



**MDI**  
Secondary  
School  
Students

# BULOKE SCHOOL DISTRICT REPORT 2019



## 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.

The MDI is a project initiated by the Human Early Learning Partnership (HELP) at the University of British Columbia, Canada. For more information please visit their website at [earlylearning.ubc.ca](http://earlylearning.ubc.ca).

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:

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## ABOUT THE MDI IN AUSTRALIA

The MDI has been implemented in Victoria in select schools since 2013. In 2019, the MDI was extended beyond Victoria, with two schools from New South Wales also choosing to take part. A total of 52 schools participated in 2019 (2,930 students), 30 schools with primary school students completing the MDI (1,276 students), 8 schools with secondary students completing the MDI (577 students) and 14 schools with both primary and secondary students completing the MDI (1,077 students).

### Suggested citation

Human Early Learning Partnership. MDI (Middle Years Development Instrument) secondary school district report 2019, adapted for Australia. Vancouver, BC; University of British Columbia, School of Population and Public Health

# CONTENTS

<b>INTRODUCTION TO THE MDI.....</b>	<b>4</b>
<b>MOVING TO ACTION.....</b>	<b>6</b>
<b>ABOUT THIS REPORT.....</b>	<b>8</b>
<b>2019 SCHOOL DISTRICT RESULTS .....</b>	<b>9</b>
SOCIAL & EMOTIONAL DEVELOPMENT .....	10
PHYSICAL HEALTH & WELL-BEING.....	12
CONNECTEDNESS .....	14
USE OF AFTER-SCHOOL TIME .....	16
SCHOOL EXPERIENCES .....	21
WELL-BEING & ASSETS INDICES.....	23

# 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 Victimisation' measures for data related to this asset.

### 5 DIMENSIONS OF THE MDI

The MDI questionnaire shares items with the **Well-Being Index** (these items are marked in orange) and with the **Asset Index** (these items are marked in green). Items unique to the MDI are not colour coded.

				
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"><li>● Optimism</li><li>● Empathy</li><li>● Prosocial Behaviour</li><li>● Self-Esteem</li><li>● Happiness</li><li>● Absence of Sadness</li><li>● Absence of Worries</li><li>● Self-Regulation (short &amp; long term)</li></ul>	<ul style="list-style-type: none"><li>● General Health</li><li>● Eating Breakfast</li><li>● Meals with Adults at Home</li><li>● Frequency of Good Sleep</li><li>● Body Image</li></ul>	<ul style="list-style-type: none"><li>● Adults at School</li><li>● Adults in the Neighbourhood</li><li>● Adults at Home</li><li>● Peer Belonging</li><li>● Friendship Intimacy</li><li>● Important Adults</li></ul>	<ul style="list-style-type: none"><li>● Organised Activities</li><li>- Educational Lessons or Activities</li><li>- Youth Organisations</li><li>- Sports</li><li>- Music or Arts</li><li>● How Children Spend Their Time</li><li>● After-School People and Places</li><li>● Children's Wishes and Barriers</li></ul>	<ul style="list-style-type: none"><li>● Academic Self-Concept</li><li>● School Climate</li><li>● School Belonging</li><li>● Motivation</li><li>● Future Goals</li><li>● Victimization and Bullying</li></ul>
<ul style="list-style-type: none"><li>● Responsible Decision-Making</li><li>● Self-awareness</li><li>● Perseverance</li><li>● Assertiveness</li><li>● Citizenship and Social Responsibility</li></ul>				

Items in this box are on the Secondary School Students MDI only

# 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 district 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 [www.discovermdi.ca](http://www.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.

### 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](mailto: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 and no report is issued.

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 2019

8 school districts participated in the Secondary School MDI in 2019, with a total of 1,159 students from 22 schools completing the questionnaire.

This report compares school district results to all of the MDI data collected as part of the 2019 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	110	71%
Frankston	70	69%
Loddon	157	67%
Buloke	147	75%
Whittlesea	205	70%
Warrnambool	285	68%
Wimmera / Southern Mallee	30	79%
Swan Hill / Gannawarra	13	62%
East Gippsland	142	75%
<b>Total</b>	<b>1,159</b>	

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

# 2019 SCHOOL DISTRICT RESULTS

## YOUR DISTRICT DEMOGRAPHICS

### SCHOOL DISTRICT BREAKDOWN

Total Sample	147	Boys	76
Participation rate	75%	Girls	67

#### 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 may not have provided an answer to the question on gender or may have selected 'other'.

### LANGUAGES SPOKEN AT HOME

Aboriginal Language	1%	Arabic	0%
Cantonese	0%	Mandarin	0%
English	99%	Italian	0%
Greek	0%	Japanese	0%
Indonesian	0%	Vietnamese	1%
Hindi	0%	Other	1%
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@srscentre.com.au](mailto:mdihelpdesk@srscentre.com.au).



