

2023 ATTITUDES TO SCHOOL SURVEY FRAMEWORK



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2023 Attitudes to School Survey Framework

This Survey Framework summarises the content and structure of the student Attitudes to School Survey and presents a brief justification of the importance of the survey factors, along with the question level items for each factor.

The Attitudes to School Survey is administered to all students in Years 4-12 at Victorian Government schools. It has versions for students from Years 4 to 6, Years 7 to 9, Years 10 to 12 and an ungraded accessible version with a reduced number of items. The survey is available in different versions (mainstream, accessible, short scale, and Auslan) to suit learning needs of all students. Please refer to the tables throughout the framework to understand which questions are included in each version of the survey. Variations of the same question, depending on the survey type, are indicated by * at the end of the question where applicable in each table.

Except where indicated, survey items use a five-point Likert response scale with '1' indicating "Strongly disagree", 2= "Disagree", 3 = "Neither agree nor disagree", 4 = "Agree" and '5' indicating "Strongly agree".

Demographic questions are the only survey question that must be answered. All other survey items can be skipped.

Domain	Factor/Topic	Number of items			
		Ungraded	Year 4-6	Year 7-9	Year 10-12
Learning					
Effective Teaching Practice for cognitive engagement	Effective teaching time	1	4	9	10
	Differentiated learning challenge	1	3	4	5
	Stimulated learning	1	2	3	3
	Effective classroom behaviour	1	4	6	6
Teacher-student relations	High expectations for success	1	2	5	5
	Effort	-	3	3	3
	Teacher concern	1	3	3	3
Learner characteristics and disposition	Sense of confidence	1	2	3	2
	Perseverance	1	2	4	5
	Motivation and interest	1	2	3	3
	Self-regulation and goal setting	1	2	3	3
	Attitudes to attendance	-	3	3	3
Experience at school					
Social engagement	School connectedness (sense of connectedness)	3	5	5	5

	Student voice and agency	1	4	4	5
	Sense of inclusion	2	4	-	-
	School stage transitions	-	-	-	4
	Student intentions	-	-	-	2
	School stage transitions	(2)	(4)	(4)	-
Student safety (School safety)	Advocate at school	-	5	5	6
	Managing bullying	2	3	3	3
	Respect for diversity	-	2	4	4
	Perceptions of LGBTIQ-phobic discrimination	-	-	-	1
Experience of bullying	Experience of bullying	-	5	5	5
	Experience of racism	-	2	2	2
	Student online experiences	-	3	3	3
Student Health and Wellbeing		Ungraded	Year 4-6	Year 7-9	Year 10-12
Individual social and emotional wellbeing	Life satisfaction	1	3	5	5
	Resilience-Brief Resilience Scale	-	(6)	(6)	(6)
Physical and mental health	Subjective physical health	1	1	1	1
	Physical activity	-	(1)	(1)	(1)
	Psychological distress-Kessler 6	-	-	(6)	(6)
Emotional and relational engagement	Emotional awareness and regulation	2	5	5	5
	Peer relationships	1	6	6	6
	Family functioning	-	-	(12)	(12)
	Help seeking	5	(5)	(5)	(5)
	Service access	-	-	(4)	(4)
	Community connections	3	(3)	(3)	(3)
	Use of electronic devices	2	(3)	(3)	(3)
Total Items		33 + 2	80 + 22	97 + 44	108 + 44

Demographic Questions

For most survey respondents, demographic data is derived from department-held administrative records in CASES21 and linked to an individual student login code during survey set up work. This means that most respondents are not asked to provide demographic data through the instrument itself. However, for a small number of students that complete the survey through a spare login (such as those who lose their individual student login, or who moved school during the survey period), the following demographic items are collected.

Framework factor: Demographic Questions

Student items	Audience	Survey type
Are you [Name] from [School and Campus Name]? [Response Frame: yes, no]	Ungraded + 4-12	Mainstream + Accessible+ Short scale
Can you please select your school year: [Response Frame: Year 4, Year 5, Year 6, Year 7, Year 8, Year 9, Year 10, Year11, Year 12]	Ungraded	Mainstream + Accessible+ Short scale
Do you go to [School and Campus Name]?	Spare Login	Mainstream + Accessible+ Short scale
Your First Name:	Spare Login	Mainstream + Accessible+ Short scale
Your Surname:	Spare Login	Mainstream + Accessible+ Short scale
Your age: [Response Frame: 10 years and under, 11 years, 12 years, 13 years, 14 years, 15 years, 16 years, 17 years, 18 years and older]	Spare Login	Mainstream + Accessible+ Short scale
Your School Year: (If you do not have a school year level, please select the year that is the best fit for you) [Response Frame: Year 4, Year 5, Year 6, Year 7, Year 8, Year 9, Year 10, Year11, Year 12]	Spare Login	Mainstream + Accessible+ Short scale
Your gender: [Not compulsory] [Response Frame: Male, Female, Self-described (Please specify)]	Spare Login	Mainstream + Accessible+ Short scale

Are you of Aboriginal or Torres Strait Islander origin? [Not compulsory] [Response Frame: No, Yes, Aboriginal or Torres Strait Islander]	Spare Login	Mainstream + Accessible+ Short scale
First, are you new at this school this year? (<i>Is this your first year at this school?</i>) [Response Frame: yes, no]	All	Mainstream + Accessible+ Short scale

Learning

Domain: Effective Teaching Practice for cognitive engagement

Effective teaching time

It is important to provide curriculum and instruction tailored to the needs and abilities of students and engage effectively – maximising the time during which students are actively and appropriately engaged (Aronson, Zimmerman & Carlos, 1999; Hattie, 2012).

