

# Mental Health Report



## Brimbank City Council

Comparison Data Australian Schools (to May 2025)

Years 2025

Date Generated 09/09/2025

The comparison dataset from Australian Schools (to May 2025) has 153,854 responses for the chosen year(s).

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

[helpdesk@resilientyouth.org](mailto: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](mailto:helpdesk@resilientyouth.org).

Best wishes,



*Dr Andrew Wicking*



**Dr Andrew Wicking**

*Director  
Resilient Youth Australia  
Adjunct Research  
Associate  
University of South  
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**Dr Mark Kohler**

*Senior Lecturer in  
Psychology  
Director, WILD Lab  
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.

# Overall Life Satisfaction

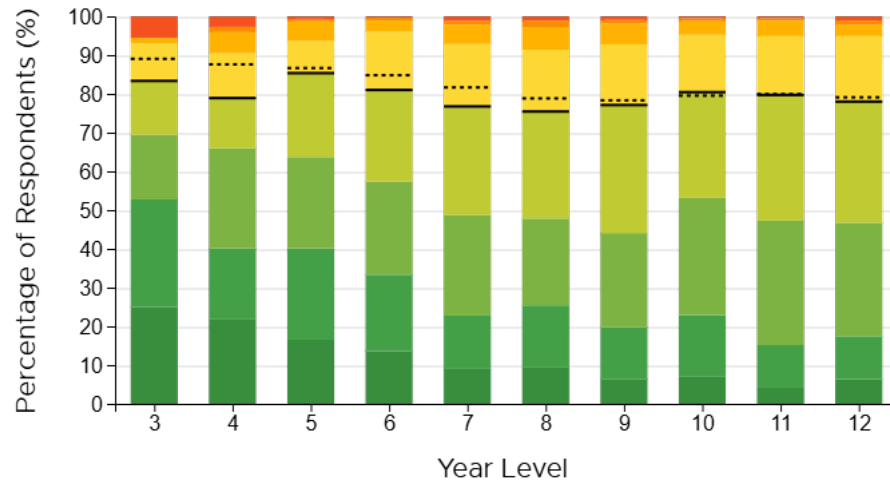
Cantril Self Anchoring Scale (Cantril Ladder)

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

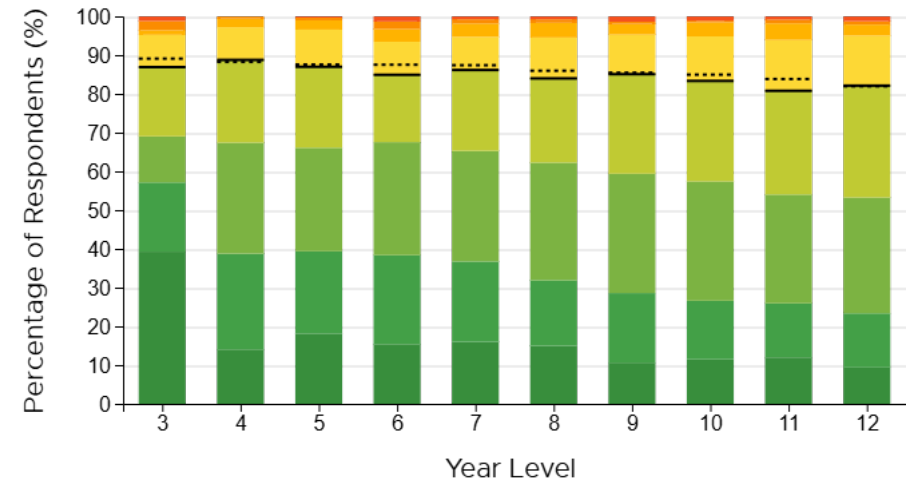
Categories 8 (best) 7 6 5 4 3 2 1 (worst)

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

Female



Male



<b>1 (worst)</b>	6%	3%	1%	0%	1%	1%	1%	0%	0%	1%
<b>2</b>	.	1%	1%	1%	1%	2%	1%	1%	1%	1%
<b>3</b>	1%	5%	5%	3%	5%	6%	5%	3%	4%	3%
<b>4</b>	10%	12%	8%	15%	16%	16%	16%	15%	15%	17%
<b>5</b>	14%	13%	22%	24%	28%	28%	33%	27%	32%	31%
<b>6</b>	17%	26%	24%	24%	26%	22%	24%	30%	32%	29%
<b>7</b>	28%	18%	24%	20%	14%	16%	13%	16%	11%	11%
<b>8 (best)</b>	25%	22%	17%	14%	9%	9%	6%	7%	4%	6%
<b>TOTAL #</b>	72	147	314	279	856	684	651	634	626	550

<b>1 (worst)</b>	1%	.	0%	1%	1%	1%	1%	1%	1%	1%
<b>2</b>	2%	1%	1%	2%	1%	1%	1%	0%	1%	1%
<b>3</b>	1%	2%	2%	3%	3%	4%	3%	4%	4%	3%
<b>4</b>	8%	8%	10%	9%	9%	11%	10%	11%	13%	13%
<b>5</b>	18%	21%	21%	17%	21%	22%	26%	26%	27%	29%
<b>6</b>	12%	29%	27%	29%	29%	30%	31%	31%	28%	30%
<b>7</b>	18%	25%	21%	23%	21%	17%	18%	15%	14%	14%
<b>8 (best)</b>	39%	14%	18%	15%	16%	15%	11%	11%	12%	9%
<b>TOTAL #</b>	84	178	292	305	925	787	724	714	609	565

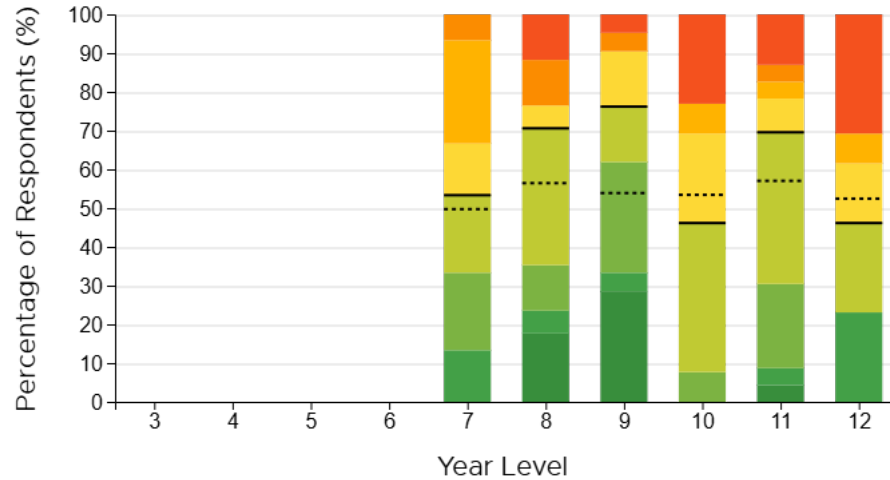
# Overall Life Satisfaction

Cantril Self Anchoring Scale (Cantril Ladder)

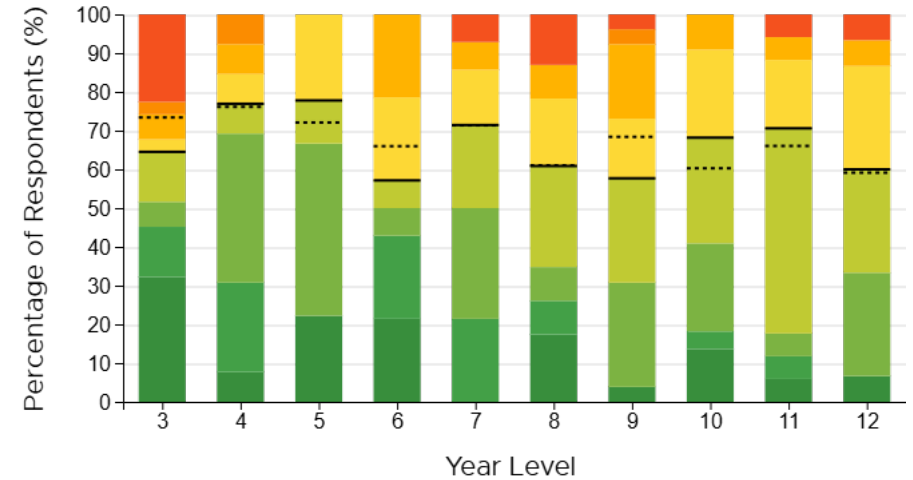
Categories 8 (best) 7 6 5 4 3 2 1 (worst)

