Prevalence of diet, physical activity and sedentary behaviours, among Tasmanian secondary school students in 2011 and trends over time

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INTRODUCTION

In 2011, the tenth in a series of surveys on smoking and alcohol behaviours among Australian secondary school students was conducted. The Australian Secondary Students' Alcohol and Drug Survey (ASSAD) was first conducted in 1984 and since then it has been repeated at three-yearly intervals. 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, and repeated in 2008. In 2011 several additional questions relating to Sunsmart behaviours, diet, physical activity, sedentary behaviour and social support were included. Reported here are:

- Diet results from the Tasmanian component of the 2011 survey
- Physical activity results from the Tasmanian component of the 2011 survey, and changes in physical activity behaviour between 2002 and 2011
- Sedentary behaviour results from the Tasmanian component of the 2011 survey
- Social support results from the Tasmanian component of the 2011 survey

As with the earlier studies in this series, the 2011 survey in Tasmania was led by the Cancer Council Tasmania (CCT). CCT gratefully acknowledges and appreciates the support of the Department of Health and Human Services, the Premier's Physical Activity Council and the Department of Education for the Tasmanian component of the 2011 ASSAD study. The Commonwealth Department of Health and Ageing also contributed funding to the project.

METHOD

Sample selection

The target population 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 education department 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 sampling procedure of schools ensured that the distribution of schools in the three education sectors

was reflected in the sample. Two samples of schools were drawn to reflect the distinction between junior secondary (up to Year 10) and senior secondary (Years 11 and 12) campuses.

The study aimed to survey students from 32 Tasmanian schools. To achieve this, 67 secondary schools were approached to take part in the study. Twenty-seven secondary schools participated in the study, giving an overall response rate for secondary schools of 40%.

All surveying took place in the 2011 academic school year.

Procedure

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. The original procedure for student selection was to randomly select students from the school roll for the relevant year levels. To this end, a member of the research team randomly selected 20 students (and six replacements) from each of the four year levels in each junior secondary school participating; while for senior schools, 40 students (and 12 replacements) were sampled from each of Years 11 and 12. The school roll for year levels to be surveyed provided the sampling frame. In 2011 this procedure was used in most schools. School recruitment was particularly difficult in 2011. To counter potential withdrawals, it was suggested to schools that students be surveyed in intact classes. Intact classes 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. Towards the end of the school year when there were fewer convenient times available for schools to participate, this intact class procedure was suggested when the principals were otherwise unable to permit participation of their school. In 2011 this procedure was used in some schools.

Following the protocol used in past surveys, members of the research team administered the pencil-and-paper questionnaire to groups of students on the school premises (or a class if intact classes were surveyed). In general students were surveyed in groups of 20, however sometimes larger groups were surveyed to accommodate school requirements. If a student from the sample list was not present at the time of the survey, a student from the equivalent year level on the replacement list was surveyed (where intact classes were used, there were no replacements). Students from different year levels were surveyed together. Students answered the questionnaire anonymously. The policy of individual schools determined if teachers should remain in the room when the survey was being administered. In 2011, most schools required this with 91% of students completing the questionnaire in the presence of teachers. 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. In general there were few differences in the responses of students completing the survey in the presence or absence of a teacher.

Questionnaire

In 2011, the students completed a 16 page core survey and a 12-page supplementary survey (refer to Appendix 1), that contained questions on diet, physical activity and social support. These questions covered the following:

Diet: number of times different foods including fast food meals, snacks and sugar-rich drinks were consumed in the past week; the type and quantity of milk students usually consumed; 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 moderate or vigorous physical activity for a total of at least one hour; 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 1,938 students in Year levels 7 to 12 were surveyed from schools in Tasmania during the survey period. Four cases were removed after data cleaning due to large amounts of missing data or wildly exaggerated responses, leaving a total of 1,934 valid cases. Table 1 presents the number of students in each gender and age group between 12 and 17 years.

Table 1: Sample sizes for Tasmanian 12- to 17-year-old male and female students in 2011

	Age (years)					
	12-13	**14**	**15**	**16**	**17**	**12-17**
Males	206	180	151	179	129	854
Females	203	176	165	227	163	934
Total	409	356	316	406	292	1779

A total of 1,779 students aged between 12 and 17 years who provided valid data on their gender answered the questionnaire. Data from students outside this age range were excluded from the analysis as the numbers in each age and gender group were too small to ensure reliable estimates. Due to the small numbers of 12-year-old males and females, when percentages were presented by age, data was combined for 12- to 13-year-olds. Additionally, tests of significance were

calculated for 12- to 15-year-olds and 16- to 17-year-olds. Probability levels of $p<.01$ and $p<.05$ 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 2011, the sampling errors range from a high of ± 9% among 17-year-old males to a low of ± 7% among 16-year-old females. Thus a reported percentage of 50% for 17-year-old males, for example, means that we can be 95% confident that the actual percentage among this group is between 41% and 59%.

Prevalence estimates for diet, physical activity related behaviours and social support are based on data that have been weighted to counteract any over-sampling or under-sampling with respect to age, gender and school type. Weighting of data was based on Tasmanian school enrolments for Semester 2, 2011, provided by the Australian Bureau of Statistics. All data were weighted unless otherwise specified.

Analyses were also conducted to assess the relationship between diet, physical activity, social support and socio-economic status. The measure of socio-economic status used was the Index of Relative Socio-economic Disadvantage from the Socio-Economic Indexes for Areas 2006 (SEIFA). This index is created from 2006 Census data relating to social or economic disadvantage, such as low educational achievement, unemployment and low income[1]. These variables are used to classify each geographic area in Australia as low- to high-disadvantage. In this report, low-SES refers to a high level of disadvantage while high-SES refers to a low level of disadvantage. Students are then classified into socio-economic groups on the basis of their residential postcode.

Binary logistic regression analyses were used to compare the results found in 2011 with results from other survey years. For the separate analysis of data for males and females, the effects of age and school type (government, Catholic and independent) were controlled. When data for males and females were combined, gender 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 70% of Tasmanian students remained in school until Year 12 in 2011. The retention rates for 2011 were higher than those reported in 2008 (65%), 2005 (67%) and 1999 (67%), but slightly lower than the retention rate in 2002 (73%). This suggests that more students stayed at school until Year 12 in 2011, than in 2008 or 2005. This fluctuation in retention rates over times indicates that the population of Year 11 and 12 students may differ 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 2011

In 2011, 74% of Tasmanian students aged 12- to 17-years-old reported that they consumed between one and three serves of grains per day, which is approximately half the recommended daily amount.

Over 90% of students reported regularly drinking milk, and most 12- to 17-year-olds drank either whole milk (54%) or reduced fat/skim milk (35%). Among all 12- to 17-year-olds who drank milk, 37% drank one cup or less a day, 30% consumed two cups each day and 33% consumed three or more cups each day.

Around 80% of 12- to 17-year-olds had consumed at least one fast food meal in the past week, with around 23% of students consuming a fast food meal three or more times in the week prior to the survey. Students aged 16- to 17-years-old (26%) were more likely to report eating fast food meals three times in the week before the survey than 12- to 15-year-olds (21%).

Approximately 98% of 12- to 17-year-olds consumed snacks such as ice cream, cake or chocolate bars in the week before the 2011 survey. Among all 12- to 17-year-old students, 36% had consumed these types of snacks five or more times in the past week.

Approximately 87% of students had consumed sugar-rich drinks in the week before the survey. Most students (52%) had consumed these drinks more than three times in the past week.

Over three-quarters of students (78%) had consumed non-alcoholic energy drinks in their lifetime, while 17% of students had consumed energy/caffeine tablets in their lifetime. The primary reason for using energy/caffeine tablets was to help students stay awake (73%), followed by improvement to sporting performance (31%).

Physical activity and sedentary behaviours in 2011

In 2011, 49% of 12- to 15-year-olds and 51% of 16-to 17-year-olds engaged in at least 30 minutes of *moderate* physical activity between one and three times in the week before the survey. Around 15% of younger students and 11% of older students reported no 30-minute periods of moderate physical activity in the past week.

Around 54% of 12- to 15-year-olds and 50% of 16-to 17-year-olds engaged in at least 30 minutes of *vigorous* physical activity between one and three times in the week before the survey. Around 10% of younger students and 14% of older students reported no 30-minute periods of vigorous physical activity in the past week.

A low number of students surveyed in 2011 met the minimum recommended levels of at least one hour per day of moderate to vigorous physical activity. Only 18% of 12- to 15-year-olds and 17% of 16- to 17-year-olds met this requirement on every day of the past week.

The most common source of encouragement for participation in physical activity was people (such as family, friends, school and teachers) (22%), while the most common source of discouragement was the weather (46%).

Students who had someone influencing them to participate in physical activity were more likely than those who had no-one, to have met the recommended physical activity level on five or more days of the past week.

Students with poor dietary practices (i.e., students who consumed snacks five or more times in the past week) were less likely to engage in the recommended level of physical activity on 3-4 days of the past week, compared to students who ate snacks 0-2 times in the past week.

In 2011, 87% of 12- to 15-year-olds and 69% of 16- to 17-year-olds reported doing homework for less than two hours on an average school day while not at school. Time spent on homework increased with age, with 12- to 15-year-olds less likely (13%) than 16- to 17-year-olds (32%) to do two or more hours of homework on an average school day.

It is recommended that adolescents spend no more than two hours per day using electronic media for entertainment (Department of Health, 2004). In 2011, 26% of 12- to 15-year-olds and 30% of 16- to 17-year-olds watched television for three or more hours per day, exceeding the recommended daily maximum.

In 2011, 28% of 12- to 15-year-olds and 35% of 16- to 17-year-olds exceeded this recommended daily maximum by using the internet / computer games for three or more hours per day. Twenty-five percent of 12- to 15-year-olds and 35% of 16- to 17-year-olds also exceeded this recommended daily maximum by using chat/social networking sites for three or more hours per day.

Students who ate fast food three or more times in the past week were more likely than students who ate no fast food, to exceed the recommended daily guidelines for use of TV, internet/computer games and chat/social networking sites. Students eating snacks five or more times in the last week were also more likely than students eating snacks 0-2 times to exceed the recommended daily guidelines for use of TV, internet/computer games and chat/social networking sites. Similarly, students consuming sugar-rich drinks five or more times in the last week were also more likely than students consuming sugar-rich drinks 0-2 times to exceed the recommended daily guidelines for use of TV, internet/computer games and chat/social networking sites.

Further, students who exceeded the recommended level of daily television and internet/computer game use were more likely than those not exceeding the recommended daily use to report no days of moderate or vigorous physical activity of at least 60 minutes duration in the past week.

Changes in physical activity and sedentary behaviour between 2005 and 2011

In 2011, around 18% of 12- to 15-year-old students engaged in vigorous or moderate physical activity for at least an hour on each day of the past week. This was significantly higher than the proportion in 2005 (12%), but not significantly different from 2008 (16%). Among 16- to 17-year-olds, there was no significant change in the proportion engaging in vigorous or moderate physical activity for at least an hour on each day of the week between the survey years of 2005 and 2011.

Among 12- to 15-year-old students, around 26% of students spent three hours or more hours watching television on an average school day in 2011, this is significantly lower than for students of the same age in 2005 (37%), but not significantly different from 2008 (29%). Similarly, among 16- to 17-year-old students there was a decrease in the proportion who spent three hours or more watching television on an average school day between 2005 (37%) and 2011 (30%), but again, no significant difference from 2008 (33%).

In 2011, among students aged 12- to 15-years, 28% reported using the internet or playing computer games for three hours or more per day. This was significantly higher than in 2005 (20%), but not significantly different from 2008 (28%). There was a significant increase among 16- to 17-year-old students between 2008 (26%) and 2011 (35%), particularly among males.

Social support in 2011

In 2011, over half of 12- to 15-year olds and over three quarters of 16- to 17-year-olds reported going out at least one night in a normal week without adult supervision.

Students reported usually getting along well with a close friend (79%), their mother (67%) or their father (55%). Only two percent of students overall reported that they did not usually get on well with anyone.

The majority of 12- to 17-year-old students said that their mother (65%) and father (51%) were the people who were really interested in what they did.

Students also commonly listed their mother (74%) and father (60%) as the people who would help them do their best. Older students (30%) were more likely than younger students (24%) to say that their siblings would help them do their best.

Overall, only 6% of students said that they had no-one to talk to about their problems, with younger students being more likely to say this, and in particular, younger males. A close friend (62%) and their mother (59%) were the most commonly listed people that students felt they could talk to about their problems.

The majority of students (67%) said that their mother or a close friend (59%) would be the one to help them if they were in trouble. Males in both age groups were more likely than females to say that their father would help them if they were in trouble.

Overall, students who engaged in more days of physical activity were more likely to report higher levels of perceived social support.

DIET-RELATED BEHAVIOUR

Introduction

The rising rate of overweight and obese Australian children is a major public health issue. Overweight and obesity are established risk factors for a number of chronic diseases, including some cancers such as colon, breast (post-menopause), endometrial, oesophageal, and kidney cancers. Obesity in childhood has been reported to be a strong predictor of obesity in young adulthood[2].

Studies have found that between 1985 and the mid-1990s the combined prevalence of overweight and obesity has at least doubled among Australian children[3, 4]. This has been accompanied by a statistically significant increase in mean energy intake and an increased consumption of snacks or fast foods such as pies and pizzas[5-7]. Thus diet seems to be a key underlying factor in the rising rates of overweight and obesity.

Results

The following section presents data on Tasmanian secondary students' daily consumption of healthy foods including grains and dairy, and their weekly consumption of less healthy foods such as fast food, snacks and sugar-rich drinks.

Daily consumption of grains

Table 2 presents the proportion of students indicating that they consumed various amounts of grains (breads and cereals) daily. The *Australian Guide to Healthy Eating* (1998)[8] recommends that 12- to 18-year-olds consume four to 11 serves of grains daily. As the serve size used for the question on the consumption of grains in the 2011 survey was half that referred to in the *Australian Guide to Healthy Eating*[8], results are presented here for each of the six survey response categories.

Table 2: Percentage of 12- to 17-year-old students consuming various numbers of serves of grains on a daily basis, by age and gender, 2011^

	Age (years)					
Consumption of grains	**12-13 (%)**	**14 (%)**	**15 (%)**	**16 (%)**	**17 (%)**	**12-17 (%)**
1 serve or less						
Males	22	19	17	12	14	18
Females	26	22	26	24	22	24
Total	24	21	21	18	18	21
2 serves						
Males	30	29	26	29	20	28
Females	42	36	37	36	36	38
Total	36	32	31	33	28	33
3 serves						
Males	18	21	23	19	16	19
Females	19	27	16	19	25	20
Total	18	24	19	19	21	20
4 serves						
Males	13	11	18	15	17	14
Females	8	9	9	12	14	9
Total	10	10	14	13	16	12
5 serves						
Males	5	8	7	8	9	7
Females	5	5	8	5	2	5
Total	5	6	7	6	6	6
6 or more serves						
Males	13	12	10	17	23	14
Females	1	3	6	5	2	3
Total	7	7	8	11	12	9

^Serve defined as 1 slice of bread, ½ bread roll, ½ cup breakfast cereal, or ½ cup pasta, rice, or noodles: half the serving size recommended in the Australian Guide to Healthy Eating[8].

Table 2 shows that about 74% of 12- to 17-year olds reported eating three or less serves of grains per day, which would equate to less than two of the recommended serves of grains per day. Younger students aged 12- to 15-years-old were significantly less likely (24%) than older students aged 16- to 17-years-old (32%) to eat four or more serves of grains daily ($p<.01$). Among the younger students, significantly more males (32%) than females (16%) consumed four or more serves of grains daily ($p<.01$). Among 16- to 17-year-olds, significantly more males (44%) than females (20%) consumed four or more serves of grains daily ($p<.01$). Only three percent of 12- to 17-year-old students indicated that they did not eat any grains.

Milk consumption

In 2011, students were asked about the type of milk they usually drink and the number of cups of milk that they usually drink in a day.

Daily amount of milk consumed

Students were asked how many cups of milk they usually drink in a day. Possible response categories were '1 cup or less', '2 cups', '3 cups', '4 cups', or '5 cups or more'. Nine percent (n=162) of students reported that they did not drink milk and were excluded from the subsequent analysis. As only 13% of students drank four cups or more of milk a day, these categories were joined with the three cups response option.

Table 3 indicates the proportion of students consuming various quantities of milk, by age and gender.

Table 3: Percentage of 12- to 17-year-old students consuming various quantities of milk on a daily basis, by age and gender, 2011#

	Age (years)					
	12-13 (%)	**14 (%)**	**15 (%)**	**16 (%)**	**17 (%)**	**12-17 (%)**
Sample size (n)						
Males	*(178)*	*(162)*	*(137)*	*(171)*	*(126)*	*(774)*
Females	*(190)*	*(153)*	*(144)*	*(193)*	*(144)*	*(824)*
Total	*(368)*	*(315)*	*(281)*	*(364)*	*(270)*	*(1598)*
Quantity of milk						
1 cup or less						
Males	26	28	24	28	30	27
Females	49	42	49	44	54	48
Total	38	35	36	36	41	37
2 cups						
Males	29	31	30	27	29	29
Females	30	37	30	29	26	31
Total	29	34	30	28	28	30
3 cups or more						
Males	45	41	46	45	41	44
Females	21	21	21	27	20	22
Total	33	31	34	37	31	33

Base: students who drink milk (n=1598).

As Table 3 shows, 37% of 12- to 17-year-old students drank one cup or less of milk a day, 30% drank two cups a day, and 33% drank three cups or more a day. Among 12- to 15-year-olds, females (47%) were significantly more likely than males (26%) to report that they drank one cup or less per day ($p<.01$). Similarly,

for students aged 16- to 17-years, females (49%) were more likely than males (29%) to report drinking one cup or less per day (p<.01).

Conversely, among 12- to 15-year-olds, males (44%) were more likely than females (21%) to report drinking three or more cups of milk per day (p<.01). Similarly older males (43%) were more likely than older females (24%) to report drinking three or more cups per day (p<.01).

Type of milk consumed

A summary of the type of milk students reported drinking is presented in Table 4. Students who had reported in the previous question that they did not drink milk (9%) were excluded from the analysis.

Table 4: Percentage of 12- to 17-year-old students consuming various types of milk, by age and gender, 2011^

	Age (years)					
Type of milk	**12-13 (%)**	**14 (%)**	**15 (%)**	**16 (%)**	**17 (%)**	**12-17 (%)**
Whole milk#						
Males	58	60	66	55	56	59
Females	52	44	48	51	47	49
Total	55	52	57	53	52	54
Reduced fat / skim milk#						
Males	29	29	24	38	41	31
Females	29	45	39	43	52	38
Total	29	37	31	40	46	35
Some other type of milk*						
Males	3	5	2	3	2	3
Females	5	4	6	3	2	5
Total	4	5	4	3	2	4

Includes soy milk and flavoured milk.

Base: students who drink milk as reported in the previous question (n=1598). A further five students indicated to this question that they did not drink milk and were also excluded from the analysis.

