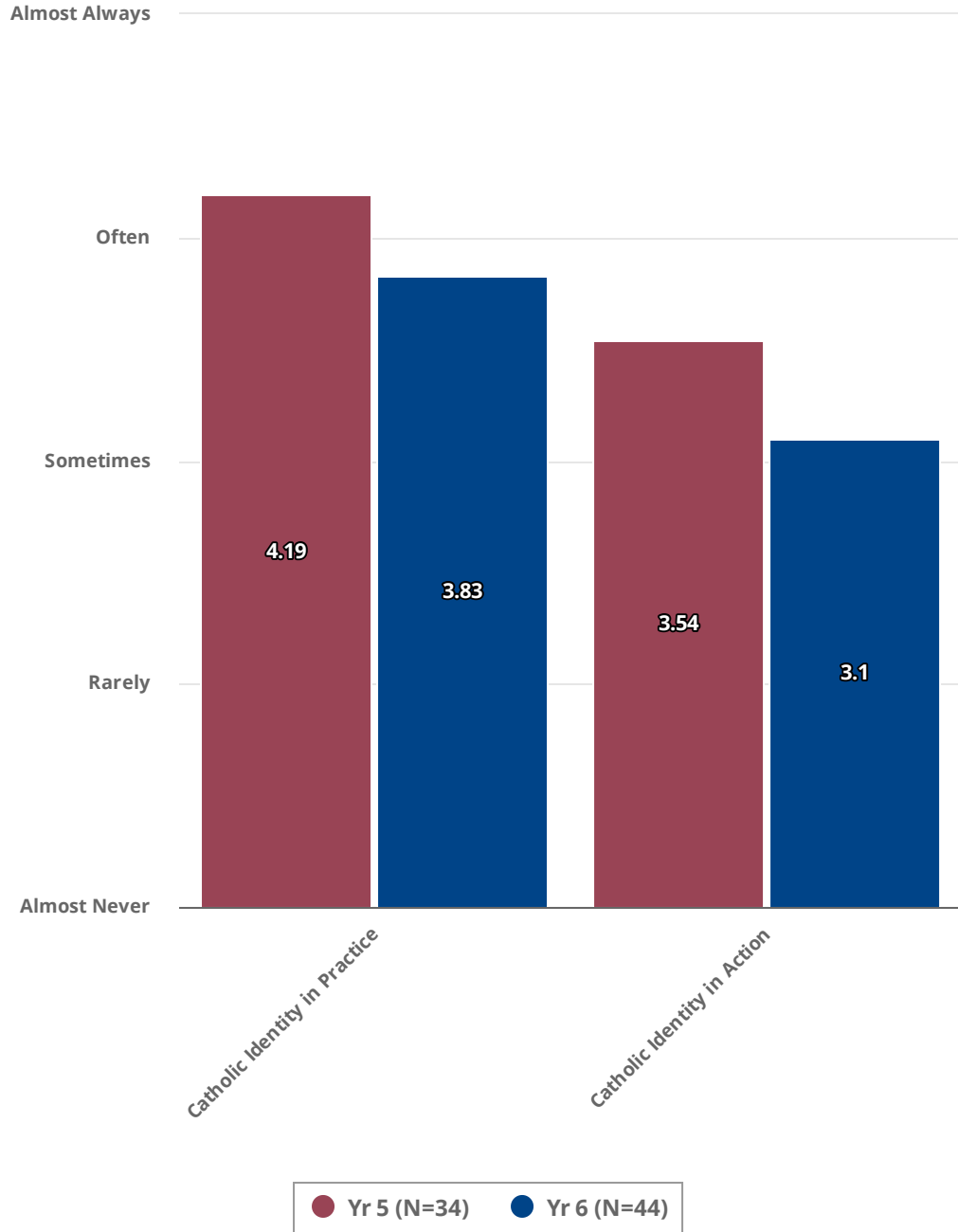
**Category:**  
Male  
(N=38)



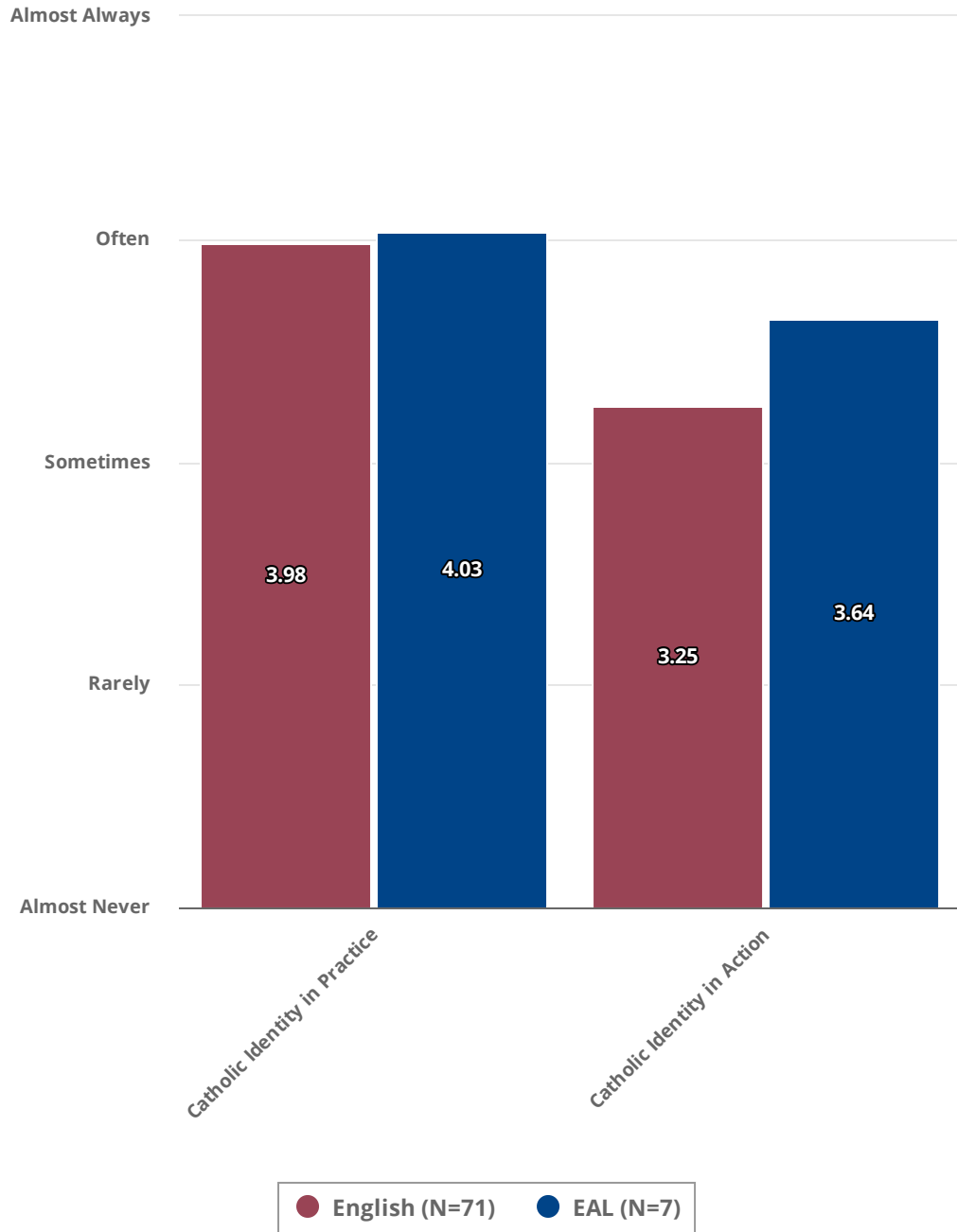
**Category:**  
Female  
(N=37)



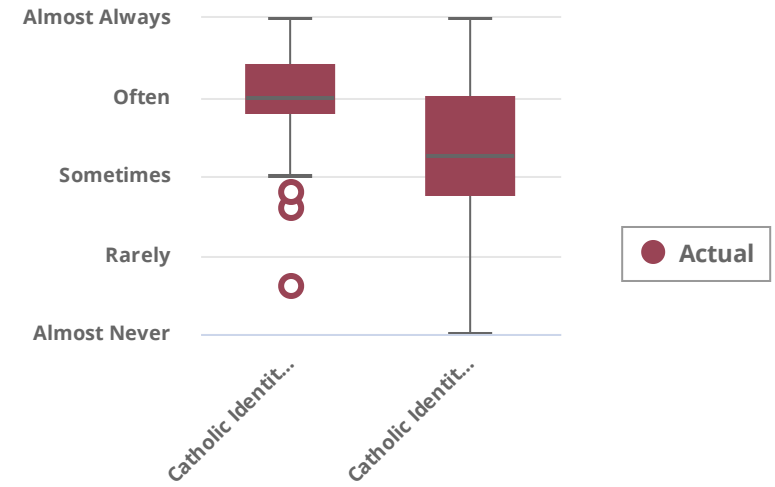
# Catholic Identity: By Year Level



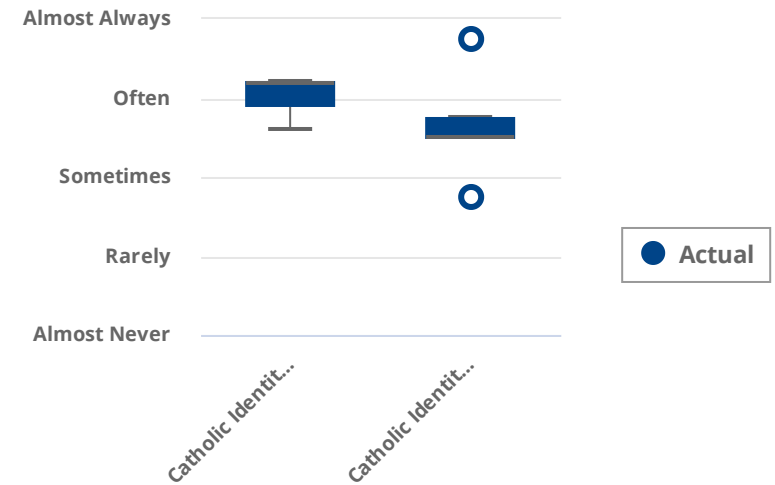
# Catholic Identity: By Language



Category:  
English  
(N=71)

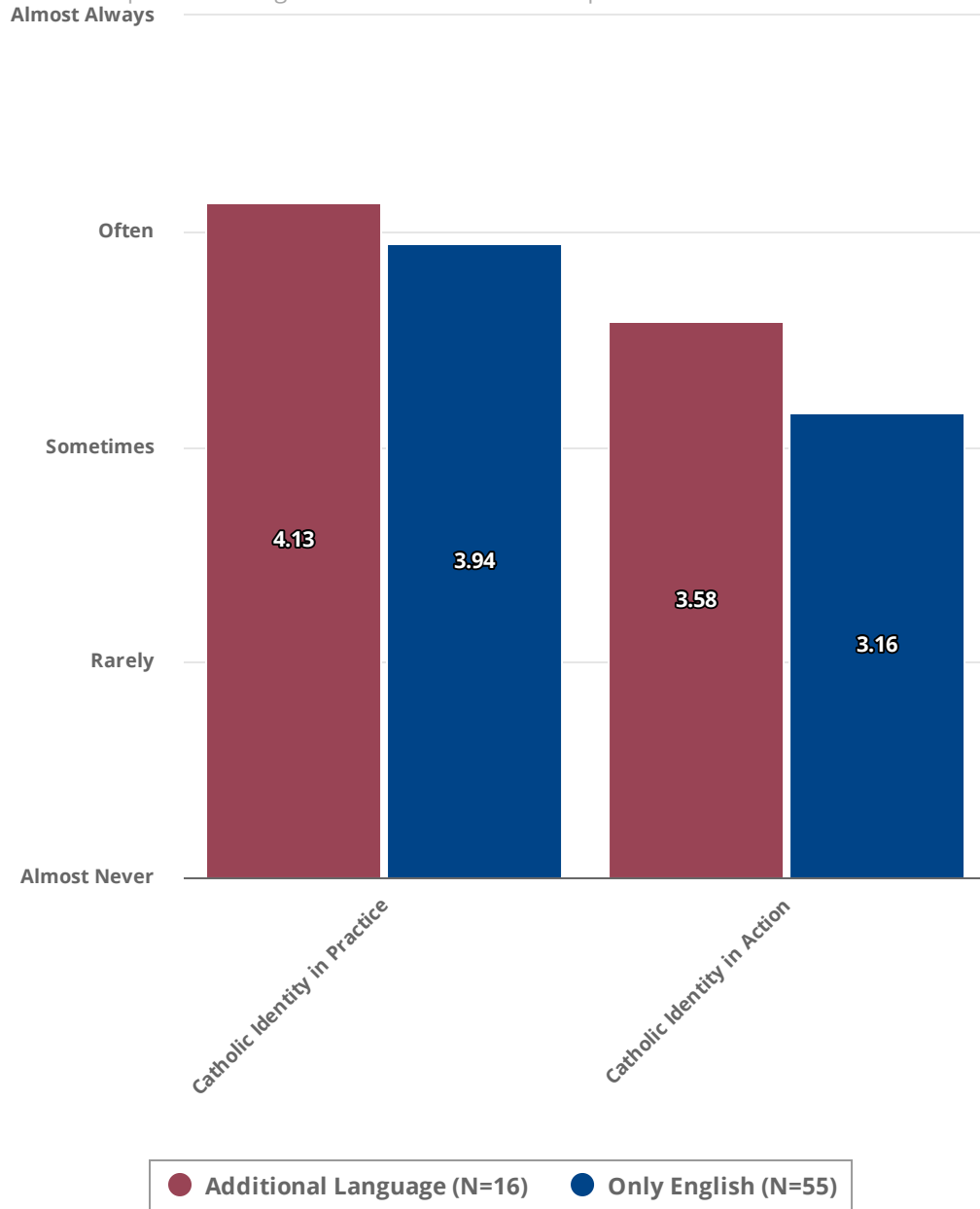


Category:  
EAL (N=7)

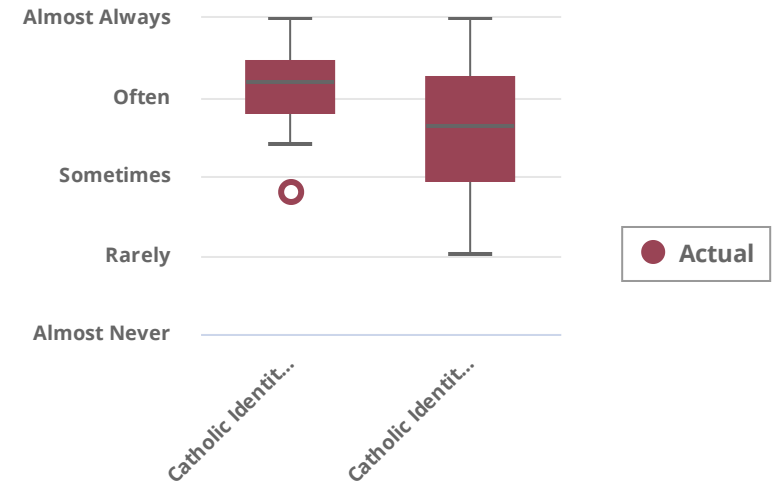


# Catholic Identity: By Additional Language

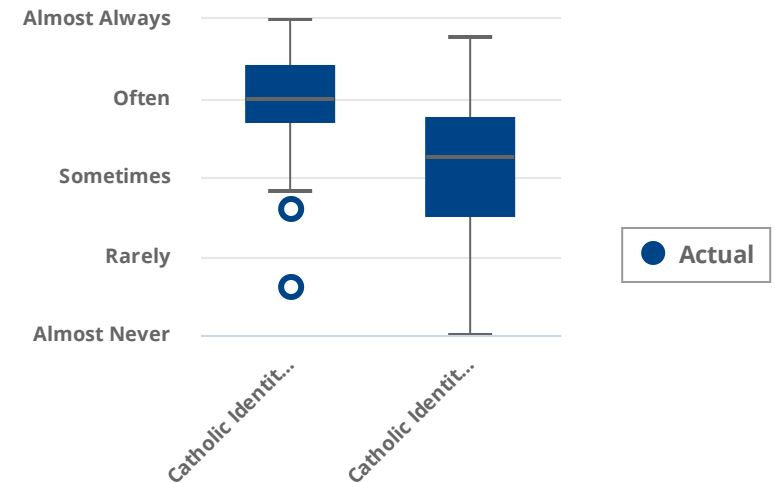
Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



Category: Additional Language (N=16)

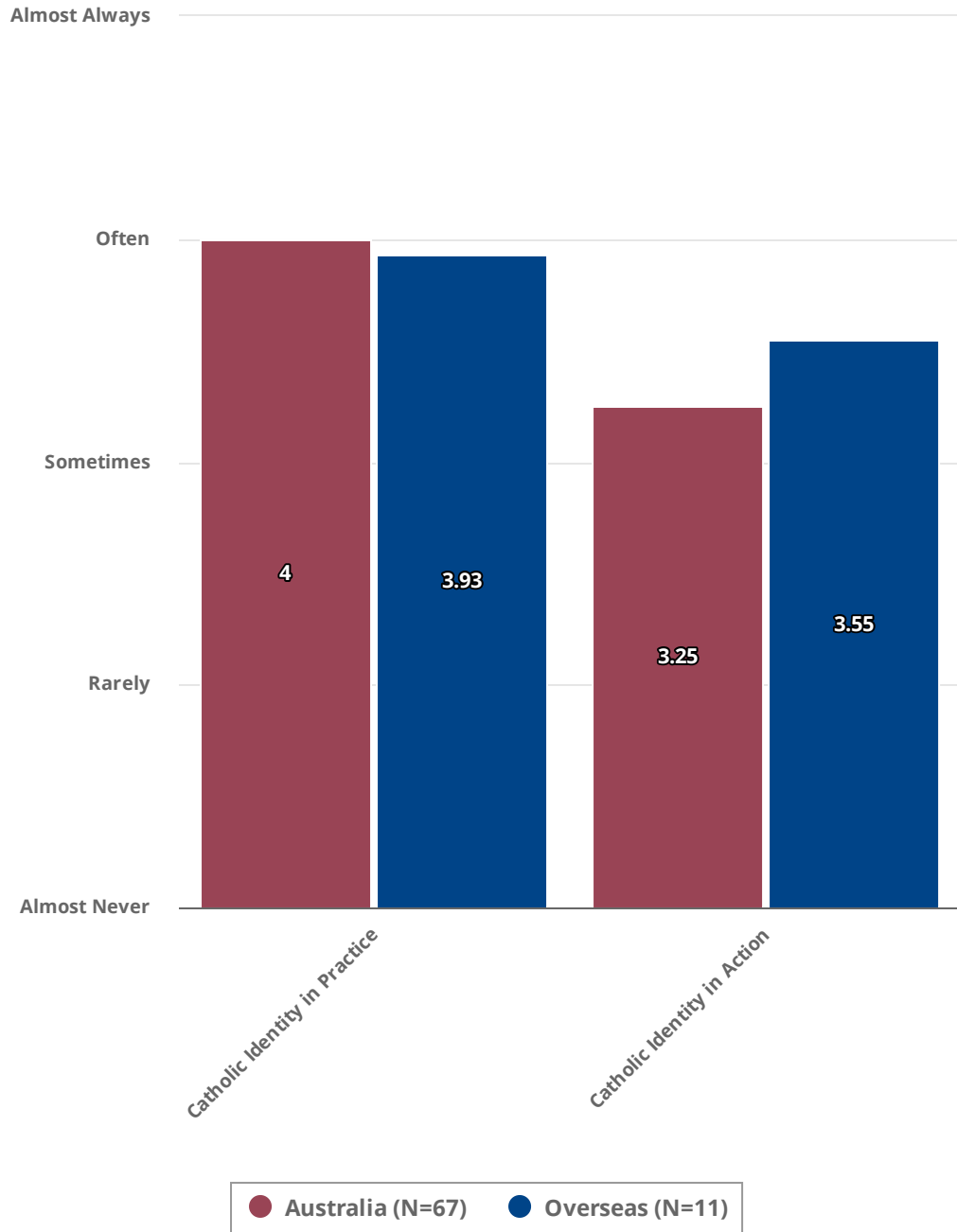


Category: Only English (N=55)

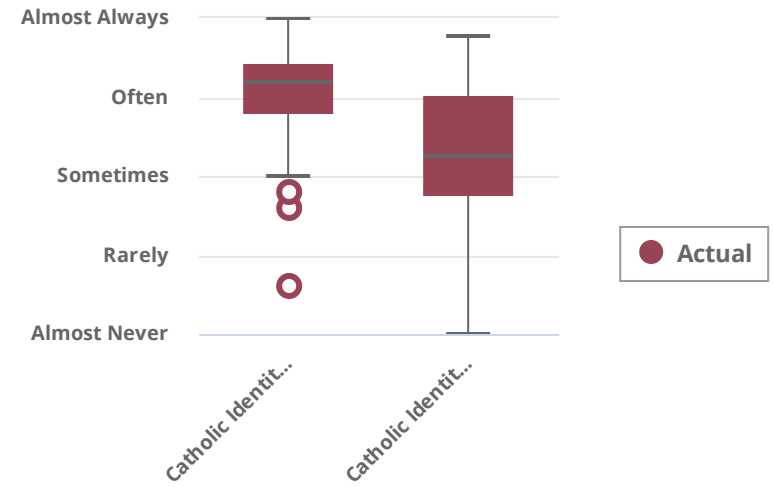




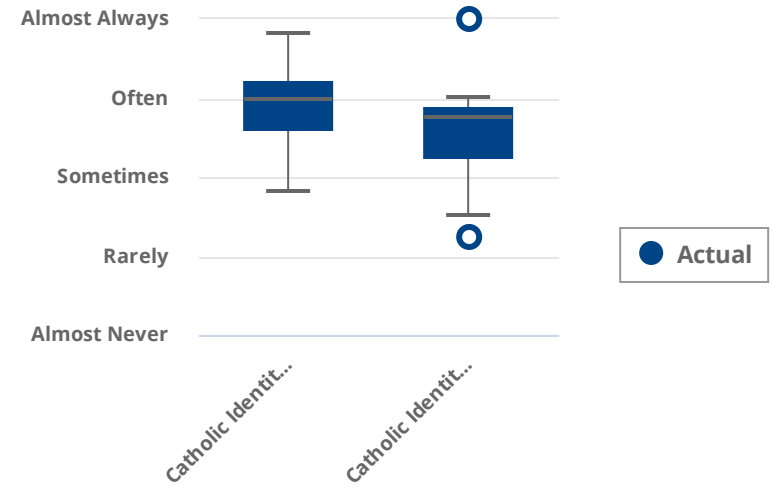
# Catholic Identity: By Birth Place



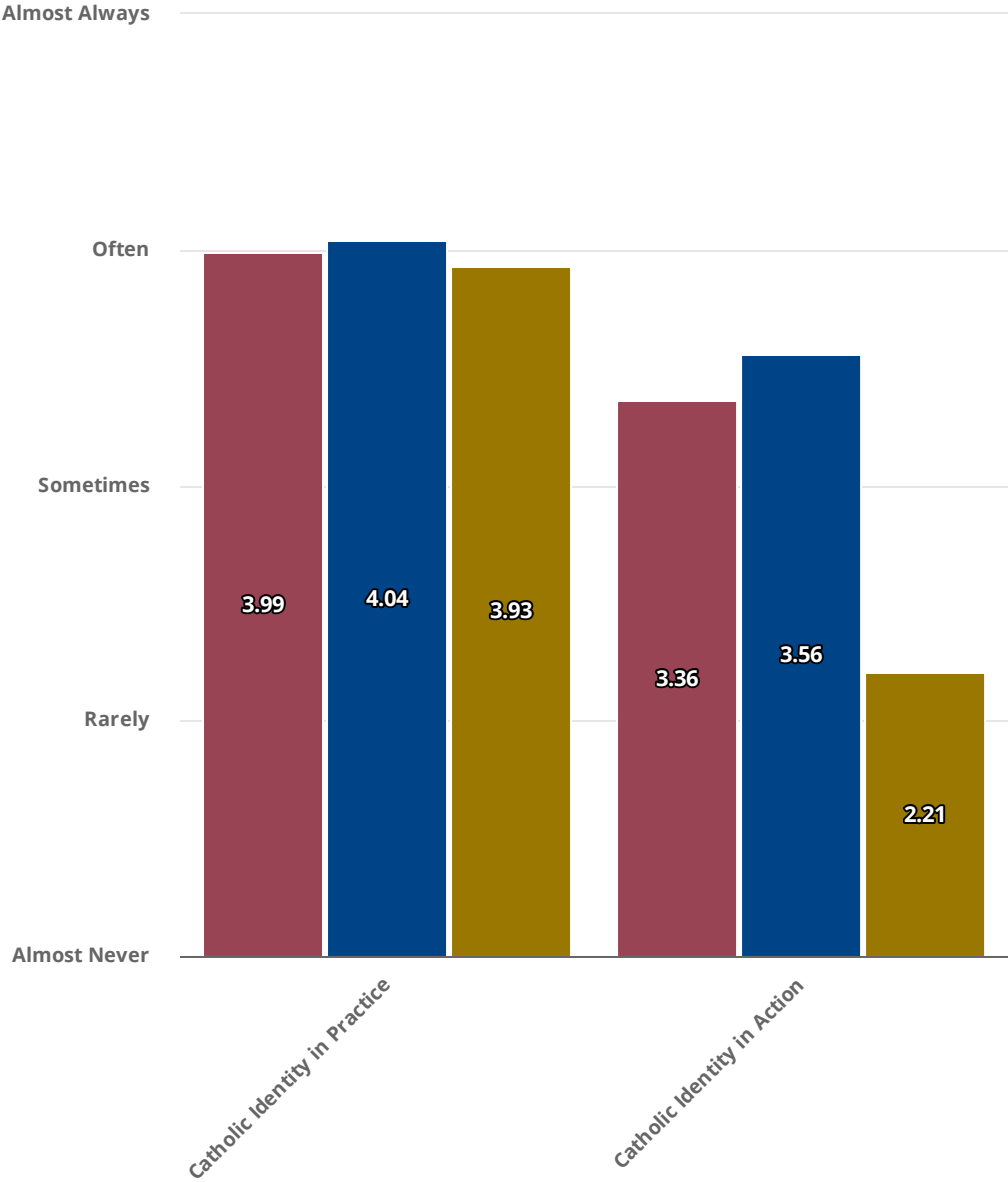
Category: Australia (N=67)



Category: Overseas (N=11)

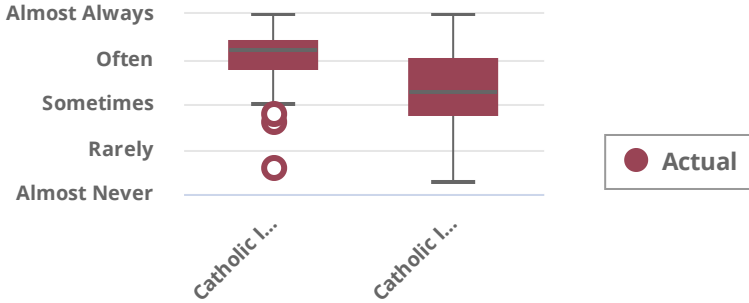


# Catholic Identity: By Religion

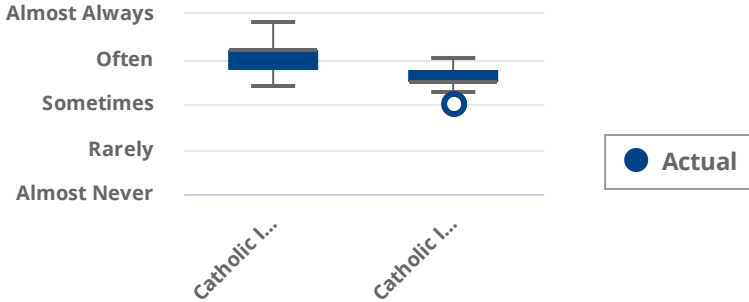


● Catholic (N=61)  
 ● Other religion (N=9)  
 ● No religion (N=6)

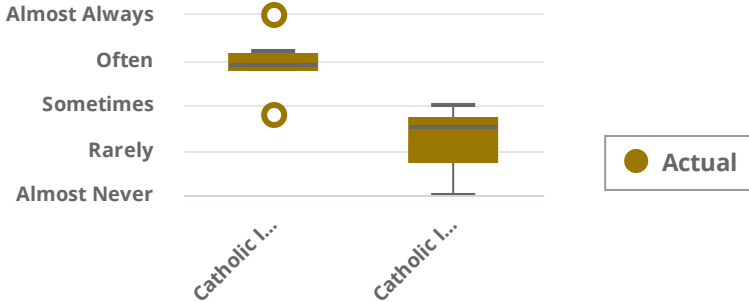
**Category:**  
 Catholic  
 (N=61)



**Category:**  
 Other religion  
 (N=9)

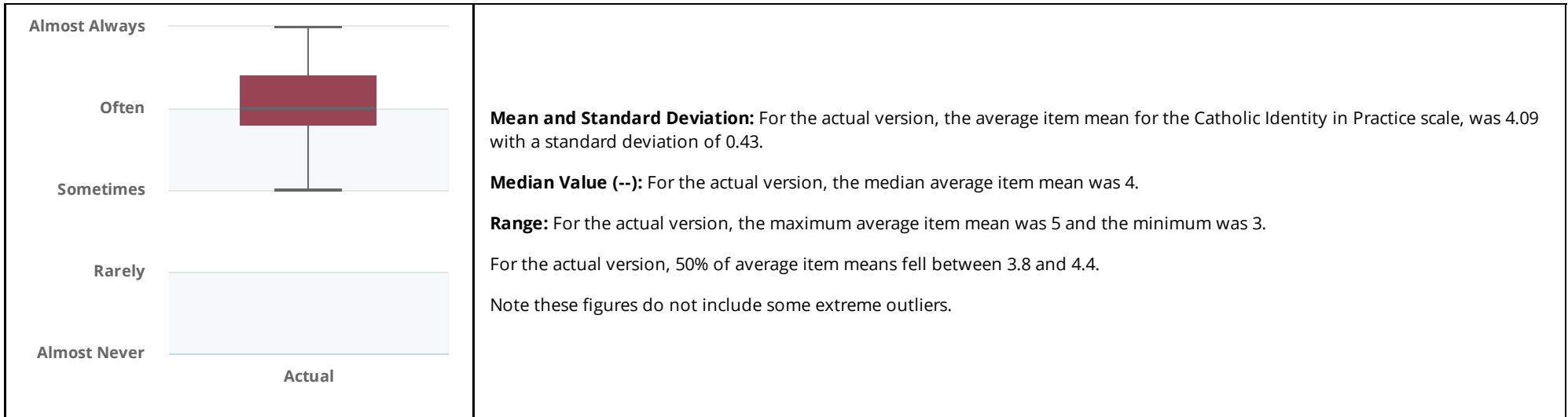


**Category:**  
 No religion  
 (N=6)



# Catholic Identity in Practice

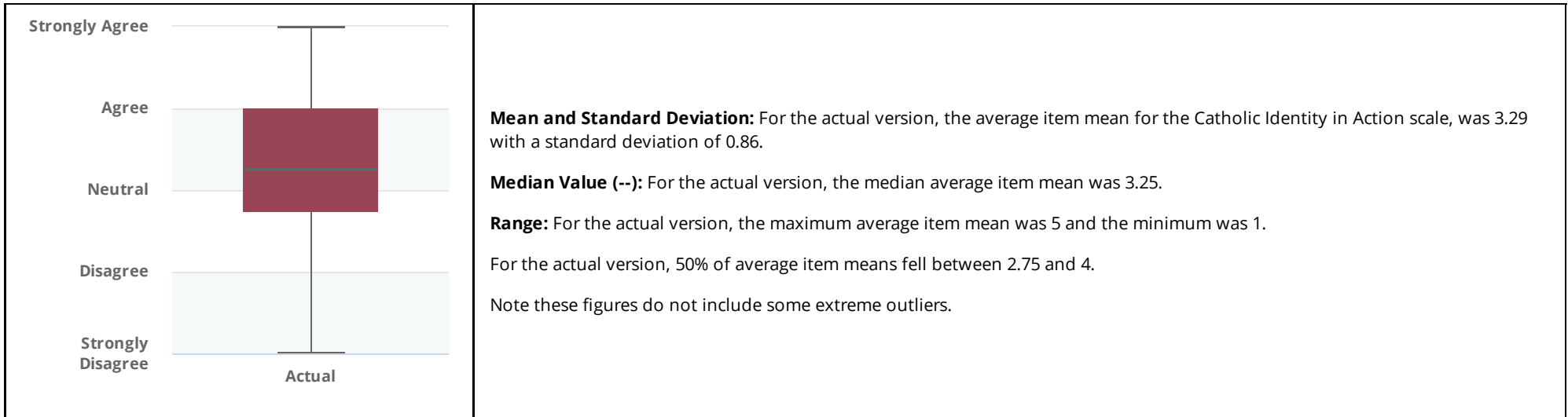
The CATHOLIC IDENTITY IN PRACTICE construct assesses the extent to which students perceive that the school promotes, develops and gives witness to the Catholic faith.



| Percentage of each response  | Items included in the scale  | Average response for each item  |
|--|--|---|
|  | Actual      At this school, we help the less fortunate.      Actual                                | Actual      4.04  |
|  | Actual      At this school, we pray.      Actual   | Actual      4.24  |
|  | Actual      At this school, we go to Mass.      Actual   | Actual      3.35  |
|  | Actual      At this school, there are Catholic symbols (e.g., crucifixes) and artwork.      Actual | Actual      4.23  |
|  | Actual      At this school, fairness is practised.      Actual                                     | Actual      4.08  |
| <ul style="list-style-type: none"> <li><span style="color: red;">●</span> Almost Never</li> <li><span style="color: green;">●</span> Sometimes</li> <li><span style="color: blue;">●</span> Almost Always</li> <li><span style="color: yellow;">●</span> Rarely</li> <li><span style="color: lightblue;">●</span> Often</li> </ul> |  | Almost Never      Rarely      Sometimes      Often      Almost Always |

# Catholic Identity in Action

The CATHOLIC IDENTITY IN ACTION construct assesses the extent to which students feel that the teachings of the Catholic faith are important to them.



