

# Six-Star Student Survey Report

## Sample Report

Thursday, October 20, 2016

Number of Students: 4

Genders: All

Year Levels: All

Ages: All

Subgroups: All

Survey Groups: All



Mood



Resilience



Engagement



Communication



Relaxation



Positivity

**elite**performance  
profiles

## Introduction

The Six-Star Student Wellbeing Survey was designed to gain an overall gauge of a student population or sub-groups of a student population in six specific areas of wellbeing.

The survey may also be used with individual students to gauge their general progress in the six areas of the survey.

Proactively measuring and monitoring the well-being of students is important for their overall wellbeing. Students with high levels of well-being are more motivated and display greater levels of engagement and academic achievement, compared to students with low wellbeing. Higher wellbeing is also associated with fewer mental, emotional, and behavioural concerns.

The six categories that define the Six-Star Student Wellbeing Survey are: mood, resilience, school engagement, communication, positivity, and relaxation.

The Six-Star Student Wellbeing Survey is not a clinical survey and therefore can be administered by an appropriate person within a school, as identified by the school. This person is typically named the 'Administrator'.

## Potential uses and benefits

There are many potential uses and benefits of the survey. These include:

- Identifying a baseline for wellbeing of the overall student population or specific groups of students
- Monitoring the wellbeing of individual students and groups of students over time
- Identifying strengths and potential target development areas for specific student wellbeing programs to develop and enhance wellbeing of individuals and groups of students
- Providing feedback to and having conversations with students, teachers and/or parents regarding wellbeing, individually or with groups
- Monitoring the impact of existing wellbeing programs
- Gain data and insight into specific areas of wellbeing
- Compare individual student wellbeing with groups of comparable students or the overall student population
- Correlate the wellbeing results with any specific school assessments currently
- Incorporating survey sub-categories into goal setting that students may under-take

## Disclaimer

The Six-Star Student Wellbeing Survey is a summary of self-report data and should not be used as a definitive assessment or screening of a student's overall wellbeing or performance in any specific individual sub-category. The information is intended for school use only as a guide to individual and group wellbeing.

The results and report are intended for a specific allocated person within the school that is familiar with wellbeing concepts. When interpreting the results there are no right or wrong scores. The results should be considered in context of the student's overall experience at the school and supported by further investigation, targeted assessments or specific professional advice. Elite Performance and its employees are not responsible for the use of and interpretation of data.

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# Survey Sub-Categories

For detailed information on each of the sub-categories, please read the research paper on the survey, available on the website.

## Mood

The mood sub-category provides information on depressive and anxiety symptoms that are potential precursors to mental health concerns. The sub-category identifies worry, mood fluctuations and happiness. Assessing mood allows for the identification of students that require further targeted testing from an appropriately qualified professional. Such information also allows for specific staff within schools to play a critical role in preventative mental health programs.

## Resilience

Resilience represents successful adaptation in the face of challenges. This sub-category measures an individual's capacity to value effort, stay determined, and bounce back from challenges. Resilience is both a positive wellbeing construct, as well as an important target for identifying students with concerns. Research indicates that the resilience of students can be developed, and schools can play a critical role in this.

## Engagement

School engagement is beneficial for learning as well as personal development. The engagement sub-category provides information about effort, feeling safe at school, and feeling comfortable with peers and teachers. Engagement can also be related to motivation which many teachers and schools are interested in or link with school retention and performance.

## Communication

Communication is critical for students to be able to function in a school environment. This sub-category encompasses questions related to listening, speaking with others and asking for help. Effective communication is often associated with healthy relationships and is also an area that can readily be developed through programs conducted either with individuals or groups in schools.

## Relaxation

This sub-category is an inverse reflection of frustration and anger. The capacity for children and adolescents to be able to relax, both physically and emotionally has also been recognised as an important skill, as well as being shown to be able to be developed as a skill with intervention. The sub-category specifically identifies tension, managing frustration and a capacity to relax or calm down.

