



Connected, Protected, Respected™

STUDENT RESILIENCE SURVEY

Cross-Sectional Report

For comparing **year levels** *in a given year*.

Core Data Moreland City Council
Comparison Data Australia (to Jan 2020)
Years 2020
Date Generated 16/10/2020

responses (core/comparison):

		Year Levels				
		3	4	5	6	
Female		40/2k	122/3k	196/4k	235/3k	593/12k
Male		35/2k	127/3k	196/4k	206/3k	564/12k
		75/4k	249/6k	392/7k	441/7k	1157/25k

helpdesk@resilientyouth.org

The CPR of Resilience

The Student Resilience Survey was developed in collaboration with the Department of Psychology, Social Work and Social Policy at the University of South Australia.

We have surveyed more than 1300 schools and 350,000 young people aged 7-19 across every state and territory in Australia.

Our survey captures the essential ingredients of a resilient life for young people and reports it as being 'Connected Protected Respected™' (CPR). We call this the CPR of Wellbeing.

The Resilience Survey puts in your hands up-to-the-minute data on the resilience and mental health of your (non-identified) young people.

We provide you with your own School Portal that gives you access to your survey data, and the tools to generate reports on demand that focus on the student strengths and challenges that most interest you.

This Cross-Sectional Report allows you to compare year levels in a given year, and each year level against comparison data (where available).

We know that you will find your Resilience Survey data insightful and a practical starting point your intentional efforts to Connect Protect Respect your students.

Please don't hesitate to contact us if we can be of further assistance.

Best wishes,



Dr Andrew Wicking

Founding Director,
Resilient Youth Australia

Adjunct Research Associate,
University of South Australia



The development team behind the survey: John Hendry OAM (far left), Dr Stephanie Centofanti (UniSA), Professor Kurt Lushington (UniSA), Dr Andrew Wicking (RYA), Professor Jill Dorrian (UniSA) and Peter Wicking (RYA).

The Student Resilience Survey does **NOT** identify individual students; diagnose individual students; assess success or failure; compare individual students, classrooms or schools. All data is anonymous, non-identified and aggregated.

Our Reporting Areas

CONNECTED: to be connected to yourself and to others



Positive Relationships: Good relationships are associated with significantly increased thriving and with a lower involvement in a range of risky behaviours.

Social Skills: The skills that young people need to interact with others in their world, such as navigating cultural differences, building friendships, and resolving conflicts peacefully.

Understanding Self: The ability to identify, recognise and describe the things that influence emotions is an essential part of developing social skills and positive relationships.

PROTECTED: to protect yourself and be protected by others



Safety: A young person feeling safe across different life contexts is essential to a sense of being valued by adults and the communities in which they live.

Healthy Mind and Body: The ability to manage worry and stress and remain confident is essential, and involves good sleep, healthy diet, regular exercise and staying away from unhealthy substances.

Learning Engagement: Student motivation and engagement in learning is highly correlated with positive wellbeing and life outcomes.

RESPECTED: to respect yourself and be respected by others



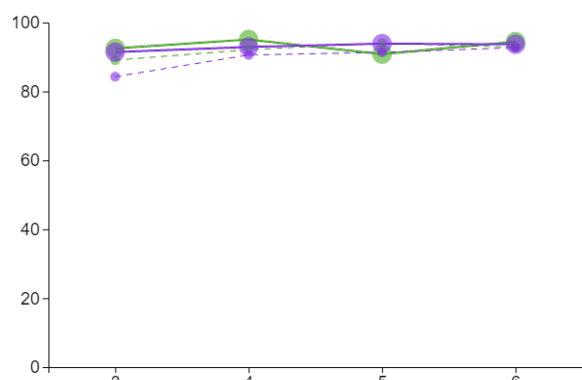
Positive Attitude: This reflects a young person's emerging identity, and includes self-esteem, optimism, and a growing sense of purpose in life.

Positive Values: Deepening personal values is a crucial aspect of a young person's development, and eventually leads to deep commitments that guide how they think and act.

Positive Contribution: Wanting to contribute to their world is an essential part of growing into a personally fulfilled and active member of society.

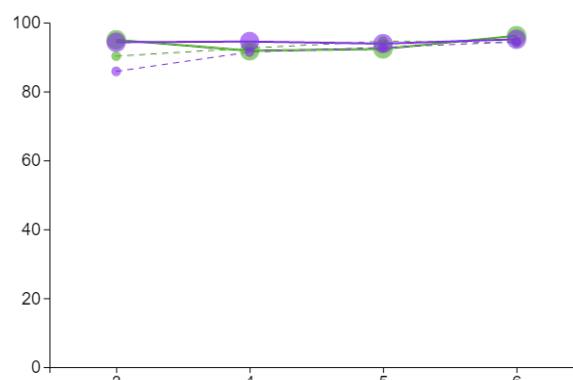
Connected / Positive Relationships

ry2 - love and support from family



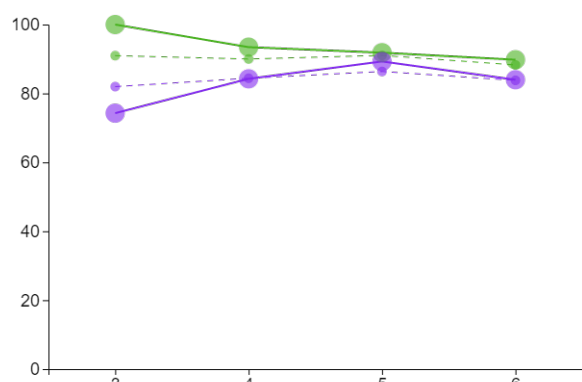
F	93	95	91	94
	89	92	94	93
M	91	93	94	94
	84	91	91	93

ry5 - parents/carers who encourage me



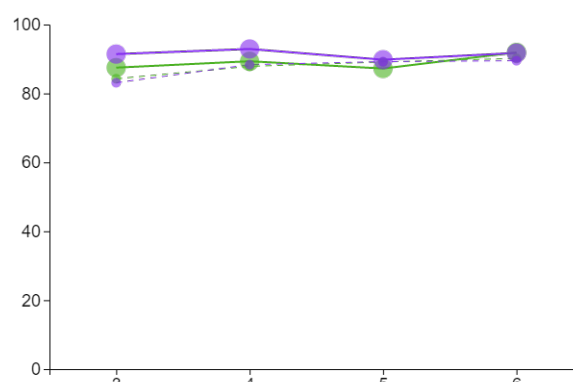
F	95	92	92	96
	90	93	95	94
M	94	94	94	95
	86	91	93	94

ry3 - teacher at school who cares



F	100	93	92	90
	91	90	91	88
M	74	84	89	84
	82	84	86	84

sun5 - spend time with friends



F	88	89	87	92
	84	88	89	90
M	91	93	90	92
	83	88	89	90

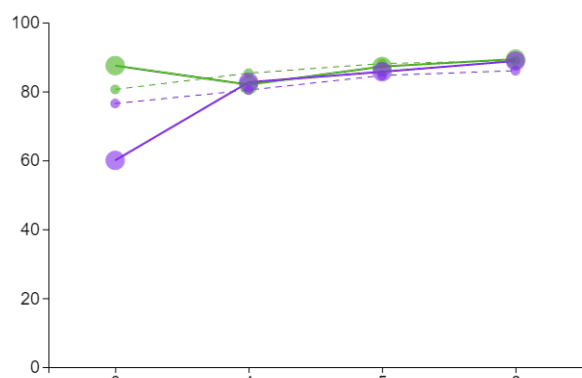
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



Graphs and tables present the percentage of **students** who responded favourably to each item.

