Mental Health Report

Hume City Council- (Primary)

Comparison Data	Australian Schools (to May 2025)
Years	2025
Date Generated	20/01/2026

The comparison dataset from Australian Schools (to May 2025) has 78,731 responses for the chosen year(s).

Year Levels

	3	4	5	6	
Female	337	382	419	311	**1449**
Male	319	339	394	282	**1334**
	656	**721**	**813**	**593**	**2783**

helpdesk@resilientyouth.org

Welcome to your Mental Health Report

Since 2013, Resilient Youth Australia have surveyed more than 900,000 Australian school students, aged 7-18 years, using international mental health scales.

This work has resulted in a peer-reviewed publications, such as Sophie Richter et al, "Children's Hope Scale: Factor Structure and Norms for Australian Children Aged 8–18 Years" (2024) 76(1) *Australian Journal of Psychology.* DOI: https://doi.org/10.1080/00049530.2024.2322724.

This Mental Health Report presents all your student mental health data in one place. It includes six (6) gold standard measures of mental health, each reported by year level and gender against Australian Norms. The six measures reported are:
Life Satisfaction / Anxiety / Coping / Hope / Depression / Connection to Nature.

For each of these measures we report the 'construct view', and where multiple items make up the construct. We also report each of these items separately in your online interactive portal.

In addition, our university partners have developed three key measures presented in scatterplot format:

- Resilience Score (Life Satisfaction & Hope)
- Ready to Learn Score (Anxiety & Coping)
- Healthy Mind Score (Anxiety & Depression)

We trust that the data in this report provides a clear understanding of your students' mental health, and will help you to develop strategies to assist the learning and positive development of your students.

We are here to support you with any aspect of this report — please don't hesitate to email us at helpdesk@resilientyouth.org.

Best wishes,

Dr Andrew Wicking

Dr Andrew Wicking

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Resilient Youth Australia
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Dr Mark Kohler

*Senior Lecturer in
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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.
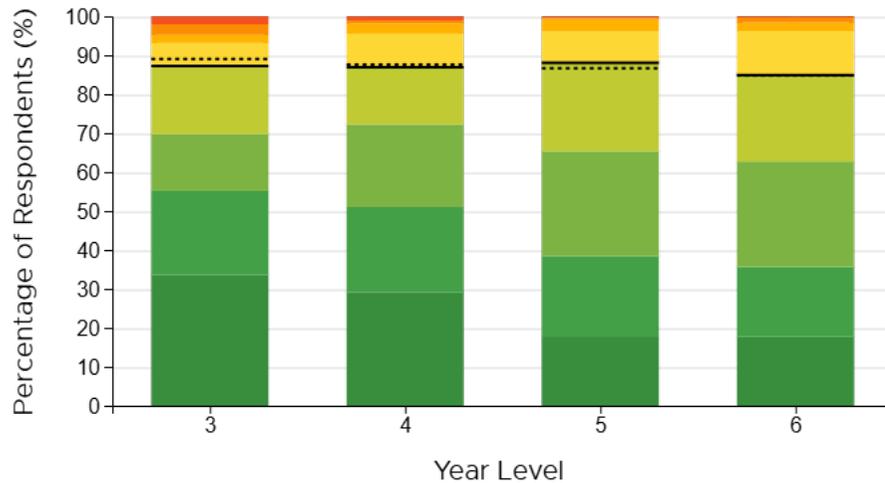
Overall Life Satisfaction

Cantril Self Anchoring Scale (Cantril Ladder)

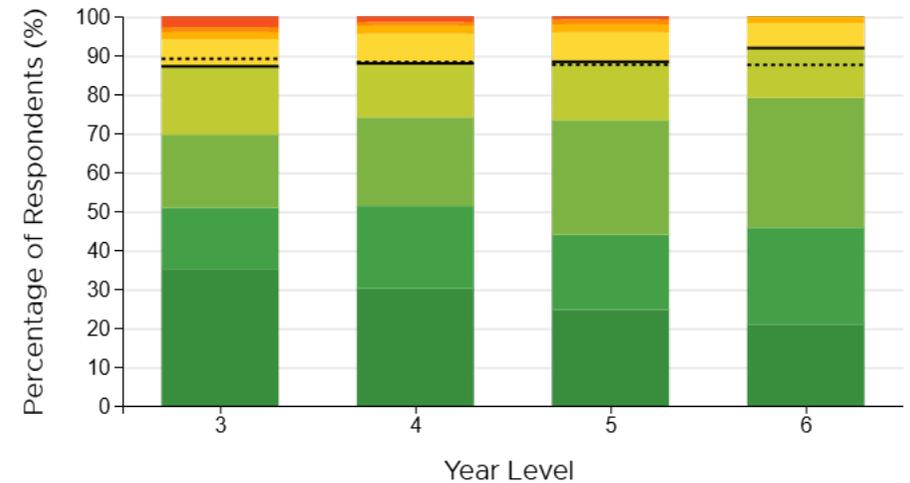This graph shows the reported levels of overall life satisfaction among your respondents.

