

REPORT TO
DEPARTMENT OF EDUCATION AND TRAINING
SEPTEMBER 2016

THE MIDDLE YEARS DEVELOPMENT INSTRUMENT: *SCHOOL AND COMMUNITY IMPLEMENTATION AND USE*



FINAL REPORT





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EXECUTIVE SUMMARY

The purpose of this report is to provide a practical introduction to the Middle Years Development Instrument (MDI) and its use and implementation in Victorian schools and communities. It outlines the origins and benefits of the MDI and describes the key discussion points from a forum of schools and communities on 24 August 2016. It concludes with the next steps, including in 2016 and beyond.

The Middle Years Development Instrument

The MDI is a survey for children and young people aged 10 to 14 on non-academic factors relevant to learning and participation. It is a population-level tool meaning that it measures developmental change or trends in populations or groups of children.

The survey includes 80 questions related to 5 areas of development linked to wellbeing, health and academic achievement. The MDI was designed in Canada, and adapted in Australia, as a collaboration between research and government in Australia and Canada and local policy makers.

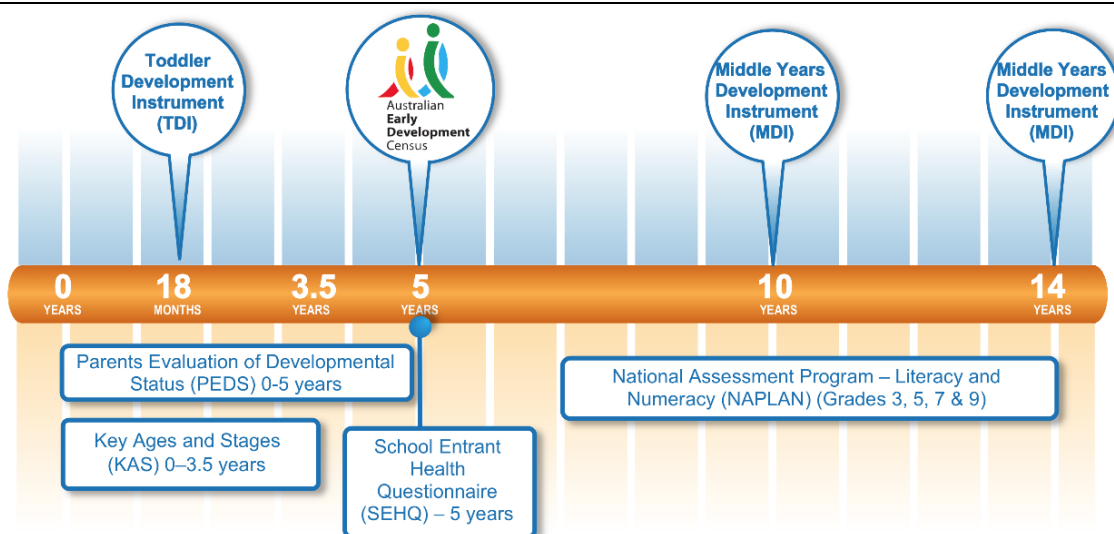
The survey is hosted and implemented by the South Australian Department of Education and Child Development. It is completed by students under the supervision of a teacher.

The MDI and child development monitoring

The MDI can be seen as one part of a comprehensive monitoring approach to understand the development of children and young people at key points. The monitoring of child development over the early life course aligned to current data sources is represented in Figure ES 1 below. This includes the potential for a Toddler Development Instrument (at 18 months of age), the Australian Early Development Census (AEDC) at entry to school and the MDI (at 10 to 14 years of age).

Together these three universal screening tools hold the potential to provide policy makers and stakeholders with comprehensive data from which to understand and monitor children's circumstances across a trajectory from 18 months to 14 years.

FIGURE ES 1 COMPREHENSIVE CHILD DEVELOPMENT MONITORING



SOURCE: ACIL ALLEN 2016

Application in Victorian schools and communities

The interest of Victorian schools in the MDI has been growing. In 2014, nine Victorian schools participated in the MDI. In 2015, 25 Victorian schools participated. In 2016, it is expected that more schools again will participate.

Each participating school receives a statistical report. In 2015, the report presented the school's wellbeing data relative to the results for all South Australian and all Victorian students.

This data is beneficial for understanding student well-being in the school planning and review cycle. In Victoria, planning for school improvement is guided by the Framework for Improving Student Outcomes. As part of this cycle, MDI results provide the opportunity to engage in conversations with staff and students, reflect on strengths and areas for improvement, and gain insights into what's working.

In addition, the MDI provides a common link for schools and communities to work together. The responses from young people can be used across schools to build connections with organisations in the local neighbourhood or community.

Meeting to discuss the experience of Victorian schools and communities

The use and implementation of the MDI in schools and communities was discussed at a forum on 24 August 2016. The purpose of the meeting was for attendees (from current and prospective schools and communities) to gain practical insights into the implementation and uses of the MDI.

A range of attendees attended reflecting the breadth of interested stakeholders in children and young people's development. This included: school principals, youth services, community partnership brokers, local government, academic staff and staff from the Victorian education department.

The meeting included presentations and a school principal panel discussion, and provided the opportunity for many questions. There were a number of key points from the discussion:

- *Fit for purpose design* – the MDI is derived from evidence-based research, and also brings strong face validity for schools and students who can intuitively see the value and relevance to their own context
- *The MDI data is unique and is important for schools and communities* – there was particular recognition of the importance of health and wellbeing data and the scarcity of this information for Victorian schools
- *MDI implementation is school friendly* – schools have flexibility to undertake the MDI when it suits them within a multi-week window in which the survey is open
- *The MDI is useful in different school contexts* – school principals from large urban growth areas to small rural schools highlighted why the MDI made sense in their context and the benefits for their school and communities
- *Access to results is quick* – a report is returned to schools approximately 4-6 weeks within completing the MDI
- *MDI data leads to change* – the key message from the day was that the MDI data is a catalyst for change. Examples of this change included: informing conversation and providing direction across the entire school community, driving partnerships between schools, providing a focus for partnerships across the community, assessing the success and relevance of programs, and informing applications for funding.

