

komodo

Annual Trends in School Wellbeing

Global benchmarks for school wellbeing

The school-wide wellbeing solution
www.komodowellbeing.com

2024-25

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Welcome

This report explores the wellbeing trends emerging from Komodo schools across the globe, using data gathered from our platform over the 2024-25 academic year. We aim to provide schools with a clearer, more nuanced understanding of student wellbeing, offering context and insights that allow you to assess your school's wellbeing experience in relation to global and regional trends.

By identifying key patterns and trends, we hope to spark meaningful conversations, inspire fresh approaches, and support your ongoing efforts to create a positive and supportive school environment. We want this report to empower you to reflect on successes, pinpoint areas for improvement, and make informed, strategic decisions to continue strengthening wellbeing practices within your school community.

It is important to note that the goal is not to achieve "perfect" wellbeing - such a state is unrealistic. Instead, the focus is on approaching wellbeing practices intentionally and thoughtfully by recognising emerging patterns and leveraging data-driven insights to guide targeted early intervention and prevention strategies.

Ultimately, this report is about helping you understand where your school fits within the larger global context and ensuring that your wellbeing initiatives are informed by research and proactive, purposeful, and impactful.

Context

The mental health and overall wellbeing of students is a growing concern worldwide. According to the World Health Organization (WHO), 1 in 7 adolescents globally experience a mental disorder, with anxiety and depression being the most prevalent (WHO, 2020). The impact on student wellbeing is not limited to emotional distress – it significantly affects academic performance, social interactions, and overall life satisfaction.

Research shows that children with mental health and wellbeing concerns are 3 times more likely to underperform academically (National Institute of Mental Health, 2020). Despite this, research suggests that only 1 in 5 students receive appropriate mental health support (NHS Digital, 2020).

The use of regular wellbeing surveys in schools can bridge this gap by enabling early identification of mental health concerns, providing timely interventions, and creating an environment where students feel heard and supported.

The evidence is clear: When wellbeing surveys are implemented, schools are better equipped to identify students at risk, leading to a 20-30% reduction in symptoms of anxiety and depression (World Health Organization, 2021). This was shown again in a study by the University of Melbourne (2021), which found that 75% of students with mental health issues were identified early through regular wellbeing surveys, compared to only 40% in schools without these surveys.

The positive impacts of such surveys extend beyond mental health to benefit achievement and engagement. Schools with regular surveys report improved academic outcomes and reduced absenteeism, with students performing better when their emotional and psychological needs are addressed (OECD, 2020). Regular wellbeing surveys not only provide essential insights into student health but also play a crucial role in fostering a school culture where wellbeing is prioritised, leading to better academic and personal outcomes for students.

We encourage schools to view wellbeing surveys not just as a standalone tool but as part of a larger, continuous commitment to student wellbeing and success. By utilising the data from regular surveys, schools can foster environments where students feel supported and have the tools to thrive. The journey to enhancing student wellbeing is a long-term investment that yields lasting benefits for the entire school community.

Our mission

In the past year, Komodo has enabled thousands of students to access wellbeing support and given hundreds of school staff the ability to maintain perspective on every single one of their students' wellbeing. This level of data collection enables efficient interventions and encourages stronger connections between staff and their students.

Our mission is to provide a world-class, data-driven, wellbeing platform that empowers students and enables schools to make positive and effective wellbeing strategy changes. We are motivated by the opportunity to redefine how schools approach wellbeing, building a future where Komodo is not just a tool but a trusted partner in fostering healthier, happier communities.

The Komodo team is driven to provide a product and customer success system that has psychological integrity, ensuring every feature is grounded in research-backed methodologies that prioritise school-wide wellbeing. This approach helps schools make informed, impactful interventions and fosters a supportive environment where students can thrive academically and personally.

Komodo definitions

The following definitions represent how Komodo understands and applies key wellbeing terms. We acknowledge that these terms may have different meanings or interpretations in other contexts or settings. However, for the purpose of this report, please refer to these specific definitions to guide your understanding and analysis.

Achievement & Learning	Data represented in this wellbeing theme reflects a student's engagement in academics and learning. This includes the management of workload and academic stress.
Digital Wellbeing	Data represented in this wellbeing theme reflects a student's management of technology use, balancing online activity with real-life interactions and the impact of technology use on wellbeing.
Emotional Wellbeing	Data represented in this wellbeing theme reflects a student's mental health, emotional intelligence, and awareness of their emotions, as well as their ability to manage and express them effectively.
Overall wellbeing	A holistic measure of a student's overall wellbeing. This is calculated using the average score across all areas of wellbeing being measured for a student.
Physical Wellbeing	Data represented in this wellbeing theme reflects a student's physical health, including nutrition and engagement in physical activities.
Psychological Safety	Data represented in this wellbeing theme reflects a student's sense of trust within their environment, where they feel safe to express themselves, take risks, and make mistakes without fear of judgment or harm.
Social Wellbeing	Data represented in this wellbeing theme reflects a student's relationships with peers, sense of social support, and overall sense of belonging and connection within their community.
Spiritual Wellbeing	Data represented in this wellbeing theme reflects a student's sense of purpose, meaning, and connection to personal beliefs, values, or faith.

Komodo regions

Komodo proudly supports schools across 26 countries. For this report, we have collated data into specific regions of the world, which represent areas where we have a significant volume of schools. This regional breakdown allows for a more localised understanding of wellbeing trends and provides insights into the unique challenges and strengths of each region. In addition to these regional insights, we have also included global data, which encompasses schools outside of our key regions to provide a comprehensive view of student wellbeing on a broader scale.

ANZ	Data represented by the term “ANZ” includes all schools working with Komodo in 2024/25 within Australia and New Zealand.
Asia	Data represented by the term “Asia” includes all schools working with Komodo in 2024/25 within this region of the world, e.g Japan, Malaysia, Thailand
Middle East	Data represented by the term “Middle East” includes all schools working with Komodo in 2024/25 within this region of the world, e.g United Arab Emirates, Qatar
Global	Data represented by the term “Global” includes all schools working with Komodo in 2024/25. This includes schools that are outside of the major regional locations, e.g, the Cayman Islands.

By examining the data through both regional and global lenses, we aim to offer a clearer picture of how student wellbeing is impacted by different cultural, educational, and environmental factors.



How to read this report

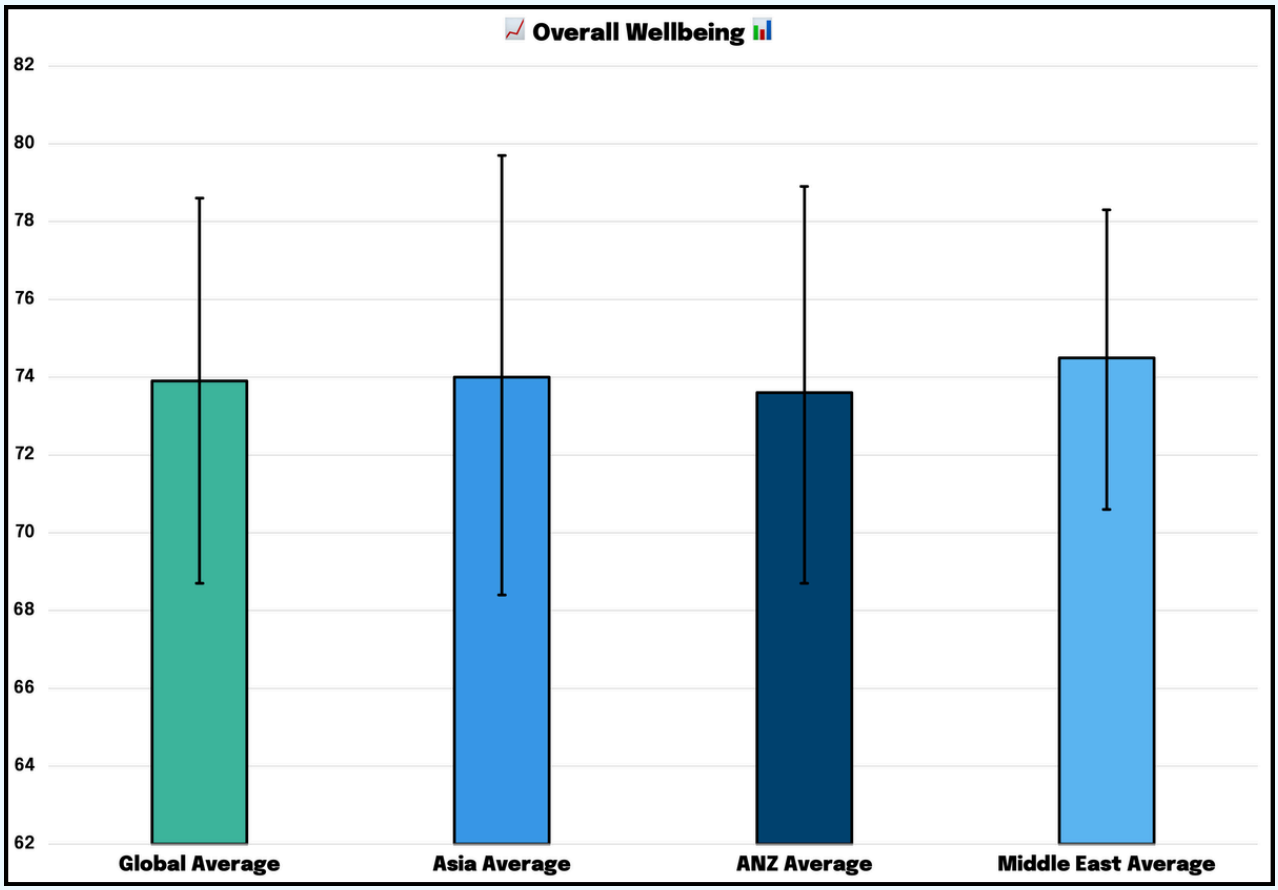
In this report we've presented the data in a clear and insightful way using vertical bar charts accompanied by percentile whiskers. Here's how to interpret these charts:

- Vertical bar: Represents the average (50th percentile) wellbeing score benchmarked across all our schools globally.
- Whiskers: The lines extending from the bar show the range between the 25th and 75th percentiles, capturing the middle 50% of scores globally.

To interpret your own data:

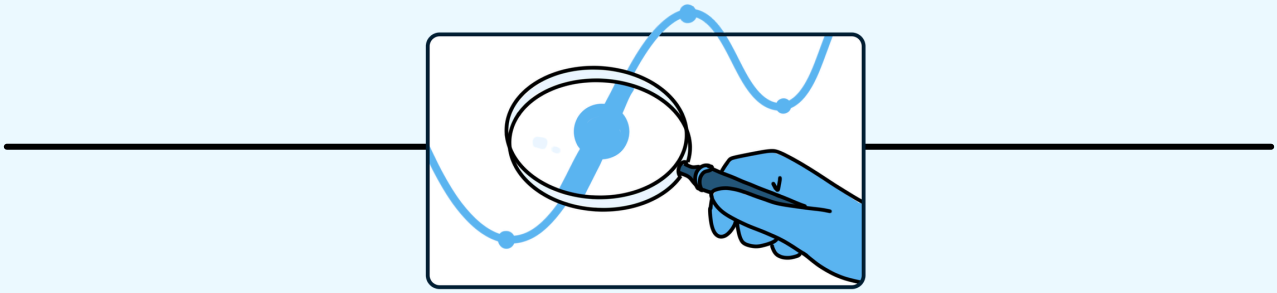
1. Identify your school's score for the wellbeing metric you're reviewing (e.g., overall wellbeing).
2. Plot this score on the chart to visually determine how your school compares to the global benchmark:
   - Above the whisker: Your school is in the top 25% globally.
   - Within the whisker: Your school falls between the 25th and 75th percentiles globally (the middle 50%).
   - Below the whisker: Your school is in the lower 25% globally.

Using these insights, you can clearly see your school's relative strengths and areas for improvement compared to the global picture and your region.



Disclaimer

While this report provides valuable insights into student wellbeing across various countries, it is important to note that it is intended to supplement the data and knowledge that schools already have about their students. The findings in this report should be considered in the context of each school's unique environment, and schools should continue to prioritise and use their data and observations when making decisions about student wellbeing. This report is designed to offer broader context and additional perspectives, the most relevant and specific insights for each school will always come from their individual observations and data.



Key findings

This report presents a comprehensive analysis of student wellbeing and psychological safety across Komodo schools, focusing on both overall wellbeing trends and specific wellbeing themes such as school climate, achievement and learning, emotional, social, physical, spiritual and digital wellbeing. The findings reveal that wellbeing scores are generally consistent across regions, although specific themes, such as digital wellbeing, and sleep practices, show notable variation. While emotional, social, and spiritual wellbeing scores remain strong globally, issues like digital wellbeing, sleep, and social wellbeing emerge as persistent challenges. The data highlights a significant decline in overall wellbeing as students transition from primary to secondary school.

