



مسح السعادة لطلبة دبي
DUBAI STUDENT
WELLBEING CENSUS

حكومة دبي
GOVERNMENT OF DUBAI

DUBAI
Knowledge المعرفة



Dubai Student Wellbeing Census

Al Nibras International private School
2017

#KHDADUBAI #KHDA  @KHDA  @KHDADUBAI  KHDAOFFICIAL  WWW.KHDA.GOV.AE

Acknowledgements

We are grateful in Dubai to have the support and guidance of our leaders who promote wellbeing and happiness throughout society. His Highness Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum, the Crown Prince of Dubai, has shown great interest in the conduct of the Dubai Student Wellbeing Census. In addition, the conduct of the Census is made possible with the leadership of principals who have overwhelmingly embraced the Census and encouraged their students to participate.

This school report has been produced in collaboration with our partners, the team at the Government of South Australia's Department for Education and Child Development. Their support in developing the Census, analyzing the responses, preparing these reports and facilitating workshops helps to provide the evidence for schools to take action to improve their students' wellbeing.

A Reference Group of representatives from a variety of schools has proved invaluable in designing and implementing the Census. The support and passion from these vibrant and knowledgeable teachers and school administrators has ensured that the Census is focused and relevant across our diversity of schools in Dubai.

Each of the reports is only made possible with the cooperation of each of the School Census Champions and all those at schools who helped to administer the Census for students. By setting aside time for your students to participate in the Census, you have made wellbeing a priority at your school.

And finally, student wellbeing reports are not possible without the voice of the students themselves. Our thanks to each student that participated in the Census. This is your report and we encourage each school to share their report with their students and seek their views on how wellbeing and happiness can be improved.

CONTENTS

1. About the Dubai Student Wellbeing Census	4
2. Student participation	5
3. Student demographics	6
4. Overview of wellbeing at your school	9
5. Social and emotional wellbeing	12
6. Relationships and learning in school and at home	17
7. Physical health and lifestyle	27
8. After school activities	30
9. Appendix A: Why collect wellbeing data?	34
10. Appendix B: Questions used for each section	35
11. Supplementary Report: What does the data show?	41

1. ABOUT THE DUBAI STUDENT WELLBEING CENSUS

The Knowledge and Human Development Authority (KHDA) and Dubai's private schools are working together to support and improve the wellbeing, happiness and quality of life of students. The KHDA has partnered with the Department for Education and Child Development (DECD) from the Government of South Australia to conduct a Dubai-wide Census on student wellbeing.

The Census includes questions about young peoples' social and emotional development, physical health and wellbeing, connectedness with others, experiences at school and activities outside of school. These questions reflect the understanding that a young person's wellbeing is influenced by what happens in their homes, at school and in the broader community and by giving young people the opportunity to tell adults about their experiences, a better understanding is achieved of how to build wellbeing and support learning.

Purpose and scope of this report

This report presents the census responses from about 65,000 private school students across Dubai, showing results for individual schools against those for all participating students across Dubai. In addition, results are provided for Emirati students at your school against all participating Emirati students across Dubai. This gives schools the opportunity to consider the wellbeing results for their own students in detail.

How to use your data

Your school report can create many opportunities to support planning and initiate action within classrooms, schools and the broader community.

Talk to students about their results

Schools can involve students in the interpretation of the data and gain their feedback on how the school and community can better support them. To enable students to analyse and make comments, print the individual graphs from wellbeing domains you would like to investigate (strengths and weaknesses) and provide students with an opportunity to consider the following questions:

- What do you notice?
- What does it make you think?
- How does it make you feel?

To conclude the process and to plan the next steps, students can report back to their peers, teachers/leaders and other community members.

Talk to staff and parents

Review the report of results for your school with the governing board, administrators, staff, teachers and parents. Compare your results with other information you may have about your school. Consider the data and information on different groups of students at your school.

Reflect on your results

Which areas are significant strengths for your students? What do you think might contribute towards these strengths? What beliefs have been confirmed through the results? What surprised you most?

Share with others

Share your results with other schools with the same curriculum or with similar schools by sharing success stories and discussing opportunities for improvement. Learn from each other. Are there strategies that you would like to replicate? Discuss the actions others have taken so far to improve student wellbeing.

Select areas for improvement

Your school report provides rich data for school self-evaluation and improvement planning. Moving to action will be more successful if you are able to focus your efforts on a few areas for improvement instead of trying to change everything at the same time. Consider which measures resonate the most. Which measures do you have influence over? Which measures align with school planning?

Identify school support resources in line with your positive education journey

KHDA encourages all private schools in Dubai to develop and practice positive education. To support this approach KHDA has partnered with the International Positive Education Network (www.ipen-network.com). You can sign up to IPEN for free and gain access to a wide range of positive education resources. In addition, school staff will attend workshops in February 2018 aimed at providing schools with an understanding of the various domains identified in school reports along with additional resources to facilitate improvement in student wellbeing. Educators will also have ongoing opportunities to participate in workshops throughout the year aimed at supporting student wellbeing.

2. 2017 Student Participation

The table shows the number of students from all grade/year levels from your school who completed the Census. Alongside this is the number of students from all schools who completed the Census. The Census involved 168 schools across Dubai.

Al Nibras International private School			All schools	
	n	%	n	%
Total students	152	100%	64,686	100%
Boys	84	55%	32,839	51%
Girls	65	43%	31,623	49%
Unknown *	3	2%	224	0%

* Unknown due to using a generic token.

Emirati Total students	11	7%	6,944	11%
-------------------------------	----	----	-------	-----

Year 6	0	0%	2,372	4%
Grade 6 / Year 7	55	36%	17,288	27%
Grade 7 / Year 8	41	27%	15,872	25%
Grade 8 / Year 9	22	14%	14,782	23%
Grade 9 / Year 10	30	20%	14,139	22%
Unknown*	4	3%	233	0%

* Unknown due to using a generic token.

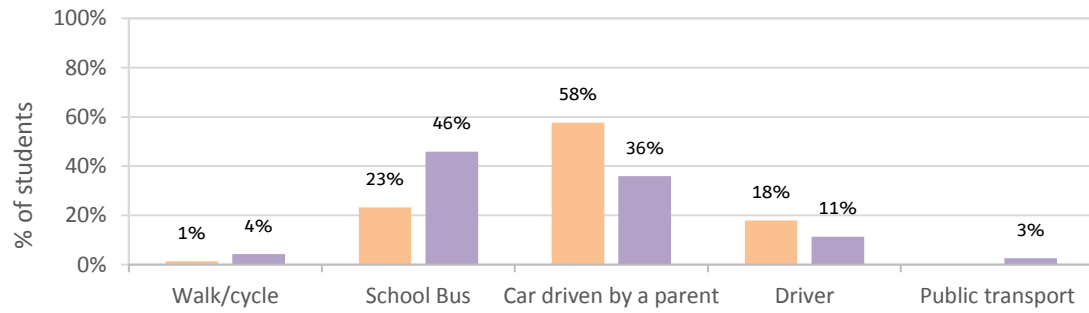
Year 6 students from selected UK curriculum schools only.

3. Student Demographics

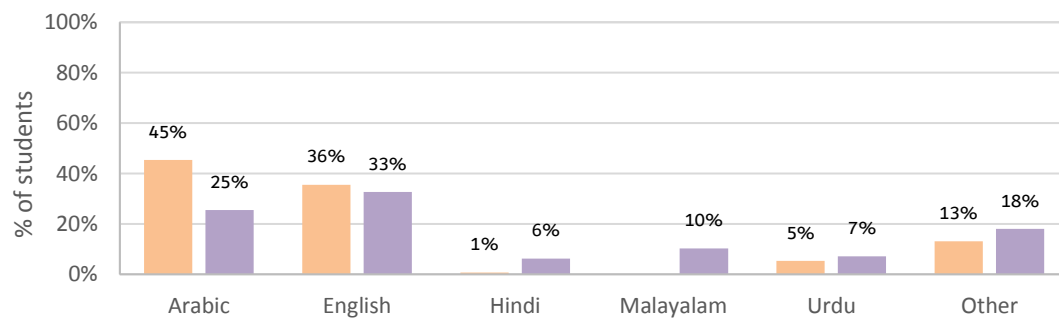
The information presented in this section shows the percentage of students from all grade/year levels at your school who completed the Census. Alongside this is the percentage of students from all schools who completed the Census across Dubai.

 Your School  Dubai

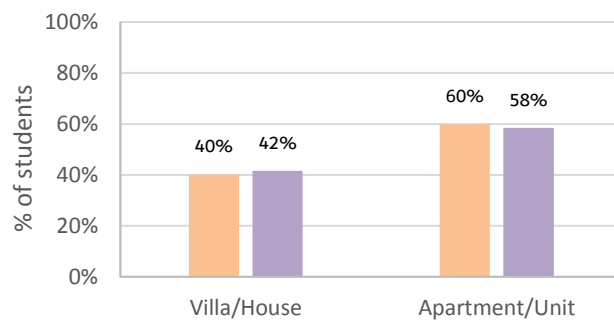
How do you normally travel to school?



Which language is spoken most of the time in your home in the UAE?



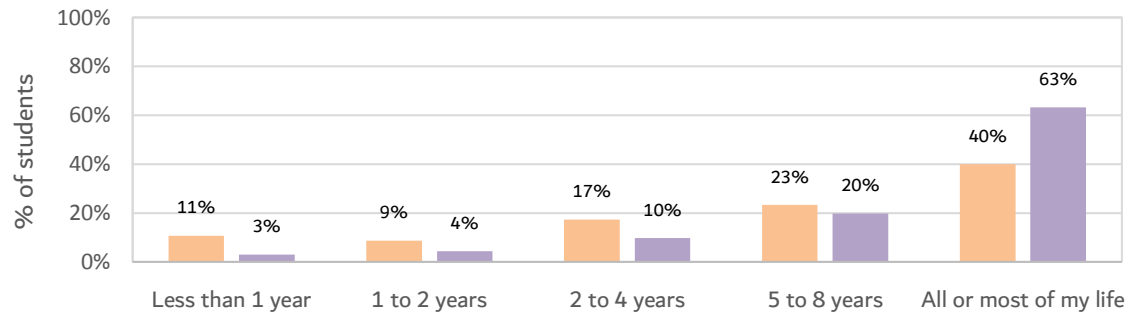
Do you live in a Villa/House or an Apartment/Unit in the UAE?



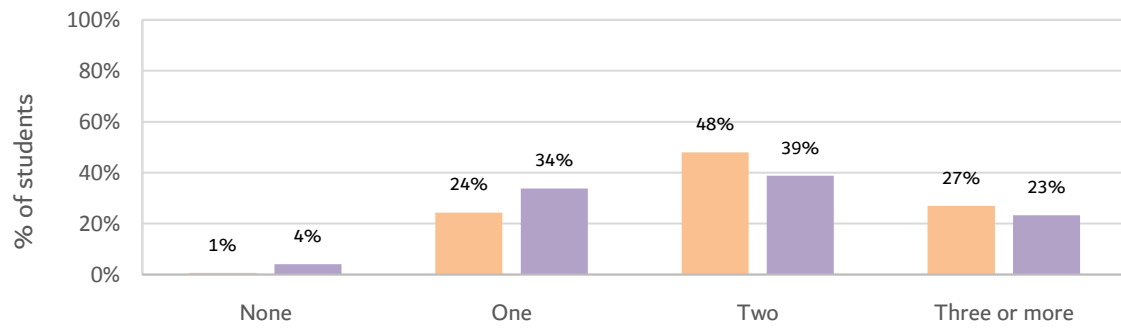
3. Student Demographics

Your School
 Dubai

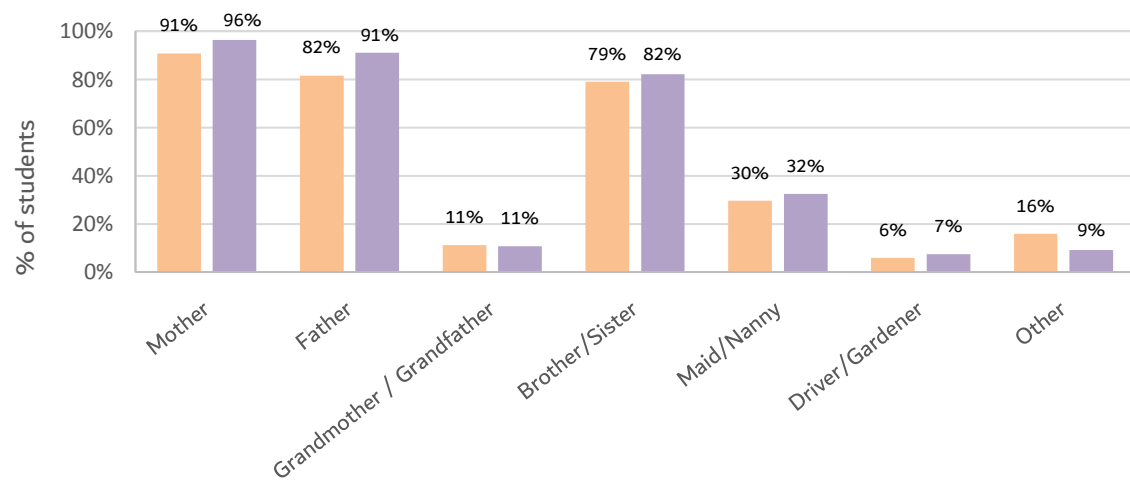
How long have you lived in the UAE?



How many cars are at your home in the UAE?



Who lives with you at home in the UAE?

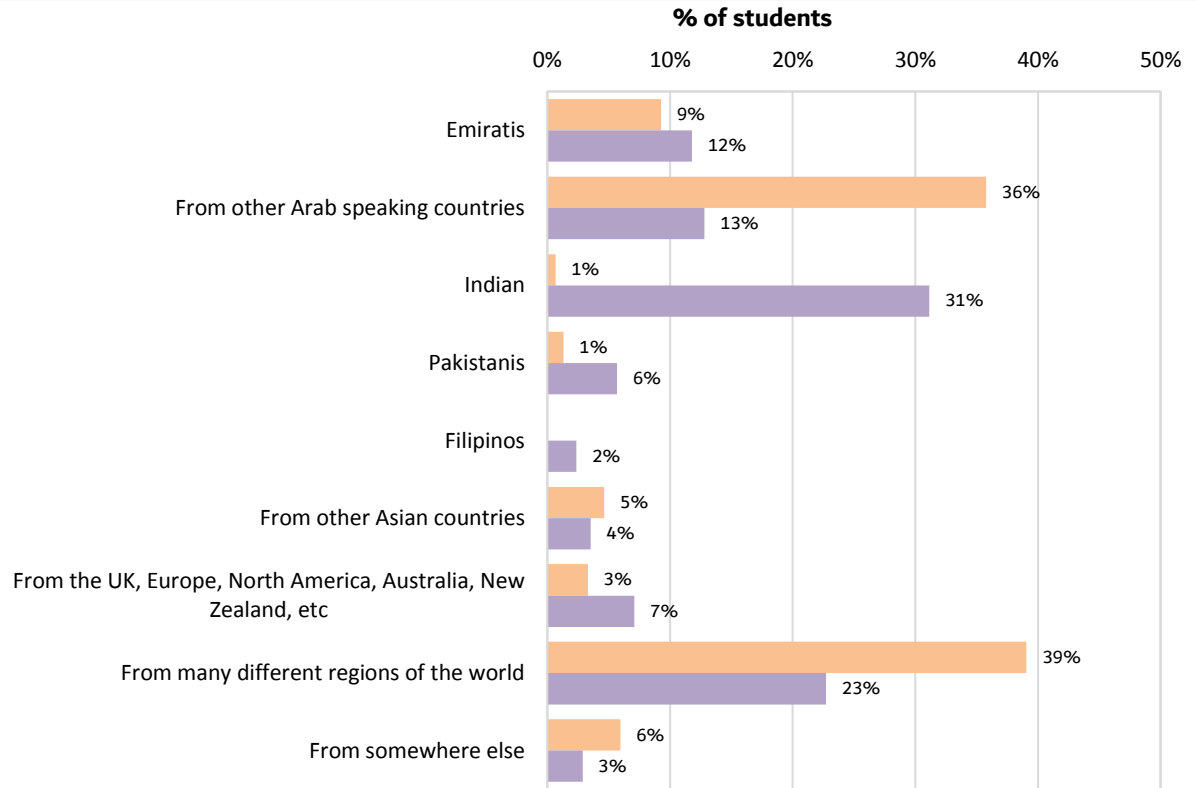


Note - Multiple answers per student

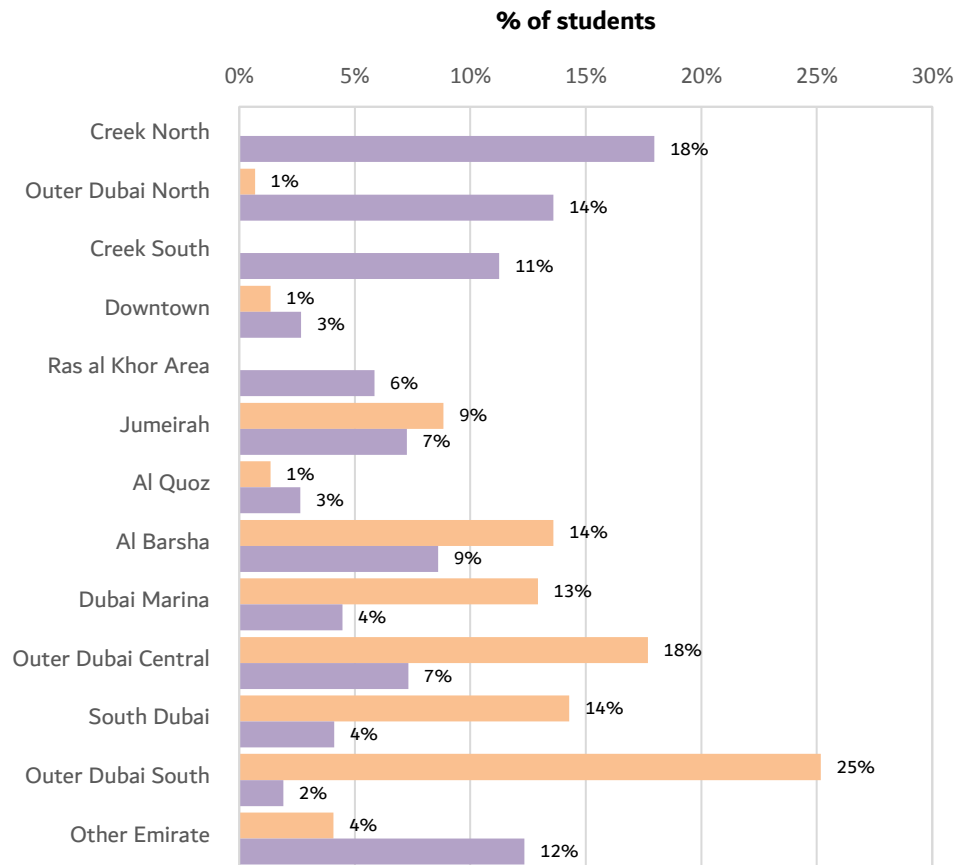
3. Student Demographics

Your School
 Dubai

Most of my friends are:



Where do you live?



4. Overview of wellbeing at your school

Happiness



Low	34	students	(22%)
Medium	41	students	(27%)
High	77	students	(51%)
Total	152	students	

Optimism



Low	27	students	(18%)
Medium	32	students	(21%)
High	92	students	(61%)
Total	151	students	

Life satisfaction



Low	31	students	(20%)
Medium	39	students	(26%)
High	82	students	(54%)
Total	152	students	

Perseverance



Low	32	students	(21%)
Medium	50	students	(33%)
High	69	students	(46%)
Total	151	students	

Emotion regulation



Low	32	students	(21%)
Medium	50	students	(33%)
High	70	students	(46%)
Total	152	students	

Sadness



High	29	students	(19%)
Medium	52	students	(34%)
Low	71	students	(47%)
Total	152	students	

Worries



High	70	students	(46%)
Medium	49	students	(32%)
Low	33	students	(22%)
Total	152	students	

4. Overview of wellbeing at your school

School belonging



Low	36 students	(24%)
Medium	47 students	(32%)
High	64 students	(44%)
Total	147 students	

Academic self-concept



Low	11 students	(7%)
Medium	34 students	(23%)
High	106 students	(70%)
Total	151 students	

Engagement (flow)



Low	44 students	(29%)
Medium	54 students	(36%)
High	53 students	(35%)
Total	151 students	

School work



Low	11 students	(7%)
Medium	55 students	(37%)
High	84 students	(56%)
Total	150 students	

Connectedness with adults at school



Low	16 students	(11%)
Medium	48 students	(32%)
High	87 students	(58%)
Total	151 students	

Emotional engagement with teacher



Low	7 students	(5%)
Medium	52 students	(34%)
High	92 students	(61%)
Total	151 students	

Peer belonging



Low	20 students	(13%)
Medium	44 students	(29%)
High	88 students	(58%)
Total	152 students	

4. Overview of wellbeing at your school

Cognitive engagement



Low	8	students	(5%)
Medium	47	students	(31%)
High	97	students	(64%)
Total	152	students	

Friendship intimacy



Low	18	students	(12%)
Medium	17	students	(11%)
High	116	students	(77%)
Total	151	students	

Sleep



Low	45	students	(30%)
Medium	29	students	(19%)
High	77	students	(51%)
Total	151	students	

Eating breakfast



Low	50	students	(33%)
Medium	13	students	(9%)
High	89	students	(59%)
Total	152	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, life satisfaction, perseverance, emotion regulation, sadness, and worries / anxiety.**

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

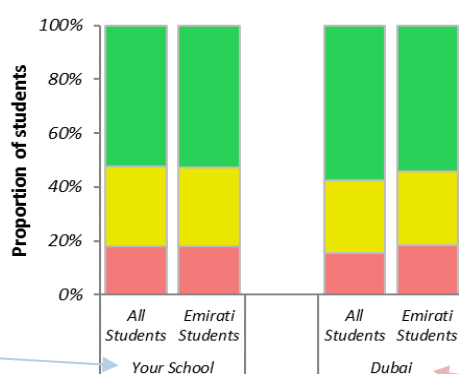
Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' or 'almost never' or that it is not at all like me.

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.

Results for Your School are shown in the top data table. The column titled 'n' gives the number of students in each category, while the % column displays the corresponding percentage of students. These percentages are plotted in the graph.

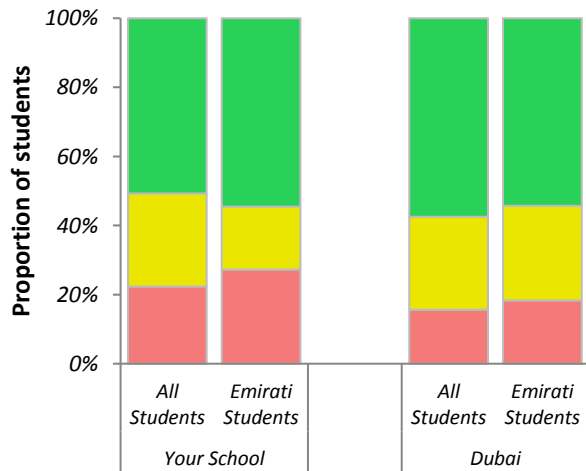


Results for all participating students in Dubai are shown in the bottom data table. The column titled 'n' gives the number of students in each category, while the % column displays the corresponding percentage of students. These percentages are plotted in the graph.

Your School	All Students		Emirati Students	
	n	%	n	%
High	265	54	3	38
Medium	154	31	3	38
Low	74	15	2	25

Dubai	All Students		Emirati Students	
	n	%	n	%
High	37004	57	3745	54
Medium	17333	27	1888	27
Low	10089	16	1268	18

Happiness



Your School	All Students		Emirati Students	
	n	%	n	%
High	77	51	6	55
Medium	41	27	2	18
Low	34	22	3	27

Dubai	All Students		Emirati Students	
	n	%	n	%
High	37004	57	3745	54
Medium	17333	27	1888	27
Low	10089	16	1268	18

Happiness is a general feeling of happiness, cheer, and contentment with life. You might not feel happy all the time, but you tend to feel generally content with life.

Questions:

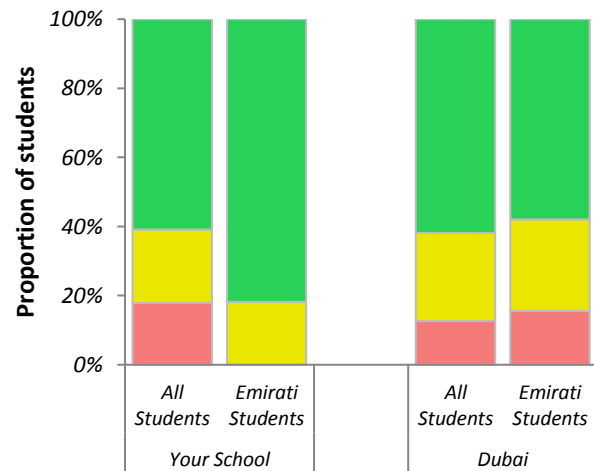
I feel happy.

I have a lot of fun.

I love life.

I am a cheerful person.

Optimism



Your School	All Students		Emirati Students	
	n	%	n	%
High	92	61	9	82
Medium	32	21	2	18
Low	27	18	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
High	39668	62	3956	58
Medium	16317	25	1807	26
Low	8090	13	1062	16

Optimism refers to the mindset of having positive expectations for the future.

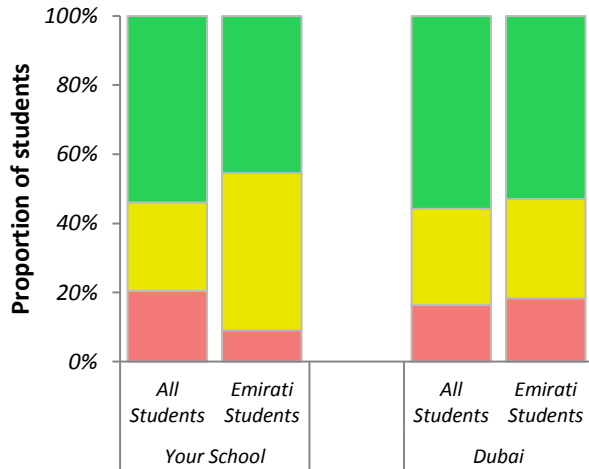
Questions:

I have more good times than bad times.

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

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

Satisfaction with life



Your School	All Students		Emirati Students	
	n	%	n	%
High	82	54	5	45
Medium	39	26	5	45
Low	31	20	1	9

Dubai	All Students		Emirati Students	
	n	%	n	%
High	35965	56	3657	53
Medium	17895	28	1971	29
Low	10539	16	1269	18

Satisfaction with life refers to how content or satisfied children are with their lives.

Questions:

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

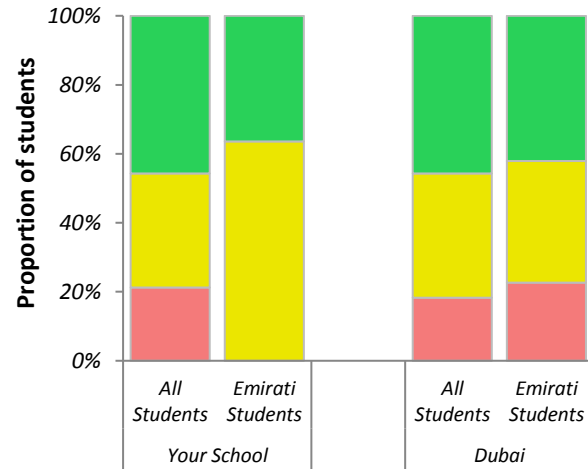
The things in my life are excellent.

I am happy with my life.

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

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

Perseverance



Your School	All Students		Emirati Students	
	n	%	n	%
High	69	46	4	36
Medium	50	33	7	64
Low	32	21	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
High	29393	46	2893	42
Medium	23217	36	2432	35
Low	11756	18	1556	23

Perseverance refers to having the tenacity to stick with things and pursue a goal, despite any challenges that occur.

Questions:

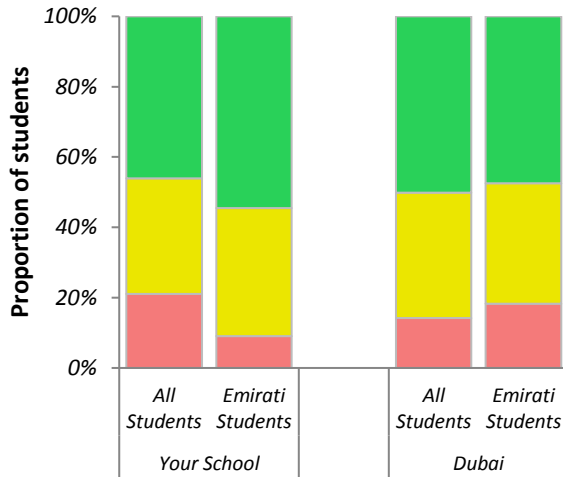
Once I make a plan to get something done, I stick to it.

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

I finish whatever I begin.

I am a hard worker.

Emotion regulation



Your School	All Students		Emirati Students	
	n	%	n	%
High	70	46	6	55
Medium	50	33	4	36
Low	32	21	1	9

Dubai	All Students		Emirati Students	
	n	%	n	%
High	32240	50	3256	47
Medium	22924	36	2355	34
Low	9123	14	1251	18

Emotion regulation refers to having the ability to regulate both positive and negative emotional outbursts.

Questions:

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 think about something different.

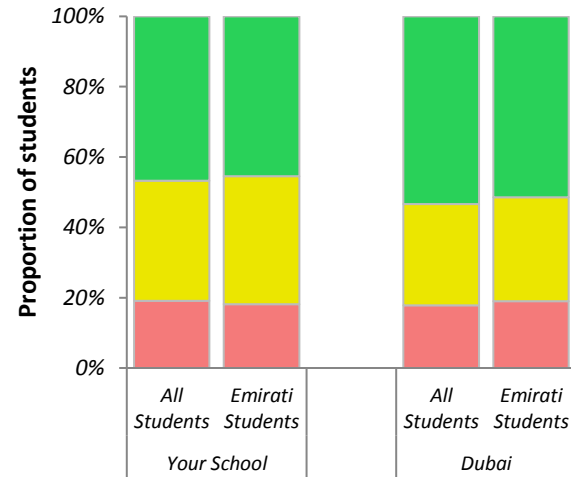
When I'm worried about something, I make myself think about it in a way that helps me feel better.