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

Other/Non-binary



Prefer Not To Say



<b>1 (worst)</b>	.	.	.	.	.	12%	5%	23%	13%	31%
<b>2</b>	.	.	.	.	7%	12%	5%	.	4%	.
<b>3</b>	.	.	.	.	27%	.	.	8%	4%	8%
<b>4</b>	.	.	.	.	13%	6%	14%	23%	9%	15%
<b>5</b>	.	.	.	.	20%	35%	14%	38%	39%	23%
<b>6</b>	.	.	.	.	20%	12%	29%	8%	22%	.
<b>7</b>	.	.	.	.	13%	6%	5%	.	4%	23%
<b>8 (best)</b>	.	.	.	.	.	18%	29%	.	4%	.
<b>TOTAL #</b>	0	0	0	0	15	17	21	13	23	13

<b>1 (worst)</b>	23%	.	.	.	7%	13%	4%	.	6%	7%
<b>2</b>	3%	8%	.	.	.	.	4%	.	.	.
<b>3</b>	6%	8%	.	21%	7%	9%	19%	9%	6%	7%
<b>4</b>	3%	8%	22%	21%	14%	17%	15%	23%	18%	27%
<b>5</b>	13%	8%	11%	7%	21%	26%	27%	27%	53%	27%
<b>6</b>	6%	38%	44%	7%	29%	9%	27%	23%	6%	27%
<b>7</b>	13%	23%	.	21%	21%	9%	.	5%	6%	.
<b>8 (best)</b>	32%	8%	22%	21%	.	17%	4%	14%	6%	7%
<b>TOTAL #</b>	31	13	9	14	14	23	26	22	17	15

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

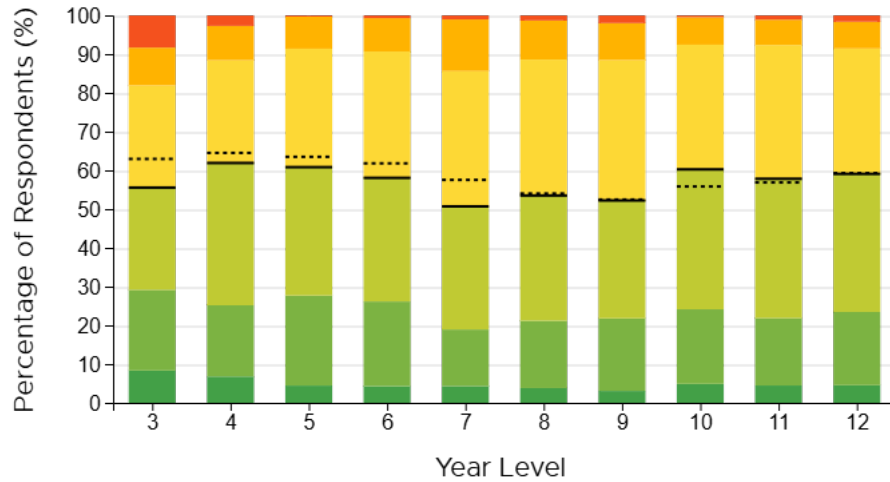
## Children's Hope Scale (CHS)

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

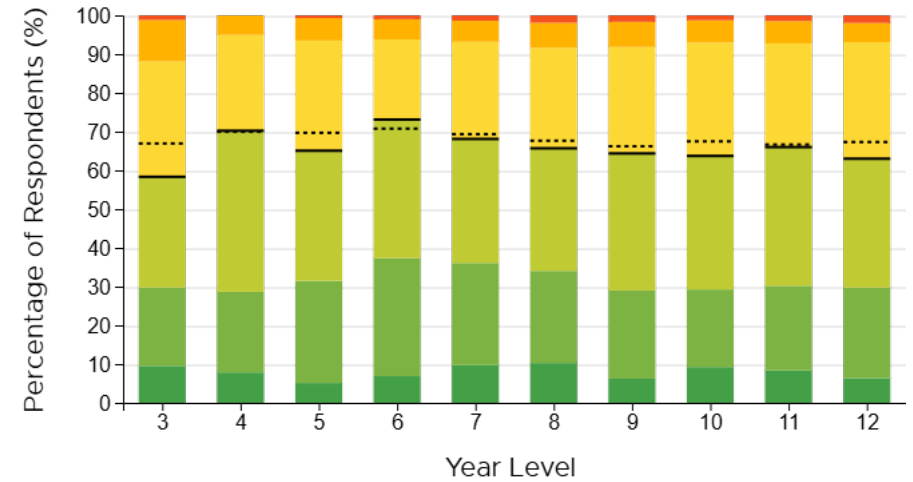
Categories **All** **Most** **Lots** **Some** **Little** **None**

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

### Female



### Male



	3	4	5	6	7	8	9	10	11	12
<b>None</b>	8%	3%	0%	1%	1%	1%	2%	0%	1%	2%
<b>Little</b>	10%	9%	8%	9%	13%	10%	10%	7%	7%	7%
<b>Some</b>	26%	27%	31%	33%	35%	35%	36%	32%	35%	32%
<b>Lots</b>	26%	37%	33%	32%	32%	32%	30%	36%	36%	36%
<b>Most</b>	21%	18%	23%	22%	15%	17%	19%	19%	17%	19%
<b>All</b>	8%	7%	4%	4%	4%	4%	3%	5%	4%	5%
<b>TOTAL #</b>	72	147	314	279	856	684	651	634	626	550

	3	4	5	6	7	8	9	10	11	12
<b>None</b>	1%	.	1%	1%	1%	2%	2%	1%	1%	2%
<b>Little</b>	11%	5%	6%	5%	5%	6%	6%	6%	6%	5%
<b>Some</b>	30%	25%	28%	21%	25%	26%	27%	29%	27%	30%
<b>Lots</b>	29%	42%	34%	36%	32%	32%	35%	34%	36%	33%
<b>Most</b>	20%	21%	26%	30%	26%	24%	23%	20%	22%	23%
<b>All</b>	10%	8%	5%	7%	10%	10%	6%	9%	8%	6%
<b>TOTAL #</b>	84	178	292	305	925	787	724	714	609	565

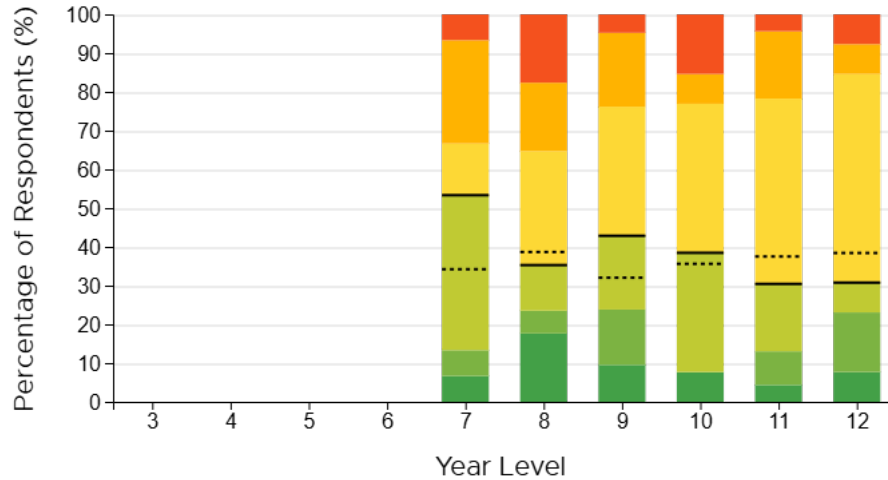
# Hope

Children's Hope Scale (CHS)

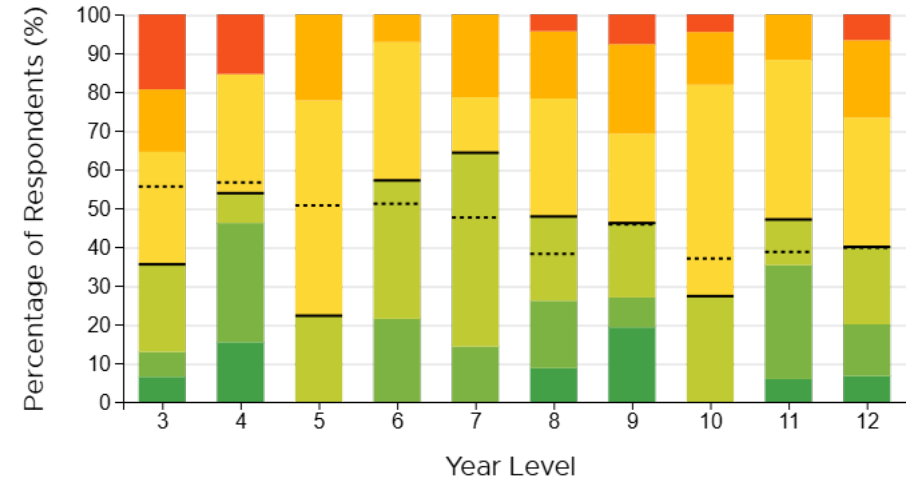
Categories **All** **Most** **Lots** **Some** **Little** **None**