Inquiry-based instruction improves achievement (Blanchard et al., 2010).

Description: Teachers prepare students for learning, use class time effectively and provide useful feedback.

Framework factor: Effective teaching time

Student items	Audience	Source	Survey type
My teacher helps me understand things	Ungraded	ATOSS	Mainstream + Accessible+ Short scale
My teacher tells us what we are learning and why	4-6	CEI SPS	Mainstream
My teacher asks questions to check that we understand	4-6	Hattie	Mainstream
My teacher asks me questions that challenge my thinking	4-6	Hattie	Mainstream
My teacher explains difficult things clearly	4-6	ATOSS	Mainstream
My teachers provide learning outcomes for each lesson	7-12	ATOSS	Mainstream
My teachers give me feedback about my work	7-12	ACER SPS	Mainstream
The feedback that my teachers give helps me understand how to improve	7-12	ATOSS	Mainstream
My teachers are well prepared	7-12	ATOSS	Mainstream
My teachers ask me to explain my answers	7-12	Hattie	Mainstream
My teachers use more than one way to check that we understand	7-12	Hattie	Mainstream
My teachers ask me questions that challenge my thinking	7-12	Hattie	Mainstream
My teachers explain things clearly	7-12	TRIPOD	Mainstream

Student items	Audience	Source	Survey type
My teachers take the time to summarise what we learn in class	7-12	Hattie	Mainstream
My teachers know when we understand the lesson and when we do not.	10-12	Hattie	Mainstream

Differentiated learning challenge

Cognitive engagement includes students' readiness to participate in learning, while using the necessary cognitive, metacognitive, and volitional strategies that encourage understanding (Fredrick, Blumenfeld & Paris, 2004).

Description: Students are challenged and supported at the appropriate level (differentiated learning).

Framework factor: Differentiated learning challenge

Student items	Audience	Source	Survey type
My teacher helps me to do my best	Ungraded + 4-6	ATOSS	Mainstream + Accessible+ Short scale
My teacher understands how I learn	4-6	ATOSS	Mainstream
My teacher gives extra help when students need it	4-6	ATOSS /Tripod	Mainstream
My teachers understand how I learn	7-12	ATOSS	Mainstream
My teachers explain things in different ways to students who need it	7-12	ATOSS	Mainstream
My teachers give extra help when students need it	7-12	ATOSS /Tripod	Mainstream
My teachers give different work to students depending on their ability	7-12	ATOSS	Mainstream
If I don't understand something, my teachers explain it another way	10-12	ATOSS	Mainstream

Stimulated learning

Teachers can use clarity and immediacy behaviours in class to improve students' cognitive and emotional interest, and heightened interest levels have been found to be deepen student engagement both in-class and out-of-class (Mazer, 2013).

Description: Teachers are making students interested in learning.

Framework factor: Stimulated learning

Student items	Audience	Source	Survey type
My teacher makes the work we do in class interesting	4-12	ATOSS	Mainstream
My teacher makes learning fun	Ungraded + 4-6	SPS	Mainstream + Accessible+ Short scale
My teachers motivate us to think in our learning	7-12	ATOSS	Mainstream
My teachers are inspiring	7-12	ATOSS	Mainstream

Effective classroom behaviour

The time taken to correct one student's behaviour negatively impacts the allocated instructional time of the teacher and the academic engagement of other students, who are distracted by the interruption (McEvoy & Welker, 2000).

Description: Teachers manage behaviour effectively in the classroom.

Framework factor: Classroom behaviour

Student items	Audience	Source	Survey type
My teacher expects me to listen	Ungraded	ACER SPS	Mainstream + Accessible+ Short scale
My teacher expects students to pay attention	4-6	ACER SPS	Mainstream
My teacher sets clear rules for classroom behaviour	4-6	ATOSS	Mainstream
Students at this school treat teachers with respect	4-12	CEI SPS	Mainstream
Students at this school treat each other with respect	4-12	CEI SPS	Mainstream
My teachers expect students to pay attention	7-12	ACER SPS	Mainstream
My teachers set clear rules for classroom behaviour	7-12	ATOSS	Mainstream
If students misbehave in class, my teachers manage it effectively	7-12	ACER SPS	Mainstream
Students are rewarded or acknowledged for appropriate behaviour	7-12	ATOSS	Mainstream

Domain: Teacher-student relations

High expectations for success

Teachers' high expectations for their students has been linked to motivational, behavioural and academic performance outcomes (Wentzel, 2002). Higher student aspirations lead to increased social engagement and post-school study and impact life choices (Hazel, Vazirabadi & Gallagher, 2013).

Description: Teachers and students have high expectations for success

Framework factor: High expectations for success

Student items	Audience	Source	Survey type
My teacher thinks I can do well at school	Ungraded	ASCCS	Mainstream + Accessible+ Short scale
My teacher believes that I can do well at school	4-6	ASCCS	Mainstream
My teacher expects me to do my best	4-6	ATOSS	Mainstream
My teachers expect me to do my best	7-12	ATOSS	Mainstream
My teachers believe that I can do well at school	7-12	ASCCS	Mainstream
My teachers encourage all students to do their best	7-12	ASCCS	Mainstream
My teachers show an interest in every student's learning	7-12	PISA	Mainstream

My teachers believe that all students can be high achievers	7-12	ASCCS	Mainstream
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Effort

Finn and Rock (1997) found that engagement behaviour, such as coming to class and school on time, being prepared for participating in class work, spending the effort needed to complete assignments in school and completing homework, and avoiding being disruptive in class, influence student resilience.

