

Prevalence of diet, physical activity and sedentary behaviours, among Tasmanian secondary school students in 2014 and trends over time

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INTRODUCTION

In 2014, the eleventh in a series of surveys assessing Tasmanian secondary school students' smoking and alcohol behaviours was conducted. This survey was part of a national study assessing substance use among secondary school students (the Australian School Students' Alcohol and Drug (ASSAD) Survey).

In 1993, questions relating to sun protection were introduced in the survey. Questions on the use of other drugs were first included in the 1996 survey to provide prevalence estimates of licit and illicit drug usage. In 2002, questions relating to diet and physical activity were introduced in the survey, with further physical activity questions added in 2005. Reported here are:

- Diet results from the Tasmanian component of the 2014 survey
- Physical activity results from the Tasmanian component of the 2014 survey, and changes in physical activity behaviour between 2008 and 2014
- Sedentary behaviour results from the Tasmanian component of the 2014 survey, and changes in sedentary behaviour between 2008 and 2014
- Social support results from the Tasmanian component of the 2014 survey

The 2014 survey in Tasmania was led by Cancer Council Tasmania (CCT). CCT acknowledges and appreciates the support of the Department of Health and Human Services, Communities, Sport and Recreation, Department of Premier and Cabinet and the Department of Education for the Tasmanian component of the 2014 ASSAD study. The Commonwealth Department of Health also contributed funding to the project.

METHOD

Sample selection

The methodology for school and student sampling and data collection were basically the same as those used for previous surveys in this series. The target population for sampling was all students in Years 7 to 12 in Tasmania. Population estimates were based on the most up-to-date figures available from the Tasmanian Department of Education at the time. Schools with fewer than 100 students enrolled were excluded from the study.

Schools were sampled using a random sampling methodology designed to represent students from the three main education sectors: government, Catholic, and independent. The basic design of the sampling procedure was a stratified two-stage probability sample, with schools selected at the first stage of sampling and students selected within schools at the second stage of sampling. Schools were stratified by the three education sectors (government, Catholic and independent) and randomly selected from each sector. The number of schools selected from each education sector was proportional to the distribution of students across the three education sectors in Tasmania. Two school samples were drawn, one from schools with students in Years 7 to 10, and the other from schools that included students in Years 11 and 12.

The study aimed to survey students from 33 Tasmanian schools. To achieve this, 63 secondary schools were approached to take part in the study. Twenty-six secondary schools participated in the study, giving an overall response rate for secondary schools of 41%.

All surveying took place in the 2014 academic school year.

Procedure

The survey was conducted in Tasmanian secondary schools between June and December 2014. Principals of selected schools were contacted and permission to conduct the survey at the school was obtained. If a school refused they were replaced by the school geographically nearest to them within the same education sector.

The study aimed to have 80 students from each participating school complete the survey. Students were surveyed in intact classes which were randomly chosen within the required year levels from classes where students were not selected on any ability or performance measures (i.e. unstreamed or non-selected classes). This ensured a representative cross-section of the student population in each year.

Following the protocol used in past surveys, members of the research team administered the pencil-and-paper questionnaire to each class. Students answered the questionnaire anonymously. Due to changes in school policies regarding presence of teachers during survey administration, there has been an increasing trend of students completing the survey with a teacher present. In 2014, all schools required this. If a teacher was present when the survey was being conducted, they were asked to remain at the front or back of the room and not to participate in the survey session.

Questionnaire

In 2014, students completed a 27-page questionnaire that contained questions asked nationally assessing the use of different licit and illicit substances along with questions assessing diet, physical activity and social support asked specifically in Tasmania.

A copy of the 2014 questionnaire is included in Appendix 1. Questions reported on in this report are described below.

Diet: number of times different foods including fast food meals, snacks and sugar-rich drinks were consumed in the past week; use of caffeine/energy tablets; and consumption of non-alcoholic energy drinks.

Physical activity: number of times in the past week students did any moderate or vigorous physical activity for at least 30 minutes; number of days in the past week they did physical activity for a total of at least 60 minutes; number of hours on an average school day spent doing various physical activities; what and who encourages/discourages physical activity; method of transport to and from school; and number of hours on an average school day and on an average day of the weekend spent doing homework, watching television/videos/DVDs, on the Internet/playing video games, or on chat or social networking sites.

Social support: number of times in a normal week students went out for fun and recreation without adult supervision; who students usually get on well with; who is really interested in what they do; who will help them do their best; who they can talk to about their problems; who will help them when they are in trouble; and who lives at home with them.

Sample size and data analysis

A total of 2,066 students in Year levels 7 to 12 were surveyed from schools in Tasmania between June and December 2014. Six cases were removed after data cleaning due to large amounts of missing data or wildly exaggerated responses, leaving a total of 2,060 valid cases. Table 1 presents the number of students in each sex and age group between 12 and 17 years.

Table 1: Sample sizes for Tasmanian 12- to 17-year-old male and female students in 2014

	Age (years)					
	12 - 13	14	15	16	17	12 - 17
Males	247	187	165	176	104	879
Females	274	153	190	203	189	1009
Total	521	340	355	379	293	1888

A total of 1,888 students aged between 12 and 17 years who provided valid data on their sex answered the questionnaire. Data from students outside this age range were excluded from the analysis as the numbers in each age and sex group were too small to ensure reliable estimates.

Due to the small numbers of 12-year-old males and females, data for this group are combined with data for 13-year-olds. For all tests of significance data are

combined into two groups: 12- to 15-year olds and 16- to 17-year-olds. Probability levels of $p < 0.01$ and $p < 0.05$ are reported as significant.

As this report is based on data from a sample and not a census of the total population, it is necessary to allow for sampling error. Sampling error depends on the size of the sample and the size of prevalence estimates associated with that sample. The sampling error will be largest when the sample size is small and estimates are around 50%. In 2014, the sampling errors range from a high of $\pm 10\%$ among 17-year-old males to a low of $\pm 6\%$ among 12- to 13-year-old females. Thus for a reported percentage of 50% for 12- to 13-year-old females, for example, we can be 95% confident that the actual percentage for this group is between 44% and 56%.

Prevalence estimates are based on data that have been weighted to counteract any over-sampling or under-sampling with respect to age, sex and education sector. Weighting of data was based on Tasmanian school enrolments for Semester 2, 2014, provided by the Australian Bureau of Statistics. All data were weighted unless otherwise specified.

Binary logistic regression analyses were used to compare the results found in 2014 with results from other survey years. For the separate analysis of data for males and females, the effects of age and education sector (government, Catholic and independent) were controlled. When data for males and females were combined, sex was also included in the analysis as a covariate.

School retention rates

The school retention rates, which are available from the Australian Bureau of Statistics for year level rather than age, indicate that 68% of Tasmanian students remained in school until Year 12 in 2014. The retention rates for 2012 was slightly lower than in 2011 (70%) but slightly higher than in 2008 (65%). This fluctuation in retention rates over time indicates that the population of Year 11 and 12 students may differ slightly across survey years. As a result, when comparing data from different survey years, separate analyses were performed for 12- to 15-year-olds (populations which are not affected by different school retention rates) and 16- to 17-year-olds (populations which are affected by variations in retention rates).

EXECUTIVE SUMMARY OF RESULTS

Diet-related behaviour in 2014

In 2014, 79% of 12- to 17-year-olds had consumed a fast food meal at least once in the past week. Around 21% of 12- to 17-year-olds did not consume a fast food meal in the week prior to the survey. Consumption of fast food increased with age, with 30% of 16- to 17-year-olds reporting consumption of fast food three or more times in the past week compared to 17% of 12- to 15-year-olds ($p<0.01$). Students from low-SES backgrounds (79%) were more likely to have consumed fast food in the last week than students from high-SES backgrounds (71%) ($p<0.01$).

Approximately 97% of 12- to 17-year-olds consumed snacks such as ice cream, cake or chocolate bars in the week before the 2014 survey. Thirty-nine per cent of 12- to 17-year-olds had consumed snacks five or more times in the past week. Younger and older students were equally as likely to report consuming no snacks in the past week. Low-SES students (41%) were more likely than high-SES students (35%) to have eaten snacks five or more times in the past week.

Around 82% of students had consumed sugar-rich drinks in the week before the survey in 2014. Half of all students consumed these drinks three or more times in the past week. Male students were more likely than female students to have consumed these drinks three or more times in the past week ($p<0.01$). Low-SES students were more likely than high-SES students to have consumed sugar-rich drinks three or more times in the past week ($p<0.01$).

Approximately 20% of 12- to 17-year-olds consumed non-alcoholic energy drinks in the last week, which increased to 32% in the last month, 54% in the last year and 67% in their lifetime. Lifetime energy drink consumption was associated with age for both males ($p<0.01$) and females ($p<0.01$), peaking at 87% for males aged 15 and 16 and at 82% for females aged 17 years.

Thirteen per cent of students had used an energy/cafeine tablet in their lifetime, with two per cent reporting use in the past week. Lifetime use was not associated with sex or age. The main reason students used energy/cafeine tables was to help students stay awake (69%), help concentrate at school (28%), help sporting performance (25%) and 26% said they did not know why they used energy/cafeine tablets.

Physical activity and sedentary behaviours in 2014

In 2014, 83% of 12- to 15-year-olds and 88% of 16- to 17-year-olds engaged in at least 30 minutes of *moderate* physical activity at least once in the past week. Around 18% of all students reported engaging in *moderate* physical activity for at least 30 minutes six or more times a week.

Approximately 91% of 12- to 15-year-olds and 86% of 16- to 17-year-olds had engaged in at least 30 minutes of vigorous activity at least once in the past week. Males (25%) were more likely than females (13%) to have engaged in at least 30 minutes of vigorous physical activity on six or more occasions in the last week ($p<0.01$).

Few students met the minimum recommended levels of at least 60 minutes per day of moderate to vigorous physical activity in 2014. Twenty-one percent of males and ten per cent of females met this requirement on every day of the past week.

Weather (59%), other/boredom (34%) and social networking sites (17%) were the top three sources of encouragement for physical activity. Weather was the most frequently cited barrier to physical activity, endorsed by 47% of females and 57% of males ($p < 0.01$).

In 2014, 75% of 12- to 17-year-olds reported doing homework for less than two hours on an average school day while not at school. Older students (30%) were more likely than younger students (23%) to report doing two or more hours of homework on an average school day ($p < 0.01$).

It is recommended that adolescents spend no more than two hours per day using electronic media for entertainment¹. In 2014, 24% of students watched television, videos and DVDs for three or more hours per day, exceeding the daily maximum recommendations.

Thirty-four per cent of 12- to 17-year-olds exceeded the recommendation by using the internet / computer games for three or more hours per day. Around one-third of students (33%) exceed the daily maximum guideline for using chat/social networking sites for three hours or more.

Students who exceeded the recommended level of daily television and internet/computer game use were less likely than those not exceeding the recommended level of daily use to engage in moderate or vigorous physical activity for at least 60 minutes on at least five days of the previous seven ($p < 0.01$).

Changes in physical activity and sedentary behaviour between 2008 and 2014

For 12- to 15-year-olds and 16- to 17-year-old students, there were no significant changes in the proportion of students engaging in at least 60 minutes of vigorous or moderate physical activity on each of the past seven days between 2014 and 2011 or 2008.

There was an overall decrease in the proportion of younger students engaging in three hours or more of sedentary behaviour (television and internet) on an average school day between 2008 (70%) and 2014 (65%) ($p < 0.05$) and between 2011 (70%) and 2014 (65%) ($p < 0.05$).

Of 16- to 17-year-olds, there was an increase in the proportion of students engaging in three hours or more of sedentary behaviour (television and internet) on an average school day between 2011 (72%) and 2014 (80%) ($p < 0.01$). However, no significant change was observed between 2008 and 2014.

Social support in 2014

In 2014, just over half of all students reported going out for at least one night in the past week without adult supervision.

Across the entire sample, the majority of students said that they usually got on well with a close friend (79%), their mother (74%) and their father (62%). Only two per cent of students overall said that they did not get on well with anyone.

Eight percent of all students reported that no-one was interested in them and seven per cent report they had no-one to talk to about their problems.

The majority of students (74%) said that their mother, father (55%) or a close friend (55%) would help them if they were in trouble. Males were more likely than females to say that their father would help them if they were in trouble.

There was a significant association between level of support and physical activity ($p<0.01$). Students who engaged in no days of physical activity were also less likely to feel supported than students engaged in one to two or three to four days of physical activity ($p<0.01$).

DIET-RELATED BEHAVIOUR

Introduction

The growing number of overweight and obese Australian children is a major public health issue. Evidence suggests that the growing rate of overweight and obese Australia children is in part due to modifiable factors such as diet and exercise². Overweight and obesity are established risk factors for a number of chronic diseases, including some cancers such as colon, breast (post-menopause), endometrial and oesophageal cancers. Monitoring dietary and physical activity behaviour is important as obesity in childhood is associated with obesity in young adulthood³.

Results

Fast food meals, snacks and sugar-rich drinks

Students were asked about their consumption of fast food meals, snacks and sugar-rich drinks in the past week. For each food type, students were asked how many times it was consumed in the last week. Students could choose from the following response categories: 'Once', 'Twice', '3 times', '4 times', '5 times', '6 times', '7 or more times', or 'None'.

Fast food meals

The examples McDonalds, Hungry Jacks, pizzas, fish and chips, hamburgers, meat pies, and pasties were provided to students to indicate what was meant by the term 'fast food meals'. A summary of the results for 12- to 17-year-old males and females are shown in Table 2.

Table 2: Percentage of 12- to 17-year-old students consuming a fast food meal in the past week at different frequencies, by age and sex, 2014

Consumption of fast food	Age (years)					
	12 - 13 (%)	14 (%)	15 (%)	16 (%)	17 (%)	12 - 17 (%)
None						
Males	25	16	17	21	11	19
Females	21	34	19	22	14	22
Total	23	25	18	22	12	21
Once						
Males	40	41	28	28	24	34
Females	43	33	39	29	44	38
Total	41	37	34	28	34	36
Twice						
Males	23	19	24	18	23	22
Females	22	22	28	26	19	23

Table 2: Continued

Consumption of fast food	Age (years)					
	12 - 13 (%)	14 (%)	15 (%)	16 (%)	17 (%)	12 - 17 (%)
Total	23	20	26	22	21	23
Three or more times						
Males	13	24	32	33	42	25
Females	14	11	14	23	24	16
Total	13	18	23	28	33	21

Of 12- to 17-year-old students, 21% did not consume a fast food meal in the week prior to the survey. Younger students (22%) were more likely than older students (17%) to have not eaten a fast food meal in the week prior to the survey ($p<0.05$).

Around 79% of 12- to 17-year-old students had consumed a fast food meal at least once in the week prior to the survey. While 36% had consumed fast food only once in the past week, 23% had eaten it twice and 21% had consumed this type of food on three or more occasions.

Students aged 16- to 17-years-old (30%) were more likely than 12- to 15-year-old students (17%) to have eaten a fast food meal three or more times in the week prior to the survey ($p<0.01$).

Of 12- to 15-year-olds, males (20%) were more likely than females (13%) to have eaten a fast food meal three or more times in the week prior to the survey ($p<0.01$). Of 16- to 17-year-olds, males (37%) were more likely than females (24%) to have eaten a fast food meal three or more times in the week prior to the survey ($p<0.01$).

Table 3 shows the proportion of students consuming fast food in the week prior to the survey, by socio-economic status. Socio-economic status (SES) was based on the Socio-Economic Indexes for Areas (SEIFA) calculated for each postcode in Australia by the Australian Bureau of Statistics and divided into tertiles.

Table 3: Frequency of 12- to 17-year-olds consuming a fast food meal in the week before the survey, by socio-economic status, 2014[^]

Socio-economic status	(n)	Consumption of fast food in the past week			
		None (%)	Once (%)	Twice (%)	Three or more times (%)
Low-SES	(685)	21	31	23	25
Mid-SES	(696)	15	41	23	20
High-SES	(442)	29	36	20	15
Total	(1823)	21	36	22	21

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Students from a high socio-economic background (29%) were more likely than students from a low socio-economic background (21%) not to have eaten any fast food in the previous week ($p<0.01$). High-SES students (15%) were less likely than low-SES students (25%) to have eaten fast food three or more times in the last week ($p<0.01$), but were equally likely to have eaten it twice in the last week.

Snacks

Students were asked how many times in the week prior to the survey they ate snacks. The examples given for snacks were chocolate bars, pieces of cake, packets of chips/twisties/corn chips, ice cream, and three/four sweet biscuits. Very few students did not eat snack foods in the week prior to the survey (3%). A summary of the results for the consumption of snack foods among 12- to 17-year-old males and females are shown in Table 4.

Table 4: Percentage of 12- to 17-year-old students consuming snacks at various frequencies in the past week, by age and sex, 2014[#]

Consumption of snacks	12 - 13 (%)	14 (%)	Age (years)		17 (%)	12 - 17 (%)
			15 (%)	16 (%)		
Once or twice						
Males	31	28	21	21	13	25
Females	31	25	22	15	19	24
Total	31	27	21	18	16	24
3 or 4 times						
Males	32	35	33	32	36	33
Females	29	37	31	40	46	35
Total	31	36	32	36	41	34
5 or more times						
Males	33	34	45	43	50	40
Females	38	34	44	41	32	38
Total	36	34	45	42	41	39

[#] Frequencies not reported for students who indicated that they did not eat snacks in the past week (3%).

Twenty-four per cent of 12- to 17-year-olds consumed snacks only once or twice in the past week and 34% had consumed snacks three or four times in the past week. Thirty-nine per cent of students had eaten snacks five or more times in the previous week.

Students aged 16 and 17 (3%) and 12 to 15 (3%) were equally as likely to report consuming no snacks in the past week.

Younger students (27%) were more likely than older students (18%) to report consuming snacks once or twice in the past week ($p < 0.01$).

Of 16- to 17-year-olds, females (42%) were more likely than males (34%) to have consumed snacks three or four times in the past week ($p < 0.05$). Of 12- to 15-year-olds males and females did not differ in this regard. In the older group, males (46%) were more likely than same-aged females (37%) to eat snacks five or more times in the past week ($p < 0.05$).

Table 5 shows the proportion of students consuming snacks in the week prior to the survey, by socio-economic status.

Table 5: Frequency of 12- to 17-year-old students consuming snacks in the past week, by socio-economic status, 2014[^]#

Socio-economic status	(n)	Consumption of snacks in the past week		
		Once or twice (%)	3 or 4 times (%)	5 or more times (%)
Low-SES	(686)	24	33	41
Mid-SES	(700)	22	36	39
High-SES	(445)	28	33	35
Total	(1831)	24	34	39

Frequencies not reported for students who indicated that they did not eat snacks in the past week (3%).

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Few differences were found between consumption of snacks in the week prior to the survey and socio-economic status. However, low-SES students (41%) were more likely than high-SES students (35%) to have eaten snacks five or more times in the past week ($p < 0.05$).

No other differences in snack consumption between low-SES and high-SES groups were identified.

Sugar-rich drinks

Students were asked how many times in the week prior to the survey they drank a can of soft drink (like Coke, Pepsi, Lemonade, Fanta), fruit juice or had at least two glasses of cordial in a row. The question specified diet or low joule drinks were excluded. Table 6 shows the proportion of 12- to 17-year-old male and female students drinking sugar-rich drinks at various frequencies.