^ Frequencies not reported for 8% of students who responded “don’t know”.

* Includes evaporated/sweetened condensed milk, lactose-free milk, goats milk, rice milk, UHT/powder, flavoured milk (unspecified) and ‘other unspecified’ milk.

As Table 4 shows, whole milk (54%) and reduced fat/skim milk (35%) were the milk types most usually consumed by 12- to 17-year-olds students. Among 12- to 15-year-olds, males (60%) were significantly more likely than females (49%) to consume whole milk (p<.01). In this age group, females (35%) were significantly more likely than males (28%) to consume reduced fat/skim milk (p<.01). No gender differences were observed among the older students.

Older students (43%) were significantly more likely than younger students (31%) to consume reduced-fat or skim milk (p<.01), but were equally likely to consume whole milk. Only eight percent did not know what type of milk they usually drank.

Consumption of 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 week prior to the survey. 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 given for a fast food meal were McDonalds, Hungry Jacks, pizzas, fish and chips, hamburgers, meat pies, and pasties. A summary of the results for 12- to 17-year-old males and females is presented in Table 5.

Table 5: Percentage of 12- to 17-year-old students consuming a fast food meal once, twice or three or more times in the past week, by age and gender, 2011

	Age (years)					
Consumption of fast food	**12 – 13 (%)**	**14 (%)**	**15 (%)**	**16 (%)**	**17 (%)**	**12-17 (%)**
None						
Males	21	20	23	21	11	20
Females	22	17	23	16	16	20
Total	22	18	23	18	14	20
Once						
Males	39	38	29	25	31	33
Females	41	37	33	33	37	37
Total	40	37	31	29	34	35
Twice						
Males	18	17	19	24	30	21
Females	22	23	25	24	29	24
Total	20	20	22	24	29	22
3 or more times						
Males	22	26	28	31	28	26
Females	14	23	19	26	19	19
Total	18	25	24	29	23	23

Around 20% of 12- to 17-year-olds did not consume a fast food meal in the week prior to the survey. Younger students (21%) were more likely to report not having eaten a fast food meal in the week prior to the survey than older students (16%) (p<.05).

Around 80% of 12- to 17-year-old students had consumed a fast food meal at least once in the week prior to the survey. Whilst 35% had consumed fast food only once in the past week, 22% had eaten it twice and 23% had consumed this type of food on three or more occasions.

Students aged 16- to 17-years-old (26%) 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 (21%) (p<.05). Among 12- to 15-year-olds, males (25%) were more likely than females (18%) to report eating a fast food meal three or more times in the week prior to the survey (p<.01). Among 16- to 17-year-olds, males and females were equally likely to report eating fast food three or more times in the last week.

Table 6 shows the proportion of students consuming fast food in the past week, by socio-economic status.

Table 6: Consumption of fast food among 12- to 17-year-old students, by SEIFA, 2011^

		Consumption of Fast Food in the Past Week			
		None	Once	Twice	3 or more times
SEIFA Index	(n)	(%)	(%)	(%)	(%)
Low-SES	(869)	15	34	24	27
Mid-SES	(661)	25	37	21	18
High-SES	(205)	27	38	15	20
Total	(1735)	20	36	22	23

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Students from a high socio-economic background (27%) were more likely not to have eaten any fast food in the last week than students from a low socio-economic background (15%) (p<.01). High-SES students (15%) were less likely than low-SES students (24%) to have eaten fast food twice in the last week (p<.01), but were equally likely to have eaten it three or more times in the last week.

Snacks

The examples given for snacks were chocolate bars, pieces of cake, packets of chips/twisties/corn chips, ice cream, and sweet biscuits. Only three percent of students reported that they did not eat snack foods. A summary of the results for the consumption of snack foods among 12- to 17-year-old males and females is presented in Table 7.

Table 7: Percentage of 12- to 17-year-old students consuming snacks at various frequencies in the past week, by age and gender, 2011[#]

	Age (years)					
Consumption of snacks	**12 – 13 (%)**	**14 (%)**	**15 (%)**	**16 (%)**	**17 (%)**	**12-17 (%)**
Once or twice						
Males	27	22	25	22	25	25
Females	38	22	23	20	28	28
Total	33	22	24	21	26	27
3 or 4 times						
Males	40	32	28	25	25	32
Females	35	34	40	44	34	37
Total	38	33	34	34	30	35
5 or more times						
Males	29	44	46	45	45	40
Females	25	41	36	34	34	33
Total	27	43	41	40	40	36

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

Twenty-seven percent of 12- to 17-year-olds consumed snacks once or twice in the past week, whilst 35% had consumed snacks three or four times in the week before the survey. Thirty-six percent of students had eaten snacks five or more times in the previous week.

Students aged 16 to 17 years (5%) were more likely than students aged 12 to 15 years (2%) to have consumed no snack foods in the week prior to the survey ($p<.05$).

Among 16- to 17-year-olds, females (39%) were more likely than males (25%) to have consumed snacks three or four times in the past week ($p<.01$), while 12- to 15-year-old males and females did not differ in this regard. In both age groups males were more likely than females to have consumed snacks five or more times in the past week ($p<.05$).

Table 8 shows the proportion of students consuming snacks in the past week, by socio-economic status.

Table 8: Consumption of snacks among 12- to 17-year-old students, by SEIFA, 2011^#

		Consumption of Snacks in the Past Week		
		Once or twice	3 or 4 times	5 or more times
SEIFA Index	(n)	(%)	(%)	(%)
Low-SES	(876)	23	36	39
Mid-SES	(662)	31	33	33
High-SES	(205)	31	31	35
Total	(1743)	27	34	36

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 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

High-SES students (31%) were more likely than low-SES students (23%) to have eaten snacks only once or twice in the past week ($p<.05$).

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

Sugar-rich drinks

Students were asked how many times in the week before 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. They were instructed not to include diet or low-joule drinks. The proportion of 12- to 17-year-old male and female students drinking sugar-rich drinks at various frequencies are show in Table 9.

Table 9: Percentage of 12- to 17-year-old students consuming sugar-rich drinks at various frequencies in the past week, by age and gender, 2011

	Age (years)					
Consumption of sugar rich drinks	12 – 13 (%)	14 (%)	15 (%)	16 (%)	17 (%)	12-17 (%)
None						
Males	16	8	8	9	14	12
Females	15	10	14	12	23	14
Total	15	9	11	10	18	13
Once or twice						
Males	33	32	22	31	31	30
Females	46	32	35	39	36	39
Total	40	32	29	35	33	35
3 or more times						
Males	51	59	70	60	56	58
Females	39	58	51	50	42	47
Total	45	59	61	55	49	52

Approximately 87% of 12- to 17-year-olds had consumed sugar-rich drinks in the week before the survey. Most students (52%) had consumed these drinks more than three 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 (p<.01).

Among 16- to 17-year-olds, males and females were equally likely to report drinking soft drinks only once or twice in the preceding week. However, among the younger group, females (40%) were significantly more likely to report this than males (30%) (p<.01).

While 58% 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 47% of females in this age group (p<.01). Among 16- to 17-year-olds, 58% of males compared to 46% of females had consumed these drinks on three or more occasions (p<.01).

There was no significant difference between age groups in the consumption of sugar-rich drinks.

Table 10 shows the proportion of students consuming sugar-rich drinks in the past week, by socio-economic status.

Table 10: Consumption of sugar-rich drinks among 12- to 17-year-old students, by SEIFA, 2011^

		Consumption of Sugar-Rich Drinks in the Past Week		
SEIFA Index	(n)	None (%)	Once or twice (%)	3 or more times (%)
Low-SES	(876)	11	29	60
Mid-SES	(662)	14	40	46
High-SES	(205)	20	40	40
Total	(1743)	13	34	53

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

As seen in Table 10, high-SES students (20%) were more likely than low-SES students (11%) not to have consumed sugar-rich drinks in the last week (p<.01). Low-SES students (60%) were, however, more likely to have consumed these drinks three or more times in the last week, compared to high-SES students (40%) (p<.01).

Non-alcoholic energy drinks

Students were asked how many times, if ever, they had drunk an 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. The proportion of students who reported having consumed an energy drink in each of these periods is shown below in Table 11.

Table 11: Percentage of all students who have ever consumed energy drinks in the last week, month, year and in their lifetime, by age and gender, 2011

Consumption of energy drinks	Age (years) 12 – 13 (%)	14 (%)	15 (%)	16 (%)	17 (%)	12-17 (%)
In the last week						
Males	26	39	37	38	24	32
Females	17	25	20	21	18	20
Total	22	32	29	29	21	26
In the last month						
Males	42	58	55	54	45	50
Females	33	49	40	40	29	38
Total	38	54	47	47	37	44
In the last year						
Males	64	76	76	81	81	73
Females	57	76	71	70	66	66
Total	60	76	73	75	74	70
In their lifetime						
Males	75	84	83	89	90	82
Females	61	81	78	81	76	73
Total	68	83	80	85	83	78

Just over a quarter (26%) of all 12- to 17-year-old students reported having consumed an energy drink in the past week. Energy drink consumption in the past week was more common among males (32%) than females (20%) ($p<.01$).

Forty-four percent of students reported having consumed these drinks in the past month, again with males (50%) being more likely than females (38%) to have reported this ($p<.01$).

In the last year, 70% of students reported having consumed an energy drink. This was more common among 16- to 17-year-olds (75%) than among 12- to 15-year-olds (68%) ($p<.01$). Among 16- to 17-year-olds, energy drink consumption in the past year was more common among males (81%) than females (68%) ($p<.01$).

The majority of students across all ages had consumed an energy drink in their lifetime (78% of all 12- to 17-year-old students). Lifetime energy drink consumption was associated with age among both males and females – peaking at 90% among males aged 17 and at 81% for females aged 16 years. Older students (84%) were more likely than younger students (75%) to have consumed these drinks in their lifetime ($p<.01$). Among all 12-to 17-year-olds, more males (82%) than females (73%) had consumed energy drinks in their lifetime ($p<.01$).

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. The proportion of students who reported having consumed an energy/caffeine tablet in each of these periods is shown below in Table 12.

Table 12: 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 gender, 2011

	Age (years)					
Consumption of energy/ caffeine tablets	**12 – 13 (%)**	**14 (%)**	**15 (%)**	**16 (%)**	**17 (%)**	**12-17 (%)**
In the last week						
Males	6	3	2	4	2	4
Females	1	5	3	3	2	3
Total	3	4	3	4	2	3
In the last month						
Males	9	6	6	10	4	7
Females	3	10	5	7	6	6
Total	6	8	5	8	5	7
In the last year						
Males	11	12	20	18	21	15
Females	6	15	7	17	16	11
Total	9	13	14	18	18	13
In their lifetime						
Males	16	16	22	23	26	19
Females	8	18	10	23	21	15
Total	12	17	16	23	23	17

Approximately three percent of 12- to 17-year-old students had consumed energy / caffeine tablets in the last week. Use in the last month was at seven percent, with no significant differences between age groups or genders.

Use of these tablets in the last year increased to 13%, with a significantly higher proportion of older students (18%) than younger students (11%) having consumed energy / caffeine tablets within the last year ($p<.01$). Males (15%) were more likely than females (11%) to have consumed these tablets within the last year ($p<.05$), with this effect being driven by a significant difference between 12- to 15-year-old male and female students ($p<.01$). No gender differences were observed among 16- to 17-year-olds.

Use of these tablets within their lifetime was approximately 17%, with younger students (14%) being less likely to have consumed them than older students (23%) ($p<.01$). Again, males (19%) were significantly more likely than females (15%) to have consumed these tablets in their lifetime ($p<.01$), with this gender difference being driven by significant differences observed among 12- to 15-year-olds ($p<.01$). No gender differences were observed among 16- to 17-year-olds.

Of those students who indicated that they had consumed an energy / caffeine tablet in their lifetime (n= 317), 23% said that they did so because it helped them concentrate in school, 31% said it helped them in their sporting performance, 73% said it helped keep them awake, and 14% said they used these tablets due to peer pressure. Approximately 20% of students said they used energy / caffeine tablets for 'other' reasons, including for fun (13%), because they liked the taste (13%), to improve their performance at work (8%), to try it / see what it's like (7%) or for increased energy (6%).

Conclusion – Diet Related Behaviour

Results from the 2011 survey highlight the need for Tasmanian secondary students to eat more grains, as very few of those surveyed reported consuming the recommended daily quantity. The majority of 12- to 17-year-olds consumed between one and three serves (as defined in this survey) of grains per day. Given that the serve sizes used as examples in the current survey were half the size of those recommended by the *Australian Guide to Healthy Eating* (1998)[8], the results indicate a very low level of grain consumption among Tasmanian secondary students. In 2011, younger students were less likely than older students to eat four or more serves of grain per day, and among both younger and older students, males were more likely than females to report consuming four or more serves of grains per day.

In 2011, whole milk or reduced fat/skim milk were the most popular types of milk consumed by Tasmanian secondary students. The finding that females were more likely than males to report drinking only one cup or less of milk per day requires further examination, as the current survey provides no information about other types of dairy products students may consume each day.

Around 80% of 12- to 17-year-old students surveyed in 2011 had eaten a fast food meal at least once during the past week. Older students were more likely than younger students to have consumed fast food three or more times during the past week. High-SES students were more likely than low-SES students not to have eaten a fast food meal in the last week.

Very few students surveyed in 2011 had not consumed any snacks such as chocolate, potato chips, ice cream or sweet biscuits in the week before the survey (3%). Just over one-third (36%) of students had consumed snacks five or more times in the past week. Males were more likely than females to have consumed snacks five or more times in the past week. Students from higher socio-economic backgrounds were more likely than students from lower socio-economic backgrounds to have consumed snacks only once or twice in the last week.

Consumption of sugar-rich drinks was also very common, with 87% of students surveyed in 2011 having consumed these drinks on at least one occasion in the past week. Within both age groups, males were more likely than females to report consuming sugar-rich drinks on three or more occasions in the week before the survey. Students from high socio-economic backgrounds consumed these drinks less frequently than students from low socio-economic backgrounds.

A majority of students (78%) had consumed non-alcoholic energy drinks at least once in their lifetime, with just over a quarter (26%) of students consuming these drinks in the past week. Consumption of these drinks was more common among males than females.

Approximately 17% of students had consumed energy/caffeine tablets in their lifetime, with three percent of students having consumed these tablets in the last week. Consumption of these tablets in the past year or lifetime was more common among males. The top three reasons for taking these tablets were: (i) to help stay awake (73%); (ii) to aid sporting performance (31%); and (iii) to aid concentration in school (23%).

In summary, there is a need for educational programs to encourage adolescents to consume more milk and grains, 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. Such programs need to consider the socio-economic disparities in diet and nutrition, as identified by these results.

LEVELS OF PHYSICAL ACTIVITY & SEDENTARY BEHAVIOUR UNDERTAKEN BY STUDENTS

Introduction

The increasing numbers of Australian children who are overweight or obese presents a major public health issue. Australian adolescents are becoming increasingly less physically active and are adopting a sedentary life-style spending their recreation time using computers and watching television[9].

Overweight and obesity in adults are risk factors for several chronic conditions such as heart disease and diabetes, as well as for some cancers including colon, breast (post-menopause), endometrial, oesophageal, and kidney cancers.

Low levels of physical activity are an important factor associated with childhood obesity[10]. The Australian physical activity guidelines released in 2004 recommend that children and adolescents do at least 60 minutes of physical activity every day at a moderate to vigorous intensity[11]. It is also recommended that this age group spend no more than 2 hours per day using electronic media for entertainment purposes[11].

Results

The following section presents prevalence data for moderate and vigorous weekly physical activity sessions among Tasmanian secondary school students. Also presented is data on the number of days per week that students exercised, and data on 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 13 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 13: 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 gender, 2011

	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	16	13	16	14	10	9	22
Females	13	20	18	17	12	7	13
Total	15	16	17	16	11	8	17
16-17 years							
Males	11	13	11	22	8	10	25
Females	10	16	24	15	16	8	11
Total	11	15	18	19	12	9	18
12-17 years							
Males	14	13	15	16	10	9	23
Females	12	19	20	17	13	8	12
Total	13	16	17	17	11	8	18

Approximately half (49%) of 12- to 15-year-olds engaged in at least 30 minutes of moderate physical activity between one and three times in the past week. Fifteen percent 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.

Results were similar for the older group, with approximately 51% 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 (11%) were less likely than younger students (15%) to report that they did not do any moderate physical activity for at least 30 minutes in the previous week ($p<.05$).

Overall, males (23%) were significantly more likely than females (12%) to have engaged in at least 30 minutes of moderate physical activity on six or more occasions in the last week ($p<.01$).

Table 14 presents the number of times in the past week students engaged in *moderate* physical activity for at least 30 minutes, by socio-economic status.

Table 14: Percentage of 12- to 17-year-old students who engaged in moderate physical activity for at least 30 minutes, by SEIFA, 2011^

		At least 30 minutes of moderate physical activity						
SEIFA Index	(n)	None (%)	Once (%)	Twice (%)	3 times (%)	4 times (%)	5 times (%)	6 or more times (%)
Low-SES	(836)	14	17	18	15	12	9	17
Mid-SES	(638)	13	15	18	18	11	8	19
High-SES	(205)	9	12	15	21	14	10	19
Total	(1679)	13	16	17	17	12	8	18

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Table 14 shows the number of times in the last week that students were engaged in moderate physical activity, disaggregated by level of socio-economic status. Overall, levels of moderate physical activity were not significantly related to socio-economic status.

Vigorous Physical Activity

Table 15 presents 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.

Table 15: 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 gender, 2011

	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	11	11	17	18	14	10	19
Females	9	17	21	24	14	8	9
Total	10	14	19	21	14	9	14
16-17 years							
Males	9	7	16	20	14	11	24
Females	20	15	23	18	11	4	8
Total	14	11	20	19	13	8	16
12-17 years							
Males	10	9	17	19	14	10	20
Females	12	16	21	23	13	7	8
Total	11	13	19	21	14	8	14

Table 15 shows that 54% of 12- to 15-year-olds had engaged in at least 30 minutes of vigorous activity between one and three times in the past week, as did 50% of 16- to 17-year-olds. Ten percent of 12- to 15-year-olds reported that they did not do any vigorous activity for at least 30 minutes in the past week, and this was reported by 14% of 16- to 17-year-olds.

Overall, males (20%) were significantly more likely than females (8%) to have engaged in at least 30 minutes of vigorous physical activity on six or more occasions in the last week (p<.01).

Table 16 shows the number of times in the last week that students engaged in vigorous physical activity, disaggregated by level of socio-economic status.

Table 16: 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 SEIFA, 2011^

		At least 30 minutes of vigorous physical activity						
		None	Once	Twice	3 times	4 times	5 times	6 or more times
SEIFA Index	(n)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Low-SES	(848)	13	12	18	21	14	8	14
Mid-SES	(649)	8	12	21	20	14	9	15
High-SES	(204)	10	15	21	21	11	10	14
Total	(1701)	11	13	19	21	14	9	14

^Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

As shown in Table 16, the amount of vigorous physical activity undertaken by 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 day (Department of Health 2004).