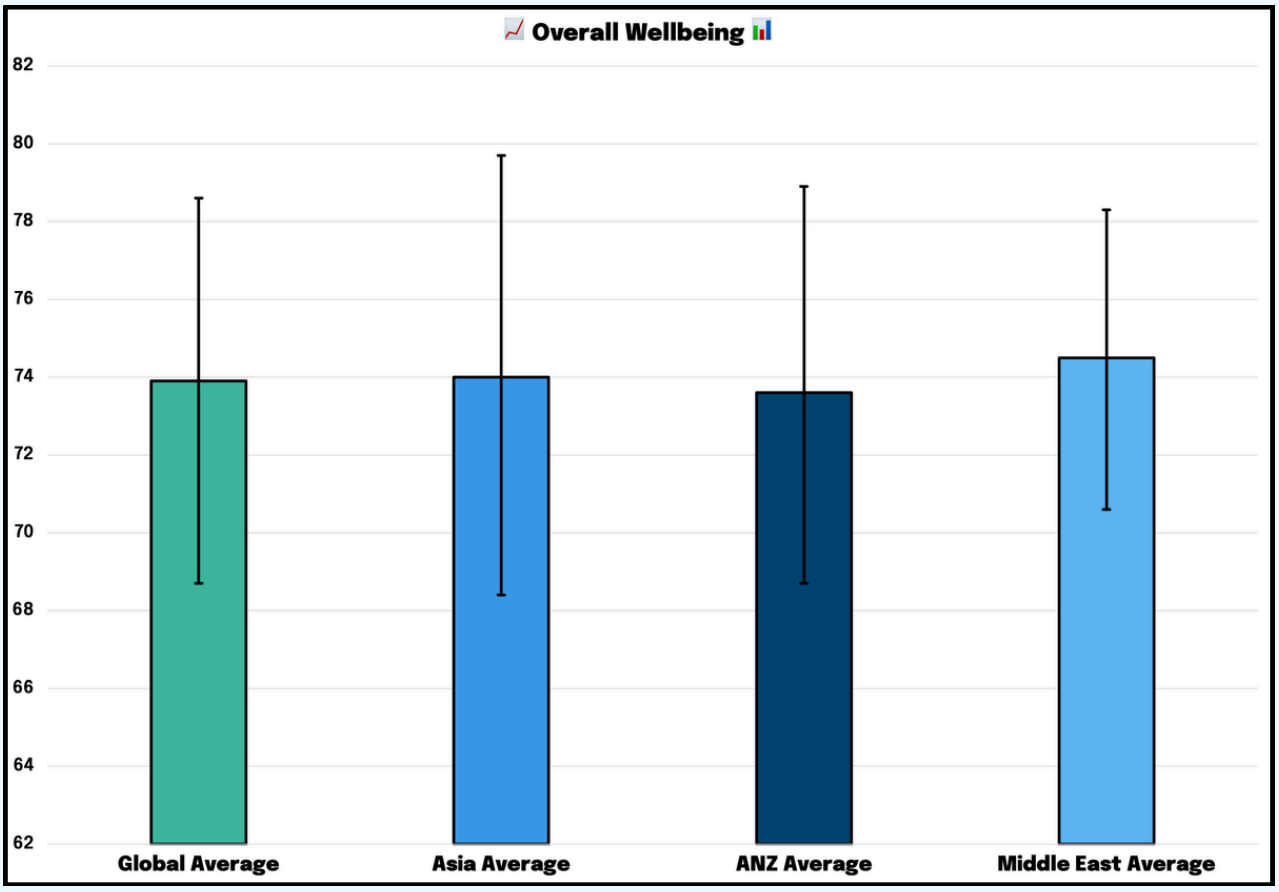
This report also examines psychological safety. Variability in psychological safety across regions emphasises the need for context-specific strategies to address these gaps. While psychological safety remains a concern, it is evident that schools need to invest in region-specific approaches to ensure that all students feel secure, respected, and supported.
Based on the findings, the report concludes with a set of targeted recommendations aimed at addressing the key challenges identified, with a focus on improving student wellbeing and psychological safety across Komodo schools.

School-wide data

Looking at school-wide data and wellbeing trends is essential for understanding the broader health of the school environment and its impact on students. By analysing trends across the entire school, educators and leaders can identify areas of strength and pinpoint specific challenges that may require attention.

Overall wellbeing

Graph 1.0

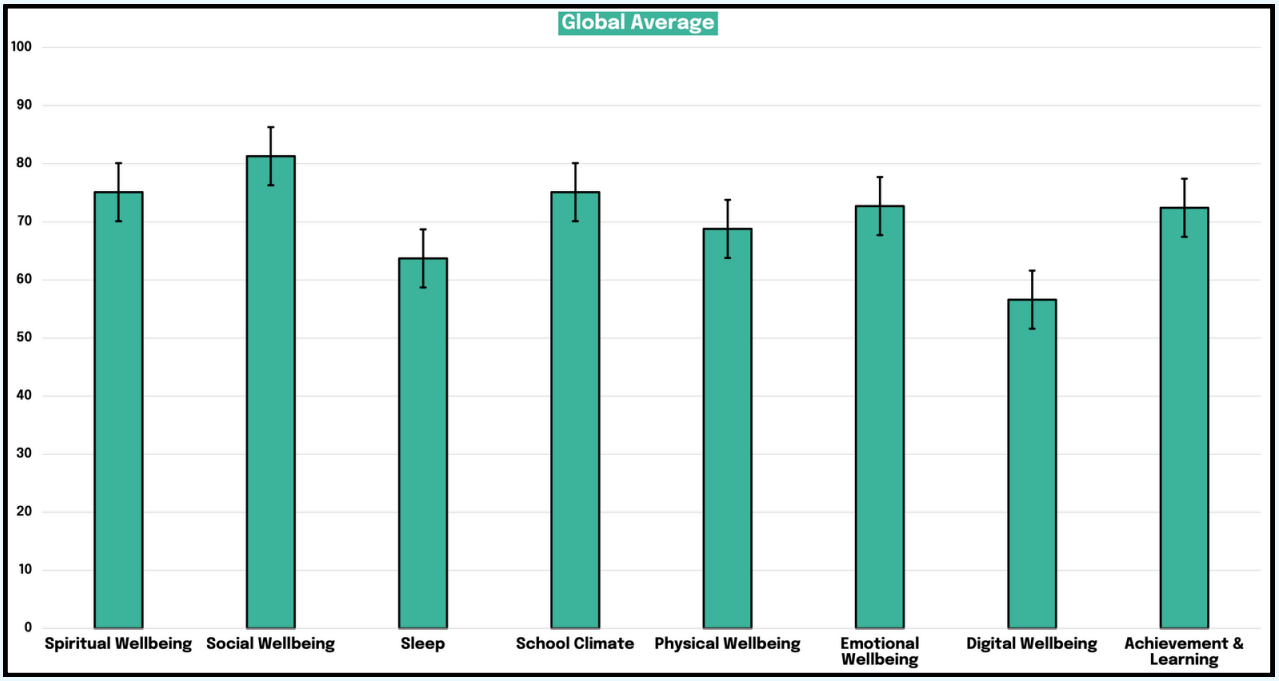


Graph 1.0 shows trends in overall student wellbeing scores across the different regions of Komodo schools. This data represents the average overall wellbeing score across a calendar year. There is consistency in the overall scores across regions. However, there is some variation in the range and spread of the scores within each region, indicating that while many students may report similar wellbeing levels, there will always be differences in the individual student experience. This makes sense given that wellbeing is influenced by many factors, including age and stage, access to mental health support, cultural differences, and school climate, all of which can contribute to variability across regions (OECD, 2020; WHO, 2021).

Wellbeing themes

Global average

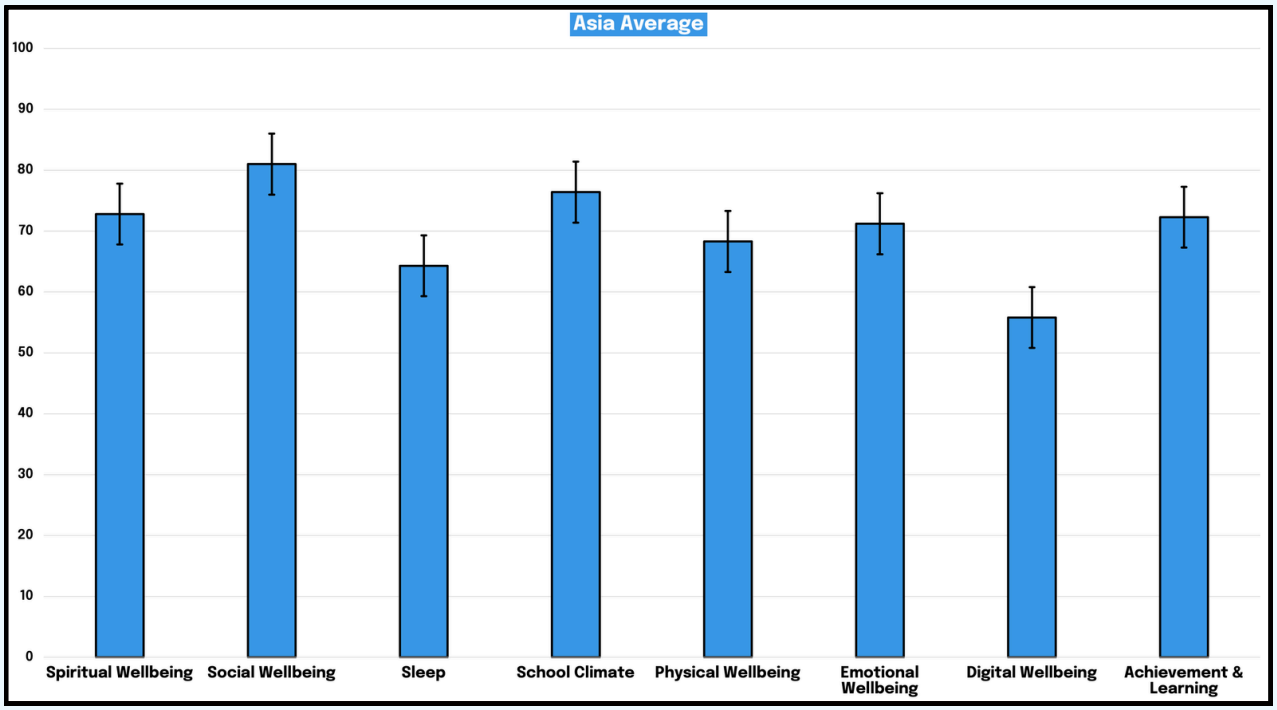
Graph 2.0



Graph 2.0 shows the global average score across the wellbeing themes measured by Komodo. This number represents the average score for each wellbeing theme for the calendar year across all schools. Graphs 2.1, 2.2 and 2.3 show this data broken down further into specific world regions.

