



Years 2023
Date Generated 18/02/2024

STUDENT RESILIENCE SURVEY

Mental Health Report

Hume City Council

# responses					
	Year Levels				
	3	4	5	6	
Female	284	296	325	316	1221
Male	287	302	339	335	1263
Prefer Not To Say	29	13	13	17	72
	600	611	677	668	2556

The comparison dataset from Australian Schools (to Dec 2023) has 66,751 responses.

helpdesk@resilientyouth.org

Welcome to your Mental Health Report

Since 2013, Resilient Youth Australia have surveyed more than 750,000 young Australian school students, aged 7-18 years, using international gold standard mental health scales.

This work has resulted in a peer-reviewed publications, such as Centofanti et al. (2019) 'Establishing norms for mental well-being in young people using the General Health Questionnaire,' *Australian Journal of Psychology* 71:2, DOI: [10.1111/ajpy.12227](https://doi.org/10.1111/ajpy.12227).

This 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



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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)
- Healthy Mind Score (Anxiety & Depression)
- Ready to Learn Score (Anxiety & Coping)

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

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.

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

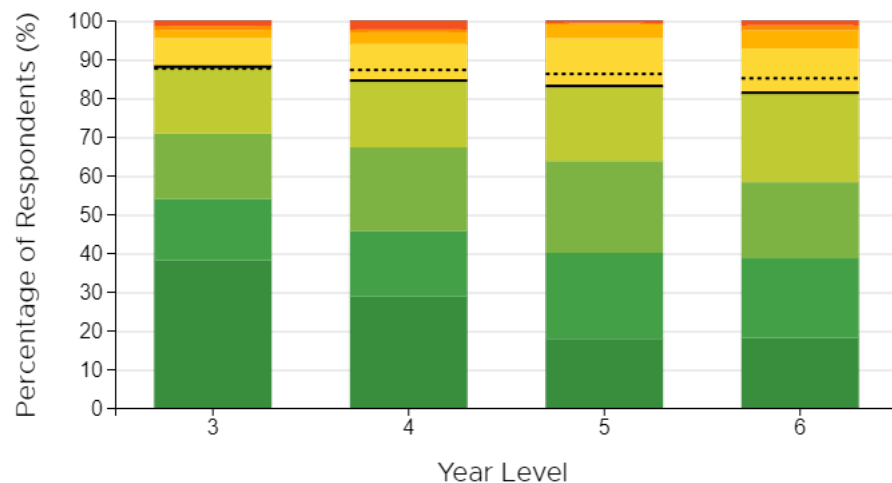
Cantril Self Anchoring Scale (Cantril Ladder)

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

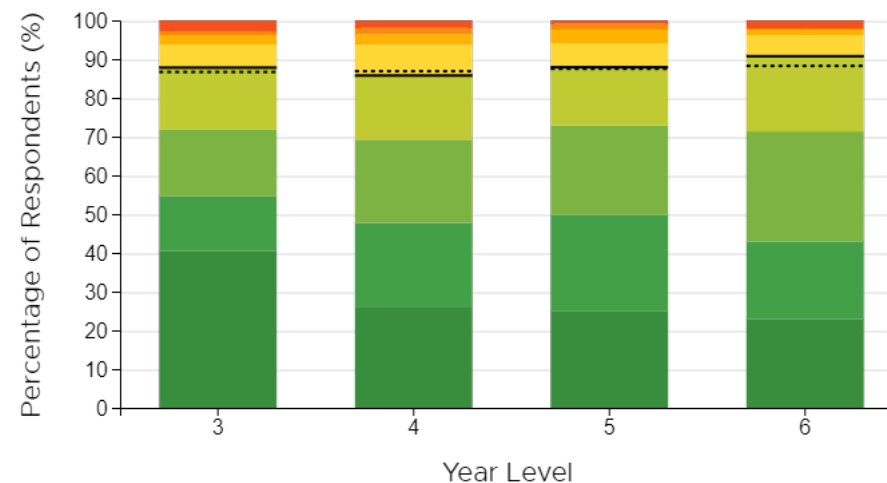
Categories 8 (best) 7 6 5 4 3 2 1 (worst)

..... Norm Comparison
Australian Schools (to Dec 2023)

Female



Male



1 (worst)	1%	2%	1%	1%
2	1%	1%	0%	1%
3	2%	3%	4%	5%
4	7%	9%	12%	11%
5	17%	17%	19%	23%
6	17%	22%	24%	20%
7	16%	17%	22%	21%
8 (best)	38%	29%	18%	18%
TOTAL #	284	296	325	316

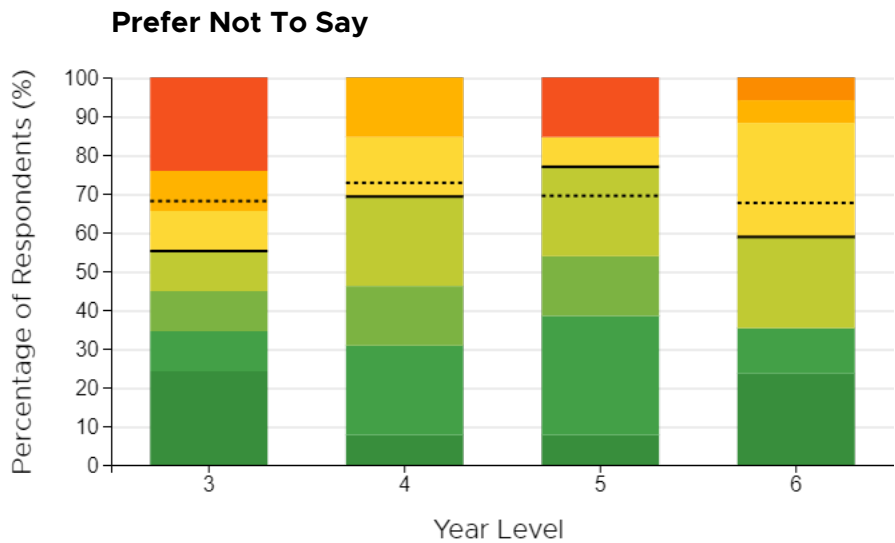
1 (worst)	3%	2%	1%	2%
2	1%	2%	1%	0%
3	2%	3%	4%	1%
4	6%	8%	6%	5%
5	16%	17%	15%	19%
6	17%	22%	23%	28%
7	14%	22%	25%	20%
8 (best)	40%	26%	25%	23%
TOTAL #	287	302	339	335