Female

Male

	3	4	5	6
1 (worst)	2%	1%	0%	0%
2	3%	1%	.	1%
3	2%	3%	3%	2%
4	6%	9%	8%	11%
5	18%	15%	23%	22%
6	15%	21%	27%	27%
7	22%	22%	21%	18%
8 (best)	34%	29%	18%	18%
TOTAL #	337	382	419	311

	3	4	5	6
1 (worst)	3%	1%	1%	.
2	1%	1%	1%	.
3	2%	2%	2%	2%
4	7%	8%	8%	6%
5	18%	14%	15%	13%
6	19%	23%	29%	33%
7	16%	21%	19%	25%
8 (best)	35%	30%	25%	21%
TOTAL #	319	339	394	282

To generate similar graphs or find more information about this data, please visit your interactive portal: Overall Life Satisfaction.
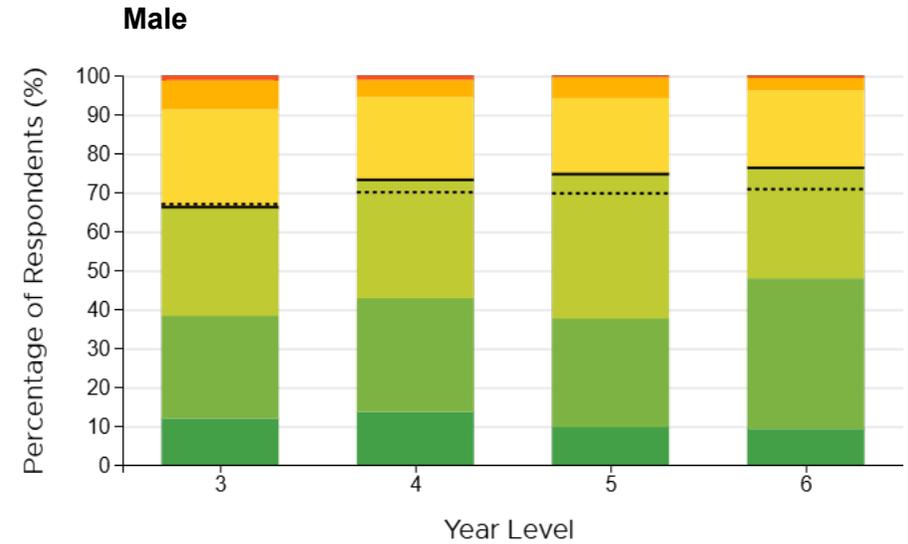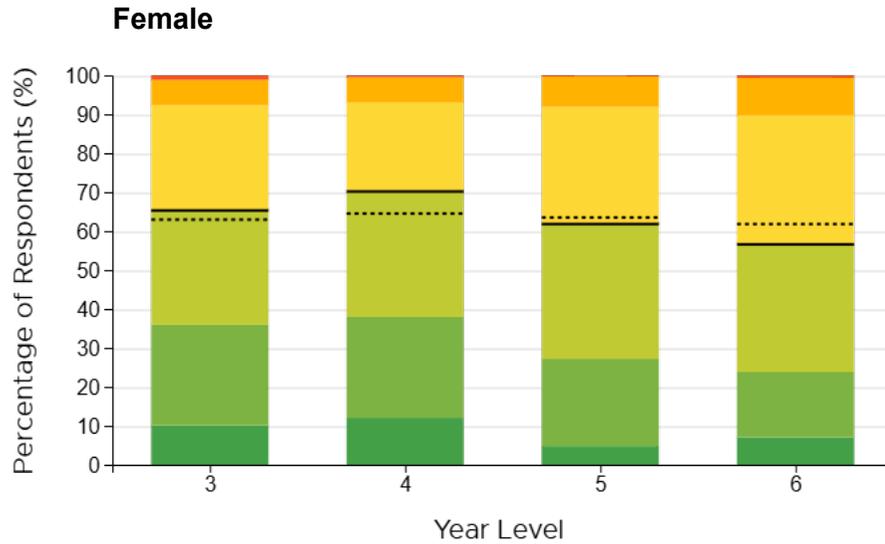The survey items comprising this construct can be found in the Appendix.

Hope

Children's Hope Scale (CHS)

This graph shows the varying degrees of hope reported among your respondents.

Female

Male

Female				
None	1%	1%	0%	1%
Little	7%	7%	8%	10%
Some	27%	23%	30%	33%
Lots	29%	32%	35%	33%
Most	26%	26%	22%	17%
All	10%	12%	5%	7%
TOTAL #	337	382	419	311

| Male				
None	1%	1%	1%	1%
Little	8%	4%	5%	3%
Some	25%	21%	20%	20%
Lots	28%	30%	37%	28%
Most	26%	29%	28%	39%
All	12%	14%	10%	9%
TOTAL #	319	339	394	282

To generate similar graphs or find more information about this data, please visit your interactive portal: Hope.
The survey items comprising this construct can be found in the Appendix.

Anxiety

Generalized Anxiety Disorder (GAD-2)

This graph shows the percentage of your respondents who report symptoms of anxiety.