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

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

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

Sadness



Your School	All Students		Emirati Students	
	n	%	n	%
Low	71	47	5	45
Medium	52	34	4	36
High	29	19	2	18

Dubai	All Students		Emirati Students	
	n	%	n	%
Low	34262	53	3529	51
Medium	18519	29	2030	30
High	11423	18	1300	19

Sadness

It is important to recognise and prevent long term sadness and help promote positive coping practices before they reach adulthood.

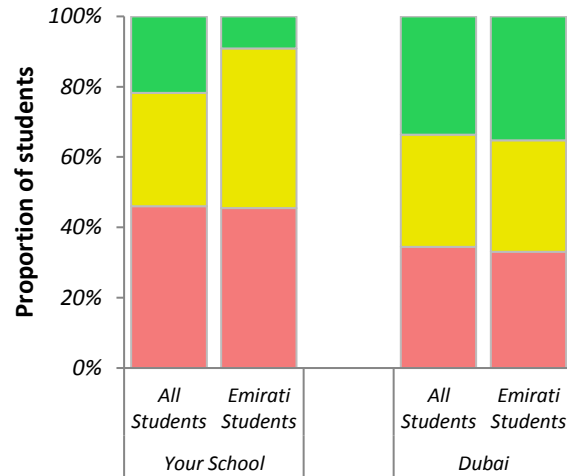
Questions:

I feel unhappy a lot of the time.

I feel upset about things.

I feel that I do things wrong a lot.

Worries / Anxiety



Your School	All Students		Emirati Students	
	n	%	n	%
Low	33	22	1	9
Medium	49	32	5	45
High	70	46	5	45

Dubai	All Students		Emirati Students	
	n	%	n	%
Low	21587	34	2412	35
Medium	20437	32	2170	32
High	22127	34	2264	33

Worries / Anxiety

It is important to recognise and prevent poor mental health and promote positive coping practices before adulthood.

Questions:

I worry a lot about things at home.

I worry a lot about things at school.

I worry a lot about mistakes that I make.

I worry about things.

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, safety at school, and respect between students**. They also reported on **relationships with their peers, emotional engagement with their teacher, and their engagement in learning**. A full list of questions is available at Appendix B.

What does the data show?

The graphs and tables show the percentage of children 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.

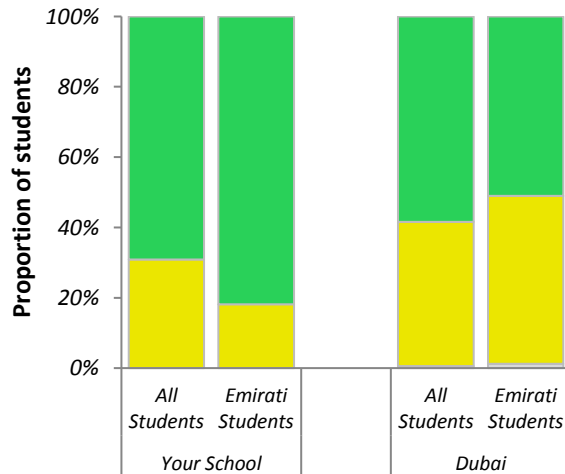
Where applicable, results for Emirati students at your school are shown next to all participating Emirati students. If there is at least one but less than five Emirati students, a dash ("-") is displayed to protect student confidentiality. If there are zero Emirati students, "N/A" is displayed.

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

Medium: Children 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: Children who usually responded that they 'disagree a little' or 'disagree a lot' or 'not at all true' to statements.

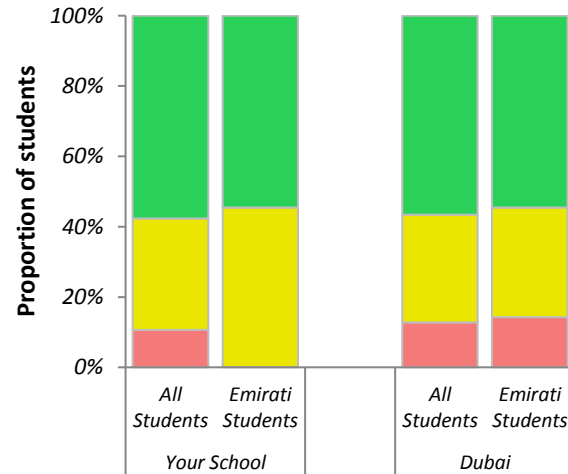
Important adults in school



Your School	All Students		Emirati Students	
	n	%	n	%
Yes	105	69	9	82
No	47	31	2	18
Missing	0	0	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
Yes	37761	58	3539	51
No	26541	41	3322	48
Missing	384	1	83	1

Connectedness with adults at school



Your School	All Students		Emirati Students	
	n	%	n	%
High	87	58	6	55
Medium	48	32	5	45
Low	16	11	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
High	36206	57	3718	55
Medium	19578	31	2124	31
Low	8187	13	975	14

Important adults in school

Young people who report that there is an adult who is important to them at school report feeling more academically motivated and prosocial towards others.

Questions:

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

Connectedness with adults at school

Teacher-student relationships are linked to students feeling safe and secure at school, and academic achievement.

Questions:

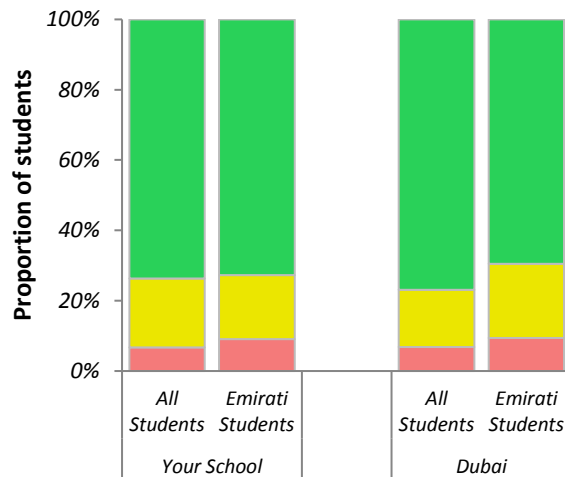
At my school, there is a teacher or another adult:

... who really cares about me.

... who believes that I will be a success.

... who listens to me when I have something to say.

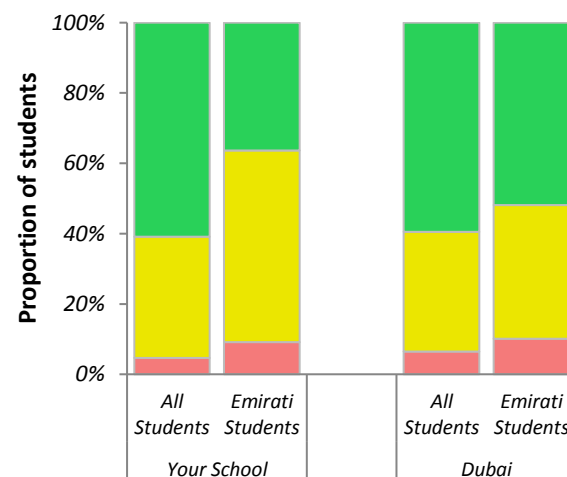
Connectedness with adults at home



Your School	All Students		Emirati Students	
	n	%	n	%
High	109	74	8	73
Medium	29	20	2	18
Low	10	7	1	9

Dubai	All Students		Emirati Students	
	n	%	n	%
High	48791	77	4693	69
Medium	10343	16	1426	21
Low	4341	7	635	9

Emotional engagement with teacher



Your School	All Students		Emirati Students	
	n	%	n	%
High	92	61	4	36
Medium	52	34	6	55
Low	7	5	1	9

Dubai	All Students		Emirati Students	
	n	%	n	%
High	38023	59	3538	52
Medium	21775	34	2591	38
Low	4147	6	688	10

Connectedness with adults at home

Relationships children have with their primary caregiver(s) serve as a model for all future relationships.

Questions:

At my home, there is a parent or another adult ...

... who believes that I will be a success.

... who listens to me when I have something to say.

... who I can talk to about my problems.

Emotional engagement with teacher

Teachers are thought to influence students through how they relate to students, such as displaying empathy and warmth, and through instructional variables, such as the extent to which teachers encourage higher-order learning among their students.

Questions:

I get along well with most of my teachers.

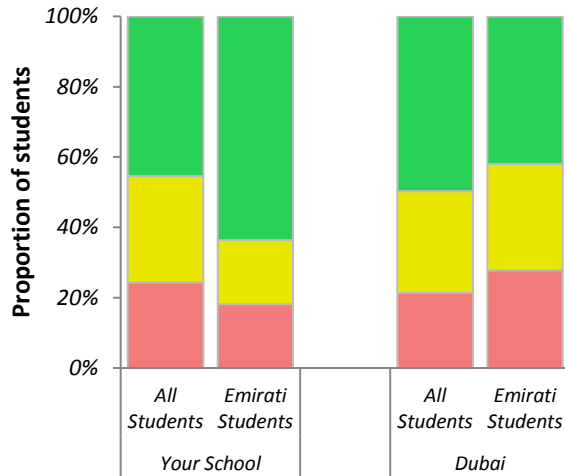
Most of my teachers are interested in my wellbeing.

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

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

Most of my teachers treat me fairly.

School climate



Your School	All Students		Emirati Students	
	n	%	n	%
High	69	45	7	64
Medium	46	30	2	18
Low	37	24	2	18

Dubai	All Students		Emirati Students	
	n	%	n	%
High	31721	50	2848	42
Medium	18393	29	2043	30
Low	13650	21	1884	28

School climate is the overall tone of the school environment, including the way teachers and students interact and how students treat each other.

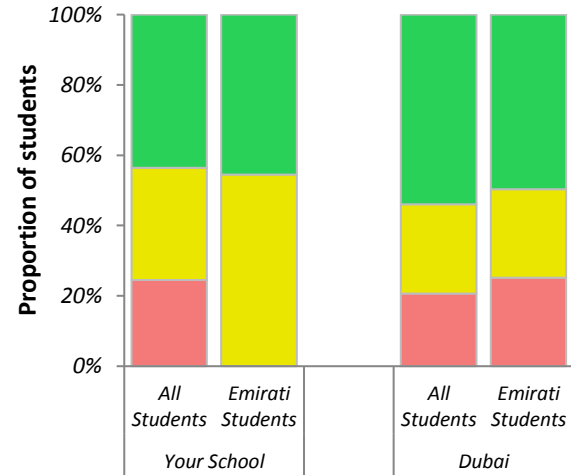
Questions:

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

People care about each other in this school.

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

School belonging



Your School	All Students		Emirati Students	
	n	%	n	%
High	64	44	5	45
Medium	47	32	6	55
Low	36	24	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
High	34042	54	3304	50
Medium	15963	25	1678	25
Low	13035	21	1673	25

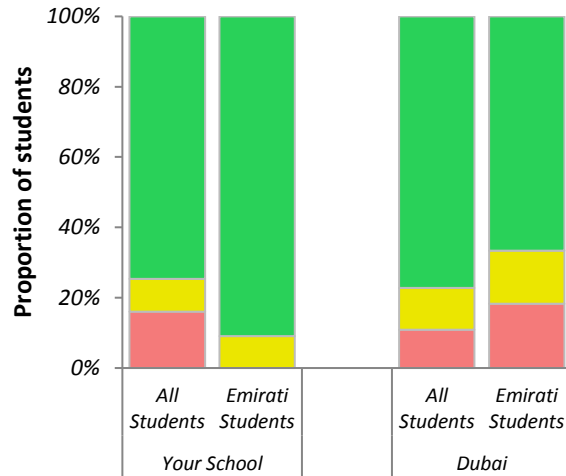
School belonging is the extent to which students feel connected and valued at their school.

Questions:

I feel like I belong in this school.

I feel like I am important to this school.

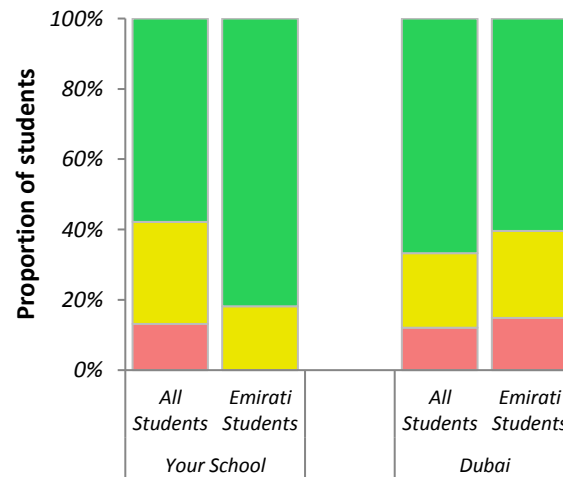
Safe at school



Your School	All Students		Emirati Students	
	n	%	n	%
High	112	75	10	91
Medium	14	9	1	9
Low	24	16	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
High	48906	77	4460	67
Medium	7492	12	1011	15
Low	6913	11	1225	18

Peer belonging



Your School	All Students		Emirati Students	
	n	%	n	%
High	88	58	9	82
Medium	44	29	2	18
Low	20	13	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
High	42414	67	4073	60
Medium	13456	21	1668	25
Low	7680	12	1004	15

Safe at school

Questions:

I feel safe at school.

Peer belonging is influenced as children begin to associate more with peers and less with family. Peer belonging measures children's feelings of belonging to a social group.

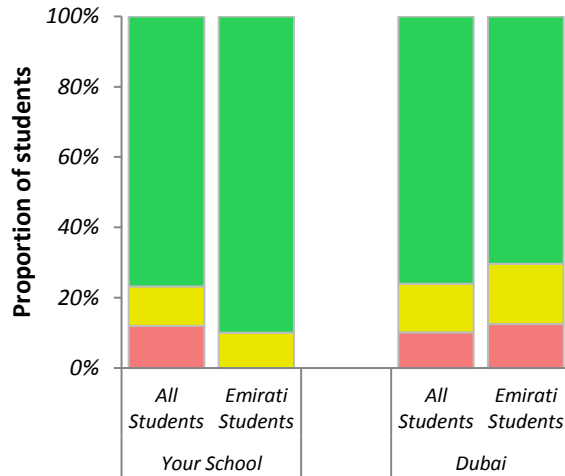
Questions:

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	116	77	9	90
Medium	17	11	1	10
Low	18	12	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
High	48339	76	4752	70
Medium	8748	14	1158	17
Low	6441	10	842	12

Friendship intimacy grows in complexity as children move into middle childhood. Children begin to seek friendships based on quality rather than quantity.

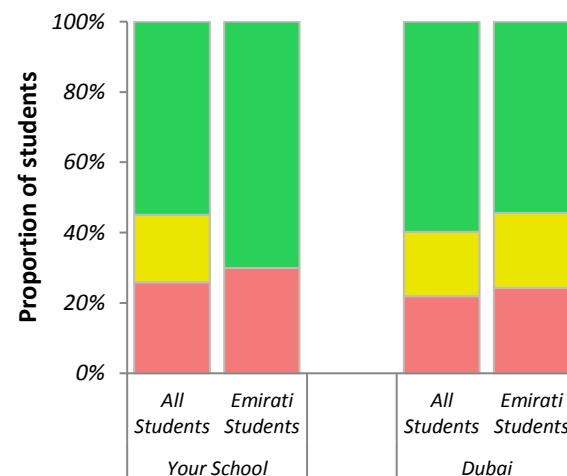
Questions:

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

I have a friend I can tell everything to.

There is somebody my age who really understands me.

Respect



Your School	All Students		Emirati Students	
	n	%	n	%
High	83	55	7	70
Medium	29	19	0	0
Low	39	26	3	30

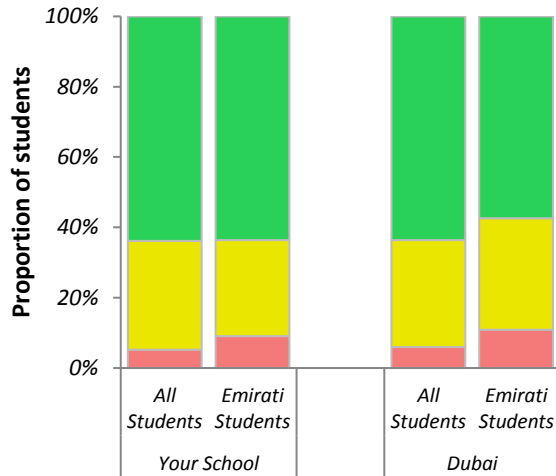
Dubai	All Students		Emirati Students	
	n	%	n	%
High	37823	60	3641	54
Medium	11562	18	1421	21
Low	13855	22	1624	24

Respect

Questions:

Kids at my school respect each others' differences.

Cognitive engagement



Your School	All Students		Emirati Students	
	n	%	n	%
High	97	64	7	64
Medium	47	31	3	27
Low	8	5	1	9

Dubai	All Students		Emirati Students	
	n	%	n	%
High	40248	64	3855	57
Medium	19246	30	2126	32
Low	3812	6	731	11

Cognitive engagement refers to student's willingness to put in the effort needed to master skills and succeed academically at school, and has a strong motivational and self-regulatory component.

Questions:

I work hard on learning.

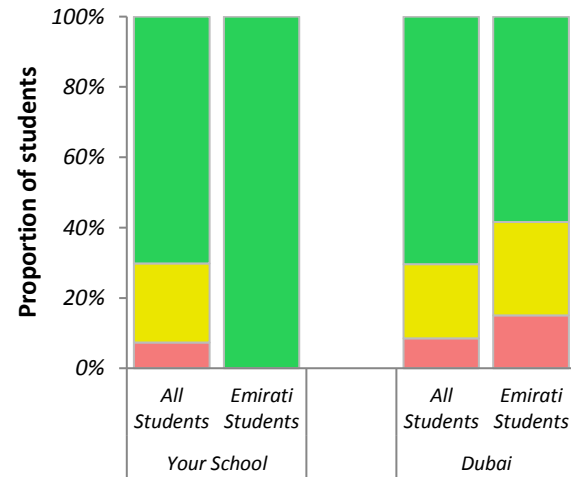
When I find something hard I try another way.

I take a lot of care with what I do.

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

I am excited to come up with new things.

Academic self-concept



Your School	All Students		Emirati Students	
	n	%	n	%
High	106	70	11	100
Medium	34	23	0	0
Low	11	7	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
High	44824	70	3946	58
Medium	13418	21	1797	27
Low	5397	8	1013	15

Academic self-concept refers to children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school.

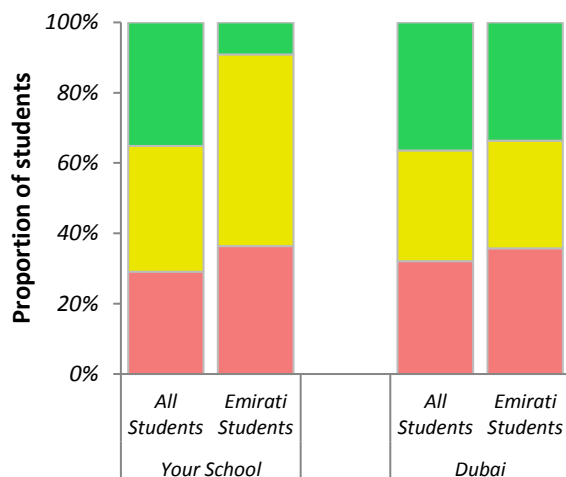
Questions:

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.

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

Engagement (flow)



Your School	All Students		Emirati Students	
	n	%	n	%
High	53	35	1	9
Medium	54	36	6	55
Low	44	29	4	36

Dubai	All Students		Emirati Students	
	n	%	n	%
High	23072	36	2262	34
Medium	19991	32	2063	31
Low	20323	32	2402	36

Engagement (flow) refers to being absorbed, interested, and involved in an activity or the world itself.

Questions:

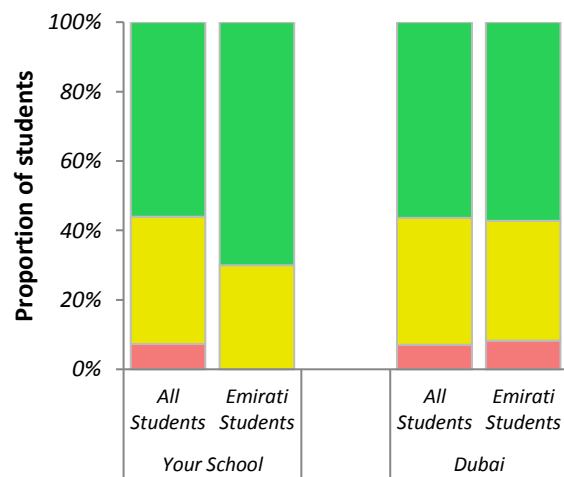
When I do an activity, I enjoy it so much that I lose track of time.

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.

School work



Your School	All Students		Emirati Students	
	n	%	n	%
High	84	56	7	70
Medium	55	37	3	30
Low	11	7	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
High	35744	56	3850	57
Medium	23181	37	2316	34
Low	4494	7	558	8

School work

Questions:

How well do you do in your school work?

Victimisation at school (Whole school)

Why is this important?

Whilst numerous definitions of bullying or victimisation exist, it is commonly defined as targeted 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?

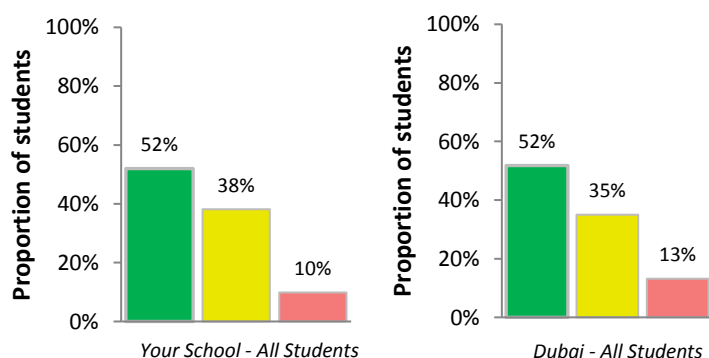
Students were asked how frequently they had been bullied during the school year, in each of the following ways – physical, verbal, social or online (cyber-bullying).

None at all this year

About every month / once or a few times

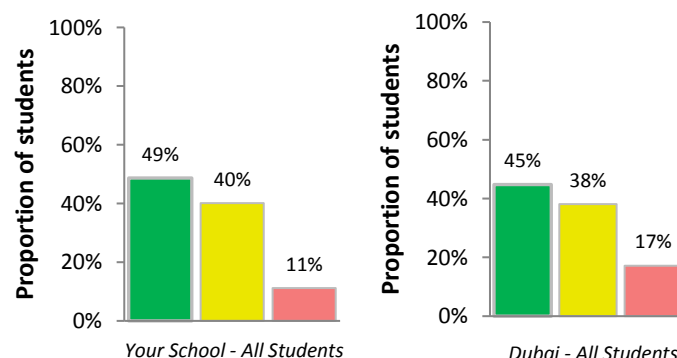
Many times a week / about every week

Social victimisation



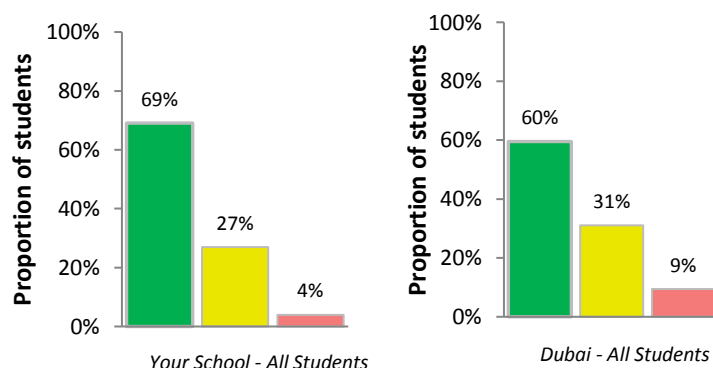
Social Bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).

Verbal victimisation



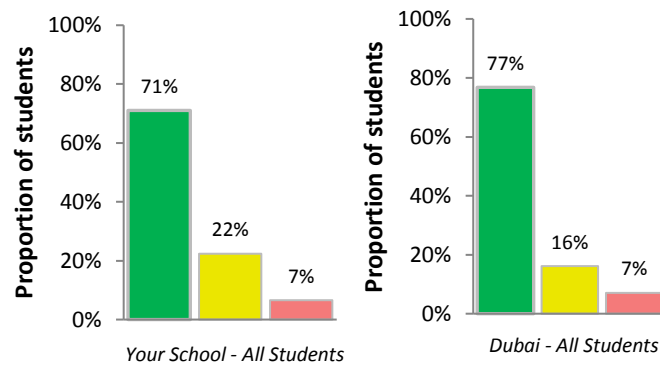
Verbal Bullying (for example, someone called you names, teased, humiliated, threatened you, or made you do things you didn't want to do).

Physical victimisation



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

Cyber victimisation



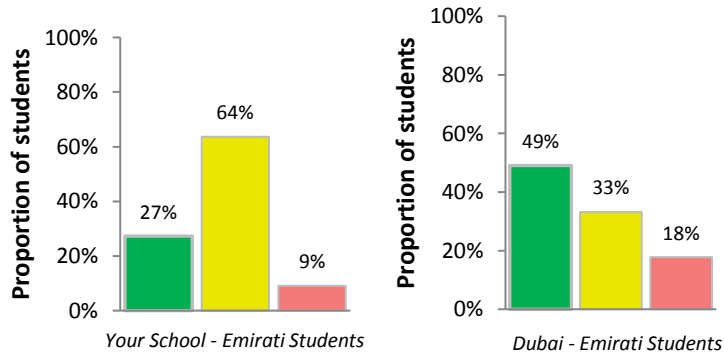
Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, humiliate you, or to hurt your feelings).

None at all this year

About every month / once or a few times

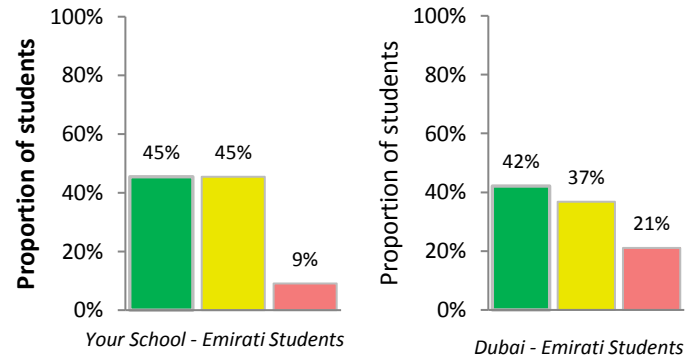
Many times a week / about every week

Social victimisation



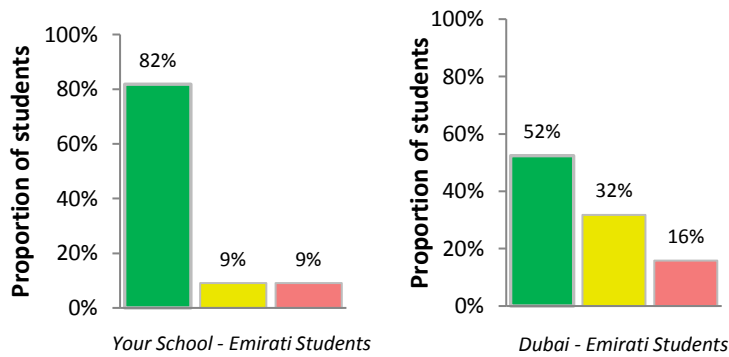
Social Bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).

Verbal victimisation



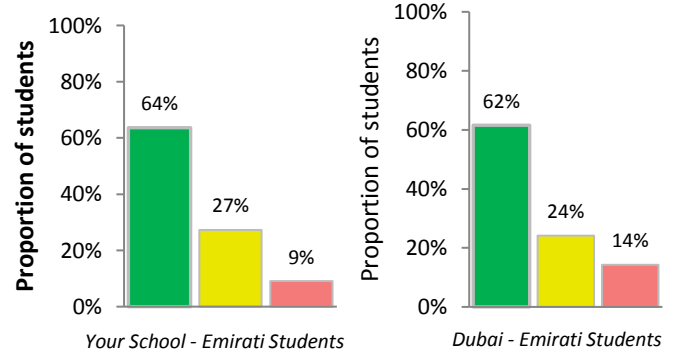
Verbal Bullying (for example, someone called you names, teased, humiliated, threatened you, or made you do things you didn't want to do).

Physical victimisation



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

Cyber victimisation



Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, humiliate 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 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 children 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.

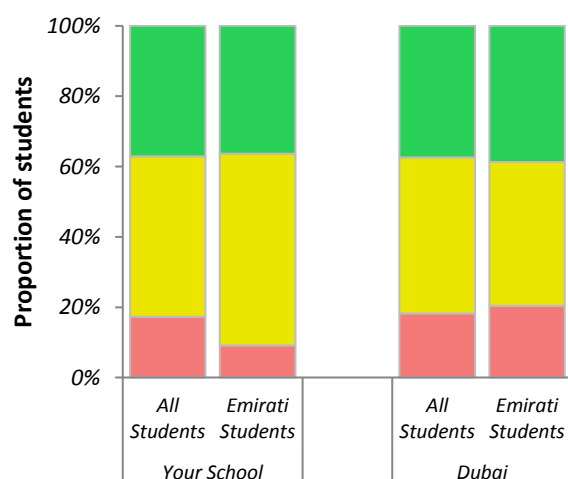
Where applicable, results for Emirati students at your school are shown next to all participating Emirati students. If there is at least one but less than five Emirati students, a dash ("-") is displayed to protect student confidentiality. If there are zero Emirati students, "N/A" is displayed.

High: Children who responded that they were 'excellent' / 'about the right weight'.

Medium: Children who responded that they were 'good' / 'slightly underweight' or 'slightly overweight'.

Low: Children who responded that they were 'fair to poor' or 'very underweight' / 'very overweight'.

