



Connected, Protected, Respected™

STUDENT RESILIENCE SURVEY

Cross-Sectional Report

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

Brimbank City Council

Comparison Data Australia (to May 2024)

Years 2024

Date Generated 12/12/2024

		# responses										
		Year Levels										
		3	4	5	6	7	8	9	10	11	12	
Female		62	118	273	334	595	613	580	553	606	585	4319
Male		79	115	258	356	728	613	647	607	623	592	4618
		141	233	531	690	1323	1226	1227	1160	1229	1177	8937

The comparison dataset has 137,346 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 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).

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

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
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



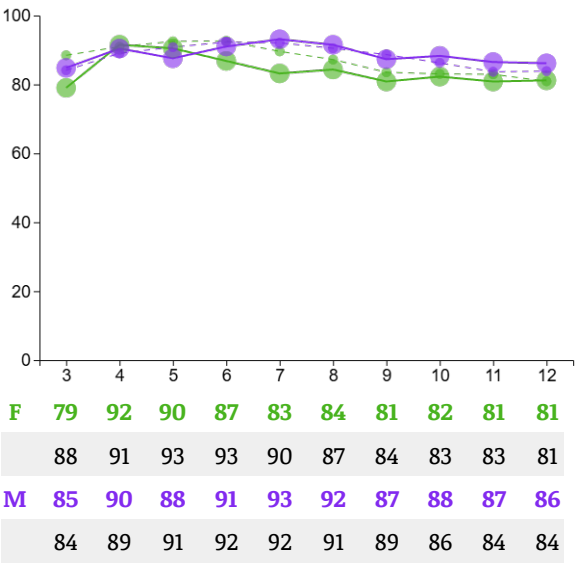
Positive Attitude: This reflects a young person's emerging identity, and includes self-esteem, optimism, and a growing sense of purpose in life.

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.

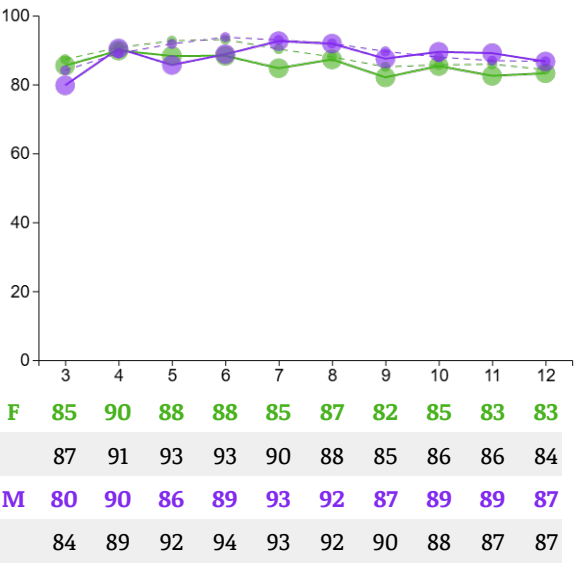
Positive Contribution: Wanting to contribute to their world is an essential part of growing into a personally fulfilled and active member of society.

Connected / Positive Relationships

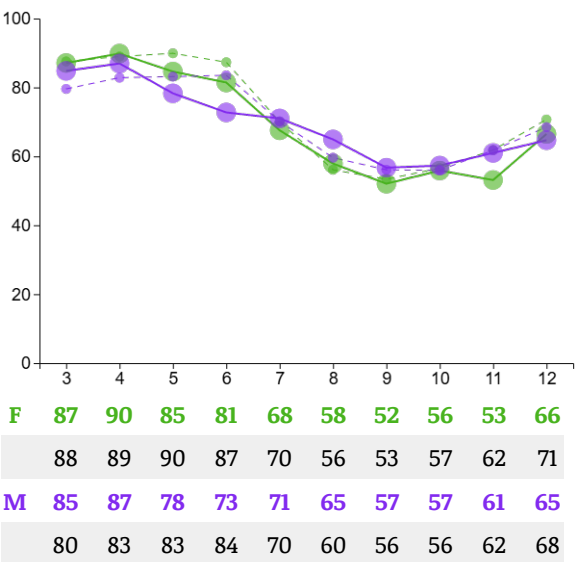
love and support from family - ry2



parents/caregivers who encourage me - ry5



teacher at school who cares - ry3



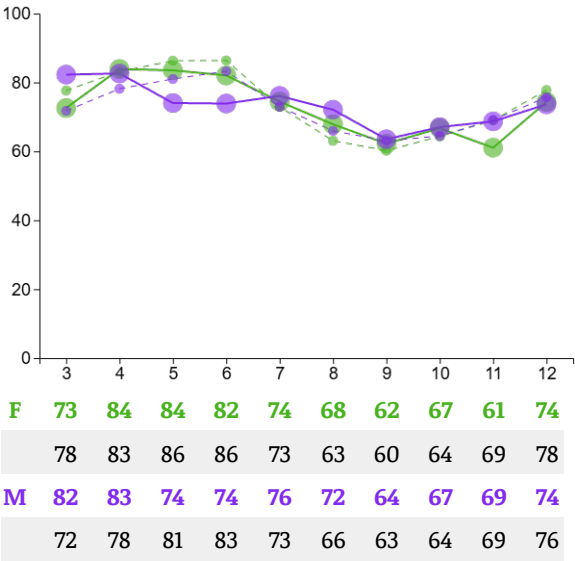
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



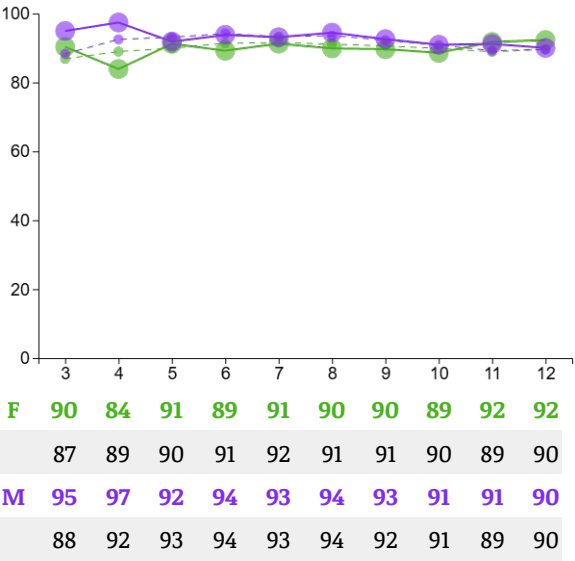
Graphs and tables present the percentage of **students** who responded favourably to each item.

