



Moreland Region (3-6) Executive Summary Report

9 May 2018

This report compares results across these year levels:

- Year 3 (26 females, 20 males)
- Year 4 (91 females, 106 males)
- Year 5 (175 females, 190 males)
- Year 6 (164 females, 171 males)

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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All report formats are superseded by the current report format.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.**

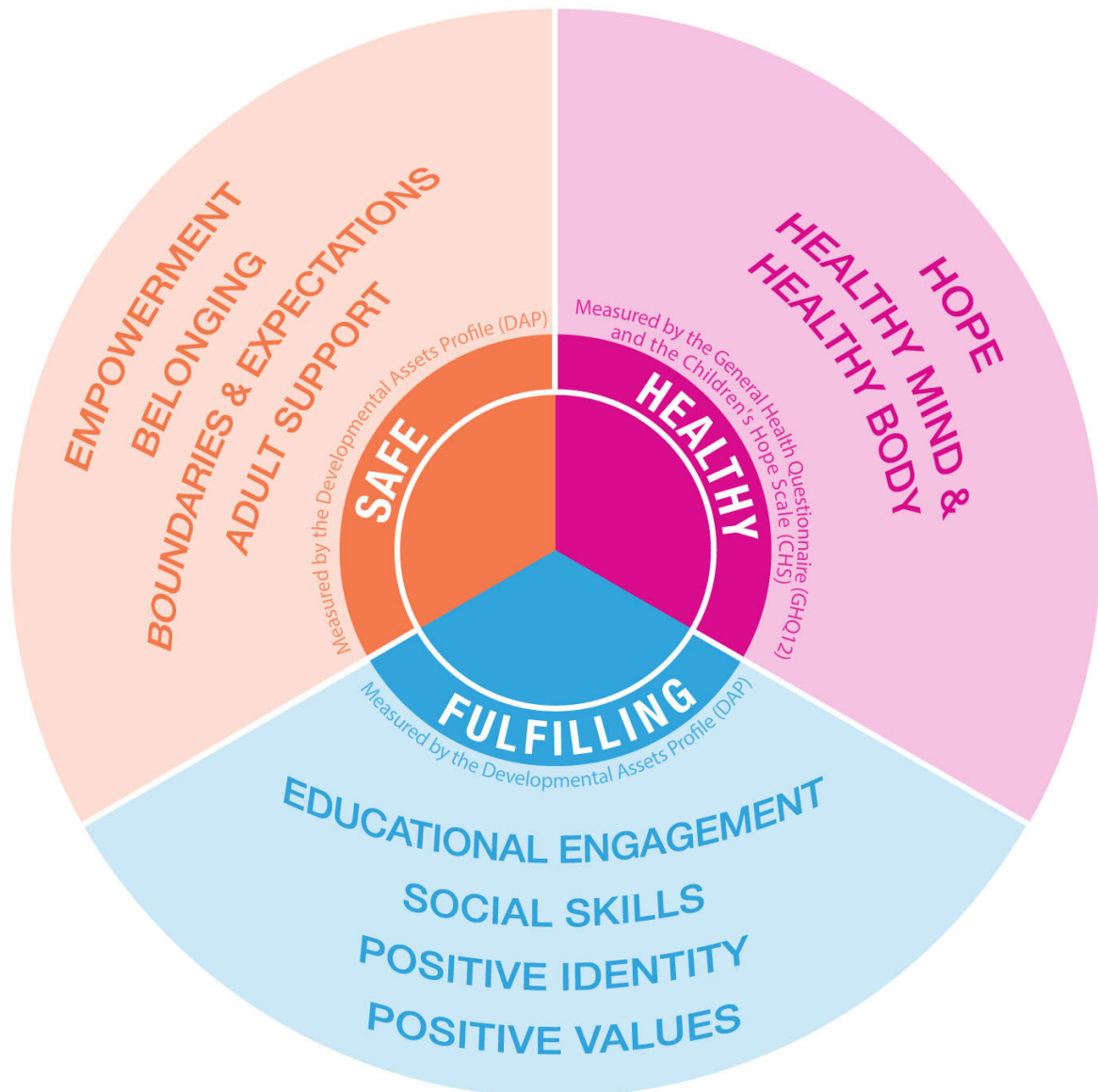
This **Executive Summary Report** presents your school-wide results in cross-sectional and longitudinal format, across each of the 10 resilience domains measured.

Use this report to identify school-wide trends across grade, year and gender.

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 Executive Summary Report

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

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

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

The Resilience data is presented for each of 10 domains, for each year surveyed, and for female and male students.

These 10 domains are presented on 10 separate pages beginning at page 6. The larger graphs present the overall result for each of these 10 domains. These graphs represent a construct: that is, a composite picture of responses to a number of questions.

These larger graphs show the percentage of your students with Moderate and Abundant levels of Resilience for each of the 10 domains presented. Those students not represented have Borderline or Depleted levels of Empowerment.

Appendix 1 tables the plot points for each of these 10 domain graphs.

The smaller graphs on each page feature responses to specific questions. The questions represented are presented by domain, for each of the 10 domains. These responses are NOT constructs, and differ from the responses presented on the larger graphs. The larger graphs and the smaller graphs are not directly comparable. Here, the response of the student is taken to mean they have (YES) or don't have (NO) the presence of the item being measured.

Items marked with an asterisk * do not form part of the domain construct in which they are presented, but are related to that domain.

Appendix 2 presents survey questions that relate to each of the 10 domains presented in this report.

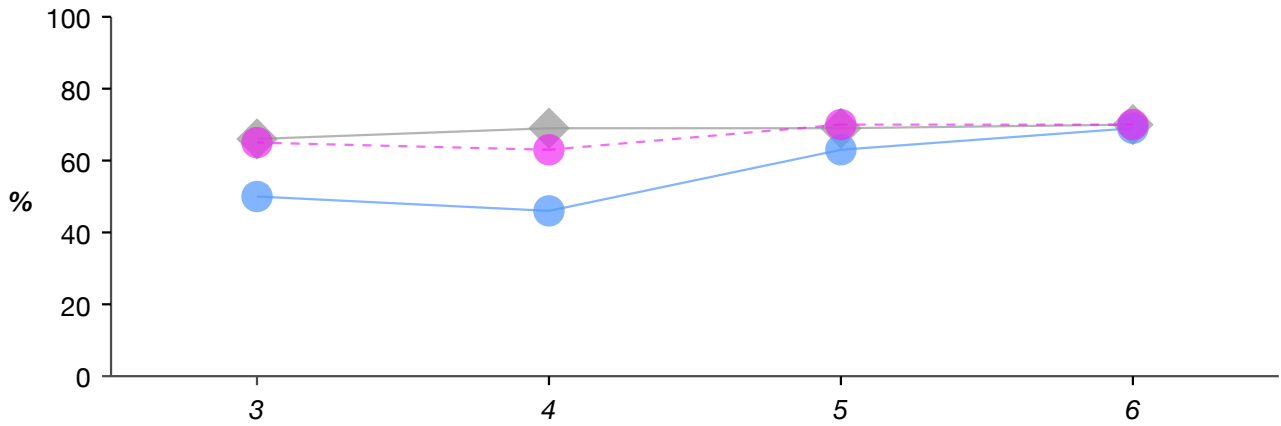
Please note:

- For the Belonging Domain we present data for School Belonging only. For Family Belonging, Community Belonging and Social Belonging, please refer to your year level reports.
- For the Healthy Mind and Healthy Body Domain we present Healthy Mind only. This is a picture of your student's mental health, as measured by GHQ12. For other aspects of Healthy Body Domain please refer to your year level reports.

