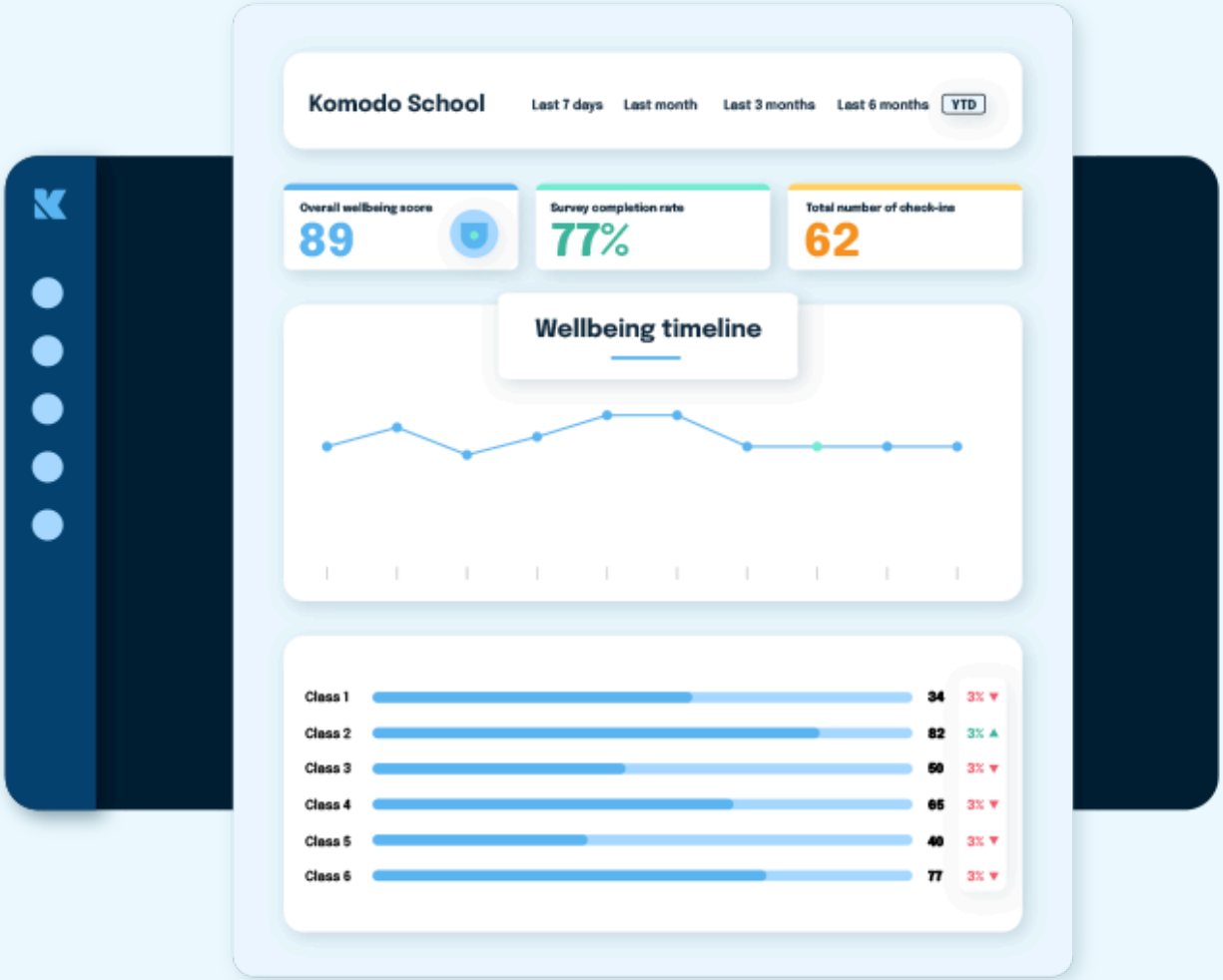
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Annual Wellbeing Data Trends Report 2023

Disclaimer

Disclaimer Statement



This Wellbeing Data Trends Report (the "Report") is provided for informational purposes only, featuring data collected over the period from January to December 2023. The data presented in this Report is derived exclusively from a comprehensive analysis of wellbeing metrics collected from Komodo Schools during this specified timeframe.

It is important for readers, particularly educational institutions and stakeholders, to acknowledge the following key points regarding the content and use of this Report:

1. Data Collection Period: The data and trends presented in this Report reflect information gathered from January to December 2023. Readers should consider this timeframe when interpreting the data, as it may not account for developments or changes in wellbeing practices or outcomes that occurred outside of these dates.
2. Source of Data: The data contained in this Report is based solely on information gathered from Komodo Schools. As such, it reflects trends and patterns pertinent to these specific institutions and may not be representative of or applicable to other schools or educational environments.
3. Anonymization of Data: To protect privacy and confidentiality, all data in this Report has been thoroughly anonymized. Individual responses, personal identifiers, and any information that could lead to the identification of specific individuals or schools within the Komodo Schools network have been removed or altered.
4. No Ranking Intended: This Report is not intended to serve as a ranking or comparative tool of the wellbeing status among different schools. The data is presented to illustrate general trends and should not be used to draw direct comparisons or to establish a hierarchy of wellbeing performance among schools.
5. Informative Purpose: The primary objective of this Report is to provide schools with insights into the wellbeing trends observed within Komodo Schools. It is designed to assist educational institutions in assessing their own wellbeing initiatives and strategies in light of these trends.
6. No Liability for Interpretation and Use: While every effort has been made to ensure the accuracy and relevance of the data, the creators of this Report do not accept responsibility for any errors or omissions. Furthermore, the creators shall not be liable for any interpretations, decisions, or actions taken by schools or individuals based on the information provided in this Report.

By accessing and using this Report, you acknowledge and agree to the terms and conditions outlined in this disclaimer. This Report is intended to offer guidance and insights and should be used responsibly and thoughtfully within the context of each individual school's unique environment and circumstances.

How-To Use This Guide

Understanding the Scores



To use quartiles to self-evaluate your own scores and understand how high you sit compared to others, you first need to understand what quartiles are and then see where your score fits within these quartiles.

Quartiles are statistical measures that divide a set of numbers into 4 equal parts. Each quartile contains 25% of the data points when they are ordered from lowest to highest.

1. Quartile 1: This is the median of the lower half of the dataset. It means that 25% of the scores are below this value.
2. Quartile 2, also known as the true median: This is the middle value of the dataset. Half of the scores are below this value and half are above.
3. Quartile 3: This is the median of the upper half of the dataset. It means that 75% of the scores are below this value and 25% are above.
4. Quartile 4: This is not typically a number used in quartile analysis. Instead, the top of the fourth quartile is essentially the maximum value in the dataset.

Remember, this is a relative measure. Your position within these quartiles tells you how you compare to others in the same dataset, not necessarily an objective measure of your performance.



How-To Use This Guide

Practical Example to Self-Evaluate

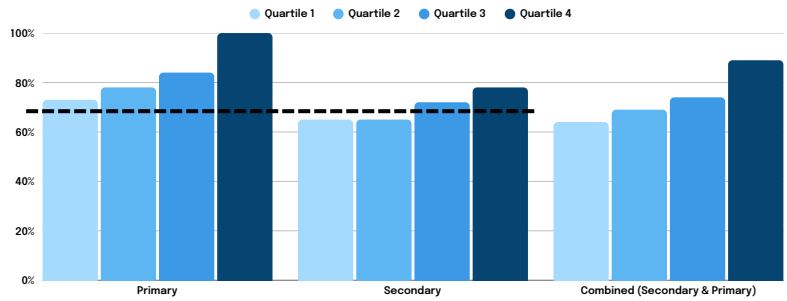


To self-evaluate, follow these steps:

- Identify your score: First, you need to know your score in the relevant category (Primary, Secondary, or Combined).
- Compare with quartiles: Then, see where your score fits within the quartiles.
  - If your score is below Quartile 1, you are in the bottom 25% of scores.
  - If your score is between Quartile 1 and Quartile 2, you are between the 25th and 50th percentile.
  - If your score is between Quartile 2 and Quartile 3, you are between the 50th and 75th percentile.
  - If your score is above Quartile 3, you are in the top 25% of scores.

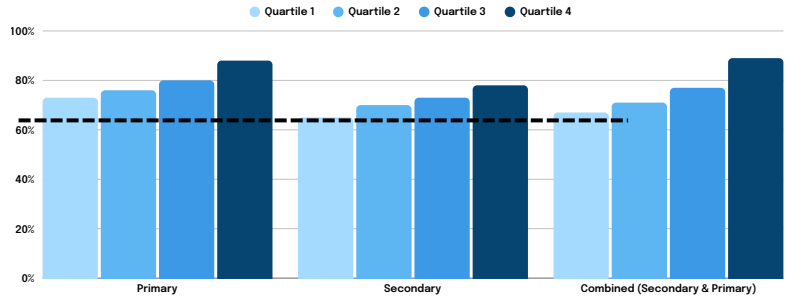
For example, if your score in the Primary category is 80, you are above Quartile 3 (82), which means you are in the top 25% of scores for that category. If your score in the Combined category is 72, you are between Quartile 2 (71) and Quartile 3 (77), placing you between the 50th and 75th percentile.

Overall Wellbeing Example



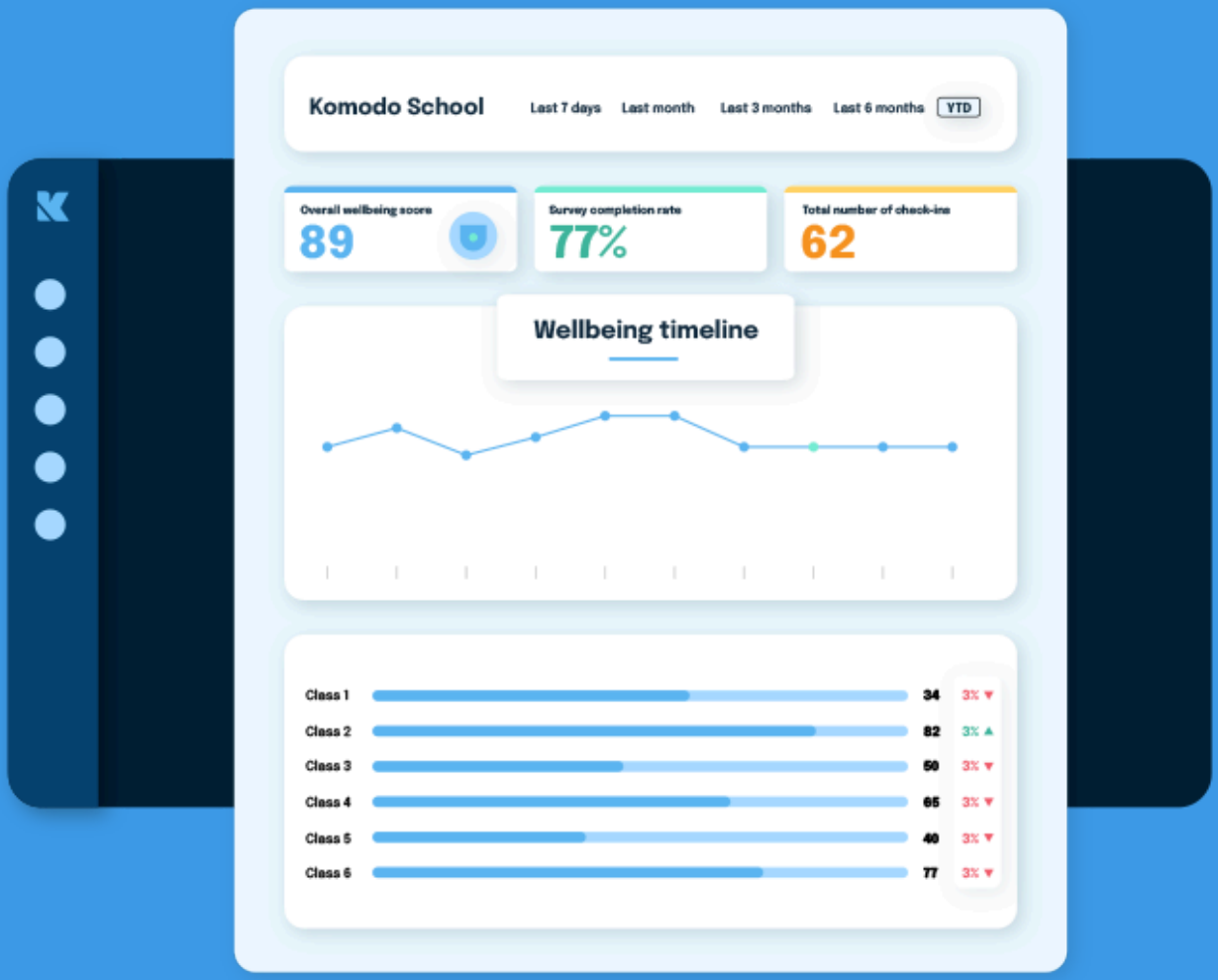
1. My school has been scoring 70% over the last 12 months for overall wellbeing.
2. We are a Secondary School, so I need to look at the middle set of bars.
3. I now find which bar intersects 70% (shown as the black line).
4. My school falls into Quartile 3 (i.e., the top 50% of schools).

Emotional Wellbeing Example



1. My school has been scoring 64% over the last 12 months for Emotional Wellbeing.
2. We are a Combined School, so I need to look at the far right set of bars.
3. I now find which bar intersects 64% (shown as the black line).
4. My school falls into Quartile 1 (i.e., the bottom 25% of schools).

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School-wide Wellbeing Data Trends

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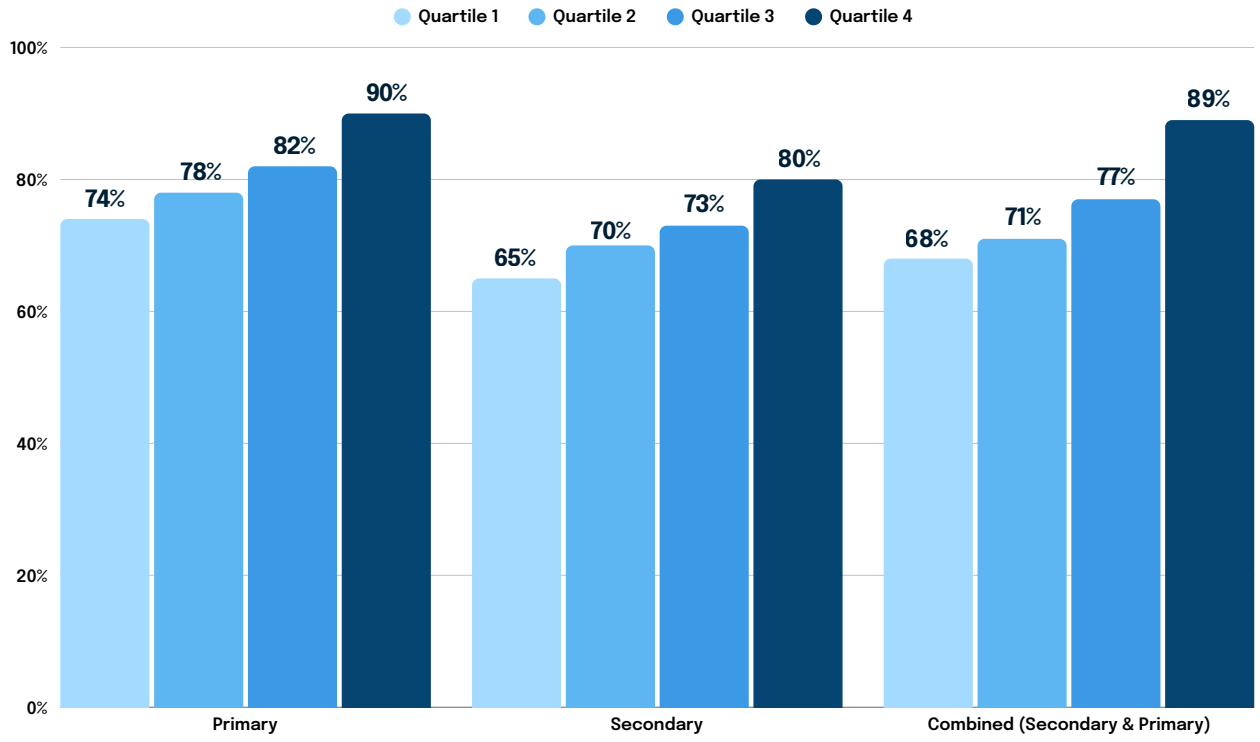
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School-wide Data Trends

Overall Wellbeing





Insights



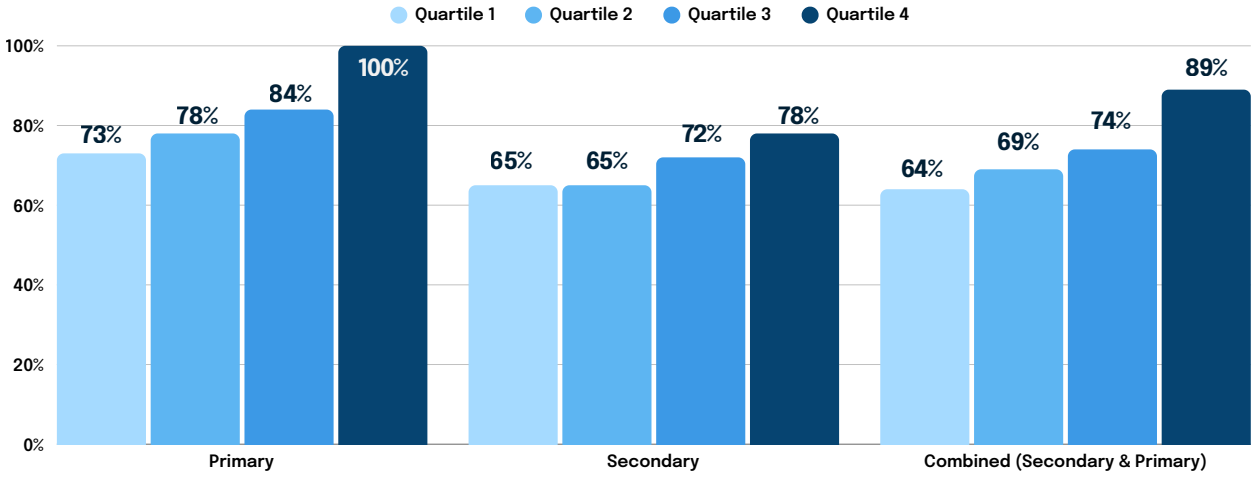
- Primary Schools - These types of schools represent a higher average overall wellbeing naturally. Younger students are usually happier in school at these ages due to less pressure.
- Secondary Schools - It is less common for these schools to have overall wellbeing above 75% due to older year groups experiencing increased pressures at school.
- Combined Schools - Average overall wellbeing sits in between each, as the primary years help boost the overall wellbeing of the usual lower schools in the secondary years.