Connected / Positive Relationships

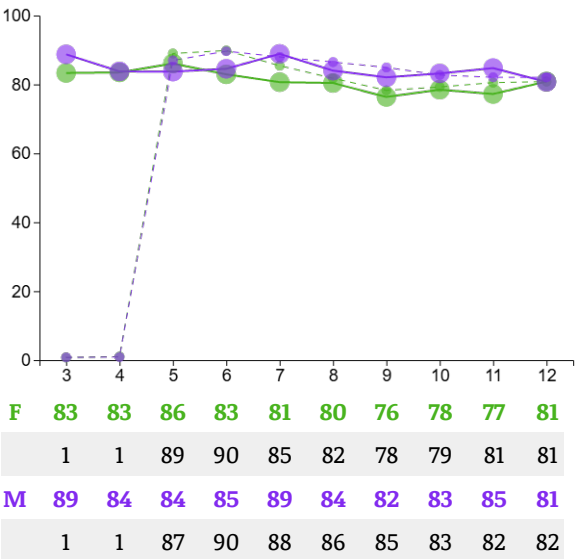
teachers who encourage - ry4



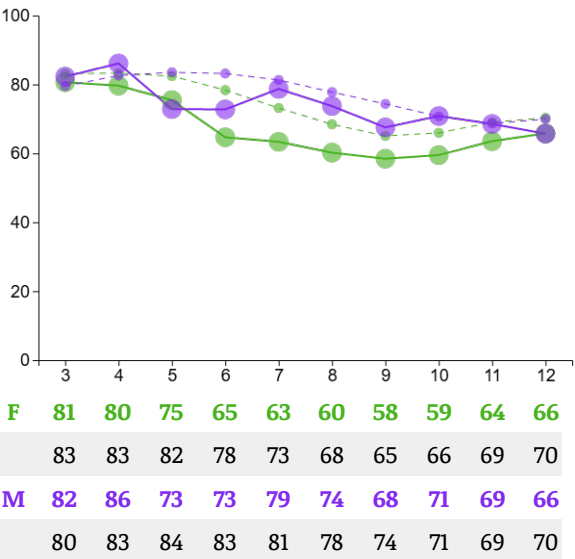
at least one good friend at school - ry6



adults who set a good example - ry7



adult in my life who can talk to - ry27



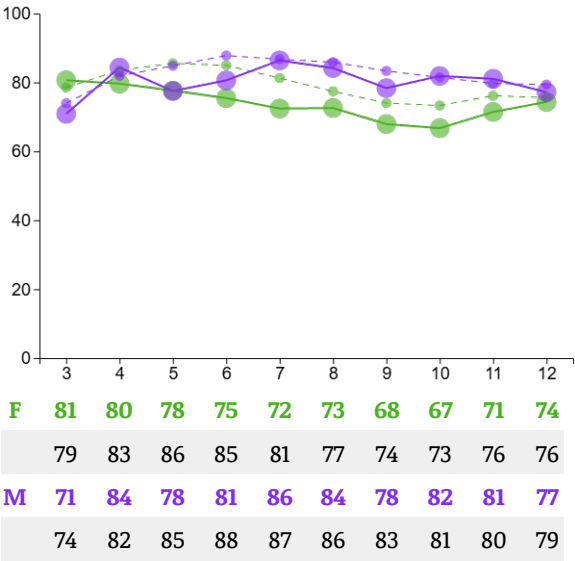
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



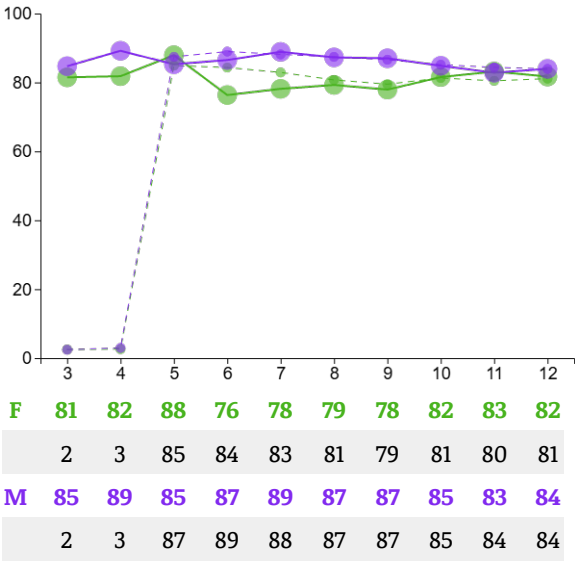
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Connected / Social Skills

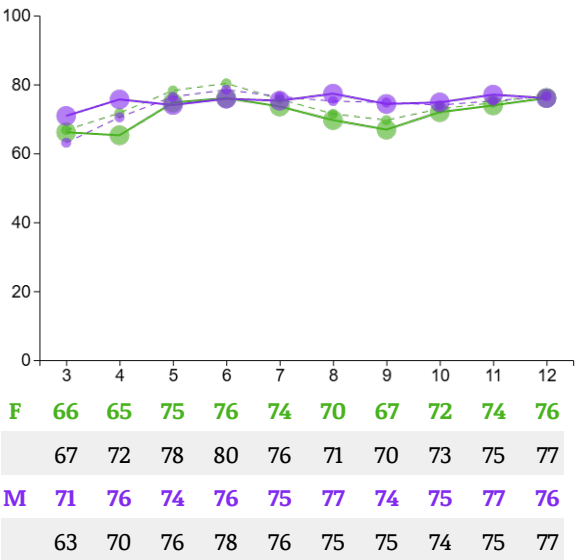
parent/carer who listens to me - ry8



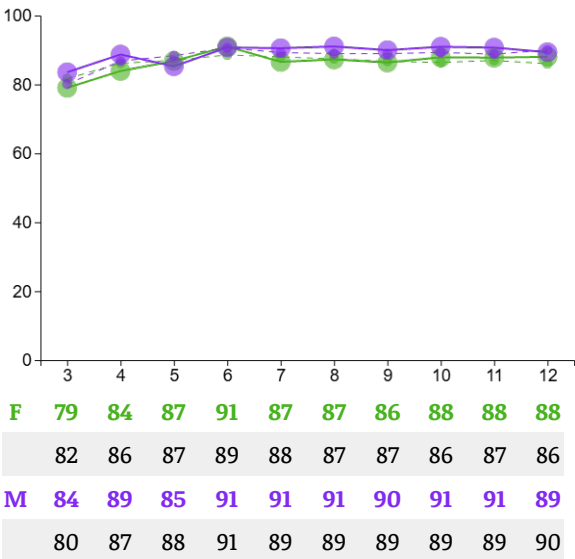
good at keeping friends - ry9



I get along with people who are different from me. - ry10



can disagree about things and still be friends - ry29



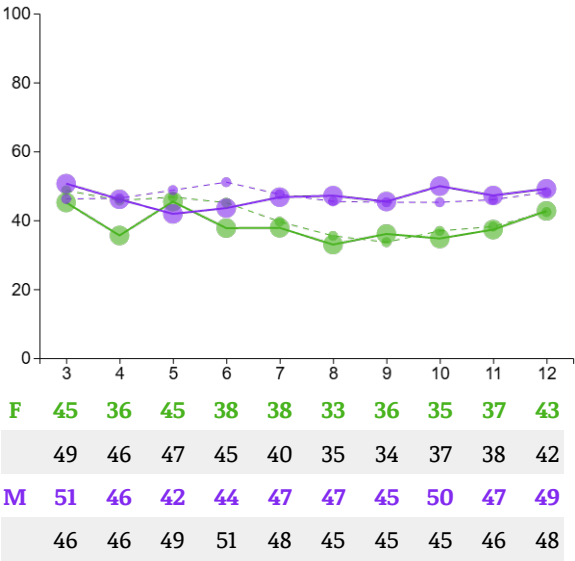
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



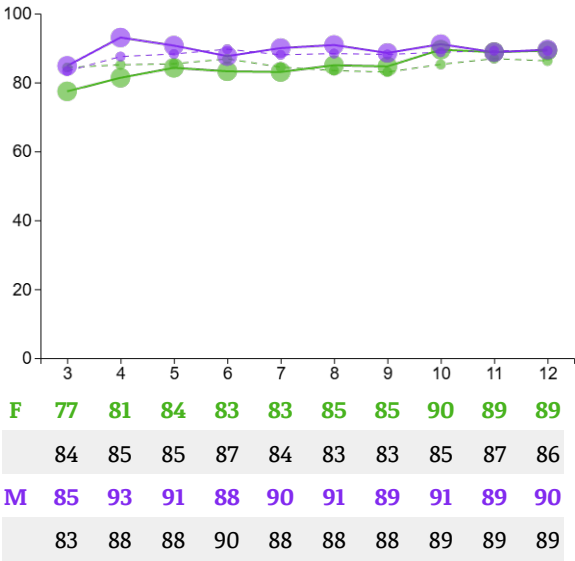
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Connected / Understanding Self