Description: Students are participating in class and encouraged to put in effort.

Framework factor: Effort

Student items	Audience	Source	Survey type
My teacher expects nothing less than our full effort	4-6	CEI SPS	Mainstream
I enjoy doing my work in class	4-6	LSQ	Mainstream
I usually pay attention in class	4-12	ATOSS	Mainstream
My teachers expect nothing less than our full effort	7-12	CEI SPS	Mainstream
I enjoy participating in class	7-12	ATOSS	Mainstream

Teacher concern

Classrooms high in teacher sensitivity have teachers who are not only highly aware of and responsive to students' academic, social, and emotional needs but also are effective at helping students solve problems. When their teachers are sensitive and responsive toward both their academic and their social and emotional needs, students are more successful academically (Jennings & Greenberg, 2009).

Description: Teachers show concern and are empathic to students.

Framework factor: Teacher concern

Student items	Audience	Source	Survey type
My teacher looks after me	Ungraded	ATOSS	Mainstream + Accessible+ Short scale
My teacher cares about how I am feeling	4-6	ATOSS	Mainstream
My teacher seems to know if something is bothering me	4-6	TRIPOD	Mainstream
I can talk to my teacher if something is worrying me	4-6	ASCCS	Mainstream
My teachers are interested in my wellbeing	7-12	PISA	Mainstream
I can talk to my teachers about any of my concerns	7-12	ASCCS	Mainstream
My teachers seem to know if something is bothering me	7-12	TRIPOD	Mainstream

Domain: Learner characteristics and disposition

Learning confidence (Sense of Confidence)

Personal expectation for success, difficulty of tasks, locus of control, and personal causation contribute to learner confidence (Keller, 1987). Students who lack confidence in skills they have are less likely to engage in tasks in which those skills are required and are more likely to quickly give up in the face of difficulty (Pajares, 2002).

Description: Students are confident in their ability to learn.

Framework factor: Learning confidence

Proposed items	Audience	Source	Survey type
I am good at learning	Ungraded + 4-6	ATOSS	Mainstream + Accessible+ Short scale
I can do challenging schoolwork	4-6	ATOSS	Mainstream
I am confident in my learning	7-12	ATOSS	Mainstream
I know I can keep up with my learning	7-12	SLQ	Mainstream
I enjoy tasks that challenge me	7 -12	ATOSS	Mainstream

Perseverance

Perseverance is a multi-faceted concept with critical contextual and perceptual dimensions and research has identified the importance of positive and supportive relationships between children and their teachers as a key protective factor in children's lives. (Dryden, Johnson & Howard, 1998). It has been found that everyday life at school is a source of significant perseverance promoting influences and these everyday interactions have a significant impact on students' wellbeing and, potentially, the school processes and structures (Johnson, 2008).

Description: Measures students' level of perseverance, their capacity to manage, recover and move on from challenging events.

Framework factor: Perseverance

Student items	Audience	Source	Survey type
I try again when I don't get things right	Ungraded	ATOSS	Mainstream + Accessible+ Short scale
I can recover in a short time when something bad happens to me	4-12	ATOSS	Mainstream
I try again when I don't succeed	4-12	ATOSS	Mainstream
I stand up for myself without putting others down	7-12	ATOSS	Mainstream
I try to work out my problems by talking about them	7-12	ATOSS	Mainstream
I believe I am mentally tough when it comes to managing challenges	10-12	ATOSS	Mainstream

Motivation and interest

Classroom social environment is an important factor for student motivation and engagement, and student's perceptions of teacher support, teacher promoting interaction and mutual respect positively impact the classroom environment (Ryan & Patrick, 2001).

Description: Students show an interest in and are motivated by what they are learning.

Framework factor: Motivation and interest

Student items	Audience	Source	Survey type
I want to learn new things	Ungraded + 4-12	ATOSS	Mainstream + Accessible+ Short scale
I am learning things that really interest me	4-12	ATOSS	Mainstream
Things I am taught are worthwhile learning	7-12	LSAY	Mainstream

Self-regulation and goal setting

Self-regulation (goal setting, monitoring, and strategy use) has been found to be influenced by valuing of the subject matter, and valuing has been linked to perceived ability and learning goals (Miller et al., 1993). Grit is the passion for long-term goals and entails working strenuously toward challenges and it is a better predictor of achievement in self-selected narrower goals, such as performance in elective courses or extracurricular pursuits (Ivcevic & Brackett, 2014).

Description: The extent to which students prepare themselves for learning.

Framework factor: Self-regulation and goal setting

Student items	Audience	Source	Survey type
I try my best at school	Ungraded	ATOSS	Mainstream + Accessible+ Short scale
I try very hard at school	4-6	ATOSS	Mainstream
I ask my teacher for help when I find my work difficult	4-9	ACER SPS	Mainstream
I come to class willing to learn	7-12	ATOSS	Mainstream
I set learning goals for myself	7-12	ATOSS	Mainstream
When I don't get good results, I study or work harder the next time	10-12	ATOSS	Mainstream

Attitudes to attendance

Student attendance and participation are important factors in engagement; there is a strong correlation between student attendance and student achievement outcomes (Gottfried, 2010) and it is a key predictors of early dropout rates (Dynarski et al., 2008).

