



RESILIENCE SURVEY

# Cross-Sectional Report

Connected, Protected, Respected™

**Core Data** Moreland City Council  
**Comparison Data** Australia 2018  
**Years** 2019  
**Date Generated** 12/5/2019

n (core/comparison):

	3	4	5	6	
<b>Female</b>	28/2k	85/4k	203/5k	163/5k	<b>479/15k</b>
<b>Male</b>	32/2k	92/4k	166/5k	178/5k	<b>468/16k</b>
	<b>60/4k</b>	<b>177/8k</b>	<b>369/9k</b>	<b>341/9k</b>	<b>947/31k</b>

[helpdesk@resilientyouth.org.au](mailto:helpdesk@resilientyouth.org.au)

# The CPR of Resilience

The Resilience Survey is Australia's definitive measure of resilience and mental health.

As of January 2019, we have surveyed more than 1000 schools and 260,000 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:

- To be connected to yourself and others.
- To protect yourself and be protected by others.
- To respect yourself and be respected by others.

We call this the CPR of Wellbeing: 'Connected, Protected, Respected'<sup>™</sup> (CPR).

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

Your School Portal gives you the tools to generate any report you need on demand.

This Cross-Sectional Report provides an overview of your students' resilience profile by year level compared with the Australian norms.

We know that you will find your Resilience Survey data insightful and a practical starting point for your intentional resilience-building efforts.

Best wishes,



Dr Andrew Wicking  
CEO  
Resilient Youth



The Resilience Survey does **NOT** identify individual students; diagnose individual students; assess success or failure; compare individual students, classrooms or schools.

'Connected, Protected, Respected' is the Registered Trademark of Resilient Youth Australia Limited. Developed with Andrew Fuller.

# 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



**Safe:** 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.

**Positive Learners:** Student motivation and engagement in learning is highly correlated with positive wellbeing and life outcomes.

## RESPECTED: to respect yourself and be respected by others



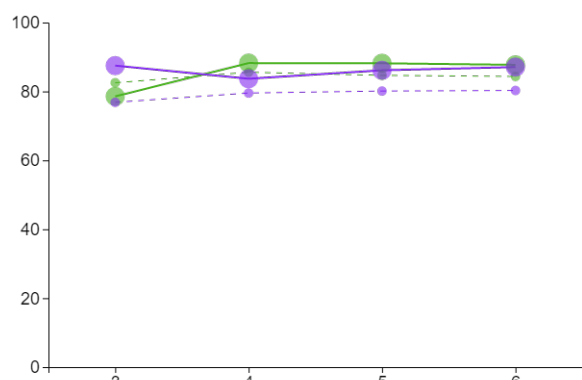
**Positive Identity:** This reflects a young person's emerging identity, and includes self-esteem, optimism, and a growing sense of purpose in life.

**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.

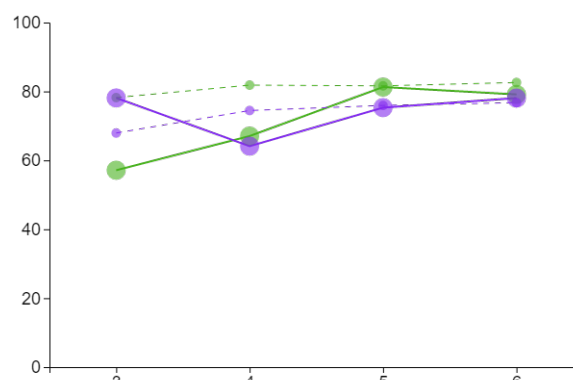
# Connected Summary

## relationships - Positive Relationships



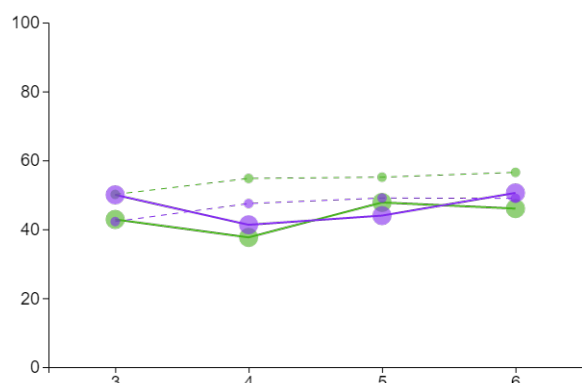
F	79	88	88	88
	83	86	85	84
M	88	84	86	87
	77	80	80	80

## social - Social Skills



F	57	67	81	79
	78	82	82	83
M	78	64	75	78
	68	74	76	77

## understanding - Understanding Self



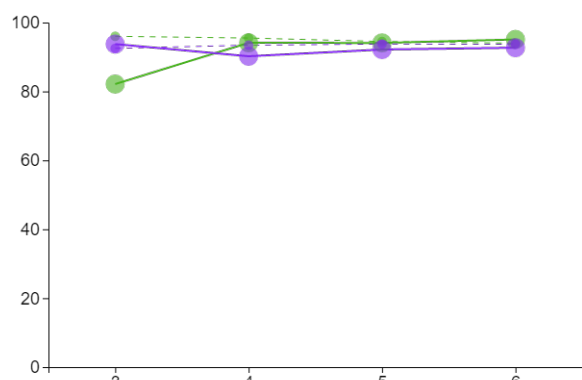
F	43	38	48	46
	50	55	55	57
M	50	41	44	51
	42	47	49	49



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

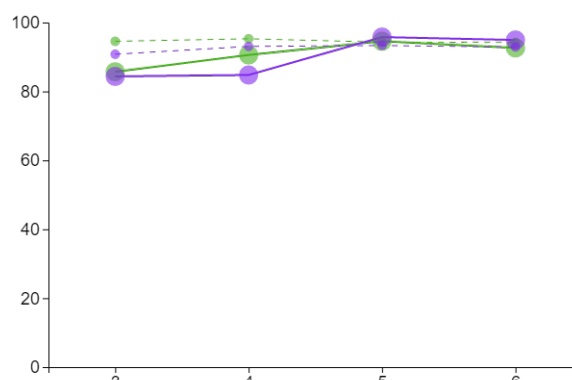
# Connected / Positive Relationships

**ry2 - love and support from family**



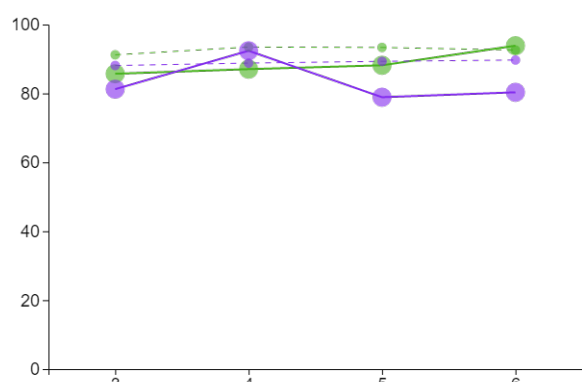
F	82	94	94	95
	96	96	94	94
M	94	90	92	93
	93	93	94	94

**ry5 - parents/carers who encourage**



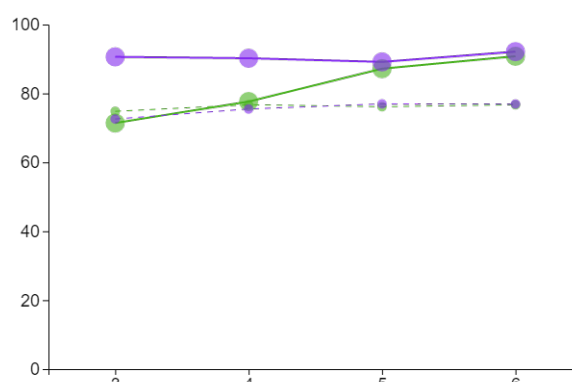
F	86	91	95	93
	95	95	94	94
M	84	85	96	95
	91	93	93	93

**ry3 - teacher at school who cares**



F	86	87	88	94
	91	93	93	93
M	81	92	79	80
	88	89	89	90

**sun5 - spend time with friends**



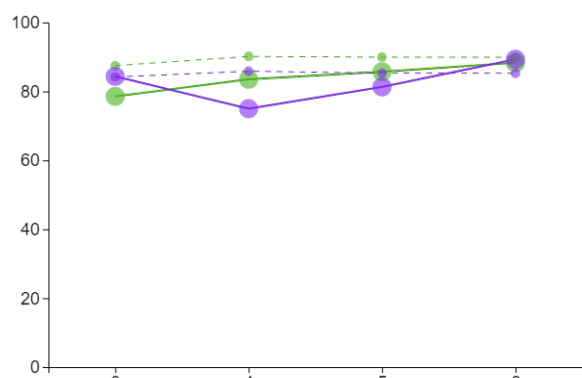
F	71	78	87	91
	75	77	76	77
M	91	90	89	92
	73	75	77	77