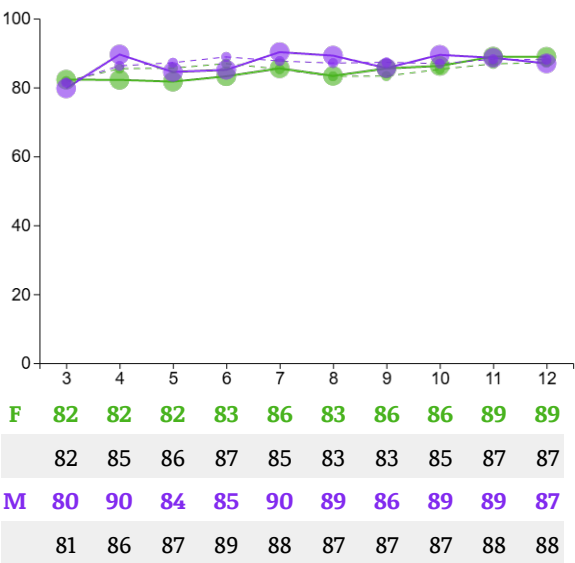
can talk about things if they upset me - **ry11**



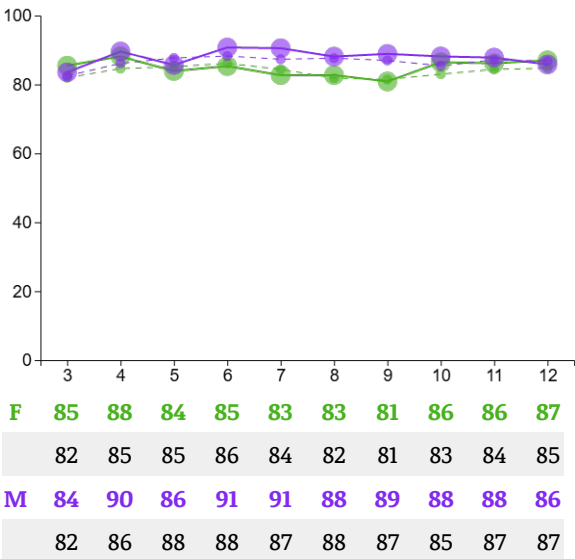
think I am doing pretty well - **chs1**



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



doing as well as other kids - **chs3**



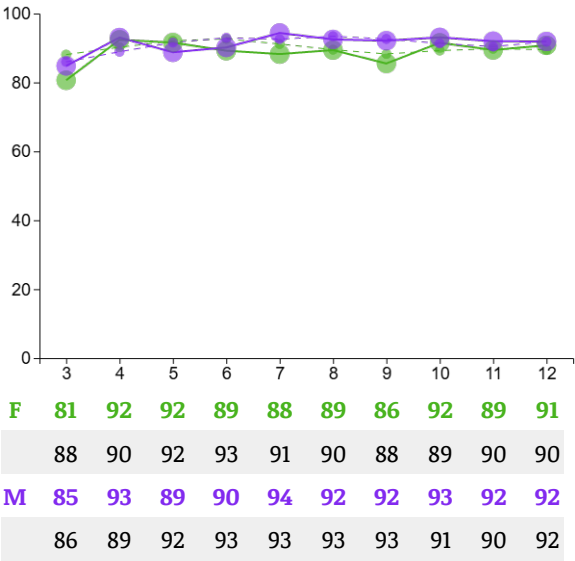
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



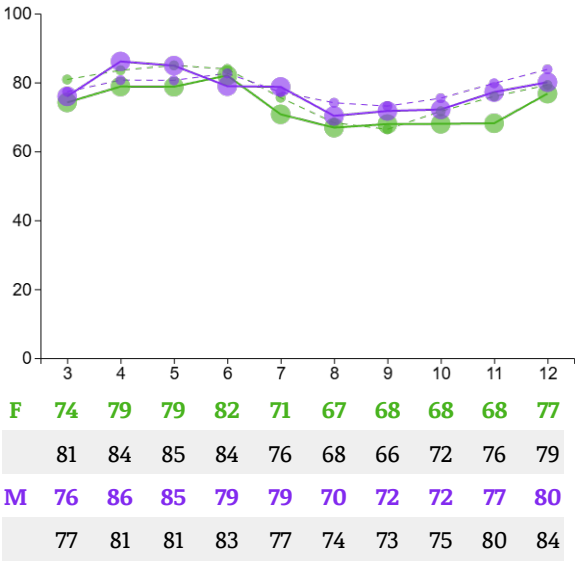
Graphs and tables present the percentage of **students** who responded favourably to each item.

Protected / Safety

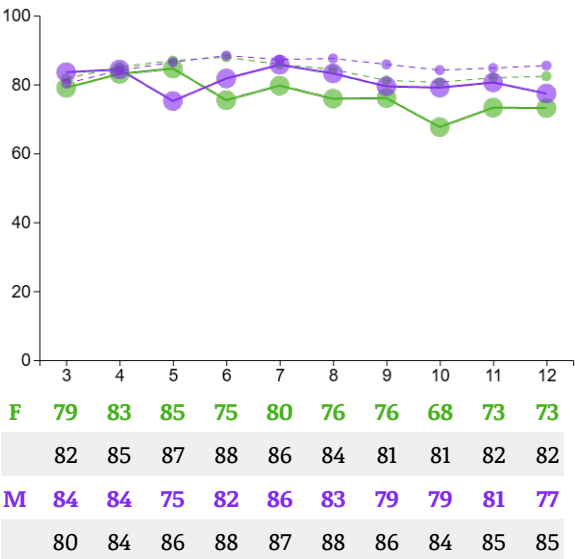
feel safe at home - ry13



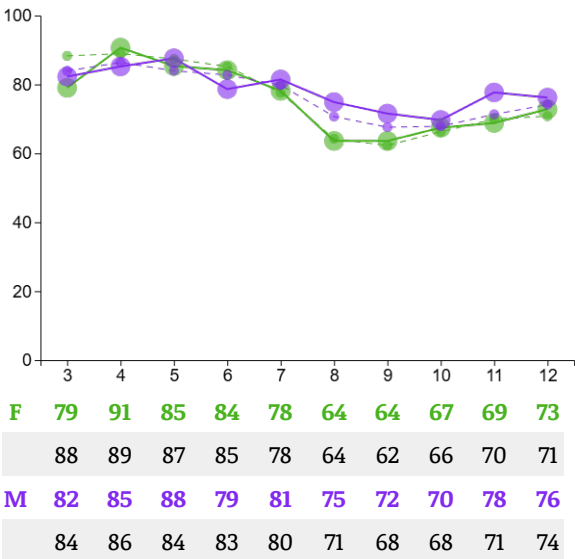
I feel safe at school. - ry14



I feel safe in the area where I live - ry15



school gives students clear rules - ry30



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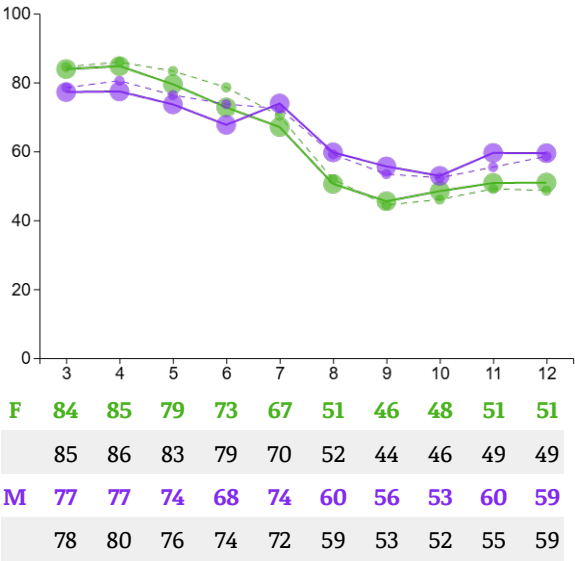