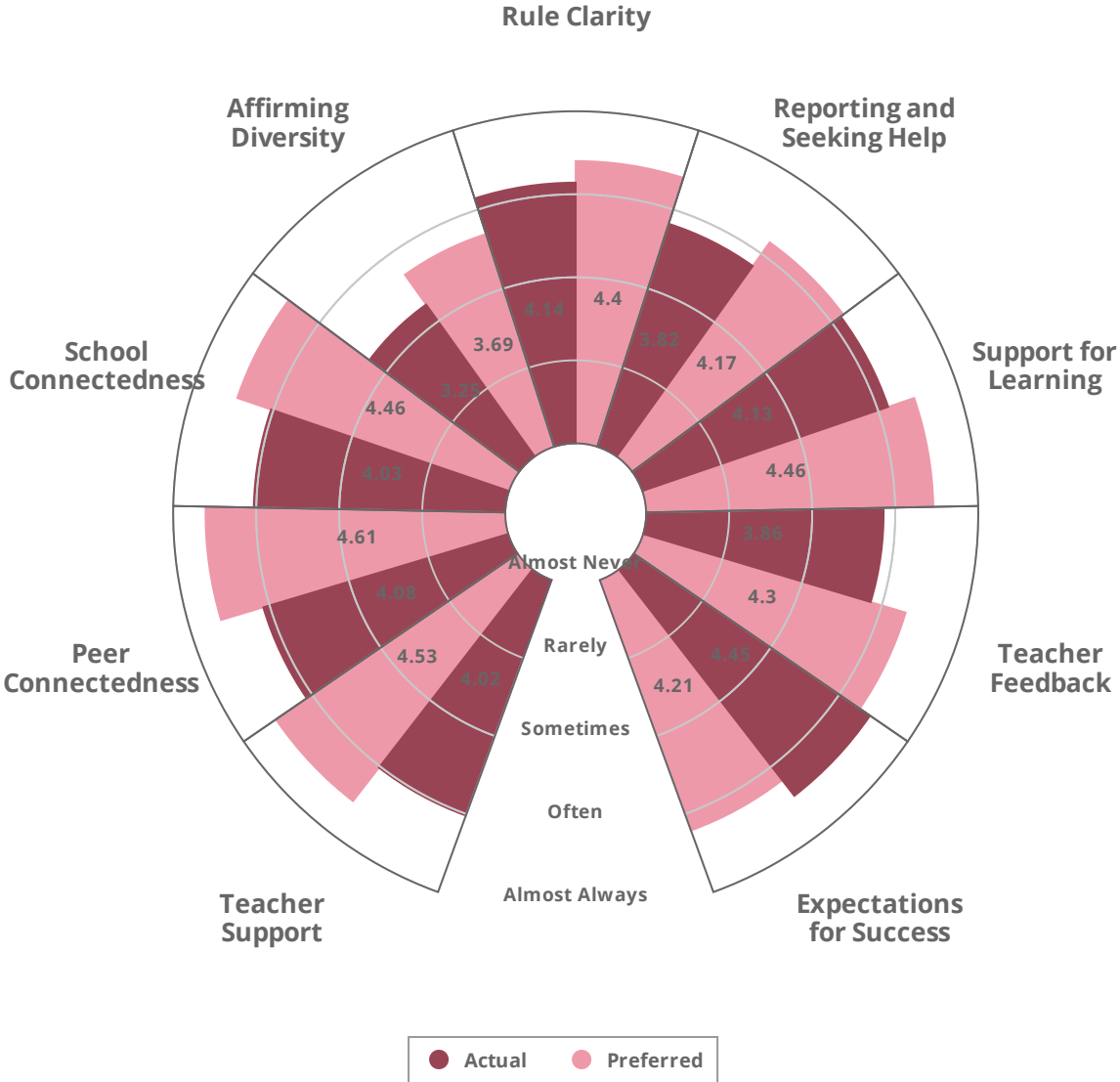
| Percentage of each response | Items included in the scale                | Average response for each item |
|-----------------------------|--|--------------------------------|
|                             | Actual I like learning about Jesus. Actual | Actual 3.46                    |
|                             | Actual I try to live like Jesus. Actual    | Actual 3.46                    |
|                             | Actual I like praying. Actual              | Actual 3.38                    |
|                             | Actual I like going to church. Actual      | Actual 2.85                    |

● Strongly Disagree    ● Disagree  
● Neutral    ● Agree  
● Strongly Agree

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

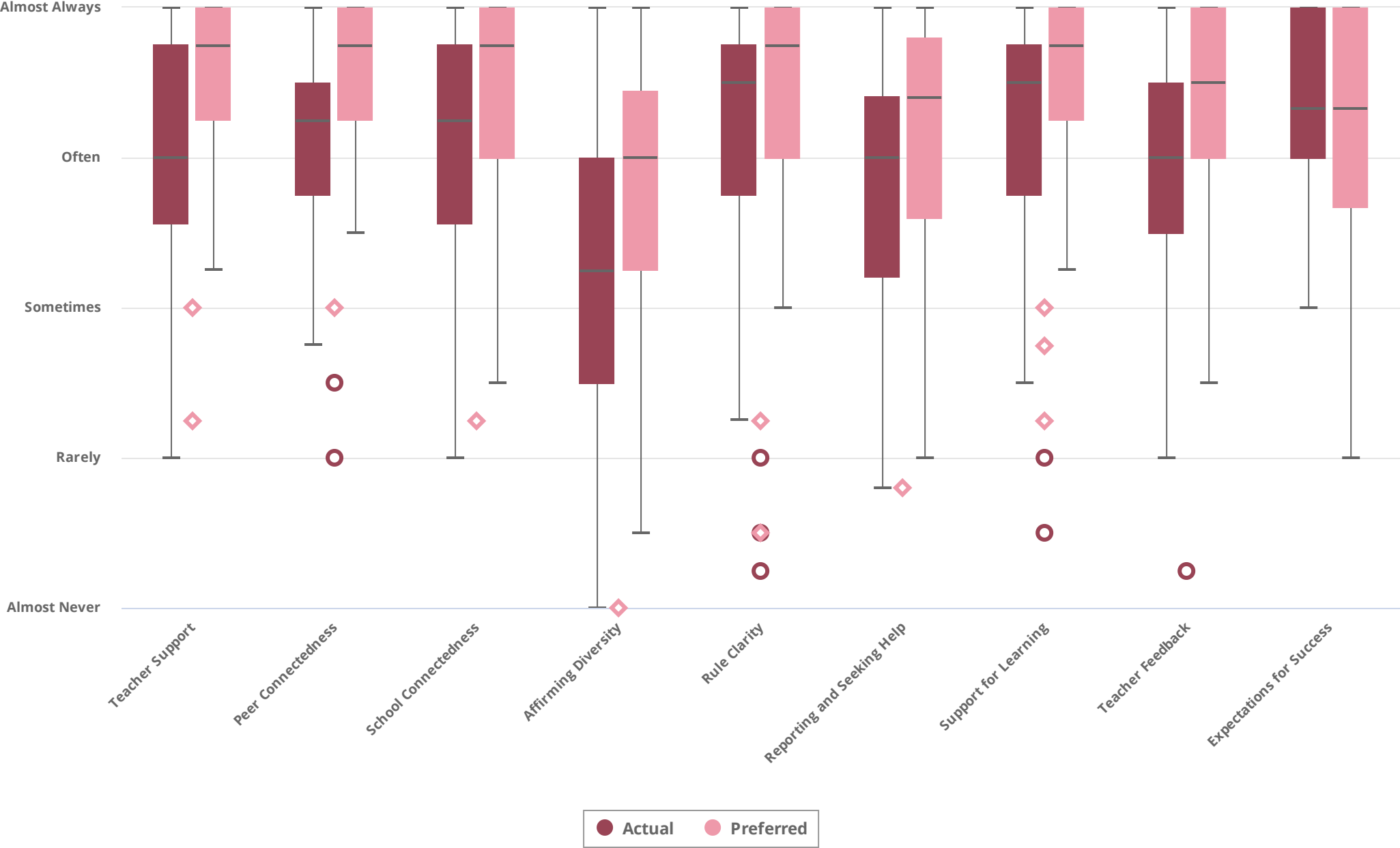
# School Climate

Means for each construct.



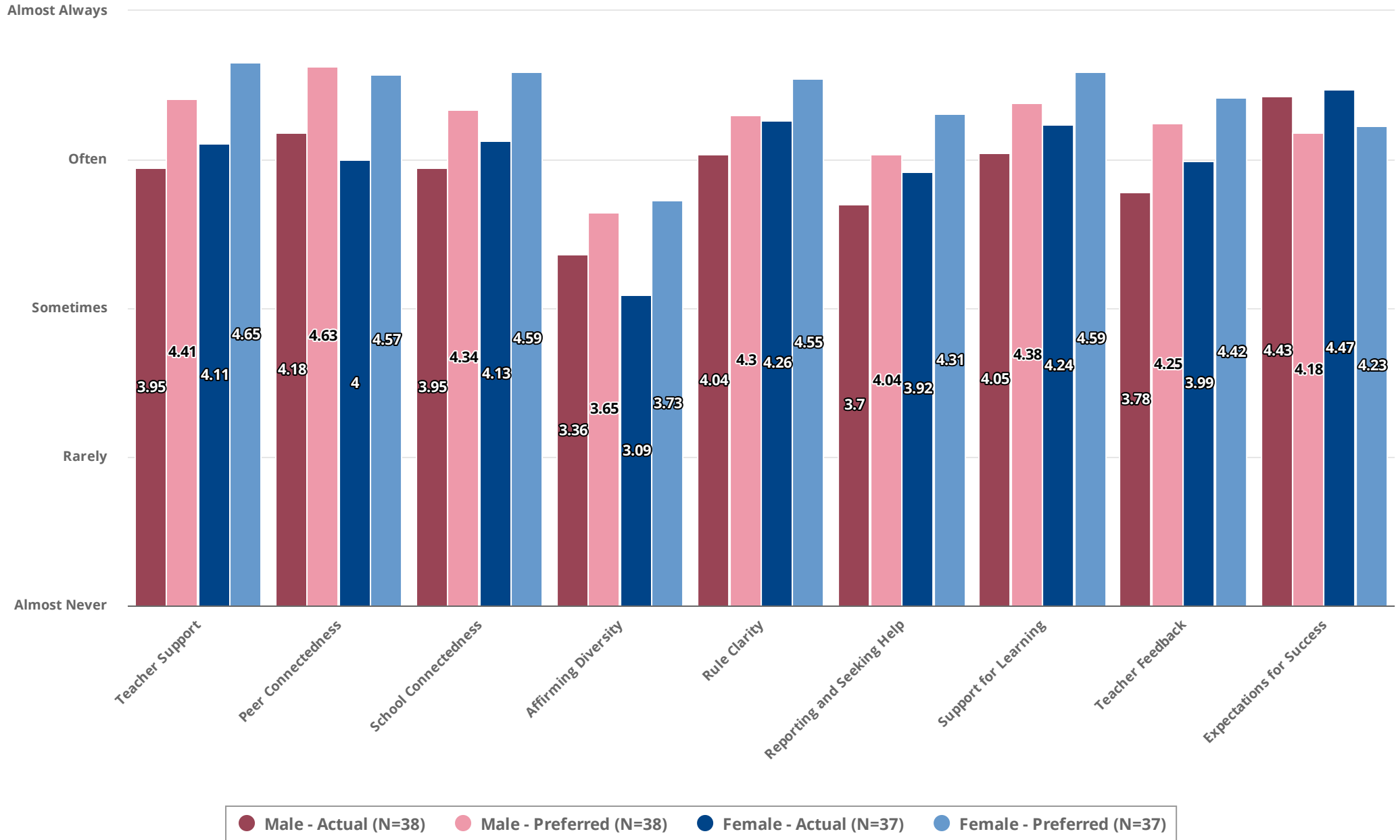
# School Climate

Variations for each construct.



# School Climate: By Gender

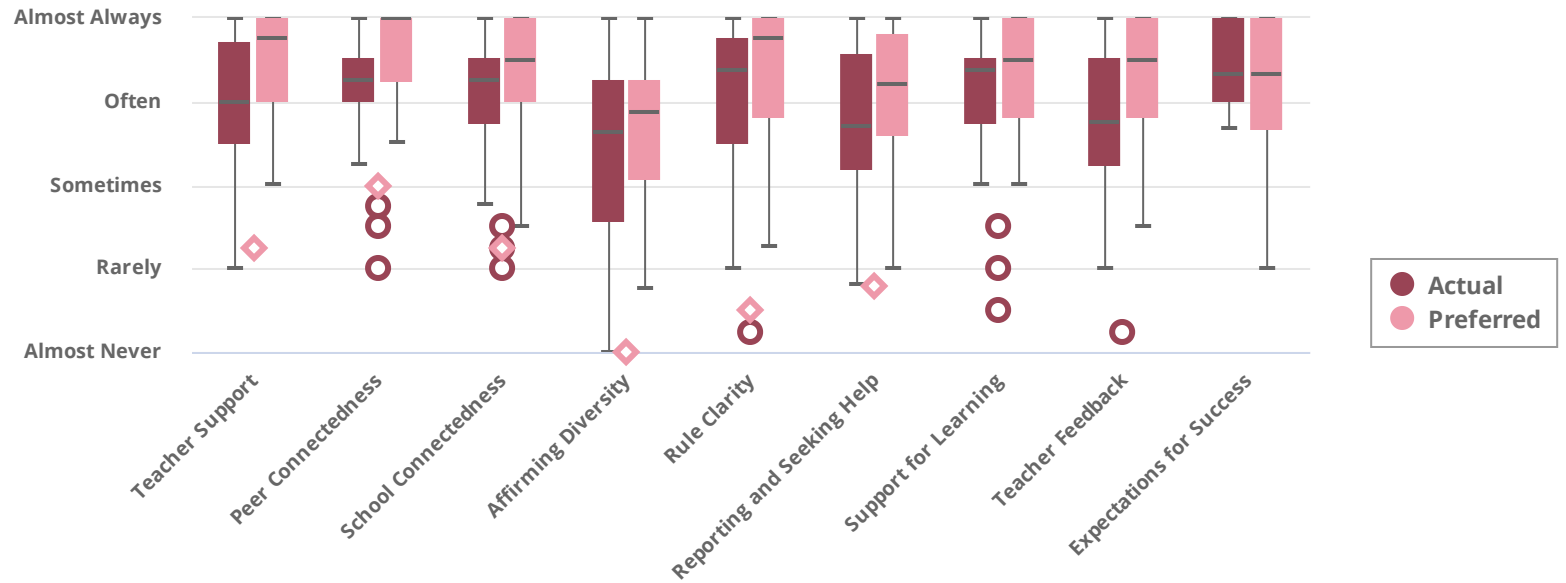
Means for each construct. Categories with less than four responses have been omitted.



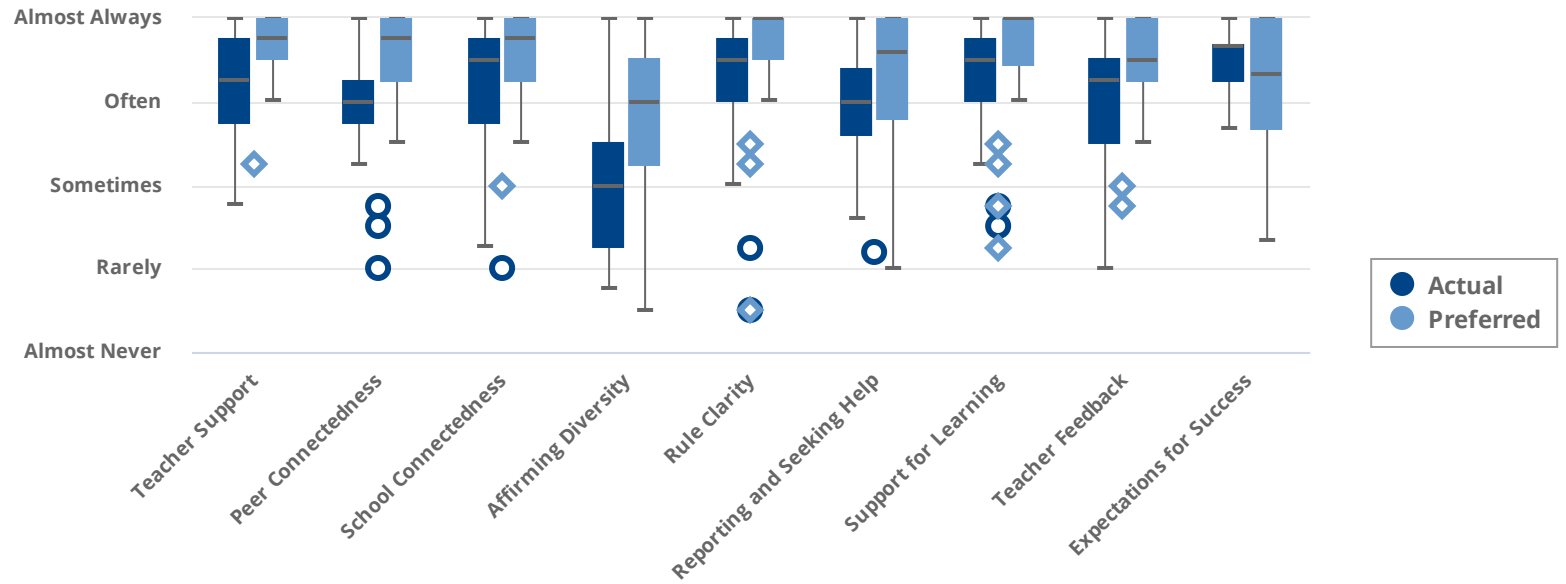
# School Climate: By Gender

Variations for each construct. Categories with less than four responses have been omitted.

**Category:**  
Male (N=38)



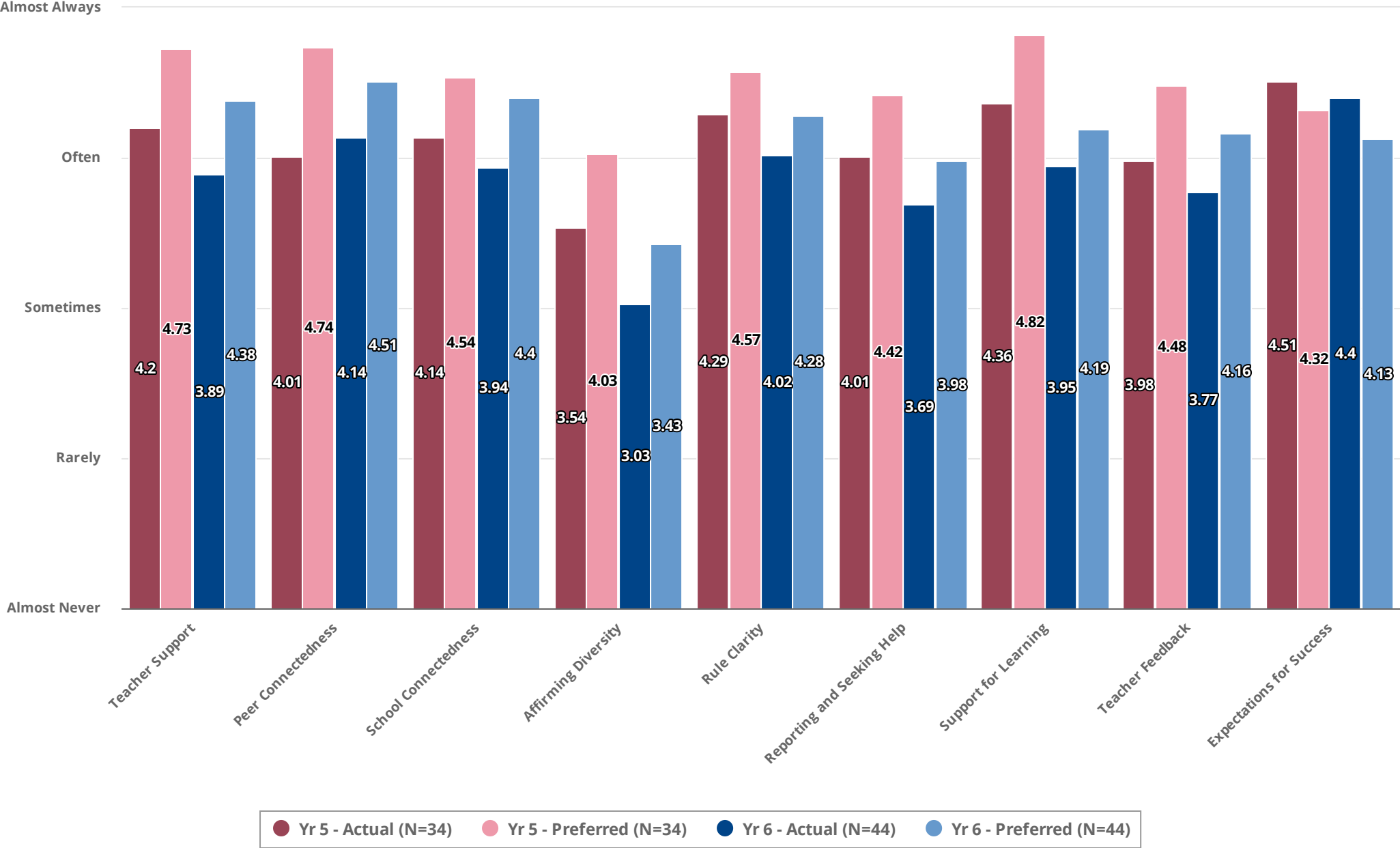
**Category:**  
Female (N=37)





# School Climate: By Year Level

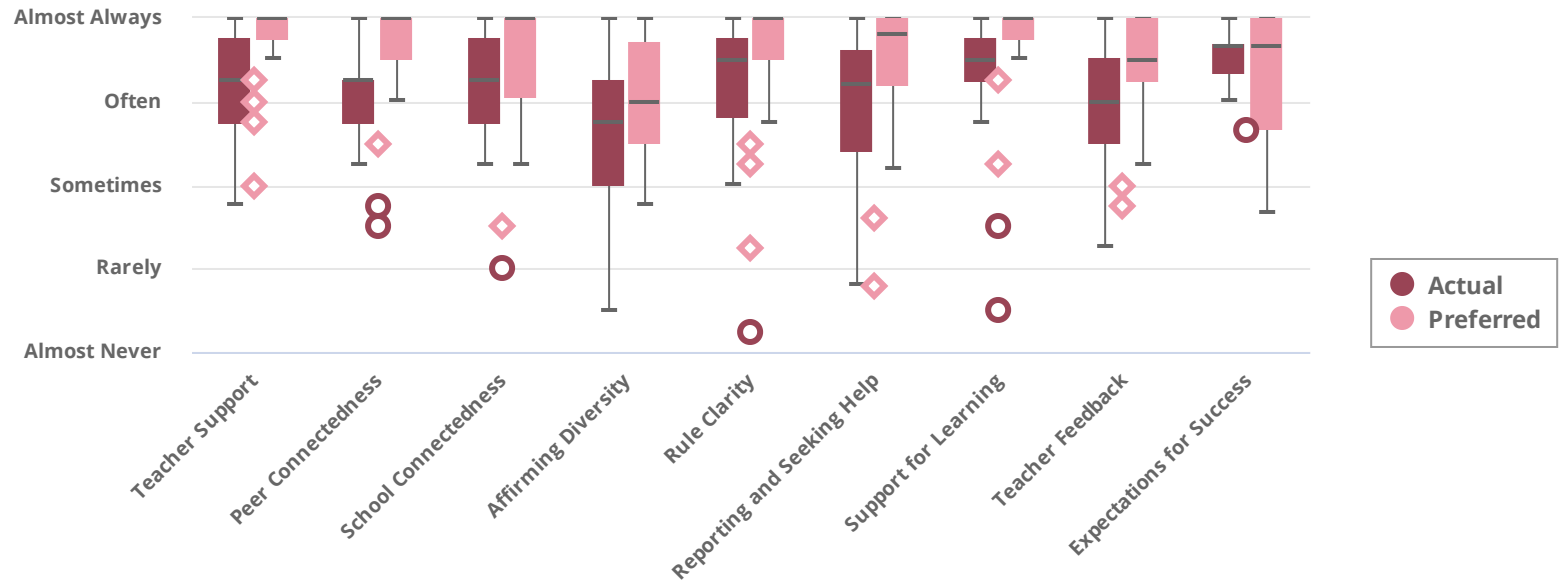
Means for each construct. Categories with less than four responses have been omitted.