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

**Other/Non-binary**



**Prefer Not To Say**



	3	4	5	6	7	8	9	10	11	12
<b>None</b>	.	.	.	.	7%	18%	5%	15%	4%	8%
<b>Little</b>	.	.	.	.	27%	18%	19%	8%	17%	8%
<b>Some</b>	.	.	.	.	13%	29%	33%	38%	48%	54%
<b>Lots</b>	.	.	.	.	40%	12%	19%	31%	17%	8%
<b>Most</b>	.	.	.	.	7%	6%	14%	.	9%	15%
<b>All</b>	.	.	.	.	7%	18%	10%	8%	4%	8%
<b>TOTAL #</b>	0	0	0	0	15	17	21	13	23	13

	3	4	5	6	7	8	9	10	11	12
<b>None</b>	19%	15%	.	.	.	4%	8%	5%	.	7%
<b>Little</b>	16%	.	22%	7%	21%	17%	23%	14%	12%	20%
<b>Some</b>	29%	31%	56%	36%	14%	30%	23%	55%	41%	33%
<b>Lots</b>	23%	8%	22%	36%	50%	22%	19%	27%	12%	20%
<b>Most</b>	6%	31%	.	21%	14%	17%	8%	.	29%	13%
<b>All</b>	6%	15%	.	.	.	9%	19%	.	6%	7%
<b>TOTAL #</b>	31	13	9	14	14	23	26	22	17	15

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.

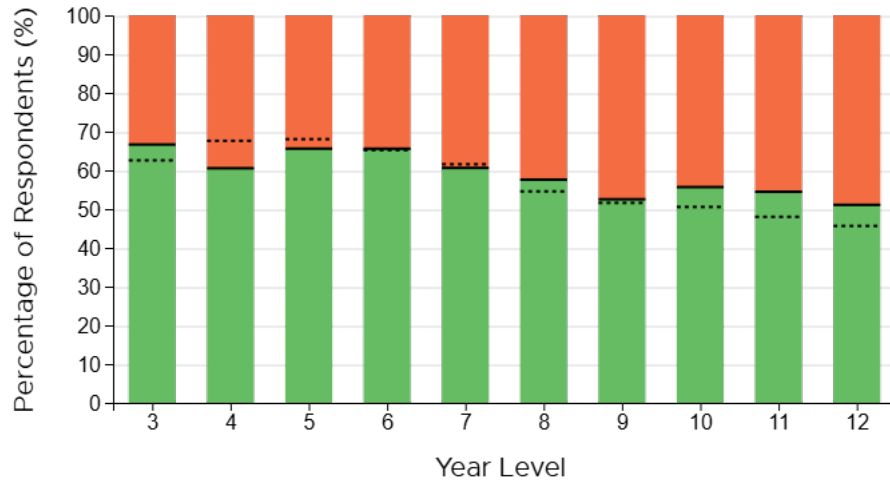
# Anxiety

## Generalized Anxiety Disorder (GAD-2)

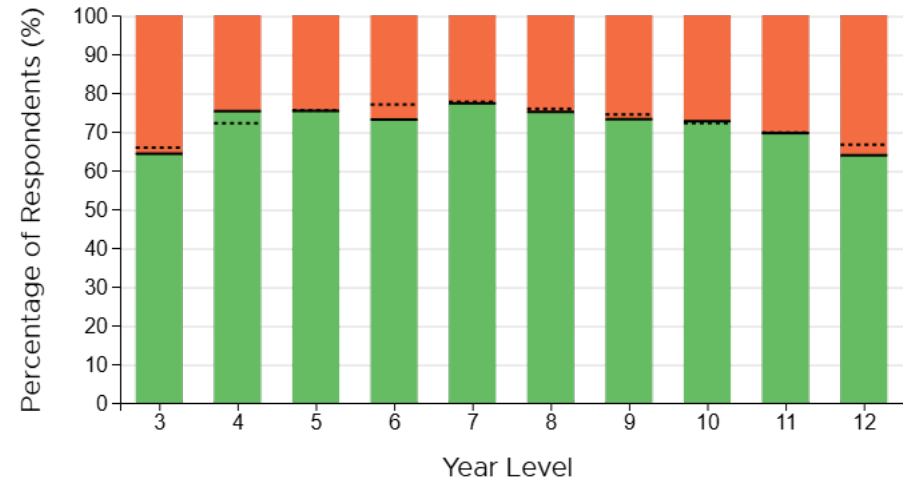
This graph shows the percentage of your respondents who report symptoms of anxiety.

**Categories** Not Anxious Anxious  
 ..... Norm Comparison  
 Australian Schools (to May 2025)

**Female**



**Male**



	3	4	5	6	7	8	9	10	11	12
<b>Anxious</b>	33%	39%	34%	34%	39%	42%	47%	44%	46%	49%
<b>Not Anxious</b>	67%	61%	66%	66%	61%	58%	53%	56%	54%	51%
<b>TOTAL #</b>	72	147	314	279	856	684	651	634	626	550

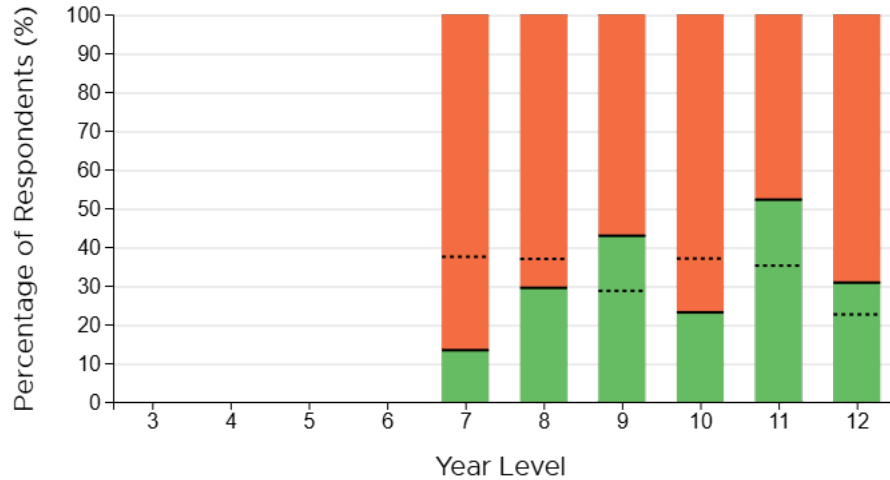
	3	4	5	6	7	8	9	10	11	12
<b>Anxious</b>	36%	25%	25%	27%	23%	25%	27%	27%	30%	36%
<b>Not Anxious</b>	64%	75%	75%	73%	77%	75%	73%	73%	70%	64%
<b>TOTAL #</b>	84	178	292	305	925	787	724	714	609	565

# Anxiety

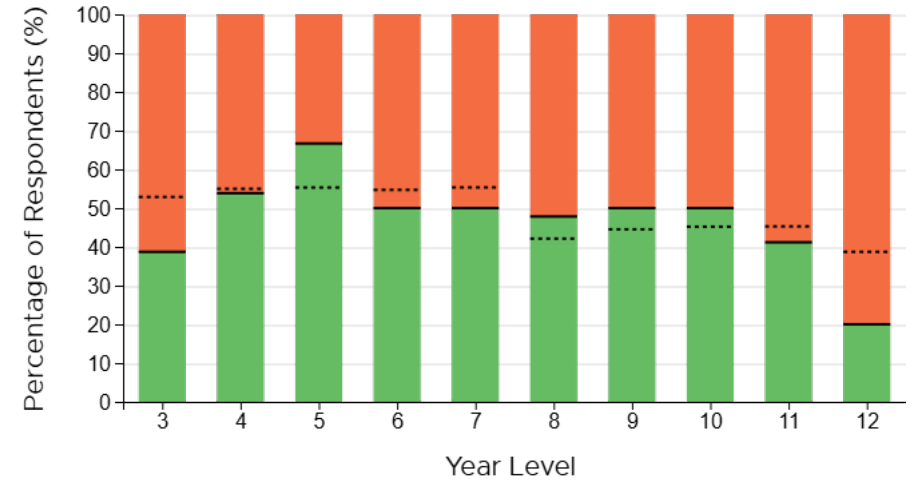
## Generalized Anxiety Disorder (GAD-2)