Overall Life Satisfaction

Cantril Self Anchoring Scale (Cantril Ladder)

Categories 8 (best) 7 6 5 4 3 2 1 (worst)

..... Norm Comparison
Australian Schools (to Dec 2023)



1 (worst)	24%	.	15%	.
2	.	.	.	6%
3	10%	15%	.	6%
4	10%	15%	8%	29%
5	10%	23%	23%	24%
6	10%	15%	15%	.
7	10%	23%	31%	12%
8 (best)	24%	8%	8%	24%
TOTAL #	29	13	13	17

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

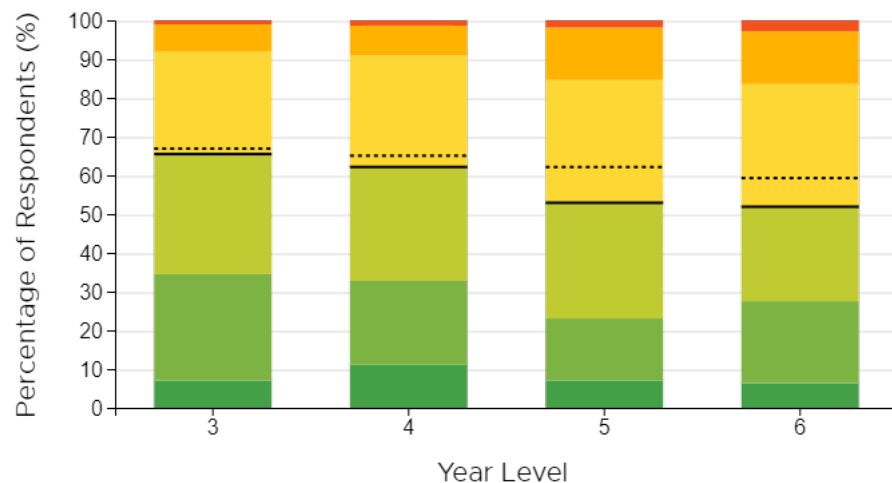
Children's Hope Scale (CHS)

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

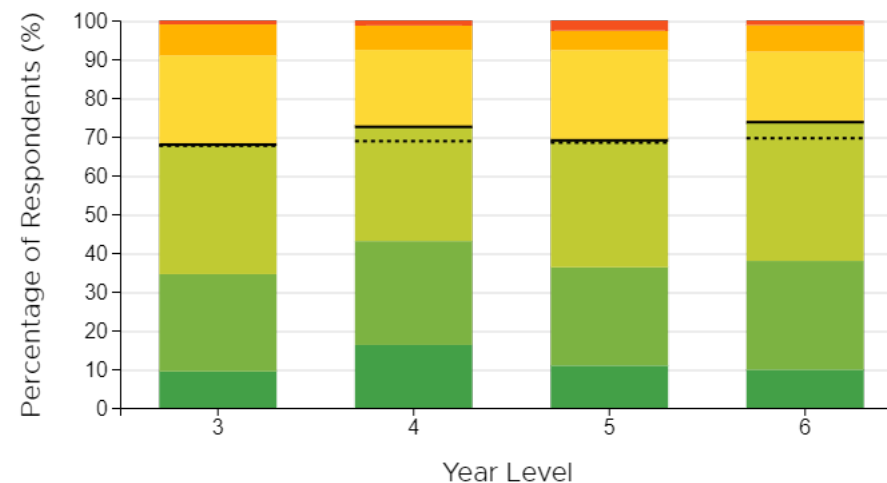
Categories **All** **Most** **Lots** **Some** **Little** **None**

..... **Norm Comparison**
Australian Schools (to Dec 2023)

Female



Male



None	1%	1%	2%	3%
Little	7%	8%	14%	14%
Some	26%	29%	32%	32%
Lots	31%	29%	30%	24%
Most	27%	22%	16%	21%
All	7%	11%	7%	6%
TOTAL #	284	296	325	316

None	1%	1%	3%	1%
Little	8%	6%	5%	7%
Some	23%	20%	23%	18%
Lots	33%	29%	33%	36%
Most	25%	27%	25%	28%
All	9%	16%	11%	10%
TOTAL #	287	302	339	335

Hope

Children’s Hope Scale (CHS)

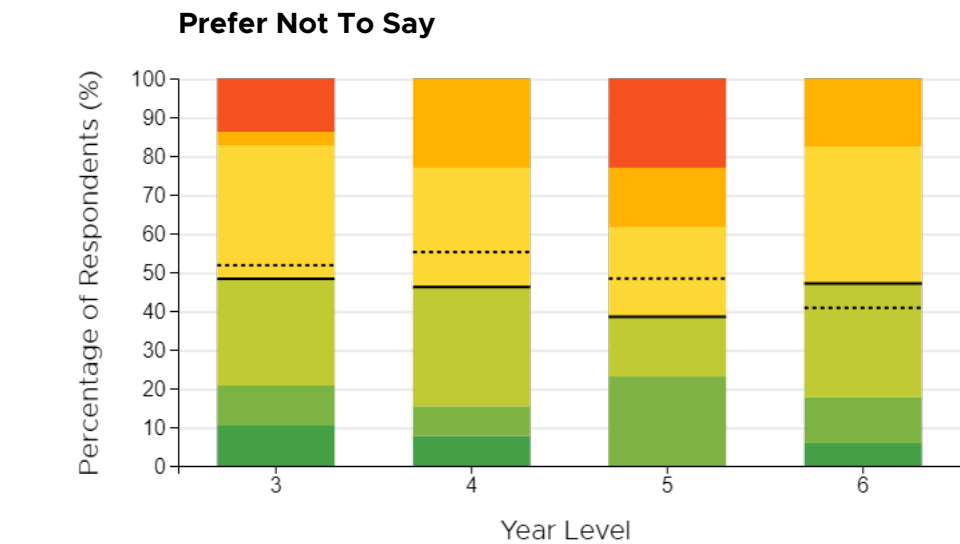
Categories

AllMostLotsSomeLittleNone

.....