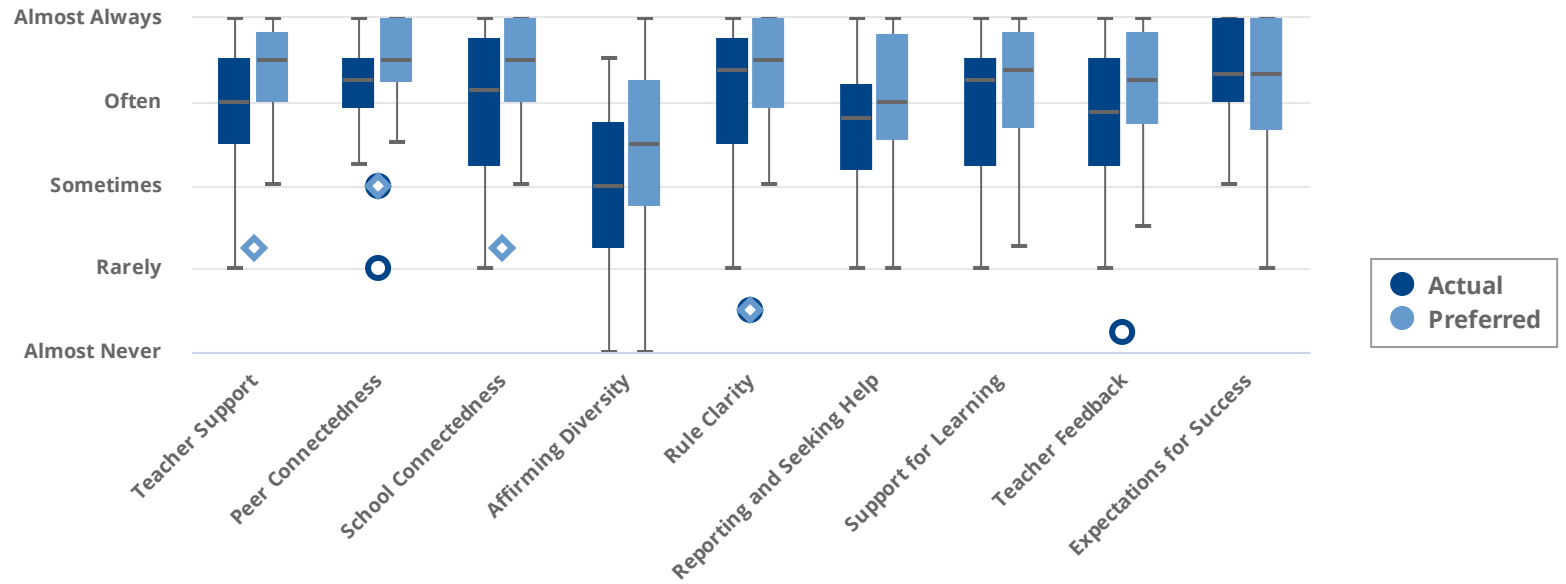
# School Climate: By Year Level

Variations for each construct. Categories with less than four responses have been omitted.

**Category:**  
Yr 5 (N=34)

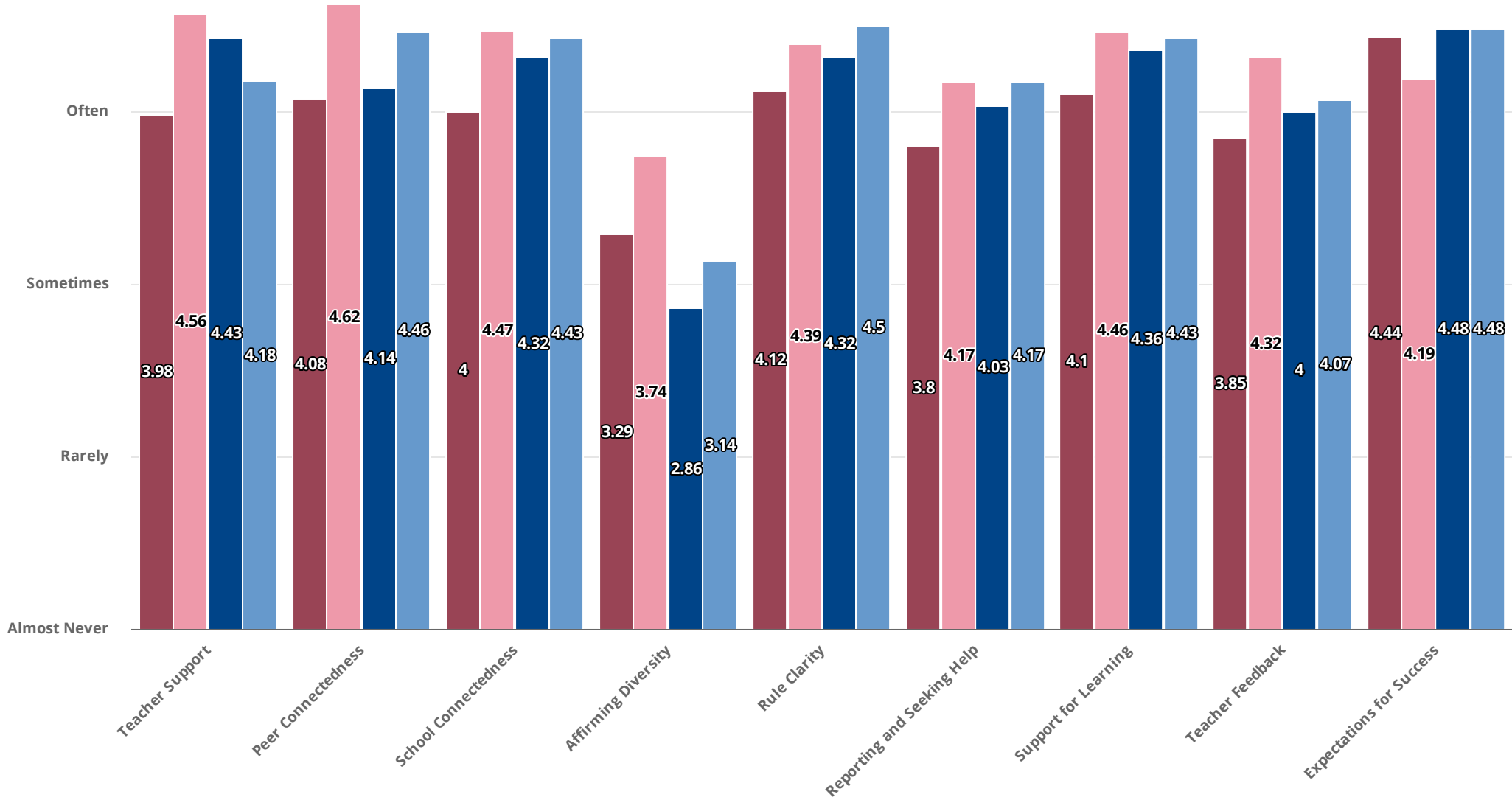


**Category:**  
Yr 6 (N=44)



# School Climate: By Language

Almost Always

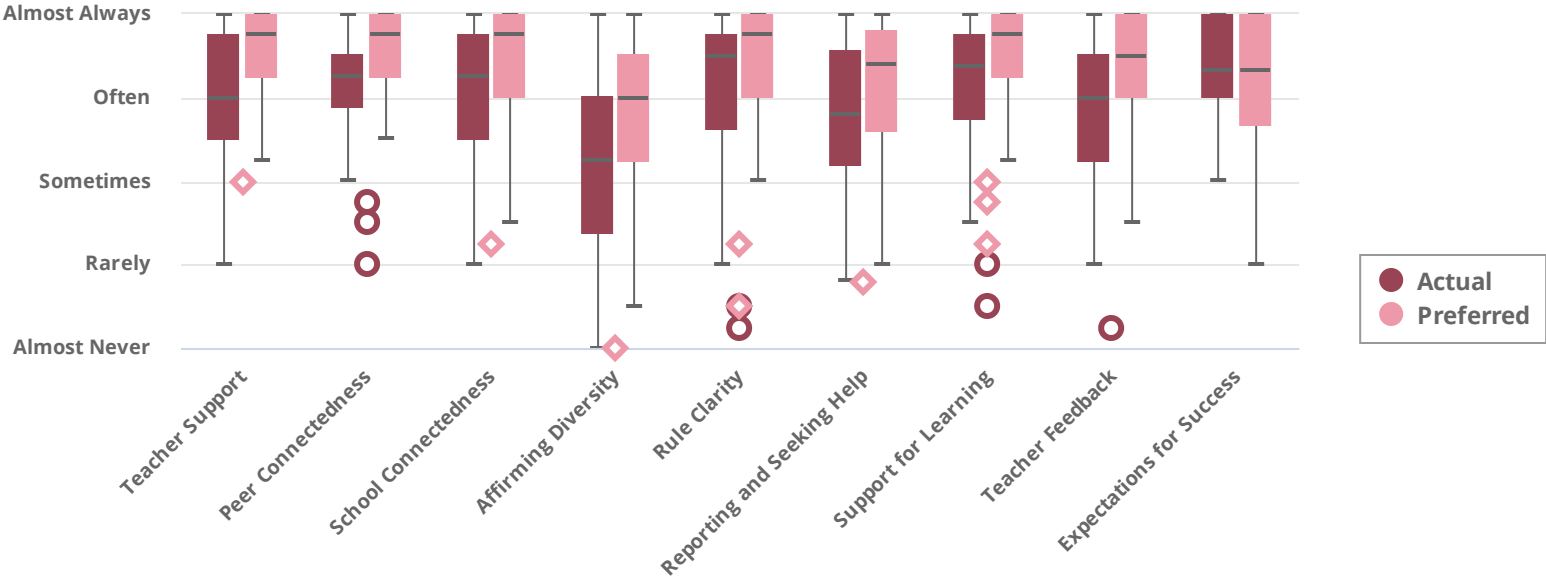


● English - Actual (N=71)
 ● English - Preferred (N=71)
 ● EAL - Actual (N=7)
 ● EAL - Preferred (N=7)

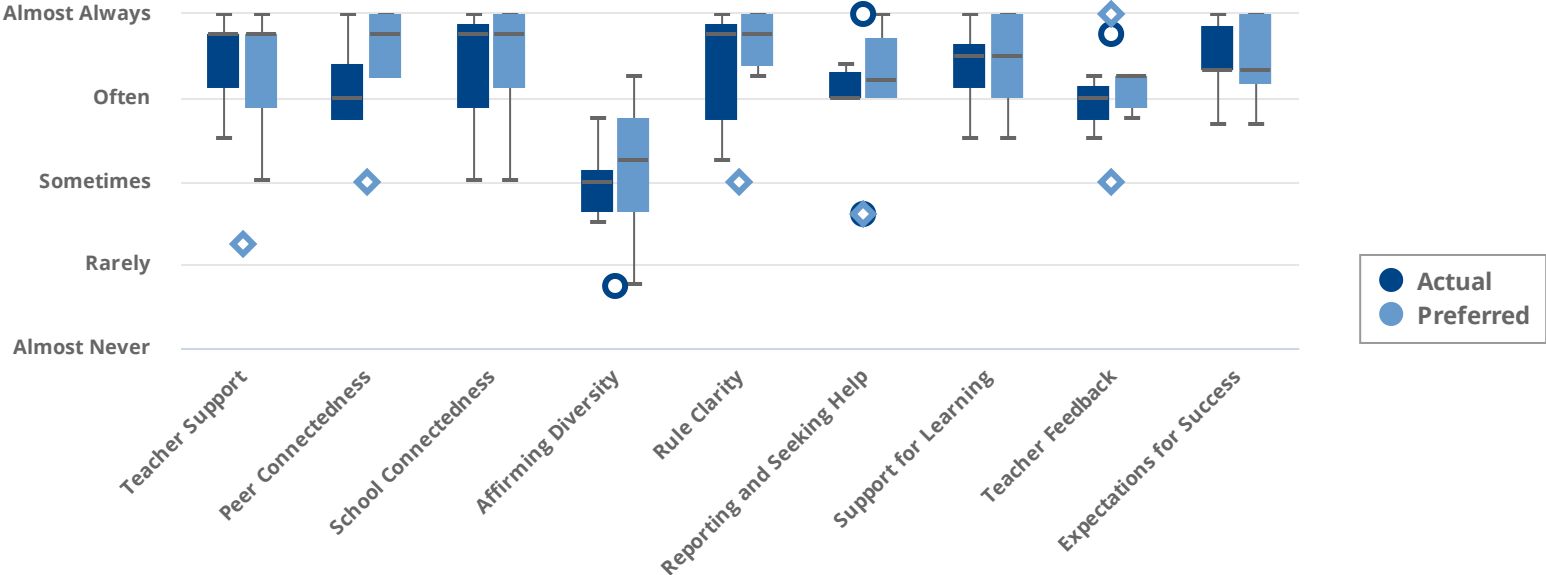
# School Climate: By Language

Variations for each construct. Categories with less than four responses have been omitted.

**Category:**  
English (N=71)

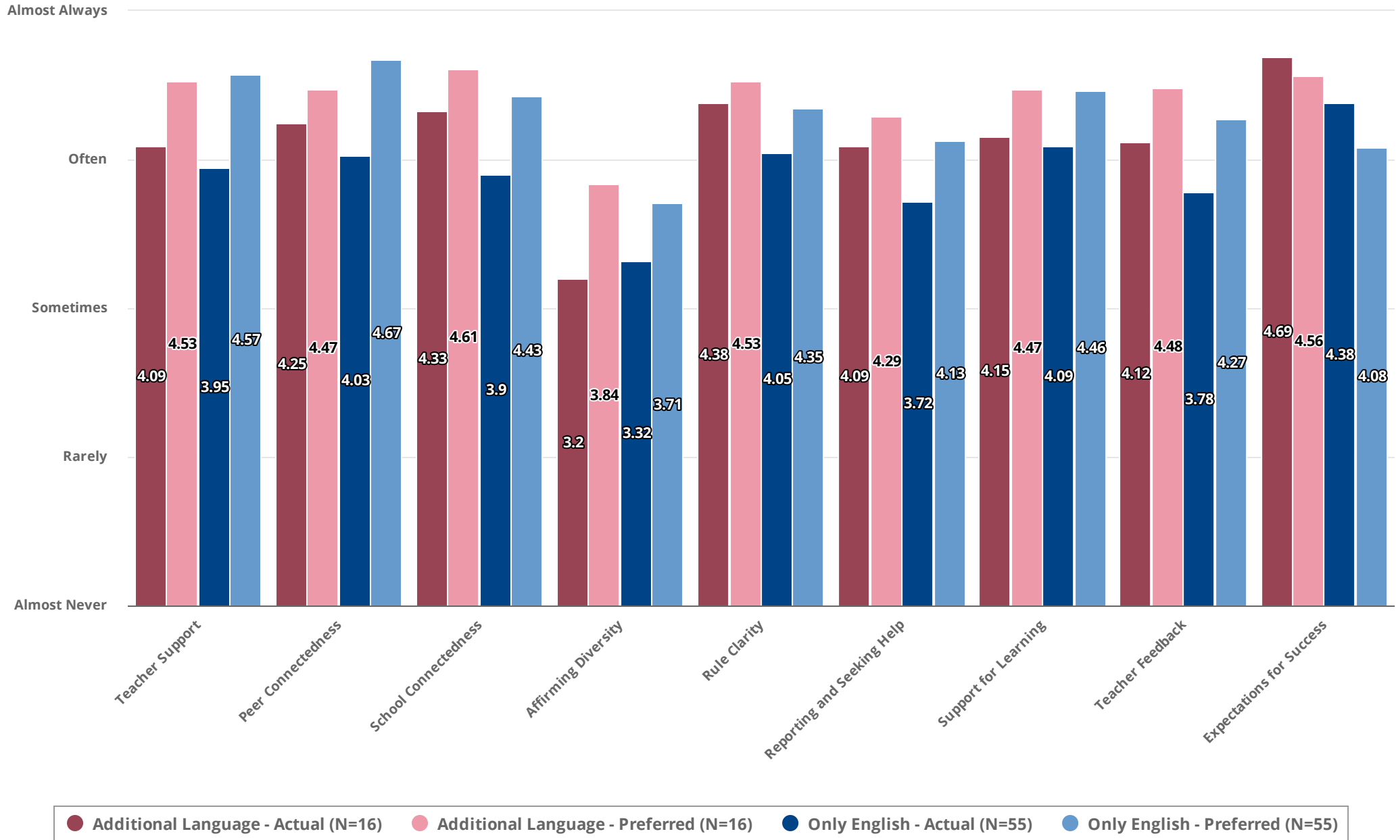


**Category:**  
EAL (N=7)



# School Climate: By Additional Language

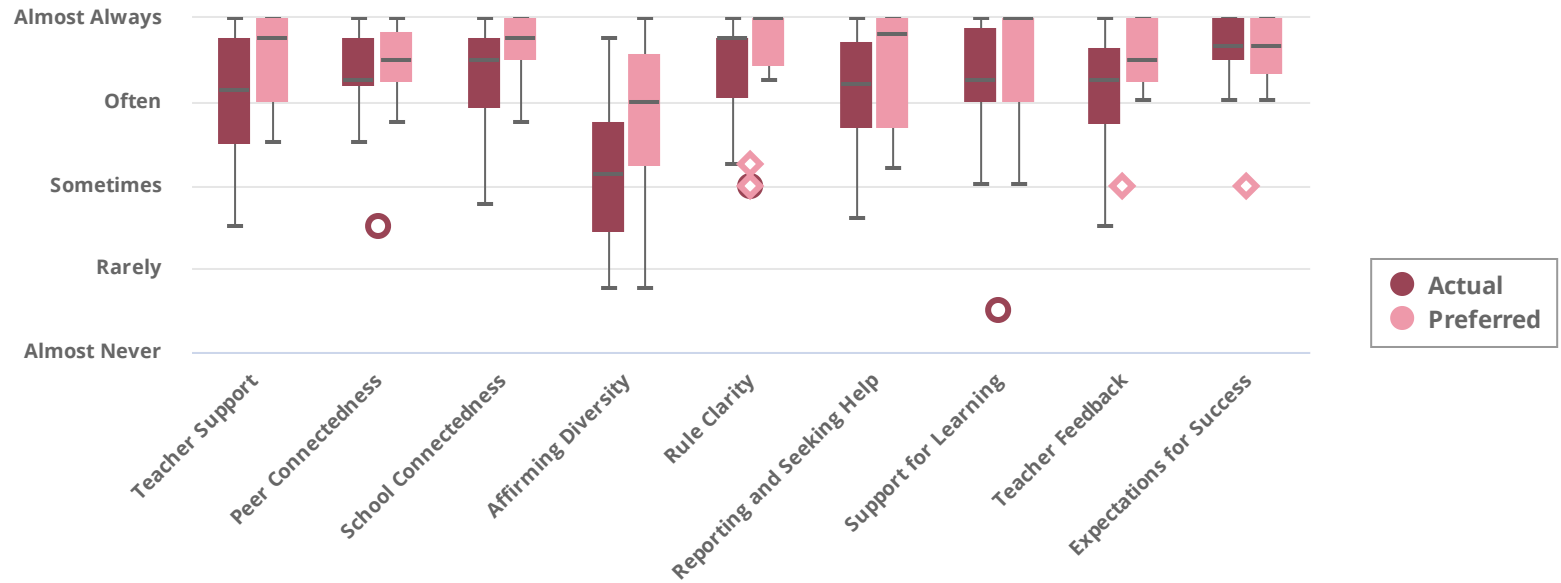
Means for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



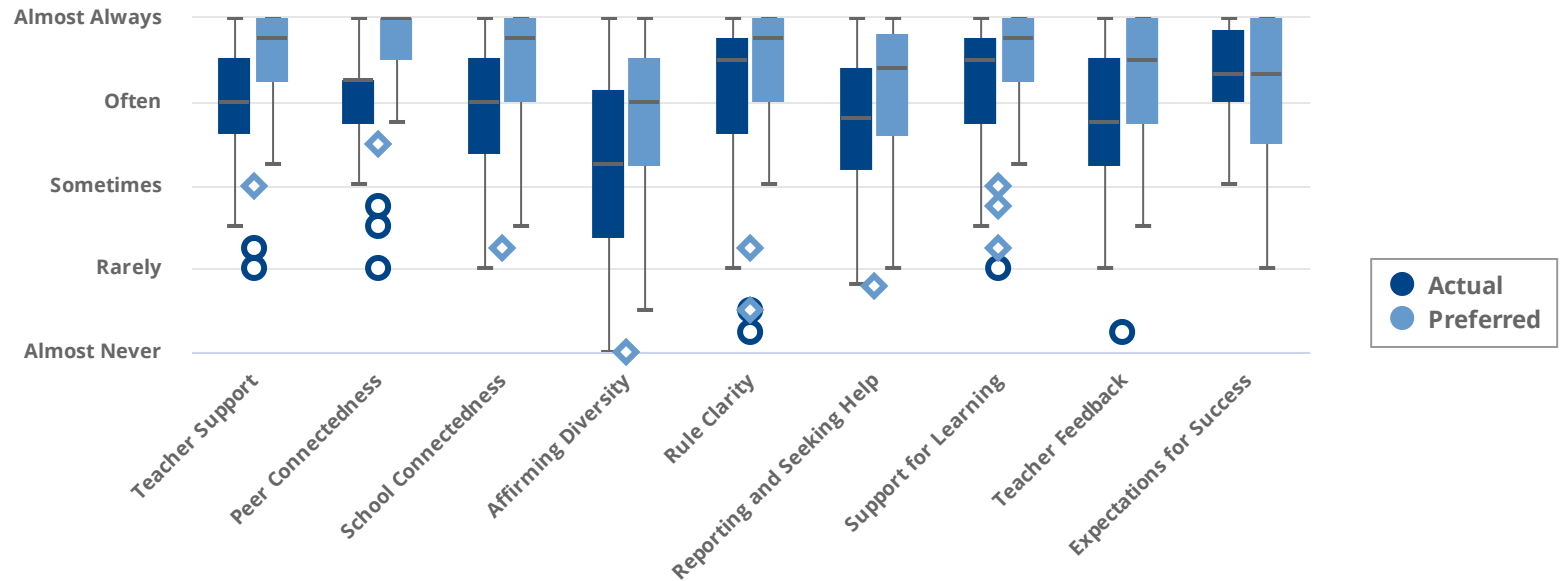
# School Climate: By Additional Language

Variations for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.

**Category:**  
Additional Language  
(N=16)

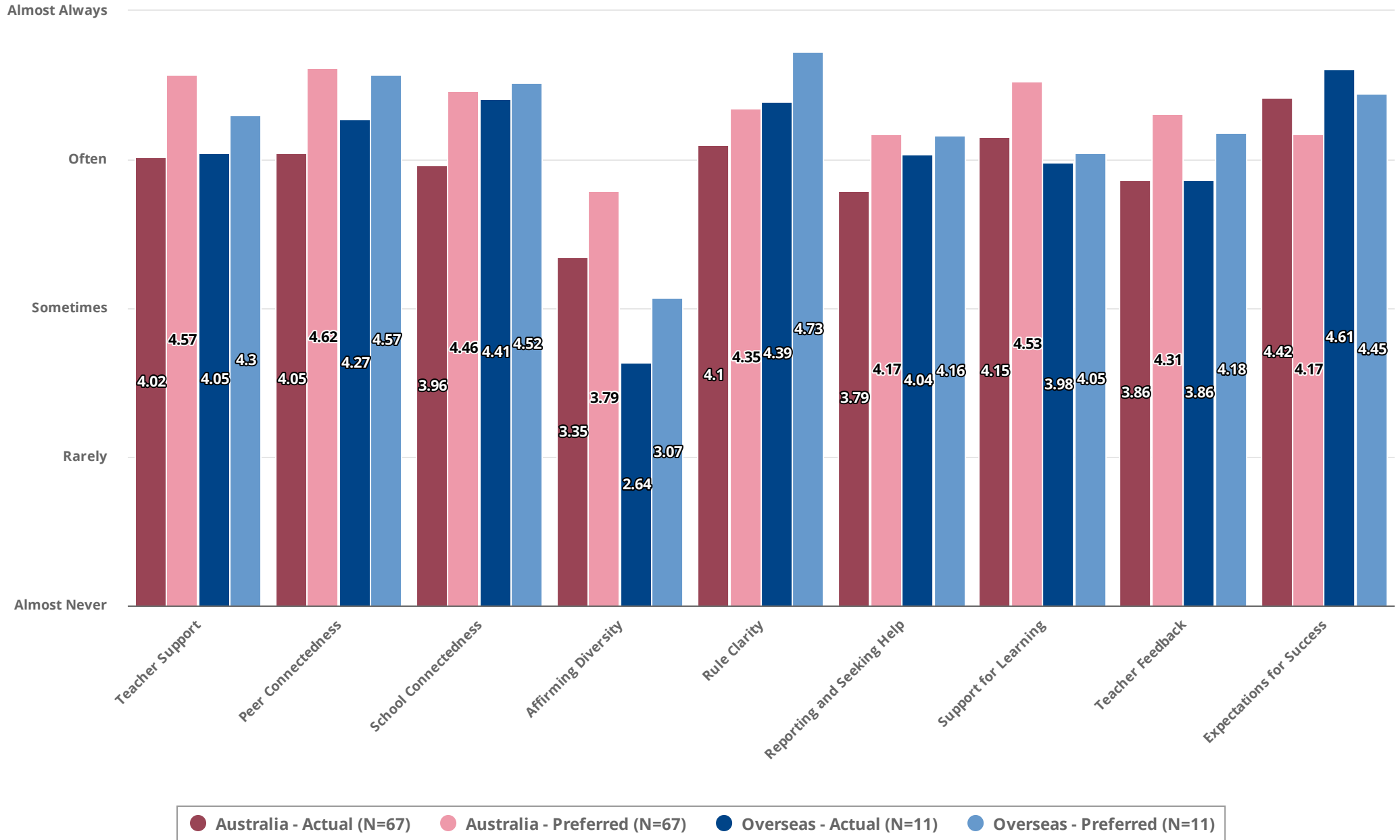


**Category:**  
Only English (N=55)



# School Climate: By Birth Place

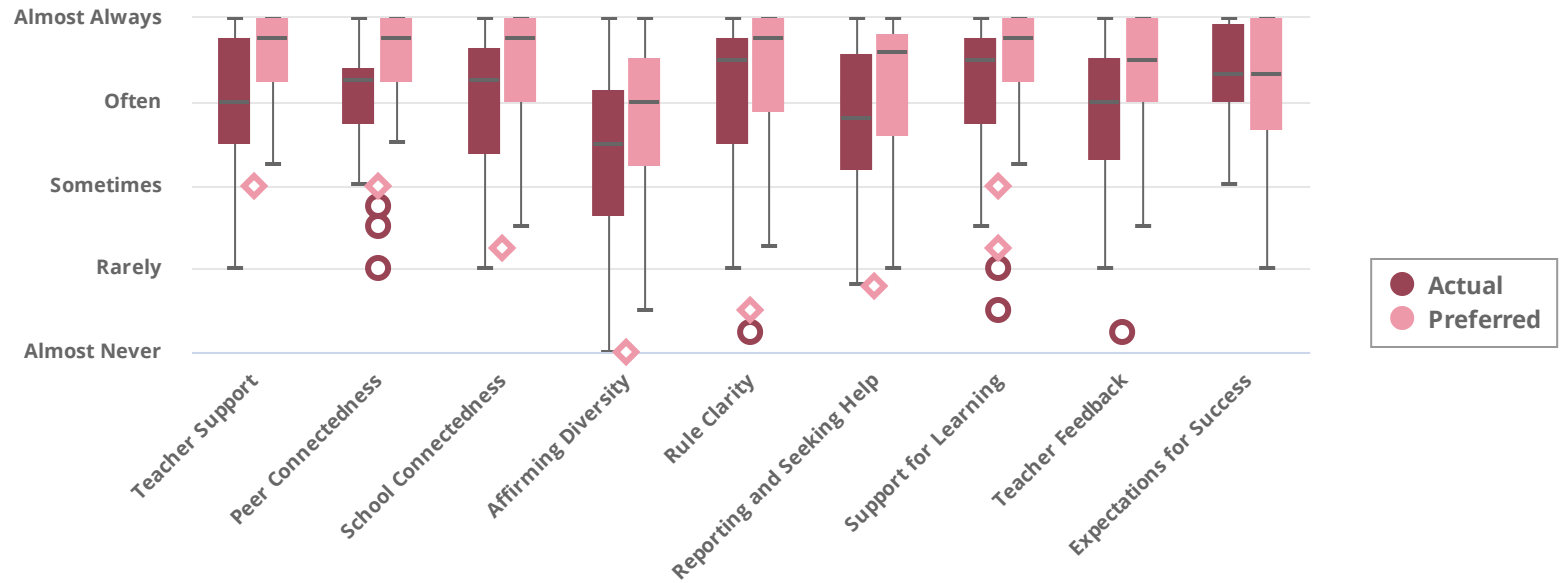
Means for each construct. Categories with less than four responses have been omitted.



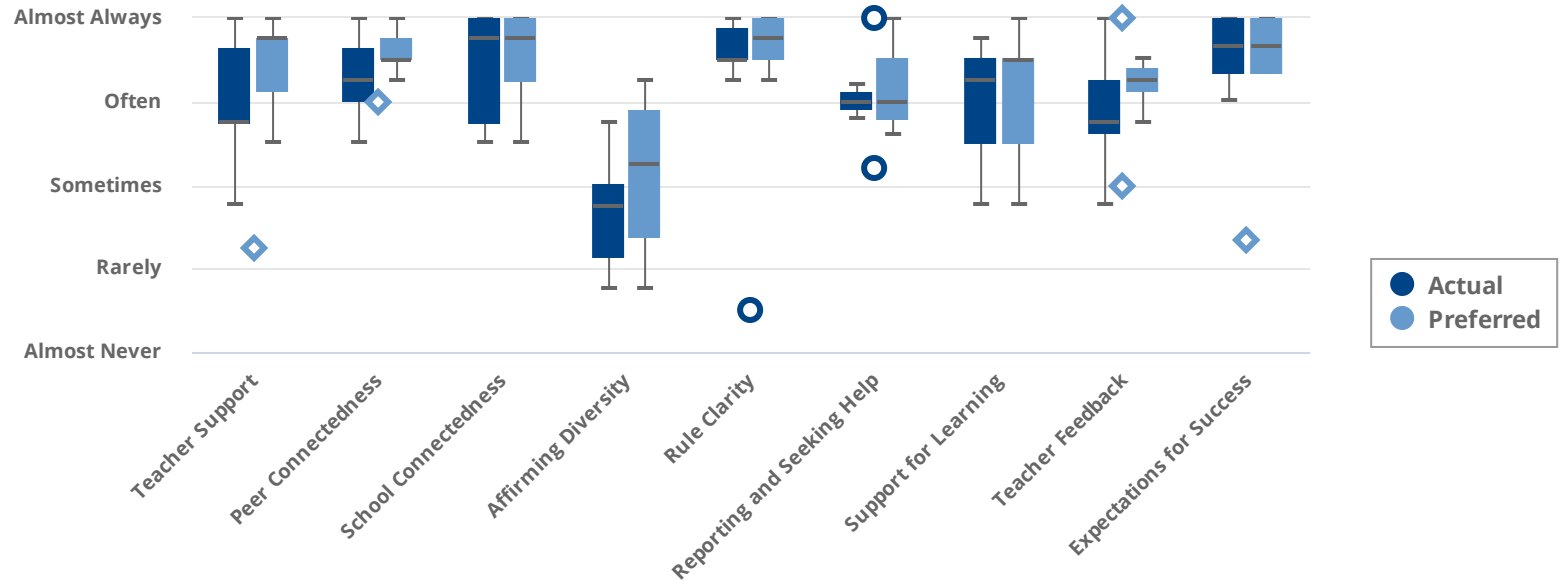
# School Climate: By Birth Place

Variations for each construct. Categories with less than four responses have been omitted.

