The Stand Tall Youth Wellbeing Index

Measuring the Wellbeing of Young People Across Australia

March 2023

Huber Social acknowledges the traditional owners and custodians of country throughout Australia and acknowledges their continuing connection to land, waters and community. We pay our respects to the people, the cultures and the elders past, present and future.

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This report was prepared and written on the lands of the Gadigal and Cammeraygal people of the Eora Nation. Data collection took place across the lands of Australia's First Peoples.

Contents

Improving the Wellbeing of Young Australians

In the past decade, focus on improving the wellbeing of Australia's youth has increased, particularly in the wake of the COVID-19 pandemic's significant impact on young people. The development of national and state-level student wellbeing frameworks recognises the significance of student wellbeing outcomes as an important foundation for young people to reach their aspirations in learning and in life.[1]

The Stand Tall Youth Wellbeing Index seeks to contribute to a greater understanding of the needs of young people ages 11-18, enabling schools and other youth-focused services to better support them. The Index provides a holistic approach to understanding young people's needs and provides a data-driven path to inform the design and delivery of interventions to improve their wellbeing.

Created in partnership with social impact measurement agency Huber Social, the Index utilises Stand Tall's depth of engagement with schools in NSW, and national reach. The data is based on surveys collected from young people before they attended Stand Tall events either in person or online. Measuring wellbeing in terms of satisfaction with life, as well as a range of factors that contribute to it, the Index seeks to allow youth-focused organisations to better focus their resources and efforts in areas that will have the strongest impact on the wellbeing of young people. The Index also provides a baseline against which the effectiveness of future interventions can be assessed.

In addition to analysing the wellbeing of young people as a whole, the Index explores the impact of specific demographic and behavioural factors that were identified through the analysis as having an impact on wellbeing. This includes

gender, school year, and social media use.

With a commitment to representing the lived experience of young people, the Index also gives young people across the country the chance to voice what is important to their wellbeing in their own words and includes qualitative analysis of these responses.

Combined, the Index intends to provide a meaningful contribution to improving the wellbeing of young people across Australia, through providing valuable insights to the youth sector.

1. Education Council (2020).

Key Findings from the Index

1. Wellbeing is lower among young people than adults

The wellbeing of young people was measured using the globally-recognised Satisfaction with Life scale. Scored from one to five, the average wellbeing of young people was **3.37**, compared to adult Australians who scored **3.68** (+11%) indicating that on average young people are less satisfied with life than most adult Australians.

2. Hope, valuing themselves and resilience are crucial to the wellbeing of young people

Ten factors were identified as having a strong correlation with wellbeing for young people, clustered around factors of hope, self-belief and resilience. These factors, if improved upon, are most likely to have a significant positive impact on the wellbeing of young people. These factors can serve as a roadmap for organisations working with young people to ensure their programs and services are focused on what matters most to the youth they serve.

3. Feelings of stress and anxiety are priority needs

Of the 44 factors measured, feelings of anxiety and stress were found to be the two lowest scoring factors among young people, with young people feeling stressed or overwhelmed every week on average. These two factors were also found to have a meaningful relationship with wellbeing and therefore, if they can be addressed, will have a positive impact on the wellbeing of young people.

4. Wellbeing varies significantly among subgroups

While the primary wellbeing needs of all young people are relatively consistent, these needs being to vary when considering different subgroups of young people based on unique demographic and behavioural factors. This report considers the difference in wellbeing among young people based on gender, school year and social media use and the factors that should be focused on when attempting to improve the wellbeing of young people in these categories.

5. Young people seek trusted sources of support for their wellbeing

Young people demonstrate self-awareness about the factors which they believe have both positive and negative impacts on their lives, and how they can be best supported to achieve optimal wellbeing. Overwhelmingly, they express the need for access to personal and professional sources of support which they can trust, and where their concerns can be heard.

About Stand Tall

Founded in 2012, Stand Tall exists to fight back against this rising tide of challenges facing Australian youth, through powerful events that cut through with high school students. For many young people, their teenage years are an exciting period of self-discovery endowed with positive experiences and healthy stresses they are able to learn from as they transition into adult life. However, for a considerable number of young people, this can be a very challenging and lonely time if they do not have access to trusted support and strategies to navigate any adversities they face.

Today's youth face unique challenges, particularly in recent years where they have experienced unprecedented disruptions to their educational experience as a consequence of the COVID-19 pandemic. Rates of psychological distress remain high among Australian young people, with research indicating this is impacting their well-being, and their ability to cope with stressors in their daily life.[2] Without the right support, young people may resort to detrimental coping strategies which can have many negative consequences for their shorter and longer-term wellbeing.

Stand Tall's mission is to build hope for the future in every young life in Australia and tackle these challenges head-on. The organisation seeks to accomplish this by delivering unique one-day events that are enjoyable and inspirational for young people. The event offers a safe environment for the audience to engage with sensitive topics that are critically important to their wellbeing.

A Stand Tall event provides a forum where thousands of young people can connect and build a shared understanding of how to develop healthy coping strategies for obstacles they may encounter in their lives.

One of the most powerful components of the event is the program speakers' narration of their own lived experiences which provides an opportunity to engage with their experiences in a relatable and non-confronting way. This can act as a light bulb moment for young people, equipping them with strategies to enhance their resilience and self-belief.

Since its inception, Stand Tall has significantly increased its reach, with over 100,000 young people across Australia taking part in their events either in person or online via a livestream in 2022.

To complement the event program, Stand Tall also offers in-school presentations and a range of follow-on online student wellbeing modules that are aligned with the PDHPE NSW Department of Education Syllabus for Stages 4 & 5.

