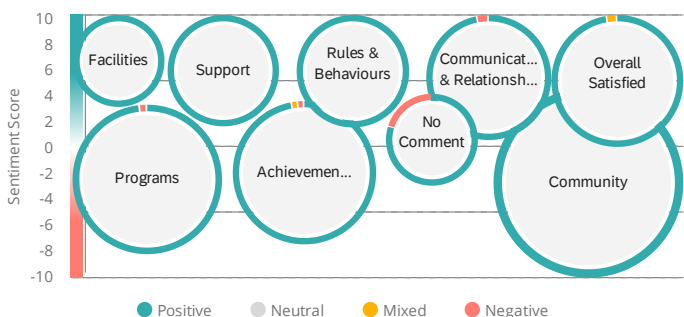


Text Analysis

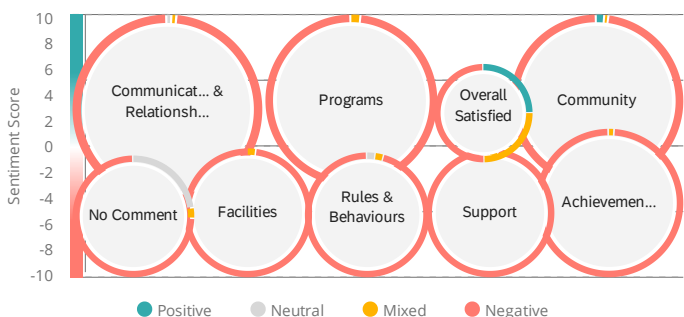
What do you think we do well as a school?



What do you think we do well as a school?



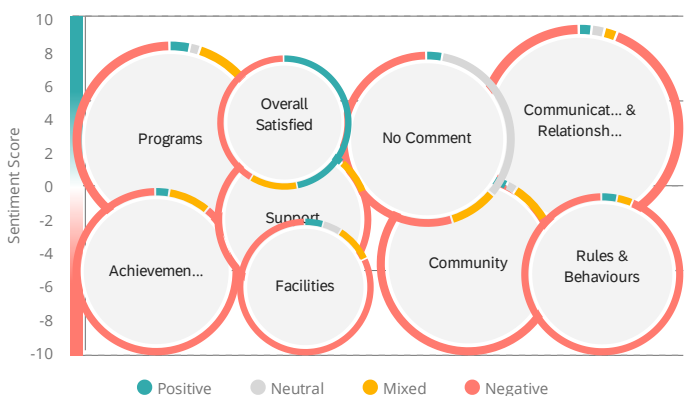
What do we do as a school that could be improved?



What do we do as a school that could be improved?



Do you have any other suggestions?

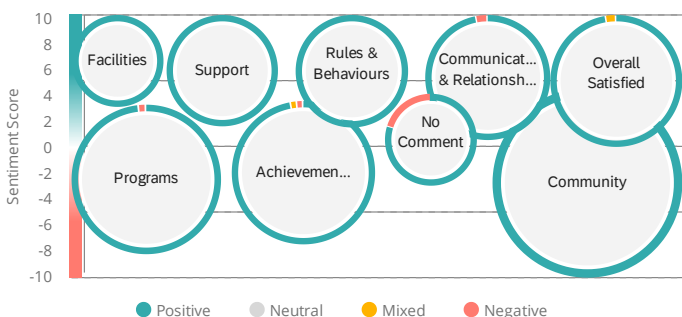


Do you have any other suggestions?



Text Analysis

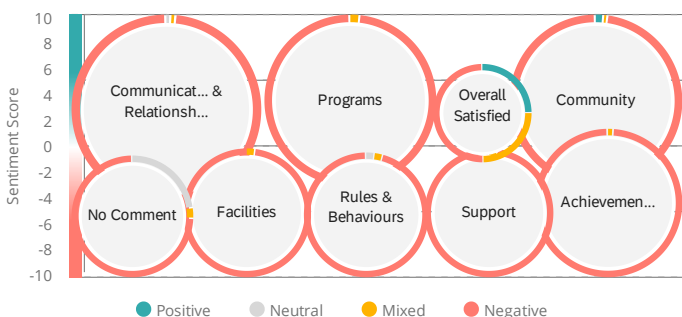
What do you think we do well as a school?



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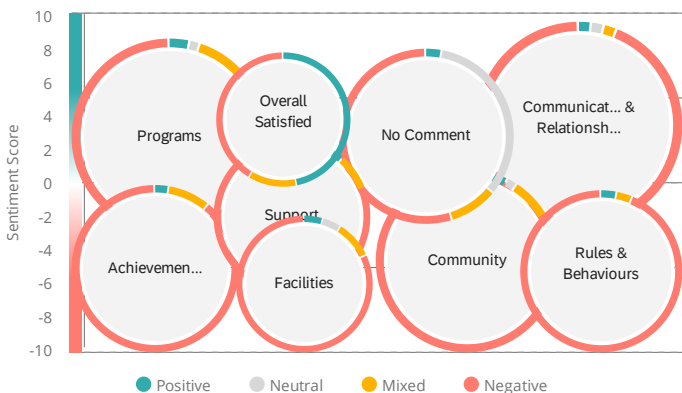
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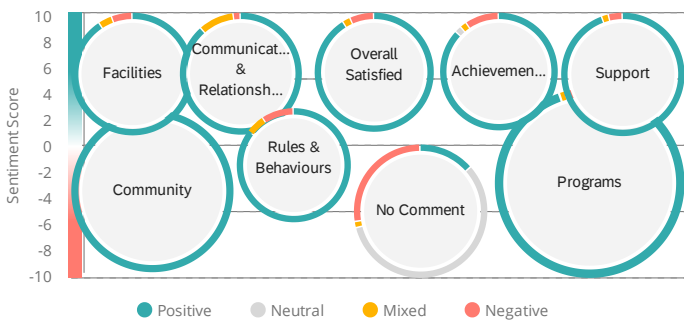
Do you have any other suggestions?



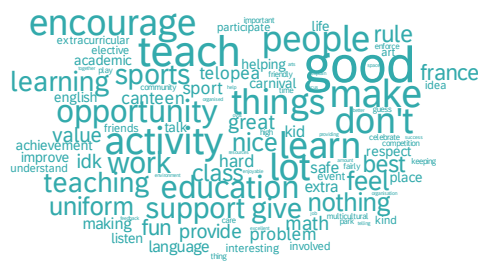
Do you have any other suggestions?



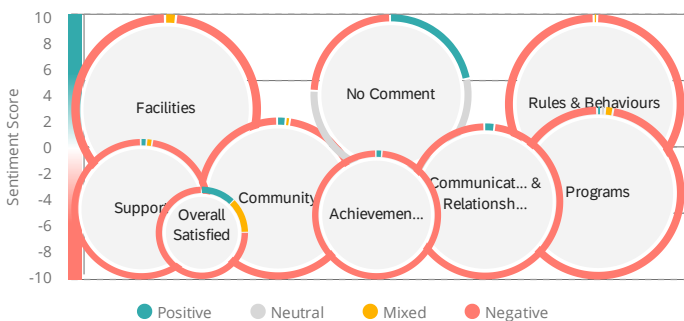
What do you think we do well as a school?



What do you we do well as a school?



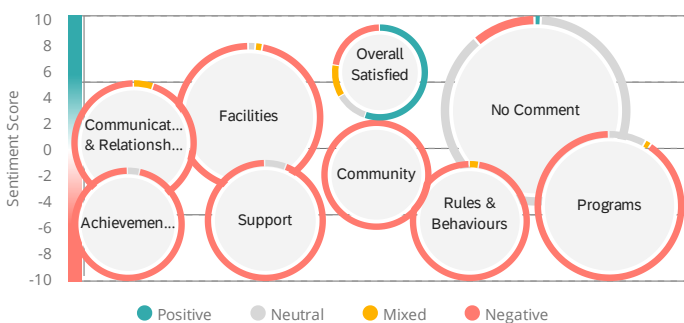
What do we do as a school that could be improved?



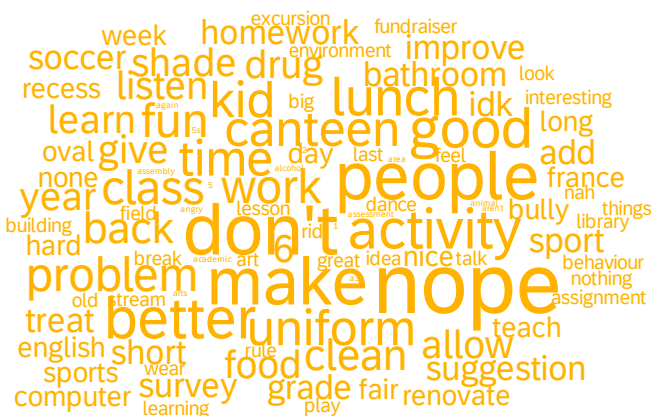
What do we do as a school that could be improved?



Do you have any other suggestions?



Do you have any other suggestions?



Your School ⓘ

School Name	School Network	School Type
Telopea Park School	South/Weston	P to Year 10

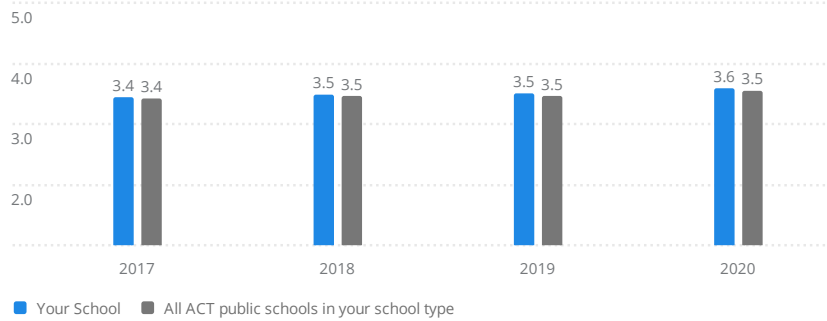
Belonging

School Identification: A sense of belonging and connection with the school.
 Workgroup Identification: A sense of belonging and connection to a smaller workgroup.

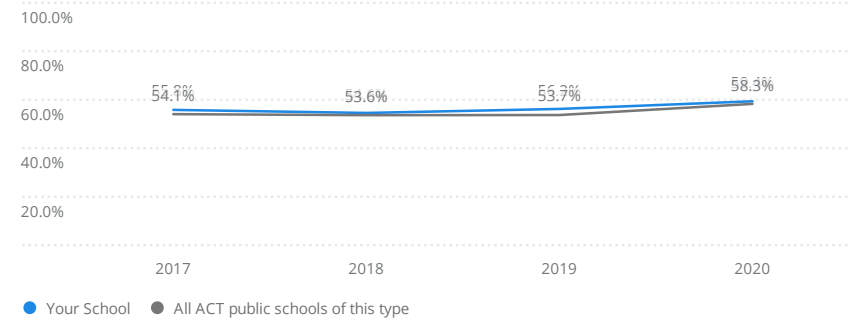
STUDENTS

Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values. Concepts measured by school identification are: whether a student is happy to be a part of their school; whether they feel a strong connection with the school; whether they feel they belong; as well as whether they care about the

Average School Identification score, STUDENTS, 2017-2021



Proportion with strong School Identification, STUDENTS, 2017 - 2021

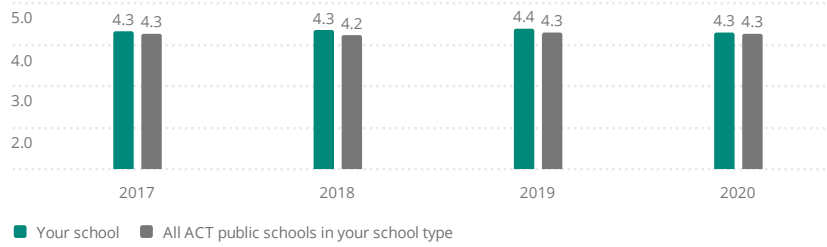


STAFF

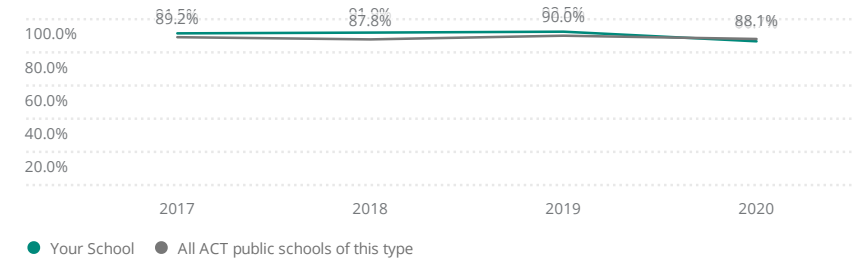
School Identification

Staff who identify with their school are more likely to appropriate school norms and values. Concepts measured by school identification are whether a staff member feels a strong connection with the school, whether they feel they belong, as well as whether they care about the school.

