

# DETECT Schools Study

Understanding the impact of COVID-19  
in Western Australian Schools



Department of  
Education



Government of Western Australia  
Department of Health



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# 1 Purpose of Report

This Final Report presents the findings from three rounds of asymptomatic SARS-CoV-2 testing in Western Australian (WA) public schools conducted from June to September 2020. It also provides analyses from the DETECT Schools Study wellbeing surveys, administered to Years 4-12 students, parents of students from Kindergarten to Year 12 (K-12) and K-12 teachers in participating schools in June/July 2020 and again in October 2020.

Provided herein are detailed multivariate analyses of the psychosocial and wellbeing component of the study, including cross-sectional and longitudinal analysis of the findings. Survey outcomes are presented, where possible, by demographics such as gender, year level and school type for each of the cohorts surveyed.



# 2 Executive Summary

The DETECT Schools Study, a partnership between the Telethon Kids Institute and the Western Australian (WA) Departments of Health and Education, was launched in May 2020 to investigate the prevalence and transmission of SARS-CoV-2 in WA schools and the impact of the COVID-19 pandemic on wellbeing in the State's school communities. This Final Report provides in-depth analyses of the DETECT Schools Study. It includes data from three rounds of school-based asymptomatic SARS-CoV-2 testing carried out between June and September 2020, and two cross-sectional surveys administered to students, their parents and teachers in June/July and October 2020 to assess their social and emotional wellbeing during the second half of the 2020 COVID-19 pandemic in WA. Primary and secondary public schools from across WA participated either in SARS-CoV-2 swabbing and surveys (40 schools) or in surveys only (39 schools).

## Asymptomatic testing

Across the 40 schools which participated in SARS-CoV-2 swabbing, 5,903 asymptomatic students and 674 asymptomatic staff were swabbed. A total of 13,988 swabs were collected, with no positive results returned. These results are consistent with the absence of reported community SARS-CoV-2 transmission in WA since April 2020, with 594,667 SARS-CoV-2 tests completed in the State in 2020. A combined nasal and oropharyngeal (Na/OP) swab was employed, providing a less invasive procedure to the more common nasopharyngeal swab. The overwhelming majority (more than 90% in both surveys) of participants tested indicated moderate or no discomfort during the swab procedure, and this was consistent across student age ranges and between students and staff. The vast majority of staff surveyed (about 90% in both surveys) indicated that the tests were not at all or only a little disruptive for staff and students at the school.

## Wellbeing surveys

The first cycle of surveys in June and July 2020 were completed by 24,003 Years 4-12 students, 1,202 primary and secondary school staff and 3,463 parents of K-12 students. The second survey cycle in October 2020 was completed by 18,008 students, 862 staff and 2,291 parents. This represents the largest study to date measuring wellbeing among WA school-age students. Student participation rates were high (63% in June/July, 46% in October) and the respondent cohort was broadly representative of the WA public school population. The major findings from the two rounds of surveys were:

### Students

In June/July 2020, just over one half (52%) of student respondents reported that COVID-19 had little or no negative impact on their lives, 25% reported it had somewhat of a negative impact, and 23% reported it affected them negatively a lot or a great deal. In October 2020, the proportion of respondents who reported that COVID-19 had had little or no negative impact on their lives had increased by seven percentage points to 59%, the percentage who reported the pandemic had impacted their lives somewhat had decreased by two percentage points to 23% and there was a five percentage point decrease in the proportion of respondents (18%) who indicated it had impacted their lives a lot or a great deal.

Longitudinal comparison of individual students' responses indicated that of the students who reported COVID-19 affected them negatively a lot or a great deal in June/July, 66% reported it had affected them to a lesser degree in October. In June/July 2020, only 15% of student respondents who reported missing some school due to COVID-19 indicated this worried them a lot. By October 2020, this percentage decreased to 11%.

The vast majority of students indicated they felt positive about their future. Only 13% of student respondents indicated that they did not feel positive about their future; 11% reported that their life is not going well; and 12% indicated that they did not feel safe and secure at school.

One wellbeing scale showed more concerning results. The Child Health Utility Index (CHU9D) scale, a composite measure of health-related quality of life, asks secondary school students (Years 7 - 12) about their experiences "today" with regards to feeling worried, sad, pain, tired, annoyed or having difficulties with schoolwork, sleep, daily routine or activities. Responses to these nine components are combined into a composite CHU9D score, which has been used and validated extensively in other child wellbeing studies in Australia.

In the DETECT Schools study, about 40% of secondary student respondents reported scores indicative of elevated (moderate to high) emotional distress on this scale in both the June/July and October 2020 cycles. This is much higher than a comparable benchmark of 14% observed in a large national study in 2014. Higher proportions of female (45%) than male respondents (28%) reported scores indicative of moderate to high emotional distress. The proportion of students with scores indicative of moderate to high emotional distress on the CHU9D increased in each Year group from Years 7 to 12.

The extent to which the COVID-19 pandemic contributed to the adolescent emotional distress measured in this survey cannot be discerned from these cross-sectional data collected during the pandemic, particularly in the absence of a more recent collection of comparative CHU9D wellbeing data from a similar cohort of WA students, with the only available prior dataset being 6 years old. Rates of moderate or severe emotional distress were higher among children who reported COVID-19 had a large negative impact on their lives (55% in June/July, 61% in October) compared to those reporting little or no impact (33% in June/July, 36% in October). However, the presence or direction of causation in this relationship cannot be discerned, and the elevated rates may reflect a broader societal shift in adolescent wellbeing. Further, elevated rates of background distress could plausibly predispose students to reporting greater perceived impact of the pandemic. Data describing more severe mental health outcomes in this age group, including reports of a 50% increase from 2015 to 2019 in the number of children aged 0-17 years referred to the WA Child and Adolescent Mental Health Services<sup>1</sup>, suggest there has been an increase in mental health difficulties for young people during the last decade which may have been further exacerbated by COVID-19.

Parents of primary school students reported on their children's wellbeing, with few indicating their child felt lonely (2% in June/July, 1% in October), tired (6% in June/July, 5% in October), sad (5% in June/July, 5% in October), restless (5% in June/July, 5% in October) or unable to enjoy their usual activities (7% in June/July, 2% in October) in the two weeks preceding the survey. Approximately 10% of primary parents reported in each survey cycle that their child had been irritable, anxious, worried or unfocussed.

## Parents

About one half (53%) of parent respondents indicated they had chosen to continue sending their children to school during weeks one to three of Term 2 when students were permitted to learn from home, whilst the remaining parents chose to keep their children home or blended school and home-based learning during that time.

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<sup>1</sup> Office of the Chief Psychiatrist (2020). Chief Psychiatrist's Targeted Review into the treatment of Ms Kate Savage by Child and Adolescent Mental Health Services. Perth, WA: OCP

Most parent respondents reported having the resources they needed to manage their child's learning from home, such as access to necessary computing resources (90% in June/July, 92% in October), a reliable internet connection (89% in June/July, 90% in October) and an appropriate place for their child to study (85% in June/July, 86% in October), although fewer parents reported they had the time resources required (49% in June/July, 50% in October). Additionally, a large majority of parents reported feeling informed and supported by communication from their school about the changing dynamics of COVID-19 (93% in June/July, 86% in October) and sufficiently equipped to handle the wellbeing needs of their child, with most reporting they felt confident in their ability to build resilience in their child (86% in June/July, 85% in October) and help their child to cope with change (88% in June/July, 89% in October), feelings of isolation (85% in June/July, 85% in October) or anxiety (89% in June/July, 90% in October).

Parent respondents reported elevated personal stress, with 76% in June/July and 69% in October reporting they had experienced more stress than usual in the six months prior to the survey. Despite this, responding parents rated their life satisfaction as high, scoring it on average 7.5/10 or above in both surveys.

Primary school parents who reported higher levels of wellbeing in their child also reported higher levels of their own wellbeing.

## Staff

In June/July 2020, 45% of staff respondents felt the pandemic had negatively impacted student wellbeing (12% 'a lot' and 33% 'somewhat'). By October 2020, the proportion of respondents reporting a negative impact was reduced to 37% (11% 'a lot' and 27% 'somewhat').

At least one half of responding teachers felt the pandemic caused them to engage more often or in new ways with parents (57% in June/July, 52% in October) and improved their own IT capabilities (61% in June/July, 56% in October). However, more than a half of staff respondents also indicated they struggled to support parents to oversee their children's learning from home (62% in June/July, 61% in October) and required additional assistance teaching students new online technologies (55% in June/July, 54% in October).

Some teaching staff reported they would like more support in modifying the curriculum in response to COVID-19 (43% in June/July, 35% in October), and more than a half reported they would like more support helping students to cope with the pandemic (46% in June/July, 42% in October). In June/July, 36% of staff respondents indicated that the COVID-19 situation had increased their workload by 'a lot', with an additional 36% indicating it had increased 'somewhat'. These proportions decreased slightly in October but remained high, with 24% of staff respondents indicating that the COVID-19 situation had increased their workload by 'a lot' and 35% reporting it had increased it 'somewhat'.

There was a notable change between survey rounds in staff perceptions of COVID-19 impact on opportunities to meet the learning needs of students. In June/July, 62% of staff respondents perceived that COVID-19 had reduced opportunities to meet the learning needs of students by a lot (20%) or somewhat (42%), with only 28% perceiving there to be no (11%) or a little (27%) effect. In October, however, far fewer (43%) staff respondents perceived that COVID-19 had reduced opportunities to meet the learning needs of students by a lot (9%) or somewhat (34%), with the majority (57%) perceiving there to be no (25%) or a little (32%) effect. There was also a reduction over time in staff perceptions of COVID-19 impact on the engagement of students. In June/July, 52% of staff respondents perceived COVID-19 had reduced opportunities to engage students by a lot (17%) or somewhat (35%), with just under a half of respondents perceiving there to be no (20%) or a little (29%) effect. In October, far fewer (36%) of staff respondents perceived COVID-19 had reduced the engagement of students by a lot (9%) or somewhat (27%), with the majority (64%) perceiving there to be no (30%) or a little (34%) effect.

Although 58% of staff reported not being able to safely distance themselves from others at school and 22% indicated they were concerned about going to work due to their potential COVID-19 risk in June/July, most staff reported feeling supported professionally as they adjusted to the challenges of COVID-19. Only 9% of staff in June/July and 7% in October indicated they did not have enough current COVID-19 related information to feel secure in the workplace. Similarly, only 8% of staff respondents in June/July and 7% in October indicated they did not have adequate access to workforce support services, however one-third of staff reported they would like additional help to support both their own (36% in June/July, 31% in October) and their colleagues' (39% in June/July, 34% in October) wellbeing.

While in June/July, 12% of surveyed staff felt their school had not prepared a safe and protected work environment, this decreased to 8% of surveyed staff in October. Overall, staff who reported more positive perceptions of how their school handled COVID-19 were less likely to require additional support and reported greater wellbeing and life satisfaction.

Most staff reported feeling 'some/more than usual' or higher levels of strain, stress or pressure in the past six months: 80% of staff respondents in June/July and 72% in October. Non-teaching staff reported lower average stress levels than teaching staff. Most responding staff indicated they felt safe (82% in June/July and 95% in October), cheerful (88% in June/July and 91% in October), calm (81% in June/July and 85% in October), active (72% in June/July and 78% in October) and interested in daily life (82% in June/July and 87% in October). Staff respondents rated their satisfaction with life as high, scoring it on average 7.5/10 or above in both surveys.

## Summary

The DETECT Schools Study trialled a new framework for the implementation of minimally invasive swabbing in schools across the State, with no detection of the SARS-CoV-2 virus in the 40 WA public schools involved in the testing for the period of the study. Additionally, study survey outcomes provide an insight into the social and emotional wellbeing of WA school-age students, their teachers and their parents during the COVID-19 pandemic. These data highlight the need for regular and robust wellbeing monitoring in these populations and could be used as a benchmark against which to monitor wellbeing changes in the future, including the impact of interventions implemented to address the needs of students, teachers and parents during this challenging new era.

# 3 Background

COVID-19 prevalence in Australia has been low relative to the global context, with just over 28,500 cases reported to January 2021. The state of Western Australia (WA), with a population of approximately 2.5 million, has experienced only 875 cases and 9 deaths.

Towards the end of Term 1 in early April 2020, parents of school-aged children in WA were advised to stop sending their children to school and schools began preparing for a move to online learning platforms for Term 2. Shortly thereafter, COVID-19 cases in WA decreased and the state entered a recovery phase, leading to the decision to re-open schools on April 29, 2020 for the start of Term 2 as WA entered the next stage of the Road to Recovery. Data from other settings indicated that the COVID-19 burden and rate of transmission in children was lower than that of adults; but understanding of SARS-CoV-2 transmission in the school environment remained very limited, and this was reflected in concern among school communities around the risk of schools remaining open. Understanding of the broader psychosocial impacts on children and their parents of the global pandemic and its local implications were also very limited.

In April 2020 the Government of Western Australia, in response to these needs, instigated a partnership with the Telethon Kids Institute to assess the prevalence and impact of COVID-19 in WA schools: the DETECT Schools Study. This study aimed to quantify and characterise the rates of carriage and transmission of asymptomatic SARS-CoV-2 in low-prevalence school settings while also investigating the impact of the COVID-19 pandemic on the wellbeing of school communities.

The DETECT Schools Study was planned and implemented in an unusually short time frame, with the first swabs collected eight weeks after conception of the study. Through the collaborative efforts of the partner organisations, a large volume of documentation was prepared, reviewed, and approved at a rapid pace. Expedited ethics approvals were obtained from the Child and Adolescent Health Service Human Ethics Research Committee (CAHS HREC) and the WA Aboriginal Health Ethics Committee (WAAHEC) by 25th May 2020; after which time participant recruitment commenced and testing and school coordinator training was undertaken in readiness for the start of testing on 15th June 2020. The study was registered as a clinical trial with the Australian and New Zealand Clinical Trials Registry (ACTRN12620000922976).

Eighty public schools were invited to participate, and one declined. In total, 79 schools participated in the DETECT Schools Study, with the inclusion of 35 primary and 34 secondary public schools, four education support settings (Kindergarten-Year 12), two agricultural colleges (Years 10-12) and four residential colleges (Years 7-12, public school students only). Students and staff at 40 of these schools were invited to take part in asymptomatic SARS-CoV-2 swab testing across three rounds of screening. Students, staff and parents at all 79 schools participated in the DETECT School Study surveys.

The rapid development and consultation process and the successful implementation of the DETECT Schools Study was made possible by the pooled efforts and resources made available by State Government and a close working relationship between numerous stakeholders. The Department of Education facilitated and communicated with schools; and the Department of Health (Child and Adolescent Health Service and WA Country Health Service) coordinated 10 nursing teams to collect 13,988 swabs, which were all tested for SARS-CoV-2 by PathWest. Figure 1 illustrates the overall organisational structure of the DETECT Schools Study.

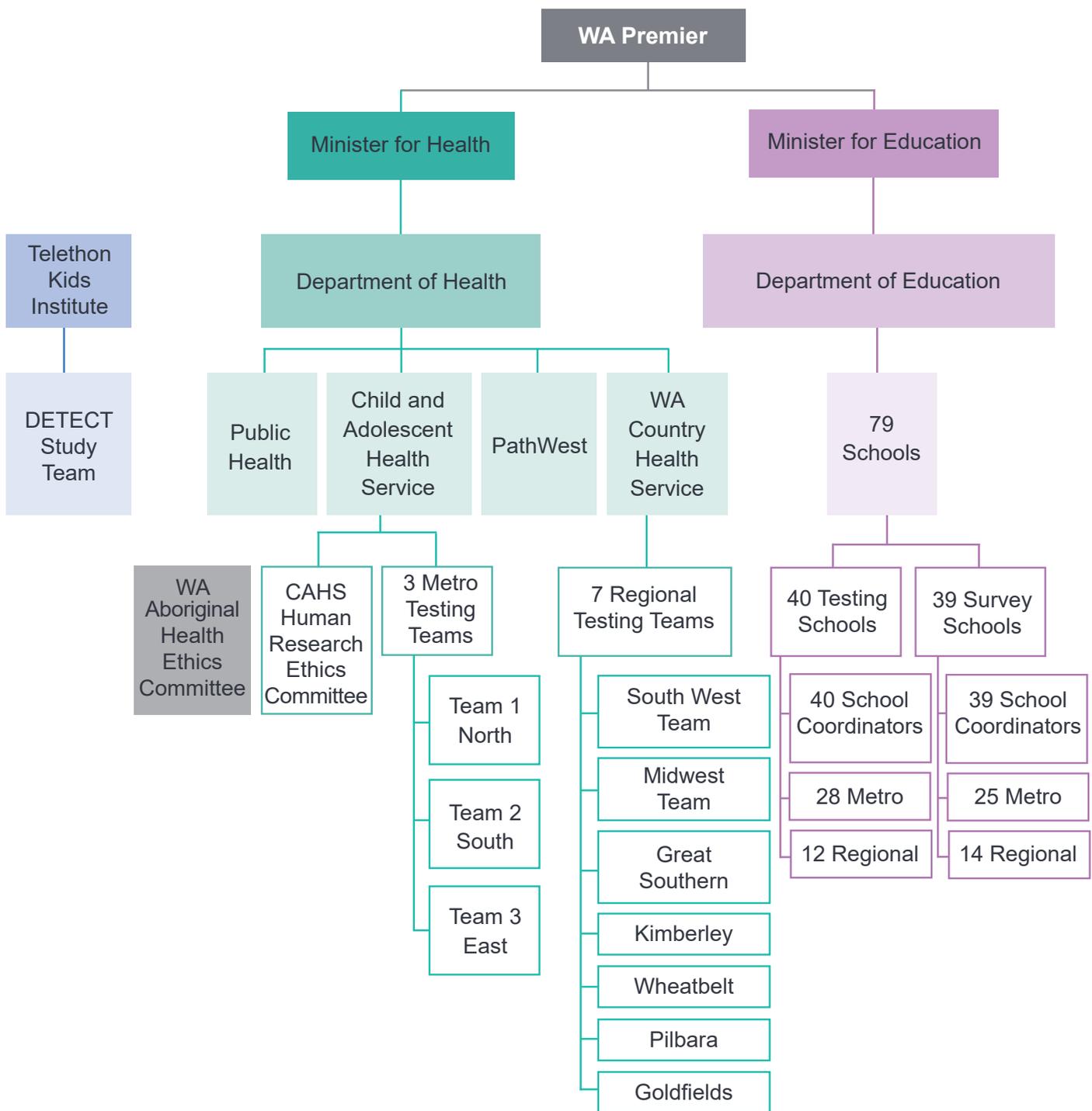


Figure 1: Organisational structure of the DETECT Schools Study.

# Module 1: Asymptomatic SARS-CoV-2 testing in schools

Module 1 sought to quantify how much (if any) asymptomatic COVID-19 was present in WA schools through random testing of asymptomatic students and staff for the SARS-CoV-2 virus. For all tables and graphs included throughout the main report, supporting information is available in the appendices.

## 4.1 Consent

Consent for the study was collected electronically using REDCap, an online database. Staff and parents (for students) provided active consent for Module 1 (school-based asymptomatic testing). Student participants were also invited to provide their consent at the beginning of the study and could choose to decline a swab at any time.

## 4.2 Process

Students (aged 4-18 years) and school staff who consented to the study were eligible to be part of three rounds of SARS-CoV-2 testing conducted across June, July, August, and September of 2020. At each school and for each testing round, a set of 200 individuals were randomly selected from the consenting staff and students (stratified to preserve pre-determined fractions of older and younger students, and school staff). Of those 200, 150 participants were randomly tested, allowing for absentees and withdrawals. Testing at each school was conducted over 1-2 days in each round.

Study coordinators at each school brought participants on the randomised list to the testing area, where testing teams from CAHS or WACHS administered the swab collection. Prior to the swab, the testing team lead confirmed each participant's details, and that they understood the requirements of their participation in swab testing and were comfortable to participate. If they did not feel comfortable (noted verbally or demonstrated by hesitant body language), the student or staff member could choose not to be swabbed. If a randomised student or staff member was not available or did not assent to testing on the day, they were replaced by the next available consenting participant from their stratum until 150 swabs were collected.

The procedure involved a flocked (velvety) swab being gently passed across the tonsils and then again 1-2cm into one nostril of the participant's choice, to the resistance of the nasal turbinates. This swab was stored in a transport medium for transport to PathWest, where polymerase chain reaction (PCR) testing for SARS-CoV-2 was carried out. PathWest used an in-house PCR platform with high analytical sensitivity and specificity with appropriate positive and negative controls. Any sample which returned a positive result underwent confirmatory testing with a different PCR platform. This reduced the chance of an incorrect result because concurrent detection of SARS-CoV-2 by two independent PCR platforms is highly unlikely to produce a false positive result. All testing conducted by PathWest is NATA accredited.

## 4.3 Training

The swabbing technique used for SARS-CoV-2 testing in the DETECT Schools Study diverges from the nasopharyngeal sampling commonly used for SARS-CoV-2 testing at COVID-19 clinics. Through an iterative process of consumer testing carried out by the study team with volunteers, this procedure was designed specifically for the study with a view to ensuring comfort and acceptability of the procedure for the predominately paediatric cohort. Training days were held to provide training for all testing team nurses in the swabbing procedure and the use of REDCap for real-time data collection while testing at schools. Tailored Standard Operating Procedures and training videos for the swabbing procedure were made available, as well as a Testing Team REDCap Guide and a School Coordinator Guide. Weekly operational meetings were held for the duration of Module 1 testing to facilitate collaborative problem solving, with the ultimate goal of ensuring that in-school asymptomatic SARS-CoV-2 swabbing was sensitive, efficient and comfortable for all participants involved.

## 4.4 Results

### 4.4.1 SARS-CoV-2 testing

13,988 swabs were collected over three rounds, with more than 4,500 participants swabbed in each round of testing (Table 1). One false positive occurred with first round testing; this was negative at confirmatory testing. All swabs tested negative for SARS-CoV-2.

Table 1. Number of participants in Module 1 asymptomatic testing in schools

		Round 1	Round 2	Round 3
<b>Total swabs taken</b>		4,757	4,694	4,537
<b>Participant type</b>	Student	4,084 (85.8%)	4,047 (86.2%)	3,918 (86.4%)
	Staff	673 (14.2%)	647 (13.8%)	619 (13.6%)
<b>Locale</b>	Metropolitan	3,410 (71.7%)	3,386 (72.1%)	3,306 (72.9%)
	Regional	1,347 (28.3%)	1,308 (27.9%)	1,231 (27.1%)

### 4.4.2 Acceptability of swabbing procedure

Only participants who were swabbed were asked about the swabbing procedure. Survey results (discussed further in Module 3 section) indicated that most student participants (June/July: 92%, October: 90%) and staff participants (June/July: 98%, October: 97%) felt moderate to no discomfort throughout the testing procedure (Figure 2), and most surveyed students (June/July: 98%, October: 97%) were only moderately, a little or not at all concerned about seeing unfamiliar nursing staff in personal protective equipment (PPE) (Figure 3).

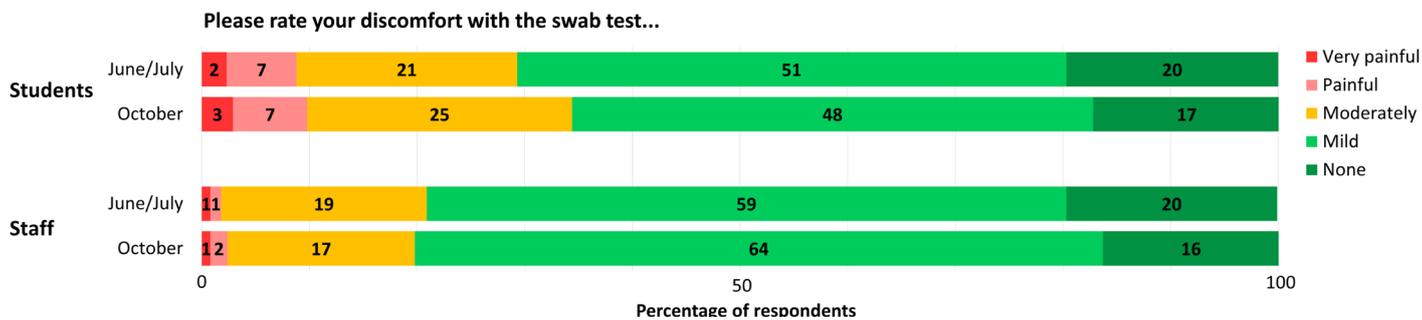


Figure 2. Response distributions for students' and staff responses to the discomfort of the swab test. Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive).

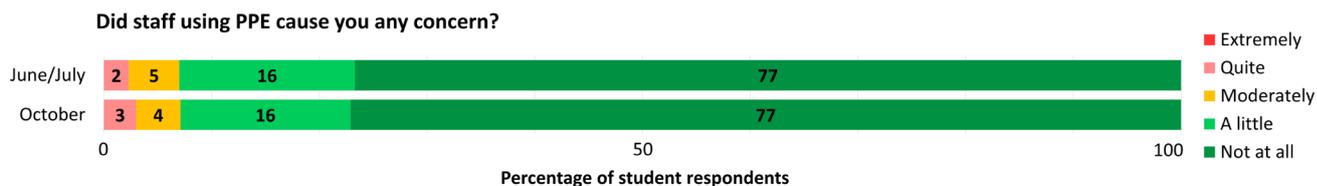


Figure 3. Response distributions for students' response to how concerned they felt in relation to the nurses donned in PPE. Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive).

Most surveyed staff (June/July: 91%, October: 87%) indicated the testing was not at all or minimally disruptive to the school (Figure 4). The majority of parents (June/July: 87%, October: 91%), students (June/July: 69%, October: 67%) and staff (June/July: 91%, October: 91%) also indicated that they felt it was important for their school to participate in this research (Figure 5).

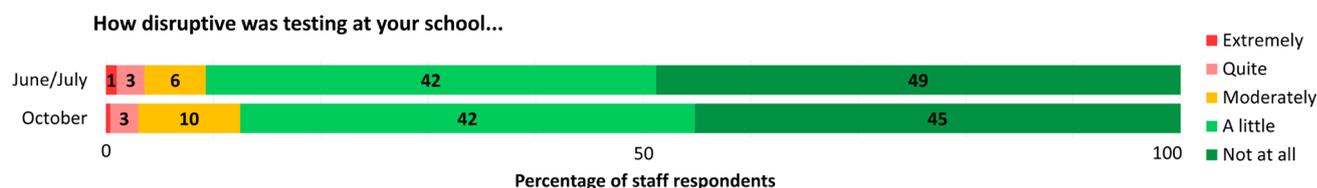


Figure 4. Response distributions for staff response to how disruptive they felt testing was at their school. Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive).

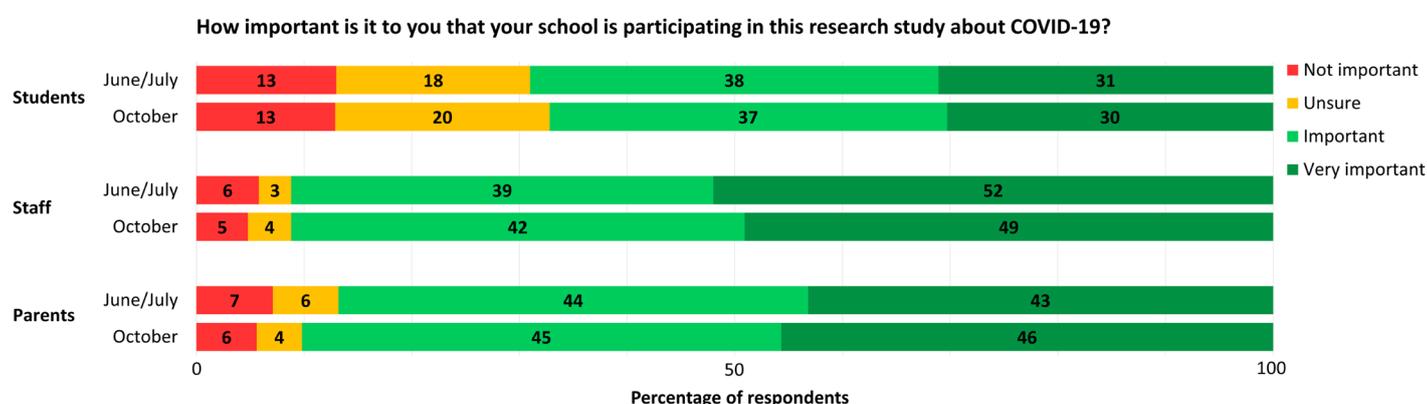


Figure 5. Response distributions for students', staff and parents' response to how important they felt it was for their school to participate in this research study. Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive).

Most parent respondents (June/July: 76%, October: 79%) indicated they were not at all concerned about their child’s test result (Figure 6). Further, the majority of parents (June/July: 61%, October: 62%) reported that they felt their child was not at all concerned about having their throat and nose swabbed in the morning before their test (Figure 6). Further, after their child had been swabbed at school, a higher proportion of parents (June/July: 77%, October: 81%) reported that their child was not concerned by the experience at all (Figure 6).

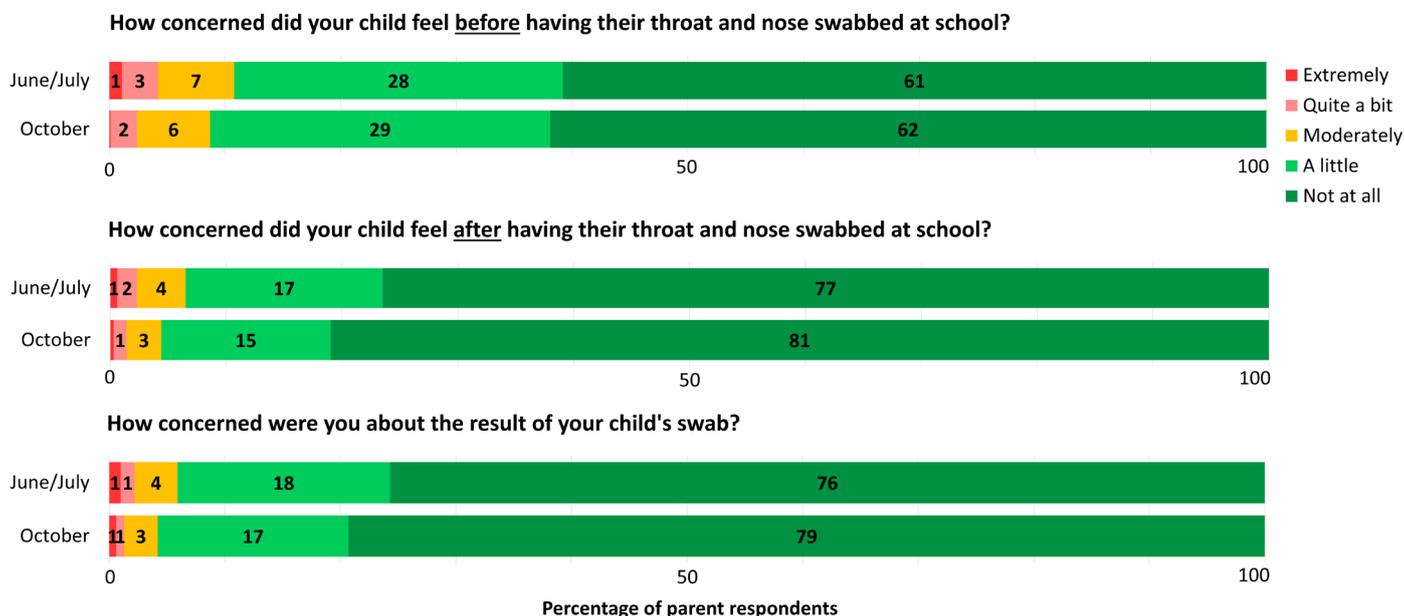


Figure 6. Response distributions for parents’ perception of how concerned their child felt before and after their swab was taken, and how concerned they felt about their child’s swab result. Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive).

Many participants were swabbed more than once during the three rounds of swab testing. Participants could refuse to be swabbed or withdraw from the study at any point, however only 5% of students and 1% of staff who were swabbed early in the study declined to be swabbed again in a subsequent round. The swabbing technique employed for the DETECT Schools Study was well accepted by individuals and school communities.

# Module 2: Enhanced follow up of any COVID-19 case

Module 2 was designed, in the event of a COVID-19 case in a DETECT testing school, to identify any onward transmission from that index case in a school environment through enhanced surveillance of the close contacts of the case. Information on the likelihood that a case could infect other students or staff in the school setting was limited when the DETECT Schools Study was designed. This module was included to provide evidence to inform this risk, as school closures early in COVID-19 were based on modelling from influenza. This was an important aspect of this research, however with the very low rates of SARS-CoV-2 in WA (only in returned travellers) since mid-April 2020, Module 2 was never activated.

This module was designed, prepared and remained active for response to any positive SARS-CoV-2 index case in a DETECT school until the end of Term 3, 2020. If activated, Module 2 activities would have comprised further testing and monitoring of students and staff who were identified as close contacts of a COVID-19 index case in any testing school. The intent of this module was to build on, and extend, the Public Health response to a positive case by investigating the risk of transmission among close contacts identified by Public Health. To delineate between DETECT Schools Study and Public Health data collection, DETECT planned to undertake independent communications with close contacts regarding their symptoms. The Module 2 response would also have included two swabs taken at home during the isolation period, and serology testing after isolation (Figure 7).

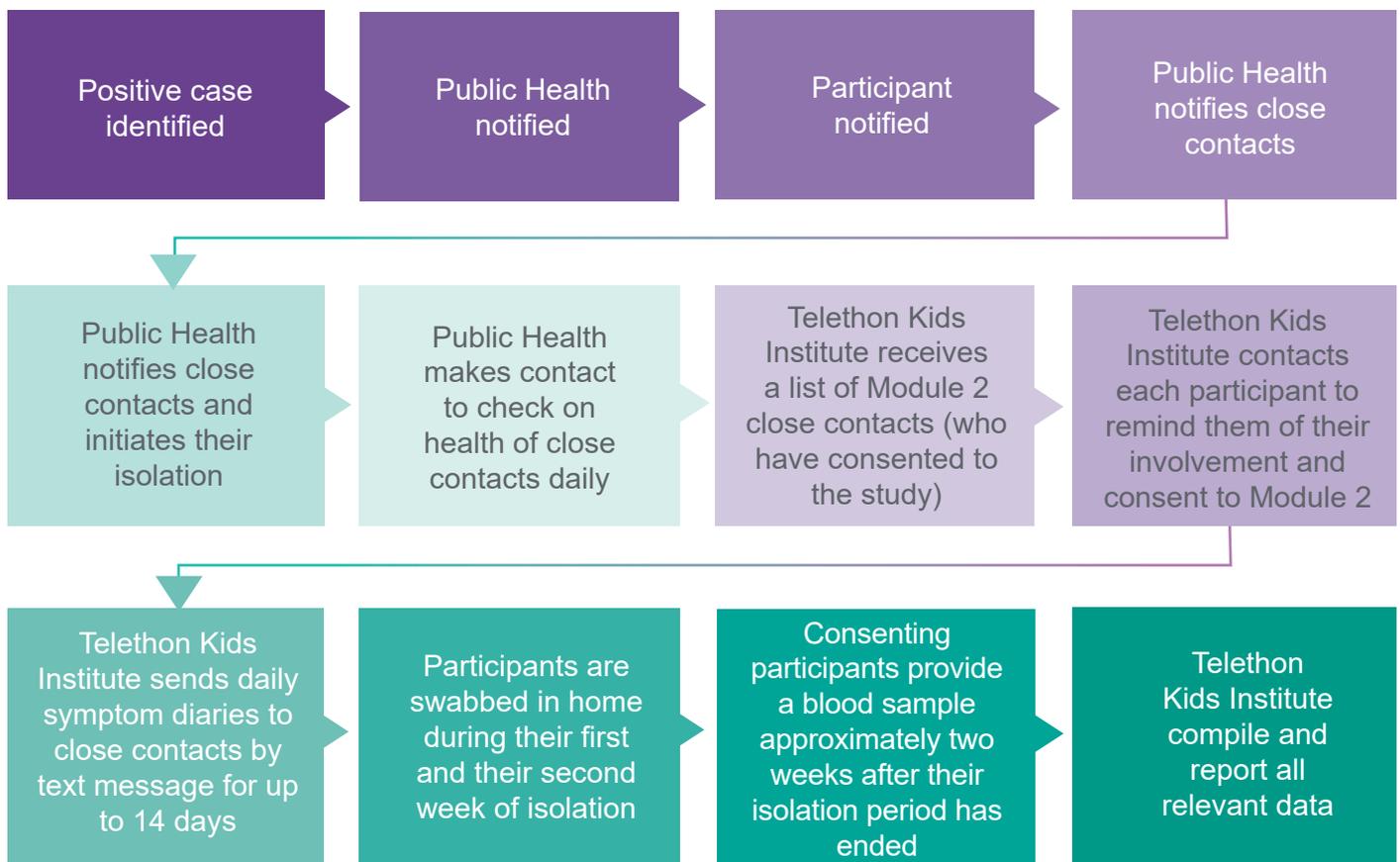


Figure 7. Module 2 response to a positive SARS-CoV-2 index case.

# Module 3: The psychosocial wellbeing of WA school communities in the context of COVID-19

Module 3 of the DETECT Schools Study used survey data to evaluate the wellbeing of students, parents and staff in WA primary and secondary public school communities during school terms 2 – 4 in the context of the COVID-19 pandemic. In this chapter of the report, we present the outcomes of the wellbeing surveys for students, staff and parents. For each, we begin by providing an overview of the questions asked, and then describe the demographic characteristics of respondents in the two survey rounds. The results are then presented for each outcome measured, with key trends described across demographic strata and over time (i.e., between survey rounds 1 and 2).

## 6.1 Methods

### 6.1.1 Participant selection

Eighty public schools were selected for participation by the Department of Education, ensuring broad representation across state regions, primary and secondary schools, and specialist facilities including residential schools and educational support settings. Of the 80 schools invited to participate one school declined, leaving 79 schools in the survey data collection. The 79 schools were randomly allocated to either the testing and survey (40 schools) or survey only (39 schools) group by the Department of Education.

The schools selected to participate in the DETECT Schools Study are broadly representative of WA's public schools, with equivalent representation in terms of ICSEA and region. Average enrolment numbers for DETECT schools were higher than those of schools not participating in the study. Within the student respondent cohort, a greater proportion of LOTE students (27.4%) responded when compared to the broader WA public school student population (20.5%). However, male (DETECT: 49.4%, WA: 51.7%) and Aboriginal student (DETECT: 6.7%, WA: 8.5%) respondents were under-represented in the study.

The wellbeing surveys, approved by the WA Child and Adolescent Health Service Human Research Ethics Committee (CAHS-HREC) and the WA Aboriginal Health Ethics Committee (WAAHEC), were administered to students, staff and parents on two occasions in 2020. All survey responses were anonymous. At the end of each survey, participants were asked to complete five questions which together created a unique code for each participant. For respondents who participated in both survey cycles, this allowed for the matching of June/July and October surveys to assess changes in responses over time while maintaining anonymity.

## 6.1.2 Survey consent and administration

The first cycle of survey administration was conducted in all 79 schools at the end of Term 2 and the beginning of Term 3 (June/July 2020). While most public schools closed one week earlier than usual at the end of Term 1 in response to COVID-19 prevalence in WA, schools were open again as planned for the start of Term 2. This first cycle of survey administration was conducted as WA progressed through the scheduled stages of COVID-19 recovery, and school communities were no longer experiencing timetable disruption due to the pandemic. The second cycle of survey administration was conducted at the beginning of Term 4 (October). While the pandemic was ongoing globally, there was no community transmission of COVID-19 nor pandemic-related school closures in WA during or between the two cycles of survey collection (Figure 8).

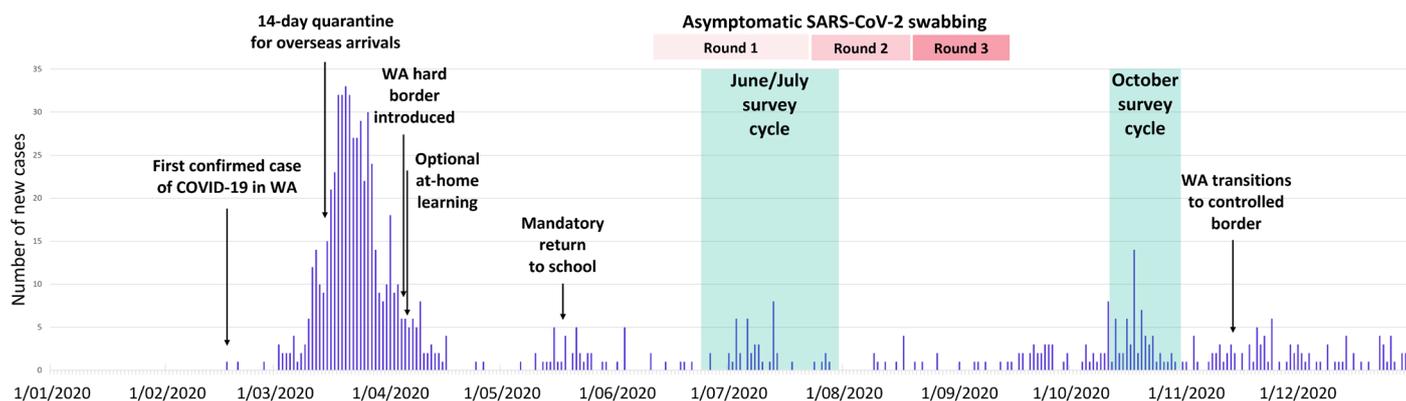


Figure 8. Daily WA COVID-19 cases, key government announcements and DETECT Schools Study dates in 2020

### 6.1.2.1 Student surveys

Student wellbeing surveys were administered using passive (opt-out) consent: that is, students were eligible to complete the survey unless a parent or caregiver indicated they would like his/her child to be excluded. Students provided agreement to participate at the time of survey administration – if a student did not indicate agreement, the survey did not continue. School coordinators facilitated student access to the electronic survey (supported by the REDCap platform) at school through a school-specific survey link. Due to some schools' operational circumstances, not all students were given the opportunity to complete the survey. Consequently, the number of student responses per school in any given survey cycle ranged from two responses to 1,920 responses.

### 6.1.2.2 Adult (parent and staff) surveys

Active consent was required from all adults participating in the parent and staff wellbeing surveys. A unique survey link was emailed to consenting parents and staff in each school, with an invitation to complete the survey within the same two-week period of the student survey administration.

Parents of both primary and secondary school students responded to questions about their own wellbeing and the impact of COVID-19 on aspects of their lives. The survey for parents of primary school-aged children included additional questions about their child's wellbeing. Parents of primary school students were asked to respond considering their oldest or youngest child at the school, with each school randomised to one of these conditions. Staff surveys posed questions about the respondent's wellbeing and impact of COVID-19 on their own wellbeing and on the school environment.

## 6.1.3 Survey analysis and interpretation

### 6.1.3.1 Data cleaning and analysis

After data cleaning and removing cases with a substantial amount of missing data, cross-sectional data used in this report consisted of n=24,003 students, n=3,463 parents, and n=1,202 staff in June/July and n=18,008 students, n=2,291 parents, and n=862 staff in October. After cleaned data from June/July and October were matched using Hogben codes, n=7,363 students, n=959 parents, and n=376 staff comprised the longitudinal dataset.

Chi-square analysis in SPSS was used to determine differences in demographic and survey responses for student, parent, and staff categorical item data. An Exploratory Factor Analysis utilising principal axis factor analysis was first used to determine the underlying dimensions of student, parent or staff scale or construct variables (eg. life satisfaction, school connectedness) measured in June/July. Cronbach's alpha was used to determine the reliability of constructs, with only those with reliability of 0.7 and higher being used in the analyses. Non-parametric Wilcoxon and Mann-Whitney tests were used to determine differences in scale variables and demographics. STATA was used for multi-level linear and logistic regressions. All regressions accounted for school level clustering, and other relevant individual-level (eg. number of people in the house) and school-level variables (eg. school ICSEA, total number of students in the school). Significance levels were set at  $p < 0.05$ .

### 6.1.3.2 Scales and summary measures

Wellbeing survey participants responded to questions related to various outcomes including but not limited to their wellbeing, emotional change, life satisfaction and experiences of the pandemic. Often, an outcome was addressed by multiple survey items. Where this is the case, summary scales have been constructed from these items to report on outcomes in a concise and understandable manner. To do this, the Likert scale of responses to those items has been coded from 1 to 5, and the average of an individual's response calculated to generate a score. Demographic predictors of these scale outcomes have been interrogated at the summary scale level – for more detail about each scale item by demographic, readers are directed to the relevant Appendix.

### 6.1.3.3 Significant differences

Where multiple items have been collated to create a summary measure, multifactorial analyses have been used to assess the relationship of that measure with: a) demographic predictors; and b) other outcomes measured in the survey. Where results are calculated through a comparison of the adjusted mean (average) scores on a 5-point Likert response scale, the means are presented for reader consideration. For other measures, it is possible to present odds ratios associated with outcome predictors – in these instances a 'significant' odds ratio is annotated if the likelihood of an alternative outcome is greater than 5%. 'Significance' in this context refers to a statistically significant difference and is not a comment on the likely clinical or tangible impact of the difference reported.

### 6.1.3.4 Measurements of change over time

Averages, scores, and outcomes described at each time point in this report are calculated from cross sectional data: that is to say, they are calculated from all survey responses for that participant type (eg. student) in that survey cycle. When comparing these outcomes between the June/July and October surveys it is important to note that while some participants did complete both surveys, each survey cycle included a different subset of individuals.

This *cross-sectional* data (all responses) presented for June/July 2020 and October 2020 provides an insight into the wellbeing of a large and broadly representative group of students attending WA public schools at each time point. While any significant differences between these cross-sectional ‘snapshots’ of wellbeing are interesting, the possibility that they are due to differences in demographic representation between the cohorts completing the survey at each time point cannot be eliminated.

This report also provides an analysis of *longitudinal* change between June/July and October wellbeing outcomes – this measure of change is calculated based only on the matched surveys of participants who responded in both survey cycles. The longitudinal dataset is therefore smaller; however, representation is consistent and so differences between time points in this dataset can be attributed to the passage of time.

A measure of differential attrition (whether the demographics represented in the longitudinal subset differ from those of all respondents) is provided for each survey type.

## 6.2 Students' reported psychosocial outcomes during the COVID-19 pandemic

Student wellbeing surveys were designed to measure psychosocial outcomes among Kindergarten to Year 12 WA public school students during the COVID-19 pandemic in June/July 2020 and October 2020. Specifically, the survey asked students about:

- Whether COVID-19 had impacted their day-to-day life
- Whether they had worried about missing school due to COVID-19
- How their recent emotions compared to before the pandemic
- Their current experiences of emotions and distress
  - Secondary students responded to the questions of an 'emotional distress' tool, which was compared to national emotional distress data collected before the pandemic
  - Primary school student wellbeing was measured through parent responses to an 'emotions and worries' tool
- Whether they were satisfied with life
- Their level of school connectedness



## Key findings from the DETECT student wellbeing surveys

Over one half (June/July: 52%, October: 58%) of student respondents reported that COVID-19 had little or no negative impact on their lives, about a quarter reported it had somewhat of a negative impact (June/July: 25%, October: 23%), and about a quarter reported it affected them negatively a lot or a great deal (June/July: 23%, October: 18%).

Of the students who reported COVID-19 affected them negatively a lot or a great deal in June/July, 66% felt impacted to a lesser degree in October.

Only 15% of student respondents who reported missing some school due to COVID-19 indicated this worried them a lot in June/July. By October 2020, this percentage decreased to 11%.

The vast majority of students reported good life satisfaction, with only:

- ▶ 13% of student respondents reporting they did not feel positive about their future
- ▶ 11% of student respondents reporting they did not believe their life is going
- ▶ 2% of student respondents reporting they did not feel safe and secure at school

On the Child Health Utility Index (CHU9D) scale, about 40% of secondary student respondents reported scores indicative of elevated (moderate to high) emotional distress on this scale in the June/July and October 2020 cycles - much higher than a comparable benchmark of 14% observed in a large national study in 2014.

Higher proportions of female (45%) than male respondents (28%) reported scores indicative of moderate to high emotional distress

The proportion of students with scores indicative of moderate to high emotional distress on the CHU9D increased in each Year group from Years 7 to 12

Rates of moderate or severe emotional distress were higher among children reporting that COVID-19 had a large negative impact on their lives (55% in June/July, 61% in October) than among those reporting little or no impact (33% in June/July, 36% in October)

Parents of primary school students reported on their children's wellbeing, with few indicating their child felt lonely (2% in June/July, 1% in October), tired (6% in June/July, 5% in October), sad (5% in June/July, 5% in October), restless (5% in June/July, 5% in October) or unable to enjoy their usual activities (7% in June/July, 2% in October) in the two weeks preceding the survey. Approximately 10% of primary parents reported in each survey cycle that their child had been irritable, anxious, worried or unfocused.

## 6.2.1 Respondent characteristics

In total, 24,003 students completed the survey in June/July 2020 and 18,008 students in October 2020. A further 156 survey responses were collected across the two survey rounds from students in education support settings – these data are not included in this report and will be analysed separately.

Demographic information for student survey participants in June/July and October is presented in Table 2. A similar proportion of males and females completed the survey. Year 12 students were significantly less represented in the October survey than in June/July, however comparable proportions of all other Year groups were included in the two survey rounds. Twenty-seven percent of student respondents spoke a language other than English at home (LOTE). Seven percent of student respondents identified as Aboriginal and/or Torres Strait Islander – with respect, these students will be referred to in this report as Aboriginal. Less than one percent of student respondents were from residential colleges. Eighty-one percent of respondents were from the Perth Metropolitan area (42% North Metropolitan, 39% South Metropolitan). Most students reported having four or five people living in their house (Appendix B, Table 2).

Of the 24,003 students who completed the first survey in June/July, 7,363 (29.7%) were also part of the cohort who completed the second survey in October. These students comprise the longitudinal student group. A comparison of the longitudinal students with those who completed the survey in June/July (cross-sectional students) show that fewer males, Year 12 students, LOTE students, and students from the North Metropolitan region completed both surveys. The comparative demographics for the cross-sectional June/July and longitudinal student cohorts are presented in Table 2.

Table 2. A comparison of student respondent demographics for the June/July and October survey rounds, and the longitudinal cohort of students who completed both surveys.

	June/July		October		Longitudinal cohort (responded in both June/July and October)	
	n	%	n	%	n	%
<b>Total</b>	24,003	100	18,008	100	7,363	100
<b>Year level</b>						
Year 4	1,586	6.6	1,422	7.9	610	8.3
Year 5	1,629	6.8	1,469	8.2	698	9.5
Year 6	1,532	6.4	1,449	8.0	699	9.5
Year 7	3,949	16.5	3,304	18.3	1,409	19.2
Year 8	3,598	15.0	2,986	16.6	1,083	14.7
Year 9	3,438	14.3	3,030	16.8	1,138	15.5
Year 10	3,417	14.2	2,397	13.3	954	13.0
Year 11	2,842	11.8	1,609	8.9	616	8.4
Year 12	2,012	8.4	342	1.9	136	1.9
<b>School type</b>						
Primary	4,747	19.8	4,340	24.1	2,007	27.3
Lower secondary	10,985	45.8	9,320	51.8	3,630	49.4
Upper secondary	8,271	34.5	4,348	24.1	1,706	23.2
<b>Gender</b>						
Male	1,1857	49.4	8,905	49.5	3,371	45.8
Female	11,531	48.0	8,663	48.1	3,936	53.5
Other	536	2.2	400	2.2	54	0.7
Missing	79	0.3	40	0.2	2	0.0
<b>LOTE</b>						
Yes	6,552	27.4	4,658	26.0	1,621	22.1
No	17,345	72.6	13,241	74.0	5,708	77.9
<b>Aboriginal</b>						
Yes	1,595	6.7	1,357	7.6	372	5.1
No	22,239	93.3	16,501	92.4	6,939	94.9
<b>Condition</b>						
Survey only	11,912	49.6	9,017	50.1	3,828	52.0
Testing and survey	12,091	50.4	8,991	49.9	3,535	48.0
<b>Residential College</b>						
Yes	104	0.4	76	0.4	31	0.4
No	23,899	99.6	17,932	99.6	7,332	99.6
<b>Region</b>						
Goldfields	616	2.6	528	2.9	201	2.7
Kimberley	570	2.4	443	2.5	157	2.1
Midwest	137	0.6	127	0.7	34	0.5
North Metropolitan	10,163	42.4	6,470	36.1	2,721	37.0
Pilbara	493	2.1	495	2.8	179	2.4
South Metropolitan	9,288	38.8	7,470	41.7	2,983	40.5
Southwest	2,287	9.6	2,074	11.6	953	12.9
Wheatbelt	390	1.6	304	1.7	134	1.8

## 6.2.2 Student perceptions of COVID-19 impact

The DETECT wellbeing surveys were collected during a period of significant societal change due to the global COVID-19 pandemic. While case rates in WA are low and there has been no community transmission for 11 months to December 2020, students have nonetheless witnessed the broader impact of the pandemic nationally and globally, and their day-to-day lives have been altered through the widespread adoption of physical distancing policies. Students completing the wellbeing survey were asked several questions about their perceptions of how COVID-19 had impacted their lives, adapted from the COVID-19 Adolescent Symptom & Psychological Experience Questionnaire (CASPE). On a 5-point scale from 'not at all' to 'a great deal', respondents were asked how much COVID-19 and the resulting changes to daily life affected them in a 'good' or 'bad' way. They were also asked whether, if they missed school due to the pandemic, this caused them any concern.

### 6.2.2.1 Day-to-day impact of COVID-19

DETECT students were asked in two separate questions to indicate whether COVID-19 impacted their daily lives in positive or negative ways. In both survey rounds, more than a half of responding students felt the pandemic had no or limited positive (June/July: 59%, October: 61%) or negative (June/July: 52%, October: 58%) impact (Figure 9).

Over time there was a reduction in the cross-sectional proportion of students indicating that COVID-19 had impacted their daily lives negatively (somewhat, a lot or a great deal), from 49% in June/July to 41% of students in October. The proportion of students reporting a positive impact was 40% in both survey cycles. For more information about students' response proportions for each item by demographic, see Appendix B, Tables 34 - 35.

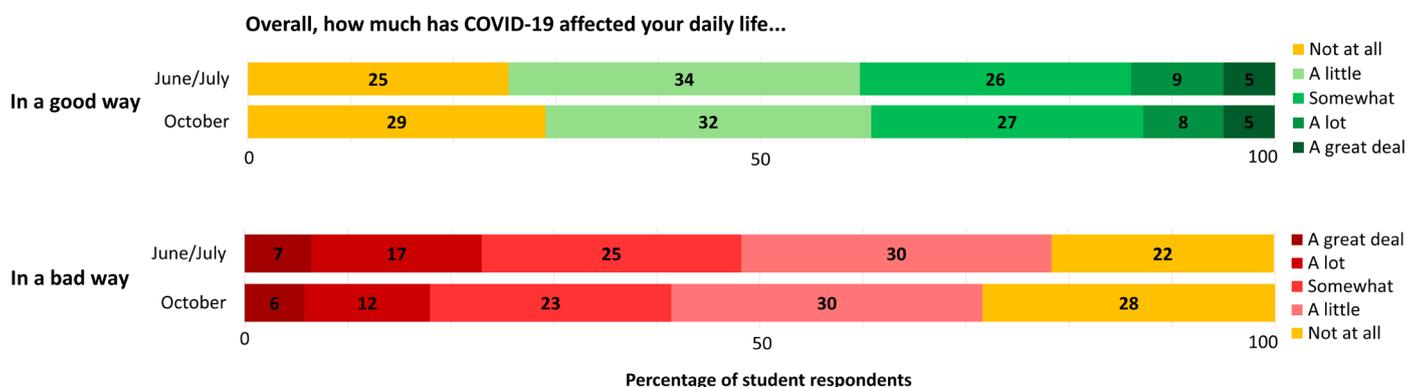


Figure 9. Response distributions for students' perceptions of a) positive and b) negative impact of COVID-19 on their day-to-day lives (average for all student respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive).

For the longitudinal sample, in October 38% of responding students reported the same degree of COVID-19 positive impact as in June/July, while 33% reported less positive impact and 29% reported more positive impact (Figure 10A). When asked about the negative impact of the pandemic, 39% responding students reported the same degree of COVID-19 negative impact in October as in June/July, 36% reported less negative impact and 25% reported more negative impact (Figure 10B).

## A. Positive impact of COVID-19



## B. Negative impact of COVID-19

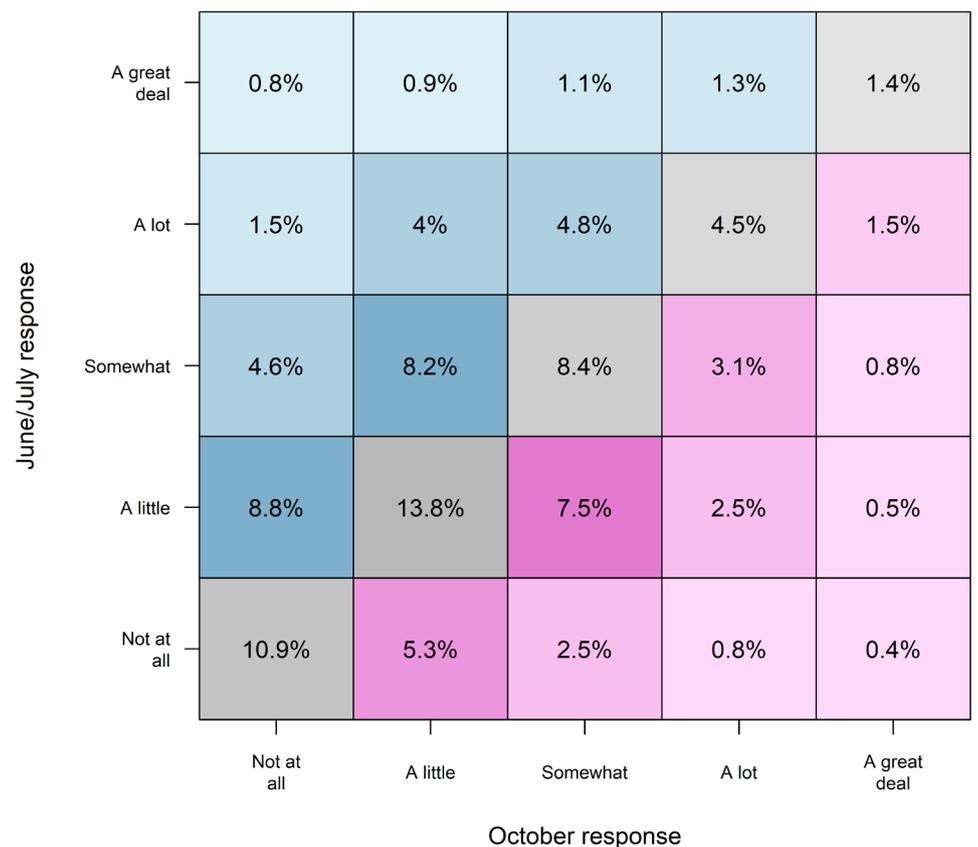


Figure 10. Longitudinal change in student perceptions of a) positive and b) negative COVID-19 impact. Grid boxes show the proportion of respondents selecting the corresponding responses in June/July and October, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents selecting a more negative response (more negative or less positive impact) in October and blue boxes display the proportion of respondents with a more positive outcome (less negative or more positive impact) in October than in June/July.

Because students were asked about their perceptions of 'good' and 'bad' impacts of COVID-19 on their lives separately, individuals could respond in the affirmative to both outcomes. A very weak positive relationship was found between reports of the positive impact of COVID-19 and reports of negative impact of COVID-19 in both survey rounds (June/July  $r=0.035$ , October  $r=0.119$ ).

Female students had 20% lower odds of reporting a positive impact (Figure 11) and 40% greater odds of reporting a negative impact of COVID-19 (Figure 12) ('a great deal', 'a lot' vs. 'somewhat', a 'little' or 'not at all') than male students in both survey cycles.

Year level was also a predictor of how students felt about the pandemic: the odds of reporting a positive impact decreased from Year 7 to 11 in the October survey cycle. In both survey rounds, the youngest and oldest students had the highest odds of indicating that COVID-19 had negatively impacted their lives. LOTE students reported less impact of COVID-19 generally, displaying 20% lower odds of reporting a positive impact of COVID-19 on their lives in June/July and October, and 10% lower odds of reporting a negative impact in October.

Aboriginal respondents indicated 20% lower odds of reporting a negative impact of COVID-19 in the October survey round only.

Some differences in perceptions of COVID-19 impact were observed by region. Due to the large geographic spread of DETECT student respondents, differences observed for this and all other outcomes of the wellbeing survey for students in the regions of WA are collated and summarised in a separate section of this report (Section 6.2.7.5 'Variation in student wellbeing results by region').

## Positive impact of COVID-19

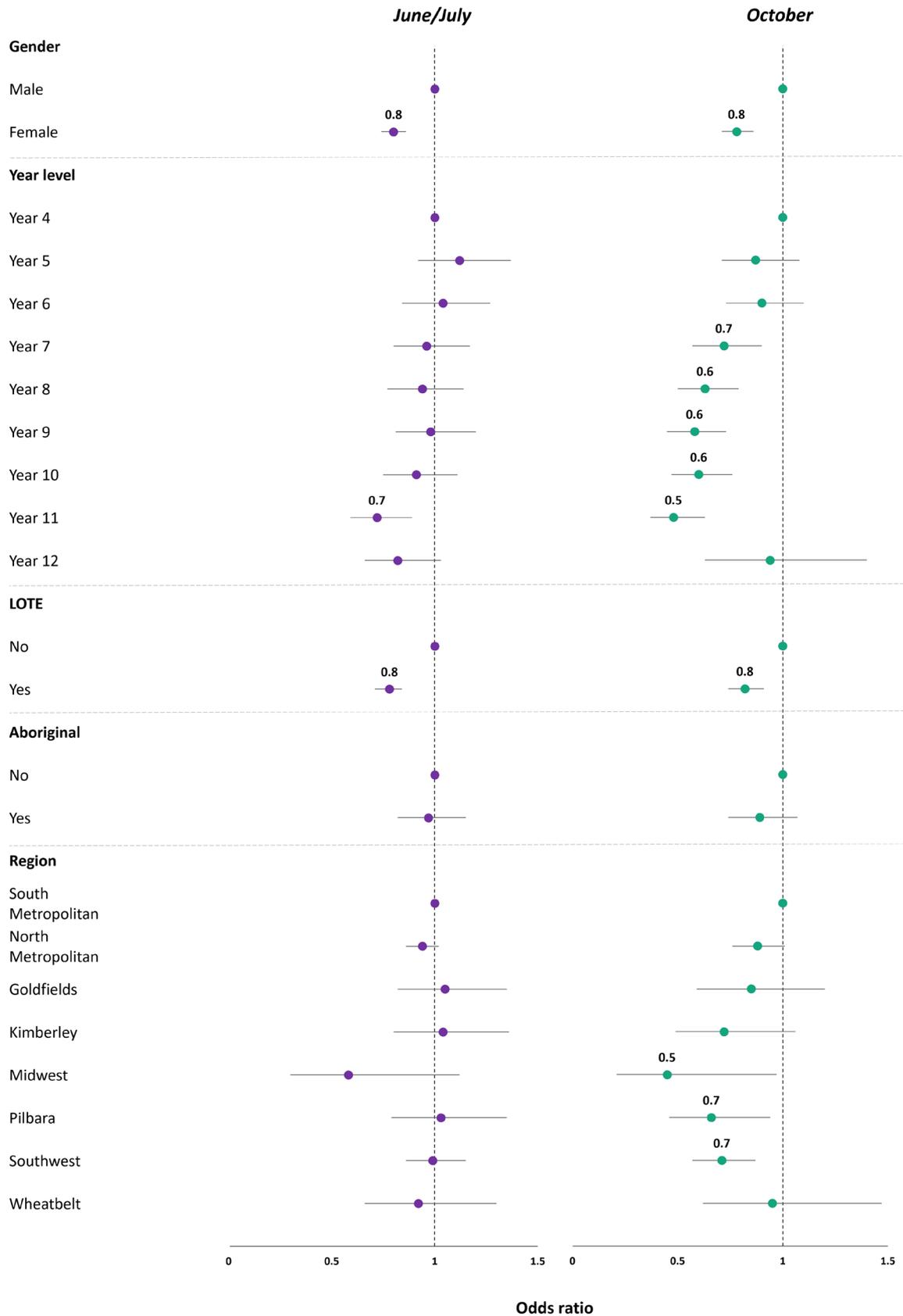


Figure 11. Demographic comparison of students' odds of reporting a positive impact of COVID-19 on their lives (odds ratio  $\pm$  95% confidence intervals). Data labels are provided for significantly different odds ( $0.95 < OR > 1.05$  and  $p < 0.05$ ) with respect to reference group (reference groups: Gender - male; Year level - Year 4; LOTE - No; ATSI - No; Region - South Metropolitan). Note for interpretation of results: significantly fewer Year 12 students completed the October survey.

## Negative impact of COVID-19

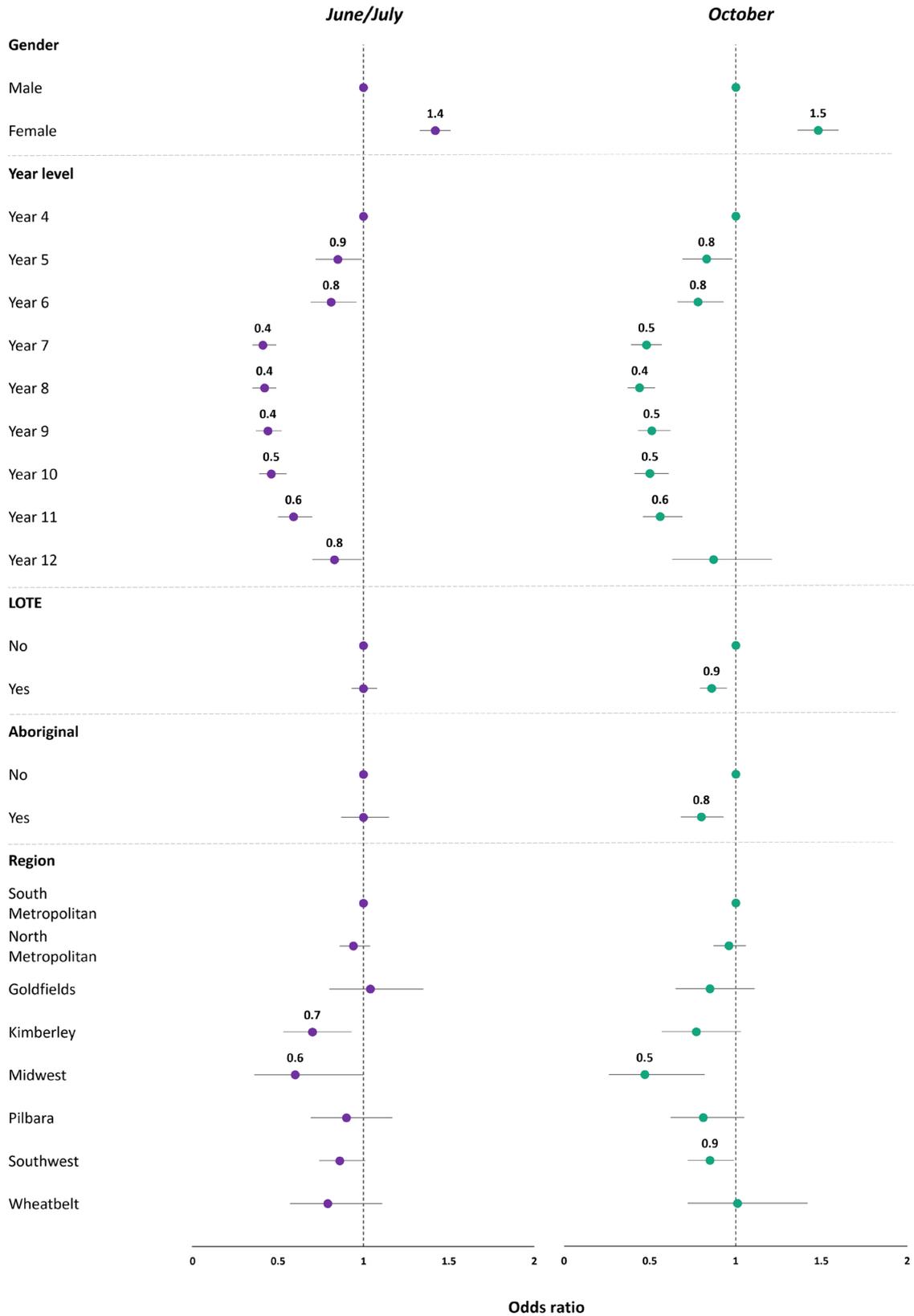


Figure 12. Demographic comparison of students' odds of reporting a negative impact of COVID-19 on their lives (odds ratio  $\pm$  95% confidence intervals). Data labels are provided for significantly different odds ( $0.95 < OR > 1.05$  and  $p < 0.05$ ) compared to the reference group (reference groups: Gender - male; Year level - Year 4; LOTE - No; ATSI - No; Region - South Metropolitan). Note for interpretation of results: significantly fewer Year 12 students completed the October survey.

### 6.2.2.2 Worry about missing school due to COVID-19

Many students in WA missed at least a small amount of school in April 2020 due to COVID-19, when most schools closed for the last week of Term 1 to students other than those of essential workers or families who could not keep their children at home. Of the students completing the wellbeing survey, only 5% in June/July and 6% in October indicated they had not missed any school (Appendix B, Table 36). The remaining students reported missing school due to COVID-19: 49% in June/July and 42% in October indicated this had caused them some concern, although of these students only 15% in June/July and 11% in October reported 'lots' of worry (Figure 13). A greater proportion of student respondents reported they were not concerned about missing school during the October surveys, however there were no public school closures in WA between July and October and as such responses in each survey cycle are likely reflections on the same period of school disruptions. Response proportions to this item are detailed by demographic in Appendix B, Table 36.

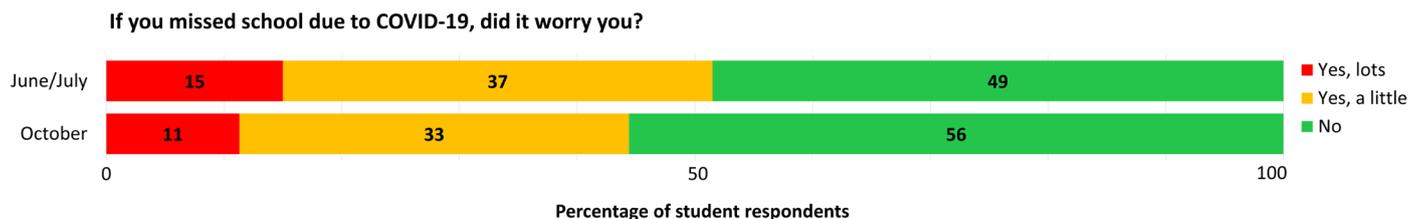


Figure 13. Response distributions for students' worry about missing school due to COVID-19 (average for all student respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive).

For the longitudinal sample of matched responses, 64% of respondents selected the same response in October as in June/July, while 23% reported less concern and 14% reported more concern (Figure 14).

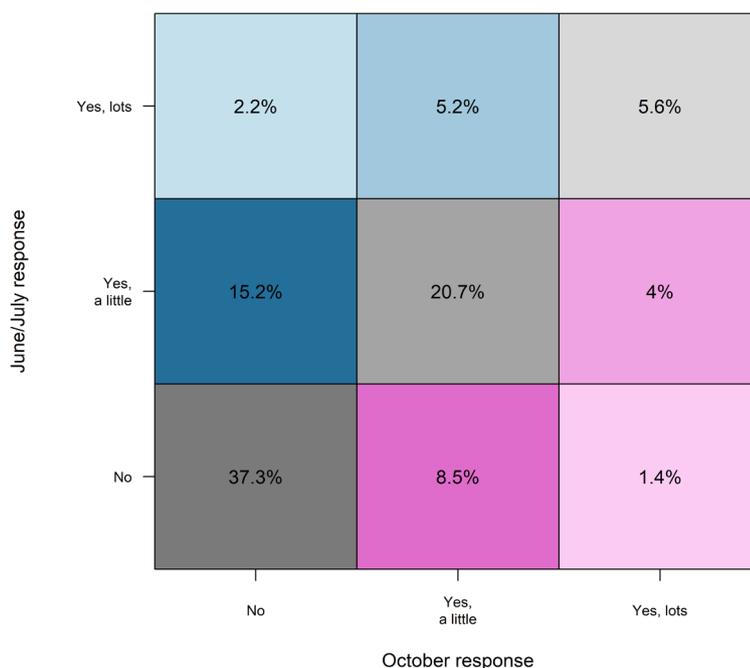


Figure 14. Longitudinal change in student reports of worry about missing school due to COVID-19. Grid boxes show the proportion of respondents selecting the corresponding responses in June/July and October, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents selecting a more negative response (more worry) in October and blue boxes display the proportion of respondents with a more positive outcome (less worry) in October than in June/July.

Female students displayed consistently greater odds (June/July: 94%, October: 80%) of reporting they had been worried ('yes, lots' vs. 'yes, a little' or 'no') about missing school than male students (Figure 15). In each survey round, LOTE students had 10-15% lower odds of indicating concern than students who did not speak a language other than English. Students' concern varied by Year level: the youngest and oldest student respondents had the highest odds of being concerned about missing school, with Year 12 students displaying significantly greater odds than any other year group at both survey timepoints.

Students' perceptions of COVID-19 impact were predictive of concern: students who reported COVID-19 had impacted their life in a bad way had higher odds of reporting worry about missing school (June/July OR: 1.75, October OR: 1.75). In contrast, the odds of reporting they were worried about missing school were lower for students who indicated they had better quality friendships (June/July OR: 0.88, October OR: 0.91).

Odds of reporting concern about missing school were slightly higher for students who had high school connectedness scores (described later in this report) (June/July OR: 1.09, October OR: 1.03).

## Worry about missing school

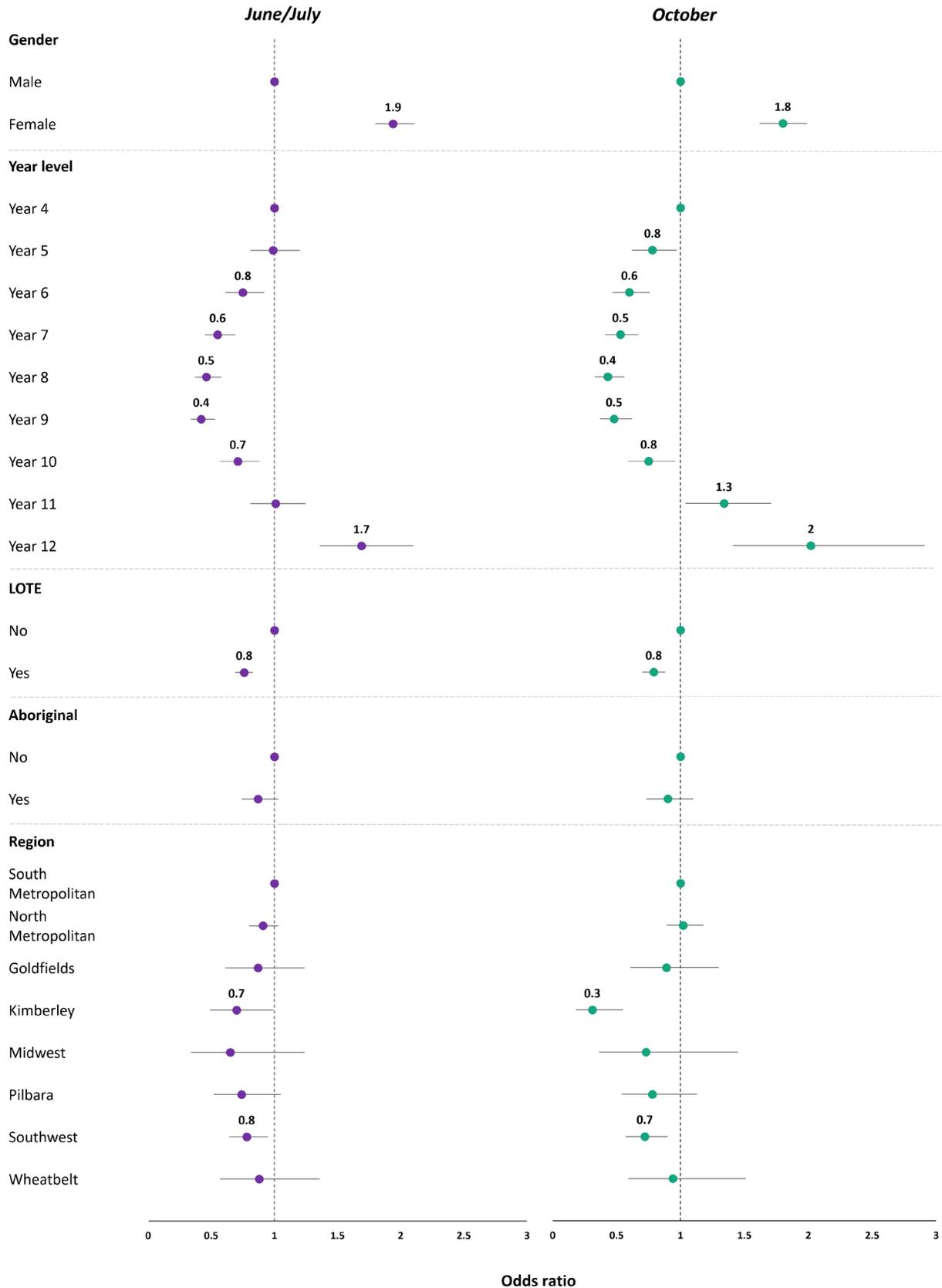


Figure 15. Demographic comparison of students' odds of reporting they were worried about missing school due to COVID-19 (odds ratio  $\pm$  95% confidence intervals). Data labels are provided for significantly different odds ( $0.95 < OR > 1.05$  and  $p < 0.05$ ) with respect to reference group (reference groups: Gender - male; Year level - Year 4; LOTE - No; ATSI - No; Region - South Metropolitan). Note for interpretation of results: significantly fewer Year 12 students completed the October survey.

### 6.2.3 Student emotions compared to before the pandemic

Several emotional change items, adapted from the WA Speaking Out Survey, were included in the wellbeing survey. On a 5-point scale from 'not at all' to 'a great deal', students were asked to report how much more they had felt relaxed, hopeful, confident about the future, hopeless, anxious, or cheerful in the past seven days compared to before the COVID-19 outbreak.

Factor analysis of these variables yielded two factors and thus two emotional change scales: positive (relaxed, hopeful, confident about the future, cheerful) and negative (hopeless, anxious).

Compared to before the COVID-19 outbreak, about two-thirds of students reported that in the past seven days they had felt at least somewhat relaxed (June/July: 61%, October: 63%), hopeful (June/July: 63%, October: 64%), cheerful (June/July: 65%, October: 66%) and confident about the future (June/July: 63%, October: 65%) some or more of the time (Figure 16). The distribution of responses to each positive emotional change item for each survey cycle is displayed in Figure 15. For more information about students' response proportions to each item by demographic, see Appendix B, Tables 6-8, 11.

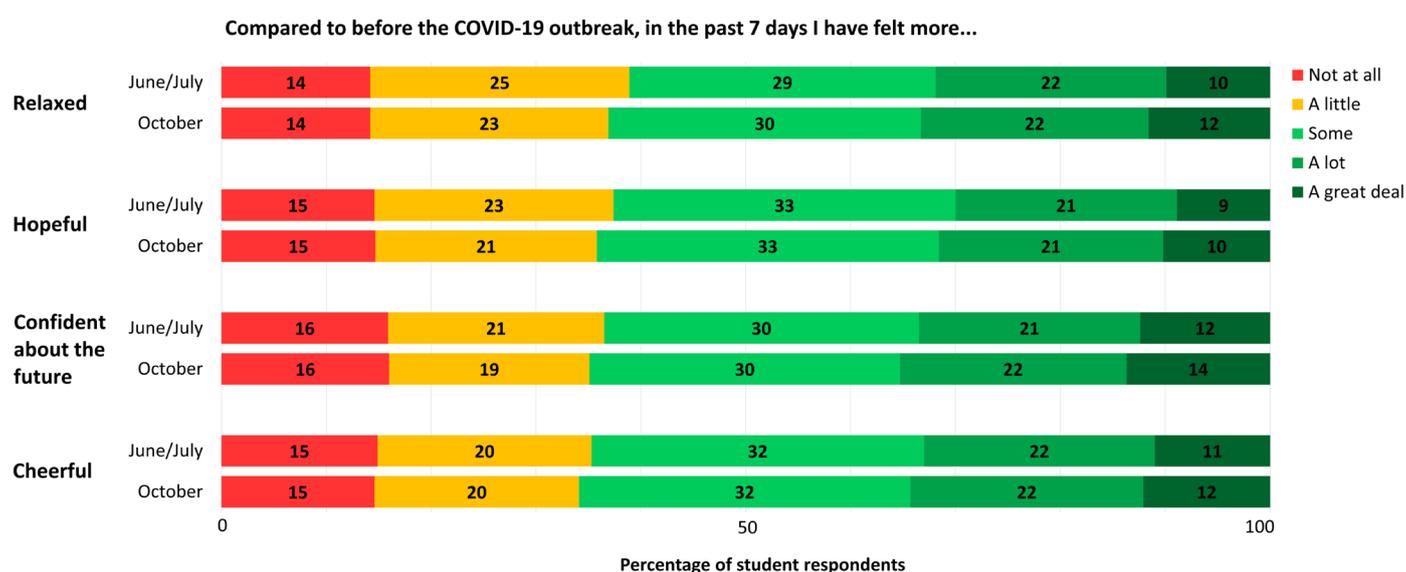


Figure 16. Response distributions for positive emotional change items (average for all student respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item.

Reporting on negative emotions compared to before the COVID-19 outbreak, most students reported that in the past seven days they had felt only a little or not at all hopeless (June/July: 69%, October: 69%). More than a half of students had felt not at all or only a little bit anxious (June/July: 57%, October: 57%). The distribution of responses for each negative emotional change item for each survey cycle is displayed in Figure 17. For item response proportions by demographic, see Appendix B, Tables 9-10.

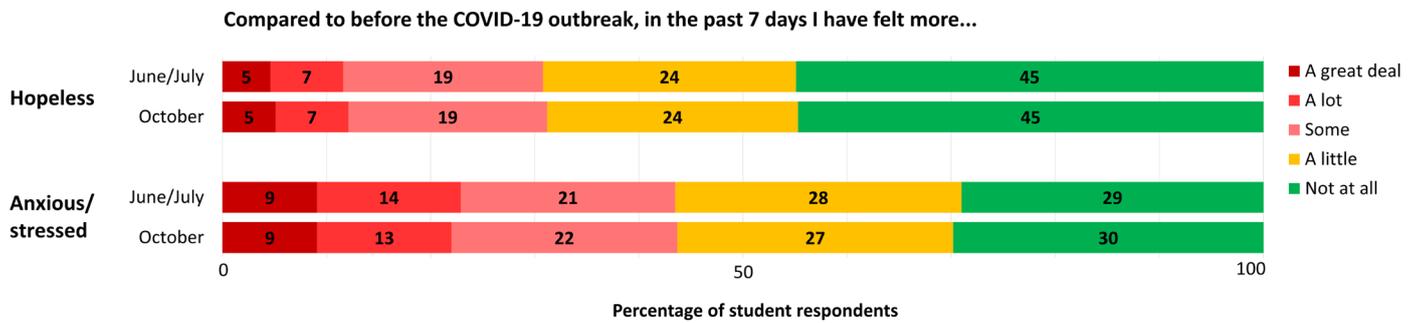
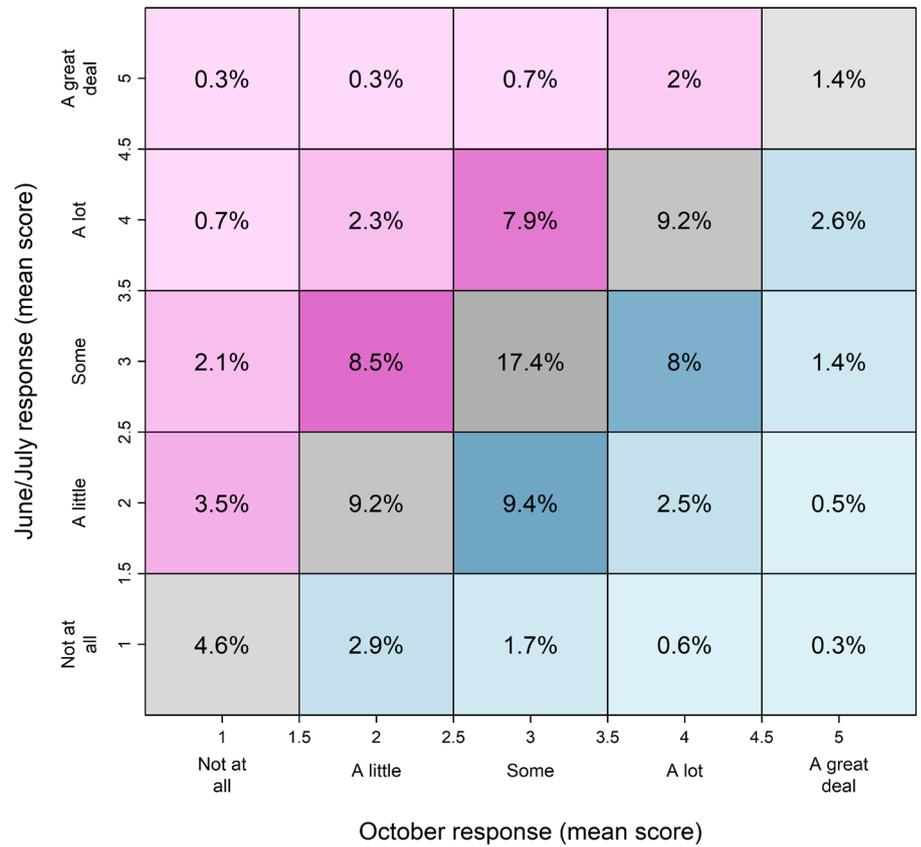


Figure 17. Response distributions for negative emotional change items (average for all student respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item.

Responses to the emotional change items were scored from 1 (not at all) to 5 (a great deal). The average response for the four positive items was calculated to generate a score indicative of increased positive emotions for each individual - this score averaged  $2.91 \pm 0.01$  (mean  $\pm$  SEM) in June/July and  $2.95 \pm 0.01$  in October. For the longitudinal sample, in October 42% of responding students reported positive emotions in the same range they had reported in June/July. Other students reported positive emotional change scores in a different range than in June/July, with 28% of respondents indicating that they felt less positive emotions and 30% indicating that they felt more positive emotions (Figure 18A).

Similarly, student responses to the two negative items were averaged to calculate a measure of increased negative emotions. Cross-sectionally, the average negative emotion score for all students was  $2.24 \pm 0.01$  (mean  $\pm$  SEM) in both survey cycles. For the longitudinal sample, in October 48% of responding students reported negative emotions in the same range they had reported in June/July, with 25% reporting negative emotional change scores in a lower range (less negative emotions) and 28% reporting negative emotions in a higher range (more negative emotions) (Figure 18B).

## A. Positive emotions



## B. Negative emotions

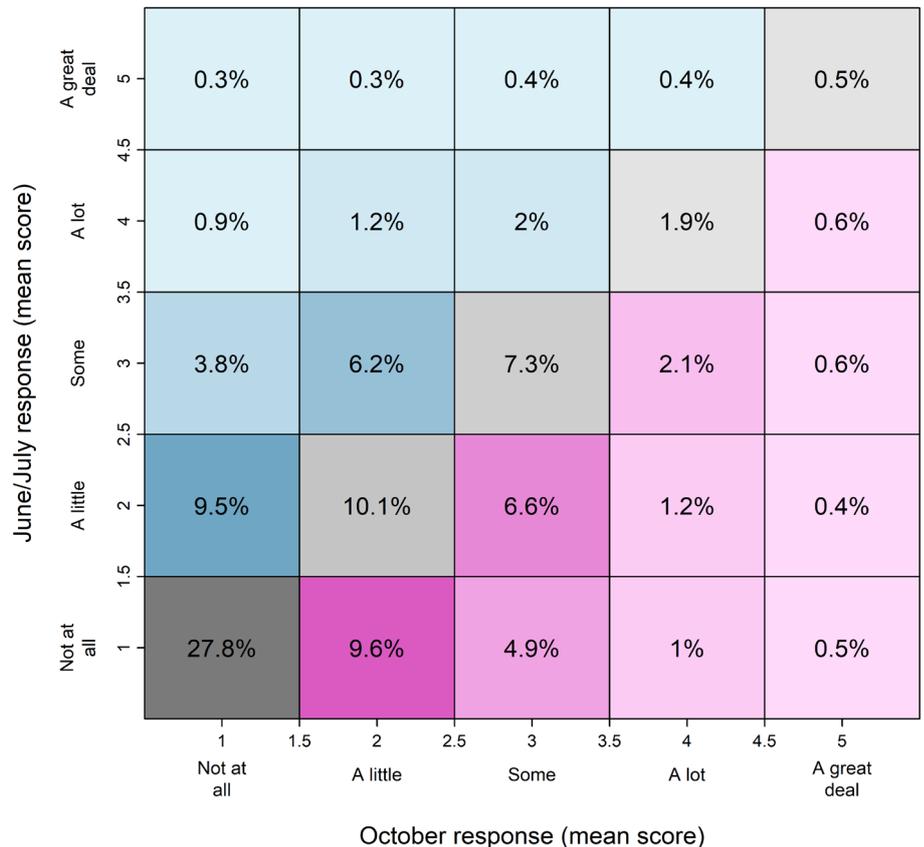


Figure 18. Longitudinal change in student a) positive emotional change scores and b) negative emotional change scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (positive emotional change scores in a lower range or negative emotional change scores in a higher range) in October and blue boxes display the proportion of respondents with a more positive outcome (positive emotional change scores in a higher range or negative emotional change scores in a lower range) in October than in June/July.

There was a weak negative relationship between reports of positive and negative emotions in each survey cycle (June/July  $r=-0.260$ , October  $r=-.238$ ).

On average, female students reported lower positive emotion scores (Figure 19) and higher negative emotion scores (Figure 20) than male students. Year level was also predictive of students' emotions compared to before the pandemic: students in higher Year levels reported more negative emotion (Figure 20), and secondary students' positive emotion scores consistently decreased with increasing Year level (Figure 19).

Compared to before the pandemic, greater positive and decreased negative emotions were reported by students with a greater number of friends (positive emotions June/July  $\beta: 0.05$ ,  $p<0.001$ , October  $\beta: 0.06$ ,  $p<0.001$ ; negative emotions June/July  $\beta: -0.03$ ,  $p<0.001$ , October  $\beta: -0.04$ ,  $p<0.001$ ), higher-quality friendships (positive emotions June/July  $\beta: 0.13$ ,  $p<0.001$ , October  $\beta: 0.11$ ,  $p<0.001$ ; negative emotions June/July  $\beta: -0.10$ ,  $p<0.001$ , October  $\beta: -0.08$ ,  $p<0.001$ ) and higher school connectedness scores (described later in the student section) (positive emotions June/July  $\beta: 0.36$ ,  $p<0.001$ , October  $\beta: 0.38$ ,  $p<0.001$ ; negative emotions June/July  $\beta: -0.29$ ,  $p<0.001$  October  $\beta: -0.30$ ,  $p<0.001$ ).

Positive emotional change was related to positive perceptions of pandemic impact: students who felt COVID-19 had impacted them in a good way reported higher scores (June/July  $\beta: 0.09$ ,  $p<0.001$ , October  $\beta: 0.09$ ,  $p<0.001$ ), while students who felt that COVID-19 had impacted them in a bad way had lower scores (June/July  $\beta: -0.09$ ,  $p<0.001$ , October  $\beta: -0.07$ ,  $p<0.001$ ). Negative emotional change scores were increased if students felt that COVID-19 impacted them at all (in either a positive *or* a negative way) (positive impact June/July  $\beta: 0.02$ ,  $p<0.001$ , October  $\beta: 0.01$ ,  $p<0.05$ ; negative impact June/July  $\beta: 0.19$ ,  $p<0.001$ , October  $\beta: 0.1$ ,  $p<0.001$ ).

## Positive emotional change

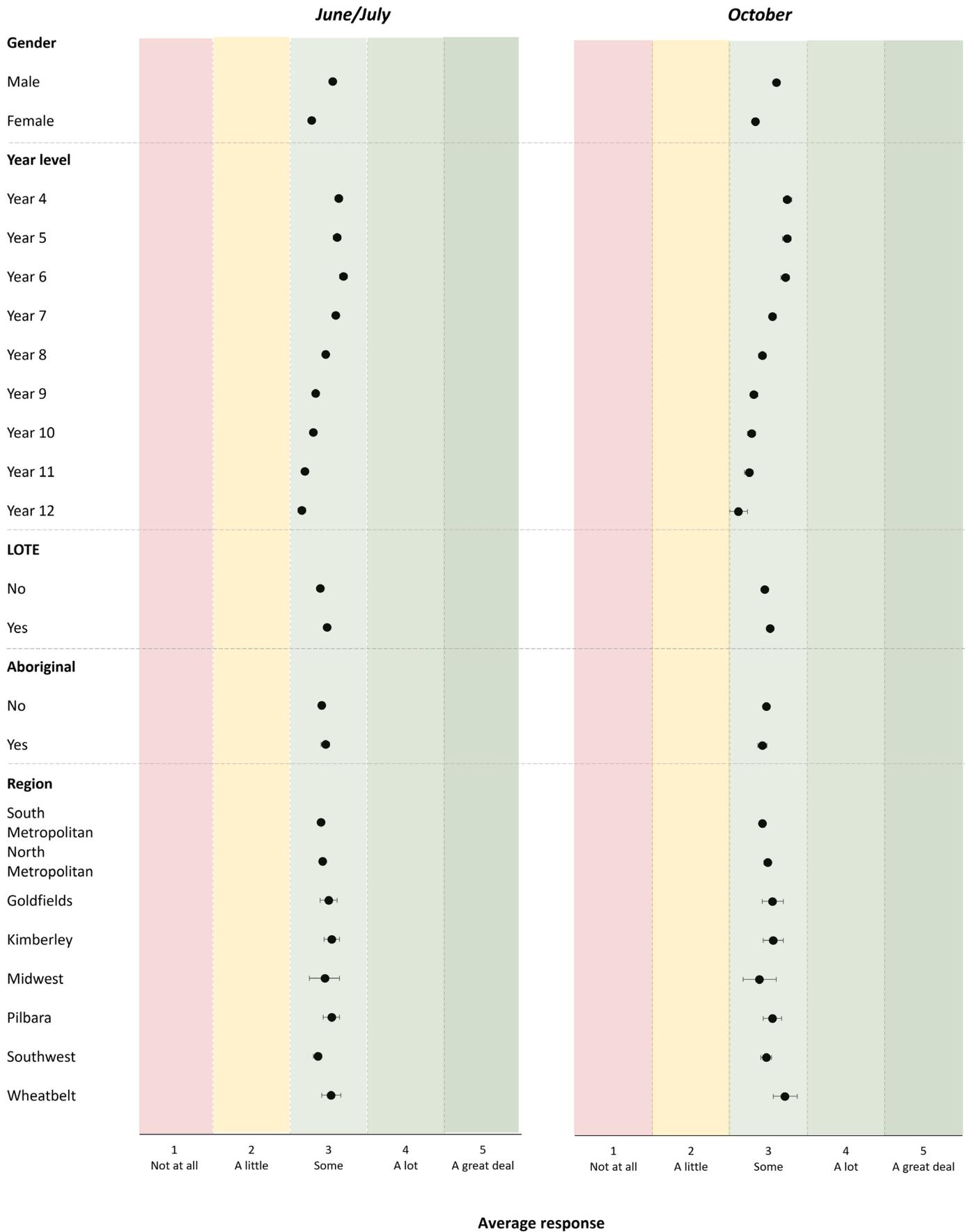


Figure 19. Demographic comparison of positive emotional change score (adjusted mean  $\pm$  95% confidence intervals). Note for interpretation of results: significantly fewer Year 12 students completed the October survey.

## Negative emotional change

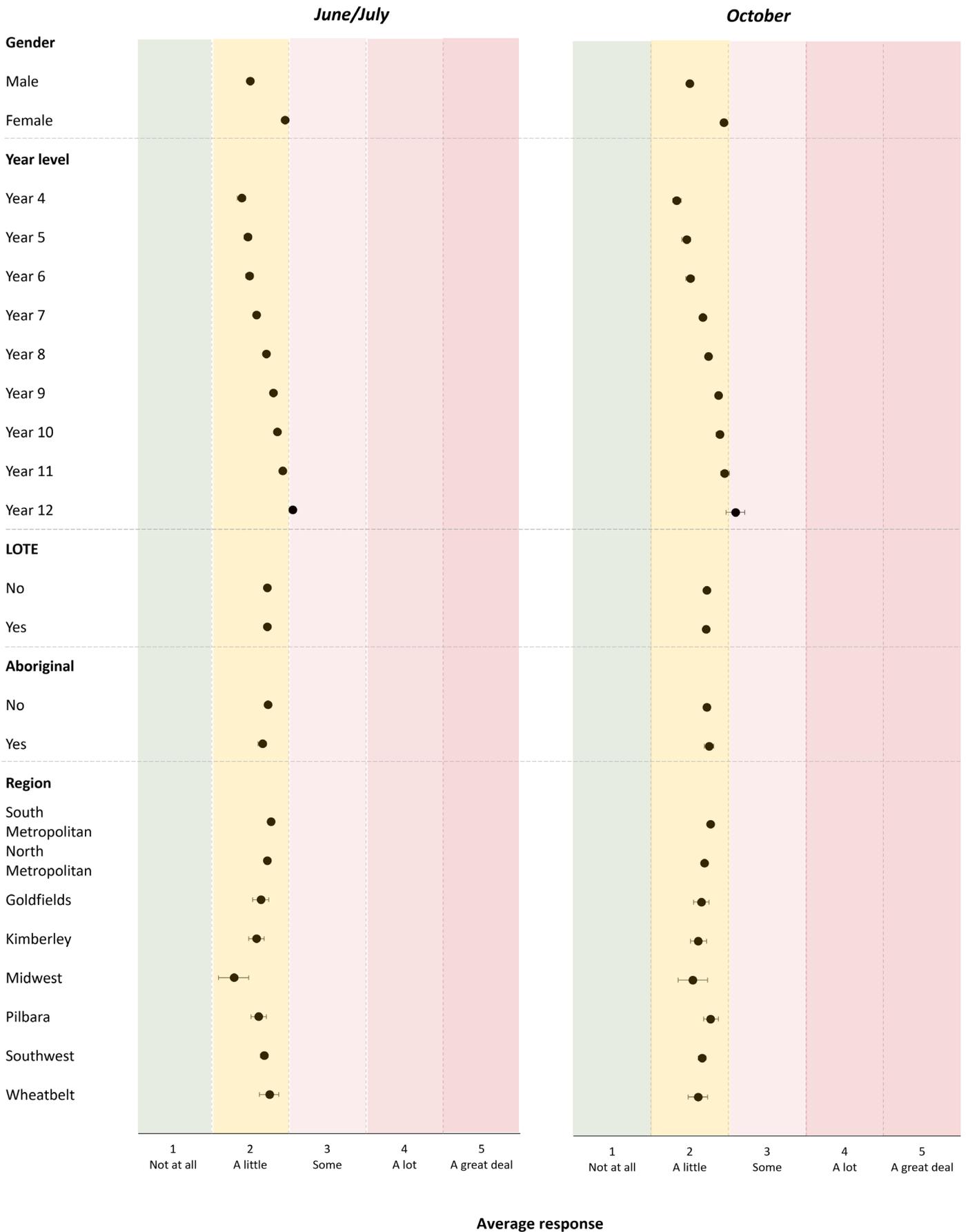


Figure 20. Demographic comparison of negative emotional change score (adjusted mean  $\pm$  95% confidence intervals). Note for interpretation of results: significantly fewer Year 12 students completed the October survey.