# SOCIAL & EMOTIONAL

The development of social and emotional skills, including empathy, optimism and self-esteem, are important for supporting positive mental health during middle childhood and at all ages to follow. These skills help children understand and manage their emotions, build and maintain positive relationships and regulate their own behaviour. Opportunities to develop social and emotional skills can be created in many supportive environments: at school with teachers and peers, in the home with elders, family or caregivers, and during after-school programs with community members. 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: 147

Percentage of children who reported:

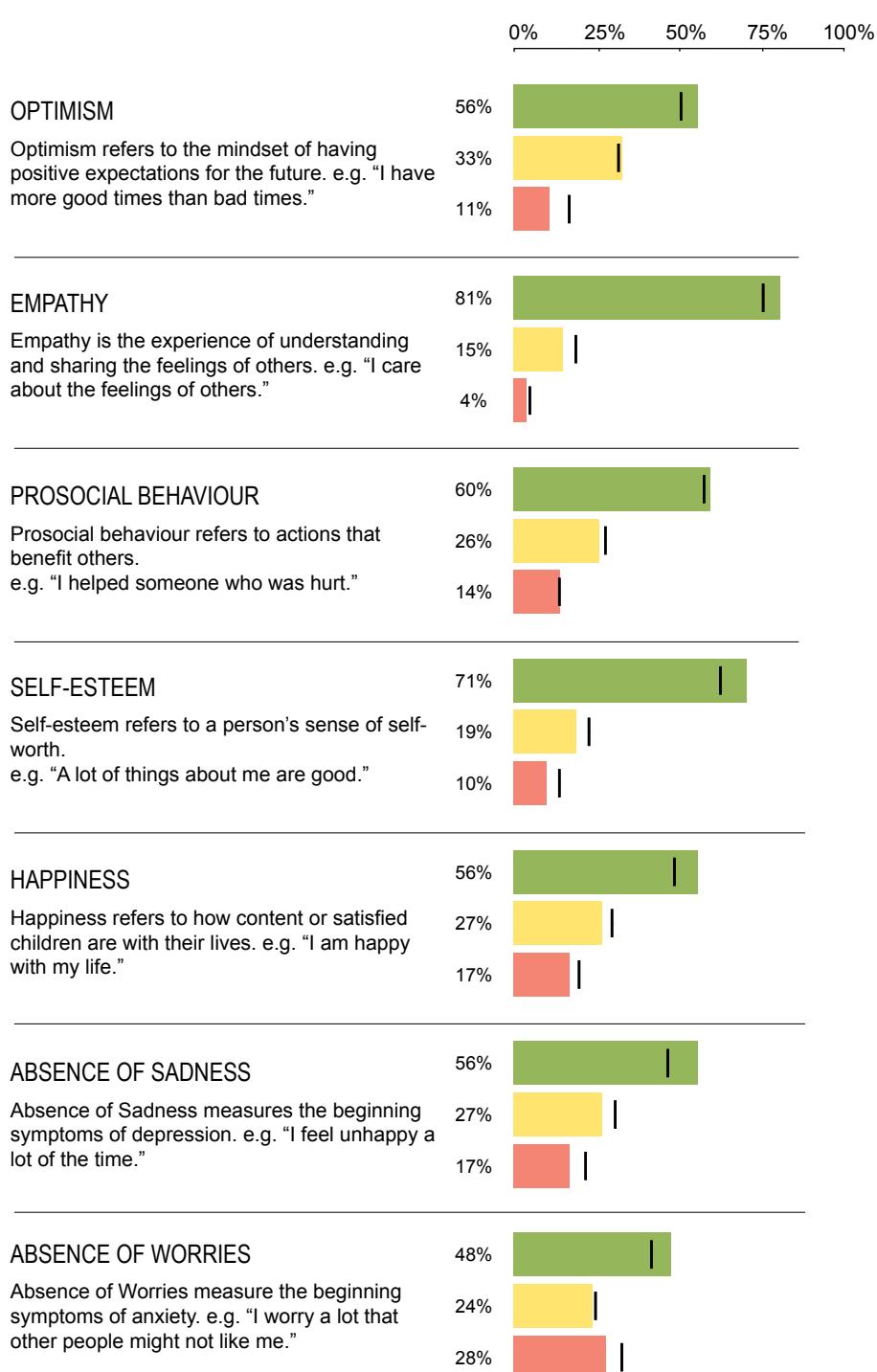
High well-being

Medium well-being

Low well-being

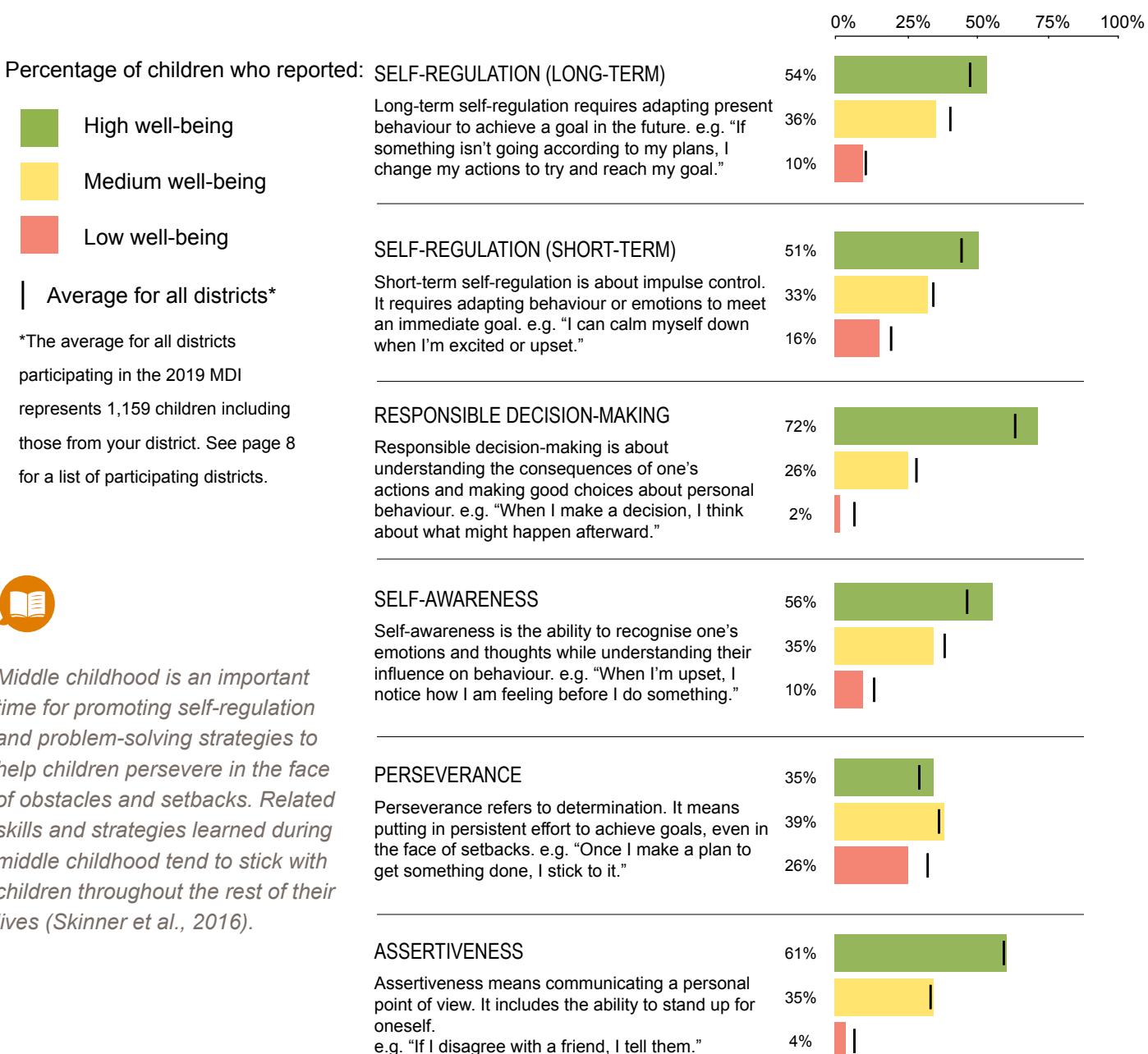
Average for all districts\*

\*The average for all districts participating in the 2019 MDI represents 1,159 children including those from your district. See page 8 for a list of participating districts.



*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, & Gullotta, 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.	10%	6%	24%	33%	27%
I try to make this world a better place.	3%	3%	27%	35%	31%

HAVE YOU EVER VOLUNTEERED?

**69%**  
Yes

**31%**  
No

ARE YOU CURRENTLY VOLUNTEERING?

**26%**  
Yes

**74%**  
No

DO YOU PLAN ON VOLUNTEERING IN THE FUTURE?

