



MDI
Secondary
School
Students

BULOKE SCHOOL DISTRICT AND COMMUNITY REPORT 2017



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

ACKNOWLEDGEMENTS

The MDI team would like to extend its warmest appreciation to the students, teachers and administrators who made this project possible. Thank you for your participation.

Human Early Learning Partnership (HELP) faculty and staff would also like to acknowledge our Founding Director, Dr. Clyde Hertzman, whose life's work is a legacy for the institute's research. He continues to inspire and guide our work and will always be celebrated as 'a mentor to all who walked with him.'

In Australia, the MDI is conducted in collaboration with the Social Research Centre and the Centre for Social Research and Methods at the Australian National University.

For more information please contact the Social Research Centre:

Email: mdihelpdesk@srcentre.com.au Website: mdi.srcentre.com.au

ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

HELP is an interdisciplinary research institute, based at the School of Population and Public Health at the University of British Columbia. The institute was founded by Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde's vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities.

HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course. To learn more please visit their website at earlylearning.ubc.ca.

ABOUT THE 2017 VICTORIAN TRIAL

Following the initial Victorian trial in 2016, the aim of the 2017 trial was to further test the 2016-2017 MDI in an Australian context, and test the updated approach to survey deployment, with a view to widening access to the MDI in future years. Seventy-six Victorian schools participated in the 2017 trial, including thirty one that also participated in the 2016 trial. There were forty-six schools in the 2017 trial with primary school students completing the MDI, eleven schools with secondary school students completing the MDI, and nineteen schools with both primary and secondary school students completing the MDI.

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INTRODUCTION TO THE MDI



WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, ages 6 to 14, have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.

Early adolescent children have an increased awareness of themselves and others. During middle childhood they are developing ideas about how they may or may not “fit in” to their social and academic environments. These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adolescence and adulthood. Although middle childhood is a time of risk, it is also a time of opportunity. There is mounting evidence to suggest that positive relationships with adults and peers during this critical time act to increase a child’s resiliency and success.

ABOUT THE MIDDLE YEARS DEVELOPMENT INSTRUMENT

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Year 4 to Year 9 about their thoughts, feelings and experiences in school and in the community. The MDI is not an assessment for individual children. Instead, it is a unique and comprehensive population-based measure that helps us gain a deeper understanding of children’s health and well-being during middle childhood. Researchers at the Human Early Learning Partnership (HELP) are using results from the MDI to understand the factors that promote children’s social-emotional health and well-being. In addition, the MDI is being used to inform policy and practice and support collaboration across education, health and community sectors.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to children’s well-being, health and academic achievement. It focuses on highlighting the protective factors and assets that are known to support and optimise development in middle childhood. These areas are: Social and Emotional Development, Physical Health and Well-Being, Connectedness, Use of After-School Time and School Experiences. Each of these dimensions is made up of several measures and each measure is made up of one or more questions.






INTRODUCTION TO THE MDI

Combining select measures from the MDI helps us paint a fuller picture of children’s overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarised by two indices:

- **The Well-Being Index** consists of measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years: Optimism, Self-Esteem, Happiness, Absence of Sadness and General Health.
- **The Assets Index** consists of measures of key assets that help to promote children’s positive development and well-being. Assets are resources and influences present in children’s lives such as supportive relationships and enriching activities. The MDI measures five types of assets: Adult Relationships, Peer Relationships, Nutrition and Sleep, After-School Activities and School Experiences. The School Experiences asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts. Please refer to the 'School Climate' and 'Bullying and Victimization' measures for data related to this asset.

The chart below illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-Being and Assets Indices.

5 DIMENSIONS OF THE MDI

 SOCIAL & EMOTIONAL DEVELOPMENT	 PHYSICAL HEALTH & WELL-BEING	 CONNECTEDNESS	 USE OF AFTER- SCHOOL TIME	 SCHOOL EXPERIENCES
MEASURES	MEASURES	MEASURES	MEASURES	MEASURES
<ul style="list-style-type: none">● OptimismEmpathyProsocial Behaviour● Self-Esteem● Happiness● Absence of SadnessAbsence of WorriesSelf-Regulation (short & long term)* Responsible Decision-Making* Self-awareness* Perseverance* Assertiveness* Citizenship and Social Responsibility	<ul style="list-style-type: none">● General Health■ Eating Breakfast■ Meals with Adults at Home■ Frequency of Good SleepBody Image	<ul style="list-style-type: none">■ Adults at School■ Adults in the Neighbourhood■ Adults at Home■ Peer Belonging■ Friendship IntimacyImportant Adults	<ul style="list-style-type: none">■ Organised Activities- Educational Lessons or Activities- Youth Organisations- Sports- Music or ArtsHow Children Spend Their TimeAfter-School People and PlacesChildren’s Wishes and Barriers	<ul style="list-style-type: none">Academic Self-ConceptSchool ClimateSchool BelongingMotivationFuture GoalsVictimisation and Bullying

* These questions are on the Secondary School Students MDI only

WELL-BEING INDEX

● A measure in the Well-Being Index



ASSETS INDEX

■ A measure in the Assets Index



MOVING TO ACTION



MDI data can support planning and initiate action across schools, organisations and communities. There are many opportunities for working with your MDI results and there are examples of successful initiatives from across the province to learn from. Here, we provide suggestions to help you get started.



EXPLORE THE MDI FIELD GUIDE

The Human Early Learning Partnership has created the **Discover MDI: A Field Guide to Promoting Well-Being in Middle Childhood**; an online resource to help interpret the MDI reports and move forward with action. The MDI Field Guide supports your journey from data to action with tools for “making sense” and “making change.” It provides a solid orientation to the MDI, a deeper look at the research, and action planning suggestions.

For this in-depth resource on moving to action visit discovermdi.ca.

Note that the MDI Field Guide is a Canadian resource that has not been adapted for Australia.

MAKING SENSE AND MAKING CHANGE

UNDERSTAND YOUR MDI RESULTS

MDI reports provide information with both detail and depth into the social and emotional lives of children. The MDI Field Guide can help walk you through how to read the results and provide background information during your meaning-making process. Approach the results with a lens of curiosity, inquiry and appreciation.

ENGAGE EVERYONE

Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Once you are ready, review your MDI report with multiple audiences: children, parents and elders, caregivers and teachers, school administrators, after-school programmers, local early/middle childhood committees, local government and other community stakeholders.

Visit the **MDI Field Guide** for tips and tools to widen the conversation and to think critically about the data together.

MOVING TO ACTION

CHOOSE A FOCUS: THINK BIG, START SMALL

It may be overwhelming to consider the many opportunities for change presented in the MDI data. Where will your focus be? What results do you have some control or influence over? How will you make change? We suggest narrowing your efforts to one or two key focus areas for improvement. The **MDI Field Guide** provides information on all the MDI dimensions and measures to help you start this process.

ACTION EVERYWHERE: BE INSPIRED AND LEARN FROM OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. Identify individuals in school and community settings who are championing middle childhood issues. Explore the growing collection of video stories, downloadable tools and action articles in the **MDI Field Guide**. Be inspired, edit, adapt or create new!

CONNECT

If you have any additional questions about the MDI report itself, or simply want to find out more about the MDI, please contact mdihelpdesk@srcentre.com.au.

We believe we can do more together to improve outcomes when we have access to real data and tools to foster critical community conversations. Receiving your MDI Reports is just the start of a bold journey.



ABOUT THIS REPORT

HOW THE RESULTS ARE REPORTED

This report provides the MDI data by school district. For the school district data, averages are reported for all children who participated within the school district.

Where school districts contain fewer than 35 children, the results are suppressed.

The data in this report have been rounded. Many questions on the MDI allow children to provide multiple responses. Totals for some measures and questions may not equal 100%.

PARTICIPATING SCHOOL DISTRICTS 2017

14 school districts participated in the Secondary School MDI in 2017, with a total of 2,250 students from 29 schools completing the questionnaire.

This report compares school district results to all of the MDI data collected as part of the 2017 MDI Trial. When making comparisons, it is important to consider the distribution of participating schools and school districts. Please note that these data do not necessarily represent a complete snapshot of the school district.

School District	Number of Children	Participation Rate *
Great South Coast	375	80%
Hepburn	68	84%
Far East Gippsland	35	95%
Frankston	59	67%
Loddon	210	84%
Buloke	18	82%
Gannawarra	161	86%
Mildura	146	73%
Swan Hill	219	71%
Whittlesea	576	83%
Yarra Ranges - Upper Yarra	76	67%
Brimbank	206	83%
Yarra Ranges - Hills	101	84%
Total	2,250	80%

*Please note that higher participation rates result in MDI data being more representative of the secondary school population of participating schools in the school district.