Social impact measurement has provided an opportunity for Stand Tall to leverage insights about the impact of its program, as well as what is important to the wellbeing of young people. The Stand Tall Wellbeing Index seeks to share those insights more broadly, to give organisations the best chance of improving young people's wellbeing.

2. Headspace (2020).

"Stand Tall has made me more open to myself and opened my eyes to a more hopeful future.

I learned to work hard for my dreams and to always look for the light in a dark place.

It has helped me to be able to look after each other and to wait for things to get better."

-Stand Tall South Coast Attendee

How Wellbeing Was
Measured

Impact

The Huber Social Wellbeing Measurement Framework™ recognises that the overall goal of all social impact is to put people in the best position to fulfil their potential and live a life that is valuable to them. This is our definition of wellbeing, and is also what we consider to be the ultimate impact worth measuring.

To measure wellbeing, the Satisfaction with Life scale was used.[3] A globally recognised and validated scale, it uses a set of five questions that ask people to reflect and score their level of satisfaction with their life at this time.

Outcomes

To understand what a person needs to be in the best position of wellbeing, the second part of the framework measures a person's level of 'capability' and 'opportunity'. At this level, the framework is a holistic and comprehensive list of human needs.

The level of each capability and opportunity need was measured through self assessment using the Stand Tall Youth Wellbeing Survey. Data analysis then identifies those needs which have a significant relationship with young people's wellbeing.

The Huber Social Wellbeing Measurement Framework

IMPACT

Wellbeing

To be in the best position to fulfil your potential and live a life of value. The overall goal for all services working with people.

OUTCOMES

OUTCOMES

Through building
Capability

Resilience
Life skills
Wellness - mental,
physical and spiritual

and providing
Opportunity

Resources
Self development
Societal structures
Relationships

3. Satisfaction With Life Scale (SWLS), Ed Diener, Robert A. Emmons, Randy J. Larsen and Sharon Griffin as noted in the 1985 article in the Journal of Personality Assessment.
For more information on methodologies, see the 'Measurement Activities' section.

The Youth Wellbeing Index Demographics

Youth Demographics		% of the Index
Gender	Female	54.3%
	Male	37.5%
	Non-binary	2.0%
	Identify another way	6.2%
First Nations' Identity	Aboriginal	6.2%
	Torres Strait Islander	0.4%
	Neither Aboriginal or Torres Strait Islander	75.3%
Cultural Heritage	Australian ancestry	78.7%
Age	11 y/o or younger	0.6%
	12 -14 years old	47.7%
	15 - 17 years old	43.8%
	18 y/o or older	1.3%
School Year	Years 7 - 8	38.2%
	Years 9 - 10	50.7%
	Years 11 - 12	11.0%
Living Arrangements	With immediate family	90.6%
	With someone else	4.5%
	With relatives	2.4%
	With friends	1.9%
	Residential care/refuge	0.6%
Location	Metropolitan area	40.9%
	Regional area	59.0%
State or Territory	New South Wales	85.8%
	Northern Territory	0.9%
	Queensland	0.2%
	Victoria	8.9%
	Western Australia	4.2%

Note: Any missing % in the table are due to respondents decision not to answer that question or being unsure.

The Index is based on the direct input of 2453 young Australians who completed the Stand Tall Youth Wellbeing Survey. To ensure the Index provides robust and reliable insights, we endeavoured to obtain a representative sample of young people who had attended (either live or online) the Sydney flagship event, or events in two regional locations in NSW. It should be noted that this has resulted in an over-representation from young people living in regional areas in the sample. For more information on sampling and data collection, please refer to the *Measurement Activities* section in Section 1 of the Annexe.

Overall Wellbeing of Young People

## Average Overall Wellbeing
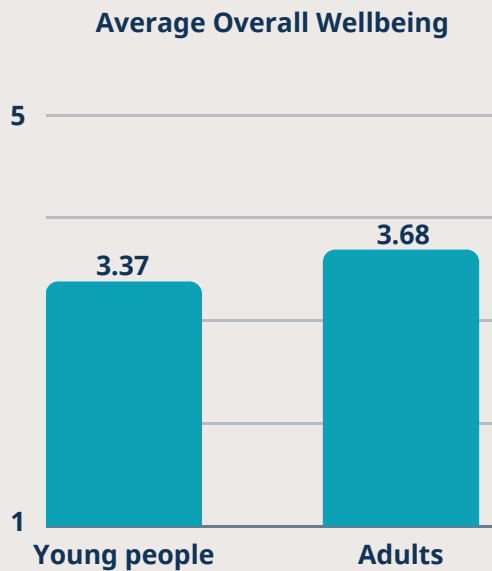
The wellbeing of young people was measured using a globally recognised satisfaction with life scale,[3] which asks five standard questions. Scored from one to five, the average wellbeing of young people was **3.37**, meaning young people are largely neutral or somewhat satisfied with their life.

