

Introduction

In undertaking this research, The Survey used quantitative research to reach key target segments. The research was conducted through a survey called “Student Wellbeing Survey”, which was distributed via email and LinkedIn to schools across Australia. The survey was sent to 4107 different contacts on April 20, 2020 and concluded on May 20, 2020. The results and data have been analysed to provide insights to the following key questions:

- + How are schools teaching wellbeing content to students?
- + How are schools diaries being used by teachers and students?
- + Could wellbeing content to be distributed to students through school diaries?

Part One - Audience

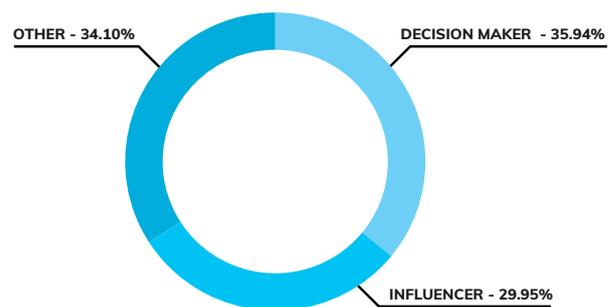
The first part of the survey focused on the audience participating in the research; specifically, their position within the school.

There was an even distribution of respondents who answered the survey with those that replied ‘other’ occupying a faculty role.

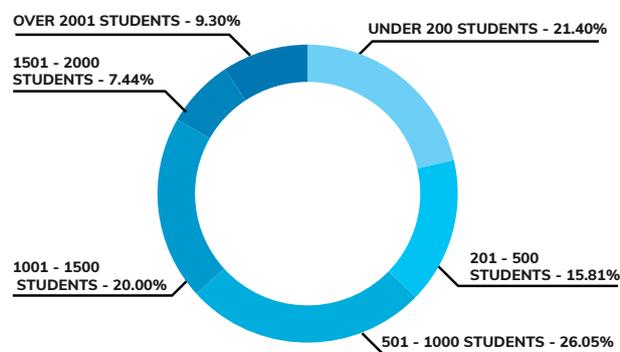
There was also a fairly even distribution of small, medium and large schools, the only exception being very large schools with over 1500 students.

The vast majority of schools already have some sort of wellbeing program in place with only 9% suggesting they have no current program. Those that said their school has no program were placed into a separate series of questions to further investigate what factors would influence their decision to implement one.

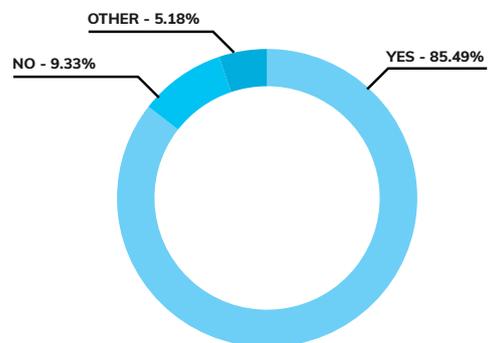
What best describes your position within your school?



How many students do you have at your school?



Does your school have a wellbeing program in place?

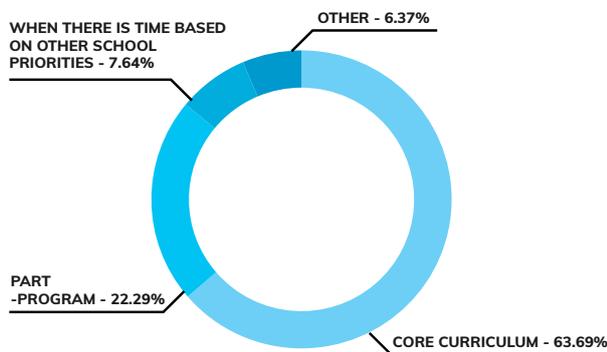


Part Two - Wellbeing

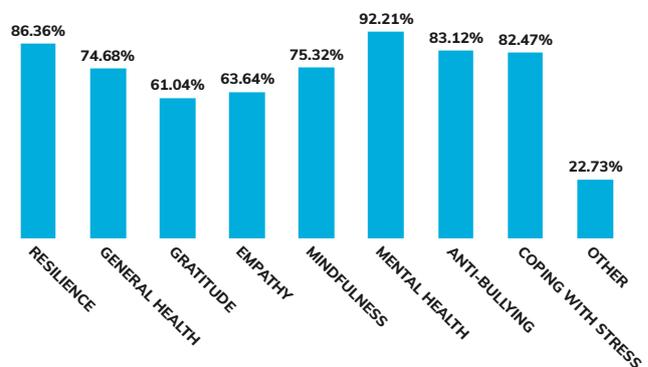
This part of the survey provides critical insights into the program structure of most schools. Data captured here highlights the importance of wellbeing programs within most schools' core curriculum with only a small percentage (7.64%) suggesting that these programs exist but are secondary to other subjects.