Average School Identification score, STAFF, 2017-2021



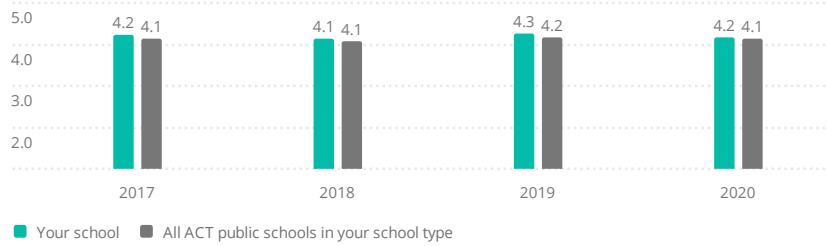
Proportion with strong School Identification, STAFF, 2017 - 2021



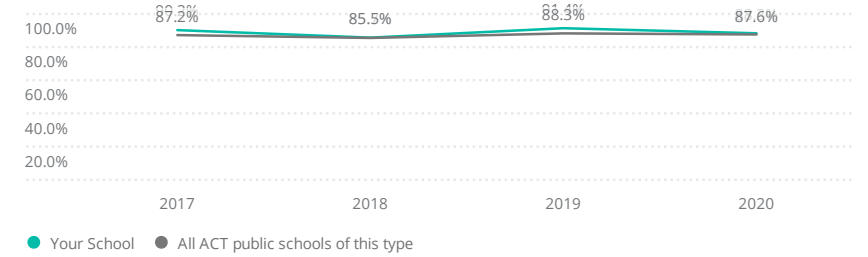
Workgroup Identification

Workgroup Identification means the extent to which staff feel their workgroup is important to them - they feel a sense of belonging and connection to their workgroup. Identifying with their workgroup leads staff to internalise their workgroup's

Average Workgroup Identification score, STAFF, 2017-2021



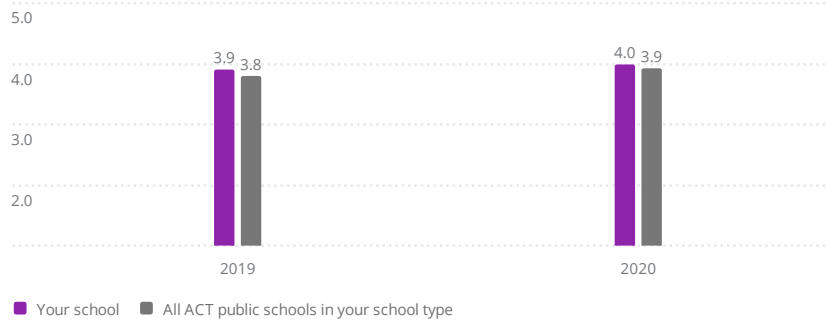
Proportion with strong Workgroup Identification, STAFF, 2017 - 2021



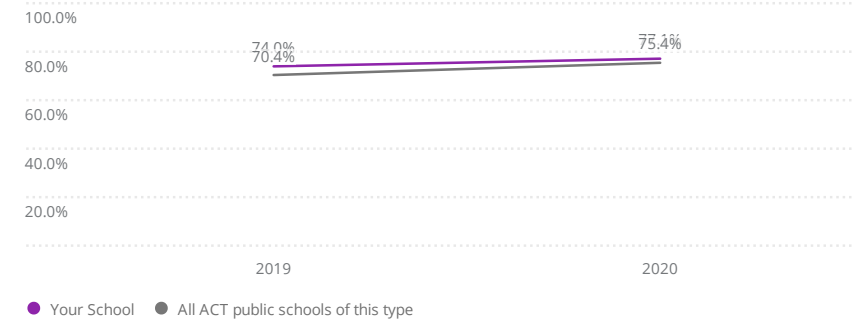
PARENTS & CARERS

In 2019 a new item was added to the School Identification domain for parents and carers. This means that data before 2019 is not directly comparable to the current data.

Average School Identification score, PARENTS AND CARERS, 2019-2021



Proportion with strong School Identification, PARENTS & CARERS, 2019 - 2021



Domains on this page:

- School and Family Connections
- Parent Involvement at Home
- Parent Involvement at School

Parent Connections

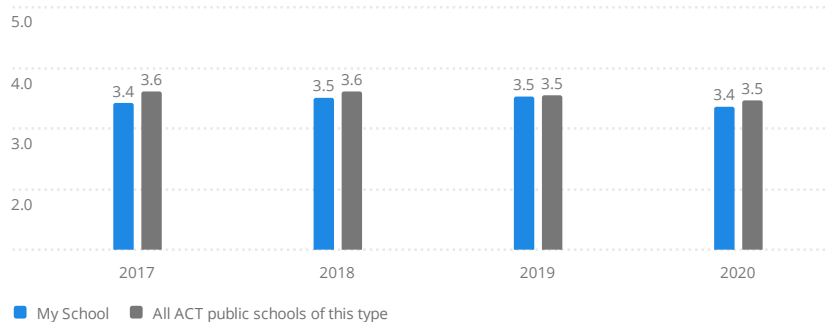
Your School ⓘ

School Name	School Network	School Type
Telopea Park School	South/Western	P to Year 10

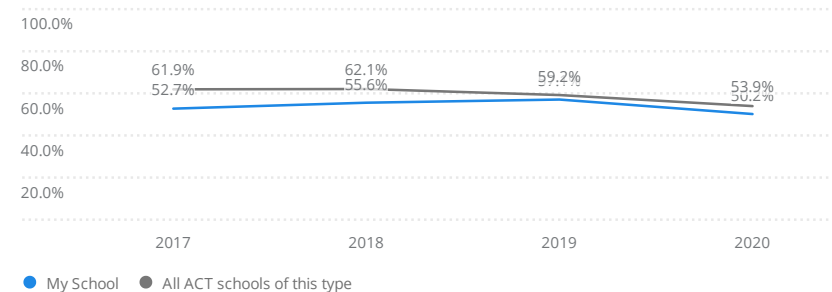
School and Family Connections

In the School and Family Connections domain parents and carers are asked to agree or disagree with statements about the school's effectiveness in building good communication between school and home, and their inclusion in decision-making.

Average School & Family Connections score, PARENTS & CARERS, 2017 - 2021



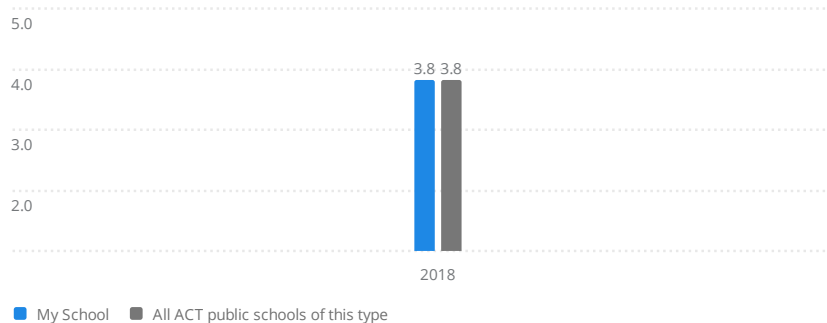
Proportion with strong School & Family Connections score, PARENTS & CARERS, 2017 - 2021



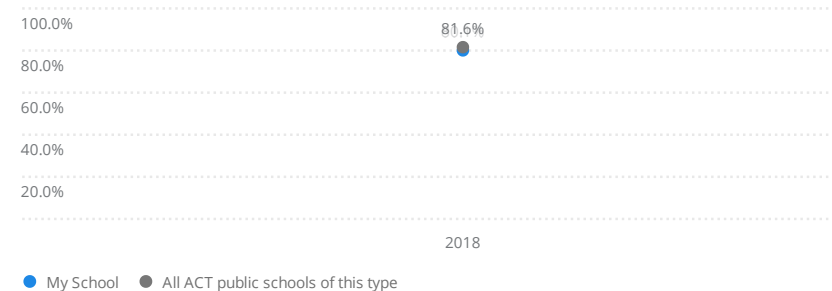
Parent Involvement at Home

In 2019 and 2020 Parent Involvement at Home was collected on a different scale and therefore comparison across time is not meaningful. In 2021 this information was collected on the same scale as 2018 and will remain on this scale into the future.

Average Parent Involvement at Home index, PARENTS & CARERS, 2018 and 2021



Proportion with strong Parent Involvement at Home score, PARENTS & CARERS, 2018 and 2021



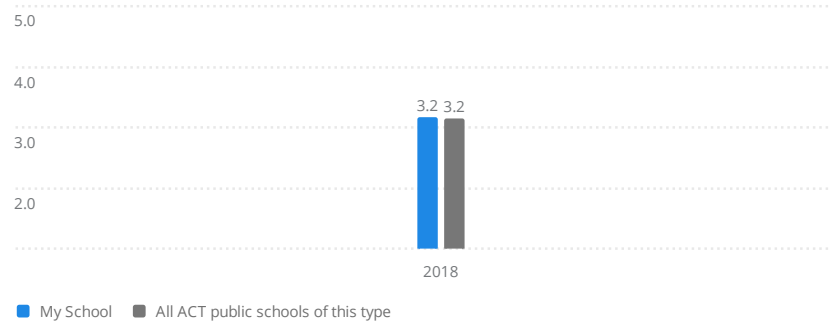
A score of 3.25 or higher is considered strong in the Parent

Parent Involvement at School

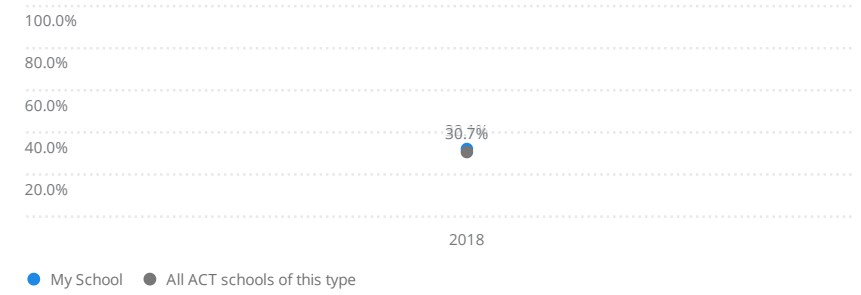
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A score of 3.25 or higher is considered strong in the Parent

Average Parent Involvement at School index, PARENTS & CARERS, 2018 and 2021



Proportion with strong Parent Involvement at School score, PARENTS & CARERS, 2018 and 2021