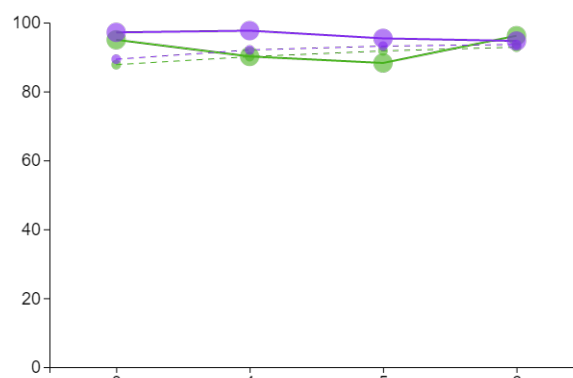
Connected / Positive Relationships

ry4 - teachers who encourage



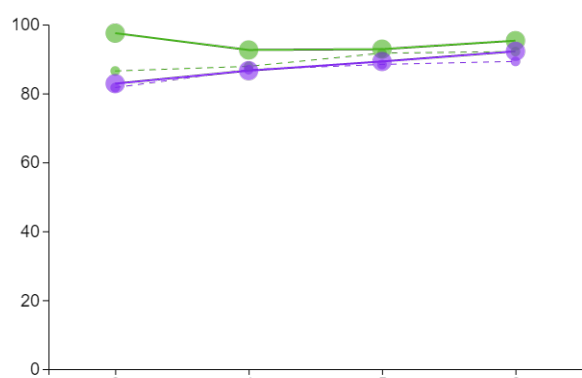
F	88	82	87	89
	81	85	88	89
M	60	83	86	89
	77	80	85	86

ry6 - at least one good friend at school



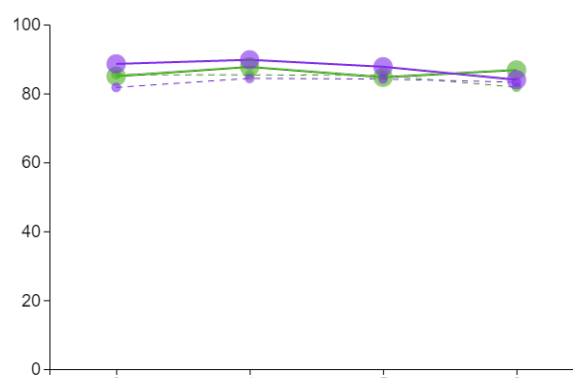
F	95	90	88	96
	88	90	92	93
M	97	98	95	95
	89	92	93	94

ry7 - adult who set a good example



F	98	93	93	95
	87	88	92	92
M	83	87	89	92
	82	87	88	89

ry27 - adult in my life who can talk to



F	85	88	85	87
	85	85	85	82
M	89	90	88	84
	82	84	84	83

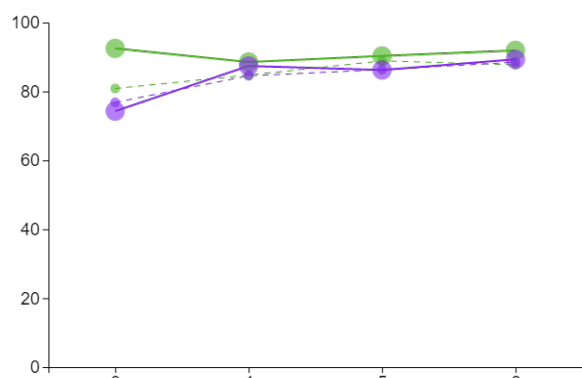
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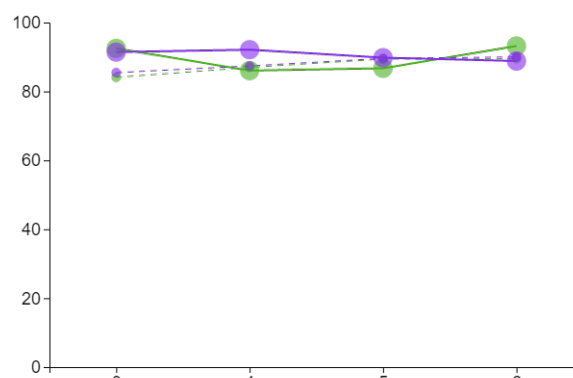
Connected / Social Skills

ry8 - parent/carer who listens to me



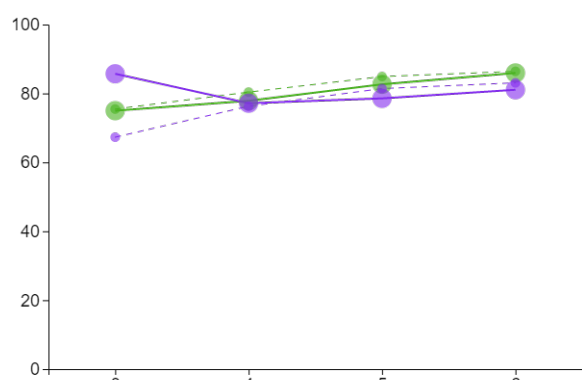
F	93	89	90	92
	81	85	89	88
M	74	87	86	89
	77	85	86	89

ry9 - good at keeping friends



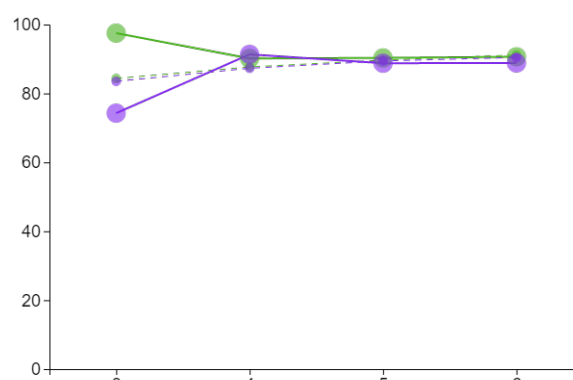
F	93	86	87	93
	84	87	89	90
M	91	92	90	89
	85	87	90	90

ry10 - get along with people who are different from me



F	75	78	83	86
	75	80	85	86
M	86	77	79	81
	67	76	81	83

ry29 - can disagree about things and still be friends



F	98	90	90	91
	84	88	90	91
M	74	91	89	89
	84	87	89	90

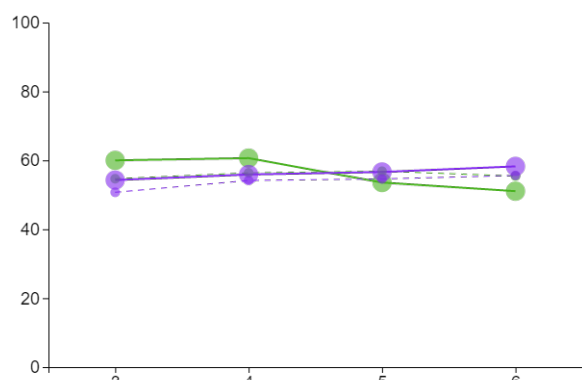
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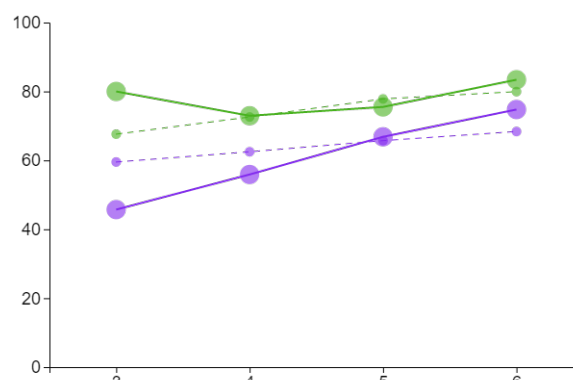
Connected / Understanding Self

ry11 - can talk about things if they upset me



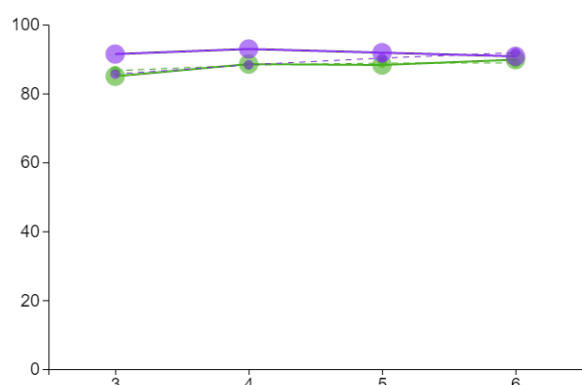
F	60	61	54	51
	55	56	57	55
M	54	56	57	58
	51	54	55	56

ry12 - find it easy to keep out of trouble



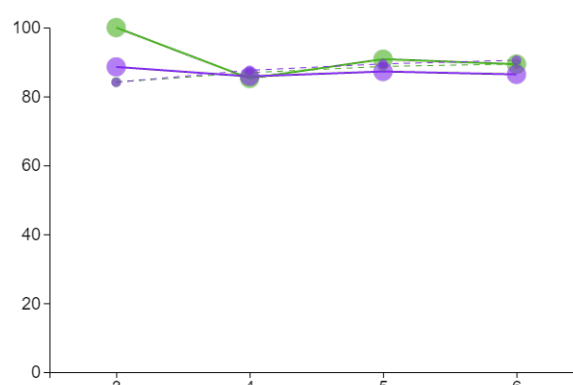
F	80	73	76	83
	68	73	78	80
M	46	56	67	75
	60	62	66	68

