Department of Education: Review to Inform a Better and Fairer Education System – Initial Consultation Surveys

Summary analytical report

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Social Research Centre

Report prepared for:

Australian Government Department of Education

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Table of contents

List of figures

List of tables

List of abbreviations and terms

Abbreviation / term	Description / definition
NHMRC	National Health and Medical Research Council
SRC	Social Research Centre
The Agreement	The National School Reform Agreement
The Department	The Australian Government Department of Education
The Expert Panel	The panel of experts established by the Education Ministers to inform the next National School Reform Agreement
The Review	The Review to inform a better and fairer education system
The Survey	The National School Review Survey

Key Messages

	Educators	Parents/guardians	Students
Lifting student outcomes	○ Reducing teacher workload (and addressing retention) is the most important need ○ Greater access to support staff (and assistance managing classroom disruptions) is important ○ Investment to support students with complex and diverse needs (including earlier intervention and helping students who are falling behind) is required	○ Numeracy, reading and life skills are the most important learning areas for children ○ Main barriers to learning include classroom disruptions, teacher availability, school communication regarding their child's progress and their child's mental health and wellbeing ○ Small group and individual tutoring and more teachers are necessary investments to help children learn	○ Most have access to books and resources, encouraging teachers, and a school that makes them feel as if they belong ○ Increased efforts to respond to individual needs, better manage classroom disruptions and improve learning spaces is desired
Health and wellbeing	○ Student health and wellbeing is considered a critical part of their role and duty of care ○ Counselling and similar services regarded as most effective at supporting student health and wellbeing ○ Investment in additional counselling and mental health support is required	○ Most feel their child is happy overall and school makes them feel welcome ○ Mental health and wellbeing should be a priority for schools ○ Investment in teacher professional development, programs to support student engagement, and more counselling and mental health support is required	○ Most feel welcome at and like school, but almost a third do not ○ Students have opportunities to talk about their feelings and get support from teachers ○ Best investments to support mental health and wellbeing include opportunities to talk with or connect with peers, including through activity clubs, and more counselling and mental health support
Attraction and retention	○ Not easy to attract or retain staff ○ Low levels of intention to re-enter the industry among former teachers ○ Investment to reduce teacher workloads and address classroom disruption is required	Not applicable	Not applicable
School information availability and transparency	Not applicable	○ Most access information about school through conversations with their child ○ Formal school information sources are secondary ○ Most concerned about quality teaching and options to help their child improve including availability of academic programs	Not applicable

Executive Summary

The Australian Government Department of Education (the Department) commissioned the National School Review Survey (the Survey) to inform the 'Review to Inform a Better and Fairer Education System' (the Review). The Social Research Centre was engaged by the Department to conduct quantitative survey research with **educators** (of students aged 5 to 17 years), **parents/guardians** (of children aged 5 to 17 years), and **students** (aged 12 to 17 years) to inform the Department's input to the Review.

The survey focussed on the following key education issues:

- Lifting student outcomes (all audiences).
- Student health and wellbeing (all audiences).
- Attracting and retaining teachers (educators only).
- School information availability and transparency (parents/guardians only).

Educators and parents/guardians completed a 10-minute survey and students completed a 5-minute survey. Parents/guardians were advised at the beginning of the survey that the research also included children and their consent to survey their child was sought at the completion of their survey. Assent from children was also gained as part of the student surveys.

Data was collected through the following three sources:

- The Social Research Centre's probability-based online panel, Life in Australia™ was used to collect data from parents/guardians and (through these parents/guardians) a non-probability sample of students aged 12 to 17.
- An opt-in/non-probability online panel, i-Link Research Solutions (i-Link) was used to source a non-probability sample boost of educators, parents/guardians and students aged 12 to 17.
- A publicly available open survey link (non-probability sample) made available on the Department's website for all three audiences.

Data collection for Life in Australia™ and i-Link was open from 23 May to 4 June while the publicly available open survey link was active from 23 May to 23 June. At the completion of the fieldwork period a total of 13,684 educators, 8,494 parents/guardians, and 2,790 students had responded to the survey. Data from the three sources were blended using statistical weighting techniques to minimise the bias associated with non-probability samples.

The Survey will contribute to the final report and recommendations presented to Education Ministers as part of the Review.

All aspects of this research were undertaken in accordance with the National Health and Medical Research Council's (NHMRC) National Statement on Ethical Conduct in Human Research (the National Statement), the Australian Privacy Principles, the Privacy (Market and Social Research) Code 2021, Research Society Code of Professional Behaviour, and ISO 20252:2019 standards.

Educators

Lifting student outcomes

Educators reported that reducing teacher workloads (74.2%), more support to manage students with complex and diverse needs (62.3%) and greater access to support staff (33.5%) were necessary to help lift student outcomes. While mentions of reducing teacher workload were significant for educators in government and secondary schools, greater access to support staff was more important for primary schools. Educators advised that earlier intervention to focus on special needs and learning support has been effective in their experience at improving student outcomes. They also advised that the

education system needs to invest in educator support and retention (61.9%), especially for secondary schools, and classroom behaviour (52.7%), especially for government schools. Educators pointed to the need for government investment in specialist classroom support for students (54.5%), especially in primary schools, and more teachers (53.8%), especially in government and secondary schools.

Student health and wellbeing

Student health and wellbeing were considered integral to educators' roles with almost all (99.1%) rating it important to some extent. 84.1% noted health and wellbeing was part of their duty of care, though this was most commonly the perception of those working in primary schools. Most educators reported being able to access support from colleagues (85.0%), a wellbeing policy (80.0%) and School Counselling Service and Psychologists (75.7%). Educators also commonly believed that a School Counselling Service and Psychologists (53.3%), as well as other health professionals (42.7%), were most effective in supporting student health and wellbeing. Further government investment was sought in terms of additional school counselling and mental health support (68.6%), as well as access to other support services such as nurses, speech pathologists and occupational therapists (58.8%).

Attracting and retaining teachers

There was modest agreement among educators that their school could easily retain existing staff (50.5%) or attract new staff (43.9%). This is supported by the finding that only 18.4% of past educators indicated that they were considering re-entering the teaching workforce. Educators felt that reducing teacher workloads (80.0%) and addressing classroom disruptions (38.2%) represented the most effective investments governments could make to support and retain teachers.

Parents/guardians

Lifting student outcomes

Parents/guardians commonly reported that numeracy (70.6%), reading (60.6%), and life skills (49.2%) were the most important learning areas at school. Most parents/guardians were positive in terms of their school's efforts to provide culturally safe learning activities (89.9%), to have a positive and encouraging attitude towards their child (87.3%) and to provide equipment and tools to meet their child's needs (85.0%). These results were significantly smaller (up to 20 percentage points) for parents/guardians of children in government schools compared to those in Catholic or independent schools.

Several barriers to learning were identified including classroom disruptions (34.9%), availability of teachers (33.7%), communication with the school about their child's progress and wellbeing (30.4%), and their child's mental health and wellbeing (29.1%). Often barriers were more pronounced for parents/guardians of children in government schools, in regional locations, who speak a language other than English at home or identify as Aboriginal and/or Torres Strait Islander. Racism and discrimination, and inadequate nutrition were significant barriers for those who identify as Aboriginal and/or Torres Strait Islander or speak a language other than English at home, despite being least frequently mentioned overall.

Parents/guardians nominated small group or individual tutoring (54.5%) and more teachers (43.6%) as necessary investments for those at risk of falling behind and to help children learn and reach their potential.

Student health and wellbeing

Most parents/guardians (84.5%) commented that overall, their child is happy, and agreed that mental health and wellbeing should be a priority for schools (94.4%) and included in reporting (86.8%). 82.1%

feel their child's school welcomes them as part of the school learning community and while this was significantly higher for those with children in Catholic schools and in capital cities, there were not differences for parents/guardians who speak a language other than English at home (or not) or identify as Aboriginal and/or Torres Strait Islander (or not).

Parents/guardians see value in government investment in professional development for teachers (86.2%) and programs to support student engagement and belonging (86.0%) and more School Counselling, Psychologists or mental health support officers (78.3%).

School information availability and transparency

Parents/guardians mostly reported accessing information about school through conversations with their children (77.9%), while formal channels such as emails (69.8%), newsletters (60.9%) and discussions with teachers (55.7%) were secondary sources of information. Parents/guardians were most concerned about understanding the quality of teaching (54.6%), the options the school offers to help their child improve (52.6%) and the availability of academic programs (53.7%). While almost a quarter of parents/guardians (24.7%) did not know how they would use this information, respondents most commonly suggested that they would use it to help with their child's learning, progress and outcomes, and to help guide and support them.

Students

Lifting student outcomes

Most students confirmed that they have access to books and resources (83.8%), encouraging teachers (78.1%), and a school that makes them feel like they belong (68.8%). That said, efforts to respond to individual needs (40.9%), better manage disruptive students (40.9%), and improvements to learning spaces and resources (35.7%) were desired.

Student health and wellbeing

While most students report their school makes them feel welcome (81.5%) and that they like school overall (71.3%), almost three in ten (28.7%) do not like school to some extent. The majority of students confirmed that they have opportunities to talk with their friends about how they are feeling (80.6%) and can access support from teachers (80.2%), but only comparatively modest proportions had actually accessed either form of support (51.8% and 49.2% respectively).

Investments to support mental health and wellbeing (45.9%), such as more counsellors and professionals, helping teachers support students' mental health, access to health services or opportunities to talk to peers, are considered the best investments that schools could make to support the health and wellbeing of students. Indicating a desire to connect, many students also suggested activity clubs, sports clubs and arts clubs (38.6%). Only 6.1% suggested cultural activities and better access to pastoral care support, though these suggestions were significantly greater for those who identify as Aboriginal and/or Torres Strait Islander.

1. Introduction

1.1. Context

The National School Reform Agreement (the Agreement) is a joint agreement between the Commonwealth, States and Territories to lift student outcomes across Australian schools. In December 2022, Education Ministers agreed to establish a panel (the Expert Panel) to inform the next Agreement. The Expert Panel is undertaking the *Review to Inform a Better and Fairer Education System* (the Review), which will advise Education Ministers on what reform priorities should be included in the next Agreement and inform the negotiation of the next Agreement with individual states and territories.

The Review will focus on driving real improvements in learning and wellbeing outcomes for students[1]. This includes students from low socio-economic backgrounds, regional, rural and remote Australia, students with disability, First Nations students and students from a language background other than English. The Terms of Reference for the Review centre on lifting student outcomes, particularly those most at risk of falling behind, improving student wellbeing, attracting and retaining teachers, improving the way data is used, and improving transparency and accountability. This survey focused primarily on the first three of these, with a few questions for parents on how they access and use information.

The Expert Panel is also consulting with State and Territory Governments, peak organisations, unions, teachers, principals and other education experts, as well as parent's groups, young people, and community organisations to inform their recommendations. The Survey was part of this consultation process, providing the opportunity for educators, parents, and students to provide feedback and perspectives on the Terms of Reference and other priority areas. The findings of the consultation process will inform the Review's final report and recommendations to Ministers.

1.2. Background

The Social Research Centre was commissioned by the Australian Government Department of Education (the Department) to conduct quantitative survey research to input to the Review. Quantitative research was undertaken with educators (of students aged 5 to 17 years), parents/guardians (of children aged 5 to 17 years), and students (aged 12 to 17 years)

Across all audiences, the surveys focussed on the following key education issues:

- lifting student outcomes
- student health and wellbeing
- attracting and retaining teachers (educators only)
- school information availability and transparency (parents/guardians only).

1.2.1. Survey development

The main phases in the survey design included the following:

- Review of draft thematic areas of coverage provided by the Department.
- Workshops with key Department staff to clearly understand and map strategic Review data needs.

[1] https://www.education.gov.au/review-inform-better-and-fairer-education-system/review-inform-better-and-fairer-education-system-terms-reference

- Developing new items to completely meet the objectives of the research where suitable items could not be identified from existing instruments.

1.3. Methodology summary

1.3.1. Data collection

The survey used the Social Research Centre's probability-based online panel, Life in Australia™ to collect data from parents/guardians of children aged 5 to 17, and (through these parents/guardians), a non-probability sample of students aged 12 to 17.

An opt-in / non-probability online panel, i-Link Research Solutions (i-Link) was used to source a non-probability sample boost of educators of students aged 5 to 17, parents/guardians of children aged 5 to 17, and students aged 12 to 17.

A publicly available open survey link (non-probability sample) was also made available on the Department's website for all three audiences.

Data collection for Life in Australia™ and i-Link was open from 23 May to 4 June while the publicly available open survey link was active from 23 May to 23 June.

Data from Life in Australia™, i-Link and the publicly available open survey link were blended during the data processing stage using statistical weighting techniques to minimise the bias associated with non-probability samples.

While surveys were completed by people identifying as Aboriginal and/or Torres Strait Islander, it should be noted that this research is not specifically focussed on generating First Nations statistics which necessitates specific methodologies and ethical considerations. People identifying as Aboriginal and/or Torres Strait Islander are included in approximate proportion to the population, however, findings do not represent the entirety of First Nations peoples' attitudes, perceptions, and experiences with school education.

1.3.2. Survey length

Educators and parents/guardians completed a 10-minute survey and students completed a 5-minute survey.

1.3.1. Ethical considerations

All aspects of this research were undertaken in accordance with the National Health and Medical Research Council's (NHMRC) National Statement on Ethical Conduct in Human Research (the National Statement), the Australian Privacy Principles, the Privacy (Market and Social Research) Code 2021, Research Society Code of Professional Behaviour, and ISO 20252:2019 standards.

Parents/guardians were advised at the beginning of the survey that the research sought to include children aged 12 to 17 years and at the end of the parent/guardian survey their consent to survey their child was formally sought. Assent from children was also gained as part of the student surveys.

1.4. Reading and interpreting results

1.4.1. Chart labelling

For transparency, responses with small values have generally been retained on charts.

1.4.2. Rounding of numbers

Results are shown rounded to one decimal place. Due to rounding, some results in charts or tables may not add to 100%.

1.4.3. Significance testing and confidence intervals

Data were analysed using Q Research Software (Q), including significance testing. Statistical testing was undertaken to establish whether the responses from one subgroup were statistically significantly different to other subgroups.

Where differences across subgroups are mentioned in the report commentary (for example, 'higher than', or 'lower than'), unless otherwise noted, it implies that a statistically significant difference at a 95% confidence level has been established. This means that when a difference is described as being 'significant' one can be 95% confident that the difference is real and not due to random sampling variation.

1.4.1. Weighting

This section summarises the approach and benchmarks used to derive weights for the survey. The sample design was made up of several components:

- A survey of parents/guardians of children aged 5-17 years from Life in Australia™ – a random probability-based sample of Australian adults.
- Three non-probability samples (via i-Link and the publicly available open survey link):
    - educators in school-level education (K to Year 12) of children aged 12 to 17 years
    - parents/guardians of children aged 5-17 years
    - students aged 12-17 years (also via parents/guardians from Life in Australia™).

The usual approach to weighting probability samples is a two-step process that aims to reduce biases caused by non-coverage of the population and non-response by sampled persons, and to align weighted sample estimates with external data about the target population (Kalton and Flores-Cervantes, 2003). First, base weights are calculated to account for each respondent's initial chance of selection. Next, the base weights are adjusted to align respondents with the population on key socio-demographic characteristics. Refer to Särndal et al. (1992) for detailed information about model-assisted survey sampling and estimation, and to Valliant et al. (2018) for a contemporary treatment of weighting and estimation for sample surveys.

The non-probability samples (i-Link and publicly available open survey link) of educators, parents/guardians and students used non-random mechanisms to recruit participants to the survey, which means that the design-based approach just described does not apply. Refer to Elliott and Valliant (2017) for a discussion and further references about the challenges of making inferences from non-random samples. There are several methods for weighting such samples and making estimates from them, however (refer to Valliant, 2020). One of these (quasi-randomisation) requires a "reference" sample chosen at random from the target population and then used to estimate pseudo-selection probabilities for the convenience sample, to adjust for selection bias. For this survey, Life in Australia™ serves as the reference sample for the parent/guardian component, but there are no reference samples for either the educator or student components. A second method (superpopulation models) relies on a missing-at-random mechanism for non-probability cases, along with an extensive set of covariates to project the sample to the full population. Although neither of these requirements is satisfied for the educator or student components, this second method is the only option for these samples. As a result, we have calculated weights for the educator and student convenience samples

by ignoring their recruitment mechanisms, and by aligning respondents to the population on a limited basis. Estimates made from the survey dataset for these two groups should be treated as indicative and not reflecting the broader population of educators and students.

For the survey of parents/guardians, base weights for Life in Australia™ cases were calculated using standard methods for probability surveys (Valliant et al., 2018) and are not described here. Base weights for non-probability sample cases were estimated from Life in Australia™ cases, conditional on the available socio-economic demographic characteristics. Base weights for the combined sample (Life in Australia™, i-Link and the publicly available open survey link) were then adjusted so they aligned with the population of parents/guardians on the available characteristics.

For the survey of educators and the survey of students, it was not possible to calculate base weights, due to the unknown selection mechanisms. Instead, each respondent was simply assigned a constant base weight, which was then adjusted to match the population on the set of characteristics available for these groups.

The method for adjusting the base weights was generalised regression (GREG) weighting, which uses non-linear optimisation to minimise the distance between the base and adjusted weights, subject to the weights meeting the benchmarks (Deville et al., 1993). The implementation of GREG was that from the “survey” package (Lumley, 2020) in R (R Core, 2023).

Population totals for the educator and parent/guardian surveys were provided by the Department and are shown in Appendix 1 Table 4 and Table 5, respectively. Population totals for the student survey were obtained from Census 2021 TableBuilder and are shown in Table 6.

For any future data collection exercises, we recommend that more socio-demographic information be obtained from the educator and student samples, or that probability reference samples be collected in parallel, so that non-coverage and non-response bias may be reduced to some extent through weighting adjustments. With such information, the resulting dataset may be weighted and analysed as being more representative of the target populations. Note that for the survey of educators, the population benchmarks reflect current educators, whereas the survey respondents include both current and former educators[2].

[2] Currently employed or have been within the previous 12 months (11,450 cases). Between 1 year and 5 years ago (516 cases). Longer than 5 years ago (1,718 cases).

2. Main findings

2.1. Educators

A total of 13,684 educators participated in the survey through the non-probability (i-Link) panel or the publicly available open survey link (refer Table 1). Educators were defined in the survey as someone "employed in Australia as a teacher, principal, Aboriginal Education Officer, or other education worker where students are aged between 5 and 17 years". Eligibility for the vast majority of survey questions was restricted to those currently employed or who have been employed in an educator role within the previous 12 months (referred to in this report as 'current or recent educators'). Past educators were defined as those who were employed in the education industry longer than one year ago. A change to eligibility was made during fieldwork to allow all previous educators to complete the publicly available open survey link.

Demographic characteristics for educators by survey completion source are shown below.