Graph key:  females  males  comparison (male + female)

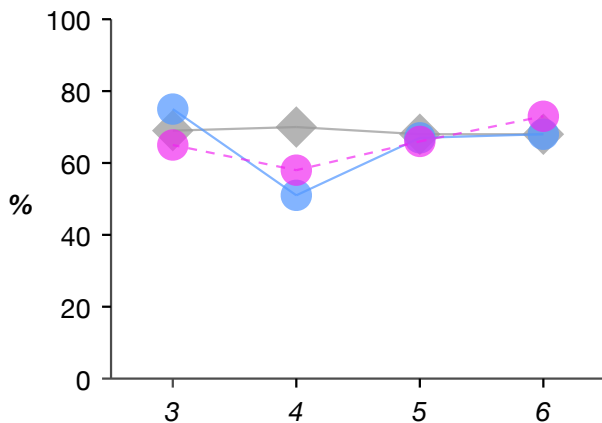
Empowerment

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.



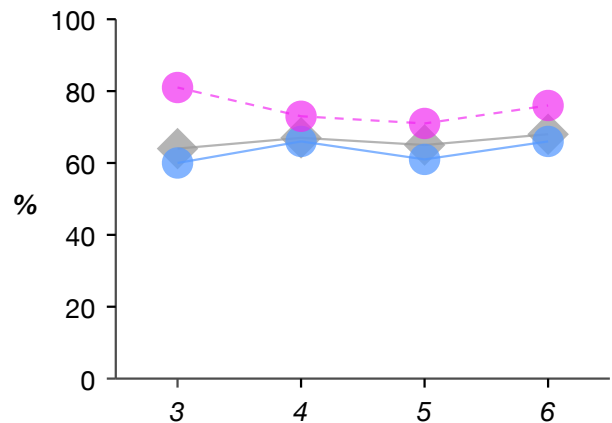
Moderate/Abundant - by Year Level

Feeling Valued & Appreciated



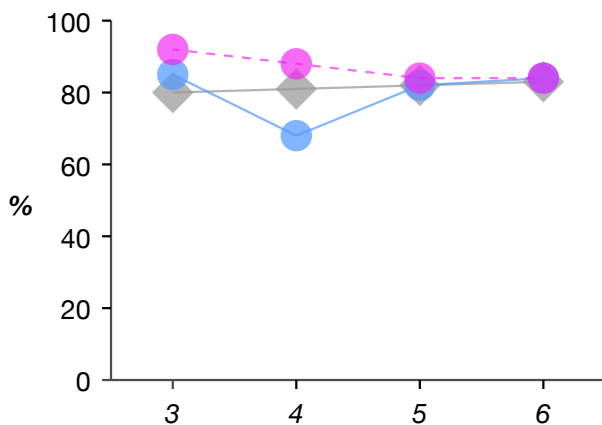
Answers of 'YES' - by Year Level

Useful Roles & Responsibilities



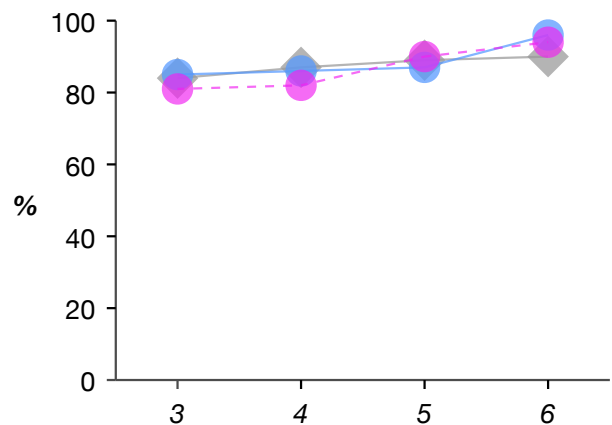
Answers of 'YES' - by Year Level

Feeling Safe At School



Answers of 'YES' - by Year Level

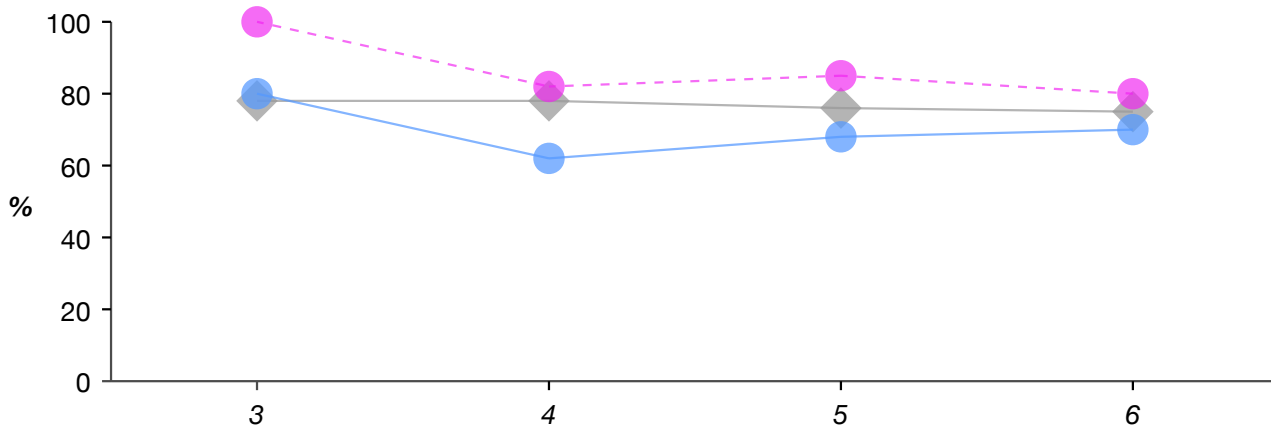
Feeling Safe At Home



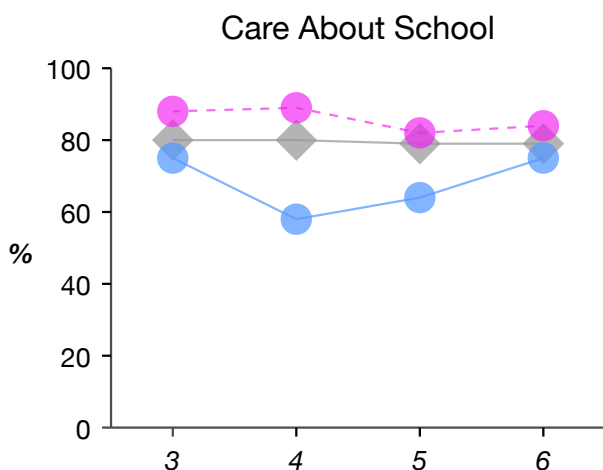
Answers of 'YES' - by Year Level

School Belonging

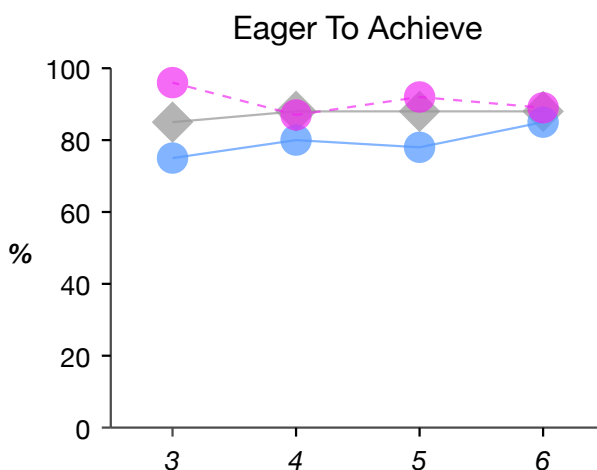
Young people need to know that they are valuable and fit in within a family and/or group. High levels of belonging are associated with significantly increased thriving and lower involvement in a wide range of risk behaviours.