chs1 - think I am doing pretty well



F	85	89	88	90
	87	88	89	89
M	91	93	92	91
	86	88	90	92

chs2 - can think of many ways to get important things



F	100	85	91	89
	84	87	89	89
M	89	86	87	86
	84	88	89	91

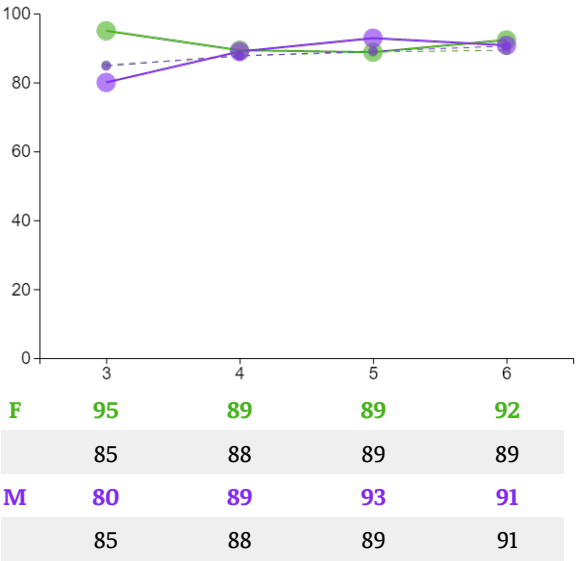
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



Graphs and tables present the percentage of **students** who responded favourably to each item.

Connected / Understanding Self

chs3 - doing as well as other kids



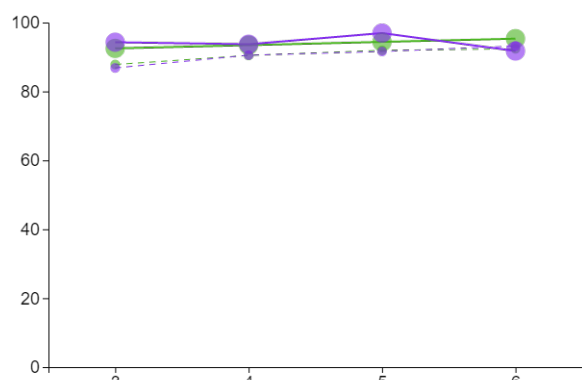
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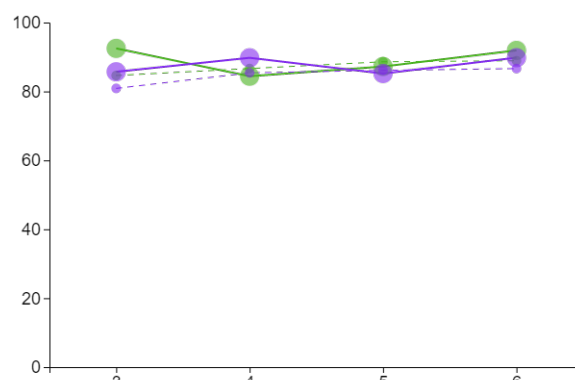
Protected / Safety

ry13 - feel safe at home



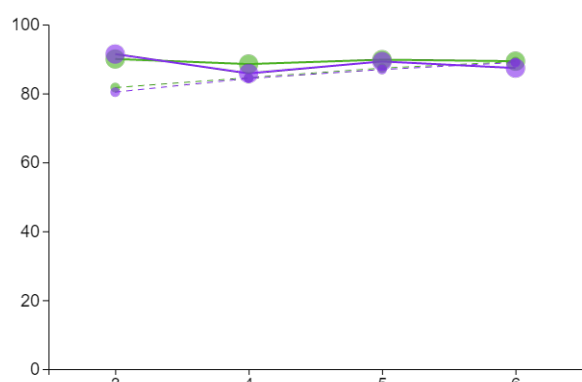
F	93	93	94	95
	88	90	92	92
M	94	94	97	92
	87	91	92	93

ry14 - feel safe at school



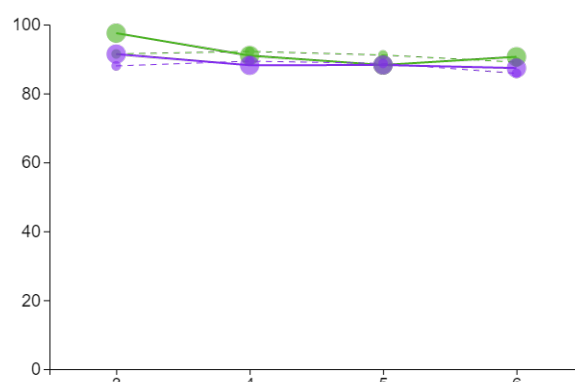
F	93	84	87	92
	85	87	89	89
M	86	90	85	90
	81	85	86	87

ry15 - feel safe in the area where I live



F	90	89	90	89
	82	85	87	89
M	91	86	89	87
	80	84	87	89

ry30 - school gives students clear rules



F	98	91	88	91
	91	92	91	89
M	91	88	88	87
	88	89	89	86

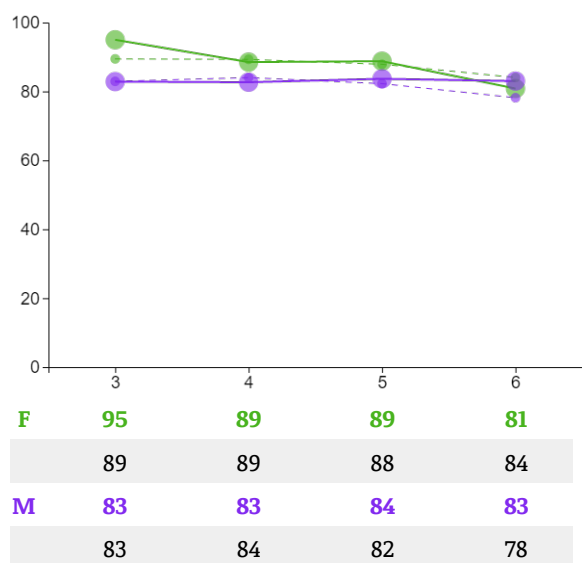
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



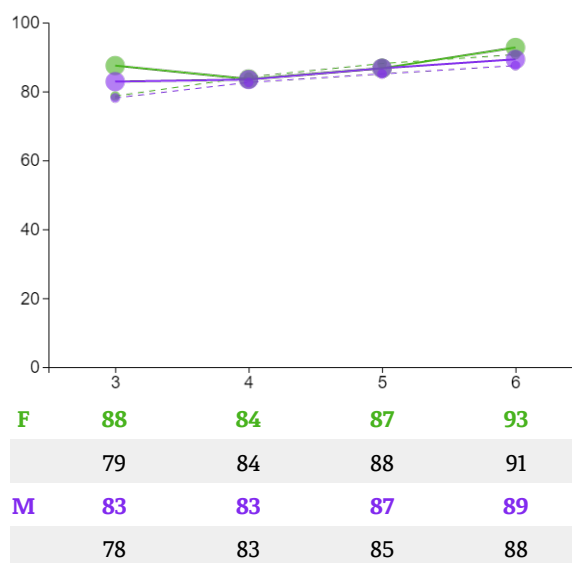
Graphs and tables present the percentage of **students** who responded favourably to each item.