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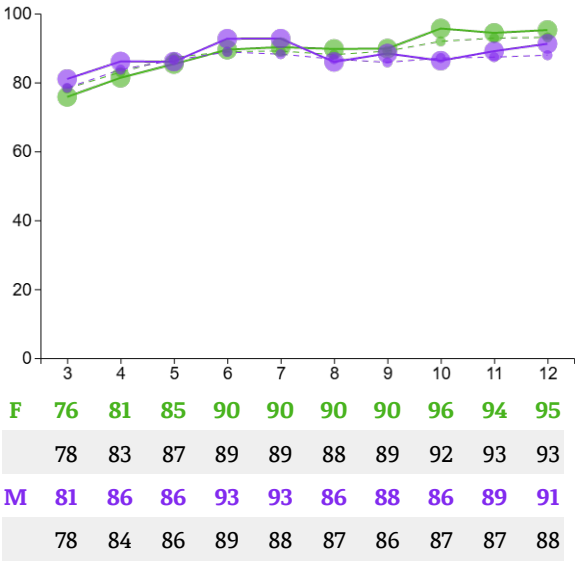
Are you looking for your Healthy Mind data? For your separate, comprehensive 'Mental Health Report', please visit your [reporting portal](#).

Protected / Safety

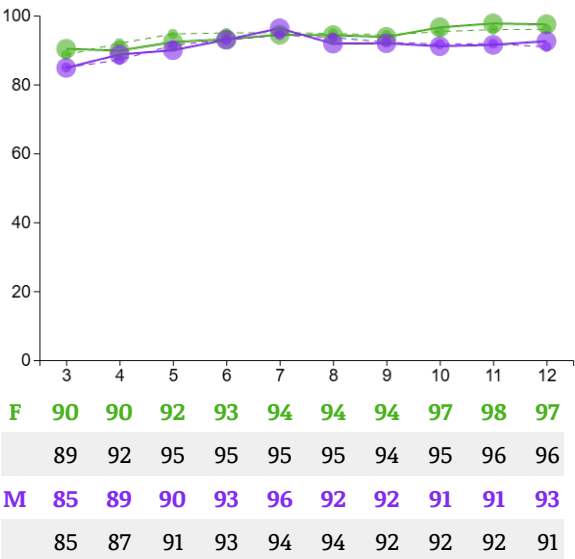
school enforces rules fairly - ry31



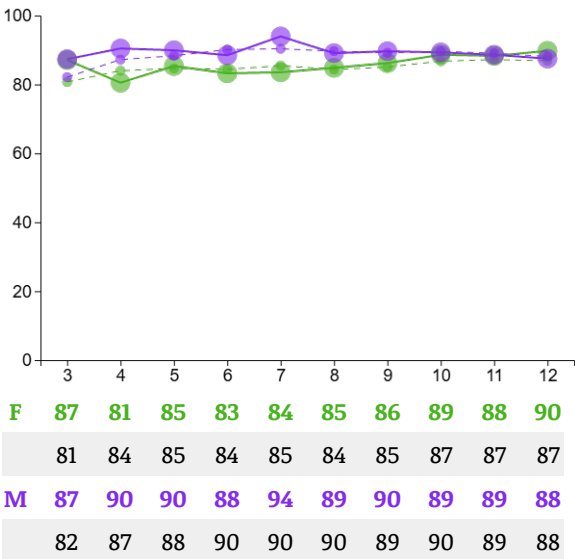
not bullied at school - ry37



not bullied online - ry38



not socially excluded - ry39



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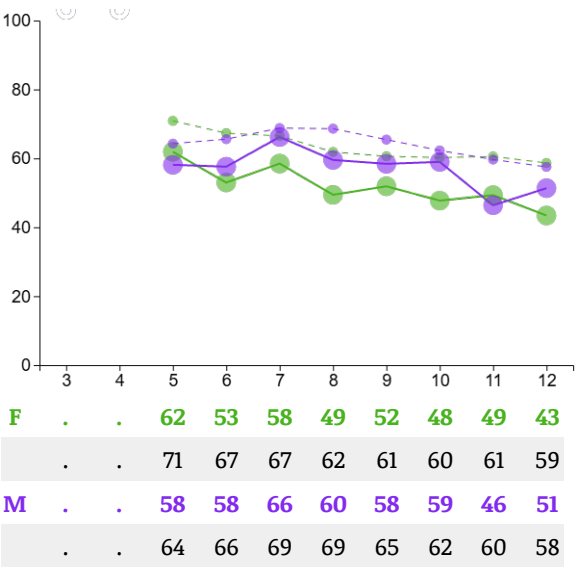


Graphs and tables present the percentage of **students** who responded favourably to each item.

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Protected / Safety

not using a device between 10pm/midnight and 6am
- ry40



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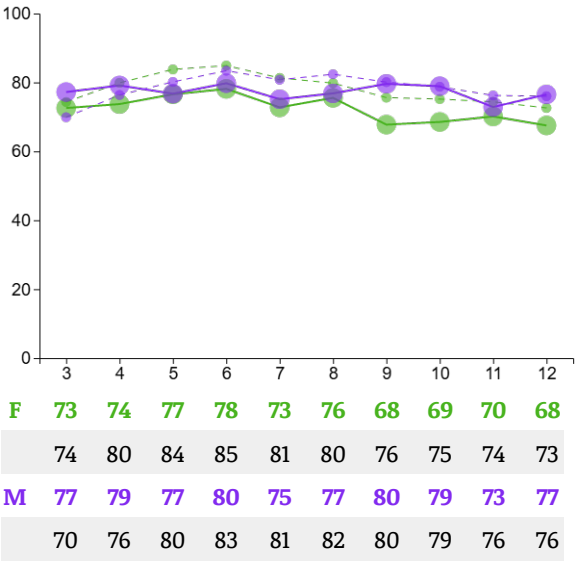


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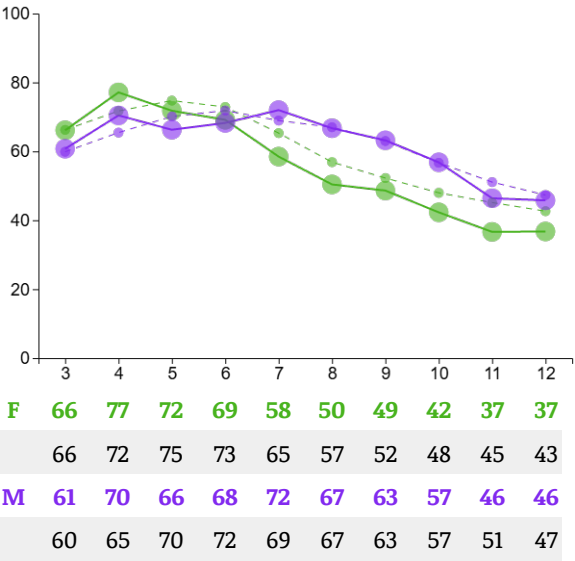
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Protected / Healthy Body