**76%**  
Yes

**24%**  
No



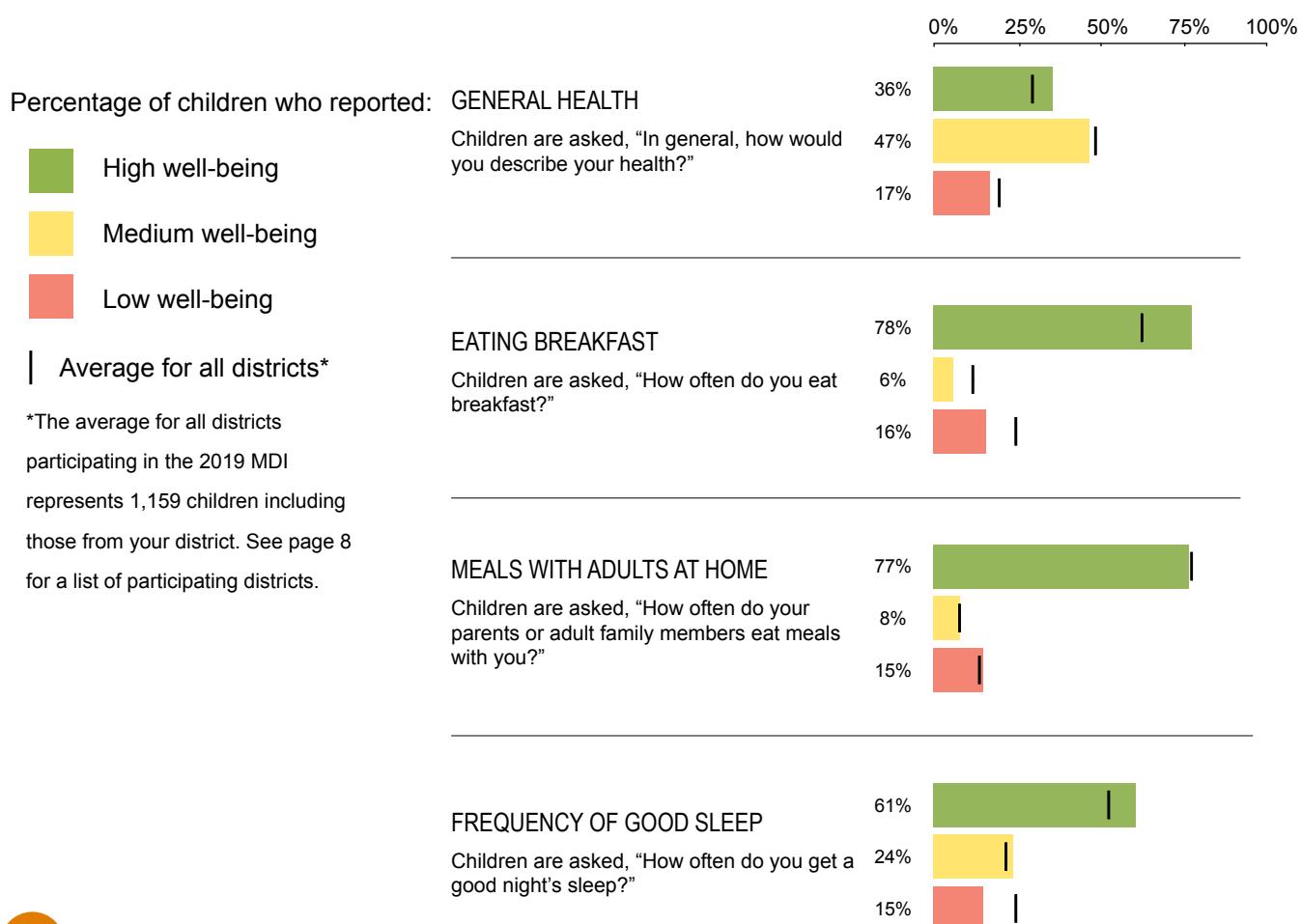
## PHYSICAL HEALTH & WELL-BEING

Promoting children's physical health and well-being in the middle years lays the foundation for a healthy life. Children who report feeling healthy are more likely to be engaged in school, have a feeling of connectedness with their teachers, and are less likely to be bullied or bully others. Children benefit from guidance and opportunities that support the development of healthy habits, which they can carry forward into adolescence and adulthood. These habits include regular physical activity, quality sleep and healthy, social meals.

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: 147

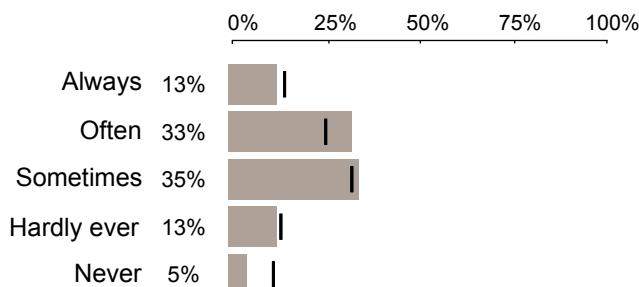


*Students who eat breakfast more frequently do better in school, and breakfast is especially important for children who are undernourished (Adolphus et al., 2013).*

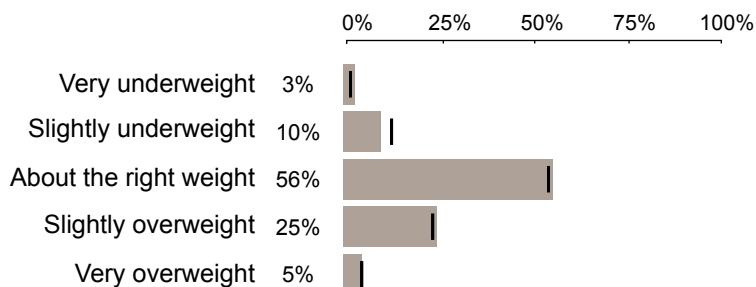
*Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour, and symptoms of depression (Harrison et al., 2015).*

## PHYSICAL HEALTH & WELL-BEING

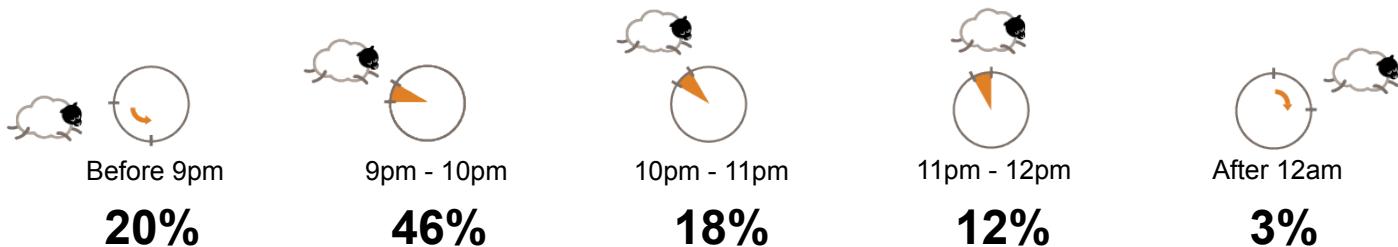
HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?



HOW DO YOU RATE YOUR BODY WEIGHT?

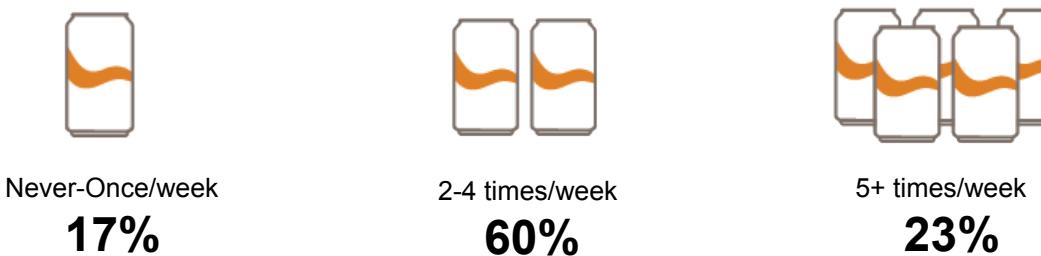


WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?



*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 (Smaldone, Honig, & Byrne, 2007).*

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.

No health condition	Yes, a physical disability	Yes, a long-term illness	Yes, overweight	Yes, something else
82%	1%	7%	5%	5%

Children can select all of the options that apply.