Table 1 Educator demographic characteristics by survey completion source (unweighted)

Characteristic	Non-probability (i-Link) panel (n)	Publicly available open survey link (n)	Total (n)	Total (%)
Total	391	13,293	13,684	100.0
Employed as educator				
Yes – currently employed or have been within the previous 12 months	391	11,059	11,450	83.7
Yes – between 1 year and 5 years ago	-	516	516	3.8
Yes – longer than 5 years ago	-	1,718	1,718	12.6
Length of employment				
5 years or less	116	1,645	1,761	12.9
6 to 10 years	117	2,305	2,422	17.7
11 to 15 years	61	2,126	2,187	16.0
16 to 20 years	32	2,125	2,157	15.8
21 to 25 years	22	1,629	1,651	12.1
26 or more years	42	3,443	3,485	25.5
Region				
Capital city	286	8,121	8,407	61.6
Rest of state	103	5,127	5,230	38.4
State/territory				
NSW	100	3,316	3,416	25.0
VIC	128	2,952	3,080	22.5
QLD	87	3,094	3,181	23.2
SA	22	1,248	1,270	9.3
WA	40	1,846	1,886	13.8
TAS	5	364	369	2.7
NT	3	150	153	1.1
ACT	6	323	329	2.4

Characteristic	Non-probability (i-Link) panel (n)	Publicly available open survey link (n)	Total (n)	Total (%)
Total	391	13,293	13,684	100.0
Age				
18-24 years	5	131	136	1.0
25-34 years	161	1,965	2,126	15.5
35-44 years	130	3,471	3,601	26.3
45-54 years	50	4,067	4,117	30.1
55-64 years	34	2,946	2,980	21.8
65-74 years	11	651	662	4.8
75 or more years	-	57	57	0.4
Speak a language other than English at home				
Yes	57	1,043	1,100	8.0
No	333	12,249	12,582	91.9
Identify as Aboriginal and/or Torres Strait Islander				
Yes	16	281	297	2.2
No	375	12,998	13,373	97.7
Type of school				
Government	273	10,545	10,818	79.1
Catholic	51	1,270	1,321	9.7
Independent	67	1,452	1,519	11.1
Special education school				
Yes	45	747	792	5.8
No	346	12,526	12,872	94.1
Level of school				
Primary	165	5,961	6,126	44.8
Secondary	130	4,772	4,902	35.8
Both primary and secondary	96	2,537	2,633	19.2

Base: All current, recent, and past educators (n=13,684).

Note: Counts within subgroups may not add to total sample size and percentages may not add to 100% due to omission of Don't know and Refused responses.

Source:

TEACHER_S Have you ever been employed in Australia as a teacher, principal, Aboriginal Education Officer, or other education worker where students are aged between 5 and 17 years?

DEMOGT_3 How long have you been a teacher, principal, Aboriginal Education Officer, or other education worker?

P_STATEWhich state or territory do you currently live in?

P_AGE_GROUP Which age group would you fall into?

P_LOTE Do you use a language other than English at home?

P_ATSI Are you of Aboriginal and/or Torres Strait Islander origin?

DEMOGT_1 What type of school did you spend the most time working in over the last 12 months"?

DEMOG_T_5.1 Is this a special education school?

DEMOGT_2 What level of school is it?

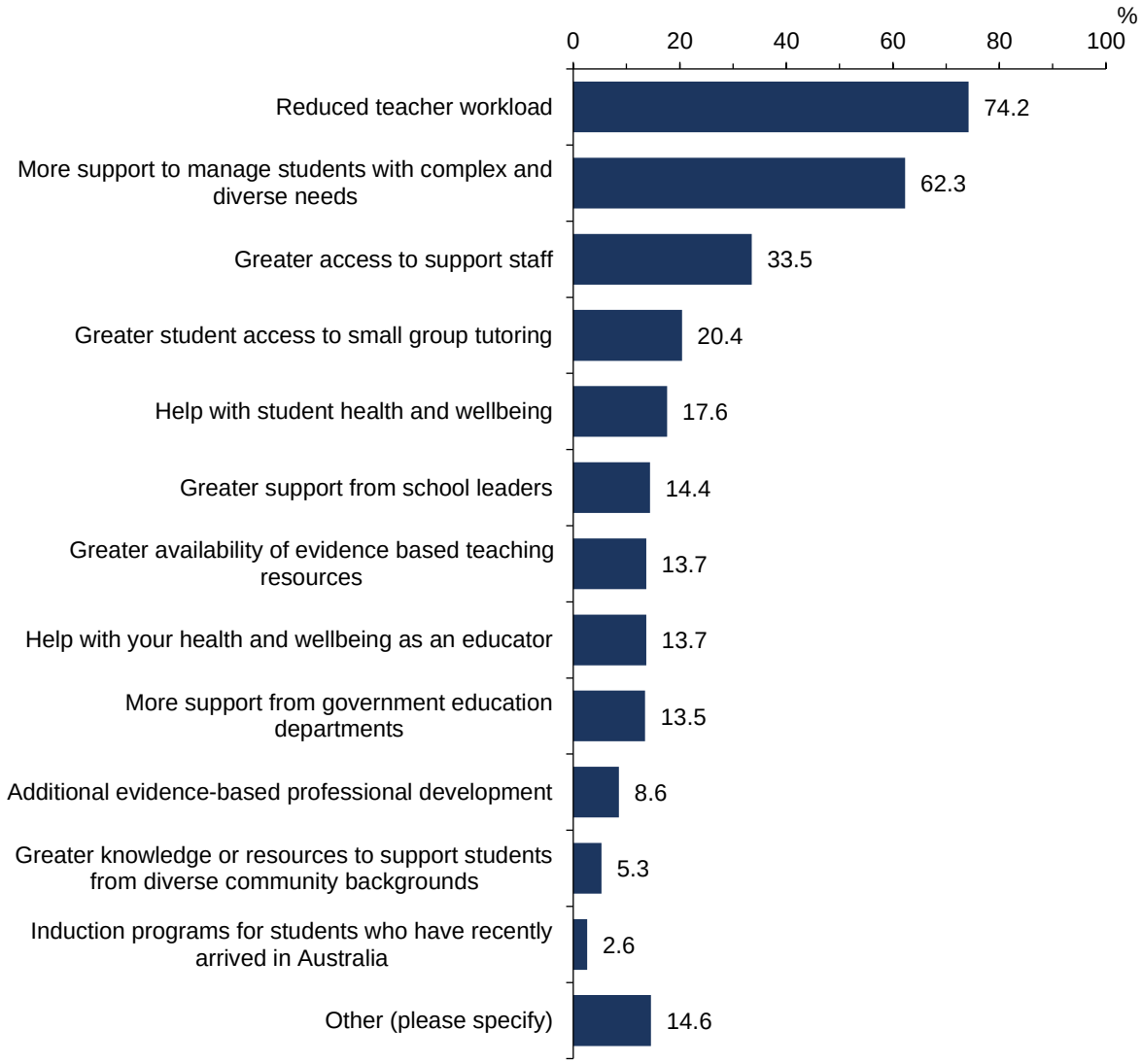
2.1.1. Lifting student outcomes

Most important factors to help improve outcomes

The educator survey began by presenting respondents with a list of factors and asking them to select three that would help them most to improve student outcomes (refer Figure 1). The most frequently mentioned factors were:

- Reduced teacher workload (74.2%).
    - Responses were significantly greater for educators in secondary schools (79.5%) than those in primary schools (71.3%).
- More support to manage students with complex and diverse needs (62.3%). Responses were significantly greater for educators in:
    - primary schools (67.6%) than those in secondary schools (57.1%)
    - government (63.6%) and Catholic (61.0%) schools than those in independent schools (54.3%).
- Greater access to support staff (33.5%). Responses were significantly greater for educators in:
    - government schools (34.7%) than those in independent (29.6%) and Catholic (28.3%) schools
    - primary schools (39.1%) than those in secondary schools (28.7%).

Figure 1 Most important factors to help educators improve student outcomes (top three)



Base: All current, recent, and past educators (n=13,684).
Source: SMAR_T_1 Thinking about the following factors, which three factors would help you most to improve student outcomes?
Note: Three most important factors nominated. Multiple responses allowed therefore percentages may not sum to 100%. Refused responses not shown on chart.

Initiatives to improve outcomes

The next question was intended to build greater understanding of the three identified factors to improve education outcomes. Educators were asked in an open-ended question, based on their experience, what initiatives have been most effective in improving education outcomes (including engagement and academic achievement). Responses were then coded into themes and are presented below (refer Figure 2).

Educators most commonly reported that the following initatives have been most effective:

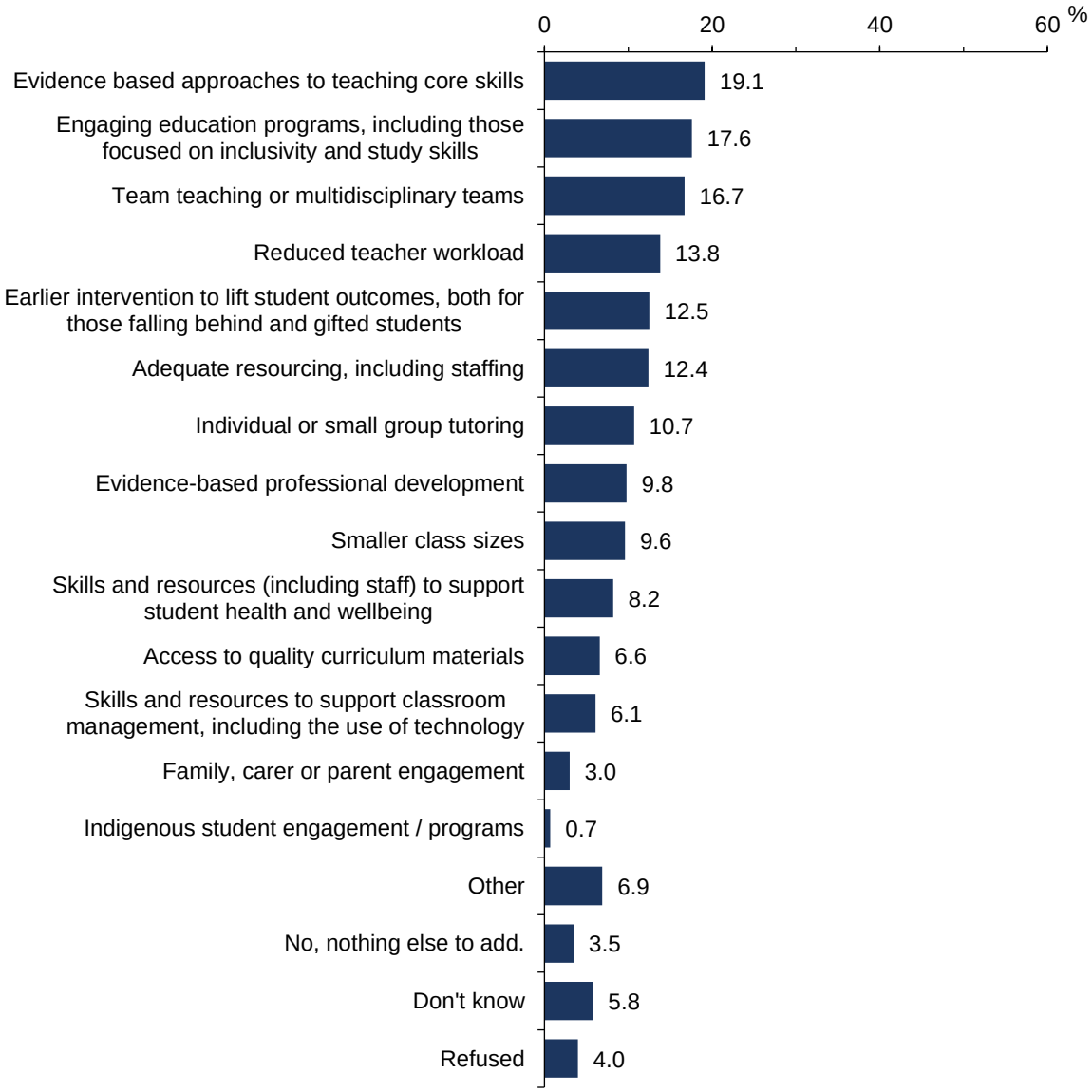
- Evidence based approaches to teaching core skills (19.1%).
  - *"Evidence based teaching, using data informed practice"*
  - *"Initiatives involving clear and explicit programs for students."*
- Engaging education programs, including those focused on inclusivity and study skills (17.6%).

  - *“Having more opportunities for students to engage in teamwork*
  - *“Setting classroom expectations early and getting students to find answers independently before asking for help.”*
- Team teaching or multidisciplinary teams (16.7%).
  - *“Building relationships, access to resources, support from staff and leadership”*
  - *“Explicit teaching and having more support in the classroom.”*

The following initatives were least frequently nominated by educators as effective in improving education outcomes at a total level:

- Skills and resources to support classroom management, including the use of technology (6.1%).
  - *“Student-teacher ratios, an up-to-date curriculum, and ban on mobile phones in classrooms starting September 2023.”*
- Family, carer or parent engagement (3.0%).
  - *“Parent engagement in the education process”*
- Indigenous student engagement / programs (0.7%).
  - *“The Clontarf room has been amazing”*
  - *“Our Indigenous students still require much help from govt.”*

Figure 2 Most effective initiatives in improving student outcomes



Base: All current, recent, and past educators (n=1,391).
Source: SMAR_T_2 In your educator experience, what initiatives have been most effective in improving education outcomes (including engagement and academic achievement)?
Note: Coded verbatim response therefore percentages may not sum to 100%. Results shown are for all educators who completed the survey via i-link non-probability panel, and a selection of educators who completed the survey via the open link.

Investment in education outcomes

Educators were also asked to consider a list of **education outcomes** and identify the three they considered the most important for Australia's education system to invest in over the next five years. The most frequently mentioned outcomes were as follows:

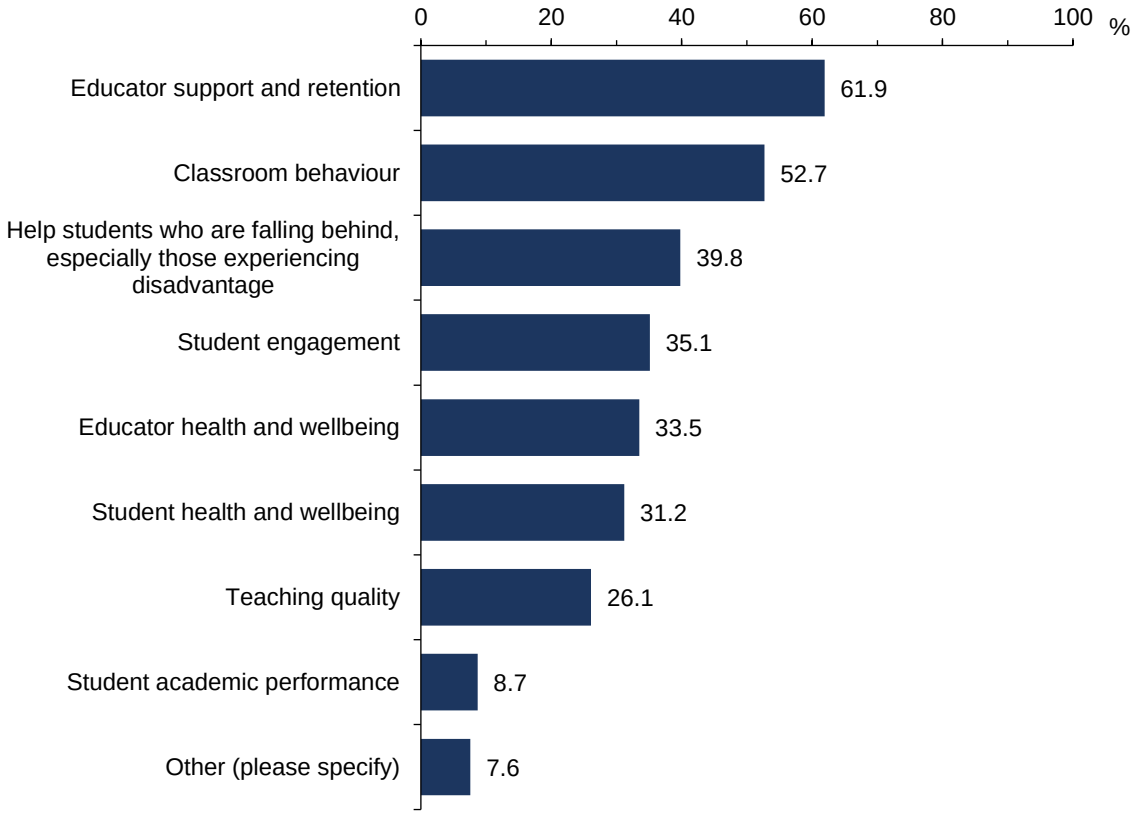
- Educator support and retention (61.9%).
    - Responses were significantly greater for educators in secondary schools (64.2%) than those in primary schools (60.0%).
- Classroom behaviour (52.7%). Responses were significantly greater for:
    - educators in government schools (54.7%) than those in Catholic (47.6%) and independent (42.5%) schools

- mainstream schools (53.1%) than those in special schools (46.3%).

- Help for students who are falling behind, especially those experiencing disadvantage (39.8%). Responses were significantly greater for educators:
    - in government schools (41.4%) than those in independent (35.6%) and Catholic (30.8%) schools
    - with five years or less experience (46.4%) than those with 6-10 years (38.4%), 11-15 years (39.5%), 16-20 years (36.9%) and 21 years + experience (38.3%).

Student academic performance (8.7%) was the least frequently mentioned outcome to invest in over the next five years.