Norm Comparison

Australian Schools (to Dec 2023)



None	14%	.	23%	.
Little	3%	23%	15%	18%
Some	34%	31%	23%	35%
Lots	28%	31%	15%	29%
Most	10%	8%	23%	12%
All	10%	8%	.	6%
TOTAL #	29	13	13	17

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

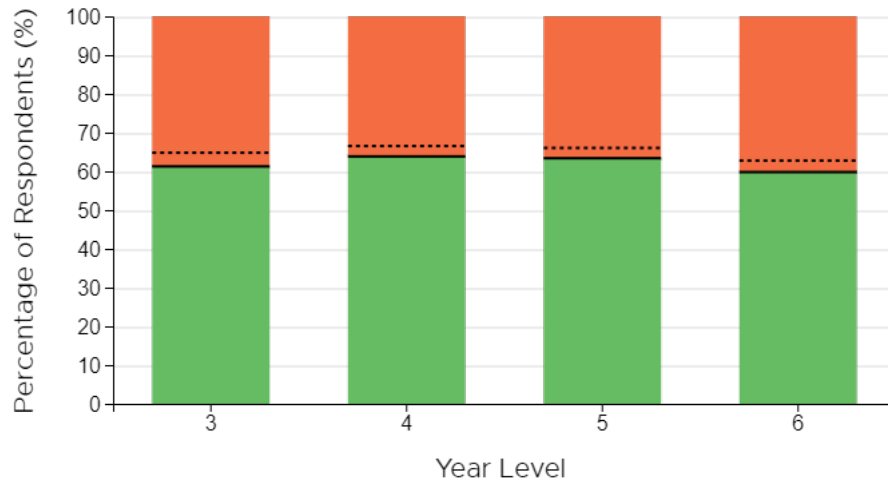
Generalized Anxiety Disorder (GAD-2)

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

Categories Not Anxious Anxious

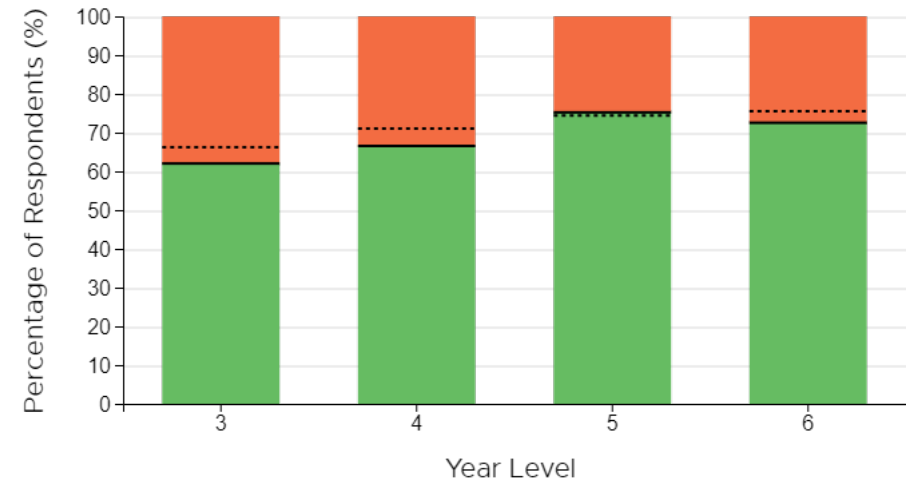
..... **Norm Comparison**
Australian Schools (to Dec 2023)

Female



Anxious	39%	36%	37%	40%
Not Anxious	61%	64%	63%	60%
TOTAL #	284	296	325	316

Male



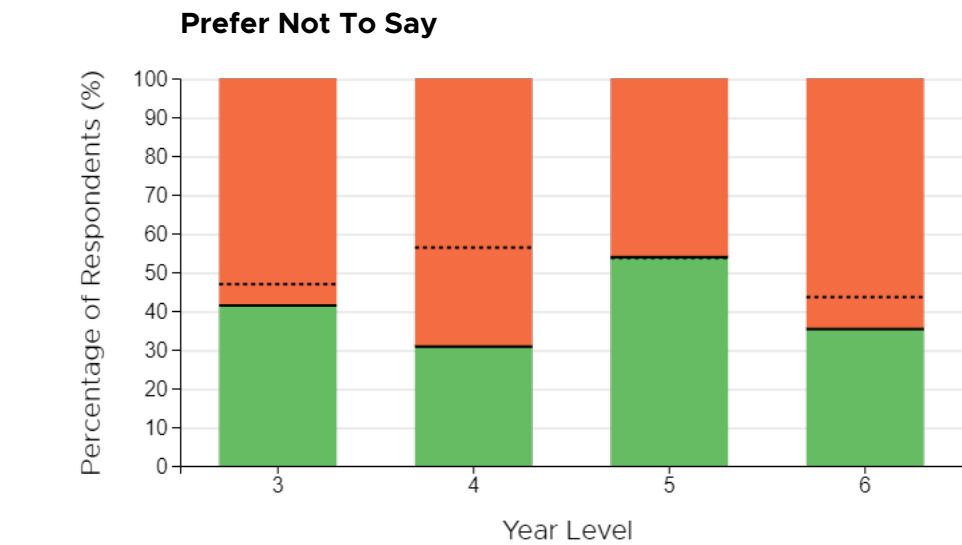
Anxious	38%	33%	25%	27%
Not Anxious	62%	67%	75%	73%
TOTAL #	287	302	339	335

Anxiety

Generalized Anxiety Disorder (GAD-2)

Categories Not Anxious Anxious

..... Norm Comparison
Australian Schools (to Dec 2023)



Anxious	59%	69%	46%	65%
Not Anxious	41%	31%	54%	35%
TOTAL #	29	13	13	17

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.