## 6.2.4 Student experiences of emotional distress

In addition to the emotional change items, further questions were included in the wellbeing surveys to examine the emotional experiences of DETECT students.

Secondary students responded to the questions of the Child Health Utility Index (CHU9D), a tool which measures difficulties and emotional distress; however, these questions were not included in the survey for primary school students. Primary school student wellbeing was instead measured by asking the parents of primary school students to respond to an 'emotions and worries' tool – while this information was collected through the parent wellbeing survey, it is included here to provide parent-reported insight into the experiences of primary school students during the pandemic.

### 6.2.4.1 The Child Health Utility Index – a measure of secondary student difficulties and emotional distress

This section addresses the responses of the secondary school aged DETECT student survey respondents only, presenting data provided by Years 7-12 survey participants in response to the nine questions comprising the Child Health Utility Index (CHU9D). The CHU9D is a preference-based measure of health-related quality of life, used here to measure difficulties and emotional distress, which can be compared with national data collected several years before the COVID-19 pandemic.

The CHU9D is not a clinical diagnostic tool, so students with elevated scores are not necessarily experiencing mental illness or syndromes, although they are at greater risk than their peers of doing so. As the CHU9D is based on students' reported experiences "today", the results for some students may reflect relatively transient states. As with all survey outcomes described in this report, the results of those students who responded to the survey cannot be presumed to be representative of all students' social-emotional wellbeing. In completing the CHU9D, participants were asked about their experiences "today" with regards to feeling worried, sad, pain, tired, annoyed or having difficulties with schoolwork, sleep, daily routine or activities. Students responded to each item on a 5-point scale, progressively scaled for severity from no or less severe outcomes (1 and 2) to more or most severe outcomes (4 and 5). The nine responses were then summed to create a single measure, with the minimum score on the CHU9D being nine and the maximum score 45. As the CHU9D summed score increases, respondents are reporting greater difficulties and emotional distress.

#### 6.2.4.1.1 Comparison with pre-COVID-19 data

In a 2014 survey, the Young Minds Matter Survey, a nationally representative sample of Australian adolescents and young people responded to many commonly used epidemiological measures of mental wellbeing simultaneously with the CHU9D. Using Young Minds Matter data, a reliable threshold for CHU9D-rated emotional distress has been established by calibrating CHU9D scores from Year level-matched Young Minds Matter respondents against their scores for the Kessler-10 (K10), another well-known, reliable measure of mental health distress. Analysis of the distributions for both the CHU9D and K10, along with Receiver Operator Curve Analysis, revealed excellent correspondence between these two measures. Based on these data, a threshold of  $\geq 20$  on the CHU9D was established for this DETECT Schools Study as the threshold representing elevated (moderate to high) risk of difficulties and emotional distress.

Here, the proportion of DETECT student respondents with CHU9D scores above the threshold are compared with the pre-COVID-19 Australian benchmark established through the 2014 Young Minds Matter survey. DETECT Schools Study CHU9D data were collected from secondary students twice during the COVID-19 pandemic, however, it is important to remember that this measure reflects students' difficulties and emotional distress in general. While data captured in June/July and October provide a snapshot of adolescents' wellbeing in WA during this challenging year, conclusions cannot be drawn about whether the results reflect an impact of COVID-19 or are indicative of general underlying social-emotional issues arising from broader personal life experiences.

### 6.2.4.1.2 DETECT secondary student responses to the CHU9D

Five of the CHU9D items ask about a student’s emotional experiences ‘today’ on a 5-point scale from ‘not at all’ to ‘very’. A small proportion of responding students consistently reported being (‘very’ or ‘quite’) worried (June/July: 11%, October: 12%), sad (June/July: 13%, October: 16%), in pain (June/July: 12%, October: 14%) and annoyed (June/July: 18%, October: 19%) (Figure 21). Much greater proportions of students indicated they were tired (June/July: 44%, October: 47%) in both June/July and October.

The remaining four items of the scale ask students to indicate whether they have had any troubles today with a variety of things. Some DETECT secondary students reported difficulties (‘many’ or ‘I can’t’) with school work (June/July: 11%, October: 12%), their daily routine (June/July: 6%, October: 7%) and joining in with activities (June/July: 13%, October: 13%). Slightly more students reported struggling with sleep (June/July: 17%, October: 18%), although these proportions were not as high as those who reported being tired on the day of the survey. For item response proportions by demographic, see Appendix B, Tables 12-20.

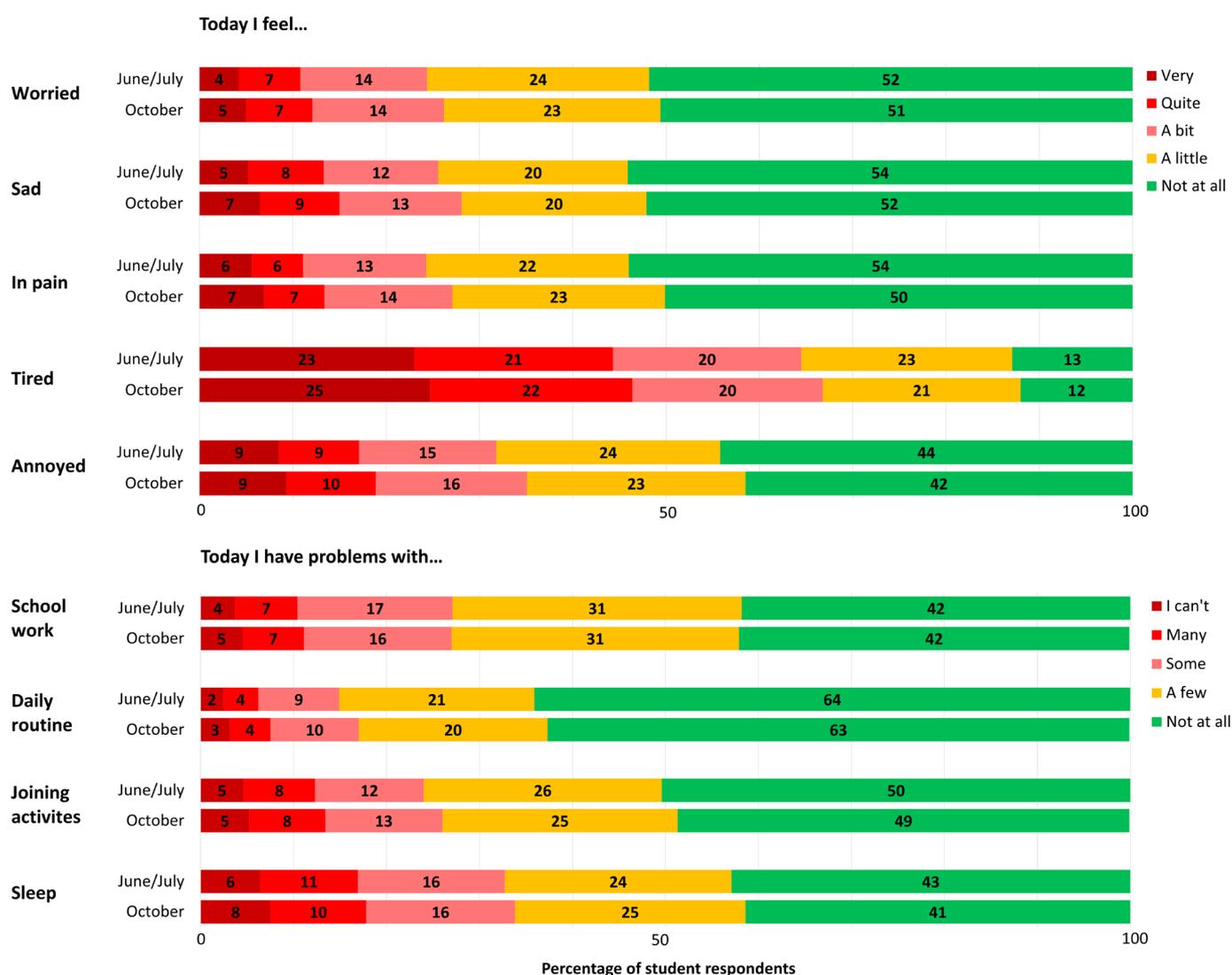


Figure 21. Response distributions for CHU9D items (average for all secondary student respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item.

The proportion of students selecting the most “distressed” response to each item (‘very’ or ‘I can’t’, depending on the item) in each survey round was compared to proportions from the 2014 benchmark survey (Figure 22). A higher proportion of students in the DETECT study (compared to rates in 2014) reported experiencing symptoms indicative of moderate to severe emotional distress, with increases in the number of students who couldn’t sleep at all (2014: 2%, DETECT June/July: 6%, DETECT October: 8%) and those who felt very annoyed (2014: 2%, DETECT June/July: 9%, DETECT October: 9%), very tired (2014: 6%, DETECT June/July: 23%, DETECT October: 25%), very sad (2014: 1%, DETECT June/July: 5%, DETECT October: 7%), very worried (2014: 1%, DETECT June/July: 4%, DETECT October: 5%) and had a lot of pain (2014: 1%, DETECT June/July: 6%, DETECT October: 7%) on the day of the survey. DETECT students were less likely than 2014 benchmark respondents to report they could not join in with any activities (2014: 6%, DETECT June/July: 5%, DETECT October: 3%).

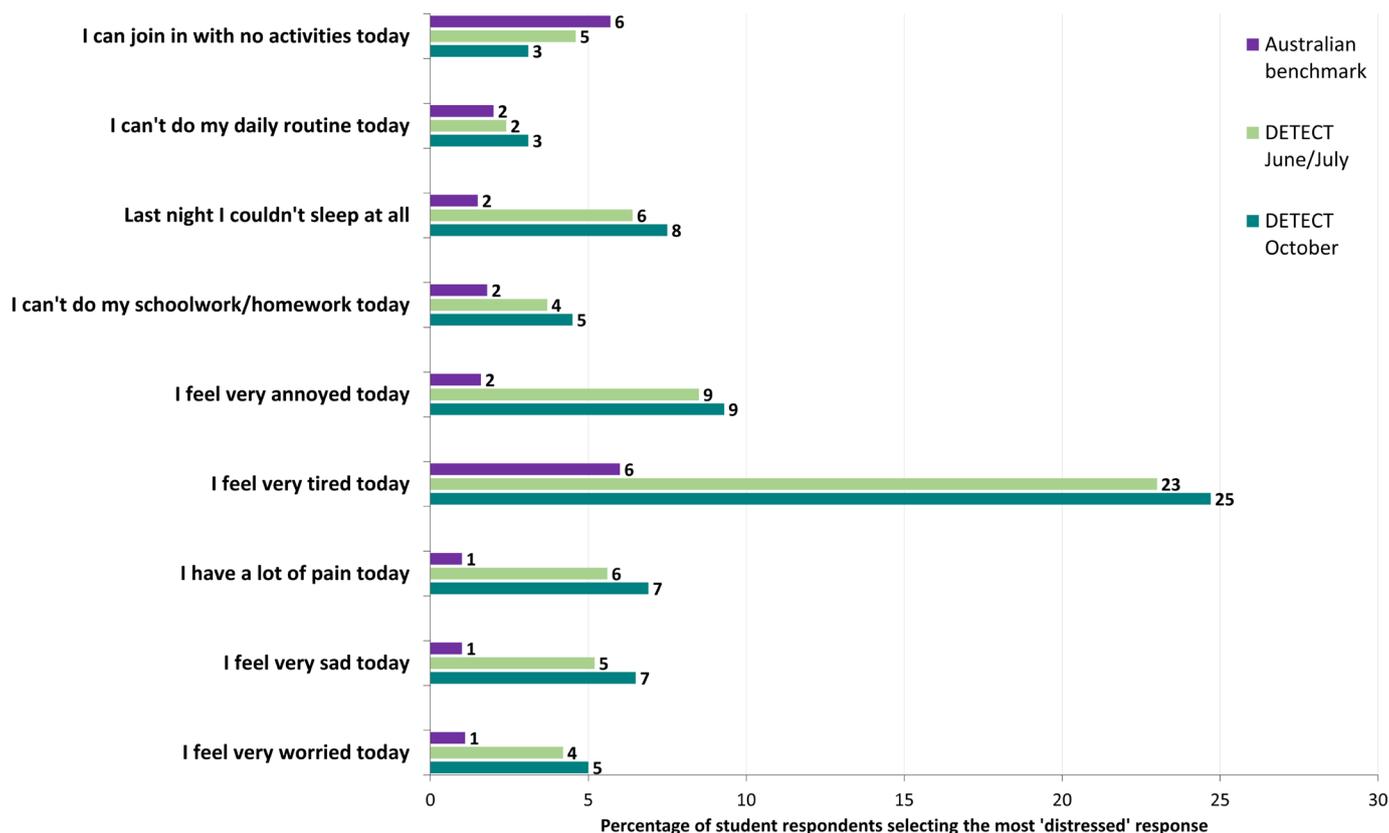


Figure 22. Proportion of DETECT student respondents who selected the most “distressed” response for each CHU9D item in comparison to the Australian benchmark (2014).

Responses to the nine items of the CHU9D were summed for each respondent, yielding a score between 9 and 45. Higher scores on this scale indicate that the respondent has scored higher on a greater number of the items in Figure 21 and is therefore reporting greater difficulties and emotional distress. When compared to the scores of students completing the benchmark survey in 2014, the distribution of DETECT student scores (from both surveys) displays a notable shift towards the higher end of the scale, indicating generally increased difficulties and emotional distress in the students surveyed (Figure 23).

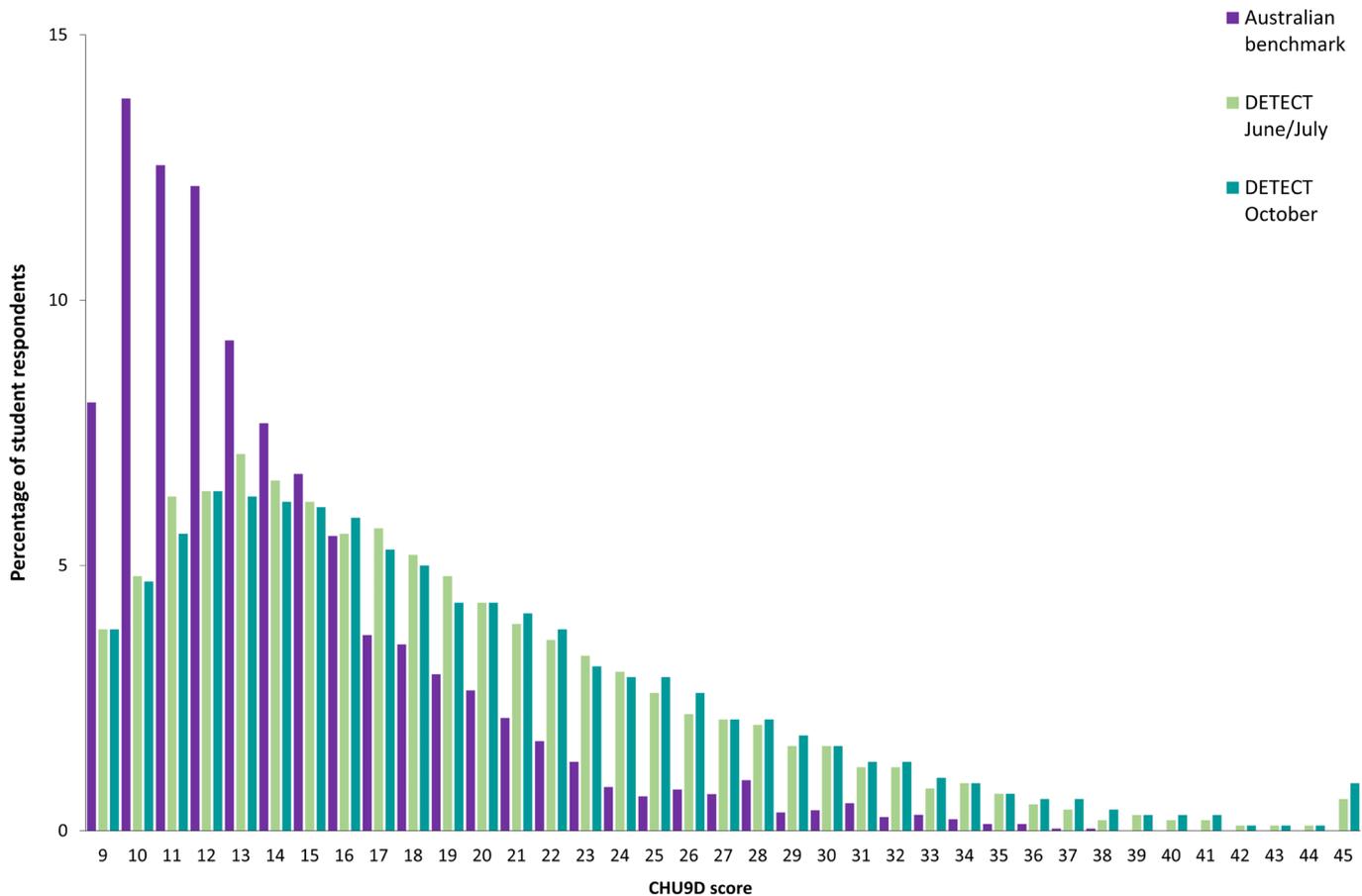


Figure 23. Comparative distribution of summed CHU9D scores for DETECT student respondents (June/July and October) and respondents from the Australian benchmark Young Minds Matter survey (2014).

The threshold for elevated (moderate to high) difficulties and emotional distress, established through calibration of the benchmark data, was applied to DETECT secondary students' CHU9D scores. In 2014, 14.4% of students completing the benchmark Young Minds Matter survey scored  $\geq 20$ . In comparison, the proportion of all DETECT secondary student respondents with CHU9D scores above the  $\geq 20$  threshold (indicative of at least moderate or high levels of difficulties and emotional distress) was markedly higher at both timepoints.

In June/July, 37.6% of DETECT student respondents reported scores above the threshold (Figure 24). This proportion did not decrease by October, and instead increased: in the second survey, 40.1% of responding students scored above the threshold for elevated difficulties and emotional distress.

Of students reporting 'elevated' difficulties and emotional distress (CHU9D  $\geq 20$ ), those with a CHU9D score between 20 and 25 are likely to be experiencing moderate levels of difficulties and emotional distress while those with a score greater than 25 are likely to be experiencing high levels. While  $\sim 40\%$  of DETECT student respondents scored 20 or more on the CHU9D scale in each survey cycle, Figure 22 indicates that many of those in this group scored between 20 and 25.

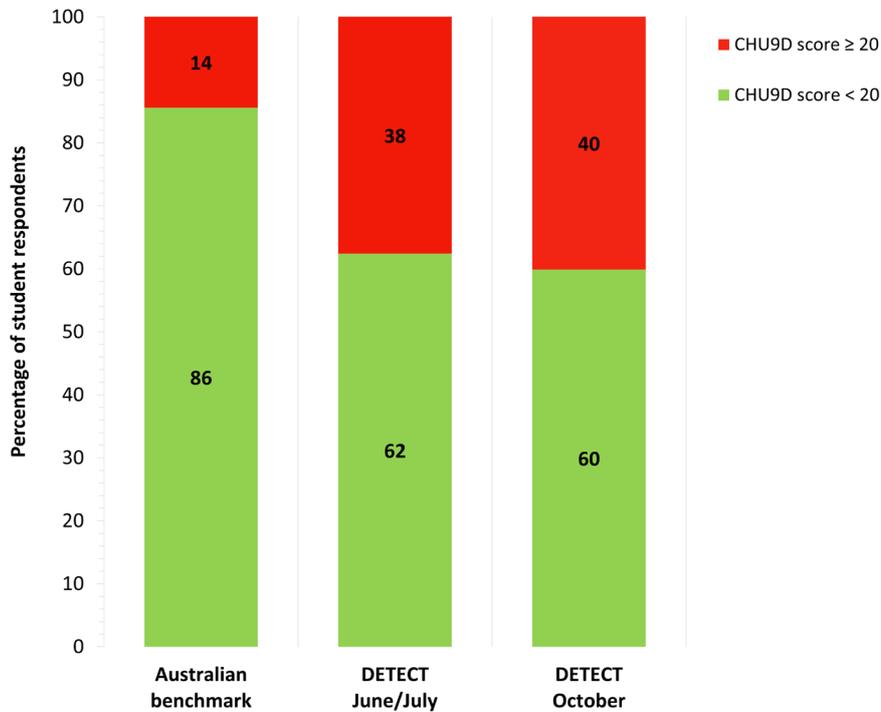


Figure 24. Proportion of DETECT Years 7-12 student respondents who scored  $\geq 20$  (experiencing moderate to high levels of difficulties and emotional distress) on the summed CHU9D scale, in comparison to the Australian benchmark (2014).

A markedly larger proportion of female students (June/July: 45.3%, October: 48.6%) reported elevated difficulties and emotional distress (CHU9D  $\geq 20$ ) than male students (June/July: 28.2%, October: 29.5%) in both survey rounds (Figure 25).

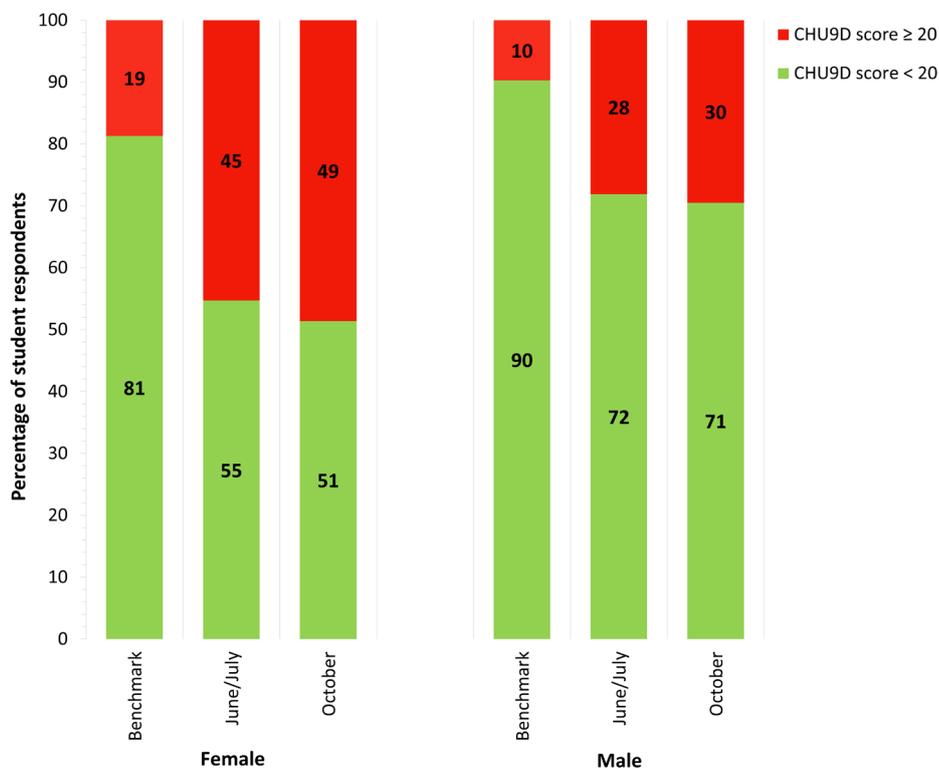


Figure 25. Proportion of DETECT student respondents who scored  $\geq 20$  (experiencing moderate to high levels of difficulties and emotional distress) on the summed CHU9D scale by gender, in comparison to the Australian benchmark (2014).

CHU9D results reported in June/July displayed a trend towards greater proportions of elevated difficulties and emotional distress scores as Year level increased (Figure 26). This pattern persisted in October across all Year levels other than Year 12. Student respondents from Year 12 were the only age group who reported lower proportions of elevated difficulties and emotional distress scores in October (41.9%) than in June/July (45.3%), however it must be noted that significantly fewer Year 12 students completed the second survey (Appendix B, Table 1). These CHU9D results indicate a steady increase from Year 7 to Year 12 of the proportion of students in the study schools at risk of high levels of difficulties and emotional distress, with greater proportions of students of all ages reporting they are experiencing elevated difficulties and emotional than the average Australian benchmark for their Year group.

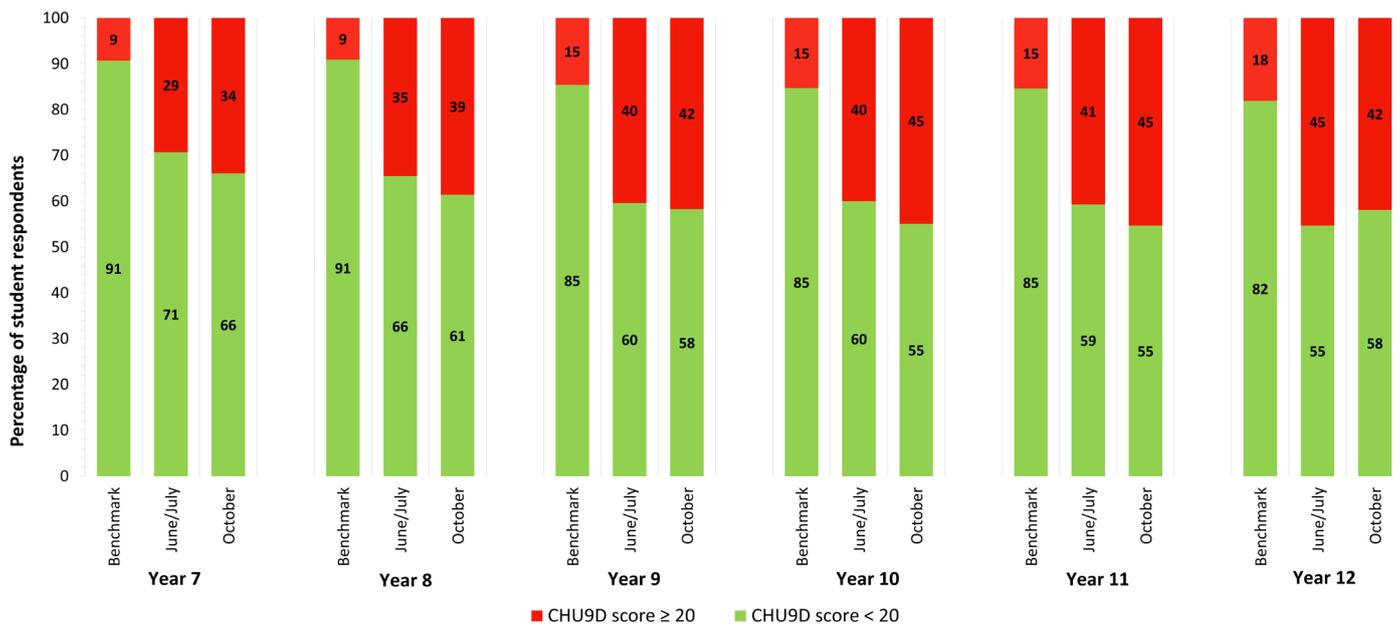


Figure 26. Proportion of DETECT student respondents who scored  $\geq 20$  (experiencing moderate to high levels of difficulties and emotional distress) on the summed CHU9D scale by Year level, in comparison to the Australian benchmark (2014). Note for interpretation of results: significantly fewer Year 12 students completed the October survey.

Female students had markedly higher odds of reporting elevated difficulties and emotional distress than male students in both survey rounds (Figure 27). Students who speak a language other than English also displayed slightly higher odds of scoring  $\geq 20$  than their counterparts at both timepoints.

The odds of scoring above the CHU9D threshold increased as Year level increased in June/July – this pattern was also observed in October for students from Years 7 to 11, however Year 12 students displayed notably lower odds of reporting elevated difficulties and emotional distress in October than earlier in the year. Contextually, the October surveys were administered at a time when Year 12 students were no longer at school: significantly fewer Year 12 students completed the survey, and those who did had by this time completed their exams and received university offers for 2021.

Students who reported either a high number (June/July OR: 0.88, October OR: 0.90) or quality (June/July OR: 0.69, October OR: 0.72) of friends, and those displaying high school connectedness (June/July OR: 0.83, October OR: 0.82), had lower odds of reporting elevated difficulties and emotional distress on the CHU9D, suggesting several social factors are likely influencing adolescent emotional wellbeing.

## Elevated difficulties and emotional distress

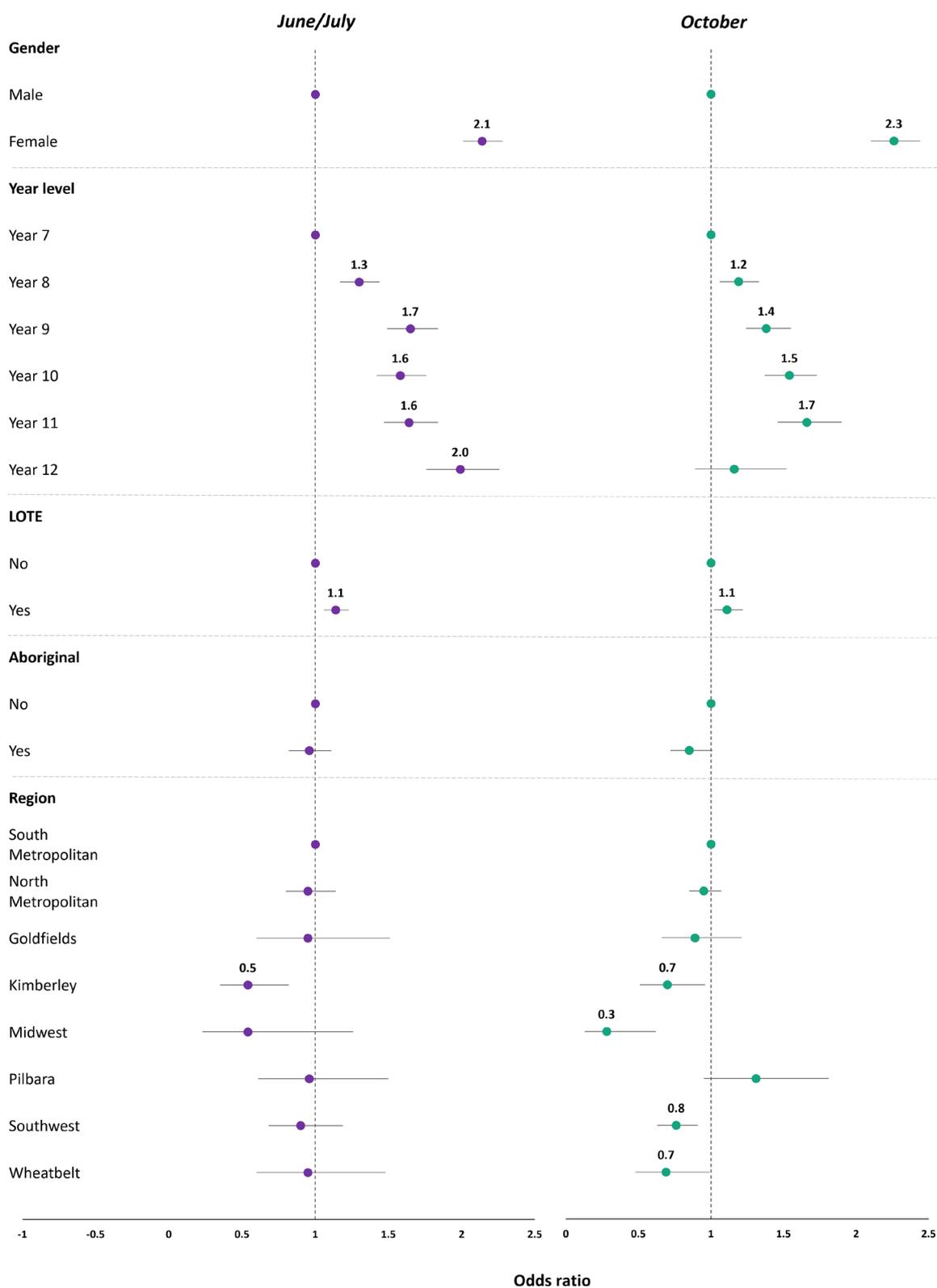


Figure 27. Demographic comparison of students' likelihood to report CHU9D score indicative of moderate to high levels of difficulties and emotional distress (odds ratio  $\pm$  95% confidence intervals). Data labels are provided for significantly different odds ( $0.95 < OR > 1.05$  and  $p < 0.05$ ) with respect to reference group (reference groups: Gender - male; Year level - Year 7; LOTE - No; ATSI - No; Region - South Metropolitan). Note for interpretation of results: significantly fewer Year 12 students completed the October survey.

### 6.2.4.1.3 Students' difficulties and emotional distress during the COVID-19 pandemic

The extent to which the COVID-19 pandemic has contributed to the elevated adolescent emotional distress measured by the CHU9D in this survey cannot be discerned from the cross-sectional data collected during the pandemic, particularly in the absence of a more recent collection of comparative CHU9D wellbeing data from a similar cohort of WA students, with the only quality available dataset being 6 years old.

Rates of moderate or severe emotional distress were higher among children reporting that COVID-19 had a large negative impact on their lives (June/July: 55%, October: 61%) than among those reporting little or no impact (June/July: 33%, October: 36%) (Figure 28). However, the proportion of students scoring moderate or severe emotional distress was also almost as high among children reporting that COVID-19 had a large positive impact on their lives (June/July: 48%, October: 51%) than those reporting little or no impact (June/July: 36%, October: 39%).

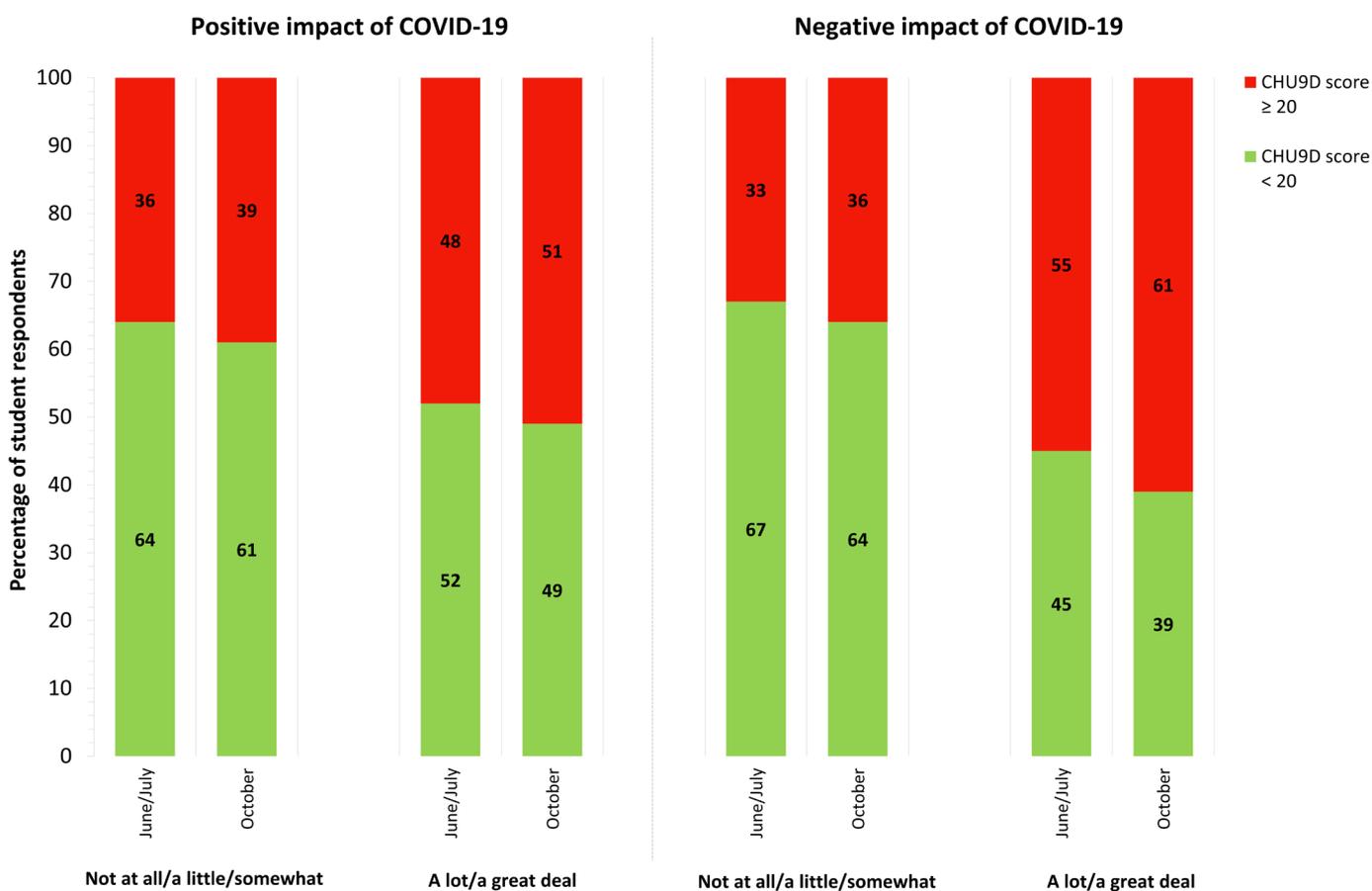


Figure 28. Comparative distribution of summed CHU9D scores between DETECT student respondents who reported a) positive and b) negative impact of the COVID-19 pandemic on their lives with those who did not in June/July and October. Relative to each figure, “No” represents students who reported they did not experience that impact and “Yes” represents students who reported they did experience that impact of COVID-19.

An analysis of odds ratios after controlling for school level data revealed that DETECT secondary students who indicated that COVID-19 had substantially impacted their lives in a good way (June/July OR: 1.16, October OR: 1.11) or a bad way (June/July OR: 1.48, October OR: 1.44) both had greater odds of reporting elevated difficulties and emotional distress on the CHU9D scale than those who had not felt impacted by the pandemic. Interestingly, this relationship between perceptions of the pandemic and CHU9D score was also predictive when assessed in reverse: students with elevated CHU9D scores were more likely to report positive (June/July OR: 1.7, October OR: 1.7) and negative (June/July OR: 1.7, October OR: 1.7) impacts of the pandemic on their lives in both survey cycles.

The presence or direction of causation in this relationship cannot be determined with this study design. The elevated rates of CHU9D scores above the threshold revealed through this study may reflect a broader societal shift in adolescent wellbeing. Further, elevated rates of background distress could plausibly predispose students to reporting greater perceived impact of the pandemic. Other data recently collected from young people in WA does describe an increase in more severe mental health outcomes in this age group since 2014, such as a 50% increase from 2015 to 2019 in the number of children aged 0-17 referred to the WA Child and Adolescent Mental Health Service<sup>2</sup>. Further, a 104% increase during 2020 in children with anorexia nervosa requiring admission to the hospital compared to the previous three years<sup>3</sup> supports the notion that the COVID-19 pandemic has possibly had an acute negative impact on the wellbeing of young people. Taken together, these data suggest that the CHU9D results of the DETECT student cohort represent an increase in mental health difficulties during the last decade which may have been further exacerbated by COVID-19.

The events associated with COVID-19, even in a state such as WA with relatively few cases, could reasonably have contributed to the elevated adolescent emotional distress described by the DETECT Schools Study data. However, the pandemic has also catalysed a broader discussion and awareness of mental health, potentially ameliorating some of the stigma associated with speaking openly about one's emotions and thereby increasing the likelihood that a young person feels comfortable divulging if they are experiencing difficulties. Regardless of whether the COVID-19 pandemic has been causative or contributory to these increased figures, the collection of robust and representative CHU9D data from a large cohort of young people in WA offers insight into the wellbeing of this population during the pandemic which can be used to inform and measure the impact of future wellbeing policy and practice interventions.

#### 6.2.4.2 Parent-reported primary school student emotions and worries

Primary school students completing the wellbeing survey were not asked to respond to the items of the Child Health Utility Index (CHU9D). In lieu of this, the parents of primary school students were asked to report on their child's wellbeing. The parents of secondary students were not asked these questions.

Parents of primary school students responded to nine items reproduced from the CoRonavirus Health Impact Survey (CRISIS), a recently developed tool for the assessment of wellbeing in response to COVID-19. In responding to these items, which constitute an 'emotions and worries' scale from the parent/caregiver CRISIS survey, parents reported on whether their child had been lonely, irritable, tired, anxious, worried, restless, unfocused, sad or unable to enjoy their usual activities in the two weeks preceding the survey. The precise response options for these items differ, and can be found in Appendix C, Tables 2-10. All 9 items were progressively scored on a 5-point scale where 1 is the worst (most 'negative') and 5 is the best (most 'positive') outcome.

Very few parents selected the two most negative responses (scores 1 or 2) when reporting on whether their child seemed lonely (June/July: 2%, October: 1%), tired (June/July: 7%, October: 5%), sad (June/July: 5%, October: 5%), restless (June/July: 6%, October: 5%) or unable to enjoy their usual activities (June/July: 7%, October: 2%) in the past two weeks. Parents were slightly more likely to indicate one of the two most negative outcomes in response to their child's irritability (June/July: 10%, October: 8%), anxiety (June/July: 13%, October: 9%) or worry (June/July: 14%, October: 11%). Some parents also felt their child had been unfocused (June/July: 13%, October: 10%).

The distribution of responses in each survey cycle is displayed in Figure 29 for each student wellbeing item. Response proportions for all items are available by demographic in Appendix C, Tables 2-10.

<sup>2</sup> Office of the Chief Psychiatrist (2020). Chief Psychiatrist's Targeted Review into the treatment of Ms Kate Savage by Child and Adolescent Mental Health Services. Perth, WA: OCP

<sup>3</sup> Haripersad YV, Kannegiesser-Bailey M, Morton K, *et al.* Outbreak of anorexia nervosa admissions during the COVID-19 pandemic. *Archives of Disease in Childhood*

In the past 2 weeks, how much has your child felt...

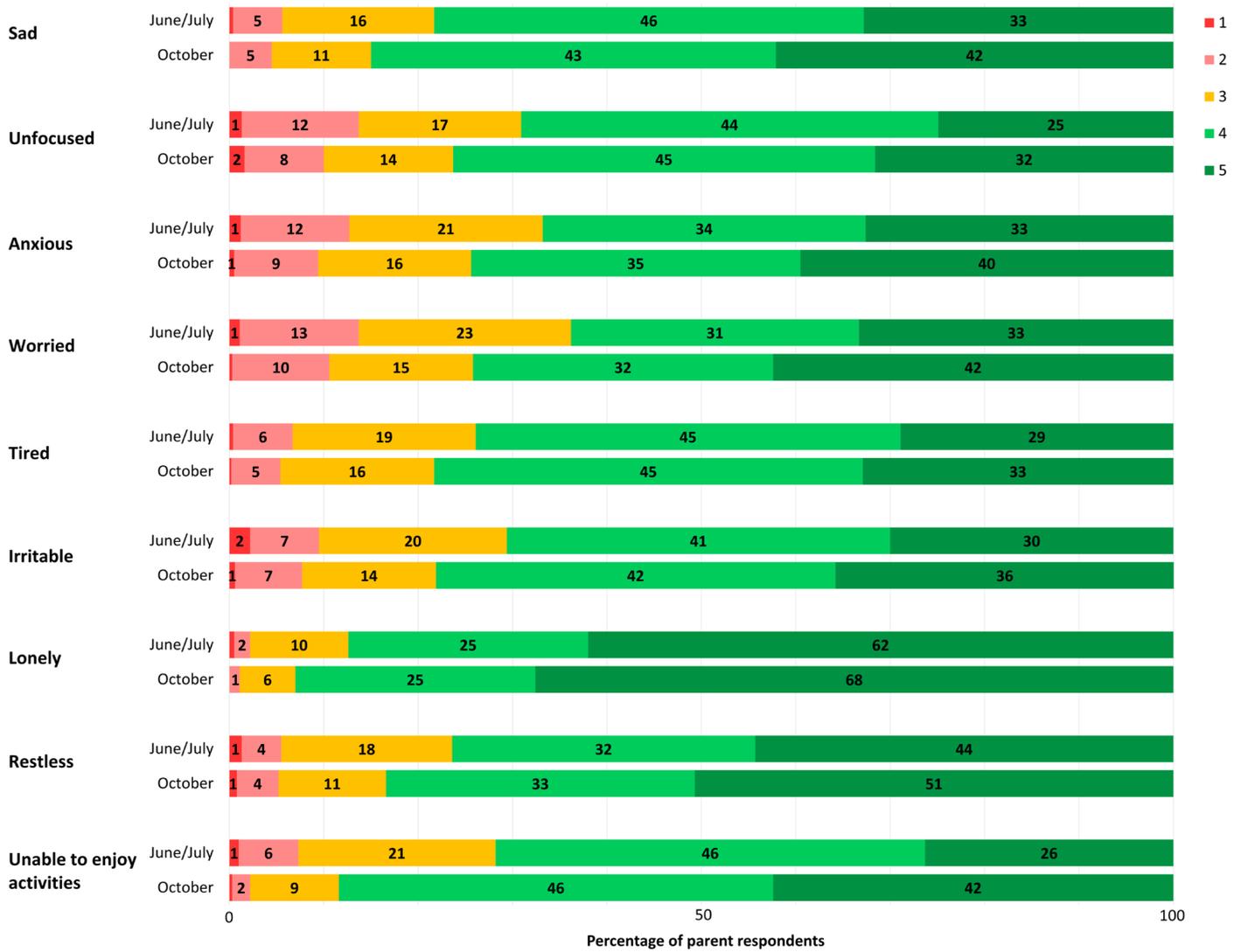


Figure 29. Response distributions for parent-reported primary student wellbeing items (average for all primary school parent respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange= neutral; green = positive) for each item. For consistency, outcomes have been represented from 1 (most 'negative') to 5 (most 'positive'). Exact response options for each item are available in Appendix C, Tables 2-10.

The average of all 9 item responses was calculated to generate a child wellbeing score, with a higher score indicative of greater child wellbeing. On average this score was  $3.98 \pm 0.02$  (mean  $\pm$  SEM) in June/July. By October, the average score increased to  $4.17 \pm 0.02$ . For the longitudinal sample, in October 58% of responding parents reported child wellbeing scores in the same range that they reported in June/July, while 16% had a child wellbeing score in a lower range (poorer wellbeing) and 25% had a child wellbeing score in a higher range (greater wellbeing) (Figure 30).



Figure 30. Longitudinal change in child wellbeing scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (child wellbeing scores in a lower range) in October and blue boxes display the proportion of respondents with a more positive outcome (child wellbeing scores in a higher range) in October than in June/July.

The gender of the parent reporting was predictive of child wellbeing score, with female parents reporting lower scores on average than male parents, however the gender of the child about whom the parent was answering did not have an impact on the outcome (Figure 31). Single parents reported slightly lower wellbeing scores for their children consistently across the two survey rounds. Parents of children with health risks or disabilities indicated marginally lower child wellbeing at both timepoints.

# Child wellbeing

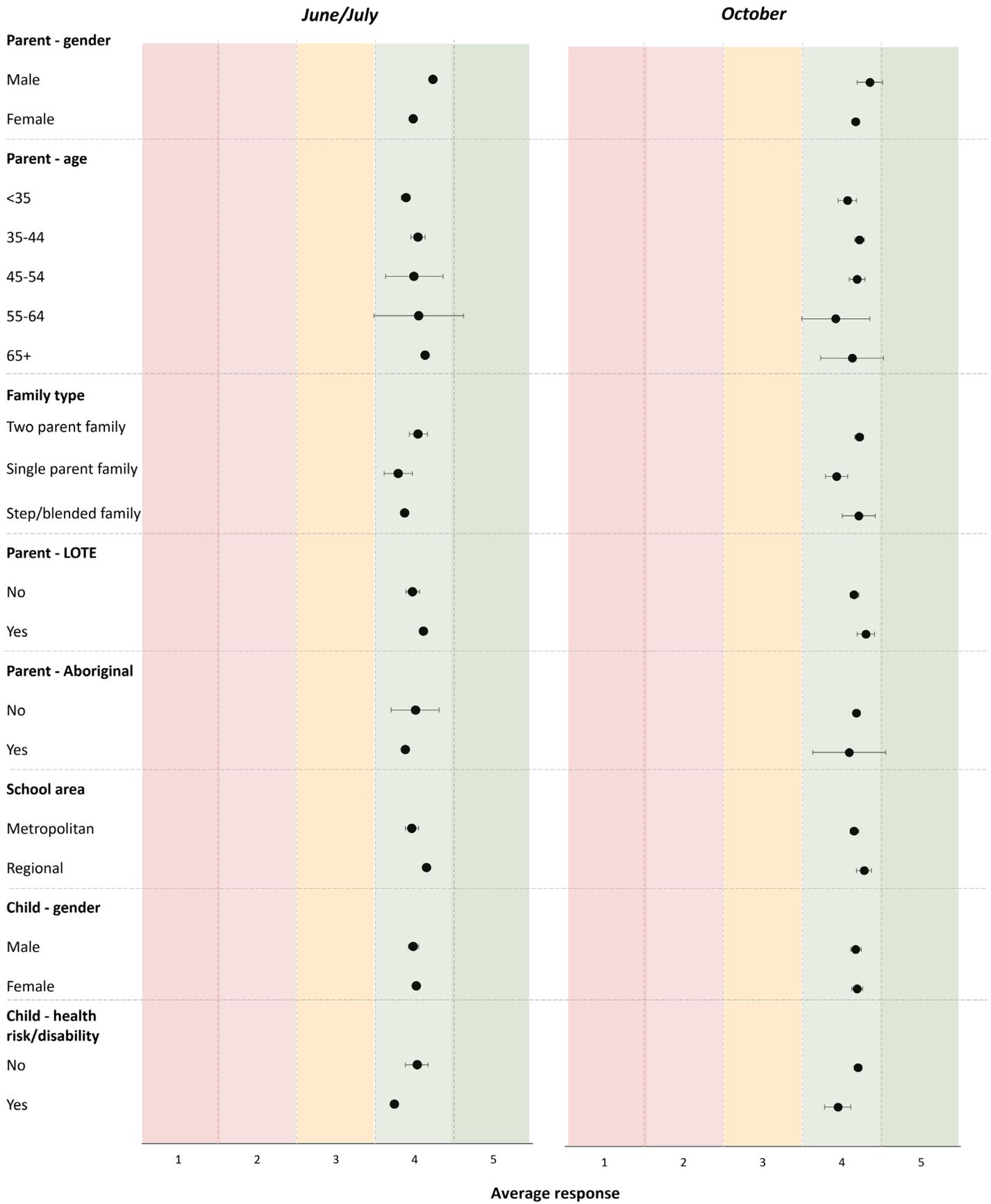


Figure 31. Demographic comparison of parent-reported primary student wellbeing score (adjusted mean ± 95% confidence intervals).

## 6.2.5 Students' life satisfaction

The Students' Life Satisfaction Scale (SLSS) is an established tool for the measurement of a student's satisfaction with life independent of other domains. Life satisfaction has been identified previously as an important determinant of academic performance.

The DETECT student wellbeing survey included six life satisfaction statements to which students selected a response indicative of their agreement. On a 5-point scale from 'strongly disagree' to 'strongly agree', students responded to the statements 'my life is going well', 'my life is just right', 'I have a good life', 'I have what I want in life' and 'I feel positive about my life'. One negative statement - 'I wish I had a different kind of life' - was included and has been reversed for consistent graphic representation below to 'I do not wish I had a different life'.

More than a half of student respondents felt their life was just right (June/July: 59%, October: 57%), going well (June/July: 68%, October: 67%) and was a good life (June/July: 76%, October: 73%). Only half of students did not wish they had a different life (June/July: 53%, October: 53%), although more than half indicated they had what they want in life (June/July: 56%, October: 56%) and felt positive about their future (June/July: 62%, October: 61%). The distribution of responses to each life satisfaction item from each survey cycle are displayed in Figure 32. For more information about students' response proportions for each item by demographic, see Appendix B, Tables 22-27.

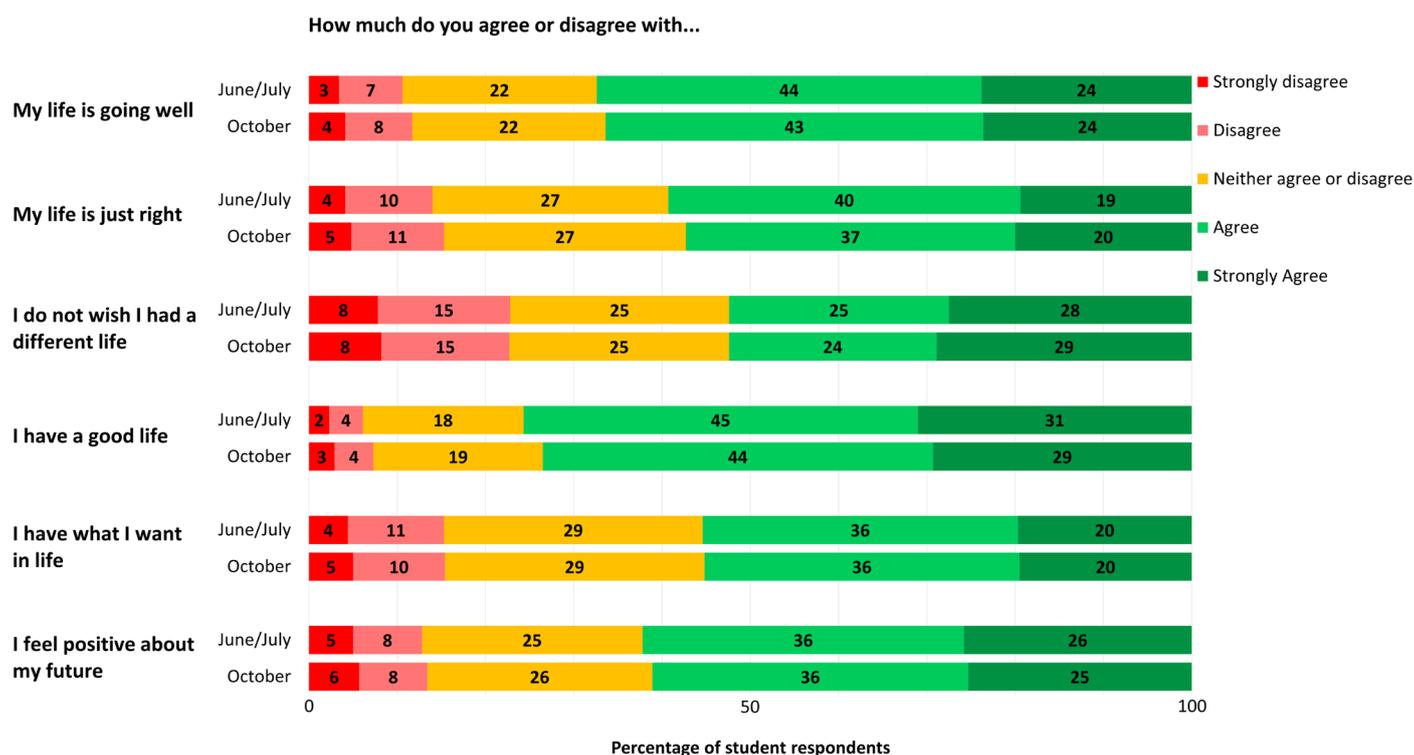


Figure 32. Response distributions for students' life satisfaction items (average for all student respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item. Negative statements have been reversed for consistent graphical representation.

For each student, responses to the six life satisfaction items were coded from 1 (strongly disagree) to 5 (strongly agree), except for the single negative statement for which coding was reversed. The average of these responses was calculated to generate a life satisfaction score from 1 to 5 for that individual. The average life satisfaction score (mean  $\pm$  SEM) in June/July was  $3.62 \pm 0.01$ . In October, this score decreased marginally to  $3.36 \pm 0.01$ .

For the longitudinal sample, in October 58% of responding students reported life satisfaction scores in the same range that they reported in June/July, while 24% had a life satisfaction score in a lower range (less satisfied with life) and 18% had a school connectedness score in a higher range (more satisfied with life) (Figure 33).

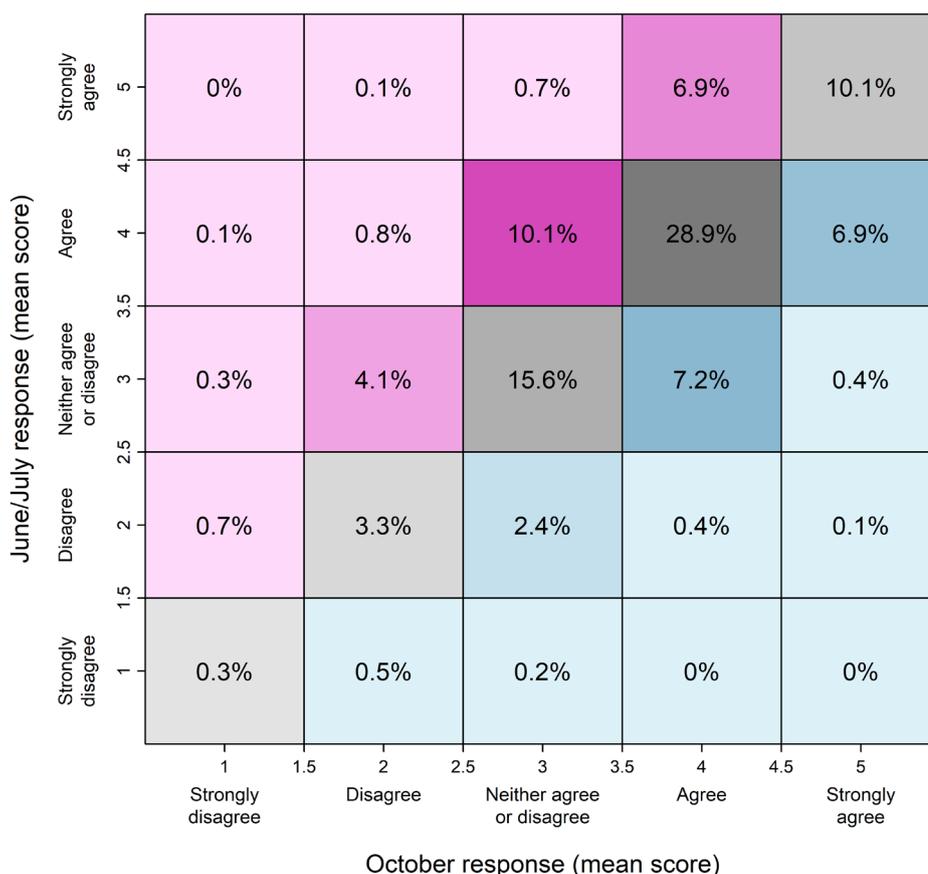


Figure 33. Longitudinal change in student life satisfaction scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (life satisfaction scores in a lower range) in October and blue boxes display the proportion of respondents with a more positive outcome (life satisfaction scores in a higher range) in October than in June/July.

Life satisfaction scores were lower on average for female than male students in both survey cycles (Figure 34). There was a trend at both time points towards decreased life satisfaction as Year level increased.

Students with a greater number (June/July  $\beta$  value: 0.04,  $p < 0.001$ , October  $\beta$  value: 0.04,  $p < 0.001$ ) and quality (June/July  $\beta$  value: 0.15,  $p < 0.001$ , October  $\beta$  value: 0.14,  $p < 0.001$ ) of friends scored higher on the life satisfaction scale at both timepoints. School connectedness was also related to life satisfaction: if a student's school connectedness score was high, so also was their reported life satisfaction (June/July  $\beta$  value: 0.48,  $p < 0.001$ , October  $\beta$  value: 0.50,  $p < 0.001$ ).

# Life satisfaction

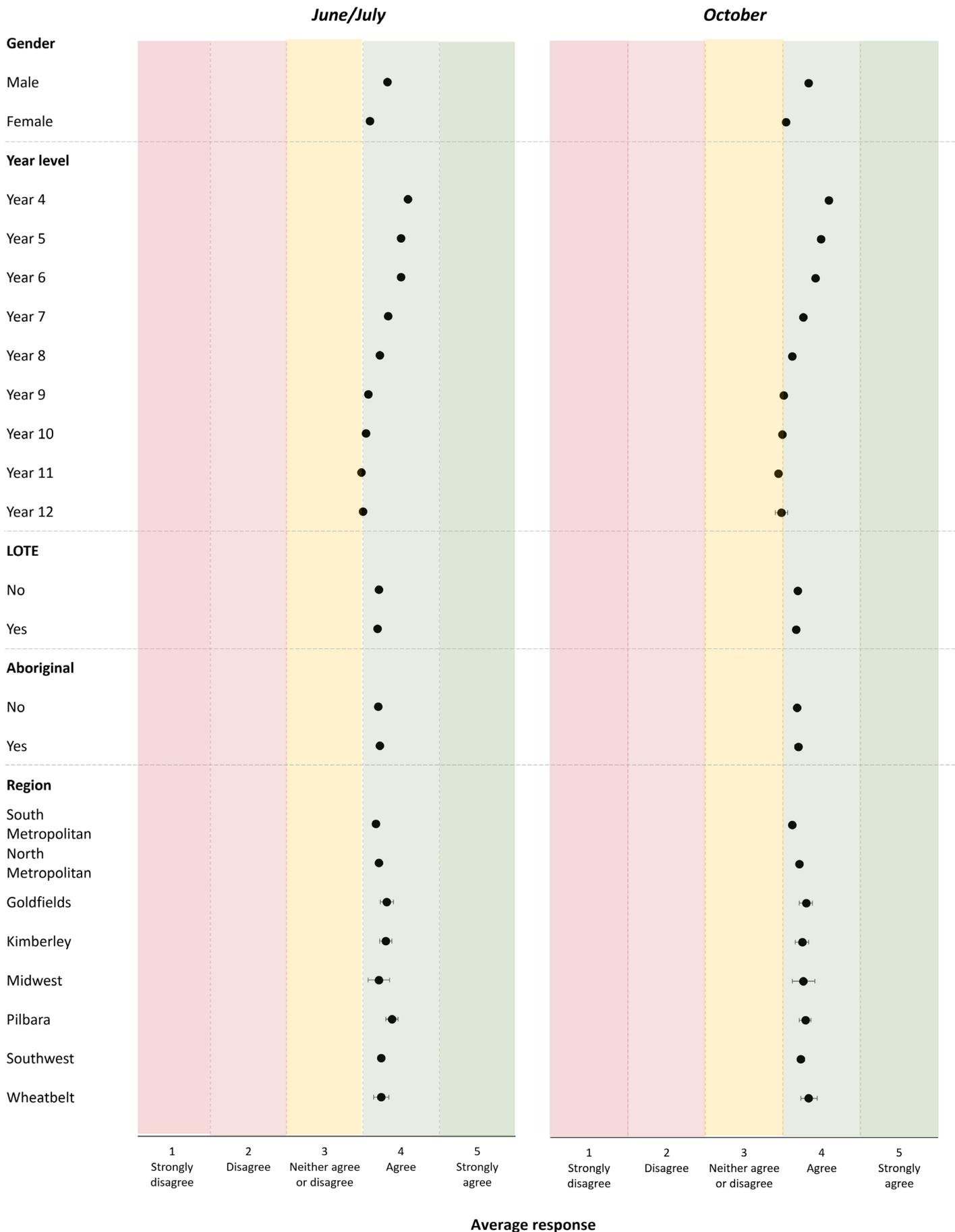


Figure 34. Demographic comparison of average life satisfaction score (adjusted mean  $\pm$  95% confidence intervals). Note for interpretation of results: significantly fewer Year 12 students completed the October survey.

## 6.2.6 School connectedness

Student wellbeing surveys included a set of questions, adapted from the ACER School Life Questionnaire, measuring students' sense of connectedness to school - the belief held by a student that adults and peers in their school care about their learning and about them as individuals. Previous research has shown school connectedness is a protective factor: students with high levels of school connectedness are less likely to engage in risk behaviours and more likely to display higher academic achievement.

To measure school connectedness, DETECT students were asked to indicate on a 5-point scale from 'strongly disagree' to 'strongly agree' how much their school was a place where they: felt happy; liked to go each day; found learning fun; felt safe and secure; liked learning and gained enjoyment from attending. At least half of student respondents reported ('strongly agree' or 'agree') that school is a place where they felt happy (June/July: 58%, October: 56%), felt safe and secure (June/July: 64%, October: 61%), liked learning (June/July: 54%, October: 50%) and enjoyed being (June/July: 53%, October: 50%). Less than half of students reported ('strongly agree' or 'agree') that learning is a lot of fun (June/July: 40%, October: 37%) and that school is a place that they really like to go each day (June/July: 38%, October: 36%). The distribution of responses from each survey cycle is displayed in Figure 35 for each school connectedness item. Item response distributions are available by demographic in Appendix B, Tables 28-33.

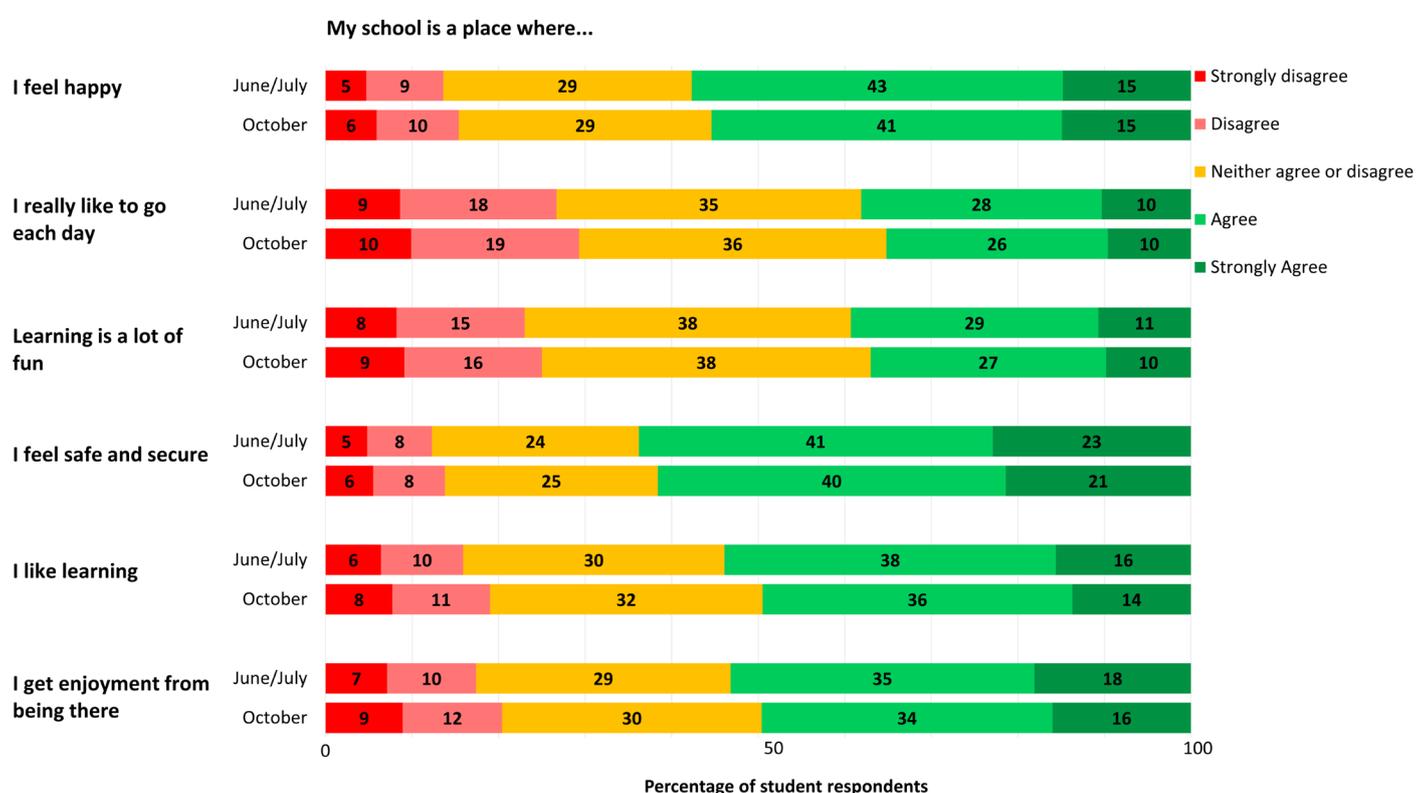


Figure 35. Response distributions for students' school connectedness items (average for all student respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item.

Each student's responses to the six school connectedness items were coded from 1 (strongly disagree) to 5 (strongly agree), and the mean (average) response across the six items was calculated to generate a school connectedness score between 1 and 5. The average school connectedness score for all student respondents was  $3.42 \pm 0.01$  (mean  $\pm$  SEM) in June/July, with a slightly decreased average score of  $3.34 \pm 0.01$  reported in October.

For the longitudinal sample, in October 59% of responding students reported school connectedness scores in the same range that they reported in June/July, while 26% had a school connectedness score in a lower range (less connected to their school) and 16% had a school connectedness score in a higher range (more connected to their school) (Figure 36).

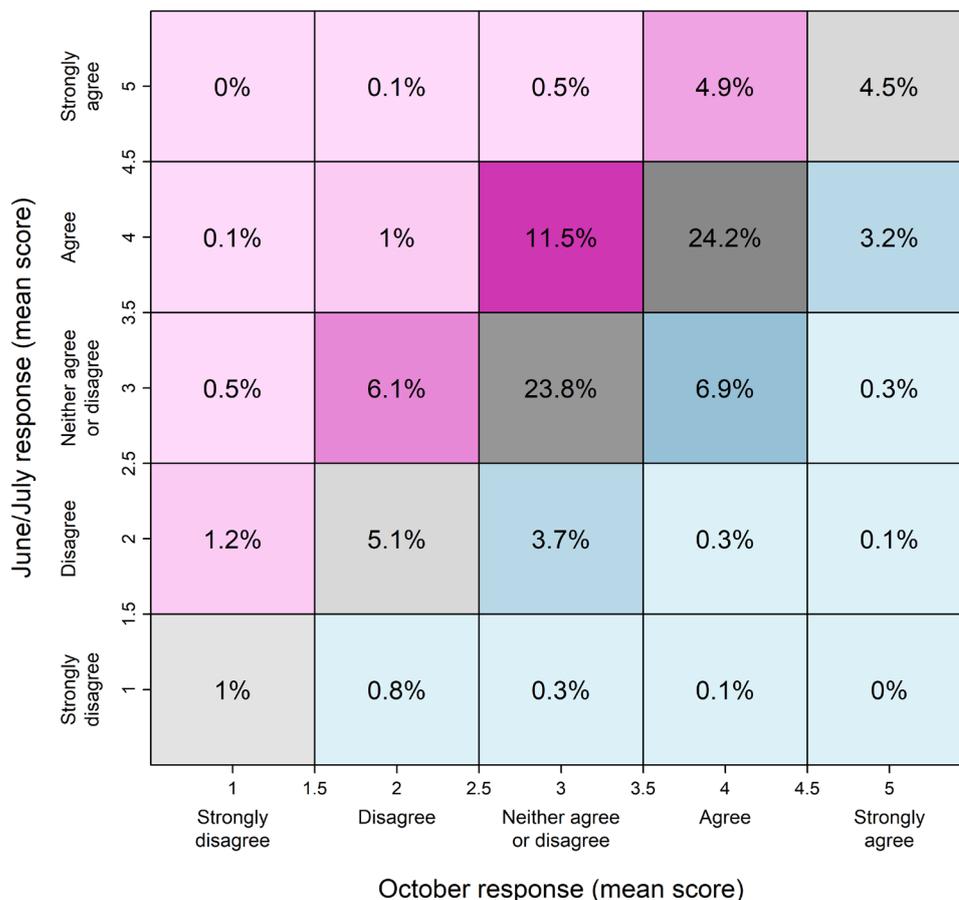


Figure 36. Longitudinal change in student school connectedness scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (school connectedness scores in a lower range) in October and blue boxes display the proportion of respondents with a more positive outcome (school connectedness scores in a higher range) in October than in June/July.

Female students reported slightly lower school connectedness scores than male students, while LOTE students reported marginally higher school connectedness scores than their counterparts in both survey rounds (Figure 37). From Years 4 to 9 at both time points, school connectedness decreased as a student’s age increased.

# School connectedness

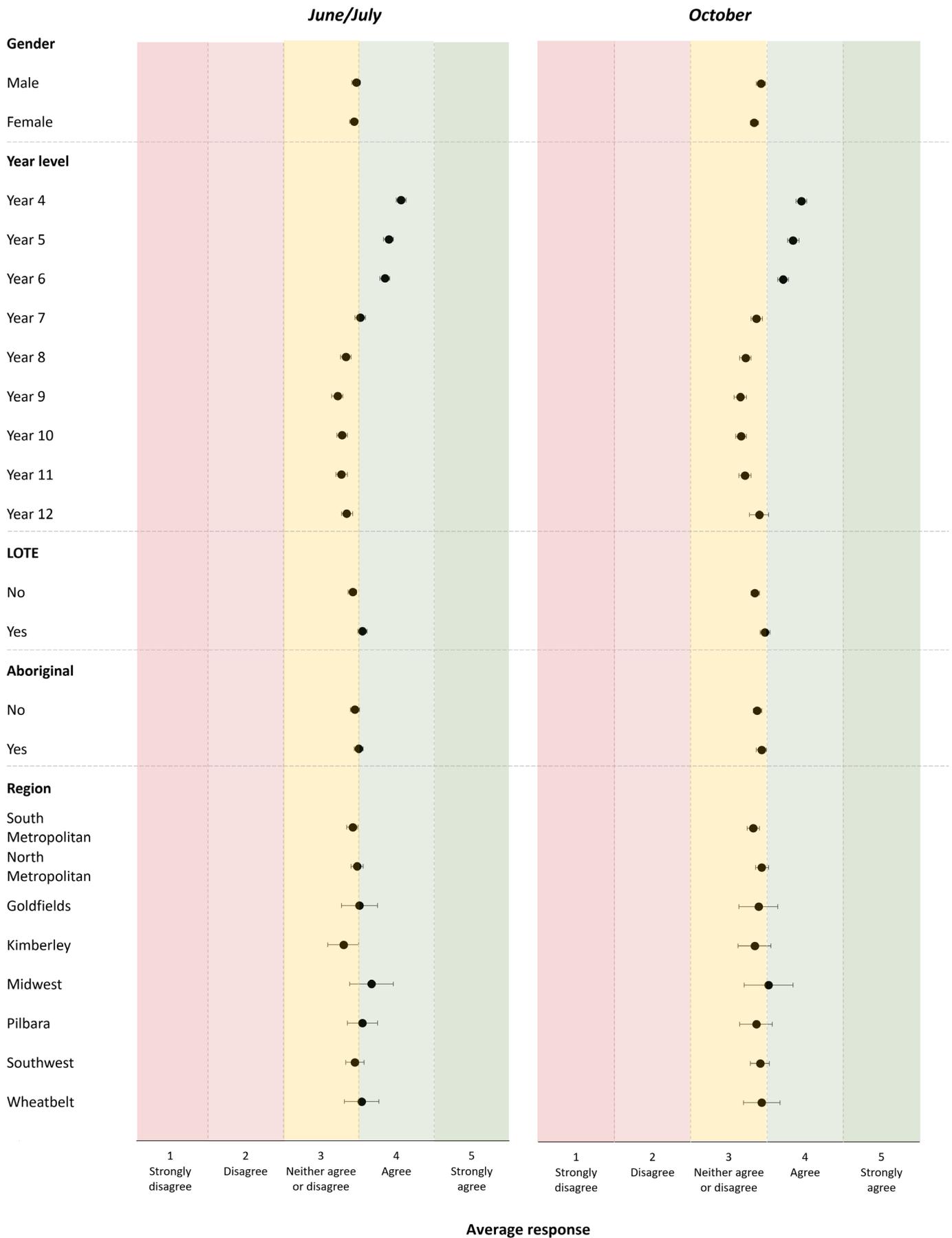


Figure 37. Demographic comparison of the average school connectedness score (adjusted mean  $\pm$  95% confidence intervals). Note for interpretation of results: significantly fewer Year 12 students completed the October survey.

## 6.2.7 Summaries by demographic

### 6.2.7.1 Variation in student wellbeing results by gender

Across the board, female student respondents demonstrated less favourable wellbeing outcomes than their male counterparts in the June/July and October surveys. Females were less likely to report that COVID-19 had impacted their lives positively, more likely to report that COVID-19 had impacted their lives negatively and were almost twice as likely as males to report they had been worried about missing school due to the pandemic. Female respondents also reported slightly lower school connectedness and life satisfaction scores, lower positive emotional change scores and higher negative emotional change scores compared to male students. While many of these differences were not large, they consistently demonstrate a gap in emotional wellbeing between genders, the culmination of which is further illustrated by the greater proportion of female than male students who reported CHU9D scores indicative of elevated emotional difficulties and distress.

### 6.2.7.2 Variation in student wellbeing results by Year level

Most outcomes measured in the DETECT student wellbeing surveys displayed noteworthy trends by student Year level. While the likelihood of reporting a positive impact of COVID-19 declined consistently with age, negative impacts of the pandemic on day-to-day life were reported most frequently by the oldest and youngest student respondents. These students were also more likely to report they had been worried about missing school due to COVID-19. There was a downward trend in school connectedness from Year 4 to Year 9, and life satisfaction also declined with age. Measures of emotional change were consistently associated with Year level: as Year level increased, students reported lower positive emotional and greater negative emotional change. Further, the proportion of students with elevated emotional distress scores on the CHU9D increased with increasing student Year level (excluding Year 12s in October).

While we cannot eliminate the possibility of a cohort effect (the possibility that students born in the same year share common historical or social experiences which influence their wellbeing outcomes), the Year level trends reported here are consistent with mental health epidemiology in other child and adolescent population data.

### 6.2.7.3 Variation in student wellbeing results for LOTE students

Student results for some of the outcomes measured by this study varied between LOTE and non-LOTE students. LOTE students were consistently less likely to report COVID-19 had positively impacted their lives, and also less likely to report COVID-19 had negatively impacted their lives in the October survey cycle. Additionally, LOTE students were less likely to report they had been concerned about missing school due to the pandemic. LOTE students reported marginally higher levels of school connectedness, similar levels of life satisfaction and emotional change as their counterparts and were slightly more likely than students who did not report speaking a language other than English to report a CHU9D score indicative of elevated emotional distress.

### 6.2.7.4 Variation in student wellbeing results for Aboriginal students

Students who identified as Aboriginal and/or Torres Strait Islander are respectfully referred to as Aboriginal in this report. Broadly, these students did not display many differences in wellbeing outcomes, although in the October survey cycle they were less likely to report that COVID-19 had negatively impacted their lives than students who did not identify as Aboriginal. School connectedness, life satisfaction, emotional change and CHU9D scores were similar between Aboriginal and non-Aboriginal respondents.

### 6.2.7.5 Variation in student wellbeing results by region

As the schools participating in DETECT were spread across the state, wellbeing surveys were completed by students from the Goldfields, Kimberley, Midwest, Pilbara, Southwest and Wheatbelt regions of WA. When compared to students in the Metropolitan area, sporadic differences in some survey outcomes were observed for students from these regional areas. Broadly, while these differences were modest and varied between survey rounds, taken together they are indicative of a trend towards more positive wellbeing outcomes for students in regional areas. Specifically:

- ▶ Students in the Goldfields region reported marginally higher average life satisfaction scores than Metropolitan students, and outcomes equivalent to those of Metropolitan students across all other survey measures.
- ▶ Students in the Kimberley were less likely to report COVID-19 had negatively impacted their lives or that they had been worried about missing school due to the pandemic, although these differences were only observed in the June/July survey cycle. Life satisfaction scores were marginally higher for these students, and they were less likely at both timepoints to report CHU9D outcomes indicative of elevated emotional distress.
- ▶ Students in the Midwest were less likely than Metropolitan students to report that COVID-19 had impacted their lives positively or negatively in October. These students were also less likely to report elevated levels of emotional distress at this timepoint.
- ▶ Students in the Pilbara were less likely than Metropolitan students to report that their lives had been positively impacted by COVID-19 in October and reported slightly average higher life satisfaction scores in both survey cycles. No other differences were apparent in student wellbeing outcomes for this region.
- ▶ In October, students in the Southwest region were less likely than Metropolitan students to report their lives had been positively or negatively impacted by COVID-19 or that they had felt worried about missing school due to COVID-19. These students were also less likely to report elevated emotional distress in the second survey round.
- ▶ Wellbeing outcomes for students in the Wheatbelt were similar to those of Metropolitan students for all survey measures.

## 6.3 Parents' reported psychosocial outcomes during the COVID-19 pandemic

Parents of students from schools participating in the DETECT study answered survey questions about their wellbeing and their child's experiences of the pandemic. Specifically, survey items addressed:

- The learning choices they made for their children in response to COVID-19
- The availability of resources for their child when learning at home
- Their perceptions of how their child's school handled the challenges associated with the pandemic
- How well they felt they could support their child's wellbeing
- Their emotions in the preceding 2 – 4 weeks compared to before the pandemic
- Their wellbeing
- How much stress they had been feeling
- Their satisfaction with life



## Key findings from the DETECT parent wellbeing surveys

About one half (53%) of parent respondents indicated they had chosen to continue sending their children to school during weeks one to three of Term 2 when students were permitted to learn from home, whilst the remaining parents chose to keep their children home or blended school and home-based learning during that time.

Most parent respondents reported having the resources they needed to manage their child's learning from home, including:

- access to the necessary computing resources (90% in June/July, 92% in October)
- a reliable internet connection (89% in June/July, 90% in October)
- an appropriate place for their child to study (85% in June/July, 86% in October)

A large majority of parents reported feeling informed and supported by communication from their school about the changing dynamics of COVID-19 (93% in June/July, 86% in October) and sufficiently equipped to handle the wellbeing needs of their child, with most reporting they felt confident in their ability to build resilience in their child (86% in June/July, 85% in October) and help their child to cope with change (88% in June/July, 89% in October), feelings of isolation (85% in June/July, 85% in October) or anxiety (89% in June/July, 90% in October).

Parent respondents reported elevated personal stress, with 76% in June/July and 69% in October reporting they had experienced more stress than usual in the six months prior to the survey.

Despite this, responding parents rated their life satisfaction as high, scoring it on average 7.5/10 or above in both surveys.

Primary school parents who reported higher levels of wellbeing in their child also reported higher levels of their own wellbeing.

### 6.3.1 Respondent characteristics

3,463 parents (1,140 primary school parents and 2,323 secondary school parents) completed the survey in June/July 2020 and 2,291 (705 primary school parents and 1,589 secondary school parents) in October 2020. Demographic information for parent survey participants in June/July and October is presented in Table 3. The majority of respondents were female and aged between 35-54 years. Seventeen percent of responding parents spoke a language other than English (LOTE). Two percent of parent respondents identified as Aboriginal and/or Torres Strait Islander, respectfully referred to in this report as Aboriginal. Most responding parents were from a two-parent family and did not have a child with a health risk or disability. Slightly more than one half of parents answered on behalf of their male child.

Of the 3,463 parents who completed the first survey in June/July, 959 (26.6%) also completed the second survey in October, enabling longitudinal analysis of their responses at the two time points.

A comparison of this longitudinal cohort with all parents who completed the survey in June/July shows that substantially older parents, fewer LOTE parents, and fewer parents of a child with a health risk or disability completed the survey at both time points. These demographic comparisons are presented in Table 3.

Table 3. A comparison of parent respondent demographics for the June/July and October survey rounds, and the longitudinal cohort of staff members who completed both surveys.

	June/July		October		Longitudinal cohort (responded in both June/July and October)	
	n	%	n	%	n	%
<b>Total</b>	3,463	100	2,291	100	959	100
<b>Year level</b>						
Primary	1,140	32.9	705	30.7	301	31.4
Secondary	2,323	67.1	1,589	69.3	645	67.3
<b>Condition</b>						
Survey only	1,705	49.2	1,112	48.5	507	52.9
Testing and survey	1,758	50.8	1,182	51.5	452	47.1
<b>Parent Gender</b>						
Male	433	12.5	266	11.7	116	12.1
Female	3,018	87.1	2,016	88.3	840	87.9
<b>Parent Age</b>						
<35	252	7.3	156	6.8	60	6.3
35-44	1,518	43.8	916	40.0	400	41.7
45-54	1,502	43.4	1,077	47.0	434	45.3
55-64	157	4.5	118	5.1	52	5.4
65+	31	0.9	25	1.1	13	1.4
<b>LOTE</b>						
Yes	499	14.4	487	21.2	177	18.5
No	2,712	78.3	1,807	78.8	782	81.5
Missing	79	0.3	40	0.2	2	0.0
<b>LOTE</b>						
Yes	6,552	27.4	4,658	26.0	1,621	22.1
No	17,345	72.6	13,241	74.0	5,708	77.9
<b>Aboriginal</b>						
Yes	37	1.1	19	0.8	8	0.8
No	3,407	98.4	2,265	99.2	949	99.2
<b>Family type</b>						
Two parent family	2,638	76.2	1,782	77.9	739	77.1
Single parent family	548	15.8	335	14.6	146	15.2
Step/blended family	205	5.9	135	5.9	54	5.6
Other	61	1.8	36	1.6	20	2.1
<b>Number of children U18</b>						
One	940	27.1	621	27.6	245	25.9
Two	1,644	47.5	1,108	49.2	465	49.2
Three	641	18.5	400	17.8	177	18.7
Four or more	189	5.5	121	5.4	58	6.1
<b>Child health risk/disability</b>						
Yes	269	7.8	152	7.0	53	5.8
No	3,009	86.9	2,026	93.0	856	94.2
<b>Child gender</b>						
Male	1,834	53.0	1,190	53.5	513	54.5
Female	1,599	46.2	1,033	46.5	428	45.5
<b>EA School</b>						
Yes	27	0.8	11	0.5	6	0.6
No	3436	99.2	2,283	99.5	953	99.4
<b>School area</b>						
Metropolitan	2,838	83.4	1,871	81.7	793	82.9
Regional	625	16.6	419	18.3	164	17.1

## 6.3.2 Parent experiences of supporting their child during the COVID-19 pandemic

The DETECT Schools study aimed to investigate and understand parents' experiences of supporting their children's learning whilst away from the school environment.

### 6.3.2.1 Learning choices in response to COVID-19

In the last week of Term 1, schools in WA remained open for supervision purposes only, for children who came from vulnerable families or who needed to attend school so that their parents could maintain employment. During weeks one to three of Term 2 (April 28 – May 15), parents were encouraged to send their children to school, however they were permitted to keep their children at home and schools provided resources for at-home learning during this period. From week four of Term 2 (May 18), all WA school students were required to return to school, except students who were medically vulnerable or those who had a family member with chronic health issues. Such students were supported by their schools to continue learning from home.

The parent wellbeing survey asked parents about their family's choices with respect to learning during weeks one to three of Term 2, when students were permitted to learn from home, and their reasons for this choice. Given that there were no additional school closures between June/July and October, parent responses in each survey cycle likely reflect recollections of the same school disruption period that preceded both surveys. In both survey rounds, approximately one half of parent respondents (June/July: 53%, October: 45%) reported they continued to send their child to school. The remaining parents either kept their child at home (June/July: 29%, October: 37%) or adopted a mixture of school- and home-based learning (June/July: 18%, October: 18%) (Appendix C, Table 42).

Parents were asked, if they kept their child at home for some or all of this time, why they chose to do so (Table 4). Parents could choose more than one response to this item. Many parent respondents indicated they kept their child home from school to ensure the safety of their child and their family (June/July: 87%, October: 85%), their school (June/July: 43%, October: 47%) or broader community (June/July: 47%, October: 50%), or did so to follow COVID-19 restriction directions from the government (June/July: 23%, October: 30%). Response proportions are also reported by demographic in Appendix C, Table 43.

Table 4. The proportion of parents selecting responses to 'If you chose to keep your child at home, what were your reasons?'. (Proportions do not sum to 100, as respondents could select more than one answer.)

	June/July (%)	October (%)
To keep my child and my family safe from COVID-19	87.3	84.6
To keep the greater community safe from COVID-19	46.6	49.9
To keep the school community safe from COVID-19	43.3	46.9
I was told to do so by the Government	23.3	29.8

While some parents reported keeping their child home from school, not all parents did so, for a variety of reasons (Table 5). Parents could indicate more than one reason, although most parents who sent their child to school reported they did so because they felt it was safe (June/July: 87 %, October: 87%). Many felt their child would receive a better education at school (June/July: 77%, October: 72%), and some did not feel comfortable supporting their child's learning at home (June/July: 19%, October: 17%). More than a half of DETECT parents reported their choice was influenced by whether their child missed school friends (June/July: 54%, October: 48%). Economic factors were also a consideration for some parents, with 42% in June/July and 44% in October choosing to keep their child at school because they needed to work. For a demographic comparison of response proportions, see Appendix C, Table 44.

Table 5. The proportion of parents selecting responses to 'If you chose to keep your child at school, what were your reasons?'. (Proportions do not sum to 100, as respondents could select more than one answer.)

	June/July (%)	October (%)
I felt it was safe to do so	86.7	87.4
My child would receive a better education at school	76.6	72.4
My child missed spending time with his/her school friends	54.2	47.8
I needed to work	41.8	43.6
I did not feel comfortable supporting learning at home	18.9	17.1

### 6.3.2.2 Availability of resources for children when learning at home

Parents who spent time helping their children learn from home were asked about the resources they had to support this. On a 5-point scale from 'never' to 'always', parents were asked whether they had access to computing resources, a reliable internet connection, an appropriate study area, the time required and the necessary resources from their child's school to support their child's learning.

Overall, most parents reported being well resourced to support learning from home. Most parents reported that most or all of the time at home they had the necessary computing resources (June/July: 90%, October: 92%), a reliable internet connection (June/July: 89%, October: 90%) and an appropriate place for their child to study (June/July: 85%, October: 86%) (Figure 38). Large proportions of parents also reported their child's school had provided the resources required to support learning from home most or all of the time (June/July: 81%, October: 80%). Time appeared to be the most substantial barrier to a parent's capacity to support their child's learning, with fewer parents reporting that they mostly had the time resources required (June/July: 49%, October: 50%). For more information about parents' response proportions for each item by demographic, see Appendix C, Tables 11-15.

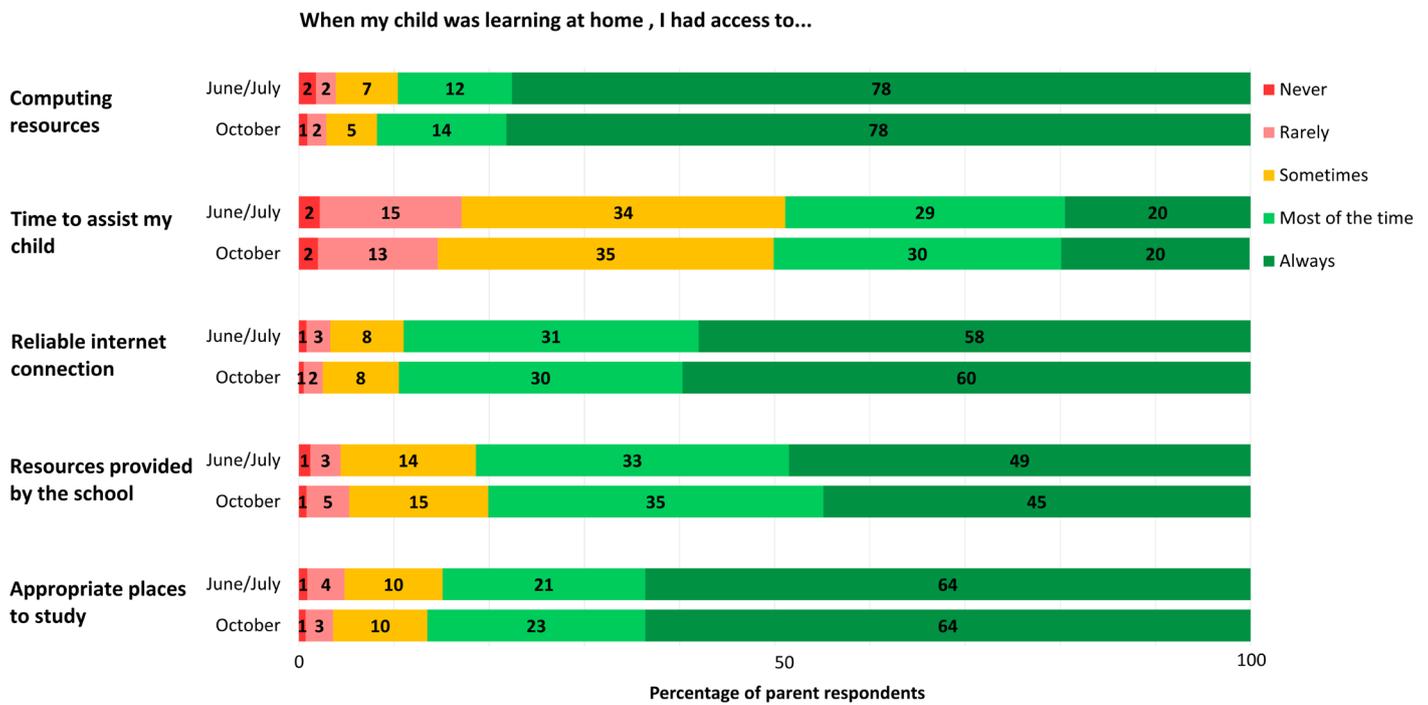


Figure 38. Response distributions for home learning resource items (average for all parent respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item.

Parents' reported access to each resource were coded from 1 (never) to 5 (always) and averaged to create a 'resources' score indicative of a parent's overall resourcing to support learning from home. Out of 5, average parent scores were high:  $4.24 \pm 0.01$  (mean  $\pm$  SEM) in June/July and  $4.26 \pm 0.01$  in October.

For the longitudinal sample, in October 70% of responding parents reported a resource score that was in the same range as June/July, while 17% reported a score in a lower range (less access to resources for at-home learning) and 13% reported a score in a higher range (more access to resources for at-home learning) (Figure 39).

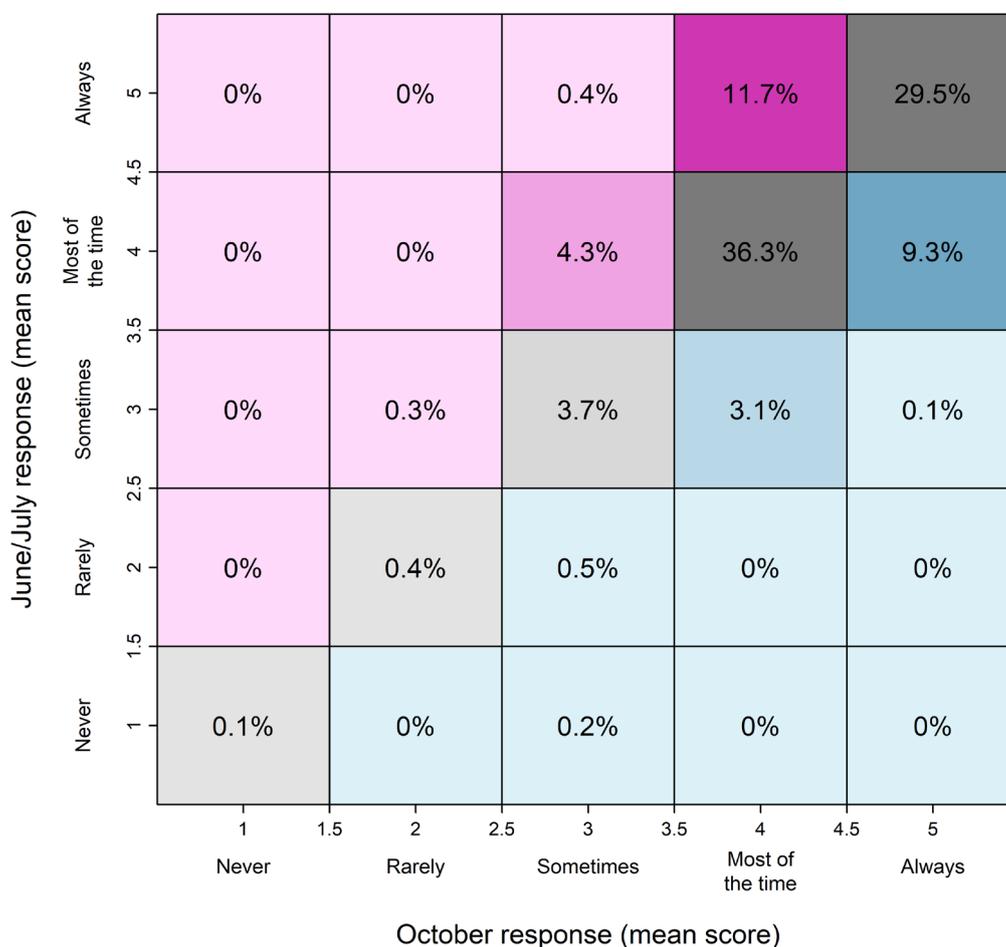


Figure 39. Longitudinal change in parents' resource scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (resource scores in a lower range) in October and blue boxes display the proportion of respondents with a more positive outcome (resource scores in a higher range) in October than in June/July.

Family setting was predictive of resourcing in both survey cycles: single parents reported marginally lower resource scores (Figure 40). Parents of children with health risks or disabilities and those from regional schools also consistently reported slightly lower resource scores.

## Resources

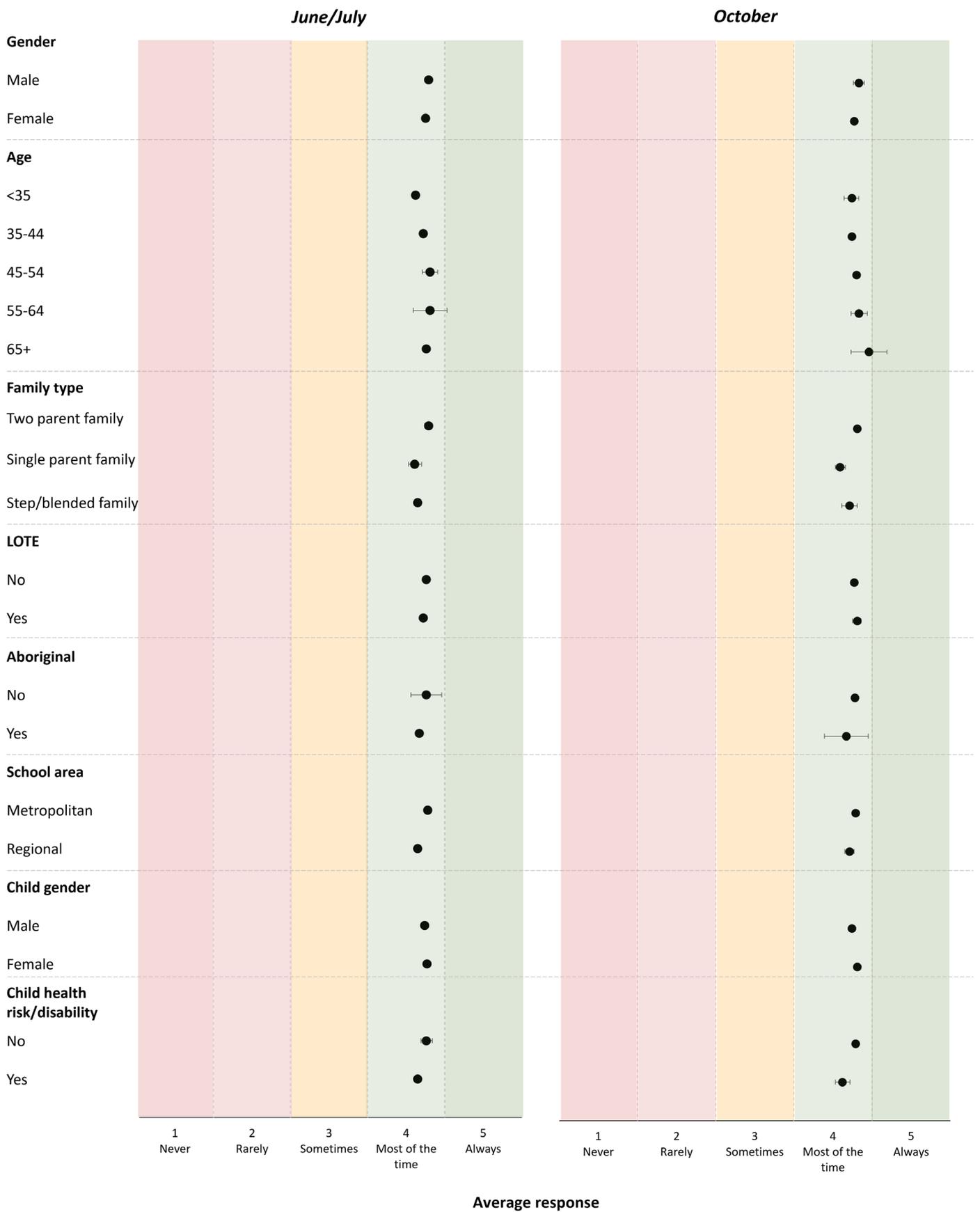


Figure 40. Demographic comparison of home learning resource score (adjusted mean  $\pm$  95% confidence intervals).