Figure 3 Most important outcomes for education system to invest in over the next five years



Base: All current, recent, and past educators (n=13,684).
Source: SMAR_T_3 Thinking about the following education outcomes, which three outcomes are the most important for Australia's education system to invest in the next five years?
Note: Three most important outcomes nominated. Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

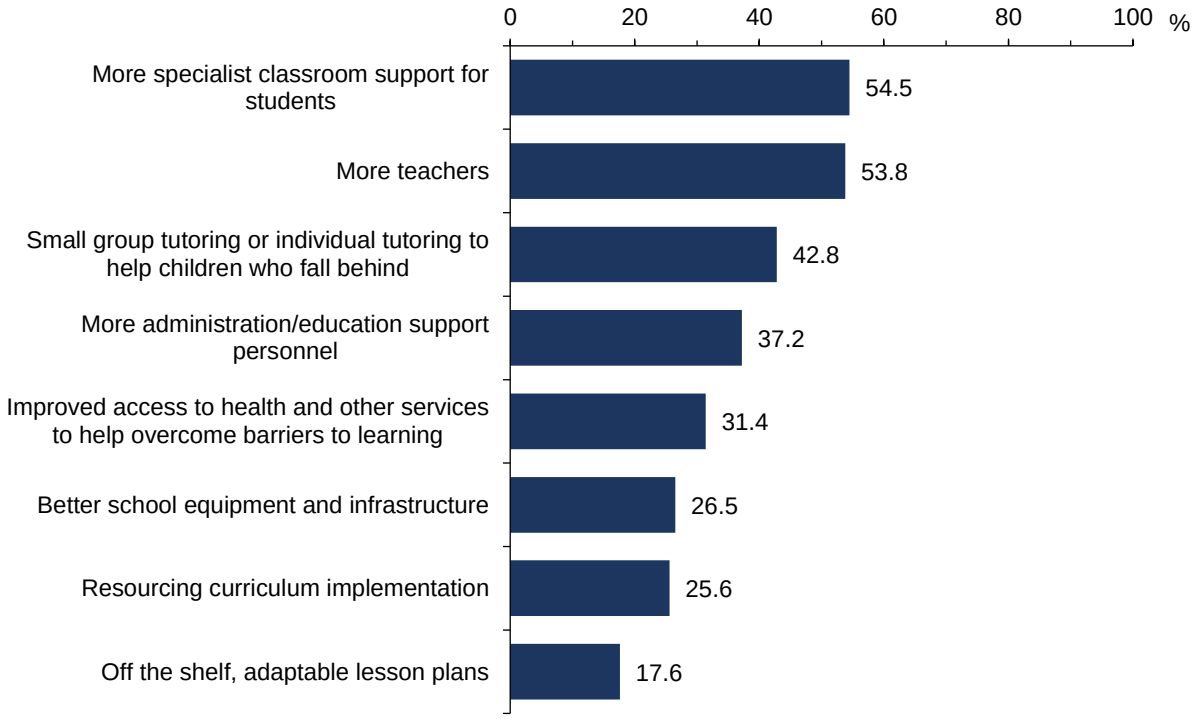
Educators were then presented with a short list of possible **areas for government investment**. They were asked to think about the school that they work at and their own experiences and select three areas in which the government should invest funding to improve student outcomes (Figure 4). The most frequently mentioned areas for government investment were:

- More specialist classroom support for students (54.5%).
    - Responsese were significantly greater for educators in primary schools (58.5%) than those in secondary schools (49.2%).

- More teachers (53.8%). Responses were significantly greater for educators in:
    - government (55.3%) and Catholic (51.2%) schools than those in independent schools (45.3%)
    - secondary schools (63.6%) than those in primary schools (46.0%).
- Small group tutoring or individual tutoring to help children who fall behind (42.8%). Responses were significantly greater for educators in:
    - primary schools (45.5%) than those in secondary schools (41.4%)
    - mainstream schools (43.5%) than those in special schools (31.7%).

Off the shelf, adaptable lesson plans were mentioned by 17.6% of respondents.

Figure 4 Areas for government investment to improve student outcomes



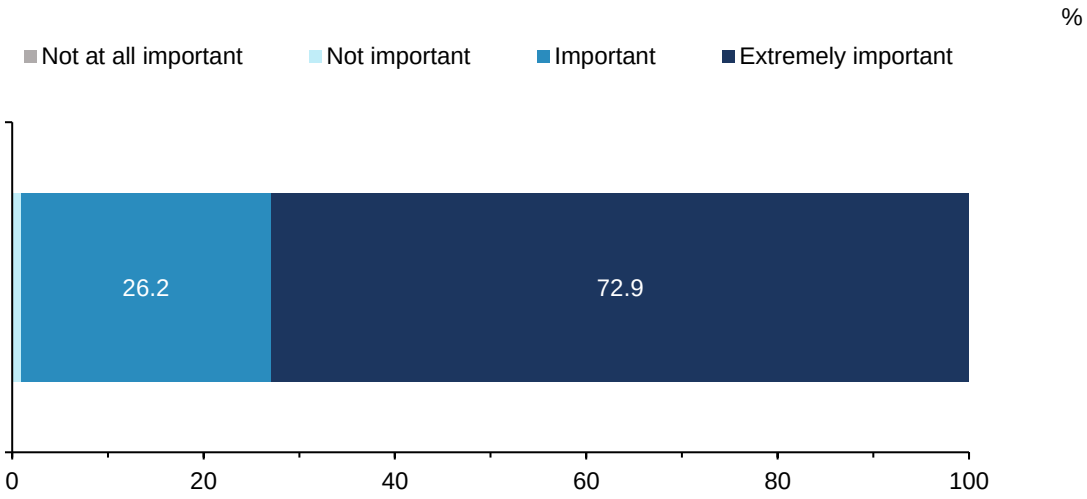
Base: All current, recent, and past educators (n=13,684).
Source: SMAR_T_4 Thinking about the school you work in and your own experience, where should the government invest funding to improve student outcomes in your school?
Note: Three most important factors nominated. Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

2.1.2. Student health and wellbeing

Perceptions of student health and wellbeing

Virtually all educators (99.1%) considered it important to some extent (extremely important or important) that they support student health and wellbeing as part of their role (refer Figure 5). Almost three quarters (72.9%) of educators rated it extremely important, including a significantly greater proportion of educators in primary schools (78.8% v 64.7% in secondary schools) and special schools (81.3% v 72.4% in mainstream schools).

Figure 5 **Extent to which supporting student health and wellbeing is important to role as an educator**



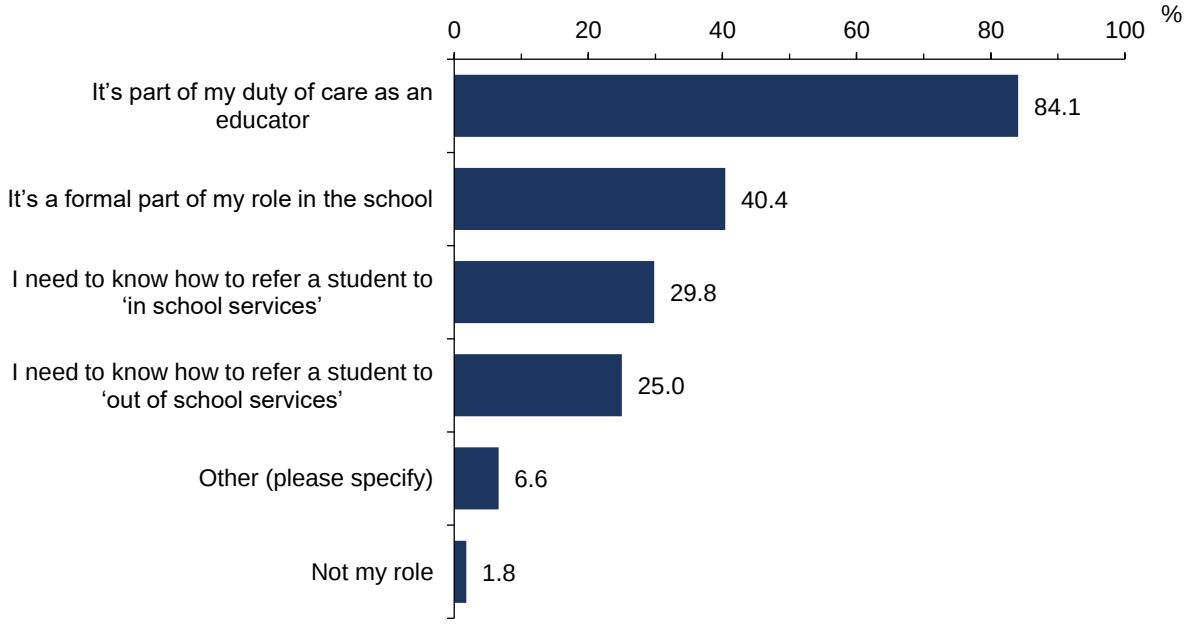
Base: All current, recent, and past educators who report they have a role in supporting students (n=13,399).
Source: SW_T_2 To what extent is it important or not important to your role as an educator to support student health and wellbeing?
Note: Don't know and Refused responses excluded from base (n=285)

When educators were asked how they view their role in supporting student health and wellbeing, 84.1% referred to it as part of their duty of care as an educator (refer Figure 6). An additional four in ten (40.4%) educators described it as a formal part of their role in the school.

In terms of key differences, a significantly greater proportion of educators from primary schools (85.3%) said it was their duty of care as an educator, than those in secondary schools (83.2%).

Only 1.8% of educators did not consider supporting student health and wellbeing as part of their role.

Figure 6 **Role in supporting student health and wellbeing**



Base: All current, recent, and past educators (n=13,684).
Source: SW_T_1 Which of the following describes how you view your role in supporting student health and wellbeing?
Note: Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

Resources to support student health and wellbeing

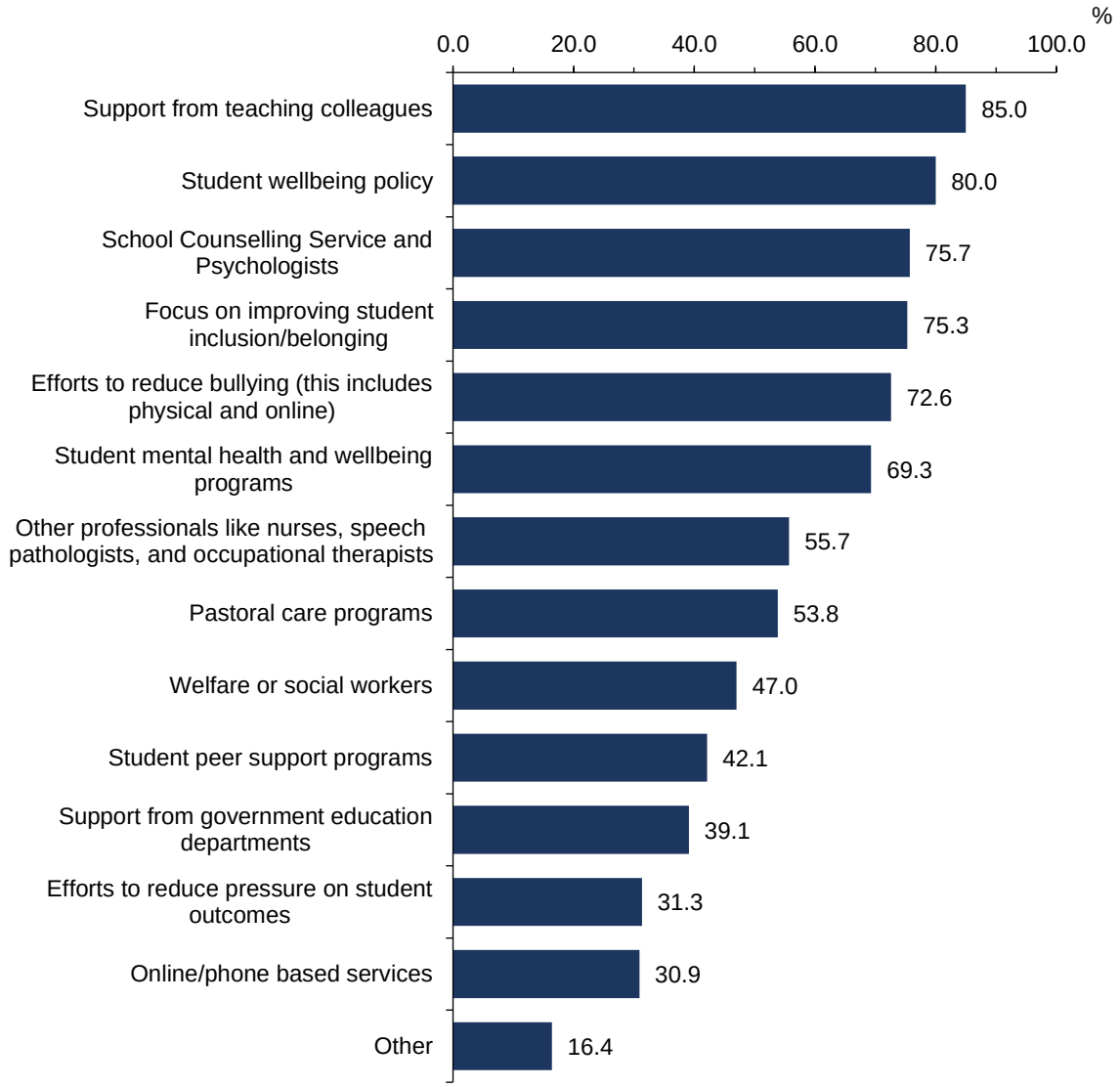
Educators were presented with a list of options to help support student health and wellbeing and asked to select those options available at their school (Figure 7). The most frequently reported support options included:

- support from teaching colleagues (85.0%)
- student wellbeing policy (80.0%)
- school counselling service and psychologists (75.7%)
- focus on improving student inclusion/belonging (75.3%)
- efforts to reduce bullying (this includes physical and online) (72.6%).

In terms of key differences, a significantly greater proportion of educators in Catholic schools nominated efforts to reduce bullying (79.2% v 71.2% in government schools) and a School Counselling Service and Psychologists (87.0% v 73.5% in government schools). Access to School Counselling Service and Psychologists was also significantly greater for educators in secondary schools (88.0% v 64.7% in primary schools), as was a student wellbeing policy (83.7% v 76.5% in primary schools).

Options such as online/phone-based services recorded the least support (30.9%). In addition,16.4% of participants nominated 'other', however, further elaboration in comments provided a variety of thematic areas with a relatively small number of mentions for each.

Figure 7 Resources available to support student health and wellbeing



Base: All current, recent, and past educators (n=13,684).
Source: SW_T_3a Thinking about the school you spent the most time working in over the last 12 months, which of the following supports are available to support student health and wellbeing?
Note: Chart displays proportions who said 'yes'. 'No', 'Don't know', and 'Refused' results not shown on chart.

Factors to support student health and wellbeing

When asked to consider a range of factors to support student health and wellbeing and select the three most effective, educators most frequently nominated the following (refer Figure 8):

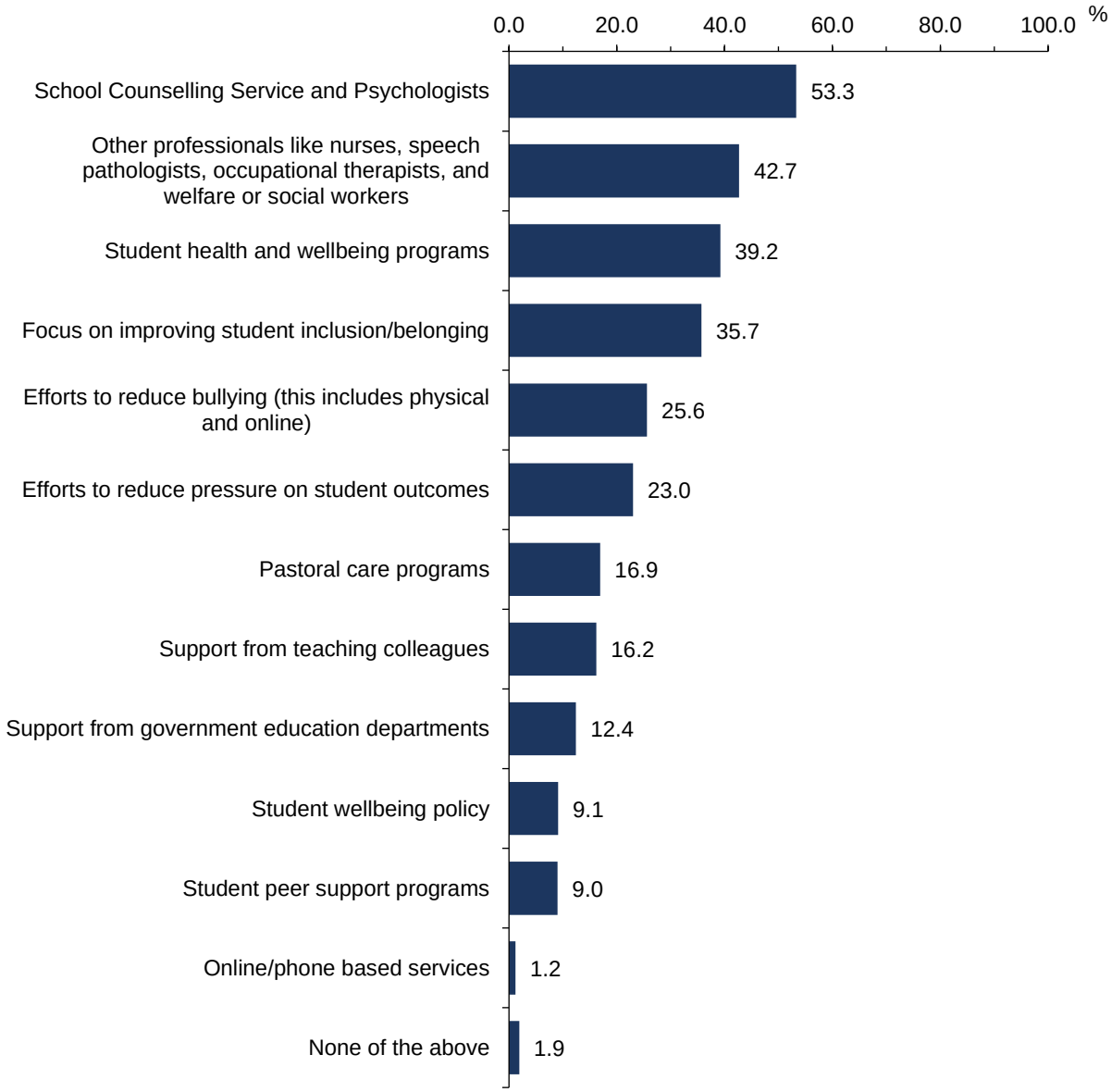
- School Counselling Service and Psychologists (53.3%). Responses were significantly greater for educators:
  - in Catholic schools (58.6%) than those in government (52.8%) and independent (52.3%) schools
  - in secondary schools (55.8%) than those in primary schools (52.0%)
  - who do not identify as Aboriginal and/or Torres Strait Islander (53.5%) than those who do (43.6%).
- Other professionals like nurses, speech pathologists, occupational therapists, and welfare or social workers (42.7%). Responses were significantly greater for educators in:

- government schools (45.2%) than those in Catholic (35.8%) and independent (31.2%) schools
- primary schools (50.1%) than those in secondary schools (35.3%)
- regional locations (44.5%) than those in capital cities (41.8%).

- Student health and wellbeing programs (39.2%). Responses were significantly greater for educators in:
  - primary schools (41.7%) than those in secondary schools (38.4%)
  - Catholic (40.5%) and government (39.7%) schools than those in independent schools (34.8%).

Online/phone-based services recorded the least support (1.2%).

Figure 8 Most important factors to support student health and wellbeing (top three)



Base: All current, recent, and past educators (n=13,684).

Source: SW_T_3b Thinking about the following factors, which three are most effective in supporting student health and wellbeing?