2017 SCHOOL DISTRICT RESULTS

YOUR DISTRICT DEMOGRAPHICS

SCHOOL DISTRICT BREAKDOWN

Total Sample	44	Boys	22
Participation rate	81%	Girls	22

TOTAL SAMPLE

Refers to the total number of children represented in this report. Children are included in the total sample if they complete at least one question on the MDI questionnaire.

PARTICIPATION RATE

Refers to the percentage of the school district's total Secondary student population that participated in the MDI survey this year.

GENDER

Children are asked to report their gender and this report reflects their responses. Responses may not add to the total sample as some children did not provide an answer to the question on gender.

LANGUAGES SPOKEN AT HOME

Aboriginal Language	0%	Arabic	0%
Cantonese	0%	Mandarin	0%
English	100%	Italian	0%
Greek	0%	Japanese	0%
Indonesian	0%	Vietnamese	0%
Hindi	0%	Other	0%
Korean	0%		

LANGUAGES SPOKEN AT HOME

This is a voluntary question and children are able to select more than one language spoken in the home. Therefore, in some cases, the percentages may not add to 100%.

ABORIGINAL LANGUAGES

If a child selects "Aboriginal Language" as a language spoken at home they are then asked to identify, if possible, the specific language. These data are not publicly available.

OTHER

A limited selection of languages are offered on the MDI questionnaire. The "other" category gives children an opportunity to enter their own response(s). For a list of common responses given for "other" languages, please contact mdihelpdesk@srcentre.com.au.



SOCIAL & EMOTIONAL DEVELOPMENT

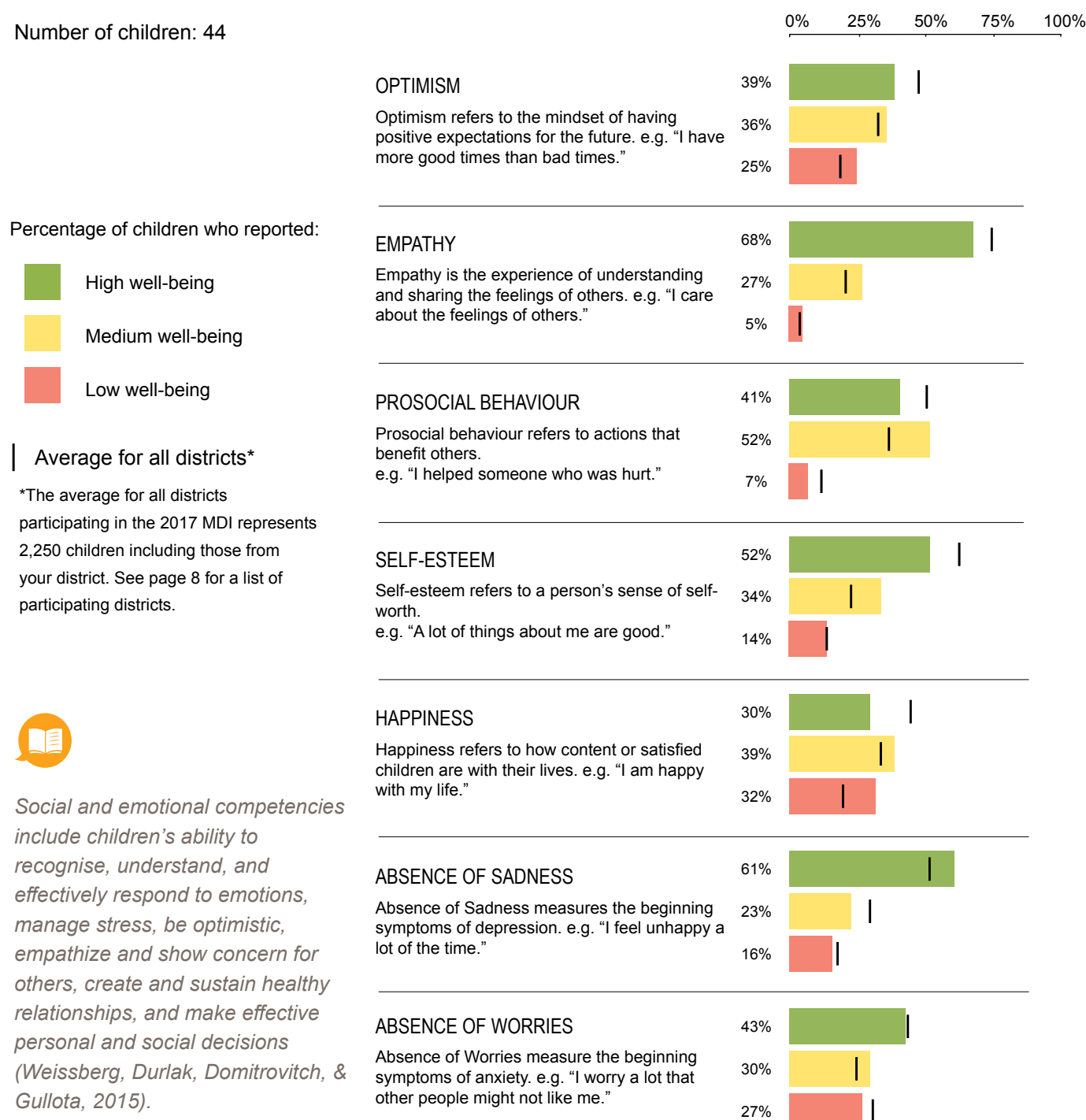
IT'S IMPORTANT BECAUSE...

Social and emotional competencies are critical for children's successful development throughout their lives. Social and emotional well-being is associated with greater motivation and achievement in school, as well as positive outcomes later in life including post-secondary education, employment, healthy lifestyles, and physical and psychological well-being.

Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the **MDI Field Guide**.