## Positivity

This sub-category reflects confidence, optimism and positivity. It also identifies how well students know their strengths. There is growing evidence that being positive through a range of strategies, is a skill that assists individuals to flourish and high positivity has been linked to health and wellbeing. It is also an area that can impact on the culture of a group or broader school environment.

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## Interpreting Scores

The Six-Star Student Survey provides ratings out of five in each of the six sub-categories described above. This is in line with the five point likert scale used in the survey where students rate each item as 1 = none of the time, 2 = a little of the time, 3 = some of the time, 4 = most of the time or 5 = all of the time.

The items related to each sub-category are averaged and the mean scores are summarised into 4 categories for general interpretation purposes. These categories are described below:

**4.0 +**  
A mean score of 4.0 or above suggests that an individual responded well in this sub-category and likely scored 'most of the time' or 'all of the time' more often than not on these specific items. This would reflect that the student does not perceive themselves to have any concerns and to be functioning at a high level in this category in the past 4 weeks prior to completing the survey.

**3.5-3.99**  
A mean score of between 3.5 and 3.99 most likely reflect some areas of strength and some areas of development in this sub-category. It reflects that the student rated some items in the category at four out of 5, and others at a lower level. A score in this range would warrant some reflection about the student to determine what specific strengths and/or development areas they may have that would correlate with their rating.

**3.0-3.49**  
A mean score between 3.0 and 3.49 reflects that a student did not rate many items highly reflecting that they may benefit from some development in this area. A score in this range would warrant some reflection about the student to determine what specific strengths and/or development areas they may have.

**3.0**  
A mean score below 3.0 suggests that the student rated a number of items below 'some of the time', reflecting challenges in a number of specific items related to this category. It would also warrant further investigation to determine if the scores resemble staff perception of this student. Overall, a mean score of below three on any sub-category suggests that the student requires some specific development in this area at present.

**Low scores**  
In general, if a student scores below 3 in any particular sub-category, it is recommended to follow-up with that student and/or their teachers. Factors that would influence the interpretation include how low below 3 the score is and the scores of other sub-categories, including if any and how many other sub-categories are also below three.

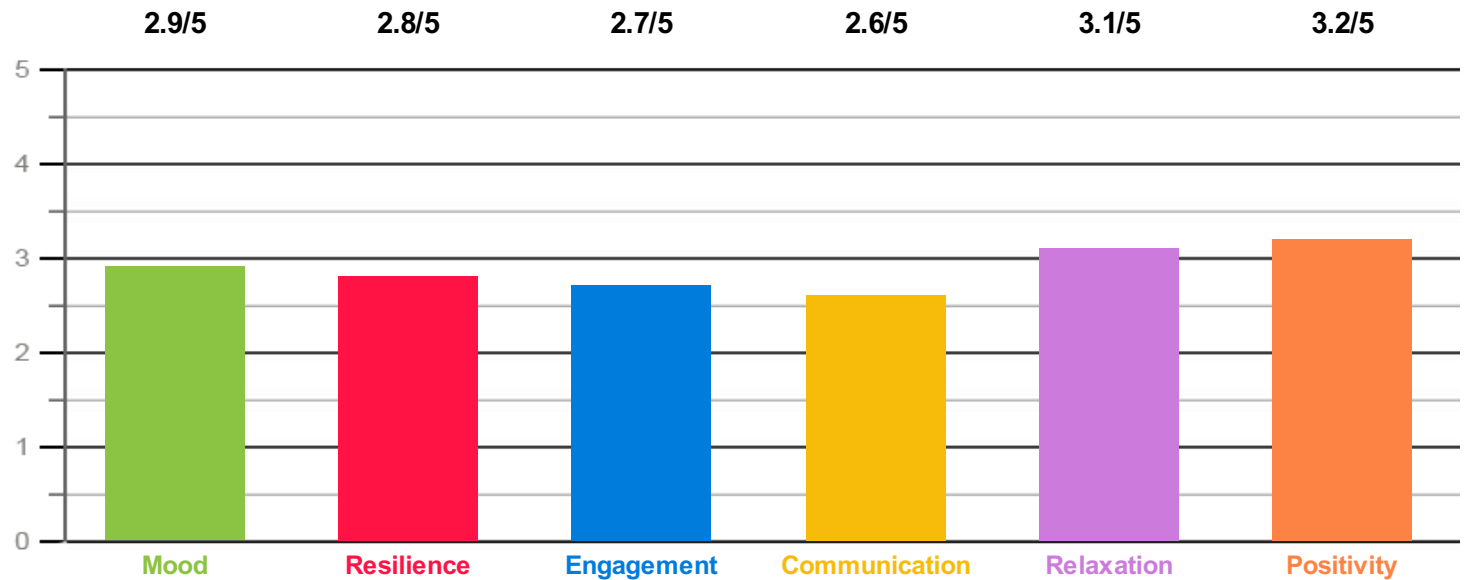
**Actions**  
While the interpretation of any individual sub-category is of interest, it would be considered as important to reflect on the combination of mean scores from different sub-categories.  
Considering that there is no fixed interpretation for any particular combination of scores, it would be deemed important to take the following steps when reviewing specific student scores:

