

Social-Emotional Wellbeing (SEW) Survey



Wellbeing Levels Summary Descriptors– Primary Students

Summary descriptions of domains and their aspects

The Social-Emotional Wellbeing Survey for primary school students explores two domains of students' social and emotional wellbeing, which are Feelings and Behaviours' and Internal Strengths.

Feelings and Behaviours

The Feelings and Behaviours domain explores students' perceptions and experience of positive and negative emotions (such as happiness levels, anger, self-regard, loneliness, anxiety levels and sense of safety) and behaviours (including attitudes to participation and application, good behaviour/rule breaking and forming positive relationships with family, teachers and peers).

Internal Strengths

The Internal Strengths domain explores students' levels of self-awareness and self-management of social skills (such as friendship making, solving problems without conflict, managing anger and demonstrating empathy), emotional skills (such as resilience) and learning skills (such as persistence, being organised and cooperative) as well as exploring students' dispositions to important social values such as respect and honesty.

Summary description of levels for each domain

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.

DEVELOPMENTAL LEVEL	FEELINGS AND BEHAVIOURS	INTERNAL STRENGTHS
Level 5: Very Highly Developed	Typically: <ul style="list-style-type: none">Experiences an abundance of strong positive feelings and positive relationships with family, teachers and peers.Seldom demonstrates negative behaviours.	Typically: <ul style="list-style-type: none">Displays exceptional social skills and pro-social attitudes.Exceptionally good at dealing with adversity and anxiety.Applies a wide range of exceptional learning skills and positive attitudes.Demonstrates advanced collaboration and time management skills.Demonstrates an exceptional set of values and character strengths.
Level 4: Highly Developed	Typically: <ul style="list-style-type: none">Experiences frequent positive feelings and relationships with family, teachers and peers.Rarely experiences intense negative emotions for sustained periods of time and demonstrates few negative behaviours.	Typically: <ul style="list-style-type: none">Displays strong social skills and pro-social attitudes.Displays strengths in empathy and an ability to cope with stress and anxiety.Demonstrates highly developed learning skills and attitudes including confidence and goal orientation.Values being well organised.Avoids self-depreciation.Demonstrates values of a social nature including helping others and caring for the environment.Displays a love for learning.

Social-Emotional Wellbeing (SEW) Survey



DEVELOPMENTAL LEVEL	FEELINGS AND BEHAVIOURS	INTERNAL STRENGTHS
<p>Level 3: Developed</p>	<p>Typically:</p> <ul style="list-style-type: none"> Experiences stronger positive feelings and is less likely to lose her or his temper or under-achieve. Loneliness, stress and unhappiness are decreasing. Has developed positive relationships at home. 	<p>Typically:</p> <ul style="list-style-type: none"> Can solve problems without conflict. Makes new friends. Follows rules. Is tolerant of other people. Can manage anxiety, describe feelings and seek emotional support from other people. Demonstrates learning skills and a positive attitude towards learning. Tries to avoid self-deprecation. Demonstrates trustworthiness and other important values.
<p>Level 2: Emerging</p>	<p>Typically:</p> <ul style="list-style-type: none"> Experiences some positive feelings and relationships. Experiences anger and loneliness regularly. Under-achieves at school. 	<p>Typically:</p> <ul style="list-style-type: none"> Developing ability to control negative feelings such as anger and anxiety. Developing empathy and ability to consider consequences before acting. Is unlikely to seek emotional support from others. 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. Values are now at various levels of emergence.
<p>Level 1: Low</p>	<p>Typically:</p> <ul style="list-style-type: none"> Seldom experiences positive feelings and relationships. Experiences many frequent, different and intense negative feelings. Engages in many negative behaviours. 	<p>Typically:</p> <ul style="list-style-type: none"> Does not try to control negative feelings such as anger or anxiety and regularly resorts to fighting. Lacks empathy and regularly acts without thinking. Does not seek emotional support from others. Almost never demonstrates learning skills or a love of learning. Demonstrates a high use of self-deprecation. Does not demonstrate important values such as respect, care for others, trustworthiness and fairness.