



Dubai Student Wellbeing Census

St. Mary Catholic High School-Dubai

Grades 10 - 12 (Years 11-13)

2018

2. Student Participation

The tables show the number of students from all grade/year levels from your school who completed the Census in 2018. Alongside this is the number of students from all schools who completed the Census. The Census involved 181 schools across Dubai.

	Your School		Dubai	
	n	%	n	%
Total	984	100%	95875	100%
Boys	493	50%	48210	50%
Girls	491	50%	47165	49%
Unknown*	0	0%	500	1%

* Unknown due to using a generic token.

Total Emirati	N/A	N/A	10168	100%
Middle Years Emirati	N/A	N/A	6704	66%
Senior Years Emirati	N/A	N/A	3464	34%

Total Middle Years	671	100%	64507	100%
Year 6	0	0%	2645	4%
Grade 6 / Year 7	171	25%	17291	27%
Grade 7 / Year 8	172	26%	16303	25%
Grade 8 / Year 9	164	24%	14798	23%
Grade 9 / Year 10	164	24%	13470	21%

Total Senior Years	313	100%	30439	100%
Grade 10 / Year 11	155	50%	12483	41%
Grade 11 / Year 12	81	26%	9630	32%
Grade 12 / Year 13	77	25%	8326	27%

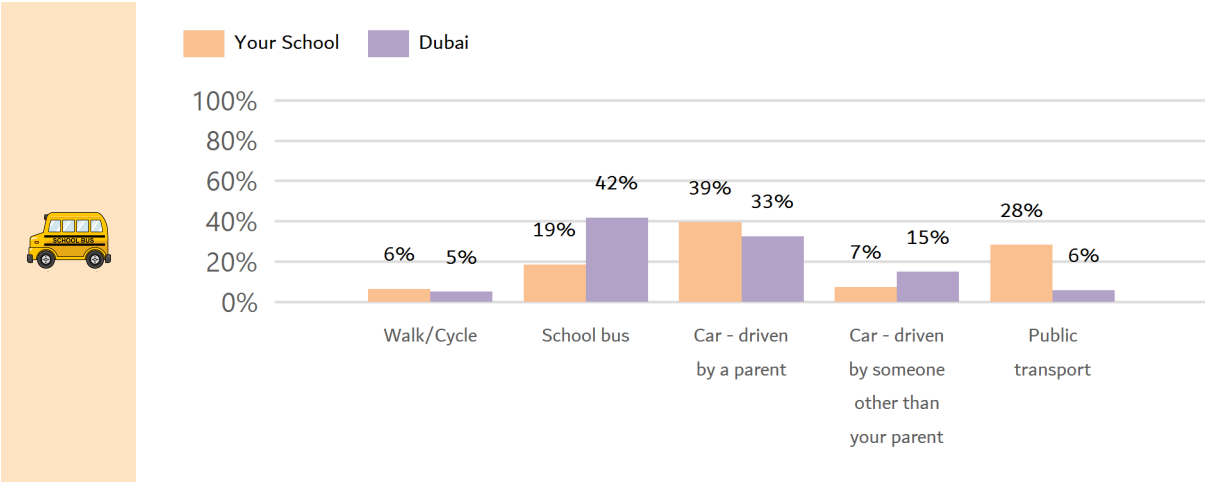
Unknown*	0	0%	929	1%
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Year 6 students from selected schools only.

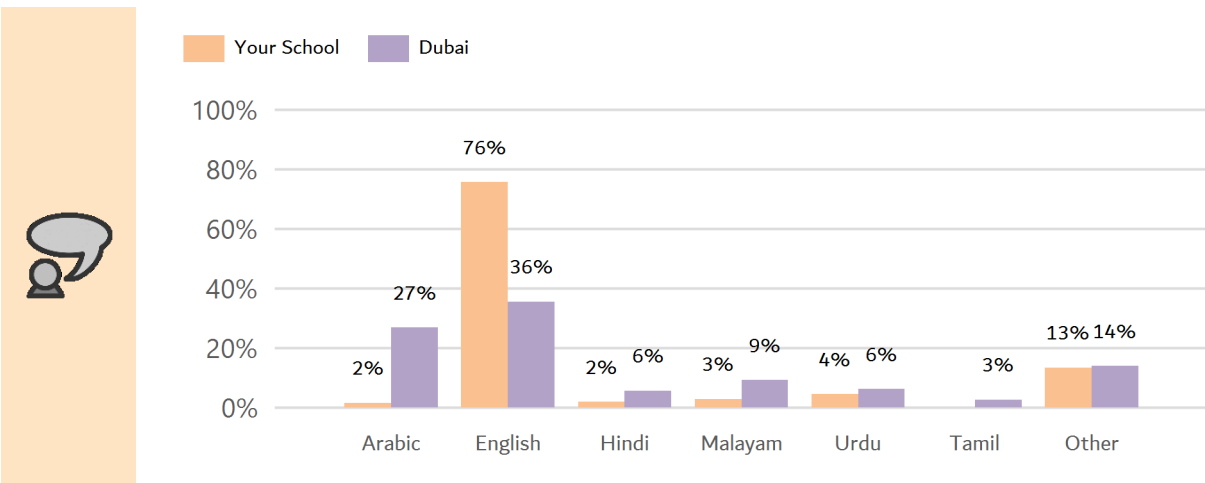
3. Student Demographics (Year 11 - Year 13)

The information presented in this section shows the percentage of students in Grade 10 - 12 at your school who completed the Census in 2018. Alongside this is the percentage of students from all schools who completed the Census across Dubai.

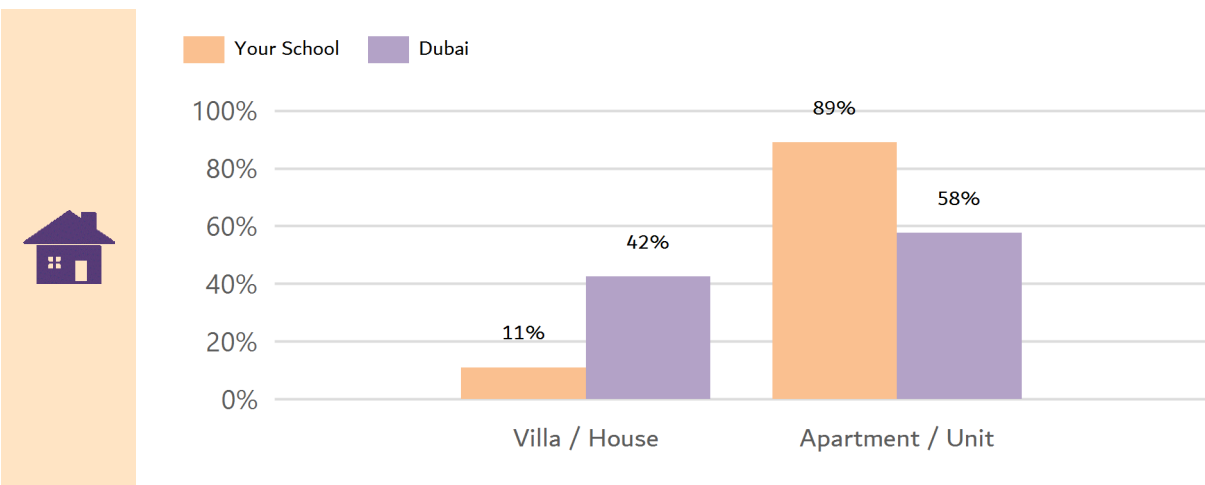
How do you normally travel to school?



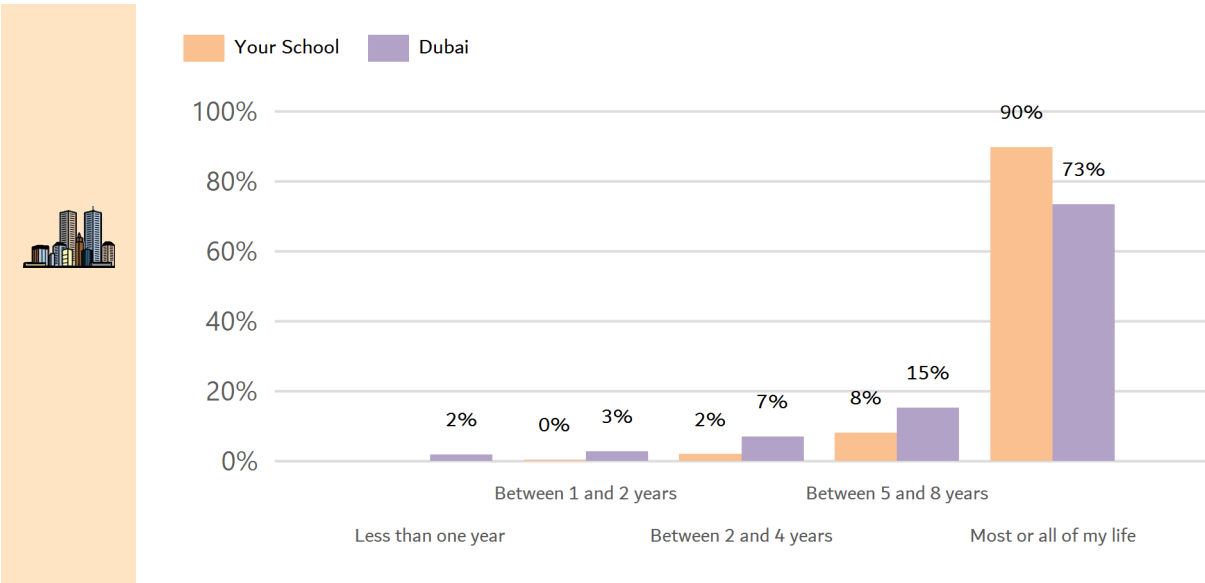
Which language do you speak most of the time in your home in the UAE?