Table 6: Percentage of 12- to 17-year-old students consuming sugar-rich drinks at various frequencies in the past week, by age and sex, 2014

Consumption of sugar rich drinks	Age (years)					
	12 - 13 (%)	14 (%)	15 (%)	16 (%)	17 (%)	12 - 17 (%)
None						
Males	19	12	10	11	7	13
Females	18	26	24	18	35	23
Total	18	19	17	14	22	18
Once or twice						
Males	34	30	26	29	20	29
Females	40	41	32	36	23	36
Total	37	35	29	32	22	32
Three or more times						
Males	48	58	63	60	73	58
Females	42	33	44	46	42	42
Total	45	46	54	53	57	50

The majority of 12- to 17-year-olds had consumed sugar-rich drinks in the week before the survey (82%). Half of all students (50%) had consumed these drinks

three or more times during the past week. In both age groups, male students were more likely than female students to have consumed these drinks three or more times in the past week (all $p < 0.01$).

Of 16- to 17-year-olds, males and females were equally likely to report drinking soft drinks only once or twice in the past week. However, for the younger group, females (38%) were significantly more likely to report this frequency than males (31%) ($p < 0.01$).

While 54% of 12- to 15-year-old males had consumed sugar-rich drinks on three or more occasions during the past week, this was reported by only 41% of females in this age group ($p < 0.01$). Similarly, of 16- to 17-year-olds, a greater proportion of males (66%) than females (44%) had consumed these drinks on three or more occasions ($p < 0.01$).

The proportion of students consuming sugar-rich drinks in the week prior to the survey is shown in Table 7, by socio-economic status.

Table 7: Frequency of 12- to 17-year-old students consuming sugar-rich drinks in the past week, by socio-economic status, 2014[^]

Socio-economic status	Consumption of sugar-rich drinks in the past week			
	(n)	None (%)	Once or twice (%)	Three or more times (%)
Low-SES	(692)	13	31	56
Mid-SES	(699)	19	30	51
High-SES	(444)	26	37	38
Total	(1835)	18	32	50

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

High-SES students (26%) were more likely than low-SES students (13%) to have consumed no sugar-rich drinks in the last week ($p < 0.01$). Low-SES students (56%) were, however, more likely to have consumed these drinks three or more times in the last week, compared to high-SES students (38%) ($p < 0.01$).

Non-alcoholic energy drinks

Students were asked how many times, if ever, they had drunk a non-alcoholic energy drink (e.g., Mother, V, Red Bull, Rock Star etc.) in (a) the last week; (b) the last month; (c) the last year; and (d) their lifetime. Table 8 shows the proportion of students consuming an energy drink in each of these periods.

Table 8: Percentage of all students who have consumed a non-alcoholic energy drinks in the last week, month, year and in their lifetime, by age and sex, 2014

Consumption of energy drinks	Age (years)					
	12 - 13 (%)	14 (%)	15 (%)	16 (%)	17 (%)	12 - 17 (%)
In the last week						
Males	17	23	25	28	39	24
Females	12	20	12	16	18	15
Total	14	22	19	22	28	20
In the last month						
Males	25	34	46	42	48	37
Females	21	31	31	30	28	27
Total	23	33	39	36	38	32
In the last year						
Males	48	57	73	73	67	61
Females	36	47	52	61	47	46
Total	42	52	62	67	56	54
In their lifetime						
Males	59	66	87	87	85	74
Females	40	57	71	77	82	61
Total	50	62	79	82	84	67

Around 20% of all 12- to 17-year-old students reported having consumed a non-alcoholic energy drink in the past week. Energy drink consumption in the past week was more common among males (24%) than females (15%) ($p<0.01$).

Thirty-two per cent of students reported having consumed an energy drink in the past month, with males (37%) more likely than females (27%) to consume these drinks in this time period ($p<0.01$).

In the last year, over half of students consumed an energy drink (54%). Consumption of energy drinks in the last year was more common for 16- to 17-year-olds (63%) than for 12- to 15-year-olds (50%) ($p<0.01$). Of 16- to 17-year-olds, males (71%) were more likely than females (55%) to drink energy drinks in the last year ($p<0.01$). Similarly, younger males (57%) were more likely to have consumed an energy drink in the past year than younger females (43%) ($p<0.01$).

The majority of students across all ages had consumed an energy drink in their lifetime (68%). Lifetime energy drink consumption was associated with age for both males and females, peaking at 87% among males aged 15 and 16 and at 82% for females aged 17 years. Older students (83%) were more likely than younger students (61%) to have consumed these drinks in their lifetime ($p<0.01$). Of all 12-to 17-year-olds, more males (74%) than females (61%) had consumed energy drinks in their lifetime ($p<0.01$).

Energy/Caffeine tablets

Students were asked how many times, if ever, they had used an energy / caffeine tablet (such as No Doz or Stay Awake) in (a) the last week; (b) the last month; (c) the last year; and (d) their lifetime. Table 9 shows the proportion of students who reported having consumed an energy/caffeine tablet in each of these periods.

Table 9: Percentage of 12- to 17-year-old students using energy/caffeine tablets in the last week, month, year and in their lifetime, by age and sex, 2014

Consumption of energy/caffeine tablets	Age (years)					
	12 - 13 (%)	14 (%)	15 (%)	16 (%)	17 (%)	12 - 17 (%)
In the last week						
Males	2	6	4	2	3	3
Females	0	1	1	2	2	1
Total	1	3	2	2	2	2
In the last month						
Males	3	10	5	3	3	5
Females	0	1	2	4	2	2
Total	2	6	4	4	3	3
In the last year						
Males	5	15	13	10	12	10
Females	6	5	7	12	9	8
Total	6	10	10	11	10	9
In their lifetime						
Males	10	15	15	14	20	14
Females	8	11	13	14	13	11
Total	9	13	14	14	16	13

Only two per cent of 12- to 17-year-old students had consumed energy/caffeine tablets in the week prior to the survey. Approximately three percent consumed energy/caffeine tables in the past month and use in the past month did not differ by age groups. Of 12- to 15-year-old students significantly more males (5%) than females (1%) reported past month use of energy/caffeine tablets ($p<0.01$), however this sex difference was not found in the 16- to 17-year-old group.

Use of these tablets in the last year was around nine per cent, with a similar proportion of older students (11%) and younger students (8%) having consumed energy/caffeine tablets within this time period. Younger males (10%) were more likely than younger females (6%) to have consumed these tablets in the last year ($p<0.05$), however this sex difference was not found in the older age group.

Approximately 13% of students reported lifetime use of energy/caffeine tablets, with younger students (12%) equally as likely to have consumed them as older students (15%). No sex differences were observed among either age group for lifetime use of energy/caffeine tablets.

Of those students who indicated that they had consumed an energy/caffeine tablet in their lifetime ($n=223$), 69% said it helped keep them awake, 28% said that they did so because it helped them concentrate in school, 25% said it helped them in their sporting performance, 11% said they used these tablets due to peer pressure, and 26% said they did not know why they used energy/caffeine tablets.

Conclusion – Diet Related Behaviour

Only 21% of 12- to 17-year-old students surveyed in 2014 had not eaten a fast food meal in the week before completing the survey. This means the majority of students (79%) consumed at least one fast food meal during the past week. Students aged 16- to 17-years-old were more likely to report having a fast food meal three or more times in the past week than were 12- to 15-year-olds. High-SES students were more likely than low-SES students to have not eaten fast food in the previous week.

Ninety-seven per cent of students surveyed in 2014 consumed snacks such as chocolate, potato chips, ice cream or sweet biscuits at least once in the week prior the survey. Consuming no snacks in the week prior to the survey did not differ by age group. Thirty-four per cent of students had eaten snacks three or four times in the past week and 39% of students had eaten snacks five or more times in the past week. Low-SES students were more likely than high-SES students to have eaten snacks five or more times in the past week.

Consumption of sugar-rich drinks was very common, with 82% of students surveyed in 2014 having consumed these drinks at least once in the week before the survey. In both age groups, male students were more likely than female students to have consumed these drinks three or more times in the past week. Low-SES students were more likely to have consumed these drinks three or more times in the past week, compared to high-SES students.

Over two-thirds of students had consumed non-alcoholic energy drinks at least once in their lifetime, with around one-fifth of students consuming these drinks in the past week. Males were more likely than females to report consuming these drinks in the past week and in their lifetime.

Only two per cent of students surveyed in 2014 consumed energy / caffeine tablets in the past week. Consumption of these tables increased to nine per cent in the past year and 13% for lifetime use. The main reasons for taking these tablets were to stay awake, concentrate at school and improve sporting performance.

In summary, there is a need for educational programs to encourage adolescents to eat fewer fast foods and snack foods, and to drink fewer sugar-rich drinks in order to lower the risks of obesity and the occurrence of conditions such as heart disease, diabetes and certain cancers in later life. Socio-economic disparities in diet and nutrition need to be considered, as identified by these results.

LEVELS OF PHYSICAL ACTIVITY & SEDENTARY BEHAVIOUR UNDERTAKEN BY STUDENTS

Introduction

Australian adolescents are becoming increasingly less physically active and are adopting a sedentary life-style spending their recreation time using computers and watching television⁴.

It is recommended that adolescents spend no more than 2 hours per day using electronic media for entertainment purposes (e.g. television, seated electronic games and computer use)¹.

Results

The following section presents prevalence data for moderate and vigorous weekly physical activity sessions among Tasmanian secondary school students. Also presented are data on the number of days per week that students exercised for 60 minutes or more, and time spent on sedentary activities.

Moderate Physical Activity

Students were asked how many times in the last week they did: i) any vigorous physical activity for at least 30 minutes that made them huff and puff or sweat; and ii) any moderate physical activity for at least 30 minutes that did not make them huff and puff or sweat. Students selected from one of the following response categories: 1) None; 2) Once; 3) Twice; 4) 3 times; 5) 4 times; 6) 5 times; 7) 6 or more times.

Examples of different activity levels were given and included basketball, netball, soccer, football, running, fast bike riding, and aerobics for vigorous physical activity; and slow bike riding, brisk walking, and skateboarding for moderate physical activity.

Table 10 presents the number of times in the past week males and females aged 12- to 15-years and 16- to 17-years engaged in *moderate* physical activity for at least 30 minutes.

Table 10: Percentage of 12- to 15-year-old and 16- to 17-year-old students who engaged in moderate physical activity for at least 30 minutes, by sex, 2014

	At least 30 minutes of moderate physical activity						
	None (%)	Once (%)	Twice (%)	3 times (%)	4 times (%)	5 times (%)	6 or more times (%)
12-15 years							
Males	17	13	16	13	10	9	22
Females	16	16	19	17	10	7	14
Total	17	15	18	15	10	8	18
16-17 years							
Males	13	11	10	26	11	8	22
Females	11	11	25	14	15	8	16
Total	12	11	18	20	13	8	19
12-17 years							
Males	16	12	14	17	10	9	22
Females	14	15	21	16	12	7	15
Total	15	13	18	17	11	8	18

Seventeen per cent of 12- to 15-year-olds reported that they did not do any moderate physical activity for at least 30 minutes in the week before the survey. Around half of 12- to 15-year-olds engaged in at least 30 minutes of moderate physical activity between one and three times in the week prior to the survey.

Results were similar for the older group, with approximately 49% of 16- to 17-year-olds engaging in at least 30 minutes of moderate physical activity between one and three times in the past week. Older students (12%) were less likely than younger students (17%) to report that they did not do any moderate physical activity for at least 30 minutes in the past week ($p<0.05$).

Of 16- to 17-year-olds, females were more likely to report engaging in at least 30 minutes of moderate physical activity twice a week than males ($p<0.01$). This trend was not seen in the younger age group.

Of 12- to 15-year-olds, males were more likely to report engaging in at least 30 minutes of moderate physical activity six or more times a week than same-aged females ($p<0.01$). This trend was not observed in the older age group.

Table 11 presents the number of times in the week prior to the survey students engaged in *moderate* physical activity for at least 30 minutes, by socio-economic status.

Table 11: Percentage of 12- to 17-year-old students who engaged in moderate physical activity for at least 30 minutes, by socio-economic status, 2014[^]

Socio-economic status	(n)	None (%)	At least 30 minutes of moderate physical activity					
			Once (%)	Twice (%)	3 times (%)	4 times (%)	5 times (%)	6 or more times (%)
Low-SES	(652)	17	14	18	17	11	7	17
Mid-SES	(672)	16	13	18	18	10	9	16
High-SES	(412)	10	12	18	16	14	7	24
Total	(1736)	15	13	18	17	11	8	18

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Seventeen per cent of low-SES students reported that they did not do any moderate physical activity for at least 30 minutes in the week before the survey which was significantly higher than 10% of high-SES students ($p < 0.01$).

Vigorous Physical Activity

The number of times in the past week males and females aged 12- to 15-years and 16- to 17-years engaged in *vigorous* physical activity for at least 30 minutes is shown in Table 12.

Table 12: Percentage of 12- to 15-year-old and 16- to 17-year-old students who engaged in vigorous physical activity for at least 30 minutes, by sex, 2014

	At least 30 minutes of vigorous physical activity						
	None (%)	Once (%)	Twice (%)	3 times (%)	4 times (%)	5 times (%)	6 or more times (%)
12-15 years							
Males	9	7	16	15	20	11	22
Females	9	15	21	17	14	11	15
Total	9	11	18	16	17	11	18
16-17 years							
Males	12	8	14	15	10	12	30
Females	17	12	16	20	10	15	10
Total	14	10	15	18	10	13	20
12-17 years							
Males	10	7	15	15	17	11	25
Females	11	14	20	18	13	12	13
Total	10	11	17	16	15	12	19

Nine per cent of 12- to 15-year-olds reported that they did not do any vigorous activity for at least 30 minutes in the past week, compared to 14% of 16- to 17-year-olds ($p<0.01$). Forty-five per cent of 12- to 15-year-olds engaged in at least 30 minutes of vigorous activity between one and three times in the past week, as did 43% of 16- to 17-year-olds.

Of all 12- to 17-year-old students, males (25%) were significantly more likely than females (13%) to have engaged in at least 30 minutes of vigorous physical activity on six or more occasions in the last week ($p<0.01$).

The number of times in the week prior to the survey that students engaged in vigorous physical activity is shown in Table 13, by socio-economic status.

Table 13: Percentage of 12- to 15-year-old and 16- to 17-year-old students who engaged in vigorous physical activity for at least 30 minutes, by socio-economic status, 2014[^]

Socio-economic status	(n)	At least 30 minutes of vigorous physical activity						
		None (%)	Once (%)	Twice (%)	3 times (%)	4 times (%)	5 times (%)	6 or more times (%)
Low-SES	(666)	11	11	19	16	16	8	19
Mid-SES	(674)	10	11	16	18	12	15	18
High-SES	(420)	11	8	17	15	17	12	20
Total	(1760)	11	10	18	16	15	12	19

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

The amount of vigorous physical activity undertaken by 12- to 17-year-old students did not differ significantly across socio-economic groups.

Daily Physical Activity

The minimum amount of physical activity recommended for adolescents is at least 60 minutes of moderate to vigorous physical activity every day¹.

Students were asked, 'How many days in the past week have you done any vigorous or moderate physical activity for 60 minutes or more?' This could be made up of different activities during the day like cycling or walking to and from school, playing sport at lunchtime or after school, doing an exercise class, or doing housework. Students selected from one of the following response categories: 1) 1 day; 2) 2 days; 3) 3 days; 4) 4 days; 5) 5 days; 6) 6 days; 7) 7 days; 8) No days in the last week.

The number of days in the past week that students engaged in vigorous or moderate physical activity for at least 60 minutes is shown in Table 14 by sex and age grouping.

Table 14: Number of days in the past week 12- to 15-year-old and 16- to 17-year-old students engaged in vigorous or moderate physical activity for at least 60 minutes, by sex, 2014

	Vigorous or moderate physical activity for at least 60 minutes							
	No days (%)	1 day (%)	2 days (%)	3 days (%)	4 days (%)	5 days (%)	6 days (%)	7 days (%)
12-15 years								
Males	4	7	12	16	17	15	10	19
Females	4	12	14	22	14	15	9	11
Total	4	9	13	18	16	15	10	15
16-17 years								
Males	6	8	11	16	13	15	6	25
Females	9	10	13	18	17	9	17	7
Total	7	9	12	17	15	12	11	16
12-17 years								
Males	4	7	12	16	16	15	9	21
Females	6	11	14	21	15	13	11	10
Total	5	9	13	18	15	14	10	15

Of 12- to 15-year-olds, only 15% of students reported achieving the recommended level of activity in the week prior to the survey in 2014. Of 16- to 17-year-olds, only 16% of students achieved the recommended level of activity in the past week. In the older age group, males (25%) were more likely than females (7%) to exercise for at least 60 minutes on seven days in the past week ($p<0.01$). Similarly, in the younger group, 19% of males reported this level of physical activity compared to 11% of females ($p<0.01$).

The number of days per week that students engage in vigorous or moderate physical activity for at least 60 minutes is shown in Table 15, by socio-economic status.

Table 15: Number of days in the past week 12- to 17-year-old students engaged in vigorous or moderate physical activity for at least 60 minutes, by socio-economic status, 2014[^]

Socio-economic status	(n)	Vigorous or moderate physical activity for at least 60 minutes							
		No days (%)	1 day (%)	2 days (%)	3 days (%)	4 days (%)	5 days (%)	6 days (%)	7 days (%)
Low-SES	(681)	7	12	15	17	15	12	8	14
Mid-SES	(684)	4	9	12	19	15	15	10	16
High-SES	(434)	4	6	10	18	17	15	13	18
Total	(1799)	5	9	13	18	16	14	10	16

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Overall, the number of days students engaged in vigorous or moderate physical activity for at least 60 minutes differed by socio-economic status. Low-SES were more likely than high-SES students not to engage in vigorous or moderate physical activity for at least 60 minutes on any days in the past week ($p<0.05$).

Type of Physical Activity

Students were asked to indicate, on an average school day, how many hours they spend: 1) Playing sport, 2) Going for a walk, 3) Bike riding, 4) Swimming, 5) Running, 6) Taking dance classes/dancing or 7) Going to the gym, when they are not at school. Students selected from one of the following options: 1) None, 2) 1 hour or less, 3) 2 hours, 4) 3-4 hours, 5) 5-6 hours, 6) 7 or more hours.

Five per cent of students reported not engaging in any of these activities on an average school day, while not at school.

Playing Sport

The number of hours students spent playing sport on an average school day while not at school is shown in Table 16.

Table 16: Number of hours per day 12- to 15-year-old and 16- to 17-year-old students plays sport when they are not at school, by sex, 2014

	Number of hours spent playing sport			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	19	35	28	18
Females	29	38	23	10
Total	24	36	26	14
16-17 years				
Males	32	35	22	11
Females	50	26	17	8
Total	41	30	19	9
12-17 years				
Males	23	35	26	16
Females	35	34	21	9
Total	29	34	24	13

Around 34% of 12- to 17-year-olds played sport for one hour or less, with an additional 24% playing sport for two hours on an average school day while not at school. Thirteen per cent of 12- to 17-year-olds played three or more hours of sport on these days.

