University of South Australia

WEC Screening Tool:
Identifying Student Risks for Wellbeing and Academic Achievement

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Executive Summary

This report, commissioned by the South Australian Department for Education, evaluates the potential of Wellbeing Engagement Collection (WEC) items as an initial screening tool to identify mental health concerns and academic underachievement for *individual children*. Currently the WEC is used as a population monitoring tool, meaning that although data is collected for individual children, results are presented at an aggregated level (i.e., by school) with the intention of informing action planning, policy formation and the monitoring of trends over time. For example, schools can use the data to determine where they stand in comparison to state benchmarks, and with repeated use the data can be used to evaluate any wellbeing programs and policies that they put in place.

With the increasing popularity of the WEC, stakeholders often ask if the instrument could be used at an individual level. There are both measurement and practical aspects to consider in response to this question. For example, practical considerations would include the student consent process making it clear that their responses to the survey would be shared with their teacher and school personnel (currently students know that their data is confidential). Further, by providing individual student data to teachers, significant training and supports would be required for them to appropriately respond to wellbeing concerns. Of greatest concern is that there are very few evidence-based interventions or programs that are known to support student wellbeing other than clinical individually targeted programs. Such programs are costly and require clinically trained staff. As such, there is a real risk that identifying individual students through an instrument like the WEC could result in increased system wide pressures on teachers and school psychologists and consequently contribute to greater demands on the education budget.

From a measurement perspective, the fundamental question is if the instrument would have adequate sensitivity and specificity to identify individual students. To state this clearly; if the WEC doesn't have adequate sensitivity and specificity, then there is no point even considering the system consequences of allowing it to be used at an individual level. As such, this report aims to determine if the WEC has the measurement properties to be used as an individual screening tool for later mental health outcomes. Specifically, by analysing cognitive and emotional variables from the WEC, we aim to determine if these could effectively predict academic performance and wellbeing as measured by NAPLAN results and the Kessler's psychological distress scale.

Key Findings

- The analysis of WEC items, including perseverance, cognitive engagement, emotion regulation, and resilience, did not reveal predictive thresholds for mental health concerns or academic underachievement.
- ROC curves showed AUC values larger than 0.7 (and thus diagnostically predictive at the individual level) for Year 10 worries predicting Year 11 distress and also for Year 11 worries predicting Year 12 distress.
- These findings suggest that the majority of WEC items alone are insufficient for individual-level diagnosis of mental health concerns or academic performance issues.

Recommendations

Should the Department wish to identify individual students for poor wellbeing we would recommend a multifaceted approach using teacher observations followed by clinical assessment. While teachers may observe students' behaviour and emotional wellbeing in the classroom, collaboration between teachers and mental health professionals is essential for a comprehensive approach to supporting students' wellbeing. Mental health professionals can provide consultation, guidance, and support to teachers in identifying students who may benefit from further assessment and intervention.

Our results indicate that the WEC should not be applied at the individual diagnostic level. For perspective, we are unaware of any existing survey instruments with strong sensitivity and specificity for early identification of poor mental health in young children other than comprehensive assessments undertaken by a clinician with the child. Survey instruments like the Kessler Psychological Distress Scale can be considered with older teenagers, though the applicability of shorter versions, especially for younger children needs further investigation.

Simple survey instruments are unlikely to ever meet adequate sensitivity and specificity considering the variability in behaviours and developmental trajectories among younger children. As such, the current practice of teacher observation and consequent referral to school psychologists when concerns are identified is current best practice. Given the increasing popularity of wellbeing “pulse checks”, it is worth noting that these also should also not be used for individual diagnostic purposes. We are unaware of any wellbeing pulse checks with published psychometrics or sensitivity and specificity. Whereas the WEC is undertaken annually, pulse checks are undertaken regularly, thus also increasing the risk of normalising distress while increasing burden on the school system.

Although the WEC doesn't meet the criteria required for an individual diagnostic, it has established psychometrics and is well received by the school system. The instrument has been used effectively for the purposes of policy formulation, benchmarking and targeting. It informs service delivery and helps schools and the broader system to monitor and evaluate student wellbeing over time. Linked to administrative records the WEC also stands as an important longitudinal research data base to be able to evaluate specific school-based programs and to investigate trajectories of wellbeing.

Introduction

This primary objective of this report, commissioned by the South Australian Department for Education, was to assess the potential use of Wellbeing Engagement Collection (WEC) items as an initial screening tool to identify concerns related to both mental health and academic performance in children. Our inquiry was centred on ethical and reliable application, taking into account the child's agency in the diagnostic process. This study included cognitive and emotional variables extracted from the WEC, considering their potential as indicators of underlying challenges.

Central to our investigation was the overarching question: Can WEC items effectively predict the likelihood of mental health and wellbeing issues (measured as psychological distress by Kessler in Year 11 and Year 12), as well as academic underachievement (measured by national standards in NAPLAN numeracy and reading in Year 5 and Year 9), among students, with a specific emphasis on identifying those at risk? To answer this question in a comprehensive manner, our data analysis strategy revolved around Receiver Operating Characteristic (ROC) curves. By using items from various WEC scales, including perseverance, cognitive engagement, emotion regulation, and resilience, we sought to establish predictive thresholds.

It is important to note that generally ROC analyses are applied when a “hard” outcome is known, for example ROCs are used to determine the diagnostic sensitivity and specificity of a mammography for actual breast cancer. In our application of ROCs, we do not have a hard outcome (i.e., we do not have data on a student’s clinical diagnosis of depression or any other mental health condition). As such there is measurement error and natural variability in the outcomes that we are testing the WEC against, which will result in lower ROC values. However, unlike simple correlations these analyses will still determine the ability of the WEC to discriminate for later outcomes.

Moreover, we acknowledge the increasing interest in wellbeing “pulse checks”, particularly within the private school sector, where they are being actively promoted by various private companies (see EiPulse for example). These pulse checks are designed to be administered more frequently than the annual WEC and aim to provide regular and immediate insights into students' wellbeing. This growing interest in pulse checks highlights a broader trend towards the continuous monitoring of student wellbeing, reflecting a desire among educators and stakeholders to gain timely data that can inform responsive and adaptive support strategies.

In light of these considerations, it is important to underscore that the practical application of the WEC as a first stage screening tool within educational settings is contingent upon the success of the ROC

statistical analysis. Should the findings demonstrate the efficacy of discrete WEC items in diagnosing later mental health concerns and academic underachievement, teachers could leverage this tool as a preliminary screening mechanism. The incorporation of cognitive and emotional variables within WEC items presents an opportunity for early intervention, empowering educators to proactively address students' needs. This can already be instigated by the WEC results at a whole class or school level, however, currently data is not provided to identify individual children with concerns. Further, students on completion of the WEC are provided with contact information for school counselling services that they can follow-up with directly should any personal concern be raised.

Variable selection

The selection of cognitive and emotional variables within the WEC was grounded in robust empirical evidence supporting their significant influence on both academic achievement and overall wellbeing among students. These variables have been identified as key determinants of academic success and psychological health, and their inclusion in predictive models aligns with the objective of early identification and intervention. Moreover, these variables are conducive to teacher intervention within classroom settings, enhancing their practical utility as potential screening tools.

Perseverance, often characterised by sustained effort and resilience in the face of challenges, has been consistently linked to academic achievement across various educational contexts. Empirical research indicates that students who demonstrate higher levels of perseverance are more likely to exhibit positive learning outcomes, such as improved grades, higher academic motivation, and increased engagement in academic tasks (Wolters & Hussain, 2015; Xu et al., 2023). Additionally, perseverance plays an important role in fostering resilience, which enables students to navigate setbacks and persist in the pursuit of academic goals (Vinothkumar & Prasad, 2016).

Academic self-concept refers to students' perceptions of their academic abilities, competence, and worthiness in educational domains (Marsh, 1990). Extensive empirical evidence suggests a strong association between academic self-concept and academic achievement, with positive self-perceptions correlating positively with academic performance and motivation (Marsh & Martin, 2011). Students with positive academic self-concept are more likely to set challenging goals, exhibit greater effort in learning tasks, and persevere in the face of academic challenges. Conversely, negative academic self-concept has been linked to decreased academic engagement, lower academic aspirations, and diminished academic performance.

Cognitive engagement encompasses students' active involvement, investment, and effort in learning activities, reflecting the quality of their cognitive processing and participation in academic tasks

(Fredricks et al., 2004). Research indicates a robust relationship between cognitive engagement and academic achievement, with higher levels of engagement predicting superior learning outcomes and academic performance (Lei et al., 2018). Engaged students demonstrate deeper understanding, critical thinking skills, and mastery of academic content, leading to enhanced academic success. Moreover, cognitive engagement has been associated with positive affective states, such as interest, enjoyment, and intrinsic motivation, which further contribute to academic persistence and achievement.

Peer and school belonging encompass students' sense of connectedness, acceptance, and affiliation within their peer groups and school environment. Empirical evidence highlights the significant impact of peer and school belonging on students' academic achievement and psychological wellbeing. Students who perceive a strong sense of belonging within their peer networks and school community are more likely to experience positive academic outcomes, including higher academic motivation, engagement, and achievement (Kiefer et al., 2015; Slaten et al., 2016). Conversely, feelings of social isolation, rejection, or alienation have been associated with academic disengagement, lower academic performance, and increased risk of mental health concerns (Buhs et al., 2006).

Engagement/flow represents a state of optimal experience characterised by deep absorption, focused concentration, and heightened enjoyment during challenging activities. Empirical research suggests that experiencing flow in learning tasks is associated with enhanced academic performance, creativity, and intrinsic motivation (Csikszentmihalyi, 1990; Shernoff et al., 2003). Students who enter a state of flow demonstrate increased sustained attention and heightened productivity, leading to improved learning outcomes and academic achievement (Csikszentmihalyi & Csikszentmihalyi, 1992).

Emotion regulation refers to the ability to monitor, evaluate, and modulate one's emotional responses in accordance with situational demands and goals. Extensive empirical evidence highlights the key role of emotion regulation in academic achievement and psychological wellbeing (Gross, 2015). Effective emotion regulation strategies enable students to cope with academic stressors, manage negative emotions, and maintain adaptive functioning in academic settings. Research indicates that students who exhibit strong emotion regulation skills demonstrate higher levels of academic performance and resilience (Berking et al., 2008; Grazanio et al., 2007). Conversely, deficits in emotion regulation have been associated with academic difficulties and emotional distress (Gross, 2002).

Worries encompass students' concerns, anxieties, or apprehensions about academic tasks, performance expectations, or future outcomes. Empirical studies have consistently demonstrated a negative association between excessive worries and academic achievement, with persistent worrying

interfering with cognitive functioning, attentional processes, and academic performance (Eysenck et al., 2007; Owens et al., 2012; Lauermann et al., 2017). Students who experience high levels of worries may exhibit decreased concentration, impaired problem-solving abilities, and avoidance behaviours, which can undermine their academic success. Moreover, chronic worrying has been linked to heightened levels of stress, anxiety, and psychological distress, further compromising students' overall wellbeing and mental health (Anniko et al., 2019; Gregory et al., 2021a).

Perfectionistic concerns pertain to students' preoccupation with meeting excessively high standards, avoiding mistakes, and fulfilling external expectations or perceived obligations. Research shows that perfectionistic concerns are associated with maladaptive academic behaviours, such as procrastination, fear of failure, and self-criticism, which can impede academic performance and achievement (Madigan, 2019). Students who harbor perfectionistic concerns may engage in rigid, inflexible thinking patterns, setting unattainable goals and experiencing heightened levels of stress and anxiety in pursuit of academic success. Perfectionistic concerns have also been linked to decreased psychological wellbeing, including symptoms of depression and anxiety (Castro et al., 2017; Kahn et al., 2022; Zeifman et al., 2020).

Resilience refers to students' capacity to adapt, bounce back, and thrive in the face of adversity, setbacks, or stressors. A large body of research underscores the importance of resilience in predicting academic achievement and psychological wellbeing among students (Hunsu et al., 2023; Sakiz & Aftab, 2019). Resilient individuals demonstrate greater perseverance, problem-solving skills, and optimism, enabling them to navigate academic challenges and setbacks more effectively. Research suggests that resilient students exhibit higher levels of academic engagement, motivation, and achievement, even in the presence of academic stressors or adverse circumstances (Ayala & Manzano, 2018; Nota et al., 2004). Additionally, resilience serves as a protective factor against the development of mental health problems, buffering the impact of stress and adversity on students' psychological wellbeing (Southwick et al., 2014).

Hope/agency, marked by a sense of personal agency, directed goal setting, and confidence in one's capability to pursue and attain desired objectives, can influence students' academic success (Stenalt & Lassesen, 2022; Day et al., 2010). Hopeful individuals are more likely to set challenging academic goals and persist in the face of obstacles to achieve their aspirations (Marques et al., 2014). Hope/agency serves as a determinant of psychological wellbeing, fostering resilience, optimism, and proactive coping strategies in the face of adversity. Individuals with a strong sense of hope/agency are better equipped to navigate life's challenges, maintain a positive outlook, and cultivate adaptive responses to stressors.

These variables were examined individually to assess their predictive capabilities within the domains of academic success and wellbeing. Note that correlational associations between the WEC domains/subdomains on to later wellbeing and academic outcomes have already been evidenced (Grace et al., 2022; Gregory et al., 2021b). This report sought to determine if these domains/subdomains can discriminate between students who will, from those who will not, have later academic and wellbeing concerns at a level that would reach individual diagnostic criteria. Additionally, we explored the combined impact of some of these variables, recognising the interconnectedness within the theoretical framework of *self-regulated learning* (SRL). Perseverance, academic self-concept and cognitive engagement are all key components of SRL, which refers to the ability to set goals, monitor progress, and adjust strategies to achieve those goals effectively (Zimmerman & Schunk, 2008).

Perseverance involves the ability to persist in the face of challenges and setbacks. In the context of self-regulated learning, perseverance plays an important role in maintaining effort and motivation over time, especially when learning tasks become difficult or complex (Wolters & Won, 2017). Students who possess a strong sense of perseverance are more likely to persist in their learning efforts, even when they encounter obstacles or encounter failures along the way. They understand that setbacks are a natural part of the learning process and are willing to put in the necessary time and effort to overcome them.

Cognitive engagement is a central component of self-regulated learning because it involves the use of metacognitive strategies, such as planning, monitoring, and evaluating one's learning progress (Li & Lajoie, 2022). Learners who are cognitively engaged are better able to regulate their learning behaviours and adapt their strategies as needed to achieve their learning goals.

Academic self-concept is also intricately linked to SRL (Burnette et al., 2013). Students with positive academic self-concept tend to set challenging yet attainable goals, driven by intrinsic motivation and confidence in their abilities. This positive perception influences their engagement in metacognitive processes, such as planning, monitoring, and adjusting learning strategies, leading to more effective self-regulation. Additionally, a positive academic self-concept promotes attributions of success to internal factors like effort and ability, enhancing motivation and persistence in the face of challenges.

Methods

Data source

Administratively linked longitudinal data was provided by the Department for Education, whereby students annual WEC and academic data was joined at an individual level. This enabled us to determine if a student's WEC responses in the earlier school years predicted their WEC and academic outcomes in their later school years. For example, did a student's WEC results in Year 4 predict their NAPLAN results in Year 5, or did a student's WEC results in Year 10 predict their WEC results in Year 11 and Year 12? The longitudinal analytical sample included 7925 students; however, these were not complete cases and in some of the analyses presented below the samples are significantly smaller (ranging from 2251 to 6280).

The following scales from the WEC were used in the analyses.

For Year 5 through to Year 9 students:

- Perseverance
- Academic self-concept
- Cognitive engagement
- Engagement/Flow
- Peer belonging
- School belonging
- Emotion regulation
- Worries
- Self-regulated learning (SRL): Perseverance + Academic self-concept + Cognitive engagement

For Year 11 and Year 12 students:

- Emotion regulation
- Worries
- Peer belonging
- School belonging
- Perseverance
- Perfectionistic concerns (Meeting expectations) (Year 10)
- Resilience (Year 10)
- Hope/agency (Year 10)

Data analysis

We conducted a comprehensive set of analyses to evaluate the performance of WEC items to predict students' academic achievement and wellbeing using Receiver Operating Characteristic (ROC) curves as our main tool. A ROC curve is a graphical representation commonly used in binary classification to assess the diagnostic performance of a test. It illustrates the diagnostic ability of a binary classifier system as its discrimination threshold is varied.

It assesses the trade-off between ***sensitivity***, which measures the ability to correctly identify individuals with the condition, and ***specificity***, which measures the ability to correctly identify individuals without the condition. By varying the threshold for classifying individuals as positive or negative, the curve illustrates how sensitivity and specificity change.

The Area Under the Curve (AUC) serves as a widely accepted measure of diagnostic test accuracy. A ROC curve plotted closer to the upper left corner of the graph indicates higher test accuracy, as this position signifies perfect sensitivity (1) and specificity (1). In an ideal scenario, the AUC would equal 1.0. When the true positive rate equals the false positive rate (i.e., a 1:1 ratio), the ROC curve aligns with the 45° diagonal of the graph, resulting in an AUC of 0.5. This situation mirrors random guessing, similar to a coin toss, rendering the diagnostic tool meaningless. Therefore, for a diagnostic technique to hold significance, its AUC must exceed 0.5. A general threshold of 0.7 and above is deemed to have adequate diagnostic capability, suggesting the potential for tailored interventions at the individual level. This analytical approach enables us to determine if the WEC domains can individually identify children that require additional support, offering actionable criteria for both targeted individual intervention and potential adjustments in teaching practices.

Results

The following tables summarise the AUC for different year levels. The results have been colour-coded, with darker cells indicating stronger predictive power. AUC values larger than 0.7 (deemed predictive) were only observed for worries predicting distress a year prior (i.e., Year 10 worries predicting Year 11 distress, and Year 11 worries predicting Year 12 distress). Detailed analyses can be found in the Appendix.

Year 5 numeracy and reading

Table 1: AUC for Year 5 Numeracy and Reading based on Year 4 WEC data. (R) indicates reverse coded items.

	Y4 Perseverance	Y4 Academic self-concept	Y4 Cognitive Engagement	Y4 Engagement / Flow	Y4 Peer belonging	Y4 School belonging	Y4 Emotion regulation	Y4 Worries (R)	Y4 SRL
Year 5 Numeracy	0.58	0.53	0.55	0.50	0.53	0.50	0.49	0.58	0.57
Year 5 Reading	0.58	0.53	0.56	0.48	0.51	0.50	0.49	0.56	0.57

Year 9 numeracy and reading

Table 2: AUC for Year 9 Numeracy and Reading based on Year 6 WEC data. (R) indicates reverse coded items.

	Y6 Perseverance	Y6 Academic self-concept	Y6 Cognitive Engagement	Y6 Engagement / Flow	Y6 Peer belonging	Y6 School belonging	Y6 Worries (R)	Y4 SRL
Year 9 Numeracy	0.59	0.55	0.58	0.50	0.53	0.53	0.55	0.59
Year 9 Reading	0.58	0.56	0.58	0.49	0.54	0.53	0.53	0.59

Table 3: AUC for Year 9 Numeracy and Reading based on Year 7 WEC data. (R) indicates reverse coded items.

	Y7 Perseverance	Y7 Academic self-concept	Y7 Cognitive Engagement	Y7 Engagement/ Flow	Y7 Peer belonging	Y7 School belonging	Y7 Emotion regulation	Y7 Worries (R)	Y7 SRL
Year 9 Numeracy	0.62	0.58	0.60	0.52	0.55	0.56	0.52	0.55	0.63
Year 9 Reading	0.61	0.59	0.60	0.50	0.54	0.55	0.51	0.53	0.63

Table 4: AUC for Year 9 Numeracy and Reading based on Year 8 WEC data. (R) indicates reverse coded items.

	Y8 Perseverance	Y8 Academic self-concept	Y8 Cognitive Engagement	Y8 Engagement/ Flow	Y8 Peer belonging	Y8 School belonging	Y8 Emotion regulation	Y8 Worries (R)	Y8 SRL
Year 9 Numeracy	0.60	0.60	0.61	0.52	0.55	0.55	0.52	0.53	0.61
Year 9 Reading	0.59	0.60	0.59	0.50	0.52	0.52	0.50	0.50	0.60

Year 11 and Year 12 distress

Table 5: AUC for Year 11 distress based on Year 7 WEC data. (R) indicates reverse coded items. There is no available data for emotion regulation in 2016.

	Y7 Emotion regulation (R)	Y7 Worries	Y7 Peer belonging (R)	Y7 School belonging (R)	Y7 Perseverance (R)
Year 11 Distress	0.57	0.63	0.59	0.61	0.54
Year 12 Distress	N/A	0.62	0.57	0.59	0.55

Table 6: AUC for Year 11 and Year 12 distress based on Year 8 WEC data. (R) indicates reverse coded items.

	Y8 Emotion regulation (R)	Y8 Worries	Y8 Peer belonging (R)	Y8 School belonging (R)	Y8 Perseverance (R)
Year 11 Distress	0.60	0.66	0.61	0.62	0.57
Year 12 Distress	0.61	0.64	0.61	0.62	0.57

Table 7: AUC for Year 11 and Year 12 distress based on Year 9 WEC data. (R) indicates reverse coded items.

	Y9 Emotion regulation (R)	Y9 Worries	Y9 Peer belonging (R)	Y9 School belonging (R)	Y9 Perseverance (R)
Year 11 Distress	0.63	0.68	0.63	0.66	0.58
Year 12 Distress	0.62	0.67	0.62	0.63	0.58

Table 8: AUC for Year 11 and Year 12 distress based on Year 10 WEC data. (R) indicates reverse coded items.

	Y10 Emotion regulation (R)	Y10 Worries	Y10 Peer belonging (R)	Y10 School belonging (R)	Y10 Perseverance (R)	Y10 Hope agency (R)	Y10 Resilience (R)	Y10 Perfectionistic concerns
Year 11 Distress	0.65	0.72	0.65	0.67	0.61	0.64	0.67	0.68
Year 12 Distress	0.59	0.68	0.63	0.61	0.59	0.61	0.62	0.63

Table 9: AUC for Year 11 and Year 12 distress based on Year 11 WEC data. (R) indicates reverse coded items.

	Y11 Emotion regulation (R)	Y11 Worries	Y11 Peer belonging (R)	Y11 School belonging (R)	Y11 Perseverance (R)	Y11 Hope agency (R)	Y11 Resilience (R)	Y11 Perfectionistic concerns
Year 12 Distress	0.63	0.73	0.65	0.66	0.62	0.64	0.68	0.66

Discussion

This project aimed to evaluate the potential of Wellbeing Engagement Collection (WEC) items as effective screening tools for predicting mental health concerns and academic underachievement among South Australian students. The results did not reveal diagnostic predictive thresholds for mental health concerns or academic underachievement using the selected WEC scales, except for the Worries domain.

The analysis demonstrated that the Area Under the Curve (AUC) values larger than 0.7—considered indicative of diagnostic predictive power—were observed for worries predicting distress a year prior. Specifically, Year 10 worries predicted Year 11 distress, and Year 11 worries predicted Year 12 distress. These findings suggest that while there is predictive capability in specific contexts, the overall predictive power of WEC items as an individually diagnostic tool for mental health and academic outcomes at an individual level remains limited.

Assessing mental health and academic performance through a single screening tool such as the WEC is inherently complex. Mental health and academic performance are multifaceted constructs influenced by a myriad of social, psychological, biological, and environmental factors. These factors interact in ways that are challenging to capture comprehensively with a single tool. For instance, a student's mental health can be affected by family dynamics, socio-economic status, and individual psychological resilience, while academic performance can be influenced by teaching quality, peer relationships, and intrinsic motivation. Thus, a more nuanced approach that incorporates multiple assessment methods and sources of information may be necessary to accurately identify individual students at risk.

While WEC items provide valuable insights into cognitive and emotional variables such as perseverance, cognitive engagement, emotion regulation, and resilience, their discriminatory power to identify individuals for later concerns is limited when used in isolation. Further the constructs collected in the WEC, though important, do not encompass all the factors that contribute to mental health and academic outcomes. For example, a student may exhibit high levels of perseverance and resilience but still struggle academically due to unaddressed learning disabilities or external stressors. Other significant factors not captured by the WEC, such as socio-economic status, family environment, and personal life events, are also likely to play crucial roles in determining student outcomes.

Implications and recommendations

The findings have important implications for practice and policy. It is not recommended that educators rely solely on the WEC items as a screening tool for identifying individual students at risk of academic underachievement or low wellbeing. Instead, a comprehensive approach that integrates multiple assessment methods and considers contextual factors is recommended. Additionally, these findings underscore the need for ongoing collaboration between educators, mental health professionals and researchers to refine screening and assessment practices and develop evidence-based interventions that support students' wellbeing and academic success effectively.

Recommendations

1. **Comprehensive assessment approach**: Given the findings of our study, it is recommended that caution be exercised in relying solely on the WEC items and scales to identify wellbeing concerns and academic underachievement in children. Instead, a comprehensive approach incorporating multiple assessment methods and sources of information is essential. Using a variety of assessment tools can capture a broader spectrum of student experiences and behaviours. These methods might include standardised psychological assessments, teacher observations, parent and student interviews, and academic performance records. By integrating data from diverse sources, educators can form a more holistic view of each student's wellbeing and academic standing. This approach will provide a more accurate and nuanced understanding of students' needs, allowing for better-targeted interventions.
2. **Holistic approaches in educational settings**: In educational settings holistic approaches should be prioritised to support students' wellbeing and academic success. While the WEC provides valuable insights into cognitive and emotional variables at the population level, it is not suited for individual diagnosis. Instead, it should be complemented with other evidence-based practices and interventions tailored to the individual needs of students. This may include personalised support strategies, additional resources, and collaboration with mental health professionals.
3. **Collaborative efforts**: While teachers may play a role in identifying students who may need additional support, it is important to involve mental health professionals in the assessment and intervention process to ensure that students receive appropriate and effective support tailored to their individual needs. Teachers already have demanding responsibilities related to classroom instruction, student support, and curriculum planning. Adding the responsibility of administering psychological screenings may place an additional burden on teachers and detract from their primary role in education. Ongoing collaboration between teachers, mental

health professionals and researchers is necessary to advance our understanding of children's wellbeing and academic outcomes. By working together, these stakeholders can develop more effective strategies for promoting positive outcomes and addressing the diverse needs of every student. Such collaboration can also facilitate the integration of research findings into practical applications within educational settings.

4. **Purpose and scope of the WEC**: It is important to acknowledge that the WEC was not originally designed as an individual diagnostic tool. Confidence in the continued use of the WEC as a population measure is warranted as it is a validated and reliable instrument. The WEC is psychometrically sound and performs as a robust population measure of wellbeing. Recognising the intended use of WEC can help ensure its appropriate application and promote the importance of student wellbeing.
5. **Identification of suitable individual diagnostic tools**: To find a single instrument suitable for individual-level diagnosis, a literature search should be conducted to identify tools with demonstrated sensitivity and specificity. For example, instruments like the Kessler Psychological Distress Scale (K10) are used as first-line screening tools in clinical settings. Despite the K10's higher precision and greater information content, ROC analyses on *adult data* revealed that it did not significantly outperform the K6 in discriminating between DSM-IV cases and non-cases (Kessler et al., 2002). This means that if the primary aim is to quickly screen for psychological distress without requiring detailed differentiation, the K6 can be a practical and effective choice. However, the applicability and predictive validity of existing tools for younger children needs further investigation. Should a diagnostic instrument be desired for use in the education system, then future research should focus on identifying similar instruments appropriate for earlier school years, considering the greater variability in young children in terms of behaviours, emotions and developmental trajectories compared to older individuals.
6. **Caution against regular pulse checks:** While the Department for Education is exploring the use of regular pulse checks to monitor student wellbeing, it is important to approach their implementation with care. Pulse checks can provide an overview of student wellbeing, potentially identifying trends and flagging areas of concern at a population level. However, at this stage, their use for individual diagnosis is not recommended because of the lack of demonstrated sensitivity and specificity. Unlike the WEC, pulse checks results are provided to the teachers in real time for individual students and thus prompting action for individual children. Despite their ability to offer quick snapshots of student wellbeing, they do not possess the depth and specificity required for precise individual diagnosis or support. These

checks may identify general trends or immediate concerns but do not allow educators to diagnose complex mental health issues or predict academic underachievementaccurately. Moreover, the results of pulse checks can be influenced by numerous factors, such as the student's mood on the day of the check, recent events, or even the specific phrasing of questions. This variability can lead to inconsistent data, making it challenging to draw reliable conclusions about a student's overall wellbeing or academic prospects. Another limitation is linked to their focus on immediate, observable indicators of wellbeing rather than the underlying causes. They may identify that a student is feeling stressed or disengaged but not why. Without understanding the root causes, it is difficult for educators to design effective interventions and deciding when to act. Additionally, implementing regular pulse checks can be resource-intensive, requiring significant time and effort from educators and support staff. Interpreting the results and following up with appropriate interventions add to the workload, potentially diverting resources from other important activities. Finally, another risk associated with pulse checks is that their frequency may inadvertently normalise expressions of distress, potentially causing students to become desensitised to these measures. Over time, they may start to view these checks as routine rather than opportunities for genuine support.

Conclusion

In summary, while the WEC items provide valuable insights into certain cognitive and emotional aspects at the population level, unsurprisingly their ability to predict mental health concerns and academic underachievement is limited when used in isolation at the individual level. A multifaceted approach that incorporates various assessment methods and considers the complex interplay of multiple factors is recommended for accurately identifying and supporting students at risk. Our findings emphasise the need for comprehensive assessment strategies in educational settings to ensure early and effective interventions for student wellbeing and academic success.

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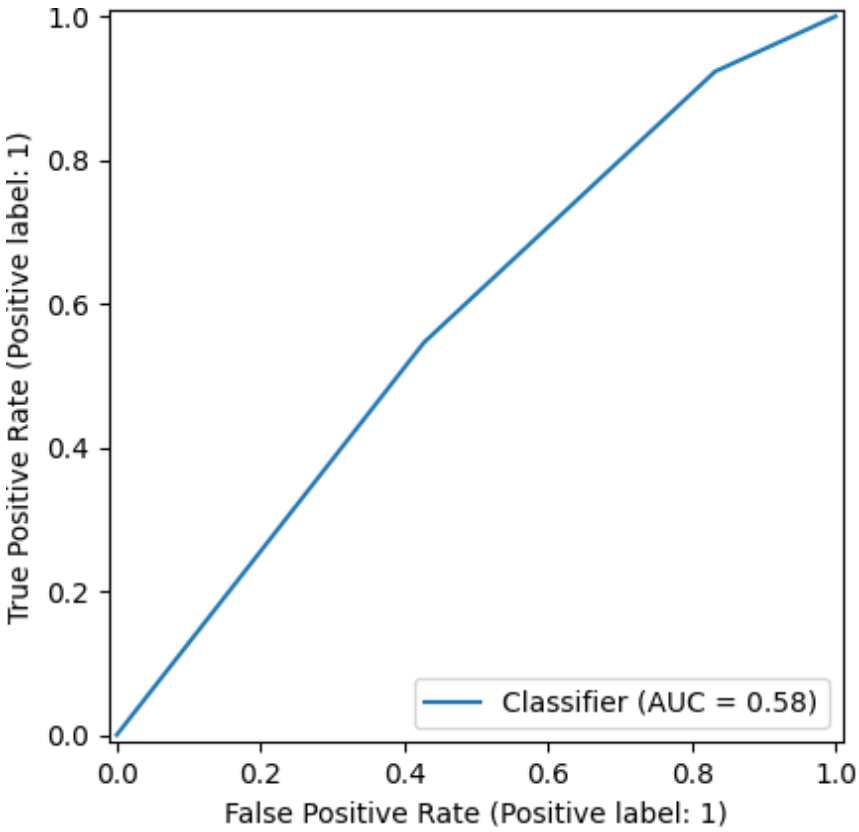
NAPLAN numeracy SEA in Year 5 based on their Year 4 WEC data

PERSEVERANCE

NAPLAN numeracy (Year 5)

	SEA NAPLAN	
	No	Yes
Level		
Low	273	483
Medium	660	2373
High	697	3439



ACADEMIC SELF CONCEPT

NAPLAN numeracy (Year 5)

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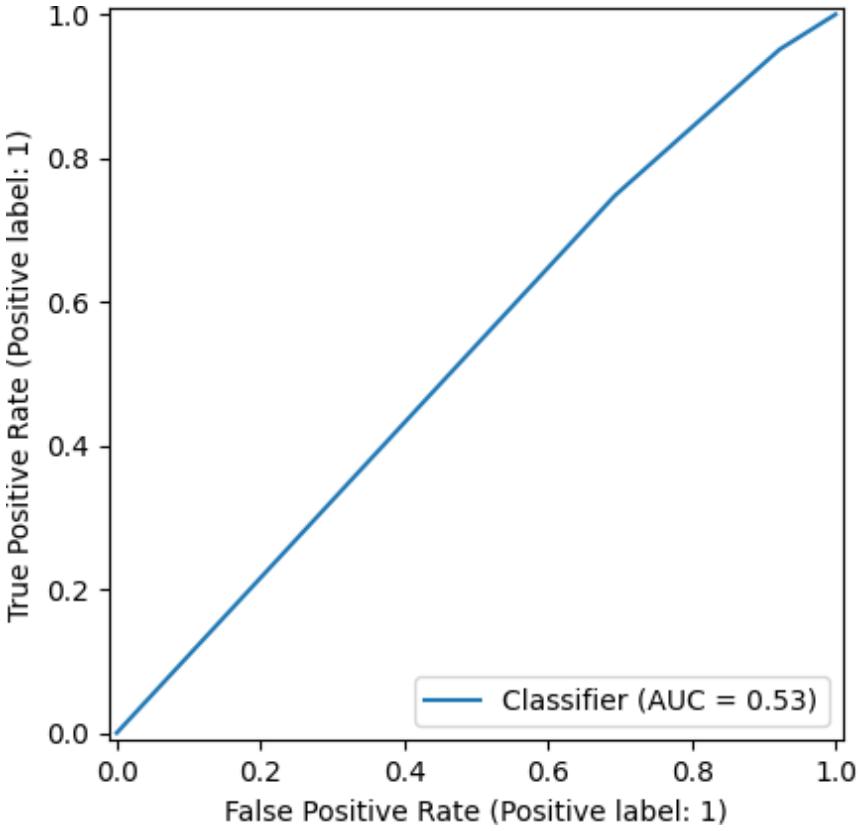
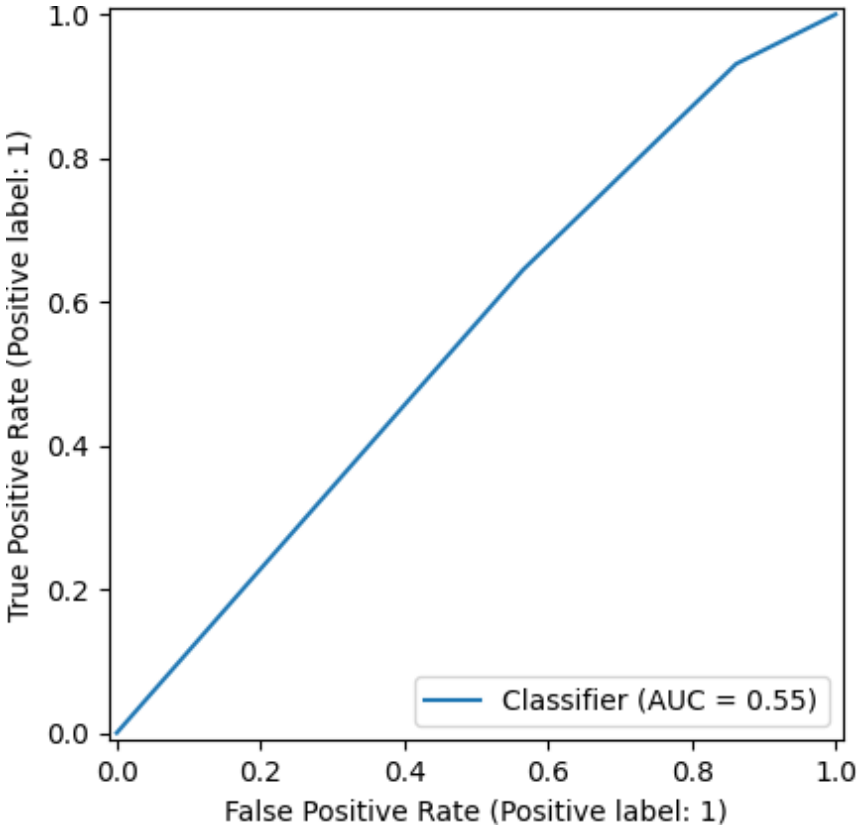
	No	Yes
Level		
Low	130	309
Medium	383	1289
High	1160	4746



COGNITIVE ENGAGEMENT

NAPLAN numeracy (Year 5)

	SEA NAPLAN	
	No	Yes
Level		
Low	236	437
Medium	506	1819
High	964	4086



ENGAGEMENT FLOW

NAPLAN numeracy (Year 5)

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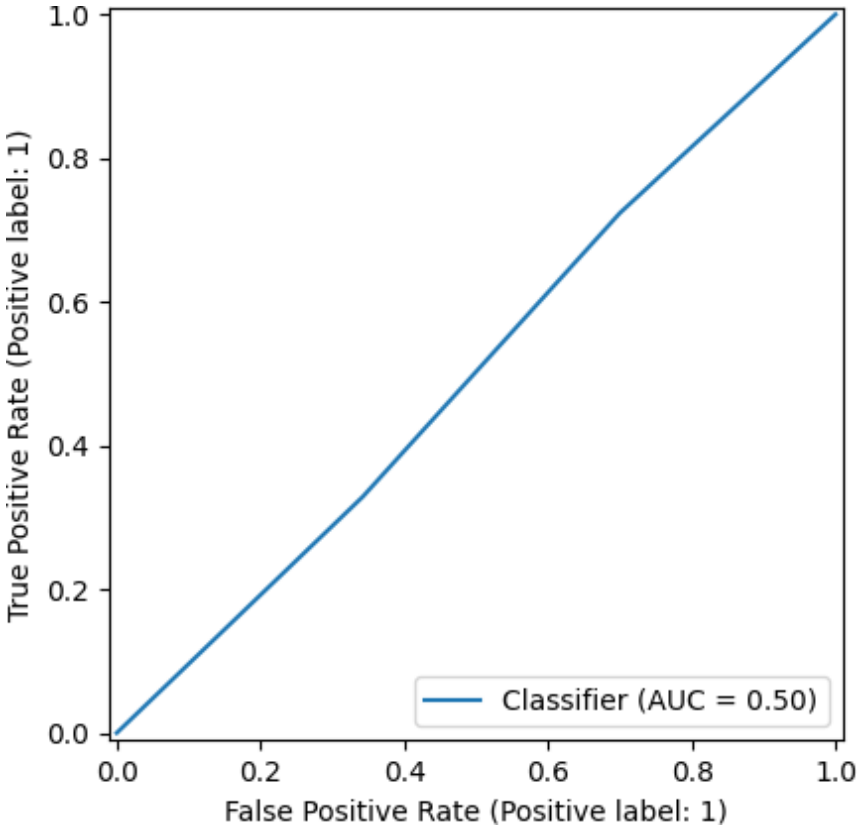
	No	Yes
Level		
Low	510	1754
Medium	608	2505
High	582	2086



PEER BELONGING

NAPLAN numeracy (Year 5)