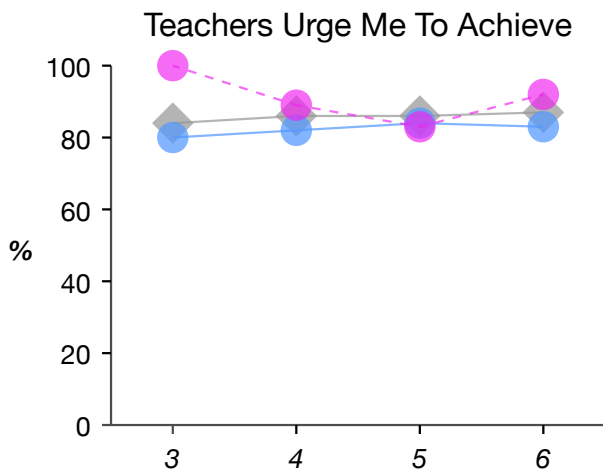
Moderate/Abundant - by Year Level



Answers of 'YES' - by Year Level



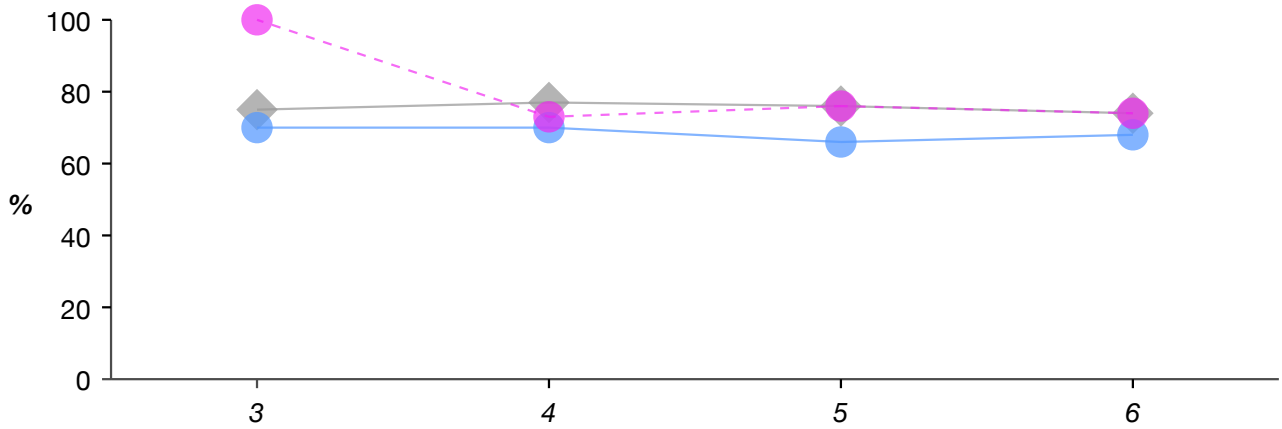
Answers of 'YES' - by Year Level



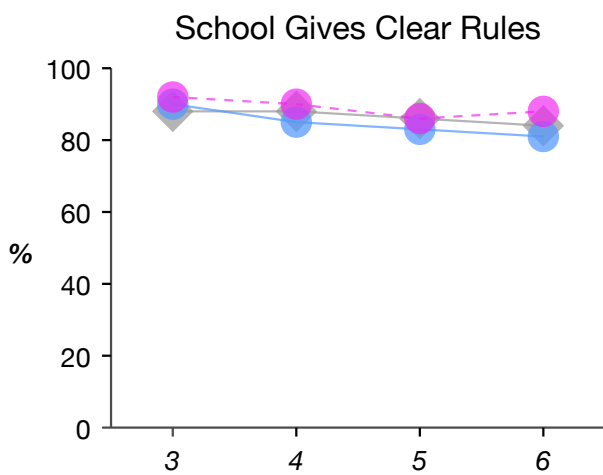
Answers of 'YES' - by Year Level

Boundaries & Expectations

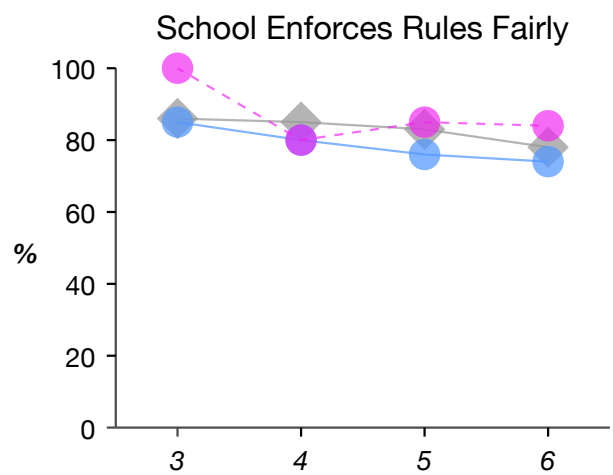
Clarity and consistency in what's expected of young people contributes positively to a variety of youth outcomes, particularly higher academic achievement.