**Category:**  
Australia (N=67)



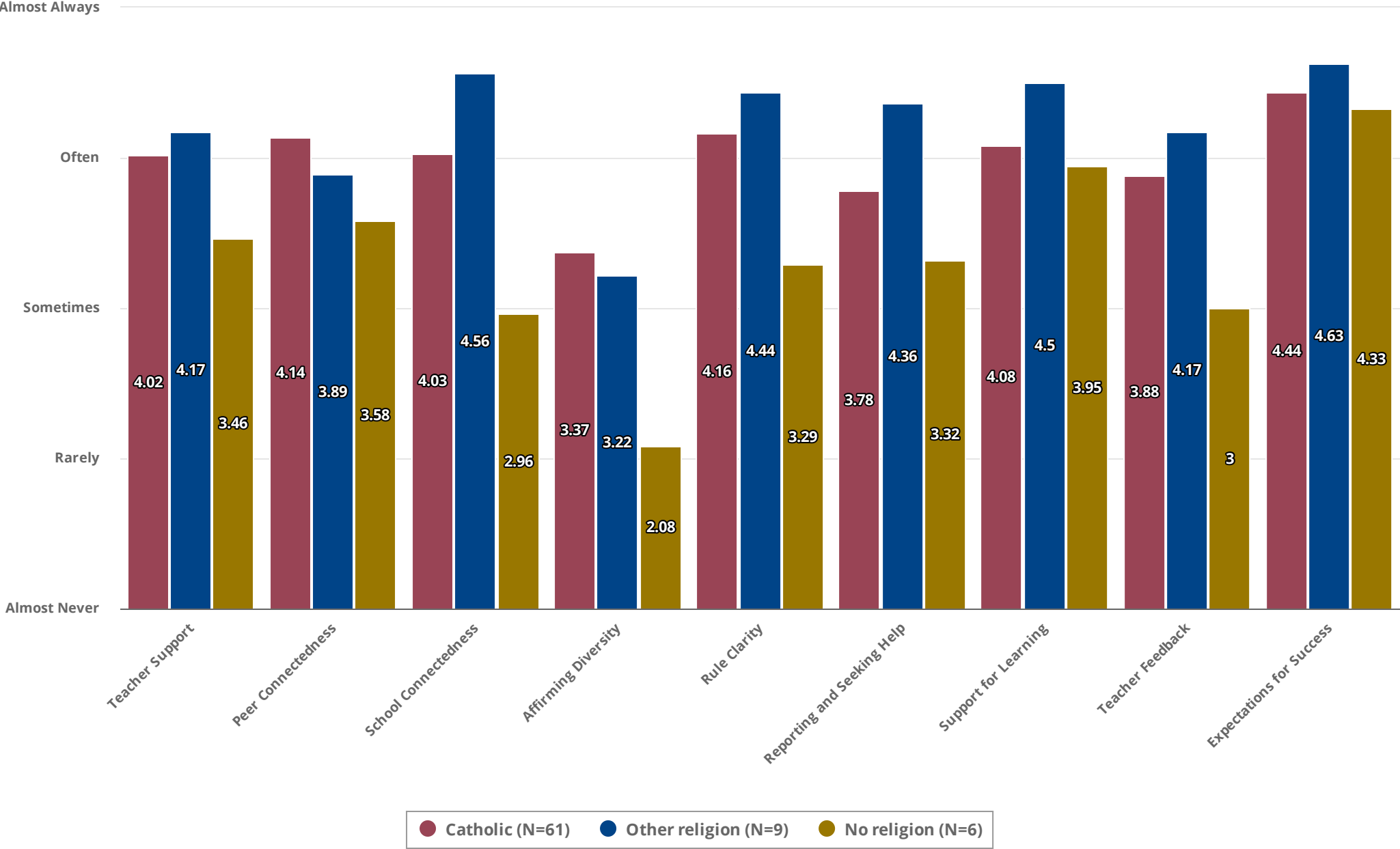
**Category:**  
Overseas (N=11)





# School Climate: By Religion

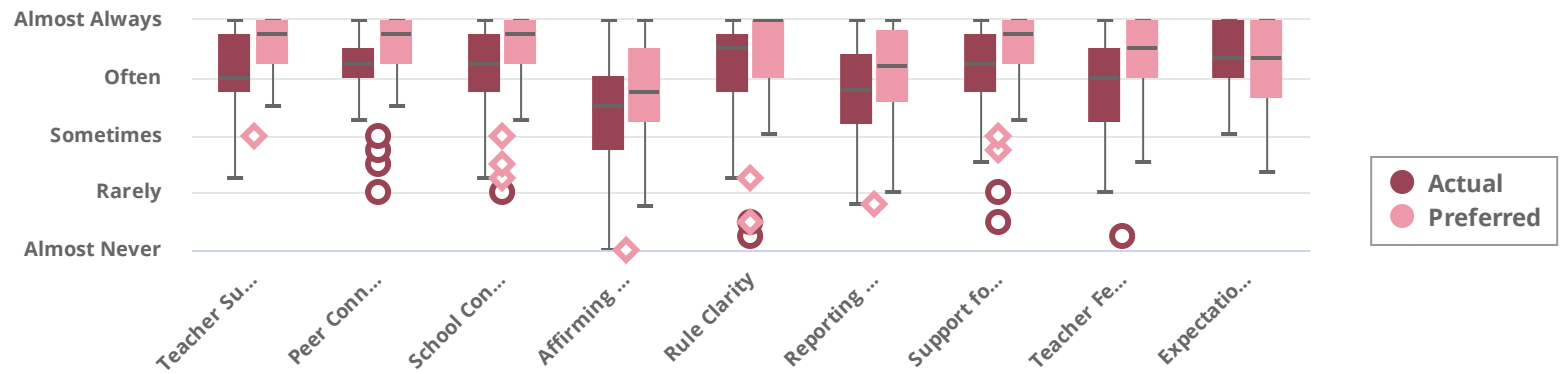
Means for each construct. Categories with less than four responses have been omitted.



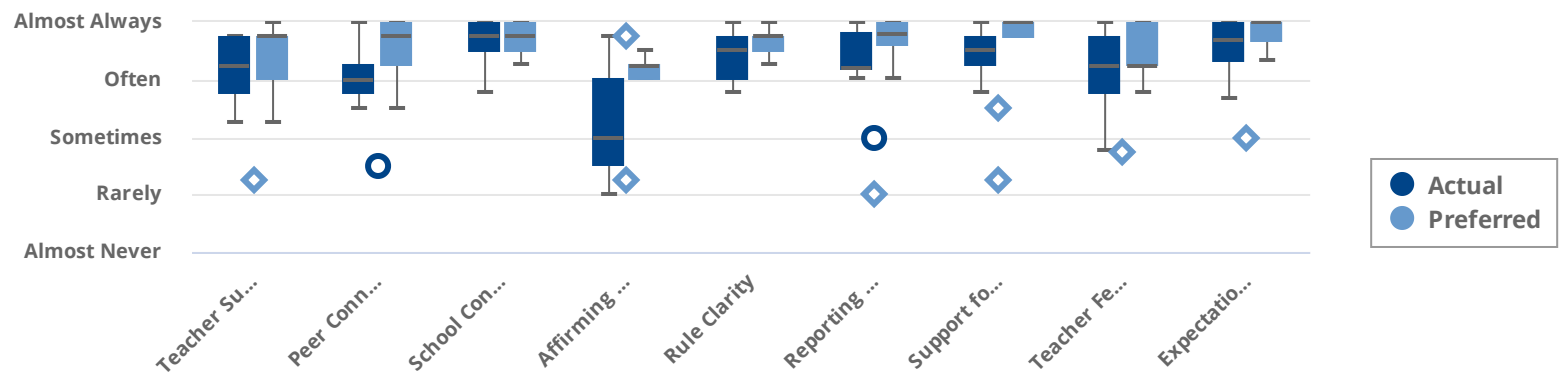
# School Climate: By Religion

Variations for each construct. Categories with less than four responses have been omitted.

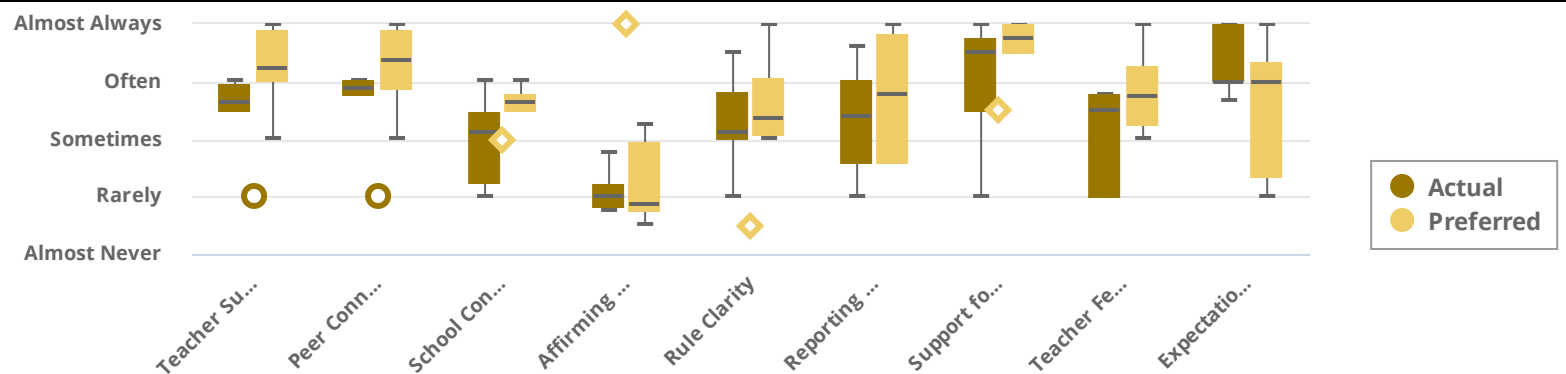
**Category:**  
Catholic (N=61)



**Category:**  
Other religion (N=9)

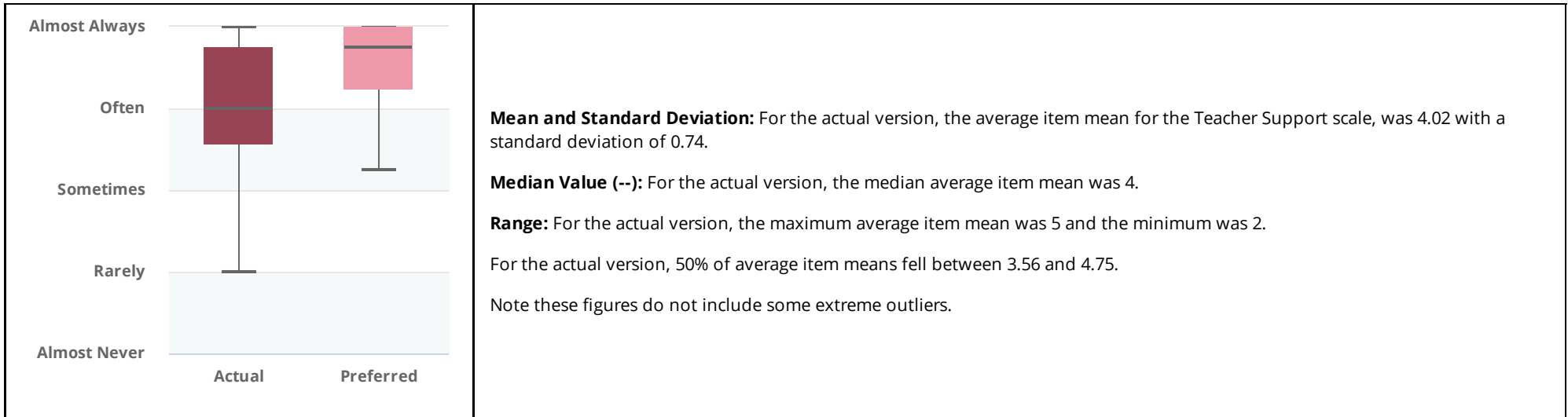


**Category:**  
No religion (N=6)



# Teacher Support

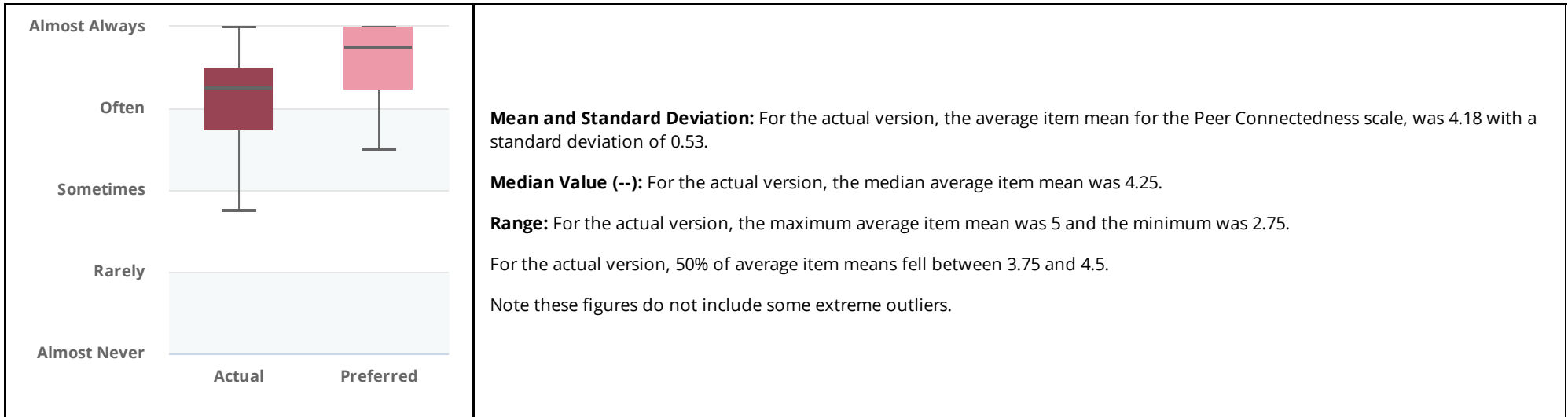
The TEACHER SUPPORT construct assesses the extent to which students perceive that teachers at the school are caring and respectful.



| Percentage of each response  |        | Items included in the scale |        | Average response for each item |   |           |   |  |  |  |  |
|--|--------|-----------------------------|--------|--------------------------------|---|-----------|---|--|--|--|--|
| 5.1 %  | 26.9 % | 43.6 %                      | 24.4 % | Actual                         | The teachers at this school like me.                            | Actual    | 3.87  |  |  |  |  |
| 6.4 %  | 39.7 % | 51.3 %                      |        | Preferred                      |   | Preferred | 4.4   |  |  |  |  |
| 17.9 %   | 30.8 % | 44.9 %                      |        | Actual                         | The teachers at this school listen to me when I have a problem. | Actual    | 4.13  |  |  |  |  |
| 7.7 %  | 17.9 % | 73.1 %                      |        | Preferred                      |   | Preferred | 4.62  |  |  |  |  |
| 19.2 %   | 33.3 % | 39.7 %                      |        | Actual                         | The teachers at this school treat me fairly.                    | Actual    | 4.04  |  |  |  |  |
| 15.4 %   | 75.6 % |                             |        | Preferred                      |   | Preferred | 4.64  |  |  |  |  |
| 21.8 %   | 33.3 % | 39.7 %                      |        | Actual                         | The teachers at this school care about me.                      | Actual    | 4.05  |  |  |  |  |
| 9 %  | 24.4 % | 62.8 %                      |        | Preferred                      |   | Preferred | 4.46  |  |  |  |  |
| <ul style="list-style-type: none"> <li><span style="color: red;">●</span> Almost Never</li> <li><span style="color: green;">●</span> Sometimes</li> <li><span style="color: blue;">●</span> Almost Always</li> <li><span style="color: yellow;">●</span> Rarely</li> <li><span style="color: lightblue;">●</span> Often</li> </ul> |        |                             |        |                                |   |           | <ul style="list-style-type: none"> <li>Almost Never</li> <li>Rarely</li> <li>Sometimes</li> <li>Often</li> <li>Almost Always</li> </ul> |  |  |  |  |

# Peer Connectedness

The PEER CONNECTEDNESS construct assesses the extent to which students feel that they have formed positive relationships with students.

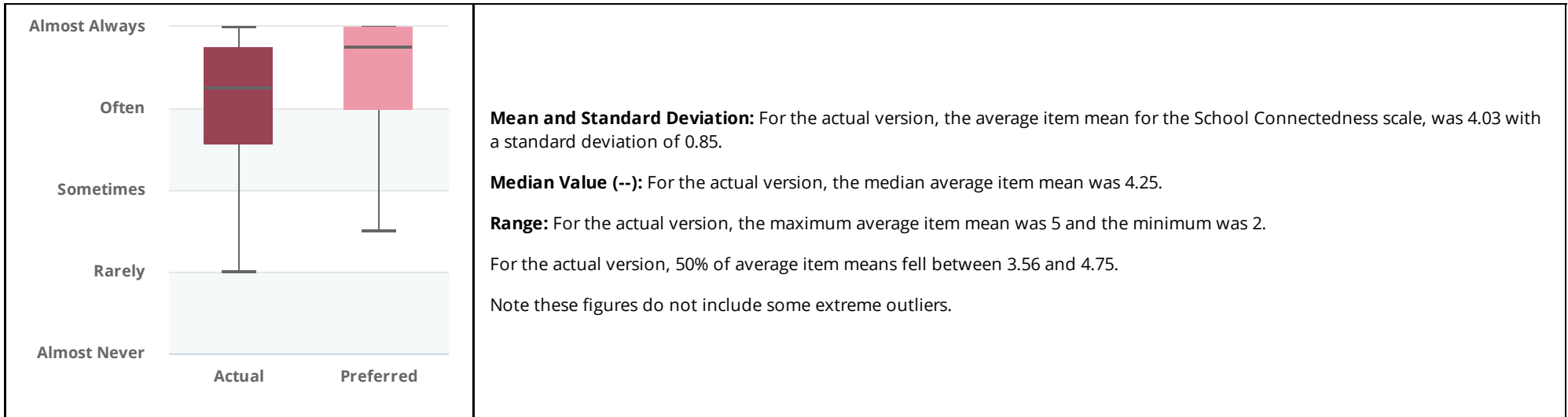


| Percentage of each response  |           | Items included in the scale |       | Average response for each item |       |       |        |  |        |   |        |      |
|--|-----------|-----------------------------|-------|--------------------------------|-------|-------|--------|--|--------|---|--------|------|
| <table border="1"> <tr> <td>11.5%</td> <td>50%</td> <td>35.9%</td> </tr> <tr> <td>3.8%</td> <td>29.5%</td> <td>66.7%</td> </tr> </table>                         | 11.5%     | 50%                         | 35.9% | 3.8%                           | 29.5% | 66.7% | Actual | At this school, I get along with other students. | Actual | 4.19                                    |        |      |
| 11.5%  | 50%       | 35.9%                       |       |                                |       |       |        |  |        |   |        |      |
| 3.8%   | 29.5%     | 66.7%                       |       |                                |       |       |        |  |        |   |        |      |
|  | Preferred | Preferred                   | 4.63  |                                |       |       |        |  |        |   |        |      |
| <table border="1"> <tr> <td>3.8%</td> <td>17.9%</td> <td>71.8%</td> </tr> <tr> <td>15.4%</td> <td>82.1%</td> <td></td> </tr> </table>                            | 3.8%      | 17.9%                       | 71.8% | 15.4%                          | 82.1% |       | Actual | At this school, I belong to a group of friends.  | Actual | 4.55                                    |        |      |
| 3.8%   | 17.9%     | 71.8%                       |       |                                |       |       |        |  |        |   |        |      |
| 15.4%  | 82.1%     |                             |       |                                |       |       |        |  |        |   |        |      |
|  | Preferred | Preferred                   | 4.79  |                                |       |       |        |  |        |   |        |      |
| <table border="1"> <tr> <td>19.2%</td> <td>53.8%</td> <td>20.5%</td> </tr> <tr> <td>26.9%</td> <td>69.2%</td> <td></td> </tr> </table>                           | 19.2%     | 53.8%                       | 20.5% | 26.9%                          | 69.2% |       | Actual | At this school, students are nice to me.         | Actual | 3.86                                    |        |      |
| 19.2%  | 53.8%     | 20.5%                       |       |                                |       |       |        |  |        |   |        |      |
| 26.9%  | 69.2%     |                             |       |                                |       |       |        |  |        |   |        |      |
|  | Preferred | Preferred                   | 4.65  |                                |       |       |        |  |        |   |        |      |
| <table border="1"> <tr> <td>7.7%</td> <td>19.2%</td> <td>44.9%</td> <td>23.1%</td> </tr> <tr> <td>7.7%</td> <td>26.9%</td> <td>59%</td> <td></td> </tr> </table> | 7.7%      | 19.2%                       | 44.9% | 23.1%                          | 7.7%  | 26.9% | 59%    |  | Actual | At this school, students care about me. | Actual | 3.73 |
| 7.7%   | 19.2%     | 44.9%                       | 23.1% |                                |       |       |        |  |        |   |        |      |
| 7.7%   | 26.9%     | 59%                         |       |                                |       |       |        |  |        |   |        |      |
|  | Preferred | Preferred                   | 4.36  |                                |       |       |        |  |        |   |        |      |



# School Connectedness

The SCHOOL CONNECTEDNESS construct assesses the extent to which students perceive themselves to be a valued part of the school community.

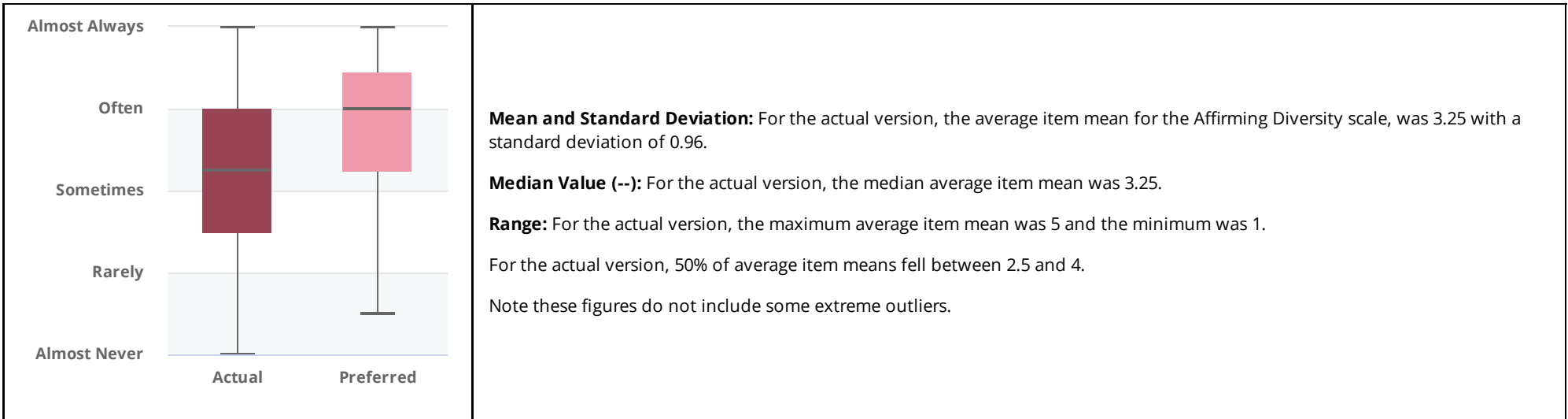


| Percentage of each response   |           | Items included in the scale |        | Average response for each item |        |        |        |                                      |                                     |        |      |
|---|-----------|-----------------------------|--------|--------------------------------|--------|--------|--------|--------------------------------------|-------------------------------------|--------|------|
| <table border="1"> <tr> <td>14.1 %</td> <td>35.9 %</td> <td>46.2 %</td> </tr> <tr> <td>7.7 %</td> <td>20.5 %</td> <td>71.8 %</td> </tr> </table>                  | 14.1 %    | 35.9 %                      | 46.2 % | 7.7 %                          | 20.5 % | 71.8 % | Actual | I feel welcome at this school.       | Actual                              | 4.24   |      |
| 14.1 %  | 35.9 %    | 46.2 %                      |        |                                |        |        |        |                                      |                                     |        |      |
| 7.7 %   | 20.5 %    | 71.8 %                      |        |                                |        |        |        |                                      |                                     |        |      |
|   | Preferred | Preferred                   | 4.64   |                                |        |        |        |                                      |                                     |        |      |
| <table border="1"> <tr> <td>15.4 %</td> <td>29.5 %</td> <td>48.7 %</td> </tr> <tr> <td>6.4 %</td> <td>25.6 %</td> <td>66.7 %</td> </tr> </table>                  | 15.4 %    | 29.5 %                      | 48.7 % | 6.4 %                          | 25.6 % | 66.7 % | Actual | I feel that I belong at this school. | Actual                              | 4.19   |      |
| 15.4 %  | 29.5 %    | 48.7 %                      |        |                                |        |        |        |                                      |                                     |        |      |
| 6.4 %   | 25.6 %    | 66.7 %                      |        |                                |        |        |        |                                      |                                     |        |      |
|   | Preferred | Preferred                   | 4.56   |                                |        |        |        |                                      |                                     |        |      |
| <table border="1"> <tr> <td>7.7 %</td> <td>19.2 %</td> <td>28.2 %</td> <td>42.3 %</td> </tr> <tr> <td>7.7 %</td> <td>25.6 %</td> <td>62.8 %</td> </tr> </table>   | 7.7 %     | 19.2 %                      | 28.2 % | 42.3 %                         | 7.7 %  | 25.6 % | 62.8 % | Actual                               | I am happy to be at school.         | Actual | 4    |
| 7.7 %   | 19.2 %    | 28.2 %                      | 42.3 % |                                |        |        |        |                                      |                                     |        |      |
| 7.7 %   | 25.6 %    | 62.8 %                      |        |                                |        |        |        |                                      |                                     |        |      |
|   | Preferred | Preferred                   | 4.47   |                                |        |        |        |                                      |                                     |        |      |
| <table border="1"> <tr> <td>11.5 %</td> <td>25.6 %</td> <td>26.9 %</td> <td>30.8 %</td> </tr> <tr> <td>15.4 %</td> <td>21.8 %</td> <td>55.1 %</td> </tr> </table> | 11.5 %    | 25.6 %                      | 26.9 % | 30.8 %                         | 15.4 % | 21.8 % | 55.1 % | Actual                               | I look forward to coming to school. | Actual | 3.67 |
| 11.5 %  | 25.6 %    | 26.9 %                      | 30.8 % |                                |        |        |        |                                      |                                     |        |      |
| 15.4 %  | 21.8 %    | 55.1 %                      |        |                                |        |        |        |                                      |                                     |        |      |
|   | Preferred | Preferred                   | 4.18   |                                |        |        |        |                                      |                                     |        |      |

● Almost Never    ● Rarely  
● Sometimes    ● Often  
● Almost Always

# Affirming Diversity

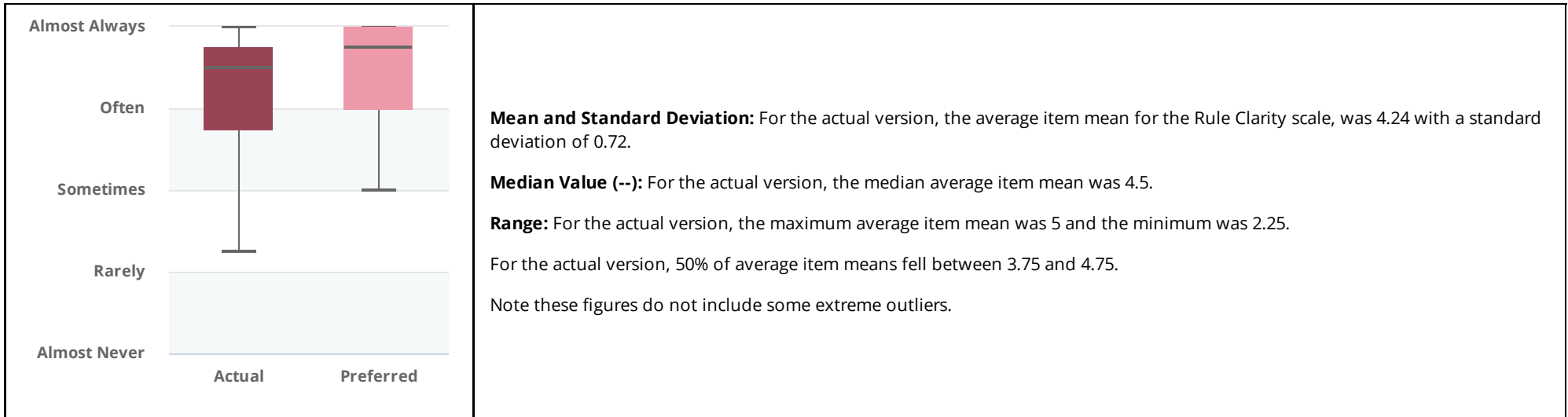
The AFFIRMING DIVERSITY construct assesses the extent to which students with differing cultural backgrounds and experiences are acknowledged and valued.



| Percentage of each response  |           | Items included in the scale |        | Average response for each item |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
|--|-----------|-----------------------------|--------|--------------------------------|--------|-----------|--------|---------------|--------|--|--------|---|--------|------|--|--|--|--|
| <table border="1"> <tr> <td>12.8 %</td> <td>26.9 %</td> <td>41 %</td> <td>11.5 %</td> </tr> <tr> <td>6.4 %</td> <td>32.1 %</td> <td>32.1 %</td> <td>26.9 %</td> </tr> </table>   | 12.8 %    | 26.9 %                      | 41 %   | 11.5 %                         | 6.4 %  | 32.1 %    | 32.1 % | 26.9 %        | Actual | I learn about the cultures of others at this school. | Actual | 3.36  |        |      |  |  |  |  |
| 12.8 %   | 26.9 %    | 41 %                        | 11.5 % |                                |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
| 6.4 %  | 32.1 %    | 32.1 %                      | 26.9 % |                                |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
|  | Preferred | Preferred                   | 3.74   |                                |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
| <table border="1"> <tr> <td>9 %</td> <td>21.8 %</td> <td>33.3 %</td> <td>30.8 %</td> </tr> <tr> <td>6.4 %</td> <td>15.4 %</td> <td>30.8 %</td> <td>41 %</td> </tr> </table>  | 9 %       | 21.8 %                      | 33.3 % | 30.8 %                         | 6.4 %  | 15.4 %    | 30.8 % | 41 %          | Actual | The teachers know about where I come from.           | Actual | 3.76  |        |      |  |  |  |  |
| 9 %  | 21.8 %    | 33.3 %                      | 30.8 % |                                |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
| 6.4 %  | 15.4 %    | 30.8 %                      | 41 %   |                                |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
|  | Preferred | Preferred                   | 3.94   |                                |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
| <table border="1"> <tr> <td>28.2 %</td> <td>23.1 %</td> <td>21.8 %</td> <td>10.3 %</td> <td>16.7 %</td> </tr> <tr> <td>17.9 %</td> <td>12.8 %</td> <td>29.5 %</td> <td>12.8 %</td> <td>26.9 %</td> </tr> </table>  | 28.2 %    | 23.1 %                      | 21.8 % | 10.3 %                         | 16.7 % | 17.9 %    | 12.8 % | 29.5 %        | 12.8 % | 26.9 %   | Actual | Special days in my culture are talked about at this school. | Actual | 2.64 |  |  |  |  |
| 28.2 %   | 23.1 %    | 21.8 %                      | 10.3 % | 16.7 %                         |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
| 17.9 %   | 12.8 %    | 29.5 %                      | 12.8 % | 26.9 %                         |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
|  | Preferred | Preferred                   | 3.18   |                                |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
| <table border="1"> <tr> <td>15.4 %</td> <td>19.2 %</td> <td>19.2 %</td> <td>16.7 %</td> <td>29.5 %</td> </tr> <tr> <td>12.8 %</td> <td>15.4 %</td> <td>16.7 %</td> <td colspan="2">51.3 %</td> </tr> </table>  | 15.4 %    | 19.2 %                      | 19.2 % | 16.7 %                         | 29.5 % | 12.8 %    | 15.4 % | 16.7 %        | 51.3 % |  | Actual | My culture is understood.                                   | Actual | 3.26 |  |  |  |  |
| 15.4 %   | 19.2 %    | 19.2 %                      | 16.7 % | 29.5 %                         |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
| 12.8 %   | 15.4 %    | 16.7 %                      | 51.3 % |                                |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
|  | Preferred | Preferred                   | 3.9    |                                |        |           |        |               |        |  |        |   |        |      |  |  |  |  |
| <ul style="list-style-type: none"> <li><span style="color: red;">●</span> Almost Never</li> <li><span style="color: green;">●</span> Sometimes</li> <li><span style="color: blue;">●</span> Almost Always</li> <li><span style="color: yellow;">●</span> Rarely</li> <li><span style="color: lightblue;">●</span> Often</li> </ul> |           |                             |        | Almost Never                   | Rarely | Sometimes | Often  | Almost Always |        |  |        |   |        |      |  |  |  |  |

# Rule Clarity

The RULE CLARITY construct assesses the extent to which students perceive the school rules to be clear, reasonable and applied fairly.