Description: Students attitude towards absenteeism.

Framework factor: Attitudes to attendance

Student items	Audience	Source	Survey type
My parent(s), caregiver(s) or guardian(s) believe(s) that going to school is important	4-6	ATOSS	Mainstream
I always try to attend school	4-12	ATOSS	Mainstream
I try to catch up my work if I am absent from school	4-12	ATOSS	Mainstream
My parent(s), caregiver(s) or guardian(s) expect(s) me to complete Year 12	7-12	ATOSS	Mainstream

Experience at School

Domain: Social engagement

School connectedness – Sense of Connectedness

A sense of belonging to school has been found to be a significant predictor of academic resilience (Gonzalez and Padilla, 1997). School connectedness is a protective factor against risky sexual violence and drug use behaviours (Catalano, Haggerty, Oesterle, Fleming & Hawkins, 2004).

Description: Students have a sense of belonging at their school.

Framework factor: Sense of belonging (school connectedness)

Student items	Audience	Source	Survey type
I like this school	Ungraded + 4-12	ATOSS	Mainstream + Accessible+ Short scale
I am happy to be at this school	Ungraded + 4-12	ATOSS	Mainstream + Accessible+ Short scale
I feel like I belong at this school	Ungraded + 4-12	ATOSS	Mainstream + Accessible+ Short scale
I look forward to going to school	4-12	ATOSS	Mainstream
I feel proud about being a student at this school	4-12	ATOSS	Mainstream

Student voice and agency

If students are involved in activities in which they have a high degree of voice and ownership, their self-concept and engagement increases (Morgan & Streb, 2001); this opens the avenues for student centred learning as students begin to see how their own thinking, emotions, and experiences shape their learning (Toshalis & Nakkula, 2012).

Description: Students perceive they are heard and have a say at their school.

Framework factor: Student voice and agency

Student items	Audience	Source	Survey type
My teacher thinks my ideas are good	Ungraded	ATOSS	Mainstream + Accessible+ Short scale
My teacher likes my ideas	4-6	ATOSS	Mainstream
I am encouraged to share my ideas	4-6	ACER SPS	Mainstream
At this school, I help decide things like class activities or rules	4-9	HowRU	Mainstream
I have a say in the things I learn	4-12	ATOSS	Mainstream
I have the opportunity to participate in decision-making at this school	7-12	ICCS	Mainstream
My teachers incorporate student ideas in class activities	7-12	ATOSS	Mainstream
I have the opportunity to influence class discussions by presenting my ideas or opinions	10-12	ATOSS	Mainstream
I feel that I have a voice at this school	10-12	ATOSS	Mainstream

Sense of inclusion

Research indicates that when children and young people are actively engaged and included by educators in the classroom environment, academic achievement is encouraged (Finn & Zimmer, 2012; Guthrie, Wigfield & You, 2012; Reyes et al., 2012; Richards, Brown & Forde, 2007).

Description: Primary students have a sense of inclusion at their school.

Framework factor: Sense of inclusion

Student items	Audience	Source	Survey type
My teacher makes sure I can join in class activities	Ungraded	ATOSS	Mainstream + Accessible+ Short scale
I have friends at this school	Ungraded + 4-6	ATOSS	Mainstream + Accessible+ Short scale
I have lots of chances to be part of class activities	4-6	HowRU	Mainstream
My teacher makes me feel like I matter	4-6	WHITS	Mainstream
My teacher makes sure all students feel included	4-6	WHITS	Mainstream

School stage transitions (Year 10 to 12 only)

Transitions have the potential to be disruptive to a child's wellbeing and achievement (Blyth, Simmons & Carlton-Ford, 1983; Akos & Galassi, 2004; West, Sweeting & Young, 2010). The availability of work-based learning and supportive adults is a key protective factor during transitions (Blustein et al., 2000; Phillips et al., 2002).

Description: Students feel prepared for the pathway they will take after school.

Framework factor: Transition to adult life

Student items	Audience	Source	Survey type
The work I do is preparing me for the future	10-12	ATOSS/SLQ	Mainstream
The things I am learning will help me in my adult life	10-12	SLQ	Mainstream
I feel confident that I will be able to achieve my goals after finishing school	10-12	ATOSS	Mainstream
This school is preparing me to make decisions about my future	10-12	ATOSS/SLQ	Mainstream

Student intentions (Year 10 to 12 only)

Students' intentions to complete school and participate in further education have been shown to be predictive of participation in post-compulsory education (Hillman 2010). These will be used for measurement and reporting of senior secondary outcomes. These two questions do not contribute to the school stage transitions factor level results that are reported to schools.