Protected / Safety

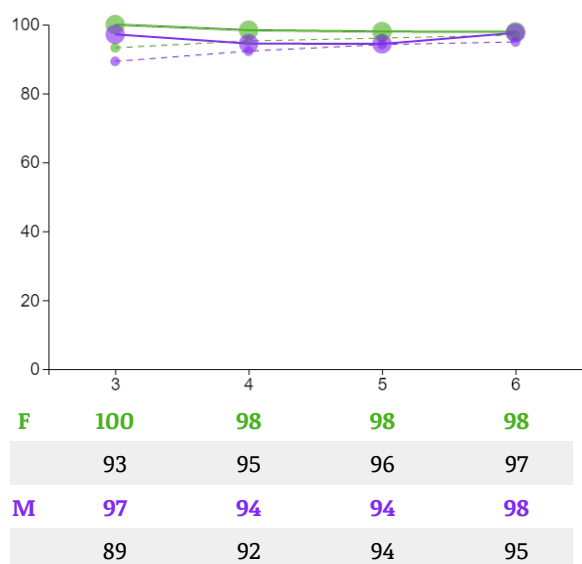
ry31 - school enforces rules fairly



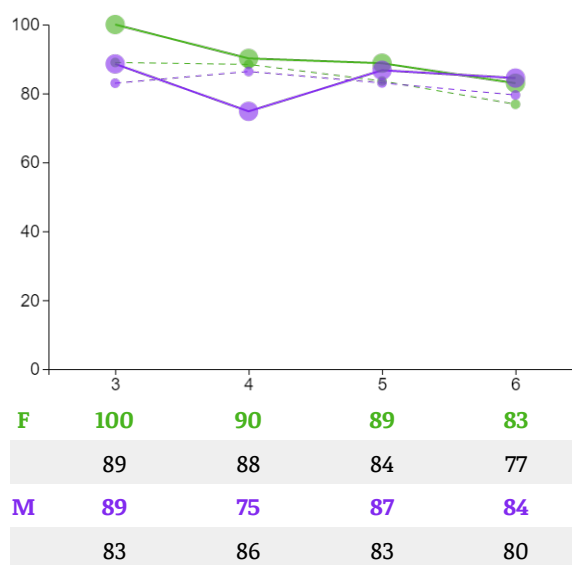
sun11 - not bullied at school



sun12 - not bullied online



cyb1 - not texting online between 10pm/midnight and 6am



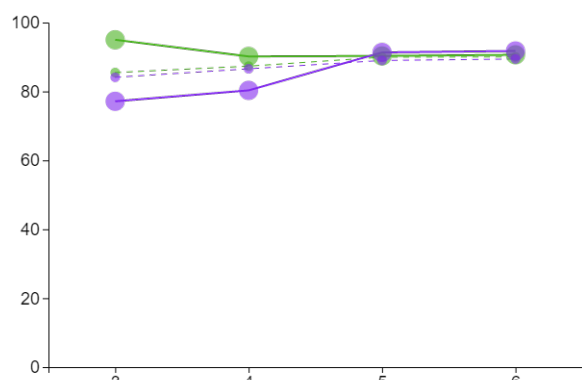
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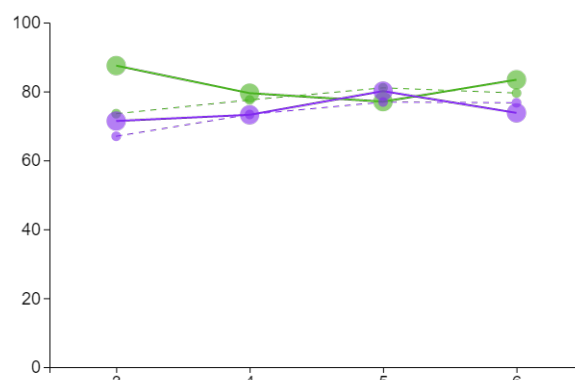
Protected / Healthy Body

sun4 - eat well to stay well



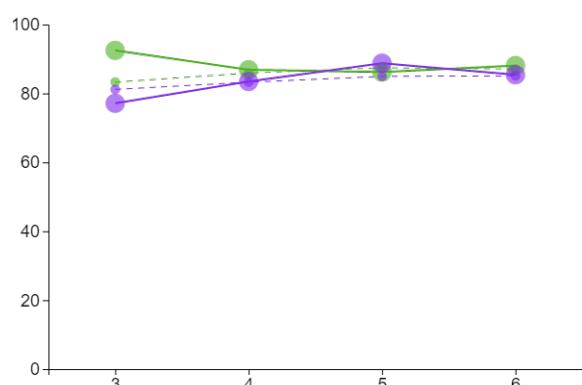
F	95	90	90	91
	85	87	90	90
M	77	80	91	92
	84	87	89	89

sun3 - get at least 8 hours of sleep most nights



F	88	80	77	83
	74	78	81	80
M	71	73	80	74
	67	73	77	77

sun1 - keep physically fit



F	93	87	86	88
	83	86	87	87
M	77	83	89	85
	81	83	85	85

Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.

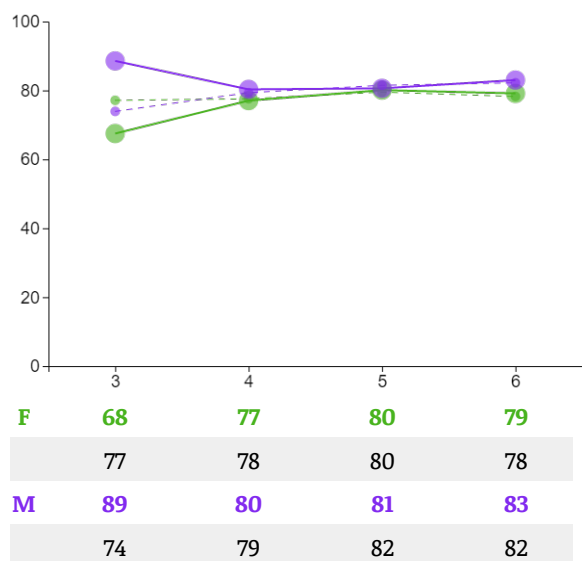


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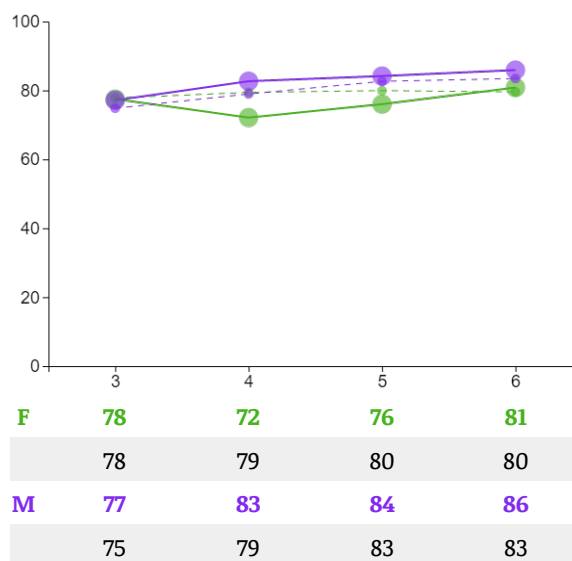
Protected / Healthy Mind (PHQ-4)

Over the last 2 weeks, how often have you been bothered by the following problems?

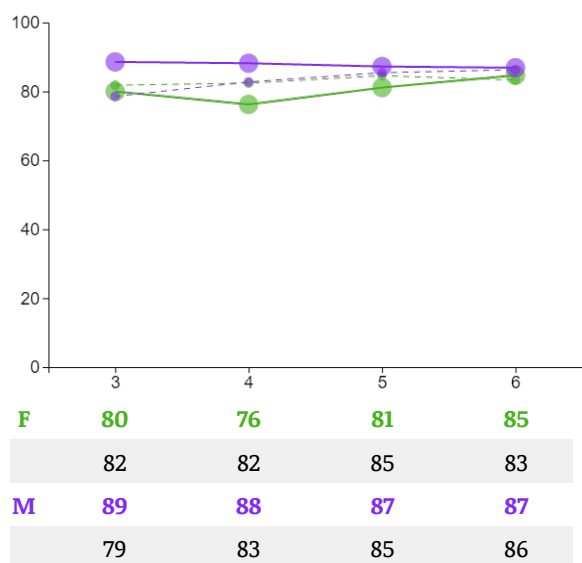
ph1 - not feeling nervous, anxious, or on edge



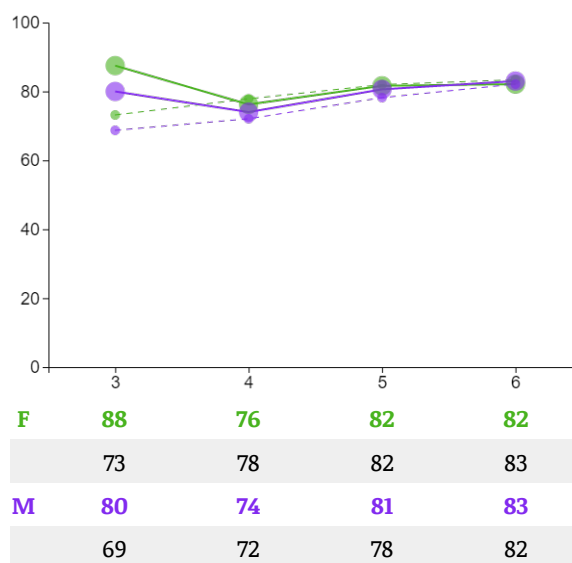
ph2 - able to control worrying



ph3 - not feeling down, depressed, or hopeless



ph4 - take interest or pleasure in doing things



Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.

