

Six-Star Student Survey Report

Survey Name goes here

Tuesday, December 3rd 2019

Number of Students: 4

Genders: All

Year Levels: All

Ages: All

Subgroups: All

Survey Groups: Sample School



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.

Administrator Summary Checklist

The Six-Star Student Wellbeing Survey Administrator checklist should be followed when conducting the survey.

- Read and be familiar with the Administrator Guide
- Inform staff, students and parents that as part of a wellbeing focus a student wellbeing survey is being conducted with the student group
- Once the report is generated review student and sub-group information with consideration to the overall understanding of the student
- It is recommended not to provide or disseminate individual student results to students, staff or parents (due to variability in interpreting results without full context and information regarding a student)
- Develop a plan for providing feedback to students and staff cohorts on overall wellbeing
- Where it is deemed appropriate or necessary, discuss individual student results with selected staff and students to gain further information on a student's wellbeing
- Where it is deemed appropriate or necessary refer students to school counsellors to further review individual student wellbeing
- Based on the information above, where it is deemed appropriate or necessary, discuss individual student wellbeing with parents
- Develop a plan to enhance individual and overall student wellbeing
- Set a survey review date

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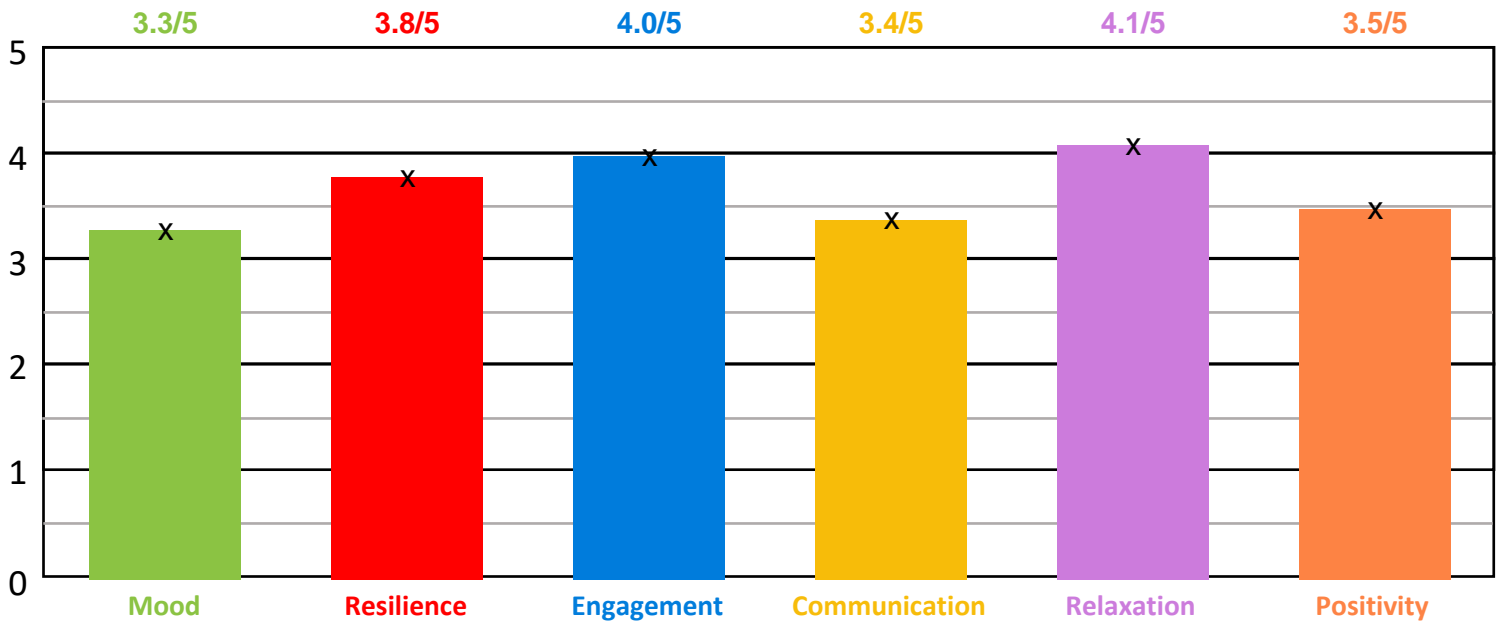
Survey Sub-Categories