Whilst mental health is a particularly common subject, all the options provided received significant attention in most wellbeing programs. Several respondents provided other points of discussion such as cultural awareness, drug & alcohol information/awareness programs and LGBTQIA+ awareness.

Which of the below best describes your school wellbeing program?



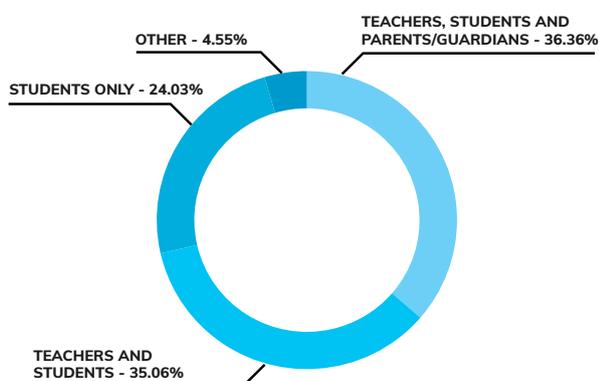
What areas of wellbeing are included in your program? Select all that apply.



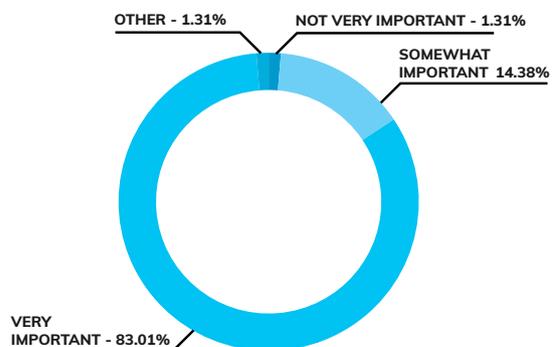
Respondents gave a fairly even selection of answers when asked which groups their wellbeing program focuses on. Based on the distribution of these answers, it is reasonable to assume that students occupy the main focus of these programs, with teachers and then parents progressively receiving less attention.

There is a strong correlation between how wellbeing programs are integrated into school curriculum and their perceived importance within the school community. 100% of people who previously indicated that wellbeing programs were part of the core-curriculum also suggested those same programs were very important. Part-programs do not necessarily indicate a lack of importance, with 73% suggesting that wellbeing programs are still a very important aspect of school life despite the fact that they are not a part of the school's core curriculum.

Which groups in your school community does your wellbeing program focus on?

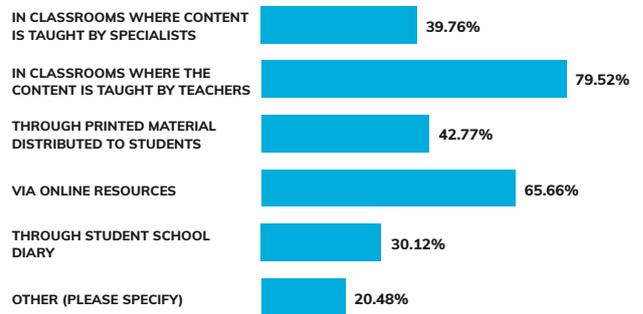


How important is your wellbeing program to your school?



When considering how these types of programs should be delivered to students, most people believe in-classroom teaching is the most effective way to communicate the subject. Online resources (65.66%) also received significant attention, followed by the use of printed material (42.77%). Almost a third of respondents selected through a school diary and those that made comments in 'other' noted the need for a diverse approach.

How do/how would you deliver the program content to your students? Select all that apply.



Expanding on the previous question, we asked survey participants to elaborate on their previous answer and received a range of insightful and nuanced answers. Although classroom sessions are a clear preference in wellbeing education, many suggested that a multifaceted approach, leveraging a variety of mediums is needed to effectively manage the subject.

“A combination of ways, however face-to-face is always appreciated and ranked highest”

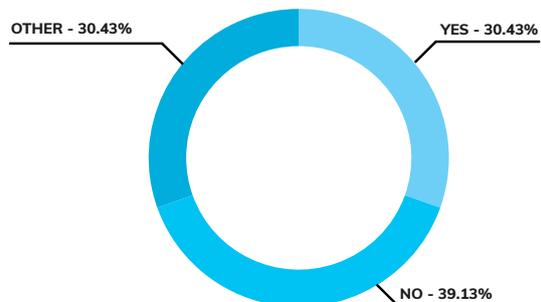
“Individual, small groups, class room, curriculum, targeted when needed, on-line resources, face-to-face: all aspects are part of a puzzle that need to go together to fill gaps, and ensure individual needs are met.”

“Explicit but then within practice so children can identify emotional literacy and see strategies in action.”

“Via short, targeted learning intervals that does not intervene with core curriculum. In previous times, pairing well-being into core lessons see's the content being condensed and not placed with high importance.”

Those who said their school does not currently have any implementation of a wellbeing program were placed in a separate series of questions to investigate how likely schools are to begin such a program. 39% of people selected 'no' and when prompted to elaborate, gave a broad range of answers. Rationales appear specific to each school's circumstances with no pattern or recurring factors appearing. Almost a third selected other, mostly specifying that they were “not sure or aware of the school's intentions.”