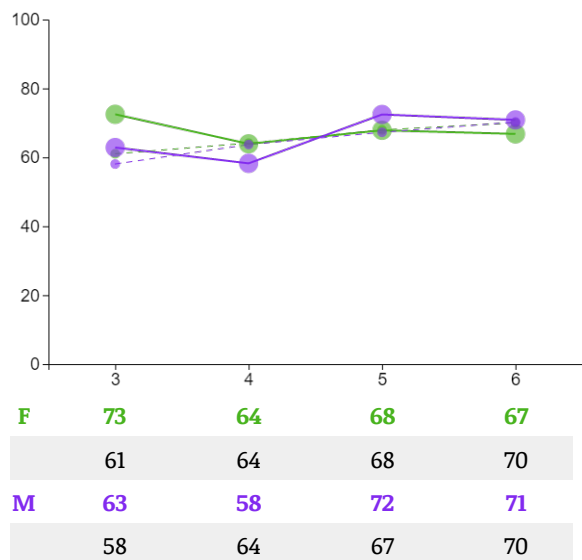


Graphs and tables present the percentage of **students** who responded favourably to each item.

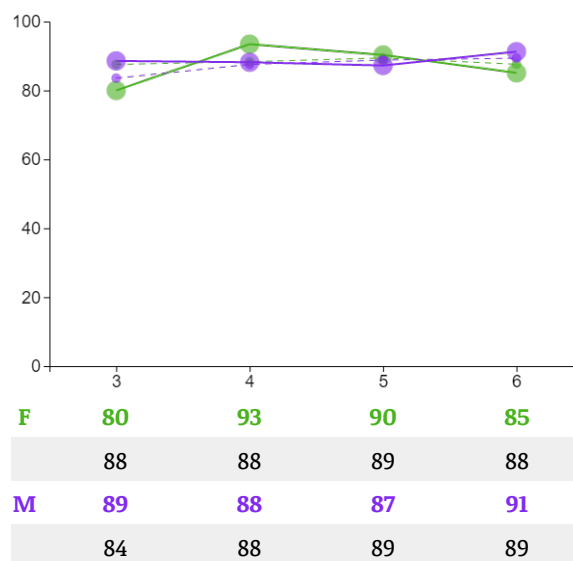
Protected / Healthy Mind (PHQ)

Over the last 2 weeks, how often have you been bothered by the following problems?

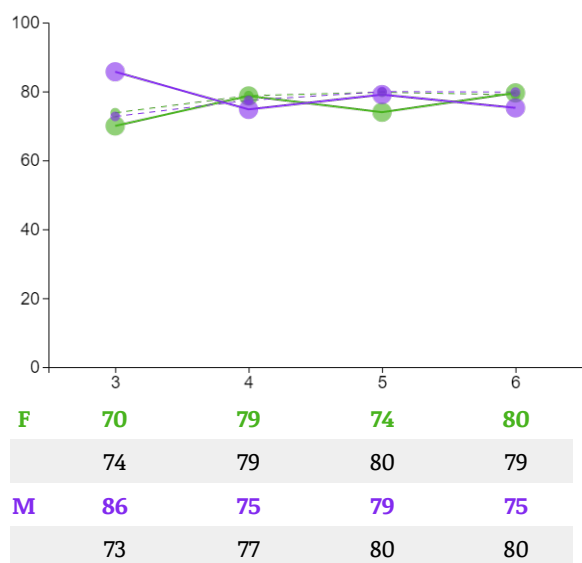
phq3 - not having trouble sleeping or sleeping too much



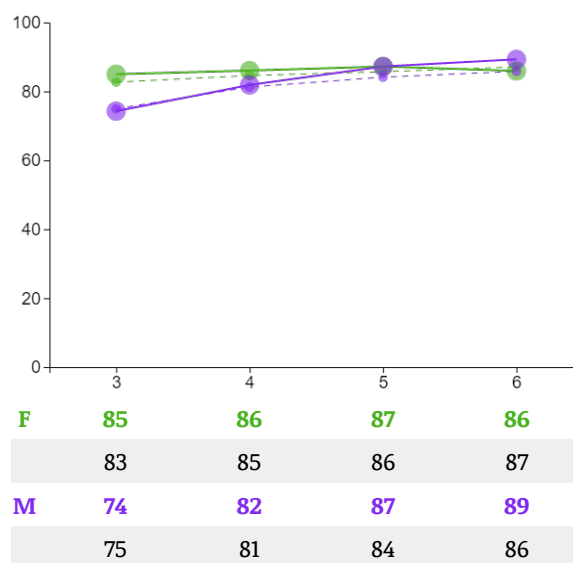
phq4 - no poor appetite, weight loss or overeating



phq5 - not feeling tired or low on energy



phq7 - no trouble concentrating



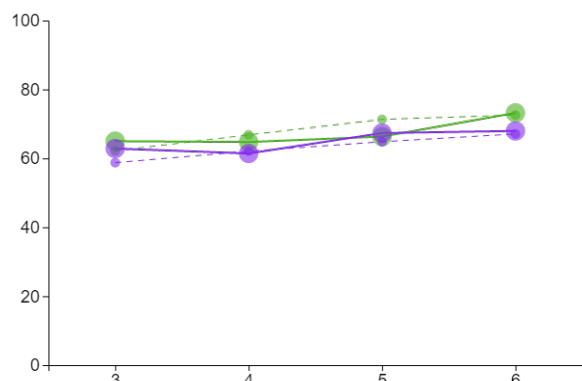
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Graphs and tables present the percentage of **students** who responded favourably to each item.

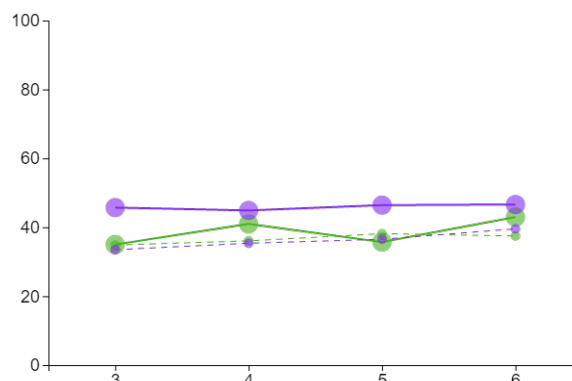
Protected / Healthy Mind (CSI-4) [adapted]

cop1 - not avoiding thinking or doing anything about problems



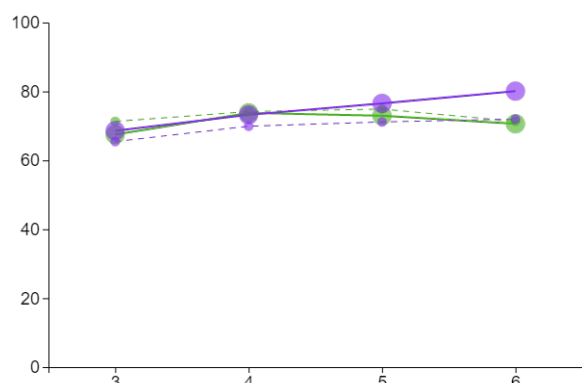
F	65	65	66	73
	62	67	71	73
M	63	61	67	68
	59	62	65	67