Categories

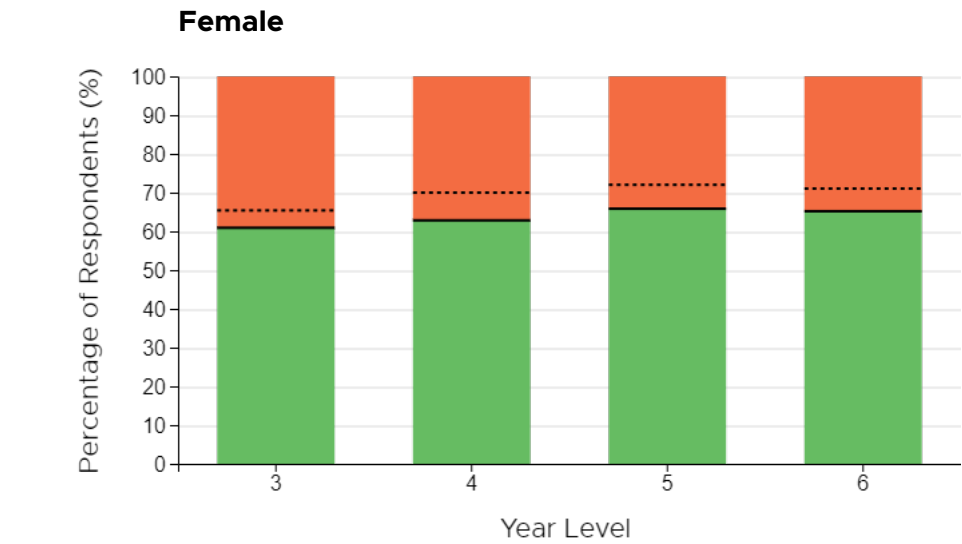
Not Depressed

Depressed

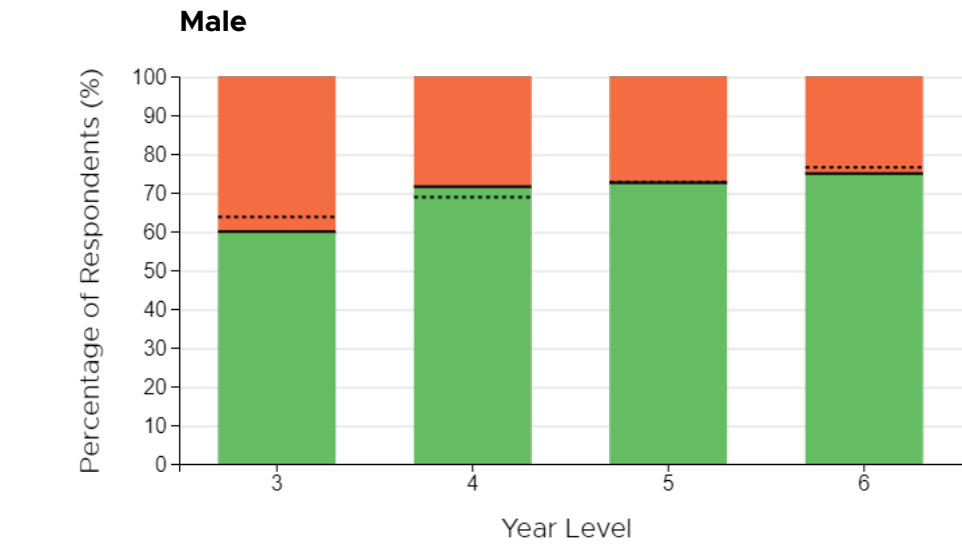
.....

Norm Comparison

Australian Schools (to Dec 2023)



Depressed	39%	37%	34%	35%
Not Depressed	61%	63%	66%	65%
TOTAL #	284	296	325	316

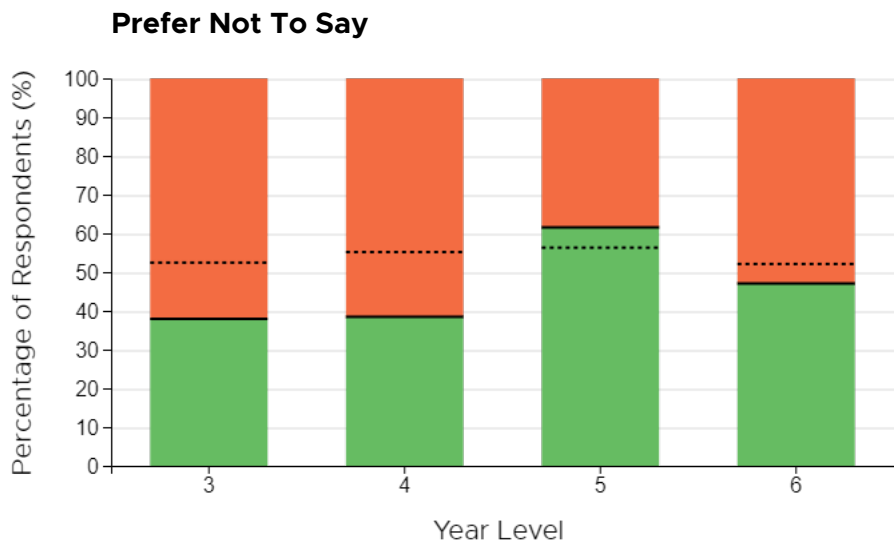


Depressed	40%	28%	27%	25%
Not Depressed	60%	72%	73%	75%
TOTAL #	287	302	339	335

Depression

Patient Health Questionnaire (PHQ-2)

Categories	Not Depressed	Depressed
.....	Norm Comparison Australian Schools (to Dec 2023)	



Depressed	62%	62%	38%	53%
Not Depressed	38%	38%	62%	47%
TOTAL #	29	13	13	17

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.