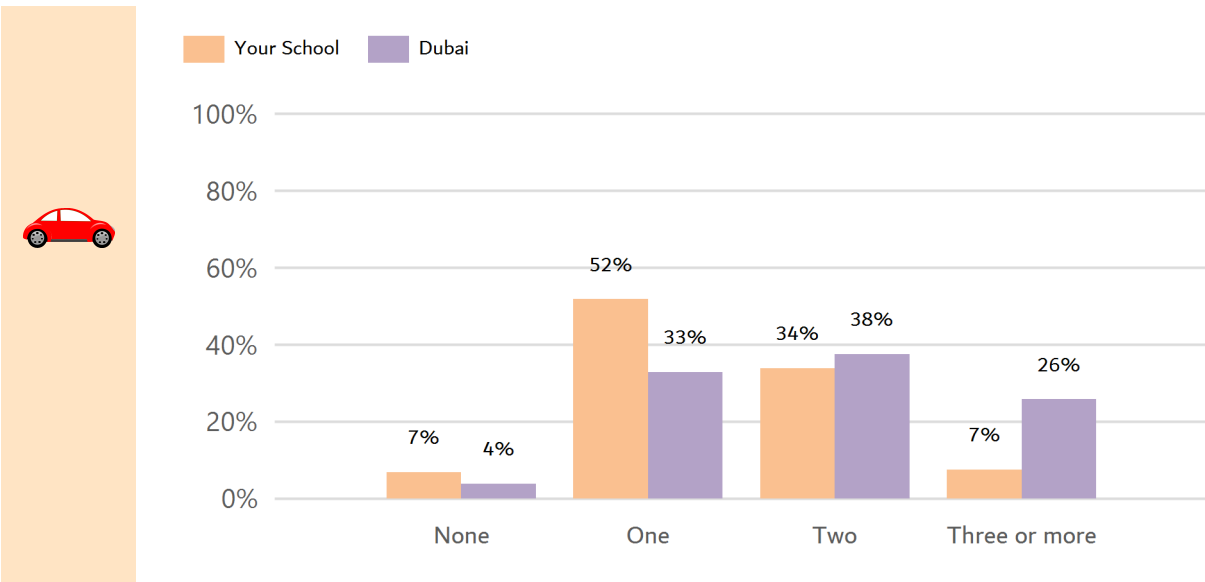
Do you live in a Villa/House or Apartment/Unit in the UAE?



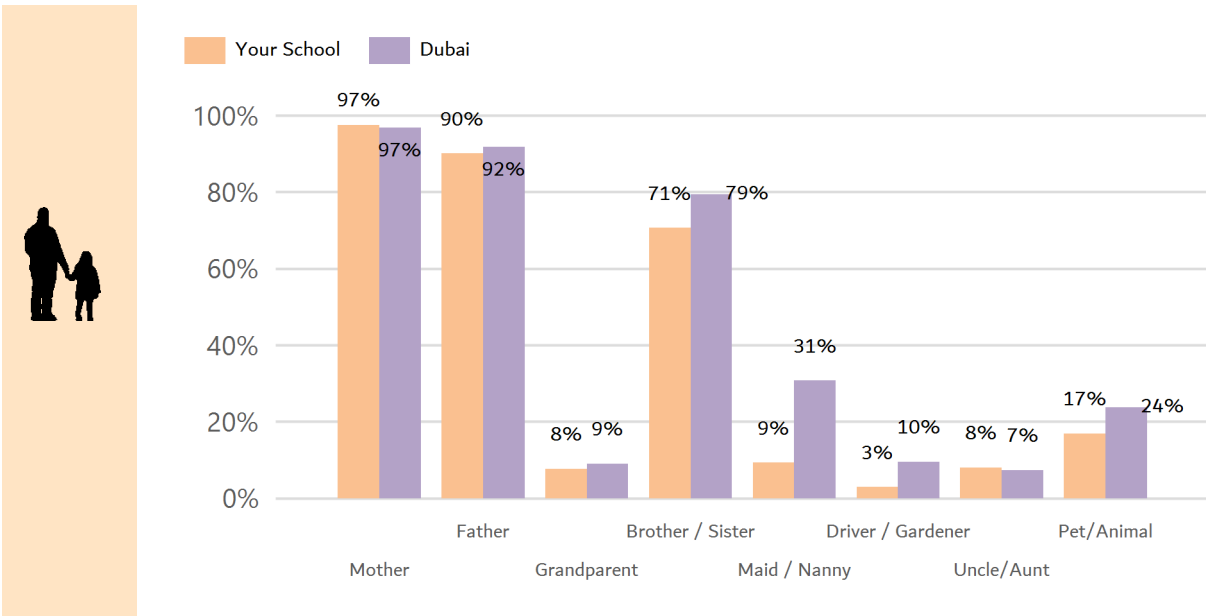
How long have you lived in the UAE?



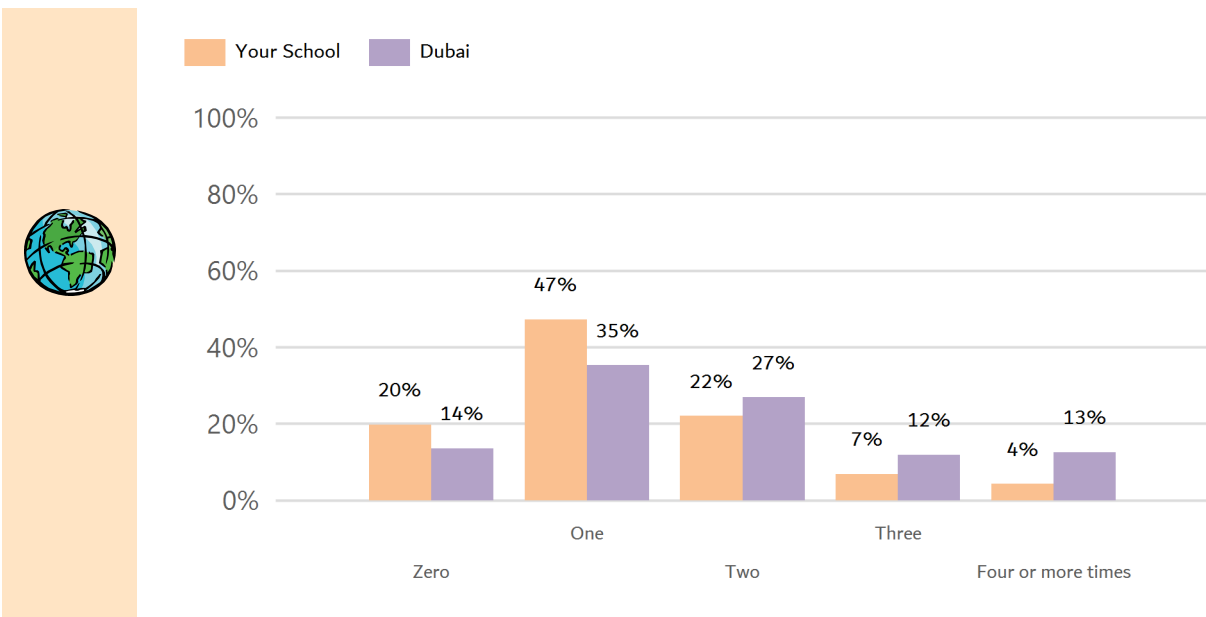
How many cars are at your home in the UAE?



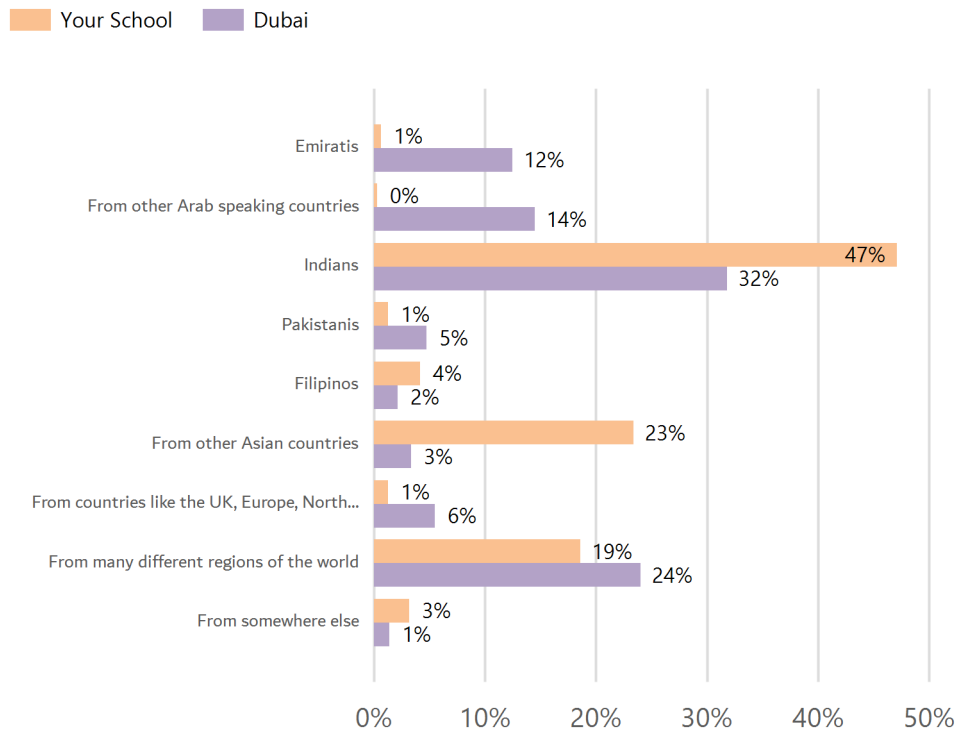
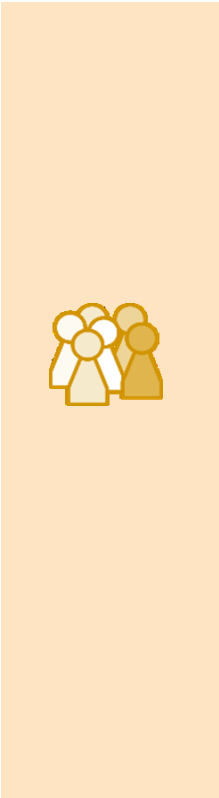
Who lives with you at home in the UAE?