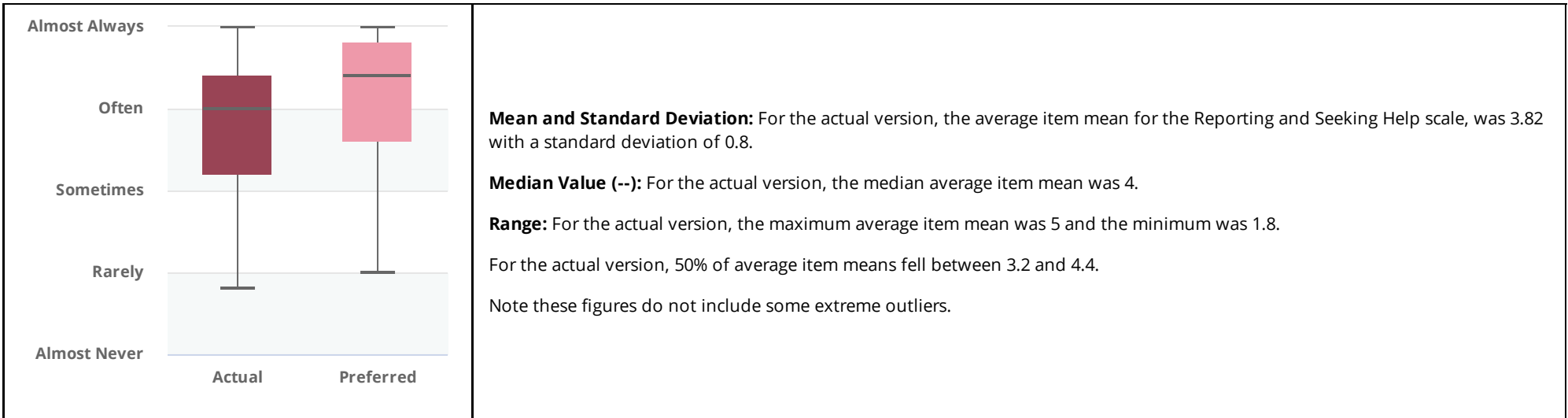
| Percentage of each response |        | Items included in the scale |           | Average response for each item                         |  |        |      |  |  |  |
|-----------------------------|--------|-----------------------------|-----------|--|--|--------|------|--|--|--|
| 6.4 %                       | 23.1 % | 67.9 %                      | Actual    | I know the school rules.                               | Actual                                 | 4.55   |      |  |  |  |
| 2.6 %                       | 17.9 % | 71.8 %                      | Preferred |  | Preferred                              | 4.56   |      |  |  |  |
| 10.3 %                      | 24.4 % | 28.2 %                      | 32.1 %    | Actual   | The school rules help me to feel safe. | Actual | 3.72 |  |  |  |
| 19.2 %                      | 15.4 % | 57.7 %                      | Preferred | Preferred  |  | 4.21   |      |  |  |  |
| 14.1 %                      | 21.8 % | 53.8 %                      | Actual    | The school rules let me know what things are not okay. | Actual                                 | 4.15   |      |  |  |  |
| 10.3 %                      | 17.9 % | 65.4 %                      | Preferred |  | Preferred                              | 4.4    |      |  |  |  |
| 14.1 %                      | 21.8 % | 53.8 %                      | Actual    | The school rules are clear to me.                      | Actual                                 | 4.14   |      |  |  |  |
| 5.1 %                       | 15.4 % | 70.5 %                      | Preferred |  | Preferred                              | 4.45   |      |  |  |  |

- Almost Never
- Sometimes
- Almost Always
- Rarely
- Often

Almost Never   Rarely   Sometimes   Often   Almost Always

# Reporting and Seeking Help

The REPORTING AND SEEKING HELP construct assesses the extent to which students are aware of procedures to, and are confident that they can, report incidents.

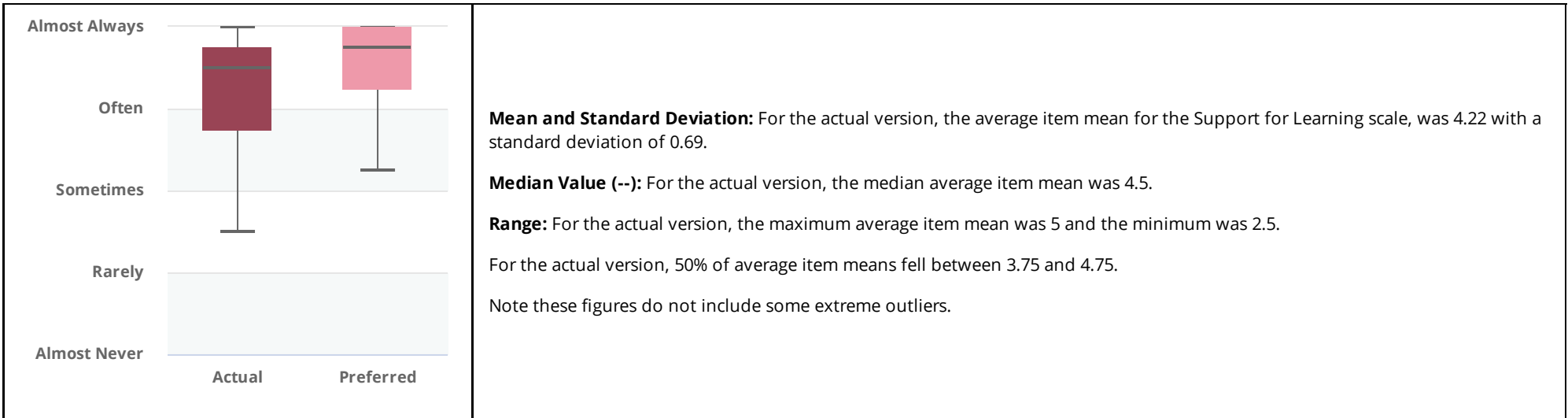


| Percentage of each response  |           | Items included in the scale   |           | Average response for each item |  |
|--|-----------|---|-----------|--------------------------------|--|
|  | Actual    | I would tell a teacher when bad things happen.                            | Actual    | 3.43                           |  |
|  | Preferred |   | Preferred | 3.81                           |  |
|  | Actual    | I would tell a teacher when someone has a problem.                        | Actual    | 4.06                           |  |
|  | Preferred |   | Preferred | 4.25                           |  |
|  | Actual    | I would tell a teacher when someone is bullied.                           | Actual    | 4.4                            |  |
|  | Preferred |   | Preferred | 4.61                           |  |
|  | Actual    | I would tell a teacher if I feel unsafe.                                  | Actual    | 3.32                           |  |
|  | Preferred |   | Preferred | 3.83                           |  |
|  | Actual    | If I told a teacher I was being bullied, they would do something to help. | Actual    | 3.9                            |  |
|  | Preferred |   | Preferred | 4.35                           |  |
| <ul style="list-style-type: none"> <li><span style="color: red;">●</span> Almost Never</li> <li><span style="color: green;">●</span> Sometimes</li> <li><span style="color: blue;">●</span> Almost Always</li> <li><span style="color: yellow;">●</span> Rarely</li> <li><span style="color: lightblue;">●</span> Often</li> </ul> |           |   |           |                                |  |



# Support for Learning

The SUPPORT FOR LEARNING construct assesses the extent to which students feel that the actions of the teachers at the school support their learning.



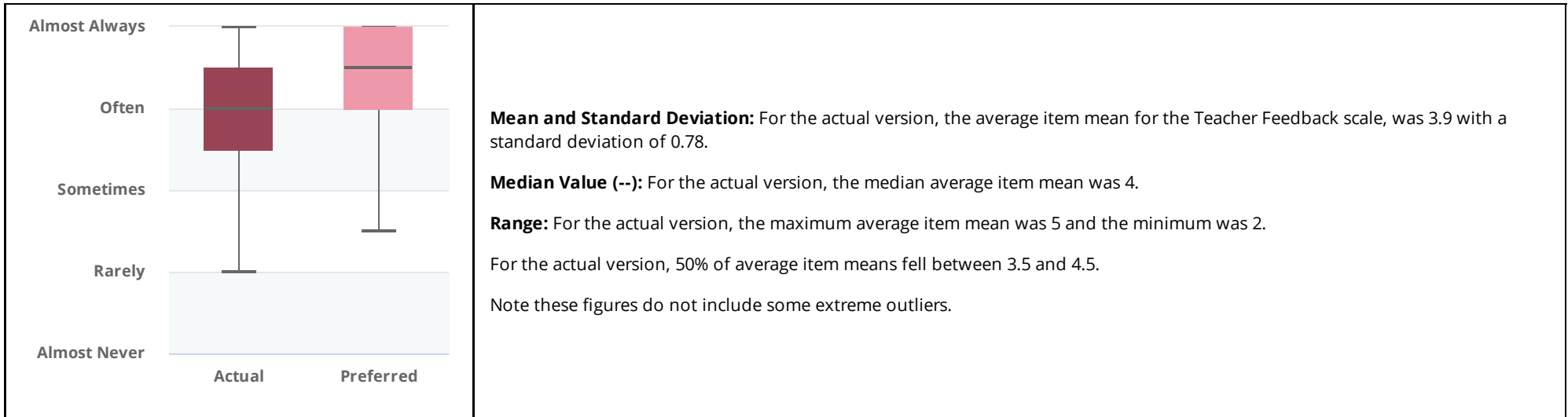
| Percentage of each response |           | Items included in the scale                                      |           | Average response for each item |  |  |  |  |
|-----------------------------|-----------|--|-----------|--------------------------------|--|--|--|--|
|                             | Actual    | My teachers give me extra help if I have a problem with my work. | Actual    | 4.25                           |  |  |  |  |
|                             | Preferred |  | Preferred | 4.57                           |  |  |  |  |
|                             | Actual    | My teachers know when I have trouble learning something.         | Actual    | 3.87                           |  |  |  |  |
|                             | Preferred |  | Preferred | 4.26                           |  |  |  |  |
|                             | Actual    | My teachers give me extra help if I need it.                     | Actual    | 4.16                           |  |  |  |  |
|                             | Preferred |  | Preferred | 4.45                           |  |  |  |  |
|                             | Actual    | My teachers help me to improve my school work.                   | Actual    | 4.23                           |  |  |  |  |
|                             | Preferred |  | Preferred | 4.56                           |  |  |  |  |

- Almost Never
- Sometimes
- Almost Always
- Rarely
- Often

- Almost Never
- Rarely
- Sometimes
- Often
- Almost Always

# Teacher Feedback

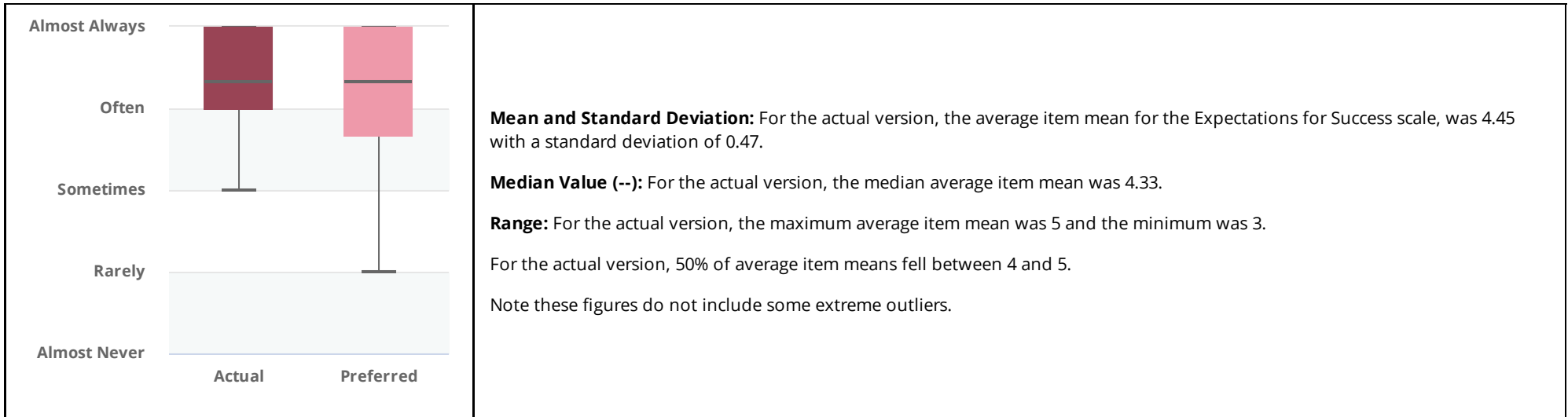
The TEACHER FEEDBACK construct assesses the extent to which students feel that the feedback provided by teachers makes a positive contribution to their learning.



| Percentage of each response  |           | Items included in the scale  |           | Average response for each item |        |           |       |               |
|--|-----------|--|-----------|--------------------------------|--------|-----------|-------|---------------|
|  | Actual    | Feedback from my teachers helps me to understand what I need to do to improve. | Actual    | 4.17                           |        |           |       |               |
|  | Preferred |  | Preferred | 4.57                           |        |           |       |               |
|  | Actual    | My teachers give me feedback on my homework.                                   | Actual    | 3.39                           |        |           |       |               |
|  | Preferred |  | Preferred | 3.84                           |        |           |       |               |
|  | Actual    | Feedback about where I went wrong helps me to learn.                           | Actual    | 4                              |        |           |       |               |
|  | Preferred |  | Preferred | 4.44                           |        |           |       |               |
|  | Actual    | I understand how my teachers mark my work.                                     | Actual    | 3.9                            |        |           |       |               |
|  | Preferred |  | Preferred | 4.32                           |        |           |       |               |
| <ul style="list-style-type: none"> <li><span style="color: red;">●</span> Almost Never</li> <li><span style="color: green;">●</span> Sometimes</li> <li><span style="color: blue;">●</span> Almost Always</li> <li><span style="color: yellow;">●</span> Rarely</li> <li><span style="color: lightblue;">●</span> Often</li> </ul> |           |  |           | Almost Never                   | Rarely | Sometimes | Often | Almost Always |

# Expectations for Success

The EXPECTATIONS FOR SUCCESS construct assesses the extent to which students feel that their teachers expect them to succeed and challenge them to learn.



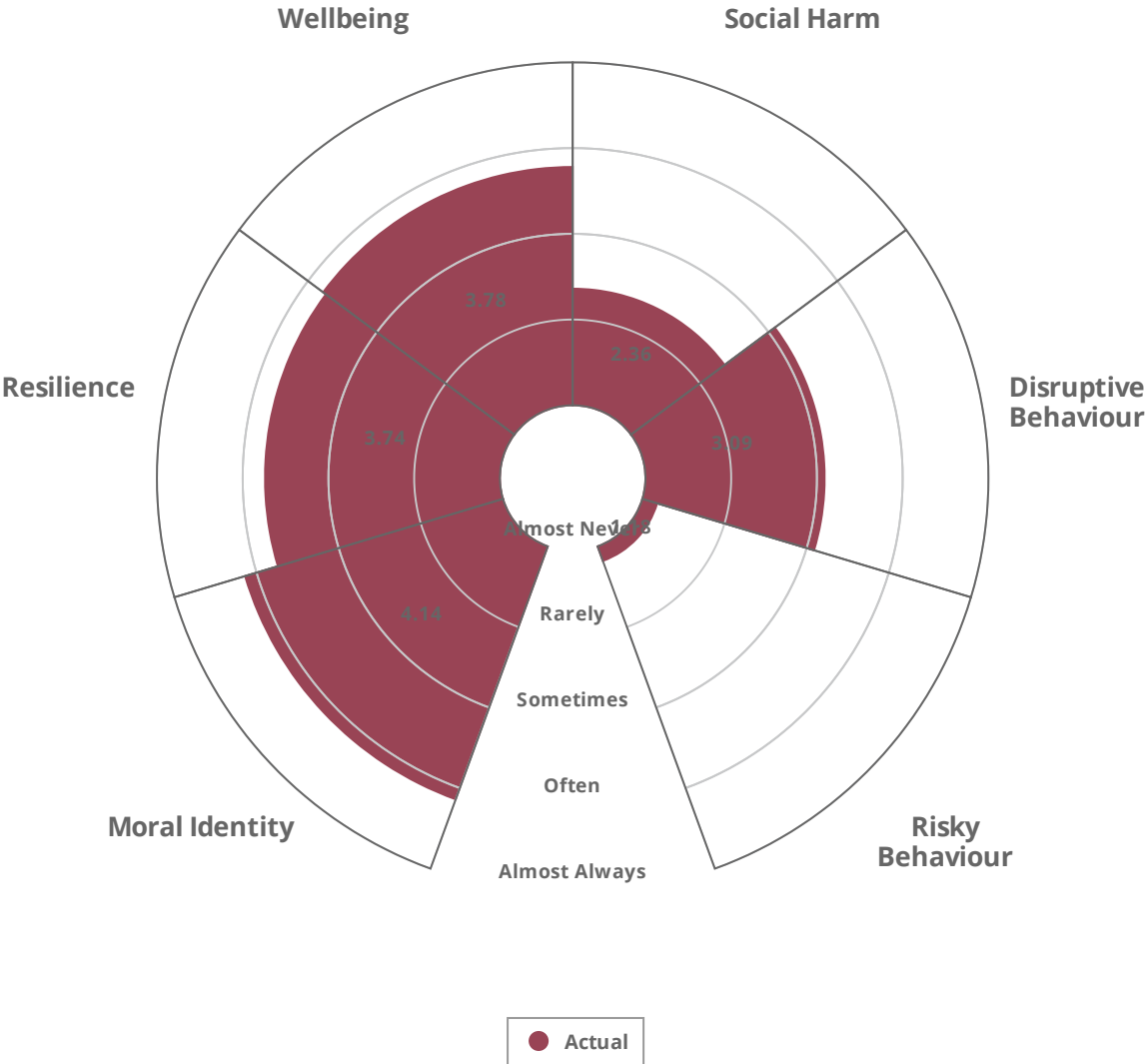
| Percentage of each response   |        | Items included in the scale |        | Average response for each item           |  |           |      |
|---|--------|-----------------------------|--------|--|--|-----------|------|
| <table border="1"> <tr> <td>13 %</td> <td>27.3 %</td> <td>57.1 %</td> </tr> </table>                  | 13 %   | 27.3 %                      | 57.1 % | Actual                                   | My teachers expect me to do well.                  | Actual    | 4.39 |
| 13 %  | 27.3 % | 57.1 %                      |        |  |  |           |      |
| <table border="1"> <tr> <td>15.6 %</td> <td>22.1 %</td> <td>58.4 %</td> </tr> </table>                | 15.6 % | 22.1 %                      | 58.4 % | Preferred                                | Preferred  | 4.35      |      |
| 15.6 %  | 22.1 % | 58.4 %                      |        |  |  |           |      |
| <table border="1"> <tr> <td>22.1 %</td> <td>74 %</td> </tr> </table>                                  | 22.1 % | 74 %                        | Actual | My teachers expect me to try my hardest. | Actual   | 4.7       |      |
| 22.1 %  | 74 %   |                             |        |  |  |           |      |
| <table border="1"> <tr> <td>11.7 %</td> <td>19.5 %</td> <td>64.9 %</td> </tr> </table>                | 11.7 % | 19.5 %                      | 64.9 % | Preferred                                | Preferred  | 4.45      |      |
| 11.7 %  | 19.5 % | 64.9 %                      |        |  |  |           |      |
| <table border="1"> <tr> <td>16.9 %</td> <td>33.8 %</td> <td>46.8 %</td> </tr> </table>                | 16.9 % | 33.8 %                      | 46.8 % | Actual                                   | My teachers give me work that makes me think hard. | Actual    | 4.25 |
| 16.9 %  | 33.8 % | 46.8 %                      |        |  |  |           |      |
| <table border="1"> <tr> <td>7.8 %</td> <td>23.4 %</td> <td>20.8 %</td> <td>41.6 %</td> </tr> </table> | 7.8 %  | 23.4 %                      | 20.8 % | 41.6 %                                   | Preferred  | Preferred | 3.83 |
| 7.8 %   | 23.4 % | 20.8 %                      | 41.6 % |  |  |           |      |

● Almost Never    ● Rarely  
● Sometimes    ● Often  
● Almost Always

Almost Never    Rarely    Sometimes    Often    Almost Always

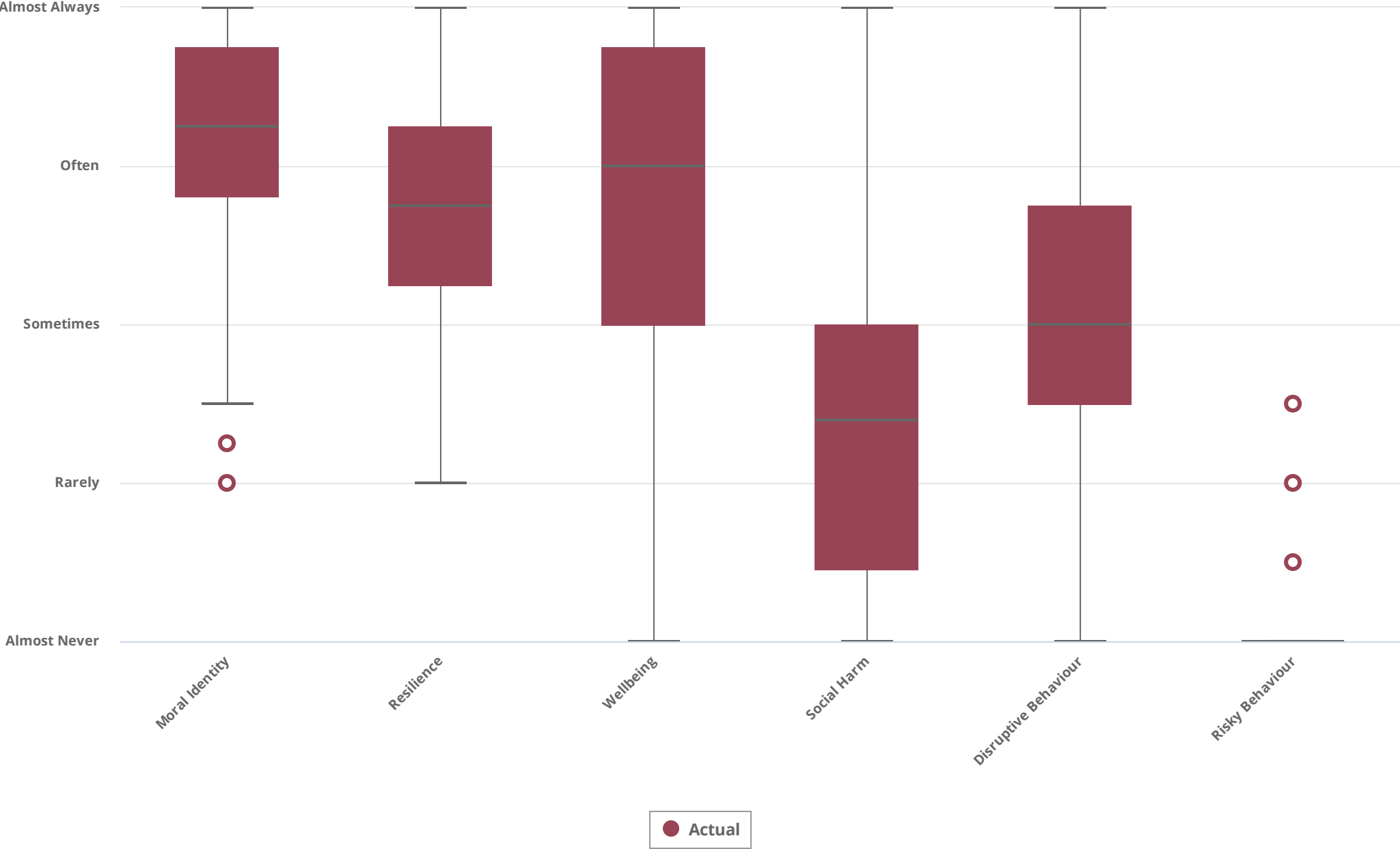
# Protective and Risk Factors

Means for each construct.