Female
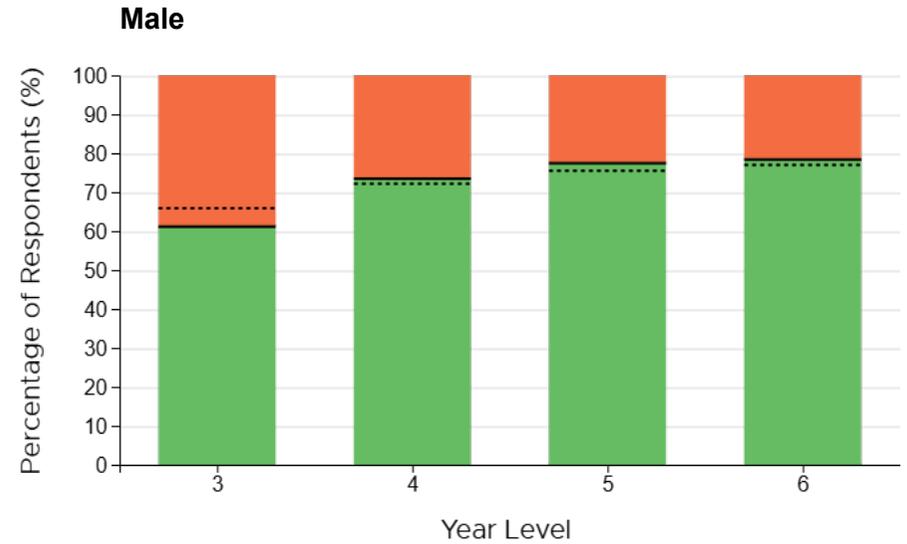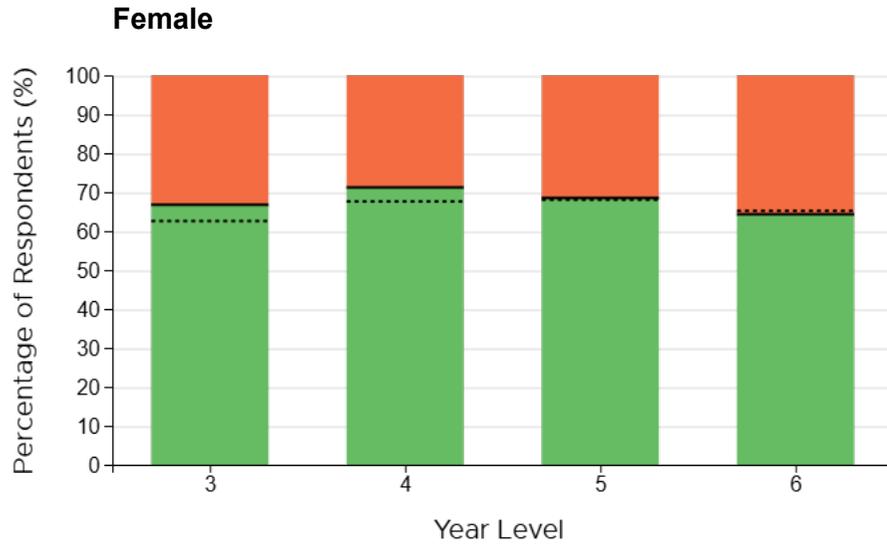
Anxious	33%	29%	32%	36%
Not Anxious	67%	71%	68%	64%
TOTAL #	337	382	419	311

Male

Anxious	39%	27%	23%	22%
Not Anxious	61%	73%	77%	78%
TOTAL #	319	339	394	282

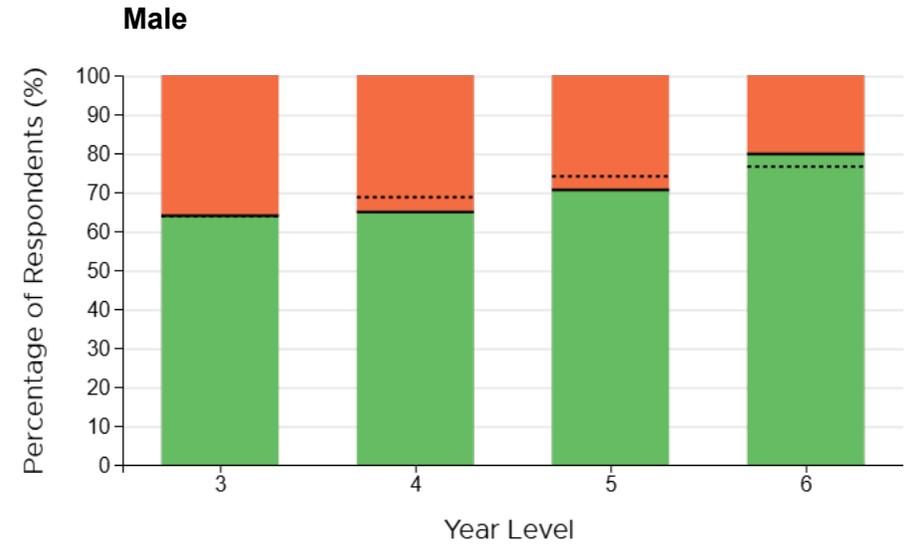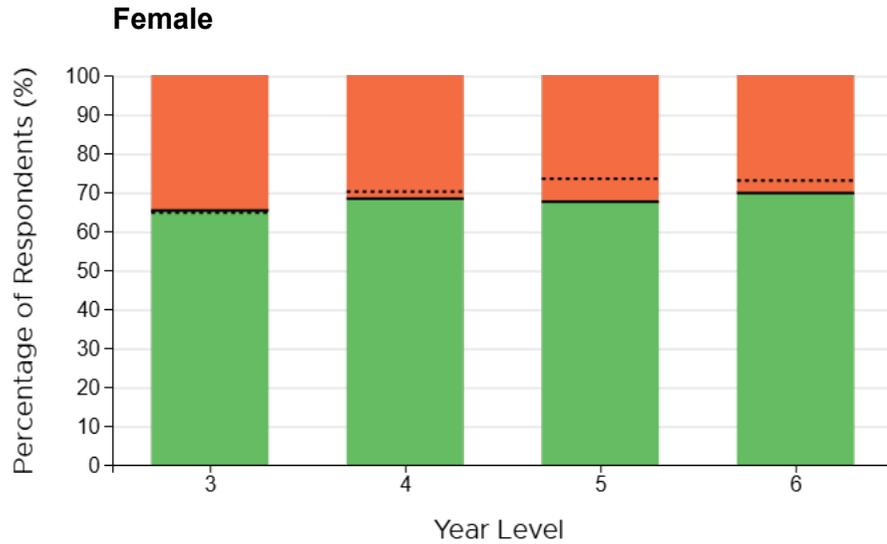To generate similar graphs or find more information about this data, please visit your interactive portal: Anxiety.
The survey items comprising this construct can be found in the Appendix.