Framework factor: Additional Demographic Questions Year 10-12

Student items	Audience	Survey type
Do you plan to complete a Year 12 certificate? <i>This could include a VCE not Vocational Major, VCE Vocational Major, Victorian Pathways Certificate, Victorian Certificate of Applied Learning, International Baccalaureate, or another equivalent certificate. [Response Frame: yes, no, unsure]</i>	10-12	Mainstream
What qualification are you currently working towards? [Response Frame: Victorian Certificate of Education (VCE) not Vocational Major, Victorian Certificate of Education (VCE) Vocational Major, Victorian Pathways Certificate (VPC), Victorian Certificate of Applied Learning (VCAL), International Baccalaureate (IB), None of the above, Unsure]	10-12	Mainstream

Student items	Audience	Survey type
In the year after leaving school, what do you plan to do? Please select one option which best describes your current future plans. [Response Frame: Go to university, Do an apprenticeship or traineeship, Go to TAFE / study a VET qualification, Do paid work / look for a job, Care for your child, other relative, or similar person, Take a break before studying (e.g. gap year), Other, Unsure]	10-12	Mainstream

School stage transitions (Year 7 + new students)

School transition often displaces a student from the people and environment they are used to, which if not done well, can be intimidating (Wigfield et al., 1991; Seidman et al., 1994). Findings from parents and students indicated a number of specific difficulties often experienced with this transition – from making new friends and missing friends from previous school to the increase in workload and size of the school (Maguire & Yu, 2015).

Description: The program and support offered at the school is helpful for students transitioning into a new school or to secondary school.

Framework factor: new students and Year 7 transition

Student items	Audience	Source	Survey type
My teacher helps me to be happy at this school	Ungraded + new	ATOSS	Mainstream + Accessible+ Short scale
The orientation program helped me settle in at this school	7 + new	ATOSS	Mainstream
I have found it easy to make friends at this school	Ungraded + 7 + new	ATOSS	Mainstream + Accessible+ Short scale
My teachers gave me enough help to settle in at this school	7 + new	ATOSS	Mainstream
I know who to ask for help at this school	7 + new	ATOSS	Mainstream

Domain: Student safety

Advocate at school

Research suggests that bully-victims report the highest feelings of insecurity and lowest level of teacher support in schools (Berkowitz & Benbenishty, 2012). Prior research also confirms that students perceived social support connects strongly with their feelings of safety (Furlong et al., 1995).

Description: Students perceive they have an adult or teacher they can rely on and who supports them at school.

Framework factor: Advocate at school

Student items	Audience	Source	Survey type
At this school, there is a teacher or another adult who cares about me	4-12	MDI/ACWP	Mainstream

Student items	Audience	Source	Survey type
At this school, there is a teacher or another adult who listens to me when I have something to say	4-12	MDI/ACWP	Mainstream
I have someone at school who I can share any problems with	4-12	MDI/ACWP	Mainstream
There is a teacher or another adult at this school who tells me when I do a good job	4-12	MDI/ACWP	Mainstream
There is a teacher or another adult at this school who believes that I can be successful	4-12	MDI/ACWP	Mainstream
I can trust my teachers with private or confidential information about me	10-12	ATOSS	Mainstream

Managing bullying

Peer victimisation or bullying have been found to cause poor wellbeing, greater emotional difficulties as well as, loneliness, low self-esteem and lower academic competence (Lester & Cross, 2014; Lester, Cross & Shaw, 2012; Campbell et al., 2012; Noble, et al, 2008). The effective handling of bullying is important for students to feel safe.

Description: Students perceive the school handles bullying and harassment appropriately.

Framework factor: Managing bullying

Student items	Audience	Source	Survey type
I know where to get help if I someone hurts me or if I feel upset	Ungraded	ATOSS	Mainstream + Accessible+ Short scale
I know where to get help if I feel bullied	4-6	ATOSS	Mainstream
I feel safe at this school	Ungraded + 4-12	ATOSS	Mainstream + Accessible+ Short scale
This school deals fairly with bullying problems	4-12	ATOSS	Mainstream
At this school there is support for students who are bullied	7-12	ATOSS	Mainstream

Respect for diversity

To cultivate a feeling of inclusion, researchers suggest that teachers need to be culturally responsive and demonstrate values which respect children from all backgrounds (Richards, Brown & Forde, 2007). It has been also found that higher classroom diversity is connected with feelings of safety and social satisfaction, and ethnically diverse students felt safer in school, were less harassed by peers, felt less lonely, and had higher self-worth when their classrooms were more ethnically diverse (Juvonen et al., 2006). Respectful Relationships in schools and early childhood education settings is about tackling family violence through education. The best relationships are respectful ones. By working together, we can create real and lasting change and help to address gender inequality and prevent family violence.

Description: Students perceive that people are treated fairly and diversity is respected.

Framework factor: Respect for diversity

Student items	Audience	Source	Survey type
It is okay to be different at this school	4-6	ATOSS	Mainstream

All students are treated fairly at this school	4-12	ATOSS	Mainstream
Students in this school respect each other's differences	7-12	CSCI	Mainstream
At this school, we learn ways to resolve disagreements so that the outcome is satisfactory	7-12	CSCI	Mainstream
Teachers at this school treat students with respect	7-12	ATOSS	Mainstream

Perceptions of LGBTIQ-phobic discrimination

When Lesbian, Gay, Bisexual, Trans or gender diverse, Intersex, Queer or questioning (LGBTIQ) students experience bullying or discrimination based on their gender identity, intersex status or sexuality, it can create a barrier to participation in school and affect educational outcomes. This item enables data to be analysed in ways that provide insight to the experiences and perceptions of LGBTIQ students.

Framework Topic: Perceptions of LGBTIQ-phobic discrimination

Student Items	Audience	Source (compares with)	Survey type
LGBTIQ-phobic bullying, discrimination or negative language is a problem at my school. [Response Frame: Scale = Strongly agree – Strongly disagree 5-point scale]	10-12	Consultation with Safe Schools team (none)	Mainstream

Experience of bullying

The factor below relates to the incidence and type of bullying.