Results of Satisfaction items, Students, 2017 to 2020, Telopea Park School

	Telopea				All P to 10 Schools				Difference			
	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
STUDENT Satisfaction Items - National												
Teachers give useful feedback	41.6%	50.7%	52.4%	48.6%	56.0%	54.2%	55.7%	53.5%	-14.4%	-3.5%	-3.3%	-4.9%
Staff take students concerns seriously	40.9%	45.8%	41.2%	40.2%	50.9%	49.5%	49.4%	50.5%	-10.0%	-3.7%	-8.2%	-10.3%
My teachers motivate me to learn.	53.5%	62.9%	60.2%	54.9%	62.2%	65.3%	64.9%	60.0%	-8.8%	-2.4%	-4.7%	-5.1%
Teachers at my school treat students fairly.	42.1%	47.3%	44.8%	43.1%	48.5%	50.7%	50.3%	48.0%	-6.5%	-3.4%	-5.6%	-4.9%
I can talk to my teachers about my concerns.	38.6%	43.1%	42.4%	37.4%	44.7%	46.8%	48.0%	44.6%	-6.1%	-3.7%	-5.6%	-7.2%
My school looks for ways to improve.	58.5%	58.3%	60.0%	55.1%	61.1%	65.0%	62.4%	58.1%	-2.6%	-6.7%	-2.4%	-3.0%
My teachers expect me to do my best.	86.0%	84.6%	83.7%	69.3%	87.8%	87.6%	86.0%	74.7%	-1.9%	-3.1%	-2.3%	-5.4%
My school is well maintained.	44.5%	52.9%	48.8%	46.9%	45.8%	43.5%	41.2%	40.0%	-1.3%	9.5%	7.6%	6.9%
Student behaviour is well managed at my school.	30.7%	33.7%	27.9%	29.3%	27.8%	24.9%	25.7%	28.2%	2.9%	8.8%	2.2%	1.1%
I like being at my school.	63.0%	60.7%	61.2%	59.1%	56.6%	57.6%	56.3%	50.4%	6.4%	3.1%	4.9%	8.7%
I feel safe at this school	65.3%	69.8%	59.6%	59.9%	58.1%	54.1%	51.2%	52.4%	7.2%	15.7%	8.4%	7.5%
My school gives me opportunities to do interesting things.	74.6%	73.4%	67.6%	65.0%	66.7%	68.4%	67.9%	58.7%	7.9%	5.0%	-0.4%	6.3%
STUDENT Satisfaction items - ACT												
At this school digital technologies help me to learn.	79.7%	70.5%	69.2%	68.4%	75.3%	76.0%	73.5%	68.0%	4.4%	-5.5%	-4.2%	0.4%
Digital technologies help me to manage my school work			71.1%	66.9%			72.1%	67.9%			-1.0%	-1.0%
I am satisfied this school has high expectations in all that it does.	53.5%	69.0%	62.6%	57.3%	48.4%	58.5%	54.6%	51.1%	5.1%	10.5%	8.0%	6.2%
I am satisfied with the availability of healthy food and drink at this school.	31.1%	44.5%	43.7%	44.8%	35.9%	43.4%	46.2%	47.0%	-4.8%	1.0%	-2.5%	-2.2%
I know how to be a good digital citizen.		79.7%	82.0%	77.3%		78.7%	80.3%	74.2%		1.0%	1.7%	3.1%
Overall I am satisfied I am getting a good education at this school.	62.5%	74.8%	70.3%	67.2%	54.9%	65.8%	63.9%	59.8%	7.6%	9.0%	6.4%	7.4%
Students at this school are being equipped with the capabilities to learn and live successfully			62.6%	58.7%			58.7%	55.6%			3.9%	3.1%
Students starting at this school are supported			62.6%	64.3%			65.5%	59.5%			-3.0%	4.8%
Teachers explain what we are learning about and why			58.9%	48.0%			64.5%	58.1%			-5.5%	-10.1%
This school celebrates the achievements of students.	70.4%	70.3%	68.6%	48.1%	60.9%	70.8%	70.8%	57.4%	9.5%	-0.5%	-2.3%	-9.3%

Results of Satisfaction items, Parents & Carers, 2017 to 2020, Telopea Park School

	Telopea				All P to 10 Schools				Difference			
	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
PARENTS & CARERS Satisfaction Items - National												
I can talk to my child's teachers about my concerns.	78.7%	79.2%	81.8%	78.6%	85.3%	87.7%	87.7%	86.5%	-6.7%	-8.5%	-4.7%	-7.8%
My child feels safe at this school.	89.5%	90.5%	84.1%	83.8%	83.8%	84.1%	84.1%	79.8%	5.7%	6.4%	2.1%	4.0%
My child is making good progress at this school.	77.9%	79.2%	77.2%	79.3%	76.3%	75.8%	75.8%	74.7%	1.6%	3.4%	2.1%	4.6%
My child likes being at this school.	86.4%	85.4%	87.9%	87.2%	83.8%	84.5%	84.5%	84.8%	2.7%	0.9%	4.2%	2.4%
My child's learning needs are being met at this school.	70.9%	73.4%	72.0%	71.0%	72.5%	73.0%	73.0%	71.1%	-1.6%	0.3%	0.0%	0.0%
Student behaviour is well managed at this school.	60.9%	63.9%	60.5%	58.3%	59.6%	61.5%	61.5%	59.1%	1.3%	2.4%	-0.4%	-0.8%
Teachers at this school expect my child to do his or her best.	86.4%	89.5%	83.3%	82.1%	87.0%	88.2%	88.2%	84.8%	-0.6%	1.3%	-2.1%	-2.8%
Teachers at this school motivate my child to learn.	68.6%	74.5%	71.5%	73.1%	75.0%	78.3%	78.3%	75.3%	-6.4%	-3.9%	-4.3%	-2.2%
Teachers at this school treat students fairly.	70.2%	75.2%	73.2%	65.2%	77.1%	79.9%	79.9%	73.3%	-6.9%	-4.7%	-4.0%	-8.2%
This school is well maintained.	77.5%	76.3%	76.7%	75.2%	83.0%	82.7%	82.7%	78.0%	-5.5%	-6.4%	-4.3%	-2.8%
This school looks for ways to improve.	64.7%	67.9%	64.8%	60.3%	70.8%	74.3%	74.3%	70.5%	-6.0%	-6.4%	-7.6%	-10.1%
This school takes parents' opinions seriously.	52.3%	58.4%	54.8%	49.7%	61.3%	64.3%	64.3%	60.8%	-9.0%	-6.0%	-9.0%	-11.1%
This school works with me to support my child's learning.	61.2%	66.4%	63.7%	62.8%	69.3%	72.4%	72.4%	69.7%	-8.1%	-6.0%	-7.2%	-7.0%
PARENT Satisfaction - ACT items												
The achievements of students are celebrated at my child's school.	71.7%	75.9%	70.7%	66.9%	80.1%	79.7%	78.2%	75.0%	-8.4%	-3.7%	-7.5%	-8.1%
Students are being equipped with the capabilities to learn and live successfully			75.9%	73.2%			73.5%	74.1%			2.5%	-0.9%
Overall, I am satisfied with my child's education at this school.	77.5%	81.8%	82.6%	78.5%	76.7%	79.0%	77.9%	76.8%	0.8%	2.8%	4.7%	1.7%
My child understands how to be a good digital citizen.		69.7%	71.3%	77.8%		75.0%	76.0%	80.6%		-5.3%	-4.7%	-2.8%
My child is happy at this school			85.5%	85.6%			82.1%	82.8%			3.4%	2.8%
I am satisfied with the availability of healthy food and drink at my child's school.	49.6%	47.1%	45.8%	44.7%	61.7%	58.0%	59.2%	54.8%	-12.1%	-10.9%	-13.4%	-10.1%
I am satisfied this school has high expectations in all that it does.	75.2%	76.3%	76.2%	72.2%	71.4%	71.3%	70.1%	71.1%	3.8%	5.0%	6.1%	1.1%
I am regularly informed about my child's progress.			74.8%	72.2%			68.4%	67.3%			6.4%	4.9%
Diversity is recognised and celebrated at this school.			81.2%	79.6%			81.0%	80.6%			0.1%	-1.0%
Digital technologies are an integral part of learning and teaching at my child's school.	75.6%	77.7%	80.0%	84.9%	77.5%	83.0%	84.6%	85.6%	-2.0%	-5.3%	-4.6%	-0.7%
Community partnerships are valued and maintained.	60.9%	62.4%	58.8%	52.5%	66.7%	66.5%	64.2%	59.1%	-5.8%	-4.1%	-5.4%	-6.6%

Results of Satisfaction items, Staff, 2017 to 2020, Telopea Park School

	Telopea				All P to 10 Schools				Difference			
	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
STAFF Satisfaction Items - National												
Student behaviour is well managed at this school.	75.6%	64.6%	61.9%	57.9%	54.9%	52.0%	52.6%	52.0%	20.7%	12.8%	9.2%	5.9%
Staff get quality feedback on their performance.	53.7%	51.5%	59.1%	42.2%	57.6%	54.7%	57.8%	54.7%	-4.0%	-6.7%	1.3%	-12.4%
Staff are well supported at this school.	56.1%	55.6%	61.9%	61.4%	64.6%	66.8%	62.9%	66.8%	-8.5%	-5.1%	-1.1%	-5.4%
This school takes staff opinions seriously.	43.9%	51.5%	48.5%	57.9%	63.1%	62.2%	64.4%	62.2%	-19.1%	-8.3%	-16.0%	-4.3%
Students feel safe at this school.	87.8%	88.9%	79.4%	78.1%	75.8%	73.5%	71.1%	73.5%	12.0%	11.1%	8.3%	4.6%
This school is well maintained.	72.0%	75.8%	76.3%	72.8%	77.6%	75.5%	72.3%	75.5%	-5.7%	0.0%	4.0%	-2.7%
Students' learning needs are being met at this school.	76.8%	75.8%	79.4%	74.6%	74.4%	72.3%	74.7%	72.3%	2.4%	2.6%	4.6%	2.2%
Students like being at this school.	87.8%	85.9%	83.5%	79.8%	79.2%	74.5%	75.3%	74.5%	8.7%	6.1%	8.2%	5.3%
Teachers give useful feedback	81.7%	82.8%	75.3%	76.7%	78.0%	74.4%	80.7%	74.4%	3.7%	7.5%	-5.5%	2.2%
This school works with parents to support students' learning.	81.7%	80.8%	79.4%	81.6%	80.5%	84.0%	81.7%	84.0%	1.2%	-1.2%	-2.3%	-2.5%
This school looks for ways to improve.	82.9%	73.7%	79.4%	77.2%	88.5%	82.1%	84.9%	82.1%	-5.5%	-11.4%	-5.5%	-4.9%
Teachers at this school motivate students to learn.	90.2%	89.9%	91.8%	86.0%	88.3%	86.7%	88.2%	86.7%	1.9%	3.6%	3.6%	-0.7%
Teachers at this school treat students fairly.	90.2%	84.8%	88.7%	80.7%	89.2%	87.4%	89.3%	87.4%	1.1%	-3.2%	-0.6%	-6.7%
Students at this school can talk to their teachers about their concerns.	89.0%	91.9%	85.6%	89.5%	90.2%	90.3%	90.5%	90.3%	-1.1%	1.6%	-4.9%	-0.9%
Parents at this school can talk to teachers about their concerns.	93.9%	92.9%	90.7%	90.4%	90.7%	91.4%	91.5%	91.4%	3.2%	0.7%	-0.8%	-1.0%
Teachers at this school expect students to do their best.	93.9%	91.9%	96.9%	92.1%	91.2%	89.0%	91.8%	89.0%	2.7%	1.8%	5.1%	3.1%
STAFF Satisfaction items ACT												
My professional achievements are celebrated at this school.	46.3%	49.5%	64.6%	42.1%	58.0%	52.8%	58.2%	47.3%	-11.6%	-3.3%	6.4%	-5.2%
There is effective communication amongst all staff.	40.2%	47.5%	49.0%	38.6%	47.5%	45.9%	48.9%	51.0%	-7.2%	1.5%	0.1%	-12.4%
Students at this school understand how to be good digital citizens.		64.6%	55.2%	63.2%		53.4%	54.8%	61.5%		11.2%	0.4%	1.6%
Community partnerships are valued and maintained at the school			69.8%	55.3%			69.8%	66.7%			0.0%	-11.4%
Teachers at this school use results from system testing and system processes to inform planning.	75.6%	66.7%	65.6%	64.9%	73.2%	64.4%	66.5%	66.8%	2.4%	2.2%	-0.8%	-1.9%
I am satisfied this school has high expectations in all that it does.	89.0%	79.8%	84.4%	72.8%	77.8%	73.8%	77.0%	73.6%	11.2%	6.0%	7.3%	-0.8%
Students at this school benefit from using digital technologies for school work.		71.7%	75.0%	76.3%		76.2%	74.3%	75.0%		-4.5%	0.7%	1.3%
Students at this school are being equipped with the capabilities to learn and live successfully			83.3%	79.8%			77.6%	76.1%			5.7%	3.8%

The use of digital technologies is an integral part of learning and teaching at this school.
Overall I am satisfied the students are getting a good education at this school.
I am confident using digital technologies in my teaching practice.
I encourage students to take responsibility for their own learning

90.2%	79.8%	87.5%	82.5%	81.4%	82.3%	84.8%	78.7%	8.9%	-2.5%	2.7%	3.7%
92.7%	89.9%	84.4%	83.3%	82.4%	82.1%	79.2%	79.4%	10.3%	7.8%	5.2%	3.9%
	76.8%	82.3%	79.8%		78.5%	83.3%	80.0%		-1.7%	-1.0%	-0.2%
		94.8%	89.5%			93.3%	91.3%			1.5%	-1.9%

Your School ⓘ

School Climate

Record 7

Domains on this page:

- Shared Values and Approach domain
- Academic Emphasis domain
- Staff-Student Relations domain
- Student Relations domain
- Staff Relations domain

School Name	School Network	School Type
Telopea Park School	South/Weston	P to Year 10

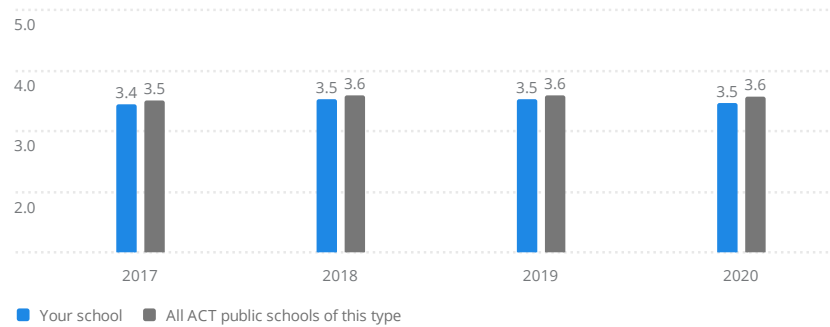
School climate is made up of components including a school's academic emphasis, shared values and approach and relationships in the school community.