Categories **Not Anxious** **Anxious**  
 ..... **Norm Comparison**  
 Australian Schools (to May 2025)

**Other/Non-binary**



**Prefer Not To Say**



	3	4	5	6	7	8	9	10	11	12
<b>Anxious</b>	.	.	.	.	87%	71%	57%	77%	48%	69%
<b>Not Anxious</b>	.	.	.	.	13%	29%	43%	23%	52%	31%
<b>TOTAL #</b>	0	0	0	0	15	17	21	13	23	13

	3	4	5	6	7	8	9	10	11	12
<b>Anxious</b>	61%	46%	33%	50%	50%	52%	50%	50%	59%	80%
<b>Not Anxious</b>	39%	54%	67%	50%	50%	48%	50%	50%	41%	20%
<b>TOTAL #</b>	31	13	9	14	14	23	26	22	17	15

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

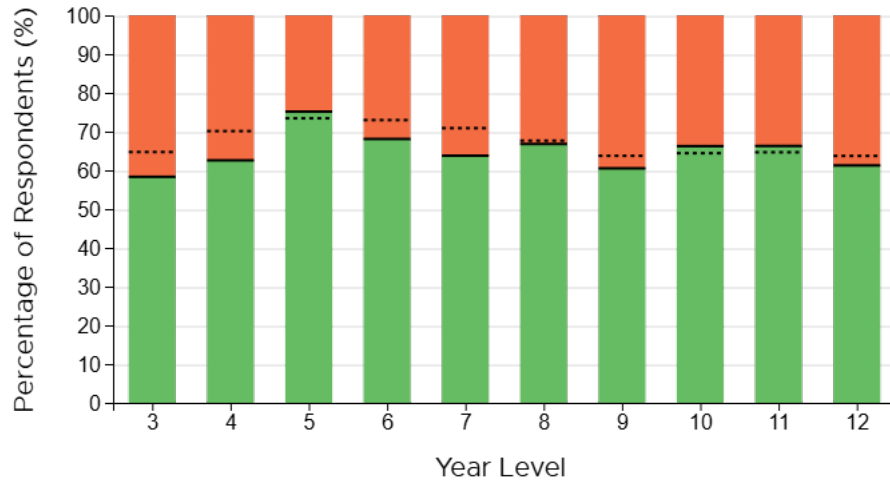
## Patient Health Questionnaire (PHQ-2)

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

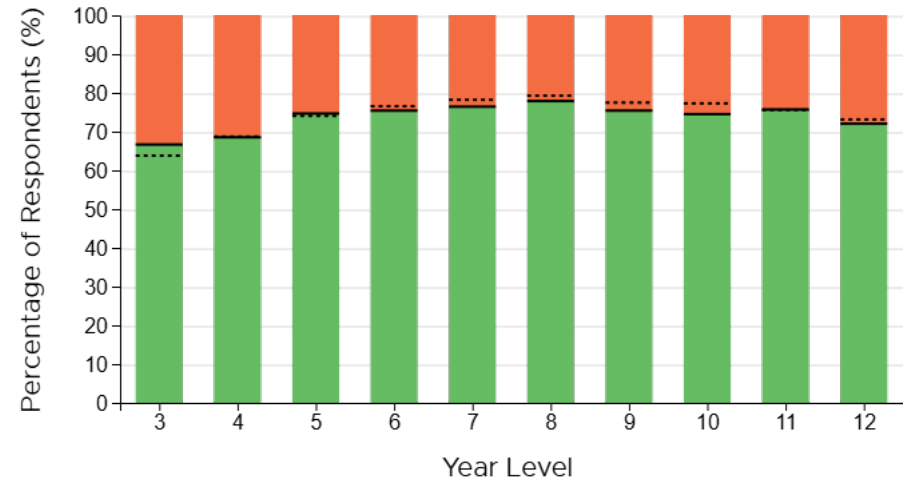
**Categories** Not Depressed Depressed

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

**Female**



**Male**



	3	4	5	6	7	8	9	10	11	12
<b>Depressed</b>	42%	37%	25%	32%	36%	33%	39%	34%	34%	39%
<b>Not Depressed</b>	58%	63%	75%	68%	64%	67%	61%	66%	66%	61%
<b>TOTAL #</b>	72	147	314	279	856	684	651	634	626	550

	3	4	5	6	7	8	9	10	11	12
<b>Depressed</b>	33%	31%	25%	25%	24%	22%	25%	25%	24%	28%
<b>Not Depressed</b>	67%	69%	75%	75%	76%	78%	75%	75%	76%	72%
<b>TOTAL #</b>	84	178	292	305	925	787	724	714	609	565

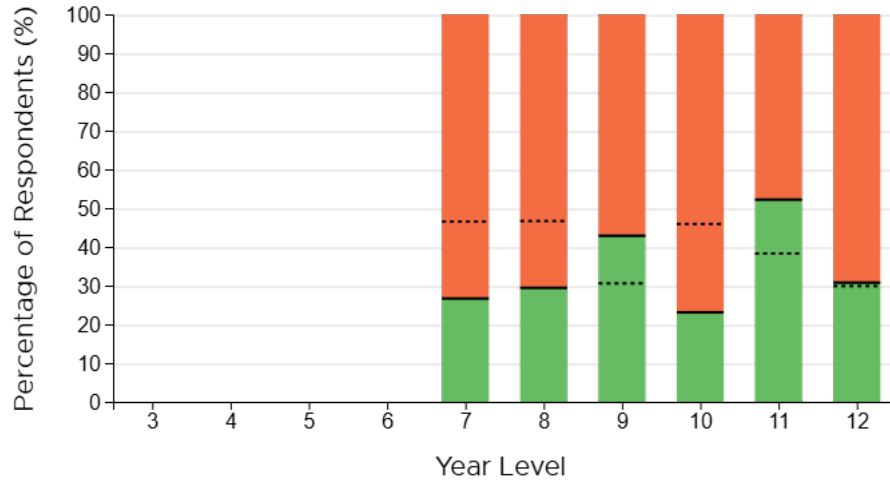
# Depression

Patient Health Questionnaire (PHQ-2)

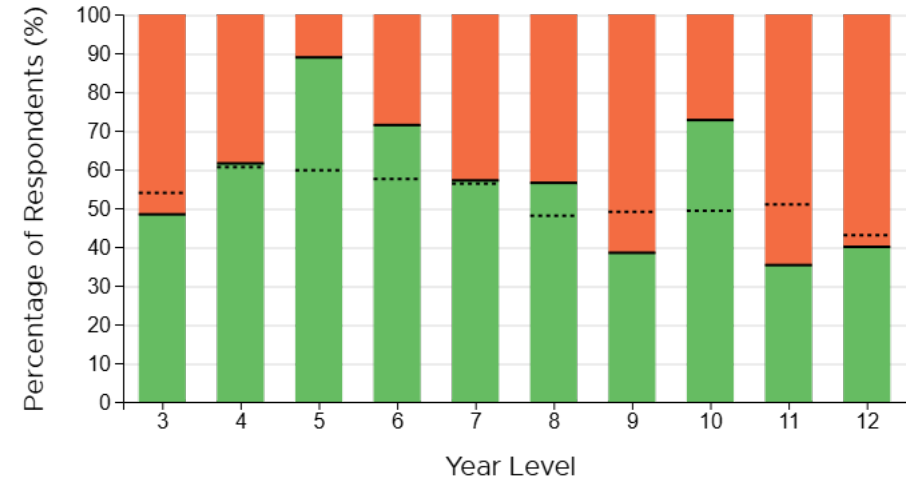
**Categories** Not Depressed Depressed

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

**Other/Non-binary**



**Prefer Not To Say**



Depressed	3	4	5	6	7	8	9	10	11	12
Depressed	.	.	.	.	73%	71%	57%	77%	48%	69%
Not Depressed	.	.	.	.	27%	29%	43%	23%	52%	31%
<b>TOTAL #</b>	0	0	0	0	15	17	21	13	23	13

Depressed	3	4	5	6	7	8	9	10	11	12
Depressed	52%	38%	11%	29%	43%	43%	62%	27%	65%	60%
Not Depressed	48%	62%	89%	71%	57%	57%	38%	73%	35%	40%
<b>TOTAL #</b>	31	13	9	14	14	23	26	22	17	15

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.