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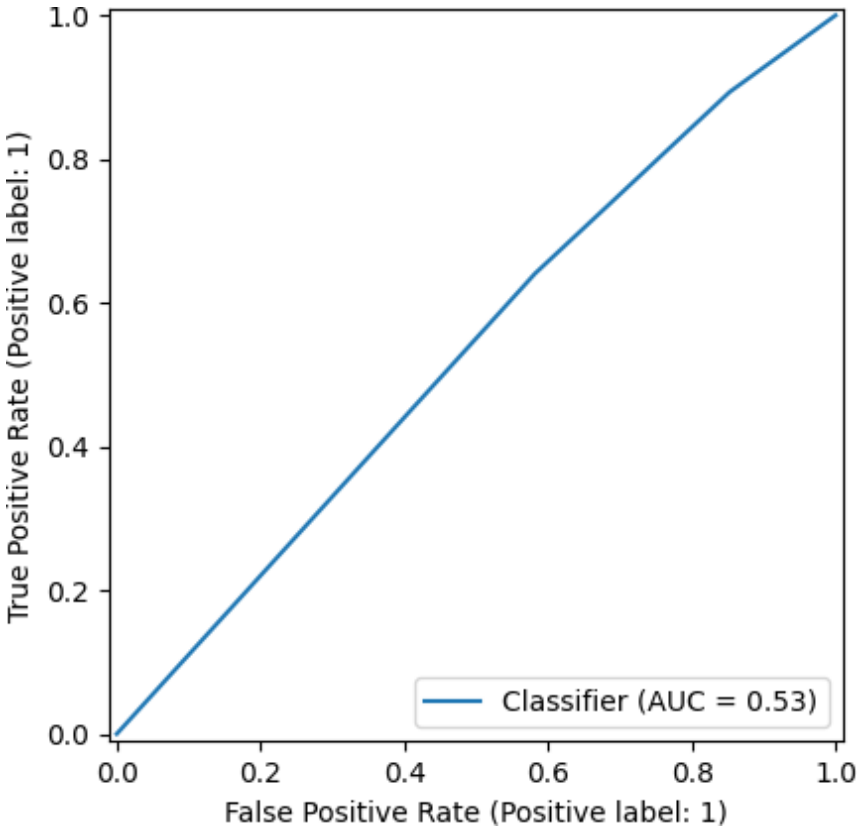
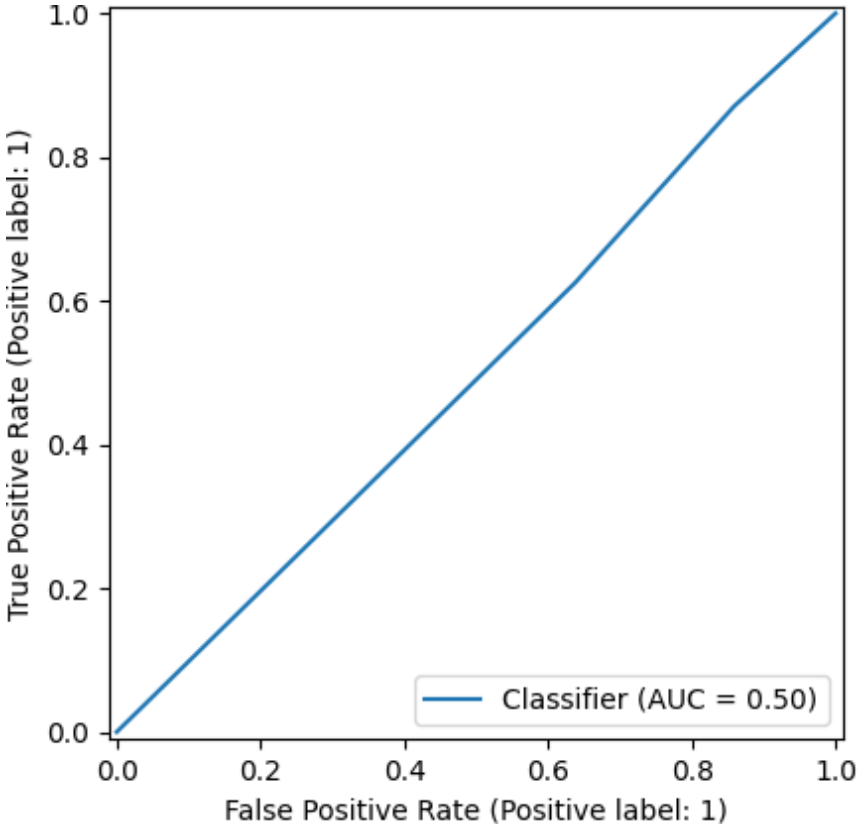
	No	Yes
Level		
Low	252	677
Medium	463	1604
High	995	4066



SCHOOL BELONGING

NAPLAN numeracy (Year 5)

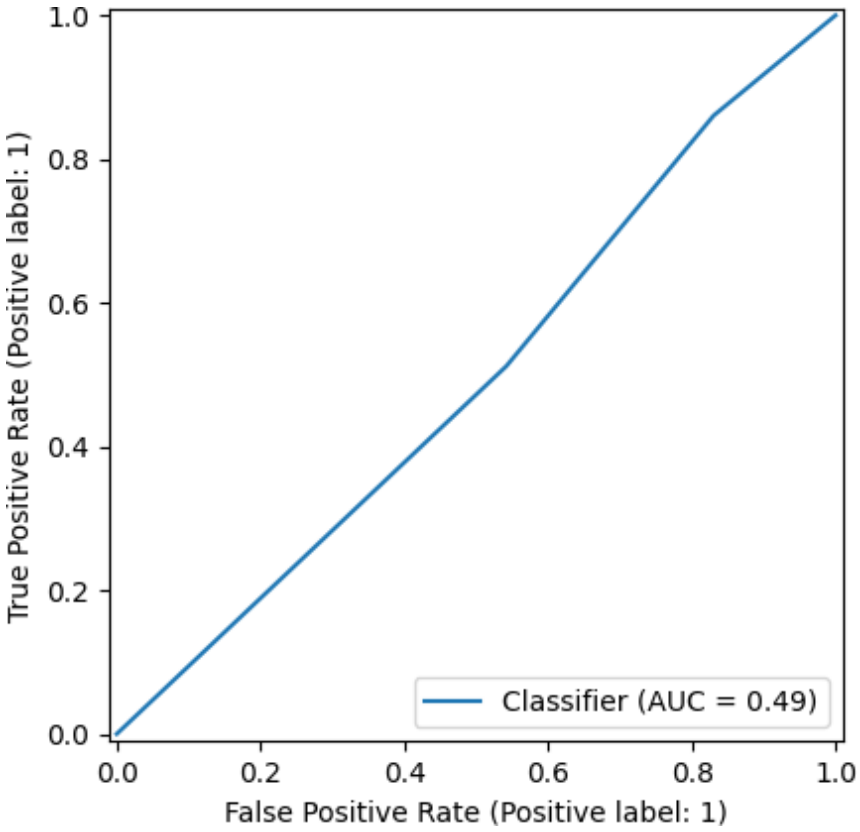
	SEA NAPLAN	
	No	Yes
Level		
Low	234	814
Medium	366	1543
High	1057	3933



EMOTION REGULATION

NAPLAN numeracy (Year 5)

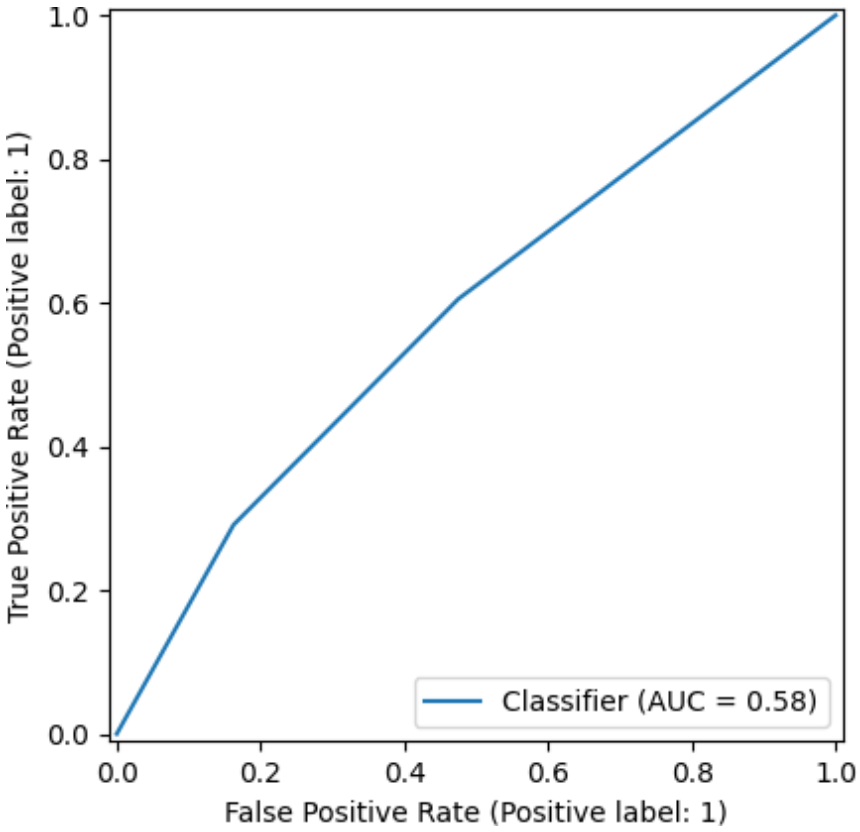
	SEA NAPLAN	
	No	Yes
Level		
Low	292	892
Medium	496	2229
High	933	3273



WORRIES

NAPLAN numeracy (Year 5)

	SEA NAPLAN	
	No	Yes
Level		
Low	674	3357
Medium	537	2002
High	497	1040



Calculated SRL variable

NAPLAN numeracy (Year 5)

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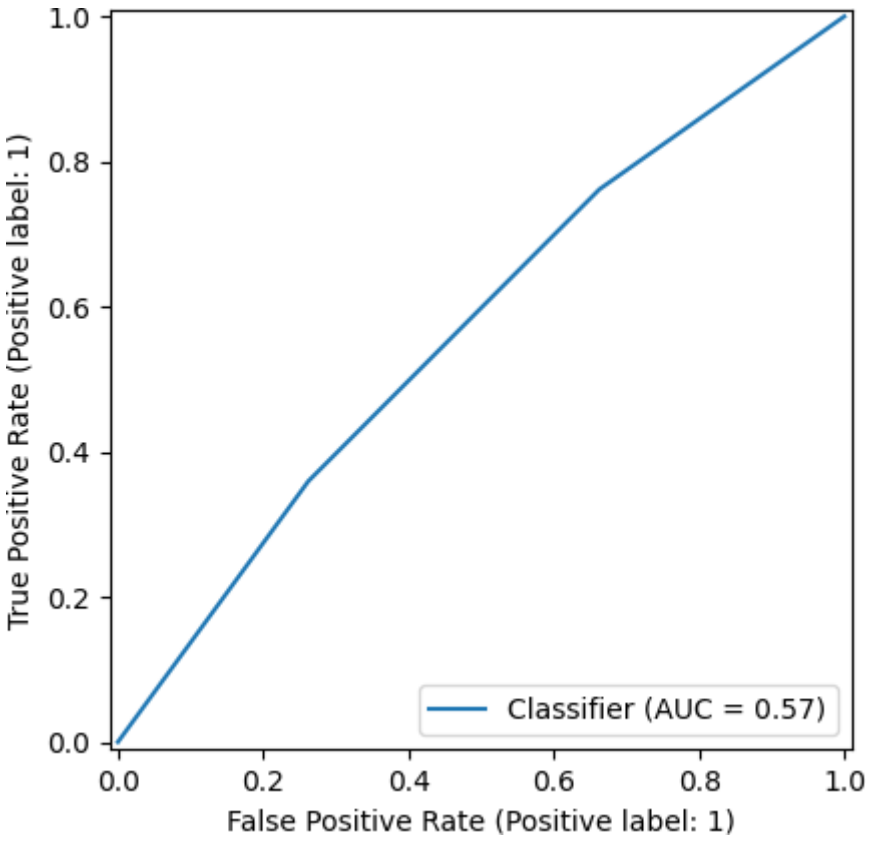
	No	Yes
Level		
Low	414	1296
Medium	492	2188
High	322	1956

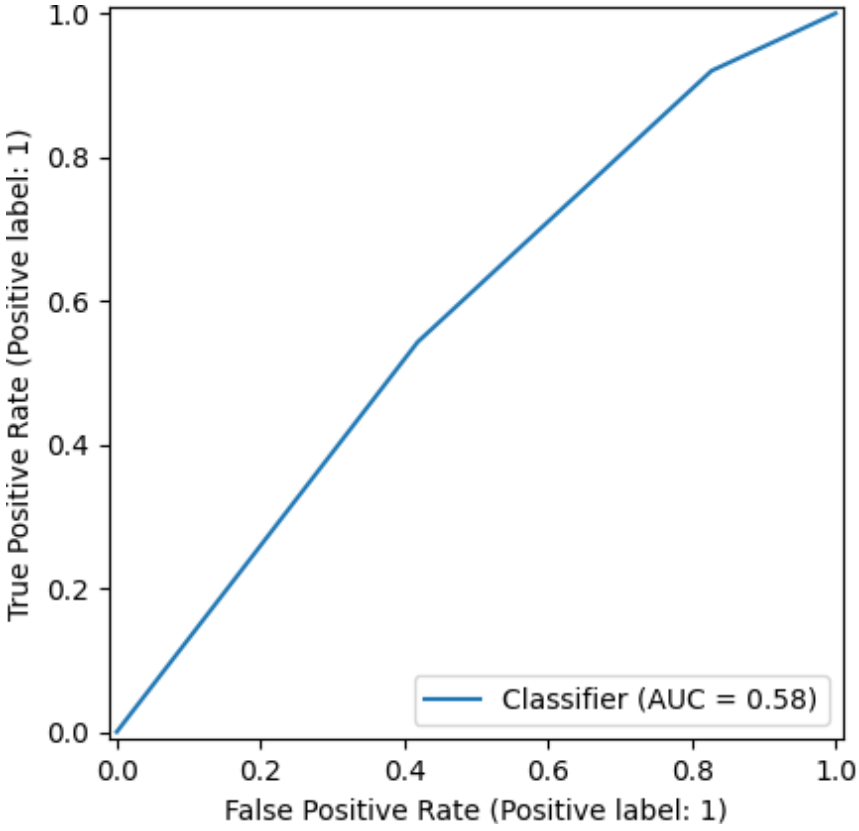


NAPLAN reading SEA in Year 5 based on their Year 4 WEC data

PERSEVERANCE

NAPLAN reading (Year 5)

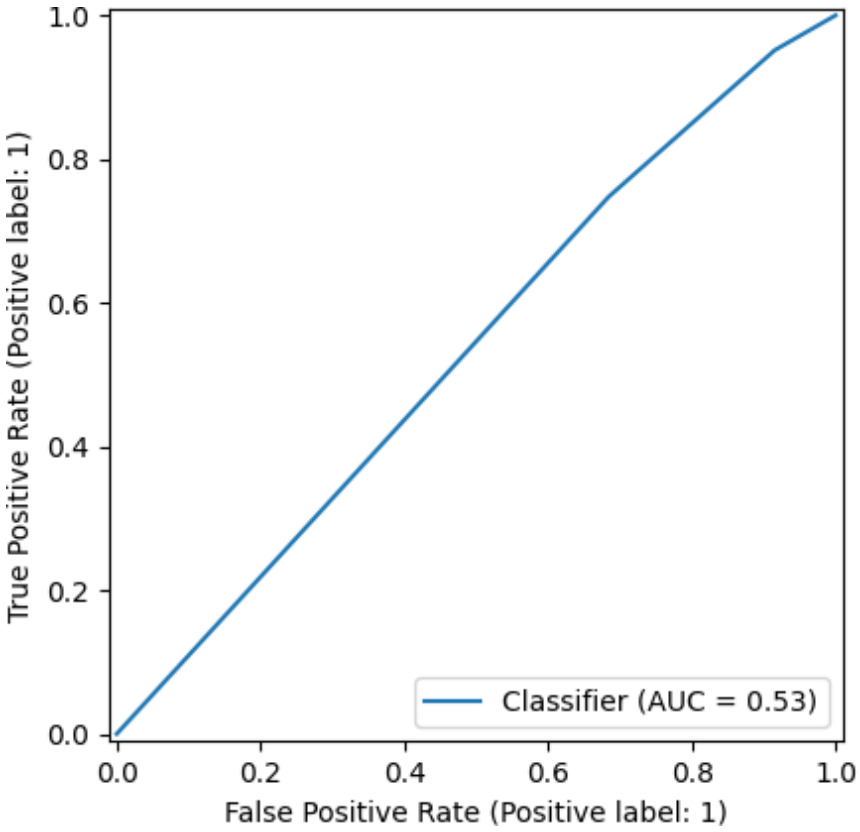
	SEA NAPLAN	
	No	Yes
Level		
Low	227	528
Medium	538	2494
High	551	3586



ACADEMIC SELF CONCEPT

NAPLAN reading (Year 5)

	SEA NAPLAN	
	No	Yes
Level		
Low	114	324
Medium	311	1361
High	921	4986



COGNITIVE ENGAGEMENT

NAPLAN reading (Year 5)

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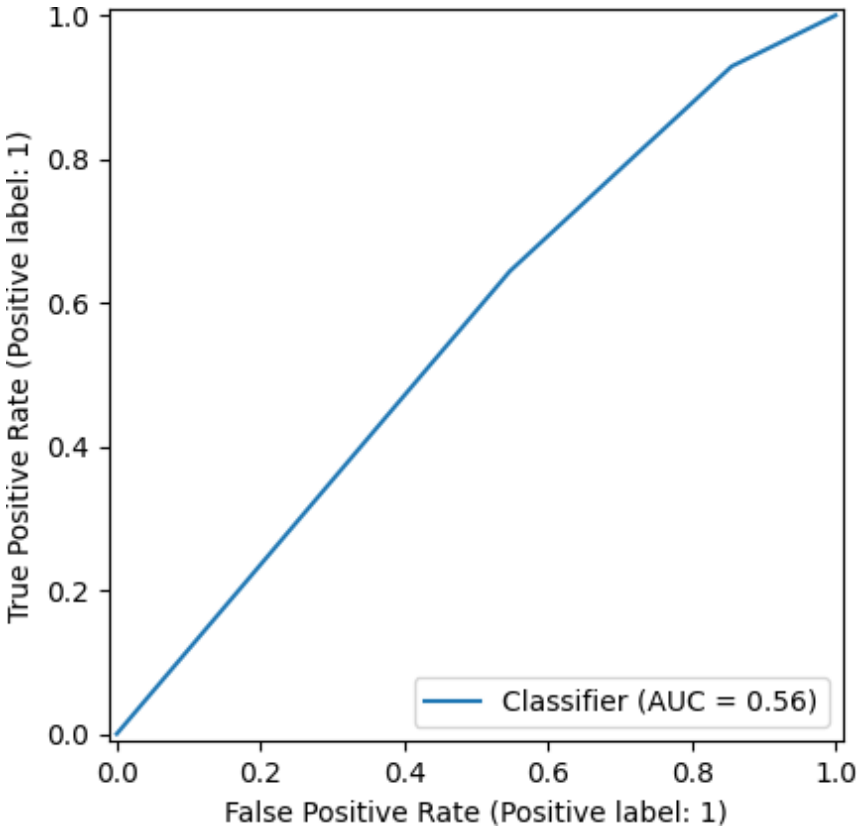
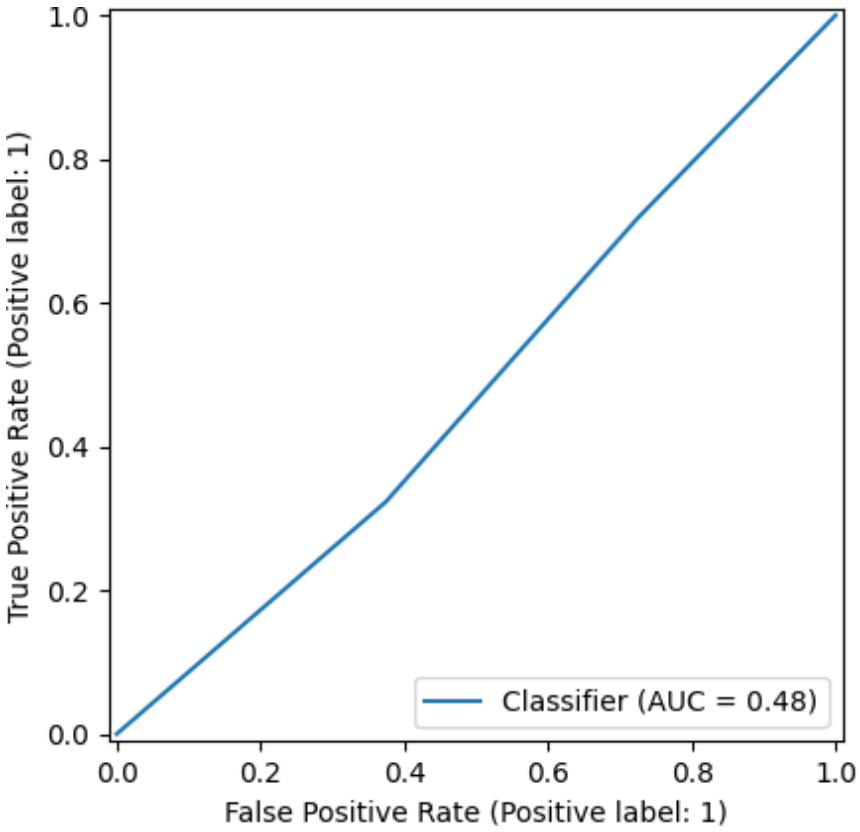
	No	Yes
Level		
Low	197	475
Medium	420	1905
High	745	4306



ENGAGEMENT FLOW

NAPLAN reading (Year 5)

	SEA NAPLAN	
	No	Yes
Level		
Low	375	1887
Medium	477	2637
High	510	2159



PEER BELONGING

NAPLAN reading (Year 5)

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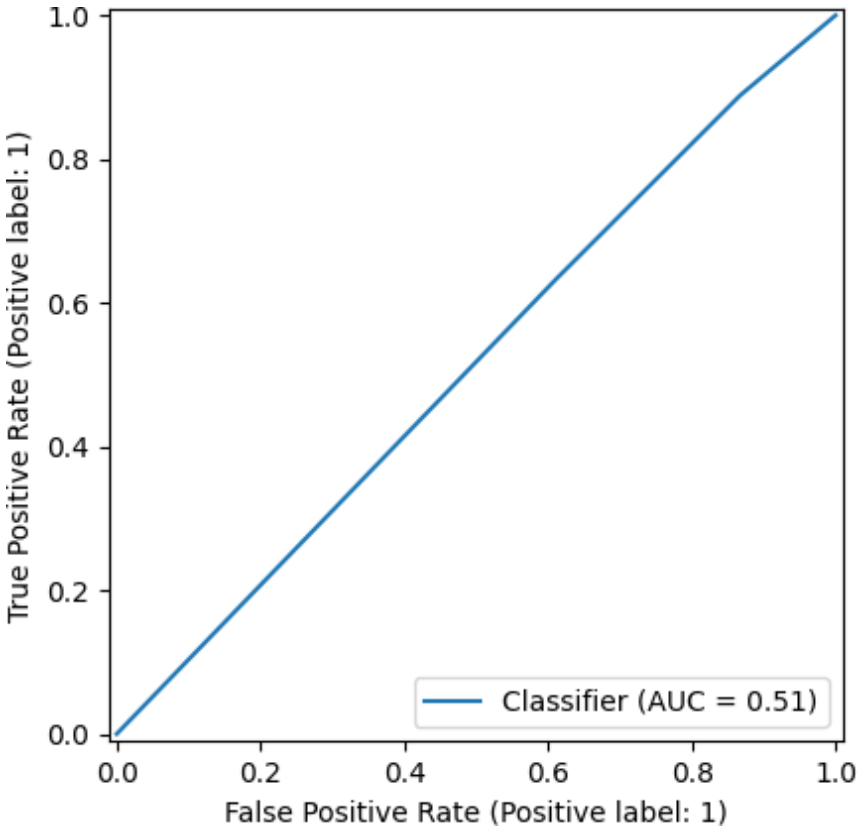
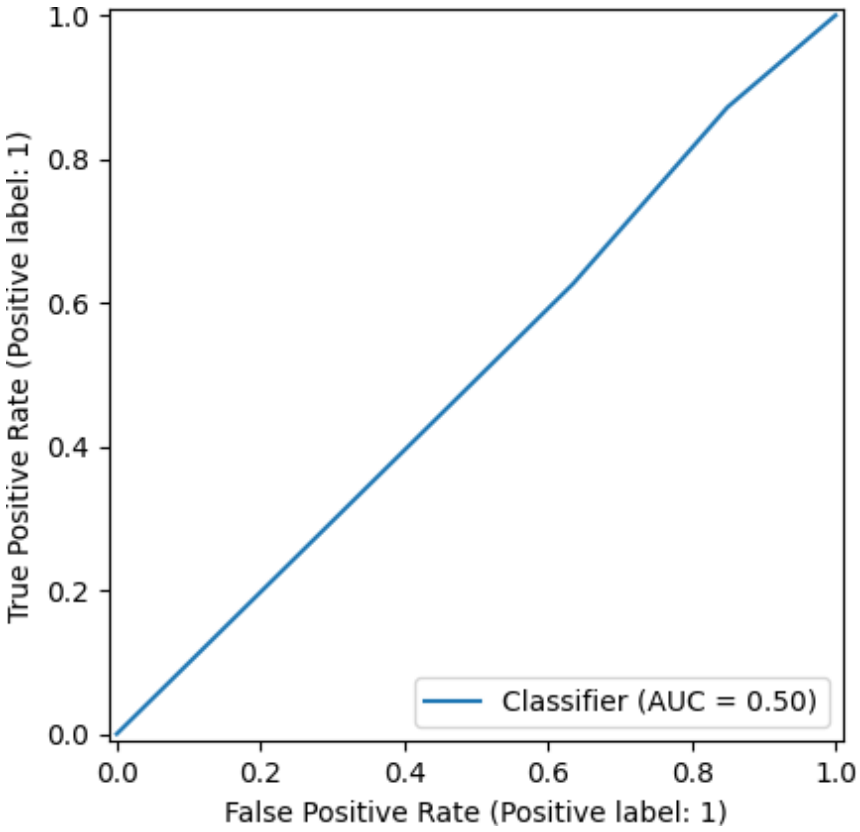
	No	Yes
Level		
Low	182	747
Medium	351	1714
High	835	4228



SCHOOL BELONGING

NAPLAN reading (Year 5)

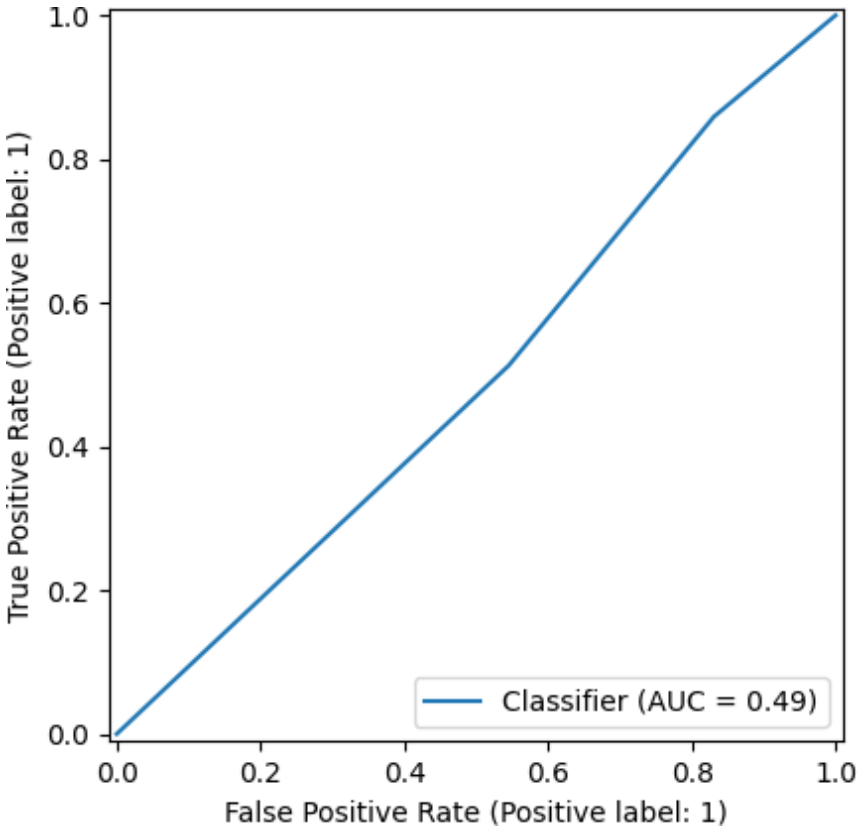
	SEA NAPLAN	
	No	Yes
Level		
Low	200	847
Medium	285	1624
High	844	4147



EMOTION REGULATION

NAPLAN reading (Year 5)

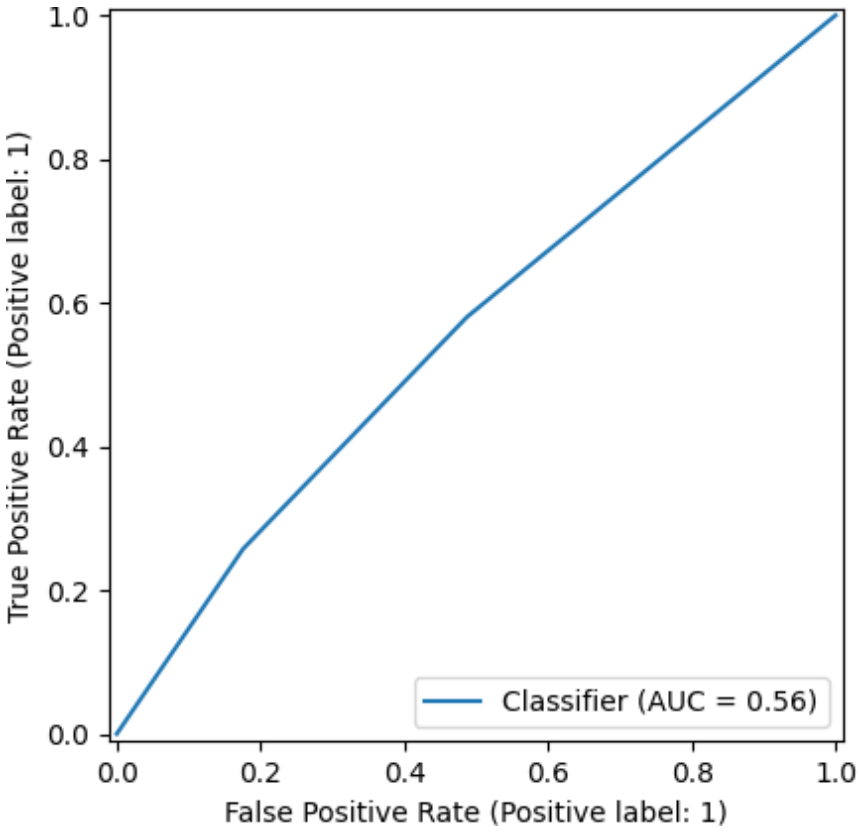
	SEA NAPLAN	
	No	Yes
Level		
Low	232	951
Medium	391	2334
High	748	3459



WORRIES

NAPLAN reading (Year 5)

	SEA NAPLAN	
	No	Yes
Level		
Low	574	3457
Medium	441	2098
High	352	1185



Calculated SRL variable

NAPLAN reading (Year 5)

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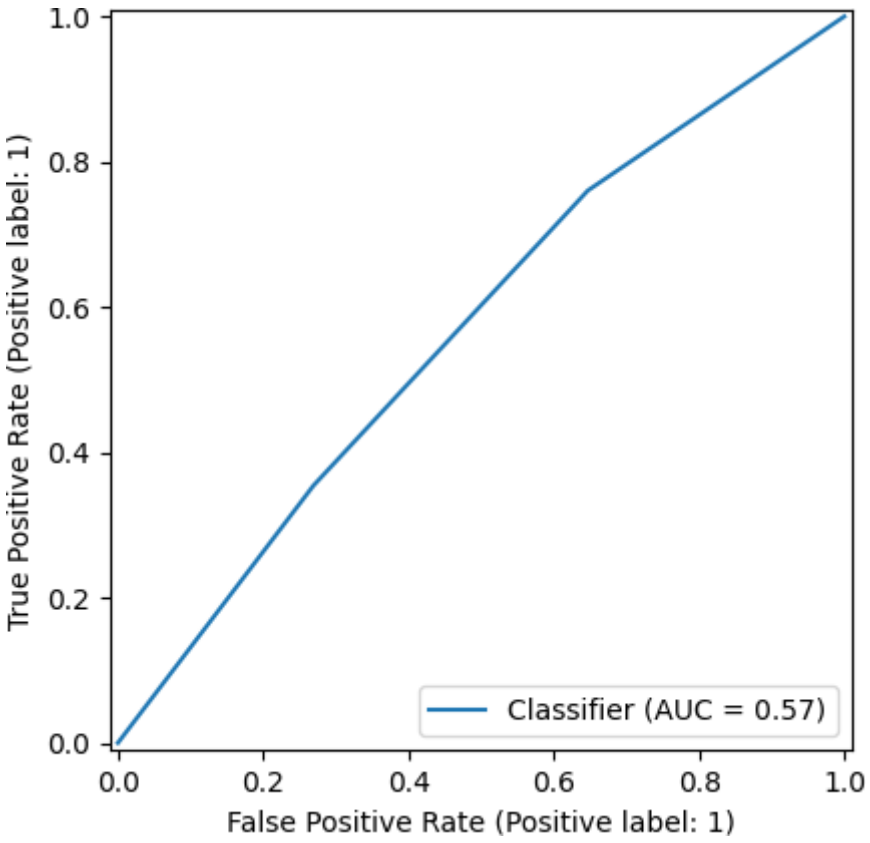
	No	Yes
Level		
Low	345	1364
Medium	369	2311
High	263	2016

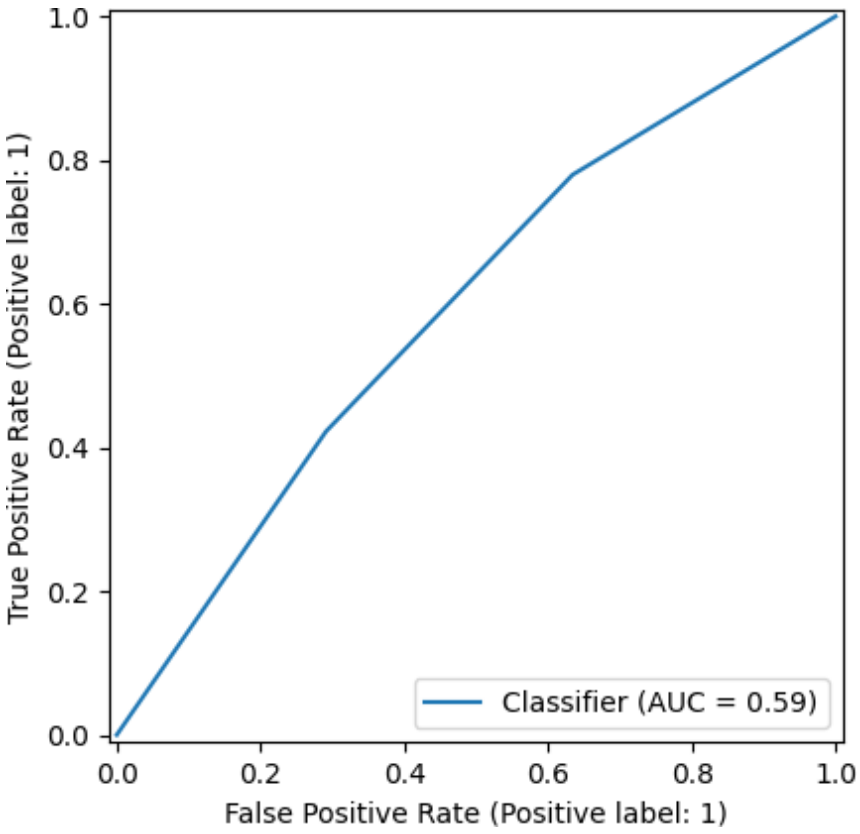


NAPLAN numeracy SEA in Year 9 based on their Year 6 WEC data

PERSEVERANCE

NAPLAN numeracy (Year 9)

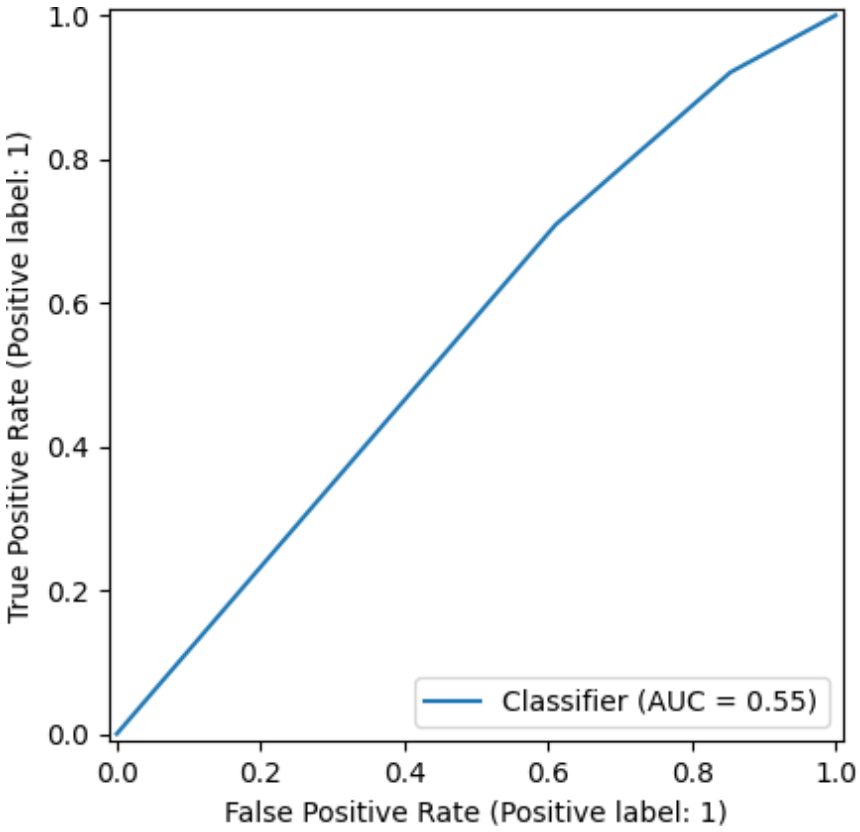
	SEA NAPLAN	
	No	Yes
Level		
Low	509	878
Medium	477	1422
High	405	1682



ACADEMIC SELF CONCEPT

NAPLAN numeracy (Year 9)

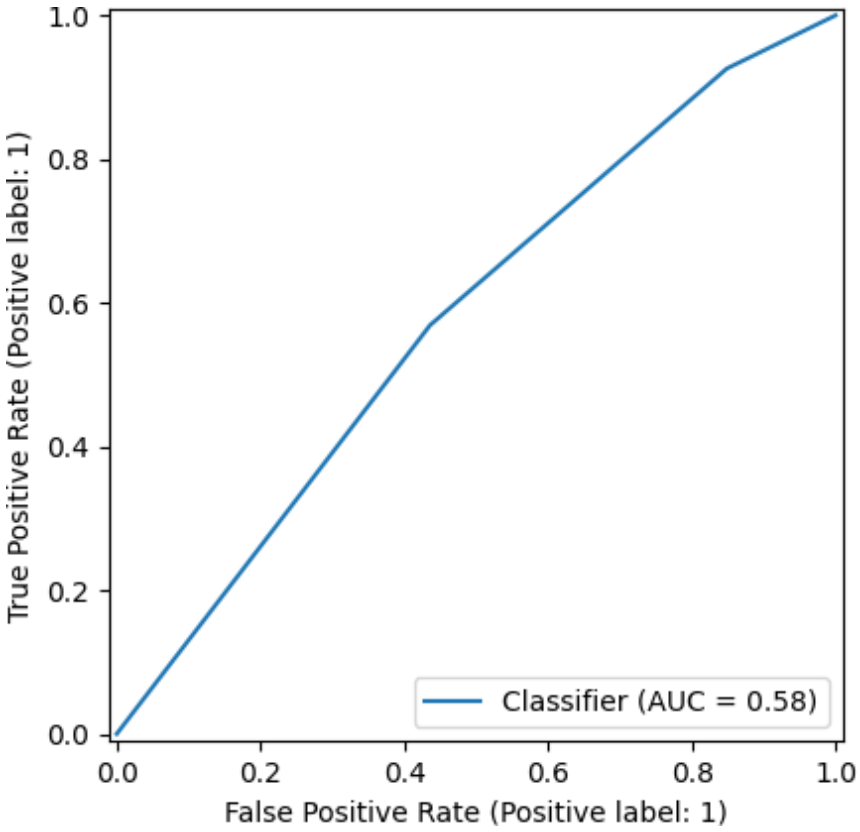
	SEA NAPLAN	
	No	Yes
Level		
Low	204	314
Medium	339	840
High	852	2810



COGNITIVE ENGAGEMENT

NAPLAN numeracy (Year 9)