# CONNECTEDNESS

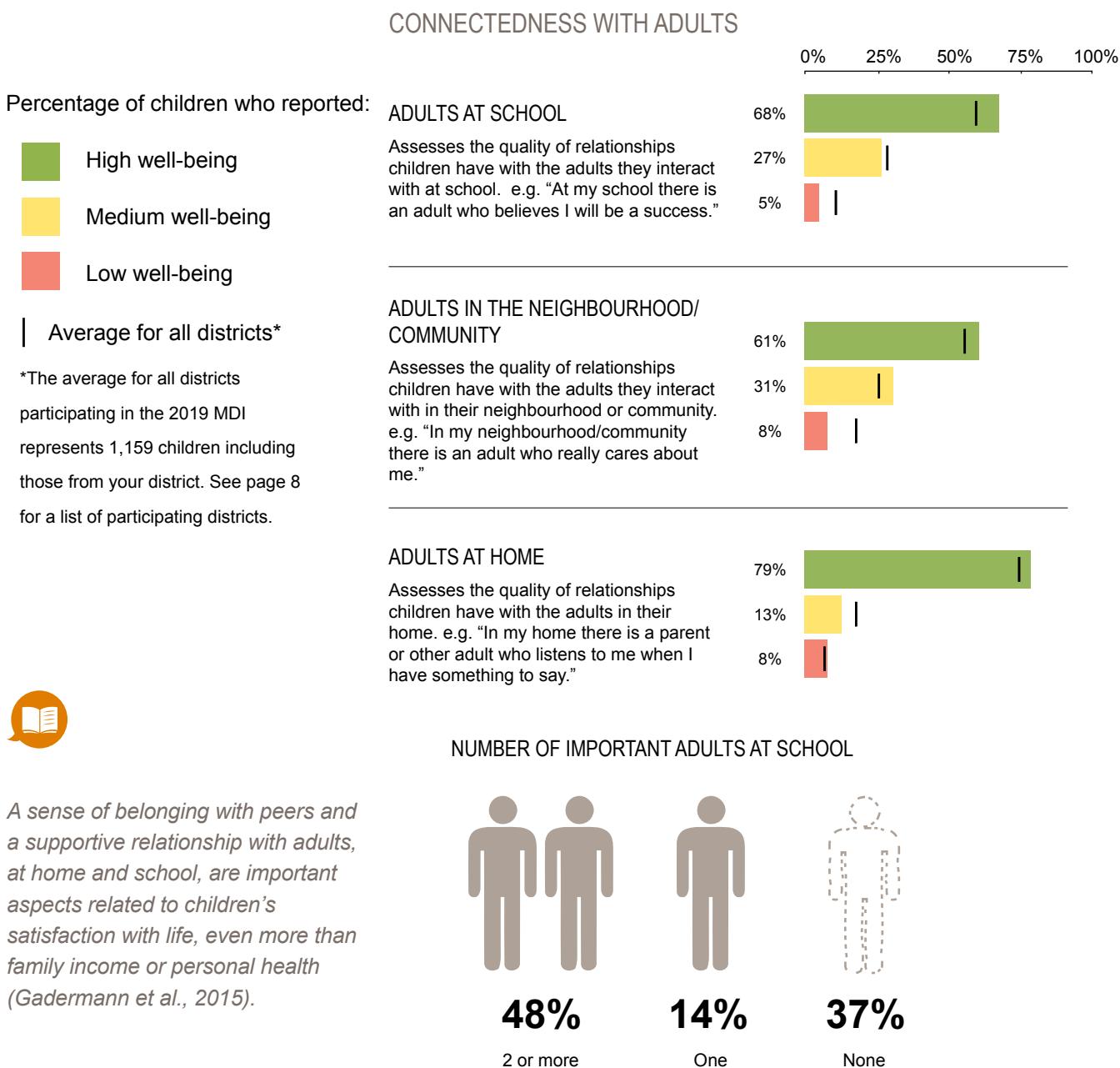
Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school and in the community, can promote positive mental health and minimise risks that may be present in children's lives.

Having one adult, such as a parent or auntie, elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community as well as land, language and culture also plays an important role in encouraging a strong and healthy sense of identity.

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: 147



## CONNECTEDNESS

### WHAT MAKES AN ADULT IMPORTANT TO YOU?

	At School	At Home
This person teaches me how to do things that I don't know.	66%	76%
I can share personal things and private feelings with this person.	37%	73%
This person likes me the way I am.	57%	84%
This person encourages me to pursue my goals and future plans.	59%	77%
I get to do a lot of fun things with this person or because of this person.	38%	73%
The person is like who I want to be when I am an adult.	25%	49%
The person is always fair to me and others.	54%	64%
The person stands up for me and others when we need it.	36%	68%
The person lets me make decisions for myself.	49%	71%

Children can select all of the options that apply.

### CONNECTEDNESS WITH PEERS

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 2019 MDI represents 1,159 children including those from your district. See page 8 for a list of participating districts.

#### PEER BELONGING

Measures children's feelings of belonging to a social group.  
e.g. "When I am with other kids my age, I feel I belong."

0%    25%    50%    75%    100%



#### FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g. "I have a friend I can tell everything to."



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

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: 147

### AFTER-SCHOOL ACTIVITIES

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

0% 25% 50% 75% 100%

Percentage of children who reported:

- 2+ times per week
- Once per week
- Not at all

| Average for all districts\*

\*The average for all districts participating in the 2019 MDI represents 1,159 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).*

#### ANY ORGANISED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. For example, educational lessons, youth organisations, music or art lessons and sports practice



#### EDUCATIONAL LESSONS OR ACTIVITIES

For example, tutoring, attending a math school foreign language lessons, or some other academic related activity.