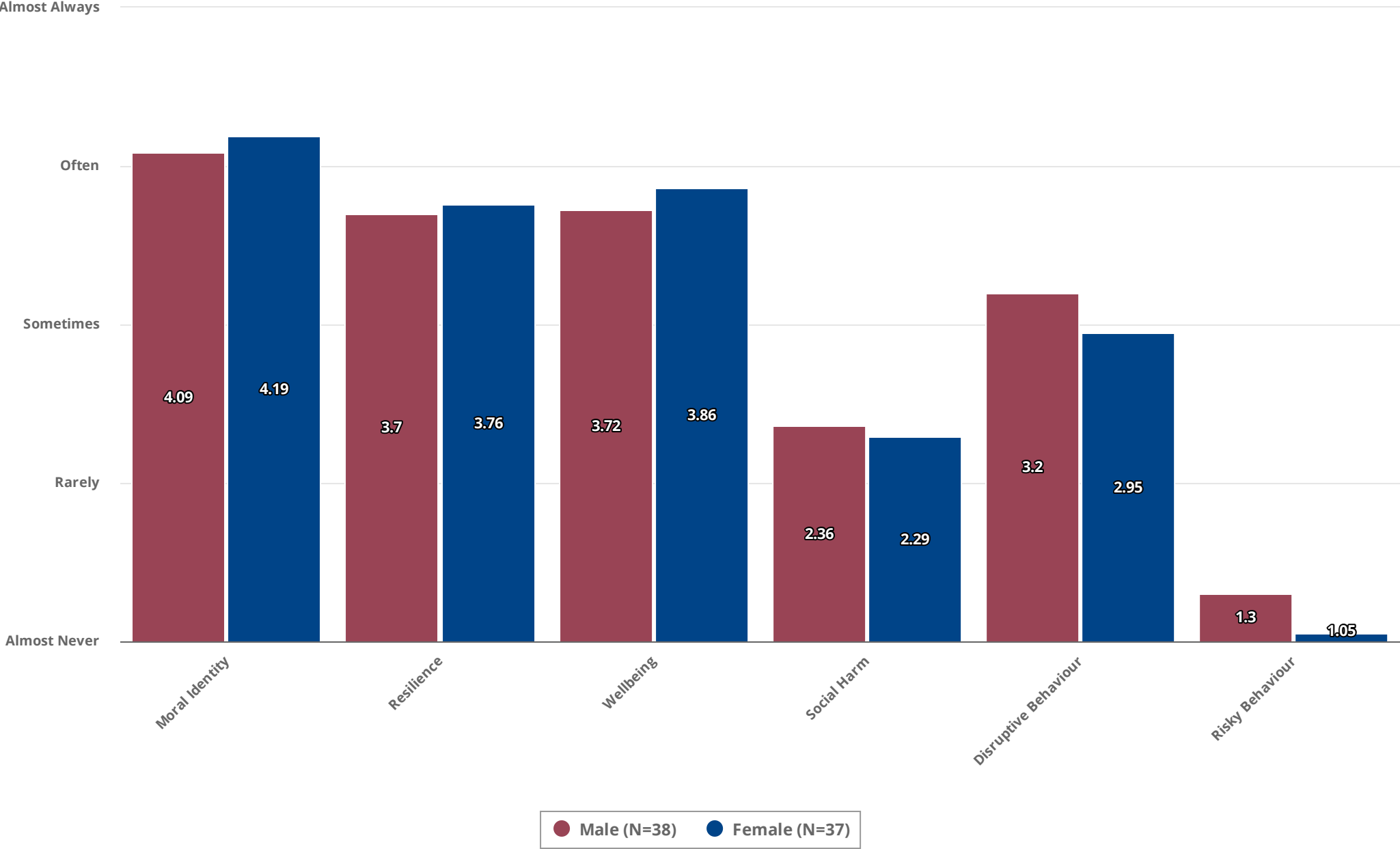
# Protective and Risk Factors

Variations for each construct.



# Protective and Risk Factors: By Gender

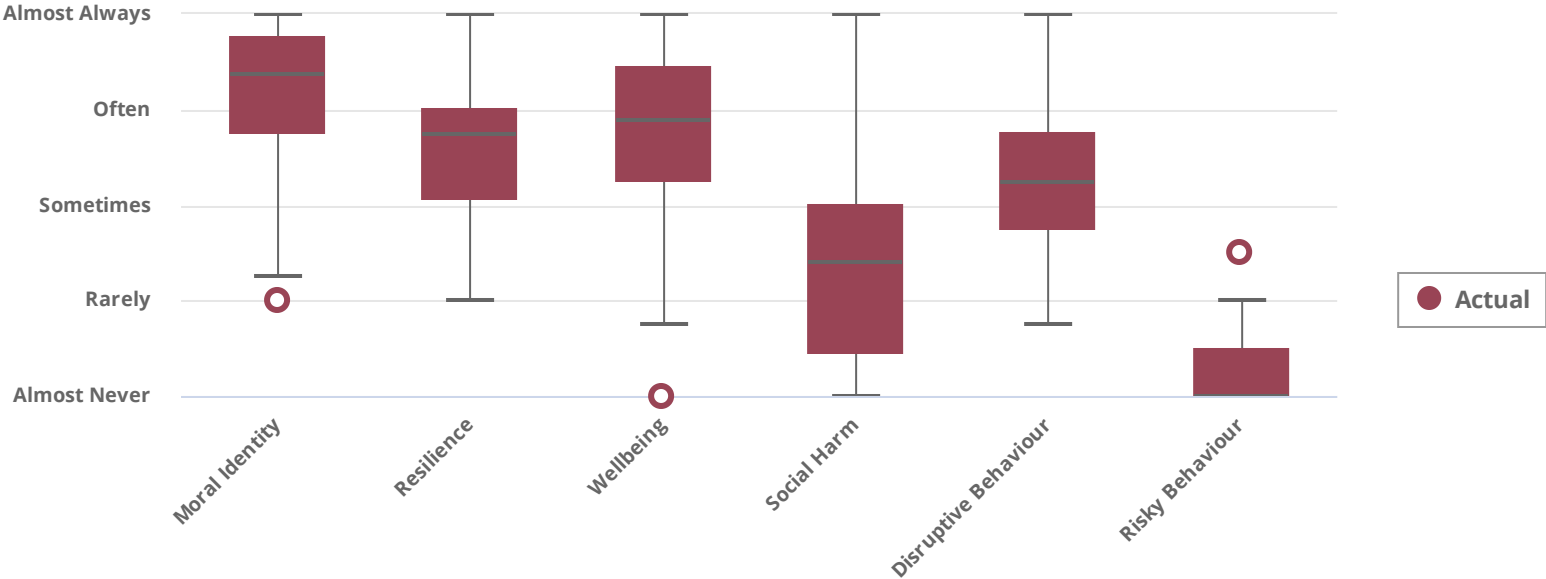
Means for each construct. Categories with less than four responses have been omitted.



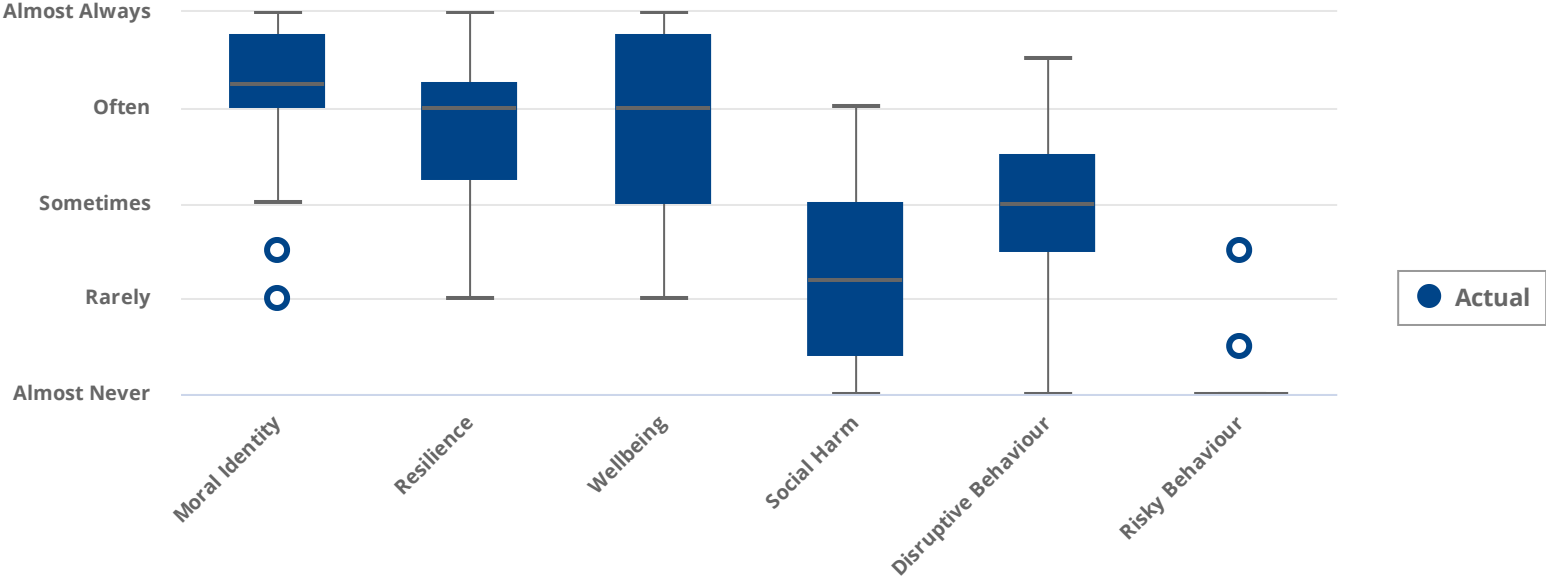
# Protective and Risk Factors: By Gender

Variations for each construct. Categories with less than four responses have been omitted.

**Category:**  
Male (N=38)

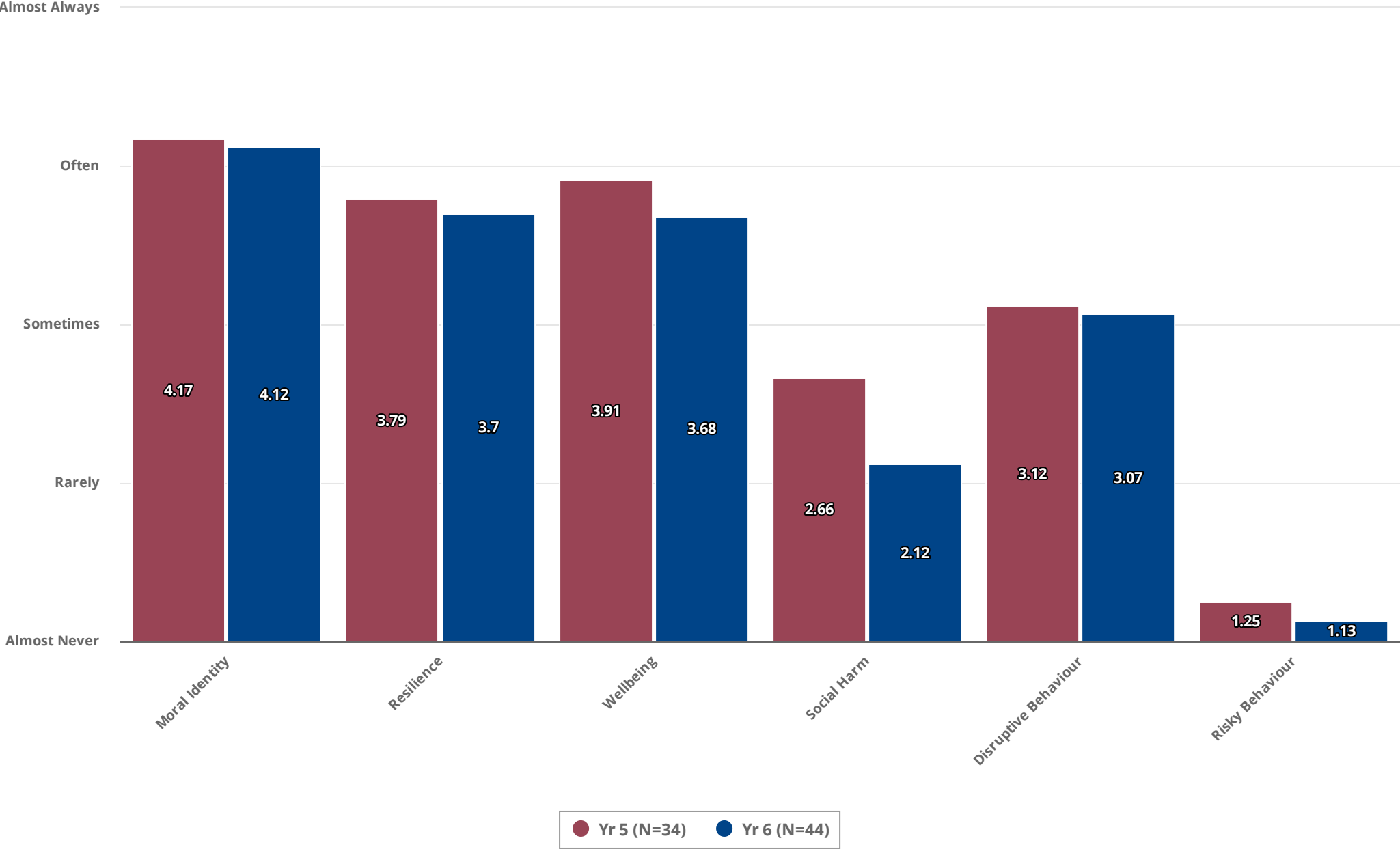


**Category:**  
Female (N=37)



# Protective and Risk Factors: By Year Level

Means for each construct. Categories with less than four responses have been omitted.

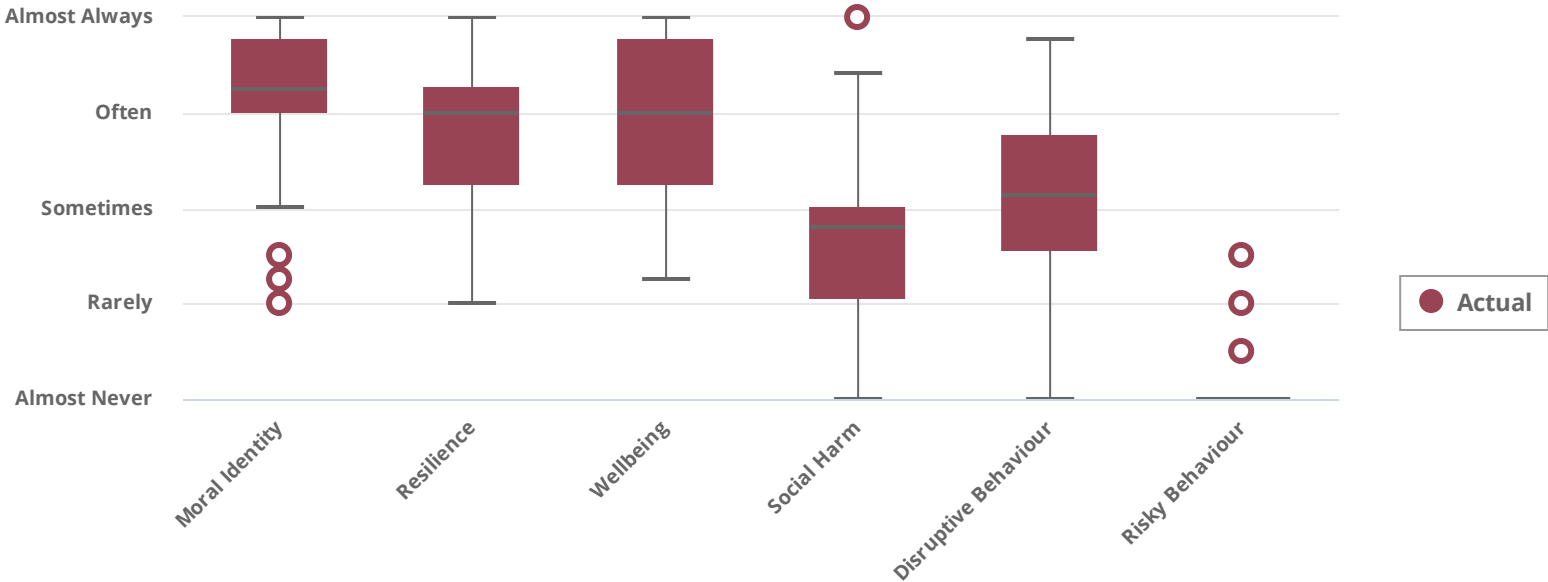




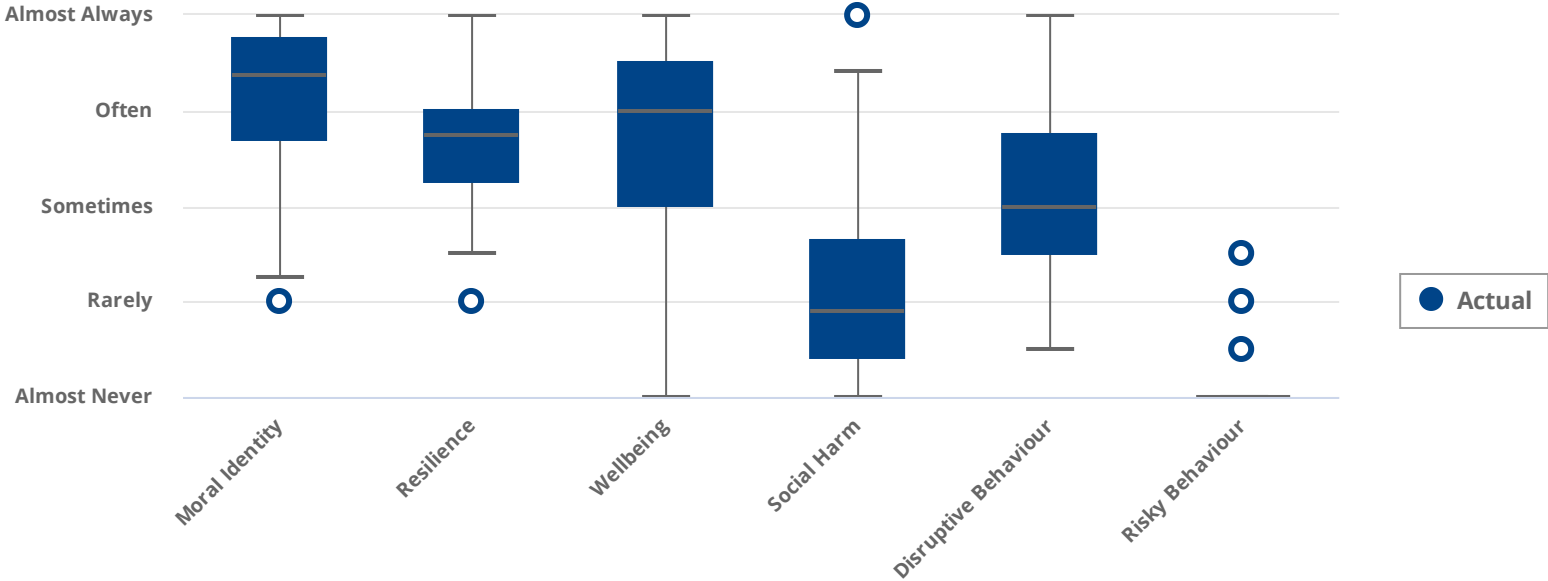
# Protective and Risk Factors: By Year Level

Variations for each construct. Categories with less than four responses have been omitted.

Category:  
Yr 5 (N=34)

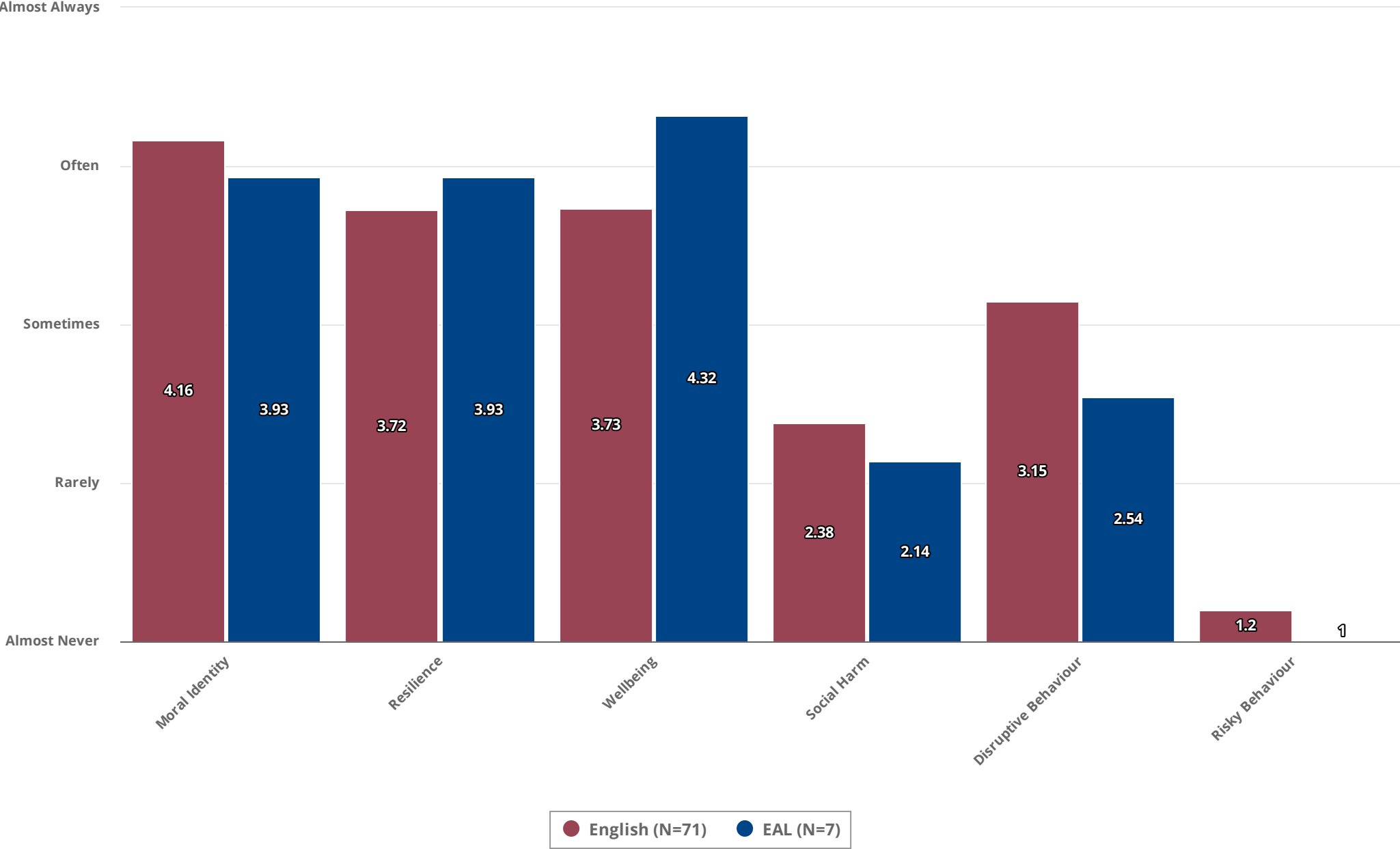


Category:  
Yr 6 (N=44)



# Protective and Risk Factors: By Language

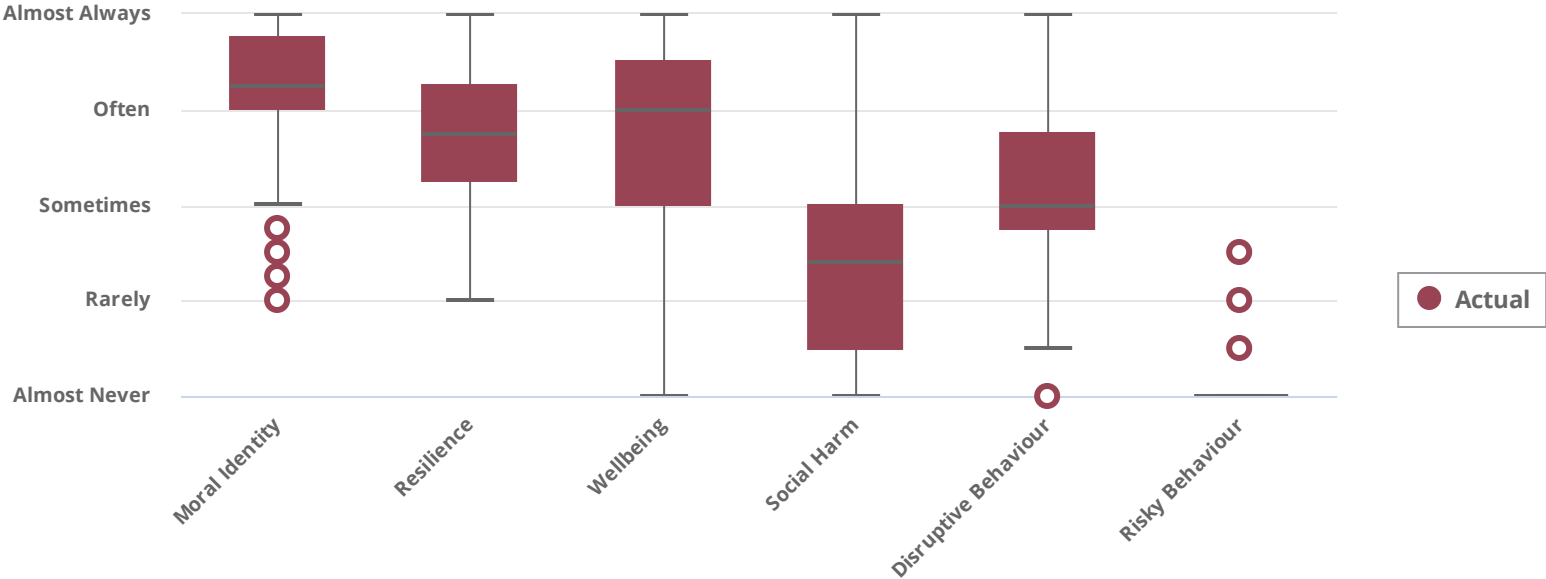
Means for each construct. Categories with less than four responses have been omitted.



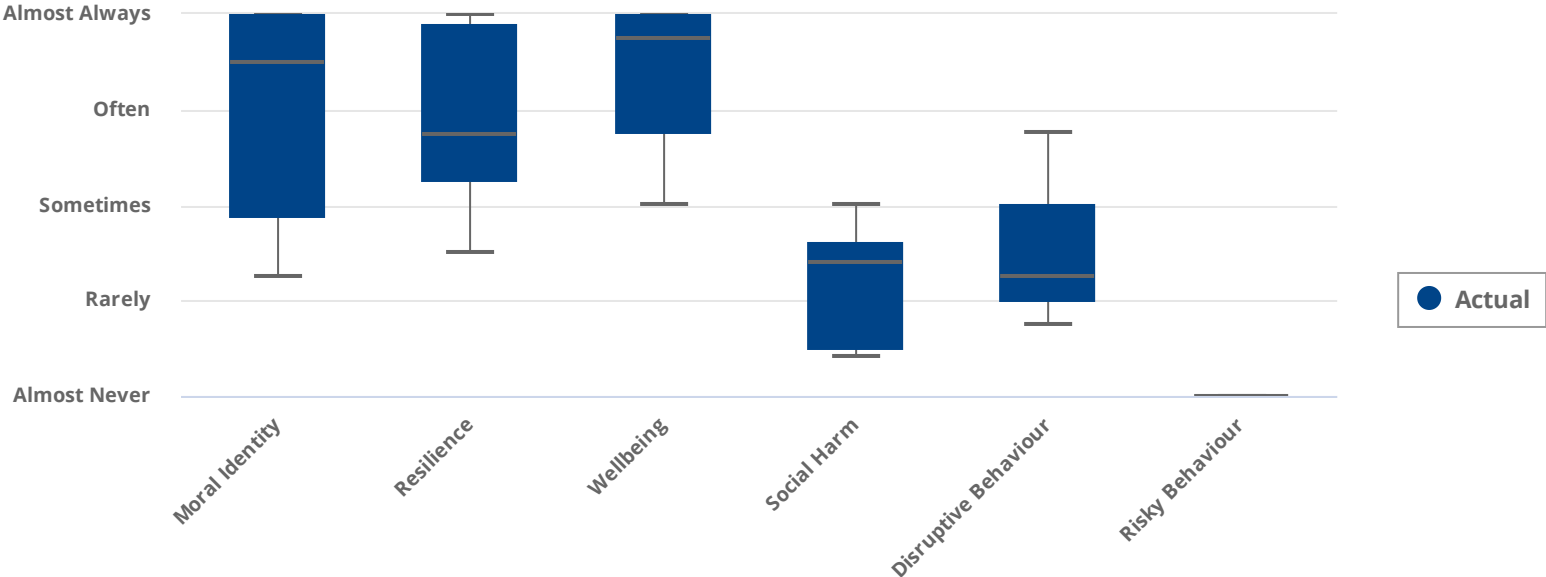
# Protective and Risk Factors: By Language

Variations for each construct. Categories with less than four responses have been omitted.