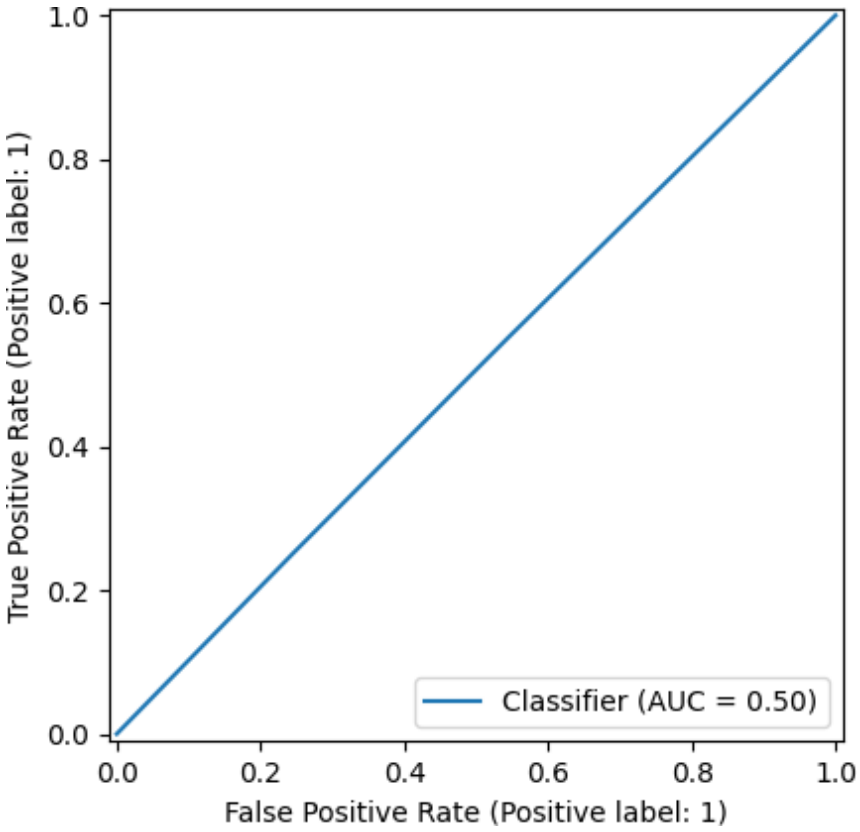
	SEA NAPLAN	
	No	Yes
Level		
Low	210	293
Medium	573	1412
High	605	2249



ENGAGEMENT FLOW

NAPLAN numeracy (Year 9)

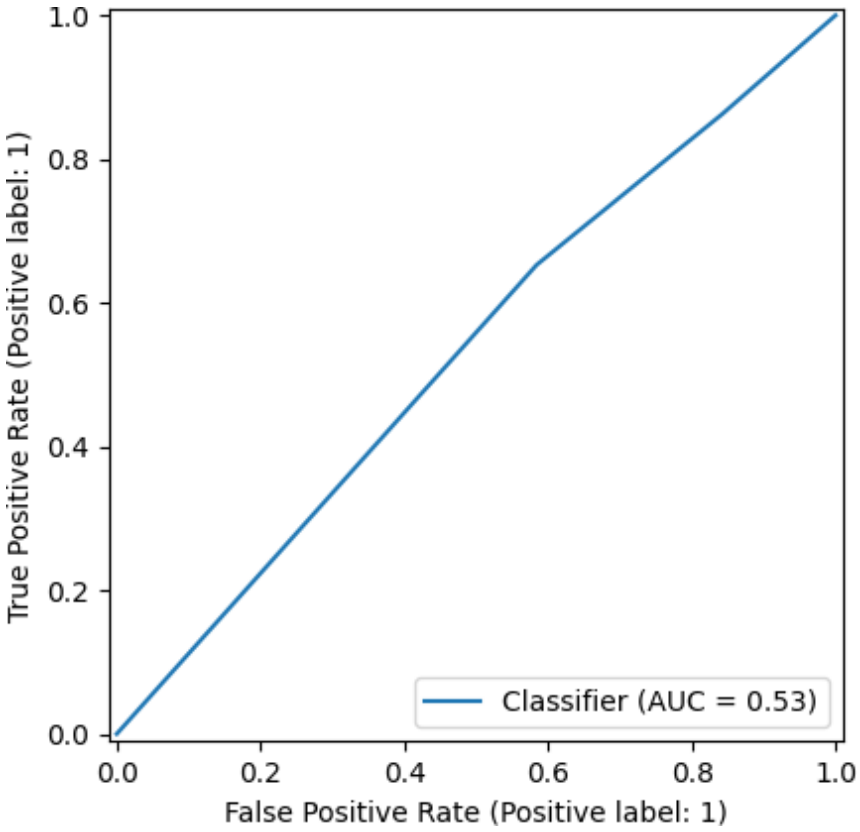
	SEA NAPLAN	
	No	Yes
Level		
Low	627	1764
Medium	416	1192
High	340	995



PEER BELONGING

NAPLAN numeracy (Year 9)

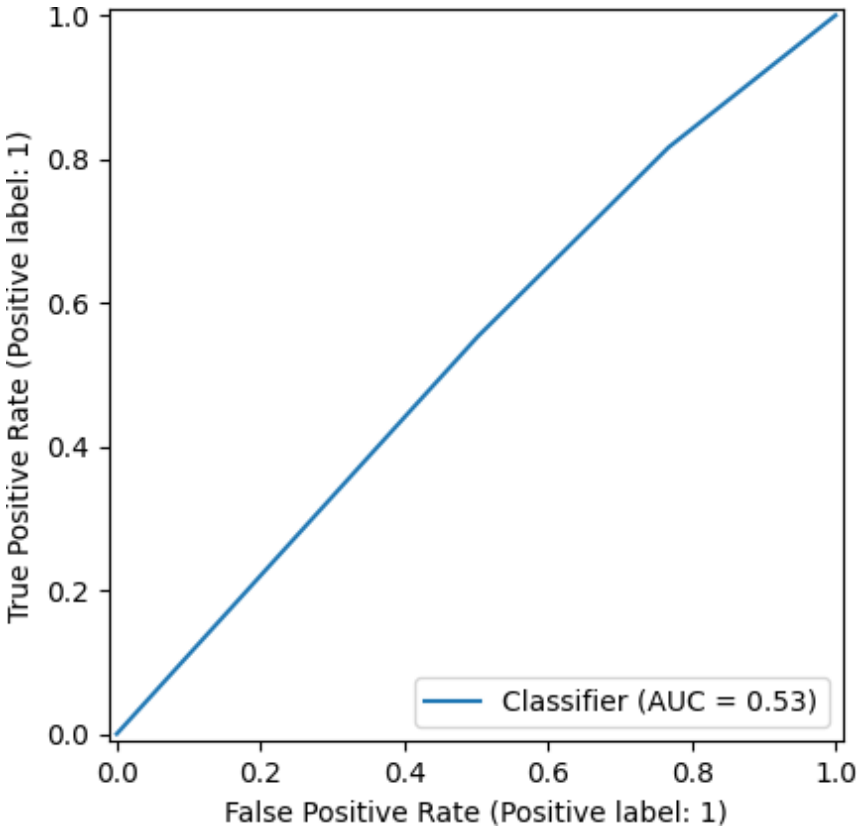
	SEA NAPLAN	
	No	Yes
Level		
Low	219	544
Medium	360	834
High	813	2589



SCHOOL BELONGING

NAPLAN numeracy (Year 9)

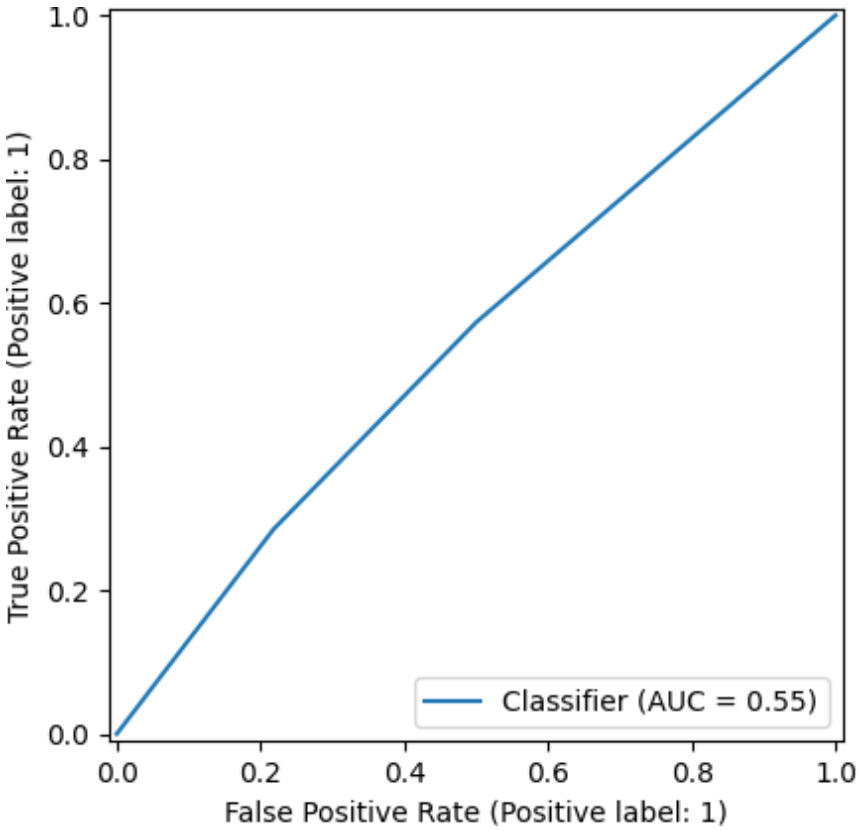
	SEA NAPLAN	
	No	Yes
Level		
Low	320	723
Medium	366	1037
High	693	2180



WORRIES

NAPLAN numeracy (Year 9)

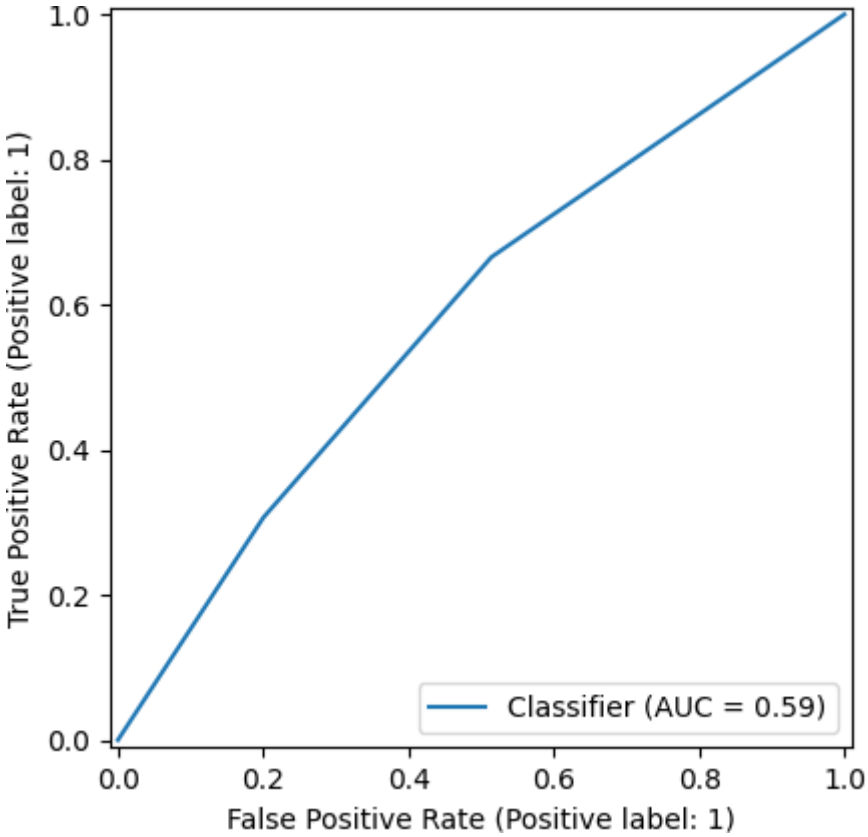
SEA NAPLAN		
	No	Yes
Level		
Low	599	1989
Medium	404	1122
High	399	867



Calculated SRL variable

NAPLAN numeracy (Year 9)

SEA NAPLAN		
	No	Yes
Level		
Low	587	1226
Medium	379	1315
High	242	1124



NAPLAN reading SEA in Year 9 based on theirYear 6 WEC data

PERSEVERANCE

NAPLAN reading (Year 9)

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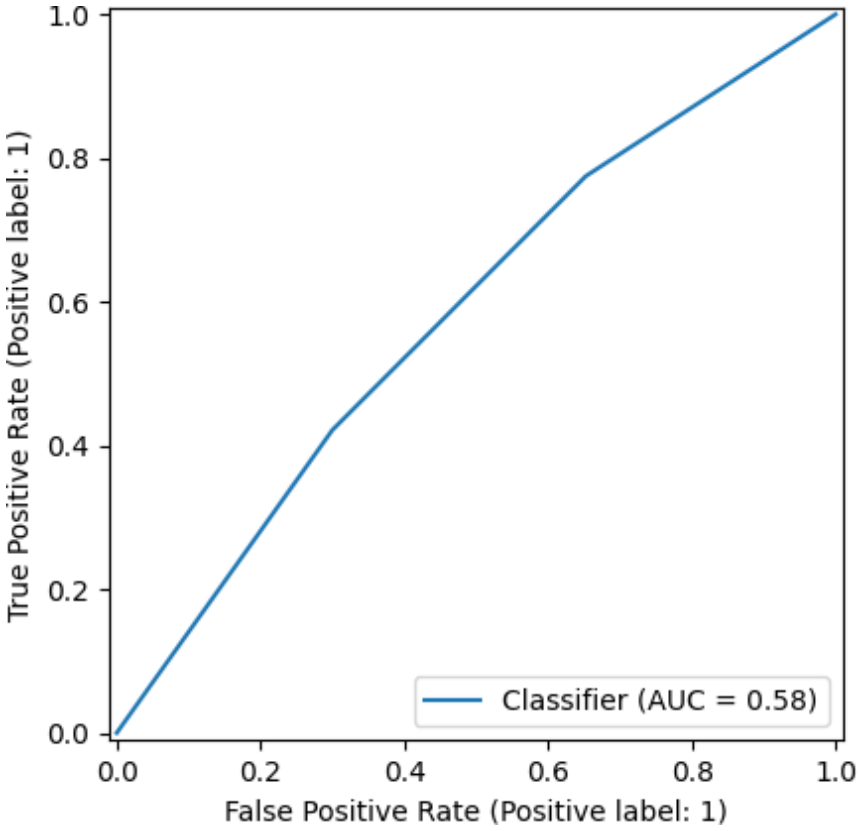
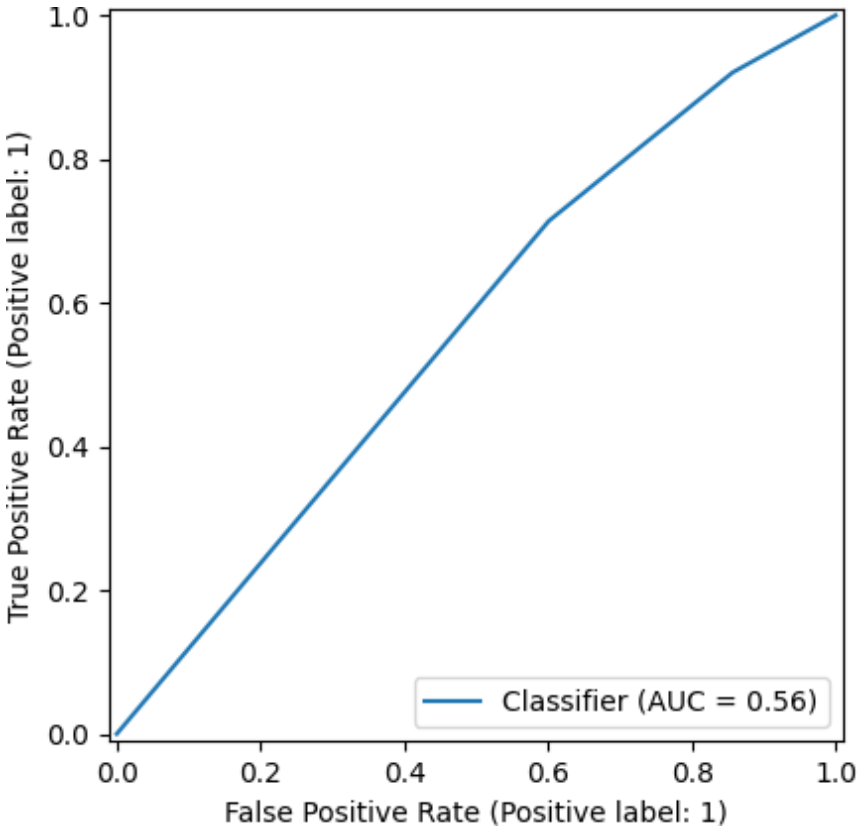
	No	Yes
Level		
Low	506	881
Medium	514	1384
High	437	1650



ACADEMIC SELF CONCEPT

NAPLAN reading (Year 9)

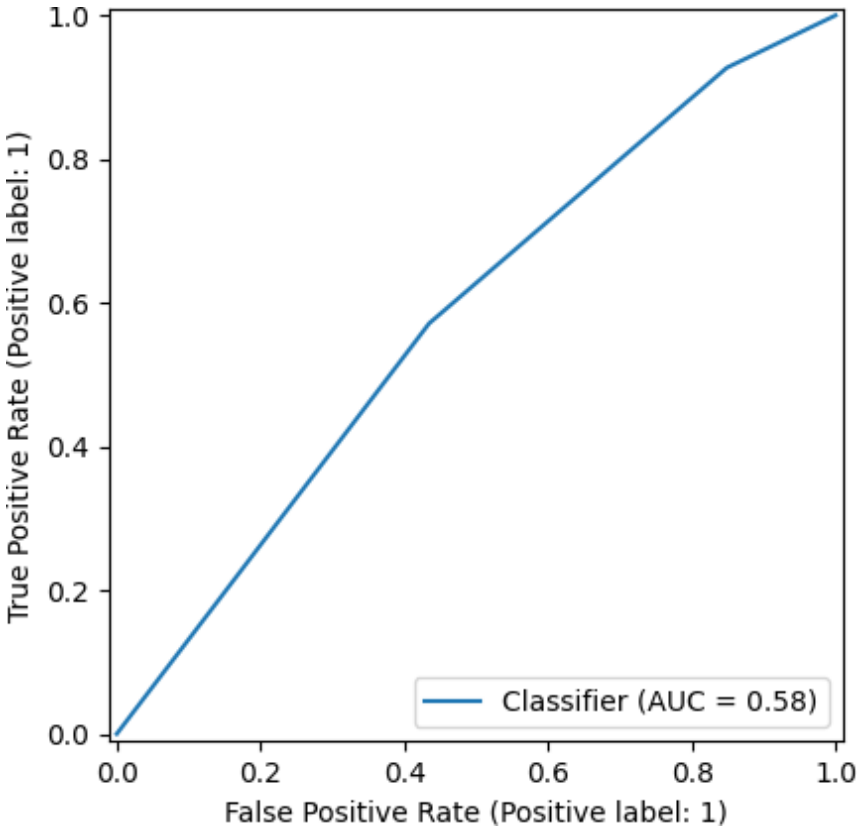
	SEA NAPLAN	
	No	Yes
Level		
Low	208	310
Medium	372	807
High	874	2787



COGNITIVE ENGAGEMENT

NAPLAN reading (Year 9)

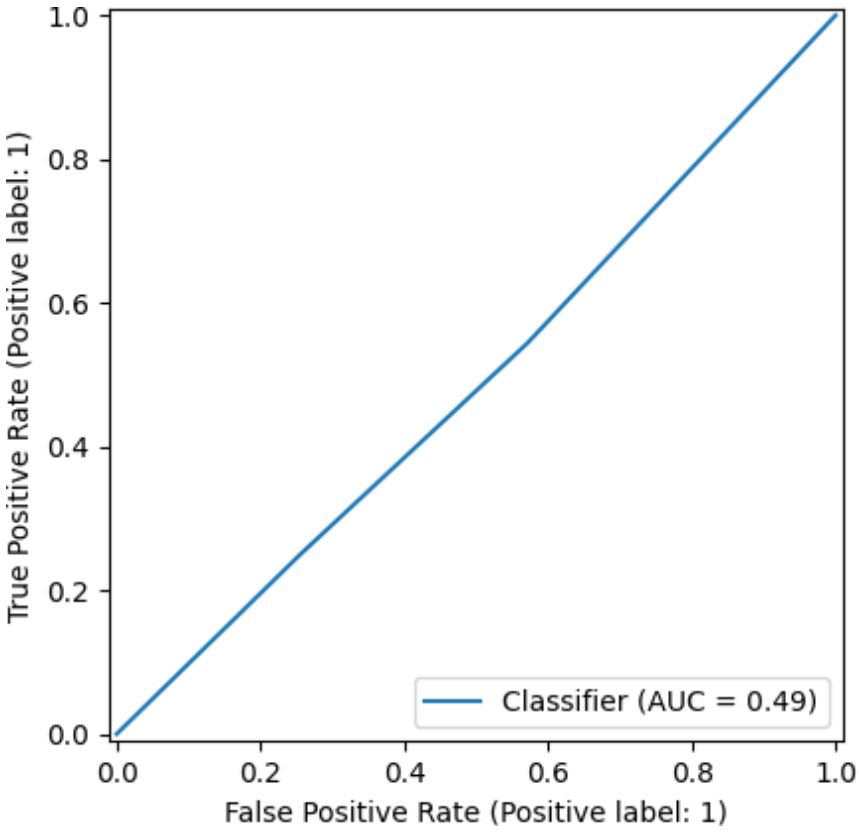
	SEA NAPLAN	
	No	Yes
Level		
Low	219	284
Medium	599	1385
High	629	2225



ENGAGEMENT FLOW

NAPLAN reading (Year 9)

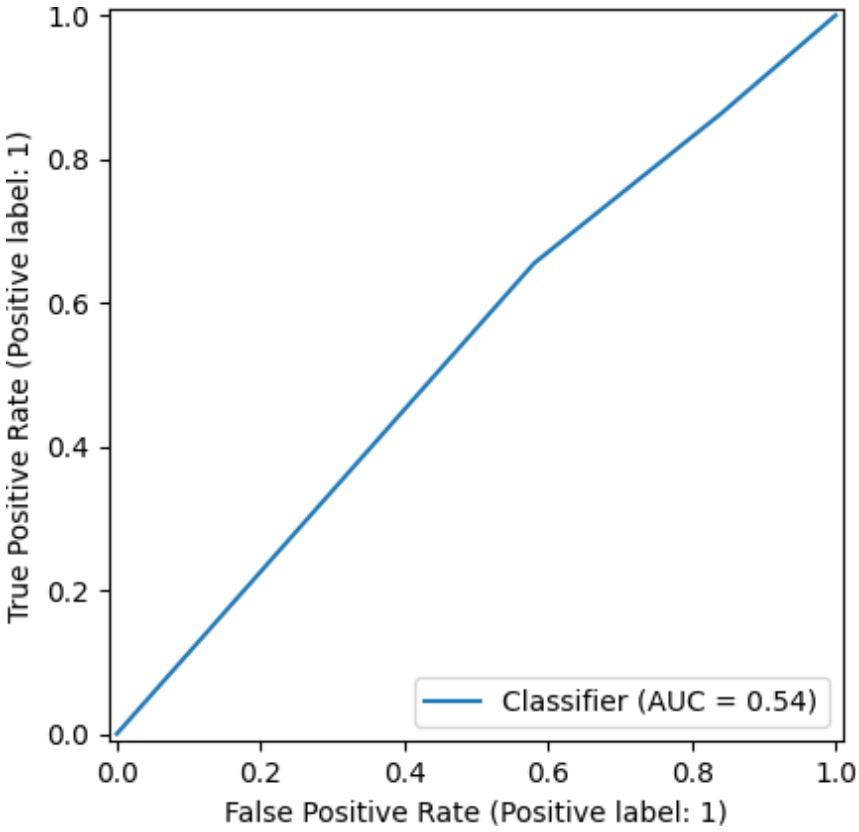
	SEA NAPLAN	
	No	Yes
Level		
Low	618	1773
Medium	458	1149
High	367	968



PEER BELONGING

NAPLAN reading (Year 9)

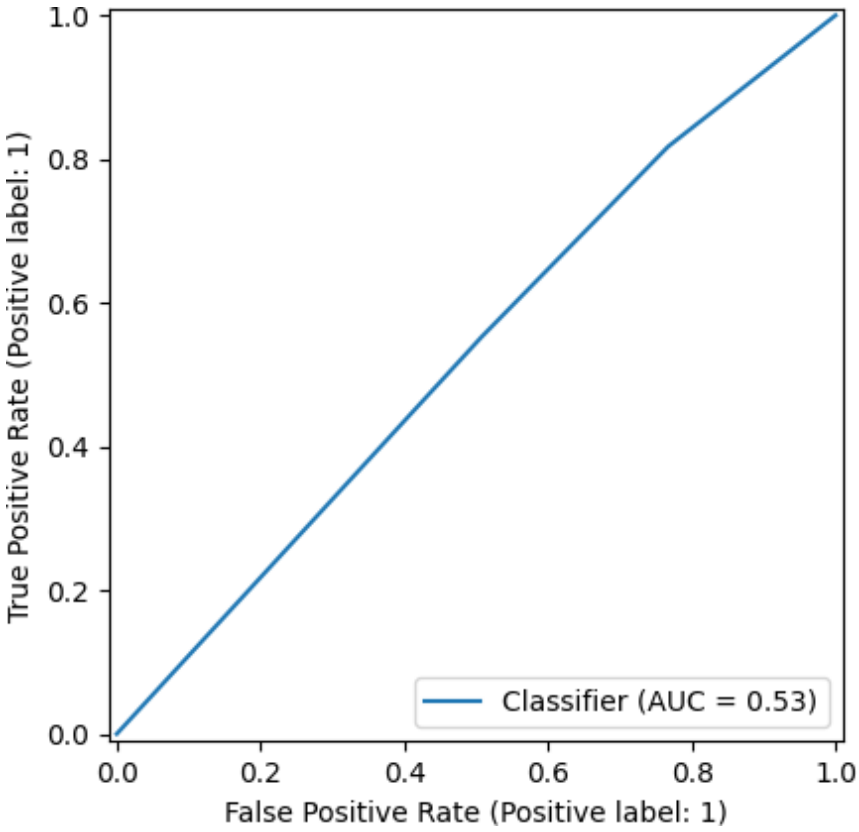
	SEA NAPLAN	
	No	Yes
Level		
Low	231	532
Medium	379	814
High	845	2557



SCHOOL BELONGING

NAPLAN reading (Year 9)

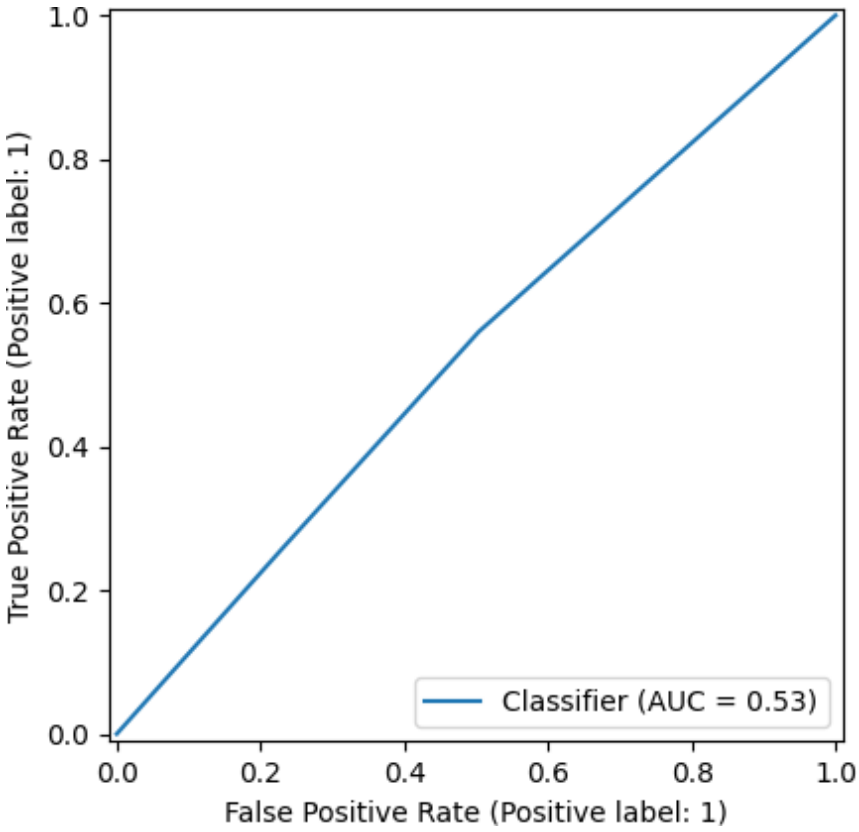
	SEA NAPLAN	
	No	Yes
Level		
Low	335	708
Medium	374	1029
High	730	2142



WORRIES

NAPLAN reading (Year 9)

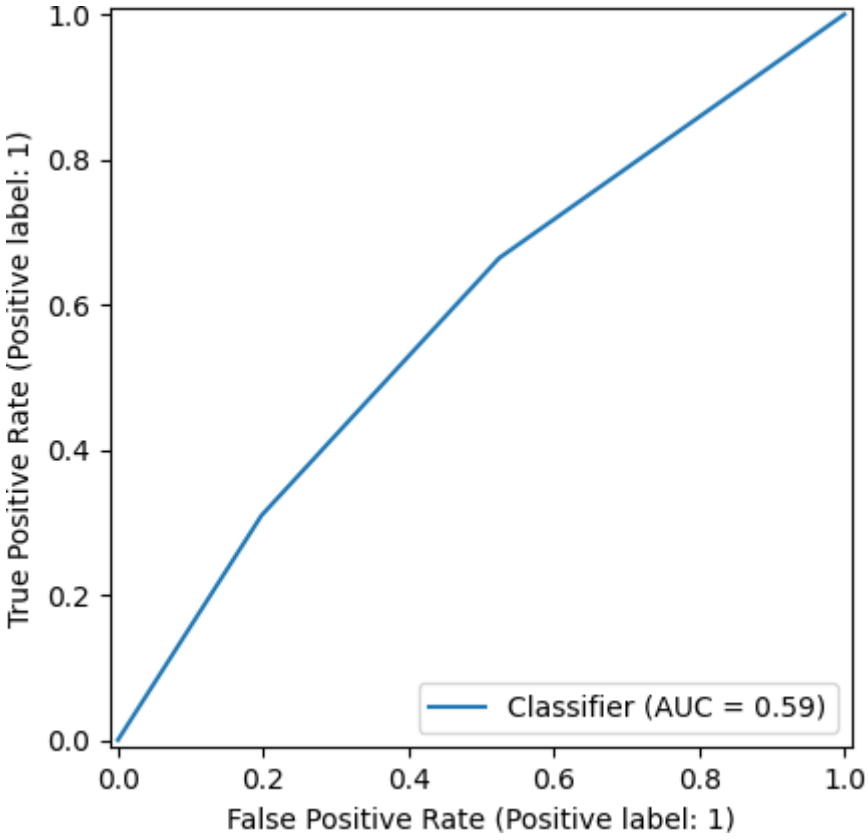
	SEA NAPLAN	
	No	Yes
Level		
Low	643	1944
Medium	445	1081
High	373	893



Calculated SRL variable

NAPLAN reading (Year 9)

	SEA NAPLAN	
	No	Yes
Level		
Low	601	1211
Medium	414	1280
High	250	1116

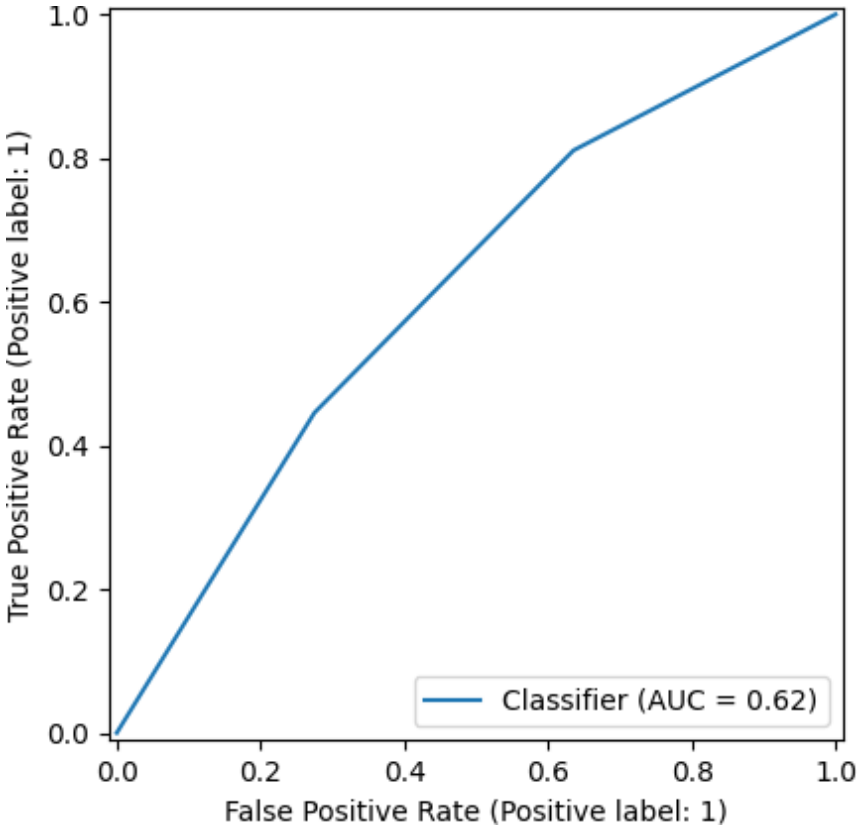


NAPLAN numeracy SEA in Year 9 based on theirYear 7 WEC data

PERSEVERANCE

NAPLAN numeracy (Year 9)

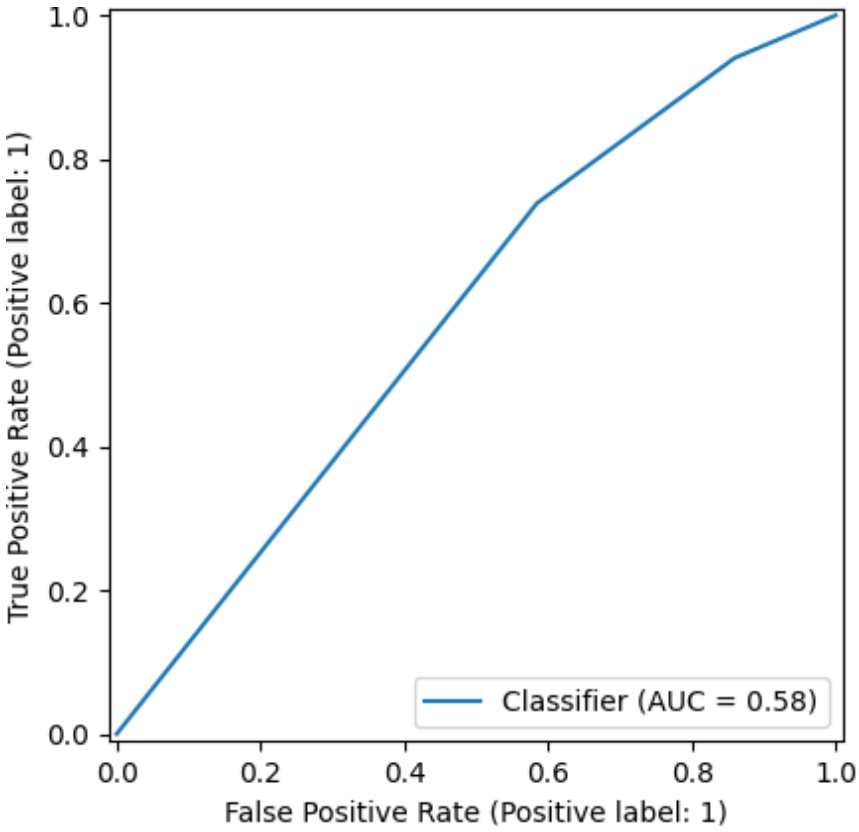
	SEA NAPLAN	
	No	Yes
Level		
Low	529	773
Medium	523	1491
High	399	1819



ACADEMIC SELF CONCEPT

NAPLAN numeracy (Year 9)

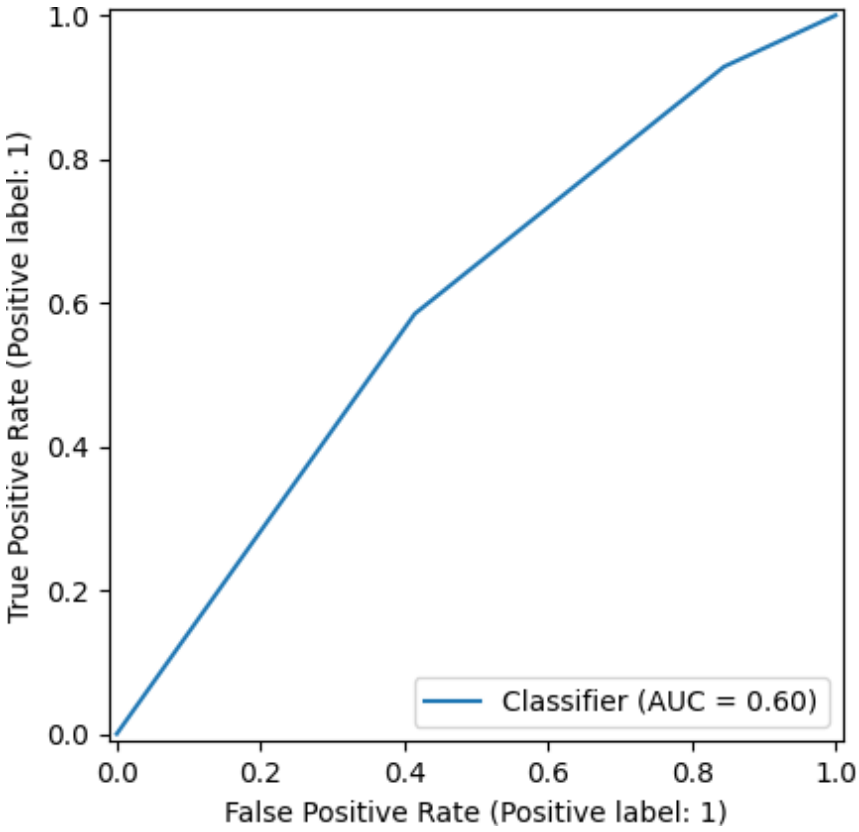
	SEA NAPLAN	
	No	Yes
Level		
Low	203	241
Medium	398	822
High	846	3003



COGNITIVE ENGAGEMENT

NAPLAN numeracy (Year 9)

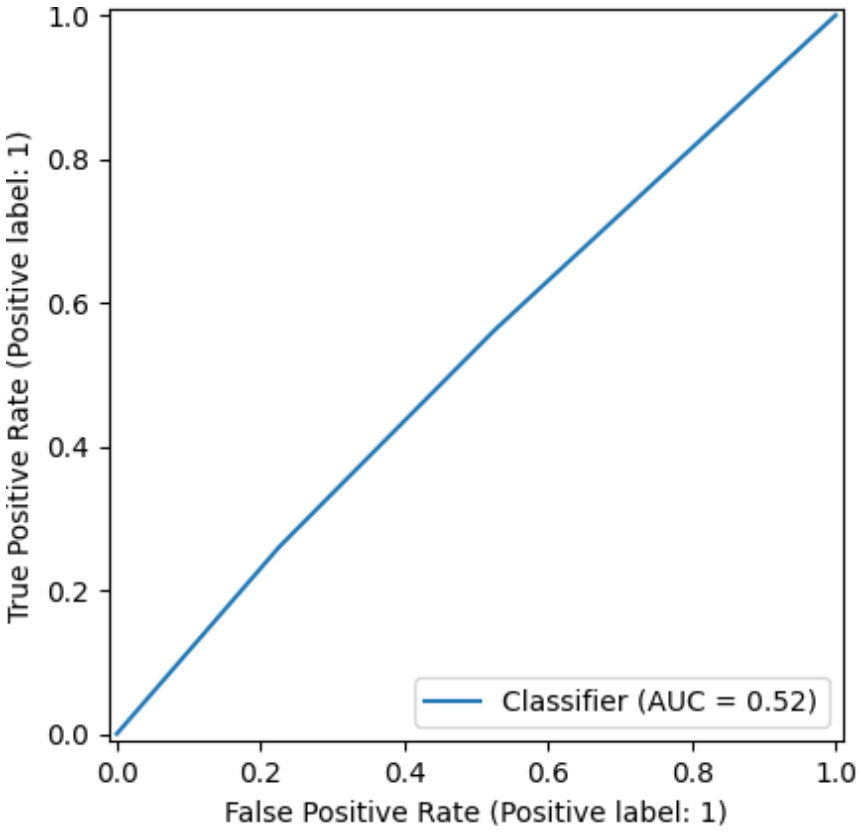
	SEA NAPLAN	
	No	Yes
Level		
Low	223	289
Medium	618	1391
High	596	2366



ENGAGEMENT FLOW

NAPLAN numeracy (Year 9)