Depression

Patient Health Questionnaire (PHQ-2)

This graph shows the percentage of your respondents who report symptoms of depression.

Female

Male

	3	4	5	6
Depressed	35%	32%	32%	30%
Not Depressed	65%	68%	68%	70%
TOTAL #	337	382	419	311

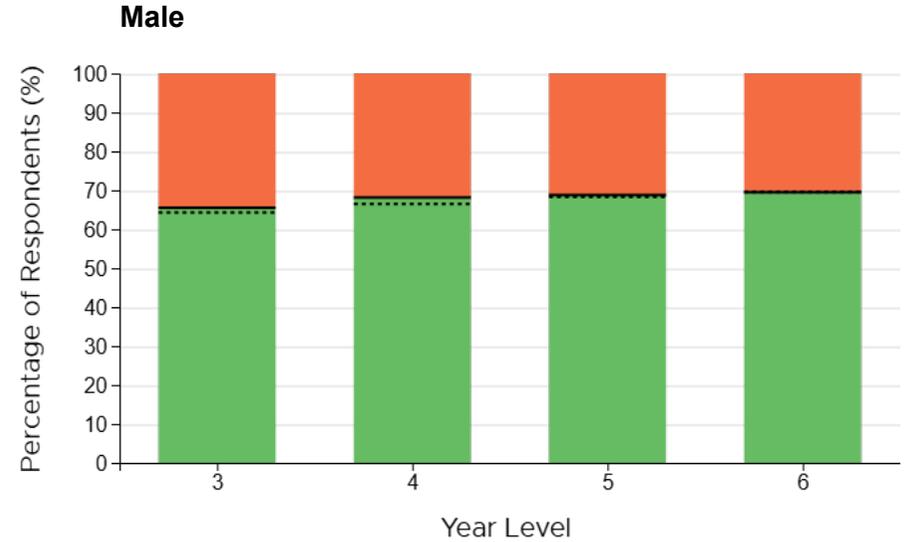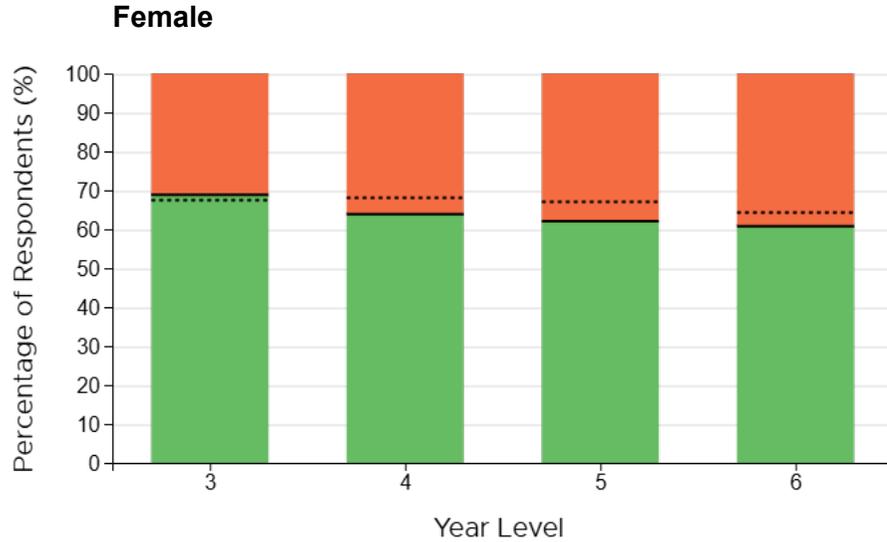|	3	4	5	6
Depressed	36%	35%	29%	20%
Not Depressed	64%	65%	71%	80%
TOTAL #	319	339	394	282

To generate similar graphs or find more information about this data, please visit your interactive portal: Depression.
The survey items comprising this construct can be found in the Appendix.

Disengaged Coping Strategies

Coping Strategies Inventory [disengagement subscale] (CSI-4)

This graph shows the reported percentage of your students who are disengaged from problem-solving.

Female

Disengaged	31%	36%	38%	39%
Engaged	69%	64%	62%	61%
TOTAL #	337	382	419	311

Male

Disengaged	34%	32%	31%	30%
Engaged	66%	68%	69%	70%
TOTAL #	319	339	394	282

To generate similar graphs or find more information about this data, please visit your interactive portal: Disengaged Coping Strategies.
The survey items comprising this construct can be found in the Appendix.