cop2 - not wishing problems go away or be over with



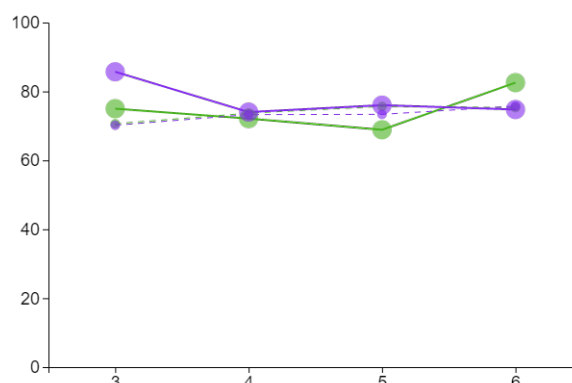
F	35	41	36	43
	35	36	38	37
M	46	45	46	47
	33	35	37	40

cop3 - not criticising self for what is happening



F	68	74	73	71
	71	74	75	71
M	69	73	77	80
	65	70	71	72

cop4 - not spending more time alone



F	75	72	69	83
	71	74	76	75
M	86	74	76	75
	70	73	73	76

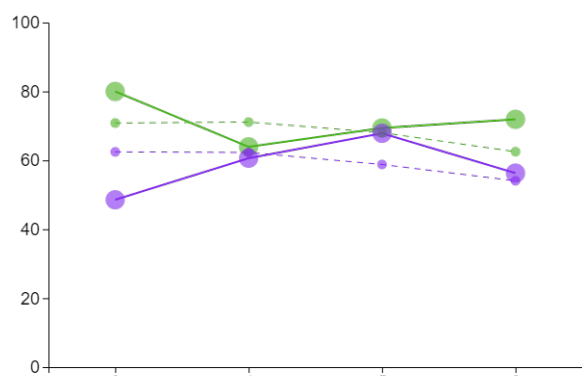
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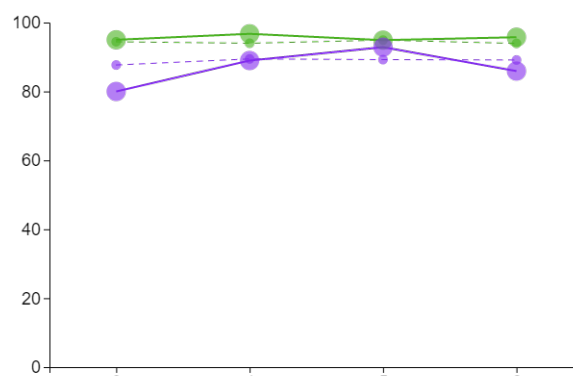
Protected / Learning Engagement

ry16 - read for fun



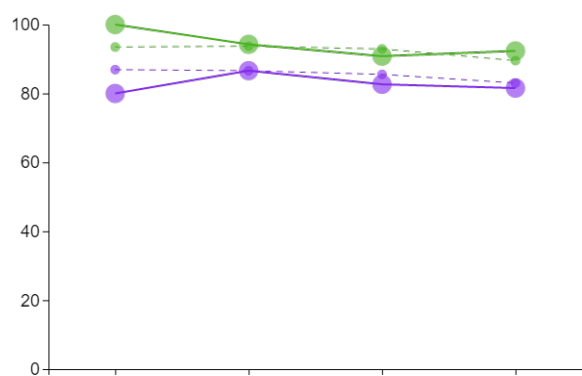
F	80	64	69	72
	71	71	68	63
M	49	61	68	56
	62	62	59	54

ry17 - try hard at school



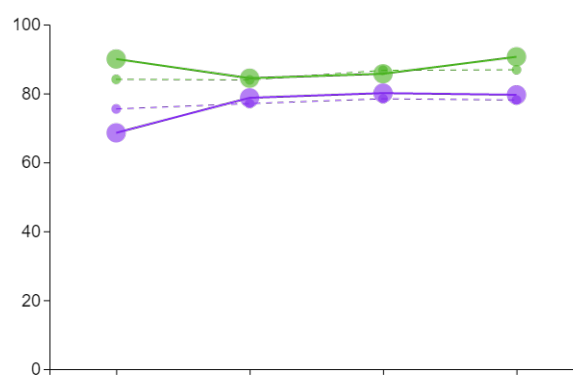
F	95	97	95	96
	94	94	95	94
M	80	89	93	86
	88	89	89	89

ry18 - care about my school



F	100	94	91	92
	93	94	93	90
M	80	87	83	82
	87	87	86	83

ry19 - do my homework



F	90	84	86	91
	84	84	87	87
M	69	79	80	80
	76	77	78	78

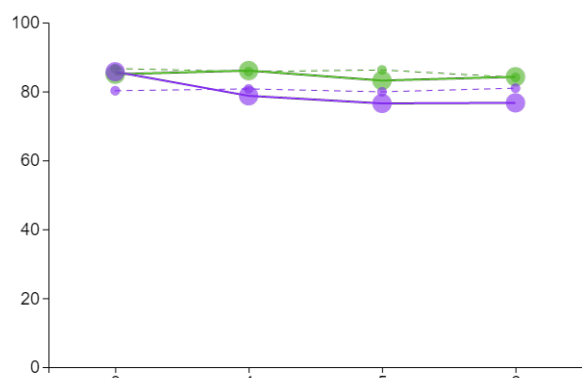
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



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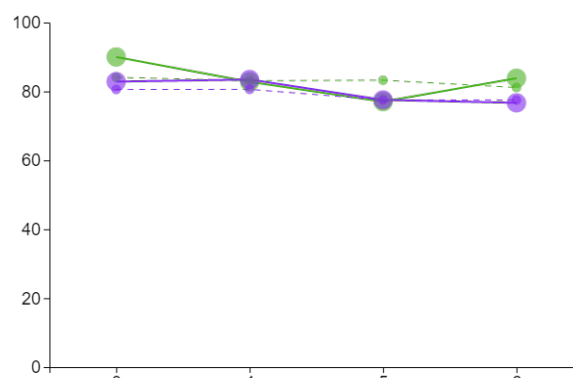
Protected / Learning Engagement

ry20 - enjoy learning new things at school



F	85	86	83	84
	87	86	86	84
M	86	79	77	77
	80	81	80	81

ry28 - have fun at school



F	90	83	77	84
	84	83	83	81
M	83	83	78	77
	81	81	78	78

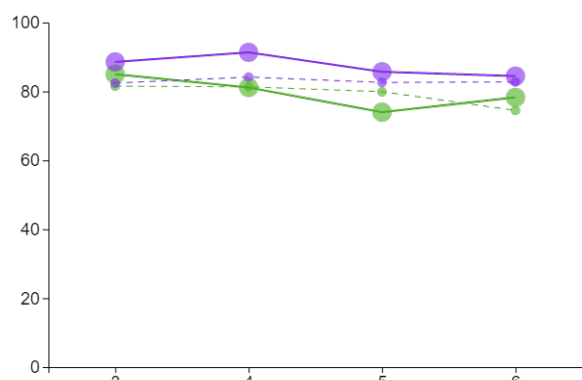
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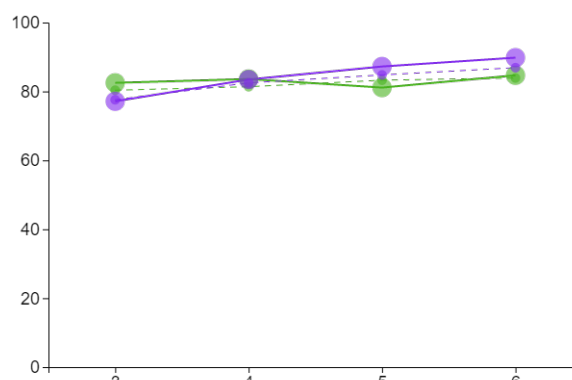
Respected / Positive Attitude

ry21 - feel good about myself



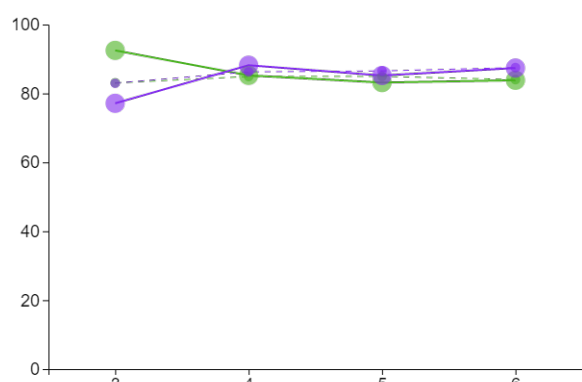
F	85	81	74	78
	82	81	80	75
M	89	91	86	84
	82	84	83	83