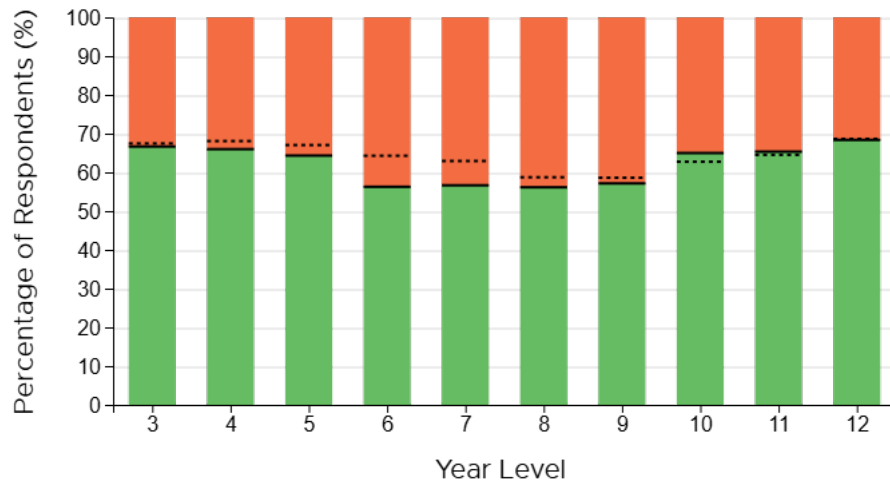
# Disengaged Coping Strategies

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

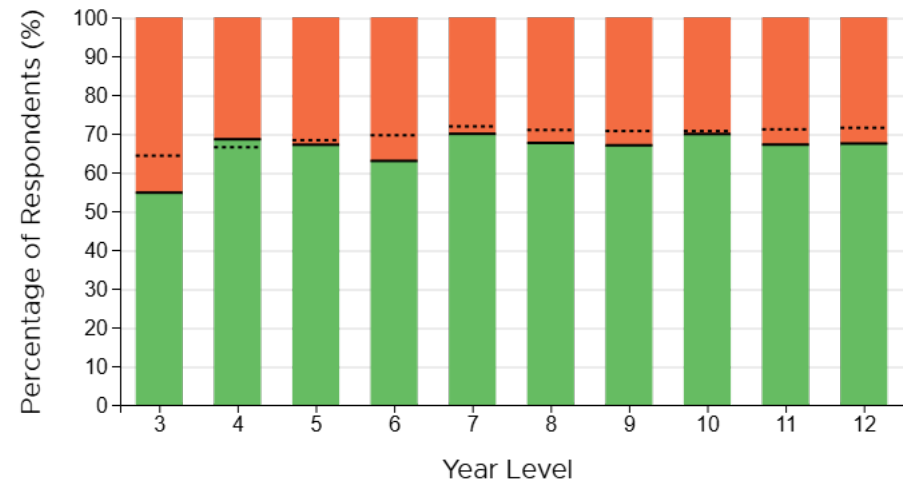
This graph shows the reported percentage of your students who are disengaged from problem-solving.

Categories **Engaged** **Disengaged**  
 ..... **Norm Comparison**  
 Australian Schools (to May 2025)

**Female**



**Male**



<b>Disengaged</b>	33%	34%	36%	44%	43%	44%	43%	35%	35%	32%
<b>Engaged</b>	67%	66%	64%	56%	57%	56%	57%	65%	65%	68%
<b>TOTAL #</b>	72	147	314	279	856	684	651	634	626	550

<b>Disengaged</b>	45%	31%	33%	37%	30%	32%	33%	30%	33%	33%
<b>Engaged</b>	55%	69%	67%	63%	70%	68%	67%	70%	67%	67%
<b>TOTAL #</b>	84	178	292	305	925	787	724	714	609	565

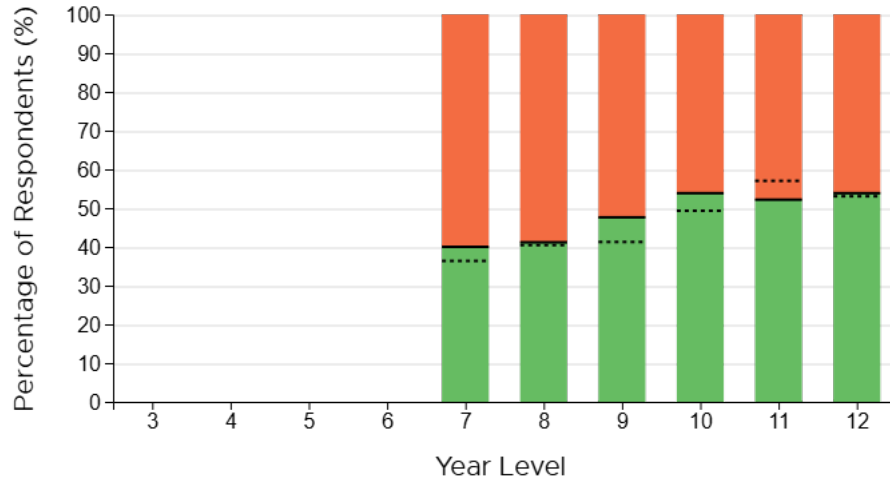
# Disengaged Coping Strategies

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

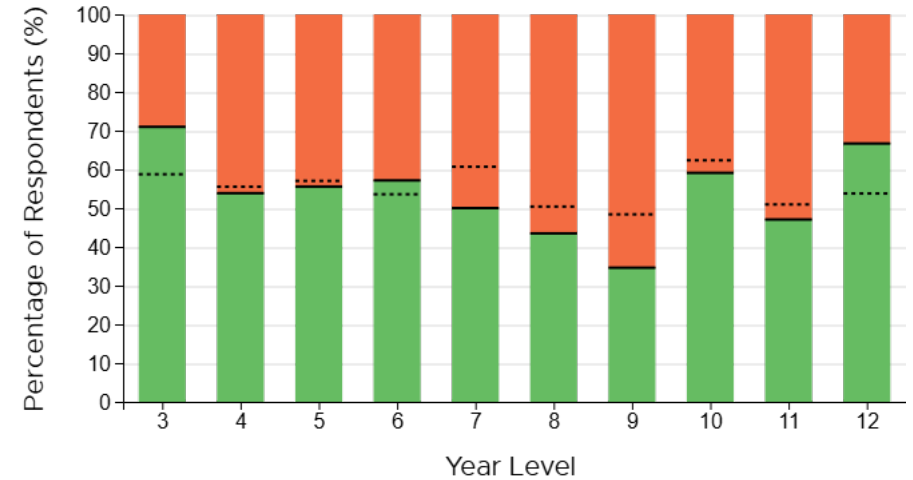
Categories **Engaged** **Disengaged**

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

**Other/Non-binary**



**Prefer Not To Say**



Category	3	4	5	6	7	8	9	10	11	12
<b>Disengaged</b>	.	.	.	.	60%	59%	52%	46%	48%	46%
<b>Engaged</b>	.	.	.	.	40%	41%	48%	54%	52%	54%
<b>TOTAL #</b>	0	0	0	0	15	17	21	13	23	13

Category	3	4	5	6	7	8	9	10	11	12
<b>Disengaged</b>	29%	46%	44%	43%	50%	57%	65%	41%	53%	33%
<b>Engaged</b>	71%	54%	56%	57%	50%	43%	35%	59%	47%	67%
<b>TOTAL #</b>	31	13	9	14	14	23	26	22	17	15