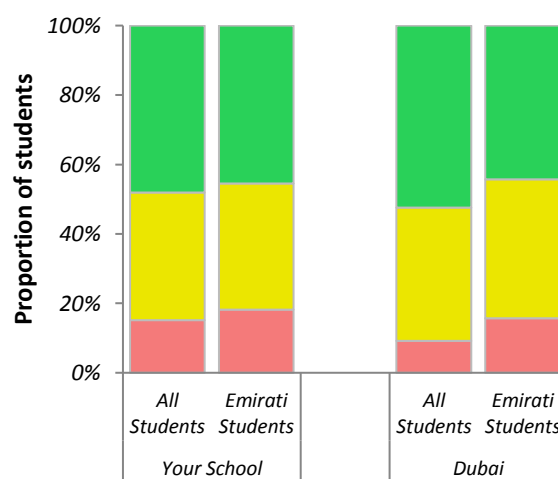
General health



Your School	All Students		Emirati Students	
	n	%	n	%
High	56	37	4	36
Medium	69	46	6	55
Low	26	17	1	9

Dubai	All Dubai		Emirati Dubai	
	n	%	n	%
High	23541	37	2577	39
Medium	27967	44	2725	41
Low	11469	18	1359	20

Body image



Your School	All Students		Emirati Students	
	n	%	n	%
High	73	48	5	45
Medium	56	37	4	36
Low	23	15	2	18

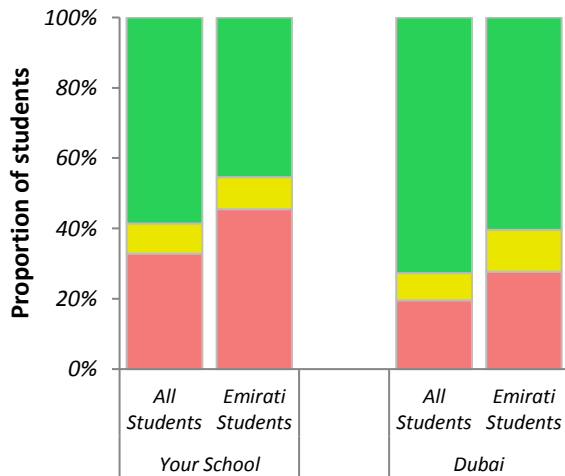
Dubai	All Students		Emirati Students	
	n	%	n	%
High	32933	52	2939	44
Medium	24161	38	2657	40
Low	5752	9	1043	16

High: Children were asked the questions, "How often do you eat breakfast?" and "How often do you eat fruit and / or vegetables at least 5 times a week" were assigned to the green category.

Medium: Children who ate breakfast, ate fruit and / or vegetables 3 to 4 times a week were assigned to the yellow category.

Low: Children who ate breakfast, fruit and / or vegetables less than 3 times a week were assigned to the red category.

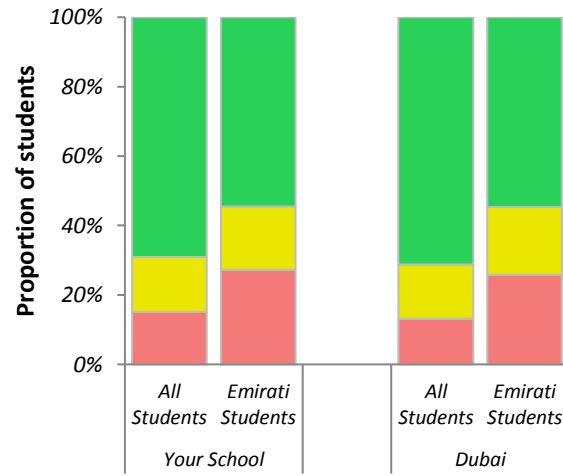
Eating breakfast



Your School	All Students		Emirati Students	
	n	%	n	%
High	89	59	5	45
Medium	13	9	1	9
Low	50	33	5	45

Dubai	All Students		Emirati Students	
	n	%	n	%
High	45788	73	4021	60
Medium	4863	8	790	12
Low	12286	20	1847	28

Eating fruit and vegetables



Your School	All Students		Emirati Students	
	n	%	n	%
High	105	69	6	55
Medium	24	16	2	18
Low	23	15	3	27

Dubai	All Students		Emirati Students	
	n	%	n	%
High	44654	71	3607	55
Medium	9791	16	1285	19
Low	8240	13	1705	26

Eating breakfast daily helps with performance at school and impacts on young people's long term physical and cognitive development.

Questions:

How often do you eat breakfast?

Eating fruit or vegetables daily helps with performance at school and impacts on young people's long term physical and cognitive development.

Questions:

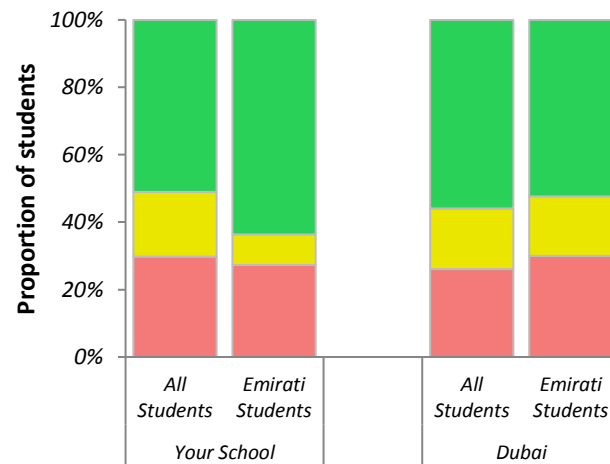
How often do you eat fruit and / or vegetables?

High: “How often do you get a good night’s sleep?” Those who had a good night’s sleep at least 5 times a week were assigned to the green category.

Medium: Children who had a good night’s sleep 3 to 4 times a week were assigned to the yellow category.

Low: Children who had a good night’s sleep less than 3 times a week were assigned to the red category.

Sleep



Your School	All Students		Emirati Students	
	n	%	n	%
High	77	51	7	64
Medium	29	19	1	9
Low	45	30	3	27

Dubai	All Students		Emirati Students	
	n	%	n	%
High	35064	56	3450	52
Medium	11341	18	1168	18
Low	16336	26	1975	30

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

	Your School				Dubai			
	All Students		Emirati Students		All Students		Emirati Students	
	n	%	n	%	n	%	n	%
Before 8pm	8	5%	0	0%	1987	3%	268	4%
Between 8pm - 9pm	35	23%	3	27%	10486	17%	1074	16%
Between 9pm - 10pm	54	36%	2	18%	20582	33%	1909	29%
Between 10pm - 11pm	25	17%	3	27%	16926	27%	1587	24%
Between 11pm - 12pm	18	12%	0	0%	8345	13%	1040	16%
After midnight	11	7%	3	27%	4616	7%	773	12%

8. After school activities

Why is this important?

Involvement in sport, music, arts and organised activities can provide young people with the opportunity to learn a variety of skills, including building social relationships. Young people who participate in after-school activities are more likely to show increased self-confidence, self-esteem, connectedness to school, greater physical exercise and academic achievement.

What areas were measured?

Young people were asked to report on what they did after school and what barriers there were to undertaking additional activities.

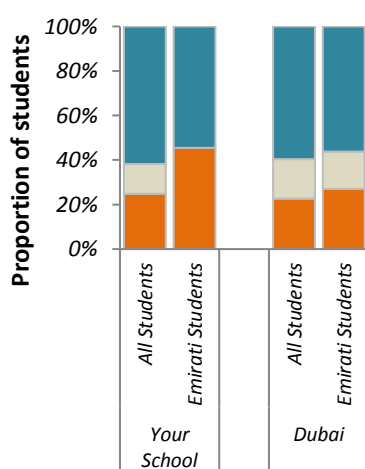
To view the questions combined to formulate the results for each of the sub-domains, see Appendix 2.

High: Children who reported that they participated in after-school activities in 'Music & Arts,' 'Sports,' or 'Organised Activities' respectively at least two days a week, were assigned to the high category.

Medium: Children who reported that they participated in these after-school activities at least one day a week were assigned to the medium category.

Low: Children who reported that they participated in these after-school activities less than one day a week or not at all were assigned to the low category.

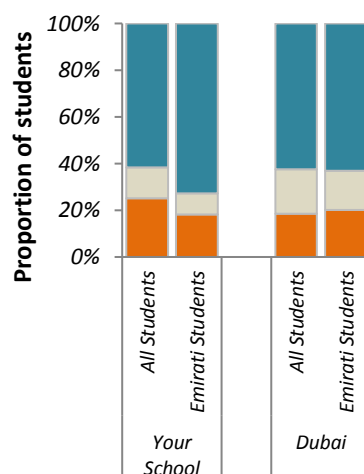
Music & Arts



Your School	All Students		Emirati Students	
	n	%	n	%
High	92	62	6	55
Medium	20	13	0	0
Low	37	25	5	45

Dubai	All Students		Emirati Students	
	n	%	n	%
High	37079	60	3703	56
Medium	10998	18	1099	17
Low	14149	23	1780	27

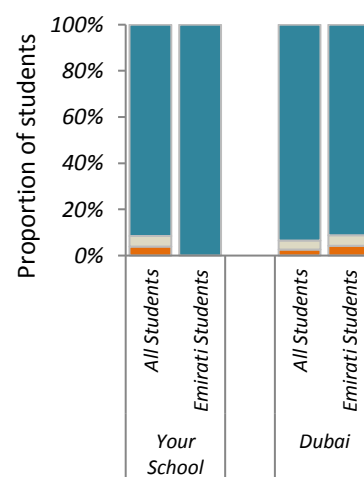
Sports



Your School	All Students		Emirati Students	
	n	%	n	%
High	93	62	8	73
Medium	20	13	1	9
Low	38	25	2	18

Dubai	All Students		Emirati Students	
	n	%	n	%
High	38959	62	4163	63
Medium	11915	19	1110	17
Low	11595	19	1330	20

Organised activities



Your School	All Students		Emirati Students	
	n	%	n	%
High	139	91	11	100
Medium	7	5	0	0
Low	6	4	0	0

Dubai	All Students		Emirati Students	
	n	%	n	%
High	58721	94	6054	91
Medium	2408	4	309	5
Low	1674	3	280	4

Note: 'Organised Activities' measures involvement in any of the following four after-school activities: (1) organised individual or team sports (2) music lessons or practising a musical instrument (3) doing arts and crafts and (4) religious activities.

ALL STUDENTS AT YOUR SCHOOL

After normal school classes have finished for the day, how many days do you normally...	Never	1 to 5 times a week
Do organised individual or team sports (for example, basketball, swimming, cricket, football or something else)	26%	74%
Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school etc)	13%	88%
Watch TV (including watching DVDs or online videos)	9%	91%
Play video or computer games (for example, Play-Station, Xbox, multi-user online games)	25%	75%
Use a phone/Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat	5%	95%
Read for fun	23%	77%
Do household chores (example: clean your room, wash dishes, feed a pet, gardening or something else)	23%	77%
Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)	58%	42%
Do arts and crafts (including painting, drawing, or something else)	37%	63%
Go shopping	17%	83%
Hang out with friends	20%	80%
Participate in religious activities (for example, Holy Quran recitation, visit to the mosque/church/temple, prayer or similar)	28%	72%

Homework, TV & Video / Computer games (School week)

Days per week		Average Days spent per week	Never	1-2 days per week	3-4 days per week	5 days per week
Homework	Your School	3.3	11%	21%	23%	45%
	Dubai	3.2	12%	23%	25%	39%
Watching TV	Your School	3.6	8%	20%	20%	52%
	Dubai	3.6	7%	22%	21%	50%
Video and computer games	Your School	2.6	24%	24%	21%	31%
	Dubai	2.2	29%	30%	18%	24%

Time spent per day		Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 plus hours	Not stated*
Homework	Your School	14%	36%	24%	8%	10%	9%
	Dubai	10%	29%	28%	15%	11%	7%
Watching TV	Your School	9%	24%	20%	13%	26%	8%
	Dubai	15%	30%	22%	11%	13%	8%
Video and computer games	Your School	7%	26%	21%	11%	27%	7%
	Dubai	20%	27%	20%	11%	16%	8%

* (Not stated) = Time spent per day was not reported

EMIRATI STUDENTS AT YOUR SCHOOL

After normal school classes have finished for the day, how many days do you normally...	Never	1 to 5 times a week
Do organised individual or team sports (for example, basketball, swimming, cricket, football or something else)	18%	82%
Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school etc)	9%	91%
Watch TV (including watching DVDs or online videos)	9%	91%
Play video or computer games (for example, Play-Station, Xbox, multi-user online games)	27%	73%
Use a phone/Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat	0%	100%
Read for fun	9%	91%
Do household chores (example: clean your room, wash dishes, feed a pet, gardening or something else)	27%	73%
Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)	64%	36%
Do arts and crafts (including painting, drawing, or something else)	55%	45%
Go shopping	0%	100%
Hang out with friends	9%	91%
Participate in religious activities (for example, Holy Quran recitation, visit to the mosque/church/temple, prayer or similar)	27%	73%

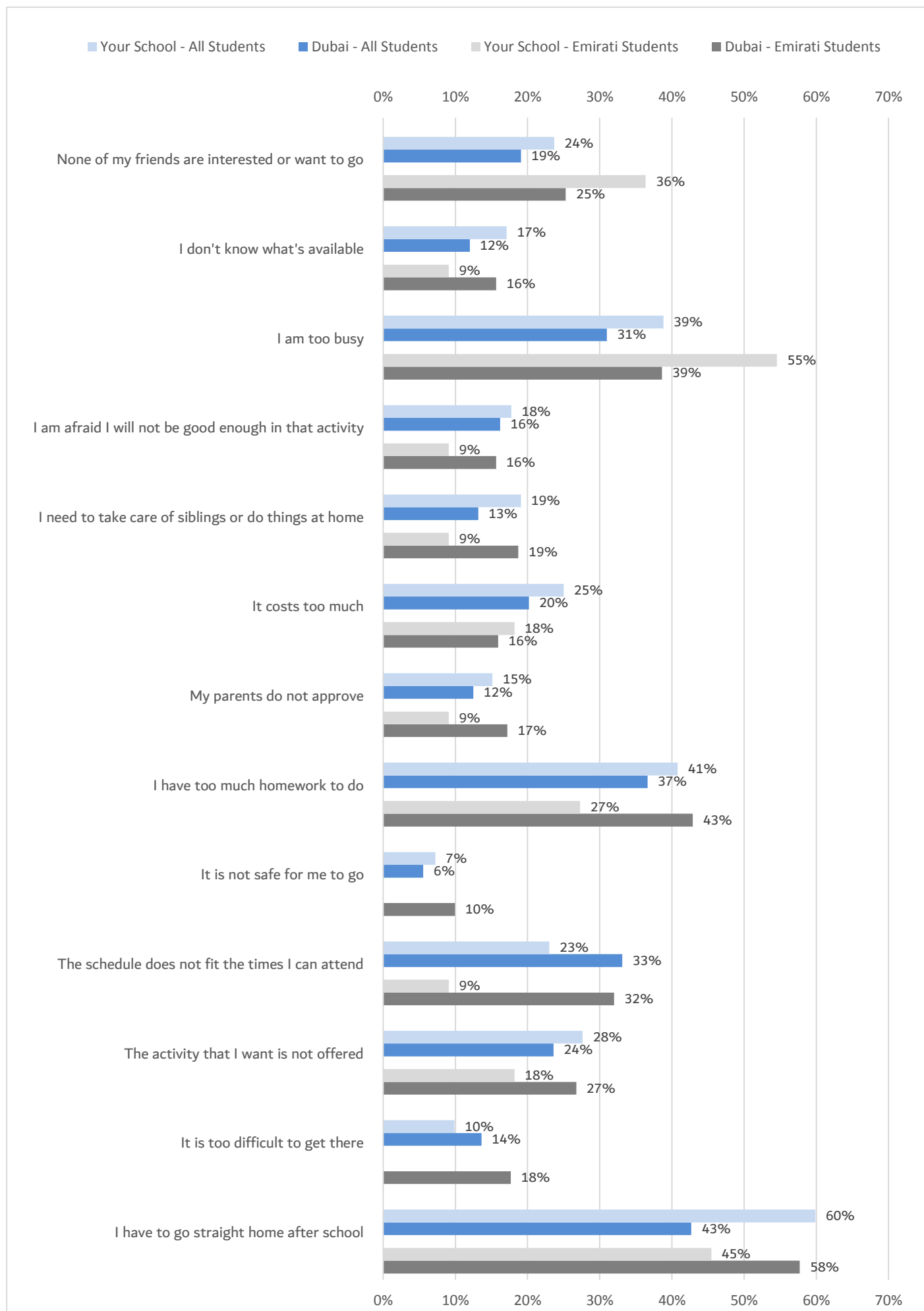
Homework, TV & Video / Computer games (School week)

Days per week		Average Days spent per week	Never	1-2 days per week	3-4 days per week	5 days per week
Homework	Your School	3.4	9%	18%	36%	36%
	Dubai	3.1	15%	23%	24%	38%
Watching TV	Your School	3.1	9%	36%	18%	36%
	Dubai	3.5	9%	21%	18%	51%
Video and computer games	Your School	2.5	27%	18%	27%	27%
	Dubai	3.0	18%	24%	21%	38%

Time spent per day		Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 plus hours	Not stated*
Homework	Your School	10%	40%	20%	10%	0%	20%
	Dubai	18%	32%	22%	9%	9%	9%
Watching TV	Your School	0%	30%	30%	0%	10%	30%
	Dubai	13%	23%	20%	12%	22%	11%
Video and computer games	Your School	0%	13%	38%	25%	0%	25%
	Dubai	14%	21%	18%	11%	26%	10%

* (Not stated) = Time spent per day was not reported

Perceived barriers to participating in after-school activities



9. Appendix A

Why collect wellbeing data?

The Dubai Student Wellbeing Census gives children an opportunity to share their own thoughts, wishes and needs as they move through middle childhood. Listening to children's voices is a fundamental step in the process of engaging them and providing them with positive learning experiences, both in and out of school, in enabling them to make responsible decisions and establish healthy habits, and in supporting them to accomplish their goals. Wellbeing data in combination with information from other sources, are intended to be used by schools and communities to discuss, develop, plan, and implement practices, programs and policies that engage and support children, their families and their educators.

This report represents a collaborative effort to systematically collect and share information from children at this age, link results of the wellbeing survey to existing research and provide information on local resources and tools that schools and communities can draw from in their efforts to create school environments in which children can thrive.

The wellbeing data can:

Provide scientifically validated information on children's feelings, thoughts, assets, strengths, needs, and wishes during the middle childhood period.

Allow school communities and school partnerships to examine whether their assumptions and expectations about children's development and experiences are similar to young people's own perceptions.

Be a powerful tool for the mobilisation and enhancement of initiatives that are sensitive to and build upon existing leadership, partnerships, resources, and strengths in the participating schools and their communities.

The wellbeing data cannot:

- Diagnose children with specific learning disabilities, areas of developmental delay or mental health problems.
- Be used to prescribe specific practices or programs to teachers, parents, schools, or communities.
- Assess the success or failure of children in the middle childhood period.
- Identify individual children.

10. Appendix B: Questions used for each section

This appendix shows the questions which are combined to formulate the results for the related sub-domain. Questions are copied in part from the Middle Years Development Instrument, created at the Human Early Learning Partnership, University of British Columbia, Canada by Kimberly Schonert-Reichl, Principal Investigator and the EPOCH “Kern, M. et al”.

After calculating the combined result of the grouped questions, the result is then converted into categorical scores (0=Low, 1=Medium, 2= High). Most of the categorical scores are then presented by Low=Red, Medium=Yellow and High=Green, while “Low” in Sadness / Anxiety / worries are presented by Green in a graph (Low in sadness is not negative in this case).

Social and emotional wellbeing

Sub-domain	Description
Happiness	I feel happy. I have a lot of fun. I love life. I am a cheerful person.
Optimism	I have more good times than bad times. I believe more good things than bad things will happen to me. I start most days thinking I will have a good day.
Life Satisfaction	In most ways my life is close to the way I would want it to be. The things in my life are excellent. I am happy with my life. So far I have the important things I want in life. If I could live my life over, I would have it the same way.
Perseverance	Once I make a plan to get something done, I stick to it. I keep at my schoolwork until I am finished. I finish whatever I begin. I am a hard worker.
Emotion regulation	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 think about something different. When I’m worried about something, I make myself think about it in a way that helps me feel better. When I want to feel happier about something, I change the way I’m thinking about it. I control my feelings about things by changing the way that I think about them. When I want to feel less bad (e.g. sad, angry or worried) about something, I change the way that I’m thinking about it.
Sadness	I feel unhappy a lot of the time. I feel upset about things. I feel that I do things wrong a lot.
Worries / Anxiety	I worry a lot about things at home. I worry a lot about things at school. I worry a lot about mistakes that I make. I worry about things.

Relationships and learning in school and at home

Sub-domain Description

Connectedness to adults at home At my home, there is a parent or another adult ...
... who believes that I will be a success.
... who listens to me when I have something to say.
... who I can talk to about my problems.

Connectedness to adults at school Are there any adults who are important to you at your school?
At my school, there is a teacher or another adult ...
... who really cares about me.
... who believes that I will be a success.
... who listens to me when I have something to say.

Emotional engagement with teacher I get along well with most of my teachers.
Most of my teachers are interested in my well-being.
Most of my teachers really listen to what I have to say.
If I need extra help, I will receive it from my teachers.
Most of my teachers treat me fairly.

School climate / belonging Teachers and students treat each other with respect in this school.
People care about each other in this school.
Students in this school help each other, even if they are not friends.
I feel like I belong in this school.
I feel like I am important to this school.

Safe at school I feel safe at school.

Peer belonging 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 I have at least one really good friend I can talk to when something is bothering me.
I have a friend I can tell everything to.
There is somebody my age who really understands me.

Respect Kids at my school respect each others' differences.

Cognitive engagement I work hard on learning.
When I find something hard I try another way.
I take a lot of care with what I do.
No matter who you are, you can change your intelligence.
I am excited to come up with new things.

Academic self-concept 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.
Even if the work in school is hard, I can learn it.

Relationships and learning in school and at home

Sub-domain	Description
------------	-------------

Engagement (flow)	When I do an activity, I enjoy it so much that I lose track of time. 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.
--------------------------	--

School work	How well do you do in your school work?
--------------------	---

Bullying	This school year, how often have you been bullied by other students in the following ways? 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 (for example, someone called you names, teased, humiliated, threatened you, or made you do things you didn't want to do). Social Bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish). Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, humiliate you, or to hurt your feelings).
-----------------	---

Physical health and lifestyle

Sub-domain	Description
------------	-------------

Physical/Health	In general, how would you describe your health?
Body Image	How do you rate your body weight?

Nutrition	How often do you eat breakfast? How often do you eat fruit and / or vegetables?
------------------	--

Sleep	What time do you go to sleep on a school night? How often do you get a good night's sleep?
--------------	---

After school activities

After normal school classes have finished for the day, how many days did you:

Do organized individual or team sports (for example, basketball, swimming, cricket, football, or something else)?

Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school, or something else)?

Watch TV (including watching DVDs or online videos)?

Play video or computer games (for example, Play Station, Xbox, multi-user online games)?

Use a phone or the internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat?

Read for fun?

Do household chores (for example, clean your room, wash the dishes, feed a pet, gardening or something else)?

Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)?

Do arts & crafts (including painting, drawing, or something else)?

Go shopping?

Hang out with friends?

Participate in religious activities (for example Holy Quran recitation, visit to the mosque/church/temple, prayer or other related activities or something else)?

What stops you from participating in the activities that you want to participate in after school?:

Description

I have to go straight home after school.

It is too difficult to get there.

The activity that I want is not offered.

The schedule does not fit the times that I can attend.

It's not safe for me to go.

I have too much homework to do.

My parents do not approve.

It costs too much.

I need to take care of brothers or sisters or do other things at home.

I am afraid I will not be good enough in that activity.

I am too busy.

I don't know what is available.

None of my friends are interested or want to go.

INTENTIONALLY LEFT BLANK

11. Supplementary Report

What does the data show?

This supplementary report presents census responses from students for 2017, showing the results for grade/year level by domain.

The graphs and tables show the number and percentage of students in each participating grade/year level who completed the census at your school. This information is also broken down by gender where applicable. The results are shown next to the overall results for all participating schools. The overall results have also been broken down by gender.

This gives schools the opportunity to consider the census results for their own students in detail. Please note that data is not reported for very small groups of students to protect their confidentiality.

The three categories: high, medium, or low are used the same way in the supplementary report as the main section of the report.

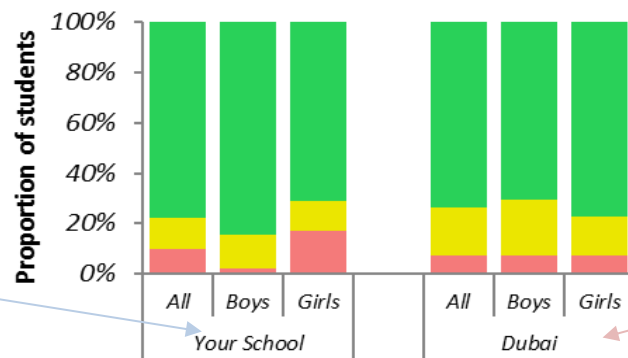
	Your School						Dubai					
	All		Boys		Girls		All		Boys		Girls	
	n	%	n	%	n	%	n	%	n	%	n	%
Year 6	0	0%	0	0%	0	0%	2372	4%	1236	4%	1134	4%
Grade 6 / Year 7	55	37%	33	39%	22	34%	17288	27%	8852	27%	8418	27%
Grade 7 / Year 8	41	28%	24	29%	17	27%	15872	25%	7954	24%	7907	25%
Grade 8 / Year 9	22	15%	7	8%	15	23%	14782	23%	7595	23%	7177	23%
Grade 9 / Year 10	30	20%	20	24%	10	16%	14139	22%	7171	22%	6965	22%
Total	148	100%	84	100%	64	100%	64453	100%	32808	100%	31601	100%

Notes:

1. Results for subgroups with fewer than 5 students are suppressed to protect student confidentiality. If there are less than 5 but at least one student in a subgroup, a "-" will be displayed. If there are zero students, "N/A" will be displayed. If either of the "Boys" or "Girls" subgroups are suppressed then they both will automatically be suppressed to maintain confidentiality.
2. Participating students with an unknown grade/year level have been excluded from the supplementary report.
3. The 'All' count may differ from the sum of Boys + Girls since 'All' includes students with an unknown gender.

How to read your report

Results for Your School are shown in the top data table. The column titled 'n' gives the number of students in each category, while the % column displays the corresponding percentage of students. These percentages are plotted in the graph.



Results for all participating students in Dubai are shown in the bottom data table. The column titled 'n' gives the number of students in each category, while the % column displays the corresponding percentage of students. These percentages are plotted in the graph.