### 6.3.2.3 Parent perceptions of how their child's school has handled the challenges associated with the pandemic

DETECT parents were asked about how they felt their child's school handled and responded to COVID-19. On a 5-point scale from 'strongly disagree' to 'strongly agree', parents indicated whether they felt the school had kept them informed and kept their child safe, whether they had worried their child was missing essential learning, and whether their overall experience of their child's school's response had been positive.

Most DETECT parents agreed or strongly agreed they had felt informed by their child's school (June/July: 93%, October: 86%), and felt confident their child was safe (June/July: 83%, October: 88%) (Figure 41). While some parents worried their child may miss essential learning during the pandemic (June/July: 49%, October: 41%), almost all respondents indicated their overall experience of the school's response to COVID-19 had been positive (June/July: 91%, October: 89%). For more information about parents' response proportions for each item by demographic, see Appendix C, Tables 16-19.

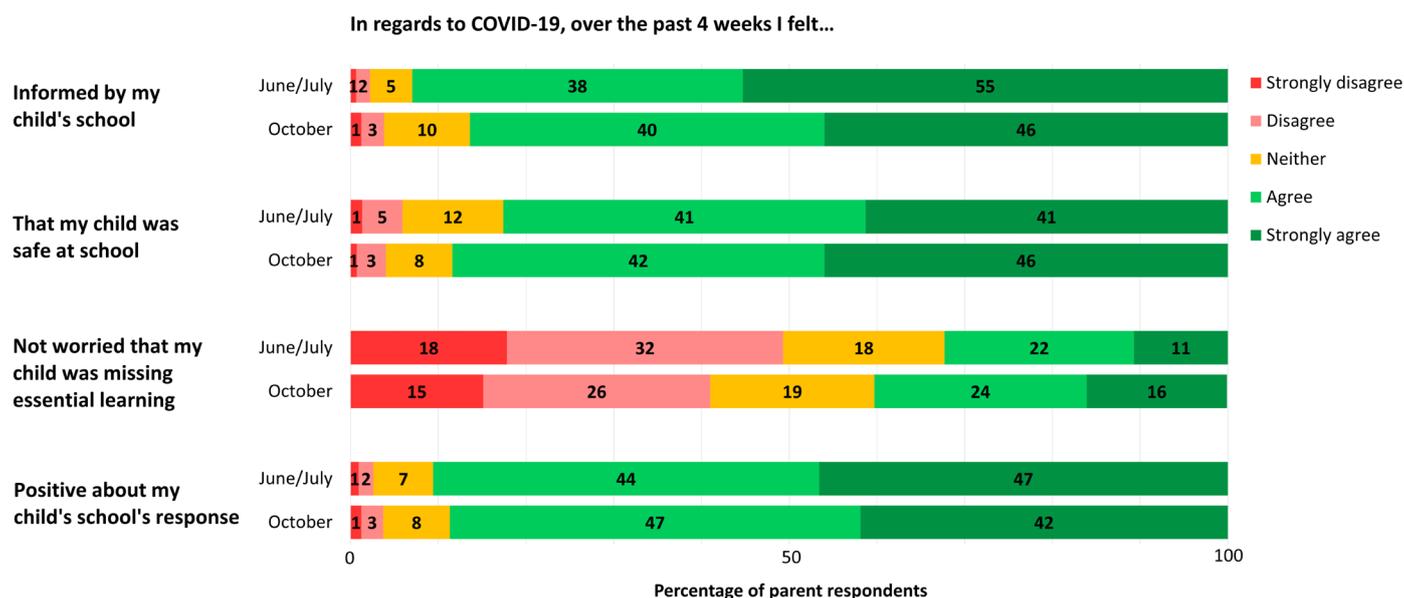


Figure 41. Response distributions for school experience items (average for all parent respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item. Negative statements have been reversed for consistent graphical representation.

Responses to these items were coded from 1 (strongly disagree) to 5 (strongly agree). The average response across the four items for all parents was  $4.32 \pm 0.01$  (mean  $\pm$  SEM) in June/July and  $4.28 \pm 0.01$  in October. For the longitudinal sample, in October 66% of responding parents reported a score in the same range as in June/July, 15% reported a score in a higher range (more positive perceptions of how their child's school handled COVID-19) and 19% reported a score in a lower range (less positive perceptions of how their child's school handled COVID-19) (Figure 42).

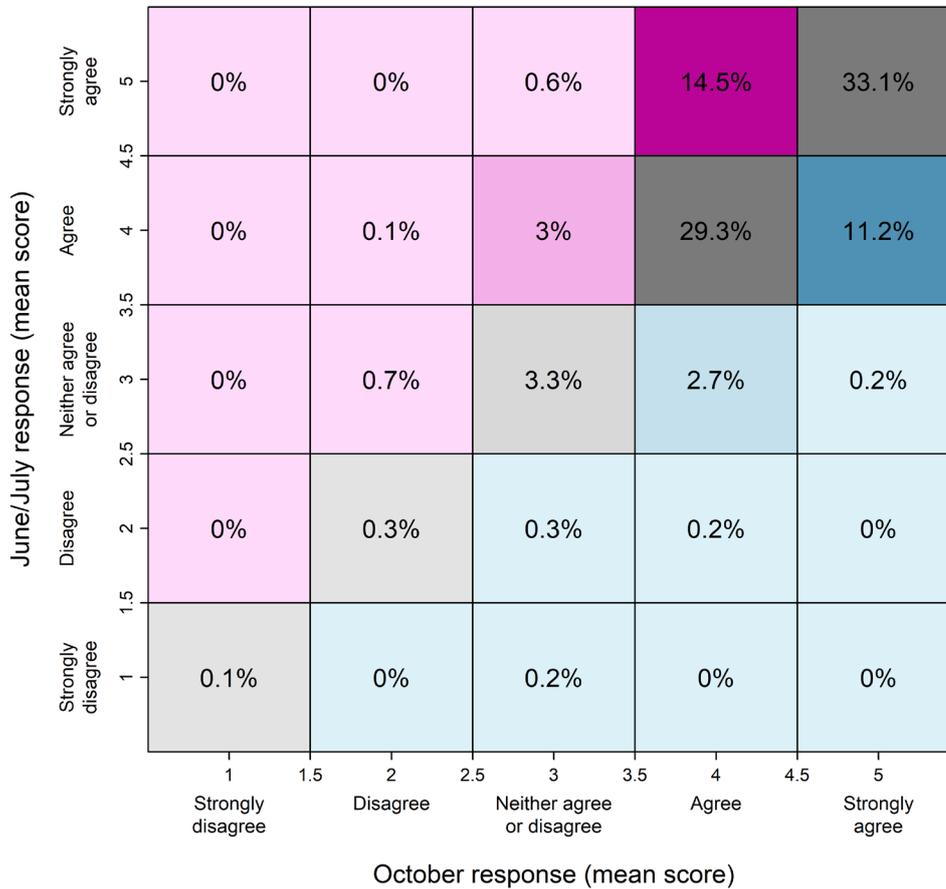


Figure 42. Longitudinal change in parents' school perception scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (school perception scores in a lower range) in October and blue boxes display the proportion of respondents with a more positive outcome (school perception scores in a higher range) in October than in June/July.

The average score for female parents was slightly higher than that for male parents in the June/July survey round (Figure 43). In June/July and October, parents of a child with a health risk or disability reported scores indicative of a less positive experience.

## Positive response to school handling of COVID-19

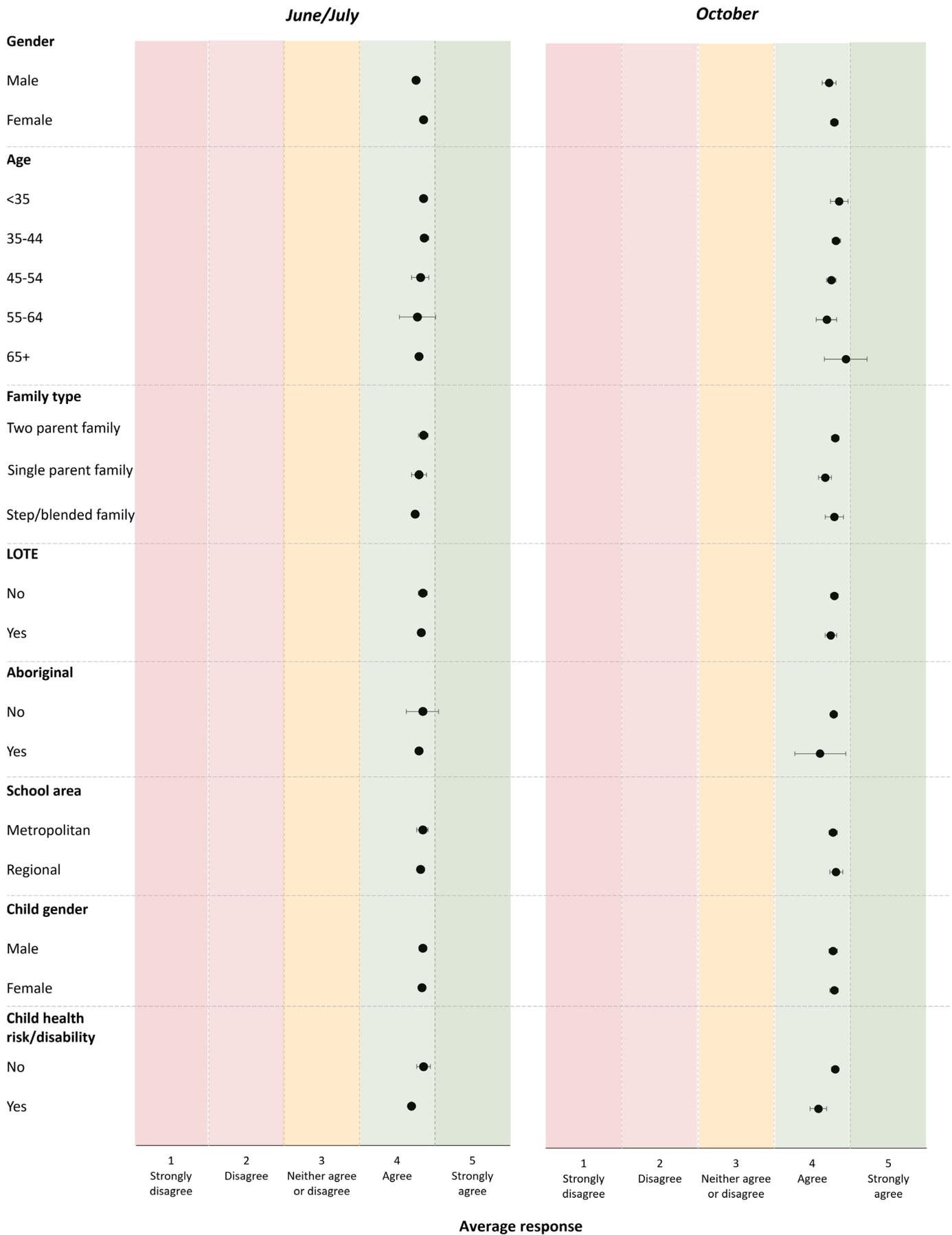


Figure 43. Demographic comparison of positive school experience score (adjusted mean ± 95% confidence intervals).

### 6.3.2.4 Parent capacity to support their child's wellbeing

Student wellbeing outcomes described in this report indicate that student respondents, particularly those in secondary school, who were experiencing poor wellbeing may require additional support in the wake of the COVID-19 pandemic. Parents responding to the wellbeing survey were asked to reflect on their own capacity or 'self-efficacy' to support the wellbeing of their child. In particular, DETECT parents were asked on a five-point scale from 'strongly disagree' to 'strongly agree' whether they felt they knew how to build resilience in their child, had the skills to help their child cope with change, and could help their child if they are feeling isolated or anxious.

Many parents reported high self-efficacy for supporting their child in both survey rounds. Most responding parents either agreed or strongly agreed that they knew how to build resilience in their child (June/July: 85%, October: 85%) and had the skills to help their child cope with change (June/July: 88%, October: 89%) (Figure 44). Most parent respondents also reported knowing how to help their child if they are feeling isolated and lonely (June/July: 86%, October: 85%) or anxious and sad (June/July: 89%, October: 89%). For all item response proportions by demographic, see Appendix C, Tables 33-36.

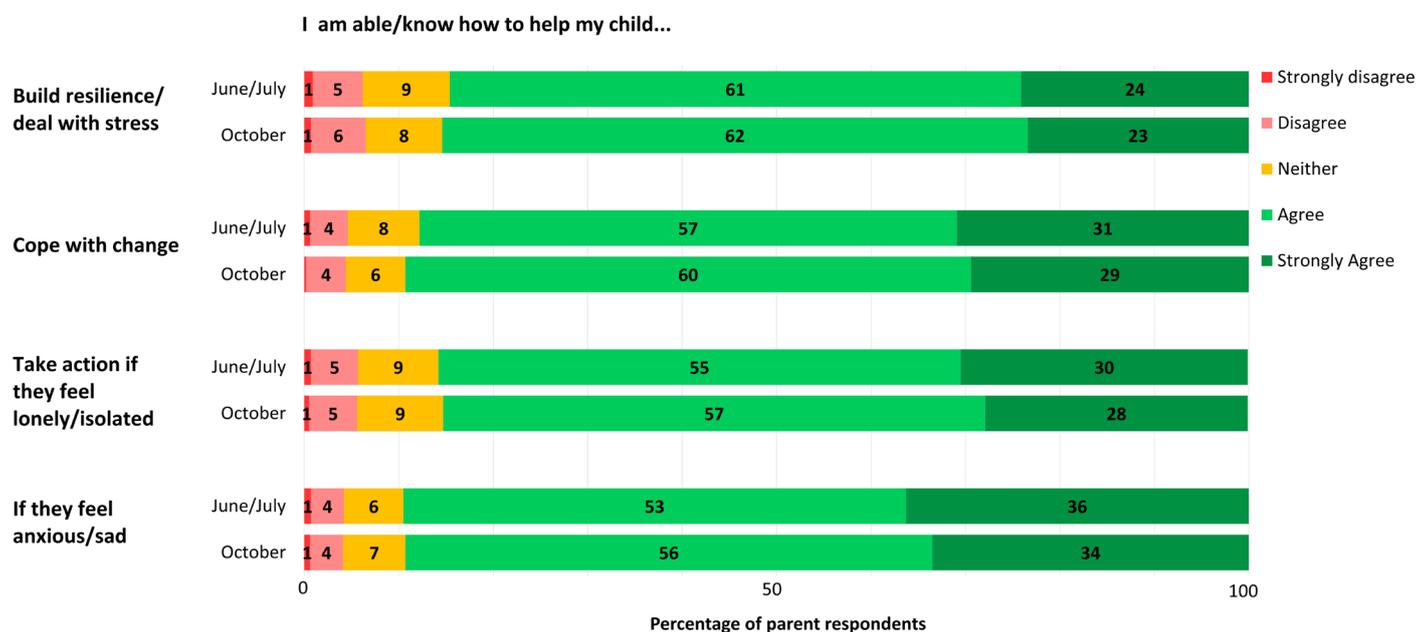


Figure 44. Response distributions for parent self-efficacy items (average for all parent respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item.

Responses to the four self-efficacy items were coded from 1 (strongly disagree) to 5 (strongly agree), and the average response across the four items was calculated to generate a parent self-efficacy score between 1 and 5. The average parent score on this scale was  $4.11 \pm 0.01$  (mean  $\pm$  SEM) in June/July and  $4.10 \pm 0.01$  in October.

For the longitudinal sample, in October 64% of responding parents reported self-efficacy scores in the same range that they reported in June/July, while 19% had a self-efficacy score in a lower range (less confidence in their ability to support their child) and 17% had a self-efficacy score in a higher range (more confidence in their ability to support their child) (Figure 45).

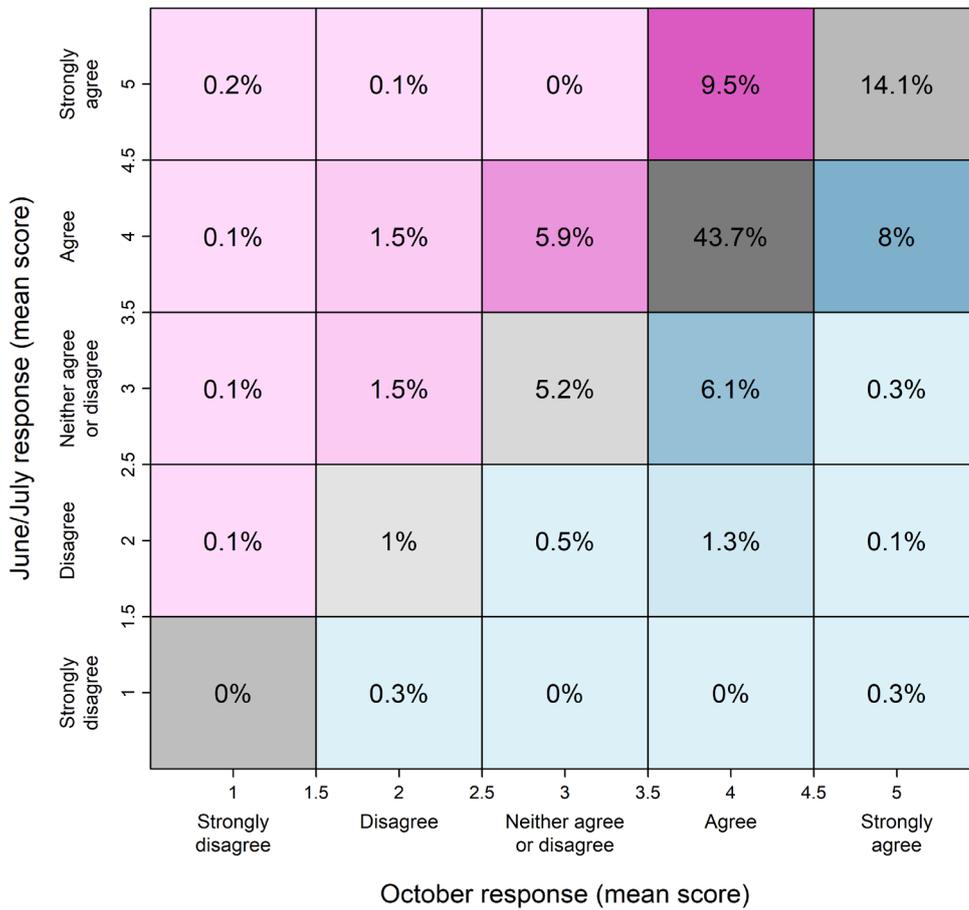


Figure 45. Longitudinal change in parents' self-efficacy scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (self-efficacy scores in a lower range) in October and blue boxes display the proportion of respondents with a more positive outcome (self-efficacy scores in a higher range) in October than in June/July.

After controlling for school-level data, an analysis of differences in self-efficacy by demographic revealed that single parents reported lower self-efficacy scores than those from two-parent or step/blended families (Figure 46), however the difference in average score was marginal. Single parents still scored on average more than 4 across the self-efficacy items, indicating they generally 'agreed' they had the skills to support their child's wellbeing.

Primary parents reported better wellbeing scores for their child also reported greater self-efficacy to support them (June/July  $\beta$ : 0.21,  $p < 0.001$ ; October  $\beta$ : 0.23,  $p < 0.001$ ). Parents with greater positive (June/July  $\beta$ : 0.20,  $p < 0.001$ ; October  $\beta$ : 0.19,  $p < 0.001$ ) or negative (June/July  $\beta$ : 0.15,  $p < 0.001$ ; October  $\beta$ : 0.15,  $p < 0.001$ ) emotional change (described next) reported higher self-efficacy scores.

## Self-efficacy

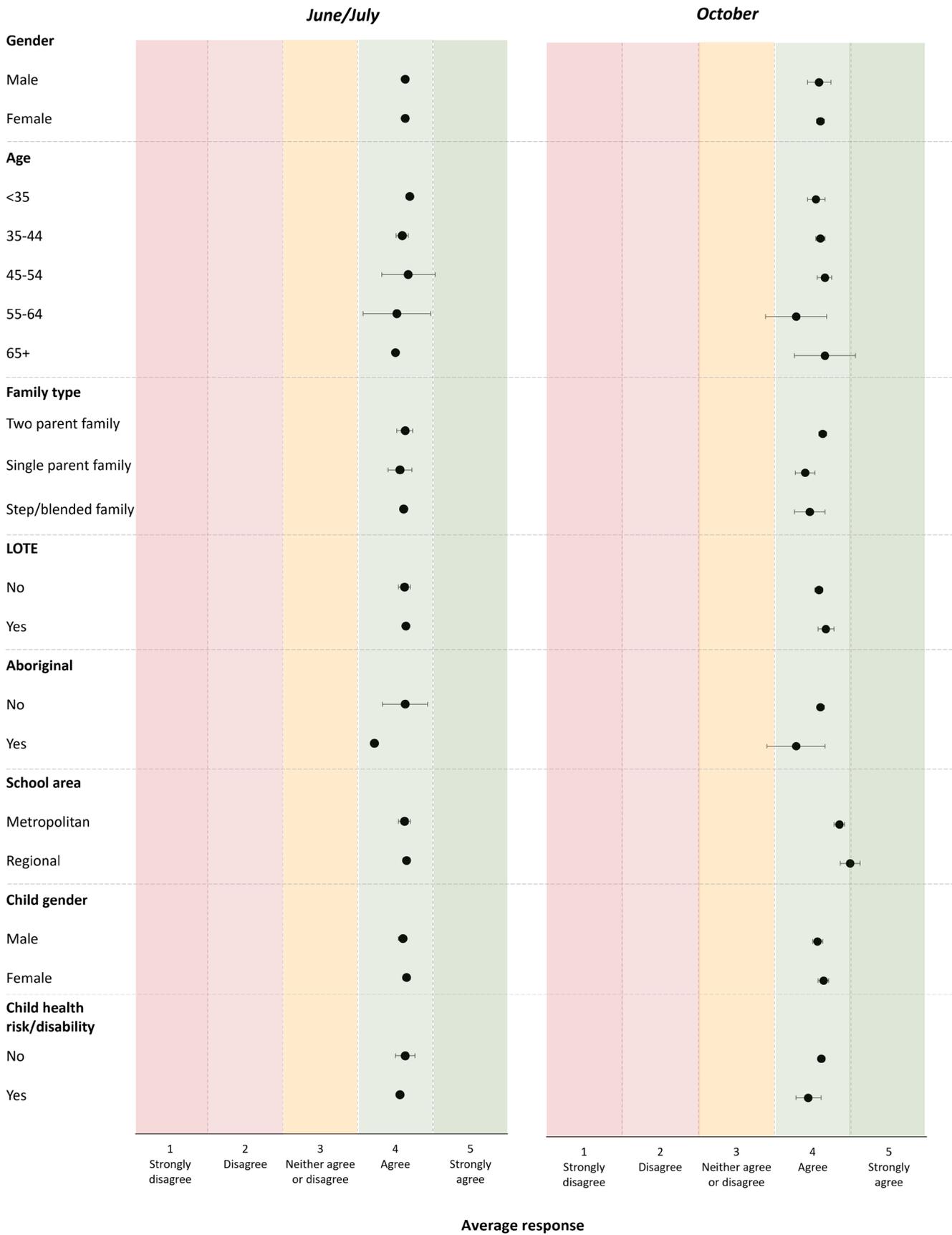


Figure 46. Demographic comparison of parent self-efficacy score (adjusted mean  $\pm$  95% confidence intervals).

### 6.3.3 Parent emotions compared to before the pandemic

Parents completing the wellbeing survey were asked about how their recent emotions compared to those before the pandemic. In responding to six items measuring emotional change (four positive and two negative), adapted from the WA Speaking Out Survey, DETECT parents were asked to indicate on a 5-point scale from 'not at all' to 'a great deal', how much more they had felt each emotion in the 7 days leading up to the survey than before the COVID-19 outbreak. These factors were analysed to produce both positive (relaxed, hopeful, confident about the future, cheerful) and negative (hopeless, anxious) emotional change scores for parent respondents.

Compared to before the COVID-19 outbreak, more than a half of parent respondents indicated that in the past seven days they felt more ('some', 'a lot' or a 'great deal') relaxed (June/July: 64%, October: 66%), hopeful (June/July: 68%, October: 69%), cheerful (June/July: 72%, October: 73%) and confident about the future (June/July: 64%, October: 66%) at least some of the time (Figure 47). Item response proportions are available by demographic in Appendix C, Tables 20-22, 25.

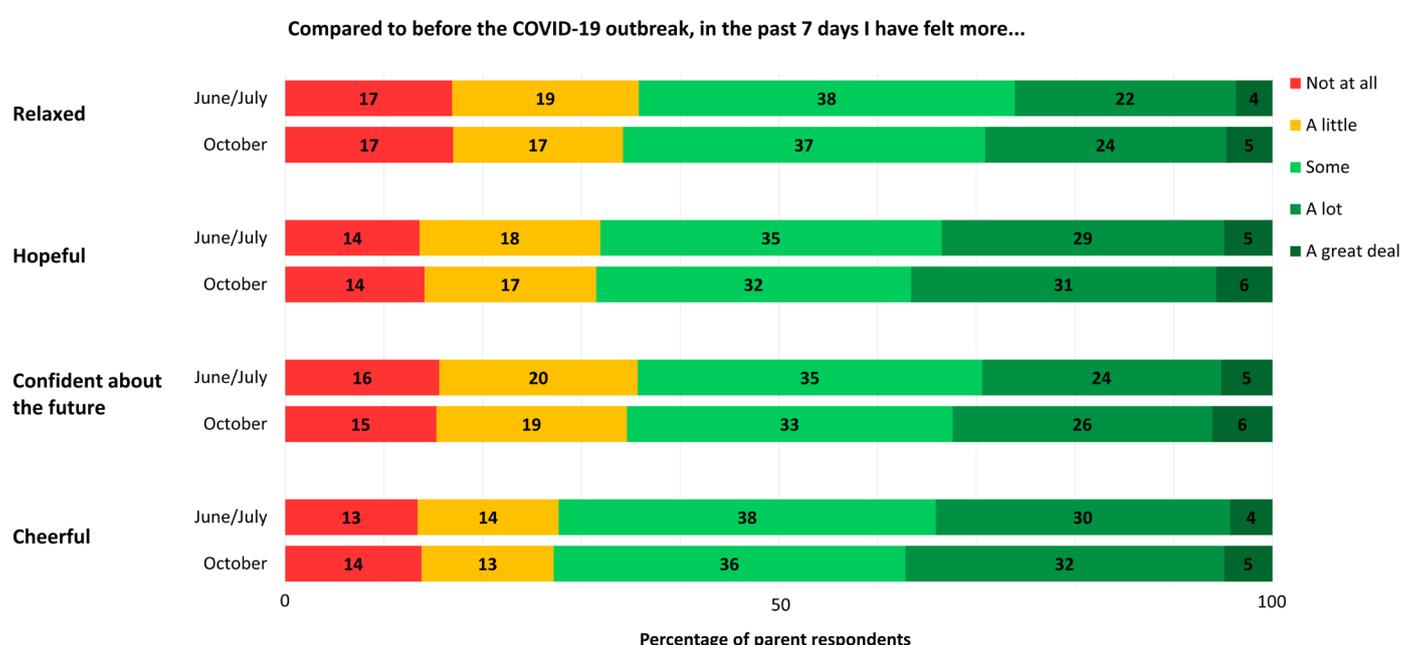


Figure 47. Response distributions for positive emotion items (average for all parent respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item.

When asked whether they felt more hopeless in the past 7 days compared to before the pandemic, more than a half of parent respondents selected 'not at all' (June/July: 54%, October: 55%), and only a small proportion selected 'a lot' or 'great deal' (June/July: 5%, October: 4%) (Figure 48). Parents were also asked if they felt more anxious and stressed: more than a half of parents indicated they have felt this way only a little bit or not at all (June/July: 60%, October: 63%). Response proportions for each item are available by demographic in Appendix C, Tables 23-24.

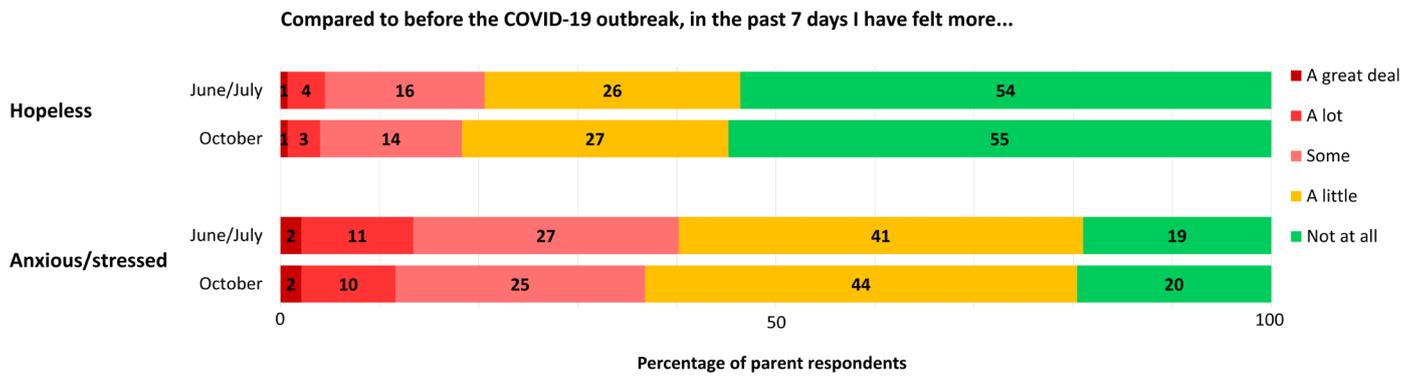


Figure 48. Response distributions for negative emotion items (average for all parent respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item.

Positive and negative emotional change item responses were scored from 1 (not at all) to 5 (a great deal) and consolidated to produce both positive and negative emotion scores between 1 and 5 for each individual.

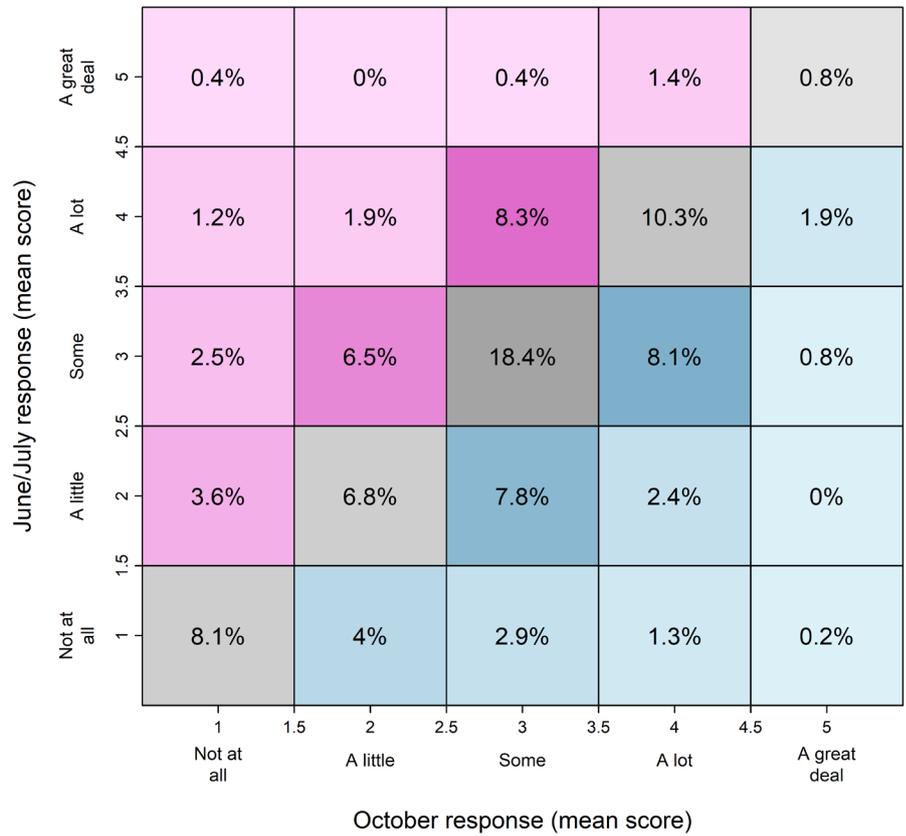
The average staff positive emotions score was  $2.88 \pm 0.02$  (mean  $\pm$  SEM) in June/July and  $2.92 \pm 0.02$  in October. For the longitudinal sample, in October 44% of parent respondents reported positive emotional change scores in the same range they reported in June/July, while 26% had a positive emotional change score in a lower range (less positive emotions) and 29% had a positive emotional change score that was in a higher range (more positive emotions) (Figure 49A).

Cross-sectionally, average negative emotions scores were  $2.05 \pm 0.01$  in June/July and  $1.99 \pm 0.01$  in October. For the longitudinal sample, in October 51% of parent respondents reported negative emotional change scores in the same range that they reported in June/July, while 25% had a negative emotional change score in a lower range (less negative emotions) and 24% had a negative emotional change score in a higher range (more negative emotions) (Figure 49B).

Generally, parent scores for positive emotional change were less than three, indicating an average response of only 'some' to each of the positive emotion items. Parents who speak a language other than English reported higher positive emotional change scores than their counterparts in both survey rounds (Figure 50). Single parents and those from step or blended families consistently displayed greater negative emotional change (Figure 51). Parents of children with a health risk or disability also reported more negative emotional change.

In both survey cycles, there was a weak negative relationship between positive and negative emotional change (June/July:  $r = -.176$ , October:  $r = -.137$ ).

## A. Positive emotions



## B. Negative emotions

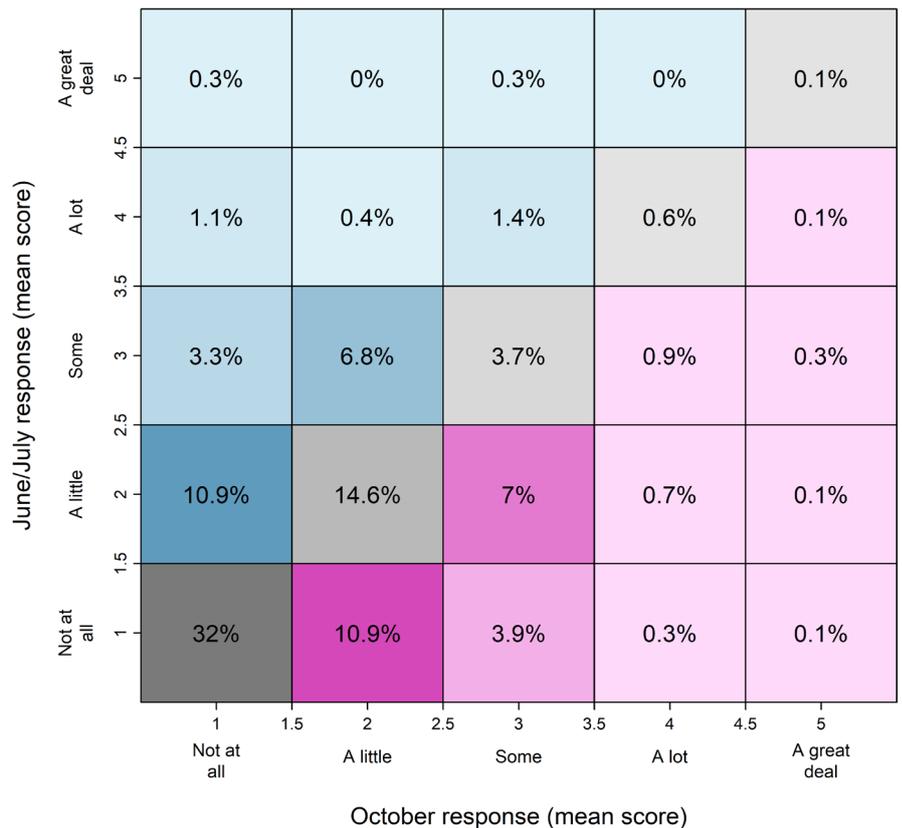


Figure 49. Longitudinal change in parents' a) positive emotional change and b) negative emotional change scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (positive emotional change scores in a lower range or negative emotional change scores in a higher range) in October and blue boxes display the proportion of respondents with a more positive outcome (positive emotional change scores in a higher range or negative emotional change scores in a lower range) in October than in June/July.

## Positive emotional change

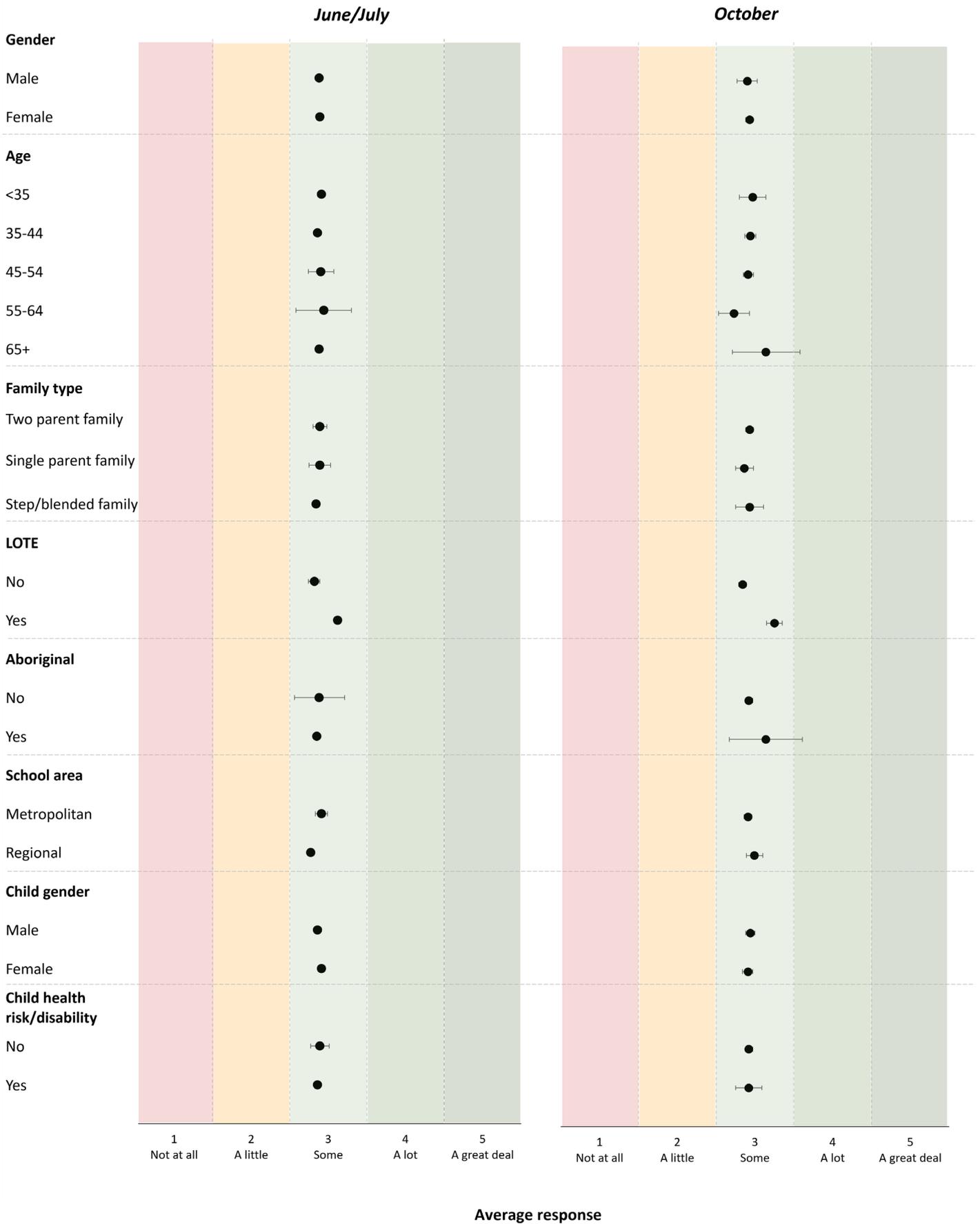


Figure 50. Demographic comparison of parents' positive emotional change score (adjusted mean  $\pm$  95% confidence intervals).

## Negative emotional change

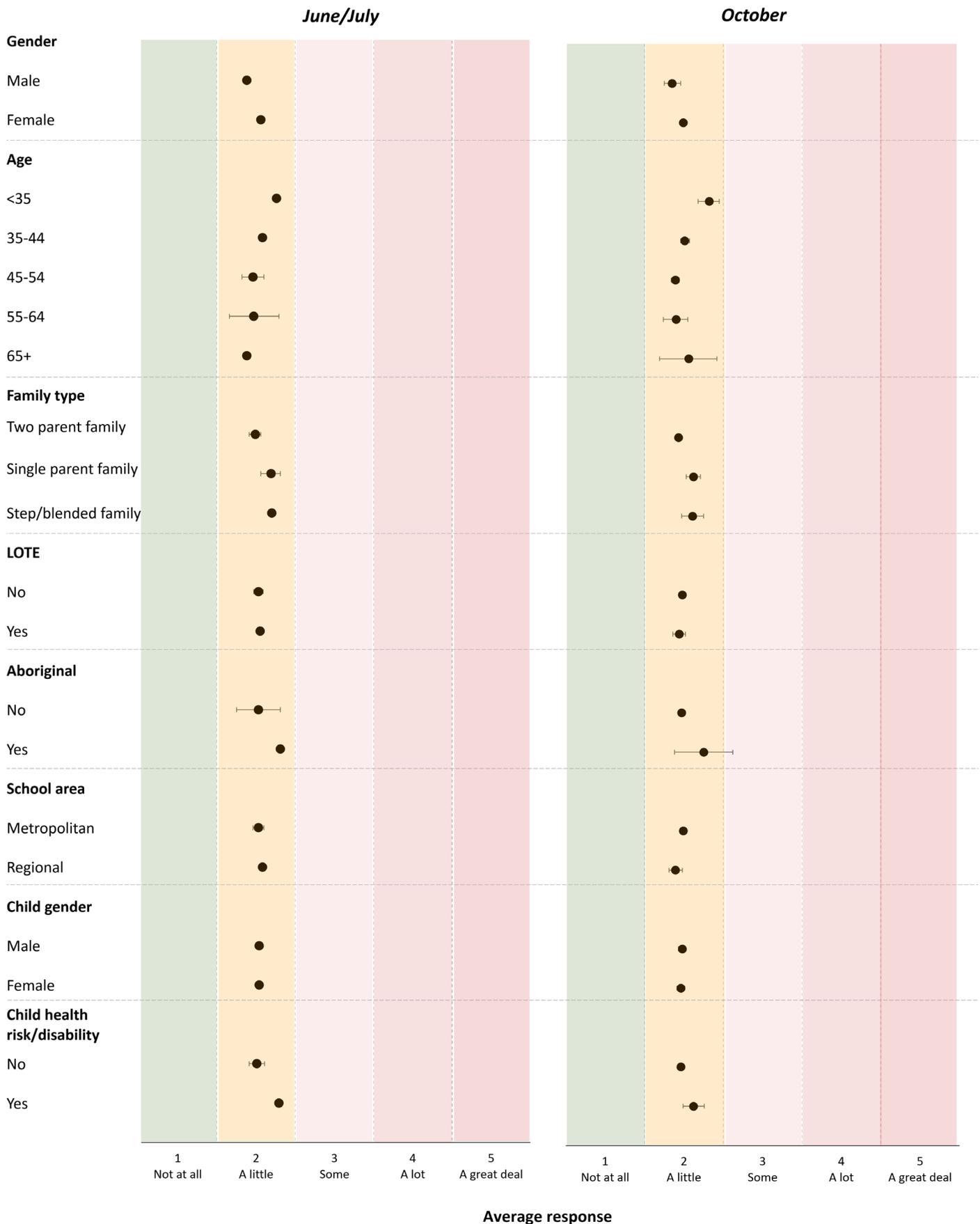


Figure 51. Demographic comparison of parent negative emotional change score (adjusted mean  $\pm$  95% confidence intervals).

## 6.3.4 Parent wellbeing

### 6.3.4.1 General wellbeing

DETECT parents were also asked to report on their own wellbeing by responding to the six items from the World Health Organization (WHO) Wellbeing Index. On a six-point scale from 'at no time' to 'all of the time', respondents indicated how much they felt cheerful, calm, active, rested, safe and interested in life in the two weeks prior to completing the survey.

Of those parents who responded to these items, more than a half indicated they felt cheerful and in good spirits (June/July: 66%, October: 71%) and relaxed and calm (June/July: 55%, October: 58%) most or all of the time (Figure 52). Respondents were less likely to report feeling active and vigorous (June/July: 38%, October: 44%), fresh and rested (June/July: 33%, October: 37%) or interested in daily life (June/July: 48%, October: 54%) most or all of the time. The greatest proportion of parents reported they felt safe at least most of the time in the past two weeks (June/July: 81%, October: 87%). See Appendix C, Tables 26-31 for item response proportions by demographic.

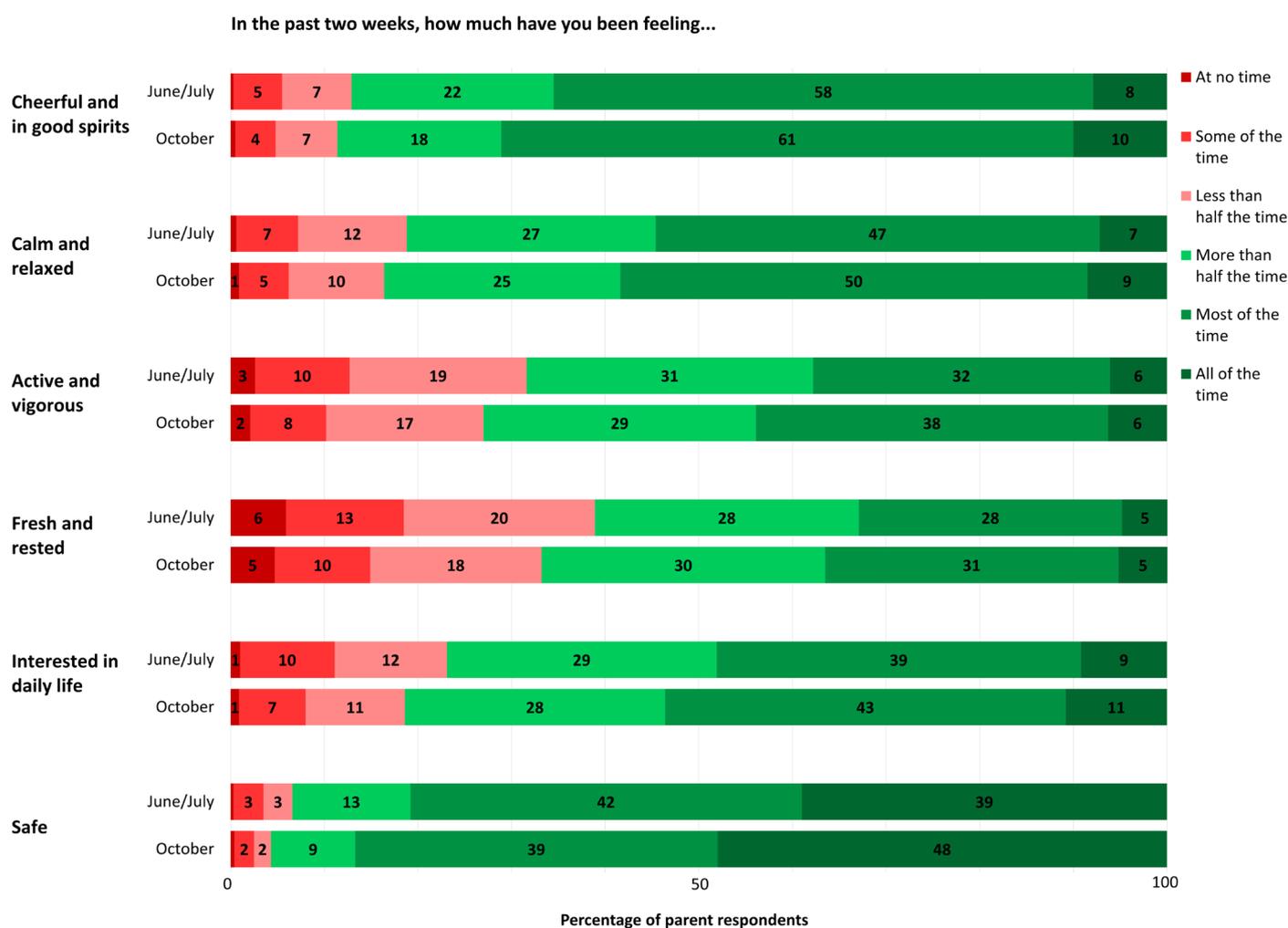


Figure 52. Response distributions for parent wellbeing items (average for all parent respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; green = positive) for each item.

Responses to these items were coded from 1 (at no time) to 6 (all of the time). For each respondent, the average of six responses was calculated to generate a wellbeing score between 1 and 6: the mean score for all parents was  $4.32 \pm 0.02$  (mean  $\pm$  SEM) in June/July and  $4.45 \pm 0.02$  in October. For the longitudinal sample, in October 53% of parent respondents reported wellbeing scores in the same range that they reported in June/July, while 18% had a wellbeing score in a lower range (poorer wellbeing) and 30% had a wellbeing score in a higher range (better wellbeing) (Figure 53).

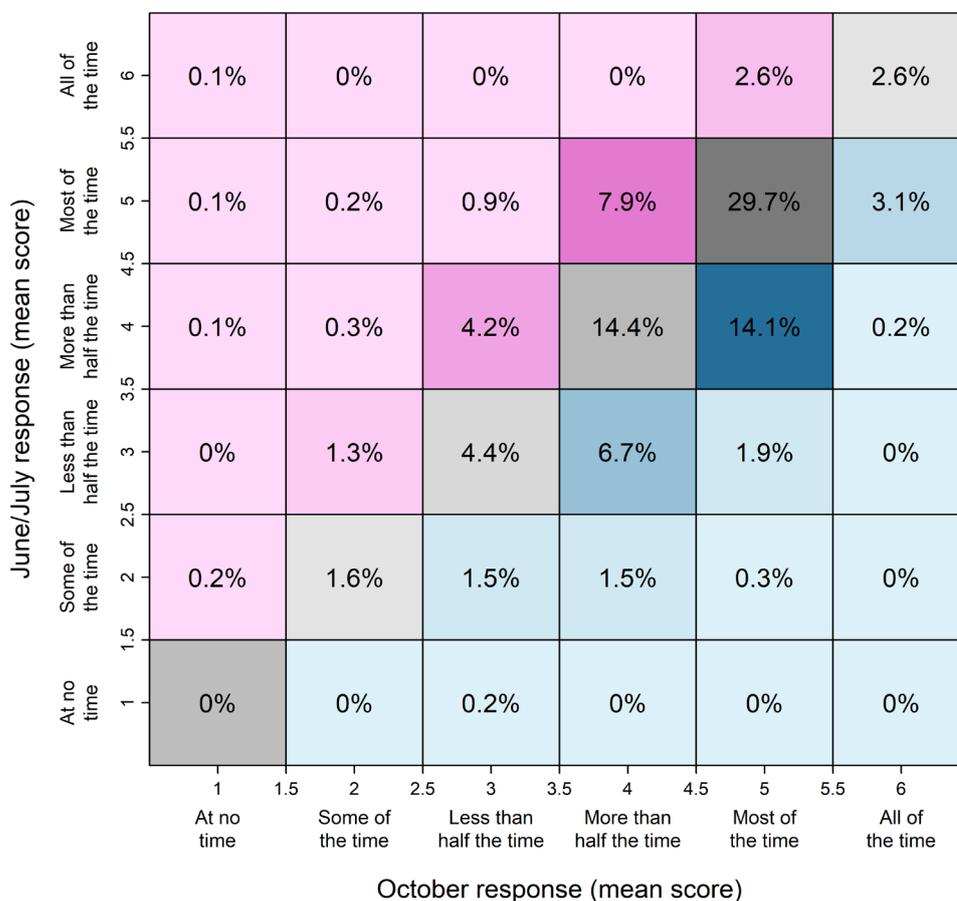


Figure 53. Longitudinal change in parents' wellbeing scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (wellbeing scores in a lower range) in October and blue boxes display the proportion of respondents with a more positive outcome (wellbeing scores in a higher range) in October than in June/July.

Female parents reported lower wellbeing scores in the June/July surveys, but not in the second survey cycle (Figure 54). Parents from two-parent families reported higher wellbeing in both surveys. Parents of children with a health risk or disability consistently reported lower wellbeing scores.

For parents of primary school students there was a relationship between the parent's perceptions of their child's wellbeing and their own wellbeing score: in both survey rounds, parents reporting greater child wellbeing indicated better wellbeing themselves (June/July  $\beta$ : 0.49,  $p < 0.001$ ; October  $\beta$ : 0.47,  $p < 0.001$ ). Emotional change was also intuitively predictive of wellbeing, with greater positive emotional change associated with higher wellbeing scores (June/July  $\beta$ : 0.19,  $p < 0.001$ ; October  $\beta$ : 0.19,  $p < 0.001$ ) and greater negative emotional change associated with lower wellbeing scores (June/July  $\beta$ : -0.29,  $p < 0.001$ ; October  $\beta$ : -0.36,  $p < 0.001$ ). In June/July, parents who felt more equipped with the resources to support their child's learning needs reported marginally better wellbeing scores ( $\beta$ : 0.09,  $p = 0.008$ ).

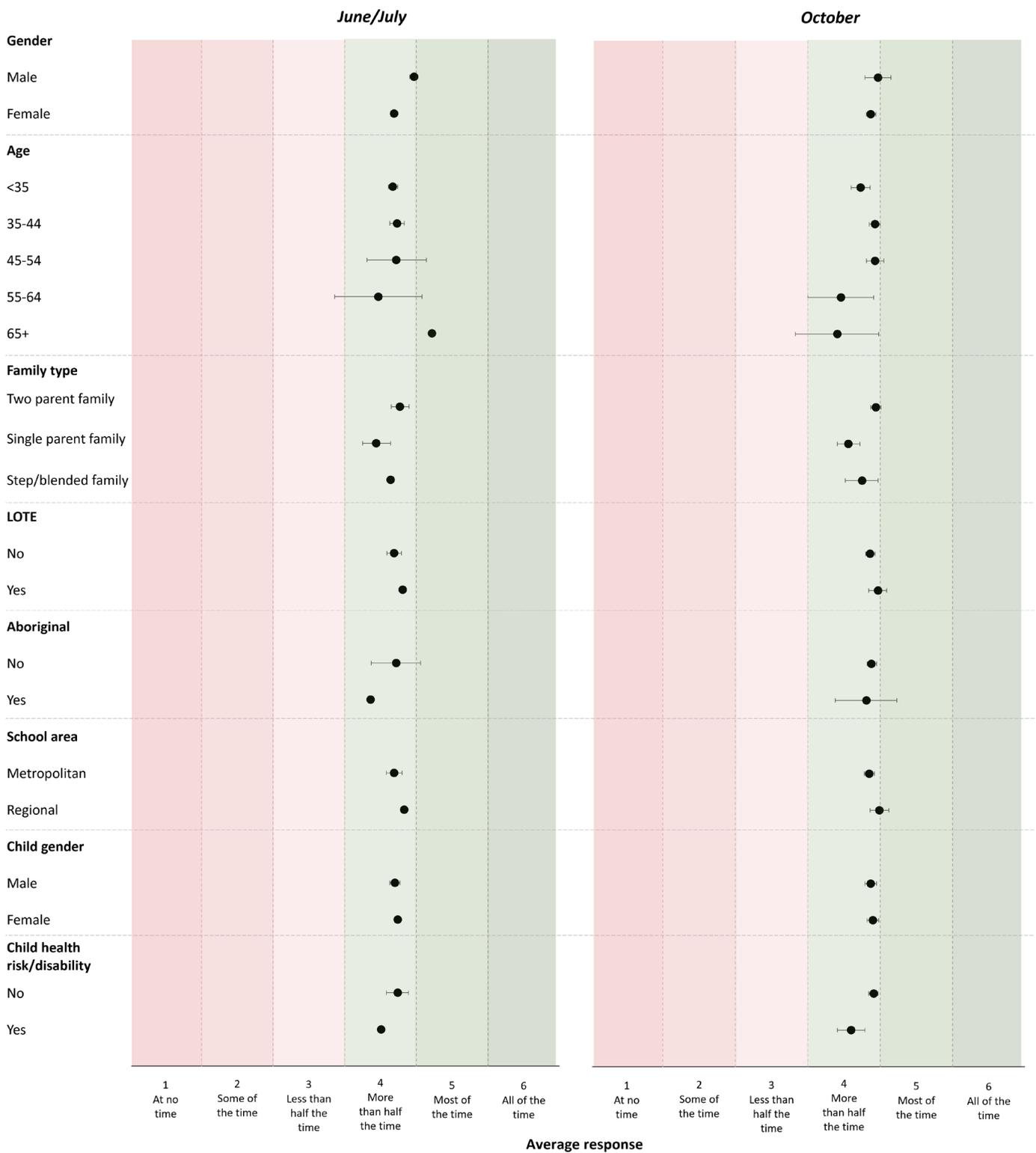


Figure 54. Demographic comparison of parent wellbeing change score (adjusted mean  $\pm$  95% confidence intervals).

### 6.3.4.2 Stress

Parents were also asked to indicate, on a 5-point scale from ‘not at all’ to ‘almost more than I can take’, if they had felt strain, stress or pressure in the past 6 months (Figure 55). 77% of parents in June/July and 69% in October reported they had been experiencing more stress than usual. 8% of parents indicated in the first survey cycle that the pressure they were experiencing was almost more than they could take, and this proportion had not decreased in October. For more information about parents’ response proportions for each item by demographic see Appendix C, Table 32.

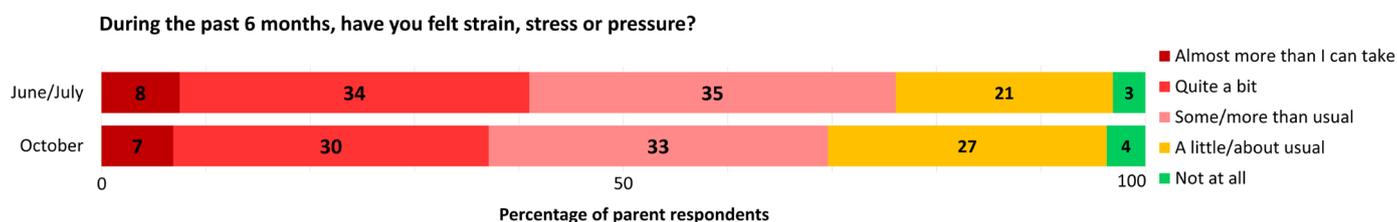


Figure 55. Score distributions for parent experiences of stress (average for all parent respondents). Sections of a bar show the proportion of respondents reporting each response (red = negative; orange = neutral; green = positive) for any given item.

Stress responses were coded from 1 (not at all) to 5 (almost more than I can take). Stress scores for parents averaged  $3.22 \pm 0.02$  (mean  $\pm$  SEM) in June/July and  $3.10 \pm 0.02$  in October. For the longitudinal sample, 48% of responding parents reported the same stress level in October as in June/July, while 31% reported a less stress and 21% reported greater stress (Figure 56).

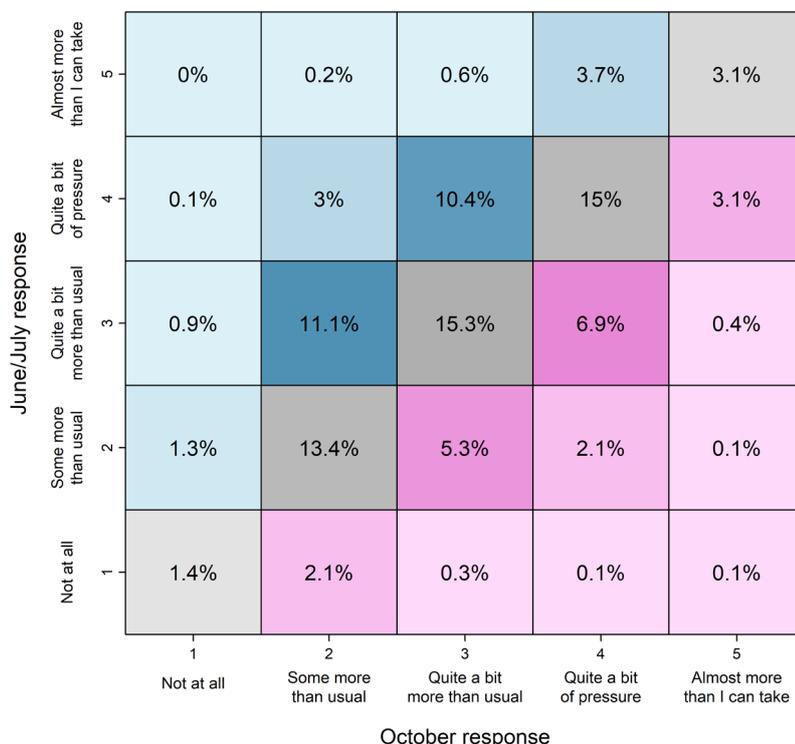


Figure 56. Longitudinal change in parents’ stress scores. Grid boxes show the proportion of respondents selecting the corresponding responses in June/July and October, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent responses. Pink boxes display the proportion of respondents selecting a more negative response (more stress) in October and blue boxes display the proportion of respondents with a more positive outcome (less stress) in October than in June/July.

On average, higher stress scores were consistently reported by female parents, single parents and those from step/blended families, and parents of children with a health risk or disability (Figure 57). The parents of children who attended educational support schools also reported experiencing greater stress in both surveys (June/July  $\beta$ : 0.60,  $p < 0.037$ ; October  $\beta$ : 1.31,  $p < 0.019$ ).

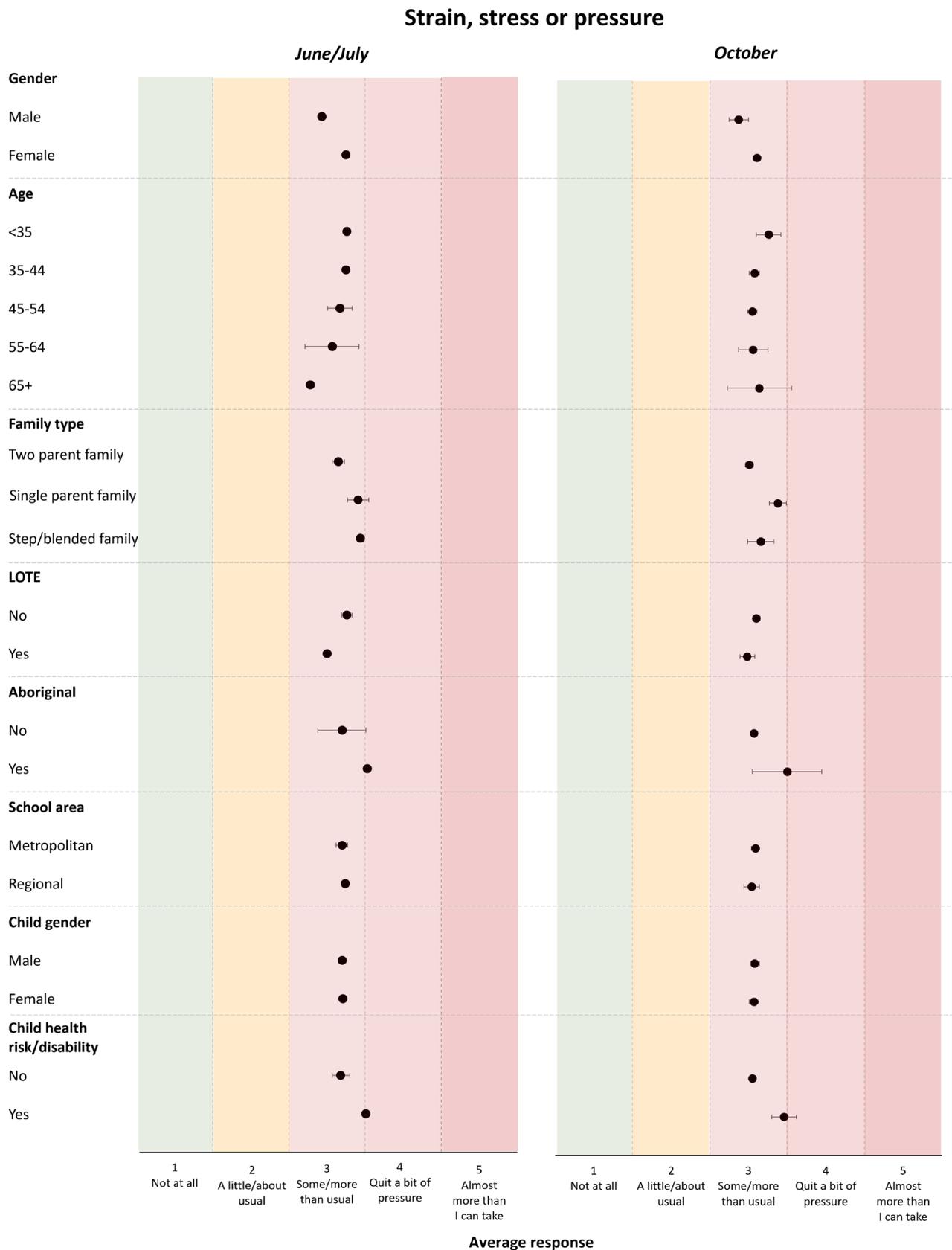


Figure 57. Demographic comparison of parent stress scores (adjusted mean  $\pm$  95% confidence intervals).

### 6.3.4.3 Life satisfaction

DETECT parents completing the survey were asked to rate their satisfaction with life on a scale from 0 (completely dissatisfied) to 10 (completely satisfied). The average life satisfaction score was 7.6 in June/July and 7.7 in October. For the longitudinal sample, in October 43% of responding parents reported a life satisfaction score that was the same as in June/July, while 27% reported a lower score (less satisfied with life) and 30% reported a higher score (more satisfied with life) (Figure 58).

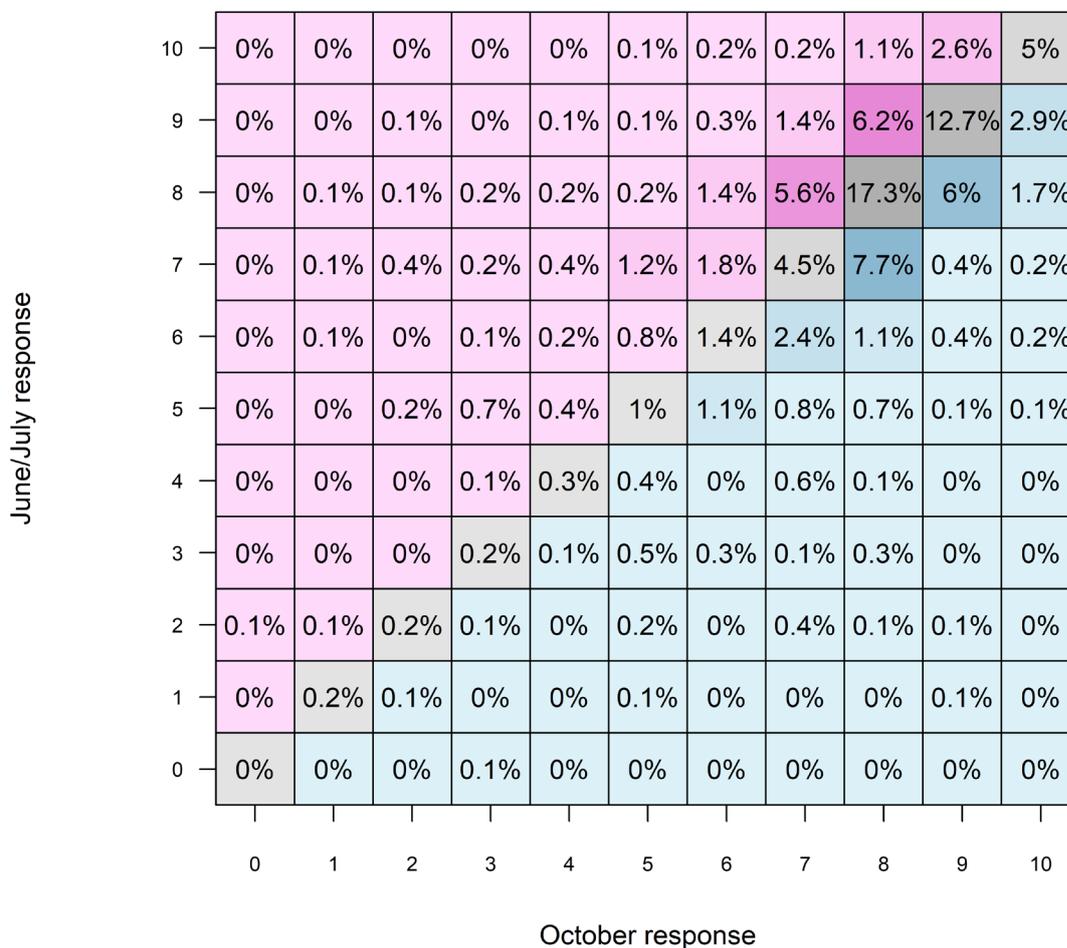


Figure 58. Longitudinal change in parents' life satisfaction scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (lower life satisfaction scores) in October and blue boxes display the proportion of respondents with a more positive outcome (higher life satisfaction scores) in October than in June/July.

## 6.4 School staff reported psychosocial outcomes during the COVID-19 pandemic

In the 79 DETECT schools, staff members were invited to complete a wellbeing survey which asked them about:

- The impact of COVID-19 on them and their students
- Their perceptions of how their school handled the challenges associated with the pandemic
- Whether they need additional support
- Their recent emotions compared to before the pandemic
- Their wellbeing
- How much stress they have been feeling
- Whether they were satisfied with life

### Key findings from the DETECT staff wellbeing surveys

In June/July 2020, 45% of staff respondents felt the pandemic had negatively impacted student wellbeing (12% 'a lot' and 33% 'somewhat'). By October 2020 their response had reduced to 37% (11% 'a lot' and 27% 'somewhat').

At least one half of responding teachers felt the pandemic caused them to engage more often or in new ways with parents (57% in June/July, 52% in October) and improved their own IT capabilities (61% in June/July, 56% in October) however more than a half of staff respondents also indicated they struggled to support parents to oversee their children's learning from home (62% in June/July, 61% in October) and required additional assistance teaching students new online technologies (55% in June/July, 54% in October).

In June/July, 36% of staff respondents indicated that the COVID-19 situation had increased their workload by 'a lot', with an additional 36% indicating it had increased 'somewhat'. In October, 24% of staff respondents indicated that the COVID-19 situation had increased their workload by 'a lot' and 35% indicating it had increased it 'somewhat'.

Some staff reported they would like more support in:

- modifying the curriculum in response to COVID-19 (43% in June/July, 35% in October)
- helping students to cope with the pandemic (46% in June/July, 42% in October)
- supporting their own wellbeing (36% in June/July, 31% in October)
- supporting their colleagues' wellbeing (39% in June/July, 34% in October)

There was a notable decrease between survey rounds in the proportion of staff who felt COVID-19 had reduced:

- opportunities to meet the learning needs of students somewhat or a lot (June/July: 62%, October: 43%)
- the engagement of students somewhat or a lot (June/July: 52%, October: 36%)

Although 58% of staff reported not being able to safely distance themselves from others at school and 22% indicated they were concerned about going to work due to their potential COVID-19 risk in June/July, most staff reported feeling supported professionally as they adjusted to the challenges of COVID-19:

- ▶ only 9% of staff in June/July and 7% in October indicated they did not have enough current COVID-19 related information to feel secure in the workplace
- ▶ only 8% of staff respondents in June/July and 7% in October indicated they did not have adequate access to workforce support services

In June/July, 12% of surveyed staff felt that their school had not prepared a safe and protected work environment, and this had decreased to 8% of surveyed staff in October.

Overall, staff who reported more positive perceptions of how their school handled COVID-19 were less likely to require additional support and reported greater wellbeing and life satisfaction.

Most staff reported feeling 'some/more than usual' or higher levels of strain, stress or pressure in the past six months: 80% of staff respondents in June/July and 72% in October. Non-teaching staff reporting lower average stress levels than teaching staff.

Most responding staff indicated they felt safe (82% in June/July and 95% in October), cheerful (88% in June/July and 91% in October), calm (81% in June/July and 85% in October), active (72% in June/July and 78% in October) and interested in daily life (82% in June/July and 87% in October).

Staff respondents rated their satisfaction with life as high, scoring it on average 7.5/10 or above in both surveys.

### 6.4.1 Respondent Characteristics

1,202 staff (466 primary school, 664 secondary school and 72 K-12 school staff members) responded to the survey in June/July, and 862 staff (327 primary school, 498 secondary school and 37 K-12 school staff members) completed the second survey in October (Table 6).

At both time points more than eighty percent of respondents were female, with approximately equivalent representation from teaching and non-teaching staff. Of the teaching staff, more than a half indicated they taught in STEM learning areas. The age of participants spanned a broad range, however very few were older than 65 years. Approximately three quarters of respondents taught in the metropolitan area with the remaining quarter teaching in regional WA – this is consistent with and representative of the geographic spread of schools participating in the study.

Of the 1,202 school staff who completed the first survey in June/July, 376 (31.3%) also completed the second survey in October. These participants comprise the longitudinal staff cohort.

A comparison of the proportional representation across demographics between the June/July cross sectional cohort and those included in the longitudinal dataset shows no substantial differences between demographics (Table 6).

Table 6. A comparison of staff respondent demographics for the June/July and October survey rounds, and the longitudinal cohort of staff members who completed both surveys.

	June/July		October		Longitudinal cohort (responded in both June/July and October)	
	n	%	n	%	n	%
<b>Total</b>	1,202	100	862	100	376	100
<b>Year level</b>						
Primary	466	38.8	327	37.9	21	5.6
Secondary	664	55.2	498	57.8	143	38.0
K-12	72	6.0	37	4.3	212	56.4
<b>Gender</b>						
Male	205	17.1	159	18.7	66	17.6
Female	993	82.9	693	81.3	310	82.4
<b>Age</b>						
Younger than 35	198	16.5	154	18.0	54	14.4
35-44 years	281	23.5	188	21.9	88	23.4
45-54 years	359	30.0	262	30.6	114	30.3
55-64 years	326	27.2	225	26.3	110	29.3
65 years and older	34	2.8	28	3.3	10	2.7
<b>Position</b>						
Teaching staff	618	51.4	411	47.7	181	48.1
Non-teaching staff	584	48.6	451	52.3	195	51.9
<b>Learning areas</b>						
All	66	10.7	41	10.0	12	6.6
Humanities	152	24.7	105	25.7	46	25.4
STEM	351	57.1	234	57.2	105	58.0
Other	46	7.5	29	7.1	18	9.9
<b>Area</b>						
Metropolitan	916	76.2	649	75.3	276	73.4
Regional	286	23.8	213	24.7	100	26.6
<b>ICSEA</b>						
High	625	53.0	429	50.8	198	54.0
Low	555	47.0	415	49.2	169	46.0

## 6.4.2 Staff perceptions of COVID-19 impact

### 6.4.2.1 Impact of the pandemic on school staff in their workplace

School staff completing the survey were asked questions about the impact of the COVID-19 pandemic on their experiences in the workplace. Some of these questions addressed challenges associated with teaching during this time – where this is applicable some questions were only asked of respondents who indicated they held a teaching role.

Staff respondents were asked to indicate on a 4-point scale from ‘no different’ to ‘a lot’, if applicable to their role, how much they feel the COVID-19 pandemic has affected them positively, such as:

- providing new ways to engage with parents
- improving their IT capabilities

and also, how much it has affected

- opportunities to meet the learning needs of students
- their workload
- their engagement with students
- the amount of time they spend supervising students
- student wellbeing

In responding to the two positive items, 57% of teaching staff in June/July and 52% in October felt the pandemic led them to engage with parents in new ways either somewhat or a lot (Figure 59). At least a half of teaching respondents in each survey round also indicated their IT capabilities had improved more than a little since before COVID-19 (June/July: 61%, October: 55%).

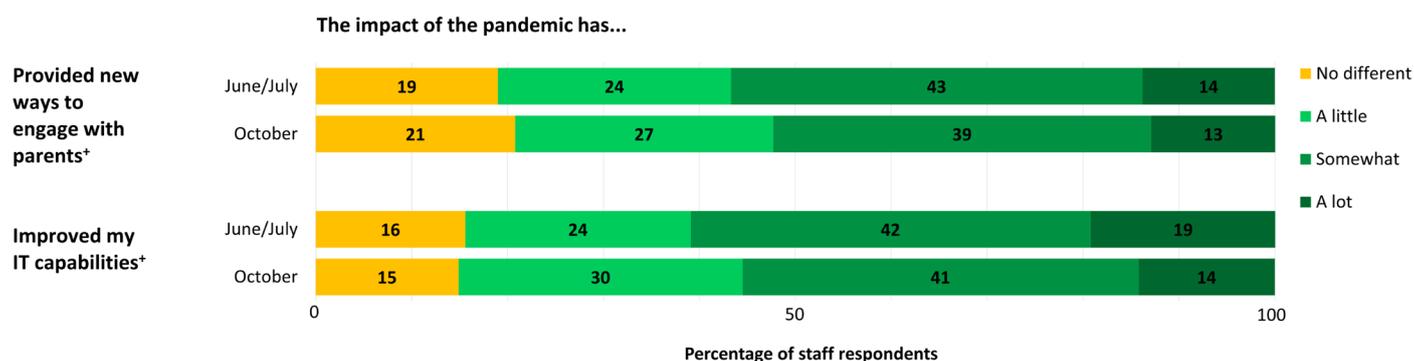


Figure 59. Response distributions for positive impact of COVID-19 items (average for all staff respondents). Sections of the bar show the percentage of respondents reporting each response (orange = neutral; green = positive) for each item. ‘+’ denotes data collected only from teaching staff.

In addition to these positive outcomes, staff also reported some negative impacts of the pandemic. Many staff respondents felt their workload had at least somewhat increased (June/July: 72%, October: 59%), and some indicated they were spending increased time supervising students (June/July: 35%, October: 25%) (Figure 60).

When asked in June/July if the pandemic had negatively impacted the wellbeing of their students, about a half of all (teaching and non-teaching) staff felt it had somewhat or a lot (45%), while the other half reported the pandemic had little or no negative impact on student wellbeing (55%). By October, 63% of staff indicated little or no negative impact on the wellbeing of their students. Some teaching staff felt COVID-19 had reduced (somewhat or a lot) both the engagement of students (June/July: 61%, October: 46%) and opportunities for staff to meet the learning needs of those students (June/July: 69%, October: 50%), however these proportions had markedly decreased in October compared to June/July. Staff response distributions for both positive and negative items are described by demographic in Appendix D, Tables 22-28.

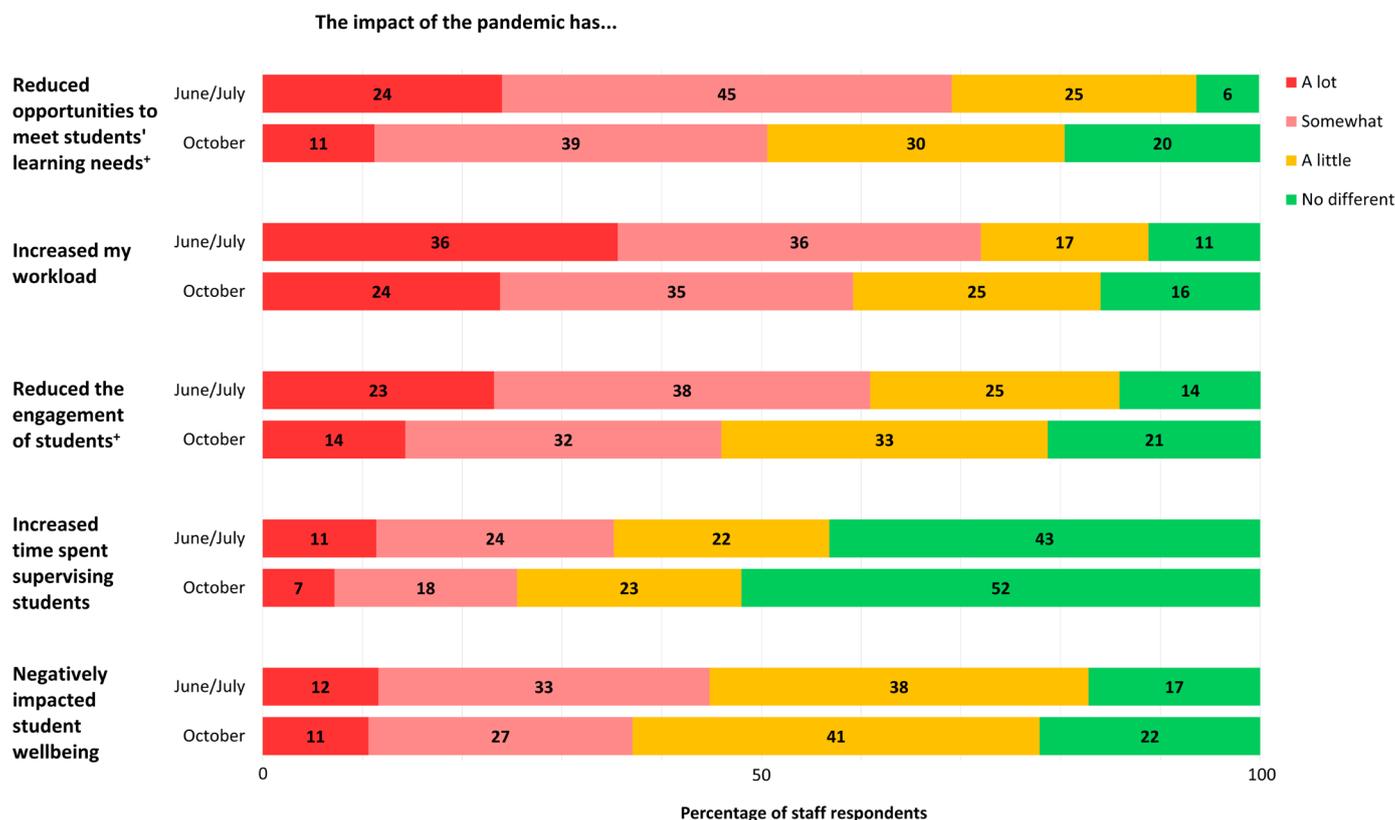


Figure 60. Response distributions for negative impact of COVID-19 items (average for all staff respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item. '+' denotes data collected only from teaching staff.

Using factor analysis, the five negative items displayed in Figure 60 were combined to construct a score measuring the negative impact of COVID-19 as reported by teaching staff. For non-teaching staff, this score was calculated from responses to the three items pertinent to a non-teaching role only: increase in workload, increase in time spent supervising students, and perceived negative impact on student wellbeing. Responses were coded from 1 (no different) to 4 (a lot) and averaged to yield a score between 1 and 4 (average of 5 responses for teaching staff, average of 3 responses for non-teaching staff).

#### 6.4.2.1.1 Teaching staff

For teaching staff, the average score for negative impact of COVID-19 was  $2.68 \pm 0.03$  (mean  $\pm$  SEM) in June/July and  $2.38 \pm 0.04$  in October. For the longitudinal sample, in October 55% of responding teachers reported negative impact scores in the same range that they reported in June/July, while 39% had a negative impact score in a lower range (less negative perceptions of COVID-19 impact) and 6% had a negative impact score in a higher range (more negative perceptions of COVID-19 impact) (Figure 61).

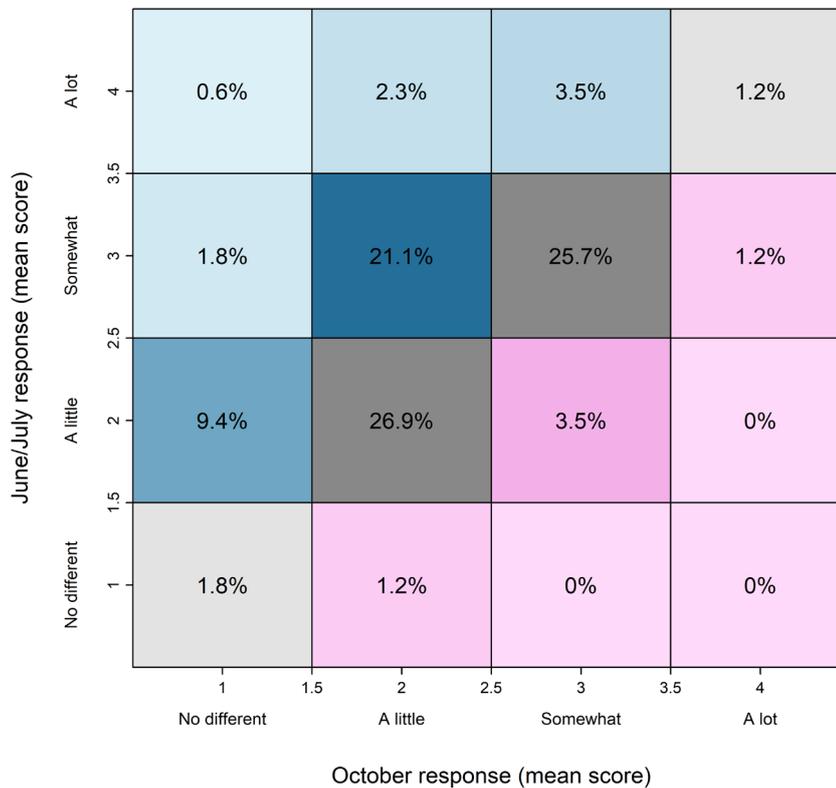


Figure 61. Longitudinal change in teaching staff negative impact of COVID-19 scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) represents the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (higher negative impact of COVID-19 scores) in October and blue boxes display the proportion of respondents with a more positive outcome (lower negative impact of COVID-19 scores) in October than in June/July.

After controlling for school level data, in October the average negative impact of COVID-19 scores trended down as the age of teaching staff increased (Figure 62). In both surveys teachers who reported greater negative emotional change reported scores indicative of more negative COVID-19 impact ((June/July  $\beta$ : 0.22,  $p < 0.001$ ; October  $\beta$ : 0.27,  $p < 0.001$ ), and teachers with a more positive perception of how their school had handled the pandemic reported lower negative impact scores (June/July  $\beta$ : -0.26,  $p < 0.001$ ; October  $\beta$ : -0.22,  $p < 0.001$ ).

## Negative impact of COVID-19

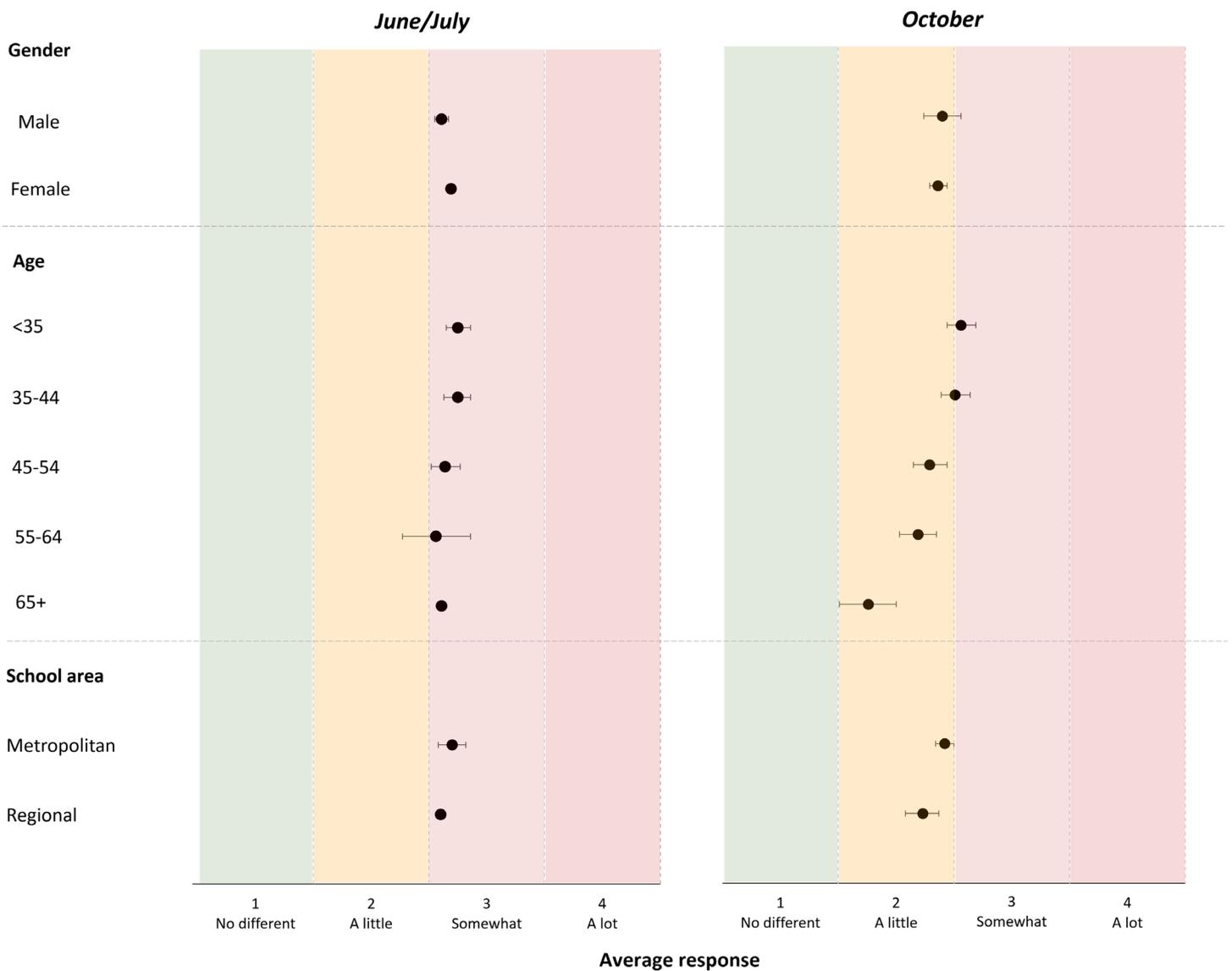


Figure 62. Demographic comparison of the average negative impact of COVID-19 score for teaching staff (adjusted mean  $\pm$  95% confidence intervals).

### 6.4.2.1.2 Non-teaching staff

For non-teaching staff, the average score for negative impact of COVID-19 was  $2.32 \pm 0.03$  (mean  $\pm$  SEM) in June/July and  $2.14 \pm 0.04$  in October. For the longitudinal sample, in October 52% of responding non-teaching staff reported negative impact scores in the same range that they reported in June/July, while 35% had a negative impact score in a lower range (less negative perceptions of COVID-19 impact) and 13% had a negative impact score in a higher range (more negative perceptions of COVID-19 impact) (Figure 63).

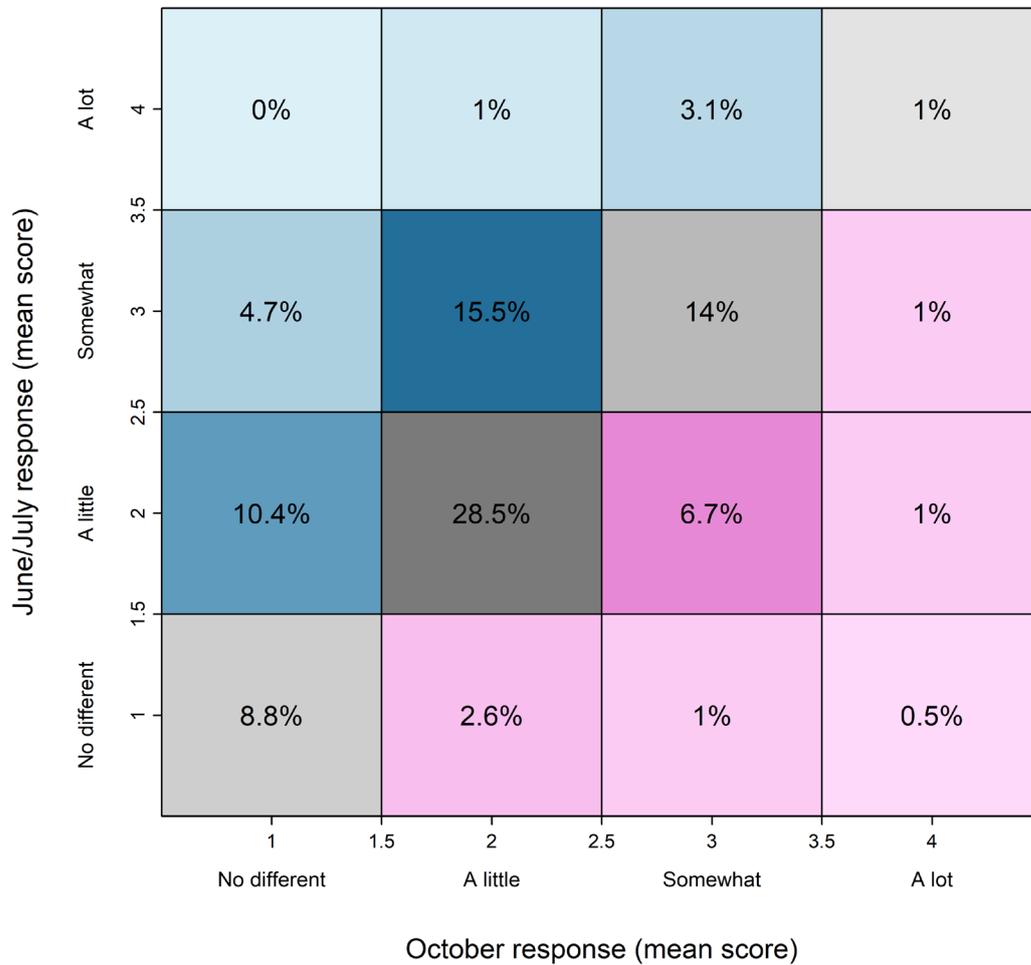


Figure 63. Longitudinal change in non-teaching staff negative impact of COVID-19 scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) represents the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (higher negative impact of COVID-19 scores) in October and blue boxes display the proportion of respondents with a more positive outcome (lower negative impact of COVID-19 scores) in October than in June/July.

In both survey rounds, non-teaching staff respondents reported lower negative impact scores if they had experienced greater negative emotional change (June/July  $\beta$ : 0.24,  $p < 0.001$ ; October  $\beta$  value: 0.21,  $p < 0.001$ ) (Figure 64). Interestingly, while perceptions of how the school had handled the pandemic were predictive of COVID-19 negative impact scores in teaching staff, this relationship was not found in the non-teaching staff responses.

## Negative impact of COVID-19

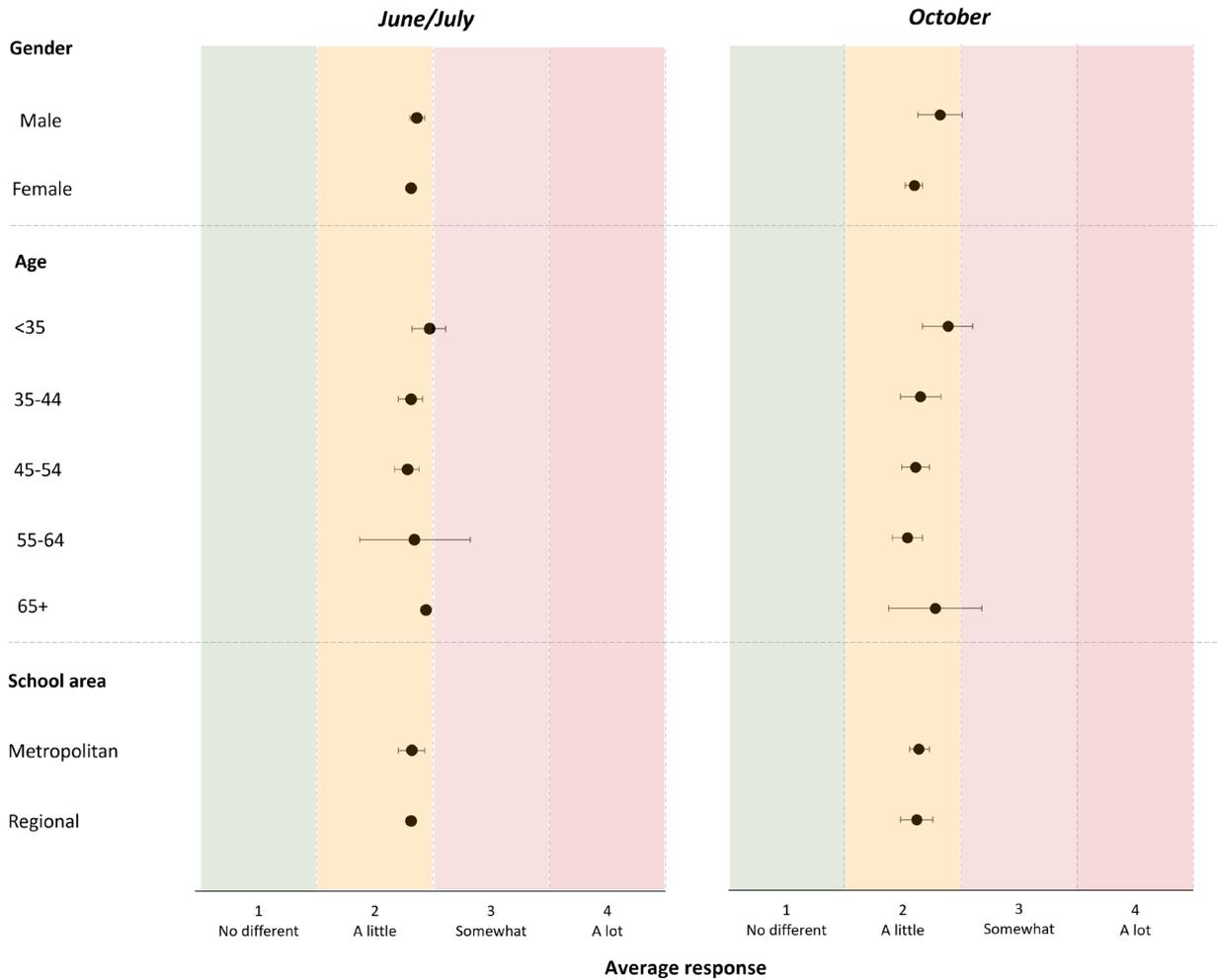


Figure 64. Demographic comparison of average negative impact of COVID-19 score for teaching staff (adjusted mean  $\pm$  95% confidence intervals).