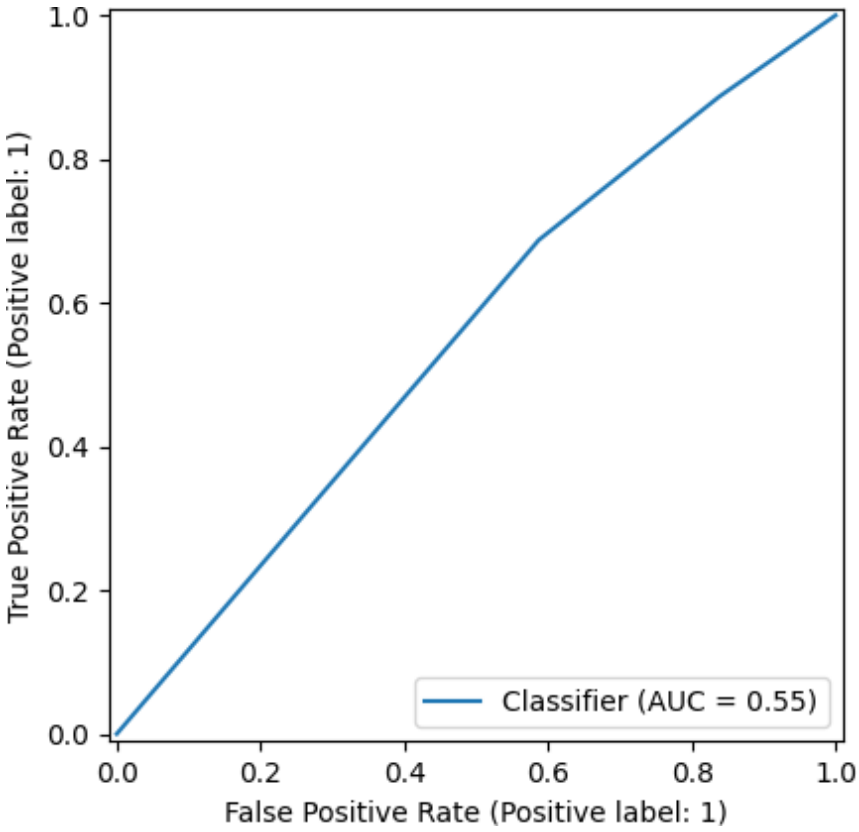
	SEA NAPLAN	
	No	Yes
Level		
Low	678	1762
Medium	431	1221
High	324	1050



PEER BELONGING

NAPLAN numeracy (Year 9)

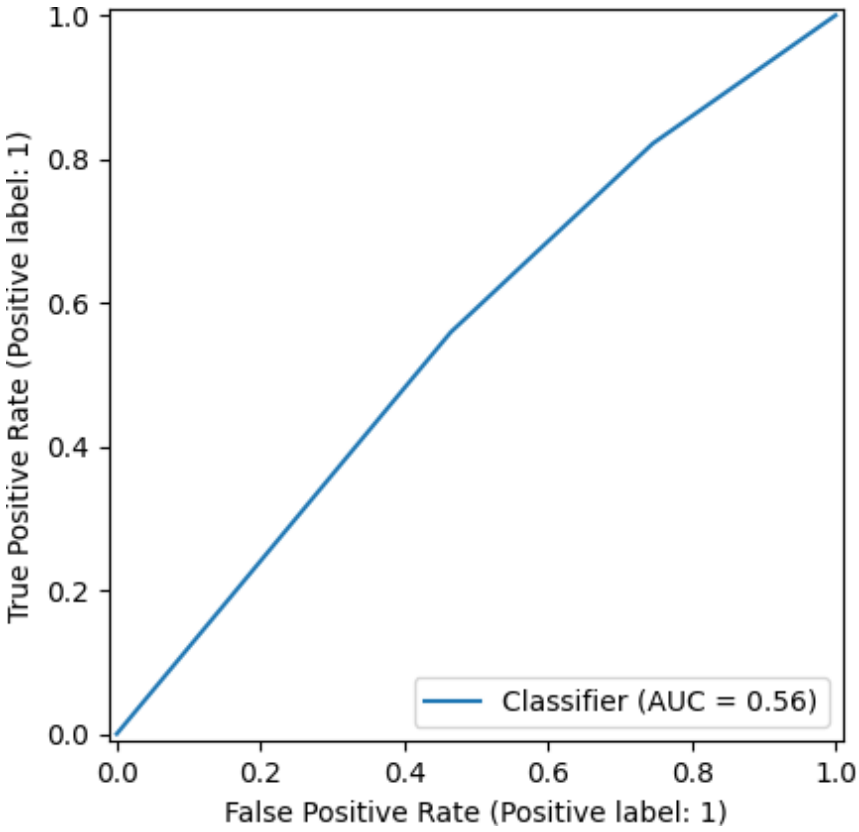
	SEA NAPLAN	
	No	Yes
Level		
Low	235	459
Medium	364	808
High	852	2786



SCHOOL BELONGING

NAPLAN numeracy (Year 9)

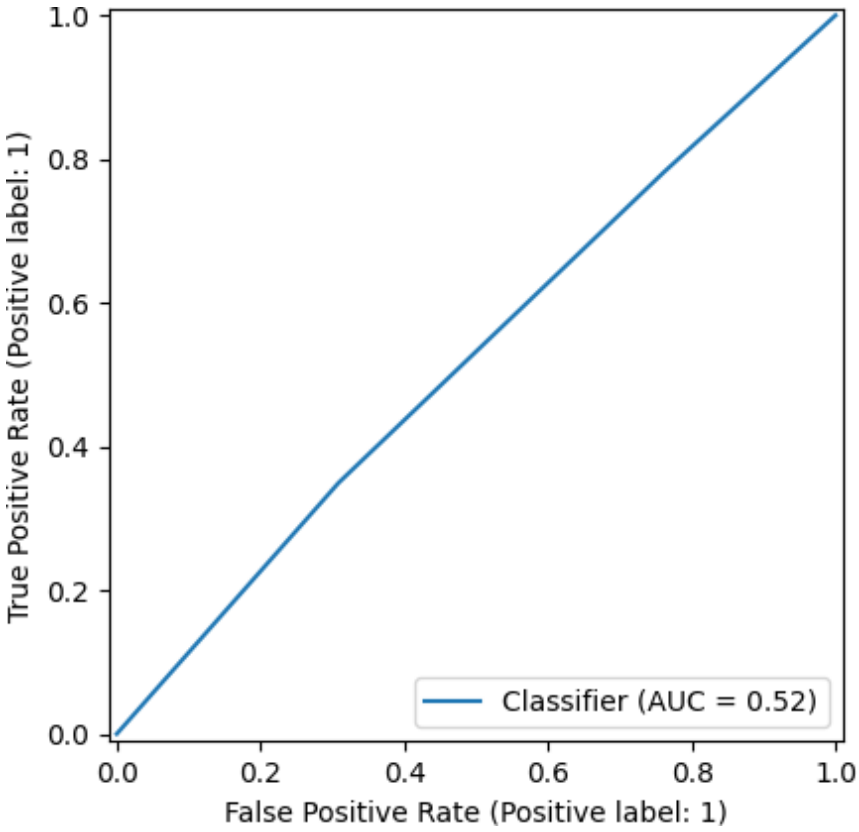
	SEA NAPLAN	
	No	Yes
Level		
Low	362	719
Medium	400	1058
High	662	2255



EMOTION REGULATION

NAPLAN numeracy (Year 9)

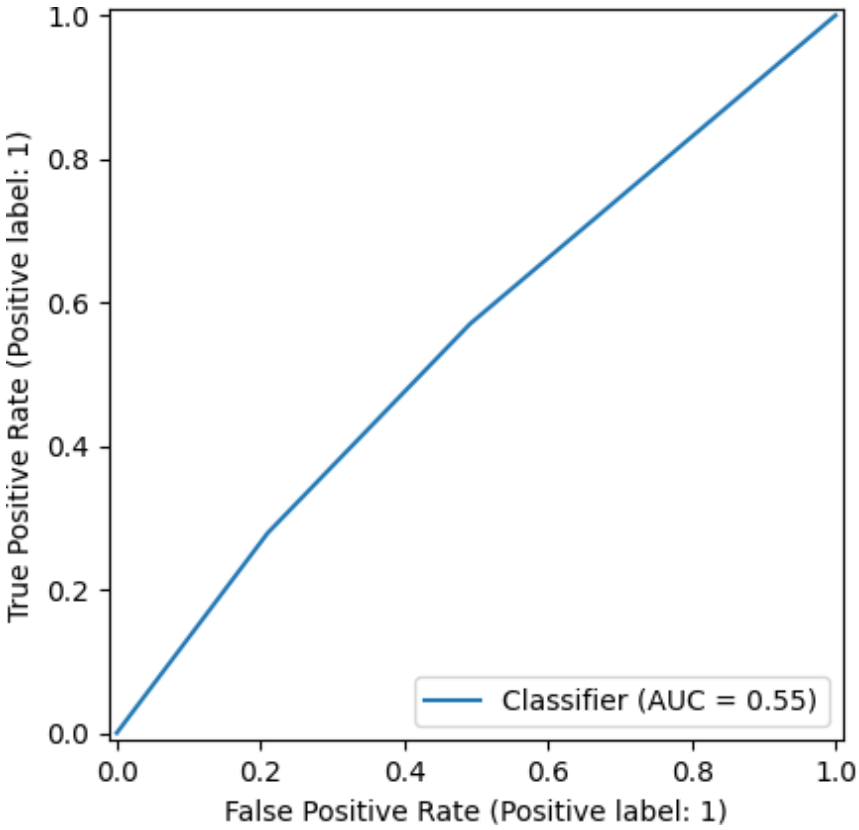
	SEA NAPLAN	
	No	Yes
Level		
Low	348	892
Medium	660	1768
High	450	1429



WORRIES

NAPLAN numeracy (Year 9)

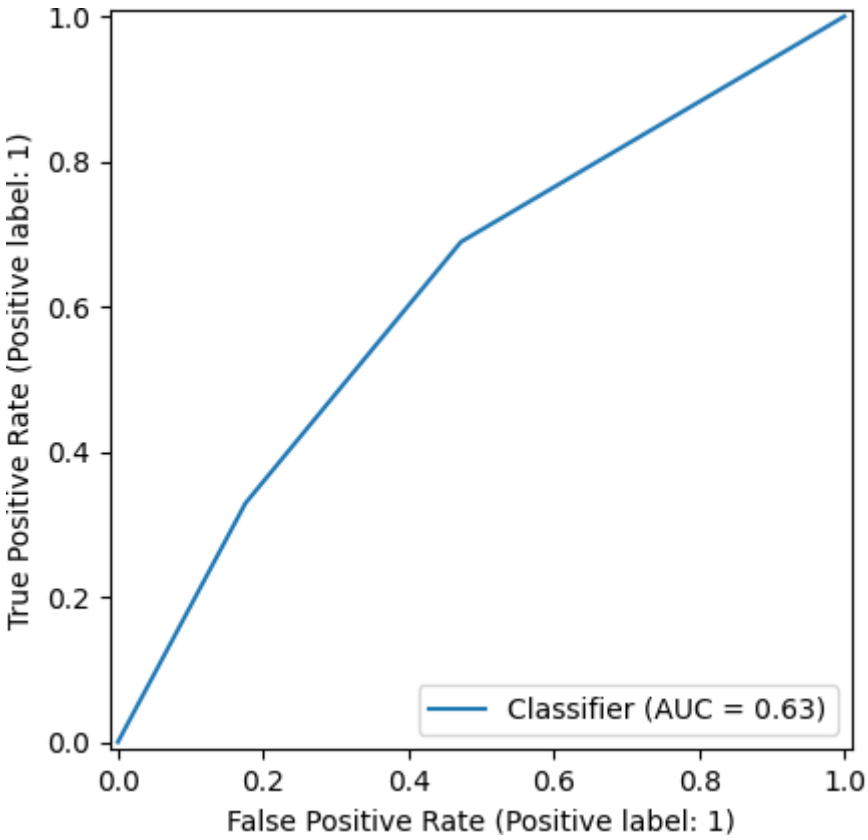
SEA NAPLAN		
	No	Yes
Level		
Low	627	2075
Medium	426	1152
High	407	858



Calculated SRL variable

NAPLAN numeracy (Year 9)

SEA NAPLAN		
	No	Yes
Level		
Low	667	1172
Medium	375	1359
High	222	1242

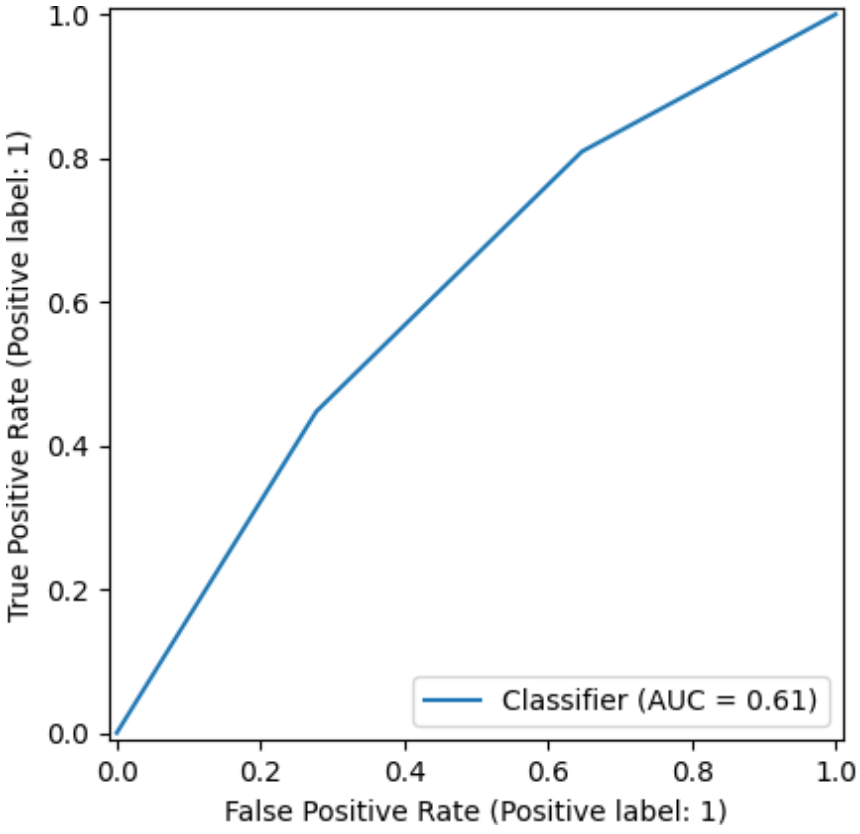


NAPLAN reading SEA in Year 9 based on their Year 7 WEC data

PERSEVERANCE

NAPLAN reading (Year 9)

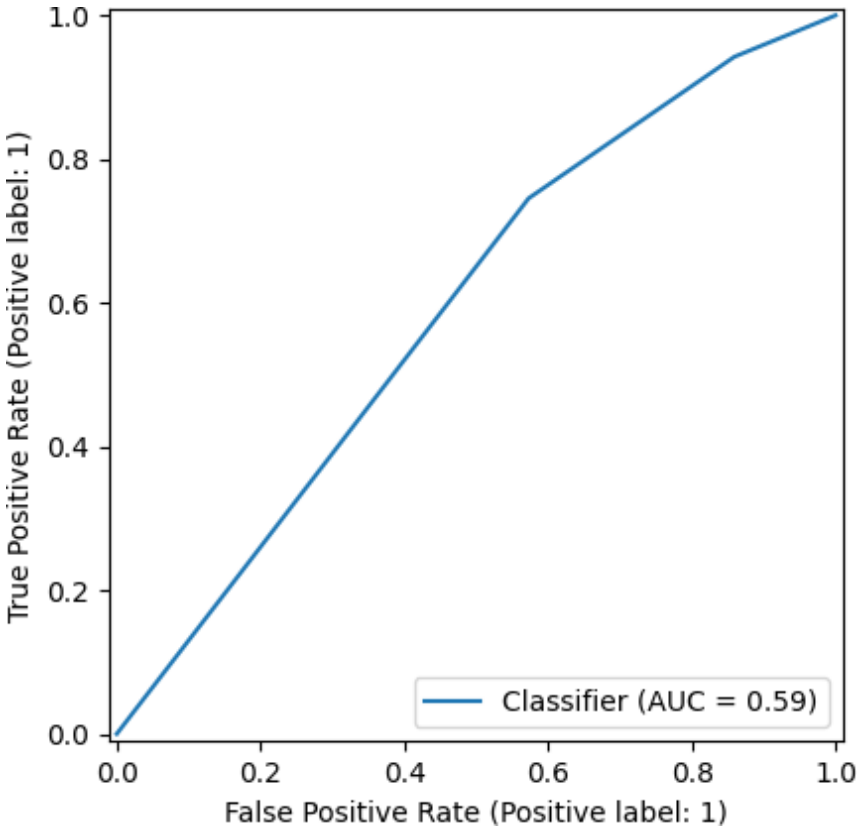
	SEA NAPLAN	
	No	Yes
Level		
Low	535	767
Mediu	560	1453
m High	421	1797



ACADEMIC SELF CONCEPT

NAPLAN reading (Year 9)

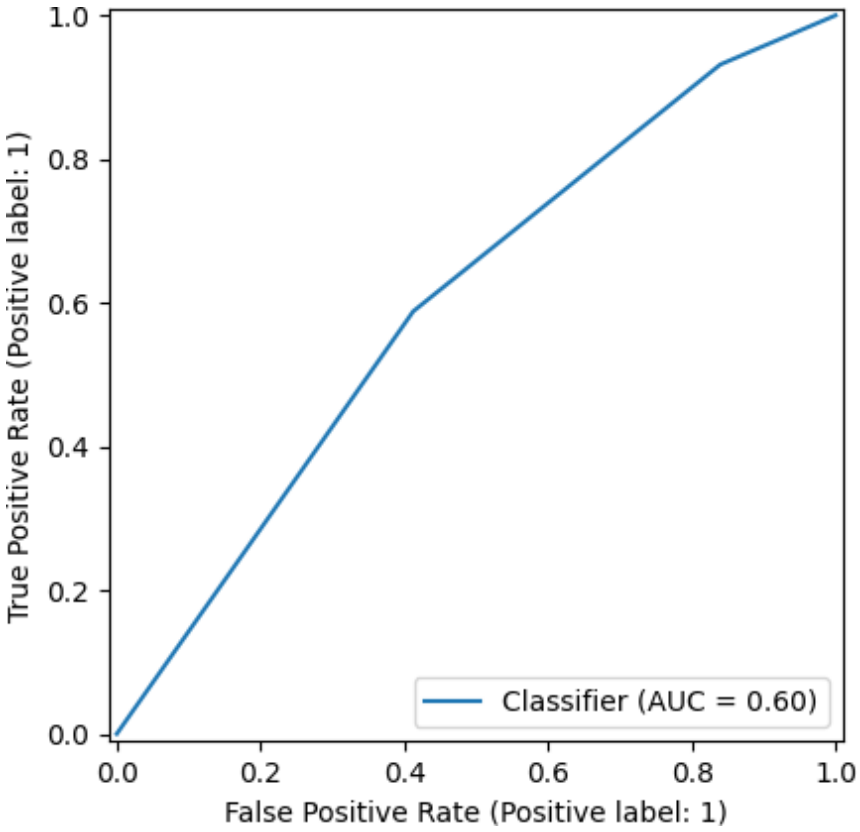
	SEA NAPLAN	
	No	Yes
Level		
Low	212	231
Medium	431	789
High	863	2986



COGNITIVE ENGAGEMENT

NAPLAN reading (Year 9)

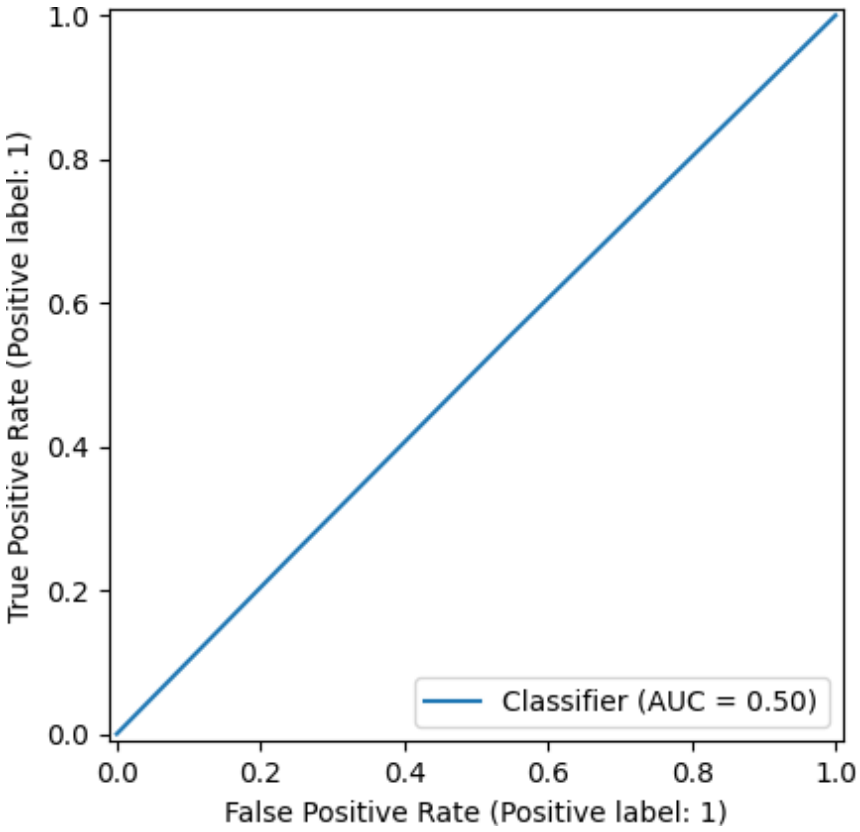
	SEA NAPLAN	
	No	Yes
Level		
Low	239	273
Medium	637	1371
High	615	2347



ENGAGEMENT FLOW

NAPLAN reading (Year 9)

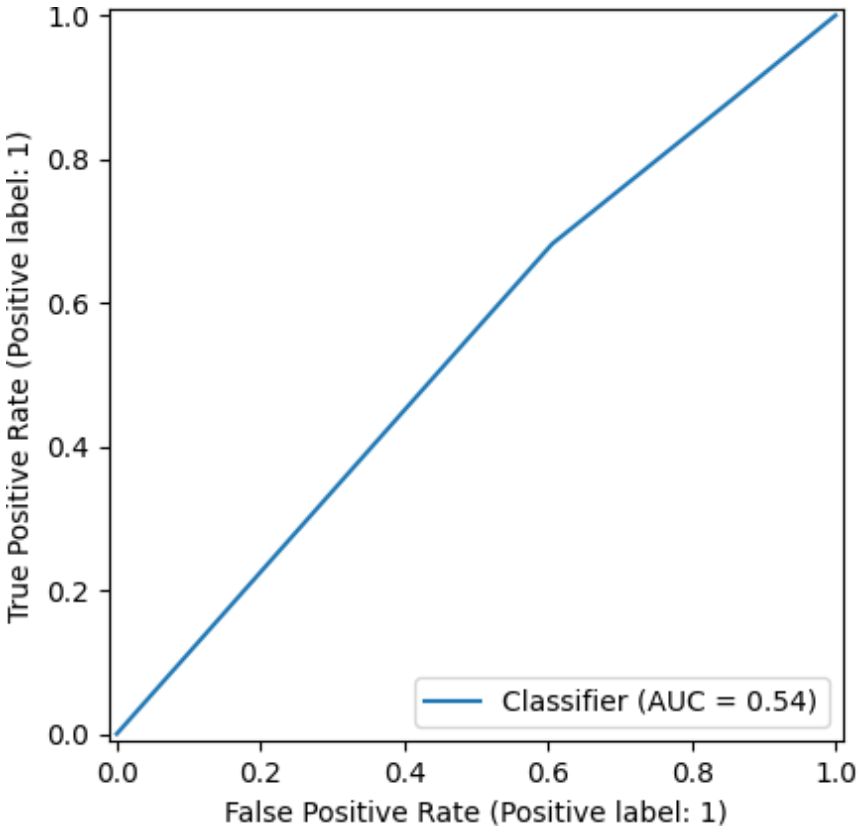
SEA NAPLAN		
	No	Yes
Level		
Low	670	1770
Medium	446	1205
High	368	1006



PEER BELONGING

NAPLAN reading (Year 9)

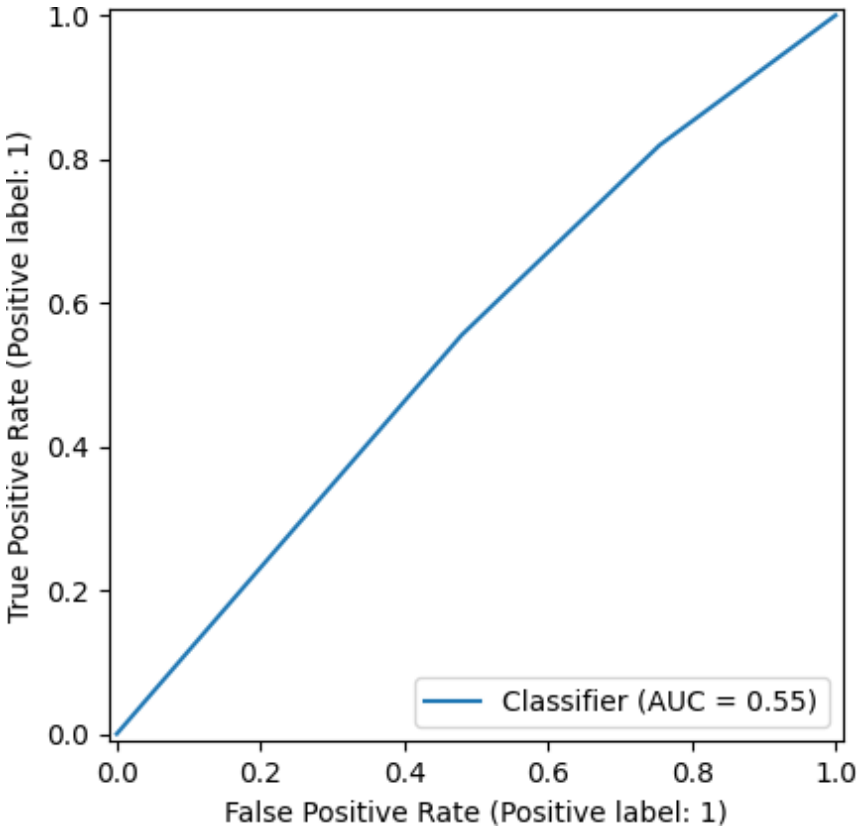
	SEA NAPLAN	
	No	Yes
Level		
Low	219	474
Medium	374	798
High	911	2727



SCHOOL BELONGING

NAPLAN reading (Year 9)

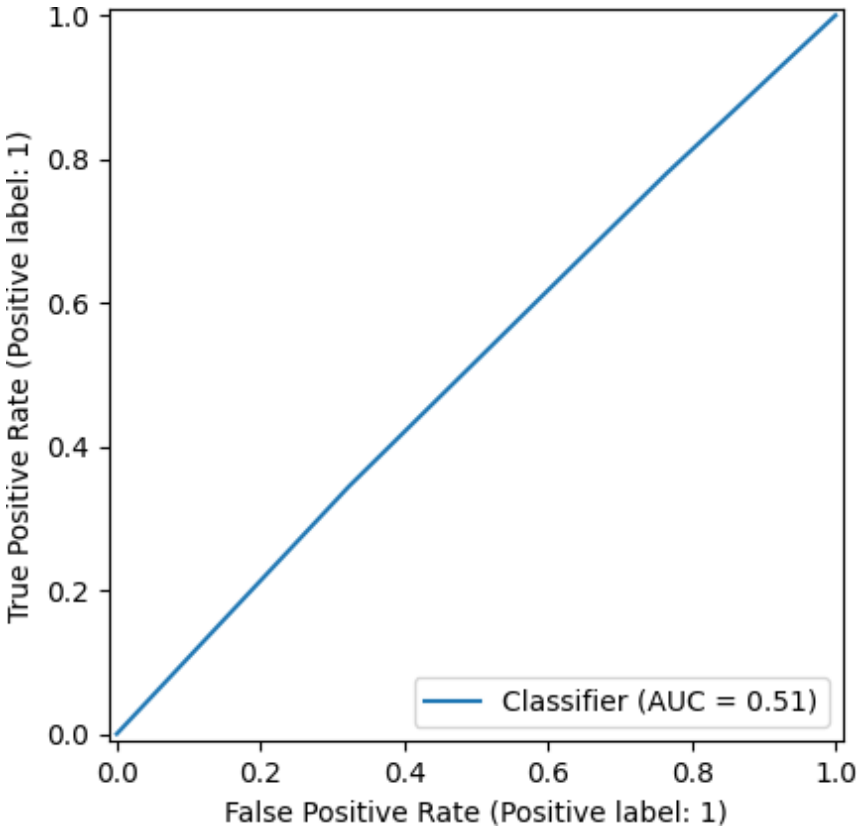
	SEA NAPLAN	
	No	Yes
Level		
Low	362	719
Medium	407	1051
High	709	2207



EMOTION REGULATION

NAPLAN reading (Year 9)

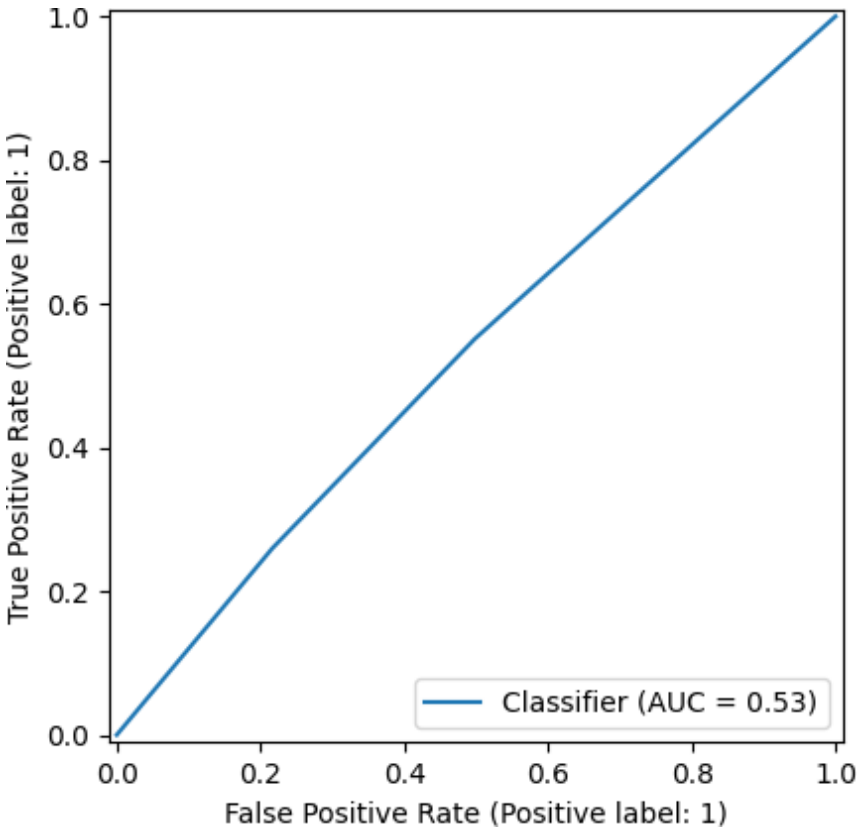
SEA NAPLAN		
	No	Yes
Level		
Low	356	883
Medium	672	1756
High	491	1388



WORRIES

NAPLAN reading (Year 9)

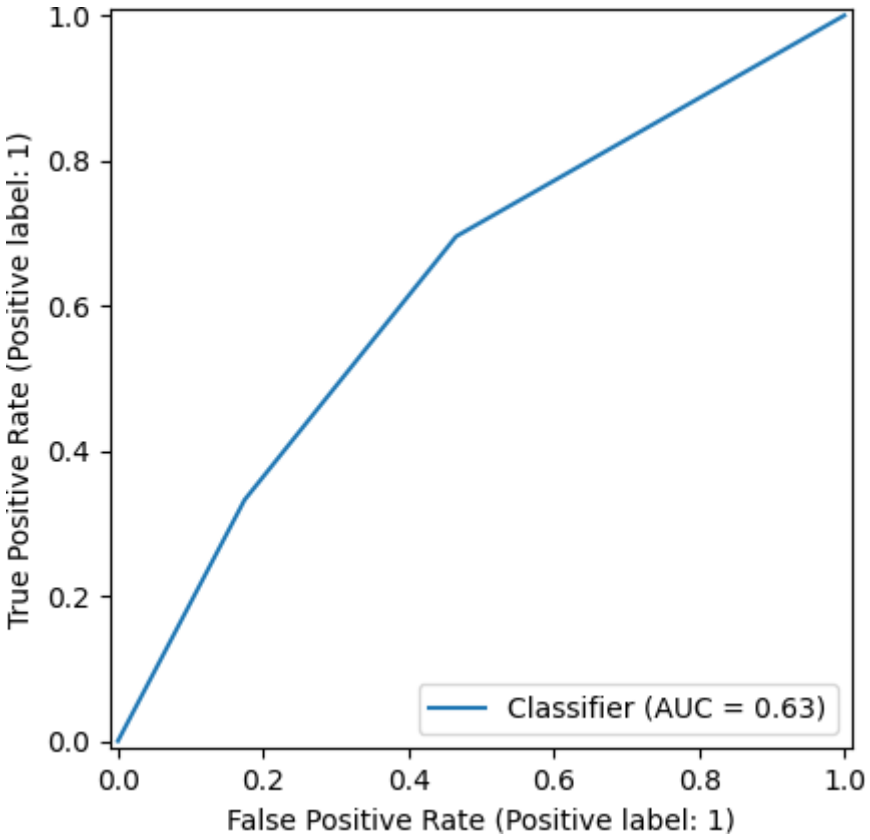
SEA NAPLAN		
	No	Yes
Level		
Low	683	2018
Medium	444	1134
High	395	870



Calculated SRL variable

NAPLAN reading (Year 9)

	SEA NAPLAN	
	No	Yes
Level		
Low	708	1130
Medium	386	1348
High	231	1233

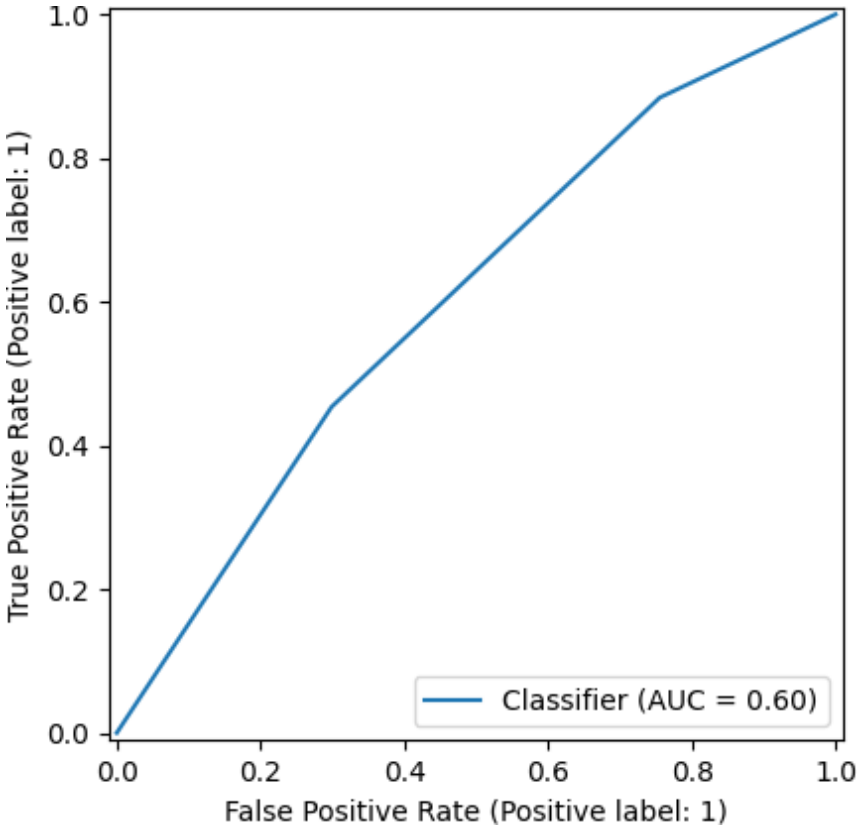


NAPLAN numeracy SEA in Year 9 based on theirYear 8 WEC data

PERSEVERANCE

NAPLAN numeracy (Year 9)

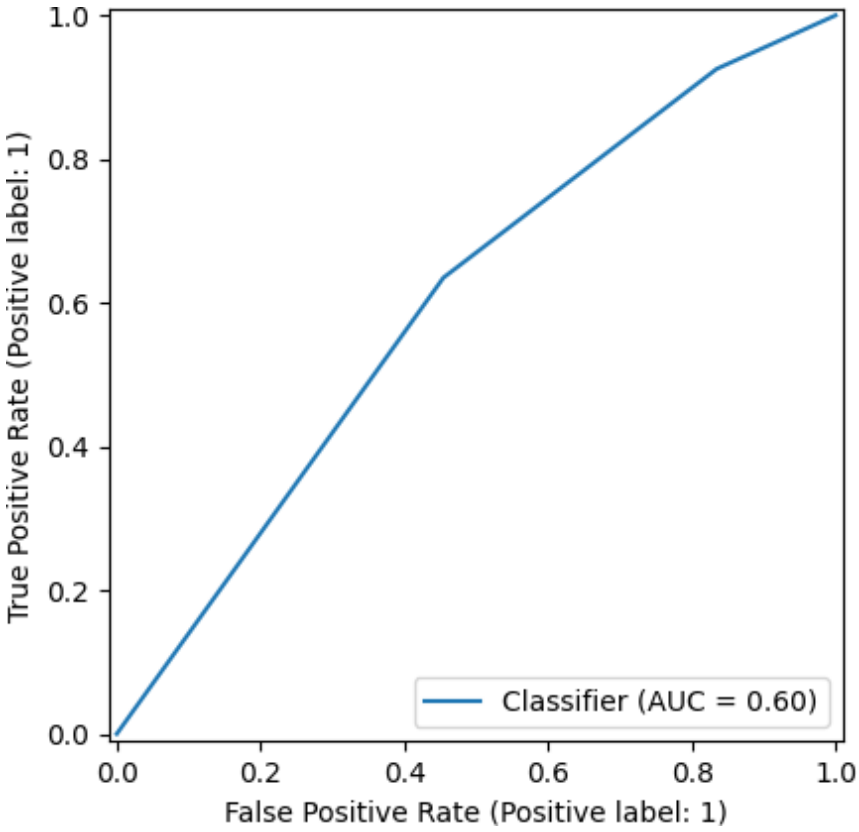
	SEA NAPLAN	
	No	Yes
Level		
Low	398	552
Medium	744	2054
High	487	2165



ACADEMIC SELF CONCEPT

NAPLAN numeracy (Year 9)

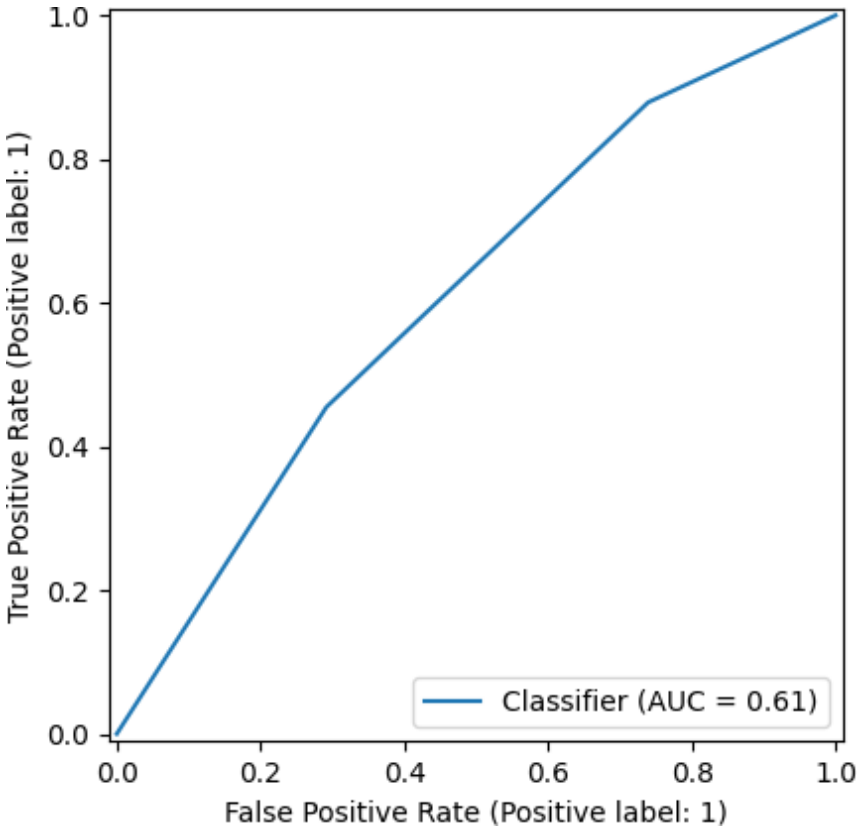
	SEA NAPLAN	
	No	Yes
Level		
Low	265	351
Medium	609	1368
High	728	2989