Shared Values And Approach

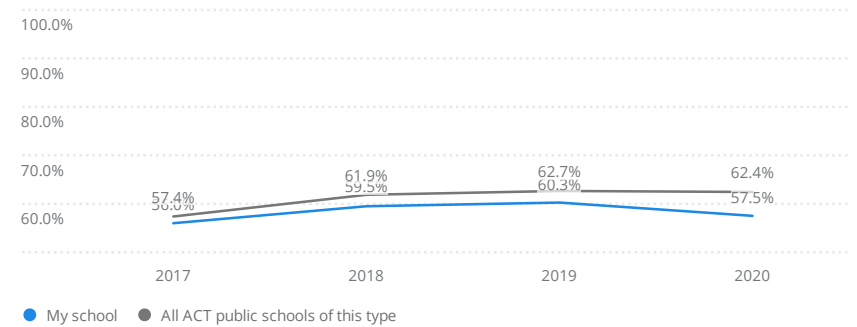
The Shared Values and Approach domain measures respondent perceptions of concepts such as students and staff working together towards the same goals, clear expectations and rules based on values and goals that are well understood. In a school that has strong Shared Values and Approach, school spirit is high and new students and staff are made to feel welcome.

STUDENTS

Average Shared Values and Approach score, STUDENTS, 2017-2021

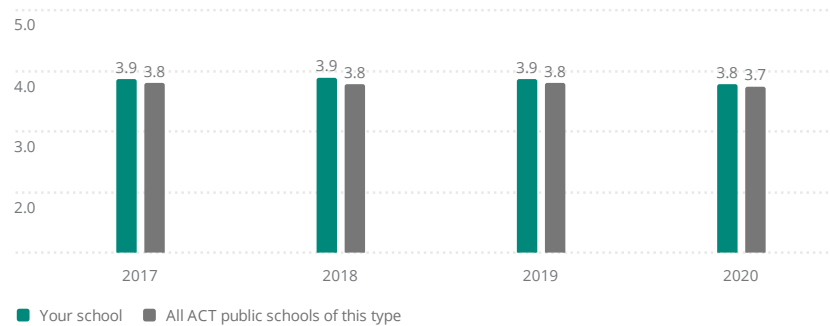


Proportion with strong Shared Values & Approach score, STUDENTS, 2017-2021

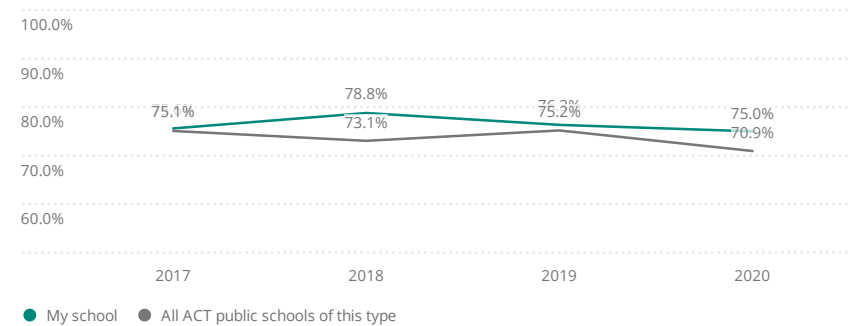


STAFF

Average score, Shared Values and Approach domain, STAFF, 2017-2020

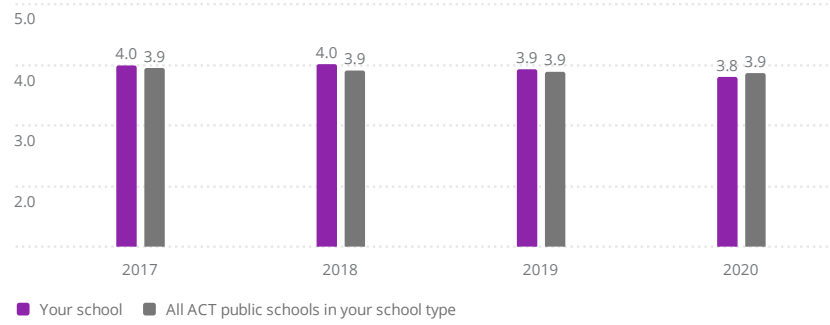


Proportion with strong Shared Values & Approach score, STAFF, 2017-2021

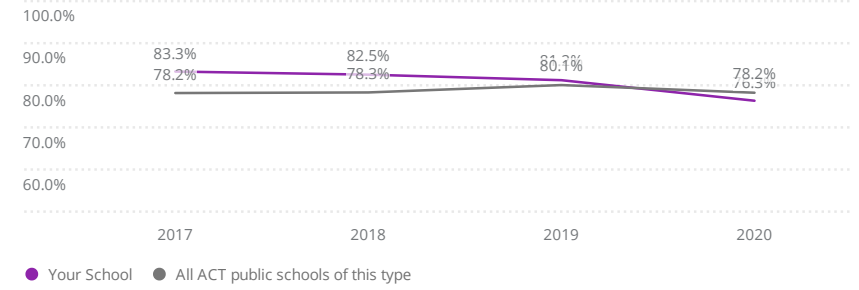


PARENTS & CARERS

Average Shared Values and Approach score, PARENTS AND CARERS, 2017-2021 [↕](#)



Proportion with strong Shared Values & Approach score, PARENTS & CARERS, 2017-2021 [↕](#)
Record 7

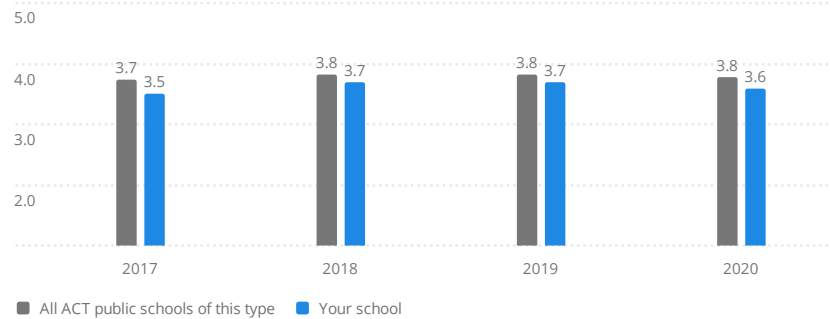


Academic Emphasis

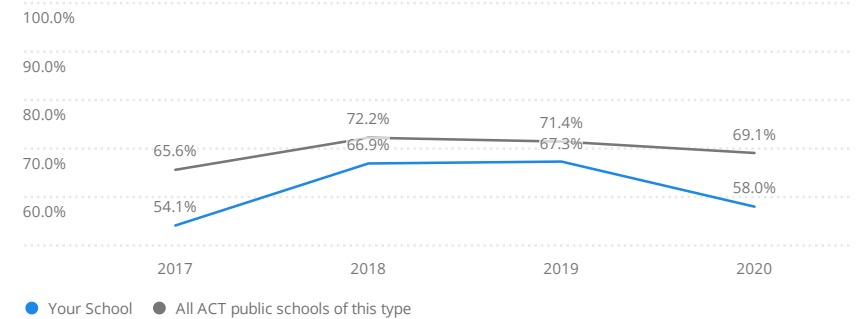
The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and belief by teachers that every student can be a success.

STUDENTS

Average Academic Emphasis score, STUDENTS, 2017-2021 [↕](#)

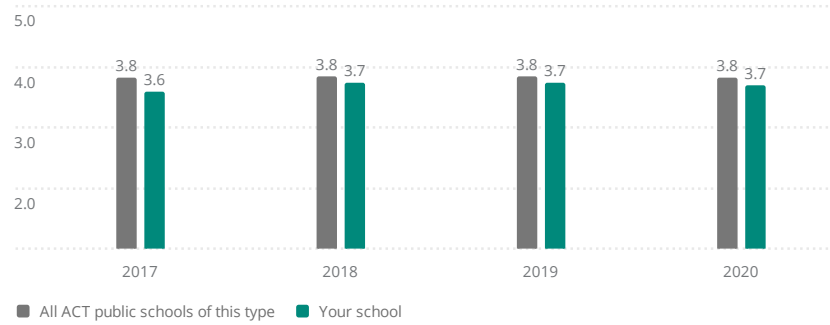


Proportion with strong Academic Emphasis score, STUDENTS, 2017-2021 [↕](#)



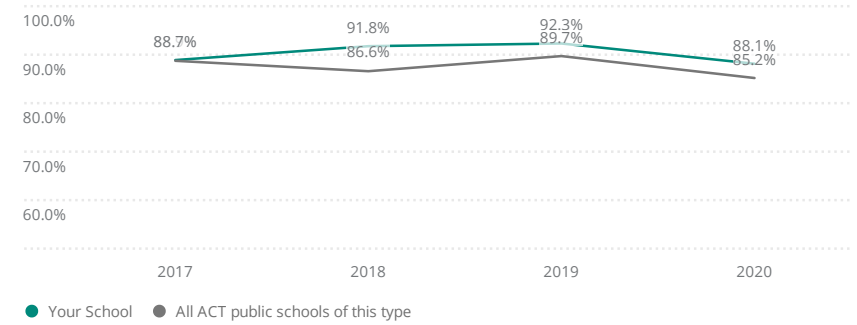
STAFF

Average Academic Emphasis score, STAFF, 2017-2021



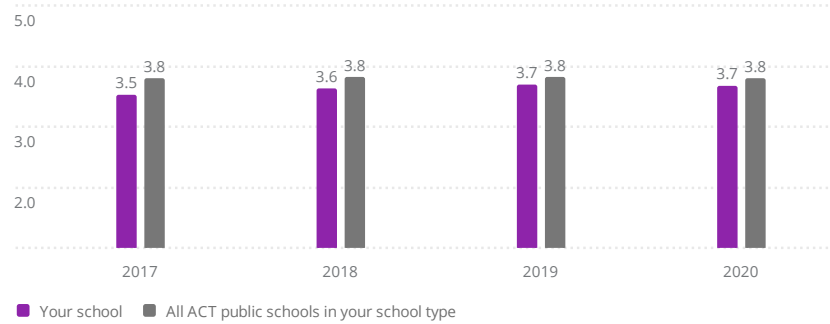
Proportion with strong Academic Emphasis score, 2017-2021

Record 7

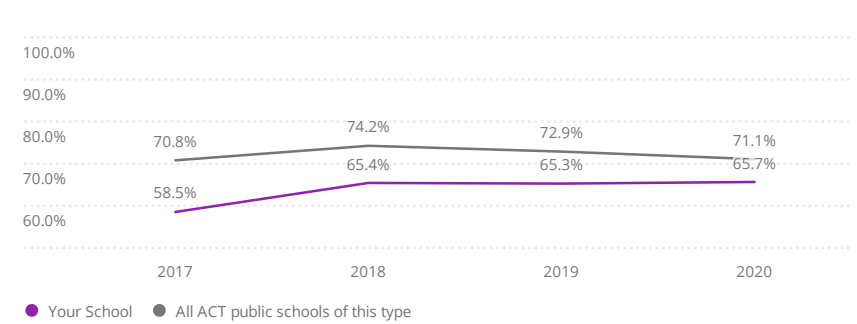


PARENTS & CARERS

Average Academic Emphasis score, PARENTS AND CARERS, 2017-2021



Proportion with strong Academic Emphasis score, PARENTS & CARERS, 2017-2021

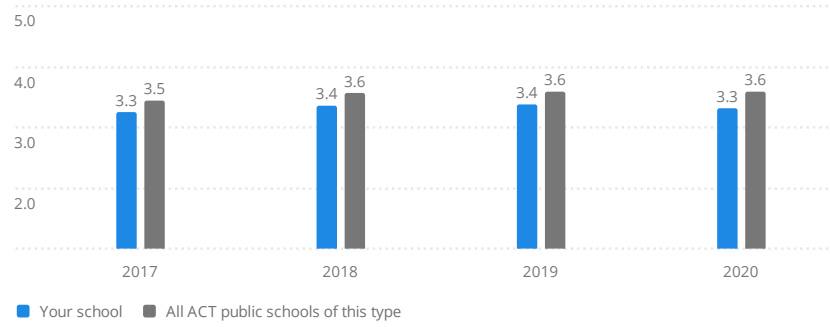


Staff Student Relations

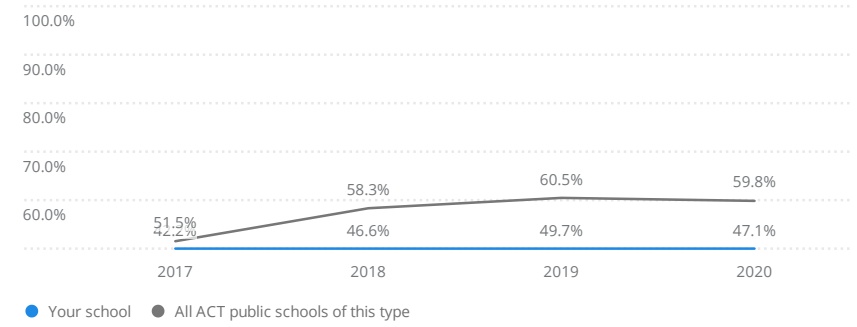
The Staff Student Relations domain on the student dashboard relates to student perceptions of staff care and friendliness towards students, how staff treat students with respect and go out of their way to help students, how staff involve them in decisions and planning, taking their concerns seriously and showing them understanding. When asking parents and carers, the domain is called *Relations*.

