



Student Resilience Survey

Brimbank City Council

CROSS-SECTIONAL REPORT

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

Comparison Data Australia (to May 2025)

Years 2025

Date Generated 9/9/2025

The comparison dataset has 153,860 responses for the chosen year(s).

	Year Levels										
	3	4	5	6	7	8	9	10	11	12	
Female	72	147	314	279	856	684	651	634	626	550	4813
Male	84	178	292	305	925	787	724	714	609	565	5183
Other/Non-binary	.	.	.	.	15	17	21	13	23	13	102
Prefer Not To Say	31	13	9	14	14	23	26	22	17	15	184
	187	338	615	598	1810	1511	1422	1383	1275	1143	10282

helpdesk@resilientyouth.org

Welcome to the Cross-Sectional Report

Our Student Resilience Survey distils the key elements of a resilient life for young people into what we call the 'CPR of Wellbeing': being Connected Protected Respected.

Designed in collaboration with our partners at the University of Adelaide and the University of South Australia, the Student Resilience Survey provides you with real-time data on the resilience and mental health of your students across nine factors.

This Cross-Sectional Report presents your data in line graph format and allows you to compare year levels within a given year, and each year level against Australian norm data.

For a detailed and interactive look at your Student Resilience Survey items, please visit your School Reporting Portal.

We believe your Student Resilience Survey data will be insightful and serve as a practical starting point for your efforts to ensure your students feel connected protected respected.

For additional free resources please visit our website: resilientyouth.org

To download the annual University of Adelaide 'State of the Nation' Report, please visit: wildlabadelaide.org/reports

If you need any further assistance, please don't hesitate to contact us.

Best wishes,



Dr Andrew Wicking



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Dr Mark Kohler
*Senior Lecturer in Psychology
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University of Adelaide*



Professor Jill Dorrian
*Professor in Psychology
University of South Australia*



Professor Kurt Lushington
*Professor in Psychology
University of South Australia*

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.

The CPR of Wellbeing

CPR Model

Our Student Resilience Survey of more than 4,000 schools and 900,000 young people aged 8-18 across every state and territory in Australia, has led to the discovery that young people thrive when they feel Connected Protected Respected™ (CPR).

For detailed information about our Connected Protected Respected (CPR) Model of wellbeing, visit our website: resiliencyouth.org/cpr



Surveys

Discover the strengths and tackle the challenges of your school community with our comprehensive surveys designed for students, staff, and parents/caregivers. Gain real data, derive real insights, and drive real action with:

- Student Resilience Survey
- Staff Resilience Survey
- Parent and Caregiver Resilience Survey
- No Bullying Survey
- Kindness Survey

resiliencyouth.org/surveys

Programs

Unlock the full potential of your school community with our range of evidence-based programs for students and staff.



PLAY



KIND SCHOOLS



WILDSIDE



INTERGENERATIONAL
INSIGHTS WORKSHOP



GAMECHANGERS



GAMES TO GROW RESILIENCE



TRAIL BLAZERS



BRAINY BREAKS



SCHOOLS MENTAL HEALTH
FUND & MENU

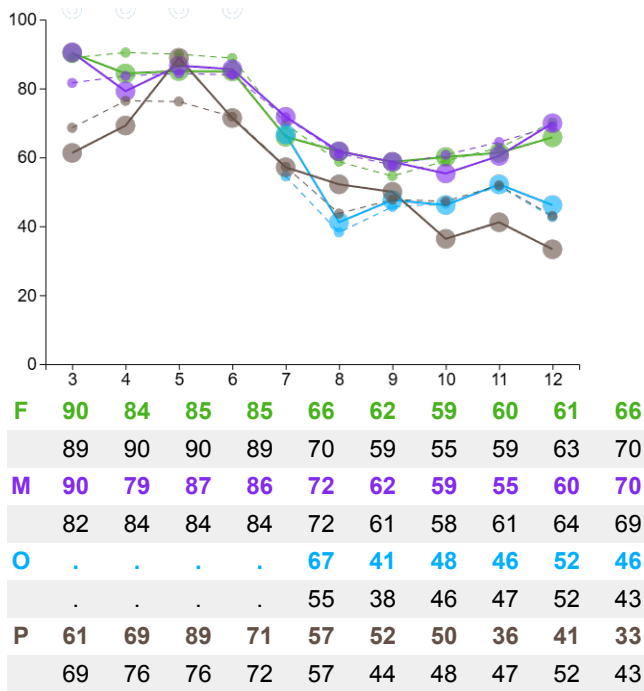
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Connected Protected Respected™ is the Registered Trademark of Resilient Youth Australia Pty Ltd.

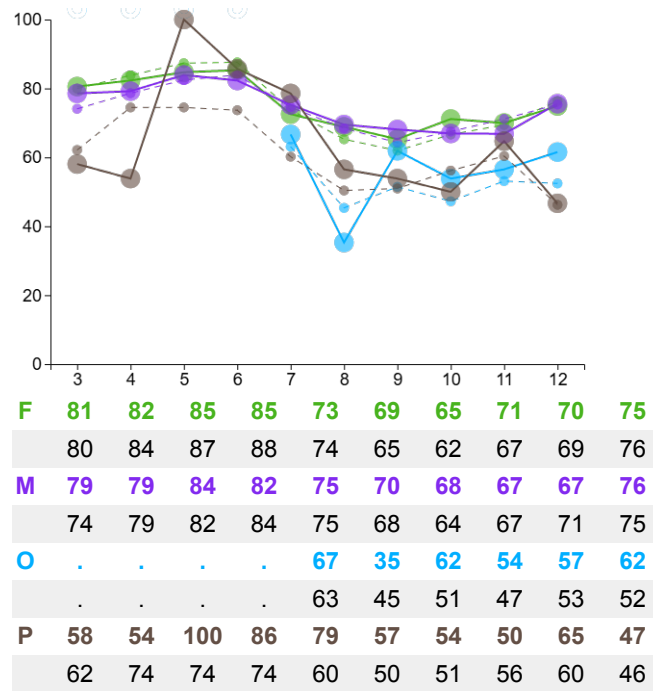
The Resilience Survey items and factor names in this report, is the exclusive property of Resilient Youth Australia Pty Ltd and may not be reproduced, distributed, or used in part or in full for any purpose whatsoever without prior written permission.

Connected / School Experiences

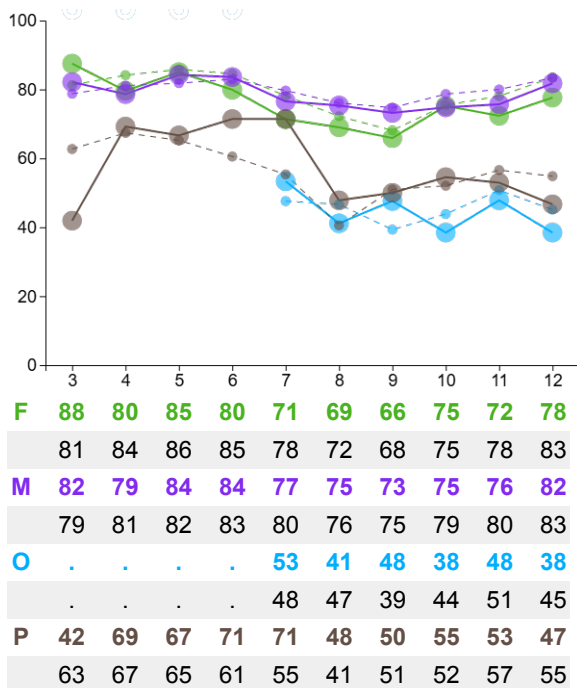
teacher at school who cares - ry3



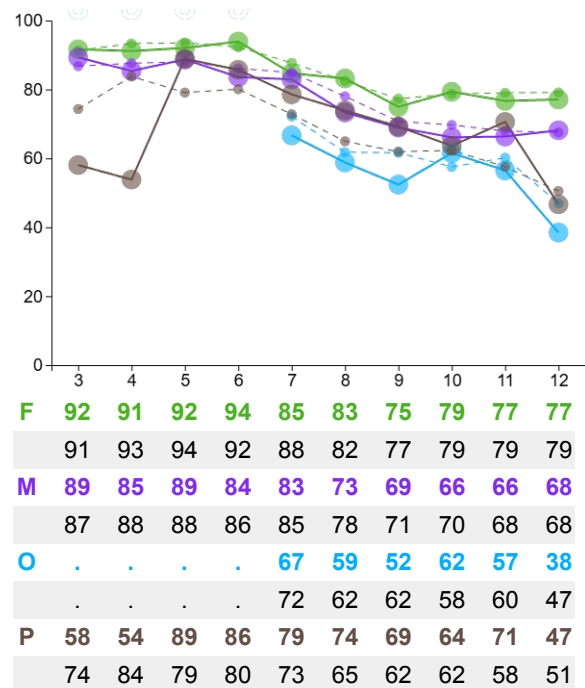
teachers who encourage - ry4



feel safe at school - ry14



try hard at school - ry17



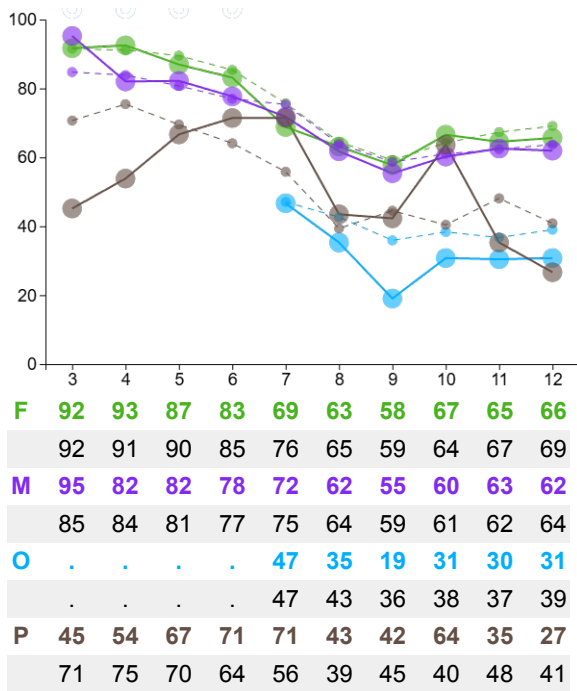
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



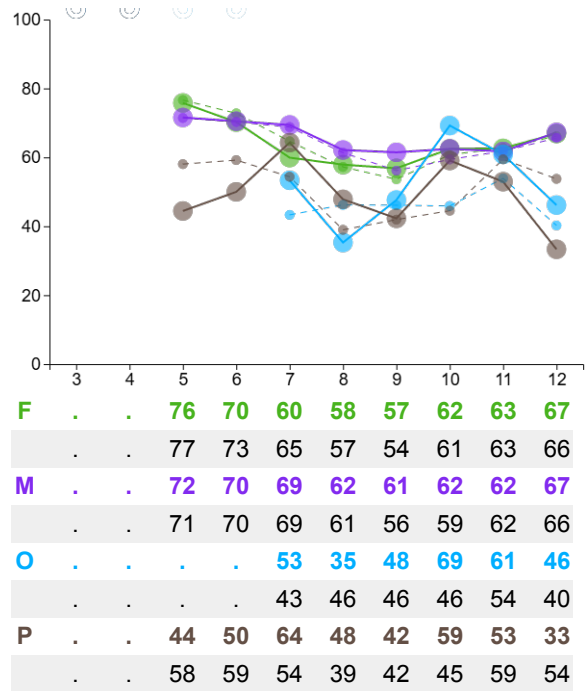
Graphs and tables present the percentage of **students** who responded favourably to each item.