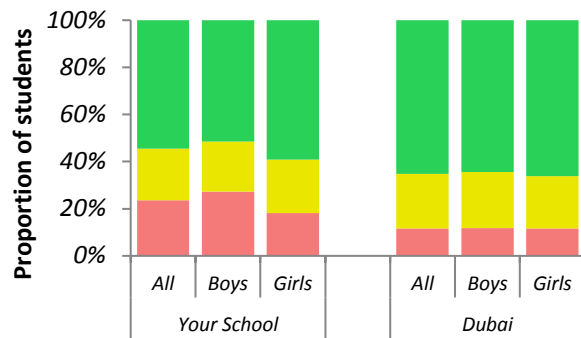
Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	60	52	29	52	31	52
Medium	32	28	16	29	16	27
Low	24	21	11	20	13	22

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9434	60	4834	61	4595	58
Medium	4192	26	2052	26	2136	27
Low	2204	14	1043	13	1157	15

Social and Emotional Wellbeing

Happiness

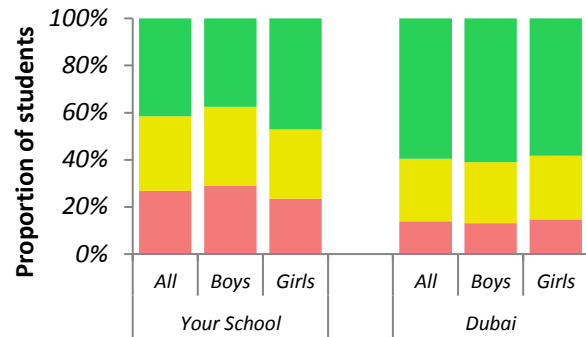
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	30	55	17	52	13	59
Medium	12	22	7	21	5	23
Low	13	24	9	27	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11207	65	5655	64	5541	66
Medium	3966	23	2100	24	1861	22
Low	2009	12	1034	12	973	12

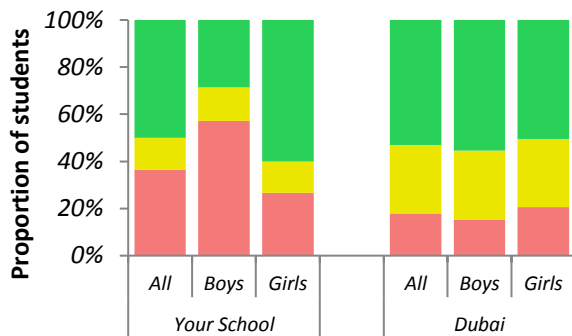
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	17	41	9	38	8	47
Medium	13	32	8	33	5	29
Low	11	27	7	29	4	24

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9435	60	4832	61	4599	58
Medium	4192	26	2052	26	2137	27
Low	2205	14	1044	13	1157	15

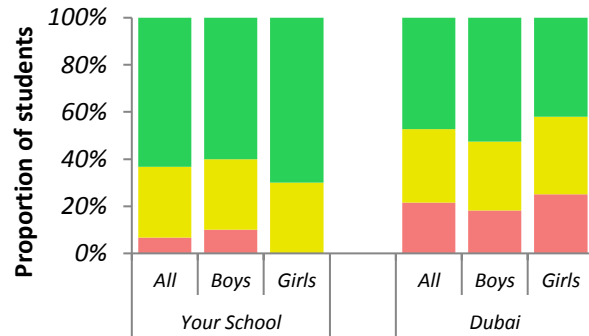
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	11	50	2	29	9	60
Medium	3	14	1	14	2	13
Low	8	36	4	57	4	27

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7803	53	4197	55	3601	50
Medium	4282	29	2207	29	2074	29
Low	2634	18	1163	15	1467	21

Grade 9

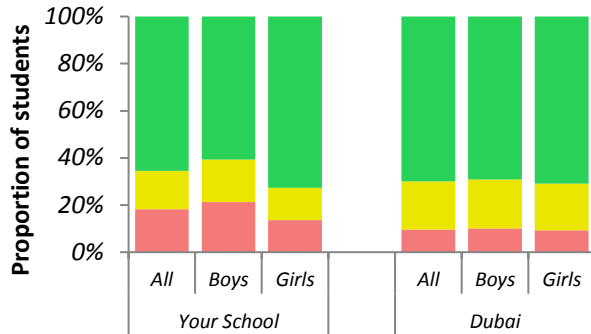


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	19	63	12	60	7	70
Medium	9	30	6	30	3	30
Low	2	7	2	10	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6670	47	3752	52	2917	42
Medium	4387	31	2098	29	2287	33
Low	3036	22	1299	18	1737	25

Optimism

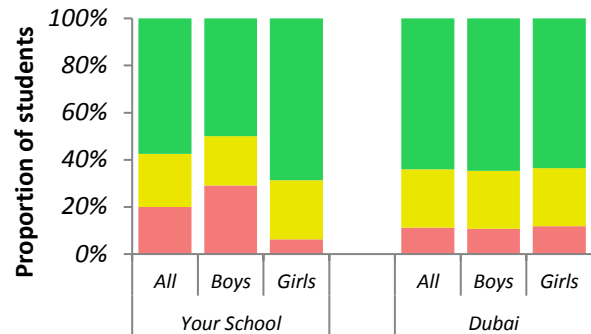
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	36	65	20	61	16	73
Medium	9	16	6	18	3	14
Low	10	18	7	21	3	14

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11958	70	6038	69	5907	71
Medium	3484	20	1825	21	1655	20
Low	1652	10	874	10	777	9

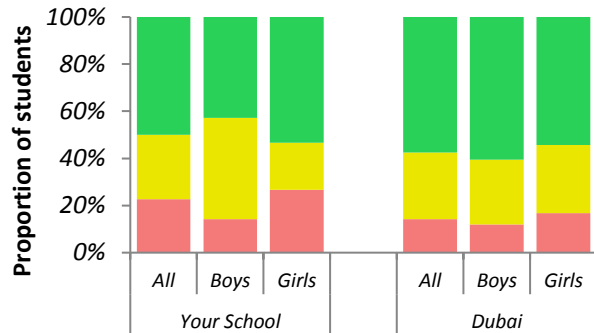
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	23	58	12	50	11	69
Medium	9	23	5	21	4	25
Low	8	20	7	29	1	6

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10095	64	5102	65	4990	64
Medium	3878	25	1943	25	1929	25
Low	1774	11	844	11	928	12

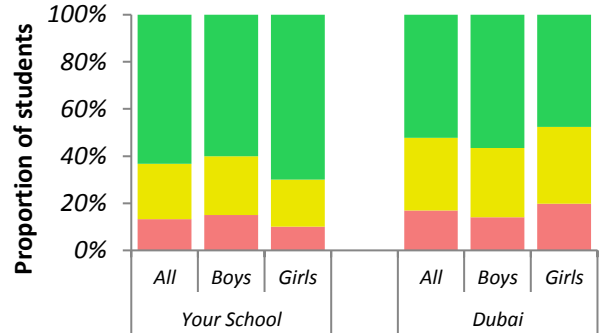
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	11	50	3	43	8	53
Medium	6	27	3	43	3	20
Low	5	23	1	14	4	27

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8420	58	4559	61	3855	54
Medium	4128	28	2063	27	2063	29
Low	2093	14	904	12	1189	17

Grade 9

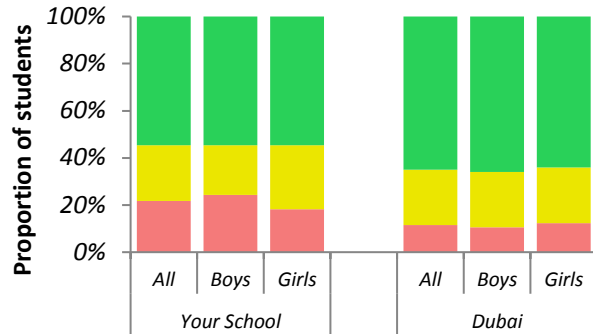


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	19	63	12	60	7	70
Medium	7	23	5	25	2	20
Low	4	13	3	15	1	10

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7314	52	4026	57	3286	48
Medium	4338	31	2086	29	2252	33
Low	2364	17	1000	14	1363	20

Satisfaction with Life

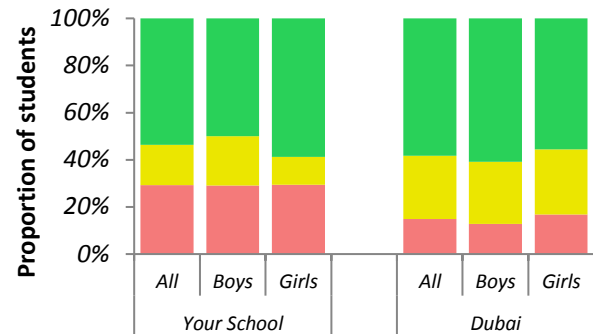
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	30	55	18	55	12	55
Medium	13	24	7	21	6	27
Low	12	22	8	24	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11175	65	5802	66	5361	64
Medium	4054	24	2069	24	1982	24
Low	1968	11	932	11	1033	12

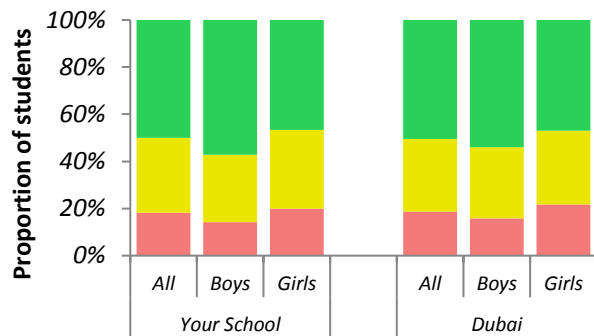
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	22	54	12	50	10	59
Medium	7	17	5	21	2	12
Low	12	29	7	29	5	29

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9212	58	4826	61	4382	56
Medium	4261	27	2079	26	2177	28
Low	2345	15	1019	13	1324	17

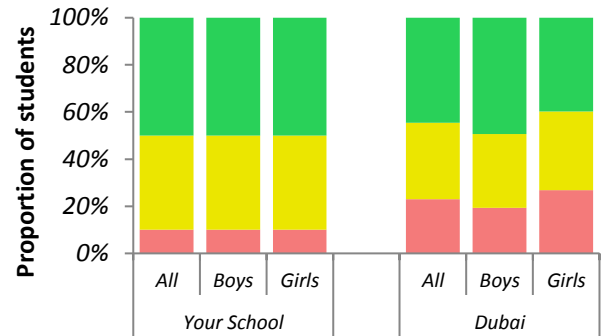
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	11	50	4	57	7	47
Medium	7	32	2	29	5	33
Low	4	18	1	14	3	20

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7443	51	4087	54	3351	47
Medium	4528	31	2282	30	2243	31
Low	2755	19	1202	16	1552	22

Grade 9

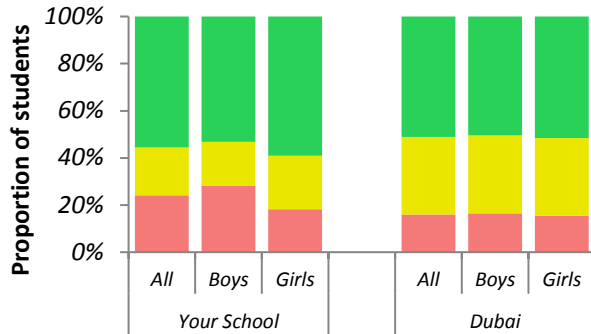


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	15	50	10	50	5	50
Medium	12	40	8	40	4	40
Low	3	10	2	10	1	10

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6280	45	3517	49	2761	40
Medium	4552	32	2236	31	2316	33
Low	3240	23	1380	19	1859	27

Perseverance

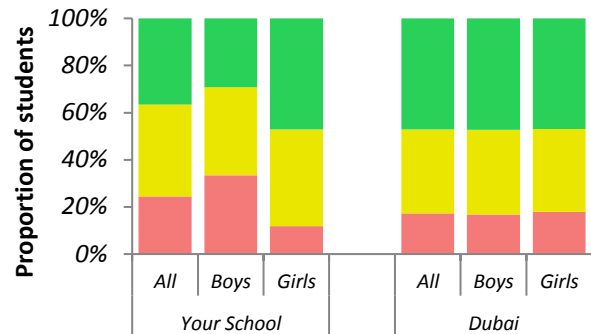
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	30	56	17	53	13	59
Medium	11	20	6	19	5	23
Low	13	24	9	28	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8760	51	4432	50	4319	52
Medium	5656	33	2901	33	2751	33
Low	2750	16	1447	16	1298	16

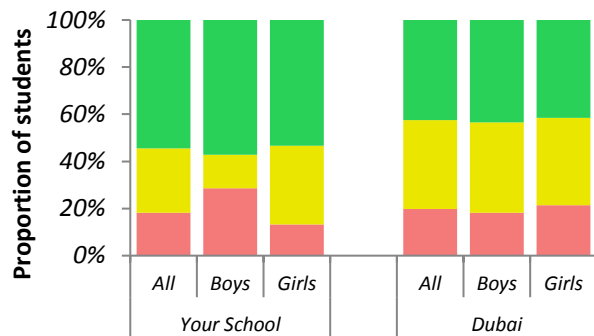
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	15	37	7	29	8	47
Medium	16	39	9	38	7	41
Low	10	24	8	33	2	12

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7445	47	3737	47	3703	47
Medium	5634	36	2855	36	2776	35
Low	2732	17	1323	17	1406	18

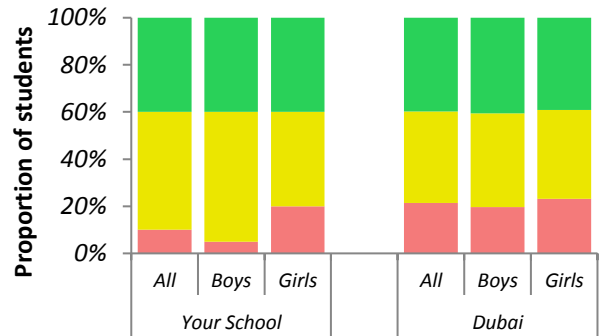
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	12	55	4	57	8	53
Medium	6	27	1	14	5	33
Low	4	18	2	29	2	13

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6252	43	3282	43	2968	42
Medium	5551	38	2904	38	2644	37
Low	2907	20	1374	18	1529	21

Grade 9

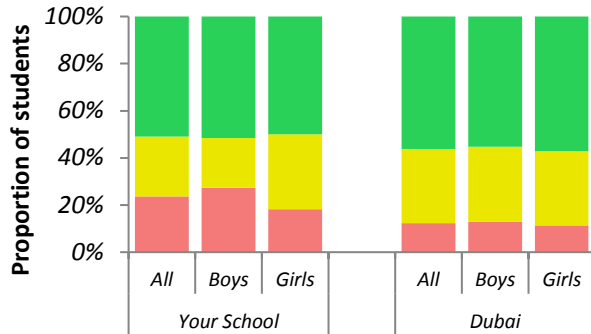


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	12	40	8	40	4	40
Medium	15	50	11	55	4	40
Low	3	10	1	5	2	20

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	5610	40	2900	41	2710	39
Medium	5459	39	2843	40	2615	38
Low	3015	21	1401	20	1612	23

Emotion regulation

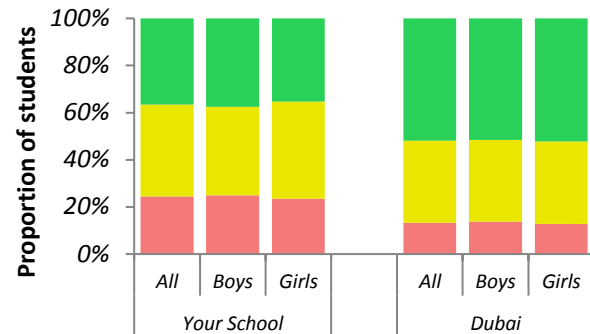
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	28	51	17	52	11	50
Medium	14	25	7	21	7	32
Low	13	24	9	27	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9635	56	4850	55	4775	57
Medium	5415	32	2780	32	2630	31
Low	2100	12	1143	13	954	11

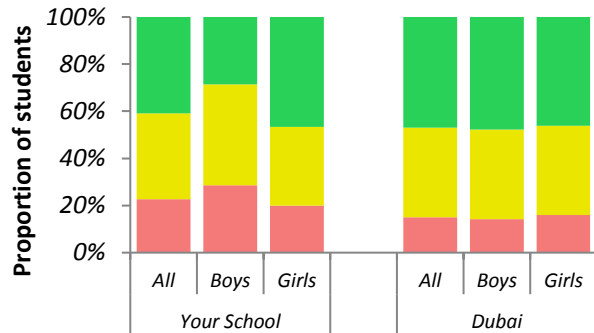
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	15	37	9	38	6	35
Medium	16	39	9	38	7	41
Low	10	24	6	25	4	24

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8198	52	4080	52	4113	52
Medium	5505	35	2737	35	2764	35
Low	2096	13	1087	14	1007	13

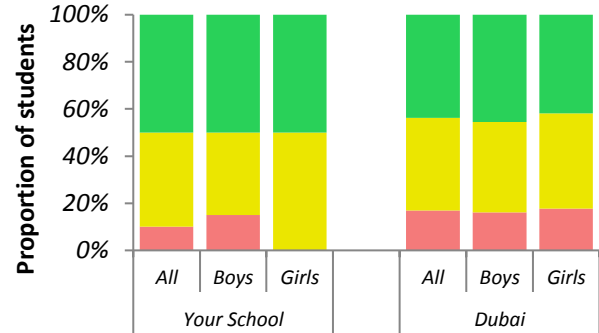
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	9	41	2	29	7	47
Medium	8	36	3	43	5	33
Low	5	23	2	29	3	20

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6898	47	3602	48	3292	46
Medium	5584	38	2875	38	2706	38
Low	2208	15	1068	14	1139	16

Grade 9

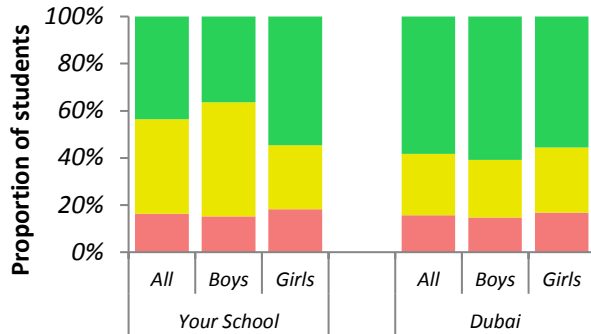


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	15	50	10	50	5	50
Medium	12	40	7	35	5	50
Low	3	10	3	15	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6147	44	3240	45	2906	42
Medium	5528	39	2731	38	2795	40
Low	2389	17	1154	16	1235	18

Sadness

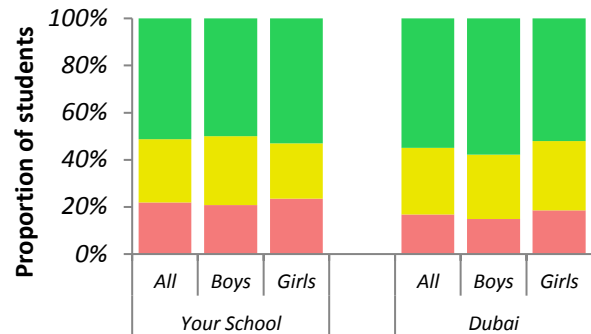
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
Low	24	44	12	36	12	55
Medium	22	40	16	48	6	27
High	9	16	5	15	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Low	9987	58	5342	61	4636	56
Medium	4459	26	2144	24	2308	28
High	2688	16	1288	15	1398	17

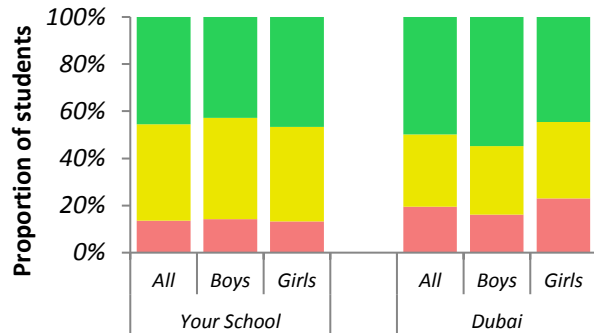
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
Low	21	51	12	50	9	53
Medium	11	27	7	29	4	24
High	9	22	5	21	4	24

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Low	8664	55	4558	58	4100	52
Medium	4465	28	2149	27	2313	29
High	2636	17	1177	15	1457	19

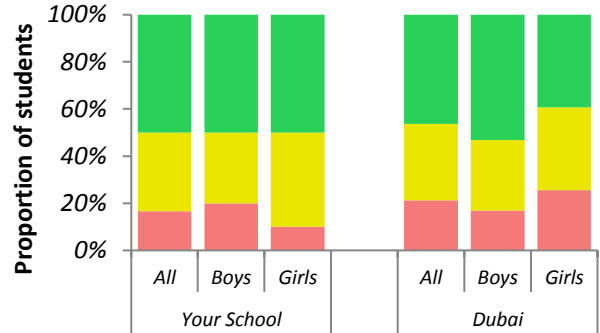
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
Low	10	45	3	43	7	47
Medium	9	41	3	43	6	40
High	3	14	1	14	2	13

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Low	7311	50	4126	55	3179	45
Medium	4515	31	2192	29	2321	33
High	2859	19	1220	16	1638	23

Grade 9

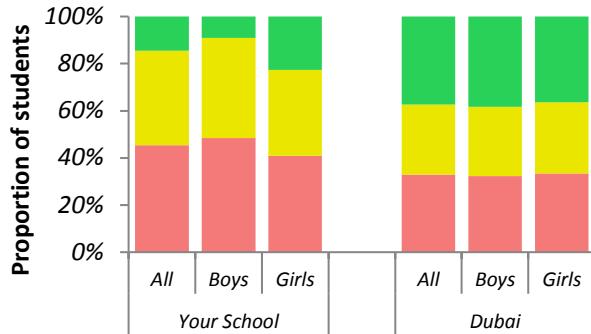


Your School	All		Boys		Girls	
	n	%	n	%	n	%
Low	15	50	10	50	5	50
Medium	10	33	6	30	4	40
High	5	17	4	20	1	10

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Low	6504	46	3781	53	2722	39
Medium	4562	32	2129	30	2431	35
High	2977	21	1202	17	1775	26

Worries / Anxiety

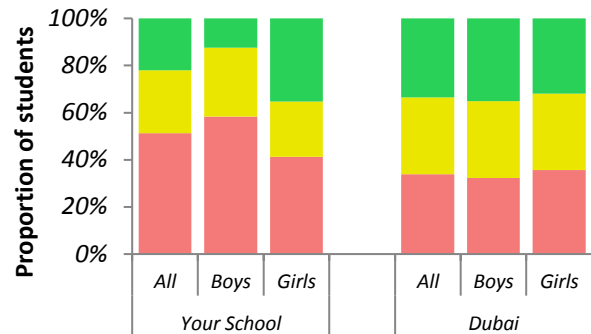
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
Low	8	15	3	9	5	23
Medium	22	40	14	42	8	36
High	25	45	16	48	9	41

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Low	6400	37	3352	38	3037	36
Medium	5092	30	2580	29	2509	30
High	5624	33	2829	32	2791	33

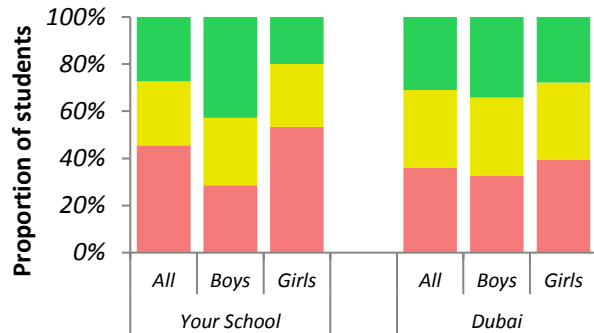
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
Low	9	22	3	13	6	35
Medium	11	27	7	29	4	24
High	21	51	14	58	7	41

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Low	5279	34	2761	35	2514	32
Medium	5129	33	2575	33	2549	32
High	5345	34	2539	32	2804	36

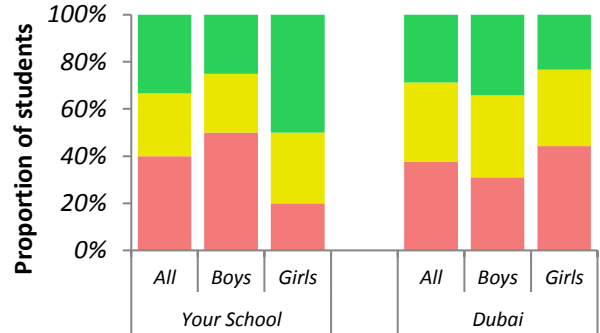
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
Low	6	27	3	43	3	20
Medium	6	27	2	29	4	27
High	10	45	2	29	8	53

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Low	4549	31	2569	34	1977	28
Medium	4830	33	2492	33	2335	33
High	5292	36	2471	33	2818	40

Grade 9



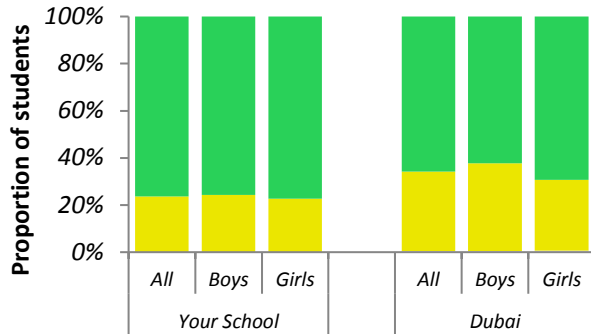
Your School	All		Boys		Girls	
	n	%	n	%	n	%
Low	10	33	5	25	5	50
Medium	8	27	5	25	3	30
High	12	40	10	50	2	20

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Low	4045	29	2430	34	1614	23
Medium	4724	34	2470	35	2252	33
High	5268	38	2206	31	3062	44

Relationships and learning in school and at home

Important adults in school

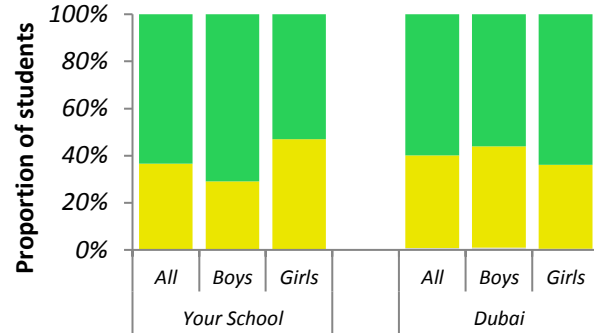
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
Yes	42	76	25	76	17	77
No	13	24	8	24	5	23
Missing	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Yes	11366	66	5516	62	5840	69
No	5830	34	3293	37	2529	30
Missing	92	1	43	0	49	1

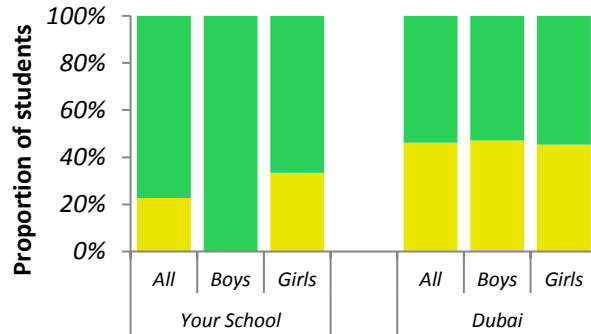
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
Yes	26	63	17	71	9	53
No	15	37	7	29	8	47
Missing	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Yes	9515	60	4461	56	5050	64
No	6236	39	3416	43	2814	36
Missing	121	1	77	1	43	1

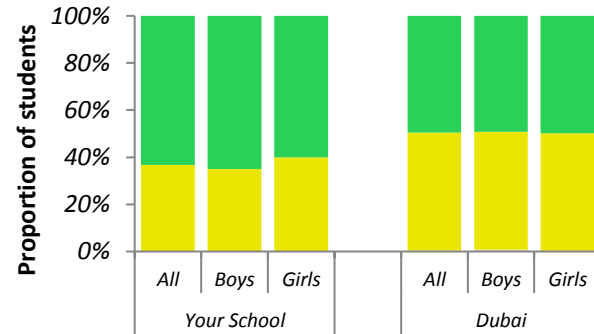
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
Yes	17	77	7	100	10	67
No	5	23	0	0	5	33
Missing	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Yes	7948	54	4018	53	3926	55
No	6766	46	3533	47	3228	45
Missing	68	0	44	1	23	0

Grade 9

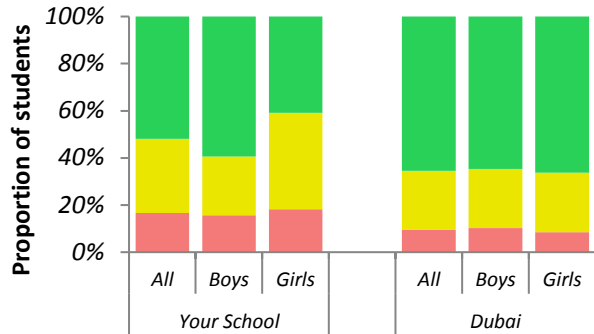


Your School	All		Boys		Girls	
	n	%	n	%	n	%
Yes	19	63	13	65	6	60
No	11	37	7	35	4	40
Missing	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Yes	7005	50	3533	49	3471	50
No	7059	50	3585	50	3472	50
Missing	75	1	53	1	22	0

Connectedness with adults at school

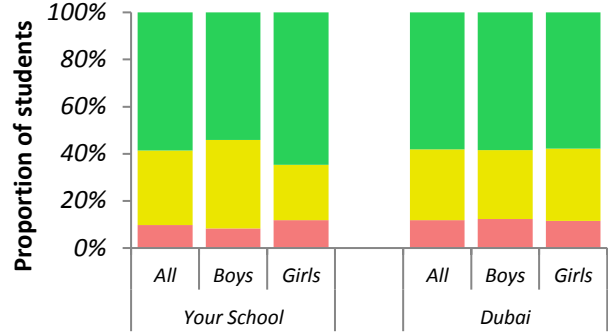
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	28	52	19	59	9	41
Medium	17	31	8	25	9	41
Low	9	17	5	16	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11189	66	5662	65	5515	66
Medium	4288	25	2186	25	2096	25
Low	1604	9	899	10	705	8

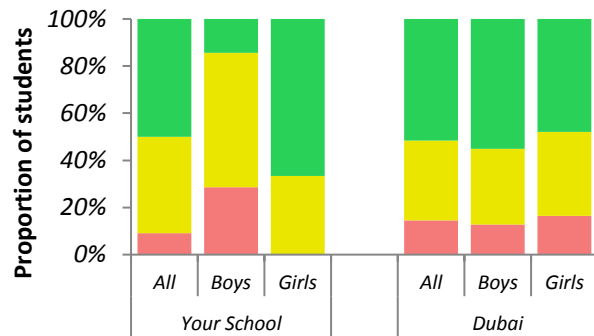
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	24	59	13	54	11	65
Medium	13	32	9	38	4	24
Low	4	10	2	8	2	12

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9106	58	4579	58	4523	58
Medium	4709	30	2294	29	2411	31
Low	1861	12	962	12	898	11

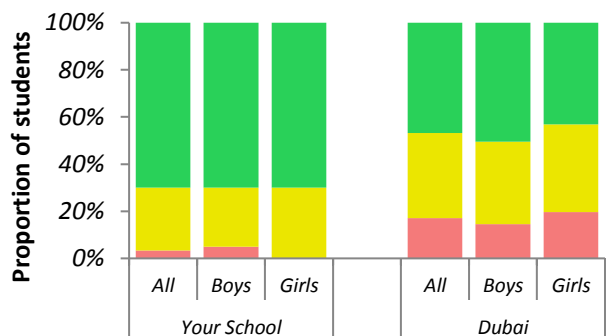
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	11	50	1	14	10	67
Medium	9	41	4	57	5	33
Low	2	9	2	29	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7565	52	4147	55	3413	48
Medium	4947	34	2410	32	2534	36
Low	2129	15	960	13	1168	16

Grade 9

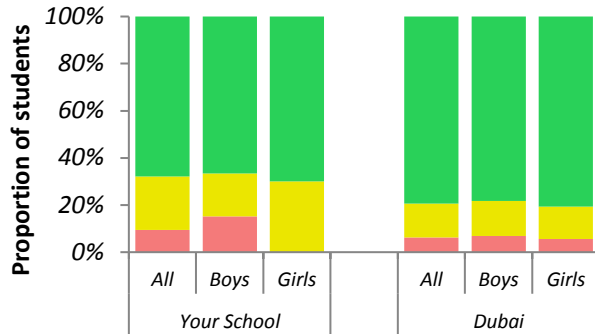


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	21	70	14	70	7	70
Medium	8	27	5	25	3	30
Low	1	3	1	5	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6560	47	3574	50	2985	43
Medium	5061	36	2484	35	2575	37
Low	2386	17	1027	14	1359	20

Connectedness with adults at home

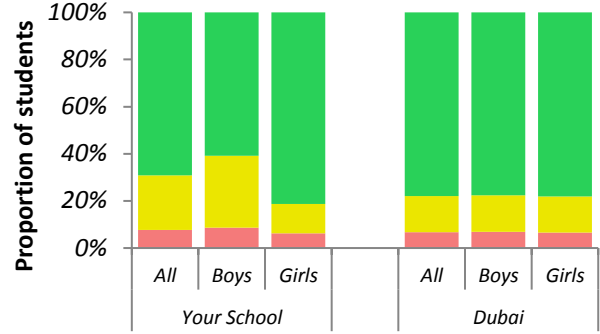
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	36	68	22	67	14	70
Medium	12	23	6	18	6	30
Low	5	9	5	15	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	13387	79	6748	78	6627	81
Medium	2423	14	1281	15	1139	14
Low	1054	6	594	7	458	6

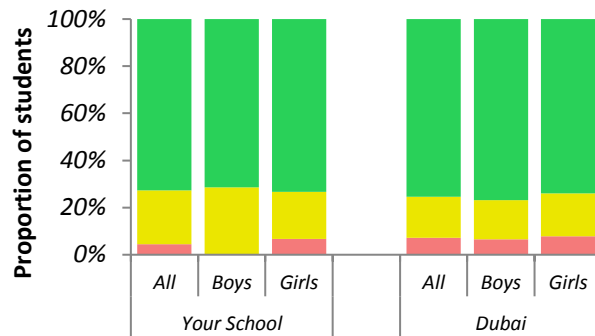
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	27	69	14	61	13	81
Medium	9	23	7	30	2	13
Low	3	8	2	9	1	6

