

Six-Star Student Survey Report

Survey Name goes here

Sunday, August 16th 2020

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



MOOD



RESILIENCE



ENGAGEMENT



COMMUNICATION



RELAXATION



POSITIVITY

sixstar
wellbeing

ACER

Introduction

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

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

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

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

Potential uses and benefits

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

- Identifying a baseline for wellbeing of the overall student population or specific groups of students
- Monitoring the wellbeing of individual students and groups of students over time
- Identifying strengths and potential target development areas for specific student wellbeing programs to develop and enhance wellbeing of individuals and groups of students
- Monitoring the impact of existing wellbeing programs
- Gain data and insight into specific areas of wellbeing
- Compare individual student wellbeing with groups of comparable students or the overall student population

Disclaimer

Six-Star Wellbeing surveys provide general wellbeing information to your school.

Our surveys are NOT a diagnostic tool. They are informational only.

Our surveys and services are summaries of individually self-reported data based on the past four weeks and should not be used as a definitive assessment or screening of a student's overall wellbeing or performance in any specific individual sub-category. Any information contained in a survey is intended for the school to use only as a guide to individual and group wellbeing. The information in any survey reports are intended for the Administrator. The Administrator should be familiar with wellbeing concepts. It is also the responsibility of the school/Administrator to obtain and manage any consent from parents and/or guardians for students to complete the survey and to inform parents and students about the survey. When interpreting survey information there are no right or wrong responses. Information should be considered in the context of a student's, or groups', overall experience at the school and supported by further investigation, targeted assessments or specific professional advice. Six-Star Wellbeing and any of its personnel (including employees and contractors) are not responsible for the administration, use of and interpretation of survey data.

Administrator Summary Checklist

The Six-Star Student Wellbeing Administrator Checklist is a guide for managing reports and information in reports.

The points below are a general checklist and should be in-line with school policy:

- Read and be familiar with the Administrator Guide
- Inform staff, students and parents that as part of a wellbeing focus a student wellbeing survey is being conducted with the student group
- Obtain consent for conducting and sharing information from surveys and in the report in-line with your own policies
- Inform students when completing the survey what the information will be used for and how it will be used
- Once the report is generated carefully review student and sub-group responses with consideration to the overall understanding of the student and/or group
- It is recommended not to provide or disseminate individual student information/information to students, staff or parents (due to variability in interpreting information without full context, wellbeing understanding and information regarding a student)
- Develop a plan for providing feedback (de-identified/general) to students and staff cohorts on overall wellbeing
- Where it is deemed appropriate or necessary, discuss individual student information with selected staff and students to gain further information on a student's wellbeing
- Where it is deemed appropriate or necessary discuss student information with parents
- Where it is deemed appropriate or necessary refer students to school counsellors or other appropriate staff to further review individual student responses and wellbeing
- Develop a plan to enhance individual and overall student wellbeing
- Manage and store reports and information in reports appropriately and in-line with your own privacy policy
- Set a survey review date