#### MUSIC OR ART LESSONS

For example, drawing or painting classes, musical instrument lessons or some other activity related to music or art.



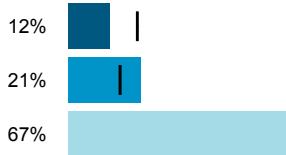
#### YOUTH ORGANISATIONS

For example, Scouts, Girl Guides, Boys and Girls Clubs, After School Care.



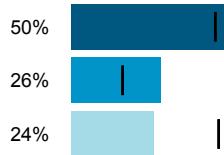
#### INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example, swimming, dance, gymnastics, tennis or another individual sport.



#### TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

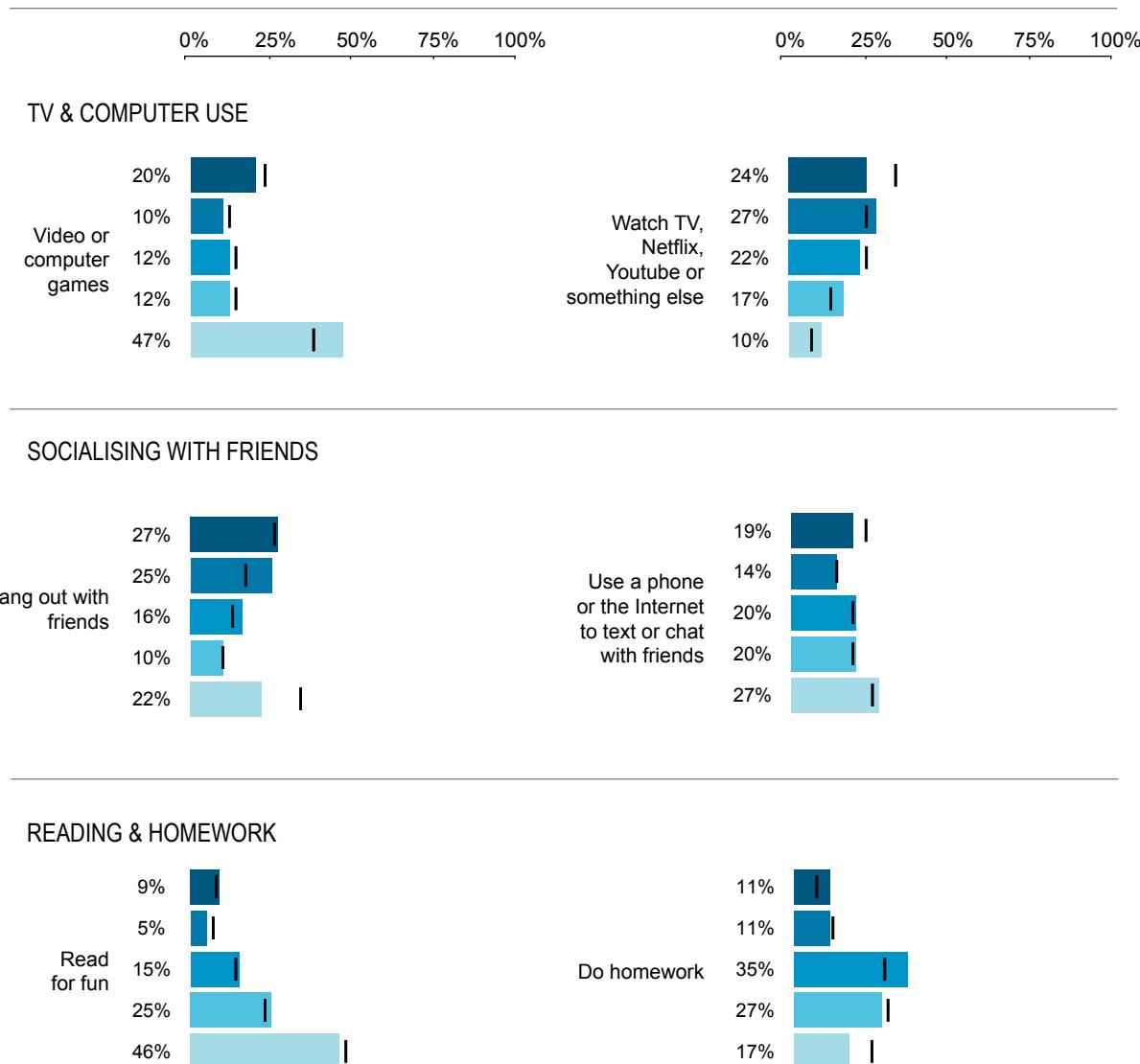
For example, basketball, netball, cricket, soccer, football or another team sport.