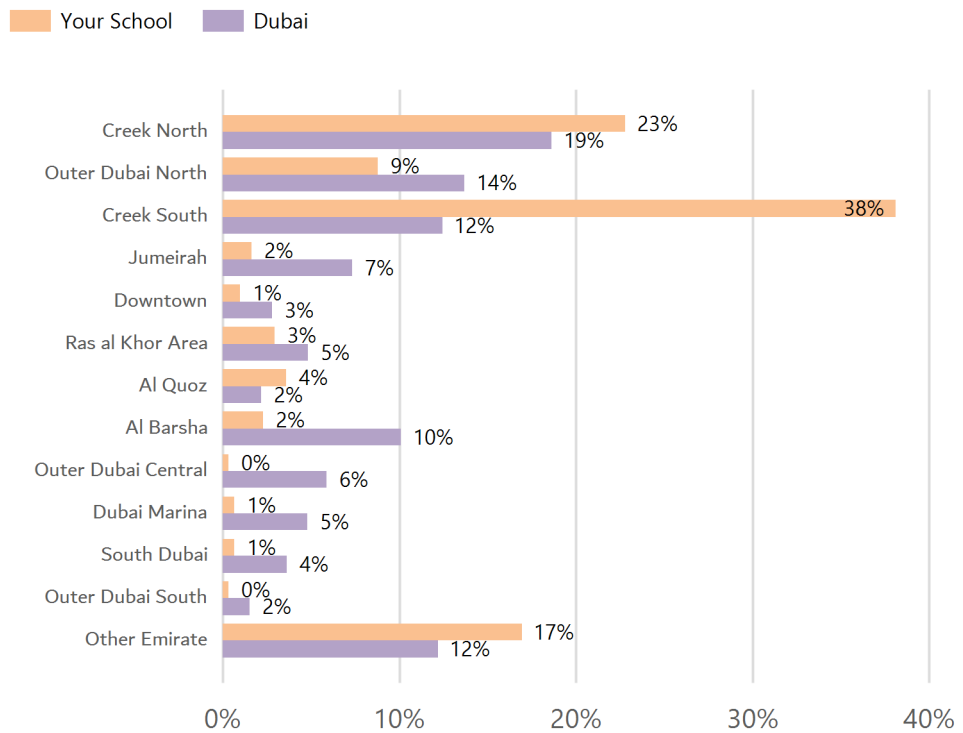
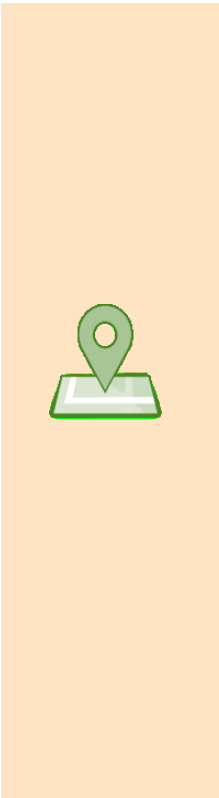
How many times did you travel out of the UAE for holiday/vacation in the last 12 months?



Most of my friends are...



Where do you live?



4. Overview of wellbeing at your school (Year 11 - Year 13)

Happiness - 2018



Low	79	students	(25%)
Medium	110	students	(35%)
High	124	students	(40%)
Total	313	students	

Optimism - 2018



Low	53	students	(17%)
Medium	115	students	(37%)
High	144	students	(46%)
Total	312	students	

Satisfaction with life - 2018



Low	82	students	(26%)
Medium	117	students	(38%)
High	112	students	(36%)
Total	311	students	

Perseverance - 2018



Low	95	students	(31%)
Medium	141	students	(45%)
High	75	students	(24%)
Total	311	students	

Emotion regulation - 2018



Low	37	students	(12%)
Medium	149	students	(48%)
High	124	students	(40%)
Total	310	students	

Sadness - 2018



High	67	students	(22%)
Medium	119	students	(38%)
Low	124	students	(40%)
Total	310	students	

Worries - 2018



High	140	students	(45%)
Medium	113	students	(36%)
Low	59	students	(19%)
Total	312	students	

Distress - 2018



High	24	students	(8%)
Medium	92	students	(29%)
Low	196	students	(63%)
Total	312	students	

Resilience - 2018



Low	100	students	(32%)
Medium	169	students	(55%)
High	41	students	(13%)
Total	310	students	

Connectedness to adults at school - 2018



Low	31	students	(10%)
Medium	103	students	(33%)
High	178	students	(57%)
Total	312	students	

Emotional engagement with teachers - 2018



Low	13	students	(4%)
Medium	113	students	(36%)
High	185	students	(59%)
Total	311	students	

School belonging - 2018



Low	53	students	(17%)
Medium	99	students	(32%)
High	154	students	(50%)
Total	306	students	

Peer belonging - 2018



Low	51	students	(16%)
Medium	84	students	(27%)
High	177	students	(57%)
Total	312	students	

Friendship intimacy - 2018



Low	24	students	(8%)
Medium	50	students	(16%)
High	237	students	(76%)
Total	311	students	

Cognitive engagement - 2018



Low	14	students	(4%)
Medium	145	students	(46%)
High	154	students	(49%)
Total	313	students	

Academic self concept - 2018



Low	17	students	(5%)
Medium	70	students	(22%)
High	225	students	(72%)
Total	312	students	

Engagement (flow) - 2018



Low	94	students	(30%)
Medium	116	students	(37%)
High	103	students	(33%)
Total	313	students	

School work - 2018



Low	34	students	(11%)
Medium	118	students	(38%)
High	159	students	(51%)
Total	311	students	

Learning practices - 2018



Low	59	students	(19%)
Medium	168	students	(54%)
High	86	students	(27%)
Total	313	students	

Meeting expectations - 2018



Low	66	students	(21%)
Medium	143	students	(46%)
High	103	students	(33%)
Total	312	students	

Expectations for success - 2018



Low	28	students	(9%)
Medium	96	students	(31%)
High	188	students	(60%)
Total	312	students	

Motivation to achieve goals - 2018



Low	46	students	(15%)
Medium	169	students	(54%)
High	97	students	(31%)
Total	312	students	

Future goal planning - 2018



Low	20	students	(6%)
Medium	132	students	(42%)
High	159	students	(51%)
Total	311	students	

Breakfast - 2018



Low	82	students	(26%)
Medium	29	students	(9%)
High	201	students	(64%)
Total	312	students	

Sleep - 2018



Low	151	students	(49%)
Medium	75	students	(24%)
High	83	students	(27%)
Total	309	students	

5. Social and emotional wellbeing

Why is this important?

A young person's social and emotional wellbeing is associated with greater motivation and success in school, as well as positive outcomes later in life (post-school education, employment, healthy lifestyles, physical and psychological wellbeing).

What areas were measured?

Young people answered survey questions about their **happiness, optimism, satisfaction with life, perseverance, emotion regulation, sadness, worries / anxiety, distress and resilience.**

The following pages highlight the key findings in this area for your school. A full list of questions is available at Appendix B.

What does the data show?

The graphs and tables show the number and percentage of students who completed the wellbeing Census whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for your school are shown next to the results for all participating schools.

Where applicable, results for Emirati students at your school are shown next to all participating Emirati students. If there is at least one but less than five Emirati students, a dash ("-") is displayed to protect student confidentiality. If there are zero Emirati students, "N/A" is displayed.

High: Students who usually responded that they 'agree a little' or 'agree a lot', or 'very often' or 'almost always', or that it is 'mostly' or 'very much' like me.

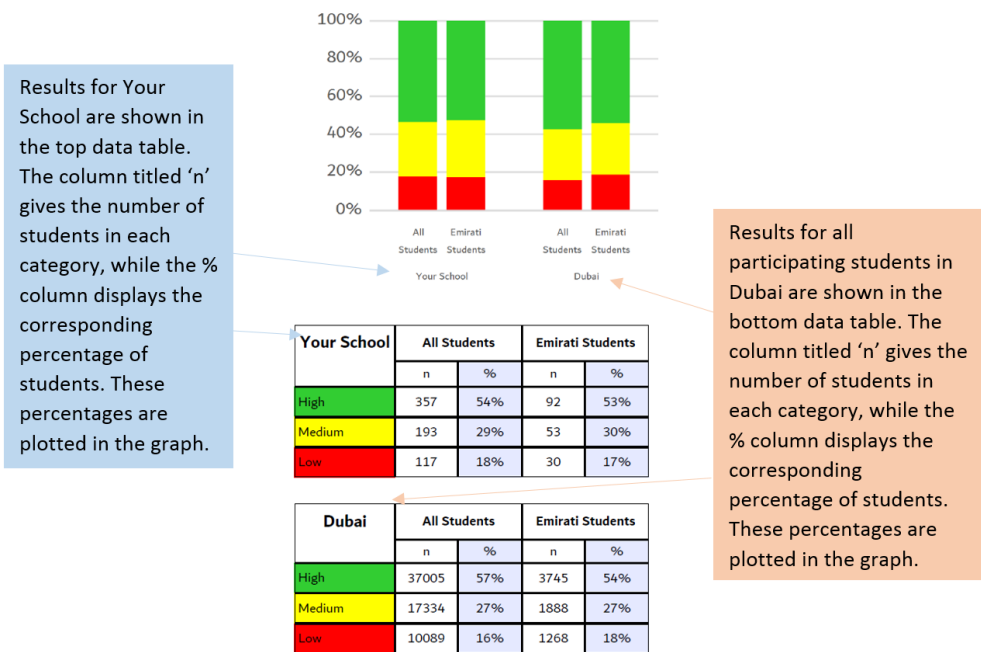
Medium: Students who usually responded that they 'don't agree or disagree' or who reported a mix of positive or negative responses.

Low: Students who usually responded that they 'disagree a little' or 'disagree a lot' or 'almost never' or that it is 'not at all' like me.

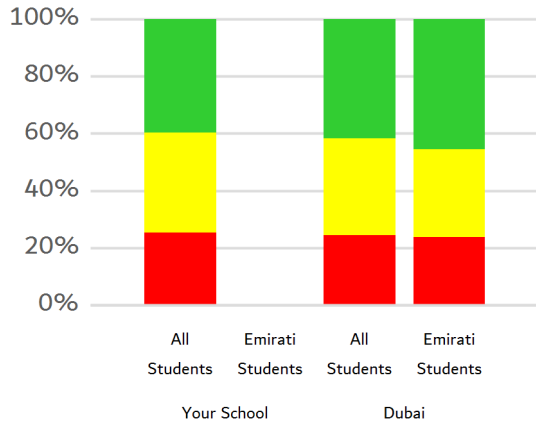
How to read your report

The information below explains how to read the graphs in this report. Each graph shows the results for your school on the left, and the results for all participating students in Dubai on the right. Within each set, results are shown separately for 'All students' and 'Emirati students'. Note that 'All students' covers all participating students, both Emirati and non-Emirati, while 'Emirati students' shows results for Emirati students only.

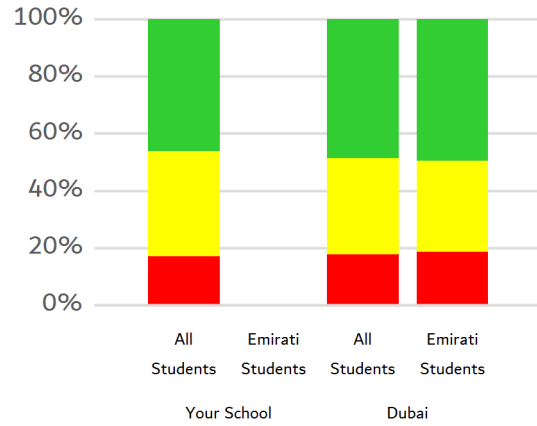
Data tables below each graph give the precise counts and percentages of students in the 'High', 'Medium' and 'Low' categories.