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

<p>Mood</p> <p>This sub-category reflects worry, mood changes and happiness. Assessing mood allows specific staff within schools to play a critical role in positive mood development and preventative mental health programs. Assessing mood also allows for schools to consider whether students require further follow-up with internal or external professionals.</p>	<p>Resilience</p> <p>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.</p>
<p>Engagement</p> <p>School engagement is beneficial for learning as well as personal development. The engagement subcategory 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.</p>	<p>Communication</p> <p>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.</p>
<p>Relaxation</p> <p>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 subcategory specifically identifies tension, managing frustration and a capacity to relax or calm down.</p>	<p>Positivity</p> <p>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.</p>

Overall Student Averages

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



The higher the score, the greater the strength

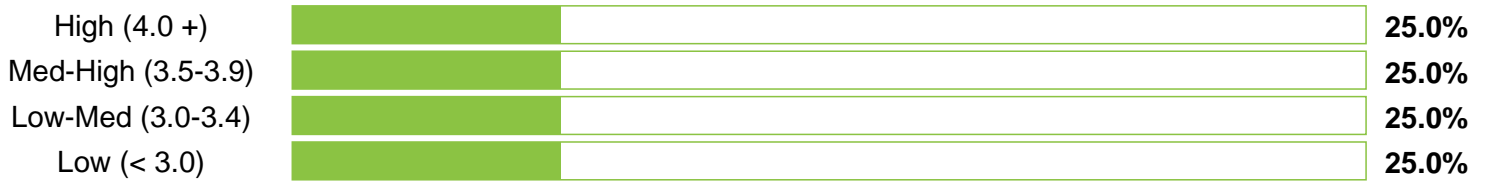
x – group mean score

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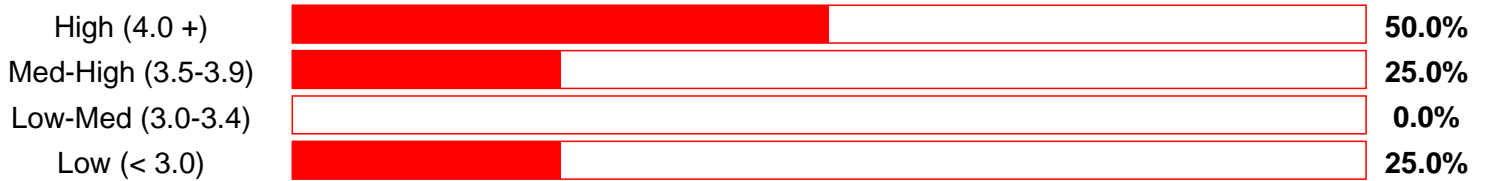
Overall Student Sub-category details

Student score details as percentages for each sub-category.