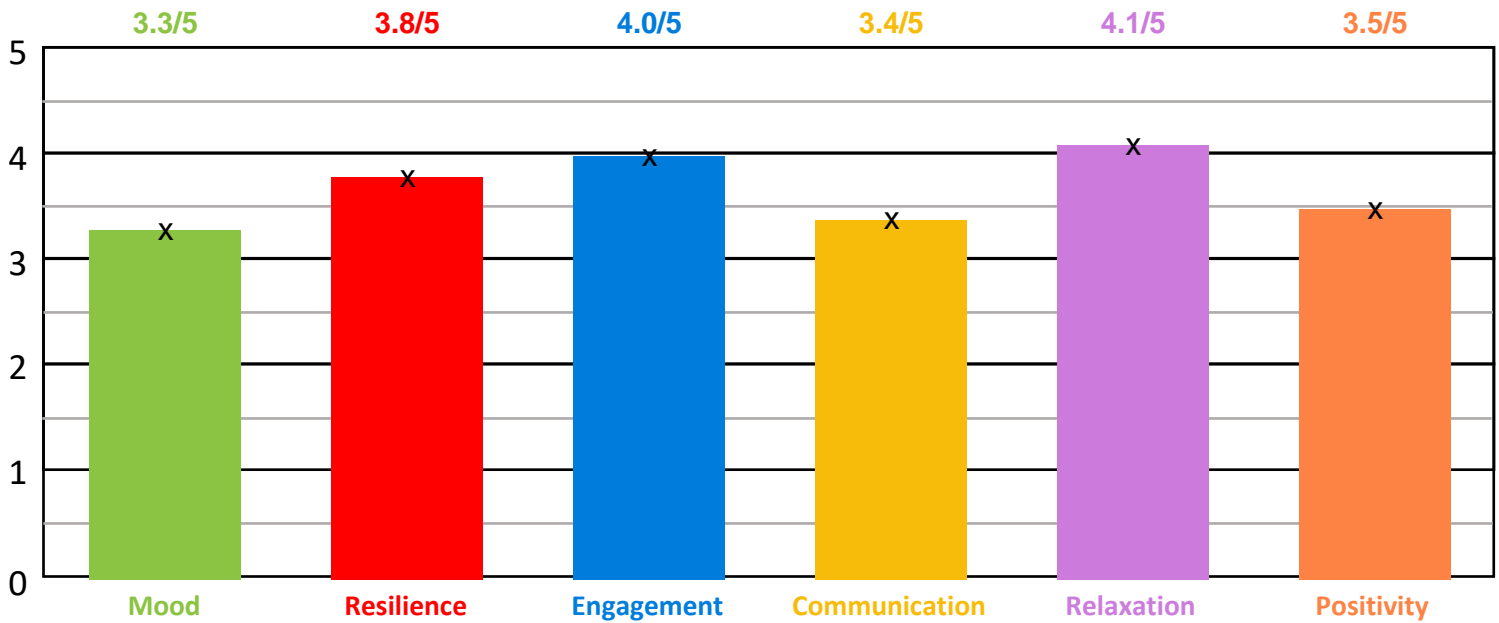
Survey Sub-Categories

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

<p>Mood</p> <p>This sub-category reflects worry, mood changes and happiness. Assessing mood allows specific staff within schools to play a critical role in positive mood development and preventative mental health programs. Assessing mood also allows for schools to consider whether students require further follow-up with internal or external professionals.</p>	<p>Resilience</p> <p>Resilience represents successful adaptation in the face of challenges. This sub-category measures an individual's capacity to value effort, stay determined, and bounce back from challenges. Resilience is both a positive wellbeing construct, as well as an important target for identifying students with concerns. Research indicates that the resilience of students can be developed, and schools can play a critical role in this.</p>
<p>Engagement</p> <p>School engagement is beneficial for learning as well as personal development. The engagement subcategory provides information about effort, feeling safe at school, and feeling comfortable with peers and teachers. Engagement can also be related to motivation which many teachers and schools are interested in or link with school retention and performance.</p>	<p>Communication</p> <p>Communication is critical for students to be able to function in a school environment. This sub-category encompasses questions related to listening, speaking with others and asking for help. Effective communication is often associated with healthy relationships and is also an area that can readily be developed through programs conducted either with individuals or groups in schools.</p>
<p>Relaxation</p> <p>This sub-category is an inverse reflection of frustration and anger. The capacity for children and adolescents to be able to relax, both physically and emotionally has also been recognised as an important skill, as well as being shown to be able to be developed as a skill with intervention. The subcategory specifically identifies tension, managing frustration and a capacity to relax or calm down.</p>	<p>Positivity</p> <p>This sub-category reflects confidence, optimism and positivity. It also identifies how well students know their strengths. There is growing evidence that being positive through a range of strategies, is a skill that assists individuals to flourish and high positivity has been linked to health and wellbeing. It is also an area that can impact on the culture of a group or broader school environment.</p>