### 6.4.2.2 Staff perceptions of how their school has handled the challenges associated with the pandemic

The school staff workforce has been required to adapt significantly in the face of COVID-19, providing online learning solutions and additional support to students and colleagues. To investigate the impact of the pandemic and the experiences of staff working in schools during this time, staff from DETECT schools were asked to respond to items about their school environment during this time.

On a 5-point scale from 'strongly disagree' to 'strongly agree', staff indicated their views in response to a mixture of positive and negative statements:

- I feel my school has prepared a safe and protected working environment
- I am able to safely physically distance when at school
- I am provided with enough current information to feel secure in the workplace
- I am concerned about going to work due to my potential COVID-19 risk
- I have adequate access to workplace support services
- I have adequate support from others to cope with the changes relevant to my role
- I am concerned about students who are not coping or who have educational needs greater than I can support

About three quarters of staff agreed (or strongly agreed) they had been provided with enough information to feel secure in their jobs (June/July: 73%, October: 77%), had appropriate access to workplace support (June/July: 71%, October: 71%), and had been adequately supported by others to cope with changes to their role within the school community (June/July: 70%, October: 72%) (Figure 65).

More than a half of respondents reported they had not felt concerned about going into school due to the potential risk of COVID-19 (June/July: 58%, October: 70%), even though similar proportions indicated in June/July they had not felt able to safely physically distance while at work (58%). By October, fewer staff reported trouble with physical distancing at school (35%). The majority of staff had felt safe and protected at work (June/July: 75%, October: 81%).

Almost a half of the staff responding to the survey indicated they had been concerned about students who were not coping or who had educational needs greater than they could support (June/July: 49%, October: 42%).

Response proportions to these items are described by demographic in Appendix D, Tables 15-21.

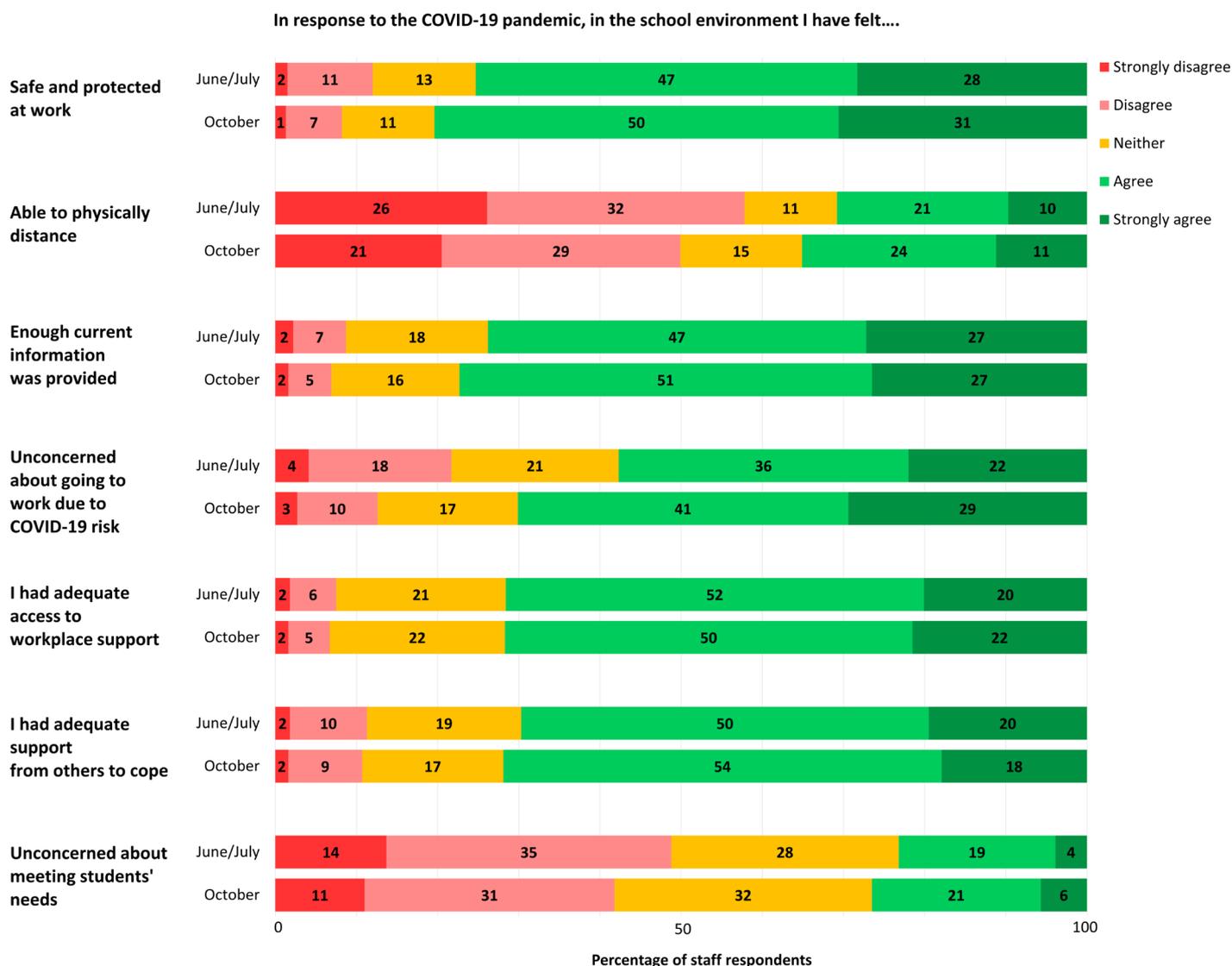


Figure 65. Response distributions for perceptions of school response items (average for all staff respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item. Negative statements have been reversed for consistent graphical representation.

For each staff member, responses to these items were coded from 1 to 5: for positive statements a score of 5 was assigned to ‘strongly agree’, while for negative statements this scoring was reversed and ‘strongly agree’ was assigned a score of 1. The average of all item responses was calculated to generate a score from 1 to 5 indicative of the staff member’s response to their school’s handling of the pandemic, with a higher score indicating a more positive response. On this scale, staff respondents scored on average  $3.59 \pm 0.02$  (mean  $\pm$  SEM) in June/July and  $3.67 \pm 0.03$  in October. For the longitudinal sample, in October 60% of responding staff reported a score in the same range as in June/July, 21% reported a score in a higher range (more positive perceptions of how their school handled COVID-19) and 19% reported a score in a lower range (less positive perceptions of how their school handled COVID-19) (Figure 66).

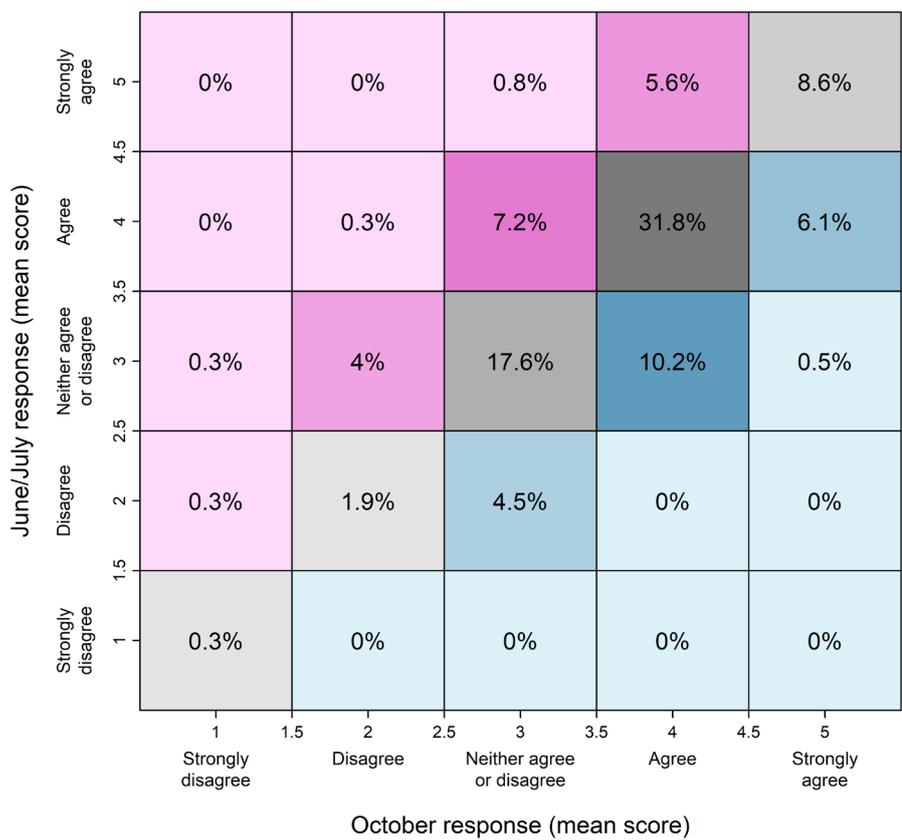


Figure 66. Longitudinal change in staff school perception scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (school perception scores in a lower range) in October and blue boxes display the proportion of respondents with a more positive outcome (school perception scores in a higher range) in October than in June/July.

On average, female staff reported slightly lower scores in both survey rounds (Figure 67). Scores for non-teaching staff were higher than those of teaching staff respondents in June/July and October.

## Positive response to school handling of COVID-19

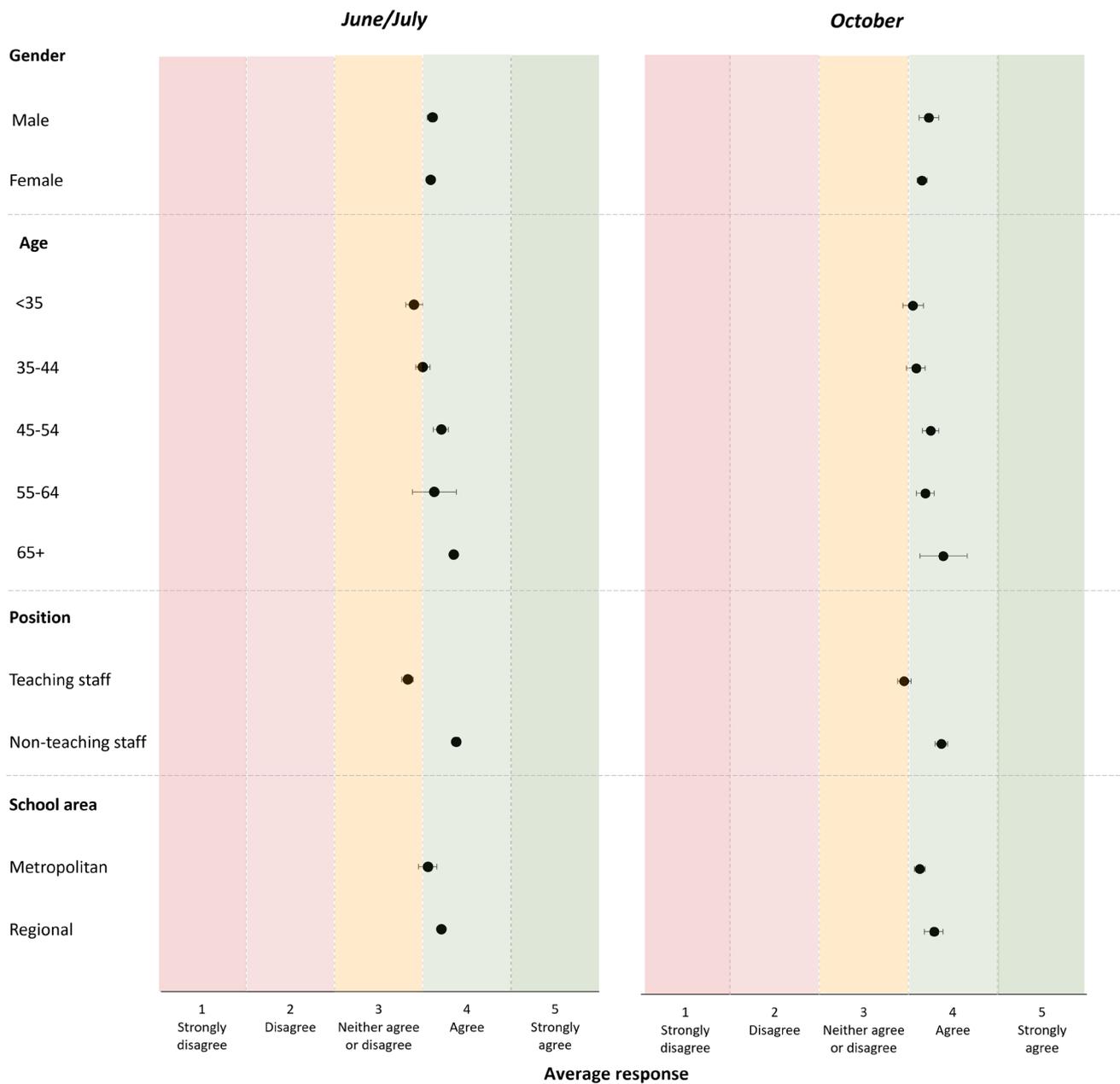


Figure 67. Demographic comparison of perceptions of school response score (adjusted mean  $\pm$  95% confidence intervals).

### 6.4.2.3 Staff requirements for additional support

The survey asked staff if they felt they needed more support or advice currently in relation to several work areas. For questions pertaining to the curriculum, teaching students or facilitating learning from home, responses were only collected from staff respondents who held a teaching position in their school. Other questions regarding the support of the respondent’s own and their colleague’s wellbeing were asked of all teaching and non-teaching staff.

Almost a quarter of teaching staff respondents indicated they needed more support teaching students about safe hygiene practices (June/July: 24%, October: 20%), and more than a third would have liked more support in modifying the curriculum to cover gaps in student learning caused by the COVID-19 situation (June/July: 43%, October: 35%) (Figure 68). In each survey, almost a half of teaching staff reported a need for assistance in teaching students how to cope with the pandemic (June/July: 46%, October: 42%).

The abrupt switch to online learning was difficult for some staff members, with a half reporting a need for additional assistance teaching new online technologies and platforms (June/July: 55%, October: 54%) and almost two thirds reporting they struggled to support parents to oversee their children’s learning from home (June/July: 62%, October: 61%).

In both survey cycles, around a third of all staff respondents indicated they required greater assistance supporting both their own (June/July: 36%, October: 31%) and their colleagues’ wellbeing (June/July: 39%, October: 34%). Response proportions to these items are described by staff demographics in Appendix D, Table 29.

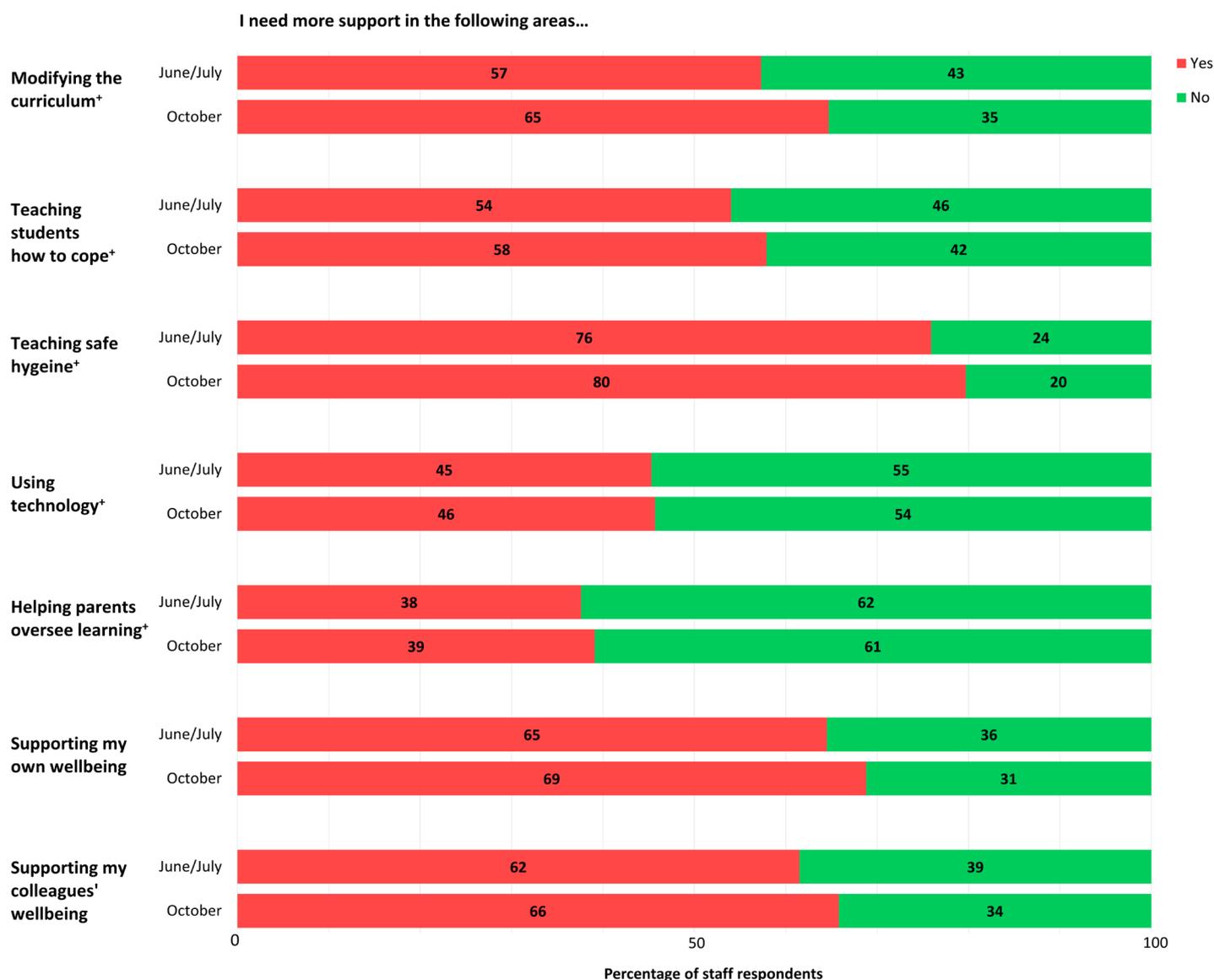


Figure 68. Response distributions for perceptions of staff support items (average for all staff respondents). Sections of the bar show the percentage of respondents reporting each response (red = yes; green = no) for each item.

Staff age impacted the need for more support in most areas, with the youngest and oldest staff most often reporting the greatest requirements for support. Non-teaching staff were less likely than teaching staff to require additional assistance to support either their own or their colleagues’ wellbeing. Across the board, staff with more positive perceptions of how their school handled COVID-19 were less likely to require additional support in any area.

#### 6.4.2.4 Staff emotions compared to before the pandemic

Staff completing the wellbeing survey were asked to report on their recent emotions compared to before the pandemic. Respondents were asked to indicate on a 5-point scale from 'not at all' to 'a great deal', compared to before the COVID-19 outbreak, how much more they had felt four positive and two negative emotions in the 7 days leading up to the survey.

In July/July, most staff respondents reported feeling more relaxed (62%), more hopeful (71%), more confident about the future (70%) and more cheerful (74%) at least some of the time (Figure 69). These responses were similar in October, with the majority of staff continuing to report feeling more relaxed (68%), more hopeful (74%), more confident about the future (70%) and more cheerful (78%) at least some of the time, compared to before the pandemic.

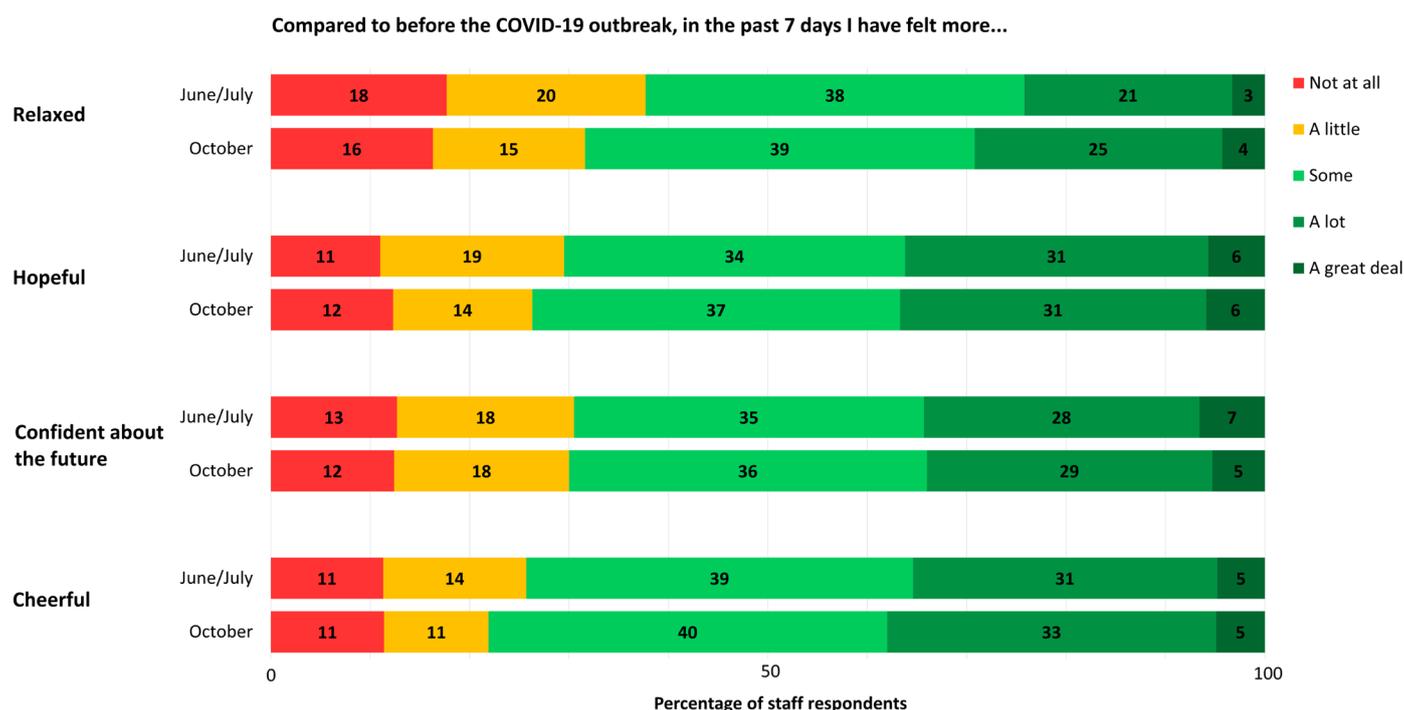


Figure 69. Response distributions for positive emotion items (average for all staff respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item.

Staff were also asked if they felt more hopeless or anxious in the past 7 days than before the pandemic. In both survey rounds, 20% of respondents reported feeling more hopeless at least some of the time (Figure 70). A greater proportion of DETECT staff reported being anxious or stressed: compared to before the COVID-19 outbreak, 44% of staff in June/July and 39% in October indicated an increase in these emotions some or more of the time.

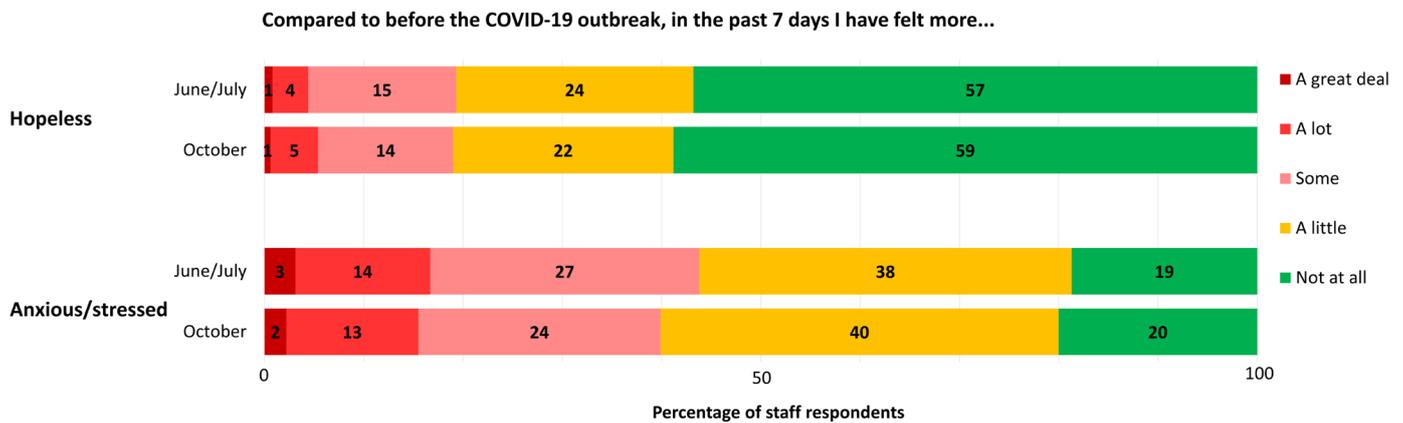


Figure 70. Response distributions for negative emotion items (average for all staff respondents). Sections of the bar show the percentage of respondents reporting each response (red = negative; orange = neutral; green = positive) for each item.

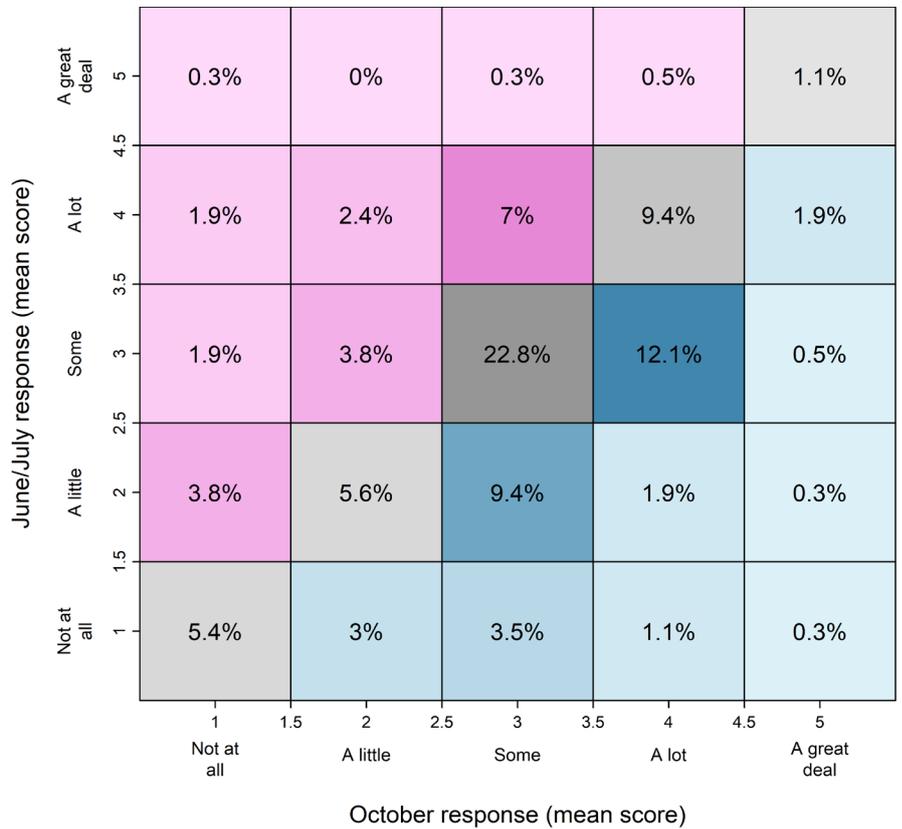
Full score distributions for each emotion item are described by demographic in Appendix D, Tables 9-14.

Item responses were collated to create two measures of emotional change: positive (relaxed, hopeful, confident about the future, cheerful) and negative (hopeless and anxious/stressed). Response options were coded from 1 (not at all) to 5 (a great deal) and summed to create two 'emotional change' scores between 1 and 5.

Cross-sectionally, the average positive emotional change score for all staff was  $2.94 \pm 0.03$  (mean  $\pm$  SEM) in June/July and  $2.99 \pm 0.03$  in October. For the longitudinal sample, in October 44% of responding staff reported positive emotions in the same range they had reported in June/July. Other staff reported positive emotional change scores in a different range than in June/July, with 22% of respondents indicating that they felt less positive emotions and 34% indicating that they felt more positive emotions (Figure 71A).

Staff reported feeling less negative emotions: average cross-sectional scores were  $2.07 \pm 0.02$  (mean  $\pm$  SEM) in June/July and  $2.02 \pm 0.03$  in October. For the longitudinal sample, in October 50% of responding staff reported negative emotions in the same range they had reported in June/July, with 30% reporting negative emotional change scores in a lower range (less negative emotions) and 21% reporting negative emotions in a higher range (more negative emotions) (Figure 71B).

## A. Positive emotions



## B. Negative emotions

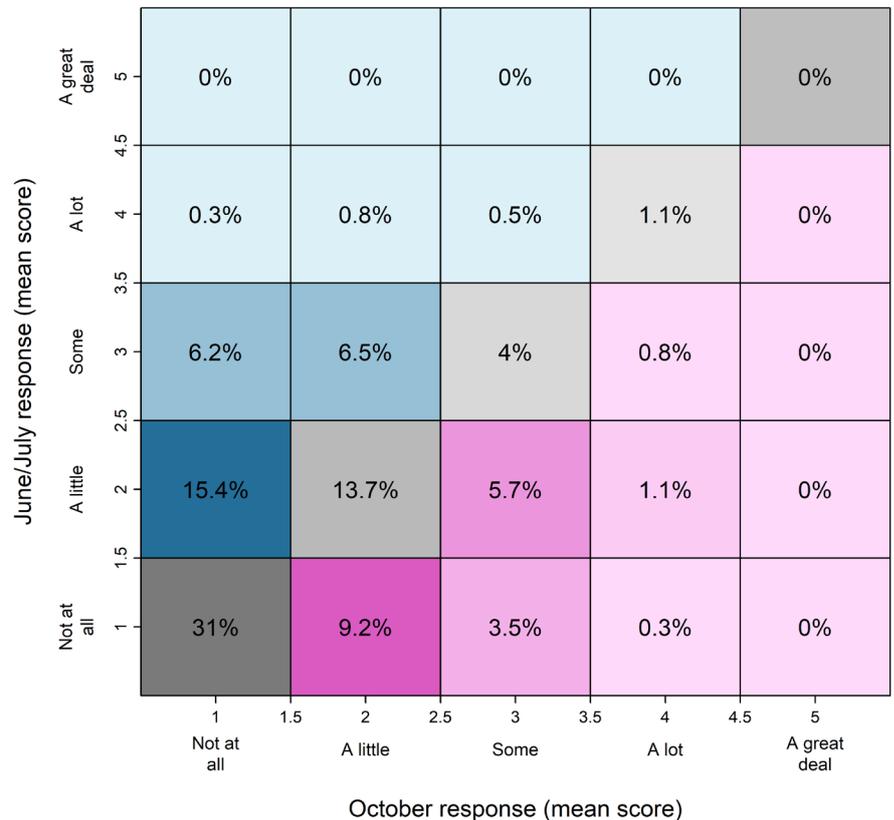


Figure 71. Longitudinal change in staff a) positive emotional change scores and b) negative emotional change scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (positive emotional change scores in a lower range or negative emotional change scores in a higher range) in October and blue boxes display the proportion of respondents with a more positive outcome (positive emotional change scores in a higher range or negative emotional change scores in a lower range) in October than in June/July.

After controlling for school level data, linear regression analyses revealed no demographic predictors of staff positive emotional change scores (Figure 72). However, staff members older than 45 years reported marginally lower negative emotional change scores (Figure 73). Staff members who indicated a positive attitude towards their school’s response to COVID-19 reported greater positive emotional change (June/July  $\beta$ : 0.42,  $p < 0.001$ ; October  $\beta$ : 0.29,  $p < 0.001$ ) and less negative emotional change (June/July  $\beta$ : -0.33,  $p < 0.001$ ; October  $\beta$ : 0.38,  $p < 0.001$ ).

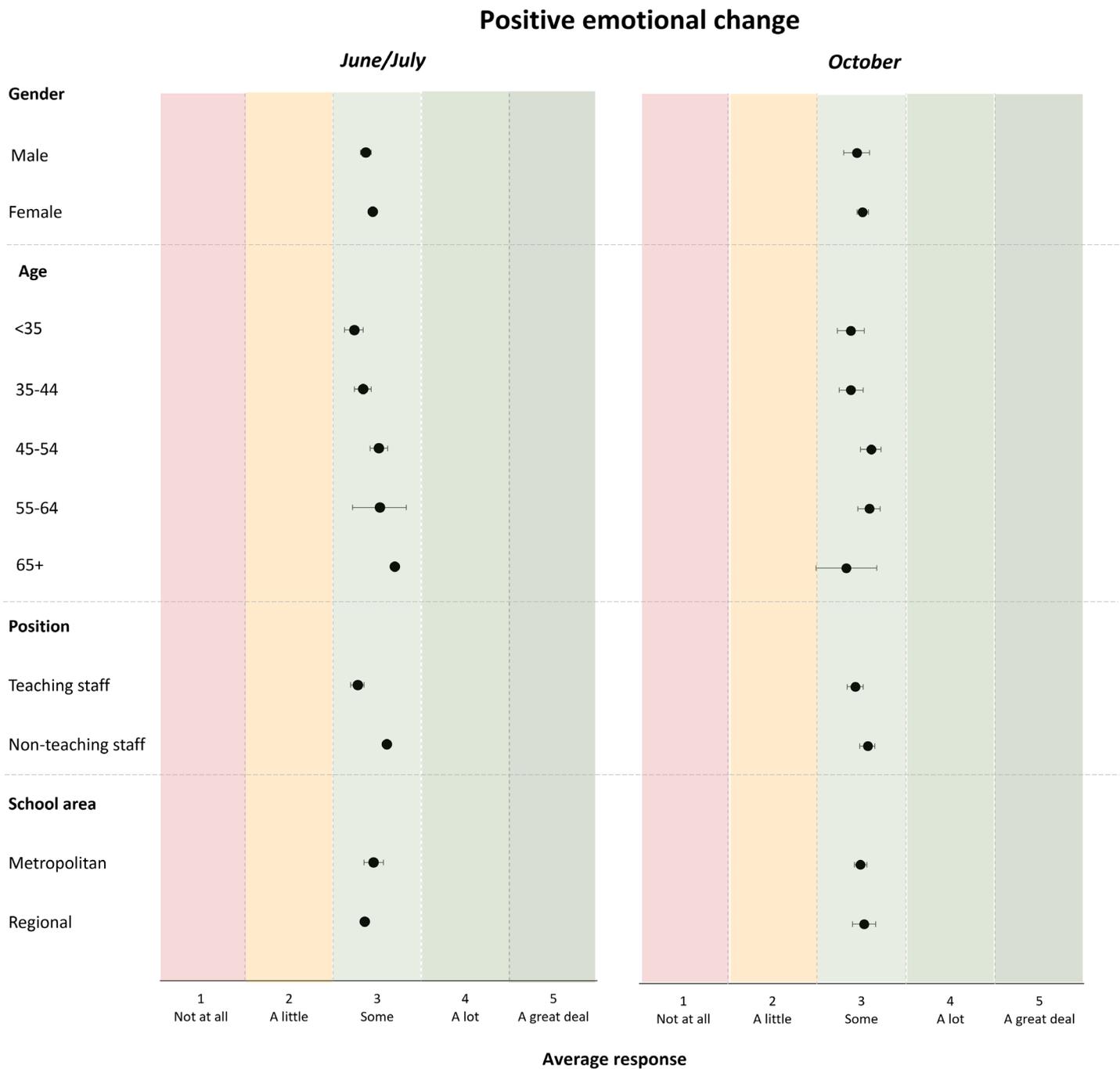


Figure 72. Demographic comparison of positive emotional change score (adjusted mean  $\pm$  95% confidence intervals).

## Negative emotional change

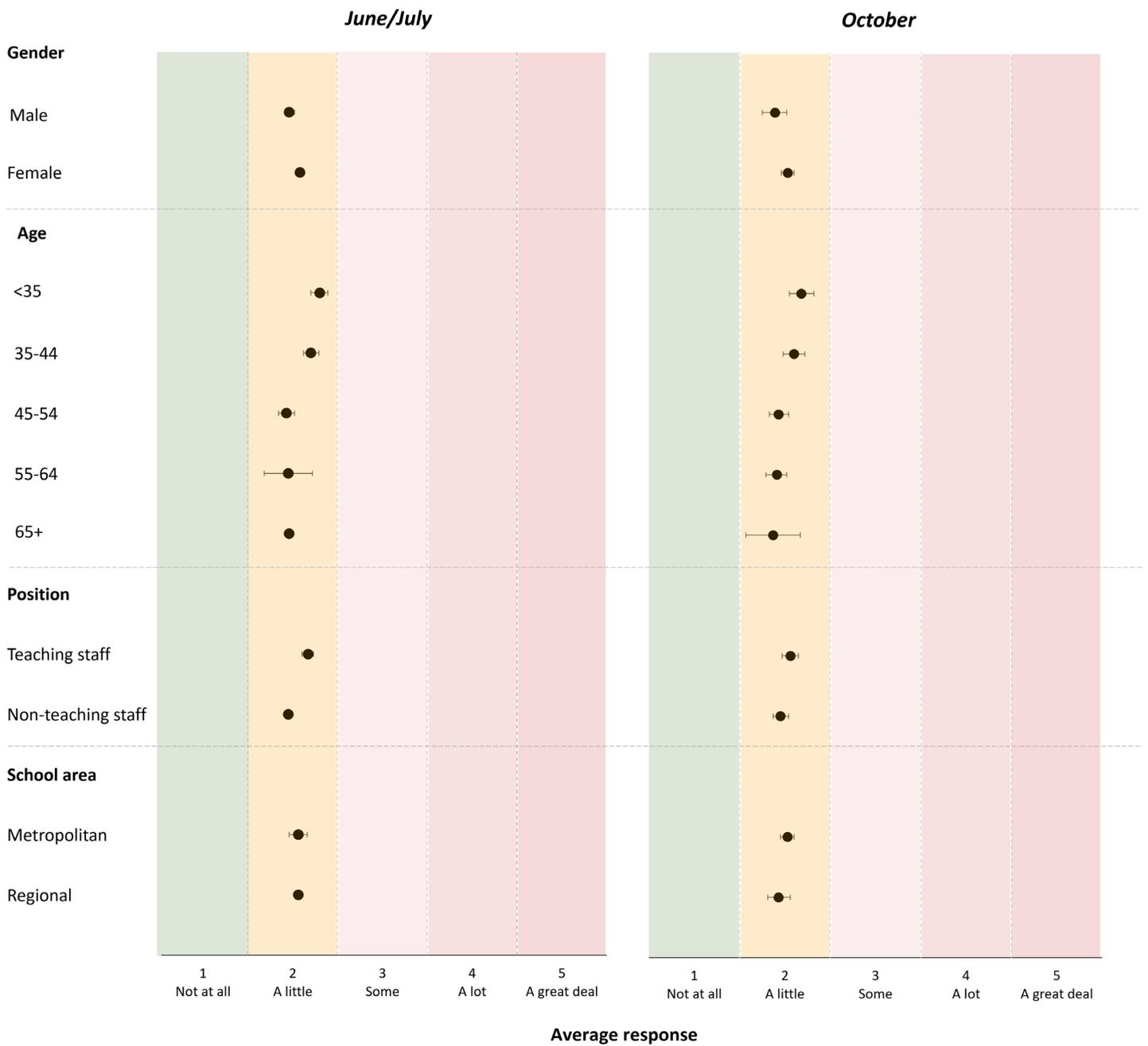


Figure 73. Demographic comparison of negative emotional change score (adjusted mean  $\pm$  95% confidence intervals).

## 6.4.3 Staff wellbeing

### 6.4.3.1 General wellbeing

Staff completing surveys in June/July and October were asked to report on six measures of positive wellbeing, reproduced from the WHO Wellbeing Index. On a 6-point scale from ‘at no time’ to ‘all the time’, respondents indicated how often they felt cheerful, calm, active, rested, safe and interested in life in the two weeks preceding the survey.

In both survey rounds, the majority of staff from DETECT schools reported feeling each positive emotion more than a half of the time (Figure 74). Most responding staff indicated feeling safe (June/July: 91%, October: 95%), cheerful (June/July: 88%, October: 91%), calm (June/July: 81%, October: 85%), interested in daily life (June/July: 82%, October: 87%) and active and vigorous (June/July: 72%, October: 78%) more than a half of the time. Slightly fewer respondents reported that more than a half the time they had felt rested (June/July: 62%, October: 74%). Proportions of these item responses are available by demographic in Appendix D, Tables 2-7.

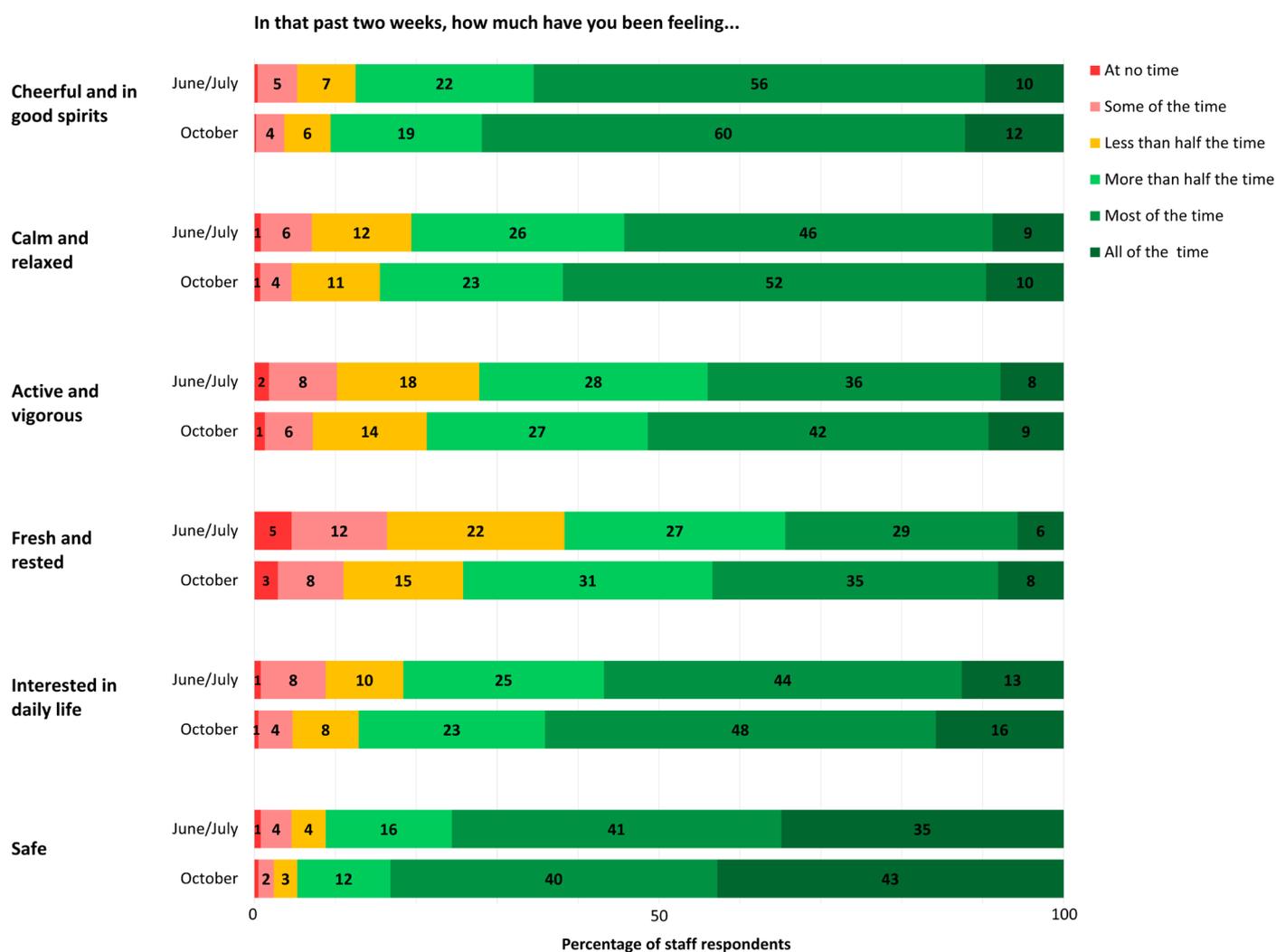


Figure 74. Score distributions for staff wellbeing items (average for all staff respondents). Sections of a bar show the proportion of respondents reporting each response (red = negative; orange = neutral; green = positive) for any given item.

Responses for the six wellbeing measures were coded from 1 (at no time) to 6 (all of the time), and the average taken for each individual to generate a wellbeing score between 1 and 6, where a higher score indicates greater wellbeing. For all staff, the average score on this scale was  $4.37 \pm 0.03$  in June/July and  $4.58 \pm 0.03$  in October. For the longitudinal sample, in October 47% of staff respondents reported wellbeing scores in the same range that they reported in June/July, while 15% had a wellbeing score in a lower range (poorer wellbeing) and 37% had a wellbeing score in a higher range (better wellbeing) (Figure 75).

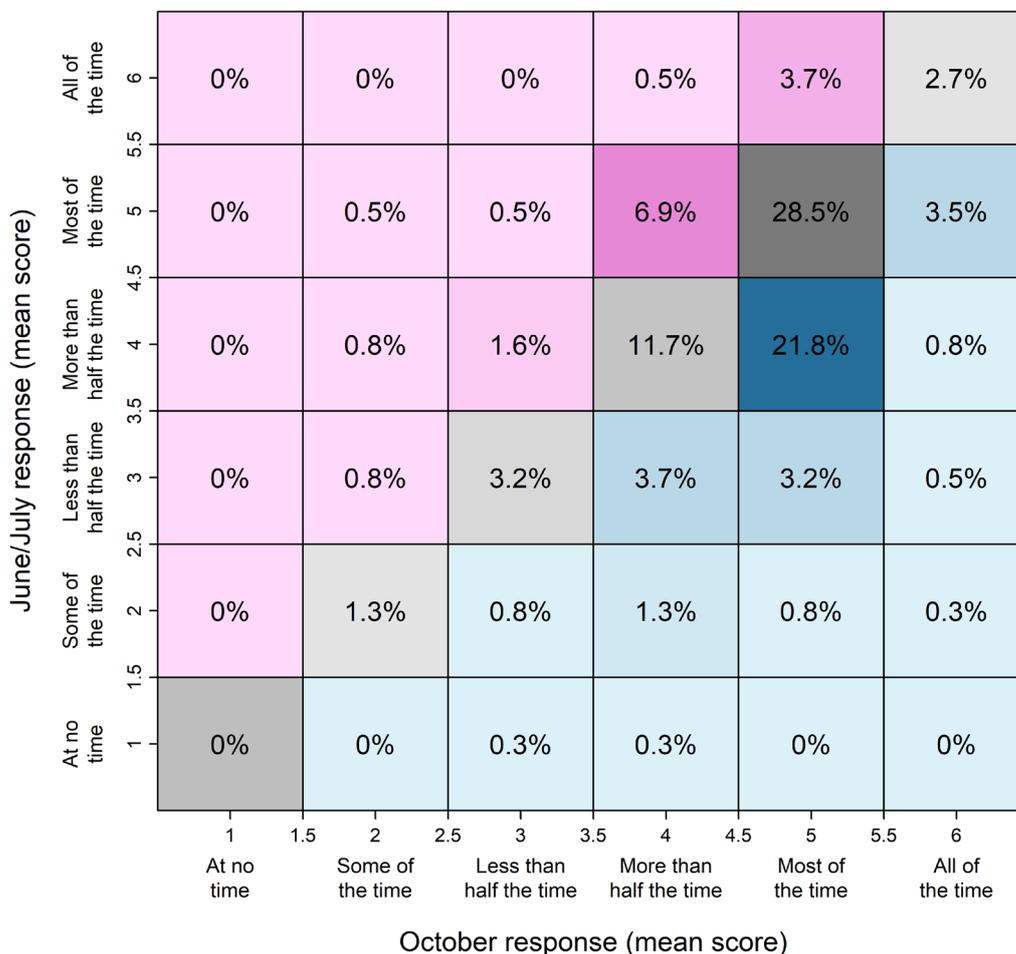


Figure 75. Longitudinal change in staff wellbeing scores. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (wellbeing scores in a lower range) in October and blue boxes display the proportion of respondents with a more positive outcome (wellbeing scores in a higher range) in October than in June/July.

In June/July, on average female staff respondents scored their wellbeing slightly lower than male respondents (Figure 76). Wellbeing was intuitively influenced in each survey round by a staff member’s emotional change since before the COVID-19 outbreak: those with greater positive emotional change (June/July  $\beta$ : 0.19,  $p < 0.001$ ; October  $\beta$ : 0.15,  $p < 0.001$ ) and those with less negative emotional change (June/July  $\beta$ : -0.43,  $p < 0.001$ ; October  $\beta$ : -0.41,  $p < 0.001$ ) reported better wellbeing scores. Staff members who felt positively about their school’s handling of the pandemic consistently reported higher wellbeing scores (June/July  $\beta$ : 0.27,  $p < 0.001$ ; October  $\beta$ : 0.32,  $p < 0.001$ ).

## Staff wellbeing

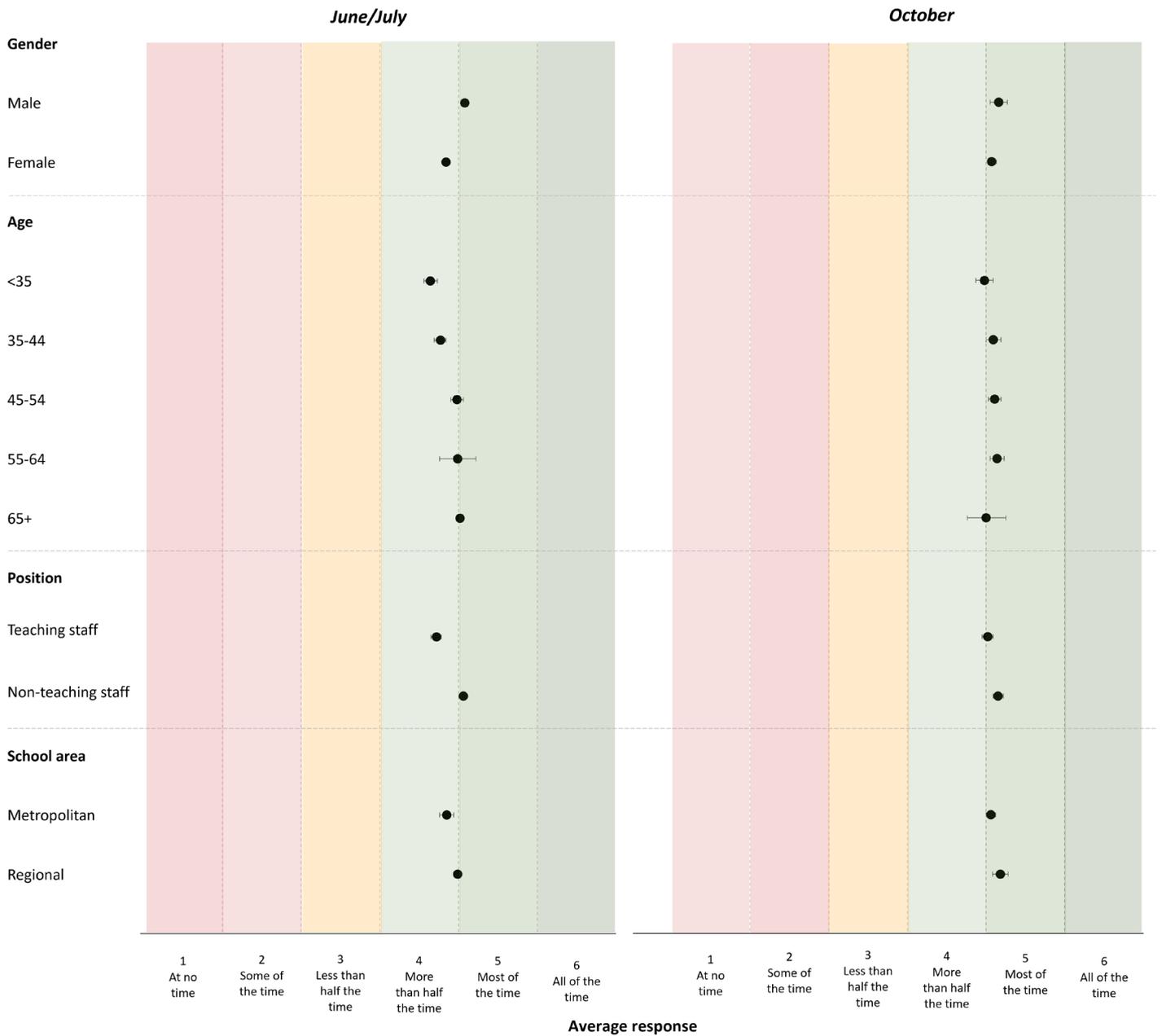


Figure 76. Demographic comparison of staff wellbeing score (adjusted mean  $\pm$  95% confidence intervals).

### 6.4.4 Stress

Staff from DETECT schools were asked if they have felt strain, stress, or pressure in the past 6 months. The five response options ranged from 'not at all' to 'almost more than I can take'. Many staff reported experiencing more stress than normal (June/July: 80%, October: 72%). Of these respondents, 8-9% in each survey round were indicating they had experienced stress levels which were almost more than they could take. The distribution of responses for all staff is illustrated in Figure 77, and demographic specific distributions can be found in Appendix D, Table 8.

**During the past 6 months, have you felt strain, stress or pressure?**

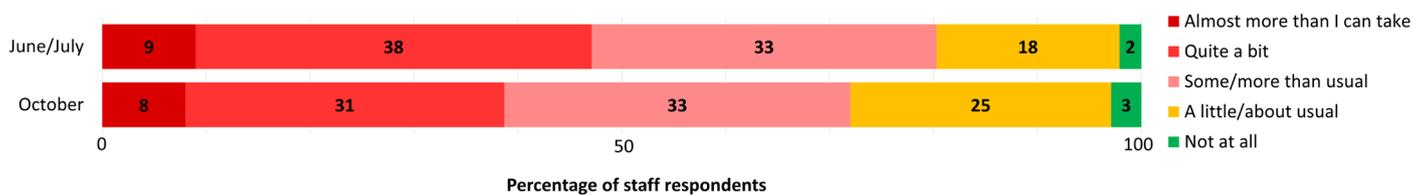


Figure 77. Score distributions for staff stress (average for all staff respondents). Sections of a bar show the proportion of respondents reporting each response (red = negative; orange = neutral; green = positive) for any given item.

On the 5-point stress scale ('not at all' = 1 and 'almost more than I can take' = 5), the average scores for staff were  $3.34 \pm 0.03$  in June/July and  $3.16 \pm 0.03$  in October. For the longitudinal sample, 54% of responding staff reported the same stress level in October as in June/July, while 32% reported less stress and 15% reported greater stress (Figure 78).

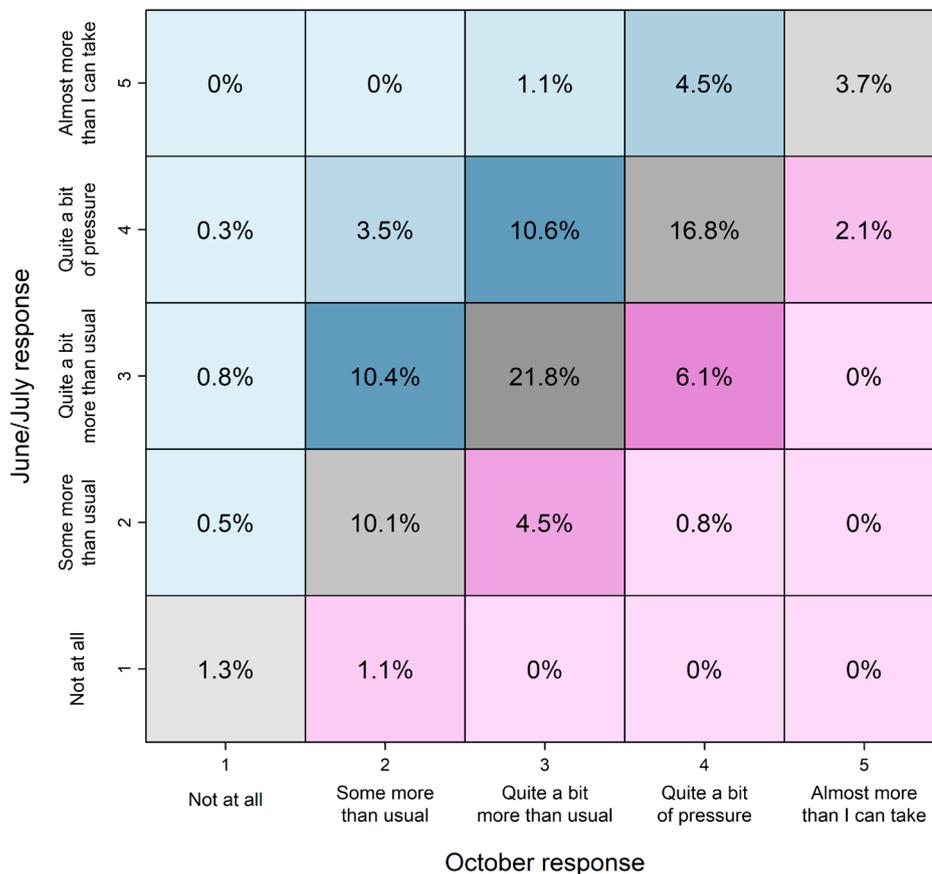


Figure 78. Longitudinal change in staff stress scores. Grid boxes show the proportion of respondents selecting the corresponding responses in June/July and October, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent responses. Pink boxes display the proportion of respondents selecting a more negative response (more stress) in October and blue boxes display the proportion of respondents with a more positive outcome (less stress) in October than in June/July.

In quantifying the stress they experienced over the past 6 months, non-teaching staff reported lower scores than teaching staff (Figure 79). Reported stress was influenced by other survey variables in much the same way as wellbeing – increased positive emotional change (June/July  $\beta$ : -0.09,  $p < 0.001$ ; October  $\beta$  -0.12,  $p < 0.001$ ) and decreased negative emotional change (June/July  $\beta$ : 0.44,  $p < 0.001$ ; October  $\beta$ : 0.42,  $p < 0.001$ ) scores were both associated with a lower level of stress. Less stress was reported by teachers who felt their school had handled the COVID-19 pandemic well (June/July  $\beta$ : -0.23,  $p < 0.001$ ; October  $\beta$ : -0.25,  $p < 0.001$ ).

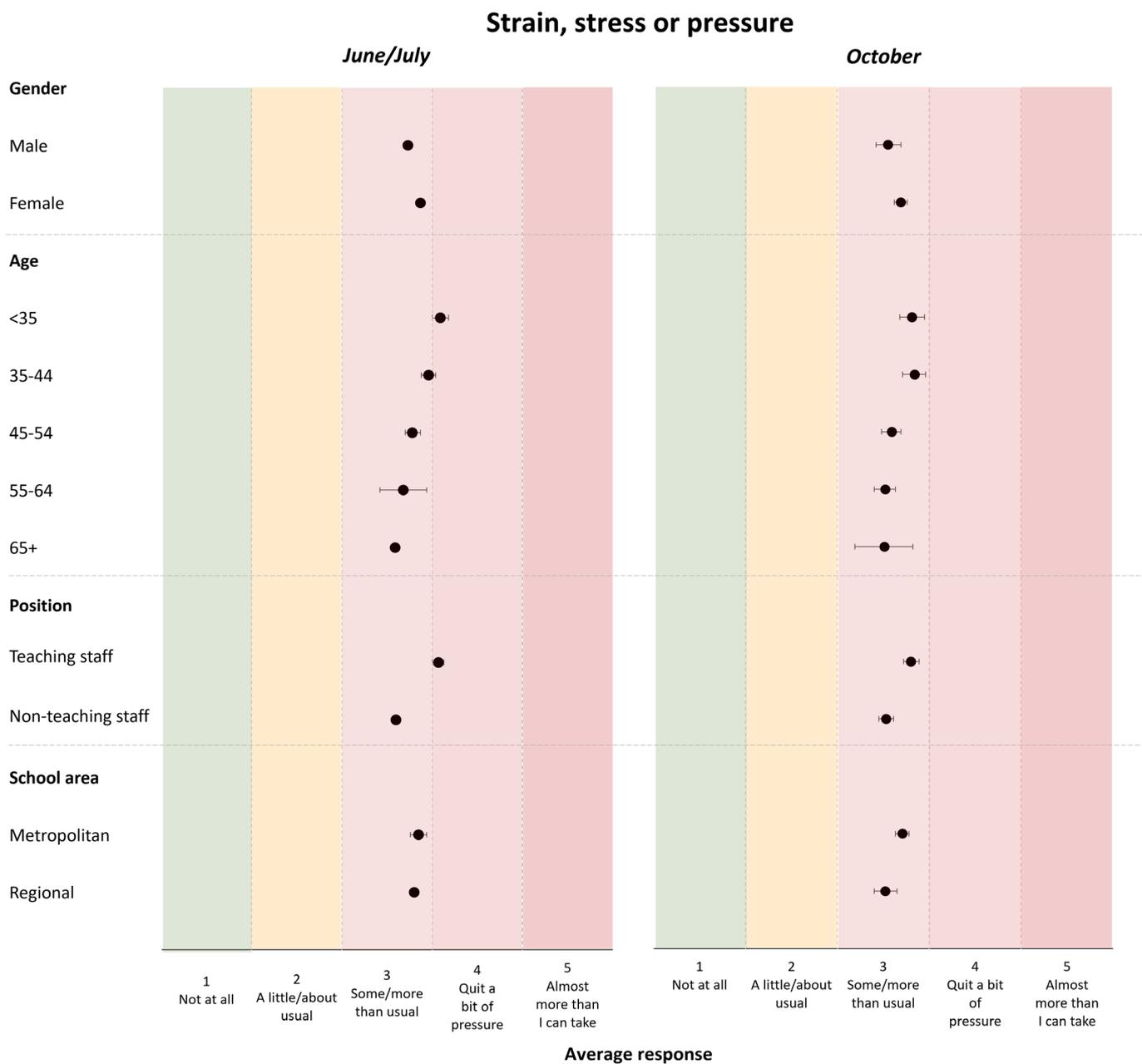


Figure 79. Demographic comparison of staff stress score (adjusted mean  $\pm$  95% confidence intervals).

## 6.4.5 Life satisfaction

Staff were asked to indicate how satisfied they were with their lives on a scale from 0 ('totally dissatisfied') to 10 ('totally satisfied'). On average, staff indicated life satisfaction scores of  $7.64 \pm 0.05$  in June/July and  $7.70 \pm 0.06$  in October. For the longitudinal sample, in October 44% of responding staff reported a life satisfaction score that was the same as in June/July, while 24% reported a lower score (less satisfied with life) and 32% reported a higher score (more satisfied with life) (Figure 80).



Figure 80. Longitudinal change in staff score for life satisfaction. Grid boxes show the proportion of respondents reporting June/July and October scores in the corresponding ranges, with darker shades indicating a higher proportion of respondents. The middle diagonal (grey) displays the proportion of respondents with consistent scores. Pink boxes display the proportion of respondents with a more negative outcome (lower life satisfaction scores) in October and blue boxes display the proportion of respondents with a more positive outcome (higher life satisfaction scores) in October than in June/July.

The only demographic difference in life satisfaction was a slightly lower score for female staff respondents in June/July (Figure 81). Considering other factors measured in the survey, life satisfaction demonstrated the same relationships with other variables as those observed for general wellbeing: higher life satisfaction was reported by those with high positive emotional change, low negative emotional change and positive perceptions of their school's actions in response to COVID-19.

## Life satisfaction

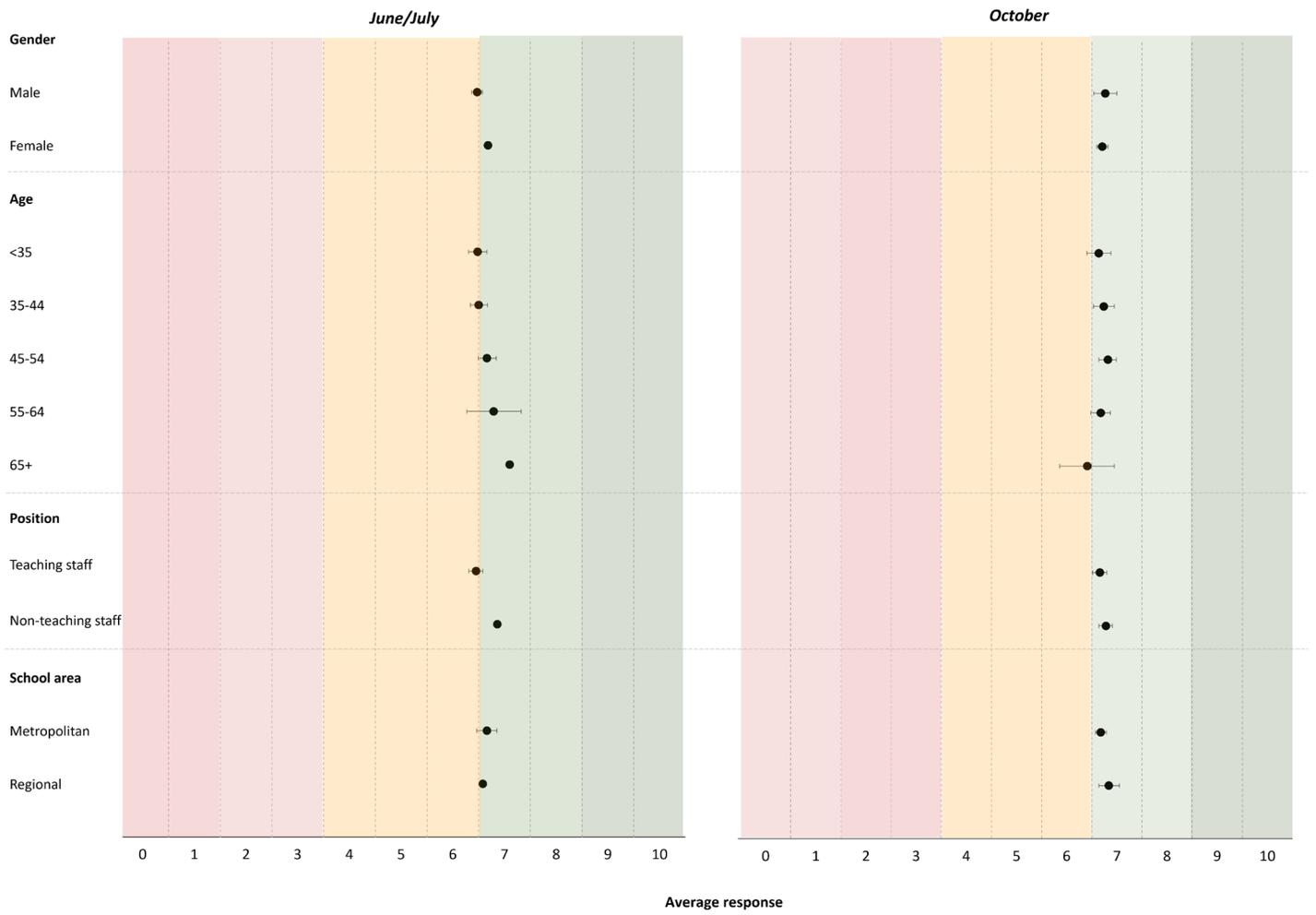


Figure 81. Demographic comparison of staff life satisfaction score (adjusted mean  $\pm$  95% confidence intervals).

# 7 Conclusion and recommendations

This Final Report to Government presents the results of the DETECT Schools Study, including the findings from three rounds of asymptomatic SARS-CoV-2 testing in 40 public schools (testing schools) and two cycles of wellbeing survey collection in 79 Government primary and secondary schools across WA. Presented here are findings and interpretations that guide our understanding of the prevalence and impact of COVID-19 in WA school communities, as well as the psychosocial wellbeing of public school communities from June to October 2020.

Through the collaboration of Government, health service providers and research personnel, the DETECT Schools Study has successfully validated a novel and minimally invasive methodology and framework for the rapid roll-out of SARS-CoV-2 testing which was well-accepted by a predominately paediatric cohort. Three rounds of in-school asymptomatic SARS-CoV-2 swabbing, including 13,988 swabs, yielded no true or false positive SARS-CoV-2 results in the WA school communities tested. Of those school staff and students who completed survey questions about the testing experience, the majority of primary and secondary school students and staff indicated minimal or no discomfort during the testing procedure. Large proportions of parents and staff reported that they felt their school's participation in the DETECT Schools project was important. Should WA see a future increase in community transmission, this testing approach could be rapidly repurposed for the testing of other populations, and therefore represents a valuable resource now at the disposal of the WA Government and community as it continues to navigate future peaks and troughs of the ongoing pandemic.

Also described in this report are results from psychosocial surveys completed by Years 4 to 12 students, parents of Kindergarten to Year 12 school students and school staff twice during the 2020 COVID-19 pandemic. The surveys asked students about their experiences of the COVID-19 pandemic, and their emotions and wellbeing in June/July 2020 and again in October 2020. Approximately one half of DETECT student respondents reported that COVID-19 had impacted them negatively, with the other half reporting little or no impact on their daily lives. In June/July 2020, one in seven students reported being worried about missing school during the pandemic, and by October this has decreased to one in ten students. Students also responded to several wellbeing measures in this survey and reported high levels of school connectedness and life satisfaction, although these outcomes were lower at the second data collection point in October 2020, compared to June/July. Approximately 40% of secondary students (about three times the 2014 National Young Minds Matter benchmark of 14%) indicated elevated levels of difficulties and emotional distress on a scale of health-related quality of life, and this level of emotional distress was sustained at both survey time points. This may reflect a broad societal shift in adolescent wellbeing that is not caused by the COVID-19 pandemic and highlights a requirement for more systematic collection and monitoring of student wellbeing to better understand and track changes in student wellbeing over time.

Regular collection of these data would help to identify which areas, schools or students are at highest risk - such as female students, older students and those living in metropolitan areas compared to their counterparts, as suggested by DETECT survey results. These data could also be used to deliver equity by allocating limited resources with more precision to support the types of response plans and interventions that may be the most appropriate based on students' strengths and needs, and to assess the effectiveness and return on investment of these policies and practices over time. System level wellbeing prevalence data could also be used to inform and support whole-school wellbeing planning, staff training and resource allocation for tailored, school-level evidence-based prevention, early detection and treatment policies and practices. It could also guide cross-government resource prioritisation, decision making and action to reduce the high rates of mental health problems in our communities. For example, system-level wellbeing data will enable improvement in local

schools' decision-making to raise the quality and fidelity of health and wellbeing-related curriculum and other whole-school activity implementation.

Parents who responded to the DETECT survey reported on their own wellbeing and their experiences of supporting their children through the pandemic. In the period of optional home learning in April 2020, approximately one half of parents reported they continued to send their child to school, with the other half choosing to keep their child at home or facilitate blended school and home learning. Most parents reported feeling well resourced to support their child's learning from home when necessary and felt their child's school had kept them appropriately informed during this time. Most parents also reported confidence in their own abilities to support their child's wellbeing, mental health and resilience, despite three quarters of parents reporting they have experienced more stress than usual over the past six months. These findings point to the need to support parent capacity and connect parents of school-age children to effective promotion, prevention and treatment mental health services in their communities.

Three quarters of staff in the 79 primary and secondary public schools who completed the DETECT psychosocial wellbeing surveys also reported elevated stress levels this year, with non-teaching staff reporting lower stress levels than those in teaching positions. In June/July 2020, a half of staff respondents reported the pandemic negatively impacted the wellbeing of their students. While this negative perception decreased to one third by October 2020, many teaching staff indicated they would like additional support in helping their students to cope with the pandemic. The switch to online learning was challenging for some staff, a half of whom reported a need for additional support for the teaching of new technologies. However, more than a half of staff also felt the dynamic environment of the pandemic encouraged them to improve their IT skills and engage with students and their parents in new ways. Overwhelmingly, staff who felt positive about their own school's response to the pandemic reported a better quality of life, including greater wellbeing and more life satisfaction. These results suggest a need for increased professional learning for school leaders and other staff to support their own, their students' and other staff members' wellbeing through mechanisms such as mental health first aid capacity building. Regular ongoing collection of staff wellbeing data will also be important to benchmark, monitor and support the schools' workforce as needed in the future.

Taken together, these key findings paint a picture of the status of students', parents' and school staff's wellbeing and mental health from June to October 2020 as WA responded to COVID-19. It is important to note these data were drawn twice from staff, students and parents in 2020; once when schools were still adjusting to changes imposed by the pandemic response (June/July 2020), and the second when COVID-related interruptions to school had ceased and a new 'normal' was well established (October 2020).

Findings from the DETECT Schools Study may inform future cross-Government school, family-centred and community-based wellbeing services, including mental health intervention initiatives. In seeking to keep the WA community safe and assured during the COVID-19 pandemic, this unique partnership between Government, research, and industry has provided an insight into how students, parents and staff are coping; provided a benchmark for wellbeing against which future studies can be monitored and interventions can be evaluated; and highlighted the need for regular and robust wellbeing monitoring and effective evidence-based community capacity building and intervention implementation to address these needs in our communities during this challenging new era.

## APPENDIX A – MODULE 1 DEMOGRAPHICS

**Table 1. Demographic data of students who were swabbed in Module 1.**

		Lower Primary Years K-3	Upper Primary Years 4-6	Lower Secondary Years 7-9	Upper Secondary Years 10-12
Total participants		1,499 (25.4%)	1,111 (18.8%)	1,890 (32.0%)	1,403 (23.8%)
Gender	Female	736 (49.1%)	523 (47.1%)	796 (42.1%)	581 (41.4%)
	Male	761 (50.8%)	587 (52.8%)	1,090 (57.7%)	817 (58.2%)
	Other	2 (0.1%)	1 (0.1%)	4 (0.2%)	5 (0.4%)
Aboriginal	Yes	106 (7.1%)	74 (6.7%)	93 (4.9%)	55 (3.9%)
	No	1,267 (84.5%)	910 (81.9%)	1,614 (85.4%)	1,215 (86.6%)
Area	Metro	1,102 (73.5%)	814 (73.3%)	1,442 (76.3%)	1,121 (79.9%)
	Regional	397 (26.5%)	297 (26.7%)	448 (23.7%)	282 (20.1%)

**Table 2. Demographic data of staff who were swabbed in Module 1.**

	Staff	
Total participants		1,036
Gender	Female	563 (54.3%)
	Male	473 (45.7%)
School type	Primary school (K-6)	415 (40.1%)
	Secondary school (7-12)	459 (44.3%)
	K-12	162 (15.6%)
Aboriginal	Yes	11 (1.1%)
	No	1,022 (98.6%)
Area	Metro	484 (78.4%)
	Regional	133 (21.6%)

## APPENDIX B – STUDENT SURVEY ITEMS

Table 1. Total student respondent demographics.

	June/July		October		Longitudinal Cohort (responded in both June/July and October)	
	n	%	n	%	n	%
<b>Total</b>	24,003	100	18,008	100	7,363	100
<b>Year level</b>						
Year 4	1,586	6.6	1,422	7.9	610	8.3
Year 5	1,629	6.8	1,469	8.2	698	9.5
Year 6	1,532	6.4	1,449	8.0	699	9.5
Year 7	3,949	16.5	3,304	18.3	1,409	19.2
Year 8	3,598	15.0	2,986	16.6	1,083	14.7
Year 9	3,438	14.3	3,030	16.8	1,138	15.5
Year 10	3,417	14.2	2,397	13.3	954	13.0
Year 11	2,842	11.8	1,609	8.9	616	8.4
Year 12	2,012	8.4	342	1.9	136	1.9
<b>School type</b>						
Primary	4,747	19.8	4,340	24.1	2,007	27.3
Lower secondary	10,985	45.8	9,320	51.8	3,630	49.4
Upper secondary	8,271	34.5	4,348	24.1	1,706	23.2
<b>Gender</b>						
Male	1,1857	49.4	8,905	49.5	3,371	45.8
Female	11,531	48.0	8,663	48.1	3,936	53.5
Other	536	2.2	400	2.2	54	0.7
Missing	79	0.3	40	0.2	2	0.0
<b>LOTE</b>						
Yes	6,552	27.4	4,658	26.0	1,621	22.1
No	17,345	72.6	13,241	74.0	5,708	77.9
<b>Aboriginal</b>						
Yes	1,595	6.7	1,357	7.6	372	5.1
No	22,239	93.3	16,501	92.4	6,939	94.9
<b>Condition</b>						
Survey only	11,912	49.6	9,017	50.1	3,828	52.0
Testing and survey	12,091	50.4	8,991	49.9	3,535	48.0
<b>Residential College</b>						
Yes	104	0.4	76	0.4	31	0.4
No	23,899	99.6	17,932	99.6	7,332	99.6
<b>Region</b>						
Goldfields	616	2.6	528	2.9	201	2.7
Kimberley	570	2.4	443	2.5	157	2.1
Midwest	137	0.6	127	0.7	34	0.5
North Metropolitan	10,163	42.4	6,470	36.1	2,721	37.0
Pilbara	493	2.1	495	2.8	179	2.4
South Metropolitan	9,288	38.8	7,470	41.7	2,983	40.5
Southwest	2,287	9.6	2,074	11.6	953	12.9
Wheatbelt	390	1.6	304	1.7	134	1.8

**Table 2. Number of people in house.**

	June/July					October				
	Two	Three	Four	Five	Six or more	Two	Three	Four	Five	Six or more
<b>Total</b>	4.0	14.6	36.9	26.1	18.3	4.1	14.8	36.8	26.2	18.1
<b>School level</b>										
Primary	3.0	11.6	36.6	26.5	22.3	3.3	12.1	36.3	27.5	20.8
Lower Secondary	3.7	14.1	37.6	26.5	18.1	3.8	14.8	37.7	25.9	17.8
Upper secondary	5.1	16.9	36.2	25.5	16.3	5.4	17.7	35.3	25.7	16.0
<b>Year level</b>										
Year 4	2.6	11.7	35.5	28.9	21.3	3.5	11.9	35.3	29.3	19.9
Year 5	3.9	11.1	36.8	25.0	23.2	3.5	13.2	36.0	25.8	21.5
Year 6	2.5	12.1	37.6	25.7	22.2	2.9	11.3	37.6	27.3	20.9
Year 7	3.4	13.6	36.7	26.7	19.6	3.9	13.9	37.6	26.9	17.7
Year 8	3.6	14.0	37.8	26.6	18.1	3.6	14.8	37.7	25.0	18.8
Year 9	4.1	14.9	38.5	26.1	16.5	3.9	15.7	37.8	25.6	17.0
Year 10	4.7	16.1	36.3	25.8	17.1	4.7	17.0	36.5	25.7	16.1
Year 11	5.2	17.5	35.8	25.0	16.6	6.2	17.9	33.3	26.0	16.5
Year 12	5.5	17.6	36.5	25.7	14.7	5.7	22.3	36.0	24.0	12.0
<b>Gender</b>										
Male	4.0	15.2	37.1	26.3	17.4	4.2	15.1	37.2	26.1	17.3
Female	4.1	13.9	36.9	26.1	19.0	3.7	14.3	36.6	26.5	18.8
<b>Aboriginal</b>										
Yes	3.3	12.8	22.5	24.4	37.0	4.3	12.6	25.1	24.4	33.7
No	4.1	14.7	38.0	26.3	17.0	4.1	14.9	37.8	26.4	16.9
<b>LOTE</b>										
Yes	3.1	13.4	36.5	25.0	22.1	3.3	12.8	36.6	24.9	22.4
No	4.4	15.0	37.1	26.6	16.9	4.3	15.5	36.9	26.7	16.6
<b>Condition</b>										
Survey only	4.2	15.4	36.7	25.9	17.7	4.2	15.1	37.0	26.0	17.6
Testing and survey	3.8	13.8	37.1	26.4	18.9	4.0	14.5	36.6	26.4	18.6
<b>Residential College</b>										
Yes	2.9	14.4	36.5	29.8	16.3	4.2	13.9	38.9	27.8	15.3
No	4.0	14.6	36.9	26.1	18.3	4.1	14.8	36.8	26.2	18.1
<b>Region</b>										
Goldfields	4.4	10.2	34.9	25.0	25.5	4.1	10.2	37.5	24.6	23.6
Kimberley	4.8	14.0	42.9	24.3	14.0	4.6	15.3	40.7	23.8	15.5
Midwest	6.1	15.3	20.6	27.5	30.5	4.0	18.4	27.2	22.4	28.0
North Metropolitan	4.0	14.9	37.3	25.8	18.0	4.0	15.0	37.7	25.6	17.7
Pilbara	2.9	12.1	29.6	33.1	22.4	3.7	11.6	32.3	29.2	23.3
South Metropolitan	3.9	14.0	37.1	26.1	18.9	4.2	14.3	36.5	26.6	18.5
Southwest	4.2	17.5	37.3	26.3	14.7	3.8	18.1	36.9	26.3	14.8
Wheatbelt	4.1	15.5	30.4	29.1	20.9	3.4	12.8	28.3	34.0	21.5

**Table 3. About how many friends do you have who you either hang out with, talk to on the phone, regularly send messages to, either through social media, chat, gaming or ways online, or get together with socially?**

	June/July							October						
	0	1	2	3	4	5	6+	0	1	2	3	4	5	6+
<b>Total</b>	2.4	2.0	3.3	5.0	5.4	8.4	73.6	2.6	2.1	3.4	5.0	5.4	7.8	73.6
<b>School level</b>														
Primary	1.9	3.2	4.9	6.6	6.1	10.0	67.2	1.8	3.3	4.4	5.7	5.4	7.6	71.8
Lower Secondary	2.1	1.4	2.5	3.8	4.5	7.2	78.5	2.2	1.6	2.8	4.7	4.8	7.2	76.7
Upper secondary	2.9	2.0	3.6	5.5	6.1	9.1	70.8	4.1	2.1	3.8	5.0	6.7	9.4	69.0
<b>Year level</b>														
Year 4	2.2	4.3	5.5	7.1	7.4	11.1	62.4	2.3	4.3	4.8	5.9	5.6	7.3	69.6
Year 5	2.0	3.3	5.6	7.1	6.1	10.4	65.5	1.8	2.9	4.7	5.3	5.0	9.1	71.3
Year 6	1.6	2.0	3.6	5.5	4.9	8.5	73.8	1.3	2.7	3.5	5.8	5.7	6.5	74.4
Year 7	1.8	1.2	2.7	3.7	4.4	6.8	79.5	1.5	1.7	2.8	4.4	4.2	7.0	78.5
Year 8	1.8	1.5	2.0	3.8	3.9	7.2	79.7	2.1	1.4	2.6	4.9	5.3	6.9	76.7
Year 9	2.7	1.5	2.7	4.1	5.2	7.7	76.2	2.9	1.6	3.0	4.8	4.9	7.8	74.9
Year 10	2.4	1.8	2.8	4.5	5.7	8.4	74.5	3.6	2.0	3.5	4.2	5.8	8.6	72.3
Year 11	3.2	2.4	4.1	5.7	6.1	9.1	69.5	3.8	2.0	3.8	6.1	8.0	9.5	66.8
Year 12	3.5	2.1	4.2	6.9	6.7	10.1	66.3	9.3	3.1	5.9	5.3	6.2	14.3	55.9
<b>Gender</b>														
Male	2.6	1.8	2.4	4.0	4.5	7.5	77.1	2.6	1.8	2.5	4.2	4.6	7.2	77.1
Female	1.1	2.1	4.2	6.1	6.3	9.4	70.8	1.5	2.3	4.4	5.8	6.3	8.5	71.2
<b>Aboriginal</b>														
Yes	6.3	2.6	4.0	4.6	5.5	7.8	69.1	6.2	3.0	3.4	5.5	5.4	6.3	70.2
No	2.0	1.9	3.3	5.0	5.4	8.5	73.9	2.3	2.1	3.5	5.0	5.4	7.9	73.9
<b>LOTE</b>														
Yes	3.4	2.0	3.2	5.0	5.9	8.5	72.0	3.9	1.9	3.3	4.7	5.3	8.1	72.7
No	1.9	2.0	3.4	5.0	5.2	8.4	74.2	2.1	2.2	3.5	5.1	5.4	7.7	74.0
<b>Condition</b>														
Survey only	2.5	2.0	2.9	4.9	5.2	8.3	74.2	2.6	2.1	3.3	4.8	5.4	7.8	74.0
Testing and survey	2.3	2.0	3.8	5.0	5.5	8.5	72.9	2.6	2.2	3.6	5.1	5.4	7.8	73.3
<b>Residential College</b>														
Yes	1.0	1.9	2.9	3.9	2.9	7.8	79.6	1.3	0.0	1.3	9.3	5.3	9.3	73.3
No	2.4	2.0	3.4	5.0	5.4	8.4	73.6	2.6	2.1	3.4	5.0	5.4	7.8	73.6
<b>Region</b>														
Goldfields	3.2	1.7	4.4	5.7	5.4	6.4	73.3	3.6	2.9	3.5	5.4	4.4	7.7	72.6
Kimberley	2.7	1.4	4.1	4.3	6.3	11.4	69.8	2.1	1.8	4.4	6.2	6.5	8.5	70.5
Midwest	2.3	1.5	6.2	8.5	7.7	12.3	61.5	2.4	3.2	4.0	7.2	7.2	8.8	67.2
North Metropolitan	2.2	1.8	3.4	4.7	5.2	8.1	74.6	2.4	2.2	3.2	4.8	5.2	7.6	74.7
Pilbara	2.3	3.9	4.1	6.0	6.6	10.9	66.2	1.6	3.5	4.9	5.5	5.7	7.8	70.8
South Metropolitan	2.4	2.1	3.2	5.3	5.4	8.3	73.3	2.8	1.9	3.7	5.1	5.6	7.8	73.0
Southwest	2.9	2.1	2.5	4.4	5.0	9.1	74.0	2.3	1.9	2.5	4.6	4.8	8.3	75.5
Wheatbelt	1.5	2.1	4.6	5.9	6.9	9.8	69.2	2.0	4.3	4.6	4.6	7.6	10.2	66.7

**Table 4. How much can you rely on your friends for help if you have a serious problem?**

	June/July				October			
	Not at all	A little	Some	A lot	Not at all	A little	Some	A lot
<b>Total</b>	5.4	15.9	38.4	40.3	6.0	16.0	39.4	38.6
<b>School level</b>								
Primary	3.8	14.1	36.6	45.5	4.0	13.2	38.1	44.7
Lower Secondary	5.3	15.7	39.7	39.4	6.0	16.6	41.2	36.3
Upper secondary	6.6	17.3	37.5	38.6	8.0	17.6	36.9	37.5
<b>Year level</b>								
Year 4	3.5	15.6	32.8	48.1	3.4	12.1	36.8	47.6
Year 5	4.3	13.7	36.8	45.2	3.9	13.8	36.7	45.6
Year 6	3.5	12.9	40.4	43.1	4.6	13.7	40.7	41.0
Year 7	4.4	14.1	40.5	41.1	4.9	15.5	41.8	37.8
Year 8	5.3	15.6	40.6	38.5	6.3	14.8	42.7	36.2
Year 9	6.3	17.5	38.0	38.3	6.8	19.5	39.0	34.7
Year 10	6.6	17.2	39.0	37.1	8.4	17.9	37.9	35.8
Year 11	6.5	17.8	35.9	39.9	7.2	17.5	36.1	39.3
Year 12	6.7	16.8	37.4	39.2	10.0	15.3	34.1	40.6
<b>Gender</b>								
Male	5.5	15.8	41.6	37.1	6.2	15.6	41.7	36.5
Female	4.2	16.0	35.6	44.2	4.8	16.2	37.8	41.3
<b>Aboriginal</b>								
Yes	10.2	18.0	31.9	39.9	10.9	15.8	34.9	38.4
No	5.1	15.8	38.8	40.3	5.6	16.0	39.8	38.6
<b>LOTE</b>								
Yes	6.9	17.1	40.1	36.0	7.4	16.2	40.7	35.7
No	4.9	15.5	37.7	41.9	5.5	15.9	39.0	39.6
<b>Condition</b>								
Survey only	5.7	15.6	38.1	40.6	6.3	15.2	39.6	38.9
Testing and survey	5.2	16.2	38.6	40.0	5.7	16.7	39.2	38.4
<b>Residential College</b>								
Yes	1.0	11.7	45.6	41.7	4.0	14.7	37.3	44.0
No	5.5	15.9	38.3	40.3	6.0	16.0	39.4	38.6
<b>Region</b>								
Goldfields	4.9	14.7	41.0	39.3	9.5	16.5	39.3	34.7
Kimberley	7.0	16.2	35.7	41.0	6.1	18.9	38.6	36.4
Midwest	6.2	23.3	38.8	31.8	8.1	17.7	42.7	31.5
North Metropolitan	5.3	15.6	39.4	39.7	5.8	15.8	39.7	38.8
Pilbara	5.9	15.3	37.5	41.3	5.1	15.4	40.2	39.2
South Metropolitan	5.6	16.5	37.4	40.5	6.2	16.1	39.3	38.4
Southwest	5.0	15.1	37.3	42.7	5.2	15.2	39.5	40.1
Wheatbelt	4.1	15.8	41.3	38.8	5.9	16.2	34.7	43.2

**Table 5. How would you rate your overall health?**

	June/July					October				
	Excellent	Very good	Good	Fair	Poor	Excellent	Very good	Good	Fair	Poor
<b>Total</b>	21.5	33.4	31.5	10.7	2.9	21.4	32.6	31.4	11.1	3.4
<b>School level</b>										
Primary	30.9	36.0	26.3	6.0	0.9	32.9	36.7	24.5	5.0	1.0
Lower Secondary	20.9	34.2	31.7	10.5	2.7	19.1	31.7	33.4	12.4	3.5
Upper secondary	17.0	31.0	34.1	13.7	4.2	15.2	30.7	34.1	14.4	5.6
<b>Year level</b>										
Year 4	34.3	34.4	25.5	5.1	0.7	38.2	33.2	24.2	3.6	0.7
Year 5	28.9	36.4	27.0	6.6	1.1	31.7	37.7	23.5	6.0	1.0
Year 6	29.4	37.1	26.3	6.4	0.8	28.8	39.0	25.7	5.1	1.3
Year 7	22.5	34.6	31.3	9.2	2.4	21.1	34.3	31.9	9.7	3.0
Year 8	20.7	34.9	32.3	9.7	2.3	18.7	30.0	35.5	12.7	3.2
Year 9	19.2	33.1	31.7	12.7	3.4	17.4	30.6	32.9	14.8	4.3
Year 10	18.6	32.0	33.3	12.3	3.9	15.8	31.9	33.3	13.5	5.4
Year 11	15.6	30.0	35.4	15.0	4.0	15.1	29.1	34.7	16.1	5.1
Year 12	16.3	30.8	33.8	14.1	5.0	10.7	30.5	36.7	12.7	9.4
<b>Gender</b>										
Male	25.0	33.9	29.3	9.2	2.5	25.1	33.2	29.5	9.4	2.7
Female	18.0	33.9	33.8	11.9	2.4	18.1	32.9	33.6	12.3	3.1
<b>Aboriginal</b>										
Yes	22.1	30.4	32.8	9.2	5.5	24.9	27.4	30.8	11.1	5.8
No	21.4	33.7	31.4	10.8	2.6	21.1	33.1	31.4	11.1	3.2
<b>LOTE</b>										
Yes	20.8	32.4	31.7	11.8	3.3	21.5	31.3	31.5	11.8	3.9
No	21.7	33.8	31.5	10.3	2.7	21.4	33.1	31.4	10.9	3.2
<b>Condition</b>										
Survey only	22.0	32.9	31.6	10.6	2.8	21.7	32.2	31.0	11.4	3.7
Testing and survey	20.9	33.9	31.4	10.8	2.9	21.1	33.1	31.8	10.8	3.1
<b>Residential College</b>										
Yes	11.3	30.9	39.2	16.5	2.1	14.5	27.5	37.7	11.6	8.7
No	21.5	33.5	31.5	10.7	2.9	21.5	32.7	31.4	11.1	3.4
<b>Region</b>										
Goldfields	21.4	31.8	31.8	10.3	4.7	24.8	27.0	31.0	12.2	4.9
Kimberley	19.3	33.7	32.1	11.6	3.2	20.5	33.2	33.2	10.1	3.0
Midwest	15.1	34.5	42.0	7.6	0.8	14.4	31.5	45.9	6.3	1.8
North Metropolitan	21.6	34.5	30.9	10.4	2.6	22.1	33.9	30.7	10.3	3.0
Pilbara	28.7	32.9	26.5	9.8	2.1	28.4	30.1	27.9	11.6	2.0
South Metropolitan	21.2	32.4	32.3	10.9	3.3	20.3	32.0	31.3	12.3	4.0
Southwest	21.9	33.3	31.0	11.2	2.6	21.2	33.0	33.1	10.1	2.7
Wheatbelt	17.8	32.8	35.8	12.8	0.8	21.8	32.6	34.7	7.4	3.5

**Table 6. Compared to before the COVID-19 outbreak, how much more relaxed have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	14.2	24.7	29.2	22.0	9.9	14.2	22.7	29.7	21.7	11.6
<b>School level</b>										
Primary	9.9	26.9	20.9	28.9	13.4	8.6	23.2	22.7	28.2	17.2
Lower Secondary	13.2	23.1	30.5	22.5	10.7	14.4	22.7	30.8	21.5	10.6
Upper secondary	18.0	25.5	32.2	17.3	6.9	19.5	22.2	34.5	15.7	8.1
<b>Year level</b>										
Year 4	11.3	29.7	16.2	30.2	12.6	9.4	25.2	17.7	28.0	19.6
Year 5	10.0	27.3	21.6	26.6	14.5	8.2	23.3	22.4	29.3	16.7
Year 6	8.4	23.7	24.9	30.0	12.9	8.3	21.2	27.8	27.3	15.4
Year 7	10.8	23.9	28.8	24.6	12.0	11.9	22.7	29.2	23.5	12.7
Year 8	13.3	22.8	29.7	23.6	10.6	15.6	22.7	29.7	21.8	10.2
Year 9	15.9	22.5	33.2	19.0	9.4	16.1	22.7	33.6	19.1	8.6
Year 10	16.2	24.7	32.1	18.9	8.0	18.9	22.3	33.9	15.7	9.1
Year 11	18.0	24.5	33.4	17.2	6.9	19.5	21.2	36.6	16.1	6.5
Year 12	21.2	28.3	30.7	14.7	5.1	23.3	26.1	28.9	13.5	8.2
<b>Gender</b>										
Male	12.7	20.1	27.8	26.1	13.3	12.6	17.8	28.8	25.3	15.6
Female	15.1	29.5	31.1	18.2	6.1	15.0	27.7	31.0	18.9	7.4
<b>Aboriginal</b>										
Yes	13.9	25.4	24.5	22.5	13.7	16.6	24.6	21.7	23.3	13.8
No	14.3	24.6	29.5	22.0	9.6	14.0	22.6	30.3	21.6	11.4
<b>LOTE</b>										
Yes	13.2	22.9	29.3	23.7	10.9	13.1	22.7	29.6	21.7	13.0
No	14.6	25.4	29.2	21.3	9.5	14.7	22.7	29.8	21.7	11.1
<b>Condition</b>										
Survey only	14.7	24.8	29.2	21.3	10.0	14.5	23.1	29.9	20.8	11.7
Testing and survey	13.8	24.6	29.1	22.7	9.9	14.0	22.3	29.5	22.7	11.5
<b>Residential College</b>										
Yes	22.3	30.1	32.0	14.6	1.0	20.0	26.7	32.0	17.3	4.0
No	14.2	24.7	29.1	22.0	10.0	14.2	22.7	29.7	21.8	11.6
<b>Region</b>										
Goldfields	12.8	22.8	27.9	21.1	15.5	12.2	22.1	24.2	25.2	16.3
Kimberley	8.6	24.2	30.9	23.6	12.7	14.5	18.5	29.3	24.4	13.3
Midwest	9.6	26.4	17.6	36.8	9.6	12.1	33.9	25.0	21.8	7.3
North Metropolitan	14.9	23.6	29.4	22.2	9.9	14.2	23.1	28.5	22.4	11.9
Pilbara	10.7	24.7	28.3	24.3	11.9	10.7	23.0	31.2	20.5	14.6
South Metropolitan	14.3	25.4	29.2	21.6	9.5	14.9	22.7	31.0	20.8	10.6
Southwest	14.3	26.7	28.8	20.9	9.3	13.8	22.2	31.0	21.1	11.9
Wheatbelt	11.4	27.4	28.9	23.0	9.3	11.9	20.2	25.8	27.8	14.2

**Table 7. Compared to before the COVID-19 outbreak, how much more hopeful have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	14.6	22.8	32.7	21.1	8.9	14.7	21.1	32.7	21.4	10.2
<b>School level</b>										
Primary	9.6	23.1	24.1	28.9	14.3	9.8	19.8	24.6	29.2	16.6
Lower Secondary	14.3	21.6	34.2	20.8	9.1	15.0	21.6	34.9	19.5	9.0
Upper secondary	17.8	24.1	35.6	16.9	5.5	18.9	21.1	36.3	17.4	6.3
<b>Year level</b>										
Year 4	11.3	23.7	19.3	30.9	14.9	11.5	22.1	18.6	28.4	19.4
Year 5	10.3	23.3	24.6	27.3	14.5	9.2	19.3	24.4	30.8	16.2
Year 6	7.2	22.4	28.5	28.6	13.3	8.7	18.2	30.6	28.2	14.2
Year 7	11.7	20.9	33.2	23.4	10.8	12.5	21.0	34.1	21.6	10.9
Year 8	14.8	21.5	33.7	21.2	8.8	15.0	21.6	35.8	19.0	8.5
Year 9	16.9	22.5	36.0	17.3	7.3	17.7	22.3	35.0	17.7	7.4
Year 10	17.3	22.0	36.2	18.2	6.3	18.5	21.0	36.0	17.7	6.8
Year 11	18.5	24.3	36.3	15.9	4.9	19.5	20.6	36.8	17.4	5.7
Year 12	17.7	27.4	33.7	16.1	5.1	18.6	24.2	36.5	14.8	6.0
<b>Gender</b>										
Male	13.3	18.8	32.7	24.2	11.0	13.2	17.3	32.4	24.3	12.8
Female	15.0	27.1	33.1	18.3	6.5	15.0	24.9	33.4	19.2	7.4
<b>Aboriginal</b>										
Yes	15.4	25.9	28.4	20.6	9.7	17.2	22.6	26.8	21.7	11.7
No	14.5	22.5	33.1	21.1	8.8	14.5	20.9	33.2	21.3	10.0
<b>LOTE</b>										
Yes	13.4	21.3	33.8	21.7	9.8	13.9	20.1	33.3	21.6	11.0
No	15.0	23.3	32.3	20.8	8.5	15.0	21.3	32.6	21.2	9.9
<b>Condition</b>										
Survey only	15.0	22.8	33.2	20.3	8.8	14.8	21.6	32.6	21.3	9.8
Testing and survey	14.3	22.8	32.2	21.8	8.9	14.6	20.5	32.9	21.4	10.6
<b>Residential College</b>										
Yes	16.5	26.2	39.8	13.6	3.9	21.9	20.5	38.4	16.4	2.7
No	14.6	22.7	32.7	21.1	8.9	14.6	21.1	32.7	21.4	10.2
<b>Region</b>										
Goldfields	12.8	24.5	30.3	19.3	13.0	12.7	20.4	33.7	19.7	13.5
Kimberley	12.8	22.0	35.2	20.5	9.6	15.9	16.6	34.1	19.2	14.2
Midwest	10.7	24.8	28.1	30.6	5.8	11.5	36.1	22.1	23.8	6.6
North Metropolitan	14.7	21.9	32.5	21.7	9.2	15.4	20.6	30.7	22.1	11.2
Pilbara	12.6	25.0	26.9	25.2	10.3	11.9	22.1	32.7	22.9	10.4
South Metropolitan	14.8	22.9	33.4	20.4	8.4	14.8	21.1	34.0	21.1	9.0
Southwest	15.3	24.9	32.4	19.3	8.2	13.9	21.7	34.5	20.5	9.5
Wheatbelt	11.7	24.4	31.6	25.1	7.3	9.3	23.6	33.9	20.6	12.6