## USE OF AFTER-SCHOOL TIME

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



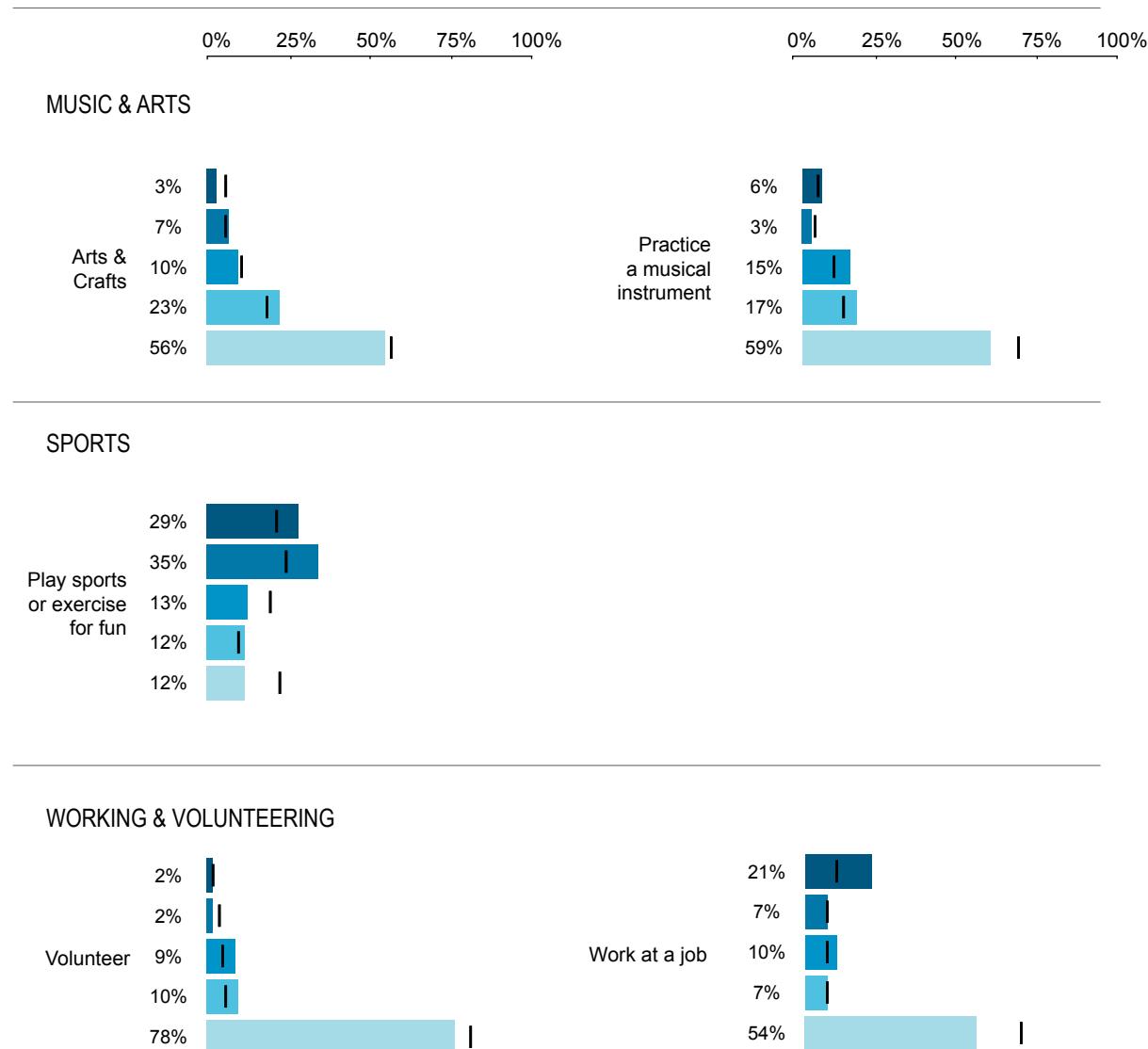
Percentage of children who reported:

- 2+ hours
- 1-2 hours
- 30 minutes - 1 hour
- <30 Minutes
- Not at all

| Average for all districts\*

\*The average for all districts participating in the 2019 MDI represents 1,159 children including those from your district. See page 8 for a list of participating districts.

## USE OF AFTER-SCHOOL TIME



Percentage of children who reported:

- |                     |                            |
|---------------------|----------------------------|
| 2+ hours            | Average for all districts* |
| 1-2 hours           |                            |
| 30 minutes - 1 hour |                            |
| <30 minutes         |                            |
| Not at all          |                            |
- \*The average for all districts participating in the 2019 MDI represents 1,159 children including those from your district. See page 8 for a list of participating districts.



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).

## 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:



I am already doing the activities I want to be doing.

**69%**

I wish I could do additional activities.

**22%**

I am doing some of the activities I want, but I wish I could do more.

**8%**

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	3
Friends and Playing	7
Physical and/or Outdoor Activities	21
Music and Fine Arts	5
Time with Family at Home	1
Work Related Activities/Volunteering	0
Free Time/Relaxing	0
Other	5

### WHERE WOULD YOU LIKE THIS ACTIVITY TO BE? (Number of students)

Community Centre	6
Home	11
Park or Playground	4
School	3
A Friend's House	1
Sports Ground	7
Shopping Centre	2
Other	3

Children can select multiple locations

### 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):

(Number of students)

Nothing stops me.	77
I have to go straight home after school.	24
I am too busy.	20
It costs too much.	8
The schedule does not fit the times I can attend.	15
My parents do not approve.	18
I don't know what's available.	7
I need to take care of siblings or do things at home.	14
It is too difficult to get there.	28
None of my friends are interested or want to go.	9
The activity that I want is not offered.	14
I have too much homework to do.	16
I am afraid I will not be good enough in that activity.	14
It is not safe for me to go.	0
Other.	4

Children can select all of the options that apply.



*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).*

## USE OF AFTER-SCHOOL TIME

### AFTER-SCHOOL PEOPLE AND PLACES

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

	Never	Once a week	2+ times a week
Home	1%	1%	97%
Stay at school for an activity	65%	20%	14%
After-school program	90%	6%	4%
Friend's house	38%	27%	35%
Park/playground/ community centre	52%	21%	27%
Shops or shopping centre	67%	17%	16%
Someplace else	37%	27%	37%

### WHO ARE YOU WITH AFTER SCHOOL?

By myself	19%
Friends about my age	43%
Younger brothers/sisters	38%
Older brothers/sisters	37%
Mother (or stepmother/foster mother)	50%
Father (or stepfather/foster father)	39%
Other adult (such as grandparent, aunt or uncle, coach, babysitter)	18%
Other	5%

Children can select all of the options that apply.