STUDENTS

Average Staff Student Relations score, STUDENTS, 2017-2021

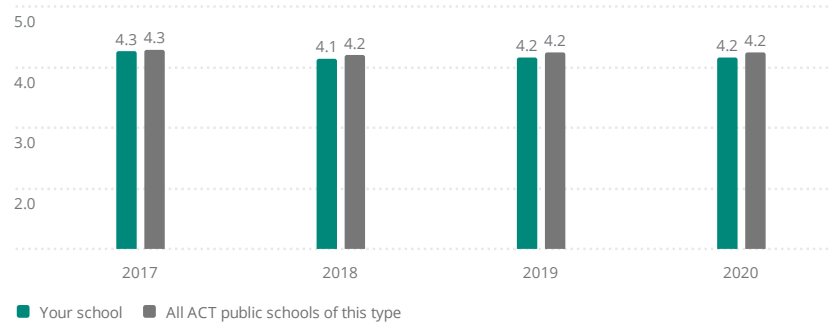


Proportion with strong Staff Student Relations score, STUDENTS, 2017-2021 **Record 7**

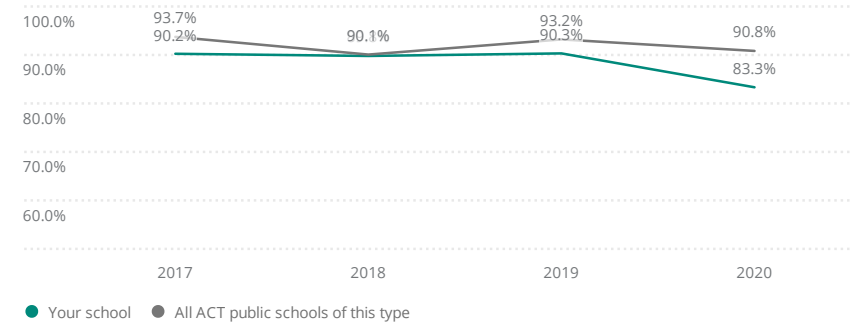


STAFF

Average Staff Student Relations score, STAFF, 2017-2021



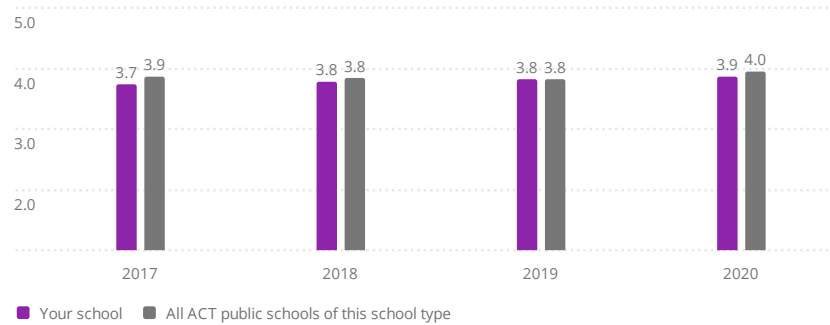
Proportion with strong Staff Student Relations score, STAFF, 2017-2021



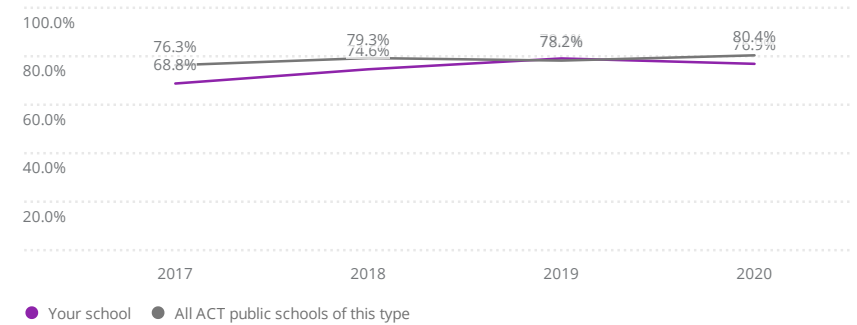
PARENTS & CARERS

The Relations domain measures parents' and carers' beliefs about relationships between staff and students at the school.

Average Relations score, PARENTS & CARERS, 2017 to 2021



Proportion with strong Relations score, PARENTS & CARERS, 2017-2021

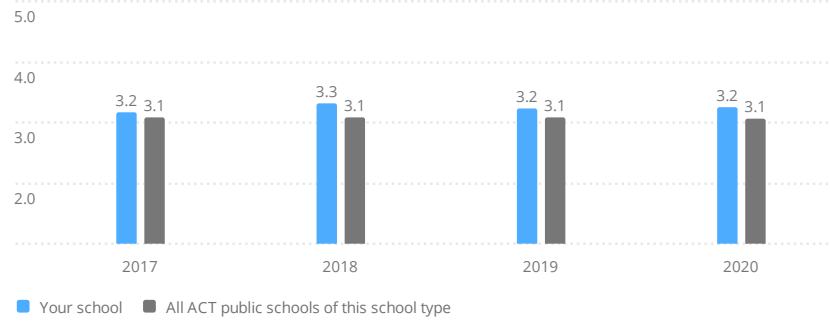


Student Relations, Staff Relations

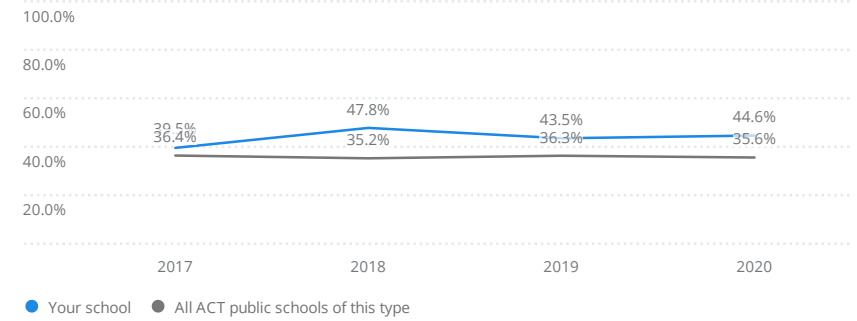
These domains measure beliefs about relationships within particular groups; Student Relations measures student beliefs about how students relate to each other, and Staff Relations measures staff beliefs about how staff relate to each other. **Record 7**

STUDENTS

Average Student Relations score, 2017 to 2021

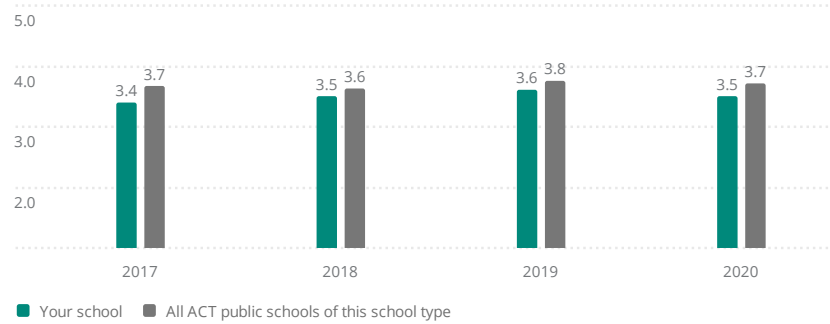


Proportion with strong Student Relations score, STUDENTS, 2017-2021

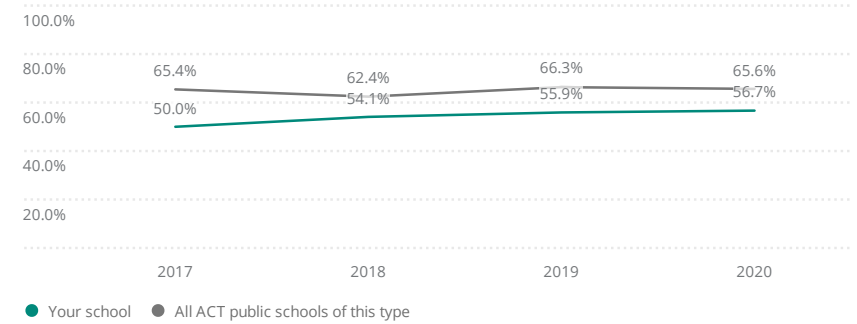


STAFF

Average Staff Relations score, 2017 to 2021



Proportion with strong Staff Relations score, STAFF, 2017-2021



Domains on this page:

- Team Morale
- Leadership
- Professional Development
- Organisational Commitment
- Self-reported Performance

Professional Climate - Staff

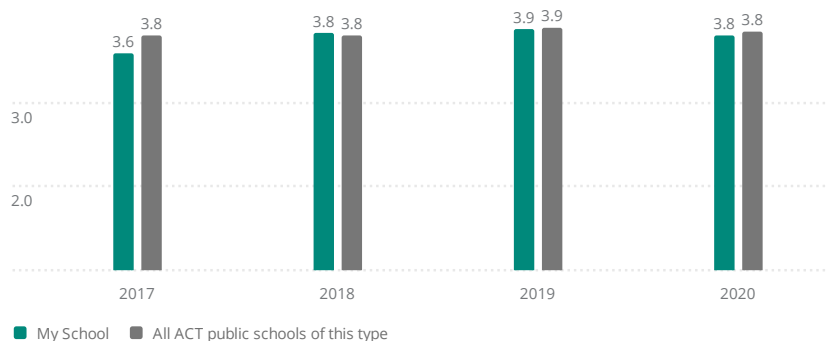
Your School ⓘ

School Name	School Network	School Type
Telopea Park School	South/Western	P to Year 10

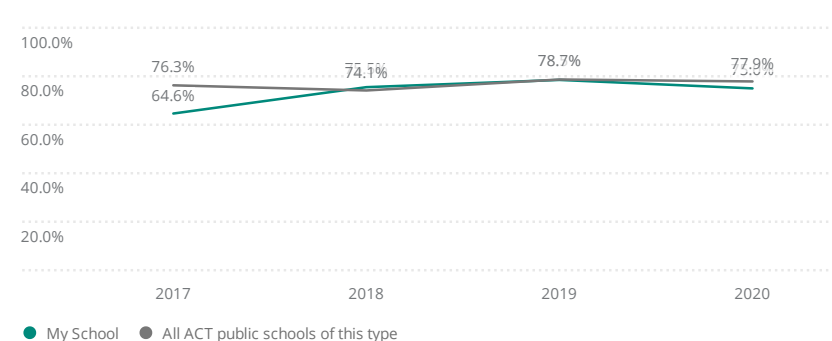
Team Morale

The concepts measured in the Team Morale domain include the enthusiasm with which staff work, the strength of team spirit, pride in teamwork and overall morale.