Description: Student experience of a bullying event and the nature of the bullying event.

Yes or No answer scale. Reference period is this school term.

(Bullying is when someone who has an advantage (such as being stronger or more popular) hurts another person on purpose and does so often or repeatedly.)

If not wanting to answer, students can SKIP these and go to the next question.

Framework factor: Experience of bullying

Student items	Audience	Source	Survey type
I have been bullied at my school this term (main question)	4-12	ATOSS	Mainstream
I have been bullied at my school past 12 months	4-12	ATOSS	Mainstream
I have often been teased in an unpleasant way or called names at my school (verbal)	4-12	ATOSS	Mainstream
Other students often leave me out of things on purpose or spread rumours about me (social)	4-12	ATOSS	Mainstream
I have been hit, kicked, hurt or threatened on purpose by another student (physical)	4-12	ATOSS	Mainstream
I have often been picked on by another student from my school while online or on social media (cyber)	4-12	ATOSS	Mainstream

Experience of racism

The factor below relates to the incidence of racism.

Description: Student experience of a racism event.

Yes or No answer scale. Reference period is this school term.

Racism is when *someone treats you unfairly, including bullying you, because of your race, skin colour, nationality or cultural background. This could include teasing someone about their accent or the colour of their skin, or saying hurtful or unkind remarks about someone's country of birth, culture or faith.*

Framework Topic: Experience of racism

Student Items	Audience	Source (compares with)	Survey type
I have experienced racism at this school this term	4- 12	Consultations with Partnerships and Priority Cohorts and Bullying Prevention and Support Unit	Mainstream
I have experienced racism at this school in the past 12 months			Mainstream
I know what to do or who to tell if I experience racism at this school.			Mainstream
If you have experienced or witnessed racism at school, you can report it or seek support from a teacher or staff member. If you do not feel comfortable reporting to your school, you can contact the Report Racism hotline via email (report.racism@education.vic.gov.au) or phone (1800 722 476, Monday to Friday, 9am to 5pm).			Mainstream

Student online experiences

Students' online experiences can have significant impacts on their health and wellbeing that can spill over into their daily lives, affecting their school engagement and academic achievement.

Framework Topic: Student Online Experiences

Student Items	Audience	Source (compares with)	Survey type
How often in the last 30 days have you experienced the following? [Response Frame: Never, once or twice, a few times, many times, every day]			Mainstream
[How often] In the last 30 days, has anyone sent you something on the internet (i.e. on social media, in an email or online message) that made you upset or uncomfortable?	4-12	Adapted from VSHAWS	Mainstream
[How often] In the last 30 days, have you been afraid to go on the internet?	4-12		
[How often] In the last 30 days, has anyone posted	4-12		

anything about you online that you didn't want others to see?			
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Student Health and Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences. Schools see children and young people every day and can also play a role in identifying signs of mental health issues, providing early support, and referring students to health services.

Domain: Individual Social and Emotional Wellbeing

Life satisfaction

Life satisfaction refers to a cognitive judgmental assessment on one's life. Life satisfaction has been shown to be a significant predictor for a variety of factors in children and adolescents (Gadernann, Schonert-Reichl & Zumbo, 2010).

[Response frame: Strongly agree – strongly disagree 5-point scale]

Framework Topic: Life Satisfaction

Student Items	Audience	Source (compares with)	Survey type
In most ways my life is close to the way I would want it to be.	4-12	Satisfaction with Life for Children Scale (QLD)	Mainstream
The things in my life are excellent.	4-12		Mainstream
I am happy with my life.	Ungraded + 4-12		Mainstream + Accessible+ Short scale
So far I have gotten the important things I want in life.	7-12		Mainstream
If I could live my life over, I would have it the same way.	7-12		Mainstream

Resilience

Resilience includes the ability to bounce back or recover from stress, to adapt to demanding circumstances and to function above the norm despite pressure or adversity. Student resilience is essential for both academic and social growth and is optimised by safe and supportive and learning environments (Smith, et. al. 2008).

Resilience. [Response Frame: Strongly agree-strongly disagree]

Framework Topic: Resilience (Brief Resilience Scale)

Student Items	Audience	Source (compares with)	Survey type
I tend to bounce back quickly after hard times.	4-12	Brief Resilience	Mainstream
I have a hard time making it through stressful events.	4-12		Mainstream

It does not take me long to recover from a stressful event.	4-12	Scale (ACT, QLD)	Mainstream
It is hard for me to snap back when something bad happens.	4-12		Mainstream
I usually come through difficult times with little trouble.	4-12		Mainstream
I tend to take a long time to get over set-backs in my life.	4-12		Mainstream

Domain: Individual Physical and Mental health

Subjective physical health

Physical health refers to the state of your physical body and how healthy it is. This is important as research shows that physical health relates directly to wellbeing (Kern, Benson, Steinberg & Steinberg, 2016; Wolfson & Carskadon, 1998)

Framework Topic: Physical Health

Student Items	Audience	Source (Compares with)	Survey type
Compared to other people your age, would you describe your health as [Response Frame: Very poor, Poor, Fair, Good, Excellent]	Ungraded + 4-12	School Sleep Habits Survey (QLD)	Mainstream + Accessible

Physical activity

Physical activity relates to bodily movement as done as part of playing, working and recreational activities. This is important as research suggests that physical health relates to wellbeing (Kern, Benson, Steinberg & Steinberg, 2016). This determines the frequency students have been physically active over the past week.