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

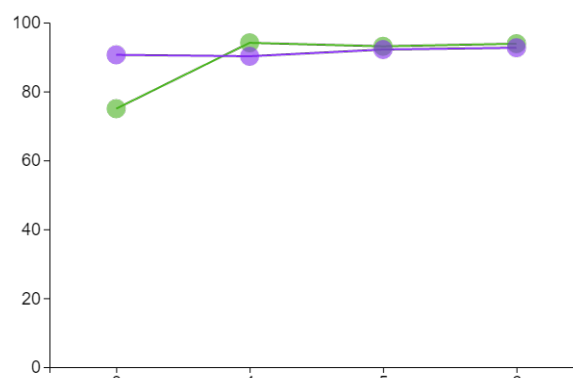
# Connected / Positive Relationships

**ry4** - teachers who encourage



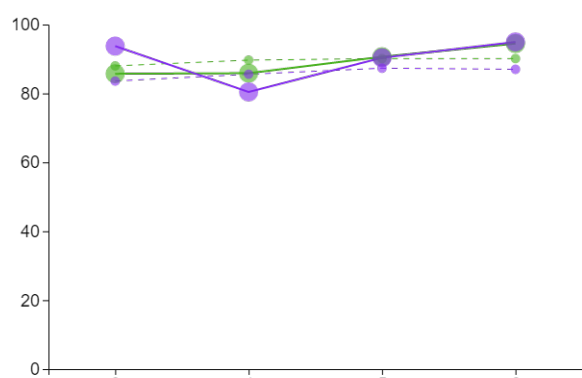
F	79	84	86	88
	88	90	90	90
M	84	75	81	89
	84	86	85	85

**ry6** - at least one good friend at school (new)



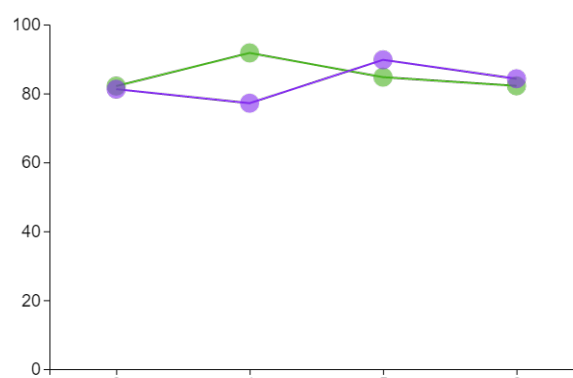
F	75	94	93	94
	.	.	.	.
M	91	90	92	93
	.	.	.	.

**ry7** - adults who set a good example



F	86	86	91	94
	88	90	90	90
M	94	80	90	95
	84	86	87	87

**ry27** - adult in my life who can talk to (new)



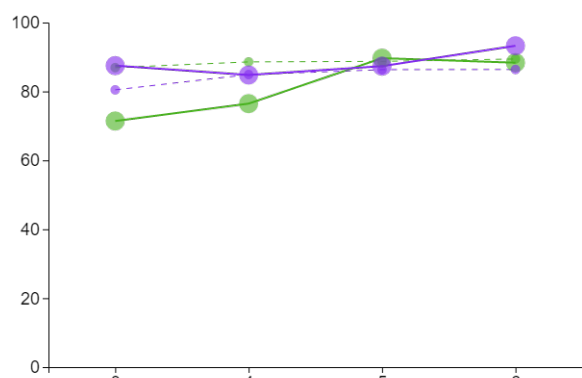
F	82	92	85	82
	.	.	.	.
M	81	77	90	84
	.	.	.	.



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

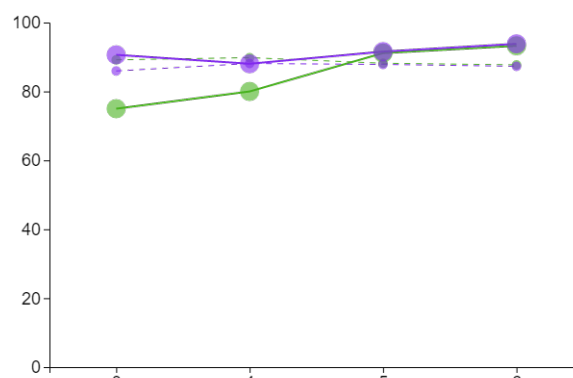
# Connected / Social Skills

**ry8** - parent/carer who listens to me



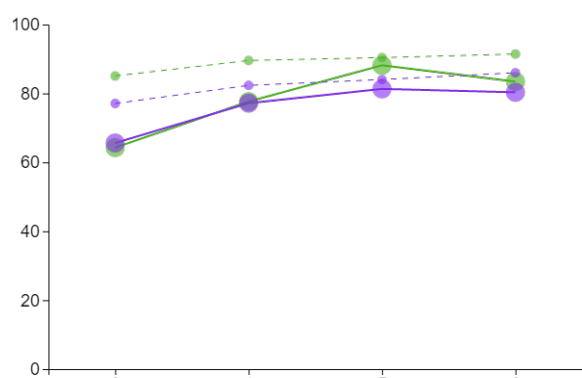
<b>F</b>	<b>71</b>	<b>76</b>	<b>90</b>	<b>88</b>
	87	89	89	89
<b>M</b>	<b>88</b>	<b>85</b>	<b>87</b>	<b>93</b>
	80	85	86	86

**ry9** - good at keeping friends



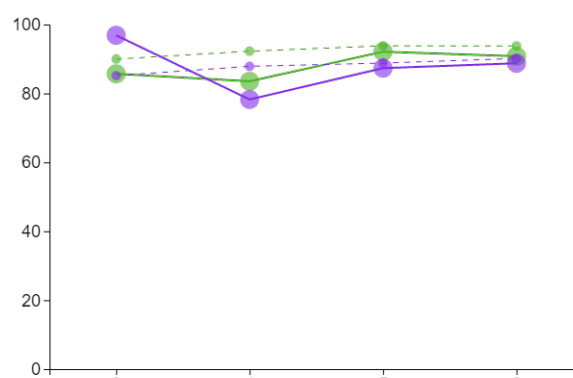
<b>F</b>	<b>75</b>	<b>80</b>	<b>91</b>	<b>93</b>
	89	90	88	88
<b>M</b>	<b>91</b>	<b>88</b>	<b>92</b>	<b>94</b>
	86	88	88	87

**ry10** - get along with people who are different from me



<b>F</b>	<b>64</b>	<b>78</b>	<b>88</b>	<b>83</b>
	85	90	90	91
<b>M</b>	<b>66</b>	<b>77</b>	<b>81</b>	<b>80</b>
	77	82	84	86

**ry29** - can disagree about things and still be friends



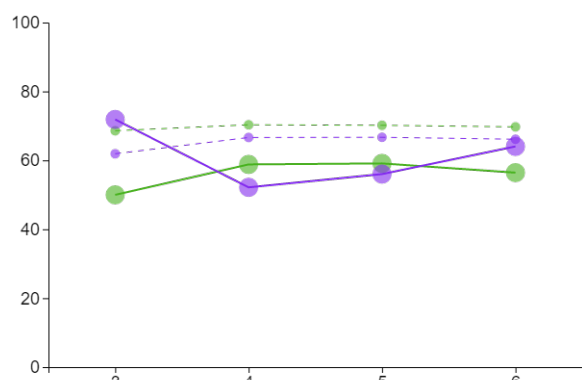
<b>F</b>	<b>86</b>	<b>84</b>	<b>92</b>	<b>91</b>
	90	92	94	94
<b>M</b>	<b>97</b>	<b>78</b>	<b>87</b>	<b>89</b>
	85	88	89	90



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

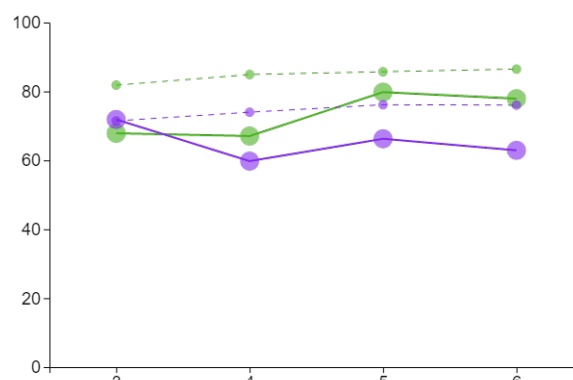
# Connected / Understanding Self

**ry11** - can talk about things if they upset me



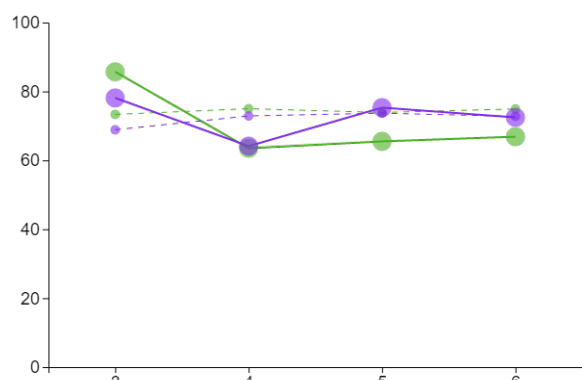
<b>F</b>	<b>50</b>	<b>59</b>	<b>59</b>	<b>56</b>
	69	70	70	70
<b>M</b>	<b>72</b>	<b>52</b>	<b>56</b>	<b>64</b>
	62	67	67	66