- Check with teachers of the student if they agree with the results
- Check with the student if they agree with the result
- Consider further investigation with targeted tests of any specific sub-category
- Monitor the student from a behavioural, social and academic perspective
- Consider if the results should be discussed with parents (depending on the scores and factors above)
- Consider individual support of the student (depending on the scores)
- Consider the student for external referral for professional support (depending on the scores)

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## Overall Student Averages

Number of Students: 4  
 Genders: All  
 Year Levels: All  
 Ages: All  
 Subgroups: All  
 Survey Groups: All



Notes:



Mood



Resilience



Engagement



Communication



Relaxation

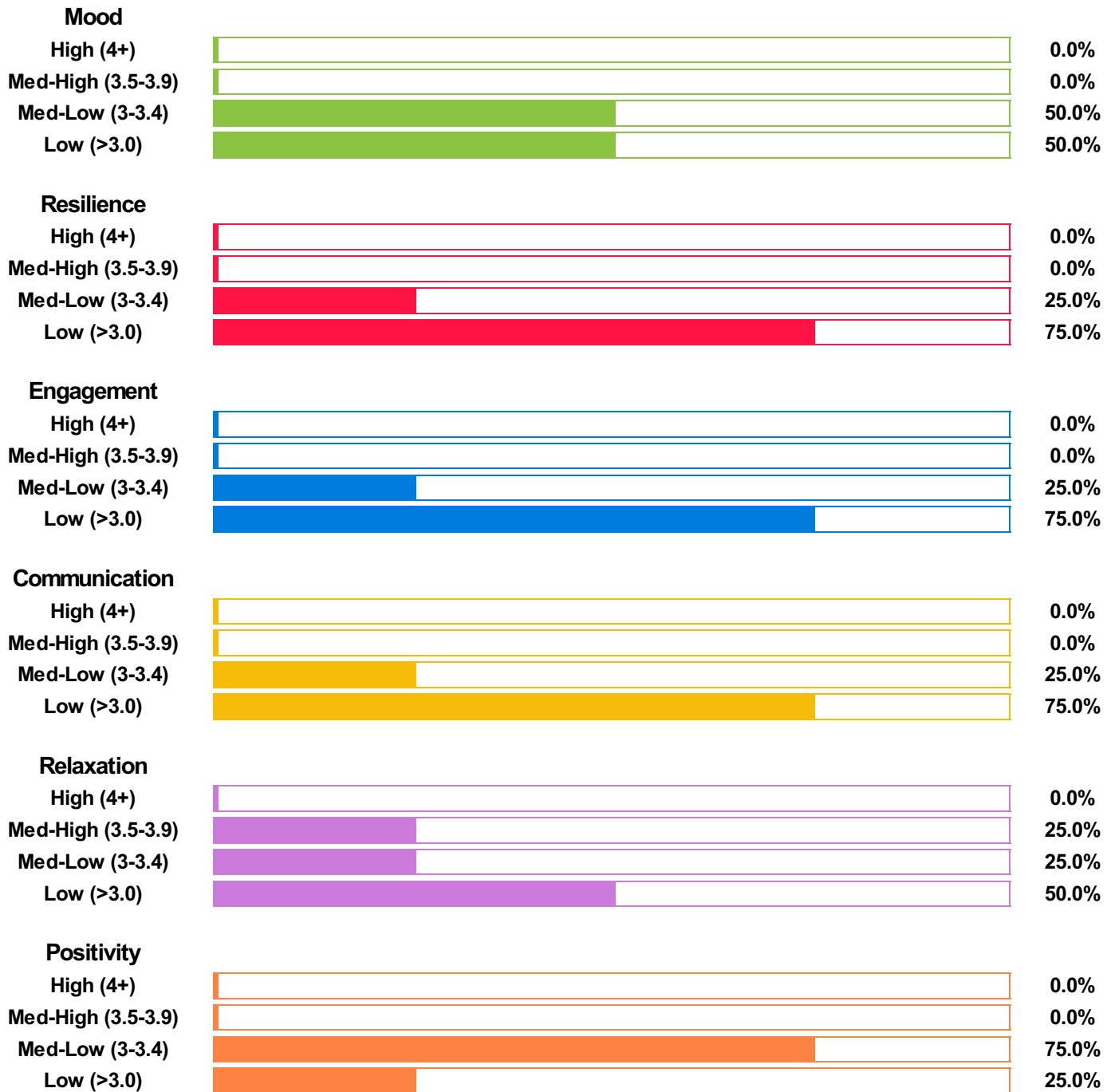


Positivity

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# Overall Student Sub-category details

Student score details as percentages for each sub-category.