Note: Three most important factors nominated. Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

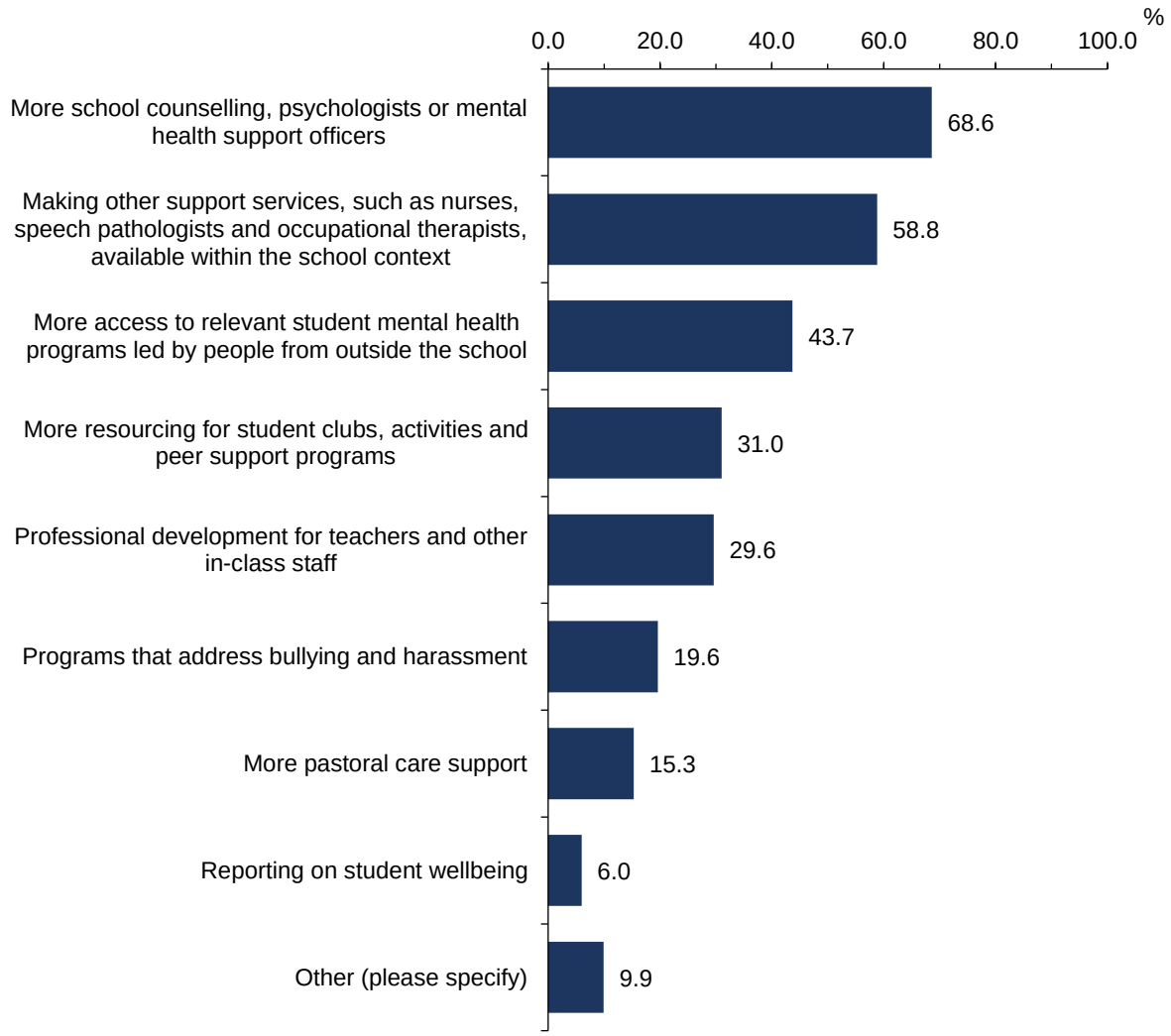
Investments to help learning, health and wellbeing

Educators were presented with a list of possible areas for investment to support student health and wellbeing and asked to select the three most effective investments that governments should prioritise (refer Figure 9). The top three areas identified are broadly consistent with the results for the previous question (refer Figure 8) but show some variation in terms of significance. Educators considered the three most effective investments as being:

- More School Counselling, Psychologists or Mental Health support officers (68.6%). Responses were significantly greater for educators:
    - in government schools (70.3%) than those in Catholic (64.9%) and independent (59.7%) schools
    - in primary schools (72.6%) than those in secondary schools (66.3%)
    - who do not identify as Aboriginal and/or Torres Strait Islander (68.8%) than those who do (59.2%).
- Making other support services (e.g., nurses, speech pathologists) available at school (58.8%). Responses were significantly greater for educators in:
    - government schools (60.4%) than those in Catholic (54.7%) and independent (50.7%) schools
    - primary schools (69.0%) than those in secondary schools (48.9%).
- More access to external mental health programs (43.7%). Responses were significantly greater for educators in:
    - government schools (45.3%) than those in Catholic (39.4%) and independent (36.6%) schools
    - secondary schools (47.6%) than those in primary schools (42.3%).

Though based on a very small sample size (31 mentions from 297 respondents) a significantly greater proportion of educators who identify as Aboriginal and/or Torres Strait Islander nominated ‘reporting on student wellbeing’ (10.0%) in comparison to those who do not (5.9%). The small sample means the findings should be treated with some caution.

Figure 9 **Areas for government investment to support student learning and wellbeing (top three)**



Base: All current, recent, and past educators (n=13,684).
Source: SW_T_5 What would be the three most effective investments that governments could make to support student learning and wellbeing?
Note: Three most important investments nominated. Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

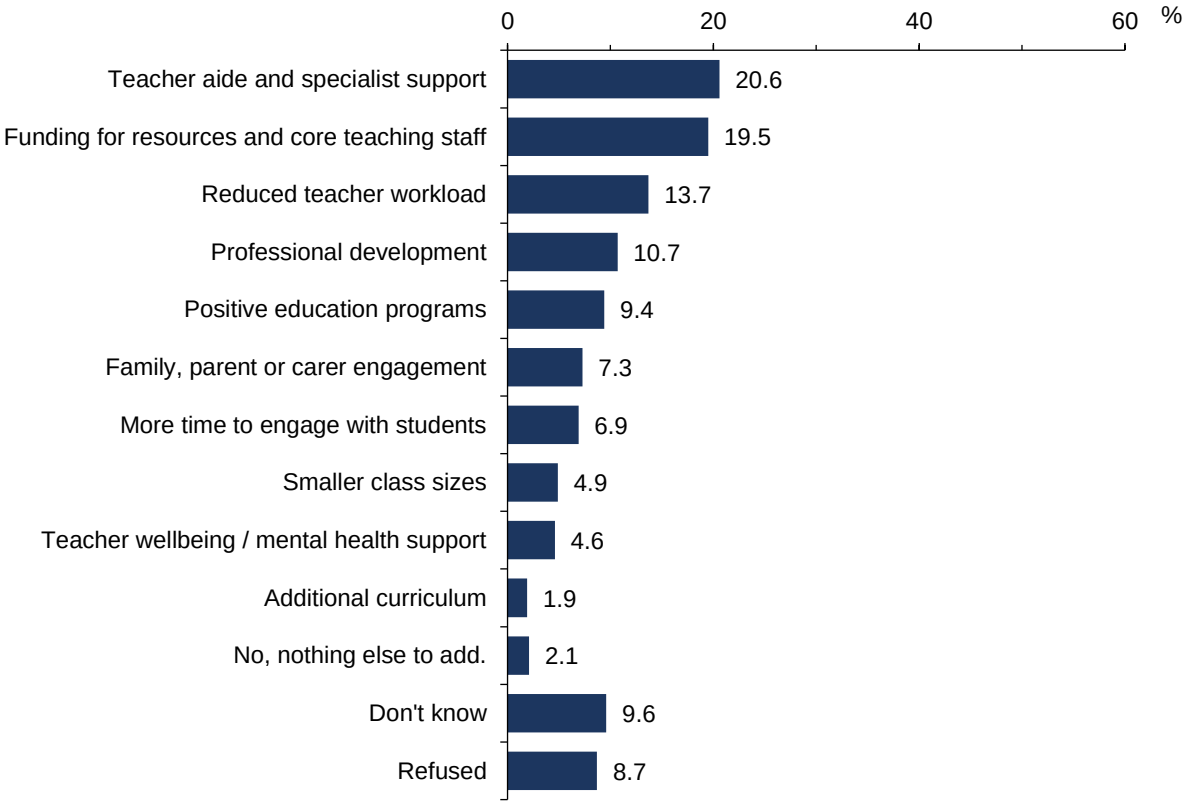
The next question was intended to build greater understanding of the three priority areas for government investment in learning and wellbeing. Educators were asked, via an open-ended question, to identify what else would help them to support student health and wellbeing. Responses were then coded into themes and are presented below (refer Figure 10).

Educators most frequently suggested the following areas for support:

- Teacher aide and specialist support (20.6%):
  - *"Knowing that there is a person significantly more qualified than myself to help those students who really need it"*
  - *"To allow teachers to have better control of their classroom via support staff in every lesson."*

- Funding for resources and core teaching staff (19.5%):
  - *"Prevent burn out of teachers, so they have the time and strength to help support student health and wellbeing. Stop putting children with complex needs into mainstream schools and expecting teachers to deal with highly stressful situations, while trying to teach 37 other children. Fund schools with programs and qualified health professionals who are equipped to deal with trauma and psychological behaviour which is beyond the expertise of normal teachers. Students needs could be met at these schools and other children will be free to learn away from the disruption of teachers spending the whole lesson trying to control behaviour which is extreme."*
- Reduced teacher workload (13.7%):
  - *"More staff and less workload to focus on wellbeing of students"*
  - *"Less curriculum load so that we have time to teach the child as a whole rather than just academics."*
- Professional development (10.7%):
  - *"More access to education/training in how to support student health and well-being"*
  - *"Significant Specialised training, that is, not an hour here or there or a segment of a staff meeting. Needs to be a fully-fledged accredited program with day release from school to complete."*

Figure 10 Other ideas to help educators to support student health and wellbeing



Base: All current, recent, and past educators who report they have a role in supporting students (n=1,364)
Source: SW_T_4. What else would help you as an educator to support student health and wellbeing?
Note: Coded verbatim response therefore percentages may not sum to 100%. Results shown are for all educators who completed the survey via i-link non-probability panel, and a selection of educators who completed the survey via the open link.

2.1.3. Attracting and retaining teachers

Perceptions of attracting and retaining teachers

There were modest levels of agreement (strongly agree and agree) to the following statements regarding attracting and retaining staff (refer Figure 11):

- my school is easily able to **retain** teaching staff (50.5%)
- my school is easily able to **attract** new teaching staff (43.9%).

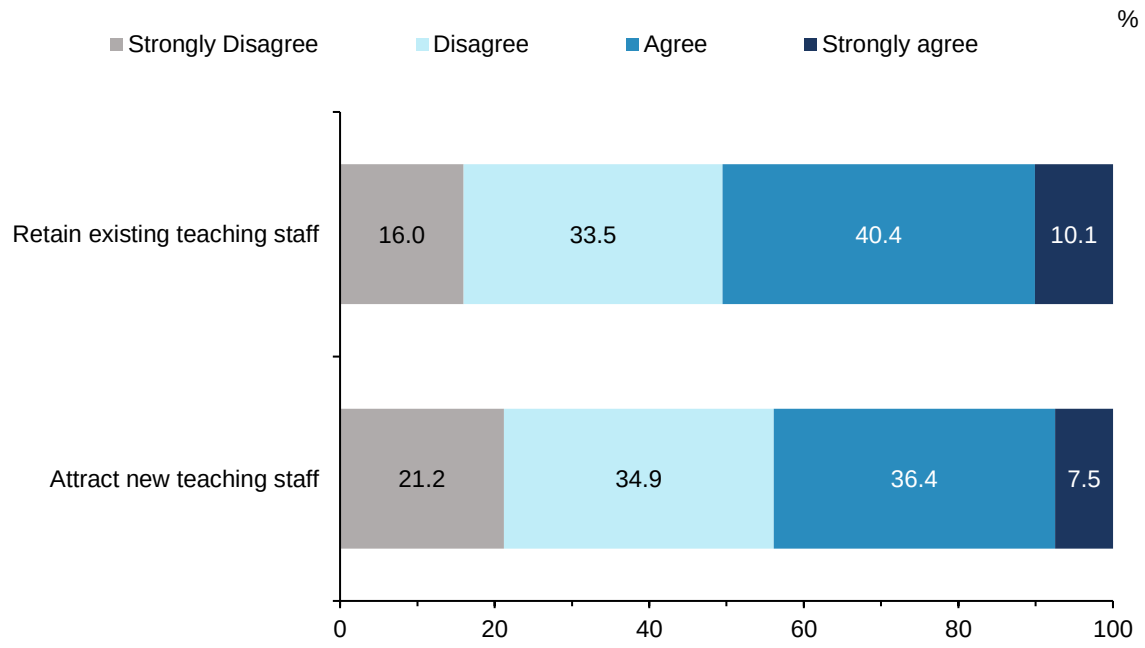
In terms of ease of **retaining** teaching staff, agreement was significantly greater for educators in:

- independent (59.5%) or Catholic (56.9%) schools than those in government schools (48.5%)
- primary schools (56.5%) than those in secondary schools (43.4%)
- capital cities (51.4%) than those in regional locations (48.8%).

In terms of ease of **attracting** new staff, agreement was significantly greater for educators:

- in independent schools (58.2%) than those in Catholic (49.0%) and government (41.3%) schools
- in primary schools (48.4%) than those in secondary schools (38.6%)
- with five years or less experience (49.7%) than those with 6-10 years (44.1%), 11-15 years (40.9%), 16-20 years (41.9%), and 21 years + experience (42.7%)
- in capital cities (47.1%) than those in regional locations (38.2%).

Figure 11 Ease of attracting and retaining teachers



Base: All current, recent, and past educators (n= from 13,651 to 13,652).
Source: ART_T_2a To what extent do you agree or disagree that your school is able to easily…?
Note: Don't know and Refused responses excluded from base (n varies per statement).

Government investments to support and retain teachers

Educators were presented with a list of possible investments to support and retain teachers and asked to select the three most effective investments that governments could make (refer Figure 12). The three most effective investments identified by educators were:

- Reduction in teacher workload, including administration support and education support personnel (80.0%).
- Greater support to address classroom disruption (38.2%).
- Greater recognition and respect (34.2%).

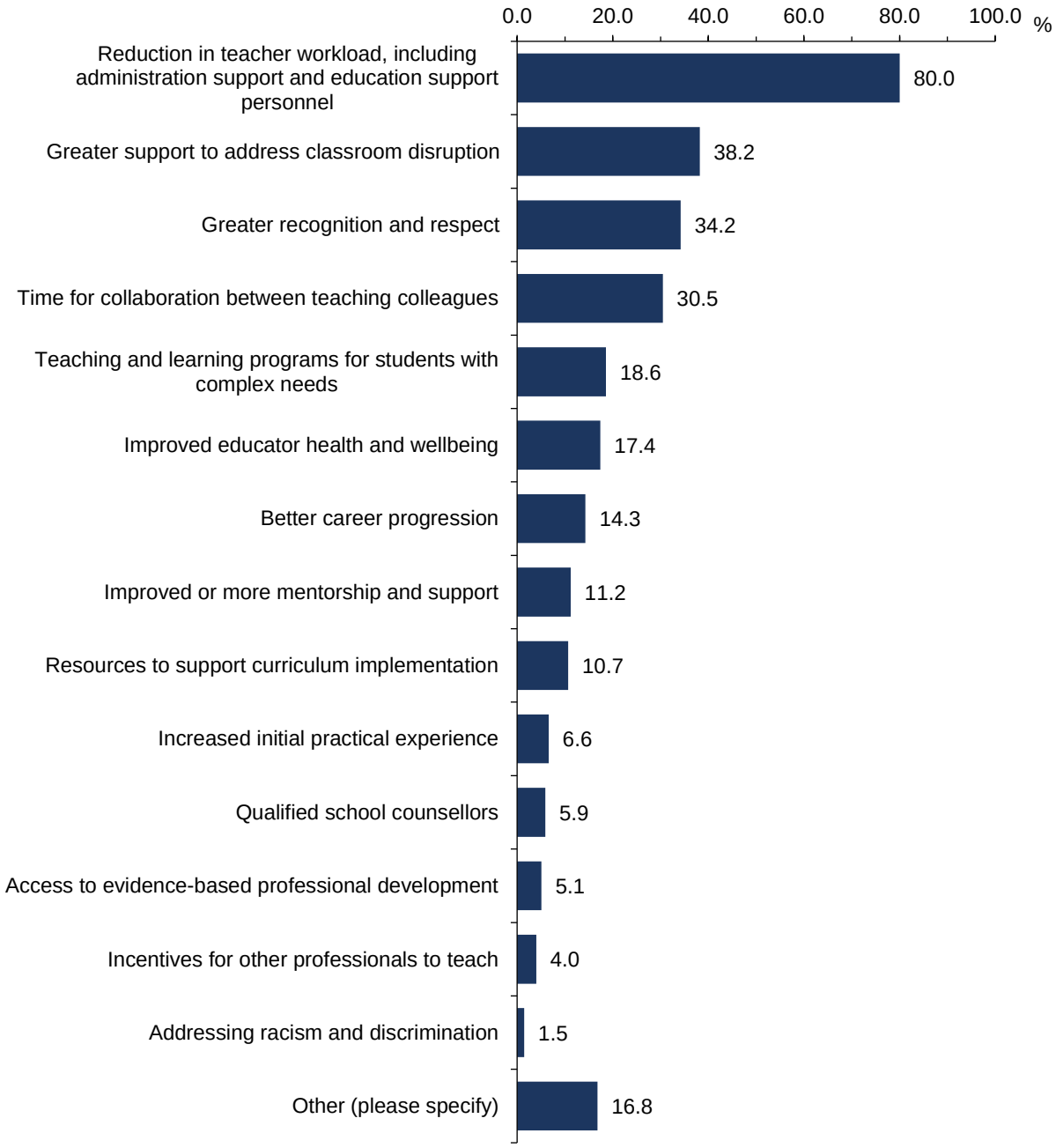
While only 38.2% of respondents overall mentioned greater support to address classroom disruption was required, a significantly greater proportion of educators in government schools (40.0%) nominated this in comparison to those in Catholic (35.5%) and independent (27.5%) schools.

The following areas of investment were least frequently mentioned:

- Access to evidence-based professional development (5.1%).
- Incentives for other professionals to teach (4.0%).
- Addressing racism and discrimination (1.5%).

Though based on a very small sample size (22 mentions from 297 respondents) a significantly greater proportion of educators who identify as Aboriginal and/or Torres Strait Islander nominated ‘addressing racism and discrimination’ (6.9%) in comparison to those who do not (1.4%). The small sample means the findings should be treated with some caution.