Connected / School Experiences

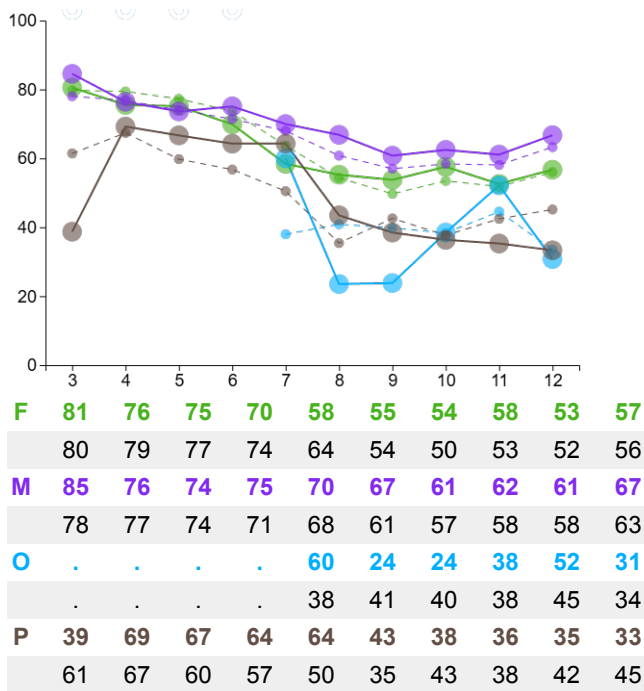
care about my school - ry18



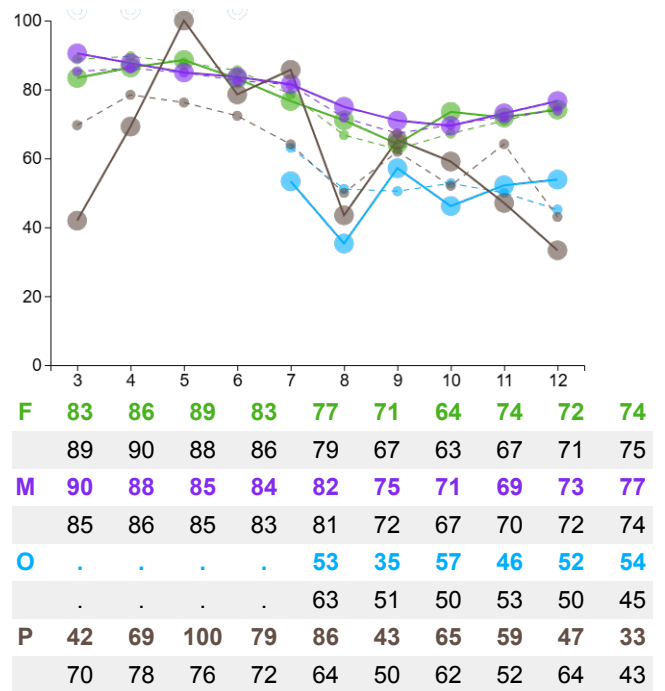
enjoy learning new things at school - ry20



have fun at school - ry28



school gives students clear rules - ry30



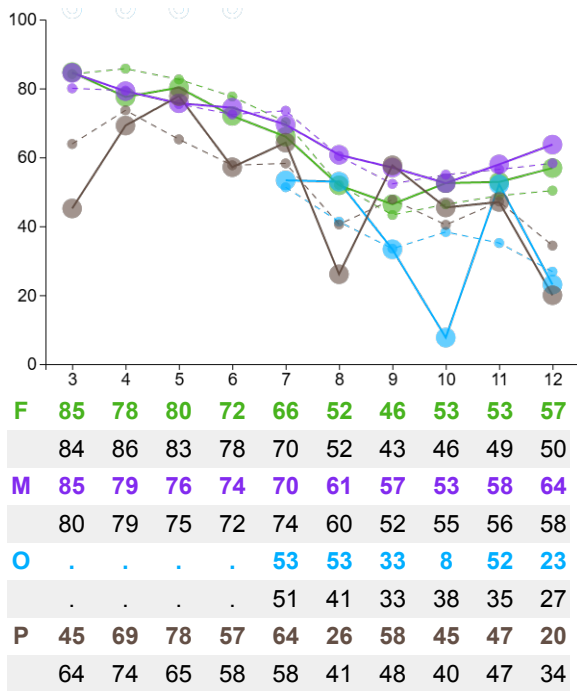
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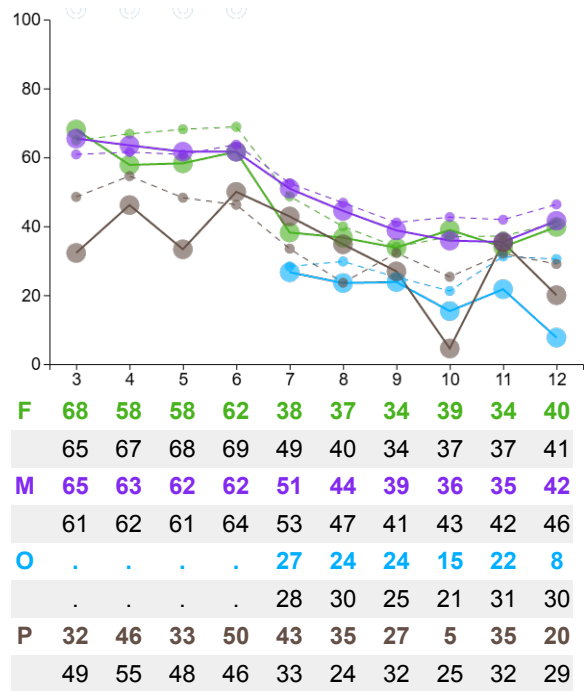
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Connected / School Experiences

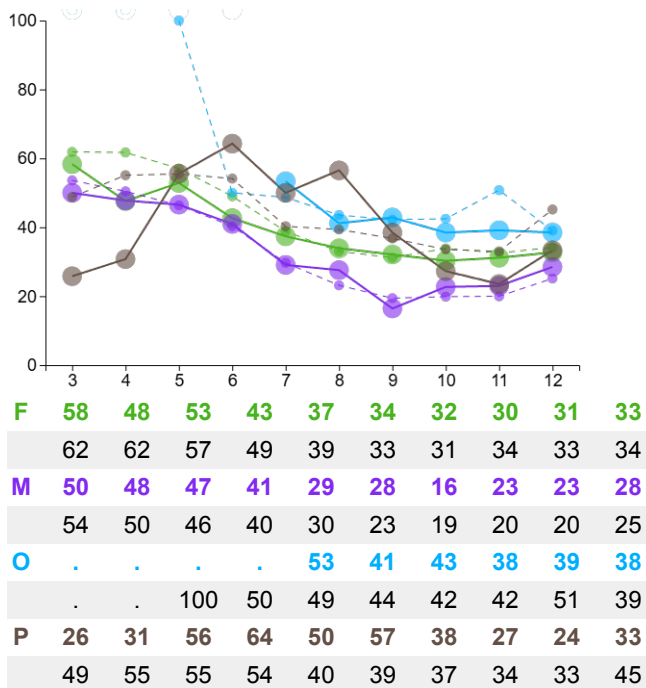
school enforces rules fairly - ry31



given useful jobs at school - ry22



read for fun - ry16



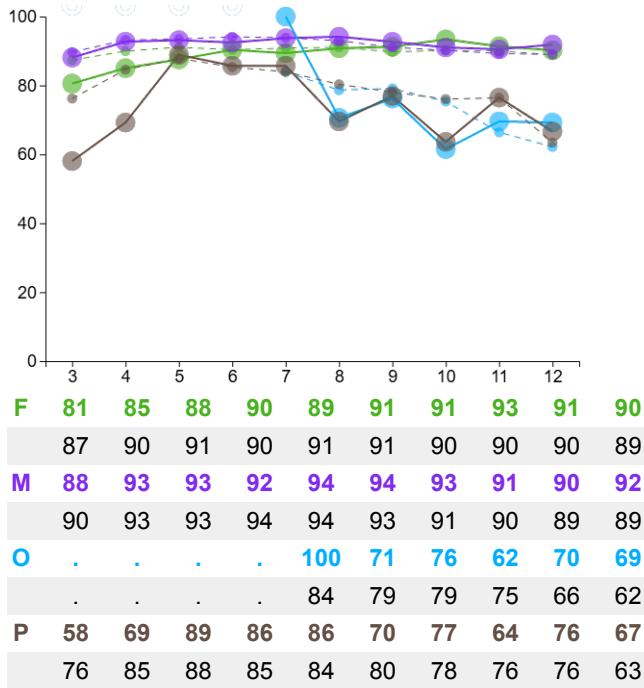
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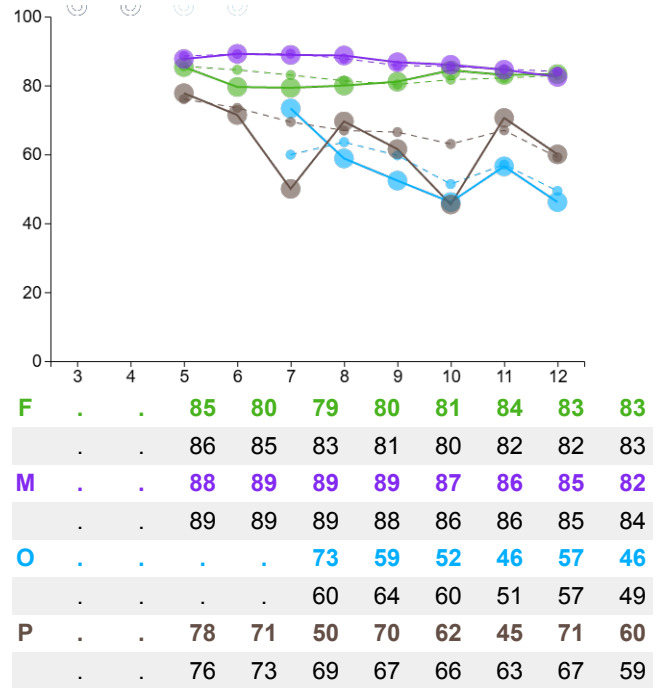
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Connected / Friendship Experiences

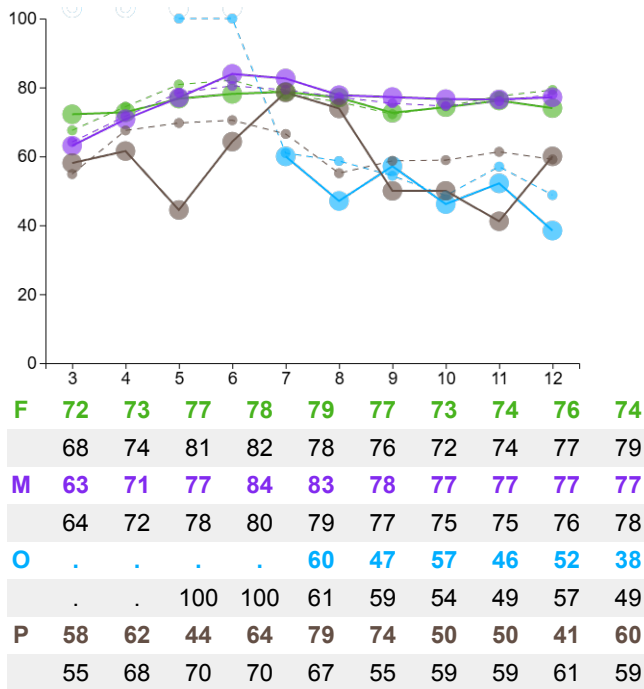
at least one good friend at school - ry6