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School-wide Data Trends - By Wellbeing Theme

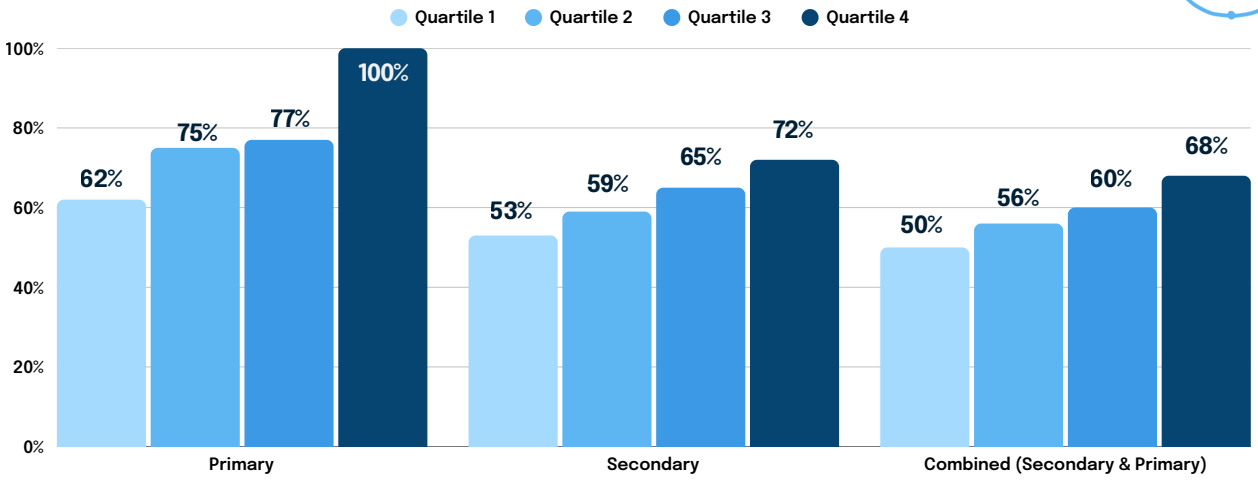
Achievement & Learning





Digital Wellbeing





Insights



- Achievement & Learning - Primary schools excel in nurturing academic skills and fostering a love for learning, while secondary schools face challenges in maintaining engagement with more complex content; combined schools balance these aspects, catering to diverse learning stages.

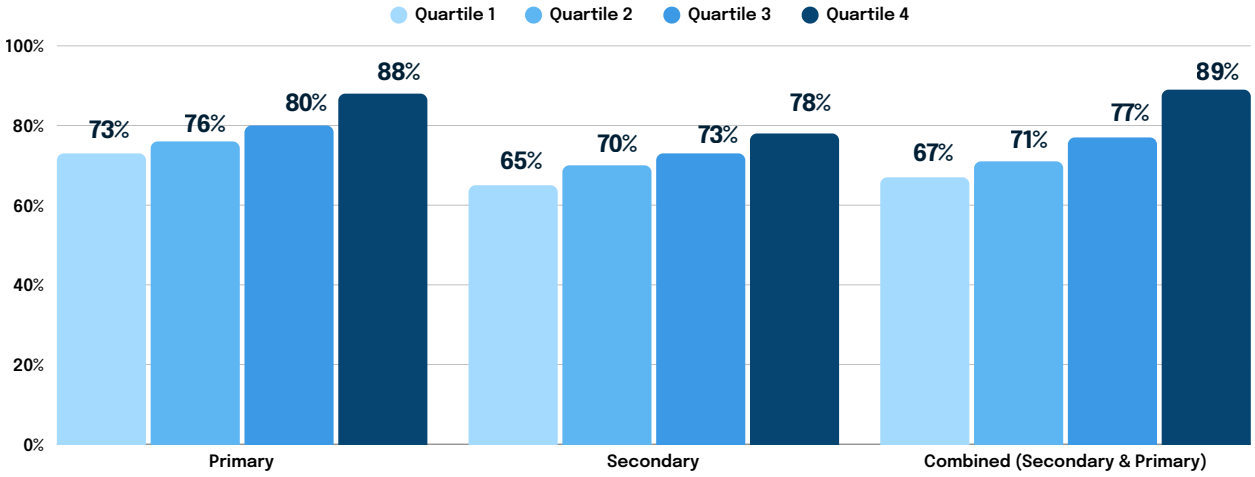
- Digital Wellbeing - Primary schools are making significant strides in integrating digital literacy, secondary schools are gradually addressing the complexities of digital interactions among teenagers, and combined schools are consistently working on adapting digital literacy education across all ages.

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School-wide Data Trends - By Wellbeing Theme

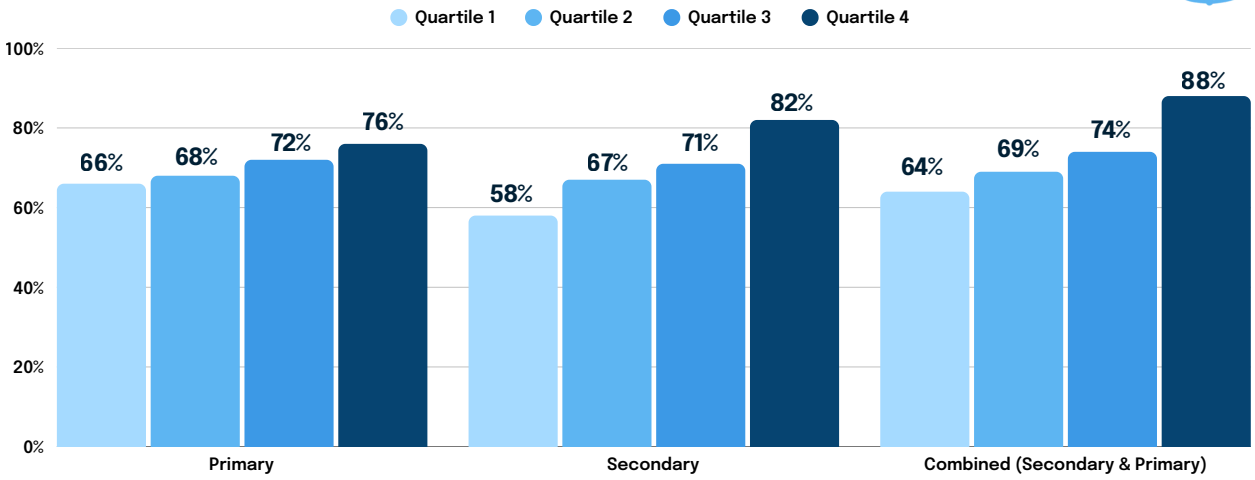
Emotional Wellbeing





Physical Wellbeing





Insights

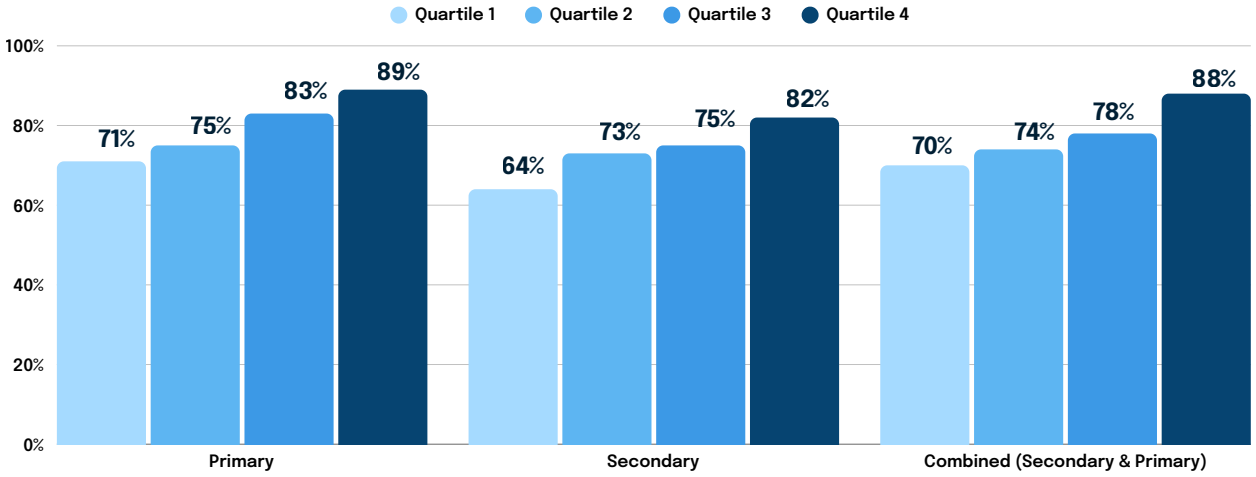


- Emotional Wellbeing - Primary schools are effective in nurturing emotional development, secondary schools need enhanced emotional support systems for adolescents, and combined schools show adaptability in meeting the evolving emotional needs from primary through secondary years.
- Physical Wellbeing - There's a steady focus on physical health and lifestyle habits in primary schools, a growing emphasis on physical changes and fitness in secondary schools, and a comprehensive approach to physical wellbeing in combined schools.

School-wide Data Trends - By Wellbeing Theme

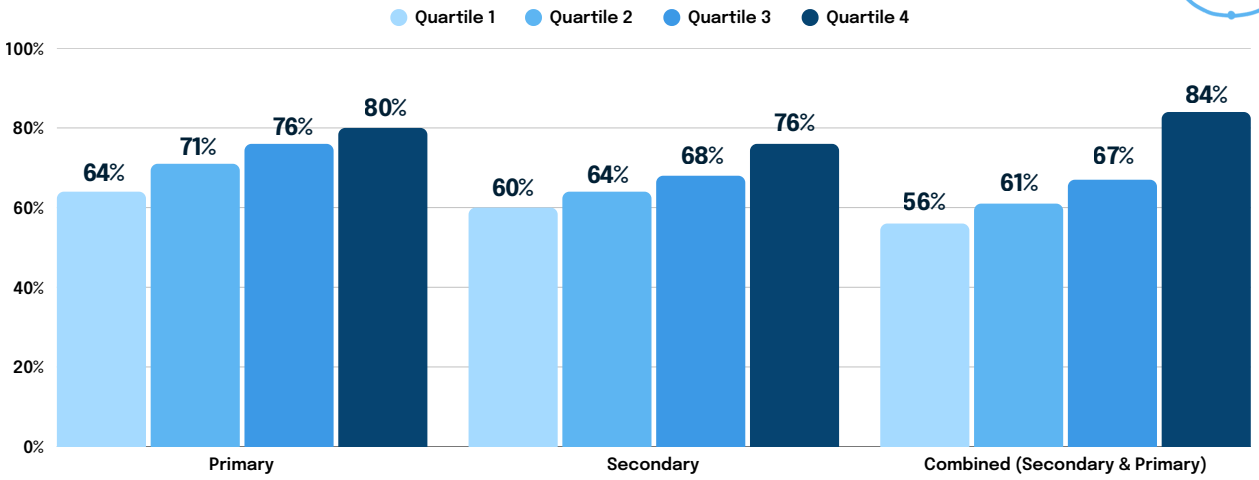
School Climate





Sleep





Insights



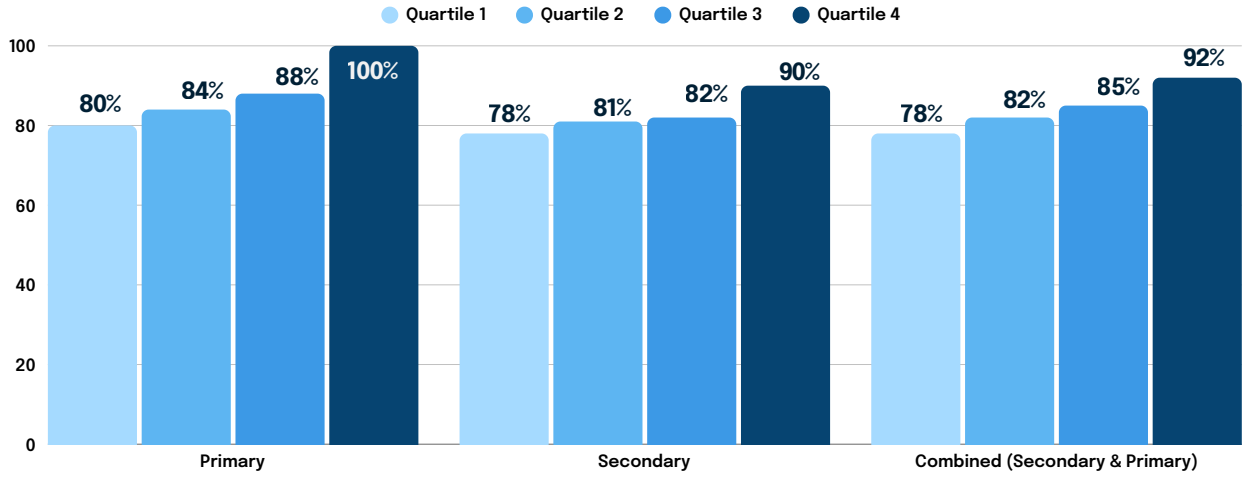
- School Climate - Primary schools generally provide a nurturing and positive environment, secondary schools are working on enhancing climate amidst complex teenage dynamics, and combined schools strive for a consistently positive and inclusive climate for all students.
- Sleep - Primary schools are improving education on healthy sleep habits, secondary schools are tackling sleep challenges due to various pressures, and combined schools are focusing on ensuring adequate sleep across all student age groups.

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School-wide Data Trends - By Wellbeing Theme

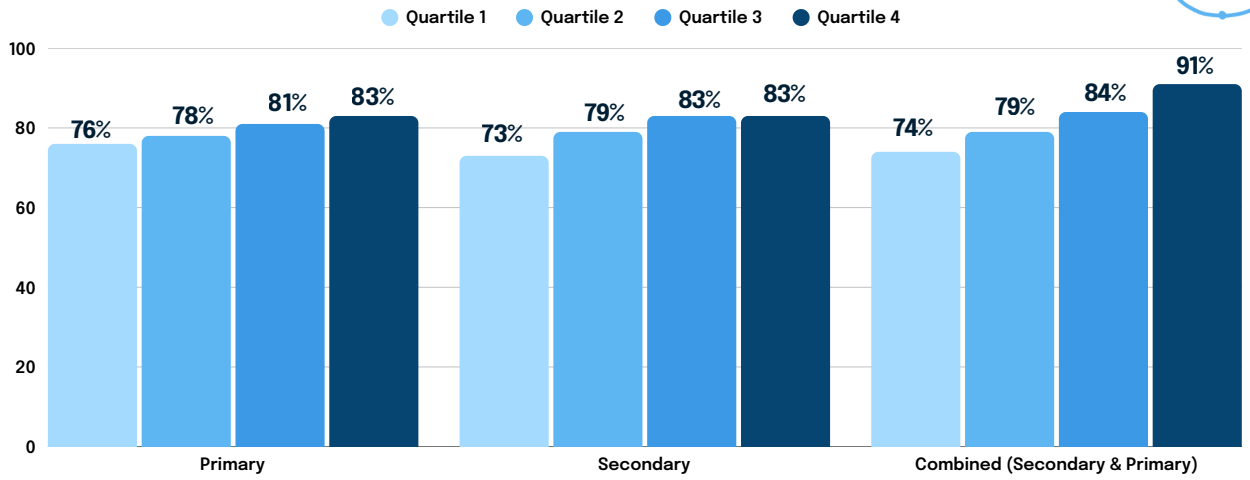
Social Wellbeing





Spiritual Wellbeing





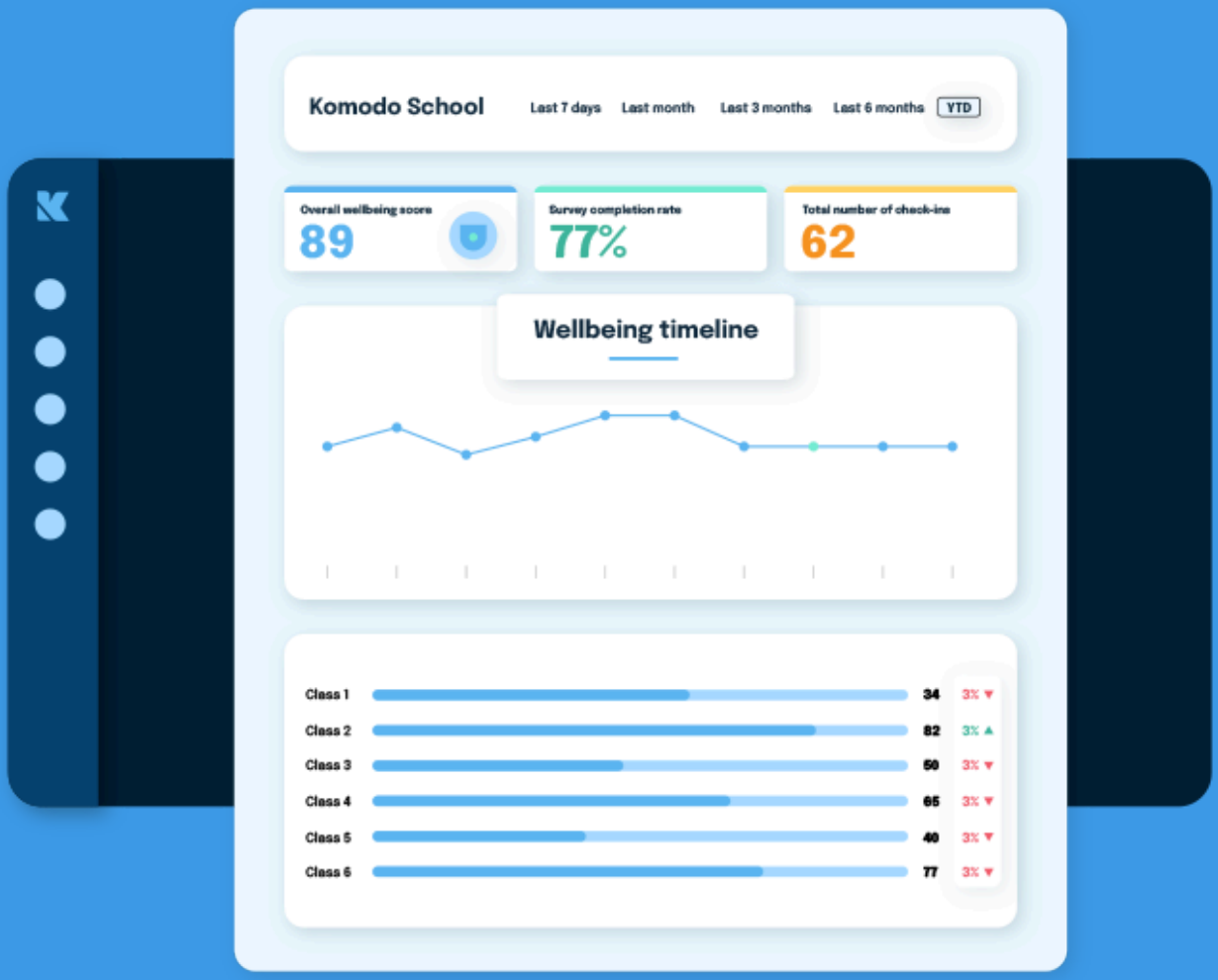
Insights



- Social Wellbeing - High effectiveness in fostering social skills and relationships is seen in primary schools, secondary schools are focusing on complex social dynamics, and combined schools maintain a balanced approach to social development throughout the schooling years.