Overall Student Averages

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



The higher the score, the greater the strength

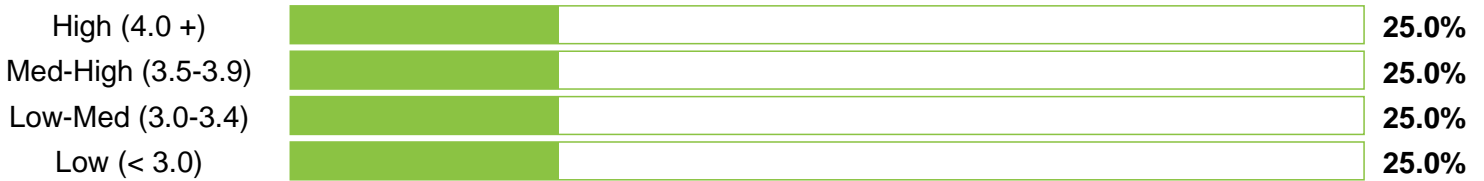
x – group mean score

Small text at the bottom of the page providing a disclaimer: Six-Star Wellbeing surveys provide general wellbeing information to your school. Our surveys are NOT a diagnostic tool. They are informational only. Our surveys and services are summaries of individually self-reported data based on the past four weeks and should not be used as a definitive assessment or screening of a student's overall wellbeing or performance in any specific individual sub-category. Any information contained in a survey is intended for the school to use only as a guide to individual and group wellbeing. The information in any survey reports are intended for the Administrator. The Administrator should be familiar with wellbeing concepts. It is also the responsibility of the school/Administrator to obtain and manage any consent from parents and/or guardians for students to complete the survey and to inform parents and students about the survey. When interpreting survey information there are no right or wrong responses. Information should be considered in the context of a student's, or groups', overall experience at the school and supported by further investigation, targeted assessments or specific professional advice. Six-Star Wellbeing and any of its personnel (including employees and contractors) are not responsible for the administration, use of and interpretation of survey data.

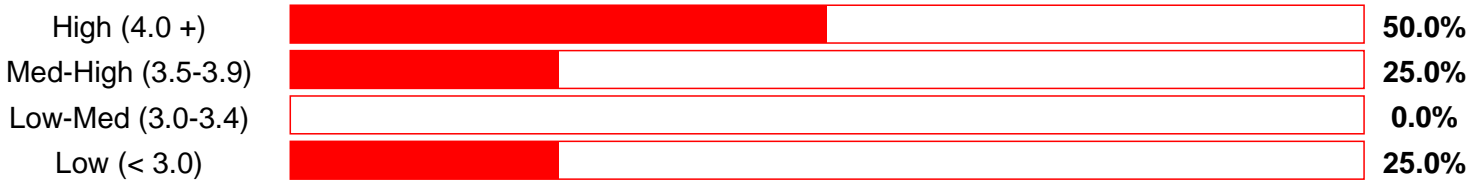
Overall Student Sub-category details

Student score details as percentages for each sub-category.