**ry12** - find it easy to keep out of trouble



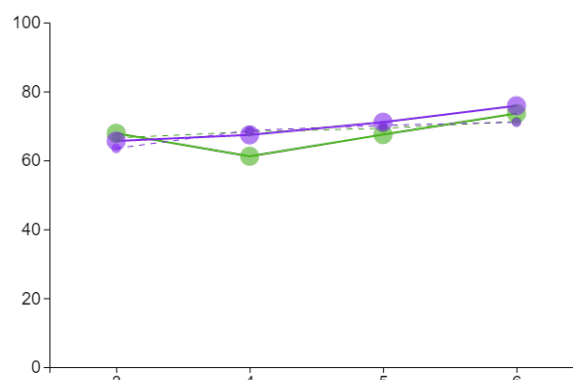
<b>F</b>	<b>68</b>	<b>67</b>	<b>80</b>	<b>78</b>
	82	85	86	86
<b>M</b>	<b>72</b>	<b>60</b>	<b>66</b>	<b>63</b>
	71	74	76	76

**chs1** - think I am doing pretty well



<b>F</b>	<b>86</b>	<b>64</b>	<b>66</b>	<b>67</b>
	73	75	74	75
<b>M</b>	<b>78</b>	<b>64</b>	<b>75</b>	<b>72</b>
	69	73	74	73

**chs2** - can think of many ways to get important things



<b>F</b>	<b>68</b>	<b>61</b>	<b>67</b>	<b>74</b>
	67	68	69	71
<b>M</b>	<b>66</b>	<b>67</b>	<b>71</b>	<b>76</b>
	63	69	70	71

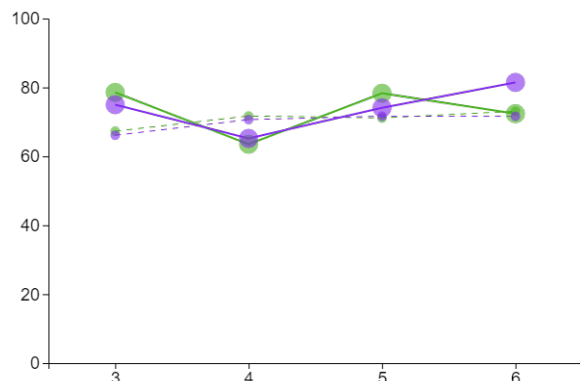


Graphs and tables present the percentage of students who responded favourably to each item.  
Solid line = your data, dashed line = comparison data.



# Connected / Understanding Self

chs3 - doing as well as other kids



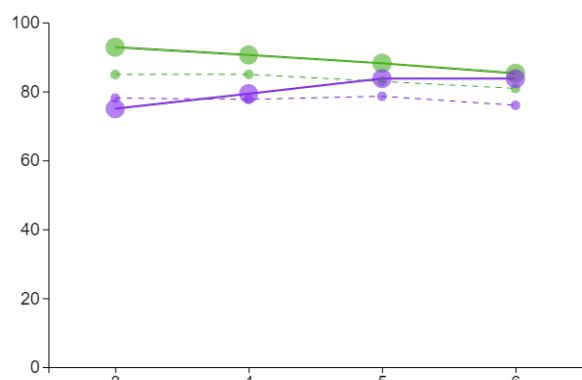
<b>F</b>	<b>79</b>	<b>64</b>	<b>78</b>	<b>72</b>
	67	72	71	73
<b>M</b>	<b>75</b>	<b>65</b>	<b>74</b>	<b>81</b>
	66	71	72	72



Graphs and tables present the percentage of students who responded favourably to each item.  
Solid line = your data, dashed line = comparison data.

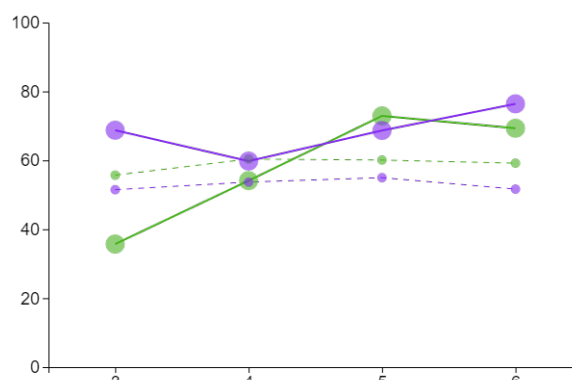
# Protected Summary

## safety - Safety



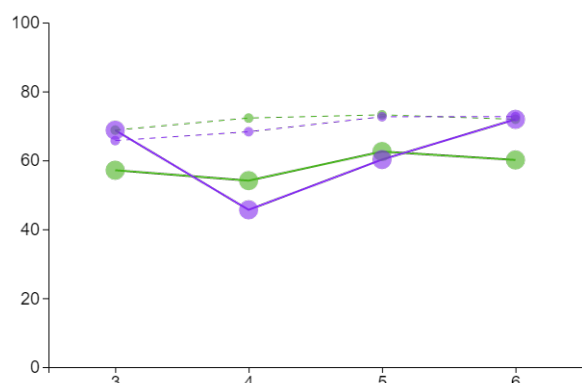
	85	85	83	81
M	75	79	84	84
	78	78	79	76

## body - Healthy Body



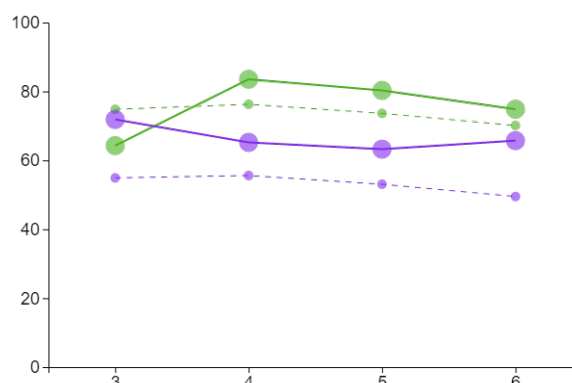
	56	60	60	59
M	69	60	69	76
	51	54	55	52

## mind - Healthy Mind



	69	72	73	72
M	69	46	60	72
	66	68	73	73

## engagement - Learning Engagement



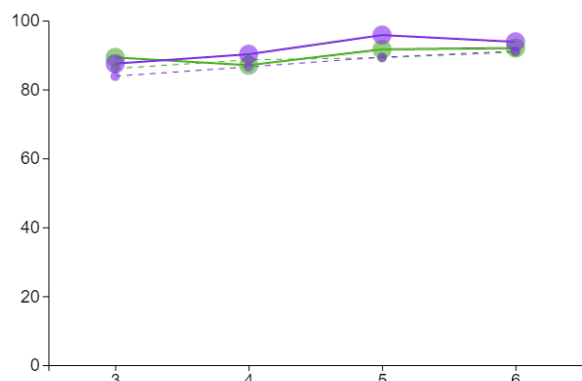
	75	76	74	70
M	72	65	63	66
	55	56	53	50



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

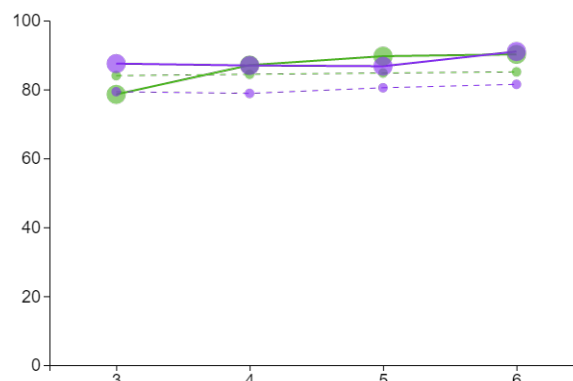
# Protected / Safety

**ry13 - feel safe at home**



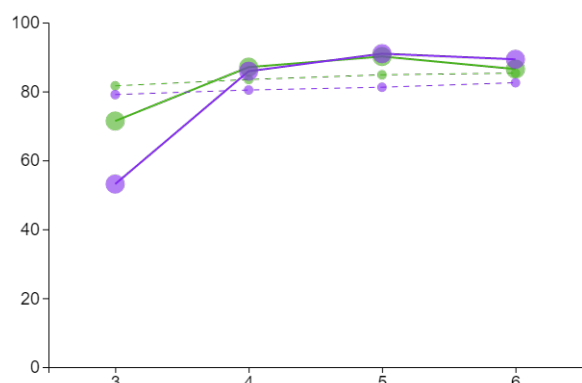
F	89	87	92	92
	86	89	89	91
M	88	90	96	94
	84	87	89	91