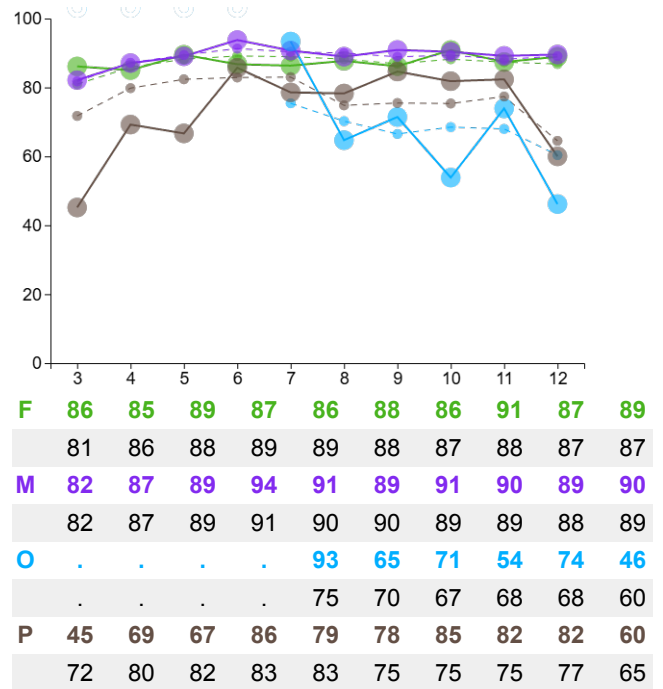
good at keeping friends - ry9



get along with people who are different from me - ry10



can disagree about things and still be friends - ry29



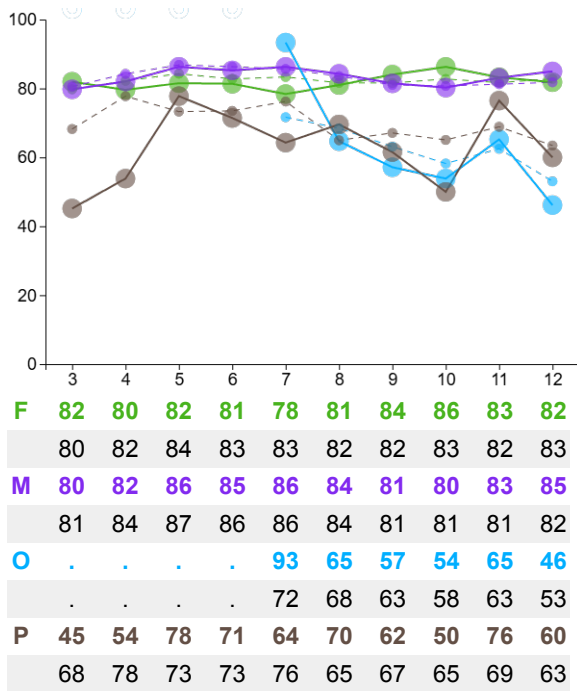
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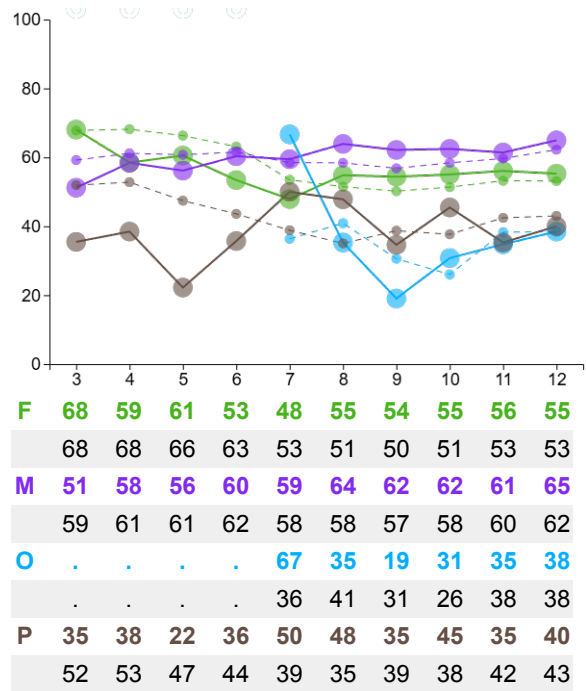
Graphs and tables present the percentage of **students** who responded favourably to each item.

Connected / Friendship Experiences

trust my friends and they trust me - k12



forgive others who are mean to me - for1



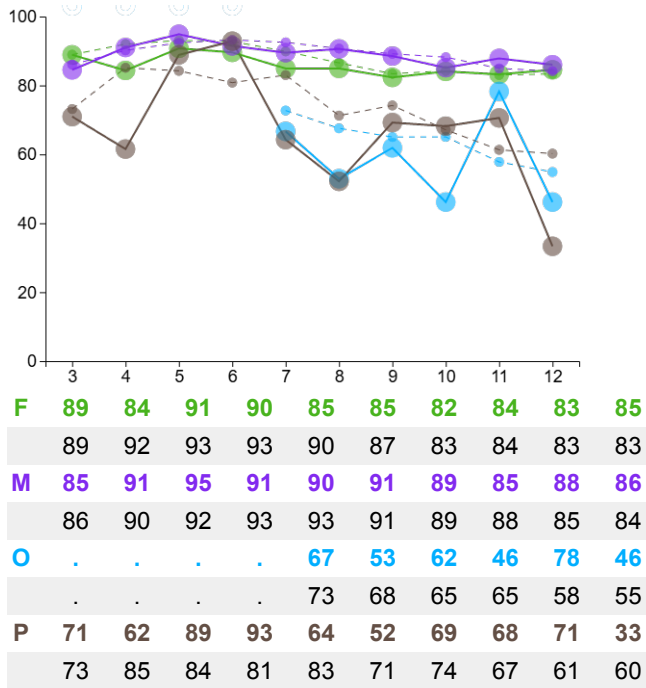
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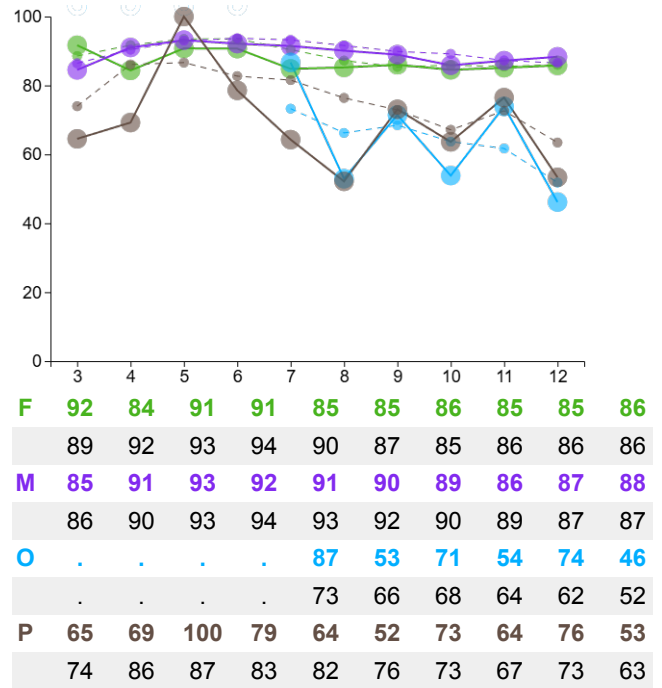
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Connected / Family Experiences

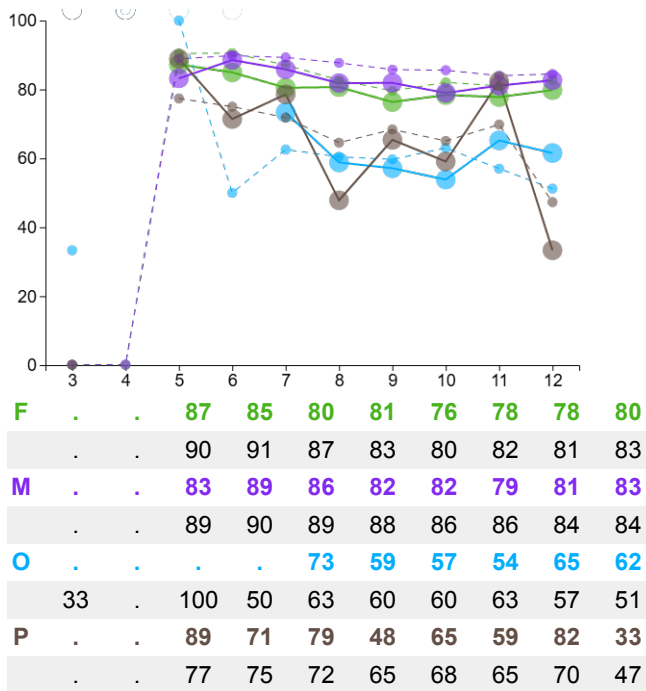
love and support from family - ry2



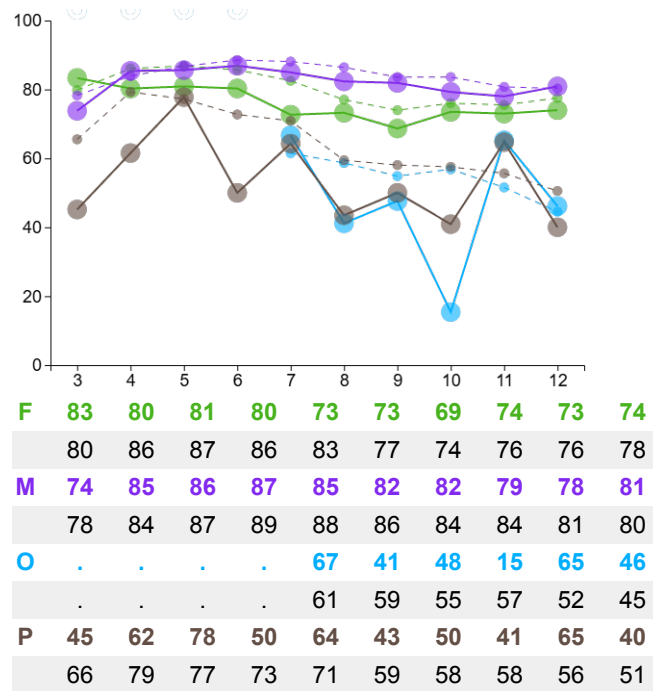
parents/caregivers who encourage me - ry5



adults who set a good example - ry7



parent/carer who listens to me - ry8



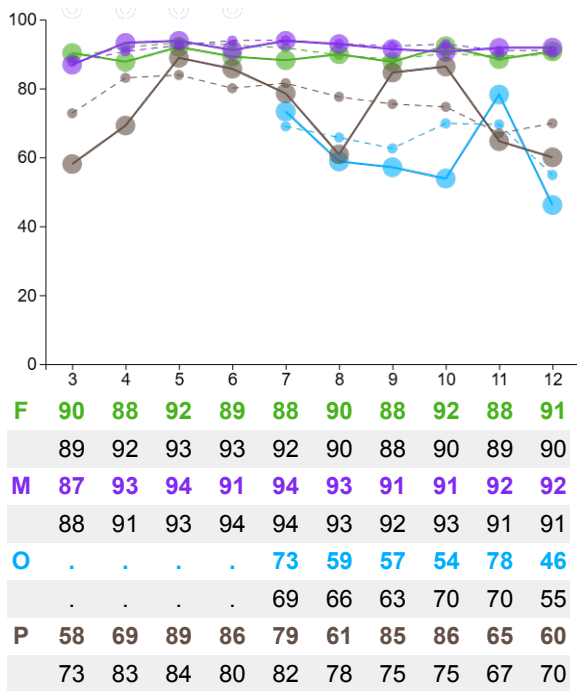
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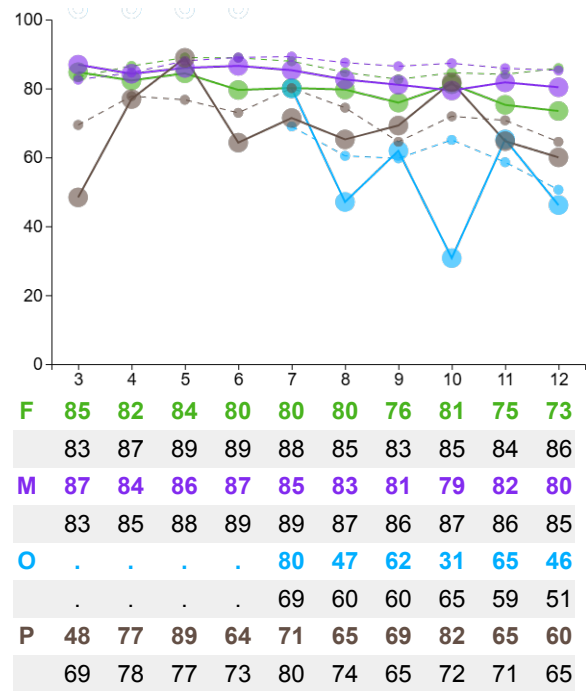
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Connected / Family Experiences