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	12112	78	6028	78	6076	78
Medium	2399	15	1199	15	1198	15
Low	1042	7	534	7	508	7

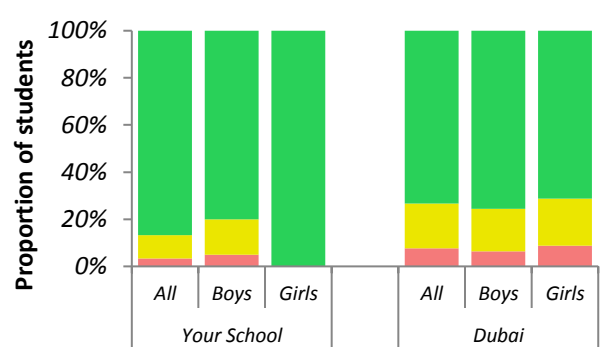
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	16	73	5	71	11	73
Medium	5	23	2	29	3	20
Low	1	5	0	0	1	7

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10974	75	5725	77	5242	74
Medium	2534	17	1240	17	1293	18
Low	1046	7	492	7	554	8

Grade 9

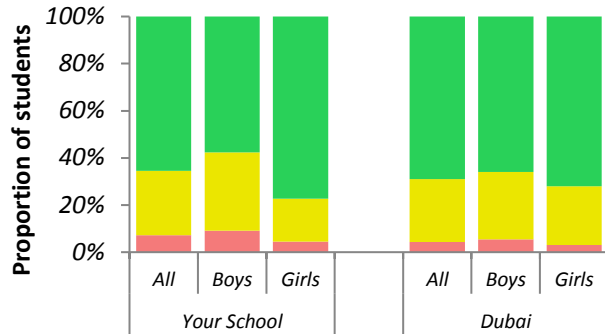


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	26	87	16	80	10	100
Medium	3	10	3	15	0	0
Low	1	3	1	5	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10235	73	5326	76	4907	71
Medium	2654	19	1270	18	1383	20
Low	1059	8	455	6	604	9

Emotional engagement with teacher

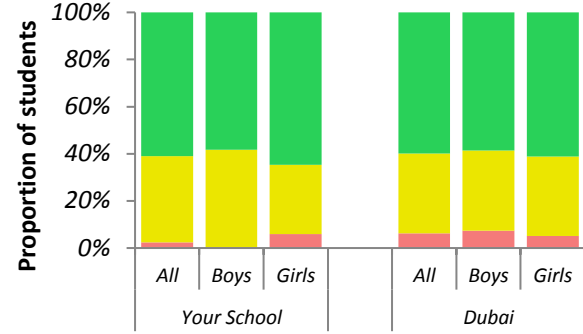
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	36	65	19	58	17	77
Medium	15	27	11	33	4	18
Low	4	7	3	9	1	5

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11757	69	5767	66	5980	72
Medium	4564	27	2487	28	2071	25
Low	739	4	481	6	256	3

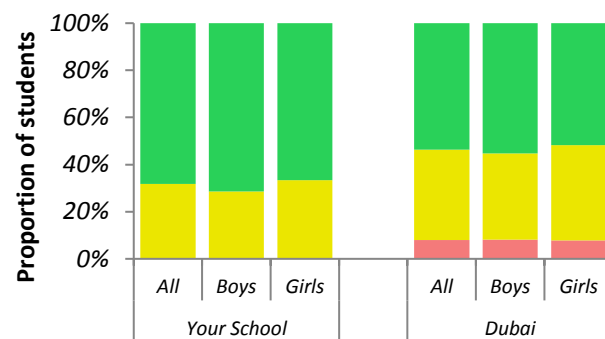
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	25	61	14	58	11	65
Medium	15	37	10	42	5	29
Low	1	2	0	0	1	6

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9387	60	4589	59	4793	61
Medium	5317	34	2665	34	2648	34
Low	971	6	573	7	397	5

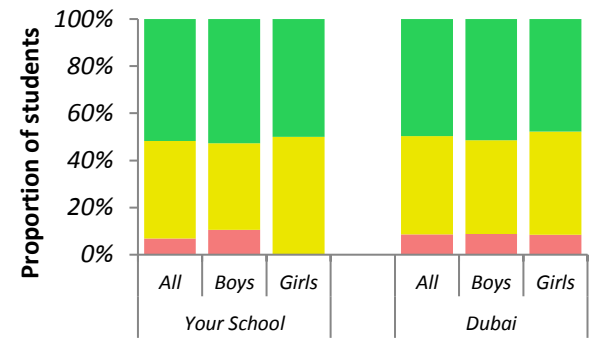
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	15	68	5	71	10	67
Medium	7	32	2	29	5	33
Low	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7845	54	4152	55	3687	52
Medium	5619	38	2745	37	2872	40
Low	1175	8	611	8	563	8

Grade 9

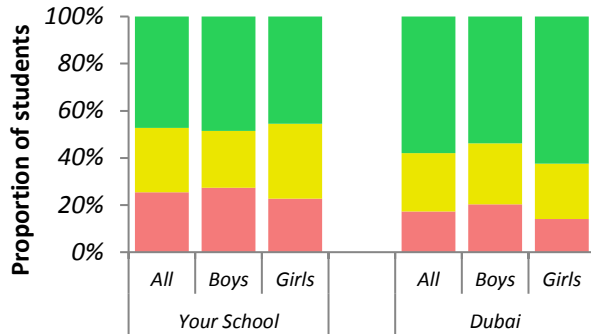


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	15	52	10	53	5	50
Medium	12	41	7	37	5	50
Low	2	7	2	11	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6952	50	3646	52	3305	48
Medium	5846	42	2813	40	3031	44
Low	1210	9	620	9	590	9

School climate

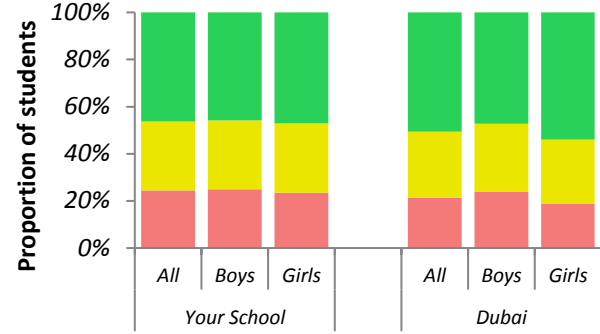
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	26	47	16	48	10	45
Medium	15	27	8	24	7	32
Low	14	25	9	27	5	23

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9875	58	4685	54	5179	62
Medium	4199	25	2250	26	1947	23
Low	2938	17	1764	20	1169	14

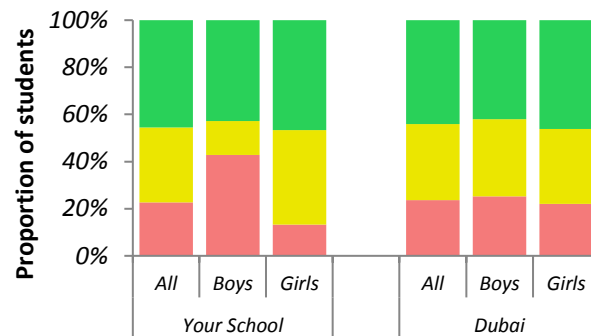
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	19	46	11	46	8	47
Medium	12	29	7	29	5	29
Low	10	24	6	25	4	24

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7913	51	3682	47	4226	54
Medium	4392	28	2251	29	2138	27
Low	3325	21	1864	24	1459	19

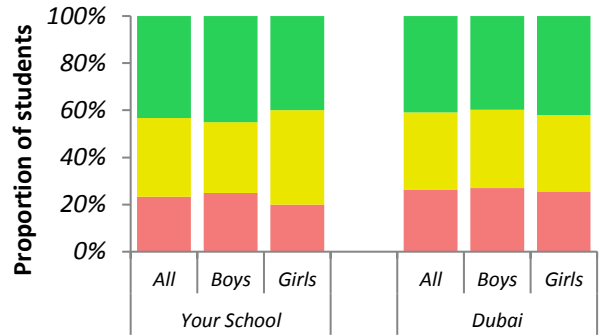
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	10	45	3	43	7	47
Medium	7	32	1	14	6	40
Low	5	23	3	43	2	13

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6427	44	3138	42	3284	46
Medium	4700	32	2448	33	2250	32
Low	3460	24	1888	25	1571	22

Grade 9

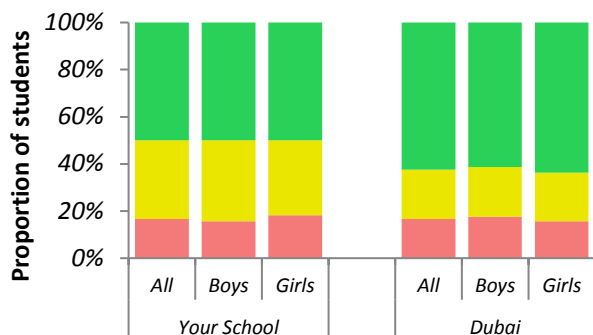


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	13	43	9	45	4	40
Medium	10	33	6	30	4	40
Low	7	23	5	25	2	20

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	5713	41	2806	40	2906	42
Medium	4597	33	2354	33	2242	32
Low	3667	26	1905	27	1762	25

School belonging

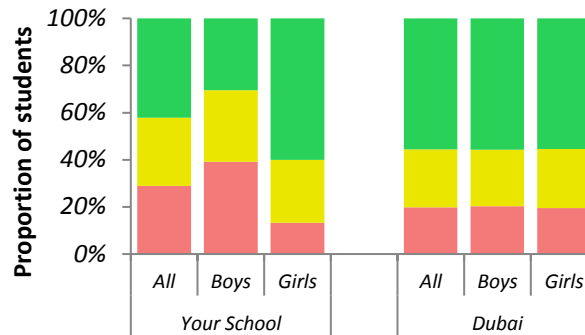
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	27	50	16	50	11	50
Medium	18	33	11	34	7	32
Low	9	17	5	16	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10464	62	5237	61	5219	64
Medium	3513	21	1813	21	1694	21
Low	2781	17	1496	18	1281	16

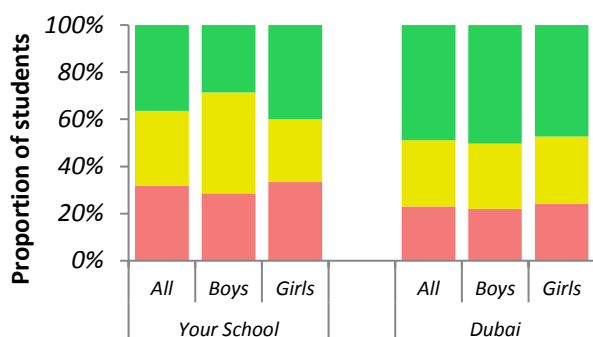
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	16	42	7	30	9	60
Medium	11	29	7	30	4	27
Low	11	29	9	39	2	13

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8592	56	4291	56	4295	55
Medium	3797	25	1848	24	1949	25
Low	3077	20	1562	20	1512	19

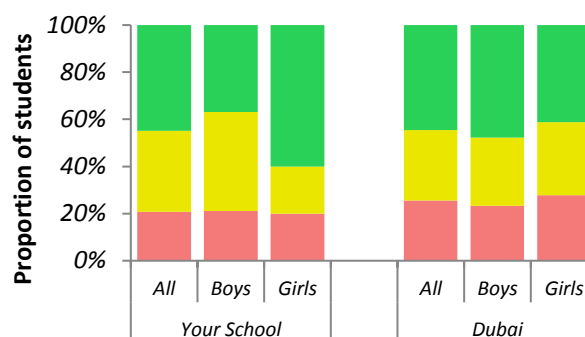
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	8	36	2	29	6	40
Medium	7	32	3	43	4	27
Low	7	32	2	29	5	33

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7050	49	3718	50	3327	47
Medium	4071	28	2052	28	2017	29
Low	3323	23	1625	22	1698	24

Grade 9

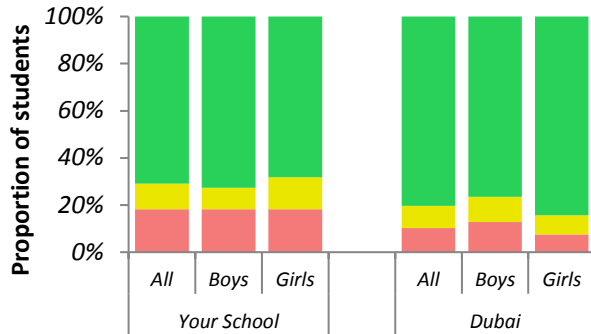


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	13	45	7	37	6	60
Medium	10	34	8	42	2	20
Low	6	21	4	21	2	20

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6159	45	3334	48	2824	41
Medium	4146	30	2019	29	2126	31
Low	3535	26	1631	23	1904	28

Safe at school

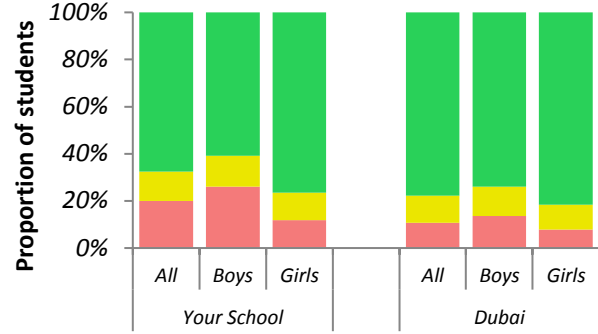
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	39	71	24	73	15	68
Medium	6	11	3	9	3	14
Low	10	18	6	18	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	13554	80	6597	76	6944	84
Medium	1603	9	930	11	670	8
Low	1723	10	1102	13	619	8

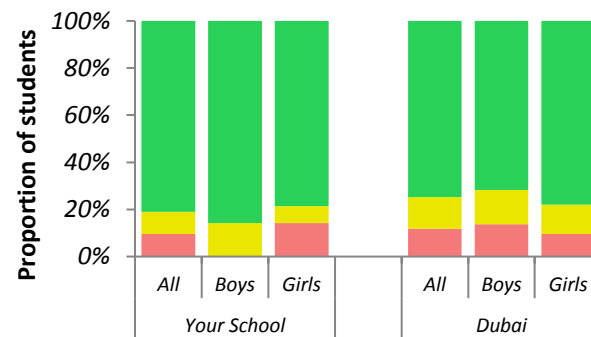
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	27	68	14	61	13	76
Medium	5	13	3	13	2	12
Low	8	20	6	26	2	12

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	12064	78	5720	74	6338	82
Medium	1781	11	963	12	817	11
Low	1663	11	1048	14	612	8

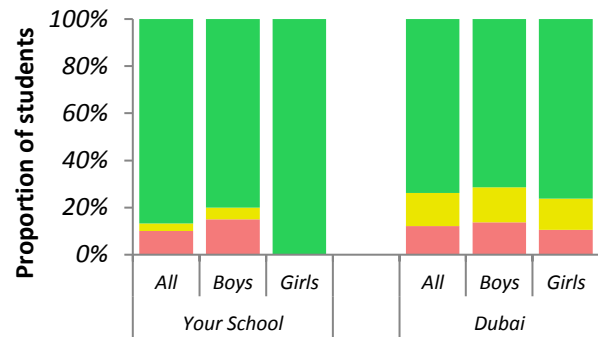
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	17	81	6	86	11	79
Medium	2	10	1	14	1	7
Low	2	10	0	0	2	14

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10855	75	5337	72	5511	78
Medium	1947	13	1072	14	875	12
Low	1707	12	1026	14	681	10

Grade 9

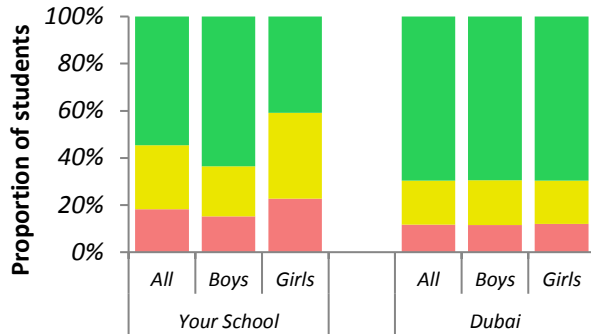


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	26	87	16	80	10	100
Medium	1	3	1	5	0	0
Low	3	10	3	15	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10233	74	5008	71	5224	76
Medium	1960	14	1043	15	916	13
Low	1684	12	962	14	722	11

Peer belonging

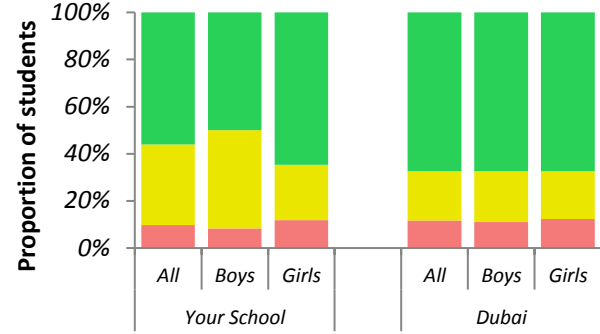
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	30	55	21	64	9	41
Medium	15	27	7	21	8	36
Low	10	18	5	15	5	23

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11787	70	6024	70	5753	70
Medium	3166	19	1647	19	1514	18
Low	1986	12	991	11	992	12

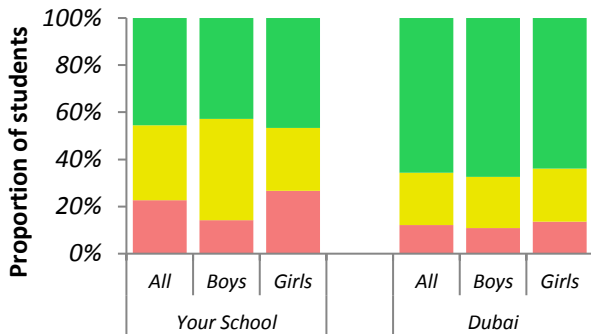
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	23	56	12	50	11	65
Medium	14	34	10	42	4	24
Low	4	10	2	8	2	12

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10490	67	5226	67	5257	67
Medium	3275	21	1682	22	1591	20
Low	1814	12	853	11	960	12

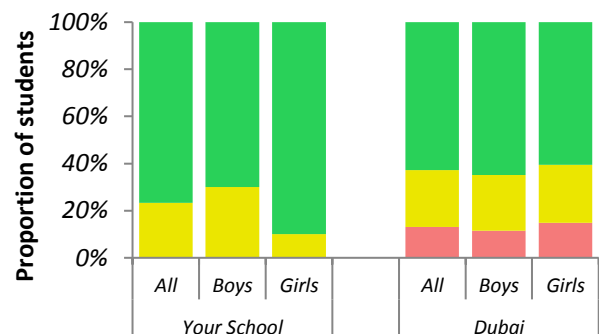
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	10	45	3	43	7	47
Medium	7	32	3	43	4	27
Low	5	23	1	14	4	27

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9554	66	5019	67	4530	64
Medium	3220	22	1615	22	1603	23
Low	1775	12	814	11	960	14

Grade 9

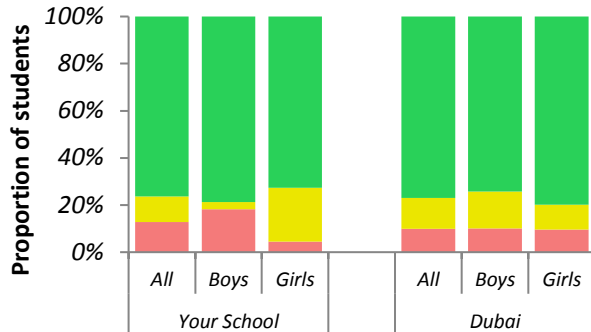


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	23	77	14	70	9	90
Medium	7	23	6	30	1	10
Low	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8753	63	4568	65	4183	61
Medium	3358	24	1661	24	1697	25
Low	1834	13	810	12	1024	15

Friendship intimacy

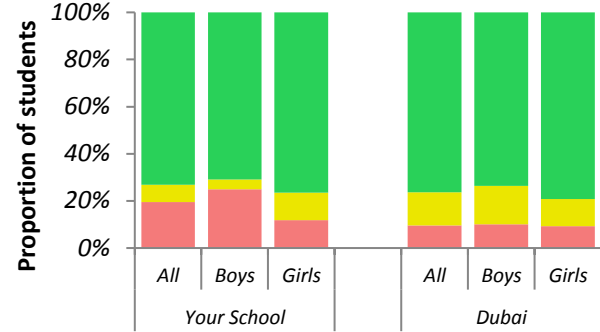
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	42	76	26	79	16	73
Medium	6	11	1	3	5	23
Low	7	13	6	18	1	5

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	13041	77	6440	74	6589	80
Medium	2224	13	1349	16	872	11
Low	1671	10	876	10	792	10

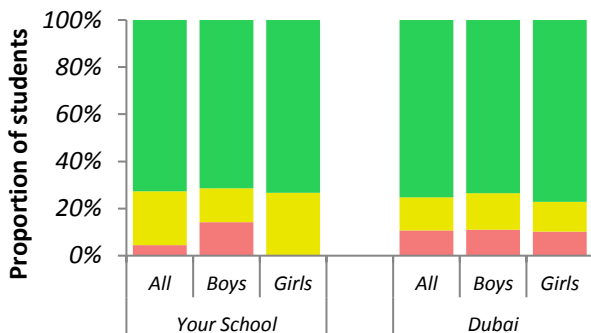
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	30	73	17	71	13	76
Medium	3	7	1	4	2	12
Low	8	20	6	25	2	12

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11903	76	5710	74	6186	79
Medium	2169	14	1273	16	894	11
Low	1504	10	776	10	727	9

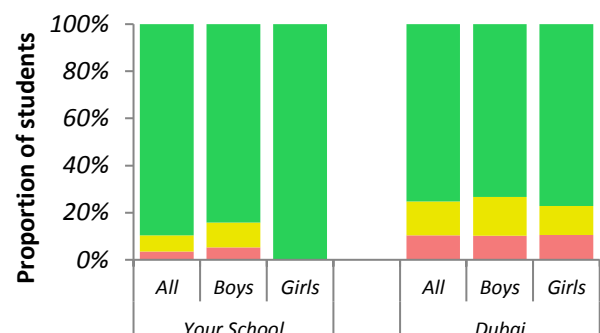
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	16	73	5	71	11	73
Medium	5	23	1	14	4	27
Low	1	5	1	14	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10949	75	5472	73	5471	77
Medium	2041	14	1153	15	888	13
Low	1558	11	827	11	729	10

Grade 9

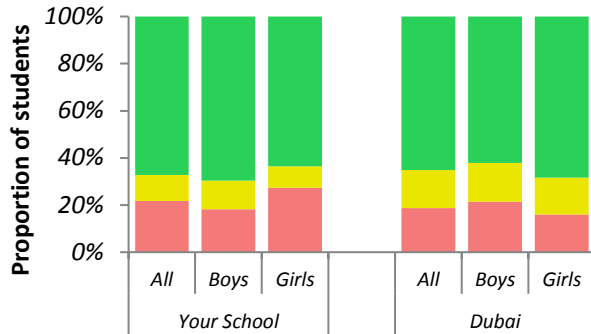


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	26	90	16	84	10	100
Medium	2	7	2	11	0	0
Low	1	3	1	5	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10487	75	5163	73	5322	77
Medium	2000	14	1149	16	851	12
Low	1445	10	723	10	722	10

Respect

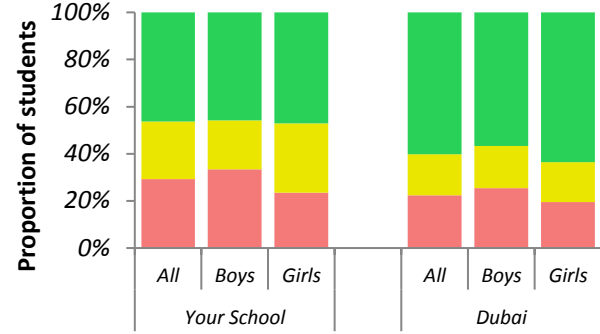
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	37	67	23	70	14	64
Medium	6	11	4	12	2	9
Low	12	22	6	18	6	27

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10961	65	5335	62	5615	68
Medium	2696	16	1416	16	1278	16
Low	3153	19	1833	21	1315	16

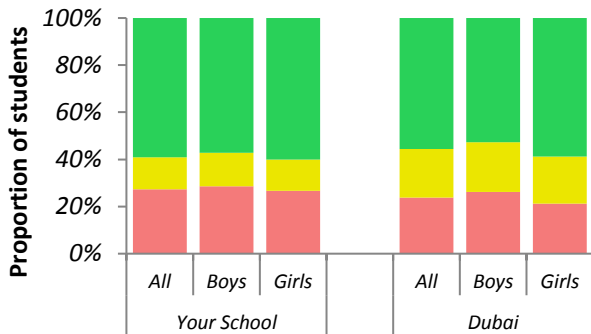
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	19	46	11	46	8	47
Medium	10	24	5	21	5	29
Low	12	29	8	33	4	24

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9337	60	4377	57	4954	64
Medium	2704	17	1386	18	1318	17
Low	3483	22	1965	25	1514	19

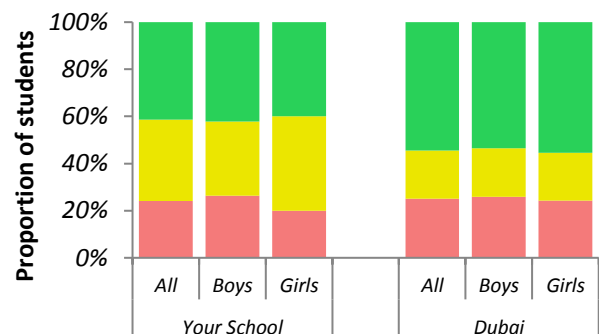
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	13	59	4	57	9	60
Medium	3	14	1	14	2	13
Low	6	27	2	29	4	27

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8060	56	3905	53	4149	59
Medium	2989	21	1573	21	1415	20
Low	3438	24	1938	26	1499	21

Grade 9

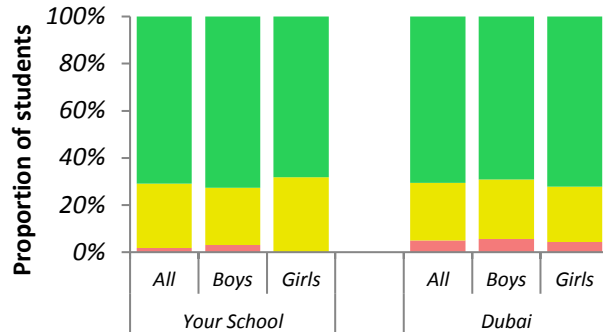


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	12	41	8	42	4	40
Medium	10	34	6	32	4	40
Low	7	24	5	26	2	20

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7563	54	3753	54	3809	55
Medium	2840	20	1438	21	1401	20
Low	3483	25	1819	26	1664	24

Cognitive engagement

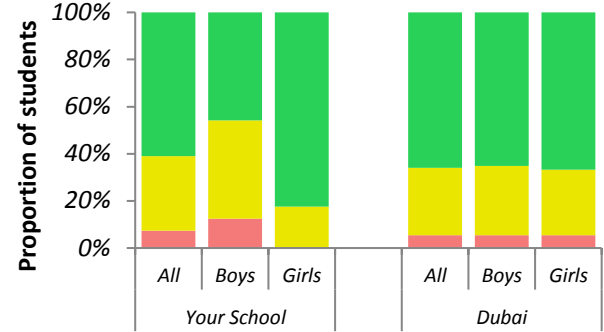
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	39	71	24	73	15	68
Medium	15	27	8	24	7	32
Low	1	2	1	3	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11900	71	5956	69	5932	72
Medium	4114	24	2167	25	1943	24
Low	840	5	489	6	350	4

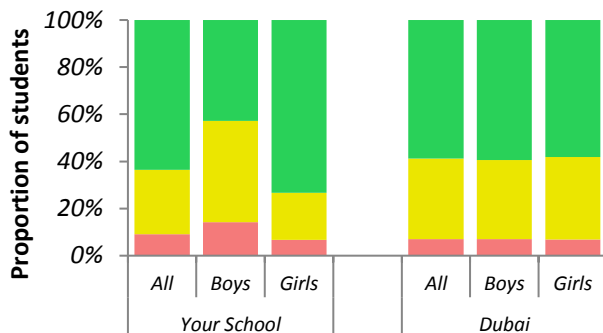
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	25	61	11	46	14	82
Medium	13	32	10	42	3	18
Low	3	7	3	13	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10228	66	5028	65	5195	67
Medium	4446	29	2273	29	2168	28
Low	842	5	424	5	418	5

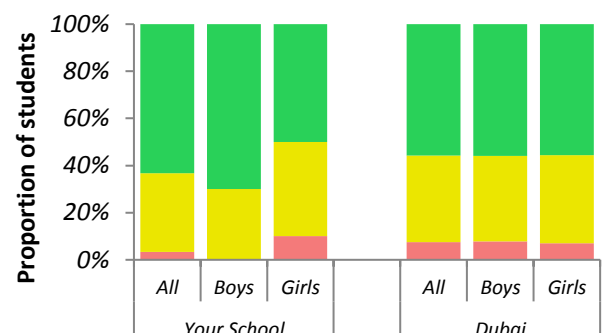
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	14	64	3	43	11	73
Medium	6	27	3	43	3	20
Low	2	9	1	14	1	7

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8524	59	4407	59	4112	58
Medium	4961	34	2494	34	2465	35
Low	1007	7	517	7	489	7

Grade 9

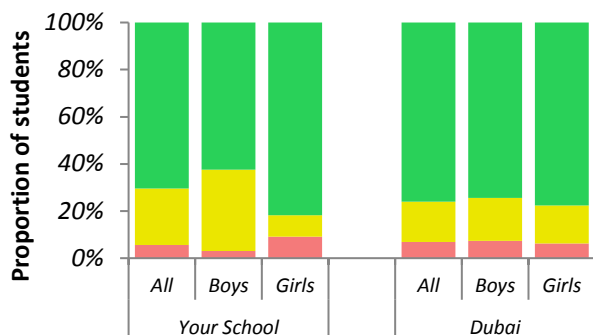


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	19	63	14	70	5	50
Medium	10	33	6	30	4	40
Low	1	3	0	0	1	10