RESULTS FOR YOUR DISTRICT

Number of children: 44

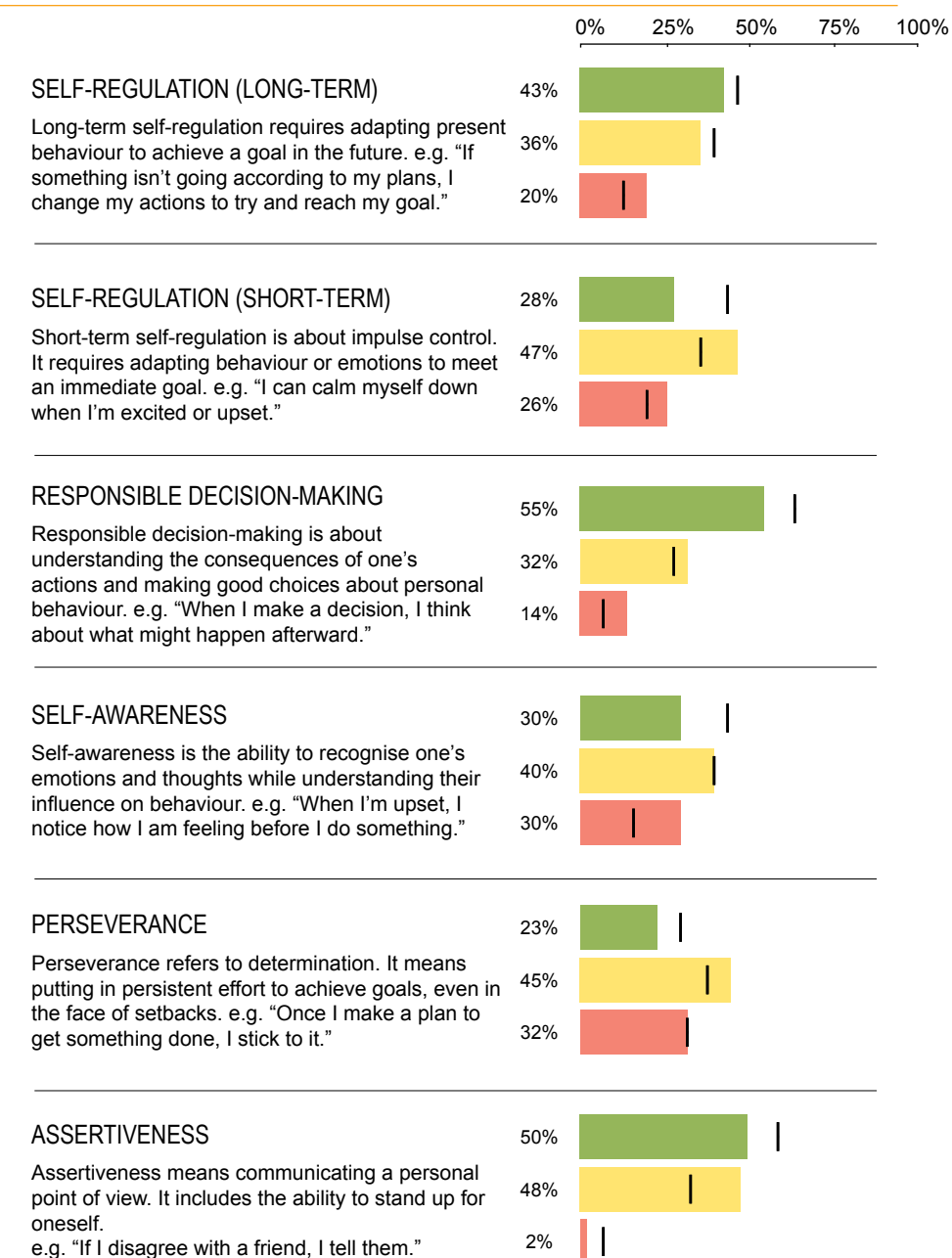


Social and emotional competencies include children's ability to recognise, understand, and effectively respond to emotions, manage stress, be optimistic, empathize and show concern for others, create and sustain healthy relationships, and make effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015).

SOCIAL & EMOTIONAL DEVELOPMENT



Middle childhood is an important time for promoting self-regulation and problem-solving strategies to help children persevere in the face of obstacles and setbacks. Related skills and strategies learned during middle childhood tend to stick with children throughout the rest of their lives (Skinner et al., 2016).



CITIZENSHIP AND SOCIAL RESPONSIBILITY

CHILDREN ARE ASKED TO RATE THE FOLLOWING STATEMENTS:

	Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
I believe I can make a difference in the world.	7%	14%	27%	32%	20%
I try to make this world a better place.	7%	11%	27%	32%	23%

Have you ever volunteered?
75% Yes
25% No

Are you currently volunteering?
48% Yes
52% No

Do you plan on volunteering in the future?
68% Yes
32% No



A Vancouver-based study asked Grade 10 children to volunteer 1-1.5 hours per week with elementary school children. After 10 weeks researchers found participants had significantly decreased their risk for cardiovascular disease. The greatest health benefits were seen in children who displayed the highest self-report measures of empathy and mental health (Schreier, Schonert-Reichl, & Chen, 2013).



PHYSICAL HEALTH & WELL-BEING

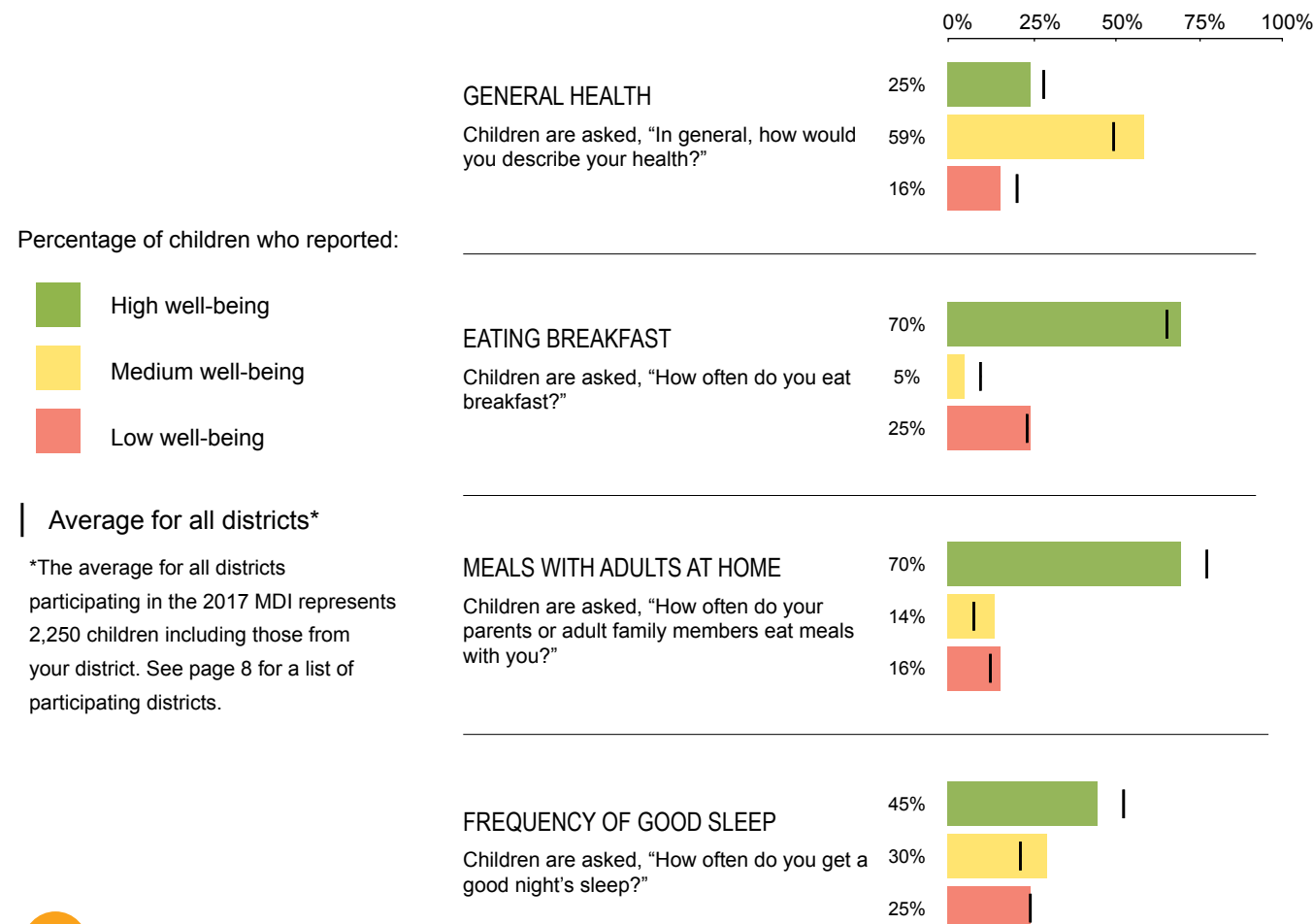
IT'S IMPORTANT BECAUSE...

Promoting children's physical and mental health is important for maintaining their overall health outcomes. It is important to provide children with direction, information and opportunities to develop a healthy lifestyle and to make appropriate lifestyle choices. In addition to physical activity, a good night's sleep, combined with sharing meals with family members and starting the day with a healthy breakfast, are important factors for positive physical health outcomes.

Detailed information on the MDI survey questions and response scales for Physical Health and Well-Being are available in the **MDI Field Guide**.

RESULTS FOR YOUR DISTRICT

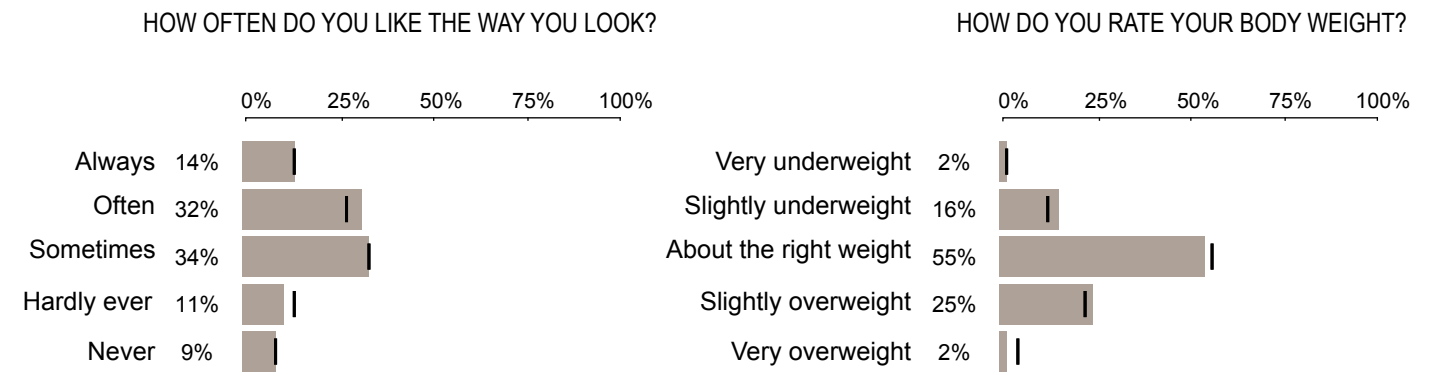
Number of children: 44



Students who eat breakfast more frequently do better in school, and breakfast is especially important for children who are undernourished (Adolphus et al., 2013).