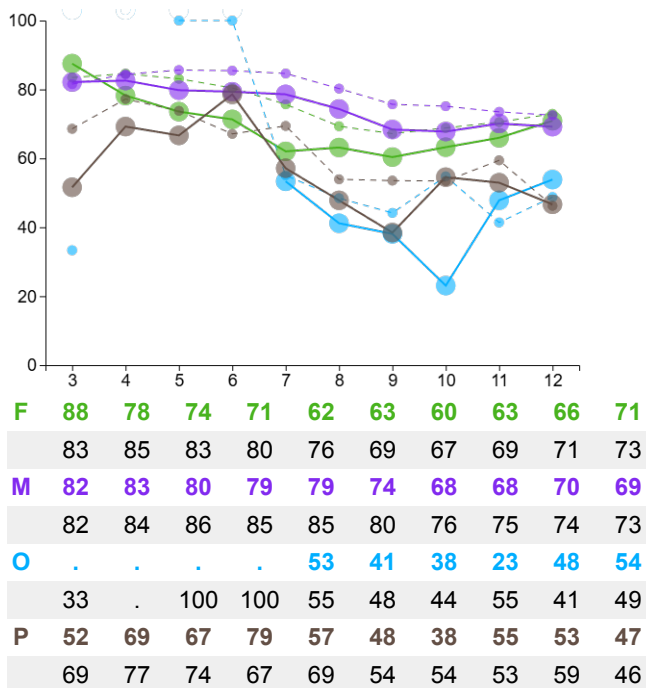
feel safe at home - ry13



feel safe in the area where I live - ry15



adult in my life who can talk to - ry27



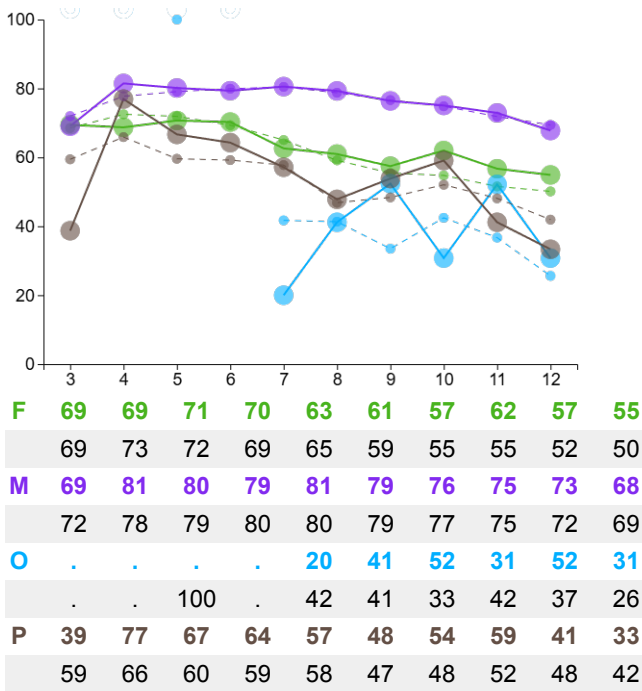
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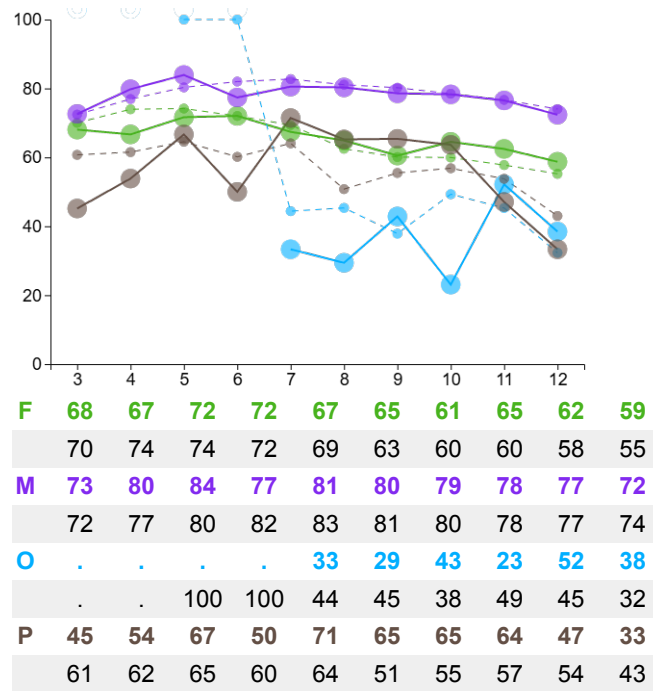
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Protected / Mental Wellbeing

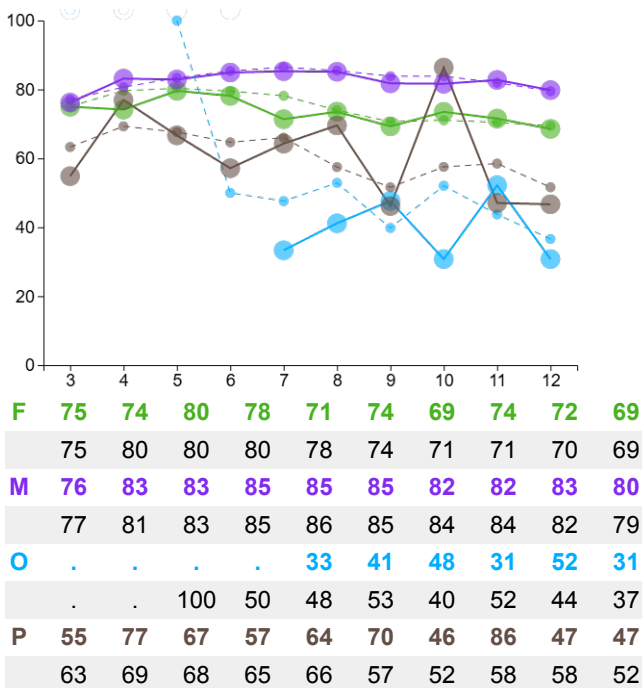
not feeling nervous, anxious, or on edge - ph1



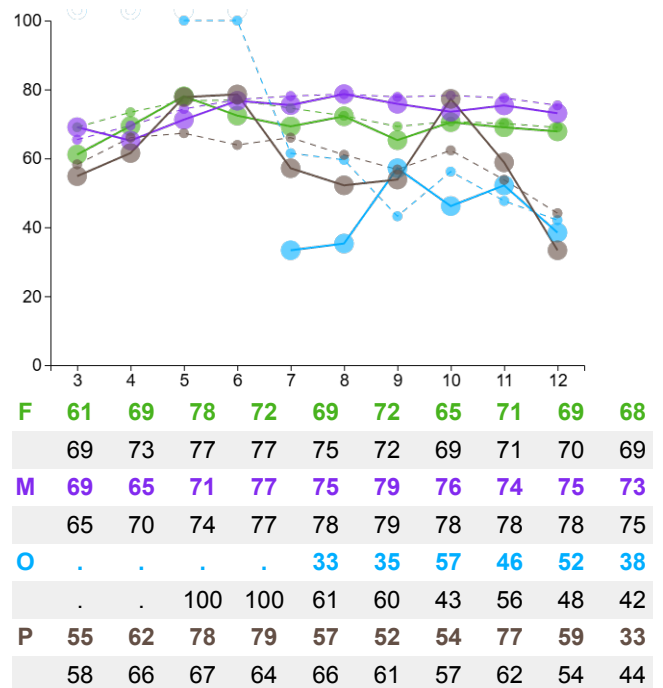
able to stop or control worrying - ph2



not feeling down, depressed, or hopeless - ph3



take interest or pleasure in doing things - ph4



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

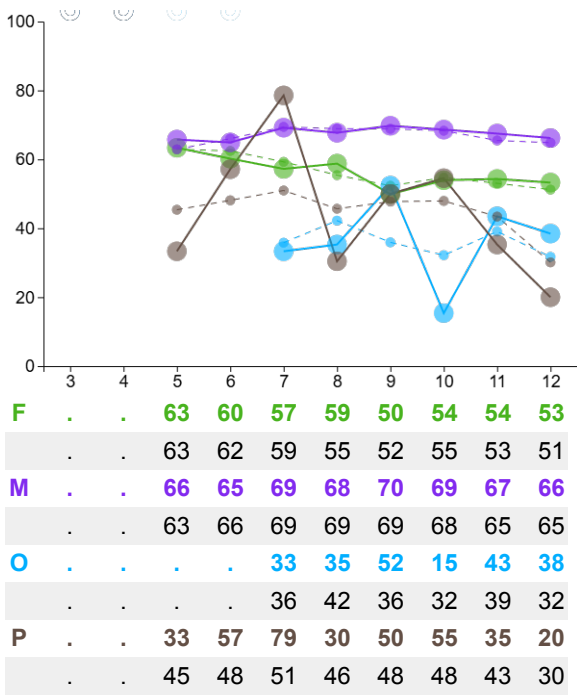


Graphs and tables present the percentage of **students** who responded favourably to each item.

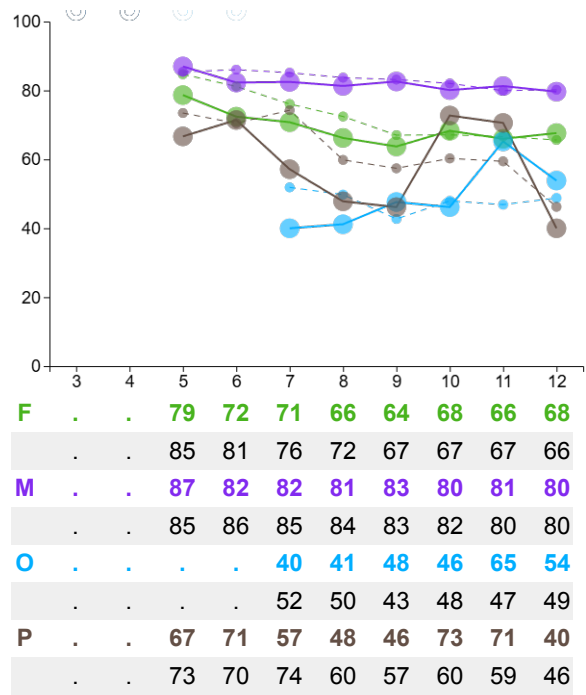
If you are looking for comprehensive mental health data, including scatterplot reports, please go to 'Mental Health Report' in your [reporting portal](#).