**ry14 - feel safe at school**



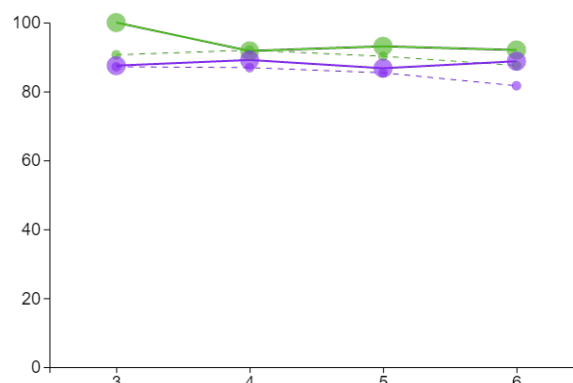
F	79	87	90	90
	84	84	85	85
M	88	87	87	91
	79	79	80	81

**ry15 - feel safe in the area where I live**



F	71	87	90	87
	82	83	85	85
M	53	86	91	89
	79	80	81	83

**ry30 - school gives students clear rules**



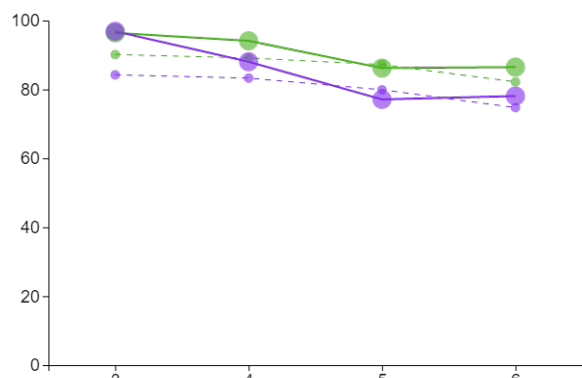
F	100	92	93	92
	91	92	90	88
M	88	89	87	89
	87	87	85	82



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

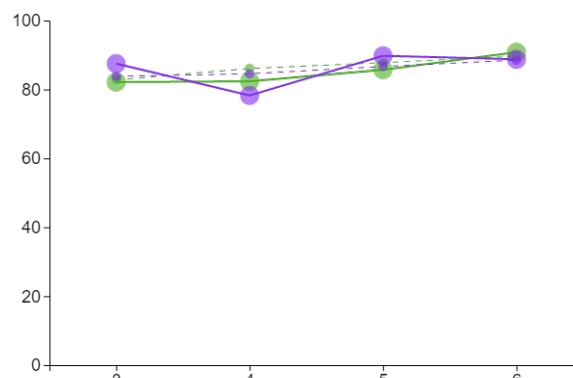
# Protected / Safety

**ry31 - school enforces rules fairly**



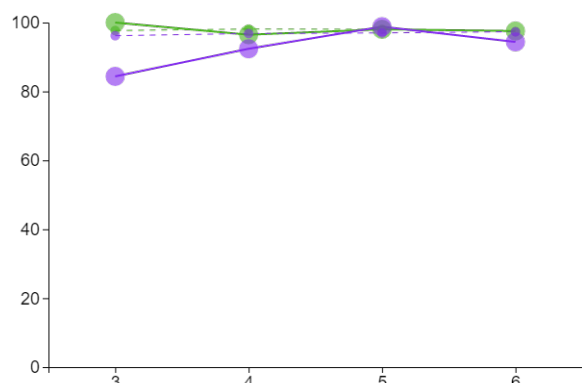
F	96	94	86	87
	90	89	87	82
M	97	88	77	78
	84	83	80	75

**sun11 - been bullied at school**



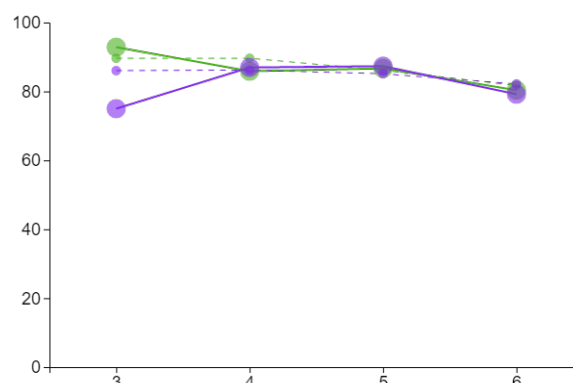
F	82	82	86	91
	83	86	88	90
M	88	78	90	89
	84	85	87	89

**sun12 - been bullied online**



F	100	96	98	98
	98	98	98	97
M	84	92	99	94
	96	97	97	97

**cyb1 - texting between 10pm/midnight and 6am**



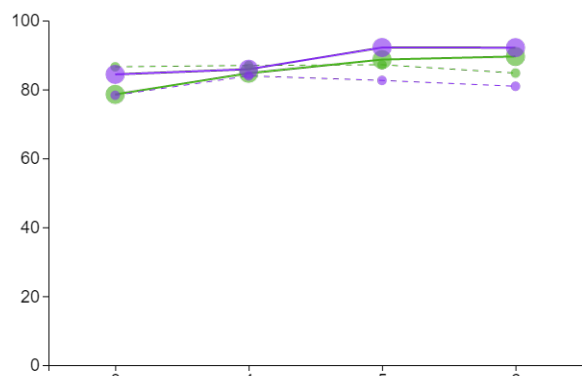
F	93	86	87	80
	90	90	86	82
M	75	87	87	79
	86	86	85	82



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

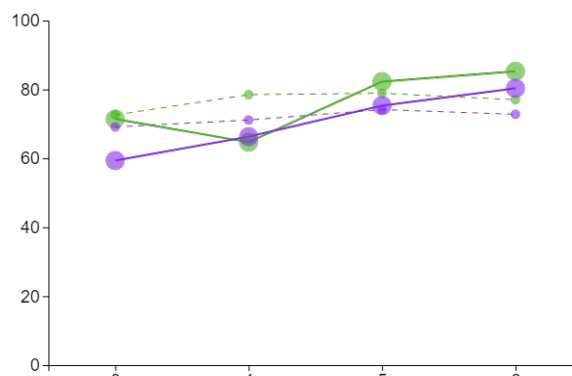
# Protected / Healthy Body

**sun4** - eat well to stay well



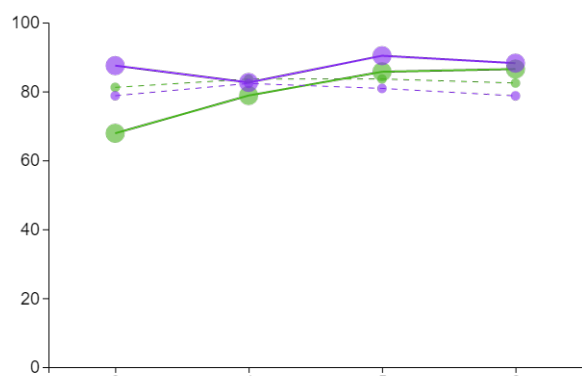
F	79	85	89	90
	87	87	87	85
M	84	86	92	92
	78	84	83	81

**sun3** - get at least 8 hours of sleep most nights



F	71	65	82	85
	73	78	79	77
M	59	66	75	80
	69	71	74	73

**sun1** - keep physically fit



F	68	79	86	87
	81	84	84	82
M	88	83	90	88
	79	82	81	79

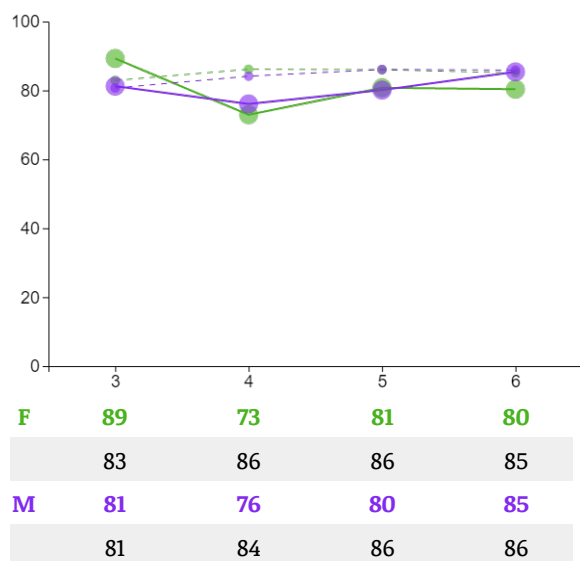


Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

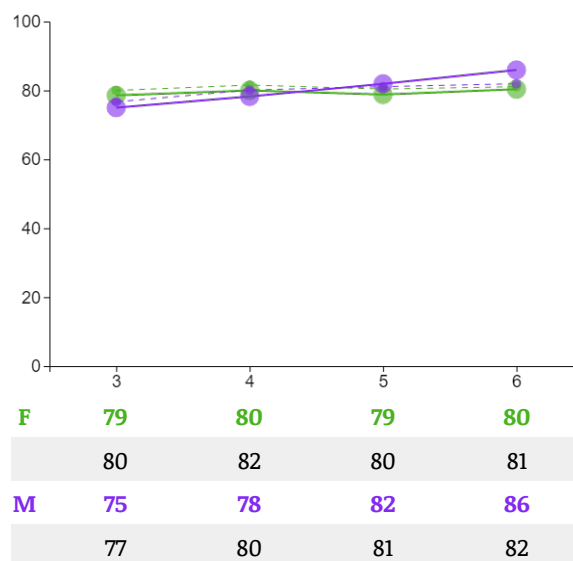
# Protected / Healthy Mind (PHQ-4)