**Table 8. Compared to before the COVID-19 outbreak, how much more confident about the future have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	15.9	20.6	29.9	21.1	12.4	16.0	19.1	29.6	21.6	13.7
<b>School level</b>										
Primary	10.4	20.1	21.4	27.1	21.0	9.5	18.1	21.6	27.9	22.8
Lower Secondary	15.3	19.5	30.9	21.8	12.5	16.8	19.5	31.3	20.4	12.0
Upper secondary	19.8	22.5	33.4	16.9	7.3	20.7	19.4	34.3	17.7	7.9
<b>Year level</b>										
Year 4	10.9	21.2	18.1	27.5	22.4	11.1	17.0	16.8	28.5	26.7
Year 5	11.9	21.1	19.1	27.2	20.6	8.7	19.1	20.7	29.5	22.0
Year 6	8.2	17.9	27.3	26.5	20.0	8.8	18.2	27.3	25.8	19.9
Year 7	12.6	19.0	28.7	24.3	15.4	13.9	18.7	30.7	21.9	14.8
Year 8	15.8	19.6	30.7	21.9	12.0	17.1	19.6	31.6	20.2	11.4
Year 9	17.9	19.8	33.8	18.8	9.7	19.8	20.2	31.5	18.9	9.7
Year 10	18.5	22.7	33.2	17.6	8.1	20.1	19.4	34.0	17.8	8.6
Year 11	20.9	22.0	33.9	16.4	6.9	21.4	18.8	34.5	18.1	7.2
Year 12	20.7	22.8	33.3	16.5	6.7	21.6	22.3	35.4	14.7	6.0
<b>Gender</b>										
Male	13.8	17.5	29.4	23.9	15.4	13.9	15.7	28.5	25.0	16.9
Female	17.3	23.9	30.8	18.8	9.2	16.8	22.6	31.2	18.8	10.5
<b>Aboriginal</b>										
Yes	16.4	21.9	24.6	22.1	15.0	17.7	21.6	23.9	21.7	15.0
No	15.9	20.5	30.3	21.1	12.2	15.8	19.0	30.1	21.6	13.5
<b>LOTE</b>										
Yes	15.1	20.6	30.3	20.9	13.1	15.6	18.9	30.4	21.6	13.5
No	16.3	20.6	29.8	21.2	12.1	16.2	19.2	29.4	21.5	13.7
<b>Condition</b>										
Survey only	16.1	20.6	29.7	21.2	12.4	16.0	19.4	30.0	20.8	13.8
Testing and survey	15.7	20.7	30.1	21.1	12.4	16.0	18.9	29.3	22.3	13.6
<b>Residential College</b>										
Yes	24.3	23.3	30.1	17.5	4.9	21.9	17.8	38.4	17.8	4.1
No	15.9	20.6	29.9	21.2	12.4	15.9	19.2	29.6	21.6	13.7
<b>Region</b>										
Goldfields	15.6	19.9	28.3	19.6	16.6	11.5	21.4	27.3	22.0	17.7
Kimberley	12.4	20.5	32.2	20.7	14.1	15.3	18.2	28.1	22.2	16.3
Midwest	14.9	20.7	26.4	25.6	12.4	14.0	21.5	29.8	22.3	12.4
North Metropolitan	16.4	20.3	29.9	20.9	12.5	16.2	18.8	29.1	21.3	14.5
Pilbara	10.1	21.1	25.9	25.7	17.3	13.9	18.3	28.2	21.6	18.1
South Metropolitan	15.9	21.0	30.1	21.3	11.7	16.9	19.2	30.4	21.3	12.3
Southwest	16.5	21.3	30.1	19.8	12.2	14.3	19.8	30.0	22.2	13.7
Wheatbelt	14.2	17.6	30.5	26.4	11.4	11.6	18.3	28.9	26.2	15.0

**Table 9. Compared to before the COVID-19 outbreak, how much more hopeless have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	44.9	24.3	19.2	7.0	4.6	44.7	24.1	19.1	7.0	5.1
<b>School level</b>										
Primary	55.6	25.3	10.0	5.4	3.7	55.1	25.3	10.1	5.5	3.9
Lower Secondary	46.2	23.2	19.2	6.7	4.8	43.3	23.4	20.6	7.2	5.4
Upper secondary	37.1	25.1	24.5	8.3	5.0	37.1	24.6	25.0	7.9	5.5
<b>Year level</b>										
Year 4	57.8	24.2	7.9	5.9	4.1	59.4	23.3	7.6	5.4	4.3
Year 5	55.6	24.6	10.0	5.6	4.1	54.4	26.0	9.7	5.0	4.8
Year 6	53.3	27.2	12.1	4.6	2.8	51.7	26.6	12.9	6.2	2.5
Year 7	49.9	23.5	16.2	6.0	4.4	46.9	23.8	17.3	6.8	5.2
Year 8	46.6	22.8	18.6	7.2	4.7	43.0	23.5	21.3	7.2	5.1
Year 9	41.4	23.2	23.1	7.1	5.1	39.8	22.9	23.6	7.7	6.1
Year 10	38.9	25.1	22.9	8.0	5.2	38.2	25.0	23.5	8.0	5.3
Year 11	37.3	24.6	25.0	8.3	4.8	37.0	24.1	26.0	7.4	5.5
Year 12	34.0	25.9	26.3	8.9	4.9	29.6	23.6	30.5	9.4	6.9
<b>Gender</b>										
Male	52.4	22.0	16.4	5.4	3.8	52.3	21.9	16.1	5.2	4.5
Female	38.0	26.9	22.1	8.4	4.6	37.6	27.0	22.0	8.6	4.8
<b>Aboriginal</b>										
Yes	45.5	20.8	18.0	7.8	7.8	42.5	23.7	17.7	7.7	8.4
No	44.9	24.5	19.3	7.0	4.4	44.9	24.2	19.2	6.9	4.8
<b>LOTE</b>										
Yes	43.0	25.5	19.3	7.0	5.2	43.5	23.7	20.3	6.9	5.6
No	45.6	23.8	19.2	7.0	4.4	45.1	24.3	18.7	7.0	4.9
<b>Condition</b>										
Survey only	44.7	24.2	19.1	7.3	4.7	44.6	24.0	19.0	6.9	5.6
Testing and survey	45.1	24.4	19.3	6.8	4.5	44.8	24.3	19.3	7.1	4.6
<b>Residential College</b>										
Yes	26.7	29.7	26.7	13.9	3.0	28.0	25.3	28.0	13.3	5.3
No	45.0	24.3	19.2	7.0	4.6	44.8	24.1	19.1	6.9	5.1
<b>Region</b>										
Goldfields	48.7	21.4	18.4	6.0	5.5	45.7	25.4	16.1	6.0	6.8
Kimberley	48.2	23.5	16.9	7.7	3.6	45.9	24.4	19.4	5.9	4.4
Midwest	54.1	23.8	14.8	3.3	4.1	47.5	23.0	17.2	8.2	4.1
North Metropolitan	45.4	24.8	18.6	6.8	4.4	46.4	24.0	17.7	7.1	4.8
Pilbara	45.9	28.3	15.0	6.3	4.4	43.3	21.8	23.0	7.1	4.8
South Metropolitan	43.6	23.7	20.1	7.5	5.1	42.7	23.9	20.6	7.3	5.5
Southwest	46.4	24.0	19.3	6.5	3.8	46.0	24.8	18.6	6.2	4.4
Wheatbelt	39.7	24.9	24.4	7.0	3.9	45.4	29.1	15.2	6.0	4.3

**Table 10. Compared to before the COVID-19 outbreak, how much more anxious/stressed have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	29.1	27.5	20.6	13.8	9.1	29.8	26.5	21.7	12.9	9.1
<b>School level</b>										
Primary	35.7	34.9	14.0	9.6	5.8	38.5	30.9	15.9	9.1	5.6
Lower Secondary	30.9	26.7	20.4	13.0	9.0	29.4	25.2	22.4	13.3	9.7
Upper secondary	22.9	24.2	24.6	17.3	10.9	21.7	24.6	26.3	15.9	11.4
<b>Year level</b>										
Year 4	38.7	36.0	11.5	8.7	5.0	43.5	30.5	14.0	7.1	4.9
Year 5	35.3	34.6	14.6	9.1	6.4	36.3	33.0	15.7	9.3	5.7
Year 6	33.0	34.2	15.8	10.9	6.0	35.8	29.2	17.9	10.8	6.3
Year 7	34.1	28.4	18.5	11.0	8.0	31.2	28.3	19.2	12.4	8.9
Year 8	30.1	26.1	20.6	14.3	8.8	30.1	23.6	23.6	13.0	9.6
Year 9	28.0	25.5	22.3	13.7	10.4	26.7	23.5	24.5	14.6	10.7
Year 10	26.4	24.6	22.4	15.7	10.9	23.9	24.5	24.7	15.4	11.5
Year 11	21.9	24.6	25.9	17.3	10.2	19.8	24.9	27.8	16.5	11.0
Year 12	18.4	23.0	26.4	20.2	12.0	15.7	24.8	31.1	16.4	11.9
<b>Gender</b>										
Male	37.7	28.2	19.2	9.2	5.7	38.6	26.9	20.5	8.3	5.7
Female	20.5	27.2	22.1	18.7	11.6	21.0	26.8	23.2	17.5	11.6
<b>Aboriginal</b>										
Yes	34.1	26.3	18.0	11.4	10.2	32.4	24.2	19.3	12.4	11.7
No	28.8	27.5	20.8	14.0	9.0	29.5	26.7	21.9	13.0	8.9
<b>LOTE</b>										
Yes	29.2	27.6	21.5	13.3	8.4	30.6	26.4	22.7	11.4	8.9
No	29.0	27.4	20.3	14.0	9.3	29.5	26.5	21.4	13.4	9.2
<b>Condition</b>										
Survey only	29.1	27.2	20.8	13.6	9.3	29.2	26.4	22.1	12.7	9.6
Testing and survey	29.0	27.8	20.4	14.0	8.8	30.4	26.5	21.4	13.2	8.6
<b>Residential College</b>										
Yes	15.7	34.3	24.5	15.7	9.8	23.0	27.0	23.0	16.2	10.8
No	29.1	27.4	20.6	13.8	9.1	29.8	26.5	21.7	12.9	9.1
<b>Region</b>										
Goldfields	32.4	28.2	17.3	14.2	8.0	32.8	26.6	18.2	12.2	10.3
Kimberley	32.3	32.3	15.8	13.4	6.2	33.4	26.4	22.4	13.2	4.7
Midwest	52.6	26.7	12.9	6.0	1.7	41.3	23.1	24.0	5.8	5.8
North Metropolitan	29.7	27.0	20.7	14.1	8.6	31.0	27.0	20.4	12.6	8.9
Pilbara	33.6	29.6	19.0	9.3	8.5	29.6	25.4	22.9	12.8	9.2
South Metropolitan	27.5	27.5	20.8	14.2	10.1	27.8	26.0	22.9	13.6	9.8
Southwest	29.8	27.7	21.4	12.3	8.9	30.7	27.0	22.1	12.1	8.1
Wheatbelt	26.0	28.1	22.1	15.9	7.8	30.7	27.3	21.0	12.0	9.0

**Table 11. Compared to before the COVID-19 outbreak, how much more cheerful have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	14.9	20.4	31.7	22.0	11.0	14.6	19.5	31.6	22.2	12.1
<b>School level</b>										
Primary	16.0	21.6	22.6	24.2	15.6	13.9	18.9	23.9	26.0	17.4
Lower Secondary	13.9	19.4	31.2	23.5	12.0	14.0	19.8	32.8	21.8	11.6
Upper secondary	15.6	21.1	37.5	18.7	7.1	16.6	19.4	36.8	19.5	7.6
<b>Year level</b>										
Year 4	19.0	22.2	19.1	23.9	15.7	16.5	19.1	17.8	24.8	21.7
Year 5	16.9	20.8	22.3	24.0	16.0	13.5	19.0	25.6	26.0	15.9
Year 6	12.1	21.8	26.5	24.6	15.0	11.6	18.6	28.0	27.0	14.7
Year 7	12.3	19.2	28.9	25.0	14.5	12.3	19.5	30.7	23.8	13.7
Year 8	14.1	19.7	30.6	24.3	11.3	14.2	20.1	32.5	21.7	11.4
Year 9	15.5	19.2	34.3	21.1	9.9	15.7	19.7	35.4	19.7	9.5
Year 10	15.5	20.1	35.1	21.1	8.2	16.5	20.1	35.6	19.7	8.2
Year 11	15.8	21.5	39.4	16.7	6.6	16.7	17.4	39.0	20.2	6.7
Year 12	15.4	22.2	38.9	17.6	5.8	17.1	24.7	35.8	14.9	7.6
<b>Gender</b>										
Male	15.1	17.6	31.1	23.9	12.2	15.1	16.7	30.3	24.3	13.7
Female	13.8	23.4	32.6	20.5	9.6	13.1	22.4	33.2	20.9	10.4
<b>Aboriginal</b>										
Yes	17.5	22.4	27.2	21.0	11.9	19.2	21.4	25.6	21.1	12.7
No	14.7	20.2	32.1	22.1	11.0	14.2	19.3	32.1	22.3	12.0
<b>LOTE</b>										
Yes	14.0	20.1	31.8	22.1	11.9	13.8	19.0	32.5	21.8	13.0
No	15.2	20.5	31.6	22.0	10.7	14.9	19.7	31.3	22.4	11.7
<b>Condition</b>										
Survey only	15.3	20.3	31.5	21.9	11.0	14.7	19.9	32.1	21.4	11.9
Testing and survey	14.5	20.5	31.8	22.1	11.1	14.5	19.1	31.1	23.0	12.2
<b>Residential College</b>										
Yes	11.8	23.5	43.1	19.6	2.0	13.3	21.3	37.3	24.0	4.0
No	14.9	20.4	31.6	22.0	11.1	14.6	19.5	31.6	22.2	12.1
<b>Region</b>										
Goldfields	16.3	23.5	27.0	20.1	13.1	16.1	18.3	30.9	21.7	13.0
Kimberley	10.8	22.3	29.5	26.8	10.6	17.0	20.3	27.6	21.2	13.9
Midwest	15.4	22.2	27.4	29.9	5.1	15.6	25.4	30.3	20.5	8.2
North Metropolitan	14.9	19.8	31.4	22.7	11.3	15.1	18.3	30.9	23.1	12.6
Pilbara	16.8	21.1	30.7	18.1	13.3	16.2	17.9	32.3	19.4	14.1
South Metropolitan	15.0	20.4	32.3	21.6	10.7	14.0	20.8	32.1	21.7	11.4
Southwest	15.2	21.9	32.3	20.0	10.6	14.5	18.6	33.4	22.2	11.3
Wheatbelt	12.7	20.2	32.8	24.0	10.3	10.6	19.3	30.2	24.6	15.3

**Table 12. How worried do you feel today?\***

	June/July					October				
	Not at all	A little	A bit	Quite	Very	Not at all	A little	A bit	Quite	Very
<b>Total</b>	51.7	23.8	13.6	6.6	4.2	50.7	23.2	14.1	7.1	5.0
<b>School level</b>										
Primary	-	-	-	-	-	-	-	-	-	-
Lower Secondary	54.6	24.0	12.1	5.6	3.6	53.5	23.0	13.2	6.1	4.2
Upper secondary	47.9	23.4	15.7	7.9	5.0	44.7	23.5	16.0	9.3	6.6
<b>Year level</b>										
Year 4	-	-	-	-	-	-	-	-	-	-
Year 5	-	-	-	-	-	-	-	-	-	-
Year 6	-	-	-	-	-	-	-	-	-	-
Year 7	58.2	24.2	10.8	4.2	2.7	56.5	23.4	11.3	5.4	3.4
Year 8	53.7	24.6	11.7	5.9	4.1	53.5	22.8	13.9	6.0	3.8
Year 9	51.5	23.3	14.0	7.0	4.2	50.1	22.9	14.6	7.0	5.4
Year 10	51.0	22.2	14.6	7.0	5.1	46.5	24.3	14.2	9.3	5.8
Year 11	48.7	23.9	15.2	7.4	4.8	42.2	22.8	18.5	9.6	6.8
Year 12	41.7	24.7	18.1	10.3	5.2	43.2	21.4	16.5	7.5	11.5
<b>Gender</b>										
Male	62.9	20.1	10.3	4.1	2.6	62.7	19.4	10.6	4.2	3.1
Female	41.4	28.1	16.9	9.2	4.5	39.8	27.5	17.5	9.8	5.5
<b>Aboriginal</b>										
Yes	58.6	18.3	9.6	4.7	8.8	54.6	16.7	12.1	5.8	10.8
No	51.4	24.1	13.9	6.8	3.9	50.4	23.6	14.2	7.2	4.6
<b>LOTE</b>										
Yes	49.5	24.4	14.3	6.5	5.4	49.3	23.5	13.7	7.2	6.3
No	52.6	23.5	13.4	6.7	3.7	51.1	23.1	14.2	7.1	4.5
<b>Condition</b>										
Survey only	50.9	24.0	14.0	6.8	4.3	50.5	23.3	14.3	7.0	4.9
Testing and survey	52.6	23.6	13.2	6.5	4.1	50.9	23.1	13.8	7.2	5.0
<b>Residential College</b>										
Yes	39.8	32.0	14.6	5.8	7.8	44.0	25.3	16.0	8.0	6.7
No	51.8	23.7	13.6	6.6	4.2	50.7	23.2	14.1	7.1	5.0
<b>Region</b>										
Goldfields	58.8	20.5	11.1	6.0	3.6	58.6	21.8	12.5	3.4	3.7
Kimberley	65.1	19.1	8.8	4.0	3.0	59.0	20.8	13.1	4.9	2.1
Midwest	62.3	22.6	9.4	5.7	0.0	72.2	16.7	7.4	1.9	1.9
North Metropolitan	50.2	24.4	14.1	6.9	4.4	48.5	24.5	13.7	8.1	5.2
Pilbara	57.3	22.2	12.4	4.0	4.0	52.4	16.7	18.3	7.3	5.3
South Metropolitan	51.5	23.6	14.0	6.7	4.3	50.0	23.1	14.4	7.2	5.3
Southwest	54.5	23.8	11.6	6.3	3.8	53.8	22.7	14.0	5.2	4.3
Wheatbelt	48.7	24.4	18.2	5.8	2.9	59.6	16.9	15.1	5.8	2.7

\*secondary students only

**Table 13. How sad do you feel today?\***

	June/July					October				
	Not at all	A little	A bit	Quite	Very	Not at all	A little	A bit	Quite	Very
<b>Total</b>	54.0	20.3	12.3	8.1	5.2	52.1	19.8	13.1	8.5	6.5
<b>School level</b>										
Primary	-	-	-	-	-	-	-	-	-	-
Lower Secondary	56.5	20.0	11.2	7.5	4.8	53.8	19.8	12.4	8.0	6.0
Upper secondary	50.7	20.8	13.8	8.9	5.8	48.6	19.8	14.6	9.5	7.6
<b>Year level</b>										
Year 4	-	-	-	-	-	-	-	-	-	-
Year 5	-	-	-	-	-	-	-	-	-	-
Year 6	-	-	-	-	-	-	-	-	-	-
Year 7	60.3	20.7	8.6	6.9	3.4	57.1	19.8	11.4	6.7	5.0
Year 8	56.2	19.6	11.6	7.4	5.1	53.7	20.0	12.1	8.8	5.4
Year 9	52.5	19.4	13.8	8.2	6.1	50.1	19.7	13.9	8.6	7.5
Year 10	52.2	20.1	13.2	8.7	5.8	47.1	20.4	15.2	9.9	7.4
Year 11	50.0	21.2	13.6	9.0	6.2	50.1	19.7	14.2	8.7	7.3
Year 12	49.1	21.5	15.0	9.0	5.4	51.6	15.6	12.2	10.0	10.6
<b>Gender</b>										
Male	66.7	16.5	8.9	4.7	3.2	64.7	16.8	9.5	5.0	4.0
Female	42.3	24.7	15.7	11.4	5.8	41.0	23.4	16.6	11.6	7.4
<b>Aboriginal</b>										
Yes	55.9	15.8	10.8	7.6	9.9	49.6	15.4	14.6	6.5	13.9
No	53.9	20.6	12.5	8.2	4.9	52.3	20.2	13.0	8.6	6.0
<b>LOTE</b>										
Yes	54.9	20.5	11.5	7.6	5.5	53.1	19.8	12.1	7.4	7.6
No	53.6	20.3	12.7	8.3	5.1	51.7	19.9	13.5	8.9	6.1
<b>Condition</b>										
Survey only	53.7	20.2	12.0	8.4	5.6	52.1	19.6	13.3	8.1	7.0
Testing and survey	54.3	20.4	12.7	7.8	4.8	52.1	20.1	12.9	8.9	5.9
<b>Residential College</b>										
Yes	37.9	30.1	16.5	9.7	5.8	41.3	25.3	14.7	8.0	10.7
No	54.1	20.3	12.3	8.1	5.2	52.2	19.8	13.1	8.5	6.4
<b>Region</b>										
Goldfields	59.9	20.9	10.0	4.4	4.8	54.7	19.6	11.0	9.7	5.1
Kimberley	62.8	16.6	10.1	7.0	3.5	57.0	17.1	12.2	11.0	2.7
Midwest	57.7	19.2	9.6	13.5	0.0	62.3	20.8	13.2	1.9	1.9
North Metropolitan	52.8	21.4	12.4	8.4	5.0	51.9	20.1	13.7	8.2	6.1
Pilbara	57.9	15.4	7.7	10.9	8.1	48.4	15.6	18.4	8.6	9.0
South Metropolitan	54.1	19.8	12.4	8.2	5.6	51.4	20.1	12.9	8.7	6.9
Southwest	56.3	18.6	13.2	6.6	5.3	53.0	20.1	12.2	7.8	6.9
Wheatbelt	47.2	22.3	15.2	11.3	3.9	60.7	13.4	12.9	8.0	4.9

\*secondary students only

**Table 14. How in pain do you feel today?\***

	June/July					October				
	Not at all	A little	A bit	Quite	Very	Not at all	A little	A bit	Quite	Very
<b>Total</b>	54.0	21.7	13.2	5.5	5.6	50.2	22.8	13.7	6.5	6.9
<b>School level</b>										
Primary	-	-	-	-	-	-	-	-	-	-
Lower Secondary	54.3	22.0	13.2	5.2	5.4	50.2	23.1	13.7	6.4	6.6
Upper secondary	53.7	21.3	13.3	5.9	5.9	50.3	22.1	13.6	6.6	7.4
<b>Year level</b>										
Year 4	-	-	-	-	-	-	-	-	-	-
Year 5	-	-	-	-	-	-	-	-	-	-
Year 6	-	-	-	-	-	-	-	-	-	-
Year 7	55.9	21.9	12.6	5.0	4.6	51.4	23.1	13.7	6.1	5.6
Year 8	54.6	22.3	12.9	4.9	5.4	50.3	22.9	13.7	6.7	6.4
Year 9	52.0	21.8	14.2	5.6	6.3	48.6	23.2	13.7	6.5	8.0
Year 10	52.1	22.0	13.4	6.5	6.1	48.2	22.3	14.4	7.7	7.4
Year 11	55.6	20.2	13.0	5.5	5.7	52.8	22.5	13.1	5.2	6.4
Year 12	53.7	21.7	13.4	5.6	5.7	53.4	18.8	10.3	4.7	12.8
<b>Gender</b>										
Male	59.6	20.7	10.9	4.3	4.5	57.1	21.3	11.8	4.5	5.3
Female	49.5	23.2	15.5	6.6	5.1	44.7	24.6	15.7	8.3	6.6
<b>Aboriginal</b>										
Yes	51.5	18.2	12.7	5.5	12.1	45.7	19.3	12.6	8.2	14.3
No	54.2	21.9	13.3	5.5	5.2	50.5	23.0	13.8	6.4	6.3
<b>LOTE</b>										
Yes	57.4	19.7	11.7	4.8	6.4	52.2	21.2	12.6	5.3	8.8
No	52.7	22.4	13.9	5.8	5.3	49.4	23.4	14.1	6.9	6.2
<b>Condition</b>										
Survey only	53.1	21.8	13.5	5.8	5.9	49.9	22.6	13.9	6.5	7.2
Testing and survey	54.9	21.5	13.0	5.2	5.3	50.6	22.9	13.5	6.5	6.6
<b>Residential College</b>										
Yes	41.7	28.2	16.5	9.7	3.9	40.0	28.0	17.3	12.0	2.7
No	54.1	21.6	13.2	5.5	5.6	50.3	22.7	13.7	6.5	6.9
<b>Region</b>										
Goldfields	53.7	22.7	13.4	3.9	6.3	51.5	20.4	14.2	6.4	7.5
Kimberley	55.5	23.5	12.1	4.0	4.9	54.3	19.9	12.6	8.6	4.6
Midwest	61.5	9.6	17.3	1.9	9.6	71.7	11.3	13.2	1.9	1.9
North Metropolitan	54.8	21.9	12.7	5.4	5.2	51.2	22.9	13.5	5.9	6.5
Pilbara	53.1	17.4	14.3	7.6	7.6	47.1	23.8	13.5	8.6	7.0
South Metropolitan	54.0	21.0	13.6	5.6	5.7	49.4	22.4	13.9	6.7	7.5
Southwest	51.7	22.2	14.0	6.0	6.1	48.3	24.5	14.0	6.9	6.3
Wheatbelt	43.5	28.2	15.6	5.8	6.8	52.2	25.9	12.1	4.0	5.8

\*secondary students only

**Table 15. How tired do you feel today?\***

	June/July					October				
	Not at all	A little	A bit	Quite	Very	Not at all	A little	A bit	Quite	Very
<b>Total</b>	12.9	22.5	20.2	21.3	23.0	12.0	21.2	20.4	21.7	24.7
<b>School level</b>										
Primary	-	-	-	-	-	-	-	-	-	-
Lower Secondary	14.2	24.9	20.1	19.5	21.3	12.4	22.3	20.5	20.8	24.0
Upper secondary	11.2	19.5	20.5	23.6	25.2	11.2	18.9	20.1	23.5	26.3
<b>Year level</b>										
Year 4	-	-	-	-	-	-	-	-	-	-
Year 5	-	-	-	-	-	-	-	-	-	-
Year 6	-	-	-	-	-	-	-	-	-	-
Year 7	15.9	28.5	20.3	17.1	18.2	13.1	24.9	21.5	20.0	20.5
Year 8	13.8	23.7	20.3	20.7	21.5	12.7	21.0	20.2	21.6	24.6
Year 9	12.8	21.9	19.6	21.0	24.7	11.3	20.7	19.8	20.9	27.3
Year 10	11.5	21.0	21.8	21.8	23.9	10.5	19.5	20.5	23.9	25.6
Year 11	11.4	18.8	20.3	24.2	25.3	11.5	17.5	19.6	23.8	27.6
Year 12	10.3	18.0	18.5	25.9	27.3	14.9	20.5	19.9	19.3	25.5
<b>Gender</b>										
Male	17.2	25.4	21.1	18.7	17.5	16.9	23.9	22.1	18.5	18.5
Female	8.5	20.2	19.7	24.4	27.2	7.3	19.2	18.9	25.2	29.4
<b>Aboriginal</b>										
Yes	16.2	21.8	18.1	15.1	28.8	11.4	19.8	18.7	15.8	34.3
No	12.7	22.6	20.4	21.7	22.6	12.1	21.3	20.5	22.1	24.1
<b>LOTE</b>										
Yes	15.1	23.5	19.3	19.5	22.6	14.7	21.2	18.6	20.4	25.2
No	12.0	22.2	20.6	22.1	23.1	11.1	21.2	21.0	22.1	24.6
<b>Condition</b>										
Survey only	12.3	22.0	20.0	22.0	23.8	11.4	21.2	20.3	21.0	26.0
Testing and survey	13.6	23.1	20.4	20.6	22.2	12.7	21.2	20.4	22.4	23.4
<b>Residential College</b>										
Yes	10.7	23.3	20.4	22.3	23.3	14.7	16.0	24.0	28.0	17.3
No	12.9	22.5	20.2	21.3	23.0	12.0	21.2	20.3	21.6	24.8
<b>Region</b>										
Goldfields	19.7	27.3	16.0	17.5	19.5	15.0	17.6	21.4	22.7	23.3
Kimberley	13.2	27.6	19.5	17.6	22.0	11.3	24.2	20.2	22.1	22.1
Midwest	9.4	22.6	22.6	18.9	26.4	5.6	29.6	25.9	25.9	13.0
North Metropolitan	13.3	23.2	20.4	21.6	21.5	12.7	22.2	20.1	21.8	23.1
Pilbara	13.8	24.1	17.4	17.9	26.8	11.8	16.7	18.4	22.9	30.2
South Metropolitan	12.3	21.4	20.3	21.0	25.0	11.3	20.4	19.8	21.8	26.7
Southwest	11.9	21.9	20.8	23.0	22.4	11.6	21.7	23.0	20.2	23.4
Wheatbelt	13.3	20.1	21.1	23.7	21.8	17.9	21.0	19.6	20.1	21.4

\*secondary students only

**Table 16. How annoyed do you feel today?\***

	June/July					October				
	A little	A bit	Quite	Very	A great deal	A little	A bit	Quite	Very	A great deal
<b>Total</b>	44.2	24.0	14.7	8.6	8.5	41.6	23.4	16.2	9.6	9.3
<b>School level</b>										
Primary	-	-	-	-	-	-	-	-	-	-
Lower Secondary	45.5	24.6	13.5	8.2	8.2	42.5	23.8	15.7	9.3	8.8
Upper secondary	42.5	23.2	16.4	9.2	8.8	39.5	22.7	17.2	10.3	10.4
<b>Year level</b>										
Year 4	-	-	-	-	-	-	-	-	-	-
Year 5	-	-	-	-	-	-	-	-	-	-
Year 6	-	-	-	-	-	-	-	-	-	-
Year 7	50.5	23.8	11.9	6.7	7.1	46.7	23.3	14.4	9.1	6.6
Year 8	43.7	25.9	13.8	8.5	8.1	40.8	25.1	16.0	8.8	9.3
Year 9	41.8	24.1	15.0	9.6	9.5	39.6	23.0	16.9	10.0	10.7
Year 10	42.7	23.1	16.1	9.1	9.0	37.8	23.5	17.5	10.3	10.9
Year 11	42.9	23.0	16.0	9.1	9.1	40.2	22.8	16.7	11.1	9.2
Year 12	41.4	23.7	17.4	9.4	8.2	47.8	16.1	17.4	6.2	12.4
<b>Gender</b>										
Male	51.9	22.9	12.3	6.4	6.5	50.0	22.8	13.8	6.4	6.9
Female	37.5	25.4	17.3	10.9	8.9	34.2	24.2	18.8	12.7	10.1
<b>Aboriginal</b>										
Yes	41.9	22.5	13.7	7.6	14.4	34.5	21.1	17.0	10.4	17.0
No	44.4	24.1	14.8	8.7	8.1	42.1	23.6	16.1	9.5	8.7
<b>LOTE</b>										
Yes	46.3	22.6	13.9	8.2	9.0	43.7	22.0	14.0	9.6	10.6
No	43.4	24.5	15.1	8.8	8.2	40.7	23.9	17.0	9.6	8.8
<b>Condition</b>										
Survey only	44.1	24.1	14.3	8.8	8.7	40.9	23.2	16.1	9.9	9.9
Testing and survey	44.3	23.8	15.2	8.5	8.2	42.2	23.6	16.2	9.3	8.6
<b>Residential College</b>										
Yes	29.1	25.2	25.2	15.5	4.9	37.3	28.0	17.3	13.3	4.0
No	44.3	24.0	14.7	8.6	8.5	41.6	23.4	16.2	9.6	9.3
<b>Region</b>										
Goldfields	43.6	24.7	13.0	7.6	11.1	35.5	24.8	17.1	11.5	11.2
Kimberley	49.5	23.4	15.4	4.4	7.2	39.8	27.1	14.9	8.8	9.4
Midwest	46.2	21.2	11.5	7.7	13.5	49.1	32.1	3.8	9.4	5.7
North Metropolitan	45.1	23.6	14.9	8.7	7.8	42.7	23.3	16.0	9.2	8.8
Pilbara	43.4	19.9	15.8	8.6	12.2	34.6	18.1	18.1	13.2	16.0
South Metropolitan	44.0	24.4	14.2	8.7	8.7	41.6	23.0	16.3	9.5	9.7
Southwest	42.4	23.5	15.9	8.6	9.6	40.9	24.1	16.5	10.4	8.0
Wheatbelt	28.9	30.5	18.2	12.7	9.7	39.9	25.1	17.0	10.3	7.6

\*secondary students only

**Table 17. How many problems with schoolwork do you have today?\***

	June/July					October				
	Not at all	A few	Some	Many	I can't do work today	Not at all	A few	Some	Many	I can't do work today
<b>Total</b>	41.8	31.1	16.7	6.7	3.7	42.0	30.9	15.9	6.6	4.5
<b>School level</b>										
Primary	-	-	-	-	-	-	-	-	-	-
Lower Secondary	43.7	31.1	15.4	6.2	3.6	43.7	30.9	15.1	6.3	4.1
Upper secondary	39.4	31.0	18.3	7.4	4.0	38.3	31.1	17.8	7.4	5.5
<b>Year level</b>										
Year 4	-	-	-	-	-	-	-	-	-	-
Year 5	-	-	-	-	-	-	-	-	-	-
Year 6	-	-	-	-	-	-	-	-	-	-
Year 7	48.1	30.9	13.0	5.2	2.8	47.0	30.7	14.2	5.0	3.0
Year 8	42.1	31.8	16.2	6.1	3.8	42.2	32.0	14.9	6.4	4.5
Year 9	40.4	30.7	17.3	7.4	4.2	41.7	29.9	16.1	7.5	4.8
Year 10	39.8	30.0	18.3	7.5	4.4	37.9	31.3	17.7	8.0	5.0
Year 11	39.5	32.4	17.5	6.8	3.7	36.5	32.1	18.9	7.3	5.2
Year 12	38.6	30.6	19.4	7.9	3.6	49.8	24.0	12.5	3.4	10.3
<b>Gender</b>										
Male	44.2	30.6	15.7	6.0	3.5	45.8	30.6	14.1	5.3	4.2
Female	40.3	32.2	17.7	7.1	2.7	39.3	31.9	17.5	7.7	3.6
<b>Aboriginal</b>										
Yes	38.8	27.0	16.1	9.1	9.0	34.7	27.8	16.3	8.1	13.1
No	42.1	31.3	16.7	6.6	3.4	42.5	31.1	15.9	6.5	3.9
<b>LOTE</b>										
Yes	42.9	31.4	15.5	6.3	3.9	42.7	30.9	14.9	6.3	5.2
No	41.5	30.9	17.1	6.9	3.6	41.8	30.9	16.3	6.8	4.2
<b>Condition</b>										
Survey only	41.0	30.8	16.9	7.2	4.0	42.2	30.7	15.6	7.0	4.5
Testing and survey	42.7	31.3	16.4	6.2	3.4	41.8	31.1	16.3	6.2	4.5
<b>Residential College</b>										
Yes	33.0	34.0	18.4	6.8	7.8	44.0	26.7	16.0	10.7	2.7
No	41.9	31.0	16.6	6.7	3.7	42.0	30.9	15.9	6.6	4.5
<b>Region</b>										
Goldfields	45.5	29.3	15.2	5.6	4.5	42.2	33.0	13.0	5.4	6.5
Kimberley	47.8	30.2	11.1	6.7	4.2	42.9	29.2	18.2	5.8	4.0
Midwest	54.7	13.2	24.5	0.0	7.5	50.9	34.0	7.5	5.7	1.9
North Metropolitan	42.8	30.8	16.9	6.2	3.3	42.1	32.4	15.3	6.4	3.9
Pilbara	41.3	27.6	15.6	8.0	7.6	43.7	23.7	14.7	10.6	7.3
South Metropolitan	40.3	31.5	17.3	7.0	3.8	41.9	30.5	16.4	6.5	4.7
Southwest	42.2	31.6	14.1	7.6	4.5	41.4	28.7	17.1	7.4	5.4
Wheatbelt	35.6	32.4	17.5	10.7	3.9	42.2	31.6	14.2	8.9	3.1

\*secondary students only

**Table 18. How many problems with daily routine do you have today?\***

	June/July					October				
	Not at all	A few	Some	Many	I can't do my daily routine	Not at all	A few	Some	Many	I can't do my daily routine
<b>Total</b>	64.1	21.0	8.7	3.8	2.4	62.6	20.3	9.5	4.4	3.1
<b>School level</b>										
Primary	-	-	-	-	-	-	-	-	-	-
Lower Secondary	65.8	20.6	7.9	3.4	2.2	63.9	20.4	9.0	4.0	2.7
Upper secondary	61.8	21.4	9.8	4.3	2.7	59.7	20.1	10.7	5.5	4.1
<b>Year level</b>										
Year 4	-	-	-	-	-	-	-	-	-	-
Year 5	-	-	-	-	-	-	-	-	-	-
Year 6	-	-	-	-	-	-	-	-	-	-
Year 7	67.9	20.8	6.7	2.6	2.0	66.1	19.9	8.5	3.0	2.5
Year 8	66.0	20.1	8.4	3.4	2.1	63.3	20.8	9.1	3.9	2.9
Year 9	63.3	20.9	8.8	4.3	2.7	62.1	20.6	9.4	5.1	2.8
Year 10	62.4	20.9	9.3	4.8	2.6	59.3	20.4	10.8	5.4	4.1
Year 11	62.4	21.9	9.0	3.8	3.0	60.1	20.4	10.5	5.6	3.3
Year 12	59.8	21.5	11.9	4.1	2.7	60.2	16.5	10.2	5.3	7.8
<b>Gender</b>										
Male	69.1	20.4	6.3	2.5	1.7	68.5	19.7	6.7	2.8	2.3
Female	60.6	21.8	10.9	4.8	2.0	58.3	21.4	12.0	5.6	2.7
<b>Aboriginal</b>										
Yes	58.6	18.6	10.3	4.7	7.8	56.7	18.5	10.0	4.2	10.5
No	64.5	21.1	8.6	3.7	2.1	63.0	20.5	9.5	4.5	2.6
<b>LOTE</b>										
Yes	66.7	18.9	8.0	3.2	3.2	63.7	20.2	7.9	4.0	4.2
No	63.0	21.8	9.0	4.0	2.1	62.1	20.4	10.1	4.6	2.8
<b>Condition</b>										
Survey only	63.7	20.8	8.9	3.9	2.7	62.1	20.3	9.6	4.7	3.3
Testing and survey	64.5	21.2	8.5	3.7	2.2	63.0	20.4	9.4	4.2	3.0
<b>Residential College</b>										
Yes	58.3	24.3	13.6	1.0	2.9	52.0	30.7	8.0	5.3	4.0
No	64.1	21.0	8.7	3.8	2.4	62.6	20.3	9.5	4.4	3.1
<b>Region</b>										
Goldfields	66.1	19.0	8.2	3.5	3.2	64.2	17.8	8.5	5.6	4.0
Kimberley	68.5	20.3	5.6	2.8	2.8	64.0	19.4	10.8	4.9	0.9
Midwest	69.8	17.0	9.4	1.9	1.9	66.7	20.4	9.3	3.7	0.0
North Metropolitan	63.9	21.7	8.7	3.5	2.3	62.3	21.6	8.9	4.3	2.9
Pilbara	67.1	15.1	9.3	4.9	3.6	58.3	16.5	12.8	7.9	4.5
South Metropolitan	63.7	20.9	8.8	4.1	2.5	62.0	20.1	10.1	4.5	3.3
Southwest	64.8	19.4	9.1	3.8	3.0	65.7	18.5	8.5	3.9	3.4
Wheatbelt	60.2	21.4	9.7	6.8	1.9	61.3	21.8	9.3	4.0	3.6

\*secondary students only

**Table 19. How able do you feel to join in on activities today?\***

	June/July					October				
	Many	Most	Some	A few	None	Many	Most	Some	A few	None
<b>Total</b>	50.4	25.6	11.7	7.7	4.6	48.6	25.3	12.6	8.2	5.2
<b>School level</b>										
Primary	-	-	-	-	-	-	-	-	-	-
Lower Secondary	53.1	25.4	10.6	6.8	4.0	50.3	26.0	12.3	7.5	4.0
Upper secondary	46.8	25.9	13.2	8.8	5.4	45.1	23.8	13.3	9.9	7.9
<b>Year level</b>										
Year 4	-	-	-	-	-	-	-	-	-	-
Year 5	-	-	-	-	-	-	-	-	-	-
Year 6	-	-	-	-	-	-	-	-	-	-
Year 7	56.7	25.1	9.9	5.0	3.4	53.8	25.9	10.9	6.3	3.1
Year 8	52.7	25.6	10.7	7.0	4.0	49.7	25.9	12.4	7.8	4.3
Year 9	49.6	25.5	11.3	8.8	4.7	47.0	26.1	13.7	8.4	4.8
Year 10	49.1	25.4	12.4	8.6	4.5	45.3	24.5	13.8	9.7	6.7
Year 11	45.8	26.4	13.4	8.3	6.0	45.0	23.2	12.4	10.7	8.7
Year 12	44.3	25.8	14.3	9.6	6.0	44.2	21.8	14.3	7.2	12.5
<b>Gender</b>										
Male	55.8	24.2	10.3	5.8	4.0	54.5	24.5	10.7	6.0	4.4
Female	46.1	27.6	12.9	9.4	4.0	43.9	26.7	14.5	10.1	4.8
<b>Aboriginal</b>										
Yes	48.3	20.7	12.0	9.2	9.8	47.6	21.1	11.2	9.4	10.6
No	50.6	25.9	11.7	7.6	4.3	48.8	25.5	12.7	8.1	4.9
<b>LOTE</b>										
Yes	49.9	24.5	12.2	7.2	6.2	48.0	24.0	12.6	8.4	7.0
No	50.5	26.0	11.6	7.9	4.0	48.8	25.7	12.7	8.2	4.6
<b>Condition</b>										
Survey only	50.3	26.0	11.5	7.4	4.8	49.0	24.5	13.0	8.1	5.4
Testing and survey	50.4	25.2	12.0	8.0	4.4	48.3	26.0	12.2	8.4	5.0
<b>Residential College</b>										
Yes	37.9	29.1	13.6	17.5	1.9	40.0	33.3	16.0	9.3	1.3
No	50.5	25.6	11.7	7.6	4.6	48.7	25.2	12.6	8.2	5.3
<b>Region</b>										
Goldfields	52.3	23.4	11.4	7.5	5.4	44.8	27.9	12.2	9.5	5.6
Kimberley	56.5	22.7	9.3	6.8	4.7	54.3	20.6	13.2	8.6	3.4
Midwest	56.9	25.5	11.8	2.0	3.9	61.1	24.1	5.6	7.4	1.9
North Metropolitan	50.3	26.1	11.9	7.6	4.1	49.0	25.2	12.7	7.8	5.3
Pilbara	47.6	23.6	11.1	11.1	6.7	50.8	19.3	12.3	9.8	7.8
South Metropolitan	49.8	25.8	11.7	7.7	5.0	47.3	25.7	13.1	8.5	5.4
Southwest	52.6	24.0	11.2	7.4	4.9	51.6	25.0	10.8	7.6	5.0
Wheatbelt	43.8	25.3	15.9	11.4	3.6	48.0	26.7	13.8	8.4	3.1

\*secondary students only

**Table 20. How many problems do you have with sleep today?\***

	June/July					October				
	Not at all	A few	Some	Many	I couldn't sleep last night	Not at all	A few	Some	Many	I couldn't sleep last night
<b>Total</b>	42.9	24.4	15.8	10.5	6.4	41.4	24.8	16.0	10.3	7.5
<b>School level</b>										
Primary	-	-	-	-	-	-	-	-	-	-
Lower Secondary	44.2	24.6	14.4	10.2	6.6	42.2	24.8	15.5	10.0	7.4
Upper secondary	41.2	24.2	17.6	10.9	6.1	39.5	24.8	17.1	10.8	7.7
<b>Year level</b>										
Year 4	-	-	-	-	-	-	-	-	-	-
Year 5	-	-	-	-	-	-	-	-	-	-
Year 6	-	-	-	-	-	-	-	-	-	-
Year 7	45.8	25.0	13.7	9.0	6.5	44.1	25.3	14.3	9.5	6.9
Year 8	44.8	23.8	14.7	9.8	6.8	41.1	25.3	15.9	10.7	7.0
Year 9	41.8	25.1	14.8	12.0	6.4	41.4	23.8	16.4	10.1	8.3
Year 10	43.6	23.4	16.5	10.2	6.4	38.9	25.7	17.2	10.9	7.4
Year 11	40.1	25.1	17.6	11.6	5.7	41.1	23.1	17.2	11.0	7.5
Year 12	38.5	24.4	19.8	11.2	6.2	36.6	26.6	16.3	9.7	10.9
<b>Gender</b>										
Male	49.8	23.7	12.8	8.8	5.0	48.0	24.6	14.0	7.6	5.8
Female	36.9	25.9	18.9	11.9	6.4	35.9	25.7	18.1	12.7	7.6
<b>Aboriginal</b>										
Yes	40.0	21.6	14.1	10.9	13.4	37.6	22.2	14.5	9.8	15.8
No	43.1	24.6	15.9	10.5	5.9	41.6	25.0	16.1	10.3	6.9
<b>LOTE</b>										
Yes	46.7	23.8	13.6	8.8	7.0	44.3	23.3	15.3	8.9	8.1
No	41.3	24.7	16.6	11.2	6.1	40.2	25.4	16.3	10.8	7.3
<b>Condition</b>										
Survey only	41.8	24.5	16.3	10.9	6.4	40.7	24.6	16.1	10.8	7.9
Testing and survey	44.0	24.3	15.3	10.1	6.3	42.1	25.1	15.9	9.8	7.1
<b>Residential College</b>										
Yes	31.4	35.3	14.7	11.8	6.9	34.7	26.7	17.3	13.3	8.0
No	43.0	24.4	15.8	10.5	6.4	41.4	24.8	16.0	10.3	7.5
<b>Region</b>										
Goldfields	48.3	20.9	12.6	11.7	6.5	42.9	23.3	16.4	7.9	9.5
Kimberley	46.4	24.8	14.6	7.9	6.3	43.3	23.5	14.9	11.0	7.3
Midwest	43.4	24.5	13.2	13.2	5.7	43.4	24.5	13.2	3.8	15.1
North Metropolitan	43.6	24.8	15.6	10.2	5.8	42.4	25.5	15.4	9.7	6.9
Pilbara	46.6	23.1	11.8	8.1	10.4	34.8	24.2	16.0	13.5	11.5
South Metropolitan	42.2	24.0	16.4	10.5	6.9	40.8	24.1	16.8	10.5	7.8
Southwest	40.1	25.3	15.6	12.3	6.6	40.9	26.1	15.3	11.0	6.7
Wheatbelt	39.4	26.7	17.3	9.8	6.8	40.8	25.1	13.5	13.5	7.2

\*secondary students only

**Table 21. CHU9D summed score.\***

	June/July		October	
	<20	≥20	<20	≥20
<b>Total</b>	62.5	37.5	59.7	40.3
<b>School level</b>				
Primary	-	-	-	-
Lower Secondary	65.4	34.6	61.9	38.1
Upper secondary	58.7	41.3	55.1	44.9
<b>Year level</b>				
Year 4	-	-	-	-
Year 5	-	-	-	-
Year 6	-	-	-	-
Year 7	70.5	29.5	65.9	34.1
Year 8	65.6	34.4	61.3	38.7
Year 9	59.6	40.4	58.0	42.0
Year 10	60.2	39.8	55.1	44.9
Year 11	59.6	40.4	54.5	45.5
Year 12	54.6	45.4	57.9	42.1
<b>Gender</b>				
Male	71.9	28.1	70.2	29.8
Female	54.9	45.1	51.3	48.7
<b>Aboriginal</b>				
Yes	57.9	42.1	53.9	46.1
No	62.8	37.2	60.2	39.8
<b>LOTE</b>				
Yes	64.1	35.9	60.3	39.7
No	61.9	38.1	59.5	40.5
<b>Condition</b>				
Survey only	61.6	38.4	59.3	40.7
Testing and survey	63.4	36.6	60.2	39.8
<b>Residential College</b>				
Yes	50.0	50.0	58.7	41.3
No	62.6	37.4	59.7	40.3
<b>Region</b>				
Goldfields	65.7	34.3	59.8	40.2
Kimberley	70.4	29.6	62.5	37.5
Midwest	67.3	32.7	81.6	18.4
North Metropolitan	62.9	37.1	60.6	39.4
Pilbara	64.6	35.4	49.1	50.9
South Metropolitan	61.5	38.5	58.3	41.7
Southwest	62.5	37.5	62.4	37.6
Wheatbelt	57.3	42.7	61.8	38.2

\*secondary students only

**Table 22. My life is going well.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	3.4	7.2	22.0	43.5	23.8	4.1	7.6	21.9	42.7	23.6
<b>School level</b>										
Primary	1.7	4.0	16.7	39.5	38.1	2.2	3.9	17.6	38.4	37.9
Lower Secondary	3.6	6.8	21.2	44.1	24.3	4.4	8.0	22.8	43.4	21.4
Upper secondary	4.1	9.7	26.3	45.2	14.7	5.7	10.5	24.2	45.7	14.0
<b>Year level</b>										
Year 4	2.3	3.5	14.7	36.5	43.0	2.0	4.2	16.1	32.3	45.4
Year 5	1.6	4.5	17.9	38.9	37.1	2.6	3.7	17.9	38.6	37.2
Year 6	1.3	4.0	17.4	43.2	34.2	2.0	3.8	18.6	44.1	31.4
Year 7	2.4	5.7	19.4	43.9	28.5	3.4	6.2	21.1	43.6	25.6
Year 8	3.7	6.4	21.2	44.0	24.7	4.4	8.2	23.6	43.7	20.1
Year 9	4.9	8.4	23.2	44.5	19.1	5.3	9.9	23.9	42.9	18.0
Year 10	4.3	9.3	24.9	44.9	16.7	5.6	10.2	23.9	45.0	15.4
Year 11	4.2	10.1	27.4	45.2	13.1	5.3	11.0	24.7	46.4	12.6
Year 12	3.8	9.9	27.0	45.6	13.7	8.4	10.6	23.9	46.9	10.2
<b>Gender</b>										
Male	2.2	4.8	17.8	47.1	28.1	2.7	4.7	17.6	45.6	29.4
Female	3.6	9.4	26.3	41.0	19.7	4.5	10.1	26.2	40.9	18.3
<b>Aboriginal</b>										
Yes	7.3	7.3	18.9	41.3	25.3	7.1	7.8	21.1	36.7	27.2
No	3.1	7.2	22.3	43.7	23.7	3.9	7.6	22.0	43.2	23.3
<b>LOTE</b>										
Yes	4.0	7.0	22.8	43.5	22.7	4.7	6.7	23.3	42.3	23.0
No	3.2	7.3	21.8	43.5	24.1	4.0	8.0	21.4	42.9	23.7
<b>Condition</b>										
Survey only	3.6	7.1	22.0	43.9	23.4	4.5	7.8	21.6	42.8	23.2
Testing and survey	3.2	7.4	22.1	43.2	24.1	3.8	7.4	22.1	42.6	24.0
<b>Residential College</b>										
Yes	3.9	3.9	32.4	48.0	11.8	5.3	8.0	30.7	42.7	13.3
No	3.4	7.3	22.0	43.5	23.8	4.1	7.6	21.8	42.7	23.7
<b>Region</b>										
Goldfields	3.9	6.9	16.8	41.5	31.0	4.6	5.7	20.7	43.4	25.6
Kimberley	3.2	7.2	18.0	49.0	22.6	3.5	6.9	20.7	44.2	24.7
Midwest	2.3	6.1	16.0	53.4	22.1	0.8	7.2	23.2	40.0	28.8
North Metropolitan	3.2	7.1	22.4	43.3	24.1	4.0	6.7	22.1	41.6	25.6
Pilbara	3.7	7.0	17.4	38.0	33.9	3.1	6.8	22.9	36.1	31.1
South Metropolitan	3.6	7.8	22.5	43.7	22.5	4.6	8.5	22.3	43.8	20.8
Southwest	3.6	6.1	22.0	43.4	24.8	3.7	8.1	20.0	44.1	24.1
Wheatbelt	2.3	8.0	25.1	45.5	19.1	2.3	7.2	22.0	40.1	28.3

**Table 23. My life is just right.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	4.1	9.9	26.7	39.8	19.4	4.8	10.5	27.4	37.3	20.0
<b>School level</b>										
Primary	3.1	6.7	20.6	36.4	33.2	3.2	7.3	22.0	33.3	34.2
Lower Secondary	4.2	9.3	26.6	40.5	19.5	5.0	11.2	27.9	38.4	17.6
Upper secondary	4.7	12.5	30.4	41.1	11.4	5.9	12.4	31.6	39.2	10.9
<b>Year level</b>										
Year 4	3.4	6.5	17.4	35.7	37.0	3.4	6.0	18.1	32.5	40.0
Year 5	3.2	6.8	22.8	34.2	33.0	3.2	7.6	23.3	31.7	34.1
Year 6	2.7	6.7	21.5	39.6	29.5	2.9	8.3	24.6	35.7	28.5
Year 7	3.2	8.3	24.2	40.8	23.5	3.8	9.9	25.8	38.8	21.6
Year 8	4.3	9.2	26.7	40.2	19.6	5.3	10.4	29.1	38.7	16.5
Year 9	5.2	10.4	29.1	40.4	14.9	5.9	13.4	28.9	37.5	14.3
Year 10	4.9	11.4	29.4	41.4	12.9	5.8	12.5	31.5	38.0	12.2
Year 11	4.5	13.1	31.4	40.7	10.2	5.6	12.2	32.3	39.9	9.9
Year 12	4.6	13.5	30.6	41.0	10.3	8.4	13.1	28.7	43.9	5.9
<b>Gender</b>										
Male	2.9	7.0	23.5	43.5	23.1	3.0	7.6	24.2	40.8	24.3
Female	4.4	12.5	30.1	37.0	16.0	5.4	13.2	30.6	34.8	16.1
<b>Aboriginal</b>										
Yes	7.8	9.7	22.1	37.6	22.8	8.0	10.2	24.2	33.4	24.3
No	3.9	9.9	27.1	40.0	19.2	4.5	10.6	27.7	37.6	19.6
<b>LOTE</b>										
Yes	4.4	9.1	26.5	40.8	19.2	5.2	9.0	28.0	37.7	20.1
No	4.0	10.2	26.8	39.5	19.5	4.6	11.1	27.2	37.2	19.9
<b>Condition</b>										
Survey only	4.4	9.9	26.8	39.3	19.5	5.3	10.6	26.8	37.9	19.4
Testing and survey	3.8	9.8	26.6	40.4	19.4	4.2	10.5	27.9	36.8	20.6
<b>Residential College</b>										
Yes	2.9	12.6	35.9	41.7	6.8	4.1	10.8	41.9	32.4	10.8
No	4.1	9.9	26.7	39.8	19.5	4.8	10.5	27.3	37.4	20.0
<b>Region</b>										
Goldfields	5.1	6.7	24.5	37.6	26.1	5.2	8.2	26.8	35.4	24.3
Kimberley	2.9	8.3	24.1	46.6	18.2	3.5	8.1	25.8	41.5	21.2
Midwest	3.0	6.1	18.9	46.2	25.8	1.6	8.9	23.4	42.7	23.4
North Metropolitan	3.9	9.8	27.2	39.8	19.3	4.8	9.9	27.3	36.3	21.7
Pilbara	3.9	9.9	22.1	32.6	31.4	3.5	10.2	28.3	30.9	27.0
South Metropolitan	4.4	10.4	26.6	40.2	18.4	5.1	11.4	27.7	38.4	17.4
Southwest	4.6	9.2	27.5	39.0	19.8	4.2	10.9	26.7	38.2	20.0
Wheatbelt	2.6	11.1	28.2	38.3	19.7	3.6	9.6	27.1	34.0	25.7

**Table 24. I wish I had a different life.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	27.5	24.9	24.8	15.0	7.8	28.8	23.5	24.9	14.5	8.2
<b>School level</b>										
Primary	49.1	18.4	18.8	7.6	6.1	50.2	16.3	20.4	7.3	5.8
Lower Secondary	26.6	26.7	24.3	14.8	7.7	24.8	25.7	25.4	15.5	8.6
Upper secondary	16.3	26.3	28.9	19.7	8.9	16.0	26.0	28.4	19.7	10.0
<b>Year level</b>										
Year 4	54.4	17.5	15.4	6.0	6.7	57.7	14.6	15.6	5.7	6.4
Year 5	47.1	17.8	19.6	8.8	6.7	49.1	15.9	22.0	7.3	5.8
Year 6	46.0	20.1	21.3	7.8	4.8	44.0	18.4	23.5	8.9	5.3
Year 7	31.7	26.8	23.0	11.8	6.8	30.8	26.1	22.5	12.9	7.6
Year 8	27.1	27.2	23.6	14.6	7.5	23.7	27.1	25.9	15.1	8.2
Year 9	20.2	25.9	26.7	18.3	8.9	19.3	24.0	28.1	18.7	9.9
Year 10	17.8	26.3	28.2	18.6	9.1	16.7	26.3	28.2	19.1	9.8
Year 11	15.5	26.2	30.1	19.9	8.3	15.0	25.4	29.2	19.9	10.5
Year 12	14.8	26.5	28.2	21.1	9.3	15.9	26.5	26.2	22.4	9.0
<b>Gender</b>										
Male	32.0	26.6	22.3	12.2	6.9	34.7	24.7	22.8	10.9	6.9
Female	23.2	23.8	27.3	17.9	7.8	23.1	23.0	27.2	17.9	8.8
<b>Aboriginal</b>										
Yes	31.5	21.7	21.4	14.2	11.2	35.4	20.2	20.7	13.0	10.6
No	27.2	25.2	25.0	15.1	7.5	28.3	23.8	25.3	14.7	8.0
<b>LOTE</b>										
Yes	25.0	23.8	26.0	15.5	9.7	26.1	21.8	26.2	15.7	10.2
No	28.4	25.3	24.3	14.9	7.0	29.8	24.1	24.5	14.1	7.5
<b>Condition</b>										
Survey only	27.6	25.4	24.6	14.8	7.7	28.9	23.7	25.1	14.1	8.3
Testing and survey	27.4	24.4	25.0	15.3	7.9	28.8	23.3	24.7	15.0	8.2
<b>Residential College</b>										
Yes	11.8	25.5	33.3	21.6	7.8	21.3	24.0	28.0	13.3	13.3
No	27.6	24.9	24.8	15.0	7.8	28.9	23.5	24.9	14.5	8.2
<b>Region</b>										
Goldfields	37.1	20.3	19.8	13.5	9.3	39.5	19.0	21.8	12.8	6.9
Kimberley	27.8	29.8	24.8	11.6	6.0	31.7	25.7	22.2	13.2	7.2
Midwest	28.8	23.5	18.2	18.2	11.4	32.0	25.6	14.4	16.8	11.2
North Metropolitan	26.9	25.0	25.1	15.4	7.6	29.7	22.7	24.7	14.4	8.5
Pilbara	37.8	21.9	23.8	10.1	6.4	37.7	16.2	27.9	11.7	6.6
South Metropolitan	25.9	25.1	25.2	15.6	8.2	26.0	23.8	26.1	15.5	8.6
Southwest	31.2	24.7	23.7	13.1	7.4	30.9	26.4	23.3	12.5	7.0
Wheatbelt	30.1	23.3	24.1	16.1	6.5	29.4	28.4	20.1	15.5	6.6

**Table 25. I have a good life.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	2.3	3.8	18.2	44.7	31.0	2.9	4.4	19.2	44.2	29.3
<b>School level</b>										
Primary	1.9	2.9	13.3	33.5	48.4	2.1	3.1	14.3	34.9	45.6
Lower Secondary	2.4	4.0	18.9	44.2	30.6	2.8	4.8	20.8	45.6	26.0
Upper secondary	2.4	4.1	20.1	51.8	21.6	3.9	4.8	20.6	50.7	20.0
<b>Year level</b>										
Year 4	2.5	3.0	12.1	30.3	52.1	1.9	3.4	12.3	30.0	52.4
Year 5	1.7	3.1	14.1	34.0	47.1	2.6	3.2	14.6	34.7	44.9
Year 6	1.3	2.6	13.6	36.4	46.0	1.6	2.8	15.8	40.0	39.7
Year 7	2.3	3.8	17.0	41.5	35.4	2.3	4.2	18.6	43.8	31.1
Year 8	2.5	4.2	18.6	43.3	31.4	3.1	5.4	20.7	46.3	24.5
Year 9	2.4	4.1	21.3	48.1	24.2	3.2	4.9	23.2	47.0	21.7
Year 10	2.4	4.7	20.2	49.8	22.8	3.7	5.0	20.3	49.7	21.3
Year 11	2.7	4.1	20.5	53.0	19.7	3.4	4.3	22.0	51.6	18.7
Year 12	2.1	3.2	19.1	53.4	22.3	7.5	6.2	16.1	53.4	16.8
<b>Gender</b>										
Male	1.6	2.7	14.9	45.8	34.9	2.1	2.9	15.6	45.4	34.1
Female	2.0	4.7	21.1	44.5	27.6	2.7	5.7	22.5	44.1	25.1
<b>Aboriginal</b>										
Yes	6.4	4.6	19.2	38.7	31.1	7.1	5.9	19.0	36.1	31.9
No	2.0	3.8	18.1	45.1	31.0	2.5	4.3	19.2	44.9	29.1
<b>LOTE</b>										
Yes	2.7	4.0	19.3	44.9	29.1	3.5	4.0	21.2	44.2	27.2
No	2.1	3.8	17.8	44.6	31.7	2.7	4.6	18.4	44.3	30.0
<b>Condition</b>										
Survey only	2.5	3.7	18.1	44.9	30.7	3.3	4.2	19.1	44.6	28.9
Testing and survey	2.1	3.9	18.3	44.4	31.3	2.5	4.7	19.3	43.9	29.7
<b>Residential College</b>										
Yes	1.9	1.0	25.2	57.3	14.6	1.3	6.7	25.3	48.0	18.7
No	2.3	3.8	18.2	44.6	31.1	2.9	4.4	19.1	44.2	29.4
<b>Region</b>										
Goldfields	4.0	4.5	17.8	38.9	34.7	3.8	4.4	18.5	42.9	30.4
Kimberley	2.5	3.4	15.6	49.5	28.9	2.8	4.4	18.5	45.8	28.5
Midwest	1.5	6.1	15.9	47.0	29.5	0.8	6.4	22.4	36.8	33.6
North Metropolitan	2.0	3.7	18.1	44.8	31.4	2.8	4.0	18.6	42.9	31.7
Pilbara	2.5	6.2	14.9	36.6	39.9	2.5	3.3	21.6	40.1	32.5
South Metropolitan	2.4	4.0	18.7	45.4	29.6	3.1	4.5	20.2	45.8	26.4
Southwest	2.6	3.0	17.9	42.7	33.8	2.3	4.9	17.5	44.4	30.7
Wheatbelt	1.6	4.1	20.7	46.9	26.7	2.3	6.3	15.1	44.7	31.6

**Table 26. I have what I want in life.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	4.4	10.9	29.3	35.7	19.7	5.0	10.4	29.4	35.7	19.5
<b>School level</b>										
Primary	3.9	7.5	23.9	33.0	31.8	4.4	7.3	24.3	31.4	32.6
Lower Secondary	4.4	10.3	28.7	36.5	20.0	4.9	10.4	30.6	37.1	16.9
Upper secondary	4.6	13.7	33.2	36.2	12.3	5.8	13.3	32.2	36.8	11.9
<b>Year level</b>										
Year 4	5.0	7.3	22.0	30.5	35.3	6.3	6.5	20.4	30.3	36.5
Year 5	3.6	7.9	25.0	33.1	30.4	3.5	7.6	25.6	30.8	32.4
Year 6	3.1	7.2	24.6	35.4	29.8	3.4	7.9	26.8	33.1	28.9
Year 7	3.7	9.4	26.6	37.5	22.9	4.1	9.0	29.3	37.1	20.4
Year 8	4.6	9.4	28.5	36.4	21.1	4.5	10.6	30.4	38.0	16.5
Year 9	5.2	12.3	31.3	35.6	15.5	6.3	11.8	32.2	36.2	13.6
Year 10	4.5	12.5	31.7	37.9	13.4	5.1	13.4	31.8	36.7	12.9
Year 11	4.4	14.0	35.3	35.2	11.0	6.0	13.3	33.4	36.1	11.2
Year 12	4.9	15.3	32.8	34.6	12.4	9.6	13.0	28.9	40.4	8.1
<b>Gender</b>										
Male	3.7	9.4	26.7	38.1	22.1	4.3	8.3	26.9	38.2	22.3
Female	4.0	12.1	32.0	34.3	17.6	4.7	12.1	32.2	34.0	17.1
<b>Aboriginal</b>										
Yes	8.9	10.3	27.8	33.5	19.5	10.0	9.3	27.1	29.1	24.4
No	4.0	10.9	29.4	35.9	19.7	4.5	10.5	29.6	36.2	19.1
<b>LOTE</b>										
Yes	5.1	10.8	30.1	34.4	19.5	5.8	10.2	31.7	33.5	18.8
No	4.1	10.9	29.1	36.2	19.7	4.7	10.4	28.6	36.5	19.8
<b>Condition</b>										
Survey only	4.3	11.0	29.3	35.8	19.7	5.1	10.3	29.6	35.9	19.2
Testing and survey	4.5	10.9	29.3	35.6	19.7	4.9	10.5	29.2	35.5	19.9
<b>Residential College</b>										
Yes	1.0	9.7	41.7	36.9	10.7	4.0	14.7	32.0	36.0	13.3
No	4.4	10.9	29.3	35.7	19.7	5.0	10.4	29.4	35.7	19.6
<b>Region</b>										
Goldfields	5.4	9.8	25.0	35.4	24.5	6.3	9.0	27.8	33.6	23.2
Kimberley	3.8	8.7	25.7	42.2	19.6	3.2	9.3	25.9	40.3	21.3
Midwest	3.8	13.7	24.4	35.1	22.9	7.3	12.1	26.6	33.1	21.0
North Metropolitan	4.0	10.8	29.2	36.0	20.0	4.9	9.7	28.6	35.7	21.0
Pilbara	4.6	8.5	27.7	31.5	27.7	3.5	9.0	32.2	30.4	24.8
South Metropolitan	4.7	11.5	30.0	35.2	18.7	5.3	11.2	30.4	35.8	17.4
Southwest	4.8	10.7	28.9	35.8	19.7	4.5	10.8	28.9	36.5	19.3
Wheatbelt	2.6	10.1	34.5	35.0	17.9	4.6	7.6	32.5	33.8	21.5

**Table 27. I feel positive about my future.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	5.0	7.8	25.0	36.4	25.8	5.7	7.7	25.5	35.8	25.3
<b>School level</b>										
Primary	2.5	3.5	17.9	31.6	44.5	2.8	4.0	19.3	31.7	42.2
Lower Secondary	5.2	7.3	24.7	38.0	24.8	6.2	8.2	26.4	37.1	22.0
Upper secondary	6.2	10.9	29.4	37.1	16.4	7.6	10.2	29.6	37.2	15.4
<b>Year level</b>										
Year 4	2.7	2.8	15.8	29.8	48.9	2.7	2.6	17.1	29.5	48.0
Year 5	2.9	4.0	18.4	31.1	43.6	3.3	4.0	20.2	29.8	42.8
Year 6	1.9	3.7	19.6	33.9	41.0	2.5	5.3	20.6	35.7	36.0
Year 7	4.0	5.6	22.2	37.9	30.4	5.0	6.6	23.0	37.9	27.5
Year 8	5.2	7.5	25.6	37.7	24.0	6.5	8.9	27.5	37.0	20.1
Year 9	6.6	9.1	26.6	38.5	19.3	7.2	9.4	29.1	36.3	17.9
Year 10	6.9	9.8	28.9	37.8	16.6	7.1	9.7	30.0	36.7	16.5
Year 11	5.8	12.3	30.4	35.8	15.7	7.7	11.3	30.1	36.2	14.7
Year 12	5.5	10.8	29.1	37.6	17.1	10.6	9.3	24.3	44.9	10.9
<b>Gender</b>										
Male	3.7	6.1	22.9	38.2	29.2	4.3	5.9	23.2	37.2	29.4
Female	5.1	9.3	27.1	35.6	22.9	5.9	9.1	28.0	35.2	21.7
<b>Aboriginal</b>										
Yes	7.8	7.1	23.1	32.8	29.2	9.2	6.9	22.4	31.7	29.8
No	4.8	7.8	25.1	36.6	25.6	5.4	7.8	25.7	36.1	25.0
<b>LOTE</b>										
Yes	5.4	7.8	26.7	34.5	25.6	6.0	7.2	28.5	33.3	24.9
No	4.8	7.8	24.4	37.0	25.9	5.6	7.9	24.4	36.7	25.5
<b>Condition</b>										
Survey only	5.0	7.8	24.8	36.7	25.7	6.0	7.5	25.3	35.9	25.4
Testing and survey	5.0	7.8	25.1	36.1	26.0	5.4	7.9	25.6	35.7	25.3
<b>Residential College</b>										
Yes	5.8	6.8	34.0	38.8	14.6	4.1	9.6	27.4	45.2	13.7
No	5.0	7.8	24.9	36.4	25.9	5.7	7.7	25.5	35.8	25.4
<b>Region</b>										
Goldfields	5.2	5.9	23.6	33.2	32.0	5.8	6.9	23.4	33.6	30.3
Kimberley	4.0	7.3	22.9	40.1	25.8	5.5	7.2	25.9	35.3	26.1
Midwest	6.2	3.8	23.8	40.0	26.2	1.6	7.3	20.2	37.1	33.9
North Metropolitan	4.9	8.0	24.6	36.9	25.6	5.5	7.2	25.3	34.7	27.2
Pilbara	3.7	4.1	24.1	32.1	36.0	4.5	5.9	27.3	30.5	31.8
South Metropolitan	5.3	8.1	26.0	35.7	24.9	6.4	8.6	26.0	36.2	22.9
Southwest	4.8	7.4	23.1	38.1	26.5	4.6	6.7	24.7	38.4	25.6
Wheatbelt	3.6	7.5	28.8	34.3	25.7	3.6	6.6	23.8	45.2	20.8

**Table 28. My school is a place where I feel happy.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	4.7	8.9	28.7	42.8	14.8	5.9	9.5	29.2	40.4	14.9
<b>School level</b>										
Primary	1.5	3.0	16.6	47.2	31.8	2.4	3.7	18.5	45.6	29.8
Lower Secondary	4.9	8.6	30.2	43.6	12.7	6.4	10.2	32.4	40.0	11.0
Upper secondary	6.3	12.7	33.7	39.4	8.0	8.5	13.8	33.2	36.2	8.3
<b>Year level</b>										
Year 4	1.1	2.6	13.2	47.6	35.6	2.2	3.1	15.5	43.4	35.8
Year 5	1.6	3.3	18.1	44.4	32.6	2.6	3.7	18.9	45.7	29.0
Year 6	1.7	3.1	18.5	49.6	27.0	2.4	4.3	21.1	47.5	24.7
Year 7	3.1	6.1	26.7	47.8	16.3	4.9	7.5	30.9	43.1	13.6
Year 8	5.3	8.8	30.5	43.5	11.9	6.2	11.5	32.6	39.6	10.1
Year 9	6.6	11.2	33.9	38.8	9.5	8.2	12.0	33.7	37.0	9.0
Year 10	6.1	11.6	33.1	41.1	8.1	8.8	14.1	33.4	35.2	8.5
Year 11	6.8	13.7	34.6	37.4	7.5	7.7	13.9	33.5	36.5	8.4
Year 12	5.9	13.1	33.4	39.3	8.3	9.7	10.6	30.0	42.7	7.0
<b>Gender</b>										
Male	3.8	7.5	26.9	45.6	16.2	5.0	7.3	27.1	43.3	17.4
Female	4.4	10.0	30.6	41.3	13.7	5.6	11.5	31.6	38.8	12.6
<b>Aboriginal</b>										
Yes	8.1	8.9	23.8	42.4	16.8	9.9	8.1	26.1	36.3	19.6
No	4.5	8.9	29.1	42.8	14.7	5.6	9.6	29.5	40.8	14.5
<b>LOTE</b>										
Yes	4.6	7.3	28.3	43.5	16.3	5.8	7.3	29.6	40.5	16.8
No	4.8	9.5	28.9	42.6	14.3	6.0	10.3	29.1	40.5	14.1
<b>Condition</b>										
Survey only	5.2	9.1	29.0	42.7	14.0	6.8	9.9	29.5	39.9	14.0
Testing and survey	4.3	8.7	28.5	42.9	15.7	5.1	9.1	29.0	41.0	15.8
<b>Residential College</b>										
Yes	4.8	11.5	38.5	39.4	5.8	6.6	7.9	34.2	43.4	7.9
No	4.7	8.9	28.7	42.8	14.9	5.9	9.5	29.2	40.4	14.9
<b>Region</b>										
Goldfields	4.2	7.6	25.5	43.3	19.3	5.9	7.9	33.1	37.1	16.1
Kimberley	3.9	7.4	34.2	44.4	10.2	5.6	11.7	30.6	39.0	13.1
Midwest	1.5	9.0	16.4	53.0	20.1	1.6	6.3	33.3	42.1	16.7
North Metropolitan	4.4	8.5	28.3	43.6	15.3	5.2	8.4	27.2	42.8	16.3
Pilbara	4.5	8.1	22.1	40.4	24.9	7.3	8.3	27.2	36.5	20.7
South Metropolitan	5.2	9.2	29.2	42.2	14.2	6.5	10.2	30.7	39.2	13.3
Southwest	5.4	9.8	30.2	41.1	13.6	6.2	10.6	29.2	39.6	14.3
Wheatbelt	2.3	11.8	31.3	43.6	11.0	4.9	11.2	28.3	40.1	15.5

**Table 29. My school is a place where I really like to go each day.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	8.6	18.1	35.2	27.8	10.3	9.9	19.4	35.5	25.6	9.6
<b>School level</b>										
Primary	3.9	8.2	23.6	39.3	25.0	5.1	8.3	27.6	37.4	21.5
Lower Secondary	8.9	19.0	37.7	26.3	8.1	10.7	21.9	38.6	22.7	6.1
Upper secondary	10.9	22.6	38.3	23.2	5.0	12.8	25.3	36.5	20.2	5.2
<b>Year level</b>										
Year 4	3.7	6.7	20.2	40.2	29.3	5.5	6.9	24.2	37.6	25.9
Year 5	4.0	8.4	24.1	40.4	23.1	4.4	8.3	28.2	37.3	21.8
Year 6	4.2	9.4	26.6	37.2	22.6	5.6	9.7	30.3	37.4	17.1
Year 7	6.4	15.1	36.5	30.8	11.2	7.8	19.9	39.8	25.2	7.3
Year 8	9.5	19.3	38.5	25.2	7.5	11.3	22.6	37.9	22.1	6.2
Year 9	11.2	23.1	38.3	22.3	5.1	13.2	23.4	38.0	20.6	4.8
Year 10	10.8	21.2	39.0	23.8	5.3	13.6	25.1	37.4	18.8	5.2
Year 11	11.7	23.5	38.3	21.9	4.6	11.5	25.3	36.4	21.3	5.5
Year 12	9.9	23.7	37.3	24.0	5.1	12.8	26.7	30.4	25.5	4.6
<b>Gender</b>										
Male	8.0	16.6	36.2	29.0	10.2	9.0	17.5	35.1	27.7	10.7
Female	7.8	19.6	34.5	27.3	10.7	9.4	21.2	36.3	24.3	8.7
<b>Aboriginal</b>										
Yes	12.1	15.6	30.7	28.7	12.8	14.2	15.5	30.9	26.4	13.0
No	8.3	18.3	35.5	27.7	10.2	9.5	19.8	35.8	25.6	9.3
<b>LOTE</b>										
Yes	7.2	15.0	36.4	29.5	11.9	8.8	16.4	35.9	27.4	11.5
No	9.1	19.3	34.7	27.1	9.8	10.3	20.5	35.3	25.0	8.9
<b>Condition</b>										
Survey only	9.2	18.7	35.4	26.9	9.8	10.9	20.2	35.7	24.3	9.0
Testing and survey	8.0	17.5	34.9	28.7	10.9	8.9	18.7	35.2	27.0	10.3
<b>Residential College</b>										
Yes	10.6	18.3	42.3	26.9	1.9	1.3	26.3	44.7	22.4	5.3
No	8.6	18.1	35.1	27.8	10.4	9.9	19.4	35.4	25.7	9.6
<b>Region</b>										
Goldfields	7.6	16.4	35.3	25.9	14.8	9.9	18.6	37.1	21.5	12.9
Kimberley	8.0	23.8	36.3	23.8	8.2	10.9	20.8	34.4	26.5	7.5
Midwest	6.7	13.3	24.4	40.7	14.8	8.7	11.1	31.0	34.1	15.1
North Metropolitan	7.7	17.6	35.1	28.9	10.7	8.4	17.1	35.6	28.1	10.9
Pilbara	9.6	12.4	31.3	29.3	17.5	10.4	16.7	33.9	26.0	13.0
South Metropolitan	9.3	18.2	35.8	27.1	9.7	10.8	21.1	35.8	23.9	8.3
Southwest	10.6	20.2	34.8	25.2	9.3	11.3	21.4	34.4	24.2	8.7
Wheatbelt	6.7	20.9	33.0	32.0	7.5	5.9	22.4	34.0	28.4	9.2

**Table 30. My school is a place where I find that learning is a lot of fun.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	8.2	14.8	37.7	28.6	10.7	9.1	15.9	38.0	27.2	9.8
<b>School level</b>										
Primary	5.4	8.0	25.2	36.5	24.9	5.3	9.1	27.8	36.7	21.1
Lower Secondary	9.8	16.8	40.6	25.2	7.6	10.9	18.1	41.6	23.3	6.1
Upper secondary	7.6	15.9	41.0	28.7	6.7	9.2	17.8	40.6	25.9	6.5
<b>Year level</b>										
Year 4	4.5	7.0	20.9	36.1	31.4	5.3	7.3	24.1	36.4	26.8
Year 5	6.0	8.7	25.3	37.2	22.9	5.0	9.6	26.4	38.4	20.5
Year 6	5.7	8.4	29.6	36.0	20.4	5.6	10.2	32.8	35.4	16.0
Year 7	8.3	14.0	39.8	28.2	9.7	9.4	16.2	42.2	25.3	6.9
Year 8	10.3	17.4	40.5	24.6	7.2	11.6	18.4	41.3	22.6	6.2
Year 9	10.9	19.2	41.7	22.5	5.6	11.7	19.9	41.3	21.8	5.2
Year 10	8.2	17.2	41.4	26.9	6.3	9.9	18.2	41.8	24.3	5.7
Year 11	7.9	15.1	41.6	28.4	7.0	8.0	17.4	39.8	27.5	7.4
Year 12	6.2	15.0	39.5	32.1	7.2	9.7	17.0	35.2	29.7	8.5
<b>Gender</b>										
Male	8.3	14.6	37.8	28.5	10.8	9.1	15.1	37.2	27.9	10.6
Female	6.7	14.8	38.0	29.7	10.8	8.0	16.4	39.2	27.2	9.2
<b>Aboriginal</b>										
Yes	14.3	13.7	33.7	26.4	11.9	14.4	13.4	32.0	27.5	12.7
No	7.7	14.8	38.0	28.8	10.6	8.7	16.0	38.6	27.2	9.5
<b>LOTE</b>										
Yes	6.6	10.9	36.1	33.5	12.9	7.9	12.2	36.6	31.0	12.3
No	8.7	16.3	38.3	26.8	9.9	9.6	17.1	38.6	25.8	8.9
<b>Condition</b>										
Survey only	8.5	15.6	38.0	27.7	10.3	10.0	16.7	38.0	26.1	9.1
Testing and survey	7.9	14.0	37.5	29.5	11.1	8.2	15.0	38.0	28.2	10.5
<b>Residential College</b>										
Yes	7.7	15.4	44.2	28.8	3.8	6.6	15.8	44.7	27.6	5.3
No	8.2	14.8	37.7	28.6	10.7	9.1	15.9	38.0	27.2	9.8
<b>Region</b>										
Goldfields	11.5	15.5	33.2	27.8	11.9	11.4	16.5	38.3	24.1	9.8
Kimberley	9.4	18.1	42.3	22.4	7.8	10.8	16.9	36.9	26.8	8.6
Midwest	3.7	9.7	26.9	41.0	18.7	5.6	12.7	28.6	42.9	10.3
North Metropolitan	7.4	13.7	37.6	30.1	11.2	7.8	14.7	37.3	29.1	11.1
Pilbara	8.5	10.8	32.5	29.7	18.5	11.0	13.8	35.1	26.2	14.0
South Metropolitan	8.6	15.8	38.1	27.5	10.0	9.8	16.7	38.9	25.8	8.8
Southwest	9.4	15.1	38.2	27.3	10.1	10.3	16.4	38.5	26.2	8.6
Wheatbelt	5.6	16.7	39.7	29.2	8.7	5.9	18.8	38.2	27.3	9.9

**Table 31. My school is a place where I feel safe and secure.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	4.8	7.5	23.9	40.9	22.9	5.5	8.3	24.6	40.2	21.4
<b>School level</b>										
Primary	1.8	3.6	12.2	34.2	48.2	2.6	4.6	14.2	36.2	42.4
Lower Secondary	5.3	8.5	26.1	41.9	18.3	6.2	9.3	28.3	40.9	15.3
Upper secondary	5.8	8.5	27.7	43.5	14.6	6.8	9.9	27.1	42.9	13.3
<b>Year level</b>										
Year 4	1.1	3.2	9.0	31.9	54.8	2.3	4.3	11.4	31.6	50.4
Year 5	2.5	4.1	13.4	32.3	47.7	2.8	4.3	14.1	36.1	42.7
Year 6	1.8	3.4	14.1	38.6	42.1	2.6	5.4	17.0	40.8	34.2
Year 7	3.5	7.2	22.7	42.4	24.1	4.9	8.0	25.7	41.9	19.4
Year 8	5.3	8.8	26.2	43.3	16.5	6.3	10.6	28.4	40.3	14.5
Year 9	7.3	9.6	29.8	39.8	13.4	7.6	9.6	30.8	40.3	11.7
Year 10	6.0	9.5	29.1	41.8	13.6	6.7	10.6	29.1	41.0	12.6
Year 11	6.0	8.0	27.9	43.7	14.4	6.4	9.4	25.0	45.3	13.9
Year 12	5.0	7.5	24.8	46.1	16.6	9.4	7.0	22.8	45.0	15.8
<b>Gender</b>										
Male	4.1	6.7	22.7	42.3	24.2	4.7	7.1	23.4	41.4	23.5
Female	4.0	8.1	25.2	40.7	22.1	4.9	9.2	25.7	40.3	19.8
<b>Aboriginal</b>										
Yes	8.3	7.2	20.9	39.3	24.2	10.8	7.4	22.2	35.9	23.7
No	4.5	7.5	24.1	41.0	22.8	5.0	8.4	24.8	40.6	21.2
<b>LOTE</b>										
Yes	5.2	7.0	23.8	39.9	24.1	5.5	7.5	23.9	40.8	22.4
No	4.6	7.7	24.0	41.3	22.4	5.5	8.6	24.8	40.1	21.0
<b>Condition</b>										
Survey only	4.9	7.7	23.6	41.5	22.3	6.1	8.7	25.4	39.7	20.2
Testing and survey	4.7	7.3	24.2	40.4	23.4	4.9	8.0	23.8	40.8	22.5
<b>Residential College</b>										
Yes	4.9	9.8	32.4	40.2	12.7	6.7	8.0	25.3	46.7	13.3
No	4.8	7.5	23.9	40.9	22.9	5.5	8.3	24.6	40.2	21.4
<b>Region</b>										
Goldfields	6.9	13.7	26.8	30.9	21.7	7.4	11.6	27.8	32.4	20.8
Kimberley	6.0	8.5	25.6	43.6	16.3	6.1	9.0	30.1	36.4	18.3
Midwest	1.5	7.5	18.7	48.5	23.9	4.0	6.3	23.0	44.4	22.2
North Metropolitan	4.7	7.0	23.6	40.8	23.9	4.7	7.2	23.7	40.9	23.5
Pilbara	5.3	6.9	19.7	34.1	33.9	6.3	9.1	24.2	32.1	28.3
South Metropolitan	4.8	8.0	24.8	40.9	21.6	5.9	9.4	24.9	40.7	19.1
Southwest	4.8	6.5	20.9	43.9	23.9	5.6	7.0	24.9	40.8	21.7
Wheatbelt	3.4	6.2	27.7	45.3	17.4	4.3	8.9	22.8	41.9	22.1

**Table 32. My school is a place where I like learning.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	6.4	9.5	30.2	38.3	15.6	7.7	11.3	31.5	35.9	13.7
<b>School level</b>										
Primary	4.7	6.3	19.2	39.3	30.5	5.6	7.2	21.7	40.1	25.3
Lower Secondary	7.8	11.1	34.1	34.7	12.3	8.8	13.4	35.1	32.9	9.8
Upper secondary	5.5	9.2	31.3	42.5	11.5	7.3	10.8	33.4	38.1	10.5
<b>Year level</b>										
Year 4	4.5	5.2	14.3	38.5	37.5	5.7	6.7	17.7	39.2	30.7
Year 5	5.0	7.1	20.4	38.1	29.5	5.4	6.6	21.9	41.3	24.8
Year 6	4.7	6.5	23.1	41.3	24.4	5.9	8.2	25.4	39.9	20.6
Year 7	6.5	9.7	32.6	36.5	14.7	8.0	12.8	34.4	33.8	11.1
Year 8	8.7	11.9	33.5	33.7	12.2	9.6	14.0	34.8	31.9	9.7
Year 9	8.5	11.9	36.3	33.5	9.8	9.0	13.6	36.2	32.9	8.4
Year 10	6.0	10.7	31.6	40.9	10.8	7.8	11.1	34.4	37.3	9.5
Year 11	5.6	8.3	31.9	42.6	11.7	5.9	10.7	32.8	39.1	11.5
Year 12	4.5	7.9	30.1	45.1	12.4	9.8	9.1	29.3	39.6	12.2
<b>Gender</b>										
Male	6.7	9.6	30.5	38.0	15.2	7.9	10.4	31.5	35.9	14.3
Female	4.9	9.2	30.0	39.5	16.4	6.2	11.9	31.7	36.9	13.3
<b>Aboriginal</b>										
Yes	11.6	8.9	28.1	35.8	15.6	13.7	10.9	28.5	32.0	14.9
No	6.0	9.5	30.4	38.5	15.6	7.2	11.3	31.8	36.3	13.6
<b>LOTE</b>										
Yes	5.3	6.1	28.5	41.3	18.7	6.3	8.1	30.4	39.2	16.0
No	6.8	10.8	30.8	37.1	14.4	8.2	12.3	31.9	34.8	12.9
<b>Condition</b>										
Survey only	6.9	9.6	30.8	37.6	15.1	8.7	11.9	31.6	34.5	13.2
Testing and survey	6.0	9.4	29.6	38.9	16.1	6.7	10.6	31.3	37.3	14.2
<b>Residential College</b>										
Yes	7.7	4.8	33.7	42.3	11.5	4.0	14.7	36.0	36.0	9.3
No	6.4	9.5	30.2	38.2	15.6	7.7	11.3	31.4	35.9	13.7
<b>Region</b>										
Goldfields	10.1	9.6	30.1	34.1	16.1	8.8	14.7	31.7	32.1	12.8
Kimberley	8.4	10.7	35.4	34.5	11.0	9.5	12.7	31.7	36.1	10.0
Midwest	6.0	8.3	18.0	45.1	22.6	5.6	8.1	21.0	44.4	21.0
North Metropolitan	5.5	8.4	29.4	40.2	16.5	6.8	10.0	30.1	38.2	14.9
Pilbara	7.1	8.1	27.8	32.3	24.6	8.6	10.0	30.5	32.4	18.5
South Metropolitan	6.7	10.5	30.9	37.2	14.7	8.2	12.0	32.6	34.7	12.5
Southwest	7.7	9.5	31.0	37.1	14.7	8.6	11.7	32.3	33.8	13.5
Wheatbelt	5.2	12.9	31.5	37.7	12.7	4.0	13.9	32.1	38.4	11.6

**Table 33. My school is a place where I get enjoyment from being there.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Total</b>	7.1	10.3	29.4	35.1	18.1	8.9	11.5	30.0	33.6	16.0
<b>School level</b>										
Primary	2.6	4.2	17.2	36.2	39.8	3.6	5.2	19.8	37.7	33.6
Lower Secondary	7.5	10.1	30.9	36.0	15.6	9.9	12.6	33.2	32.9	11.5
Upper secondary	9.1	14.1	34.3	33.5	9.0	12.0	15.4	33.5	31.0	8.0
<b>Year level</b>										
Year 4	2.0	3.1	14.1	35.4	45.4	3.2	3.7	17.5	34.3	41.3
Year 5	2.7	4.8	18.2	35.0	39.4	3.0	5.0	19.7	38.9	33.4
Year 6	3.1	4.5	19.4	38.3	34.6	4.5	7.0	22.2	40.0	26.3
Year 7	5.0	7.6	28.2	37.9	21.3	6.6	10.7	32.1	35.7	14.9
Year 8	8.0	10.6	30.1	36.4	14.9	10.8	13.5	33.0	32.1	10.7
Year 9	9.7	12.3	34.8	33.3	9.9	12.5	13.8	34.4	30.5	8.8
Year 10	8.9	12.9	34.2	33.9	10.0	12.7	15.8	32.9	30.7	8.0
Year 11	9.6	15.4	34.3	32.7	8.0	11.1	15.0	34.4	31.2	8.3
Year 12	8.8	14.1	34.5	34.0	8.7	10.9	15.2	33.9	32.7	7.3
<b>Gender</b>										
Male	6.5	9.5	28.3	36.9	18.9	8.0	10.1	28.8	35.5	17.7
Female	6.4	10.9	30.8	34.3	17.6	8.5	12.7	31.5	32.7	14.7
<b>Aboriginal</b>										
Yes	10.3	9.0	25.0	35.1	20.6	12.7	9.6	24.9	31.7	21.1
No	6.8	10.4	29.7	35.1	17.9	8.5	11.7	30.5	33.7	15.6
<b>LOTE</b>										
Yes	6.1	7.5	27.9	37.2	21.3	7.6	9.0	28.8	35.9	18.6
No	7.5	11.4	29.9	34.4	16.8	9.3	12.4	30.5	32.8	15.0
<b>Condition</b>										
Survey only	7.6	10.6	29.8	34.9	17.2	9.8	12.2	30.4	32.7	14.9
Testing and survey	6.6	10.0	29.0	35.4	19.0	7.9	10.8	29.6	34.5	17.1
<b>Residential College</b>										
Yes	8.7	9.7	38.8	36.9	5.8	5.3	10.5	43.4	31.6	9.2
No	7.1	10.3	29.4	35.1	18.1	8.9	11.5	30.0	33.6	16.0
<b>Region</b>										
Goldfields	6.6	8.9	27.2	33.3	24.1	8.3	10.6	33.9	28.8	18.4
Kimberley	7.6	12.9	31.0	36.7	11.7	9.5	10.4	33.6	32.0	14.5
Midwest	2.3	12.0	18.8	48.1	18.8	6.3	7.1	19.0	42.9	24.6
North Metropolitan	6.3	9.5	29.3	36.0	18.8	7.0	10.5	28.7	36.1	17.7
Pilbara	7.7	9.4	21.6	30.8	30.5	11.0	12.2	28.3	26.9	21.6
South Metropolitan	7.5	10.8	30.0	34.3	17.4	10.2	12.0	30.7	33.0	14.1
Southwest	9.0	10.8	30.1	33.9	16.1	9.9	13.2	31.0	30.3	15.6
Wheatbelt	6.4	13.6	27.1	40.7	12.3	6.6	13.2	30.9	36.2	13.2

**Table 34. Overall how much has COVID-19 affected your life in a good way?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	25.4	34.2	26.4	9.0	5.1	29.0	31.7	26.5	7.8	5.0
<b>School level</b>										
Primary	26.3	36.5	22.1	10.1	5.0	26.3	31.6	25.8	9.9	6.3
Lower Secondary	23.8	34.6	27.0	9.4	5.2	28.7	32.1	27.3	7.2	4.6
Upper secondary	26.8	32.2	28.2	7.9	5.0	32.4	30.7	25.5	7.0	4.4
<b>Year level</b>										
Year 4	30.5	37.6	17.5	9.7	4.7	30.7	31.1	20.8	10.8	6.6
Year 5	27.3	34.8	22.1	10.7	5.2	25.5	33.1	25.8	9.1	6.4
Year 6	21.0	37.2	26.9	10.0	5.0	22.8	30.7	30.7	9.9	5.8
Year 7	22.7	36.4	26.2	9.9	4.8	26.7	33.4	27.2	8.2	4.6
Year 8	24.5	35.0	26.5	8.8	5.2	29.0	32.9	26.6	6.9	4.6
Year 9	24.5	32.2	28.2	9.4	5.7	30.8	30.0	28.1	6.5	4.6
Year 10	26.7	31.3	28.2	8.6	5.1	32.8	30.0	25.7	7.0	4.5
Year 11	27.7	31.8	28.9	7.2	4.4	32.9	31.5	26.1	6.2	3.3
Year 12	25.6	34.4	26.9	7.6	5.5	27.3	32.3	21.0	10.3	9.1
<b>Gender</b>										
Male	27.6	32.6	24.7	9.1	6.0	32.1	29.3	24.7	7.9	5.9
Female	22.4	36.6	28.5	8.9	3.6	25.6	34.7	28.7	7.8	3.3
<b>Aboriginal</b>										
Yes	33.9	31.1	19.4	8.8	6.9	35.9	27.1	20.9	7.9	8.3
No	24.8	34.4	26.9	9.1	4.9	28.4	32.1	27.0	7.8	4.7
<b>LOTE</b>										
Yes	22.6	32.7	28.4	10.0	6.3	27.0	29.6	28.2	9.0	6.2
No	26.4	34.7	25.6	8.6	4.6	29.7	32.5	25.9	7.4	4.5
<b>Condition</b>										
Survey only	25.7	34.1	25.6	9.0	5.5	29.9	31.8	25.6	7.4	5.3
Testing and survey	25.0	34.2	27.1	9.0	4.6	28.1	31.6	27.4	8.2	4.7
<b>Residential College</b>										
Yes	12.6	41.7	35.0	6.8	3.9	21.3	37.3	36.0	4.0	1.3
No	25.4	34.1	26.3	9.0	5.1	29.0	31.7	26.5	7.8	5.0
<b>Region</b>										
Goldfields	31.4	32.9	20.1	10.5	5.1	29.9	34.3	23.5	7.5	4.8
Kimberley	23.0	39.1	23.6	10.2	4.1	32.5	34.8	20.9	7.9	3.9
Midwest	52.4	22.2	16.7	4.0	4.8	53.7	22.0	17.1	5.7	1.6
North Metropolitan	24.9	34.3	27.3	8.9	4.6	27.6	31.8	27.9	8.2	4.5
Pilbara	26.3	37.3	21.2	9.5	5.6	36.5	28.1	24.0	7.3	4.2
South Metropolitan	24.8	34.1	26.5	9.1	5.6	28.8	31.2	26.3	8.2	5.5
Southwest	27.3	33.5	25.3	8.7	5.2	30.1	33.8	25.5	5.6	5.1
Wheatbelt	24.5	33.9	30.0	8.3	3.4	28.2	29.2	29.2	7.6	5.6

**Table 35. Overall how much has COVID-19 affected your life in a bad way?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	21.6	30.1	25.2	16.5	6.5	28.4	30.2	23.4	12.2	5.8
<b>School level</b>										
Primary	20.6	30.1	19.9	22.0	7.4	24.6	30.9	19.9	17.6	7.0
Lower Secondary	24.4	32.4	24.4	13.6	5.3	30.8	31.1	23.1	10.1	5.0
Upper secondary	18.6	27.2	29.5	17.1	7.6	27.1	27.8	27.7	11.1	6.3
<b>Year level</b>										
Year 4	22.4	27.8	17.8	24.1	7.9	27.2	28.9	16.8	18.0	9.1
Year 5	20.6	31.2	19.6	21.1	7.6	23.8	33.5	18.6	18.3	5.8
Year 6	18.7	31.2	22.5	20.9	6.8	22.8	30.3	24.3	16.5	6.1
Year 7	23.7	34.5	23.3	13.4	5.1	29.9	32.6	22.5	10.5	4.5
Year 8	25.0	31.8	24.8	13.6	4.8	31.1	31.0	23.8	9.7	4.3
Year 9	24.5	30.5	25.2	13.6	6.1	31.5	29.5	22.9	10.0	6.1
Year 10	21.0	29.7	28.7	14.6	5.9	28.4	27.9	27.5	10.8	5.4
Year 11	18.8	26.5	30.5	16.6	7.7	26.4	27.3	29.2	10.6	6.6
Year 12	14.4	24.0	29.5	21.9	10.2	21.6	29.2	22.3	16.0	11.0
<b>Gender</b>										
Male	27.2	29.7	23.2	14.1	5.8	34.6	29.7	20.7	10.0	5.1
Female	15.6	31.0	27.5	19.1	6.7	21.7	31.5	26.4	14.7	5.7
<b>Aboriginal</b>										
Yes	28.5	28.3	18.3	16.6	8.4	33.2	25.2	18.3	12.8	10.6
No	21.1	30.2	25.8	16.5	6.4	28.0	30.7	23.8	12.2	5.3
<b>LOTE</b>										
Yes	21.5	29.5	25.6	16.4	7.0	26.5	28.8	24.5	13.1	7.2
No	21.7	30.3	25.2	16.5	6.3	29.0	30.8	23.1	11.9	5.2
<b>Condition</b>										
Survey only	21.2	30.4	25.2	16.3	6.9	29.1	29.8	23.1	11.9	6.1
Testing and survey	22.1	29.9	25.3	16.6	6.1	27.6	30.7	23.8	12.4	5.4
<b>Residential College</b>										
Yes	9.7	32.0	33.0	19.4	5.8	12.2	31.1	31.1	21.6	4.1
No	21.7	30.1	25.2	16.4	6.5	28.5	30.2	23.4	12.1	5.8
<b>Region</b>										
Goldfields	27.0	29.1	21.5	16.7	5.7	33.7	29.5	19.3	12.3	5.2
Kimberley	22.7	35.2	23.6	14.7	3.9	33.9	30.2	20.4	10.2	5.3
Midwest	47.6	16.7	13.5	19.0	3.2	44.4	25.8	15.3	11.3	3.2
North Metropolitan	20.4	30.4	26.3	16.5	6.3	27.4	30.1	24.4	12.7	5.4
Pilbara	26.1	29.7	19.7	17.8	6.6	31.7	29.7	20.1	11.4	7.1
South Metropolitan	22.1	29.1	25.1	16.8	6.9	27.8	30.4	23.6	12.2	6.0
Southwest	22.4	31.9	24.0	14.9	6.8	29.9	30.7	22.5	10.9	5.9
Wheatbelt	15.2	35.8	28.4	14.7	5.9	24.6	32.2	23.3	13.6	6.3