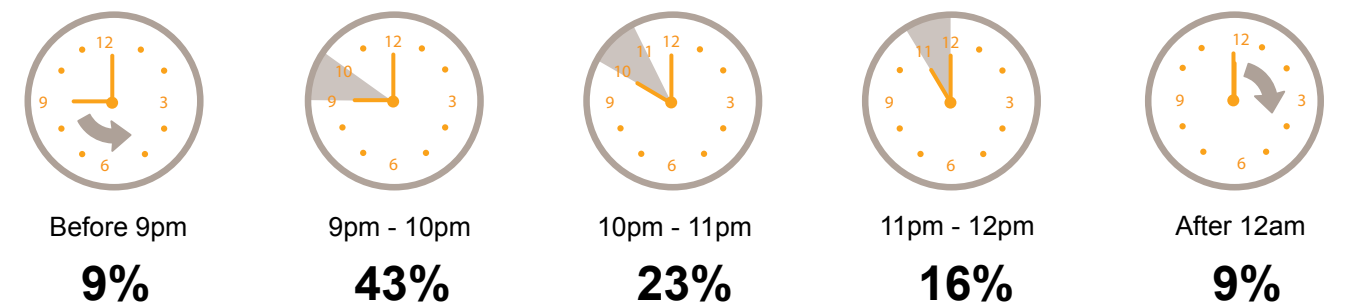
Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour, and symptoms of depression (Harrison et al., 2015).

PHYSICAL HEALTH & WELL-BEING

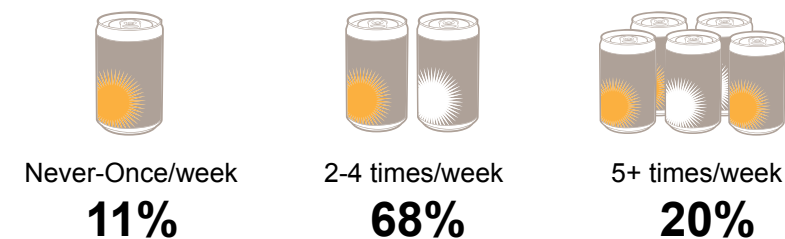


Children ages 5 to 13 need 9–11 hours of uninterrupted sleep a night (Hirshkowitz et al., 2015). When children do not get enough sleep they are more likely to have troubles at school, be involved in family disagreements, and display symptoms of depression (Smaudone, Honig, & Byrne, 2007).

WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?



HOW OFTEN DO YOU EAT FOOD LIKE SOFT DRINK, LOLLIES, POTATO CHIPS, OR SOMETHING ELSE?



During puberty, children are more attracted to junk foods containing high amounts of fat and sugar than adults. Overconsumption of junk food can affect their cognition (thinking), memory, and puts children at increased risk of developing psychiatric disorders later on whether they show weight gain or not (Reichlt, 2016).

DO YOU HAVE A PHYSICAL OR HEALTH CONDITION THAT KEEPS YOU FROM DOING SOME THINGS OTHER KIDS YOUR AGE DO?

For example, school activities, sports or getting together with friends. Children can select all of the options that apply.



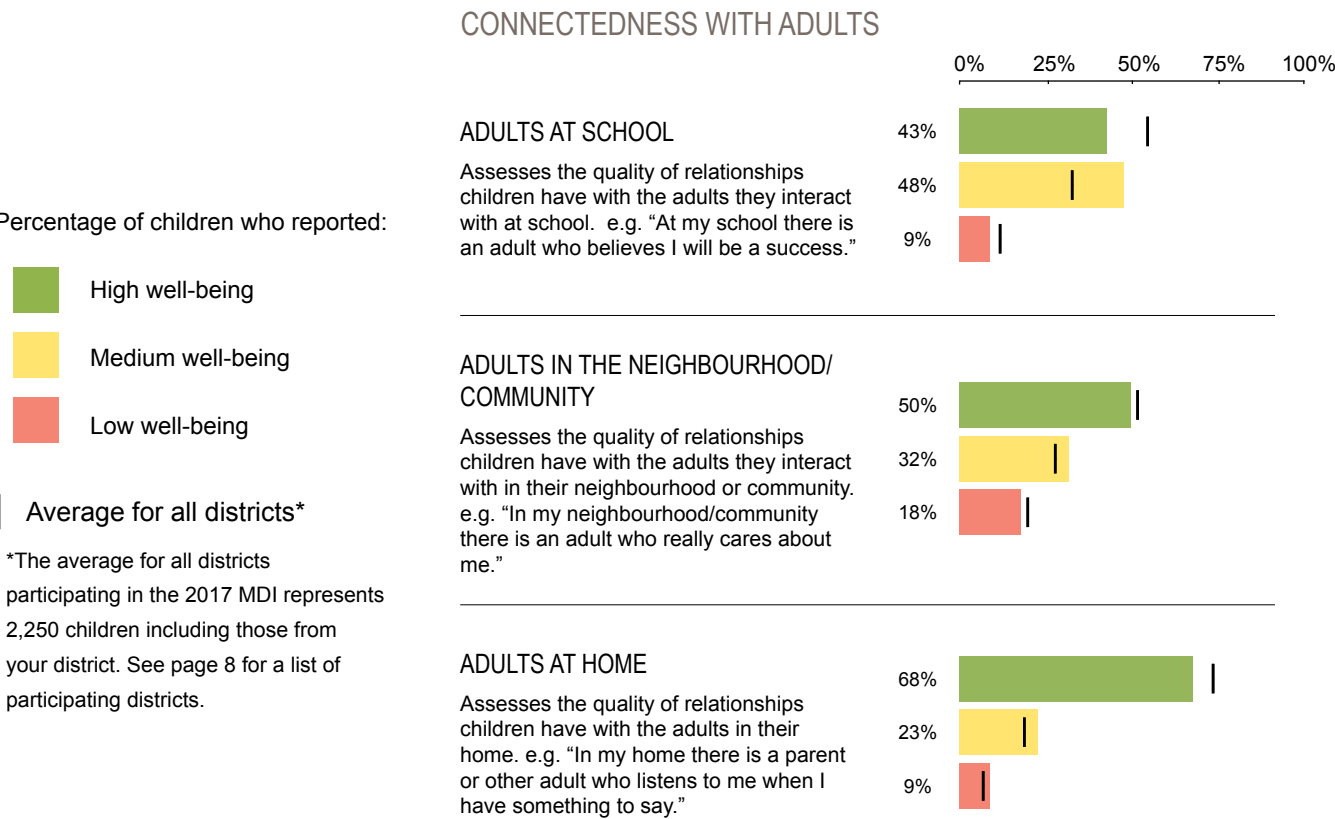
IT'S IMPORTANT BECAUSE...

Children’s connections to their parents, peers and the people in their schools and communities play a central role in their development. These connections promote mental health and can act as protective factors to children’s well-being. Research shows that a single caring adult, be it a family member, a teacher or a neighbour, can make a very powerful difference in a child’s life.

Detailed information on the MDI survey questions and response scales for Connectedness are available in the **MDI Field Guide**.

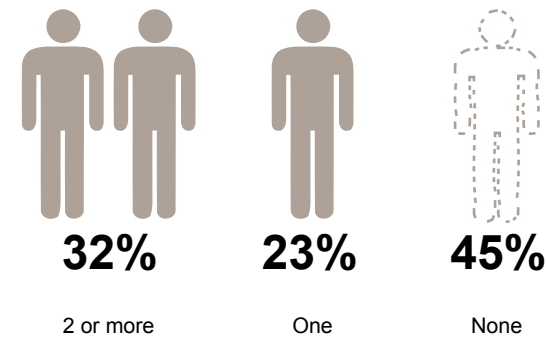
RESULTS FOR YOUR DISTRICT

Number of children: 44



A sense of belonging with peers and a supportive relationship with adults, at home and school, are important aspects related to children’s satisfaction with life, even more than family income or personal health (Gadermann et al., 2015).