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7755	56	3932	56	3823	56
Medium	5123	37	2541	36	2580	37
Low	1035	7	553	8	482	7

Academic self-concept

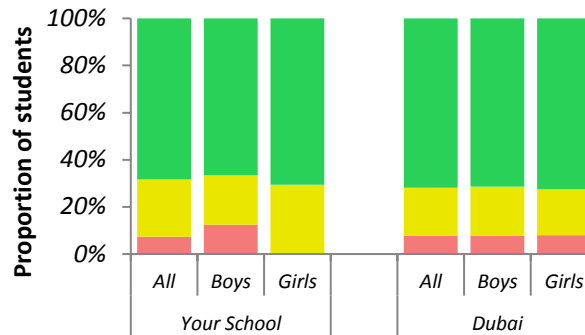
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	38	70	20	63	18	82
Medium	13	24	11	34	2	9
Low	3	6	1	3	2	9

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	12892	76	6455	74	6425	78
Medium	2916	17	1581	18	1333	16
Low	1161	7	635	7	522	6

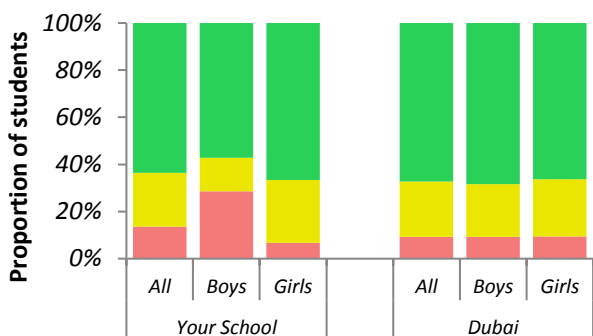
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	28	68	16	67	12	71
Medium	10	24	5	21	5	29
Low	3	7	3	13	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11226	72	5557	71	5663	73
Medium	3154	20	1630	21	1521	19
Low	1225	8	598	8	626	8

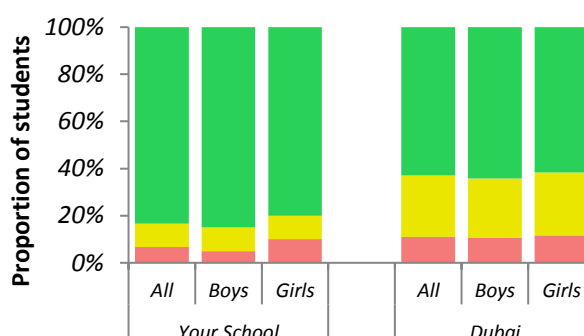
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	14	64	4	57	10	67
Medium	5	23	1	14	4	27
Low	3	14	2	29	1	7

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9809	67	5104	68	4699	66
Medium	3407	23	1673	22	1732	24
Low	1354	9	690	9	664	9

Grade 9

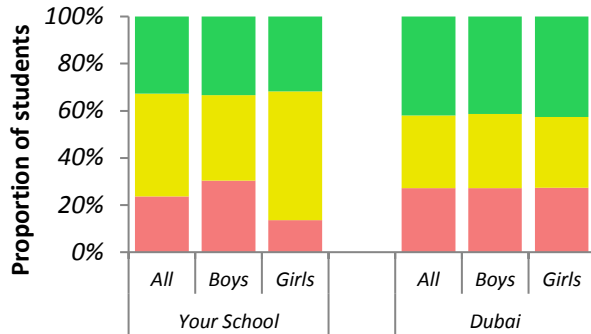


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	25	83	17	85	8	80
Medium	3	10	2	10	1	10
Low	2	7	1	5	1	10

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8780	63	4530	64	4249	62
Medium	3617	26	1772	25	1844	27
Low	1548	11	744	11	804	12

Engagement

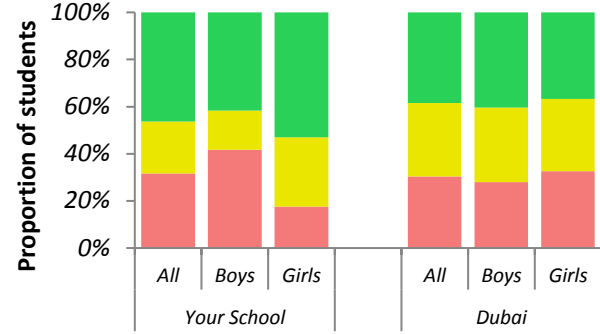
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	18	33	11	33	7	32
Medium	24	44	12	36	12	55
Low	13	24	10	30	3	14

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7086	42	3566	41	3512	43
Medium	5196	31	2714	31	2476	30
Low	4594	27	2346	27	2245	27

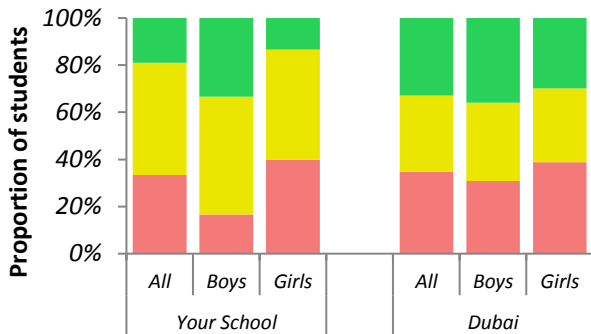
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	19	46	10	42	9	53
Medium	9	22	4	17	5	29
Low	13	32	10	42	3	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	5988	39	3124	40	2863	37
Medium	4839	31	2448	32	2387	31
Low	4719	30	2170	28	2544	33

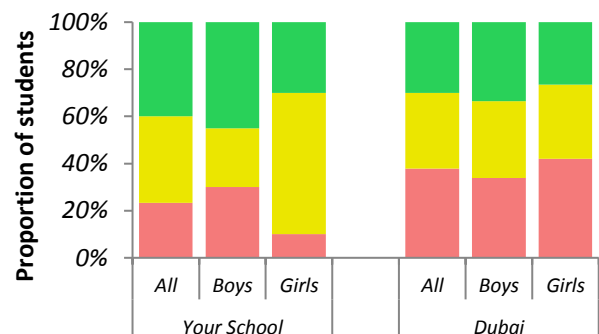
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	4	19	2	33	2	13
Medium	10	48	3	50	7	47
Low	7	33	1	17	6	40

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	4785	33	2666	36	2115	30
Medium	4684	32	2473	33	2210	31
Low	5043	35	2295	31	2745	39

Grade 9

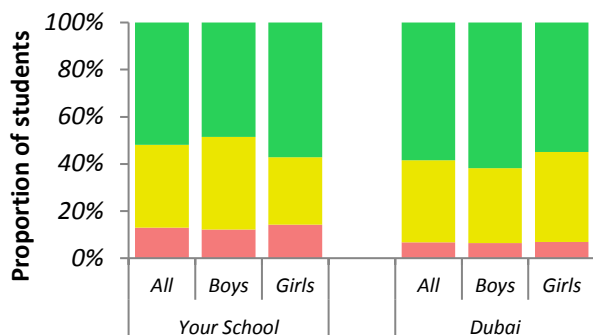


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	12	40	9	45	3	30
Medium	11	37	5	25	6	60
Low	7	23	6	30	1	10

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	4175	30	2354	33	1821	26
Medium	4472	32	2295	33	2176	32
Low	5270	38	2380	34	2889	42

School work

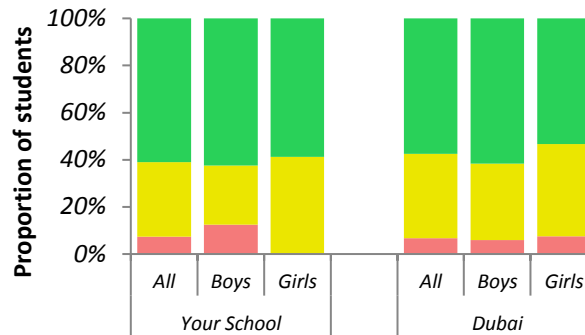
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	28	52	16	48	12	57
Medium	19	35	13	39	6	29
Low	7	13	4	12	3	14

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9873	58	5324	62	4537	55
Medium	5886	35	2743	32	3137	38
Low	1126	7	552	6	574	7

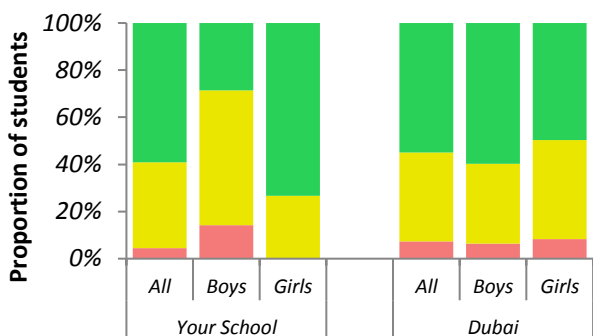
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	25	61	15	63	10	59
Medium	13	32	6	25	7	41
Low	3	7	3	13	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8931	57	4773	62	4153	53
Medium	5569	36	2516	32	3048	39
Low	1049	7	458	6	591	8

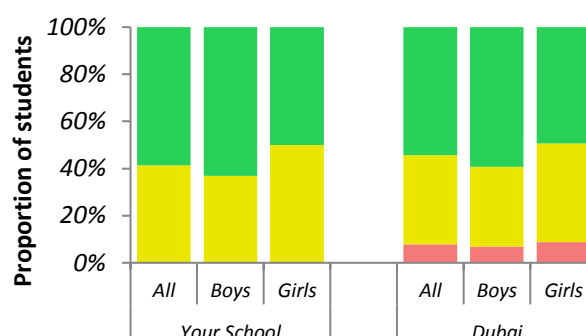
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	13	59	2	29	11	73
Medium	8	36	4	57	4	27
Low	1	5	1	14	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7979	55	4456	60	3519	50
Medium	5493	38	2524	34	2965	42
Low	1066	7	473	6	593	8

Grade 9

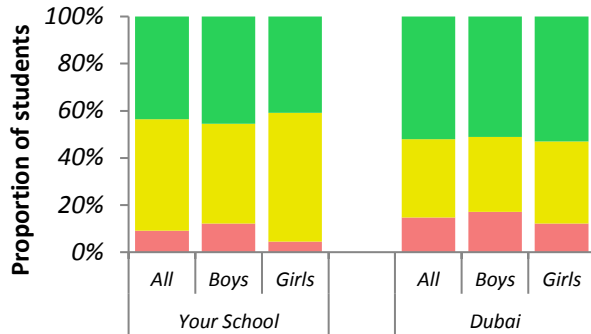


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	17	59	12	63	5	50
Medium	12	41	7	37	5	50
Low	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7562	54	4168	59	3394	49
Medium	5264	38	2375	34	2887	42
Low	1087	8	483	7	604	9

Social victimisation

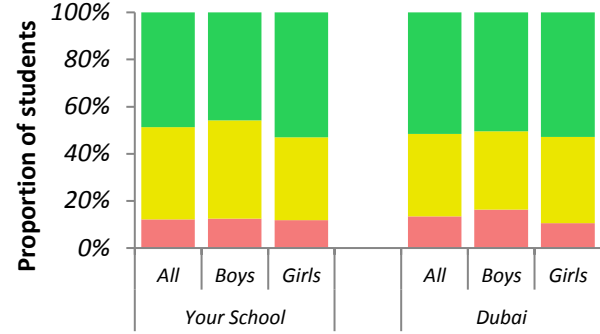
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	24	44	15	45	9	41
Monthly	26	47	14	42	12	55
Weekly	5	9	4	12	1	5

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	8723	52	4374	51	4340	53
Monthly	5594	33	2733	32	2857	35
Weekly	2459	15	1466	17	990	12

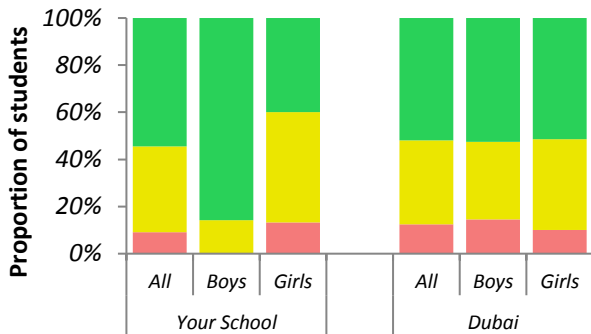
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	20	49	11	46	9	53
Monthly	16	39	10	42	6	35
Weekly	5	12	3	13	2	12

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	7986	52	3878	50	4102	53
Monthly	5411	35	2558	33	2850	37
Weekly	2075	13	1260	16	814	10

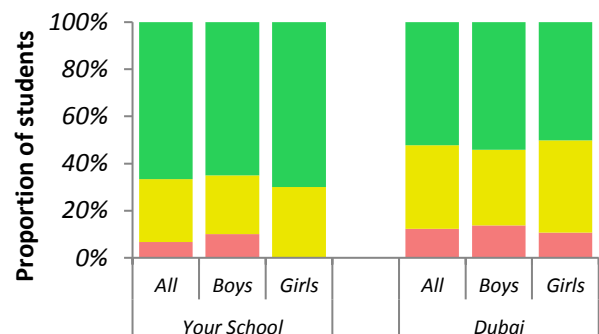
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	12	55	6	86	6	40
Monthly	8	36	1	14	7	47
Weekly	2	9	0	0	2	13

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	7508	52	3878	52	3623	51
Monthly	5148	36	2436	33	2711	38
Weekly	1790	12	1076	15	714	10

Grade 9

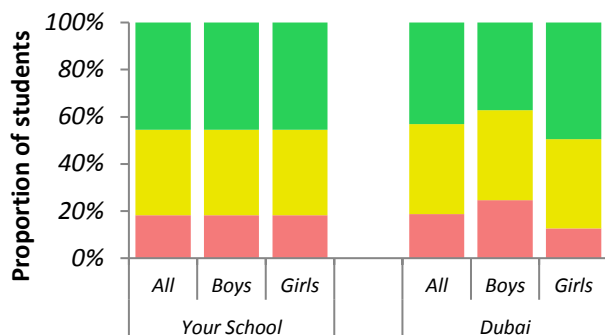


Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	20	67	13	65	7	70
Monthly	8	27	5	25	3	30
Weekly	2	7	2	10	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	7233	52	3790	54	3443	50
Monthly	4931	36	2240	32	2689	39
Weekly	1704	12	963	14	741	11

Verbal victimisation

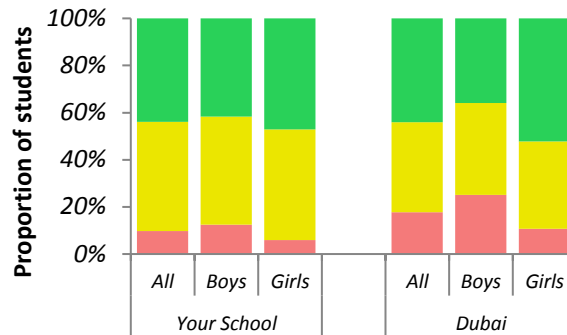
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	25	45	15	45	10	45
Monthly	20	36	12	36	8	36
Weekly	10	18	6	18	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	7261	43	3195	37	4058	49
Monthly	6406	38	3283	38	3119	38
Weekly	3155	19	2120	25	1031	13

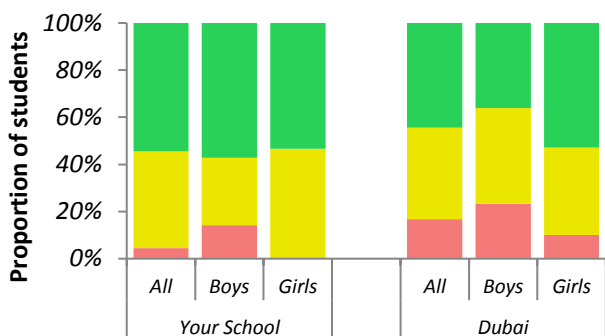
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	18	44	10	42	8	47
Monthly	19	46	11	46	8	47
Weekly	4	10	3	13	1	6

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	6832	44	2763	36	4063	52
Monthly	5896	38	3014	39	2880	37
Weekly	2760	18	1931	25	827	11

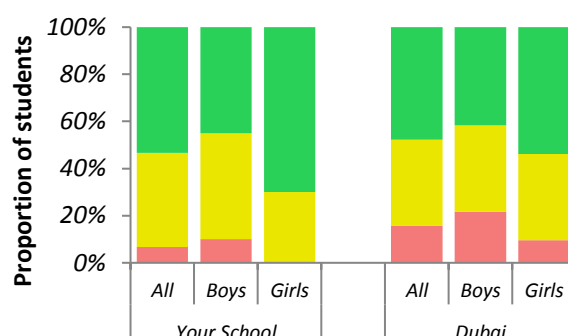
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	12	55	4	57	8	53
Monthly	9	41	2	29	7	47
Weekly	1	5	1	14	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	6411	44	2673	36	3733	53
Monthly	5614	39	3002	41	2609	37
Weekly	2436	17	1727	23	709	10

Grade 9

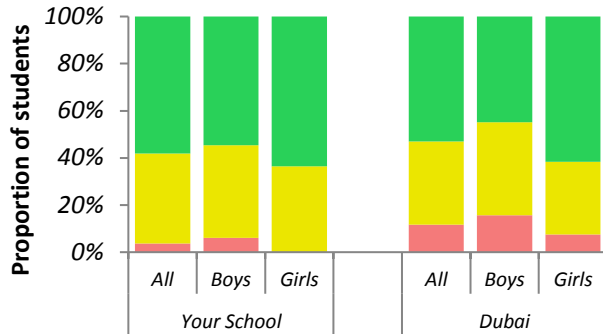


Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	16	53	9	45	7	70
Monthly	12	40	9	45	3	30
Weekly	2	7	2	10	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	6628	48	2919	42	3709	54
Monthly	5083	37	2567	37	2514	37
Weekly	2176	16	1517	22	659	10

Physical victimisation

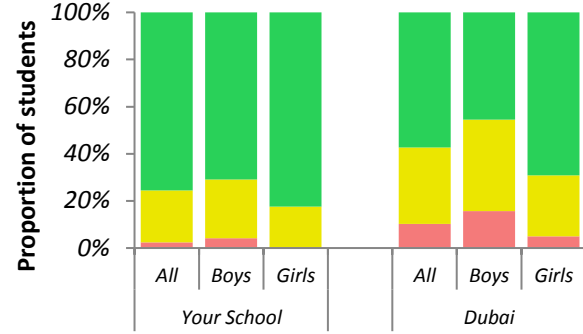
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	32	58	18	55	14	64
Monthly	21	38	13	39	8	36
Weekly	2	4	2	6	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	8919	53	3852	45	5059	62
Monthly	5945	35	3404	40	2536	31
Weekly	1962	12	1343	16	616	8

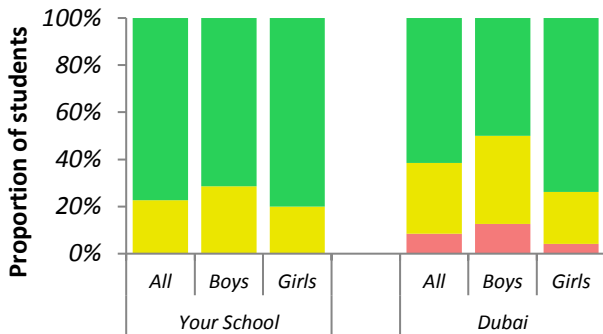
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	31	76	17	71	14	82
Monthly	9	22	6	25	3	18
Weekly	1	2	1	4	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	8882	57	3504	45	5372	69
Monthly	5013	32	2998	39	2012	26
Weekly	1597	10	1205	16	391	5

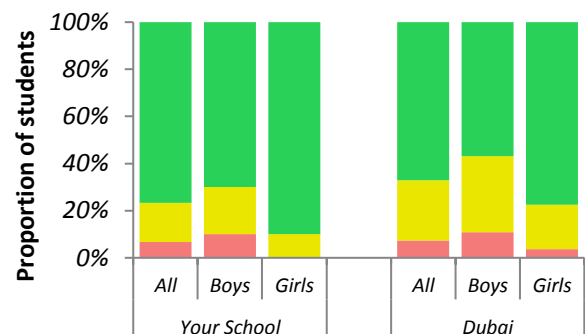
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	17	77	5	71	12	80
Monthly	5	23	2	29	3	20
Weekly	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	8905	62	3695	50	5203	74
Monthly	4334	30	2774	37	1560	22
Weekly	1225	8	932	13	292	4

Grade 9

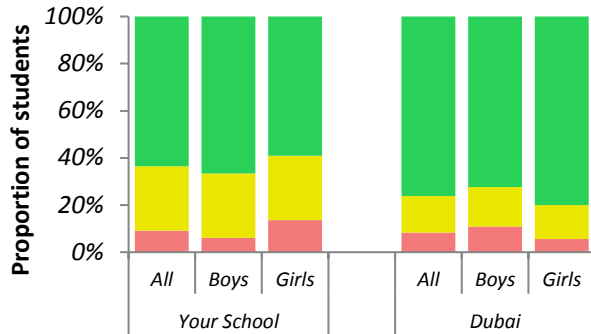


Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	23	77	14	70	9	90
Monthly	5	17	4	20	1	10
Weekly	2	7	2	10	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	9317	67	3984	57	5332	78
Monthly	3550	26	2260	32	1289	19
Weekly	1019	7	761	11	258	4

Cyber victimisation

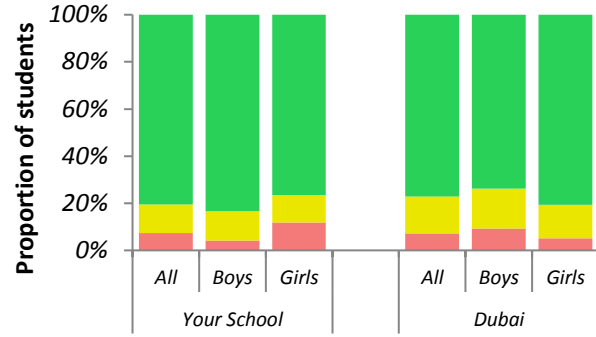
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	35	64	22	67	13	59
Monthly	15	27	9	27	6	27
Weekly	5	9	2	6	3	14

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	12791	76	6218	72	6563	80
Monthly	2619	16	1442	17	1173	14
Weekly	1394	8	929	11	463	6

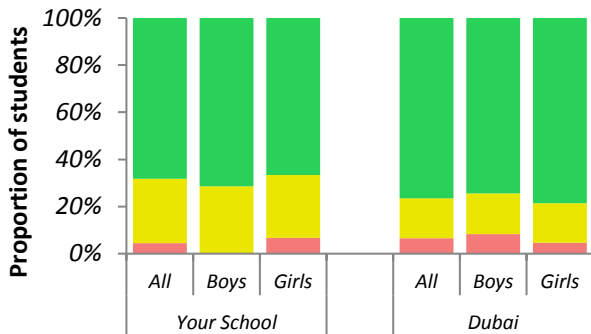
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	33	80	20	83	13	76
Monthly	5	12	3	13	2	12
Weekly	3	7	1	4	2	12

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	11953	77	5677	74	6268	81
Monthly	2417	16	1306	17	1109	14
Weekly	1110	7	718	9	392	5

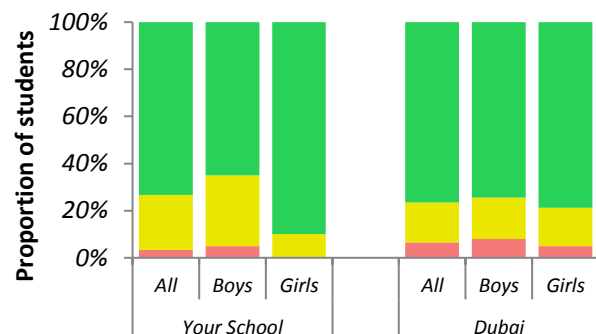
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	15	68	5	71	10	67
Monthly	6	27	2	29	4	27
Weekly	1	5	0	0	1	7

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	11053	77	5506	74	5541	79
Monthly	2452	17	1277	17	1173	17
Weekly	943	7	613	8	330	5

Grade 9



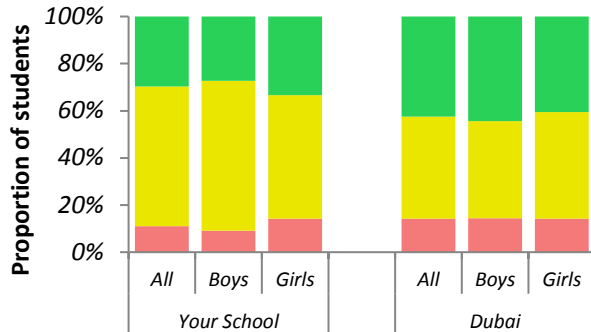
Your School	All		Boys		Girls	
	n	%	n	%	n	%
None	22	73	13	65	9	90
Monthly	7	23	6	30	1	10
Weekly	1	3	1	5	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
None	10625	77	5205	74	5418	79
Monthly	2355	17	1233	18	1122	16
Weekly	898	6	560	8	338	5

Physical health and lifestyle

General health

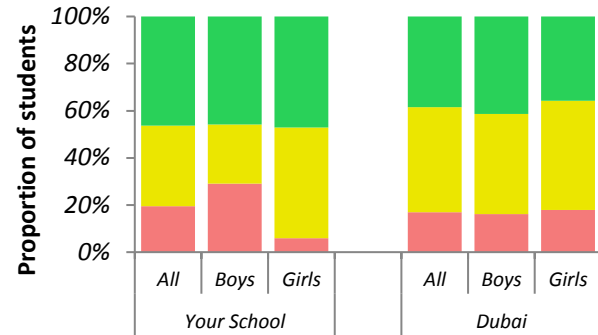
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	16	30	9	27	7	33
Medium	32	59	21	64	11	52
Low	6	11	3	9	3	14

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7134	43	3806	44	3320	41
Medium	7243	43	3527	41	3710	45
Low	2392	14	1231	14	1159	14

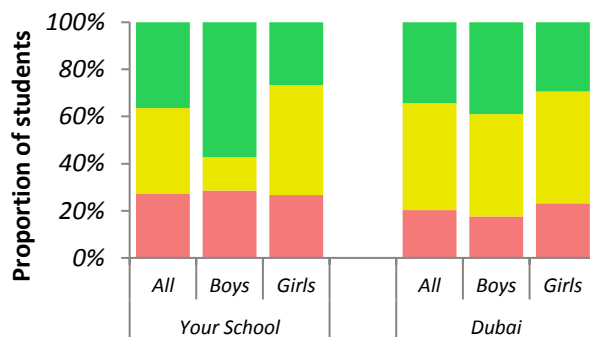
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	19	46	11	46	8	47
Medium	14	34	6	25	8	47
Low	8	20	7	29	1	6

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	5943	38	3174	41	2767	36
Medium	6871	44	3268	43	3596	46
Low	2628	17	1236	16	1391	18

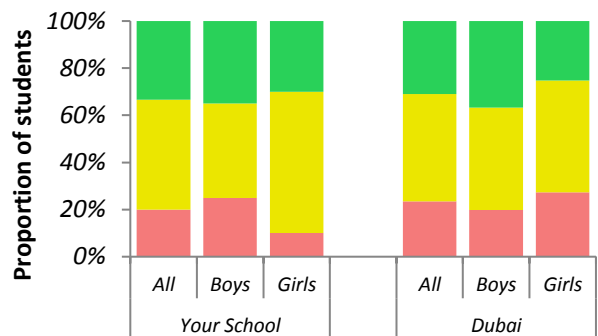
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	8	36	4	57	4	27
Medium	8	36	1	14	7	47
Low	6	27	2	29	4	27

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	4936	34	2864	39	2067	29
Medium	6532	45	3201	43	3328	47
Low	2929	20	1299	18	1630	23

Grade 9

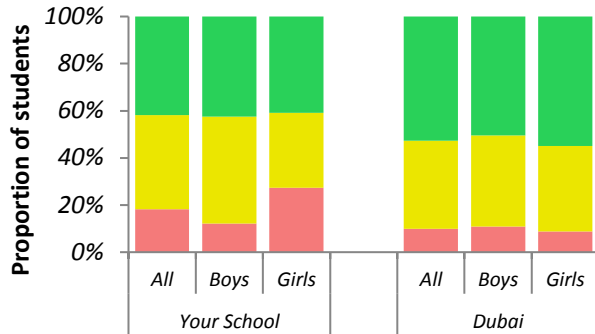


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	10	33	7	35	3	30
Medium	14	47	8	40	6	60
Low	6	20	5	25	1	10

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	4295	31	2565	37	1729	25
Medium	6311	46	3038	44	3272	48
Low	3253	23	1380	20	1873	27

Body Image

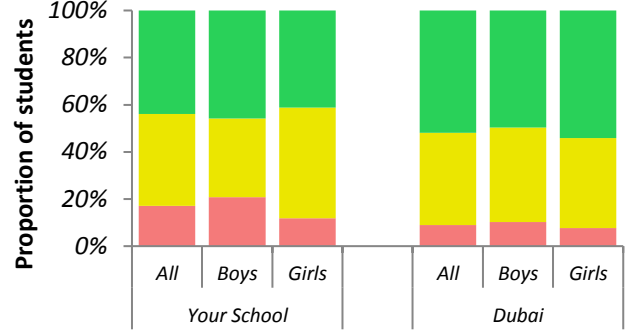
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	23	42	14	42	9	41
Medium	22	40	15	45	7	32
Low	10	18	4	12	6	27

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8801	53	4309	50	4485	55
Medium	6258	37	3297	39	2953	36
Low	1652	10	932	11	719	9

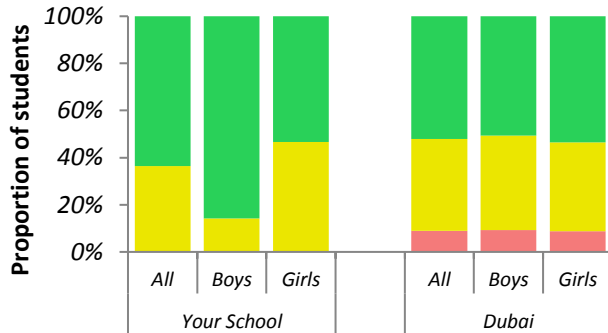
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	18	44	11	46	7	41
Medium	16	39	8	33	8	47
Low	7	17	5	21	2	12