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

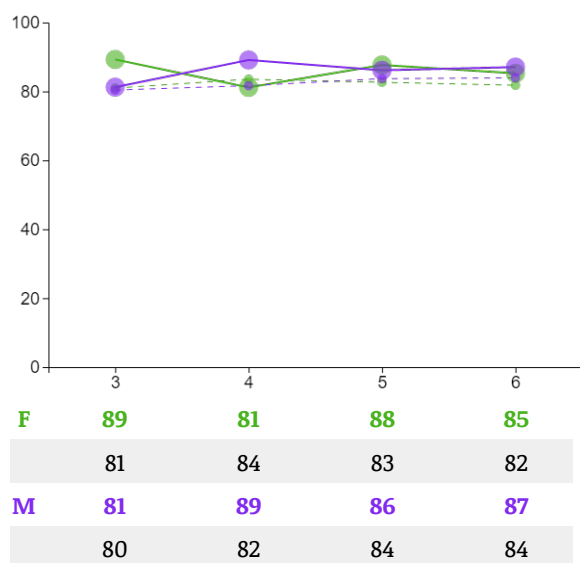
**ph1** - feeling nervous, anxious, or on edge



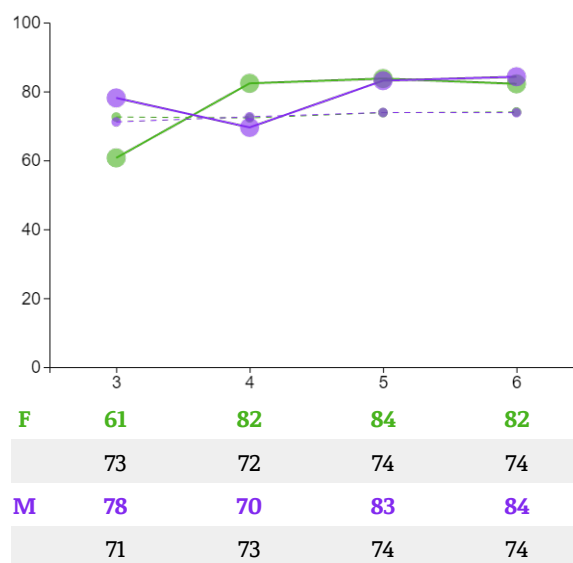
**ph2** - not able to stop or control worrying



**ph3** - feeling down, depressed or hopeless



**ph4** - little interest or pleasure in doing things

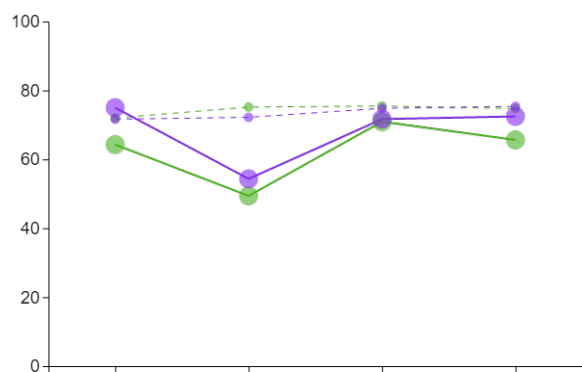


Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

# Protected / Healthy Mind (PHQ)

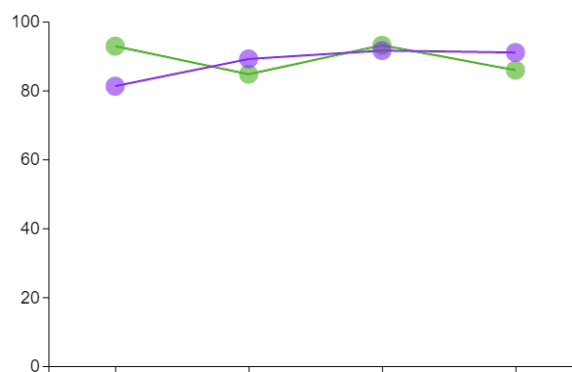
Over the last 2 weeks, how often have you been bothered by the following problems?

**phq3** - trouble sleeping or sleeping too much



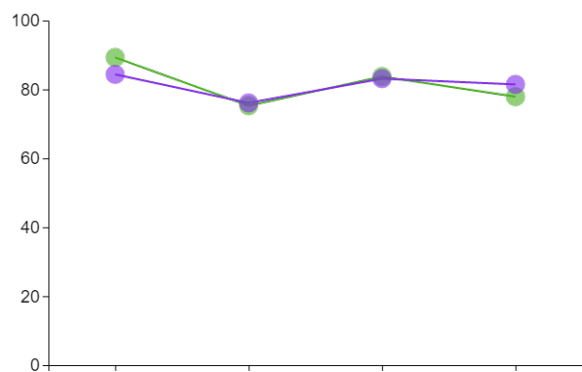
F	64	49	71	66
	72	75	75	75
M	75	54	72	72
	72	72	75	75

**phq4** - feeling tired or having little energy (new)



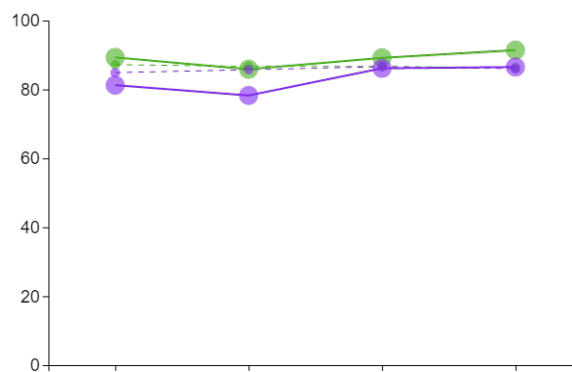
F	93	85	93	86
	.	.	.	.
M	81	89	92	91
	.	.	.	.

**phq5** - poor appetite, weight loss or overeating (new)



F	89	75	84	78
	.	.	.	.
M	84	76	83	81
	.	.	.	.

**phq7** - trouble concentrating



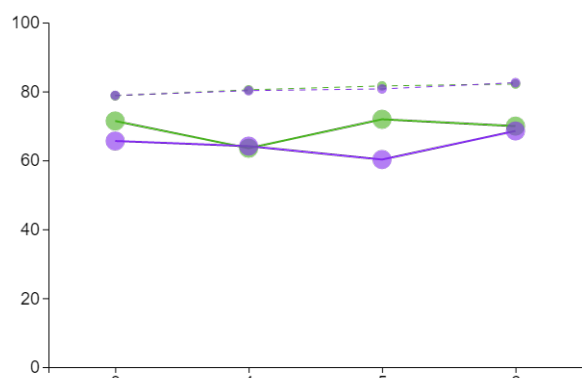
F	89	86	89	91
	87	87	87	86
M	81	78	86	87
	85	86	87	86



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

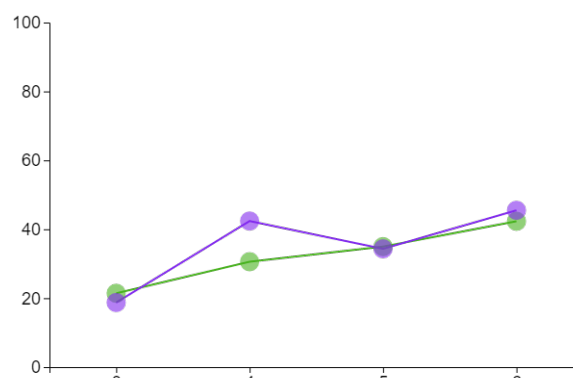
# Protected / Healthy Mind (CSI-4) [adapted]

**cop1** - avoid thinking or doing anything about problems



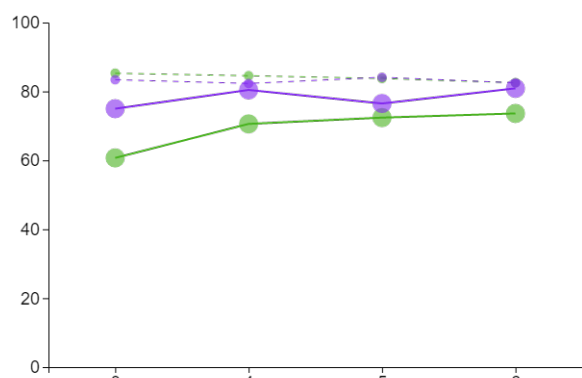
F	71	64	72	70
	79	80	82	82
M	66	64	60	69
	79	80	81	83

**cop2** - wish problem would go away or be over with (new)



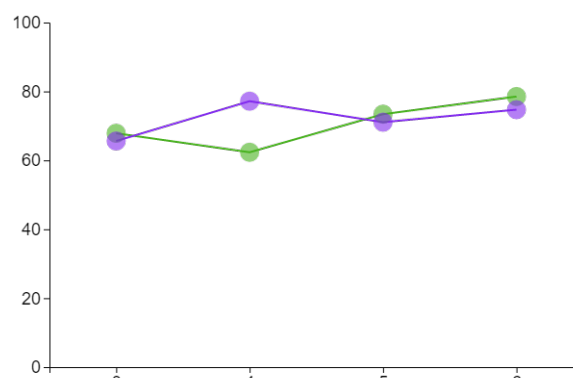
F	21	31	35	42
	.	.	.	.
M	19	42	34	46
	.	.	.	.