Happiness



Optimism



Your School	All Students		Emirati Students	
	n	%	n	%
High	124	40%	N/A	N/A
Medium	110	35%	N/A	N/A
Low	79	25%	N/A	N/A

Your School	All Students		Emirati Students	
	n	%	n	%
High	144	46%	N/A	N/A
Medium	115	37%	N/A	N/A
Low	53	17%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	12662	42%	1568	45%
Medium	10296	34%	1063	31%
Low	7438	24%	817	24%

Dubai	All Students		Emirati Students	
	n	%	n	%
High	14755	49%	1710	50%
Medium	10230	34%	1097	32%
Low	5351	18%	639	19%

Happiness

General feeling of happiness, cheer and contentment with life.

Questions:

I am a cheerful person.

I feel happy.

I have a lot of fun.

I love life.

Optimism

Having a mindset of positive expectations about the future.

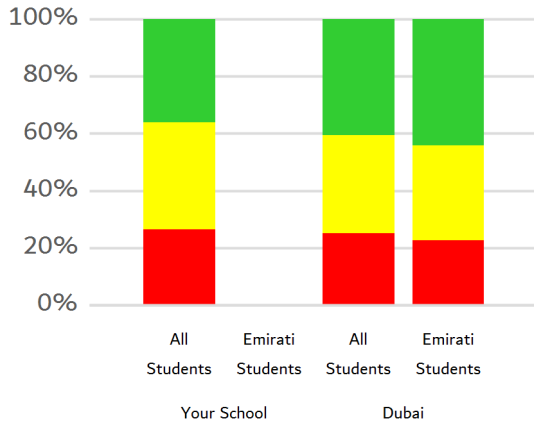
Questions:

I believe more good things than bad things will happen to me.

I have more good times than bad times.

I start most days thinking I will have a good day.

Satisfaction with life



Your School	All Students		Emirati Students	
	n	%	n	%
High	112	36%	N/A	N/A
Medium	117	38%	N/A	N/A
Low	82	26%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	12293	41%	1518	44%
Medium	10446	34%	1148	33%
Low	7594	25%	779	23%

Satisfaction with life

How content or satisfied children are with their lives.

Questions:

I am happy with my life.

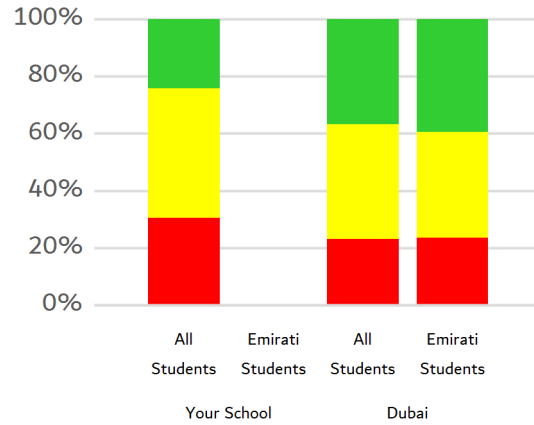
If I could live my life over again, I would have it the same way.

In most ways my life is close to the way I would want it to be.

So far I have gotten the important things I want in life.

The things in my life are excellent.

Perseverance



Your School	All Students		Emirati Students	
	n	%	n	%
High	75	24%	N/A	N/A
Medium	141	45%	N/A	N/A
Low	95	31%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	11185	37%	1366	40%
Medium	12198	40%	1277	37%
Low	7006	23%	813	24%

Perseverance

Having the tenacity to stick with things and pursue goals, despite challenges that arise.

Questions:

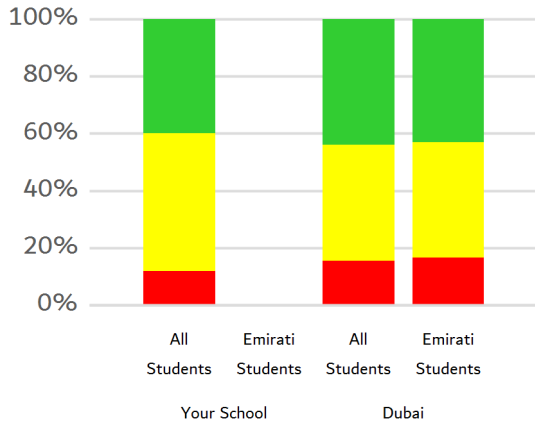
I am a hard worker.

I finish whatever I begin.

I keep at my schoolwork until I am done with it.

Once I make a plan to get something done, I stick to it.

Emotion regulation



Your School	All Students		Emirati Students	
	n	%	n	%
High	124	40%	N/A	N/A
Medium	149	48%	N/A	N/A
Low	37	12%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	13201	44%	1452	43%
Medium	12177	41%	1367	40%
Low	4654	15%	558	17%

Emotion regulation

Having the ability to manage the experience of positive and negative feelings.

Questions:

I control my feelings about things by changing the way I think about them.

When I want to feel happier about something, I change the way I'm thinking about it.

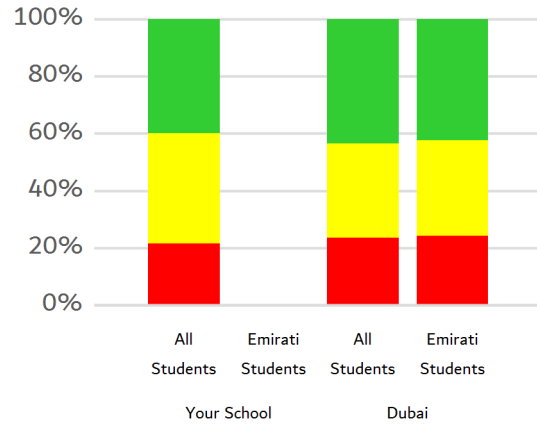
When I want to feel happier, I think about something different

When I want to feel less bad (e.g. sad, angry or worried), I change the way that I'm thinking about it.

When I want to feel less bad (e.g. sad, angry, or worried), I think about something different.

When I'm worried about something, I make myself think about it in a different way that helps me feel better.

Sadness



Your School	All Students		Emirati Students	
	n	%	n	%
Low	124	40%	N/A	N/A
Medium	119	38%	N/A	N/A
High	67	22%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
Low	12988	43%	1421	42%
Medium	9865	33%	1115	33%
High	7050	24%	811	24%

Sadness

How frequently young people feel unhappy or upset.

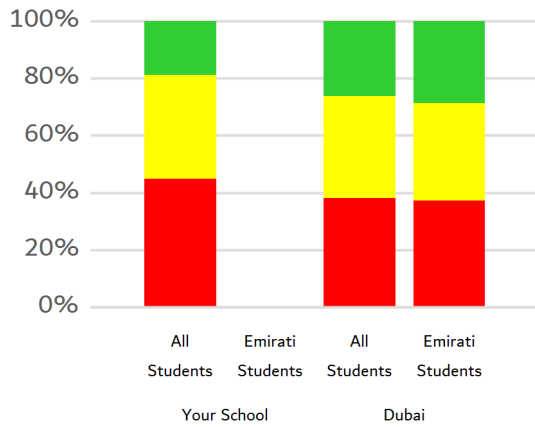
Questions:

I feel that I do things wrong a lot.

I feel unhappy a lot of the time.

I feel upset about things.

Worries



Your School	All Students		Emirati Students	
	n	%	n	%
Low	59	19%	N/A	N/A
Medium	113	36%	N/A	N/A
High	140	45%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
Low	7813	26%	961	29%
Medium	10653	36%	1133	34%
High	11420	38%	1246	37%

Worries

How often young people worry about different aspects of life.

Questions:

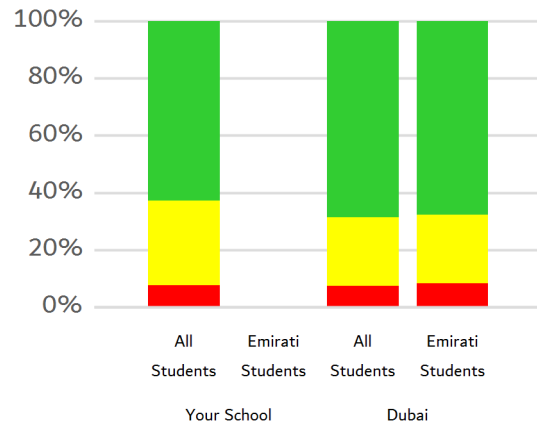
I worry a lot about mistakes that I make.

I worry a lot about things at home.

I worry a lot about things at school.

I worry about things.

Distress



Your School	All Students		Emirati Students	
	n	%	n	%
Low	196	63%	N/A	N/A
Medium	92	29%	N/A	N/A
High	24	8%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
Low	20625	68%	2297	68%
Medium	7280	24%	815	24%
High	2205	7%	283	8%

Distress

How frequently young people felt distressed in the past month.

Questions:

During the last month about how often did you feel... hopeless?

During the last month about how often did you feel... nervous?

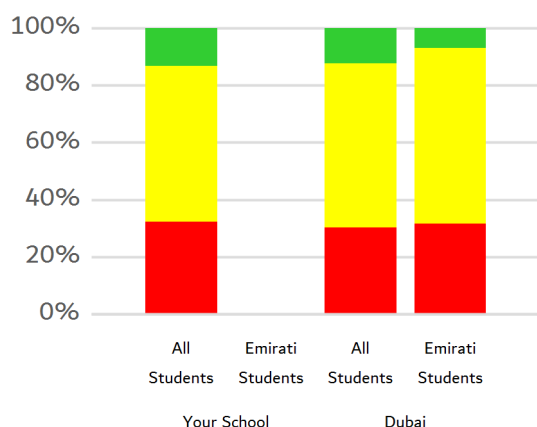
During the last month about how often did you feel... restless or fidgety?

During the last month about how often did you feel... so sad that nothing could cheer you up?

During the last month about how often did you feel... that everything was an effort?

During the last month about how often did you feel... worthless?

Resilience



Your School	All Students		Emirati Students	
	n	%	n	%
High	41	13%	N/A	N/A
Medium	169	55%	N/A	N/A
Low	100	32%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	3681	12%	236	7%
Medium	17137	57%	2048	61%
Low	9038	30%	1056	32%

Resilience

Young people's beliefs about their capacity to recover from difficulties and challenges.