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8004	52	3802	50	4194	54
Medium	6027	39	3072	40	2953	38
Low	1382	9	788	10	594	8

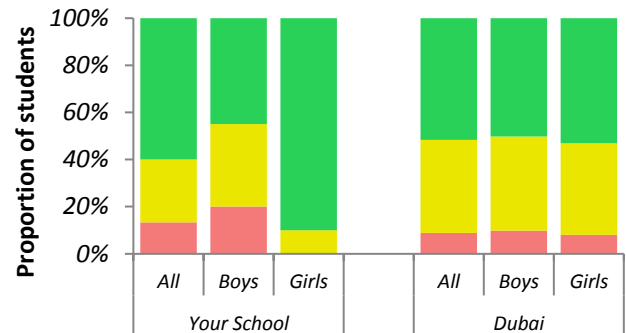
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	14	64	6	86	8	53
Medium	8	36	1	14	7	47
Low	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7488	52	3732	51	3753	54
Medium	5605	39	2954	40	2647	38
Low	1294	9	680	9	613	9

Grade 9

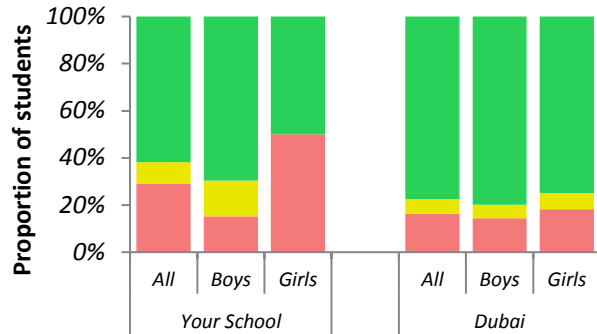


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	18	60	9	45	9	90
Medium	8	27	7	35	1	10
Low	4	13	4	20	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7149	52	3503	50	3644	53
Medium	5441	39	2780	40	2661	39
Low	1239	9	688	10	551	8

Eating breakfast

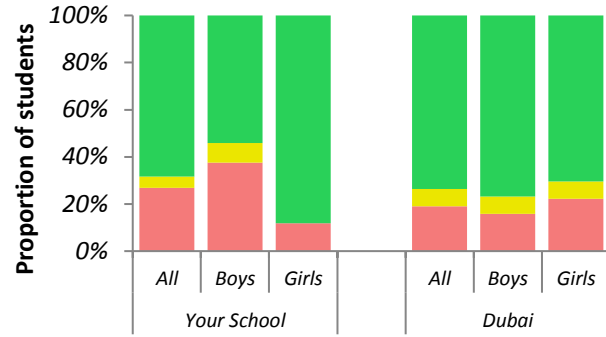
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	34	62	23	70	11	50
Medium	5	9	5	15	0	0
Low	16	29	5	15	11	50

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	12956	77	6824	80	6121	75
Medium	1058	6	495	6	562	7
Low	2718	16	1224	14	1490	18

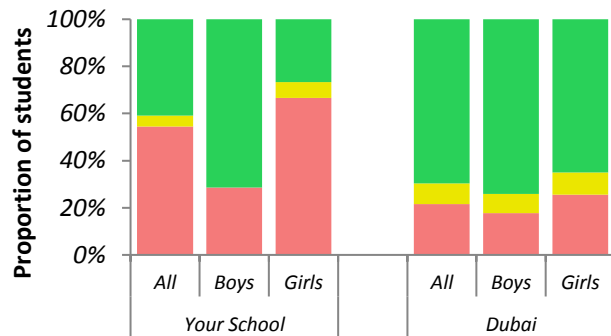
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	28	68	13	54	15	88
Medium	2	5	2	8	0	0
Low	11	27	9	38	2	12

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11370	74	5900	77	5463	70
Medium	1138	7	557	7	579	7
Low	2938	19	1219	16	1718	22

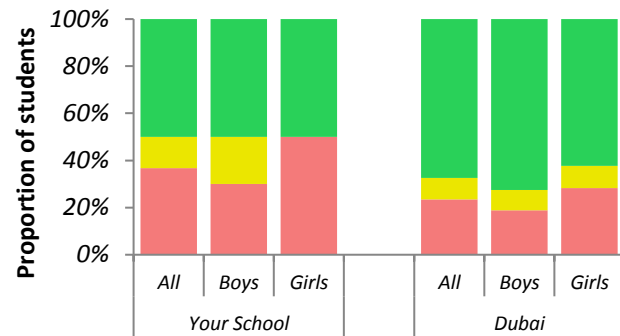
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	9	41	5	71	4	27
Medium	1	5	0	0	1	7
Low	12	55	2	29	10	67

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10032	70	5466	74	4559	65
Medium	1273	9	605	8	668	10
Low	3098	22	1307	18	1790	26

Grade 9

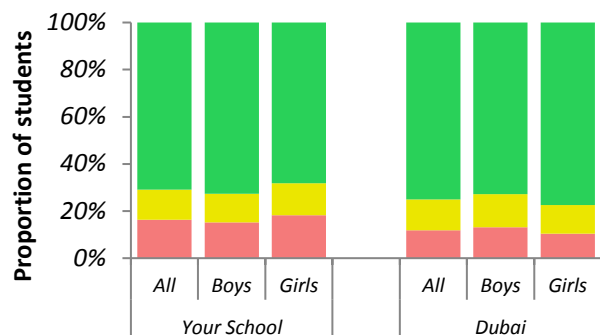


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	15	50	10	50	5	50
Medium	4	13	4	20	0	0
Low	11	37	6	30	5	50

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9331	67	5061	73	4269	62
Medium	1249	9	601	9	647	9
Low	3261	24	1317	19	1944	28

Eating fruit and / or vegetables

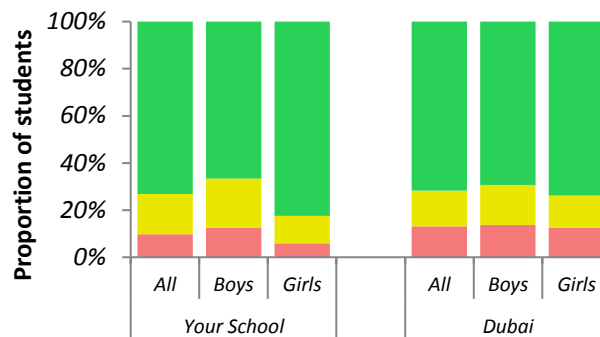
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	39	71	24	73	15	68
Medium	7	13	4	12	3	14
Low	9	16	5	15	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	12514	75	6193	73	6310	77
Medium	2182	13	1191	14	990	12
Low	1966	12	1118	13	844	10

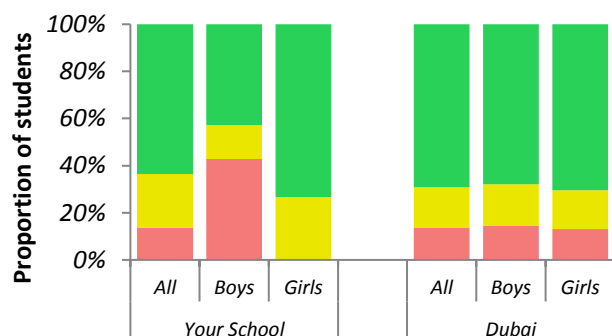
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	30	73	16	67	14	82
Medium	7	17	5	21	2	12
Low	4	10	3	13	1	6

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11007	72	5292	69	5705	74
Medium	2338	15	1285	17	1053	14
Low	2020	13	1052	14	968	13

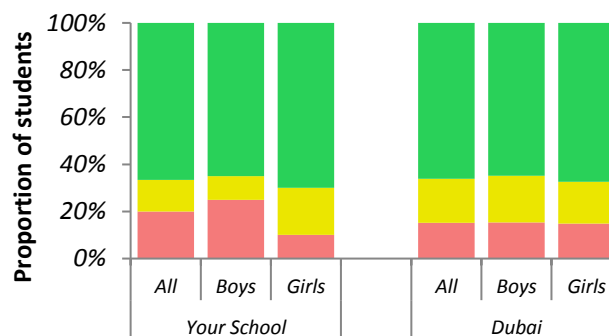
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	14	64	3	43	11	73
Medium	5	23	1	14	4	27
Low	3	14	3	43	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9925	69	4988	68	4930	71
Medium	2447	17	1300	18	1146	16
Low	1977	14	1061	14	916	13

Grade 9

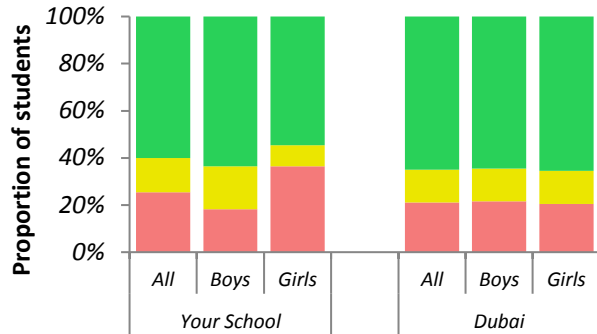


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	20	67	13	65	7	70
Medium	4	13	2	10	2	20
Low	6	20	5	25	1	10

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9132	66	4509	65	4622	67
Medium	2583	19	1378	20	1205	18
Low	2095	15	1071	15	1023	15

Sleep

Grade 6



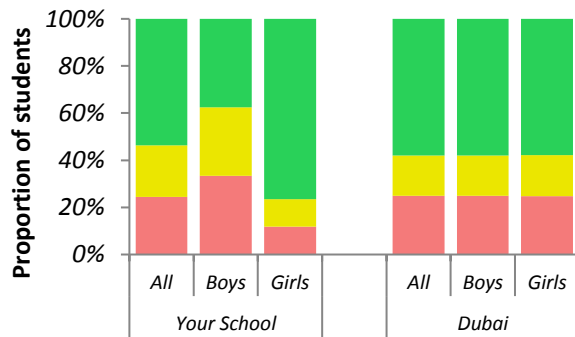
Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	33	60	21	64	12	55
Medium	8	15	6	18	2	9
Low	14	25	6	18	8	36

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	10825	65	5476	65	5336	65
Medium	2326	14	1172	14	1154	14
Low	3506	21	1836	22	1667	20

Your School	All		Boys		Girls	
	n	%	n	%	n	%
Before 8pm	6	11	5	15	1	5
Between 8pm - 9pm	19	35	13	39	6	27
Between 9pm - 10pm	18	33	8	24	10	45
Between 10pm - 11pm	4	7	2	6	2	9
Between 11pm - 12pm	6	11	3	9	3	14
After midnight	2	4	2	6	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Before 8pm	848	5	449	5	399	5
Between 8pm - 9pm	4298	26	2124	25	2171	26
Between 9pm - 10pm	6188	37	3095	36	3086	38
Between 10pm - 11pm	3291	20	1710	20	1579	19
Between 11pm - 12pm	1369	8	708	8	659	8
After midnight	762	5	459	5	301	4

Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	22	54	9	38	13	76
Medium	9	22	7	29	2	12
Low	10	24	8	33	2	12

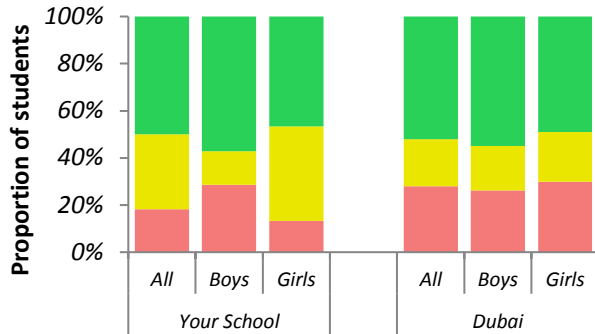
Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8927	58	4438	58	4481	58
Medium	2646	17	1304	17	1341	17
Low	3828	25	1908	25	1919	25

Your School	All		Boys		Girls	
	n	%	n	%	n	%
Before 8pm	1	2	1	4	0	0
Between 8pm - 9pm	9	22	5	21	4	24
Between 9pm - 10pm	18	44	7	29	11	65
Between 10pm - 11pm	7	17	5	21	2	12
Between 11pm - 12pm	3	7	3	13	0	0
After midnight	3	7	3	13	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Before 8pm	412	3	235	3	177	2
Between 8pm - 9pm	2733	18	1374	18	1357	17
Between 9pm - 10pm	5628	36	2800	37	2823	36
Between 10pm - 11pm	4033	26	1955	26	2075	27
Between 11pm - 12pm	1734	11	812	11	922	12
After midnight	888	6	486	6	402	5

Sleep

Grade 8



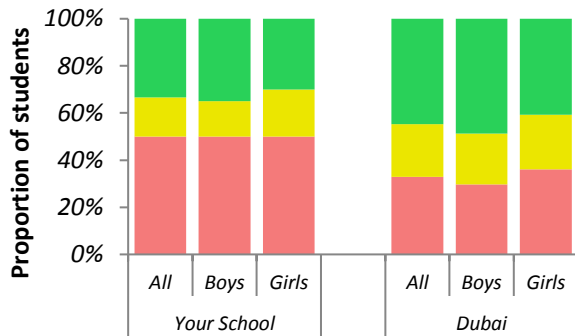
Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	11	50	4	57	7	47
Medium	7	32	1	14	6	40
Low	4	18	2	29	2	13

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7470	52	4030	55	3434	49
Medium	2870	20	1385	19	1484	21
Low	4025	28	1931	26	2093	30

Your School	All		Boys		Girls	
	n	%	n	%	n	%
Before 8pm	0	0	0	0	0	0
Between 8pm - 9pm	5	24	1	17	4	27
Between 9pm - 10pm	5	24	3	50	2	13
Between 10pm - 11pm	9	43	2	33	7	47
Between 11pm - 12pm	2	10	0	0	2	13
After midnight	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Before 8pm	194	1	119	2	75	1
Between 8pm - 9pm	1507	10	808	11	699	10
Between 9pm - 10pm	4715	33	2486	34	2227	32
Between 10pm - 11pm	4546	32	2284	31	2257	32
Between 11pm - 12pm	2243	16	1070	15	1172	17
After midnight	1194	8	605	8	589	8

Grade 9



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	10	33	7	35	3	30
Medium	5	17	3	15	2	20
Low	15	50	10	50	5	50

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6184	45	3396	49	2787	41
Medium	3093	22	1499	22	1593	23
Low	4546	33	2074	30	2472	36

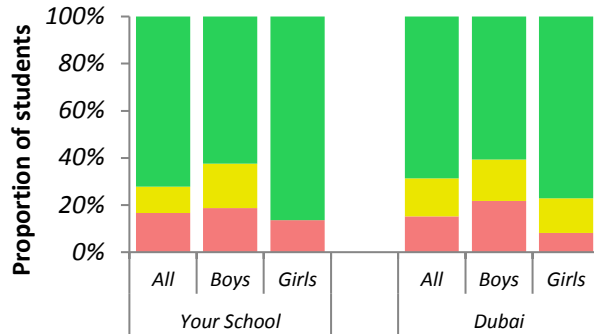
Your School	All		Boys		Girls	
	n	%	n	%	n	%
Before 8pm	1	3	1	5	0	0
Between 8pm - 9pm	2	7	1	5	1	10
Between 9pm - 10pm	10	33	6	30	4	40
Between 10pm - 11pm	5	17	3	15	2	20
Between 11pm - 12pm	7	23	4	20	3	30
After midnight	5	17	5	25	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
Before 8pm	140	1	99	1	41	1
Between 8pm - 9pm	739	5	373	5	366	5
Between 9pm - 10pm	3478	25	1842	26	1634	24
Between 10pm - 11pm	4842	35	2482	36	2360	34
Between 11pm - 12pm	2926	21	1341	19	1585	23
After midnight	1721	12	842	12	879	13

After school activities

Music and Arts

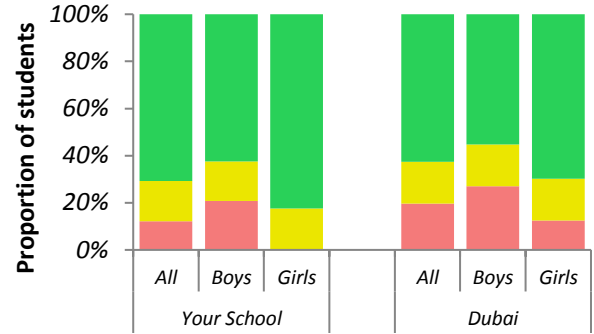
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	39	72	20	63	19	86
Medium	6	11	6	19	0	0
Low	9	17	6	19	3	14

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11359	69	5114	61	6235	77
Medium	2672	16	1485	18	1185	15
Low	2501	15	1835	22	662	8

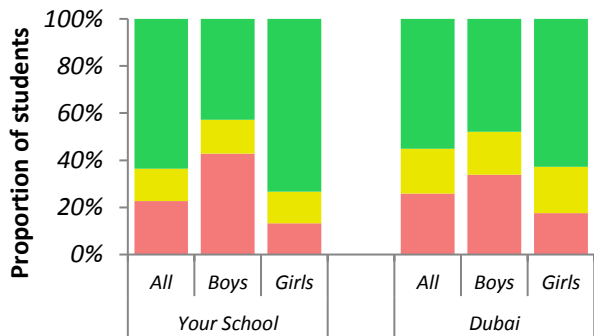
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	29	71	15	63	14	82
Medium	7	17	4	17	3	18
Low	5	12	5	21	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9563	63	4189	55	5365	70
Medium	2712	18	1352	18	1360	18
Low	3000	20	2043	27	956	12

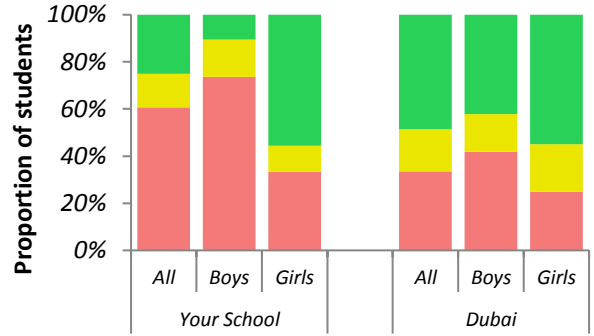
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	14	64	3	43	11	73
Medium	3	14	1	14	2	13
Low	5	23	3	43	2	13

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7854	55	3479	48	4370	63
Medium	2702	19	1327	18	1374	20
Low	3684	26	2461	34	1222	18

Grade 9

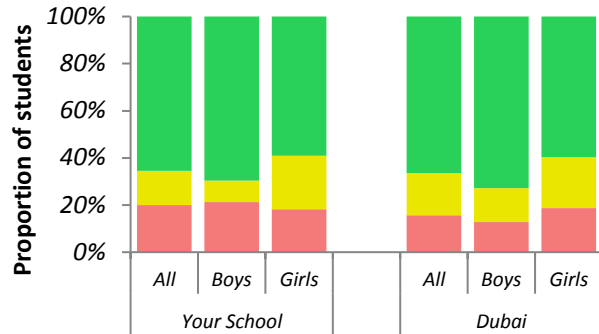


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	7	25	2	11	5	56
Medium	4	14	3	16	1	11
Low	17	61	14	74	3	33

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	6647	49	2910	42	3735	55
Medium	2465	18	1101	16	1364	20
Low	4588	33	2889	42	1699	25

Sports

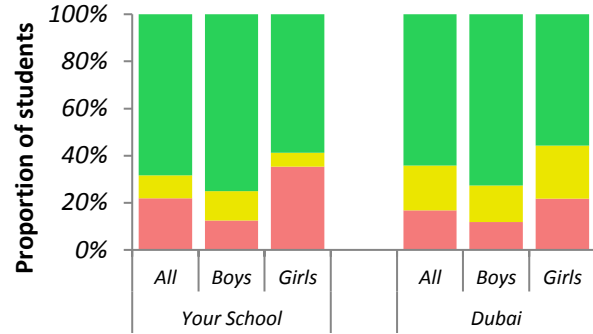
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	36	65	23	70	13	59
Medium	8	15	3	9	5	23
Low	11	20	7	21	4	18

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	11030	66	6183	73	4836	60
Medium	2969	18	1219	14	1748	22
Low	2600	16	1081	13	1516	19

Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	28	68	18	75	10	59
Medium	4	10	3	13	1	6
Low	9	22	3	13	6	35

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	9843	64	5546	73	4290	56
Medium	2928	19	1181	15	1746	23
Low	2575	17	901	12	1672	22

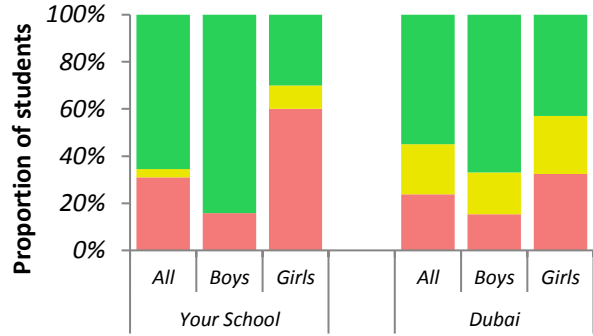
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	8	36	3	43	5	33
Medium	5	23	1	14	4	27
Low	9	41	3	43	6	40

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	8707	61	5112	70	3590	51
Medium	2740	19	1123	15	1615	23
Low	2845	20	1070	15	1774	25

Grade 9

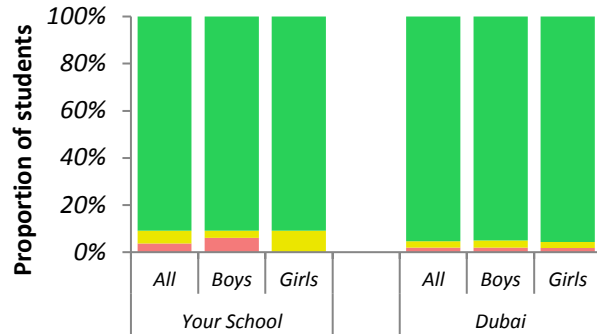


Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	19	66	16	84	3	30
Medium	1	3	0	0	1	10
Low	9	31	3	16	6	60

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	7561	55	4630	67	2931	43
Medium	2902	21	1231	18	1670	25
Low	3278	24	1064	15	2213	32

Organised Activities

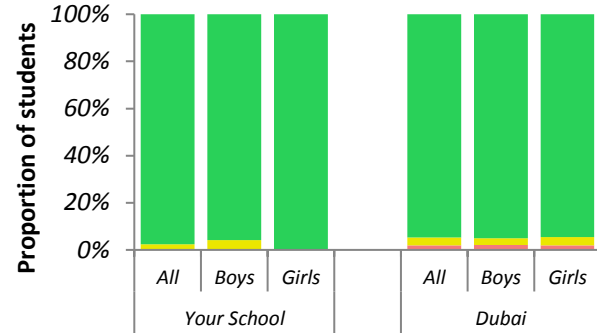
Grade 6



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	50	91	30	91	20	91
Medium	3	5	1	3	2	9
Low	2	4	2	6	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	15939	95	8104	95	7820	96
Medium	467	3	258	3	209	3
Low	312	2	170	2	141	2

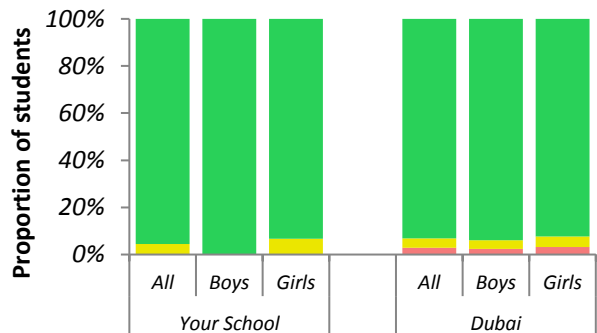
Grade 7



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	40	98	23	96	17	100
Medium	1	2	1	4	0	0
Low	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	14608	95	7285	95	7313	94
Medium	494	3	218	3	276	4
Low	308	2	157	2	151	2

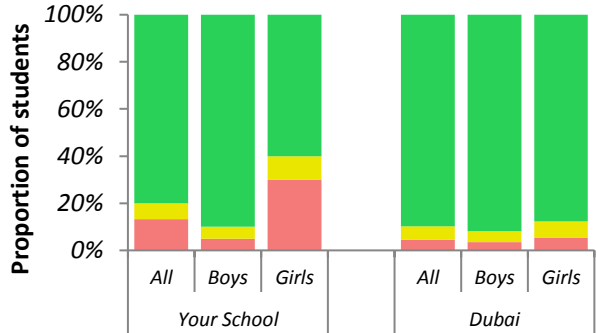
Grade 8



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	21	95	7	100	14	93
Medium	1	5	0	0	1	7
Low	0	0	0	0	0	0

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	13375	93	6892	94	6476	92
Medium	583	4	272	4	310	4
Low	401	3	179	2	222	3

Grade 9



Your School	All		Boys		Girls	
	n	%	n	%	n	%
High	24	80	18	90	6	60
Medium	2	7	1	5	1	10
Low	4	13	1	5	3	30

Dubai	All		Boys		Girls	
	n	%	n	%	n	%
High	12404	90	6390	92	6012	88
Medium	797	6	322	5	475	7
Low	608	4	246	4	362	5

Frequency and Duration of After School Activities

Grade 6 - Your School

After normal school classes have finished for the day, how many days do you normally...	All		Boys		Girls	
	Never	1 to 5 times a week	Never	1 to 5 times a week	Never	1 to 5 times a week
Do organised individual or team sports (for example, basketball, swimming, cricket, football or something else)	20%	80%	21%	79%	18%	82%
Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school etc)	9%	91%	9%	91%	9%	91%
Watch TV (including watching DVDs or online videos)	7%	93%	6%	94%	9%	91%
Play video or computer games (for example, Play-Station, Xbox, multi-user online games)	18%	82%	9%	91%	32%	68%
Use a phone/Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat	9%	91%	12%	88%	5%	95%
Read for fun	18%	82%	21%	79%	14%	86%
Do household chores (example: clean your room, wash dishes, feed a pet, gardening or something else)	22%	78%	24%	76%	18%	82%
Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)	49%	51%	58%	42%	36%	64%
Do arts and crafts (including painting, drawing, or something else)	25%	75%	30%	70%	18%	82%
Go shopping	15%	85%	21%	79%	5%	95%
Hang out with friends	22%	78%	15%	85%	32%	68%
Participate in religious activities (for example, Holy Quran recitation, visit to the mosque/church/temple, prayer or similar)	22%	78%	18%	82%	27%	73%

Days per week		Average Days spent per week	Never	1-2 days per week	3-4 days per week	5 days per week
Homework	All	3.5	9%	20%	24%	47%
	Boys	3.8	9%	9%	30%	52%
	Girls	3.0	9%	36%	14%	41%
Watching TV	All	3.7	6%	19%	20%	56%
	Boys	4.0	6%	9%	24%	61%
	Girls	3.3	5%	33%	14%	48%
Video and computer games	All	3.0	18%	20%	27%	35%
	Boys	3.5	9%	18%	27%	45%
	Girls	2.3	32%	23%	27%	18%

Time spent per day		Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 plus hours	Not stated
Homework	All	8%	38%	20%	4%	16%	14%
	Boys	10%	37%	23%	3%	17%	10%
	Girls	5%	40%	15%	5%	15%	20%
Watching TV	All	12%	18%	12%	10%	39%	10%
	Boys	13%	16%	10%	13%	42%	6%
	Girls	10%	20%	15%	5%	35%	15%
Video and computer games	All	2%	24%	27%	7%	33%	7%
	Boys	0%	23%	27%	7%	37%	7%
	Girls	7%	27%	27%	7%	27%	7%

Frequency and Duration of After School Activities

Grade 6 - Dubai

After normal school classes have finished for the day, how many days do you normally...	All		Boys		Girls	
	Never	1 to 5 times a week	Never	1 to 5 times a week	Never	1 to 5 times a week
Do organised individual or team sports (for example, basketball, swimming, cricket, football or something else)	19%	81%	16%	84%	22%	78%
Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school etc)	15%	85%	14%	86%	15%	85%
Watch TV (including watching DVDs or online videos)	12%	88%	12%	88%	11%	89%
Play video or computer games (for example, Play-Station, Xbox, multi-user online games)	28%	72%	17%	83%	40%	60%
Use a phone/Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat	24%	76%	26%	74%	21%	79%
Read for fun	14%	86%	15%	85%	12%	88%
Do household chores (example: clean your room, wash dishes, feed a pet, gardening or something else)	18%	82%	21%	79%	15%	85%
Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)	49%	51%	53%	47%	45%	55%
Do arts and crafts (including painting, drawing, or something else)	25%	75%	33%	67%	16%	84%
Go shopping	18%	82%	20%	80%	16%	84%
Hang out with friends	30%	70%	26%	74%	33%	67%
Participate in religious activities (for example, Holy Quran recitation, visit to the mosque/church/temple, prayer or similar)	25%	75%	23%	77%	27%	73%

Days per week	Average Days spent per week	Never	1-2 days per week	3-4 days per week	5 days per week	
Homework	All	3.3	11%	23%	24%	42%
	Boys	3.3	10%	22%	26%	41%
	Girls	3.3	12%	23%	22%	43%
Watching TV	All	3.5	7%	24%	22%	48%
	Boys	3.6	7%	22%	21%	49%
	Girls	3.4	7%	26%	22%	46%
Video and computer games	All	2.4	24%	31%	19%	26%
	Boys	3.0	13%	28%	24%	36%
	Girls	1.7	37%	33%	14%	16%

Time spent per day	Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 plus hours	Not stated	
Homework	All	10%	30%	26%	13%	11%	9%
	Boys	11%	31%	27%	12%	11%	8%
	Girls	10%	29%	26%	13%	11%	10%
Watching TV	All	17%	31%	20%	9%	12%	10%
	Boys	15%	30%	22%	10%	14%	9%
	Girls	19%	32%	18%	9%	10%	11%
Video and computer games	All	22%	27%	18%	10%	14%	9%
	Boys	14%	26%	21%	12%	18%	8%
	Girls	32%	28%	14%	6%	8%	12%