**Table 36. If you missed school due to COVID-19, did it worry you?**

	June/July				October			
	No	Yes, a little	Yes, lots	I did not miss any school	No	Yes, a little	Yes, lots	I did not miss any school
<b>Total</b>	46.0	34.6	14.3	5.1	52.3	31.1	10.6	5.9
<b>School level</b>								
Primary	34.8	41.9	15.7	7.6	41.0	38.2	12.1	8.7
Lower Secondary	52.6	32.2	10.0	5.2	58.7	28.3	8.0	5.0
Upper secondary	43.8	33.7	19.0	3.5	50.2	30.0	15.0	4.8
<b>Year level</b>								
Year 4	31.0	43.1	17.3	8.6	37.8	38.5	14.7	8.9
Year 5	33.9	42.3	16.3	7.5	37.6	41.3	12.1	9.0
Year 6	39.7	40.3	13.3	6.6	47.5	34.7	9.4	8.3
Year 7	47.4	36.0	11.1	5.5	55.8	30.7	8.4	5.1
Year 8	54.0	30.9	9.7	5.4	59.2	28.3	7.5	5.1
Year 9	56.9	29.3	9.2	4.6	61.4	25.7	8.0	4.9
Year 10	50.3	32.0	14.1	3.6	55.2	27.9	11.4	5.5
Year 11	42.8	34.9	18.6	3.8	45.4	32.2	18.5	3.9
Year 12	34.2	34.9	27.9	3.0	37.0	34.8	24.8	3.4
<b>Gender</b>								
Male	53.2	30.7	10.3	5.9	58.8	26.4	8.0	6.8
Female	38.4	39.3	18.2	4.1	45.6	36.6	13.2	4.6
<b>Aboriginal</b>								
Yes	47.7	29.8	15.1	7.4	51.0	27.7	11.6	9.7
No	45.9	35.0	14.2	4.9	52.4	31.5	10.5	5.6
<b>LOTE</b>								
Yes	40.6	36.9	17.1	5.3	47.0	34.0	12.7	6.3
No	48.0	33.8	13.2	5.0	54.2	30.1	10.0	5.7
<b>Condition</b>								
Survey only	46.4	34.1	14.2	5.2	52.8	30.1	10.7	6.4
Testing and survey	45.6	35.1	14.3	4.9	51.9	32.2	10.6	5.3
<b>Residential College</b>								
Yes	35.9	35.0	28.2	1.0	42.7	36.0	18.7	2.7
No	46.1	34.6	14.2	5.1	52.4	31.1	10.6	5.9
<b>Region</b>								
Goldfields	51.5	33.8	11.0	3.7	55.0	29.0	9.0	6.9
Kimberley	54.2	28.3	10.4	7.2	60.1	29.0	4.4	6.5
Midwest	37.3	36.5	11.9	14.3	48.4	26.6	10.5	14.5
North Metropolitan	44.6	35.7	14.4	5.4	51.4	31.8	11.1	5.7
Pilbara	45.9	36.0	11.6	6.4	52.7	30.7	9.5	7.1
South Metropolitan	46.1	34.0	15.3	4.6	51.8	30.9	11.4	5.9
Southwest	49.7	33.3	12.2	4.9	54.9	31.3	8.6	5.3
Wheatbelt	42.0	37.9	14.7	5.4	51.3	31.5	11.6	5.6

**Table 37. Did you participate in COVID-19 testing (throat and nasal swabs) at your school?\***

	June/July			October		
	Yes	No	Don't know	Yes	No	Don't know
<b>Total</b>	17.5	77.2	5.4	26.0	69.3	4.7
<b>School level</b>						
Primary	30.0	64.3	5.7	38.3	56.5	5.2
Lower Secondary	15.0	78.1	6.9	22.4	72.2	5.3
Upper secondary	13.1	83.7	3.3	19.8	77.3	2.9
<b>Year level</b>						
Year 4	28.3	65.4	6.3	38.7	54.5	6.9
Year 5	29.1	64.3	6.6	36.8	57.8	5.4
Year 6	32.8	63.1	4.1	39.4	57.2	3.3
Year 7	16.3	74.2	9.6	26.9	66.4	6.7
Year 8	14.6	79.8	5.7	20.7	74.3	5.0
Year 9	14.2	80.6	5.3	19.7	76.0	4.3
Year 10	13.5	83.5	3.0	19.9	77.6	2.5
Year 11	11.5	84.7	3.8	19.9	77.0	3.1
Year 12	14.2	82.7	3.1	18.7	76.9	4.5
<b>Gender</b>						
Male	19.0	75.3	5.7	28.3	66.2	5.4
Female	16.1	79.5	4.5	23.7	72.9	3.3
<b>Aboriginal</b>						
Yes	15.4	74.4	10.2	24.1	65.2	10.7
No	17.6	77.5	4.9	26.3	69.6	4.1
<b>LOTE</b>						
Yes	12.2	81.4	6.4	20.4	73.8	5.8
No	19.8	75.3	4.9	28.3	67.5	4.2
<b>Residential College</b>						
Yes	30.8	65.4	3.8	52.6	47.4	0.0
No	17.4	77.2	5.4	25.9	69.3	4.7
<b>Region</b>						
Goldfields	17.0	75.5	7.4	27.8	64.7	7.5
Kimberley	28.8	67.8	3.4	32.4	61.9	5.7
Midwest	32.5	61.0	6.5	36.0	56.0	8.0
North Metropolitan	14.6	79.9	5.4	25.5	70.5	4.0
Pilbara	20.8	71.8	7.3	21.7	69.2	9.2
South Metropolitan	16.5	78.1	5.3	24.2	70.8	5.0
Southwest	26.5	69.0	4.5	27.7	69.2	3.1
Wheatbelt	27.5	68.5	4.0	37.0	58.7	4.3

+test schools only

**Table 38. How concerned were you about being tested for COVID-19 at school?\***

	June/July					October				
	Not at all	A little	Mod-erately	Quite	Extreme-ly	Not at all	A little	Mod-erately	Quite	Extreme-ly
<b>Total</b>	47.3	37.2	9.0	6.5	0.0	49.3	35.7	9.6	5.4	0.0
<b>School level</b>										
Primary	37.8	45.5	9.0	7.7	0.0	42.3	39.6	10.9	7.2	0.0
Lower Secondary	48.7	34.4	10.2	6.7	0.0	50.5	35.6	9.4	4.5	0.0
Upper secondary	58.4	30.0	7.0	4.6	0.0	61.5	28.1	6.9	3.6	0.0
<b>Year level</b>										
Year 4	37.2	44.2	8.8	9.7	0.0	42.3	37.5	11.4	8.8	0.0
Year 5	38.6	43.2	9.1	9.1	0.0	40.2	39.0	11.2	9.7	0.0
Year 6	37.7	48.8	9.0	4.5	0.0	44.0	42.1	10.3	3.6	0.0
Year 7	50.0	31.3	9.9	8.8	0.0	45.8	40.0	9.6	4.7	0.0
Year 8	43.2	39.1	11.1	6.6	0.0	50.4	34.4	9.2	6.0	0.0
Year 9	53.2	33.0	9.6	4.1	0.0	57.2	30.9	9.3	2.6	0.0
Year 10	56.2	31.3	6.9	5.6	0.0	60.0	28.4	6.2	5.3	0.0
Year 11	58.1	30.4	8.1	3.4	0.0	64.8	26.9	7.6	0.7	0.0
Year 12	62.5	27.2	5.9	4.4	0.0	54.5	31.8	9.1	4.5	0.0
<b>Gender</b>										
Male	55.2	32.4	7.9	4.5	0.0	57.2	30.3	8.6	3.9	0.0
Female	37.4	43.2	10.3	9.1	0.0	38.5	43.4	10.8	7.3	0.0
<b>Aboriginal</b>										
Yes	53.0	36.5	2.6	7.8	0.0	44.9	42.4	5.7	7.0	0.0
No	47.2	37.1	9.2	6.4	0.0	49.5	35.3	9.9	5.3	0.0
<b>LOTE</b>										
Yes	47.7	35.3	9.6	7.4	0.0	49.7	34.9	9.8	5.6	0.0
No	47.3	37.7	8.8	6.2	0.0	49.1	36.1	9.5	5.3	0.0
<b>Residential College</b>										
Yes	87.5	12.5	0.0	0.0	0.0	80.0	20.0	0.0	0.0	0.0
No	47.2	37.3	9.0	6.5	0.0	49.2	35.8	9.6	5.4	0.0
<b>Region</b>										
Goldfields	53.5	33.8	5.6	7.0	0.0	50.5	38.4	6.1	5.1	0.0
Kimberley	48.9	39.8	6.8	4.5	0.0	54.5	32.1	9.8	3.6	0.0
Midwest	62.2	29.7	0.0	8.1	0.0	54.5	36.4	4.5	4.5	0.0
North Metropolitan	48.1	34.8	10.5	6.6	0.0	50.1	35.4	9.0	5.6	0.0
Pilbara	43.4	45.3	7.5	3.8	0.0	61.5	26.9	9.6	1.9	0.0
South Metropolitan	46.6	36.9	8.9	7.6	0.0	46.1	37.4	10.7	5.7	0.0
Southwest	43.9	41.9	8.1	6.1	0.0	48.7	37.7	10.6	3.0	0.0
Wheatbelt	44.2	45.3	9.3	1.2	0.0	52.7	27.5	8.8	11.0	0.0

+test schools only

**Table 39. Did the staff using personal protective equipment (gown, mask, gloves) cause you any concern?\***

	June/July					October				
	Not at all	A little	Mod-erately	Quite	Extreme-ly	Not at all	A little	Mod-erately	Quite	Extreme-ly
<b>Total</b>	76.7	16.3	4.7	2.3	0.0	77.1	15.8	4.1	3.0	0.0
<b>School level</b>										
Primary	68.6	21.3	6.3	3.9	0.0	70.3	20.1	5.6	4.0	0.0
Lower Secondary	78.2	16.0	4.3	1.5	0.0	78.9	14.7	3.7	2.7	0.0
Upper secondary	85.3	10.2	3.2	1.3	0.0	86.7	9.7	2.0	1.5	0.0
<b>Year level</b>										
Year 4	62.8	24.7	7.2	5.4	0.0	68.3	20.1	6.3	5.2	0.0
Year 5	70.3	19.8	6.8	3.2	0.0	68.5	21.5	5.8	4.2	0.0
Year 6	72.3	19.4	5.0	3.3	0.0	73.8	18.7	4.8	2.7	0.0
Year 7	75.1	17.3	5.1	2.5	0.0	74.9	17.6	4.5	2.9	0.0
Year 8	80.5	14.9	4.1	0.4	0.0	80.8	13.6	2.8	2.8	0.0
Year 9	79.5	15.5	3.7	1.4	0.0	82.6	11.7	3.4	2.3	0.0
Year 10	85.2	11.0	2.5	1.3	0.0	84.7	11.3	1.8	2.3	0.0
Year 11	85.3	8.7	4.7	1.3	0.0	90.5	7.4	1.4	0.7	0.0
Year 12	85.2	10.6	2.8	1.4	0.0	81.8	9.1	9.1	0.0	0.0
<b>Gender</b>										
Male	79.2	13.5	5.3	2.0	0.0	78.5	14.0	4.2	3.3	0.0
Female	73.5	19.9	3.8	2.7	0.0	74.7	18.6	4.0	2.6	0.0
<b>Aboriginal</b>										
Yes	72.3	16.8	9.2	1.7	0.0	64.9	23.4	3.2	8.4	0.0
No	77.1	16.2	4.3	2.4	0.0	78.0	15.3	4.2	2.5	0.0
<b>LOTE</b>										
Yes	73.4	19.4	3.5	3.7	0.0	77.4	14.2	4.3	4.1	0.0
No	77.6	15.4	5.0	1.9	0.0	77.0	16.3	4.1	2.6	0.0
<b>Residential College</b>										
Yes	87.5	12.5	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0
No	76.6	16.3	4.7	2.3	0.0	77.0	15.9	4.1	3.0	0.0
<b>Region</b>										
Goldfields	76.1	15.5	5.6	2.8	0.0	75.5	15.7	4.9	3.9	0.0
Kimberley	74.6	19.2	3.1	3.1	0.0	71.1	20.2	5.3	3.5	0.0
Midwest	76.3	15.8	7.9	0.0	0.0	72.7	18.2	4.5	4.5	0.0
North Metropolitan	75.4	16.7	5.1	2.7	0.0	77.9	15.0	4.4	2.7	0.0
Pilbara	75.0	17.3	3.8	3.8	0.0	69.6	17.4	10.9	2.2	0.0
South Metropolitan	77.7	16.8	3.8	1.6	0.0	77.2	15.6	3.7	3.5	0.0
Southwest	78.3	13.6	7.1	1.0	0.0	79.6	16.8	2.6	1.0	0.0
Wheatbelt	79.8	11.2	3.4	5.6	0.0	78.4	15.9	2.3	3.4	0.0

+test schools only

**Table 40. Please rate your discomfort with the swab test. †**

	June/July					October				
	None	Mild	Mod- erate	Painful	Very painful	None	Mild	Mod- erate	Painful	Very painful
<b>Total</b>	19.7	51.0	20.5	6.5	2.3	17.4	48.4	24.6	6.9	2.9
<b>School level</b>										
Primary	18.4	53.0	18.8	7.9	1.9	17.2	48.9	23.7	7.7	2.5
Lower Secondary	19.7	47.9	22.8	7.3	2.2	18.1	46.0	25.7	6.8	3.3
Upper secondary	21.3	52.9	19.5	3.5	2.8	15.9	52.7	23.8	5.1	2.5
<b>Year level</b>										
Year 4	22.9	48.3	16.9	10.2	1.7	19.5	47.4	23.2	6.5	3.4
Year 5	18.9	52.8	20.2	6.4	1.7	17.3	49.1	22.7	9.0	1.8
Year 6	13.7	57.6	19.2	7.1	2.4	14.9	50.0	25.0	7.8	2.3
Year 7	16.8	47.6	24.5	9.4	1.7	17.6	42.9	27.1	8.5	3.9
Year 8	22.6	47.6	21.8	5.6	2.4	18.8	48.1	24.2	5.1	3.8
Year 9	20.2	48.7	21.9	6.6	2.6	18.1	48.2	25.4	6.2	2.2
Year 10	25.1	51.9	16.9	2.5	3.7	16.5	56.3	21.2	4.3	1.7
Year 11	19.6	56.9	17.6	3.9	2.0	15.8	52.0	24.3	5.9	2.0
Year 12	16.8	50.3	25.9	4.9	2.1	12.0	24.0	44.0	8.0	12.0
<b>Gender</b>										
Male	23.4	51.1	18.4	5.4	1.7	22.1	46.3	23.3	5.9	2.4
Female	15.0	51.8	23.2	7.7	2.3	11.3	51.6	26.1	8.2	2.7
<b>Aboriginal</b>										
Yes	20.0	49.6	13.6	8.8	8.0	21.1	45.0	17.5	7.0	9.4
No	19.8	51.0	20.9	6.4	1.9	17.0	48.7	25.2	6.9	2.2
<b>LOTE</b>										
Yes	26.0	44.7	17.7	7.9	3.7	21.3	44.8	22.9	7.0	4.0
No	17.9	52.8	21.3	6.1	1.9	16.1	49.5	25.1	6.8	2.5
<b>Residential College</b>										
Yes	0.0	75.0	25.0	0.0	0.0	0.0	60.0	40.0	0.0	0.0
No	19.8	50.9	20.5	6.6	2.3	17.5	48.3	24.5	6.9	2.9
<b>Region</b>										
Goldfields	21.8	32.1	24.4	17.9	3.8	18.3	43.3	25.0	10.6	2.9
Kimberley	21.5	47.4	20.7	7.4	3.0	16.0	52.9	26.1	1.7	3.4
Midwest	20.0	70.0	5.0	5.0	0.0	13.3	60.0	20.0	4.4	2.2
North Metropolitan	23.9	51.2	18.4	4.4	2.1	18.4	48.7	23.1	6.8	2.9
Pilbara	27.8	51.9	18.5	1.9	0.0	32.7	44.2	19.2	3.8	0.0
South Metropolitan	16.7	52.6	20.7	7.7	2.3	16.6	47.9	25.2	7.7	2.7
Southwest	13.9	52.4	25.0	6.3	2.4	14.9	49.5	26.9	5.8	2.9
Wheatbelt	12.2	47.8	28.9	7.8	3.3	14.0	43.0	30.1	8.6	4.3

†test schools only

**Table 41. How important is it to you that your school is participating in this research about COVID-19?\***

	June/July				October			
	Unsure	Not important	Important	Very important	Unsure	Not important	Important	Very important
<b>Total</b>	18.0	13.0	37.9	31.1	19.9	12.9	36.9	30.3
<b>School level</b>								
Primary	17.0	6.2	37.5	39.2	20.5	7.4	36.2	35.8
Lower Secondary	20.8	16.7	38.3	24.3	21.8	16.1	36.3	25.8
Upper secondary	15.4	16.9	37.5	30.2	13.9	17.4	40.1	28.6
<b>Year level</b>								
Year 4	16.5	5.1	36.0	42.4	22.7	7.2	29.9	40.2
Year 5	14.7	4.3	38.8	42.2	18.4	7.6	37.2	36.8
Year 6	19.7	9.1	37.8	33.5	20.5	7.5	41.2	30.8
Year 7	18.2	14.0	39.3	28.4	21.4	14.9	36.3	27.3
Year 8	22.2	14.3	38.9	24.6	24.2	15.4	35.8	24.6
Year 9	22.3	22.7	36.2	18.8	19.9	18.5	36.6	25.0
Year 10	16.5	16.9	35.8	30.9	12.6	19.9	42.0	25.5
Year 11	14.4	19.6	37.9	28.1	17.6	13.1	35.9	33.3
Year 12	14.7	14.0	39.9	31.5	4.0	20.0	48.0	28.0
<b>Gender</b>								
Male	16.2	14.6	35.9	33.3	18.8	14.5	33.5	33.2
Female	20.2	10.9	40.3	28.6	21.1	10.7	41.7	26.6
<b>Aboriginal</b>								
Yes	12.0	9.6	30.4	48.0	20.0	10.6	28.8	40.6
No	18.4	13.3	38.2	30.0	20.0	13.1	37.6	29.4
<b>LOTE</b>								
Yes	16.0	11.8	36.4	35.7	20.3	12.9	35.6	31.2
No	18.5	13.3	38.3	29.9	19.7	12.9	37.4	30.0
<b>Residential College</b>								
Yes	0.0	37.5	25.0	37.5	20.0	10.0	60.0	10.0
No	18.1	12.9	37.9	31.1	19.9	12.9	36.8	30.3
<b>Region</b>								
Goldfields	15.6	20.8	26.0	37.7	23.1	18.3	33.7	25.0
Kimberley	25.9	14.8	36.3	23.0	21.7	18.3	31.7	28.3
Midwest	10.3	0.0	23.1	66.7	13.3	6.7	22.2	57.8
North Metropolitan	14.7	13.6	39.6	32.0	18.7	11.4	37.3	32.6
Pilbara	14.8	7.4	40.7	37.0	21.2	9.6	28.8	40.4
South Metropolitan	19.9	12.0	36.0	32.1	20.4	12.2	37.6	29.8
Southwest	19.4	12.6	44.7	23.3	23.9	14.8	41.1	20.1
Wheatbelt	21.1	16.7	40.0	22.2	14.0	20.4	40.9	24.7

+test schools only

## Longitudinal Item Data

**Table 42. Number of people in house.**

	Two	Three	Four	Five	Six or more
June/July	3.1	13.3	39.4	27.2	17.0
October	3.4	13.9	38.8	27.3	16.6

**Table 43. How would you rate your overall health?**

	Excellent	Very good	Good	Fair	Poor
June/July	23.0	35.5	30.1	9.4	2.1
October	21.5	35.4	30.3	10.3	2.5

**Table 44. Compared to before the COVID-19 outbreak, how much more have you felt this way in the past 7 days, including today?**

	Not at all	A little	Somewhat	A lot	A great deal
<b>Relaxed</b>					
June/July	12.5	24.5	29.9	23.6	9.5
October	12.9	23.1	30.4	22.5	11.1
<b>Hopeful</b>					
June/July	12.9	21.6	33.6	22.9	9.0
October	13.6	20.3	33.0	23.2	9.9
<b>Confident about the future</b>					
June/July	13.2	19.5	30.5	23.6	13.2
October	14.7	18.2	30.3	22.7	14.2
<b>Hopeless</b>					
June/July	48.6	24.9	17.1	6.1	3.3
October	47.4	24.8	17.6	6.3	3.9
<b>Anxious/stressed</b>					
June/July	29.8	29.0	20.1	13.8	7.4
October	29.5	27.8	21.5	13.0	8.3
<b>Cheerful</b>					
June/July	13.1	20.3	30.7	24.1	11.8
October	13.3	18.8	32.1	23.8	12.0

**Table 45. Today, how much do you feel...\***

<b>Worried</b>					
	<b>Not at all</b>	<b>A little</b>	<b>A bit</b>	<b>Quite</b>	<b>Very</b>
June/July	51.8	25.4	13.3	6.4	3.1
October	49.7	24.1	14.8	7.5	3.9
<b>Sad</b>					
	<b>Not at all</b>	<b>A little</b>	<b>A bit</b>	<b>Quite</b>	<b>Very</b>
June/July	54.4	21.0	12.9	7.6	4.0
October	52.1	20.9	13.3	8.2	5.5
<b>Pain</b>					
	<b>Not at all</b>	<b>A little</b>	<b>A bit</b>	<b>Quite</b>	<b>Very</b>
June/July	53.2	23.8	13.2	5.5	4.2
October	49.7	24.3	13.7	6.7	5.6
<b>Tired</b>					
	<b>A little</b>	<b>A bit</b>	<b>Quite</b>	<b>Very</b>	<b>A great deal</b>
June/July	11.8	24.2	20.9	22.3	20.8
October	10.6	22.2	21.1	23.1	23.0
<b>Annoyed</b>					
	<b>A little</b>	<b>A bit</b>	<b>Quite</b>	<b>Very</b>	<b>A great deal</b>
June/July	45.0	26.3	14.3	8.0	6.4
October	42.3	24.5	16.3	9.3	7.6
<b>Problems with school-work</b>					
	<b>Not at all</b>	<b>A few</b>	<b>Some</b>	<b>Many</b>	<b>I can't do work today</b>
June/July	45.1	31.5	15.3	5.9	2.2
October	43.9	32.5	14.7	6.1	2.8
<b>Problems with daily routine</b>					
	<b>Not at all</b>	<b>A few</b>	<b>Some</b>	<b>Many</b>	<b>I can't do my daily routine</b>
June/July	65.8	21.5	7.8	3.4	1.4
October	63.8	21.6	8.6	4.2	1.9
<b>Able to join in activities</b>					
	<b>Any</b>	<b>Most</b>	<b>Some</b>	<b>A few</b>	<b>None</b>
June/July	51.4	26.6	11.3	7.5	3.1
October	49.3	27.2	12.3	7.5	3.7
<b>Problems with sleep</b>					
	<b>Not at all</b>	<b>A few</b>	<b>Some</b>	<b>Many</b>	<b>I couldn't sleep last night</b>
June/July	43.0	26.2	15.5	10.2	5.1
October	41.2	25.8	16.9	10.4	5.7

\*secondary students only

**Table 46. CHU9D summed score.\***

	<b>&lt;20</b>	<b>≥20</b>
June/July	65.3	34.7
October	61.4	38.6

\*secondary students only

**Table 47. Life satisfaction items.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>Life going well</b>					
June/July	2.2	6.3	20.5	44.2	26.8
October	2.9	7.6	20.8	44.3	24.4
<b>Life is just right</b>					
June/July	3.0	8.9	25.8	40.5	21.8
October	3.5	10.6	27.1	37.8	21.0
<b>Wish for a different life</b>					
June/July	31.5	25.5	23.9	13.0	6.1
October	30.4	24.9	24.2	13.8	6.7
<b>I have a good life</b>					
June/July	1.5	3.2	16.4	44.1	34.9
October	1.6	4.2	18.2	45.2	30.8
<b>I have what I want in life</b>					
June/July	3.3	9.4	27.7	37.2	22.3
October	3.8	10.1	29.2	37.0	19.9
<b>Positive about future</b>					
June/July	3.6	6.6	22.9	37.5	29.4
October	4.3	7.5	24.2	37.4	26.5

**Table 48. My school is a place where...**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
<b>I feel happy</b>					
June/July	3.3	7.7	25.5	46.6	16.9
October	4.1	9.1	28.6	43.6	14.6
<b>I really like to go each day</b>					
June/July	6.5	16.4	34.3	30.7	12.1
October	7.9	18.9	35.2	28.4	9.7
<b>I find that learning is a lot of fun</b>					
June/July	6.5	13.6	37.2	30.7	12.0
October	7.0	15.3	38.5	29.1	10.0
<b>I feel safe and secure</b>					
June/July	3.1	6.8	21.2	42.2	26.8
October	3.7	7.5	23.8	42.4	22.7
<b>I like learning</b>					
June/July	4.7	9.1	28.8	39.6	17.8
October	5.4	10.9	31.5	38.2	14.1
<b>I get enjoyment from being there</b>					
June/July	4.8	9.0	27.2	37.5	21.5
October	6.9	11.2	29.9	35.8	16.3

**Table 49. Overall how much has COVID-19 affected your life?**

	Not at all	A little	Somewhat	A lot	A great deal
<b>In a good way</b>					
June/July	23.1	36.6	26.7	9.3	4.4
October	26.3	33.4	28.2	8.0	4.1
<b>In a bad way</b>					
June/July	19.7	33.1	25.2	16.4	5.5
October	26.5	32.2	24.3	12.3	4.6

**Table 50. If you missed school due to COVID-19, did it worry you?**

	No	Yes, a little	Yes, lots	I did not miss any school
June/July	45.3	37.6	12.3	45.3
October	51.9	32.4	10.2	51.9

**Table 51. Did you participate in COVID-19 testing (throat and nasal swabs) at your school? \***

	Yes	No	Don't know
June/July	21.1	74.4	4.5
October	29.0	68.3	2.8

\*testing schools only

**Table 52. How concerned were you about being tested for COVID-19 at school? \***

	Not at all	A little	Moderately	Quite	Extremely
<b>Concerned about being tested?</b>					
June/July	42.2	39.9	10.8	7.0	0.0
October	48.1	36.2	10.4	5.4	0.0
<b>Concerned about PPE gear?</b>					
June/July	76.3	17.1	4.4	2.3	0.0
October	77.6	16.5	3.3	2.7	0.0

\*testing schools only

**Table 53. Please rate your discomfort with the swab test<sup>+</sup>**

	None	Mild	Moderate	Painful	Very painful
June/July	16.0	56.0	19.8	7.0	1.2
October	15.1	53.6	23.0	6.2	2.1

<sup>+</sup>testing schools only

**Table 54. How important is it to you that your school is participating in this research about COVID-19?<sup>+</sup>**

	Unsure	Not important	Important	Very important
June/July	19.0	11.1	38.4	31.5
October	21.0	11.9	38.4	28.7

<sup>+</sup> testing schools only

## APPENDIX C – PARENT SURVEY ITEMS

Table 1. Demographics of parent respondents

	June/July		October		Longitudinal Cohort (responded in both June/July and October)	
	n	%	n	%	n	%
<b>Total surveys</b>	3,463	100	2,291	100	959	100
<b>School Level</b>						
Primary	1,140	32.9	705	30.7	301	31.4
Secondary	2,323	67.1	1,589	69.3	645	67.3
<b>Condition</b>						
Survey only	1,705	49.2	1,112	48.5	507	52.9
Testing and survey	1,758	50.8	1,182	51.5	452	47.1
<b>Parent Gender</b>						
Male	433	12.5	266	11.7	116	12.1
Female	3,018	87.1	2,016	88.3	840	87.9
<b>Parent Age</b>						
<35	252	7.3	156	6.8	60	6.3
35-44	1,518	43.8	916	40.0	400	41.7
45-54	1,502	43.4	1,077	47.0	434	45.3
55-64	157	4.5	118	5.1	52	5.4
65+	31	0.9	25	1.1	13	1.4
<b>LOTE</b>						
Yes	499	14.4	487	21.2	177	18.5
No	2,712	78.3	1,807	78.8	782	81.5
<b>Aboriginal</b>						
Yes	37	1.1	19	0.8	8	0.8
No	3,407	98.4	2,265	99.2	949	99.2
<b>Family type</b>						
Two parent family	2,638	76.2	1,782	77.9	739	77.1
Single parent family	548	15.8	335	14.6	146	15.2
Step/blended family	205	5.9	135	5.9	54	5.6
Other	61	1.8	36	1.6	20	2.1
<b>Number of children U18</b>						
One	940	27.1	621	27.6	245	25.9
Two	1,644	47.5	1,108	49.2	465	49.2
Three	641	18.5	400	17.8	177	18.7
Four or more	189	5.5	121	5.4	58	6.1
<b>Child health risk/disability</b>						
Yes	269	7.8	152	7.0	53	5.8
No	3,009	86.9	2,026	93.0	856	94.2
<b>Child gender</b>						
Male	1,834	53.0	1,190	53.5	513	54.5
Female	1,599	46.2	1,033	46.5	428	45.5
<b>EA School</b>						
Yes	27	0.8	11	0.5	6	0.6
No	3436	99.2	2,283	99.5	953	99.4
<b>School area</b>						
Metropolitan	2,838	83.4	1,871	81.7	793	82.9
Regional	625	16.6	419	18.3	164	17.1

**Table 2. Over the past two weeks, how happy versus sad was your child?\***

	June/July					October				
	Very sad/ depressed / unhappy	Mod- erately sad/ depressed / unhappy	Neutral	Mod- erately happy/ cheerful	Very happy/ cheerful	Very sad/ depressed / unhappy	Mod- erately sad/ depressed / unhappy	Neutral	Mod- erately happy/ cheerful	Very happy/ cheerful
<b>Total</b>	0.4	5.2	16.1	45.6	32.8	0.0	4.5	10.5	42.9	42.1
<b>Condition</b>										
Survey only	0.4	5.1	14.8	44.1	35.7	0.0	3.7	10.4	41.1	44.8
Testing and survey	0.3	5.2	17.2	46.9	30.3	0.0	5.0	10.6	44.3	40.1
<b>Parent Gender</b>										
Male	0.0	4.3	12.0	43.6	40.2	0.0	3.3	4.9	49.2	42.6
Female	0.4	5.3	16.6	45.7	31.9	0.0	4.6	11.2	42.1	42.1
<b>Parent Age</b>										
<35	0.0	5.4	21.6	40.7	32.3	0.0	3.8	11.3	45.3	39.6
35-44	0.2	4.6	15.6	46.1	33.5	0.0	4.0	11.3	41.9	42.8
45-54	0.8	7.1	14.3	45.8	31.9	0.0	5.1	7.7	42.9	44.2
55-64	0.0	0.0	7.1	57.1	35.7	0.0	20.0	20.0	40.0	20.0
65+	14.3	0.0	14.3	71.4	0.0	0.0	0.0	10.0	60.0	30.0
<b>LOTE</b>										
Yes	0.0	4.7	15.3	43.2	36.9	0.0	3.0	12.9	35.6	48.5
No	0.5	5.3	16.3	46.2	31.6	0.0	4.8	9.9	44.9	40.4
<b>Aboriginal</b>										
Yes	0.0	11.1	27.8	38.9	22.2	0.0	14.3	0.0	42.9	42.9
No	0.4	5.1	16.0	45.6	32.9	0.0	4.3	10.6	43.0	42.0
<b>Family type</b>										
Two parent family	0.5	4.3	15.8	44.4	35.0	0.0	2.8	10.8	42.5	43.9
Single parent family	0.0	9.2	21.4	50.4	19.1	0.0	13.0	10.4	46.8	29.9
Step/blended family	0.0	9.3	11.1	50.0	29.6	0.0	6.5	6.5	45.2	41.9
Other	0.0	6.7	6.7	53.3	33.3	0.0	10.0	10.0	30.0	50.0
<b>Number of children U18</b>										
One	0.5	6.6	17.8	42.3	32.9	0.0	5.9	13.6	38.1	42.4
Two	0.4	3.9	15.8	47.4	32.5	0.0	4.1	9.4	45.3	41.2
Three	0.5	5.9	16.0	47.9	29.7	0.0	4.9	8.2	46.7	40.2
Four or more	0.0	8.1	14.5	30.6	46.8	0.0	2.6	15.8	26.3	55.3
<b>Child health risk/disability</b>										
Yes	2.6	7.7	15.4	52.6	21.8	0.0	5.8	15.4	48.1	30.8
No	0.1	5.2	16.0	44.5	34.2	0.0	3.8	9.9	42.7	43.6
<b>Child gender</b>										
Male	0.4	5.1	15.5	48.2	30.9	0.0	5.1	11.1	39.9	44.0
Female	0.2	5.0	15.8	43.4	35.7	0.0	4.0	10.4	44.6	41.0
<b>EA School</b>										
Yes	0.0	7.7	23.1	53.8	15.4	0.0	25.0	0.0	75.0	0.0
No	0.4	5.1	16.0	45.5	33.0	0.0	4.3	10.6	42.7	42.4
<b>School area</b>										
Metropolitan	0.5	5.7	17.2	44.7	31.9	0.0	4.6	11.6	42.4	41.4
Regional	0.0	3.1	12.1	48.4	36.3	0.0	4.1	6.8	44.2	44.9

\*primary school parents only

**Table 3. Over the past two weeks, how relaxed versus anxious was your child?\***

	June/July					October				
	Very worried	Mod-erately worried	Neutral	Mod-erately relaxed/calm	Very relaxed/calm	Very worried	Mod-erately worried	Neutral	Mod-erately relaxed/calm	Very relaxed/calm
<b>Total</b>	1.2	11.5	20.5	34.2	32.6	0.5	8.9	16.2	34.9	39.6
<b>Condition</b>										
Survey only	0.8	10.0	20.5	34.4	34.2	0.4	8.5	15.5	34.3	41.3
Testing and survey	1.6	12.7	20.4	34.0	31.2	0.6	9.2	16.7	35.3	38.3
<b>Parent Gender</b>										
Male	0.9	4.3	17.9	32.5	44.4	0.0	5.0	6.7	43.3	45.0
Female	1.3	12.5	20.7	34.6	30.9	0.5	9.3	17.3	33.8	39.1
<b>Parent Age</b>										
<35	1.2	9.6	31.1	33.5	24.6	1.9	6.6	24.5	33.0	34.0
35-44	0.9	11.6	19.3	34.2	34.0	0.3	7.8	16.1	36.8	39.1
45-54	1.7	13.0	16.0	34.5	34.9	0.0	12.8	10.3	31.4	45.5
55-64	0.0	14.3	35.7	21.4	28.6	0.0	20.0	20.0	30.0	30.0
65+	14.3	0.0	0.0	71.4	14.3	0.0	0.0	20.0	50.0	30.0
<b>LOTE</b>										
Yes	0.8	7.2	22.9	28.0	41.1	0.0	5.3	18.2	28.8	47.7
No	1.3	12.7	19.8	36.0	30.2	0.6	9.8	15.6	36.5	37.5
<b>Aboriginal</b>										
Yes	5.6	5.6	27.8	38.9	22.2	0.0	0.0	28.6	57.1	14.3
No	1.2	11.7	20.3	34.2	32.7	0.5	9.0	16.1	34.7	39.8
<b>Family type</b>										
Two parent family	1.2	11.1	19.5	34.4	33.8	0.4	7.7	15.3	35.8	40.9
Single parent family	0.8	13.7	24.4	32.1	29.0	1.3	16.7	21.8	29.5	30.8
Step/blended family	3.7	13.0	24.1	37.0	22.2	0.0	9.7	12.9	35.5	41.9
Other	0.0	6.7	26.7	33.3	33.3	0.0	0.0	30.0	30.0	40.0
<b>Number of children U18</b>										
One	1.9	12.7	16.9	34.3	34.3	0.0	11.8	15.1	31.9	41.2
Two	0.9	11.5	19.8	36.0	31.8	0.6	7.9	16.1	36.3	39.2
Three	1.4	10.0	25.1	31.5	32.0	0.8	6.6	16.5	35.5	40.5
Four or more	1.6	14.5	22.6	27.4	33.9	0.0	13.2	18.4	31.6	36.8
<b>Child health risk/disability</b>										
Yes	3.9	18.2	20.8	36.4	20.8	0.0	11.5	23.1	38.5	26.9
No	1.0	10.4	19.8	34.5	34.3	0.5	8.4	14.8	34.6	41.7
<b>Child gender</b>										
Male	1.3	9.1	23.0	35.0	31.7	0.3	9.1	15.7	34.6	40.3
Female	1.0	13.9	16.8	33.8	34.4	0.7	9.4	17.3	34.9	37.8
<b>EA School</b>										
Yes	7.7	7.7	30.8	46.2	7.7	0.0	25.0	75.0	0.0	0.0
No	1.1	11.5	20.3	34.1	32.9	0.5	8.8	15.8	35.1	39.9
<b>School area</b>										
Metropolitan	1.6	12.7	21.4	32.7	31.7	0.4	9.5	17.0	34.4	38.7
Regional	0.0	7.2	16.6	39.9	36.3	0.7	6.8	12.9	36.7	42.9

\*primary school parents only

**Table 4. Over the past two weeks, how fatigued or tired was your child?\***

	June/July					October				
	Extremel y fatigued/ tired	Very fatigued/ tired	Mod- erately fatigued/ tired I	Slightly fatigued/ tired	Not fatigued/ tired	Extremel y fatigued/ tired	Very fatigued/ tired	Mod- erately fatigued/ tired I	Slightly fatigued/ tired	Not fatigued/ tired
<b>Total</b>	0.4	6.3	19.4	45.0	28.9	0.2	5.2	16.3	45.4	32.9
<b>Condition</b>										
Survey only	0.2	5.3	18.0	47.3	29.1	0.0	5.1	17.3	47.1	30.5
Testing and survey	0.5	7.2	20.6	43.0	28.7	0.3	5.3	15.6	44.2	34.7
<b>Parent Gender</b>										
Male	0.0	0.9	14.5	38.5	46.2	0.0	3.3	14.8	42.6	39.3
Female	0.4	7.0	20.2	45.7	26.7	0.2	5.5	16.4	46.0	32.0
<b>Parent Age</b>										
<35	0.0	9.0	19.8	41.9	29.3	0.0	3.8	22.6	34.9	38.7
35-44	0.3	5.8	18.6	49.1	26.1	0.3	6.0	15.2	48.6	29.9
45-54	0.8	5.9	21.6	37.7	33.9	0.0	4.5	14.0	48.4	33.1
55-64	0.0	0.0	28.6	21.4	50.0	0.0	10.0	10.0	30.0	50.0
65+	0.0	14.3	0.0	28.6	57.1	0.0	0.0	30.0	20.0	50.0
<b>LOTE</b>										
Yes	0.0	3.4	18.3	38.3	40.0	0.0	2.3	12.9	39.4	45.5
No	0.5	7.2	19.8	46.9	25.7	0.2	6.0	17.2	47.0	29.6
<b>Aboriginal</b>										
Yes	0.0	16.7	11.1	38.9	33.3	0.0	0.0	28.6	28.6	42.9
No	0.4	6.2	19.6	45.1	28.7	0.2	5.3	16.2	45.7	32.7
<b>Family type</b>										
Two parent family	0.3	6.3	19.7	45.0	28.7	0.2	4.9	16.3	47.5	31.2
Single parent family	0.8	5.3	16.8	47.3	29.8	0.0	7.7	16.7	39.7	35.9
Step/blended family	0.0	9.3	24.1	42.6	24.1	0.0	3.2	12.9	35.5	48.4
Other	0.0	6.7	13.3	33.3	46.7	0.0	10.0	20.0	20.0	50.0
<b>Number of children U18</b>										
One	1.4	6.6	17.9	43.4	30.7	0.0	3.4	15.1	42.0	39.5
Two	0.0	5.7	20.1	46.5	27.6	0.3	6.1	15.8	47.4	30.4
Three	0.5	6.4	18.8	48.2	26.1	0.0	4.9	17.2	46.7	31.1
Four or more	0.0	11.3	19.4	29.0	40.3	0.0	5.3	21.1	36.8	36.8
<b>Child health risk/disability</b>										
Yes	1.3	12.8	21.8	39.7	24.4	0.0	11.5	19.2	40.4	28.8
No	0.3	5.4	19.4	45.2	29.7	0.2	4.2	15.9	46.5	33.2
<b>Child gender</b>										
Male	0.4	6.4	17.9	44.1	31.3	0.0	6.0	14.2	47.5	32.4
Female	0.4	5.8	21.0	47.8	24.9	0.4	4.7	19.1	44.6	31.3
<b>EA School</b>										
Yes	0.0	7.7	46.2	15.4	30.8	0.0	50.0	50.0	0.0	0.0
No	0.4	6.3	19.1	45.4	28.8	0.2	4.9	16.1	45.7	33.1
<b>School area</b>										
Metropolitan	0.5	6.7	21.0	44.2	27.7	0.2	5.8	16.5	45.2	32.2
Regional	0.0	4.9	13.0	48.4	33.6	0.0	3.4	15.0	46.3	35.4

\*primary school parents only

**Table 5. Over the past two weeks, for their age how well has your child been able to concentrate or focus?\***

	June/July					October				
	Very un-focused/distracted	Mod-erately un-focused/distracted	Neutral	Mod-erately focused/attentive	Very focused/attentive	Very un-focused/distracted	Mod-erately un-focused/distracted	Neutral	Mod-erately focused/attentive	Very focused/attentive
<b>Total</b>	1.3	12.4	17.2	44.2	24.9	1.6	8.4	13.7	44.8	31.6
<b>Condition</b>										
Survey only	1.0	11.1	15.2	45.3	27.4	1.1	8.1	14.7	44.5	31.6
Testing and survey	1.6	13.4	18.8	43.4	22.8	2.0	8.7	12.8	45.0	31.6
<b>Parent Gender</b>										
Male	0.9	5.2	12.9	44.0	37.1	1.6	6.6	9.8	49.2	32.8
Female	1.4	13.3	17.7	44.3	23.2	1.6	8.7	14.1	44.2	31.4
<b>Parent Age</b>										
<35	1.2	18.0	23.4	40.1	17.4	1.9	11.3	14.2	51.9	20.8
35-44	1.3	10.6	16.8	45.8	25.5	1.7	6.9	14.4	42.4	34.6
45-54	1.3	13.0	13.9	43.3	28.6	1.3	9.6	10.9	44.2	34.0
55-64	0.0	21.4	21.4	28.6	28.6	0.0	10.0	30.0	50.0	10.0
65+	14.3	0.0	14.3	57.1	14.3	0.0	10.0	10.0	60.0	20.0
<b>LOTE</b>										
Yes	2.1	8.1	18.8	44.0	26.9	0.0	6.8	13.6	47.7	31.8
No	1.1	13.6	16.7	44.3	24.3	2.0	8.8	13.7	44.0	31.5
<b>Aboriginal</b>										
Yes	0.0	5.6	44.4	38.9	11.1	0.0	14.3	28.6	57.1	0.0
No	1.4	12.5	16.8	44.3	25.1	1.6	8.4	13.5	44.7	31.8
<b>Family type</b>										
Two parent family	1.3	11.3	16.0	45.2	26.2	1.6	6.1	13.4	45.7	33.3
Single parent family	0.8	19.1	18.3	38.2	23.7	1.3	23.1	15.4	34.6	25.6
Step/blended family	3.7	14.8	29.6	42.6	9.3	3.2	6.5	12.9	58.1	19.4
Other	0.0	6.7	26.7	46.7	20.0	0.0	10.0	10.0	40.0	40.0
<b>Number of children U18</b>										
One	1.9	16.0	15.1	45.3	21.7	1.7	13.4	16.8	42.9	25.2
Two	0.5	12.6	17.3	44.6	25.0	1.2	7.1	12.9	46.2	32.6
Three	2.3	7.3	17.8	46.1	26.5	1.6	7.4	13.1	41.0	36.9
Four or more	3.2	14.5	24.2	29.0	29.0	5.3	5.3	10.5	52.6	26.3
<b>Child health risk/disability</b>										
Yes	5.1	17.9	20.5	46.2	10.3	1.9	9.6	19.2	51.9	17.3
No	1.1	11.3	16.4	44.6	26.6	1.3	7.9	12.8	44.5	33.5
<b>Child gender</b>										
Male	1.3	14.6	19.1	43.5	21.5	1.6	9.8	14.2	49.8	24.6
Female	0.8	9.8	14.3	45.9	29.1	1.1	7.6	13.7	38.6	39.0
<b>EA School</b>										
Yes	30.8	0.0	30.8	38.5	0.0	0.0	75.0	25.0	0.0	0.0
No	1.0	12.5	17.0	44.3	25.2	1.6	8.0	13.6	45.0	31.8
<b>School area</b>										
Metropolitan	1.3	13.4	17.8	43.2	24.2	2.1	8.5	14.7	44.5	30.2
Regional	0.9	8.5	14.8	48.0	27.8	0.0	7.5	10.3	45.9	36.3

\*primary school parents only

**Table 6. Over the past two weeks, how irritable or easily angered has your child been?\***

	June/July					October				
	Extremely	Very	Mod-erately	Slightly	Not irritable or easily angered	Extremely	Very	Mod-erately	Slightly	Not irritable or easily angered
<b>Total</b>	2.2	7.3	19.9	40.6	30.0	0.6	7.1	14.2	42.1	35.9
<b>Condition</b>										
Survey only	1.8	7.0	18.5	40.5	32.2	0.4	7.4	13.6	39.3	39.3
Testing and survey	2.4	7.5	21.2	40.7	28.1	0.8	6.9	14.7	44.2	33.3
<b>Parent Gender</b>										
Male	0.9	3.4	10.3	39.3	46.2	0.0	3.3	4.9	55.7	36.1
Female	2.4	7.8	21.2	40.9	27.8	0.7	7.6	15.1	40.7	35.9
<b>Parent Age</b>										
<35	1.8	10.2	22.3	41.0	24.7	0.0	12.3	17.0	35.8	34.9
35-44	2.4	5.7	19.9	44.1	27.8	1.1	5.5	14.1	44.8	34.5
45-54	2.1	10.1	18.5	32.4	37.0	0.0	7.0	12.7	40.1	40.1
55-64	0.0	0.0	21.4	28.6	50.0	0.0	20.0	10.0	60.0	10.0
65+	0.0	0.0	16.7	16.7	66.7	0.0	0.0	20.0	30.0	50.0
<b>LOTE</b>										
Yes	1.7	4.3	18.3	39.1	36.6	0.8	3.0	10.6	43.2	42.4
No	2.3	8.1	20.4	41.0	28.2	0.6	8.2	15.2	41.8	34.2
<b>Aboriginal</b>										
Yes	5.6	11.1	16.7	38.9	27.8	0.0	14.3	14.3	57.1	14.3
No	2.1	7.2	20.0	40.7	29.9	0.6	7.1	14.3	42.0	36.1
<b>Family type</b>										
Two parent family	2.2	6.9	20.1	40.8	30.1	0.4	6.1	14.5	44.7	34.3
Single parent family	2.3	11.5	16.8	38.9	30.5	2.6	12.8	16.7	29.5	38.5
Step/blended family	1.9	5.8	19.2	44.2	28.8	0.0	9.7	6.5	32.3	51.6
Other	0.0	0.0	40.0	33.3	26.7	0.0	10.0	0.0	50.0	40.0
<b>Number of children U18</b>										
One	2.4	9.9	17.0	38.2	32.5	2.5	8.4	10.9	37.8	40.3
Two	1.8	6.3	20.0	42.3	29.7	0.3	7.6	14.3	41.8	36.0
Three	2.3	7.3	21.9	40.6	27.9	0.0	4.1	16.4	47.5	32.0
Four or more	3.3	8.2	21.3	36.1	31.1	0.0	10.5	15.8	39.5	34.2
<b>Child health risk/disability</b>										
Yes	1.3	11.8	25.0	36.8	25.0	1.9	13.5	21.2	32.7	30.8
No	2.3	6.6	19.6	40.7	30.9	0.0	6.0	14.1	42.9	37.0
<b>Child gender</b>										
Male	2.7	5.7	19.9	42.7	29.0	1.3	6.9	12.9	45.6	33.3
Female	1.7	8.9	20.4	38.3	30.8	0.0	7.9	16.9	38.5	36.7
<b>EA School</b>										
Yes	7.7	7.7	38.5	30.8	15.4	0.0	25.0	50.0	25.0	0.0
No	2.1	7.3	19.7	40.7	30.2	0.6	7.0	14.0	42.2	36.1
<b>School area</b>										
Metropolitan	2.5	7.5	22.1	39.4	28.5	0.8	7.6	14.9	42.4	34.3
Regional	0.9	6.3	11.8	44.8	36.2	0.0	5.4	12.2	40.8	41.5

\*primary school parents only

**Table 7. Over the past two weeks, how lonely has your child been?\***

	June/July					October				
	Extremely lonely	Very lonely	Mod-erately lonely	Slightly lonely	Not lonely	Extremely lonely	Very lonely	Mod-erately lonely	Slightly lonely	Not lonely
<b>Total</b>	0.5	1.7	10.4	25.4	62.1	0.0	1.1	5.9	25.4	67.7
<b>Condition</b>										
Survey only	0.2	1.8	10.2	25.2	62.5	0.0	1.5	7.4	19.9	71.2
Testing and survey	0.7	1.6	10.5	25.5	61.7	0.0	0.8	4.7	29.4	65.0
<b>Parent Gender</b>										
Male	0.0	1.7	8.5	23.9	65.8	0.0	1.6	0.0	27.9	70.5
Female	0.5	1.7	10.7	25.6	61.5	0.0	1.1	6.5	24.9	67.5
<b>Parent Age</b>										
<35	0.0	2.4	12.6	23.4	61.7	0.0	0.9	5.7	32.1	61.3
35-44	0.5	1.1	9.3	27.1	62.0	0.0	0.3	4.9	22.2	72.6
45-54	0.4	2.9	12.6	21.4	62.6	0.0	2.5	6.4	28.7	62.4
55-64	0.0	0.0	0.0	28.6	71.4	0.0	10.0	10.0	30.0	50.0
65+	16.7	0.0	0.0	50.0	33.3	0.0	0.0	30.0	10.0	60.0
<b>LOTE</b>										
Yes	0.4	1.3	11.9	26.3	60.2	0.0	0.0	6.1	22.0	72.0
No	0.5	1.8	10.0	25.1	62.6	0.0	1.4	5.8	26.3	66.5
<b>Aboriginal</b>										
Yes	0.0	5.6	5.6	22.2	66.7	0.0	0.0	14.3	28.6	57.1
No	0.5	1.6	10.5	25.6	61.8	0.0	1.1	5.8	25.4	67.7
<b>Family type</b>										
Two parent family	0.6	1.4	9.2	25.0	63.9	0.0	0.4	5.5	24.2	69.9
Single parent family	0.0	3.1	17.6	29.0	50.4	0.0	3.8	7.7	28.2	60.3
Step/blended family	0.0	3.8	13.2	20.8	62.3	0.0	3.2	6.5	35.5	54.8
Other	0.0	0.0	6.7	33.3	60.0	0.0	0.0	10.0	30.0	60.0
<b>Number of children U18</b>										
One	1.4	3.3	14.6	41.5	39.2	0.0	3.4	9.2	37.8	49.6
Two	0.2	1.3	10.4	22.4	65.7	0.0	0.9	5.6	23.7	69.9
Three	0.5	1.4	6.4	20.2	71.6	0.0	0.0	4.1	18.9	77.0
Four or more	0.0	1.6	11.3	16.1	71.0	0.0	0.0	2.6	21.1	76.3
<b>Child health risk/disability</b>										
Yes	1.3	5.1	12.8	21.8	59.0	0.0	1.9	5.8	34.6	57.7
No	0.4	1.3	9.8	25.0	63.5	0.0	1.1	5.3	24.3	69.3
<b>Child gender</b>										
Male	0.2	1.5	10.5	24.4	63.5	0.0	0.9	5.3	27.0	66.7
Female	0.2	2.1	9.4	27.1	61.3	0.0	1.4	6.5	24.2	67.9
<b>EA School</b>										
Yes	0.0	0.0	30.8	7.7	61.5	0.0	0.0	25.0	50.0	25.0
No	0.5	1.7	10.1	25.6	62.1	0.0	1.1	5.7	25.2	67.9
<b>School area</b>										
Metropolitan	0.5	2.2	10.3	26.1	61.0	0.0	1.2	6.6	25.9	66.3
Regional	0.5	0.0	10.8	23.0	65.8	0.0	0.7	3.4	23.8	72.1

\*primary school parents only

**Table 8. Over the past two weeks, how fidgety or restless was your child?\***

	June/July					October				
	Extremely restless	Very restless	Mod-erately restless	Slightly restless	Not restless	Extremely restless	Very restless	Mod-erately restless	Slightly restless	Not restless
<b>Total</b>	1.3	4.2	18.1	32.1	44.2	0.8	4.4	11.4	32.7	50.6
<b>Condition</b>										
Survey only	0.8	3.1	17.5	32.4	46.2	1.1	4.8	11.1	27.3	55.7
Testing and survey	1.7	5.2	18.6	31.9	42.5	0.6	4.2	11.7	36.8	46.8
<b>Parent Gender</b>										
Male	0.0	0.9	14.7	29.3	55.2	0.0	0.0	10.2	28.8	61.0
Female	1.5	4.7	18.6	32.7	42.5	0.9	4.8	11.6	33.1	49.6
<b>Parent Age</b>										
<35	2.4	6.6	18.0	35.9	37.1	1.9	6.6	17.0	34.9	39.6
35-44	0.8	3.9	16.7	34.3	44.2	0.6	2.9	10.9	33.3	52.3
45-54	1.7	3.8	21.5	24.1	48.9	0.6	5.8	7.7	29.0	56.8
55-64	0.0	0.0	28.6	35.7	35.7	0.0	10.0	30.0	40.0	20.0
65+	14.3	0.0	14.3	28.6	42.9	0.0	10.0	10.0	40.0	40.0
<b>LOTE</b>										
Yes	0.8	1.7	15.3	29.7	52.5	0.8	3.0	9.8	26.5	59.8
No	1.5	5.0	18.9	32.8	41.8	0.8	4.8	11.8	34.3	48.2
<b>Aboriginal</b>										
Yes	5.6	0.0	5.6	38.9	50.0	0.0	0.0	14.3	14.3	71.4
No	1.3	4.3	18.4	32.1	43.9	0.8	4.5	11.4	33.0	50.3
<b>Family type</b>										
Two parent family	1.2	3.3	17.3	32.1	46.2	0.8	3.9	11.2	32.4	51.7
Single parent family	2.3	7.6	22.1	32.1	35.9	1.3	6.4	12.8	39.7	39.7
Step/blended family	1.9	11.1	20.4	27.8	38.9	0.0	9.7	9.7	12.9	67.7
Other	0.0	6.7	20.0	53.3	20.0	0.0	0.0	10.0	50.0	40.0
<b>Number of children U18</b>										
One	1.9	7.0	16.0	36.6	38.5	0.0	5.0	10.1	28.6	56.3
Two	0.7	4.1	18.1	32.0	45.1	1.2	4.7	9.7	37.8	46.6
Three	1.4	1.8	16.1	32.1	48.6	0.8	2.5	14.9	25.6	56.2
Four or more	4.8	4.8	29.0	22.6	38.7	0.0	7.9	10.5	26.3	55.3
<b>Child health risk/disability</b>										
Yes	6.4	6.4	26.9	29.5	30.8	0.0	9.6	7.7	40.4	42.3
No	1.0	3.9	17.1	32.5	45.6	0.7	3.5	11.4	32.4	52.0
<b>Child gender</b>										
Male	2.0	5.1	18.6	31.3	43.0	0.9	5.0	13.5	34.0	46.5
Female	0.4	3.3	17.4	33.4	45.4	0.7	4.0	9.0	33.8	52.5
<b>EA School</b>										
Yes	7.7	7.7	15.4	46.2	23.1	0.0	25.0	50.0	0.0	25.0
No	1.2	4.2	18.1	32.0	44.5	0.8	4.3	11.2	32.9	50.8
<b>School area</b>										
Metropolitan	1.6	4.2	18.5	32.1	43.7	1.0	4.6	11.8	33.6	49.0
Regional	0.4	4.5	16.6	32.3	46.2	0.0	4.1	10.2	29.9	55.8

\*primary school parents only

**Table 9. Over the past two weeks, how worried was your child generally?\***

	June/July					October				
	Very worried	Mod-erately worried	Neutral	Mod-erately relaxed/ calm	Very relaxed/ calm	Very worried	Mod-erately worried	Neutral	Mod-erately relaxed/ calm	Very relaxed/ calm
<b>Total</b>	1.1	12.6	22.5	30.5	33.2	0.3	10.3	15.2	31.8	42.4
<b>Condition</b>										
Survey only	0.8	12.3	19.9	32.9	34.1	0.7	8.8	12.9	31.3	46.3
Testing and survey	1.4	12.9	24.7	28.6	32.4	0.0	11.4	16.9	32.2	39.4
<b>Parent Gender</b>										
Male	0.9	6.0	17.9	33.3	41.9	1.6	4.9	4.9	37.7	50.8
Female	1.2	13.5	23.2	30.1	32.0	0.2	10.9	16.2	31.2	41.5
<b>Parent Age</b>										
<35	1.8	11.4	27.5	34.1	25.1	0.0	11.3	21.7	31.1	35.8
35-44	0.8	11.9	22.0	31.2	34.2	0.0	9.5	14.4	31.3	44.8
45-54	1.3	16.8	20.6	26.1	35.3	1.3	10.8	12.1	33.8	42.0
55-64	0.0	0.0	28.6	35.7	35.7	0.0	20.0	20.0	30.0	30.0
65+	14.3	0.0	14.3	28.6	42.9	0.0	10.0	20.0	30.0	40.0
<b>LOTE</b>										
Yes	0.8	7.6	22.5	27.5	41.5	0.0	6.1	15.2	27.3	51.5
No	1.2	14.1	22.5	31.4	30.8	0.4	11.4	15.2	33.0	40.0
<b>Aboriginal</b>										
Yes	5.6	5.6	33.3	27.8	27.8	0.0	0.0	14.3	28.6	57.1
No	1.1	12.8	22.4	30.6	33.1	0.3	10.4	15.2	31.9	42.1
<b>Family type</b>										
Two parent family	0.9	11.6	21.7	30.3	35.4	0.4	9.4	15.1	32.0	43.1
Single parent family	1.5	16.8	29.8	29.0	22.9	0.0	16.7	17.9	29.5	35.9
Step/blended family	3.7	18.5	18.5	33.3	25.9	0.0	6.5	12.9	35.5	45.2
Other	0.0	13.3	20.0	46.7	20.0	0.0	10.0	10.0	40.0	40.0
<b>Number of children U18</b>										
One	0.9	13.1	20.2	35.2	30.5	0.0	13.4	11.8	32.8	42.0
Two	0.9	13.3	22.7	29.5	33.6	0.3	9.6	16.4	32.2	41.5
Three	1.4	10.0	24.2	31.1	33.3	0.8	9.0	16.4	29.5	44.3
Four or more	3.2	14.5	24.2	24.2	33.9	0.0	10.5	13.2	36.8	39.5
<b>Child health risk/disability</b>										
Yes	6.4	14.1	21.8	30.8	26.9	0.0	15.4	17.3	32.7	34.6
No	0.8	12.2	21.7	31.0	34.3	0.4	9.5	14.8	31.4	44.0
<b>Child gender</b>										
Male	1.3	10.7	22.6	32.4	33.0	0.0	11.0	15.4	32.1	41.5
Female	0.6	14.7	22.0	28.8	33.8	0.4	10.4	15.5	31.7	42.1
<b>EA School</b>										
Yes	7.7	30.8	30.8	15.4	15.4	0.0	0.0	50.0	0.0	50.0
No	1.0	12.4	22.4	30.7	33.4	0.3	10.4	15.0	32.0	42.4
<b>School area</b>										
Metropolitan	1.4	13.3	23.9	28.7	32.7	0.4	10.5	16.7	29.8	42.6
Regional	0.0	10.3	17.0	37.7	35.0	0.0	9.5	9.5	38.8	42.2

\*primary school parents only

**Table 10. Over the past two weeks, how much has your child been able to enjoy his/her usual activities?\***

	June/July					October				
	Not at all	Slightly	Mod-erately	A lot	Very much	Not at all	Slightly	Mod-erately	A lot	Very much
<b>Total</b>	1.0	6.3	20.9	45.4	26.3	0.3	1.9	9.4	45.9	42.4
<b>Condition</b>										
Survey only	0.8	6.4	19.9	46.1	26.8	0.0	2.6	11.5	42.6	43.3
Testing and survey	1.2	6.3	21.8	44.9	25.8	0.6	1.4	7.8	48.5	41.8
<b>Parent Gender</b>										
Male	0.9	6.0	18.1	50.9	24.1	0.0	1.6	13.1	54.1	31.1
Female	1.1	6.4	21.3	44.8	26.4	0.4	1.9	9.0	45.0	43.7
<b>Parent Age</b>										
<35	0.6	10.2	22.2	45.5	21.6	0.0	1.9	14.2	43.4	40.6
35-44	0.6	5.7	19.9	46.6	27.2	0.0	1.2	6.9	46.0	46.0
45-54	2.1	5.5	22.8	41.8	27.8	1.3	3.2	10.3	45.5	39.7
55-64	0.0	7.1	21.4	57.1	14.3	0.0	0.0	40.0	50.0	10.0
65+	14.3	0.0	14.3	57.1	14.3	0.0	10.0	0.0	80.0	10.0
<b>LOTE</b>										
Yes	0.4	5.1	24.6	43.6	26.3	0.0	3.0	12.9	43.2	40.9
No	1.2	6.7	19.9	45.9	26.3	0.4	1.6	8.5	46.7	42.9
<b>Aboriginal</b>										
Yes	0.0	16.7	11.1	33.3	38.9	0.0	0.0	14.3	57.1	28.6
No	1.1	6.2	21.1	45.8	25.9	0.3	1.9	9.3	45.9	42.5
<b>Family type</b>										
Two parent family	0.8	5.1	20.3	45.9	27.8	0.4	1.6	8.1	44.7	45.3
Single parent family	3.1	13.1	25.4	40.8	17.7	0.0	3.9	15.6	49.4	31.2
Step/blended family	0.0	11.1	16.7	51.9	20.4	0.0	0.0	16.1	54.8	29.0
Other	0.0	0.0	33.3	33.3	33.3	0.0	0.0	0.0	70.0	30.0
<b>Number of children U18</b>										
One	1.9	6.6	23.5	46.0	22.1	0.0	1.7	12.6	45.4	40.3
Two	0.7	6.3	20.3	46.8	25.9	0.6	2.1	9.1	44.1	44.1
Three	1.4	5.0	22.8	41.1	29.7	0.0	0.8	4.9	55.7	38.5
Four or more	0.0	8.1	12.9	45.2	33.9	0.0	5.4	10.8	35.1	48.6
<b>Child health risk/disability</b>										
Yes	3.8	7.7	30.8	46.2	11.5	0.0	1.9	15.4	53.8	28.8
No	0.6	6.0	19.9	45.6	27.8	0.4	1.8	8.4	45.6	43.8
<b>Child gender</b>										
Male	0.9	6.7	21.1	45.3	26.0	0.6	1.6	9.8	46.7	41.3
Female	0.8	5.8	20.6	45.3	27.4	0.0	2.5	8.3	45.3	43.9
<b>EA School</b>										
Yes	0.0	0.0	30.8	69.2	0.0	0.0	0.0	25.0	75.0	0.0
No	1.0	6.4	20.8	45.1	26.6	0.3	1.9	9.3	45.8	42.7
<b>School area</b>										
Metropolitan	1.2	7.2	22.1	45.1	24.4	0.4	1.9	10.4	47.0	40.4
Regional	0.4	3.1	16.6	46.2	33.6	0.0	2.1	6.2	42.1	49.7

\*primary school parents only

**Table 11. Resources for learning at home during COVID-19 -computing resources.**

	June/July					October				
	Never	Rarely	Some-times	Most of the time	Always	Never	Rarely	Some-times	Most of the time	Always
<b>Total</b>	1.8	2.1	6.5	12.0	77.6	0.9	2.0	5.3	13.6	78.1
<b>School type</b>										
Primary	4.0	3.5	11.0	16.0	65.6	2.5	2.9	7.8	17.5	69.3
Secondary	0.8	1.4	4.3	10.1	83.4	0.3	1.7	4.3	12.0	81.8
<b>Condition</b>										
Survey only	1.7	2.3	5.9	10.9	79.1	0.5	2.2	4.7	12.7	79.9
Testing and survey	1.9	1.9	7.0	13.0	76.2	1.4	1.8	5.9	14.5	76.4
<b>Parent Gender</b>										
Male	1.5	2.9	4.9	12.4	78.3	0.0	2.4	4.3	13.0	80.3
Female	1.9	2.0	6.6	11.9	77.6	1.1	1.9	5.4	13.8	77.8
<b>Parent Age</b>										
<35	7.8	3.5	12.2	17.4	59.1	1.4	7.1	9.9	19.1	62.4
35-44	1.9	2.9	7.8	14.0	73.4	1.0	1.5	5.8	17.2	74.5
45-54	0.7	1.1	4.5	9.5	84.2	0.9	1.5	4.3	10.5	82.8
55-64	2.7	1.3	3.3	8.0	84.7	0.9	2.6	5.3	7.9	83.3
65+	3.3	3.3	6.7	10.0	76.7	0.0	8.3	4.2	16.7	70.8
<b>LOTE</b>										
Yes	1.8	1.8	9.1	17.5	69.7	1.5	2.0	5.7	18.7	72.1
No	1.8	2.1	5.7	10.5	79.8	0.8	2.0	5.2	12.3	79.7
<b>Aboriginal</b>										
Yes	0.0	0.0	11.8	17.6	70.6	0.0	6.7	6.7	20.0	66.7
No	1.8	2.1	6.4	11.9	77.8	0.9	2.0	5.3	13.6	78.2
<b>Family type</b>										
Two parent family	1.5	1.6	6.0	11.0	80.0	0.6	1.3	5.1	12.2	80.8
Single parent family	2.9	4.4	8.9	15.7	68.1	1.9	5.7	7.0	20.1	65.3
Step/blended family	3.6	3.1	7.3	13.0	73.1	2.3	2.3	4.6	16.2	74.6
Other	1.8	0.0	1.8	17.9	78.6	0.0	3.0	3.0	15.2	78.8
<b>Number of children U18</b>										
One	2.2	2.5	4.1	10.9	80.3	1.5	2.2	4.7	11.4	80.3
Two	1.7	2.0	6.9	11.0	78.5	0.7	1.7	5.4	13.8	78.4
Three	1.0	1.8	6.7	14.9	75.5	0.8	2.5	4.7	14.6	77.3
Four or more	4.1	1.8	11.7	16.4	66.1	0.0	2.8	9.3	20.4	67.6
<b>Child health risk/disability</b>										
Yes	2.8	2.4	8.1	12.2	74.4	1.4	3.5	6.3	18.9	69.9
No	1.8	2.0	6.1	11.8	78.4	0.7	1.8	5.2	12.8	79.4
<b>Child gender</b>										
Male	1.7	2.3	6.8	11.6	77.6	1.3	2.3	5.5	13.2	77.7
Female	1.8	1.7	6.0	11.9	78.5	0.5	1.7	5.2	13.6	79.0
<b>EA School</b>										
Yes	15.4	7.7	15.4	7.7	53.8	0.0	0.0	50.0	0.0	50.0
No	1.8	2.1	6.4	12.0	77.7	0.9	2.0	5.2	13.7	78.2
<b>School area</b>										
Metropolitan	1.5	1.8	6.0	11.3	79.4	0.8	1.8	5.1	12.5	79.8
Regional	3.3	3.6	8.7	14.9	69.6	1.5	2.8	6.4	18.7	70.6

**Table 12. Resources for learning at home during COVID-19 - time resources.**

	June/July					October				
	Never	Rarely	Some-times	Most of the time	Always	Never	Rarely	Some-times	Most of the time	Always
<b>Total</b>	2.2	14.9	34.1	29.4	19.5	2.0	12.6	35.3	30.2	19.8
<b>School type</b>										
Primary	1.6	13.4	31.0	30.6	23.4	1.0	11.3	31.4	32.5	23.9
Secondary	2.4	15.5	35.6	28.8	17.6	2.4	13.2	36.9	29.3	18.1
<b>Condition</b>										
Survey only	2.2	14.3	33.6	29.9	20.0	2.1	11.7	34.3	33.0	18.9
Testing and survey	2.2	15.4	34.6	28.9	18.9	1.9	13.5	36.3	27.6	20.7
<b>Parent Gender</b>										
Male	1.7	9.3	35.4	35.4	18.3	0.8	7.9	36.5	35.3	19.4
Female	2.2	15.7	33.9	28.5	19.7	2.2	13.1	35.2	29.6	19.9
<b>Parent Age</b>										
<35	3.0	10.9	31.3	32.6	22.2	0.7	13.6	27.1	35.0	23.6
35-44	1.5	15.6	33.8	29.6	19.5	1.8	13.8	37.2	28.5	18.8
45-54	2.2	16.0	34.7	28.8	18.3	2.3	12.4	35.2	31.4	18.8
55-64	6.0	5.3	36.7	27.3	24.7	3.5	7.0	33.3	28.9	27.2
65+	3.3	6.7	26.7	36.7	26.7	0.0	4.2	29.2	20.8	45.8
<b>LOTE</b>										
Yes	2.1	11.1	33.9	32.3	20.6	1.8	10.2	31.6	32.9	23.6
No	2.2	15.9	34.2	28.6	19.1	2.1	13.3	36.3	29.5	18.8
<b>Aboriginal</b>										
Yes	0.0	11.8	47.1	26.5	14.7	0.0	26.7	26.7	33.3	13.3
No	2.1	14.9	33.9	29.5	19.6	2.0	12.5	35.3	30.3	19.9
<b>Family type</b>										
Two parent family	1.8	13.3	34.2	30.7	20.0	1.5	10.9	34.7	31.9	20.9
Single parent family	3.9	22.1	32.1	24.6	17.4	4.8	19.2	36.1	26.5	13.4
Step/blended family	2.6	15.5	41.2	22.2	18.6	1.5	16.9	41.5	20.8	19.2
Other	1.8	16.1	25.0	39.3	17.9	0.0	18.2	30.3	24.2	27.3
<b>Number of children U18</b>										
One	2.5	14.8	32.7	28.4	21.6	1.8	10.2	34.1	30.3	23.6
Two	1.9	14.5	33.5	31.3	18.8	1.8	13.5	34.5	30.9	19.3
Three	2.5	14.3	38.3	27.3	17.6	3.3	13.3	39.8	28.7	14.9
Four or more	1.2	19.2	34.9	26.7	18.0	0.0	15.0	32.7	30.8	21.5
<b>Child health risk/disability</b>										
Yes	3.7	13.9	34.7	22.0	25.7	3.5	15.4	35.0	26.6	19.6
No	2.0	14.9	33.8	30.4	18.9	1.9	12.1	35.0	30.9	20.1
<b>Child gender</b>										
Male	2.3	16.3	32.5	29.9	18.9	1.4	14.0	35.3	30.2	19.2
Female	1.8	13.5	36.2	28.7	19.8	2.7	11.3	35.2	30.3	20.5
<b>EA School</b>										
Yes	7.7	30.8	23.1	15.4	23.1	0.0	0.0	50.0	25.0	25.0
No	2.2	14.8	34.2	29.4	19.4	2.0	12.6	35.3	30.3	19.8
<b>School area</b>										
Metropolitan	2.2	14.5	34.0	29.1	20.2	2.1	12.6	34.9	30.4	20.0
Regional	2.1	16.6	34.4	31.0	15.9	1.5	12.8	37.2	29.5	19.0

**Table 13. Resources for learning at home during COVID-19 – reliable internet connection.**

	June/July					October				
	Never	Rarely	Some-times	Most of the time	Always	Never	Rarely	Some-times	Most of the time	Always
<b>Total</b>	0.8	2.5	7.7	31.1	58.0	0.5	2.0	8.0	29.8	59.7
<b>School type</b>										
Primary	0.9	3.3	7.9	29.4	58.5	1.0	1.3	8.8	27.1	61.9
Secondary	0.7	2.1	7.6	31.9	57.8	0.3	2.3	7.7	31.0	58.7
<b>Condition</b>										
Survey only	0.7	2.0	7.9	32.0	57.4	0.3	1.8	8.1	30.7	59.1
Testing and survey	0.9	3.0	7.4	30.1	58.6	0.7	2.1	7.9	29.0	60.2
<b>Parent Gender</b>										
Male	1.0	0.7	4.1	29.3	64.9	0.4	0.8	5.5	25.6	67.7
Female	0.7	2.7	8.2	31.3	57.1	0.5	2.1	8.4	30.5	58.5
<b>Parent Age</b>										
<35	2.2	4.3	9.6	23.9	60.0	0.0	2.8	5.0	19.9	72.3
35-44	1.0	2.6	7.8	30.5	58.1	0.6	1.5	8.6	29.2	60.1
45-54	0.3	2.0	7.3	33.3	57.1	0.3	2.3	8.4	31.5	57.6
55-64	0.7	3.3	6.7	28.0	61.3	2.6	1.8	7.0	33.3	55.3
65+	3.3	0.0	10.0	23.3	63.3	0.0	0.0	0.0	25.0	75.0
<b>LOTE</b>										
Yes	0.9	2.4	7.9	33.0	55.7	0.7	2.0	7.3	28.1	62.0
No	0.7	2.5	7.6	30.5	58.7	0.5	2.0	8.3	30.3	59.0
<b>Aboriginal</b>										
Yes	0.0	8.8	11.8	35.3	44.1	0.0	0.0	13.3	33.3	53.3
No	0.7	2.4	7.6	31.0	58.2	0.5	1.9	8.0	29.9	59.6
<b>Family type</b>										
Two parent family	0.6	1.8	7.1	31.6	58.9	0.4	1.4	7.9	30.7	59.6
Single parent family	1.7	4.3	10.6	28.8	54.5	1.3	4.1	9.2	27.1	58.3
Step/blended family	0.5	4.6	5.7	31.4	57.7	0.0	2.3	7.7	24.6	65.4
Other	0.0	8.9	10.7	28.6	51.8	0.0	6.1	6.1	33.3	54.5
<b>Number of children U18</b>										
One	0.9	1.9	6.9	28.6	61.7	0.5	1.7	7.0	28.0	62.8
Two	0.6	2.4	7.3	32.1	57.6	0.5	2.6	8.4	30.4	58.0
Three	0.8	3.5	8.7	31.7	55.2	0.6	1.1	8.3	32.0	58.0
Four or more	1.7	2.9	11.0	32.6	51.7	0.0	0.0	8.3	26.9	64.8
<b>Child health risk/disability</b>										
Yes	2.0	4.1	8.5	32.5	52.8	1.4	1.4	9.8	25.9	61.5
No	0.6	2.2	7.4	30.5	59.3	0.3	1.9	7.7	29.7	60.3
<b>Child gender</b>										
Male	0.6	2.5	7.7	31.4	57.9	0.8	2.2	8.5	30.6	57.9
Female	0.9	2.4	7.6	30.9	58.1	0.1	1.8	7.3	29.1	61.7
<b>EA School</b>										
Yes	7.7	0.0	15.4	15.4	61.5	0.0	25.0	0.0	25.0	50.0
No	0.7	2.5	7.6	31.1	58.0	0.5	1.9	8.1	29.8	59.7
<b>School area</b>										
Metropolitan	0.7	2.0	6.7	31.2	59.3	0.5	1.6	7.0	29.5	61.4
Regional	0.9	4.7	12.3	30.2	52.0	0.8	3.6	12.6	31.5	51.5

**Table 14. Resources for learning at home during COVID-19 - resources provided by the school.**

	June/July					October				
	Never	Rarely	Some-times	Most of the time	Always	Never	Rarely	Some-times	Most of the time	Always
<b>Total</b>	1.2	3.2	14.2	32.9	48.5	0.8	4.5	14.6	35.2	44.8
<b>School type</b>										
Primary	2.1	3.2	11.2	26.8	56.7	0.8	4.6	11.7	28.3	54.6
Secondary	0.8	3.2	15.6	35.8	44.6	0.9	4.5	15.9	38.1	40.7
<b>Condition</b>										
Survey only	1.3	3.4	14.5	33.7	47.1	0.6	4.4	15.3	37.2	42.5
Testing and survey	1.2	3.0	13.9	32.1	49.8	1.1	4.7	14.0	33.3	46.9
<b>Parent Gender</b>										
Male	1.2	2.2	16.4	37.5	42.6	0.8	3.5	14.6	42.5	38.6
Female	1.2	3.3	13.9	32.2	49.3	0.9	4.7	14.6	34.2	45.7
<b>Parent Age</b>										
<35	1.3	3.1	13.2	26.3	56.1	0.0	5.0	15.7	31.4	47.9
35-44	1.4	3.1	14.0	33.6	47.9	0.7	5.0	14.0	33.5	46.8
45-54	0.8	3.6	14.7	32.8	48.1	1.0	4.1	15.2	36.9	42.8
55-64	2.0	2.0	14.0	34.7	47.3	1.8	5.3	13.2	36.0	43.9
65+	10.0	0.0	6.7	46.7	36.7	0.0	0.0	13.0	39.1	47.8
<b>LOTE</b>										
Yes	0.9	3.1	12.4	38.4	45.2	0.9	3.5	12.6	36.1	46.9
No	1.3	3.3	14.7	31.3	49.4	0.8	4.8	15.2	35.0	44.2
<b>Aboriginal</b>										
Yes	0.0	0.0	20.6	23.5	55.9	0.0	6.7	6.7	20.0	66.7
No	1.2	3.2	14.0	33.0	48.5	0.9	4.5	14.7	35.3	44.7
<b>Family type</b>										
Two parent family	0.9	2.8	13.7	32.7	49.9	0.5	4.3	13.3	35.8	46.1
Single parent family	1.9	5.2	17.1	33.0	42.7	2.3	5.8	19.0	34.4	38.6
Step/blended family	2.1	3.1	13.9	35.6	45.4	1.6	4.7	19.4	31.8	42.6
Other	5.4	5.4	12.5	26.8	50.0	0.0	3.0	18.2	30.3	48.5
<b>Number of children U18</b>										
One	1.8	3.9	14.9	33.0	46.3	1.0	5.0	16.8	32.0	45.1
Two	1.1	2.4	14.3	32.5	49.7	0.5	4.4	14.7	35.9	44.6
Three	0.7	2.5	13.0	34.2	49.7	1.4	3.6	11.0	39.4	44.6
Four or more	1.2	7.6	12.8	28.5	50.0	0.9	6.5	14.8	34.3	43.5
<b>Child health risk/disability</b>										
Yes	2.5	3.7	15.6	36.9	41.4	2.1	6.3	23.1	32.2	36.4
No	1.1	3.0	13.9	32.2	49.8	0.7	4.3	14.0	35.3	45.8
<b>Child gender</b>										
Male	1.4	3.4	14.2	33.0	48.1	1.0	5.4	14.7	36.9	42.1
Female	1.1	3.1	14.2	32.8	48.9	0.5	3.5	14.7	33.5	47.7
<b>EA School</b>										
Yes	0.0	0.0	7.7	30.8	61.5	0.0	0.0	25.0	25.0	50.0
No	1.2	3.2	14.2	32.9	48.4	0.8	4.5	14.6	35.2	44.8
<b>School area</b>										
Metropolitan	1.0	3.2	13.8	33.6	48.4	0.7	4.7	14.9	35.2	44.4
Regional	2.4	3.5	16.1	29.3	48.7	1.3	3.6	13.4	35.5	46.3

**Table 15. Resources for learning at home during COVID-19 - appropriate study places.**

	June/July					October				
	Never	Rarely	Some-times	Most of the time	Always	Never	Rarely	Some-times	Most of the time	Always
<b>Total</b>	0.9	3.9	10.3	21.3	63.6	0.7	2.9	9.9	22.9	63.5
<b>School type</b>										
Primary	1.4	4.8	13.7	23.6	56.5	1.4	3.5	12.3	24.9	57.9
Secondary	0.6	3.5	8.7	20.2	67.0	0.4	2.7	9.0	22.1	65.8
<b>Condition</b>										
Survey only	0.8	4.0	9.5	22.1	63.6	0.2	2.8	8.8	24.5	63.7
Testing and survey	1.0	3.8	11.0	20.6	63.6	1.2	3.1	11.0	21.5	63.2
<b>Parent Gender</b>										
Male	0.5	1.9	11.2	26.0	60.3	0.0	2.8	9.8	21.3	66.1
Female	0.9	4.2	10.1	20.6	64.1	0.8	2.9	9.9	23.2	63.1
<b>Parent Age</b>										
<35	1.7	7.8	18.3	23.0	49.1	2.1	5.0	12.9	23.6	56.4
35-44	1.0	4.3	12.7	21.9	60.1	0.5	3.8	13.0	26.3	56.3
45-54	0.6	3.0	7.1	20.5	68.8	0.7	2.1	7.5	20.9	68.9
55-64	1.3	3.3	6.7	19.3	69.3	0.9	1.8	7.0	14.9	75.4
65+	0.0	3.3	3.3	26.7	66.7	0.0	4.2	4.2	25.0	66.7
<b>LOTE</b>										
Yes	1.3	3.4	10.8	25.4	59.1	1.5	2.6	7.9	23.0	64.9
No	0.8	4.1	10.1	20.2	64.8	0.5	3.0	10.5	22.9	63.1
<b>Aboriginal</b>										
Yes	0.0	11.8	17.6	23.5	47.1	0.0	6.7	20.0	33.3	40.0
No	0.9	3.8	10.2	21.3	63.9	0.7	2.9	9.8	22.9	63.6
<b>Family type</b>										
Two parent family	0.7	3.3	9.6	21.5	64.9	0.7	2.0	9.0	23.0	65.3
Single parent family	2.1	6.0	12.3	19.3	60.3	0.6	6.1	15.3	22.0	55.9
Step/blended family	0.5	6.2	13.9	23.7	55.7	0.0	4.6	10.8	26.2	58.5
Other	0.0	3.6	8.9	25.0	62.5	0.0	12.1	3.0	18.2	66.7
<b>Number of children U18</b>										
One	1.1	1.8	7.3	17.1	72.7	0.7	1.8	7.3	20.0	70.1
Two	0.6	3.7	9.3	21.8	64.6	0.6	3.0	9.2	23.3	64.0
Three	0.7	6.2	13.3	26.6	53.2	0.8	3.6	13.5	27.1	55.0
Four or more	3.5	9.3	23.3	24.4	39.5	0.9	7.4	19.4	22.2	50.0
<b>Child health risk/disability</b>										
Yes	1.2	6.5	12.7	20.8	58.8	2.1	4.9	11.9	23.1	58.0
No	0.8	3.7	9.9	21.6	64.1	0.6	2.7	9.9	22.4	64.5
<b>Child gender</b>										
Male	0.8	4.3	10.5	22.4	62.0	0.8	3.8	10.0	24.1	61.3
Female	0.9	3.4	9.7	20.5	65.5	0.5	2.1	10.2	21.7	65.5
<b>EA School</b>										
Yes	7.7	15.4	23.1	15.4	38.5	0.0	0.0	25.0	25.0	50.0
No	0.9	3.9	10.2	21.3	63.7	0.7	2.9	9.9	22.9	63.5
<b>School area</b>										
Metropolitan	0.9	3.5	9.8	21.0	64.7	0.9	3.0	9.8	22.2	64.2
Regional	0.9	5.7	12.3	22.7	58.4	0.0	2.8	10.5	26.3	60.4

**Table 16. I felt informed by my child's school regarding how the school was responding to COVID-19.**

	June/July					October				
	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
<b>Total</b>	0.6	1.6	4.8	37.7	55.3	1.2	2.6	9.8	40.4	46.0
<b>School type</b>										
Primary	0.9	1.0	3.3	30.2	64.7	1.0	2.2	6.6	36.1	54.2
Secondary	0.5	1.8	5.5	41.3	50.9	1.3	2.7	11.1	42.2	42.6
<b>Condition</b>										
Survey only	0.7	2.0	5.4	39.5	52.4	1.3	2.5	9.8	41.2	45.3
Testing and survey	0.5	1.1	4.2	35.9	58.2	1.1	2.7	9.8	39.7	46.8
<b>Parent Gender</b>										
Male	0.5	2.2	6.1	45.4	45.9	2.4	2.8	9.4	44.5	40.9
Female	0.6	1.5	4.6	36.6	56.7	1.0	2.6	9.8	39.8	46.9
<b>Parent Age</b>										
<35	1.3	1.3	4.4	34.6	58.3	2.1	2.8	10.6	33.3	51.1
35-44	0.8	1.0	4.7	36.4	56.9	0.6	2.9	8.6	40.9	47.1
45-54	0.4	2.0	4.8	39.2	53.7	1.4	2.4	10.5	41.3	44.4
55-64	0.0	2.6	6.6	40.4	50.3	2.6	2.6	11.4	38.6	44.7
65+	0.0	3.3	3.3	33.3	60.0	0.0	0.0	4.0	40.0	56.0
<b>LOTE</b>										
Yes	1.0	0.8	4.8	41.4	52.0	1.1	2.4	9.9	40.0	46.6
No	0.5	1.8	4.8	36.7	56.3	1.2	2.6	9.7	40.6	45.9
<b>Aboriginal</b>										
Yes	0.0	0.0	2.9	37.1	60.0	0.0	0.0	6.7	66.7	26.7
No	0.6	1.6	4.8	37.6	55.4	1.2	2.6	9.7	40.3	46.1
<b>Family type</b>										
Two parent family	0.5	1.6	4.4	37.3	56.3	1.1	2.3	9.2	40.2	47.2
Single parent family	1.3	1.7	6.1	38.4	52.4	1.9	4.2	12.0	42.9	39.0
Step/blended family	0.5	1.0	6.2	43.3	49.0	0.8	3.8	10.8	38.5	46.2
Other	0.0	1.8	5.3	29.8	63.2	0.0	0.0	12.1	36.4	51.5
<b>Number of children U18</b>										
One	0.5	2.2	4.9	39.4	53.1	1.5	2.9	10.8	39.7	45.1
Two	0.4	1.2	4.9	36.1	57.3	1.2	2.4	10.3	40.1	46.1
Three	1.0	1.7	3.4	40.6	53.4	0.6	2.8	8.1	41.8	46.8
Four or more	0.0	1.2	7.0	32.0	59.9	0.9	2.8	3.7	43.5	49.1
<b>Child health risk/disability</b>										
Yes	0.0	2.0	7.3	38.4	52.2	4.2	4.2	14.1	33.8	43.7
No	0.6	1.5	4.3	37.5	56.1	1.0	2.5	9.4	40.8	46.4
<b>Child gender</b>										
Male	0.6	1.4	4.6	38.9	54.5	1.4	3.1	9.4	39.6	46.5
Female	0.7	1.7	5.0	36.0	56.5	0.8	2.0	10.2	41.4	45.5
<b>EA School</b>										
Yes	0.0	0.0	0.0	30.8	69.2	0.0	0.0	0.0	75.0	25.0
No	0.6	1.6	4.8	37.7	55.3	1.2	2.6	9.8	40.4	46.1
<b>School area</b>										
Metropolitan	0.5	1.5	4.7	37.0	56.3	1.3	2.6	9.8	40.4	46.0
Regional	1.0	1.7	5.2	41.2	50.9	0.8	2.6	9.7	40.8	46.2

**Table 17. I felt my child was safe at school.**

	June/July					October				
	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
<b>Total</b>	1.3	4.6	11.5	41.3	41.3	0.7	3.3	7.6	42.4	46.0
<b>School type</b>										
Primary	1.2	3.6	9.1	37.2	48.9	0.6	1.9	5.7	35.7	56.0
Secondary	1.4	5.1	12.6	43.2	37.6	0.8	3.8	8.4	45.2	41.8
<b>Condition</b>										
Survey only	1.7	5.6	11.2	41.3	40.3	0.9	3.4	7.7	44.7	43.2
Testing and survey	1.0	3.6	11.8	41.3	42.3	0.6	3.1	7.5	40.2	48.6
<b>Parent Gender</b>										
Male	1.5	3.7	11.2	49.3	34.4	0.8	2.7	9.4	43.1	43.9
Female	1.3	4.8	11.5	40.2	42.2	0.7	3.3	7.3	42.5	46.2
<b>Parent Age</b>										
<35	1.7	3.5	13.0	38.7	43.0	2.1	2.1	10.6	34.8	50.4
35-44	1.5	4.2	10.6	40.7	43.0	0.6	2.7	7.2	41.2	48.2
45-54	1.1	4.7	12.5	42.1	39.6	0.4	4.1	7.0	44.0	44.5
55-64	0.7	9.9	9.3	42.4	37.7	3.5	0.9	10.5	48.2	36.8
65+	3.3	3.3	6.7	46.7	40.0	0.0	4.0	12.0	36.0	48.0
<b>LOTE</b>										
Yes	2.0	4.1	14.3	42.5	37.1	0.9	3.1	12.3	42.6	41.1
No	1.2	4.7	10.7	40.9	42.4	0.7	3.3	6.3	42.3	47.3
<b>Aboriginal</b>										
Yes	11.8	5.9	11.8	35.3	35.3	6.7	6.7	13.3	40.0	33.3
No	1.2	4.5	11.4	41.4	41.5	0.7	3.3	7.5	42.6	46.0
<b>Family type</b>										
Two parent family	1.2	3.9	10.7	42.4	41.7	0.5	3.3	7.4	40.9	47.8
Single parent family	1.3	7.7	14.2	36.0	40.8	1.9	3.2	9.3	45.7	39.9
Step/blended family	3.1	5.2	13.9	41.2	36.6	0.8	3.8	6.9	50.0	38.5
Other	1.8	3.5	10.5	38.6	45.6	0.0	0.0	6.3	59.4	34.4
<b>Number of children U18</b>										
One	2.2	5.7	12.3	41.6	38.2	1.3	3.0	9.2	44.5	42.0
Two	0.7	4.0	11.2	41.8	42.4	0.5	2.9	6.3	43.1	47.2
Three	1.5	4.2	10.4	42.6	41.3	0.3	3.6	8.3	36.9	51.0
Four or more	1.2	4.7	13.4	33.1	47.7	0.0	7.4	9.3	39.8	43.5
<b>Child health risk/disability</b>										
Yes	2.0	10.2	17.6	37.7	32.4	0.7	7.7	14.0	39.9	37.8
No	1.2	3.8	10.7	41.7	42.6	0.8	3.0	6.9	42.1	47.3
<b>Child gender</b>										
Male	0.9	3.9	12.4	40.8	42.0	0.9	3.2	7.4	43.3	45.2
Female	1.9	5.2	10.5	41.8	40.7	0.5	3.2	7.7	42.1	46.5
<b>EA School</b>										
Yes	0.0	0.0	15.4	38.5	46.2	0.0	0.0	25.0	50.0	25.0
No	1.4	4.6	11.5	41.3	41.3	0.7	3.3	7.6	42.4	46.0
<b>School area</b>										
Metropolitan	1.3	4.7	11.5	41.5	41.2	0.7	3.1	7.7	42.8	45.7
Regional	1.7	4.3	11.6	40.5	41.8	1.0	4.1	7.2	40.9	46.8

**Table 18. I was worried my child was missing essential learning because of COVID-19.**

	June/July					October				
	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
<b>Total</b>	10.7	21.6	18.4	31.5	17.8	16.0	24.2	18.7	25.9	15.1
<b>School type</b>										
Primary	15.2	23.0	17.9	26.8	17.1	21.4	23.3	17.7	22.6	15.0
Secondary	8.6	21.0	18.6	33.7	18.2	13.8	24.6	19.2	27.3	15.1
<b>Condition</b>										
Survey only	11.2	21.7	17.2	33.0	16.9	14.1	24.5	19.2	27.5	14.7
Testing and survey	10.3	21.5	19.5	29.9	18.8	17.9	24.0	18.3	24.4	15.5
<b>Parent Gender</b>										
Male	8.5	20.7	21.0	35.9	13.9	15.8	28.3	17.0	25.9	13.0
Female	11.0	21.8	18.0	30.8	18.3	16.0	23.8	19.0	25.9	15.4
<b>Parent Age</b>										
<35	11.1	13.3	16.8	37.6	21.2	14.2	23.9	15.7	25.4	20.9
35-44	11.3	22.3	18.2	29.8	18.5	17.6	22.7	19.2	25.6	14.9
45-54	10.1	22.1	19.3	31.5	17.0	15.4	26.0	17.3	26.8	14.5
55-64	8.8	25.9	14.3	36.1	15.0	13.8	20.2	27.5	25.7	12.8
65+	17.2	10.3	13.8	44.8	13.8	8.3	25.0	33.3	8.3	25.0
<b>LOTE</b>										
Yes	9.1	16.9	19.0	33.0	22.0	12.7	22.2	23.6	25.5	16.0
No	11.2	23.0	18.2	31.0	16.7	16.9	24.8	17.4	26.0	14.9
<b>Aboriginal</b>										
Yes	8.6	11.4	22.9	40.0	17.1	7.7	15.4	38.5	15.4	23.1
No	10.7	21.8	18.3	31.3	17.8	16.1	24.4	18.5	26.0	15.0
<b>Family type</b>										
Two parent family	11.3	22.0	18.8	31.3	16.7	17.2	25.3	17.5	26.4	13.6
Single parent family	8.6	21.6	17.3	31.2	21.4	12.9	20.1	21.1	25.4	20.5
Step/blended family	8.9	17.3	15.7	34.6	23.6	11.8	21.0	23.5	24.4	19.3
Other	7.1	23.2	19.6	33.9	16.1	6.3	25.0	34.4	15.6	18.8
<b>Number of children U18</b>										
One	9.2	19.8	15.7	34.5	20.7	14.6	23.8	20.6	24.6	16.4
Two	11.4	23.3	19.0	30.2	16.1	17.8	25.2	18.0	24.5	14.5
Three	11.4	20.3	22.0	30.3	15.9	13.5	22.6	20.5	31.1	12.3
Four or more	11.3	23.8	15.5	31.0	18.5	17.0	24.0	7.0	33.0	19.0
<b>Child health risk/disability</b>										
Yes	8.6	16.0	14.0	35.8	25.5	13.7	20.1	18.7	25.2	22.3
No	10.9	22.5	18.6	31.0	16.9	16.1	24.9	18.6	26.1	14.3
<b>Child gender</b>										
Male	10.3	22.0	18.1	31.3	18.3	14.3	23.0	20.3	26.1	16.3
Female	11.5	21.6	18.8	31.5	16.7	17.8	25.4	16.5	26.2	14.1
<b>EA School</b>										
Yes	23.1	7.7	15.4	23.1	30.8	25.0	50.0	0.0	0.0	25.0
No	10.7	21.7	18.4	31.5	17.8	16.0	24.2	18.8	26.0	15.1
<b>School area</b>										
Metropolitan	10.4	21.0	17.7	32.4	18.4	15.5	23.3	19.1	26.8	15.2
Regional	12.4	24.6	21.4	26.7	14.9	18.3	28.3	17.0	21.8	14.6

**Table 19. Overall, my experience with my child's school's response to COVID-19 was positive.**

	June/July					October				
	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
<b>Total</b>	0.9	1.7	6.8	44.0	46.6	1.2	2.5	7.6	46.8	41.9
<b>School type</b>										
Primary	1.0	1.2	5.5	35.7	56.6	1.6	1.9	4.8	38.5	53.2
Secondary	0.8	2.0	7.4	47.9	41.8	1.0	2.7	8.8	50.3	37.2
<b>Condition</b>										
Survey only	0.9	1.8	7.0	46.4	43.8	1.0	2.6	7.5	48.8	40.2
Testing and survey	0.8	1.7	6.6	41.6	49.3	1.4	2.4	7.7	45.0	43.5
<b>Parent Gender</b>										
Male	0.7	1.5	8.5	50.6	38.7	0.8	2.0	9.4	50.2	37.6
Female	0.9	1.8	6.6	43.0	47.8	1.2	2.6	7.2	46.5	42.5
<b>Parent Age</b>										
<35	1.3	1.3	7.5	34.2	55.7	2.1	4.3	7.1	29.3	57.1
35-44	1.0	1.8	6.1	42.4	48.7	1.0	2.4	6.7	46.9	43.1
45-54	0.6	1.9	7.5	46.8	43.3	1.1	2.4	8.0	49.9	38.6
55-64	2.0	0.0	5.3	48.7	44.0	2.6	0.9	11.4	44.7	40.4
65+	3.3	0.0	6.7	43.3	46.7	0.0	4.0	4.0	32.0	60.0
<b>LOTE</b>										
Yes	1.0	1.0	6.4	44.8	46.9	0.7	2.0	8.2	48.5	40.7
No	0.9	2.0	6.9	43.8	46.5	1.3	2.6	7.5	46.4	42.2
<b>Aboriginal</b>										
Yes	0.0	2.9	14.7	20.6	61.8	0.0	6.7	6.7	46.7	40.0
No	0.9	1.7	6.7	44.2	46.5	1.2	2.5	7.6	46.8	41.9
<b>Family type</b>										
Two parent family	0.8	1.6	6.3	44.2	47.3	1.1	2.0	7.3	47.6	41.9
Single parent family	1.3	2.1	9.0	42.1	45.5	1.6	4.2	9.9	44.9	39.4
Step/blended family	0.5	2.1	7.7	46.9	42.8	0.8	3.8	6.2	43.8	45.4
Other	3.6	5.4	5.4	42.9	42.9	0.0	0.0	9.1	42.4	48.5
<b>Number of children U18</b>										
One	1.3	2.5	7.3	45.6	43.3	1.8	2.7	8.7	46.3	40.5
Two	0.7	1.4	6.9	42.2	48.8	0.7	2.6	7.8	47.7	41.2
Three	0.7	1.3	5.4	47.3	45.3	1.1	2.2	5.8	47.9	43.0
Four or more	1.2	1.2	7.0	39.2	51.5	2.8	0.0	6.5	37.0	53.7
<b>Child health risk/disability</b>										
Yes	1.2	2.0	9.8	38.6	48.4	4.9	3.5	12.0	40.8	38.7
No	0.8	1.6	6.2	44.1	47.2	0.8	2.5	7.4	46.7	42.6
<b>Child gender</b>										
Male	0.8	1.9	6.9	44.0	46.5	1.1	2.8	7.5	46.5	42.1
Female	1.1	1.7	6.8	43.5	47.0	1.0	2.2	7.6	47.6	41.6
<b>EA School</b>										
Yes	0.0	0.0	15.4	38.5	46.2	0.0	0.0	25.0	50.0	25.0
No	0.9	1.8	6.8	44.0	46.6	1.2	2.5	7.6	46.8	41.9
<b>School area</b>										
Metropolitan	0.7	1.6	6.8	43.6	47.2	1.2	2.4	8.0	46.9	41.5
Regional	1.6	2.4	6.7	45.5	43.8	1.0	2.8	5.9	46.5	43.7