Where to from here

The MDI meets an important gap in knowledge in schools and communities. It is anticipated that more interested schools will undertake the MDI over time. In 2016, students in Years 5 to 9 can participate. The survey is scheduled to take place in Term 4 (17 October to 11 November).

In 2016 and beyond, it is important that the Victorian Department of Education and Training continues to lead the MDI as a research initiative. A leadership role by the Department of Education and Training enables Victorian schools and communities to benefit from the MDI insights into the well-being of their children and young people. It will promote stable and sustainable access for Victorian schools and

communities to the MDI into the future. It also reflects the potential future benefits of the MDI for researchers and policy makers.



THE MIDDLE YEARS DEVELOPMENT INSTRUMENT

1

This section provides an overview of the Middle Years Development Instrument (MDI), how it was developed and how it contributes as part of a comprehensive child development monitoring system.

1.1 Why the MDI has been developed

The MDI is a survey for children and young people aged 10 to 14 on non-academic factors relevant to learning and participation. It is a population-level tool meaning that it measures developmental change or trends in populations or groups of children.

It is based on the recognition that the time between 10 to 14 years of age marks a distinctive period in human development.

During this period, children experience important cognitive, social, and emotional changes that establish their identity and set the stage for development in adolescence and adulthood. Children's ability to cope with these changes is paramount.

The tool is designed to provide schools, communities, researchers and policy makers with much needed information about the psychological and social worlds of children. The results are not used to evaluate or diagnose individual children, or compare classrooms or schools.

Importantly, it gives children a voice and opportunity to communicate to adults about what their experiences are inside and outside of school.

1.2 The survey

The survey includes 80 questions related to 5 areas of development linked to wellbeing, health and academic achievement. These areas of development are:

1. *Social and emotional development* – Children respond to questions about their current social and emotional functioning in 7 areas: optimism, self-esteem, happiness, empathy, prosocial behaviour, sadness and worries
2. *Connectedness* – Children are asked about their experiences of support and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers
3. *School experiences* – Children are asked about their school experiences in 4 areas: academic self-concept, school climate, school belonging, and experiences with peer victimisation (bullying)
4. *Physical health and wellbeing* – Children evaluate their own physical well-being in the areas of overall health including body image, nutrition and sleeping habits
5. *Constructive use of after-school time* – Children are asked about the time they spend engaged in organised activities such as sports, music and art, as well as the time they spend watching TV, doing homework and playing video games.

The survey is read aloud to ensure children understand each question. Children complete the survey online and are supervised by a classroom teacher, principal, or other school adult.

The 2015 survey is provided at **Appendix A**.

1.3 How the MDI has been developed

The MDI is a validated, population-level measure of well-being in middle childhood.

The MDI was designed in Canada, and adapted in Australia, to provide schools and communities with pragmatic data to inform policies and practice. The MDI project is collaboration between research and government in Australia and Canada and local policy makers.

An application to conduct research in Victorian Government Schools was approved in 2013. Since that time, two data collections have been undertaken with more schools participating.

In 2013, researchers completed a pilot project measuring the wellbeing of approximately 6,000 children across South Australia and Victoria in the middle years of school. A second round was completed in 2014 with almost 18,000 children, including those who participated in the 2013 research trial.

In 2015, more than 300 schools in South Australia, and over 20 schools in Victoria and over 40 schools in Western Australia participated in the MDI survey.

These collections have enabled the data to be explored further and provided participating schools with multiple data points. Participating schools have now received their 2015 school report containing data on students' self-reported wellbeing.

The MDI has also received additional financial support through an ARC Linkage Grant. The grant provides further funding to establish the validity of the MDI in Australia, explore the international comparability of the instrument between Australia and Canada, and culturally adapt the MDI for Australian Aboriginal children, by leveraging off the MDI data collected.

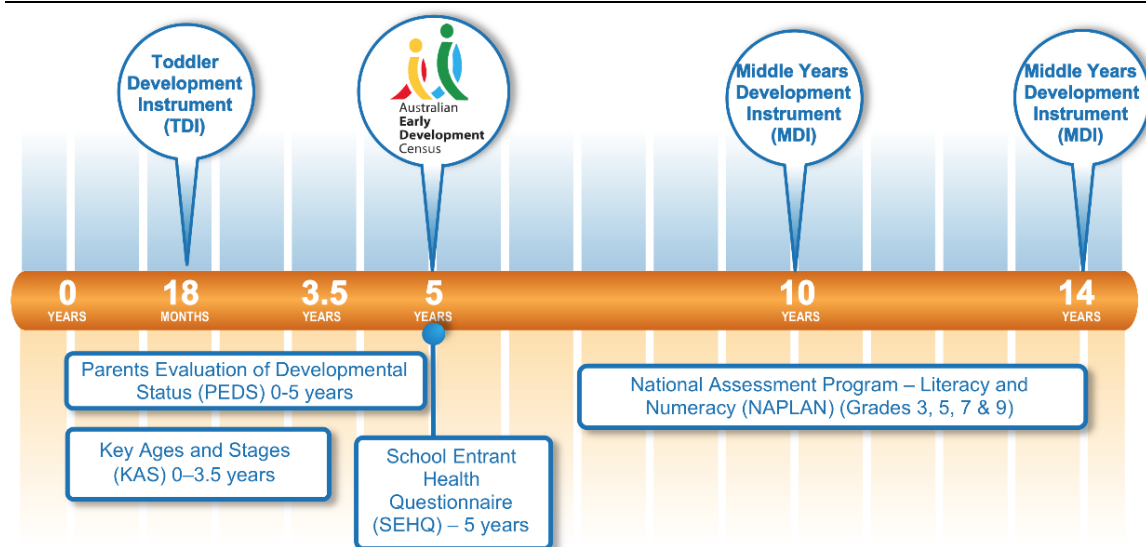
1.4 Part of a comprehensive child development monitoring system

A comprehensive monitoring approach seeks to systematically understand the development of children and young people at key points.

The Australian Early Development Census (AEDC), undertaken for all children in the first year of school in 2009, 2012 and 2015 has been vital in raising the importance of children's development across schools and communities.

The MDI provides the opportunity to look beyond the AEDC by engaging with those stakeholders who see an opportunity to understand the development of children into the middle years of childhood.

