



Resilience Survey Year Level Report

Year 7
3 May 2018

This report was built from a total of **119** valid responses from 173 respondents.

This comprises **88 females** and **31 males**.

Comparison data for this report is 'Australia Wide 2016/2017 - Year 7 Data'.

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The Resilience Survey does NOT:

- identify individual students;
- diagnose individual students;
- assess success or failure;
- compare individual students, classrooms or schools.

All report formats are superseded by the current report format.

Welcome from the Resilient Youth Team

Building resilience starts with data.

The Resilience Survey is a robust instrument that measures the strengths, mental health and hopefulness of your students.

Use this evidence base, in tandem with your professional knowledge of your students, to target and intentionally improve student well-being and academic outcomes.

This is what we call the *Science of Wellbeing!*

Our comprehensive reporting comes in three (3) formats:

- 1. Snapshot Report;**
- 2. Executive Summary Report;**
- 3. Year Level Report.**

This **Year Level Report** is a comprehensive presentation of your cohort results across each of the 10 resilience domains measured.

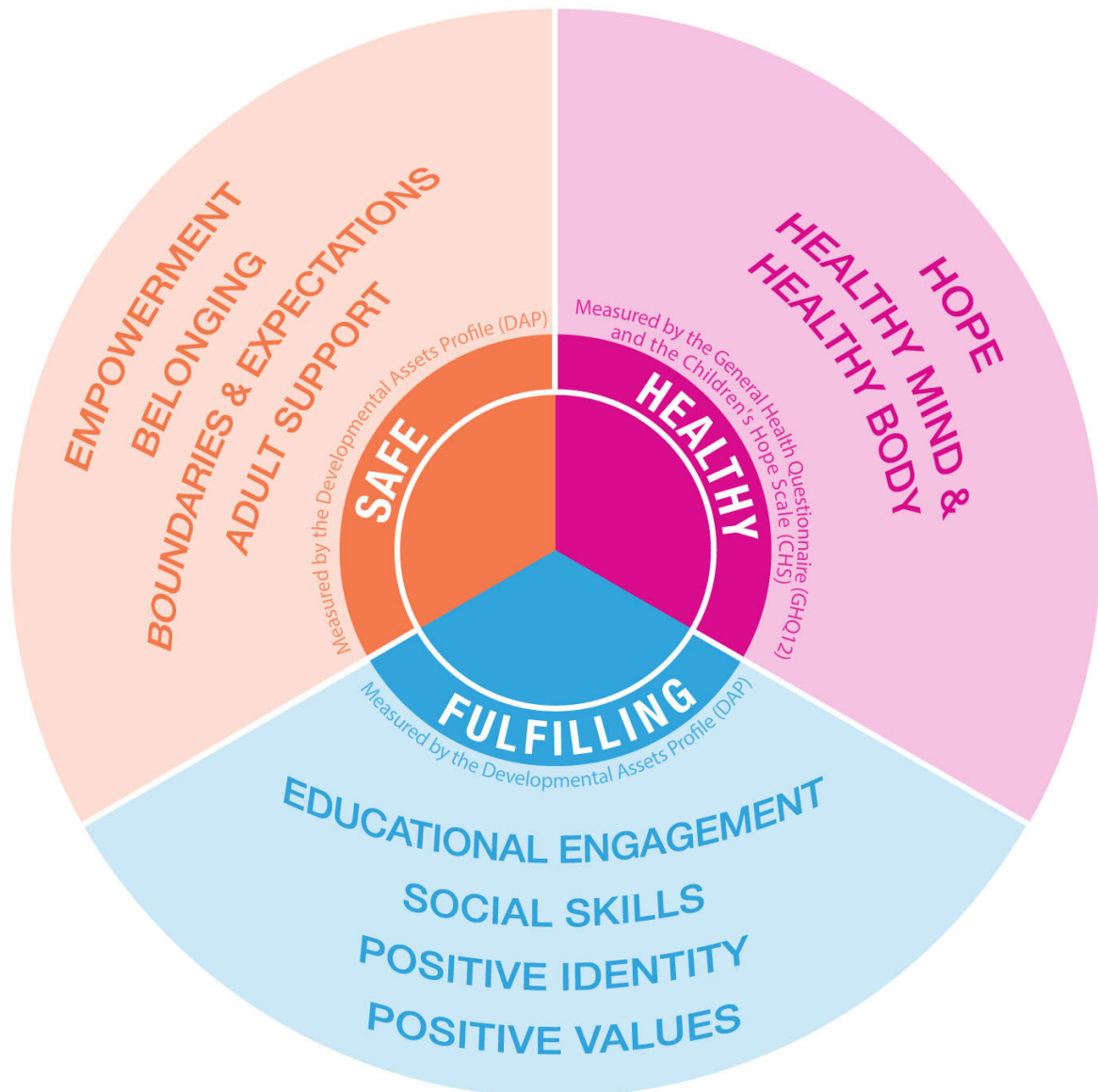
Your results are compared to the Australian Norms. Resilient Youth has now surveyed over 1,000 schools and 200,000 young people across Australia.

Use this report for a detailed cohort analysis of domains and individual indicators.

We hope that you find your Resilience Survey data insightful and a positive starting point for your intentional resilience building efforts.

Cheers,
Dr Andrew Wicking
General Manager
Resilient Youth

How to measure Resilience



This is a graphic representation of Resilience, showing the 3 Resilience Pathways: Safe, Healthy and Fulfilling. The Resilience Survey presents your student's responses across this Resilience Framework. The 10 domains that comprise the Resilience Framework are incorporated under each of these 3 Pathways. Each domain is an opportunity to build Resilience.

Resilience Pathways



SAFE PATHWAY

1: Empowerment

Empowerment is focused on whether students feel valued by adults and the community. High levels suggest that a young person feels safe across many contexts in their life.

2: Belonging

Young people need to know that they are valuable and fit in within a family and/or group. High levels of belonging are associated with significantly increased thriving and lower involvement in a wide range of risk behaviours.

3: Boundaries & Expectations

Clarity and consistency in what's expected of young people contributes positively to a variety of youth outcomes, particularly higher academic achievement.

4: Adult Support

A young person with a safe, warm and supportive family, where at least one adult or caring parent loves and cares for them and listens to them is associated with lower risk behaviours and higher academic achievement.



HEALTHY PATHWAY

1: Hope

Hope focuses on the ability to plan good things in the future, and the ability to make them happen as a contributor to young people maintaining motivation levels and resilience.

2: Healthy Mind & Healthy Body

The ability to manage worry and stress and remain confident, is pivotal and includes sleeping well, eating well, exercise and stay away from unhealthy substances.



FULFILLING PATHWAY

1: Educational Engagement

This incorporates both the motivation and rewards related to learning, and active engagement in learning.

2: Social Skills

These are the abilities that young people need to interact with others in their world, such as navigating cultural differences, building friendships, and resolving conflicts peacefully.

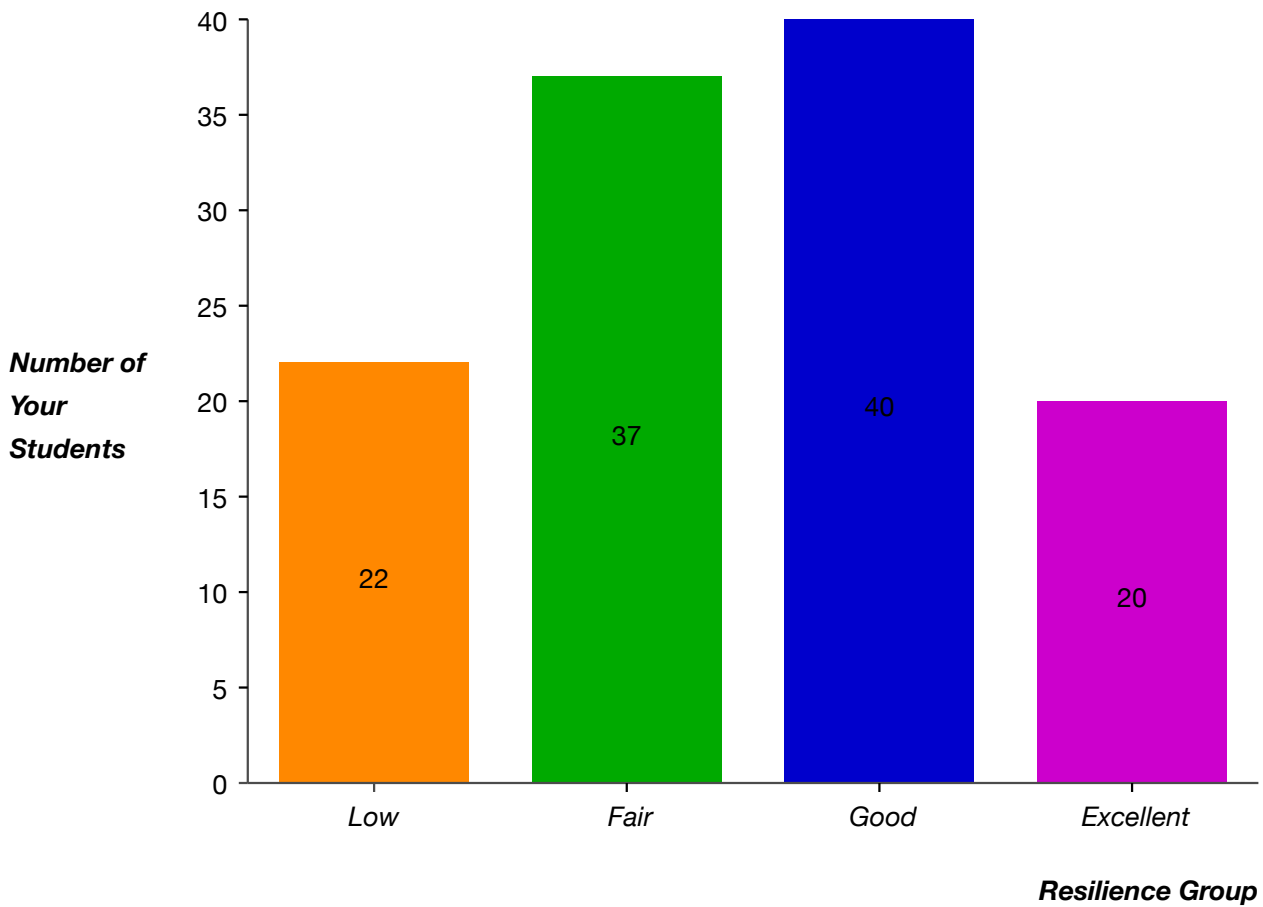
3: Positive Identity

Development of positive identity reflects a young person's emerging identity, and includes self-esteem, optimism, and a growing sense of purpose in life.

4: Positive Values

Developing and 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.

Your Resilience Groups All Students



Your split:

50% in Low/Fair

50% in Good/Excellent

Comparison split:

48% in Low/Fair

52% in Good/Excellent

We split your students up into 4 groups. We do this according to their Resilience as measured by the Developmental Assets Profile (DAP) ©*. We use these *Resilience groups* throughout this report.

The 4 groups are:

Excellent: High Resilience.

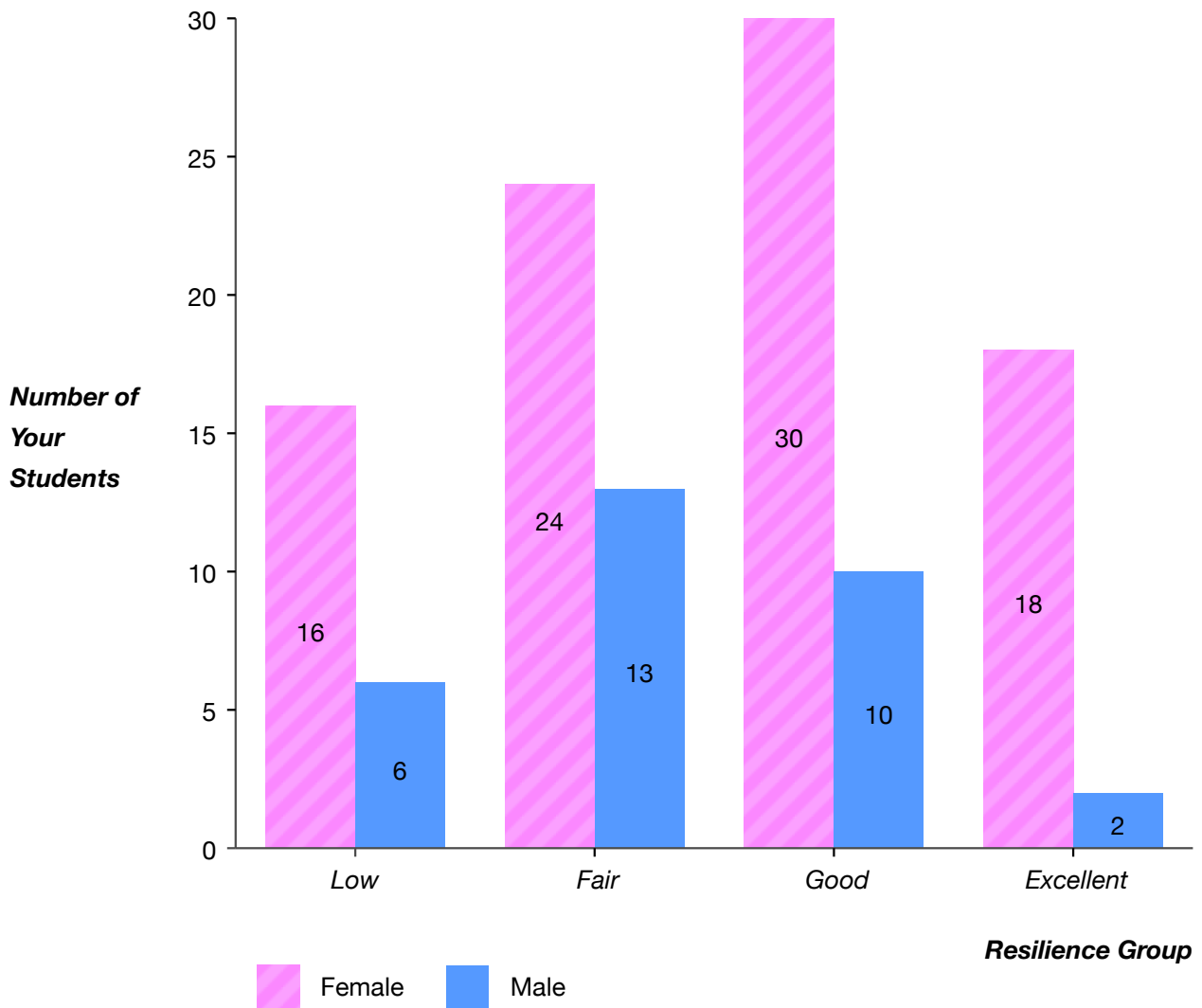
Good: Good Resilience with room for improvement.

Fair: Some Resilience experienced but weak and/or infrequent across domains.

Low: Depleted low levels with big opportunities for strengthening Resilience in most areas.

* The Developmental Assets Profile (DAP) is a youth wellbeing tool created by Search Institute of USA. It is adapted for educational non-commercial use in Australia from the research based framework of Developmental Assets ® and the Developmental Assets Profile with permission from Search Institute ®, Minneapolis MN: www.search-institute.org Copyright © 2010. All rights Reserved. All 58 Developmental Assets Profile (DAP) questions incorporated in the Resilience Survey are reported exclusively in the Safe and Fulfilling pathways.

Your Resilience Groups: Female/Male



Your **females** split:

45% in Low/Fair

55% in Good/Excellent

Comparison females split:

43% in Low/Fair

57% in Good/Excellent

Your **males** split:

61% in Low/Fair

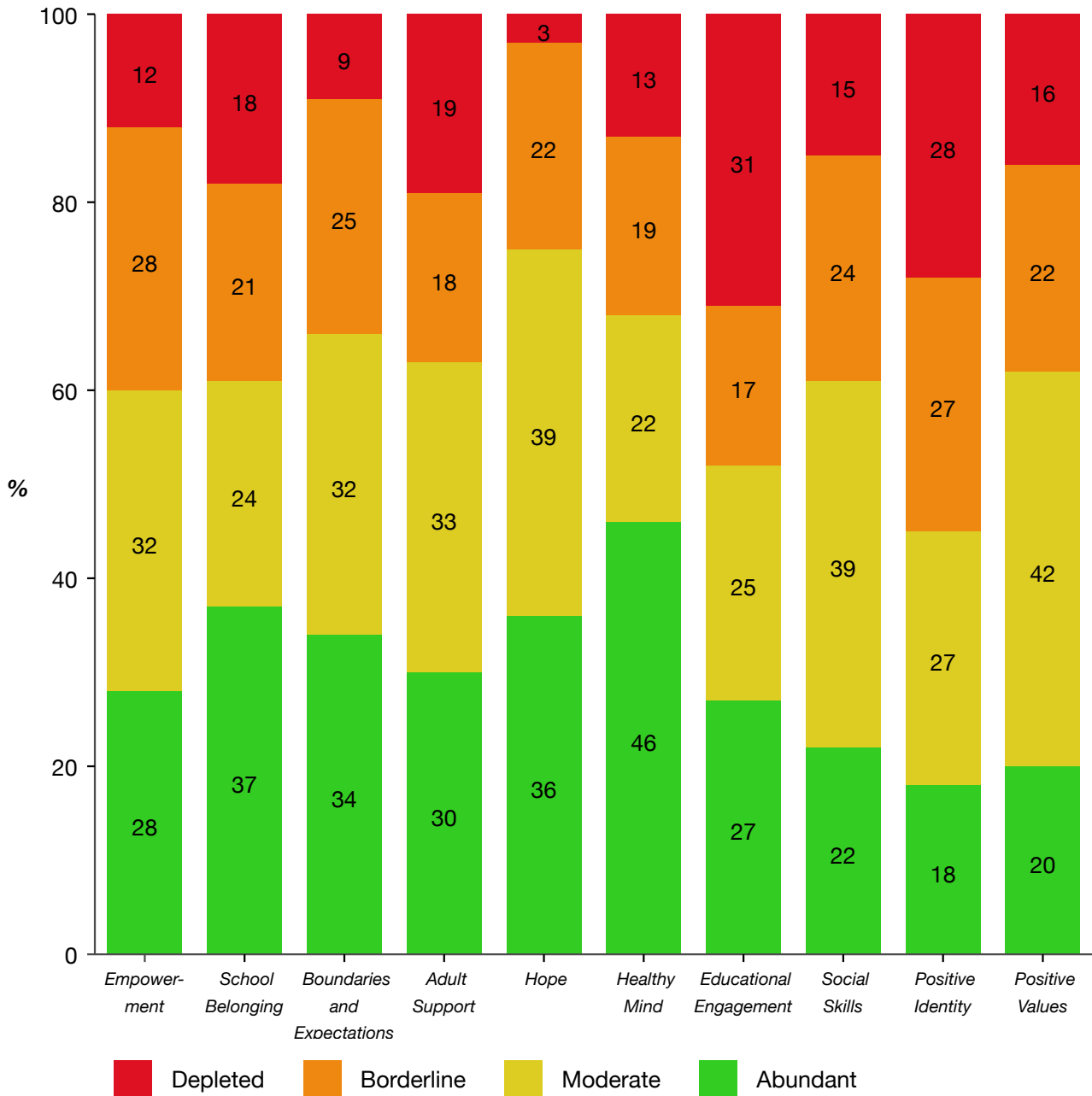
39% in Good/Excellent

Comparison males split:

53% in Low/Fair

47% in Good/Excellent

Your 10 Domains of Resilience: a snapshot



This graph presents all 10 Resilience Domains.

Each Domain belongs to one of the three Resilience Pathways, graphically represented on the page 3 and described on page 4.

These results present the percentage of your students in each of 4 Resilience levels:

Abundant: High to very high levels of Resilience.

Moderate: Resilience experienced often, but with room for improvement.

Borderline: Some Resilience, but with considerable room for strengthening.

Depleted: Resilience is experienced infrequently. Tremendous opportunities for strengthening Resilience.

Use this graph to identify Resilience both within and across Domains.



SAFE Pathway

Feeling SAFE is a basic need and the right of all young people.

Our SAFE Pathway is a broad concept that we define in terms of four interconnected strengths. Each of these we call a domain:

1. **Empowerment Domain:** high levels of empowerment suggest that a young person feels safe across many contexts in their life, including safe from bullying and cyber bullying, and valued and respected by others.
2. **Belonging Domain:** high levels of belonging are associated with significantly increased thriving with lower involvement in a wide range of risk behaviours.
3. **Boundaries and Expectations Domain:** high levels are strongly and consistently related to a variety of positive youth outcomes, particularly higher academic achievement.
4. **Adult Support Domain:** high levels suggest that a young person with a safe, warm and supportive family, where at least one adult or caring parent loves and cares for you and listens to you, are associated with lower risk behaviours and higher academic achievement.

Each of these Domains is a actual or potential strength in the lives of your students and is an opportunity to build and enhance Resilience.

When young people feel safe, valued and have plentiful opportunities to express their genius, including being able to help other people, they will feel more connected, and be more likely to become productive students, and ultimately more caring citizens.

*Please note: We do not present every indicator measured. Items marked with an asterisk * do not form part of the domain construct in which they are presented.*



Empowerment

Empowering students who feel safe will grow their sense of being valued, of playing a meaningful role, and engage them enthusiastically in constructive activities.

By empowering young people amazing things will happen!

This is about taking young people seriously, believing that they have something to contribute and want to do so.

"All our experience dealing with students and young people has led us to believe that empowering young people is a major opportunity to build Resilience and impact their educational engagement and academic performance, and their lives. Our recommendation is that adults work with young people to devise projects together that they and their teachers will see as worthwhile."

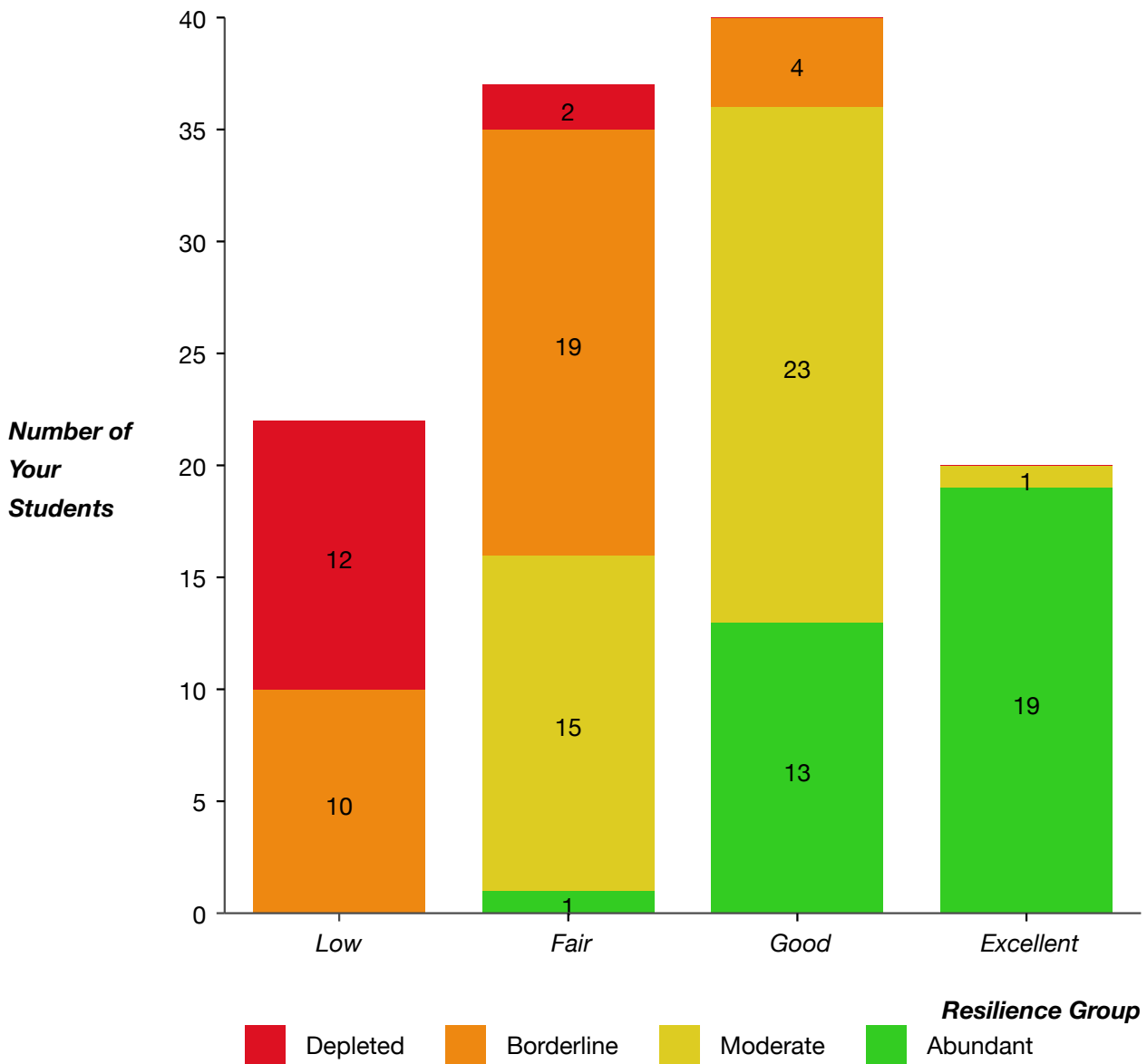
- Dr Andrew Wicking

One key ACTION PLAN idea to increase EMPOWERMENT is:

The big idea is to work through this Pathway to support and encourage students to devise their own projects of change, where adults do not direct, but rather offer their expertise and support to young people. Check out resiliencyouth.org.au for more information on how 'Students Create the Future'.

Empowerment

Empowerment By Resilience Group



This graph shows Empowerment within each Resilience Group.

Your students:

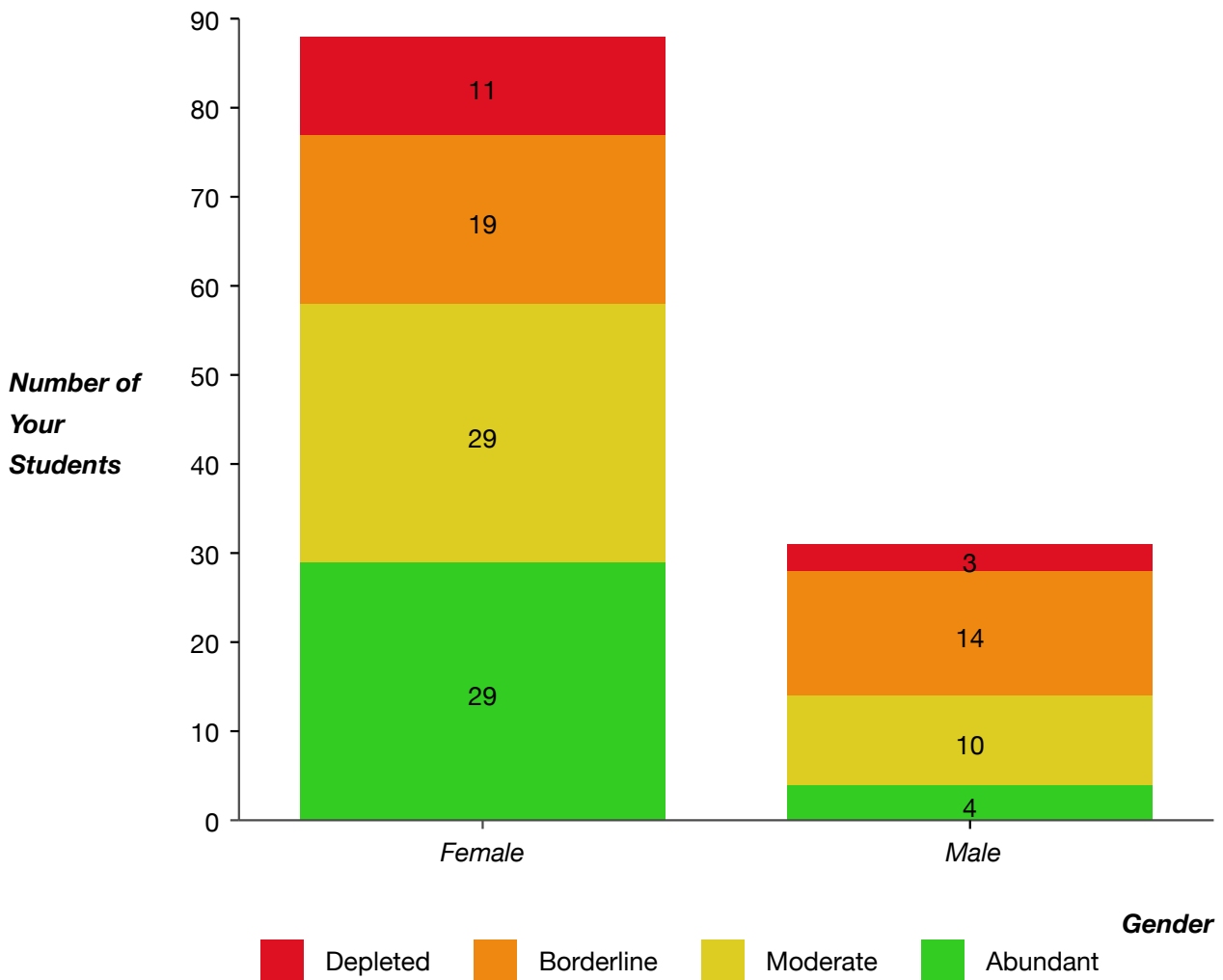
- 28% are abundant
- 32% are moderate
- 28% are borderline
- 12% are depleted

Comparison data:

- 28% are abundant
- 35% are moderate
- 24% are borderline
- 13% are depleted

Empowerment By Gender

Empowerment by Gender



This graph shows Empowerment by Gender in your cohort.

Your students:

Females:

- 33% are **abundant**
- 32% are **moderate**
- 22% are **borderline**
- 13% are **depleted**

Males:

- 13% are **abundant**
- 32% are **moderate**
- 45% are **borderline**
- 10% are **depleted**

Comparison data:

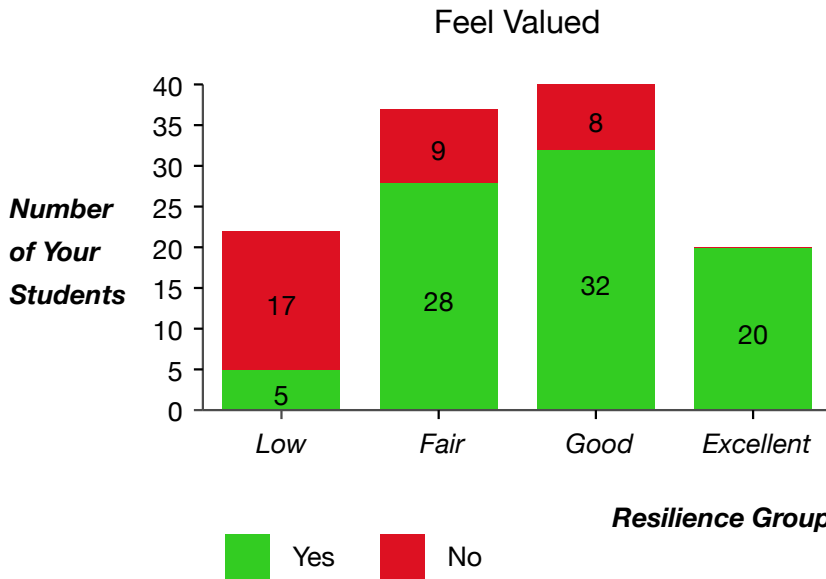
Females:

- 31% are abundant
- 34% are moderate
- 22% are borderline
- 13% are depleted

Males:

- 25% are abundant
- 36% are moderate
- 25% are borderline
- 14% are depleted

Empowerment: Feeling valued and useful



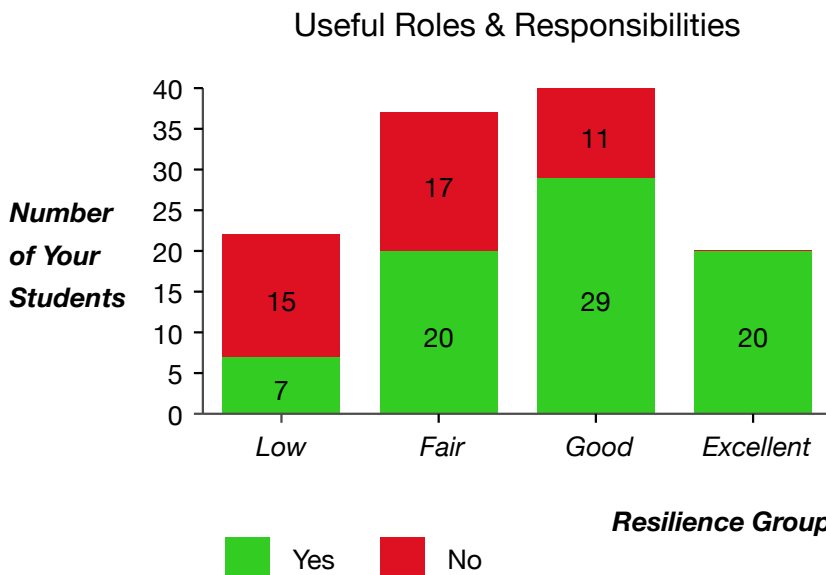
71% of your students feel valued and appreciated by others.