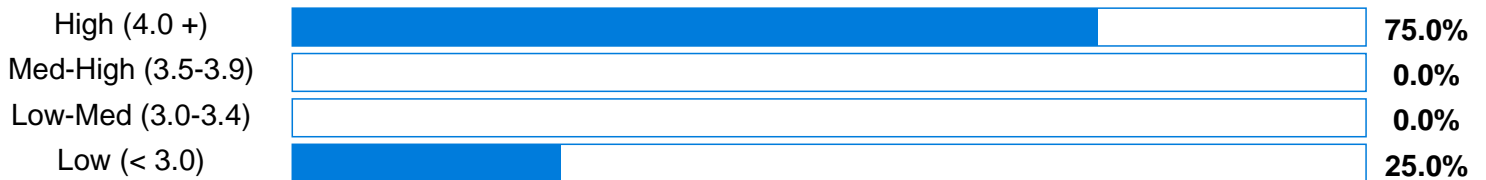
Mood



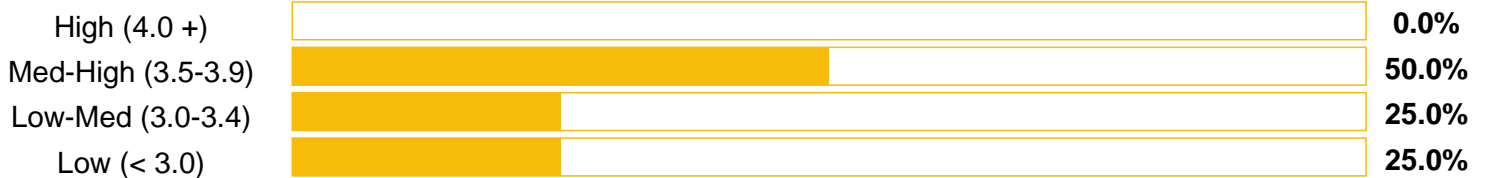
Resilience



Engagement



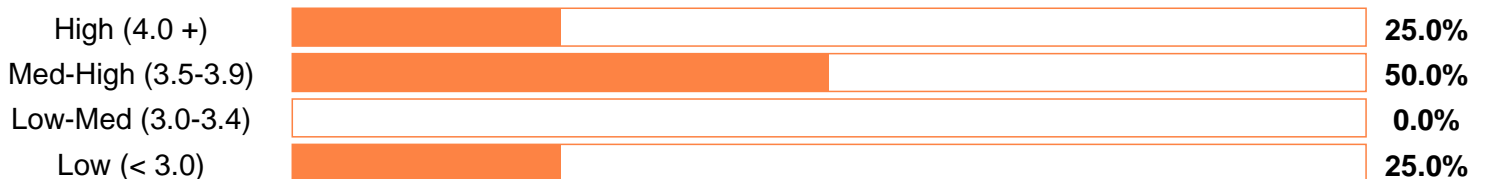
Communication



Relaxation



Positivity

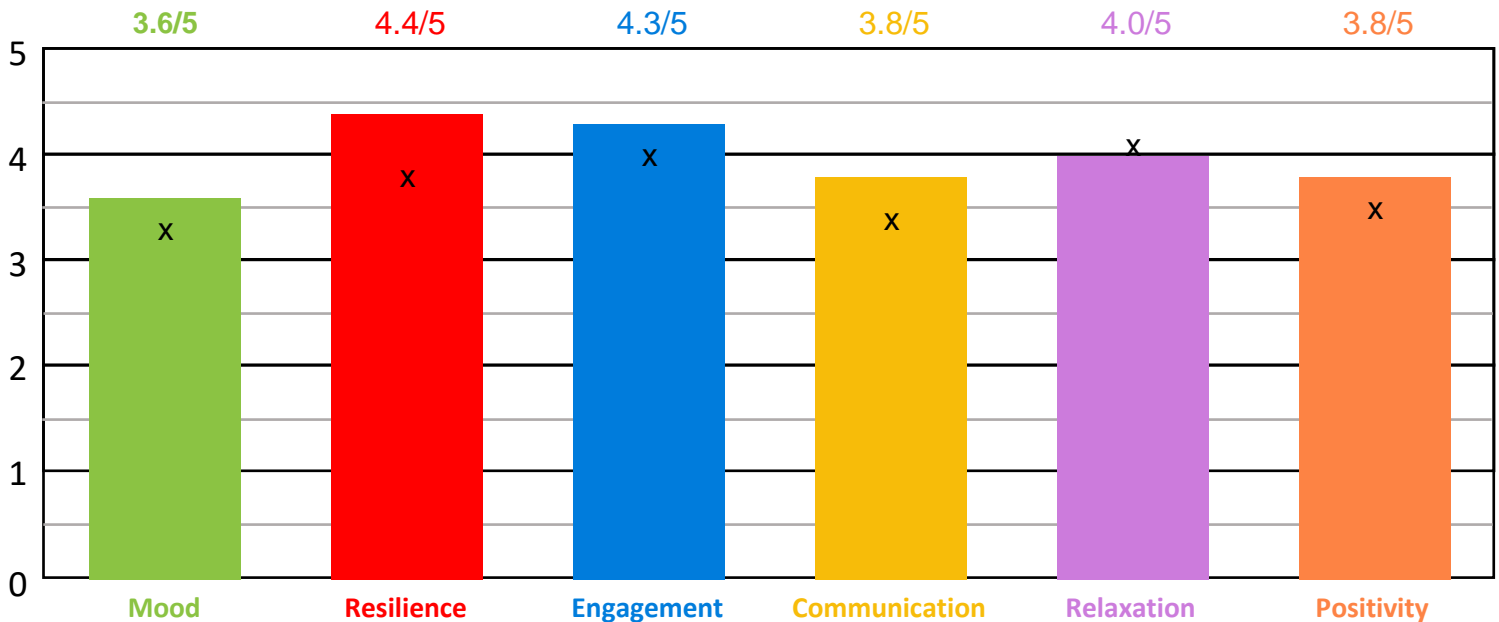


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Name: Sample Student 1
Survey Group: Sample School

School: ACER Sample School
Gender: Male
Year Level: 12
Age: 18
Sub-Group: None
Date Completed: 2019-12-31 01:00:00



The higher the score, the greater the strength

x – group mean score

The Six-Star Student Wellbeing Survey is a self-report survey where scores directly reflect student responses. It is not a clinical or diagnostic tool. It is a general indication of wellbeing at the time of survey completion and all scores should be referenced with an individual student's experiences, as well as those that understand the context of the individual.