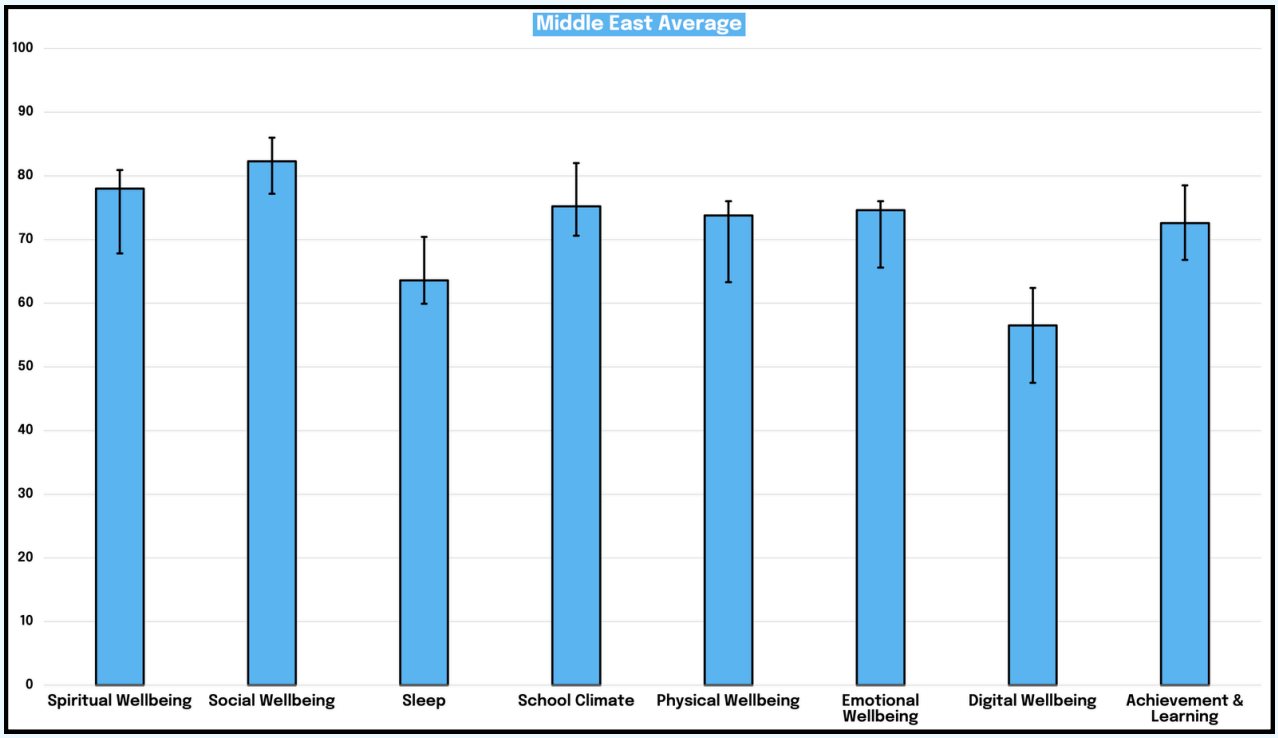
Asia average

Graph 2.1



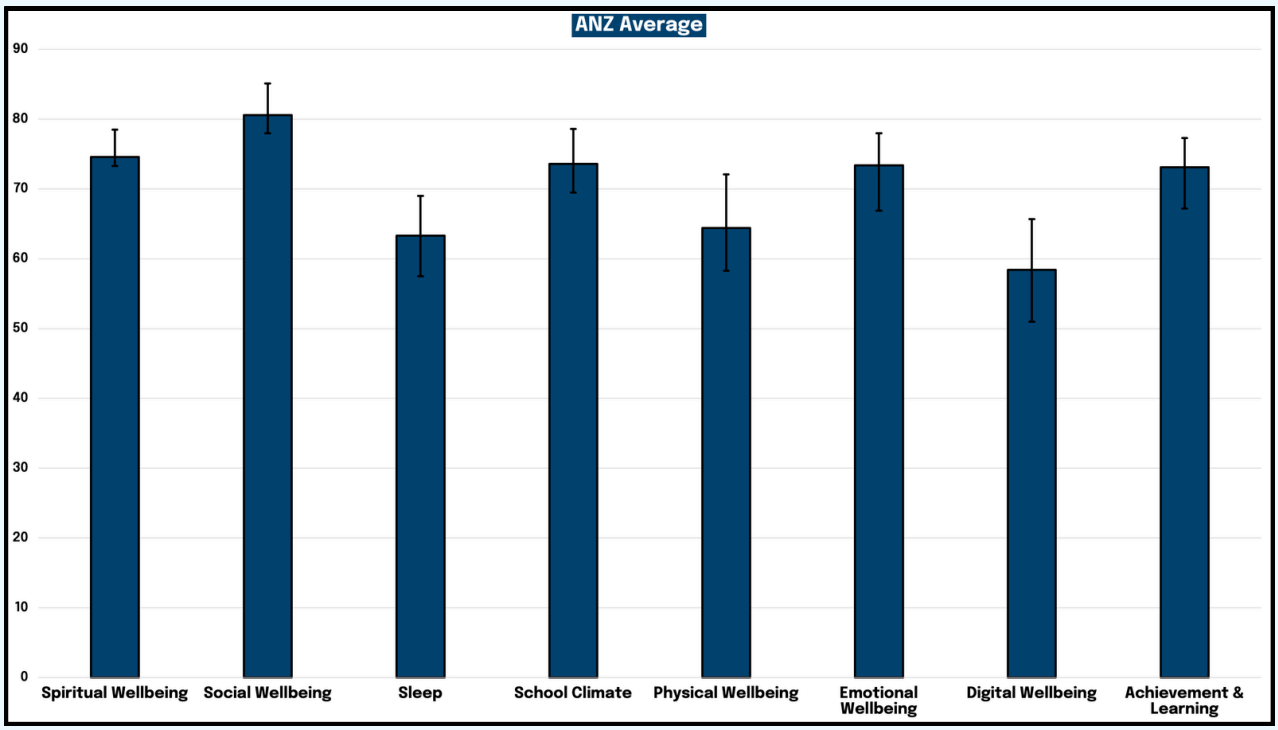
Middle East average

Graph 2.2



Australia & New Zealand average

Graph 2.3



From the regional data, we can observe several key trends that align with patterns found in international research.

What the data can tell us

Achievement & learning: Consistency across regions

The consistent achievement and learning scores across regions are a positive reflection of the state of student engagement in their education journey. However, there is an ongoing need to maintain student engagement, including the need for adaptive learning environments and equitable access to educational resources to support students' continued success. Research suggests that focusing on these areas can improve academic outcomes and bolster students' overall wellbeing (John Hattie & Gregory C. R. M. Tharp, 2020; Darling-Hammond, 2020; Durlak et al., 2019).

Digital wellbeing: A growing concern globally

Digital wellbeing scores are notably lower across all regions, with Asia and the Middle East showing the lowest averages comparatively. This is representative of a growing concern globally. These results reflect the increasing pressures and distractions associated with the use of digital technology–particularly the challenges posed by excessive screen time, social media, and online interactions. Research consistently links the overuse of digital devices to negative outcomes, such as heightened anxiety, poor sleep quality, and even poorer academic performance (American Academy of Pediatrics, 2020). Komodo data suggests that students across the globe are currently vulnerable to the challenges of digital engagement. This aligns with studies showing that a growing number of students worldwide are struggling to balance their online and offline lives (American Academy of Pediatrics, 2020; Gallup, 2020; OECD, 2020; UNICEF, 2021).

Emotional wellbeing: A global priority

Emotional wellbeing scores are consistent across the regions, suggesting an established sense of emotional health among students. This is promising, especially given that emotional wellbeing has become a global focus in education settings in recent years, with increasing recognition of its importance in student success and mental health. Given the growing concern around youth mental health worldwide, as highlighted in global research, this area remains a crucial focus for schools moving forward. Studies consistently show that emotional wellbeing is linked to improved academic performance and to better mental health outcomes (Bari & Muthusamy, 2020). With the rising prevalence of mental health challenges among adolescents, fostering emotional wellbeing will be vital to support students' resilience and long-term success. Prioritising this area can greatly influence student outcomes, ensuring that schools are adequately prepared to address the changing needs of their communities.

Physical wellbeing: Variability across regions

Physical wellbeing scores show some variation across regions, with students in regions such as the Middle East and Asia reporting higher scores in physical wellbeing compared to students in Australia and New Zealand. Variability in physical wellbeing measures across regions reflects the complex interplay of environmental, cultural, and systemic factors and physical health.

School climate: Positive with room for growth

School climate scores are generally positive, indicating that students in many regions feel like they belong and are supported in their school environments. However, there is still room for growth, especially in regions like Australia and New Zealand, where the scores are comparatively lower. Research supports the idea that a positive school climate is critical for student emotional and academic success (Bari & Muthusamy, 2020). When students feel supported and safe, their academic performance improves, and their mental health flourishes. This data suggests that schools can continue to focus on enhancing inclusivity, fostering a strong sense of community, and ensuring that all students feel supported and engaged in their educational experience.

Sleep: A persistent challenge across regions

Sleep remains a significant challenge, with consistently lower scores across regions, mirroring global patterns of poor sleep quality and quantity among students. This widespread issue is concerning, as poor sleep is linked to numerous negative outcomes, including lower academic performance, cognitive difficulties, and emotional regulation problems (American Academy of Pediatrics, 2020). So, why is this happening across the globe? Factors such as academic pressure and excessive digital engagement, particularly late-night screen use, are likely contributors. Research shows that screen time before bed interferes with melatonin production, disrupting sleep (Harvard Medical School, 2017) and exacerbating poor sleep patterns (Twenge, Martin, & Campbell, 2017). These factors, combined with academic stress, have a dual impact on students' wellbeing, affecting their health and learning outcomes (Friedrich, Peters, & Garofalo, 2015; LeBourgeois, Hale, Chang, & Montgomery-Downs, 2017).



Social wellbeing: A global strength across regions

Social wellbeing scores are consistently high across all regions, indicating that students report strong relationships with their peers and a supportive school environment regardless of geographical location,. This is a positive outcome, suggesting that students generally feel connected and supported in their social relationships. Research consistently shows that positive peer interactions and strong social bonds are closely tied to improved academic performance and better mental health outcomes (OECD, 2020). Our Komodo data aligns with broader trends indicating a global increase in students' reported sense of belonging and social engagement in schools (Gallup, 2020; OECD, 2020; UNICEF, 2021). Studies have found that a sense of community and social support not only improves academic achievement but also helps students develop resilience to stress (Gallup, 2020).

Spiritual wellbeing: A sense of purpose across regions

Spiritual wellbeing scores show a generally positive trend across all regions, suggesting that many students report a sense of purpose and connection to something greater than themselves. This aspect of wellbeing can play a significant role in overall resilience and mental health. Research has consistently highlighted the connection between spiritual wellbeing and better coping mechanisms in challenging situations (Zinnbauer, Pargament, & Scott, 2021). Spirituality can provide a sense of stability and purpose, which is particularly valuable when navigating the stresses of adolescence. Additionally, studies have found that a strong sense of meaning and purpose helps adolescents better manage emotional difficulties and stress (Tobin & O'Connor, 2019). While the data shows overall positive scores, the variation between regions suggests that some students may benefit from initiatives that encourage self-reflection, mindfulness, or connection to personal values and community.





Data by year levels

Analysing year-level* wellbeing data is essential for identifying trends and understanding the student experience at different stages of their schooling. By examining the variations in wellbeing scores across year levels, we can uncover patterns that help inform school policies, teaching practices, and support systems. This data provides insights into how wellbeing evolves as students progress through their academic journey.

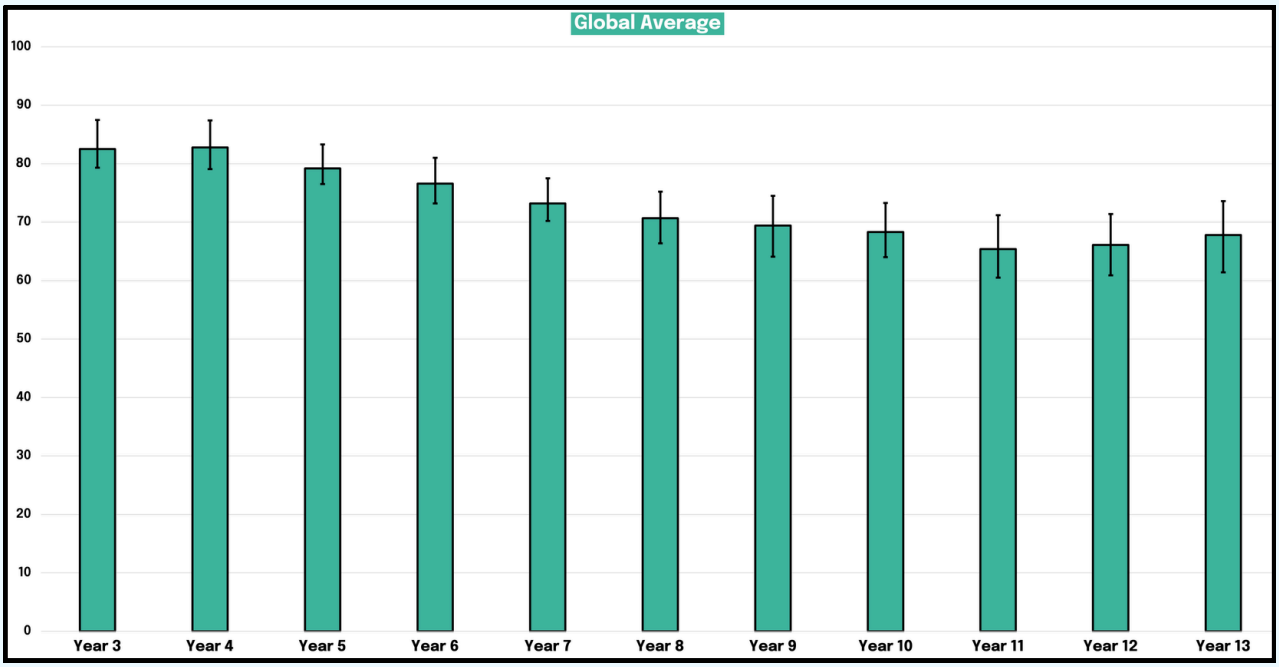
*Please note that terminology for year levels can vary across different countries and educational systems (e.g., Grade, Year, Key Stage). For the purpose of this report, "Year 3" represents Key Stage 2 which typically includes students around the age of 7-8 years old and “Year 13” represents students of around 17-18 years old. We recognise that this terminology may differ in various schools and regions, and we encourage schools to adjust these labels to align with their local systems if needed.

Overall wellbeing

Graph 3.0 shows trends in overall student wellbeing scores across the different year levels of Komodo schools. Graphs 3.1, 3.2, 3.3 and 3.4 expand on this and provide region-specific data. This data represents the average overall wellbeing scores for students in that year level across a calendar year.

Global average

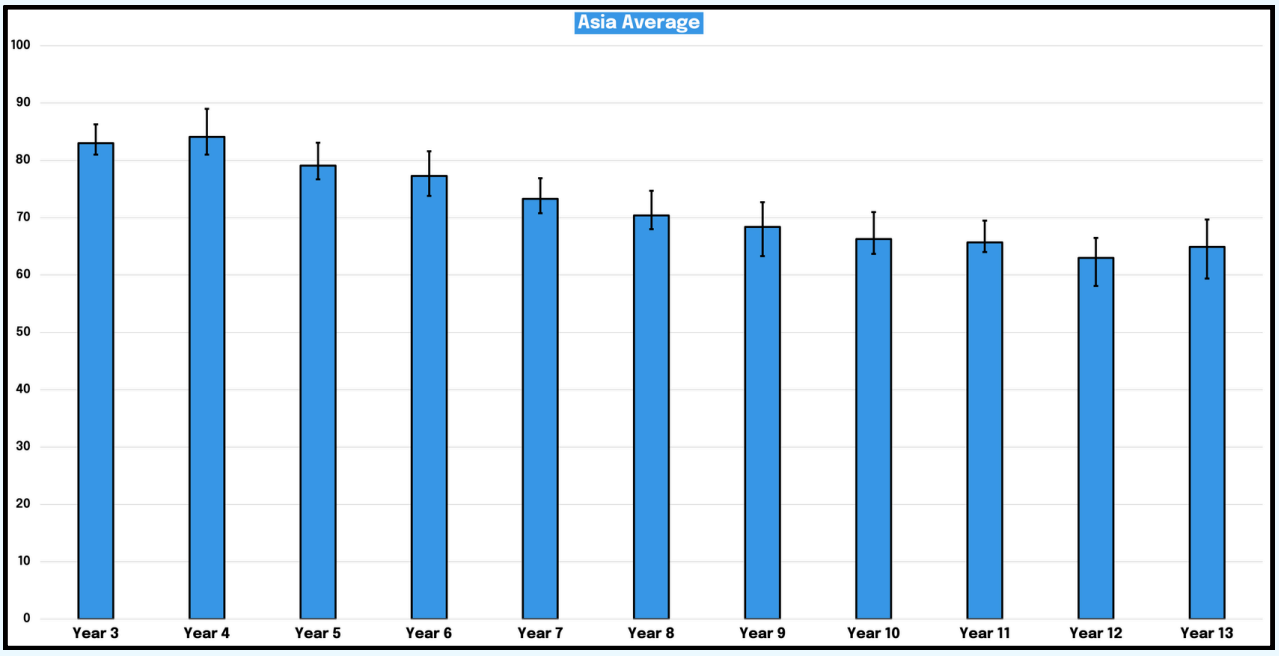
Graph 3.0



From the data seen across graphs 3.1, 3.2, 3.3 and 3.4, it is clear that overall wellbeing scores tend to decrease as students move from Year 3 to Year 13. This trend is observed across all regions, suggesting that as students grow older, their reported levels of wellbeing slightly decline. This is a consistent finding in global research, where wellbeing tends to dip during adolescence due to various pressures such as academic demands, social challenges, and increased exposure to digital distractions (OECD, 2020).