Data	Yours	Comparison
Total	71%	64%
Females	72%	62%
Males	71%	65%



71% of your students feel included in family tasks and decisions.

Data	Yours	Comparison
Total	71%	72%
Females	72%	73%
Males	68%	71%

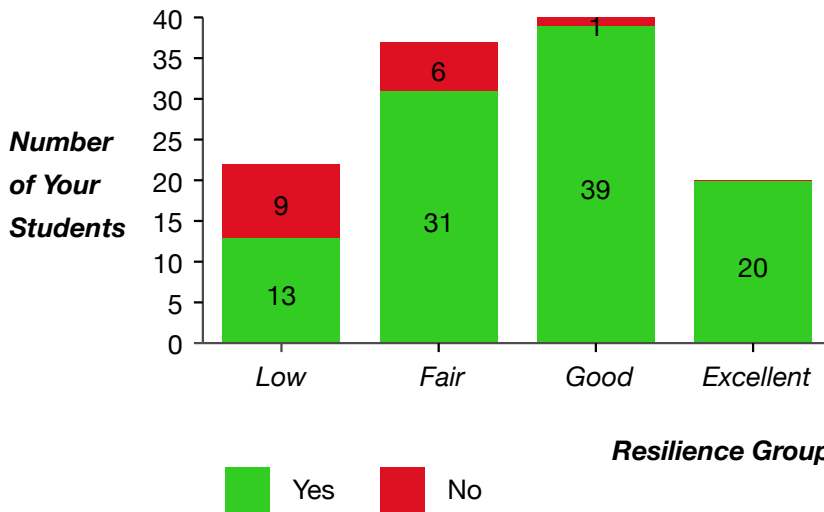


64% of your students are give useful roles and responsibilities.

Data	Yours	Comparison
Total	64%	63%
Females	62%	67%
Males	68%	58%

Empowerment: Safety at home, school, community

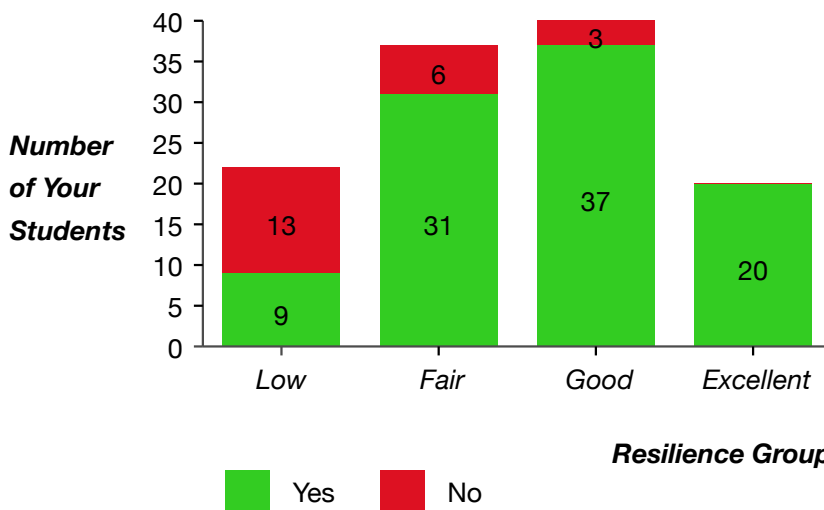
Feeling Safe At Home



87% of your students feel safe and secure at home.

Data	Yours	Comparison
Total	87%	89%
Females	88%	89%
Males	84%	90%

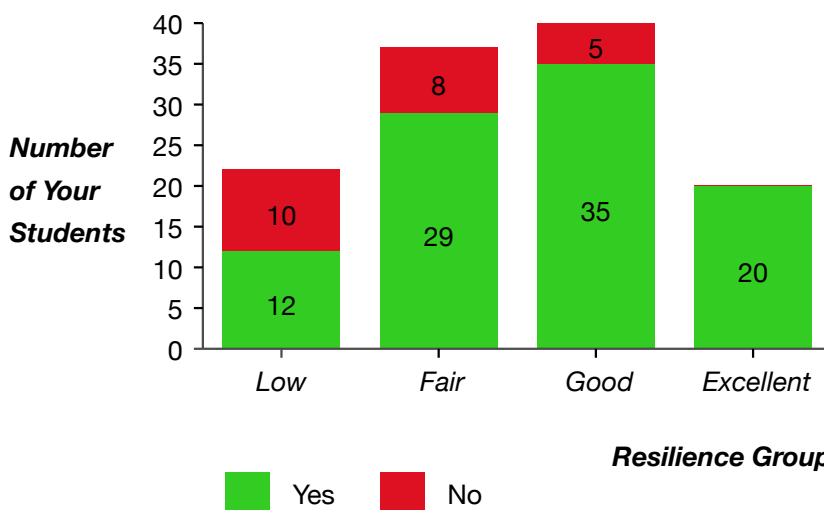
Feeling Safe At School



82% of your students feel safe at school.

Data	Yours	Comparison
Total	82%	78%
Females	81%	79%
Males	84%	77%

Feeling Safe In My Neighbourhood

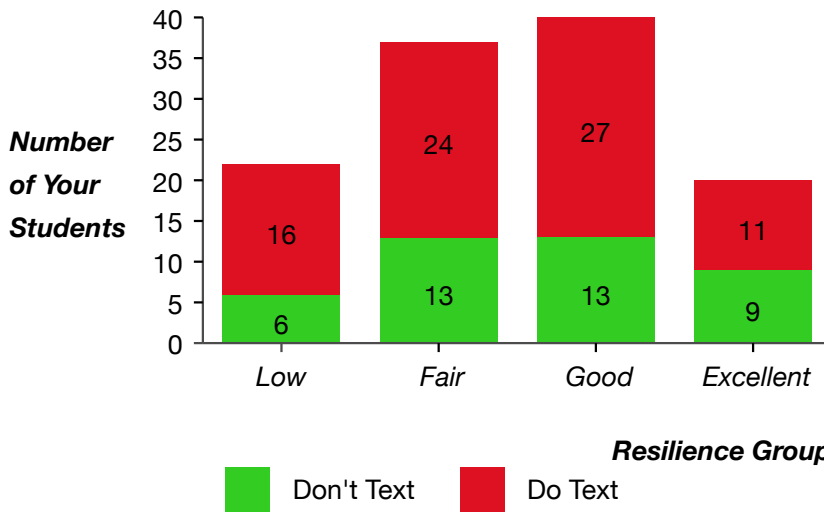


81% of your students say they have a safe neighbourhood.

Data	Yours	Comparison
Total	81%	81%
Females	83%	82%
Males	74%	79%

Behaviours impacting Empowerment: online safety

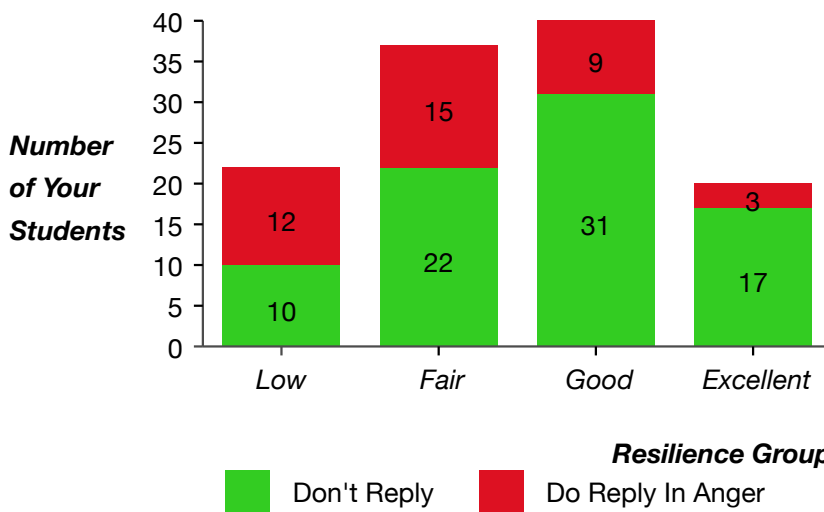
Sensible Texting Times *



34% of your students do not text between 10pm and 6am.

Data	Yours	Comparison
Total	34%	49%
Females	28%	46%
Males	52%	53%

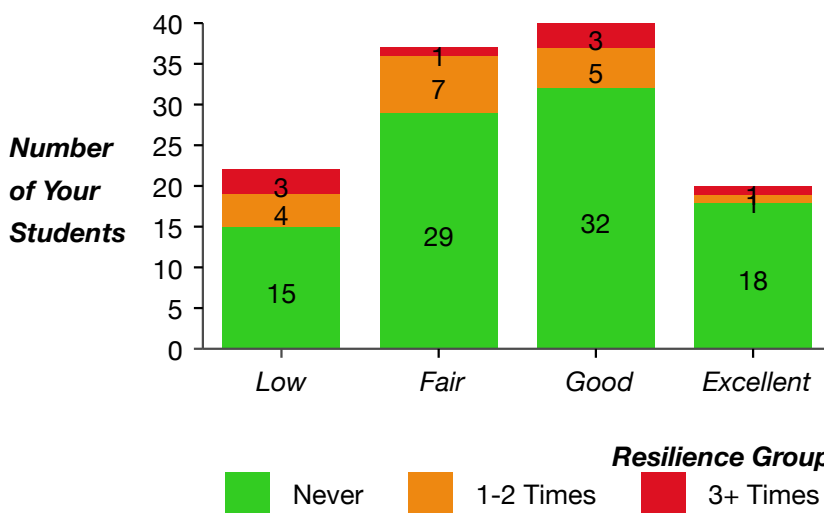
Replying In Anger *



67% of your students don't reply in anger to texts.

Data	Yours	Comparison
Total	67%	70%
Females	69%	69%
Males	61%	71%

Received Hurtful Communications *

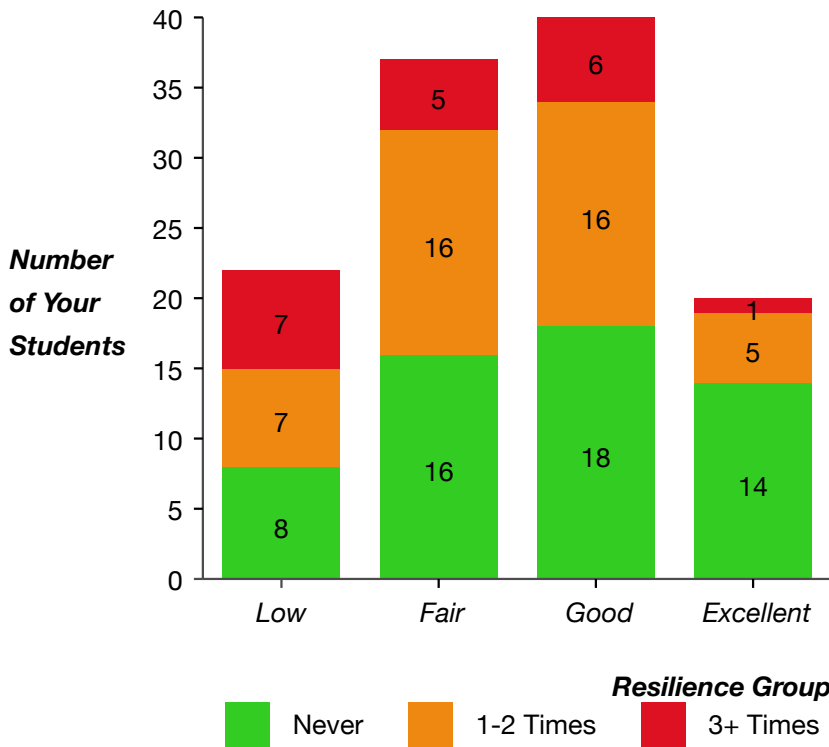


79% of your students have not received hurtful messages in the last 12 months.

Data	Yours	Comparison
Never	79%	74%
1-2 times	14%	20%
3+ times	7%	6%

Behaviours impacting Empowerment: bullying

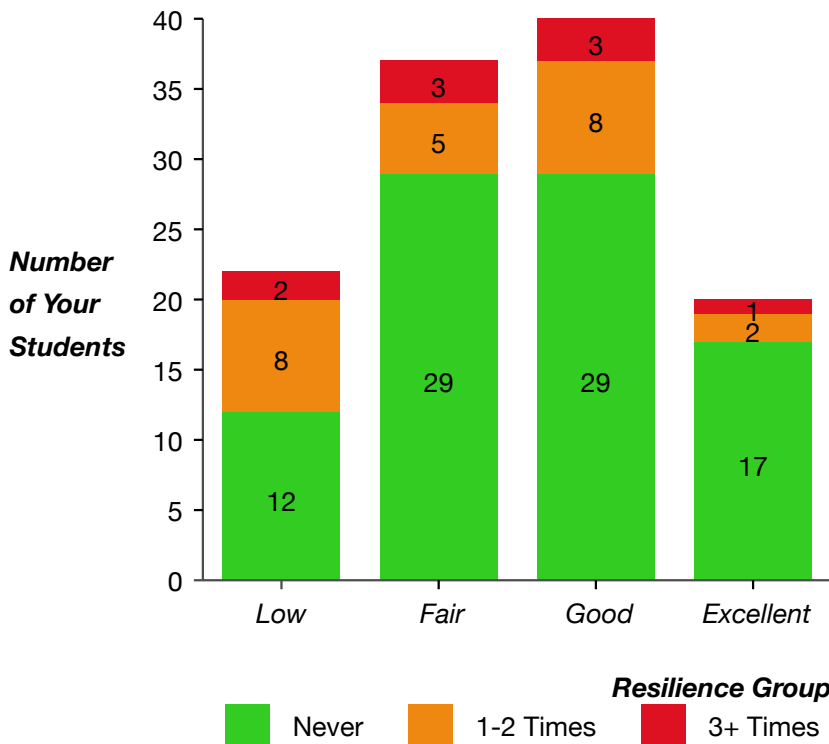
Bullied at School *



47% of your students have not been bullied at school in the last 12 months.

Data	Yours	Comparison
Never	47%	50%
1-2 times	37%	31%
3+ times	16%	19%

Bullied Online *



73% of your students have not been bullied online in the last 12 months.

Data	Yours	Comparison
Never	73%	77%
1-2 times	19%	16%
3+ times	8%	7%



Belonging

Belonging is a natural urge of all humans. We are social creatures who seek security from being connected.

Our families need to clearly convey the message that you are valuable and you are one of us. The sense that someone would miss us if we didn't come home is a very important human need.

Our schools need to treat each student as a vital member of their learning community with the capacity for genius and greatness.

Our communities need to regard young people as our future and as a valuable resource to create a better world.

We report Belonging in four contexts:

School Belonging,
Family Belonging,
Community Belonging, and
Social Belonging (Positive Relationships).

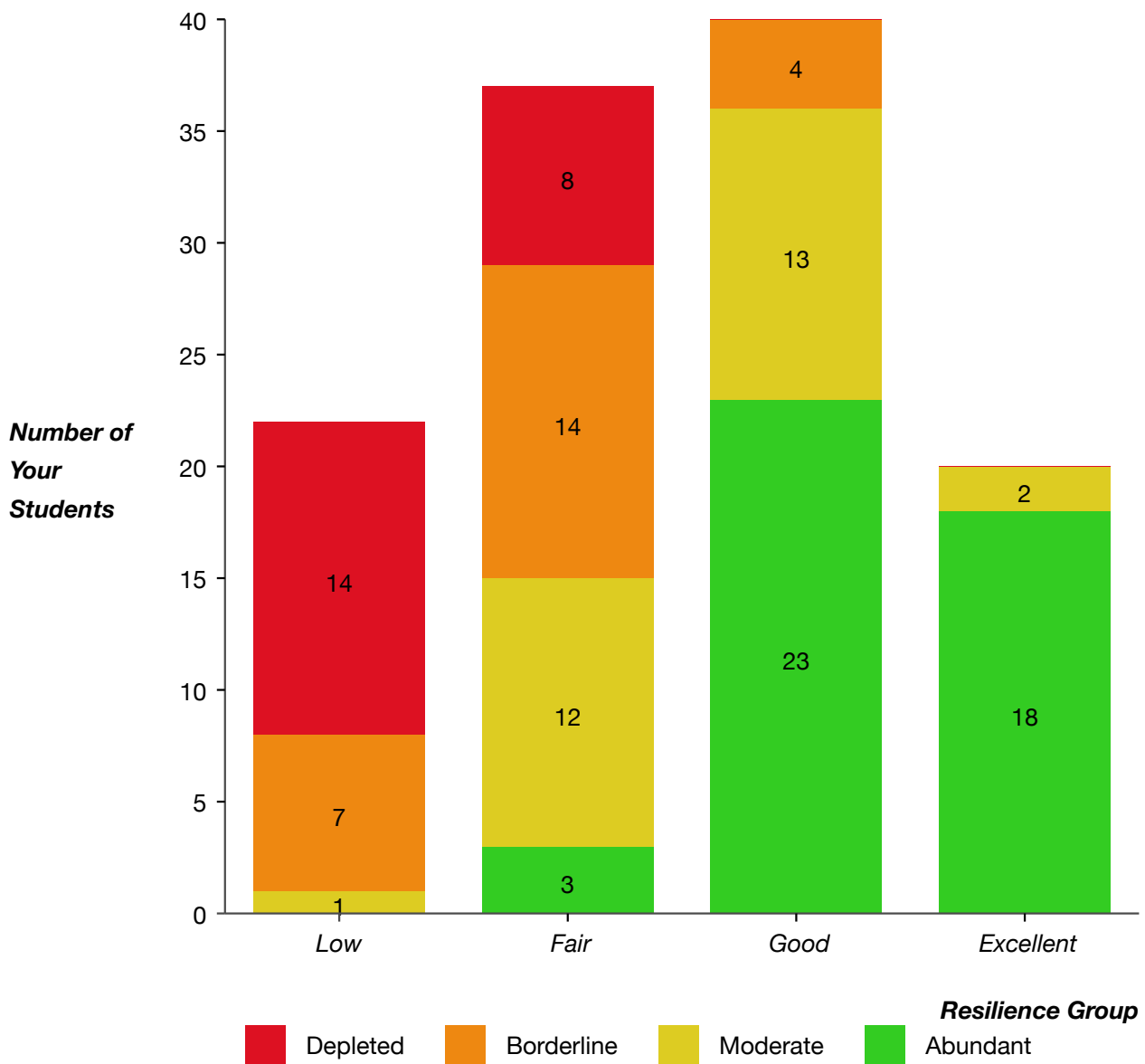
"Our sense of belonging is the most powerful antidote we have to suicide, violence and to drug abuse. Feeling that you belong to a school community lifts your sense of fulfillment and Resilience. It has the potential to raise engagement levels, and thus benefit academic performance." - Dr Andrew Wicking

Some key ACTION PLAN ideas to build SCHOOL BELONGING are:

1. As a school, teachers greet students with a smile and by name at the doorway entering and leaving the class;
2. Conduct an audit of connections between teachers and students. For example, ask students at the end of week to name 4 students who they would like to sit alongside next week. (This will tell you who is popular, who is not popular, and who has fallen from being popular to being an outcast).
3. Place photos of students around the staff room and have all staff mark students with whom they know or feel they could have a friendly chat with - see how many students are left 'unloved'. Have a plan to make contact with all these forgotten ones!

School Belonging by Resilience Group

School Belonging By Resilience Group



This graph shows School Belonging within each Resilience Group.

Your students:

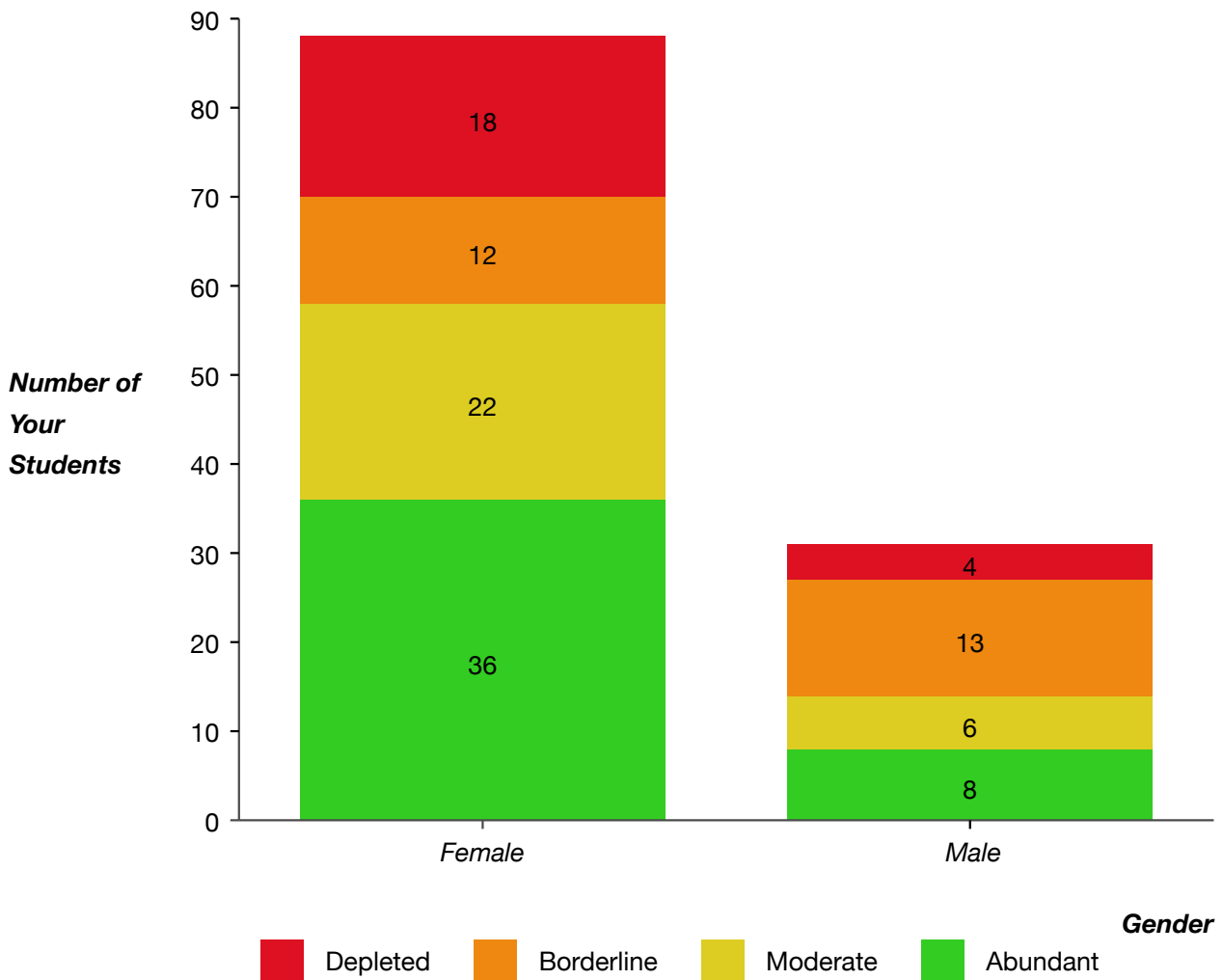
- 37% are **abundant**
- 24% are **moderate**
- 21% are **borderline**
- 18% are **depleted**

Comparison data:

- 33% are abundant
- 33% are moderate
- 21% are borderline
- 13% are depleted

School Belonging by Gender

School Belonging by Gender



This graph shows School Belonging by Gender in your cohort.

Your students:

Females:

- 41%** are abundant
- 25%** are moderate
- 14%** are borderline
- 20%** are depleted

Males:

- 26%** are abundant
- 19%** are moderate
- 42%** are borderline
- 13%** are depleted

Comparison data:

Females:

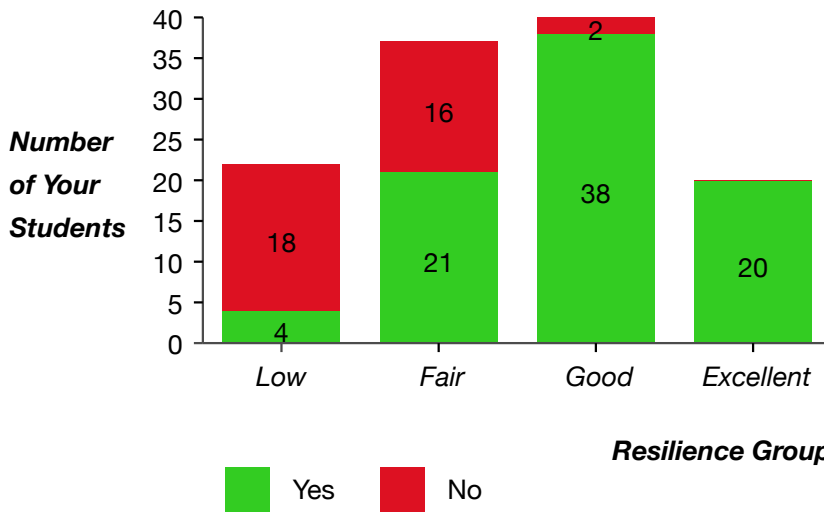
- 37% are abundant
- 33% are moderate
- 19% are borderline
- 11% are depleted

Males:

- 28% are abundant
- 34% are moderate
- 23% are borderline
- 15% are depleted

School Belonging

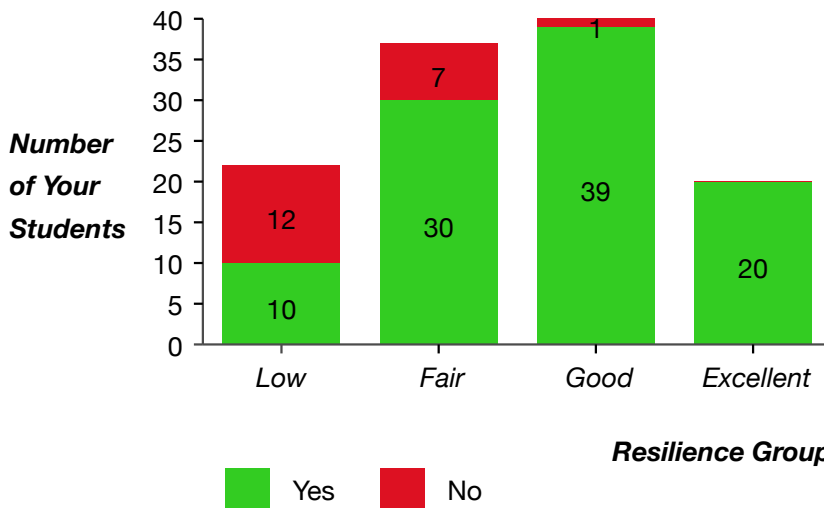
Care About School



70% of your students care about school.

Data	Yours	Comparison
Total	70%	75%
Females	74%	80%
Males	58%	71%

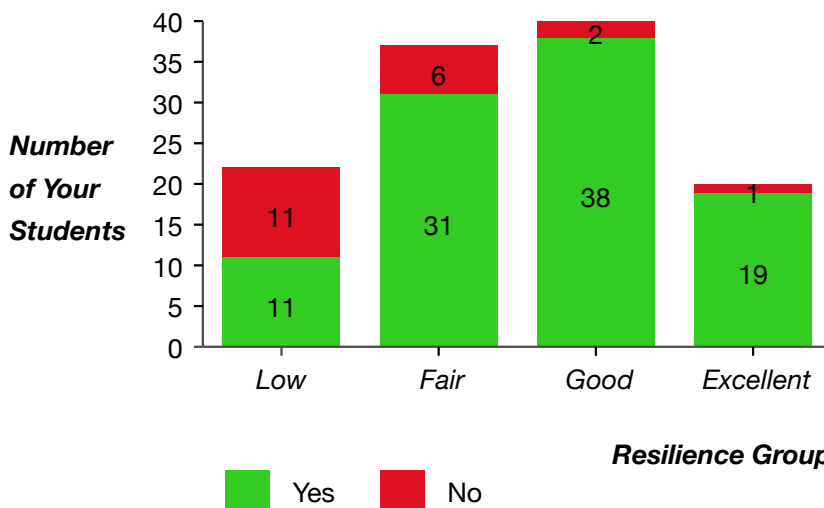
Eager To Achieve



83% of your students are eager to achieve.

Data	Yours	Comparison
Total	83%	85%
Females	83%	88%
Males	84%	83%

Teachers Urge Me To Achieve

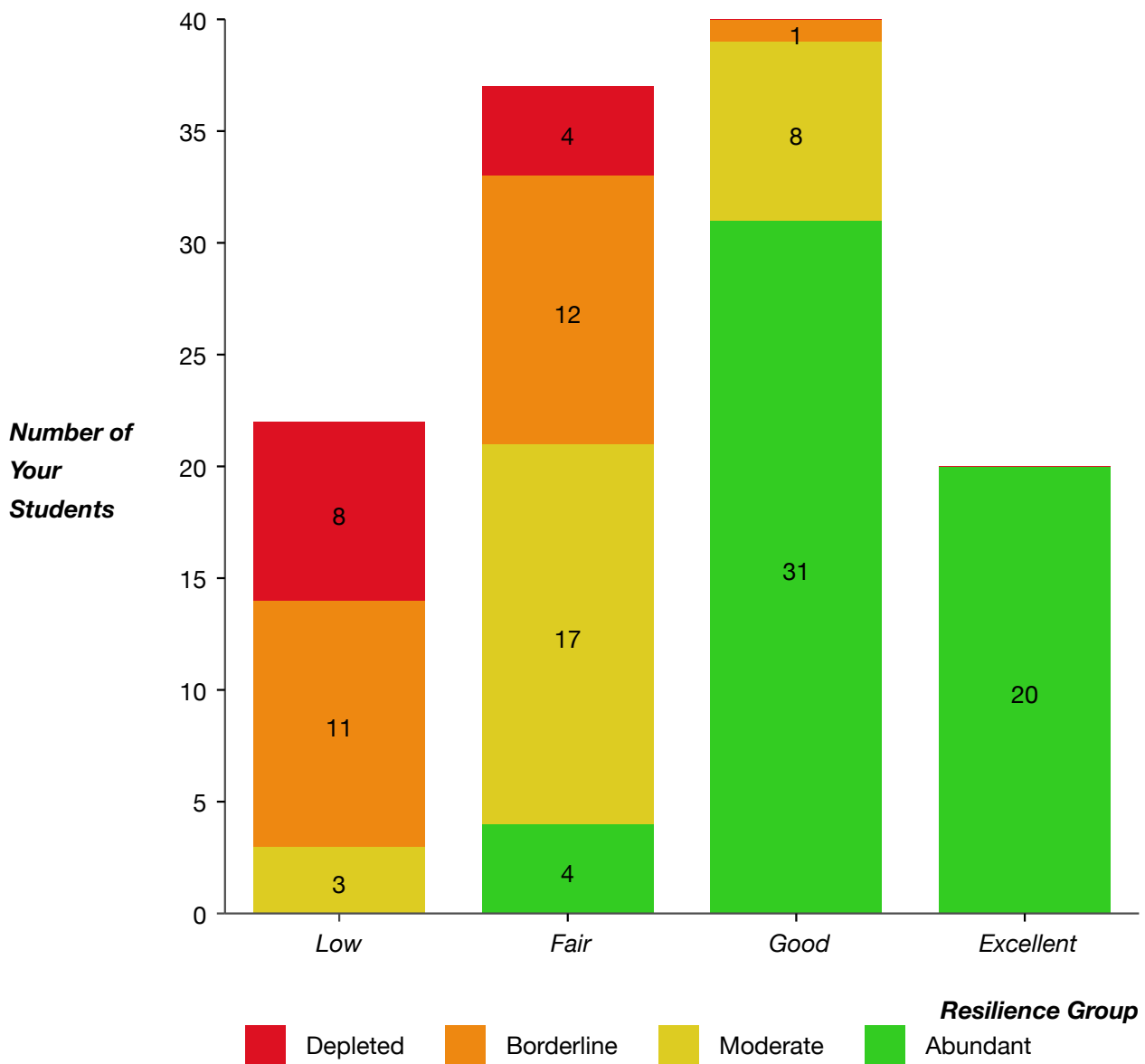


83% of your students say teachers urge them to develop and achieve.

Data	Yours	Comparison
Total	83%	82%
Females	82%	82%
Males	87%	81%

Family Belonging by Resilience Group

Family Belonging By Resilience Group



This graph shows Family Belonging within each Resilience Group.