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Name: Student Four

Survey Group: ACER Sample Group

School: ACER Sample School

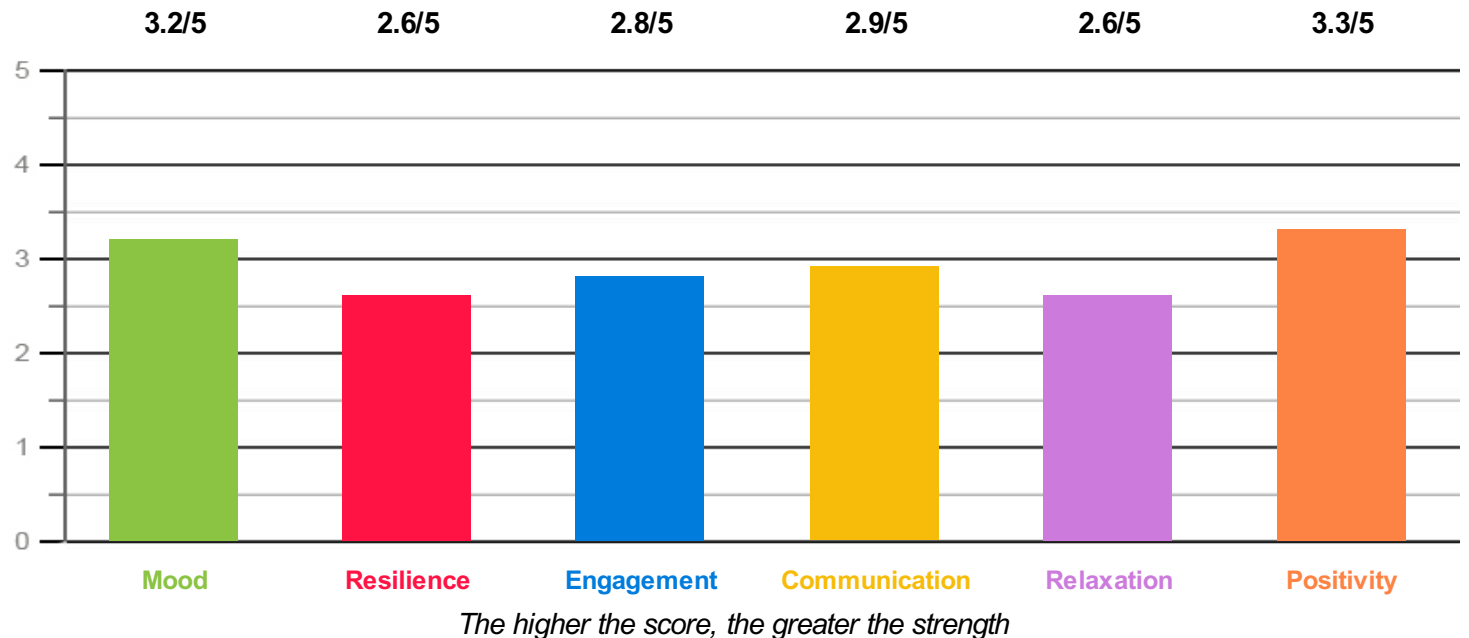
Gender: Female

Year Level: 09

Age: 15

Sub-Group: D

Date Completed: 2016-10-21 09:48:50



Six-Star Student Wellbeing Sub-Category Descriptions

<b>Mood</b> identifies worry, anxiety, happiness, mood fluctuations, and fatigue. Monitoring and managing mood can be vital for a student with regard to their life in general and school success.	<b>Communication</b> measures communication skills including speaking with others, listening and asking for help. Effective and open communication by students is positively associated with healthy relationships.
<b>Resilience</b> measures an individual's capacity to value effort, stay determined and learn from challenges. Resilience is increasingly recognised as an invaluable skill for students of all ages, with school and life factors.	<b>Relaxation</b> identifies tension and staying relaxed both physically and mentally. Managing frustration or anger and staying relaxed is important due to the different experiences and challenges that students face.
<b>School Engagement</b> reflects important information on enjoyment, dedication, and relationships at school. For students, school engagement is a crucial component to Wellbeing.	<b>Positivity</b> reflects confidence, optimism, and ability to stay positive. It also measures capacity to focus on goals and know strengths. Positivity has been linked to health and Wellbeing.

<b>4.0 +</b>	A mean score above 4.0 suggests that this individual responded well in this area of Wellbeing. Consider what is working and learn from this to help maintain this strength on a consistent basis.
<b>3.5 - 3.9</b>	A mean score between 3.5 and 3.99 is good. It reflects some areas of strengths and some areas to develop. Consider specifics to develop so that this area can be further enhanced.
<b>3.0 - 3.4</b>	A mean score between 3.0 and 3.49 reflects that this individual would benefit from some development in this area.
<b>&lt; 3.0</b>	A mean score below 3.0 suggests that this is an area to prioritise. Consider reflecting on possible strategies that may assist skill development in this area.