Questions:

I have a hard time making it through stressful events.

I tend to bounce back quickly after hard times.

I tend to take a long time to get over set-backs in my life.

I usually come through difficult times with little trouble.

It does not take me long to recover from a stressful event.

It is hard for me to bounce back when something bad happens.

6. Relationships and learning in school and at home

Why is this important?

Connectedness with educators and other young people is important for the development of social and emotional skills and for protecting young people from adverse stress and worries. Better social relationships and functioning is associated with positive education, workforce and social outcomes, along with greater life-satisfaction in adulthood. Teacher-student relationships are linked to students feeling safe and secure at school and academic achievement.

What areas were measured?

Young people were asked to report on their **relationships with the adults in their schools, relationships with adults at home, school climate, school belonging, and safety at school.** They also reported on **relationships with their peers, emotional engagement with their teacher, their engagement in learning, learning practices, ability to meet expectations and expectations for success, motivation to achieve goals, and future goal planning.** A full list of questions is available at Appendix B.

What does the data show?

The graphs and tables show the percentage of students who completed the wellbeing Census whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for your school are shown next to the overall results for all participating schools.

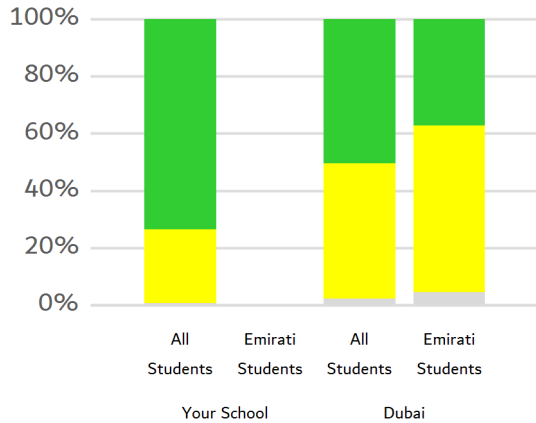
Where applicable, results for Emirati students at your school are shown next to all participating Emirati students. If there is at least one but less than five Emirati students, a dash ("-") is displayed to protect student confidentiality. If there are zero Emirati students, "N/A" is displayed.

High: Students who usually responded that they 'agree a little' or 'agree a lot', or 'pretty much' or 'very much true to statements.

Medium: Students who usually responded that they 'don't agree or disagree' or 'a little true' to statements or who reported a mix of positive and negative responses.

Low: Students who usually responded that they 'disagree a little' or 'disagree a lot' or 'not at all' to statements.

Important adults at school



Your School	All Students		Emirati Students	
	n	%	n	%
Yes	230	73%	N/A	N/A
No	81	26%	N/A	N/A
Missing	2	1%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
Yes	15373	51%	1291	37%
No	14377	47%	2020	58%
Missing	689	2%	153	4%

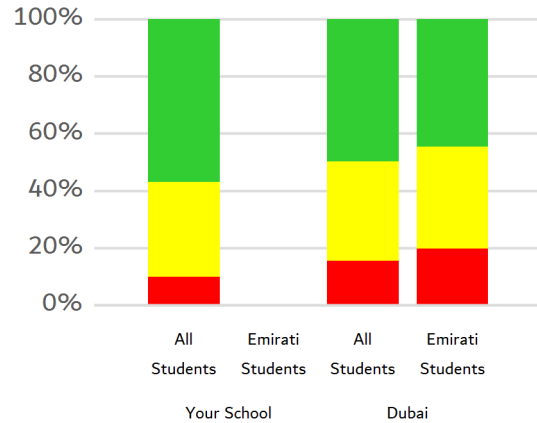
Important adults at school

Identify whether there are adults at school they see as 'important'.

Questions:

Are there any adults who are important to you at your school?

Connectedness to adults at school



Your School	All Students		Emirati Students	
	n	%	n	%
High	178	57%	N/A	N/A
Medium	103	33%	N/A	N/A
Low	31	10%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	14812	50%	1484	45%
Medium	10331	35%	1178	35%
Low	4634	16%	657	20%

Connectedness to adults at school

Having at least one adult at school who provides support to a young person.

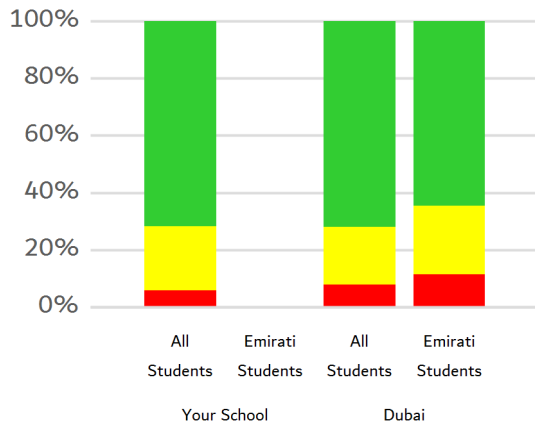
Questions:

At my school, there is a teacher or adult who believes that I will be a success.

At my school, there is a teacher or adult who listens to me when I have something to say.

At my school, there is a teacher or adult who really cares about me.

Connectedness to adults at home



Your School	All Students		Emirati Students	
	n	%	n	%
High	221	72%	N/A	N/A
Medium	69	22%	N/A	N/A
Low	18	6%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	21319	72%	2129	65%
Medium	5906	20%	794	24%
Low	2354	8%	376	11%

Connectedness to adults at home

Having at least one adult at home who provides support to a young person.

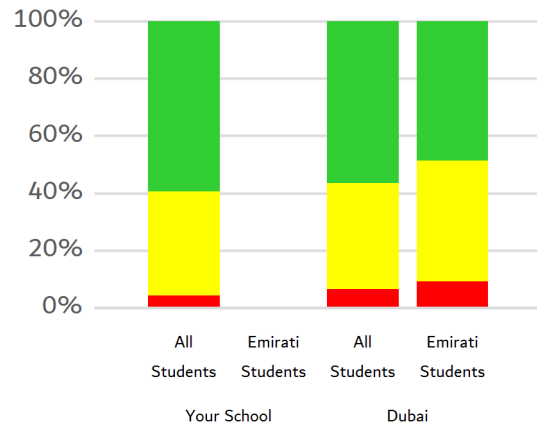
Questions:

In my home, there is a parent or another adult who believes I will be a success.

In my home, there is a parent or another adult who I can talk to about my problems.

In my home, there is a parent or another adult who listens to me when I have something to say.

Emotional engagement with teachers



Your School	All Students		Emirati Students	
	n	%	n	%
High	185	59%	N/A	N/A
Medium	113	36%	N/A	N/A
Low	13	4%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	16827	57%	1610	49%
Medium	10967	37%	1386	42%
Low	1955	7%	307	9%

Emotional engagement with teachers

Support and relationships with teachers.

Questions:

I get along well with most of my teachers.

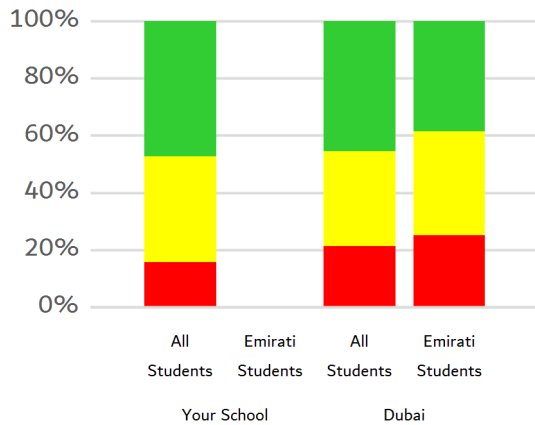
If I need extra help, I will receive it from my teachers.

Most of my teachers are interested in my happiness.

Most of my teachers really listen to what I have to say.

Most of my teachers treat me fairly.

School climate



Your School	All Students		Emirati Students	
	n	%	n	%
High	148	47%	N/A	N/A
Medium	116	37%	N/A	N/A
Low	49	16%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	13523	46%	1269	39%
Medium	9841	33%	1196	36%
Low	6294	21%	827	25%

School climate

Overall tone of the school environment, including the way teachers and students interact and how students treat each other.

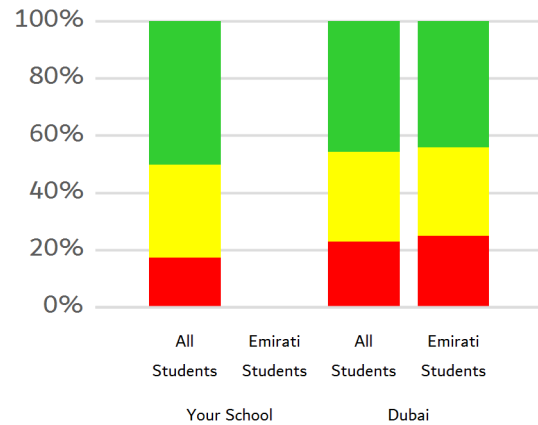
Questions:

People care about each other in this school.

Students in this school help each other, even if they are not friends.

Teachers and students treat each other with respect in this school.

School belonging



Your School	All Students		Emirati Students	
	n	%	n	%
High	154	50%	N/A	N/A
Medium	99	32%	N/A	N/A
Low	53	17%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	13488	46%	1437	44%
Medium	9241	31%	1007	31%
Low	6784	23%	812	25%

School belonging

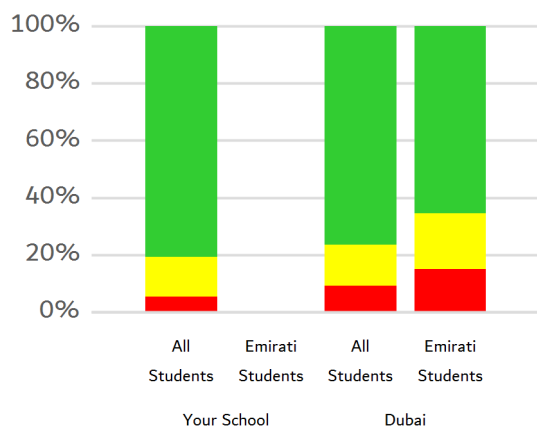
The degree to which young people feel connected and valued at their school.

Questions:

I feel like I am important to this school.

I feel like I belong in this school.