Students were also asked, 'How many days in the past week have you done any vigorous or moderate physical activity for a total of at least one hour?' 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.

Details of the number of days in the past week that students engaged in vigorous or moderate physical activity for at least one hour are presented in Table 17 by gender and age grouping.

Table 17: 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 1 hour, by gender, 2011

	Vigorous or Moderate Physical Activity for at least 1 hour							
	No days (%)	1 day (%)	2 days (%)	3 days (%)	4 days (%)	5 days (%)	6 days (%)	7 days (%)
12-15 years								
Males	7	9	12	15	15	14	8	20
Females	5	9	13	20	15	14	9	15
Total	6	9	12	17	15	14	8	18
16-17 years								
Males	6	9	9	16	14	15	9	23
Females	8	16	15	18	15	12	8	10
Total	7	12	12	17	15	13	8	17
12-17 years								
Males	7	9	11	15	15	15	8	21
Females	6	11	13	19	15	13	8	14
Total	6	10	12	17	15	14	8	17

Table 17 shows that among 12- to 15-year-olds, only 18% of students reported achieving the recommended level of activity in the previous week. Among 16- to 17-year-olds, only 17% of students achieved the recommended level of activity in the previous week. In the older age group, males (23%) were more likely than females (10%) to exercise for at least one hour on seven days in the past week ($p<.01$). Similarly, in the younger group, 20% of males reported this level of physical activity compared to 15% of females ($p<.05$).

Table 18 displays the number of days per week that students engage in vigorous or moderate physical activity for at least one hour, disaggregated by socio-economic status.

Table 18: Number of days in the past week 12- to 17-year-old students engaged in vigorous or moderate physical activity for at least 1 hour, by SEIFA, 2011^

		Vigorous or Moderate Physical Activity for at least 1 hour							
SEIFA Index	(n)	No days (%)	1 day (%)	2 days (%)	3 days (%)	4 days (%)	5 days (%)	6 days (%)	7 days (%)
Low-SES	(863)	7	10	13	17	14	15	6	18
Mid-SES	(659)	6	9	11	18	16	14	10	17
High-SES	(204)	6	14	15	15	15	10	12	14
Total	(1726)	7	10	12	17	15	14	8	18

^Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Overall, the number of days students engaged in vigorous or moderate physical activity for at least one hour was not related to socio-economic status.

Type of Physical Activity

Students were also 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.

Only five percent of students reported not engaging in any of these activities on an average school day, while not at school.

Playing Sport

Table 19 presents the number of hours students spent playing sport on an average school day while not at school.

Table 19: Number of hours per day 12- to 15-year-old and 16- to 17-year-old students play sport when they are not at school, by gender, 2011

	Number of hours spent playing sport			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	20	39	26	16
Females	26	37	26	11
Total	23	38	26	13
16-17 years				
Males	27	32	21	21
Females	50	29	15	7
Total	38	30	18	14
12-17 years				
Males	22	37	24	17
Females	33	35	23	10
Total	27	36	24	13

The majority of 12- to 17-year-olds (36%) played sport for one hour or less, with an additional 24% playing sport for 2 hours on an average school day, while not at school. Only 13% of 12- to 17-year-olds played three or more hours of sport on these days.

Older students were significantly more likely (38%) than younger students (23%) not to play any sport on school days while not at school (p<.01). Younger students (38%) were more likely than older students (30%) to play sport for one hour or less on these days (p<.01). Younger students (26%) were also more likely to play sport for two hours on these days compared to older students (18%) (p<.01). The number of students playing three or more hours of sport on school days while not at school did not differ across age groups.

Among younger students, females (26%) were more likely than males (20%) not to play sport (p<.05), while males (16%) were more likely than females (11%) to play sport for three hours or more (p<.05). This gender difference was also observed among older students, with 50% of females reporting not playing any sport compared to only 27% of males (p<.01), while 21% of males and only seven percent of females reported playing sport for three or more hours (p<.01).

Table 20 presents the number of hours students spent playing sport on an average school day while not at school, by level of socio-economic status.

Table 20: Number of hours per day 12- to 17-year-old students play sport when they are not at school, by SEIFA, 2011^

		Number of hours spent playing sport			
		None	1 hour or less	2 hours	3 or more hours
SEIFA Index	(n)	(%)	(%)	(%)	(%)
Low-SES	(835)	28	36	23	14
Mid-SES	(642)	27	34	26	13
High-SES	(197)	31	38	19	12
Total	(1674)	28	35	24	13

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

As seen in Table 20, the number of hours spent playing sport on an average school day when not at school, did not significantly differ for students from high to low socio-economic backgrounds.

Going for a walk

Table 21 presents the number of hours students spent going for a walk on an average school day while not at school.

Table 21: Number of hours per day 12- to 15-year-old and 16- to 17-year-old students go for a walk when they are not at school, by gender, 2011

	Number of hours spent going for a walk			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	20	64	10	6
Females	12	69	13	6
Total	16	66	12	6
16-17 years				
Males	26	51	16	8
Females	12	65	17	6
Total	19	58	16	7
12-17 years				
Males	22	60	12	7
Females	12	68	15	6
Total	17	64	13	6

The majority of students (64%) reported walking for one hour or less, with an additional 13% walking for two hours on an average school day while not at school. Only six percent of 12- to 17-year-olds walked for three or more hours on these days. Seventeen percent of students reported not going for a walk on these days.

Younger students (66%) were more likely than older students (58%) to go for a walk for one hour or less on these days ($p<.01$). However, more older students (16%) reported walking for two hours or more compared to younger students (12%) ($p<.05$).

Among younger students, males (20%) were more likely than females (12%) not to go walking ($p<.01$). This gender difference was also observed among older students, with 26% of males reporting not going for a walk compared to only 12% of females ($p<.01$).

Table 22 presents the number of hours students spent going for a walk on an average school day while not at school, by socio-economic status.

Table 22: Number of hours per day 12- to 17-year-old students go for a walk when they are not at school, by SEIFA, 2011^*

		Number of hours spent going for a walk			
		None	1 hour or less	2 hours	3 or more hours
SEIFA Index	(n)	(%)	(%)	(%)	(%)
Low-SES	(834)	16	62	15	7
Mid-SES	(633)	18	66	12	5
High-SES	(193)	18	71	7	5
Total	(1660)	17	64	13	6

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

As seen in Table 22, students from low socio-economic backgrounds (15%) were over twice as likely to walk for two hours on an average school day, compared to students from high-socio-economic backgrounds (7%) ($p<.01$). High-SES students (71%) were more likely to walk for one hour or less than low-SES students (62%) ($p<.05$).

Bicycle-Riding

Table 23 presents the number of hours students spent bike-riding on an average school day while not at school.

Table 23: Number of hours per day 12- to 15-year-old and 16- to 17-year-old students bike-ride when they are not at school, by gender, 2011

	Number of hours spent bike riding			
	None	1 hour or less	2 hours	3 or more hours
	(%)	(%)	(%)	(%)
12-15 years				
Males	55	32	5	8
Females	70	25	4	2
Total	62	28	5	5
16-17 years				
Males	66	19	6	9
Females	89	9	1	1
Total	77	14	3	5
12-17 years				
Males	58	28	5	8
Females	75	20	3	2
Total	67	24	4	5

The majority of 12- to 17-year-olds (67%) reported not riding a bike on school days outside of school hours, with an additional 24% riding their bike for one hour or less on these days.

Younger students (28%) were significantly more likely than older students (14%) to ride their bike for one hour or less on average school days while not at school ($p<.01$). More older students (77%) than younger students (62%) did not ride a bike at all on these days ($p<.01$).

Among younger students, females (70%) were more likely than males (55%) not to ride a bike on these days ($p<.01$). This gender difference was also observed among older students, with 89% of females reporting not riding a bike on these days compared to 66% of males ($p<.01$). Overall, males (8%) were more likely than females (2%) to bike-ride for three or more hours on these days ($p<.01$).

Table 24 presents the number of hours students spent bike-riding on an average school day while not at school, by socio-economic status.

Table 24: Number of hours per day 12- to 17-year-old students ride bikes when they are not at school, by SEIFA, 2011^

		Number of hours spent bike riding			
		None	1 hour or less	2 hours	3 or more hours
SEIFA Index	(n)	(%)	(%)	(%)	(%)
Low-SES	(821)	65	24	5	6
Mid-SES	(621)	69	24	4	4
High-SES	(187)	72	23	3	2
Total	(1629)	67	24	4	5

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Overall, students from low and high socio-economic groups were equally likely to ride their bikes on school days while not at school.

Swimming

Table 25 presents the number of hours students spent swimming on an average school day while not at school.

Table 25: 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 gender, 2011

	Number of hours spent swimming			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	74	17	5	3
Females	67	21	6	5
Total	71	19	6	4
16-17 years				
Males	77	15	5	4
Females	81	12	4	3
Total	79	13	4	3
12-17 years				
Males	75	17	5	3
Females	71	19	5	5
Total	73	18	5	4

Eighteen percent of 12- to 17-year-olds reported swimming for one hour or less on school days while not at school. The majority of students (73%) did not swim on these days.

Younger students (19%) were more likely than older students (13%) to swim for one hour or less on an average school day while not at school ($p<.01$). Older students (79%) were more likely not to swim on these days compared to younger students (71%) ($p<.01$).

Table 26 presents the number of hours students spent swimming on an average school day while not at school, by socio-economic status.

Table 26: Number of hours per day 12- to 17-year-old students swim when they are not at school, by SEIFA, 2011^

		Number of hours spent swimming			
		None	1 hour or less	2 hours	3 or more hours
SEIFA Index	(n)	(%)	(%)	(%)	(%)
Low-SES	(819)	71	18	7	4
Mid-SES	(617)	76	16	4	4
High-SES	(185)	77	16	4	3
Total	(1621)	74	17	5	4

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

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

Running

Table 27 presents the number of hours students spent running on an average school day while not at school.

Table 27: 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 gender, 2011

	Number of hours spent running			
	None	1 hour or less	2 hours	3 or more hours
	(%)	(%)	(%)	(%)
12-15 years				
Males	31	48	13	8
Females	37	44	13	6
Total	34	46	13	7
16-17 years				
Males	36	42	10	12
Females	52	37	9	2
Total	44	39	10	7
12-17 years				
Males	33	46	12	9
Females	41	42	12	5
Total	37	44	12	7

Forty-four percent of 12- to 17-year-olds reported running for one hour or less on school days while not at school. Only 19% of 12- to 17-year-olds reported running on these days for two hours or more.

Older students (44%) were more likely than younger students (34%) not to go running on school days while not at school (p<.01). Among 16- to 17-year-olds, females (52%) were significantly more likely than males (36%) not to go running on these days (p<.01). Males of this age (12%) were more likely than females (2%) to run for three or more hours on these days (p<.01).

Table 28 presents the number of hours students spent running on an average school day while not at school, by socio-economic status.

Table 28: Number of hours per day 12- to 17-year-old students running when they were not at school, by SEIFA, 2011^

		Number of hours spent running			
		None	1 hour or less	2 hours	3 or more hours
SEIFA Index	(n)	(%)	(%)	(%)	(%)
Low-SES	(822)	37	44	12	8
Mid-SES	(629)	36	45	14	6
High-SES	(192)	43	45	6	6
Total	(1643)	37	44	12	7

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

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

Dancing

Table 29 presents the number of hours students spent dancing/in dance classes on an average school day while not at school.

Table 29: 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 gender, 2011

	Number of hours spent dancing			
	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
12-15 years				
Males	93	5	1	2
Females	67	18	8	8
Total	79	12	4	5
16-17 years				
Males	97	2	<.5	1
Females	78	11	5	5
Total	88	7	3	3
12-17 years				
Males	94	4	<.5	2
Females	70	16	7	7
Total	82	10	4	4

The majority of students (82%) did not attend dance classes/dance on school days while not at school. Ten percent of 12- to 17-year-olds reported dancing for one hour or less on school days while not at school.

Older students (88%) were more likely than younger students (79%) not to participate in dance classes/dancing on school days while not at school ($p<.01$). 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 ($p<.01$). Table 30 presents the number of hours students spent dancing on an average school day while not at school, by socio-economic status.

Table 30: Number of hours per day 12- to 17-year-old students spent dancing/in dance classes when they were not at school, by SEIFA, 2011^

		Number of hours spent dancing			
		None	1 hour or less	2 hours	3 or more hours
SEIFA Index	(n)	(%)	(%)	(%)	(%)
Low-SES	(814)	81	11	4	4
Mid-SES	(621)	82	10	4	5
High-SES	(186)	86	7	3	4
Total	(1621)	82	10	4	5

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

As seen in Table 30, the number of hours spent dancing or in dance classes on an average school day when not at school, did not significantly differ for students from high to low socio-economic backgrounds.

Going to the Gym

Table 31 presents the number of hours students spent going to the gym on an average school day while not at school.

Table 31: 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 gender, 2011

	Number of hours spent at the gym			
	None	1 hour or less	2 hours	3 or more hours
	(%)	(%)	(%)	(%)
12-15 years				
Males	68	18	8	6
Females	79	11	6	4
Total	74	14	7	5
16-17 years				
Males	53	21	15	12
Females	67	20	8	6
Total	60	20	11	9
12-17 years				
Males	63	19	10	8
Females	76	14	7	4
Total	69	16	8	6

The majority of younger (74%) and older (60%) students did not go to the gym on school days while not at school. Sixteen percent of 12- to 17-year-olds spent one hour or less at the gym on average school days while not at school.

Overall, older students were more likely than younger students to go to the gym for any period of time on these days (p<.01). Among 12- to 15-year-olds, females (79%) were more likely than males (68%) to spend no time at the gym on these days (p<.01). Similarly, among 16- to 17-year-olds, females (67%) were more likely than males (53%) to spend no time at the gym on these days (p<.01).

Younger males (18%) were more likely to spend one hour or less at the gym than younger females (11%) (p<.01) while older males (15%) were more likely than older females (8%) to spend two hours at the gym on these days (p<.05).

Table 32 presents the number of hours students spent at the gym on an average school day while not at school, by socio-economic status.

Table 32: Number of hours per day 12- to 17-year-old students spent at the gym when they were not at school, by SEIFA, 2011^

		Number of hours spent at the gym			
SEIFA Index	(n)	None (%)	1 hour or less (%)	2 hours (%)	3 or more hours (%)
Low-SES	(820)	72	14	8	7
Mid-SES	(634)	67	19	9	5
High-SES	(196)	66	19	10	6
Total	(1650)	70	16	9	6

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Overall, time spent at the gym on school days while not at school did not differ by socio-economic status.

What encourages participation in physical activity?

Students were asked “What encourages you to participate in physical activity?” Students were asked to cross 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) Other (*please specify*); or 6) Nothing.

Table 33: What encourages participation in physical activity among 12- to 15-year-old and 16- to 17-year-old students, by age group and gender, 2011#

	Age (years)		
What encourages physical activity	12-15 (%)	16-17 (%)	12-17 (%)
Friends/Family/Teachers/Coaches/Other people			
Males	18	17	18
Females	29	22	27
Total	24	19	22
Television ads / programs			
Males	18	14	17
Females	19	24	20
Total	19	19	19
Social networking sites			
Males	11	13	12
Females	15	14	15
Total	13	14	13
Enjoyment			
Males	15	14	15
Females	9	10	9
Total	12	12	12
Health/fitness/weight loss/appearance			
Males	6	12	8
Females	9	10	9
Total	8	11	9
Newspaper articles / ads			
Males	**8**	**7**	**8**
Females	8	10	8
Total	8	8	8
Self-motivation/Competition			
Males	7	10	7
Females	6	7	7
Total	6	8	7

Table 33 (continued): What encourages participation in physical activity among 12- to 15-year-old and 16- to 17-year-old students, by age group and gender, 2011#

	Age (years)		
What encourages physical activity	12-15 (%)	16-17 (%)	12-17 (%)
Radio ads / programs			
Males	6	4	5
Females	5	4	5
Total	5	4	5
Other/boredom			
Males	4	7	5
Females	4	5	5
Total	4	6	5
Nothing			
Males	33	31	32
Females	26	29	27
Total	29	30	29

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

A large number of students said that nothing in particular encouraged them to participate in physical activity (29%). Among the 12- to 15-year-old students, males (33%) were more likely than females (26%) to say that nothing encouraged them to participate in physical activity ($p<.01$).

Family, friends, girlfriends, boyfriends, school, coaches, teachers and other people were the most highly endorsed source of encouragement, selected by 24% of 12- to 15-year old students and 19% of 16- to 17-year-old students.

Overall, 19% of students said that television ads or programs encouraged them to participate in physical activity. Among the older students, females (24%) were encouraged to exercise by this medium to a greater extent than males (14%) ($p<.05$).

Thirteen percent of 12- to 17-year-old students listed social networking sites as encouraging them to participate in physical activity, while nine percent listed health reasons as encouraging them to participate.

Table 34 shows the factors that encourage physical activity among 12- to 17-year-old students, broken down by socio-economic status.

Table 34: What encourages participation in physical activity among 12- to 17-year-old students, by SEIFA, 2011^[#]

	SEIFA Index			
	Low-SES (%)	Mid-SES (%)	High-SES (%)	Total (%)
Sample size (n)	*(856)*	*(653)*	*(204)*	*(1713)*
What encourages physical activity?				
Friends/Family/Teachers/Coaches	21	24	26	23
Television ads / programs	19	17	23	19
Social networking sites	15	11	12	13
Enjoyment	11	13	13	12
Health/fitness/weight loss/appearance	8	10	10	9
Newspaper articles / ads	8	9	7	8
Self-motivation/Competition	7	7	7	7
Radio ads / programs	5	5	5	5
Other	4	6	5	5
Nothing	31	28	24	30

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

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

The factors that encourage students to participate in physical activity did not significantly differ between low, mid and high socio-economic groups.

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.

Table 35: What discourages participation in physical activity among 12- to 15-year-old and 16- to 17-year-old students, by age group and gender, 2011^#

	Age (years)		
What discourages physical activity?	12-15 (%)	16-17 (%)	12-17 (%)
Weather, too hot, cold or wet			
Males	40	37	39
Females	52	58	54
Total	46	47	46
Transport, means of getting there			
Males	16	18	17
Females	19	23	20
Total	18	21	19
Cost of the activity			
Males	8	15	10
Females	15	23	17
Total	12	19	14
Where I live (e.g. lack of sporting facilities and parks)			
Males	14	11	14
Females	11	15	12
Total	13	13	13
Lack of available activities			
Males	12	13	12
Females	11	10	11
Total	12	11	11
Can't be bothered/lazy/lack of motivation/ too tired			
Males	2	3	2
Females	2	6	3
Total	2	5	3
Other^			
Males	6	10	7
Females	7	9	7
Total	6	9	7

Table 35 (continued): What discourages participation in physical activity among 12- to 15-year-old and 16- to 17-year-old students, by age group and gender, 2011^#

	Age (years)		
What discourages physical activity?	12-15 (%)	16-17 (%)	12-17 (%)
Nothing			
Males	31	35	32
Females	23	14	21
Total	27	25	26

^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.