- Spiritual Wellbeing - Primary schools focus on instilling a sense of wonder and personal values, secondary schools on developing identity and broader worldviews, and combined schools offer a continuous exploration of self and purpose from childhood to adolescence.

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Year Level Wellbeing Data Trends

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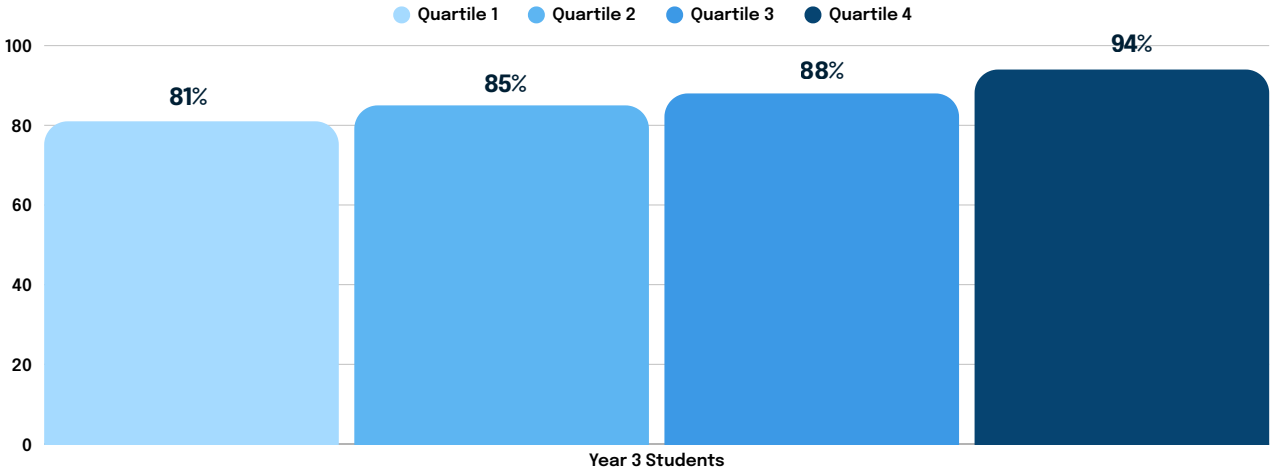
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Year 3 Students (Age: 7-8 yrs) - Data Trends

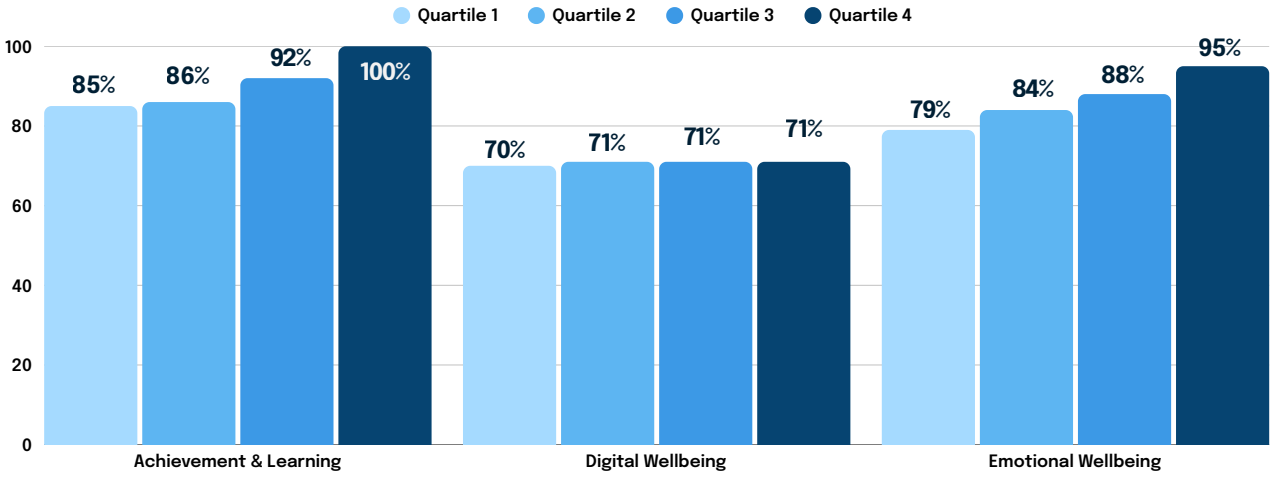
Overall Wellbeing





Wellbeing Themes



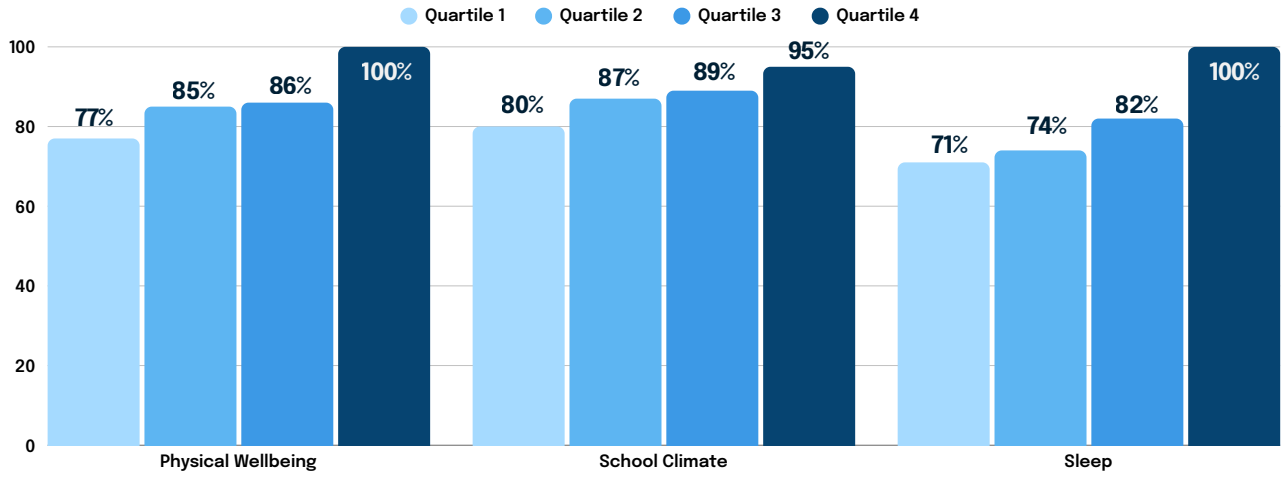


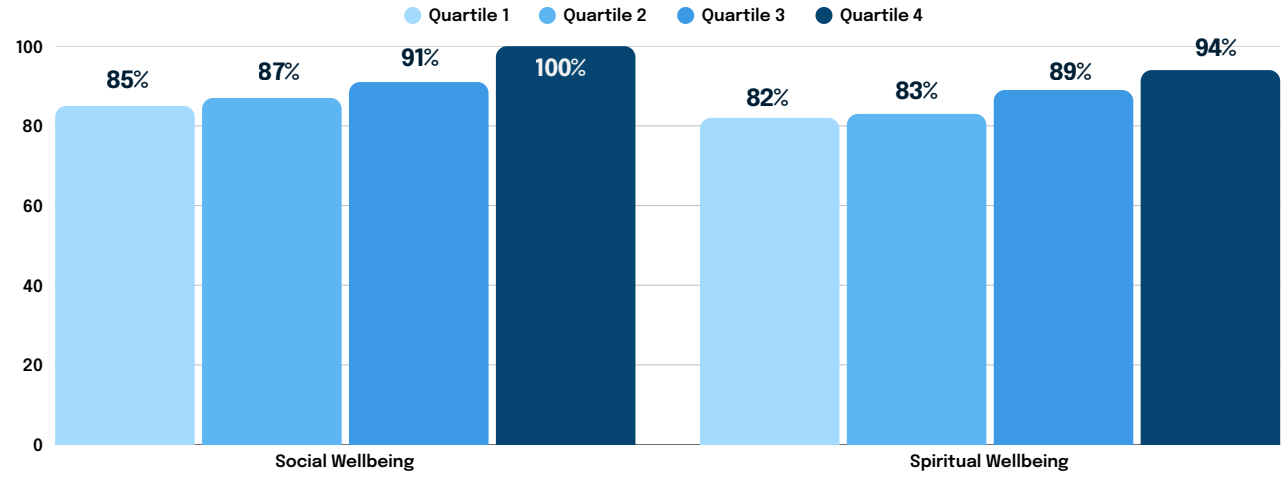
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Year 3 Students (Age: 7-8 yrs) - Data Trends

Wellbeing Themes







Insights - Year 3



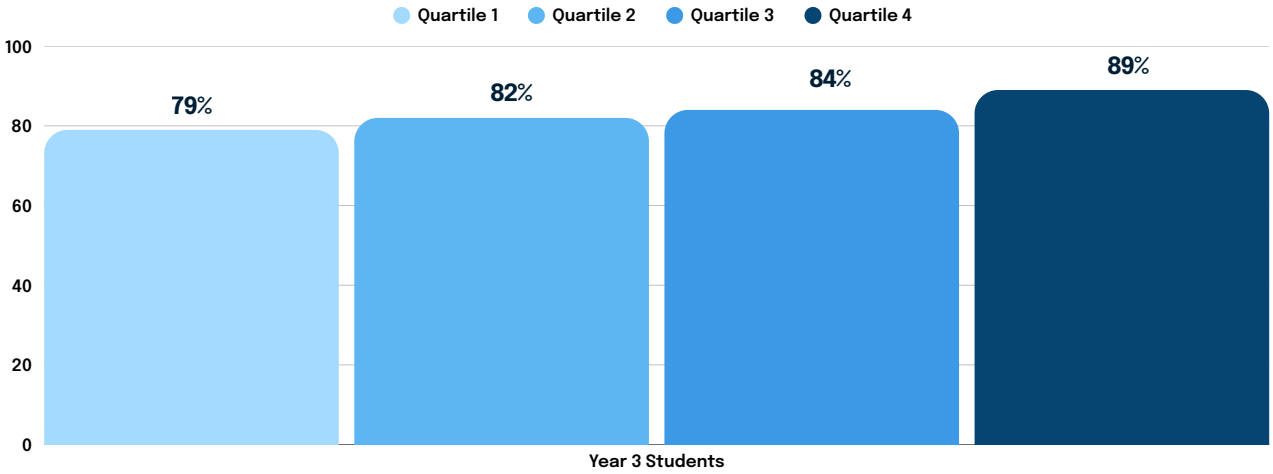
- High engagement and enthusiasm in learning, with a strong sense of emotional and physical wellbeing, reflecting the typical developmental stage of curiosity and rapid learning in younger children.
- Excellent scores in social and spiritual wellbeing, indicating a supportive school environment that fosters a sense of community and personal values at an early age.

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Year 4 Students (Age: 8-9 yrs) - Data Trends