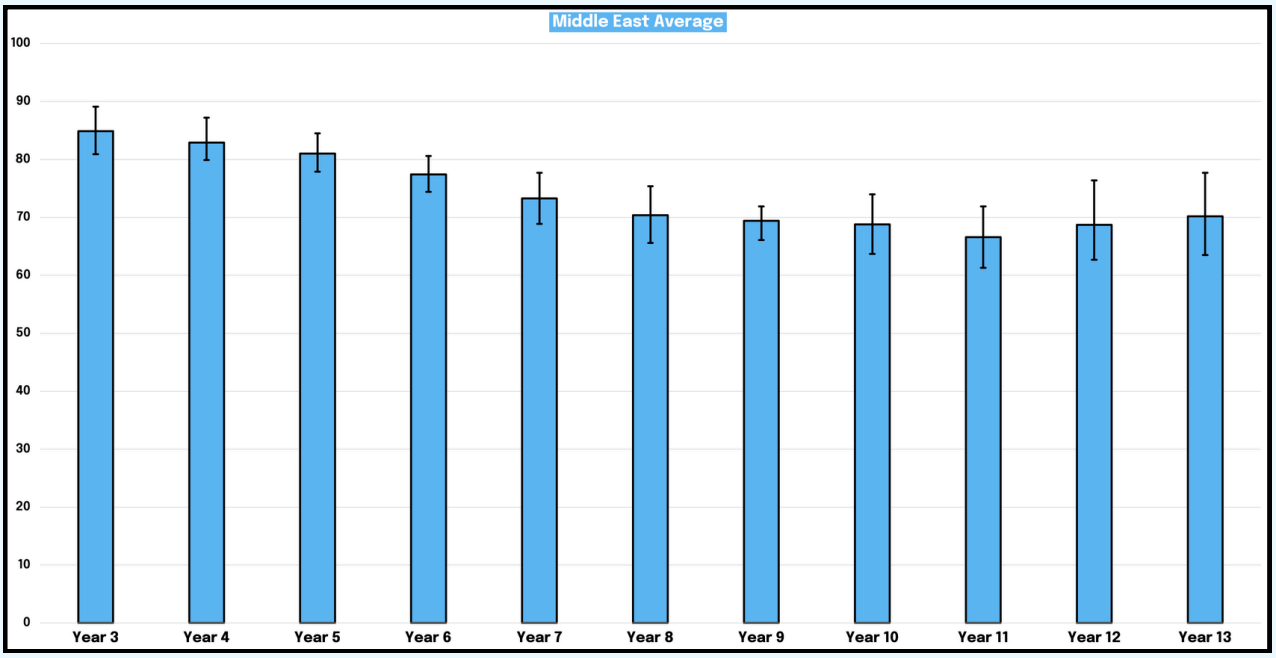
Asia average

Graph 3.1



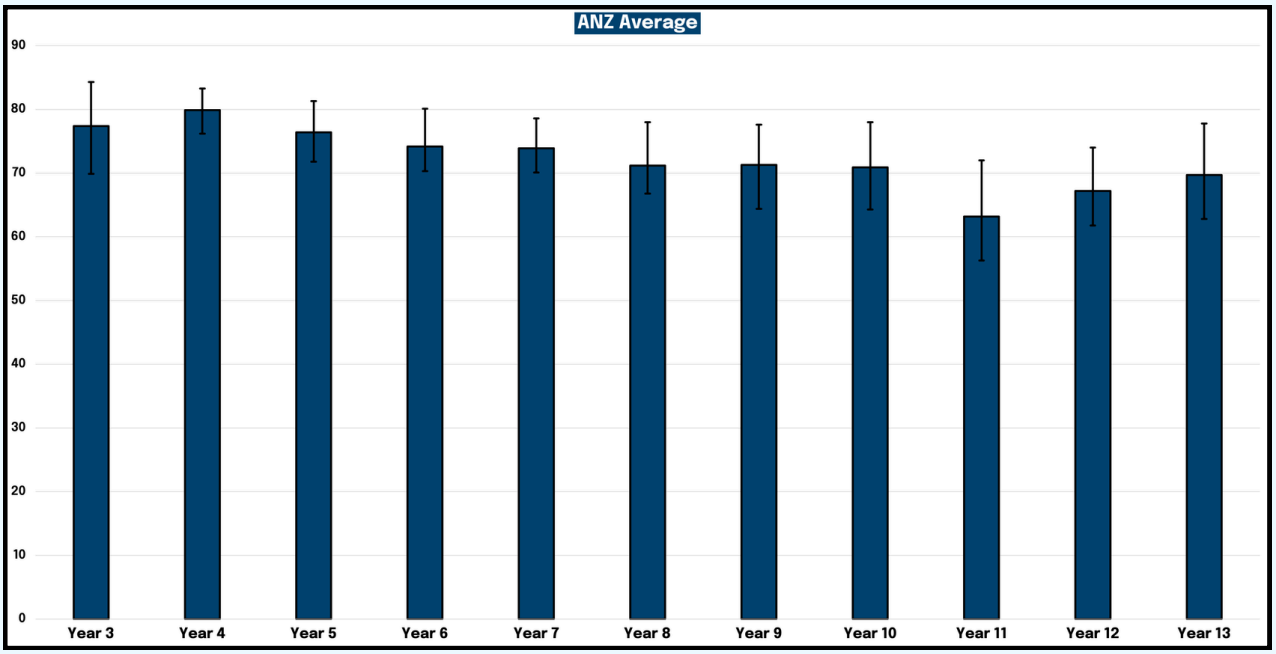
Middle East average

Graph 3.2



Australia & New Zealand average

Graph 3.4



More specifically, the decrease in wellbeing scores from primary to intermediate and secondary school (e.g., Year 6 to Year 7) is evident globally, with all regions showing a decrease in wellbeing scores at this transition. This could reflect the increased academic and social pressures students face as they move into more demanding stages of education. Research suggests that the transition from primary to secondary school is a critical period for students, often linked to increased stress, academic pressure, and social challenges (Kaufman et al., 2021; McGee et al., 2020).

The adjustment to a new educational environment, changes in peer relationships, and the increasing demands of schoolwork are commonly cited as factors contributing to a decline in wellbeing during this time (Gutman & Schoon, 2020). In addition, the later secondary years (Year 11 and Year 12) appear to be a particularly challenging time for students across regions, with all areas showing a notable decrease in wellbeing scores, potentially linked to increased academic stress, social pressures, or concerns about future pathways.

Studies have found that the final years of secondary education, particularly Year 12 and Year 13, are associated with heightened anxiety, increased workload, and pressure regarding future academic or career decisions (Barker et al., 2020; Sourander et al., 2021). Schools can use this data to identify key moments where additional support may be necessary, especially during transitions between primary and secondary school and in the later years of secondary education.

Wellbeing themes by year level

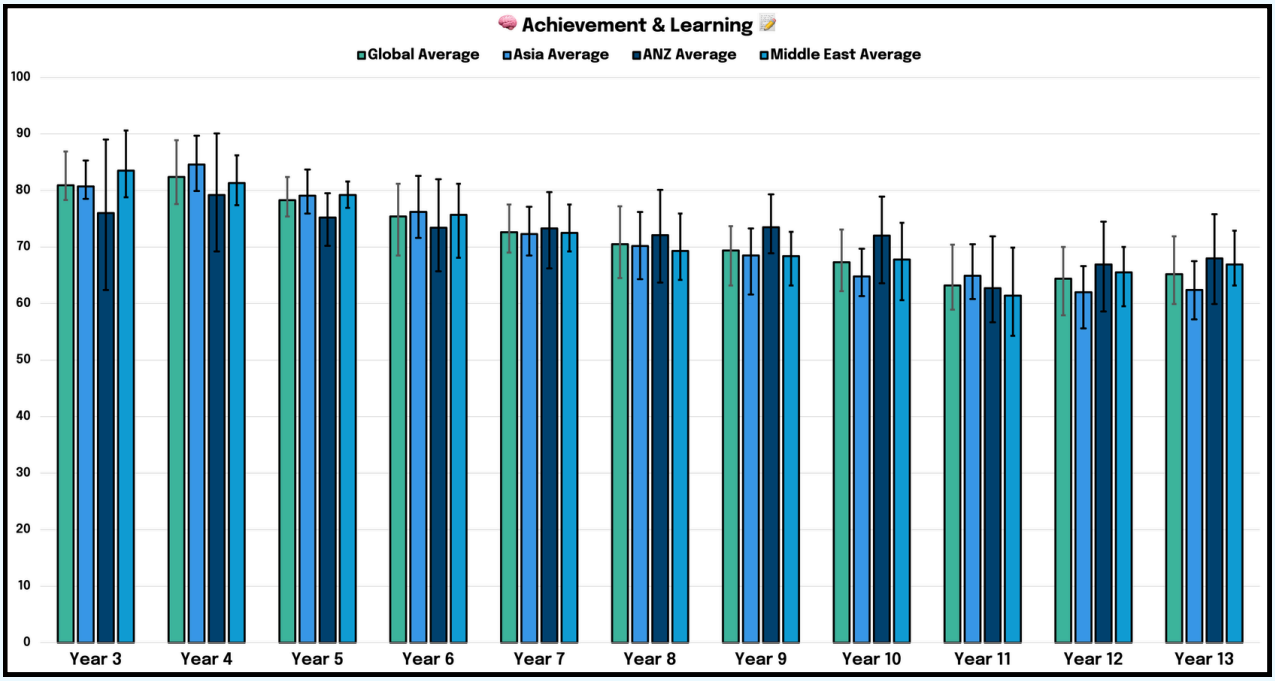
Graphs 4.0, 4.1, 4.2, 4.3, 4.4 and 4.5 show the year level breakdown of average scores across the wellbeing themes measured by Komodo. It is important to note that not all schools measure data across all wellbeing themes, so the information has been collated from those schools that provide data for each respective theme.

These graphs are intended to provide a general overview of how wellbeing scores vary by year level across different regions and themes and to help identify trends that may require further attention or support in specific year groups.

The overall trend in the data across the globe suggests that as students grow older, they experience a steady decline in key wellbeing measures, including spiritual, social, and physical wellbeing, as well as sleep and school climate. This decline is likely a result of increasing academic pressure, social challenges, and changing personal priorities as students transition from childhood into adolescence.