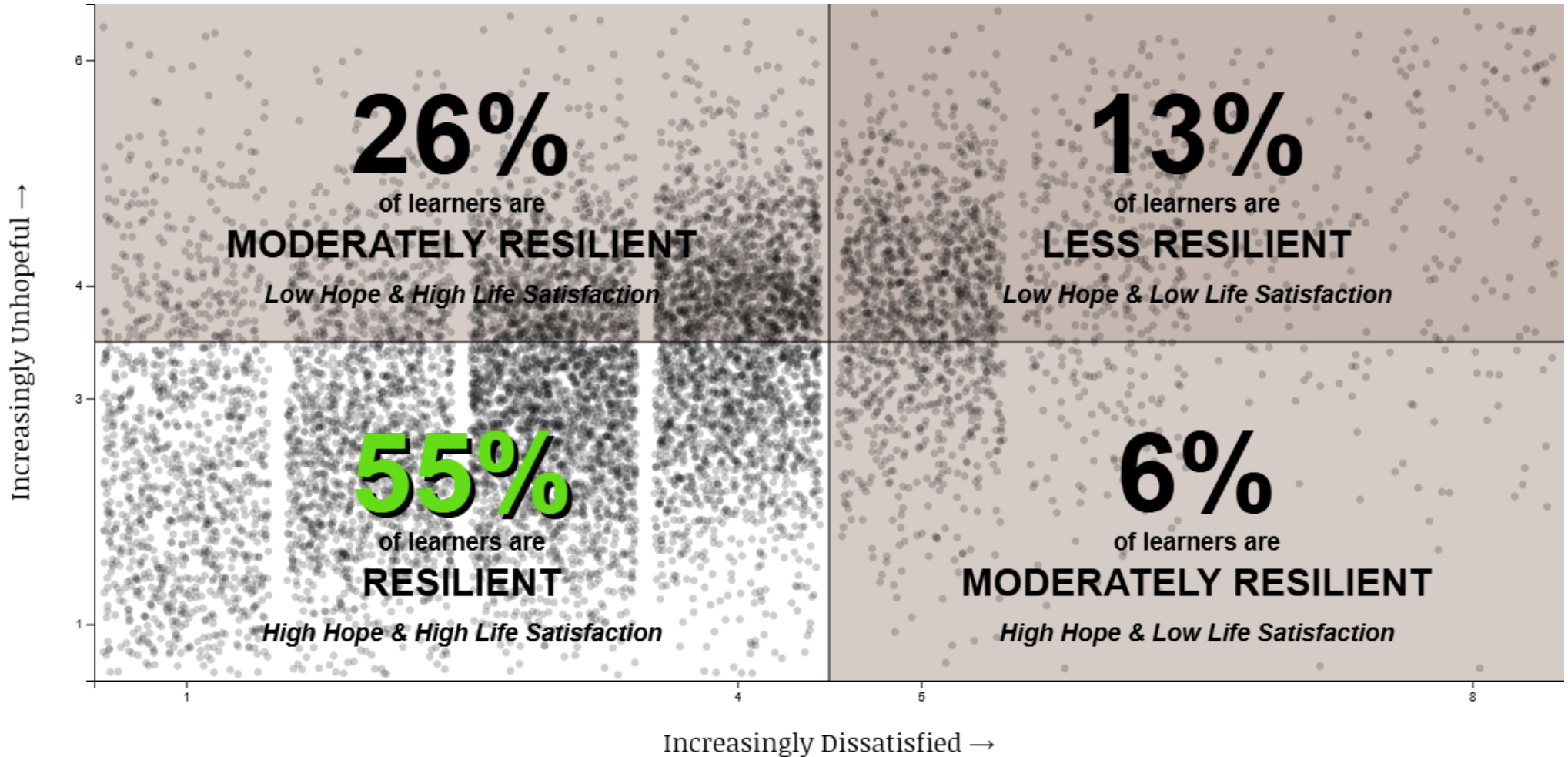
To generate similar graphs or find more information about this data, please visit your interactive portal: [Disengaged Coping Strategies](#).  
The survey items comprising this construct can be found in the Appendix.

# Resilience Score

Hope and Life Satisfaction: CHS and Cantril

Year Levels 3-12 Genders Female, Male, Other/Non-binary, 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 ‘Less Resilient’.

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

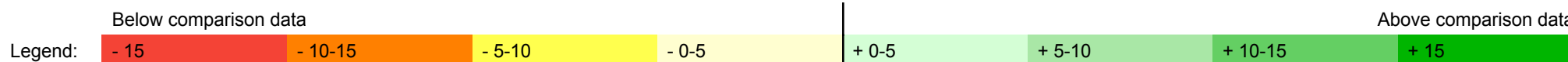
1. RESILIENT = “High Hope & High Life Satisfaction”
2. MODERATELY RESILIENT = “Low Hope & High Life Satisfaction”
3. MODERATELY RESILIENT = “High Hope & Low Life Satisfaction”
4. LESS RESILIENT = “Low Hope & Low Life Satisfaction”

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	Other/Non-binary	AN	Prefer Not To Say	AN
3	52.8%	58.3%	54.8%	61.7%	.	.	32.3%	46.4%
4	54.4%	59.9%	64.6%	65%	.	.	53.8%	49.4%
5	56.7%	59.4%	58.9%	64.6%	.	100%	22.2%	44.3%
6	53.8%	57.8%	65.6%	65.9%	.	100%	35.7%	43.6%
7	45.3%	53.2%	63.1%	64.9%	33.3%	25.1%	57.1%	42.2%
8	47.1%	49.4%	60%	62.7%	29.4%	28.9%	39.1%	30.7%
9	45.6%	47.6%	59%	61.2%	38.1%	21.4%	38.5%	40%
10	54.4%	50.8%	58.8%	62.5%	23.1%	29.5%	13.6%	24.7%
11	52.4%	51.7%	58.3%	60.9%	26.1%	28.1%	29.4%	29.2%
12	52.2%	53.6%	56.6%	60.4%	15.4%	26.8%	26.7%	35.5%
<b>TOTAL #</b>	<b>50.1%</b>	<b>55.1%</b>	<b>60%</b>	<b>63.5%</b>	<b>28.4%</b>	<b>26.6%</b>	<b>34.2%</b>	<b>43%</b>

Australian Norms (AN)



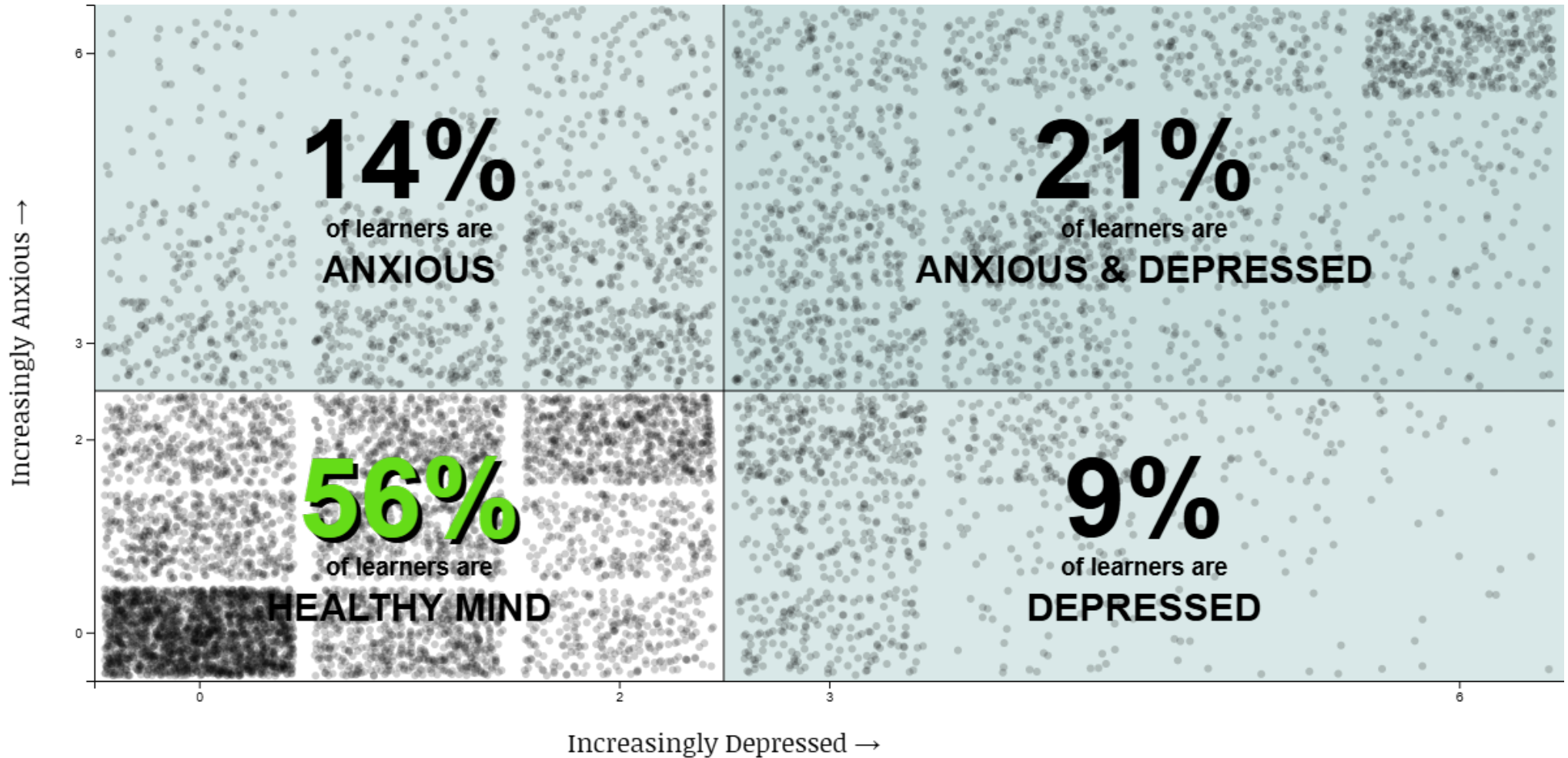
Numbers reported are the % of students who responded favourably to each item. Colours show the difference between your data and our nation wide comparative data.