Protected / Mental Wellbeing

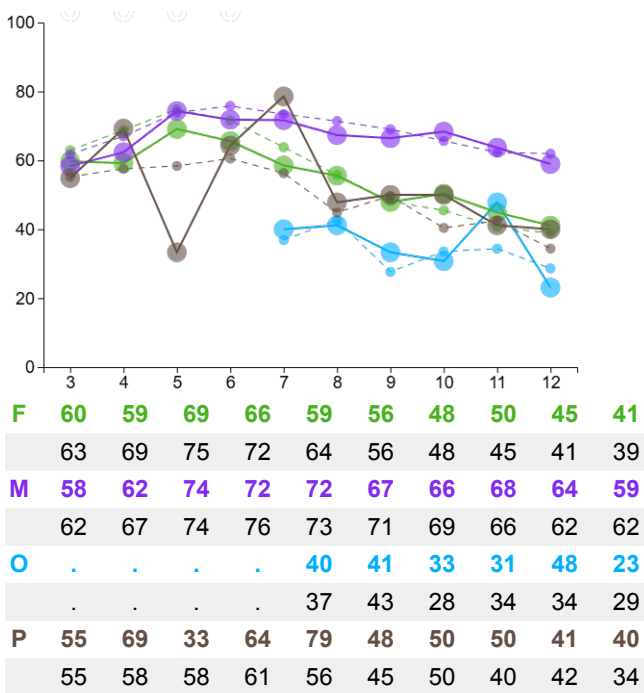
not having trouble sleeping or sleeping too much - **phq3**



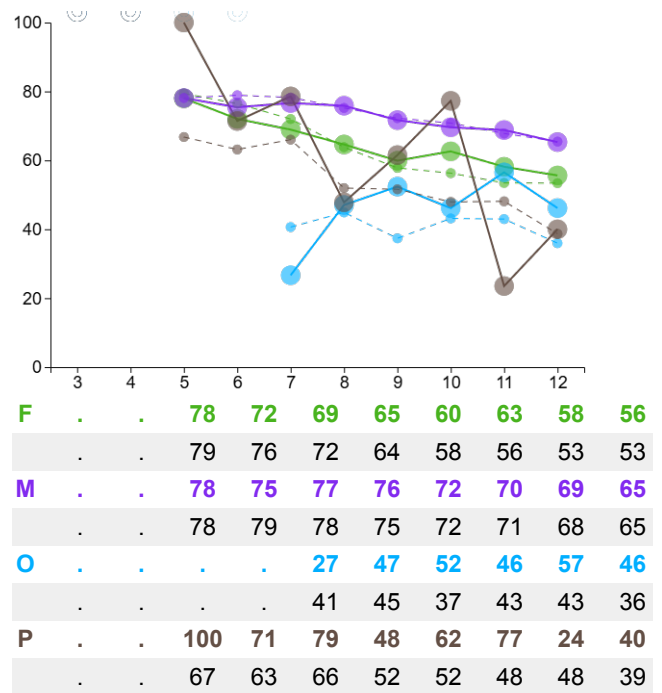
no poor appetite, weight loss or overeating - **phq4**



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



no trouble concentrating - **phq7**



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

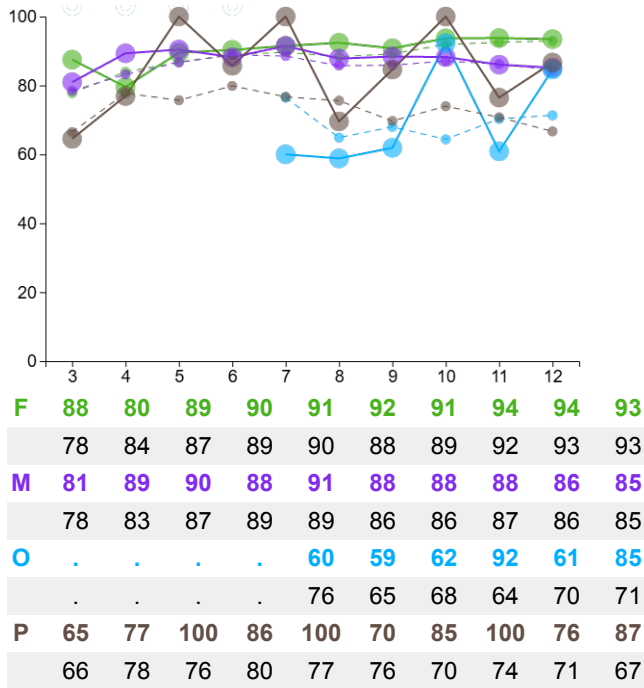


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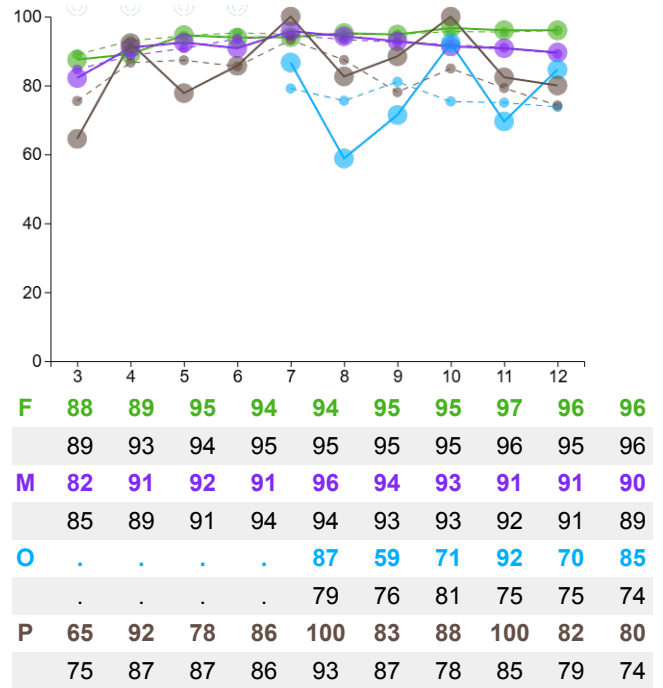
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Protected / Bullying Behaviours

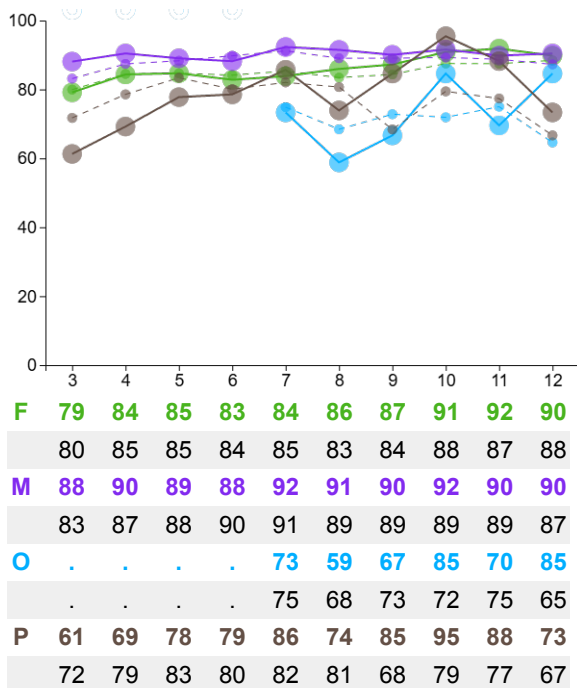
not bullied at school - ry37



not bullied online - ry38



not socially excluded - ry39



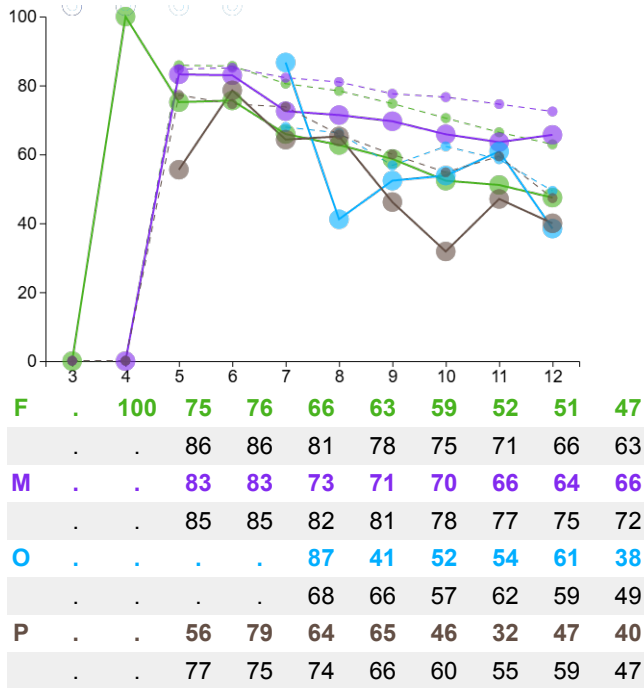
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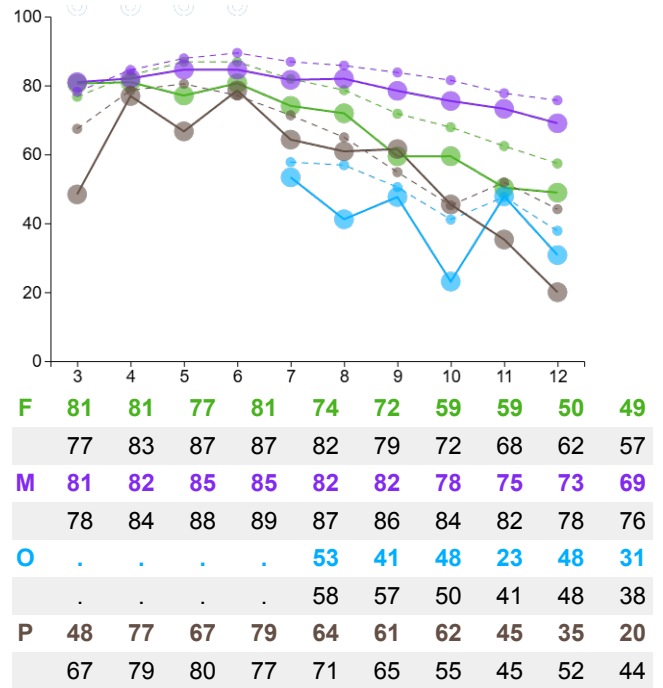
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Protected / Caring Behaviours

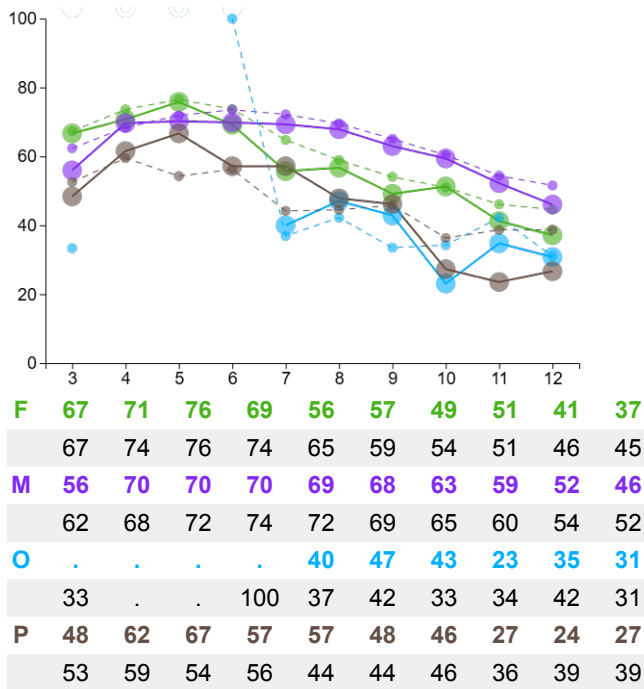
involved in at least one extra-curricular - ry25