The monitoring of child development over the early life course aligned to current data sources is represented in Figure 1.1 below. This includes the potential for a Toddler Development Instrument (at 18 months of age), the AEDC at entry to school and the MDI (at 10 to 14 years of age). Together these three universal screening tools hold the potential to provide policy makers and stakeholders with comprehensive data from which to understand and monitor children's circumstances across a trajectory from 18 months to 14 years. Further information about the TDI and AEDC is at **Appendix B**.

FIGURE 1.1 COMPREHENSIVE CHILD DEVELOPMENT MONITORING

SOURCE: ACIL ALLEN 2016

THE MDI IN VICTORIA

2

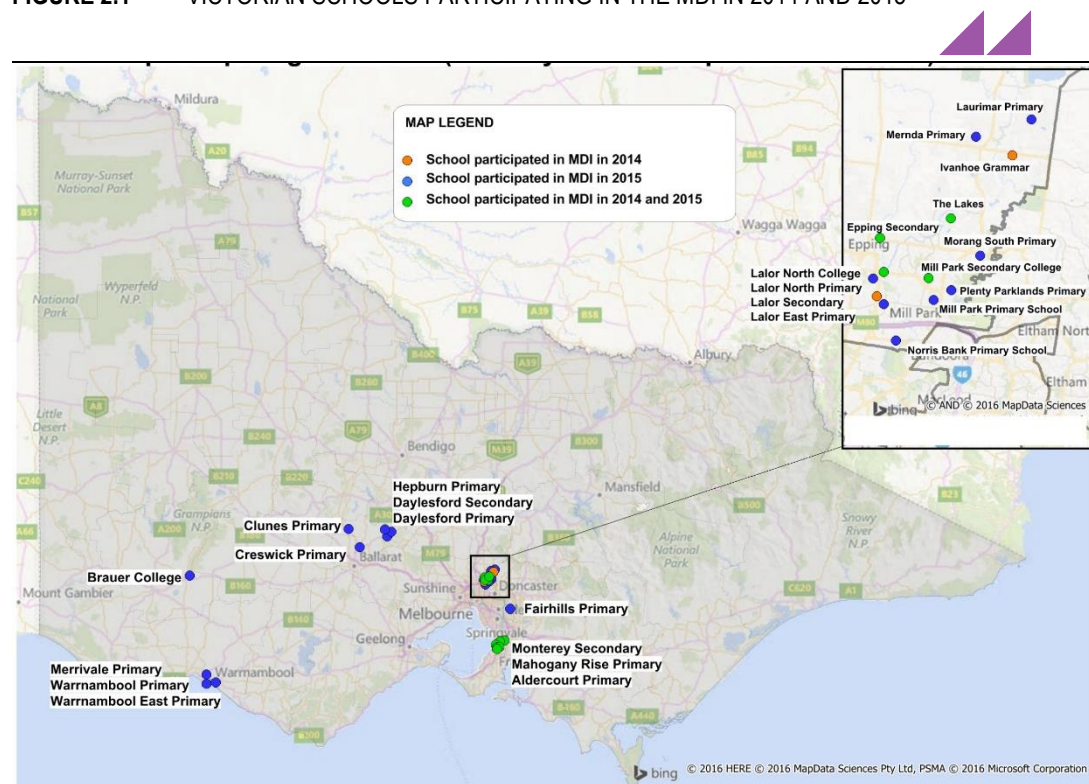
This section provides an overview of the implementation and use of the MDI in Victoria.

2.1 Experience in Victoria

It is known that the wellbeing of young people is influenced by what happens in their homes, at school and in the broader community. Giving young people an opportunity to provide insights about their experiences is a valuable way of better understanding how to build wellbeing and support learning.

The interest of Victorian schools in the MDI has been growing. In 2014, nine Victorian schools participated in the MDI. In 2015, 25 Victorian schools participated. In 2016, it is expected that more schools again will participate. The Victorian schools participating in 2015 are shown in Figure 2.1 below.

FIGURE 2.1 VICTORIAN SCHOOLS PARTICIPATING IN THE MDI IN 2014 AND 2015



2.2 What's involved in undertaking the survey

The first task is to provide student and school information, and a key survey contact.

The survey is simple to administer. The key tasks required of schools are to:

- distribute a prepared letter to parents and students
- provide online access to the survey during one or two lessons to enable students to participate
- ensure that a teacher is present to assist students to undertake the survey if necessary.

2.3 The MDI report for schools

The MDI provides schools and communities with statistically valid information in a school summary report. In 2015, each participating school received a report produced by the Business Intelligence Unit, Department for Education and Child Development in South Australia.

The 2015 report presented the wellbeing data for students at a school and compares this to the results for all South Australian and all Victorian students.

This data, in combination with information from other sources, is intended to be used by schools and communities to discuss, develop, plan, and implement practices, programs and policies that engage and support children, their families and their educators.

2.4 Utilising MDI results

Schools and communities in Victoria have used data extensively in their planning for over a decade.

While learning outcomes and student opinion surveys have been a central point of reference, the availability of data on children and young peoples' social and emotional development, perseverance, engagement, physical health and wellbeing, relationships and connectedness with others, experiences at school and activities outside of school has only been partially available.

The MDI results can support planning, initiate action within programs and organisations, classrooms, schools and communities, and provide insight into what works and what doesn't.

Planning for the well-being of students is at the core of the school planning and review cycle. In Victoria, planning for school improvement is guided by the Framework for Improving Student Outcomes. The MDI can provide a rich information source to support this planning. Improved student well-being will also contribute to the Education State targets. The targets are significant for recognising that the overall wellbeing of children and young people is as high a priority as numeracy and literacy.

Across the school, the results can provide the opportunity to engage in conversations with staff and students, reflect on strengths and areas for improvement, and gain insights into what's working.

In addition, the MDI provides a common link for schools and communities to work together. The responses from young people can be used across schools to build connections with organisations in the local neighbourhood.

For example, schools and community organisations are working together on developing a municipal Middle Years Strategy for the City of Whittlesea. This process has involved a series of forums and workshops to systematically examine MDI results, examine broader datasets, consult with the broader community and develop joint strategies for improving young peoples' outcomes.