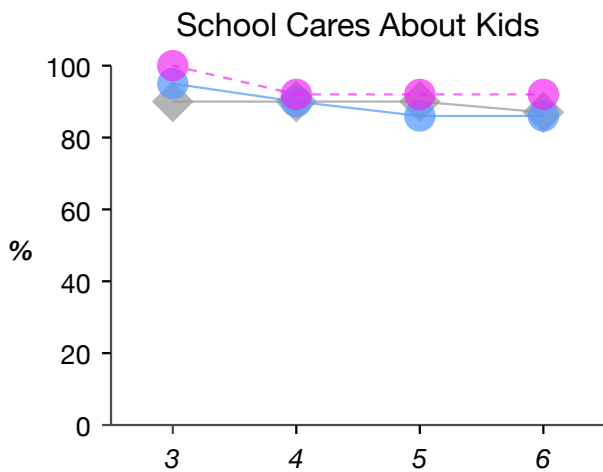
Moderate/Abundant - by Year Level



Answers of 'YES' - by Year Level



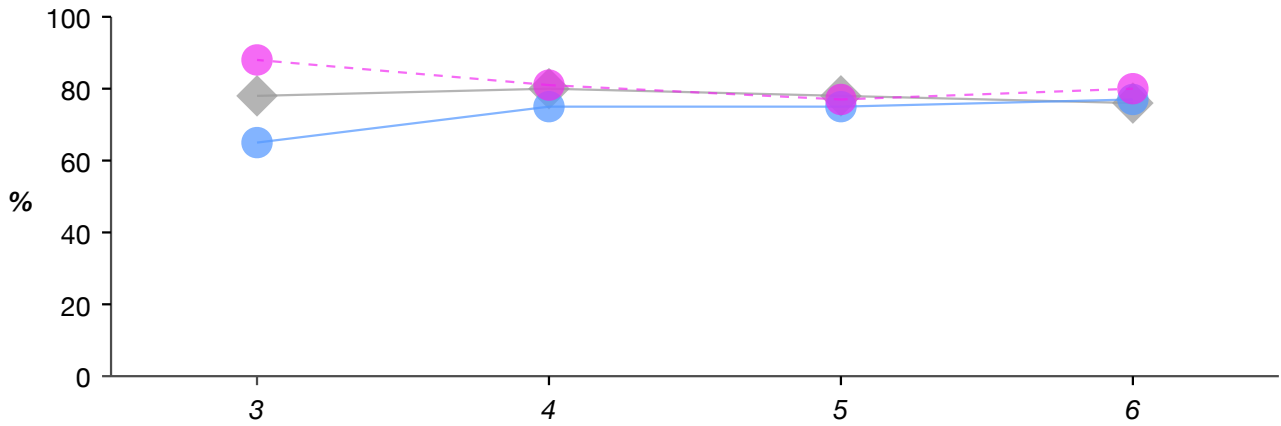
Answers of 'YES' - by Year Level



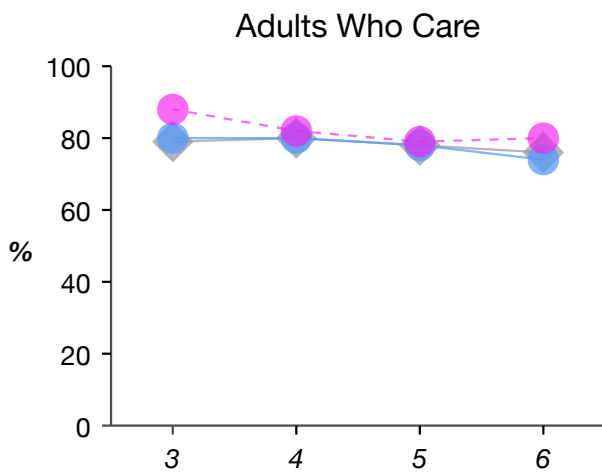
Answers of 'YES' - by Year Level

Adult Support

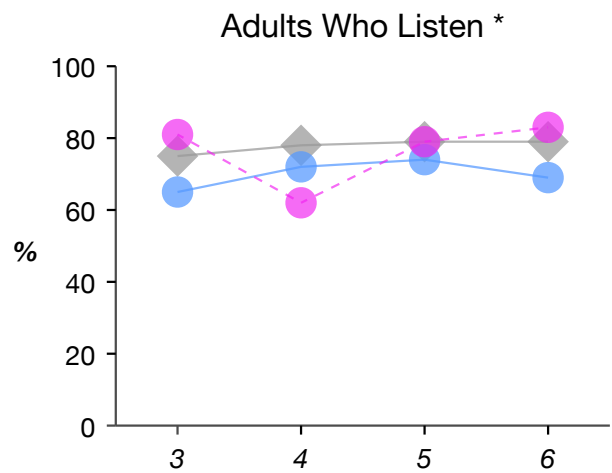
A young person with a safe, warm and supportive family, where at least one adult or caring parent loves and cares for them and listens to them is associated with lower risk behaviours and higher academic achievement.



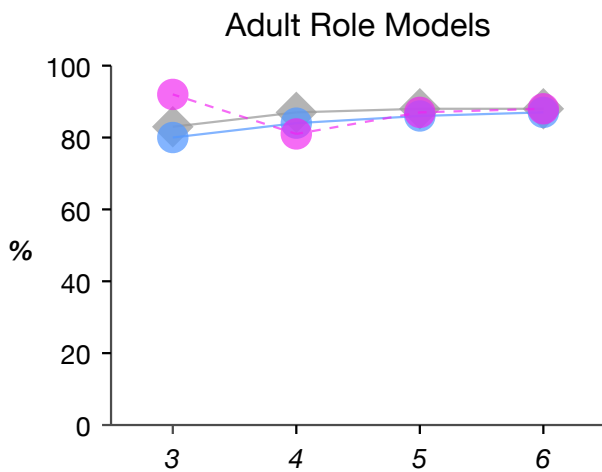
Moderate/Abundant - by Year Level



Answers of 'YES' - by Year Level



Answers of 'YES' - by Year Level

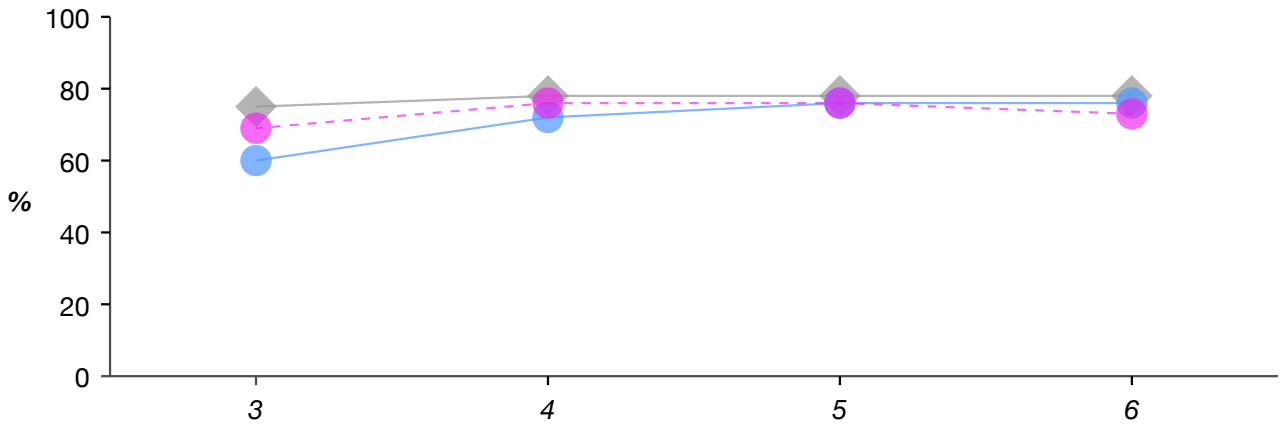


Answers of 'YES' - by Year Level

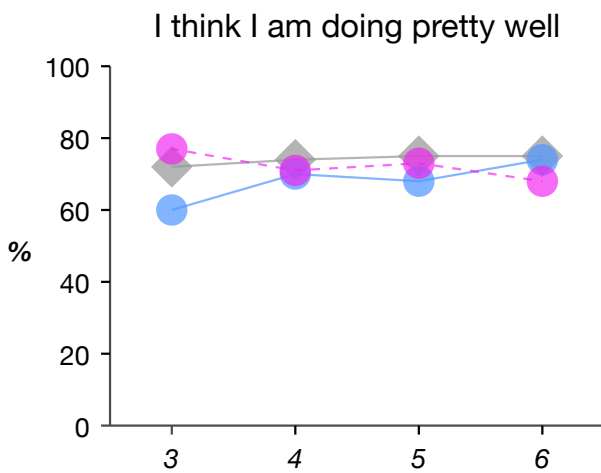


Hope

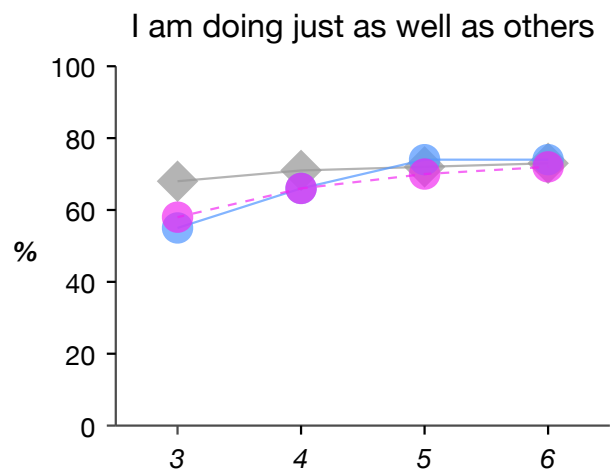
Hope focuses on the ability to plan good things in the future, and the ability to make them happen as a contributor to young people maintaining motivation levels and Resilience.