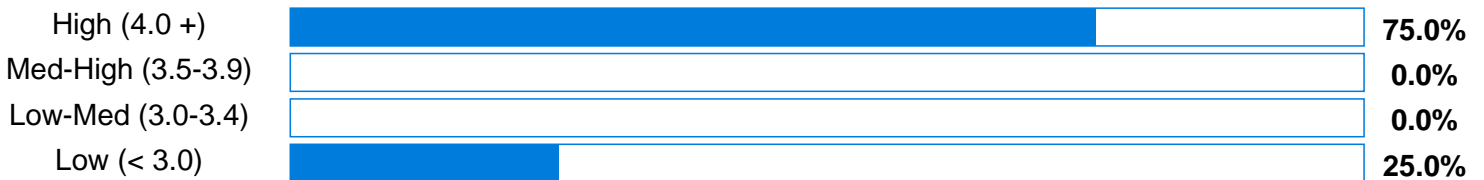
Mood



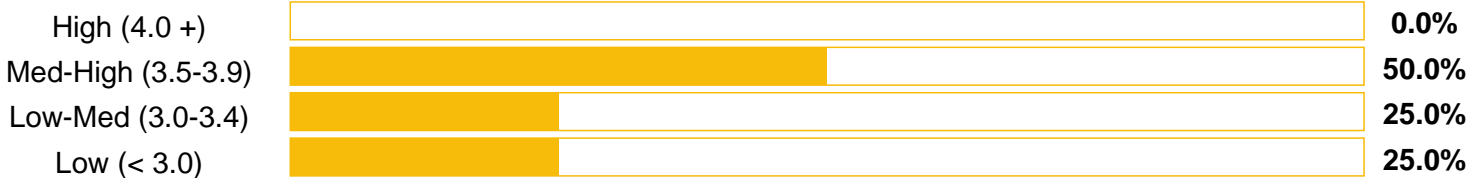
Resilience



Engagement



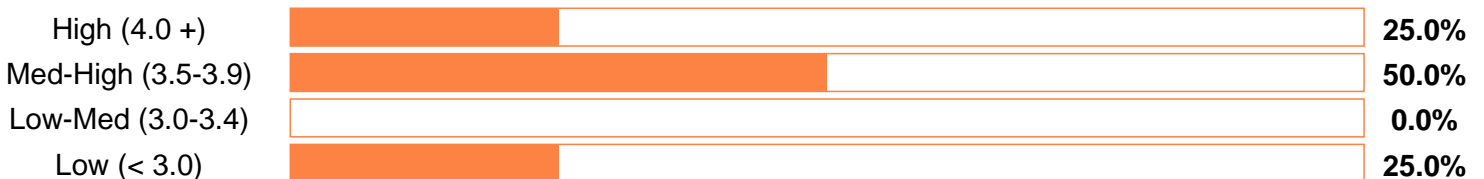
Communication



Relaxation



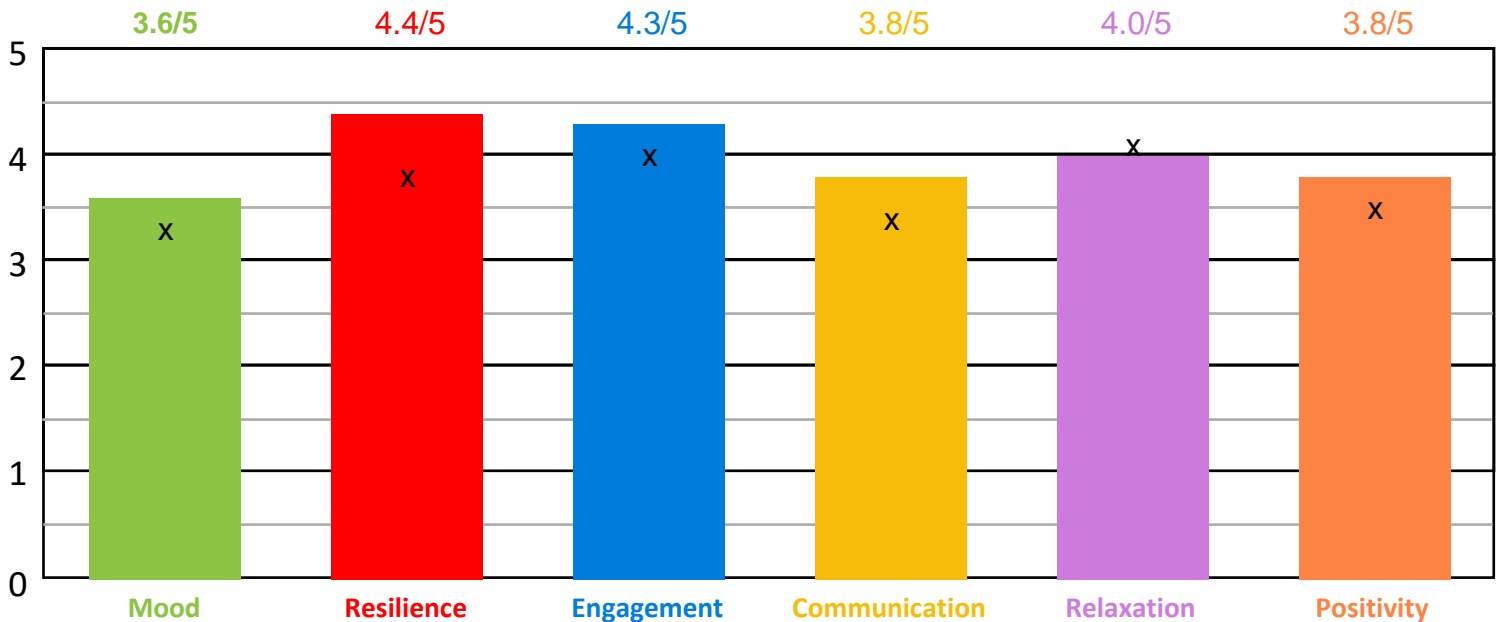
Positivity



Six-Star Wellbeing surveys provide general wellbeing information to your school. Our surveys are NOT a diagnostic tool. They are informational only. Our surveys and services are summaries of individually self-reported data based on the past four weeks and should not be used as a definitive assessment or screening of a student's overall wellbeing or performance in any specific individual sub-category. Any information contained in a survey is intended for the school to use only as a guide to individual and group wellbeing. The information in any survey reports are intended for the Administrator. The Administrator should be familiar with wellbeing concepts. It is also the responsibility of the school/Administrator to obtain and manage any consent from parents and/or guardians for students to complete the survey and to inform parents and students