Average Team Morale score, STAFF, 2017 - 2021



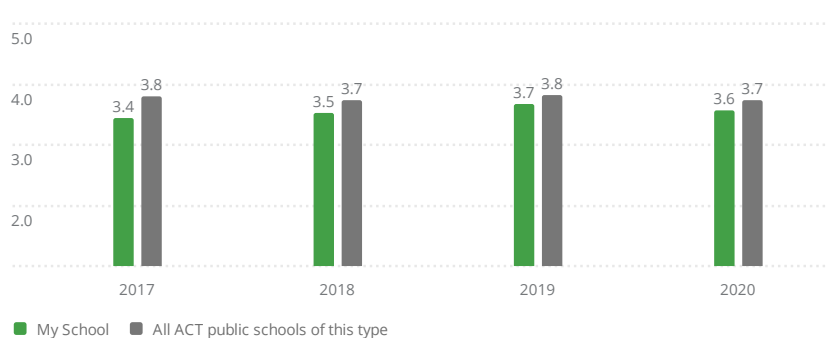
Proportion with strong Team Morale score, STAFF, 2017 - 2021



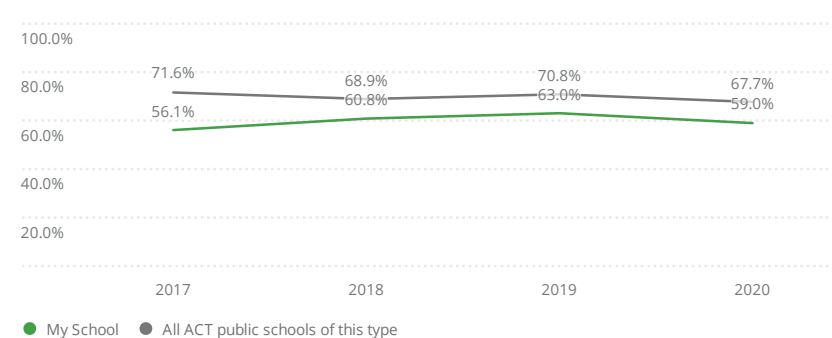
Leadership

Concepts surveyed in the Leadership domain include whether the leadership embodies what the school stands for and whether it is representative of the school members. Staff are asked whether the leadership exemplify what it means to be a member of the school, promote and act as a champion for the school and create a sense of cohesion and structure.

Average Leadership score, STAFF, 2017 - 2021



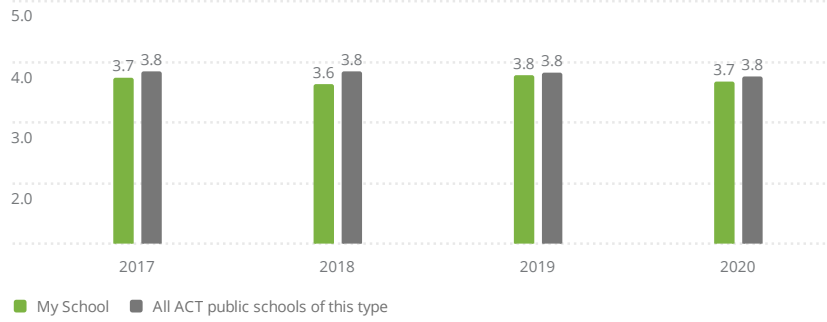
Proportion with strong Leadership score, STAFF, 2017 - 2021



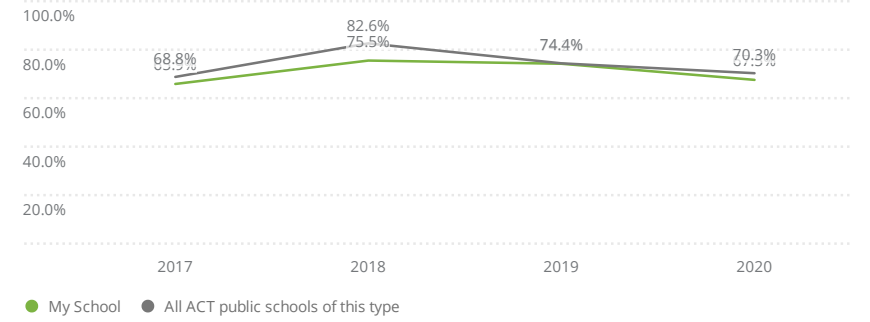
Professional Development

The Professional Development domain includes staff feedback on their performance and being recognised for good work, participation by staff in professional development programs, and the frequent sharing of teaching methods and strategies with each other. Also included is the extent of mentoring or peer

Average Professional Development score, STAFF, 2017 - 2021



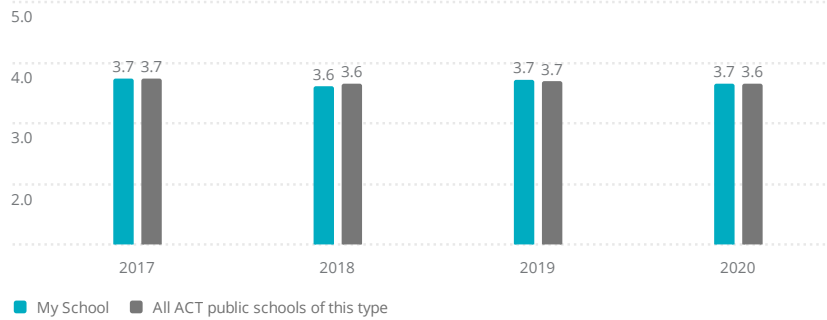
Proportion with strong Professional Development score, 2017 - 2021 **Record 8**



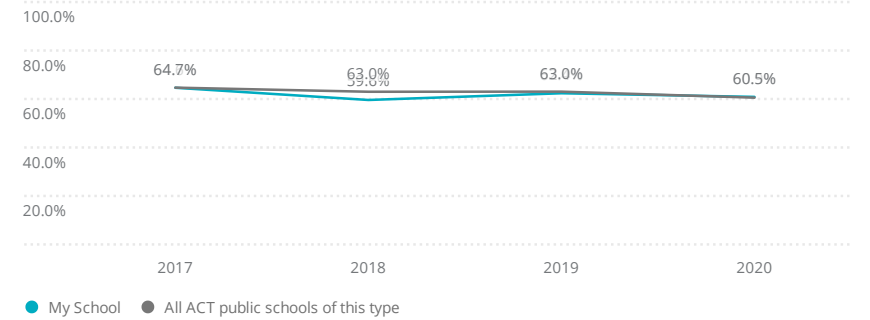
Organisational Commitment

Organisational commitment is measured by asking staff if they promote their school to their friends as a great place to work and whether they would accept almost any assignment in order to keep working for their school. It asks whether staff are willing to put in effort beyond that normally expected to help the school succeed and if the

Average Organisational Commitment score, STAFF, 2017 - 2021



Proportion with strong Organisational Commitment score, STAFF, 2017 - 2021



Self-rated Performance

Self-rated Performance was measured for the first time in 2021. Staff were asked to agree or disagree with four statements about personal effort at work.

Self-rated performance, My School, 2021

No data found - your filters may be too exclusive!

Average Self-rated performance, My School, 2021

No data found - your filters may be too exclusive!

Self-rated performance, All ACT public schools of this type, 2021

No data found - your filters may be too exclusive!

Average Self-rated performance, All ACT public schools of this type, 2021

No data found - your filters may be too exclusive!

Domains on this page:

- Staff Stress
- Staff Self-Esteem

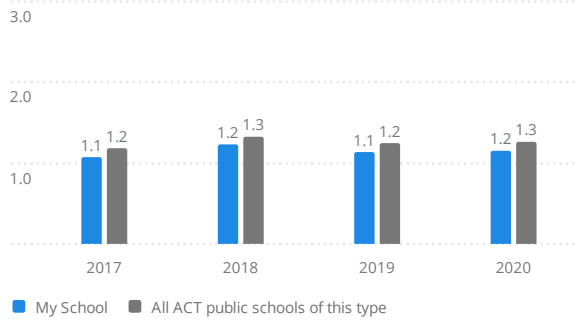
Staff Wellbeing

Your School ⓘ

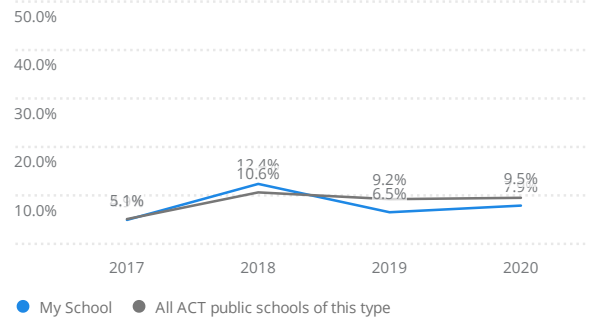
School Name	School Network	School Type
Telopea Park	South/West	P to Year

Staff Stress

Average Stress score, STAFF, 2017 - 2021

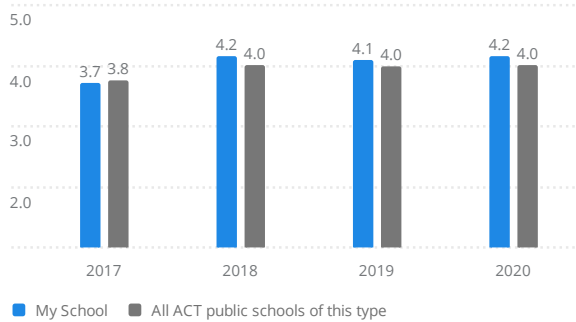


Proportion with high Stress score, STAFF, 2017 - 2021

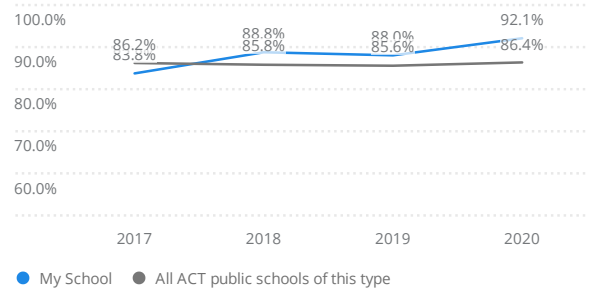


Staff Self-Esteem

Average Self Esteem score, STAFF, 2017 - 2021



Proportion with strong Self Esteem score, STAFF, 2017 - 2021



Domains on this page:

- Behavioural Engagement
- Emotional Engagement
- Perceived Support and Safety
- Family Support
- Community Support

Engagement and Support - Students

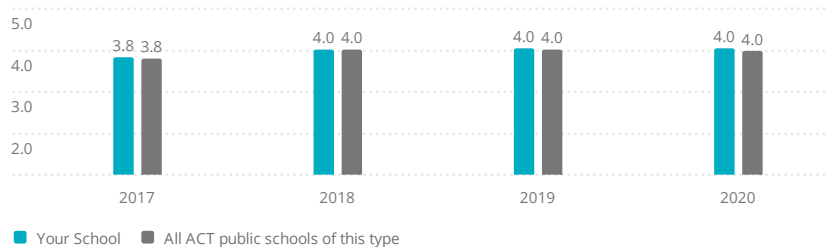
Your School ⓘ

School Name	School Network	School Type
Telopea Park School	South/Weston	P to Year 10

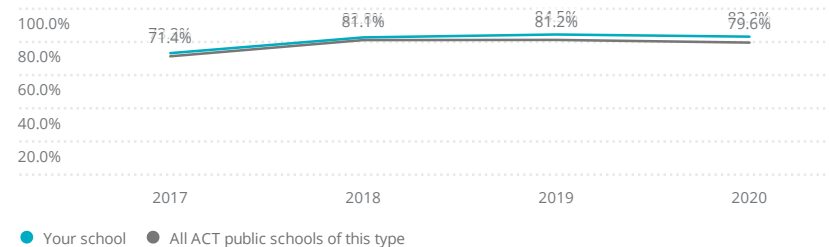
Behavioural Engagement

Behavioural Engagement describes how intensely a student tries their best, both in completing work and undertaking work to the best of their ability. It also includes student self-reported levels of hard work, active participation and effort. It includes their

Average Behavioural Engagement scores, STUDENTS, 2017 to 2021



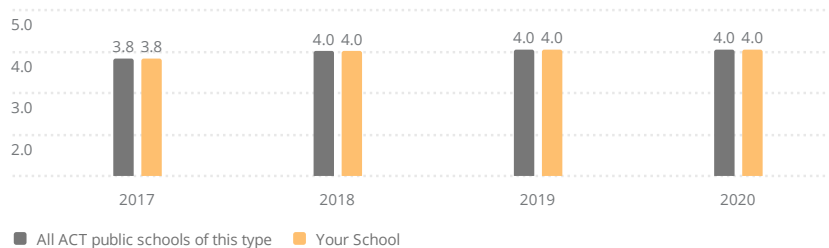
Proportion with strong Behavioural Engagement score, STUDENTS, 2017-2021



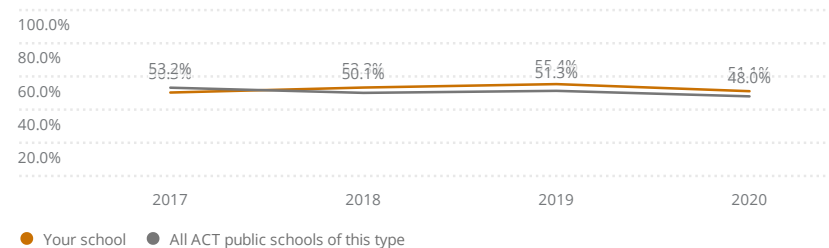
Emotional Engagement

Emotional Engagement includes concepts such as students enjoying the work they do in class and feeling excited about their work. It also addresses levels of student interest in what they are learning and their perceptions of how much fun learning in class is.