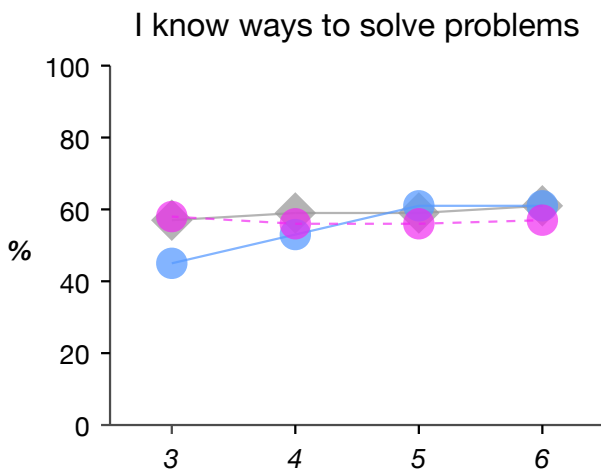
Moderate/Abundant - by Year Level



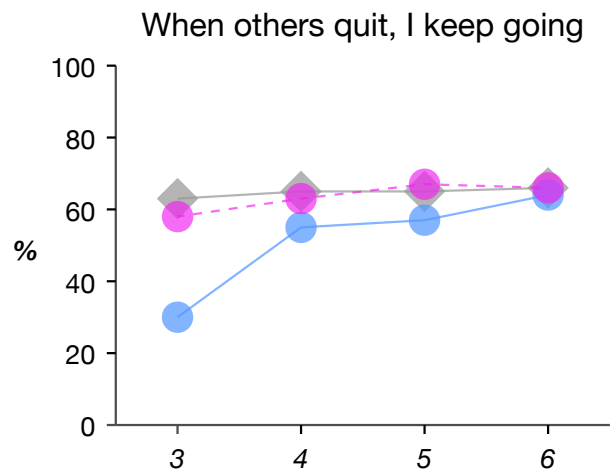
Answers of 'YES' - by Year Level



Answers of 'YES' - by Year Level



Answers of 'YES' - by Year Level

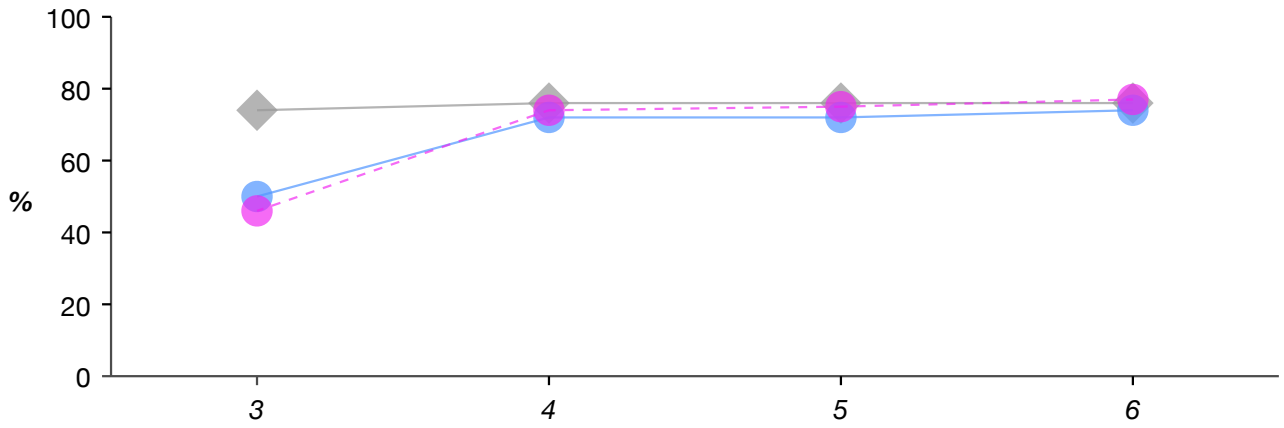


Answers of 'YES' - by Year Level

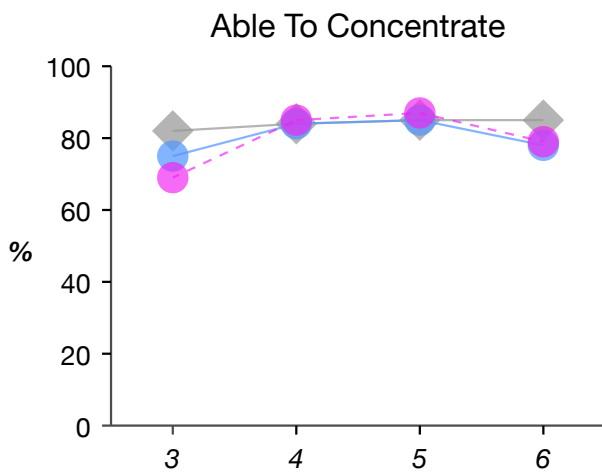


Healthy Mind

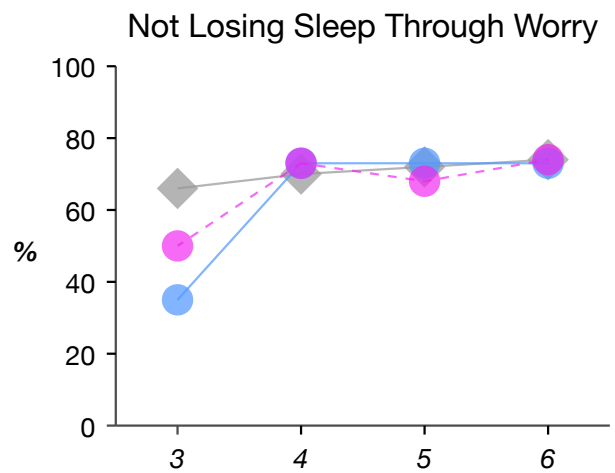
Sleeping well and concentration skills are key abilities for managing worry and stress.