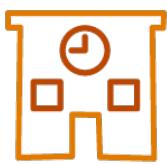


IN YOUR NEIGHBOURHOOD/COMMUNITY ARE THERE  
SAFE PLACES WHERE YOU FEEL COMFORTABLE TO  
HANG OUT WITH FRIENDS?

Yes	No	Don't Know
<b>83%</b>	<b>6%</b>	<b>11%</b>

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

Yes	No	Don't Know
<b>92%</b>	<b>3%</b>	<b>5%</b>



# SCHOOL EXPERIENCES

Children's school experiences are important for their personal well-being and academic success. When children have positive experiences at school they are more likely to believe they have a valued role in the school, feel more engaged in class and achieve higher academic performance. Understanding children's school experiences improves our ability to cultivate school environments that are safe, caring and supportive.

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: 147

Percentage of children who reported:

High well-being

Medium well-being

Low well-being

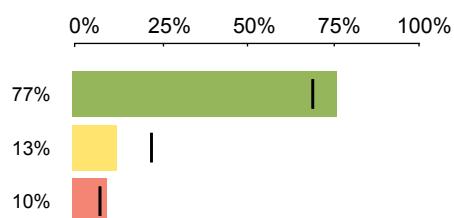
Average for all districts\*

\*The average for all districts

participating in the 2019 MDI represents 1,159 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."



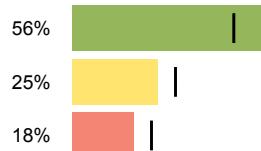
### SCHOOL CLIMATE

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).*

## SCHOOL EXPERIENCES

Percentage of children who feel it is very important to:



make friends



get good grades



learn new things

**65%**

**59%**

**56%**



I plan to graduate from high school.

Yes

No

**86%      14%**

Percentage of children who **agree a little or agree a lot** that:

When I grow up,  
I have goals and  
plans for the future.



**86%**

I feel I have  
important things to  
do in the future.

**80%**

I plan to graduate from  
university or some other  
training after high school.

Yes

No

**78%      22%**

## 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?':

Percentage of children who reported:

0% 25% 50% 75% 100%

0% 25% 50% 75% 100%



CYBER

PHYSICAL

Average for all districts\*

56% |

56% |

26% |

25% |

10% |

7% |

5% |

6% |

3% |

6% |

SOCIAL

VERBAL

\*The average for all districts  
participating in the 2019 MDI  
represents 1,159 children including  
those from your district. See page 8 for  
a list of participating districts.



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 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 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.

## 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.



### High Well-Being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



### Medium Well-Being

Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

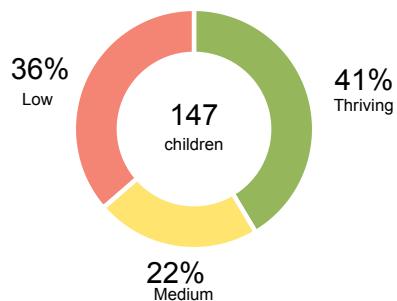


### Low Well-Being

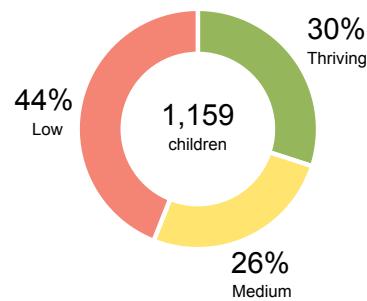
Children who score in the low-range on at least 1 of the 5 measures of well-being.

## RESULTS FOR YOUR DISTRICT

BULOKE



ALL PARTICIPATING SCHOOL DISTRICTS



## 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

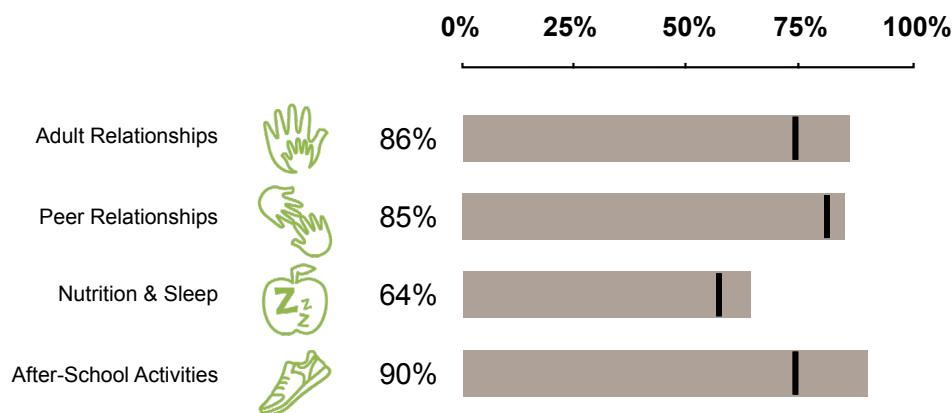
Organised Activities

Note: School Experiences are also considered to be an asset that contributes to childrens' well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or sites. Please refer to the 'School Climate' and 'Bullying and Victimisation' measures for data related to this asset.

### RESULTS FOR YOUR DISTRICT

Number of children: 147

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 2019 MDI represents 1,159 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](http://discovermdi.ca).