Average Emotional Engagement scores, STUDENTS, 2017-2021



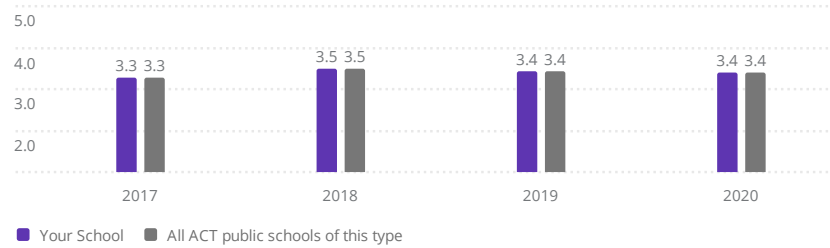
Proportion with strong Emotional Engagement score, STUDENTS, 2017-2021



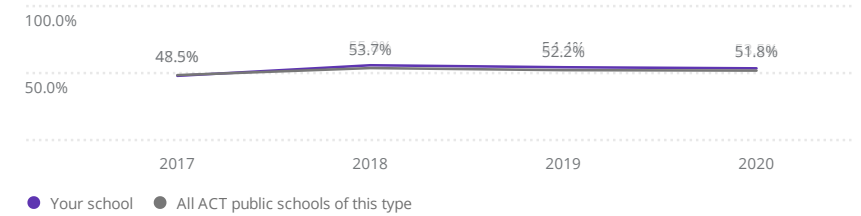
Perceived Support & Safety

Concepts measured by this domain include the extent to which students feel close to others at their school, how safe they feel, and whether the school is a nice place to be. It includes believing that teachers care about students and that students can talk to teachers about problems at

Average Perceived Support and Safety scores, STUDENTS, 2017-2021



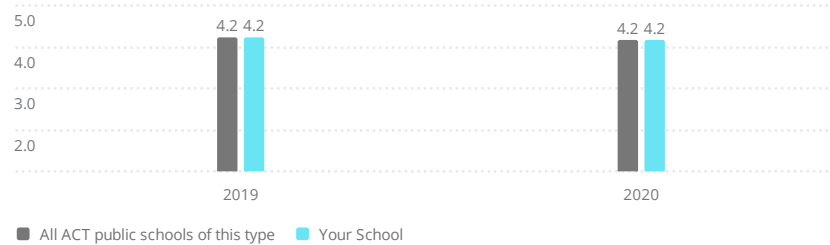
Proportion with strong Perceived Support and Safety score, STUDENTS, 2017-2021
Record 10



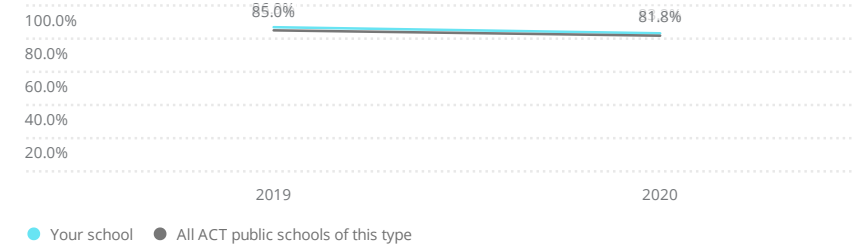
Family Support

Family Support was collected for the first time in 2019. The student's home environment is an important part of creating engagement with learning. The Family Support domain measures the level of support for their education that a child receives from an adult who lives in their home.

Average Family Support scores, STUDENTS, 2019-2021



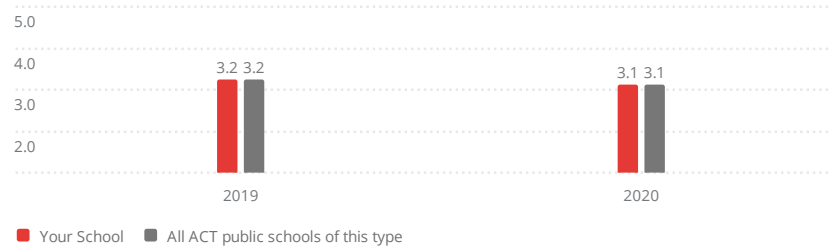
Proportion with strong Family Support score, STUDENTS, 2019-2021



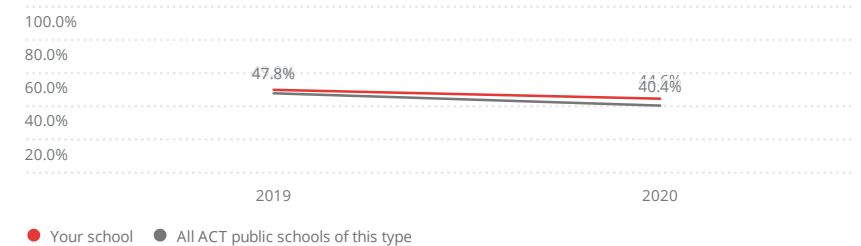
Community Support

Community Support was collected for the first time in 2019. The Community Support domain measures the level of support for their education that a child receives from an adult from their community who does not live in their home.

Average Community Support scores, STUDENTS, 2019-2021



Proportion with strong Community Support score, STUDENTS, 2019-2021



Domains on this page:
 Positive Affect
 Anxiety
 Depression
 Resilience
 Loneliness

Student Wellbeing

Student wellbeing is both an important factor and an important predictor of student growth and learning. The Wellbeing measures included here are in no way diagnostic; they represent a student's sense of wellbeing at a particular snapshot in time. Note that the scales of each measure differ.

Note: Wellbeing items were included for students in Year 6 for the first time in 2022. This means that primary schools will have access to this information for the first time. Schools with both primary and high school may notice a slight discontinuity in data between 2020 and 2021. Please

School Name	School Network	School Type
Telopea Park School	South/Western	P to Year 10

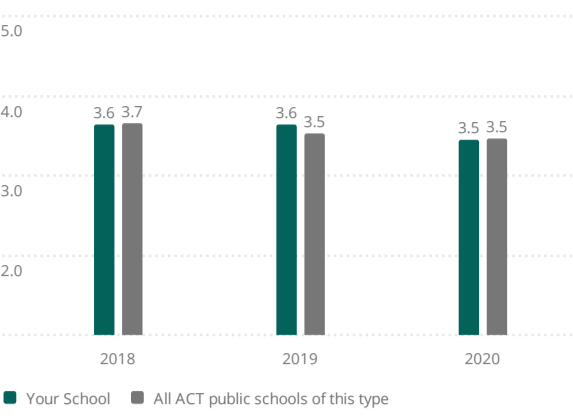
Positive Affect

Positive Affect can be described as the propensity to experience positive emotion and interact with others and with life's challenges in a positive way.

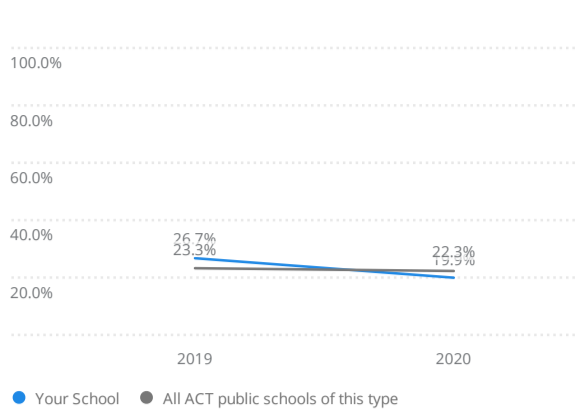
An average score of 4.5 or more is considered 'High'.

Note that proportion with high Positive Affect score is not currently available for years

Average Positive Affect score, STUDENTS, 2018-2021



Proportion with high Positive Affect score, STUDENTS, 2018-2021

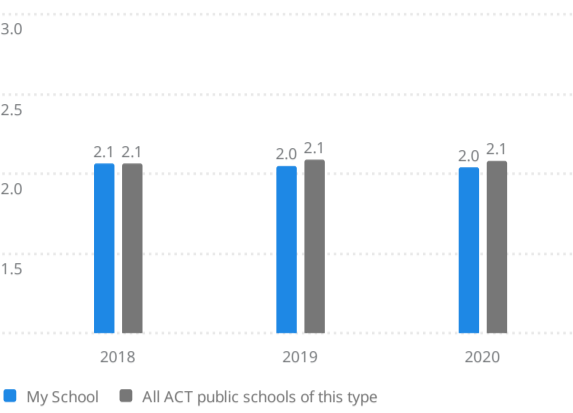


Anxiety

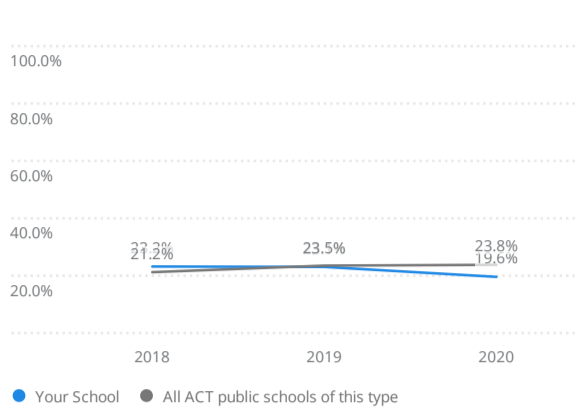
The Anxiety domain assesses situational anxiety and subjective experience of anxious affect.

An average score of 2.6 or more is considered 'High'.

Average Anxiety score, STUDENTS, 2018-2021



Proportion with high Anxiety score, STUDENTS, 2018-2021

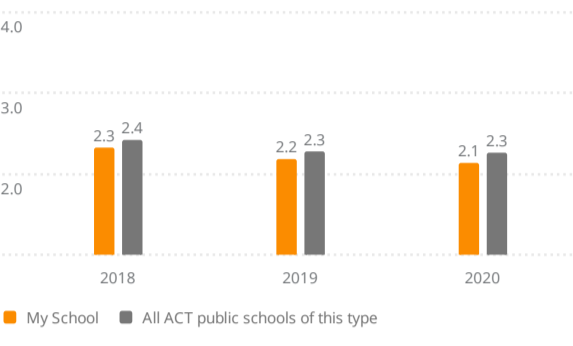


Depression

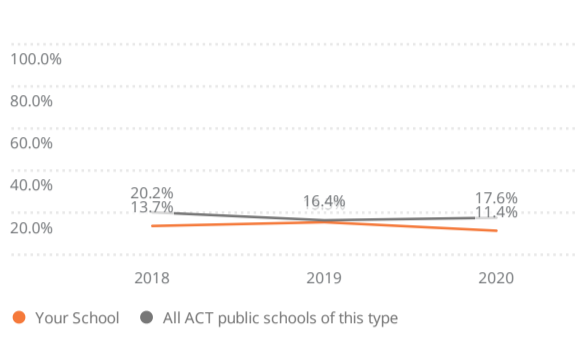
In the Depression domain, students from Years 6 to 12 were asked to think about their day-to-day life and rate how much each of the 10 statements applied to them.

An average score of 3 or more is considered 'High'.