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Name: Student One

Survey Group: ACER Sample Group

School: ACER Sample School

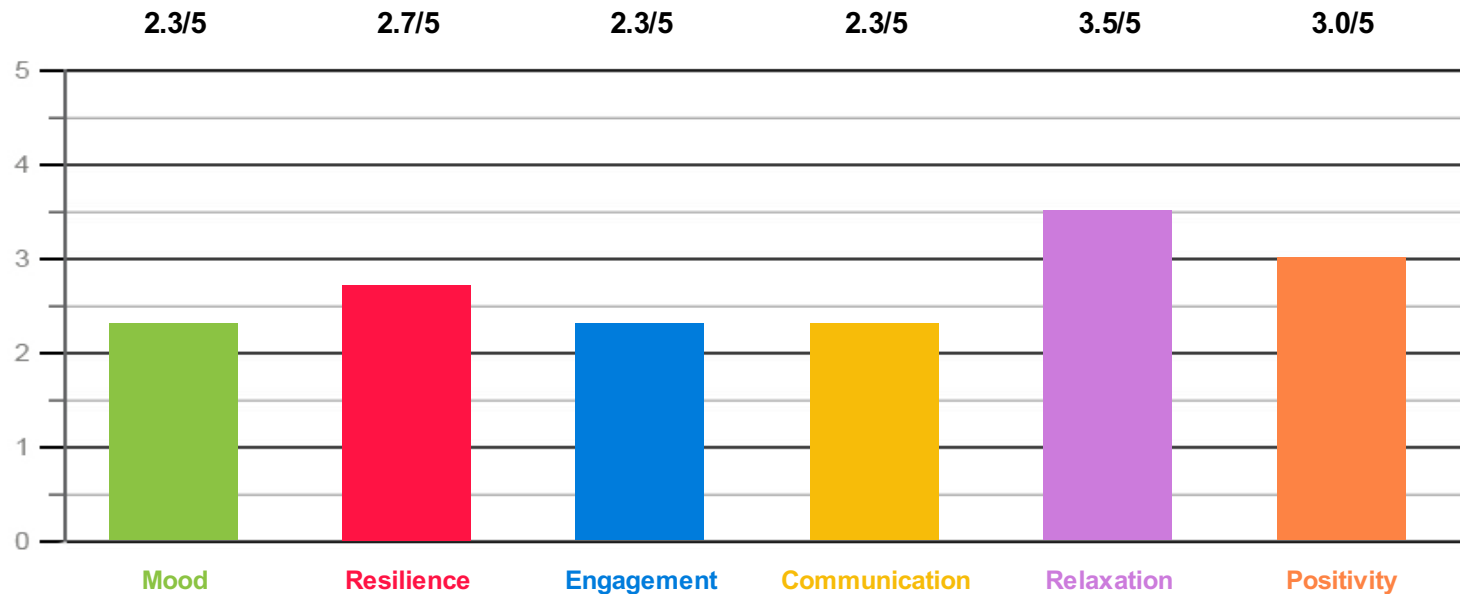
Gender: Male

Year Level: 07

Age: 13

Sub-Group: None

Date Completed: 2016-10-21 09:44:59



The higher the score, the greater the strength