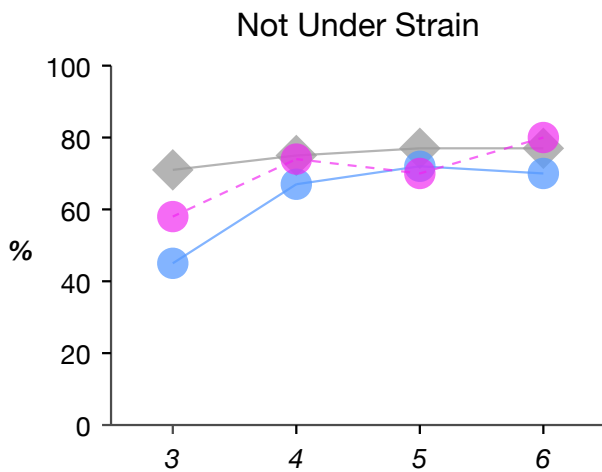
Moderate/Abundant - by Year Level



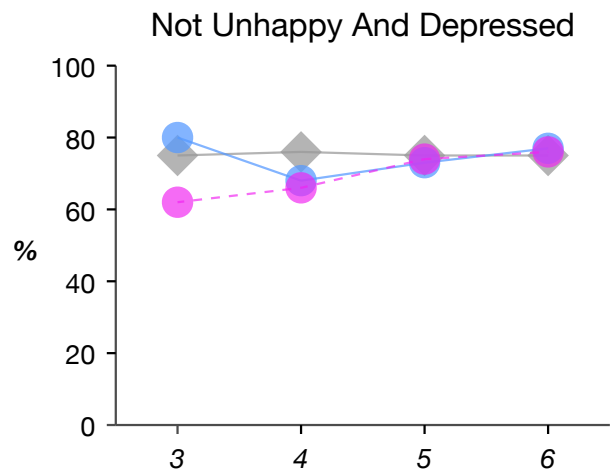
Answers of 'YES' - by Year Level



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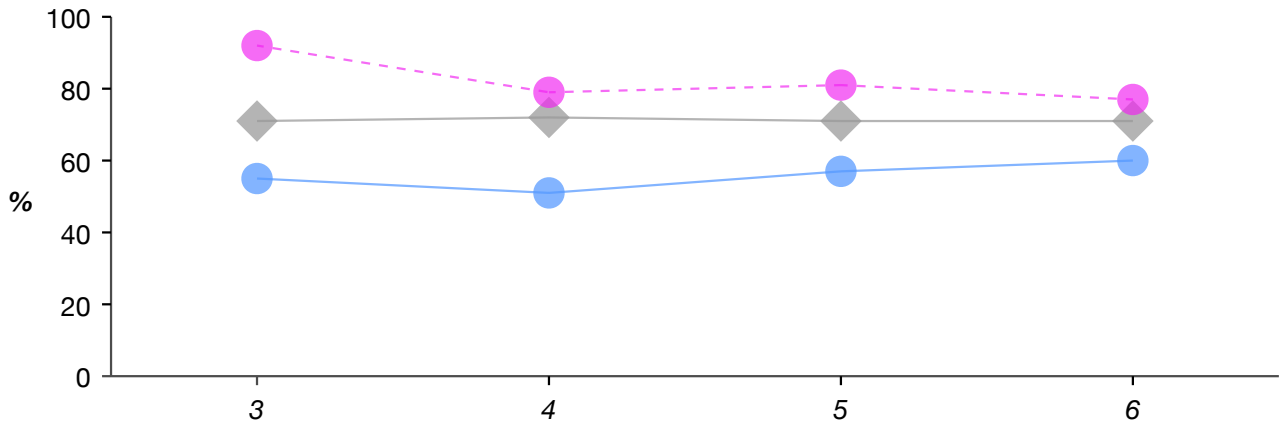


Answers of 'YES' - by Year Level

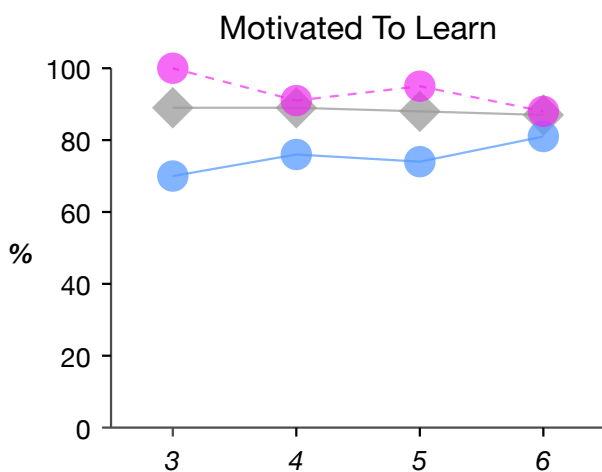


Educational Engagement

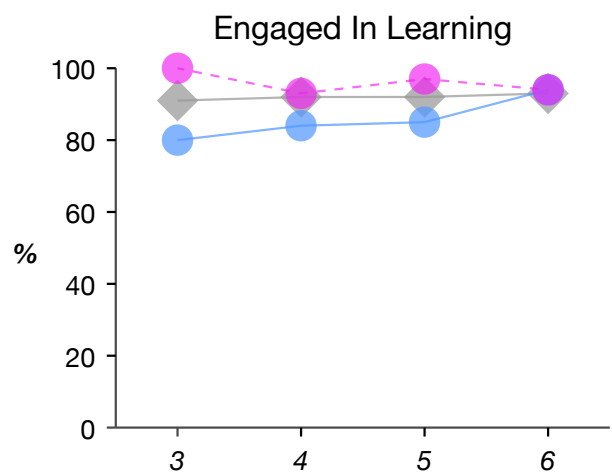
This incorporates both the motivation and rewards related to learning, and active engagement in learning.



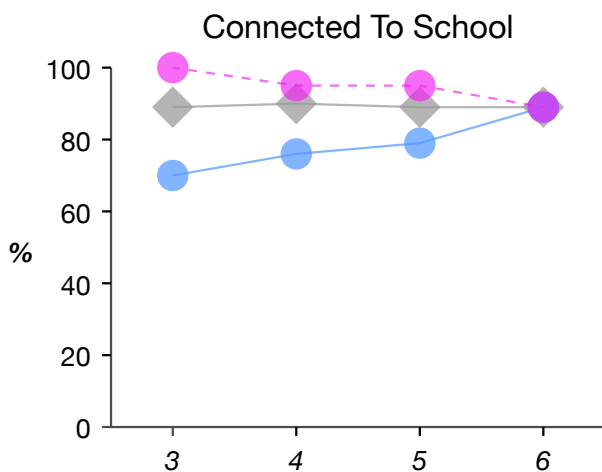
Moderate/Abundant - by Year Level



Answers of 'YES' - by Year Level



Answers of 'YES' - by Year Level

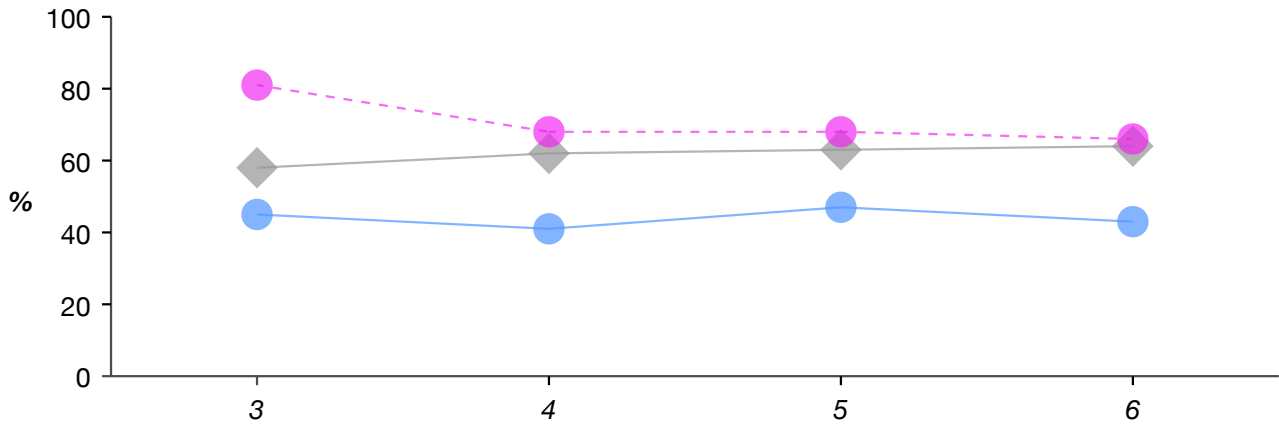


Answers of 'YES' - by Year Level

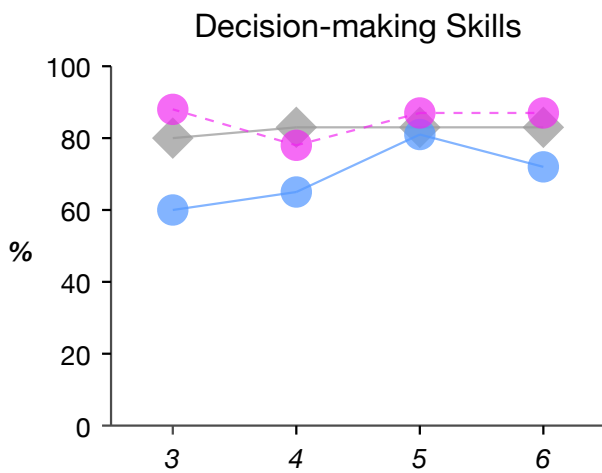


Social Skills

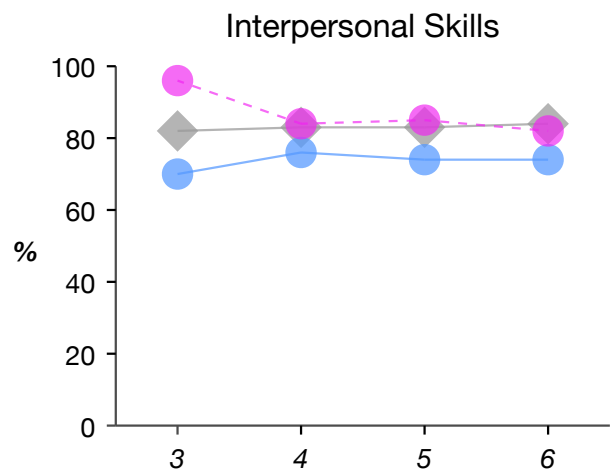
These are the abilities that young people need to interact with others in their world, such as navigating cultural differences, building friendships, and resolving conflicts peacefully.