COGNITIVE ENGAGEMENT

NAPLAN numeracy (Year 9)

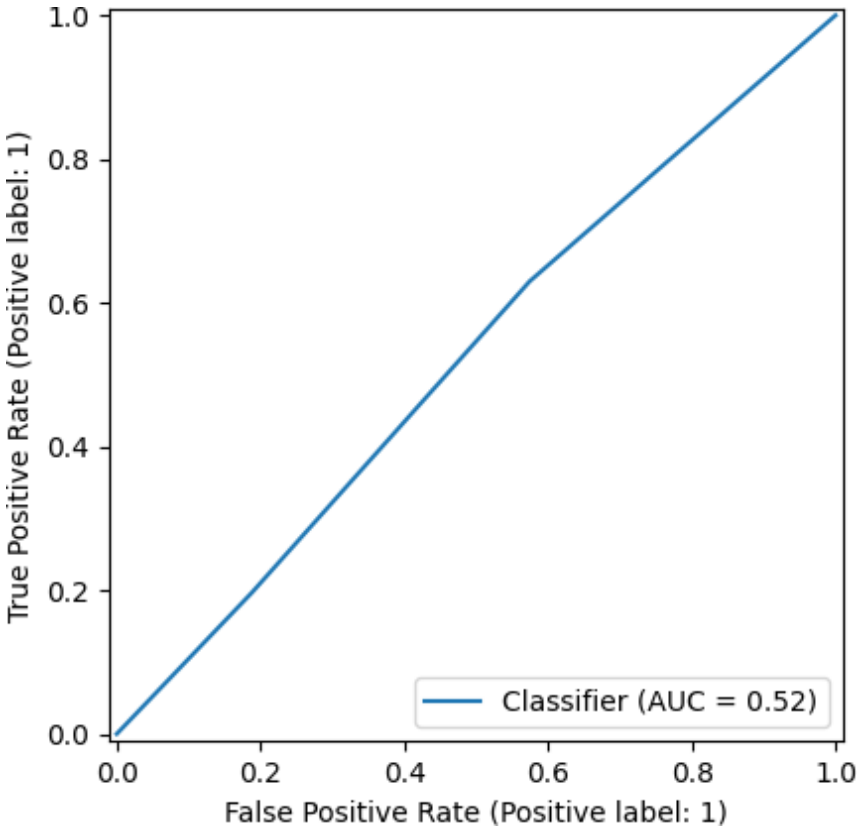
	SEA NAPLAN	
	No	Yes
Level		
Low	411	567
Medium	706	1987
High	460	2131



ENGAGEMENT FLOW

NAPLAN numeracy (Year 9)

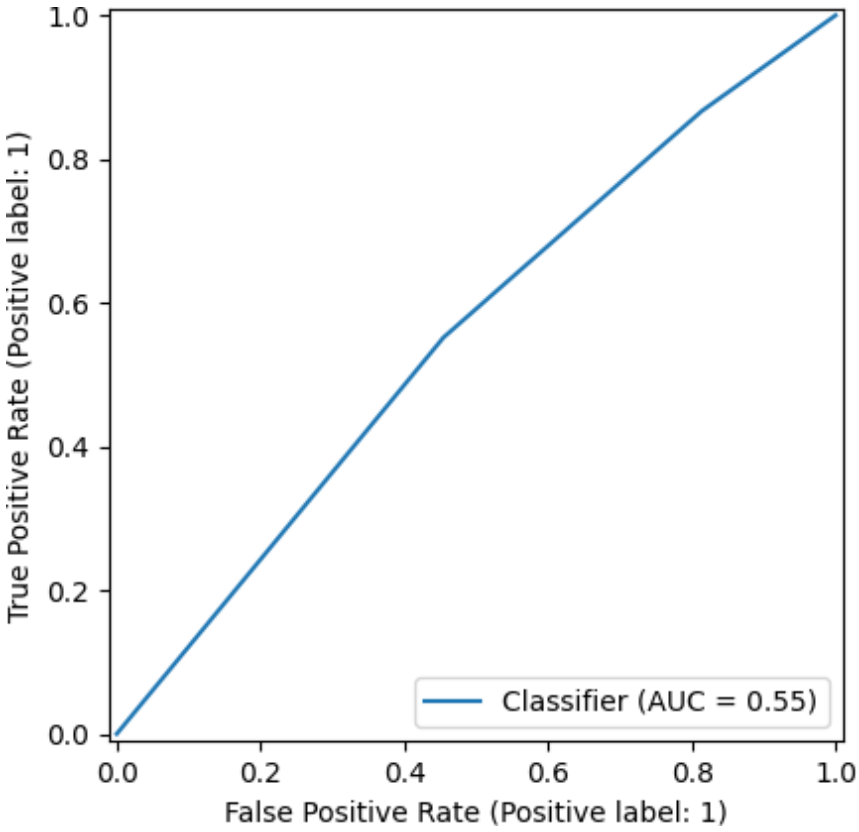
	SEA NAPLAN	
	No	Yes
Level		
Low	674	1738
Medium	612	2034
High	298	924



PEER BELONGING

NAPLAN numeracy (Year 9)

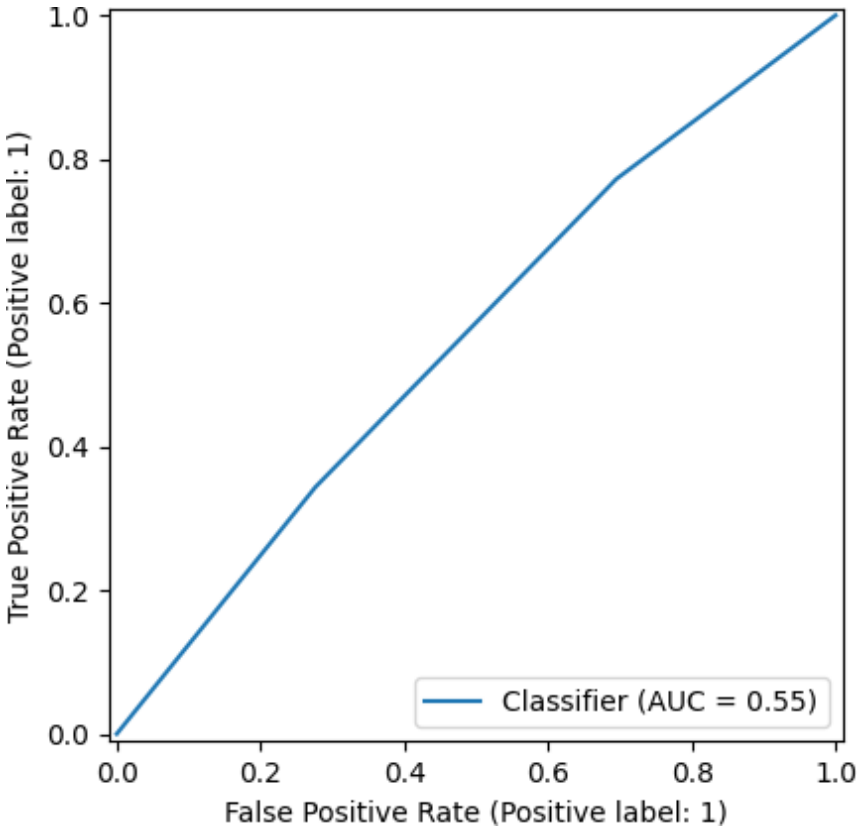
	SEA NAPLAN	
	No	Yes
Level		
Low	296	626
Medium	572	1483
High	723	2594



SCHOOL BELONGING

NAPLAN numeracy (Year 9)

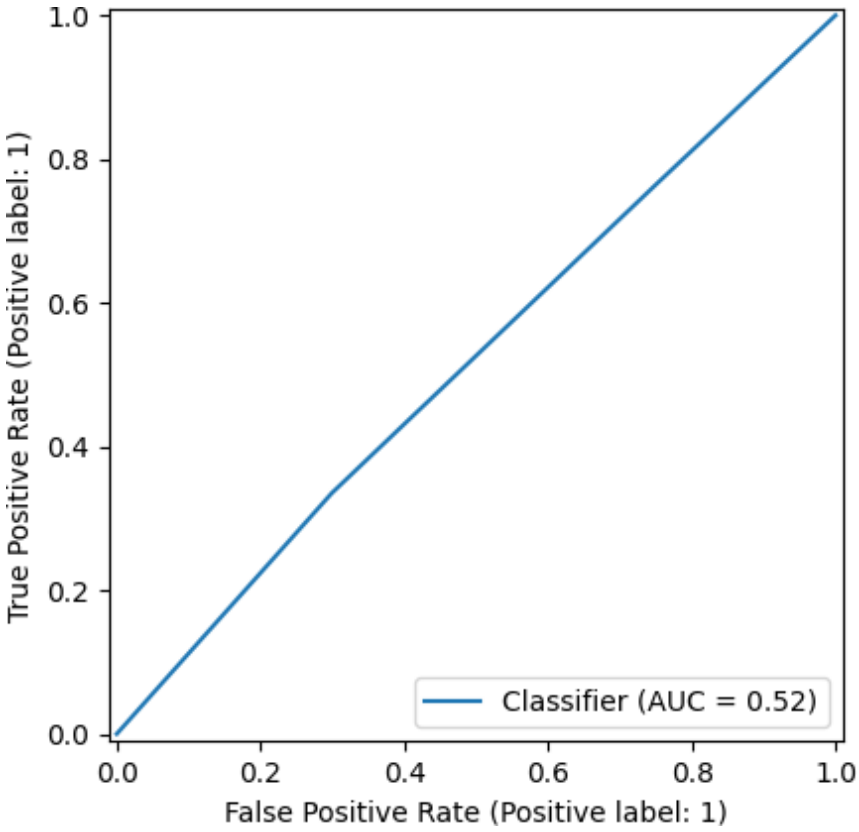
	SEA NAPLAN	
	No	Yes
Level		
Low	487	1064
Medium	668	2001
High	441	1603



EMOTION REGULATION

NAPLAN numeracy (Year 9)

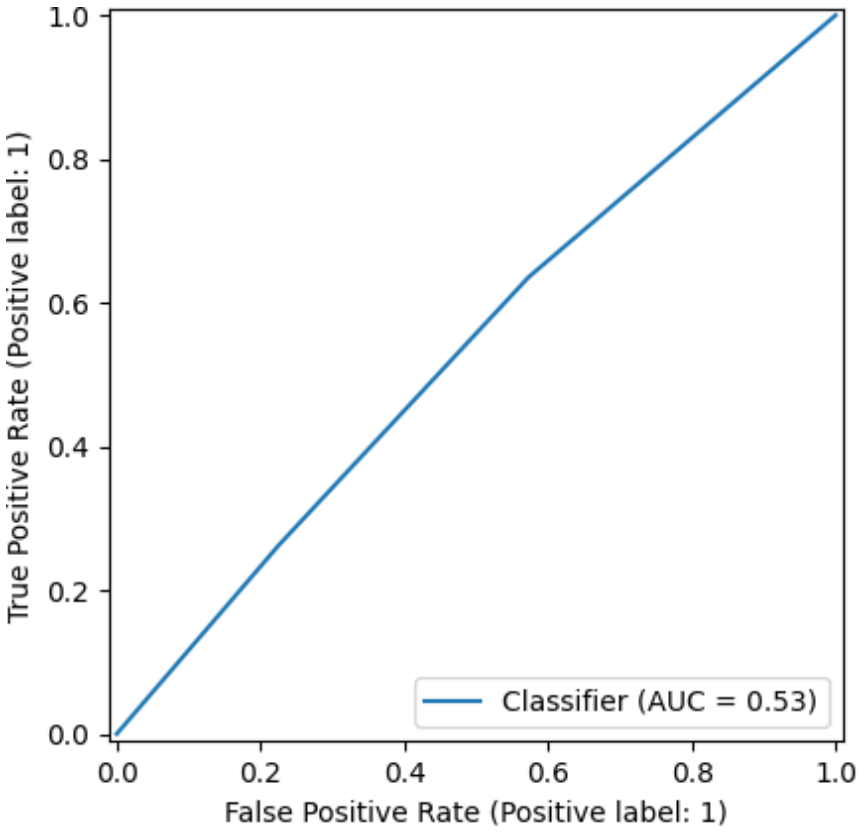
	SEA NAPLAN	
	No	Yes
Level		
Low	407	1120
Medium	734	2041
High	487	1593



WORRIES

NAPLAN numeracy (Year 9)

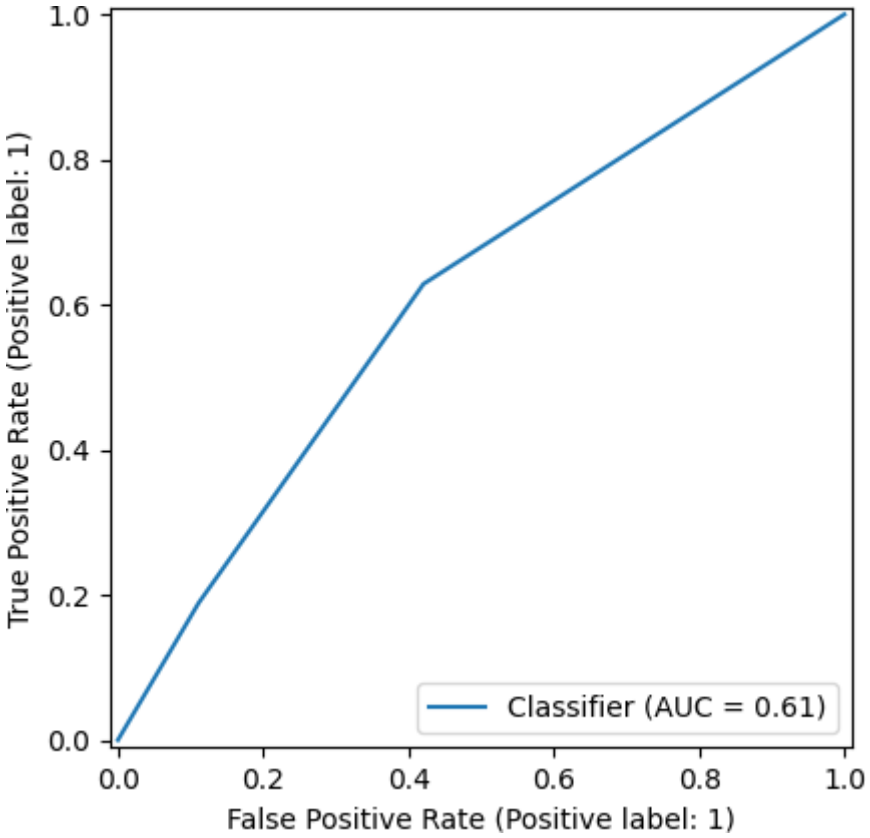
SEA NAPLAN		
	No	Yes
Level		
Low	590	2025
Medium	605	1651
High	425	1068



Calculated SRL variable

NAPLAN numeracy (Year 9)

SEA NAPLAN		
	No	Yes
Level		
Low	803	1617
Medium	429	1914
High	154	822

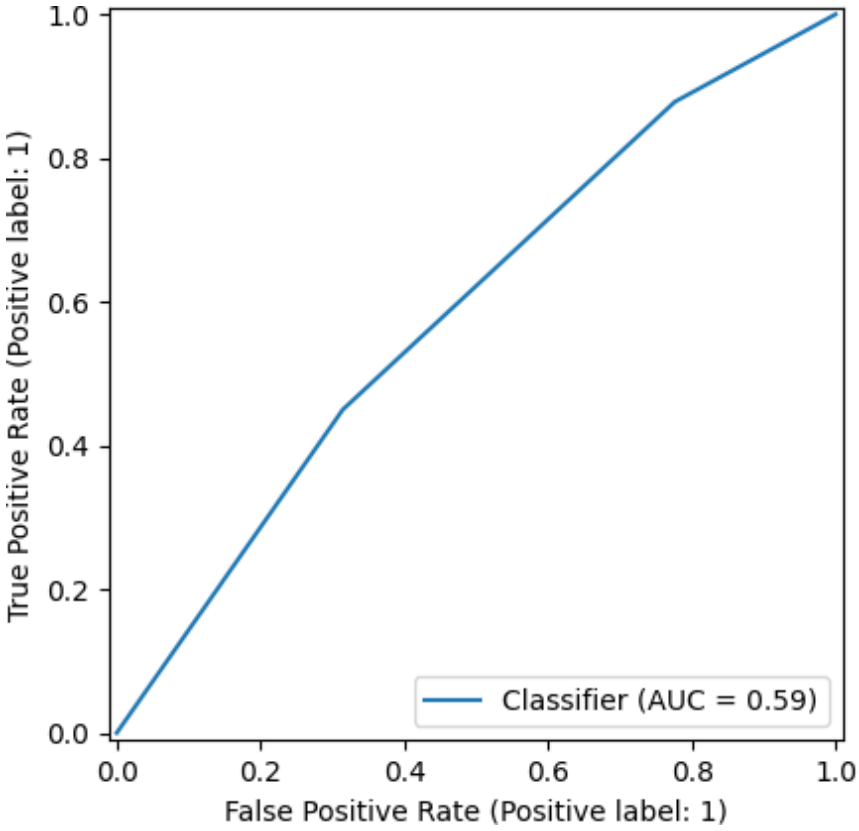


NAPLAN reading SEA in Year 9 based on their Year 8 WEC data

PERSEVERANCE

NAPLAN reading (Year 9)

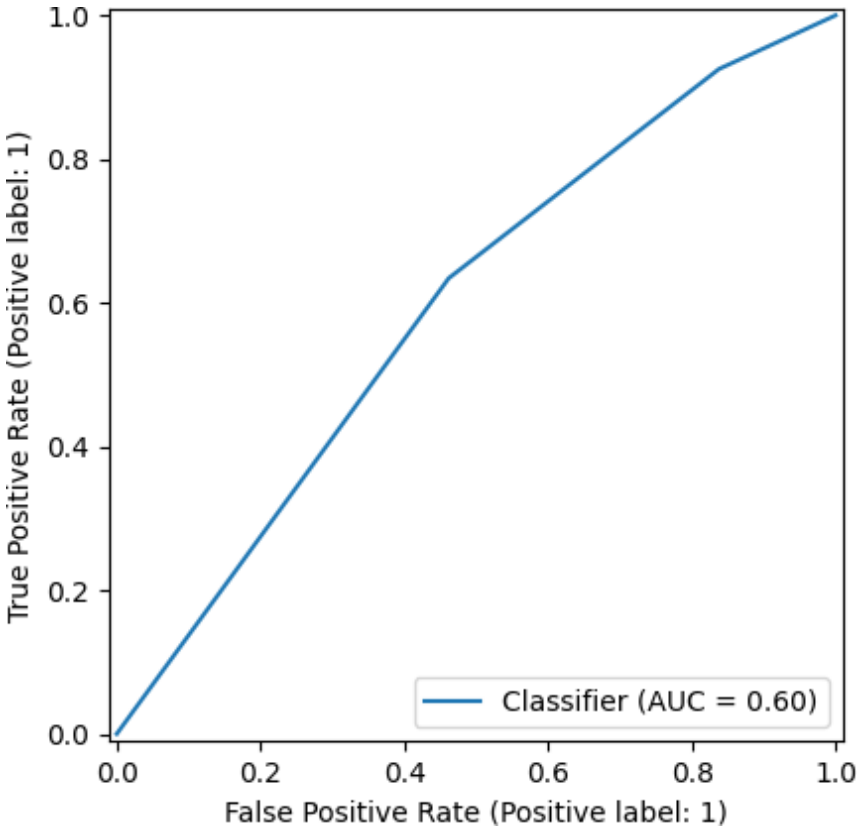
	SEA NAPLAN	
	No	Yes
Level		
Low	376	574
Medium	777	2021
High	529	2123



ACADEMIC SELF CONCEPT

NAPLAN reading (Year 9)

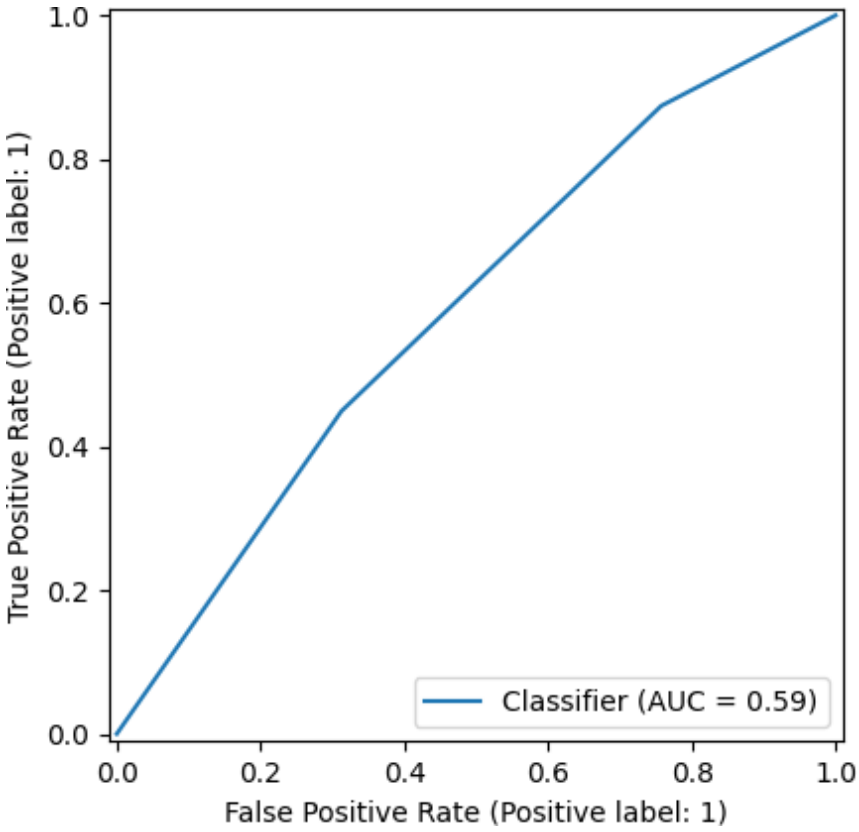
	SEA NAPLAN	
	No	Yes
Level		
Low	268	348
Medium	621	1356
High	763	2954



COGNITIVE ENGAGEMENT

NAPLAN reading (Year 9)

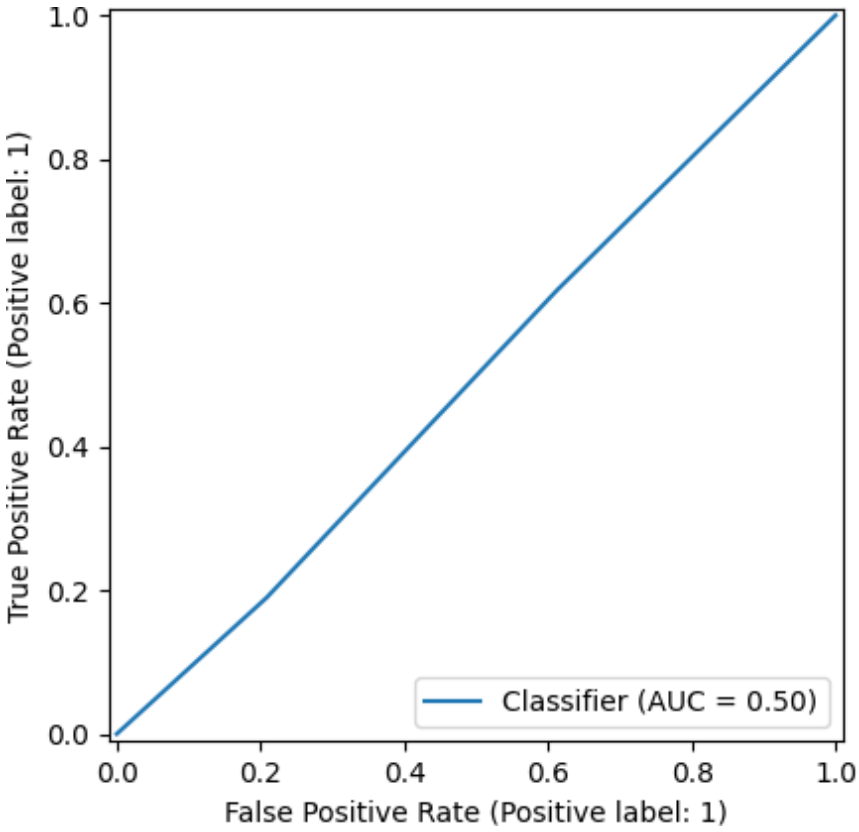
	SEA NAPLAN	
	No	Yes
Level		
Low	394	584
Medium	723	1970
High	508	2083



ENGAGEMENT FLOW

NAPLAN reading (Year 9)

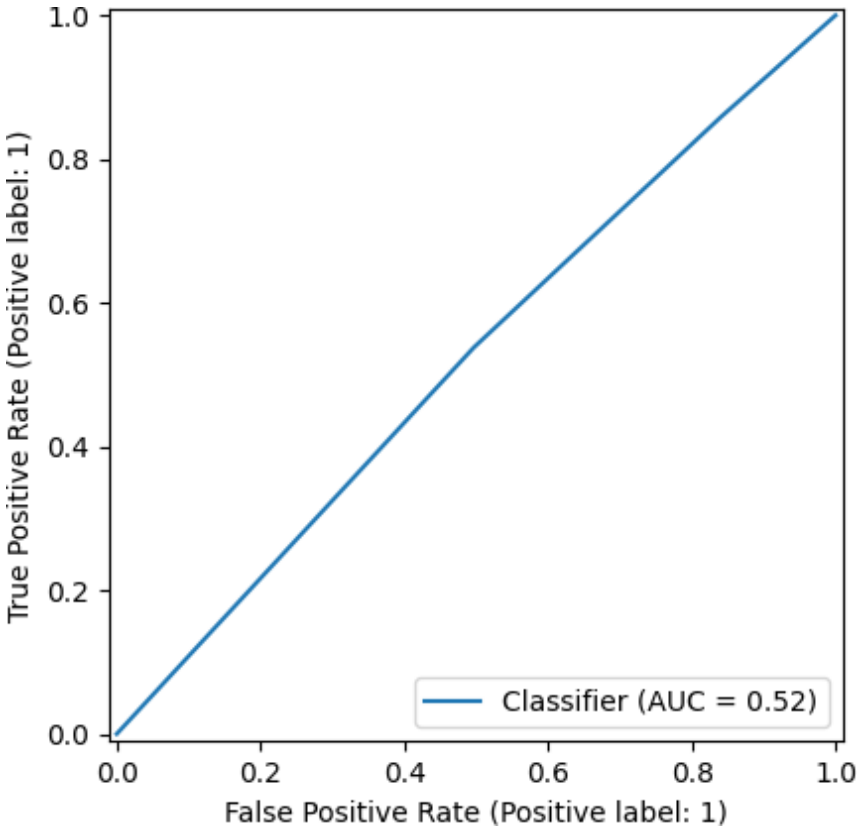
	SEA NAPLAN	
	No	Yes
Level		
Low	634	1778
Medium	660	1986
High	341	881



PEER BELONGING

NAPLAN reading (Year 9)

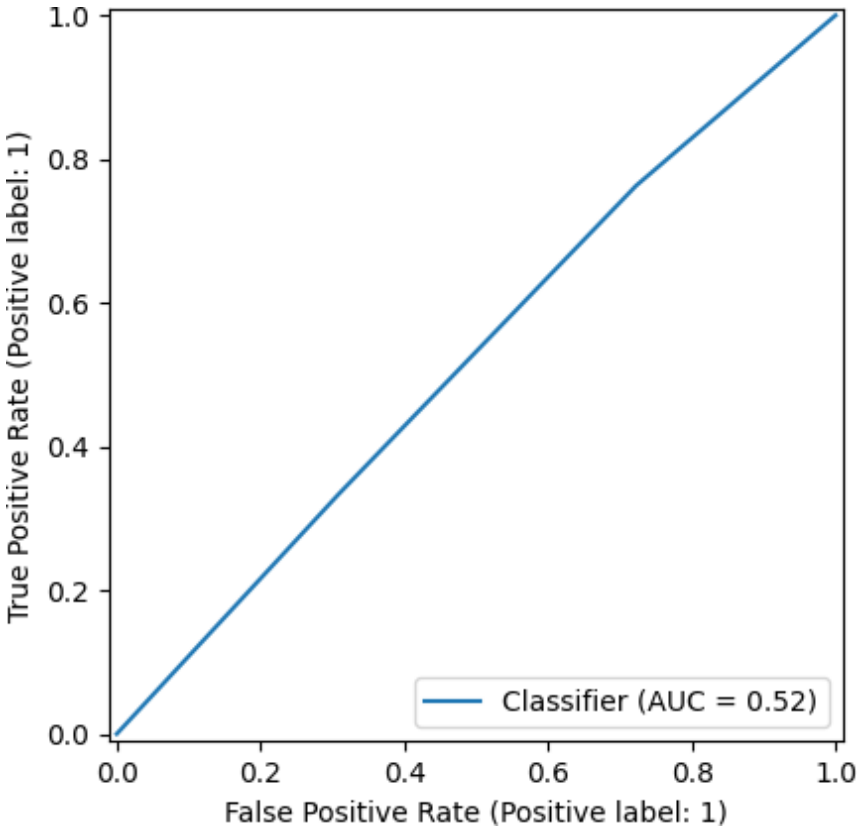
	SEA NAPLAN	
	No	Yes
Level		
Low	262	660
Medium	563	1492
High	814	2503



SCHOOL BELONGING

NAPLAN reading (Year 9)

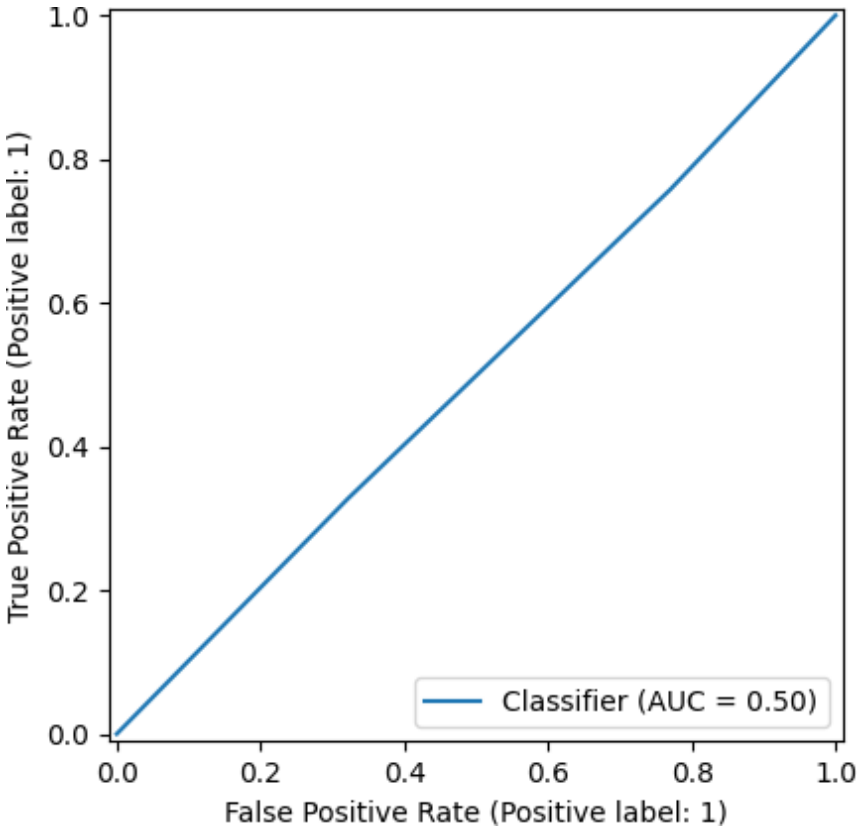
	SEA NAPLAN	
	No	Yes
Level		
Low	455	1096
Medium	680	1989
High	505	1539



EMOTION REGULATION

NAPLAN reading (Year 9)

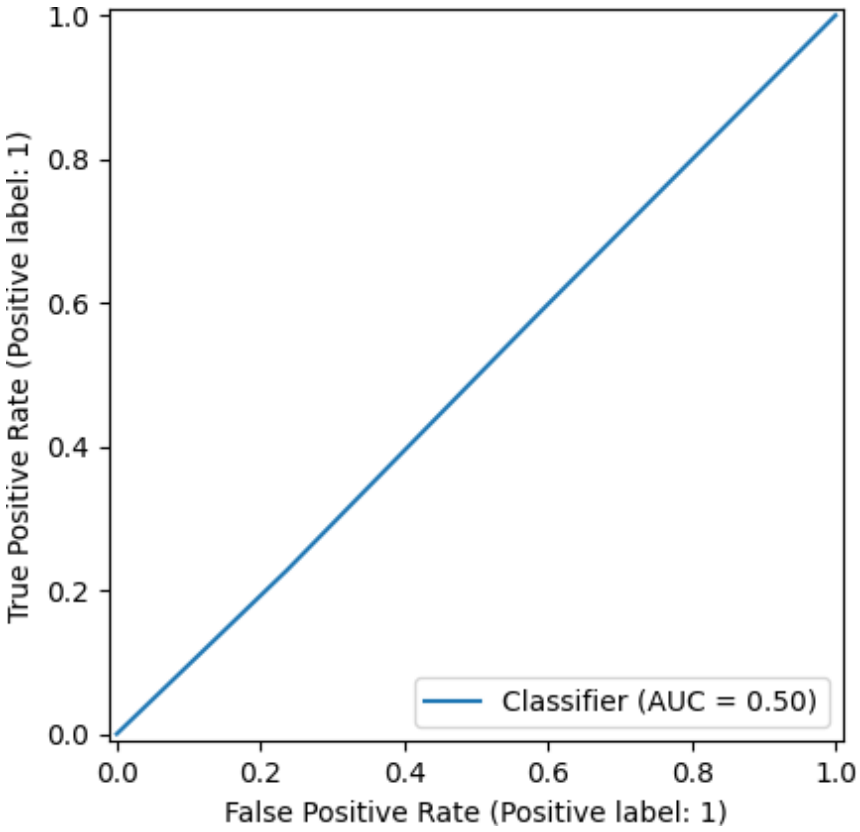
	SEA NAPLAN	
	No	Yes
Level		
Low	387	1140
Medium	754	2021
High	541	1539



WORRIES

NAPLAN reading (Year 9)

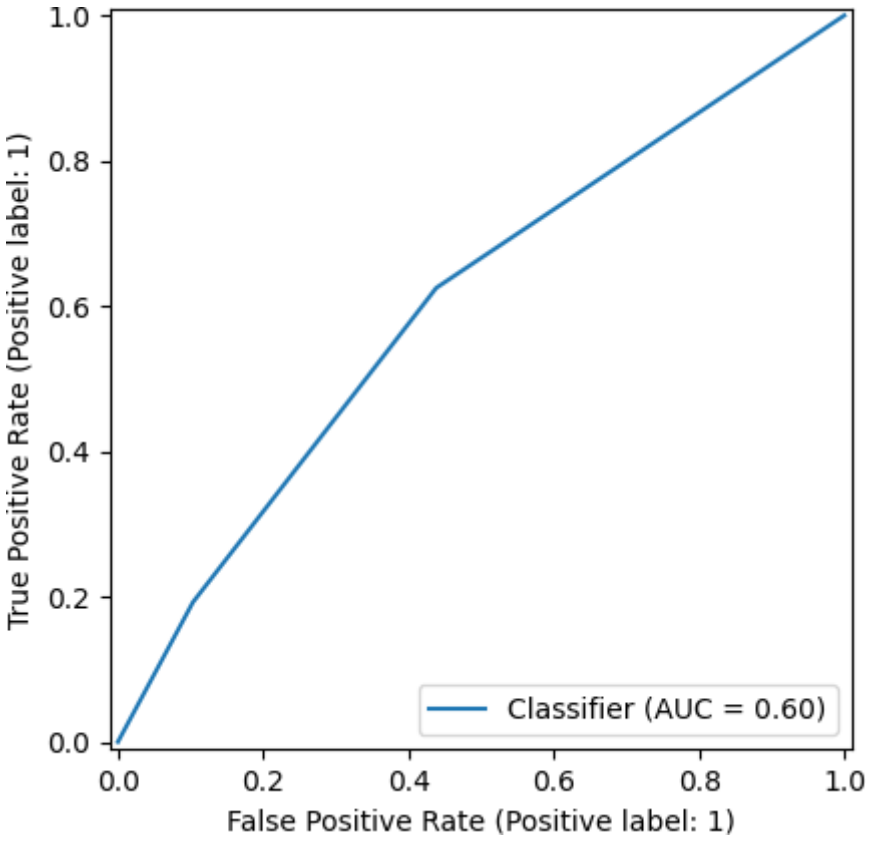
	SEA NAPLAN	
	No	Yes
Level		
Low	689	1926
Medium	601	1655
High	381	1112



Calculated SRL variable

NAPLAN reading (Year 9)

	SEA NAPLAN	
	No	Yes
Level		
Low	805	1615
Medium	480	1863
High	148	828

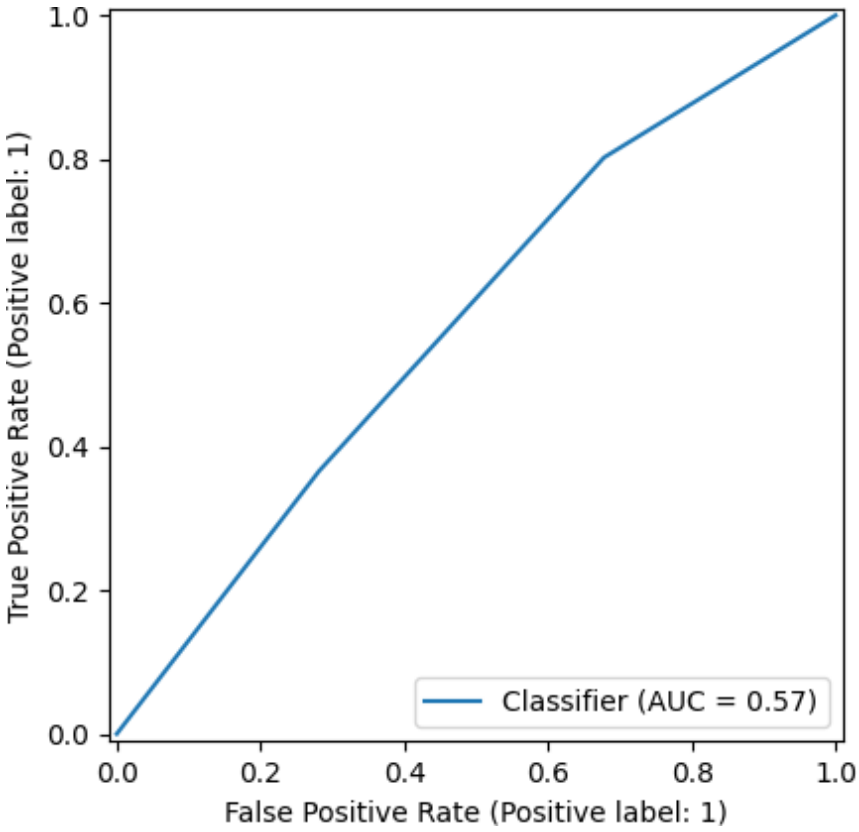


Year 11 Distress based on their Year 7 WEC data

EMOTION REGULATION

Distress Scale (Year 11)