Figure 12 Most effective investments that governments could make to support and retain teachers (top three)



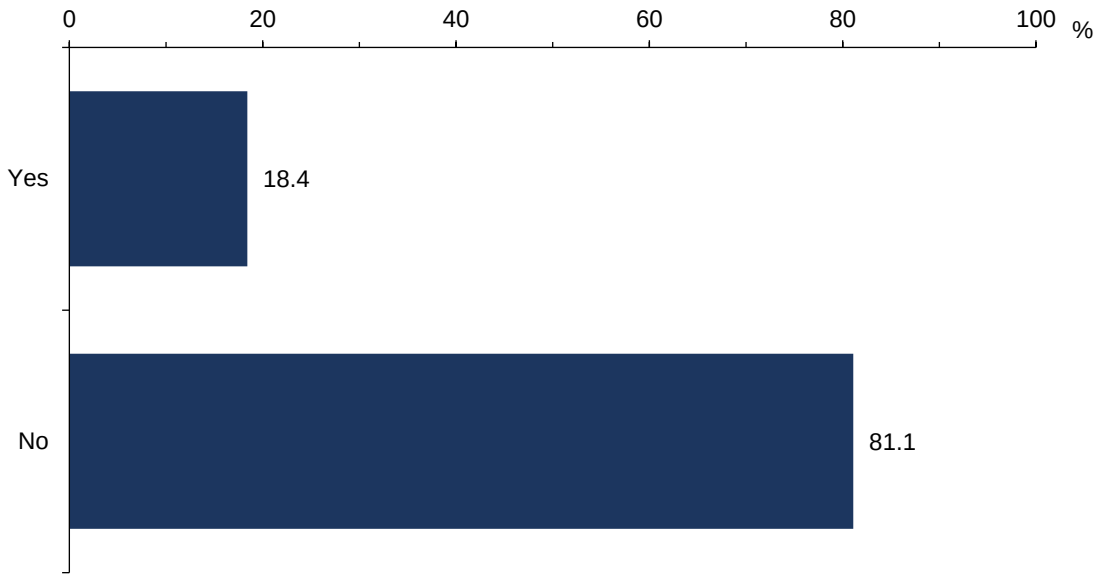
Base: All current, recent, and past educators (n=13,684).
Source: ART_T_1 What would be the three most effective investments that governments could make to support and retain teachers?
Note: Three most important investments nominated. Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

Expectations of re-entering the education industry

At the conclusion of the survey, past educators (that is, those who were employed in the education industry longer than one year ago) were asked if they were considering re-entering the industry. Less than one fifth (18.4%) of past educators indicated that they were considering re-entering the teaching workforce in some capacity.

A significantly greater proportion of past educators from special schools (26.6%) reported that they were considering re-entering the industry, in comparison to those who were employed in mainstream schools (17.8%).

Figure 13 Professionals re-entering education industry



Base: Past educators (n=2,234)
Source: TEACHER_RE Are you considering re-entering the industry as a teacher, principal, or Aboriginal Education Officer?
Note: Don't know and Refused responses included in base. Don’t know and Refused responses not shown on chart

2.2. Parents/guardians

A total of 8,494 parents/guardians participated in the survey through Life in Australia™, the non-probability (i-Link) panel, or the publicly available open survey link (refer Table 2). For the purposes of completing the survey, 'parents/guardians' were defined as a parent, step-parent or guardian of any children aged 5-17 currently living in their household (at least 50% of the time). Demographic characteristics for parents/guardians by survey completion source are shown below.

Table 2 Parent/guardian demographic characteristics by survey completion source (unweighted)

Characteristic	Life in Australia™ (n)	Non-probability (i-Link) panel (n)	Publicly available open survey link (n)	Total (n)	Total (%)
Total	**1,117**	**501**	**6,876**	**8,494**	**100.0**
State/territory					
NSW	322	171	1,814	2,307	27.2
VIC	297	124	1,253	1,674	19.7
QLD	216	101	1,870	2,187	25.7
SA	85	42	584	711	8.4
WA	123	39	911	1,073	12.6
TAS	36	11	130	177	2.1
NT	12	4	82	98	1.2
ACT	26	9	229	264	3.1
Region					
Capital city	768	387	4,481	5,636	66.6
Rest of state	349	108	2,364	2,821	33.4
Age					
18-24	1	15	8	24	0.3
25-34	86	78	464	628	7.4
35-44	475	170	3,207	3,852	45.3
45-54	447	178	2,745	3,370	39.7
55-64	97	40	392	529	6.2
65-74	7	18	47	72	0.8
75 or more years	3	2	4	9	0.1
Speak a language other than English at home					
Yes	248	116	1,070	1,434	16.9
No	869	385	5,800	7,054	83.0
Aboriginal and/or Torres Strait Islander					
Yes	30	82	196	308	3.6
No	1,086	419	6,665	8,170	96.2
Household structure					
Person living alone	-	14	19	33	0.4
Couple living alone	-	2	11	13	0.2

Characteristic	Life in Australia™ (n)	Non-probability (i-Link) panel (n)	Publicly available open survey link (n)	Total (n)	Total (%)
Total	**1,117**	**501**	**6,876**	**8,494**	**100.0**
Couple with non-dependent child or children	19	21	55	95	1.1
Couple with dependent child or children	815	347	5,347	6,509	76.6
Couple with dependent and non-dependent child or children	82	31	390	503	5.9
Single parent with non-dependent child or children	1	2	12	15	0.2
Single parent with dependent child of children	156	69	861	1,086	12.8
Single parent with dependent and non-dependent child or children	25	8	97	130	1.5
Non-related adults sharing house / apartment / flat	-	3	3	6	0.1
Other	18	3	71	92	1.1
Highest level of schooling					
Did not go to school	4	-	14	18	0.2
Year 8 or below	6	3	30	39	0.5
Year 9 or equivalent	14	9	48	71	0.8
Year 10 or equivalent	74	47	370	491	5.8
Year 11 or equivalent	69	29	257	355	4.2
Year 12 or equivalent	949	413	6,142	7,504	88.3
Highest educational qualification					
Have not completed a qualification	87	54	359	500	5.9
Certificate I and/or II level	13	15	91	119	1.4
Certificate III and/or IV level	212	61	855	1,128	13.3
Advanced Diploma and/or Diploma level	113	57	691	861	10.1
Bachelor's Degree level	333	150	2,184	2,667	31.4
Graduate Diploma and/or Graduate Certificate level	112	40	804	956	11.3
Postgraduate Degree level	242	122	1,838	2,202	25.9
Other	1	1	37	39	0.5
Employment status					
Do not have a paid job	173	68	834	1,075	12.7
Have a job, but not currently working any paid hours	38	11	268	317	3.7
Have a job, currently working paid hours	905	422	5,764	7,091	83.5
Benefits received					
Age pension	5	52	45	102	1.2
Newstart Allowance / Jobseeker Payment	35	70	144	249	2.9

Characteristic	Life in Australia™ (n)	Non-probability (i-Link) panel (n)	Publicly available open survey link (n)	Total (n)	Total (%)
Total	**1,117**	**501**	**6,876**	**8,494**	**100.0**
Disability Support Pension	24	32	116	172	2.0
Carer Allowance/Carer Payment	93	86	869	1,048	12.3
Parenting Payment	150	119	633	902	10.6

Base: All parents/guardians (n=6,863).
Source:
P_STATE Which state or territory do you currently live in?
P_AGE_GROUP Which age group would you fall into?
P_LOTE Do you use a language other than English at home?
P_ATSI Are you of Aboriginal and/or Torres Strait Islander origin?
P_HOUSEHOLD_STR Which of the following best describes your household?
P_HIGHEST_SCHOOLING What is the highest year of primary or secondary school you have completed?
P_HIGHEST_QUALIFICATION What is the level of the highest educational qualification you have completed, if any?
P_EMP1 Of the following categories, which best describes your current job situation?
P_BENTYPE Do you currently receive any of the following government pensions, benefits or allowances?

2.2.1. Lifting student outcomes

Most important learning areas

The questionnaire began by asking parents/guardians to identify the three most important learning areas for their child at school, selecting from a multiple response list of options (refer Figure 14). The following three learning areas were identified as the most important:

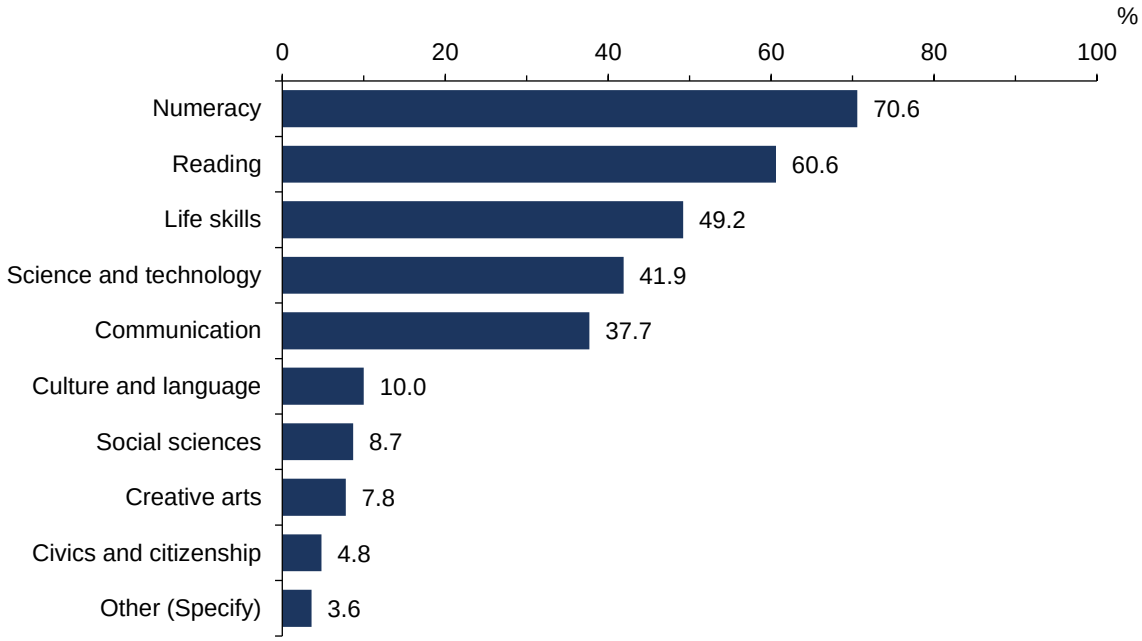
- numeracy (70.6%)
- reading (60.6%)
- life skills (49.2%).

Responses were significantly greater for parents/guardians:

- with children in a Catholic school (77.1%) in terms of **numeracy** than those in independent (70.4%) or government (68.8%) schools
- who have a job and working paid hours (71.9%) in terms of **numeracy** than those who do not have a paid job (63.8%)
- with children in a government (62.0%) school in terms of **reading** than those in independent (54.3%) schools.

Responses for parents/guardians identifying as Aboriginal and/or Torres Strait Islander were not significantly greater for any learning area, than those who do not identify as Aboriginal and/or Torres Strait Islander.

Figure 14 Most important areas for child to learn at school (top three)



Base: All parents/guardians (n=8,494).
Source: SMAR_P_0 What are the three most important areas for your child to learn at school?
Note: Three most important areas nominated. Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

Options available to help learning

The next question listed a range of options to support student learning and asked parents/guardians to confirm whether their school provided these options (Figure 15). Parents/guardians most frequently mentioned the following as being available in their school:

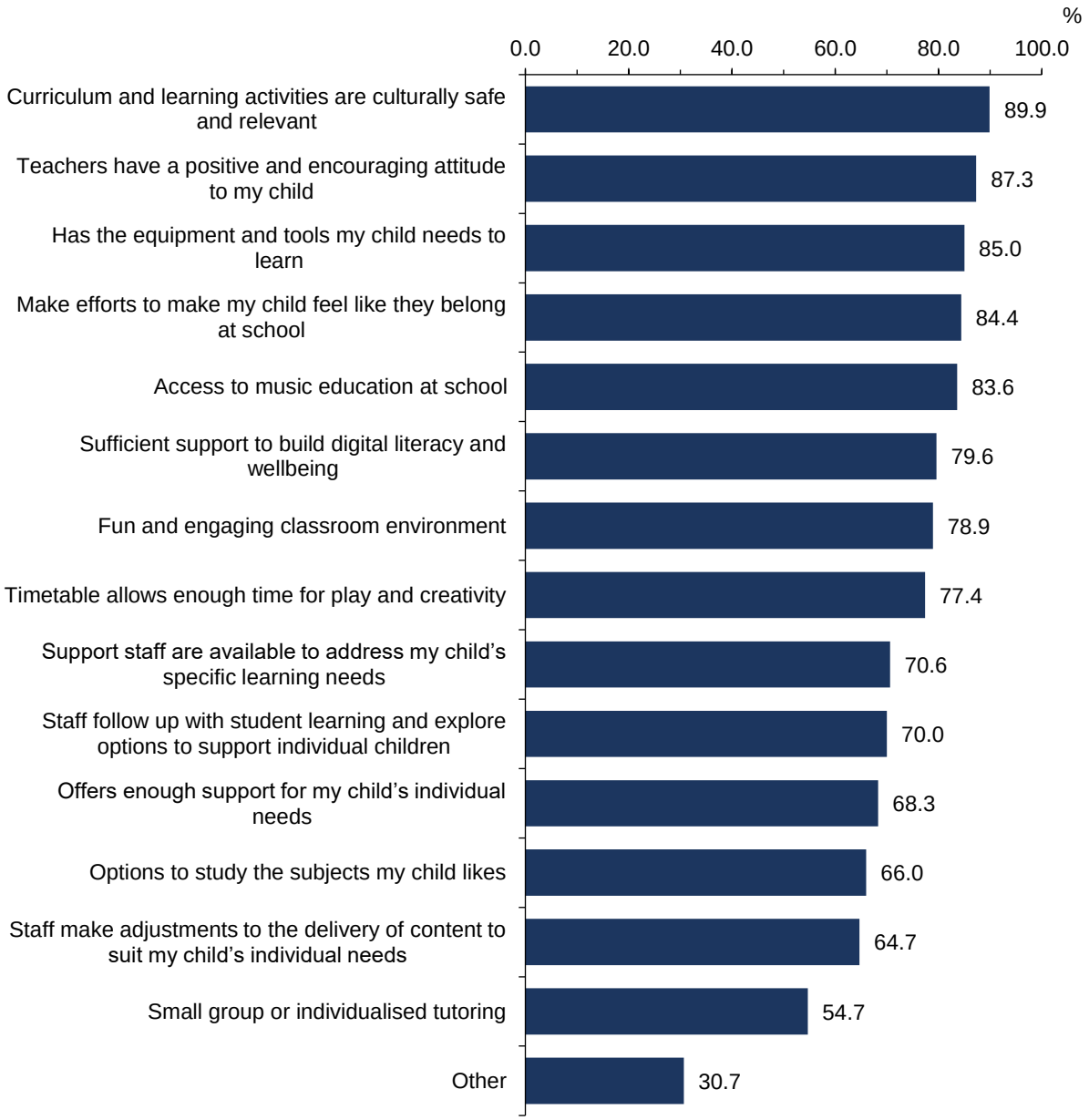
- Curriculum and learning activities that are culturally safe and relevant (89.9%).
- Teachers have a positive and encouraging attitude to my child (87.3%).
- Has the equipment and tools my child needs to learn (85.0%).
- Make efforts to make my child feel like they belong at school (84.4%).

Although these options were most frequently mentioned by parents/guardians overall, the results were significantly smaller (up to 20 percentage points) for parents/guardians of children in government schools compared to those in Catholic or independent schools. There were no significant differences for regionality.

Small group or individualised tutoring was the least frequently mentioned option (54.7%) by parents/guardians as being available at their school. There was also variation in this result, with a significantly greater proportion of parents/guardians:

- with children in independent (69.2%) and Catholic (68.7%) schools confirming the availability of this option than those in government schools (47.4%).

Figure 15 Options available at child's school to help students learn



Base: All parents/guardians (n=8,494).
Source: SMAR_P_1 Which of the following does your child's school currently provide or do to help students learn?
Note: Chart displays proportions who said 'yes'. 'No', 'Don't know', and 'Refused' results are not shown on chart.

Almost one-third (30.7%) of responses to this question were for the option of 'other'. Further elaboration on this in comments provided a variety of thematic areas with a relatively small number of mentions for each.

In terms of resources used over the last 12 months to support their child's wellbeing and development, 67.5% of parents/guardians confirmed that their child had used support from teachers, while just over half (51.3%) nominated student clubs, activities and other programs (refer Figure 16). Reported use of all other resources was comparatively infrequent with each recording fewer than 30% of responses.

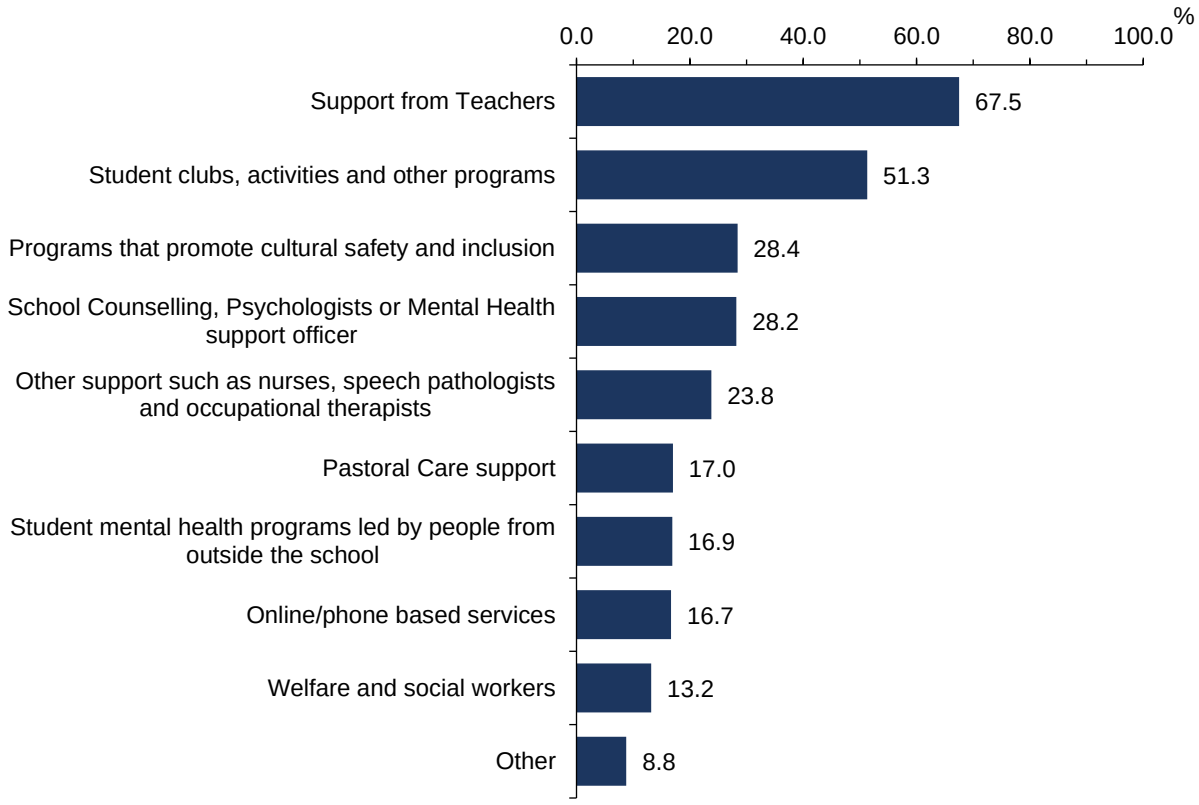
In terms of using support from teachers, use was significantly lower for parents/guardians:

- with children in government schools (63.6%) than those in Catholic (75.9%) and independent (74.5%) schools
- who speak a language other than English at home (61.9%) than those who do not (69.8%).