The average wellbeing of adult Australians is **3.68**, 11% higher than young people, indicating that young people are less satisfied on average than most Australians.[4]

This follows a consistent pattern for wellbeing over the life course.[5] After a period of high wellbeing in childhood, teenage years present fresh challenges, and a period of uncertainty as young people wrestle with questions of identity and begin to experience the complexities of adult life. It is therefore vital to support young people through this period to ensure that coping strategies or behaviours that result from lower wellbeing do not have long term impacts as they grow into adulthood.
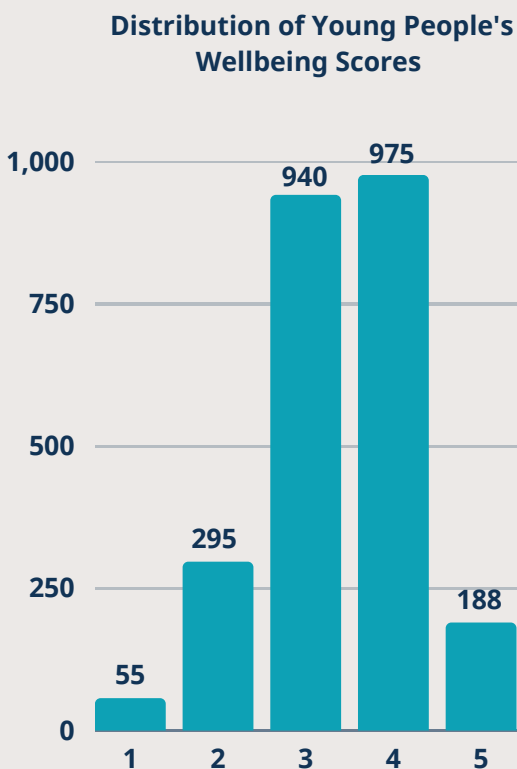
In positive news, when looking at the distribution of scores, it is promising that only 2% of young people rated themselves at the lowest end of the scale. There is also a promising group of 8% of students who scored themselves at the top of the scale. However, with so many young people rating themselves either neutral or unsatisfied, there is a clear need to support young people to meet the needs that drive their wellbeing.

By focusing efforts on building the capacities and providing access to opportunities that are shown to have a strong impact on wellbeing, organisations that work with youth can have a positive impact on improving the wellbeing of Australia's young people.

Distribution of Young People's Wellbeing Scores

3. Diener, E., Emmons, R., Larsen, R. & Griffin, S. (1985).
4. Wellbeing Australia & Huber Social (2020).
5. Qu, L. & de Vaus, D. (2015).

Predictors of Wellbeing
for Young People

To provide guidance on how to best support young people's wellbeing, statistical analysis was used to understand the needs that have a significant relationship with overall wellbeing; these are known as 'predictors of wellbeing'. These driving factors can be used to understand what matters most to the wellbeing of young people and to design and deliver targeted interventions that successfully address the things that will support higher wellbeing for young people.

The following ten outcomes emerged as the strongest predictors of wellbeing among all 44 outcomes measured. These indicate needs that are important to young people's wellbeing during their high school years, at a formative point in their lives. These predictors of wellbeing are:

Being proud of one's life

Enjoying life and having fun

Liking who they are

Feeling their life is important

Frequent feelings of happiness

Belief there is a positive way out from difficult situations

Feeling hopeful about the future

Being motivated

Self-belief during hard times

Asking for help when needed

Overall, young people who are proud of who they are, who are able to experience enjoyment and happiness in their lives, who believe they can navigate their way through challenging times and ask for help when needed, and who have hope for the future are more likely to have higher levels of wellbeing compared to other young people.

Encouragingly, there are many of these factors where young people are scoring relatively high, including enjoying life, feeling happy and feeling their life is important. Of these factors, asking for help when needed has the biggest room for improvement, scoring just about neutral on average among young people.

By providing opportunities that successfully contribute towards satisfying these needs, organisations within the youth sector have a better chance at actually improving the wellbeing of young people.

Addressing Anxiety and Stress are Priority Needs for Young People

A priority need is an outcome that has a statistically meaningful correlation with high overall wellbeing, but which scored low among young people. This need is therefore not being satisfied and can be considered a priority need that, when improved upon, is more likely to lead to an increase in overall wellbeing.

The top priority needs identified for young people in Australia are (scores out of five):

Feelings of Anxiety

2.66

Feelings of Stress

2.58

Young people surveyed for the Index reported experiencing feelings of stress and anxiety several times a month. These two factors scored the lowest of all 44 factors measured as part of the index. Concerningly, help-seeking behaviour factors, which related to asking for help when needed and not being embarrassed to seek out mental health services, also scored low, suggesting that young people are not highly likely to seek out help when facing stress and anxiety. Opportunities to normalise discussions about mental health and positive coping strategies are therefore very well-targeted for this population.

6. Ivancic, L., Cairns, K., Shuttleworth, L., Wellard, L., Fildes, J. & Nicholas, M. (2018).
See Appendix: Significance Table A1 for a complete list of Predictors of Wellbeing

"Young people need to know that it is okay to speak out about their mental health and they won't be judged, and it is ok not to be okay."

- Stand Tall Attendee

Wellbeing Needs of Youth Subgroups

While the primary wellbeing needs of young people are relatively consistent, this section explores the differing needs of young people based on demographic and behavioural factors that were identified through analysis as having an impact on wellbeing.

For each subgroup, a full list of their predictors of wellbeing can be found in the report appendix.

Wellbeing and
Gender Identity

One of the clearest differences in wellbeing across demographic factors is that wellbeing varies significantly by gender. Young males, have the highest average wellbeing, at **3.53**, with females 6% lower at **3.32** and young people who identify as non-binary* average lower scores again at **2.86,** 17% lower than average youth wellbeing.

In order to better understand how to support the wellbeing needs of each group, it is important to understand which factors had the strongest relationship with wellbeing for that group and are therefore predictors of wellbeing (see page 11). While the majority are consistent, there are key differences.

Wellbeing Amongst Male Students

For males, asking for help when needed does not have a strong correlation with overall wellbeing, however, feeling free to be oneself around others does. This factor does not rank as strongly associated with any other group. This suggests that young boys who have greater confidence to express themselves as they are, rather than feel pressured to present a version of themselves they believe others want to see, will have higher wellbeing.