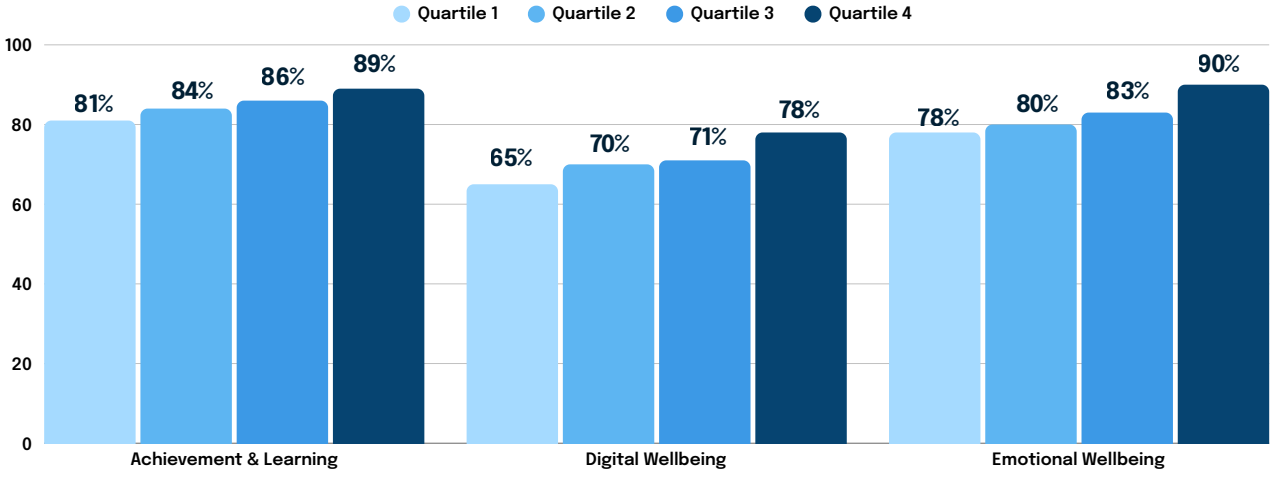
Overall Wellbeing





Wellbeing Themes

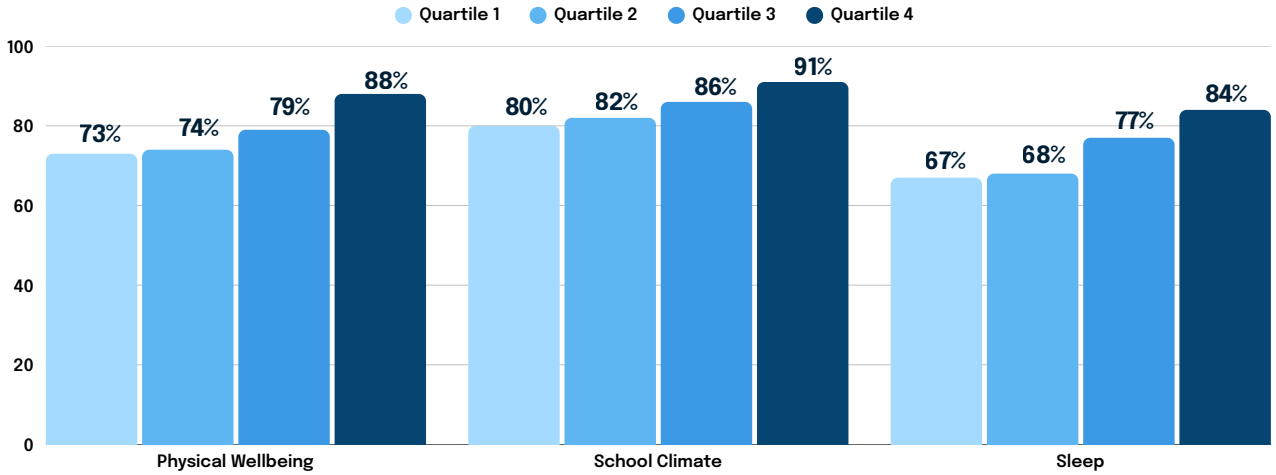


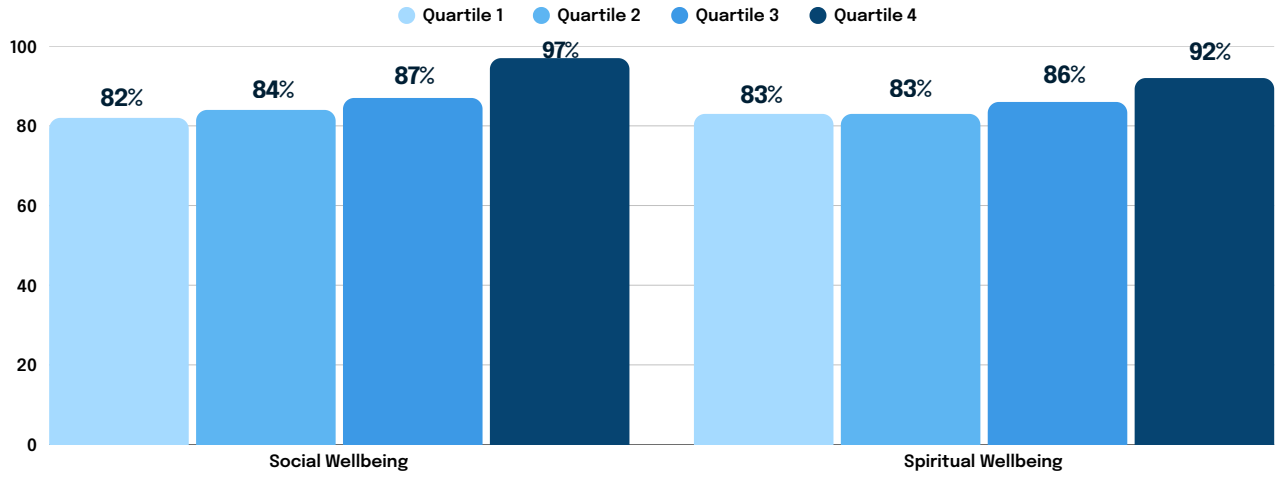


Year 4 Students (Age: 8-9 yrs) - Data Trends

Wellbeing Themes







Insights - Year 4



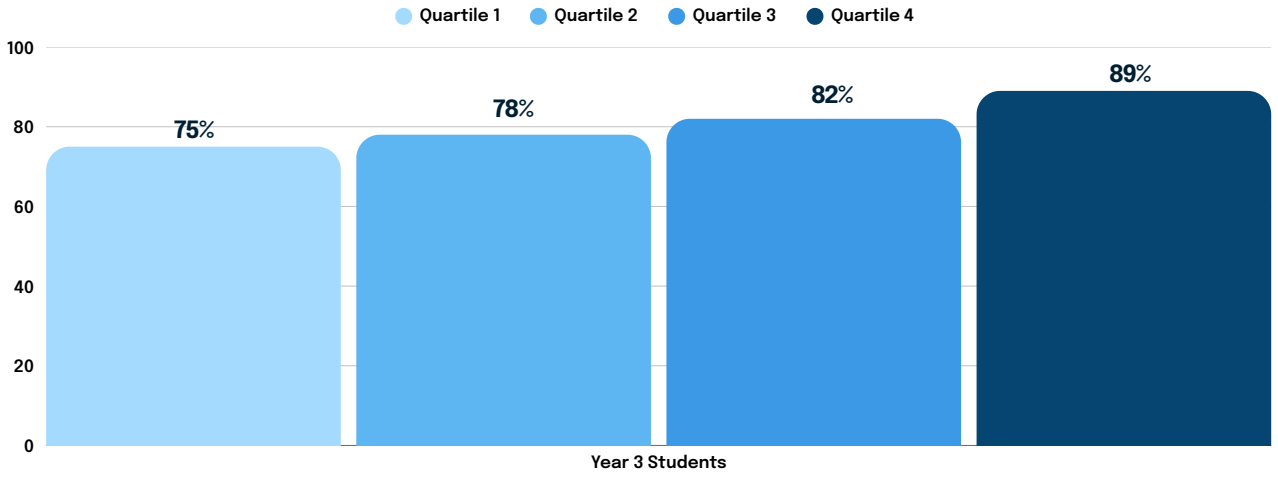
- Continued strong performance in academic and social areas, with a growing understanding and adaptation to digital environments, aligning with the developmental stage of expanding social networks and cognitive skills.
- Good emotional wellbeing and a positive school climate, suggesting effective support systems and a nurturing environment that is crucial for this age group.

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Year 5 Students (Age: 9-10 yrs) - Data Trends

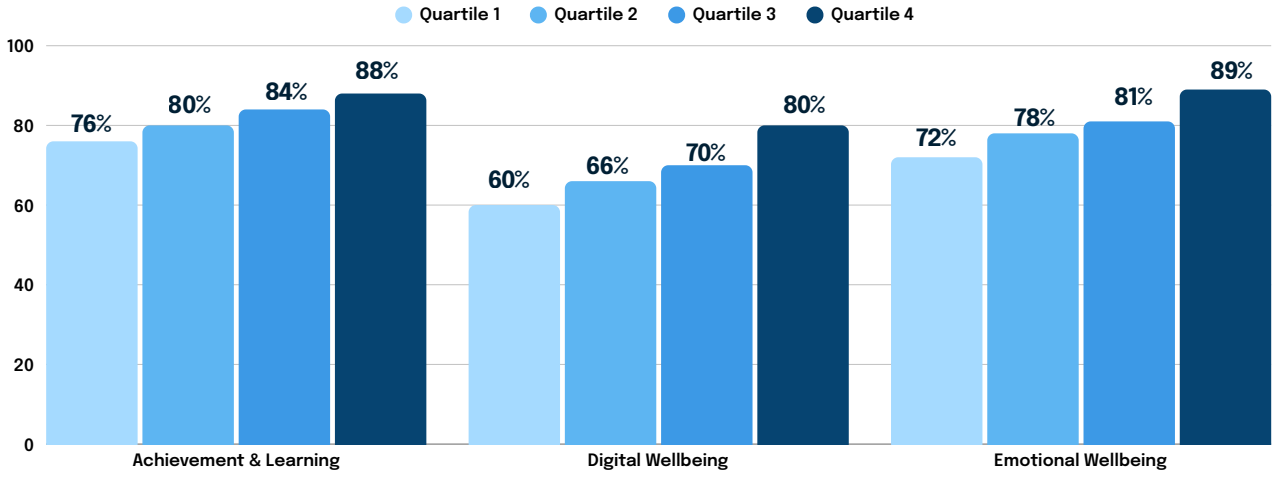
Overall Wellbeing





Wellbeing Themes



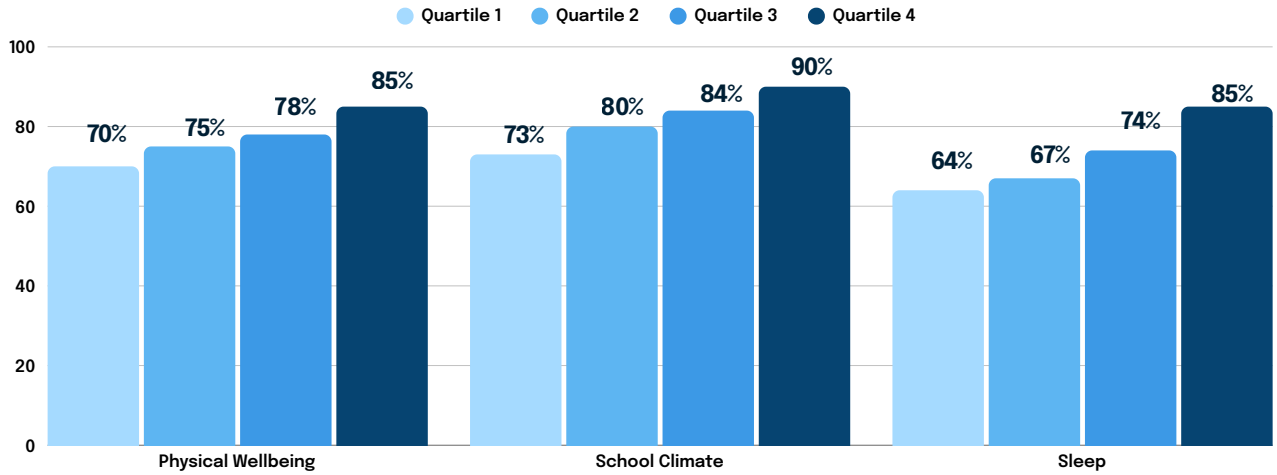


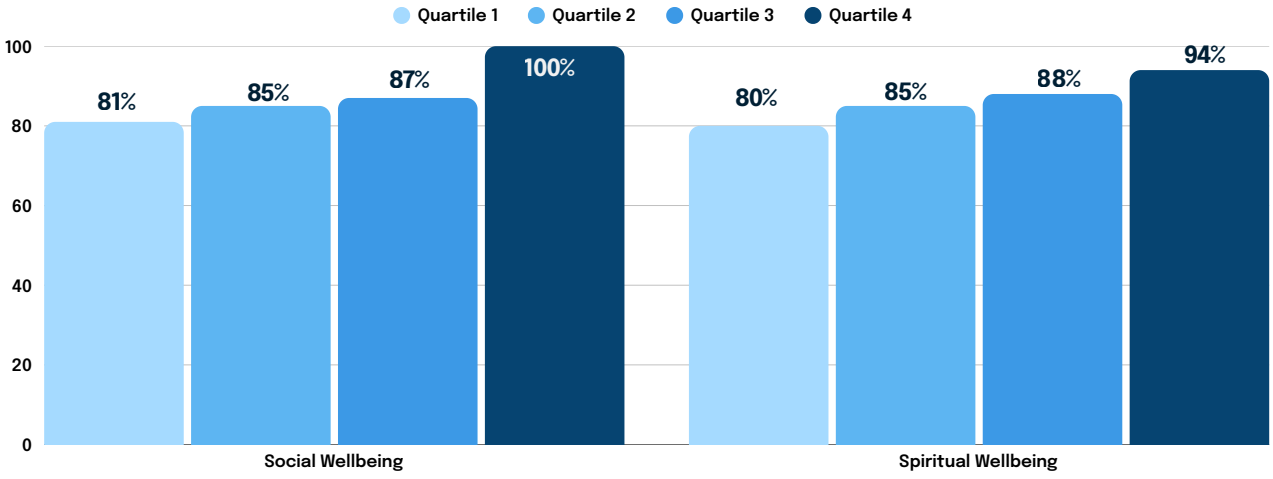
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Year 5 Students (Age: 9-10 yrs) - Data Trends

Wellbeing Themes







Insights - Year 5



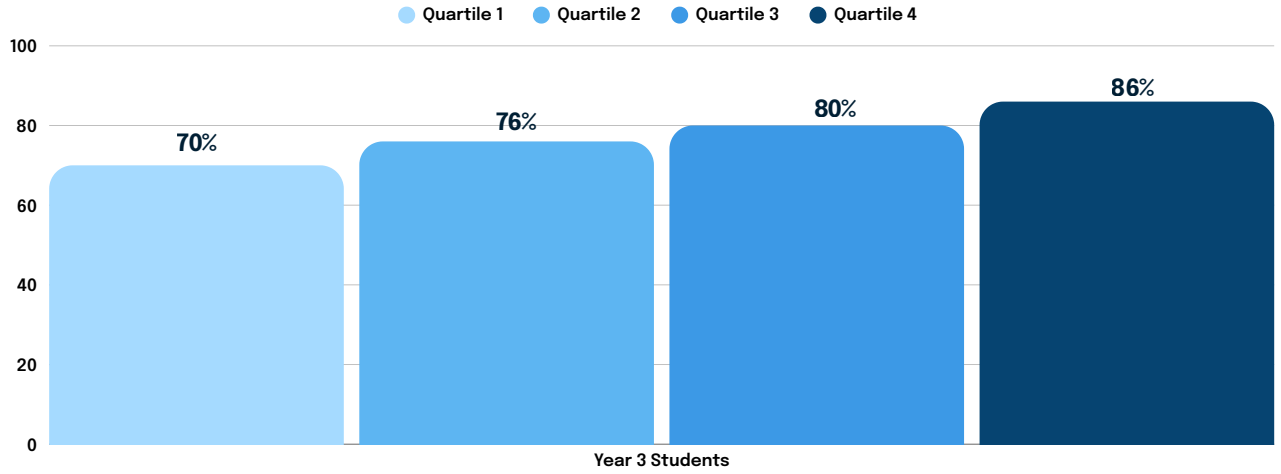
- Notable growth in digital wellbeing and emotional maturity, reflecting the age where children start to develop a deeper understanding of their emotions and digital interactions.
- Strong social wellbeing and a sense of achievement in learning, indicating a positive peer environment and effective academic support.

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Year 6 Students (Age: 10-11 yrs) - Data Trends

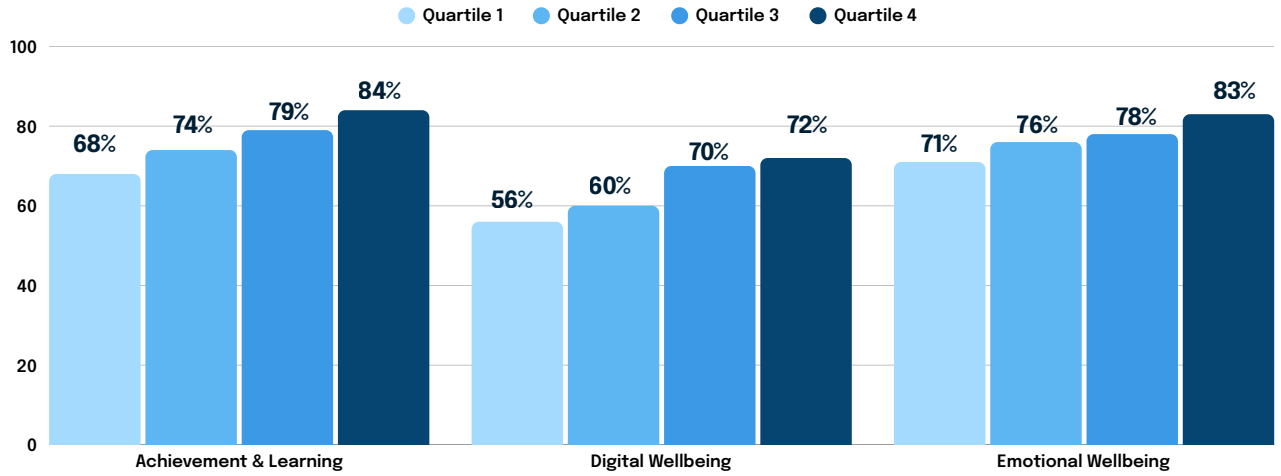
Overall Wellbeing





Wellbeing Themes

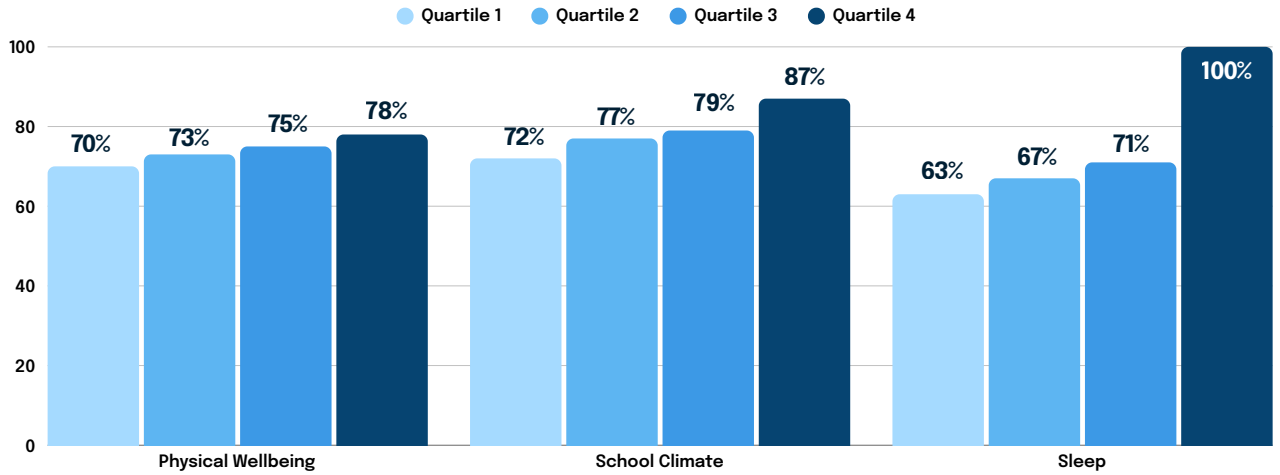


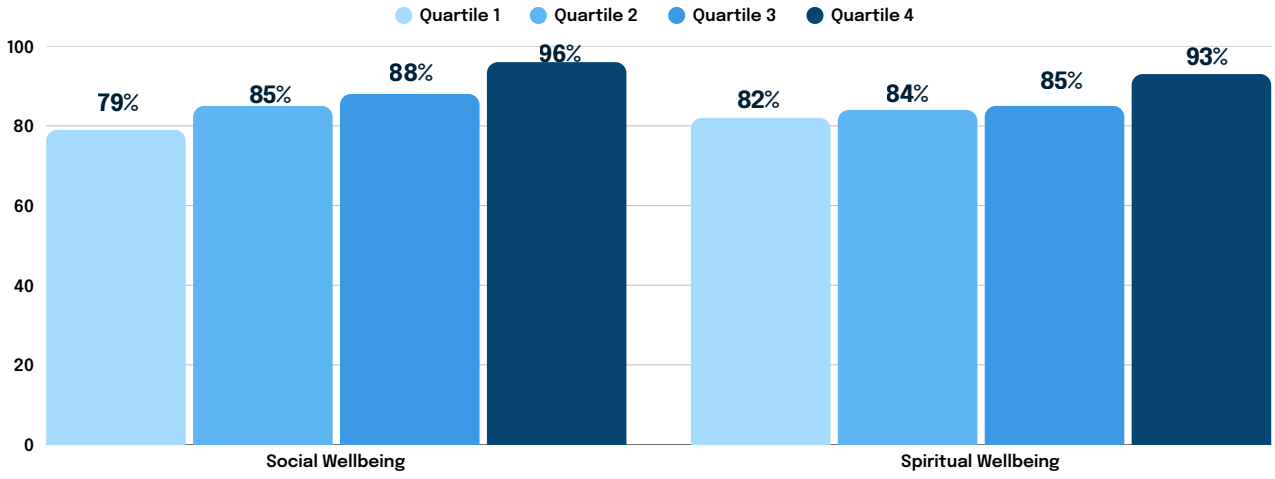


Year 6 Students (Age: 10-11 yrs) - Data Trends

Wellbeing Themes







Insights - Year 6



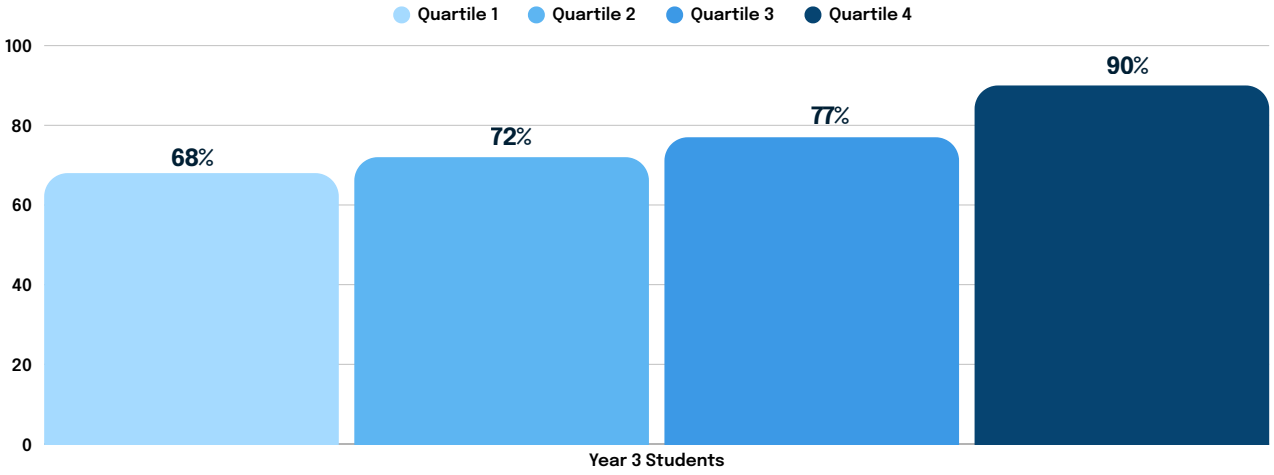
- Beginning of pre-adolescence marked by a gradual shift in focus towards emotional wellbeing and school climate, reflecting the increasing complexity of social dynamics and self-awareness.
- Consistent growth in social and spiritual wellbeing, suggesting a supportive environment that helps in navigating the early stages of adolescence.