Safe at school



Your School	All Students		Emirati Students	
	n	%	n	%
High	251	81%	N/A	N/A
Medium	43	14%	N/A	N/A
Low	17	5%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	22590	76%	2141	65%
Medium	4223	14%	639	20%
Low	2749	9%	493	15%

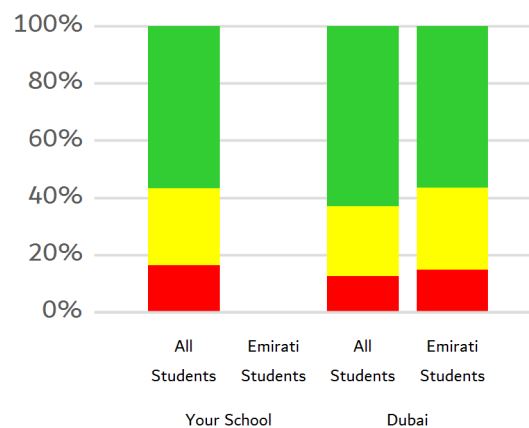
Safe at school

How safe young people feel at school.

Questions:

I feel safe at school.

Peer belonging



Your School	All Students		Emirati Students	
	n	%	n	%
High	177	57%	N/A	N/A
Medium	84	27%	N/A	N/A
Low	51	16%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	18634	63%	1849	57%
Medium	7171	24%	936	29%
Low	3734	13%	482	15%

Peer belonging

Feeling that they belong to a social group.

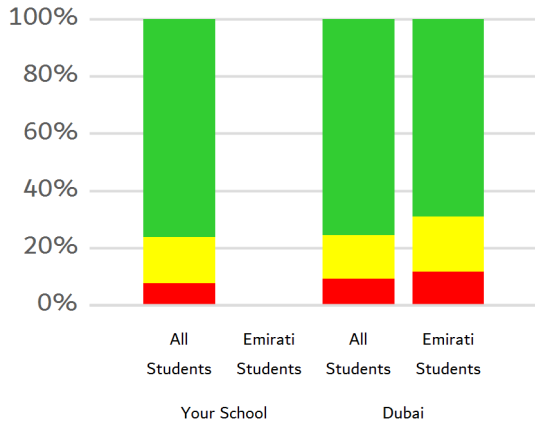
Questions:

I feel part of a group of friends that do things together.

I feel that I usually fit in with other kids around me.

When I am with other kids my age, I feel I belong.

Friendship intimacy



Your School	All Students		Emirati Students	
	n	%	n	%
High	237	76%	N/A	N/A
Medium	50	16%	N/A	N/A
Low	24	8%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	22341	76%	2256	69%
Medium	4490	15%	628	19%
Low	2703	9%	382	12%

Friendship intimacy

Quality of social support from peers.

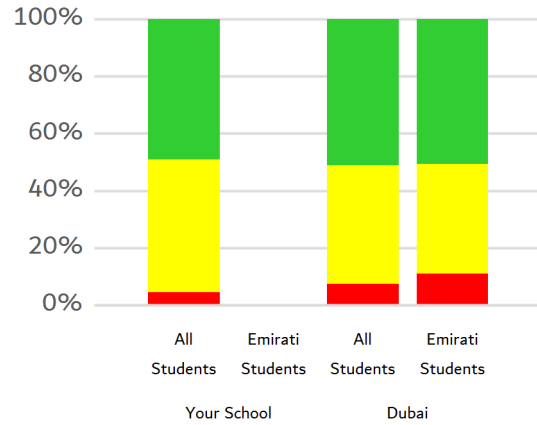
Questions:

I have a friend I can tell everything to.

I have at least one really good friend I can talk to when something is bothering me.

There is somebody my age who really understands me.

Cognitive engagement



Your School	All Students		Emirati Students	
	n	%	n	%
High	154	49%	N/A	N/A
Medium	145	46%	N/A	N/A
Low	14	4%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	14956	51%	1629	51%
Medium	12127	41%	1230	38%
Low	2202	8%	356	11%

Cognitive engagement

Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset.

Questions:

I am excited to come up with new things.

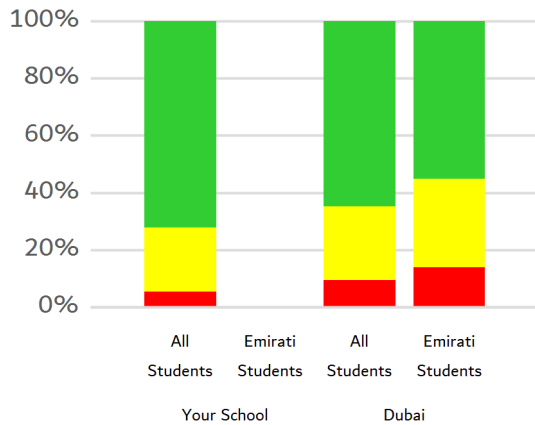
I take a lot of care with what I do.

I work hard on learning.

No matter who you are, you can change your intelligence.

When I find something hard I try another way.

Academic self concept



Your School	All Students		Emirati Students	
	n	%	n	%
High	225	72%	N/A	N/A
Medium	70	22%	N/A	N/A
Low	17	5%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	19170	65%	1813	55%
Medium	7635	26%	1015	31%
Low	2820	10%	459	14%

Academic self concept

Perceptions of themselves as students and how interested and confident they feel at school.

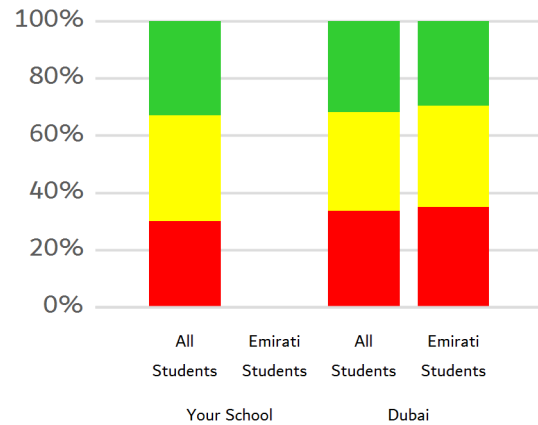
Questions:

Even if the work in school is hard, I can learn it.

I am certain I can learn the skills taught in school this year.

If I have enough time, I can do a good job on all my school work.

Engagement (flow)



Your School	All Students		Emirati Students	
	n	%	n	%
High	103	33%	N/A	N/A
Medium	116	37%	N/A	N/A
Low	94	30%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	9373	32%	964	30%
Medium	10162	34%	1145	35%
Low	9933	34%	1137	35%

Engagement (flow)

Being absorbed, interested and involved in activity or the world.

Questions:

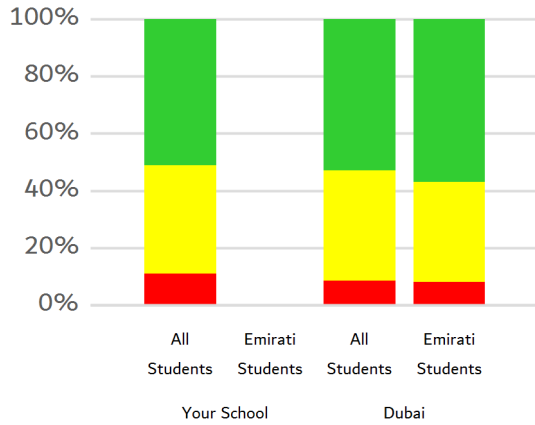
I get completely absorbed in what I am doing.

I get so involved in activities that I forget about everything else.

When I am learning something new, I lose track of how much time has passed.

When I do an activity, I enjoy it so much that I lose track of time.

School work



Your School	All Students		Emirati Students	
	n	%	n	%
High	159	51%	N/A	N/A
Medium	118	38%	N/A	N/A
Low	34	11%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	15653	53%	1867	57%
Medium	11391	39%	1150	35%
Low	2516	9%	263	8%

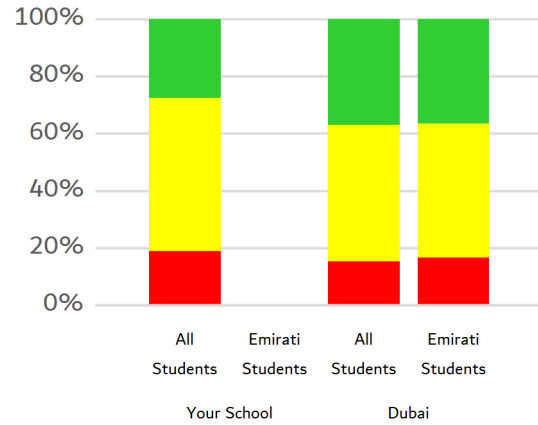
School work

How well the young person believes they do in their school work.

Questions:

How well do you do in your school work?

Learning practices



Your School	All Students		Emirati Students	
	n	%	n	%
High	86	27%	N/A	N/A
Medium	168	54%	N/A	N/A
Low	59	19%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	10825	37%	1180	37%
Medium	14051	48%	1512	47%
Low	4474	15%	535	17%

Learning practices

Beliefs about personal learning styles, organisational skills and capacity to complete school work.

Questions:

I can always concentrate on school subjects during class.

I can arrange a place to study without distractions.

I can finish my homework assignments by the deadlines.

I can get myself to do schoolwork.

I can get myself to study when there are other interesting things to do.

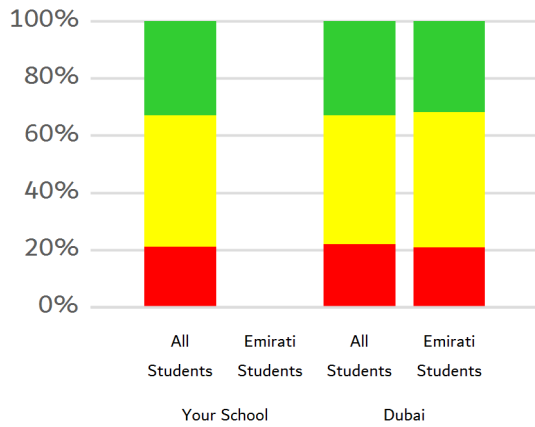
I can organize my schoolwork.

I can plan my schoolwork for the day.

I can remember information presented in class and textbooks.

I can take good notes during school lessons.

Meeting expectations



Your School	All Students		Emirati Students	
	n	%	n	%
High	103	33%	N/A	N/A
Medium	143	46%	N/A	N/A
Low	66	21%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	9961	33%	1092	32%
Medium	13633	45%	1618	47%
Low	6661	22%	718	21%

Meeting expectations

Young people's perceptions of how well they perform against personal goals and aims.