Your students:

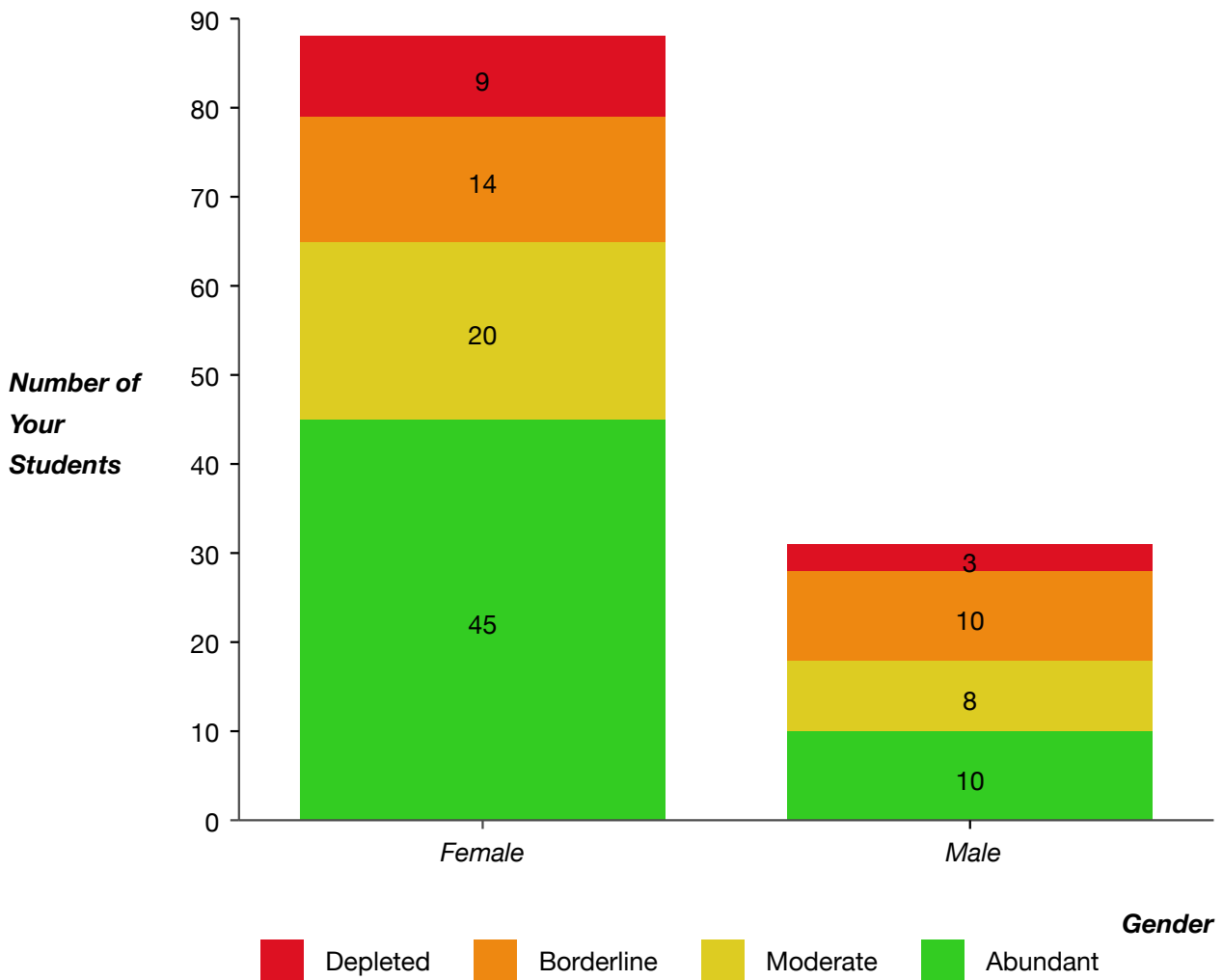
- 46%** are **abundant**
- 24%** are **moderate**
- 20%** are **borderline**
- 10%** are **depleted**

Comparison data:

- 47%** are **abundant**
- 28%** are **moderate**
- 16%** are **borderline**
- 9%** are **depleted**

Family Belonging by Gender

Family Belonging by Gender



This graph shows Family Belonging by Gender in your cohort.

Your students:

Females:

51% are **abundant**

23% are **moderate**

16% are **borderline**

10% are **depleted**

Males:

32% are **abundant**

26% are **moderate**

32% are **borderline**

10% are **depleted**

Comparison data:

Females:

50% are abundant

27% are moderate

14% are borderline

9% are depleted

Males:

44% are abundant

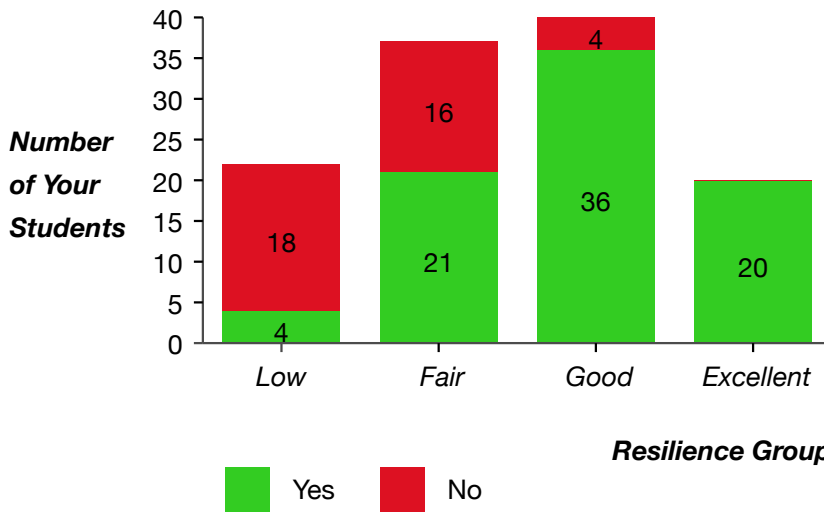
30% are moderate

17% are borderline

9% are depleted

Family Belonging

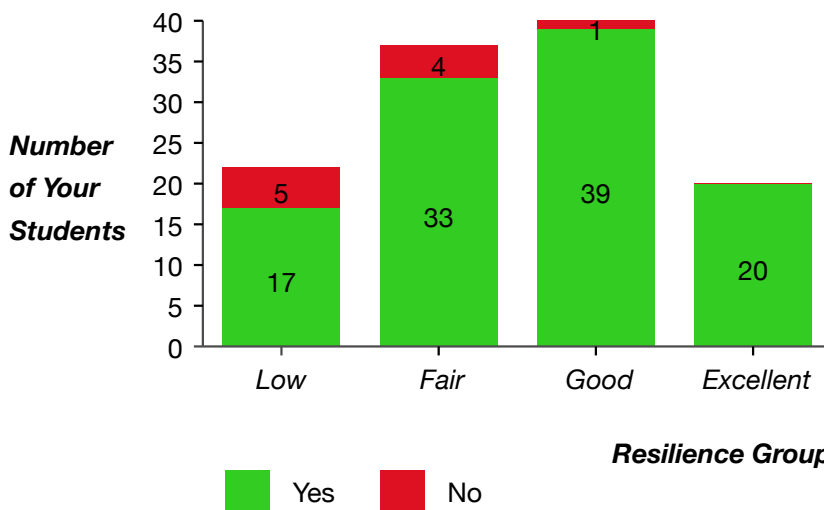
Quality Time With Parents



68% of your students say they spend quality time with their parents.

Data	Yours	Comparison
Total	68%	70%
Females	70%	70%
Males	61%	70%

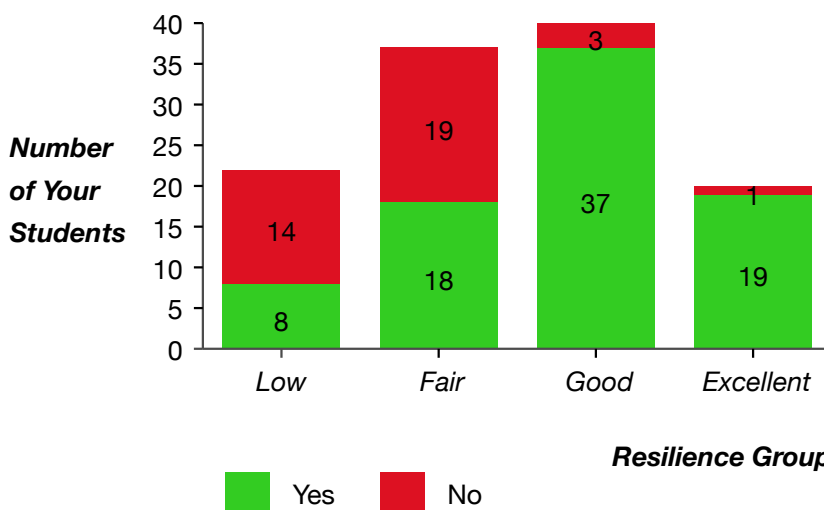
Parents Help Me Succeed



92% of your students say that parents try to help them succeed.

Data	Yours	Comparison
Total	92%	91%
Females	93%	91%
Males	87%	91%

Parents Talk with Me

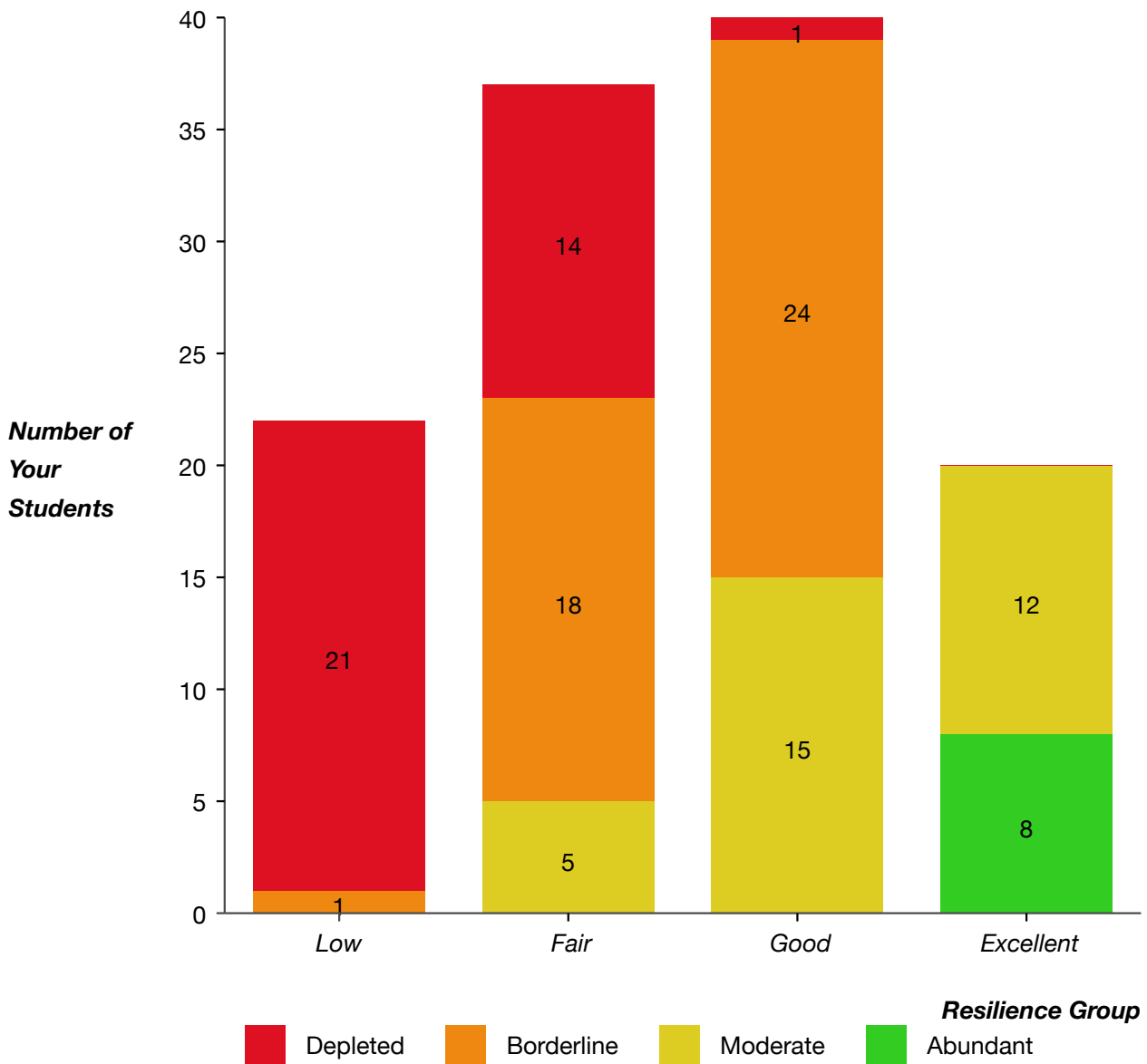


69% of your students say their parents are good at talking with them.

Data	Yours	Comparison
Total	69%	77%
Females	70%	76%
Males	65%	79%

Community Belonging by Resilience Group

Community Belonging By Resilience Group



This graph shows Community Belonging within each Resilience Group.

Your students:

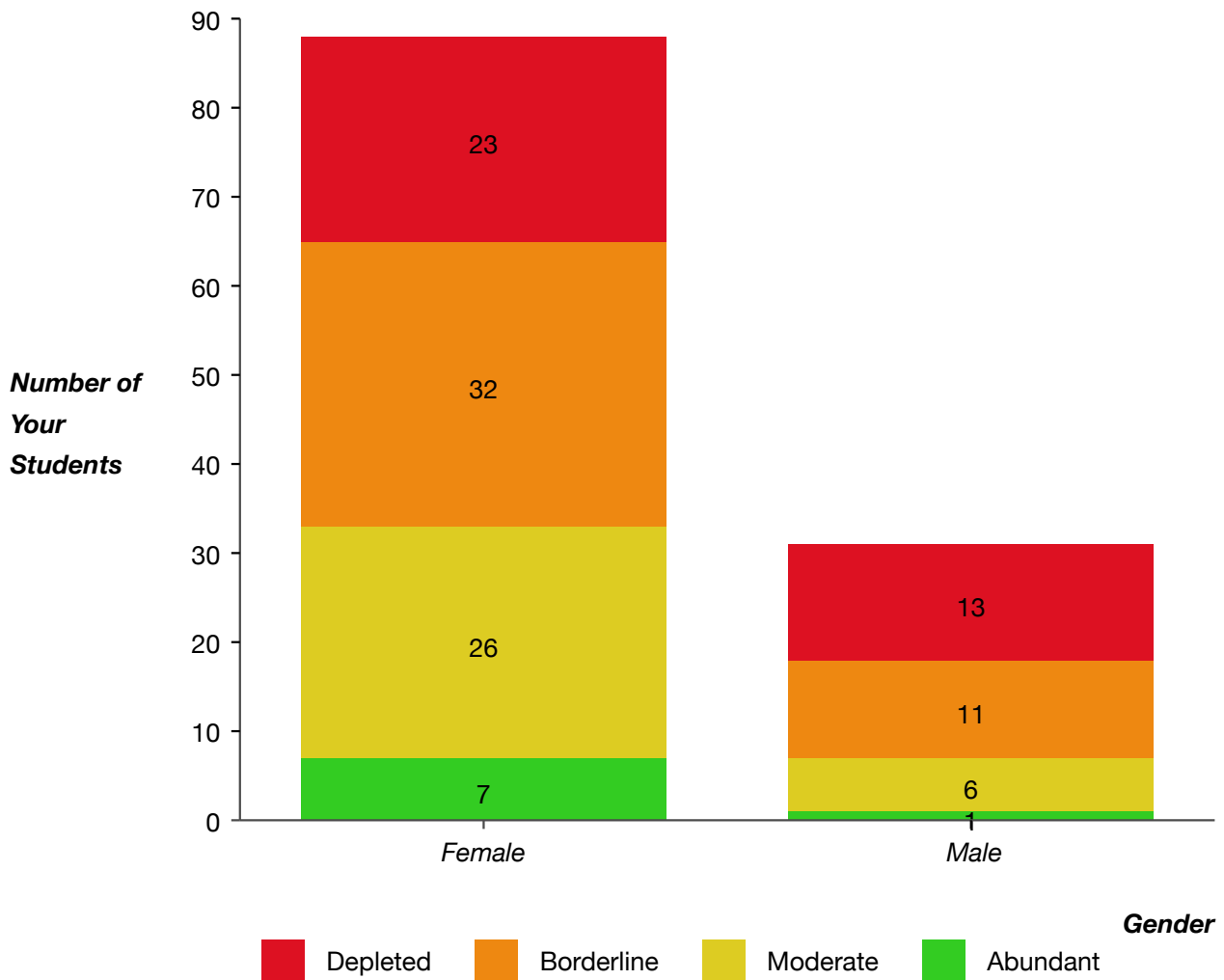
- 7% are **abundant**
- 27% are **moderate**
- 36% are **borderline**
- 30% are **depleted**

Comparison data:

- 7% are abundant
- 27% are moderate
- 38% are borderline
- 28% are depleted

Community Belonging by Gender

Community Belonging by Gender



This graph shows Community Belonging by Gender in your cohort.

Your students:

Females:

- 8%** are **abundant**
- 30%** are **moderate**
- 36%** are **borderline**
- 26%** are **depleted**

Males:

- 3%** are **abundant**
- 20%** are **moderate**
- 35%** are **borderline**
- 42%** are **depleted**

Comparison data:

Females:

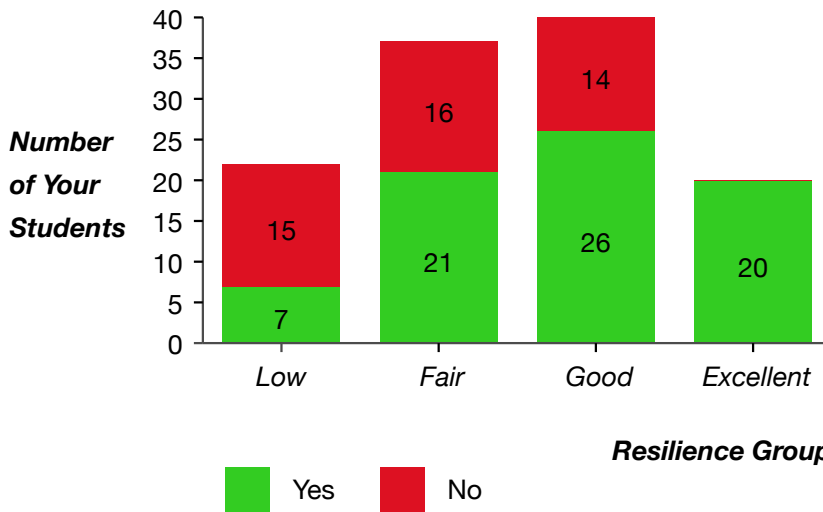
- 8%** are **abundant**
- 32%** are **moderate**
- 37%** are **borderline**
- 23%** are **depleted**

Males:

- 5%** are **abundant**
- 25%** are **moderate**
- 38%** are **borderline**
- 32%** are **depleted**

Community Belonging

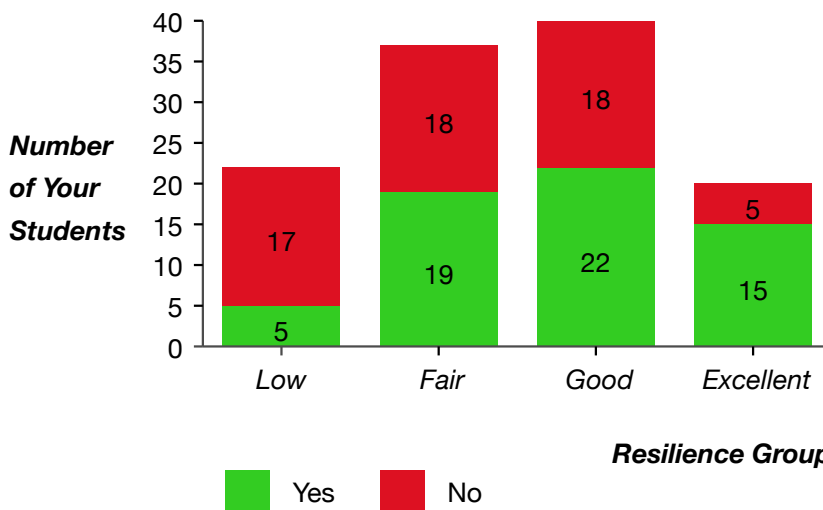
Involved in a Club or Sport



62% of your students are part of a club, sport or similar.

Data	Yours	Comparison
Total	62%	76%
Females	64%	75%
Males	58%	77%

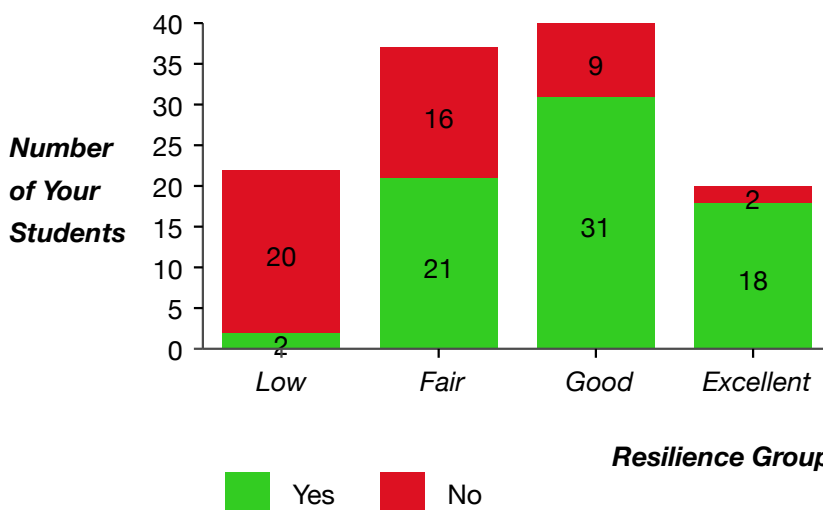
Engaged In Creative Activity



51% of your students are involved creatively in music, art or similar.

Data	Yours	Comparison
Total	51%	52%
Females	52%	60%
Males	48%	44%

Make A Better Community

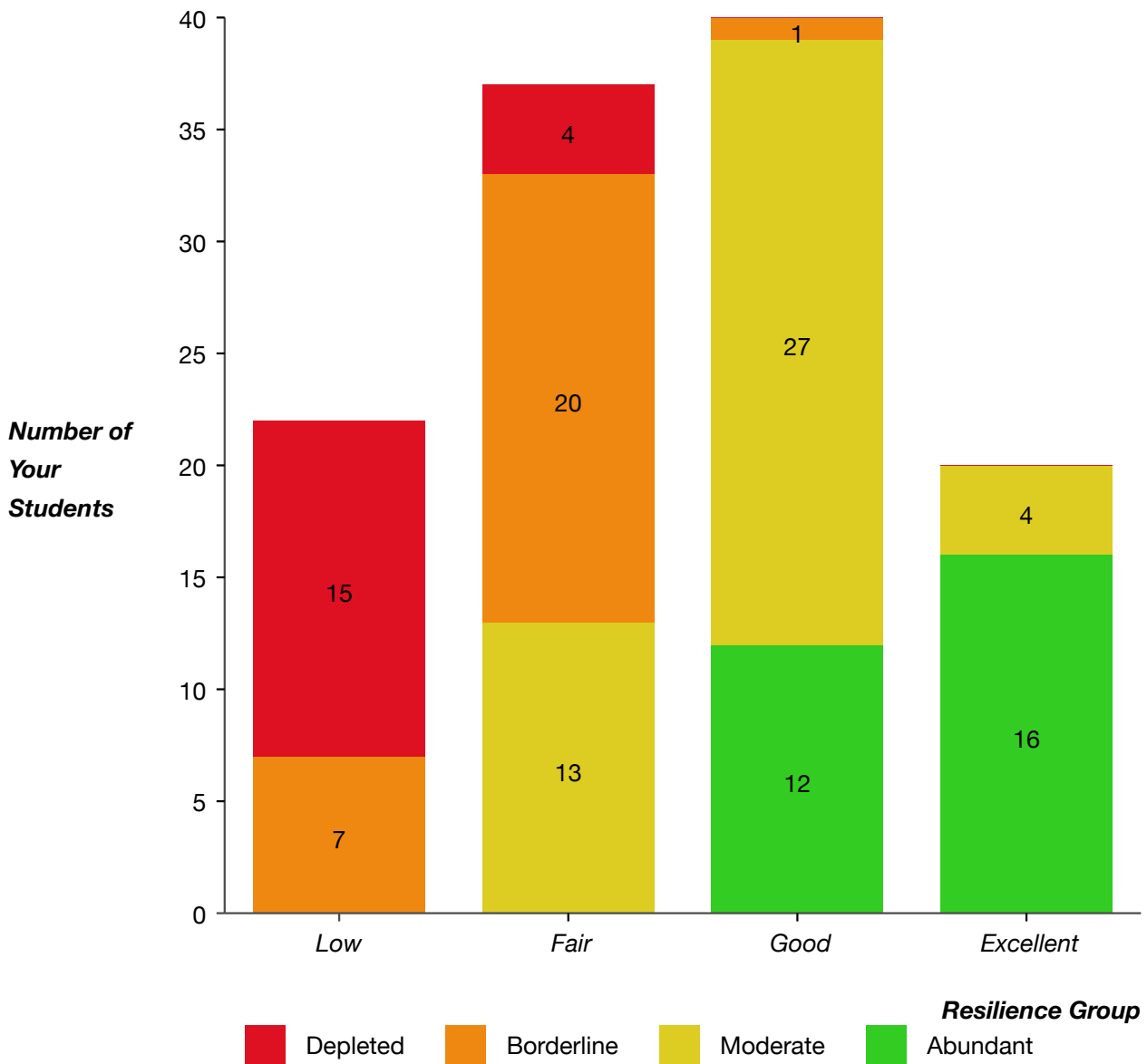


61% of your students are helping to make their community a better place.

Data	Yours	Comparison
Total	61%	52%
Females	61%	57%
Males	58%	48%

Social Belonging (Positive Relationships) by Resilience Group

Social Belonging By Resilience Group



This graph shows Social Belonging within each Resilience Group.

Your students:

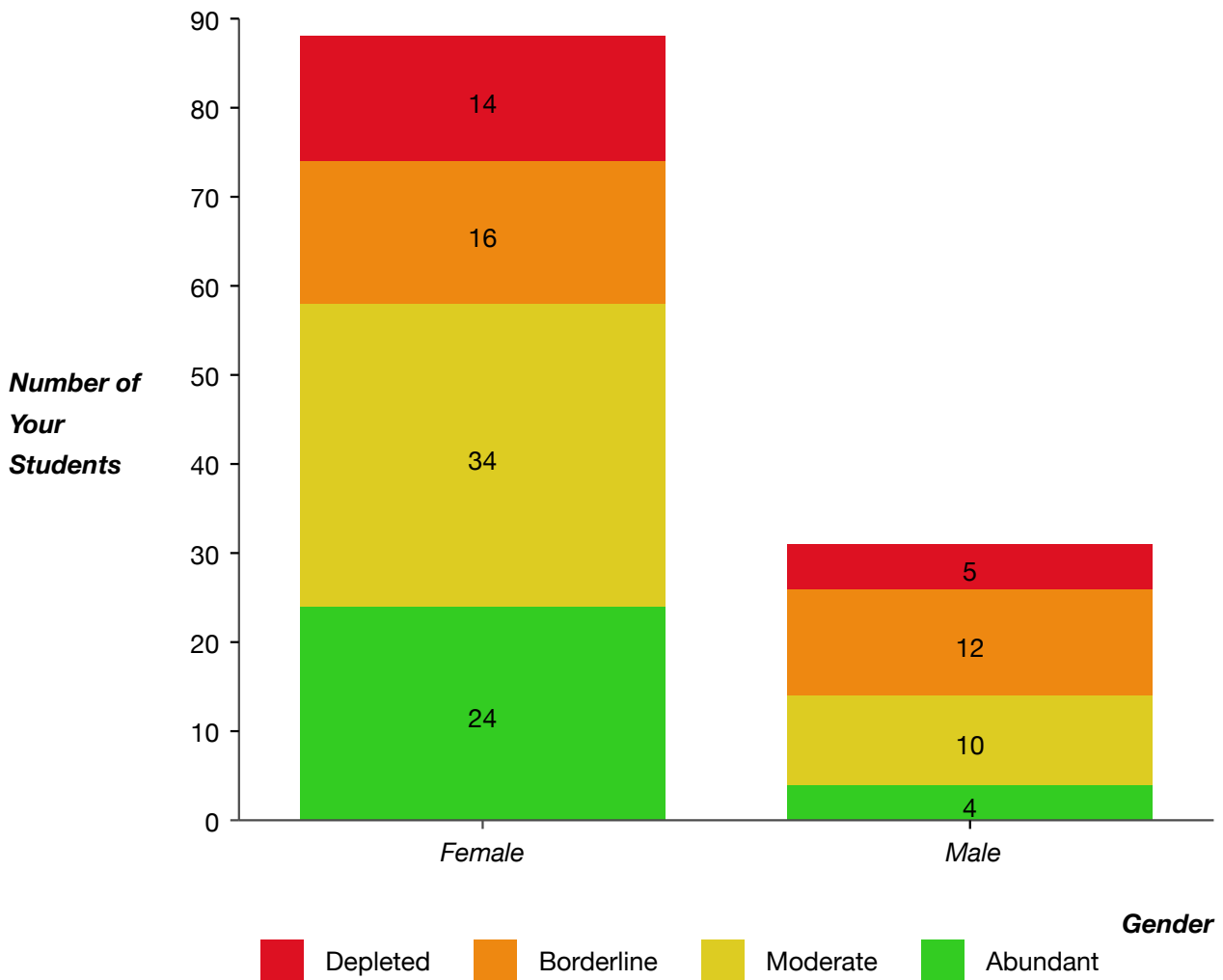
- 24% are abundant
- 36% are moderate
- 24% are borderline
- 16% are depleted

Comparison data:

- 17% are abundant
- 40% are moderate
- 28% are borderline
- 15% are depleted

Social Belonging (Positive Relationships) by Gender

Social Belonging by Gender



This graph shows Social Belonging by Gender in your cohort.

Your students:

Females:

- 27%** are **abundant**
- 39%** are **moderate**
- 18%** are **borderline**
- 16%** are **depleted**

Males:

- 13%** are **abundant**
- 32%** are **moderate**
- 39%** are **borderline**
- 16%** are **depleted**

Comparison data:

Females:

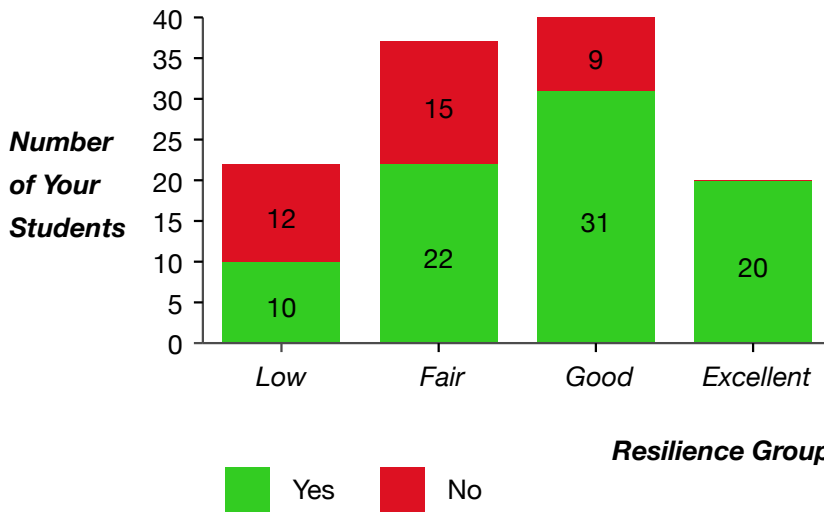
- 21% are abundant
- 42% are moderate
- 25% are borderline
- 12% are depleted

Males:

- 12% are abundant
- 40% are moderate
- 31% are borderline
- 17% are depleted

Social Belonging (Positive Relationships)

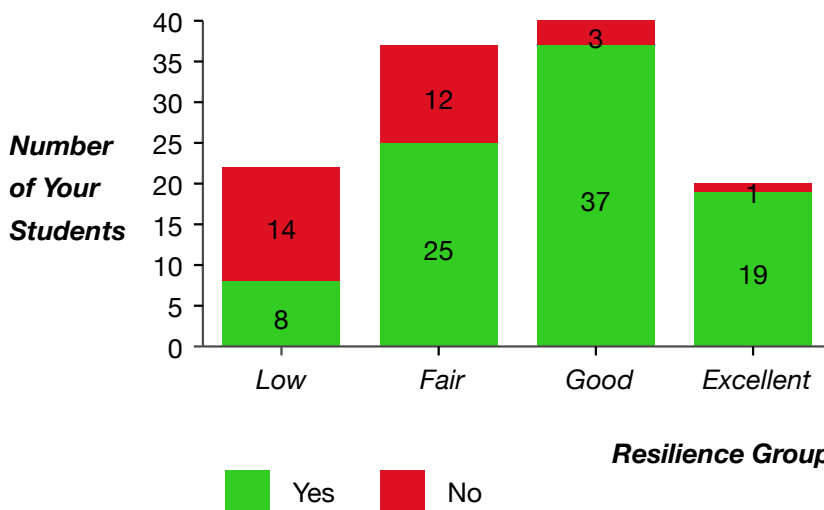
Build Friendships



70% of your students can build friendships with other people.

Data	Yours	Comparison
Total	70%	78%
Females	70%	78%
Males	68%	77%

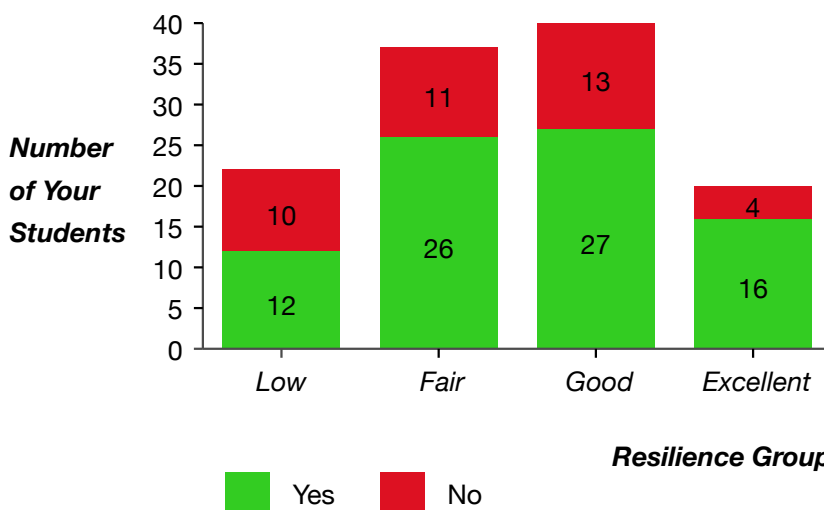
Friends Set Good Example



75% of your students have friends who set good examples.