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Year 7 Students (Age: 11-12 yrs) - Data Trends

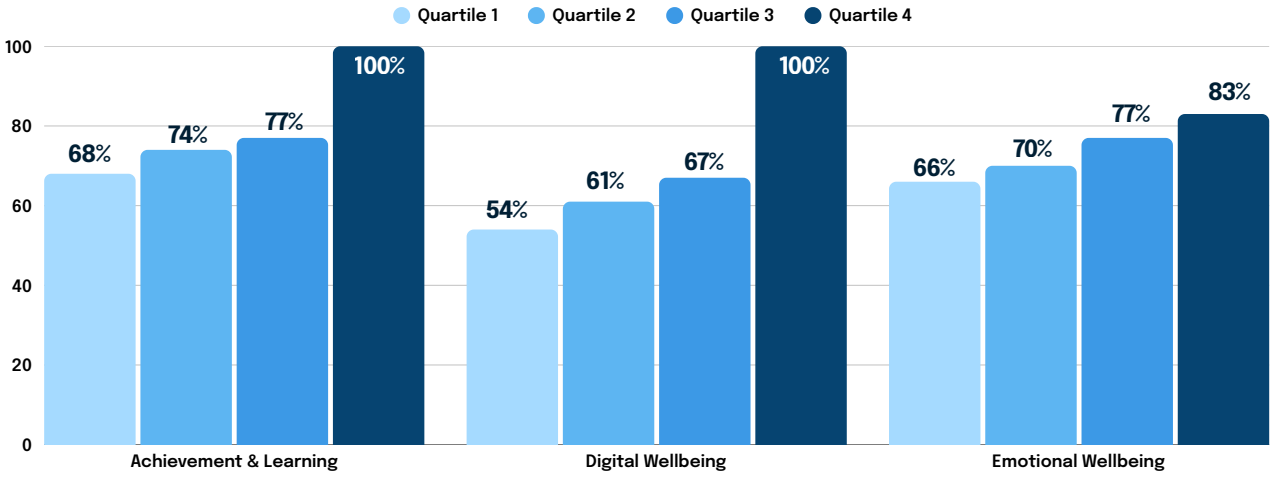
Overall Wellbeing





Wellbeing Themes



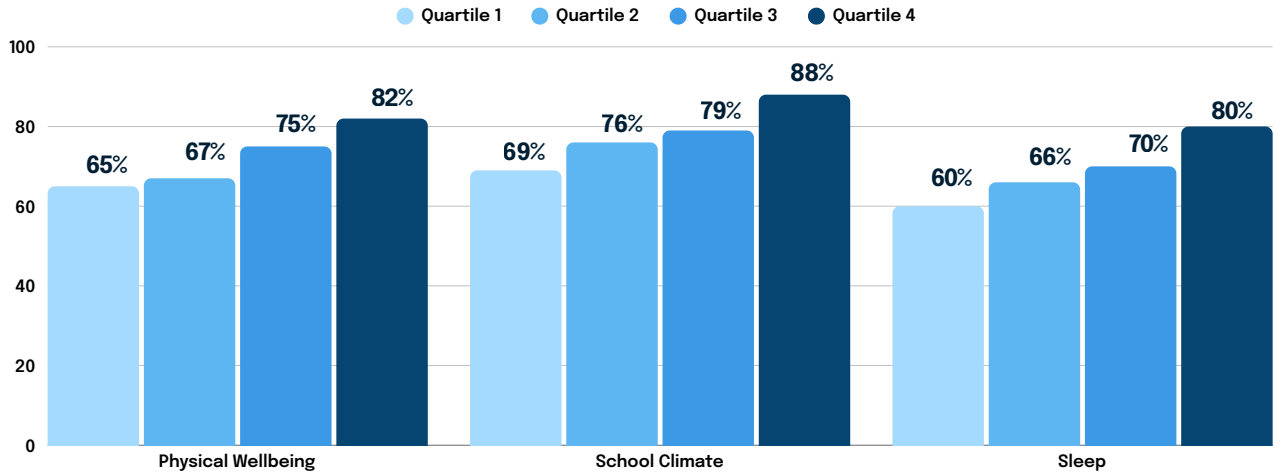


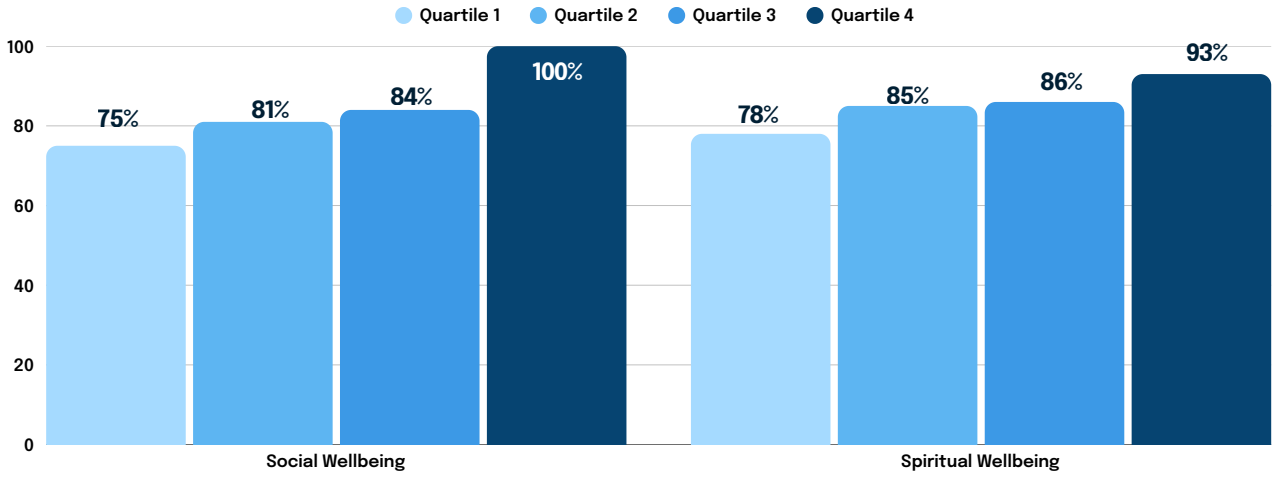
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Year 7 Students (Age: 11-12 yrs) - Data Trends

Wellbeing Themes







Insights - Year 7



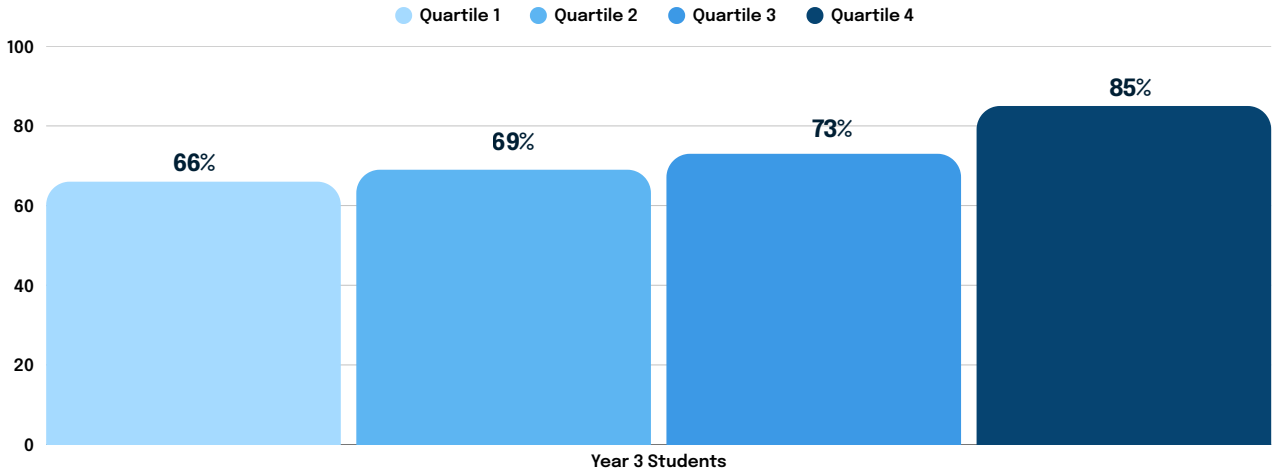
- Transition to secondary education often brings new challenges; reflected in the focus on emotional wellbeing and school climate, crucial for adapting to new academic and social settings.
- Significant improvement in digital wellbeing, aligning with the increased use and understanding of digital platforms typical of this age.

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Year 8 Students (Age: 12-13 yrs) - Data Trends

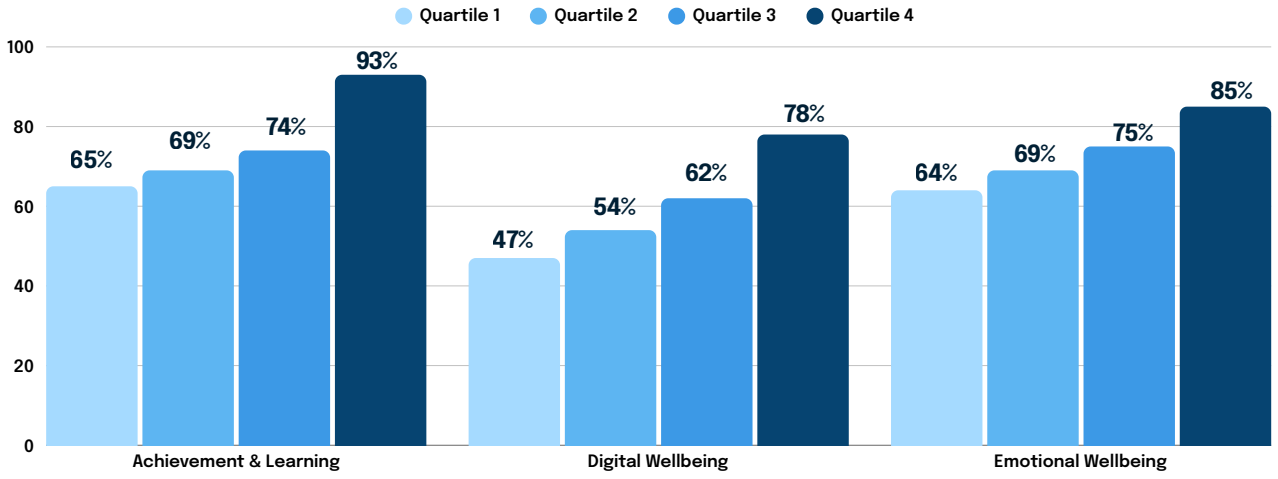
Overall Wellbeing





Wellbeing Themes



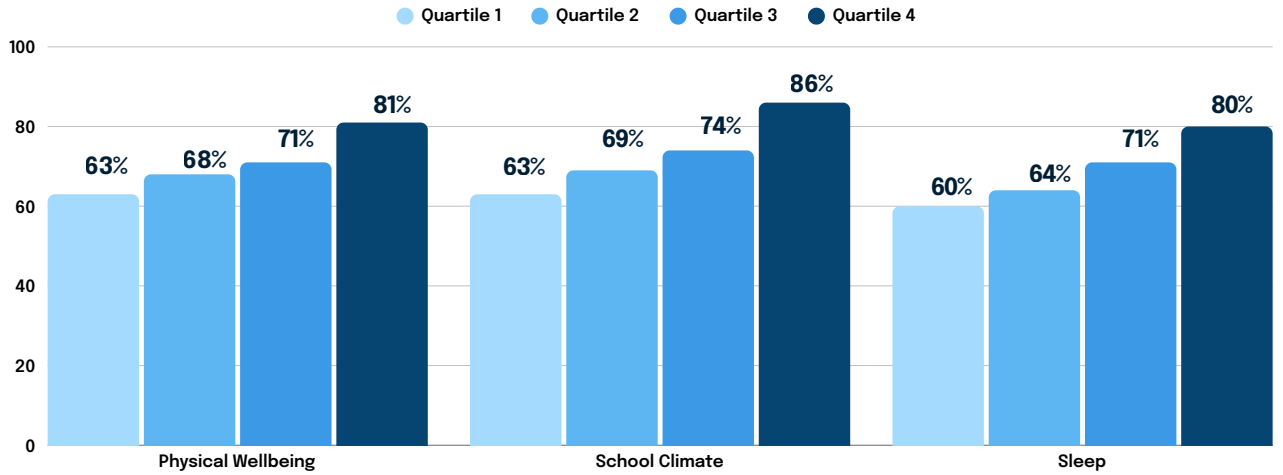


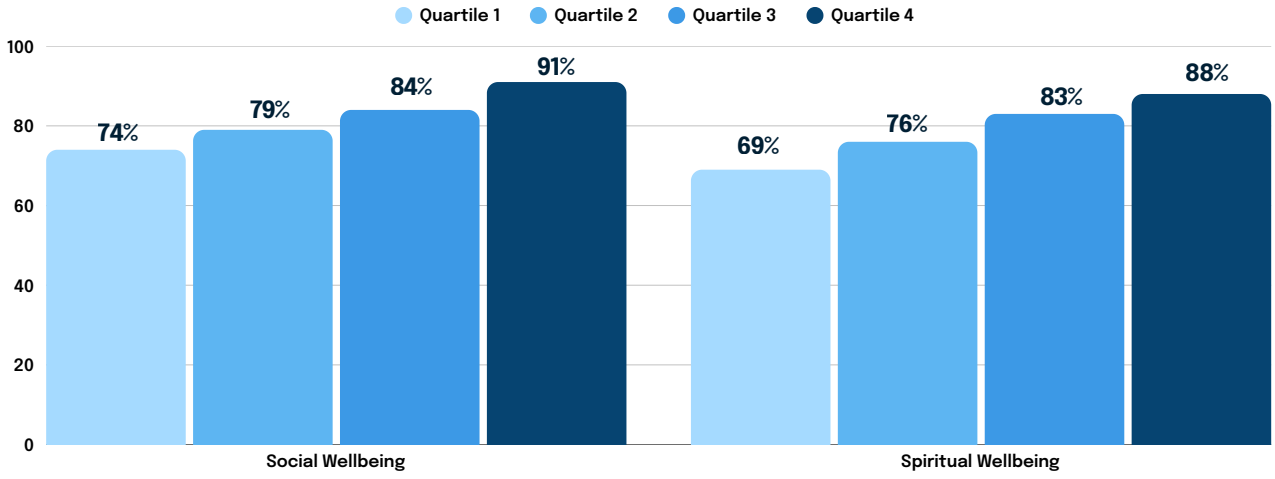
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Year 8 Students (Age: 12-13 yrs) - Data Trends

Wellbeing Themes







Insights - Year 8



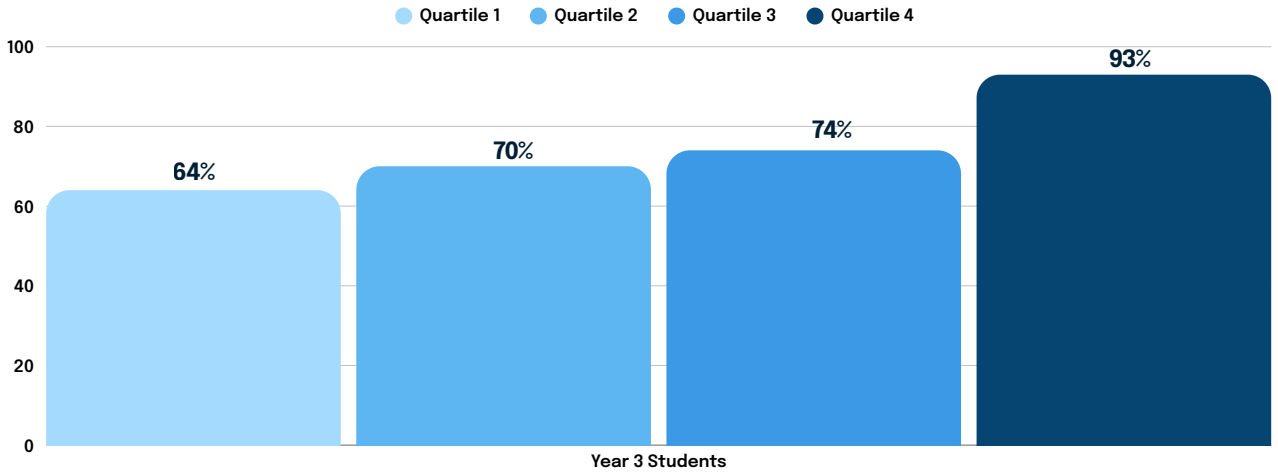
- Continued adaptation to secondary school life, with a focus on emotional and physical wellbeing, reflecting the ongoing development of personal identity and self-esteem.
- Improvement in school climate and social wellbeing, indicating growing comfort and integration within the school community.