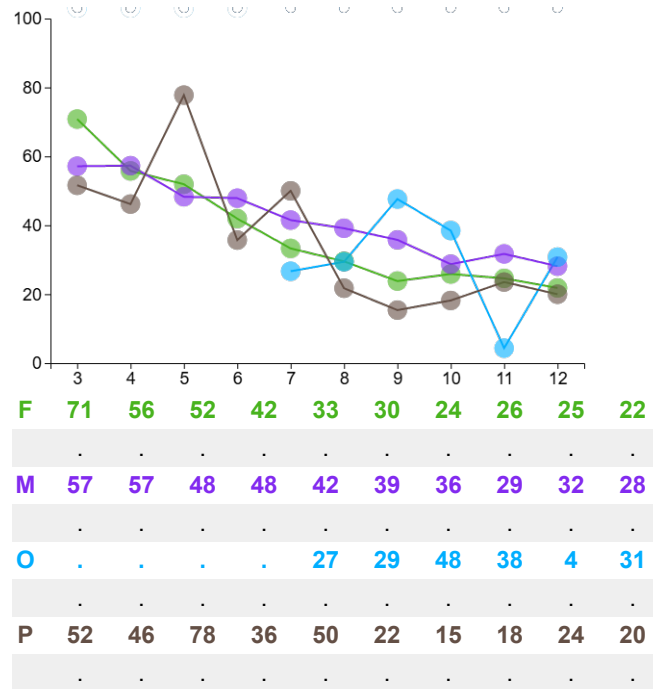
physically active for one hour per day - ry36



get at least 8 hours of sleep most nights - sun3



highly connected to nature (4 or 5 on 5-point scale) - IINS



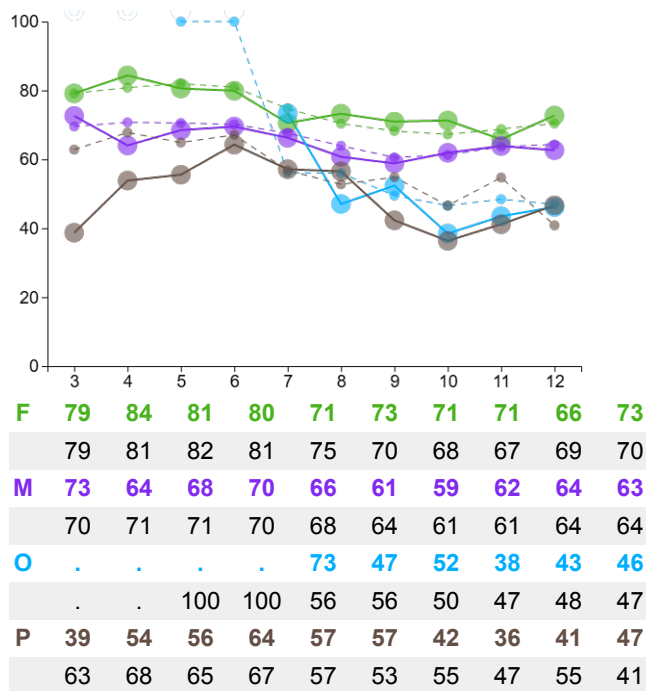
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



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

Protected / Caring Behaviours

give my time to help others - ry26



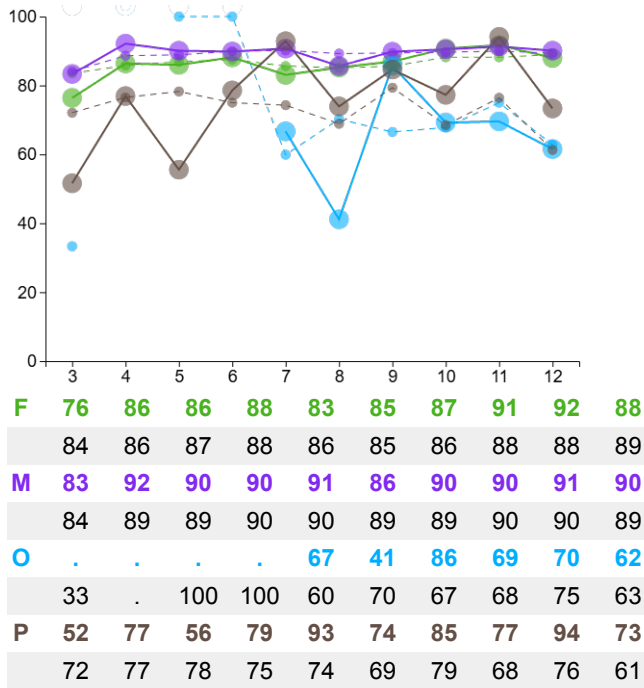
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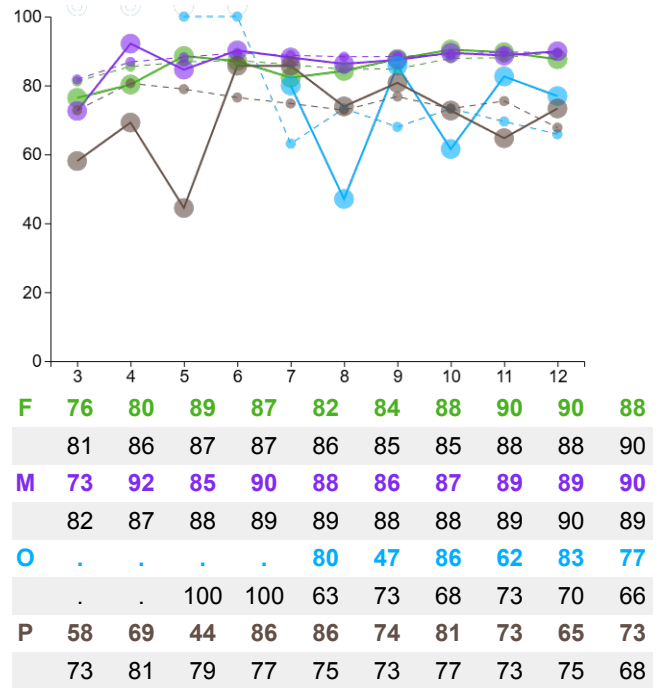
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Respected / Hopeful Attitudes

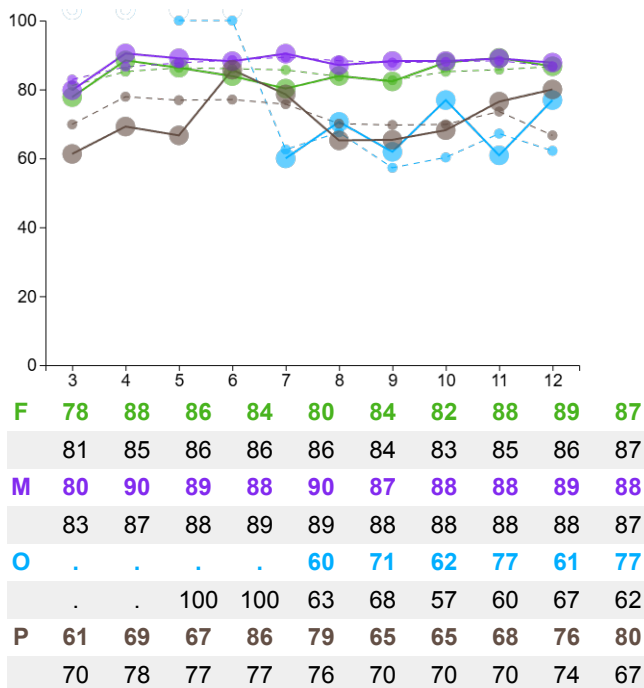
think I am doing pretty well - chs1



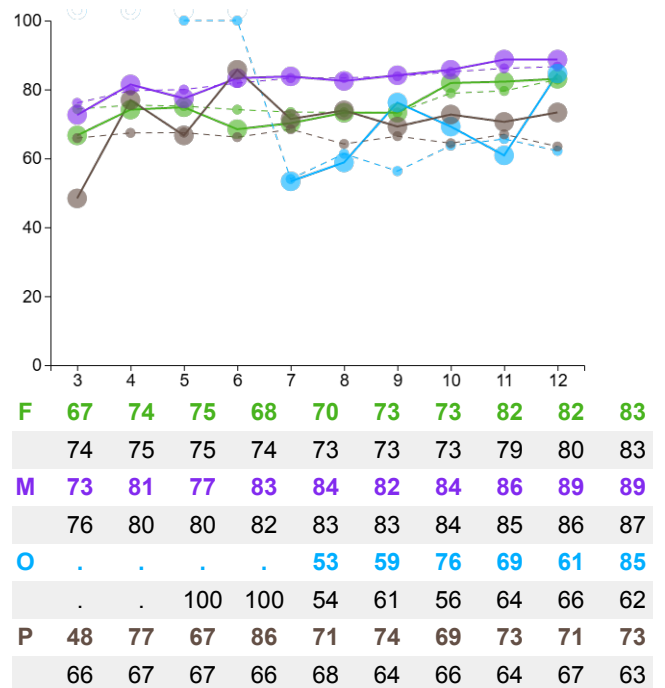
can think of many ways to get important things - chs2



doing as well as other kids - chs3



can come up with ways to solve problems - chs4



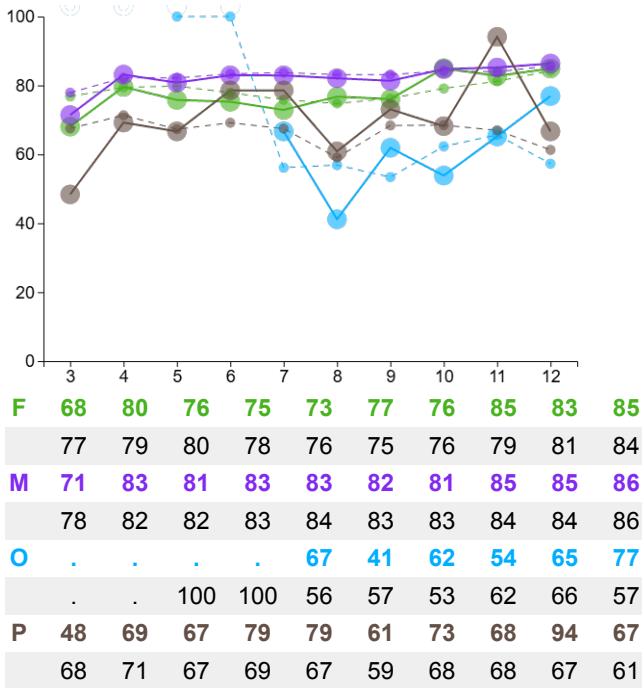
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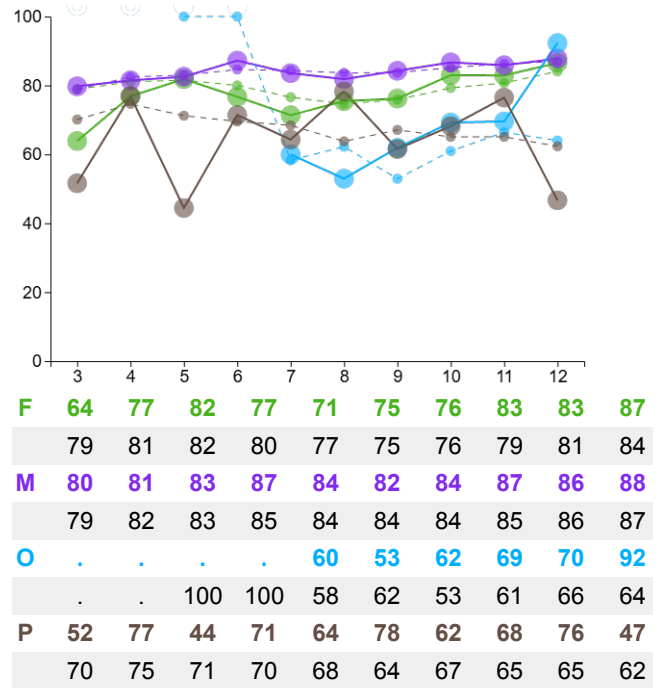
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Respected / Hopeful Attitudes