Older students were significantly more likely (41%) than younger students (24%) not to play any sport on school days while not at school ($p<0.01$). Younger students (36%) were more likely than older students (31%) to play sport for one hour or less on these days ($p<0.05$). Younger students were also more likely to play sport for two hours and for three or more hours on these days compared to older students (all $p<0.01$).

Of all 12- to 17-year-olds, females (35%) were more likely than males (23%) not to play sport ($p<0.01$). Younger males (16%) were more likely than same-aged females (9%) to play sport for three hours or more ($p<0.01$).

The number of hours students spent playing sport on an average school day while not at school is shown in Table 17, by socio-economic status.

Table 17: Number of hours per day 12- to 17-year-old students plays sport when they are not at school, by socio-economic status, 2014[^]

Socio-economic status	(n)	Number of hours spent playing sport			
		None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
Low-SES	(672)	32	32	23	13
Mid-SES	(675)	28	38	22	12
High-SES	(426)	25	33	28	14
Total	(1773)	29	35	24	13

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

The number of hours spent playing sport on an average school day while not at school, did not differ significantly by socio-economic background.

Going for a walk

The number of hours students spent going for a walk on an average school day while not at school is shown in Table 18.

Table 18: Number of hours per day 12- to 15-year-old and 16- to 17-year-old students spent going for a walk when they are not at school, by sex, 2014

	Number of hours spent going for a walk			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	26	56	14	4
Females	16	60	20	5
Total	21	58	17	4
16-17 years				
Males	24	61	11	5
Females	22	58	15	5
Total	23	59	13	5
12-17 years				
Males	26	57	13	4
Females	18	59	18	5
Total	22	58	16	5

The majority of students (58%) reported walking for one hour or less, with an additional 16% walking for two hours on an average school day while not at school. Five per cent of 12- to 17-year-olds walked for three or more hours on

these days. Twenty-two per cent of students reported not going for a walk on these days.

Younger and older students were equally likely to report walking one hour or less, two hours, three or more hours or no hours on an average school day while not at school.

Of younger students, males (26%) were more likely than females (16%) not to go walking ($p < 0.01$). No sex differences were observed for older students.

The number of hours students spent going for a walk on an average school day while not at school is shown in Table 19, by socio-economic status.

Table 19: Number of hours per day 12- to 17-year-old students spent going for a walk when they are not at school, by socio-economic status, 2014[^]

Socio-economic status	(n)	Number of hours spent going for a walk			
		None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
Low-SES	(664)	21	57	17	5
Mid-SES	(662)	26	58	13	4
High-SES	(428)	18	60	18	4
Total	(1754)	22	58	16	4

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Students from low-SES backgrounds (21%) were equally as likely to not walk on an average school day while not at school as students from high-SES backgrounds (18%).

Bicycle-Riding

The number of hours students spent bike-riding on an average school day while not at school is shown in Table 20.

Table 20: Number of hours per day 12- to 15-year-old and 16- to 17-year-old students ride bikes when they are not at school, by sex, 2014

	Number of hours spent bike riding			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	54	29	10	8
Females	76	19	4	1
Total	65	24	7	5
16-17 years				
Males	73	19	5	3
Females	88	10	2	0
Total	81	14	3	2
12-17 years				
Males	60	26	8	6
Females	79	16	4	1
Total	69	21	6	4

Over two-thirds of 12- to 17-year-olds (69%) did not ride a bike on school days outside of school hours and 21% rode their bike for one hour or less on these days.

Younger students were significantly more likely than older students to ride their bike for one hour or less, two hours and three or more hours on average school days while not at school ($p<0.01$). A greater proportion of older students (81%) compared to younger students (65%) did not ride a bike at all on these days ($p<0.01$).

Of younger students, females (76%) were more likely than males (54%) not to ride a bike ($p<0.01$). This sex difference was also observed among older students, with 88% of females reporting not riding a bike on these days compared to 74% of males ($p<0.01$). Overall, males were more likely than females to bike-ride for one hour or less, two hours and three or more hours on these days ($p<0.01$).

The number of hours students spent bike-riding on an average school day while not at school is shown in Table 21, by socio-economic status.

Table 21: Number of hours per day 12- to 17-year-old students ride bikes when they are not at school, by socio-economic status, 2014[^]

Socio-economic status	(n)	Number of hours spent bike riding			
		None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
Low-SES	(652)	67	23	6	4
Mid-SES	(657)	72	20	5	4
High-SES	(422)	70	21	6	3
Total	(1731)	70	21	6	4

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

There was no association between the number of hours per day 12- to 17-year-old students spend riding their bike when they are not at school and socio-economic status.

Swimming

The number of hours students spent swimming on an average school day while not at school is shown in Table 22.

Table 22: Number of hours per day 12- to 15-year-old and 16- to 17-year-old students swim when they are not at school, by sex, 2014

	Number of hours spent swimming			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	73	16	8	3
Females	73	17	6	3
Total	73	17	7	3
16-17 years				
Males	81	11	4	5
Females	82	13	4	2
Total	81	12	4	3
12-17 years				
Males	75	15	7	4
Females	76	16	6	3
Total	76	15	6	3

Fifteen per cent of 12- to 17-year-olds reported swimming for one hour or less on school days while not at school. The majority of students (76%) did not swim on these days.

Younger students (17%) were more likely than older students (12%) to swim for one hour or less on an average school day while not at school ($p<0.05$). Older students (81%) were more likely not to swim on these days compared to younger students (73%) ($p<0.01$).

The number of hours students spent swimming on an average school day while not at school is shown in Table 23, by socio-economic status.

Table 23: Number of hours per day 12- to 17-year-old students swim when they are not at school, by socio-economic status, 2014[^]

Socio-economic status	(n)	Number of hours spent swimming			
		None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
Low-SES	(650)	75	15	7	4
Mid-SES	(645)	77	15	5	3
High-SES	(420)	75	15	7	3
Total	(1715)	76	15	6	3

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Hours spent swimming on these days while not at school was not significantly associated with socio-economic status.

Running

The number of hours students spent running on an average school day while not at school is shown in Table 24.

Table 24: Number of hours per day 12- to 15-year-old and 16- to 17-year-old students spent running when they were not at school, by sex, 2014

	Number of hours spent running			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	32	45	15	9
Females	38	49	10	4
Total	35	47	12	6
16-17 years				
Males	38	51	7	5
Females	47	40	11	1
Total	43	46	9	3
12-17 years				
Males	34	47	12	7
Females	40	46	10	3
Total	37	47	11	5

Thirty-seven per cent of all students did not spend any time running an average school day when not at school. Older students (43%) were more likely than younger students (35%) not to go running ($p<0.01$). Among 12- to 17-year-olds, females (41%) were significantly more likely than males (34%) not to go running ($p<0.01$).

Forty-seven per cent of 12- to 17-year-olds reported running for one hour or less on school days while not at school. Only 16% of 12- to 17-year-olds reported running for two hours or more.

Males (7%) were more likely than females (3%) to run for three or more hours on these days ($p<0.01$).

The number of hours students spent running on an average school day while not at school is shown in Table 25, by socio-economic status.

Table 25: Number of hours per day 12- to 17-year-old students spent running when they were not at school, by socio-economic status, 2014^a

Socio-economic status	(n)	Number of hours spent running			
		None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
Low-SES	(659)	41	42	12	5
Mid-SES	(655)	35	51	10	5
High-SES	(423)	35	47	10	5
Total	(1737)	37	47	11	5

^a Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

The amount of time students spent running on school days while not at school was not related to socio-economic status.

Dancing

The number of hours students spent dancing/in dance classes on an average school day while not at school is shown in Table 26.

Table 26: Number of hours per day 12- to 15-year-old and 16- to 17-year-old students spent dancing/in dance classes when they were not at school, by sex, 2014

	Number of hours spent dancing			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	98	2	0	1
Females	76	11	8	6
Total	87	6	4	3
16-17 years				
Males	99	1	0	0
Females	82	8	6	4
Total	90	5	3	2
12-17 years				
Males	98	2	0	0
Females	78	10	7	5
Total	88	6	4	3

The majority of students (88%) did not attend dance classes/dance on school days while not at school. Six per cent of 12- to 17-year-olds reported dancing for one hour or less on school days while not at school.

Older students (90%) were more likely than younger students (87%) not to participate in dance classes/dancing on school days while not at school ($p<0.05$). In both age groups, females were more likely than males to dance for one hour or less, two hours or three or more hours on these days ($p<0.01$).

The number of hours students spent dancing on an average school day while not at school is shown in Table 27, by socio-economic status.

Table 27: Number of hours per day 12- to 17-year-old students spent dancing/in dance classes when they were not at school, by socio-economic status, 2014[^]

Socio-economic status	(n)	Number of hours spent dancing			
		None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
Low-SES	(648)	88	7	3	3
Mid-SES	(657)	87	5	5	3
High-SES	(417)	90	5	3	2
Total	(1722)	88	6	4	3

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

The number of hours spent dancing or in dance classes on an average school day when not at school did not differ significantly by socio-economic background.

Going to the Gym

The number of hours students spent going to the gym on an average school day while not at school is shown in Table 28.

Table 28: Number of hours per day 12- to 15-year-old and 16- to 17-year-old students spent at the gym when they were not at school, by sex, 2014

	Number of hours spent at the gym			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	77	12	7	4
Females	78	15	5	2
Total	77	14	6	3
16-17 years				
Males	54	19	20	6
Females	59	19	18	4
Total	57	19	19	5
12-17 years				
Males	70	14	11	5
Females	72	17	9	3
Total	71	15	10	4

The majority of younger (77%) and older (57%) students did not go to the gym on school days while not at school. Fifteen per cent of 12- to 17-year-olds spent one hour or less at the gym on average school days while not at school.

Older students were more likely than younger students to go to the gym for one hour or less ($p<0.01$), two hours ($p<0.01$) and three hours or more ($p<0.05$).

Of 12- to 17-year-old students, males and females were equally likely to report not going to the gym on school days while not at school. Of 12- to 15-year olds, males (4%) were more likely than females (2%) to go to the gym three hours or more per day ($p<0.01$).

The number of hours students spent at the gym on an average school day while not at school is shown in Table 29, by socio-economic status.

Table 29: Number of hours per day 12- to 17-year-old students spent at the gym when they were not at school, by socio-economic status, 2014[^]

Socio-economic status	(n)	Number of hours spent at the gym			
		None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
Low-SES	(656)	77	14	5	4
Mid-SES	(661)	68	14	15	3
High-SES	(428)	65	21	9	5
Total	(1745)	71	15	10	4

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Time spent at the gym on school days while not at school was associated with socio-economic status ($p<0.01$). Students from low-SES (77%) were more likely to not go to the gym compared to students from high-SES (65%) ($p<0.01$). Significantly more high-SES students (21%) than low-SES students (14%) spent one hour or less at the gym. Similarly significantly more high-SES students (9%) spent two hours at the gym than low-SES students (5%) ($p<0.01$).

What encourages participation in physical activity?

Students were asked “What encourages you to participate in physical activity?” Students were asked to nominate as many of the following options as applied to them: 1) Television ads or programs; 2) Newspaper articles or ads; 3) Radio ads or programs; 4) Social networking sites (e.g. Facebook, Twitter); 5) Good weather; 6) Other (*please specify*); or 7) Nothing. Factors encouraging students’ participation in physical activity are shown in Table 30.

Table 30: What encourages participation in physical activity among 12- to 15-year-old and 16- to 17-year-old students, by age group and sex, 2014^{#^}

What encourages physical activity	Age (years)		
	12 - 15 (%)	16 - 17 (%)	12 - 17 (%)
Weather			
Males	56	56	56
Females	62	60	61
Total	59	58	59
Other/boredom			
Males	31	37	33
Females	34	37	35
Total	32	37	34
Social networking sites			
Males	11	14	12
Females	21	21	21
Total	16	18	17
Friends/Family/Teachers/Coaches/Other people			
Males	13	12	13
Females	16	15	16
Total	15	14	14
Television ads / programs			
Males	11	9	10
Females	12	10	12
Total	11	10	11
Enjoyment			
Males	6	9	7
Females	10	15	11
Total	8	12	9
Health/fitness/weight loss/appearance			
Males	8	6	7
Females	11	9	10
Total	9	8	9
Self-motivation/competition			
Males	6	12	8
Females	5	5	5
Total	6	8	6
Newspaper articles / ads			
Males	4	3	4
Females	5	5	5
Total	4	4	4

Table 30: Continued

What encourages physical activity	Age (years)		
	12 - 15 (%)	16 - 17 (%)	12 - 17 (%)
Radio ads / programs			
Males	2	2	2
Females	3	2	2
Total	2	2	2

Percentages will not add to 100% because multiple responses were allowed for this question.

^ 14% of students reported 'nothing' would encourage them to participate in physical activity.

A large number of students said the 'weather' encourages them to participate in physical activity (59%). Of all 12- to 17-year-olds, a greater proportion of females (61%) than males (56%) endorsed 'weather' as a factor encouraging participation in physical activity ($p < 0.05$). Weather was not associated with age.

Around one-third of all students reported 'boredom/other' as a factor that encouraged their participation in physical activity (34%). This factor was not associated with sex or age.

Seventeen per cent of 12- to 17-year-olds indicated 'social networking sites' encouraged their participation in physical activity. For younger ($p < 0.01$) and older ($p < 0.05$) students, females were more likely than males to report social networking sites.

'Family, friends, girlfriends, boyfriends, school, coaches, teachers and other people' were a highly endorsed source of encouragement, selected by 15% of 12- to 15-year old students and 14% of 16- to 17-year-old students.

Overall, 11% of students said that 'television ads or programs' encouraged them to participate in physical activity. A similar proportion of younger and older students and male and female students reported this medium as the source of encouragement for physical activity.

'Enjoyment' in physical activity was endorsed by 11% of females and seven per cent of males ($p < 0.01$). Sixteen to 17-year-old students were more likely to cite enjoyment as a factor encouraging participation than 12- to 15-year-old students ($p < 0.05$).

A small number of students listed 'health/fitness/weight loss/appearance', 'self-motivation/competition', 'newspaper articles/ads' or 'radio ads/programs' as sources of motivation for physical activity.

The factors that encourage physical activity among 12- to 17-year-old students are shown in Table 31, by socio-economic status.

Table 31: What encourages participation in physical activity among 12- to 17-year-old students, by socio-economic status, 2014[^]#

	Socio-economic status			Total (%)
	Low-SES (%)	Mid-SES (%)	High-SES (%)	
Sample size (n)	(726)	(632)	(442)	(1800)
What encourages physical activity?				
Weather	60	59	61	60
Other/boredom	29	36	35	33
Social networking sites	16	17	21	18
Friends/Family/Teachers/Coaches	14	16	12	14
Television ads / programs	11	12	10	11
Enjoyment	6	8	11	8
Health/fitness/weight loss/appearance	7	10	10	9
Self-motivation/competition	5	7	9	7
Newspaper articles / ads	4	4	5	4
Radio ads / programs	2	2	1	2

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Percentages will not add to 100% because multiple responses were allowed for this question.

The majority of factors that encourage students to participate in physical activity did not significantly differ between SES groups. The exceptions to this were 'enjoyment' and 'self-motivation/competition'. High-SES (11%) and mid-SES (8%) students were more likely to report 'enjoyment' as a factor that encourages them to participate in physical activity than were low-SES students (6%) ($p < 0.01$). Low-SES students (5%) were less likely to report that 'self-motivation/competition' encourages participation in physical activity compared to high-SES (9%) ($p < 0.05$).

What discourages participation in physical activity?

Students were asked "What discourages you from participation in physical activity?" Students could pick from the following options: 1) Weather, too hot, cold or wet; 2) Transport, means of getting there; 3) Cost of the activity; 4) Where I live (e.g. lack of sporting facilities and parks); 5) Lack of available activities; 6) Other (*please specify*); or 7) Nothing. Factors that discourage students' participation in physical activity are shown in Table 32.

Table 32: What discourages participation in physical activity among 12- to 15-year-old and 16- to 17-year-old students, by age group and sex, 2014^{^#*}

What discourages physical activity?	Age (years)		
	12 - 15 (%)	16 - 17 (%)	12 - 17 (%)
Weather/too hot/cold or wet			
Males	50	39	47
Females	54	64	57
Total	52	52	52
Transport/means of getting there			
Males	20	31	23
Females	23	31	25
Total	21	31	24
Cost of the activity			
Males	16	31	20
Females	24	30	26
Total	20	31	23
Where I live (e.g. lack of sporting facilities and parks)			
Males	19	22	20
Females	21	28	23
Total	20	25	21
Lack of available activities			
Males	17	16	17
Females	16	20	17
Total	16	18	17
Other[^]			
Males	11	11	11
Females	19	17	18
Total	15	14	15
Can't be bothered/lazy/lack of motivation/ too tired			
Males	2	4	2
Females	6	2	5
Total	4	3	3

[^] Other includes study commitments/homework, too busy, don't like it, too difficult/not good at it, lack of confidence/self-esteem, bullying, no-one to do it with, sick/injured/health problems.

[#] Percentages will not add to 100% because multiple responses were allowed for this question.

^{*} 21% of students said that 'nothing' discouraged them from physical activity.

The most frequently cited barrier to physical activity was the weather, cited by 52% of students. Weather was more frequently cited as a reason for not doing exercise by females than males among all 12-to 17-year-olds ($p < 0.01$).

Transport, cost of the activity and the lack of sporting facilities near students' homes were the next most frequently endorsed barriers. Cost was more likely to be endorsed as a source of discouragement for females (26%) than males (20%)

($p<0.01$), and was more likely to be seen as a barrier among older students (31%) than younger students (20%) ($p<0.01$). Older students were more likely than younger students to see transport ($p<0.01$) and lack of sporting facilities near students' homes ($p<0.05$) as barriers to physical activity.

A break-down of the factors that discourage physical activity among 12- to 17-year-old students are shown in Table 33, by socio-economic status.

Table 33: What discourages participation in physical activity among 12- to 17-year-old students, by socio-economic status, 2014[^]#

	Socio-economic status			Total (%)
	Low-SES (%)	Mid-SES (%)	High-SES (%)	
Sample size (n)	(679)	(676)	(435)	(1791)
What discourages physical activity?				
Weather, too hot, cold or wet	52	51	53	52
Transport, means of getting there	24	24	26	24
Cost of the activity	21	23	27	23
Where I live (e.g. lack of sporting facilities and parks)	24	21	18	21
Lack of available activities	20	18	13	17
Other	14	13	19	15
Can't be bothered/lazy/lack of motivation / too tired	3	3	5	3

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Percentages will not add to 100% because multiple responses were allowed for this question.

Few differences were found between low- and high-socio-economic groups, with the exceptions of 'cost of the activity', 'where I live' and 'lack of available activities'. Low-SES students were significantly more likely than high-SES students to indicate that cost of the activity and lack of available activities discouraged them from participating in physical activity ($p<0.01$). In addition, significantly more low-SES students (24%) listed where I live (e.g. lack of sporting facilities and parks) as a factor discouraging participation compared to high-SES students (18%) ($p<0.05$).

Who influences participation in physical activity?

Students were asked “Who influences you to participate in physical activity?” and instructed to tick all options that applied to them. Students could pick from the following: 1) Parents; 2) Siblings; 3) Friends; 4) Teacher; 5) Sporting Coach; 6) Other (*please specify*); or 7) No-one. Who influences participation in physical activity is shown in Table 34.