Questions:

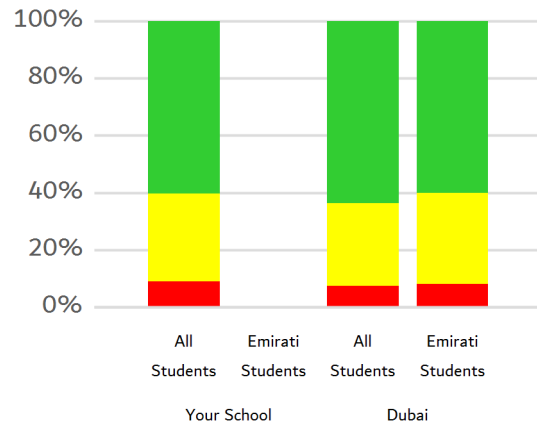
Doing my best never seems to be enough.

I am hardly ever satisfied with my performance.

I often feel disappointed after completing a task because I knew I could have done better.

My performance rarely measures up to my standards.

Expectations for success



Your School	All Students		Emirati Students	
	n	%	n	%
High	188	60%	N/A	N/A
Medium	96	31%	N/A	N/A
Low	28	9%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	19272	64%	2051	60%
Medium	8759	29%	1088	32%
Low	2208	7%	277	8%

Expectations for success

Levels of expectations young people set for themselves.

Questions:

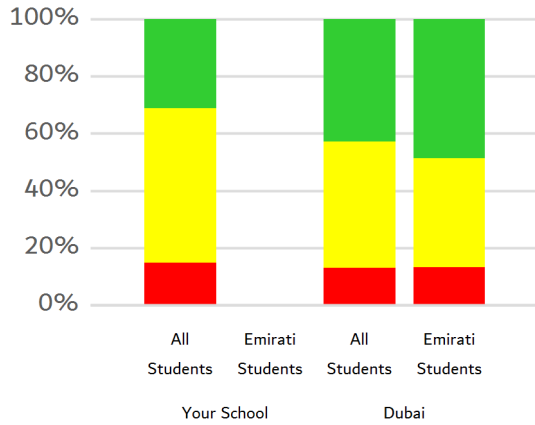
I expect the best from myself.

I have a strong need to strive for excellence.

I have high expectations for myself.

I set very high standards for myself.

Motivation to achieve goals



Your School	All Students		Emirati Students	
	n	%	n	%
High	97	31%	N/A	N/A
Medium	169	54%	N/A	N/A
Low	46	15%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	12898	43%	1653	49%
Medium	13306	44%	1302	38%
Low	3938	13%	447	13%

Motivation to achieve goals

How confident young people are that they can achieve their goals.

Questions:

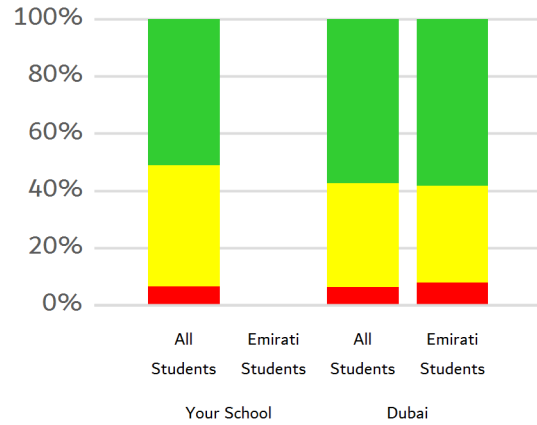
I actively pursue my goals.

I meet the goals that I set for myself.

I've been pretty successful in life.

My past experiences have prepared me well for the future.

Future goal planning



Your School	All Students		Emirati Students	
	n	%	n	%
High	159	51%	N/A	N/A
Medium	132	42%	N/A	N/A
Low	20	6%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	17305	57%	1984	58%
Medium	10969	36%	1146	34%
Low	1866	6%	271	8%

Future goal planning

Young people's beliefs about their ability to plan for the future and pursue their goals.

Questions:

Even when others get discouraged, I know I can find a way to solve a problem.

I can think of many ways to get myself out of trouble.

I can think of many ways to get the things in life that are important to me.

There are lots of ways around any problem.

Ability to achieve future goals

Your School	All Students		Emirati Students	
	n	%	n	%
No Answer	0	0%	N/A	N/A
Not at all confident	18	6%	N/A	N/A
Slightly confident	36	12%	N/A	N/A
Somewhat confident	132	42%	N/A	N/A
Very confident	79	25%	N/A	N/A
Extremely confident	48	15%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
No Answer	1232	4%	265	8%
Not at all confident	1313	4%	168	5%
Slightly confident	3376	11%	390	11%
Somewhat confident	10536	35%	1045	30%
Very confident	9379	31%	921	27%
Extremely confident	4603	15%	675	19%

Ability to achieve future goals

Question:

How confident are you in your ability to achieve your study/work goals after school?

Feelings about the future

Your School	All Students		Emirati Students	
	n	%	n	%
No Answer	1	0%	N/A	N/A
Very negative	13	4%	N/A	N/A
Negative	18	6%	N/A	N/A
Neither positive or negative	89	28%	N/A	N/A
Positive	133	42%	N/A	N/A
Very positive	59	19%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
No Answer	1232	4%	264	8%
Very negative	879	3%	108	3%
Negative	1773	6%	177	5%
Neither positive or negative	7368	24%	822	24%
Positive	12284	40%	1146	33%
Very positive	6903	23%	947	27%

Feelings about the future

Question:

How would you describe your feelings when you think about the future?

Victimisation at school

Why is this important?

Whilst numerous definitions of bullying or victimisation exist, it is commonly defined as targeted repeated intimidation or humiliation which cannot be avoided or defended by the victim and may be physical, verbal, social or cyberbullying. Students' wellbeing and ability to learn requires that they feel safe and be free to attend school without being bullied. Children and young people who are bullied are more likely to report emotional and somatic problems, which in turn is associated with absences from school and lower academic achievement.

What areas were measured?

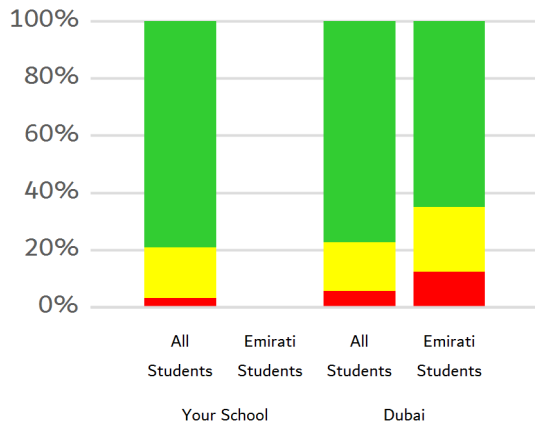
Students were asked how frequently they had been bullied during the school year, in each of the following ways – physical, verbal, social or online (cyberbullying).

None at all this year

Once a year / once a month

Once a week / many times a week

Physical bullying



Your School	All Students		Emirati Students	
	n	%	n	%
None	248	79%	N/A	N/A
Monthly	55	18%	N/A	N/A
Weekly	10	3%	N/A	N/A

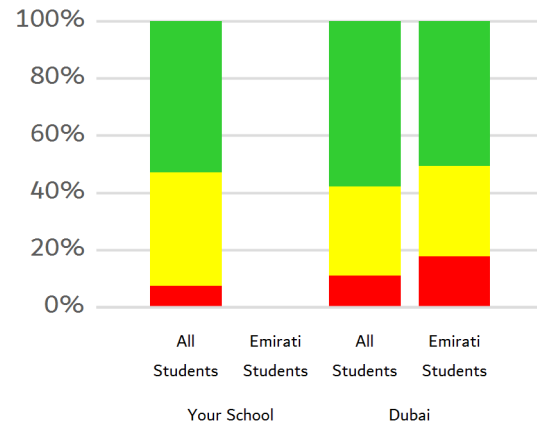
Dubai	All Students		Emirati Students	
	n	%	n	%
None	22645	77%	2085	65%
Monthly	4947	17%	725	23%
Weekly	1656	6%	396	12%

Physical bullying

Questions:

Physical bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took your things without permission).

Verbal bullying



Your School	All Students		Emirati Students	
	n	%	n	%
None	165	53%	N/A	N/A
Monthly	124	40%	N/A	N/A
Weekly	23	7%	N/A	N/A

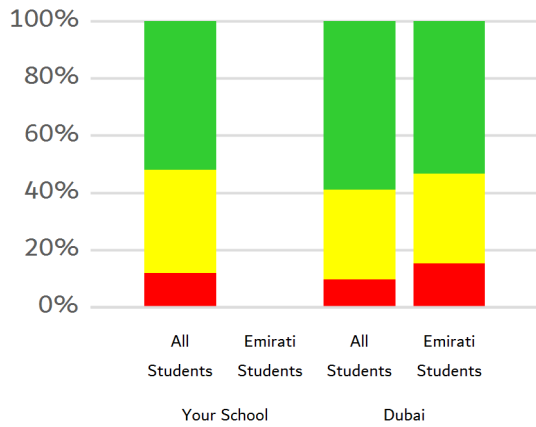
Dubai	All Students		Emirati Students	
	n	%	n	%
None	16905	58%	1622	51%
Monthly	9143	31%	1017	32%
Weekly	3201	11%	568	18%

Verbal bullying

Questions:

Verbal bullying (for example, someone called you names, teased, embarrassed, threatened you, or made you do things you didn't want to do).

Social bullying



Your School	All Students		Emirati Students	
	n	%	n	%
None	162	52%	N/A	N/A
Monthly	113	36%	N/A	N/A
Weekly	37	12%	N/A	N/A

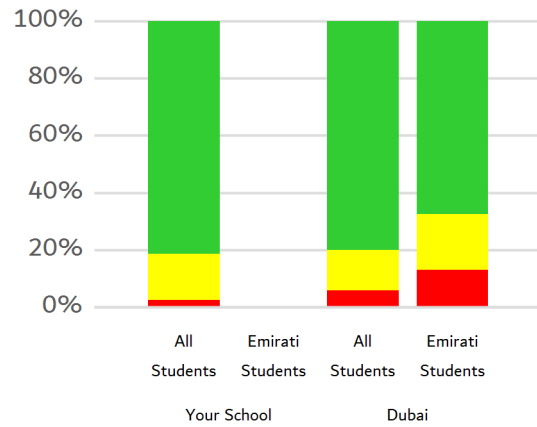
Dubai	All Students		Emirati Students	
	n	%	n	%
None	17271	59%	1709	53%
Monthly	9153	31%	1008	31%
Weekly	2814	10%	487	15%

Social bullying

Questions:

Social bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).