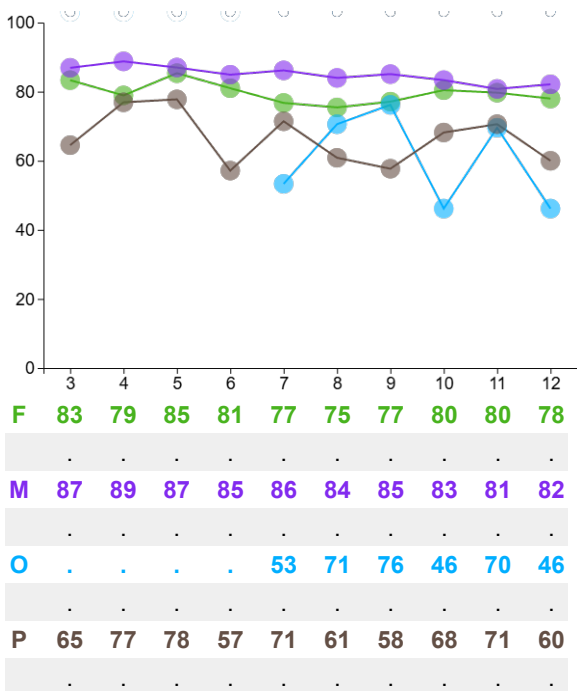
past experiences will help me in the future - chs5



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



at 5 or higher on an 8-rung ladder of life satisfaction - cantril



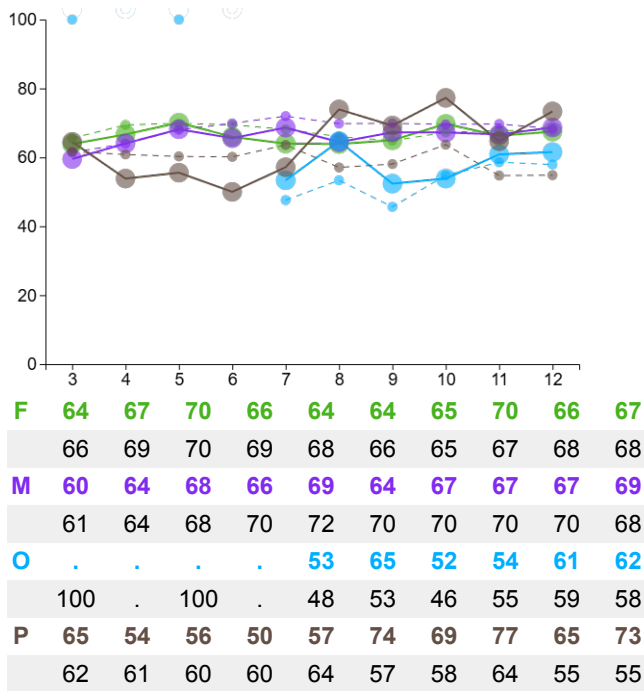
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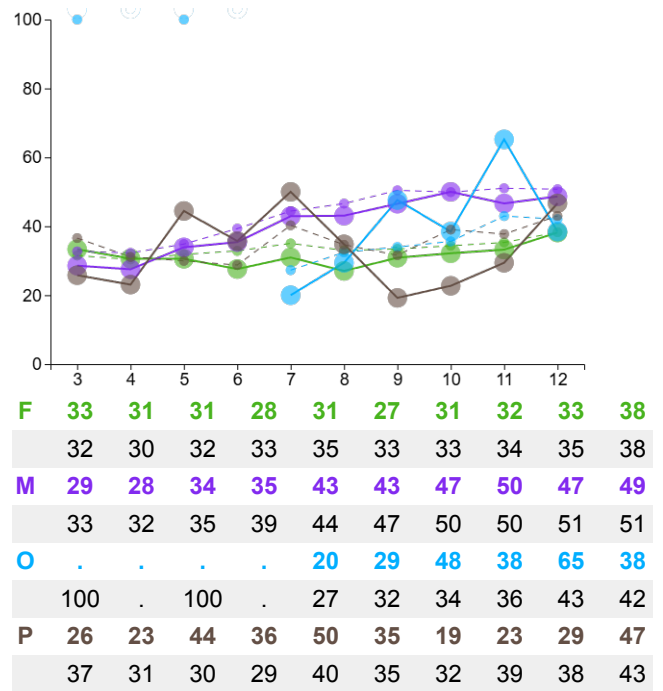
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Respected / Reflective Attitudes (Coping)

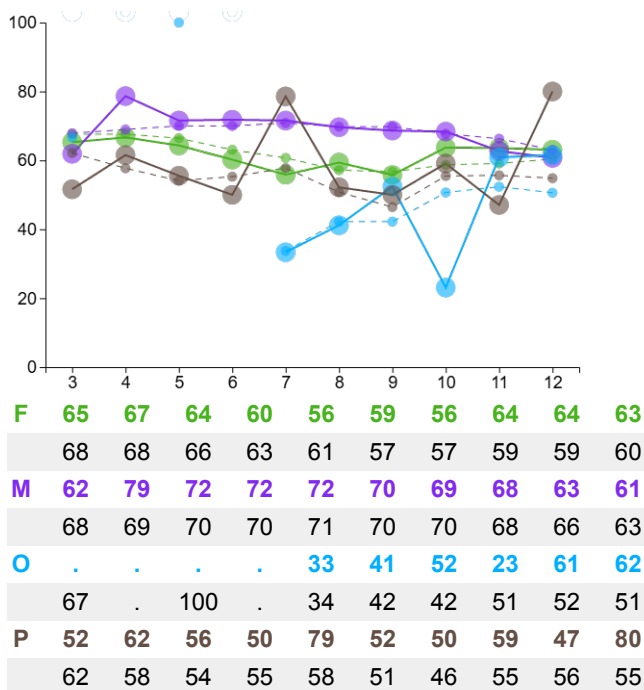
not avoiding responding to problems - cop1



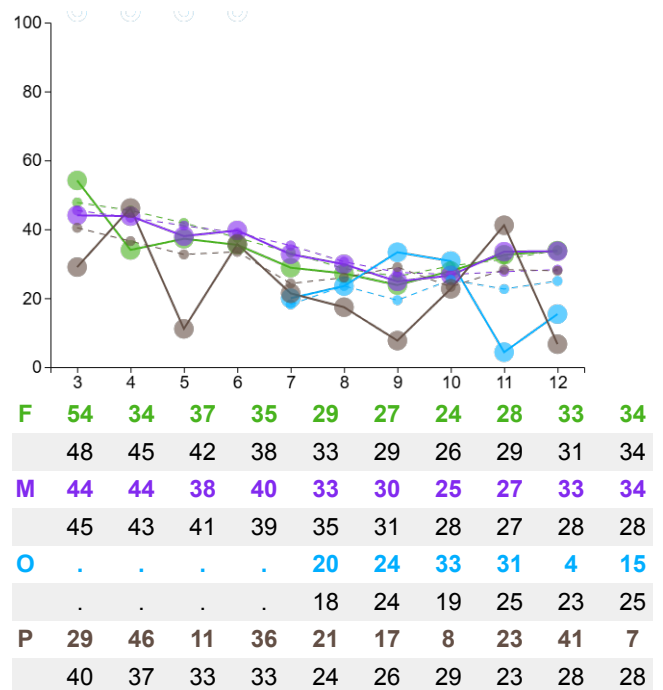
not wishing problems go away - cop2



not blaming self when bad things happen - cop3



talk to others when bad things happen - cop4



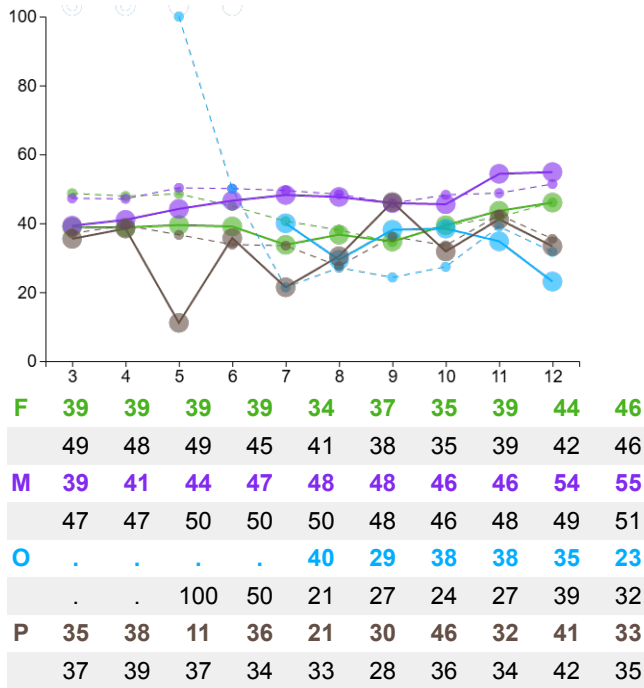
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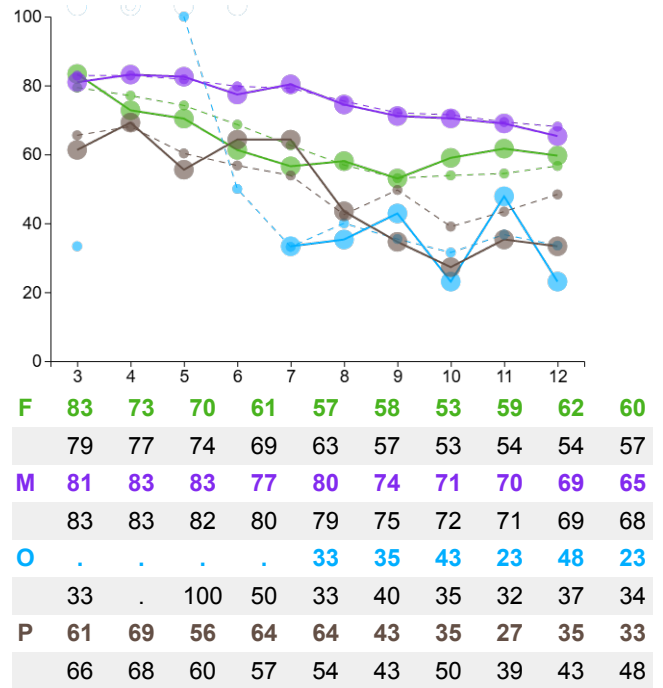
Graphs and tables present the percentage of **students** who responded favourably to each item.