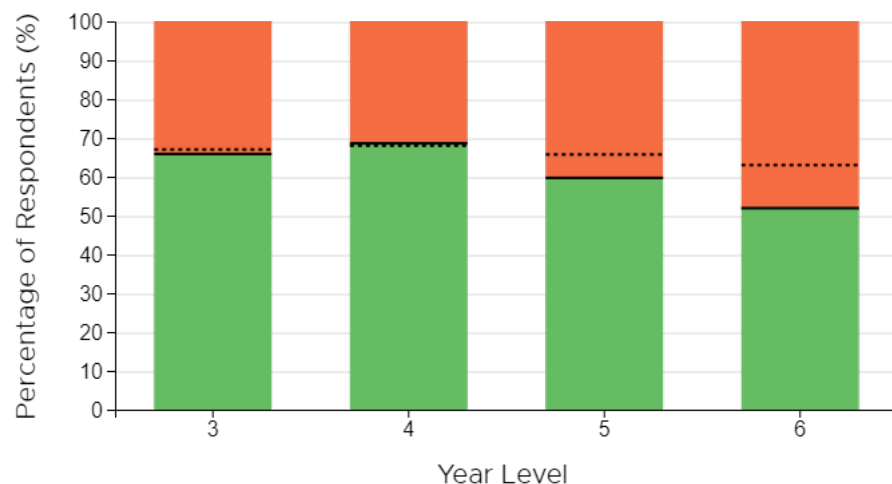
Disengaged Coping Strategies

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

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

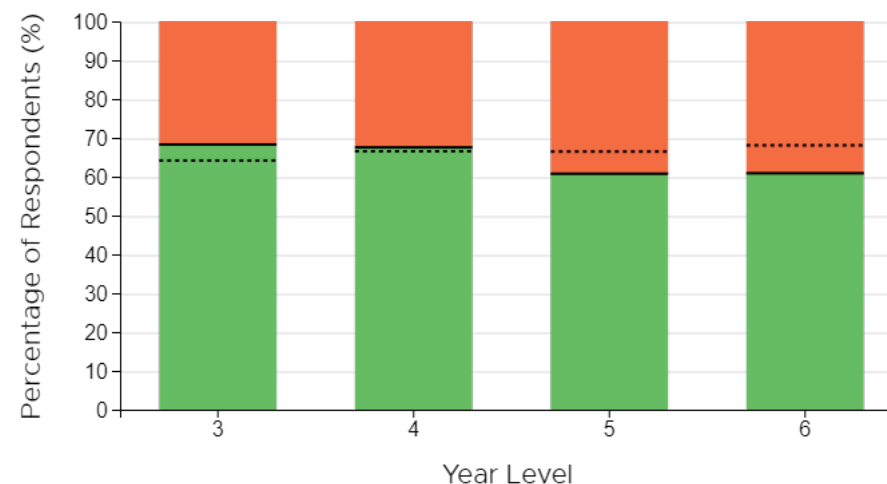
Categories	Engaged	Disengaged
.....	Norm Comparison Australian Schools (to Dec 2023)	

Female



Disengaged	34%	31%	40%	48%
Engaged	66%	69%	60%	52%
TOTAL #	284	296	325	316

Male



Disengaged	32%	32%	39%	39%
Engaged	68%	68%	61%	61%
TOTAL #	287	302	339	335

Disengaged Coping Strategies

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

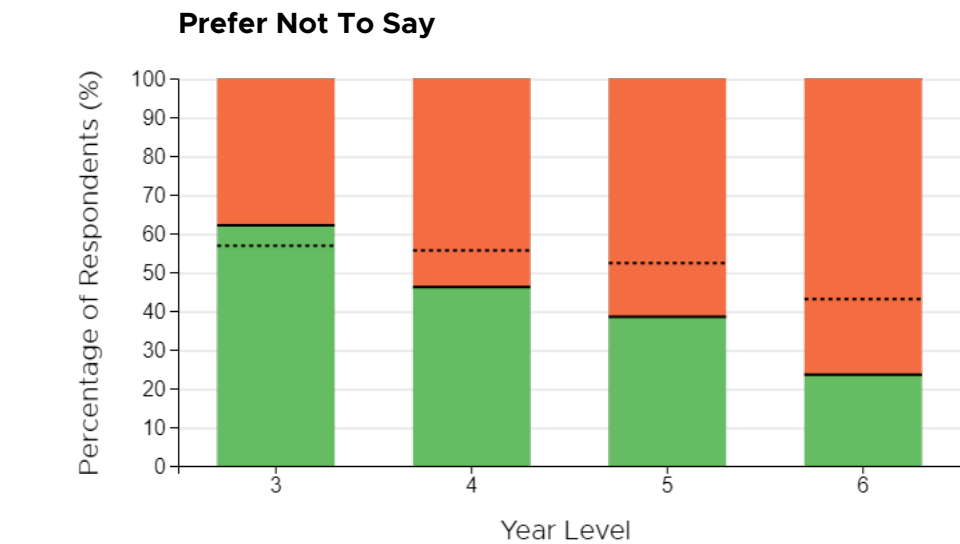
Categories

EngagedDisengaged

.....

Norm Comparison

Australian Schools (to Dec 2023)