Data	Yours	Comparison
Total	75%	73%
Females	80%	78%
Males	61%	68%

2 Or More Groups Of Friends *



68% of your students have at least 2 different groups of friends.

Data	Yours	Comparison
Total	68%	76%
Females	69%	76%
Males	65%	77%

Boundaries and Expectations

When you combine the love and caring of parents, grandparents and other adults with effective boundary setting, and with demonstrated warmth (especially from fathers) you have the greatest chance for improved mind health, fewer unwanted behaviours, and greater academic achievement.

Of course, boundaries must be adjusted to developmental growth and expand as young people progress through adolescence.

"Young people perform better when they have clear rules and consequences and when they know that the adults in their lives expect the best of them."

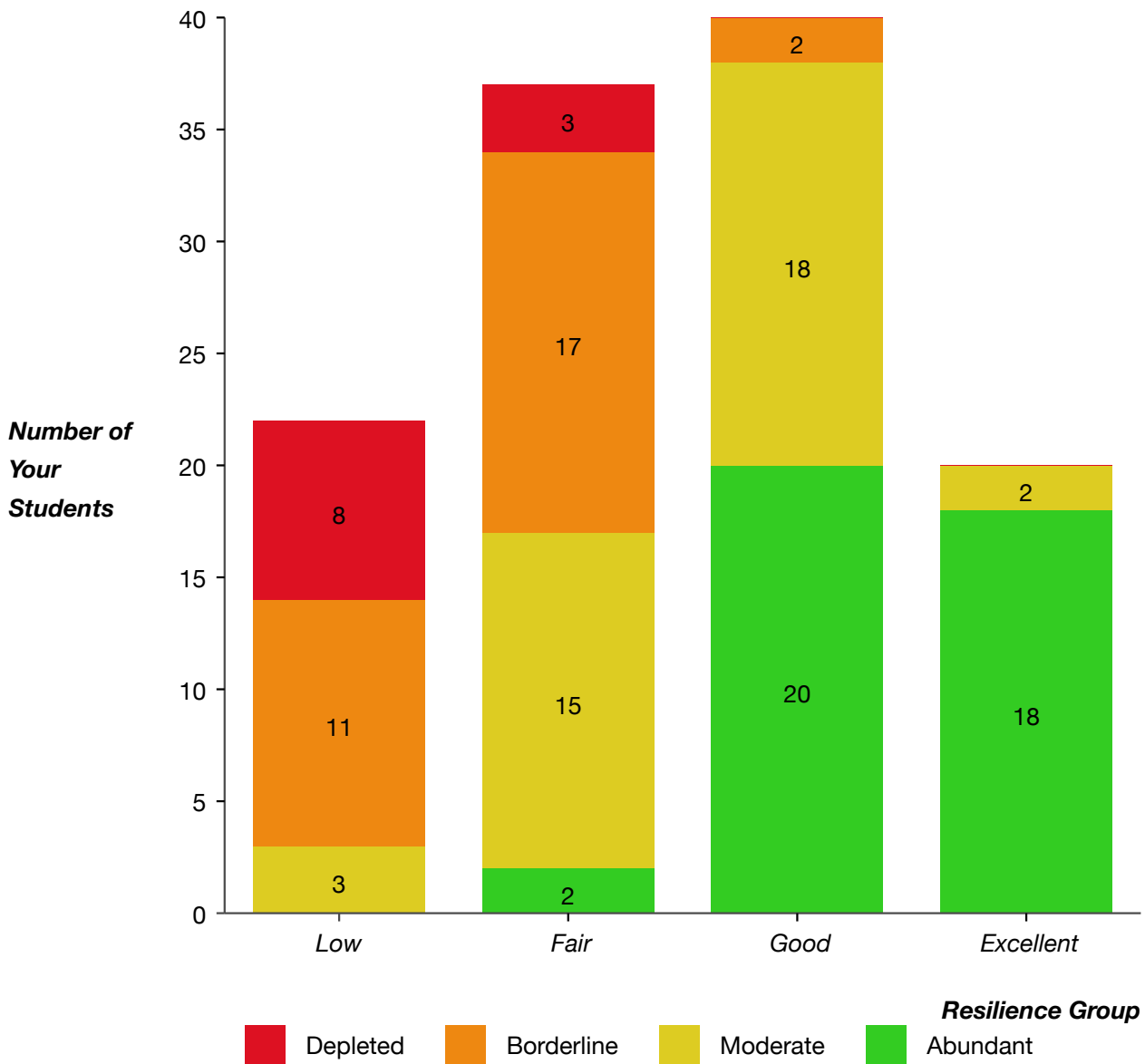
- Dr Andrew Wicking

Action Plan ideas to build Boundaries are:

1. Make sure each student has a sense that we believe they are capable of great things (though they will have to work for it!)
2. Reflect upon school rules and make sure they are congruent with the values of the school;
3. Develop more principles rather than more rules;
4. When boundaries are transgressed make interventions restorative rather than punitive i.e. How are you going to fix it up?
5. Communicate the message that every student can be successful. For example, "Here Everyone Gets Smart", or "We are destined for Greatness".

Boundaries and Expectations by Resilience Group

Boundaries & Expectations by Resilience Group



This graph shows Boundaries & Expectations within each Resilience Group.

Your students:

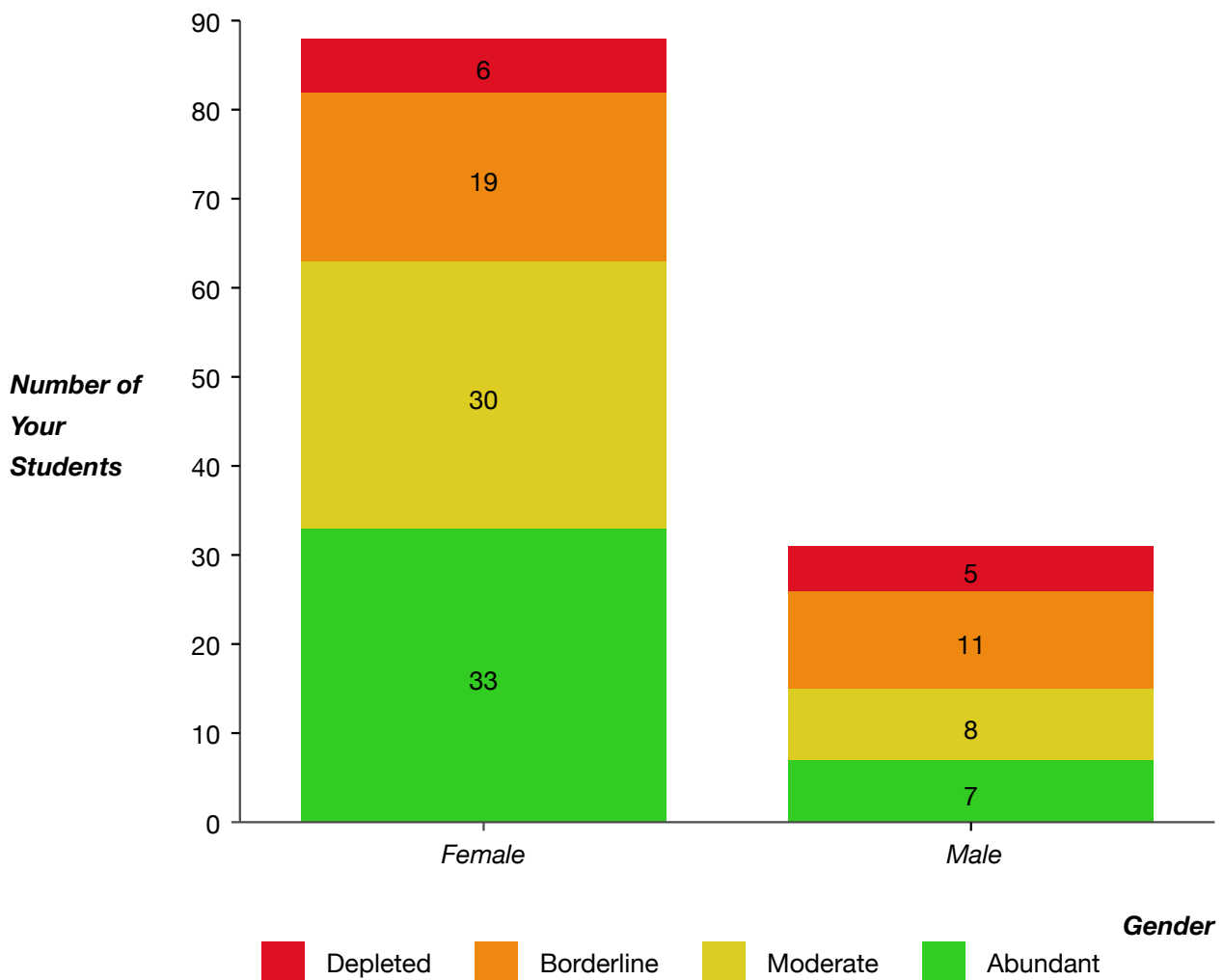
- 34% are abundant
- 32% are moderate
- 25% are borderline
- 9% are depleted

Comparison data:

- 29% are abundant
- 40% are moderate
- 20% are borderline
- 11% are depleted

Boundaries and Expectations by Gender

Boundaries & Expectations by Gender



This graph shows Boundaries & Expectations by Gender in your cohort.

Your students:

Females:

- 38%** are **abundant**
- 33%** are **moderate**
- 22%** are **borderline**
- 7%** are **depleted**

Males:

- 23%** are **abundant**
- 26%** are **moderate**
- 35%** are **borderline**
- 16%** are **depleted**

Comparison data:

Females:

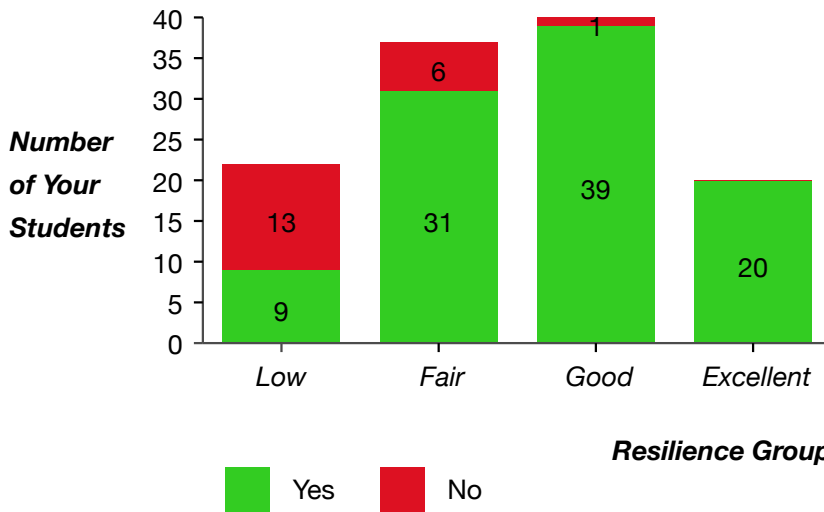
- 33% are abundant
- 39% are moderate
- 18% are borderline
- 10% are depleted

Males:

- 25% are abundant
- 41% are moderate
- 22% are borderline
- 12% are depleted

Clear Rules

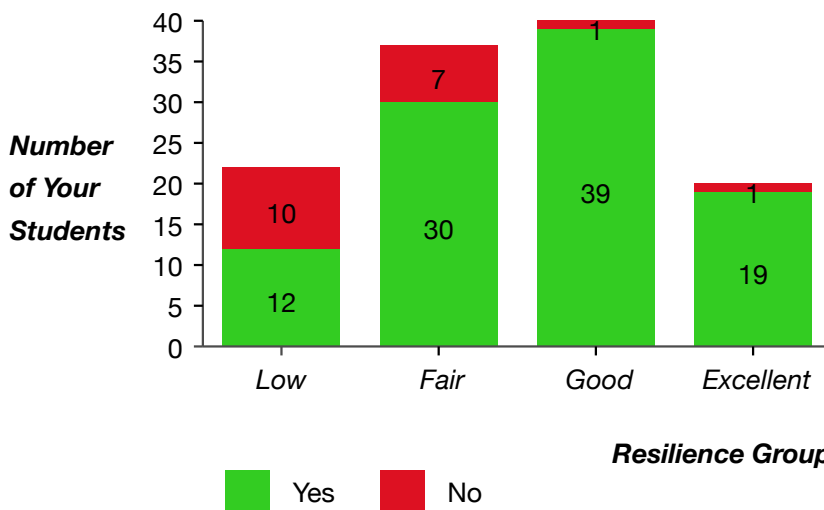
Family Provides Clear Rules



83% of your students say that their family provides them with clear rules.

Data	Yours	Comparison
Total	83%	83%
Females	83%	83%
Males	84%	83%

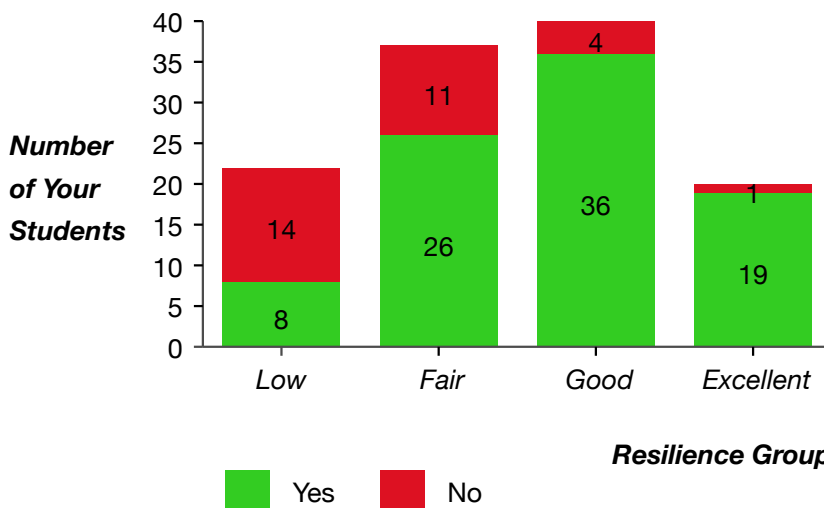
School Gives Clear Rules



84% of your students feel the school give clear rules.

Data	Yours	Comparison
Total	84%	81%
Females	84%	82%
Males	84%	79%

School Enforces Rules Fairly



75% of your students feel the school enforces rules fairly.

Data	Yours	Comparison
Total	75%	74%
Females	74%	76%
Males	77%	73%



Adult Support

Having support and encouragement from loving parent(s) is a wonderful start for a young person that will encourage the development of key character skills and facilitate the capacity to achieve goals.

Most young people receive this love and support from their parents and extended family. Other adults, including teachers, can be intentional Resilience Champions by strengthening relationships between young people and themselves.

The 3 things that help young people feel connected to adults at schools are:

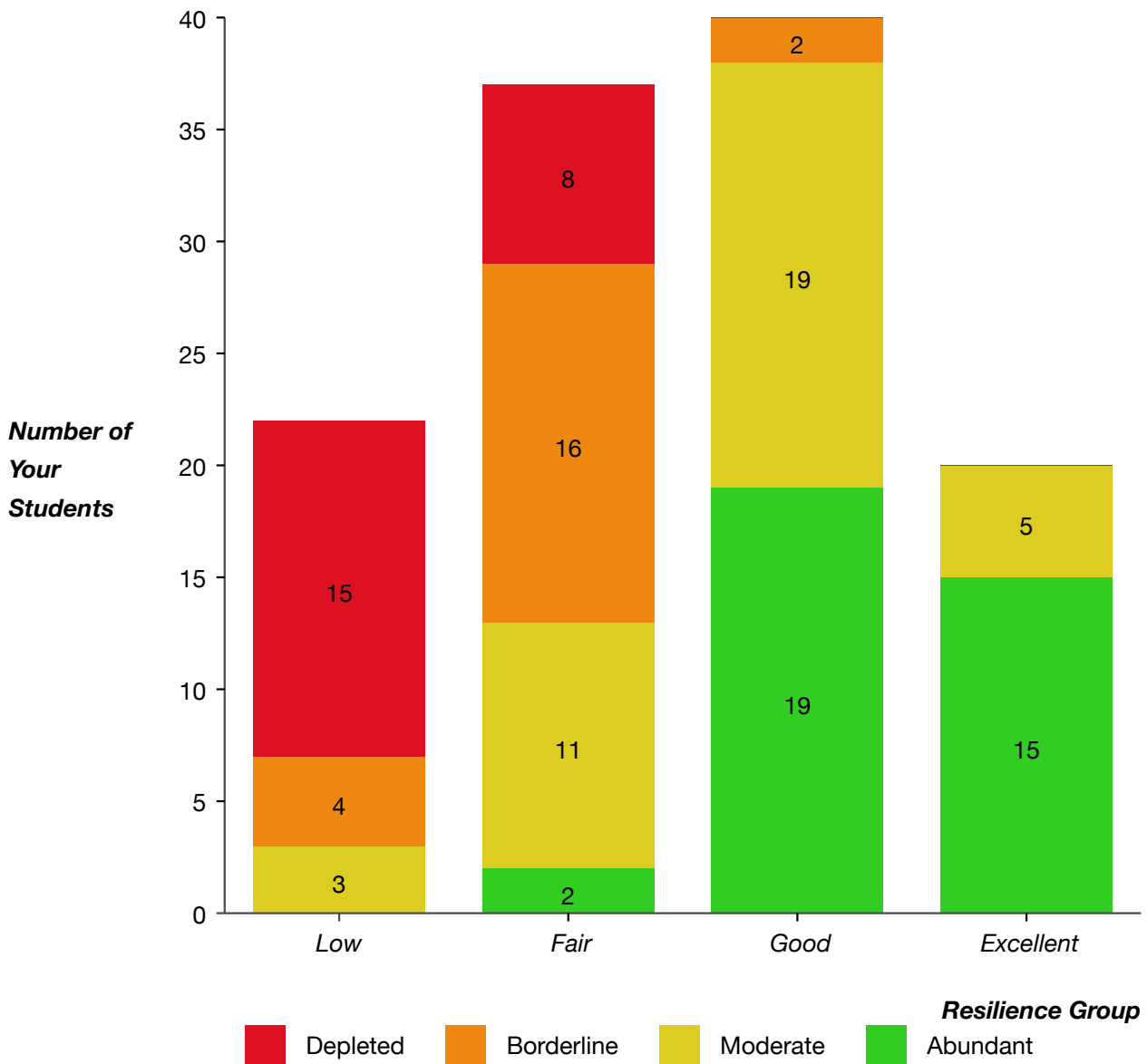
1. High academic expectations coupled with highly relational teacher support;
2. Respectful adult/student relationships;
3. A physically and emotionally safe environment.

Action Plan ideas to strengthen Adult Support are:

1. Use the language of optimism and empathy. For example, listen, show you are listening (paraphrase back), and show that you are hearing and understand how the student feels.
2. Develop Pods. A pod is a group of 3 teachers who between them care for the learning and emotional needs of a group of students. For any one student, the 3 teachers can take on the roles of Boundary Rider (establishing consequences), Advocate (support the student, keeping distance from disciplinary processes), and Manager (have final say on student management).
3. Promote the value of acts of kindness to other students (you may include parents, teachers and members of the community) without recognition or reward.
4. Encourage parents to be more involved in their child's education.

Adult Support by Resilience Group

Adult Support by Resilience Level



This graph shows Adult Support within each Resilience Group.

Your students:

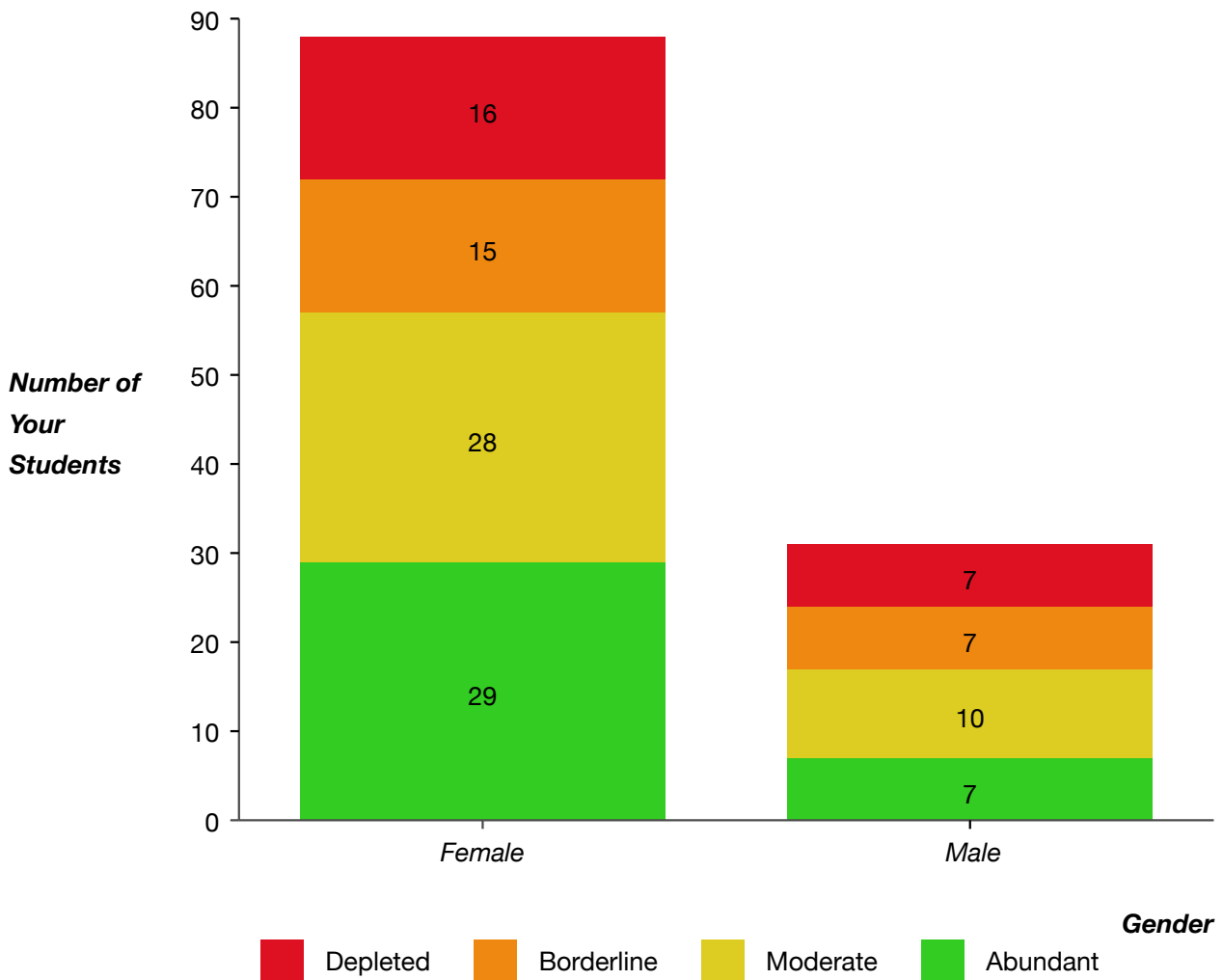
- 30% are **abundant**
- 33% are **moderate**
- 18% are **borderline**
- 19% are **depleted**

Comparison data:

- 32% are **abundant**
- 37% are **moderate**
- 17% are **borderline**
- 14% are **depleted**

Adult Support by Gender

Adult Support by Gender



This graph shows Adult Support by Gender in your cohort.

Your students:

Females:

- 33% are **abundant**
- 32% are **moderate**
- 17% are **borderline**
- 18% are **depleted**

Males:

- 23% are **abundant**
- 31% are **moderate**
- 23% are **borderline**
- 23% are **depleted**

Comparison data:

Females:

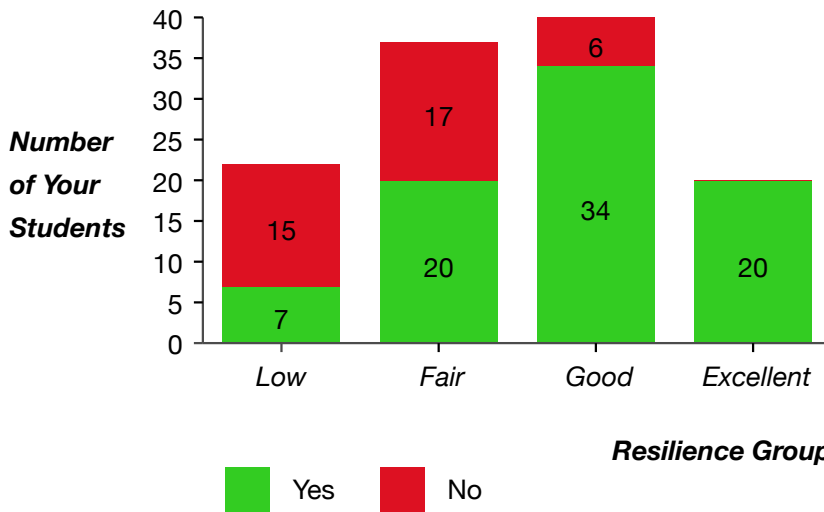
- 35% are abundant
- 36% are moderate
- 15% are borderline
- 14% are depleted

Males:

- 29% are abundant
- 39% are moderate
- 18% are borderline
- 14% are depleted

Adults Who Care & Listen

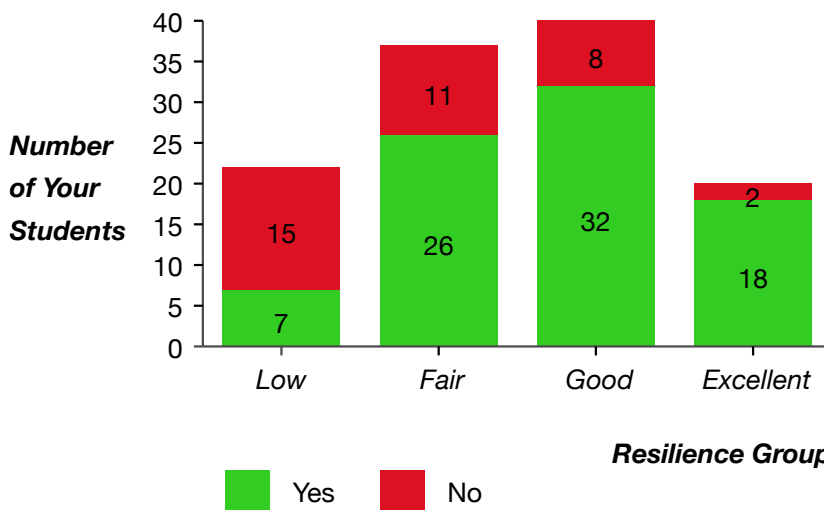
Adults Who Care



68% of your students have adults who care about them.

Data	Yours	Comparison
Total	68%	71%
Females	72%	73%
Males	58%	69%

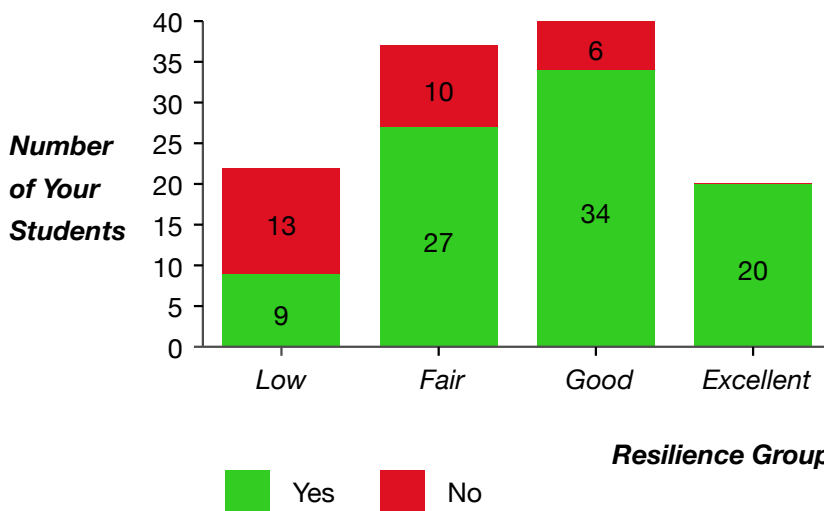
Adults Who Listen *



70% of your students feel adults listen to them.

Data	Yours	Comparison
Total	70%	74%
Females	70%	76%
Males	68%	73%

Support From Adults Other Than Parents



76% of your students have support from adults other than parents.

Data	Yours	Comparison
Total	76%	73%
Females	80%	76%
Males	65%	71%



HEALTHY Pathway

Our Healthy Pathway measures 2 domains: Hope, and Healthy Mind and Health Body.

1. Hope Domain:

The anticipation that good things will happen in the future and that we have the ability to make some of those good things happen is the basis of hope. If learned helplessness is a key predictor of the likelihood of depression, "learned hopefulness" is an antidote. We measure Hope using the Children's Hope Scale, left by Dr C R Snyder in the public domain.

2. Health Mind and Healthy Body Domain:

Mind Health is the ability to manage worry and stress and remain confident.

It is an important part of Resilience. We use the GHQ12 (General Health Questionnaire © David Goldberg, 1978. All Rights Reserved) under licence to measure the incidence of a range of mental health issues including sleep, concentration, strain, unhappiness, confidence and feeling worthless.

To measure Body Health we ask a range of questions that relate to risk and protective behaviours relevant to the Australian context. We ask young people about keeping fit, eating well to stay well, and the number of times students eat breakfast at home before they arrive at school. Our measure of Body Health also includes sleeping well, eating well, exercise and stay away from unhealthy substances.

*Please note: We do not present every indicator measured. Items marked with an asterisk * do not form part of the Mental Health domain construct.*



Hope

The anticipation that good things will happen in the future, and that we have the ability to make some of those good things happen, is the basis of hope.

It makes a remarkable difference to young people when the adults around them take on a basic position of hopefulness.

Of course, at times we all feel powerless and perhaps despairing, but just as learned helplessness is a key predictor of the likelihood of depression, "learned hopefulness" is an antidote.

"Without hope you hand over your power to the whims of the future. With hope you can ensure that 'the future belongs to those who create it'." - Dr Andrew Wicking

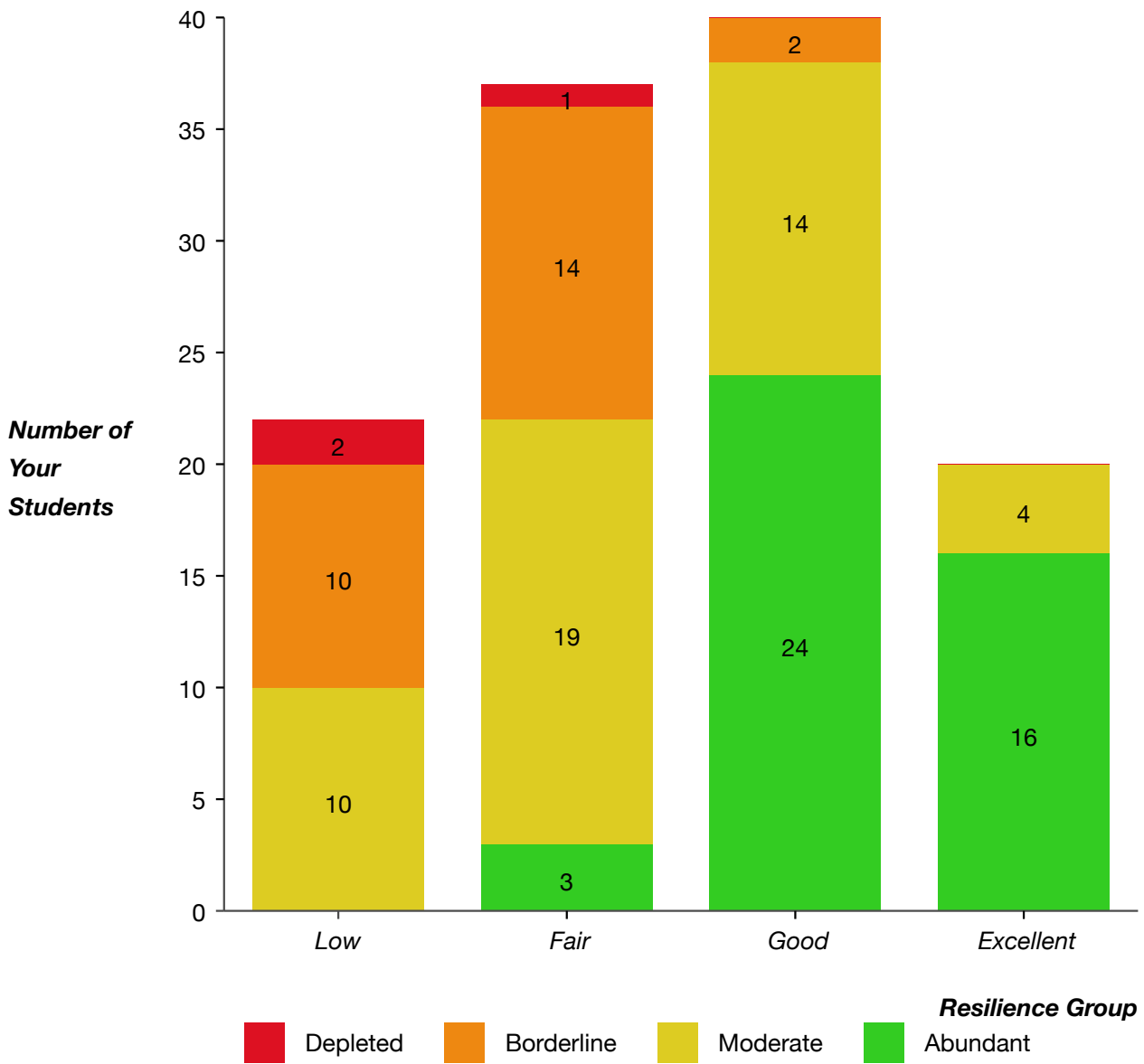
ACTION PLAN ideas to build HOPE are:

1. Instil hope in young people. Let them know that you think great things are on offer for them and that you care for them and believe in them;
2. Talk positively about forthcoming events and highlight positive things happening at school and in the world.
3. Build student expectations of themselves by identifying their strengths: Play "Who am I?" game, or write a postcard to themselves from the future.
4. Thinking about future events can create a lot of anxiety. Discuss how human minds think and how to unhook ourselves from the tyranny of those thoughts. Teach students to tame their minds so that they can stop thinking about questions they can't know the answer to.