Respected / Reflective Attitudes (Coping)

can talk about things if they upset me - ry11



feel good about myself - ry21



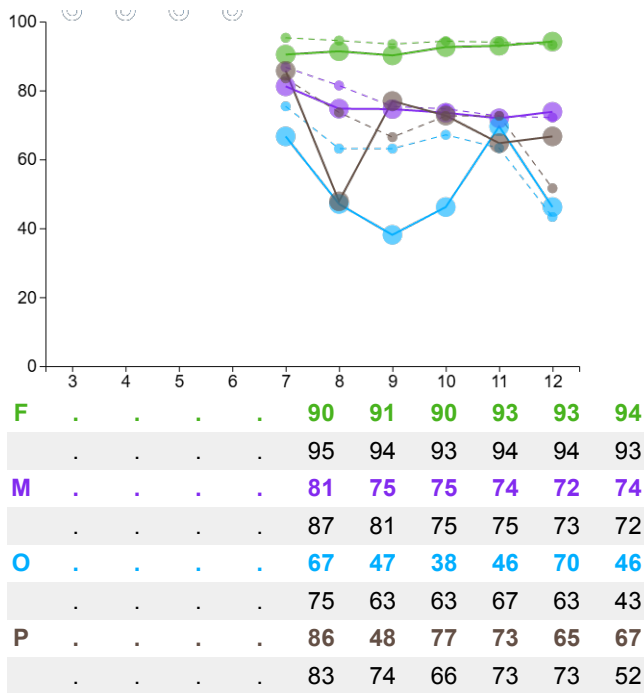
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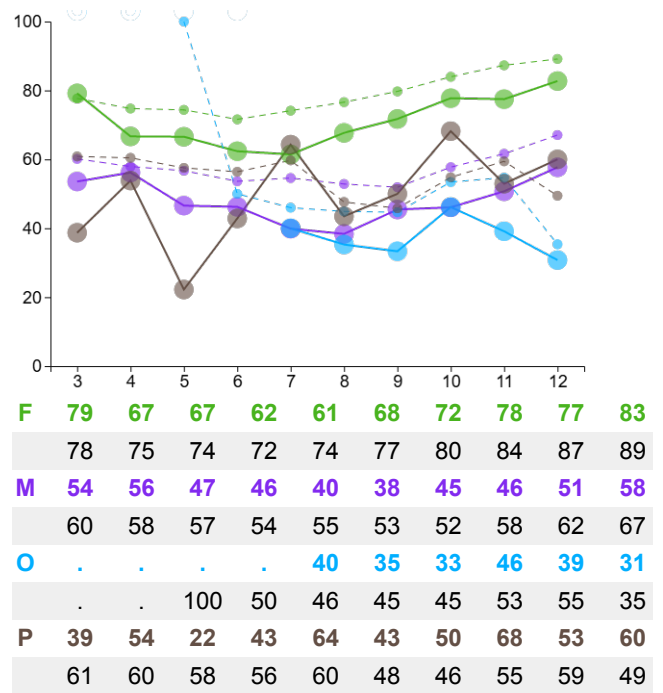
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Respected / Healthy Choices

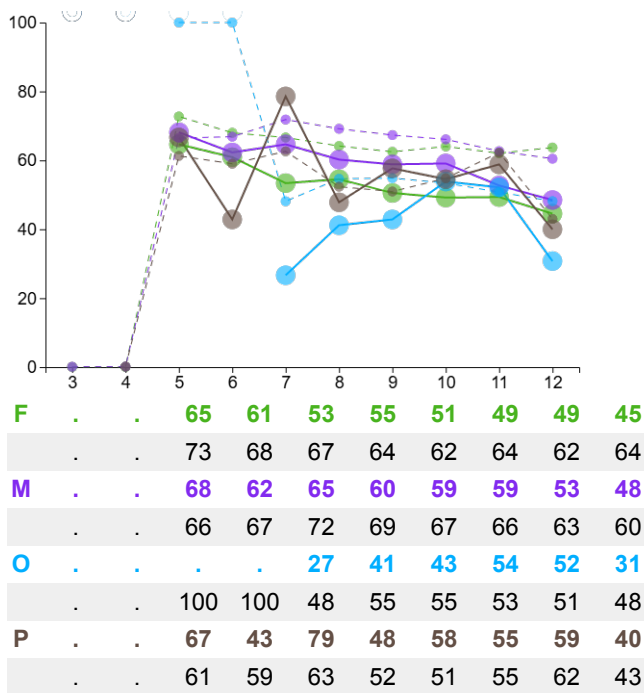
do not gamble online - gam1



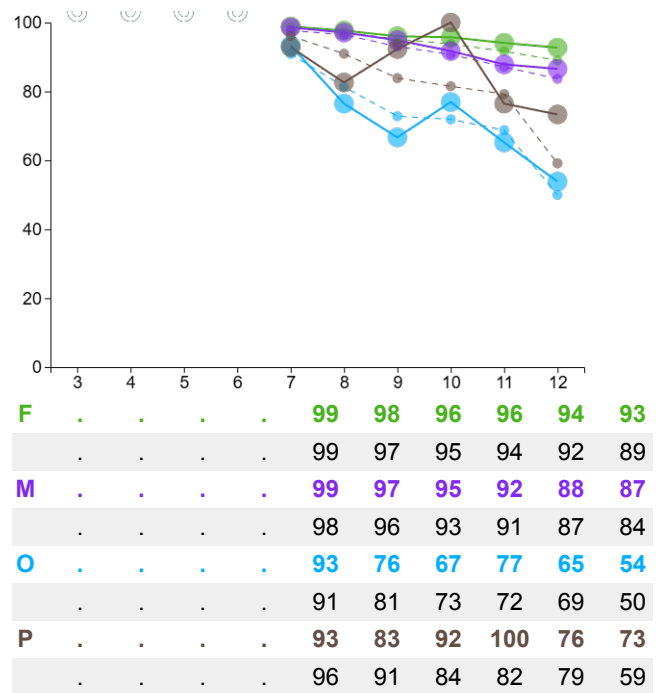
not playing excessive online games - gam2



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



do not smoke cigarettes - aud1



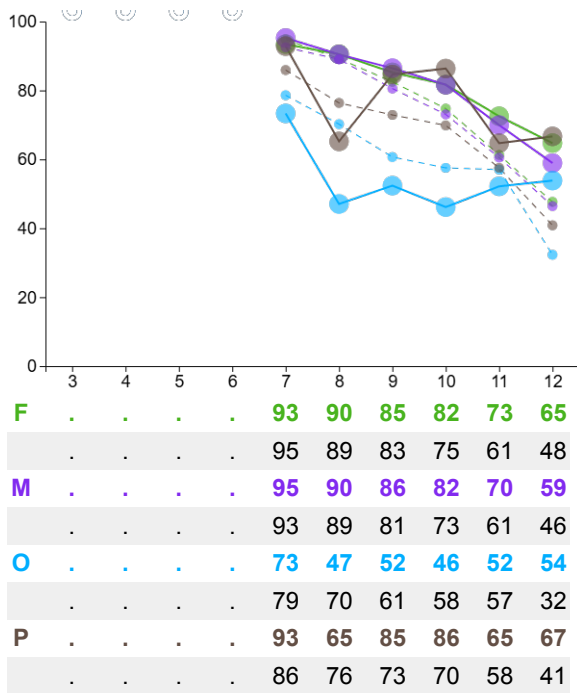
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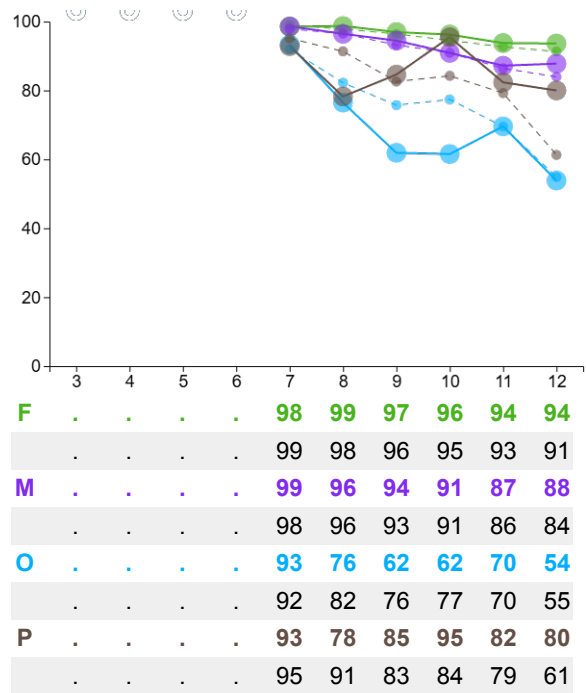
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Respected / Healthy Choices

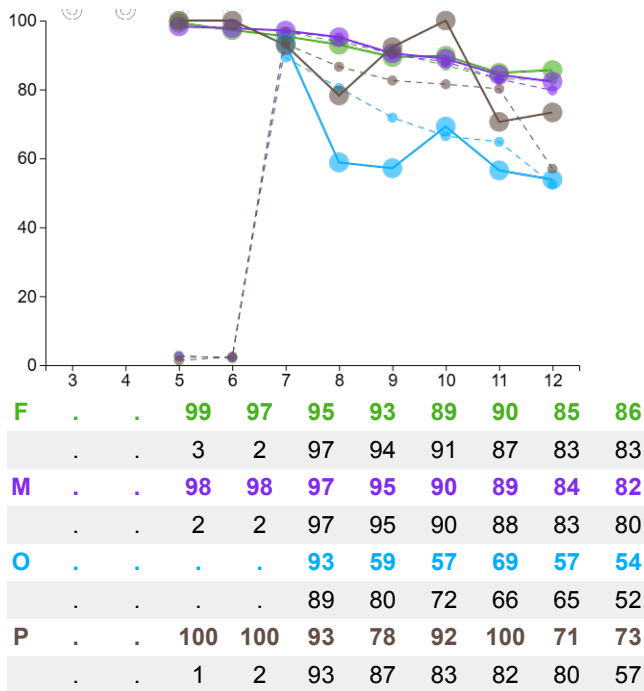
do not drink alcohol - aud2



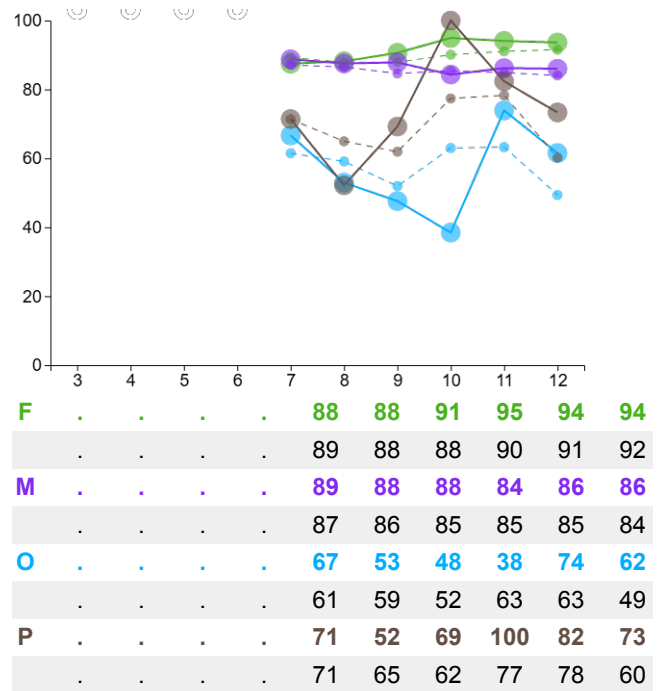
do not use illegal drugs - aud3



do not vape - ry32



have not carried a weapon to protect myself - ry42



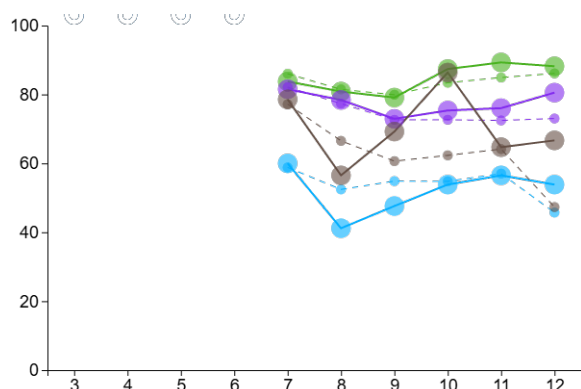
Lines are coloured by **student** gender. Solid line = your data, dashed line = comparison data.



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

Respected / Healthy Choices

have not threatened to physically hurt someone - ry43



F	.	.	.	.	84	81	79	87	89	88
	.	.	.	.	86	81	80	83	85	86
M	.	.	.	.	82	78	73	75	76	81
	.	.	.	.	82	77	73	73	72	73
O	.	.	.	.	60	41	48	54	57	54
	.	.	.	.	59	52	55	55	57	46
P	.	.	.	.	79	57	69	86	65	67
	.	.	.	.	77	67	61	62	64	47

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.