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Year 9 Students (Age: 13-14 yrs) - Data Trends

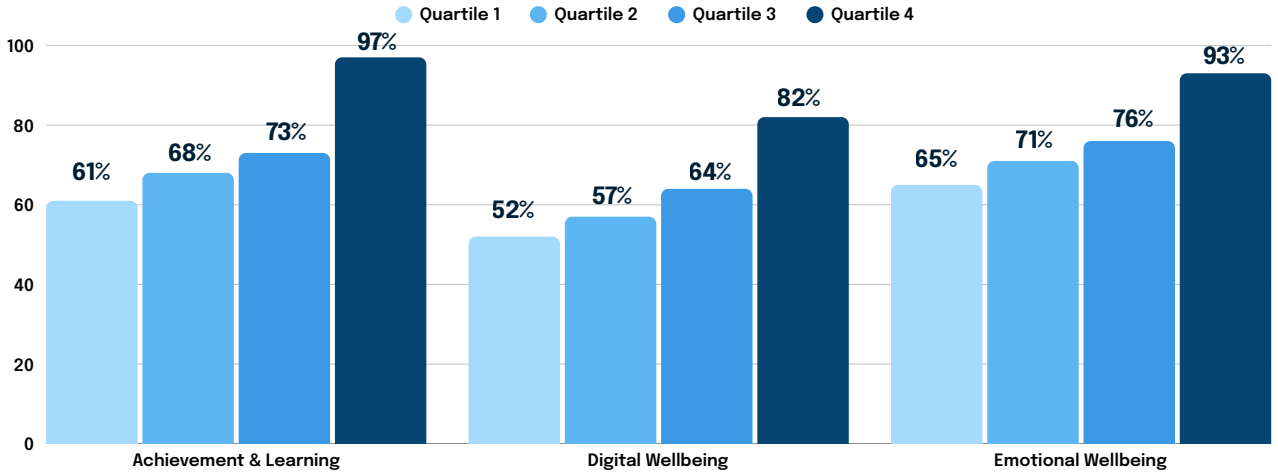
Overall Wellbeing





Wellbeing Themes

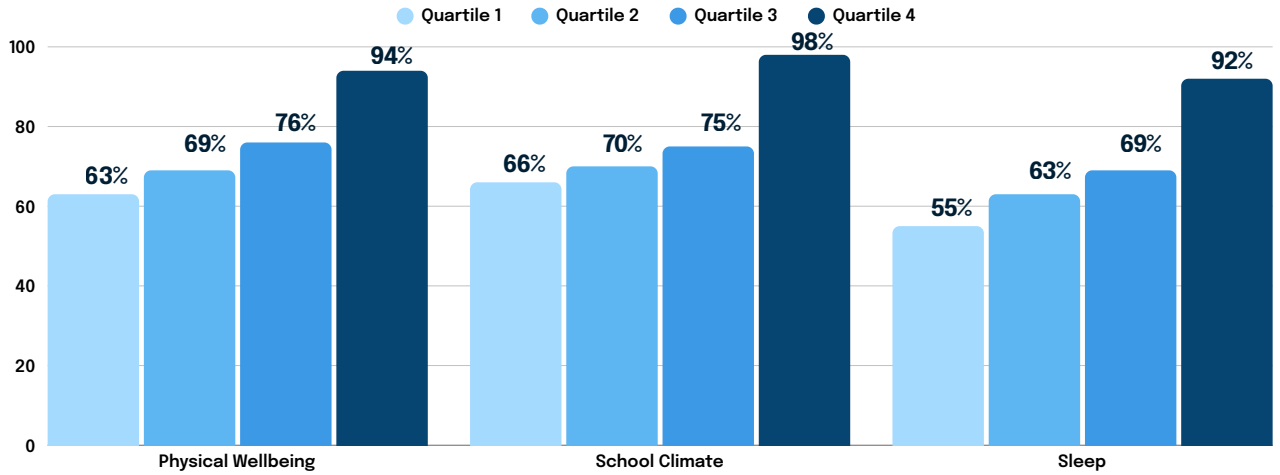


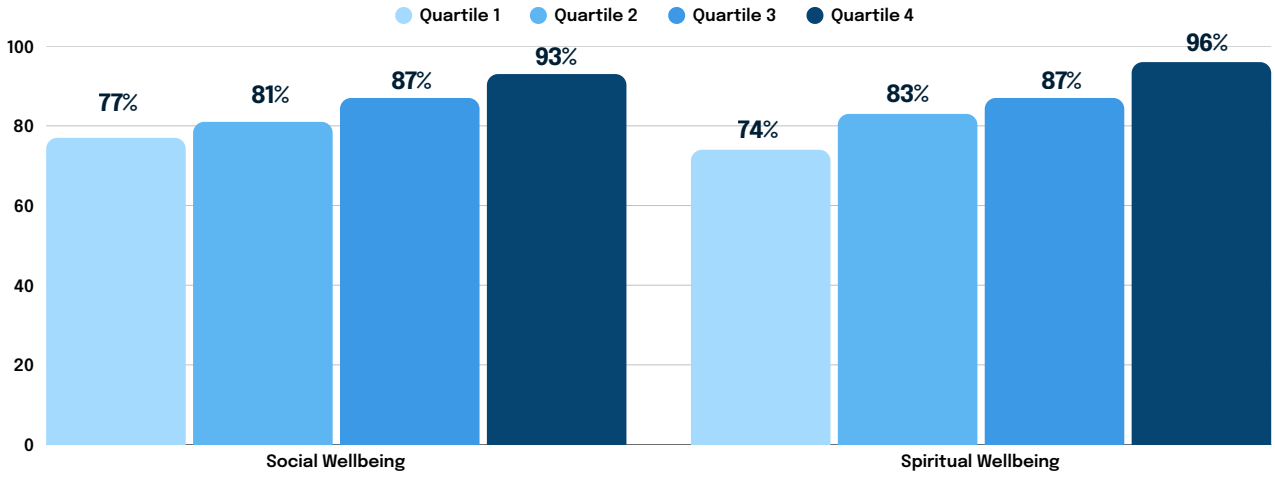


Year 9 Students (Age: 13-14 yrs) - Data Trends

Wellbeing Themes







Insights - Year 9



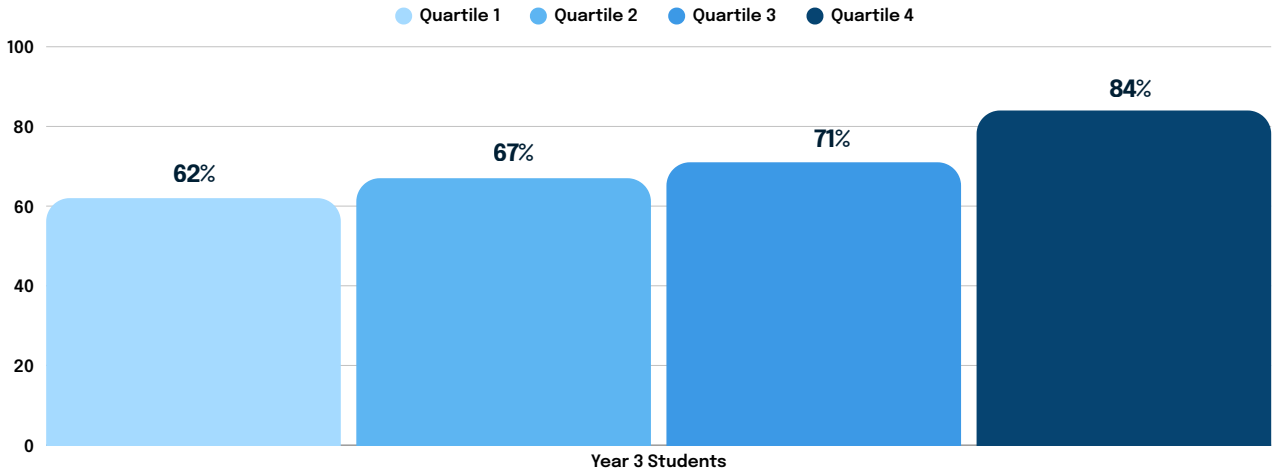
- A period often marked by significant emotional and social development, reflected in strong scores in emotional wellbeing and school climate, crucial for navigating the complexities of teenage years.
- Notable improvement in physical wellbeing and learner safety, aligning with the increased importance of health, fitness, and academic resilience during adolescence.

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Year 10 Students (Age: 14-15 yrs) - Data Trends

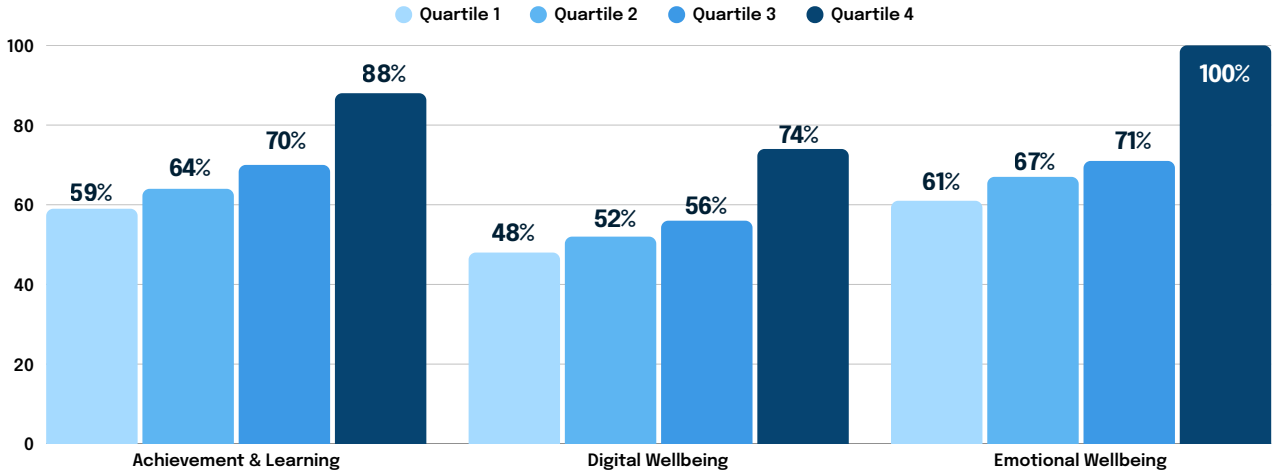
Overall Wellbeing





Wellbeing Themes

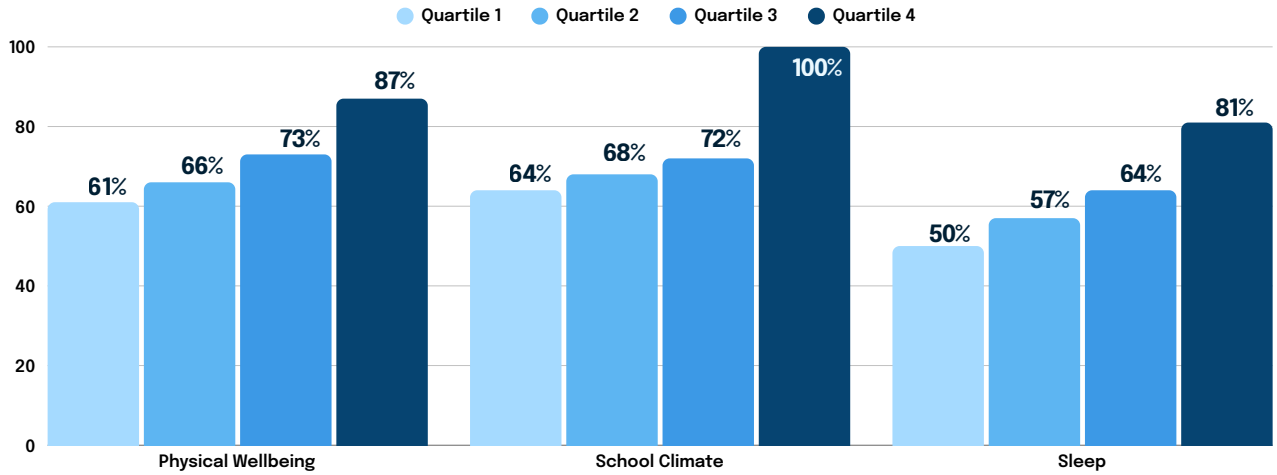


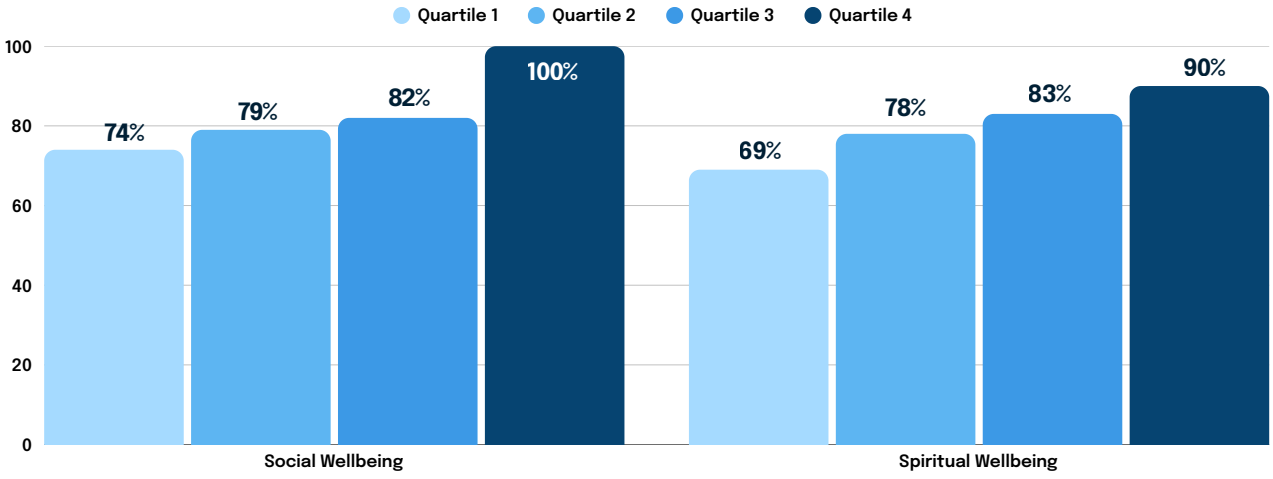


Year 10 Students (Age: 14-15 yrs) - Data Trends

Wellbeing Themes







Insights - Year 10



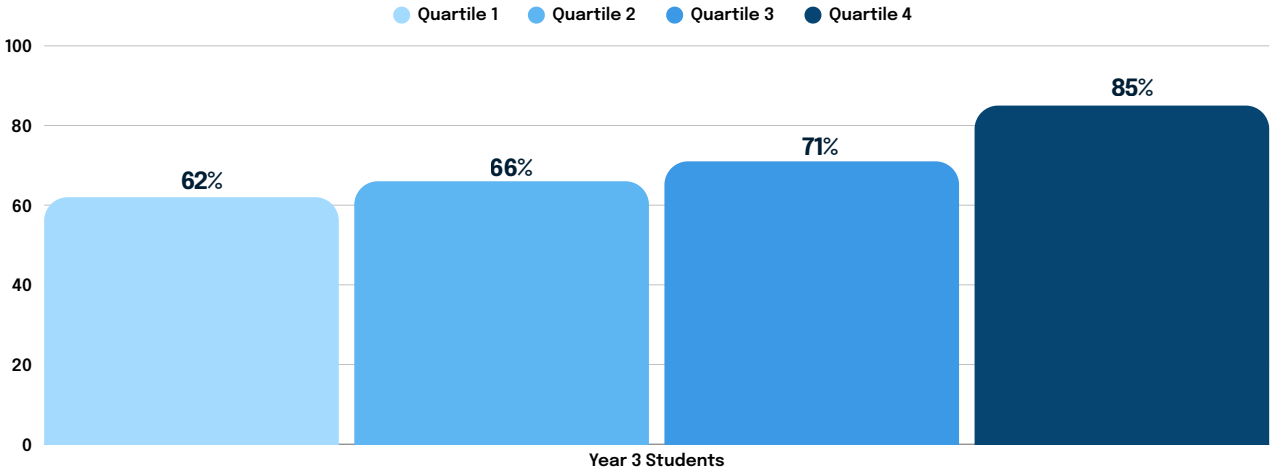
- Heightened focus on emotional wellbeing and school climate, reflecting the challenges of mid-adolescence, including identity formation and increased academic pressures.
- Strong scores in social wellbeing and spiritual wellbeing, indicating a supportive environment that fosters personal growth and community connection.