Hope By Resilience Group

Hope By Resilience Group



This graph shows Hope within each Resilience Group.

Your students:

- 36% are abundant
- 39% are moderate
- 22% are borderline
- 3% are depleted

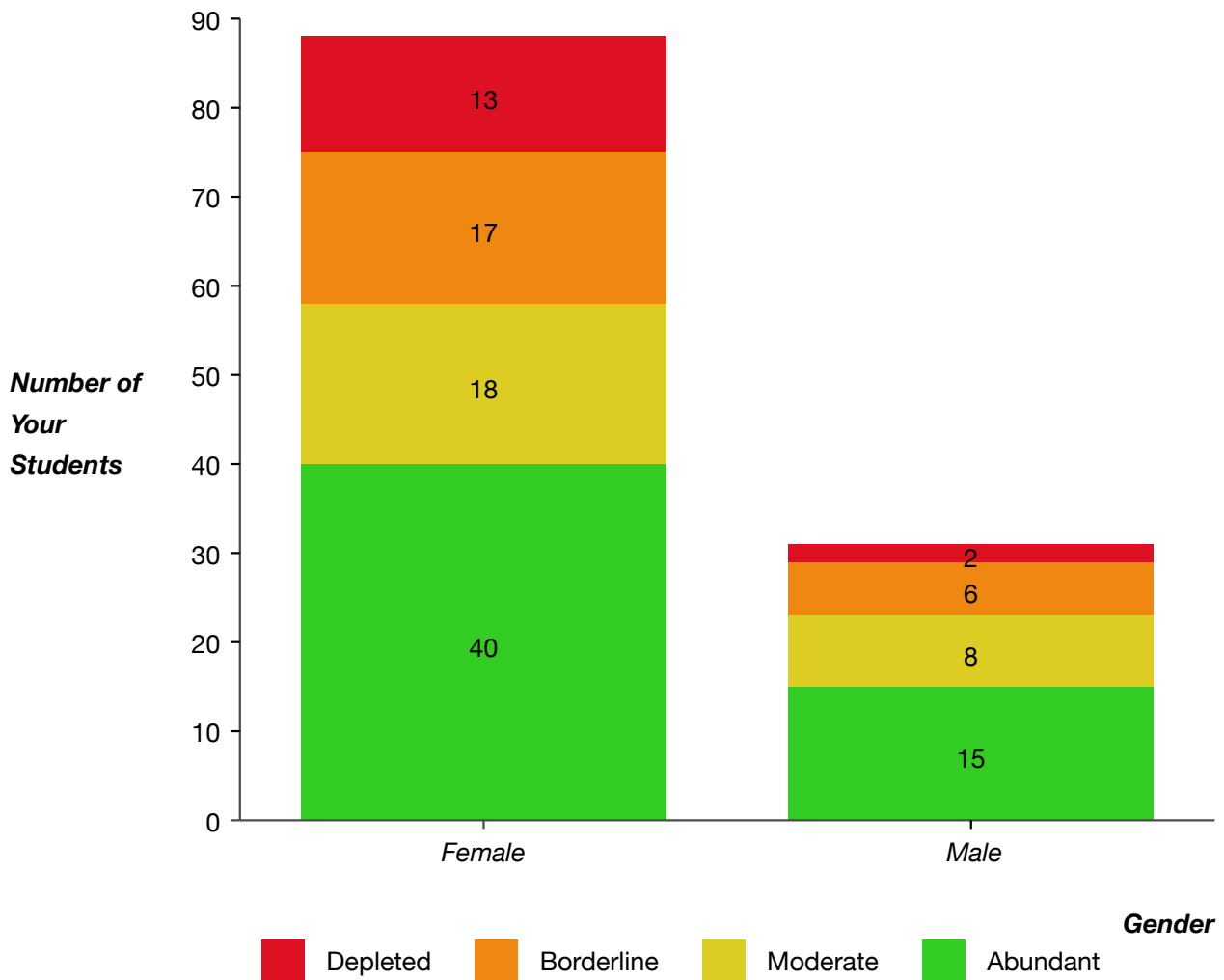
Comparison data:

- 30% are abundant
- 44% are moderate
- 22% are borderline
- 4% are depleted



Hope By Gender

Hope By Gender



This graph shows Hope by Gender in your cohort.

Your students:

Females:

- 45% are **abundant**
- 21% are **moderate**
- 19% are **borderline**
- 15% are **depleted**

Males:

- 48% are **abundant**
- 27% are **moderate**
- 19% are **borderline**
- 6% are **depleted**

Comparison data:

Females:

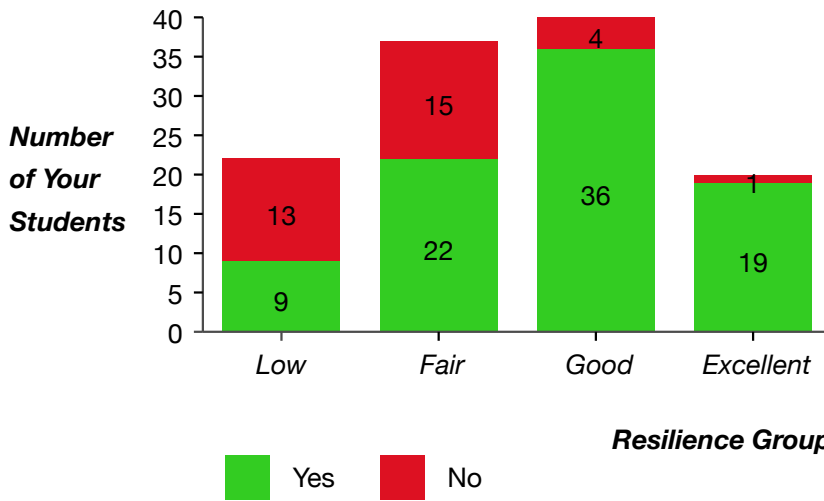
- 41% are abundant
- 26% are moderate
- 17% are borderline
- 16% are depleted

Males:

- 46% are abundant
- 28% are moderate
- 15% are borderline
- 11% are depleted

Hope: Agency

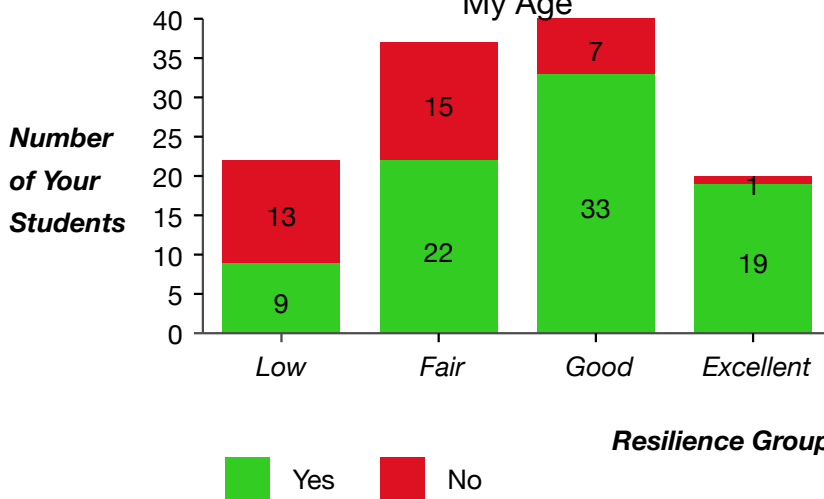
I Think I Am Doing Pretty Well



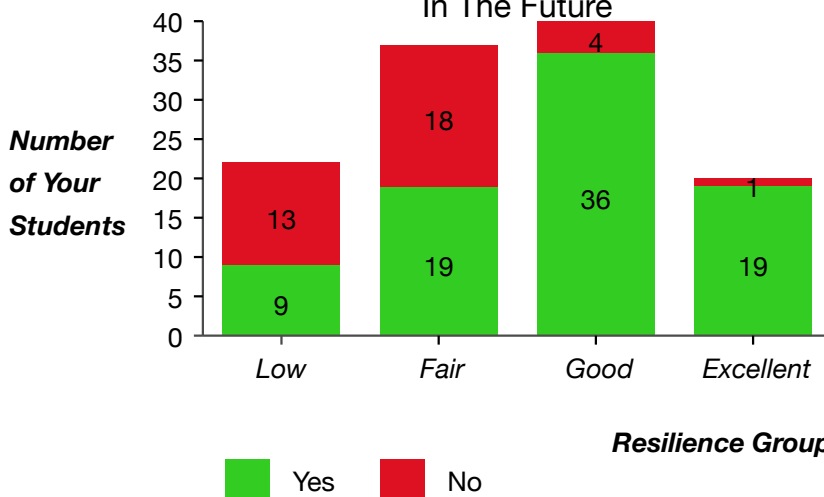
These 3 graphs represent answers to the three "Children's Hope Scale" questions that relate to 'Agency'.

'Agency' reflects the perception that children can initiate and sustain action toward a goal. Hope is a combination of 'Agency' and 'Pathways' (next page) thinking toward goals.

I Am Doing Just As Well As Other Kids My Age

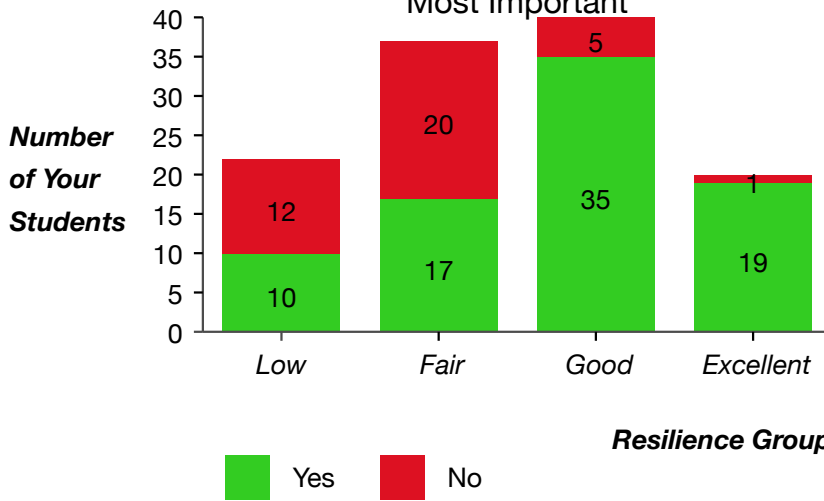


Things I've Done In The Past Will Help Me In The Future



Hope: Pathways

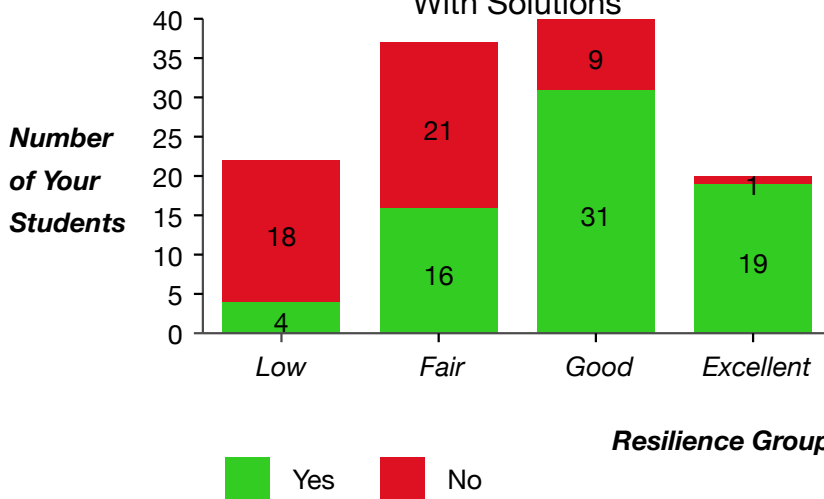
I Can Think Of Ways To Get What Is Most Important



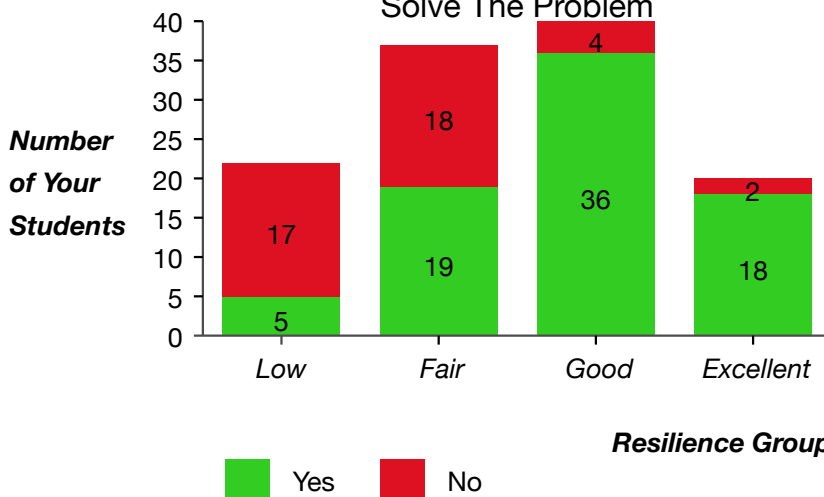
These 3 graphs represent answers to the three "Children's Hope Scale" questions that relate to 'Pathways'.

'Pathways' thoughts reflect the child's perceived capability to produce routes to those goals. Hope is a combination of 'Pathways' and 'Agency' (previous page) thinking toward goals.

When I Have A Problem, I Can Come Up With Solutions



When Others Quit, I Can Find Ways To Solve The Problem





Healthy Mind and Healthy Body

To get through tough times and enjoy the best times we need recovery time, time to think, time to re-shift our priorities as well as time to stop thinking so much about ourselves and get out and play and help other people.

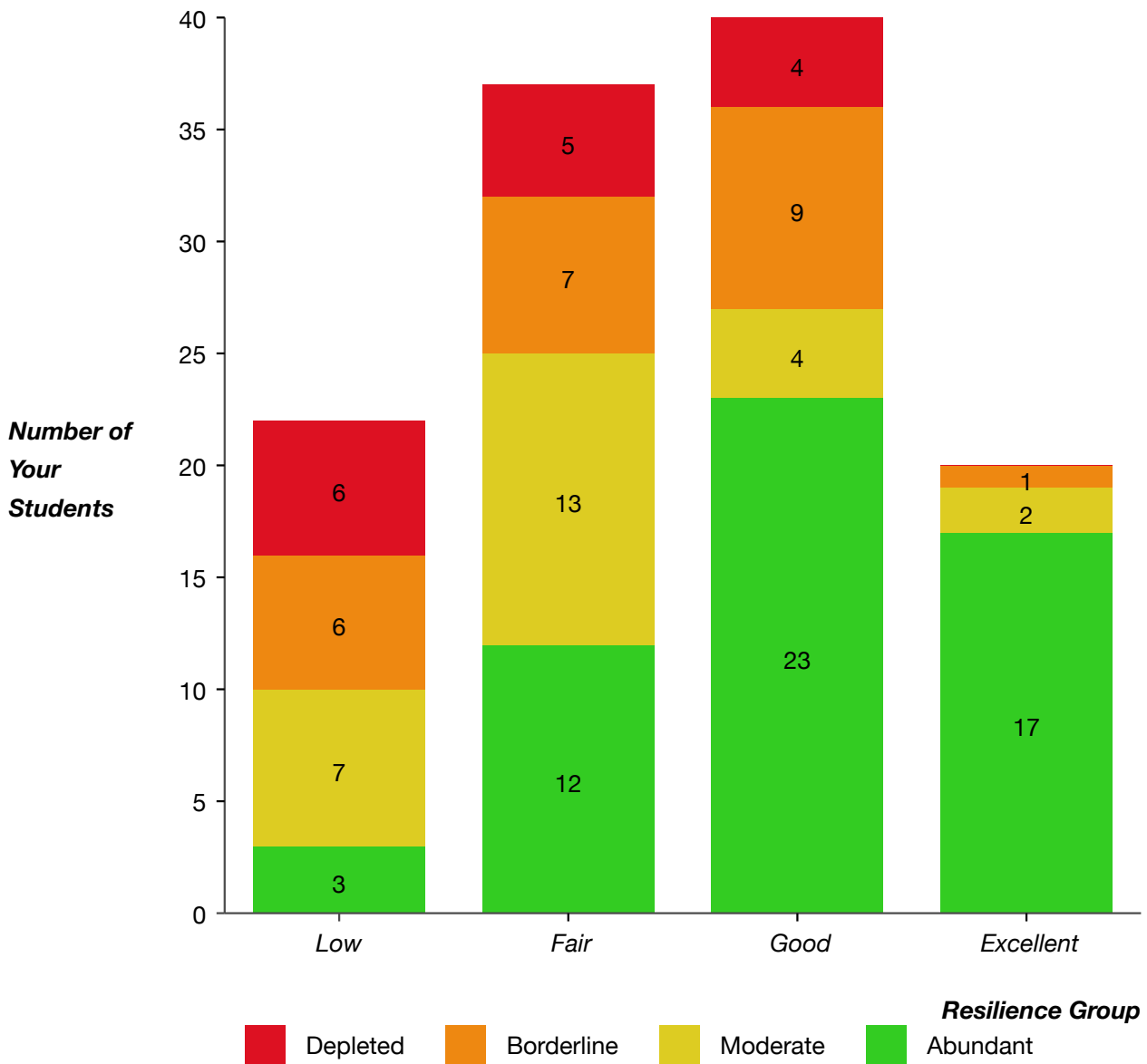
ACTION PLAN ideas to build HEALTHY MIND and HEALTHY BODY are:

1. Discuss the importance of nutrition, sleep, exercise and friendship for healthy minds;
2. Teach kids how their brains work. Students can learn about what drives anxiety and how to shift gears down. Explain the signs of stress and what to do to come back to a relaxed focus;
3. Establish a breakfast program at your school using local community resources;
4. Rhythmical movement is especially good for reducing stress. Dancing, surfing, drumming, roller-skating, table tennis, swimming, volleyball, boxing and gymnastics are all rhythmical movements.



Mental Health by Resilience Group

Mental Health By Resilience Group



This graph shows Mental Health within each Resilience Group.

Your students:

- 46%** are **abundant**
- 22%** are **moderate**
- 19%** are **borderline**
- 13%** are **depleted**

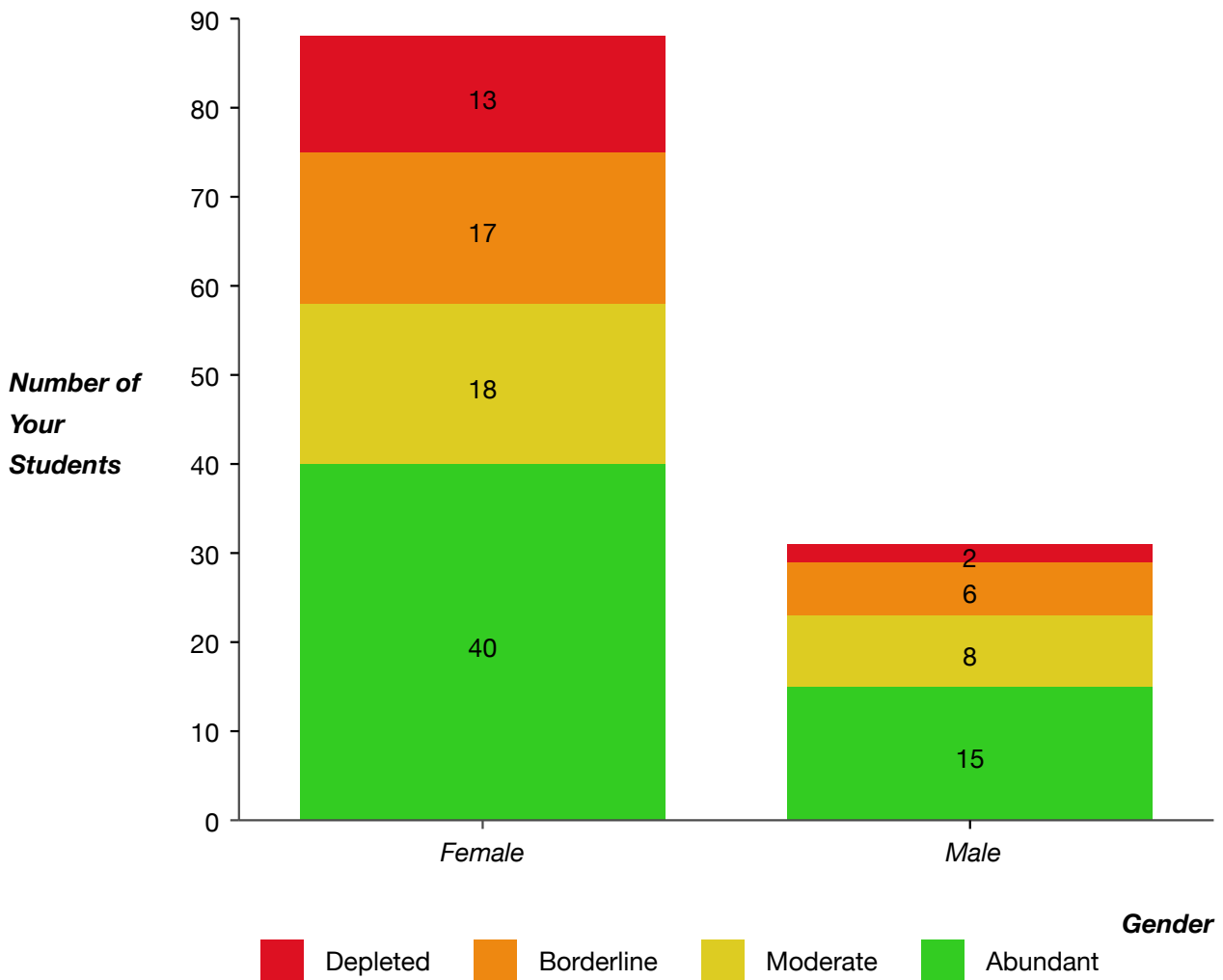
Comparison data:

- 44% are abundant
- 27% are moderate
- 16% are borderline
- 13% are depleted



Mental Health By Gender

Mental Health by Gender



This graph shows Mental Health by Gender in your cohort.

Your students:

Females:

- 45% are **abundant**
- 21% are **moderate**
- 19% are **borderline**
- 15% are **depleted**

Males:

- 48% are **abundant**
- 27% are **moderate**
- 19% are **borderline**
- 6% are **depleted**

Comparison data:

Females:

- 41% are abundant
- 26% are moderate
- 17% are borderline
- 16% are depleted

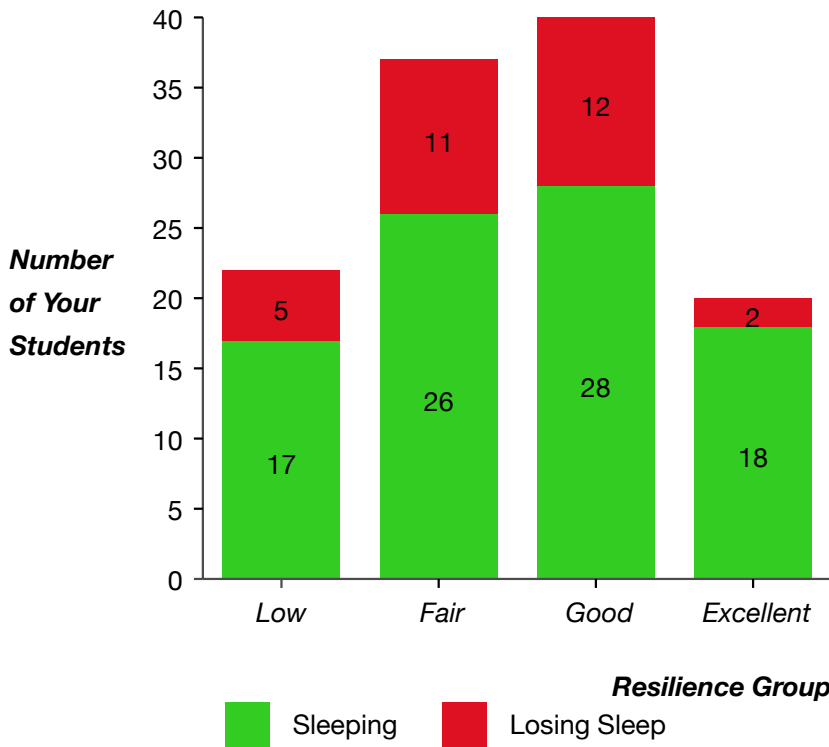
Males:

- 46% are abundant
- 28% are moderate
- 15% are borderline
- 11% are depleted



Mental Health: Sleep & Concentration

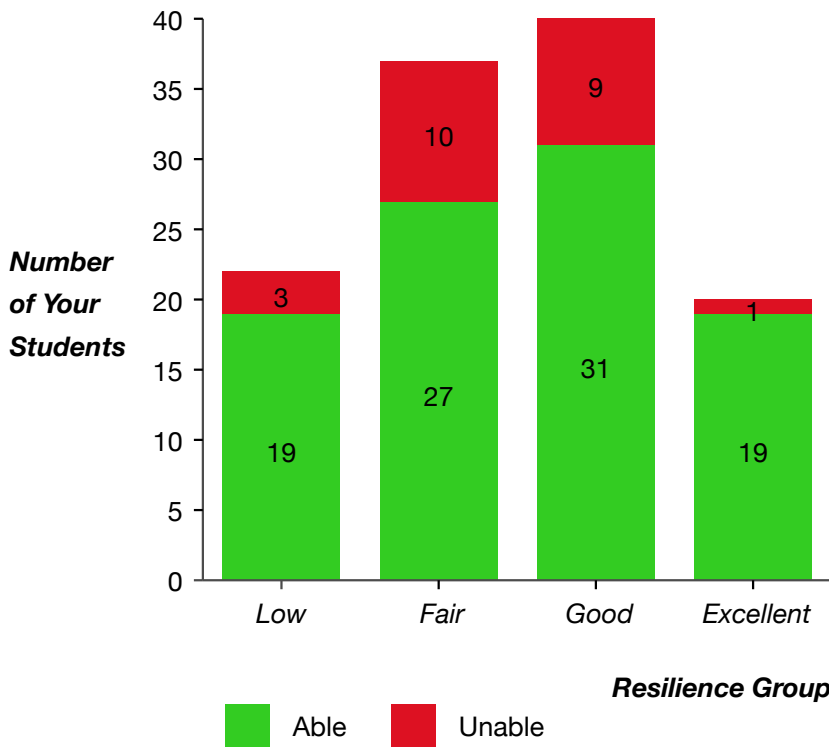
Sleep



75% of your students are NOT losing sleep through worry.

Data	Yours	Comparison
Total	75%	69%
Females	74%	66%
Males	77%	72%

Concentration



81% of your students are able to concentrate.

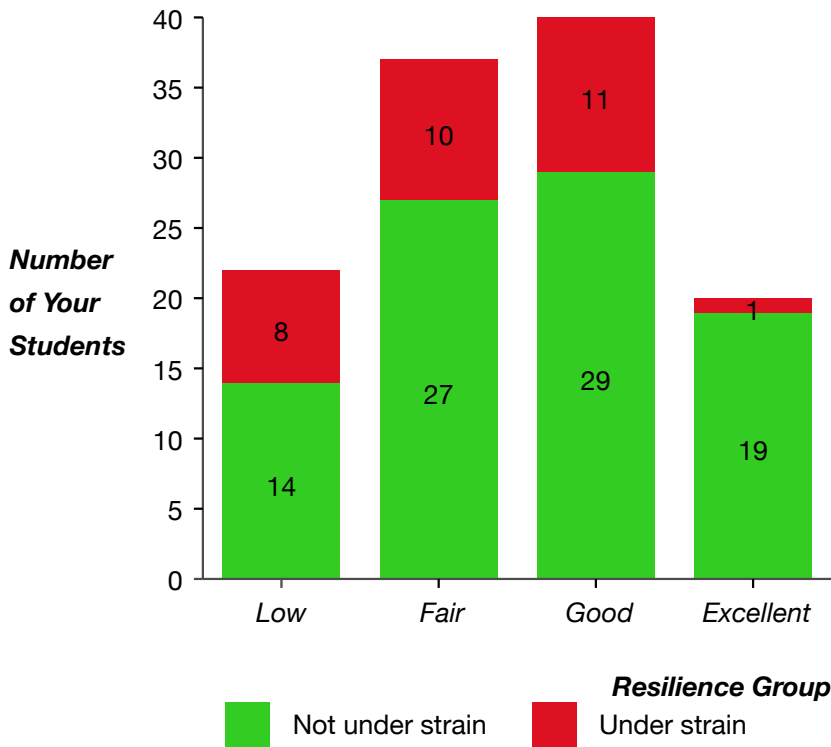
19% of your students are NOT able to concentrate.

Data	Yours	Comparison
Total	81%	82%
Females	81%	81%
Males	81%	82%



Mental Health: Anxiety & Unhappiness

Under Strain

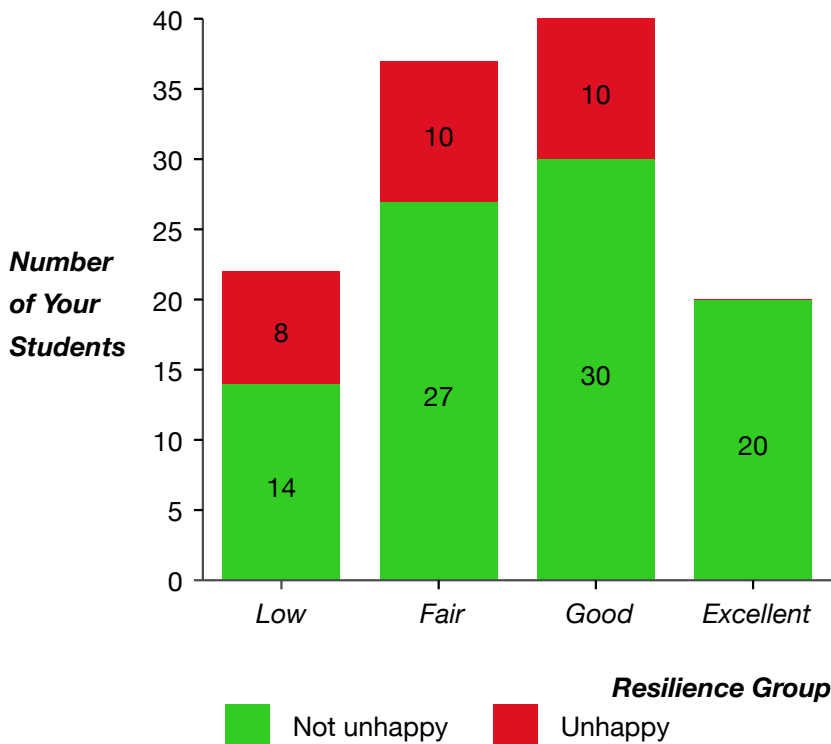


75% of your students are NOT constantly under strain.

25% of your students are constantly under strain.