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Name: Student Three

Survey Group: ACER Sample Group

School: ACER Sample School

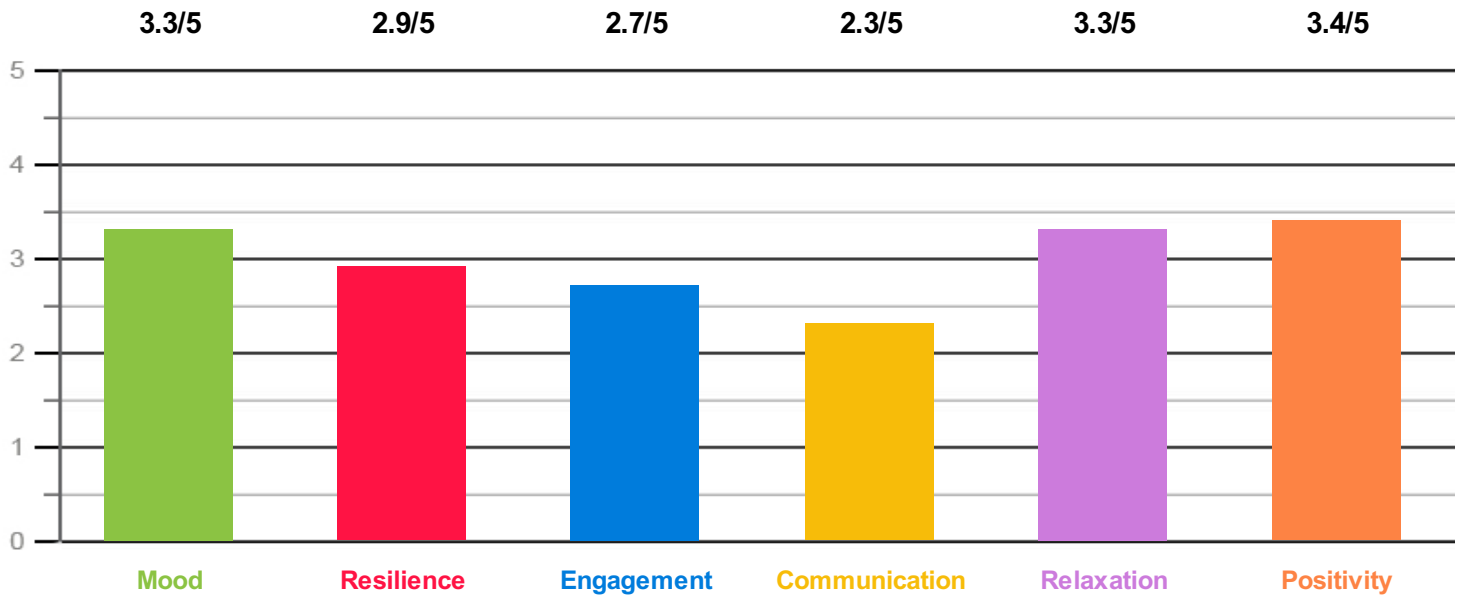
Gender: Male

Year Level: 09

Age: 15

Sub-Group: None

Date Completed: 2016-10-21 09:47:43



The higher the score, the greater the strength