NUMBER OF IMPORTANT ADULTS AT SCHOOL



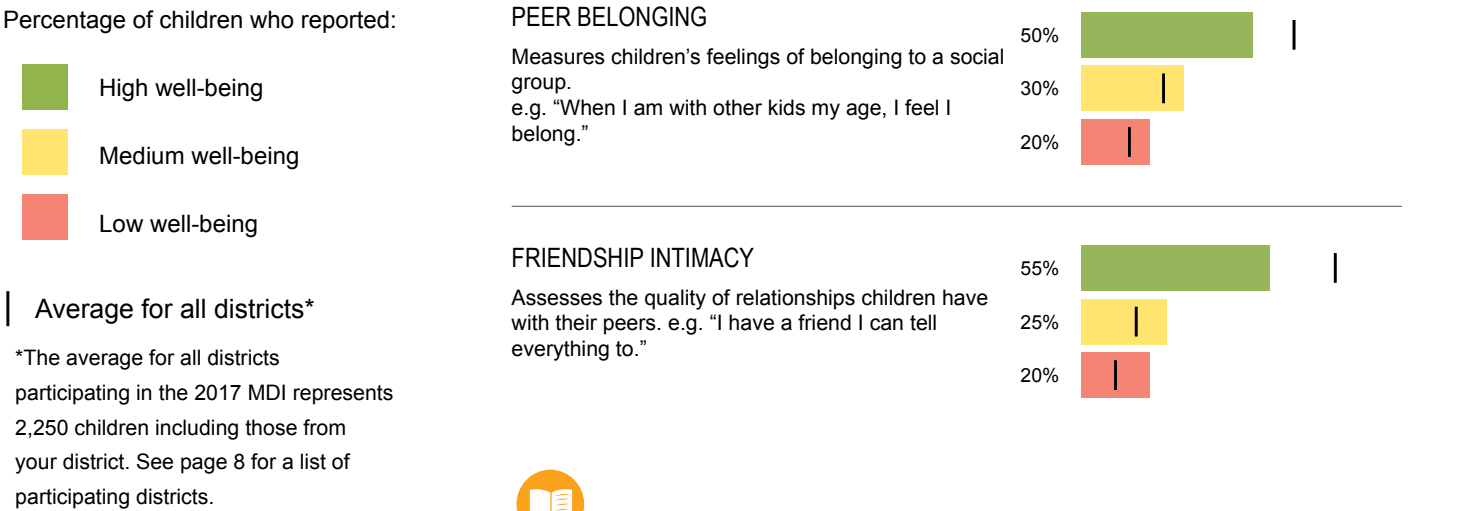
CONNECTEDNESS

WHAT MAKES AN ADULT IMPORTANT TO YOU?:

Children can select all of the statements they agree with

	At School	At Home
This person teaches me how to do things that I don't know.	49%	57%
I can share personal things and private feelings with this person.	28%	64%
This person likes me the way I am.	42%	59%
This person encourages me to pursue my goals and future plans.	49%	66%
I get to do a lot of fun things with this person or because of this person.	30%	59%
The person is like who I want to be when I am an adult.	21%	36%
The person is always fair to me and others.	47%	61%
The person stands up for me and others when we need it.	30%	45%
The person lets me make decisions for myself.	33%	68%

CONNECTEDNESS WITH PEERS



A 32-year study of children’s pathways to positive well-being in adulthood found that strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement (Olsson, 2013).

Social competencies and friendship-building skills can buffer children against bullying, anxiety and depression (Schonert and Hymel, 2013).



USE OF AFTER-SCHOOL TIME

IT'S IMPORTANT BECAUSE...

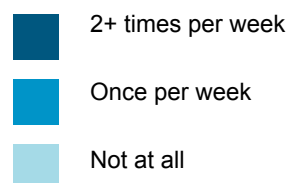
Participation in activities after school provides important developmental experiences for children in their middle years. These activities create a variety of opportunities for children to build relationship skills and gain competencies. Research has consistently found that children who are engaged in after-school activities experience greater academic and social success.

Detailed information on the MDI survey questions and response scales for Use of After-School Time are available in the **MDI Field Guide**.

RESULTS FOR YOUR DISTRICT

Number of children: 44

Percentage of children who reported:



Average for all districts*

*The average for all districts participating in the 2017 MDI represents 2,250 children including those from your district. See page 8 for a list of participating districts.

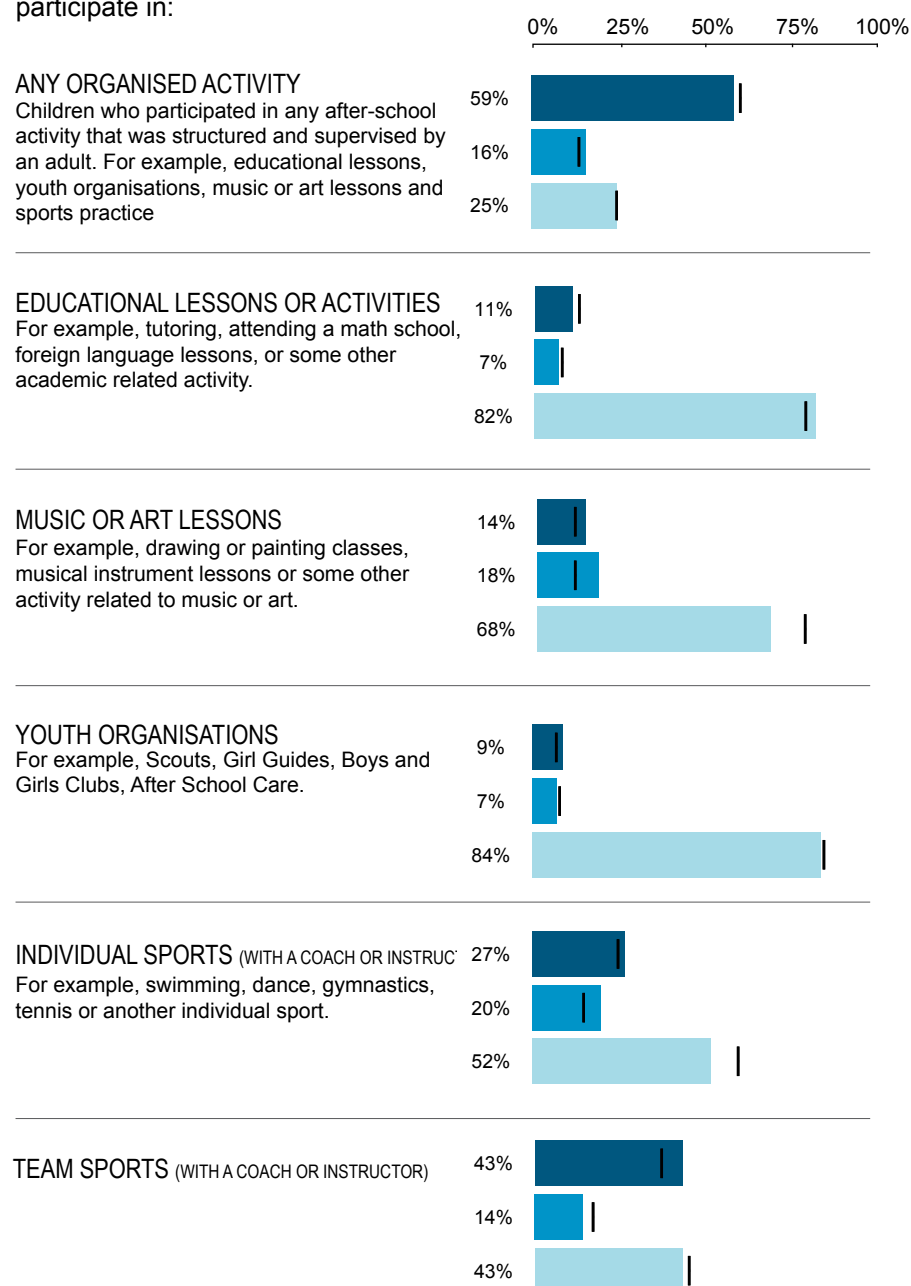


Participation in after-school programs can result in greater connectedness to school and success in school as well as decreased negative behaviours (Durlak et al., 2010).

Children who demonstrate a lack of self-control and problem solving skills may experience the greatest benefit from activities such as music, arts, and sports that help to develop these skills (Diamond, 2014).