**Table 20. Compared to before the COVID-19 outbreak, how much more relaxed have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A Little	Some	A Lot	A Great Deal	Not at all	A Little	Some	A Lot	A Great Deal
<b>Total</b>	16.9	18.9	38.1	22.4	3.7	17.0	17.2	36.7	24.4	4.7
<b>School type</b>										
Primary	20.4	21.9	35.4	19.3	3.0	20.5	18.1	35.4	23.1	2.9
Secondary	15.2	17.4	39.4	23.9	4.1	15.4	16.9	37.3	25.0	5.4
<b>Condition</b>										
Survey only	16.1	18.1	38.9	23.1	3.7	16.1	16.8	38.6	23.7	4.9
Testing and survey	17.7	19.7	37.3	21.6	3.8	17.8	17.6	35.0	25.1	4.5
<b>Parent Gender</b>										
Male	18.3	15.5	35.3	26.9	3.9	18.9	14.4	33.0	28.0	5.7
Female	16.7	19.4	38.4	21.7	3.7	16.7	17.7	37.1	24.0	4.6
<b>Parent Age</b>										
<35	14.3	23.5	38.2	19.9	4.0	16.0	17.3	39.1	25.0	2.6
35-44	18.0	20.8	36.0	21.2	4.0	16.6	17.2	37.3	24.6	4.3
45-54	16.1	17.1	40.1	23.2	3.5	17.1	17.5	35.9	24.4	5.1
55-64	19.4	11.6	36.8	28.4	3.9	22.2	17.9	33.3	19.7	6.8
65+	9.7	9.7	51.6	29.0	0.0	4.8	4.8	52.4	38.1	0.0
<b>LOTE</b>										
Yes	11.7	14.5	35.6	31.7	6.4	7.9	15.4	37.0	32.6	7.1
No	18.4	20.1	38.8	19.7	3.0	19.4	17.7	36.7	22.2	4.0
<b>Aboriginal</b>										
Yes	13.5	29.7	40.5	13.5	2.7	10.5	15.8	42.1	31.6	0.0
No	17.0	18.8	38.1	22.4	3.7	17.1	17.3	36.6	24.3	4.7
<b>Family type</b>										
Two parent family	17.3	18.5	37.2	23.4	3.6	17.1	16.8	35.2	25.6	5.2
Single parent family	15.4	20.2	40.1	19.7	4.6	17.2	20.2	40.4	19.0	3.3
Step/blended family	15.6	19.5	43.4	19.0	2.4	15.6	15.6	44.4	23.0	1.5
Other	18.6	25.4	40.7	11.9	3.4	11.4	11.4	54.3	22.9	0.0
<b>Number of children U18</b>										
One	15.2	18.7	39.8	22.8	3.4	18.0	16.9	37.0	23.7	4.5
Two	17.2	17.8	37.5	23.4	4.0	16.0	17.2	37.1	24.6	5.0
Three	17.0	21.0	37.5	21.4	3.1	17.8	17.6	35.7	24.4	4.5
Four or more	23.8	21.2	34.9	15.3	4.8	19.3	16.8	35.3	26.1	2.5
<b>Child health risk/disability</b>										
Yes	15.8	21.1	41.0	18.0	4.1	11.3	18.7	42.7	24.7	2.7
No	16.7	18.7	37.9	23.0	3.7	17.6	17.0	36.0	24.5	5.0
<b>Child gender</b>										
Male	17.3	19.5	37.3	21.8	4.2	17.0	16.6	37.0	24.4	4.9
Female	15.9	18.2	39.4	23.2	3.3	16.7	18.2	36.5	24.1	4.5
<b>EA School</b>										
Yes	24.0	28.0	36.0	12.0	0.0	18.2	27.3	36.4	18.2	0.0
No	16.9	18.9	38.1	22.4	3.7	17.0	17.2	36.7	24.4	4.7
<b>School area</b>										
Metropolitan	16.1	19.3	37.5	23.3	3.8	16.6	17.9	37.0	24.0	4.5
Regional	20.3	17.2	40.8	18.3	3.4	18.1	14.0	35.9	26.5	5.5

**Table 21. Compared to before the COVID-19 outbreak, how much more hopeful have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A Little	Some	A Lot	A Great Deal	Not at all	A Little	Some	A Lot	A Great Deal
<b>Total</b>	13.6	18.3	34.5	28.6	4.9	14.1	17.4	31.9	30.9	5.7
<b>School type</b>										
Primary	16.5	21.5	33.2	24.4	4.3	16.4	19.2	31.7	28.4	4.3
Secondary	12.2	16.8	35.2	30.7	5.3	13.1	16.6	31.9	32.0	6.3
<b>Condition</b>										
Survey only	13.5	17.2	35.1	29.9	4.4	13.5	15.9	34.1	30.9	5.6
Testing and survey	13.7	19.4	34.0	27.4	5.5	14.7	18.9	29.7	31.0	5.7
<b>Parent Gender</b>										
Male	16.9	15.3	31.8	31.3	4.6	15.5	15.5	31.1	31.8	6.1
Female	13.2	18.8	34.8	28.3	5.0	13.9	17.6	31.9	30.9	5.7
<b>Parent Age</b>										
<35	10.4	22.8	34.8	26.8	5.2	9.0	21.3	35.5	30.3	3.9
35-44	14.5	18.6	34.4	26.8	5.7	14.0	16.1	31.5	32.9	5.5
45-54	13.2	17.7	34.4	30.6	4.2	14.5	18.5	31.7	29.3	6.1
55-64	12.3	14.8	34.8	32.3	5.8	20.5	16.2	28.2	29.1	6.0
65+	12.9	16.1	48.4	22.6	0.0	4.3	0.0	47.8	43.5	4.3
<b>LOTE</b>										
Yes	7.5	16.2	34.4	35.2	6.7	7.1	12.7	31.3	41.0	7.9
No	15.3	18.9	34.5	26.8	4.5	16.0	18.7	32.0	28.2	5.1
<b>Aboriginal</b>										
Yes	8.1	27.0	40.5	16.2	8.1	10.5	21.1	10.5	57.9	0.0
No	13.7	18.2	34.5	28.7	4.9	14.2	17.5	31.9	30.7	5.7
<b>Family type</b>										
Two parent family	13.8	18.5	33.5	29.2	4.9	14.7	17.2	30.2	31.5	6.4
Single parent family	13.7	17.8	35.3	28.4	4.8	13.9	18.4	38.1	26.3	3.3
Step/blended family	10.8	16.7	44.6	22.5	5.4	9.7	16.4	36.6	35.1	2.2
Other	8.5	22.0	40.7	22.0	6.8	5.7	17.1	37.1	37.1	2.9
<b>Number of children U18</b>										
One	12.4	18.3	35.8	29.2	4.4	13.9	16.9	33.4	30.8	5.0
Two	14.1	16.9	34.6	29.0	5.4	14.2	18.1	30.6	31.0	6.1
Three	13.1	20.8	34.4	27.7	4.1	13.8	17.1	31.9	31.2	6.0
Four or more	19.3	21.9	28.3	24.6	5.9	16.0	16.8	32.8	30.3	4.2
<b>Child health risk/disability</b>										
Yes	10.5	21.4	37.2	26.3	4.5	9.9	25.2	32.5	27.8	4.6
No	13.7	18.0	34.4	29.0	4.9	14.9	16.7	31.2	31.3	5.9
<b>Child gender</b>										
Male	14.7	17.7	34.4	28.6	4.5	14.5	17.1	30.2	32.3	5.9
Female	12.0	19.0	34.8	28.9	5.3	13.8	17.9	33.9	29.1	5.3
<b>EA School</b>										
Yes	19.2	30.8	19.2	19.2	11.5	27.3	9.1	27.3	27.3	9.1
No	13.5	18.2	34.6	28.7	4.9	14.1	17.5	31.9	30.9	5.7
<b>School area</b>										
Metropolitan	13.0	17.6	34.8	29.6	5.0	14.2	17.7	31.9	30.9	5.3
Regional	16.2	21.6	33.5	24.2	4.6	13.5	15.9	31.6	31.6	7.5

**Table 22. Compared to before the COVID-19 outbreak, how much more confident about the future have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A Little	Some	A Lot	A Great Deal	Not at all	A Little	Some	A Lot	A Great Deal
<b>Total</b>	15.6	20.1	35.0	24.2	5.2	15.3	19.3	33.0	26.4	6.1
<b>School type</b>										
Primary	18.9	21.7	33.1	21.7	4.7	18.3	19.9	33.7	22.9	5.2
Secondary	14.0	19.3	35.9	25.5	5.4	14.0	19.0	32.6	27.9	6.5
<b>Condition</b>										
Survey only	14.7	20.4	35.2	24.2	5.5	14.3	18.6	33.6	27.4	6.1
Testing and survey	16.4	19.8	34.8	24.2	4.8	16.3	19.9	32.4	25.4	6.1
<b>Parent Gender</b>										
Male	18.5	18.5	30.6	27.8	4.6	15.6	20.9	28.9	28.9	5.7
Female	15.2	20.3	35.6	23.6	5.2	15.3	18.9	33.5	26.1	6.2
<b>Parent Age</b>										
<35	10.0	27.6	32.4	24.0	6.0	9.7	20.1	36.4	27.9	5.8
35-44	16.4	20.1	34.7	23.3	5.4	14.8	19.1	32.6	27.1	6.4
45-54	15.4	19.6	35.3	24.9	4.8	16.0	19.6	32.6	25.6	6.1
55-64	16.2	15.6	35.1	27.9	5.2	22.4	17.2	31.0	24.1	5.2
65+	19.4	6.5	51.6	19.4	3.2	8.7	13.0	43.5	34.8	0.0
<b>LOTE</b>										
Yes	11.9	15.4	36.9	29.0	6.8	9.0	13.8	35.8	32.9	8.4
No	16.6	21.4	34.4	22.9	4.7	17.0	20.7	32.2	24.7	5.5
<b>Aboriginal</b>										
Yes	10.8	21.6	45.9	16.2	5.4	10.5	21.1	21.1	36.8	10.5
No	15.7	20.1	34.8	24.3	5.1	15.3	19.3	33.0	26.4	6.1
<b>Family type</b>										
Two parent family	16.1	19.6	34.8	24.7	4.8	15.7	19.2	31.5	27.3	6.3
Single parent family	14.5	22.0	35.9	21.4	6.2	15.5	20.7	36.9	20.7	6.1
Step/blended family	12.3	22.7	34.0	26.1	4.9	11.2	15.7	40.3	30.6	2.2
Other	11.9	18.6	37.3	20.3	11.9	13.9	13.9	44.4	22.2	5.6
<b>Number of children U18</b>										
One	14.8	19.7	38.8	22.1	4.7	16.3	17.9	35.3	24.6	6.0
Two	16.3	18.9	34.0	25.6	5.1	15.9	18.3	32.6	27.0	6.2
Three	14.6	21.6	34.2	24.5	5.2	13.5	24.1	29.1	26.6	6.8
Four or more	18.3	26.9	27.4	21.5	5.9	14.4	16.9	33.1	31.4	4.2
<b>Child health risk/disability</b>										
Yes	13.9	23.2	34.5	25.1	3.4	12.0	22.0	38.0	20.7	7.3
No	15.4	19.9	34.8	24.6	5.2	15.9	18.7	32.2	27.0	6.2
<b>Child gender</b>										
Male	16.4	20.3	34.7	23.6	4.9	15.2	19.5	31.2	27.2	6.9
Female	14.0	20.0	35.5	25.0	5.5	15.4	19.2	34.5	25.4	5.4
<b>EA School</b>										
Yes	32.0	24.0	20.0	16.0	8.0	27.3	9.1	45.5	9.1	9.1
No	15.5	20.1	35.1	24.3	5.1	15.3	19.3	32.9	26.5	6.1
<b>School area</b>										
Metropolitan	15.2	19.3	35.2	25.0	5.3	15.2	19.7	33.7	25.7	5.8
Regional	16.8	23.9	34.0	20.6	4.7	15.4	17.6	29.6	29.9	7.5

**Table 23. Compared to before the COVID-19 outbreak, how much more hopeless have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A Little	Some	A Lot	A Great Deal	Not at all	A Little	Some	A Lot	A Great Deal
<b>Total</b>	53.7	25.8	16.1	3.8	0.7	54.8	26.9	14.3	3.3	0.7
<b>School type</b>										
Primary	50.8	25.4	17.9	5.0	0.9	52.0	26.1	18.3	2.9	0.7
Secondary	55.2	25.9	15.1	3.2	0.6	56.0	27.3	12.5	3.5	0.7
<b>Condition</b>										
Survey only	53.8	25.5	16.4	3.5	0.8	55.3	26.6	14.4	2.8	0.9
Testing and survey	53.6	26.1	15.7	4.1	0.5	54.3	27.3	14.2	3.8	0.5
<b>Parent Gender</b>										
Male	58.9	24.3	13.1	3.7	0.0	58.7	25.8	11.0	4.2	0.4
Female	53.0	26.0	16.4	3.8	0.8	54.4	27.2	14.6	3.2	0.8
<b>Parent Age</b>										
<35	40.8	31.6	20.8	4.8	2.0	36.1	32.3	25.8	5.2	0.6
35-44	52.4	25.9	16.8	4.3	0.6	54.2	26.4	14.9	3.4	1.1
45-54	57.0	25.1	14.3	3.2	0.5	58.2	26.1	12.3	3.0	0.4
55-64	54.8	24.5	17.4	1.9	1.3	52.1	33.3	11.1	2.6	0.9
65+	60.0	10.0	20.0	10.0	0.0	57.1	19.0	19.0	4.8	0.0
<b>LOTE</b>										
Yes	51.7	25.4	15.7	6.2	1.1	55.4	27.0	14.2	3.1	0.2
No	54.3	25.9	16.2	3.1	0.6	54.6	26.9	14.3	3.3	0.8
<b>Aboriginal</b>										
Yes	50.0	33.3	13.9	2.8	0.0	52.6	26.3	15.8	5.3	0.0
No	53.8	25.6	16.1	3.8	0.7	54.8	27.0	14.2	3.3	0.7
<b>Family type</b>										
Two parent family	55.7	25.7	14.9	3.2	0.5	57.2	25.2	13.5	3.4	0.7
Single parent family	46.8	25.8	20.8	5.1	1.5	46.4	33.6	15.8	3.0	1.2
Step/blended family	46.3	28.6	19.7	4.9	0.5	46.7	31.9	17.8	3.7	0.0
Other	55.2	17.2	12.1	13.8	1.7	45.7	31.4	22.9	0.0	0.0
<b>Number of children U18</b>										
One	53.0	24.6	17.8	3.5	1.1	51.3	29.2	15.1	4.1	0.3
Two	55.6	25.6	14.7	3.7	0.4	55.3	26.9	13.8	2.9	1.0
Three	52.9	26.5	16.2	4.3	0.2	59.8	22.9	13.3	3.5	0.5
Four or more	47.1	29.4	17.1	3.7	2.7	52.9	29.4	14.3	2.5	0.8
<b>Child health risk/disability</b>										
Yes	37.8	34.1	22.1	4.9	1.1	46.7	32.7	14.0	6.7	0.0
No	55.7	24.7	15.2	3.8	0.6	56.3	26.0	14.0	3.0	0.7
<b>Child gender</b>										
Male	54.0	25.3	16.0	4.2	0.6	55.7	26.1	13.6	3.8	0.8
Female	53.8	26.1	16.1	3.3	0.8	53.8	28.0	15.0	2.5	0.6
<b>EA School</b>										
Yes	24.0	32.0	40.0	4.0	0.0	36.4	18.2	27.3	9.1	9.1
No	53.9	25.7	15.9	3.8	0.7	54.9	27.0	14.2	3.3	0.7
<b>School area</b>										
Metropolitan	53.9	26.2	15.7	3.7	0.6	54.3	27.3	14.4	3.4	0.6
Regional	52.9	23.7	18.1	4.3	1.0	56.8	25.7	13.6	2.9	1.0

**Table 24. Compared to before the COVID-19 outbreak, how much more anxious or stressed have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A Little	Some	A Lot	A Great Deal	Not at all	A Little	Some	A Lot	A Great Deal
<b>Total</b>	19.0	40.8	26.8	11.3	2.1	19.6	43.6	25.2	9.5	2.1
<b>School type</b>										
Primary	18.3	41.1	23.9	14.1	2.6	19.7	41.8	25.9	10.4	2.2
Secondary	19.3	40.7	28.2	9.9	1.9	19.6	44.3	24.8	9.1	2.1
<b>Condition</b>										
Survey only	18.4	41.5	27.3	10.8	2.0	19.6	43.5	25.2	9.1	2.5
Testing and survey	19.5	40.1	26.3	11.8	2.2	19.6	43.6	25.1	9.9	1.7
<b>Parent Gender</b>										
Male	25.7	43.8	22.0	8.1	0.5	27.1	43.1	19.8	9.2	0.8
Female	18.1	40.3	27.5	11.8	2.3	18.7	43.7	25.8	9.6	2.3
<b>Parent Age</b>										
<35	18.7	31.3	31.0	15.9	3.2	7.7	39.4	36.8	14.2	1.9
35-44	17.5	40.5	27.1	12.5	2.4	19.9	41.4	25.7	10.6	2.4
45-54	20.1	42.3	26.3	9.6	1.7	20.6	45.7	23.8	8.0	1.9
55-64	20.6	45.8	23.2	8.4	1.9	25.0	44.0	18.1	11.2	1.7
65+	30.0	30.0	26.7	13.3	0.0	14.3	57.1	23.8	0.0	4.8
<b>LOTE</b>										
Yes	21.0	43.2	21.4	11.6	2.7	21.8	41.9	25.6	9.0	1.7
No	18.4	40.1	28.3	11.2	1.9	19.0	44.0	25.1	9.7	2.2
<b>Aboriginal</b>										
Yes	10.8	32.4	21.6	32.4	2.7	15.8	26.3	21.1	31.6	5.3
No	19.0	41.0	26.9	11.1	2.1	19.6	43.8	25.1	9.4	2.1
<b>Family type</b>										
Two parent family	20.3	41.9	25.7	10.5	1.6	21.5	44.3	23.6	8.9	1.8
Single parent family	15.5	38.4	28.8	13.8	3.5	12.1	45.2	27.0	11.8	3.9
Step/blended family	13.7	34.6	34.6	13.7	3.4	14.1	36.3	37.0	10.4	2.2
Other	12.1	36.2	31.0	15.5	5.2	20.0	25.7	40.0	11.4	2.9
<b>Number of children U18</b>										
One	18.7	40.6	27.4	11.1	2.1	17.9	42.5	26.3	12.0	1.3
Two	18.5	43.5	25.3	10.9	1.8	20.2	45.3	23.8	8.1	2.6
Three	20.4	37.3	28.4	12.2	1.7	21.6	41.0	26.1	9.0	2.3
Four or more	21.2	30.2	31.2	12.2	5.3	18.5	40.3	28.6	10.9	1.7
<b>Child health risk/disability</b>										
Yes	9.4	38.1	31.7	15.8	4.9	11.9	45.7	28.5	12.6	1.3
No	20.1	41.1	26.4	10.6	1.7	20.8	43.6	24.6	8.8	2.1
<b>Child gender</b>										
Male	19.1	41.4	26.2	11.3	2.1	19.4	43.9	24.9	9.8	2.0
Female	18.5	40.3	27.7	11.3	2.1	20.2	43.2	25.5	9.2	2.0
<b>EA School</b>										
Yes	12.0	36.0	32.0	16.0	4.0	9.1	27.3	9.1	27.3	27.3
No	19.0	40.8	26.8	11.3	2.1	19.7	43.6	25.3	9.4	2.0
<b>School area</b>										
Metropolitan	19.2	40.8	26.9	11.1	2.1	19.1	43.1	26.1	9.4	2.3
Regional	17.7	41.3	26.4	12.5	2.1	21.9	45.7	21.2	10.2	1.0

**Table 25. Compared to before the COVID-19 outbreak, how much more cheerful have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A Little	Some	A Lot	A Great Deal	Not at all	A Little	Some	A Lot	A Great Deal
<b>Total</b>	13.4	14.3	38.2	29.8	4.3	13.8	13.4	35.6	32.3	4.9
<b>School type</b>										
Primary	15.7	15.5	38.6	25.8	4.4	16.2	14.0	36.5	29.9	3.5
Secondary	12.3	13.6	38.1	31.8	4.2	12.7	13.1	35.2	33.4	5.6
<b>Condition</b>										
Survey only	13.3	14.2	37.7	31.1	3.7	13.1	12.4	37.0	32.5	5.0
Testing and survey	13.5	14.3	38.7	28.6	4.8	14.3	14.2	34.3	32.2	4.9
<b>Parent Gender</b>										
Male	16.8	12.4	38.7	25.6	6.5	16.7	12.9	33.5	32.3	4.6
Female	12.9	14.5	38.1	30.4	4.0	13.3	13.2	36.0	32.4	5.0
<b>Parent Age</b>										
<35	9.9	18.7	35.3	30.6	5.6	9.1	14.9	36.4	36.4	3.2
35-44	13.9	14.4	38.4	28.8	4.6	12.8	11.9	35.8	34.1	5.5
45-54	13.2	13.8	38.5	31.0	3.5	15.0	13.6	35.7	31.2	4.6
55-64	14.9	11.7	37.0	29.2	7.1	18.1	19.8	31.9	23.3	6.9
65+	17.2	3.4	51.7	24.1	3.4	4.8	19.0	38.1	38.1	0.0
<b>LOTE</b>										
Yes	8.4	15.5	35.8	34.5	5.8	7.1	10.3	36.2	39.1	7.3
No	14.8	13.9	38.9	28.5	3.9	15.5	14.2	35.5	30.5	4.3
<b>Aboriginal</b>										
Yes	13.9	8.3	41.7	33.3	2.8	10.5	5.3	36.8	42.1	5.3
No	13.5	14.3	38.1	29.8	4.3	13.8	13.4	35.6	32.3	5.0
<b>Family type</b>										
Two parent family	14.1	13.5	38.0	30.5	4.0	14.1	13.0	33.7	34.2	5.1
Single parent family	11.2	17.3	39.9	26.3	5.3	13.3	14.2	43.8	24.5	4.2
Step/blended family	11.2	17.1	39.0	27.8	4.9	11.9	13.3	40.0	31.1	3.7
Other	12.3	12.3	33.3	36.8	5.3	8.6	20.0	40.0	25.7	5.7
<b>Number of children U18</b>										
One	12.7	14.2	40.8	28.5	3.9	13.1	14.4	37.5	30.2	4.9
Two	13.5	14.1	37.4	30.6	4.4	14.5	13.2	35.2	32.0	5.2
Three	13.2	14.8	36.7	30.9	4.4	13.0	13.3	33.6	35.6	4.5
Four or more	17.5	15.3	38.1	23.8	5.3	14.4	9.3	37.3	34.7	4.2
<b>Child health risk/disability</b>										
Yes	7.9	18.1	43.0	28.3	2.6	8.7	18.7	38.0	31.3	3.3
No	13.8	13.9	37.7	30.2	4.4	14.5	12.9	34.6	32.7	5.3
<b>Child gender</b>										
Male	14.4	14.5	37.1	29.8	4.2	13.8	12.5	35.3	32.9	5.4
Female	12.1	13.9	39.5	30.1	4.4	13.9	14.1	35.6	31.9	4.4
<b>EA School</b>										
Yes	8.0	32.0	24.0	32.0	4.0	18.2	0.0	63.6	18.2	0.0
No	13.5	14.1	38.3	29.8	4.3	13.7	13.4	35.5	32.4	5.0
<b>School area</b>										
Metropolitan	13.0	14.1	38.5	30.2	4.1	13.5	13.6	36.6	31.6	4.6
Regional	14.9	14.4	37.1	28.4	5.1	14.6	12.4	30.6	35.9	6.6

**Table 26. Have you been feeling cheerful and in good spirits over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time
<b>Total</b>	0.3	5.2	7.4	21.6	57.6	7.9	0.5	4.3	6.6	17.5	61.1	10.0
<b>School type</b>												
Primary	0.1	7.2	7.8	24.3	53.2	7.4	0.7	5.0	7.1	19.2	60.0	8.0
Secondary	0.3	4.2	7.3	20.2	59.8	8.1	0.4	4.0	6.3	16.7	61.6	10.9
<b>Condition</b>												
Survey only	0.3	5.3	7.6	20.5	58.6	7.6	0.7	4.7	5.5	19.0	60.6	9.5
Testing and survey	0.2	5.1	7.3	22.6	56.7	8.1	0.3	4.0	7.5	16.1	61.5	10.5
<b>Parent Gender</b>												
Male	0.2	4.8	7.6	22.1	53.0	12.2	0.8	4.1	6.8	15.0	61.3	12.0
Female	0.3	5.3	7.4	21.4	58.4	7.3	0.4	4.3	6.6	17.9	61.0	9.8
<b>Parent Age</b>												
<35	0.4	9.9	6.3	24.5	47.8	11.1	1.3	3.9	10.4	22.7	53.2	8.4
35-44	0.2	4.9	8.0	21.0	57.8	8.0	0.7	4.3	5.7	17.9	60.0	11.5
45-54	0.3	4.4	7.2	22.1	59.0	7.0	0.3	4.4	5.9	16.4	63.8	9.2
55-64	0.0	7.7	7.7	18.7	56.8	9.0	0.0	5.1	13.6	16.1	55.1	10.2
65+	0.0	9.4	0.0	9.4	71.9	9.4	4.0	4.0	8.0	24.0	60.0	0.0
<b>LOTE</b>												
Yes	0.5	6.7	6.8	20.0	54.2	11.7	1.2	5.4	5.2	16.1	58.6	13.5
No	0.2	4.8	7.6	22.0	58.6	6.8	0.3	4.0	6.9	17.8	61.8	9.1
<b>Aboriginal</b>												
Yes	0.0	10.8	8.1	32.4	40.5	8.1	5.3	10.5	5.3	21.1	42.1	15.8
No	0.3	5.1	7.4	21.4	57.9	7.8	0.5	4.3	6.5	17.4	61.3	10.0
<b>Family type</b>												
Two parent family	0.2	4.5	6.8	20.5	59.3	8.7	0.4	3.7	6.0	16.2	62.5	11.2
Single parent family	0.7	7.1	10.4	25.8	50.5	5.3	1.2	7.5	8.7	23.4	54.7	4.5
Step/blended family	0.0	7.8	8.3	23.9	53.2	6.8	0.7	5.2	7.4	18.5	60.0	8.1
Other	0.0	11.5	6.6	21.3	59.0	1.6	0.0	2.8	11.1	19.4	58.3	8.3
<b>Number of children U18</b>												
One	0.4	5.9	7.6	23.4	54.8	8.0	0.5	4.0	7.9	21.1	57.3	9.2
Two	0.3	4.5	7.0	21.3	59.8	7.2	0.4	4.7	5.5	15.7	63.4	10.2
Three	0.0	5.3	8.2	20.1	58.3	8.2	0.5	3.3	6.8	17.0	62.3	10.3
Four or more	0.0	7.4	7.4	21.2	51.3	12.7	2.5	4.2	8.3	15.0	56.7	13.3
<b>Child health risk/disability</b>												
Yes	0.4	7.8	10.4	27.2	48.5	5.6	0.7	8.6	7.3	23.2	54.3	6.0
No	0.2	4.9	7.0	20.8	58.9	8.2	0.5	3.9	5.9	16.9	62.2	10.6
<b>Child gender</b>												
Male	0.2	5.7	7.8	21.1	57.4	7.8	0.4	4.9	6.7	17.5	59.6	10.9
Female	0.3	4.6	7.2	21.9	58.2	7.8	0.6	3.5	6.2	17.5	63.1	9.1
<b>EA School</b>												
Yes	4.0	16.0	8.0	28.0	40.0	4.0	9.1	18.2	9.1	36.4	18.2	9.1
No	0.2	5.1	7.4	21.5	57.8	7.9	0.5	4.3	6.5	17.4	61.3	10.0
<b>School area</b>												
Metropolitan	0.2	5.1	7.7	22.2	56.8	7.9	0.6	4.3	6.8	18.0	60.9	9.4
Regional	0.3	5.2	6.3	18.6	61.7	7.9	0.0	4.1	5.5	15.3	62.5	12.6

**Table 27. Have you been feeling calm and relaxed over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time
<b>Total</b>	0.6	6.6	11.6	26.6	47.4	7.2	0.9	5.3	10.2	25.2	49.9	8.5
<b>School type</b>												
Primary	0.7	9.6	13.5	26.5	42.9	6.8	1.1	7.0	12.1	25.0	47.4	7.4
Secondary	0.6	5.2	10.6	26.6	49.7	7.4	0.8	4.6	9.4	25.3	51.0	9.0
<b>Condition</b>												
Survey only	0.7	6.4	11.9	25.1	48.5	7.4	0.9	6.2	8.8	26.3	49.7	8.1
Testing and survey	0.6	6.9	11.2	28.0	46.4	6.9	0.9	4.4	11.7	24.2	50.0	8.9
<b>Parent Gender</b>												
Male	0.2	4.4	8.1	22.9	51.3	13.2	0.4	4.9	7.2	17.4	58.5	11.7
Female	0.7	7.0	12.0	27.2	46.9	6.3	0.9	5.4	10.6	26.4	48.6	8.1
<b>Parent Age</b>												
<35	1.6	10.7	14.6	27.7	37.5	7.9	1.9	8.4	13.5	30.3	38.7	7.1
35-44	0.6	7.3	12.2	26.1	46.8	7.0	0.9	5.4	10.2	26.1	47.9	9.5
45-54	0.5	5.4	10.6	27.4	49.1	7.0	0.7	4.2	9.5	24.2	53.7	7.6
55-64	1.3	5.8	10.4	23.4	51.3	7.8	0.0	10.3	12.8	19.7	46.2	11.1
65+	0.0	6.3	6.3	12.5	62.5	12.5	4.0	8.0	12.0	28.0	44.0	4.0
<b>LOTE</b>												
Yes	1.1	7.7	11.1	22.3	46.3	11.6	1.4	5.4	9.7	22.7	49.1	11.8
No	0.5	6.3	11.7	27.8	47.8	5.9	0.7	5.3	10.4	25.9	50.1	7.6
<b>Aboriginal</b>												
Yes	0.0	10.8	21.6	27.0	29.7	10.8	5.3	15.8	5.3	15.8	47.4	10.5
No	0.6	6.6	11.4	26.6	47.7	7.1	0.8	5.2	10.3	25.3	49.9	8.5
<b>Family type</b>												
Two parent family	0.4	6.1	10.2	26.3	49.2	7.9	0.7	4.9	9.2	24.9	51.1	9.3
Single parent family	1.5	9.3	14.8	27.1	43.2	4.0	1.8	7.5	12.9	26.1	47.7	3.9
Step/blended family	1.0	6.4	19.7	26.1	38.9	7.9	1.5	5.2	14.1	27.4	43.7	8.1
Other	1.6	6.6	16.4	31.1	41.0	3.3	0.0	8.3	22.2	25.0	36.1	8.3
<b>Number of children U18</b>												
One	0.9	5.7	11.2	28.4	46.5	7.4	0.3	6.1	10.2	24.3	51.1	7.9
Two	0.6	6.7	10.8	26.9	48.4	6.7	1.0	5.0	9.1	25.6	50.5	8.7
Three	0.2	7.1	13.7	24.2	48.1	6.8	0.5	5.8	10.3	25.6	48.7	9.0
Four or more	1.6	9.5	11.1	25.8	41.6	10.5	4.2	2.5	19.3	20.2	46.2	7.6
<b>Child health risk/disability</b>												
Yes	1.1	8.9	17.1	25.3	40.9	6.7	1.3	7.9	13.9	27.2	43.7	6.0
No	0.5	6.2	11.0	26.6	48.4	7.3	0.7	4.9	9.7	24.8	51.0	8.9
<b>Child gender</b>												
Male	0.7	6.9	11.6	26.9	46.8	7.1	1.2	5.3	10.4	25.1	49.4	8.6
Female	0.5	6.2	11.5	26.8	47.8	7.1	0.5	5.1	10.2	25.6	50.4	8.2
<b>EA School</b>												
Yes	0.0	19.2	19.2	34.6	19.2	7.7	9.1	18.2	18.2	36.4	9.1	9.1
No	0.6	6.5	11.5	26.5	47.6	7.2	0.8	5.2	10.2	25.1	50.1	8.5
<b>School area</b>												
Metropolitan	0.6	6.5	11.6	27.6	46.4	7.2	1.1	5.2	10.6	25.8	49.5	7.8
Regional	0.8	6.8	11.1	22.1	52.3	6.8	0.0	5.5	8.9	22.4	51.9	11.3

**Table 28. Have you been feeling active and vigorous over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time
<b>Total</b>	2.6	10.1	18.9	30.6	31.7	6.1	2.1	8.1	16.8	29.1	37.5	6.3
<b>School type</b>												
Primary	3.2	13.0	21.1	27.7	29.5	5.6	2.3	10.4	17.0	31.5	32.9	5.9
Secondary	2.2	8.7	17.9	32.1	32.8	6.4	2.0	7.1	16.7	28.1	39.5	6.5
<b>Condition</b>												
Survey only	2.8	10.5	18.4	30.0	32.0	6.2	2.4	8.5	17.2	29.3	37.0	5.5
Testing and survey	2.3	9.6	19.4	31.2	31.5	5.9	1.9	7.8	16.4	28.9	37.9	7.1
<b>Parent Gender</b>												
Male	0.5	7.6	14.5	28.8	38.0	10.6	0.8	7.2	10.2	25.8	47.0	9.1
Female	2.9	10.4	19.6	30.8	30.8	5.5	2.3	8.2	17.7	29.5	36.3	6.0
<b>Parent Age</b>												
<35	2.8	15.5	21.0	27.0	27.0	6.7	5.2	13.6	19.5	25.3	31.2	5.2
35-44	3.1	9.9	19.9	29.9	31.1	6.1	2.1	7.2	17.4	27.1	39.5	6.7
45-54	2.1	9.3	18.2	31.6	33.1	5.7	1.7	7.9	15.6	31.2	37.5	6.1
55-64	1.9	8.4	14.3	32.5	35.1	7.8	2.6	7.7	17.9	29.9	33.3	8.5
65+	0.0	18.8	12.5	37.5	21.9	9.4	0.0	20.0	24.0	36.0	20.0	0.0
<b>LOTE</b>												
Yes	2.0	9.2	14.6	27.2	37.0	9.9	1.7	7.0	11.6	29.6	41.8	8.3
No	2.7	10.3	20.1	31.5	30.3	5.0	2.2	8.4	18.2	29.0	36.3	5.8
<b>Aboriginal</b>												
Yes	0.0	10.8	21.6	43.2	18.9	5.4	5.3	21.1	15.8	10.5	42.1	5.3
No	2.6	10.0	19.0	30.5	31.9	6.0	2.1	8.1	16.7	29.4	37.4	6.4
<b>Family type</b>												
Two parent family	2.1	9.3	18.2	31.2	33.0	6.4	1.8	7.1	15.8	28.9	39.5	6.9
Single parent family	4.2	12.8	21.4	29.3	27.1	5.3	3.3	11.2	19.5	31.3	31.3	3.3
Step/blended family	4.9	11.7	22.9	27.8	27.8	4.9	4.4	13.3	23.0	25.9	28.1	5.2
Other	1.6	14.8	18.0	26.2	32.8	6.6	0.0	11.1	16.7	33.3	30.6	8.3
<b>Number of children U18</b>												
One	2.8	10.4	20.6	32.3	29.0	4.9	2.6	8.3	17.4	30.6	35.0	6.2
Two	2.4	9.3	18.5	31.1	32.9	5.7	1.6	8.3	15.3	30.8	37.9	6.1
Three	2.0	10.8	18.4	27.3	34.2	7.2	2.3	5.8	19.5	26.3	38.5	7.8
Four or more	4.8	10.6	18.0	31.7	25.4	9.5	3.4	11.8	18.5	21.0	39.5	5.9
<b>Child health risk/disability</b>												
Yes	4.5	12.7	26.2	28.5	24.0	4.1	5.3	12.0	20.0	29.3	28.7	4.7
No	2.2	9.8	17.8	30.9	33.0	6.3	1.8	7.5	16.2	28.7	39.3	6.6
<b>Child gender</b>												
Male	2.5	10.2	19.3	30.5	31.7	5.7	2.5	8.2	15.5	30.3	37.1	6.4
Female	2.7	10.0	18.6	30.8	31.7	6.3	1.6	8.1	18.1	27.9	38.2	6.2
<b>EA School</b>												
Yes	12.0	20.0	20.0	32.0	12.0	4.0	9.1	27.3	18.2	27.3	9.1	9.1
No	2.5	10.0	18.9	30.6	31.9	6.1	2.1	8.0	16.8	29.2	37.6	6.3
<b>School area</b>												
Metropolitan	2.6	10.2	19.0	30.7	31.5	6.0	2.2	7.5	17.5	29.1	37.7	6.0
Regional	2.4	9.2	18.1	30.4	33.3	6.6	1.9	10.6	13.5	29.5	36.7	7.7

**Table 29. Have you woken up feeling fresh and rested over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time
<b>Total</b>	5.9	12.6	20.4	28.2	28.1	4.9	4.7	10.2	18.3	30.3	31.3	5.3
<b>School type</b>												
Primary	8.0	15.9	22.5	25.8	23.2	4.6	7.0	12.5	19.4	30.1	26.1	5.0
Secondary	4.8	10.9	19.3	29.4	30.5	5.0	3.7	9.2	17.8	30.4	33.6	5.4
<b>Condition</b>												
Survey only	6.6	11.9	19.6	28.7	28.5	4.7	5.0	9.9	18.4	30.7	31.6	4.6
Testing and survey	5.2	13.2	21.2	27.7	27.8	5.0	4.4	10.6	18.2	30.0	31.0	5.9
<b>Parent Gender</b>												
Male	2.3	7.0	16.7	29.2	36.9	7.9	1.9	9.1	14.0	31.7	39.2	4.2
Female	6.4	13.4	20.9	28.1	26.8	4.4	5.0	10.4	18.9	30.0	30.2	5.4
<b>Parent Age</b>												
<35	8.3	15.8	27.3	21.3	20.2	7.1	9.0	14.7	23.1	24.4	22.4	6.4
35-44	7.1	12.9	20.9	27.6	27.0	4.6	4.5	10.0	17.9	31.4	30.6	5.6
45-54	4.6	11.6	18.8	30.3	30.0	4.7	4.4	9.3	18.0	30.0	33.5	4.8
55-64	3.9	11.7	21.4	27.3	31.2	4.5	3.4	12.8	17.1	29.9	30.8	6.0
65+	0.0	16.1	12.9	19.4	45.2	6.5	4.0	16.0	20.0	44.0	12.0	4.0
<b>LOTE</b>												
Yes	5.4	11.4	13.7	28.9	31.1	9.6	2.9	7.9	15.1	30.1	35.9	8.1
No	6.0	12.9	22.2	28.0	27.3	3.5	5.2	10.8	19.1	30.4	30.0	4.5
<b>Aboriginal</b>												
Yes	2.7	29.7	21.6	21.6	18.9	5.4	5.3	26.3	0.0	47.4	10.5	10.5
No	5.9	12.4	20.4	28.3	28.2	4.8	4.7	10.1	18.4	30.2	31.4	5.2
<b>Family type</b>												
Two parent family	5.0	11.5	19.7	29.4	29.4	5.1	4.0	9.3	17.0	30.4	33.7	5.6
Single parent family	9.3	15.9	22.3	23.3	24.7	4.4	7.8	13.9	22.0	30.7	22.9	2.7
Step/blended family	7.4	17.2	20.7	29.6	21.2	3.9	6.7	12.6	26.7	27.4	19.3	7.4
Other	9.8	16.4	27.9	18.0	26.2	1.6	5.6	13.9	19.4	27.8	30.6	2.8
<b>Number of children U18</b>												
One	4.9	12.5	21.1	29.8	27.3	4.4	4.7	10.1	18.2	33.8	29.1	4.2
Two	5.7	12.4	19.6	29.3	28.0	4.9	4.3	10.3	17.0	29.4	33.9	5.2
Three	6.0	11.5	21.6	26.8	28.7	5.4	4.8	10.3	19.1	29.4	29.1	7.3
Four or more	12.2	17.0	19.7	19.1	28.2	3.7	7.5	10.8	25.0	26.7	25.8	4.2
<b>Child health risk/disability</b>												
Yes	10.5	16.5	25.1	27.3	17.2	3.4	6.0	11.9	25.8	32.5	19.9	4.0
No	5.2	12.0	19.6	28.5	29.6	5.0	4.5	9.5	17.6	30.4	32.5	5.6
<b>Child gender</b>												
Male	6.3	12.1	20.3	29.0	27.3	4.9	5.0	9.7	18.8	30.9	30.0	5.6
Female	5.0	13.0	20.8	28.0	28.6	4.6	4.4	10.7	17.9	29.3	32.5	5.2
<b>EA School</b>												
Yes	16.0	32.0	24.0	16.0	8.0	4.0	27.3	27.3	9.1	27.3	9.1	0.0
No	5.8	12.4	20.3	28.3	28.3	4.9	4.6	10.1	18.3	30.3	31.4	5.3
<b>School area</b>												
Metropolitan	5.9	12.6	20.2	28.8	27.6	5.0	4.5	10.4	18.7	30.3	31.1	5.0
Regional	5.8	12.3	21.3	25.7	30.7	4.2	5.6	9.2	16.7	30.0	32.1	6.5

**Table 30. Has your daily life been filled with things that interest you over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time
<b>Total</b>	1.0	10.1	12.0	28.8	38.9	9.2	0.9	7.1	10.6	27.8	42.8	10.8
<b>School type</b>												
Primary	1.4	14.1	12.5	29.6	34.0	8.3	1.3	8.3	11.6	29.7	38.9	10.3
Secondary	0.8	8.1	11.7	28.4	41.3	9.6	0.7	6.6	10.1	27.0	44.5	11.1
<b>Condition</b>												
Survey only	1.1	10.5	11.6	30.0	38.2	8.6	1.1	7.2	11.8	29.1	40.8	10.0
Testing and survey	0.9	9.7	12.4	27.6	39.6	9.7	0.7	7.1	9.4	26.6	44.7	11.6
<b>Parent Gender</b>												
Male	0.9	7.8	13.8	26.9	38.9	11.7	1.5	4.5	13.2	25.3	44.9	10.6
Female	1.0	10.5	11.7	29.1	38.8	8.9	0.8	7.4	10.2	28.1	42.6	10.9
<b>Parent Age</b>												
<35	1.6	13.8	14.2	27.7	30.8	11.9	1.3	9.7	15.6	31.8	32.5	9.1
35-44	1.1	10.8	11.7	29.9	38.0	8.5	1.1	7.0	10.9	27.0	41.7	12.3
45-54	0.7	8.4	12.0	28.6	41.2	9.2	0.6	6.7	9.5	27.4	46.5	9.3
55-64	1.3	14.9	13.0	22.7	37.0	11.0	0.0	8.5	11.0	31.4	33.1	16.1
65+	6.3	6.3	6.3	25.0	50.0	6.3	8.0	8.0	8.0	36.0	32.0	8.0
<b>LOTE</b>												
Yes	1.7	11.1	10.7	25.2	39.3	12.0	1.2	5.2	9.1	30.0	42.4	12.0
No	0.8	9.9	12.4	29.8	38.7	8.4	0.8	7.7	10.9	27.3	42.9	10.5
<b>Aboriginal</b>												
Yes	0.0	21.6	13.5	32.4	29.7	2.7	0.0	21.1	15.8	21.1	26.3	15.8
No	1.0	9.9	12.0	28.9	38.9	9.3	0.9	7.0	10.5	28.0	42.9	10.8
<b>Family type</b>												
Two parent family	0.7	8.9	11.5	28.7	40.6	9.6	0.8	6.3	9.5	27.2	44.9	11.4
Single parent family	2.6	14.3	13.0	30.0	32.2	8.0	1.5	10.0	15.1	31.7	34.7	6.9
Step/blended family	0.5	13.7	15.6	27.3	35.1	7.8	0.0	10.4	13.3	29.6	34.1	12.6
Other	1.6	16.4	13.1	27.9	36.1	4.9	2.8	13.9	13.9	19.4	38.9	11.1
<b>Number of children U18</b>												
One	1.4	11.1	12.7	29.3	37.3	8.3	0.5	8.1	12.4	30.1	40.3	8.6
Two	0.7	9.1	11.4	31.2	38.6	9.0	1.0	6.7	9.0	28.8	42.9	11.5
Three	1.1	10.2	11.6	24.5	42.4	10.2	0.5	8.0	10.3	22.8	46.8	11.8
Four or more	2.1	12.7	15.3	22.8	37.6	9.5	3.3	3.3	14.2	25.8	43.3	10.0
<b>Child health risk/disability</b>												
Yes	1.5	14.6	13.8	29.5	32.8	7.8	2.0	12.6	8.6	30.5	39.1	7.3
No	0.9	9.5	11.6	28.7	39.9	9.4	0.8	6.3	10.3	27.5	43.7	11.4
<b>Child gender</b>												
Male	1.2	10.1	11.8	29.7	38.5	8.7	0.9	7.6	10.5	28.3	42.7	10.0
Female	0.8	9.6	12.5	28.1	39.5	9.5	0.8	6.3	10.6	27.2	43.0	12.1
<b>EA School</b>												
Yes	4.0	36.0	16.0	20.0	20.0	4.0	9.1	36.4	18.2	27.3	0.0	9.1
No	1.0	9.9	12.0	28.9	39.0	9.2	0.8	7.0	10.5	27.8	43.0	10.8
<b>School area</b>												
Metropolitan	1.1	10.0	12.2	29.2	38.5	9.0	1.0	7.0	10.8	27.9	43.3	10.0
Regional	0.3	10.5	10.7	27.5	40.9	10.0	0.5	7.2	9.4	27.8	41.0	14.1

**Table 31. Have you been feeling safe over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time
<b>Total</b>	0.3	3.2	3.1	12.6	41.8	39.0	0.4	2.1	1.8	9.0	38.7	47.9
<b>School type</b>												
Primary	0.2	4.3	2.9	11.8	41.2	39.6	0.1	2.0	2.4	8.7	35.7	51.0
Secondary	0.3	2.7	3.2	13.0	42.1	38.7	0.6	2.1	1.6	9.1	40.1	46.6
<b>Condition</b>												
Survey only	0.4	3.2	3.4	13.2	41.5	38.3	0.6	2.0	1.9	9.8	38.5	47.2
Testing and survey	0.2	3.3	2.7	12.0	42.1	39.7	0.3	2.1	1.8	8.3	39.0	48.6
<b>Parent Gender</b>												
Male	0.2	1.4	2.8	12.5	42.4	40.7	0.0	2.6	1.9	9.8	38.1	47.5
Female	0.3	3.5	3.1	12.6	41.8	38.8	0.4	2.0	1.8	8.9	38.8	48.1
<b>Parent Age</b>												
<35	0.4	4.7	4.7	16.6	33.6	39.9	0.7	4.6	2.0	9.2	44.4	39.2
35-44	0.2	3.4	2.6	11.1	43.4	39.4	0.3	1.5	1.9	9.1	36.7	50.5
45-54	0.3	2.6	3.0	13.8	41.4	39.1	0.6	2.1	1.7	9.0	39.2	47.3
55-64	0.7	4.6	6.5	11.1	44.4	32.7	0.0	1.7	3.4	8.5	41.0	45.3
65+	3.1	9.4	0.0	3.1	40.6	43.8	0.0	4.0	0.0	4.0	44.0	48.0
<b>LOTE</b>												
Yes	0.5	4.2	2.4	16.1	41.6	35.2	0.4	2.3	2.5	11.6	41.2	42.0
No	0.2	3.0	3.3	11.6	41.9	40.1	0.4	2.0	1.7	8.3	38.1	49.5
<b>Aboriginal</b>												
Yes	0.0	2.7	5.4	18.9	40.5	32.4	0.0	11.1	0.0	0.0	33.3	55.6
No	0.3	3.2	3.1	12.5	41.8	39.1	0.4	2.0	1.8	9.1	38.7	48.0
<b>Family type</b>												
Two parent family	0.2	2.9	2.5	12.2	42.3	40.0	0.4	1.5	1.5	8.6	37.3	50.7
Single parent family	0.9	3.8	6.4	14.4	40.3	34.1	0.9	5.1	3.9	12.4	45.6	32.0
Step/blended family	0.5	3.4	2.5	13.7	40.7	39.2	0.0	1.5	1.5	4.5	39.8	52.6
Other	0.0	9.8	1.6	8.2	37.7	42.6	0.0	2.8	0.0	13.9	41.7	41.7
<b>Number of children U18</b>												
One	0.2	4.5	3.7	14.9	41.2	35.5	0.2	2.4	2.3	9.1	42.2	43.9
Two	0.4	2.6	3.0	11.8	44.1	38.1	0.5	1.9	1.5	8.7	38.9	48.5
Three	0.2	3.3	2.2	12.3	38.0	44.0	0.3	1.8	2.3	9.8	34.4	51.5
Four or more	0.5	2.6	3.2	9.0	37.6	47.1	1.7	2.5	2.5	5.8	35.8	51.7
<b>Child health risk/disability</b>												
Yes	0.4	7.1	6.7	17.5	38.8	29.5	0.7	0.7	4.0	12.6	40.4	41.7
No	0.2	2.7	2.5	11.9	42.4	40.2	0.4	2.1	1.5	8.5	38.7	48.8
<b>Child gender</b>												
Male	0.4	3.2	3.1	12.4	41.1	39.7	0.6	2.2	1.6	8.4	38.5	48.7
Female	0.1	3.2	2.9	13.0	42.6	38.2	0.3	1.9	2.1	9.9	39.1	46.8
<b>EA School</b>												
Yes	0.0	4.0	8.0	8.0	44.0	36.0	0.0	18.2	9.1	9.1	18.2	45.5
No	0.3	3.2	3.0	12.6	41.8	39.0	0.4	2.0	1.8	9.0	38.8	48.0
<b>School area</b>												
Metropolitan	0.2	3.2	3.2	12.8	41.9	38.7	0.5	2.0	2.0	9.1	39.2	47.2
Regional	0.5	3.2	2.4	11.7	41.4	40.8	0.2	2.2	1.0	8.4	36.9	51.3

**Table 32. Have you felt strain, stress or pressure during the past 6 months?**

	June/July					October				
	Not at all	A Little / about usual	Some / more than usual	Quite a bit of pressure	Almost more than I can take	Not at all	A Little / about usual	Some / more than usual	Quite a bit of pressure	Almost more than I can take
<b>Total</b>	3.1	20.8	35.0	33.5	7.5	3.7	26.7	32.5	30.2	6.9
<b>School type</b>										
Primary	3.3	19.5	31.7	36.9	8.6	4.0	24.9	30.3	31.4	9.5
Secondary	3.0	21.5	36.7	31.8	7.1	3.6	27.6	33.5	29.6	5.7
<b>Condition</b>										
Survey only	3.2	20.5	35.3	33.5	7.5	3.6	27.4	32.3	29.9	6.8
Testing and survey	3.0	21.2	34.8	33.4	7.6	3.8	26.1	32.7	30.4	7.0
<b>Parent Gender</b>										
Male	7.1	26.7	34.3	28.8	3.0	6.0	34.3	29.1	27.2	3.4
Female	2.5	19.9	35.2	34.2	8.2	3.4	25.8	32.9	30.6	7.3
<b>Parent Age</b>										
<35	3.6	19.8	31.6	35.2	9.9	2.6	22.4	31.4	29.5	14.1
35-44	2.9	19.9	33.2	35.7	8.2	4.4	26.9	30.7	31.0	7.0
45-54	2.9	21.5	37.2	31.8	6.6	3.4	27.1	34.1	29.7	5.7
55-64	5.2	24.0	38.3	25.3	7.1	3.4	26.5	35.9	26.5	7.7
65+	9.7	25.8	32.3	29.0	3.2	0.0	36.0	16.0	44.0	4.0
<b>LOTE</b>										
Yes	6.0	27.6	31.2	28.1	7.1	5.0	30.0	31.4	26.0	7.6
No	2.3	19.0	36.1	35.0	7.7	3.4	25.9	32.8	31.3	6.7
<b>Aboriginal</b>										
Yes	0.0	16.7	25.0	44.4	13.9	5.3	21.1	10.5	47.4	15.8
No	3.1	20.9	35.2	33.4	7.5	3.7	26.9	32.6	30.1	6.8
<b>Family type</b>										
Two parent family	3.4	22.2	36.6	31.3	6.6	3.8	28.3	34.0	28.6	5.2
Single parent family	2.4	15.9	29.0	41.2	11.5	2.7	21.0	25.4	36.2	14.7
Step/blended family	1.5	17.6	28.3	43.4	9.3	3.7	23.0	31.9	35.6	5.9
Other	1.7	18.3	45.0	25.0	10.0	0.0	22.2	30.6	33.3	13.9
<b>Number of children U18</b>										
One	3.3	20.9	34.8	33.8	7.2	3.9	25.0	32.8	29.6	8.7
Two	3.0	20.2	35.2	34.3	7.4	3.3	27.7	33.8	29.6	5.5
Three	3.3	22.3	36.1	31.2	7.1	3.3	27.3	30.8	31.8	6.8
Four or more	1.6	22.1	32.1	32.1	12.1	6.6	28.1	24.8	33.1	7.4
<b>Child health risk/disability</b>										
Yes	2.2	13.1	28.1	43.1	13.5	2.6	12.6	33.8	38.4	12.6
No	3.3	21.8	35.7	32.4	6.8	3.9	28.4	32.3	29.0	6.3
<b>Child gender</b>										
Male	3.0	21.5	34.3	33.7	7.5	3.1	27.3	32.5	30.3	6.7
Female	3.3	20.1	36.0	33.1	7.5	4.3	25.9	32.5	30.6	6.7
<b>EA School</b>										
Yes	3.3	19.5	31.7	36.9	8.6	4.0	24.9	30.3	31.4	9.5
No	3.0	21.5	36.7	31.8	7.1	3.6	27.6	33.5	29.6	5.7
<b>School area</b>										
Metropolitan	3.3	20.6	35.4	33.1	7.6	3.7	25.9	33.1	30.3	7.0
Regional	2.1	21.8	33.5	35.3	7.3	3.6	30.5	30.1	29.8	6.0

**Table 33. I know how to build resilience in my child to help them deal with stress.**

	June/July					October				
	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
<b>Total</b>	0.9	5.3	9.2	60.5	24.1	0.7	5.8	8.1	62.0	23.4
<b>School type</b>										
Primary	0.9	6.1	9.8	60.0	23.2	1.0	8.0	7.7	62.8	20.6
Secondary	0.9	5.0	8.8	60.8	24.5	0.5	4.9	8.3	61.7	24.6
<b>Condition</b>										
Survey only	1.0	5.8	9.0	60.6	23.5	0.8	6.4	7.7	60.7	24.5
Testing and survey	0.8	4.9	9.3	60.4	24.6	0.5	5.3	8.6	63.3	22.3
<b>Parent Gender</b>										
Male	0.7	5.1	13.4	57.6	23.3	0.0	5.3	12.8	60.9	21.1
Female	0.9	5.4	8.5	61.0	24.2	0.7	6.0	7.5	62.2	23.6
<b>Parent Age</b>										
<35	1.2	6.7	11.1	56.9	24.1	1.3	12.2	10.3	54.5	21.8
35-44	0.9	5.5	8.1	61.4	24.2	0.4	6.0	7.2	63.2	23.1
45-54	0.9	5.0	9.4	60.5	24.3	0.8	5.0	7.8	62.4	23.9
55-64	0.0	5.8	11.7	59.7	22.7	0.0	4.2	10.2	61.0	24.6
65+	6.3	0.0	21.9	56.3	15.6	0.0	4.0	32.0	52.0	12.0
<b>LOTE</b>										
Yes	1.5	5.1	11.2	55.5	26.7	1.0	4.5	8.7	59.2	26.6
No	0.7	5.4	8.6	61.9	23.3	0.6	6.2	8.0	62.8	22.5
<b>Aboriginal</b>										
Yes	2.7	2.7	13.5	62.2	18.9	0.0	15.8	21.1	42.1	21.1
No	0.9	5.4	9.1	60.5	24.1	0.7	5.8	7.9	62.2	23.4
<b>Family type</b>										
Two parent family	0.6	5.1	8.5	61.9	24.0	0.5	5.1	8.1	62.6	23.7
Single parent family	2.4	5.6	11.8	55.6	24.5	1.5	8.1	8.7	61.4	20.4
Step/blended family	1.0	8.3	8.8	57.6	24.4	0.7	10.4	8.9	56.3	23.7
Other	1.6	4.9	14.8	55.7	23.0	0.0	5.6	2.8	61.1	30.6
<b>Number of children U18</b>										
One	0.9	5.4	10.6	61.3	21.8	0.3	5.0	9.7	60.5	24.5
Two	1.2	5.8	8.2	60.7	24.1	0.8	6.1	8.1	62.4	22.5
Three	0.2	4.5	9.4	60.7	25.2	0.8	5.8	5.5	63.9	24.1
Four or more	1.6	4.7	7.9	58.9	26.8	0.0	8.3	9.9	60.3	21.5
<b>Child health risk/disability</b>										
Yes	0.7	7.1	9.0	62.7	20.5	1.3	10.5	9.2	54.6	24.3
No	0.8	5.2	9.1	60.4	24.5	0.5	5.6	7.8	62.3	23.8
<b>Child gender</b>										
Male	0.8	5.2	9.4	61.1	23.5	0.8	5.8	8.5	62.2	22.8
Female	0.9	5.3	8.9	60.4	24.4	0.3	6.0	7.6	62.7	23.4
<b>EA School</b>										
Yes	3.8	7.7	15.4	53.8	19.2	27.3	0.0	18.2	36.4	18.2
No	0.9	5.3	9.1	60.6	24.1	0.5	5.9	8.1	62.1	23.4
<b>School area</b>										
Metropolitan	0.9	5.6	9.2	60.0	24.4	0.7	6.0	8.1	62.4	22.8
Regional	0.8	4.5	9.0	63.0	22.7	0.2	5.0	7.6	61.1	26.0

**Table 34. I have the skills to help my child to cope with change.**

	June/July					October				
	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
<b>Total</b>	0.6	4.0	7.6	57.0	30.9	0.2	4.2	6.3	59.9	29.4
<b>School type</b>										
Primary	0.5	4.5	7.8	56.4	30.8	0.3	4.5	6.7	59.5	29.0
Secondary	0.7	3.7	7.4	57.3	30.9	0.2	4.0	6.2	60.0	29.5
<b>Condition</b>										
Survey only	0.7	4.6	8.2	54.9	31.7	0.2	4.5	6.6	57.4	31.4
Testing and survey	0.6	3.4	7.0	59.0	30.1	0.3	3.9	6.1	62.2	27.5
<b>Parent Gender</b>										
Male	0.5	3.5	9.7	56.5	29.9	0.0	3.4	9.4	60.9	26.3
Female	0.7	4.0	7.2	57.0	31.0	0.2	4.3	6.0	59.7	29.8
<b>Parent Age</b>										
<35	0.4	2.8	9.5	53.8	33.6	0.0	7.1	11.5	50.0	31.4
35-44	0.8	4.2	6.8	57.2	31.0	0.3	3.9	5.5	60.0	30.2
45-54	0.6	3.9	7.2	57.4	30.9	0.2	3.8	6.0	61.6	28.4
55-64	0.0	3.2	12.9	56.1	27.7	0.0	5.9	5.1	57.6	31.4
65+	0.0	9.4	18.8	53.1	18.8	0.0	4.0	24.0	52.0	20.0
<b>LOTE</b>										
Yes	0.9	4.9	11.3	50.3	32.4	0.4	3.3	7.6	57.6	31.0
No	0.6	3.7	6.5	58.8	30.4	0.2	4.4	6.0	60.5	28.9
<b>Aboriginal</b>										
Yes	2.7	2.7	5.4	64.9	24.3	0.0	10.5	15.8	47.4	26.3
No	0.6	4.0	7.6	56.8	31.0	0.2	4.2	6.3	59.9	29.5
<b>Family type</b>										
Two parent family	0.5	3.5	7.2	57.9	30.9	0.2	3.3	6.1	60.6	29.8
Single parent family	1.3	5.5	8.0	53.9	31.3	0.3	7.2	7.8	58.4	26.3
Step/blended family	1.0	5.9	10.2	52.7	30.2	0.7	8.1	5.2	57.8	28.1
Other	0.0	3.3	8.2	59.0	29.5	0.0	5.6	8.3	50.0	36.1
<b>Number of children U18</b>										
One	0.4	3.9	9.1	57.4	29.1	0.2	4.5	6.6	59.8	28.9
Two	0.8	4.3	6.4	57.6	30.9	0.1	4.2	7.0	60.4	28.4
Three	0.6	3.6	8.1	56.0	31.6	0.5	3.5	4.0	59.0	33.0
Four or more	0.5	3.2	5.8	56.3	34.2	0.0	5.0	8.3	57.9	28.9
<b>Child health risk/disability</b>										
Yes	0.4	5.9	8.2	59.1	26.4	0.0	5.3	9.2	57.2	28.3
No	0.6	3.7	7.5	56.8	31.4	0.2	4.1	5.7	59.9	30.1
<b>Child gender</b>										
Male	0.6	3.8	7.5	57.8	30.3	0.3	4.4	6.1	61.3	28.1
Female	0.7	3.9	7.3	56.5	31.6	0.2	3.9	6.4	59.0	30.5
<b>EA School</b>										
Yes	3.8	3.8	19.2	53.8	19.2	0.0	18.2	0.0	54.5	27.3
No	0.6	4.0	7.5	57.0	31.0	0.2	4.1	6.4	59.9	29.4
<b>School area</b>										
Metropolitan	0.6	4.1	7.6	56.5	31.1	0.2	4.1	6.6	60.1	29.0
Regional	0.6	3.2	7.1	59.1	30.0	0.2	4.5	5.0	59.1	31.1

**Table 35. I know how to help my child to take action if they feel isolated/lonely.**

	June/July					October				
	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
<b>Total</b>	0.7	5.0	8.5	55.3	30.4	0.5	5.1	9.1	57.4	27.8
<b>School type</b>										
Primary	0.9	5.5	8.3	54.7	30.6	0.6	4.7	8.1	57.8	28.8
Secondary	0.6	4.7	8.6	55.7	30.3	0.5	5.3	9.5	57.3	27.4
<b>Condition</b>										
Survey only	1.1	4.5	8.9	54.9	30.7	0.5	5.4	8.6	56.7	28.8
Testing and survey	0.4	5.5	8.2	55.8	30.1	0.6	4.8	9.5	58.2	26.9
<b>Parent Gender</b>										
Male	0.7	5.6	12.3	54.2	27.3	0.4	4.9	15.1	54.0	25.7
Female	0.7	4.9	8.0	55.4	30.9	0.5	5.2	8.3	57.9	28.1
<b>Parent Age</b>										
<35	0.4	5.9	7.5	51.8	34.4	0.0	8.3	7.1	52.6	32.1
35-44	0.9	5.4	7.7	56.9	29.1	0.8	4.8	8.3	59.1	27.0
45-54	0.7	4.4	9.0	54.6	31.3	0.5	4.6	9.3	58.3	27.4
55-64	0.0	5.2	11.0	54.8	29.0	0.0	7.6	11.0	48.3	33.1
65+	3.1	3.1	25.0	46.9	21.9	0.0	8.0	32.0	32.0	28.0
<b>LOTE</b>										
Yes	0.8	5.0	11.2	49.3	33.7	0.6	3.5	9.5	57.3	29.1
No	0.7	5.0	7.8	57.0	29.5	0.5	5.5	9.0	57.5	27.5
<b>Aboriginal</b>										
Yes	2.7	2.7	10.8	62.2	21.6	0.0	10.5	10.5	52.6	26.3
No	0.7	5.0	8.5	55.3	30.5	0.5	5.1	9.1	57.3	28.0
<b>Family type</b>										
Two parent family	0.6	4.6	8.6	55.6	30.7	0.4	4.5	8.4	57.8	28.9
Single parent family	1.3	5.6	8.0	55.3	29.8	0.9	6.3	11.4	60.1	21.3
Step/blended family	1.0	8.3	10.2	50.2	30.2	0.7	10.4	11.1	51.1	26.7
Other	1.6	6.6	6.6	62.3	23.0	0.0	2.8	16.7	41.7	38.9
<b>Number of children U18</b>										
One	0.9	4.8	9.2	55.0	30.1	0.2	6.3	8.9	55.4	29.2
Two	0.8	5.6	8.0	55.3	30.4	0.5	4.2	10.8	58.6	26.0
Three	0.5	4.4	7.8	57.6	29.7	0.5	5.5	6.3	56.3	31.5
Four or more	0.5	4.2	10.5	51.6	33.2	0.0	7.4	6.6	60.3	25.6
<b>Child health risk/disability</b>										
Yes	0.4	9.3	8.9	54.6	26.8	0.0	7.9	8.6	53.9	29.6
No	0.7	4.6	8.4	55.5	30.8	0.5	4.7	8.9	57.6	28.3
<b>Child gender</b>										
Male	0.6	5.1	8.1	56.5	29.8	0.9	4.7	9.3	59.0	26.0
Female	0.8	4.6	8.9	54.4	31.2	0.1	5.4	8.9	55.9	29.6
<b>EA School</b>										
Yes	3.8	3.8	23.1	50.0	19.2	0.0	18.2	18.2	45.5	18.2
No	0.7	5.0	8.4	55.4	30.5	0.5	5.0	9.0	57.5	27.9
<b>School area</b>										
Metropolitan	0.7	5.1	8.8	55.0	30.4	0.5	5.0	9.4	57.7	27.4
Regional	0.8	4.5	7.3	57.0	30.4	0.5	5.5	7.4	56.8	29.8

**Table 36. I am able to help my child if they are feeling anxious or sad.**

	June/July					October				
	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
<b>Total</b>	0.7	3.5	6.3	53.2	36.3	0.6	3.5	6.6	55.8	33.5
<b>School type</b>										
Primary	0.5	3.6	6.3	50.8	38.7	0.6	3.1	6.4	53.8	36.1
Secondary	0.8	3.4	6.3	54.4	35.2	0.6	3.7	6.7	56.6	32.3
<b>Condition</b>										
Survey only	0.8	3.7	6.0	52.6	36.9	0.5	3.5	6.5	54.6	35.0
Testing and survey	0.6	3.3	6.6	53.8	35.8	0.7	3.6	6.8	56.9	32.1
<b>Parent Gender</b>										
Male	0.7	4.7	8.8	52.3	33.5	0.4	1.9	11.3	57.0	29.4
Female	0.7	3.3	6.0	53.3	36.8	0.6	3.8	6.1	55.5	34.0
<b>Parent Age</b>										
<35	0.8	3.2	6.7	42.9	46.4	0.0	5.1	7.7	47.4	39.7
35-44	0.9	3.2	5.6	53.1	37.1	0.7	3.1	6.2	55.9	34.1
45-54	0.5	3.9	6.6	54.3	34.8	0.7	3.4	6.5	57.9	31.5
55-64	0.0	2.6	8.4	59.7	29.2	0.0	5.1	9.3	46.6	39.0
65+	6.3	3.1	9.4	56.3	25.0	0.0	8.0	8.0	52.0	32.0
<b>LOTE</b>										
Yes	1.1	4.1	7.9	47.5	39.4	1.0	2.7	8.8	50.6	36.8
No	0.6	3.3	5.8	54.8	35.5	0.4	3.8	6.0	57.2	32.6
<b>Aboriginal</b>										
Yes	2.7	2.7	5.4	62.2	27.0	0.0	5.3	15.8	47.4	31.6
No	0.6	3.5	6.3	53.1	36.4	0.6	3.5	6.5	55.8	33.6
<b>Family type</b>										
Two parent family	0.4	3.2	6.0	53.8	36.6	0.6	2.8	6.7	56.0	34.0
Single parent family	1.8	5.3	6.4	50.7	35.8	0.6	6.6	6.3	57.1	29.4
Step/blended family	1.0	3.9	9.3	51.5	34.3	0.7	5.9	6.7	54.8	31.9
Other	1.6	0.0	8.2	54.1	36.1	0.0	2.8	8.3	38.9	50.0
<b>Number of children U18</b>										
One	0.6	3.5	6.7	54.7	34.4	0.6	4.4	7.1	55.1	32.8
Two	0.9	3.8	5.9	52.7	36.6	0.5	3.0	7.0	56.5	33.1
Three	0.5	2.7	6.7	52.7	37.4	0.5	3.8	5.5	54.3	36.0
Four or more	0.0	3.2	5.3	54.0	37.6	0.0	4.1	5.0	57.9	33.1
<b>Child health risk/disability</b>										
Yes	1.1	6.0	4.9	55.2	32.8	1.3	5.3	5.3	51.3	36.8
No	0.6	3.3	6.2	53.2	36.8	0.4	3.4	6.3	56.0	33.9
<b>Child gender</b>										
Male	0.5	3.5	6.3	53.3	36.5	0.7	4.0	6.2	56.2	32.9
Female	0.8	3.1	6.2	53.3	36.6	0.4	3.0	7.0	55.9	33.7
<b>EA School</b>										
Yes	4.0	4.0	16.0	56.0	20.0	0.0	18.2	18.2	36.4	27.3
No	0.7	3.5	6.2	53.2	36.4	0.6	3.5	6.6	55.9	33.5
<b>School area</b>										
Metropolitan	0.7	3.5	6.3	52.8	36.7	0.6	3.5	7.0	55.9	32.9
Regional	0.5	3.5	5.8	55.3	34.8	0.2	3.3	4.8	55.5	36.1

**Table 37. How important is it to you that your child's school is participating in this research study about COVID-19?\***

	June/July				October			
	Unsure	Not important	Important	Very important	Unsure	Not important	Important	Very important
<b>Total</b>	6.1	7.1	43.7	43.2	4.2	5.6	44.5	45.6
<b>School type</b>								
Primary	7.6	8.4	40.4	43.6	5.0	7.5	42.1	45.4
Secondary	5.2	6.4	45.5	42.9	3.8	4.6	45.8	45.8
<b>Parent Gender</b>								
Male	6.8	8.6	41.4	43.2	1.9	5.8	51.9	40.3
Female	5.8	6.9	44.1	43.1	4.6	5.6	43.4	46.4
<b>Parent Age</b>								
<35	10.1	6.8	41.2	41.9	8.0	9.2	33.3	49.4
35-44	6.5	8.3	44.8	40.4	5.0	5.9	48.5	40.6
45-54	5.2	6.0	43.0	45.7	3.4	5.6	43.4	47.7
55-64	2.7	4.1	46.6	46.6	1.6	0.0	45.9	52.5
65+	0.0	12.5	31.3	56.3	0.0	0.0	20.0	80.0
<b>LOTE</b>								
Yes	5.9	5.1	37.5	51.6	4.8	3.2	38.0	54.0
No	6.1	7.6	45.4	40.9	4.1	6.2	46.3	43.4
<b>Aboriginal</b>								
Yes	4.3	0.0	39.1	56.5	8.3	0.0	41.7	50.0
No	6.1	7.2	43.8	42.9	4.2	5.6	44.6	45.6
<b>Family type</b>								
Two parent family	6.3	7.7	43.6	42.3	4.4	6.0	44.8	44.9
Single parent family	4.6	5.3	43.1	47.0	3.0	1.8	45.1	50.0
Step/blended family	6.9	5.0	44.6	43.6	6.8	10.2	47.5	35.6
Other	6.3	3.1	46.9	43.8	0.0	0.0	18.8	81.3
<b>Number of children U18</b>								
One	6.3	4.8	43.8	45.1	2.9	4.2	40.2	52.7
Two	6.7	7.4	42.6	43.3	4.3	5.9	48.3	41.5
Three	4.6	9.2	46.7	39.5	5.7	7.1	42.2	45.0
Four or more	5.2	8.3	43.8	42.7	3.2	4.8	40.3	51.6
<b>Child health risk/disability</b>								
Yes	6.9	5.5	33.1	54.5	2.5	2.5	38.3	56.8
No	6.0	7.1	44.5	42.4	4.3	5.9	45.5	44.3
<b>Child gender</b>								
Male	5.8	7.1	43.5	43.6	3.9	5.2	44.3	46.5
Female	6.6	7.2	44.2	41.9	4.1	5.8	46.2	43.9
<b>EA School</b>								
Yes	9.1	0.0	18.2	72.7	50.0	0.0	0.0	50.0
No	6.0	7.1	43.8	43.0	4.2	5.6	44.6	45.6
<b>School area</b>								
Metropolitan	6.2	7.1	43.6	43.1	4.1	5.3	44.2	46.3
Regional	5.5	7.0	43.9	43.6	4.7	7.0	45.8	42.5

\*test schools only

**Table 38. Did your child participate in the COVID-19 testing (throat and nasal swabs) at school as part of the DETECT study?\***

	June/July			October		
	Yes	No	Don't know	Yes	No	Don't know
<b>Total</b>	53.9	32.9	13.3	75.2	21.1	3.7
<b>School type</b>						
Primary	69.5	23.5	7.0	82.7	15.8	1.5
Secondary	45.4	37.9	16.7	71.4	23.7	4.9
<b>Parent Gender</b>						
Male	54.1	31.1	14.9	74.7	17.5	7.8
Female	53.8	33.1	13.0	75.3	21.5	3.1
<b>Parent Age</b>						
<35	62.2	25.7	12.2	82.8	12.6	4.6
35-44	55.9	32.0	12.1	75.7	21.4	2.9
45-54	49.6	35.8	14.6	73.7	22.2	4.1
55-64	52.1	31.5	16.4	70.5	26.2	3.3
65+	87.5	6.3	6.3	86.7	0.0	13.3
<b>LOTE</b>						
Yes	55.9	29.4	14.7	74.8	19.6	5.6
No	53.3	33.8	12.9	75.3	21.4	3.2
<b>Aboriginal</b>						
Yes	60.9	30.4	8.7	100.0	0.0	0.0
No	53.7	33.0	13.3	75.0	21.2	3.8
<b>Family type</b>						
Two parent family	53.8	34.8	11.4	74.2	22.4	3.4
Single parent family	51.2	28.1	20.6	78.5	17.2	4.3
Step/blended family	61.0	22.0	17.0	84.7	10.2	5.1
Other	60.6	24.2	15.2	68.8	18.8	12.5
<b>Number of children U18</b>						
One	49.5	33.9	16.6	72.6	22.6	4.8
Two	52.3	35.0	12.8	74.6	22.5	2.9
Three	62.4	29.6	8.0	81.5	15.2	3.3
Four or more	62.5	20.8	16.7	75.8	19.4	4.8
<b>Child health risk/disability</b>						
Yes	49.0	32.4	18.6	75.3	19.8	4.9
No	54.4	32.8	12.7	75.3	21.3	3.4
<b>Child gender</b>						
Male	55.1	31.2	13.7	78.1	18.1	3.8
Female	51.9	35.0	13.1	70.7	25.6	3.7
<b>EA School</b>						
Yes	54.5	36.4	9.1	50.0	50.0	0.0
No	53.9	32.8	13.3	75.3	21.0	3.7
<b>School area</b>						
Metropolitan	49.5	35.4	15.1	73.3	22.5	4.2
Regional	72.6	22.0	5.5	83.7	14.4	1.9

\*test schools only

**Table 39. On the morning of the COVID testing how concerned did your child feel about possibly having their throat and nose swabbed at school?\***

	June/July					October				
	Not at all	A little	Mod-erately	Quite a bit	Extreme-ly	Not at all	A little	Mod-erately	Quite a bit	Extreme-ly
<b>Total</b>	60.8	28.4	6.6	3.1	1.1	61.9	29.4	6.3	2.3	0.1
<b>School type</b>										
Primary	61.4	26.4	6.1	4.2	1.9	62.8	28.7	5.5	2.7	0.3
Secondary	60.3	30.1	7.0	2.2	0.4	61.4	29.8	6.8	2.0	0.0
<b>Parent Gender</b>										
Male	65.0	24.2	6.7	2.5	1.7	61.7	29.6	7.8	0.9	0.0
Female	60.1	29.1	6.6	3.2	1.0	61.9	29.4	6.1	2.5	0.1
<b>Parent Age</b>										
<35	61.5	25.3	6.6	4.4	2.2	65.3	23.6	6.9	4.2	0.0
35-44	58.5	29.8	6.1	4.2	1.4	59.0	31.3	6.9	2.5	0.3
45-54	63.0	28.0	6.8	1.9	0.3	62.0	30.1	6.1	1.8	0.0
55-64	62.2	24.3	13.5	0.0	0.0	74.4	18.6	4.7	2.3	0.0
65+	64.3	28.6	0.0	0.0	7.1	76.9	23.1	0.0	0.0	0.0
<b>LOTE</b>										
Yes	58.9	30.6	6.2	2.4	1.9	57.2	31.6	8.6	2.7	0.0
No	61.4	27.8	6.7	3.3	0.8	63.2	28.8	5.7	2.1	0.1
<b>Aboriginal</b>										
Yes	78.6	7.1	7.1	7.1	0.0	58.3	16.7	8.3	16.7	0.0
No	60.5	28.7	6.6	3.0	1.1	61.9	29.6	6.3	2.1	0.1
<b>Family type</b>										
Two parent family	60.4	29.5	5.5	3.6	1.0	62.2	29.6	6.2	2.0	0.0
Single parent family	63.2	22.9	10.4	1.4	2.1	58.6	27.3	9.4	3.9	0.8
Step/blended family	60.0	30.0	8.3	1.7	0.0	64.0	32.0	2.0	2.0	0.0
Other	60.0	25.0	15.0	0.0	0.0	72.7	27.3	0.0	0.0	0.0
<b>Number of children U18</b>										
One	62.1	29.0	7.6	0.9	0.4	67.4	22.8	7.1	2.7	0.0
Two	62.5	27.3	4.9	4.4	0.9	61.0	29.9	6.3	2.6	0.2
Three	58.1	28.1	8.3	3.2	2.3	59.9	33.1	5.8	1.2	0.0
Four or more	55.0	36.7	6.7	1.7	0.0	51.1	42.6	4.3	2.1	0.0
<b>Child health risk/disability</b>										
Yes	57.7	31.0	4.2	4.2	2.8	52.5	34.4	6.6	6.6	0.0
No	61.7	28.1	6.3	3.0	0.9	62.7	28.4	6.7	2.0	0.1
<b>Child gender</b>										
Male	65.5	24.9	5.9	3.0	0.8	67.5	23.6	6.0	2.6	0.2
Female	54.7	33.7	7.4	3.2	1.0	54.1	37.0	6.9	1.9	0.0
<b>EA School</b>										
Yes	16.7	16.7	16.7	16.7	33.3	0.0	0.0	0.0	0.0	100.0
No	61.1	28.5	6.5	3.0	0.9	62.0	29.4	6.3	2.3	0.0
<b>School area</b>										
Metropolitan	61.5	27.8	6.1	3.3	1.3	60.6	30.7	6.2	2.3	0.1
Regional	58.6	30.4	8.0	2.5	0.4	67.0	24.0	6.7	2.2	0.0

\*test schools only

**Table 40. How concerned did your child feel after having their throat and nose swabbed at school\***

	June/July					October				
	Not at all	A little	Mod-erately	Quite a bit	Extreme -ly	Not at all	A little	Mod-erately	Quite a bit	Extreme -ly
<b>Total</b>	76.5	17.0	4.2	1.7	0.6	80.9	14.6	3.0	1.1	0.3
<b>School type</b>										
Primary	78.0	16.4	3.0	1.9	0.7	80.5	13.4	4.9	1.2	0.0
Secondary	75.1	17.6	5.1	1.6	0.6	81.1	15.3	2.0	1.1	0.5
<b>Parent Gender</b>										
Male	71.7	19.2	5.0	3.3	0.8	77.4	17.4	2.6	0.9	1.7
Female	77.1	16.8	4.0	1.5	0.6	81.5	14.1	3.1	1.2	0.1
<b>Parent Age</b>										
<35	69.6	22.8	5.4	2.2	0.0	75.0	16.7	8.3	0.0	0.0
35-44	76.6	16.1	4.4	1.6	1.2	80.3	13.9	3.3	1.9	0.6
45-54	78.5	16.0	3.3	1.9	0.3	82.8	14.6	1.8	0.5	0.3
55-64	73.0	21.6	5.4	0.0	0.0	79.1	16.3	2.3	2.3	0.0
65+	71.4	21.4	7.1	0.0	0.0	76.9	15.4	7.7	0.0	0.0
<b>LOTE</b>										
Yes	71.2	19.7	4.8	3.4	1.0	74.9	18.7	4.8	1.1	0.5
No	78.0	16.3	4.0	1.2	0.5	82.5	13.4	2.6	1.1	0.3
<b>Aboriginal</b>										
Yes	71.4	7.1	21.4	0.0	0.0	66.7	0.0	33.3	0.0	0.0
No	76.5	17.2	3.9	1.7	0.7	81.1	14.8	2.6	1.1	0.3
<b>Family type</b>										
Two parent family	77.3	16.1	4.3	1.7	0.6	81.6	14.2	2.6	1.3	0.3
Single parent family	75.0	19.4	2.1	2.8	0.7	80.5	13.3	4.7	0.8	0.8
Step/blended family	72.1	21.3	4.9	0.0	1.6	74.0	20.0	6.0	0.0	0.0
Other	70.0	20.0	10.0	0.0	0.0	72.7	27.3	0.0	0.0	0.0
<b>Number of children U18</b>										
One	76.8	17.0	3.6	1.3	1.3	82.2	14.7	2.7	0.4	0.0
Two	75.8	18.2	4.2	1.4	0.5	79.4	15.5	3.5	1.2	0.5
Three	77.4	15.2	4.1	2.8	0.5	82.6	12.2	2.3	2.3	0.6
Four or more	76.7	16.7	5.0	1.7	0.0	85.1	10.6	4.3	0.0	0.0
<b>Child health risk/disability</b>										
Yes	73.2	11.3	11.3	2.8	1.4	68.9	23.0	6.6	1.6	0.0
No	77.4	17.2	3.3	1.7	0.5	82.0	13.8	2.7	1.2	0.4
<b>Child gender</b>										
Male	79.7	13.8	4.3	1.2	1.0	83.1	12.9	2.8	0.8	0.4
Female	72.5	21.8	3.2	2.2	0.2	79.0	15.7	3.3	1.7	0.3
<b>EA School</b>										
Yes	33.3	0.0	33.3	16.7	16.7	0.0	100.0	0.0	0.0	0.0
No	76.7	17.1	4.0	1.6	0.5	81.0	14.5	3.1	1.1	0.3
<b>School area</b>										
Metropolitan	77.9	16.3	3.6	1.9	0.4	81.6	14.2	3.3	0.7	0.3
Regional	72.3	19.3	5.9	1.3	1.3	78.3	16.1	2.2	2.8	0.6

\*test schools only

**Table 41. How concerned are/were you about the results of the swab testing for your child?\***

	June/July					October				
	Not at all	A little	Mod-erately	Quite a bit	Extreme-ly	Not at all	A little	Mod-erately	Quite a bit	Extreme-ly
<b>Total</b>	75.7	18.4	3.7	1.2	1.0	79.3	16.5	2.9	0.7	0.6
<b>School type</b>										
Primary	76.2	17.8	3.0	1.9	1.2	76.0	18.5	3.3	1.2	0.9
Secondary	75.3	19.0	4.3	0.6	0.8	81.3	15.3	2.7	0.4	0.4
<b>Parent Gender</b>										
Male	71.7	21.7	2.5	0.8	3.3	77.4	19.1	2.6	0.9	0.0
Female	76.3	18.0	3.9	1.2	0.6	79.5	16.2	3.0	0.7	0.7
<b>Parent Age</b>										
<35	70.7	19.6	3.3	2.2	4.3	76.4	18.1	1.4	4.2	0.0
35-44	74.8	18.7	4.2	1.6	0.7	76.7	17.2	4.7	0.6	0.8
45-54	77.4	18.5	3.3	0.3	0.5	81.6	16.4	1.5	0.0	0.5
55-64	81.1	13.5	2.7	2.7	0.0	83.7	11.6	2.3	2.3	0.0
65+	78.6	14.3	7.1	0.0	0.0	84.6	7.7	7.7	0.0	0.0
<b>LOTE</b>										
Yes	65.4	23.6	7.2	1.4	2.4	65.8	25.1	5.9	1.1	2.1
No	78.7	17.0	2.7	1.1	0.5	83.0	14.2	2.1	0.6	0.1
<b>Aboriginal</b>										
Yes	57.1	21.4	21.4	0.0	0.0	75.0	16.7	0.0	8.3	0.0
No	76.0	18.4	3.5	1.2	1.0	79.4	16.5	3.0	0.6	0.6
<b>Family type</b>										
Two parent family	76.1	18.9	3.1	1.0	1.0	80.0	15.8	3.2	0.3	0.7
Single parent family	70.1	20.8	6.3	2.1	0.7	75.0	19.5	3.1	2.3	0.0
Step/blended family	83.6	9.8	3.3	1.6	1.6	80.0	18.0	0.0	2.0	0.0
Other	80.0	10.0	10.0	0.0	0.0	81.8	18.2	0.0	0.0	0.0
<b>Number of children U18</b>										
One	73.2	19.6	3.1	1.8	2.2	78.2	16.4	3.6	0.9	0.9
Two	74.1	20.5	4.2	0.7	0.5	78.7	18.1	2.6	0.0	0.7
Three	77.9	16.1	3.7	1.4	0.9	82.6	12.8	3.5	1.2	0.0
Four or more	86.7	8.3	3.3	1.7	0.0	78.7	14.9	2.1	4.3	0.0
<b>Child health risk/disability</b>										
Yes	62.0	25.4	11.3	1.4	0.0	80.3	13.1	3.3	1.6	1.6
No	77.0	17.8	3.2	1.1	1.0	79.7	16.6	2.6	0.6	0.5
<b>Child gender</b>										
Male	76.3	17.9	3.2	1.6	1.0	79.2	15.1	3.8	1.2	0.6
Female	74.5	19.6	4.2	0.7	1.0	79.3	18.2	1.9	0.0	0.6
<b>EA School</b>										
Yes	16.7	33.3	33.3	16.7	0.0	0.0	100.0	0.0	0.0	0.0
No	76.1	18.3	3.5	1.1	1.0	79.4	16.4	2.9	0.7	0.6
<b>School area</b>										
Metropolitan	75.3	19.0	3.3	1.4	1.0	77.9	18.0	2.8	0.6	0.7
Regional	76.9	16.8	5.0	0.4	0.8	85.0	10.6	3.3	1.1	0.0

\*test schools only

**Table 42. Family choice of schooling when students were permitted to learn at home in weeks one to three of Term 2.**

	June/July			October		
	Keep your child at home	Send your child to school	A mixture of both	Keep your child at home	Send your child to school	A mixture of both
<b>Total</b>	29.1	53.4	17.5	37.2	44.9	17.9
<b>School type</b>						
Primary	30.8	51.7	17.4	35.7	46.3	18.0
Secondary	28.2	54.2	17.5	37.8	44.3	17.9
<b>Condition</b>						
Survey only	28.6	53.6	17.8	36.7	45.1	18.2
Testing and survey	29.5	53.3	17.2	37.7	44.6	17.7
<b>Parent Gender</b>						
Male	28.6	51.1	20.3	39.6	42.4	18.0
Female	29.1	53.8	17.1	36.9	45.1	18.0
<b>Parent Age</b>						
<35	40.9	43.9	15.2	44.0	40.4	15.6
35-44	30.0	51.9	18.1	37.7	44.0	18.4
45-54	26.0	56.8	17.2	35.4	46.9	17.7
55-64	28.5	56.3	15.2	42.1	41.2	16.7
65+	43.3	26.7	30.0	32.0	36.0	32.0
<b>LOTE</b>						
Yes	32.0	47.8	20.2	41.1	37.6	21.3
No	28.3	55.0	16.7	36.1	46.8	17.0
<b>Aboriginal</b>						
Yes	54.3	34.3	11.4	60.0	13.3	26.7
No	28.7	53.8	17.5	37.1	45.0	17.9
<b>Family type</b>						
Two parent family	27.1	55.6	17.3	35.9	46.8	17.3
Single parent family	34.7	48.9	16.4	40.8	40.8	18.5
Step/blended family	35.1	42.8	22.2	44.6	33.8	21.5
Other	45.6	31.6	22.8	42.4	27.3	30.3
<b>Number of children U18</b>						
One	33.5	49.1	17.4	40.9	41.2	17.9
Two	25.2	57.6	17.3	34.4	48.3	17.3
Three	29.4	51.7	18.9	35.6	45.6	18.8
Four or more	37.2	47.7	15.1	48.6	31.2	20.2
<b>Child health risk/disability</b>						
Yes	50.2	32.0	17.8	57.3	27.3	15.4
No	27.0	55.9	17.2	35.6	46.5	18.0
<b>Child gender</b>						
Male	28.7	53.6	17.7	37.1	44.5	18.4
Female	29.6	53.3	17.0	37.0	45.4	17.6
<b>EA School</b>						
Yes	53.8	15.4	30.8	50.0	25.0	25.0
No	29.0	53.6	17.4	37.2	44.9	17.9
<b>School area</b>						
Metropolitan	28.0	54.6	17.3	36.2	46.3	17.5
Regional	33.9	47.7	18.4	41.6	38.3	20.1

**Table 43. Reasons for keeping child at home (multiple responses allowed).**

	June/July				October			
	I was told to do so by the Government	To keep my child and my family safe from COVID-19	To keep the school community safe from COVID-19	To keep the greater community safe from COVID-19	I was told to do so by the Government	To keep my child and my family safe from COVID-19	To keep the school community safe from COVID-19	To keep the greater community safe from COVID-19
<b>Total</b>	23.3	87.3	43.3	46.6	29.8	84.6	46.9	49.9
<b>School type</b>								
Primary	21.6	86.7	46.2	48.8	31.0	84.3	52.4	52.9
Secondary	24.2	87.7	48.8	45.4	29.3	84.8	44.7	48.7
<b>Condition</b>								
Survey only	21.4	88.6	44.0	46.0	29.1	83.9	44.1	45.5
Testing and survey	25.1	86.1	42.8	47.1	30.4	85.3	49.5	53.9
<b>Parent Gender</b>								
Male	31.9	84.1	47.8	53.1	39.8	79.6	54.1	51.0
Female	21.9	87.9	42.7	45.6	28.2	85.4	45.9	49.8
<b>Parent Age</b>								
<35	23.1	84.6	38.5	37.4	31.6	86.0	47.7	38.6
35-44	22.5	86.6	46.0	48.7	27.7	83.1	51.0	56.8
45-54	22.6	89.3	44.9	49.4	30.3	86.2	44.6	47.4
55-64	33.3	89.7	25.6	35.9	38.1	78.6	38.1	40.5
65+	38.5	69.2	15.4	7.7	16.7	100	16.7	16.7
<b>LOTE</b>								
Yes	20.2	91.3	44.2	45.7	28.1	82.0	43.8	46.6
No	24.3	86.1	43.1	46.9	30.3	85.5	47.9	51.0
<b>Aboriginal</b>								
Yes	26.7	80.0	40.0	26.7	62.5	62.5	12.5	12.5
No	23.2	87.5	43.7	47.2	29.2	84.8	47.3	50.3
<b>Family type</b>								
Two parent family	23.7	87.7	43.3	47.3	30.3	85.3	48.2	51.6
Single parent family	22.1	87.7	46.6	46.0	25.9	87.5	46.4	46.4
Step/blended family	20.0	86.2	40.0	44.6	32.1	79.2	41.5	43.4
Other	30.0	75.0	30.0	35.0	40.0	60.0	20.0	20.0
<b>Number of children U18</b>								
One	22.1	89.6	43.2	42.9	31.1	84.9	42.0	44.7
Two	20.7	88.2	46.6	49.6	30.2	83.3	48.8	52.5
Three	29.0	82.7	42.0	49.4	26.2	87.7	53.3	57.4
Four or more	31.0	81.0	29.3	37.9	34.7	81.6	42.9	40.8
<b>Child health risk/disability</b>								
Yes	15.3	94.1	27.1	29.7	22.4	96.1	35.5	38.2
No	24.7	85.8	46.4	49.4	30.3	83.0	48.1	51.0
<b>Child gender</b>								
Male	25.0	86.1	39.8	41.8	30.6	86.0	45.5	48.6
Female	21.8	88.7	47.5	52.0	30.1	82.4	48.6	51.7
<b>EA School</b>								
Yes	40.0	100.0	40.0	40.0	0	100	50.0	0
No	23.2	87.3	43.4	46.6	29.8	84.6	46.9	50.1
<b>School area</b>								
Metropolitan	22.3	87.6	42.8	45.6	28.5	85.8	47.4	49.9
Regional	27.4	86.3	45.7	50.3	34.7	79.9	45.1	50.0

**Table 44. Reasons for keeping child at school (multiple responses allowed).**

	June/July					October				
	I felt it was safe to do so	My child would receive a better education at school	I needed to work	I did not feel comfortable supporting learning at home	My child missed spending time with his/her school friends	I felt it was safe to do so	My child would receive a better education at school	I needed to work	I did not feel comfortable supporting learning at home	My child missed spending time with his/her school friends
<b>Total</b>	86.7	76.6	41.8	18.9	54.2	87.4	72.4	43.6	17.1	47.8
<b>School type</b>										
Primary	88.2	71.9	53.2	18.0	56.9	87.2	66.9	58.7	19.1	51.6
Secondary	86.0	78.7	36.5	19.4	53.0	87.5	74.8	36.9	16.6	46.0
<b>Condition</b>										
Survey only	87.3	77.5	41.6	18.0	56.2	86.4	73.3	42.1	16.9	46.8
Testing and survey	86.1	75.6	421.1	19.8	52.3	88.4	71.6	45.0	17.2	48.7
<b>Parent Gender</b>										
Male	88.4	83.9	30.7	19.1	55.3	92.1	82.2	27.7	11.9	39.6
Female	86.4	75.6	43.3	18.9	54.1	87.0	71.1	45.7	17.7	48.9
<b>Parent Age</b>										
<35	79.6	75.5	46.9	16.3	48.0	85.5	70.9	58.2	20.0	54.5
35-44	85.7	74.4	48.5	19.2	52.2	83.4	70.9	54.3	18.3	43.1
45-54	88.1	78.0	37.6	18.7	56.5	90.3	73.0	36.7	16.3	50.1
55-64	91.3	81.3	20.0	21.3	58.8	90.9	79.5	15.9	11.4	56.8
65+	87.5	78.5	12.5	25.0	62.5	88.9	77.8	22.2	22.2	22.2
<b>LOTE</b>										
Yes	82.4	76.4	38.7	27.2	47.3	85.5	71.7	44.1	20.4	50.7
No	87.7	76.6	42.6	17.0	55.8	87.8	72.5	43.5	16.4	47.2
<b>Aboriginal</b>										
Yes	80.0	801.0	50.0	30.0	40.0	100	100	0	0	100
No	86.7	76.5	41.7	18.8	54.4	87.4	72.6	43.6	17.2	47.6
<b>Family type</b>										
Two parent family	88.1	76.8	41.5	19.0	55.3	88.1	71.8	42.5	17.1	48.4
Single parent family	79.7	72.0	44.3	17.1	50.0	81.8	74.4	52.1	17.4	43.0
Step/blended family	89.7	87.2	42.3	25.6	56.4	92.9	78.6	40.5	19.0	52.4
Other	66.7	77.8	27.8	11.1	27.8	66.7	66.7	50.0	0	16.7
<b>Number of children U18</b>										
One	88.4	77.7	34.3	17.7	56.4	88.9	77.4	30.2	12.8	48.9
Two	85.1	75.9	46.1	19.3	54.0	87.7	71.2	46.4	18.6	48.1
Three	88.1	77.3	44.4	18.6	54.6	86.0	72.0	56.7	19.7	45.2
Four or more	88.2	75.0	31.6	22.4	47.4	79.4	64.7	35.3	14.7	44.1
<b>Child health risk/disability</b>										
Yes	81.3	76.0	52.0	22.7	54.7	83.8	70.3	51.4	24.3	59.5
No	87.0	76.6	41.4	18.6	54.0	87.5	72.5	43.1	16.3	47.5
<b>Child gender</b>										
Male	87.8	77.0	41.8	19.3	53.1	88.9	73.8	43.0	17.8	46.1
Female	86.1	75.6	42.1	18.2	55.3	85.6	71.5	44.3	16.5	49.1
<b>EA School</b>										
Yes	100	100	100	100	100	100	100	100	0	0
No	86.7	76.5	41.8	18.9	54.2	87.4	72.4	43.5	17.1	47.8
<b>School area</b>										
Metropolitan	86.7	77.5	40.7	18.3	56.1	87.9	73.6	42.7	16.6	48.0
Regional	86.5	71.5	47.6	21.7	43.8	84.6	65.7	48.3	19.6	46.9

## Longitudinal Item Data

**Table 45. Experiences of school's response to COVID-19 items.**

	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
<b>Informed</b>					
June/July	0.7	1.6	4.5	35.7	57.6
October	0.9	1.7	8.7	40.3	48.4
<b>Child was safe at school</b>					
June/July	0.8	3.9	10.3	39.1	46.0
October	0.4	2.4	6.2	42.5	48.4
<b>Worried child missing essential learning</b>					
June/July	11.4	24.6	17.4	29.9	16.6
October	16.6	26.4	18.6	26.5	11.9
<b>Positive experience of school handling of COVID-19</b>					
June/July	0.8	1.5	6.4	41.9	49.4
October	1.1	1.7	5.2	47.5	44.4

**Table 46. Compared to before the COVID-19 outbreak, how much more have you felt this way in the past 7 days, including today?**

	Not at all	A Little	Some	A Lot	A Great Deal
<b>Relaxed</b>					
June/July	19.6	17.4	36.9	22.0	4.2
October	18.0	16.5	38.1	23.0	4.4
<b>Hopeful</b>					
June/July	15.2	19.2	30.4	29.7	5.5
October	15.8	17.2	32.8	28.5	5.8
<b>Confident about the future</b>					
June/July	17.5	20.3	30.7	26.3	5.1
October	17.1	18.2	33.3	25.2	6.2
<b>Hopeless</b>					
June/July	58.4	23.7	13.7	3.4	0.8
October	55.9	26.5	14.1	2.7	0.7
<b>Anxious and stressed</b>					
June/July	21.3	40.2	25.1	11.2	2.2
October	20.7	44.2	23.5	9.3	2.4
<b>Cheerful</b>					
June/July	15.6	14.8	34.0	31.5	4.1
October	15.6	13.8	36.1	29.3	5.3

**Table 47. Over the past 2 weeks I have felt ....**

	At no time	Some of the time	Less than half the time	More than half the time	Most of the time	All the time
<b>Cheerful and in good spirits</b>						
June/July	0.2	5.8	7.9	19.1	58.5	8.5
October	0.4	4.1	8.4	15.8	60.9	10.5
<b>Calm and relaxed</b>						
June/July	1.0	7.0	10.1	25.7	48.6	7.6
October	1.0	5.3	10.9	22.9	51.0	8.8
<b>Active and vigorous</b>						
June/July	3.3	10.1	17.8	29.2	32.9	6.6
October	2.1	8.0	15.9	30.0	37.6	6.4
<b>Fresh and rested</b>						
June/July	6.4	12.0	19.7	28.1	29.0	4.8
October	5.2	10.1	18.4	29.1	31.5	5.6
<b>Interested in daily life</b>						
June/July	0.7	9.6	12.1	29.1	38.8	9.6
October	1.2	7.0	9.5	26.8	44.0	11.5
<b>Safe</b>						
June/July	0.4	2.5	2.8	10.9	42.1	41.3
October	0.5	1.8	1.9	7.9	39.4	48.4