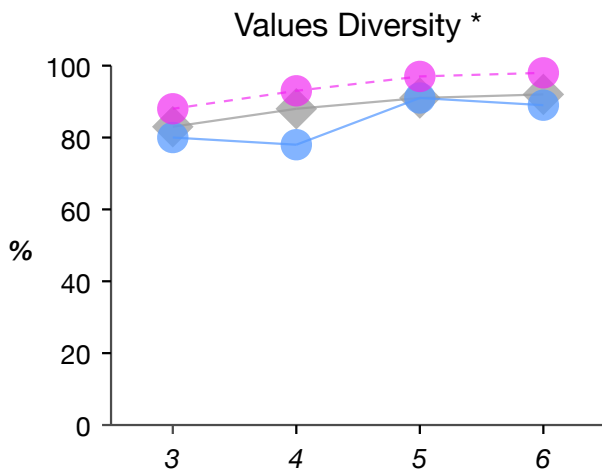
Moderate/Abundant - by Year Level



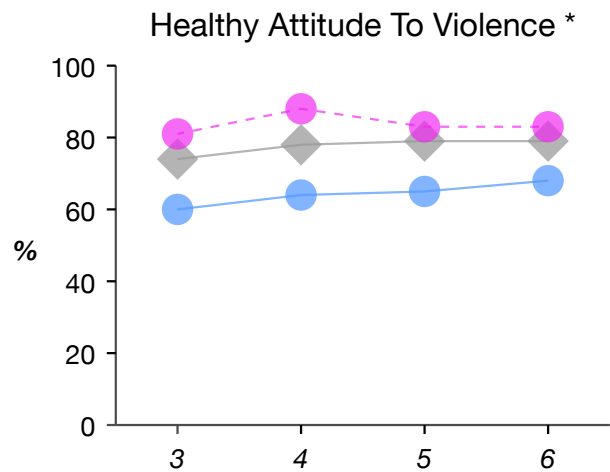
Answers of 'YES' - by Year Level



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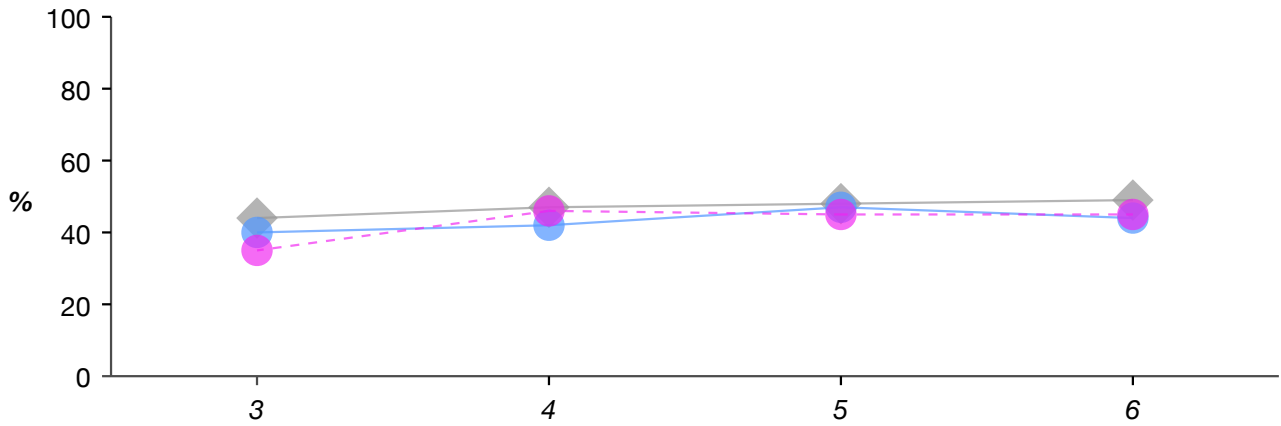


Answers of 'YES' - by Year Level

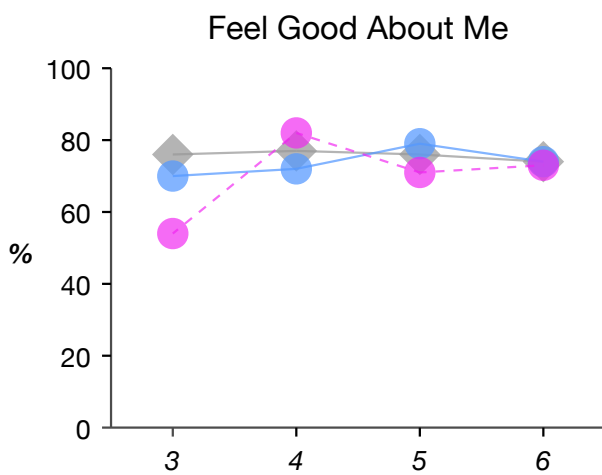


Positive Identity

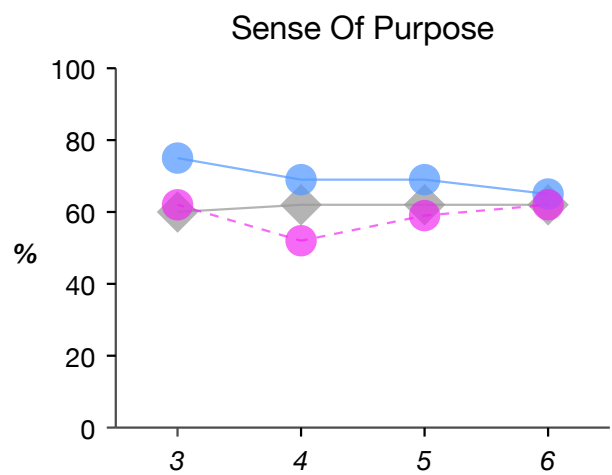
Development of positive identity reflects a young person's emerging identity, and includes self-esteem, optimism, and a growing sense of purpose in life.