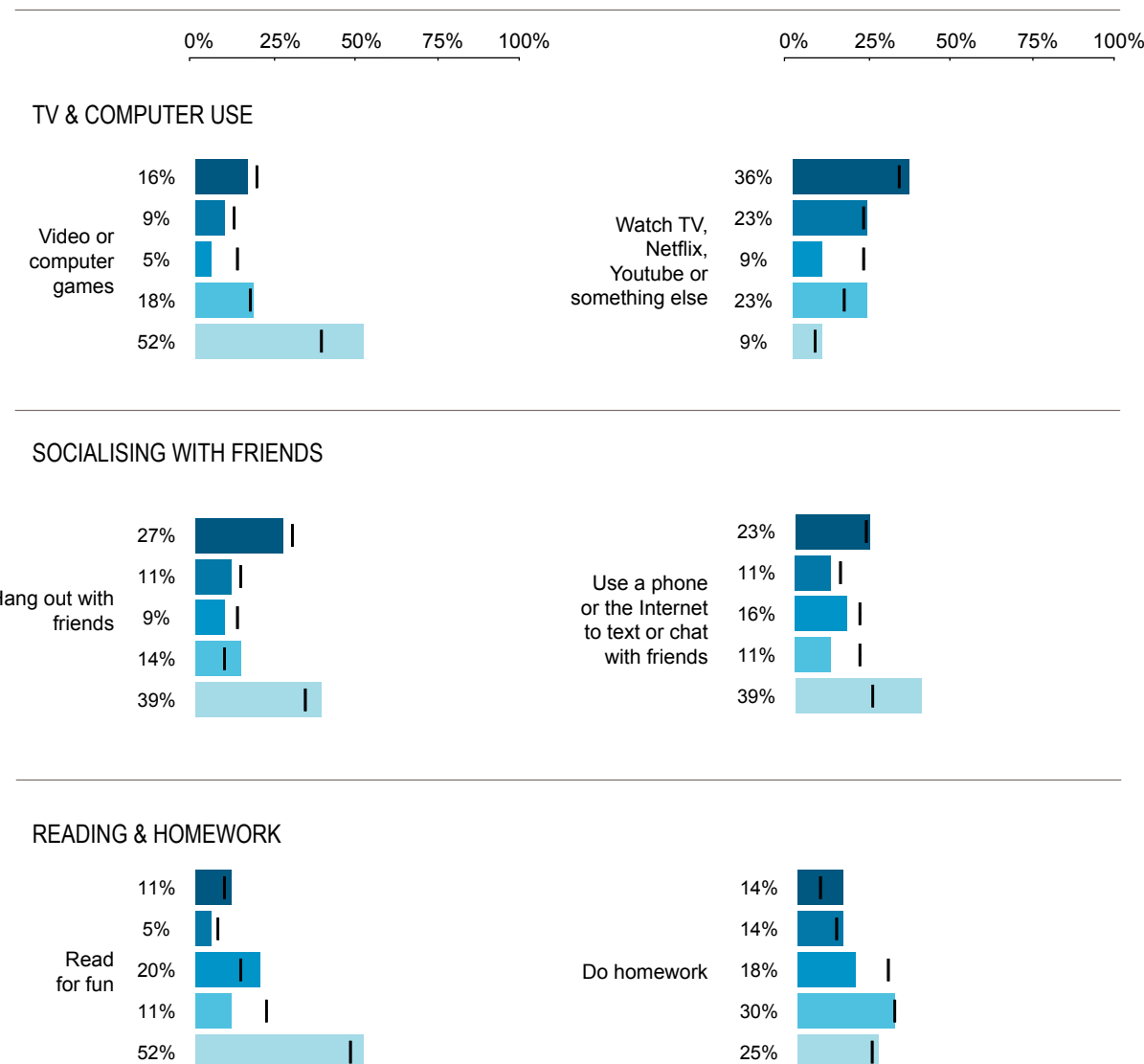
AFTER-SCHOOL ACTIVITIES

During last week after school (from 3pm-6pm), how many days did you participate in:



USE OF AFTER-SCHOOL TIME

Children were asked how they spend their time during the after-school hours of 3pm-6pm on unstructured or unsupervised activities:



Percentage of children who reported:



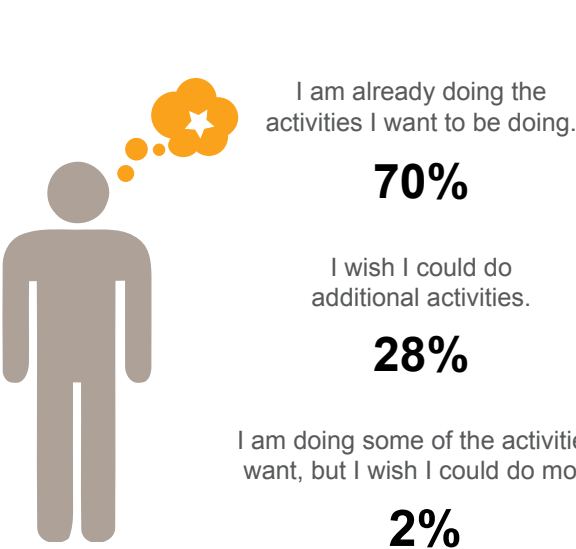
Average for all districts*

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USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after school hours of 3pm-6pm:



Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES	(Number of students)
Computer/Video Games/TV	2
Friends and Playing	1
Physical and/or Outdoor Activities	5
Music and Fine Arts	2
Time with Family at Home	0
Work Related Activities/Volunteering	0
Free Time/Relaxing	0
Other	1

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?	(Number of students)
Community Centre	7
Home	4
Park or Playground	2
School	4
Other	4

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

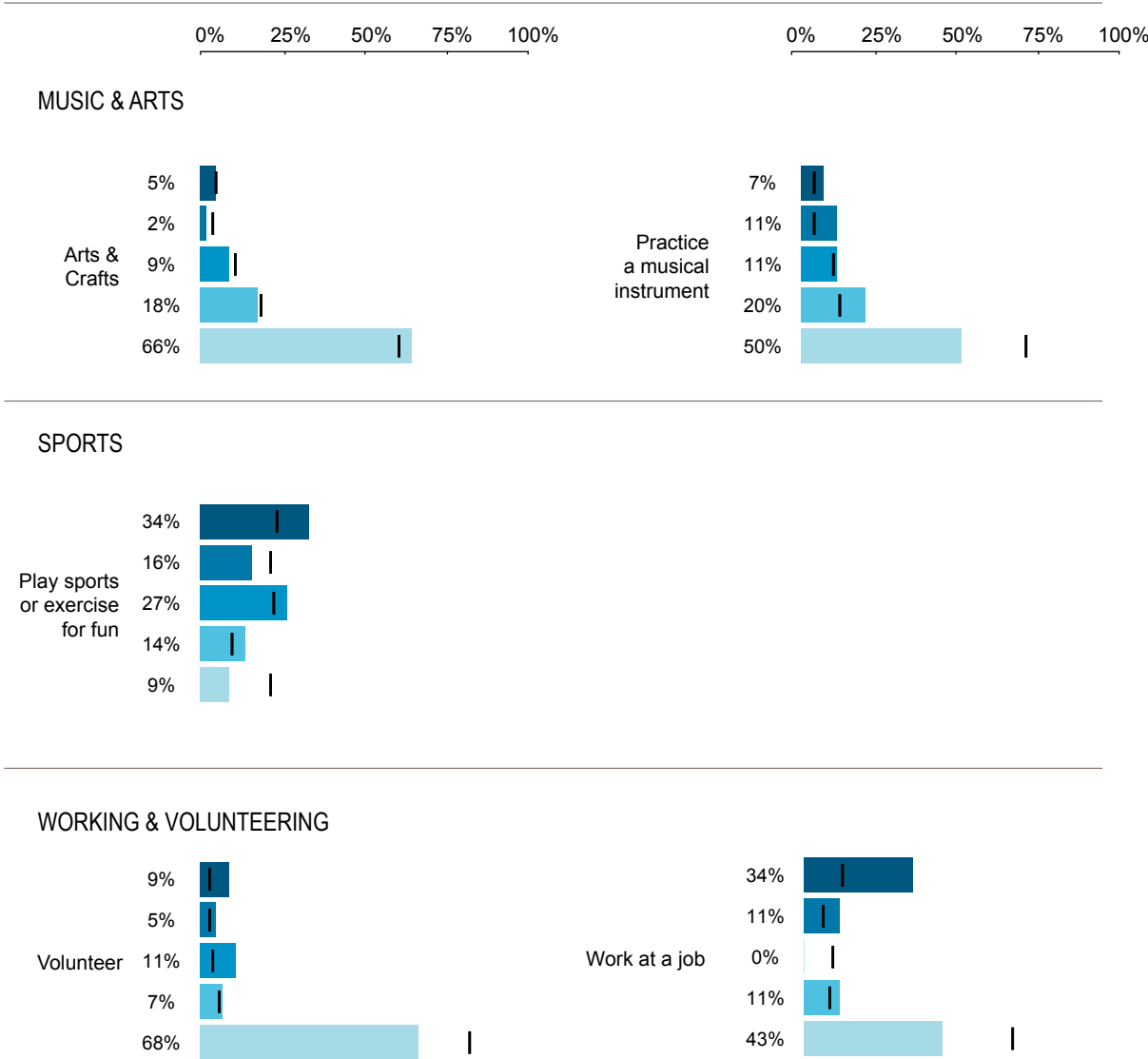


Children were asked what prevents them from doing the activities they wish to be doing after school (3pm-6pm): Children can select all of the options that apply