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Year 11 Students (Age: 15-16 yrs) - Data Trends

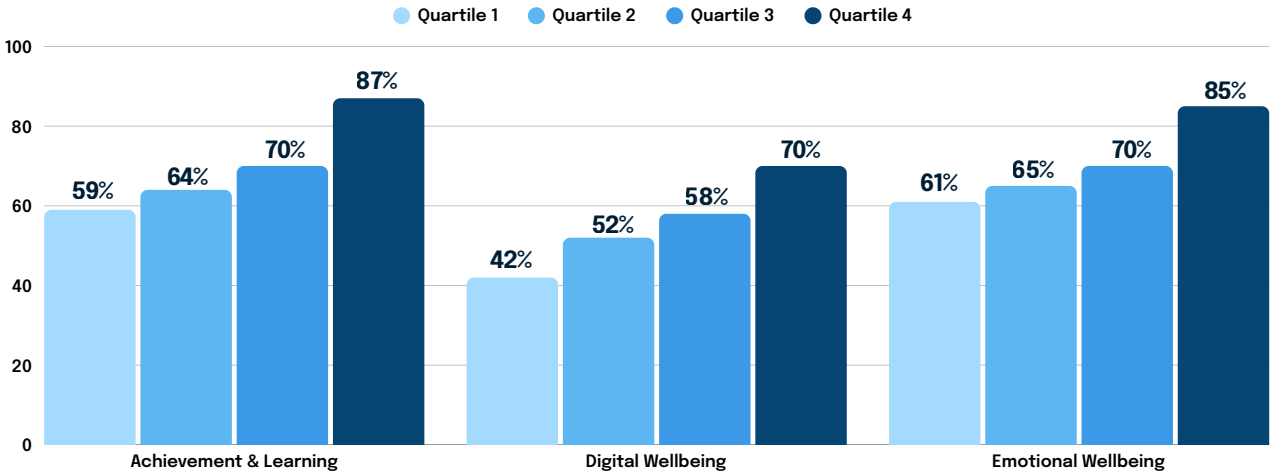
Overall Wellbeing





Wellbeing Themes



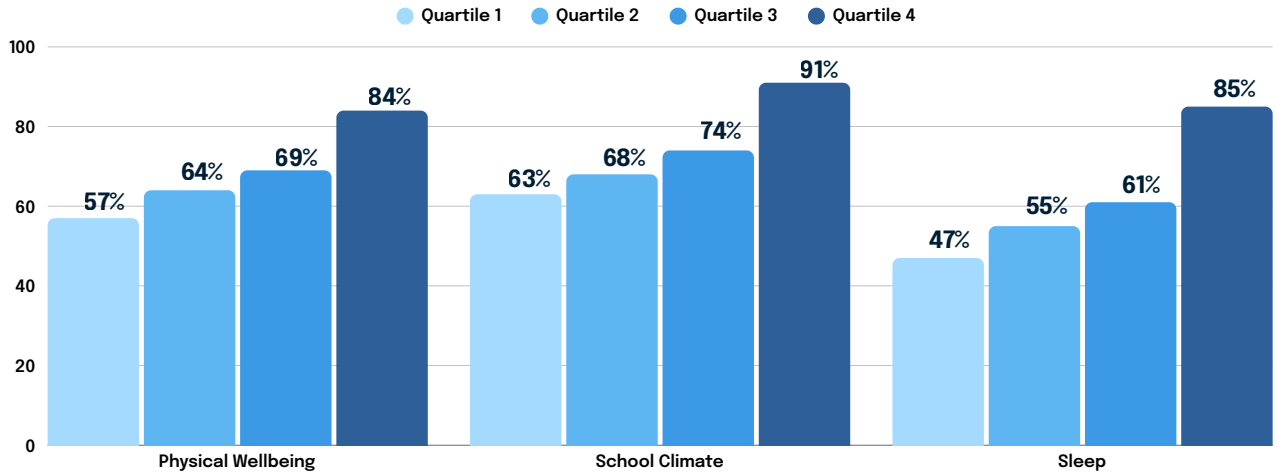


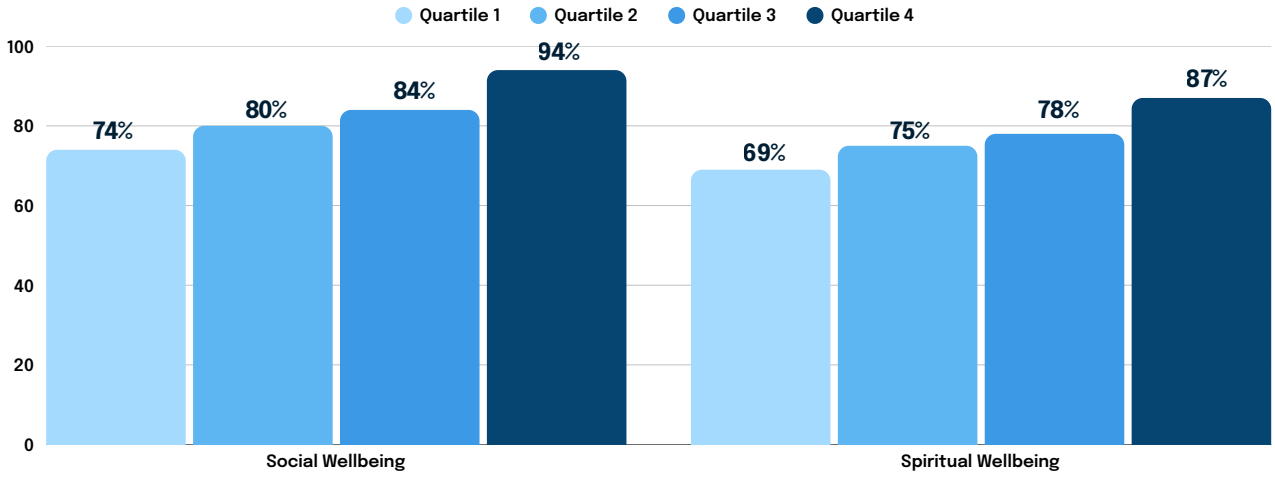
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Year 11 Students (Age: 15-16 yrs) - Data Trends

Wellbeing Themes







Insights - Year 11



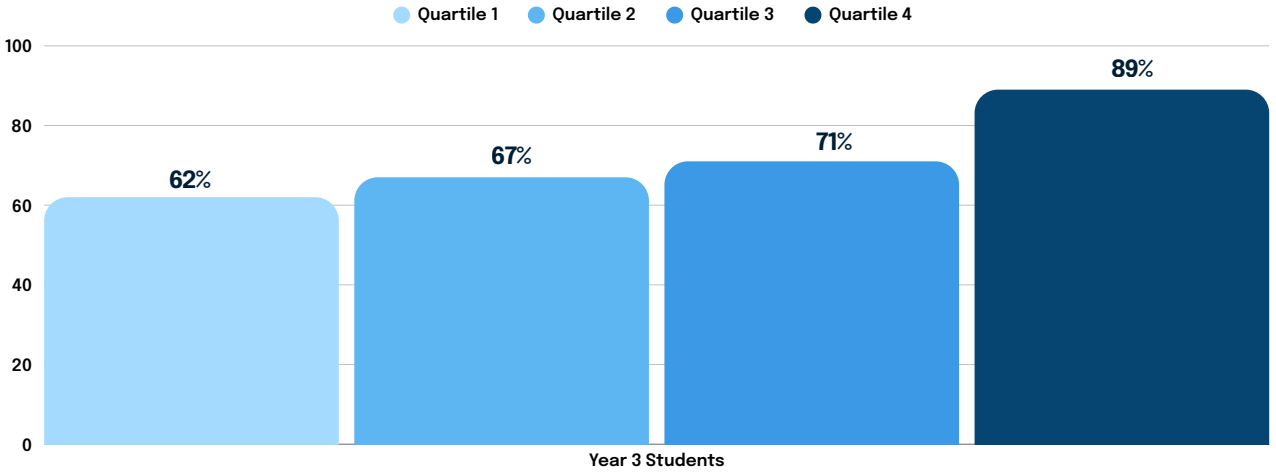
- Scores reflect the balancing of academic demands with personal wellbeing, with a focus on school climate and emotional wellbeing, crucial for managing stress and preparing for future educational pathways.
- Steady growth in social and spiritual wellbeing, suggesting a maturing understanding of personal and community values, important for late adolescence.

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Year 12 Students (Age: 16-17 yrs) - Data Trends

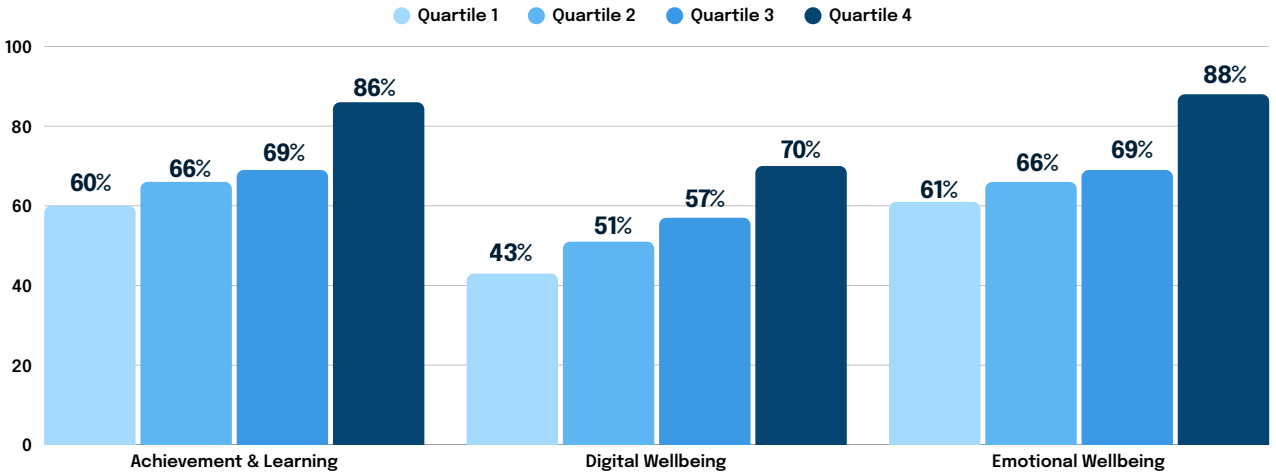
Overall Wellbeing





Wellbeing Themes



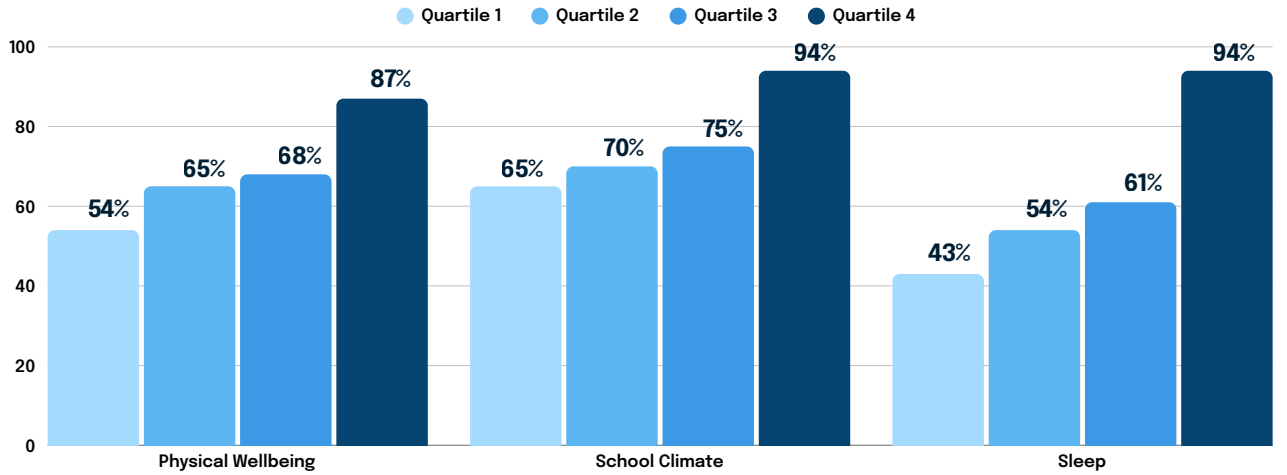


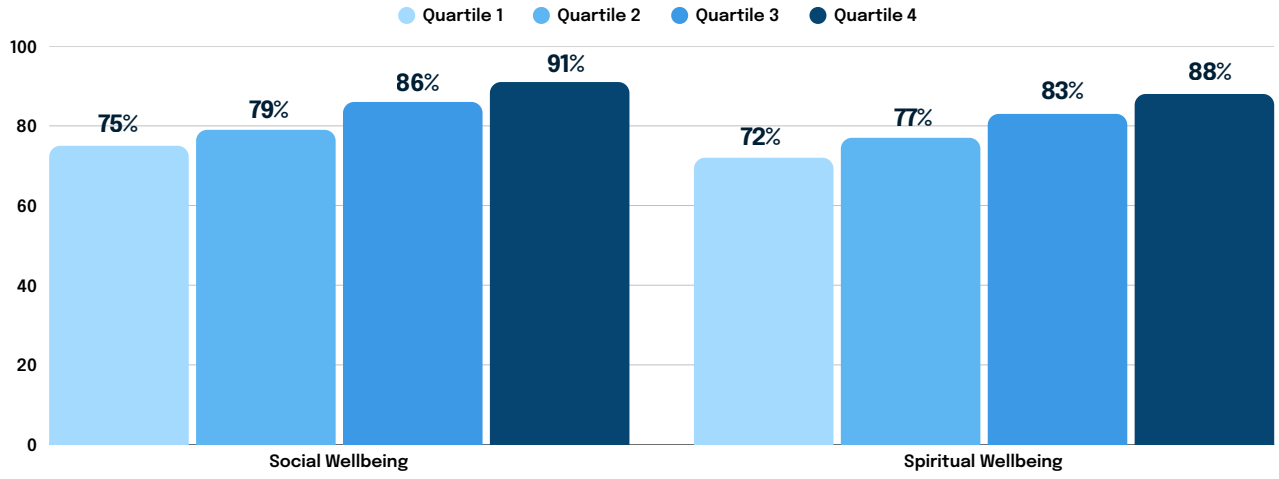
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Year 12 Students (Age: 16-17 yrs) - Data Trends

Wellbeing Themes







Insights - Year 12



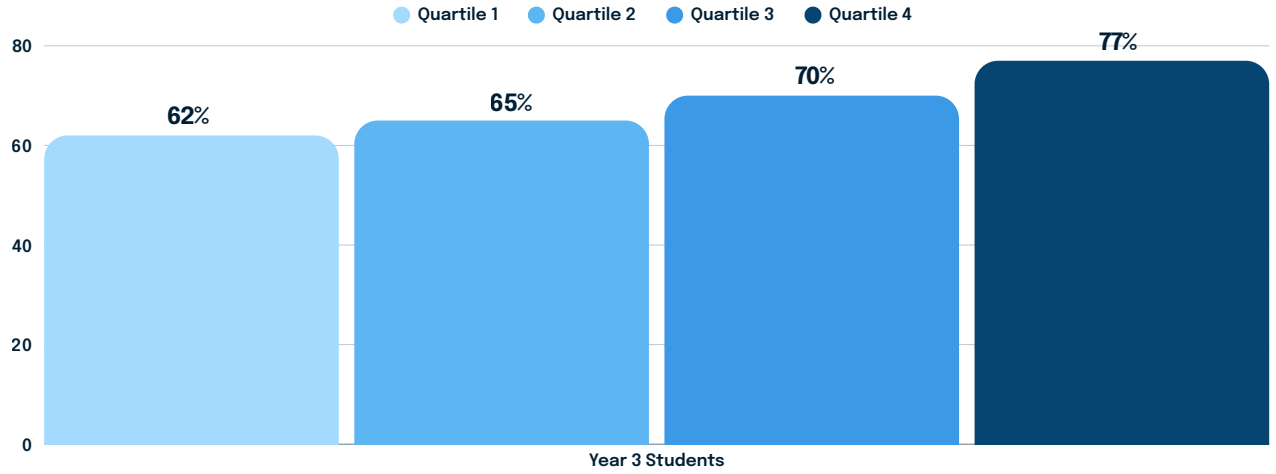
- Emphasis on emotional wellbeing and school climate, reflecting the stress of impending school completion and the transition to adulthood, with a need for supportive academic and emotional environments.
- Improvement in physical wellbeing and sleep, aligning with the growing awareness of self-care and health management as students approach the end of their school journey.

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Year 13 Students (Age: 17-18 yrs) - Data Trends

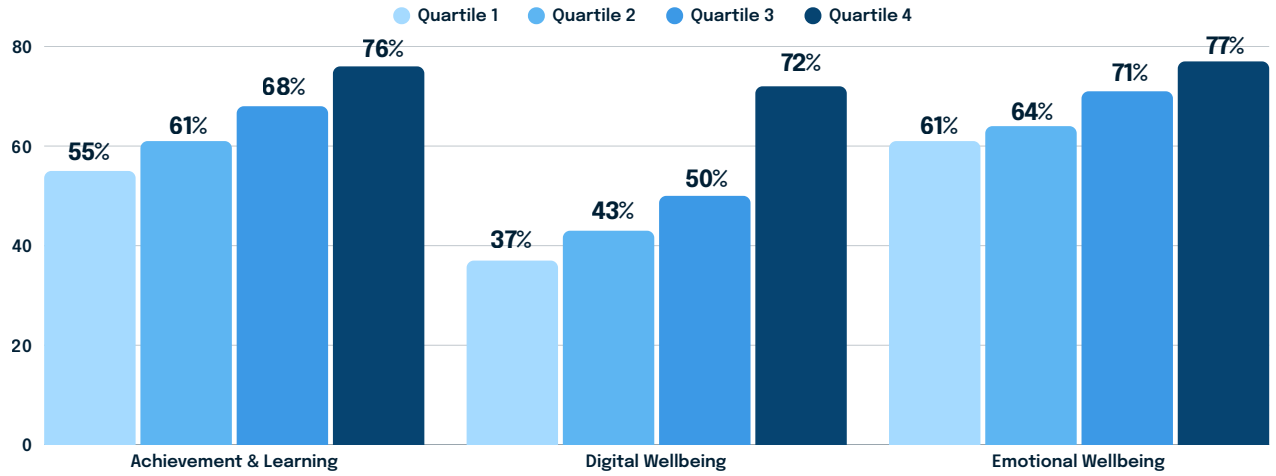
Overall Wellbeing





Wellbeing Themes

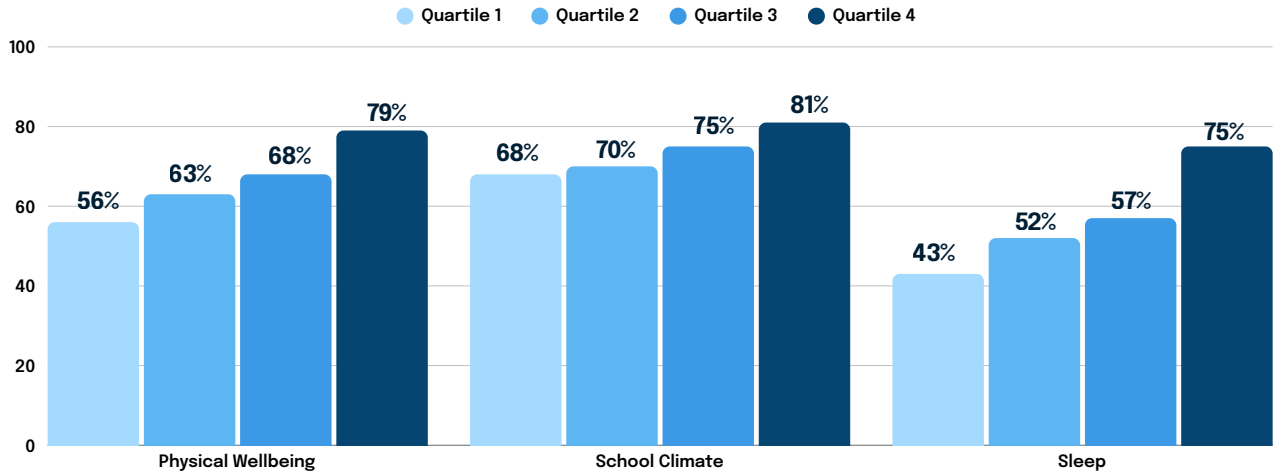


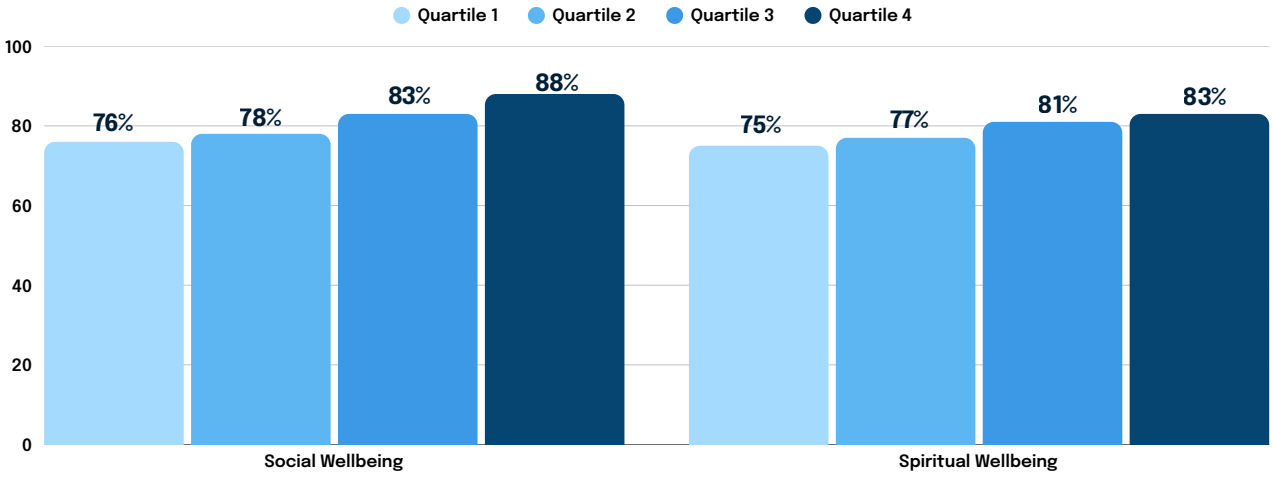


Year 13 Students (Age: 17-18 yrs) - Data Trends

Wellbeing Themes







Insights - Year 13



- Scores indicate a focus on managing emotional wellbeing and preparing for post-school life, with school climate being crucial for a supportive final year experience.
- Digital wellbeing shows significant improvement, reflecting the increased competence and critical thinking in digital spaces, important for young adults entering higher education or the workforce.