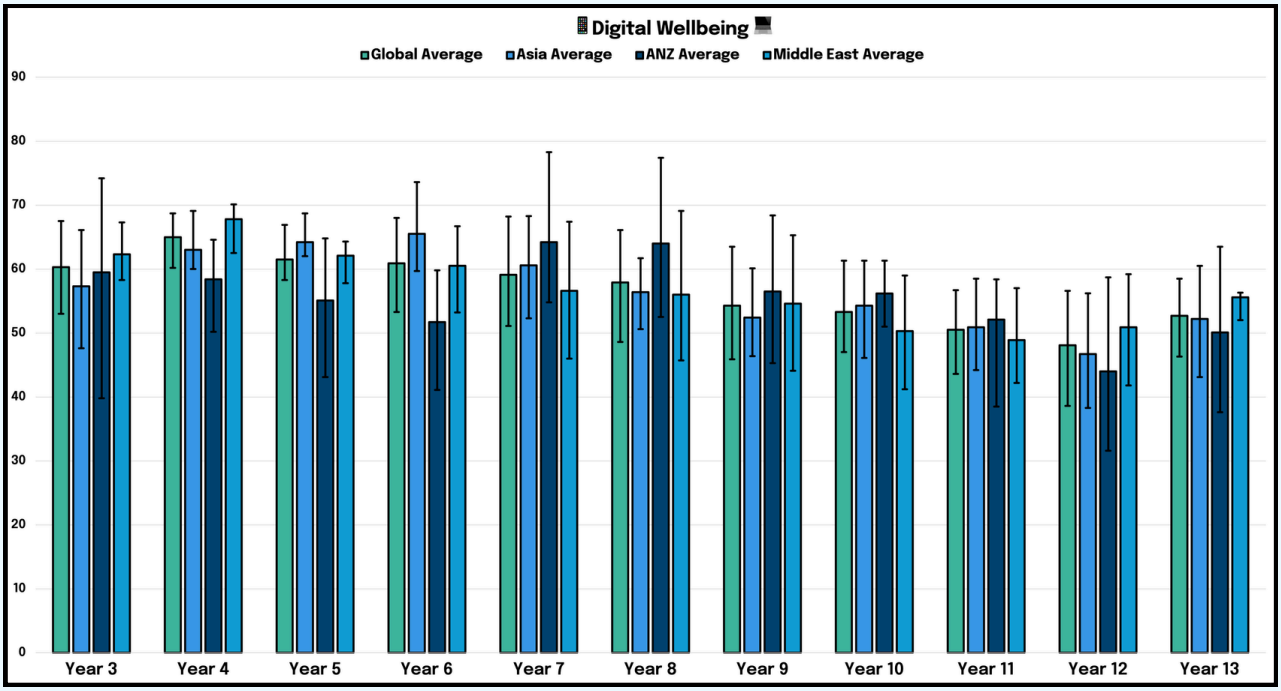
Achievement & learning

Graph 4.0



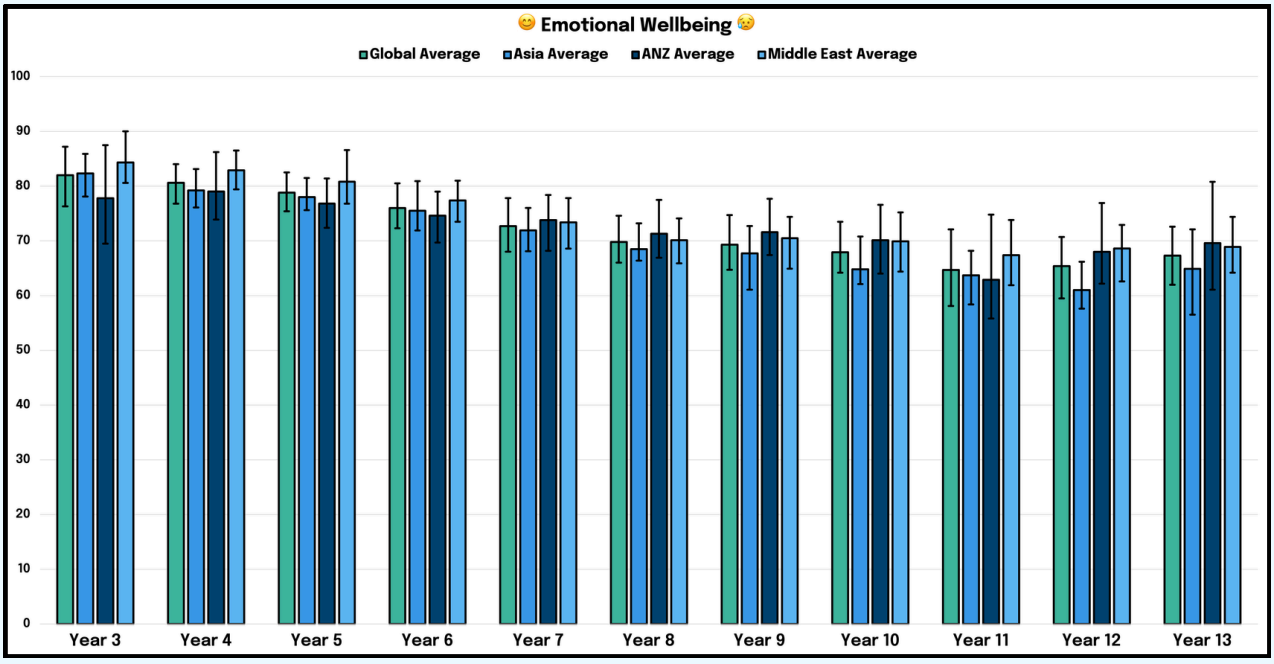
Digital wellbeing

Graph 4.1



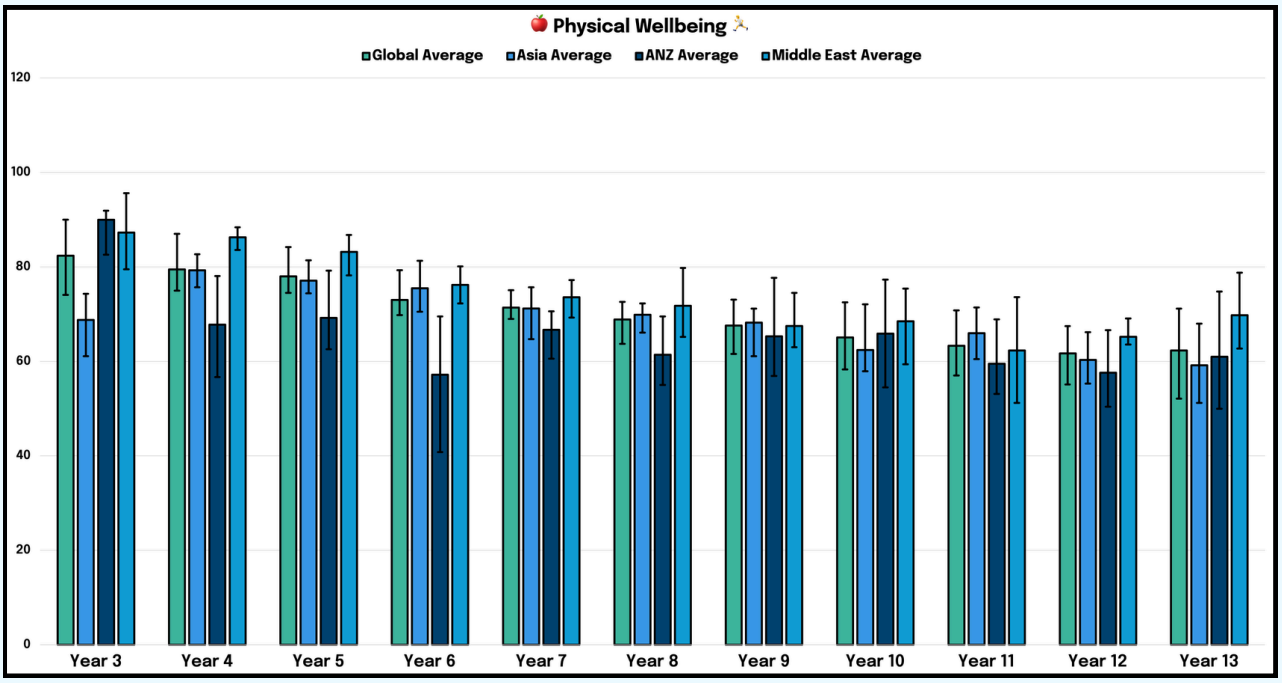
Emotional wellbeing

Graph 4.2



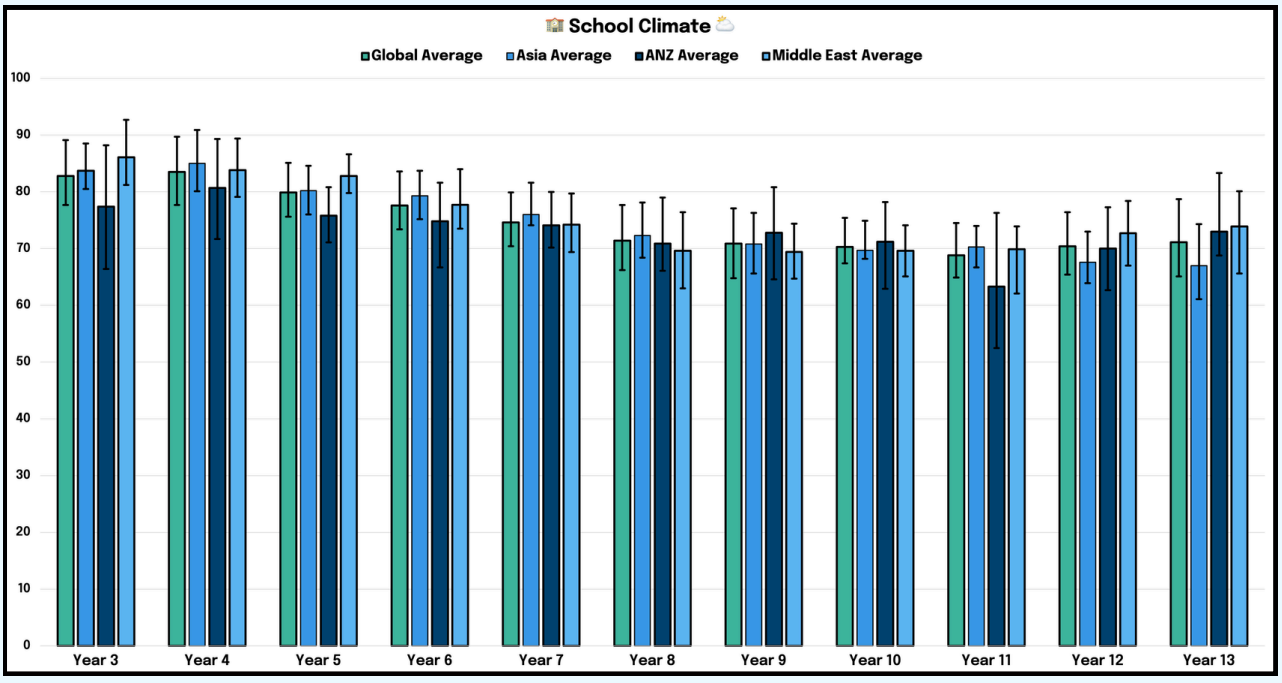
Physical wellbeing

Graph 4.3



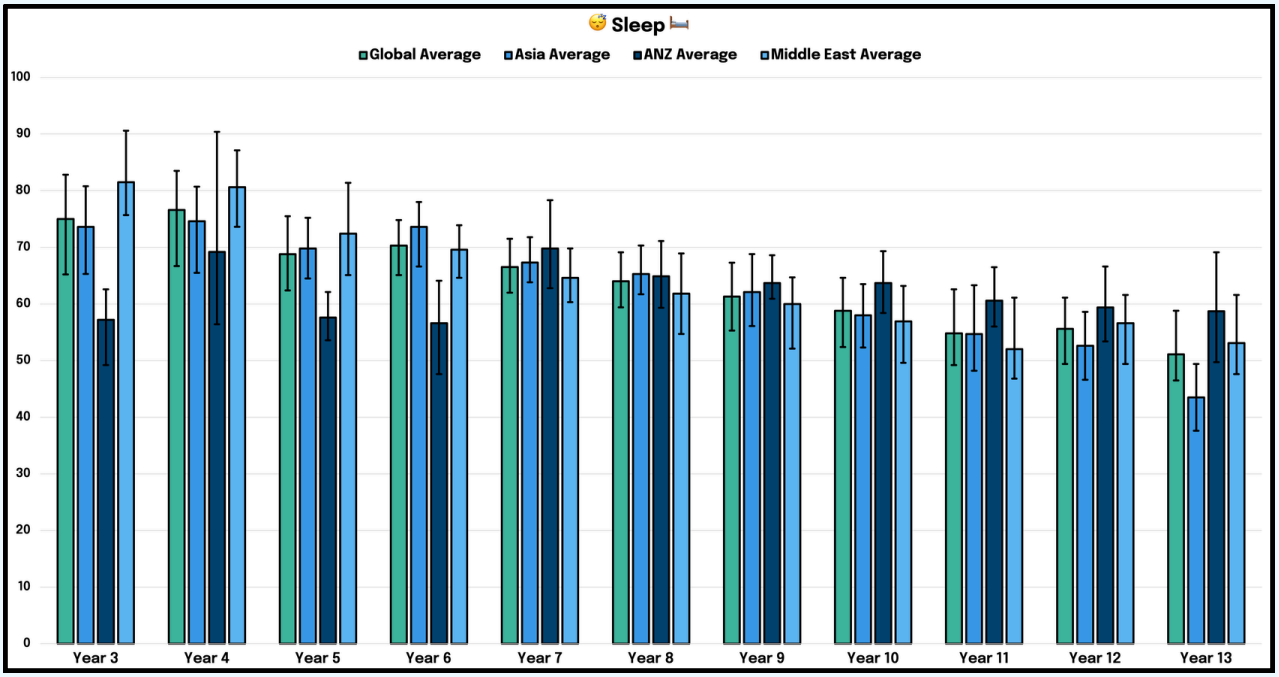
School climate

Graph 4.4



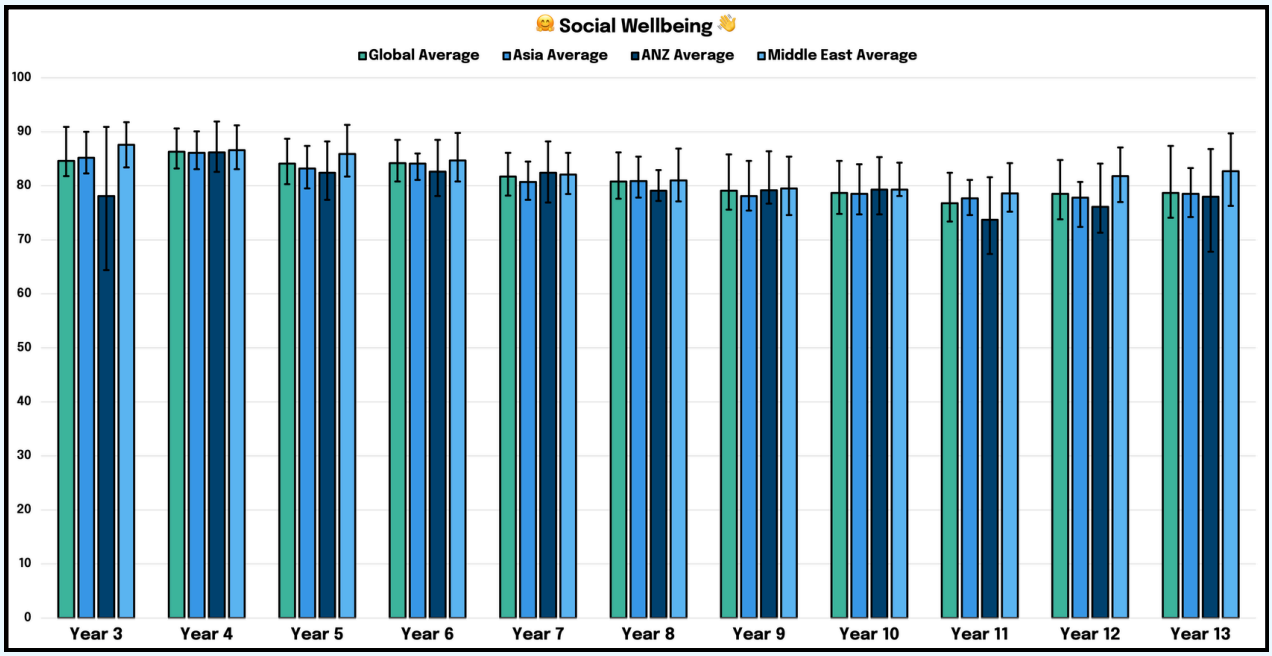
Sleep

Graph 4.5



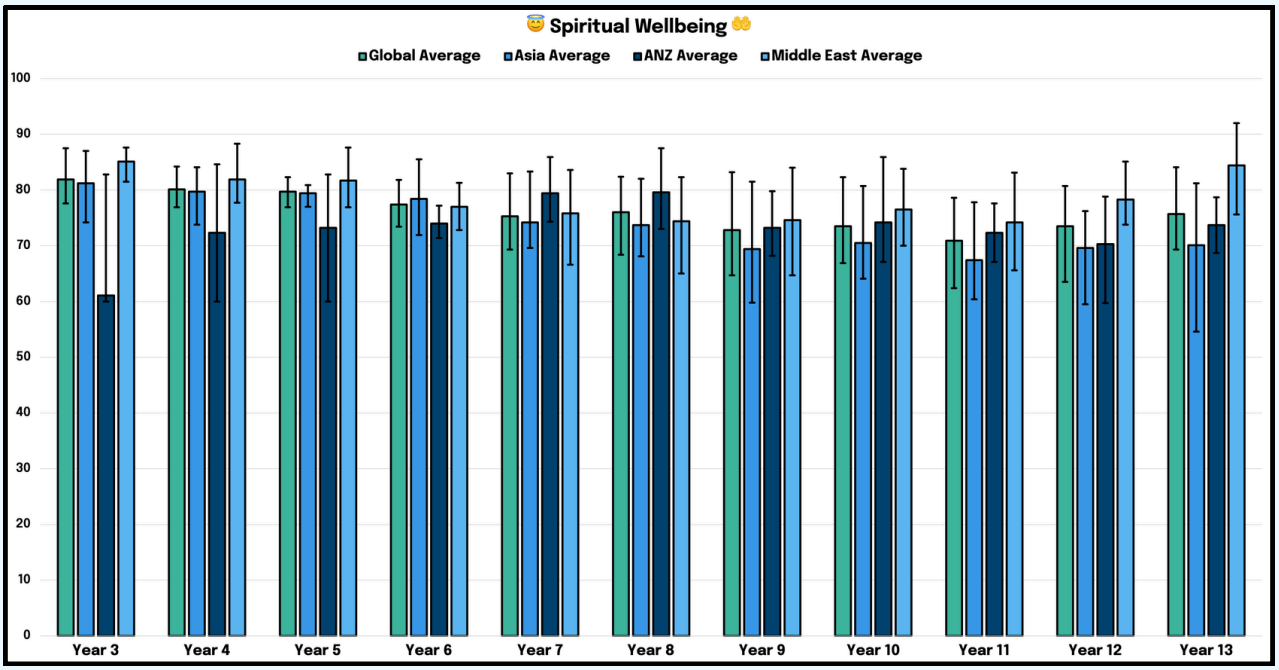
Social wellbeing

Graph 4.6



Spiritual wellbeing

Graph 4.7



What the data can tell us

Achievement & learning: Variability across regions

The data shows significant regional differences in achievement and learning scores, reflecting varied levels of student engagement across global regions. Notably, regions such as Asia and the Middle East consistently report higher scores than Australia and New Zealand, especially among younger year levels. This could reflect cultural values in these regions where there tends to be a strong societal focus on academic achievement from an early age, which may foster higher engagement and performance and lead more schools in these areas to gather this type of data. Research shows that when educational practices align with students' cultural contexts, they tend to perform better (Hattie & Tharp, 2020). This suggests that while different regions may have varying academic priorities, understanding and respecting these cultural differences is essential for facilitating student engagement and learning.

Digital wellbeing: The digital divide, primary vs. secondary students

The data indicates a difference in digital wellbeing between primary and secondary school students, with a notable decline in scores as students transition from primary to secondary school. This suggests that younger students typically maintain a more balanced relationship with technology.

This is likely due to greater parental supervision and more structured technology use in earlier years. In contrast, older students often face challenges related to academic and social/recreational digital engagement, which can negatively impact their wellbeing. This trend aligns with broader research, which highlights the detrimental effects of unregulated screen time during adolescence and the growing challenges to digital wellbeing as students mature (Firth et al., 2021). The observed decline in digital wellbeing likely mirrors wider societal trends in technology use, where the intensity and demands of digital engagement increase as students get older.

Emotional wellbeing: Supporting students through the adolescent years

Emotional wellbeing scores remain relatively strong in early year levels but show a steady decline through to the later years of secondary school. This trend is consistent with global research, which identifies adolescence as a high-risk period for the onset of mental health difficulties. The increasing academic demands, identity development, and evolving social pressures during this stage can contribute to reduced emotional wellbeing. Studies show that around half of all lifetime mental health conditions emerge before the age of 18, with symptoms often beginning during the mid-to-late teenage years (Solmi et al., 2022). These findings highlight the importance of early identification and the implementation of proactive strategies to support emotional wellbeing throughout adolescence (Gariépy et al., 2020).

Physical wellbeing: Declining activity in adolescence.

Physical wellbeing scores show a similar trend, with higher scores in the earlier years and a gradual decline across year levels, particularly noticeable by Year 13. This decline could be influenced by increasing academic pressures, less physical activity, or a cultural shift in how physical health is prioritised as students age. The decline in physical wellbeing among adolescents has been extensively studied, with research highlighting the role of reduced physical activity and unhealthy lifestyle choices during the teenage years (Donnelly & O'Connell, 2018).

School climate: Positive foundations, but decreasing support over time

School climate scores generally reflect a positive environment, particularly among younger primary-aged students. However, there is a noticeable decline as students progress through the year levels. This suggests that while younger students typically feel supported and engaged in their educational settings, older students may begin to perceive a shift in their school climate.

Research consistently shows the importance of a positive school climate, linking it to improved academic performance and better mental health outcomes. However, as students mature, we typically see a focus that tends to shift more towards academic achievement, which can compromise their social relationships and come at the expense of the supportive atmosphere that younger students experience (Gillen-O'Neel & Fuligni, 2019). The patterns in our Komodo data align with findings by Elias & Moccia (2020), which showed that while a nurturing school climate is vital for fostering student wellbeing, it often diminishes over time due to increasing academic pressures and changing peer dynamics.

Sleep: A persistent challenge across year levels

Sleep quality remains a persistent challenge for students at all year levels, with consistently lower scores across all regions. The global average score decreases steadily as students age, with Year 13 students reporting the lowest average score. This trend may highlight the growing impact of academic demands, digital distractions, and the developmental changes associated with adolescence, which all contribute to poor sleep quality. This trend matches other global data on adolescent sleep, which shows that sleep disturbances increase as students face rising academic pressures and the need for social engagement, leading to poorer sleep quality over time (Dahl, 2019).

Social wellbeing: Consistent across development

Social wellbeing remains high across all regions and year levels, with relatively consistent scores from primary through secondary school. This suggests that students across age groups are experiencing stable levels of social connection and support. Rather than a developmental decline, this stability may reflect the positive impact of strong peer relationships, inclusive school environments, and support systems that promote a sense of belonging across the school years. Research indicates that when schools foster positive peer dynamics and connectedness, social wellbeing can be maintained throughout adolescence (Allen et al., 2021).

Spiritual wellbeing: A sense of purpose across regions

Spiritual wellbeing scores are generally positive, with many students reporting a sense of purpose and connection. This highlights the role of spiritual wellbeing in providing stability and resilience during adolescence (Tobin & O'Connor, 2019). However, scores tend to decline as students progress through year levels.