**Category:**  
English (N=71)

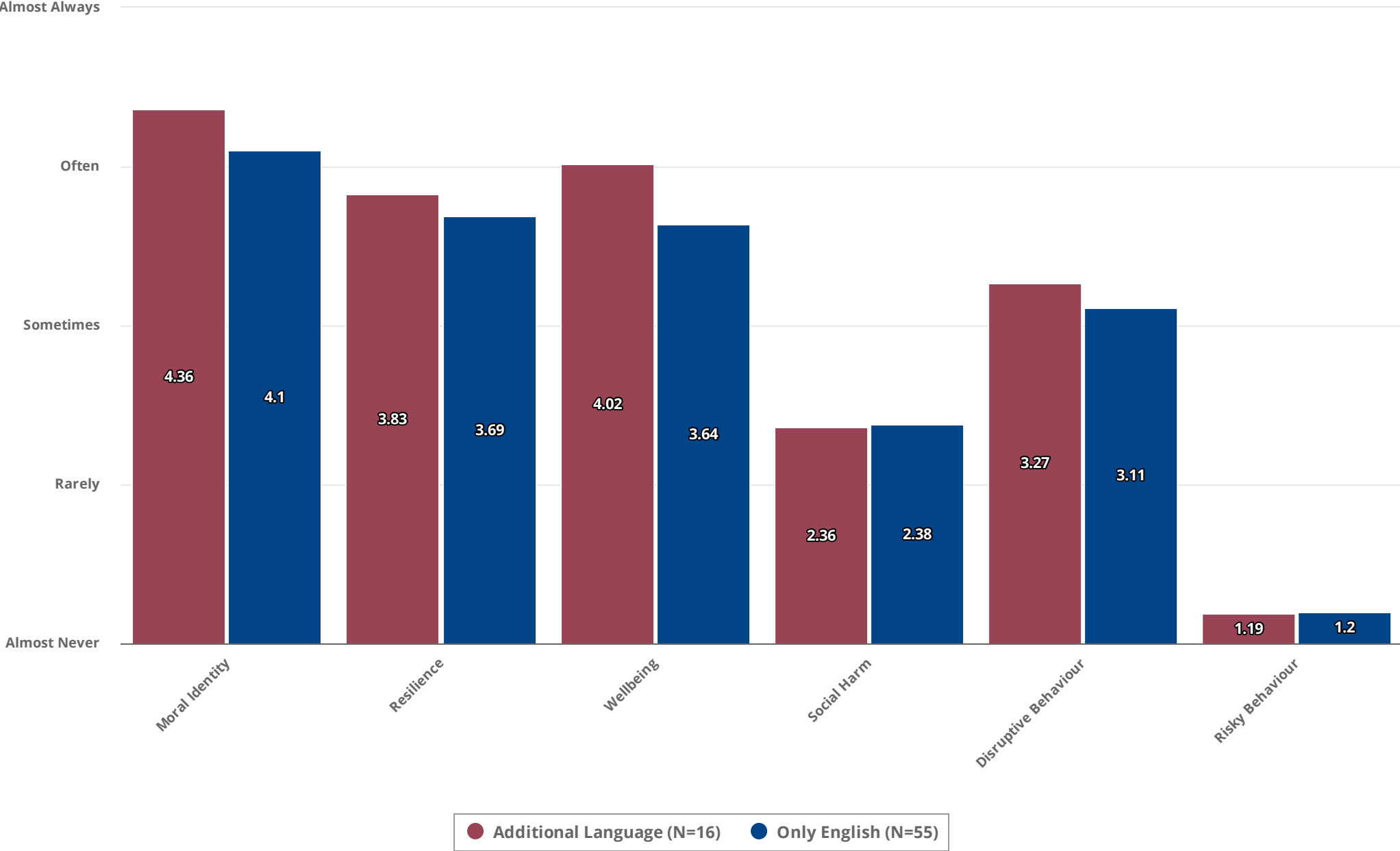


**Category:**  
EAL (N=7)



# Protective and Risk Factors: By Additional Language

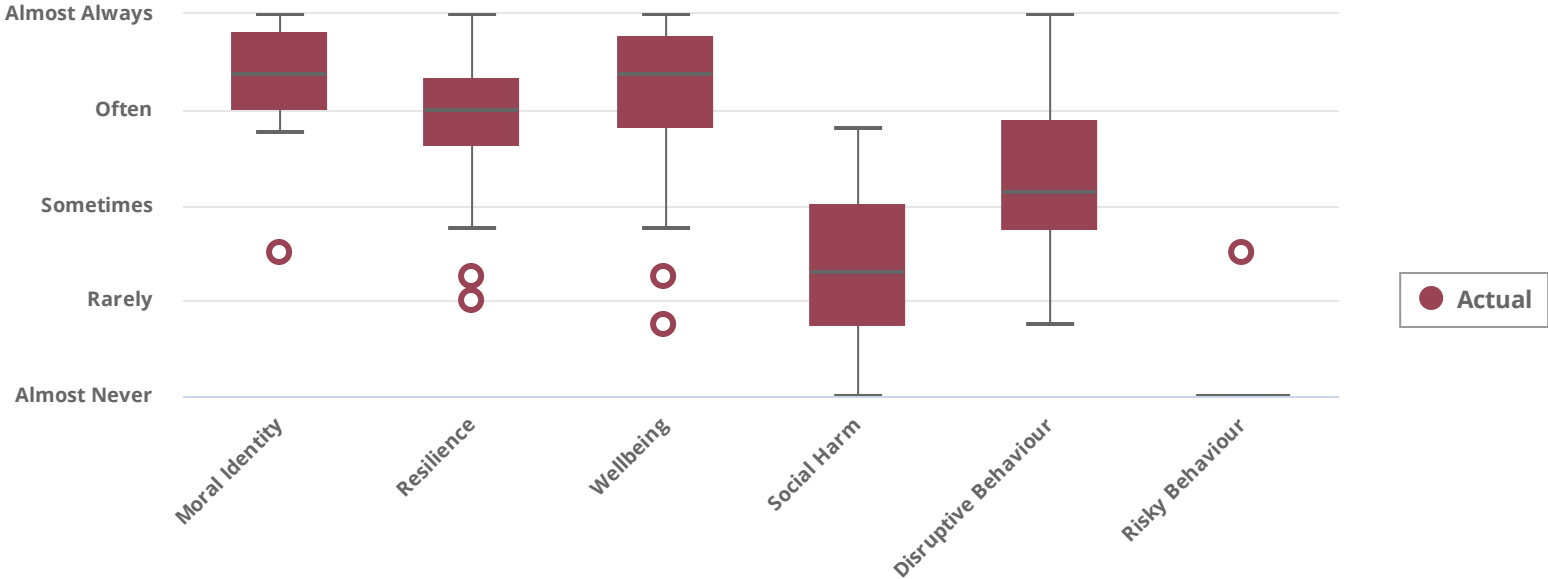
Means for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.



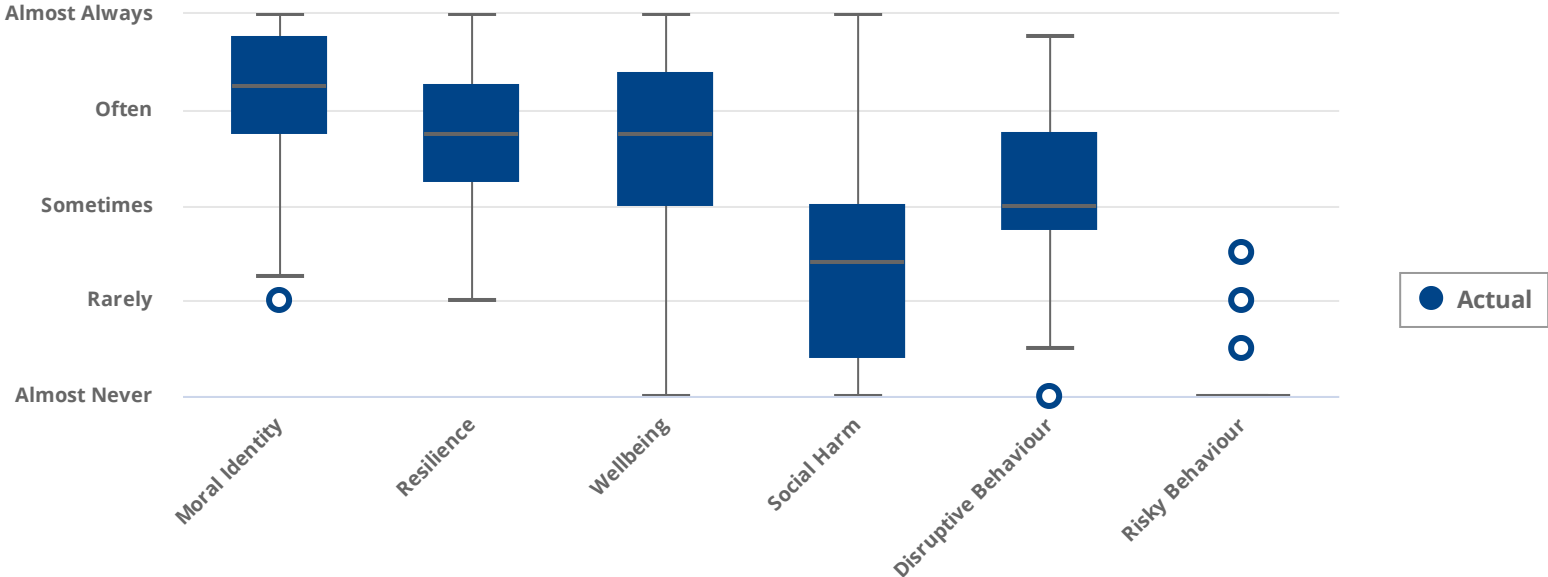
# Protective and Risk Factors: By Additional Language

Variations for each construct. Note, only participants who selected 'English' for the previous question responded to this question. Categories with less than four responses have been omitted.

**Category:**  
Additional Language  
(N=16)

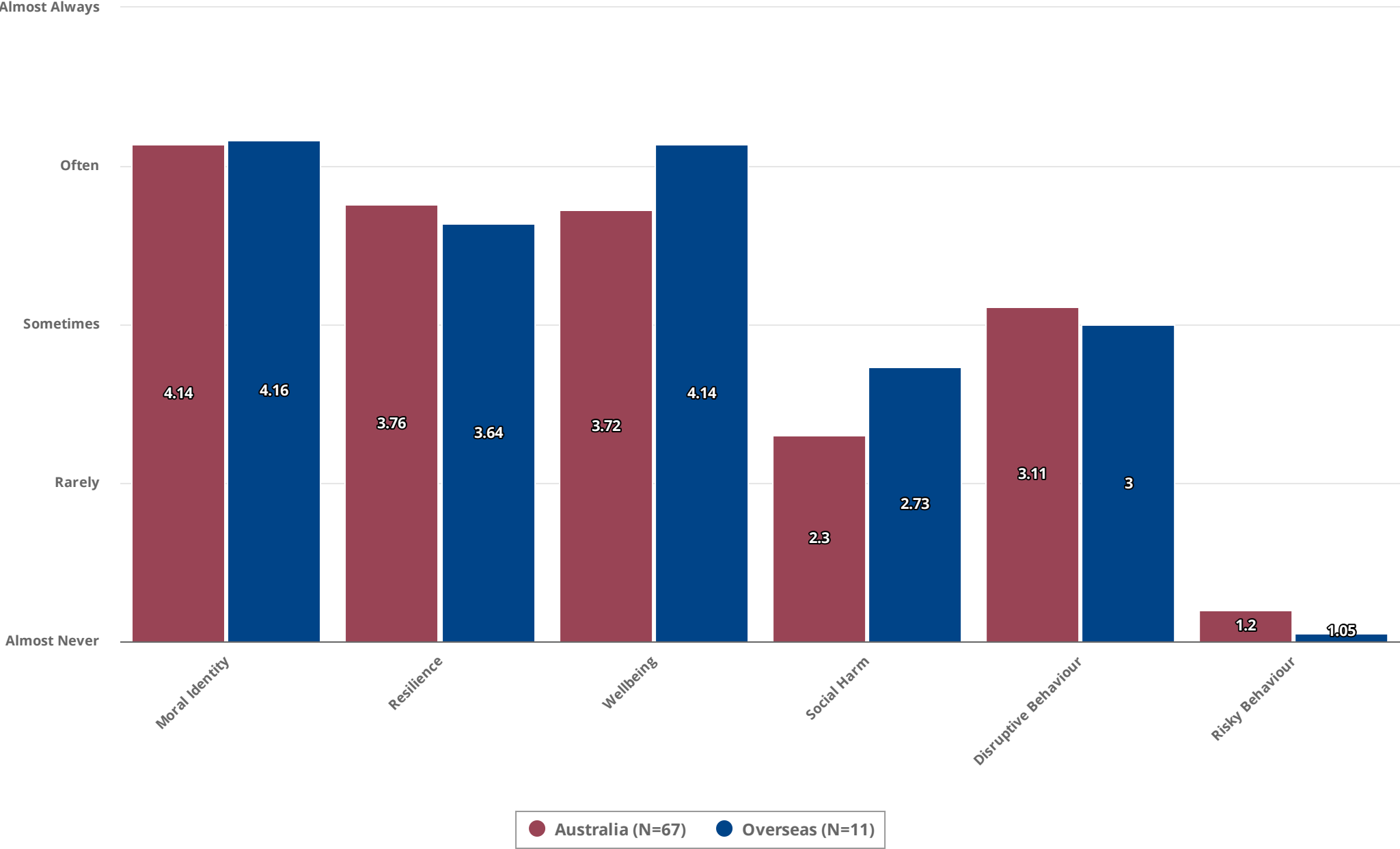


**Category:**  
Only English (N=55)



# Protective and Risk Factors: By Birth Place

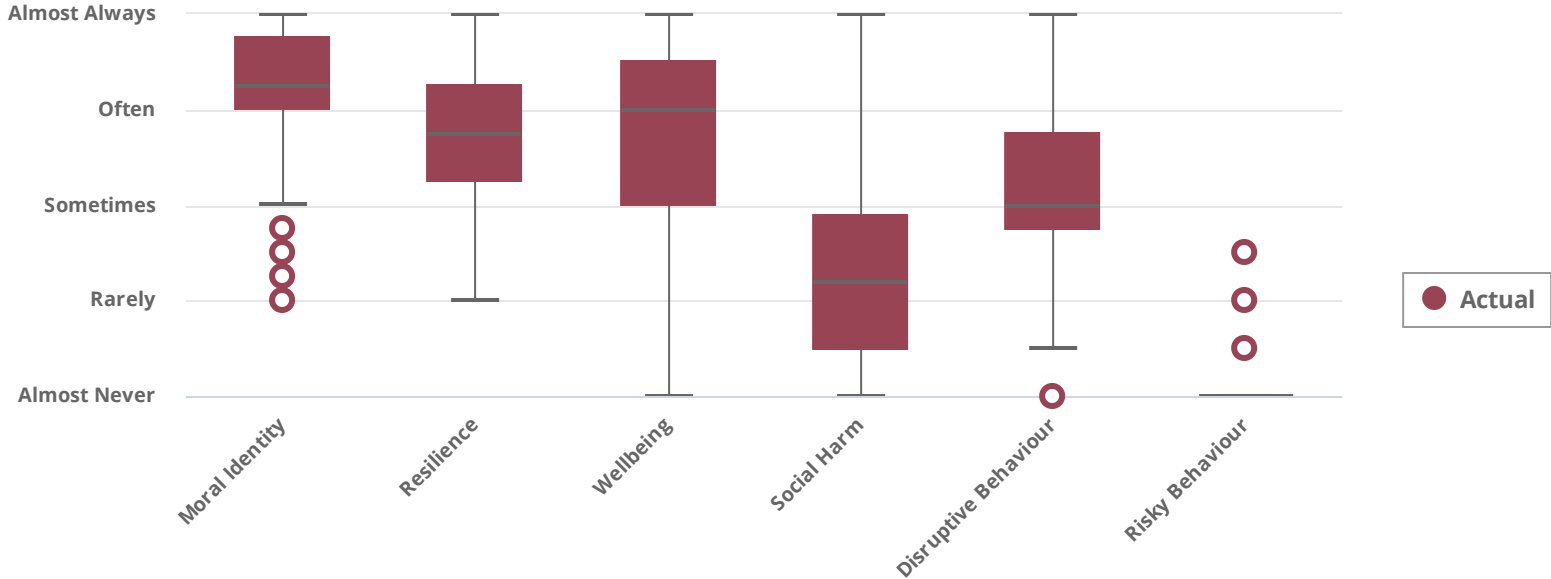
Means for each construct. Categories with less than four responses have been omitted.



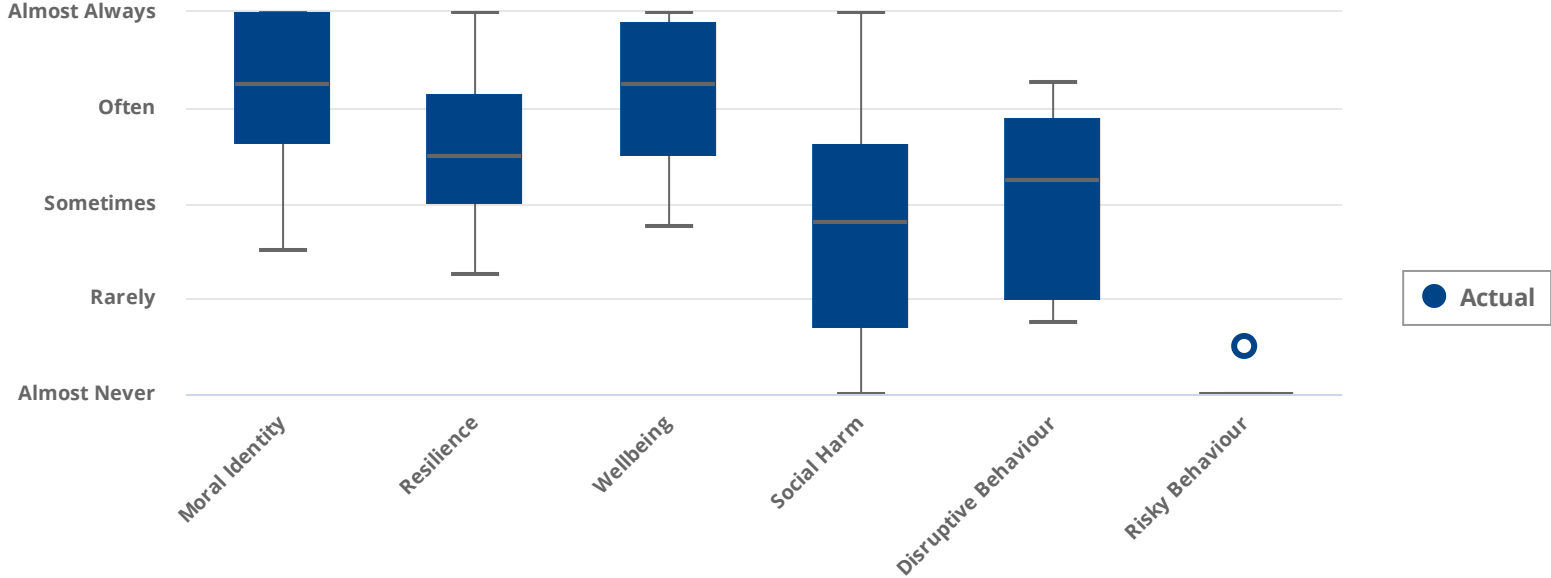
# Protective and Risk Factors: By Birth Place

Variations for each construct. Categories with less than four responses have been omitted.

**Category:**  
Australia (N=67)

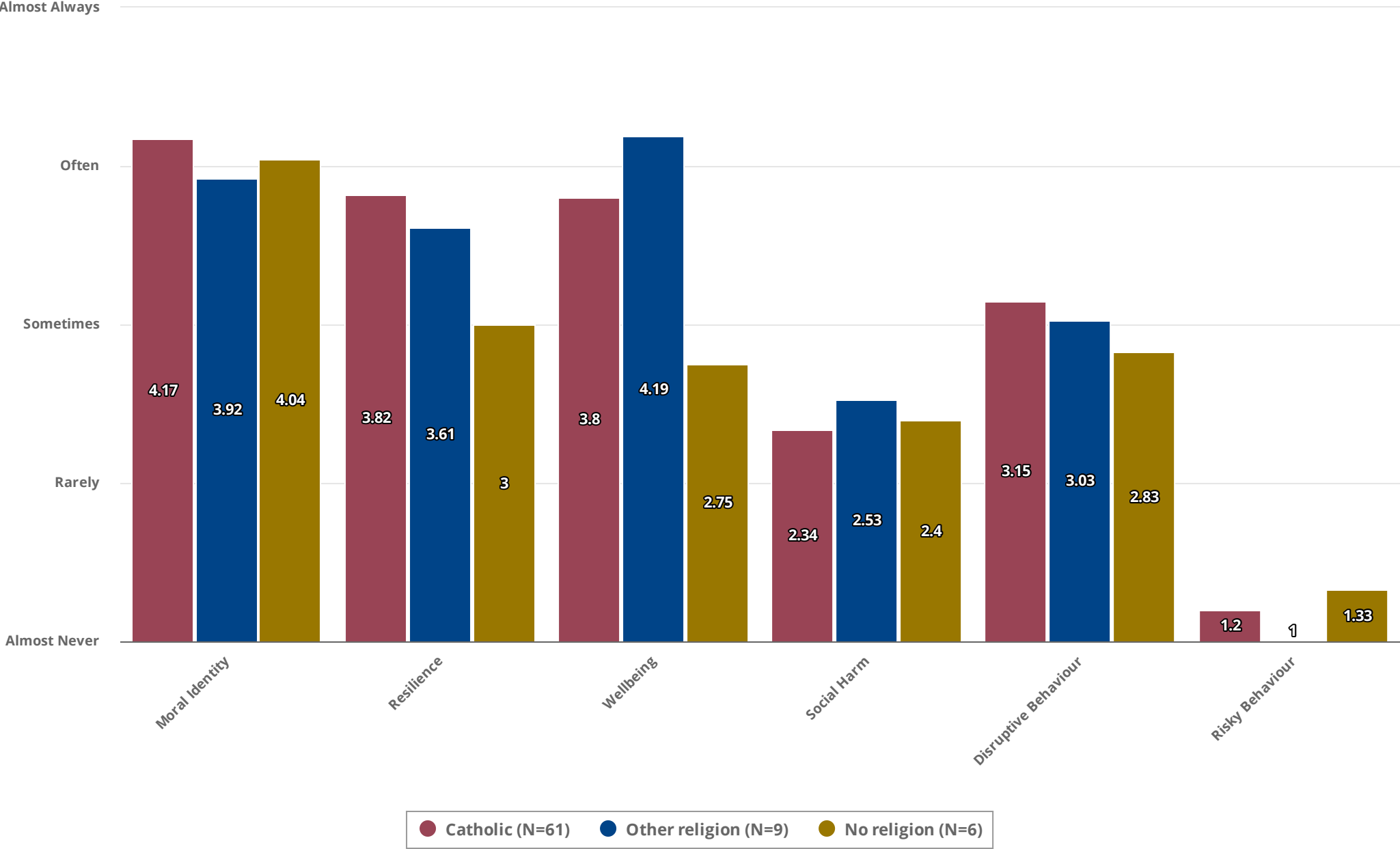


**Category:**  
Overseas (N=11)



# Protective and Risk Factors: By Religion

Means for each construct. Categories with less than four responses have been omitted.

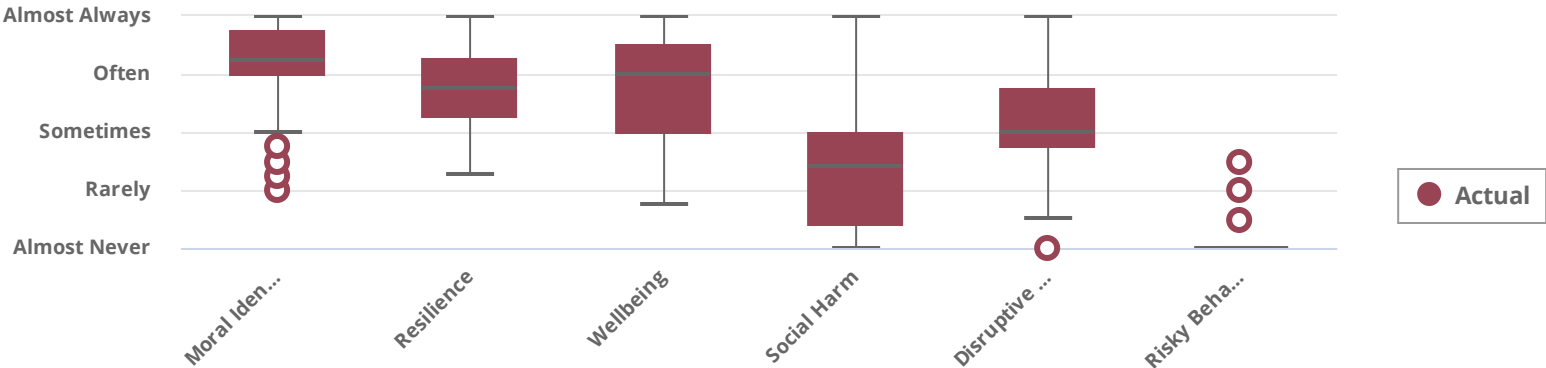




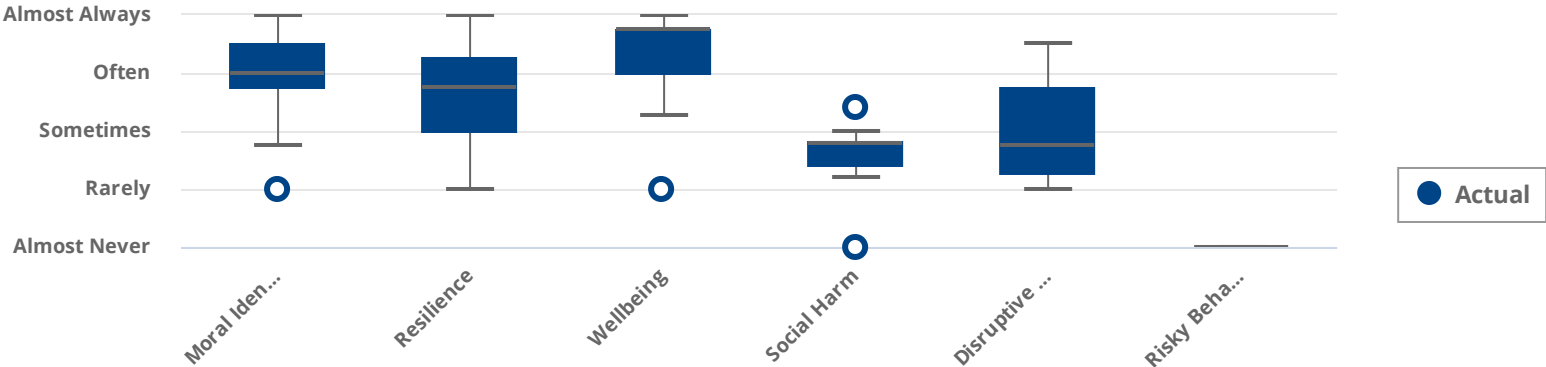
# Protective and Risk Factors: By Religion

Variations for each construct. Categories with less than four responses have been omitted.

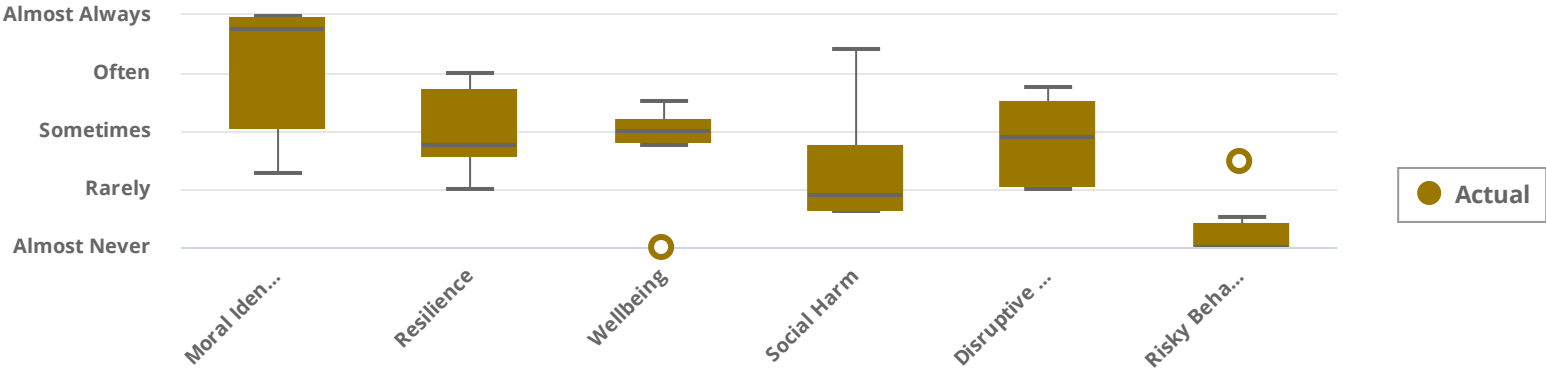
**Category:**  
Catholic (N=61)



**Category:**  
Other religion (N=9)

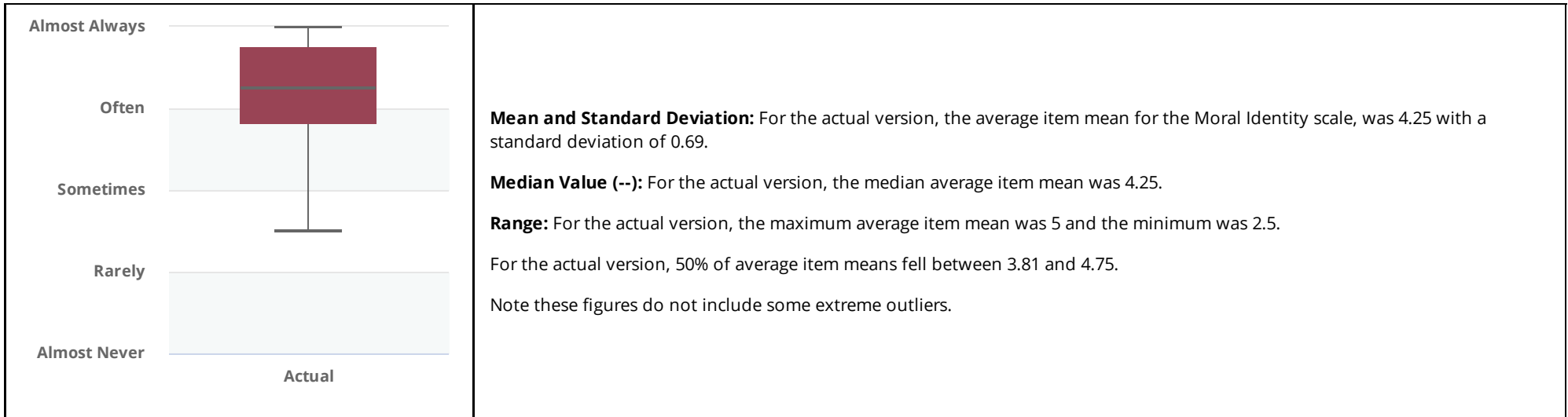


**Category:**  
No religion (N=6)



# Moral Identity

The MORAL IDENTITY construct assesses the extent to which students have a commitment to lines of action that promote or protect the welfare of others.



