



Wellbeing Levels Summary Descriptors– Secondary Students

Summary descriptions of domains and their aspects

The Social-Emotional Wellbeing Survey for secondary school students explores nine aspects of students' social and emotional wellbeing, which are divided across three key domains being Feelings and Behaviours, Internal Strengths and External Strengths.

Domain: Feelings and Behaviours

The feelings and behaviours domain explores students' levels of happiness, self-identity, behaviour and relationships with others through surveying the following two aspects:

Aspect: Positive Feelings and Behaviours

Positive feelings and behaviours investigates students' perceptions and experience of positive emotions (such as happiness, self-regard and feeling safe) and behaviours (including participation, good behaviour and forming positive relationships with family, teachers and peers).

Aspect: Negative Feelings and Behaviours

Negative feelings and behaviours investigates students' perceptions and experience of negative emotions (such as anger, loneliness, being depressed or anxious) and behaviours (such as rule breaking, bullying or being mean to others and under achieving).

Domain: Internal Strengths

The internal strengths domain explores students' levels of self-awareness and self-management of social, emotional and learning skills through surveying the following four aspects:

Aspect: Social Skills

Social Skills investigates students' perceptions of their social capabilities (such as friendship making, solving problems without conflict, managing anger, understanding how people feel) and pro-social attitudes (such as demonstrating a willingness to follow rules and showing tolerance of others who do the wrong thing).

Aspect: Emotional Skills

Emotional Skills investigates students' perceptions of their emotional capabilities such as resilience, coping skills and positive, rational attitudes.

Aspect: Learning Skills

Learning Skills investigates students' perceptions of their learning capabilities such as work confidence, persistence, organisation and work cooperation.

Aspect: Values

Values investigates students' dispositions towards important social values such as respect, care for others, honesty, responsibility and good citizenship.

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Domain: External Strengths

The internal strengths domain explores the impact of positive influences, particularly adult influences, on students through surveying the following three aspects:

Aspect: Home

Home investigates students' perceptions and experience of the positive actions of parents. This includes parents who praise their children, discuss acceptable behaviour and show an interest in their children's education.

Aspect: School

School investigates students' perceptions and experience of the positive actions of teachers. This includes teachers caring about students, helping students be successful, discussing values and social and emotional skills, as well as involving students in decisions about classroom rules and interesting school activities.

Aspect: Community

Community investigates students' perceptions and experience of the positive actions of adults outside of school and home who show they care and who communicate the importance of responsible behaviour and doing well at school. It includes the availability of programs that accommodate a student's individual interests and opportunities for students to contribute to making the community a safer and better place.

Summary description of wellbeing levels for each domain and aspect

Each aspect has a number of items that contribute to an overall score that indicates a developmental level for that aspect. There are five developmental levels for each aspect, these levels are described in the tables below.

Domain: Feelings and Behaviours

ASPECT	LEVEL 1: LOW	LEVEL 2: EMERGING	LEVEL 3: DEVELOPED	LEVEL 4: HIGHLY DEVELOPED	LEVEL 5: VERY HIGHLY DEVELOPED
Positive Feelings and Behaviours (9 items)	Rarely experiences positive feelings and relationships.	Experiences some positive feelings and relationships.	Experiences stronger positive feelings. Typically has developed positive relationships at home.	Frequently experiences positive feelings and relationships with family, teachers and peers.	Experiences an abundance of strong positive feelings and positive relationships with family, teachers and peers.
Negative Feelings and Behaviours (9 items)	Frequently experiences many different intense, negative feelings and engages in many negative behaviours.	Experiences anger and under-achievement. Feelings of loneliness and unhappiness still occur.	Less likely to lose her or his temper or under-achieve. Loneliness, stress and unhappiness are decreasing.	Rarely experiences intense negative emotions for sustained periods of time and demonstrates few negative behaviours.	Does not experience intense negative feelings for sustained periods of time or demonstrate negative behaviours.