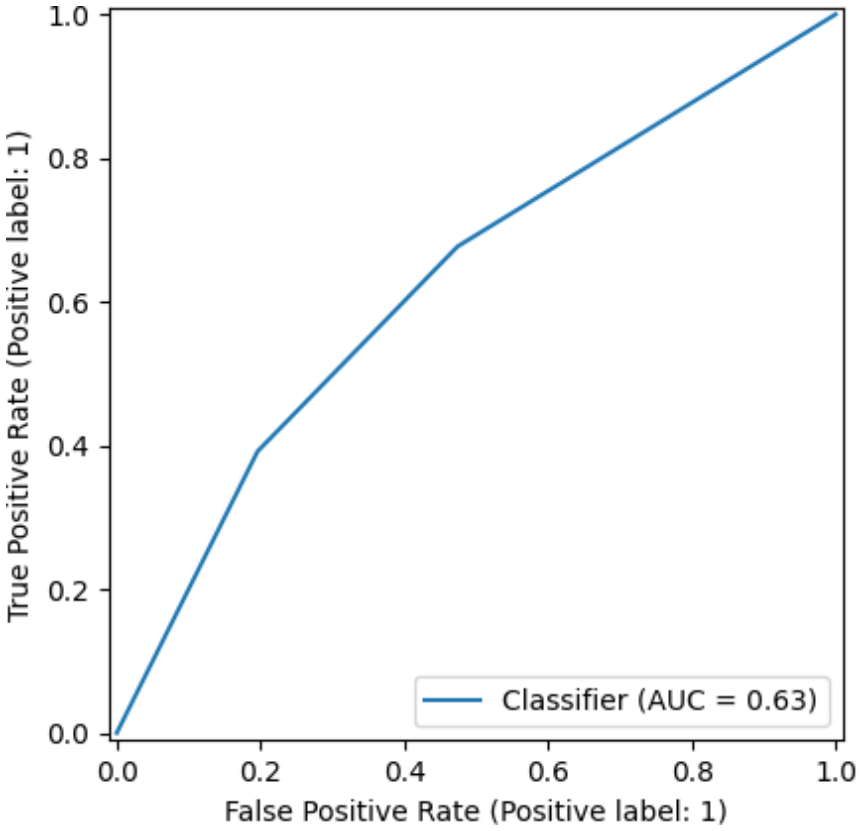
	Distress	
	No	Yes
Level		
Low	710	221
Medium	1566	272
High	1312	193



WORRIES

Distress Scale (Year 11)

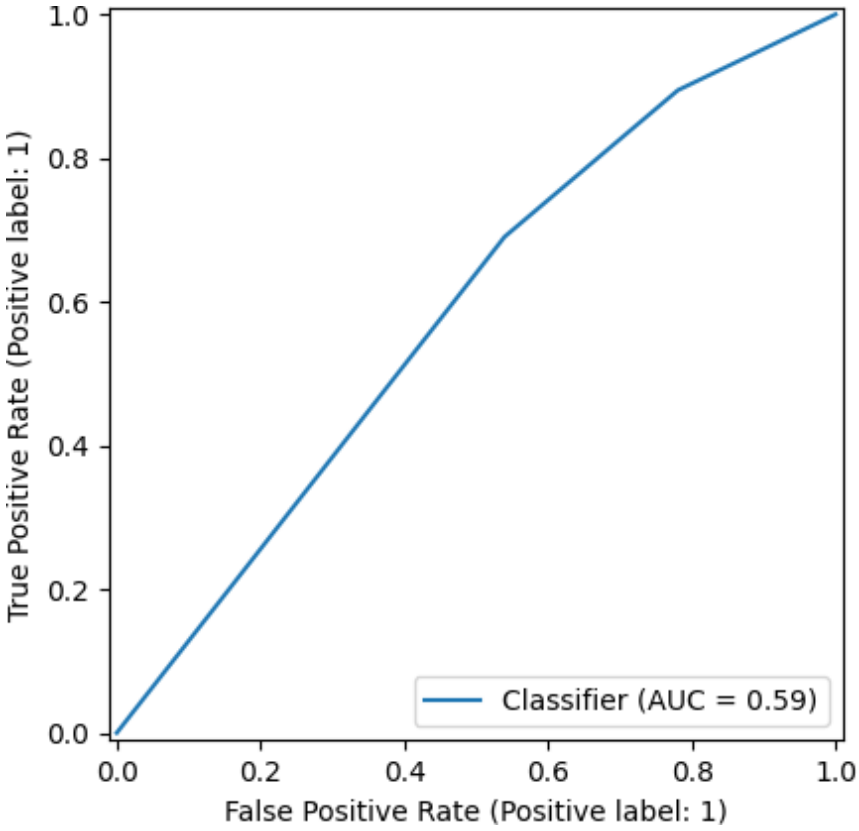
	Distress	
	No	Yes
Level		
Low	1887	221
Medium	998	195
High	703	268



PEER BELONGING

Distress Scale (Year 11)

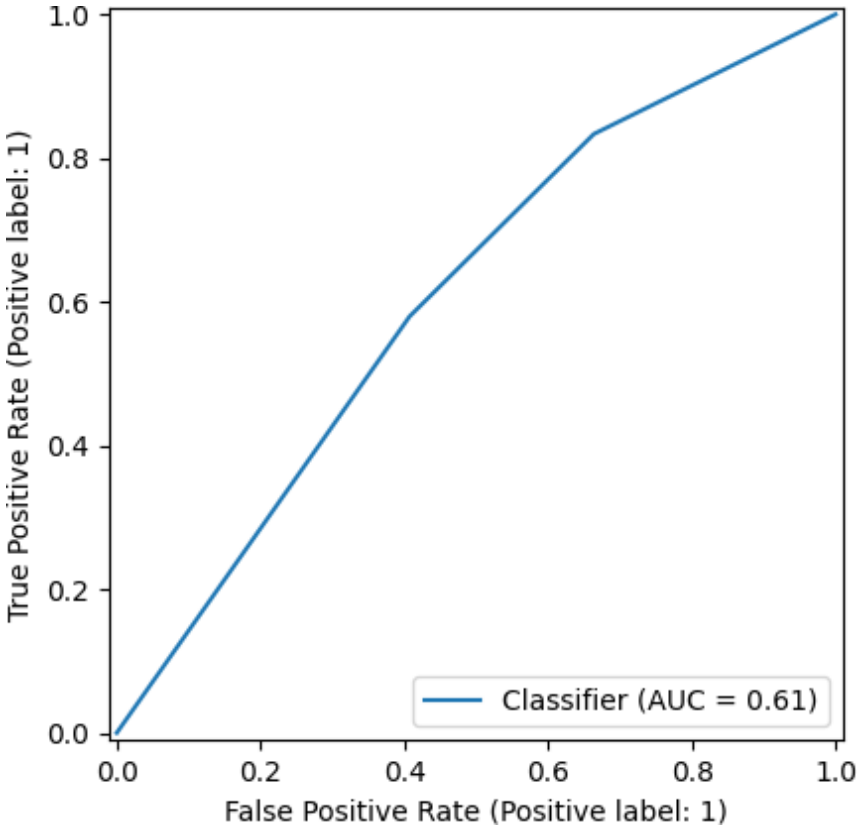
	Distress	
	No	Yes
Level		
Low	376	150
Medium	727	165
High	2459	369



SCHOOL BELONGING

Distress Scale (Year 11)

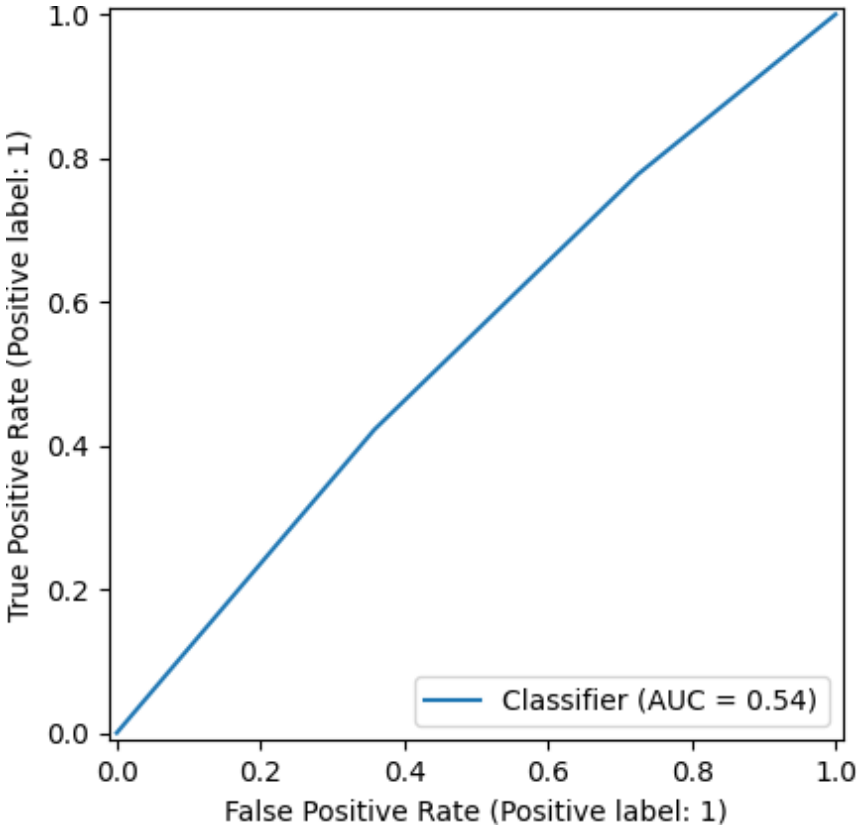
	Distress	
	No	Yes
Level		
Low	588	22
Medium	896	17
High	2046	27



PERSEVERANCE

Distress Scale (Year 11)

	Distress	
	No	Yes
Level		
Low	796	187
Medium	1274	250
High	1511	244

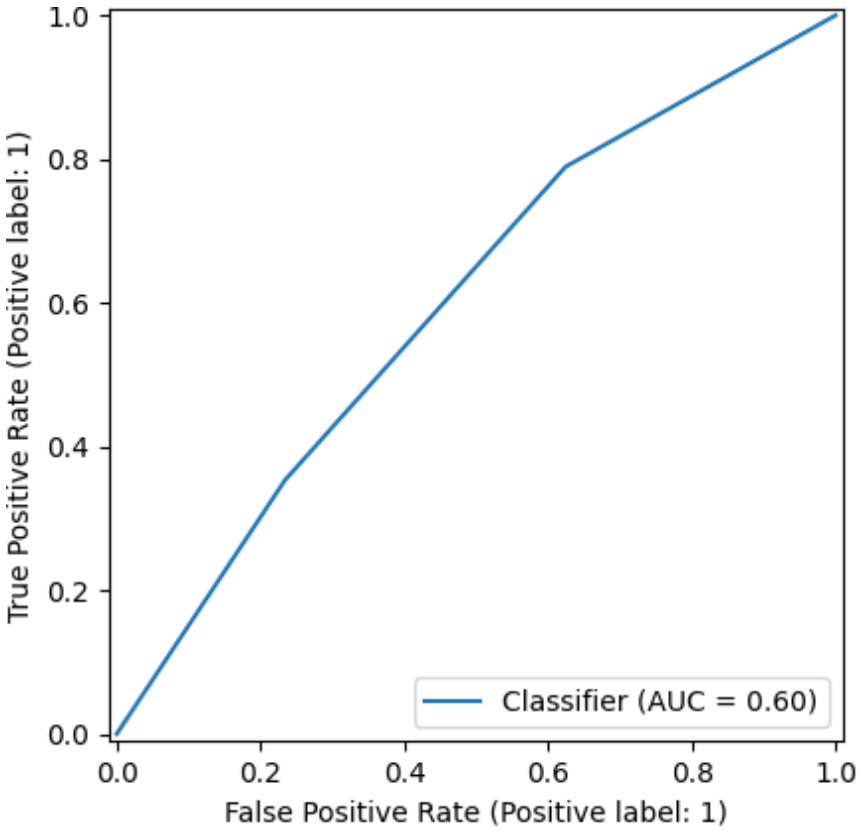


Year 11 Distress based on their Year 8 WEC data

EMOTION REGULATION

Distress Scale (Year 11)

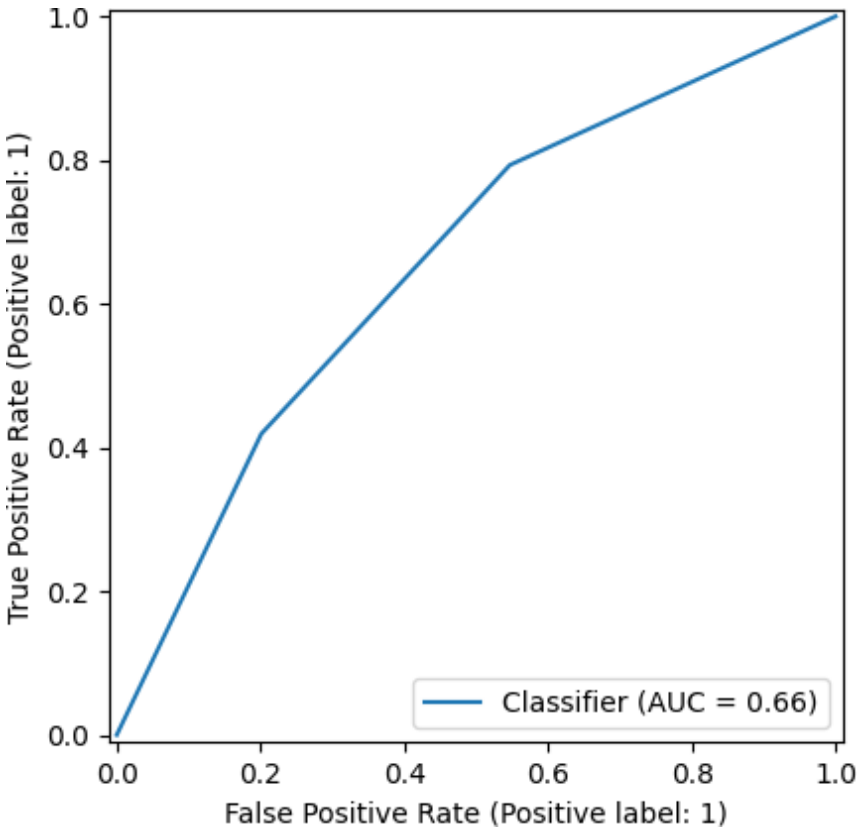
	Distress	
	No	Yes
Level		
Low	871	284
Medium	1802	295
High	1460	177



WORRIES

Distress Scale (Year 11)

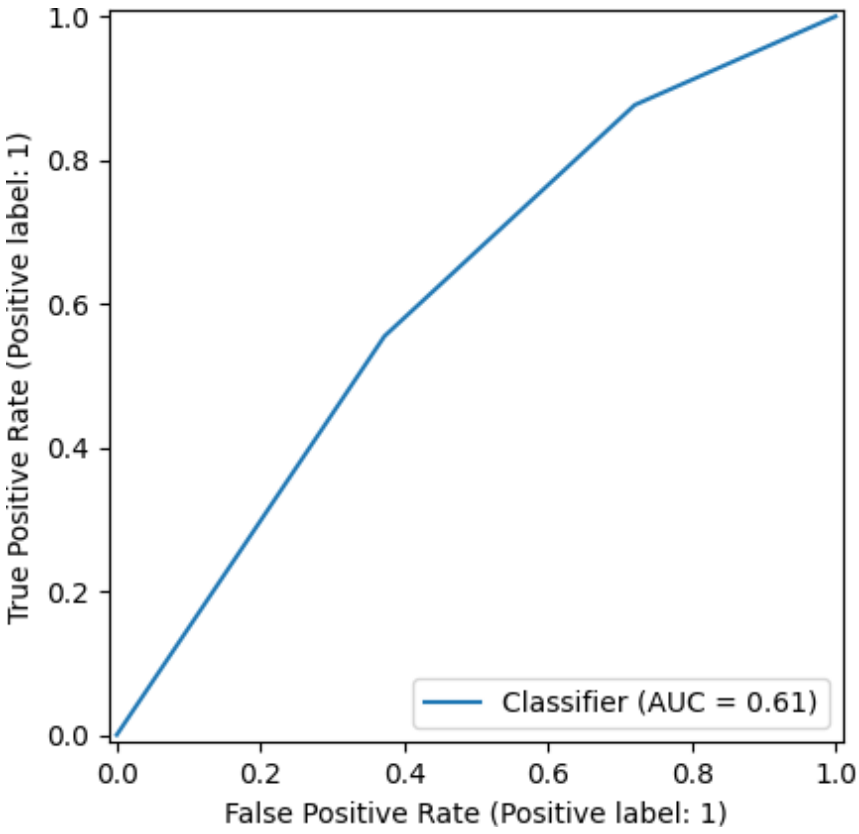
	Distress	
	No	Yes
Level		
Low	1869	156
Medium	1426	282
High	830	316



PEER BELONGING

Distress Scale (Year 11)

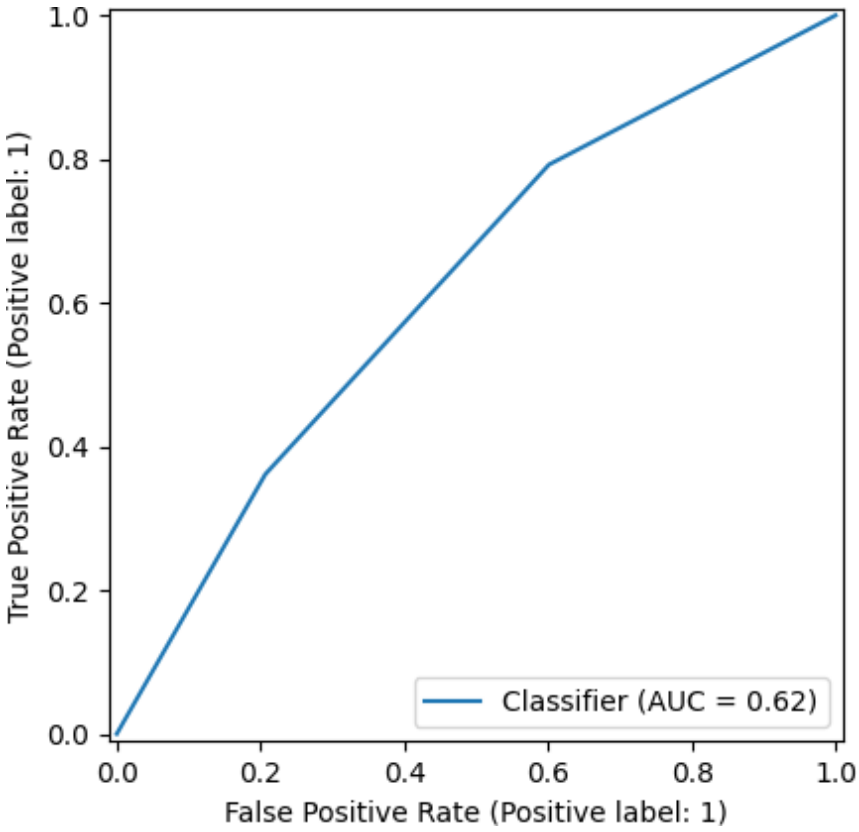
	Distress	
	No	Yes
Level		
Low	504	207
Medium	1315	258
High	2268	276



SCHOOL BELONGING

Distress Scale (Year 11)

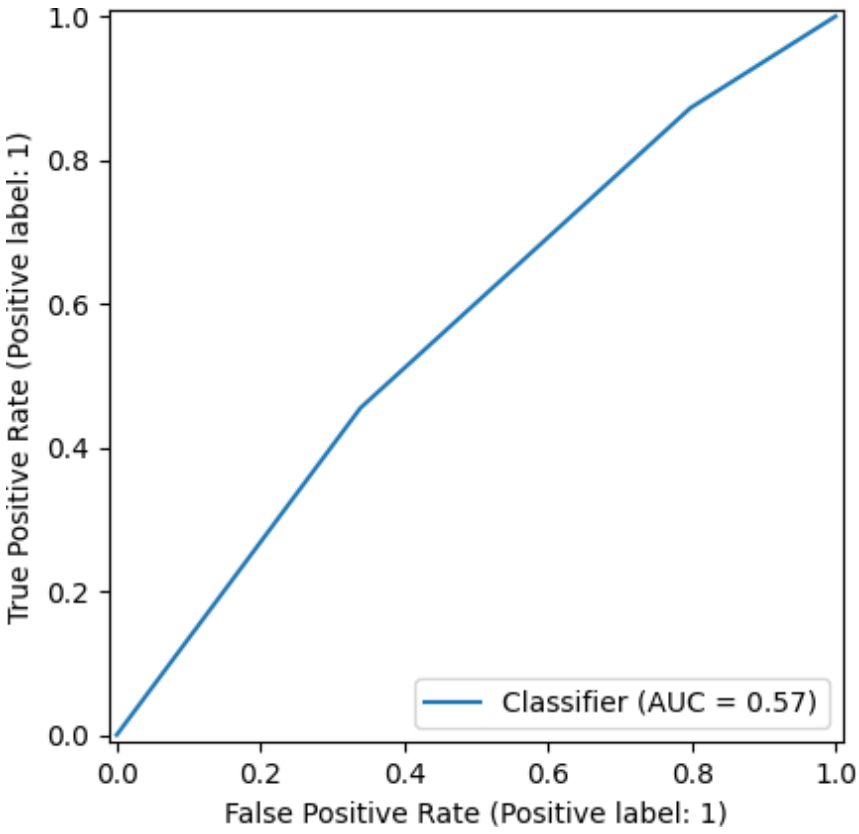
	Distress	
	No	Yes
Level		
Low	845	297
Medium	1753	294
High	1470	154



PERSEVERANCE

Distress Scale (Year 11)

	Distress	
	No	Yes
Level		
Low	528	153
Medium	1730	348
High	1885	257

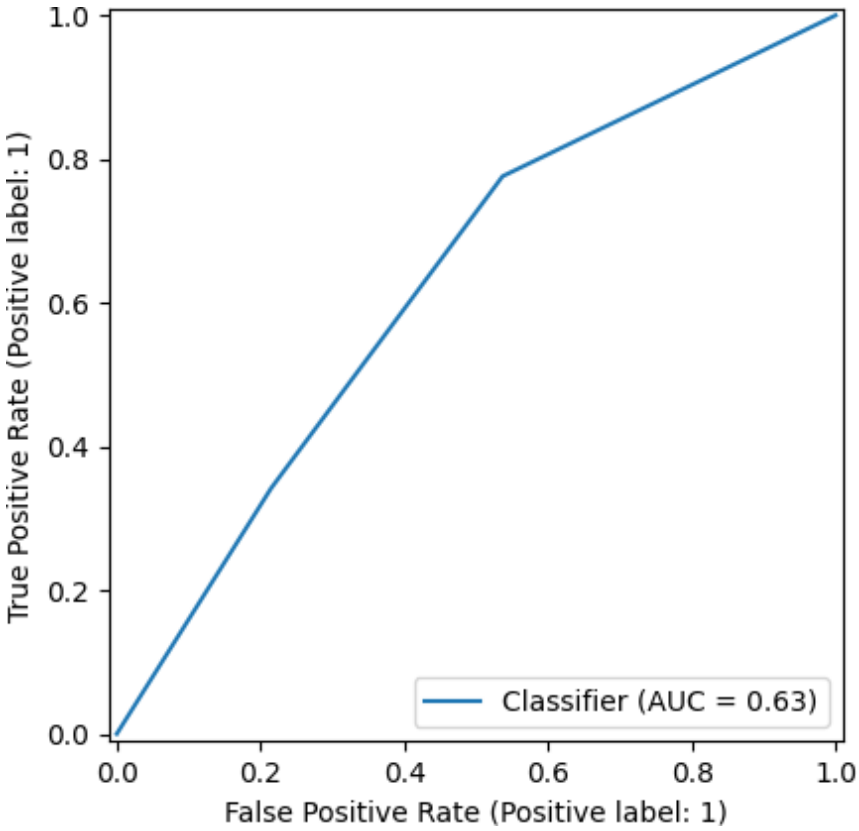


Year 11 Distress based on their Year 9 WEC data

EMOTION REGULATION

Distress Scale (Year 11)

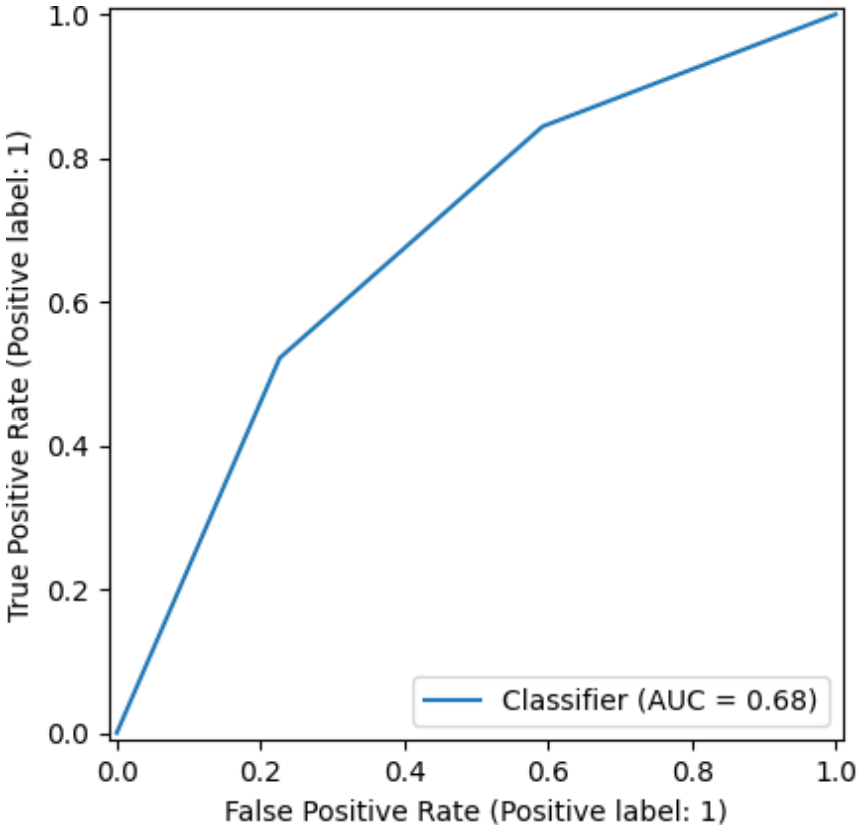
	Distress	
	No	Yes
Level		
Low	867	315
Medium	1681	219
High	1323	146



WORRIES

Distress Scale (Year 11)

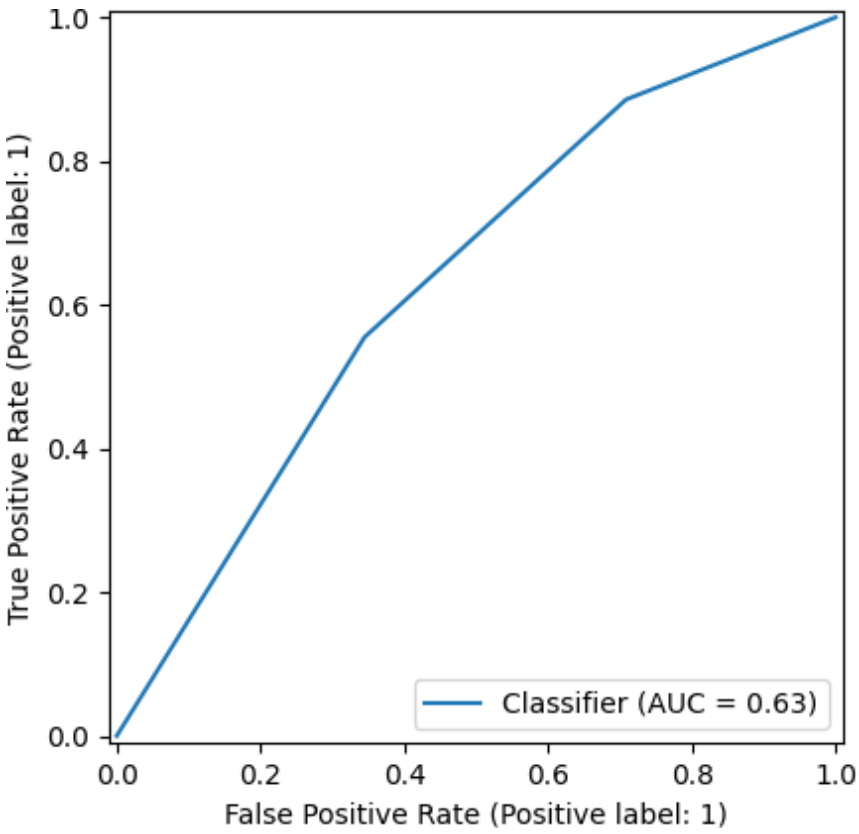
	Distress	
	No	Yes
Level		
Low	1585	107
Medium	1422	221
High	882	358



PEER BELONGING

Distress Scale (Year 11)

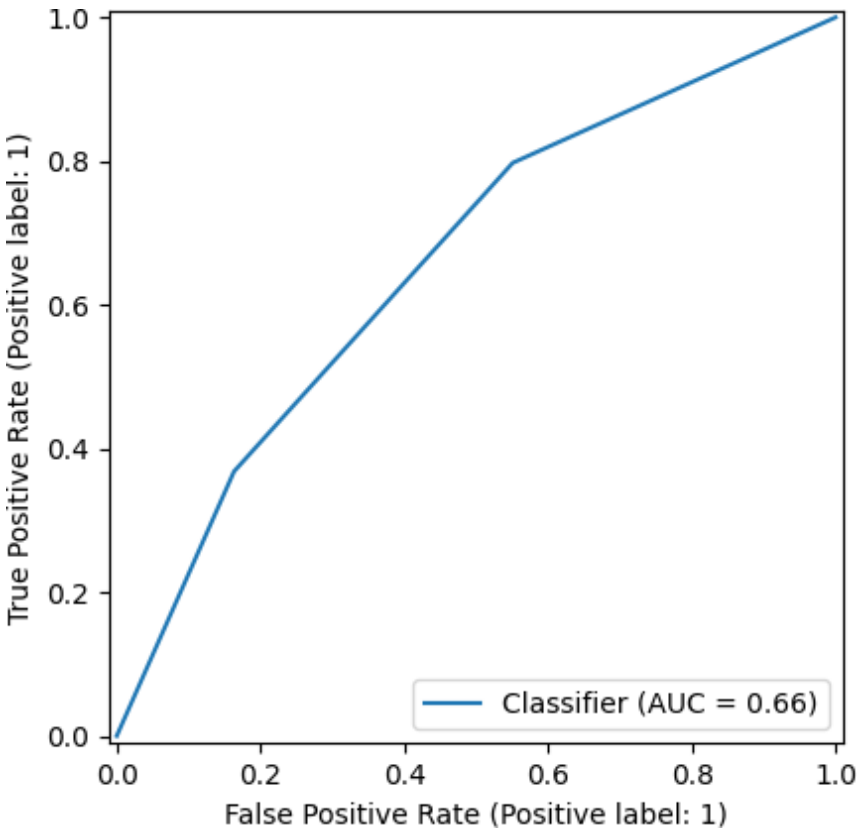
	Distress	
	No	Yes
Level		
Low	441	197
Medium	1276	246
High	2140	233



SCHOOL BELONGING

Distress Scale (Year 11)

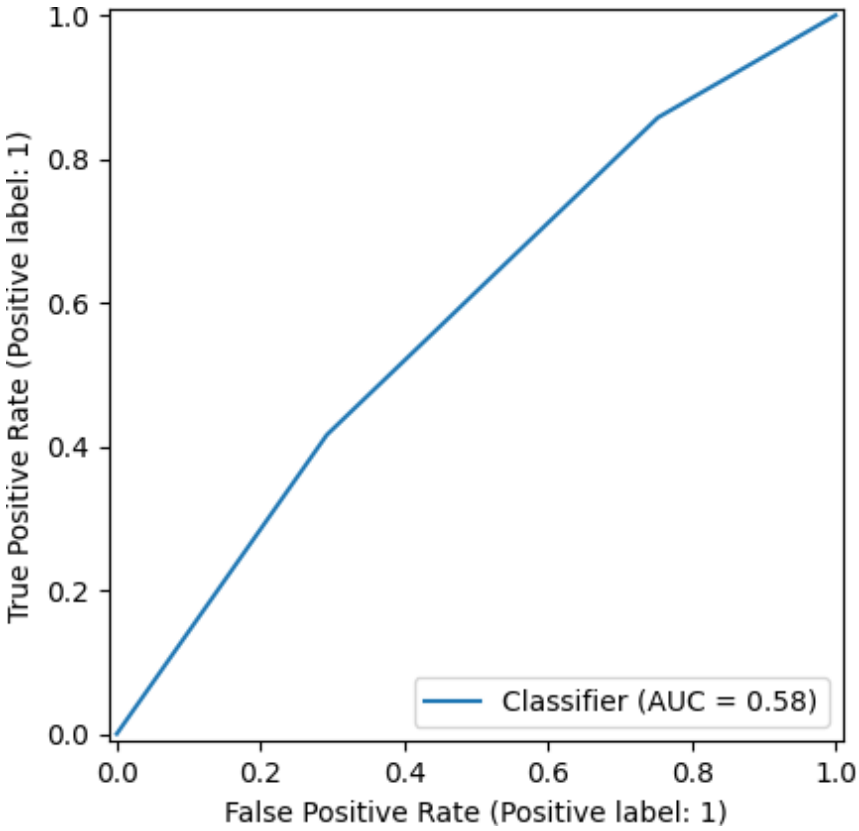
	Distress	
	No	Yes
Level		
Low	772	300
Medium	1637	259
High	1403	109



PERSEVERANCE

Distress Scale (Year 11)

	Distress	
	No	Yes
Level		
Low	554	169
Medium	1720	315
High	1622	200

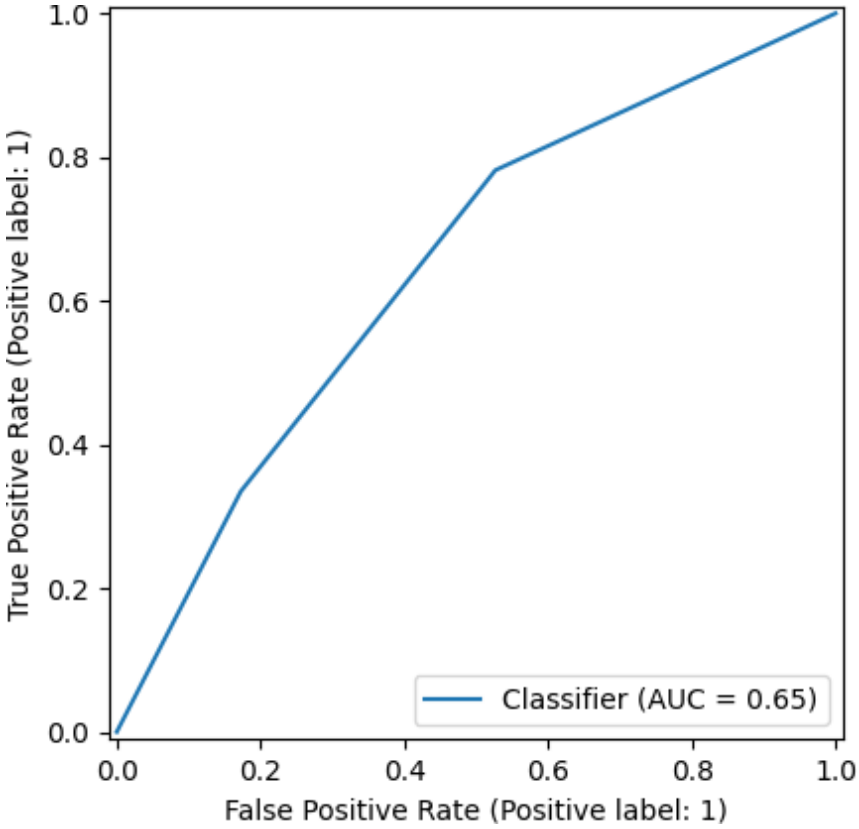


Year 11 Distress based on their Year 10 WEC data

EMOTION REGULATION

Distress Scale (Year 11)

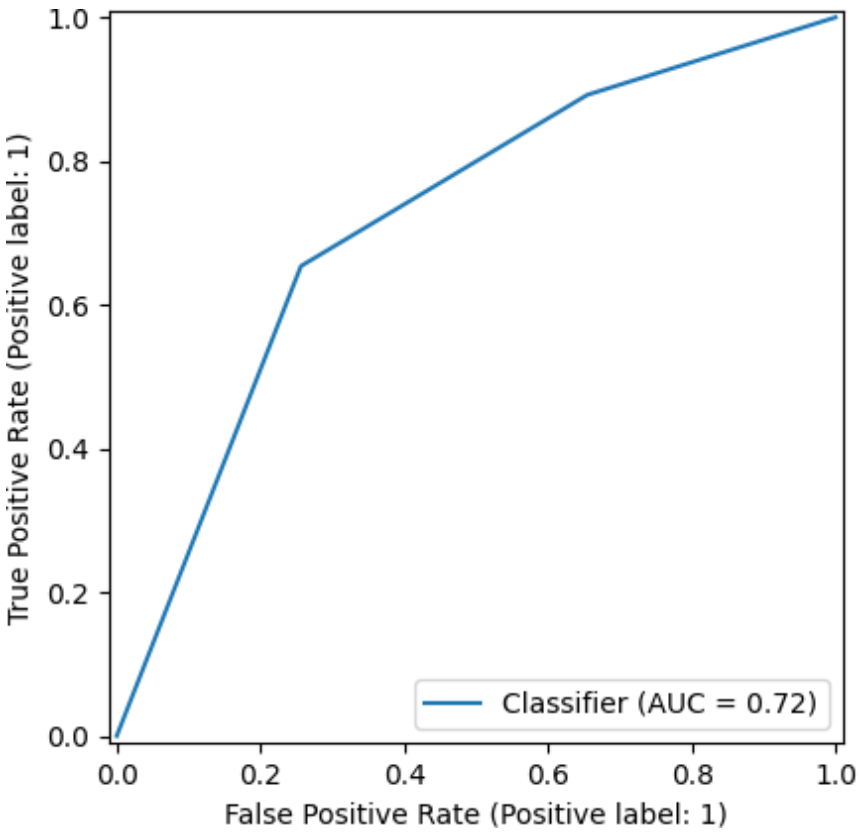
	Distress	
	No	Yes
Level		
Low	990	381
Medium	2026	285
High	1518	139



WORRIES

Distress Scale (Year 11)

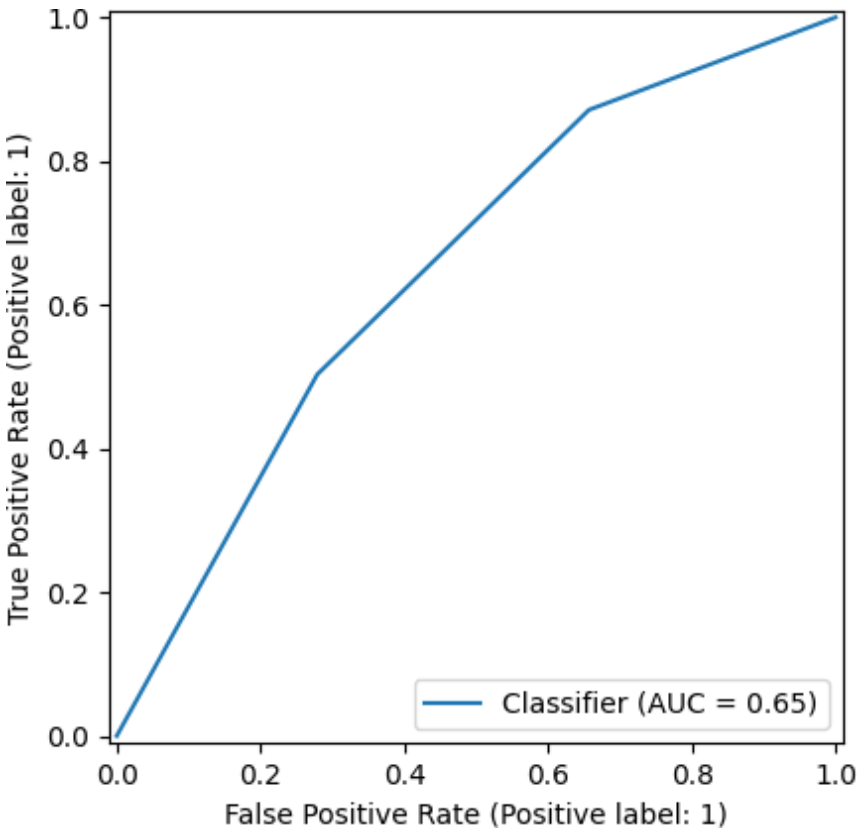
	Distress	
	No	Yes
Level		
Low	1569	87
Medium	1808	192
High	1164	527



PEER BELONGING

Distress Scale (Year 11)