MDI IMPLEMENTATION AND USE IN VICTORIAN SCHOOLS AND COMMUNITIES: AUGUST 2016 MEETING

3

The use and implementation of the MDI in schools and communities was discussed at a meeting of Victorian schools and communities on 24 August 2016. This section provides an overview of the meeting, key points of discussion and the suggested actions that emerged from the meeting.

3.1 Meeting purpose and overview

The purpose of the meeting was for attendees (from current and prospective schools and communities) to gain practical insights into the implementation and uses of the MDI.

A range of attendees were invited reflecting the breadth of interested stakeholders in children and young people's development. This included: school principals, youth services, community partnership brokers, local government, academic staff and staff from the Victorian education department.

Morning session

The morning session of the meeting discussed the MDI in the context of a comprehensive development monitoring system, including the role of the MDI in as part of this continuum. A more detailed presentation was then delivered by the survey and data collection body (South Australian Department of Education and Child Development). This presentation covered the survey design, collection processes (logistics and costs), take-up rates, types of reporting that schools receive and insights into results to date. The morning session was completed with two examples of the role of the MDI, alongside other data, as an enabler of schools and communities working together.

Afternoon session

The focus of the afternoon session was a discussion about MDI implementation and use with a panel of school principals. The session commenced with a case study/ presentation of MDI implementation and use in a school. In subsequent discussion, panel members were asked to reflect on why the MDI is important for their school and how they can prioritise the logistics in a crowded school year.

The meeting agenda and list of invitees can be found at **Appendix C**. Key points from the discussion are outlined in the next section below.

3.2 Key points of discussion

Discussion on the day was broad and rich. The meeting provided the opportunity for many questions, and there was an opportunity to hear responses from schools in diverse situations, community perspectives and the views from the survey and data collection body.

Across the many discussions, there were a number of important points raised:

- *Fit for purpose design* – the MDI is derived from evidence-based research. It is designed around positive outcomes for children and young people, rather than being a clinical tool for diagnosis. It uses an ecological approach considering the personal, school, and broader worlds of children and young people. It shows strong psychometric properties supporting its validity and reliability. It also has strong face validity for schools and students who can intuitively see the value and relevance to their own context. Undertaking the MDI builds engagement and connectedness in sending the message that your wellbeing is important enough to measure.
- *The MDI data is unique and is important for schools and communities* – there was particular recognition of the importance of health and wellbeing data and the scarcity of this information for Victorian schools. The MDI helps to explain the causes of a school's health and well-being results, including factors within the broader community. The MDI adds precision to schools understanding of

its students. Schools highlighted a desire to understand their students and highlighted the benefits returned when students know their school is interested in them. In addition, the opportunity presented by the MDI was to provide everyone with a common line of sight to get communities and schools working together. A point emphasised by attendees was that, “without data, discussions are about opinion and there’s lots of opinions out there” and another adding, “Current data doesn’t tell me enough. We want to make change based on evidence and have a way of speaking to other partners.”

- *MDI implementation is school friendly* – schools have flexibility to undertake the MDI when it suits them within a multi-week window in which the survey is open. This makes the completion logistically easier, relative to large scale surveys or tests which all students complete at one time. The costs of undertaking the MDI is kept low (around \$2.50 to \$4 per student) with students rather than teachers completing the survey. During the discussion, schools emphasised that this was affordable if prioritised by schools and is only expensive if schools don’t use the data. The implementation approach has seen very high take up rates of 96% by South Australian schools despite participation being voluntary.
- *The MDI is useful in different school contexts* – the discussion highlighted the value of the MDI in different school and community contexts. In large schools, there is substantial value in understanding the diversity of students within the school, particularly those that are at risk in their health and well-being. For smaller schools, where schools may be more isolated and have fewer resources, the MDI was seen as an opportunity to understand student well-being and connectedness to the broader world and build community partnerships to facilitate opportunities for students. As one small school leader described, “We’re uniting work across 15 schools to improve teaching and well-being. Its important that kids living away from Melbourne shouldn’t be missing out because of where [their] mum and dad have chosen to live.”
- *Access to results is quick* – a report is returned to schools approximately 4-6 weeks within completing the MDI. In 2015, the report provided a schools results compared against Victorian and South Australian students. During the discussion, schools welcomed the receipt of results quickly to build on the momentum and interest generated by undertaking the survey.
- *MDI data leads to change* – the key message from the day was that the MDI data is a catalyst for change. Previous participants described that the results highlight clear areas for development and reveal information that is surprising and challenging.

As one participant identified, “When I got the results I was a bit shocked. I initially went through the usual process of avoid, deny, refuse. When I looked more deeply, it was clear that the MDI results challenged the school’s understanding of the well-being of our students. The data began a range of classroom, out-of-classroom and broader school planning responses.”

In response to their results, schools and communities were taking many different actions:

- informing conversation and providing direction across the entire school community, including leaders, teachers, well-being staff and students
- driving partnerships between schools – for example, common PD days, common approaches to student well-being, improved transition arrangements
- creating partnerships across the community – using specific data about the challenges experienced by students and starting with the student need rather than introducing a program that may or may not be appropriate
- applications for funding – using the evidence as the basis for grant applications
- assessing programs – understanding the progress being made in improving outcomes for students and the role of programs the school has in place – not just seeing if programs are working but also to see if they still the most relevant.

3.3 Actions

- *Express your interest* – Principals and communities to express interest in, or seek further information about, participating in the 2016 collection to contact Cathie Watkin Nolan at the Victorian Department of Education and Training.
- *Future forum* – Consider a future forum to continue momentum and build on the progress made in 2016.



WHERE TO FROM HERE – THE MDI IN 2016 AND BEYOND

4

This section provides further detail about how to participate in 2016 and the importance of the continuing role of the Victorian Department of Education and Training.

4.1 Participating in 2016

The MDI meets an important gap in knowledge in schools and communities. It is anticipated that more interested schools will undertake the MDI over time.

In 2016, students in Years 5 to 9 can participate. The survey is scheduled to take place in Term 4 (17 October to 11 November).

4.2 Beyond 2016

This report outlines the need for, and unique value of, the MDI in Victoria. It also outlines the role of the MDI in complimenting other data. In particular the opportunity for schools and communities to position their MDI in a comprehensive developmental monitoring continuum.