Table 34: Who influences participation in physical activity among 12- to 15-year-old and 16- to 17-year-old students, by age group and sex, 2014[#]

Who influences participation in physical activity?	Age (years)		
	12 - 15 (%)	16 - 17 (%)	12 - 17 (%)
Parents			
Males	58	59	58
Females	64	62	63
Total	61	61	61
Friends / clubs & teams			
Males	51	61	54
Females	49	63	53
Total	50	62	54
Sporting Coach			
Males	31	42	34
Females	32	34	33
Total	32	38	34
Siblings			
Males	23	28	24
Females	30	33	31
Total	26	30	28
Teacher			
Males	11	21	14
Females	19	15	18
Total	15	18	16
Other			
Males	8	9	9
Females	11	8	10
Total	10	8	9
No-one			
Males	22	26	23
Females	15	16	15
Total	18	21	19

[#] Percentages will not add to 100% because multiple responses were allowed for this question.

Parents (61%) and friends/clubs and teams (54%) were the greatest sources influencing 12- to 17-year-old students to participate in physical activity. Students

aged 16- to 17-years-old (30%) were more likely than students aged 12- to 15-years-old (26%) to say that their friends influenced them ($p<0.01$). For younger students, a greater proportion of female students (30%) reported siblings as an influencing factor than male students (23%) ($p<0.01$). Similarly among younger students, more females (64%) than males (58%) reported parents as a factor influencing their participation in physical activity ($p<0.05$). No sex differences were found in the older age group for students reporting parents or siblings.

Older male students (21%) were more likely than younger male students (11%) to report that a teacher influenced their participation in physical activity ($p<0.01$). For younger students, a greater proportion of females (19%) reported teachers as an influencing factor than males (11%) ($p<0.01$). This difference was not observed among the 16- to 17-year-old age group.

Sporting coaches (34%) were also frequently cited sources influencing young people to participate in physical activity. No sex differences were observed in regards to this influencing factor.

Nineteen per cent of students reported 'no-one' influenced their participation in physical activity and nine per cent report 'other'. Males (23%) were more likely than females (15%) to report 'no-one' influencing their participation in physical activity and this was found in younger and old age groups ($p<0.01$).

The sources that influenced students to participate in physical activity are shown in Table 35, by socio-economic status.

Table 35: Who influences participation in physical activity among 12- to 17-year-old students, by socio-economic status, 2014[^]#

	Socio-economic status			Total (%)
	Low-SES (%)	Mid-SES (%)	High-SES (%)	
Sample size (n)	(683)	(679)	(438)	(1800)
Who influences participation in physical activity?				
Parents	51	67	66	61
Friends / clubs & teams	49	56	58	54
Sporting Coach	25	38	41	34
Siblings	22	33	28	28
Teacher	19	17	11	16
Other	10	10	8	9
No-one	20	18	19	19

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Percentages will not add to 100% because multiple responses were allowed for this question.

There were some differences found between low- and high-SES groups for the following influences; parents, teacher, friends/clubs & teams, sporting coach and siblings. High-SES students were more likely than low-SES students to report parents ($p<0.01$), friends/clubs & teams ($p<0.01$), sporting coach ($p<0.01$) and siblings ($p<0.05$) as influencing them to participate in physical activity. Low-SES students were more likely than high-SES students to report teachers as influencing them to participate in physical activity ($p<0.01$).

Why do 12- to 17-year-olds participate in physical activity?

Students were asked “Why do you participate in physical activity?” and instructed to tick all options that applied to them. Students could pick from the following: 1) To have fun; 2) To keep healthy; 3) To socialise with friends; 4) To get fit; 5) All of the above; 6) Other (please specify); or 7) I don’t participate in physical activity. Reasons why students participate in physical activity are shown in Table 36.

Table 36: Why do 12- to 17-year-old students participate in physical activity, by age group and sex, 2014^{##}

Why do 12-to-17 years participate in physical activity	Age (years)		
	12 - 15 (%)	16 - 17 (%)	12 - 17 (%)
To have fun			
Males	84	89	85
Females	80	77	79
Total	82	83	82
To keep healthy			
Males	73	80	75
Females	85	85	85
Total	79	83	80
To get fit			
Males	66	74	69
Females	78	83	79
Total	72	79	74
To socialise with friends			
Males	56	73	61
Females	59	63	60
Total	57	68	61

[#]Percentages will not add to 100% because multiple responses were allowed for this question.

[^]Base: students who participate in physical activity.

* Frequencies not reported for 5% of students (n=86) who listed an ‘other’ option. ‘Other’ responses included: because it’s compulsory, because I like to/interested, to win/achieve goals, to improve skills, for my job/career and to lose weight.

Eighty-two per cent of 12- to 17-year-olds said they participated in physical activity to have fun. Younger and older students were equally as likely to report they participated in physical activity to have fun. Of 16- to 17-year-olds, males (89%) were more likely than females (77%) to cite ‘having fun’ as a reason for engaging in physical activity ($p<0.01$). There were no sex differences among the younger students.

Staying healthy was endorsed by 80% of the overall sample as a reason for participation. Younger and older students were equally likely to cite ‘staying healthy’ as a reason for participating in physical activity. Of 12- to 15-year-olds, females (85%) were more likely than males (73%) to cite this as a reason for participation in physical activity ($p<0.01$).

Seventy-four per cent of students endorsed ‘to get fit’ as a reason for participation in physical activity. Older students (79%) were more likely than younger students

(72%) to cite this reason ($p<0.01$). Among 12- to 17-year-olds, females (79%) were more likely than males (69%) to cite this as a reason for participating in physical activity ($p<0.01$).

To 'socialise with friends' was endorsed as a reason by 61% of 12-to 17-year-old students. Older students (68%) were more likely to cite this reason than younger students (57%) ($p<0.01$). Sex differences were observed in the older age group, with males (73%) being more likely than females (63%) to cite this as a reason for participating ($p<0.05$). No sex differences were observed for the younger group.

Sedentary behaviour among students on an average school day: time spent on homework, watching television or videos, using the Internet and playing computer games

Students were asked 'On an average school day, about how many hours a day do you do the following when you are not at school: a) Homework; b) Watch TV/videos/DVDs; c) Use the Internet/play computer games (not including computer use for homework); d) Use chat/social networking sites (not including computer use for homework)'. Students selected from one of the following response categories: 1) None; 2) 1 hour or less; 3) 2 hours; 4) 3 hours; 5) 4 hours; 6) 5 or more hours.

The amount of time spent in sedentary behaviours on an average school day by sex and age group is shown in Table 37.

Table 37: Number of hours spent doing sedentary activities on an average school day among 12- to 15-year-old and 16- to 17-year-old students, by sex, 2014

Time spent doing sedentary activities	Age (years)		
	12 - 15 (%)	16 - 17 (%)	12 - 17 (%)
Homework			
Less than 2 hours			
Males	83	82	83
Females	71	59	67
Total	77	70	75
2 or more hours			
Males	17	18	17
Females	29	41	33
Total	23	30	25
TV, videos, DVDs			
Less than 3 hours			
Males	78	77	78
Females	76	69	74
Total	77	73	76
3 or more hours			
Males	22	23	22
Females	24	31	26
Total	23	27	24

Table 37: Continued

Time spent doing sedentary activities	Age (years)		
	12 - 15 (%)	16 - 17 (%)	12 - 17 (%)
Internet/computer games			
Less than 3 hours			
Males	64	56	61
Females	70	69	70
Total	67	62	66
3 or more hours			
Males	36	44	39
Females	30	31	30
Total	33	38	34
Chat/social networking			
Less than 3 hours			
Males	76	60	71
Females	68	55	64
Total	72	57	67
3 or more hours			
Males	24	40	29
Females	33	46	37
Total	28	43	33

Homework

As might be expected, a greater percentage of 16- to 17-year-olds (30%) did two or more hours of homework on an average school day, compared to 12- to 15-year-olds (23%) ($p<0.01$). In the younger and older age group, females were more likely than males to do two or more hours of homework on these days ($p<0.01$).

Television, videos, DVDs

The majority of students watched television, videos or DVDs for less than three hours on an average school day (76%). Around a quarter of students (24%) exceeded this guideline, watching three or more hours of television on these days.

Of all 12- to 17-year-olds, females (26%) were more likely to watch three or more hours of television, videos or DVD than males (22%) ($p<0.05$).

Overall, there was no significant difference in the amount of television watched between the two age groups.

Internet/playing computer games

Males (39%) were more likely than females (30%) to report that they spent three hours or more on the Internet or playing computer games on an average school day in the past week ($p<0.01$).

Time spent on the Internet or playing computer games on an average school day in the past week was similar for younger and older students.

Chat/Social Networking

Females (37%) were more likely than males to use chat or social networking sites (29%) for three or more hours on an average school day ($p<0.01$). More older students (43%) than younger students (28%) reported using chat or social networking sites for three or more hours on an average school day ($p<0.01$).

The number of hours spent doing sedentary activities on an average school day are shown in Table 38, by socio-economic status.

Table 38: Number of hours spent doing sedentary behaviours on an average school day among 12- to 17-year-old students, by socio-economic status, 2014[^]

Time spent doing sedentary activities	Socio-economic status			Total (%)
	Low-SES (%)	Mid-SES (%)	High-SES (%)	
Sample size (n)	(677)	(678)	(429)	(1984)
Homework				
2 hours or more	18	28	32	25
TV, videos, DVDs				
3 hours or more	29	22	20	24
Internet/computer games				
3 hours or more	39	32	30	34
Chat/ social networking				
3 hours or more	36	32	29	33

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

The number of hours spent doing homework, watching television, using the internet/playing computer games or using chat or social networking sites on an average school day differed across socio-economic groups.

Students from low-SES backgrounds were more likely than students from high-SES backgrounds to spend three or more hours watching television ($p<0.01$), using the internet/playing computer games ($p<0.01$) or using chat or social networking sites on an average school day ($p<0.05$). Students from low-SES backgrounds were less likely to spend two hours or more doing homework than high-SES students ($p<0.01$).

Sedentary behaviour among students on an average weekend: time spent on homework, watching television or videos, using the Internet and playing computer games

Students were asked 'On an average weekend (that is Saturday and Sunday), about how many hours a day do you do the following: a) Homework; (b) Watch TV/videos/DVDs; c) Use the Internet/play computer games (not including computer use for homework); d) Use chat/social networking sites (not including computer use for homework)'. Students selected from one of the following

response categories: 1) None; 2) 1 hour or less; 3) 2 hours; 4) 3 hours; 5) 4 hours; 6) 5 or more hours.

Details of the number of hours spent doing sedentary behaviours on an average day of the weekend are shown in Table 39 by sex and age grouping.

Table 39: Number of hours spent doing sedentary behaviours on an average day of the weekend among 12- to 15-year-old and 16- to 17-year-old students, by sex, 2014

Time spent doing sedentary activities	Age (years)		
	12 - 15 (%)	16 - 17 (%)	12 - 17 (%)
Homework			
Less than 2 hours			
Males	82	65	77
Females	69	52	64
Total	76	59	71
2 or more hours			
Males	18	35	23
Females	31	48	36
Total	24	41	29
TV, videos, DVDs			
Less than 3 hours			
Males	66	55	63
Females	67	44	60
Total	67	49	61
3 or more hours			
Males	34	45	37
Females	33	56	40
Total	33	51	39
Internet/computer games			
Less than 3 hours			
Males	51	40	48
Females	68	63	67
Total	60	52	57
3 or more hours			
Males	49	60	52
Females	32	37	33
Total	40	48	43

Table 39: Continued

Time spent doing sedentary activities	Age (years)		
	12 - 15 (%)	16 - 17 (%)	12 - 17 (%)
Chat/social networking			
Less than 3 hours			
Males	68	38	59
Females	61	44	56
Total	64	41	57
3 or more hours			
Males	32	63	41
Females	40	56	45
Total	36	59	43

Homework

Females (36%) were significantly more likely than males (23%) to spend two or more hours doing homework on an average day on the weekend ($p<0.01$). As expected, older students were more likely than younger students to report doing two or more hours of homework on these days ($p<0.01$).

Television, videos, DVDs

Older students (51%) were significantly more likely than younger students (33%) to report watching television, videos or DVDs for three or more hours on an average day of the weekend ($p<0.01$). Of all 12- to 17-year-olds, males and females were equally as likely to report watching television, videos or DVDs for three or more hours on an average day of the weekend.

Internet/computer games

Younger students were more likely than older students to report that they spent less than three hours using the Internet or playing computer games in the past week ($p<0.01$). Of all 12- to 17-year-olds, males were more likely than females to report spending three or more hours using the Internet or playing computer games on these days ($p<0.01$).

Chat/Social networking

A greater number of older students report spending three or more hours using chat or social networking sites per day, in comparison to younger students ($p<0.01$). Of all 12- to 17-year-olds use of chat or social networking sites did not differ by sex.

The number of hours spent doing sedentary activities on an average day of the weekend are shown in Table 40, by socio-economic status.

Table 40: Number of hours spent doing sedentary behaviours on an average day of the weekend among 12- to 17-year-old students, by socio-economic status, 2014[^]

Time spent doing sedentary activities	Socio-economic status			Total (%)
	Low-SES (%)	Mid-SES (%)	High-SES (%)	
Sample size (n)	(674)	(669)	(431)	(1774)
Homework				
2 hours or more	18	35	39	30
TV, videos, DVDs				
3 or more hours	40	43	31	39
Internet/computer games				
3 or more hours	46	41	40	43
Chat/social networking				
3 or more hours	43	45	41	43

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

The amount of time on homework ($p < 0.01$), watching television, videos, DVDs ($p < 0.01$) or using the internet ($p < 0.05$) on an average day of the weekend differed by socio-economic background.

High-SES students were more likely to spend more time on homework than low-SES students ($p < 0.01$). Low-SES students were more likely than high-SES students to spend more time watching television, videos, DVDs ($p < 0.01$) or using the internet ($p < 0.05$) on an average day of the weekend.

Using chat or social networking sites on an average day of the weekend did not differ across SES groups.

Relationship between Diet and Sedentary Behaviours

Consumption of Fast Food & Sedentary Behaviour

The relationship between the consumption of fast food in the past week and the time spent doing sedentary activities on an average day of the weekend is shown in Table 41.

Table 41: The amount of time spent on sedentary activities on an average day of the weekend, by consumption of fast food in the last week 2014

Time spent doing sedentary behaviours on an average day of the weekend	Consumption of fast food in the past week				
	None (%)	Once (%)	Twice (%)	Three or more times (%)	12 - 17 (%)
Homework					
2 hours or more	39	31	26	22	30
Watching TV/videos/DVDs					
3 or more hours	27	37	42	49	39
Using the Internet/playing computer games					
3 or more hours	30	38	54	53	43
Using chat/social networking sites					
3 or more hours	30	35	48	64	43

Around 39% of students who consumed no fast food in the last week did two or more hours of homework on an average day of the weekend. This was higher than the 22% of students who consumed fast food three or more times in the past week ($p<0.01$).

Students who ate fast food three or more times in the past week (49%) were more likely than those who ate no fast food in the past week (27%) to exceed the recommended daily guidelines for television use ($p<0.01$). Students consuming fast food three or more times (53%) were more likely than those who ate no fast food (30%) to exceed the recommended daily guidelines for recreational use of the Internet/computer games ($p<0.01$). Finally, students consuming fast food three or more times in the past week (64%) were more likely than those not eating fast food (30%) to exceed the recommended daily guidelines for use of chat and social networking sites ($p<0.01$).

Consumption of Snacks & Sedentary Behaviour

The relationship between the consumption of snacks and the time spent doing sedentary activities on an average day of the weekend is shown in Table 42.

Table 42: The amount of time spent on sedentary activities on an average day of the weekend, by consumption of snacks in the last week 2014

Time spent doing sedentary behaviours on average day of the weekend	Consumption of snacks in the past week			
	0-2 times (%)	3-4 times (%)	5 or more times (%)	12 - 17 (%) (%)
Homework				
2 hours or more	29	31	28	29
Watching TV/videos/DVDs				
3 or more hours	23	41	48	39
Using the Internet/playing computer games				
3 or more hours	28	45	51	43
Using chat/social networking sites				
3 or more hours	28	46	51	43

The amount of snacks consumed in the last week was not related to the amount of homework done on an average day of the weekend.

Students who ate 0-2 snacks in the past week (23%) were less likely to exceed the recommended guidelines for daily television use compared to students who ate snacks five or more times in the past week (48%) ($p<0.01$). Students who ate five or more snacks (51%) were more likely to exceed the recommended guidelines for Internet use, compared to students eating 0-2 snacks (28%) ($p<0.01$). Further, almost half of students eating five or more snacks (51%) used chat and social networking sites for three or more hours on an average day of the weekend, compared to 28% of students who ate 0-2 snacks ($p<0.01$).

Relationship between amount of physical activity and amount of sedentary behaviour

The relationship between students' sedentary activity on an average school day, and the number of days per week spent doing moderate or vigorous physical activity for a total of at least one hour is shown in Table 43.

Table 43: Number of days in the past week that students engaged in at least 60 minutes of moderate or vigorous physical activity, by the amount of time spent on sedentary activities on an average school day, 2014

Time spent doing sedentary behaviours on an average school day	Moderate/vigorous physical activity in the past week			
	No days	1-2 days	3-4 days	5+ days
Homework				
Less than 2 hours (%)	6	22	33	39
2 hours or more (%)	3	21	35	42
Watching TV/videos/DVDs				
Less than 3 hours (%)	4	21	32	43
3 or more hours (%)	9	24	37	30

Table 43: Continued

Time spent doing sedentary behaviours on an average school day	Moderate/vigorous physical activity in the past week			
	No days	1-2 days	3-4 days	5+ days
Using the Internet/playing computer games				
Less than 3 hours (%)	4	19	34	44
3 or more hours (%)	8	28	32	32
Using chat/social networking sites				
Less than 3 hours (%)	5	20	32	43
3 or more hours (%)	6	26	36	33

The time students spent on homework on an average school day was related to the amount of physical activity undertaken, with students doing less than two hours of homework more likely than students doing two or more hours of homework to report not engaging in physical activity in the past week ($p<0.05$).

Students watching television, videos or DVDs for three or more hours per week-day (30%) were less likely than students who watched less than three hours (43%) to have engaged in at least 60 minutes of physical activity on at least five days of the previous week ($p<0.01$).

Similarly, students exceeding the recommended level of recreational Internet/computer game use (32%) were less likely to have engaged in at least 60 minutes of physical activity on five or more days than were students who used the Internet for less than three hours on these days (44%) ($p<0.01$).

The use of chat/social networking sites on an average school day was related to the amount of physical activity undertaken, with students using chat/social networking sites for three hours or more on an average school day less likely to report engaging in 60 minutes of moderate or vigorous physical activity on five or more days ($p<0.01$).

The relationship between the amount of sedentary activity engaged in on an average day of the weekend and the number of days per week spent doing moderate or vigorous physical activity for a total of at least one hour is shown in Table 44.