about the survey. When interpreting survey information there are no right or wrong responses. Information should be considered in the context of a student's, or groups', overall experience at the school and supported by further investigation, targeted assessments or specific professional advice. Six-Star Wellbeing and any of its personnel (including employees and contractors) are not responsible for the administration, use of and interpretation of survey data.

Name: Sample Student 1
Survey Group: Sample School

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



The higher the score, the greater the strength

x – group mean score

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

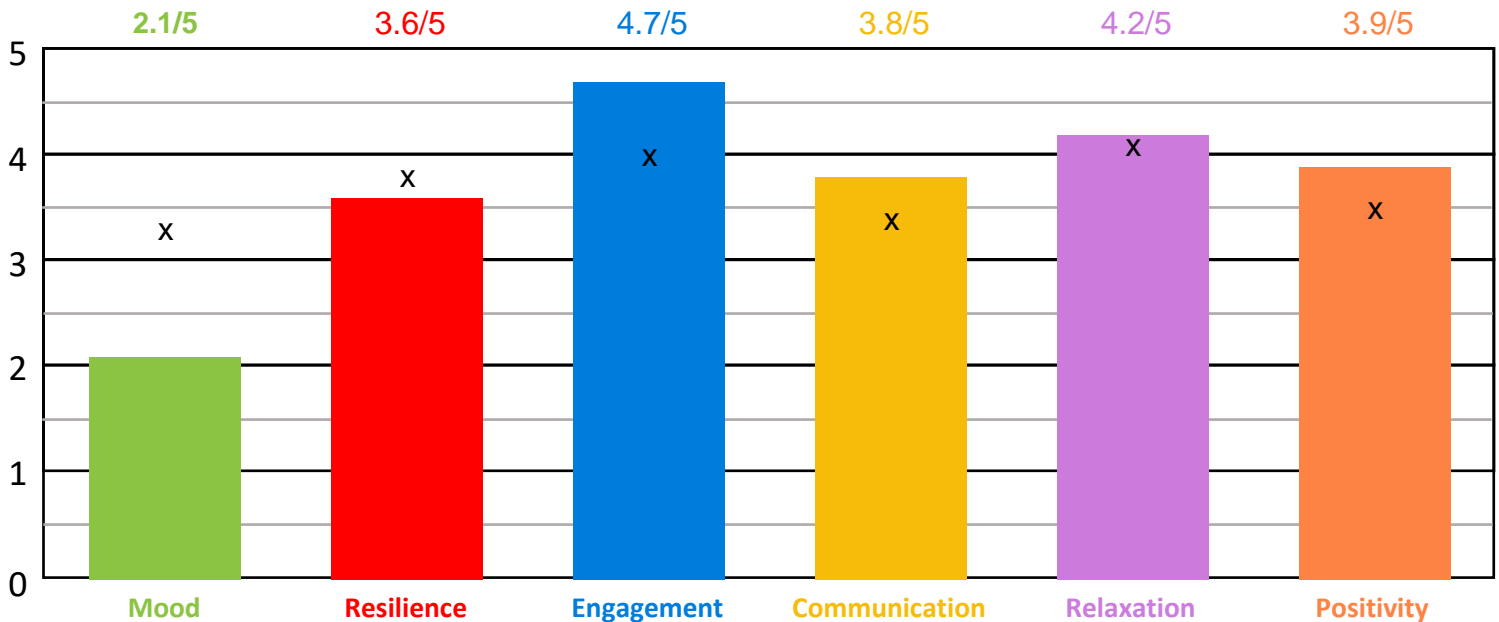
Six-Star Student Wellbeing Sub-Category Descriptions	
Mood reflects worry, mood changes and happiness. Monitoring and managing mood can be vital for a student with regard to their life in general and school success.	Communication measures communication skills including speaking with others, listening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