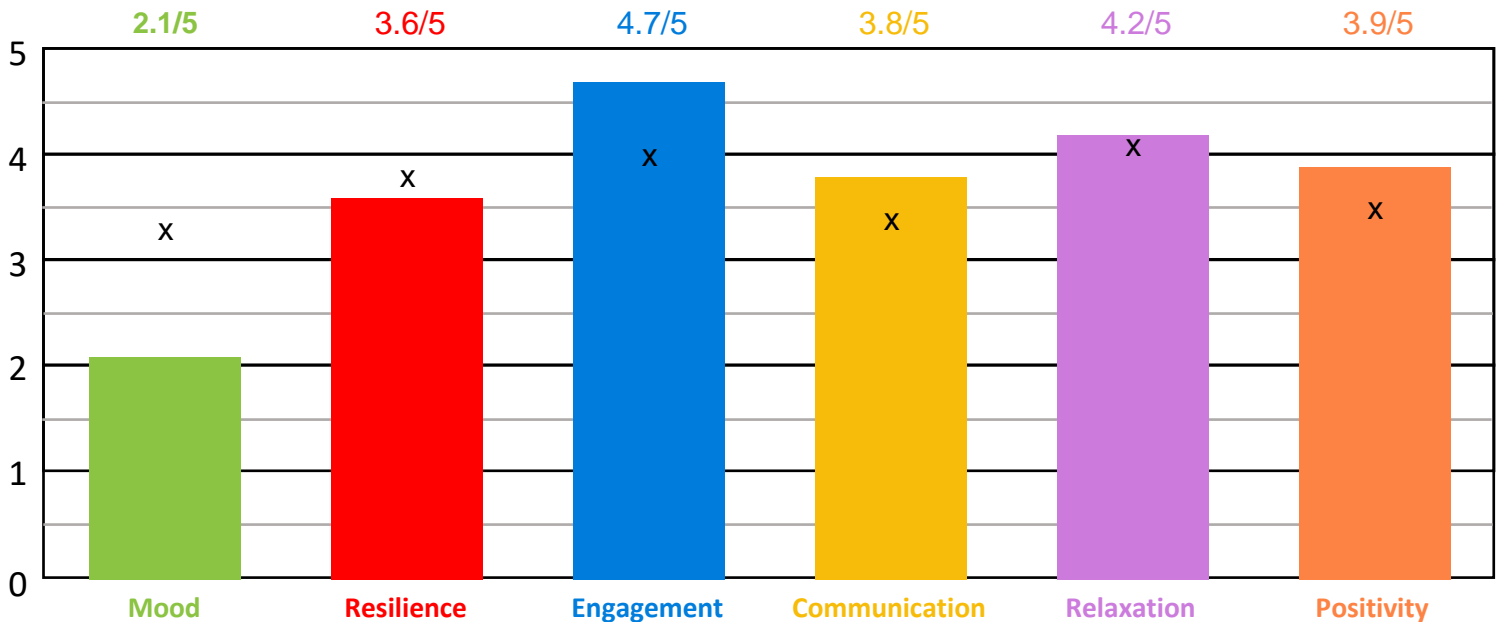
Six-Star Student Wellbeing Sub-Category Descriptions	
Mood reflects worry, mood changes and happiness. Monitoring and managing mood can be vital for a student with regard to their life in general and school success.	Communication measures communication skills including speaking with others, listening and asking for help. Effective and open communication by students is positively associated with healthy relationships.
Resilience 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.	Relaxation 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.
School Engagement reflects important information on enjoyment, dedication, and relationships at school. For students, school engagement is a crucial component to wellbeing.	Positivity 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.