Data	Yours	Comparison
Total	75%	71%
Females	75%	71%
Males	74%	72%

Unhappy & Depressed



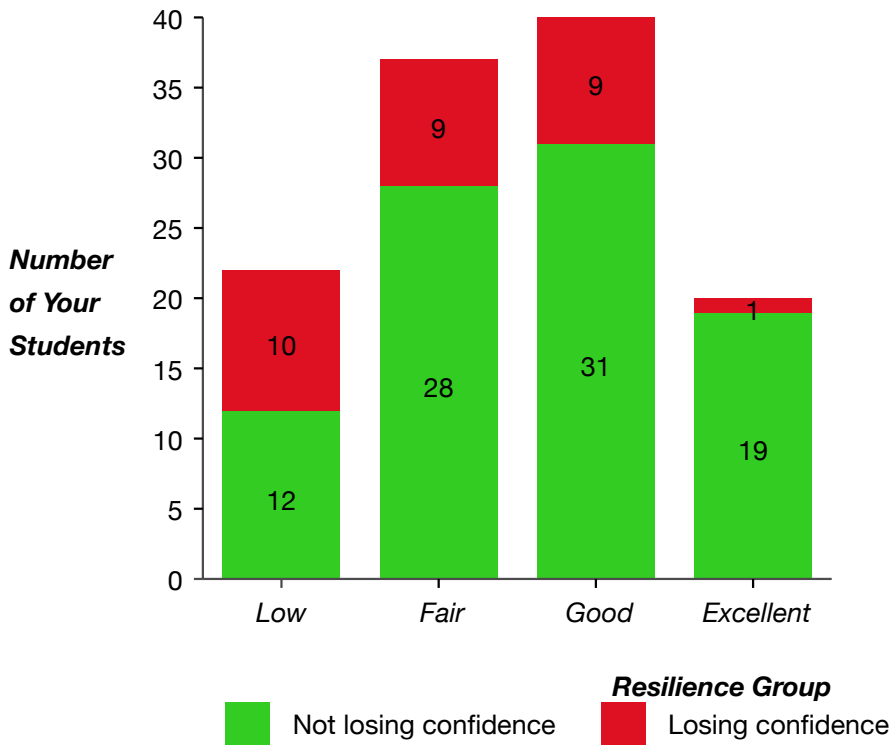
76% of your students are NOT unhappy and depressed.

24% of your students are unhappy and depressed.

Data	Yours	Comparison
Total	76%	72%
Females	72%	69%
Males	90%	75%

Mental Health: Confidence & Self-Worth

Losing Confidence



76% of your students are NOT losing confidence.

24% of your students are losing confidence.

Data	Yours	Comparison
Total	76%	73%
Females	73%	69%
Males	84%	77%

Feeling Worthless



78% of your students are NOT feeling worthless.

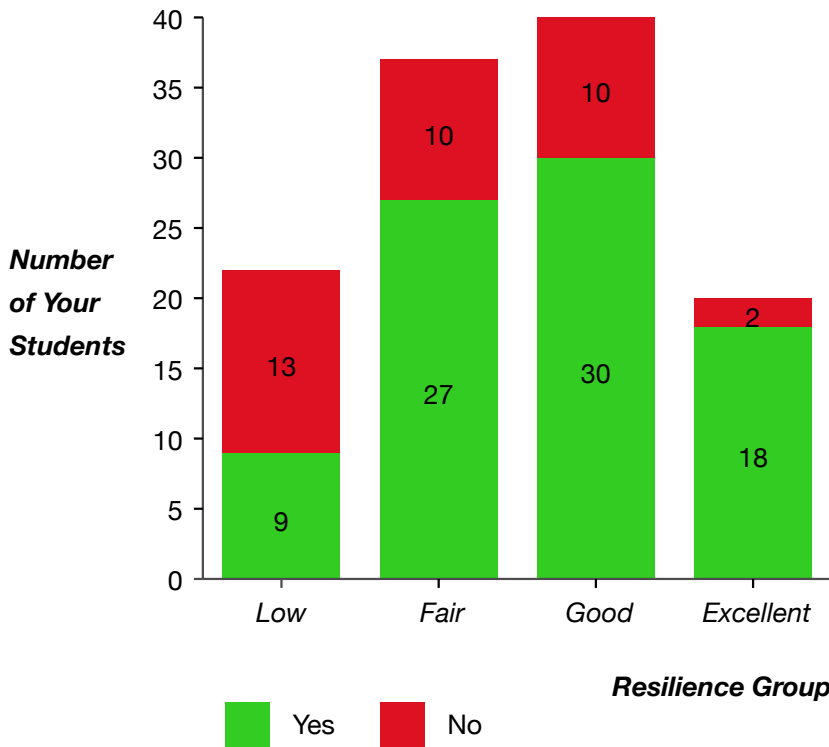
22% of your students are feeling worthless.

Data	Yours	Comparison
Total	78%	78%
Females	78%	75%
Males	77%	81%



Healthy Body: Fitness

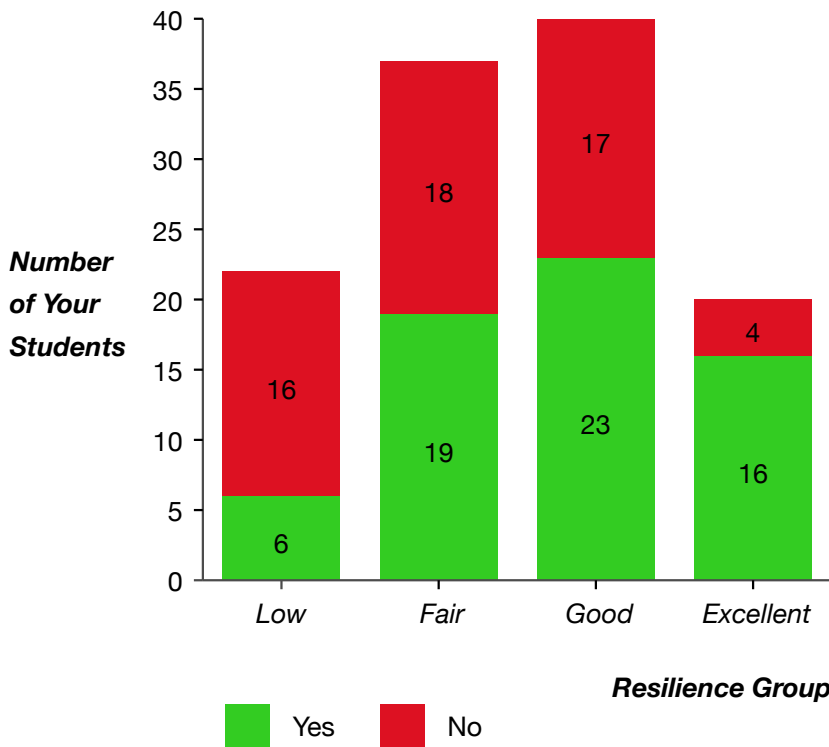
Keep Fit *



71% of your students keep physically fit.

Data	Yours	Comparison
Total	71%	75%
Females	77%	75%
Males	52%	75%

8 Hours Sleep *



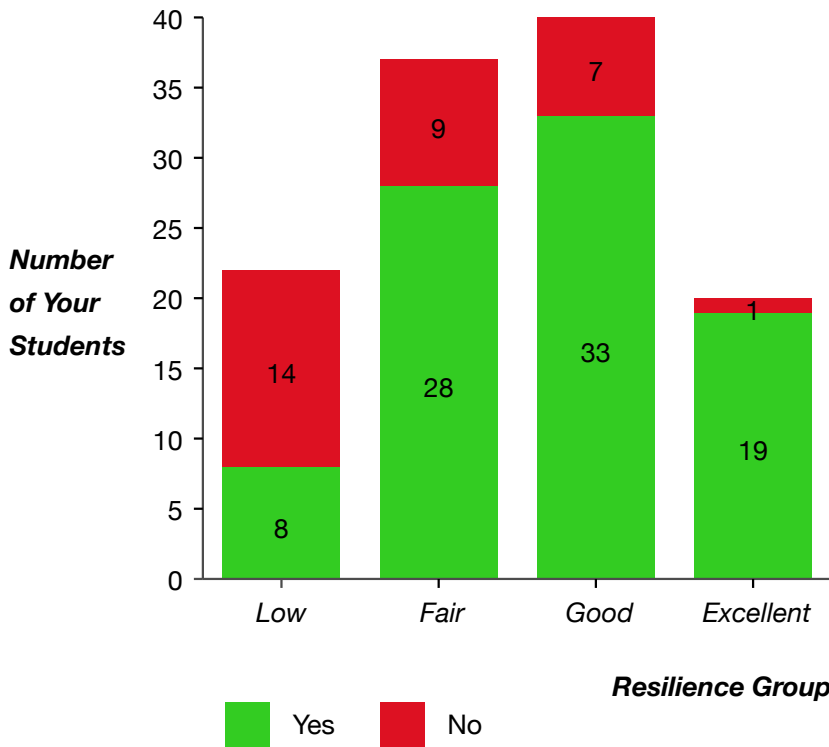
54% of your students are getting 8 hours sleep.

Data	Yours	Comparison
Total	54%	67%
Females	55%	66%
Males	52%	68%



Healthy Body: Nutrition

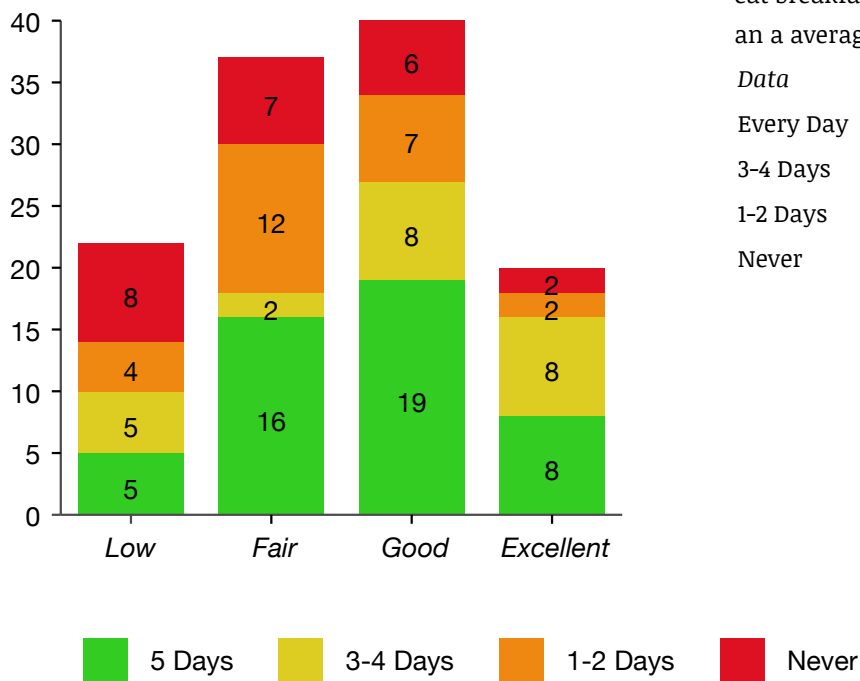
Eat Well To Stay Well *



74% of your students eat well to stay well.

Data	Yours	Comparison
Total	74%	76%
Females	74%	76%
Males	74%	76%

Eat Breakfast At Home *



40% of your students

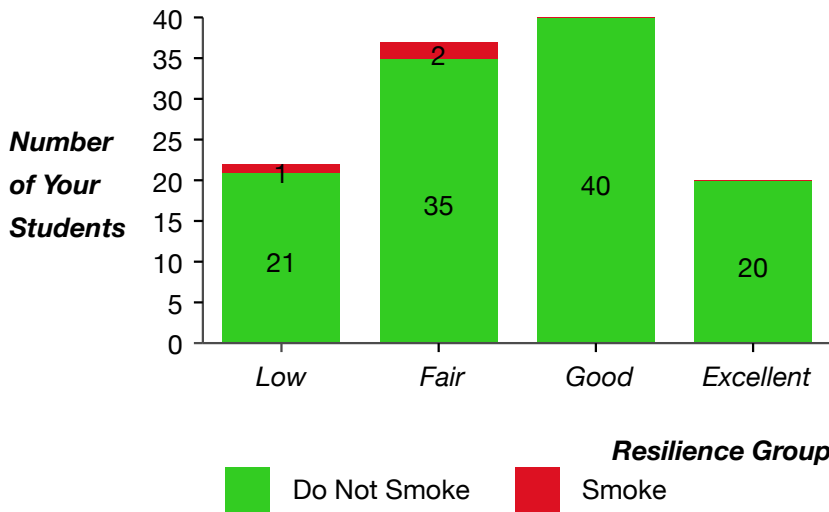
eat breakfast at home every day during an average school week.

Data	Yours	Comparison
Every Day	40%	58%
3-4 Days	20%	23%
1-2 Days	21%	11%
Never	19%	8%



Healthy Body: Substances

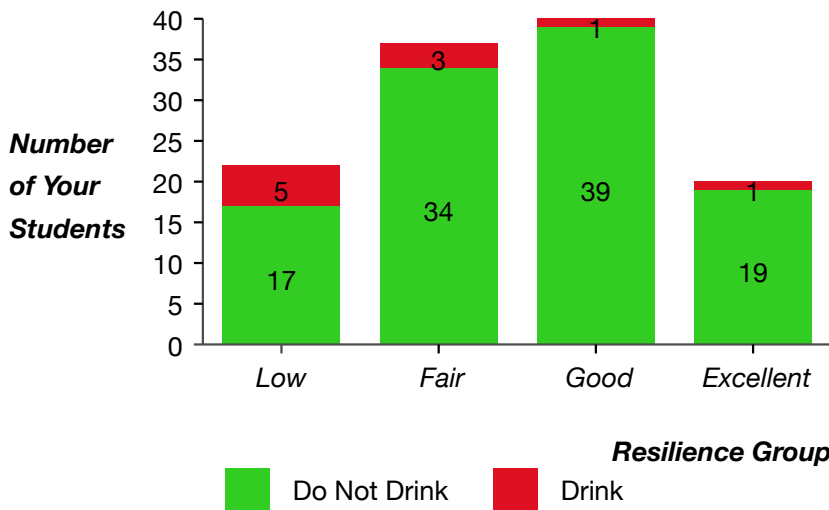
Smoking Use *



97% of your students do not smoke.

Data	Yours	Comparison
Total	97%	97%
Females	98%	98%
Males	97%	96%

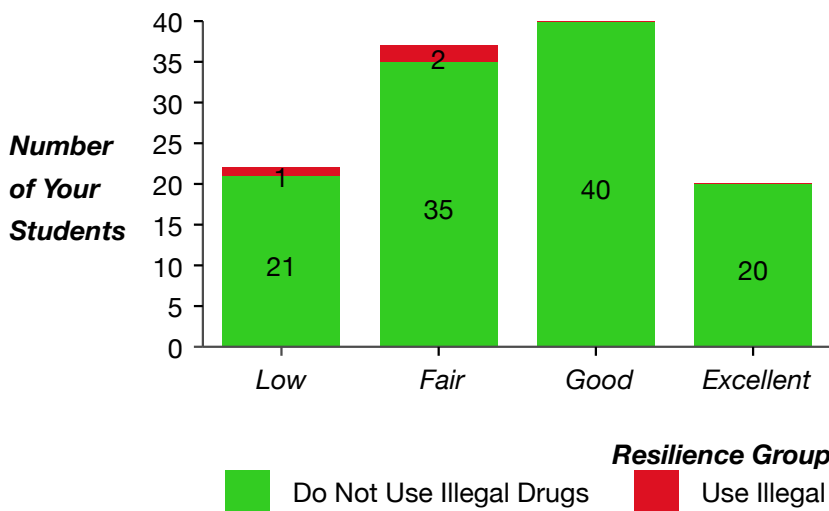
Alcohol Use *



92% of your students do not drink alcohol.

Data	Yours	Comparison
Total	92%	92%
Females	91%	94%
Males	94%	89%

Illegal Drug Use *



97% of your students do not use illegal drugs.

Data	Yours	Comparison
Total	97%	98%
Females	98%	99%
Males	97%	97%



FULFILLING Pathway

The "Fulfilling Pathway" relates to the values, skills and beliefs that allow young people to embrace, enjoy and contribute to the world around them. This pathway comprises the 4 insights into a fulfilling life:

1. **Educational Engagement Domain:** this covers both the motivation and rewards related to learning, and active engagement in learning;
2. **Social Skills Domain:** these are the abilities that young people need to interact with others in their world, such as navigating cultural differences, building friendships, and resolving conflicts peacefully.
3. **Positive Identity Domain:** reflects a young person's emerging identity, and includes self-esteem, optimism, and a growing sense of purpose in life.
4. **Positive Values Domain:** developing and deepening personal values is a crucial aspect of a young person's development, and eventually become deep commitments that guide how they think and act.

Young people live in multiple, overlaying worlds, and helping them to create and maintain successful pathways into adulthood requires our attention on these four insights into a fulfilling life.

*Please note: We do not present every indicator measured. Items marked with an asterisk * do not form part of the domain construct in which they are presented.*



Educational Engagement

"Most students value success for themselves, report feeling highly engaged in school and have good levels of social skills and don't think violence is a good way of solving relationship issues." - Dr Andrew Wicking

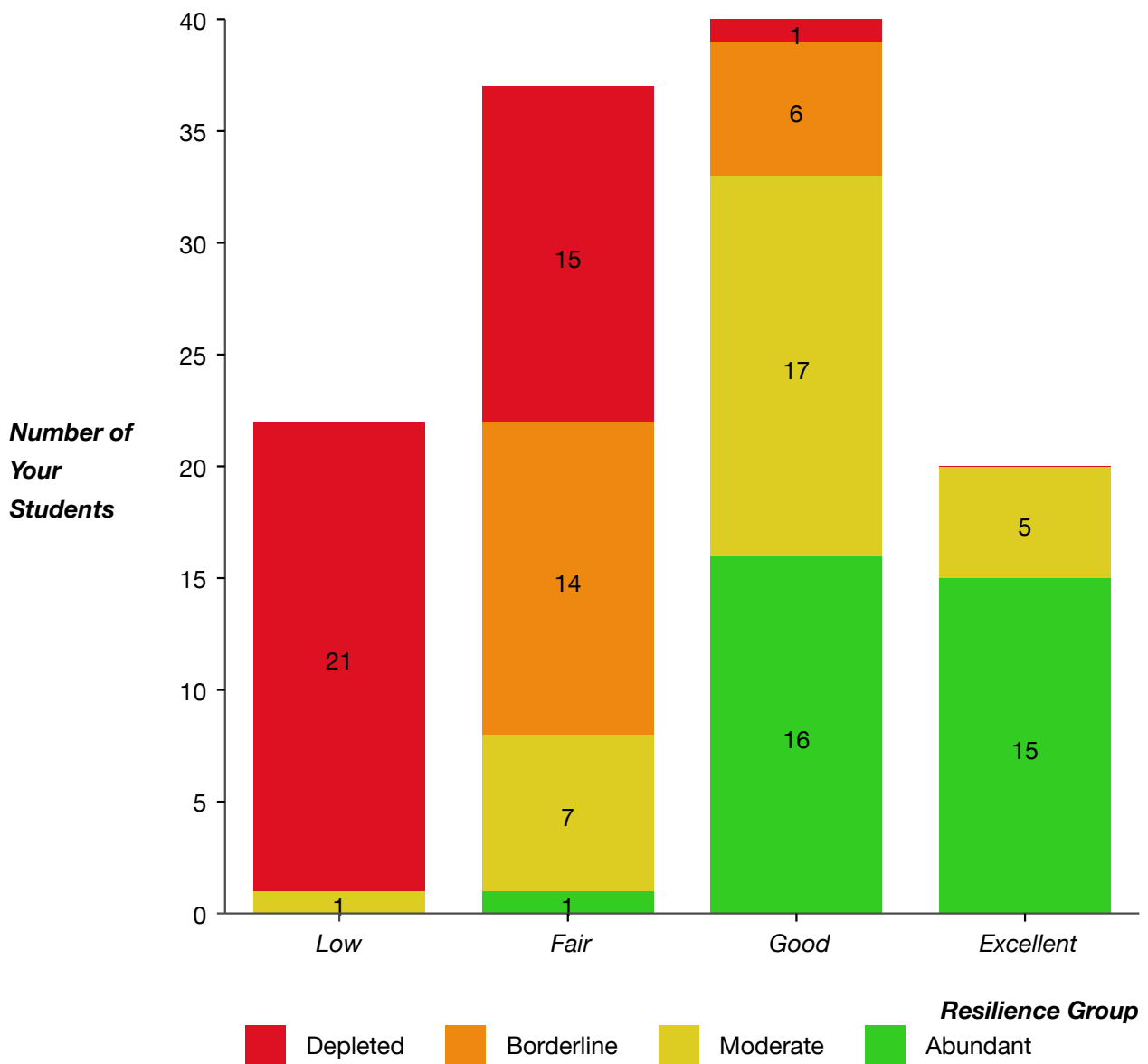
ACTION PLAN ideas to build EDUCATIONAL ENGAGEMENT are:

1. Increase the amount of positive feedback that teachers give students. It is estimated the average high school student receives only 2 seconds of feedback per day;
2. Give students opportunities to re-submit work and improve on their marks using assessment autopsies;
3. Set up tutoring environments that are attractive to students, with snacks, individual attention, positive relationships, and comfortable physical surroundings;
4. Allot time for pleasure reading, and offer the choice of being read to or alone;
5. Ask your youth what's not working for them in school and help them to become advocates for change.



Educational Engagement By Resilience Group

Educational Engagement By Resilience Group



This graph shows Educational Engagement within each Resilience Group.

Your students:

- 27% are abundant
- 25% are moderate
- 17% are borderline
- 31% are depleted

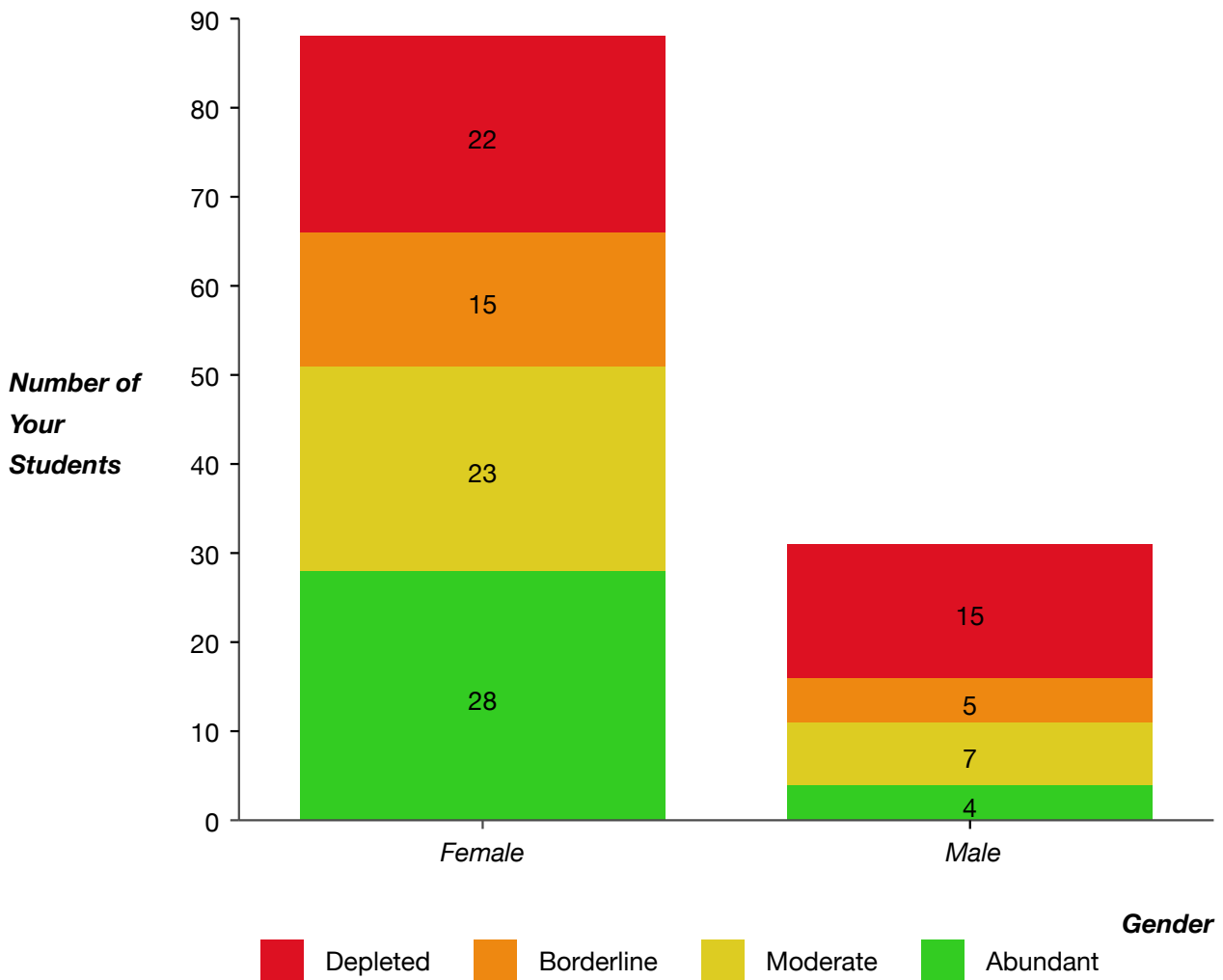
Comparison data:

- 22% are abundant
- 38% are moderate
- 21% are borderline
- 19% are depleted



Educational Engagement By Gender

Educational Engagement By Gender



This graph shows Educational Engagement by Gender in your cohort.

Your students:

Females:

- 32% are **abundant**
- 26% are **moderate**
- 17% are **borderline**
- 25% are **depleted**

Males:

- 13% are **abundant**
- 23% are **moderate**
- 16% are **borderline**
- 48% are **depleted**

Comparison data:

Females:

- 27% are abundant
- 39% are moderate
- 19% are borderline
- 15% are depleted

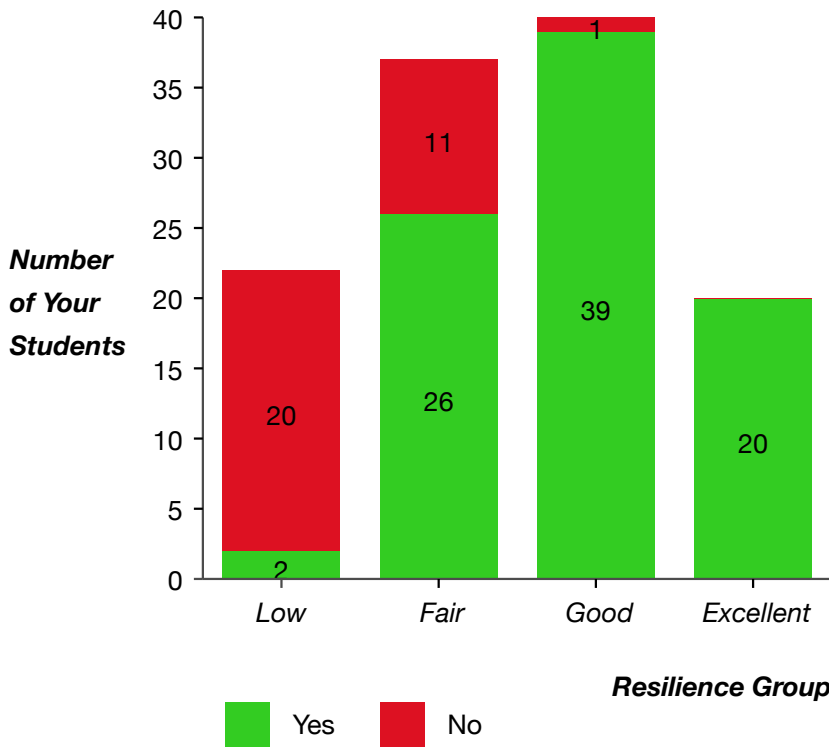
Males:

- 17% are abundant
- 36% are moderate
- 24% are borderline
- 23% are depleted



Educational Engagement: Learning

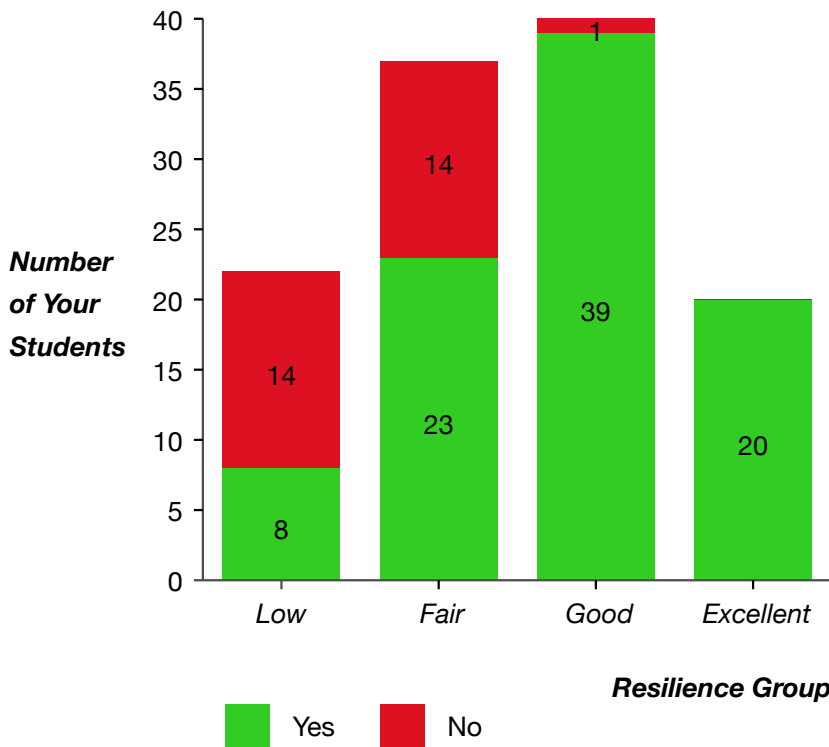
Motivated To Learn



73% of your students are motivated to learn.

Data	Yours	Comparison
Total	73%	81%
Females	76%	85%
Males	65%	77%

Engaged In Learning



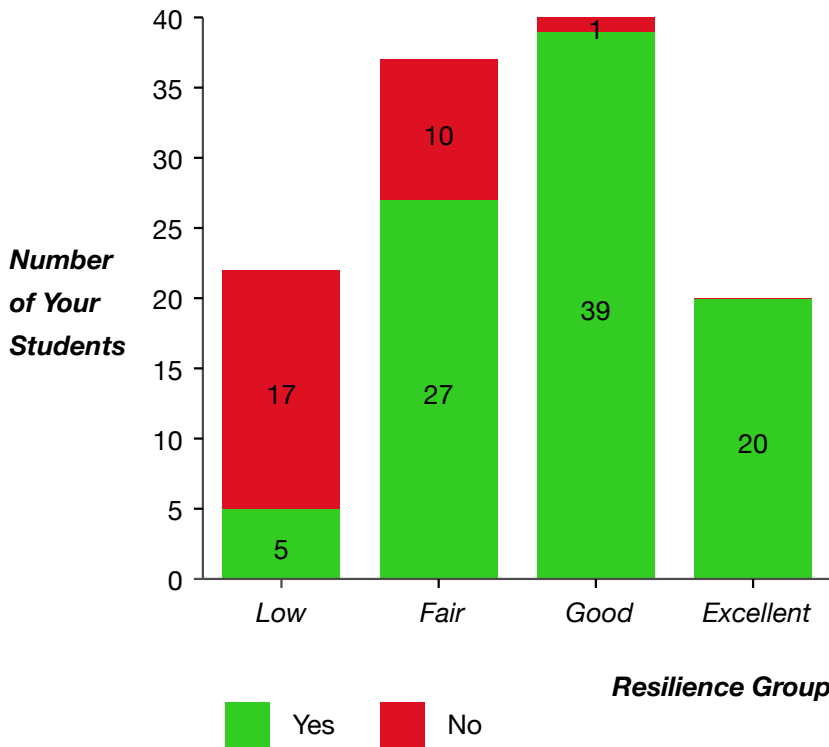
76% of your students are engaged in the learning process.

Data	Yours	Comparison
Total	76%	88%
Females	82%	90%
Males	58%	85%



Educational Engagement: Connected & Homework

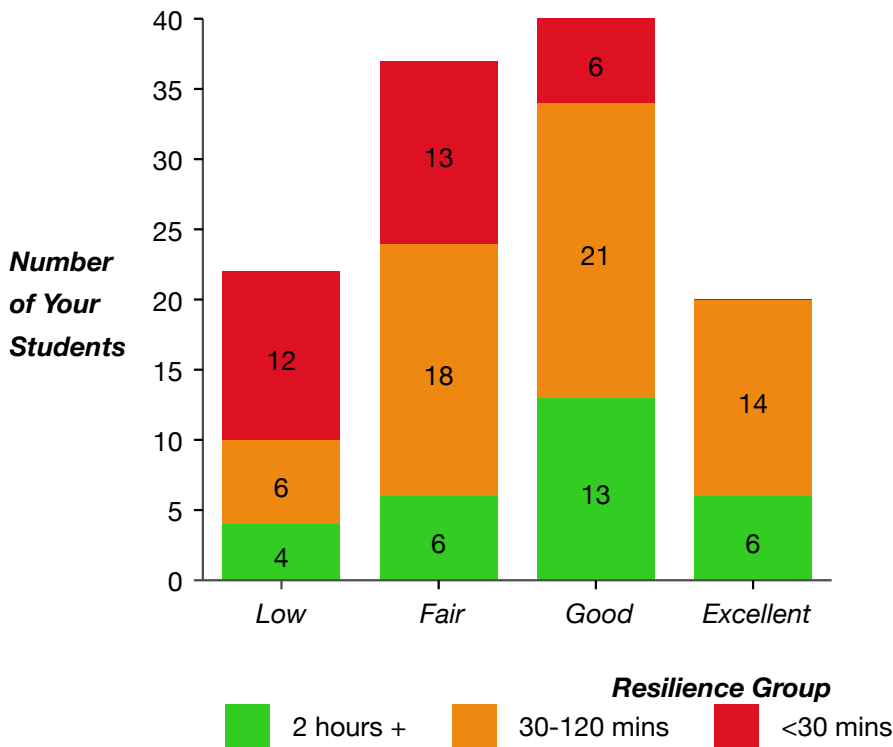
Connected To School



76% of your students feel connected to school.