Year Level Data Trends

Overall Insights from Year Level Data



Younger Years (Year 3-5):

- High Achievement & Learning Scores: These years show exceptional scores in Achievement & Learning, particularly in the highest quartiles, indicating strong academic engagement and success at these stages.
- Strong Social Wellbeing: There is a notable emphasis on Social Wellbeing, with scores peaking at 100 in Year 5. This suggests effective social development programs or a naturally supportive peer environment in these early years.
- Improvement in Digital Wellbeing: While starting lower, Digital Wellbeing shows improvement, especially in Year 5, indicating increasing proficiency or comfort with digital tools and healthy digital habits being formed.
- Emotional and Physical Wellbeing: These years also show steady growth in Emotional and Physical Wellbeing, suggesting that students are generally developing well in terms of their emotional health and physical fitness.

Middle Years (Year 6-10):

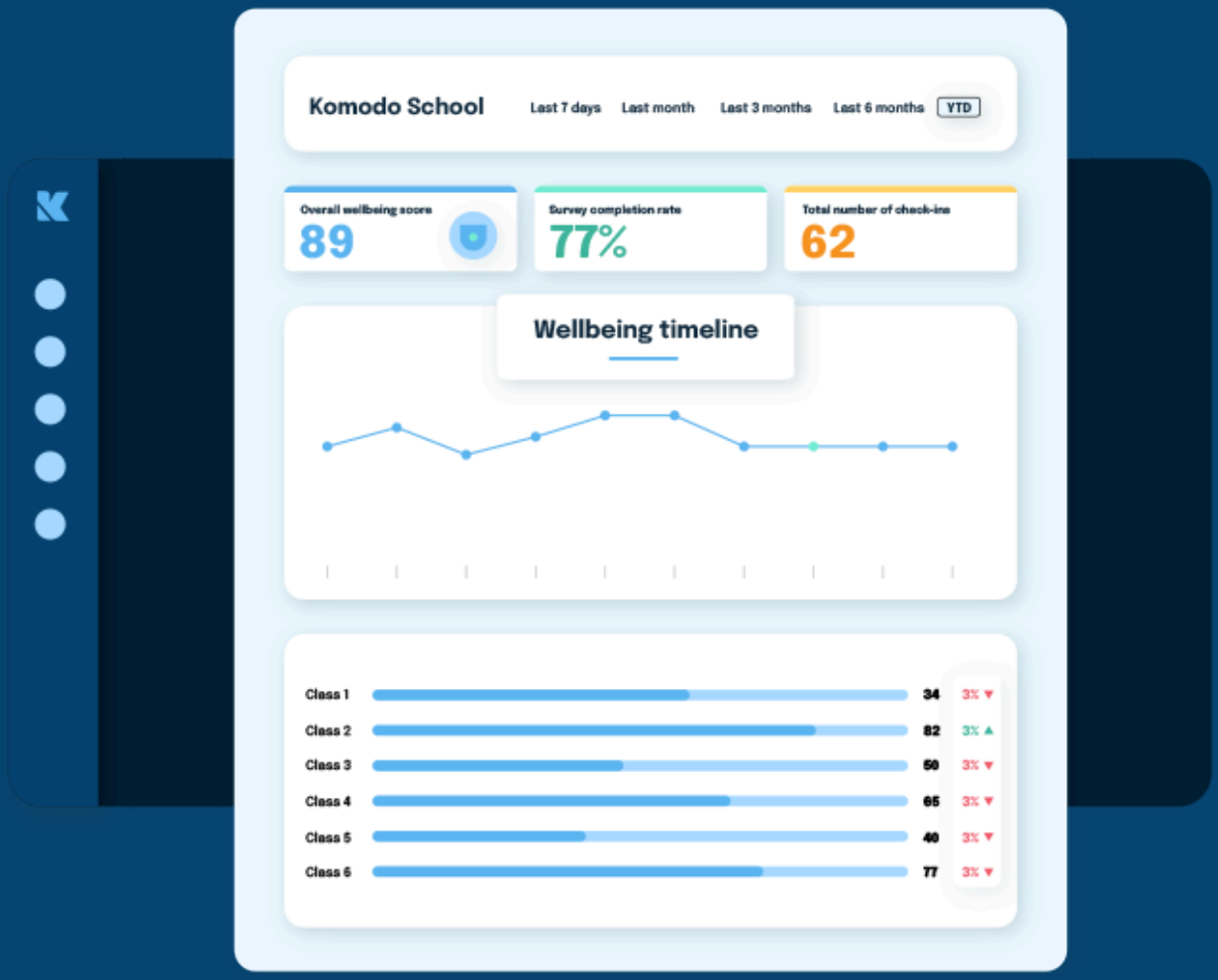
- Diverse Strengths: These years exhibit varied strengths across different wellbeing themes. For instance, Year 7 shows a remarkable peak in Achievement & Learning and Digital Wellbeing, while Year 10 excels in Emotional Wellbeing and School Climate.
- Consistent Growth in School Climate: There is a noticeable trend of improvement in School Climate, indicating an increasingly positive perception of the school environment and relationships within it.
- Emotional Wellbeing Peaks: Emotional Wellbeing often peaks in these years, especially in Year 10, suggesting effective support for students' emotional development during this potentially turbulent phase of adolescence.
- Physical Wellbeing and Sleep: These years show a focus on Physical Wellbeing, with a notable improvement in sleep quality or duration, especially in Year 10.

Older Years (Year 11-13):

- Moderate and Balanced Scores: In these senior years, scores are more balanced across themes, with no extreme peaks but consistent growth, reflecting a more mature and steady development.
- Gradual Improvements: There's a trend of gradual improvement rather than sharp increases, suggesting ongoing development and adaptation to the challenges of late adolescence and early adulthood.
- Growth in School Climate and Sleep: School Climate and Sleep scores improve notably, indicating a better perception of the school environment and possibly better management of sleep patterns, which are crucial at this stage.
- Steady Academic and Emotional Development: Achievement & Learning and Emotional Wellbeing show steady growth, highlighting ongoing academic engagement and emotional support, which are critical for preparing students for life beyond school.

In summary, these observations reflect the evolving needs and development stages of students as they progress through their schooling years. Younger students show high enthusiasm and adaptability in learning and social interactions, middle years focus on emotional development and school climate, and older years demonstrate more balanced and steady growth across all wellbeing themes.

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Psychological Safety Trends
–
Annual Wellbeing Data Trends Report 2023

How-To Use This Guide

Understanding the Scores



Quartiles:

To self-evaluate your scores using quartiles, understand that quartiles divide a data set into four equal parts, each representing 25% of the ordered scores.

- Quartile 1: Below this value are the lowest 25% of scores.
- Quartile 2, or Median: Below this are the lowest 50% of scores.
- Quartile 3: Below this are the lowest 75% of scores.
- Quartile 4: Typically represents the maximum value, not a separate quartile.

Apply this to your scores in categories like Primary, Secondary, or Combined:

1. Identify Your Score: Know your score in the relevant category.
2. Compare with Quartiles: Determine your percentile range:
    - Below Q1: Bottom 25%.
    - Between Q1 and Q2: 25th to 50th percentile.
    - Between Q2 and Q3: 50th to 75th percentile.
    - Above Q3: Top 25%.

Example: In Primary, a score of 80 is above Q3 (82), placing you in the top 25%. In

Combined, a score of 72 is between Q2 (71) and Q3 (77), putting you in the 50th to 75th percentile. This method shows your relative position within the dataset, indicating how you compare to others.

Distributions

To evaluate your school's average scoring for each category against the distribution of results, you'll be comparing your school's collective response to each statement with the provided data. This approach helps in understanding how the attitudes or experiences at your school align with or differ from the broader trends.

Here's how to proceed:

1. Collect Your School's Average Responses: For each statement, determine the average response category at your school. This means identifying which response (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree) is most representative of your school's collective opinion.
2. Compare with the Distribution:
    - Alignment: If your school's average response falls into the same category as the majority response in the provided data, it indicates that your school's collective attitude or experience is in line with the broader trend.
    - Deviation: If your school's average response falls into a different category, it suggests a deviation from the broader trend. The extent of this deviation can be understood by looking at the percentage differences.

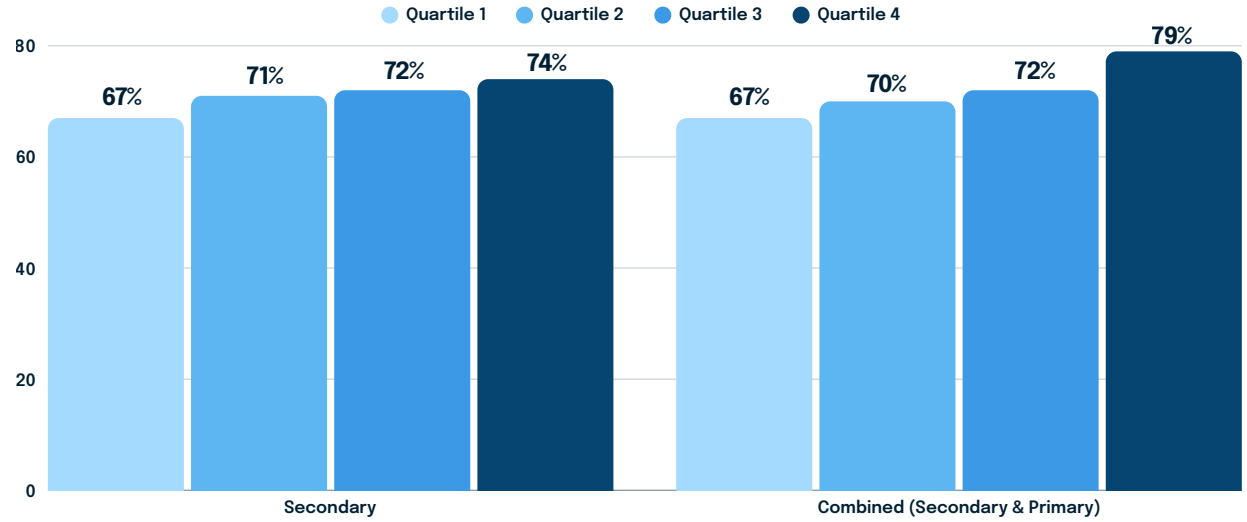
This comparison helps in understanding how typical or atypical your school's collective attitudes and experiences are in relation to a wider population. It's a useful tool for identifying areas where your school aligns with general trends and where it stands out, which can be valuable for school-wide reflections or discussions.

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School-wide - Psychological Safety Data Trends

Overall Psychological Safety Score





Common Strength & Area for Improvement



	Primary Schools	Secondary Schools	Combined Schools
Common Strengths	Respect All students are accepted and treated fairly by teachers	Learner Safety I enjoy trying something new when it comes to learning	Learner Safety I enjoy trying something new when it comes to learning
Common Areas for Improvement	Individual Safety Students are supportive of each other	Respect All students are accepted and treated fairly by teachers	Individual Safety Students are supportive of each other

Insights



- Varied Progress in Psychological Safety: Secondary and Combined schools show progress in psychological safety, with Combined schools exhibiting an improvement.
- Differing Strengths and Weaknesses: The strengths and weaknesses vary notably across school types. Primary schools excel in teacher-student relationships, while Secondary and Combined schools show a strong learning environment. However, peer support is a common area of weakness in both Primary and Combined schools, whereas Secondary schools face challenges in teacher-student relationships.

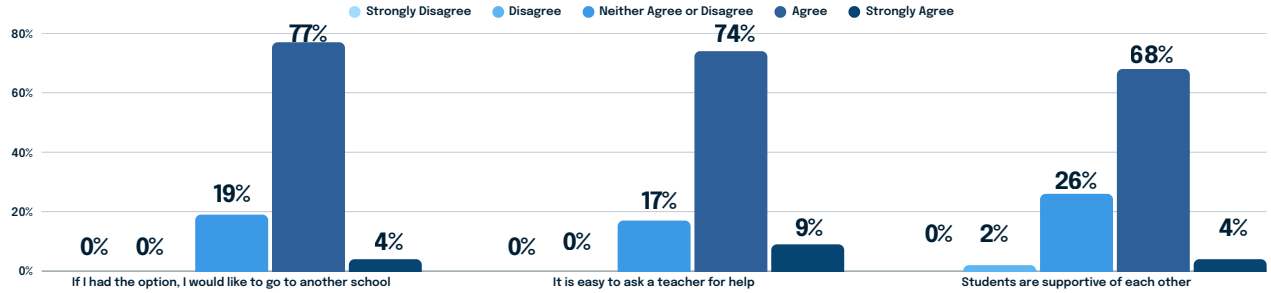
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School-wide - Psychological Safety Data Trends

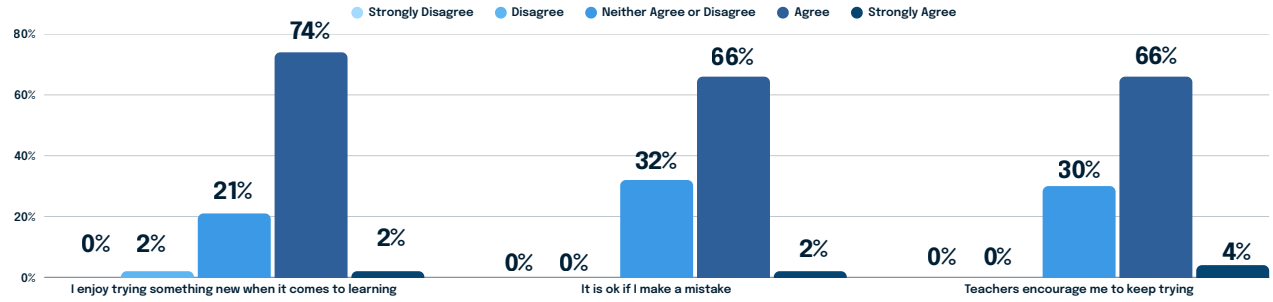
Psychological Safety Areas



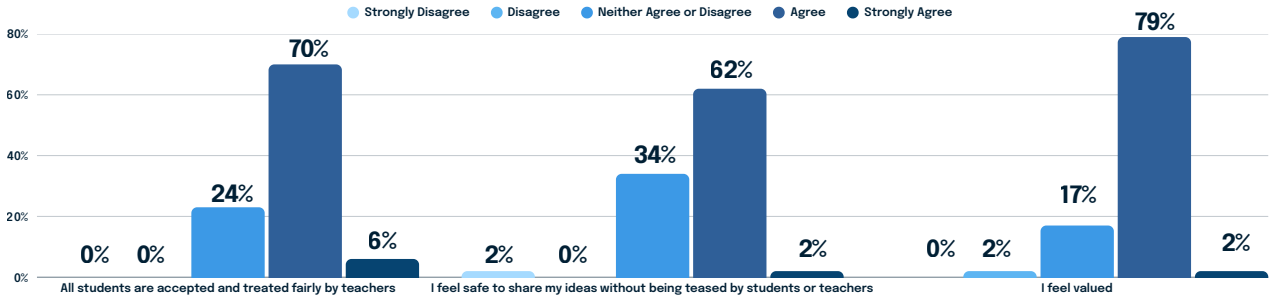
Individual Safety



Learner Safety



Respect



Insights



- Overall Positive Perception of Safety and Respect: The data shows a generally positive perception among students regarding individual safety, learner safety, and respect within the school environment.
- Areas for Improvement: While the majority responses are positive, the percentage of students who are neutral, especially regarding comfort with making mistakes and expressing ideas freely, suggests areas where schools could focus on enhancing psychological safety.
- Strong Teacher-Student Relationships: The high agreement on aspects like teacher support and encouragement indicates strong teacher-student relationships, which are crucial for a psychologically safe learning environment.

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