Disengaged	38%	54%	62%	76%
Engaged	62%	46%	38%	24%
TOTAL #	29	13	13	17

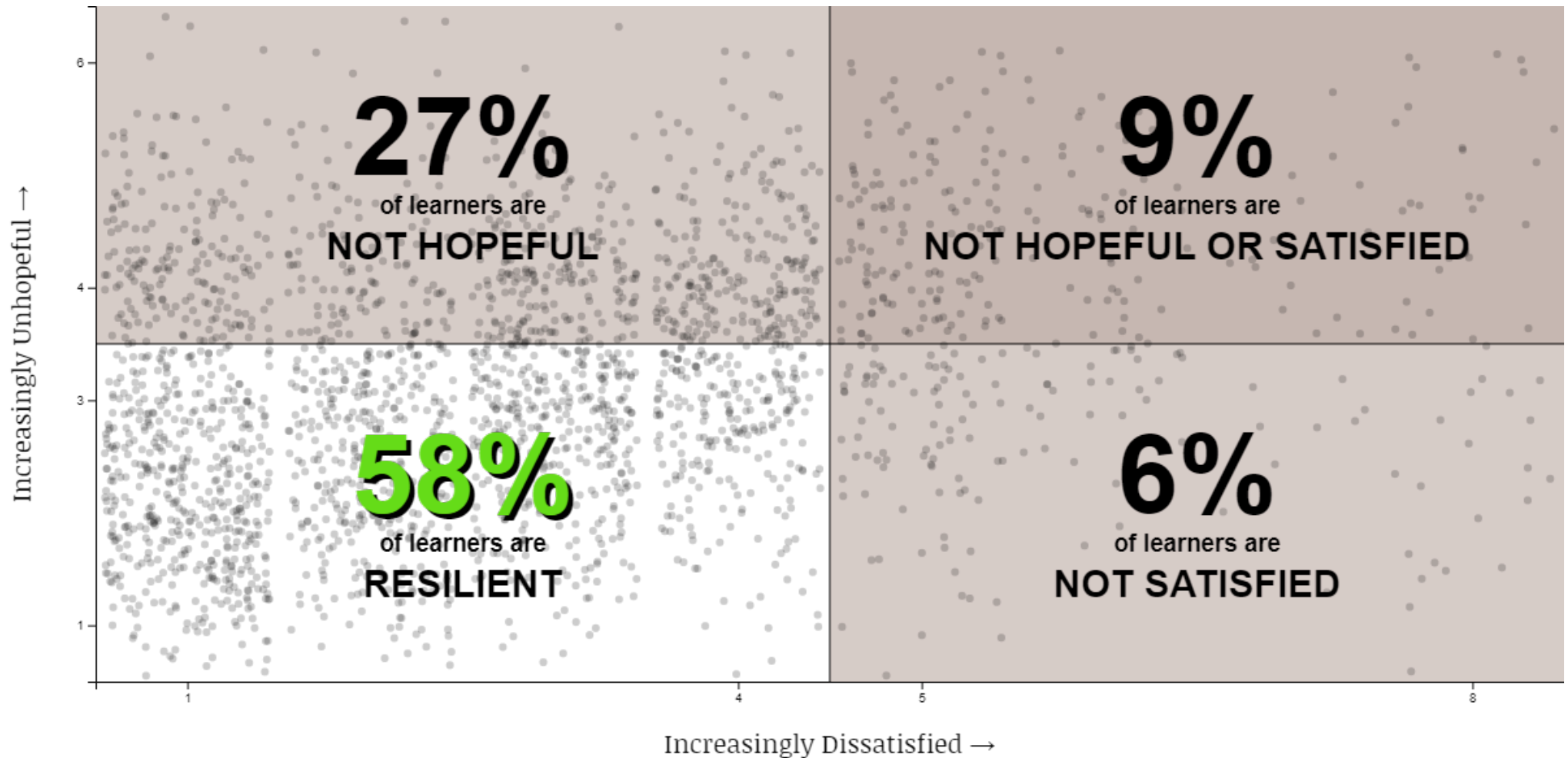
To generate similar graphs or find more information about this data, please visit your interactive portal: [Disengaged Coping Strategies](#). The survey items comprising this construct can be found in the Appendix.

Resilience Score

Hope and Life Satisfaction: CHS and Cantril

Year Levels 3-6 Genders Female, Male, Prefer Not To Say

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 ‘Low Resilience’.

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

- RESILIENT (RESILIENCE SCORE)
- HIGH LIFE SATISFACTION / LOW HOPE
- HIGH HOPE / LOW LIFE SATISFACTION
- LOW RESILIENCE SCORE

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):

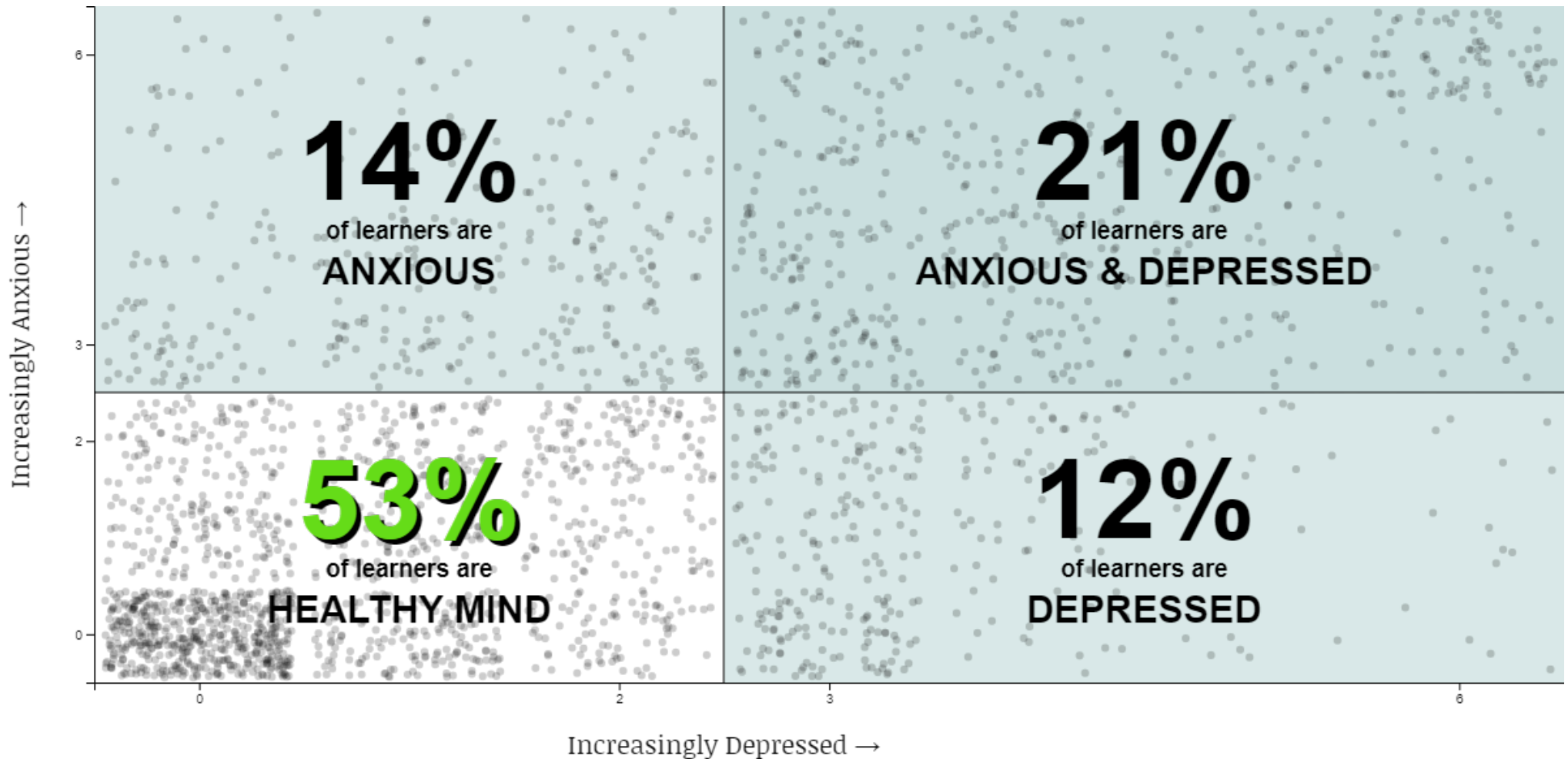
Year Level1	Female	AN	Male	AN	Prefer Not To Say	AN
3	58.8%	.	61%	.	31%	.
4	55.7%	.	64.6%	.	38.5%	.
5	48.6%	.	63.7%	.	38.5%	.
6	47.5%	.	69.6%	.	29.4%	.
TOTAL #	52.4%	.	64.8%	.	33.3%	.