**cop3** - criticise myself for what is happening



F	61	71	72	74
	85	85	84	83
M	75	80	77	81
	83	82	84	82

**cop4** - spend more time alone (new)



F	68	62	73	79
	.	.	.	.
M	66	77	71	75
	.	.	.	.

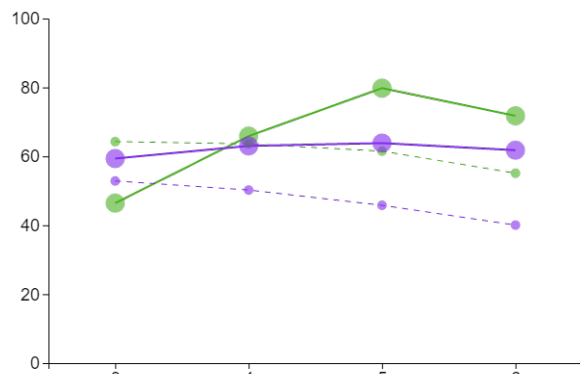


Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.



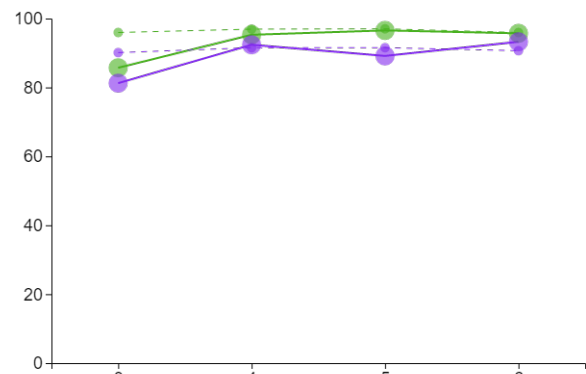
# Protected / Learning Engagement

**ry16 - read for fun**



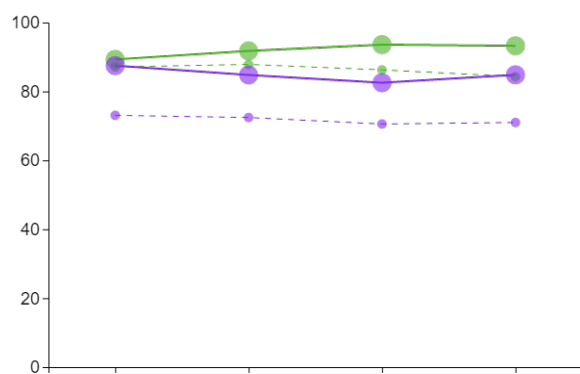
<b>F</b>	<b>46</b>	<b>66</b>	<b>80</b>	<b>72</b>
	64	64	62	55
<b>M</b>	<b>59</b>	<b>63</b>	<b>64</b>	<b>62</b>
	53	50	46	40

**ry17 - try hard at school**



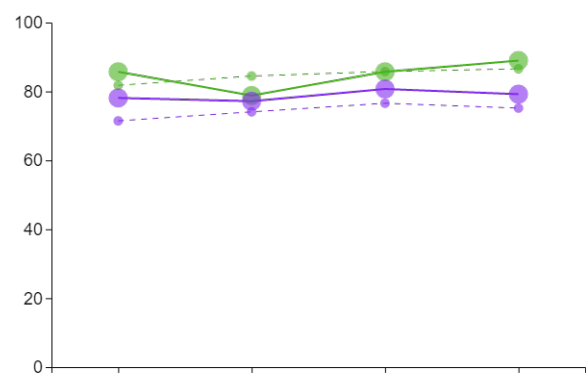
<b>F</b>	<b>86</b>	<b>95</b>	<b>97</b>	<b>96</b>
	96	97	97	96
<b>M</b>	<b>81</b>	<b>92</b>	<b>89</b>	<b>93</b>
	90	92	92	91

**ry18 - care about my school**



<b>F</b>	<b>89</b>	<b>92</b>	<b>94</b>	<b>93</b>
	87	88	86	84
<b>M</b>	<b>88</b>	<b>85</b>	<b>83</b>	<b>85</b>
	73	72	71	71

**ry19 - do my homework**



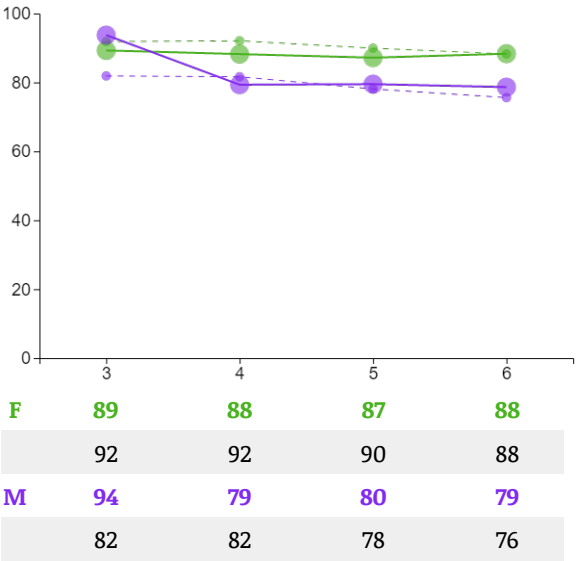
<b>F</b>	<b>86</b>	<b>79</b>	<b>86</b>	<b>89</b>
	82	84	86	87
<b>M</b>	<b>78</b>	<b>77</b>	<b>81</b>	<b>79</b>
	71	74	77	75



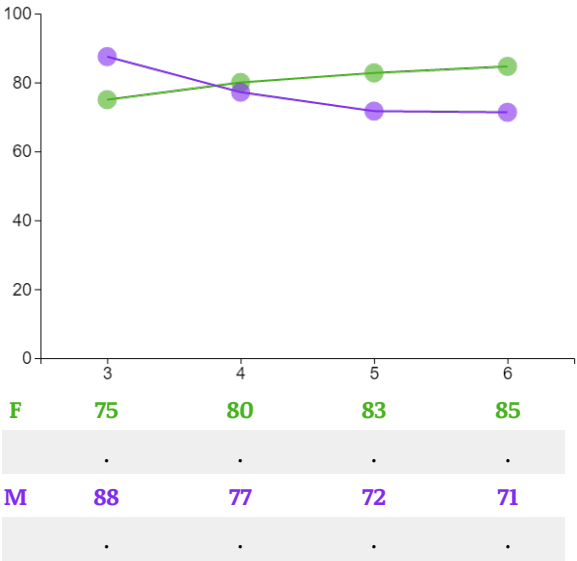
Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

# Protected / Learning Engagement

ry20 - enjoy learning new things at school



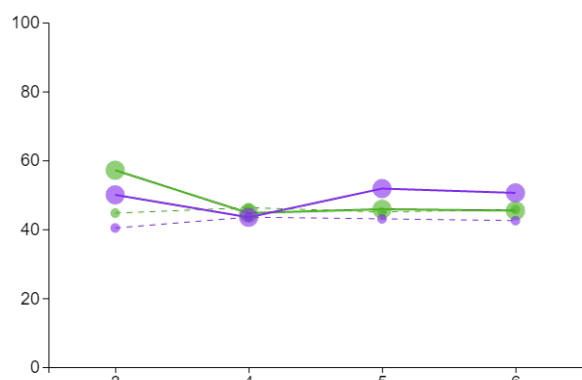
ry28 - have fun at school (new)



Graphs and tables present the percentage of students who responded favourably to each item.  
Solid line = your data, dashed line = comparison data.