Resilience Score

Hope and Life Satisfaction: CHS and Cantril

Year Levels 3-6 **Genders** Female, Male

This scatterplot represents each respondent with a single dot. The position of each dot indicates each students reported levels of hope, life satisfaction. The presence of both hope and life satisfaction is a good indicator of resilience.
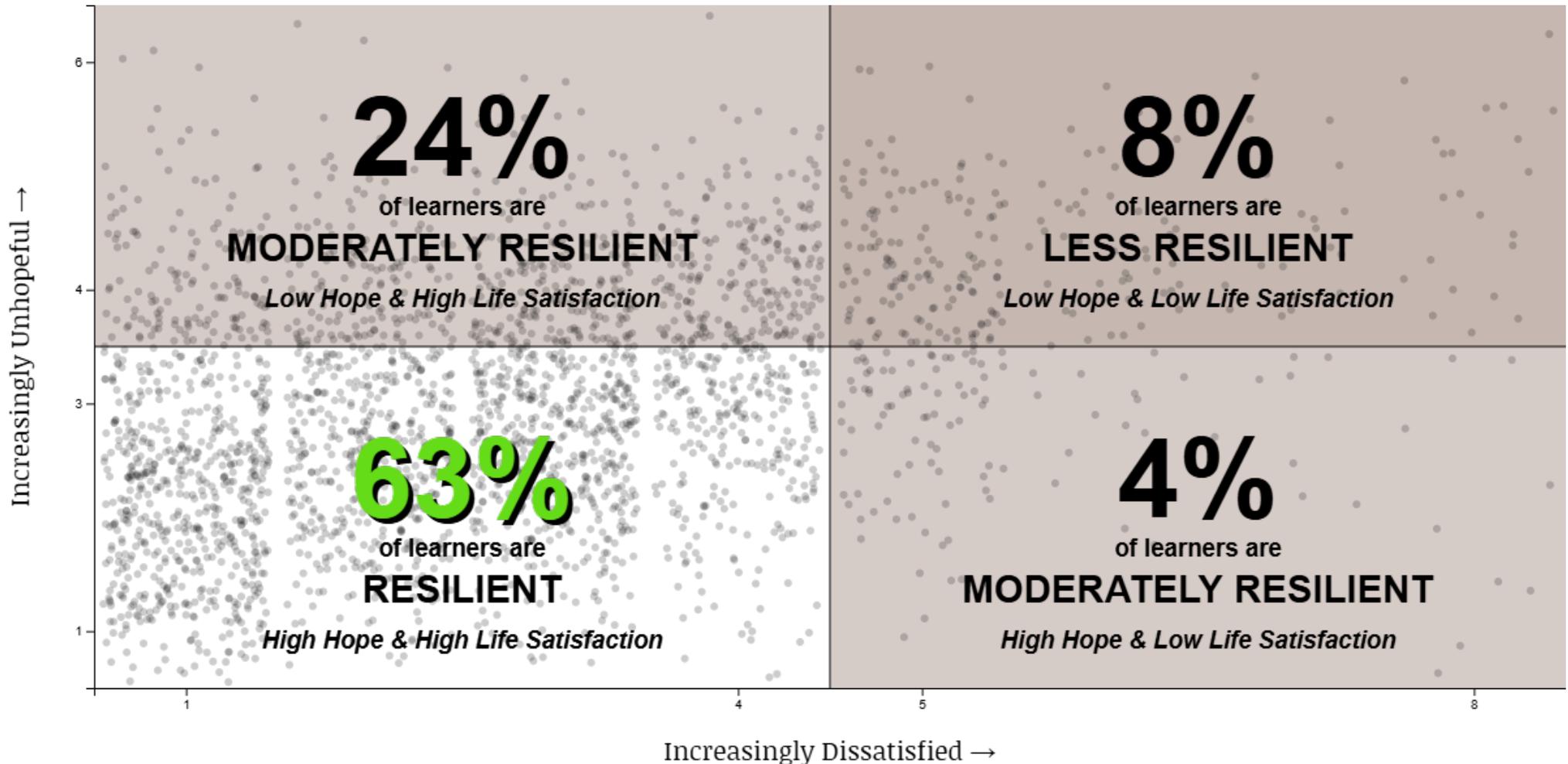

To generate similar graphs or find more information about this data, please visit your interactive portal: Resilience Score.
The survey items comprising this construct can be found in the Appendix.

What does this scatterplot show?

This scatterplot is a key indicator of the resilience of your students as measured by two positive components of mental health – Life Satisfaction (Cantril Ladder) and Hope (Children's Hope Scale).

On this scatterplot each student is represented with a single dot. The position of each dot indicates each student's reported life satisfaction and hopefulness. Students with high life satisfaction and a high level of hope are categorised as 'Resilient', in contrast to students with low-levels of hope and low-levels of life satisfaction who are categorised as 'Less Resilient'.

In other words, appropriate thresholds allow students to be categorised by whether they are:

1. RESILIENT = "High Hope & High Life Satisfaction"
2. MODERATELY RESILIENT = "Low Hope & High Life Satisfaction"
3. MODERATELY RESILIENT = "High Hope & Low Life Satisfaction"
4. LESS RESILIENT = "Low Hope & Low Life Satisfaction"

The percentage of your students who fall into each quadrant are shown on the graph.

The table below shows your students Resilience Score by Year Level and Gender, compared to Australian Norms (AN):

Year Level	Female	AN	Male	AN
3	61.7%	58.3%	61.4%	61.7%
4	64.7%	59.9%	67.6%	65%
5	58.7%	59.4%	69.3%	64.6%
6	51.8%	57.8%	73.4%	65.9%
TOTAL #	59.5%	58.9%	67.8%	64.4%

Australian Norms (AN)

| Below comparison data							Above comparison data
Legend:	- 15	- 10-15	- 5-10	- 0-5	+ 0-5	+ 5-10	+ 10-15	+ 15

Numbers reported are the % of students who responded favourably to each item.
Colours show the difference between your data and our nation wide comparative data.