In terms of using support from student clubs, activities and other programs, use was significantly lower for parents/guardians:

- with children in independent schools (60.4%) in comparison to those in Catholic (50.3%) and government (49.6%) schools
- who speak a language other than English at home (55.8%) than those who do not (49.4%).

Figure 16 Resources used in last 12 months to support wellbeing and development



Base: All parents/guardians (n=8,494).
Source: SW_P_3 Which of the following resources has your child used in the last 12 months to support their wellbeing and development?
Note: Chart displays proportions who said 'yes'. 'No', 'Don't know', and 'Refused' results are not shown on chart.

Use of the following resources was significantly greater among parents/guardians who identify as Aboriginal and/or Torres Strait Islander than those who do not:

- student mental health programs led by people from outside the school (31.0% v 16.4%)
- school counselling, psychologists or mental health support officer (40.1% v 27.8%)
- programs that promote cultural safety and inclusion (54.5% v 27.3%)
- other support such as nurses, speech pathologists and occupational therapists (38.3% v 23.3%)
- online/phone based services (29.3% v 16.3%)
- welfare and social workers (25.5% v 12.8%).

Barriers to learning

Parent/guardian responses identified a number of significant barriers to learning [for their child], including classroom disruptions, the availability of teachers, and lack of communication with the school about their child's progress and wellbeing (Figure 17). Results indicate that these barriers were more pronounced for parents/guardians of children in government schools, in regional locations, who speak a language other than English at home or identify as Aboriginal and/or Torres Strait Islander. The most frequently mentioned barriers were:

- Classroom disruptions (34.9%). Responses were significantly greater for parents/guardians:
    - of children in government schools (39.8%) than those in Catholic (26.0%) and independent (24.9%) schools
    - living in regional locations (40.7%) than those in capital cities (32.3%).
- Availability of teachers (33.7%).
    - Significantly greater for parents/guardians of children in government schools (39.1%) than those in Catholic (26.2%) and independent (20.5%) schools.
- Communication about how their child is going and options to help them improve (30.4%). Responses were significantly greater for parents/guardians:
    - of children in government schools (33.7%) than those in Catholic (25.7%) and independent (23.0%) schools
    - who speak a language other than English at home (34.0%) in comparison to those who do not (28.9%).
- Child's mental health and wellbeing (29.1%).
    - Responses were significantly lower for parents/guardians in paid work (27.7%) than for those not currently working paid hours but have a job (40.6%) and those who do not have a paid job at all (33.7%).
- Too few opportunities to extend my child's learning through more academically rigorous teaching (27.7%). Responses were significantly greater for parents/guardians:
    - of children in government schools (32.1%) than those in independent (20.3%) and Catholic (18.9%) schools
    - who identify as Aboriginal and/or Torres Strait Islander (38.0%) in comparison to those who do not (27.3%).

Racism and discrimination (11.6%) and inadequate nutrition (14.2%) were least frequently mentioned by respondents overall as barriers at school for learning. However, racism and discrimination were mentioned by a significantly greater proportion of parents/guardians:

- who speak a language other than English at home (15.5%) than those who do (10.1%)
- whose child speaks a language other than English at home (20.8%) than those who do not (13.5%)
- who identify as Aboriginal and/or Torres Strait Islander (23.7%) than those who do not (11.2%)
- whose child identifies as Aboriginal and/or Torres Strait Islander (19.9%) than those who do not (11.2%).

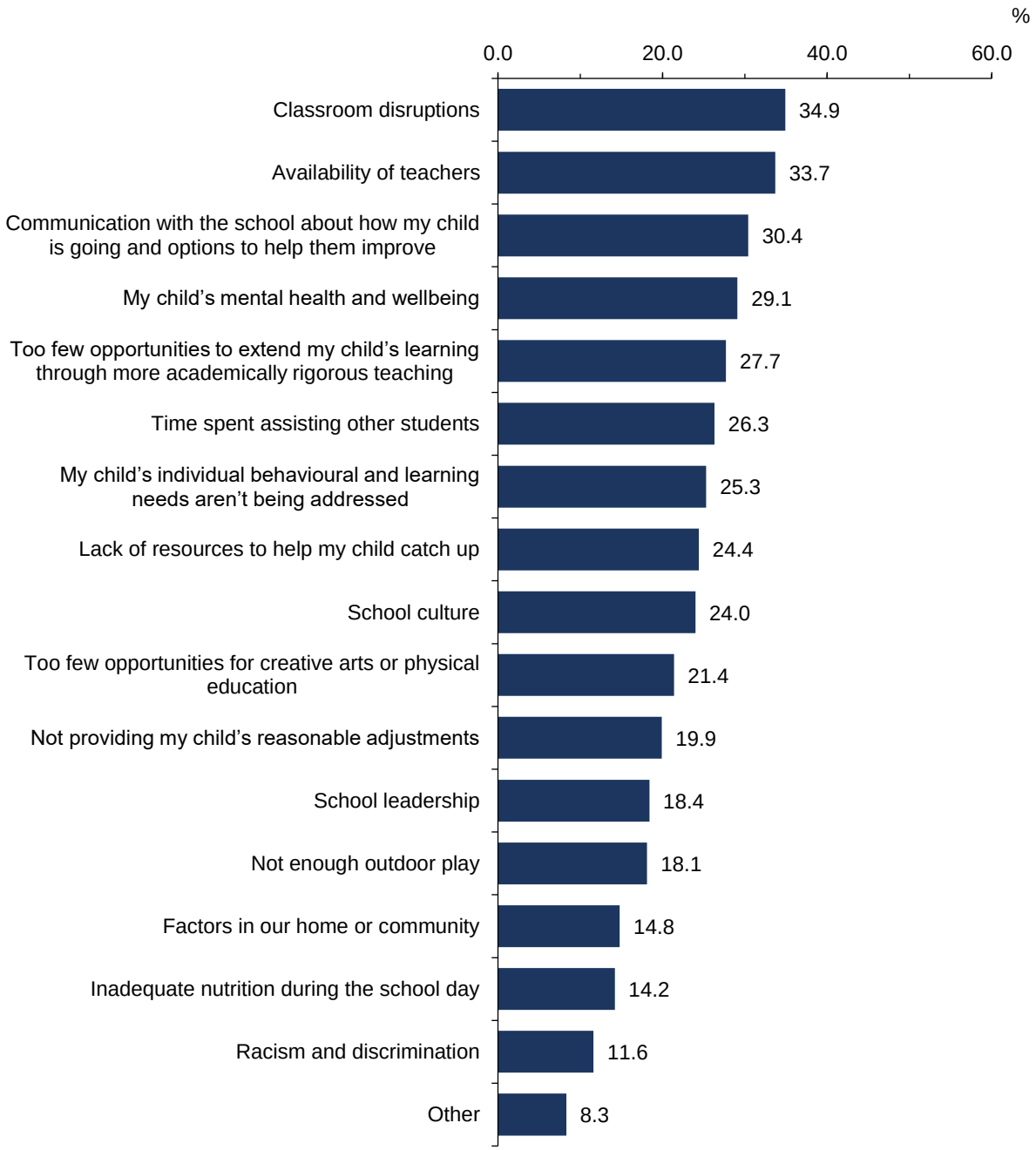
Inadequate nutrition was mentioned by a significantly greater proportion of parents/guardians:

- who speak a language other than English at home (19.2%) than those who do (12.1%)
- whose child speaks a language other than English at home (20.2%) than those who do not (15.6%)
- who identify as Aboriginal and/or Torres Strait Islander (24.8%) than those who do not (13.8%)

- whose child identifies as Aboriginal and/or Torres Strait Islander (23.2%) than those who do not (13.7%)
- who have a job but not currently working paid hours (23.0%) or without paid work (19.1%) than those working paid hours (12.8%).

Less than one-tenth (8.3%) of responses were for 'other'.

Figure 17 Barriers to children's learning



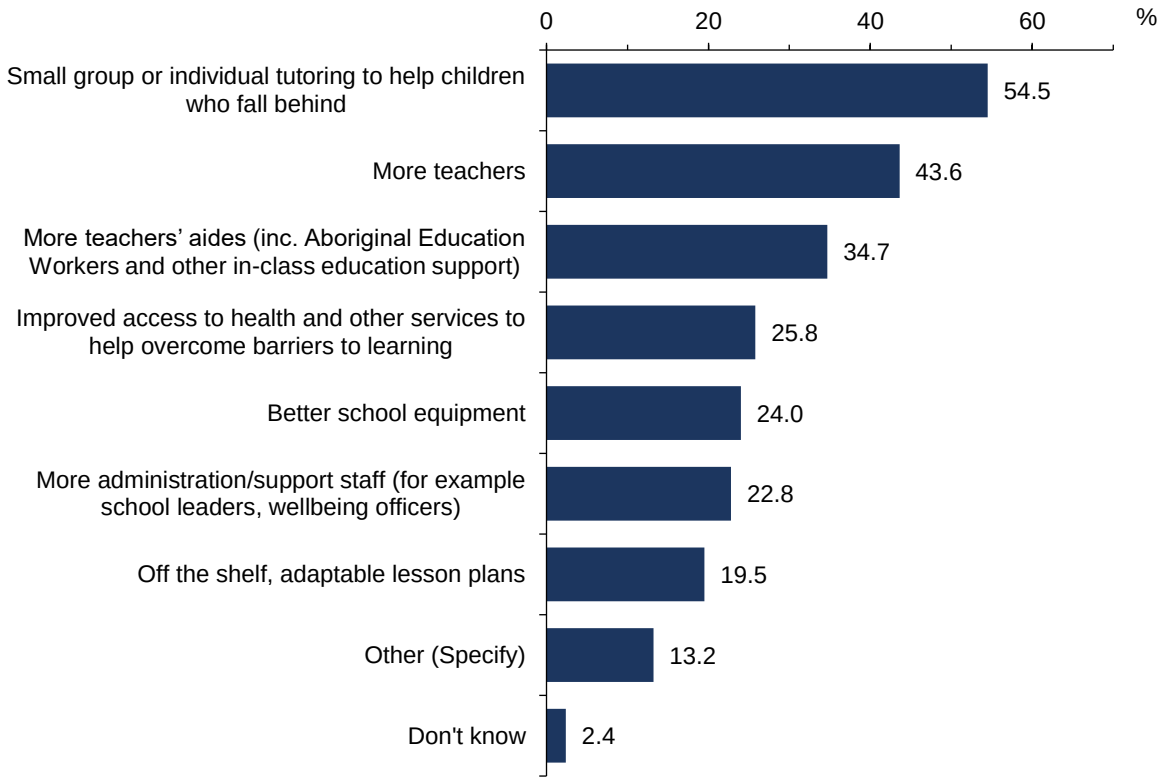
Base: All parents/guardians (n=8,494).
Source: SMAR_P_2 Are any of the following factors currently significant barriers to your child's learning?
Note: Chart displays proportions who said 'yes'. 'No', 'Don't know', and 'Refused' results are not shown on chart.

Investments to help learning

The survey also asked parents/guardians about their views of priority areas for investment in their child's school (refer Figure 18). The most frequently mentioned area for investment was in small group or individual tutoring to help those who fall behind (54.5%).

The second most frequently mentioned investment was for more teachers (43.6%), nominated by a significantly greater propotion of parents/guardians with children in government schools (47.9%) than in Catholic (40.3%) and independent schools (31.2%).

Figure 18 Investments that would help children learn and reach their potential



Base: All parents/guardians (n=8,494).
Source: *SMAR_P_6* What sort of investments in your child's school would help them learn and reach their potential?
Note: Three most important areas nominated. Multiple responses allowed therefore percentages may not sum to 100%. Refused responses not shown on chart.

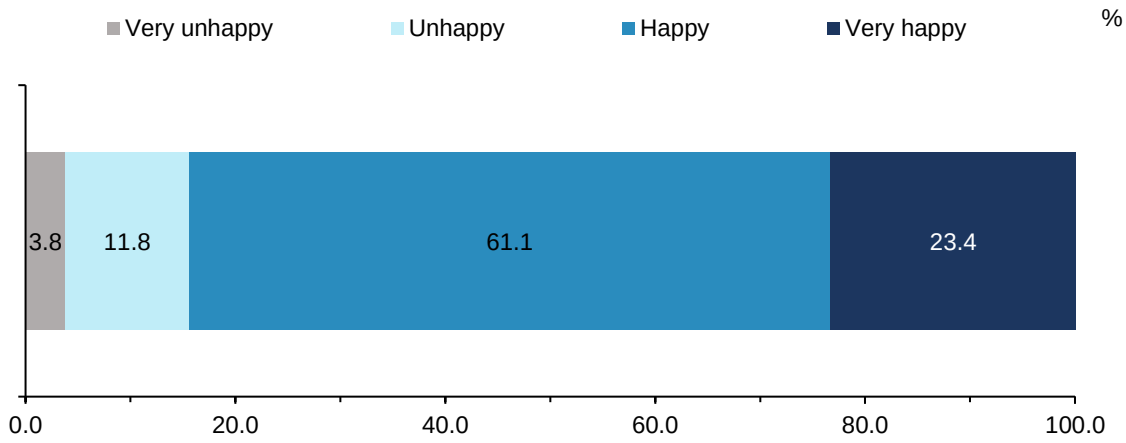
2.2.2. Student health and wellbeing

Perceptions of happiness

Most parents/guardians (84.5%) considered that their child is happy (61.1%) or very happy (23.4%) overall (Figure 19). That said, perception of their child's happiness (very happy and happy) was significantly greater for parents/guardians who:

- were a couple with a dependent and/or non-dependent child or children (88.5%) than single parents/guardians with dependent and/or non-dependent child or children (81.1%)
- had a paid job (85.4%) than those not currently working paid hours, but have a job (77.2%).

Figure 19 Extent to which child is happy or unhappy overall



Base: All parents/guardians (n=8,468).
Source: SW_S_1 To what extent do you feel that your child is happy or unhappy overall?
Note: Don't know and refused responses excluded from base (n=26).

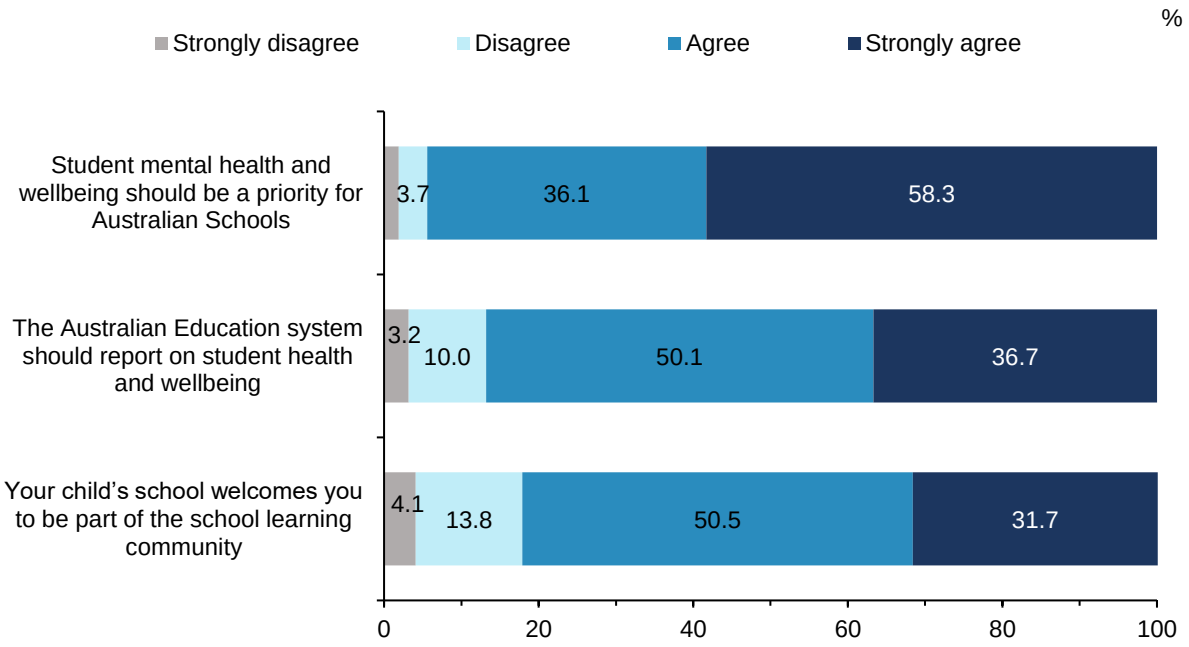
Perceptions of health and wellbeing

Parents/guardians recorded high levels of agreement (strongly agree and agree) to the following statements regarding their child's health and wellbeing and their education (Figure 20):

- Student mental health and wellbeing should be a priority for Australian schools (94.4%).
- The Australian Education system should report on student health and wellbeing (86.8%). Responses were significantly greater for parents/guardians:
  - of children in government (88.1%) and Catholic (87.9%) schools than those in independent schools (80.0%)
  - who speak a language other than English at home (90.4%) than those who do not (85.3%)
  - aged 18-34 years (93.1%) than those aged 35-54 (86.2%) and 55+ (83.1%).
- Your child's school welcomes you to be part of the school learning community (82.1%[3]). Responses were significantly greater for parents/guardians:
  - of children in Catholic (86.1%) and independent (85.6%) schools than those in government schools (80.1%)
  - in a capital city (83.5%) than those in regional locations (79.1%)
  - There were no significant differences for parents/guardians who speak a language other than English at home (or not) or identify as Aboriginal and/or Torres Strait Islander (or not).

[3] Note 50.5% 'agree' and 31.7% 'strongly agree' round to 82.1% in total as written in text though elements appear to sum to 82.2%

Figure 20 Agreement to aspects of children's health and wellbeing



Base: All parents/guardians (n=from 8,464 to 8,483).
Source: SW_P_4 To what extent do you agree or disagree with the following statements…?
Note: Don't know and refused responses excluded from base (n varies per statement).