Table 44: Number of days in the past week that students engaged in at least 60 minutes of moderate or vigorous physical activity, by the amount of time spent on sedentary activities on an average day of the weekend, 2014

Time spent doing sedentary behaviours on an average day of the weekend	Moderate/vigorous physical activity in the past week			
	No days	1-2 days	3-4 days	5+ days
Homework				
Less than 2 hours (%)	6	24	33	37
2 hours or more (%)	3	15	35	48
Watching TV/videos/DVDs				
Less than 3 hours (%)	3	22	33	43
3 or more hours (%)	7	23	35	34
Using the Internet/playing computer games				
Less than 3 hours (%)	3	18	34	45
3 or more hours (%)	8	27	34	32
Using chat/social networking sites				
Less than 3 hours (%)	5	20	34	41
3 or more hours (%)	5	24	33	37

The amount of homework done by students on an average weekend day was related to the amount of physical activity undertaken for 12- to 17- year-olds. Students who did less than two hours of homework on an average day on the weekend (6%) were more likely than those who did two hours or more (3%) to not participate in physical activity for 60 minutes or more ($p<0.05$). Students who did less than two hours of homework were less likely than students who did two or more hours of homework to report engaging in physical activity on five or more days in the past week ($p<0.01$).

Students who watched television, videos or DVDs for three hours or more on an average day of the weekend (7%) were more likely than students watching less than three hours (3%), to have spent no days of the past week involved in physical activity for 60 minutes or more ($p<0.01$).

Students who exceeded the recommended level of recreational Internet/computer game use on an average day of the weekend (8%) were more likely than students using the Internet for less than three hours (3%) to have spent no days of the past week involved in physical activity for 60 minutes or more ($p<0.01$). Students who exceeded the recommended level of recreational Internet/computer game use were more likely to have engaged in physical activity once or twice in the past week ($p<0.01$).

The amount of time spent on chat and social networking sites on an average day on the weekend was not significantly related to whether a student reported no days of physical activity in the past week. However, students who reported using chat and social networking sites for three or more hours were more likely than students who reported less than three hours to engage in physical activity one to two days in the past week ($p<0.05$).

Mode of Transport To and From School

Students were asked to indicate how many trips to and from school, in a typical school week during the current school term, they would usually make by: 1) Car; 2) Walking; 3) Bus or public transport; 4) Cycling; 5) Some other way (please specify).

Students were told that “in a typical school week you would make five trips to school and five trips home from school, which means you make a total of 10 trips to and from school in a week”. Students were asked to record a number between 0 and 10 for each mode of transport, representing the number of trips made using that mode of transport each week.

Students were instructed that if they used more than one form of transport to get to or from school, they were to think about the form of transport that takes them the furthest distance and only report on the transport for that trip.

The percentage of students who travelled to and from school by one transport mode is shown in Table 45.

Table 45: Trips made to or from school each week by different means, among 12- to 17-year-old students, by sex, 2014

		Number of trips to or from school made		
	(n)	No trips (%)	1-9 trips (%)	10 trips (%)
Car				
Males	(717)	29	56	15
Females	(778)	21	62	17
Total	(1495)	25	59	16
Walk				
Males	(640)	58	31	10
Females	(668)	57	33	10
Total	(1308)	57	32	10
Public transport				
Males	(764)	25	42	33
Females	(803)	24	46	30
Total	(1567)	25	44	31
Cycle				
Males	(588)	91	8	2
Females	(602)	99	1	0
Total	(1190)	95	4	1

Twenty-five per cent of students took no trips to school by car.

Only 10% of 12-to 17-year-olds walked to school every day (ten times) in a typical week.

Public transport was the main mode of transport for 31% of all students every day.

The percentage of students travelling to or from school by different means is shown in Table 46, by socio-economic status.

Table 46: Of 12- to 17-year-old students who made 10 trips to or from school each week by car, walking, public transport and cycling, by socio-economic status, 2014[^]

Method of getting to school (10 trips)	Socio-economic status			Total (%)
	Low-SES (%)	Mid-SES (%)	High-SES (%)	
Car	15	18	14	16
Walk	11	10	10	10
Public transport	34	27	32	31
Cycle	1	1	0	1

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

There was no association between SES and travelling to or from school via car, walking or cycling. Travelling to and from school via public transport was associated with SES ($p < 0.05$), 34% of low-SES students reported public transport as the main method of transport compared to 27% of mid-SES students and 32% of high-SES students.

CHANGES IN LEVELS OF PHYSICAL ACTIVITY UNDERTAKEN BY STUDENTS IN THE PAST WEEK BETWEEN 2008 AND 2014

This section examines changes between 2008 and 2014 in the proportion of students meeting the recommended daily levels of physical activity and also examines changes in sedentary behaviour. The recommended levels for children and adolescents are at least 60 minutes of vigorous or moderate physical activity each day of the week¹.

Changes between 2008 and 2014 in vigorous or moderate physical activity (for at least 60 minutes each day in the past week) by 12- to 15-year old and 16- to 17-year-old male and female students are shown in Table 47.

Table 47: Percentage of students engaging in at least 60 minutes of vigorous or moderate physical activity on each of the past seven days, among 12- to 15-year-olds and 16- to 17-year-olds in 2008 to 2014

Vigorous or moderate activity for at least 60 minutes on each of seven days in past week	12 - 15 years			16 - 17 years		
	2008 (%)	2011 (%)	2014 (%)	2008 (%)	2011 (%)	2014 (%)
Males	20	20	19	17	23	25
Females	12	15	11	10	10	7
Total	16	18	15	13	17	16

For 12- to 15-year-old and 16- to 17-year-old students, there were no significant changes in this level of physical activity between 2014 and 2011 or 2008.

Children and adolescents are advised to use electronic media for entertainment purposes for no more than two hours each day¹. Changes between 2008 and 2014 in proportions of 12- to 15-year-old and 16- to 17-year-old male and female students exceeding this recommendation are shown in Table 48.

Table 48: Percentage of students exceeding guidelines for time spent watching television/videos/DVDs and using the Internet/playing computer games on an average school day for 12- to 15-year-olds and 16- to 17-year-olds in 2008 to 2014

	12 - 15 years			16 - 17 years		
	2008 (%)	2011 (%)	2014 (%)	2008 (%)	2011 (%)	2014 (%)
3 hours or more watching television/ videos/ DVDs						
Males	28	26	22	34*	33*	23
Females	30*	25	24	31	27	31
Total	29*	26	23	33	30	27
3 hours or more using the internet/ playing computer games						
Males	31	35	36	31*	47	44
Females	24	21**	30	21*	23	31
Total	28	28	33	26**	35	38

**Significantly different from 2014 prevalence estimate at $p<0.01$.

*Significantly different from 2014 prevalence estimate at $p<0.05$.

The proportion of 12- to 15-year-old students watching television/videos/DVDs for three hours or more on an average school day significantly decreased between 2008 (29%) and 2014 (23%) ($p<0.05$). There was a significant decrease for 12- to 15-year-old females, between 2008 (30%) and 2014 (24%) ($p<0.05$). For 16- to 17-year-old males, there was a significant decrease between 2008 and 2014 ($p<0.05$) and between 2011 and 2014 ($p<0.05$). However, this trend was not observed for females or all students.

The percentage of 12- to 15-year-old females using the Internet/playing computer games for three hours or more on an average school day increased significantly from 2011 (21%) to 2014 (30%) ($p<0.01$). This trend was not observed for males or for all students.

For males, females and all students aged 16- to 17-years, the percentage using the Internet/playing computer games for three hours or more on an average school day increased significantly between 2008 and 2014 ($p<0.01$), but did not change between 2011 and 2014.

As it was possible that the decrease in television/videos/DVD watching may be due to the increase in Internet/computer game use, these variables were combined to examine overall television/Internet usage. Trends in spending three hours or more watching or using the television/Internet per day between 2008 and 2014 are shown in Table 49.

Table 49: Percentage of students reporting three hours or more of overall television/Internet usage on an average school day for 12- to 15-year-olds and 16- to 17-year-olds in 2008 to 2014

	12 - 15 years			16 - 17 years		
	2008 (%)	2011 (%)	2014 (%)	2008 (%)	2011 (%)	2014 (%)
3 hours or more of overall television/Internet behaviour						
Males	70	75*	69	82	79*	86
Females	70**	64	60	68	66	73
Total	70*	70*	65	75	72**	80

**Significantly different from 2014 prevalence estimate at $p < 0.01$.

*Significantly different from 2014 prevalence estimate at $p < 0.05$.

There was an overall decrease in the proportion of 12- to 15-year-old students engaging in three hours or more of television/Internet usage on an average school day between 2008 (70%) and 2014 (65%) ($p < 0.05$) and between 2011 (70%) and 2014 (65%) ($p < 0.05$).

For 16- to 17-year-olds, the proportion of students engaging in three or more hours of television/Internet usage on an average school day significantly increased between 2011 (72%) to 2014 (80%) ($p < 0.01$). This trend was observed for males ($p < 0.05$), but not for females. No significant change was observed for 16- to 17-year-olds between 2008 and 2014.

Conclusion – Physical Activity

Around half of all 12- to 15-year old and 16- to 17-year-old students engaged in at least 30 minutes of moderate physical activity between one and three times in the past week. Younger students were more likely than older students to report doing no moderate physical activity for at least 30 minutes in the week before the survey. The 2014 survey results show that only a small percentage of secondary school students in Tasmania (18%) are meeting the recommended daily minimum levels of at least 60 minutes of moderate to vigorous physical activity¹.

Just under half of all 12- to 15-year old (45%) and 16- to 17-year-old (43%) students engaged in at least 30 minutes of vigorous activity between one and three times in the past week. Younger students were less likely than older students to report doing no vigorous physical activity for at least 30 minutes in the week before the survey.

Only 15% of students engaged in vigorous or moderate physical activity for at least 60 minutes a day, meeting the recommended minimum levels of physical activity in the past week. In both the younger and older age groups, males were more likely to achieve the recommended level of activity in the previous week.

The proportion of students exercising at this daily level in 2014 was similar to levels reported in 2011 and 2008. This finding was consistent for age groups and sex.

On an average school day when not at school, 37% of students reported playing sport for two hours or more and 21% of students reported going for a walk for two hours or more. The main factors that encouraged students to participate in physical activity were weather (59%), other/boredom (34%) and social networking

sites (17%). Factors that discouraged students' participation were the weather (52%), transport/means of getting there (24%) and cost of the activity (23%). Over half of students listed parents or friends/clubs and teams as the sources influencing students to participate in physical activity. The top two reasons for participating in physical activity were to have fun (82%) and to keep healthy (80%).

One-quarter of students reported that they did homework for two hours or more on an average school day. Around 24% of 12- to 17-year-olds exceeded the recommendations for use of electronic media by watching television for three hours or more per day. Similarly, 34% of students used the internet/computer games and 33% used chat/social networking for three hours or more exceeding the daily recommendations.

Students from low-SES backgrounds were more likely than students from high-SES backgrounds to exceed the guidelines for television, internet and social networking sites.

The overall television/Internet usage showed a decrease between 2008 and 2014 as well as between 2011 and 2014 for 12- to 15-year-old students. While an increase was observed between 2011 and 2014 for the older age group, there was no significant change between 2008 and 2014 for the older age group.

There was a relationship between eating fast food and exceeding the daily guidelines for watching television, videos or DVDs for three or more hours per week-day. Students watching more television, videos or DVDs engaged in less physical activity over the past week.

The results from the survey indicate the amount of time students spent watching television, videos or DVDs for three or more hours per week day was associated with the amount of physical activity they engaged in. Students watching television, videos or DVDs for three or more hours were less likely than students who watched less to have engaged in at least 60 minutes of physical activity on at least five days of the previous week.

The most common mode of transport for 12- to 17-year-old students was public transport followed by car.

In summary, there is a need for education programs to discourage unhealthy levels of sedentary behaviour; such programs need to consider the socio-economic disparities in sedentary behaviour and physical activity.

SOCIAL SUPPORT

Introduction

A recent report by the Australian Institute of Health and Welfare (AIHW)⁵ indicated that only five per cent of young people aged 16-24 felt that they had no one within their family to confide in. Social support has been linked to greater levels of positive development and wellbeing among adolescents, and is a key area of investigation.

Results

The following section presents prevalence data for the level of social support experienced by Tasmanian secondary school students.

Level of Adult Supervision

Students were asked “In a normal week including the weekend, on how many nights do you go out for fun and recreation without adult supervision?” Students were able to pick from the following options: 1) 1 night a week; 2) 2 nights a week; 3) 3 nights a week; 4) 4 nights a week; 5) 5 nights a week; 6) 6 nights a week; 7) 7 nights a week; or 8) I don’t usually go out without an adult.

The number of nights in a normal week that students go out for fun and recreation without adult supervision is shown in Table 50.

Table 50: Number of nights in a normal week 12- to 15-year-old and 16- to 17-year-old students go out for fun and recreation without adult supervision, by sex, 2014

	Nights out without adult supervision		
	1-2 nights (%)	3-7 nights (%)	None (I don't usually go out without an adult) (%)
12-15 years			
Males	33	15	53
Females	31	10	59
Total	32	12	56
16-17 years			
Males	58	14	29
Females	57	16	27
Total	57	15	28
12-17 years			
Males	40	14	45
Females	39	12	49
Total	40	13	47

Over half (56%) of 12- to 15-year-olds and 28% of 16- to 17-year-olds said that they did not usually go out at night without adult supervision.

The majority of older students said that they went out on one to two nights per week without an adult.

Younger students were more likely than older students to not go out without adult supervision ($p<0.01$). Of 16- to 17-year-olds, males and females did not significantly differ in the frequency with which they went out without adult supervision. For the younger age group, females were more likely than males to say they did not usually go out at night without adult supervision ($p<0.05$).

Level of Support

Students were asked the following questions regarding the level of support that they experienced: 1) "Who do you usually get on well with?"; 2) "Who is really interested in what you do?"; 3) "Who will help you do your best?"; 4) "Who can you talk to about your problems?"; 5) "Who helps you when you are in trouble?"; and 6) "Who lives at home with you?"

Students were able to choose from the following options and were instructed that they may tick as many as applied: 1) Mother; 2) Father; 3) Sister/Brother; 4) Other relative; 5) Close friend; 6) Someone else; or 7) No-one.

Who students usually get on well with

Who 12- to 15-year-old and 16- to 17-year-old students usually get on well with is shown in Table 51 by sex.

Table 51: Percentage of 12- to 17-year-old students indicating that their mother, father or close friends provide support in a number of different areas, by sex, 2014

	Male	Female	Total
Area of support			
Who do you get on well with? (%)	74	74	74
Mother	68	57	62
Father			
Friends	74	83	79
No one	2	1	2
Who is interested in you? (%)	66	75	71
Mother	61	54	57
Father			
Friends	43	51	47
No one	9	7	8
Who helps you do your best? (%)	78	82	80
Mother	70	59	65
Father			
Friends	36	47	41
No one	5	3	4
Who can you talk to about your problems? (%)	66	64	65
Mother			
Father	51	36	44
Friends	44	67	55
No one	10	4	7
Who helps you when you are in trouble? (%)	74	75	74
Mother			
Father	61	50	55
Friends	48	61	55
No one	6	3	5
Who lives at home with you? (%)	91	91	91
Mother			
Father	78	73	75
Friends	1	1	1
No one	2	1	1

Across the entire sample, the majority of students said that they usually got on well with a close friend (79%), their mother (74%) and their father (62%). Only two per cent of students overall said that they did not get on well with anyone.

Males (68%) were significantly more likely than females (57%) to say they usually got on well with their father ($p<0.01$). Conversely, females (83%) were more likely than males (74%) to say they usually got on well with a close friend ($p<0.01$).

Females were more likely than males to report their mother and close friends were interested in them. Whereas, males were more likely than females to report their father was interested in them.

Males were more likely than females to report their father helped them do their best ($p<0.01$), whereas females were more likely than males to report friends helped them do their best ($p<0.01$).

Males were more likely than females to report they could talk to their father about their problems. Females were more likely than males to report they could talk to their close friends about their problems.

Males were more likely than females to report their father helped them when they were in trouble. Females were more likely than males to report their close friends helped them when they were in trouble.

The majority of students reported their mother (91%) or father (75%) lived at home with them. Males were more likely than females to report their father lived at home with them ($p < 0.05$).

Who 12- to 17-year-old students usually get on well with is shown in Table 52, by socio-economic status.

Table 52: Who 12- to 17-year-old students usually get on well with, by socio-economic status, 2014[^]

Socio-economic status	(n)	Who do usually get on well with?			
		Close friend (%)	Mother (%)	Father (%)	No-one (%)
Low-SES	(661)	72	68	56	2
Mid-SES	(618)	84	77	64	2
High-SES	(410)	82	80	70	2
Total	(1689)	79	74	62	2

[^] Base: students who entered a valid postcode as identified by the 2011 SEIFA index. Thirty-seven students entered an invalid postcode/did not register a response for this question.

Students from low-SES backgrounds were less likely to report getting on well with close friends, and their father and mother than students from other SES groups.

Relationship between physical activity and social support

An index of social support indicating how well supported students felt across multiple domains was created by summing students' responses for each of the preceding questions in the level of support sub-section (excluding "who do you live with").

That is, we summed the number of people students listed as (a) usually getting on well with, (b) being interested in what they do, (c) helping them to do their best, (d) there to talk to about their problems, and (e) there to help them when they are in trouble.

The index does not reflect the number of people supporting students per se. For instance, a student may have listed their mother in response to all five of the above questions, leading to 'mother' being counted five times. Rather, the index reflects a combined score of the level of support that students report in each of five domains. For instance, students listing 'mother', 'father' and 'siblings' in each of the five domains will receive a score of 15. Students listing only 'mother' in each of the five domains will receive a score of 5, indicating a comparatively lower level of overall support.

The social support index ranges from a minimum score of 0 to a maximum score of 30, with higher scores indicating a greater perception of support.

The relationship between the level of support students felt and the number of days per week on which students engage in at least 60 minutes of moderate or vigorous physical activity is shown in Table 53.

Table 53: Level of social support perceived at different levels of physical activity, 2014*

12 to 17 years	Recommended level of physical activity met			
	No days (%)	1 -2 days (%)	3-4 days (%)	5+ days (%)
Social support (0-30)	10	12	12	12

*Unweighted data.

The results suggest that there was a significant association between level of support and physical activity ($p < 0.01$). Students who did not engage in any physical activity felt less supported than students who did engage in physical activity over five or more days at the recommended level ($p < 0.01$). Students who did not do any physical activity also felt less supported than students engaging in one to two or three to four days of physical activity at the recommended level ($p < 0.01$).

Conclusion – Social Support

Around half of all students reported that in a normal week they go out at least one night for fun and recreation without adult supervision. Older students were more likely than younger students to go out without adult supervision.

Results from the 2014 survey show that students experience relatively high levels of support, with only a small percentage of students reporting that they felt there was no-one they could go to with their problems. Over 60% of students reported they got on well with a close friend, their mother and/or their father.

Seventy-one per cent of students reported their mother was interested in them, and 57% reported their father was interested in them. Males were more likely than females to report their father was interested in them.

Students from high-SES were more likely to report getting on well with their mother, father or close friend.

Students who did not engage in physical activity felt less supported than students who engaged in physical activity over five or more days. The results reported here suggest that social support and physical activity in 12- to 17-year-old adolescents are positively correlated.