Framework Topic: Physical Activity

Student Items	Audience	Source (Compares with)	Survey type
For this question, <u>add up</u> all the time you spent in physical activity each day. Over the past 7 days, on how many days were you physically active for a total of at least <u>60 minutes</u> per day? Response Frame: [0 days, 1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days]	4-12	VSHAWS (Education State Target)	Mainstream

Psychological distress

Psychological distress is a state of emotional suffering associated with stressors and demands of daily life (Kessler, et, al. 2002). Having good mental health and wellbeing is important. When we thrive, we see benefits across many aspects of our lives. Improving our mental wellbeing lowers our risk of mental and physical illness (Agteren, et al. 2019).

If not wanting to answer, students can SKIP these questions.

Framework Topic: Psychological Distress (Kessler 6)

Student Items	Audience	Source (Compares with)	Survey type
In the past 4 weeks: [Response frame: All of the time, most of the time, some of the time, a little of the time, none of the time]		Kessler K-6 Scale of Psychological Distress (Many international comparisons, including ABS)	Mainstream
about how often did you feel nervous?	7-12		Mainstream
about how often did you feel hopeless?	7-12		Mainstream
about how often did you feel restless or fidgety?	7-12		Mainstream
about how often did you feel that everything was an effort?	7-12		Mainstream
about how often did you feel so sad that nothing could cheer you up?	7-12		Mainstream
about how often did you feel worthless?	7-12		Mainstream
There are many supports available to you, at school, or outside school. If any of these questions made you upset or uncomfortable, please speak with your teacher or other school support staff. You can also contact one of the following support lines: Headspace 1800 650 90 or www.eheadspace.org.au Kids Help Line 1822 55 1800 Lifeline 13 11 14 BeyondBlue 1300 224 636 or www.beyondblue.org.au			Mainstream

Domain: Emotional and Relational Engagement

Emotional awareness and regulation

Student's social-emotional competence plays a role in their academic success. When students can manage their emotions and maintain positive relationships, they are more likely to be engaged in their education, be well adjusted, and excel academically (Crowder, et, al. 2019).

Framework Topic: Emotional Awareness and Regulation

Student Items	Audience	Source (Compares with)	Survey type
Please tell us how easy or difficult each of the following are for you: [Response Options: Strongly agree – strongly disagree]		WCSD SECA	Mainstream
I know the emotions I feel.	Ungraded + 4-12		Mainstream + Accessible+ Short scale
I know when my feelings are making it hard for me to focus	4-12		Mainstream
I know ways to calm myself down	4-12		Mainstream
I know how to be patient even when I am really Excited*	Ungraded + 4-12		Mainstream
I know ways to be patient even when I am really Excited*	Ungraded + 4-12		Accessible+ Short scale
I know how to get through something even when I feel frustrated	4-12		Mainstream

Peer relationships

Peer relationships examine the social interactions between people of similar age. There is increasing evidence into the role peer relationships play in changes in academic adjustment in children and adolescents (Ryan, 2011).

Framework Topic: Peer relationships

Student Items	Audience	Source (Compares with)	Survey type
How are you at each of the following: [Response scale: Very bad at this, bad at this, good at this, very good at this.]			
Staying friends with people?	Ungraded + 4-12	VSHAWS	Mainstream + Accessible
Letting friends know you like them by telling them or showing them?	4-12		Mainstream
Introducing yourself to someone for the first time?	4-12		Mainstream
Helping someone feel better when they are upset?	4-12		Mainstream
Showing that you care when someone talks about their problems?	4-12		Mainstream
Letting someone really get to know you?	4-12		Mainstream

Family functioning

Family functioning describes seven dimensions that distinguish between healthy and unhealthy families: Problem Solving, Communication, Roles, Affective Responsiveness, Affective Involvement, Behaviour Control, and General Functioning (Akister & Stevenson-Hinde, 1991; Boterhoven, et al., 2015).

Response scale: [Strongly agree, agree, disagree, strongly disagree]

If not wanting to answer, students can SKIP these questions.

Framework Topic: Family functioning

Student Items	Audience	Source (Compares with)	Survey type
Planning family activities is difficult because we misunderstand each other.	7-12	McMaster Family Assessment Device	Mainstream
In time of crisis, we can turn to each other for support.	7-12		Mainstream
We cannot talk to each other about sadness we feel.	7-12		Mainstream
Individuals are accepted for what they are.	7-12		Mainstream
We avoid discussing our fears and concerns.	7-12		Mainstream
We can express feelings to each other.	7-12		Mainstream
There are lots of bad feelings in the family.	7-12		Mainstream
We feel accepted for what we are.	7-12		Mainstream
Making decisions is a problem for our family.	7-12		Mainstream
We are able to make decisions about how to solve problems.	7-12		Mainstream
We don't get along well together.	7-12		Mainstream
We confide in each other	7-12		Mainstream

Help seeking

Help seeking refers to students knowing and making a judgement on how easy it would be to turn to specific individuals in their life if something was really bothering them. Knowing when and how to seek help is an important self-regulatory skill, and a key enabler of wellbeing.