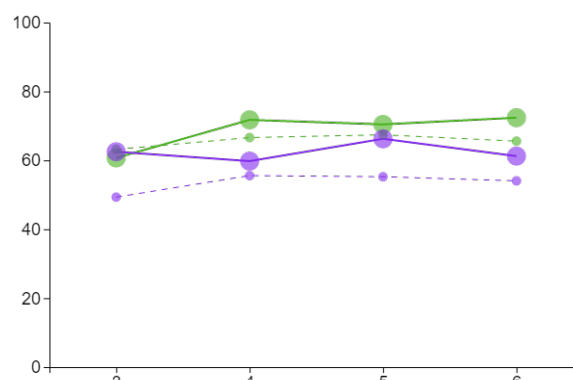
# Respected Summary

## identity - Positive Identity



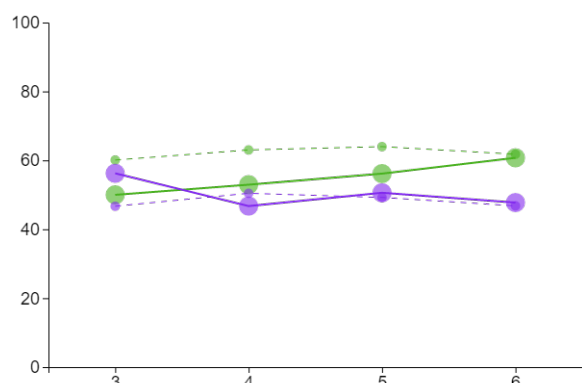
<b>F</b>	<b>57</b>	<b>45</b>	<b>46</b>	<b>45</b>
	45	46	45	46
<b>M</b>	<b>50</b>	<b>43</b>	<b>52</b>	<b>51</b>
	40	44	43	43

## values - Positive Values



<b>F</b>	<b>61</b>	<b>72</b>	<b>70</b>	<b>72</b>
	63	67	67	66
<b>M</b>	<b>63</b>	<b>60</b>	<b>66</b>	<b>61</b>
	49	56	55	54

## contribution - Positive Contribution



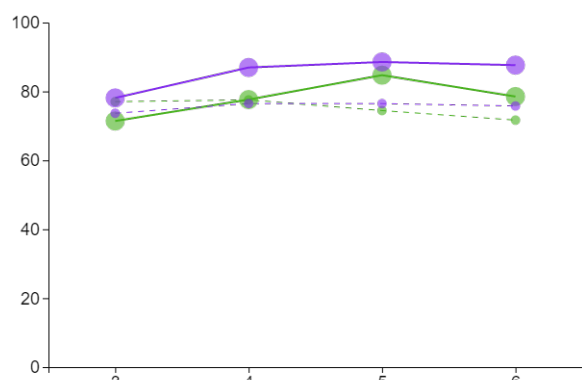
<b>F</b>	<b>50</b>	<b>53</b>	<b>56</b>	<b>61</b>
	60	63	64	62
<b>M</b>	<b>56</b>	<b>47</b>	<b>51</b>	<b>48</b>
	47	50	49	47



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

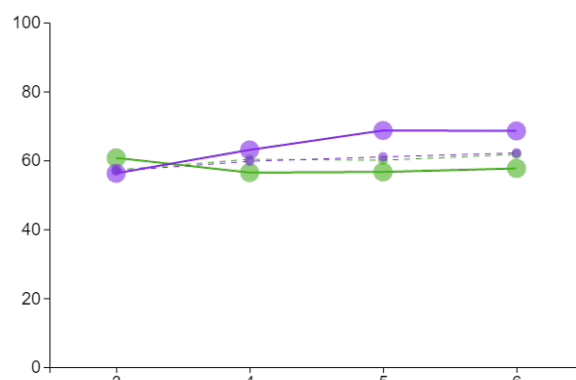
# Respected / Positive Identity

**ry21** - feel good about myself



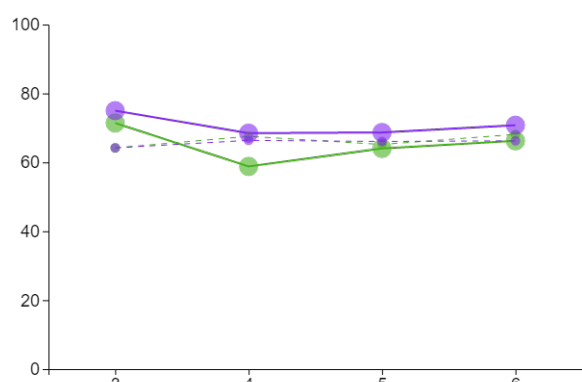
F	71	78	85	79
	77	78	74	72
M	78	87	89	88
	74	76	76	76

**chs4** - can come up with ways to solve problems



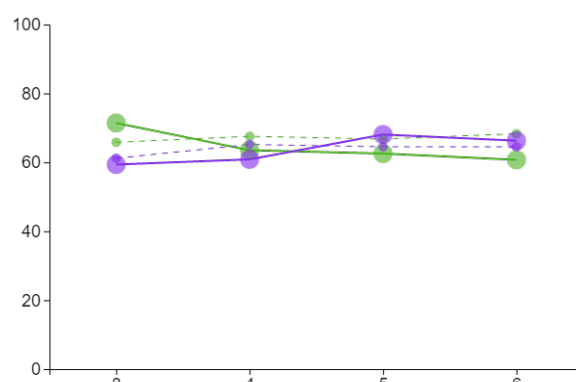
F	61	56	57	58
	57	60	60	62
M	56	63	69	69
	57	60	61	62

**chs5** - past experiences will help me in the future



F	71	59	64	66
	64	68	65	68
M	75	68	69	71
	64	66	66	66

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



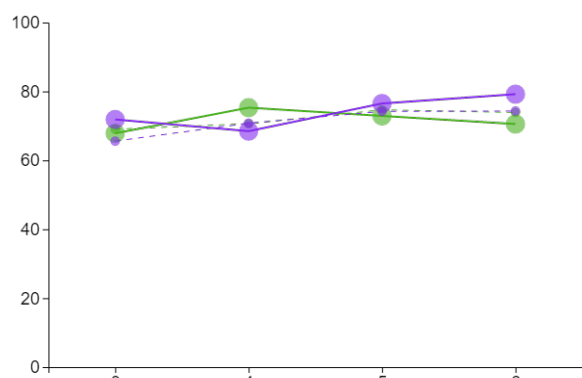
F	71	64	63	61
	66	68	67	68
M	59	61	68	66
	61	65	65	65



Graphs and tables present the percentage of students who responded favourably to each item.  
Solid line = your data, dashed line = comparison data.

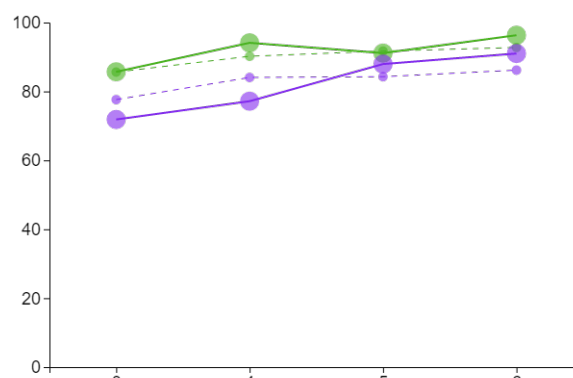
# Respected / Positive Values

**tru1** - able to trust other people



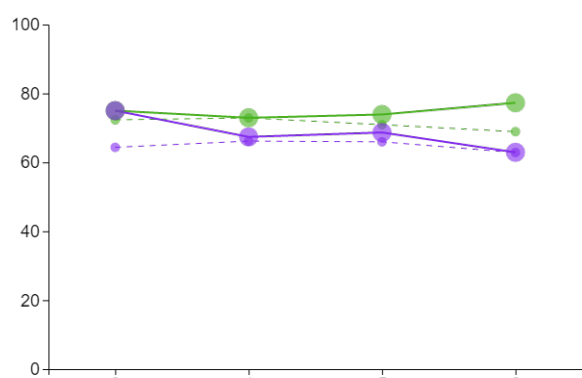
<b>F</b>	<b>68</b>	<b>75</b>	<b>73</b>	<b>71</b>
	69	71	75	74
<b>M</b>	<b>72</b>	<b>68</b>	<b>77</b>	<b>79</b>
	66	71	74	74

**tru2** - am trustworthy



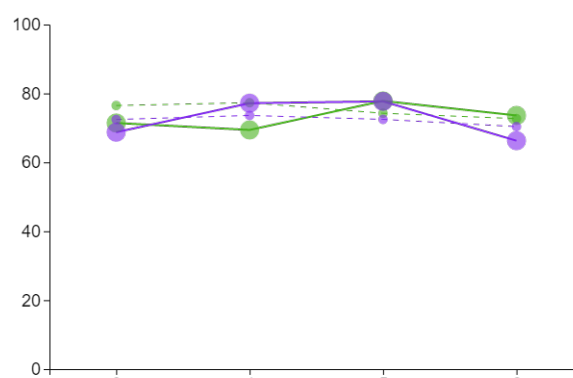
<b>F</b>	<b>86</b>	<b>94</b>	<b>91</b>	<b>96</b>
	86	90	92	93
<b>M</b>	<b>72</b>	<b>77</b>	<b>88</b>	<b>91</b>
	78	84	84	86

**for1** - forgive others who are mean to me



<b>F</b>	<b>75</b>	<b>73</b>	<b>74</b>	<b>77</b>
	72	73	71	69
<b>M</b>	<b>75</b>	<b>67</b>	<b>69</b>	<b>63</b>
	64	66	66	63

**for2** - forgive myself when I mess up



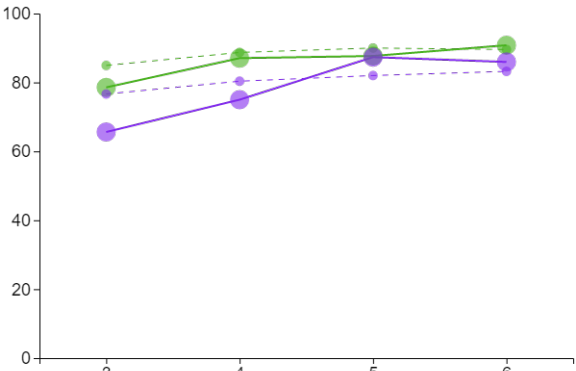
<b>F</b>	<b>71</b>	<b>69</b>	<b>78</b>	<b>74</b>
	76	77	74	73
<b>M</b>	<b>69</b>	<b>77</b>	<b>78</b>	<b>66</b>
	72	74	72	70