# Healthy Mind Score

Anxiety and Depression: GAD-2 and PHQ-2

Year Levels 3-12 Genders Female, Male, Other/Non-binary, Prefer Not To Say

This scatterplot represents each respondent 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.



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:

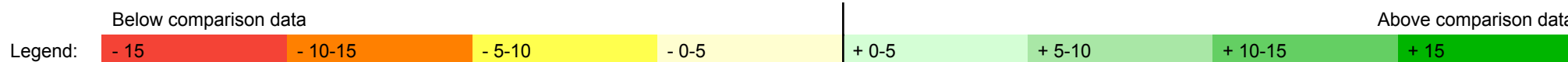
- ANXIOUS (but not depressed)
- DEPRESSED (but not anxious)
- both ANXIOUS & DEPRESSED
- HEALTHY MIND (neither anxious nor depressed)

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	Other/Non-binary	AN	Prefer Not To Say	AN
3	52.8%	49.1%	50%	49.9%	.	.	32.3%	38.5%
4	45.6%	55.6%	56.7%	57.3%	.	.	38.5%	43.9%
5	58.9%	58.7%	61.3%	63.5%	.	100%	66.7%	44.5%
6	54.1%	57%	63.3%	66.4%	.	.	50%	45.1%
7	50.7%	53.9%	66.9%	68.2%	13.3%	32.1%	35.7%	44.2%
8	50.6%	48.4%	66.6%	68.3%	23.5%	29.8%	43.5%	33.5%
9	43.9%	44.6%	65.1%	66.9%	38.1%	21.4%	30.8%	38.7%
10	47.9%	43.6%	63.3%	65.2%	23.1%	30.1%	45.5%	34.9%
11	46.6%	42.1%	63.1%	62.9%	47.8%	22.7%	35.3%	35.8%
12	43.3%	39.9%	56.5%	59.3%	23.1%	15.9%	20%	33.3%
<b>TOTAL #</b>	<b>48.6%</b>	<b>51.4%</b>	<b>63.4%</b>	<b>62.8%</b>	<b>30.4%</b>	<b>25.5%</b>	<b>38%</b>	<b>41.1%</b>

Australian Norms (AN)



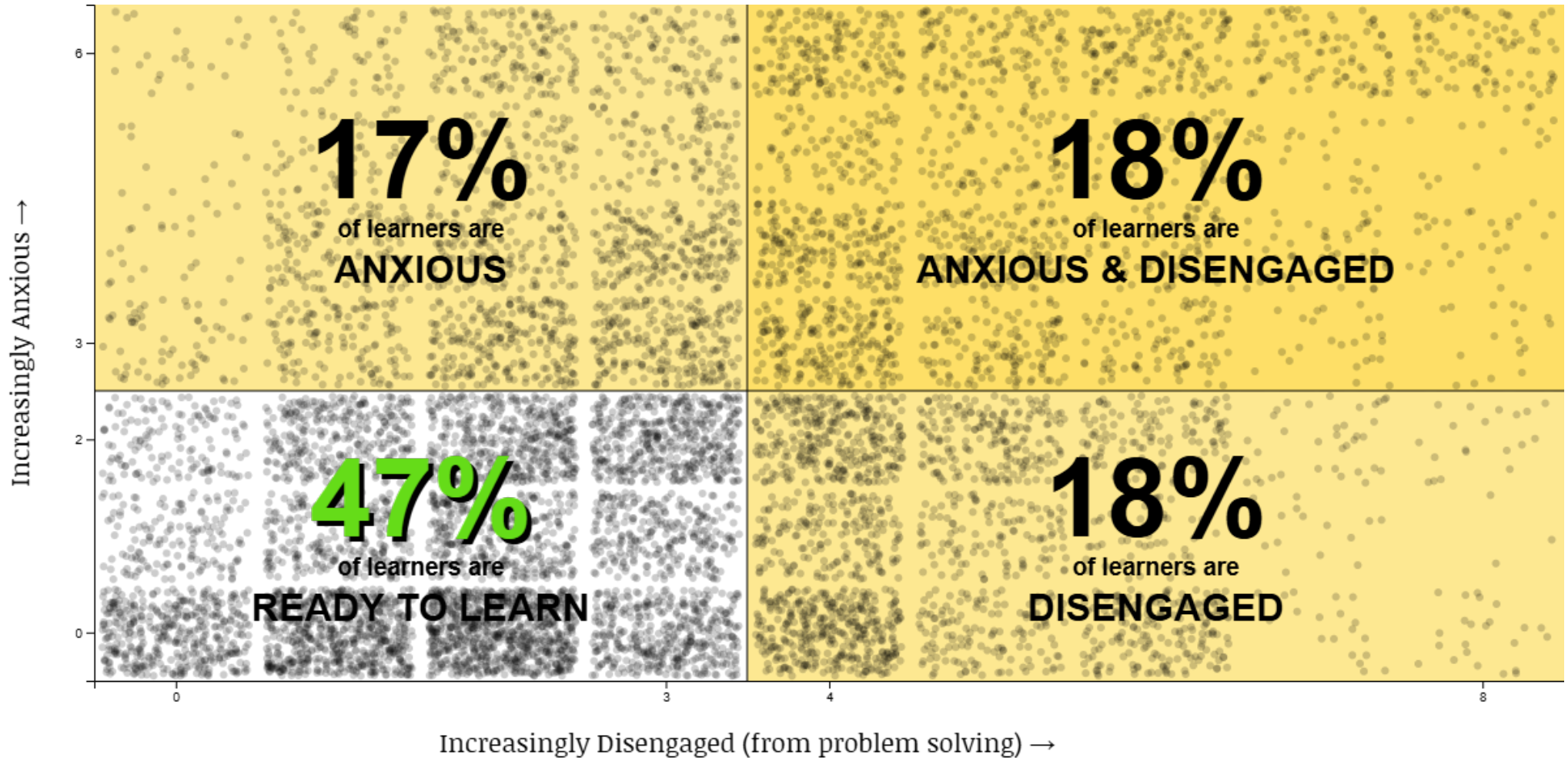
Numbers reported are the % of students who responded favourably to each item. Colours show the difference between your data and our nation wide comparative data.

# Ready to Learn Score

Anxiety and Coping: GAD-2 and CSI-4

Year Levels 3-12 Genders Female, Male, Other/Non-binary, 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:

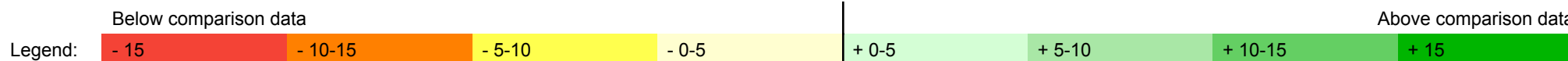
- ANXIOUS (but not disengaged from problem solving)
- DISENGAGED from problem solving (but not anxious)
- both ANXIOUS & DISENGAGED from problem solving
- READY TO LEARN (neither anxious nor disengaged from problem solving)

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	Other/Non-binary	AN	Prefer Not To Say	AN
3	43.1%	45.3%	35.7%	43.2%	.	.	25.8%	32.6%
4	44.2%	50.5%	53.9%	50.6%	.	.	46.2%	36.3%
5	46.2%	51.6%	54.5%	55.3%	.	100%	33.3%	37.3%
6	44.4%	49.9%	51.8%	58.3%	.	.	50%	39.1%
7	42.1%	46.9%	58.2%	60.2%	6.7%	20.9%	28.6%	40.3%
8	39.5%	40.6%	54.5%	58.8%	23.5%	21.8%	21.7%	29.9%
9	37.2%	37.7%	54.1%	57%	28.6%	17%	15.4%	25.8%
10	42.1%	38.7%	53.5%	56%	15.4%	24%	36.4%	34.2%
11	40.1%	37%	51.6%	54.4%	30.4%	23.4%	29.4%	33%
12	38.9%	36.3%	48.1%	51.8%	7.7%	12.8%	13.3%	24.7%
<b>TOTAL #</b>	<b>40.9%</b>	<b>45.3%</b>	<b>53.4%</b>	<b>54.7%</b>	<b>20.6%</b>	<b>19.8%</b>	<b>28.3%</b>	<b>34.9%</b>

Australian Norms (AN)



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.