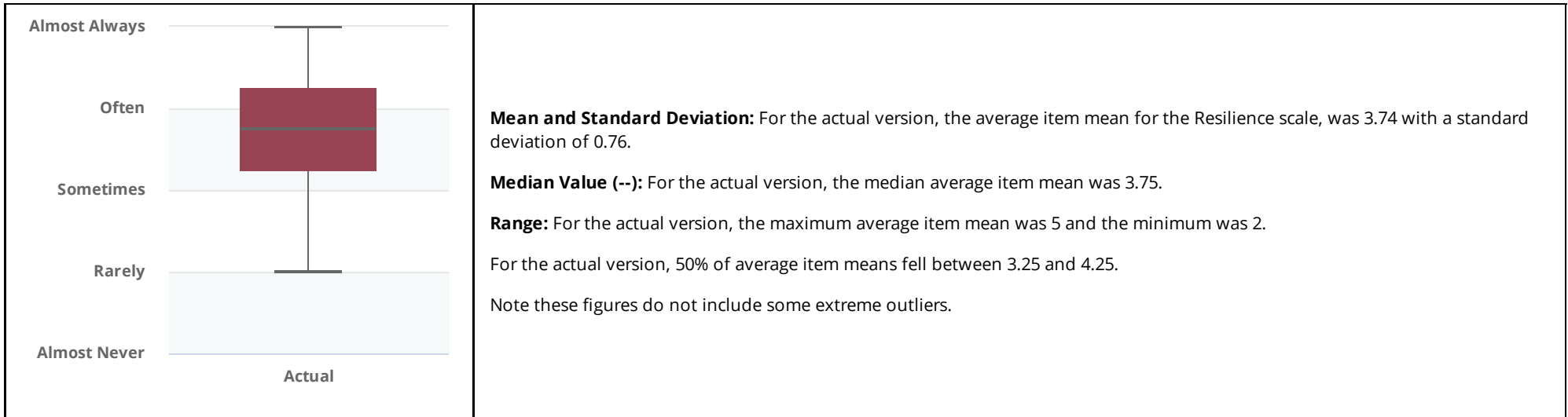
| Percentage of each response | Items included in the scale |  |        | Average response for each item |
|-----------------------------|-----------------------------|--|--------|--------------------------------|
|                             | Actual                      | When someone is having a problem, I try to help. | Actual | 4.24                           |
|                             | Actual                      | When someone is bullied, I speak up.             | Actual | 4.12                           |
|                             | Actual                      | When someone is picked on, I try to stop it.     | Actual | 4.08                           |
|                             | Actual                      | I help other students when they have a problem.  | Actual | 4.13                           |

● Almost Never    ● Rarely  
● Sometimes    ● Often  
● Almost Always

Almost Never    Rarely    Sometimes    Often    Almost Always

# Resilience

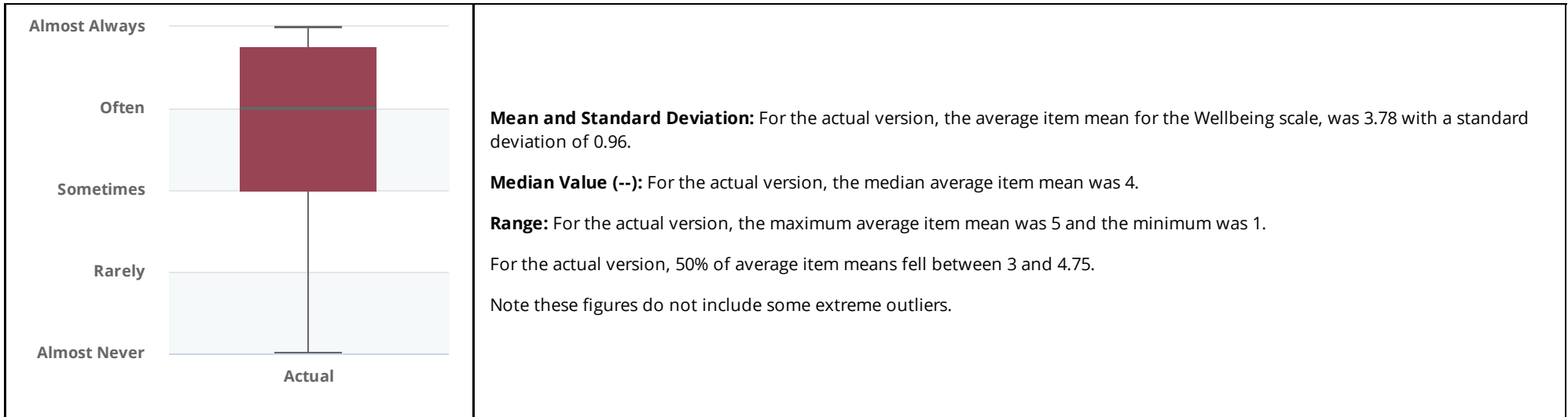
The RESILIENCE construct assesses the extent to which students are able to cope with adversity and stress and achieve goals in the face of obstacles.



| Percentage of each response  | Items included in the scale                                  | Average response for each item  |
|--|--|---|
|  | Actual      I keep trying when things go wrong.      Actual  | Actual      4.08  |
|  | Actual      I do not let things get me down.      Actual     | Actual      3.76  |
|  | Actual      I look at the good side of things.      Actual   | Actual      3.63  |
|  | Actual      I keep smiling when things are hard.      Actual | Actual      3.5   |
| <ul style="list-style-type: none"> <li><span style="color: red;">●</span> Almost Never</li> <li><span style="color: green;">●</span> Sometimes</li> <li><span style="color: blue;">●</span> Almost Always</li> <li><span style="color: yellow;">●</span> Rarely</li> <li><span style="color: lightblue;">●</span> Often</li> </ul> |  | <div style="display: flex; justify-content: space-between; width: 100%;"> <span>Almost Never</span> <span>Rarely</span> <span>Sometimes</span> <span>Often</span> <span>Almost Always</span> </div> |

# Wellbeing

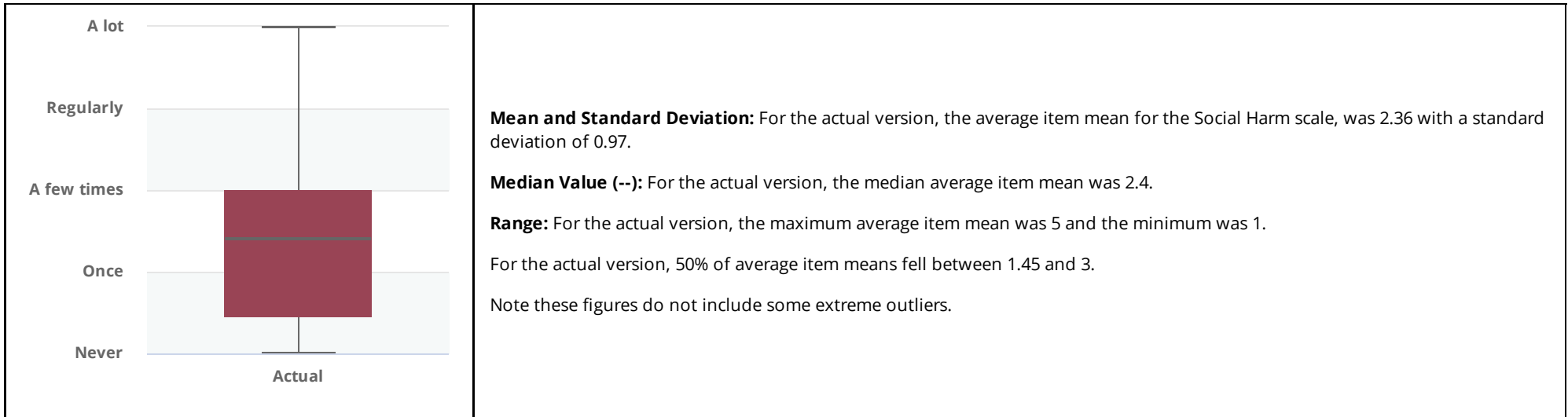
The WELLBEING scale assesses the extent to which students experience life in a positive way.



| Percentage of each response  | Items included in the scale                                | Average response for each item |
|--|--|--------------------------------|
|  | Actual      I have been happy.      Actual                 | Actual      3.99               |
|  | Actual      I have looked forward to each day.      Actual | Actual      3.64               |
|  | Actual      I have felt cheerful.      Actual              | Actual      3.68               |
|  | Actual      I have felt calm.      Actual                  | Actual      3.81               |
| <ul style="list-style-type: none"> <li><span style="color: red;">●</span> Almost Never</li> <li><span style="color: yellow;">●</span> Rarely</li> <li><span style="color: green;">●</span> Sometimes</li> <li><span style="color: lightblue;">●</span> Often</li> <li><span style="color: blue;">●</span> Almost Always</li> </ul> |  |                                |

# Social Harm

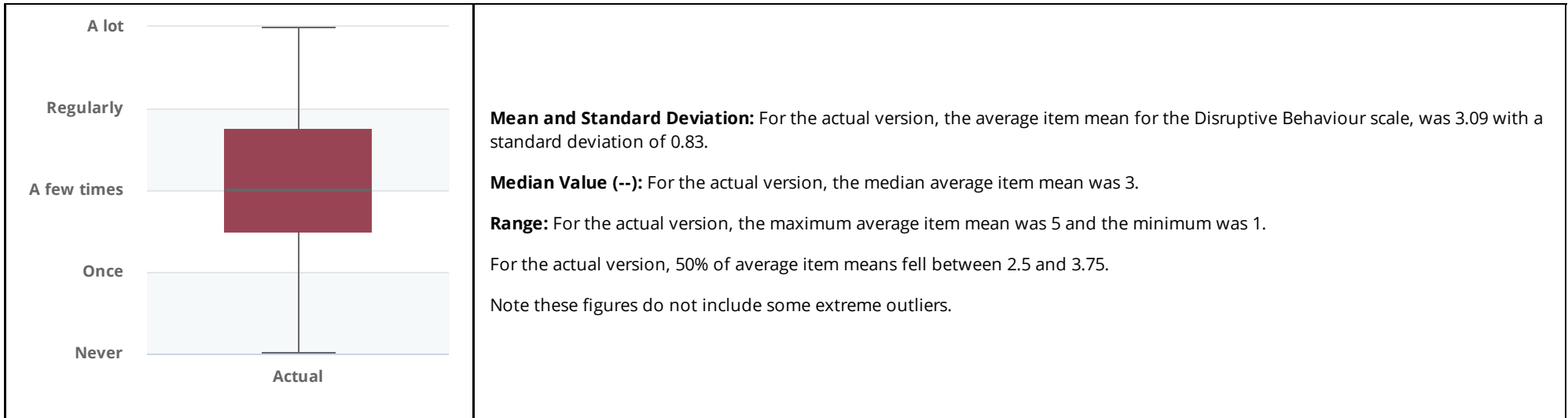
The SOCIAL HARM construct assesses the extent to which students have experienced social harm or conflict at school.



| Percentage of each response |        | Items included in the scale |             | Average response for each item |  |        |      |       |      |             |           |       |
|-----------------------------|--------|-----------------------------|-------------|--------------------------------|--|--------|------|-------|------|-------------|-----------|-------|
| 33.3 %                      | 9 %    | 39.7 %                      | 11.5 %      | Actual                         | I have been hit at school.                             | Actual | 2.49 |       |      |             |           |       |
| 20.5 %                      | 17.9 % | 35.9 %                      | 15.4 %      | Actual                         | I have been teased at school.                          | Actual | 2.77 |       |      |             |           |       |
| 41 %                        | 14.1 % | 30.8 %                      | 9 %         | Actual                         | I have been called embarrassing names at school.       | Actual | 2.27 |       |      |             |           |       |
| 38.5 %                      | 14.1 % | 37.2 %                      | 6.4 %       | Actual                         | I have been left out of games on purpose at school.    | Actual | 2.23 |       |      |             |           |       |
| 52.6 %                      | 16.7 % | 15.4 %                      | 9 %         | Actual                         | I have experienced bullying online or on social media. | Actual | 2.03 |       |      |             |           |       |
| ● Never                     | ● Once | ● A few times               | ● Regularly | ● A lot                        |  |        |      | Never | Once | A few times | Regularly | A lot |

# Disruptive Behaviour

The DISRUPTIVE BEHAVIOUR construct assesses the extent to which students perceive lessons to be disrupted by others.



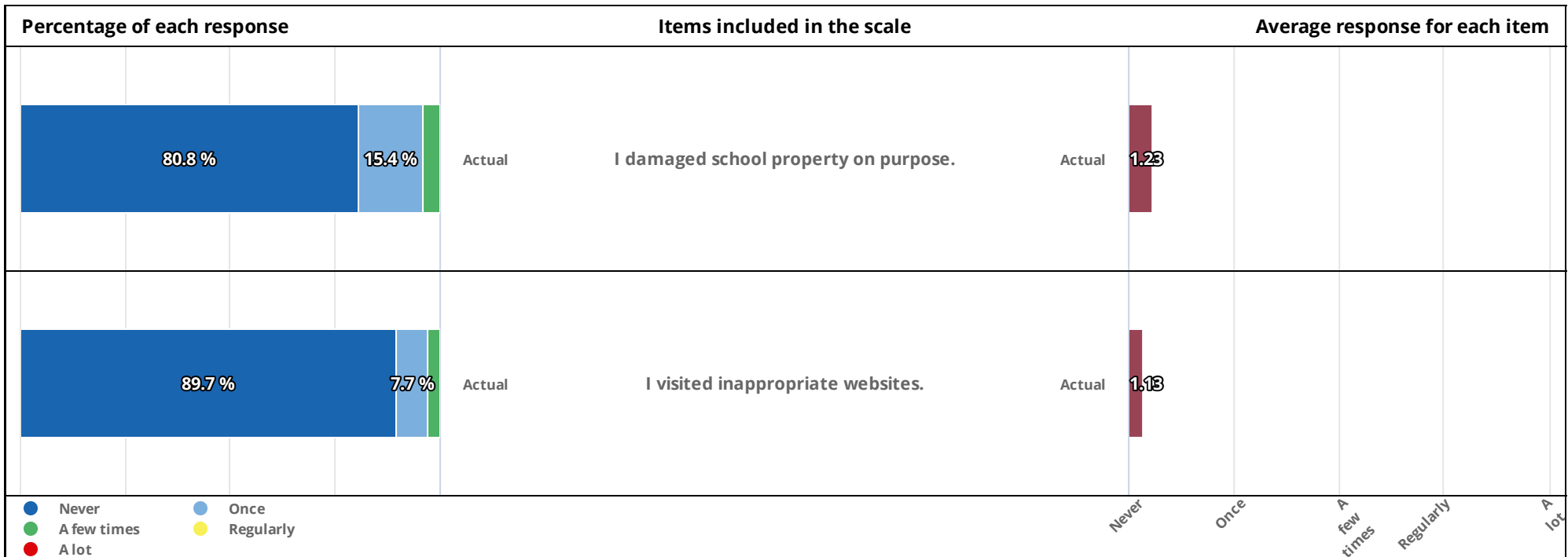
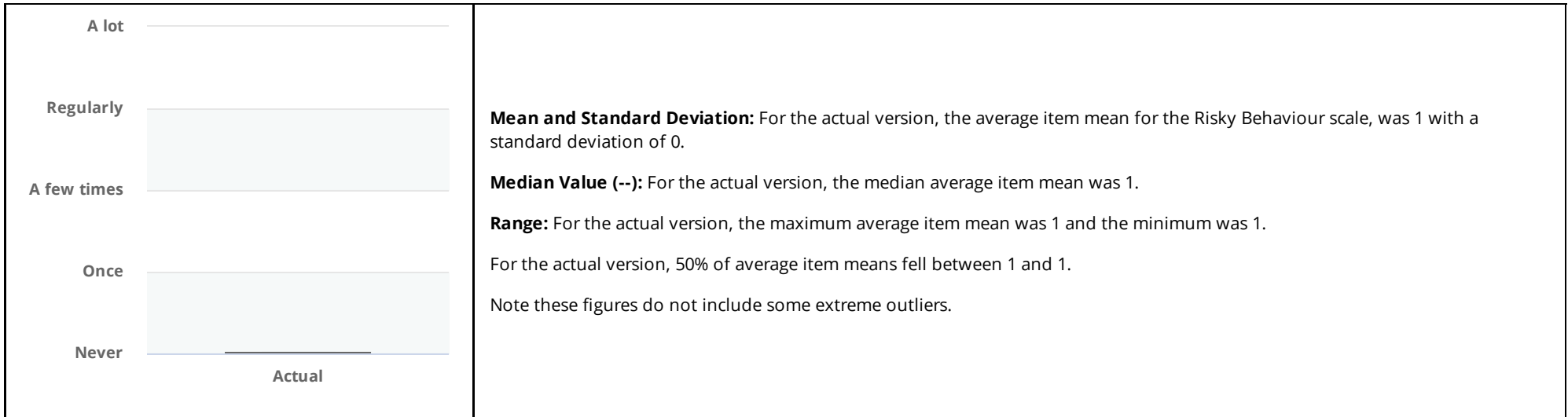
| Percentage of each response | Items included in the scale                                     | Average response for each item |
|-----------------------------|---|--------------------------------|
|                             | Actual      Students distracted me from my work.      Actual    | Actual      3.18               |
|                             | Actual      Students were rude to the teacher.      Actual      | Actual      2.69               |
|                             | Actual      Students did not listen to the teacher.      Actual | Actual      3.14               |
|                             | Actual      Students misbehaved in class.      Actual           | Actual      3.36               |

● Never      ● Once  
● A few times      ● Regularly  
● A lot

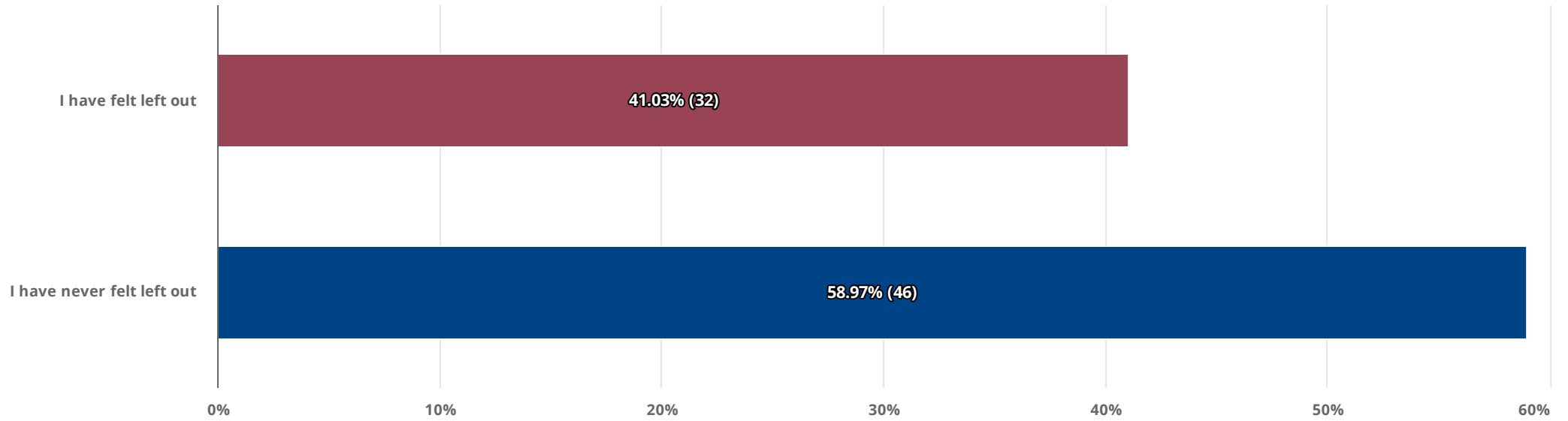
Never      Once      A few times      Regularly      A lot

# Risky Behaviour

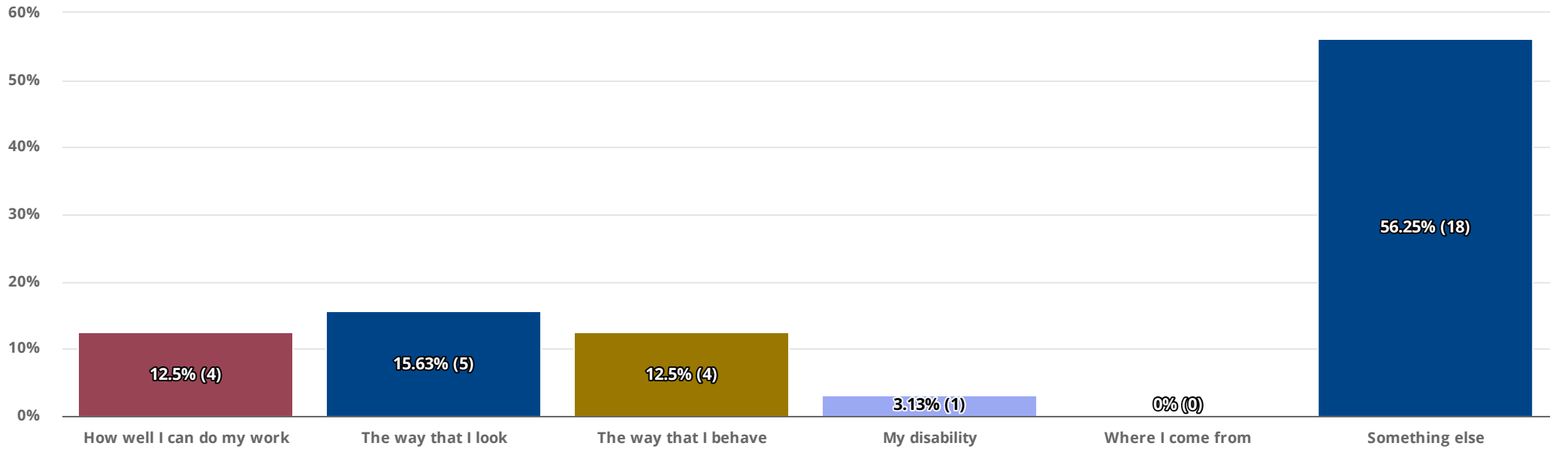
The RISKY BEHAVIOUR construct assesses the extent to which students consider themselves to be involved in risky or undesirable behaviour.



## Feeling Left Out



## Reasons for Feeling Left Out



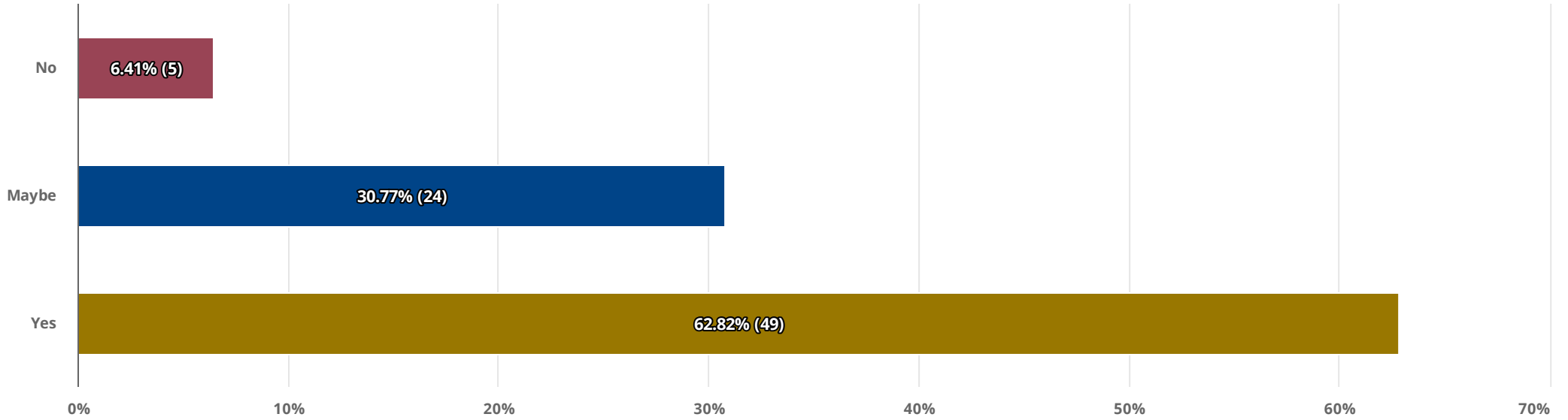


## Text Responses for Students who Selected 'Something else'

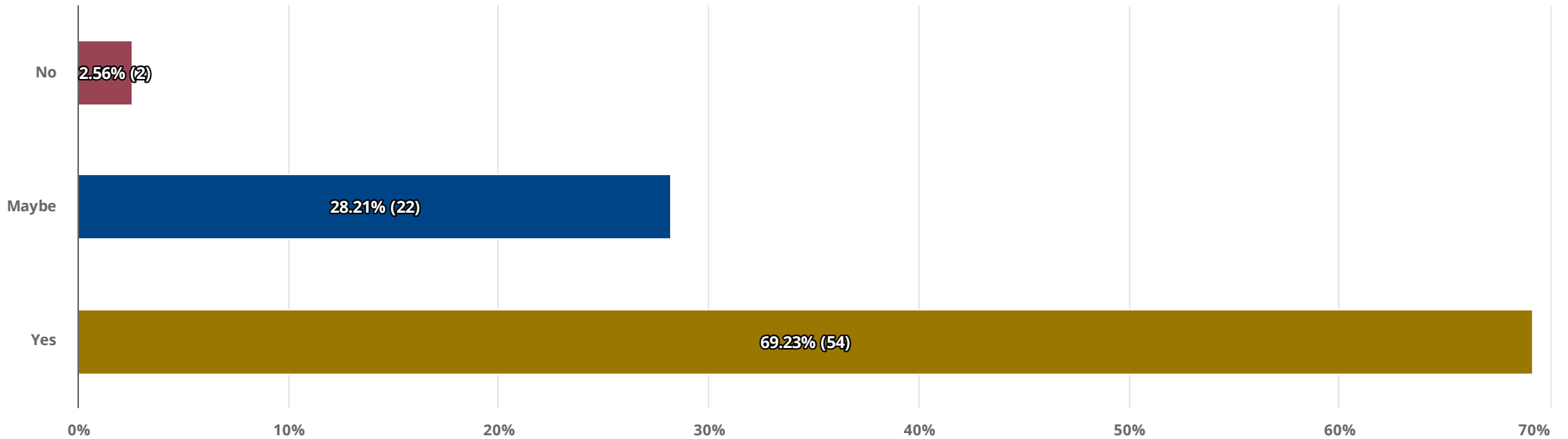
The responses below were from the students who selected 'Something else' for the reason for feeling left out.

|  |
|--|
|  |
| Because I am not friend with them. Only one person that bully me   |
| Because I'm short  |
| Don't wanna tell   |
| From my friends and games  |
| I don't know why. I have been left out of games or discussions.  |
| I sometimes feel invisible to people   |
| People don't include me in their stuff and games   |
| People have left me out in games and stuff like that.  |
| Private  |
| Something  |
| Sometimes, there are only two people and one of them don't want to play with me, disabilities or just my friends being mean. |
| What I like to play  |
| What i play with   |
| When I play class games/lunch games  |
| When I play game they think i'm bad.   |
| my friends secretly talk about stuff the but if i ask what is it they say it is nothing.                                     |
| yes in year 3 when no one let me play with them for a while and I had no friends so I sat on the pench thinking              |

## There is at least one adult at the school that I can trust

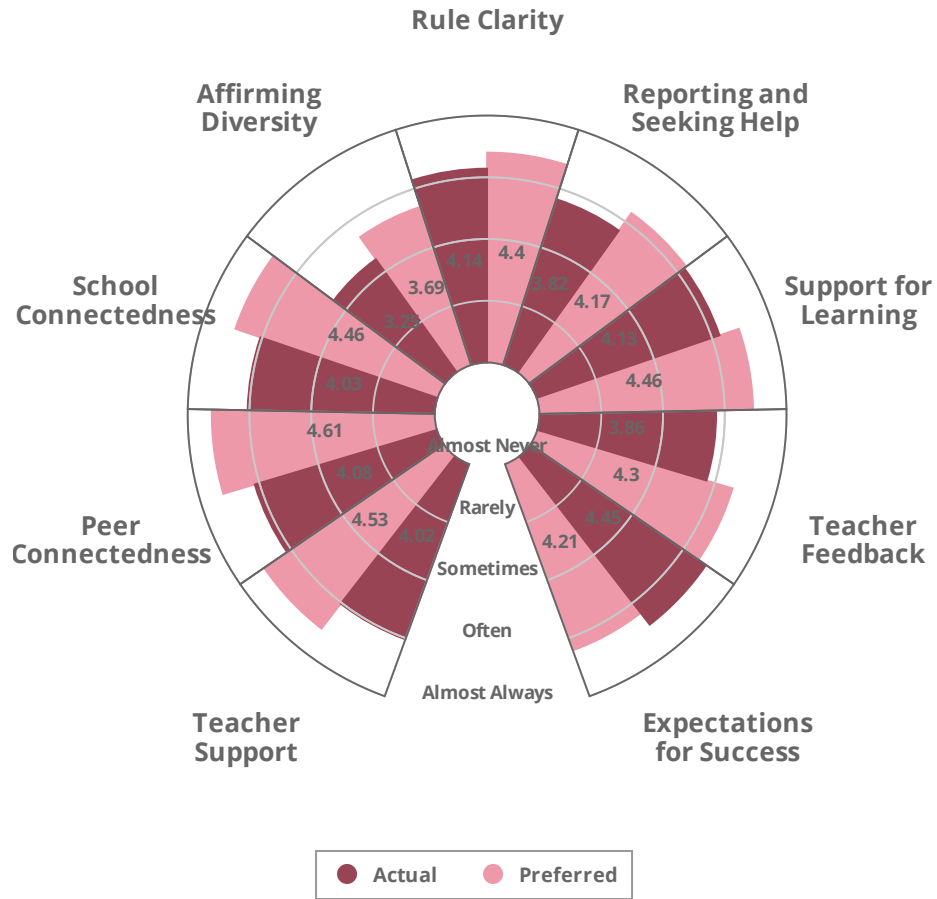


## There is at least one adult at this school who cares about me



# Overview

Upper Primary: Views on the School Climate



# Overview

Upper Primary: Protective and Risk Factors