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

# Respected / Positive Values

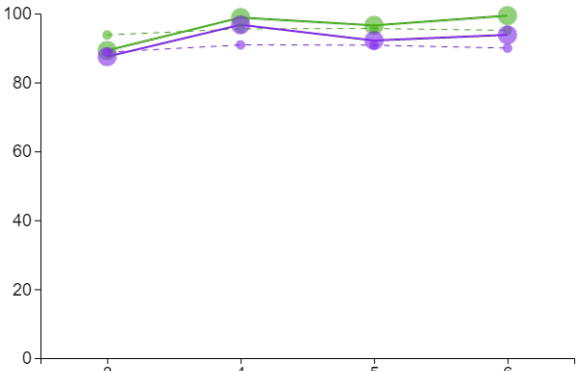
**ry23** - take responsibility for my actions



<b>F</b>	<b>79</b>	<b>87</b>	<b>88</b>	<b>91</b>
	85	89	90	90
<b>M</b>	<b>66</b>	<b>75</b>	<b>87</b>	<b>86</b>
	77	80	82	83



**ry24** - think it is important to help other people

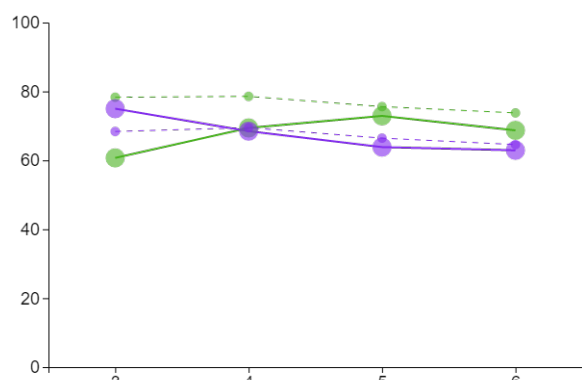


<b>F</b>	<b>89</b>	<b>99</b>	<b>97</b>	<b>99</b>
	94	96	96	95
<b>M</b>	<b>88</b>	<b>97</b>	<b>92</b>	<b>94</b>
	89	91	91	90

Graphs and tables present the percentage of students who responded favourably to each item.  
Solid line = your data, dashed line = comparison data.

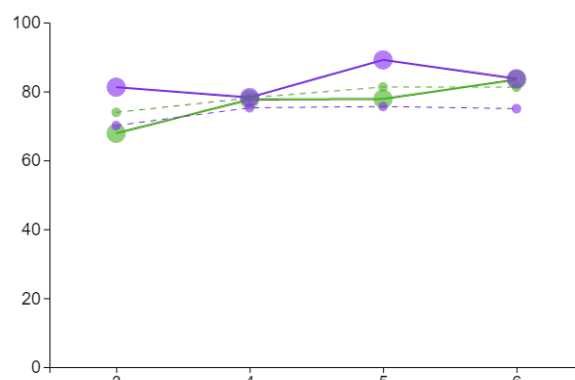
# Respected / Positive Contribution

**ry22** - given useful jobs at school



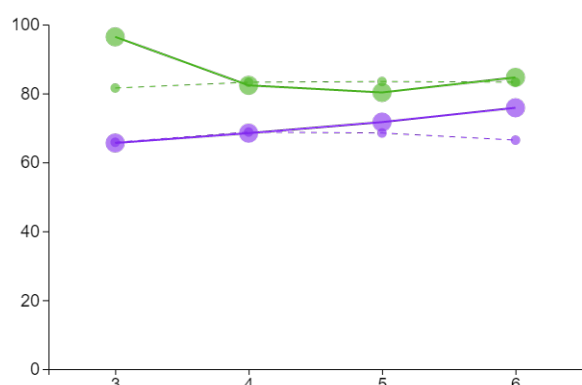
<b>F</b>	61	69	73	69
	78	79	76	74
<b>M</b>	75	68	64	63
	68	69	66	65

**ry25** - involved in at least one extra-curricular



<b>F</b>	68	78	78	83
	74	78	81	81
<b>M</b>	81	78	89	84
	70	75	76	75

**ry26** - give my time to help others



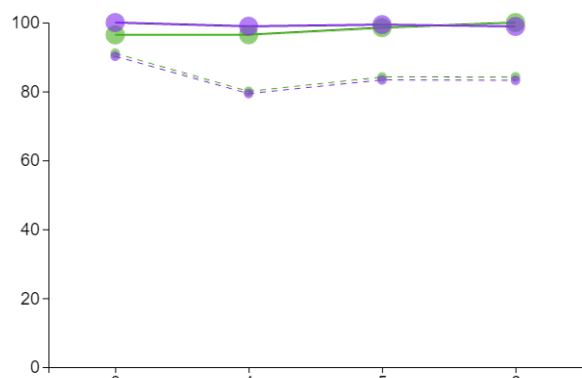
<b>F</b>	96	82	80	85
	82	83	83	83
<b>M</b>	66	68	72	76
	66	69	69	66



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.

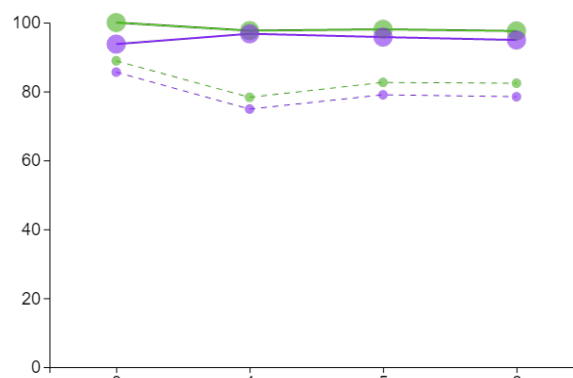
# Risky Behaviours

**aud1 - smoke cigarettes**



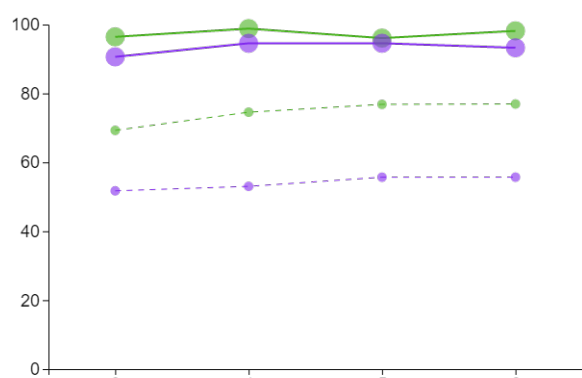
<b>F</b>	<b>96</b>	<b>96</b>	<b>99</b>	<b>100</b>
	91	80	84	84
<b>M</b>	<b>100</b>	<b>99</b>	<b>99</b>	<b>99</b>
	90	79	83	83

**aud2 - drink alcohol**



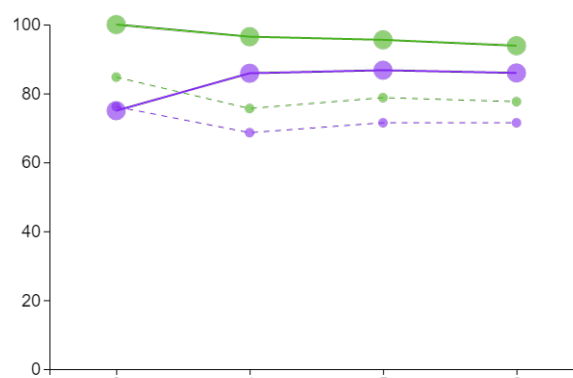
<b>F</b>	<b>100</b>	<b>98</b>	<b>98</b>	<b>98</b>
	89	78	83	82
<b>M</b>	<b>94</b>	<b>97</b>	<b>96</b>	<b>95</b>
	86	75	79	78

**sun9 - carried a weapon to protect myself**



<b>F</b>	<b>96</b>	<b>99</b>	<b>96</b>	<b>98</b>
	69	75	77	77
<b>M</b>	<b>91</b>	<b>95</b>	<b>95</b>	<b>93</b>
	52	53	56	56

**sun10 - threatened to physically hurt someone**



<b>F</b>	<b>100</b>	<b>96</b>	<b>96</b>	<b>94</b>
	85	76	79	78
<b>M</b>	<b>75</b>	<b>86</b>	<b>87</b>	<b>86</b>
	76	69	71	71



Graphs and tables present the percentage of students who responded favourably to each item. Solid line = your data, dashed line = comparison data.



# Summarise your Data Insights

Focus Cohort(s)

Focus Areas(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 0407 857 283
- Email us at [helpdesk@resilientyouth.org.au](mailto:helpdesk@resilientyouth.org.au)