Wellbeing Amongst Female Students

Predictors of wellbeing for females were entirely aligned with those for all young people with the exception of asking for help when needed not being included. Beyond predictors, across all 44 factors measured, only five scored higher among girls. The biggest differences

Wellbeing of Students by Gender Identity
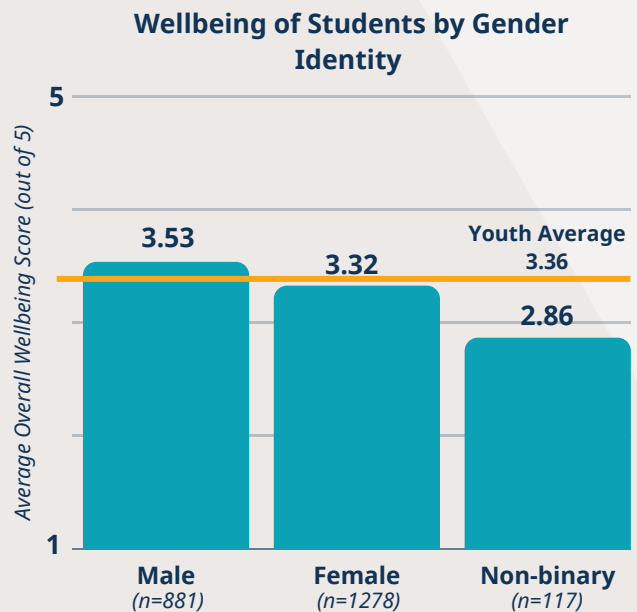
were in feelings of anxiety and stress, with female scores over 30% worse than males for both factors. Among the predictors of wellbeing, liking oneself and self-belief both scored 10% lower among young girls.

These findings are consistent with other research that shows that young women face unique challenges and any interventions that seek to support their wellbeing need to ensure they are specifically considering how to reach young girls.[7] Considering how to affect how young women view themselves, and self-belief are clear priority areas.

Note: 'Non-binary' includes all respondents who indicated that they identify either as non-binary or used another term to describe their gender identity that was not 'male' or 'female'. Throughout the report, the inclusive term 'non-binary' is used to describe this group of respondents.

7. Australian Institute of Health and Welfare (2021).

Wellbeing Amongst Non-Binary Students

The alignment of predictors of wellbeing varies the most among young people who are non-binary. Unlike for male and female respondents, asking for help when needed was the second highest of all predictors of wellbeing for non-binary respondents. The ability to identify and avoid relationships that might be dangerous or unhealthy and feeling safe at home were also stronger predictors unique for this group.

Personal safety stands out as being important to this group, with their need to feel safe at home as well as to identify relationships that can harm them being more important than for males or females. Help-seeking behaviour is also clearly much more important to this group, which points to an ability to find support to overcome the challenges they face being vital to wellbeing.

This group scored lower on all factors measured except for two - feelings of stress where they scored slightly higher than females but lower than males, and sense of self depending on others scored higher than females but still lower than males. The latter result is perhaps unsurprising for this group, who in choosing to lives their lives as their authentic selves, despite the challenges they will face, are inherently making a decision to set aside at least some of what others think of them.

While these findings highlight the differences among genders, it is also important to remember that 80% of predictors of wellbeing were consistent for all genders. However, if a youth intervention wants to have the biggest possible impact on the wellbeing of young people it is important to consider how their programs and services can best address the unique needs young people of every gender face.

Uniquely Strong Predictors of Wellbeing for Young People Who Identify as Non-Binary

Asking for help when needed

Avoiding relationships that might be dangerous & unhealthy

Feeling safe at home

The Wellbeing of Year 11 & 12 Students

When considering wellbeing of young people across school years, respondents in years 11 and 12 were found to have 7% lower than the average young person. This suggests that there are particular challenges that this group is facing at a critical life juncture as they prepare to transition to post-secondary school life.

Key differences in drivers of senior students' wellbeing

The predictors of wellbeing for this group are narrower, with only eight factors having a strong correlation with wellbeing. Three factors from the overall predictors are absent, including feeling one's life is important, self-belief to get through hard times, and asking for help when needed.
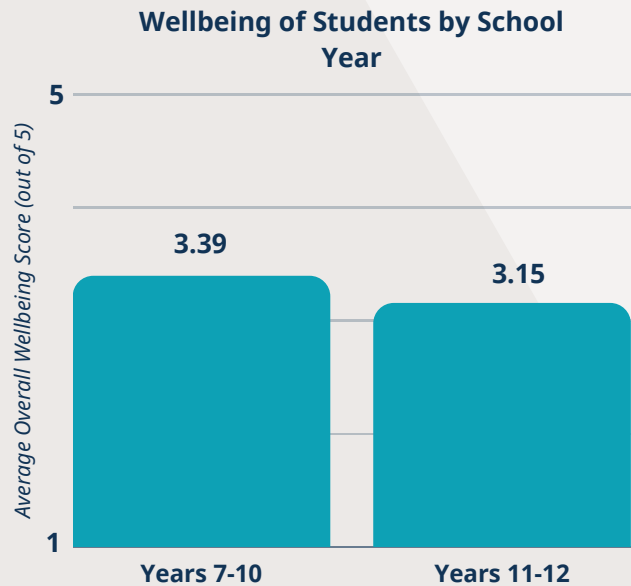
Unique to this group is the factor of being able to recover quickly from setbacks. This suggests that resilience is more important to students in their later years of high school.

Across all factors measured, there was not a single factor where senior students scored significantly higher than those in years 7-10.