Data	Yours	Comparison
Total	76%	85%
Females	80%	89%
Males	68%	82%

Homework *



24% of your students do more than 2 hours homework per night.

Data	Yours	Comparison
2 Hours +	24%	17%
30-120mins	50%	59%
< 30mins	26%	24%



Social Skills

The skills of creating great relationships requires an awareness of the range of your own emotions; the ability to understand how other people feel; the ability to calm ourselves down rather than blaming or acting out our upset on others; and being able to clarify your own values so that you know what sort of person you want to be and the sort of person you want other people to know you as.

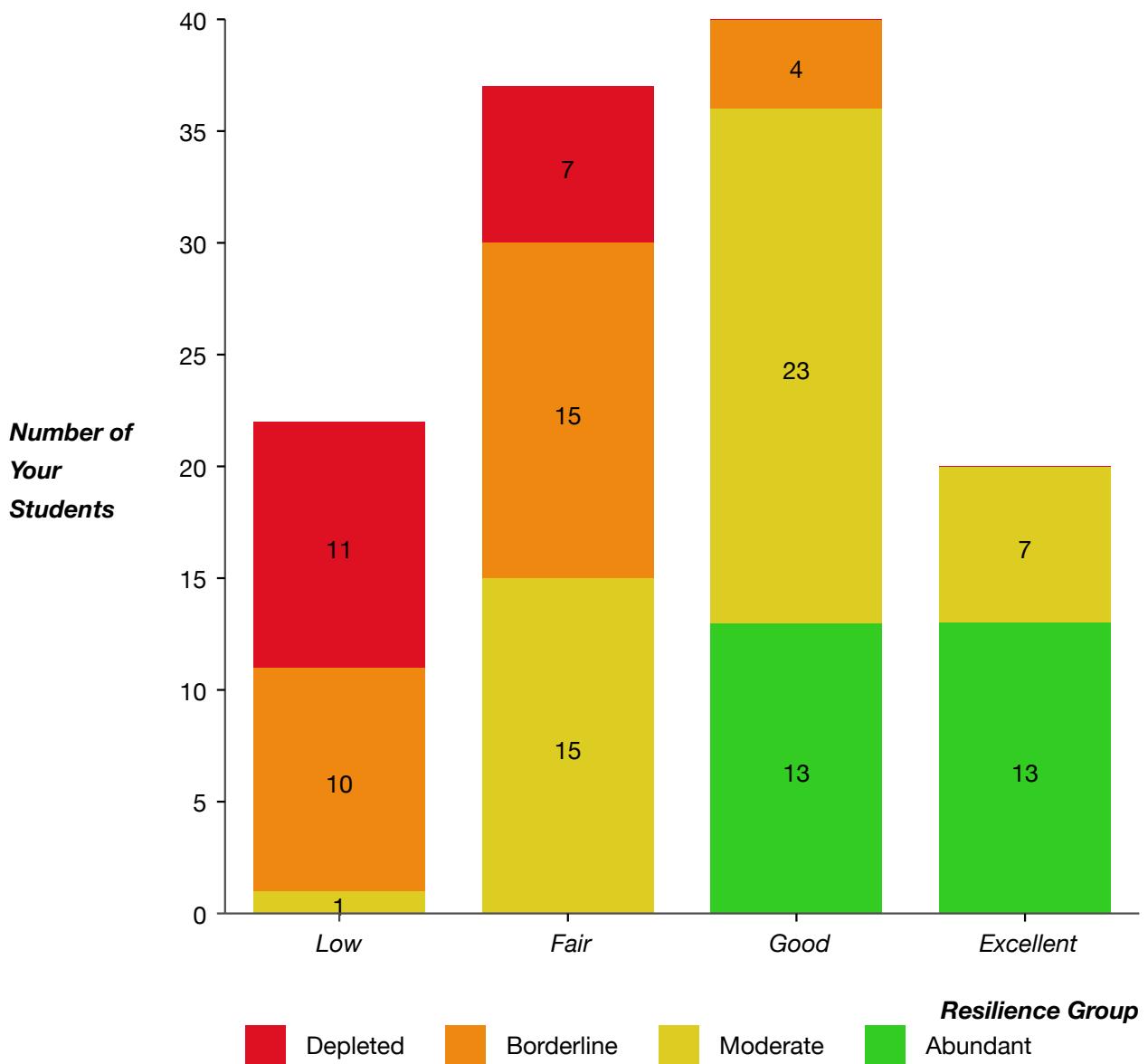
ACTION PLAN ideas to build SOCIAL SKILLS are:

1. Ask young people who are in conflict to brainstorm possible solutions together.
2. Hold a festival of friendship - share different ethnic foods, traditions, music, rituals.
3. Celebrate commonalities more than differences - introduce culturally diverse images in communications material and in posters and artwork.
4. Help students move beyond cliques - encourage them to work together in ways that go beyond friendship groups.
5. Ask students to find 10 things in common with 6 people they don't know well.



Social Skills By Resilience Group

Social Skills By Resilience Group



This graph shows Social Skills within each Resilience Group.

Your students:

- 22% are abundant
- 39% are moderate
- 24% are borderline
- 15% are depleted

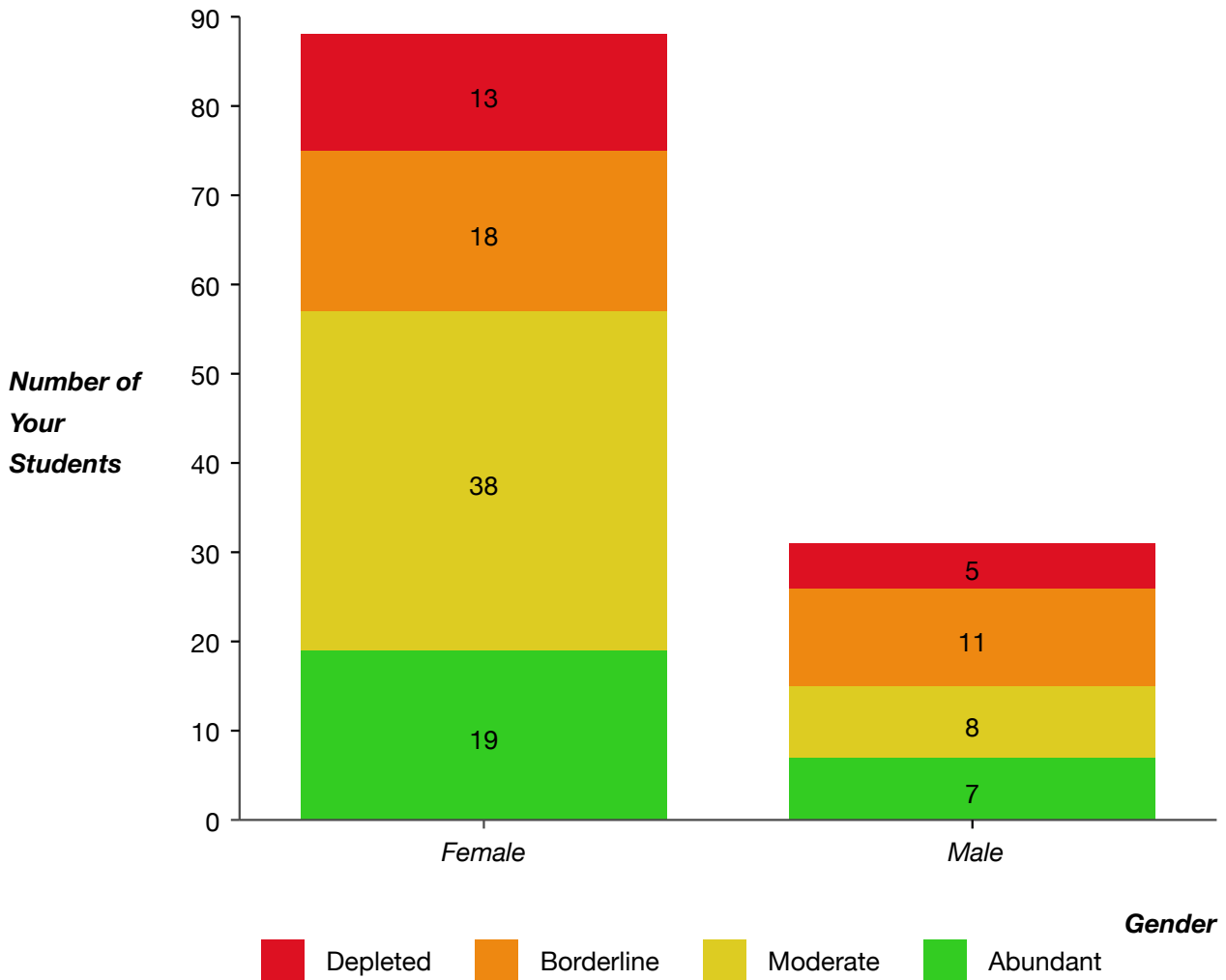
Comparison data:

- 21% are abundant
- 37% are moderate
- 29% are borderline
- 13% are depleted



Social Skills By Gender

Social Skills By Gender



This graph shows Social Skills by Gender in your cohort.

Your students:

Females:

- 22% are **abundant**
- 43% are **moderate**
- 20% are **borderline**
- 15% are **depleted**

Males:

- 23% are **abundant**
- 26% are **moderate**
- 35% are **borderline**
- 16% are **depleted**

Comparison data:

Females:

- 27% are abundant
- 38% are moderate
- 25% are borderline
- 10% are depleted

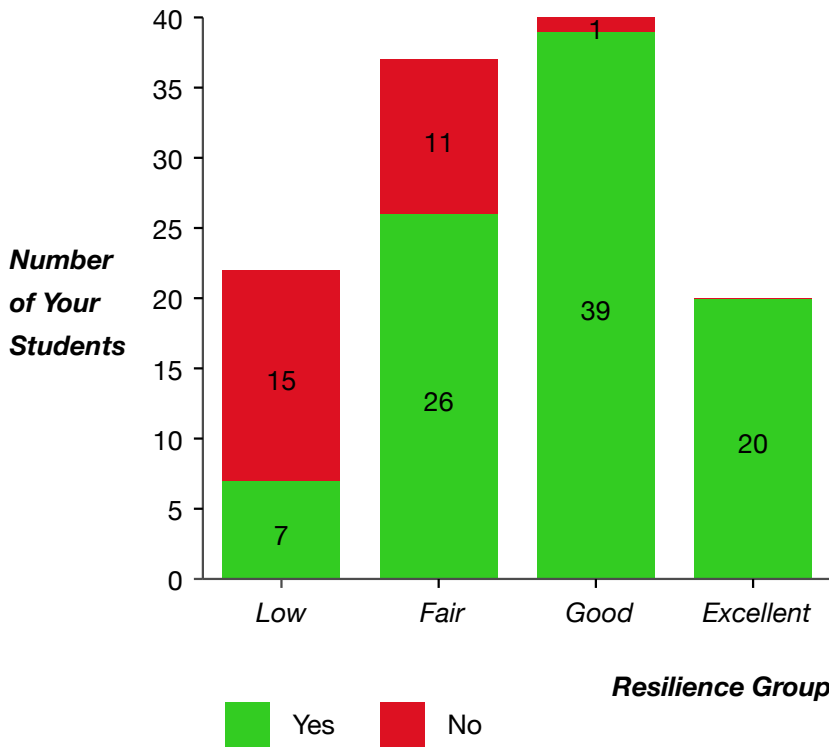
Males:

- 15% are abundant
- 37% are moderate
- 33% are borderline
- 15% are depleted



Social Skills: Decision Making & Interpersonal Skills

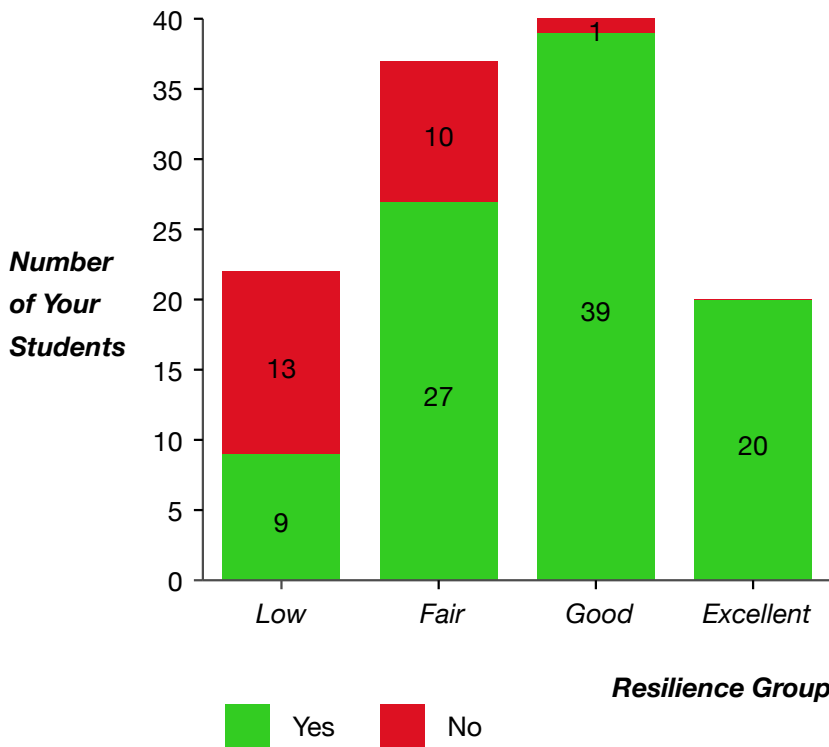
Decision Making Skills



77% of your students know how to plan ahead and make good choices.

Data	Yours	Comparison
Total	77%	78%
Females	80%	82%
Males	71%	75%

Interpersonal Skills



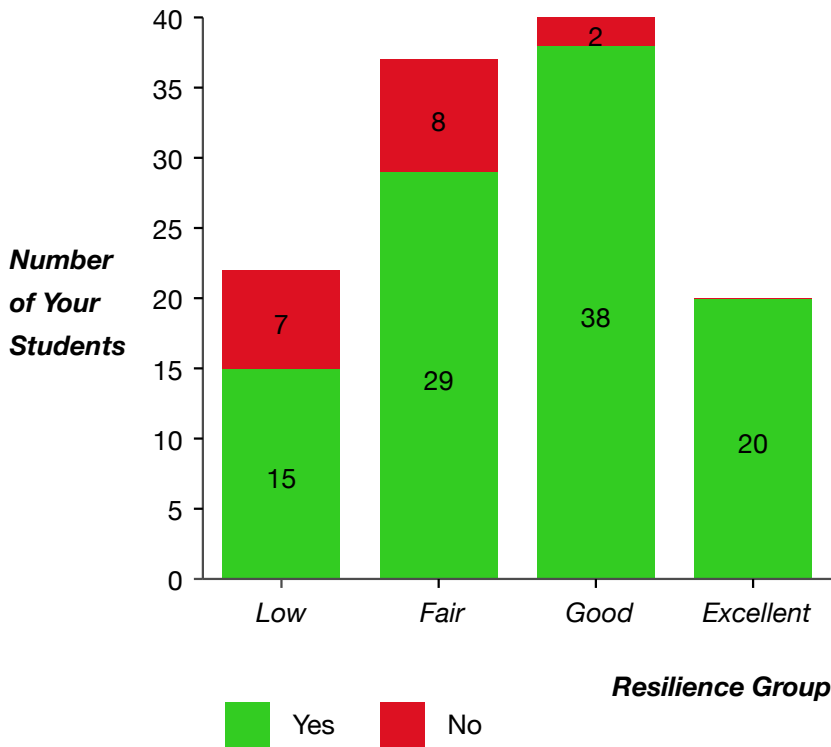
80% of your students have empathy, sensitivity & friendship skills.

Data	Yours	Comparison
Total	80%	83%
Females	77%	86%
Males	87%	79%



Social Skills: Values Diversity & Attitude to Violence

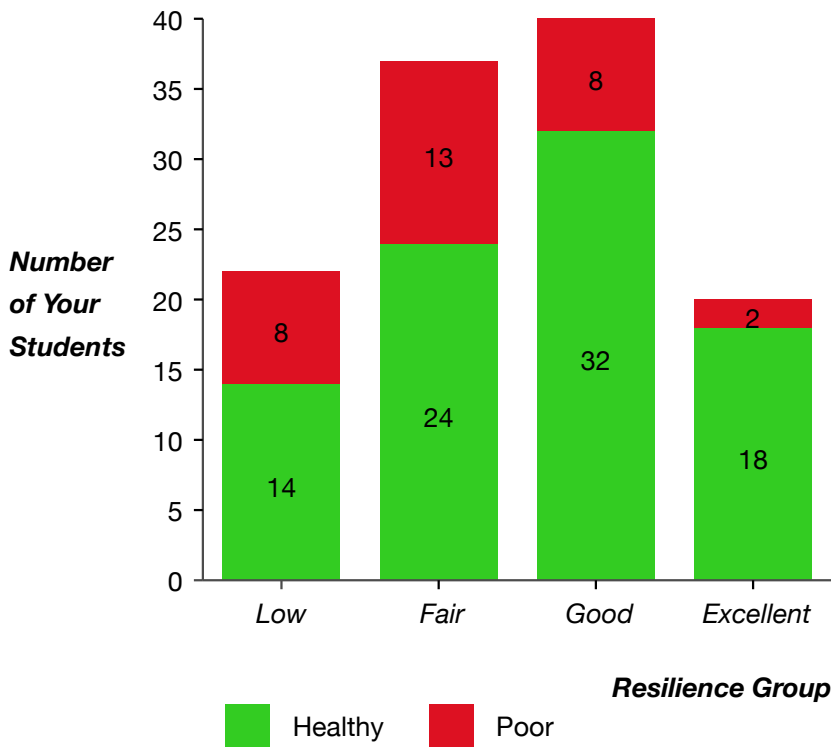
Values Diversity *



86% of your students accept people different from themselves.

Data	Yours	Comparison
Total	86%	91%
Females	88%	93%
Males	81%	89%

Attitude to Violence *



74% of your students have a healthy attitude towards violence.

26% of your students have a poor attitude towards violence.

Data	Yours	Comparison
Total	74%	77%
Females	76%	83%
Males	68%	71%



Positive Identity

"We are all works in progress, but clarifying the sort of person you want to be at a young age is a major advantage in life. Having a reasonably clear idea of who you are, who you want to be, gives you the chance to seek out opportunities, friendships and relationships that suit you and help you to flourish."

- Dr Andrew Wicking

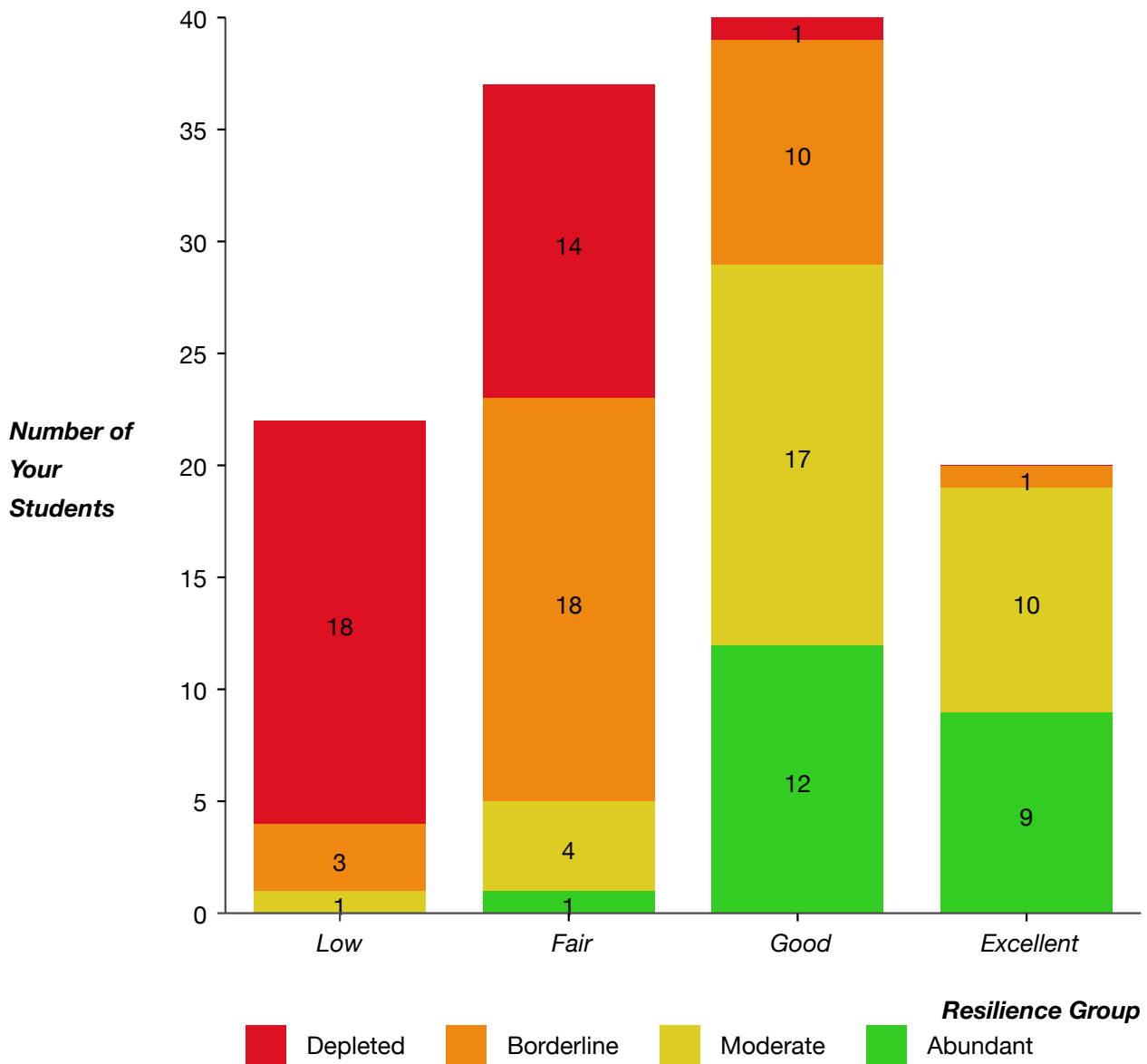
ACTION PLAN ideas to build POSITIVE IDENTITY are:

1. Have students design a personal identity crest, shield or tartan, for themselves or for the class.
2. Create a knowledge bank for each student around favourite likes and dislikes.
3. Enlarge student's vision of their future and life after school by inviting alumni to talk to students about their own successes and how they achieved them.
4. Use positive language to influence young people's perception of themselves.
5. Instruct and encourage young people to start a journal, dating every entry, perhaps including a Proud-of-Me list.



Positive Identity By Resilience Group

Positive Identity By Resilience Group



This graph shows Positive Identity within each Resilience Group.

Your students:

- 18%** are abundant
- 27%** are moderate
- 27%** are borderline
- 28%** are depleted

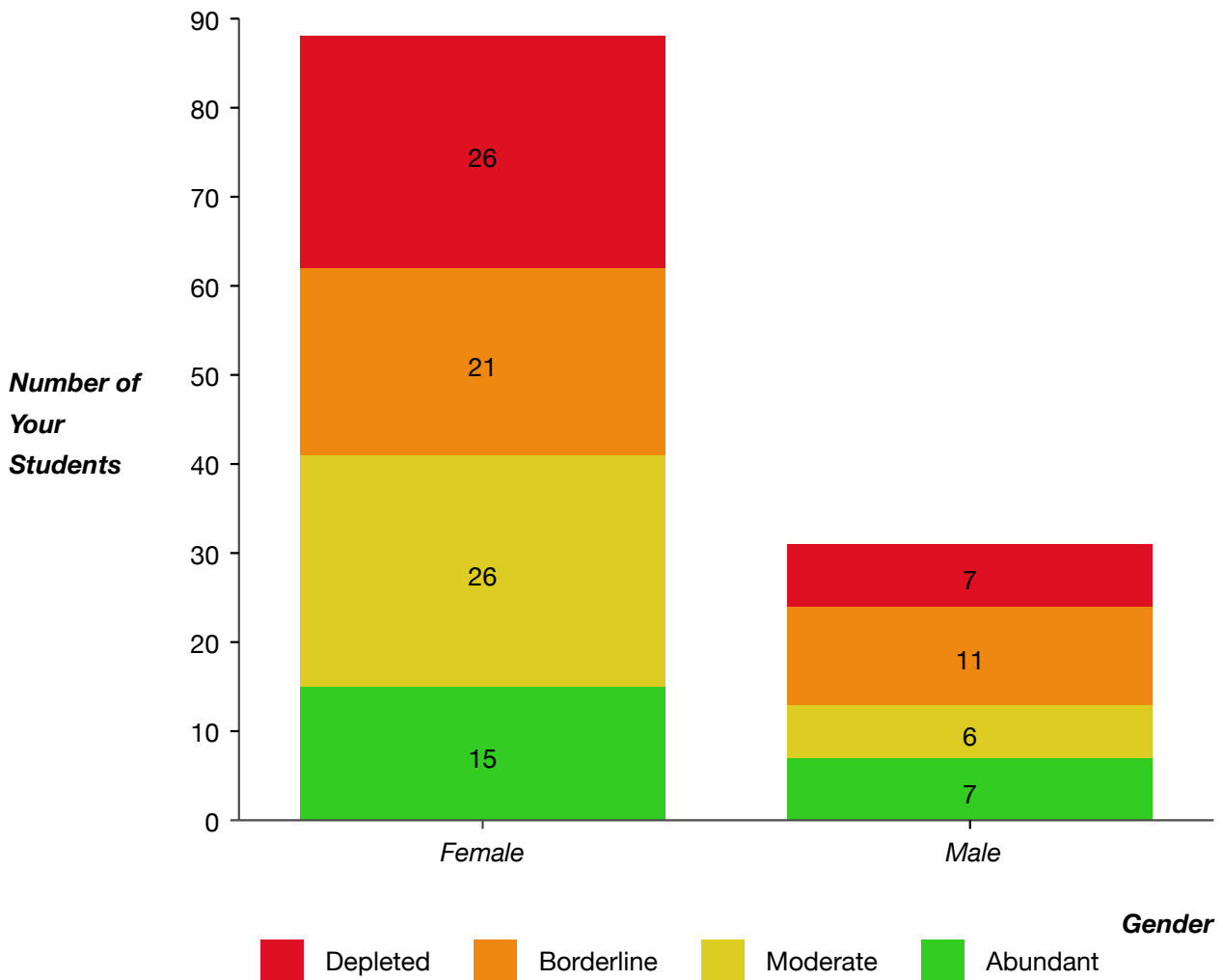
Comparison data:

- 16% are abundant
- 30% are moderate
- 30% are borderline
- 24% are depleted



Positive Identity By Gender

Positive Identity By Gender



This graph shows Positive Identity by Gender in your cohort.

Your students:

Females:

- 17% are abundant
- 29% are moderate
- 24% are borderline
- 30% are depleted

Males:

- 23% are abundant
- 19% are moderate
- 35% are borderline
- 23% are depleted

Comparison data:

Females:

- 16% are abundant
- 28% are moderate
- 29% are borderline
- 27% are depleted

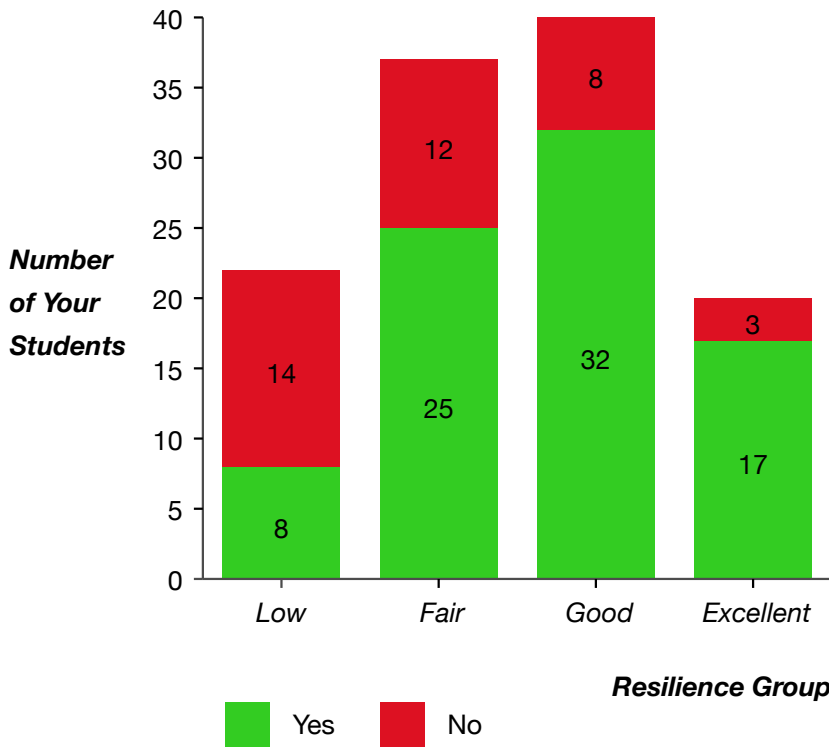
Males:

- 16% are abundant
- 31% are moderate
- 31% are borderline
- 22% are depleted



Positive Identity: Personal Power and Purpose

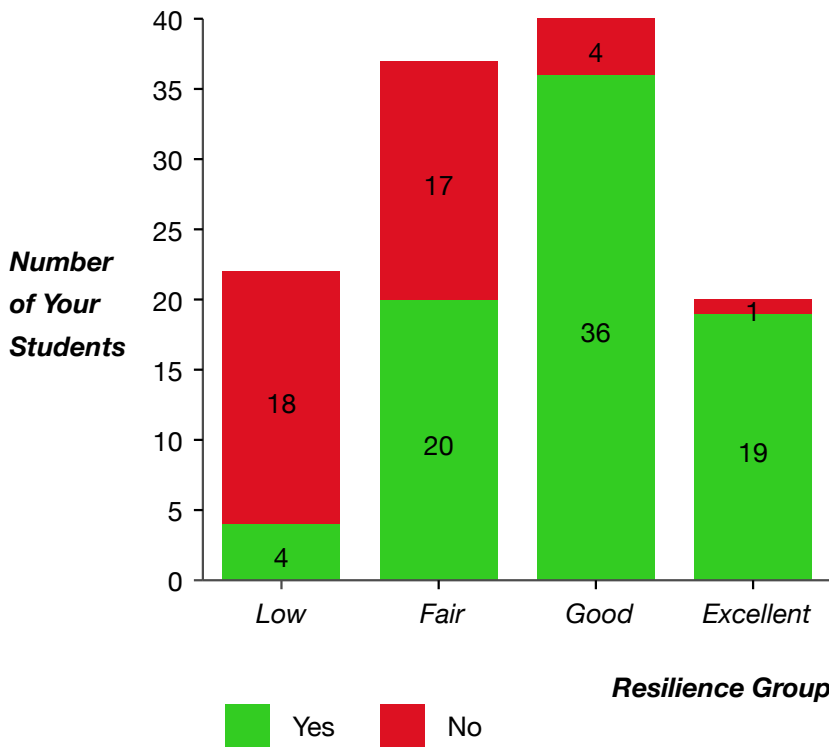
Feel Good About Me



69% of your students feel good about themselves.

Data	Yours	Comparison
Total	69%	68%
Females	64%	62%
Males	84%	73%

Sense Of Purpose



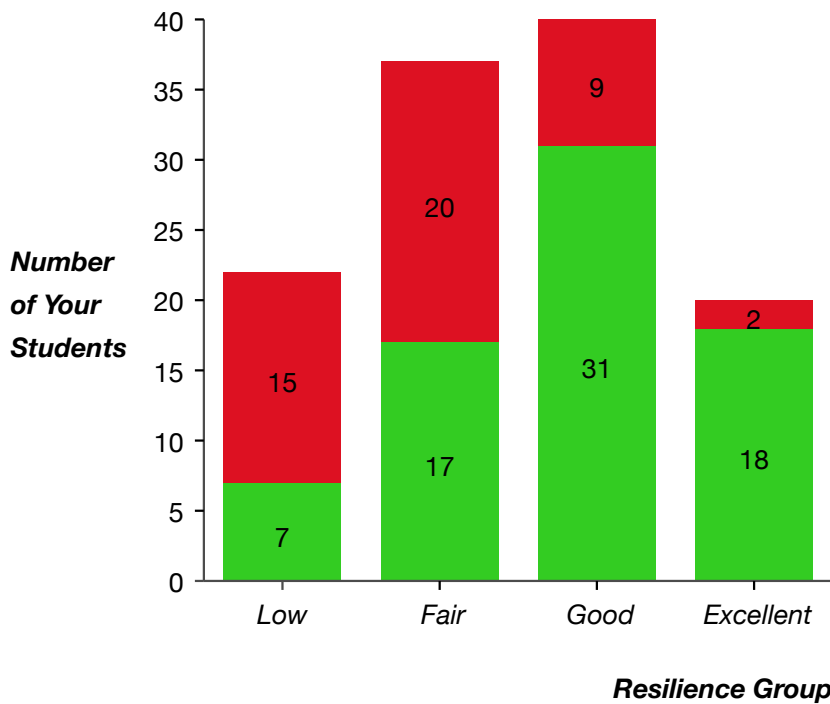
66% of your students feel that they are developing a sense of purpose in life.