4.0 +	A mean score above 4.0 suggests that this individual responded well in this area of wellbeing.
3.5 – 3.9	A mean score between 3.5 and 3.9 reflects some areas of strengths and some areas to develop.
3.0 – 3.4	A mean score between 3.0 and 3.4 reflects some areas of strengths and some areas to develop.
< 3.0	A mean score below 3.0 suggests that this may be an area to prioritise.

Six-Star Wellbeing surveys provide general wellbeing information to your school. Our surveys are NOT a diagnostic tool. They are informational only. Our surveys and services are summaries of individually self-reported data based on the past four weeks and should not be used as a definitive assessment or screening of a student's overall wellbeing or performance in any specific individual sub-category. Any information contained in a survey is intended for the school to use only as a guide to individual and group wellbeing. The information in any survey reports are intended for the Administrator. The Administrator should be familiar with wellbeing concepts. It is also the responsibility of the school/Administrator to obtain and manage any consent from parents and/or guardians for students to complete the survey and to inform parents and students about the survey. When interpreting survey information there are no right or wrong responses. Information should be considered in the context of a student's, or groups', overall experience at the school and supported by further investigation, targeted assessments or specific professional advice. Six-Star Wellbeing and any of its personnel (including employees and contractors) are not responsible for the administration, use of and interpretation of survey data.

Name: Sample Student 2
Survey Group: Sample School

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



The higher the score, the greater the strength

x – group mean score

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

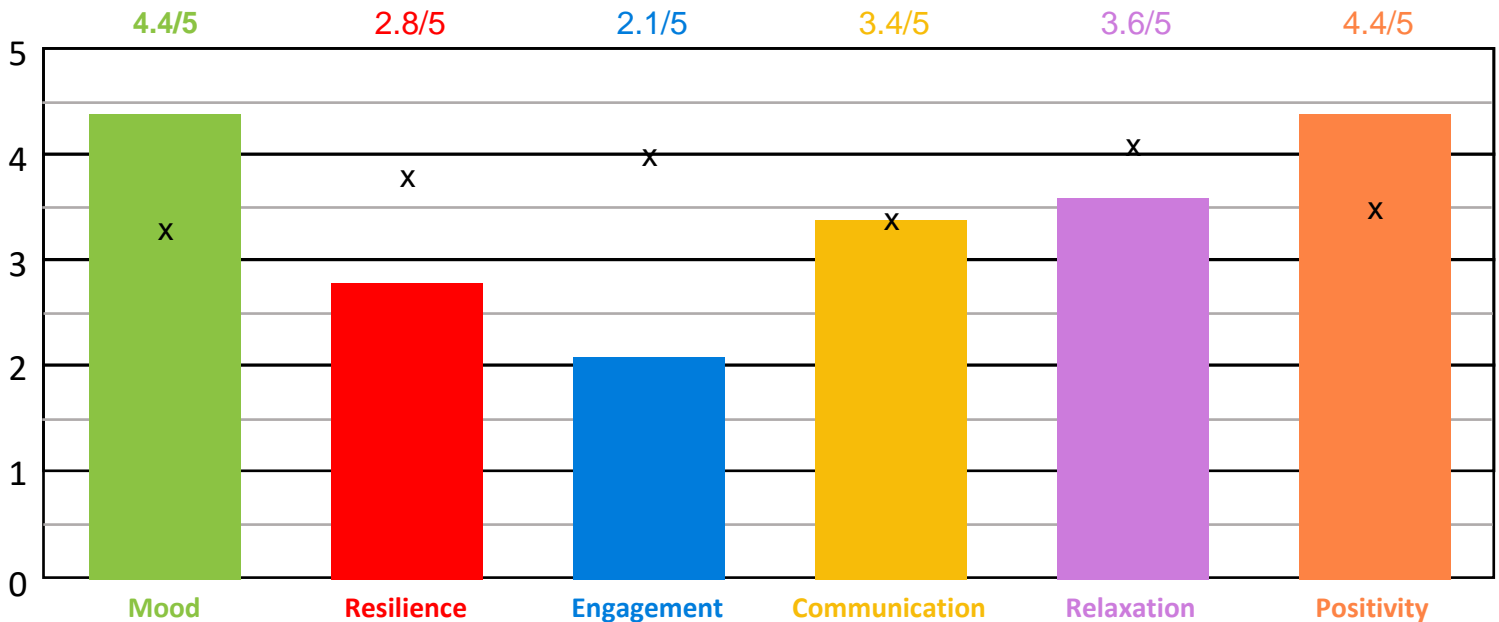
Six-Star Student Wellbeing Sub-Category Descriptions	
Mood reflects worry, mood changes and happiness. Monitoring and managing mood can be vital for a student with regard to their life in general and school success.	Communication measures communication skills including speaking with others, listening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