Weather was the most frequently cited barrier to physical activity, endorsed by 46% of 12- to 15-year-olds and 47% of 16- to 17-year-olds. This barrier was more frequently cited among females than males in both age groups ($p<.01$).

Following weather, transport, cost of the activity and the availability of sporting facilities near students' homes were the next most frequently endorsed barriers overall. Cost was more likely to be endorsed as a source of discouragement for females (17%) than males (10%) ($p<.01$), and was more likely to be seen as a barrier among older students (19%) than younger students (12%) ($p<.01$).

Overall, 26% of students said that nothing discouraged them from physical activity, with significantly more males endorsing this option than females, in both age groups ($p<.01$).

Table 36 shows the factors that discourage physical activity among 12- to 17-year-old students, broken down by socio-economic status.

Table 36: What discourages participation in physical activity among 12- to 17-year-old students, by SEIFA, 2011^#

	SEIFA Index			
	Low-SES (%)	**Mid-SES (%)**	**High-SES (%)**	**Total (%)**
Sample size (n)	*(856)*	*(658)*	*(204)*	*(1718)*
What discourages physical activity?				
Weather, too hot, cold or wet	46	45	51	46
Transport, means of getting there	19	17	20	19
Cost of the activity	13	14	16	14
Where I live (e.g. lack of sporting facilities and parks)	14	10	17	13
Lack of available activities	12	11	10	12
Can't be bothered/lazy/lack of motivation / too tired	3	3	2	3
Other	6	8	8	7
Nothing	27	28	22	26

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

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

Table 36 shows the factors that discourage participation in physical activity, broken down by socio-economic status. There were no significant differences between low- and high-socio-economic groups.

Who influences participation in physical activity?

Students were asked "Who influences you to participate in physical activity?" and told 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.

Table 37: Who influences participation in physical activity among 12- to 15-year-old and 16- to 17-year-old students, by age group and gender, 2011#

	Age (years)		
Who influences participation in physical activity?	**12-15 (%)**	**16-17 (%)**	**12-17 (%)**
Parents			
Males	58	48	55
Females	65	55	62
Total	61	52	58
Friends / clubs & teams			
Males	53	64	56
Females	59	60	59
Total	56	62	58
Sporting Coach			
Males	25	36	28
Females	30	23	28
Total	28	29	28
Siblings			
Males	18	22	19
Females	30	23	28
Total	24	23	24
Teacher			
Males	11	13	12
Females	13	14	13
Total	12	14	13
Other			
Males	3	4	3
Females	1	3	2
Total	2	3	2
No-one			
Males	17	21	18
Females	12	21	15
Total	15	21	17

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

Overall, parents (58%) and friends/clubs & teams (58%) were the greatest sources influencing students to participate in physical activity. Students aged 12- to 15-years-old (61%) were more likely than students aged 16- to 17-years-old (52%) to say that their parents influenced them (p<.01). Among younger students, females (65%) were more likely than male students (58%) to cite parents as a source of influence over their participation in physical activity (p<.05). No gender differences were detected in the older age group.

Friends or clubs/teams were cited by 56% of 12- to 15-year-olds and 62% of 16- to 17-year-olds as influencing their participation in physical activity.

Among 12- to 15-year-olds, siblings influenced 24% of students to participate in physical activity, with females (30%) being significantly more likely to cite siblings as a source of influence than males (18%) (p<.01). No significant gender differences were detected between age groups, or between genders in the older age group.

Sporting coaches (28%) were also frequently cited sources influencing young people to participate in physical activity. Among younger students, sporting coaches were more likely to influence females (30%) than males (25%) (p<.05), while among older students, sporting coaches were more likely to influence males (36%) than females (23%) (p<.01).

Seventeen percent of students overall said no-one influenced them to participate in physical activity. Older students (21%) were more likely than younger students (15%) to say that no-one influenced them (p<.01). Among 12- to 15-year-olds, males were more likely to say that no-one influenced their participation in physical activity (p<.05). However, among older students there were no gender differences observed.

Table 38 shows the sources that influence students to participate in physical activity, broken down by socio-economic status.

Table 38: Who influences participation in physical activity among 12- to 17-year-old students, by SEIFA, 2011^[#]

	SEIFA Index			
	Low-SES (%)	**Mid-SES (%)**	**High-SES (%)**	**Total (%)**
Sample size (n)	*(857)*	*(660)*	*(205)*	*(1722)*
Who influences participation in physical activity?				
Parents	56	63	59	59
Friends / clubs & teams	57	57	67	58
Sporting Coach	26	31	28	28
Siblings	24	23	26	24
Teacher	13	12	11	12
Other	2	3	2	2
No-one	19	15	14	17

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

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

There were no significant differences between low- and high-socio-economic groups.

Relationship between who influences involvement in physical activity and level of physical activity

Students were asked to indicate "Who influences you to participate in physical activity?" Students could choose from the following options, and were able to tick as many as applied to them: 1) Parents; 2) Siblings; 3) Friends; 4) Teacher; 5) Sporting Coach; 6) Other (*please specify*); or 7) No-one.

Students' responses to this question are outlined in detail in the preceding section. The purpose of this analysis was to explore whether young people who say 'a lot of people influence them' have different levels of physical activity to students who respond 'no-one influences them'. Thus, for the purpose of this analysis, responses were recoded to reflect the *number* of options that students ticked in response to this question.

Table 39 shows the relationship between the number of people influencing participation in physical activity and the number of days per week spent doing moderate or vigorous physical activity for at least 60 minutes.

Table 39: Number of days in the past week that students engaged in at least 60 minutes of moderate or vigorous physical activity, by the number of people influencing young people to participate in physical activity, 2011

		Number of days students engaged in physical activity			
Number of people influencing students to participate in physical activity	**(n)**	**No days (%)**	**1 -2 days (%)**	**3-4 days (%)**	**5+ days (%)**
No-one	(298)	16	25	25	33
1-2 people	(864)	6	25	33	36
3-4 people	(508)	1	16	36	47
5-6 people	(61)	0	19	24	57
Total	(1731)	6	22	32	39

Approximately 16% of students who listed no-one as encouraging them to participate in physical activity, reported that they spent no days in the past week engaged in moderate or vigorous physical activity for at least 60 minutes. This was compared to 0% of students who said that 5-6 people encouraged them to participate.

Fifty-seven percent of students who had 5-6 people influencing them to participate in physical activity spent five or more days of the week engaged in physical activity for an hour or more. This was compared to only 33% of students who listed no-one as influencing them.

Students who reported that no-one influenced them were compared with students who reported that someone (i.e., at least 1 person) influenced them to participate in physical activity. Students who said that someone influenced them (41%) were more likely than students saying no-one influenced them (33%), to have met the

physical activity guidelines on five or more days of the past week (p<.05). Sixteen percent of students who listed no-one as influencing them reported no days in the past week of physical activity for an hour or more. This was compared to only 4% of students who had someone to influence them (p<.01).

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

Students were asked "Why do you participate in physical activity?" and told 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.

Table 40: Why do 12- to 17-year-old students participate in physical activity, by age group and gender, 2011^#*

Why do 12-to-17 years participate in physical activity	Age (years) 12-15 (%)	16-17 (%)	12-17 (%)
To have fun			
Males	83	88	85
Females	80	71	77
Total	81	79	81
To keep healthy			
Males	72	83	76
Females	80	86	82
Total	76	85	79
To get fit			
Males	66	78	69
Females	75	82	77
Total	70	80	73
To socialise with friends			
Males	57	72	61
Females	59	60	59
Total	58	66	60

#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 4% of students (n=83) 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-one percent of 12- to 17-year-olds said they participated in physical activity to have fun. Younger and older students did not significantly differ in this regard. Among 16- to 17-year-olds, males (88%) were more likely than females (71%) to cite having fun as a reason for engaging in physical activity (p<.01). There were no gender differences among the younger students.

Staying healthy was cited by 79% of the overall sample as a reason for participation. Older students (85%) were more likely than younger students (76%) to cite staying healthy as a reason for participation in physical activity (p<.01). Among 12- to 15-year-olds, females (80%) were more likely than males (72%) to cite this as a reason for participation in physical activity (p<.01).

Seventy-three percent of the sample endorsed "to get fit" as a reason for participation in physical activity. Again, older students (80%) were more likely than younger students (70%) to cite this reason (p<.01). Among 12- to 15-year-olds, females (75%) were again more likely than males (66%) to cite this as a reason for participation in physical activity (p<.01).

To socialise with friends was a reason cited by 60% of the overall sample. Older students (66%) were more likely to cite this reason than younger students (58%) (p<.01).Gender differences were observed in the older age group, with males (72%) being more likely than females (60%) to cite this as a reason for participating (p<.01). Among the younger group no gender differences were observed.

Relationship between diet and physical activity

Consumption of Fast Food

Table 41 shows the relationship between physical activity and the consumption of fast food.

Table 41: Number of days in the past week that students engaged in at least 60 minutes of moderate or vigorous physical activity, by 12- to 17-year-olds' consumption of fast food, 2011

		Number of days students engaged in physical activity			
Consumption of fast food in the last week	**(n)**	**No days (%)**	**1 -2 days (%)**	**3-4 days (%)**	**5+ days (%)**
None	(339)	7	18	33	42
Once	(607)	6	24	34	36
Twice	(400)	7	22	29	43
3 or more times	(390)	6	24	31	39
Total	(1736)	6	22	32	39

As seen in the table above, 42% of students who ate no fast food in the last week engaged in at least 60 minutes of physical activity on five or more days in the past week. This was compared to 39% of students who had eaten fast food three or more times in the past week.

Levels of physical activity did not vary significantly by fast food consumption.

Consumption of Snacks

Table 42 shows the relationship between physical activity and the consumption of snacks (i.e., a chocolate bar, a piece of cake, a packet of chips).

Table 42: Number of days in the past week that students engaged in at least 60 minutes of moderate or vigorous physical activity, by 12- to 17-year-olds' consumption of snacks, 2011

Consumption of snacks in the last week	(n)	Number of days students engaged in physical activity: No days (%)	1 -2 days (%)	3-4 days (%)	5+ days (%)
0-2 times	(492)	5	21	34	40
3 or 4 times	(600)	5	20	38	37
5 or more times	(651)	9	25	25	41
Total	(1743)	6	22	32	39

The frequency with which students consumed snacks was significantly related to the number of days students engaged in physical activity ($p<.01$).

Compared to students who ate snacks 0-2 times in the last week (5%), students who consumed snacks five or more times in the last week (9%) were more likely to have spent no days engaged in moderate or physical activity for at least 60 minutes ($p<.01$). The same was true for students who had eaten snacks 3-4 times in the last week (5%), compared to those who ate snacks five or more times ($p<.05$).

Students who ate snacks 0-2 times (34%) or 3-4 times (38%) in the last week were more likely to have participated in moderate/vigorous physical activity for at least 60 minutes on 3-4 days of the past week, compared students consuming snacks five or more times (25%) ($p<.01$).

Consumption of Sugar-Rich Drinks

Table 43 shows the relationship between physical activity and the consumption of sugar-rich drinks.

Table 43: Number of days in the past week that students engaged in at least 60 minutes of moderate or vigorous physical activity, by 12- to 17-year-olds' consumption of sugar-rich drinks, 2011

Consumption of sugar rich drinks		Number of days students engaged in physical activity: No days (%)	1 -2 days (%)	3-4 days (%)	5+ days (%)
0-2 times	(838)	6	23	33	38
3 or 4 times	(470)	7	22	33	38
5 +times	(435)	7	22	29	43
Total	(1743)	6	22	32	39

Table 43 shows that the amount of sugar-rich drinks (i.e. soft drink or fruit juice) was not related to the amount of physical activity undertaken by 12- to 17-year-old students.

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.

Table 44 shows the amount of time spent in sedentary behaviours on an average school day, by gender and age group.

Table 44: 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 gender, 2011

	Age (years)		
Time spent doing sedentary activities	12-15 (%)	16-17 (%)	12-17 (%)
Homework			
Less than 2 hours			
Males	89	75	85
Females	85	62	78
Total	87	69	82
2 or more hours			
Males	11	25	15
Females	15	38	22
Total	13	32	18
TV, videos, DVDs			
Less than 3 hours			
Males	74	67	72
Females	75	73	74
Total	74	70	73
3 or more hours			
Males	26	33	28
Females	25	27	26
Total	26	30	27

Table 44 (continued): 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 gender, 2011

	Age (years)		
Time spent doing sedentary activities	12-15 (%)	16-17 (%)	12-17 (%)
Internet/computer games			
Less than 3 hours			
Males	65	53	62
Females	79	77	78
Total	72	65	70
3 or more hours			
Males	35	47	38
Females	21	23	22
Total	28	35	30
Chat/social networking			
Less than 3 hours			
Males	77	64	73
Females	73	66	71
Total	75	65	72
3 or more hours			
Males	23	37	27
Females	27	34	29
Total	25	35	28

Homework

As might be expected, a greater percentage of 16- to 17-year-olds (32%) did two or more hours of homework on an average school day, compared 12- to 15-year-olds (13%) ($p<.01$). In the younger age group, females (15%) were more likely than males (11%) to do two or more hours of homework on these days ($p<.05$). Similarly, among the older age group 38% of females compared to 25% of males did two or more hours of homework per school-day ($p<.01$).

TV, videos, DVDs

It is recommended that adolescents spend no more than two hours per day using electronic media for entertainment (Department of Health, 2004). Overall, 73% of students watched television, videos or DVDs for less than three hours on an average school day. Just over a quarter of students (27%) exceeded this guideline, watching three or more hours of television on these days.

Among 12- to 15-year-olds, males (26%) and females (25%) were equally likely to watch television, videos or DVDs for three or more hours per day. Similarly, among 16- to 17-year-olds there was no difference in the percentage of males

(33%) and females (27%) reporting this level of television use. There was no significant difference in the amount of television watched, between younger and older students.

Internet/playing computer games

Thirty percent of students reported using the internet or playing computer games for three hours or more on an average school day. Overall, females (19%) were more likely than males (9%) to report that they spent no time on the Internet or playing computer games in the past week (p<.01).

Twenty-eight percent of 12- to 15-year-olds reported recreational use of computers for three or more hours per day. In the younger age group, this type of recreational use was more common among males (35%) than females (21%) (p<.01). Similarly, among 16- to 17-year-olds, 35% reported this level of computer use, and this level of use was higher among males (47%) than females (23%) (p<.01). Older students (35%) were more likely than younger students (28%) to use the Internet or play computer games for three or more hours on an average school day (p<.01).

Chat/Social Networking

Overall, 28% of students used chat or social networking sites for three or more hours on an average school day. Males and females were equally likely to engage in this behaviour. Older students (35%) were more likely to exceed the recommended daily guidelines for this behaviour than younger students (25%) (p<.01).

Table 45 presents the number of hours spent doing sedentary activities on an average school day, by socio-economic status.

Table 45: Number of hours spent doing sedentary behaviours on an average school day among 12- to 17-year-old students, by SEIFA, 2011^

	SEIFA Index			
Time spent doing sedentary activities	**Low-SES (%)**	**Mid-SES (%)**	**High-SES (%)**	**Total (%)**
Homework				
Sample size (n)	*(852)*	*(649)*	*(202)*	*(1703)*
Less than 2 hours	84	80	79	82
2 hours or more	16	20	21	18
TV, videos, DVDs				
Sample size (n)	*(852)*	*(650)*	*(202)*	*(1704)*
Less than 3 hours	71	74	78	73
3 hours or more	29	26	23	27
Internet/computer games				
Sample size (n)	*(855)*	*(656)*	*(203)*	*(1714)*
Less than 3 hours	70	70	72	70
3 hours or more	30	30	28	30

Table 45 (continued): Number of hours spent doing sedentary behaviours on an average school day among 12- to 17-year-old students, by SEIFA, 2011^

Time spent doing sedentary activities	SEIFA Index			
	Low-SES (%)	Mid-SES (%)	High-SES (%)	Total (%)
Chat/ social networking				
Sample size (n)	*(859)*	*(657)*	*(201)*	*(1717)*
Less than 3 hours	68	76	77	72
3 hours or more	32	24	23	28

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

As shown in Table 45, the number of hours spent doing homework, watching TV or using the internet/playing computer games on an average school day did not differ across levels of socio-economic status.

However, students from high-SES backgrounds (23%) were less likely than students from low-SES backgrounds (32%) to use chat or social networking sites, for three hours or more on an average school day ($p<.05$).

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 46 by gender and age grouping.

Table 46: 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 gender, 2011

	Age (years)		
Time spent doing sedentary activities	12-15 (%)	16-17 (%)	12-17 (%)
Homework			
Less than 2 hours			
Males	91	71	85
Females	83	54	74
Total	87	63	80
2 or more hours			
Males	9	29	15
Females	17	46	26
Total	13	38	21
TV, videos, DVDs			
Less than 3 hours			
Males	60	55	59
Females	60	55	59
Total	60	55	59
3 or more hours			
Males	40	45	42
Females	40	45	41
Total	40	45	41
Internet/computer games			
Less than 3 hours			
Males	53	44	51
Females	74	71	73
Total	64	58	62
3 or more hours			
Males	47	56	50
Females	26	29	27
Total	37	42	38
Chat/social networking			
Less than 3 hours			
Males	68	56	64
Females	66	60	64
Total	67	58	64

Table 46 (continued): 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 gender, 2011

	Age (years)		
Time spent doing sedentary activities	12-15 (%)	16-17 (%)	12-17 (%)
3 or more hours			
Males	32	44	36
Females	34	40	36
Total	33	42	36

Homework

Table 46 shows that 38% of older 16- to 17-year-olds, compared to only 13% of 12- to 15-year-olds, spent two or more hours doing homework on an average day of the weekend (p<.01). In both age groups, females were more likely than males to report doing two or more hours of homework on these days (p<.01).

TV, videos, DVDs

Approximately 41% of 12- to 17-year-olds watched three or more hours of television, videos or DVDs on an average day of the weekend, exceeding the recommended guidelines. Females (4%) were less likely than males (7%) to report watching no television on an average day of the weekend (p<.05). Among 12- to 15-year-olds, males (40%) and females (40%) were equally likely to watch television, videos or DVDs for three or more hours per day. Similarly, among 16- to 17-year-olds there was no difference in the percentage of males (45%) and females (45%) reporting this level of television use. There was no difference in this level of television usage between the younger and older age groups.

Internet/computer games

Thirty-eight percent of students overall said that they used the Internet or played computer games for three or more hours on an average day of the weekend, exceeding the recommended guidelines.

Overall, females (20%) were more likely than males (10%) to report that they spent no time on the Internet or playing computer games in the past week (p<.01). Thirty-seven percent of 12- to 15-year-olds reported recreational use of computers for three or more hours per day. In the younger age group, this type of recreational use was more common among males (47%) than females (26%) (p<.01). Among 16- to 17-year-olds, 42% reported this level of computer use, and this level of use was higher among males (56%) than females (29%) (p<.01).