Senior students report feeling more stressed and anxious

For many who work with young people, it will come as no surprise to hear that senior students are more stressed and anxious than their junior counterparts. Feelings of anxiety and stress or overwhelm were the biggest difference between the groups, with seniors scoring 19% and 14% lower respectively on these factors. Senior students are not only experiencing a harder workload than ever before, but they are also entering a period of uncertainty.[8] In fact feeling hopeful about the future scored 6% lower senior students.

8. National Youth Commission Australia (2023).

Wellbeing of Students by School Year

Average Overall Wellbeing Score (out of 5)

3.39	3.15
Years 7-10	**Years 11-12**

Feelings of anxiety
-19%
Among senior students

Feelings of stress
-15%
Among senior students

Reaching senior students is also a challenge, with many too time-poor to engage with wellbeing initiatives due to the demands of the curriculum. Schools and other providers may need to explore how to proactively equip students with the strategies and tools they need to navigate this period ahead of time, in order to address the significant drop in wellbeing that this cohort experience.
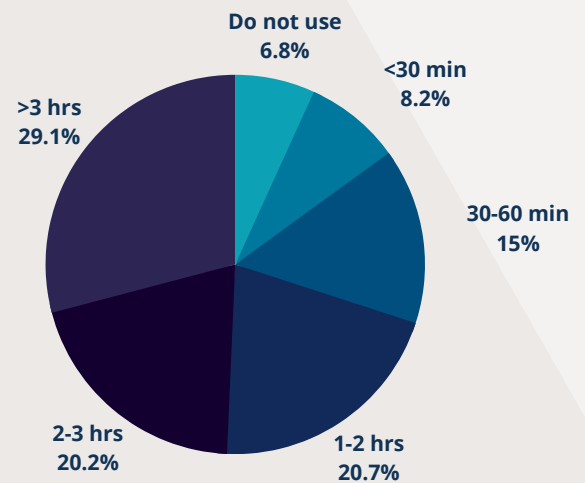
Wellbeing and
Social Media Use

Young people were asked how much time they spent on social media per day and these results were analysed to understand if there was a correlation between social media use and wellbeing. The result was striking, a statistically significant relationship which sees wellbeing drop in line with social media use increasing.

These findings are broadly consistent with results from the eSafety Commissioner's (2017) survey of young people in Australia aged between 12-17 years, which indicated that teens spent just over 2 hours a day online,[9] and the Headspace National Youth Mental Health Survey data (2022) which found that more than half of young people (57%) believe their mental health is getting worse, with 42% citing social media use as the main reason.[10]

In order to evaluate if there were different factors driving wellbeing for intense social media users, responses were then broken down further into two groups, those who use social media less than 2 hours a day, and those who use it more. This was close to an even split of the data with 49.3% of young people using social media more than 2 hours a day.

However, analysis of the higher use group found the only difference in predictors of wellbeing from the average young person was that asking for help when needed was only moderately correlated rather than having a strong relationship.

Average Social Media Use Per Day

Do not use 6.8%
<30 min 8.2%
30-60 min 15%
1-2 hrs 20.7%
2-3 hrs 20.2%
>3 hrs 29.1%

Overall Wellbeing by Social Media Use

Average Overall Wellbeing Score (out of 5)

Do not use	<30 minutes	30-60 minutes	1-2 hours	2-3 hours	>3 hours
3.58	3.62	3.60	3.42	3.31	3.13
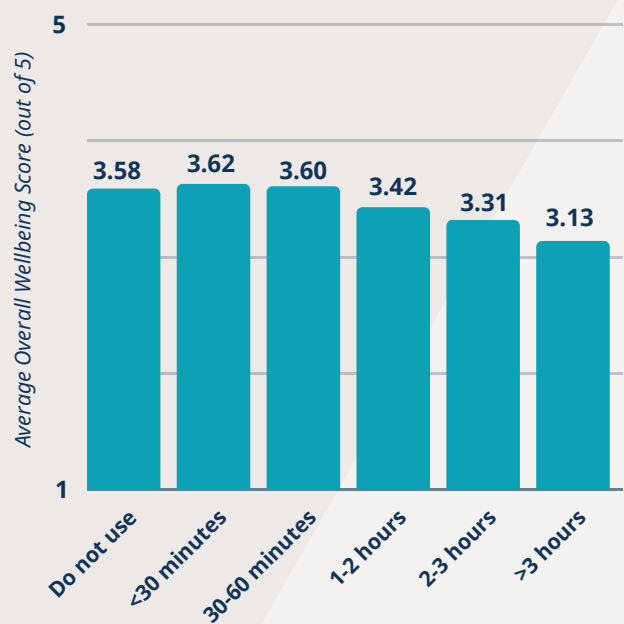
9. eSafety Commissioner (2017).
10. Headspace (2022).

Diving deeper into the results of higher use group, two factors that relate to social media use were compared - how one feels about themselves depending on what others think of them and compared to the real world, one is happier when socializing on social media. Both of these factors scored significantly lower among more intense social media users.

Qualitative data from young people gives further insights into these findings, with many young people calling out social media specifically as having a negative impact on the wellbeing of young people. Every reference to social media was negative, with respondents advocating for young people to reduce their use of social media due to its negative effects on their lives. The trend in the data is clearly apparent to young people themselves who have recognised that high use of social media is not improving their lives.

It is worth noting that the findings in this report show a correlative relationship and so while it is possible that higher social media use leads to lower wellbeing, it could equally be the case that those with lower wellbeing seek social media out for comfort. Regardless, it is clear that high social media use is a red flag should be considered a significant factor in youth-focused interventions.

Factors Related to Social Media Use Among Young People

How I feel about myself depends on what others think of me

-8%

Among young people who use social media for 2 hours or more each day

Compared to the real world, I am happier when I socialize on social media

-15%

Among young people who use social media for 2 hours or more each day

"Most young people now have poor mental health due to social media."