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# Connection to Nature

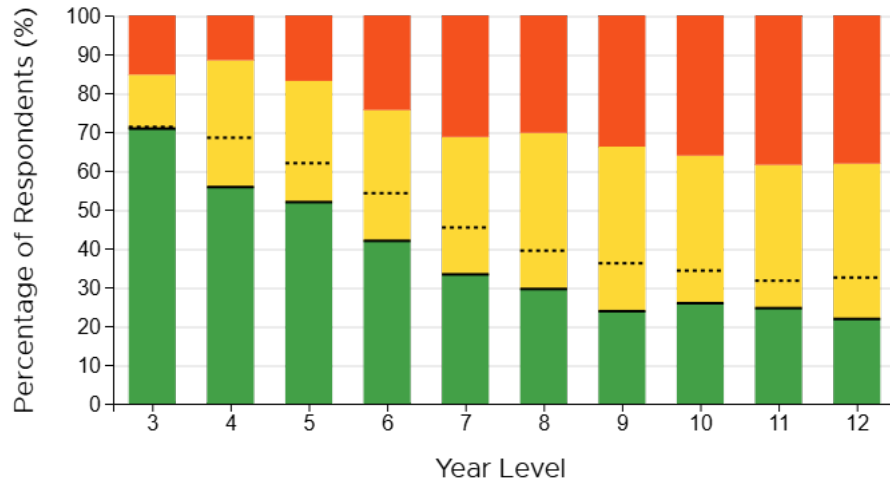
## Illustrated Inclusion of Nature in Self Scale (IINS)

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

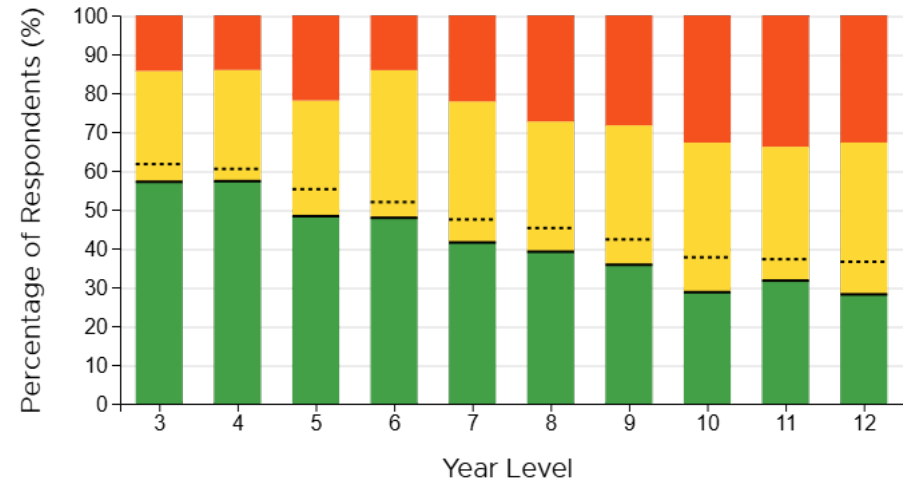
**Categories** **STRONGER connection to nature**  
**MODERATE connection to nature** **WEAKER connection to nature**

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

**Female**



**Male**



	3	4	5	6	7	8	9	10	11	12
<b>WEAKER connection to nature</b>	15%	12%	17%	24%	31%	30%	34%	36%	38%	38%
<b>MODERATE connection to nature</b>	14%	33%	31%	34%	35%	40%	42%	38%	37%	40%
<b>STRONGER connection to nature</b>	71%	56%	52%	42%	33%	30%	24%	26%	25%	22%
<b>TOTAL #</b>	72	147	314	279	856	684	651	634	626	550

	3	4	5	6	7	8	9	10	11	12
<b>WEAKER connection to nature</b>	14%	14%	22%	14%	22%	27%	28%	33%	34%	33%
<b>MODERATE connection to nature</b>	29%	29%	30%	38%	36%	34%	36%	39%	34%	39%
<b>STRONGER connection to nature</b>	57%	57%	48%	48%	42%	39%	36%	29%	32%	28%
<b>TOTAL #</b>	84	178	292	305	925	787	724	714	609	565

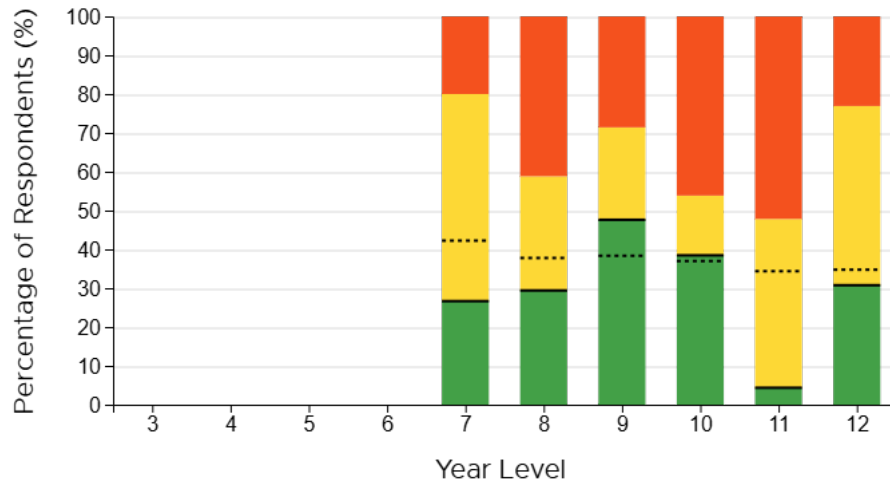
# Connection to Nature

Illustrated Inclusion of Nature in Self Scale (IINS)

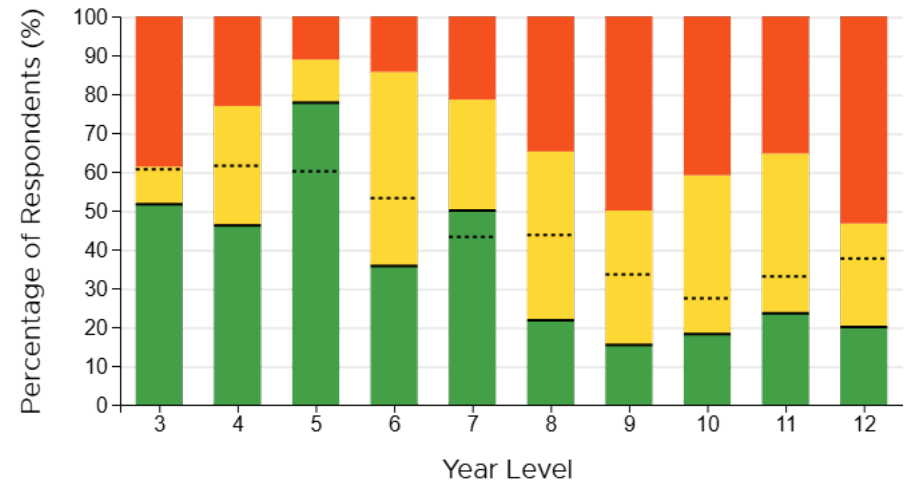
**Categories** **STRONGER connection to nature**  
**MODERATE connection to nature** **WEAKER connection to nature**

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

**Other/Non-binary**



**Prefer Not To Say**



<b>WEAKER connection to nature</b>	.	.	.	.	20%	41%	29%	46%	52%	23%
<b>MODERATE connection to nature</b>	.	.	.	.	53%	29%	24%	15%	43%	46%
<b>STRONGER connection to nature</b>	.	.	.	.	27%	29%	48%	38%	4%	31%
<b>TOTAL #</b>	0	0	0	0	15	17	21	13	23	13

<b>WEAKER connection to nature</b>	39%	23%	11%	14%	21%	35%	50%	41%	35%	53%
<b>MODERATE connection to nature</b>	10%	31%	11%	50%	29%	43%	35%	41%	41%	27%
<b>STRONGER connection to nature</b>	52%	46%	78%	36%	50%	22%	15%	18%	24%	20%
<b>TOTAL #</b>	31	13	9	14	14	23	26	22	17	15

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)