Older students (42%) were more likely than younger students (37%) to report exceeding the guidelines by spending three or more hours using the Internet or playing computer games on these days (p<.05).

Chat/Social networking

Thirty-three percent of 12- to 15-year-olds reported the use of chat or social networking sites for three or more hours per day, in comparison to 42% of 16- to

17-year-olds (p<.01). Use of these sites for three or more hours per day did not differ across males and females.

Overall, males (22%) were more likely than females (15%) to report that they spent no time on chat or social networking sites (p<.01). Older students (90%) were also more likely than younger students (79%) to spend some portion of time on chat or social networking sites on these days (p<.01).

Table 47 presents the number of hours spent doing sedentary activities on an average day of the weekend, by socio-economic status.

Table 47: Number of hours spent doing sedentary behaviours on an average day of the weekend among 12- to 17-year-old students, by SEIFA, 2011^

	SEIFA Index			
Time spent doing sedentary activities	**Low-SES (%)**	**Mid-SES (%)**	**High-SES (%)**	**Total (%)**
Homework				
Sample size (n)	*(854)*	*(646)*	*(201)*	*(1701)*
Less than 2 hours	83	78	69	79
2 hours or more	17	22	31	21
TV, videos, DVDs				
Sample size (n)	*(851)*	*(649)*	*(201)*	*(1701)*
Less than 3 hours	59	58	58	58
3 or more hours	41	42	42	42
Internet/computer games				
Sample size (n)	*(858)*	*(654)*	*(202)*	*(1714)*
Less than 3 hours	62	61	65	62
3 or more hours	38	40	36	38
Chat/social networking				
Sample size (n)	*(862)*	*(658)*	*(204)*	*(1724)*
Less than 3 hours	61	68	66	64
3 or more hours	39	32	35	36

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Students from high socio-economic backgrounds (31%) were more likely to spend 2 or more hours on an average day of the weekend doing homework, compared to low socio-economic backgrounds (17%) (p<.01).

There were no other significant differences between low and high socio-economic groups in the amount of time spent watching television, using the internet or using chat/social networking sites on an average day of the weekend.

Relationship between Diet and Sedentary Behaviours

Consumption of Fast Food & Sedentary Behaviour

Table 48 shows 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.

Table 48: The amount of time spent on sedentary activities on an average day of the weekend, by consumption of fast food in the last week 2011

Time spent doing sedentary behaviours on an average day of the weekend	Consumption of fast food in the past week				
	None (%)	Once (%)	Twice (%)	3 or more times (%)	Total (%)
Homework					
Sample size (n)	*(333)*	*(597)*	*(394)*	*(383)*	*(1707)*
Less than 2 hours	73	79	80	85	79
2 hours or more	27	21	20	15	21
Watching TV/videos/DVDs					
Sample size (n)	*(334)*	*(592)*	*(398)*	*(385)*	*(1709)*
Less than 3 hours	62	63	64	44	59
3 or more hours	38	37	36	56	41
Using the Internet/playing computer games					
Sample size (n)	*(334)*	*(600)*	*(400)*	*(388)*	*(1722)*
Less than 3 hours	74	65	61	47	62
3 or more hours	26	35	39	53	38
Using chat/social networking sites					
Sample size (n)	*(336)*	*(604)*	*(401)*	*(391)*	*(1732)*
Less than 3 hours	79	70	61	47	64
3 or more hours	21	31	39	53	36

Approximately 27% 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 compared to 15% of students who consumed fast food three or more times in the past week (p<.01).

Students who ate no fast food in the past week (38%) were less likely than students who ate fast food three or more times (56%) to exceed the recommended daily guidelines for television use (p<.01). Students who ate no fast food (26%) were also less likely than students consuming fast food three or more times (53%) to exceed the recommended daily guidelines for recreational use of the Internet/computer games (p<.01). Finally, students consuming no fast food (21%) were less likely to exceed the recommended daily guidelines for use

of chat and social networking sites, than students consuming fast food three or more times in the past week (53%) (p<.01).

Consumption of Snacks & Sedentary Behaviour

Table 49 shows the relationship between the consumption of snacks and the time spent doing sedentary activities on an average day of the weekend.

Table 49: The amount of time spent on sedentary activities on an average day of the weekend, by consumption of snacks in the last week 2011

	Consumption of snacks in the past week			
Time spent doing sedentary behaviours on average day of the weekend	**0-2 times (%)**	**3-4 times (%)**	**5 or more times (%)**	**Total (%)**
Homework				
Sample size (n)	*(486)*	*(594)*	*(635)*	*(1715)*
Less than 2 hours	79	78	81	79
2 hours or more	21	22	19	21
Watching TV/videos/DVDs				
Sample size (n)	*(482)*	*(595)*	*(640)*	*(1717)*
Less than 3 hours	69	61	47	59
3 or more hours	31	39	53	41
Using the Internet/playing computer games				
Sample size (n)	*(491)*	*(594)*	*(645)*	*(1730)*
Less than 3 hours	73	68	47	62
3 or more hours	27	32	53	38
Using chat/social networking sites				
Sample size (n)	*(492)*	*(598)*	*(650)*	*(1740)*
Less than 3 hours	75	66	54	64
3 or more hours	25	34	46	36

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

Students who ate 0-2 snacks in the past week (31%) exceeded the recommended guidelines for daily television use to a lesser extent than students who ate snacks 3-4 times (39%) or five or more times in the past week (53%) (p<.01). Students who ate five or more snacks (53%) were also more likely to exceed the recommended guidelines for Internet use, compared to students eating 0-2 snacks (27%) or 3-4 snacks (32%) (p<.01). Further, almost half of students eating five or more snacks (46%) used chat and social networking sites for three or more hours on an average day of the weekend, compared to only one-quarter of students who ate 0-2 snacks (p<.01).

Consumption of Sugar-rich Drinks & Sedentary Behaviour

Table 50 shows the relationship between the consumption of sugar-rich drinks and the time spent doing sedentary activities on an average day of the weekend.

Table 50: The amount of time spent on sedentary activities on an average day of the weekend, by consumption of sugar-rich drinks in the last week 2011

	Consumption of sugar-rich drinks in the past week			
Time spent doing sedentary behaviours on average day of the weekend	**0-2 times (%)**	**3-4 times (%)**	**5 or more times (%)**	**Total (%)**
Homework				
Sample size (n)	*(827)*	*(460)*	*(429)*	*(1716)*
Less than 2 hours	76	82	82	79
2 hours or more	24	18	18	21
Watching TV/videos/DVDs				
Sample size (n)	*(825)*	*(462)*	*(430)*	*(1717)*
Less than 3 hours	63	58	52	59
3 or more hours	37	43	48	41
Using the Internet/playing computer games				
Sample size (n)	*(832)*	*(465)*	*(433)*	*(1730)*
Less than 3 hours	71	58	49	62
3 or more hours	29	42	51	38
Using chat/social networking sites				
Sample size (n)	*(837)*	*(470)*	*(433)*	*(1740)*
Less than 3 hours	75	62	47	64
3 or more hours	25	38	53	36

Students who consumed sugar-rich drinks only 0-2 times in the past week (24%) were more likely to spend two or more hours doing homework on an average day of the weekend, compared to students who consumed these drinks 3-4 times (18%) or five or more times in the past week (18%) ($p<.05$). Students consuming these drinks 0-2 times (37%) were less likely to spend three or more hours watching television on these days, compared to students who consumed five or more sugar-rich drinks in the past week (48%) ($p<.01$).

Similarly, 29% of students consuming these drinks 0-2 times, compared to 51% of students consuming these drinks five or more times, spent three or more hours using the Internet or playing computer games ($p<.01$). Only 25% of students who consumed these drinks 0-2 times exceeded the recommended guidelines for use of chat and social networking sites, compared to 53% of students who consumed these drinks five or more times in the past week ($p<.01$).

Relationship between amount of physical activity and amount of sedentary behaviour

Table 51 shows the relationship between the amount of sedentary activity engaged in 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.

Table 51: 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, 2011

		Physical activity in the past week			
Time spent doing sedentary behaviours on an average school day	**(n)**	**No days (%)**	**1-2 days (%)**	**3-4 days (%)**	**5+ days (%)**
Homework					
Less than 2 hours	(1314)	7	22	32	39
2 hours or more	(396)	5	21	32	42
Watching TV/videos/DVDs					
Less than 3 hours	(1262)	5	22	33	40
3 or more hours	(449)	10	23	30	37
Using the Internet/playing computer games					
Less than 3 hours	(1211)	5	20	33	43
3 or more hours	(511)	11	27	31	32
Using chat/social networking sites					
Less than 3 hours	(1212)	6	21	32	41
3 or more hours	(511)	6	26	32	36

The amount of time students spent on homework on an average day of the week was not significantly related to the amount of physical activity they engaged in.

Students watching TV, videos or DVDs for three or more hours per week-day (10%) were twice as likely as students who watched less than three hours (5%) to have spent no days in the past week engaged in at least 60 minutes of physical activity ($p<.01$).

Similarly, students exceeding the recommended level of recreational Internet/computer game use (11%) were more likely to have spent no days in the past week engaged in at least 60 minutes of physical activity, compared to students who used the Internet for less than three hours on these days (5%) ($p<.01$). Conversely, students who spent less than three hours using the Internet were more likely to be physically active on five or more days of the week ($p<.01$).

Overall, the use of chat/social networking sites on an average school day was not related to the amount of physical activity undertaken.

Table 52 shows 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.

Table 52: 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, 2011

		Physical activity in the past week			
Time spent doing sedentary behaviours on an average day of the weekend	**(n)**	**No days (%**	**1-2 days (%)**	**3-4 days (%)**	**5+ days (%)**
Homework					
Less than 2 hours	(1266)	6	23	33	38
2 hours or more	(440)	6	19	29	45
Watching TV/videos/DVDs					
Less than 3 hours	(984)	5	22	34	40
3 or more hours	(724)	8	23	30	39
Using the Internet/playing computer games					
Less than 3 hours	(1045)	3	21	33	43
3 or more hours	(675)	11	25	30	34
Using chat/social networking sites					
Less than 3 hours	(1085)	6	21	34	40
3 or more hours	(645)	8	24	29	39

Overall, the amount of homework done by students on an average day of the weekend was not related to the amount of physical activity undertaken. Students who watched television, videos or DVDs for three hours or more on an average day of the weekend (8%) were more likely than students watching less than three hours (5%), to have spent no days of the past week involved in physical activity for 60 minutes or more ($p<.05$).

Students who exceeded the recommended level of recreational Internet/computer game use on an average day of the weekend (11%) 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 ($p<.01$). Students who exceeded the recommended level of recreational Internet/computer game use were also less likely to have achieved the recommended level of physical activity on five or more days of the past week ($p<.01$).

The amount of time spent on chat and social networking sites on an average day of the weekend was not significantly related to physical activity levels.

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 told 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.

By car

Table 53 presents the percentage of students travelling to or from school by car, by age group and gender.

Table 53: Trips made to or from school each week by car, among 12- to 15-year-old and 16- to 17-year-old students, by gender, 2011

		Number of trips to or from school made by car	
		No trips	1 or more trips
	(n)	(%)	(%)
12-15 years			
Males	(376)	28	72
Females	(420)	23	77
Total	(796)	25	75
16-17 years			
Males	(233)	17	83
Females	(329)	15	85
Total	(562)	16	84
12-17 years			
Males	(609)	25	75
Females	(749)	20	80
Total	(1358)	22	78

The majority of 12- to 17-year-old students took at least one trip to school by car in a typical week (78%). Only 22% made no trips to school by car.

Older students (84%) were more likely than younger students (75%) to take one or more trips to or from school by car ($p<.01$).

In both age groups, males and females did not significantly differ in the number of trips they took to and from school by car.

Table 54 presents the percentage of students travelling to or from school by car, by socio-economic status.

Table 54: Trips made to or from school each week by car among 12- to 17-year-old students, by SEIFA, 2011^

		Number of trips to or from school made by car	
		No trips	1 or more trips
SEIFA Index	(n)	(%)	(%)
Low-SES	(662)	24	76
Mid-SES	(513)	21	79
High-SES	(169)	16	84
Total	(1344)	22	78

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

As seen in Table 54, high-SES students (84%) were more likely than low-SES students (76%) to take at least one trip to or from school by car each week ($p<.05$).

By walking

Table 55 presents the percentage of students travelling to or from school by walking, by age group and gender.

Table 55: Trips made to or from school each week by walking, among 12- to 15-year-old and 16- to 17-year-old students, by gender, 2011

		Number of trips to or from school made by walking	
		No trips	1 or more trips
	(n)	(%)	(%)
12-15 years			
Males	(337)	48	52
Females	(372)	50	51
Total	(709)	49	51
16-17 years			
Males	(182)	51	49
Females	(266)	58	42
Total	(448)	55	46
12-17 years			
Males	(519)	49	51
Females	(638)	52	48
Total	(1157)	51	50

Approximately half of all students made one or more trips to or from school by walking in a typical week.

There were no significant gender or age differences in the number of trips made to and from school by walking.

Table 56 presents the percentage of students travelling to or from school by walking, by socio-economic status.

Table 56: Trips made to or from school each week by walking among 12- to 17-year-old students, by SEIFA, 2011^

		Number of trips to or from school made by walking	
		No trips	1 or more trips
SEIFA Index	(n)	(%)	(%)
Low-SES	(585)	47	53
Mid-SES	(427)	51	49
High-SES	(134)	66	34
Total	(1146)	50	50

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

As seen in Table 56, students from higher socio-economic backgrounds (34%) were less likely than students from low socio-economic backgrounds (53%) to have taken one or more trips to or from school by walking ($p<.01$).

By bus or public transport

Table 57 presents the percentage of students travelling to or from school by bus or public transport, by age group or gender.

Table 57: Trips made to or from school each week by bus or public transport, among 12- to 15-year-old and 16- to 17-year-old students, by gender, 2011

		Number of trips to or from school made by public transport	
		No trips	1 or more trips
	(n)	(%)	(%)
12-15 years			
Males	(407)	32	69
Females	(445)	25	76
Total	(852)	28	72
16-17 years			
Males	(233)	25	76
Females	(322)	23	77
Total	(555)	24	76
12-17 years			
Males	(640)	30	71
Females	(767)	24	76
Total	(1407)	27	73

Seventy-two percent of 12- to 15-year-olds and 76% of 16- to 17-year-olds made one or more trips to and from school each week by bus or public transport. Among 12- to 15-year-olds, travelling to and from school by bus or public transport was more common among females (76%) than males (69%) ($p<.05$). Among 16- to 17-year-olds, males and females did not significantly differ. There was no significant difference between younger and older students in the number of trips to and from school taken by bus or public transport.

Table 58 presents the percentage of students travelling to or from school by bus or public transport, by socio-economic status.

Table 58: Trips made to or from school each week by bus or public transport among 12- to 17-year-old students, by SEIFA, 2011^

		Number of trips to or from school made by public transport	
		No trips	1 or more trips
SEIFA Index	(n)	(%)	(%)
Low-SES	(700)	31	69
Mid-SES	(517)	24	76
High-SES	(173)	18	82
Total	(1390)	27	73

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

As seen in Table 58, students in the highest socio-economic bracket (82%) were more likely than students from the lowest socio-economic bracket (69%) to travel to or from school by bus/public transport at least once a week ($p<.01$).

By cycling

Table 59 shows the percentage of students who travelled to or from school by cycling.

Table 59: Trips made to and from school each week by cycling, among 12- to 15-year-old and 16- to 17-year-old students, by gender, 2011

		Number of trips to or from school made by cycling	
		No trips	1 or more trips
	(n)	(%)	(%)
12-15 years			
Males	(298)	87	13
Females	(324)	98	2
Total	(622)	93	7
16-17 years			
Males	(153)	89	11
Females	(230)	100	0
Total	(383)	95	5
12-17 years			
Males	(451)	87	13
Females	(554)	99	1
Total	(1005)	93	7

The vast majority of younger (93%) and older (95%) students made no trips to or from school by cycling. Males (13%) were more likely than females (1%) to travel to or from school by cycling ($p<.01$). There was no significant difference between age groups in this regard.

Table 60 presents the percentage of students travelling to or from school by cycling, by socio-economic status.

Table 60: Trips made to or from school each week by cycling, among 12- to 17-year-old students, by SEIFA, 2011^

		Number of trips to or from school made by cycling	
		No trips	1 or more trips
SEIFA Index	(n)	(%)	(%)
Low-SES	(522)	93	7
Mid-SES	(369)	93	7
High-SES	(114)	98	2
Total	(1005)	93	7

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Table 60 shows that the vast majority of students from both low (93%) and high (98%) socio-economic backgrounds take no trips to or from school by cycling. There was no significant difference between socio-economic groups in this regard.

CHANGES IN LEVELS OF PHYSICAL ACTIVITY UNDERTAKEN BY STUDENTS IN THE PAST WEEK BETWEEN 2005 AND 2011

This section examines changes between 2005 and 2011 in the proportion of students meeting the recommended daily levels of physical activity and changes in sedentary behaviour. The recommended levels for children and adolescents are at least one hour of vigorous or moderate physical activity each day of the week (Department of Health and Ageing, 2004).

Changes between 2005 and 2011 in vigorous or moderate physical activity (for one hour 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 61.

Table 61: Percentage of students engaging in at least one hour of vigorous or moderate physical activity on each of the past 7 days, among 12- to 15-year-olds and 16- to 17-year-olds in 2005 to 2011

Vigorous or moderate activity for at least one hour on each of seven days in past week	12-15 years			16-17 years		
	2005 (%)	2008 (%)	2011 (%)	2005 (%)	2008 (%)	2011 (%)
Males	15*	20	20	18	17	23
Females	9**	12	15	9	10	10
Total	12**	16	18	13	13	17

**Significantly different from 2011 prevalence estimate at p<.01.

*Significantly different from 2011 prevalence estimate at p<.05.

As can be seen in Table 61, the proportion of 12- to 15-year-old students engaging in vigorous or moderate physical activity on each of seven days in the past week significantly increased between 2005 (12%) and 2011 (18%) (p<.01). For 16- to 17-year-old students, there were no significant changes in this level of physical activity in recent years.

Children and adolescents are recommended to use electronic media for entertainment purposes for no more than two hours each day (Department of Health and Ageing, 2004).

Changes between 2005 and 2011 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 62.

Table 62: 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 2005 to 2011

	12-15 years			16-17 years		
	2005 (%)	2008 (%)	2011 (%)	2008 (%)	2005 (%)	2011 (%)
3 hours or more watching television/ videos/ DVDs						
Males	39**	28	26	34	34	33
Females	35**	30	25	39*	31	27
Total	37**	29	26	37*	33	30
3 hours or more using the internet/ playing computer games						
Males	25**	31	35	27**	31**	47
Females	15*	24	21	12**	21	23
Total	20**	28	28	19**	26**	35

**Significantly different from 2011 prevalence estimate at p<.01.

*Significantly different from 2011 prevalence estimate at p<.05.