"We've grown up with social media, an industry that has been very intricately wired to make us hate ourselves."

- Stand Tall attendees

What Matters to Young People in Their Own Words

As well as responding to questions about specific factors, students also had the opportunity to provide open feedback about what matters to their wellbeing. Content analysis of these responses determined common themes, which resonate strongly with the predictors of wellbeing and priority needs which emerged from the quantitative analysis.

Respondents frequently equated a positive state of wellbeing with having 'stable' and good mental health. The pressures of the senior school years and social media use were both cited as factors that have a negative impact on young people's wellbeing. In dealing with these stressors, young people seek trusted and non-judgemental sources of support such as family and friends with whom they feel comfortable discussing any mental health challenges they face. Respondents also saw the opportunity for schools to provide 'safe' and 'confidential' environments where young people feel comfortable expressing their concerns to staff and are taught proactive coping strategies.

Respondents also spoke of the need for young people to recognise their unique strengths and to have belief and hope in their own self-capabilities, particularly during times of heightened stress. The importance of looking to the future with a sense of optimism and positivity, and finding hope in any situation was also raised. Moreover, during significant life transitions young people seek assurance that they can fulfill their goals and have a positive impact on the world.

> **"I think they just need to know that they are important and they are needed in this world."**
>
> *- Stand Tall attendee*

> **"I believe social connections and friends are very important as well as being able to feel safe in the places we go to such as home, school, and general public areas. I believe mental health is incredibly important but it always starts with the person. We can't change other people but we can always work on ourselves. I believe mental health and self-care should be taught more in schools."**
>
> *- Stand Tall attendee*

Index Insights to Inform Decision-Making

It is clear that there is a need to support the wellbeing of young Australians. The Stand Tall Youth Wellbeing Index lays out a data driven roadmap for raising their wellbeing. By addressing the needs that are most important to the wellbeing of young people, schools and other organisations that work with youth can give themselves the best chance of having a real impact through their work.

Predictors of wellbeing

In looking at the predictors of wellbeing for all young people, improving young people's opinion of themselves, hope for the future and resilience are all areas that interventions should focus on. Being proud of one's life, liking who they are, feeling their life is important were all in the top five strongest factors that correlated with wellbeing, showing that self-esteem is crucial to young people.

Feeling motivated and hopeful for the future were also found to strongly correlate with wellbeing, indicating that during the period of uncertainty that teenage years present, having a positive vision for what lies ahead is central to young people's wellbeing. Equally, with confidence in their problem-solving skills and self-belief during hard times featuring as important, resilience is an area that should not be ignored.

While there are serious challenges that need to be resolved as part of this work, it is worth nothing that 'enjoying life and having fun' ranked as the second strongest factor that correlated with wellbeing, suggesting that where possible, interventions that should also provide fun and engaging experiences for young people can contribute to wellbeing both in their form and content.

Priority needs

Feelings of anxiety and stress were the two lowest scoring factors across all young people, and were identified as challenge areas for many of the subgroups explored. With a willingness to seek help also sitting at a neutral level, it is clear there is still much work to do not only to improve mental health among Australia's youth but also to reduce the behavioural barriers to seeking help when young people do face challenges. Until that stigma is reduced, interventions that can engage young people without them having to self-identify as needing help can play an important role. Young people may also face hurdles in accessing support due to the cost and lack of availability of youth-focused services in their local area.

Next steps for the Index

In the next iteration of the Index, the authors recommend undertaking measurement of young people's wellbeing across various initiatives in the youth sector. This will provide even greater insights into young people's holistic wellbeing needs and knowledge about some of the critical success factors of programs that have demonstrable impact.

More broadly, the Index will enable organisations to advocate for what is really needed to bring about systemic change and improve wellbeing outcomes for the current generation of youth.

Get in **Touch**

Stand Tall

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Huber Social

Huber Social is an independent third party and expert in social impact measurement. Recognising the goal of all social impact is the wellbeing of people, Huber Social has developed a universally applicable framework that measures not only overall wellbeing but also the driving factors to maximise it.

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Index Appendices

1. Measurement Activities

Data for the index was collected as part of social impact measurement activities for Stand Tall Sydney, Tamworth and South Coast. As part of this measurement process, a holistic baseline survey was conducted in a range of schools that were attending these events, or viewing the livestream online. This survey asked students questions across 44 holistic factors that it was hypothesised may contribute to wellbeing, as well as five satisfaction with life questions which were used to calculate the wellbeing score. This is the data upon which the Stand Tall Youth Wellbeing index is based.

In order to reduce the burden on schools engaged with Stand Tall and ensure that baseline surveys included a representative sample of students, specific schools were selected to participate in baseline surveys for each event. School selection and sample composition considered student demographic factors such as gender, geography, socio-economic status, and type of school (i.e., government, independent, etc.).

Baseline surveys were completed by students in their schools prior to a Stand Tall event, primarily online unless paper copies were specifically requested by the school. All data was collected through self-report surveys, created by Huber Social and developed and tested with Stand Tall staff. For any student under the age of 16, parental/guardian consent was required prior to participation.

The study was granted ethical approval on 10 March 2022 by the Huber Social Ethical Review Board (Committee No. EC00473).

2. Data Transparency Page

To ensure the integrity of findings always, Huber Social includes a Transparency Page for every project. This ensures both the rigour of evidence and rigour of analysis is clear for each project, across every stage of the data lifecycle.