Average Depression score, 2018-2021



Proportion with high Depression score, STUDENTS, 2018-2021

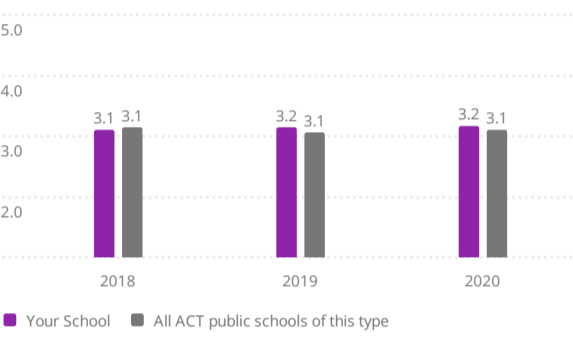


Resilience

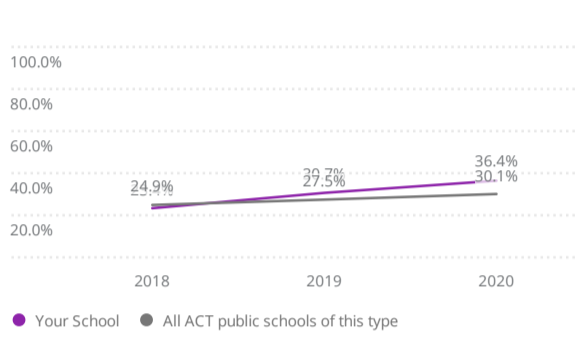
Resilience is generally thought of as a positive adaptation after a stressful or adverse situation.

A score of 3.5 or above is considered 'high'.

Average Resilience score, STUDENTS, 2018 - 2021



Proportion with high Resilience score, STUDENTS, 2018-2021

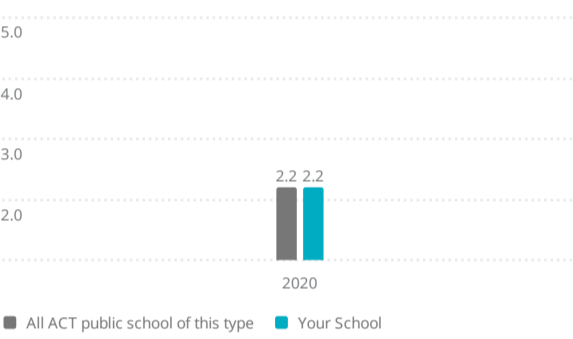


Loneliness

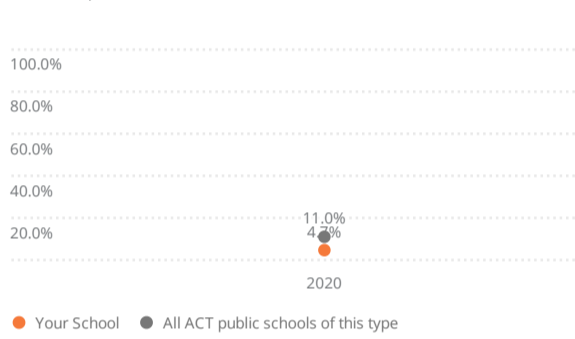
Loneliness was measured for the first time in 2020. Loneliness is measured using 6 items rated by students on 5-point Likert scales where 1 = Strongly disagree and 5 = Strongly agree.

An average score of 3.5 or above is considered 'high'.

Average Loneliness score, STUDENTS, 2020 and 2021



Proportion with high Loneliness score, STUDENTS, 2020-2021

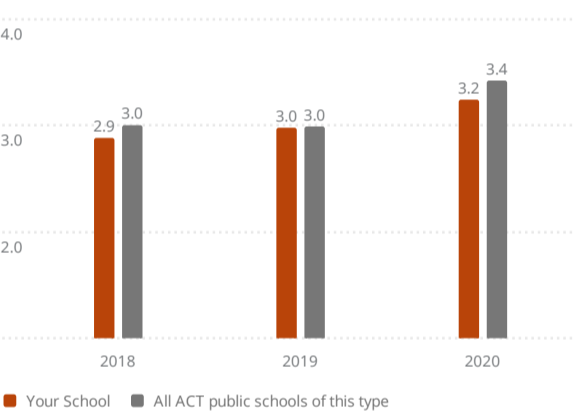


Happiness

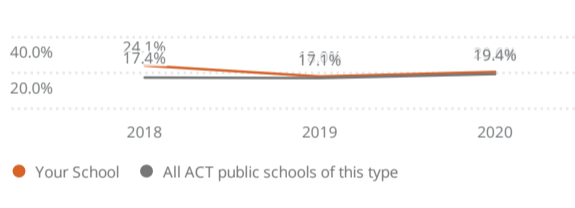
Students were asked: "Taking all things together, how happy are you?"

Happiness is rated by students on 4-point Likert scales where 1 = Not at all happy and 4 = Very Happy. 5 = Don't Know.

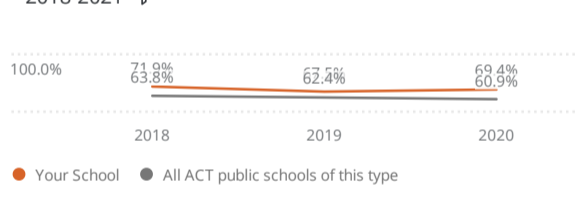
Average Happiness score, STUDENTS, 2018 - 2021



Proportion of students 'Very Happy', 2018-2021



Proportion of students 'Fairly Happy' and 'Very Happy', 2018-2021

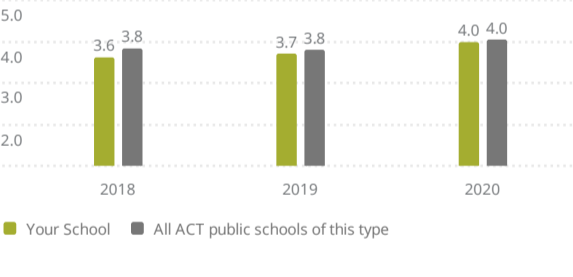


Life Satisfaction

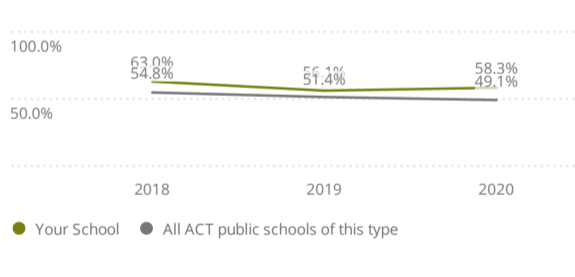
Students were asked: "All things considered, how satisfied are you with your life as a whole these days?"

Life Satisfaction is rated by students on 5-point Likert scales where 1 = Very dissatisfied and 5 = Very satisfied. 6 =

Average Life Satisfaction score, STUDENTS, 2018-2021



Proportion of students 'Satisfied/Very Satisfied', 2018-2021

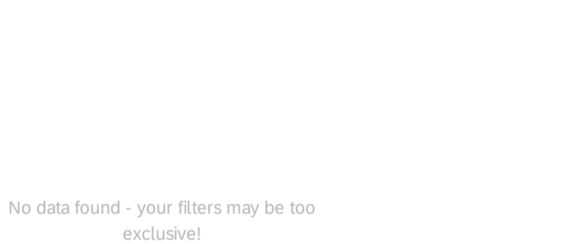


Life Satisfaction Domain

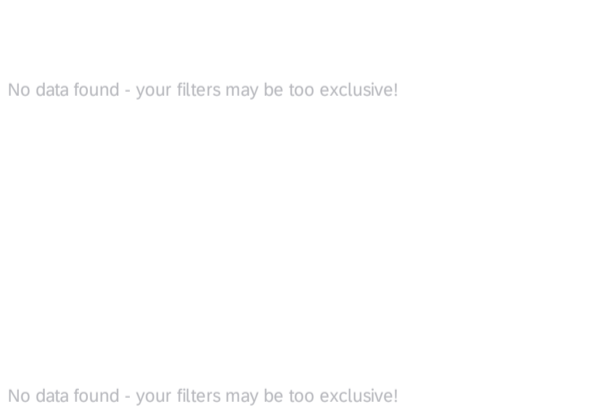
In 2021 a more rigorous measure of Life Satisfaction was included in the form of a scale with 6 items. Students were asked to rate their agreement with each item and a Life Satisfaction domain score was calculate from their answers. Both the single question and the scale were included in 2021 for the purposes of comparison.

The Life Satisfaction

Average Life Satisfaction score, STUDENTS, 2021



Responses to Life Satisfaction items, STUDENTS, 2021

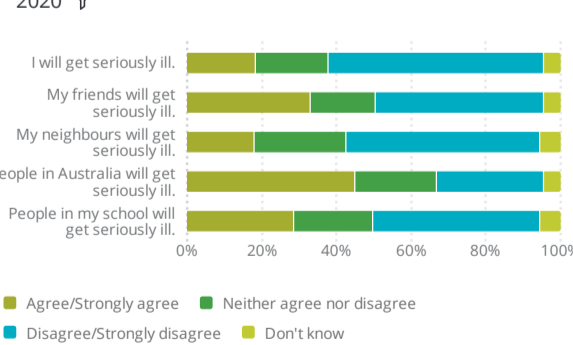


Covid Anxiety

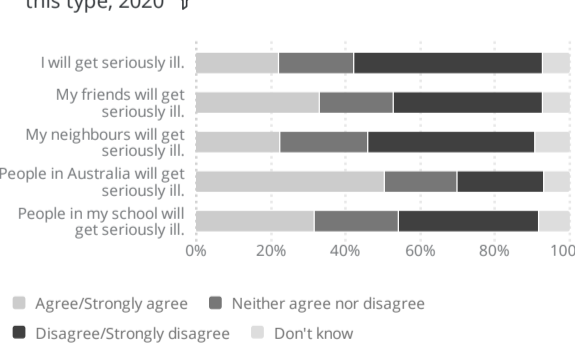
Covid Anxiety was first measured in 2020 as a response to the Covid19 pandemic.

Students were asked to agree or disagree with the statements on a 5-point Likert scale where 1 represents 'Strongly disagree' and 5 represents 'Strongly Agree'.

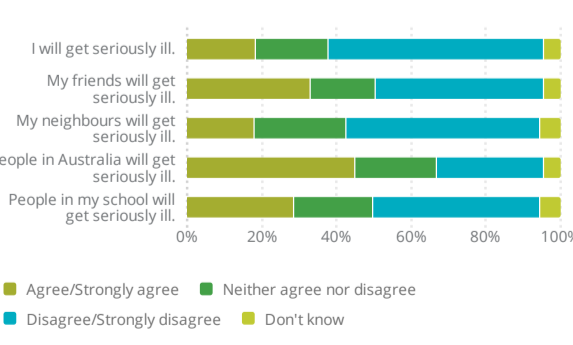
Responses to Covid Anxiety items, Students, My school, 2020



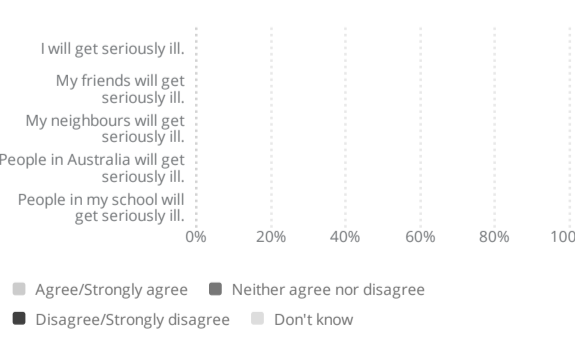
Responses to Covid Anxiety items, Students, All schools of this type, 2020



Responses to Covid Anxiety items, Students, My school, 2021



Responses to Covid Anxiety items, Students, All schools of this type, 2021

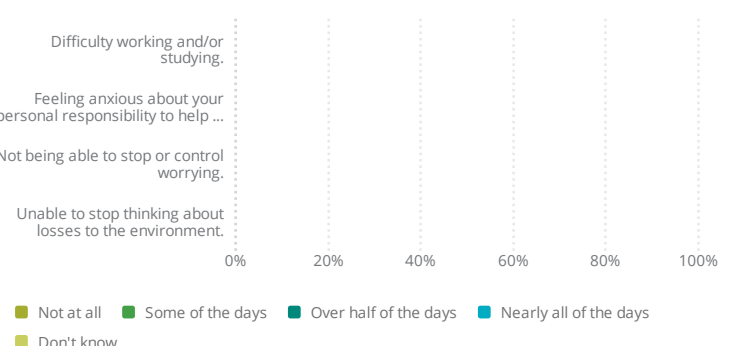


Eco-Anxiety

Eco-Anxiety was introduced in 2021 to enable measurement of the effect that anxiety about environment issues was having on students.

Year 7 and above students were asked in the last two weeks how often they have experienced eco-anxiety on a 4-point Likert scale where 1 represents 'not at all' and 4 represents 'nearly all of the days'.

Responses to Eco-Anxiety items, Students, My school, 2021



Responses to Eco-Anxiety items, Students, All schools of this type, 2021