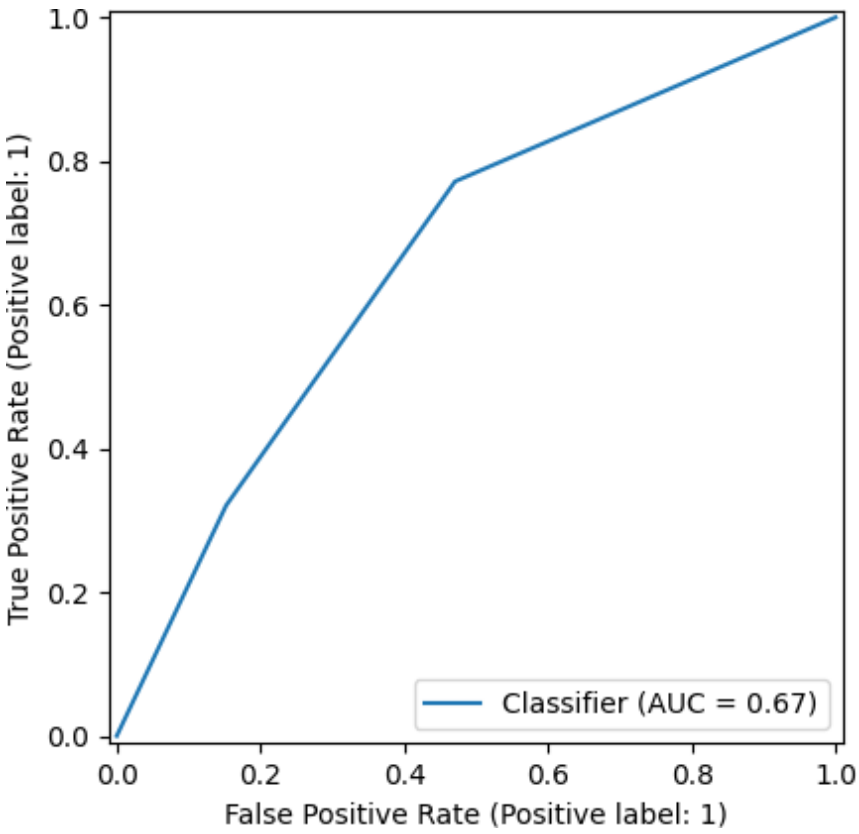
	Distress	
	No	Yes
Level		
Low	582	274
Medium	1665	302
High	2276	223



SCHOOL BELONGING

Distress Scale (Year 11)

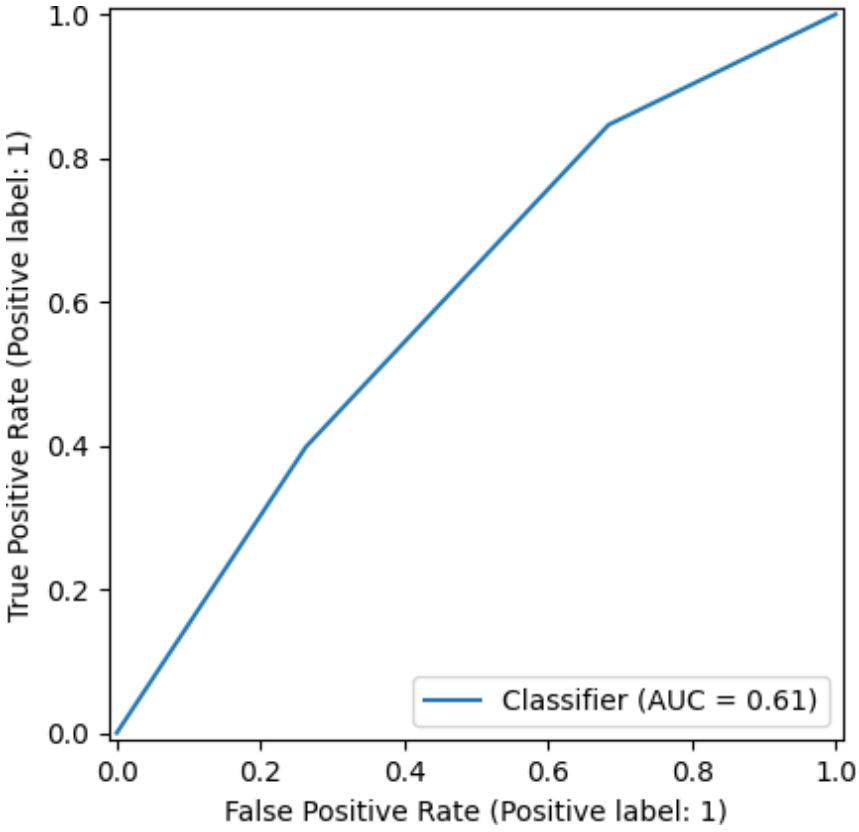
	Distress	
	No	Yes
Level		
Low	1022	414
Medium	2018	249
High	1435	119



PERSEVERANCE

Distress Scale (Year 11)

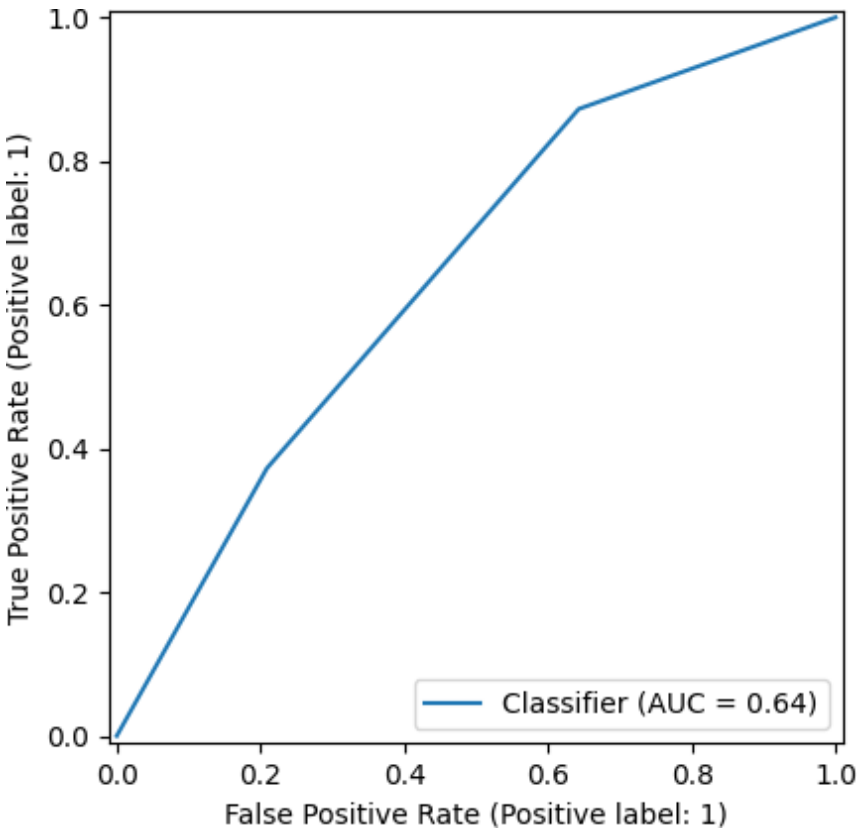
Level	Distress	
	No	Yes
Low	720	258
Medium	2099	344
High	1864	215



HOPE/AGENCY

Distress Scale (Year 11)

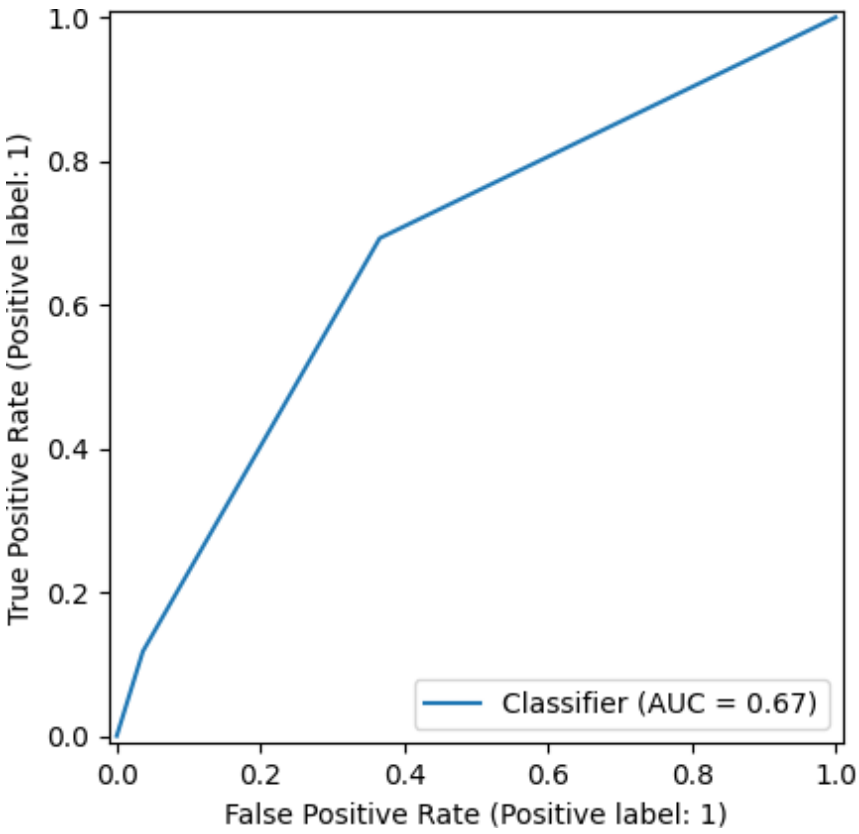
	Distress	
	No	Yes
Level		
Low	586	289
Medium	2299	351
High	1712	169



RESILIENCE

Distress Scale (Year 11)

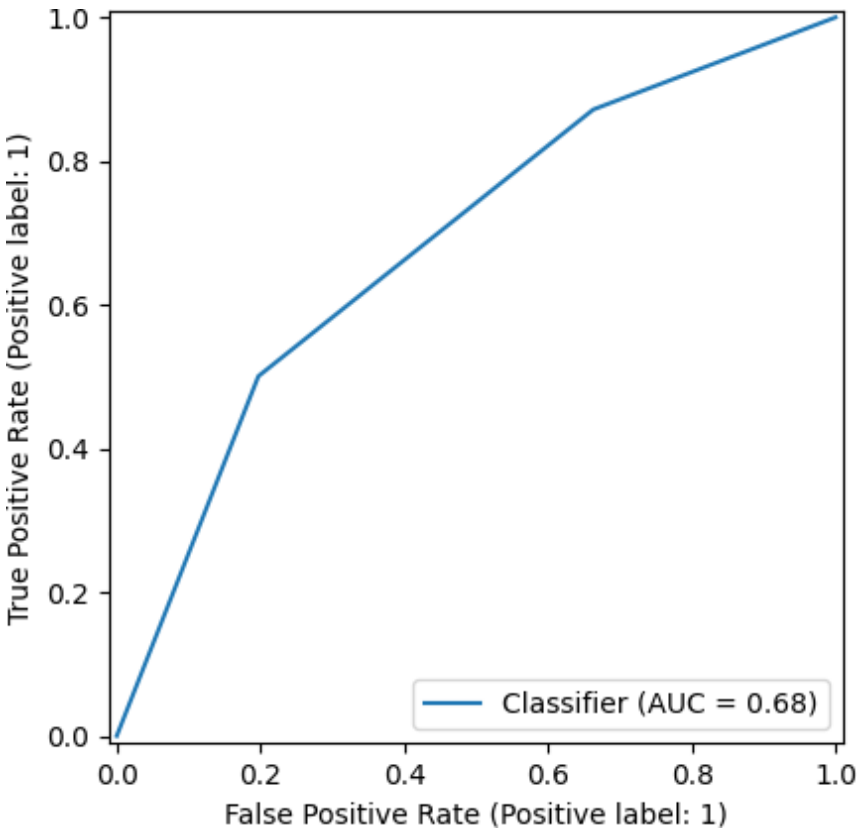
	Distress	
	No	Yes
Level		
Low	1402	506
Medium	2624	263
High	536	29



PERFECTIONISTIC CONCERNS

Distress Scale (Year 11)

	Distress	
	No	Yes
Level		
Low	1568	104
Medium	2168	301
High	917	406

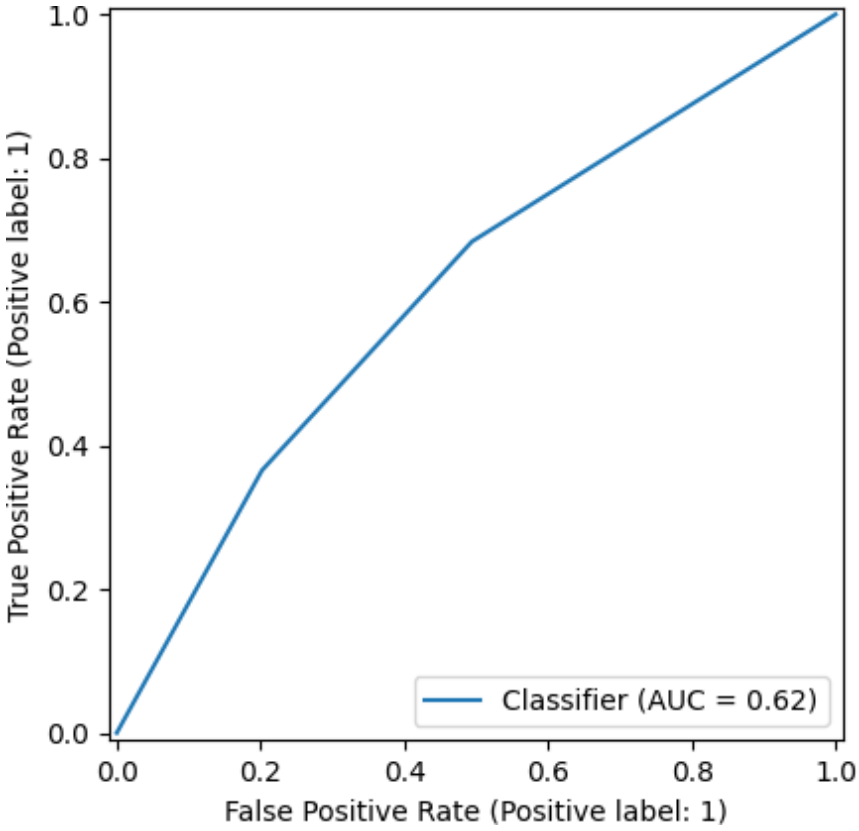


Year 12 Distress based on their Year 7 WEC data

WORRIES

Distress Scale (Year 12)

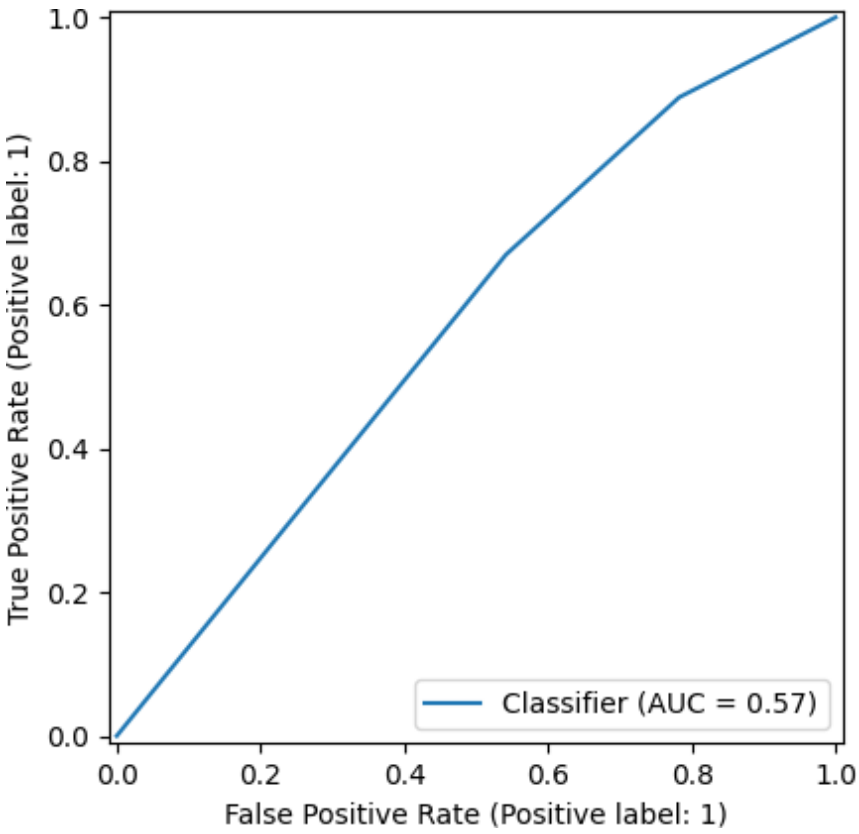
	Distress	
	No	Yes
Level		
Low	1510	161
Medium	871	162
High	603	186



PEER BELONGING

Distress Scale (Year 12)

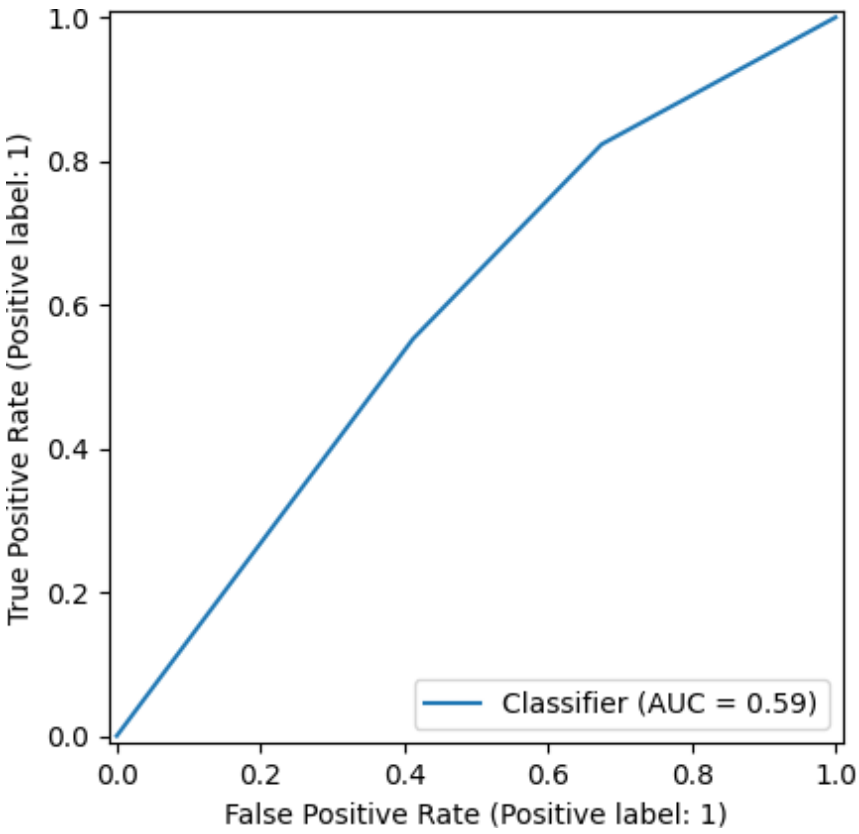
	Distress	
	No	Yes
Level		
Low	330	110
Medium	650	122
High	1988	274



SCHOOL BELONGING

Distress Scale (Year 12)

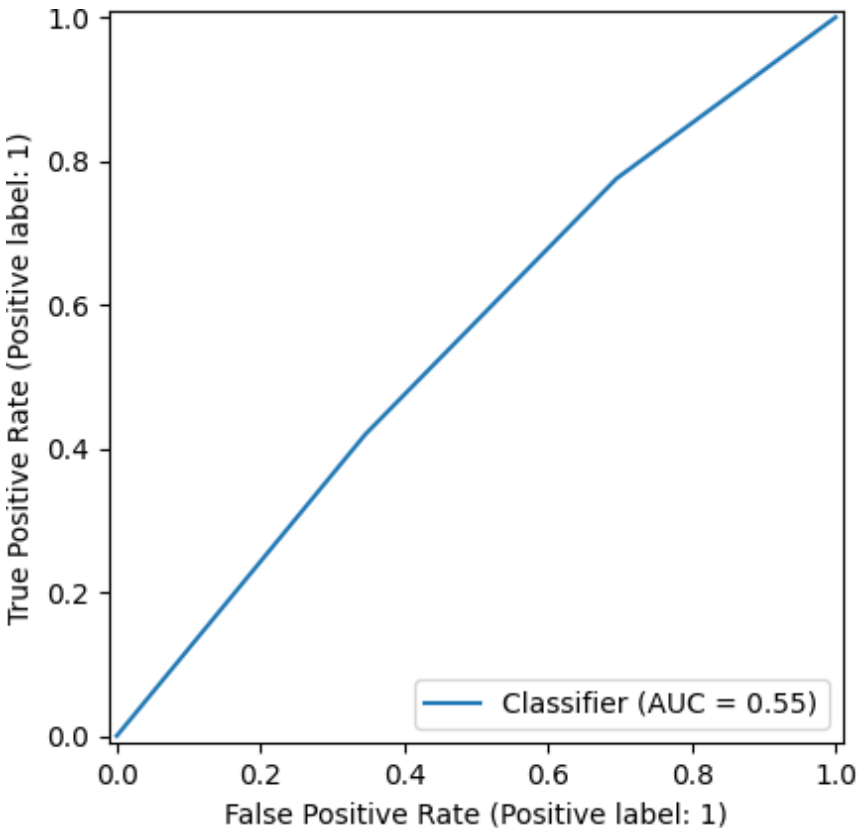
	Distress	
	No	Yes
Level		
Low	522	165
Medium	800	133
High	1633	209



PERSEVERANCE

Distress Scale (Year 12)

	Distress	
	No	Yes
Level		
Low	671	155
Medium	1066	178
High	1256	176

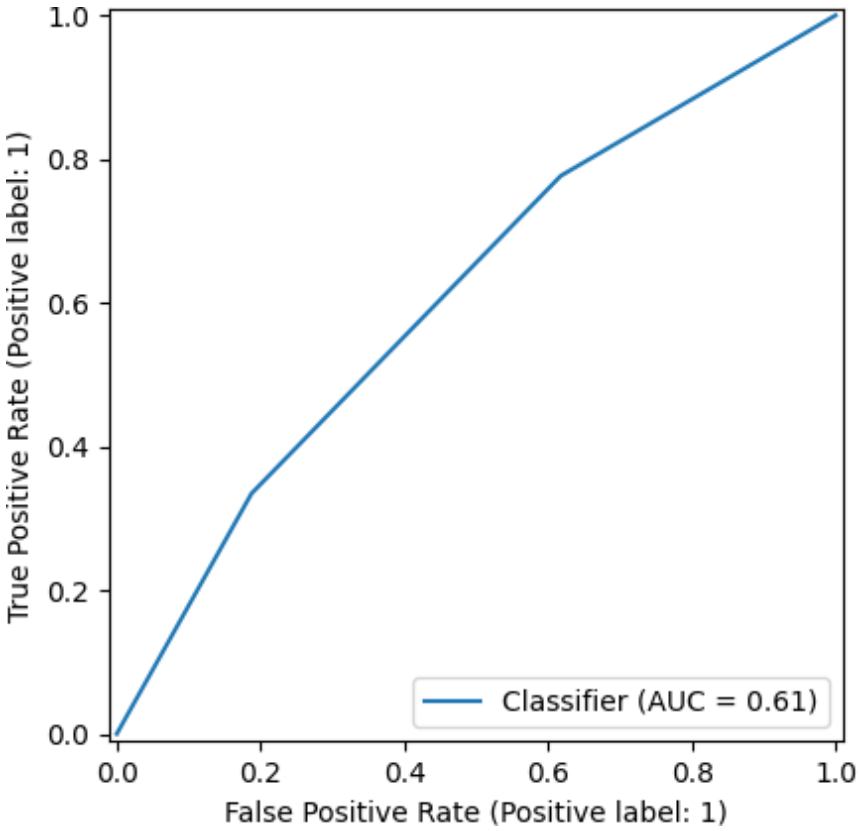


Year 12 Distress based on their Year 8 WEC data

EMOTION REGULATION

Distress Scale (Year 12)

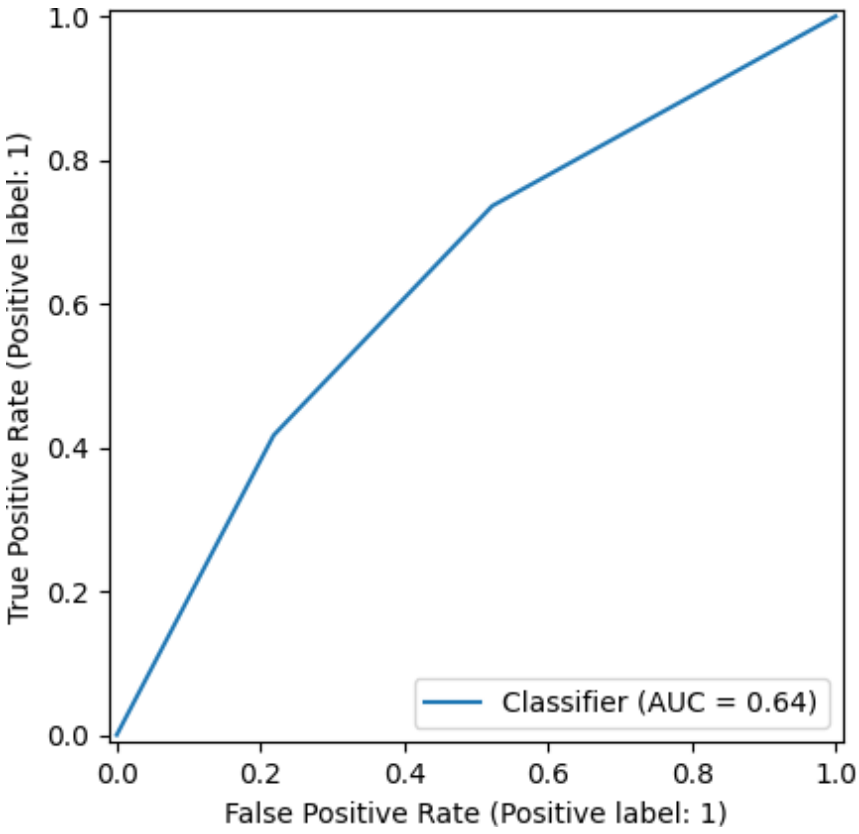
	Distress	
	No	Yes
Level		
Low	675	208
Medium	1336	234
High	1011	102



WORRIES

Distress Scale (Year 12)

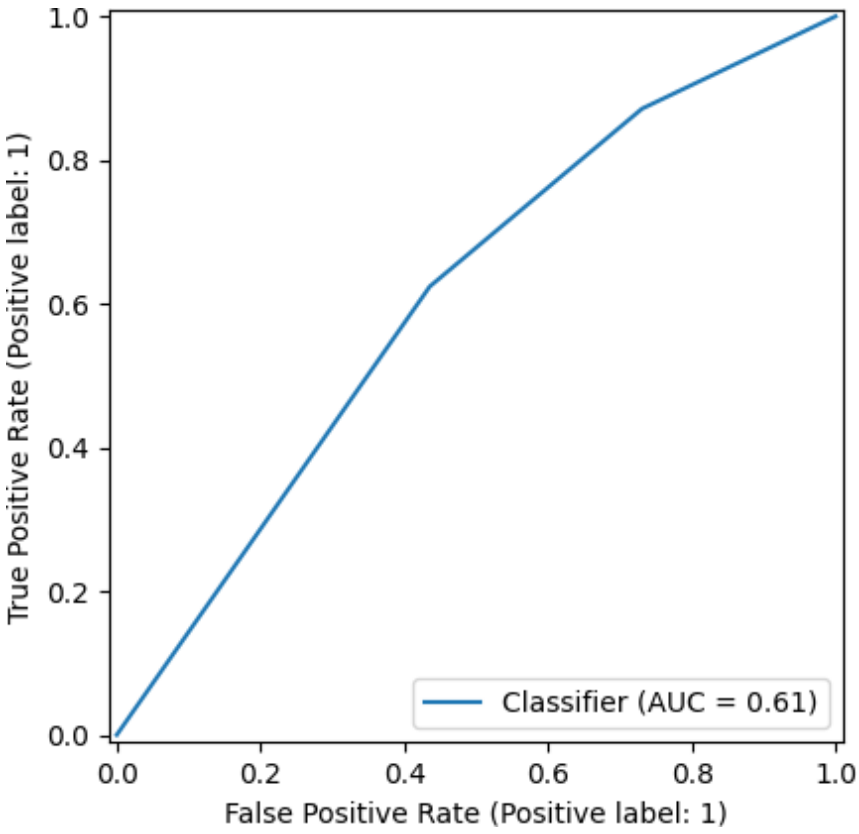
	Distress	
	No	Yes
Level		
Low	1442	143
Medium	918	173
High	659	226



PEER BELONGING

Distress Scale (Year 12)

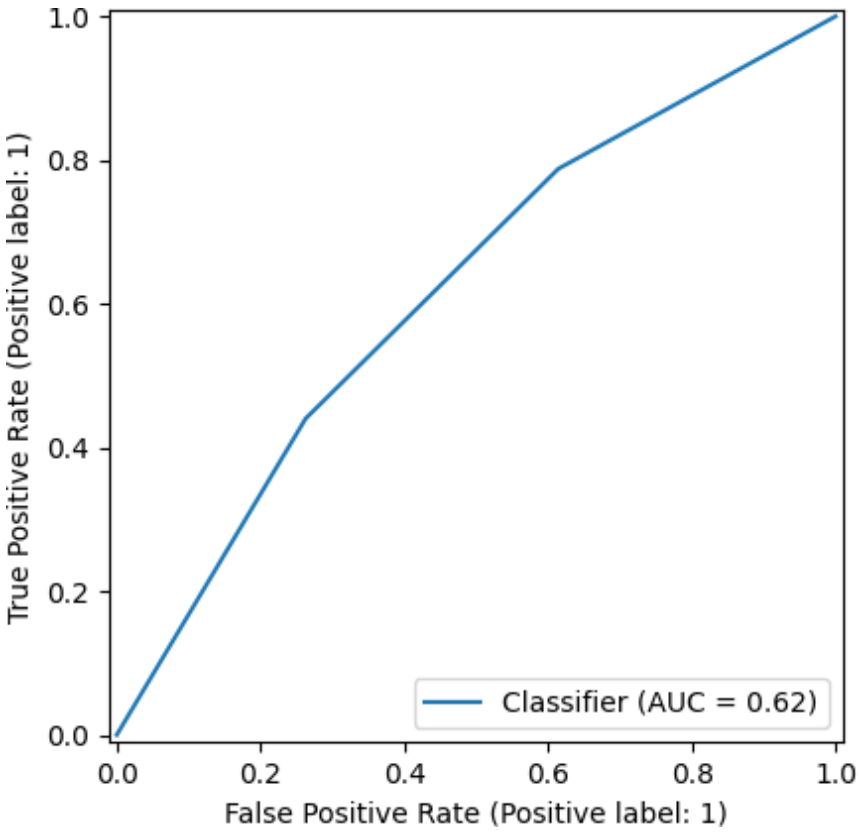
Level	Distress	
	No	Yes
Low	379	144
Medium	730	158
High	1841	233



SCHOOL BELONGING

Distress Scale (Year 12)

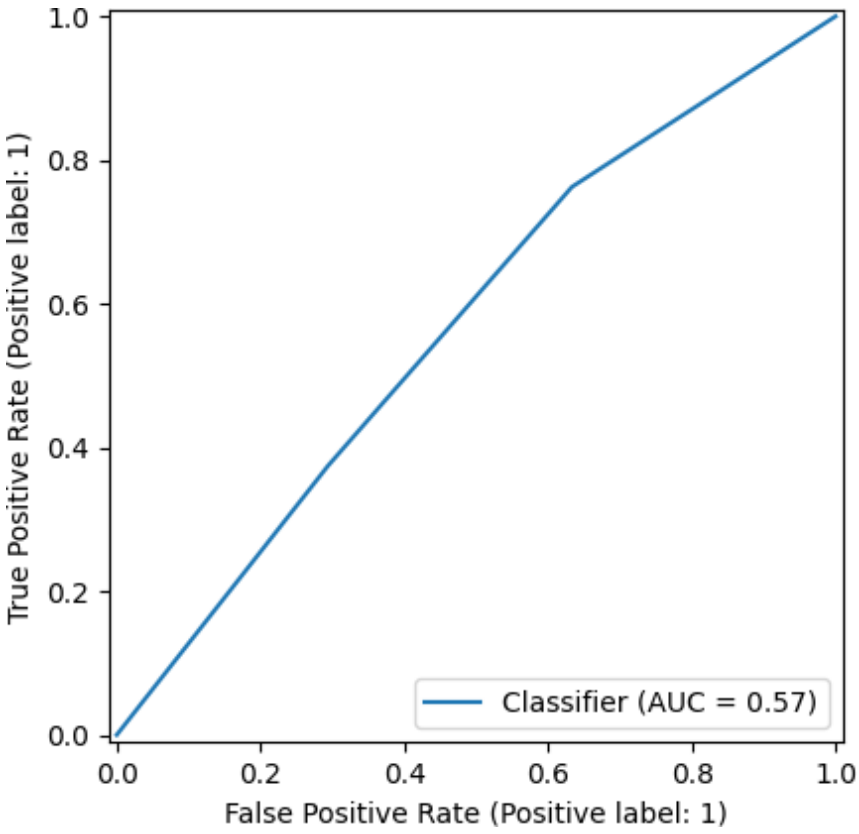
	Distress	
	No	Yes
Level		
Low	626	204
Medium	1026	186
High	1299	139



PERSEVERANCE

Distress Scale (Year 12)

	Distress	
	No	Yes
Level		
Low	721	201
Medium	1179	186
High	1137	161

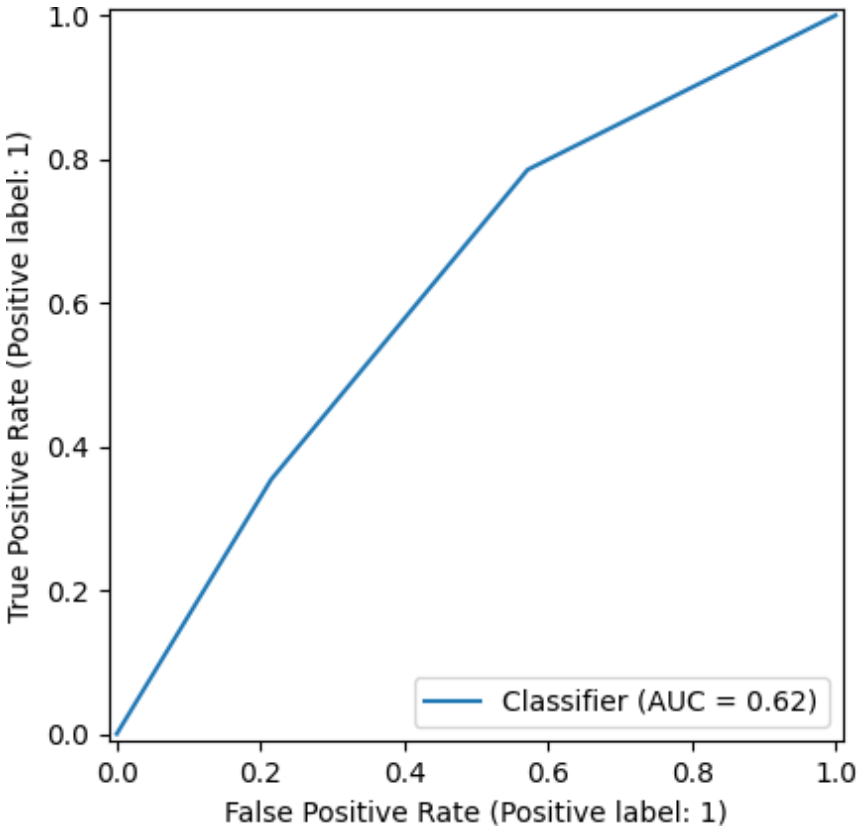


Year 12 Distress based on their Year 9 WEC data

EMOTION REGULATION

Distress Scale (Year 12)

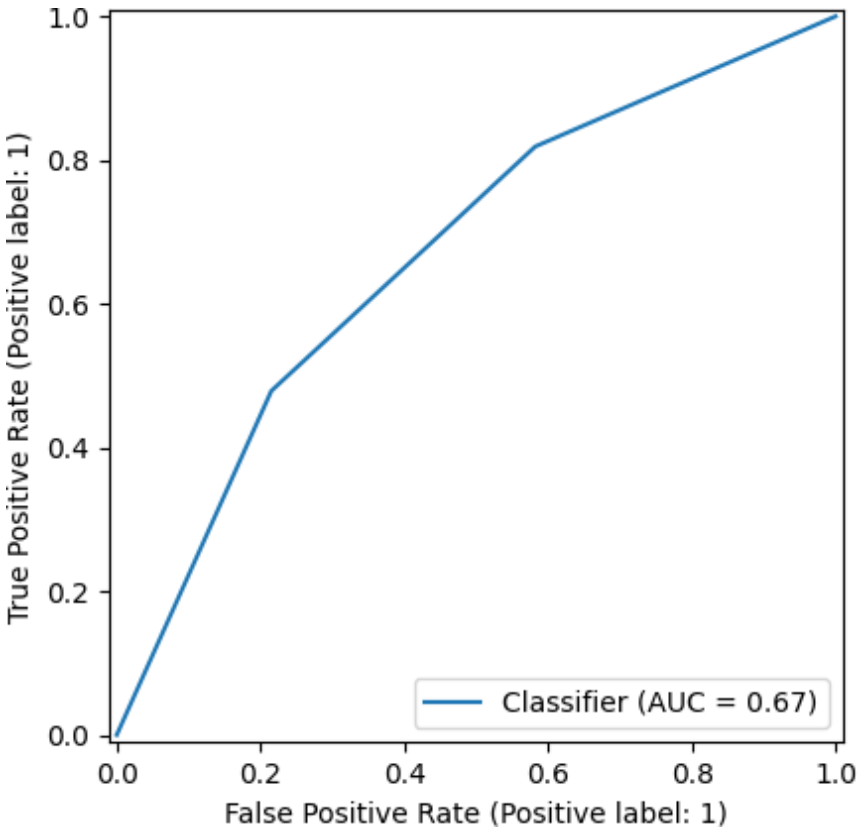
	Distress	
	No	Yes
Level		
Low	691	233
Medium	1386	194
High	1140	117



WORRIES

Distress Scale (Year 12)

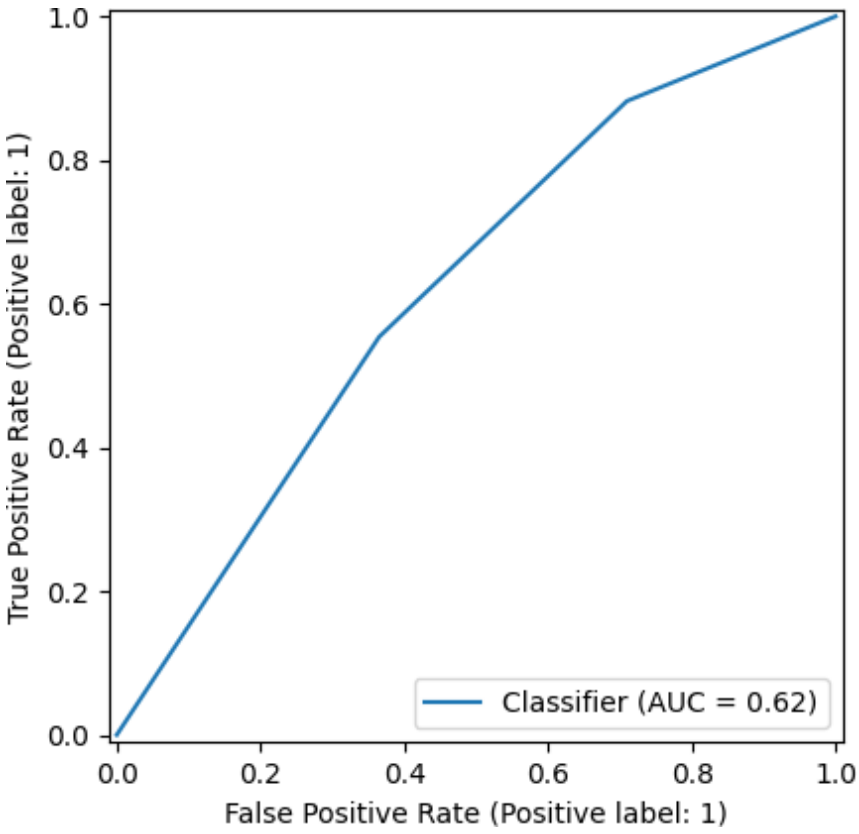
	Distress	
	No	Yes
Level		
Low	1340	98
Medium	1178	184
High	690	259



PEER BELONGING

Distress Scale (Year 12)