A notable feature of the meeting on 24 August 2016 was the significant energy and interest from schools and communities themselves. The MDI is clearly generating attention because it adds something unique and valuable. While, there may be other well-being surveys, the MDI provides the opportunity to systematically gather data across a number of developmental domains using an internationally and locally validated survey, and with high acceptance and usage rates by schools.

It is important that the Victorian Department of Education and Training continues to lead the MDI as a research initiative. A leadership role by the Department of Education and Training enables Victorian schools and communities to benefit from the MDI insights into the well-being of their children and young people. It will promote stable and sustainable access for Victorian schools and communities to the MDI into the future. It also reflects the potential future benefits of the MDI for researchers and policy makers.

The MDI has filled an important need for Victorian schools to date, and there is strong interest in seeing the opportunity continue.



MIDDLE YEARS DEVELOPMENT INSTRUMENT

A



Government of South Australia
Department for Education and
Child Development

UNDERSTANDING OUR LIVES



MIDDLE YEARS DEVELOPMENT INSTRUMENT

We would like to learn more about the lives of school children in Australia. To do that, we would like to ask you some questions about how you think and feel about things in your life and about what you like to do.

This is not a test! There are no right or wrong answers. Some people think or feel one thing and other people think or feel something else. We want to know what you think and how you feel. Your answers are **VERY IMPORTANT** and will help improve programs for children your age.

It is your choice to fill out the survey. If you choose not to participate at any time before, during, or after you complete the survey, you will not be punished or lose marks.

The information you put in this booklet will be **confidential (private)** and will not be shared with your teacher, principal, parents, or your school friends.

Please answer each question the best you can.

Thank you for your help!



HUMAN
EARLY LEARNING
PARTNERSHIP



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

Please tell us a little bit about yourself

1. Are you a boy or a girl? *(Circle One)* Boy Girl

2. What is your birth date? _____
 Day Month Year

3. Which of these adults do you live with most of the time? *(Tick all adults you live with.)*
 - ☐ Mother ☐ Grandmother ☐ Part time with each parent
 - ☐ Father ☐ Grandfather ☐ Foster parent(s) or caregiver(s)
 - ☐ Stepfather ☐ Second mother
 - ☐ Stepmother ☐ Second father
 - ☐ Other adults (write in the space below, for example, aunt, uncle, mum's boyfriend or girlfriend, dad's girlfriend or boyfriend): _____

4. How many brothers or sisters do you have?
 - ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 or more

5. What is the first language you learned at home? *(You can tick more than one if you need to.)*
 - ☐ Aboriginal language
 - If yes, which one? _____
 - ☐ English ☐ Italian ☐ Greek ☐ Hindi
 - ☐ Cantonese ☐ Japanese ☐ Mandarin ☐ Arabic
 - ☐ Indonesian ☐ Korean ☐ Vietnamese
 - ☐ Other _____

6. Which language(s) do you speak at home? *(You can tick more than one if you need to.)*
 - ☐ Aboriginal language
 - If yes, which one? _____
 - ☐ English ☐ Italian ☐ Greek ☐ Hindi
 - ☐ Cantonese ☐ Japanese ☐ Mandarin ☐ Arabic
 - ☐ Indonesian ☐ Korean ☐ Vietnamese
 - ☐ Other _____

7. How difficult is it for you to read in English?
 - ☐ Very hard ☐ Hard ☐ Easy ☐ Very easy

Please check that you have answered all questions on this page before turning to the next page!

2

INSTRUCTIONS

- Please read each question and respond by following the instructions.
- If you do not understand a question, please raise your hand and ask for help.
- Make sure you understand the question and the answer options before you answer.
- Only tick one answer for each question.
- Please tick **within the boxes** provided (not “in between” two numbers)

Here are sample questions for practice. These questions ask you how much you agree or disagree with the statement.					
	Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
I like to eat pizza.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
I like to eat carrots.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Let's start now! Remember, there are no right or wrong answers!

	Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
1. I feel sorry for other kids who don't have the things that I have.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
2. When I see someone being treated mean it bothers me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
3. I am a person who cares about the feelings of others.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
4. I have more good times than bad times.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
5. I believe more good things than bad things will happen to me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
6. I start most days thinking I will have a good day.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
7. In general, I like being the way I am.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
8. Overall, I have a lot to be proud of.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
9. A lot of things about me are good.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Please check that you have answered all questions on this page before turning to the next page!

3

	Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
10. I feel unhappy a lot of the time.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
11. I feel upset about things.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
12. I feel that I do things wrong a lot.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
13. I worry about what other kids might be saying about me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
14. I worry a lot that other people might not like me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
15. I worry about being teased.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
16. In most ways my life is close to the way I would want it to be.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
17. The things in my life are excellent.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
18. I am happy with my life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
19. So far I have gotten the important things I want in life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
20. If I could live my life over, I would have it the same way.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Since the start of this school year, how often did you do this?	Not at all this school year	Once or a few times	About every month	About every week	Many times a week
21. I cheered someone up who was feeling sad.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
22. I helped someone who was being picked on.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
23. I helped someone who was hurt.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

24. Are there any adults who are important to you at your school? ☐ No ☐ Yes

If 'Yes', list all the adults who are important to you at your school. You can use just their initials, for example, H.R. for your teacher or Miss H. for the Principal. You do not have to fill all six spaces.

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

Please check that you have answered all questions on this page before turning to the next page!

4

How true is each statement for you?

At my <u>school</u> , there is a teacher or another adult ...	Not at all true	A little true	Pretty much true	Very much true
25. ... who really cares about me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
26. ... who believes that I will be a success.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
27. ... who listens to me when I have something to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

The next four questions are about your parents (or guardians) or other adults who live in your home. Parents can be biological parents, adoptive parents, stepparents, same-sex parents, or foster parents.