	(Number of students)
Nothing stops me.	16
I have to go straight home after school.	7
I am too busy.	9
It costs too much.	3
The schedule does not fit the times I can attend.	6
My parents do not approve.	4
I don't know what's available.	0
I need to take care of siblings or do things at home.	2
It is too difficult to get there.	6
None of my friends are interested or want to go.	2
The activity that I want is not offered.	12
I have too much homework to do.	4
I am afraid I will not be good enough in that activity.	1
It is not safe for me to go.	0
Other.	1



A study examining the experiences of primary school aged children who participated in after-school programs found that children who participated in high-quality, structured after-school programs had increased social-emotional skills, in addition to fewer conduct problems and higher social self-control and assertion (Wade, 2015).



When youth are passionately engaged and motivated in activities including arts, physical exercise, or volunteer activities, youth develop improved brain development, social competence, and academic success (Diamond, 2014).

Quiet reflection time and daydreaming is as important to brain health and development as active and focused activities (Immordino-Yang et al., 2012).

AFTER-SCHOOL PEOPLE AND PLACES

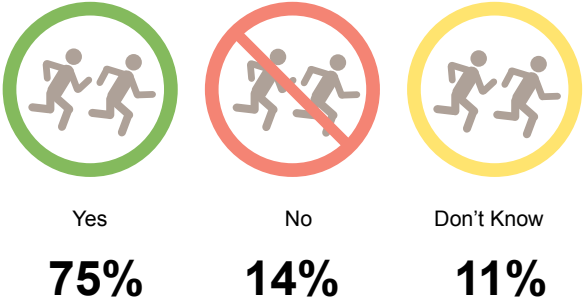
WHERE DO YOU GO AFTER SCHOOL? (From 3pm-6pm)

	Never	Once a week	2+ times a week
Home	5%	2%	93%
Stay at school for an activity	61%	20%	18%
After-school program	75%	2%	23%
Friend's house	65%	19%	16%
Park/playground/ community centre	77%	14%	9%
Shops or shopping centre	77%	16%	7%
Someplace else	48%	23%	30%

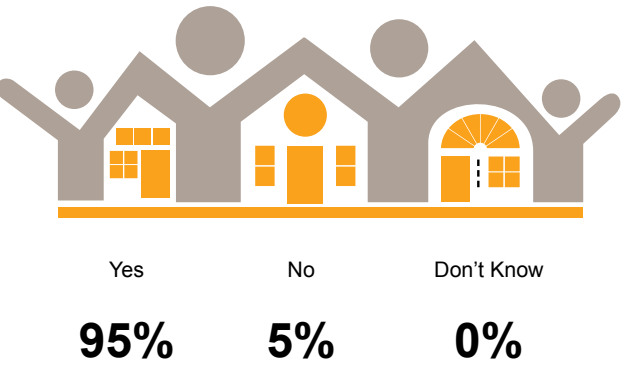
WHO ARE YOU WITH AFTER SCHOOL?
(CHILDREN CAN SELECT ALL OF THE OPTIONS THAT APPLY)

By myself	27%
Friends about my age	25%
Younger brothers/sisters	41%
Older brothers/sisters	30%
Mother (or stepmother/foster mother)	45%
Father (or stepfather/foster father)	32%
Other adult (such as grandparent, aunt or uncle, coach, babysitter)	7%
Other	9%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE TO HANG OUT WITH FRIENDS:



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:



SCHOOL EXPERIENCES

IT'S IMPORTANT BECAUSE...

The transition from primary school to middle and high school is a critical time developmentally. Children's experiences of bullying, as well as teacher and peer relationships change significantly during these transitions. Children's sense of safety and belonging at school can foster greater school success. When children feel their needs are being met at school they are more likely to feel attached to their school, have better attendance and higher academic performance.

Detailed information on the MDI survey questions and response scales for School Experiences are available in the **MDI Field Guide**.

RESULTS FOR YOUR DISTRICT

Number of children: 44

Percentage of children who reported:

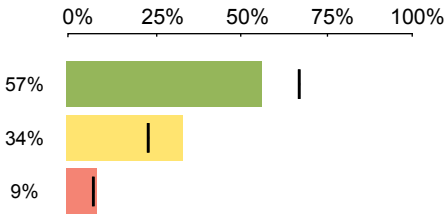
- High well-being
- Medium well-being
- Low well-being

Average for all districts*

*The average for all districts participating in the 2017 MDI represents 2,250 children including those from your district. See page 8 for a list of participating districts.

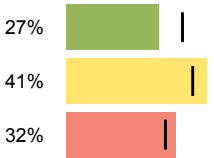
ACADEMIC SELF-CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g. "I am certain I can learn the skills taught in school this year."



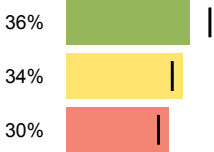
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g. "People care about each other in this school."

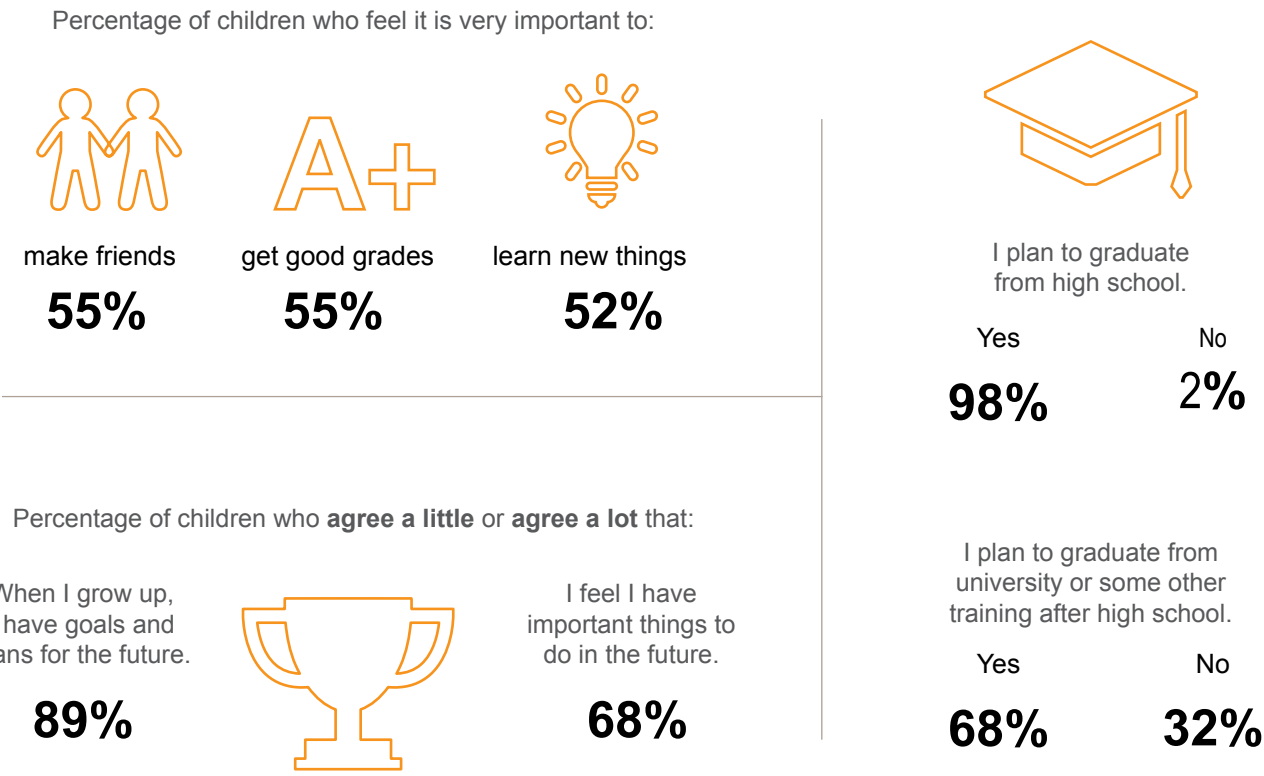


SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g. "I feel like I am important to this school."