Frequency and Duration of After School Activities

Grade 7 - Your School

After normal school classes have finished for the day, how many days do you normally...	All		Boys		Girls	
	Never	1 to 5 times a week	Never	1 to 5 times a week	Never	1 to 5 times a week
Do organised individual or team sports (for example, basketball, swimming, cricket, football or something else)	22%	78%	13%	88%	35%	65%
Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school etc)	15%	85%	17%	83%	12%	88%
Watch TV (including watching DVDs or online videos)	7%	93%	8%	92%	6%	94%
Play video or computer games (for example, Play-Station, Xbox, multi-user online games)	22%	78%	8%	92%	41%	59%
Use a phone/Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat	5%	95%	8%	92%	0%	100%
Read for fun	24%	76%	21%	79%	29%	71%
Do household chores (example: clean your room, wash dishes, feed a pet, gardening or something else)	20%	80%	25%	75%	12%	88%
Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)	56%	44%	54%	46%	59%	41%
Do arts and crafts (including painting, drawing, or something else)	29%	71%	42%	58%	12%	88%
Go shopping	20%	80%	21%	79%	18%	82%
Hang out with friends	12%	88%	4%	96%	24%	76%
Participate in religious activities (for example, Holy Quran recitation, visit to the mosque/church/temple, prayer or similar)	29%	71%	17%	83%	47%	53%

Days per week	Average Days spent per week	Never	1-2 days per week	3-4 days per week	5 days per week	
Homework	All	3.4	13%	18%	25%	45%
	Boys	3.3	17%	13%	25%	46%
	Girls	3.4	6%	25%	25%	44%
Watching TV	All	3.6	7%	20%	17%	56%
	Boys	3.7	8%	17%	13%	63%
	Girls	3.5	6%	24%	24%	47%
Video and computer games	All	2.5	22%	29%	24%	24%
	Boys	3.1	8%	29%	29%	33%
	Girls	1.6	41%	29%	18%	12%

Time spent per day	Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 plus hours	Not stated	
Homework	All	26%	23%	29%	11%	9%	3%
	Boys	15%	15%	30%	20%	15%	5%
	Girls	40%	33%	27%	0%	0%	0%
Watching TV	All	8%	21%	26%	18%	21%	5%
	Boys	9%	18%	18%	23%	27%	5%
	Girls	6%	25%	38%	13%	13%	6%
Video and computer games	All	16%	31%	16%	16%	19%	3%
	Boys	5%	32%	14%	18%	27%	5%
	Girls	40%	30%	20%	10%	0%	0%

Frequency and Duration of After School Activities

Grade 7 - Dubai

After normal school classes have finished for the day, how many days do you normally...	All		Boys		Girls	
	Never	1 to 5 times a week	Never	1 to 5 times a week	Never	1 to 5 times a week
Do organised individual or team sports (for example, basketball, swimming, cricket, football or something else)	20%	80%	15%	85%	24%	76%
Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school etc)	15%	85%	14%	86%	16%	84%
Watch TV (including watching DVDs or online videos)	11%	89%	12%	88%	9%	91%
Play video or computer games (for example, Play-Station, Xbox, multi-user online games)	30%	70%	17%	83%	43%	57%
Use a phone/Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat	17%	83%	19%	81%	14%	86%
Read for fun	17%	83%	20%	80%	14%	86%
Do household chores (example: clean your room, wash dishes, feed a pet, gardening or something else)	18%	82%	21%	79%	15%	85%
Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)	54%	46%	57%	43%	50%	50%
Do arts and crafts (including painting, drawing, or something else)	30%	70%	39%	61%	21%	79%
Go shopping	19%	81%	22%	78%	16%	84%
Hang out with friends	29%	71%	26%	74%	32%	68%
Participate in religious activities (for example, Holy Quran recitation, visit to the mosque/church/temple, prayer or similar)	25%	75%	24%	76%	26%	74%

Days per week	Average Days spent per week	Never	1-2 days per week	3-4 days per week	5 days per week	
Homework	All	3.3	12%	22%	24%	41%
	Boys	3.3	11%	21%	27%	40%
	Girls	3.2	14%	23%	21%	42%
Watching TV	All	3.6	6%	22%	21%	50%
	Boys	3.6	7%	21%	22%	50%
	Girls	3.6	6%	23%	21%	50%
Video and computer games	All	2.3	27%	30%	18%	25%
	Boys	3.0	13%	29%	24%	34%
	Girls	1.6	41%	31%	13%	15%

Time spent per day	Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 plus hours	Not stated	
Homework	All	10%	30%	28%	14%	11%	7%
	Boys	11%	31%	29%	14%	10%	6%
	Girls	8%	29%	27%	16%	13%	8%
Watching TV	All	15%	31%	22%	12%	13%	8%
	Boys	15%	31%	22%	12%	13%	7%
	Girls	16%	31%	22%	11%	12%	8%
Video and computer games	All	20%	27%	19%	10%	16%	8%
	Boys	12%	26%	22%	13%	21%	6%
	Girls	33%	29%	14%	7%	8%	9%

Frequency and Duration of After School Activities

Grade 8 - Your School

After normal school classes have finished for the day, how many days do you normally...	All		Boys		Girls	
	Never	1 to 5 times a week	Never	1 to 5 times a week	Never	1 to 5 times a week
Do organised individual or team sports (for example, basketball, swimming, cricket, football or something else)	41%	59%	43%	57%	40%	60%
Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school etc)	9%	91%	0%	100%	13%	87%
Watch TV (including watching DVDs or online videos)	9%	91%	29%	71%	0%	100%
Play video or computer games (for example, Play-Station, Xbox, multi-user online games)	32%	68%	29%	71%	33%	67%
Use a phone/Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat	0%	100%	0%	100%	0%	100%
Read for fun	27%	73%	43%	57%	20%	80%
Do household chores (example: clean your room, wash dishes, feed a pet, gardening or something else)	14%	86%	43%	57%	0%	100%
Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)	50%	50%	57%	43%	47%	53%
Do arts and crafts (including painting, drawing, or something else)	41%	59%	71%	29%	27%	73%
Go shopping	5%	95%	14%	86%	0%	100%
Hang out with friends	23%	77%	29%	71%	20%	80%
Participate in religious activities (for example, Holy Quran recitation, visit to the mosque/church/temple, prayer or similar)	27%	73%	14%	86%	33%	67%

Days per week		Average Days spent per week	Never	1-2 days per week	3-4 days per week	5 days per week
Homework	All	3.5	9%	23%	9%	59%
	Boys	4.4	0%	14%	0%	86%
	Girls	3.1	13%	27%	13%	47%
Watching TV	All	3.6	9%	18%	18%	55%
	Boys	3.3	29%	0%	14%	57%
	Girls	3.7	0%	27%	20%	53%
Video and computer games	All	2.4	32%	23%	9%	36%
	Boys	3.6	29%	0%	0%	71%
	Girls	1.8	33%	33%	13%	20%

Time spent per day		Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 plus hours	Not stated
Homework	All	15%	25%	35%	15%	10%	0%
	Boys	14%	43%	29%	0%	14%	0%
	Girls	15%	15%	38%	23%	8%	0%
Watching TV	All	5%	30%	25%	10%	30%	0%
	Boys	20%	20%	20%	20%	20%	0%
	Girls	0%	33%	27%	7%	33%	0%
Video and computer games	All	13%	27%	13%	13%	27%	7%
	Boys	0%	20%	20%	20%	40%	0%
	Girls	20%	30%	10%	10%	20%	10%

Frequency and Duration of After School Activities

Grade 8 - Dubai

After normal school classes have finished for the day, how many days do you normally...	All		Boys		Girls	
	Never	1 to 5 times a week	Never	1 to 5 times a week	Never	1 to 5 times a week
Do organised individual or team sports (for example, basketball, swimming, cricket, football or something else)	23%	77%	18%	82%	27%	73%
Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school etc)	16%	84%	15%	85%	17%	83%
Watch TV (including watching DVDs or online videos)	11%	89%	12%	88%	9%	91%
Play video or computer games (for example, Play-Station, Xbox, multi-user online games)	33%	67%	17%	83%	49%	51%
Use a phone/Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat	12%	88%	14%	86%	11%	89%
Read for fun	21%	79%	24%	76%	17%	83%
Do household chores (example: clean your room, wash dishes, feed a pet, gardening or something else)	18%	82%	21%	79%	15%	85%
Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)	58%	42%	61%	39%	54%	46%
Do arts and crafts (including painting, drawing, or something else)	38%	62%	47%	53%	29%	71%
Go shopping	21%	79%	23%	77%	18%	82%
Hang out with friends	28%	72%	24%	76%	32%	68%
Participate in religious activities (for example, Holy Quran recitation, visit to the mosque/church/temple, prayer or similar)	27%	73%	24%	76%	30%	70%

Days per week		Average Days spent per week	Never	1-2 days per week	3-4 days per week	5 days per week
Homework	All	3.2	13%	23%	25%	39%
	Boys	3.2	11%	23%	27%	39%
	Girls	3.1	15%	23%	23%	40%
Watching TV	All	3.6	7%	21%	20%	52%
	Boys	3.6	8%	21%	20%	51%
	Girls	3.7	6%	20%	20%	53%
Video and computer games	All	2.2	30%	30%	17%	23%
	Boys	2.9	13%	30%	22%	34%
	Girls	1.4	47%	29%	12%	12%

Time spent per day		Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 plus hours	Not stated
Homework	All	10%	29%	29%	16%	11%	6%
	Boys	10%	31%	30%	14%	9%	5%
	Girls	9%	27%	28%	17%	13%	6%
Watching TV	All	13%	30%	23%	13%	14%	7%
	Boys	13%	30%	24%	13%	14%	6%
	Girls	14%	29%	23%	13%	14%	7%
Video and computer games	All	19%	26%	21%	11%	17%	7%
	Boys	11%	24%	24%	14%	22%	5%
	Girls	32%	29%	15%	7%	9%	8%

Frequency and Duration of After School Activities

Grade 9 - Your School

After normal school classes have finished for the day, how many days do you normally...	All		Boys		Girls	
	Never	1 to 5 times a week	Never	1 to 5 times a week	Never	1 to 5 times a week
Do organised individual or team sports (for example, basketball, swimming, cricket, football or something else)	33%	67%	20%	80%	60%	40%
Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school etc)	17%	83%	10%	90%	30%	70%
Watch TV (including watching DVDs or online videos)	17%	83%	25%	75%	0%	100%
Play video or computer games (for example, Play-Station, Xbox, multi-user online games)	37%	63%	20%	80%	70%	30%
Use a phone/Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat	3%	97%	5%	95%	0%	100%
Read for fun	30%	70%	40%	60%	10%	90%
Do household chores (example: clean your room, wash dishes, feed a pet, gardening or something else)	40%	60%	45%	55%	30%	70%
Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)	83%	17%	90%	10%	70%	30%
Do arts and crafts (including painting, drawing, or something else)	67%	33%	80%	20%	40%	60%
Go shopping	30%	70%	35%	65%	20%	80%
Hang out with friends	23%	77%	25%	75%	20%	80%
Participate in religious activities (for example, Holy Quran recitation, visit to the mosque/church/temple, prayer or similar)	43%	57%	35%	65%	60%	40%

Days per week	Average Days spent per week	Never	1-2 days per week	3-4 days per week	5 days per week	
Homework	All	3.0	14%	24%	28%	34%
	Boys	3.3	5%	26%	37%	32%
	Girls	2.5	30%	20%	10%	40%
Watching TV	All	3.2	14%	21%	24%	41%
	Boys	2.8	21%	26%	21%	32%
	Girls	4.1	0%	10%	30%	60%
Video and computer games	All	2.4	32%	21%	14%	32%
	Boys	3.2	11%	28%	17%	44%
	Girls	0.9	70%	10%	10%	10%

Time spent per day	Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 plus hours	Not stated	
Homework	All	8%	60%	16%	4%	0%	12%
	Boys	6%	61%	17%	6%	0%	11%
	Girls	14%	57%	14%	0%	0%	14%
Watching TV	All	8%	36%	20%	16%	8%	12%
	Boys	13%	33%	27%	0%	13%	13%
	Girls	0%	40%	10%	40%	0%	10%
Video and computer games	All	0%	16%	21%	16%	32%	16%
	Boys	0%	13%	19%	19%	38%	13%
	Girls	0%	33%	33%	0%	0%	33%

Frequency and Duration of After School Activities

Grade 9 - Dubai

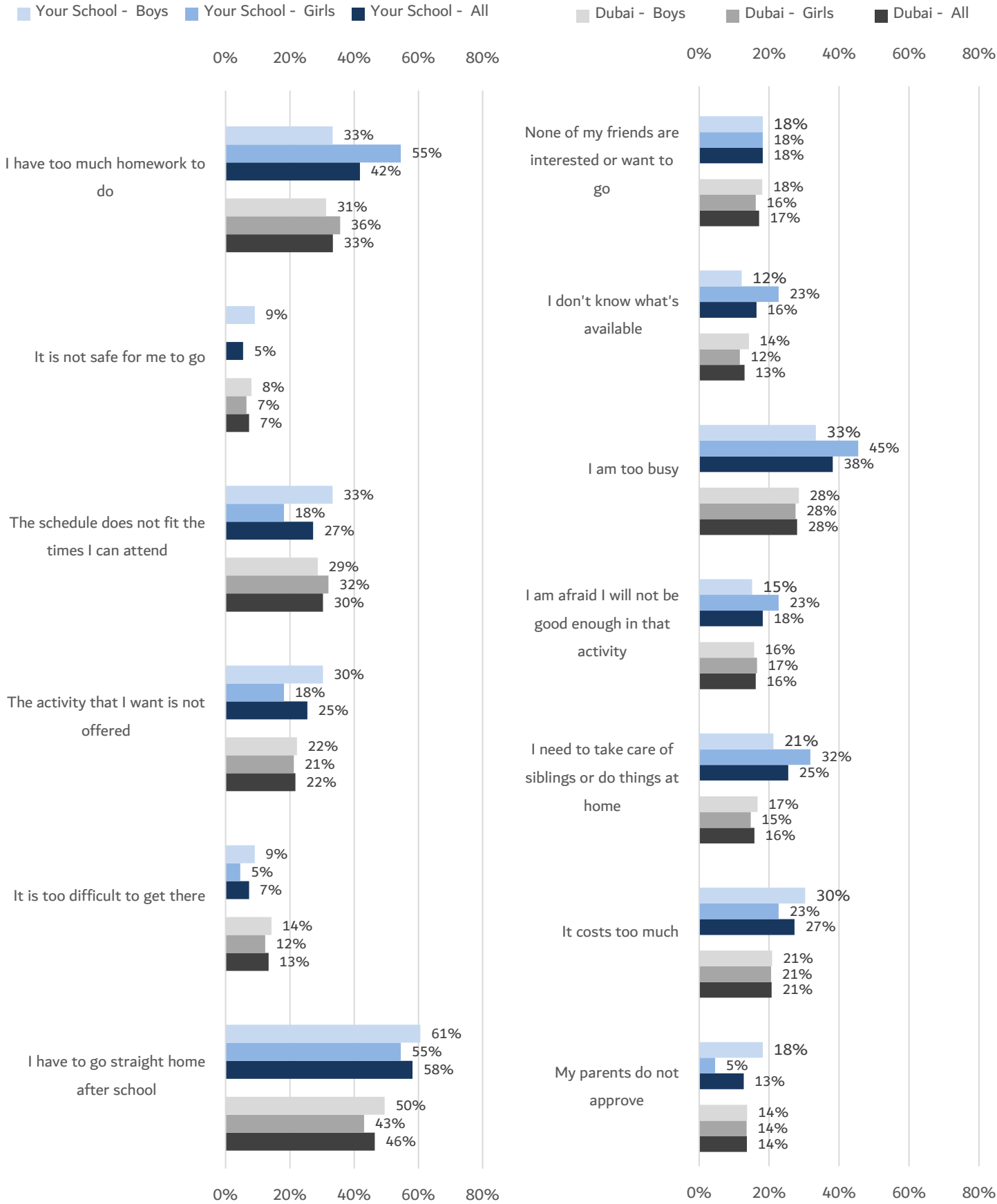
After normal school classes have finished for the day, how many days do you normally...	All		Boys		Girls	
	Never	1 to 5 times a week	Never	1 to 5 times a week	Never	1 to 5 times a week
Do organised individual or team sports (for example, basketball, swimming, cricket, football or something else)	26%	74%	18%	82%	34%	66%
Do homework, and/or participate in educational lessons or activities (for example, tutoring, maths, language school etc)	16%	84%	15%	85%	16%	84%
Watch TV (including watching DVDs or online videos)	12%	88%	13%	87%	10%	90%
Play video or computer games (for example, Play-Station, Xbox, multi-user online games)	38%	62%	20%	80%	56%	44%
Use a phone/Internet to text or chat with friends and/or go on social networking sites like Facebook, Instagram, Snapchat	10%	90%	11%	89%	8%	92%
Read for fun	25%	75%	29%	71%	21%	79%
Do household chores (example: clean your room, wash dishes, feed a pet, gardening or something else)	19%	81%	22%	78%	17%	83%
Music lessons or practice a musical instrument (for example, drums, guitar, violin, piano, singing or something else)	62%	38%	64%	36%	60%	40%
Do arts and crafts (including painting, drawing, or something else)	47%	53%	56%	44%	37%	63%
Go shopping	24%	76%	26%	74%	21%	79%
Hang out with friends	27%	73%	22%	78%	32%	68%
Participate in religious activities (for example, Holy Quran recitation, visit to the mosque/church/temple, prayer or similar)	30%	70%	26%	74%	33%	67%

Days per week	Average Days spent per week	Never	1-2 days per week	3-4 days per week	5 days per week	
Homework	All	3.1	13%	23%	27%	37%
	Boys	3.1	12%	24%	30%	34%
	Girls	3.1	14%	22%	24%	39%
Watching TV	All	3.5	8%	21%	20%	50%
	Boys	3.5	9%	21%	20%	50%
	Girls	3.6	7%	22%	21%	50%
Video and computer games	All	1.9	36%	29%	16%	20%
	Boys	2.7	17%	32%	22%	30%
	Girls	1.2	55%	26%	9%	10%

Time spent per day	Less than 30 mins	30 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 plus hours	Not stated	
Homework	All	9%	26%	30%	17%	13%	6%
	Boys	10%	28%	31%	15%	10%	5%
	Girls	7%	23%	28%	19%	16%	6%
Watching TV	All	13%	30%	25%	13%	13%	7%
	Boys	13%	29%	25%	13%	13%	6%
	Girls	13%	30%	24%	13%	13%	7%
Video and computer games	All	18%	26%	21%	12%	17%	6%
	Boys	11%	24%	24%	14%	21%	6%
	Girls	31%	29%	14%	8%	9%	8%

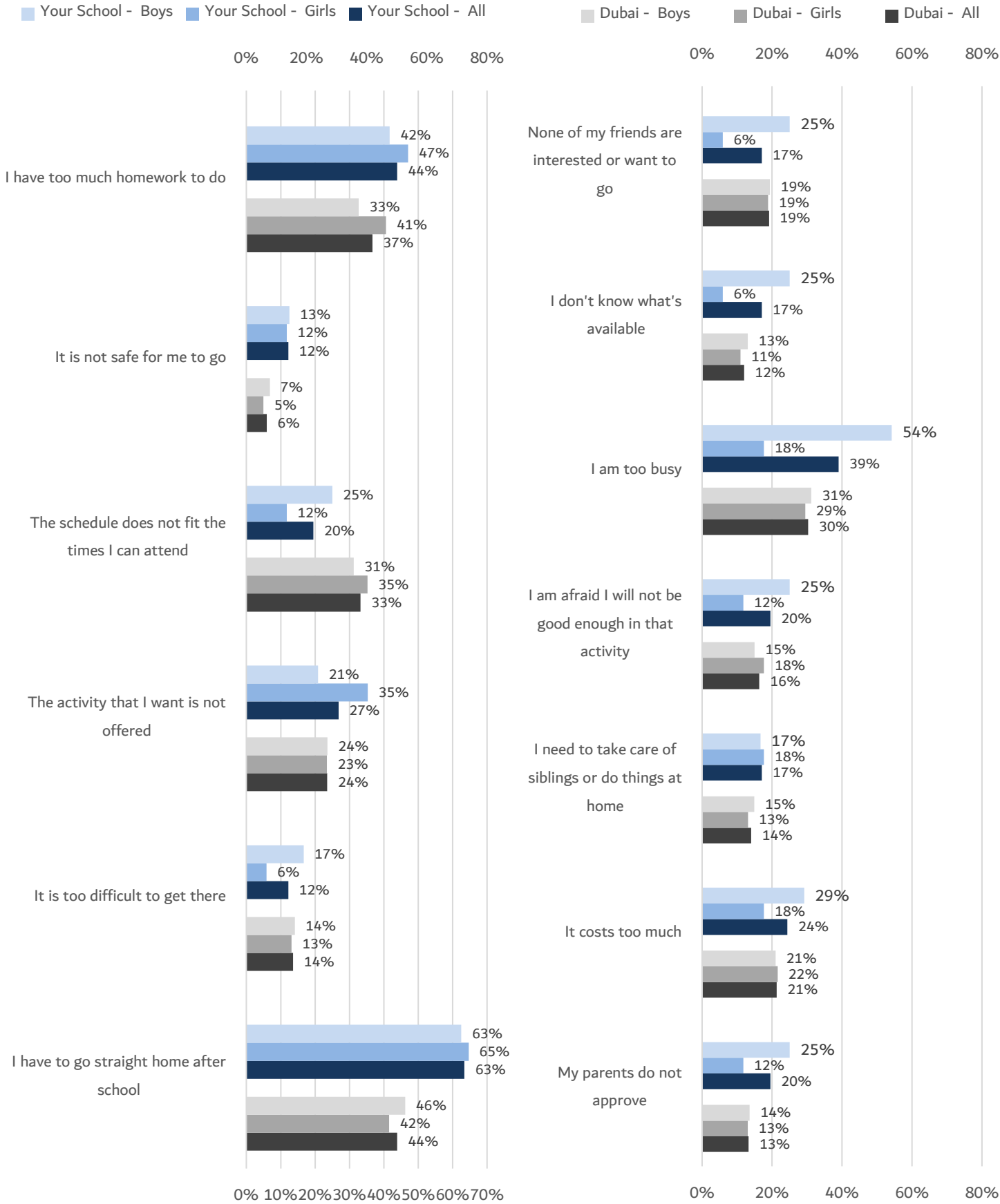
Perceived Barriers to Participating in Desired After School Activities

Grade 6



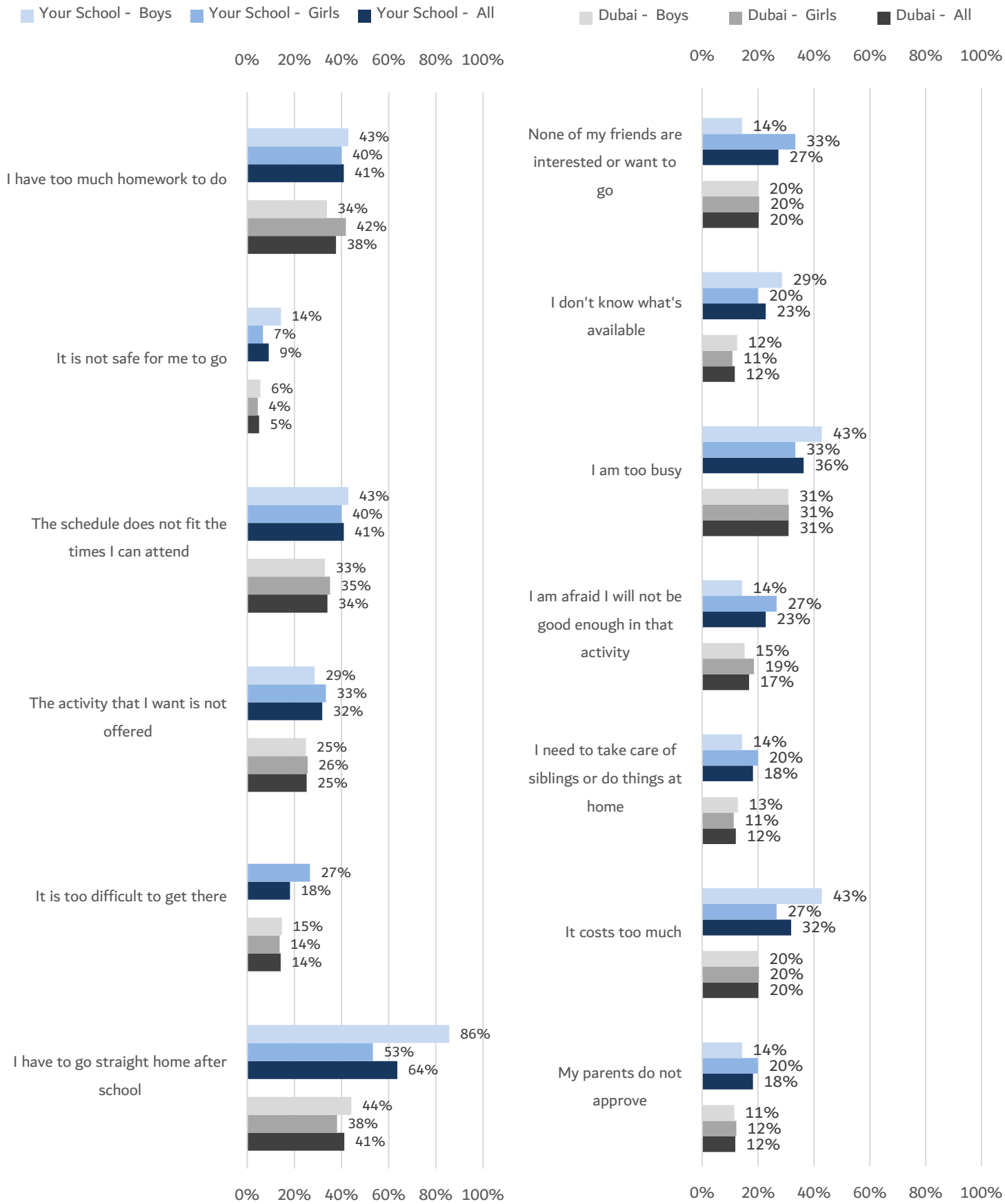
Perceived Barriers to Participating in Desired After School Activities

Grade 7



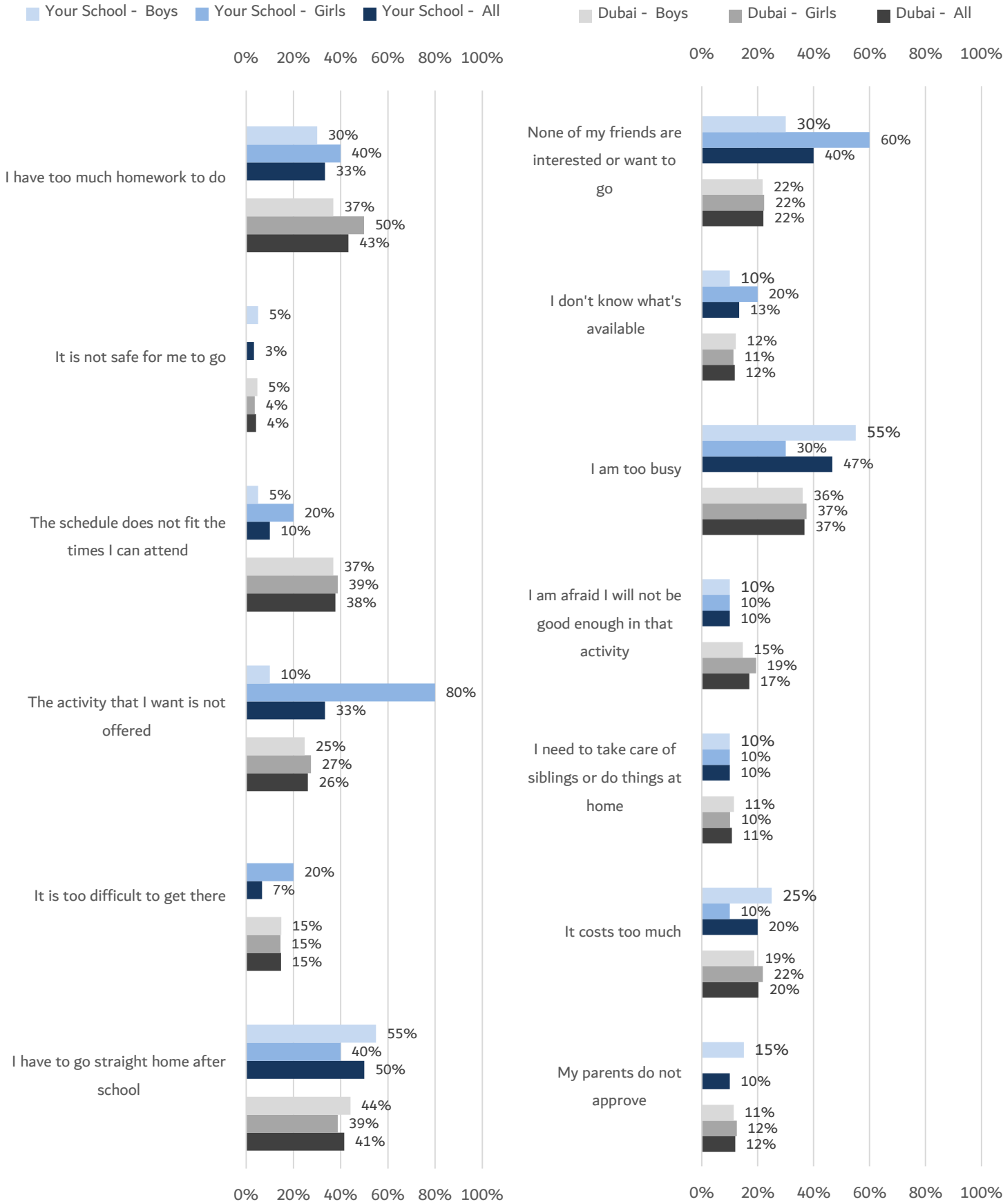
Perceived Barriers to Participating in Desired After School Activities

Grade 8



Perceived Barriers to Participating in Desired After School Activities

Grade 9



Congratulations! You've reached the last page of your school's Dubai Student Wellbeing Census report. Do you feel like you know more about your school's students now? The next step is to share this information and work collaboratively with others in your school community to continue to improve student wellbeing. YALLA!

Produced in collaboration with the Department for Education and Child Development, Government of South Australia.

If you have any comments about the Dubai Student Wellbeing Census, please contact wellbeingcensus@khda.gov.ae

See you next year!