**Table 48. Over the past 2 weeks my child was...\***

<b>Happy</b>	<b>Very sad/ depressed/ unhappy</b>	<b>Moderately sad/ depressed/ unhappy</b>	<b>Neutral</b>	<b>Moderately happy/ cheerful</b>	<b>Very happy/ cheerful</b>
June/July	0.7	6.3	12.8	46.5	33.7
October	0.3	5.2	10.1	45.1	39.2
<b>Anxious</b>	<b>Very worried</b>	<b>Moderately worried</b>	<b>Neutral</b>	<b>Moderately relaxed/calm</b>	<b>Very relaxed/calm</b>
June/July	2.1	10.8	18.8	33.0	35.4
October	1.0	10.8	15.3	31.4	41.5
<b>Fatigued</b>	<b>Extremely fatigued/ tired</b>	<b>Very fatigued/ tired</b>	<b>Moderately fatigued/ tired</b>	<b>Slightly fatigued/ tired</b>	<b>Not fatigued/ tired</b>
June/July	0.3	4.9	19.2	47.7	27.9
October	0.3	6.3	16.3	48.6	28.5
<b>Focused</b>	<b>Very unfocused/ distracted</b>	<b>Moderately unfocused/ distracted</b>	<b>Neutral</b>	<b>Moderately focused/ attentive</b>	<b>Very focused/ attentive</b>
June/July	0.7	11.8	16.7	44.1	26.7
October	1.7	9.0	16.0	43.1	30.2
<b>Irritable or easily angered</b>	<b>Extremely</b>	<b>Very</b>	<b>Moderately</b>	<b>Slightly</b>	<b>Not irritable or easily angered</b>
June/July	2.4	5.6	19.9	39.4	32.8
October	1.7	8.7	14.2	45.8	29.5
<b>Lonely</b>	<b>Extremely lonely</b>	<b>Very lonely</b>	<b>Moderately lonely</b>	<b>Slightly lonely</b>	<b>Not lonely</b>
June/July	0.3	1.4	7.0	27.6	63.6
October	0.7	1.4	4.9	27.2	65.9
<b>Restless</b>	<b>Extremely restless</b>	<b>Very restless</b>	<b>Moderately restless</b>	<b>Slightly restless</b>	<b>Not restless</b>
June/July	1.0	5.6	19.4	30.9	43.1
October	0.7	7.0	13.6	34.5	44.3
<b>Worried</b>	<b>Very worried</b>	<b>Moderately worried</b>	<b>Neutral</b>	<b>Moderately relaxed/ calm</b>	<b>Very relaxed/ calm</b>
June/July	1.4	14.3	20.9	27.9	35.5
October	1.0	13.2	13.9	29.5	42.4
<b>Enjoyed activities</b>	<b>Not at all</b>	<b>Slightly</b>	<b>Moderately</b>	<b>A lot</b>	<b>Very much</b>
June/July	1.4	6.3	21.5	41.7	29.2
October	0.3	3.1	10.8	44.6	41.1

\*primary school parents only

**Table 49. Learning at home resource items.**

	Never	Rarely	Sometimes	Most of the time	Always
<b>Computing resources</b>					
June/July	1.3	1.2	4.5	10.4	82.6
October	1.1	2.0	4.5	12.1	80.4
<b>Time resources</b>					
June/July	1.9	13.5	33.2	30.0	21.5
October	1.7	13.2	35.0	29.7	20.3
<b>Reliable internet connection</b>					
June/July	0.5	1.8	6.5	31.2	59.8
October	0.4	1.6	7.8	31.6	58.6
<b>Resources provided by the school</b>					
June/July	1.2	3.2	12.9	31.7	51.1
October	1.0	3.9	13.1	35.1	46.9
<b>Appropriate study places</b>					
June/July	1.0	2.8	9.5	20.8	65.9
October	0.7	3.2	10.8	22.1	63.2

**Table 50. Have you felt strain, stress or pressure during the past 6 months?**

	Not at all	A little / about usual	Some / more than usual	Quite a bit of pressure	Almost more than I can take
June/July	4.1	22.2	34.6	31.6	7.6
October	3.8	29.7	31.8	27.8	6.9

**Table 51. Self-efficacy items.**

	Strongly disagree	Disagree	Neither	Agree	Strongly Agree
<b>Know how to build resilience in child</b>					
June/July	0.9	5.1	10.2	61.1	22.7
October	0.9	6.4	8.8	60.7	23.2
<b>Have the skills to help child cope with change</b>					
June/July	0.8	3.6	6.7	58.6	30.3
October	0.4	4.5	6.2	59.9	29.0
<b>Know how to help child if they feel isolated/lonely</b>					
June/July	0.5	5.2	8.4	56.5	29.3
October	0.5	6.0	9.6	57.2	26.7
<b>Able to help child if they are feeling anxious or sad</b>					
June/July	0.4	3.2	6.1	56.2	34.1
October	1.1	3.8	6.2	57.7	31.2

**Table 52. How important is it to you that your school is participating in this research study about COVID-19?\***

	Unsure	Not important	Important	Very important
June/July	5.5	7.4	43.8	43.3
October	4.6	3.5	46.9	45.0

+test schools only

**Table 53. How concerned was your child with testing?\***

	Not at all concerned	A little bit concerned	Moderately concerned	Quite a bit concerned	Extremely concerned
June/July	63.2	28.5	5.3	2.6	0.0
October	66.9	26.1	4.6	2.5	0.0

+test schools only

**Table 54. How concerned was your child after testing?\***

	Not at all concerned	A little bit concerned	Moderately concerned	Quite a bit concerned	Extremely concerned
June/July	78.5	16.7	3.9	0.4	0.4
October	86.5	11.0	1.8	0.3	0.3

+test schools only

**Table 55. How concerned were you about the results from the swab test?\***

	Not at all concerned	A little bit concerned	Moderately concerned	Quite a bit concerned	Extremely concerned
June/July	81.1	15.4	2.2	0.9	0.4
October	81.6	14.7	3.1	0.3	0.3

+test schools only

**Table 56. Family choice of schooling when students were permitted to learn at home in weeks one to three of Term 2.**

	Keep your child at home	Send your child to school	A mixture of both
June/July	26.8	59.0	14.3
October	34.3	49.5	16.2

**Table 57. Reasons for keeping child at home (multiple responses allowed).**

	<b>I was told to do so by the Government</b>	<b>To keep my child and my family safe from COVID-19</b>	<b>To keep the school community safe from COVID-19</b>	<b>To keep the greater community safe from COVID-19</b>
June/July	26.1	90.4	54.3	54.8
October	33.1	85.0	45.3	47.0

**Table 58. Reasons for keeping child at school (multiple responses allowed).**

	<b>I felt it was safe to do so</b>	<b>My child would receive a better education at school</b>	<b>I needed to work</b>	<b>I did not feel comfortable supporting learning at home</b>	<b>My child missed spending time with his/her school friends</b>
June/July	88.2	77.1	39.7	18.3	56.6
October	88.9	72.6	41.5	15.4	47.0

## APPENDIX D – STAFF SURVEY ITEMS

Table 1. Demographics of staff respondents

	June/July		October		Longitudinal Cohort (responded in both June/July and October)	
	n	%	n	%	n	%
<b>Total</b>	1202	100	862	100	376	100
<b>School Level</b>						
Primary	466	38.8	327	37.9	21	5.6
Secondary	664	55.2	498	57.8	143	38.0
K-12	72	6.0	37	4.3	212	56.4
<b>Gender</b>						
Male	205	17.1	159	18.7	66	17.6
Female	993	82.9	693	81.3	310	82.4
<b>Age</b>						
Younger than 35	198	16.5	154	18.0	54	14.4
35-44 years	281	23.5	188	21.9	88	23.4
45-54 years	359	30.0	262	30.6	114	30.3
55-64 years	326	27.2	225	26.3	110	29.3
65 years and older	34	2.8	28	3.3	10	2.7
<b>Position</b>						
Teaching staff	618	51.4	411	47.7	181	48.1
Non-teaching staff	584	48.6	451	52.3	195	51.9
<b>Learning areas</b>						
All	66	10.7	41	10.0	12	6.6
Humanities	152	24.7	105	25.7	46	25.4
STEM	351	57.1	234	57.2	105	58.0
Other	46	7.5	29	7.1	18	9.9
<b>Area</b>						
Metropolitan	916	76.2	649	75.3	276	73.4
Regional	286	23.8	213	24.7	100	26.6
<b>ICSEA</b>						
High	625	53.0	429	50.8	198	54.0
Low	555	47.0	415	49.2	169	46.0

**Table 2. Have you been feeling cheerful and in good spirits over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time
<b>Total</b>	0.4	4.9	7.2	22.0	55.8	9.7	0.2	3.5	5.7	18.7	59.6	12.2
<b>Gender</b>												
Male	1.0	2.4	7.3	22.9	52.7	13.7	0.6	3.8	5.1	17.1	62.0	11.4
Female	0.3	5.4	6.9	21.9	56.6	8.9	0.0	3.3	5.6	19.2	59.2	12.6
<b>Age</b>												
Younger than 35	0.5	6.6	12.6	29.3	45.5	5.6	0.6	1.9	9.1	26.6	53.9	7.8
35-44 years	0.7	3.9	8.2	24.9	54.1	8.2	0.5	4.3	5.3	17.1	58.8	13.9
45-54 years	0.6	3.9	5.6	20.6	57.1	12.3	0.0	2.3	5.8	16.9	62.7	12.3
55-64 years	0.0	5.5	4.9	16.9	62.0	10.7	0.0	4.4	3.6	15.1	64.4	12.4
65 years and older	0.0	5.9	5.9	20.6	58.8	8.8	0.0	7.1	7.1	35.7	28.6	21.4
<b>Position</b>												
Teaching staff	0.6	6.0	9.5	25.7	49.8	8.3	0.2	4.1	7.8	19.3	57.6	11.0
Non-teaching staff	0.2	3.8	4.6	18.2	62.2	11.1	0.2	2.9	3.8	18.3	61.5	13.4
<b>Learning areas</b>												
All	0.0	3.0	3.0	28.8	59.1	6.1	2.4	0.0	4.9	19.5	65.9	7.3
Humanities	0.7	7.9	10.5	25.0	46.7	9.2	0.0	2.9	9.5	25.7	49.5	12.4
STEM	0.9	5.4	10.8	25.9	49.0	8.0	0.0	4.3	7.3	17.6	59.2	11.6
Other	0.0	8.7	6.5	23.9	50.0	10.9	0.0	13.8	10.3	10.3	58.6	6.9
<b>School type</b>												
Primary (K-6)	0.0	3.4	6.2	21.5	60.5	8.4	0.3	3.4	4.0	14.7	65.3	12.3
Secondary (7-12)	0.8	5.6	8.0	23.5	52.1	10.1	0.2	3.6	6.7	21.0	55.8	12.7
K-12	0.0	8.3	5.6	12.5	59.7	13.9	0.0	2.7	8.1	24.3	59.5	5.4
<b>Area</b>												
Metropolitan	0.4	5.1	7.0	23.6	53.7	10.2	0.3	3.4	5.6	19.3	59.7	11.7
Regional	0.3	4.2	7.7	17.1	62.6	8.0	0.0	3.8	6.1	17.0	59.4	13.7
<b>ICSEA</b>												
High	0.5	4.8	6.6	23.4	55.2	9.6	0.2	3.3	4.4	19.2	60.9	11.9
Low	0.4	5.2	7.9	20.2	56.4	9.9	0.2	3.6	7.0	17.6	59.2	12.3

**Table 3. Have you been feeling calm and relaxed over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time
<b>Total</b>	0.8	6.3	12.3	26.3	45.4	8.8	0.7	3.9	10.9	22.6	52.4	9.6
<b>Gender</b>												
Male	1.0	3.4	9.4	21.7	49.3	15.3	1.9	4.4	9.5	18.4	54.4	11.4
Female	0.8	7.0	12.7	27.3	44.7	7.5	0.3	3.6	11.0	23.7	52.1	9.3
<b>Age</b>												
Younger than 35	1.0	9.6	23.2	28.3	31.8	6.1	1.3	3.2	13.6	34.4	41.6	5.8
35-44 years	0.7	7.1	13.9	29.3	43.9	5.0	1.6	3.7	13.8	20.7	50.5	9.6
45-54 years	0.8	4.5	10.3	26.8	46.6	10.9	0.4	3.1	9.2	21.9	55.4	10.0
55-64 years	0.9	5.6	6.5	22.0	54.2	10.8	0.0	4.9	8.5	15.7	60.1	10.8
65 years and older	0.0	5.9	8.8	26.5	44.1	14.7	0.0	3.7	11.1	33.3	37.0	14.8
<b>Position</b>												
Teaching staff	1.5	7.8	17.2	29.3	37.3	7.0	1.0	3.7	14.4	22.2	51.0	7.8
Non-teaching staff	0.2	4.8	7.1	23.1	54.1	10.7	0.4	4.0	7.6	23.0	53.7	11.2
<b>Learning areas</b>												
All	0.0	6.1	10.6	33.3	42.4	7.6	2.4	0.0	9.8	24.4	53.7	9.8
Humanities	3.9	6.6	21.7	27.0	32.2	8.6	0.0	4.8	20.0	25.7	42.9	6.7
STEM	0.9	8.0	17.1	30.3	38.0	5.7	1.3	2.6	13.2	20.9	53.8	8.1
Other	0.0	13.0	13.0	26.1	37.0	10.9	0.0	14.3	10.7	17.9	50.0	7.1
<b>School type</b>												
Primary (K-6)	0.0	5.8	12.0	28.1	47.2	6.9	0.9	1.8	8.6	18.8	59.4	10.5
Secondary (7-12)	1.5	6.7	13.0	25.0	44.2	9.5	0.6	5.1	12.1	25.1	47.7	9.5
K-12	0.0	7.0	7.0	26.8	45.1	14.1	0.0	5.4	13.5	24.3	54.1	2.7
<b>Area</b>												
Metropolitan	1.1	6.6	13.1	26.6	44.4	8.2	0.8	3.7	11.6	23.9	51.6	8.4
Regional	0.0	5.7	9.5	25.4	48.8	10.6	0.5	4.2	8.5	18.9	54.7	13.2
<b>ICSEA</b>												
High	0.6	5.8	12.8	27.1	45.4	8.3	0.5	4.0	10.5	22.2	53.9	8.9
Low	1.1	7.1	12.0	25.0	45.6	9.3	1.0	3.2	11.4	23.1	51.5	10.0

**Table 4. Have you been feeling active and vigorous over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time
<b>Total</b>	1.8	8.4	17.6	28.2	36.1	7.8	1.3	5.9	14.1	27.3	42.2	9.3
<b>Gender</b>												
Male	1.0	5.4	16.8	23.8	38.6	14.4	1.9	3.8	13.4	18.5	49.0	13.4
Female	2.0	9.0	17.7	29.3	35.6	6.4	1.0	6.3	13.8	29.6	40.8	8.5
<b>Age</b>												
Younger than 35	1.0	12.6	22.7	28.8	27.8	7.1	1.3	4.6	18.3	32.0	34.0	9.8
35-44 years	1.8	8.7	19.3	31.6	34.5	4.0	1.1	5.3	13.4	29.4	40.1	10.7
45-54 years	0.8	8.9	17.0	26.8	37.7	8.7	1.6	3.9	15.1	26.4	45.0	8.1
55-64 years	3.7	5.3	13.4	26.7	41.3	9.6	1.4	8.1	10.4	24.3	46.8	9.0
65 years and older	0.0	3.0	21.2	30.3	30.3	15.2	0.0	14.3	10.7	25.0	42.9	7.1
<b>Position</b>												
Teaching staff	2.6	10.0	21.7	28.1	30.7	7.0	1.5	6.8	13.9	29.8	39.6	8.3
Non-teaching staff	1.0	6.8	13.3	28.4	41.8	8.7	1.1	5.0	14.2	25.0	44.6	10.1
<b>Learning areas</b>												
All	3.0	6.1	19.7	31.8	31.8	7.6	2.4	0.0	12.2	43.9	34.1	7.3
Humanities	2.6	10.6	22.5	26.5	28.5	9.3	1.9	6.7	13.5	29.8	35.6	12.5
STEM	2.9	9.5	22.8	28.0	30.5	6.3	1.3	7.7	14.1	27.8	41.9	7.3
Other	0.0	17.4	15.2	28.3	34.8	4.3	0.0	10.7	17.9	28.6	39.3	3.6
<b>School type</b>												
Primary (K-6)	1.1	7.6	18.4	30.6	37.1	5.2	1.5	5.8	11.7	26.5	45.2	9.2
Secondary (7-12)	2.3	9.3	17.5	26.2	35.3	9.4	1.2	5.3	15.7	27.9	40.3	9.6
K-12	2.8	5.6	13.9	31.9	36.1	9.7	0.0	13.5	13.5	27.0	40.5	5.4
<b>Area</b>												
Metropolitan	1.9	8.3	18.7	28.3	35.3	7.6	1.7	5.4	15.2	27.7	41.5	8.4
Regional	1.8	8.9	14.2	28.1	38.4	8.5	0.0	7.1	10.5	26.2	44.3	11.9
<b>ICSEA</b>												
High	2.1	8.1	17.4	27.1	37.3	7.9	1.2	5.4	12.3	25.2	47.6	8.3
Low	1.6	8.9	18.5	29.5	33.6	7.8	1.5	6.3	15.3	29.7	37.0	10.2

**Table 5. Have you woken up feeling fresh and rested over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time
<b>Total</b>	4.6	11.8	21.9	27.3	28.6	5.7	2.9	8.1	14.8	30.8	35.3	8.1
<b>Gender</b>												
Male	3.0	12.8	19.2	28.6	25.6	10.8	4.5	6.4	17.3	25.6	38.5	7.7
Female	5.0	11.6	22.4	27.1	29.4	4.7	2.5	8.3	14.2	32.1	34.6	8.3
<b>Age</b>												
Younger than 35	3.6	18.9	29.1	25.5	19.9	3.1	3.9	10.5	17.6	32.0	28.1	7.8
35-44 years	5.4	14.3	25.0	26.8	25.4	3.2	2.7	9.6	14.4	38.8	24.5	10.1
45-54 years	3.4	10.7	19.7	29.2	30.6	6.5	3.1	5.8	17.8	23.3	42.2	7.8
55-64 years	5.9	7.4	16.7	27.2	34.9	8.0	2.7	7.8	10.0	32.0	40.6	6.8
65 years and older	2.9	5.9	26.5	23.5	29.4	11.8	0.0	3.6	14.3	35.7	39.3	7.1
<b>Position</b>												
Teaching staff	5.7	15.3	25.4	25.0	24.1	4.6	3.7	8.1	16.9	32.6	30.6	8.1
Non-teaching staff	3.5	8.1	18.3	29.7	33.5	6.9	2.3	8.1	12.9	29.1	39.5	8.1
<b>Learning areas</b>												
All	1.5	16.9	24.6	27.7	23.1	6.2	2.4	2.4	17.1	39.0	29.3	9.8
Humanities	8.6	17.1	21.7	21.7	23.7	7.2	1.9	11.4	21.9	25.7	27.6	11.4
STEM	5.2	14.0	27.5	26.6	23.5	3.2	5.2	6.9	14.3	35.1	31.2	7.4
Other	6.5	17.4	23.9	17.4	30.4	4.3	0.0	13.8	20.7	27.6	37.9	0.0
<b>School type</b>												
Primary (K-6)	2.8	11.2	22.9	30.2	29.4	3.5	3.4	5.9	13.4	29.2	40.4	7.8
Secondary (7-12)	5.6	12.9	21.7	24.9	28.1	6.8	2.6	9.3	15.9	31.9	31.7	8.5
K-12	6.9	5.6	18.1	30.6	29.2	9.7	2.7	10.8	13.5	29.7	37.8	5.4
<b>Area</b>												
Metropolitan	5.4	12.7	23.4	26.3	26.9	5.3	3.3	8.1	16.8	30.2	34.1	7.5
Regional	2.1	8.8	17.3	30.4	34.3	7.1	1.9	8.1	8.6	32.5	38.8	10.0
<b>ICSEA</b>												
High	5.0	12.5	21.5	26.0	29.5	5.5	2.4	7.5	15.3	30.0	37.5	7.3
Low	4.4	10.9	22.2	29.0	27.5	6.0	3.4	8.8	14.2	31.1	33.7	8.8

**Table 6. Has your daily life been filled with things that interest you over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time
<b>Total</b>	0.8	8.0	9.6	24.8	44.3	12.6	0.5	4.2	8.2	23.0	48.4	15.8
<b>Gender</b>												
Male	2.0	3.5	8.9	23.8	42.1	19.8	1.3	2.5	8.2	21.5	44.9	21.5
Female	0.4	8.9	9.6	25.0	44.9	11.1	0.1	4.4	8.0	23.2	49.8	14.5
<b>Age</b>												
Younger than 35	0.5	9.1	14.6	28.8	37.4	9.6	0.6	2.6	9.1	28.6	46.1	13.0
35-44 years	1.8	7.5	11.1	27.2	39.8	12.5	0.5	3.7	10.6	18.1	47.3	19.7
45-54 years	0.3	7.8	7.8	24.9	45.7	13.4	0.4	4.6	7.3	23.6	47.9	16.2
55-64 years	0.6	8.1	6.8	20.2	51.6	12.7	0.0	4.5	7.2	22.4	52.9	13.0
65 years and older	0.0	2.9	11.8	23.5	41.2	20.6	3.6	3.6	3.6	28.6	42.9	17.9
<b>Position</b>												
Teaching staff	1.1	9.9	12.2	25.8	39.1	11.9	0.5	4.1	8.8	25.1	45.5	16.1
Non-teaching staff	0.3	5.9	6.9	23.7	49.8	13.3	0.4	4.3	7.6	21.1	51.1	15.5
<b>Learning areas</b>												
All	0.0	6.1	12.1	24.2	48.5	9.1	2.4	0.0	2.4	34.1	46.3	14.6
Humanities	0.0	9.3	14.6	27.2	35.1	13.9	0.0	5.7	10.5	21.0	42.9	20.0
STEM	1.7	10.9	11.7	25.7	38.3	11.7	0.4	4.7	9.0	24.4	46.2	15.4
Other	2.2	10.9	8.7	26.1	41.3	10.9	0.0	0.0	10.3	31.0	48.3	10.3
<b>School type</b>												
Primary (K-6)	0.4	7.7	8.6	22.4	49.5	11.4	0.6	4.0	5.5	19.1	54.5	16.3
Secondary (7-12)	0.9	8.4	10.9	27.2	40.3	12.3	0.4	4.2	10.1	25.3	44.2	15.8
K-12	1.4	5.6	4.2	18.3	47.9	22.5	0.0	5.4	5.4	27.0	51.4	10.8
<b>Area</b>												
Metropolitan	0.8	8.7	10.2	25.3	42.9	12.1	0.5	3.9	8.8	23.6	48.1	15.2
Regional	0.7	5.6	7.7	23.2	48.8	14.0	0.5	5.2	6.1	21.2	49.5	17.5
<b>ICSEA</b>												
High	0.8	8.7	10.5	24.1	42.8	13.2	0.5	4.5	6.1	24.4	50.0	14.6
Low	0.7	7.3	8.5	25.5	46.0	12.0	0.5	3.6	10.2	21.5	47.0	17.2

**Table 7. Have you been feeling safe over the last two weeks?**

	June/July						October					
	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time
<b>Total</b>	0.8	3.8	4.2	15.6	40.7	34.9	0.5	1.9	2.9	11.5	40.4	42.8
<b>Gender</b>												
Male	0.5	2.5	1.5	11.9	36.6	47.0	0.6	2.5	1.3	8.9	33.1	53.5
Female	0.8	4.0	4.6	16.4	41.6	32.5	0.3	1.7	3.1	12.0	42.4	40.5
<b>Age</b>												
Younger than 35	0.5	4.0	8.1	19.2	36.9	31.3	1.3	0.6	3.2	13.6	40.9	40.3
35-44 years	1.8	3.2	2.9	19.0	39.4	33.7	0.5	2.1	2.1	10.6	35.6	48.9
45-54 years	0.6	2.5	3.1	11.0	42.1	40.7	0.4	2.3	3.9	8.9	39.3	45.1
55-64 years	0.3	5.5	4.0	15.4	42.5	32.3	0.0	2.3	2.3	12.2	45.5	37.8
65 years and older	0.0	2.9	5.9	17.6	44.1	29.4	0.0	0.0	3.7	22.2	40.7	33.3
<b>Position</b>												
Teaching staff	1.1	5.0	5.7	18.7	35.9	33.5	0.2	2.2	3.2	12.4	39.0	42.9
Non-teaching staff	0.3	2.4	2.6	12.4	45.8	36.5	0.7	1.6	2.7	10.6	41.8	42.7
<b>Learning areas</b>												
All	0.0	3.0	7.6	16.7	33.3	39.4	2.4	0.0	2.4	9.8	46.3	39.0
Humanities	2.0	5.9	3.9	19.7	34.9	33.6	0.0	2.9	3.8	16.2	27.6	49.5
STEM	1.1	4.6	6.0	18.9	36.4	33.0	0.0	2.1	3.0	11.2	43.3	40.3
Other	0.0	8.9	6.7	15.6	37.8	31.1	0.0	3.4	3.4	13.8	34.5	44.8
<b>School type</b>												
Primary (K-6)	0.4	3.0	5.6	15.9	42.8	32.3	0.3	0.6	3.7	9.6	43.8	42.0
Secondary (7-12)	1.1	4.2	3.6	15.8	38.2	37.0	0.6	2.4	2.4	13.2	37.8	43.5
K-12	0.0	4.2	0.0	12.5	50.0	33.3	0.0	5.4	2.7	5.4	45.9	40.5
<b>Area</b>												
Metropolitan	0.9	3.7	4.5	15.6	40.7	34.6	0.6	1.7	3.3	12.1	40.8	41.4
Regional	0.4	3.9	3.2	15.9	40.6	36.0	0.0	2.4	1.9	9.5	39.3	46.9
<b>ICSEA</b>												
High	0.5	3.4	4.0	15.4	40.4	36.3	0.5	1.7	2.1	11.8	40.8	43.2
Low	1.1	4.2	4.5	15.6	40.8	33.9	0.5	2.2	3.6	10.9	39.9	42.8

**Table 8. Have you felt strain, stress or pressure during the past 6 months?**

	June/July					October				
	Not at all	Yes, a little/about usual	Yes, some/more than usual	Yes, quite a bit of pressure	Yes, almost more than I can take	Not at all	Yes, a little/about usual	Yes, some/more than usual	Yes, quite a bit of pressure	Yes, almost more than I can take
<b>Total</b>	2.1	17.6	33.2	38.1	9.0	2.9	25.1	33.3	30.7	8.0
<b>Gender</b>										
Male	3.4	22.0	30.2	37.6	6.8	4.4	32.7	24.5	29.6	8.8
Female	1.8	16.7	33.9	38.2	9.4	2.6	23.4	35.4	30.9	7.8
<b>Age</b>										
Younger than 35	0.5	13.7	23.4	50.8	11.7	4.5	16.9	32.5	35.1	11.0
35-44 years	0.7	14.6	31.7	43.8	9.3	1.1	19.1	32.4	38.8	8.5
45-54 years	2.2	17.6	38.5	33.0	8.7	2.7	27.5	35.5	28.2	6.1
55-64 years	3.4	22.8	34.5	31.4	8.0	3.1	32.9	31.6	24.4	8.0
65 years and older	9.1	15.2	36.4	36.4	3.0	7.1	21.4	39.3	25.0	7.1
<b>Position</b>										
Teaching staff	1.1	12.1	28.7	44.3	13.8	1.2	21.4	32.4	35.8	9.2
Non-teaching staff	3.1	23.5	37.8	31.7	3.9	4.4	28.4	34.1	26.2	6.9
<b>Learning areas</b>										
All	1.5	9.1	31.8	50.0	7.6	0.0	19.5	41.5	31.7	7.3
Humanities	2.6	11.2	25.7	44.7	15.8	1.9	21.0	28.6	38.1	10.5
STEM	0.6	13.3	28.8	43.5	13.8	1.3	22.2	31.6	36.8	8.1
Other	0.0	6.5	34.8	41.3	17.4	0.0	20.7	37.9	24.1	17.2
<b>School type</b>										
Primary (K-6)	0.6	17.3	36.1	37.8	8.2	2.8	25.7	35.8	28.4	7.3
Secondary (7-12)	2.7	16.9	32.3	38.0	10.1	3.2	23.3	32.5	32.3	8.6
K-12	5.6	26.4	22.2	41.7	4.2	0.0	43.2	21.6	29.7	5.4
<b>Area</b>										
Metropolitan	2.2	17.4	31.9	39.4	9.1	2.8	23.1	33.9	31.7	8.5
Regional	1.8	18.2	37.2	34.0	8.8	3.3	31.0	31.5	27.7	6.6
<b>ICSEA</b>										
High	1.8	16.4	33.6	39.1	9.2	2.1	24.5	33.3	32.4	7.7
Low	2.2	19.1	32.3	37.5	8.8	3.4	25.5	33.7	29.2	8.2

**Table 9. Compared to before the COVID-19 outbreak, how much more relaxed have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	17.7	20.0	38.2	20.9	3.3	16.3	15.3	39.2	24.9	4.3
<b>Gender</b>										
Male	20.2	20.7	32.0	22.2	4.9	17.2	17.8	33.8	27.4	3.8
Female	17.1	19.7	39.5	20.7	2.9	16.2	14.9	40.1	24.6	4.3
<b>Age</b>										
Younger than 35	23.7	25.8	32.8	15.2	2.5	17.8	16.4	44.7	17.8	3.3
35-44 years	19.4	23.3	36.6	19.4	1.4	21.5	18.8	33.3	22.0	4.3
45-54 years	14.1	21.4	40.3	20.0	4.2	11.7	15.2	42.0	27.2	3.9
55-64 years	17.2	12.9	39.1	26.5	4.3	15.5	13.2	35.5	30.5	5.5
65 years and older	8.8	8.8	52.9	26.5	2.9	22.2	3.7	51.9	22.2	0.0
<b>Position</b>										
Teaching staff	23.6	23.3	33.3	16.3	3.6	17.8	18.8	37.1	22.0	4.2
Non-teaching staff	11.4	16.6	43.3	25.9	2.9	14.9	12.2	41.1	27.5	4.3
<b>Learning areas</b>										
All	15.4	24.6	36.9	20.0	3.1	28.9	18.4	34.2	13.2	5.3
Humanities	23.0	23.0	33.6	16.4	3.9	13.6	22.3	36.9	21.4	5.8
STEM	26.1	23.2	30.9	16.0	3.7	16.8	19.4	37.5	22.4	3.9
Other	19.6	21.7	45.7	10.9	2.2	27.6	3.4	37.9	31.0	0.0
<b>School type</b>										
Primary (K-6)	13.2	19.9	40.3	24.0	2.6	16.3	14.4	36.6	29.7	3.1
Secondary (7-12)	21.3	19.8	37.2	18.2	3.5	15.9	16.3	41.0	21.6	5.1
K-12	12.5	22.2	33.3	26.4	5.6	21.6	10.8	37.8	27.0	2.7
<b>Area</b>										
Metropolitan	18.2	19.3	37.1	21.9	3.4	16.0	16.6	38.6	24.2	4.6
Regional	15.8	22.1	41.4	17.9	2.8	17.1	11.4	41.0	27.1	3.3
<b>ICSEA</b>										
High	17.8	20.0	36.8	22.0	3.4	15.3	17.2	37.9	26.3	3.3
Low	17.9	19.7	39.5	19.7	3.2	16.8	13.9	39.5	24.4	5.4

**Table 10. Compared to before the COVID-19 outbreak, how much more hopeful have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	11.0	18.5	34.3	30.5	5.7	12.3	14.0	37.0	30.8	5.9
<b>Gender</b>										
Male	12.3	19.7	33.5	25.6	8.9	16.7	11.5	34.0	30.8	7.1
Female	10.7	18.2	34.5	31.5	5.1	11.4	14.4	37.6	31.1	5.5
<b>Age</b>										
Younger than 35	12.2	24.4	35.5	25.4	2.5	14.6	15.9	38.4	27.2	4.0
35-44 years	12.9	20.9	32.4	29.5	4.3	15.5	15.0	36.4	27.3	5.9
45-54 years	8.4	17.1	37.1	30.3	7.0	10.0	12.4	37.1	35.1	5.4
55-64 years	12.1	15.0	31.8	33.3	7.8	9.9	13.9	36.3	32.7	7.2
65 years and older	5.9	11.8	35.3	44.1	2.9	17.9	10.7	39.3	25.0	7.1
<b>Position</b>										
Teaching staff	13.8	22.6	31.4	26.9	5.2	13.6	15.6	36.0	29.6	5.2
Non-teaching staff	8.0	14.1	37.3	34.4	6.3	11.2	12.5	37.9	31.9	6.5
<b>Learning areas</b>										
All	10.9	18.8	28.1	35.9	6.3	25.0	10.0	42.5	17.5	5.0
Humanities	11.8	24.3	34.2	23.7	5.9	11.8	19.6	32.4	30.4	5.9
STEM	16.0	20.9	31.5	26.6	4.9	12.5	14.7	37.5	29.7	5.6
Other	8.7	37.0	23.9	26.1	4.3	13.8	17.2	27.6	41.4	0.0
<b>School type</b>										
Primary (K-6)	8.3	15.2	33.9	36.5	6.1	12.7	11.1	38.6	31.8	5.9
Secondary (7-12)	13.5	19.5	35.1	26.4	5.5	11.4	15.7	36.6	30.9	5.5
K-12	5.6	30.6	29.2	29.2	5.6	21.6	16.2	29.7	21.6	10.8
<b>Area</b>										
Metropolitan	10.9	17.4	34.1	31.2	6.4	12.0	14.5	37.9	29.2	6.4
Regional	11.3	22.0	34.8	28.4	3.5	13.3	12.4	34.3	35.7	4.3
<b>ICSEA</b>										
High	10.2	16.7	35.0	31.1	7.1	12.3	12.8	39.1	30.6	5.2
Low	12.2	20.1	33.4	29.9	4.4	12.1	15.0	34.6	31.5	6.8

**Table 11. Compared to before the COVID-19 outbreak, how much more confident about the future have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	12.7	17.8	35.2	27.7	6.6	12.4	17.6	36.0	28.7	5.3
<b>Gender</b>										
Male	15.8	20.3	29.7	24.3	9.9	18.5	15.3	26.8	31.2	8.3
Female	12.1	17.3	36.2	28.5	6.0	10.9	18.2	38.0	28.3	4.6
<b>Age</b>										
Younger than 35	16.2	20.3	35.0	24.9	3.6	15.9	22.5	33.1	24.5	4.0
35-44 years	13.7	20.5	32.4	28.1	5.4	16.0	15.0	35.8	28.3	4.8
45-54 years	10.1	16.6	39.0	27.0	7.3	8.6	17.2	37.9	32.0	4.3
55-64 years	13.3	15.1	33.3	29.9	8.3	10.4	16.7	37.1	28.5	7.2
65 years and older	8.8	17.6	32.4	29.4	11.8	18.5	18.5	25.9	29.6	7.4
<b>Position</b>										
Teaching staff	16.5	19.6	33.8	24.0	6.0	14.1	16.6	35.7	28.3	5.2
Non-teaching staff	8.8	15.8	36.7	31.5	7.2	10.8	18.5	36.3	29.1	5.4
<b>Learning areas</b>										
All	9.4	21.9	29.7	31.3	7.8	23.1	10.3	41.0	23.1	2.6
Humanities	14.6	21.2	34.4	22.5	7.3	14.6	18.4	31.1	30.1	5.8
STEM	18.7	17.0	35.1	23.9	5.5	13.5	15.2	38.7	26.5	6.1
Other	17.4	32.6	26.1	19.6	4.3	6.9	31.0	20.7	41.4	0.0
<b>School type</b>										
Primary (K-6)	9.1	15.6	35.5	32.9	6.9	9.9	16.5	38.5	28.9	6.2
Secondary (7-12)	15.2	18.2	36.0	24.1	6.5	13.3	17.4	35.7	28.7	4.9
K-12	13.9	27.8	26.4	26.4	5.6	21.6	29.7	18.9	27.0	2.7
<b>Area</b>										
Metropolitan	12.0	17.3	34.5	29.0	7.3	12.2	17.7	37.4	26.8	5.9
Regional	15.1	19.3	37.5	23.5	4.6	13.0	17.3	31.7	34.6	3.4
<b>ICSEA</b>										
High	12.0	17.3	34.7	28.3	7.8	12.9	17.5	36.8	28.5	4.3
Low	13.8	18.1	35.5	27.2	5.4	11.7	17.5	35.3	29.0	6.6

**Table 12. Compared to before the COVID-19 outbreak, how much more hopeless have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	56.8	23.9	14.9	3.6	0.8	58.8	22.2	13.6	4.8	0.6
<b>Gender</b>										
Male	62.5	21.0	12.5	3.0	1.0	67.5	14.6	12.7	4.5	0.6
Female	55.9	24.4	15.2	3.8	0.7	56.9	24.3	13.6	4.7	0.6
<b>Age</b>										
Younger than 35	48.5	25.0	21.4	5.1	0.0	53.3	25.0	12.5	7.2	2.0
35-44 years	51.8	26.3	14.7	5.4	1.8	56.7	19.3	17.1	5.9	1.1
45-54 years	60.6	22.8	14.1	2.0	0.6	59.1	25.3	11.7	3.9	0.0
55-64 years	62.9	20.9	12.5	3.1	0.6	63.2	18.8	14.3	3.6	0.0
65 years and older	55.9	35.3	5.9	2.9	0.0	63.0	29.6	7.4	0.0	0.0
<b>Position</b>										
Teaching staff	54.8	24.6	15.1	4.8	0.8	58.3	24.0	11.9	5.4	0.5
Non-teaching staff	59.0	23.2	14.7	2.4	0.7	59.2	20.6	15.2	4.3	0.7
<b>Learning areas</b>										
All	55.6	30.2	11.1	1.6	1.6	59.0	30.8	7.7	2.6	0.0
Humanities	56.3	19.2	15.2	7.3	2.0	51.5	28.2	12.6	7.8	0.0
STEM	52.2	26.5	16.4	4.6	0.3	59.9	21.1	12.5	5.6	0.9
Other	67.4	19.6	10.9	2.2	0.0	65.5	24.1	10.3	0.0	0.0
<b>School type</b>										
Primary (K-6)	59.9	24.5	13.0	2.0	0.7	61.3	24.1	10.8	3.4	0.3
Secondary (7-12)	54.5	23.4	16.6	4.6	0.9	57.0	21.0	15.1	6.1	0.8
K-12	58.3	25.0	11.1	5.6	0.0	59.5	21.6	18.9	0.0	0.0
<b>Area</b>										
Metropolitan	58.1	22.9	14.6	3.5	0.9	57.4	23.7	13.6	4.8	0.5
Regional	52.7	27.2	15.9	3.9	0.4	62.9	17.6	13.8	4.8	1.0
<b>ICSEA</b>										
High	59.3	21.6	15.4	3.1	0.6	58.8	23.5	12.3	4.5	0.9
Low	54.4	26.2	14.4	4.2	0.9	59.4	21.4	14.1	4.9	0.2

**Table 13. Compared to before the COVID-19 outbreak, how much more anxious or stressed have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	18.7	37.4	27.1	13.6	3.1	20.0	40.1	24.4	13.3	2.2
<b>Gender</b>										
Male	24.1	37.4	24.1	12.8	1.5	27.3	34.4	27.3	9.1	1.9
Female	17.7	37.6	27.6	13.6	3.5	18.5	41.5	23.8	14.1	2.2
<b>Age</b>										
Younger than 35	11.2	29.9	30.5	24.9	3.6	15.2	35.1	25.2	19.9	4.6
35-44 years	16.5	34.2	28.4	17.3	3.6	19.6	37.5	21.2	18.5	3.3
45-54 years	22.1	42.2	24.6	7.9	3.1	19.1	46.5	24.2	9.0	1.2
55-64 years	21.2	40.9	25.2	9.8	2.8	23.3	39.9	26.0	10.3	0.4
65 years and older	23.5	26.5	41.2	8.8	0.0	26.9	30.8	34.6	3.8	3.8
<b>Position</b>										
Teaching staff	16.6	32.7	28.2	18.2	4.2	18.6	36.7	26.3	15.6	2.7
Non-teaching staff	21.0	42.5	26.0	8.7	1.9	21.3	43.2	22.6	11.1	1.8
<b>Learning areas</b>										
All	13.8	29.2	38.5	15.4	3.1	17.9	46.2	23.1	10.3	2.6
Humanities	14.5	35.5	27.0	18.4	4.6	16.5	35.0	27.2	19.4	1.9
STEM	17.5	31.6	27.9	18.1	4.9	19.1	36.5	25.7	15.2	3.5
Other	21.7	32.6	21.7	23.9	0.0	24.1	31.0	31.0	13.8	0.0
<b>School type</b>										
Primary (K-6)	16.2	41.8	27.1	11.9	3.0	20.8	46.0	22.4	9.0	1.9
Secondary (7-12)	19.5	34.4	27.4	15.2	3.5	19.3	36.2	25.7	16.0	2.7
K-12	27.8	37.5	25.0	9.7	0.0	21.6	40.5	24.3	13.5	0.0
<b>Area</b>										
Metropolitan	19.0	36.8	27.6	13.1	3.5	19.0	40.0	24.8	14.1	2.2
Regional	18.0	39.4	25.7	15.1	1.8	23.2	40.6	23.2	10.6	2.4
<b>ICSEA</b>										
High	18.3	38.1	26.5	13.7	3.4	18.8	41.6	25.4	12.4	1.9
Low	19.3	37.3	27.1	13.5	2.9	21.4	38.8	23.3	13.8	2.7

**Table 14. Compared to before the COVID-19 outbreak, how much more cheerful have you felt in the past 7 days, including today?**

	June/July					October				
	Not at all	A little	Some-what	A lot	A great deal	Not at all	A little	Some-what	A lot	A great deal
<b>Total</b>	11.3	14.4	38.9	30.6	4.8	11.4	10.5	40.0	33.1	4.9
<b>Gender</b>										
Male	17.4	15.9	35.3	24.9	6.5	15.3	11.5	35.0	35.0	3.2
Female	10.1	14.0	39.6	31.9	4.5	10.6	10.1	41.2	32.8	5.3
<b>Age</b>										
Younger than 35	11.7	20.8	41.1	24.4	2.0	13.2	11.2	46.1	25.0	4.6
35-44 years	13.6	15.8	37.6	29.0	3.9	13.9	10.7	42.2	28.9	4.3
45-54 years	9.3	12.7	41.0	31.1	5.9	8.2	9.8	38.7	38.7	4.7
55-64 years	12.1	11.5	36.2	34.1	6.2	9.9	10.8	36.5	36.5	6.3
65 years and older	6.1	9.1	36.4	45.5	3.0	25.9	7.4	33.3	33.3	0.0
<b>Position</b>										
Teaching staff	14.3	17.8	38.3	25.2	4.4	12.6	12.3	40.0	30.4	4.7
Non-teaching staff	8.2	10.8	39.6	36.3	5.2	10.4	8.8	40.1	35.6	5.2
<b>Learning areas</b>										
All	10.8	15.4	43.1	27.7	3.1	25.6	5.1	41.0	23.1	5.1
Humanities	9.9	17.9	41.7	25.8	4.6	11.7	14.6	43.7	27.2	2.9
STEM	17.8	16.3	36.7	24.9	4.3	11.6	11.6	40.1	31.0	5.6
Other	8.7	32.6	32.6	19.6	6.5	6.9	20.7	24.1	44.8	3.4
<b>School type</b>										
Primary (K-6)	8.7	12.6	39.4	34.8	4.5	12.4	9.9	39.3	33.1	5.3
Secondary (7-12)	13.4	15.0	39.5	27.2	4.9	10.4	11.0	40.5	33.1	4.9
K-12	10.0	20.0	30.0	34.3	5.7	16.2	8.1	40.5	32.4	2.7
<b>Area</b>										
Metropolitan	11.6	13.7	39.5	30.2	5.1	11.1	10.5	41.9	31.3	5.3
Regional	10.6	16.6	37.1	31.8	3.9	12.4	10.5	34.4	38.8	3.8
<b>ICSEA</b>										
High	11.1	12.8	38.3	32.5	5.3	11.1	10.9	41.0	32.7	4.3
Low	12.0	16.4	38.8	28.4	4.4	11.5	10.0	39.4	33.5	5.6

**Table 15. I feel my school has prepared a safe and protected working environment.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<b>Total</b>	1.5	10.5	12.7	47.0	28.3	1.3	6.9	11.4	49.9	30.6
<b>Gender</b>										
Male	2.0	7.4	15.8	43.8	31.0	1.9	7.0	10.8	50.3	29.9
Female	1.4	10.9	12.1	47.8	27.8	0.9	6.8	11.5	49.9	30.9
<b>Age</b>										
Younger than 35	2.0	13.2	14.7	51.8	18.3	2.6	9.3	9.9	53.6	24.5
35-44 years	2.1	11.4	12.9	50.4	23.2	1.1	8.5	13.8	46.8	29.8
45-54 years	0.8	8.1	11.7	46.5	32.9	0.4	3.1	12.4	53.3	30.9
55-64 years	1.5	11.1	12.0	42.8	32.6	1.8	8.5	9.9	47.1	32.7
65 years and older	0.0	2.9	14.7	41.2	41.2	0.0	7.1	7.1	39.3	46.4
<b>Position</b>										
Teaching staff	2.4	15.9	15.4	47.2	19.0	2.2	9.9	13.6	50.4	24.0
Non-teaching staff	0.5	4.8	9.8	46.9	38.0	0.4	4.2	9.4	49.4	36.5
<b>Learning areas</b>										
All	1.5	6.1	10.6	59.1	22.7	5.0	7.5	2.5	67.5	17.5
Humanities	4.6	20.5	15.2	49.0	10.6	2.9	18.4	16.5	40.8	21.4
STEM	1.7	16.6	15.8	44.1	21.8	1.7	6.9	13.8	51.3	26.3
Other	2.2	8.7	19.6	50.0	19.6	0.0	7.1	17.9	50.0	25.0
<b>School type</b>										
Primary (K-6)	0.6	5.2	9.4	48.3	36.5	0.6	2.5	6.7	51.2	39.0
Secondary (7-12)	2.1	14.5	15.1	46.2	22.1	1.6	9.8	14.3	49.7	24.6
K-12	1.4	8.5	11.3	46.5	32.4	2.7	8.1	13.5	40.5	35.1
<b>Area</b>										
Metropolitan	1.8	11.3	13.4	45.8	27.8	1.4	7.0	11.1	51.2	29.3
Regional	0.7	8.0	10.5	51.0	29.7	1.0	6.7	12.0	45.7	34.6
<b>ICSEA</b>										
High	2.1	12.7	11.5	45.0	28.7	1.2	8.3	11.8	50.9	27.7
Low	0.9	8.3	13.6	49.5	27.7	1.4	5.3	11.1	48.6	33.6

**Table 16. I am able to safely physical distance when at school.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<b>Total</b>	26.1	31.8	11.4	21.1	9.7	20.5	29.4	15.0	23.9	11.2
<b>Gender</b>										
Male	27.7	30.2	12.4	18.3	11.4	20.8	29.6	10.7	23.3	15.7
Female	25.4	32.3	11.2	21.7	9.4	20.2	29.2	16.3	24.2	10.2
<b>Age</b>										
Younger than 35	37.1	34.0	15.2	10.2	3.6	28.9	21.7	16.4	23.7	9.2
35-44 years	32.5	30.0	10.4	17.9	9.3	27.8	35.3	13.4	11.8	11.8
45-54 years	20.1	30.4	11.5	27.9	10.1	14.1	30.2	14.1	31.3	10.3
55-64 years	20.4	34.3	9.6	22.8	13.0	17.4	28.6	16.1	26.3	11.6
65 years and older	20.6	26.5	14.7	23.5	14.7	10.7	25.0	21.4	21.4	21.4
<b>Position</b>										
Teaching staff	39.4	36.2	10.9	9.9	3.6	31.1	34.7	13.4	15.4	5.4
Non-teaching staff	11.9	27.2	11.9	32.9	16.2	10.9	24.5	16.5	31.6	16.5
<b>Learning areas</b>										
All	28.8	40.9	9.1	15.2	6.1	36.6	26.8	19.5	17.1	0.0
Humanities	49.7	29.8	9.9	6.0	4.6	40.8	29.1	12.6	10.7	6.8
STEM	37.1	37.1	11.7	10.9	3.1	26.1	36.8	12.8	18.8	5.6
Other	39.1	43.5	10.9	6.5	0.0	31.0	48.3	13.8	0.0	6.9
<b>School type</b>										
Primary (K-6)	19.5	33.0	12.9	24.0	10.5	14.7	28.5	17.8	27.9	11.0
Secondary (7-12)	31.4	30.3	10.3	18.5	9.4	24.4	29.9	12.5	22.2	10.9
K-12	19.4	37.5	11.1	25.0	6.9	18.9	29.7	24.3	10.8	16.2
<b>Area</b>										
Metropolitan	28.5	32.8	10.1	20.0	8.7	22.0	30.0	15.6	23.4	9.0
Regional	18.2	28.8	15.4	24.6	13.0	16.0	27.4	13.2	25.5	17.9
<b>ICSEA</b>										
High	28.7	32.1	9.8	20.4	9.0	24.8	29.3	15.7	21.3	8.9
Low	23.9	32.5	12.5	21.3	9.8	16.9	30.3	14.3	25.9	12.6

**Table 17. I am provided with enough current information to feel secure in the workplace.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<b>Total</b>	2.2	6.5	17.5	46.6	27.2	1.6	5.3	15.8	50.8	26.5
<b>Gender</b>										
Male	4.9	5.9	17.6	42.4	29.3	0.6	7.5	13.2	45.3	33.3
Female	1.5	6.7	17.3	47.7	26.9	1.5	4.7	16.4	52.4	25.1
<b>Age</b>										
Younger than 35	4.0	6.1	18.2	53.0	18.7	4.6	5.9	13.8	55.3	20.4
35-44 years	2.9	8.2	18.6	44.4	25.8	1.1	5.4	21.5	47.3	24.7
45-54 years	1.1	5.8	13.9	47.6	31.5	0.0	5.0	15.8	51.2	28.1
55-64 years	1.5	6.4	19.3	43.9	28.8	2.2	4.5	13.0	52.0	28.3
65 years and older	3.0	0.0	18.2	48.5	30.3	0.0	7.1	7.1	42.9	42.9
<b>Position</b>										
Teaching staff	3.9	9.6	22.5	45.4	18.6	2.7	7.6	19.9	50.1	19.7
Non-teaching staff	0.3	3.3	12.2	47.9	36.3	0.7	3.1	12.1	51.5	32.7
<b>Learning areas</b>										
All	1.5	7.6	10.6	51.5	28.8	2.4	4.9	14.6	63.4	14.6
Humanities	4.6	12.6	22.5	47.0	13.2	3.9	9.7	25.2	39.8	21.4
STEM	4.0	9.1	24.5	42.7	19.7	2.6	7.8	17.7	51.7	20.3
Other	4.3	6.5	23.9	52.2	13.0	0.0	3.4	27.6	51.7	17.2
<b>School type</b>										
Primary (K-6)	0.9	4.1	14.0	46.0	35.1	0.9	3.1	11.1	55.9	29.0
Secondary (7-12)	3.2	7.7	20.1	46.7	22.4	2.2	6.9	18.3	47.9	24.7
K-12	1.4	11.1	16.7	50.0	20.8	0.0	2.7	24.3	45.9	27.0
<b>Area</b>										
Metropolitan	2.6	6.7	17.9	45.7	27.0	2.0	5.6	15.4	52.3	24.7
Regional	0.7	6.0	16.1	49.5	27.7	0.5	4.3	17.1	46.4	31.8
<b>ICSEA</b>										
High	3.0	6.1	18.0	44.5	28.4	1.7	5.2	17.5	54.0	21.7
Low	1.1	7.0	17.3	48.7	25.8	1.7	5.6	14.3	47.3	31.1

**Table 18. I am concerned about going to work due to my potential COVID-19 risk.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<b>Total</b>	22.0	35.6	20.6	17.6	4.1	29.4	40.7	17.3	9.9	2.7
<b>Gender</b>										
Male	25.9	29.3	19.5	20.0	5.4	39.0	28.3	19.5	9.4	3.8
Female	21.3	36.9	20.8	17.1	3.9	27.4	43.7	16.9	9.9	2.2
<b>Age</b>										
Younger than 35	21.2	33.8	22.2	19.2	3.5	36.8	40.1	14.5	5.9	2.6
35-44 years	24.1	36.7	17.3	15.8	6.1	27.3	41.2	17.6	11.8	2.1
45-54 years	23.6	38.2	20.5	14.3	3.4	30.8	40.0	15.8	11.9	1.5
55-64 years	19.8	34.1	22.0	21.1	3.1	26.3	40.6	20.5	8.0	4.5
65 years and older	17.6	23.5	26.5	23.5	8.8	17.9	42.9	21.4	14.3	3.6
<b>Position</b>										
Teaching staff	18.8	33.1	21.9	21.9	4.4	25.7	43.1	18.6	9.3	3.2
Non-teaching staff	25.5	38.3	19.3	13.1	3.8	32.8	38.4	16.1	10.5	2.2
<b>Learning areas</b>										
All	14.1	37.5	25.0	20.3	3.1	20.0	42.5	17.5	15.0	5.0
Humanities	17.2	31.1	23.2	25.2	3.3	28.2	39.8	26.2	3.9	1.9
STEM	20.9	35.0	19.2	19.5	5.4	26.5	45.3	15.4	10.3	2.6
Other	15.2	19.6	32.6	30.4	2.2	20.7	34.5	20.7	13.8	10.3
<b>School type</b>										
Primary (K-6)	21.0	40.2	18.6	17.1	3.2	29.5	44.9	15.1	8.0	2.5
Secondary (7-12)	22.9	32.9	21.2	18.2	4.7	29.3	37.8	18.8	11.3	2.8
K-12	21.1	31.0	28.2	15.5	4.2	30.6	41.7	16.7	8.3	2.8
<b>Area</b>										
Metropolitan	22.5	33.4	20.8	19.2	4.2	28.7	40.5	17.9	10.4	2.5
Regional	20.7	42.8	20.0	12.6	3.9	31.6	41.1	15.3	8.6	3.3
<b>ICSEA</b>										
High	22.2	36.6	19.8	17.4	4.0	27.5	42.5	18.1	9.2	2.8
Low	21.8	35.0	21.2	18.0	4.0	31.3	39.3	16.0	10.9	2.4

**Table 19. I have adequate access to workplace support services.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<b>Total</b>	1.8	5.7	20.9	51.5	20.1	1.6	5.1	21.6	50.1	21.5
<b>Gender</b>										
Male	1.5	3.9	21.5	51.7	21.5	1.3	3.8	20.1	47.2	27.7
Female	1.8	6.1	20.6	51.7	19.9	1.6	5.4	21.9	50.9	20.3
<b>Age</b>										
Younger than 35	2.0	5.1	27.8	48.5	16.7	3.3	4.6	25.7	46.7	19.7
35-44 years	2.5	6.4	19.6	52.0	19.6	1.6	6.4	20.7	47.9	23.4
45-54 years	1.4	5.3	17.4	54.9	21.0	0.8	3.9	23.3	50.8	21.3
55-64 years	1.9	5.9	22.0	48.8	21.4	1.3	5.8	17.9	54.9	20.1
65 years and older	0.0	2.9	11.8	61.8	23.5	3.6	3.6	17.9	42.9	32.1
<b>Position</b>										
Teaching staff	2.1	7.5	25.1	50.9	14.4	2.7	6.4	27.1	47.7	16.1
Non-teaching staff	1.6	3.8	16.4	52.2	26.1	0.7	4.0	16.6	52.2	26.5
<b>Learning areas</b>										
All	3.0	3.0	16.7	57.6	19.7	7.3	9.8	22.0	46.3	14.6
Humanities	1.3	9.9	25.7	50.7	12.5	3.9	9.7	31.1	39.8	15.5
STEM	2.6	6.6	25.4	50.6	14.9	1.7	4.3	25.2	52.1	16.7
Other	0.0	13.0	30.4	45.7	10.9	0.0	6.9	37.9	37.9	17.2
<b>School type</b>										
Primary (K-6)	0.9	3.7	16.2	53.3	25.9	1.5	3.1	18.7	52.6	24.2
Secondary (7-12)	2.4	7.3	23.3	50.4	16.6	1.8	6.3	23.0	49.0	19.9
K-12	2.8	4.2	29.2	50.0	13.9	0.0	8.3	30.6	41.7	19.4
<b>Area</b>										
Metropolitan	2.0	6.3	21.4	50.5	19.8	1.7	5.0	22.9	51.2	19.2
Regional	1.4	3.9	19.4	54.6	20.8	1.4	5.7	17.6	46.7	28.6
<b>ICSEA</b>										
High	1.6	6.9	20.4	50.3	20.8	1.6	6.1	23.5	48.8	20.0
Low	2.0	4.4	21.8	52.4	19.5	1.7	3.9	20.0	51.3	23.1

**Table 20. I have adequate support from others to cope with the changes relevant to my role.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<b>Total</b>	1.8	9.5	19.0	50.1	19.5	1.6	9.1	17.4	53.9	17.9
<b>Gender</b>										
Male	1.5	6.9	20.2	48.3	23.2	1.9	5.1	15.3	58.6	19.1
Female	1.7	10.0	18.8	50.6	18.9	1.5	9.6	18.2	53.0	17.8
<b>Age</b>										
Younger than 35	2.6	11.2	21.4	48.5	16.3	2.6	8.6	20.5	53.6	14.6
35-44 years	2.2	9.3	20.1	48.7	19.7	2.1	9.6	17.1	54.0	17.1
45-54 years	1.7	7.3	17.1	52.5	21.3	1.2	8.1	16.9	54.6	19.2
55-64 years	1.5	11.1	19.1	49.4	18.8	1.3	9.9	16.1	53.8	18.8
65 years and older	0.0	5.9	11.8	55.9	26.5	0.0	7.1	21.4	50.0	21.4
<b>Position</b>										
Teaching staff	2.8	11.7	19.7	51.1	14.7	2.7	10.1	18.4	55.5	13.3
Non-teaching staff	0.9	7.1	18.3	49.1	24.7	0.7	8.3	16.6	52.3	22.1
<b>Learning areas</b>										
All	3.0	10.6	10.6	63.6	12.1	9.8	0.0	14.6	65.9	9.8
Humanities	2.7	12.0	24.0	44.0	17.3	1.0	12.7	20.6	52.9	12.7
STEM	3.2	11.2	20.1	50.9	14.7	2.6	9.9	18.0	55.4	14.2
Other	0.0	15.2	15.2	58.7	10.9	0.0	17.2	20.7	48.3	13.8
<b>School type</b>										
Primary (K-6)	0.6	6.7	15.9	54.7	22.0	1.5	7.1	15.1	54.9	21.3
Secondary (7-12)	2.9	11.0	21.5	46.3	18.4	1.6	10.5	18.9	52.9	16.0
K-12	0.0	13.9	16.7	55.6	13.9	2.7	8.1	18.9	56.8	13.5
<b>Area</b>										
Metropolitan	2.1	9.6	19.7	49.8	18.8	1.7	9.3	17.6	55.5	15.9
Regional	1.1	9.1	16.8	51.2	21.8	1.4	8.5	17.1	48.8	24.2
<b>ICSEA</b>										
High	1.8	9.5	19.3	49.5	19.9	1.4	9.2	17.9	55.5	16.0
Low	1.8	9.6	19.2	50.3	19.2	1.9	9.2	16.3	52.8	19.7

**Table 21. I am concerned about students who are not coping or who have educational needs greater than I can support.**

	June/July					October				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<b>Total</b>	3.9	19.3	28.0	35.1	13.7	5.7	20.8	31.7	30.8	11.0
<b>Gender</b>										
Male	3.0	20.2	25.1	39.9	11.8	5.7	26.4	28.3	30.2	9.4
Female	4.1	19.1	28.6	34.2	14.0	5.8	19.6	32.6	30.7	11.3
<b>Age</b>										
Younger than 35	4.5	13.1	18.7	47.0	16.7	4.6	17.8	28.9	35.5	13.2
35-44 years	3.9	20.4	26.2	31.2	18.3	6.9	21.3	28.7	28.7	14.4
45-54 years	4.0	24.6	31.9	29.1	10.5	6.2	23.8	34.2	28.5	7.3
55-64 years	3.1	15.9	31.8	37.4	11.8	4.5	19.6	33.0	31.3	11.6
65 years and older	6.1	24.2	21.2	36.4	12.1	10.7	14.3	32.1	35.7	7.1
<b>Position</b>										
Teaching staff	3.2	16.0	21.1	41.0	18.6	4.2	18.6	25.7	36.8	14.7
Non-teaching staff	4.5	22.9	35.5	28.7	8.4	7.1	22.7	37.2	25.4	7.6
<b>Learning areas</b>										
All	6.1	28.8	19.7	30.3	15.2	9.8	22.0	24.4	29.3	14.6
Humanities	2.6	12.5	21.1	42.8	21.1	1.9	15.5	27.2	33.0	22.3
STEM	2.6	14.9	22.3	43.4	16.9	3.9	19.3	25.8	39.9	11.2
Other	6.5	15.2	13.0	34.8	30.4	6.9	17.2	24.1	34.5	17.2
<b>School type</b>										
Primary (K-6)	4.4	25.5	29.0	30.3	10.9	6.4	24.5	33.0	27.5	8.6
Secondary (7-12)	3.6	14.6	26.4	39.1	16.3	4.9	18.3	31.2	32.7	13.0
K-12	2.8	23.6	36.1	29.2	8.3	10.8	21.6	27.0	35.1	5.4
<b>Area</b>										
Metropolitan	4.0	19.5	26.1	35.0	15.4	4.8	20.0	30.4	32.1	12.7
Regional	3.5	18.8	34.0	35.5	8.2	8.5	23.1	35.8	26.9	5.7
<b>ICSEA</b>										
High	5.2	21.9	25.3	35.0	12.6	4.2	22.5	32.3	30.0	11.0
Low	2.4	16.1	30.7	35.8	15.1	6.8	18.9	31.1	32.0	11.2

**Table 22. COVID-19 has reduced opportunities to meet the learning needs of students.\***

	June/July				October			
	No different	A little	Somewhat	A lot	No different	A little	Somewhat	A lot
<b>Total</b>	6.3	24.5	45.1	24.0	19.6	29.8	39.4	11.2
<b>Gender</b>								
Male	5.1	20.3	53.4	21.2	11.6	36.0	43.0	9.3
Female	6.7	25.6	43.3	24.4	21.9	28.2	38.2	11.6
<b>Age</b>								
Younger than 35	4.5	16.7	51.3	27.6	15.8	16.8	62.1	5.3
35-44 years	4.3	23.6	44.1	28.0	9.1	34.5	37.3	19.1
45-54 years	8.3	26.4	41.7	23.6	27.4	26.4	36.8	9.4
55-64 years	8.8	32.4	41.9	16.9	27.6	37.9	23.0	11.5
65 years and older	5.6	27.8	55.6	11.1	20.0	70.0	10.0	0.0
<b>Position</b>								
Teaching staff	6.3	24.5	45.1	24.0	19.6	29.8	39.4	11.2
Non-teaching staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Learning areas</b>								
All	9.1	27.3	42.4	21.2	26.8	29.3	29.3	14.6
Humanities	5.3	24.5	49.0	21.2	17.5	27.2	50.5	4.9
STEM	6.9	24.0	44.3	24.9	20.9	29.1	37.2	12.8
Other	2.2	19.6	45.7	32.6	6.9	41.4	34.5	17.2
<b>School type</b>								
Primary (K-6)	6.8	27.8	40.6	24.8	18.1	30.0	36.9	15.0
Secondary (7-12)	5.6	22.2	48.6	23.6	21.1	30.8	39.2	8.9
K-12	11.5	26.9	38.5	23.1	8.3	8.3	75.0	8.3
<b>Area</b>								
Metropolitan	6.3	23.7	46.0	23.9	20.2	29.3	38.0	12.5
Regional	6.5	27.6	41.5	24.4	17.0	31.8	44.3	6.8
<b>ICSEA</b>								
High	8.3	27.9	44.2	19.6	23.7	31.1	37.0	8.2
Low	3.9	20.4	46.2	29.4	14.7	28.4	42.1	14.7

\*teaching staff only

**Table 23. COVID-19 has provided new ways to engage with parents.\***

	June/July				October			
	No different	A little	Somewhat	A lot	No different	A little	Somewhat	A lot
<b>Total</b>	19.0	24.3	42.9	13.8	20.8	26.9	39.4	13.0
<b>Gender</b>								
Male	17.6	29.4	39.5	13.4	23.3	31.4	38.4	7.0
Female	19.2	23.0	44.0	13.9	20.1	25.1	40.1	14.7
<b>Age</b>								
Younger than 35	17.3	25.0	48.7	9.0	20.0	24.2	42.1	13.7
35-44 years	14.8	22.8	47.5	14.8	15.5	26.4	40.9	17.3
45-54 years	19.4	22.9	43.1	14.6	21.7	34.0	33.0	11.3
55-64 years	25.0	27.2	33.1	14.7	26.4	23.0	43.7	6.9
65 years and older	22.2	22.2	27.8	27.8	30.0	20.0	30.0	20.0
<b>Position</b>								
Teaching staff	19.0	24.3	42.9	13.8	20.8	26.9	39.4	13.0
Non-teaching staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Learning areas</b>								
All	6.1	21.2	50.0	22.7	7.3	22.0	53.7	17.1
Humanities	29.1	23.2	37.7	9.9	28.2	21.4	35.9	14.6
STEM	16.2	24.8	45.0	14.0	19.2	30.3	38.0	12.4
Other	21.7	28.3	37.0	13.0	27.6	24.1	41.4	6.9
<b>School type</b>								
Primary (K-6)	9.8	18.4	52.1	19.7	8.8	26.3	46.3	18.8
Secondary (7-12)	25.5	26.9	37.3	10.4	28.7	27.8	34.2	9.3
K-12	11.5	42.3	38.5	7.7	25.0	16.7	50.0	8.3
<b>Area</b>								
Metropolitan	21.1	23.1	42.7	13.2	22.1	25.9	39.6	12.5
Regional	10.6	29.3	43.9	16.3	15.9	30.7	38.6	14.8
<b>ICSEA</b>								
High	22.5	21.9	42.3	13.3	21.5	27.9	41.1	9.6
Low	14.7	27.2	43.7	14.3	20.0	25.8	37.4	16.8

\*teaching staff only

**Table 24. COVID-19 has increased my workload.**

	June/July				October			
	No different	A little	Some-what	A lot	No different	A little	Some-what	A lot
<b>Total</b>	11.2	16.8	36.4	35.7	16.0	24.8	35.4	23.8
<b>Gender</b>								
Male	12.9	12.4	38.1	36.6	12.9	25.2	36.1	25.8
Female	10.9	17.5	36.1	35.5	16.8	25.0	35.3	22.9
<b>Age</b>								
Younger than 35	7.7	10.7	40.8	40.8	11.3	21.9	41.1	25.8
35-44 years	11.4	17.1	33.8	37.7	13.3	23.4	34.6	28.7
45-54 years	13.8	17.4	34.3	34.6	16.0	27.6	34.6	21.8
55-64 years	11.1	18.9	39.6	30.3	21.6	23.9	34.7	19.8
65 years and older	3.0	18.2	27.3	51.5	14.8	33.3	22.2	29.6
<b>Position</b>								
Teaching staff	6.2	11.9	37.3	44.6	10.0	22.5	39.5	27.9
Non-teaching staff	16.4	22.0	35.5	26.1	21.5	26.9	31.7	19.9
<b>Learning areas</b>								
All	4.7	15.6	32.8	46.9	9.8	29.3	41.5	19.5
Humanities	5.3	6.6	41.4	46.7	7.8	22.5	33.3	36.3
STEM	6.9	14.0	35.8	43.3	11.5	20.1	43.2	25.2
Other	2.2	6.5	43.5	47.8	6.9	31.0	27.6	34.5
<b>School type</b>								
Primary (K-6)	10.6	21.4	35.1	32.9	14.8	26.2	38.3	20.7
Secondary (7-12)	10.6	13.2	36.9	39.3	16.8	23.9	32.7	26.6
K-12	19.7	19.7	40.8	19.7	16.2	24.3	45.9	13.5
<b>Area</b>								
Metropolitan	11.5	15.5	35.7	37.3				
Regional	10.2	20.7	38.6	30.5	15.1	24.5	35.7	24.6
<b>ICSEA</b>					18.7	25.8	34.4	21.1
High	10.6	16.3	36.6	36.6	17.3	26.1	35.3	21.3
Low	11.8	17.5	36.1	34.6	15.1	23.9	36.1	24.9

**Table 25. COVID-19 has improved my IT capabilities.\***

	June/July				October			
	No different	A little	Somewhat	A lot	No different	A little	Somewhat	A lot
<b>Total</b>	15.6	23.5	41.7	19.3	14.9	29.6	41.3	14.2
<b>Gender</b>								
Male	21.0	35.3	31.9	11.8	16.3	30.2	44.2	9.3
Female	13.9	20.8	44.2	21.2	14.4	29.2	40.8	15.7
<b>Age</b>								
Younger than 35	20.0	25.8	42.6	11.6	17.9	31.6	40.0	10.5
35-44 years	15.4	22.2	42.6	19.8	17.3	27.3	43.6	11.8
45-54 years	13.8	24.1	39.3	22.8	11.3	32.1	37.7	18.9
55-64 years	13.2	22.8	41.2	22.8	13.8	28.7	40.2	17.2
65 years and older	11.1	16.7	50.0	22.2	10.0	20.0	70.0	0.0
<b>Position</b>								
Teaching staff	15.6	23.5	41.7	19.3	14.9	29.6	41.3	14.2
Non-teaching staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Learning areas</b>								
All	7.6	15.2	53.0	24.2	7.3	26.8	46.3	19.5
Humanities	16.4	23.0	43.4	17.1	13.6	27.2	41.7	17.5
STEM	15.1	25.1	40.0	19.7	17.5	29.9	41.5	11.1
Other	23.9	26.1	32.6	17.4	10.3	37.9	34.5	17.2
<b>School type</b>								
Primary (K-6)	15.0	17.6	45.5	21.9	15.0	26.9	43.1	15.0
Secondary (7-12)	16.2	26.5	39.7	17.6	15.2	31.2	39.7	13.9
K-12	11.5	34.6	34.6	19.2	8.3	33.3	50.0	8.3
<b>Area</b>								
Metropolitan	16.4	22.0	41.8	19.8	17.4	28.7	39.3	14.6
Regional	12.3	29.5	41.0	17.2	5.7	33.0	48.9	12.5
<b>ICSEA</b>								
High	14.5	23.1	39.6	22.8	12.3	29.7	42.9	15.1
Low	16.8	24.0	44.1	15.1	17.9	29.5	39.5	13.2

\*teaching staff only

**Table 26. COVID-19 has reduced the engagement of students.+**

	June/July				October			
	No different	A little	Somewhat	A lot	No different	A little	Somewhat	A lot
<b>Total</b>	14.2	25.0	37.7	23.2	21.4	32.7	31.7	14.3
<b>Gender</b>								
Male	14.3	20.2	42.9	22.7	17.4	32.6	26.7	23.3
Female	14.2	26.2	36.4	23.2	22.7	33.1	32.8	11.4
<b>Age</b>								
Younger than 35	13.5	23.9	35.5	27.1	14.7	22.1	46.3	16.8
35-44 years	10.6	24.2	41.0	24.2	15.5	38.2	28.2	18.2
45-54 years	13.3	28.7	36.4	21.7	21.0	39.0	26.7	13.3
55-64 years	17.8	24.4	39.3	18.5	34.9	27.9	27.9	9.3
65 years and older	33.3	16.7	22.2	27.8	30.0	50.0	20.0	0.0
<b>Position</b>								
Teaching staff	14.2	25.0	37.7	23.2	21.4	32.7	31.7	14.3
Non-teaching staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Learning areas</b>								
All	15.4	32.3	30.8	21.5	32.5	35.0	22.5	10.0
Humanities	10.1	20.8	38.9	30.2	14.6	28.2	39.8	17.5
STEM	14.3	26.3	38.3	21.1	23.6	33.5	29.6	13.3
Other	19.6	19.6	41.3	19.6	13.8	37.9	31.0	17.2
<b>School type</b>								
Primary (K-6)	20.7	31.9	33.6	13.8	30.2	38.4	23.3	8.2
Secondary (7-12)	9.3	20.5	40.4	29.8	16.1	28.4	36.9	18.6
K-12	24.0	24.0	36.0	16.0	8.3	41.7	41.7	8.3
<b>Area</b>								
Metropolitan	13.3	25.7	37.1	23.9	20.1	31.7	33.5	14.7
Regional	17.9	22.0	39.8	20.3	26.1	36.4	25.0	12.5
<b>ICSEA</b>								
High	14.3	23.8	39.6	22.3	23.5	35.0	31.3	10.1
Low	14.1	26.4	35.4	24.2	18.9	30.0	32.1	18.9

+teaching staff only

**Table 27. COVID-19 has increased the amount of time spent supervising students.**

	June/July				October			
	No different	A little	Somewhat	A lot	No different	A little	Somewhat	A lot
<b>Total</b>	43.3	21.6	23.8	11.4	52.1	22.5	18.3	7.2
<b>Gender</b>								
Male	47.8	24.1	21.7	6.4	49.4	21.8	18.6	10.3
Female	42.4	21.0	24.2	12.5	53.1	22.5	18.2	6.3
<b>Age</b>								
Younger than 35	40.9	22.7	25.8	10.6	46.0	22.0	23.3	8.7
35-44 years	40.5	23.7	25.1	10.8	48.4	25.8	20.4	5.4
45-54 years	45.3	22.4	22.4	9.9	53.9	22.0	16.1	7.9
55-64 years	45.2	17.8	23.2	13.7	54.9	20.9	16.7	7.4
65 years and older	37.5	25.0	21.9	15.6	70.4	14.8	11.1	3.7
<b>Position</b>								
Teaching staff	38.5	24.3	25.0	12.2	49.1	23.7	20.3	6.8
Non-teaching staff	48.6	18.5	22.5	10.4	54.9	21.3	16.4	7.5
<b>Learning areas</b>								
All	39.4	24.2	21.2	15.2	51.2	17.1	17.1	14.6
Humanities	45.7	19.9	22.5	11.9	48.5	21.4	21.4	8.7
STEM	36.0	26.5	26.5	11.0	50.4	23.9	20.9	4.7
Other	30.4	21.7	28.3	19.6	41.4	34.5	17.2	6.9
<b>School type</b>								
Primary (K-6)	37.4	21.2	26.5	14.9	48.4	25.5	18.0	8.1
Secondary (7-12)	47.0	21.2	22.2	9.6	55.2	20.3	17.8	6.7
K-12	47.8	27.5	20.3	4.3	43.2	24.3	27.0	5.4
<b>Area</b>								
Metropolitan	42.7	21.6	23.5	12.2	51.3	21.3	20.1	7.3
Regional	45.2	21.5	24.7	8.6	54.5	25.8	12.9	6.7
<b>ICSEA</b>								
High	45.8	20.6	22.1	11.5	54.1	23.6	17.8	4.6
Low	9.0	24.1	43.7	23.2	51.1	21.6	18.1	9.2

**Table 28. COVID-19 has negatively impacted student wellbeing.**

	June/July				October			
	No different	A little	Some-what	A lot	No different	A little	Some-what	A lot
<b>Total</b>	17.2	38.0	33.2	11.6	22.1	40.8	26.5	10.6
<b>Gender</b>								
Male	16.8	37.1	34.7	11.4	22.3	36.3	28.7	12.7
Female	17.2	38.3	32.9	11.6	22.0	42.3	25.7	10.1
<b>Age</b>								
Younger than 35	10.7	30.6	43.4	15.3	10.1	31.5	40.3	18.1
35-44 years	13.2	35.7	37.5	13.6	17.3	40.5	28.1	14.1
45-54 years	20.5	41.2	28.1	10.2	24.6	44.5	22.7	8.2
55-64 years	19.9	41.0	29.3	9.8	29.8	42.2	22.0	6.0
65 years and older	28.1	40.6	25.0	6.3	28.6	50.0	14.3	7.1
<b>Position</b>								
Teaching staff	13.2	36.5	35.7	14.7	16.4	40.4	30.9	12.3
Non-teaching staff	21.6	39.6	30.4	8.3	27.5	41.1	22.4	9.0
<b>Learning areas</b>								
All	16.7	48.5	25.8	9.1	29.3	51.2	14.6	4.9
Humanities	11.4	30.9	38.9	18.8	13.6	36.9	33.0	16.5
STEM	12.9	37.1	36.0	14.0	16.3	39.1	33.0	11.6
Other	10.9	34.8	39.1	15.2	6.9	48.3	31.0	13.8
<b>School type</b>								
Primary (K-6)	22.4	41.7	29.3	6.5	28.0	43.9	22.1	5.9
Secondary (7-12)	12.3	35.3	36.7	15.7	17.4	38.9	29.6	14.1
K-12	28.6	38.6	25.7	7.1	32.4	37.8	24.3	5.4
<b>Area</b>								
Metropolitan	17.1	36.8	33.7	12.5	19.5	41.9	27.4	11.2
Regional	17.7	41.8	31.6	8.9	30.1	37.3	23.9	8.6
<b>ICSEA</b>								
High	18.6	37.2	32.3	11.9	21.8	42.8	26.3	9.1
Low	15.4	38.8	34.2	11.6	22.2	39.5	27.2	11.1

**Table 29. I need more support or advice currently in relation to...**

	June/July							October						
	Modify curriculum +	Teach students how to cope +	Teach safe hygiene +	Teach technology +	Help parents oversee learning +	Support own well-being	Support others' well-being	Modify curriculum +	Teach students how to cope +	Teach safe hygiene +	Teach technology +	Help parents oversee learning +	Support own well-being	Support others' well-being
<b>Total</b>	42.7	46.0	24.1	54.7	62.4	35.5	38.5	35.3	42.1	20.3	54.3	60.9	31.2	34.2
<b>Gender</b>														
Male	51.3	52.9	43.6	58.8	68.9	33.8	42.6	33.7	46.5	35.3	54.2	68.2	30.1	36.6
Female	40.4	44.2	19.4	53.5	60.7	35.7	37.6	35.5	40.8	16.2	54.4	59.4	31.4	33.7
<b>Age</b>														
Younger than 35	55.1	55.1	33.3	58.2	75.0	55.3	56.3	43.6	54.7	27.7	54.3	66.0	43.2	52.4
35-44 years	45.0	50.9	31.5	58.4	65.8	38.2	43.6	40.0	47.3	20.4	53.6	65.5	38.2	37.6
45-54 years	35.9	40.0	14.7	49.7	56.3	28.5	31.1	35.8	34.0	16.2	56.2	61.3	28.4	31.8
55-64 years	35.1	38.2	15.6	52.2	51.1	28.6	31.6	24.1	35.6	18.4	51.8	48.8	24.1	26.1
65 years and older	22.2	27.8	17.6	50.0	55.6	35.3	35.3	0.0	10.0	11.1	60.0	60.0	3.7	3.7
<b>Learning areas</b>														
All	34.8	36.4	18.5	51.5	59.1	54.5	50.0	31.7	48.8	14.6	58.5	65.9	46.3	52.5
Humanities	45.3	48.3	31.1	64.0	66.7	58.3	58.6	33.0	44.7	24.8	55.9	68.9	49.5	45.6
STEM	44.1	47.3	22.1	50.4	60.9	49.1	46.0	38.6	41.5	19.9	53.7	57.3	43.1	40.1
Other	37.0	43.5	23.9	60.9	65.2	42.2	57.8	24.1	31.0	17.2	51.7	58.6	35.7	31.0
<b>School type</b>														
Primary (K-6)	35.8	39.5	11.2	47.8	57.3	32.0	33.3	35.2	34.4	10.7	49.4	56.0	27.5	31.9
Secondary (7-12)	48.6	51.1	31.7	59.6	66.1	39.1	42.4	34.6	46.4	27.0	57.4	64.0	34.2	36.4
K-12	23.1	34.6	36.0	50.0	57.7	25.4	36.1	50.0	58.3	16.7	58.3	66.7	22.2	27.0
<b>Area</b>														
Metropolitan	43.1	45.5	26.0	54.1	62.3	36.1	39.6	36.3	43.3	19.6	52.5	61.9	31.8	34.9
Regional	41.0	48.4	16.5	57.4	63.1	33.6	35.1	31.8	37.5	22.7	60.9	57.5	29.2	32.4
<b>ICSEA</b>														
High	39.3	44.1	24.2	51.6	60.2	35.6	37.4	30.6	38.8	19.4	49.8	56.9	30.9	32.8
Low	46.8	48.4	24.0	58.5	65.1	35.6	40.0	40.7	45.8	21.3	59.6	65.6	31.8	35.5

+teaching staff only

**Table 30. How important is it to you that your school is participating in this research study about COVID-19?\***

	June/July				October			
	Unsure	Not important	Important	Very important	Unsure	Not important	Important	Very important
<b>Total</b>	3.0	5.8	39.2	52.0	4.0	4.8	42.1	49.1
<b>Gender</b>								
Male	3.5	11.5	38.1	46.9	5.2	6.2	50.5	38.1
Female	2.9	4.7	39.3	53.1	3.5	4.5	40.4	51.5
<b>Age</b>								
Younger than 35	3.6	10.0	43.6	42.7	8.2	14.1	40.0	37.6
35-44 years	4.3	10.4	40.5	44.8	5.4	5.4	44.1	45.0
45-54 years	3.9	3.9	39.8	52.4	2.6	2.0	44.4	51.0
55-64 years	1.0	2.1	35.9	61.0	1.5	2.3	40.9	55.3
65 years and older	0.0	0.0	30.0	70.0	6.3	0.0	25.0	68.8
<b>Position</b>								
Teaching staff	3.6	7.0	37.4	52.0	4.9	5.7	41.2	48.2
Non-teaching staff	2.4	4.5	41.1	52.1	3.1	3.9	42.9	50.0
<b>Learning areas</b>								
All	7.9	5.3	42.1	44.7	8.3	4.2	41.7	45.8
Humanities	0.0	6.1	35.4	58.5	7.7	7.7	26.9	57.7
STEM	3.8	7.7	38.3	50.2	4.1	6.1	44.9	44.9
Other	7.7	7.7	26.9	57.7	0.0	0.0	47.6	52.4
<b>School type</b>								
Primary (K-6)	3.8	5.3	39.4	51.5	5.6	3.9	38.2	52.2
Secondary (7-12)	2.5	6.1	38.8	52.5	3.5	5.6	43.3	47.5
K-12	2.8	5.6	40.3	51.4	0.0	2.7	51.4	45.9
<b>Area</b>								
Metropolitan	2.8	6.4	39.3	51.6	4.0	5.5	40.1	50.4
Regional	3.8	3.8	39.0	53.5	4.2	2.5	48.3	45.0
<b>ICSEA</b>								
High	1.3	5.4	40.2	53.1	2.7	3.9	45.3	48.1
Low	4.4	6.0	38.1	51.6	5.1	5.5	38.3	51.1

+test schools only

**Table 31. Did you participate in the COVID-19 testing (throat and nasal swabs) at school as part of the DETECT study?\***

	June/July			October		
	Yes	No	Don't know	Yes	No	Don't know
<b>Total</b>	55.9	42.1	2.0	77.5	21.7	0.8
<b>Gender</b>						
Male	59.8	39.3	0.9	81.3	17.7	1.0
Female	55.3	42.5	2.2	76.5	22.8	0.8
<b>Age</b>						
Younger than 35	54.5	43.6	1.8	67.1	29.4	3.5
35-44 years	49.1	49.7	1.2	75.5	24.5	0.0
45-54 years	60.2	37.4	2.4	82.4	17.6	0.0
55-64 years	56.0	41.5	2.6	79.4	19.8	0.8
65 years and older	75.0	25.0	0.0	81.3	18.8	0.0
<b>Position</b>						
Teaching staff	50.4	47.3	2.2	78.4	21.2	0.4
Non-teaching staff	61.8	36.4	1.8	76.6	22.2	1.2
<b>Learning areas</b>						
All	55.3	44.7	0.0	87.5	12.5	0.0
Humanities	47.6	52.4	0.0	69.2	28.8	1.9
STEM	51.9	45.2	2.9	78.2	21.8	0.0
Other	38.5	53.8	7.7	90.5	9.5	0.0
<b>School type</b>						
Primary (K-6)	59.3	39.2	1.5	85.9	14.1	0.0
Secondary (7-12)	49.6	47.6	2.8	72.2	26.4	1.4
K-12	75.0	25.0	0.0	77.8	22.2	0.0
<b>Area</b>						
Metropolitan	53.2	44.4	2.4	74.5	24.7	0.8
Regional	65.2	34.2	0.6	86.7	12.5	0.8
<b>ICSEA</b>						
High	51.6	45.7	2.7	74.2	25.4	0.4
Low	59.9	38.8	1.3	80.4	18.3	1.3

+test schools only

**Table 32. Please rate your discomfort with the swab test?\***

	June/July					October				
	None	Mild	Mod- erate	Painful	Very painful	None	Mild	Mod- erate	Painful	Very painful
<b>Total</b>	19.6	59.4	19.1	1.0	0.8	16.4	63.9	17.4	1.6	0.8
<b>Gender</b>										
Male	11.9	64.2	22.4	1.5	0.0	16.7	60.3	23.1	0.0	0.0
Female	21.3	58.4	18.4	0.9	0.9	16.2	64.9	15.9	2.0	1.0
<b>Age</b>										
Younger than 35	10.0	55.0	31.7	1.7	1.7	8.8	66.7	19.3	5.3	0.0
35-44 years	13.8	62.5	22.5	1.3	0.0	8.4	67.5	21.7	2.4	0.0
45-54 years	21.8	60.5	14.5	1.6	1.6	18.3	59.5	20.6	0.8	0.8
55-64 years	23.1	60.2	16.7	0.0	0.0	20.2	67.3	10.6	0.0	1.9
65 years and older	46.7	46.7	6.7	0.0	0.0	38.5	53.8	7.7	0.0	0.0
<b>Position</b>										
Teaching staff	15.0	55.6	27.2	1.7	0.6	14.6	63.5	20.3	1.0	0.5
Non-teaching staff	23.7	62.8	12.1	0.5	1.0	18.1	64.2	14.5	2.1	1.0
<b>Learning areas</b>										
All	14.3	57.1	28.6	0.0	0.0	14.3	71.4	14.3	0.0	0.0
Humanities	12.8	59.0	28.2	0.0	0.0	16.7	58.3	22.2	2.8	0.0
STEM	16.7	53.7	26.9	1.9	0.9	14.8	65.2	19.1	0.0	0.9
Other	10.0	50.0	30.0	10.0	0.0	10.5	57.9	26.3	5.3	0.0
<b>School type</b>										
Primary (K-6)	23.1	59.0	15.4	1.3	1.3	21.1	65.8	11.8	0.7	0.7
Secondary (7-12)	17.5	61.0	20.3	1.1	0.0	14.1	65.4	18.0	2.0	0.5
K-12	16.7	55.6	25.9	0.0	1.9	7.1	42.9	42.9	3.6	3.6
<b>Area</b>										
Metropolitan	19.7	60.2	17.6	1.4	1.1	16.7	65.8	14.6	1.8	1.1
Regional	19.4	57.3	23.3	0.0	0.0	15.4	58.7	25.0	1.0	0.0
<b>ICSEA</b>										
High	17.8	59.7	21.5	1.0	0.0	16.8	64.7	16.8	1.1	0.5
Low	21.1	59.5	16.8	1.1	1.6	16.4	63.0	17.5	2.1	1.1

+test schools only

**Table 33. How concerned are you about your results from the swab test?\***

	June/July					October				
	Not at all	A little	Mod-erately	Quite	Extreme-ly	Not at all	A little	Mod-erately	Quite	Extreme-ly
<b>Total</b>	79.3	17.8	2.6	0.0	0.3	82.7	14.4	1.6	1.3	0.0
<b>Gender</b>										
Male	75.0	20.6	2.9	0.0	1.5	80.8	12.8	2.6	3.8	0.0
Female	80.3	17.2	2.5	0.0	0.0	83.3	14.7	1.3	0.7	0.0
<b>Age</b>										
Younger than 35	75.0	21.7	1.7	0.0	1.7	80.7	19.3	0.0	0.0	0.0
35-44 years	85.2	12.3	2.5	0.0	0.0	88.0	10.8	1.2	0.0	0.0
45-54 years	84.7	12.9	2.4	0.0	0.0	79.7	14.6	2.4	3.3	0.0
55-64 years	74.1	22.2	3.7	0.0	0.0	83.7	13.5	1.9	1.0	0.0
65 years and older	60.0	40.0	0.0	0.0	0.0	84.6	15.4	0.0	0.0	0.0
<b>Position</b>										
Teaching staff	76.1	20.6	2.8	0.0	0.6	83.7	14.2	1.1	1.1	0.0
Non-teaching staff	82.2	15.4	2.4	0.0	0.0	81.8	14.6	2.1	1.6	0.0
<b>Learning areas</b>										
All	85.7	9.5	4.8	0.0	0.0	90.5	9.5	0.0	0.0	0.0
Humanities	69.2	30.8	0.0	0.0	0.0	74.3	25.7	0.0	0.0	0.0
STEM	77.8	17.6	3.7	0.0	0.9	86.0	13.2	0.9	0.0	0.0
Other	80.0	20.0	0.0	0.0	0.0	78.9	5.3	5.3	10.5	0.0
<b>School type</b>										
Primary (K-6)	78.8	18.6	2.6	0.0	0.0	84.9	11.8	3.3	0.0	0.0
Secondary (7-12)	80.9	16.3	2.2	0.0	0.6	81.7	15.8	0.5	2.0	0.0
K-12	75.9	20.4	3.7	0.0	0.0	78.6	17.9	0.0	3.6	0.0
<b>Area</b>										
Metropolitan	80.0	17.9	1.8	0.0	0.4	83.5	12.9	2.2	1.4	0.0
Regional	77.7	17.5	4.9	0.0	0.0	80.8	18.3	0.0	1.0	0.0
<b>ICSEA</b>										
High	82.7	15.2	1.6	0.0	0.5	83.6	13.8	1.1	1.6	0.0
Low	76.3	20.0	3.7	0.0	0.0	81.8	15.0	2.1	1.1	0.0

\*test schools only

**Table 34. In your opinion, how disruptive was the COVID-19 testing for the staff and students to the school?\***

	June/July					October				
	Not at all	A little	Mod-erately	Quite	Extreme-ly	Not at all	A little	Mod-erately	Quite	Extreme-ly
<b>Total</b>	48.8	41.9	5.7	2.6	1.0	45.2	42.3	9.5	2.6	0.4
<b>Gender</b>										
Male	45.6	38.6	10.5	4.4	0.9	41.7	39.6	15.6	3.1	0.0
Female	49.6	42.5	4.7	2.3	1.0	46.2	42.6	8.1	2.5	0.5
<b>Age*</b>										
Younger than 35	50.5	43.1	0.9	4.6	0.9	38.8	44.7	10.6	3.5	2.4
35-44 years	45.7	45.1	6.1	1.8	1.2	46.8	44.1	8.1	0.9	0.0
45-54 years	45.9	43.4	7.3	2.4	1.0	45.0	45.0	7.9	2.0	0.0
55-64 years	53.1	36.6	6.7	2.6	1.0	45.0	38.9	12.2	3.8	0.0
65 years and older	60.0	40.0	0.0	0.0	0.0	68.8	18.8	6.3	6.3	0.0
<b>Position</b>										
Teaching staff	51.1	42.4	3.1	2.3	1.1	46.1	45.3	5.8	2.5	0.4
Non-teaching staff	46.7	41.1	8.3	3.0	0.9	44.3	39.5	13.0	2.8	0.4
<b>Learning areas</b>										
All	44.7	50.0	0.0	5.3	0.0	58.3	37.5	4.2	0.0	0.0
Humanities	48.1	44.4	1.2	2.5	3.7	52.0	36.0	6.0	4.0	2.0
STEM	51.4	42.8	3.8	1.4	0.5	42.9	49.0	6.1	2.0	0.0
Other	72.0	20.0	4.0	4.0	0.0	38.1	52.4	4.8	4.8	0.0
<b>School type*</b>										
Primary (K-6)	50.4	43.6	3.8	2.3	0.0	45.2	48.6	4.5	1.7	0.0
Secondary (7-12)	49.6	39.2	7.3	2.2	1.7	45.7	38.3	12.1	3.2	0.7
K-12	40.8	47.9	4.2	5.6	1.4	40.5	43.2	13.5	2.7	0.0
<b>Area</b>										
Metropolitan	48.0	43.5	5.4	2.6	0.4	47.1	42.3	7.7	2.4	0.5
Regional	52.2	35.8	6.3	2.5	3.1	39.0	42.4	15.3	3.4	0.0
<b>ICSEA</b>										
High	51.1	39.9	6.3	1.9	0.8	50.2	40.8	7.8	0.8	0.4
Low	46.4	43.8	5.0	3.5	1.3	39.1	44.3	11.5	4.7	0.4

+test schools only

## Longitudinal Item Data

**Table 35. Over the past 2 weeks - I have felt....**

	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time
<b>Cheerful</b>						
June/July	0.3	4.8	6.4	23.4	54.3	10.9
October	0.0	3.7	3.7	17.1	63.6	11.8
<b>Calm and relaxed</b>						
June/July	0.8	5.9	11.2	28.3	44.9	8.8
October	0.3	3.7	8.0	21.9	58.3	7.8
<b>Active and vigorous</b>						
June/July	2.4	8.0	20.6	29.1	30.7	9.1
October	0.8	6.5	12.7	27.5	43.4	9.2
<b>Rested</b>						
June/July	3.7	12.3	24.1	25.7	27.8	6.4
October	2.2	7.5	13.5	32.1	37.2	7.5
<b>Interested</b>						
June/July	0.5	9.1	8.0	25.9	44.4	12.0
October	0.0	4.3	7.5	22.8	50.4	15.0
<b>Safe</b>						
June/July	1.1	2.9	2.4	14.7	39.2	39.7
October	0.0	1.9	1.9	7.8	43.2	45.3

**Table 36. Have you felt strain, stress or pressure during the past 6 months?**

	Not at all	Yes, a little/ about usual	Yes, some/ more than usual	Yes, quite a bit of pressure	Yes, almost more than I can take
June/July	2.4	16.0	39.1	33.2	9.3
October	2.9	25.0	38.0	28.2	5.9

**Table 37. Compared to before the COVID-19 outbreak, how much more have you felt this way in the past 7 days, including today?**

	Not at all	A little	Somewhat	A lot	A great deal
<b>Relaxed</b>					
June/July	20.1	19.8	38.2	19.5	2.4
October	17.5	12.9	40.3	25.5	3.8
<b>Hopeful</b>					
June/July	11.9	20.2	34.5	29.1	4.3
October	13.7	12.1	36.8	30.9	6.5
<b>Confident about the future</b>					
June/July	13.7	18.0	36.5	26.5	5.4
October	12.9	16.7	35.3	29.9	5.1
<b>Hopeless</b>					
June/July	58.2	24.5	15.1	2.2	0.0
October	65.1	19.1	11.0	4.8	0.0
<b>Anxious/stressed</b>					
June/July	18.4	39.3	26.5	13.4	2.4
October	23.1	40.5	25.3	10.1	1.1
<b>Cheerful</b>					
June/July	0.3	4.8	6.4	23.4	54.3
October	0.0	3.7	3.7	17.1	63.6

**Table 38. School's COVID-19 response items.**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
<b>School has prepared a safe and protected working environment</b>					
June/July	0.3	8.3	12.3	48.5	30.7
October	1.1	6.5	9.7	50.5	32.2
<b>I am able to safely physical distance when at school</b>					
June/July	23.5	33.6	10.7	23.2	9.1
October	19.3	31.6	15.0	24.7	9.4
<b>I am provided with enough current information to feel secure in the workplace</b>					
June/July	1.6	4.8	15.8	50.0	27.8
October	1.1	5.4	14.2	51.6	27.7
<b>I am concerned about going to work due to my potential COVID-19 risk</b>					
June/July	22.9	37.3	21.1	15.5	3.2
October	34.3	40.5	15.3	7.2	2.7
<b>I have adequate access to workplace support services</b>					
June/July	1.3	4.8	18.7	54.8	20.3
October	1.3	4.3	19.1	53.5	21.8
<b>I have adequate support from others to cope with the changes relevant to my role</b>					
June/July	0.8	9.6	18.4	51.7	19.5
October	1.3	9.4	16.1	55.4	17.7
<b>I am concerned about students who are not coping or who have educational needs greater than I can support</b>					
June/July	2.2	16.5	30.5	38.4	12.4
October	7.8	20.9	31.9	31.6	7.8

**Table 39. COVID-19 has...**

	No different	A little	Somewhat	A lot
<b>Reduced opportunities to meet the learning needs of students?</b>				
June/July	10.0	29.5	44.9	15.7
October	26.2	36.0	32.4	5.4
<b>Provided new ways to engage with parents?</b>				
June/July	16.8	21.1	40.0	22.2
October	18.4	27.3	38.9	15.4
<b>Increased your workload?</b>				
June/July	9.9	18.8	37.3	34.0
October	18.3	26.1	35.8	19.7
<b>Improved your IT capabilities?</b>				
June/July	23.9	24.4	37.3	14.5
October	24.2	30.4	34.9	10.5
<b>Reduced the engagement of students?</b>				
June/July	17.9	31.3	36.4	14.4
October	29.4	38.4	26.2	6.0
<b>Increased the amount of Time spent supervising students</b>				
June/July	45.9	20.2	24.3	9.6
October	54.6	24.0	15.0	6.3
<b>Negatively impacted student wellbeing?</b>				
June/July	16.8	39.3	33.9	10.0
October	20.5	48.5	24.4	6.6

**Table 40. How important is it to you that your school is participating in this research study about COVID-19?\***

	Unsure	Not important	Important	Very important
June/July	3.1	7.1	40.4	49.3
October	3.1	3.6	42.6	50.7

+test schools only

**Table 41. Did you participate in the COVID-19 testing (throat and nasal swabs) at school as part of the DETECT study?\***

	Yes	No	Don't know
June/July	54.0	44.2	1.8
October	78.9	20.6	0.4

+test schools only

**Table 42. Please rate your discomfort with the swab test?+**

	None	Mild	Moderate	Painful	Very painful
June/July	19.0	63.6	16.5	0.8	0.0
October	13.1	63.6	21.0	1.7	0.6

+test schools only

**Table 43. How concerned are you about your results from the swab test?+**

	Not at all concerned	A little bit concerned	Moderately concerned	Quite a bit concerned	Extremely concerned
June/July	79.3	18.2	2.5	0.0	0.0
October	85.2	11.4	1.1	2.3	0.0

+test schools only

**Table 44. In your opinion, how disruptive was the COVID-19 testing for the staff and students to the school?+**

	Not at all	A little	Moderately	Quite a bit	Extremely
June/July	41.8	48.0	6.7	3.1	0.4
October	40.5	47.7	8.6	2.3	0.9

+test schools only