Healthy Mind Score

Anxiety and Depression: GAD-2 and PHQ-2

Year Levels 3-6 Genders Female, Male, Prefer Not To Say

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):

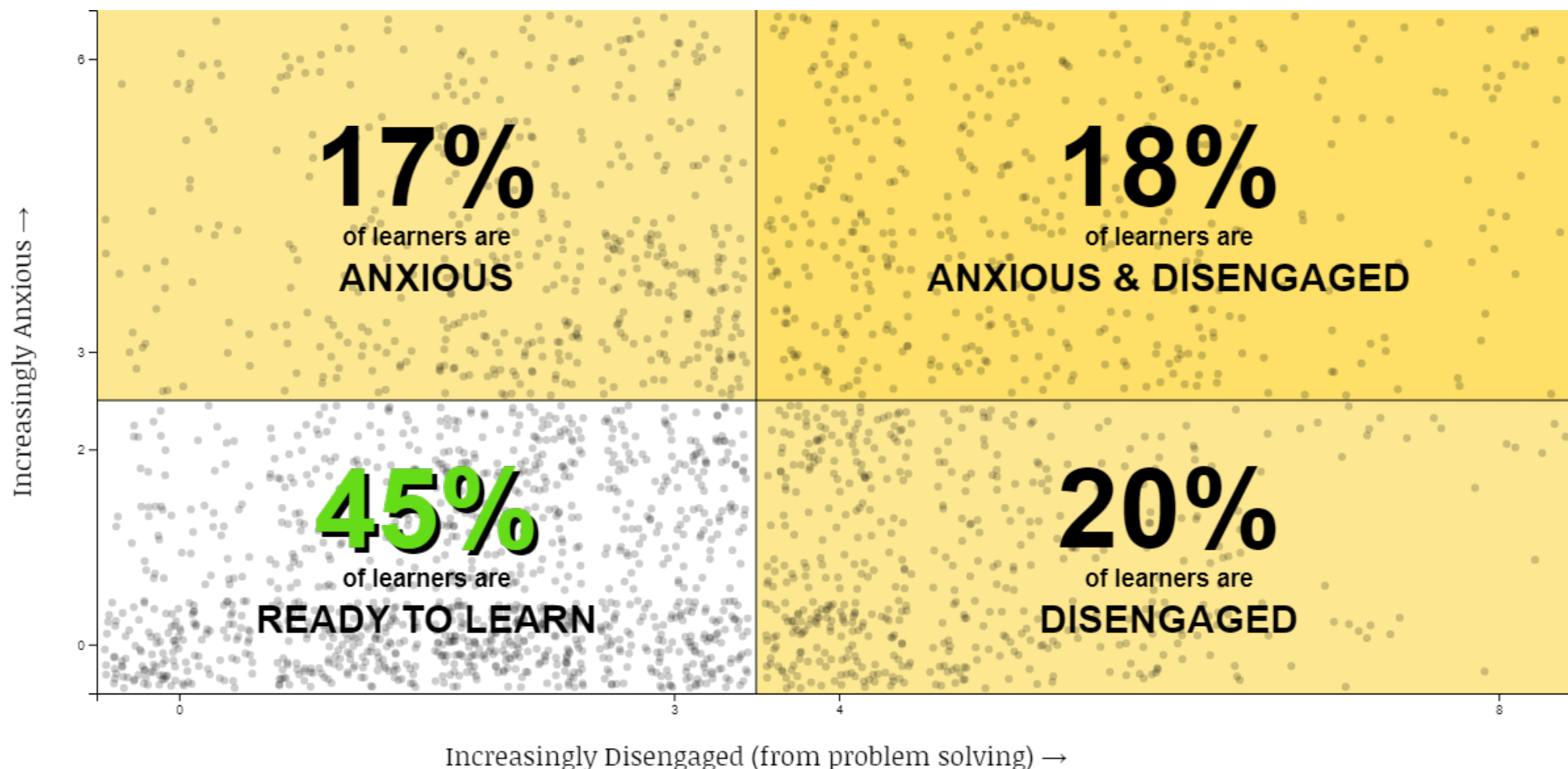
Year Level	Female	AN	Male	AN	Prefer Not To Say	AN
3	45.4%	.	42.9%	.	34.5%	.
4	51.7%	.	57%	.	23.1%	.
5	52.3%	.	62.5%	.	46.2%	.
6	50%	.	61.8%	.	29.4%	.
TOTAL #	50%	.	56.5%	.	33.3%	.