This decline is most pronounced in Australia and New Zealand. In contrast, Asia and the Middle East show more stable spiritual wellbeing across year levels. These regional differences align with research that suggests cultural factors significantly shape adolescent spirituality (Brito, de Lima, & Soares, 2020). Tailoring spiritual wellbeing initiatives to these cultural contexts is key to supporting students' needs.



Recommendations

1. Foster social wellbeing

Primary school recommendation:
Schools should focus on building positive relationships and strong peer support networks. This can be achieved through fun and engaging activities like team-building exercises, collaborative projects, and group games. Encouraging students to work together, share ideas, and celebrate each other's differences can help foster a sense of belonging and inclusivity. Additionally, training for teachers to support students in developing basic emotional intelligence and simple conflict resolution skills can empower young learners to build healthy friendships and navigate social situations with confidence.

Secondary school recommendation:
To support and maintain healthy levels of social wellbeing in secondary students, schools can enhance opportunities for meaningful peer connection. Structured initiatives such as peer mentorship, student-led interest groups, and collaborative learning projects help foster belonging, trust, and shared purpose. As adolescents navigate complex social dynamics, these programs can support emotional safety and connectedness by encouraging positive peer interactions, strengthening interpersonal skills, and reinforcing a sense of inclusion within the wider school community.

2. Address digital wellbeing

Primary school recommendation:
Schools could implement programs to educate students about the risks of excessive screen time and digital distractions. Digital detox days, limiting screen time during school hours, and mindfulness practices that promote healthy tech habits could be effective strategies. Collaboration with parents to reinforce these habits at home can also be beneficial.

Secondary school recommendation:
For secondary students, schools could implement more targeted digital wellbeing education, focusing on the impact of excessive screen time and digital distractions. This could include workshops on managing screen time, understanding the effects of social media, and how to maintain focus and balance in a digital world. Schools might also consider setting guidelines for screen use during school hours to help students develop healthier tech habits. Encouraging students to create their own personal digital detox strategies, such as tech-free zones or times during the day, can empower them to make mindful choices about their digital engagement. Partnering with parents to create a holistic approach to digital wellbeing can be an added benefit.

3. Promote healthy sleep practices

Primary school recommendation:
Schools play a vital role in fostering healthy sleep habits from an early age. Educating younger students about the impact of sleep on their mood, concentration, and energy levels can lay a strong foundation for lifelong healthy sleep practices. Schools can incorporate fun, age-appropriate lessons that teach simple sleep hygiene strategies, such as establishing a consistent bedtime routine, creating a calm sleep environment, and avoiding stimulating activities before bedtime.

Secondary school recommendation:
Secondary school students face distinct challenges that can disrupt their sleep, including academic pressures, extracurricular activities, and excessive screen time. To address these challenges, schools should implement evidence-based strategies to help students improve their sleep. Educational workshops on the importance of sleep for cognitive performance, emotional regulation, and overall wellbeing should be a priority. Students should learn to establish regular sleep schedules to improve restfulness and daytime functioning. Limiting screen time before bed is also crucial, as reducing exposure to screens can enhance sleep quality and academic performance. Schools can further support students by teaching relaxation techniques such as deep breathing and mindfulness, to help alleviate stress and improve sleep.

All ages recommendation:
It is essential that schools collaborate with parents and the wider community to reinforce these healthy sleep practices at home. A consistent approach between school and home will help ensure that students develop positive sleep habits that support their overall wellbeing and academic success.

4. Enhance school climate

Primary school recommendation:
To sustain this positive atmosphere, schools should prioritise fostering strong relationships among students, teachers, and the broader school community. This can be achieved through social-emotional learning (SEL) programs that help children develop emotional intelligence, empathy, and effective communication skills. Encouraging collaborative activities, such as group projects and team-building exercises, can further enhance students' sense of belonging.

Secondary school recommendation:
Schools should continue to enhance the school climate by promoting student voice, fostering inclusive practices, and ensuring a safe and supportive learning environment. Activities that build trust between students and staff, as well as those that promote inclusivity and student participation, have a positive impact on student wellbeing.

All ages recommendation:
Schools should involve parents and caregivers in creating a positive home-school connection through regular communication and workshops that promote a shared understanding of the importance of a nurturing school climate.

Schools could also provide professional development opportunities for teachers to strengthen their skills in creating a safe, supportive, and inclusive learning environment.

Schools should invest in a comprehensive pastoral care system that includes easily accessible counselling resources and mentorship programs. Providing students with clear pathways to confidential counselling services – with trained professionals – ensures that appropriate help is available when needed. Establishing safe spaces, such as designated counselling rooms where students can freely discuss their challenges, share experiences, and receive guidance, is crucial. By making these resources easily accessible and well-publicised, schools can reduce the stigma around seeking support, encouraging early intervention, and promoting a culture of wellbeing where all students feel empowered to seek help.

5. Improve physical wellbeing knowledge

Secondary school recommendation:
For secondary school students, schools should continue to emphasise physical health education, focusing on the relationship between exercise, nutrition, and mental wellbeing. Workshops on building long-term fitness habits, managing stress through physical activity, and making healthier food choices can provide students with the tools to prioritise their health amidst academic and extracurricular pressures.