As can be seen in Table 62, 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 2005 (37%) and 2011 (26%) (p<.01). There was a significant decrease among 12- to 15-year-old males, from 2005 (39%) to 2011 (26%) (p<.01), and among 12- to 15-year-old females, from 2005 (35%) to 2011 (25%) (p<.01). For 16- to 17-year-old students, there was a significant decrease from 2005 (37%) to 2011 (30%) (p<.05).

The percentage of 12- to 15-year-old students using the Internet/playing computer games for three hours or more on an average school day increased significantly from 2005 (20%) to 2011 (28%) (p<.01). The percentage of younger males significantly increased from 25% in 2005 to 35% in 2011 (p<.01). The percentage of younger females also significantly increased from 15% in 2005 to 21% in 2011 (p<.05).

Among 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 2005 (19%) and 2011 (35%) (p<.01). This proportion has also significantly increased in the three years since the 2008 survey was conducted (p<.01). The percentage of older males using the Internet/playing computer games for three hours or more on an average school day has increased from 31% in 2008, to 47% in 2011 (p<.01).

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 sedentary behaviour. For this comparison we examined three hours or more of sedentary behaviour a day from either television viewing or Internet use. Changes in spending three hours or more in sedentary behaviour per day between 2005 and 2011 are shown in Table 63.

Table 63: Percentage of students reporting over 2 hours of sedentary behaviour on an average school day for 12- to 15-year-olds and 16- to 17-year-olds in 2005 to 2011

	12-15 years			16-17 years		
	2005 (%)	2008 (%)	2011 (%)	2005 (%)	2008 (%)	2011 (%)
3 hours or more of sedentary behaviour						
Males	72	70*	75	75	82	79
Females	68	70*	64	63	68	66
Total	70	70	70	69	75	72

*Significantly different from 2011 prevalence estimate at p<.05.

Table 63 shows that there was no overall change in the proportion of 12- to 15-year-old students engaging in three hours or more of sedentary behaviour on an average school day between 2005 (70%) and 2011 (70%). In 2011 (75%) a higher proportion of young males engaged in sedentary behaviour for three hours or more per day, compared to 2008 (70%) (p<.05). However, a lower proportion of young females in 2011 (64%) engaged in three hours or more of sedentary behaviour per day, than in 2008 (70%) (p<.05).

The proportion of 16- to 17-year-old males and females engaging in three hours or more of sedentary behaviour on an average school day did not significantly differ between survey years.

These findings indicate that among 12- to 15-year-old males, the decrease in television use on an average school day was outweighed by an increase in use of the Internet and computer games.

For 16- to 17-year-old students, the observed increase in Internet and computer game use was compensated for by a decrease in time spent watching television on an average school day.

Conclusion – Physical Activity

Results from the 2011 survey show that only a small percentage of secondary school students in Tasmania are meeting the recommended daily minimum levels of at least one hour of moderate to vigorous physical activity (Department of Health and Ageing 2004). Also, a significant percentage of Tasmanian students are exceeding recommended levels for sedentary behaviours.

Around 50% of students engaged in at least 30 minutes of moderate or vigorous activity between one and three times in the past week. However, 13% of students said they did no moderate physical activity for at least 30 minutes in the past week, and 11% of students said they did no vigorous physical activity for at least 30 minutes in the past week.

Findings were similar concerning levels of vigorous or moderate physical activity lasting for at least 60 minutes in the past week. Overall, only 17% of students were exercising at this level on each day of the week. Across both age groups, males were more likely than females to report the recommended minimum levels of physical activity in the past week.

The percentage of students exercising at this daily level in 2011 increased for 12- to 15-year-old males and females compared with 2005, while remaining the same for the older group.

When asked to indicate the type of physical activity engaged in, 36% of students said that they played sport for one hour or less on an average school day when they are not at school. Sixty-four percent of students said that they went for a walk for one hour or less on these days, while 44% said they went running for one hour or less on these days.

Students were mostly encouraged to participate in physical activity by family, friends, their school, coaches or teachers (22%), followed by television ads/programs (19%) and social networking sites (13%). Students were mostly discouraged by the weather (46%), transport/means of getting there (19%) and the cost of the activity (14%). Parents and friends were the greatest sources influencing students to participate in physical activity. Students who have someone influencing them to participate in physical activity (41%) were more likely than students with no-one influencing them (33%) to have met the physical activity guidelines on five or more days of the past week. When asked why they participated in physical activity, 81% of students said they participated 'to have fun' and 79% said they participated 'to keep healthy'.

Students who consumed snacks five or more times in the past week were less likely to engage in the recommended level of physical activity on 3-4 days of the past week, compared to students who ate snacks 0-2 times in the past week.

A majority of students from both age groups reported that they did homework for less than two hours on an average school day. Around 27% of 12- to 17-year-olds exceeded the recommendations for use of electronic media by watching television for three or more hours per day. Approximately 30% of students exceeded these guidelines by using the Internet or playing computer games for three or more hours per day. Twenty-eight percent of students exceeded these guidelines by using chat or social networking sites for three or more hours on an average school day while not at school.

There was no significant change in the proportion of students watching three or more hours of television per night, between 2008 and 2011. However, the rate in 2011 was significantly lower than that in 2005, for both the younger and older group. Among the 12- to 15-year-old students, there was no significant change in the proportion of students using the Internet/playing computer games for three hours or more per day, between 2008 and 2011. However, among the older group, significantly more students, particularly older males, were using the Internet for three hours or more on an average day, than during 2008.

The results indicate that there was no overall change between the survey years of 2005 and 2011, in the proportion of 16- to 17-year-old students engaging in three or more hours of combined sedentary behaviour on an average school day. Among 12- to 15-year-olds, the proportion of students engaging in three or more hours of combined sedentary behaviour on an average school day has decreased since 2008 for females, but has increased in since 2008 for males.

Students were also asked to report the amount of time spent engaging in sedentary activities on an average day of the weekend. Again, a majority of students from both age groups reported that they did homework for less than two hours on an average day of the weekend. Around 41% of students exceeded the recommended guidelines for use of electronic media by watching

television/videos/DVDs for three or more hours on an average day of the weekend. Approximately 38% of students reported using the Internet, and 36% of students reported using chat/social networking sites, for three or more hours on an average day of the weekend.

Students who ate more fast food, more snacks and sugar-rich drinks were more likely to exceed these guidelines for use of TV, internet/computer games or chat/social networking sites. Students watching more television or using the Internet beyond the recommended level were more likely to report no days of moderate or vigorous physical activity of at least 60 minutes duration in the last week.

Research suggests that major barriers to physical activity among adolescents include time constraints due to homework and part-time jobs, as well as social factors, including peer pressure, and bullying or teasing[12]. The results from the 2011 ASSAD survey would not appear to reflect the findings concerning the influence of homework, as Tasmanian students report spending far less time on homework than they do watching television or using computers for recreational use. Further, the amount of time spent doing homework on an average school day or an average day of the weekend was not related to the number of days students engaged in at least 60 minutes of moderate or vigorous physical activity.

SOCIAL SUPPORT

Introduction

A recent report by the Australian Institute of Health and Welfare (AIHW)[13] indicated that only five percent of young people aged 16-24 felt that they had no-one within their family to confide in. Familial and social support has been linked to more positive development and wellbeing among adolescents, and is an important area of investigation.

Among adolescents, social support has been associated with improved participation in physical activity, decreased smoking behaviour, decreased depression & anxiety and increased nutrition[14, 15]. Experiencing high levels of support from parents, other adults and friends is also related to adolescents' perception of their own health as more positive[15, 16].

Results

The following section presents prevalence data for the level of familial and 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.

Table 64 shows the number of nights in a normal week that students go out for fun and recreation without adult supervision.

Table 64: 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 gender, 2011

	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	41	15	45
Females	44	13	43
Total	43	14	44
16-17 years			
Males	55	21	24
Females	55	23	22
Total	55	22	23

Table 64 (continued): 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 gender, 2011

	Nights out without adult supervision		
	1-2 nights (%)	3-7 nights (%)	None (I don't usually go out without an adult) (%)
12-17 years			
Males	45	17	38
Females	48	16	36
Total	46	16	37

Overall, almost half (44%) of 12- to 15-year-olds and almost a quarter (23%) of 16- to 17-year-olds said that they did not usually go out at night without adult supervision.

Of the remaining students, the majority of younger and older students said that they only went out on 1-2 nights per week without an adult.

Older students were more likely than younger students to go out without adult supervision on both 1-2 nights and 3-7 nights of an average week ($p<.01$). Within both age groups, males and females did not significantly differ in the frequency with which they went out without adult supervision.

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 told 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

Table 65 presents who 12- to 15-year-old and 16- to 17-year-old students usually get on well with, by gender.

Table 65: Who 12- to 15-year-old and 16- to 17-year-old students usually get on well with, by gender, 2011

	Who do usually get on well with?						
	Close friend (%)	Mother (%)	Father (%)	Sister/ Brother (%)	Other relative (%)	Someone else (%)	No-one (%)
12-15 years							
Males	72	64	57	42	38	21	4
Females	82	66	51	50	38	15	1
Total	77	65	54	46	38	18	2
16-17 years							
Males	83	71	67	61	44	24	2
Females	84	71	48	60	35	19	1
Total	83	71	58	61	39	22	2
12-17 years							
Males	75	66	60	48	39	22	4
Females	82	67	50	53	37	17	1
Total	79	67	55	50	38	19	2

Across the entire sample, the majority of students said that they usually got on well with a close friend (79%), their mother (67%) and their father (55%). Only two percent of students overall said that they did not get on well with anyone.

Older students (71%) were more likely than younger students (65%) to say that they usually got on well with their mother ($p<.05$). Males (60%) were significantly more likely than females (50%) to say that they usually got along with their father ($p<.01$).

Eighty-three percent of 16-to 17-year-olds reported usually getting along with a close friend, compared to 77% of 12- to 15-year-olds ($p<.01$). This did not significantly differ between males and females in the older group. However, in the younger group, females (82%) were more likely than males (72%) to report a close friend as the person that they usually get along with well ($p<.01$).

Table 66 presents who 12- to 17-year-old students usually get on well with, by socio-economic status.

Table 66: Who 12- to 17-year-old students usually get on well with, by SEIFA, 2011^

		Who do usually get on well with?						
SEIFA Index	(n)	Close friend (%)	Mother (%)	Father (%)	Sister/Brother (%)	Other relative (%)	Someone else (%)	No-one (%)
Low-SES	(846)	75	65	51	47	37	19	2
Mid-SES	(641)	83	67	57	55	40	20	2
High-SES	(202)	88	72	67	55	43	17	1
Total	(1689)	79	67	55	51	39	19	2

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Students from a low socio-economic background (51%) were less likely than students from a high socio-economic background (67%) to say that they usually got on well with their father (p<.01). Additionally, while 75% of low-SES students said that they usually got on well with a close friend, a greater proportion (88%) of high-SES students reported this (p<.01).

Who is really interested in what students do?

Table 67 shows who 12- to 15-year-old and 16- to 17-year-old students identify as being really interested in what they do, by gender.

Table 67: Who 12- to 15-year-old and 16- to 17-year-old students believe are really interested in what they do, by gender, 2011

	Who is really interested in what you do?						
	Mother (%)	Father (%)	Close friend (%)	Sister/ Brother (%)	Other relative (%)	Someone else (%)	No-one (%)
12-15 years							
Males	58	54	38	21	22	9	12
Females	67	48	52	29	24	8	6
Total	62	51	45	25	23	8	9
16-17 years							
Males	66	58	61	34	31	13	5
Females	74	48	56	30	23	15	3
Total	70	53	59	32	27	14	4
12-17 years							
Males	60	55	45	25	25	10	10
Females	69	48	53	29	24	10	5
Total	65	51	49	27	24	10	7

The majority of students said that their mother (65%), father (51%) and close friend (49%) were really interested in what they do. Only nine percent of 12- to 15-year-old students and four percent of 16- to 17-year-old students reported that no-one was interested in what they did.

Older students (70%) were more likely than younger students (62%) to say that their mother was really interested in what they did (p<.01). Within the younger group, females (67%) were more likely than males (58%) to say that their mother was really interested in what they did (p<.01). Conversely, younger (51%) and older (53%) students did not significantly differ in the level to which they reported that their father was interested in what they did. Males (55%) were more likely than females (48%) to say that their father was really interested in what they did (p<.01).

Older students (59%) were also more likely than younger students (45%) to report that a close friend was really interested in what they did (p<.01). Among younger students, females (52%) were significantly more likely than males (38%) to report this (p<.01).

Younger students (9%) were more likely than older students (4%) to report that no-one was interested in what they do (p<.01). Within 12- to 15-year-olds, males (12%) were twice as likely to report that no-one was interested in what they do, compared to females (6%) (p<.01).

Table 68 shows who 12- to 17-year-old students identify as being really interested in what they do, by socio-economic status.

Table 68: Who 12- to 17-year-old students believe are really interested in what they do, by SEIFA, 2011^

		Who is really interested in what you do?						
SEIFA Index	(n)	Mother (%)	Father (%)	Close friend (%)	Sister/ Brother (%)	Other relative (%)	Someone else (%)	No-one (%)
Low-SES	(830)	58	44	48	26	23	10	9
Mid-SES	(635)	70	58	51	29	27	11	5
High-SES	(200)	77	64	54	30	26	8	5
Total	(1665)	65	51	49	27	25	10	7

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Students in the high (77%) socio-economic group were more likely than students in the lowest socio-economic group (58%) to report that their mother was really interested in what they did (p<.01). Similarly, high-SES students (64%) were more likely than low-SES students (44%) to report that their father was really interested in what they did (p<.01).

Who students believe will help them do their best

Table 69 shows who 12- to 15-year-old and 16- to 17-year-old students believe will help them do their best, by gender.

Table 69: Who 12- to 15-year-old and 16- to 17-year-old students believe will help them do their best, by gender, 2011

	Who will help you do your best?						
	Mother (%)	Father (%)	Close friend (%)	Sister/ Brother (%)	Other relative (%)	Someone else (%)	No-one (%)
12-15 years							
Males	72	62	36	21	22	9	7
Females	76	59	50	26	23	8	3
Total	74	61	43	24	22	8	5
16-17 years							
Males	74	65	51	31	30	13	4
Females	75	53	47	28	21	15	2
Total	75	59	49	30	26	14	3
12-17 years							
Males	73	63	40	24	24	10	6
Females	76	57	49	26	22	10	3
Total	74	60	45	25	23	10	4

Overall, 74%, 60% and 45% of students reported that their mother, father and close friend respectively would help them to do their best. Only four percent of students overall said that no-one would help them to do their best.

Of the older group, males (65%) were more likely than females (53%) to report that their father would help them do their best ($p<.05$).

Older students (30%) were more likely than younger students (24%) to report that their siblings would help them ($p<.01$).

Older students (49%) were also more likely than younger students (43%) to report that a close friend would be the one to help them do their best ($p<.05$). Among the younger age group, close friends were more likely to be cited as a source of help among females (50%) than males (36%) ($p<.01$).

There was no significant difference between the older and younger groups in responses indicating that no-one would help them to do their best. Among the younger group however, males (7%) were more likely than females (3%) to report this ($p<.01$).

Table 70 shows who 12- to 17-year-old students believe will help them do their best, by socio-economic status.

Table 70: Who 12- to 17-year-old students believe will help them do their best, by SEIFA, 2011^

		Who will help you do your best?						
SEIFA Index	(n)	Mother (%)	Father (%)	Close friend (%)	Sister/ Brother (%)	Other relative (%)	Someone else (%)	No-one (%)
Low-SES	(838)	71	54	46	24	23	10	5
Mid-SES	(640)	79	66	43	28	24	11	3
High-SES	(202)	74	69	48	28	23	7	4
Total	(1680)	74	60	45	25	23	10	4

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Students from a low socio-economic background (54%) were less likely than students from a high socio-economic background (69%) to report that their father would help them do their best (p<.01).

Who students talk to about their problems

Table 71 shows who 12- to 15-year-old and 16- to 17-year-old students talk to about their problems, by gender.

Table 71: Who 12- to 15-year-old and 16- to 17-year-old students talk to about their problems, by gender, 2011

	Who can you talk to about your problems?						
	Close friend (%)	Mother (%)	Father (%)	Sister/ Brother (%)	Other relative (%)	Someone else (%)	No-one (%)
12-15 years							
Males	44	63	49	18	16	9	10
Females	71	60	31	26	19	8	3
Total	57	61	40	22	18	8	7
16-17 years							
Males	69	55	40	28	21	16	5
Females	79	54	20	32	15	15	3
Total	74	55	30	30	18	16	4
12-17 years							
Males	52	60	46	21	18	11	9
Females	73	58	28	28	18	10	3
Total	62	59	37	25	18	11	6

The majority of students said that they could talk to a close friend (62%) or their mother (59%) about their problems.

Students aged 12- to 15-years (61%) were more likely than students aged 16- to 17-years (55%) to say that they could talk to their mother about their problems ($p<.05$). More 12- to 15-year-old students (40%) reported that they could talk to their father about their problems than 16- to 17-year-old students (30%) ($p<.01$), and within each age group, males were more likely to report that they could talk to their father about their problems than females ($p<.01$).

Older students (30%) were more likely than younger students (22%) to report that they could talk to their sister/brother about their problems ($p<.01$). Within the older age group this did not differ by gender, however, among 12- to 15-year-olds, more females (26%) than males (18%) reported being able to talk to their siblings about their problems ($p<.01$).

Seventy-four percent of older students, compared to 57% of younger students, said that they could go to a close friend to talk about their problems ($p<.01$). Within each age group, females were more likely than males to report that they could talk to a close friend about their problems ($p<.01$ for younger students and $p<.05$ for older students).

A greater percentage of younger students (7%) said that they felt there was no-one they could talk to about their problems, compared to older students (4%) ($p<.05$). This was more common among 12- to 15-year-old males (10%) than it was among females of the same age (3%) ($p<.01$).

Table 72 shows who 12- to 17-year-old students talk to about their problems, by socio-economic status.

Table 72: Who 12- to 17-year-old students talk to about their problems, by SEIFA, 2011^

		Who can you talk to about your problems?						
SEIFA Index	(n)	Close friend (%)	Mother (%)	Father (%)	Sister/ Brother (%)	Other relative (%)	Someone else (%)	No-one (%)
Low-SES	(836)	61	57	35	24	18	12	7
Mid-SES	(640)	63	63	39	26	19	10	6
High-SES	(201)	69	59	42	26	16	8	3
Total	(1677)	63	59	37	25	18	11	6

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

The proportion of students listing their close friend, mother, father, sister/brother, other relative, someone else or no-one as the person that they could talk to about their problems did not differ between high and low socio-economic groups.

Who helps students when they are in trouble?

Table 73 shows who 12- to 15-year-old and 16- to 17-year-old students talk to about their problems, by gender.