In my <u>home</u> , there is a parent or another adult ...	Not at all true	A little true	Pretty much true	Very much true
28. ... who believes that I will be a success.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
29. ... who listens to me when I have something to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
30. ... who I can talk to about my problems.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
31. I care about what my parents (or guardians) think of me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

In my suburb/ <u>neighbourhood/community</u> (not from your school or family), there is an adult ...	Not at all true	A little true	Pretty much true	Very much true
32. ... who really cares about me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
33. ... who believes that I will be a success.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
34. ... who listens to me when I have something to say.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

35. Are there places in your suburb/neighbourhood/community that provide programs for kids your age, like sports (for example, swimming, soccer, cricket, football, netball, art, dance, music classes, and other clubs and activities)?	No <input type="checkbox"/> ₁	Yes <input type="checkbox"/> ₂	Don't know <input type="checkbox"/> ₃
36. Are there safe places in your suburb/neighbourhood/community where you feel comfortable to hang out with friends, like playgrounds, parks, or community centres?	No <input type="checkbox"/> ₁	Yes <input type="checkbox"/> ₂	Don't know <input type="checkbox"/> ₃

Please check that you have answered all questions on this page before turning to the next page!

5

Please answer the following questions about you and your friend(s) and your school.

	Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
37. I feel part of a group of friends that do things together.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
38. I feel that I usually fit in with other kids around me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
39. When I am with other kids my age, I feel I belong.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
40. I have at least one really good friend I can talk to when something is bothering me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
41. I have a friend I can tell everything to.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
42. There is somebody my age who really understands me.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
43. I am certain I can learn the skills taught in school this year.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
44. If I have enough time, I can do a good job on all my school work.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
45. Even if the work in school is hard, I can learn it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
46. Teachers and students treat each other with respect in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
47. People care about each other in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
48. Students in this school help each other, even if they are not friends.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
49. I feel like I belong in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
50. I feel like I am important to this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
51. When I grow up, I have goals and plans for the future.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

	Not important at all	Not very important	Somewhat important	Very important
52. How important is it to you to do the following in school:				
a) Make friends?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Get good grades?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Learn new things?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Please check that you have answered all questions on this page before turning to the next page!

6

Important definition: Bully - There are a lot of different ways to bully someone, but a bully has some advantage (stronger, more popular, or something else), wants to hurt the other person (it's not an accident), and does so repeatedly and unfairly. Sometimes a group of students will bully another student.

The next four questions might make you feel uncomfortable, but it is important for us to know. Please answer the questions honestly.

This school year, how often have you been bullied by other students in the following ways?	Not at all this school year	Once or a few times	About every month	About every week	Many times a week
53. Physical bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
54. Verbal bullying (for example, someone called you names, teased, embarrassed, threatened you, or made you do things you didn't want to do).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
55. Social bullying (for example, someone left you out, excluded you, gossiped and spread rumors about you, or made you look foolish).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
56. Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

	Poor	Fair	Good	Excellent
57. In general, how would you describe your health?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

58. Do you have a physical or health condition that keeps you from doing some things other kids your age do? (For example, school activities, sports, or getting together with friends.)

☐ No

☐ Yes, a physical disability (for example, deafness, cerebral palsy, wheelchair, or something else)

☐ Yes, a long term illness (for example, diabetes, asthma, or something else)

☐ Yes, overweight

☐ Yes, something else (please specify) _____

Please check that you have answered all questions on this page before turning to the next page!

7

		Very underweight	Slightly underweight	About the right weight	Slightly overweight	Very overweight	
59.	How do you rate your body weight?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	

		Never	Hardly ever	Sometimes	Often	Always	
60.	How often do you like the way you look?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	

		Never	Once a week	2 times a week	3 times a week	4 times a week	5 times a week	6 times a week	Every day
61.	How often do you eat breakfast?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈
62.	How often do your parents or other adult family members eat meals with you?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈
63.	How often do you have drinks/ food like soft drinks, lollies, potato chips, or something else?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈
64.	How often do you get a good night's sleep?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈

		Before 9:00pm	Between 9:00pm and 10:00pm	Between 10:00pm and 11:00pm	Between 11:00pm and midnight	After 12:00am/ midnight	
65.	What time do you usually go to bed during the weekdays?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	

Please check that you have answered all questions on this page before turning to the next page!

8

This point in the survey is a natural place to take a break.

ABOUT MY AFTER SCHOOL TIME

66. On school days, who are you usually with for most of the afternoon (from after school to 6:00pm)?
(Please tick all the people you are with.)

- ☐ By myself
 ☐ Younger brothers/sisters
☐ Friend(s) about my age
 ☐ Older brothers/sisters
☐ Mother (or stepmother, foster mother)
 ☐ Father (or stepfather, foster father)
☐ Other adult(s) (for example, grandparent, aunt or uncle, coach, babysitter, after school carer)
☐ Other (describe) _____

67. How many days a week do you go to these places after school (3:00 to 6:00 pm)?						
	Never	Once a week	Twice a week	3 times a week	4 times a week	5 times a week (every day)
a) I go home.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) I stay at school to participate in after school activities (for example, sports, tutoring, clubs).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c) I go to an after school care program (in my school or someplace else).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) I go to a friend's house.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) I go to a park, playground, or community centre.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) I hang out at the shops/shopping centre.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
g) I go someplace else, for example, a family member's home, or other places.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Please check that you have answered all questions on this page before turning to the next page!

9

The next questions are about activities that are organized. That is, the questions are about activities that are planned and supervised by a teacher, instructor, adult, coach, or volunteer.

We would like to know what you did after school last week.

68. During last week after school (3:00 to 6:00 pm), how many days did you participate in:	Never	Once a week	Twice a week	3 times a week	4 times a week	5 times a week (every day)
a) Educational lessons or activities (for example, tutoring, maths, language school, or something else)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b) Art or music lessons (for example, drawing, painting, playing a musical instrument, or something else)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c) Youth organisations (for example, Scouts, Girl Guides, Boys and Girls Clubs, or something else)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d) Individual sports with a coach or instructor (for example, swimming, dance, gymnastics, tennis, or something else)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e) Team sports with a coach or instructor (for example, basketball, netball, cricket, soccer, football, or something else)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6



Please check that you have answered all questions on this page before turning to the next page!

10

The next questions ask you about other activities that you might do after school. That is, these questions are about activities that are not planned and usually not supervised by a teacher, instructor, adult, coach, or volunteer.

Here are sample questions for practice.

Please answer the number of days and the amount of time you participated in the activity. If you "never" participated in the activity last week after school, you do not need to answer how much time you spent on it.