DATA LIFECYCLE 1. Design → 2. Data Collection → 3. Cleaning → 4. Analysis → 5. Reporting

Phase		Questions on the Treatment of the Data	Points allocated	Yes or No
Design	SAMPLE	Everyone in the intervention included in the measurement	2	N
		OR Survey sample population designed to be representative of group	1	Y
		Sample description: Baseline sample for each event based on representative selection of schools attending. Shift sample collected at event with all participants invited to take part.	N/A	N/A
	BASELINE	Control group (independent of the intervention)	3	N
		Group baseline measured (pre -intervention)	2	Y
		Baseline inferred from time in intervention (e.g. 1 vs. 3 years)	1	N
	EXCLUSIONS	Details of people specifically excluded from the measurement: *N/A*	N/A	N/A
Data Collection	DISTRIBUTION	Online surveys		Y
		OR hardcopy surveys *when requested by schools and at South Coast event*		Y
		Data collection supervised by Huber Social consultant	1	N
		Translation or guidance provided	N/A	N/A
	DATA SOURCES	Data mining of other sources	1	N
		Data included from previous years/measurements	1	N
		Details of additional data sources: *N/A*		
Cleaning	CLEANING	Partial responses removed or no partial responses	1	Y
		Details of any responses removed: *Partial responses removed if missing >50% of outcomes data.In analysing gender, responses were removed that deliberately sought to obfuscate or agitate when utilising the 'write in' option.*	N/A	N/A
Analysis	SHIFT MEASUREMENT	Calculated on time in intervention		Y
		Calculated on group average	1	N
		Calculated based on individual scores *with the exception of Tamworth event*	2	Y
	TEST APPLIED	Basic analysis		Y
		Statistical Correlation Test	2	Y
		Multiple Regression or Lasso Regression Test	3	N
Reporting	REPORTING	Client published Outcomes Report (prove)	1	N
		Client received Social Performance Report (improve)	2	N
		Client published full Social Impact Report	3	Y
RIGOUR SCORE LOW: 1-9; MED 10-14; HIGH 15-19			**MED**	**11**

3. Predictors of Wellbeing

To inform the education sector in how best to support the wellbeing of students, correlation analysis was used to identify which factors measured have a significant relationship with students' overall wellbeing; these are known as predictors of wellbeing.

The predictors of wellbeing can be found listed in the following tables in order of statistical strength. The stronger the relationship between an outcome and overall wellbeing, the more confidence there is that a change in the outcome will correspond with a change in wellbeing.

Relationship strength is based on both the statistical significance (p-value) and beta coefficient value (r). All predictors listed are statistically significant to $p<0.001$ (unless otherwise noted), meaning there is 99% confidence that the relationship identified between the predictive outcome and wellbeing is true, rather than produced due to sampling error or chance. The beta coefficient (r) describes how closely each outcome and wellbeing are likely to move together in relation to each other.

For the purposes of this study, a strong relationship between an outcome and overall wellbeing is defined as any outcome with a beta coefficient value greater than 0.7; a moderate relationship is between 0.699 and 0.4; a weak relationship less than 0.4. Even though a relationship may be weak, there is still a significant association between the outcome and overall wellbeing.

The following pages presents all predictors of wellbeing that have a moderate to strong relationship with overall wellbeing for students overall as well as by subgroup.

4. Significance Tables

Table 1. All Predictors of Wellbeing for All Students

Program Factor	Strength & Direction	Correlation Coefficient (r)	Sig. Value
I am proud of my life	Moderate and Positive	0.697	0.000
I enjoy life and have fun	Moderate and Positive	0.69	0.000
I like who I am	Moderate and Positive	0.651	0.000
My life is important	Moderate and Positive	0.614	0.000
In the past month, how often have you felt happy?	Moderate and Positive	0.594	0.000
When I'm in a difficult situation, I believe there will always be a positive way out	Moderate and Positive	0.555	0.000
I feel hopeful about my future	Moderate and Positive	0.547	0.000
I am motivated	Moderate and Positive	0.536	0.000
My belief in myself can get me through the hard times	Moderate and Positive	0.531	0.000
I ask for help when I need it	Moderate and Positive	0.507	0.000
My opinions are heard and respected by others	Moderate and Positive	0.491	0.000
I have people in my life who encourage and praise me	Moderate and Positive	0.48	0.000
I find it easy to share my thoughts and feelings with others	Moderate and Positive	0.48	0.000
I feel free to be myself around others	Moderate and Positive	0.479	0.000
I bounce back quickly after hard times	Moderate and Positive	0.476	0.000
I feel safe at school	Moderate and Positive	0.474	0.000
I am able to build and maintain positive relationships that have different boundaries	Moderate and Positive	0.474	0.000
I have so much to be thankful for	Moderate and Positive	0.463	0.000
I feel safe at home	Moderate and Positive	0.462	0.000
I have someone I can talk to when I feel upset, angry or worried	Moderate and Positive	0.456	0.000
I am determined	Moderate and Positive	0.451	0.000
I set goals that I work towards	Moderate and Positive	0.428	0.000
My friends like me for who I am	Moderate and Positive	0.42	0.000
I have a strong friendship group	Moderate and Positive	0.407	0.000
I feel part of a community	Moderate and Positive	0.406	0.000

4. Significance Tables

Table 1. All Predictors of Wellbeing for All Students (cont.)