The 2014 ASSAD survey shows that overall, the majority of students feel they have people who they get on with and who they can go to with their problems.

The 2014 survey results suggest that students who experience greater levels of support also exhibit higher levels of physical activity.

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APPENDIX 1: TASMANIAN ASSAD SURVEY 2014

Survey

- Please do not write your name on this paper.
- The information you give is private and will only be seen by the researchers.
- Answer **every** question you can.
- If you can't answer a question or if you do not want to answer a question, leave it out and go on to the next one.
- You may withdraw from the survey at any time.

How to answer the questions:

For most questions there is a choice of answers.

Pick the one that's true for you and cross the box next to it like this: ☒ YES

Please cross **ONE** box only unless otherwise indicated.

If you make a mistake, simply scribble it out and mark the correct

answer with a cross like this: ☐ NO ☒ YES

Some questions ask you to write a short answer in the space provided.

Use a ballpoint blue or black pen (do **NOT** use a felt tipped pen).

OFFICE USE ONLY

STATE 7	SCHOOL 	ID 	POSTCODE 	LEVEL 	CAMPUS -
PATTERN 	SCHSEX 	STRATA 	TEACH 	DAY 	
ORDER 1	INITIALS 		DATE 	MONTH 	YEAR 2 0 1 4

1. (a) What suburb or town do you live in?

1. (b) What is the postcode of your address?

2. What year level are you in?

☐ Year 7
 ☐ Year 9
 ☐ Year 11
☐ Year 8
 ☐ Year 10
 ☐ Year 12

3. How old are you now?

☐ 10
 ☐ 14
 ☐ 18
☐ 11
 ☐ 15
 ☐ 19 and over
☐ 12
 ☐ 16
☐ 13
 ☐ 17

4. What sex are you?

☐ Male
 ☐ Female

5. What is your date of birth?

Day
 Month
 Year

6. During a normal week, how much money do you have available to spend on yourself (eg from pocket money, part-time job)?

☐ None
 ☐ \$21 – \$40
 ☐ \$81 – \$100
 ☐ \$131 – \$140
☐ \$10 or less
 ☐ \$41 – \$60
 ☐ \$101 – \$120
 ☐ \$141 – \$150
☐ \$11 – \$20
 ☐ \$61 – \$80
 ☐ \$121 – \$130
 ☐ Over \$150

7. At school work, do you consider yourself:

☐ A lot above average?
☐ Above average?
☐ Average?
☐ Below average?
☐ A lot below average?

8. Were you at school on the last school day?

☐ Yes
 ☐ No

9. Are you of Aboriginal or Torres Strait Islander descent?

☐ No
☐ Yes – Aboriginal descent
☐ Yes – Torres Strait Islander descent
☐ Yes – both Aboriginal and Torres Strait Islander descent

10. What is the main language spoken at home?
Cross only one box.

☐ English only
☐ Another language only (please specify which language):
☐ English and another language (please specify the other language):

THE NEXT FEW QUESTIONS ARE ABOUT DRINKING ALCOHOL – BEER, WINE, WINE COOLERS, SPIRITS, PREMIXED SPIRIT DRINKS, LIQUEURS, ALCOHOLIC CIDER, ALCOHOLIC ENERGY DRINKS, SHERRY OR PORT.

11. At the present time, do you consider yourself:

- ☐ A non-drinker?
☐ An occasional drinker?
☐ A light drinker?
☐ A party drinker?
☐ A heavy drinker?

12. Have you ever had even part of an alcoholic drink?

- ☐ No
☐ Yes, just a few sips
☐ Yes, I have had fewer than 10 alcoholic drinks in my life
☐ Yes, I have had more than 10 alcoholic drinks in my life

13. Have you had an alcoholic drink in the last twelve months?

- ☐ Yes ☐ No

14. Have you had an alcoholic drink in the last four weeks?

- ☐ Yes ☐ No

15. This question is about the number of alcoholic drinks you had during the last seven days, including yesterday.

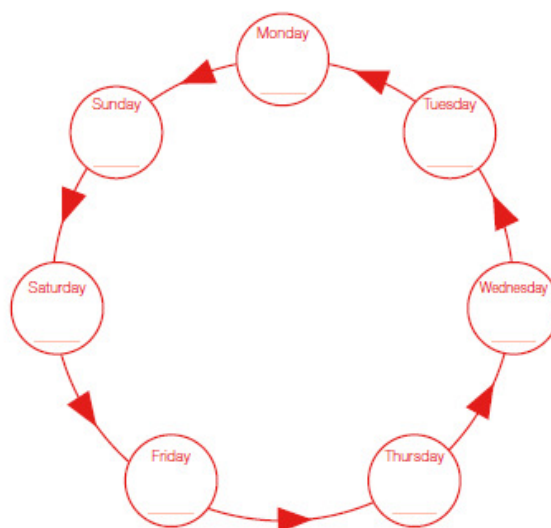
Put a cross next to **yesterday**. Then in the space provided, write the number of alcoholic drinks you had yesterday. If you didn't have any alcoholic drinks, put in '0'.

Start filling in the spaces beginning with yesterday, and follow the arrows.

Answer for every day of the week.

Write the number of alcoholic drinks you had each day in the circle.

Put '0' for each day you didn't drink any alcoholic drinks.



QUESTIONS 16, 17, 18, 19, 20 AND 21 ARE FOR ANYONE WHO HAS HAD AN ALCOHOLIC DRINK. IF YOU HAVE NEVER HAD AN ALCOHOLIC DRINK, GO TO QUESTION 22.

16. What alcoholic drink do you usually have?

Cross the box next to the drink you usually have. If that drink is not listed here, cross the box next to 'Other' and write the name of the drink in the space provided.

- ☐ 01 Ordinary beer
- ☐ 02 Low alcohol beer
- ☐ 03 Wine (Bottle or Cask (Goon))
- ☐ 04 Wine Cooler (eg West Coast Coolers)
- ☐ 05 Champagne or sparkling wine (eg Spumante, Passion Pop)
- ☐ 06 Alcoholic Cider (eg Apple, Pear, Strongbow, Magners, Woodchuck, Rekorderlig)
- ☐ 07 Premixed spirits (eg Bacardi Breezer, Vodka Cruiser, Smirnoff Ice, Jim Beam and Cola, Wild Turkey and Cola, Bundaberg Rum and Cola, UDL, etc)
- ☐ 08 Spirits (eg rum, brandy, whisky, gin, vodka)
- ☐ 09 Liqueurs including premixed liqueurs (eg Tia Maria, Kahlua, Midori, Baileys, Jagermeister, etc)
- ☐ 10 Alcoholic energy drinks premixed (eg Elevate Bomb, Smirnoff Ice Double Black & Guarana, Hi NRG)
- ☐ - Other (please specify)

You should have crossed only one box.

17. (a) Where, or from whom, did you get your last alcoholic drink?

Fill in the space beside 'Other' if you can't find your answer.

Cross only one box.

I didn't buy it...

- ☐ 1 My parent(s)/legal guardian(s) gave it to me
- ☐ 2 My brother or sister gave it to me
- ☐ 3 I took it from home without my parent(s)/legal guardian(s) permission
- ☐ 4 Friends gave it to me
- ☐ 5 I got someone to buy it for me
- ☐ - Other (please specify)

→ GO TO QUESTION 17(b)

OR I bought it...

- ☐ 51 At a hotel, pub, bar or tavern
- ☐ 52 At a licensed liquor store or supermarket
- ☐ 53 At a walk-in bottle-shop at a pub or hotel
- ☐ 54 At a drive-in bottle-shop
- ☐ 55 At a restaurant
- ☐ 56 At a café
- ☐ 57 At a dance venue/dance party/music festival
- ☐ 58 At a nightclub
- ☐ 59 At a sporting event
- ☐ 60 At a sports club (eg Leagues, surfing, football)
- ☐ 61 Through the Internet
- ☐ 62 By phone, mail order
- ☐ - Other (please specify)

You should have crossed only one box.

17. (b) If someone else bought alcohol for you, who was this person?

- ☐ 1 Friend who is 18 or over
- ☐ 2 Brother/sister or other relative who is 18 or over
- ☐ 3 Friend who is not yet aged 18
- ☐ 4 Brother/sister or other relative who is not yet 18
- ☐ 5 Stranger who was able to buy alcohol
- ☐ - Other (please specify)

18. (a) Where did you drink your last alcoholic drink?*Fill in the space beside 'Other' if you can't find your answer.***Cross only one box.****I drank it...**

- ☐ At a beach, park or recreation area
☐ At a hotel, pub, bar, tavern or club
☐ At a dance venue/dance party/music festival
☐ At a nightclub
☐ At a party
☐ At a restaurant
☐ At a café
☐ At a sporting event

- ☐ At a sports club (eg Leagues, surfing, football)
☐ At my school
☐ At my home
☐ At my friend's home
☐ In a car
☐ Other (please specify)

You should have crossed only one box.**18. (b) Was an adult supervising you and/or your friends when you had this drink?**

- ☐ Yes ☐ No

19. How often on an occasion that you drink alcohol, do you intend to get drunk?

- ☐ Never ☐ Most times
☐ A few times ☐ Every time
☐ Sometimes ☐ Don't know

20. How many times, if ever, have you had 5 or more alcoholic drinks on any one occasion when you have been drinking:

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last two weeks ?	☐	☐	☐	☐	☐	☐	☐
(ii) In the last four weeks ?	☐	☐	☐	☐	☐	☐	☐
(iii) In the last year ?	☐	☐	☐	☐	☐	☐	☐
(iv) In your lifetime ?	☐	☐	☐	☐	☐	☐	☐

21. In the past 12 months, as a result of drinking alcohol have you?**Cross all that apply.**

- ☐ Created a public disturbance or nuisance
☐ Stolen something
☐ Driven a motor vehicle
☐ Verbally abused someone
☐ Physically threatened someone
☐ Hit someone or had a fight
☐ Attended work or school
☐ Had an injury that needed to be seen by a Doctor
☐ Caused damage to property
☐ Had an argument
☐ Been admitted to hospital overnight
☐ Been taken home by police

- ☐ Missed school
☐ Been sick (vomited)
☐ Tried any drugs
☐ Had a cigarette or tried smoking
☐ Been in trouble with the police
☐ Had to go to a Hospital Emergency Department

OR

- ☐ Other (please specify)

OR

- ☐ None of the above

You should have crossed all that apply.

THE NEXT QUESTIONS ARE FOR EVERYONE AND ARE ABOUT SMOKING CIGARETTES.**22. At the present time, do you consider yourself:**

- 1 ☐ A heavy smoker?
- 2 ☐ A light smoker?
- 3 ☐ An occasional smoker?
- 4 ☐ An ex-smoker?
- 5 ☐ A non-smoker?

23. Have you ever smoked even part of a cigarette?

- 1 ☐ No
- 2 ☐ Yes, just a few puffs
- 3 ☐ Yes, I have smoked fewer than 10 cigarettes in my life
- 4 ☐ Yes, I have smoked more than 10 but fewer than 100 cigarettes in my life
- 5 ☐ Yes, I have smoked more than 100 cigarettes in my life

24. Have you smoked cigarettes in the last twelve months?

- 1 ☐ Yes
- 2 ☐ No

25. Have you smoked cigarettes in the last four weeks?

- 1 ☐ Yes
- 2 ☐ No

26. This question is about the number of cigarettes you had during the last seven days, including yesterday.

Put a cross next to **yesterday**. Then in the space provided, write the number of cigarettes you had yesterday.

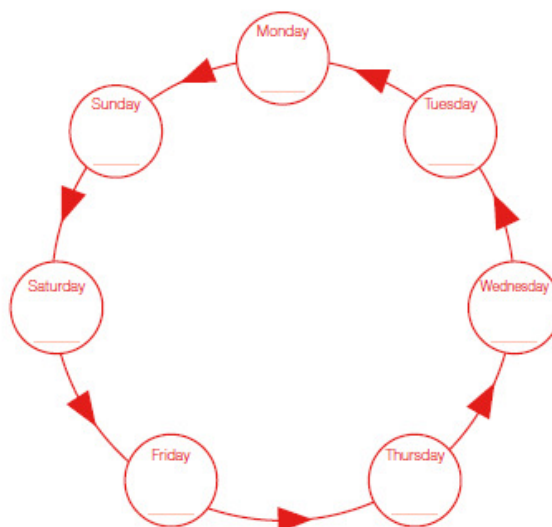
If you didn't smoke any cigarettes, put in '0'.

Start filling in the spaces beginning with yesterday, and follow the arrows.

Answer for every day of the week.

Write the number of cigarettes you smoked each day in the circle.

Put '0' for each day you didn't smoke any cigarettes.



27. Do you think you will be smoking cigarettes this time next year?

- ☐ Certain **not** to be smoking
☐ Very **unlikely** to be smoking
☐ **Unlikely** to be smoking
☐ Can't decide how likely
☐ Likely to be smoking
☐ Very likely to be smoking
☐ Certain to be smoking

28. At most shops in the areas where you live and go to school, how easy or difficult would it be:**Cross only one box for each question.**

- | | Very easy | Easy | Neither easy nor difficult | Difficult | Very difficult |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| (i) for you to buy cigarettes? | ☐ | ☐ | ☐ | ☐ | ☐ |
| (ii) for you to get someone else to buy cigarettes for you? | ☐ | ☐ | ☐ | ☐ | ☐ |

QUESTIONS 29, 30 AND 31 ARE ONLY FOR THOSE WHO HAVE SMOKED A CIGARETTE IN THE PAST WEEK. IF YOU HAVE NOT SMOKED A CIGARETTE IN THE PAST WEEK, GO TO QUESTION 32.

29. (a) What brand of cigarettes do you usually smoke?

Cross the box next to the brand you usually smoke. If that brand is not listed here, cross the box next to 'Other' and write the name of the brand in the space provided.

- | | |
|--|---|
| ☐ Alpine | ☐ Longbeach |
| ☐ Benson & Hedges | ☐ Marlboro |
| ☐ Bond St | ☐ Peter Jackson |
| ☐ Deal | ☐ Peter Stuyvesant |
| ☐ Dunhill | ☐ Sterling |
| ☐ Escort | ☐ Stradbroke |
| ☐ Fortune | ☐ Vogue |
| ☐ Freedom | ☐ Wills |
| ☐ Holiday | ☐ Winfield |
| ☐ Horizon | ☐ Other (please specify) |
| ☐ Just Smokes | |
| ☐ JPS | |

You should have crossed only one box.

29. (b) Do the cigarettes you usually smoke come from packets of... ?

- | | |
|------------------------------|--|
| ☐ 20s | ☐ 35s |
| ☐ 25s | ☐ 40s |
| ☐ 30s | ☐ 50s |
| | ☐ Another pack size? (please specify) |

Remember: you should have crossed only one box.

30. (a) Where, or from whom, did you get the last cigarette that you smoked?*Fill in the space beside 'Other' if you can't find your answer.**Cross only one box.***I didn't buy it...**

- ☐ 1 My parent(s)/legal guardian(s) gave it to me
☐ 2 My brother or sister gave it to me
☐ 3 I took it from home without my parent(s)/legal guardian(s) permission
☐ 4 Friends gave it to me
☐ 5 I got someone to buy it for me
☐ 6 **→ GO TO QUESTION 30(b)**
☐ 7 Other (please specify)

OR**I bought it...**

- ☐ 1 At a hotel, pub, bar, tavern or club
☐ 2 At a supermarket
☐ 3 At a newsagency
☐ 4 At a milk bar or delicatessen
☐ 5 At a convenience store (eg 7-Eleven)
☐ 6 At a tobacconist/tobacco shop
☐ 7 At a take-away food shop
☐ 8 At a petrol station
☐ 9 Through the Internet
☐ 10 Other (please specify)

You should have crossed only one box.**30. (b) If someone else bought cigarettes for you, who was this person?**

- ☐ 1 Friend who is 18 or over
☐ 2 Brother/sister or other relative who is 18 or over
☐ 3 Friend who is not yet aged 18
☐ 4 Brother/sister or other relative who is not yet 18
☐ 5 Stranger who was able to buy cigarettes
☐ 6 Other (please specify)

31. Sometimes people break open a packet of cigarettes and sell single cigarettes. In the last four weeks, have you bought cigarettes that were not in a full packet (for example, buying one or more cigarette(s) at a time)?

- ☐ 1 Yes
☐ 2 No

THESE QUESTIONS ARE FOR EVERYONE.**32. Have you ever smoked a cigarette that lets you crush or squeeze the filter to make the taste of the cigarette change (eg hybrid or dual flavoured cigarettes)?**

- ☐ 1 No, never
☐ 2 Yes, once
☐ 3 Yes, 2 – 3 times
☐ 4 Yes, 4 – 5 times
☐ 5 Yes, 6 or more times

33. How many times, if ever, have you smoked or used:

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) Roll-your-own tobacco?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
(ii) Shisha tobacco or hookah or waterpipe?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
(iii) Cigars/Cigarillos?	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7

34. (a) Have you ever used battery operated electronic cigarettes (e-cigarettes)?

- ☐ 1 No → **GO TO QUESTION 35**
☐ 2 Yes

34. (b) If yes, how recently have you used battery operated electronic cigarettes?

- ☐ 1 Last 4 weeks
☐ 2 Last 12 months
☐ 3 Longer than 12 months ago

34. (c) Did the last battery operated electronic cigarette that you used contain nicotine?

- ☐ 1 Yes
☐ 2 No
☐ 3 Don't know/not sure

THE NEXT QUESTIONS ARE FOR EVERYONE AND ARE ABOUT OTHER THINGS YOU MIGHT USE.
For each substance, cross the box which shows how many times you have used the substance during the specified time period. There should only be one cross for each line of boxes.

- 35. (a) How many times, if ever, have you used or taken painkillers/analgesics such as Disprin, Panadol or Nurofen, for any reason:**

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

If you have NEVER used or taken painkillers/analgesics, go to QUESTION 36.

- 35. (b) Last time you used a painkiller/analgesic, did you use it because you ... ?**
Cross only one box.

- 1 ☐ Had a headache or migraine
 2 ☐ Had a cold or 'flu
 3 ☐ Had a toothache or pains associated with dental procedure
 4 ☐ Had pains associated with playing sport (eg, injury, strain)
 5 ☐ Menstrual/period pain
 6 ☐ Had other types of pain (please specify)
 7 ☐ Wanted to - there was no medical reason for using it
 8 ☐ Other (please specify)

- 35. (c) Where, or from whom, did you get your last painkiller/analgesic?**

- 1 ☐ My parent(s)/legal guardian(s) gave it to me
 2 ☐ My brother or sister gave it to me
 3 ☐ I took it from home without my parent(s)/legal guardian(s) permission
 4 ☐ Friends gave it to me
 5 ☐ A member of staff at my school gave it to me
 6 ☐ A member of staff at my sporting club gave it to me
 7 ☐ I bought it
 8 ☐ Other (please specify)

- 36. (a) How many times, if ever, have you used or taken sleeping tablets, tranquillisers, sedatives or benzodiazepines, such as Valium, Mogadon, Diazepam, Temazepam (Mazzies, Vallies, Moggies, Jellies), Serepax (Serries) or Rohypnol (Rohies, Barbs) other than for medical reasons:**

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

If you have NEVER used or taken sleeping tablets, tranquillisers, sedatives or benzodiazepines, go to QUESTION 37.