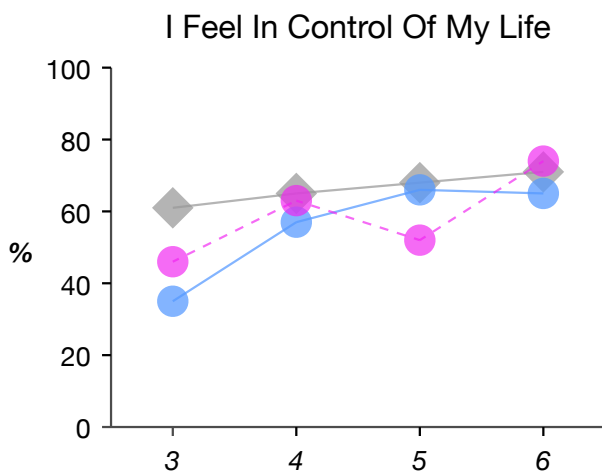
Moderate/Abundant - by Year Level



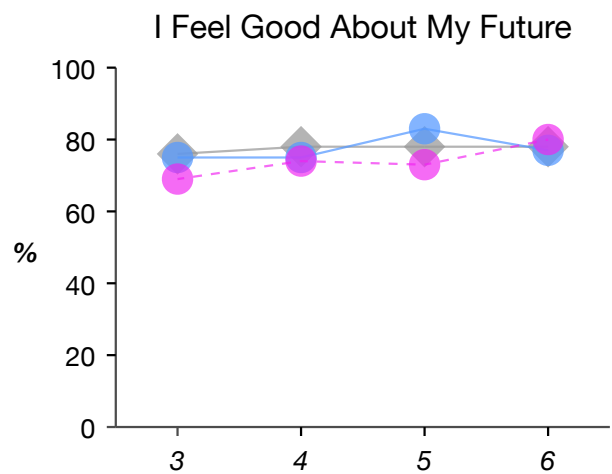
Answers of 'YES' - by Year Level



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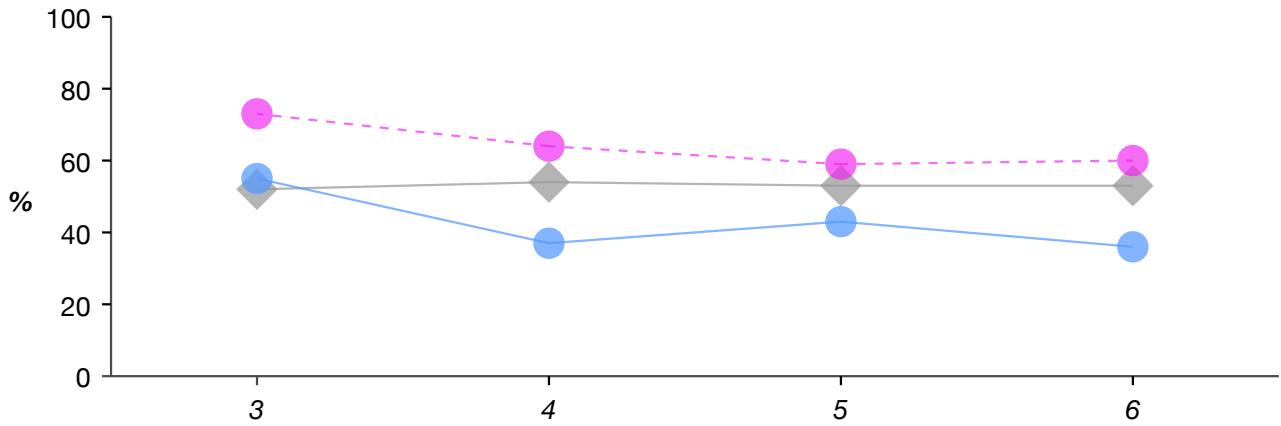


Answers of 'YES' - by Year Level

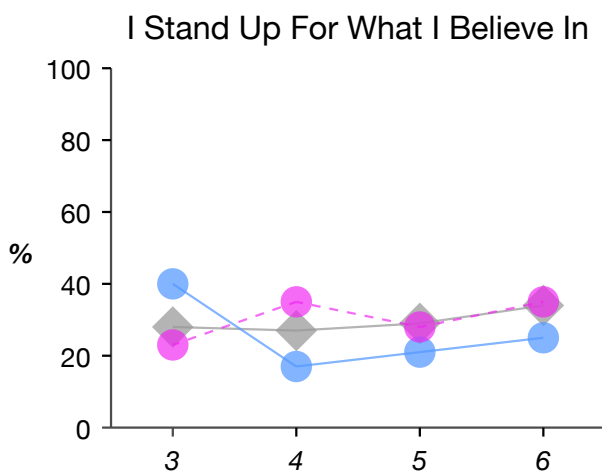


Positive Values

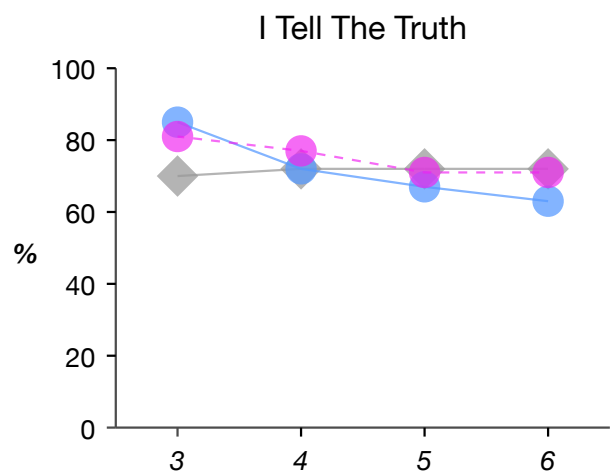
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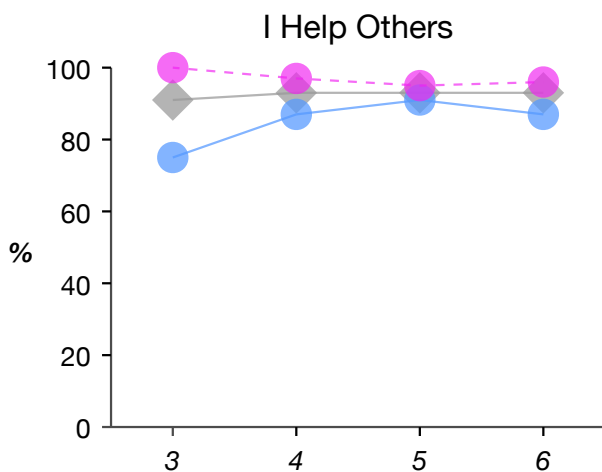
Moderate/Abundant - by Year Level



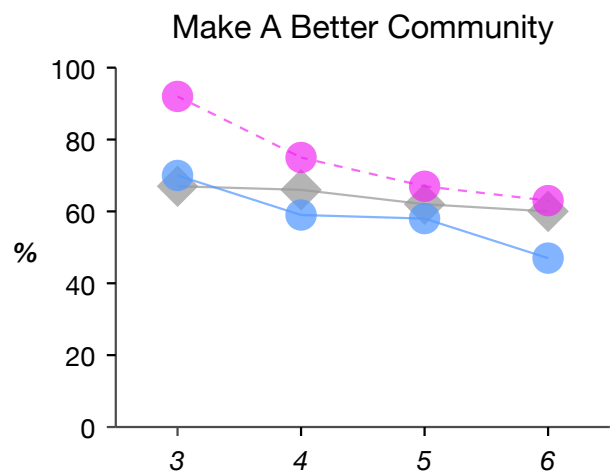
Answers of 'YES' - by Year Level



Answers of 'YES' - by Year Level



Answers of 'YES' - by Year Level



Answers of 'YES' - by Year Level

Appendix 1: Resilience Score Card

This table shows the percentage of your students with Moderate and Abundant levels of Resilience for each of the 10 domains, as presented in the larger graphs on each page 6-15.

Safe Pathway		3	4	5	6
Empowerment	Female	65	63	70	70
	Male	50	46	63	69
School Belonging	Female	100	82	85	80
	Male	80	62	68	70
Boundaries & Expectations	Female	100	73	76	74
	Male	70	70	66	68
Adult Support	Female	88	81	77	80
	Male	65	75	75	77
Healthy Pathway		3	4	5	6
Hope	Female	69	76	76	73
	Male	60	72	76	76
Healthy Mind	Female	46	74	75	77
	Male	50	72	72	74
Fulfilling Pathway		3	4	5	6
Educational Engagement	Female	92	79	81	77
	Male	55	51	57	60
Social Skills	Female	81	68	68	66
	Male	45	41	47	43
Positive Identity	Female	35	46	45	45
	Male	40	42	47	44
Positive Values	Female	73	64	59	60
	Male	55	37	43	36

Appendix 2: 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 lens 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 and 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 2: 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 2: 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.

Not all Resilience Survey items are presented in this report.

The 'Attitude to Violence' item on page #13 is a construct comprised of 2 questions: 1. During the last 12 months, how many times have you threatened to physically 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