Program Factor	Strength & Direction	Correlation Coefficient (r)	Sig. Value
I can identify and avoid relationships that might be dangerous or unhealthy for me	Weak and Positive	0.394	0.000
I usually manage one way or another	Weak and Positive	0.384	0.000
I have strategies and tools to help me manage my emotions	Weak and Positive	0.38	0.000
I have opportunities to participate in activities that are important to my culture and heritage	Weak and Positive	0.377	0.000
I have things that I am passionate about	Weak and Positive	0.372	0.000
I have self-discipline	Weak and Positive	0.357	0.000
In the past month, how often have you felt stressed or overwhelmed?	Weak and Positive	0.354	0.000
I understand how my lifestyle, including sleep, hygiene and exercise affects my health	Weak and Positive	0.352	0.000
In the past month, how often have you felt anxious?	Weak and Positive	0.348	0.000
There is someone in my life who I look up to and respect	Weak and Positive	0.341	0.000
In most interactions, I treat others with respect	Weak and Positive	0.321	0.000
I know where to get reliable information about health issues	Weak and Positive	0.312	0.000
Lately, I have had the chance to meet people who are different from me	Weak and Positive	0.296	0.000
I can help a friend in need	Weak and Positive	0.247	0.000
I understand that my own thoughts and feelings can affect my behaviour towards others	Weak and Positive	0.234	0.000
I would be too embarrassed or afraid to access community mental health services if I need them	Weak and Positive	0.186	0.000
How I feel about myself depends on what others think of me	Weak and Positive	0.084	0.000
Compared to the real world, I am happier when I socialize on social media	Weak and Positive	0.043	0.000

4. Significance Tables

Table 2. Strongest predictors of Wellbeing for Female Students

Program Factor	Strength & Direction	Correlation Coefficient (r)	Sig. Value
I enjoy life and have fun	Moderate and Positive	0.693	0.000
I am proud of my life	Moderate and Positive	0.691	0.000
I like who I am	Moderate and Positive	0.659	0.000
My life is important	Moderate and Positive	0.619	0.000
In the past month, how often have you felt happy?	Moderate and Positive	0.603	0.000
I feel hopeful about my future	Moderate and Positive	0.542	0.000
When I'm in a difficult situation, I believe there will always be a positive way out	Moderate and Positive	0.537	0.000
My belief in myself can get me through the hard times	Moderate and Positive	0.517	0.000
I am motivated	Moderate and Positive	0.513	0.000

Table 3. Strongest predictors of Wellbeing for Male Students

Program Factor	Strength & Direction	Correlation Coefficient (r)	Sig. Value
I am proud of my life	Moderate and Positive	0.677	0.000
I enjoy life and have fun	Moderate and Positive	0.669	0.000
I like who I am	Moderate and Positive	0.634	0.000
My life is important	Moderate and Positive	0.575	0.000
In the past month, how often have you felt happy?	Moderate and Positive	0.567	0.000
When I'm in a difficult situation, I believe there will always be a positive way out	Moderate and Positive	0.552	0.000
I am motivated	Moderate and Positive	0.521	0.000
I feel hopeful about my future	Moderate and Positive	0.518	0.000
My belief in myself can get me through the hard times	Moderate and Positive	0.516	0.000
I feel free to be myself around others	Moderate and Positive	0.509	0.000

4. Significance Tables

Table 4. Strongest predictors of Wellbeing for Students who Identify as Non-Binary

Program Factor	Strength & Direction	Correlation Coefficient (r)	Sig. Value
I am proud of my life	Moderate and Positive	0.675	0.000
I ask for help when I need it	Moderate and Positive	0.624	0.000
My life is important	Moderate and Positive	0.586	0.000
In the past month, how often have you felt happy?	Moderate and Positive	0.551	0.000
I feel hopeful about my future	Moderate and Positive	0.549	0.000
I enjoy life and have fun	Moderate and Positive	0.543	0.000
I can identify and avoid relationships that might be dangerous or unhealthy for me	Moderate and Positive	0.535	0.000
My belief in myself can get me through the hard times	Moderate and Positive	0.532	0.000
I am motivated	Moderate and Positive	0.529	0.000
When I'm in a difficult situation, I believe there will always be a positive way out	Moderate and Positive	0.513	0.000
I feel safe at home	Moderate and Positive	0.508	0.000

4. Significance Tables

Table 5. Strongest predictors of Wellbeing for Year 11 and Year 12 Students*

Program Factor	Strength & Direction	Correlation Coefficient (r)	Sig. Value
I am proud of my life	Moderate and Positive	0.688	0.000
I enjoy life and have fun	Moderate and Positive	0.668	0.000
I like who I am	Moderate and Positive	0.591	0.000
I bounce back quickly after hard times	Moderate and Positive	0.53	0.000
I feel hopeful about my future	Moderate and Positive	0.528	0.000
When I'm in a difficult situation, I believe there will always be a positive way out	Moderate and Positive	0.519	0.000
In the past month, how often have you felt happy?	Moderate and Positive	0.512	0.000
I am motivated	Moderate and Positive	0.502	0.000

There is a clear downward trajectory in student wellbeing over the high school years, with this being most pronounced in Years 11 and 12, hence the focus on this particular student cohort.

Table 6. Strongest predictors of Wellbeing for Students Using Social Media for 2 to 3 hours and more than 3 hours per day

Program Factor	Strength & Direction	Correlation Coefficient (r)	Sig. Value
I am proud of my life	Moderate and Positive	0.704	0.000
I enjoy life and have fun	Moderate and Positive	0.679	0.000
I like who I am	Moderate and Positive	0.638	0.000
In the past month, how often have you felt happy?	Moderate and Positive	0.634	0.000
My life is important	Moderate and Positive	0.627	0.000
When I'm in a difficult situation, I believe there will always be a positive way out	Moderate and Positive	0.564	0.000
I am motivated	Moderate and Positive	0.534	0.000
I feel hopeful about my future	Moderate and Positive	0.527	0.000
My belief in myself can get me through the hard times	Moderate and Positive	0.512	0.000

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