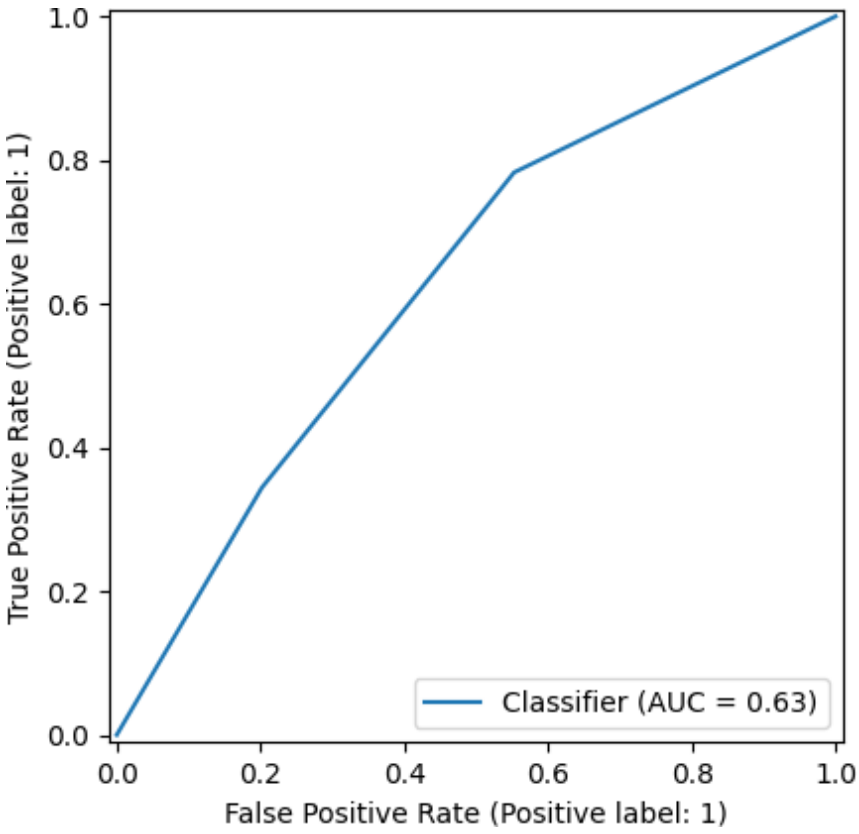
	Distress	
	No	Yes
Level		
Low	374	155
Medium	1041	184
High	1758	195



SCHOOL BELONGING

Distress Scale (Year 12)

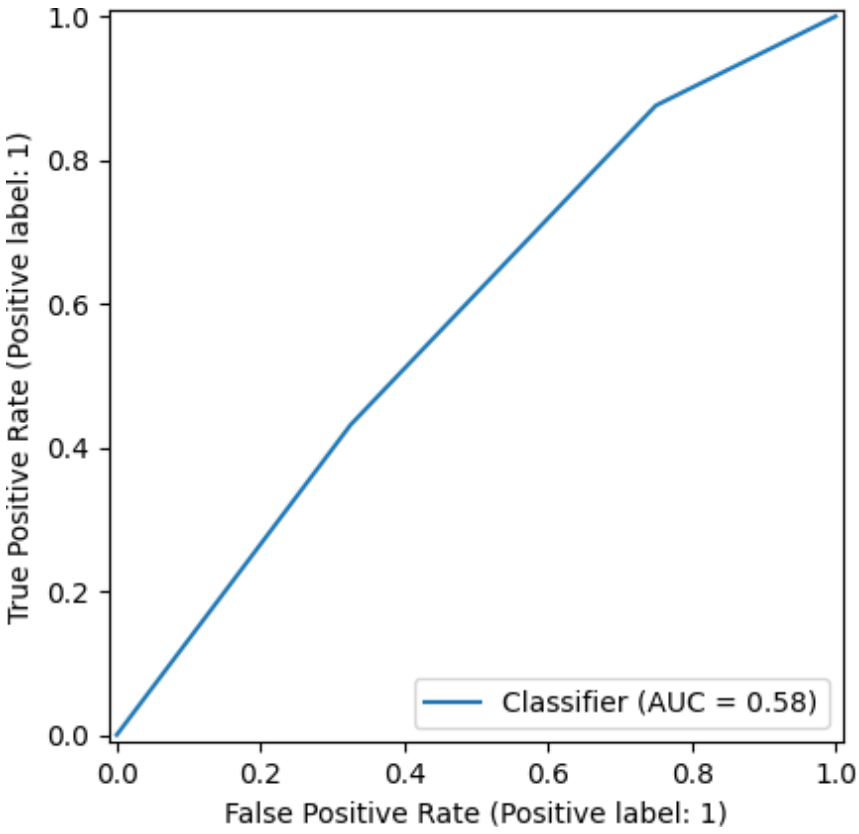
	Distress	
	No	Yes
Level		
Low	688	237
Medium	1390	186
High	1090	107



PERSEVERANCE

Distress Scale (Year 12)

	Distress	
	No	Yes
Level		
Low	400	136
Medium	1432	231
High	1391	177

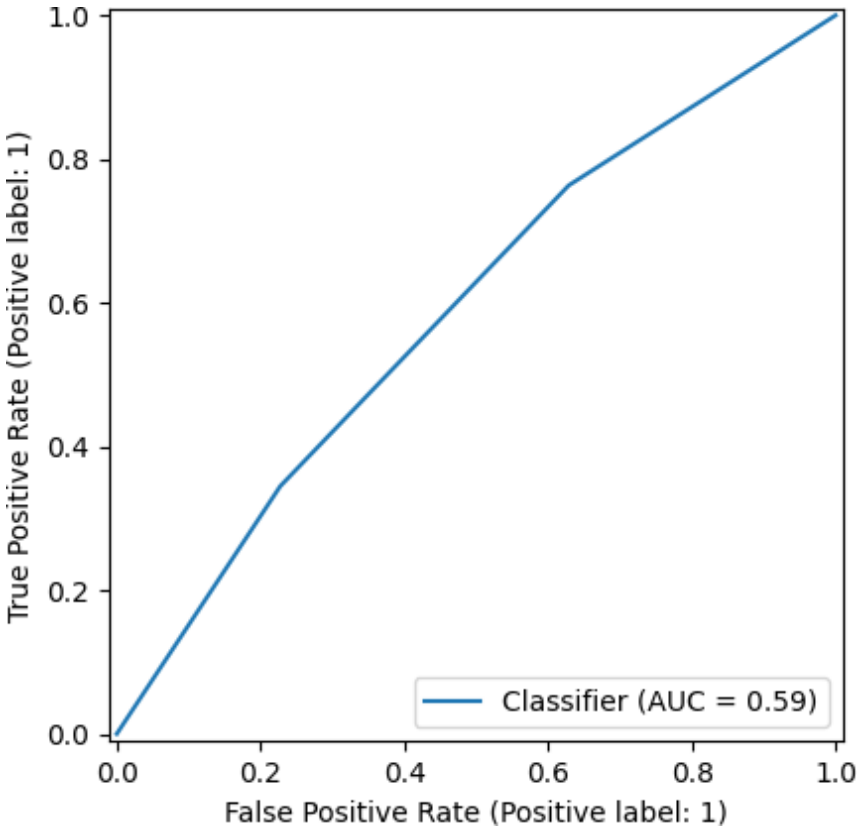


Year 12 Distress based on their Year 10 WEC data

EMOTION REGULATION

Distress Scale (Year 12)

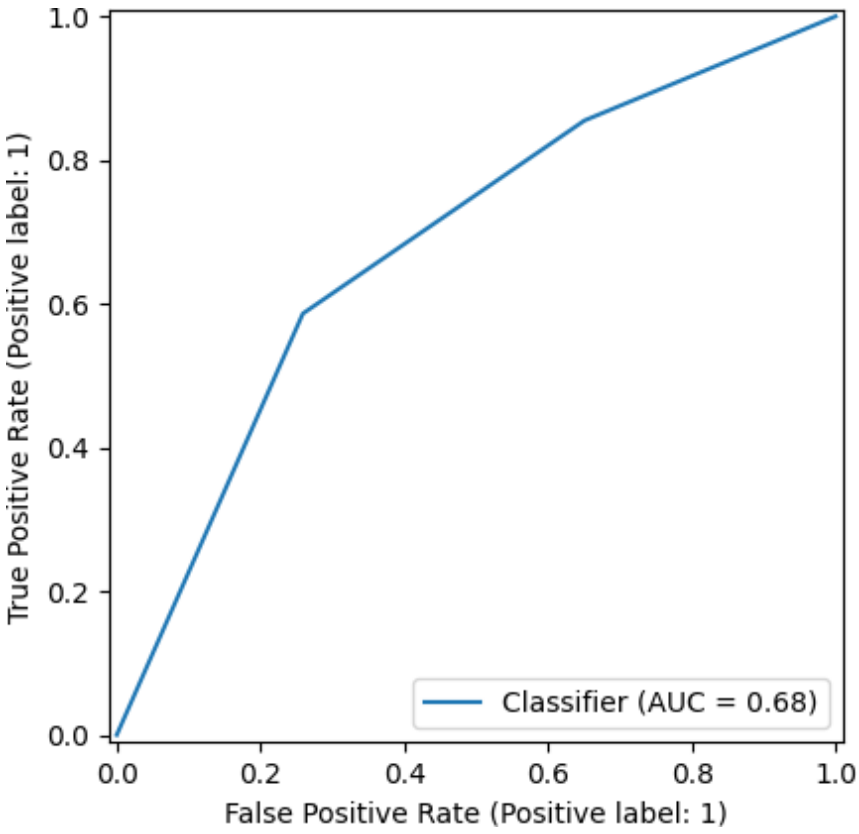
	Distress	
	No	Yes
Level		
Low	679	173
Medium	1201	187
High	989	106



WORRIES

Distress Scale (Year 12)

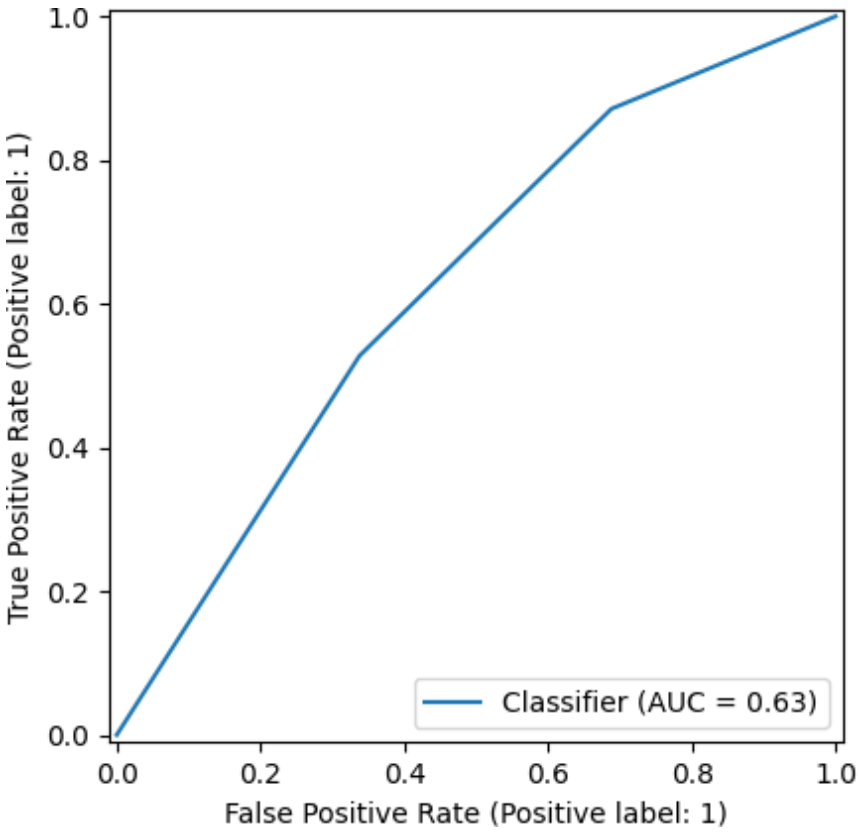
	Distress	
	No	Yes
Level		
Low	1005	68
Medium	1127	126
High	745	275



PEER BELONGING

Distress Scale (Year 12)

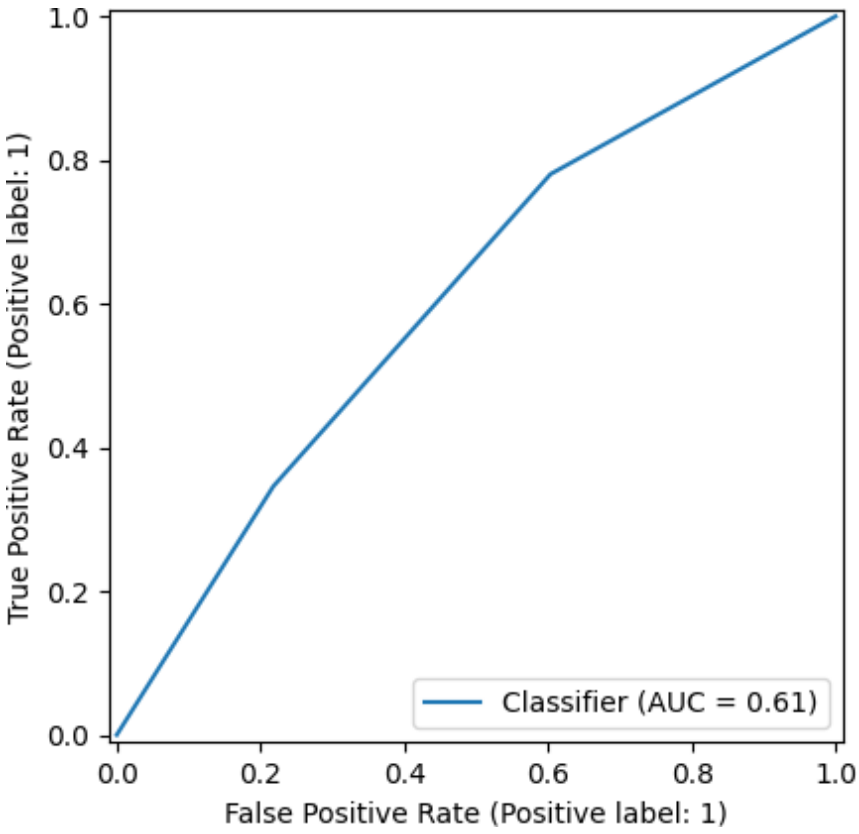
	Distress	
	No	Yes
Level		
Low	367	144
Medium	981	162
High	1505	156



SCHOOL BELONGING

Distress Scale (Year 12)

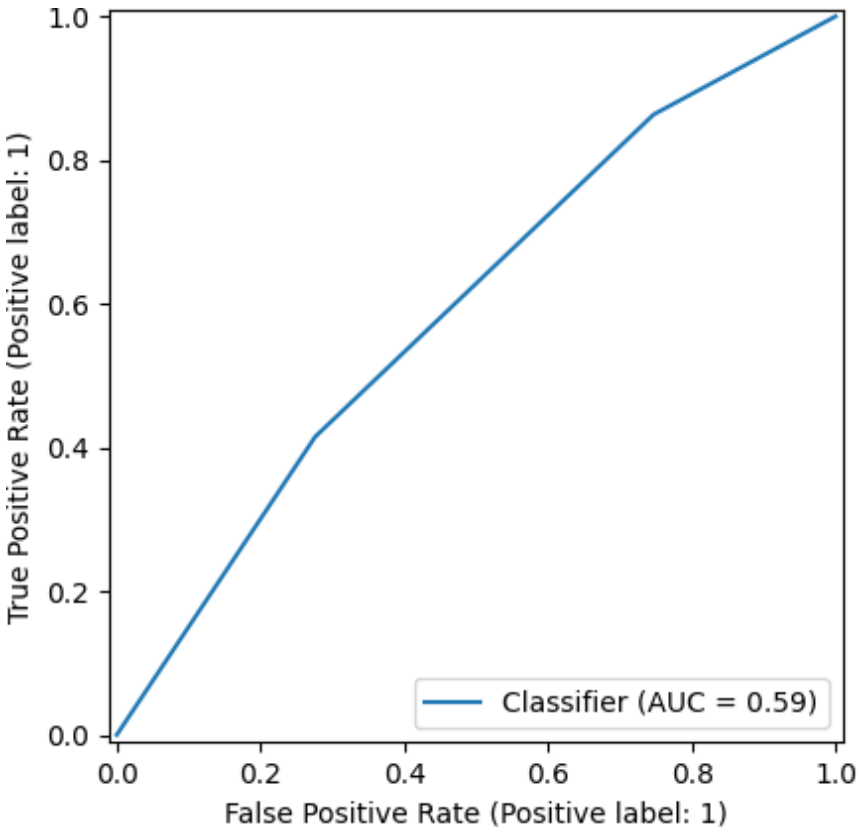
	Distress	
	No	Yes
Level		
Low	620	182
Medium	1227	177
High	977	100



PERSEVERANCE

Distress Scale (Year 12)

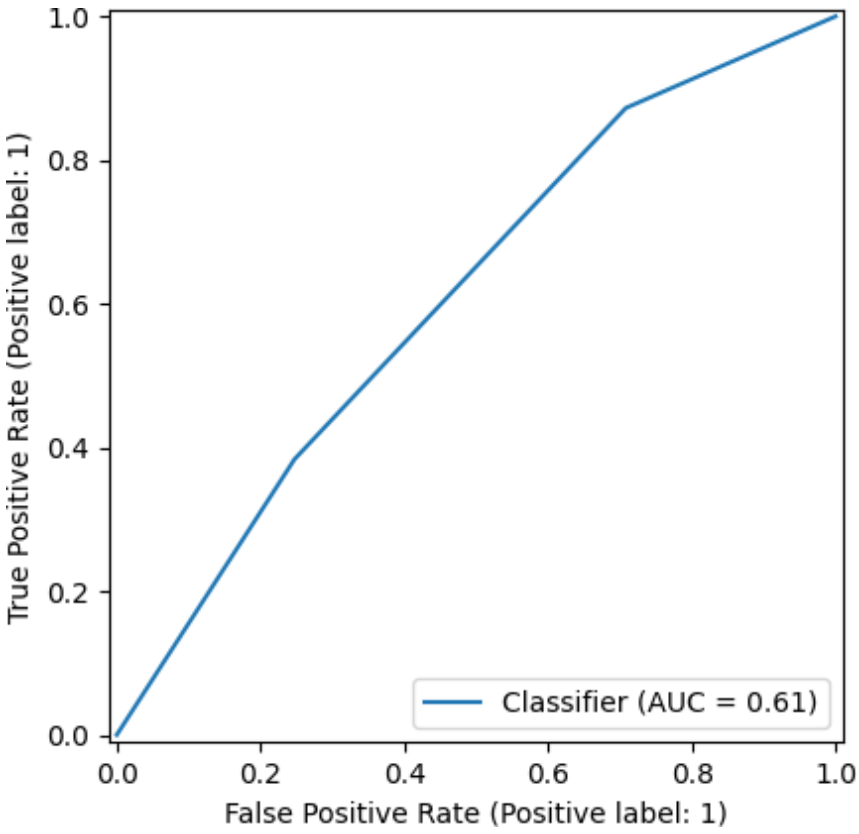
	Distress	
	No	Yes
Level		
Low	401	121
Medium	1316	225
High	1218	132



HOPE/AGENCY

Distress Scale (Year 12)

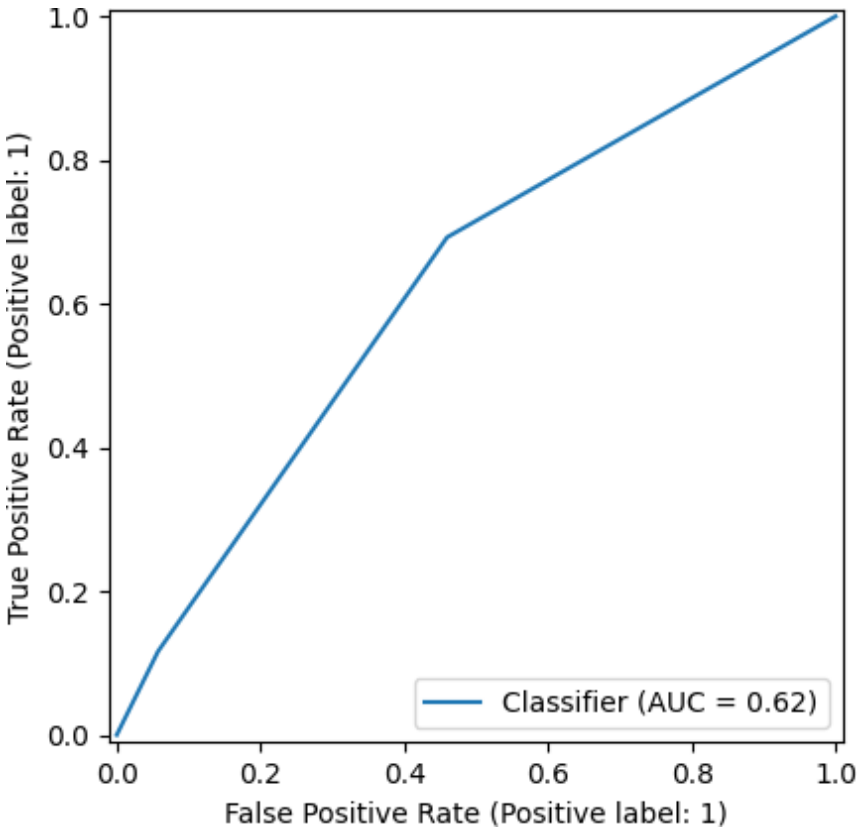
	Distress	
	No	Yes
Level		
Low	367	138
Medium	1406	218
High	1104	117



RESILIENCE

Distress Scale (Year 12)

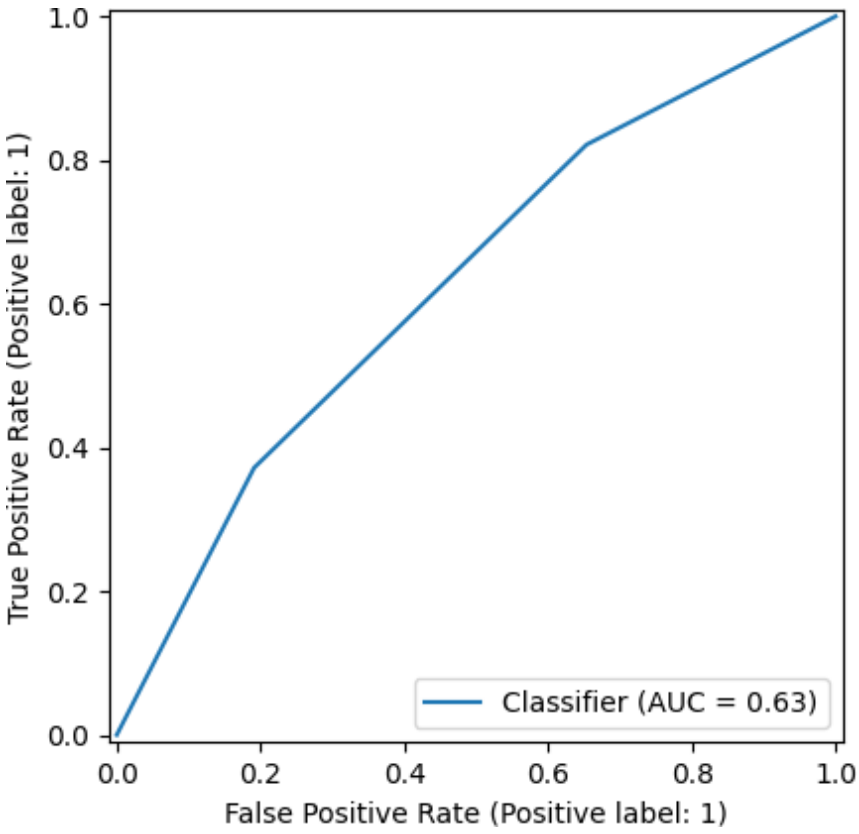
Level	Distress	
	No	Yes
Low	884	254
Medium	1657	189
High	334	27



PERFECTIONISTIC CONCERNS

Distress Scale (Year 12)

Level	Distress	
	No	Yes
Low	1004	85
Medium	1340	214
High	554	177

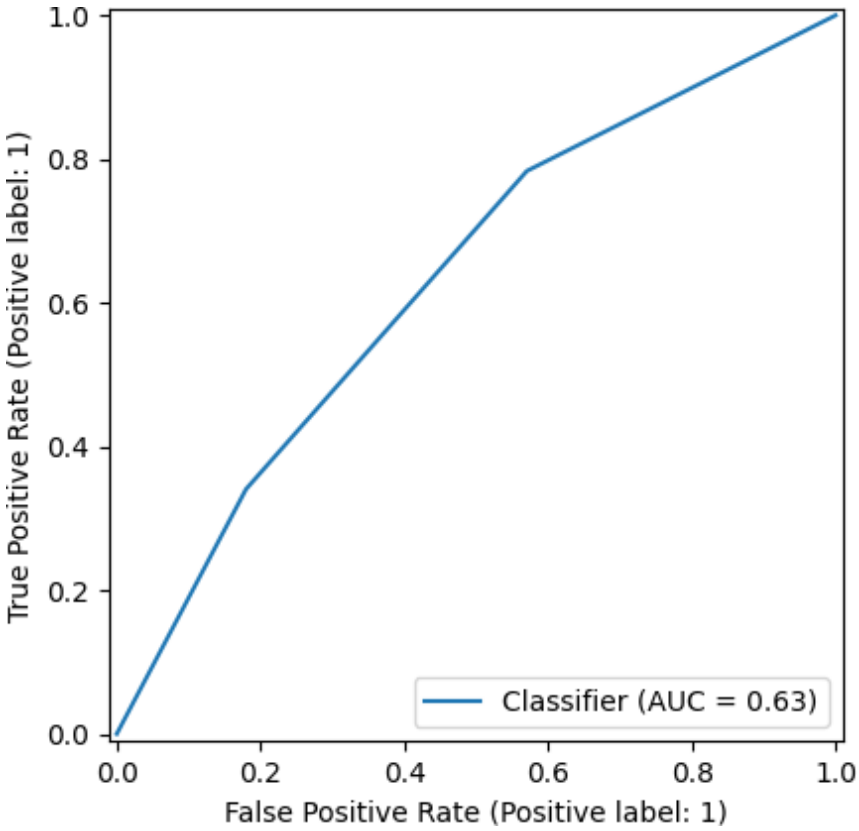


Year 12 Distress based on their Year 11 WEC data

EMOTION REGULATION

Distress Scale (Year 12)

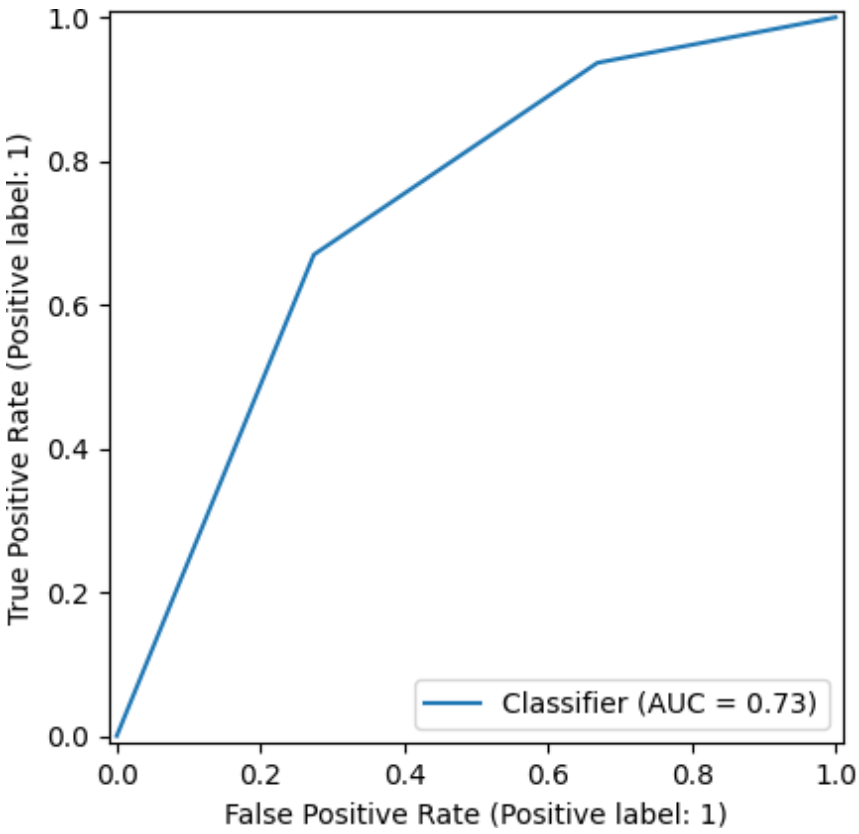
	Distress	
	No	Yes
Level		
Low	835	277
Medium	1707	252
High	1313	116



WORRIES

Distress Scale (Year 12)

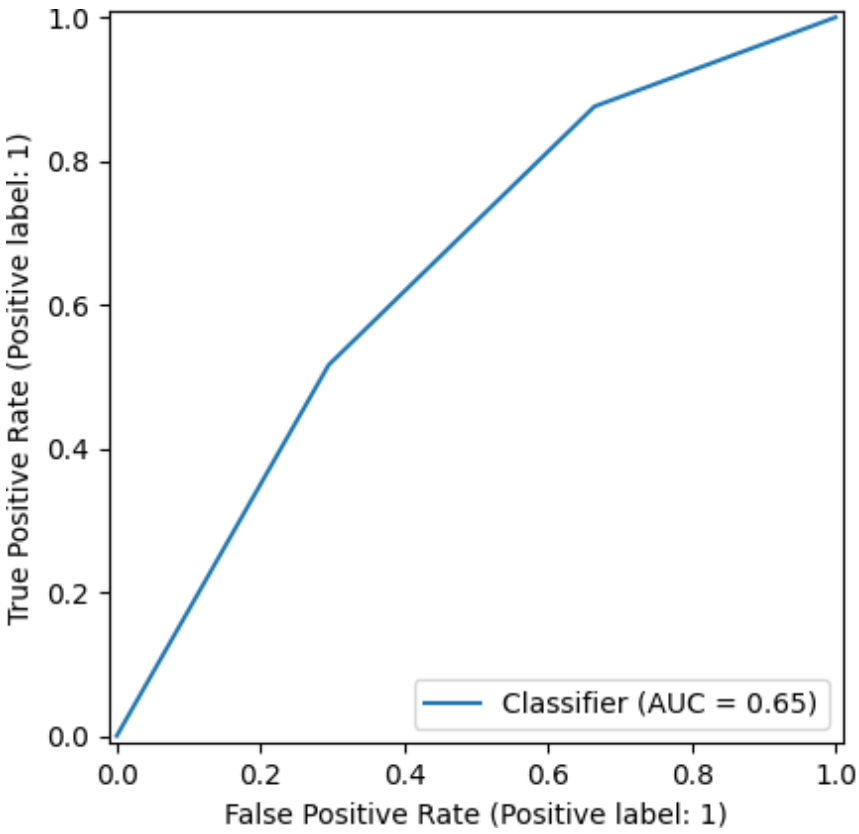
	Distress	
	No	Yes
Level		
Low	1277	41
Medium	1520	173
High	1057	434



PEER BELONGING

Distress Scale (Year 12)

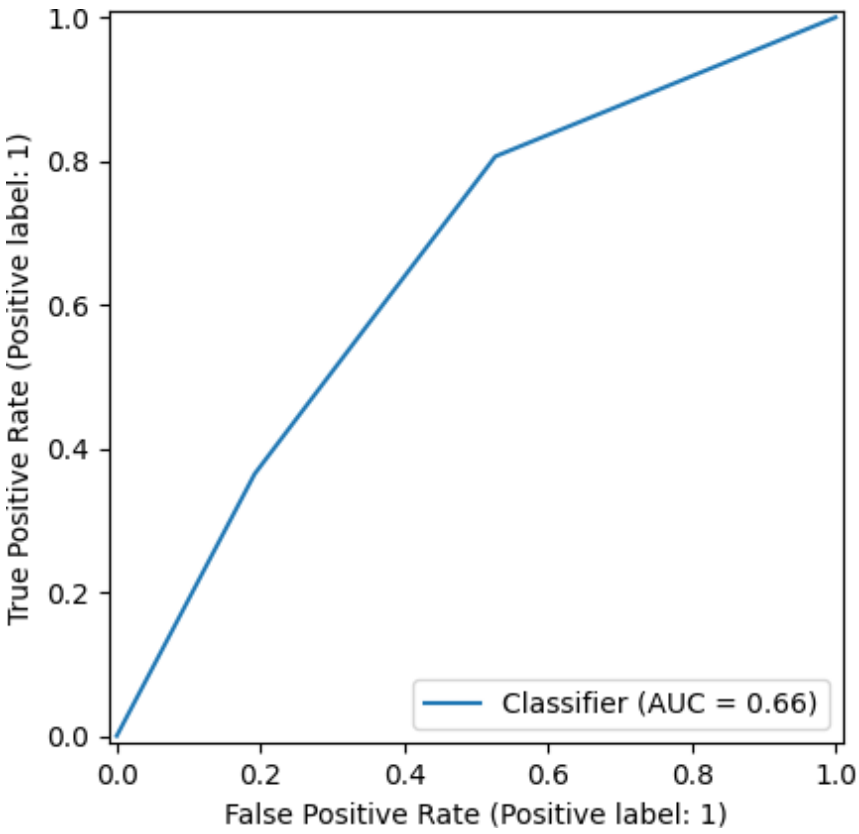
	Distress	
	No	Yes
Level		
Low	472	215
Medium	1369	237
High	1965	189



SCHOOL BELONGING

Distress Scale (Year 12)

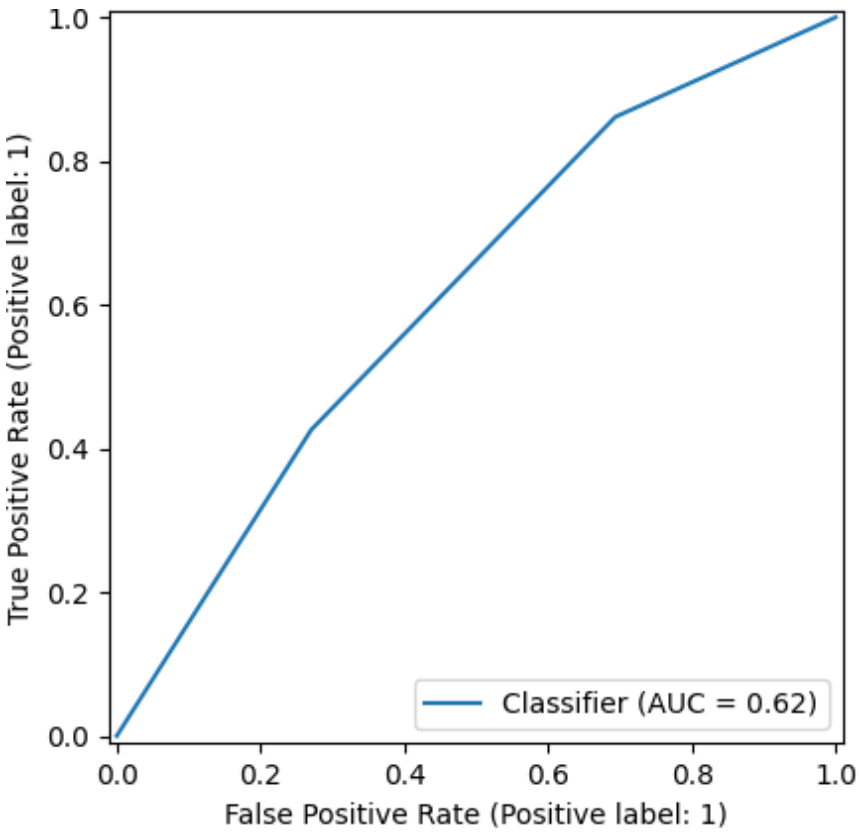
	Distress	
	No	Yes
Level		
Low	730	301
Medium	1667	213
High	1375	122



PERSEVERANCE

Distress Scale (Year 12)

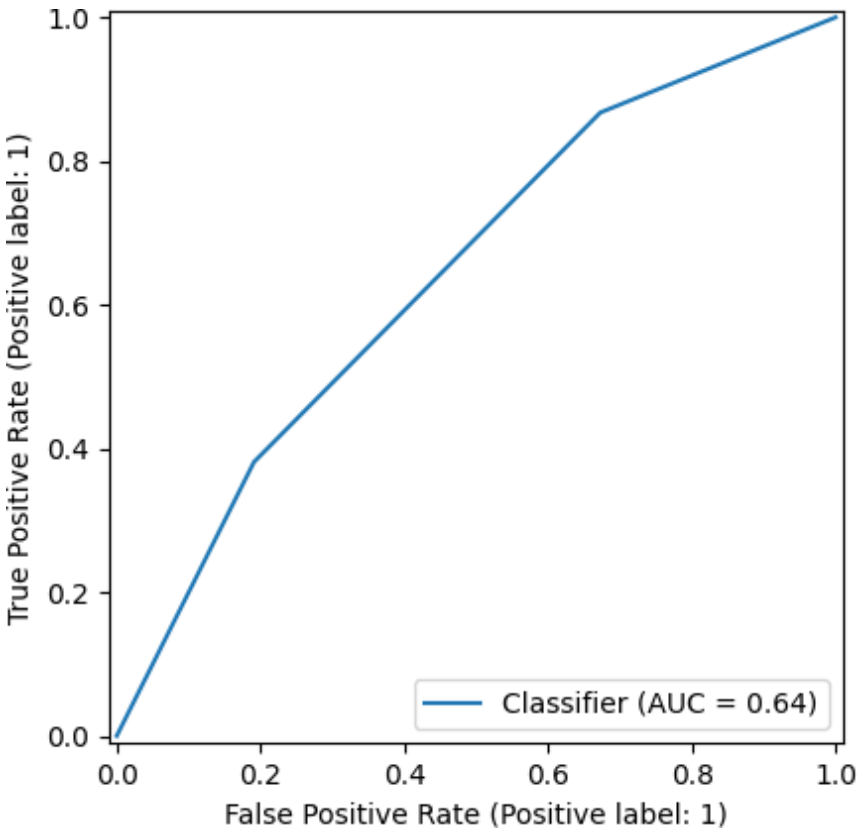
	Distress	
	No	Yes
Level		
Low	550	205
Medium	1727	283
High	1690	181



HOPE/AGENCY

Distress Scale (Year 12)

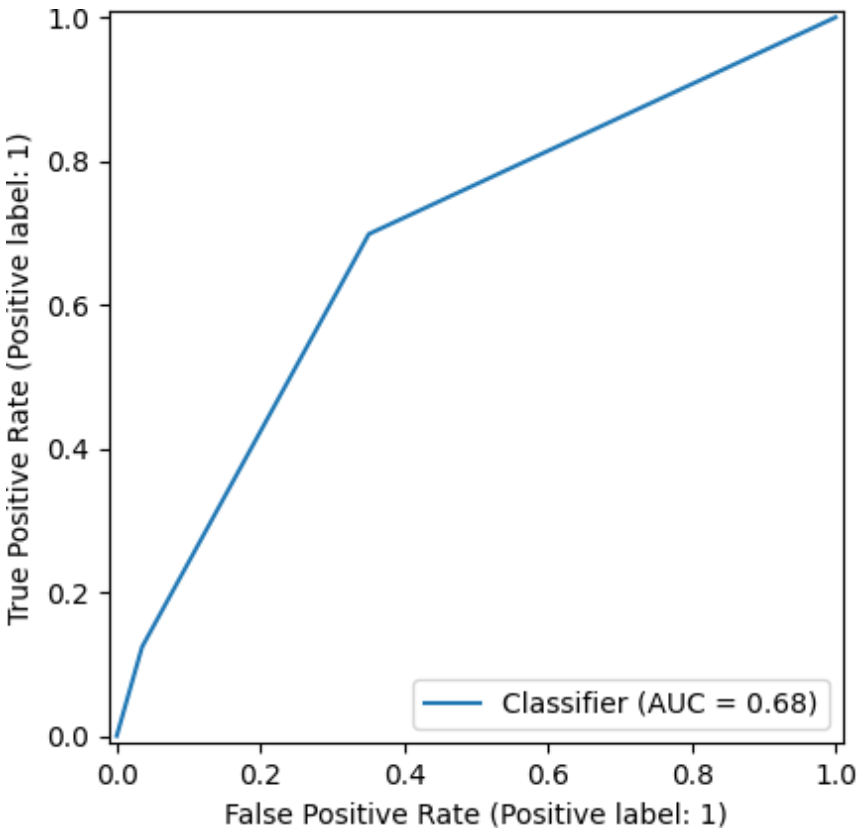
	Distress	
	No	Yes
Level		
Low	518	216
Medium	1901	318
High	1490	126



RESILIENCE

Distress Scale (Year 12)

	Distress	
	No	Yes
Level		
Low	1167	424
Medium	2224	206
High	479	23



PERFECTIONISTIC CONCERNS

Distress Scale (Year 12)

	Distress	
	No	Yes
Level		
Low	1347	84
Medium	1743	278
High	835	302