- 36. (b) In the last year, did you use any other substance or substances on the same occasion that you used sleeping tablets, tranquillisers, sedatives or benzodiazepines, such as Valium, Mogadon, Diazepam, Temazepam (Mazzies, Vallies, Moggies, Jellies), Serepax (Serries) or Rohypnol (Rohies, Barbs)?**
Cross all that apply.

- | | |
|---|--|
| ☐ Tobacco/cigarettes | ☐ Marijuana/cannabis (grass, hash, dope, weed, mull, yardi, ganga, pot, a bong, a joint) |
| ☐ Alcohol | ☐ Painkillers/analgesics |
| ☐ Ecstasy (XTC, E, MDMA, eccy, X, bickies) | ☐ Amphetamines (eg speed, uppers, goey, crystal meth, base, dex, dexies, dexamphetamines, ox blood, methamphetamine, ice) |
| ☐ Hallucinogens (eg LSD, acid, trips, magic mushrooms) | ☐ Other (what substance?) |
| | <input type="text"/> |
| | ☐ I did not use any other substance on the same occasion |

You should have crossed all that apply.

- 36. (c) Where, or from whom, did you get your last sleeping tablet, tranquiliser, sedative or benzodiazepine from?**
Fill in the space beside 'Other' if you can't find your answer.
Cross only one box.

- ☐ My parent(s)/legal guardian(s) gave it to me
☐ I am prescribed sedatives/tranquillisers by my doctor/paediatrician, or psychiatrist
☐ My brother or sister gave it to me
☐ I took it from home without parent(s)/legal guardian(s) permission
☐ I bought it from someone
☐ I was given it by someone
☐ I traded or swapped something for it with someone
☐ Other (please specify)

- 37. (a) How many times, if ever, have you smoked or used marijuana/cannabis (grass, hash, dope, weed, mull, yardi, ganga, pot, a bong, a joint):**

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week?	☐	☐	☐	☐	☐	☐	☐
(ii) In the last four weeks?	☐	☐	☐	☐	☐	☐	☐
(iii) In the last year?	☐	☐	☐	☐	☐	☐	☐
(iv) In your lifetime?	☐	☐	☐	☐	☐	☐	☐

If you have NOT used marijuana/cannabis in the last year, go to QUESTION 38.

- 37. (b) In the last year, did you use any other substance or substances on the same occasion that you used marijuana/cannabis?**
Cross all that apply.

- | | |
|--|--|
| ☐ Tobacco/cigarettes | ☐ Amphetamines (eg speed, uppers, goey, crystal meth, base, dex, dexies, dexamphetamines, ox blood, methamphetamine, ice) |
| ☐ Alcohol | ☐ Ecstasy (XTC, E, MDMA, eccy, X, bickies) |
| ☐ Painkillers/analgesics | ☐ Other (what substance?) |
| ☐ Sedatives/tranquillisers/sleeping tablets/benzodiazepines | <input type="text"/> |
| ☐ Hallucinogens (eg LSD, acid, trips, magic mushrooms) | ☐ I did not use any other substance on the same occasion |

You should have crossed all that apply.

37. (c) When you use marijuana/cannabis do you usually:**Cross only one box.**

- 1 ☐ Smoke it as a joint (reefer, spliff)? 4 ☐ Other (please specify)
- 2 ☐ Smoke it from a bong or a pipe?
- 3 ☐ Eat it (eg in hash cookies)?

You should have crossed only one box.**37. (d) Do you usually smoke marijuana/cannabis by yourself or with others?**

- 1 ☐ By myself 3 ☐ By myself and with others about equally often
- 2 ☐ With others

37. (e) Where did you last use marijuana/cannabis?**Fill in the space beside 'Other' if you can't find your answer.****I used it...**

- 01 ☐ At a hotel, pub, bar, tavern or club 07 ☐ At a sports club (eg Leagues, surfing, football)
- 02 ☐ At a dance venue/dance party/music festival 08 ☐ At the beach
- 03 ☐ At a nightclub 09 ☐ In a park
- 04 ☐ At a party 10 ☐ In a car
- 05 ☐ At my home 11 ☐ At my school
- 06 ☐ At my friend's home 12 ☐ Other (please specify)
-

You should have crossed only one box.**38. How many times, if ever, have you used or taken performance or image enhancing drugs (steroids, muscle, roids, or gear) without a doctor's prescription in an attempt to make you better at sport, to increase muscle size or to improve your general appearance:**

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

39. How many times, if ever, have you deliberately sniffed (inhaled) from spray cans or deliberately sniffed things like glue, paint, petrol or thinners in order to get high or for the way it makes you feel:**This does not include sniffing white-out, liquid paper, textas, markers or pens.**

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

40. (a) How many times, if ever, have you used or taken amphetamines (eg speed, uppers, goey, crystal meth, base, dex, dexies, dexamphetamines, ox blood, methamphetamine, ice) other than for medical reasons:

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

If you have NOT used amphetamines in the last year, go to QUESTION 41(a).

40. (b) In the last year, did you use any other substance or substances on the same occasion that you used amphetamines (eg speed, uppers, goey, crystal meth, base, dex, dexies, dexamphetamines, ox blood, methamphetamine, ice)?

Cross all that apply.

- ☐ Tobacco/cigarettes
 ☐ Marijuana/cannabis (grass, hash, dope, weed, mull, yardi, ganga, pot, a bong, a joint)
- ☐ Alcohol
 ☐ Ecstasy (XTC, E, MDMA, eccy, X, bickies)
- ☐ Painkillers/analgesics
 ☐ Other (what substance?)
- ☐ Sedatives/tranquilisers/sleeping tablets/benzodiazepines
 ☐ I did not use any other substance on the same occasion
- ☐ Hallucinogens (eg LSD, acid, trips, magic mushrooms)

You should have crossed all that apply.

41. (a) How many times, if ever, have you used or taken ecstasy or XTC (E, MDMA, eccy, X, bickies):

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

If you have NOT used ecstasy in the last year, go to QUESTION 42.

41. (b) In the last year, did you use any other substance or substances on the same occasion that you used ecstasy or XTC (E, MDMA, eccy, X, bickies)?

Cross all that apply.

- ☐ Tobacco/cigarettes
 ☐ Marijuana/cannabis (grass, hash, dope, weed, mull, yardi, ganga, pot, a bong, a joint)
- ☐ Alcohol
 ☐ Other (what substance?)
- ☐ Painkillers/analgesics
 ☐ I did not use any other substance on the same occasion
- ☐ Sedatives/tranquilisers/sleeping tablets/benzodiazepines
- ☐ Hallucinogens (eg LSD, acid, trips, magic mushrooms)
- ☐ Amphetamines (eg speed, uppers, goey, crystal meth, base, dex, dexies, dexamphetamines, ox blood, methamphetamine, ice)

You should have crossed all that apply.

42. How many times, if ever, have you used or taken cocaine:

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

43. How many times, if ever, have you used or taken heroin (smack, horse, skag, hammer, H), or other opiates (narcotics) such as methadone, morphine, oxycodone or pethidine other than for medical reasons:

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

44. (a) How many times, if ever, have you used or taken hallucinogens (eg LSD, acid, trips, magic mushrooms, datura, angel's trumpet):

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

If you have NOT used hallucinogens in the last year, go to QUESTION 45.**44. (b) In the last year, did you use any other substance or substances on the same occasion that you used hallucinogens (eg LSD, acid, trips, magic mushrooms, datura, angel's trumpet)?**
Cross all that apply.

- | | |
|--|---|
| 1 ☐ Tobacco/cigarettes | 7 ☐ Ecstasy (XTC, E, MDMA, eccy, X, bickies) |
| 2 ☐ Alcohol | 8 ☐ Other (what substance?) |
| 3 ☐ Painkillers/analgesics | <input type="text"/> |
| 4 ☐ Sedatives/tranquillisers/sleeping tablets/ benzodiazepines | 9 ☐ I did not use any other substance on the same occasion |
| 5 ☐ Marijuana/cannabis (grass, hash, dope, weed, mull, yardi, ganga, pot, a bong, a joint) | |
| 6 ☐ Amphetamines (eg speed, uppers, goey, crystal meth, base, dex, daxies, dexamphetamines, ox blood, methamphetamine, ice) | |

You should have crossed all that apply.**45. In the last twelve months, have you used or taken any ethno-botanicals (eg Salvia, Kraton, Khat, Kava)?**

- 1 ☐ Yes 2 ☐ No

46. In the last twelve months, have you used or taken any of the following synthetic drugs?**Cross all that apply.**

- 1 ☐ Synthetic cannabis (K2, Spice, Kronic, Northern Lights)
- 2 ☐ Emerging synthetic hallucinogens (2C-B/2C-I/2C-E (Trypstaty, Bromo, TWOs) or N-Methoxybenzyl (NBOMe, NBomb, Smiles))
- 3 ☐ MDPV (Ivory Wave, Bath Salts)
- 4 ☐ Mephedrone (Meow meow, M-kat)
- 5 ☐ Other Synthetic Substance (Foxy, Benzo Fury, MXE, DOI, etc; *please specify*)
- 6 ☐ I did not use synthetic cannabis or any new synthetic drugs

You should have crossed all that apply.**47. (a) We are interested in how young people get the different substances they use.****From the list below please indicate the last substance you used, if any, in the past year.****Cross only one box.**

- 1 ☐ Marijuana/cannabis (grass, hash, dope, weed, mull, yardi, ganga, pot, a bong, a joint)
- 2 ☐ Performance or image enhancing drugs (without a prescription) (steroids, muscle, roids, or gear)
- 3 ☐ Amphetamines (speed, uppers, goey, crystal meth, base, dex, dexies, dexamphetamines, ox blood, methamphetamine, ice)
- 4 ☐ Ecstasy (XTC, E, MDMA, ecy, X, bickies)
- 5 ☐ Opiates including heroin (smack, horse, skag, hammer, H, methadone, morphine, oxycodone or pethidine)
- 6 ☐ Hallucinogens (LSD, acid, trips, magic mushrooms, datura, angel's trumpet)
- 7 ☐ Synthetic cannabis or other new synthetic drugs

OR

- 8 ☐ I have not used any of these substances in the last year → **GO TO QUESTION 48**

47. (b) Where, or from whom, did you get this substance? Fill in the space beside 'Other' if you can't find your answer.**Cross only one box.**

- 1 ☐ My parent(s)/legal guardian(s) gave it to me
- 2 ☐ My brother or sister gave it to me
- 3 ☐ Other relative gave it to me
- 4 ☐ I bought it from someone (stranger, not known to me)
- 5 ☐ I bought it from a friend
- 6 ☐ I was given it by someone (stranger, not known to me)
- 7 ☐ A friend gave it to me
- 8 ☐ I traded or swapped something for it with someone
- 9 ☐ Internet purchase
- 10 ☐ I took it without permission
- 11 ☐ Other (*please specify*)

THESE QUESTIONS ARE FOR EVERYONE.**48. During 2013 (last year), did you have any lessons or parts of lessons at school that were about smoking tobacco?**

- 1 ☐ No, not even part of a lesson
- 2 ☐ Yes, part of a lesson
- 3 ☐ Yes, one lesson
- 4 ☐ Yes, more than one lesson

49. During 2013 (last year), did you have any lessons or parts of lessons at school that were about drinking alcohol?

- 1 ☐ No, not even part of a lesson
- 2 ☐ Yes, part of a lesson
- 3 ☐ Yes, one lesson
- 4 ☐ Yes, more than one lesson

50. During 2013 (last year), did you have any lessons or parts of lessons at school that were about illicit drugs such as marijuana/cannabis, ecstasy, heroin, amphetamines (speed, uppers, goey, crystal meth, dexies, dexamphetamines, methamphetamine, ice), hallucinogens, cocaine?

- 1 ☐ No, not even part of a lesson
 2 ☐ Yes, part of a lesson
 3 ☐ Yes, one lesson
 4 ☐ Yes, more than one lesson

Remember: last year was 2013.

THE NEXT QUESTIONS RELATE TO USE OF SERVICES AND DIFFERENT TYPES OF HELP THAT YOU MAY HAVE RECEIVED FOR ALCOHOL USE, DRUG USE, EMOTIONAL PROBLEMS OR BEHAVIOURAL PROBLEMS IN THE LAST YEAR.

51. (a) Have you ever been diagnosed or told by a doctor or nurse that you have a mental health condition?

- 1 ☐ Yes
 2 ☐ No
 3 ☐ Don't know/not sure

51. (b) In the past 12 months, have you seen a health professional because of any alcohol use, drug use, emotional or behavioural problems?

- 1 ☐ No, I have not seen a health professional for these reasons → **GO TO QUESTION 52**
 2 ☐ Yes, I have seen a health professional for alcohol and/or drug related problems
 3 ☐ Yes, I have seen a health professional for emotional and/or behavioural problems
 4 ☐ Yes, I have seen a health professional for alcohol and/or drug related problems and also emotional and/or behavioural problems.

51. (c) In the past 12 months, what health professionals have you seen because of any alcohol use, drug use, emotional problems or behavioural problems?

Cross all that apply.

- 1 ☐ General Practitioner/GP
 2 ☐ Paediatrician
 3 ☐ Psychiatrist
 4 ☐ Psychologist
 5 ☐ School Nurse/School Counsellor
 6 ☐ Social Worker
 7 ☐ Counsellor or Family Therapist
 8 ☐ Other Health Professional
 9 ☐ Unsure of their profession

You should have crossed all that apply.

51. (d) Thinking about the health professional you saw most often, where did you see this person? If you have seen them at more than one place, please indicate the place where you saw them most often?

- 1 ☐ At school
 2 ☐ Doctor's rooms or other private practice
 3 ☐ Hospital emergency or other outpatient department
 4 ☐ Child and Adolescent Mental Health Service (CAMHS) or Child and Youth Mental Health Service (CYMHS)
 5 ☐ Other public mental health service
 6 ☐ Headspace centre
 7 ☐ Other community or youth health service
 8 ☐ Other Counselling or support service
 9 ☐ Unsure of where you saw them most often
 10 ☐ Other (please specify)

THESE QUESTIONS ARE FOR EVERYONE AND ARE QUESTIONS ABOUT SUN PROTECTION.**52. Over the last summer, did you get sunburn that was sore or tender the next day?**

- 1 ☐ Yes, just once
 2 ☐ Yes, 2 or 3 times
 3 ☐ Yes, 4 or more times
 4 ☐ No, not at all

53. Have you ever had severe sunburn, which has blistered?

- 1 ☐ Yes
 2 ☐ No → **GO TO QUESTION 55**

54. If YES: How long ago was the last time you were severely sunburnt?

- 1 ☐ Last summer
 2 ☐ 1 to 2 years ago
 3 ☐ More than 2 years ago

55. What type of hat do you most often wear on a sunny day in summer?

- 1 ☐ Wide brimmed hat → **GO TO QUESTION 57**
 2 ☐ Narrow brimmed hat → **GO TO QUESTION 56**
 3 ☐ Legionnaire hat → **GO TO QUESTION 56**
 4 ☐ Cap → **GO TO QUESTION 56**
 5 ☐ Sun-visor → **GO TO QUESTION 56**
 6 ☐ Other (what kind?) → **GO TO QUESTION 56**
 7 ☐ None → **GO TO QUESTION 56**

56. If you don't wear a wide brimmed hat, why not?**Cross all that apply.**

- 1 ☐ None of my friends wear one
 2 ☐ It's not cool
 3 ☐ It's not compulsory
 4 ☐ Other reason (please specify)

57. What is the SPF (Sun Protection Factor) of the sunscreen you usually use on a sunny day in summer?

- 1 ☐ I don't use sunscreen
 2 ☐ SPF 30+
 3 ☐ SPF 50+
 4 ☐ Can't remember / don't know

58. Suppose your skin was exposed to strong sunshine at the beginning of summer with no protection at all. If you stayed in the sun for 30 minutes, would your skin:

- 1 ☐ Just burn or go red
 2 ☐ Burn or go red first, then tan afterwards
 3 ☐ Just tan
 4 ☐ I don't burn because I was born with dark skin

59. Do you like to get a suntan?

- 1 ☐ No → **GO TO QUESTION 61**
 2 ☐ Yes, a light tan
 3 ☐ Yes, a moderate tan
 4 ☐ Yes, a dark tan
 5 ☐ Yes, a very dark tan

60. If Yes, Why do you like to get a suntan?**Cross all that apply.**

- 1 ☐ Tan is attractive
 2 ☐ Tan is healthy
 3 ☐ Everybody else is doing it
 4 ☐ Other reason (please specify)

61. Thinking about sunny days in summer, when you are outside for an hour or more between 10 am and 3 pm, how often would you:

	Never	Rarely	Sometimes	Usually	Always
(i) Wear a hat?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(ii) Wear clothes covering most of your body (including arms and legs)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(iii) Deliberately wear less or briefer clothing so as to get some sun on your skin?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(iv) Wear maximum protection sunscreen (SPF 30+ or SPF 50+)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(v) Wear sunglasses?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(vi) Stay mainly in the shade?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

62. Thinking about sunny days in summer between 10 am and 3 pm:

	Never	Rarely	Sometimes	Usually	Always
How often would you spend most of the time inside ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

63. Does getting a suntan contribute to an increased risk of skin cancer?

1 ☐ Yes 2 ☐ No 3 ☐ I don't know / not sure

THESE QUESTIONS ARE FOR EVERYONE AND ARE QUESTIONS ABOUT NUTRITION.

64. How many times in the last week did you eat a fast food meal like McDonalds, Hungry Jacks, KFC, pizzas, fish and chips, hamburgers, meat pies, pasties etc?

1 ☐ Once	4 ☐ 4 times	7 ☐ 7 or more times
2 ☐ Twice	5 ☐ 5 times	8 ☐ None
3 ☐ 3 times	6 ☐ 6 times	

65. How many times in the last week did you eat snacks like a chocolate bar, a piece of cake, a packet of chips/ twisties/ corn chips, ice cream, 3-4 sweet biscuits?

1 ☐ Once	4 ☐ 4 times	7 ☐ 7 or more times
2 ☐ Twice	5 ☐ 5 times	8 ☐ None
3 ☐ 3 times	6 ☐ 6 times	

THESE QUESTIONS ARE FOR EVERYONE AND ARE QUESTIONS ABOUT THINGS YOU MIGHT DRINK.

66. How many times in the last week did you drink soft drink (like Coke, Pepsi, lemonade, Fanta) fruit juice or have at least 2 glasses of cordial in a row? This does not include diet or low joule drinks.

1 ☐ Once	4 ☐ 4 times	7 ☐ 7 or more times
2 ☐ Twice	5 ☐ 5 times	8 ☐ None
3 ☐ 3 times	6 ☐ 6 times	

67. (a) How many times, if ever, have you drunk a NON - alcoholic energy drink (eg. Mother, V, Red Bull, Rock Star etc)?

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

67. (b) How many times, if ever, have you drunk an alcoholic energy drink (eg. Pulse, Elevate Bomb, Smirnoff Ice Double Black & Guarana, Hi NRG)?:

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

If you have never had an alcoholic energy drink go to QUESTION 67(E).