Framework Topic: Help seeking

Student Items	Audience	Source (Compares with)	Survey type
If something was really bothering you, how easy would it be for you to talk to the following people about it: [Response frame: Very easy, easy, difficult, very difficult, I don't have or see this person, prefer not to answer]		Adapted from VSHAWS	Mainstream

Friend	Ungraded + 4-12		Mainstream + Accessible
An adult in your school who is <u>not</u> your teacher (i.e. a school counsellor, school nurse, office person, or someone similar)*	Ungraded + 4-12		Mainstream
An adult in your school who is not your teacher*	Ungraded + 4-12		Accessible
Your parent, caregiver, or guardian	Ungraded + 4-12		Mainstream + Accessible
A family member who is <u>not</u> your parent, caregiver or guardian (i.e. a brother, sister, cousin, uncle, aunt, grandparent)*	Ungraded + 4-12		Mainstream
Your brother, sister, aunt, uncle, grandparent*	Ungraded + 4-12		Accessible
Another adult in the community (e.g. Scout or Girl Guide leader, sports coach, religious leader, elder)*	Ungraded + 4-12		Mainstream
Another adult in the community*	Ungraded + 4-12		Accessible

Service access

Service access refers to how easy it would be for students to access specified health professionals. These questions are used to understand the perceived accessibility of health services, as well as where any barriers student may experience.

Framework Topic: Service Access

Student Items	Audience	Source (Compares with)	Survey type
How easy would it be for you to see the following Health professionals, if you felt you needed to? [Response Frame: Very easy, easy, difficult, very difficult, prefer not to answer]		Adapted from VSHAWS	Mainstream + Accessible
A local community doctor or nurse not based in your school (i.e. your local GP)	7-12		Mainstream + Accessible
A community based social worker or counsellor not based in your school (i.e. support services like Headspace, Kids Helpline and Beyond Blue)	7-12		Mainstream
A SCHOOL BASED doctor (GP) or nurse	7-12		Mainstream
A SCHOOL BASED social worker or counsellor	7-12		Mainstream

Community connections

Community connection refers to the number of semi-formal or informal connections students have in the community. These types of connections help students to build social capital which can promote wellbeing.

Framework Topic: Community Connections

Student Items	Audience	Source (Compares with)	Survey type
Thinking about how you spend your time after school and on the weekends, in the past 2 weeks did you: [Response Frame: Not at all, one time, two times, three times, four times, five times or more]		ATOSS	Mainstream
Participate in organised sports (such as football, hockey, netball, basketball, dancing, swimming and soccer) *	Ungraded + 4-12		Mainstream
Participate in organised sports*	Ungraded + 4-12		Accessible
Participate in an interest group or hobby with others (such as music classes, language classes, art group, gaming, skateboarding and surfing) *	Ungraded + 4-12		Mainstream
Participate in an interest group or hobby with others*	Ungraded + 4-12		Accessible
Hang out with friends	Ungraded + 4-12		Mainstream + Accessible

Use of electronic devices

Electronic media use is a significant contributor to increased physical inactivity in young people (Roberts, et, al. 2017). Australia's Physical Activity & Sedentary Behaviour Guidelines for Children and Young People recommend reduce health risks, limiting the use of electronic media for entertainment (Australian Digital Health Agency, 2017).

Framework Topic: Use of electronic devices

Student Items	Audience	Source (Compares with)	Survey type
About how many hours a day do you usually use a computer (or a handheld device e.g. a mobile phone or tablet) for chatting online, internet, emailing etc. in your free time on <u>weekdays</u> ? [Response Frame: None at all, an hour or less, over 1 hour but less than	Ungraded + 4-12	VSHAWS	Mainstream + Accessible

Student Items	Audience	Source (Compares with)	Survey type
3 hours, over 3 hours but less than 5 hours, over 5 hours but less than 7 hours, over 7 hours, prefer not to say]			
About how many hours a day do you usually use a computer (or a handheld device e.g. a mobile phone or tablet) for chatting online, internet, emailing etc. in your free time on the <u>weekend</u> ? [Response Frame: None at all, an hour or less, over 1 hour but less than 3 hours, over 3 hours but less than 5 hours, over 5 hours but less than 7 hours, over 7 hours, prefer not to say]	Ungraded + 4-12		Mainstream + Accessible
How often do you talk to your friend(s) on the phone or send them text messages or have contact online? [Response Frame: Rarely or never, 1 or 2 days a week, 3 or 4 days a week, 5 or 6 days a week, everyday]	Ungraded + 4-12		Mainstream + Accessible

Acronyms

Acronym	Meaning
ACER	Australian Council for Educational Research
ACWP	Australian Child Wellbeing Project
ASCCS	Alaska School Climate and Connectedness Survey
ATOSS	Attitudes to School Survey
CEI SPS	Colorado Education Initiative – Student Perception Survey
CSCI	Comprehensive School Climate Inventory
Hattie	Professor John Hattie
HOWRU	Victorian Adolescent Health and Wellbeing Survey HOWRU
ICCS	International Civic and Citizenship Education Study
LSAY	Longitudinal Surveys of Australian Youth
LSQ	Life Satisfaction Questionnaire
MDI	Middle years development index
ATOSS	ATOSS Item
PISA	Program for International Student Assessment
SWLS-C	Satisfaction with Life Scale for Children
SECA	Social and Emotional Competence Assessment
SLQ	School Life Questionnaire
SPS	Student Perception Survey
TRIPOD	The TRIPOD Framework
VSHAWS	Victorian Student Health And Wellbeing Survey
WCSD	Washoe County School District
WHITS	What's Happening In This School? survey

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