Cyberbullying



Your School	All Students		Emirati Students	
	n	%	n	%
None	254	81%	N/A	N/A
Monthly	50	16%	N/A	N/A
Weekly	8	3%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
None	23411	80%	2163	67%
Monthly	4141	14%	626	20%
Weekly	1697	6%	417	13%

Cyberbullying

Questions:

Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).

7. Physical health and lifestyle

Why is this important?

The health of young people, including their overall health, body image, nutrition and sleeping habits is important for their general development and also for learning in the classroom. For example, it has been shown that eating breakfast and getting enough sleep each day promotes young people's memory and attention skills and impacts on their academic performance.

What areas were measured?

Young people were asked to report on their perceptions of their **general health** and **body image**, as well as how frequently they **slept** well, used a **device before sleep**, and ate **breakfast** and **fruit and vegetables**.

A full list of questions is available at Appendix B.

What does the data show?

The graphs and tables show the percentage of students who completed the wellbeing Census whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for your school are shown next to the overall results for all participating schools.

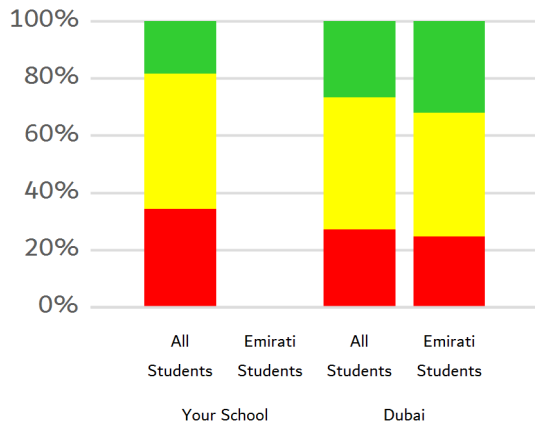
Where applicable, results for Emirati students at your school are shown next to all participating Emirati students. If there is at least one but less than five Emirati students, a dash ("-") is displayed to protect student confidentiality. If there are zero Emirati students, "N/A" is displayed.

High: Students who responded that their health was 'excellent' or that they were 'about the right weight'

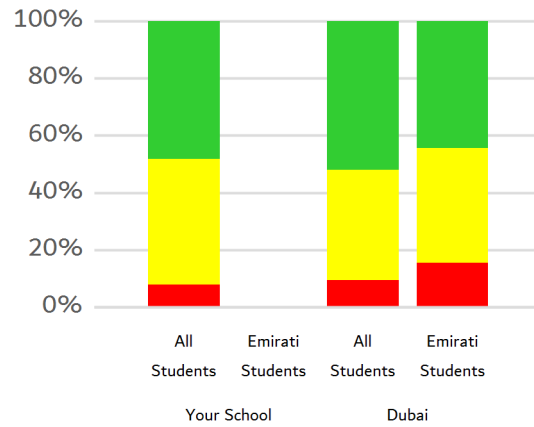
Medium: Students who responded that their health was 'good' or that they were 'slightly under/overweight'

Low: Students who responded that their health was 'fair' or 'poor' or that they were 'very under/overweight'

Overall health



Body image



Your School	All Students		Emirati Students	
	n	%	n	%
High	57	18%	N/A	N/A
Medium	146	47%	N/A	N/A
Low	106	34%	N/A	N/A

Your School	All Students		Emirati Students	
	n	%	n	%
High	149	48%	N/A	N/A
Medium	136	44%	N/A	N/A
Low	24	8%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	7794	27%	1023	32%
Medium	13432	46%	1375	43%
Low	7880	27%	785	25%

Dubai	All Students		Emirati Students	
	n	%	n	%
High	15109	52%	1411	44%
Medium	11248	39%	1278	40%
Low	2746	9%	493	15%

Overall health

An overall assessment of a young person's health. This item maps closely to a range of other health outcomes.

Questions:

In general, how would you describe your health?

Body image

Describes perceptions young people have about their body shape.

Questions:

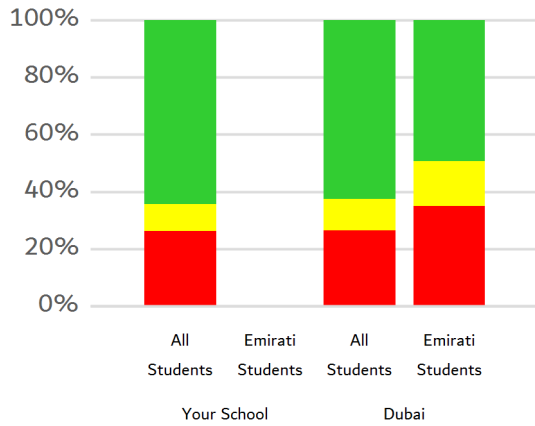
How do you rate your body weight?

High: Students who ate breakfast or fruit and vegetables at least 5 times a week

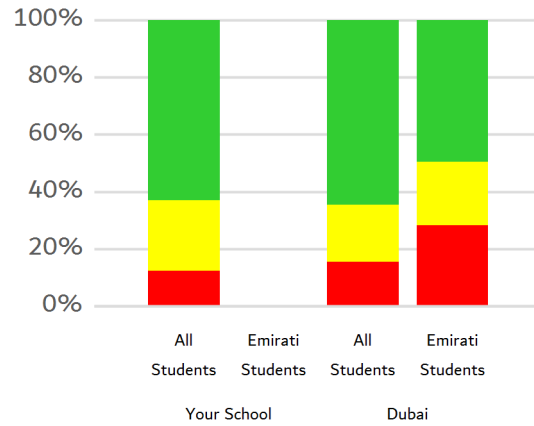
Medium: Students who ate breakfast or fruit and vegetables 3 to 4 times a week

Low: Students who ate breakfast or fruit and vegetables less than 3 times a week

Breakfast



Fruit and vegetables



Your School	All Students		Emirati Students	
	n	%	n	%
High	201	64%	N/A	N/A
Medium	29	9%	N/A	N/A
Low	82	26%	N/A	N/A

Your School	All Students		Emirati Students	
	n	%	n	%
High	195	63%	N/A	N/A
Medium	76	25%	N/A	N/A
Low	38	12%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	18226	63%	1569	49%
Medium	3151	11%	499	16%
Low	7716	27%	1108	35%

Dubai	All Students		Emirati Students	
	n	%	n	%
High	18777	65%	1576	50%
Medium	5770	20%	710	22%
Low	4533	16%	897	28%

Breakfast

How often the young person ate breakfast during a week.

Questions:

How often do you eat breakfast?

Fruit and vegetables

How often the young person ate fruit or vegetables during the week.

Questions:

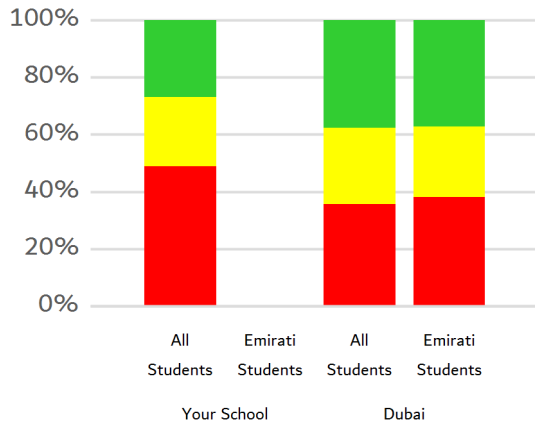
How often do you eat fruit or vegetables?

High: Students who got a good night's sleep at least 5 times a week.

Medium: Students who got a good night's sleep 3 to 4 times a week.

Low: Students who got a good night's sleep less than 3 nights a week.

Sleep



Your School	All Students		Emirati Students	
	n	%	n	%
High	83	27%	N/A	N/A
Medium	75	24%	N/A	N/A
Low	151	49%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
High	10981	38%	1183	37%
Medium	7758	27%	784	25%
Low	10357	36%	1216	38%

Sleep

How often the young person slept well.

Questions:

How often do you get a good night's sleep?

Bedtime

Your School	All Students		Emirati Students	
	n	%	n	%
No Answer	1	0%	N/A	N/A
Before 8pm	0	0%	N/A	N/A
Between 8pm-9pm	7	2%	N/A	N/A
Between 9pm-10pm	34	11%	N/A	N/A
Between 10pm-11pm	90	29%	N/A	N/A
Between 11pm-midnight	110	35%	N/A	N/A
After midnight	71	23%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
No Answer	1308	4%	279	8%
Before 8pm	259	1%	48	1%
Between 8pm-9pm	663	2%	93	3%
Between 9pm-10pm	3783	12%	411	12%
Between 10pm-11pm	9336	31%	867	25%
Between 11pm-midnight	8934	29%	915	26%
After midnight	6156	20%	851	25%

Bedtime

Question:

What time do you normally go to sleep on a school night?

Device use before sleep

Your School	All Students		Emirati Students	
	n	%	n	%
No Answer	2	1%	N/A	N/A
Never	8	3%	N/A	N/A
Once a week	6	2%	N/A	N/A
2 times a week	7	2%	N/A	N/A
3 times a week	20	6%	N/A	N/A
4 times a week	13	4%	N/A	N/A
5 times a week	20	6%	N/A	N/A
6 times a week	6	2%	N/A	N/A
Everyday	231	74%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
No Answer	1303	4%	277	8%
Never	1318	4%	133	4%
Once a week	920	3%	78	2%
2 times a week	1248	4%	130	4%
3 times a week	1447	5%	172	5%
4 times a week	1538	5%	154	4%
5 times a week	1783	6%	173	5%
6 times a week	1551	5%	149	4%
Everyday	19331	64%	2198	63%

Device use before sleep

Question:

How often, in the hour before you go to sleep, do you use an electronic device (for example mobile phone, iPad, tablet, PC, game console, TV, music player)?

Feelings about your body

Your School	All Students		Emirati Students	
	n	%	n	%
No Answer	4	1%	N/A	N/A
None of the time	27	9%	N/A	N/A
A little of the time	67	21%	N/A	N/A
Some of the time	90	29%	N/A	N/A
Most of the time	84	27%	N/A	N/A
All of the time	41	13%	N/A	N/A

Dubai	All Students		Emirati Students	
	n	%	n	%
No Answer	1358	4%	278	8%
None of the time	2122	7%	216	6%
A little of the time	4673	15%	406	12%
Some of the time	8386	28%	854	25%
Most of the time	9013	30%	931	27%
All of the time	4887	16%	779	22%

Feelings about your body

Question:

How often do you like the way you look?