Ready to Learn Score

Anxiety and Coping: GAD-2 and CSI-4

Year Levels 3-6 Genders Female, Male, Prefer Not To Say

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	Prefer Not To Say	AN
3	42.6%	.	43.6%	.	31%	.
4	48%	.	48%	.	23.1%	.
5	43.4%	.	49.6%	.	30.8%	.
6	40.2%	.	47.5%	.	17.6%	.
TOTAL #	43.5%	.	47.3%	.	26.4%	.

Connection to Nature

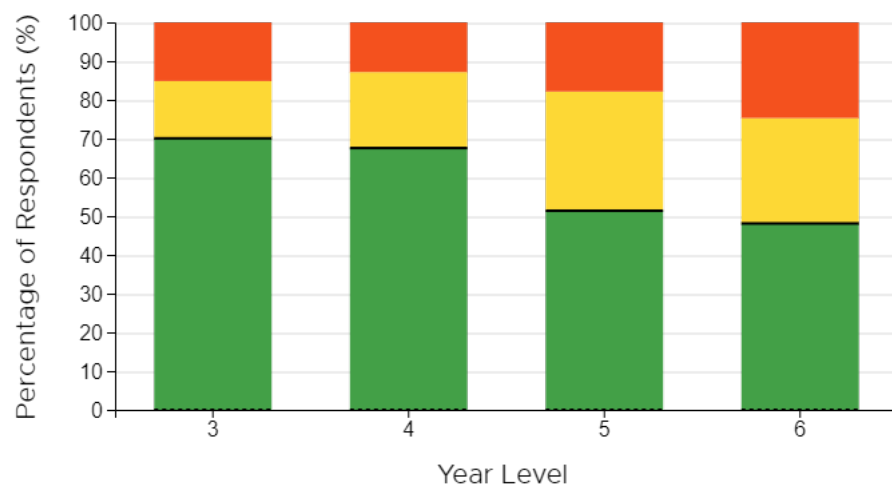
Illustrated Inclusion of Nature in Self Scale (IINS)

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

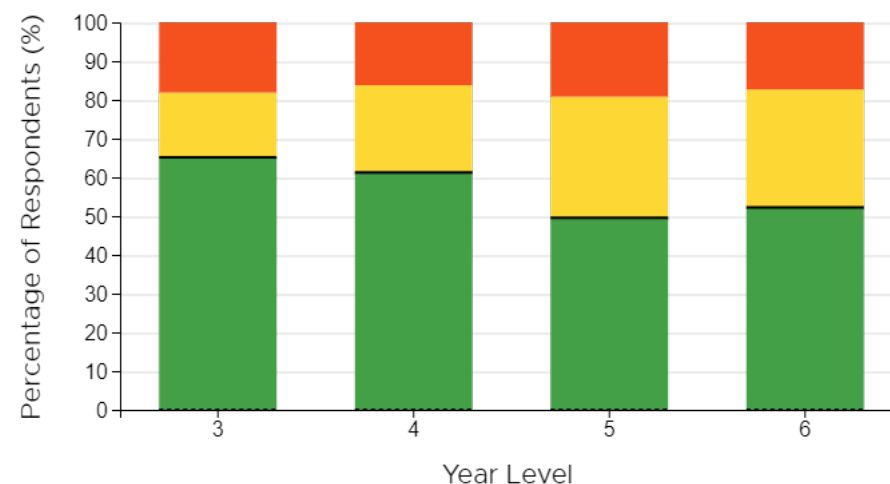
..... **Norm Comparison**
Australian Schools (to Dec 2023)

Female



WEAKER connection to nature	15%	13%	18%	25%
MODERATE connection to nature	15%	20%	31%	27%
STRONGER connection to nature	70%	68%	51%	48%
TOTAL #	284	296	325	316

Male



WEAKER connection to nature	18%	16%	19%	17%
MODERATE connection to nature	17%	23%	31%	30%
STRONGER connection to nature	65%	61%	50%	52%
TOTAL #	287	302	339	335

Connection to Nature

Illustrated Inclusion of Nature in Self Scale (IINS)

Categories

STRONGER conection to nature

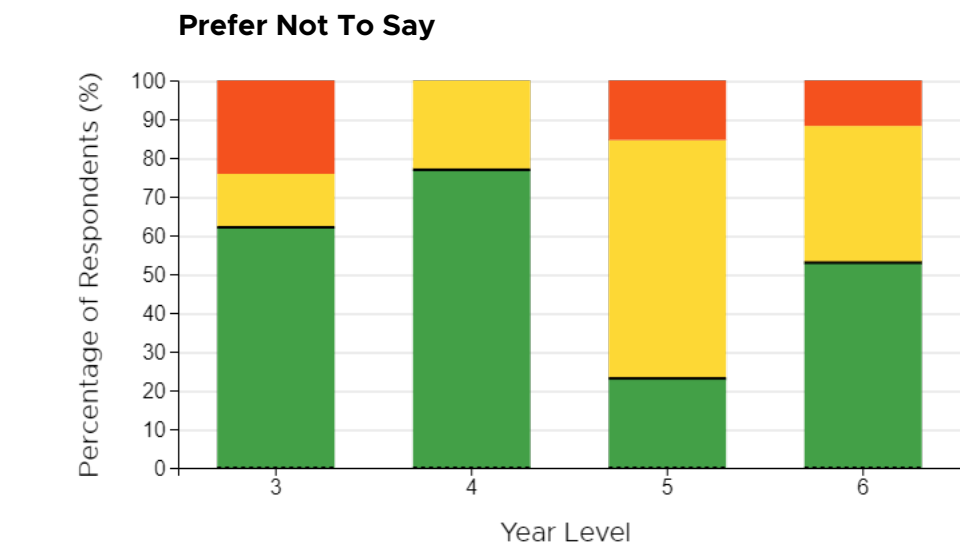
MODERATE connection to nature

WEAKER connection to nature

.....

Norm Comparison

Australian Schools (to Dec 2023)



WEAKER connection to nature	24%	.	15%	12%
MODERATE connection to nature	14%	23%	62%	35%
STRONGER conection to nature	62%	77%	23%	53%
TOTAL #	29	13	13	17

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)