Healthy Mind Score

Anxiety and Depression: GAD-2 and PHQ-2

This scatterplot represents each respondent with a single dot. The position of each dot indicates each students reported symptoms of either anxiety, depression, or both anxiety and depression, or the absence of these symptoms, suggesting a healthy mind.
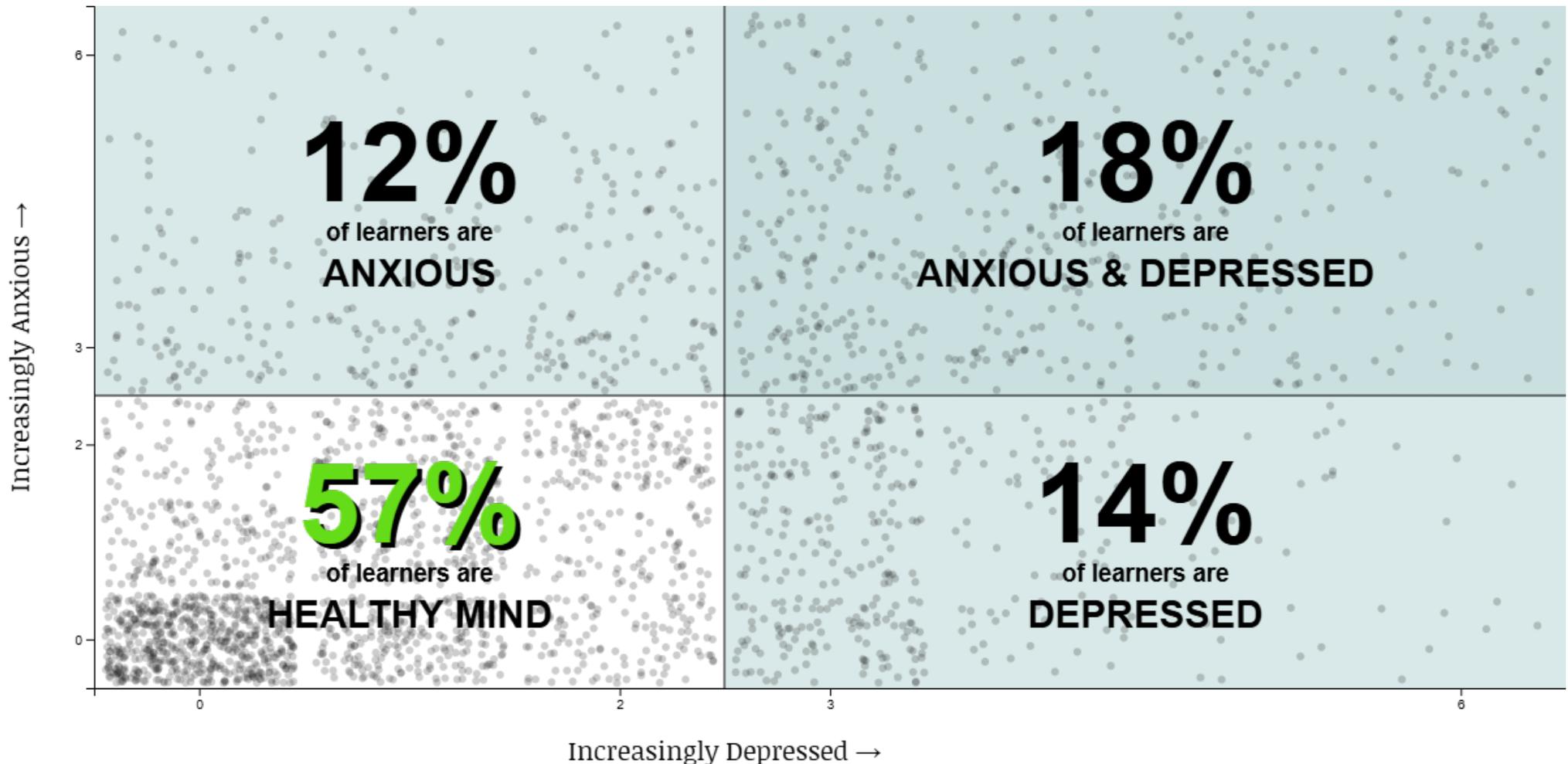
To generate similar graphs or find more information about this data, please visit your interactive portal: Healthy Mind Score.
The survey items comprising this construct can be found in the Appendix.

What does this scatterplot show?

Anxiety and depression are commonly experienced by young people.

On this scatterplot each student is represented with a single dot. The position of each dot indicates each student's reported symptoms of either anxiety, depression, or both anxiety and depression, or the absence of these symptoms, suggesting a "healthy mind".

In other words, appropriate thresholds allow students to be categorised by whether they are:

- ANXIOUS (but not depressed)
- DEPRESSED (but not anxious)
- both ANXIOUS & DEPRESSED
- HEALTHY MIND (neither anxious nor depressed)

The percentage of your students who fall into each quadrant are shown on the graph.

The table below shows your students Healthy Mind Score by Year Level and Gender, compared to Australian Norms (AN):

Year Level	Female	AN	Male	AN
3	50.7%	49.1%	46.1%	49.9%
4	57.1%	55.6%	56.9%	57.3%
5	55.8%	58.7%	61.9%	63.5%
6	55.6%	57%	68.8%	66.4%
TOTAL #	**54.9%**	**55.3%**	**58.3%**	**59.7%**

Australian Norms (AN)

Below comparison data   Above comparison data

Legend: | - 15 | - 10-15 | - 5-10 | - 0-5 | + 0-5 | + 5-10 | + 10-15 | + 15 |

Numbers reported are the % of students who responded favourably to each item.
Colours show the difference between your data and our nation wide comparative data.