4.0 +	A mean score above 4.0 suggests that this individual responded well in this area of wellbeing.
3.5 – 3.9	A mean score between 3.5 and 3.9 reflects some areas of strengths and some areas to develop.
3.0 – 3.4	A mean score between 3.0 and 3.4 reflects some areas of strengths and some areas to develop.
< 3.0	A mean score below 3.0 suggests that this may be an area to prioritise.

Six-Star Wellbeing surveys provide general wellbeing information to your school. Our surveys are NOT a diagnostic tool. They are informational only. Our surveys and services are summaries of individually self-reported data based on the past four weeks and should not be used as a definitive assessment or screening of a student's overall wellbeing or performance in any specific individual sub-category. Any information contained in a survey is intended for the school to use only as a guide to individual and group wellbeing. The information in any survey reports are intended for the Administrator. The Administrator should be familiar with wellbeing concepts. It is also the responsibility of the school/Administrator to obtain and manage any consent from parents and/or guardians for students to complete the survey and to inform parents and students about the survey. When interpreting survey information there are no right or wrong responses. Information should be considered in the context of a student's, or groups', overall experience at the school and supported by further investigation, targeted assessments or specific professional advice. Six-Star Wellbeing and any of its personnel (including employees and contractors) are not responsible for the administration, use of and interpretation of survey data.

Name: Sample Student 3
Survey Group: Sample School

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



The higher the score, the greater the strength

x – group mean score

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

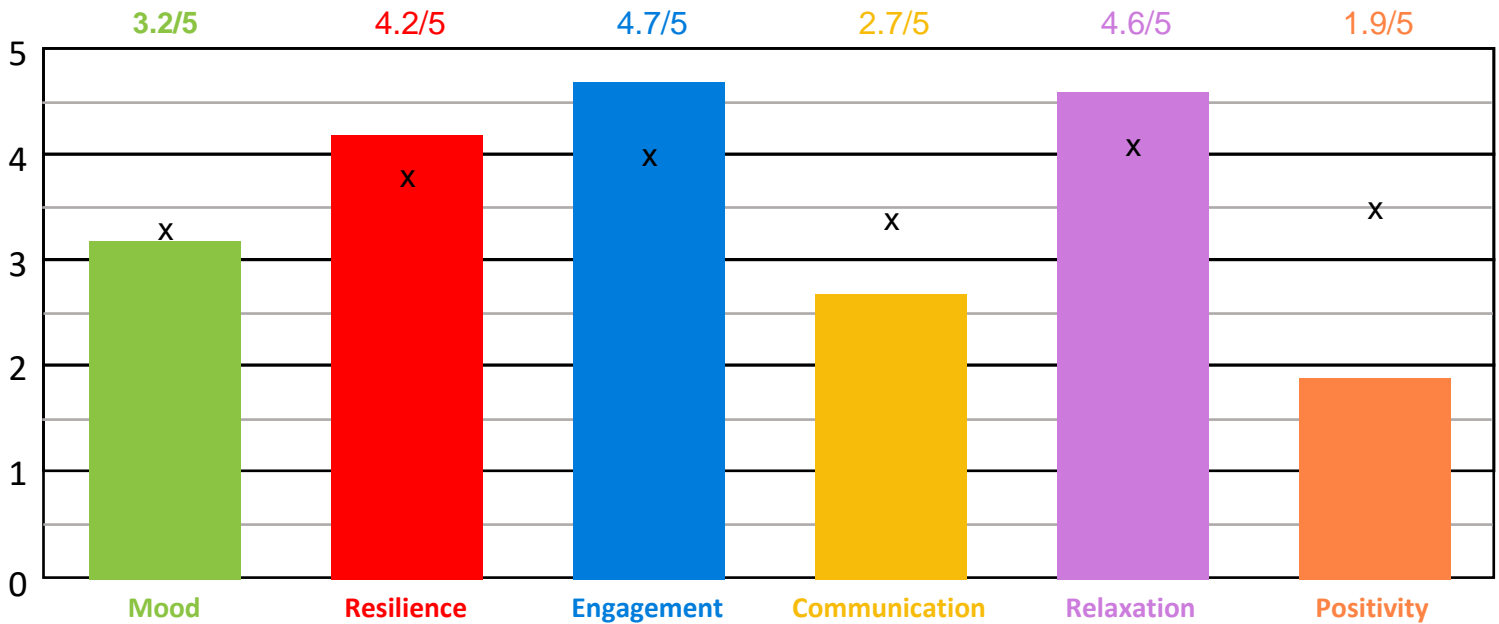
Six-Star Student Wellbeing Sub-Category Descriptions	
Mood reflects worry, mood changes and happiness. Monitoring and managing mood can be vital for a student with regard to their life in general and school success.	Communication measures communication skills including speaking with others, listening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