During last week after school (3:00 to 6:00 pm), how many days did you ...	Never	Once a week	Twice a week	3 times a week	4 times a week	5 times a week (every day)		About how much time did you usually spend doing the activity on one of those days?	Less than 30 minutes	30 minutes to 1 hour	1-2 hours	2 or more hours
... take a nap	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
... talk to a friend on the phone	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

69. During last week after school (3:00 to 6:00 pm), how many days did you ...	Never	Once a week	Twice a week	3 times a week	4 times a week	5 times a week (every day)		About how much time did you usually spend doing the activity on one of those days?	Less than 30 minutes	30 minutes to 1 hour	1-2 hours	2 or more hours
a) ... do sports and/or exercise for fun (for example, basketball, swimming, cricket, football, netball, dancing, or something else)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) ... do homework?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) ... watch TV (including watching videos or DVDs)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→		<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Please check that you have answered all questions on this page before turning to the next page!

11

	Never	Once a week	Twice a week	3 times a week	4 times a week	5 times a week (every day)		Less than 30 minutes	30 minutes to 1 hour	1-2 hours	2 or more hours
d) ... play video or computer games (for example, Game Boy, Play Station, Xbox, multi-user online games)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) ... use a phone or the internet to text or chat with friends?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) ... read for fun?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) ... do household chores (for example, clean your room, wash the dishes, feed a pet, work on the farm or something else)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) ... practice a musical instrument (for example, drums, clarinet, violin, or something else)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) ... do arts & crafts (including painting, drawing, or something else)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) ... hang out with friends?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) ... go on social networking sites like Facebook or Google+?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	→	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Please check that you have answered all questions on this page before turning to the next page!

12

70. Sometimes, what people do does not exactly match what they want to do!
Think about what you want to do after school from 3:00pm to 6:00pm.

Are you already doing the activity you want to be doing?

☐ No

Please list one activity you wish you could do:

Where would you like this activity to be?

☐ School

☐ Home

☐ Park or playground

☐ Community centre

☐ Other (describe) _____

☐ Yes

Please list one activity that you are already doing (and want to be doing):

Where do you do this activity?

☐ School

☐ Home

☐ Park or playground

☐ Community centre

☐ Other (describe) _____

71. What stops you from participating in the activities that you want to participate in after school?
(Tick all of the things that stop you.)

☐ ₁ I have to go straight home after school.

☐ ₂ It is too difficult to get there.

☐ ₃ The activity that I want is not offered.

☐ ₄ The schedule does not fit the times that I can attend.

☐ ₅ It's not safe for me to go.

☐ ₆ I have too much homework to do.

☐ ₇ My parents do not approve.

☐ ₈ It costs too much.

☐ ₉ I need to take care of brothers or sisters or do other things at home.

☐ ₁₀ I am afraid I will not be good enough in that activity.

☐ ₁₁ I'm too busy.

☐ ₁₂ I don't know what is available.

☐ ₁₃ None of my friends are interested or want to go.

☐ ₁₄ Other, please describe _____

	Almost never	Some times	Often	Very often	Almost always
72. Once I make a plan to get something done, I stick to it	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
73. I keep at my schoolwork until I am done with it	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
74. I finish whatever I begin	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
75. I am a hard worker	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
76. I feel a sense of accomplishment from what I do	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
77. When I do an activity, I enjoy it so much that I lose track of time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
78. I get completely absorbed in what I am doing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
79. I get so involved in activities that I forget about everything else	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
80. When I am learning something new, I lose track of how much time has passed	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

You are finished with the survey!

**Before you close your booklet,
turn to the next page and read the instructions.**

Thank you for your help!

HELP FOR STUDENT FORM

Important!

Some of the questions on this survey may have made you think of problems you are having with other students.

If you are having problems with other students at school, please know that you do not have to deal with it alone.
You can get help.

You can talk to your parents or other family members. They may have some ideas that you have not yet thought of.

You can talk to any adult that you trust at the school, such as a counsellor, a teacher or coach, a custodian, a youth worker,
the school bus driver, or a friend to help you go to an adult.

We want to help you.


Do you want help with problems you are having with other students?

☐

No, everything is ok

☐

Yes, I would like help – please print your name below

_____ 

Print your name only if you put 'Yes' (write your first name and last name)

Remove this page from the survey
and hand it to your teacher so that your answers on the survey stay private!



COMPREHENSIVE MONITORING: THE TDI AND THE AEDC

B

The MDI alongside the Toddler Development Instrument (TDI) and the Australian Early Development Census (AEDC) are complementary questionnaires that inform services, communities and policy makers with robust data from which to understand and monitor children's circumstances across a trajectory from 18 months to 14 years. This Appendix provides additional information about the TDI and AEDC.

B.1 Toddler Development Instrument

The Toddler Development Instrument (TDI) is a parent-completed questionnaire about 18 month old children. The questionnaire collects information about contextual family and community processes, resources and barriers.

It was developed by the Forum for Early Child Development Monitoring and the Human Early Learning Partnership, University of British Columbia. It is being trialled in British Columbia, Canada.

During November-December 2015, it's feasibility for implementation in Victoria was investigated in two communities – Frankston and Warrnambool.

In Victoria it fills a clear gap. While there is strong evidence demonstrating that the family, home and community environments are key in influencing children's lives, Victoria lacks a consistent and reliable means to measure and report on children's circumstances and effective intervention strategies on a population level for *younger children* (that is, in the years before school).

The test of feasibility in Frankston and Warrnambool sought to understand the applicability in an Australian context and options from which to deliver the questionnaire. The feasibility study showed that it is possible to implement the TDI as a population measure by integrating it into the Maternal and Child Health Service 18 month Key Age and Stage visit with relative ease.

The feasibility study was also important because it showed that implementing the TDI on a larger scale (e.g. through a pilot) will require a close working relationship between DET and the participating LGAs in order to design and implement a system that is both effective and pragmatic.

B.2 Australian Early Development Census

The Australian Early Development Census (AEDC) is a nationwide measure of all children at the start of school. It looks at how well children across Australia are growing up or 'developing'. The AEDC looks at five different elements or domains that are important for children's development. These are:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based)
- communication skills and general knowledge.