All ages recommendation:
Schools could provide specific physical health and nutrition education initiatives to promote overall physical wellbeing. Incorporating and prioritising regular physical exercises into the curriculum with workshops on healthy physical health habits can help students build lasting healthy lifestyle choices.

6. Strengthen emotional wellbeing programs & resourcing

Primary school recommendation:
Schools should focus on creating supportive environments where students feel comfortable discussing emotions. Incorporating social-emotional learning (SEL) frameworks from an early age can help students develop essential emotional regulation and resilience.

Secondary school recommendation:
Schools could offer more in-depth SEL programs to equip students with coping strategies for managing the increased pressures of adolescence. This could include workshops on emotional intelligence, stress management, and healthy peer relationships. Schools should also ensure that staff receive professional development on implementing SEL strategies in the classroom.

All ages recommendation:
Schools should ensure access to specialised emotional wellbeing support by strengthening their pastoral care teams and providing dedicated counseling services. Schools should prioritise hiring trained mental health professionals, such as counselors and psychologists, who can offer targeted interventions for students facing emotional or psychological challenges. In addition, schools can provide staff with training on recognising early signs of mental health issues, enabling them to refer students to appropriate support services promptly. Creating a clear pathway for students to access these resources can help ensure that emotional wellbeing is actively supported both in and outside the classroom.

7. Increase engagement with caregivers & communities

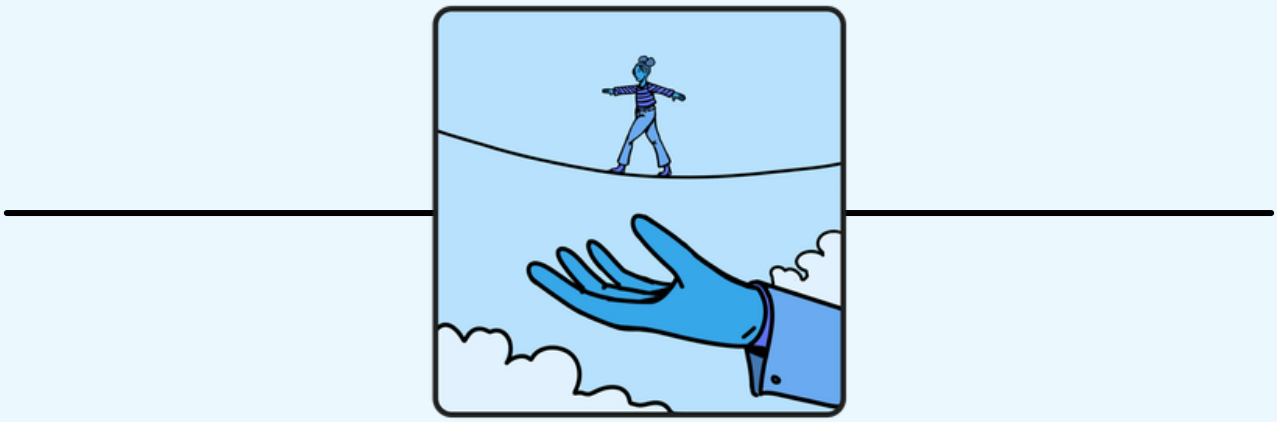
All ages recommendation:
Schools should foster stronger engagement with caregivers and the school community by developing community-wide wellness programs and partnerships with local mental health organisations. By providing caregivers with resources on supporting their children's wellbeing, schools can create a unified approach to supporting students both at school and at home.

8. Address declining wellbeing as students progress in their education

All ages recommendation:
Schools should focus on maintaining a strong sense of support and engagement for students, particularly as they transition from primary to secondary school. Regular check-ins with students, alongside proactive emotional and academic support, will help sustain positive wellbeing throughout their educational journey. Schools should actively address the decline in wellbeing observed as students mature by offering additional mental health support, running extracurricular activities that promote connection, and creating a more balanced focus between academic achievement and emotional wellbeing.

9. Cultural adaptation of wellbeing programs

All ages recommendation:
The data reveals significant regional variations in wellbeing scores, particularly in the area of spiritual wellbeing. These differences highlight the crucial role of cultural context in shaping students' wellbeing experiences. To ensure the effectiveness and relevance of wellbeing initiatives, schools should adapt programs to align with local values, traditions, and societal expectations. By customising wellbeing programs to reflect the cultural diversity of their student populations, schools can foster a more meaningful connection to the initiatives. This could involve collaborating with cultural experts, engaging in focus groups with students, or conducting surveys to gain insights into the specific cultural needs and preferences of the community. These tailored approaches will help to ensure that wellbeing programs are not only effective but also culturally sensitive and inclusive.



Psychological Safety

Psychological safety in schools refers to an environment where students feel safe to express themselves, ask questions, make mistakes, and take academic risks without fear of judgment or negative consequences. It is fundamental to fostering a supportive and inclusive school culture where students are confident in their abilities, engaged in learning, and able to build healthy relationships with peers and teachers. Measuring psychological safety is crucial as it helps schools identify areas where students may feel unsafe or unsupported, monitor wellbeing trends over time, and implement targeted interventions to improve the school environment. By regularly assessing psychological safety through surveys, schools can create spaces where students thrive emotionally and academically, leading to improved mental health, stronger social connections, and better overall academic performance.

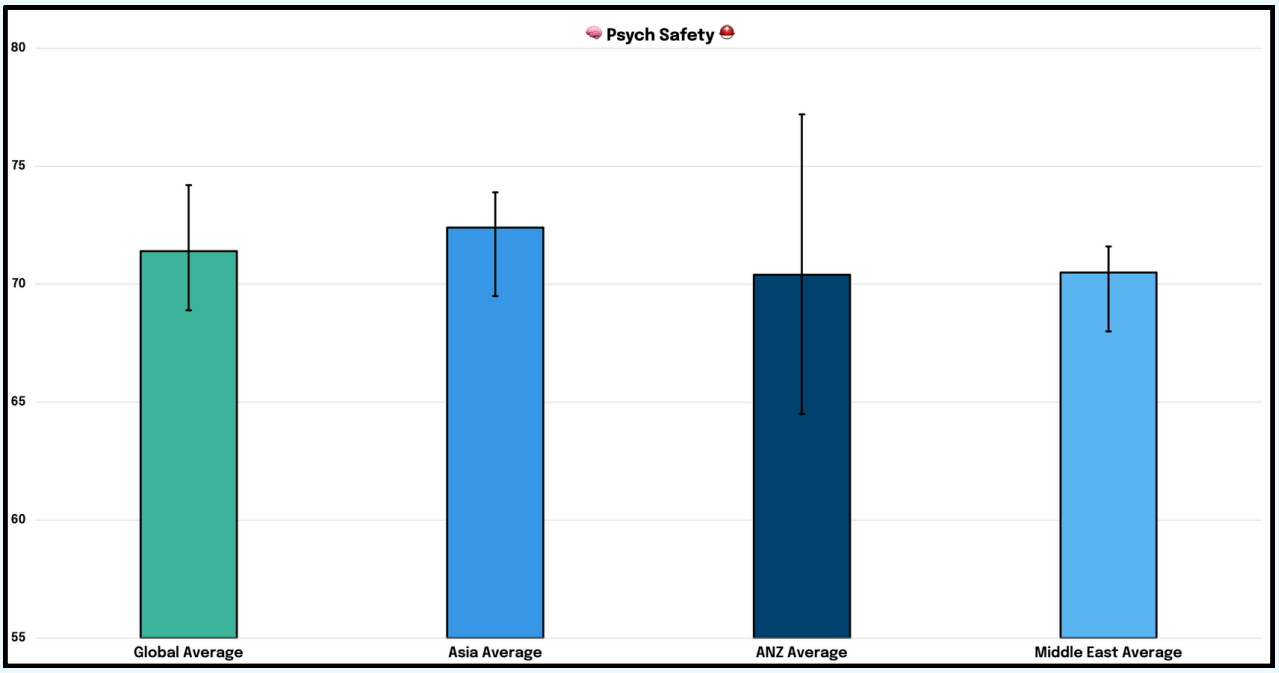
Average Psychological Safety score

Graph 5.0 shows the average Psychological Safety scores. This data represents the average overall scores for schools who ran the standardised Komodo Psychological Safety Survey across the academic year 2024-25.

Graph 5.0 suggests that, on the whole, students across various regions tend to report a positive sense of psychological safety in their educational environments. This indicates that schools are making strides in creating environments where students feel secure, valued, and supported. The relatively strong global average is a testament to the widespread recognition of this principle in educational settings.

Average Psychological Safety score by region

Graph 5.0



Psychological Safety by theme

The Komodo Psychological Safety Survey identifies 3 areas of Psychological Safety: Individual Safety, Learner Safety and Respect. This survey has been created by the Komodo psychology team and uses a standardised format, meaning that all schools that run this survey use the same questions. Psychological Safety surveys are run in secondary school settings - this is intentional due to the limitations around awareness at the age and developmental stage of primary aged students. Graphs 6.0, 6.1, 6.2 and 6.3 show the global and regional trends of average scores in these domains.

Key terms used in the Komodo Psychological Safety Survey

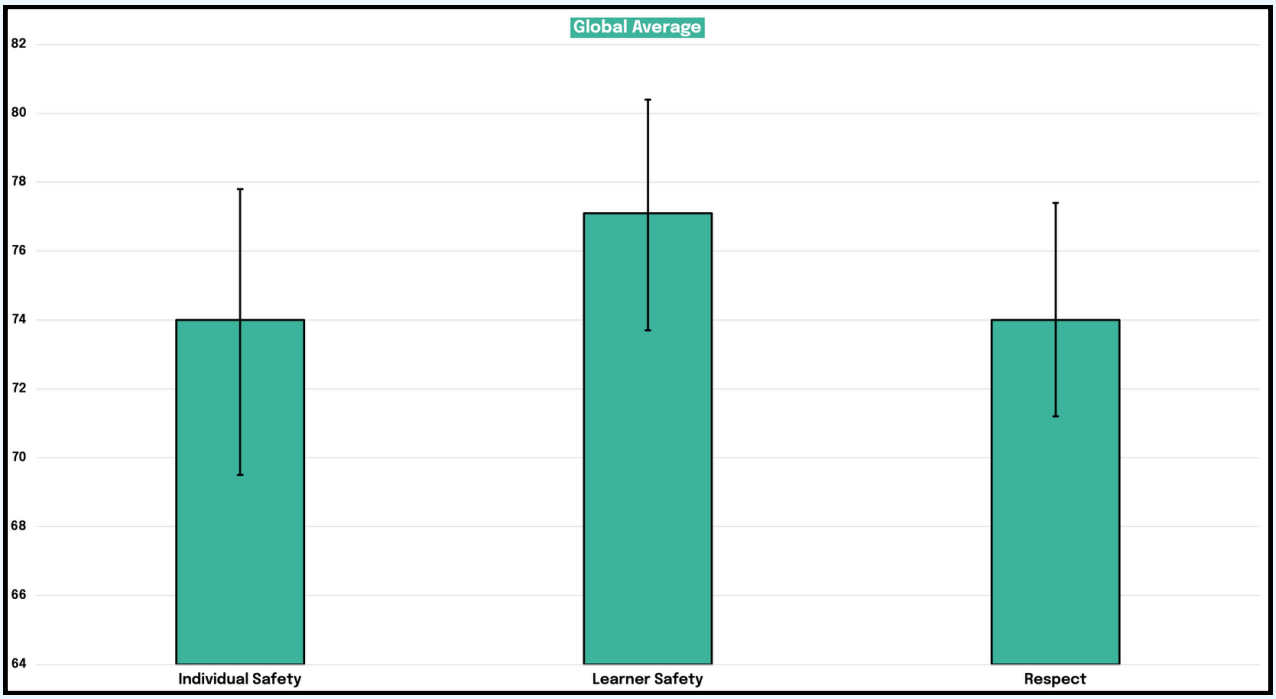
- Individual Safety
- Learner Safety
- Respect



Individual Safety:	This refers to the sense of personal security students feel within their school environment. When students feel individually safe, they are more comfortable expressing themselves, making mistakes, and taking risks in their learning without the fear of being ridiculed or judged. We use questions related to whether students feel safe sharing their ideas, making mistakes, or seeking help reflect their sense of individual safety.
Learner Safety:	This relates to the psychological comfort students experience when engaging in learning activities. It involves being encouraged to try new things, learn from mistakes, and approach challenges with confidence. We use questions about enjoyment in trying new learning methods, teacher support when facing difficulties, and the overall learning environment designed to reflect the learner's safety to grow and take academic risks.
Respect:	Respect is a foundational element of psychological safety, as it directly influences how valued and accepted students feel within their school community. When students perceive respect in their interactions with teachers and peers, they are more likely to contribute openly and without fear of judgment. We use questions about how fair and supportive students perceive the treatment of themselves and others to measure this.