4.0 +	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.
3.5 – 3.9	A mean score between 3.5 and 3.9 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.
3.0 – 3.4	A mean score between 3.0 and 3.4 reflects that this individual may benefit from some development in this area.
< 3.0	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: Sample Student 2
Survey Group: Sample School

School: ACER Sample School
Gender: Female
Year Level: 12
Age: 18
Sub-Group: None
Date Completed: 2019-12-31 01:00:00



The higher the score, the greater the strength

x – group mean score

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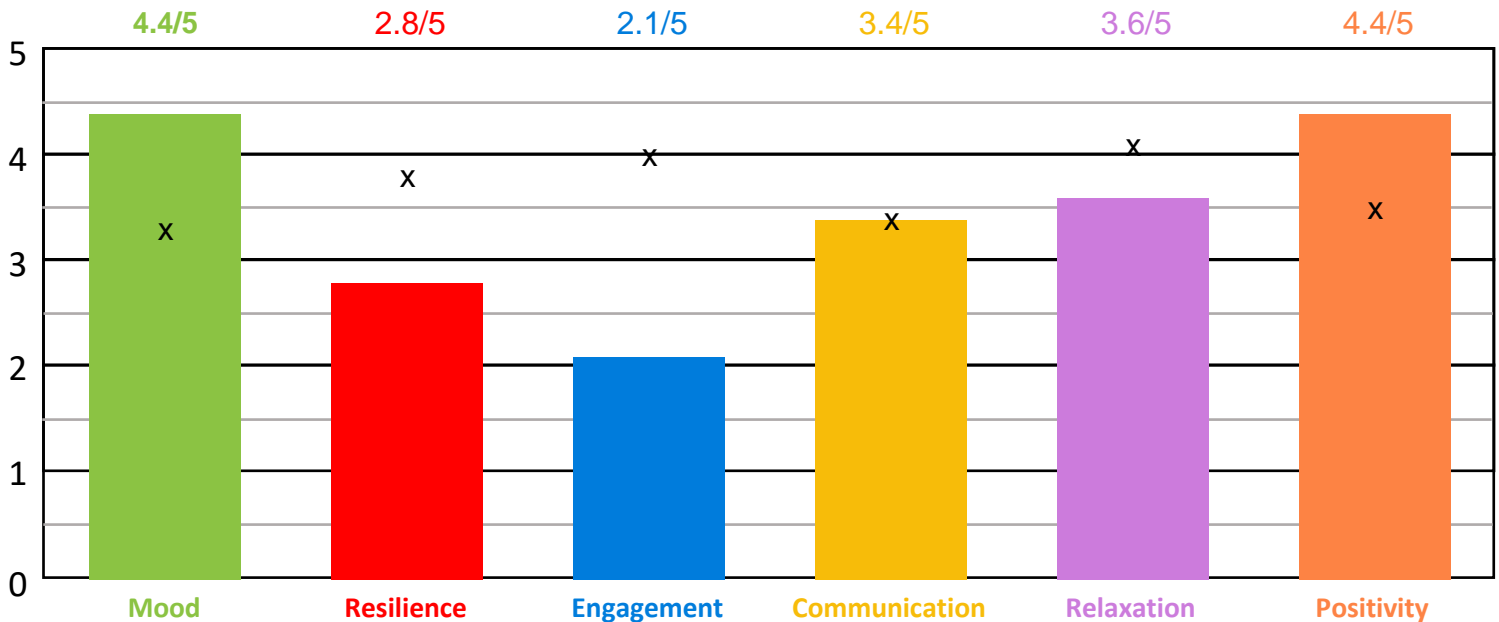
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Name: Sample Student 3
Survey Group: Sample School