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Name: Student Two

Survey Group: ACER Sample Group

School: ACER Sample School

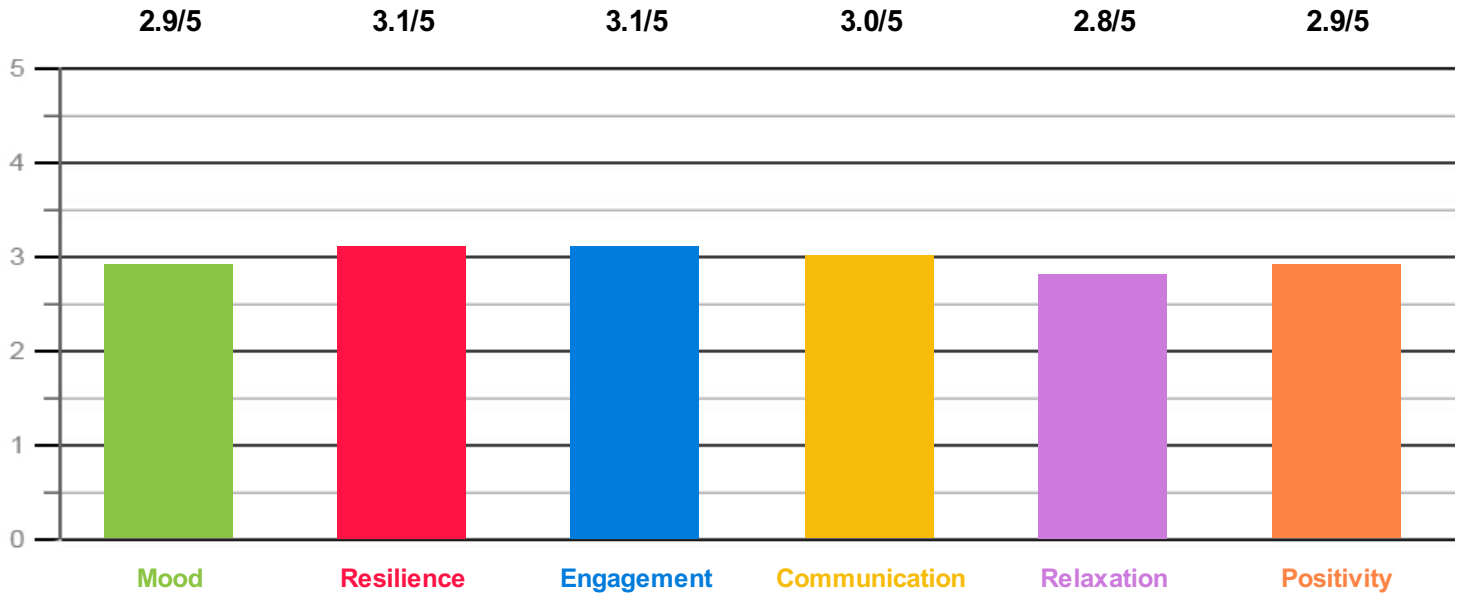
Gender: Female

Year Level: 07

Age: 13

Sub-Group: None

Date Completed: 2016-10-21 09:46:31



The higher the score, the greater the strength

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