Table 73: Who helps 12- to 15-year-old and 16- to 17-year-old students when they are in trouble, by gender, 2011

	Who helps you when you are in trouble?						
	Mother (%)	Close friend (%)	Father (%)	Sister/ Brother (%)	Other relative (%)	Someone else (%)	No-one (%)
12-15 years							
Males	65	48	58	25	21	8	6
Females	67	63	45	33	20	9	3
Total	66	56	52	29	20	8	4
16-17 years							
Males	68	67	56	32	23	13	5
Females	70	70	41	34	17	14	3
Total	69	68	48	33	20	14	4
12-17 years							
Males	66	54	58	27	22	9	5
Females	68	65	44	33	19	10	3
Total	67	59	51	30	20	10	4

Only four percent of students said that no-one would help them if they were in trouble.

The majority of 12- to 17-year-olds said that their mother would be the one to help them if they were in trouble (67%). Fifty-one percent of students said that their father would be the person who would help them when they are in trouble. Older and younger students did not significantly differ in this regard, however, in both age groups, males were more likely to say that their father would help them if they were in trouble, compared to females ($p<.01$).

Thirty percent of 12- to 17-year-old students said that their sister/brother helped them when they were in trouble. However, in the 12- to 15-year-old group females were more likely to choose this response than males ($p<.05$).

Older students (68%) were more likely than younger students (56%) to say that a close friend would be the one to help them if they were in trouble ($p<.01$). Again, among younger students only, females (63%) were significantly more likely to state this than males (48%) ($p<.01$).

Table 74 shows who 12- to 17-year-old students talk to about their problems, by socio-economic status.

Table 74: Who helps 12- to 17-year-old students when they are in trouble, by SEIFA, 2011^

		Who helps you when you are in trouble?						
SEIFA Index	(n)	Mother (%)	Close friend (%)	Father (%)	Sister/ Brother (%)	Other relative (%)	Someone else (%)	No-one (%)
Low-SES	(841)	65	57	48	29	21	11	4
Mid-SES	(640)	69	61	51	32	20	9	5
High-SES	(202)	73	68	60	27	19	9	4
Total	(1683)	67	60	50	30	20	10	4

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

Students from a low socio-economic background (65%) were less likely than students from a high socio-economic background (73%) to say that their mother would help them when they are in trouble (p<.05). Low-SES students (48%) were also less likely than high-SES students (60%) to say that their father would help them when they are in trouble (p<.01). These students (57%) were also less likely than high-SES students (68%) to say that a close friend would be the one to help them when they are in trouble (p<.05).

Who students live with

Table 75 shows who 12- to 15-year-old and 16- to 17-year-old students live with, by gender.

Table 75: Who 12- to 15-year-old and 16- to 17-year-old students live with, by gender, 2011

	Who lives with you at home?						
	Mother (%)	Father (%)	Sister/ Brother (%)	Other relative (%)	Close friend (%)	Someone else (%)	No-one (%)
12-15 years							
Males	89	78	69	5	2	4	4
Females	94	80	82	6	2	5	<.5
Total	91	79	76	5	2	4	2
16-17 years							
Males	93	77	72	6	3	4	1
Females	90	69	68	7	3	5	0
Total	91	73	70	6	3	5	1
12-17 years							
Males	90	78	70	5	3	4	3
Females	93	77	78	6	2	5	<.5
Total	91	77	74	6	2	4	2

As expected, a majority of students said that they lived with their mother (91%), father (77%) and/or sister/brother (74%).

Table 76 shows who 12- to 17-year-old students live with, by socio-economic status.

Table 76: Who 12- to 17-year-old students live with, by SEIFA, 2011^

		Who lives with you at home?						
SEIFA Index	(n)	Mother (%)	Father (%)	Sister/ Brother (%)	Other relative (%)	Close friend (%)	Someone else (%)	No-one (%)
Low-SES	(844)	88	74	71	6	3	5	2
Mid-SES	(640)	95	79	77	6	2	5	2
High-SES	(202)	96	87	80	4	1	2	1
Total	(1686)	91	77	74	6	2	4	2

^ Base: students who entered a valid postcode as identified by the 2006 SEIFA index. Twenty-seven students entered an invalid postcode/did not register a response for this question. One remaining student entered a postcode that was not recognised by the 2006 SEIFA index.

A greater proportion of higher socio-economic students (96%), compared to low socio-economic students (88%) reported that they lived with their mother ($p<.01$). Similarly, 87% of high socio-economic students compared to 74% of low socio-economic students reported living with their father ($p<.01$).

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.

Table 77 shows the relationship between the level of support students felt and the number of days per week on which students engage in at least one hour of moderate or vigorous physical activity.

Table 77: Level of social support perceived at different levels of physical activity, 2011*

	Recommended level of physical activity met			
	No days (%)	1 -2 days (%)	3-4 days (%)	5+ days (%)
Sample size (n)	*(104)*	*(409)*	*(554)*	*(681)*
12 to 17 years	9	12	12	13

*Unweighted data.

The results suggest that there was a significant association between level of support and physical activity (p<.01). Students who engaged in no days of physical activity felt they received less support than students who engaged in five or more days of physical activity at the recommended level (p<.01). Students who engaged in no days of physical activity were also less likely to feel supported than students engaged in 1-2 or 3-4 days of physical activity at the recommended level (p<.01).

Conclusion – Social Support

Results from the 2011 survey show that students experience relatively high levels of support, with only a small percentage of students reporting that they felt they had no-one to get along with/go to with their problems.

Seventy-nine percent of students listed a close friend as the person that they usually get along well with. Older students were more likely than younger students to report getting on well with their mother. Males were more likely than females to report getting on well with their father. Only two percent of students reported that they did not get on well with anyone. Students from high socio-economic backgrounds were more likely than students from low socio-economic backgrounds to get along with their father and close friends.

Students' mothers, fathers or close friends were most commonly listed as the people who were really interested in what they did. Younger students were more likely than older students to say that no-one was interested in what they did. Students from high socio-economic backgrounds were more likely than students from low socio-economic backgrounds to say that their mother and father were really interested in what they do.

Students most commonly listed their mother, father or a close friend as the people who would help them do their best. Among 12- to 15-year-olds, males were more likely than females to say that no-one would help them do their best.

A close friend or their mother were the most commonly listed people that students would talk to about their problems. Younger students were more likely to say that they could talk to their mother or father about their problems, while older students were more likely to say that they could talk to a close friend. Older students were more likely than younger students to report that they would talk to their siblings about their problems.

Students commonly listed their mother, a close friend, or their father as the people who would help them if they were in trouble. Males were also more likely to say that their father would be the one to help them if they were in trouble, compared to female students. High-SES students were more likely than low-SES

students to report that their mother, father or close friend would help them if they were in trouble.

As expected, a majority of students reported living at home with their mother (91%), father (77%) and sister/brother (74%). Students from a high socio-economic background were more likely to live with their mother or father than students from a low socio-economic background.

Students who, in the past week, had engaged in five or more days of physical activity lasting at least 60 minutes, were shown to perceive a higher level of overall social support, compared to students citing no days of physical activity.

In addition, it was shown earlier in this report that students who had someone influencing them to participate in physical activity were more likely than students who had no-one influencing their participation, to have met the physical activity guidelines on five or more days of the past week. Students who had no-one influencing them were also four times more likely than students who had someone influencing them, to have spent no days in the past week engaged in moderate or vigorous physical activity for an hour or more.

In conjunction with these findings, the results reported here suggest that social support and physical activity in 12- to 17-year-old adolescents are positively related.

Almost half of 12- to 15-year-olds (44%) and almost a quarter of 16- to 17-year-olds (23%) reported that they did not go out on any nights of a normal week without adult supervision. As expected, older students were more likely than younger students to go out without adult supervision on both 1-2 nights and 3-7 nights of a normal week.

The findings from the 2011 ASSAD survey suggest that overall, the majority of students feel that they have people who they get on with, who will help them do their best and who they can go to with their problems. The results also suggest that students from higher socio-economic backgrounds tend to feel that they have greater levels of support. Familial and social support is crucial to the health and well-being of young people. Supporting this research, the survey results suggest that students who experience greater levels of support also exhibit higher levels of physical activity.

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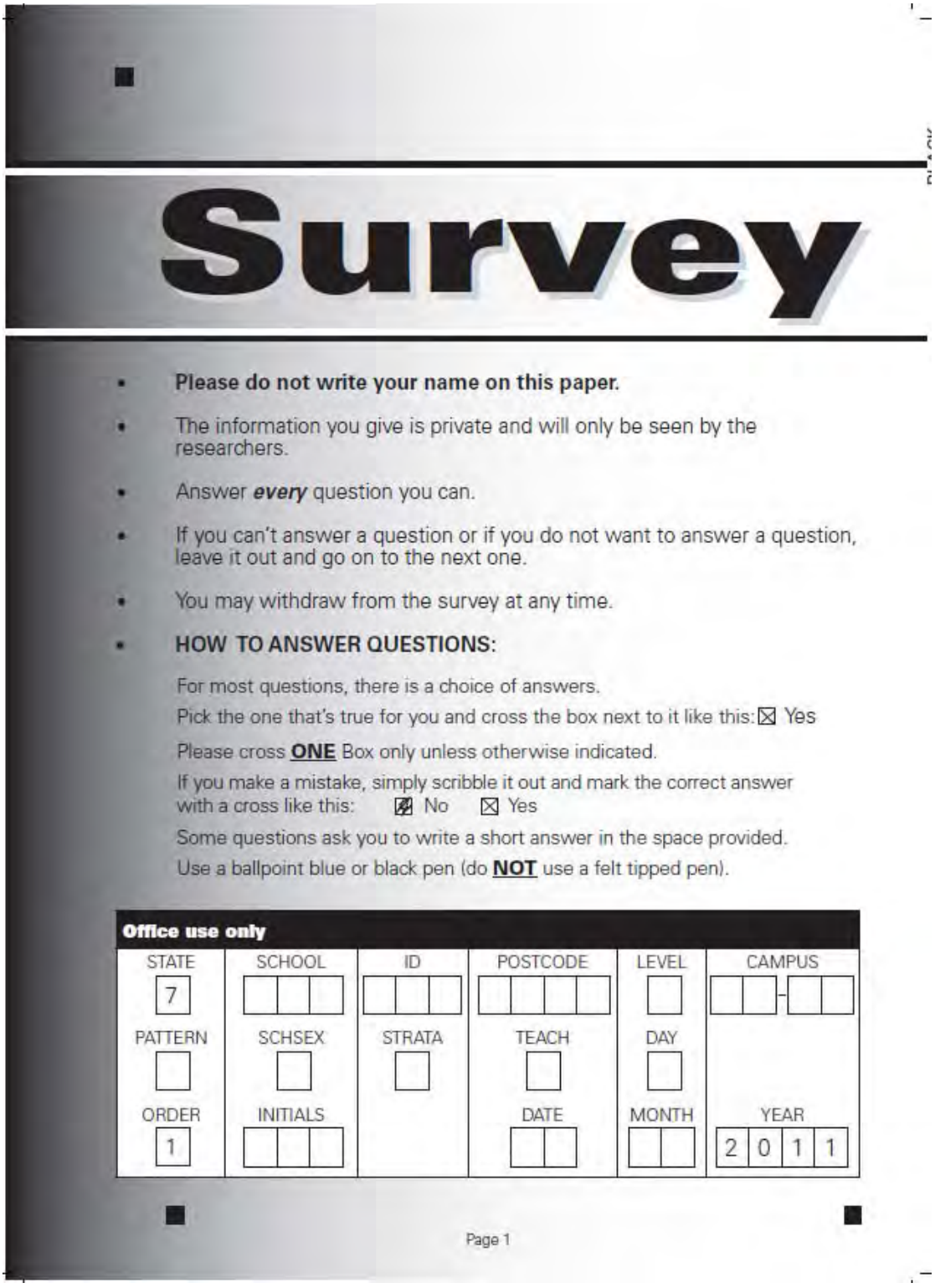
APPENDIX 1: TASMANIAN ASSAD SURVEY 2011



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 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	SCHOOL	ID	POSTCODE	LEVEL	CAMPUS
7					
PATTERN	SCHSEX	STRATA	TEACH	DAY	
ORDER	INITIALS		DATE	MONTH	YEAR
1					2011

Page 1

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?**

1 ☐ Year 7
2 ☐ Year 8
3 ☐ Year 9
4 ☐ Year 10
5 ☐ Year 11
6 ☐ Year 12

3. **How old are you now?**

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

4. **What sex are you?**

1 ☐ Male
2 ☐ 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)?**

1 ☐ None
2 ☐ $10 or less
3 ☐ $11 – $20
4 ☐ $21 – $40
5 ☐ $41 – $60
6 ☐ $61 – $80
7 ☐ $81 – $100
8 ☐ $101 – $120
9 ☐ $121 – $130
10 ☐ $131 – $140
11 ☐ $141 – $150
12 ☐ Over $150

7. **At school work, do you consider yourself:**

1 ☐ A lot above average?
2 ☐ Above average?
3 ☐ Average?
4 ☐ Below average?
5 ☐ A lot below average?

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

1 ☐ Yes 2 ☐ No

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

1 ☐ No
2 ☐ Yes – Aboriginal descent
3 ☐ Yes – Torres Strait Islander descent
4 ☐ Yes – both Aboriginal and Torres Strait Islander descent

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

1 ☐ English
2 ☐ Another language only *(please specify which language)*

3 ☐ English and another language *(please specify the other language)*

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

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

1 ☐ A non-drinker?
2 ☐ An occasional drinker?
3 ☐ A light drinker?
4 ☐ A party drinker?
5 ☐ A heavy drinker?

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

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

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

1 ☐ Yes 2 ☐ No

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

1 ☐ Yes 2 ☐ No

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

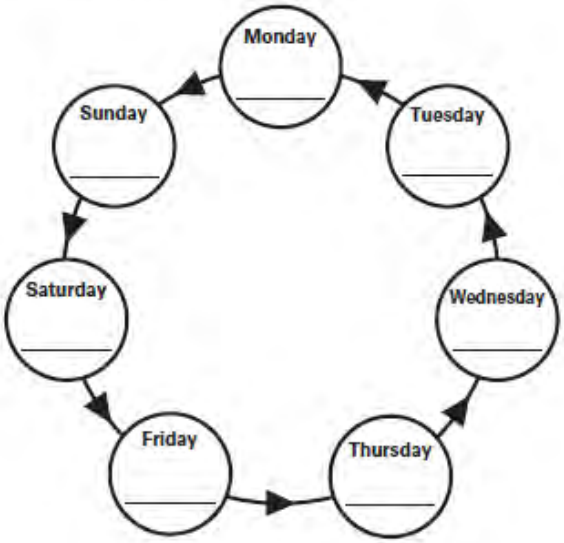
Put a cross next to yesterday. Then in the space provided, write the number of alcoholic drinks you had yesterday. If you didn't have any alcoholic drinks, put in '0'.

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, and 20 ARE FOR ANYONE WHO HAS HAD AN ALCOHOLIC DRINK.
IF YOU HAVE NEVER HAD AN ALCOHOLIC DRINK, GO TO QUESTION 21.

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 (Cask (Goon) or Bottle)
- 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)
- 07 ☐ Alcoholic Sodas (eg Elevate Alcoholic Soda / Cola)
- 08 ☐ Premixed spirits (eg Bacardi Breezer, Lemon Ruski, Vodka Mudshake, Jim Beam and Cola, Wild Turkey and Cola, Bundaberg Rum and Cola, etc)
- 09 ☐ Spirits (eg rum, brandy, whisky, gin, vodka)
- 10 ☐ Liqueurs including premixed liqueurs (eg Tia Maria, Kahlua, Midori, Glide, Illusion etc)
- 11 ☐ 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) gave it to me
- 2 ☐ My brother or sister gave it to me
- 3 ☐ I took it from home without my parent(s) permission
- 4 ☐ Friends gave it to me
- 5 ☐ I got someone to buy it for me
  → ***Go to QUESTION 17(b)***
- 6 ☐ Other *(please specify)*

OR

I bought it...

- 51 ☐ At a hotel, pub, bar, tavern, RSL Club
- 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 dance venue / dance party / music festival
- 57 ☐ At a nightclub
- 58 ☐ At a sporting event
- 59 ☐ At a sports club (eg Leagues, surfing, football)
- 60 ☐ Through the Internet
- 61 ☐ By phone, fax, mail order
- 62 ☐ 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
6 ☐ 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.....

01 ☐ At a beach, park or recreation area
02 ☐ At a hotel, pub, bar, tavern or RSL club
03 ☐ At a dance venue / dance party / music festival
04 ☐ At a nightclub
05 ☐ At a party
06 ☐ At a restaurant
07 ☐ At a sporting event
08 ☐ At a sports club (eg Leagues, surfing, football)
09 ☐ On school grounds during school hours
10 ☐ On school grounds after hours
11 ☐ At my home
12 ☐ At my friend's home
13 ☐ In a car
14 ☐ 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?

1 ☐ Yes
2 ☐ No

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

1 ☐ Never
2 ☐ A few times
3 ☐ Sometimes
4 ☐ Most times
5 ☐ Every time
6 ☐ Don't know

20. **In the past 12 months, after drinking alcohol have you? Cross all that apply.**

- 11 ☐ Created a public disturbance or nuisance
- 12 ☐ Stolen something
- 13 ☐ Driven a motor vehicle
- 14 ☐ Verbally abused someone
- 15 ☐ Physically threatened someone
- 16 ☐ Hit someone or had a fight
- 17 ☐ Attended work or school
- 18 ☐ Had an injury that needed to be seen by a Doctor
- 19 ☐ Caused damage to property
- 10 ☐ Had an argument
- 11 ☐ Been admitted to hospital overnight
- 12 ☐ Been taken home by police
- 13 ☐ Missed school
- 14 ☐ Been sick (vomited)
- 15 ☐ Tried any drugs
- 16 ☐ Been in trouble with the police
- 17 ☐ Had to go to a Hospital Emergency Department

OR

- 18 ☐ Other *(please specify)*

OR

- 19 ☐ None of the above

You should have crossed all that apply.

THE NEXT QUESTIONS ARE FOR EVERYONE AND ARE ABOUT SMOKING CIGARETTES.

21. **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?

22. **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

23. **Have you smoked cigarettes in the last twelve months?**

1 ☐ Yes 2 ☐ No

24. **Have you smoked cigarettes in the last four weeks?**

1 ☐ Yes 2 ☐ No

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

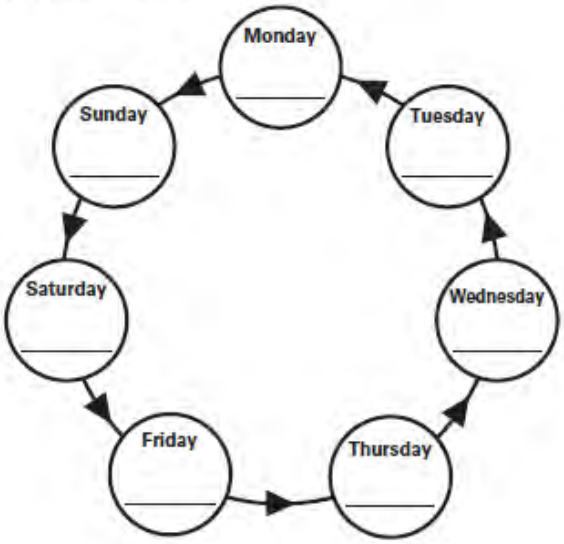
Put a cross next to yesterday. Then in the space provided, write the number of cigarettes you had yesterday. If you didn't smoke any cigarettes, put in '0'.