chs4 - can come up with ways to solve problems



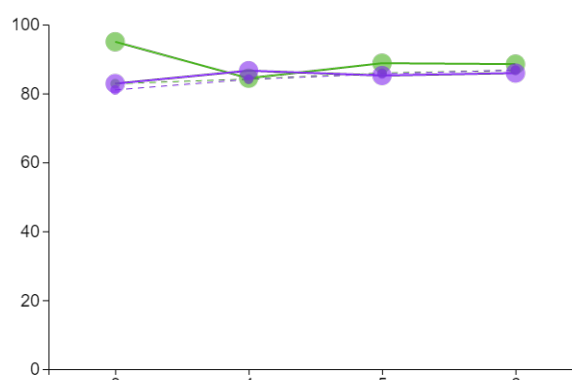
F	83	84	81	85
	80	81	83	84
M	77	83	87	90
	78	82	85	87

chs5 - past experiences will help me in the future



F	93	85	83	84
	83	85	85	84
M	77	88	85	87
	83	86	87	88

chs6 - know that I can find a way to solve the problem



F	95	84	89	89
	83	84	86	87
M	83	87	85	86
	81	84	86	87

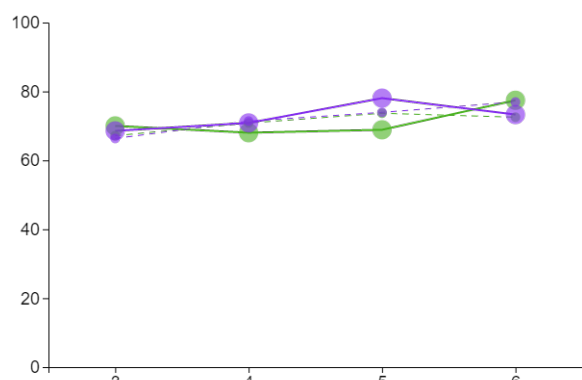
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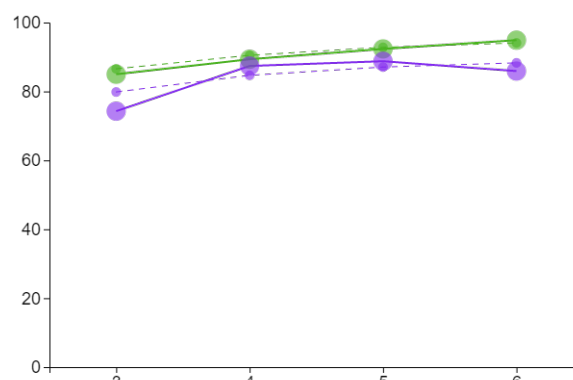
Respected / Positive Values

tru1 - able to trust other people



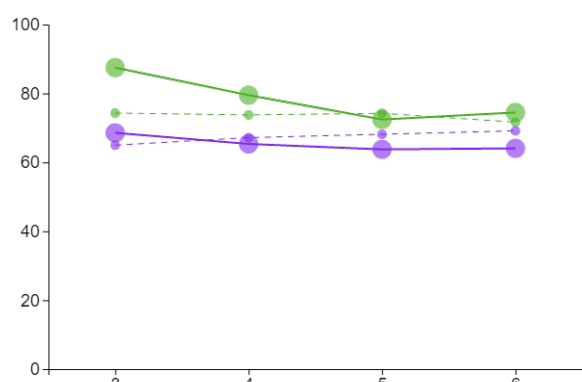
F	70	68	69	77
	67	71	74	73
M	69	71	78	73
	66	71	74	77

tru2 - am trustworthy



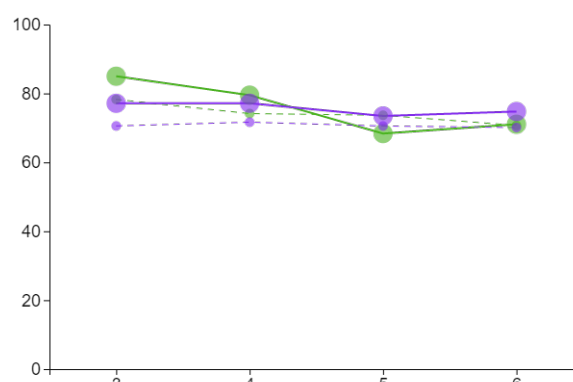
F	85	89	92	95
	87	90	93	94
M	74	87	89	86
	80	85	87	88

for1 - forgive others who are mean to me



F	88	80	72	74
	74	74	74	72
M	69	65	64	64
	65	67	68	69

for2 - forgive myself when I mess up



F	85	80	68	71
	78	74	74	71
M	77	77	73	75
	71	72	71	70

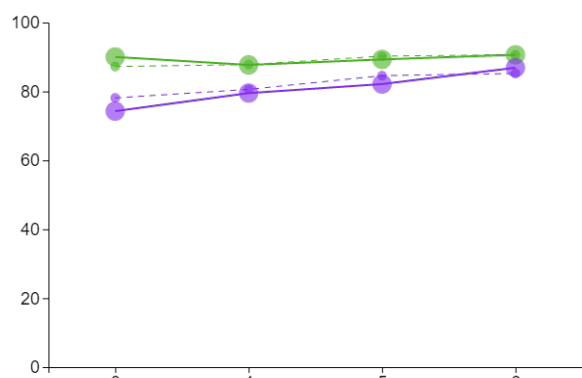
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



Graphs and tables present the percentage of **students** who responded favourably to each item.

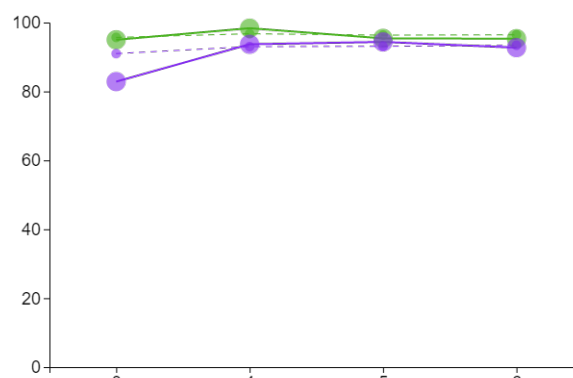
Respected / Positive Values

ry23 - take responsibility for my actions



F	90	88	89	91
	87	88	90	91
M	74	80	82	87
	78	81	85	85

ry24 - think it is important to help other people



F	95	98	95	95
	96	97	96	96
M	83	94	94	93
	91	93	93	93

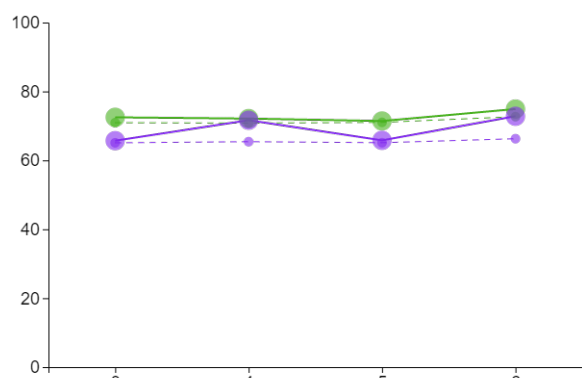
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



Graphs and tables present the percentage of **students** who responded favourably to each item.