Data	Yours	Comparison
Total	66%	72%
Females	69%	71%
Males	58%	73%



Positive Identity: Feel Good About the Future

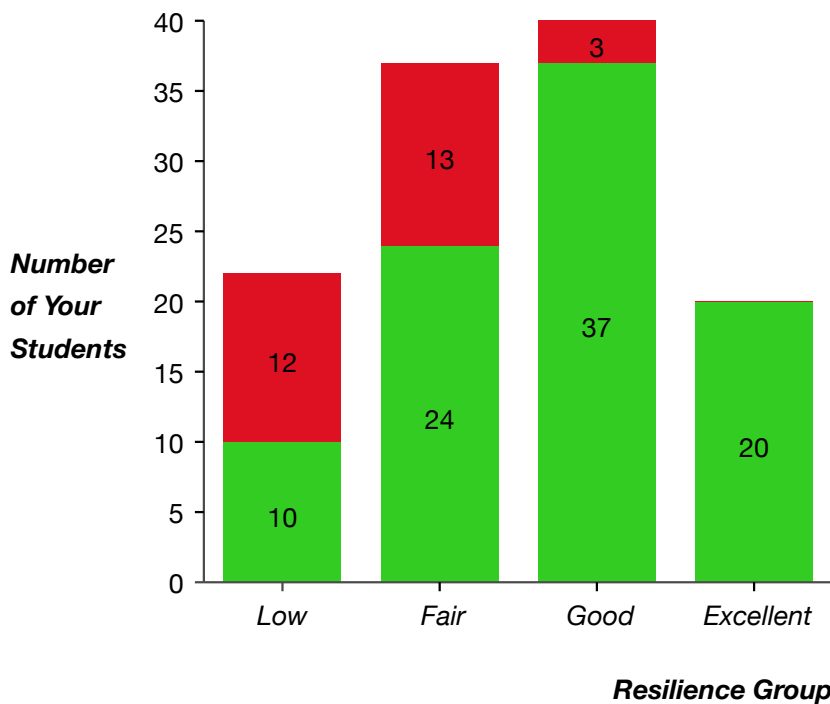
I Feel In Control Of My Life



61% of your students feel in control of their lives.

Data	Yours	Comparison
Total	61%	68%
Females	56%	65%
Males	77%	71%

I Feel Good About My Future



76% of your students feel optimistic about their future.

Data	Yours	Comparison
Total	76%	73%
Females	74%	71%
Males	84%	75%



Positive Values

Our opinions and attitudes about particular events may change according to circumstances. Our values are relatively unchanging aspects of positions we take about the world and about how we see ourselves.

Values help us to think more deeply about who we are and how we live up to our own standards. Resilience is about recognising and taking responsibility for fixing disturbed relationships. In this way, the key values of trust, forgiveness, honesty and optimism and compassion, are significant for determining the quality of our relationships.

As young people grow up their values will form the moral centre of their life.

"Values guide our actions and help us to define who we are and what we stand for. Values play a powerful role in our reputation and relationships."

- Dr Andrew Wicking

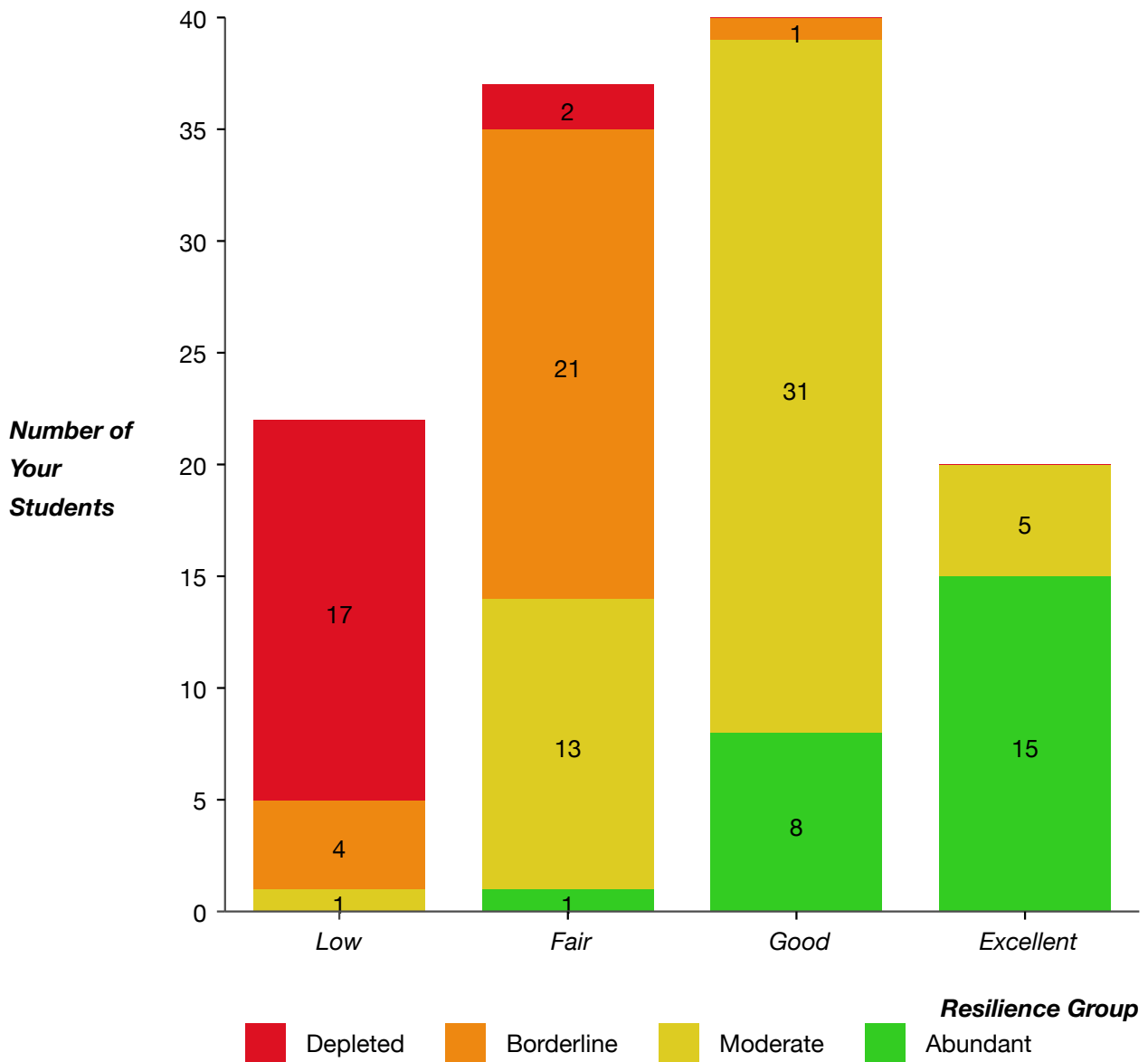
ACTION PLAN ideas to build POSITIVE VALUES are:

1. Discuss why we all have values (even those of us who don't think we do);
2. Use workbooks or games to help young people think about and identify their personal values. Try to define some central important values for life;
3. Provide opportunities through community service projects for students to practice values like kindness, forgiveness and compassion;
4. Encourage responsibility and caring by asking youth to mentor, help or befriend other youth;
5. Commit your organisation to promoting positive values in your internal and external communications materials.



Positive Values By Resilience Group

Positive Values By Resilience Group



This graph shows Positive Values within each Resilience Group.

Your students:

- 20% are abundant
- 42% are moderate
- 22% are borderline
- 16% are depleted

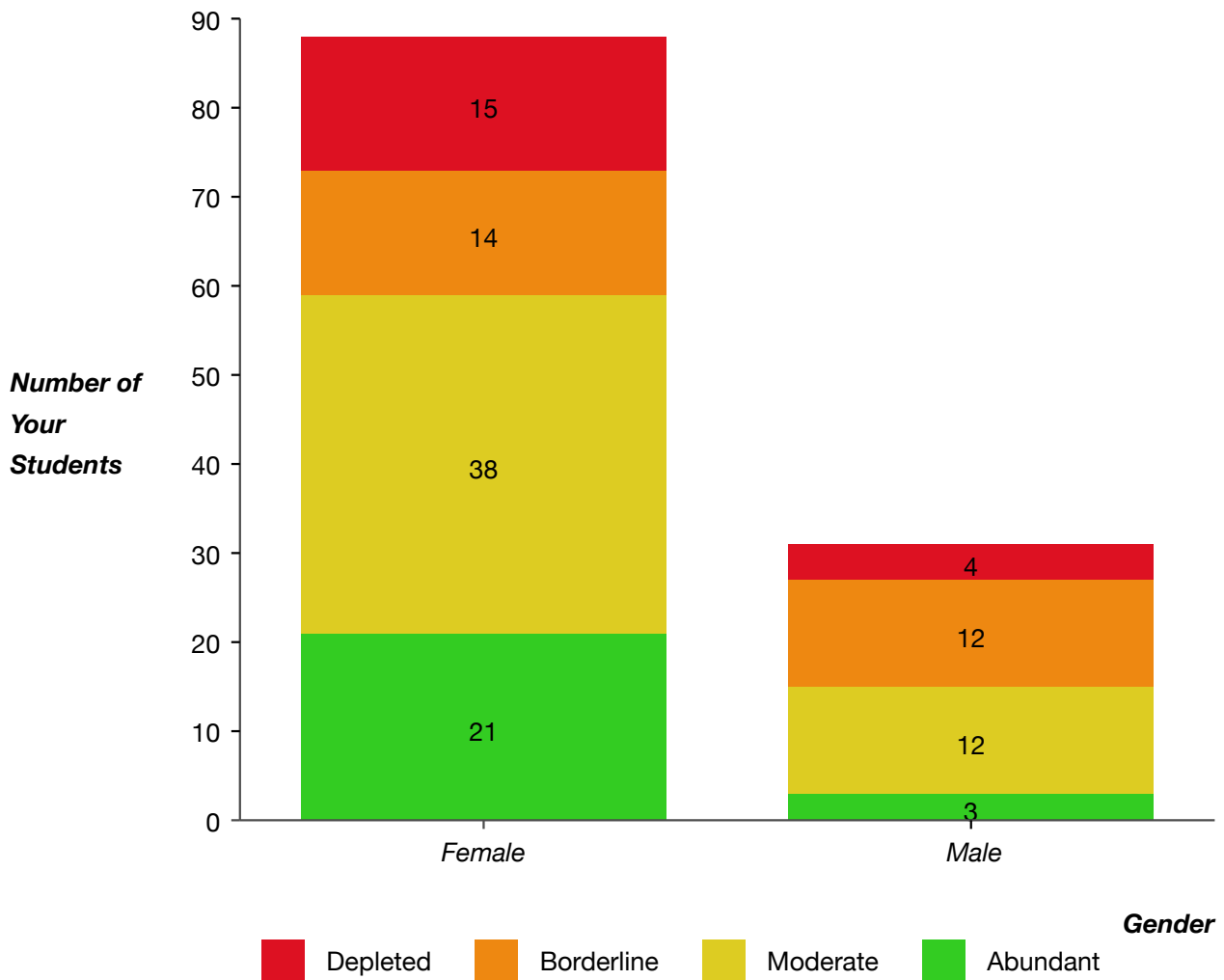
Comparison data:

- 13% are abundant
- 41% are moderate
- 31% are borderline
- 15% are depleted



Positive Values By Gender

Positive Values By Gender



This graph shows Positive Values by Gender in your cohort.

Your students:

Females:

- 24%** are **abundant**
- 43%** are **moderate**
- 16%** are **borderline**
- 17%** are **depleted**

Males:

- 10%** are **abundant**
- 38%** are **moderate**
- 39%** are **borderline**
- 13%** are **depleted**

Comparison data:

Females:

- 16% are abundant
- 44% are moderate
- 28% are borderline
- 12% are depleted

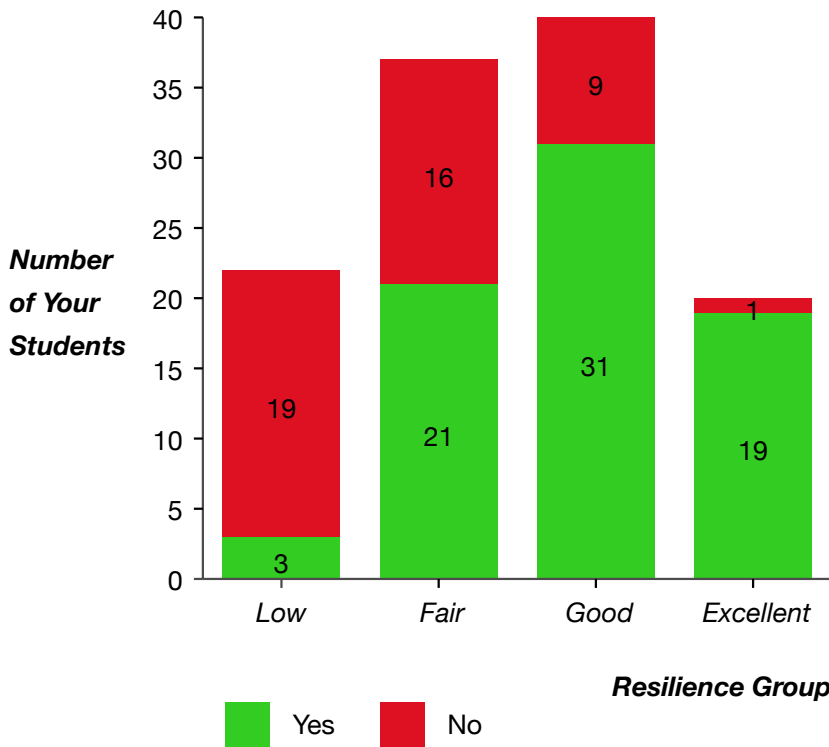
Males:

- 10% are abundant
- 36% are moderate
- 35% are borderline
- 19% are depleted



Positive Values: Trust

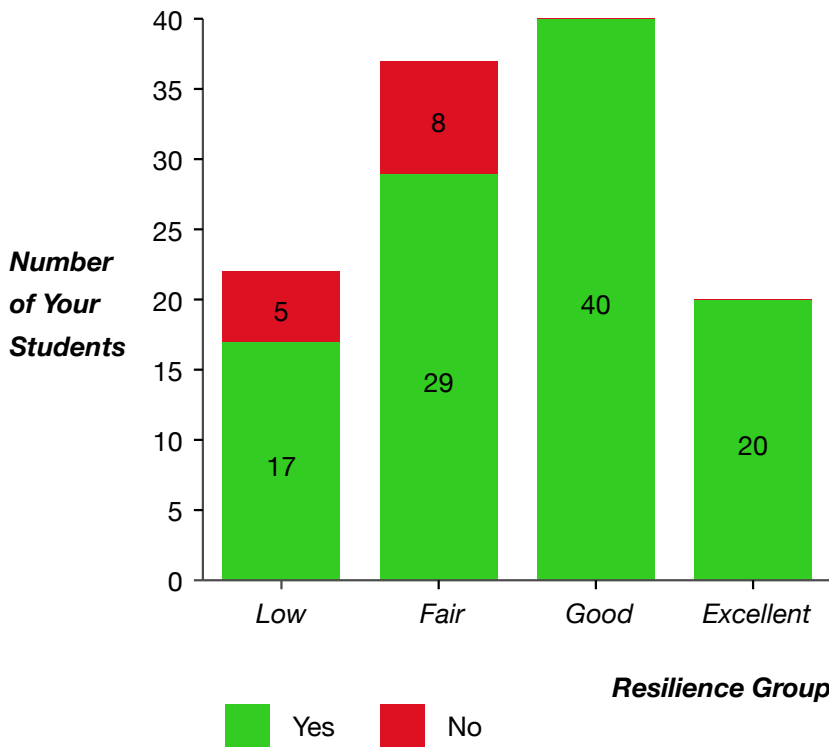
Trusting Others *



62% of your students are able to trust others.

Data	Yours	Comparison
Total	62%	63%
Females	60%	62%
Males	68%	64%

Being Trustworthy *



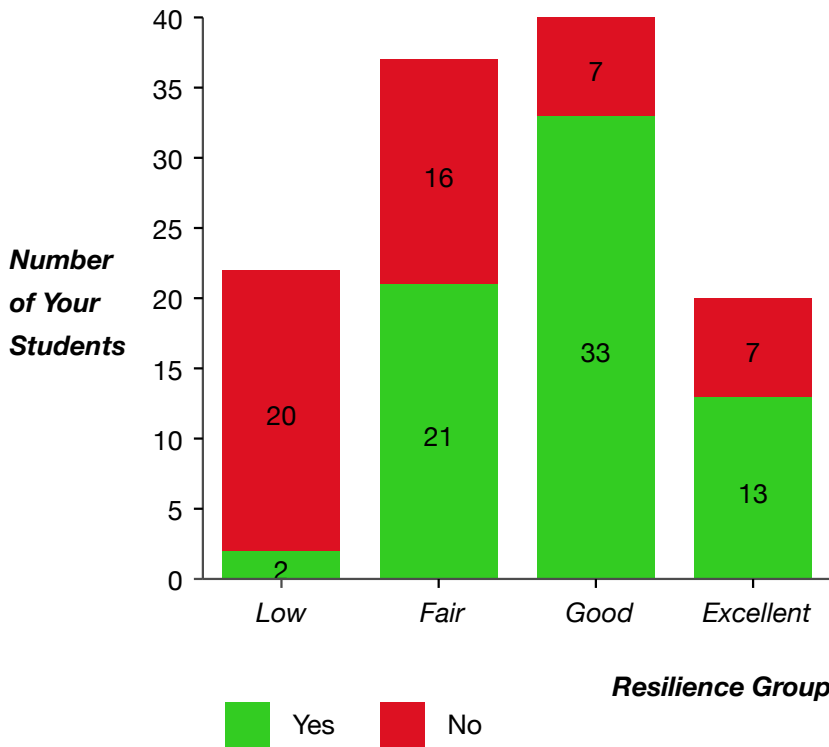
89% of your students consider themselves trustworthy.

Data	Yours	Comparison
Total	89%	78%
Females	94%	82%
Males	74%	75%



Positive Values: Forgiveness

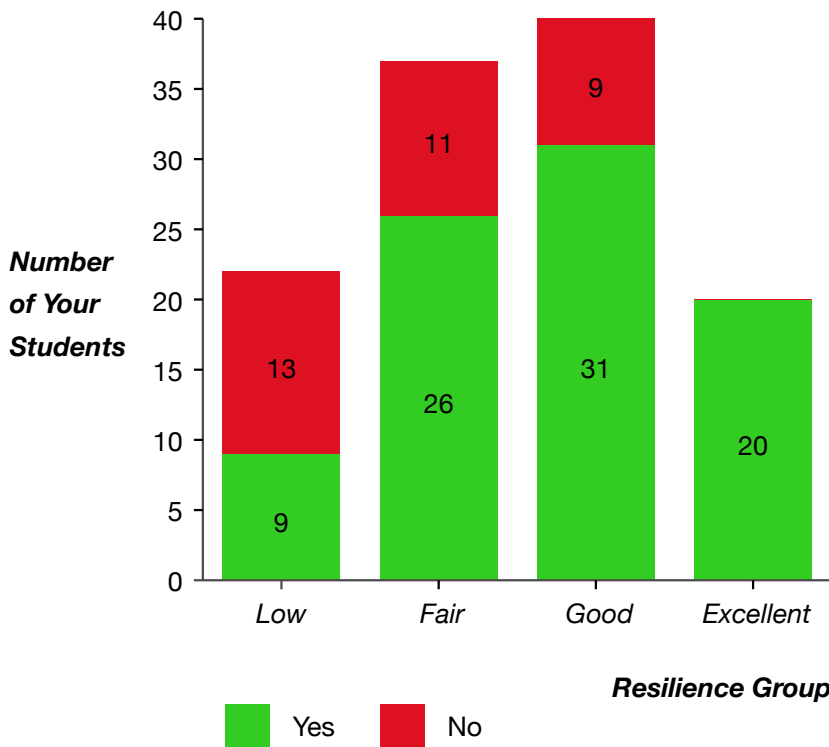
Forgiving Others *



58% of your students are able to forgive others.

Data	Yours	Comparison
Total	58%	55%
Females	62%	57%
Males	45%	52%

Forgiving Yourself *



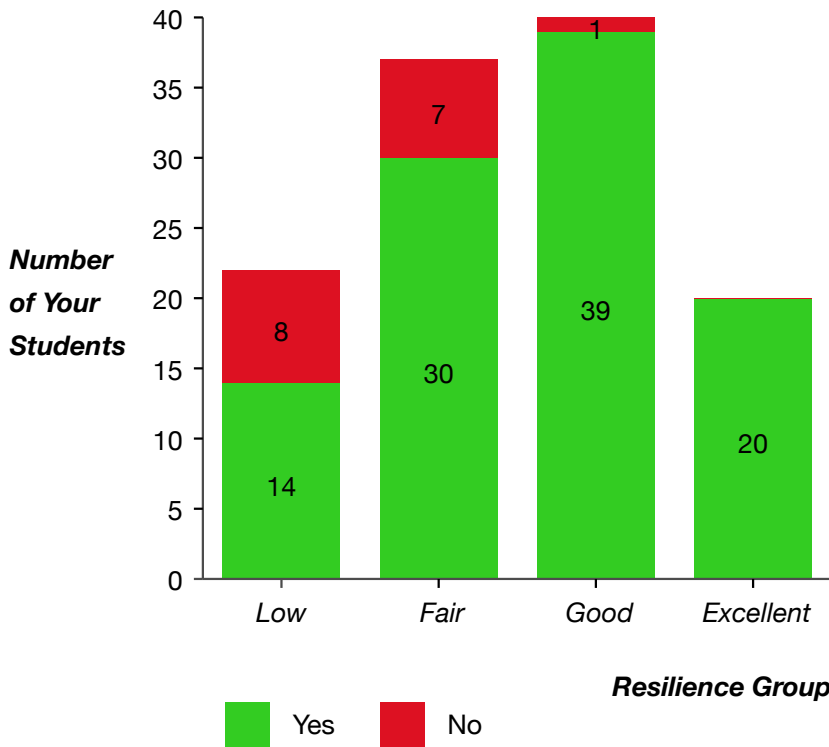
72% of your students are able to forgive themselves.

Data	Yours	Comparison
Total	72%	58%
Females	72%	58%
Males	74%	59%



Positive Values: Honesty

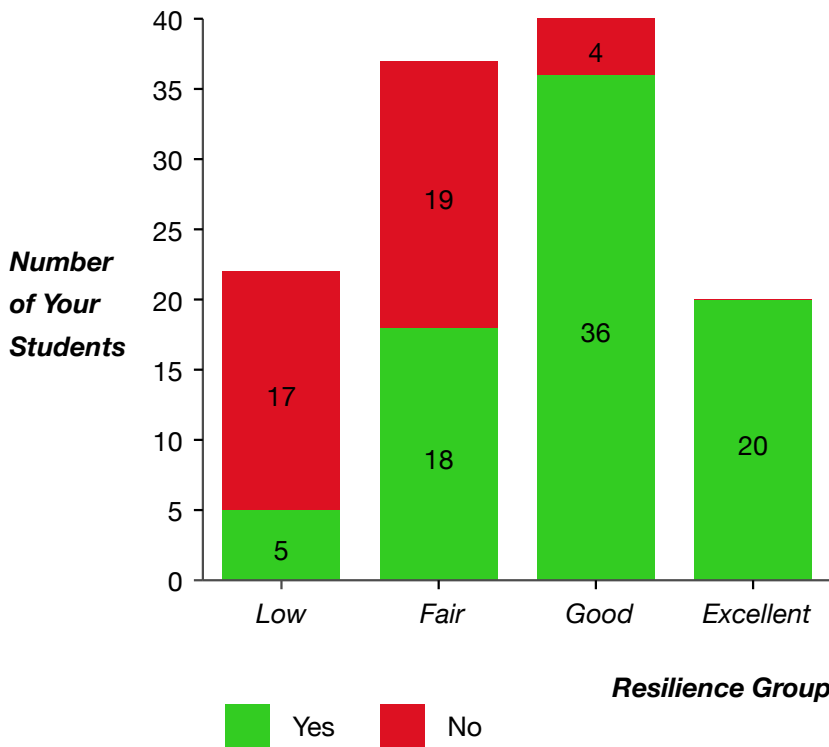
I Take Responsibility



87% of your students take responsibility for their actions.

Data	Yours	Comparison
Total	87%	83%
Females	89%	86%
Males	81%	81%

I Tell The Truth



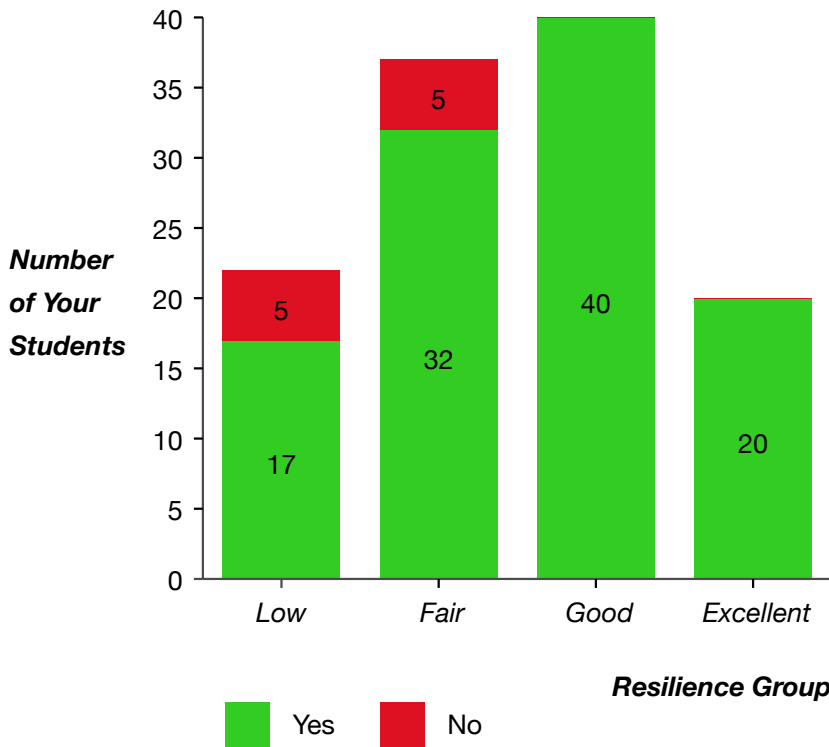
66% of your students tell the truth even when it is not easy.

Data	Yours	Comparison
Total	66%	68%
Females	70%	71%
Males	55%	64%



Positive Values: Compassion

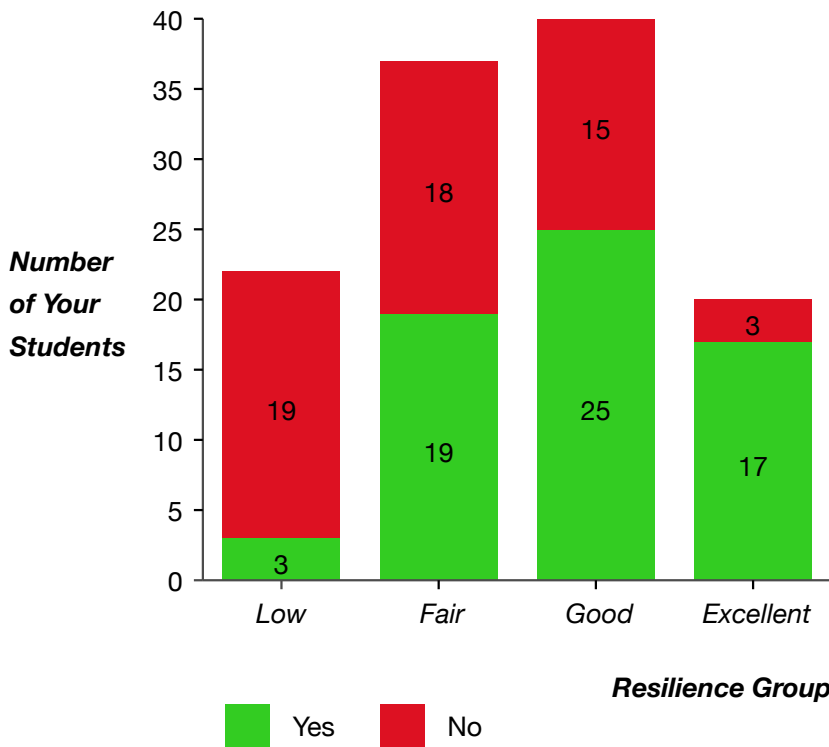
I Help Others



92% of your students think it is important to help other people.

Data	Yours	Comparison
Total	92%	90%
Females	93%	92%
Males	87%	87%

Help Solve Social Problems



54% of your students are trying to solve social problems.

Data	Yours	Comparison
Total	54%	54%
Females	59%	58%
Males	39%	49%

Appendix: Survey Questions

This Year Level report presents your student responses to the Resilience Survey for each of the 10 Resilience domains measured.

Each domain is a lense into the Resilience of your student group.

The 10 domains taken together present a 360-degree view of your student's Resilience.

Each domain is a construct measured by a number of questions, as presented in the following table.

Questions may be repeated across domains.

1) EMPOWERMENT DOMAIN - DEVELOPMENTAL ASSETS PROFILE (DAP)

- I feel safe and secure at home.
- I feel valued and appreciated by others.
- I feel safe at school.
- I am included in family tasks and decisions.
- I am given useful roles and responsibilities.
- I have a safe neighbourhood.

2) BELONGING DOMAIN (DAP) - SCHOOL BELONGING

- I care about school.
- I do my homework.
- I enjoy learning.
- I feel safe at school.
- I am actively engaged in learning new things.
- I am eager to do well in school and other activities.
- I have a school that gives students clear rules.
- I have a school that cares about kids and encourages them.
- I have teachers who urge me to develop and achieve.
- I have a school that enforces rules fairly.

3) BOUNDARIES AND EXPECTATIONS DOMAIN (DAP)

- I have friends who set good examples for me.
- I have a school that gives students clear rules.
- I have adults who are good role models for me.
- I have teachers who urge me to develop achieve.
- I have a family that provides me with clear rules.
- I have parents who urge me to do well in school.
- I have neighbours who help watch out for me.
- I have a school that enforces rules fairly.
- I have a family that knows where I am and what I am doing.

Appendix: Survey Questions

4) ADULT SUPPORT DOMAIN (DAP)

- I seek advice from my parents.
- I have parent(s) who try to help me succeed.
- I have good neighbours who care about me.
- I have a school that cares about kids and encourages them.
- I have support from adults other than my parents.
- I have a family that gives me love and support.
- I have parent(s) who are good at talking with me about things.

5) HOPE DOMAIN - CHILDRENS HOPE SCALE (CHS)

- 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.

6) HEALTHY MIND - GENERAL HEALTH QUESTIONNAIRE (GHQ-12)

- Have you been able to concentrate on whatever you're doing?
- Have you lost much sleep over worry?
- Have you felt that you are playing a useful part in things?
- Have you felt capable of making decisions about things?
- Have you felt constantly under strain?
- Have you felt you couldn't overcome your difficulties?
- Have you been able to enjoy your normal day-to-day activities
- Have you been able to face up to your problems?
- Have you been feeling unhappy and depressed?
- Have you been losing confidence in yourself?
- Have you been thinking of yourself as a worthless person?
- Have you been feeling reasonably happy, all things considered?

7) EDUCATIONAL ENGAGEMENT (DAP)

- I enjoy reading or being read to.
- I care about school.
- I do my homework.
- I enjoy learning.
- I am actively engaged in learning new things.
- I am encouraged to try things that might be good for me.
- I am eager to do well in school and other activities.

Appendix: Survey Questions

8) SOCIAL SKILLS DOMAIN (DAP)

- I avoid things that are dangerous or unhealthy.
- I build friendships with other people.
- I express my feelings in proper ways.
- I plan ahead and make good choices.
- I resist bad influences.
- I resolve conflicts without anyone getting hurt.
- I accept people who are different from me.
- I am sensitive to the needs and feelings of others.

9) POSITIVE IDENTITY (DAP)

- I feel in control of my life and future.
- I feel good about myself.
- I feel good about my future.
- I deal with frustration in positive ways.
- I overcome challenges in positive ways.
- I am developing a sense of purpose in my life.

10) POSITIVE VALUES DOMAIN (DAP)

- I stand up for what I believe in.
- I stay away from tobacco, alcohol, and other drugs.
- I think it is important to help other people.
- I take responsibility for what I do.
- I tell the truth even when it is not easy.
- I am helping to make my community a better place.
- I am developing good health habits.
- I am encouraged to help others.
- I am trying to help solve social problems.
- I am developing respect for other people.
- I am serving others in my community.

Both the DAP and GHQ-12 use a 4-point Likert scale and the CHS uses a 6-point scale.

School, Family, Community and Social Belonging is each a construct comprised of items from across the 8 DAP domains.

The 'Attitude to Violence' item on page 62 is a construct comprised of 2 questions: 1. During the last 12 months, how many times have you physically threatened to hurt someone? 2. During the last 12 months, how many times have you carried a knife or weapon to protect yourself.

Thank you!

Now that you have your data, you are ready to start creating more resilient learners.

To help with taking next steps we offer Data Insights and Planning workshops.

To find out more, check out our website www.resilientyouth.org.au, or contact us at

helpdesk@resilientyouth.org.au