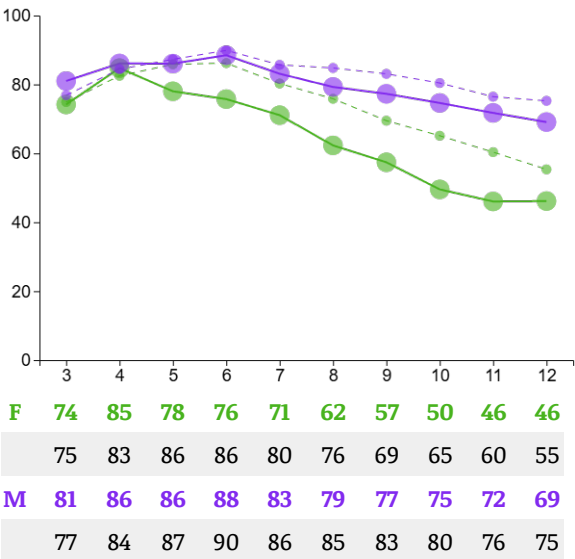
eat healthy food - ry35



get at least 8 hours of sleep most nights - sun3



physically active for one hour per day - ry36



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



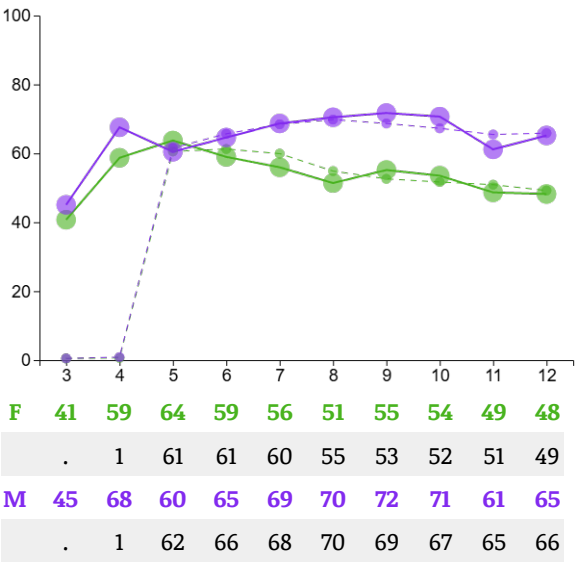
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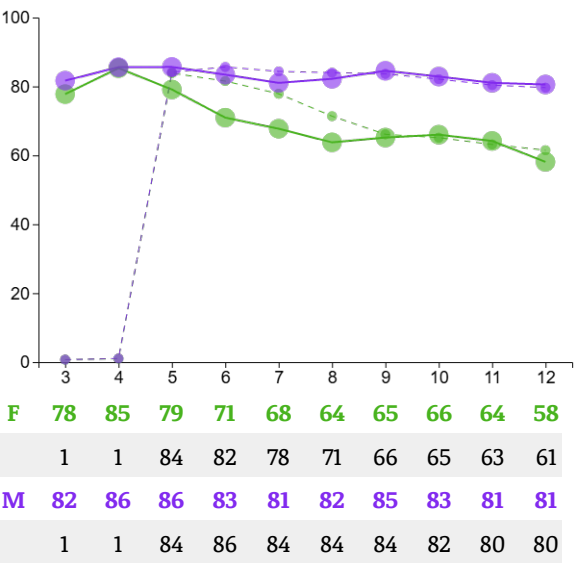
Protected / Healthy Body (PHQ)

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

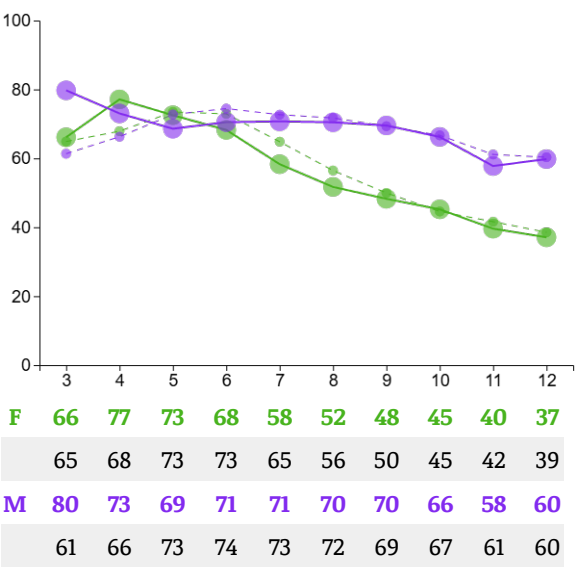
not having trouble sleeping or sleeping too much - **phq3**



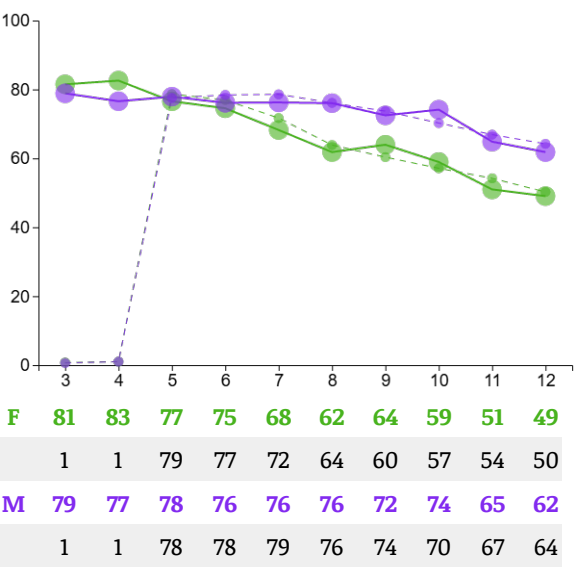
no poor appetite, weight loss or overeating - **phq4**



not feeling tired or low on energy - **phq5**



no trouble concentrating - **phq7**



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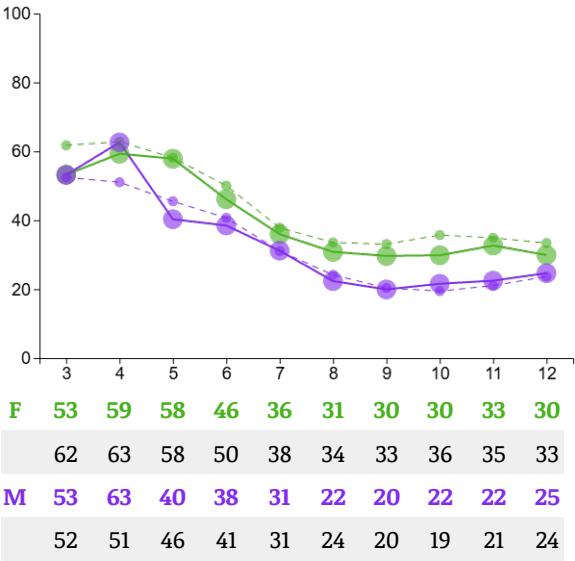


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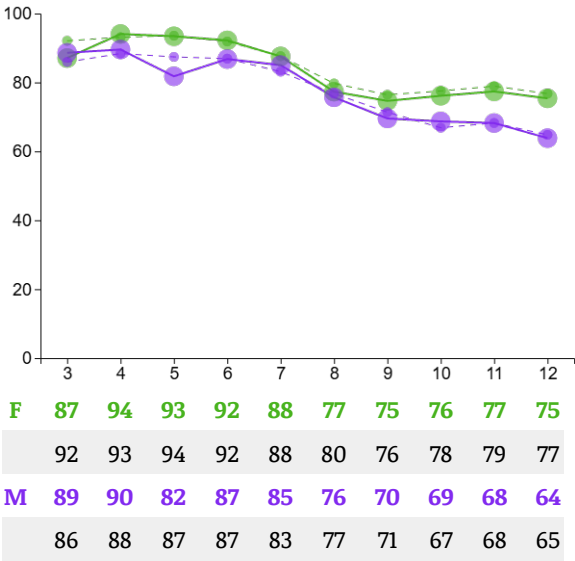
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Protected / Learning Engagement

