

DATA TOOLS & TIPS

Congratulations on successfully completing the Resilience Survey!

There is an ancient proverb, “If you chase 2 rabbits, you will not catch either one!” We recommend that you keep this proverb top of mind when reviewing your data.

The Resilience Survey results are comprehensive and may at times seem overwhelming, but if you can focus on one challenge at a time you will make steady progress in the wellbeing of your students.

In this ‘Data Tips & Tools’ document we have collated some helpful tips for getting the most out of your Resilience Survey data.

Please feel free to drop us an email if we can be of an assistance.

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TIPS & IDEAS

- The first thing we want you to do is to congratulate yourselves! You deserve a big pat on the back. The job you are doing to provide our young people with a solid foundation to grow and develop as positive and contributing community members is vital for us all. Thank you for all that you do!
- Don't forget that your Resilience Survey includes a comments report - qualitative responses that are also valid and reliable data. Often these comments add great details (and colour!) to the numbers.
- Data can keep you focused on your goals. Push past 'what?' to 'so what?' and 'now what?'
- Comparison data and national norms can be interesting but often the most useful comparisons you can make are between your year levels, gender groups, item to item, and year on year. The focus should be where your students are at - not on the school down the road!
- Celebrate the data: data can also help you recognise your progress. Be open and transparent with results, though be strategic in how you share. Ideas for sharing might include a school newsletter article, parent info nights, assemblies, and class discussions.
- Remember: your Resilience Survey provides valuable student voice data. Don't forget to acknowledge this with your students and provide feedback and/or initiate conversation around their responses. The sooner you can follow up in this way the better!
- Try this F's activity with your team prior to a data analysis session:

Resources: The sentence in the box below can be copied and handed to each participant.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC
STUDY COMBINED WITH THE EXPERIENCE OF YEARS

Instructions: Take your time, but don't discuss your answer with others. Count the number of 'F's in the following sentence. Ask the group how many they found.

TIPS & IDEAS (CONTINUED)

Answer: There are six F's in this sentence. Many people see 3. One theory is because the brain does not process the word OF. The letter F usually makes the "f" sound like in the word "fox." However, in the word "OF" it makes a "v" sound. Another theory is because the brain overlooks small words such as "OF".

De-Brief: It is easy for our brains to get conditioned to overlook the small things or see things differently to others. When we look at data, we need to be aware that the way we see things may be different to others. Be open to finding hidden F's when analysing your data.

Remember that your Resilience Survey data is another helpful tool to continuously improve the wellbeing outcome for your wider educational community. As a role model, your approach to this data can greatly influence the positive engagement of your staff, students, and parents. It takes a village to raise a child!

You may need to collect more data to focus on specific issues or groups in a timely way. Consider accessing our Staff Resilience Survey, Parent Resilience Survey, or No Bullying Survey.

Some data fallacies to avoid!

1. **CHERRY PICKING:** selecting results that fit your claim and excluding those that don't.
2. **FALSE CAUSALITY:** falsely assuming when two events appear related that one must have caused the other.
3. **MCNAMARA FALLACY:** relying solely on metrics in complex situations and losing sight of the bigger picture.

Look for some quick wins! These are quick and easy to implement ideas, at low or no cost, that can have an immediate positive impact on your data. Our eBook, '101 Resilience Building Ideas' is full of 'quick win' activities and suggestions. Download your free copy here: <link>

We would love to hear from you! Let us know your Resilience Survey case study. Share your journey with other professionals and networks as a way of growing your understanding and modelling best practice.

STEPS TO RUN AN EFFECTIVE STUDENT FOCUS GROUP

Asking students what they think in a small group setting can provide you with rich insight to deepen your understanding of data obtained through the Resilience Survey. Focus groups can add context to the data and make suggestions for improvements.

- Two staff who get on well with the students is a great idea – one to lead the discussion and really listen to the responses and one to take notes.
- The ideal group size is 6 to 10 volunteer participants. Choose a range of students who are directly impacted by the discussion topics – try to avoid the ‘usual suspects’.
- Choose a quiet room with limited distractions – a chat over pizza lunch works well.
- Limit the time to 45 minutes with a total of 2-4 planned topic questions.
- Create a safe, respectful, and inclusive environment
- Think of a quick game/activity as an ice breaker.
- Set the ground rules: Explain that there are no right or wrong answers to questions.
- Group members need not agree with each other: all opinions will be heard and respected.
- Plan your questions ahead of time: ordering them from simple to more complex works well.
- Remember questions like “Can anyone tell me more about that?” and “What does everyone else think?” can help to promote open discussion.
- Don’t be afraid of awkward silences! Sometimes your students will fill the gaps with surprising ‘gold’.
- Review the notes and their ideas that have been shared during the session.
- Thank participants for their time and their opinions.
- Let them know what will be done with their feedback but don’t promise changes that you may not be able to keep.

ROCKS IN A JAR



You may have heard of the story of fitting big rocks, pebbles and sand into an empty jar. It is a great analogy to illustrate the importance of prioritisation.

If you start filling the jar by first adding sand, then pebbles, you will not have the room left for the rocks.

The big rocks symbolize the things that are the most important in your school. Things like relationships, kindness and trust; perhaps being Connected, Protected and Respected.

The lesson is that if you don't put the big rocks in the jar first, you won't be able to fit them in later. The pebbles and sand however will eventually find some space to fit in around the rocks.

When we spend our time and energy on the little things that are less important, we leave less time to take care of the things that actually matter.

Take a moment to consider your Resilience Survey data and whether you are prioritising your 'big rocks'.