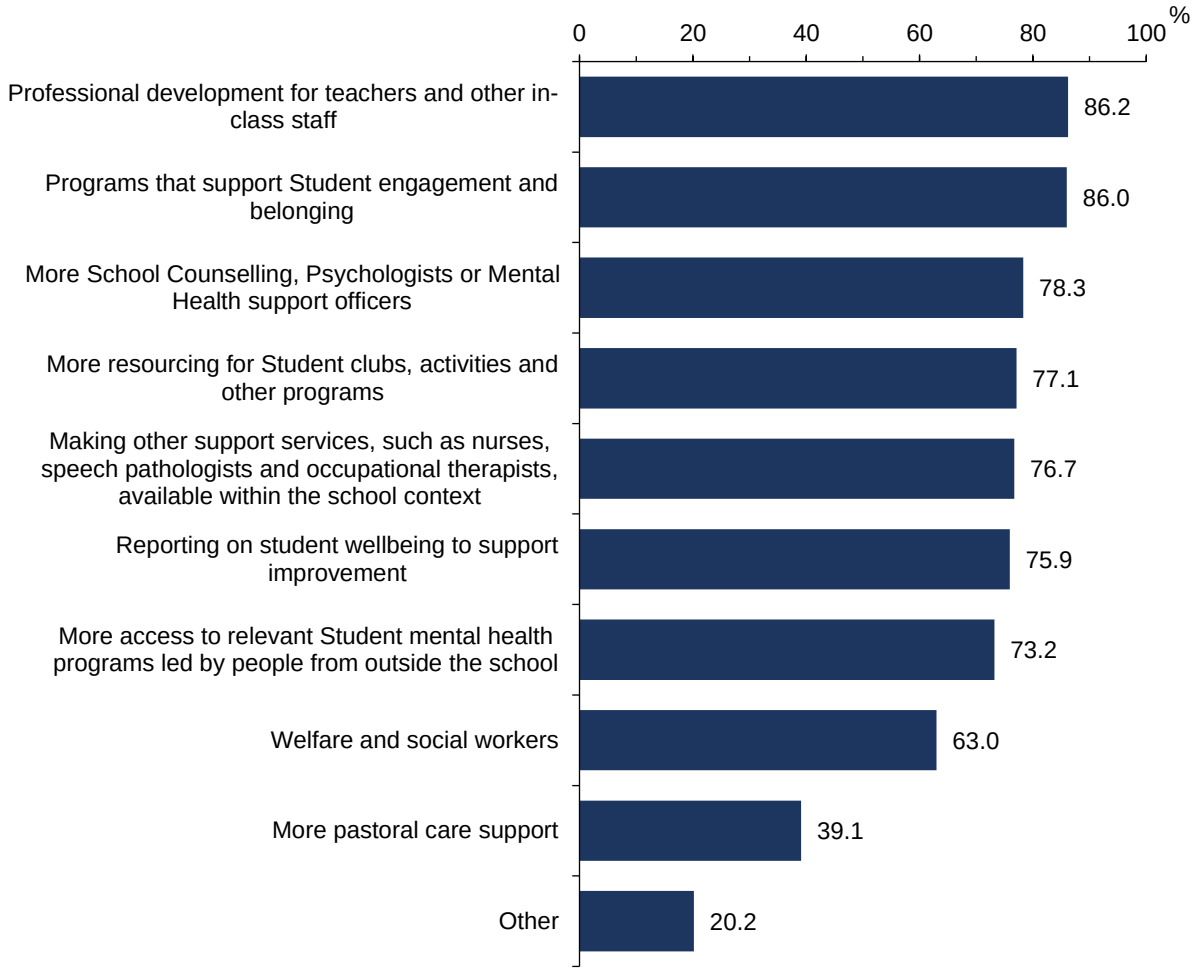
Government investment to support learning and wellbeing

Parents/guardians were provided with a list of areas for possible government investment to support learning and wellbeing for their child at school (Figure 21). Professional development for teachers and other in-class staff (86.2%) and programs to support student engagement and belonging (86.0%) received the highest levels of support.

Pastoral care support was the least frequently nominated option (39.1%). However, investment in this area was mentioned by a significantly greater proportion of parents/guardians:

- with children in independent (50.1%) and Catholic (45.7%) schools than those in government (34.8%) schools
- who identify as Aboriginal and/or Torres Strait Islander (52.7%) than those who do not (38.6%).

Figure 21 Areas of investment to supporting learning and wellbeing



Base: All parents/guardians (n=8,494).
Source: SW_P_X What should the government invest more in to support the learning and wellbeing of your child at school?
Note: Multiple responses allowed therefore percentages may not sum to 100%. 'Don't know', and 'Refused' results are not shown on chart.

2.2.3. School information availability and transparency

Accessing information about their child's school

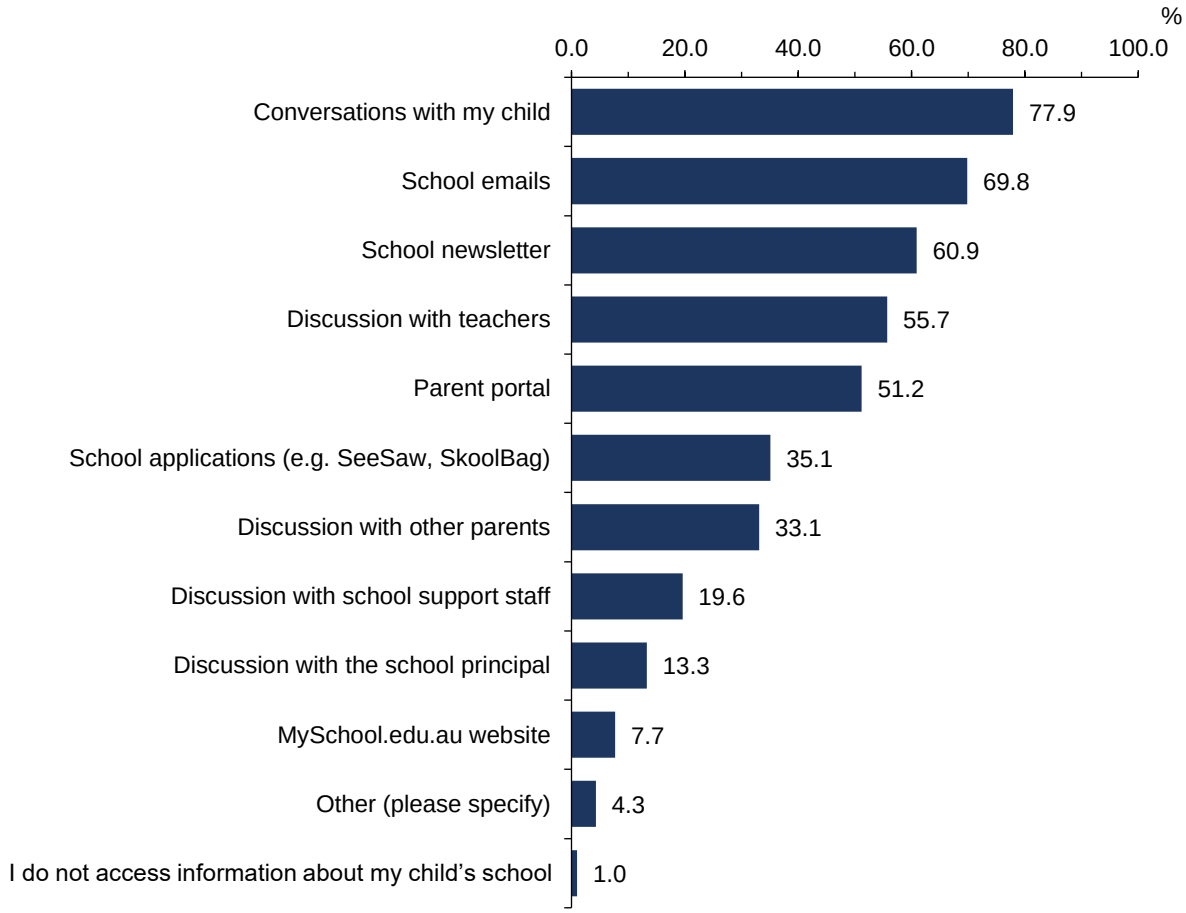
Parents/guardians were presented with a range of sources of information about their child's school and asked to indicate those they currently use. Parents/guardians reported accessing information through conversations with their children (77.9%) as the most used source. Formal channels such as emails (69.8%), newsletters (60.9%) and discussions with teachers (55.7%) were secondary sources of information (refer Figure 22).

These findings vary according to parent/guardian characteristics. Accessing information about their child's school via conversations with their child was nominated by a significantly greater proportion of parents/guardians:

- who do not speak a language other than English at home (79.5%) than those who do (74.0%)
- who do not identify as Aboriginal and/or Torres Strait Islander (78.3%) than those who do (67.7%).

Discussions with their school principal (13.3%) and the myschool.edu.au website (7.7%) were the least frequently mentioned options. However, a significantly greater proportion of parents/guardians who speak a language other than English at home (9.7%) reported using the myschool.edu.au website to access information about their child's school, compared to those who do not (6.9%).

Figure 22 How parents/guardians access information about child's school



Base: All parents/guardians (n=8,494).
Source: DAT_P_1 How do you currently access information about your child's school?
Note: Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

Most important types of student information

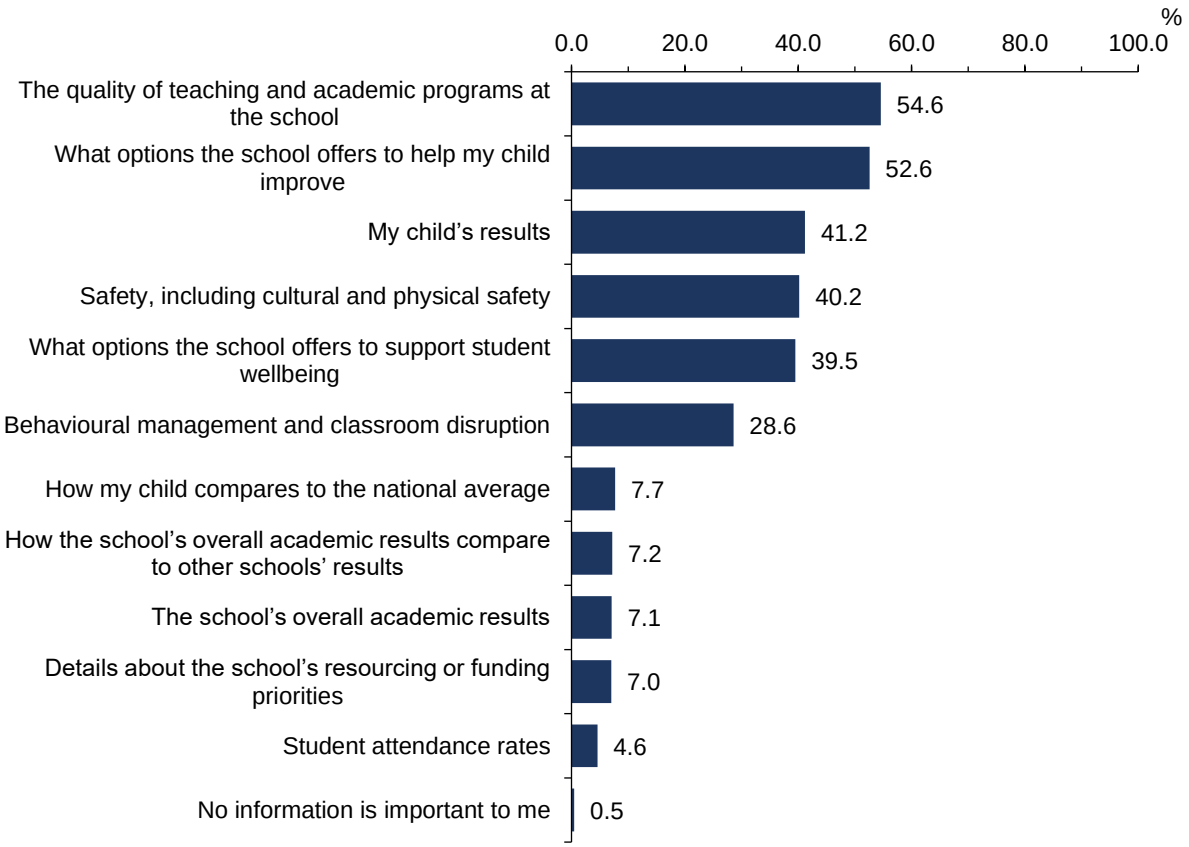
Parents/guardians were presented with examples of types of **student information** and asked to indicate which three were the most important for their child at school (Figure 23). Parents/guardians were most interested in the following types of student information:

- Quality of teaching and academic programs at school (54.6%). Responses were significantly greater for parents/guardians:
    - of children in Independent schools (61.6%) than those in Catholic (54.0%) and government (53.4%) schools
    - who do not identify as Aboriginal and/or Torres Strait Islander (55.4%) than those who do (33.1%)
    - who were couples with dependent and/or non-dependent child or children (55.1%) than single parents/guardians with dependent and/or non-dependent child or children (43.1%).

- who have a job regardless of whether they are working paid hours (56.8%) or not currently working paid hours (56.5%) than those who do not have a paid job (43.8%).

- What options the school offers to help my child improve (52.6%).
    - Responses were significantly greater for parents/guardians who do not speak a language other than English at home (55.1%) than those who do (46.5%).
- Their child's results (41.2%).
    - Responses were significantly greater for parents/guardians of children in a Catholic school (48.0%) than those in independent (41.9%) or government (39.0%) schools.

Figure 23 Most important types of student information generally for child at school



Base: All parents/guardians (n=8,494).
Source: DAT_P_2 Thinking about the following types of student information, which three are most important to you generally for your child at school?
Note: Three most important types nominated. Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

Most important types of school information

When presented with a list of various types of **school information** and asked which three types were the most important for their child at school (refer Figure 24), parents/guardians most frequently nominated the following types of information:

- Academic programs to support my child (53.7%). Responses were significantly greater for parents/guardians:
    - who have a job regardless of whether they are working paid hours (54.8%) or not currently working paid hours (64.7%) than those who do not have a paid job (46.6%)
    - aged 35-54 (55.2%) than 18-34 (43.8%)

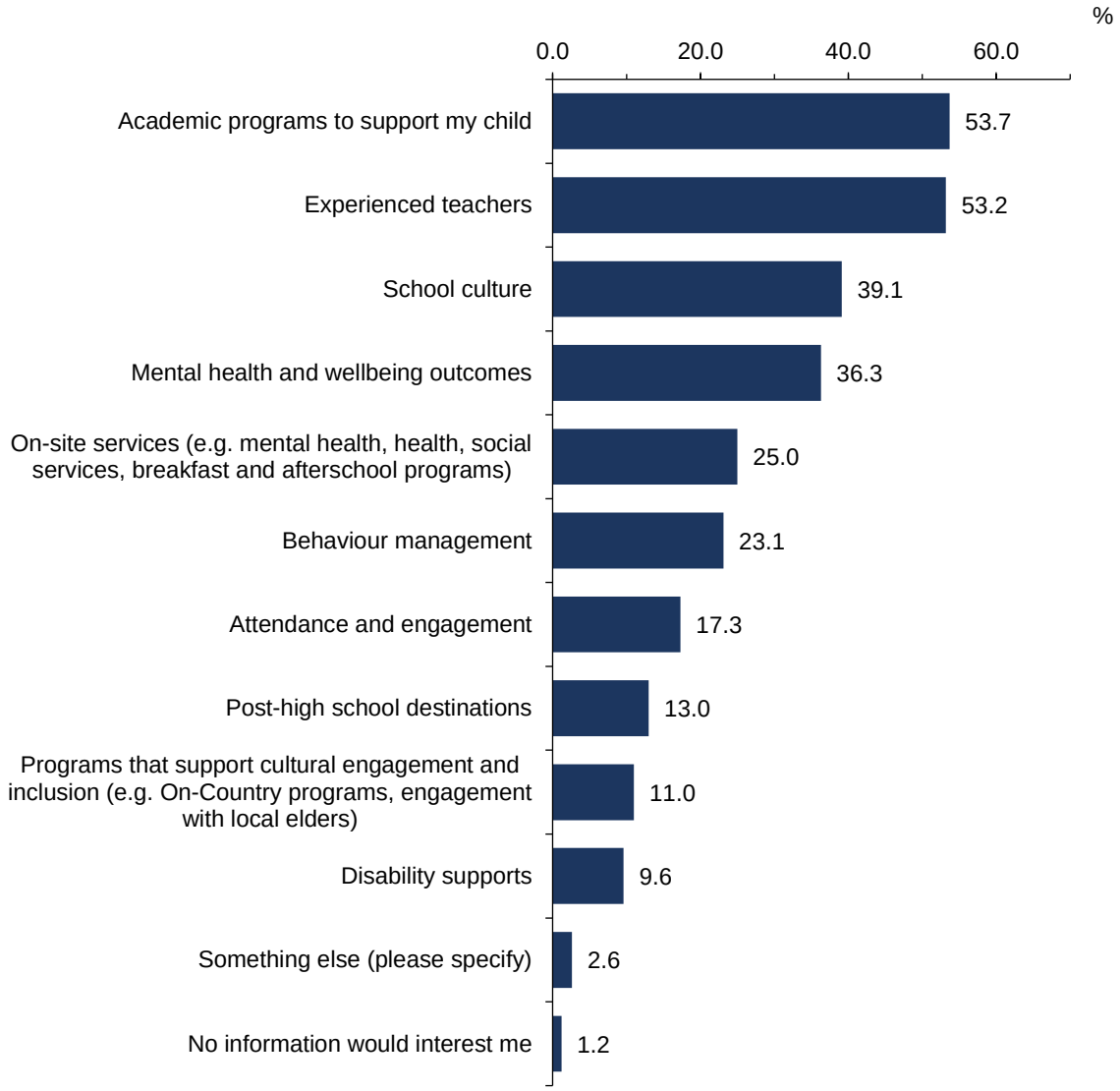
    - who speak a language other than English at home (61.0%) than those who do not (50.8%)
    - who do not identify as Aboriginal and/or Torres Strait Islander (54.4%) than those who do (37.0%).
- Extent to which experienced teachers were employed (53.2%). Responses were significantly greater for parents/guardians:
    - who do not identify as Aboriginal and/or Torres Strait Islander (53.8%) than those who do (37.4%)
    - who have a job and working paid hours (55.6%) than those who do not have a paid job (43.4%)
    - aged 35-54 (54.5%) and 55+ (62.3%) than 18-34 (40.1%).

Despite classroom disruptions being the most frequently mentioned barrier to their child's learning (refer Figure 17), only 23.1% of parents/guardians nominated 'behaviour management' as an important type of school information to receive (noting that responses were limited to selecting three options only).

Programs that support cultural engagement and inclusion (e.g., On-Country programs, engagement with local elders) were infrequently nominated (11.0%) at an overall level, but similar to mentions of 'pastoral care' received significantly greater support from parents/guardians:

- who identify as Aboriginal and/or Torres Strait Islander (42.3%) than those who do not (9.8%)
- who speak a language other than English at home (13.8%) than those who do not (9.8%)
- of children in government schools (12.6%) than those in independent (8.2%) and Catholic (6.8%) schools.

