



ANXIOUS, STRESSED, DOWN AND ANGRY

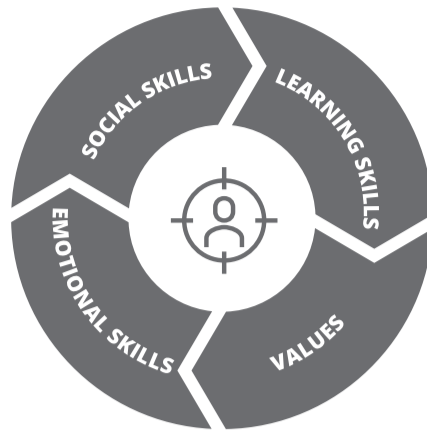
AUSTRALIAN STUDENTS ARE STRUGGLING

Australian Council for Educational Research + Michael E. Bernard, PhD

Findings from Survey of Student Wellbeing (2018-2023)

480,000+
primary + secondary students

Big Picture: The Social-Emotional Wellbeing of Young People



OUTSIDE WORLD

+ INSIDE WORLD

+ FEELINGS/BEHAVIOURS

Five different levels of wellbeing of Australian youth have been discovered.

Percentage of young people at each level of wellbeing in the general population.



Snapshot. Student Wellbeing

Wellbeing Challenges and Strengths

- My feelings are easily hurt.
- I worry a lot about my schoolwork or what others think about me.
- I feel very bad for long periods of time.
- I lose my temper a lot.
- I can control how nervous I get.
- I can calm down quickly when I feel bad.
- When I am angry, I stop and think before I act.
- When someone teases me, I think "I'm stupid."
- When I do badly in my schoolwork, I think "I'm stupid."
- I think about planning my time so that I get all my work done.

2018			2023		
GIRLS	BOYS	AVG	GIRLS	BOYS	AVG
43%	33%	38%	53%	36%	45%
46%	39%	42%	54%	42%	48%
24%	25%	25%	33%	32%	32%
19%	26%	23%	27%	31%	29%
64%	69%	67%	52%	61%	56%
63%	66%	65%	52%	59%	56%
71%	60%	65%	66%	57%	62%
32%	25%	28%	39%	29%	34%
24%	25%	25%	34%	31%	33%
77%	70%	73%	73%	67%	70%



Wellbeing in Girls Vs Boys

Feel very stressed.



Cannot calm down quickly when they feel bad.



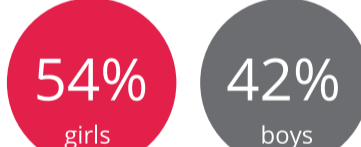
Cannot control how nervous they get.



Do not love to learn.



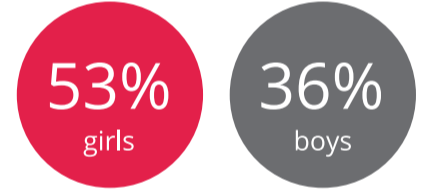
Worry a lot about their schoolwork or what others think of them.



Think they're stupid when someone teases them.



ALARMING TREND
Many Children are Vulnerable to Hurt Feelings



SURPRISE POSITIVE RESULT!

I am a happy person. **92%**

When I grow up, I will have a good life. **91%**

I like the kind of person I am. **88%**



Thriving Students Reflect on their Environment

SCHOOL

- I am learning about feelings and how to cope with stress.
- We spend time learning about making friends/solving problems.
- Teachers discuss ways I can be confident, persistent and organised in doing my schoolwork.
- At least one teacher talks with me about things other than school.

HOME

- I have a parent who talks with me about my feelings and coping with stress.
- I have a parent who spends time talking with me about how to make friends and solve problems.
- I have a "say" at home about the way we do things.
- There are interesting things to do at home with family.

COMMUNITY

- Outside of my school and family, I have an adult I can go to if I have a problem.
- When I have worked hard and acted responsibly, there is an adult outside of school and family who praises me.
- Outside of school, there is an adult who reminds me to try my hardest to be successful and act responsibly.
- My friends work hard and behave well.



Thriving Students Share Insights about their Inner World

SOCIAL SKILLS

- I am good at solving conflicts without fighting.
- I know how to make friends.
- I can put up with having to behave well and follow rules.

EMOTIONAL SKILLS

- I can control how worried I get.
- When faced with adversity (rejection, failure, poor body image), I accept myself and do not put myself down.
- I am good at understanding how other people feel.
- I can control my behaviour when upset.

LEARNING SKILLS

- I am good at working cooperatively with others on projects.
- I think about planning my time so that I get all my work and jobs done on time.
- I am difficult when doing difficult schoolwork.
- I am persistent and try very hard to complete all my schoolwork.

VALUES/ CHARACTER

- I volunteer to do things to make my school and community a safer and better place to live.
- I am very enthusiastic and have lots of energy.
- I am someone who loves to learn.
- I am very curious about the way things are the way they are.



You Can Do It! Education programs are based on international research AND studies by Professor Michael Bernard and his colleagues on the social-emotional development of children and adolescents. Evaluation studies continue to show highly beneficial effects of YCDI! programs on the attitudes and social-emotional skills of young people leading to improved achievement, relationships and wellbeing.

ACER Wellbeing Survey: www.acer.org/au/sew

Citation: Bernard, Michael. (2024, 8 February). Anxious, stressed, down and angry. Australian students are struggling. Instagram. Retrieved from youcandoiteducation.com.au/2024/02/08/anxious-stressed-down-and-angry-australian-students-are-struggling.

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