4.0 +	A mean score above 4.0 suggests that this individual responded well in this area of wellbeing.
3.5 – 3.9	A mean score between 3.5 and 3.9 reflects some areas of strengths and some areas to develop.
3.0 – 3.4	A mean score between 3.0 and 3.4 reflects some areas of strengths and some areas to develop.
< 3.0	A mean score below 3.0 suggests that this may be an area to prioritise.

Six-Star Wellbeing surveys provide general wellbeing information to your school. Our surveys are NOT a diagnostic tool. They are informational only. Our surveys and services are summaries of individually self-reported data based on the past four weeks and should not be used as a definitive assessment or screening of a student's overall wellbeing or performance in any specific individual sub-category. Any information contained in a survey is intended for the school to use only as a guide to individual and group wellbeing. The information in any survey reports are intended for the Administrator. The Administrator should be familiar with wellbeing concepts. It is also the responsibility of the school/Administrator to obtain and manage any consent from parents and/or guardians for students to complete the survey and to inform parents and students about the survey. When interpreting survey information there are no right or wrong responses. Information should be considered in the context of a student's, or groups', overall experience at the school and supported by further investigation, targeted assessments or specific professional advice. Six-Star Wellbeing and any of its personnel (including employees and contractors) are not responsible for the administration, use of and interpretation of survey data.

Name: Sample Student 4
Survey Group: Sample School

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



The higher the score, the greater the strength

x – group mean score

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

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

4.0 +	A mean score above 4.0 suggests that this individual responded well in this area of wellbeing.
3.5 – 3.9	A mean score between 3.5 and 3.9 reflects some areas of strengths and some areas to develop.
3.0 – 3.4	A mean score between 3.0 and 3.4 reflects some areas of strengths and some areas to develop.
< 3.0	A mean score below 3.0 suggests that this may be an area to prioritise.

Six-Star Wellbeing surveys provide general wellbeing information to your school. Our surveys are NOT a diagnostic tool. They are informational only. Our surveys and services are summaries of individually self-reported data based on the past four weeks and should not be used as a definitive assessment or screening of a student's overall wellbeing or performance in any specific individual sub-category. Any information contained in a survey is intended for the school to use only as a guide to individual and group wellbeing. The information in any survey reports are intended for the Administrator. The Administrator should be familiar with wellbeing concepts. It is also the responsibility of the school/Administrator to obtain and manage any consent from parents and/or guardians for students to complete the survey and to inform parents and students about the survey. When interpreting survey information there are no right or wrong responses. Information should be considered in the context of a student's, or groups', overall experience at the school and supported by further investigation, targeted assessments or specific professional advice. Six-Star Wellbeing and any of its personnel (including employees and contractors) are not responsible for the administration, use of and interpretation of survey data.