The AEDC is completed by teachers based on their knowledge and observations of the children in their class. Children are not taken out of class and do not need to be present while their teacher completes the questionnaire. There is no need for parents or children to provide any new or extra information to schools for the AEDC.

The AEDC is collected every three years in schools across Australia. The data collection was completed in 2009, 2012 and 2015. The AEDC data is provided for schools and is publicly available at a community level. It is used by schools to plan and deliver programs, and communities to support the planning and delivery of children's early years services.



AUGUST MEETING: AGENDA AND INVITEES

C

This Appendix provides the agenda and invitees for the *Middle Years Development Instrument: School and Community Implementation and Use* meeting held Wednesday 24 August 2016.

C.1 Agenda

MIDDLE YEARS DEVELOPMENT INSTRUMENT: SCHOOL AND COMMUNITY IMPLEMENTATION AND USE

Wednesday 24 August 2016

10:00am – 2.00 pm

Location: 101 Collins Street Level 37 (Offices of Allens law firm)

Facilitation: Pam Muth, Tom Peachey (ACIL Allen Consulting)

Contact: Cathie Watkin-Nolan (0419 372 422)

On entry, please ask at front counter to be signed in

Light refreshments available from 9.45am

Purpose and context

- A comprehensive monitoring approach seeks to systematically understand the development of children and young people at key points. The Australian Early Development Census (AEDC) has been vital in raising the importance of children's development across schools and communities.
- In this session, we will discuss the value of a Middle Years Development Instrument (MDI) which has been trialled in primary and secondary schools across a number of communities in Victoria since 2013.
- Victoria's access to the MDI has been facilitated through a licence that the Fraser Mustard Centre, South Australia, holds in agreement with the Human Early Learning Partnership at the University of British Columbia in Canada.

Agenda

Timing	Topic	Speaker / presenter
10.15am	Welcome and purpose of the day	Pam Muth, Facilitator, ACIL Allen Consulting
SESSION 1: INTRODUCING COMPREHENSIVE MONITORING AND THE MDI		
10.30am	Comprehensive developmental monitoring in Victoria: From AEDC to the MDI	Presentation Cathie Watkin-Nolan, Victorian Department of Education and Training

Timing	Topic	Speaker / presenter
10.45am	What is the MDI and who is using it?	Presentation David Engelhardt, South Australian Department for Education and Child Development
11.30am	Communities, partnerships and the MDI	Presentation and discussion Kim Stadtmiller, Hume Whittlesea LLEN / Whittlesea Youth Commitment Anne Brosnan, Goldfields LLEN
12.15pm	Lunch Break	
SESSION 2: SCHOOL PANEL: WHY THE MDI AND HOW TO DO IT IN MY SCHOOL		
12.45pm	Panel – Why I’m thinking about the MDI and how I go about implementing it in my school	Host: Stuart Jones, Monterey Secondary College Panel: Graeme Holmes, Daylesford Secondary College Kerrie Heenan, The Lakes South Morang P-9 School Robert Boucher, Swifts Creek P-12 School
1.30 pm	Questions from the floor	Group discussion
1.50pm	Wrap up	Pam Muth, Facilitator, ACIL Allen Consulting
1.55pm	Close	Cathie Watkin-Nolan, Victorian Department of Education and Training

C.2 Invitees

Table C.1 below outlines the list of invitees to the meeting held Wednesday 24 August 2016.

TABLE C.1 INVITEES TO THE MDI FORUM

Name	Organisation
Cathie Watkin Nolan	AEDC Program Manager, DET
Pam Muth	ACIL Allen Consulting
Tom Peachey	ACIL Allen Consulting
David Englehardt	Department of Education SA
Kim Stadtmiller	Executive Officer, Whittlesea Hume Whittlesea LLEN
Anne Brosnan	Executive Officer, Goldfields LLEN, Loddon Campaspe-Chair School Focussed Youth
Rob Boucher	Principal, Swifts Creek P-12 School
Stuart Jones	Principal, Monterey Secondary College
Kerrie Heenan	Principal, The Lakes South Morang P-9 School
Graeme Holmes	Principal, Daylesford Secondary College
Patricia Bulling	Survey Manager, Data Policy and Design, DET
Pauline Canfield	Assistant Principal, Swifts Creek P-12 School
Rachel Bell	Child Youth Manager, Save the Children/ Good Beginnings
John Culley	Principal, Mahogany Rise School
Katherine Cape	Principal Advisor, Central Highlands Children and Youth Area Partnership
Carol Coulson	Manager Early Childhood Quality Participation and Access, South Eastern Victoria Region, DET
Bryn Davies	Principal Advisor, Children & Youth Area Partnership (Loddon)
Guy Masters	Manager Family & Community Support Services, Yarra Ranges Council
Lindy Sharp	Senior Education and Improvement Leader, Western District DET
Lisa McLeod	Manager Community Policy & Planning, Warrnambool City Council
Jennifer McIntosh	Professor of Attachment Studies, Deakin University
Susan Thomas	Director Monitoring and Reporting, DET
Paul Hon	Senior Education Improvement Leader, Campaspe-Loddon, North West Victoria Region
Edna Da Silva	Children and Youth Planning Officer, Wyndham Council
Jo McQuinn	Principal Nichols Point PS – Mallee - NWVR
Christine McKersie	Principal Wycheproof P-12 – Mallee - NWVR
Graeme Cupper	Principal Merbein P-10 -Mallee - NWVR
Stephen Williams	School Focussed Youth Coordinator, Northern Mallee
Jim Hirst	School Focused Youth Coordinator, Southern Mallee
Paul Taylor	School Focussed Youth Coordinator, Loddon Campaspe
Karen Modoo	Manager Service Support – Mallee- NWVR

Name	Organisation
Katie Scoble	Youth Programs Officer - NWVR
John Hendry	Education Consultant
Megan Harper	Geo Spatial Analyst AEDC Team DET
Alison Mccarroll	Administrative Officer AEDC Team DET
Kerryn Lockett	Coordinator Education & Planning, Family & Children's Services, Moonee Valley City Council
Michele Leonard	Manager Family & Children's Services, Moonee Valley City Council
Anne Monichon	Coordinator Family & Community Support Services, Yarra Ranges Council

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