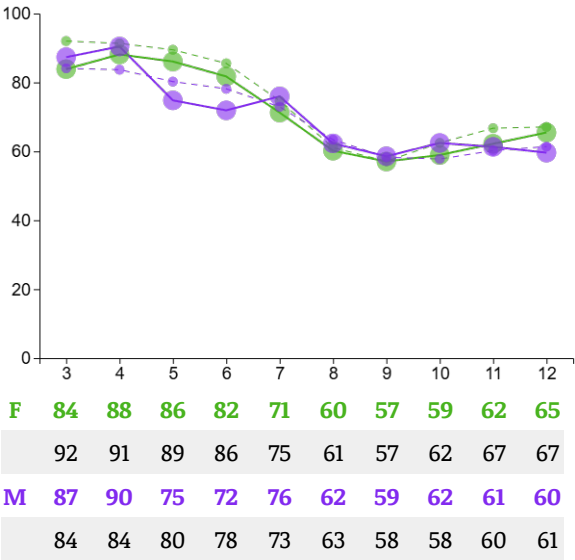
read for fun - ry16



try hard at school - ry17



care about my school - ry18



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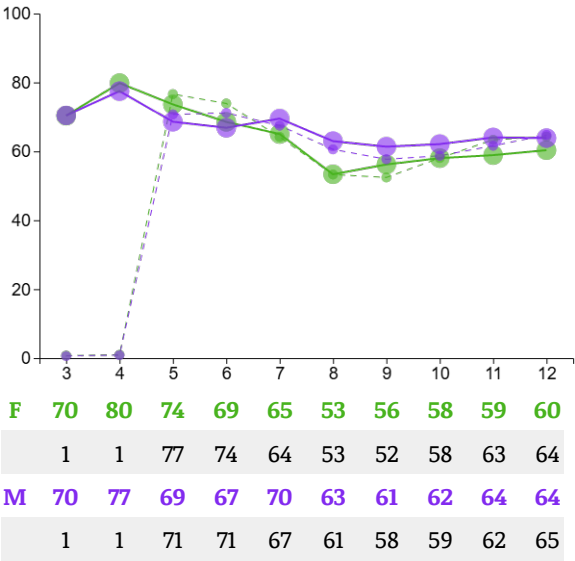


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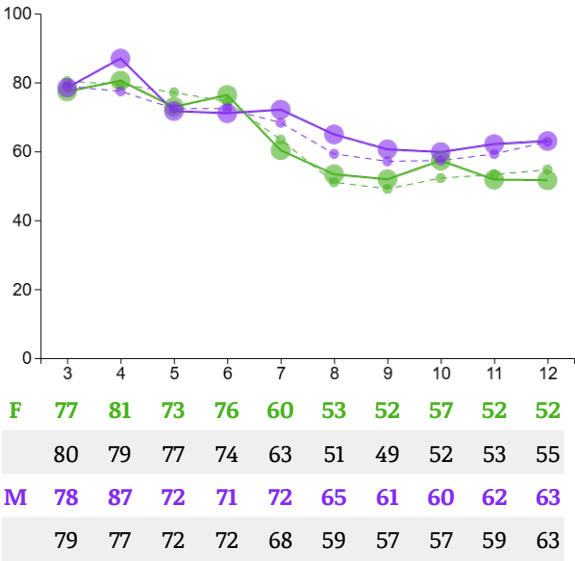
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Protected / Learning Engagement

enjoy learning new things at school - ry20



have fun at school - ry28



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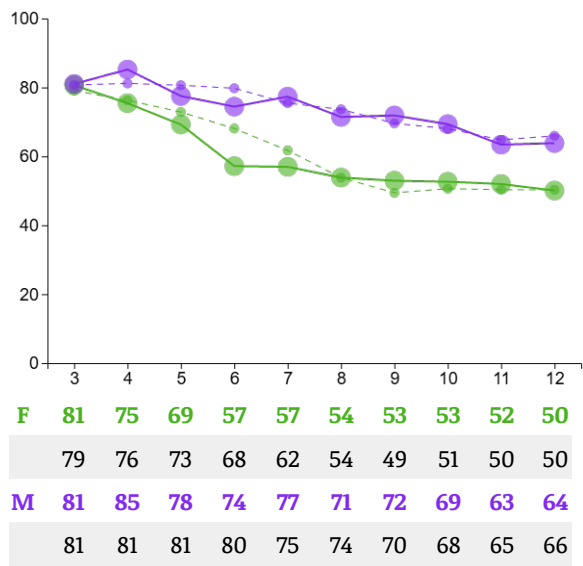


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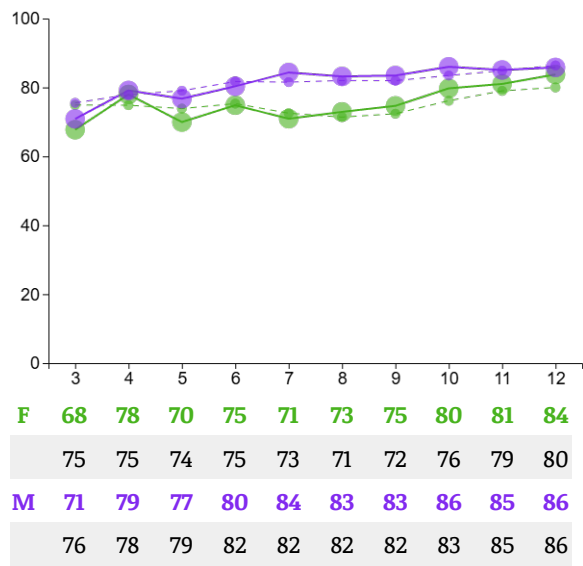
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Respected / Positive Attitude

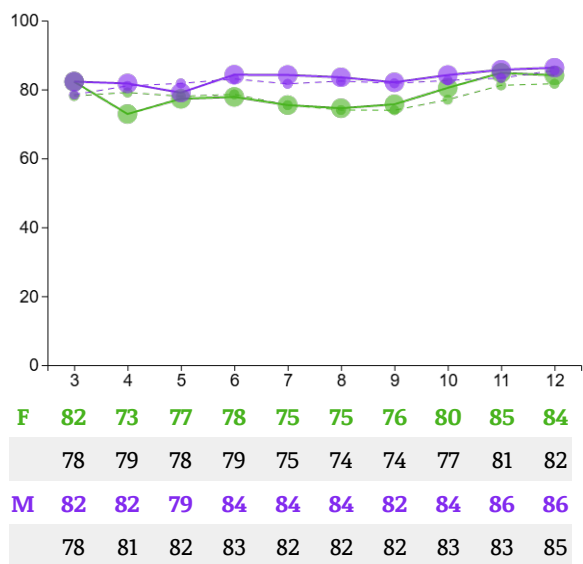
I feel good about myself. - ry21



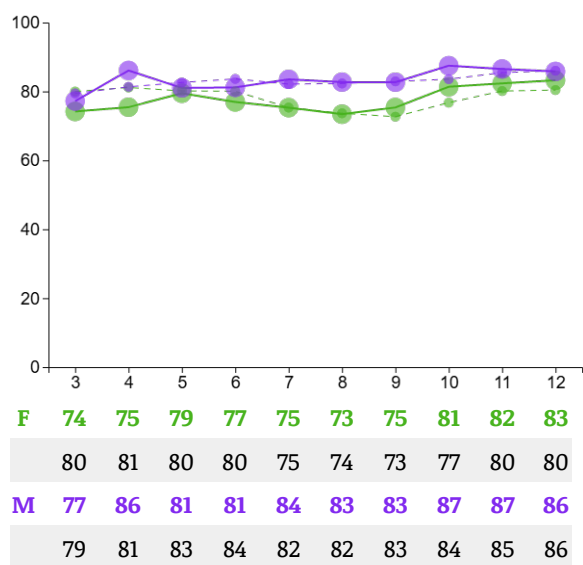
can come up with ways to solve problems - chs4