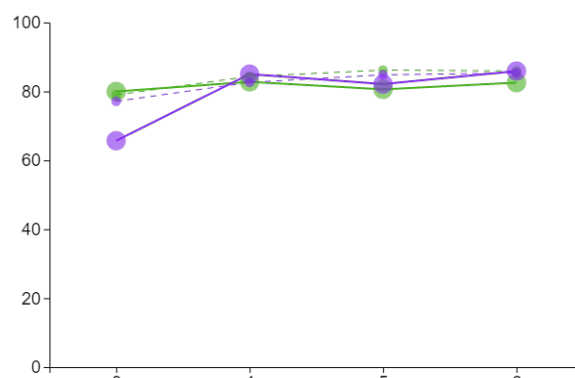
Respected / Positive Contribution

ry22 - given useful jobs at school



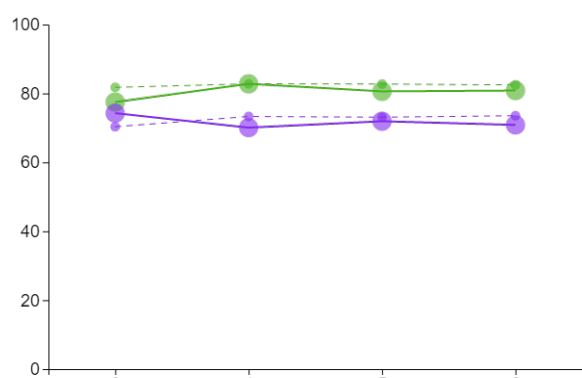
F	73	72	71	75
	71	71	71	73
M	66	72	66	73
	65	65	65	66

ry25 - involved in at least one extra-curricular



F	80	83	81	83
	79	84	86	86
M	66	85	82	86
	77	83	85	85

ry26 - give my time to help others



F	78	83	81	81
	82	83	83	82
M	74	70	72	71
	70	73	73	74

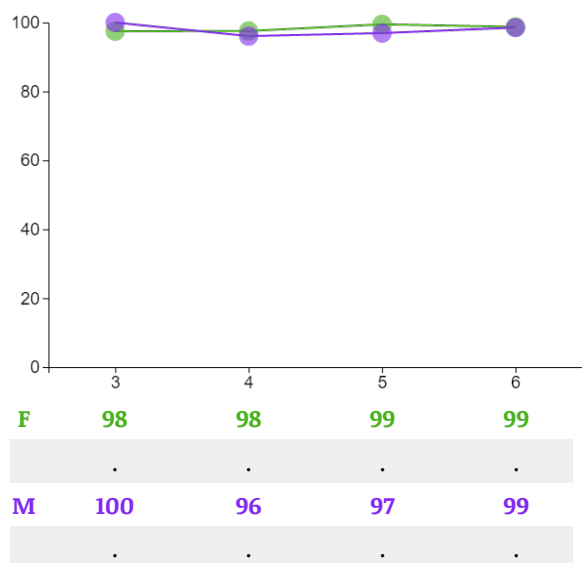
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



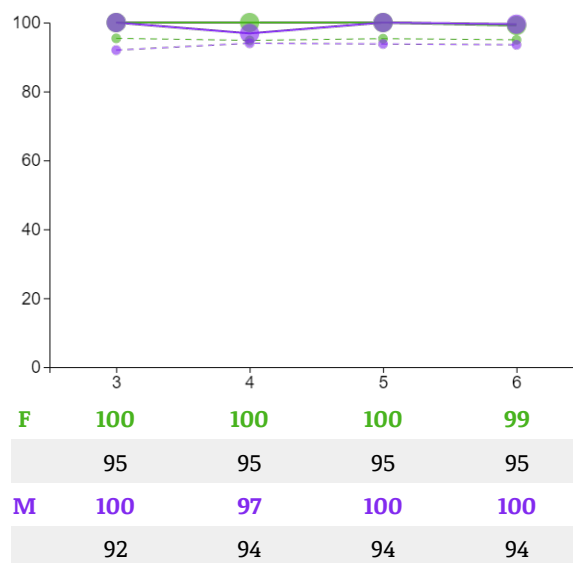
Graphs and tables present the percentage of **students** who responded favourably to each item.

Risky Behaviours

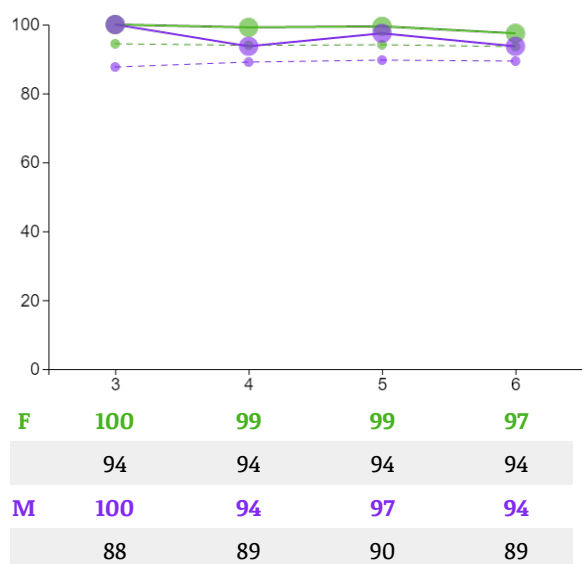
ry32 - do not vape or use e-cigarettes



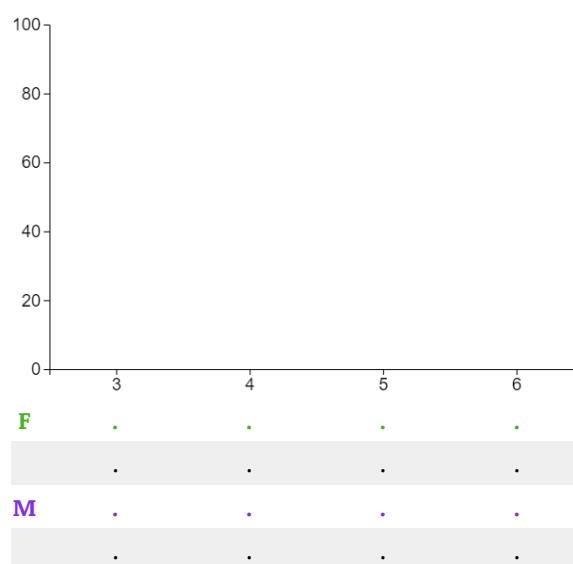
aud1 - do not smoke cigarettes



aud2 - do not drink alcohol



gam2 - not playing excessive online games



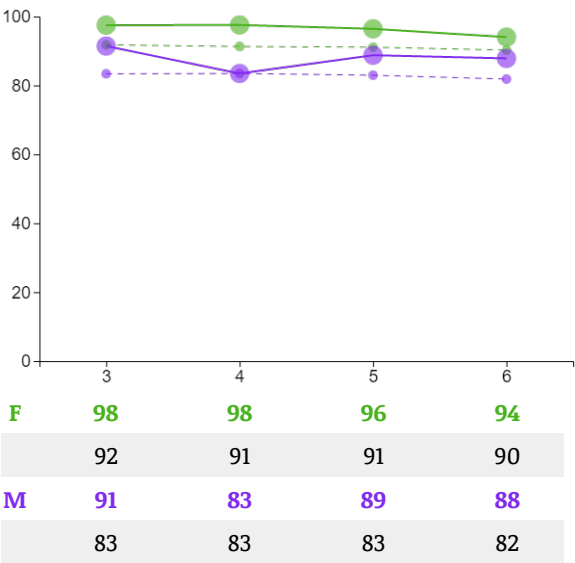
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



Graphs and tables present the percentage of **students** who responded favourably to each item.

Risky Behaviours

sun10 - have not threatened to physically hurt someone



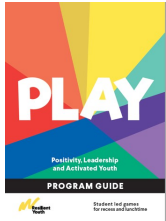
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



Graphs and tables present the percentage of **students** who responded favourably to each item.

We deliver a range of Student Programs and Professional Development Workshops on site that support the building of resilience and wellbeing in conjunction with the Student Resilience Survey.

Student Programs



PLAY

Full day training for up to thirty (30) Grade 5/6 student leaders. Student Leaders learn to facilitate safe and fun games for other students, including younger students, at school during break times.



Game Changers

Full one-day training program for up to twenty-five (25) Year 9/10 student leaders. Through the program training, school Student Leaders learn how to facilitate safe and fun team-building and problem-solving games for younger students.

Professional Development Workshops



Games to Grow Resilience

For primary and secondary teachers, this professional development day will assist you in engaging and extending students by incorporating fun and games into the curriculum.



Brainy Breaks

For primary and secondary teachers, this 1.5-hour professional development provides hands-on strategies to re-engage students with their learning through short active brain breaks.



Resilient Classrooms for Beginning Teachers

Two-day workshop to develop your professional 'bag of tricks' and trial strategies in your classrooms, facilitated by experienced educators.

For further information and costing, go to www.resilientyouth.org.

Summarise your Data Insights

Focus Cohort(s)

Focus Area(s)

STRENGTHS

CHALLENGES

SURPRISES

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Contact Us

Measuring resilience is only the first step to improving it. To further discuss your data and actions you can take in light of the results, talk to your Resilient Youth point-of-contact or contact us below.

- Call Scott on 0476 282 927
- Email us at helpdesk@resilientyouth.org