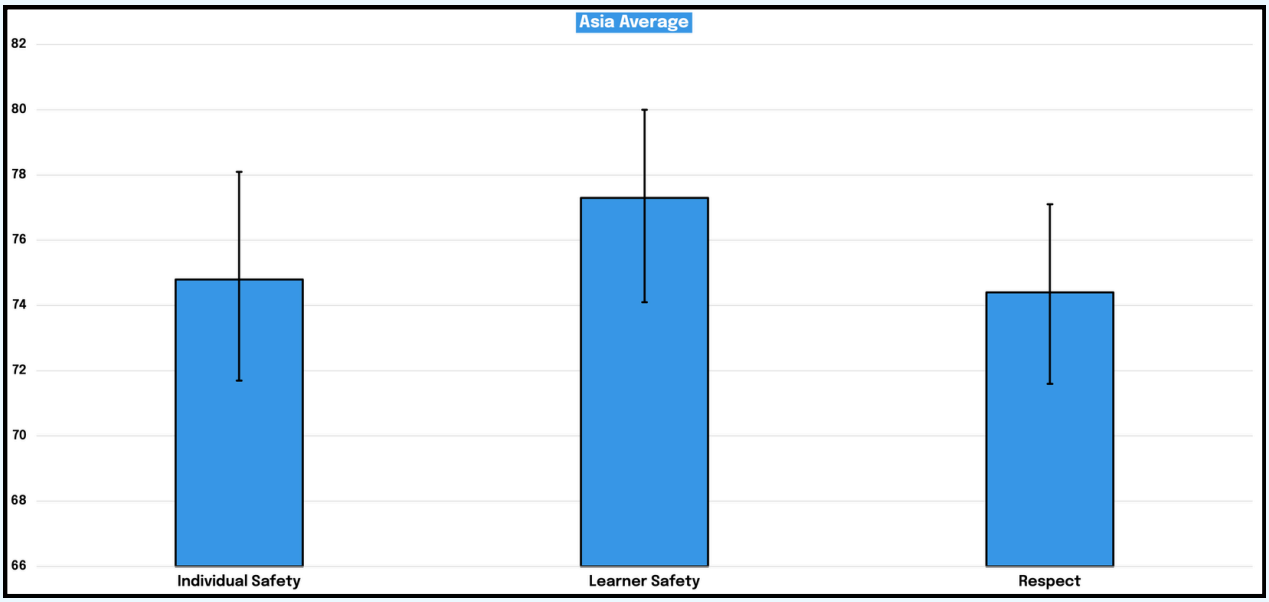
Global average

Graph 6.0



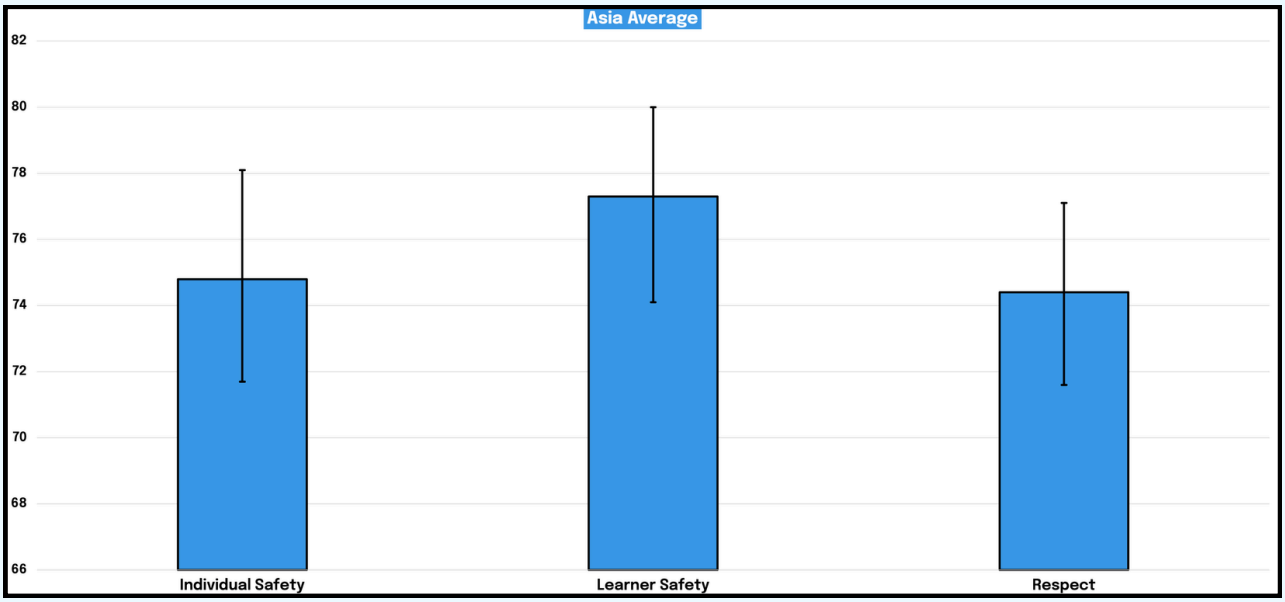
Asia average

Graph 6.1



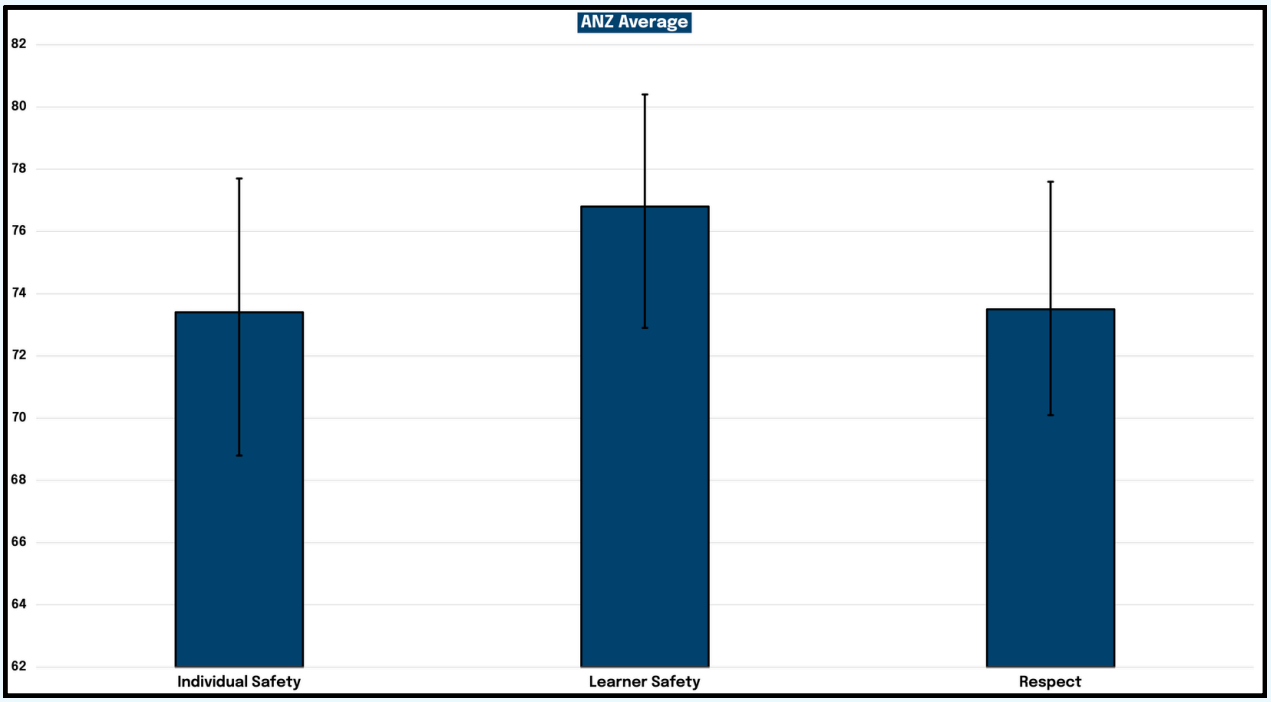
Middle East average

Graph 6.2



Australia & New Zealand average

Graph 6.3



What the data can tell us

Learner Safety: Ensuring a secure learning environment

Learner Safety consistently scores highly across all regions, suggesting that schools around the world are largely successful in providing students with a secure environment where they can engage in learning without fear of bullying, discrimination, or other forms of harm. The data reflects that many students feel comfortable and safe within their learning environments, which is essential for fostering academic success. However, there is still room for improvement, particularly in regions where the spread between the 25th and 75th percentiles is wide, indicating that while some schools excel in fostering a safe environment, others may struggle to provide the same level of support for all students. Such disparities may stem from factors such as school culture, resource availability, and community-specific challenges. To close the gap, schools need to focus on ensuring that all students experience a consistently supportive and safe space to learn (Elias et al., 2019).

Individual Safety: An important variable

Individual Safety measures students' emotional and physical security. While global averages reflect a positive trend, the significant variability between the 25th and 75th percentiles suggests that a portion of students still face personal safety challenges. These challenges can stem from bullying, exclusion, or a lack of emotional support from peers and staff. Addressing these concerns requires schools to ensure both emotional and physical safety through consistent support services. Establishing accessible pathways for students to report issues, such as bullying or emotional distress, and ensuring that mental health services are readily available are crucial steps. Studies also show that when students feel safe on an emotional level, their cognitive and social outcomes improve, as they are more likely to engage in learning and form positive peer relationships (Katz et al., 2021).

Respect: Fostering a culture of inclusion & dignity

Although global scores indicate that many students feel respected, the range between the 25th and 75th percentiles suggests that experiences of respect can vary significantly across schools. Recent studies have demonstrated that a respectful environment is linked to better student engagement, wellbeing, and academic success (Baumeister & Leary, 2017). In contrast, a lack of respect, whether from peers or staff, can negatively impact a student's sense of belonging, leading to feelings of alienation or exclusion. Ensuring that every student, regardless of background, feels valued and respected not only enhances their psychological safety but also strengthens their sense of school community, which contributes to better social and academic outcomes (McLoughlin et al., 2020).

Regional differences

The regional data offers valuable insights into how Psychological Safety is experienced by students across different geographical contexts. Although many regions report positive trends in Psychological Safety, the disparity between regions and within regions suggests that context-specific strategies are essential. For example, regions with socio-economic challenges or distinct cultural factors may need more tailored approaches to effectively foster Psychological Safety. Studies on school climate have highlighted that contextual factors–such as cultural values, economic status, and the availability of mental health resources–can influence how safety, respect, and emotional support are perceived and experienced by students (Elias et al., 2019). Research on cultural responsiveness in education underscores the importance of adapting strategies to meet local needs, ensuring that cultural factors are considered in the delivery of Psychological Safety programs (Cohen et al., 2018).



Recommendations

1. Foster consistent safety across schools

All ages recommendation: Schools should work to ensure that all students feel consistently safe and supported, regardless of their school or region. This includes adopting clear safety protocols, implementing anti-bullying measures, and ensuring students have accessible reporting systems for any safety concerns. Consistency in safety practices will help create an environment where all students can thrive.

2. Strengthen emotional & physical safety support

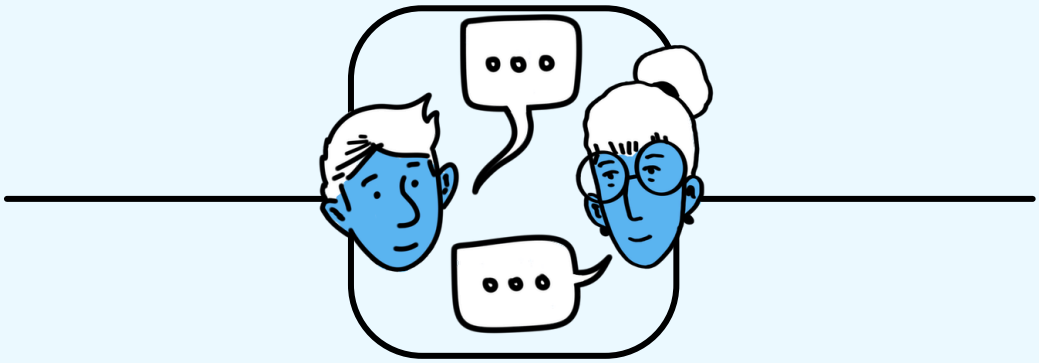
All ages recommendation: Schools should prioritise both emotional and physical safety by providing access to mental health resources and clear pathways for students to report concerns. Creating a supportive environment that addresses emotional wellbeing and physical security will help students feel safe and more engaged in their learning.

3. Promote respect & inclusion for all students

All ages recommendation: Schools should create a culture of respect and inclusivity by offering training for staff on cultural competence and anti-discrimination practices. Programs that celebrate diversity and encourage mutual respect can help all students feel valued and respected, which will improve their sense of belonging and academic performance.

4. Tailor approaches based on regional & cultural contexts

All ages recommendation: Schools should adapt their safety and respect strategies to meet the unique needs of their region or community. By understanding local challenges and cultural differences, schools can implement more effective programs that foster psychological safety and inclusion for all students, no matter where they are located.



Final remarks

In conclusion, this report underscores the importance of addressing the evolving wellbeing needs of students across Komodo schools, particularly as they transition from primary to secondary education. The findings highlight significant challenges in areas such as digital wellbeing, sleep quality, and social wellbeing, as well as variations in psychological safety across regions. It is clear that a one-size-fits-all approach is insufficient; instead, schools must adopt region-specific strategies that address both general wellbeing concerns and psychological safety gaps.

By fostering a supportive school climate, promoting healthy digital habits, encouraging emotional and social development, and ensuring adequate support for students' physical and mental health, schools can create environments that enable students to thrive academically and personally. The recommendations provided in this report offer practical steps for schools to enhance student wellbeing and ensure that all students feel safe, respected, and empowered to succeed.

Looking ahead, we are committed to continuing our efforts to gather data on student wellbeing across Komodo schools. In our 2025 report, we look forward to expanding our focus to include staff wellbeing, providing a more comprehensive understanding of the factors that contribute to a healthy and supportive learning environment for both students and educators.

Thank-you for helping us improve school-wide wellbeing. Komodo would not exist were it not for the passion and drive of the educators we work with. As always if you have any questions about the platform or the contents of this report you can contact your school success lead.

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