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Domain: Internal Strengths

ASPECT	LEVEL 1: LOW	LEVEL 2: EMERGING	LEVEL 3: DEVELOPED	LEVEL 4: HIGHLY DEVELOPED	LEVEL 5: VERY HIGHLY DEVELOPED
Social Skills (5 items)	Poorly developed social skills, rarely tries to control temper and regularly resorts to fighting and hurting the feeling of others.	Can understand how someone else is feeling and thinking before acting, decreasing tendency to take things personally.	Can solve problems without fighting, can make new friends, follows rules and is tolerant of other people.	Strong social skills and displays pro-social attitudes.	Exceptional social skills and pro-social attitudes.
Emotional Skills (6 items)	Almost never able to control negative feelings such as anger or anxiety. Rarely demonstrates skills such as seeking emotional support from others but almost always puts her or himself down and acts impulsively.	Developing emotional skills such as empathy and thinking before acting. Less likely to take things personally, however is still unlikely to seek emotional support from others.	Able to describe their feelings, seek emotional support from others and is starting to manage anxiety effectively.	Displays greater strengths in empathy and impulse control and manages stress and anxiety.	Outstanding emotional competencies and coping skills. Exceptionally good at dealing with adversity and anxiety.
Learning Skills (9 items)	Almost never demonstrates learning skills and positive attitudes towards themselves and school when doing challenging schoolwork. Almost never shows a desire to do her or his best, but will regularly self-deprecate for poor schoolwork.	Rarely confident when doing schoolwork that is difficult and is not demonstrating a desire to do her or his best at school. Use of self-deprecation is decreasing.	Demonstrates learning skills and positive attitudes towards learning such as wanting to do her or his best, and is confident when faced with challenging work. Generally avoids self-deprecation when doing badly in schoolwork.	Displays highly developed learning skills and attitudes such as confidence, organisation and goal orientation. Demonstrates greater persistence, collaboration, time planning and self-deprecation is infrequent.	Applies a wide range of exceptional learning skills and positive attitudes towards themselves and school when doing challenging schoolwork. Demonstrates advanced collaboration and time management skills.
Values (9 items)	Does not hold values associated with the development of good character (e.g. respect, care for others, trustworthiness, fairness) or developed character strengths (e.g. love of learning, curiosity, enthusiasm).	Values are now at various levels of emergence and consolidation with some values being displayed almost always, others are usually displayed and some values are displayed occasionally.	Many values needed for good character such as respect, helping others and fairness, are being demonstrated; with trustworthiness being the most highly developed value.	The range of values being demonstrated is strengthening and includes helping people with problems, caring for the environment, enthusiasm and curiosity. A love of learning will also become more evident.	Possesses an exceptionally well-established set of values and character strengths that contribute to outstanding character development.

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Domain: External Strengths

ASPECT	LEVEL 1: LOW	LEVEL 2: EMERGING	LEVEL 3: DEVELOPED	LEVEL 4: HIGHLY DEVELOPED	LEVEL 5: VERY HIGHLY DEVELOPED
Home (13 items)	Perceives that her or his parents have under-developed parenting skills including an absence of discussion of values, social-emotional skills, communication of high expectations, interest in her or his education and warmth.	Perceives some parent effectiveness skills including parents who usually are interested in their education, communicate behavioural expectations, discuss values and some social-emotional skills. Discussion of how to manage stress and make friends is infrequent.	Experiences a range of positive parenting practices such as receiving praise, involvement in decisions and feeling accepted. Parents discuss the importance of education, values and developing different skills for learning.	Experiences parents with advanced parenting skills who show strong interest in her or his education, discuss values, acceptable behaviour and consequences and how to cope with stress. Parent will often involve child in family decision-making.	Parents display exceptionally well-developed parenting skills including emotional intelligence (such as discussing feelings and coping with stress). Children enjoy a high level of interest in education and acceptance from their parents.
School (12 items)	Student is likely to be significantly disengaged from the support, opportunities and relationships that are on offer at school. Does not regard interactions with teachers positively.	Student perceives that teachers communicate high expectations for doing her or his best, school rules and consequences.	Student experiences several positive teaching practices aimed at making the student more confident, persistent and better organised when doing schoolwork. School provides opportunities for the student to undertake many different interesting activities at school.	Student perceives teachers as effective in managing the classroom by discussing rules, praising behaviour, communicating expectations, being helpful and nice and giving students a voice in decision-making.	Student perceives teachers as strong in positive teaching practices. In particular, student is learning a great deal from her or his teachers about feelings, coping with stress, building friendships, solving problems and advancing her or his learning skills.
Community (5 items)	Perceives that she or he is very infrequently engaged with positive people, opportunities, programs and experiences in her or his community.	Perceives that she or he is infrequently engaged with positive people, opportunities, programs and experiences in her or his community.	Experiences some community support and connectedness to positive peers and adults who communicate behavioural expectations and acknowledge exemplary behaviour and achievement.	Experiences regular community support and positive engagement with peers and adults. Receives praise from one or more adults outside of school and family for positive behaviour.	Experiences people in her or his community as being exceptionally supportive, caring and reinforcing.