Ready to Learn Score

Anxiety and Coping: GAD-2 and CSI-4

This scatterplot represents each respondent with a single dot. The position of each dot indicates each respondent reported symptoms of either anxiety, disengagement from problem-solving, or both anxiety and disengagement from problem-solving, or the absence these symptoms, suggesting a readiness to learn.
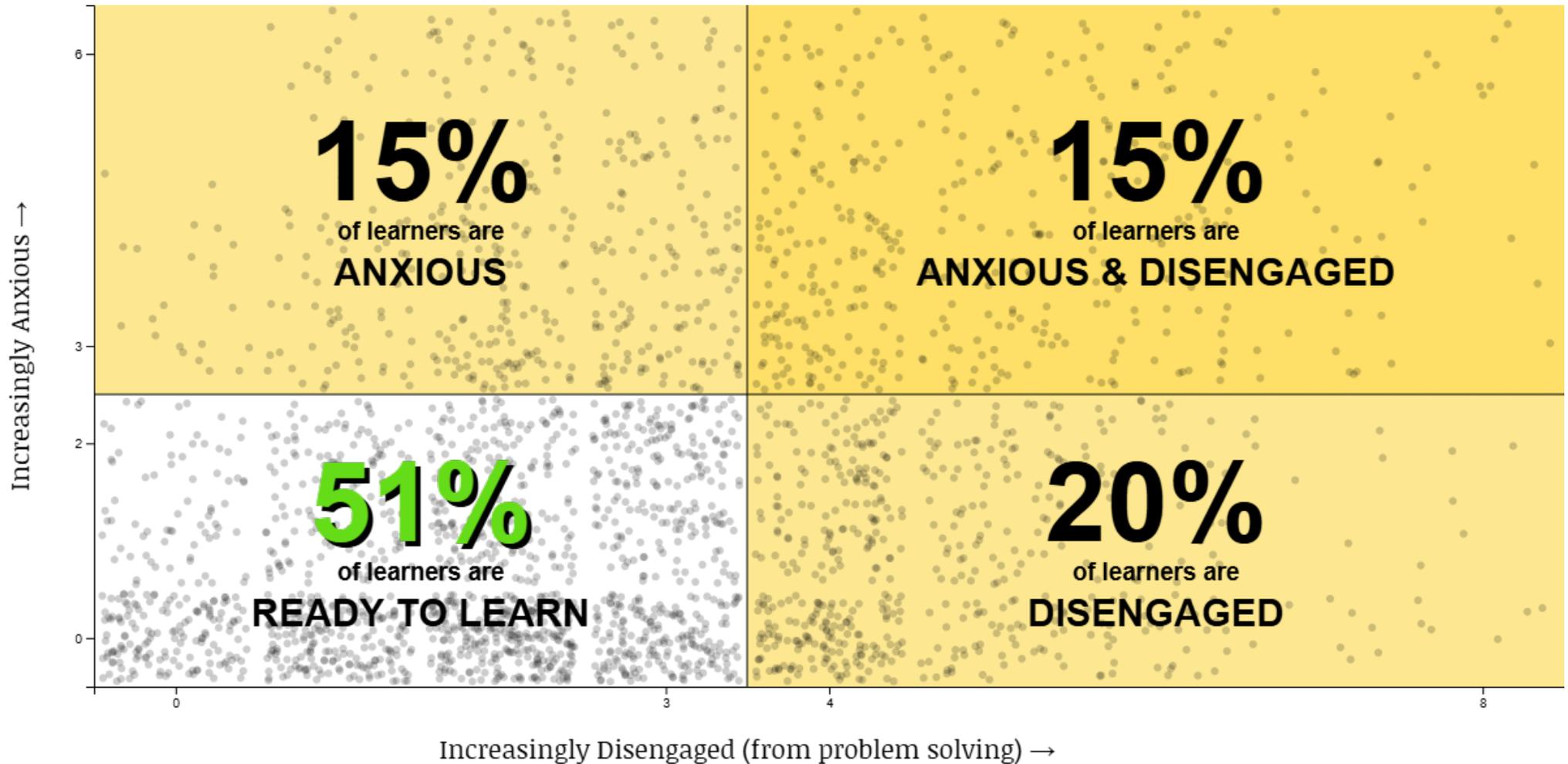
To generate similar graphs or find more information about this data, please visit your interactive portal: Ready to Learn Score.
The survey items comprising this construct can be found in the Appendix.

What does this scatterplot show?

The many ways that students respond negatively to challenging situations fall into two broad classes: anxiety and disengagement from problem solving.

On this scatterplot each student is represented with a single dot. The position of each dot indicates each student's reported symptoms of either anxiety, disengagement from problem solving, or both anxiety and disengagement from problem solving, or the absence of these symptoms, suggesting a "Ready to Learn" mindset.

In other words, appropriate thresholds allow students to be categorised by whether they are:

- ANXIOUS (but not disengaged from problem solving)
- DISENGAGED from problem solving (but not anxious)
- both ANXIOUS & DISENGAGED from problem solving
- READY TO LEARN (neither anxious nor disengaged from problem solving)

The percentage of your students who fall into each quadrant are shown on the graph.

The table below shows your students Ready to Learn Score by Year Level and Gender, compared to Australian Norms (AN):

Year Level	Female	AN	Male	AN
3	49%	45.3%	42.3%	43.2%
4	50.8%	50.5%	54.3%	50.6%
5	47%	51.6%	56.3%	55.3%
6	46.6%	49.9%	59.2%	58.3%
TOTAL #	**48.4%**	**49.5%**	**53.1%**	**52.2%**

Australian Norms (AN)