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.



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

1 ☐ Certain **not** to be smoking
2 ☐ Very **un**likely to be smoking
3 ☐ **Un**likely to be smoking
4 ☐ Can't decide how likely
5 ☐ Likely to be smoking
6 ☐ Very likely to be smoking
7 ☐ Certain to be smoking

27. **At most shops in the area 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?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(ii)	for you to get someone else to buy cigarettes for you?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

QUESTIONS 28, 29 AND 30 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 31.

28. (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.

- 01 ☐ Alpine
- 02 ☐ Benson & Hedges
- 03 ☐ Dunhill
- 04 ☐ Escort
- 05 ☐ Fortune
- 06 ☐ Holiday
- 07 ☐ Horizon
- 08 ☐ Longbeach
- 09 ☐ Marlboro
- 10 ☐ Peter Jackson
- 11 ☐ Sterling
- 12 ☐ Stradbroke
- 13 ☐ Vogue
- 14 ☐ Wills Super Mild
- 15 ☐ Winfield
- 16 ☐ Freedom
- 17 ☐ Other *(please specify)*

You should have crossed only one box.

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

- 1 ☐ 20's
- 2 ☐ 25's
- 3 ☐ 30's
- 4 ☐ 35's
- 5 ☐ 40's
- 6 ☐ 50's

Remember: you should have crossed only one box.

29. (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) gave it to me
- 2 ☐ My brother or sister gave it to me
- 3 ☐ I took it from home without my parent(s) permission
- 4 ☐ Friends gave it to me
- 5 ☐ I got someone to buy it for me
  → ***Go to QUESTION 29(b)***
- 6 ☐ Other *(please specify)*

OR

I bought it.....

- 51 ☐ At a hotel, pub, bar, tavern, RSL Club
- 52 ☐ At a supermarket
- 53 ☐ At a newsagency
- 54 ☐ At a milk bar or delicatessen
- 55 ☐ At a convenience store
- 56 ☐ At a tobacconist / tobacco shop
- 57 ☐ At a take-away food shop
- 58 ☐ At a petrol station
- 59 ☐ Through the Internet
- 60 ☐ Other *(please specify)*

You should have crossed only one box.

29. **(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)*

30. **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

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.

31. **(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 32(a).

31. **(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 procedures
4 ☐ Had pains associated with playing sport (eg, injury, strain)
5 ☐ Had other types of pain *(please specify)*
6 ☐ Wanted to – there was no medical reason for using it
7 ☐ Other *(please specify)*

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

1 ☐ My parent(s) gave it to me
2 ☐ My brother or sister gave it to me
3 ☐ I took it from home without my parent(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)*

32. (a) How many times, if ever, have you used or taken sleeping tablets, tranquilisers, 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, tranquilisers, sedatives or benzodiazepines, go to QUESTION 33(a).

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

1 ☐ Tobacco / cigarettes
2 ☐ Alcohol
3 ☐ Ecstasy (XTC, E, MDMA, eccy, X, bickies)
4 ☐ Hallucinogens (eg LSD, acid, trips, magic mushrooms)
5 ☐ Marijuana / cannabis (grass, hash, dope, weed, mull, yardi, ganga, pot, a bong, a joint)
6 ☐ Painkillers / analgesics
7 ☐ Amphetamines (eg speed, uppers, goey, crystal meth, base, dex, dexies, dexamphetamines, ox blood, methamphetamine, ice)
8 ☐ Other *(what substance?)*
9 ☐ I did not use any other substance on the same occasion

You should have crossed all that apply.

32. **(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.

1 ☐ My parent(s) gave it to me
2 ☐ I am prescribed sedatives / tranquillisers by my doctor / paediatrician, or psychiatrist
3 ☐ My brother or sister gave it to me
4 ☐ I took it from home without my parent(s) permission
5 ☐ I bought it from someone
6 ☐ It was given to me by someone
7 ☐ I traded or swapped something for it with someone
8 ☐ Other *(please specify)*

33. **(a) How many times, if ever, have you smoked or used marijuana / cannabis (grass, hash, dope, weed, mull, yarndi, 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?**	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 marijuana / cannabis in the last year, go to QUESTION 34.

33. **(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.

1 ☐ Tobacco / cigarettes
2 ☐ Alcohol
3 ☐ Painkillers / analgesics
4 ☐ Sedatives / tranquillisers / sleeping tablets / benzodiazepines
5 ☐ Hallucinogens (eg LSD, acid, trips, magic mushrooms)
6 ☐ Amphetamines (eg speed, uppers, goey, crystal meth, base, dex, dexies, dexamphetamines, ox blood, methamphetamine, ice)
7 ☐ Ecstasy (XTC, E, MDMA, eccy, X, bickies)
8 ☐ Other *(what substance?)*
9 ☐ I did not use any other substance on the same occasion

You should have crossed all that apply.

33. **(c) When you use marijuana / cannabis do you usually:**

Cross only one box.

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

You should have crossed only one box.

33. **(d) Do you usually use marijuana / cannabis by yourself or with others?**

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

33. **(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 RSL club
02 ☐ At a dance venue, dance party, rave, music festival
03 ☐ At a nightclub
04 ☐ At a party
05 ☐ At my home
06 ☐ At my friend's home
07 ☐ At a sports club (eg Leagues, surfing, football)
08 ☐ At the beach
09 ☐ In a park
10 ☐ In a car
11 ☐ On school grounds during school time
12 ☐ On school grounds after hours
13 ☐ Other *(please specify)*

You should have crossed only one box.

34. **How many times, if ever, have you used or taken 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 ☐

35. 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 ☐

36. (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 37 (a).

36. (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.

1 ☐ Tobacco / cigarettes
2 ☐ Alcohol
3 ☐ Painkillers / analgesics
4 ☐ Sedatives / tranquillisers / sleeping tablets / benzodiazepines
5 ☐ Hallucinogens (eg LSD, acid, trips, magic mushrooms)
6 ☐ Marijuana / cannabis (grass, hash, dope, weed, mull, yardi, ganga, pot, a bong, a joint)
7 ☐ Ecstasy (XTC, E, MDMA, eccy, X, bickies)
8 ☐ Other *(what substance?)* _____
9 ☐ I did not use any other substance on the same occasion

You should have crossed all that apply.

37. (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 38.

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

Cross all that apply.

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

You should have crossed all that apply.

38. **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 ☐

39. **How many times, if ever, have you used or taken heroin (smack, horse, skag, hammer, H), or other opiates (narcotics) such as methadone, morphine 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 ☐

40. (a) **How many times, if ever, have you used or taken hallucinogens (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 41.

40. **(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
2 ☐ Alcohol
3 ☐ Painkillers / analgesics
4 ☐ Sedatives / tranquillisers / sleeping tablets / benzodiazepines
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, dexies, dexamphetamines, ox blood, methamphetamine, ice)
7 ☐ Ecstasy (XTC, E, MDMA, eccy, X, bickies)
8 ☐ Other *(what substance?)*
9 ☐ I did not use any other substance on the same occasion

You should have crossed all that apply.

THESE QUESTIONS ARE FOR EVERYONE.

41. **During 2010 (last year), did you have any lessons or parts of lessons at school that were about smoking cigarettes?**

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

42. **During 2010 (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

43. **During 2010 (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 2010.

THESE QUESTIONS ARE FOR EVERYONE AND ARE QUESTIONS ABOUT SUN PROTECTION.

44. **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

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

1 ☐ Yes
2 ☐ No → **Go to QUESTION 47**

46. **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

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

1 ☐ Wide brimmed hat → **Go to QUESTION 49**
2 ☐ Narrow brimmed hat → **Go to QUESTION 48**
3 ☐ Legionnaire hat → **Go to QUESTION 48**
4 ☐ Cap → **Go to QUESTION 48**
5 ☐ Sun-visor → **Go to QUESTION 48**
6 ☐ Other *(what kind?)* → **Go to QUESTION 48**

[ ]

7 ☐ None → **Go to QUESTION 48**

48. **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

[ ]

49. **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 12 or lower
3 ☐ SPF 15
4 ☐ SPF 30+
5 ☐ Can't remember / don't know

50. **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 ☐ Nothing would happen because I was born with dark skin

51. **Do you like to get a suntan?**

1 ☐ No → **Go to QUESTION 53**
2 ☐ Yes, a light tan
3 ☐ Yes, a moderate tan
4 ☐ Yes, a dark tan
5 ☐ Yes, a very dark tan

52. **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

53. **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+)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(v) Wear sunglasses?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(vi) Stay mainly in the shade?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

54. **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 ☐

55. **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.

56. **How many cups of milk do you usually drink a day?**
(One cup = 250ml or a household tea cup)

1 ☐ 1 cup or less
2 ☐ 2 cups
3 ☐ 3 cups
4 ☐ 4 cups
5 ☐ 5 cups or more
6 ☐ I don't drink milk

57. **What type of milk do you usually drink?**
Cross one box only.

1 ☐ Whole milk (including flavoured milk and full-cream soy milk, eg. Pura Milk, Coles Full Cream Milk and So Good Soymilk)
2 ☐ Reduced fat milk (eg. Pura Light Start, Betta Light, Hi-Lite, So Good Lite, Oak and reduced fat flavoured milk)
3 ☐ Skim milk (including Shape)
4 ☐ Evaporated or sweetened condensed milk
5 ☐ Some other type of milk *(please specify)*

6 ☐ I don't know
7 ☐ I don't drink milk

58. **How many serves of bread and / or cereal do you usually eat each day?**
(A serve is 1 slice of bread, ½ bread roll, ½ cup breakfast cereal, or ½ cup pasta, rice, or noodles)

1 ☐ 1 serve or less
2 ☐ 2 serves
3 ☐ 3 serves
4 ☐ 4 serves
5 ☐ 5 serves
6 ☐ 6 serves
7 ☐ 7 serves
8 ☐ 8 serves
9 ☐ 9 serves
10 ☐ 10 serves or more
11 ☐ I do not eat bread and / or cereal

59. **How many times <u>in the last week</u> did you eat a fast food meal like *McDonalds, Hungry Jacks, pizzas, fish and chips, hamburgers, meat pies, pasties etc*?**

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

60. **How many times <u>in the last week</u> did you eat snacks like *a chocolate bar, a piece of cake, a packet of chips / twisties / corn chips, icecream, 3–4 sweet biscuits*?**

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

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

61. **How many times <u>in the last week</u> did you drink a can of 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
2 ☐ Twice
3 ☐ 3 times
4 ☐ 4 times
5 ☐ 5 times
6 ☐ 6 times
7 ☐ 7 or more times
8 ☐ None

62. **(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 ☐

62. **(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 62(e).

62. **(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)?**

1 ☐ No

2 ☐ Yes - please indicate what you usually drink?

3 ☐ Ordinary beer
4 ☐ Low alcohol beer
5 ☐ Wine
6 ☐ Wine Cooler (eg West Coast Coolers)
7 ☐ Champagne or sparkling wine (eg Spumante, Passion Pop)
8 ☐ Alcoholic Apple Cider (eg Strongbow)
9 ☐ Alcoholic sodas (eg Two Dogs)
10 ☐ Other premixed spirits (eg Bacardi Breezer, Lemon Ruski, Vodka Mudshake, UDL Drinks, Sub Zero)
11 ☐ Spirits (eg rum, brandy, whisky, gin, vodka)
12 ☐ Liqueurs (eg Tia Maria, Kahlua, Midori, Glide, Archers, Illusion etc)
13 ☐ Other *(please specify)*

62. **(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.

62. (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 or more times
(i) In the **last week?**	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(ii) In the **last month?**	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iii) In the **last year?**	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iv) In your **lifetime?**	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

IF you have never used an energy / caffeine tablet go to QUESTION 63.

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

	Yes	No
(i) Concentration in school	1 ☐	2 ☐
(ii) Sporting performance	1 ☐	2 ☐
(iii) To keep you awake	1 ☐	2 ☐
(iv) Peer pressure	1 ☐	2 ☐
(v) Other	1 ☐	2 ☐

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

63. 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**? *(eg basketball, netball, soccer, football, running, fast bike riding, aerobics)*	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) Do any **moderate** physical activity for **at least 30 minutes** that did **not** make you **huff and puff or sweat**? *(eg slow bike riding, brisk walking, skateboarding)*	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

64. On an average **school day**, about how many **hours a day** do you do 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) Play sport	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(ii) Go for a walk	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iii) Bicycle ride	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iv) Swimming	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(v) Running	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(vi) Dance classes / dancing	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(vii) Go to the gym	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

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 these next two questions, add up all the time you spend in physical activity each day.

65. How many days in the past week have you done any **vigorous** or **moderate** physical activity for a **total of at least one hour**? (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, doing housework etc.)

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

66. 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 ☐ 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

67. 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	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(ii) Watch TV / Videos / DVDs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iii) Use the Internet / play computer games *(Don't include computer use for homework)*	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iv) Use chat / social networking sites *(Don't include computer use for homework)*	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

68. 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	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(ii) Watch TV / Videos / DVDs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iii) Use the Internet / play computer games *(Don't include computer use for homework)*	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(iv) Use chat / social networking sites *(Don't include computer use for homework)*	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

69. **What encourages you to participate in physical activity?**

Cross all that apply.

1 ☐ Television Ads or Programs
2 ☐ Newspaper Articles or Ads
3 ☐ Radio Ads or programs
4 ☐ Social Networking Sites (e.g. face book, twitter)
5 ☐ Other *(please specify)*
6 ☐ Nothing

70. **What discourages you from participating in physical activity?**

1 ☐ Weather, too hot, cold or wet
2 ☐ Transport, means of getting there
3 ☐ Cost of the activity
4 ☐ Where I live (eg lack of sporting facilities and parks)
5 ☐ Lack of available activities
6 ☐ Other *(please specify)*
7 ☐ Nothing

71. **Who influences you to participate in physical activity?**

Cross all that apply.

1 ☐ Parents
2 ☐ Siblings
3 ☐ Friends
4 ☐ Teacher
5 ☐ Sporting Coach
6 ☐ Other *(please specify)*
7 ☐ No-one

72. **Why do you participate in physical activity?**

Cross all that apply.

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)*
7 ☐ I don't participate in physical activity

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.

73. **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 ☐ By car (record number between 0-10)
2 ☐ By walking (record number between 0-10)
3 ☐ By bus or public transport (record number between 0-10)
4 ☐ By cycling (record number between 0-10)
5 ☐ Some other way *(please specify)* (record number between 0-10)

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

74. **Does your mother / stepmother / female caregiver smoke?**

1 ☐ Yes 2 ☐ No 3 ☐ Can't comment

75. **Does your father / stepfather / male caregiver smoke?**

1 ☐ Yes 2 ☐ No 3 ☐ Can't comment

76. **Do any of your brothers and sisters smoke?**

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

77. **How many of your 5 closest friends smoke?**

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

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

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

79. **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)*

80. **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

81. **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 ☐

82. **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	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(b)	Smoking can harm your health	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(c)	The health of non-smokers can be affected by breathing other people's cigarette smoke	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(d)	Getting drunk every now and then is not a problem	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(e)	Having a few drinks is one of the best ways of relaxing	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(f)	Occasionally getting very drunk and losing control is good fun	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(g)	Having a few drinks is one of the best ways of getting to know people	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(h)	If someone doesn't have a few drinks then they're not really part of the group	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(i)	You can have a good time at a party where there is no alcohol	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(j)	People who drink alcohol are usually more popular than people who don't	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(k)	It's okay to get drunk occasionally as long as you don't lose control	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(l)	Drinking alcohol is a great way to increase your confidence in social situations	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(m)	I like the taste of alcohol	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(n)	Having a few drinks is a great way to forget any problems	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(o)	I only drink alcohol because my friends do	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

83. **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	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(b)	Smoking increases the risk of having a heart attack	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(c)	Smoking can cause mouth cancer	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(d)	Smoking can cause emphysema	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(e)	Smoking is addictive	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(f)	Smoking can cause arthritis	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(g)	Smoking can cause blindness	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(h)	Tobacco smoke is toxic	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(i)	Smoking is a leading cause of death	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(j)	Smoking harms unborn babies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(k)	Smoking clogs your arteries	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(l)	Smoking doubles your risk of stroke	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(m)	Smoking can cause diseases in your toes and fingers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
(n)	Smoking causes wrinkling and early aging of the skin	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(o)	Smoking causes gum disease	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(p)	Smoking can cause kidney disease	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(q)	Smoking can cause bladder cancer	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(r)	Smoking wastes a lot of money	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

84. **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 85**
(ii)	In the last month	1 ☐	2 ☐	→ **If yes, go to QUESTION 85**
(iii)	In the last year	1 ☐	2 ☐	→ **If yes, go to QUESTION 87**
(iv)	Haven't seen one	1 ☐	2 ☐	→ **If yes, go to QUESTION 88**

85. **How often in the last 6 months have you?**

		Never	Once or twice	Some-times	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 ☐

86. **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 ☐ Once
3 ☐ Twice
4 ☐ 3-6 times
5 ☐ 7-9 times
6 ☐ 10 or more times

87. **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 daggy	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)	Encourage me to buy a packet	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(viii)	Encourage me to start smoking	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(ix)	Encourage me to buy a particular brand	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

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

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

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

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

90. **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 now	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 ☐

91. **Reading a warning label on an alcoholic drink would make me change my mind about having that drink?**

1 ☐ Agree
2 ☐ Disagree
3 ☐ Don't know

92. **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 ☐

93. **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	1 ☐	2 ☐	3 ☐
(ii) Drinking alcohol can cause breast cancer	1 ☐	2 ☐	3 ☐
(iii) Drinking alcohol when pregnant can harm unborn babies	1 ☐	2 ☐	3 ☐
(iv) Drinking alcohol when breast feeding can harm babies	1 ☐	2 ☐	3 ☐
(v) Drinking alcohol can cause cancer	1 ☐	2 ☐	3 ☐
(vi) Drinking alcohol can cause liver cancer	1 ☐	2 ☐	3 ☐

THESE ARE SOME QUESTIONS ABOUT YOU AND ARE FOR EVERYONE.

94. **In a normal week including the weekend, on how many nights do you go out for fun and recreation without adult supervision**

- 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
- 8 ☐ I don't usually go out without an adult

95. **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?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(ii) Who is really interested in what you do?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iii) Who will help you do your best?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(iv) Who can you talk to about your problems?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(v) Who helps you when you are in trouble?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐
(vi) Who lives at home with you?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐

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