past experiences will help me in the future - chs5



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



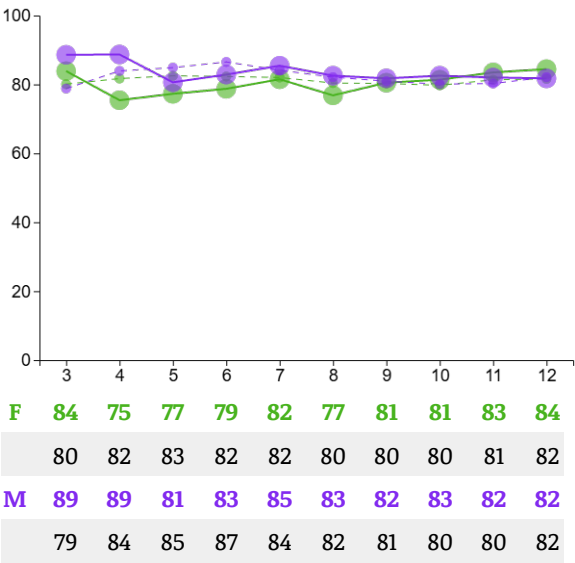
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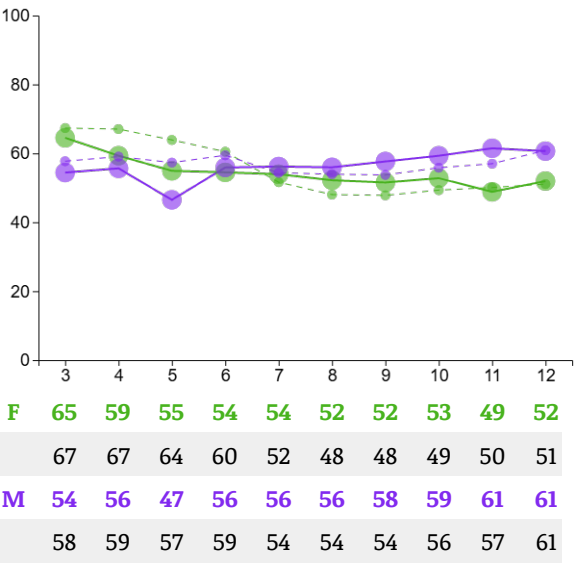
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Respected / Positive Values

I trust my friends and they trust me. - k12



forgive others who are mean to me - for1



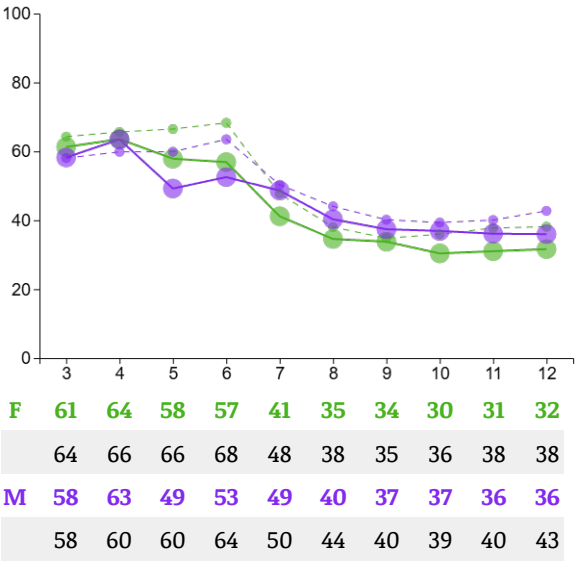
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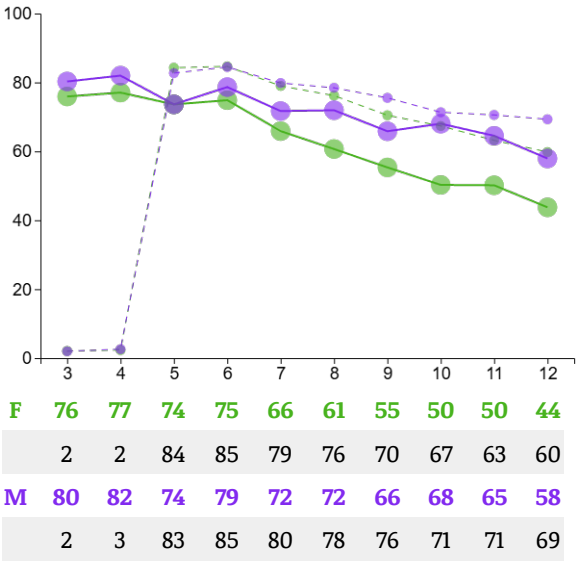
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Respected / Positive Contribution

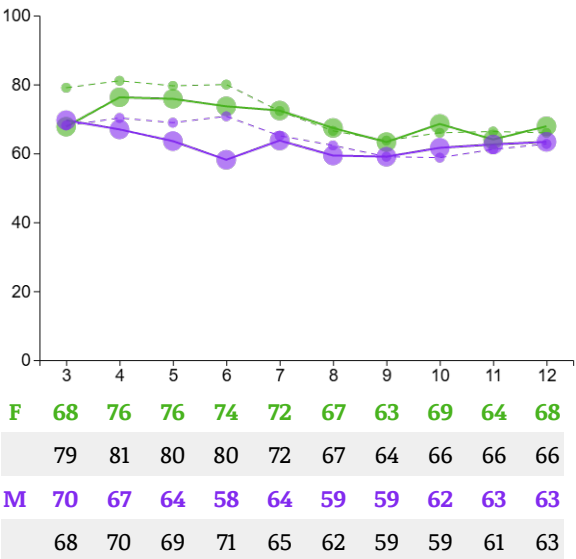
given useful jobs at school - ry22



involved in at least one extra-curricular - ry25



I give my time to help others. - ry26



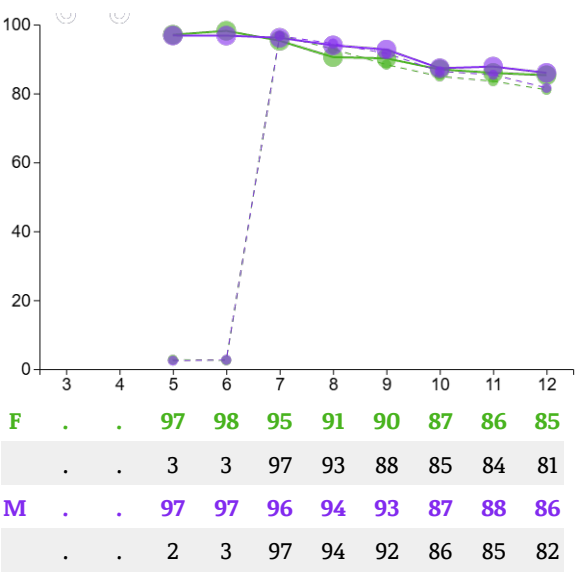
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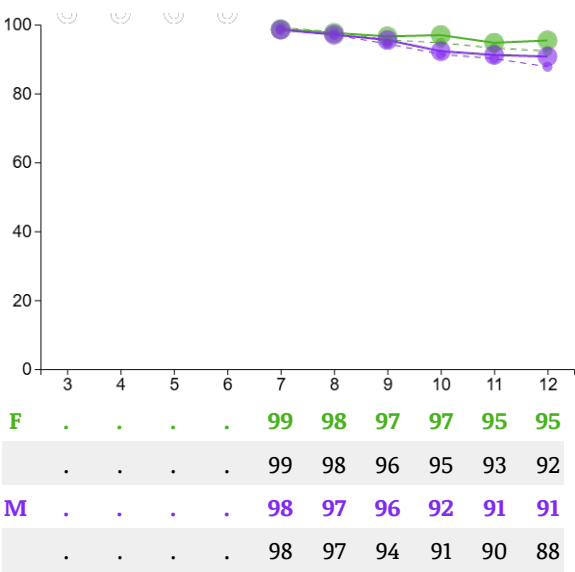
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Risky Behaviours