School: ACER Sample School
Gender: Male
Year Level: 12
Age: 18
Sub-Group: None
Date Completed: 2019-11-25 17:43:29



The higher the score, the greater the strength

x – group mean score

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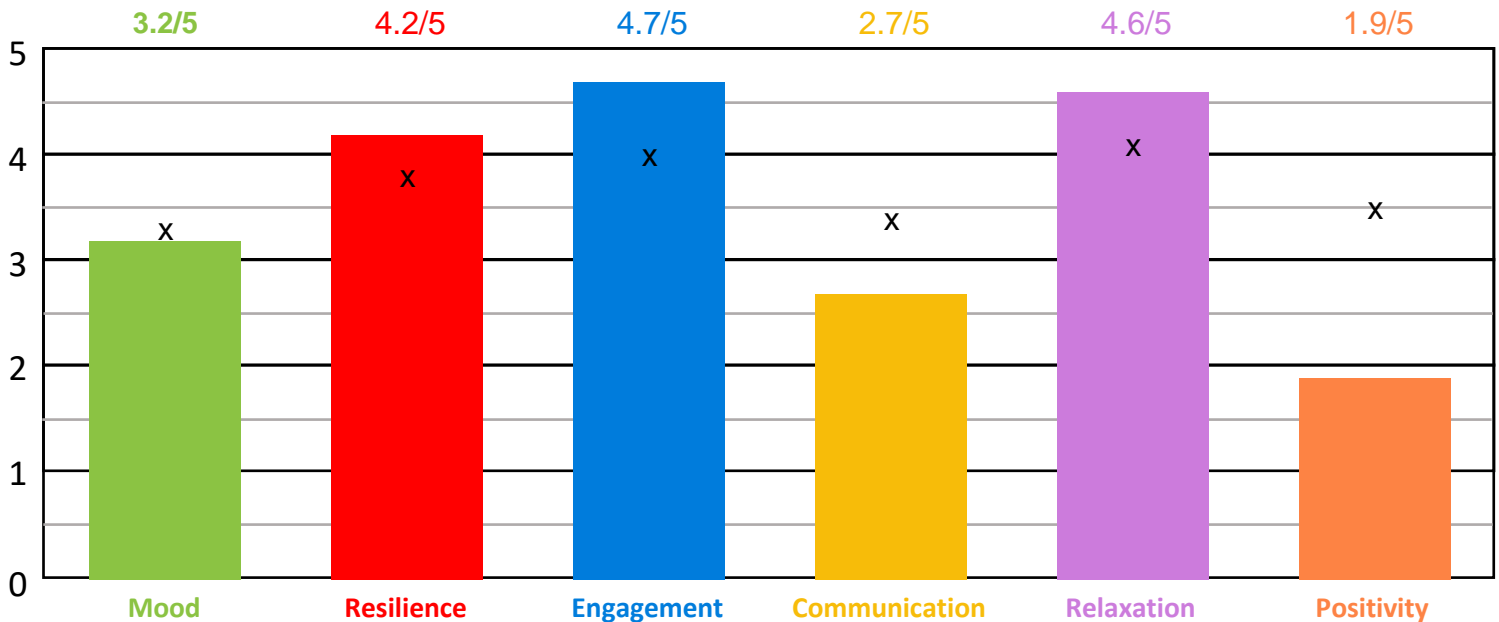
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Name: Sample Student 4
Survey Group: Sample School

School: ACER Sample School
Gender: Female
Year Level: 12
Age: 18
Sub-Group: None
Date Completed: 2019-11-25 17:43:29



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x – group mean score

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