



Connected, Protected, Respected™

STUDENT RESILIENCE SURVEY

Snapshot Report

Hume City Council

Comparison Data Australia (to Jun 2023)

Years 2023

Date Generated 3/1/2024

responses

Year Levels

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

The comparison dataset has . responses.

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.

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 Student 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 Snapshot Report provides an at-a-glance overview of your students' strengths and challenges, in percentage terms, colour-coded against the Australian norms.

For your separate, comprehensive 'Mental Health' interactive items, please visit your [reporting portal](#).

We know that you will find your Student 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

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.

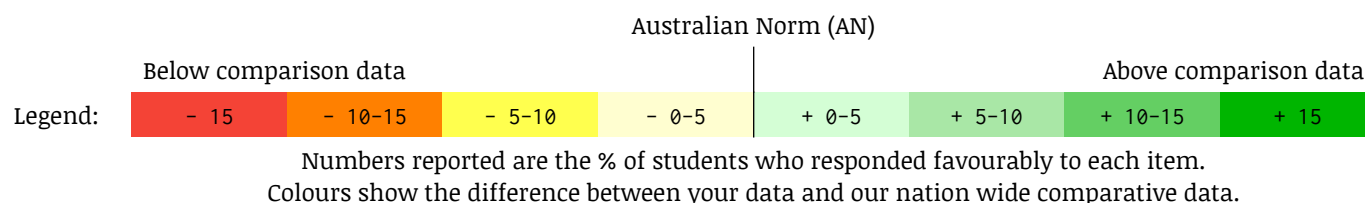
Positive Values: Deepening personal values is a crucial aspect of a young person's development, and eventually leads to deep commitments that guide how they think and act.

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

Comparison to Australian Norms

Year Levels 3-6 Genders Male, Female, Other, Prefer Not To Say Year 2023

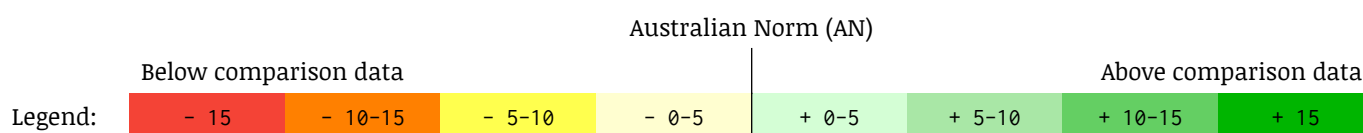
Reporting Area	Focus of Question	M,F,O,P 2023	AN 2023
CONNECTED			
Positive Relationships	love and support from family	89	90
	teacher at school who cares	80	85
	teachers who encourage	77	81
	parents/carers who encourage me	89	90
	at least one good friend at school	90	90
	adults who set a good example	85	47
	adult in my life who can talk to	80	81
Social Skills	parent/carer who listens to me	80	82
	good at keeping friends	80	47
	I get along with people who are different from me.	72	75
	can disagree about things and still be friends	83	86
Understanding Self	can talk about things if they upset me	43	46
	think I am doing pretty well	84	86
	can think of many ways to get important things	84	85
	doing as well as other kids	83	85



Comparison to Australian Norms

Year Levels 3-6 Genders Male, Female, Other, Prefer Not To Say Year 2023

Reporting Area	Focus of Question	M,F,O,P 2023	AN 2023
PROTECTED			
Safety	feel safe at home	89	89
	I feel safe at school.	74	81
	I feel safe in the area where I live	82	85
	school gives students clear rules	81	86
	school enforces rules fairly	74	80
	not bullied at school	84	85
	not bullied online	90	91
	not socially excluded	84	85
	not using a device between 10pm/midnight and 6am	57	67
Healthy Body	eat healthy food	71	79
	get at least 8 hours of sleep most nights	65	69
	physically active for one hour per day	79	83
	not having trouble sleeping or sleeping too much	62	33
	no poor appetite, weight loss or overeating	79	50
	not feeling tired or low on energy	66	69
	no trouble concentrating	77	42
Learning Engagement	read for fun	50	54
	try hard at school	87	90
	care about my school	80	86
	enjoy learning new things at school	70	45
	have fun at school	74	77



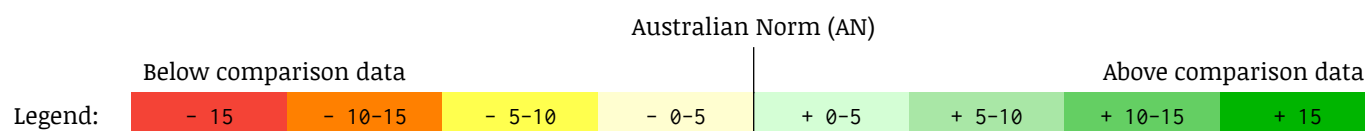
Numbers reported are the % of students who responded favourably to each item.
Colours show the difference between your data and our nation wide comparative data.

Are you looking for your Healthy Mind data? For your separate, comprehensive 'Mental Health Report', please visit your [reporting portal](#).

Comparison to Australian Norms

Year Levels 3-6 Genders Male, Female, Other, Prefer Not To Say Year 2023

Reporting Area	Focus of Question	M,F,O,P 2023	AN 2023
RESPECTED			
Positive Attitude	I feel good about myself.	76	76
	can come up with ways to solve problems	73	76
	past experiences will help me in the future	77	80
	know that I can find a way to solve the problem	78	81
Positive Values	I trust my friends and they trust me.	79	82
	forgive others who are mean to me	53	61
	forgive myself when I mess up	.	0
Positive Contribution	given useful jobs at school	58	62
	involved in at least one extra-curricular	76	45
	I give my time to help others.	73	76



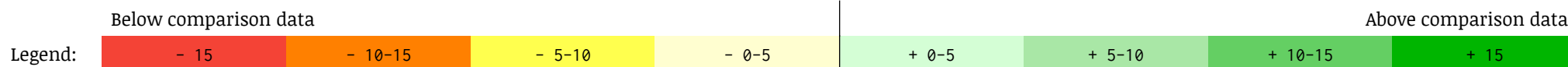
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Longitudinal Comparison to Australian Norms

Year Level 3-6 Genders Male, Female, Other, Prefer Not To Say Year 2023

Reporting Area	Focus of Question	2023 Yr3-6	2023 AN
CONNECTED			
Positive Relationships	love and support from family	89	90
	teacher at school who cares	80	85
	teachers who encourage	77	81
	parents/carers who encourage me	89	90
	at least one good friend at school	90	90
	adults who set a good example	85	47
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Australian Norm (AN)



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Longitudinal Comparison to Australian Norms

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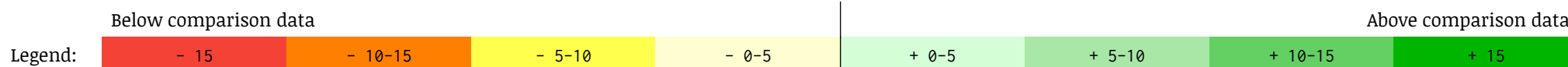
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Longitudinal Comparison to Australian Norms

Year Level 3-6 Genders Male, Female, Other, Prefer Not To Say Year 2023

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PROTECTED (continued)			
Learning	read for fun	50	54
Engagement	try hard at school	87	90
	care about my school	80	86
	enjoy learning new things at school	70	45
	have fun at school	74	77
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	involved in at least one extra-curricular	76	45
	I give my time to help others.	73	76

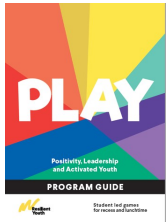
Australian Norm (AN)



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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