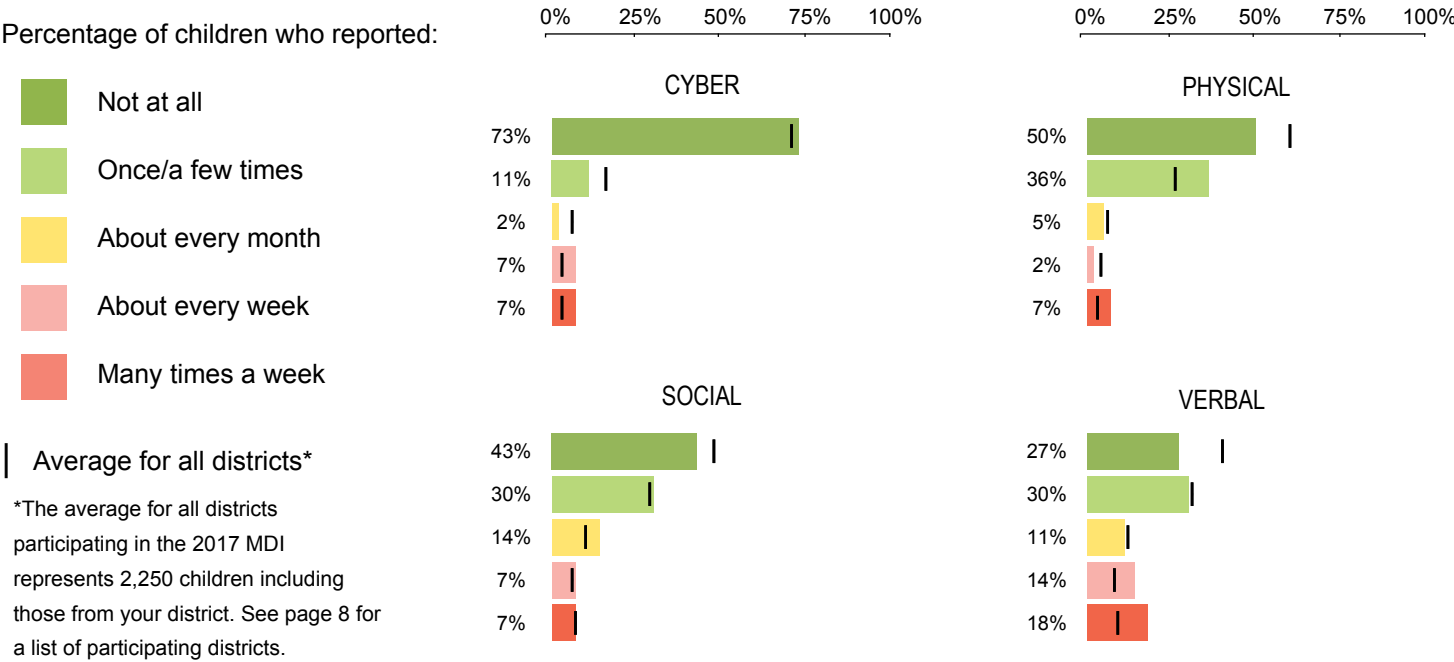
Children's perception of kindness within a school is a consistent indicator of a positive school climate. Students who see kind behaviours in students, teachers and staff also describe their school environments as being safe and encouraging places to learn. As children transition from Grade 4 to Grade 8, perceptions of kindness in schools decrease (Binfet, Gadermann & Schonert-Reichl, 2016).



VICTIMISATION AND BULLYING AT SCHOOL

Children were asked: ‘During this school year, how often have you been bullied by other students in the following ways?’:

 Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children’s understanding of what others feel results both in less bullying and more defending behaviours (van Noorden et al, 2015).



WELL-BEING & ASSETS INDICES

Combining select measures of the MDI helps us paint a fuller picture of children’s overall well-being and the assets that contribute to their healthy development. In this section of the report, results for key MDI measures are summarised into two indices that deepen our understanding of how the five dimensions work together to support children: The Well-Being Index and the Assets Index.

MDI research has shown there is a relationship between children’s assets and well-being. Children’s self-reported well-being is directly related to the number of assets they perceive in their lives; as the number of assets in a child’s life increases, they are more likely to report higher levels of well-being. This finding is consistent across all participating school districts.

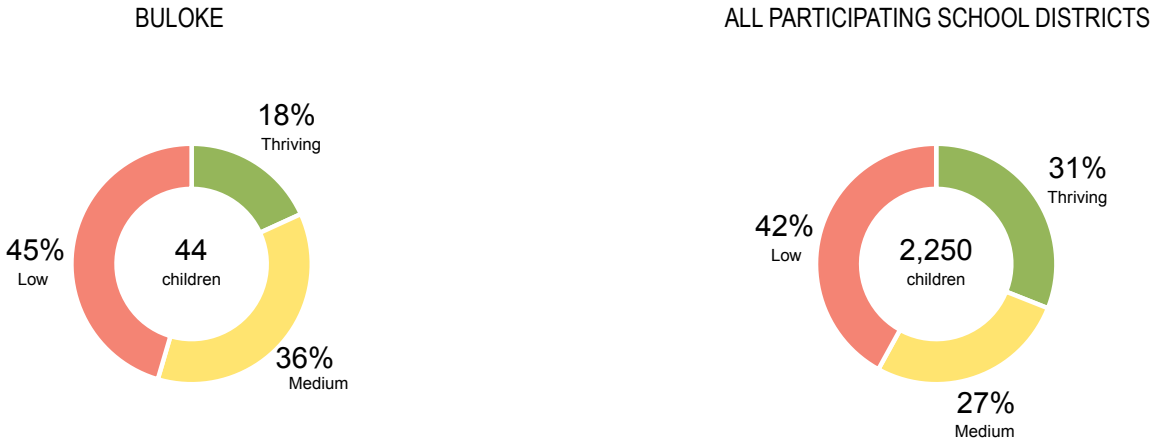
THE WELL-BEING INDEX

The Well-Being Index combines MDI measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children’s mental and physical health:



RESULTS FOR YOUR DISTRICT



WELL-BEING AND ASSETS INDICES

THE ASSETS INDEX

The Assets Index combines measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives.



ADULT RELATIONSHIPS

Adults at School
Adults in the
Neighbourhood/
Community
Adults at Home



PEER RELATIONSHIPS

Peer Belonging
Friendship Intimacy



NUTRITION & SLEEP

Eating Breakfast
Meals with Adults at
Home
Frequency of Good
Sleep



AFTER-SCHOOL ACTIVITIES

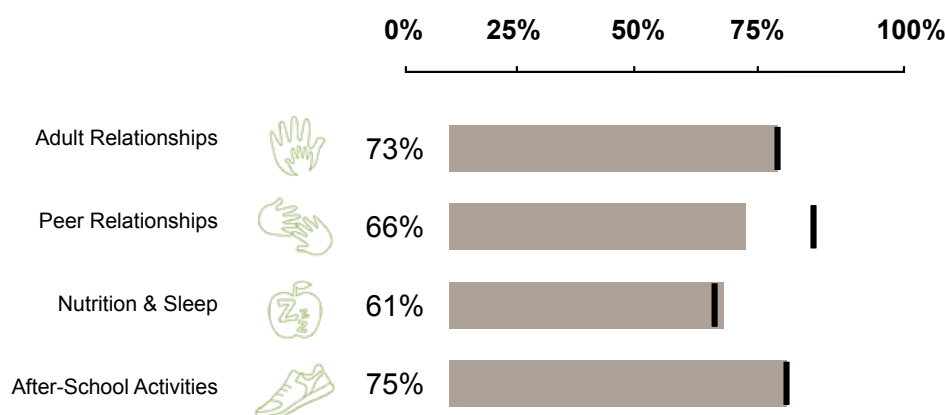
Organised Activities

School Experiences are also considered to be an asset that contributes to children's well-being. The School Experiences asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts. Please refer to the 'School Climate' and 'Bullying and Victimization' measures for data related to this asset.

RESULTS FOR YOUR DISTRICT

Number of children: 44

Percentage of children reporting the presence of the following assets in their lives:



Average for all districts*

*The average for all districts participating in the 2017 MDI represents 2,250 children including those from your district. See page 8 for a list of participating districts.



Learn more about the importance of assets for children's well-being by visiting the MDI Field Guide at discovermdi.ca.