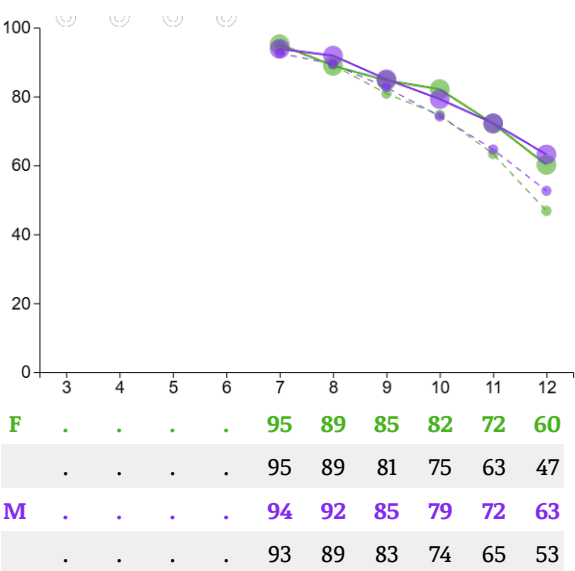
do not vape - ry32



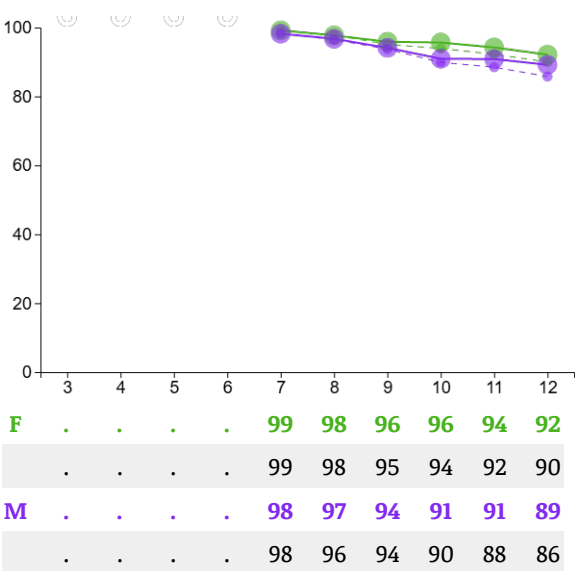
do not smoke cigarettes - aud1



do not drink alcohol - aud2



do not use illegal drugs - aud3



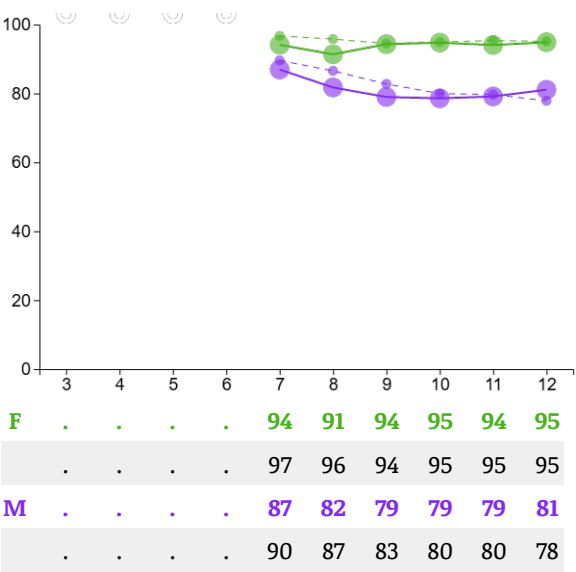
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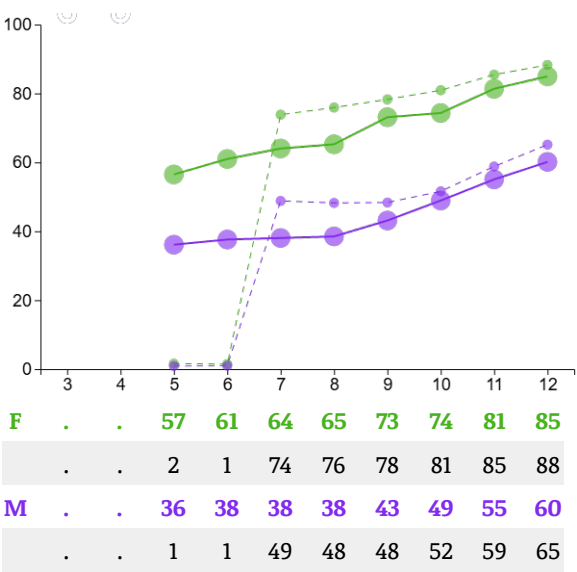
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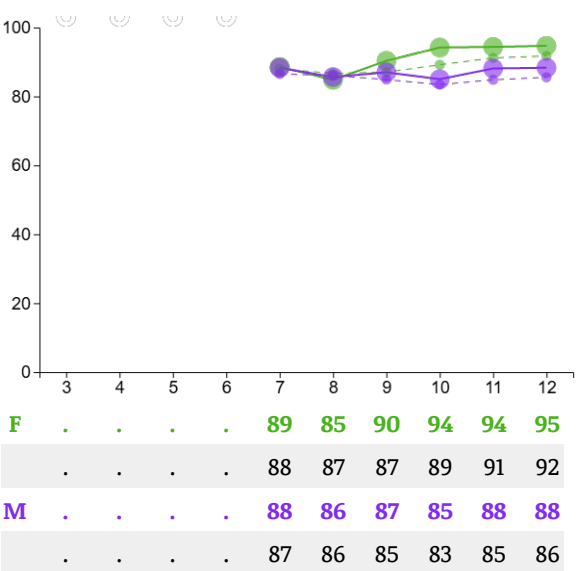
do not gamble online - gam1



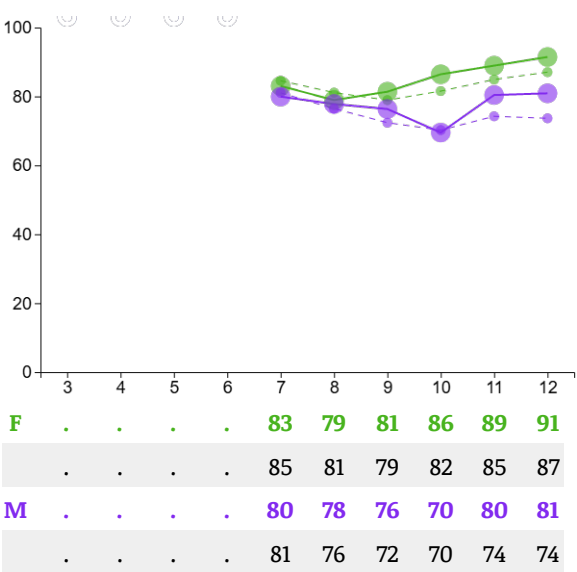
not playing excessive online games - gam2



have not carried a weapon to protect myself - ry42



have not threatened to physically hurt someone - ry43



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