67. (c) In the last month did you drink any other alcoholic drink on the same occasion that you drank an alcoholic energy drink (eg. Pulse, Elevate Bomb, Smirnoff Ice Double Black & Guarana, Hi NRG)?

- ☐ No
- ☐ Yes - please indicate what you usually drink?
- ☐ Ordinary beer
 - ☐ Low alcohol beer
 - ☐ Wine
 - ☐ Wine Cooler (eg West Coast Coolers)
 - ☐ Champagne or sparkling wine (eg Spumante, Passion Pop)
 - ☐ Alcoholic Apple Cider (eg Strongbow)
 - ☐ Alcoholic sodas (eg Two Dogs)
 - ☐ Other premixed spirits (eg Bacardi Breezer, Lemon Ruski, Vodka Mudshake, UDL Drinks, Sub Zero)
 - ☐ Spirits (eg rum, brandy, whisky, gin, vodka)
 - ☐ Liqueurs (eg Tia Maria, Kahlua, Midori, Glide, Archers, Illusion etc)
 - ☐ Other (please specify)

67. (d) How many times, if ever, have you drunk alcohol which you mixed yourself with an energy drink (eg. Jaeger Bomb, Vodka Red Bull)?:

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

THIS QUESTION IS FOR EVERYONE AND IS ABOUT THINGS YOU MIGHT TAKE.

67. (e) How many times, if ever, have you used an energy/ caffeine tablet (eg. No Doz or Stay Awake)?

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) In the last four weeks ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) In the last year ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) In your lifetime ?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

If you have never used an energy/caffeine tablet go to QUESTION 67(G)

- 67. (f) Did you use an energy / caffeine tablet to help you with?**
Cross the yes or no box for each item listed.

	Yes	No
(i) Concentration in school	☐	☐
(ii) Sporting performance	☐	☐
(iii) To keep you awake	☐	☐
(iv) Peer pressure	☐	☐
(v) Don't know	☐	☐
(vi) Other (please specify)		

- 67. (g) How many times, if ever, have you taken a muscle building product (protein powder, creatine, protein bars or supplement)?**

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week?	☐	☐	☐	☐	☐	☐	☐
(ii) In the last four weeks?	☐	☐	☐	☐	☐	☐	☐
(iii) In the last year?	☐	☐	☐	☐	☐	☐	☐
(iv) In your lifetime?	☐	☐	☐	☐	☐	☐	☐

- 67. (h) How many times, if ever, have you drunk a sports drink such as Gatorade, Powerade or Staminade?**

	None	Once or twice	3-5 times	6-9 times	10-19 times	20-39 times	40 or more times
(i) In the last week?	☐	☐	☐	☐	☐	☐	☐
(ii) In the last four weeks?	☐	☐	☐	☐	☐	☐	☐
(iii) In the last year?	☐	☐	☐	☐	☐	☐	☐
(iv) In your lifetime?	☐	☐	☐	☐	☐	☐	☐

THESE QUESTIONS ARE FOR EVERYONE AND ARE QUESTIONS ABOUT PHYSICAL ACTIVITY.

- 68. How many times in the last week did you:**

	None	Once	Twice	3 times	4 times	5 times	6 or more times
(i) Do any vigorous physical activity for at least 30 minutes that made you huff and puff or sweat? (e.g. basketball, netball, soccer, football, running, fast bike riding, aerobics)	☐	☐	☐	☐	☐	☐	☐
(ii) Do any moderate physical activity for at least 30 minutes that did not make you huff and puff or sweat? (e.g. slow bike riding, brisk walking, skateboarding)	☐	☐	☐	☐	☐	☐	☐

69. On an average school day, about how many hours a day would you spend doing the following when you are not at school:

Please cross one box for each statement.

	None	1 hour or less	2 hours	3-4 hours	5-6 hours	7 or more hours
(i) Playing sport	☐	☐	☐	☐	☐	☐
(ii) Going for a walk	☐	☐	☐	☐	☐	☐
(iii) Bicycle ride	☐	☐	☐	☐	☐	☐
(iv) Swimming	☐	☐	☐	☐	☐	☐
(v) Running	☐	☐	☐	☐	☐	☐
(vi) Dance classes/dancing	☐	☐	☐	☐	☐	☐
(vii) Going to the gym	☐	☐	☐	☐	☐	☐

Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time.

Physical activity can be done in sports, school activities, playing with friends, or walking to school.

Some examples of physical activity are running, brisk walking, rollerblading, biking, dancing, skateboarding, swimming, soccer, basketball, football & surfing.

For the next question, add up all the time you spend in physical activity each day.

70. Over a typical or usual week, on how many days are you physically active for a total of at least 60 minutes per day?

☐ 1 day	☐ 4 days	☐ 7 days
☐ 2 days	☐ 5 days	☐ No days in the last week
☐ 3 days	☐ 6 days	

71. On an average school day, about how many hours a day do you do the following when you are not at school:

	None	1 hour or less	2 hours	3 hours	4 hours	5 or more hours
(i) Homework	☐	☐	☐	☐	☐	☐
(ii) Watch TV / Videos / DVDs	☐	☐	☐	☐	☐	☐
(iii) Use the internet / playing computer games (Don't include computer use for homework)	☐	☐	☐	☐	☐	☐
(iv) Use chat / social networking sites (Don't include computer use for homework)	☐	☐	☐	☐	☐	☐

72. On an average weekend, (that is Saturday and Sunday) about how many hours a day do you do the following:

	None	1 hour or less	2 hours	3 hours	4 hours	5 or more hours
(i) Homework	☐	☐	☐	☐	☐	☐
(ii) Watch TV / Videos / DVDs	☐	☐	☐	☐	☐	☐
(iii) Use the internet / playing computer games (Don't include computer use for homework)	☐	☐	☐	☐	☐	☐
(iv) Use chat / social networking sites (Don't include computer use for homework)	☐	☐	☐	☐	☐	☐

73. What encourages you to participate in physical activity?**Cross all that apply.**

- | | |
|--|---|
| 1 ☐ Television Ads or Programs | 5 ☐ Good weather |
| 2 ☐ Newspaper Articles or Ads | 6 ☐ Other (please specify) |
| 3 ☐ Radio Ads or programs | <input type="text"/> |
| 4 ☐ Social Networking Sites (eg. Facebook, Twitter) | 7 ☐ Nothing |

74. What discourages you from participating in physical activity?**Cross all that apply.**

- | | |
|---|---|
| 1 ☐ Weather, too hot, cold or wet | 5 ☐ Lack of available activities |
| 2 ☐ Transport, means of getting there | 6 ☐ Other (please specify) |
| 3 ☐ Cost of the activity | <input type="text"/> |
| 4 ☐ Where I live (eg. lack of sporting facilities and parks) | 7 ☐ Nothing |

75. Who influences you to participate in physical activity?**Cross all that apply.**

- | | |
|-------------------------------------|---|
| 1 ☐ Parents | 5 ☐ Sporting Coach |
| 2 ☐ Siblings | 6 ☐ Other (please specify) |
| 3 ☐ Friends | <input type="text"/> |
| 4 ☐ Teacher | 7 ☐ No-one |

76. Why do you participate in physical activity?**Cross all that apply.**

- | | |
|--|---|
| 1 ☐ To have fun | 6 ☐ Other (please specify) |
| 2 ☐ To keep healthy | <input type="text"/> |
| 3 ☐ To socialize with friends | 7 ☐ I don't participate in physical activity |
| 4 ☐ To get fit | |
| 5 ☐ All of the above | |

In a typical school week you would make 5 trips to school and 5 trips home from school which means you make a total of 10 trips to and from school in a week.

77. In a typical school week during the current school term how many trips to and from school would you usually make by ...*(answer for each form of transport listed. If you don't use that form of transport please write 0 in the box)*

If you use more than one form of transport on your way to or from school, please think about the form of transport that takes you the furthest distance and only report on that transport for the trip.

- | | |
|------------------------|---|
| 1 <input type="text"/> | by car (record number between 0 – 10) |
| 2 <input type="text"/> | by walking (record number between 0 – 10) |
| 3 <input type="text"/> | by bus or public transport (record number between 0 – 10) |
| 4 <input type="text"/> | by cycling (record number between 0 – 10) |
| 5 <input type="text"/> | some other way (record number between 0 – 10) |

(please specify)

THESE QUESTIONS ARE FOR EVERYONE AND ARE ADDITIONAL QUESTIONS ABOUT SMOKING CIGARETTES AND DRINKING ALCOHOL.

78. Does your mother/ stepmother / female caregiver smoke?

- 1 ☐ Yes 2 ☐ No 3 ☐ Can't comment

79. Does your father/ stepfather / male caregiver smoke?

- 1 ☐ Yes 2 ☐ No 3 ☐ Can't comment

80. Do any of your brothers and sisters smoke?

- 1 ☐ Yes 2 ☐ No 3 ☐ Don't have any brothers or sisters

81. How many of your 5 closest friends smoke?

- 1 Please write in number OR 2 ☐ None of them smoke

82. If you smoke cigarettes, do your parents know that you smoke?

- 1 ☐ Yes 2 ☐ No 3 ☐ Don't know 4 ☐ I don't smoke

83. What are the rules and restrictions on smoking cigarettes in your house?

- 1 ☐ No one is allowed to smoke inside or outside the house
 2 ☐ No one is allowed to smoke inside, but outside is OK
 3 ☐ Adults are allowed to smoke anywhere in the house
 4 ☐ Adults are allowed to smoke in some rooms
 5 ☐ There are no rules or restrictions on smoking
 6 ☐ Something else (please state)

84. What age were you when you had your first full serve (a glass) of alcohol?

- 1 ☐ I was about years of age
 2 ☐ I have never had a full serve (a glass) of alcohol
 3 ☐ I don't know

85. Think back over the last two weeks. How many times, if any, have you had the following number of alcoholic drinks on any one occasion when you have been drinking in the last two weeks?

	None	Once	Twice	3-6 times	7-9 times	10 or more times
(i) 3 or more drinks in a row	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(ii) 7 or more drinks in a row	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iii) 10 or more drinks in a row	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

86. Here are some statements about smoking cigarettes and drinking alcoholic drinks. How much do you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know	
(a) Smokers are usually more popular than non-smokers	☐	☐	☐	☐	☐	■
(b) Smoking can harm your health	☐	☐	☐	☐	☐	■
(c) The health of non-smokers can be affected by breathing other people's cigarette smoke	☐	☐	☐	☐	☐	■
(d) Getting drunk every now and then is not a problem	☐	☐	☐	☐	☐	■
(e) Having a few drinks is one of the best ways of relaxing	☐	☐	☐	☐	☐	■
(f) Occasionally getting very drunk and losing control is good fun	☐	☐	☐	☐	☐	■
(g) Having a few drinks is one of the best ways of getting to know people	☐	☐	☐	☐	☐	■
(h) Having a few drinks doesn't always end well	☐	☐	☐	☐	☐	■
(i) If someone doesn't have a few drinks then they are not really part of the group	☐	☐	☐	☐	☐	■
(j) You can have a good time at a party where there is no alcohol	☐	☐	☐	☐	☐	■
(k) People need to be able to make their own choices about not drinking	☐	☐	☐	☐	☐	■
(l) People who drink alcohol are usually more popular than people who don't	☐	☐	☐	☐	☐	■
(m) It's okay to get drunk occasionally as long as you don't lose control	☐	☐	☐	☐	☐	■
(n) Getting drunk and losing control has negative consequences for me	☐	☐	☐	☐	☐	■
(o) Drinking alcohol is a great way to increase your confidence in social situations	☐	☐	☐	☐	☐	■
(p) I like the taste of alcohol	☐	☐	☐	☐	☐	■
(q) Having a few drinks is a great way to forget any problems	☐	☐	☐	☐	☐	■
(r) I only drink alcohol because my friends do	☐	☐	☐	☐	☐	■
(s) My friends don't drink as much as I originally thought	☐	☐	☐	☐	☐	■

87. Here are some things people have said about smoking. We would like to know if you agree or disagree with them.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know	
(a) Smoking causes lung cancer	☐	☐	☐	☐	☐	■
(b) Smoking increases the risk of having a heart attack	☐	☐	☐	☐	☐	■
(c) Smoking can cause mouth cancer	☐	☐	☐	☐	☐	■
(d) Smoking can cause sexual dysfunction in men	☐	☐	☐	☐	☐	■
(e) Smoking is addictive	☐	☐	☐	☐	☐	■
(f) Smoking wrinkles your skin & makes your hair grey	☐	☐	☐	☐	☐	■
(g) Smoking can cause infertility in men and women	☐	☐	☐	☐	☐	■
(h) Tobacco smoke is toxic	☐	☐	☐	☐	☐	■
(i) Smoking is a leading cause of death	☐	☐	☐	☐	☐	■
(j) Smoking harms unborn babies	☐	☐	☐	☐	☐	■
(k) Smoking clogs your arteries	☐	☐	☐	☐	☐	■
(l) Smoking doubles your risk of stroke	☐	☐	☐	☐	☐	■
(m) Smoking causes diseases in your toes and fingers	☐	☐	☐	☐	☐	■
(n) Smoking can make you blind	☐	☐	☐	☐	☐	■
(o) Smoking by, or around, pregnant women harms unborn babies	☐	☐	☐	☐	☐	■

88. When was the last time you saw or looked at a cigarette pack? (not including pictures or images)

	Yes	No	
(i) In the last week	1 ☐	2 ☐	If yes → GO TO QUESTION 89
(ii) In the last month	1 ☐	2 ☐	If yes → GO TO QUESTION 89
(iii) In the last year	1 ☐	2 ☐	If yes → GO TO QUESTION 89
(iv) Haven't seen one	1 ☐	2 ☐	If yes → GO TO QUESTION 92

89. How often in the last 6 months have you:

	Never	Once or twice	Sometimes	Often	Every time I see them
(a) Read the warnings on a cigarette pack?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(b) Paid close attention to the warnings on a cigarette pack?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(c) Had a cigarette because of the warnings on a cigarette pack?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(d) Thought about what the warnings on a cigarette pack mean?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(e) Talked about the warnings on a cigarette pack with others?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(f) Not had a cigarette because of the warnings on a cigarette pack?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

90. If you are a current smoker, how often in the last 6 months have you thought about quitting or not smoking again because of the warnings on a cigarette pack?

1 ☐ None	2 ☐ Twice	3 ☐ 7 – 9 times
4 ☐ Once	5 ☐ 3 – 6 times	6 ☐ 10 or more times

91. Thinking about cigarette packs, do you agree or disagree that they:

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	Cannot Comment
(i) Look cool	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(ii) Look unhealthy	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iii) Look ugly	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iv) Look gross or disgusting	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(v) Make smoking look interesting	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(vi) Make smoking look exciting	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(vii) Encourages me to buy a packet	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(viii) Encourage me to start smoking	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(ix) Encourages me to buy a particular brand	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

92. (a) Have you ever seen advertising for electronic cigarettes?

1 ☐ Yes	2 ☐ No → GO TO QUESTION 93	3 ☐ Don't know → GO TO QUESTION 93
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92. (b) If YES: where have you seen them advertised?

1 ☐ Internet/Facebook	2 ☐ TV	3 ☐ Convenience store
4 ☐ Sporting event	5 ☐ Bus stop	6 ☐ Magazine or newspaper

The Tasmanian Government is considering a law to stop people born after 2000 from buying cigarettes.

93. How important do you think it is to stop today's children (those currently 13 and under) from ever taking up smoking?

- ☐ 1 Not important ☐ 3 Very important
☐ 2 Important ☐ 4 Don't know/Not sure

94. Would you support a proposal that stops the sale of tobacco to those Tasmanians born after the year 2000?

- ☐ 1 Yes – I support it ☐ 2 No – I don't support it ☐ 3 Don't know/Not sure

95. In the past month, about how often have you seen ads for alcoholic drinks on TV or heard them on radio?

- ☐ 1 None ☐ 3 Twice ☐ 5 7 – 9 times
☐ 2 Once ☐ 4 3 – 6 times ☐ 6 10 or more times

96. In the past month, how often have you seen ads for alcoholic drinks on billboards or in magazines or newspapers?

- ☐ 1 None ☐ 3 Twice ☐ 5 7 – 9 times
☐ 2 Once ☐ 4 3 – 6 times ☐ 6 10 or more times

97. How strongly do you agree or disagree with the following statements?

	Agree	Disagree	Don't know
(i) Ads for alcohol make drinking look fun	☐ 1	☐ 2	☐ 3
(ii) Ads for alcohol make drinking look dangerous	☐ 1	☐ 2	☐ 3
(iii) Ads for alcohol make it seem like everyone drinks	☐ 1	☐ 2	☐ 3
(iv) Ads for alcohol make it more likely that I will drink in the future	☐ 1	☐ 2	☐ 3
(v) Ads for alcohol make drinking look attractive	☐ 1	☐ 2	☐ 3
(vi) Ads for alcohol make drinkers seem successful	☐ 1	☐ 2	☐ 3
(vii) Ads for alcohol make it seem like people who drink are better at sport	☐ 1	☐ 2	☐ 3
(viii) Ads for alcohol make people who drink look cool	☐ 1	☐ 2	☐ 3
(ix) Reading a health warning label on an alcoholic drink would make me change my mind about having that drink	☐ 1	☐ 2	☐ 3

98. Please rate how easy it is for you to access alcohol:

	Very Difficult	Difficult	Easy	Very Easy	Don't know
(i) Overall	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(ii) In your home	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(iii) Through your friends	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(iv) Through takeaway liquor outlets	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(v) At licensed venues such as pubs and clubs	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

99. Here are some things people have said about alcohol. We would like to know if you agree or disagree with them:

	Agree	Disagree	Don't know
(i) Drinking alcohol can cause accidents and injury	☐	☐	☐
(ii) Drinking alcohol can cause breast cancer	☐	☐	☐
(iii) Drinking alcohol when pregnant can harm unborn babies	☐	☐	☐
(iv) Drinking alcohol when breast feeding can harm babies	☐	☐	☐
(v) Drinking alcohol can cause cancer	☐	☐	☐
(vi) Drinking alcohol can cause liver cancer	☐	☐	☐

THESE ARE SOME QUESTIONS ABOUT YOU AND ARE FOR EVERYONE.**100. In a normal week including the weekend, on how many nights do you go out for fun and recreation without adult supervision?**

- ☐ 1 night a week ☐ 4 nights a week ☐ 7 nights a week
☐ 2 nights a week ☐ 5 nights a week ☐ I don't usually go out without an adult
☐ 3 nights a week ☐ 6 nights a week

101. Here are some questions about you. Please answer each question by crossing the appropriate boxes. You may cross more than one box on each line.

	Mother	Father	Sister/ Brother	Other relative	Close friend	Someone else	No one
(i) Who do you usually get on well with?	☐	☐	☐	☐	☐	☐	☐
(ii) Who is really interested in what you do?	☐	☐	☐	☐	☐	☐	☐
(iii) Who will help you do your best?	☐	☐	☐	☐	☐	☐	☐
(iv) Who can you talk to about your problems?	☐	☐	☐	☐	☐	☐	☐
(v) Who helps you when you are in trouble?	☐	☐	☐	☐	☐	☐	☐
(vi) Who lives at home with you?	☐	☐	☐	☐	☐	☐	☐

**THANK YOU VERY MUCH FOR YOUR HELP
YOU HAVE COMPLETED THE SURVEY!**