Does your school have any plans to put in place a wellbeing program?

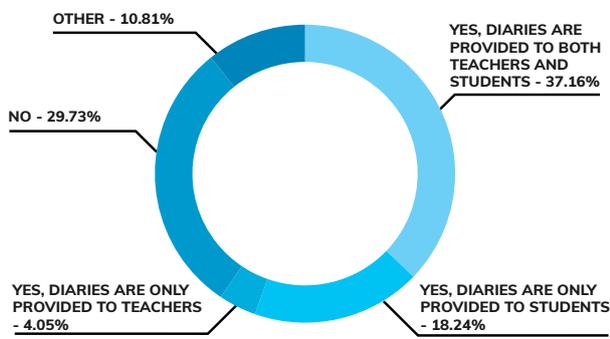


Part Three - Diary Usage

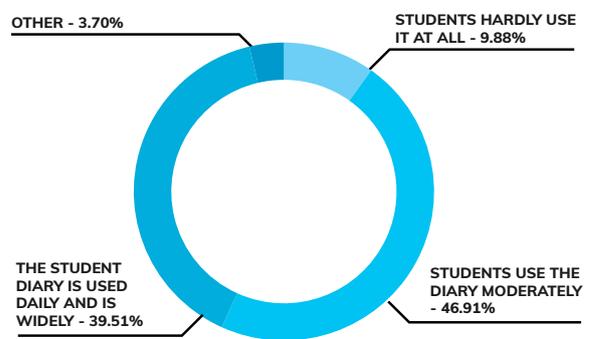
Part three of the survey focused specifically on the role diaries play in student life at school, how wellbeing coursework could be integrated into student diaries and the preferences schools have when looking for a diary provider.

The first question in this part of the survey looks to establish the current demand for school diaries. Nearly 60% of schools provide school diaries in some capacity to their students and/or staff. Across the schools that have a diary solution, the vast majority (86.42%) see moderate to widespread usage of diaries throughout the student body.

Does your school have a school diary?

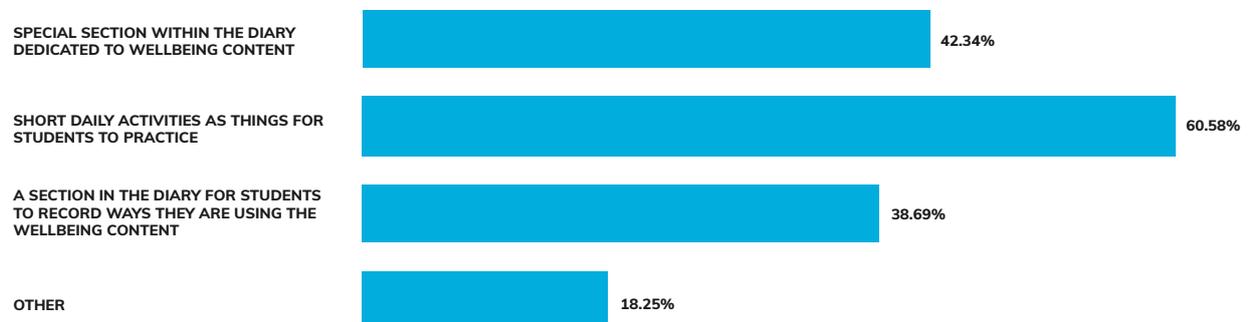


How widely used is the school diary by your students?



When considering how wellbeing content should be delivered through the context of a student diary, most people (60.58%) thought short daily activities could be an effective method. 42.34% suggested that a special, dedicated section within the diary could also be a helpful approach to the subject matter. Of the three options given, “a section for students record how they use wellbeing content” received the least but still notable interest. Only 18.25% selected “other” commonly highlighting that their school does not utilise a diary.

If some of your school's wellbeing content was to be delivered to students via the school diary, how should that content should be presented? Select all that apply.



Lastly, we asked survey participants what would be the most compelling reasons to switch diary providers. The most common answer, 'other', consisted mostly of people who had previously stated their school does not or has no intention to use diaries in any capacity. Price and customisation are the most important factors while local manufacturing, suggesting that content for teachers and content partnerships have less significant weight in the decision to change.

What would be the compelling reasons for your school to change its current student diary provider? Select all that apply.



Conclusion

Most schools have a wellbeing program in place for their students to some degree with an overwhelming majority emphasising its importance within their current curriculum. Most schools appear open to the idea of wellbeing material being introduced to student diaries in some capacity. Many respondents highlighted the need for a multifaceted approach, leveraging short-form workshops to approach the topic.

With widespread adoption of diaries among students, the results from part three of the survey support the idea that school diaries could contribute positively to the delivery of wellbeing content. Support for this approach is highlighted by the clear preference for short daily activities and short-form workshops that can address student needs in small groups or individually.