Below comparison data | | | | | | | | Above comparison data

| Legend: | - 15 | - 10-15 | - 5-10 | - 0-5 | + 0-5 | + 5-10 | + 10-15 | + 15 |

Numbers reported are the % of students who responded favourably to each item.
Colours show the difference between your data and our nation wide comparative data.
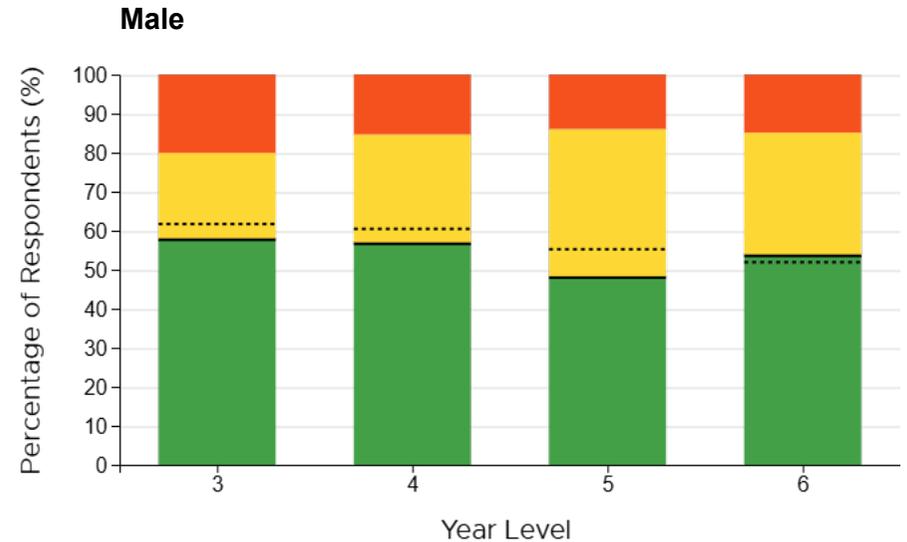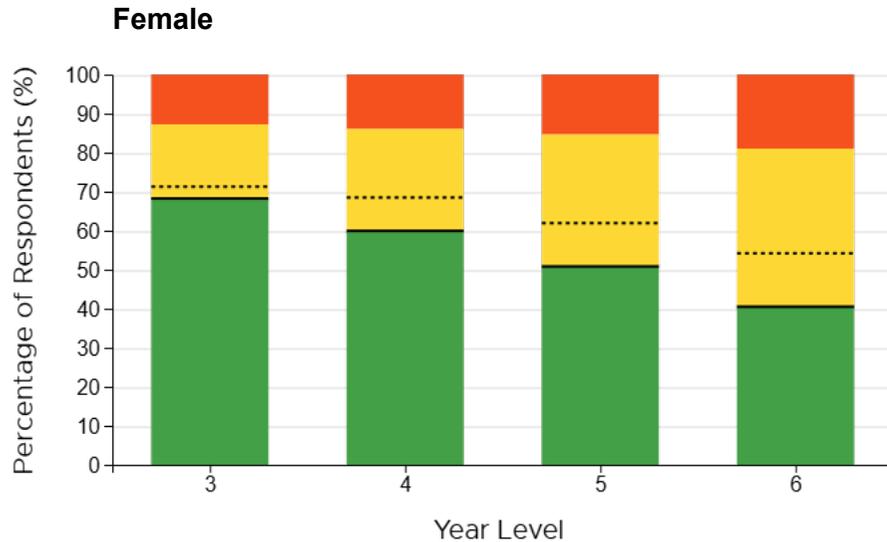
Connection to Nature

Illustrated Inclusion of Nature in Self Scale (IINS)

This graph shows the varying degrees of connection to nature reported among your respondents.

Categories **STRONGER connection to nature**
MODERATE connection to nature WEAKER connection to nature

...... **Norm Comparison**
Australian Schools (to May 2025)

Female

Male

Female

WEAKER connection to nature	13%	14%	15%	19%
MODERATE connection to nature	19%	26%	34%	41%
STRONGER connection to nature	68%	60%	51%	41%
TOTAL #	337	382	419	311

Male

WEAKER connection to nature	20%	15%	14%	15%
MODERATE connection to nature	22%	28%	38%	32%
STRONGER connection to nature	58%	57%	48%	54%
TOTAL #	319	339	394	282

To generate similar graphs or find more information about this data, please visit your interactive portal: Connection to Nature.
The survey items comprising this construct can be found in the Appendix.

Appendix: Mental Health Constructs

The Survey incorporates the following six scientifically validated, reliable and internationally accepted Mental Health instruments. This means you can rely on the results as an accurate measure of the Mental Health of your young people. This data also provides a sound basis for planning and implementing targeted initiatives.

Cantril Self Anchoring Scale (Cantril Ladder)

Imagine a ladder with steps numbered 1 at the bottom to 8 at the top. The top represents the best possible life for you and the bottom represents the worst possible life for you. On which step of the ladder do you feel you stand at this time?

Children's Hope Scale (CHS)

In most situations,

- I think I am doing pretty well.
- I can think of many ways to get things in life that are most important to me.
- I am doing just as well as other kids my age.
- When I have a problem, I can come up with lots of ways to solve it.
- I think the things I have done in the past will help me in the future.
- Even when others want to quit, I know that I can find ways to solve the problem.

Generalized Anxiety Disorder (GAD-2)

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

- Feeling nervous, anxious, or on edge.
- Not being able to stop or control worrying.

Patient Health Questionnaire (PHQ-2)

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

- Feeling down, depressed or hopeless.
- Little interest or pleasure in doing things.

Coping Strategies Inventory [disengagement subscale] (CSI-4)

- When I have a problem, I avoid doing anything about it.
- When I have a problem, I just wish it would go away.
- When bad things happen, I usually blame myself.
- When bad things happen, I talk to others about my problem.

Illustrated Inclusion of Nature in Self Scale (IINS)

How connected are you with nature? (picture response)