Figure 24 Information most highly valued by parents/guardians about their child's school



Base: All parents/guardians (n=8,494).
Source: DAT_P_3 Thinking about the following types of school information, which three types are most Important to you generally for your child at school?
Note: Three most important types nominated. Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

Use of student and school information

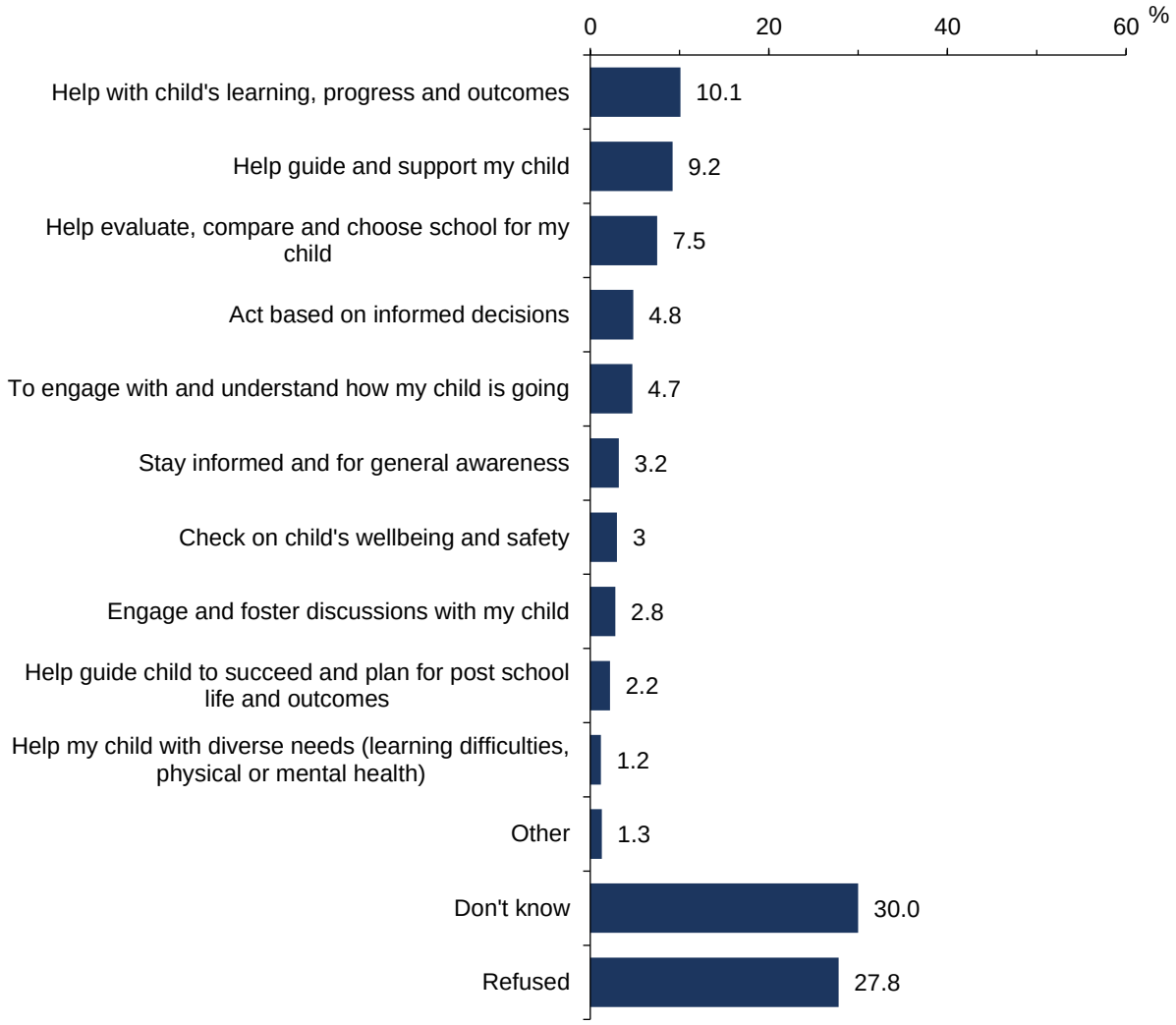
To follow on from an understanding of the three most important types of school information, parents/guardians were asked how they would use this information in an open-ended sense. Responses were then coded into themes and are presented below (refer Figure 25).

Almost a quarter (24.7%) of parents/guardians claimed that they didn't know how they would use this information and 19.5% refused to answer. The remaining parents/guardians reported that they were most likely to use the student information to:

- Help with their child's learning, progress and outcomes (10.1%):
  - *"To visit the school and ask how student is doing and what we can do to improve their education"*
  - *"To help support my child through the challenging assessment times."*

- Help guide and support their child (9.2%)”
  - *I believe having this specific information would go a long way in informing me on where my kid is on the spectrum and ways in which the school is lacking and ways in which i can adjust my parenting style”*
  - *“It would assist me in helping my child at home and encouraging him to attend school and to see it as a pathway to his future.”*
- Help evaluate, compare and choose school for their child (7.5%)”
  - *“I’m particularly interested because my child has autism, and he is going to start high school next year and I need the information to feel comfortable about the school I'll be sending him to.”*

Figure 25 How parents/guardians would use student and school information



Base: All parents/guardians (n=5,683).
DAT_P_4. How would you use this information?
Note: Coded verbatim responses therefore results may not sum to 100%. Results shown are for parents who completed the survey via Life in Australia™ and i-link non-probability panel, and a selection of parents who completed the survey via the open link.

2.3. Students

All parents/guardians who completed the parent/guardian survey were asked if they would be willing for their child to complete a short five-minute survey on their opinions and feelings about their school. The following question was put forward:

> *"Do we have your permission for your child to answer a short survey which starts after you answer a few more questions? You can watch them do it if you like."*

A total of 3,082 parents/guardians consented to their child participating in the research and 2,790 children then assented[4] to respond to the survey. A mid-survey question also confirmed that they were happy to continue after they had responded to a series of questions[5].

A total of 2,790 children participated in the survey through Life in Australia™, the non-probability (i-Link) panel or the publicly available open survey link (refer Table 3). For the purposes of completing the survey, 'students' were defined as the eldest school aged child (12-17 years) living in the parents/guardians' household (who completed the parent/guardian survey). Demographic characteristics for students by survey completion source are shown below.

Table 3 Student demographic characteristics by survey completion source (unweighted)

Characteristic	Life in Australia™ (n)	Non-probability (i-Link) panel (n)	Publicly available open survey link (n)	Total (n)	Total (%)
Total	**526**	**393**	**1,871**	**2,790**	**100.0**
School type					
Government	292	276	1,187	1,755	62.9
Catholic	115	59	345	519	18.6
Independent	117	58	333	508	18.2
Special education school					
Yes	21	60	70	151	5.4
No	505	333	1,795	2,633	94.4
Grade					
Foundation / preparatory / kindergarten	0	1	0	1	<0.1
Year 1	1	1	0	1	0.1
Year 2	1	0	2	3	0.1
Year 3	0	5	0	5	0.2
Year 4	0	1	4	5	0.2
Year 5	2	12	2	16	0.6
Year 6	13	21	57	91	3.3
Year 7	73	48	261	382	13.7

[4] INTRO_S One of your parents or carers recently helped us with a survey about their views on school. They said we can ask you to also do a survey. The survey will take about 5 minutes to complete.
Please click <IF P_AGE_GROUP_S = 1, "here", else "here" to view and download the full participant information sheet before starting the survey questions.
Will you please do the survey?

[5] Are you comfortable continuing with this questionnaire? It is okay to stop here if you do not wish to proceed.

Characteristic	Life in Australia™ (n)	Non-probability (i-Link) panel (n)	Publicly available open survey link (n)	Total (n)	Total (%)
Total	**526**	**393**	**1,871**	**2,790**	**100.0**
Year 8	75	44	275	394	14.1
Year 9	76	49	308	433	15.5
Year 10	87	71	324	482	17.3
Year 11	108	58	344	510	18.3
Year 12	89	82	292	463	16.6
Region					
Capital city	349	307	1,160	1,816	65.3
Rest of state	177	82	705	964	34.7
Aboriginal and/or Torres Strait Islander					
Yes	24	63	96	183	6.6
No	502	330	1,769	2,601	93.2
Speaks a language other than English at home					
Yes	96	60	210	366	13.1
No	430	333	1,659	2,422	86.8
Age					
12-14 years	226	187	869	1,282	45.9
15-16 years	192	129	646	967	34.7
17 years	106	75	342	523	18.7

Base: All children (n=2,790).
Source:
DEMOG_T_5 What type of school does your eldest school aged child attend?
DEMOG_T_5.1 Is this a special education school?
DEMOG_T_6 What grade is your eldest school aged child currently attending?
DEMOG_T_7 Would you consider your eldest school aged child to be of Aboriginal and/or Torres Strait Islander origin?
P_LOTE_S Does your child use a language other than English at home?
P_AGE_GROUP_S Which age group would they fall into?

2.3.1. Lifting student outcomes

Options available to help learning

The student survey began by asking what their school provides to help them learn. A multiple response list of options was provided to select from including the functionality to specify something else (refer Figure 26). Most students confirmed that:

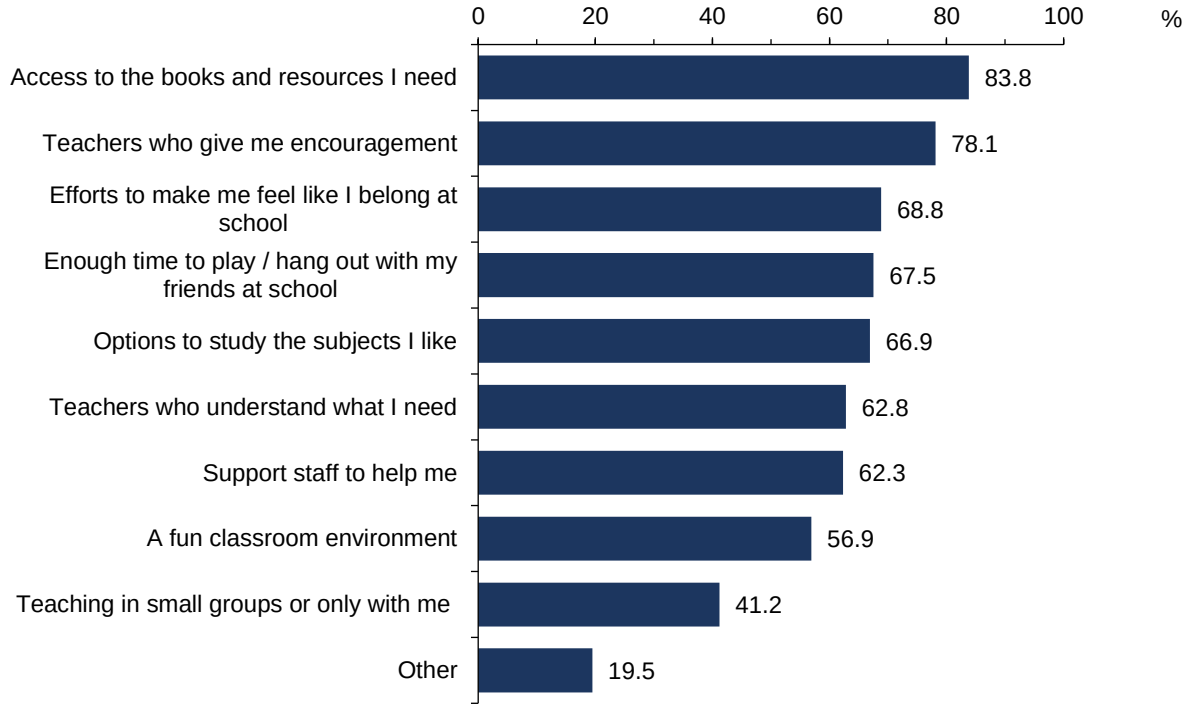
- they have access to books and resources (83.8%)
- they have teachers who give them encouragement (78.1%)
- their school puts in effort to make them feel like they belong at school (68.8%).

In terms of key differences, students who speak a language other than English at home were significantly more likely to say their school puts in effort to make them feel like they belong (78.5%) than those who speak only English at home (66.7%). A significantly smaller proportion also of students who identify (as considered by their parent/guardian) as Aboriginal and/or Torres Strait Islander (61.0%) say their school puts in effort to make them feel like they belong than those who do not (69.3%).

Teaching in small groups or only with me was least frequently nominated by students (41.2%).

Almost one-fifth (19.5%) of mentions were for something else but represent a variety of thematic areas with a relatively small number of mentions for each.

Figure 26 Features of school available to help students learn



Base: All students (n=2,790).
Source: SMAR_S_3 Which of the following does your school currently provide or do to help you learn?
Note: Chart displays proportions who said 'yes'. 'No', 'Don't know', and 'Refused' results are not shown on chart. Multiple responses allowed therefore percentages may not sum to 100%.

Desired areas for funding

The questionnaire also canvassed areas that students would like their school to spend money on, especially where they are struggling in a particular subject (refer Figure 27). The most frequently mentioned areas for investment included:

- responding to individual needs, including adjustments (40.9%)
- better managing disruption from other students in the classroom (40.3%)
- upgrades to learning spaces, technology, or in-class resources (35.7%).

'Better managing disruption from other students in the classroom' was nominated by a significantly greater proportion of students:

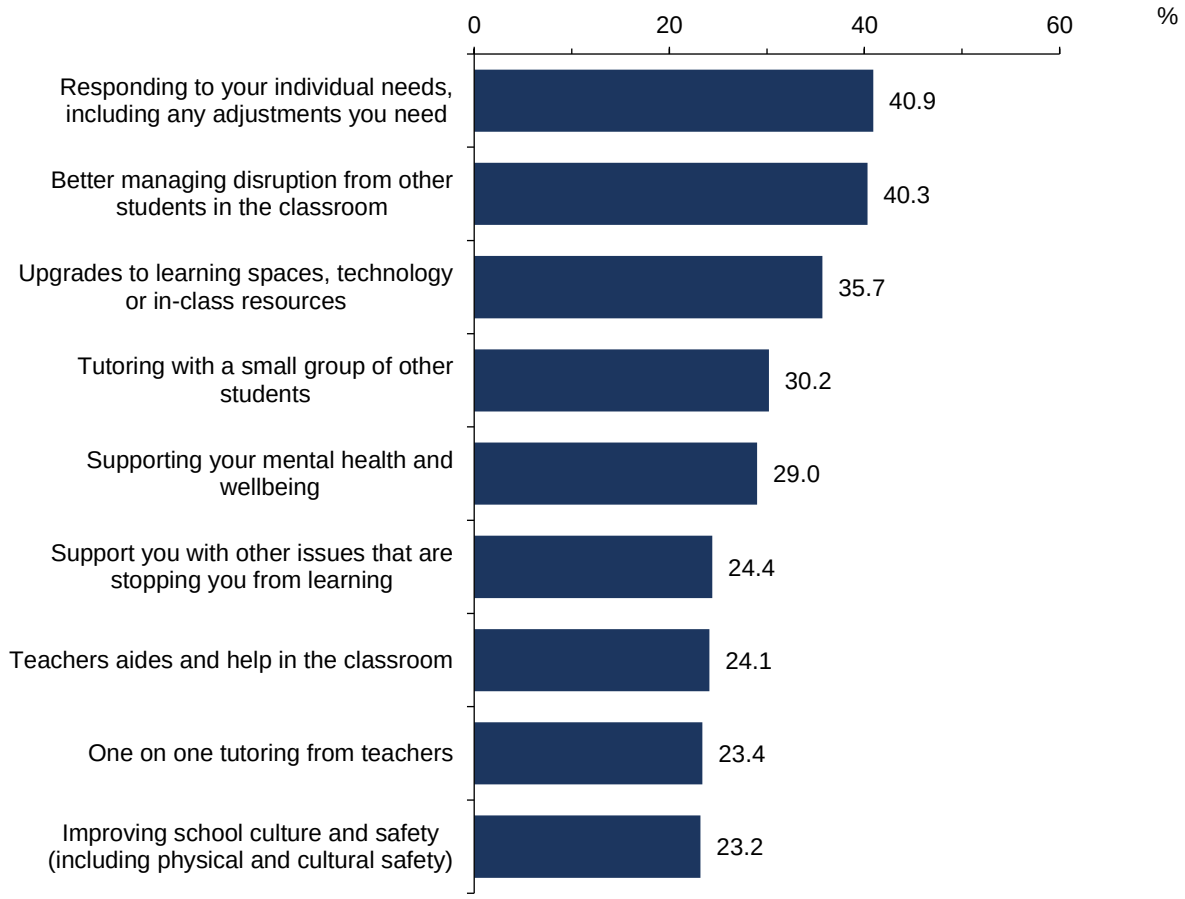
- in government schools (43.2%) than those in Catholic (37.0%) or independent (32.9%) schools
- who do not speak a language other than English at home (42.6%) as compared to those who do (30.2%).

The following areas were least frequently nominated by students:

- Support you with other issues that are stopping you from learning (24.4%).
- One on one tutoring from teachers (23.4%).

- Improving school culture and safety (23.2%), though a significantly greater proportion of students who identify (as considered by their parent/guardian) as Aboriginal and/or Torres Strait Islander indicated this (32.0% as compared to those who do not – 22.6%) albeit a smaller sample size of 53 respondents from 183. The small sample means the findings should be treated with some caution.

Figure 27 Desired areas for funding to help students learn



Base: All students (n=2,790).
Source: SMAR_S_X What are the things you want your school to spend money on to help you learn, especially when you are struggling in a particular subject?
Note: Three most important factors nominated. Multiple responses allowed therefore percentages may not sum to 100%. Don't know and Refused responses not shown on chart.

2.3.2. Student health and wellbeing

Perceptions of school

Most students agreed (strongly agree and agree) that their school makes them feel welcome (81.5%) and that they like school overall (71.3%[6]) (refer Figure 28).

Key differences within these results include:

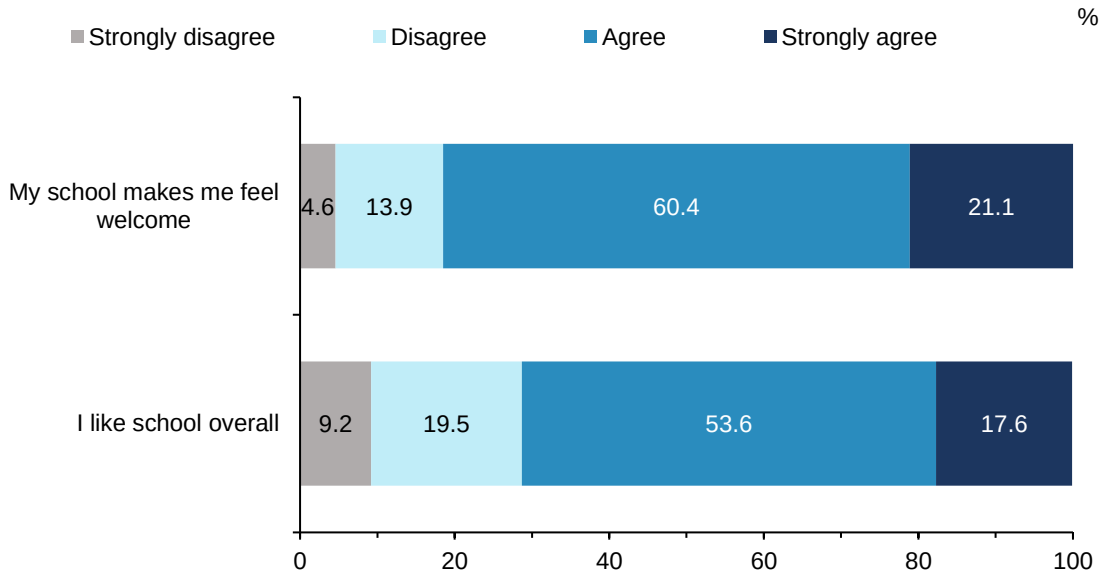
- A significantly lower proportion of students identifying (as considered by their parent/guardian) as Aboriginal and/or Torres Strait Islander agreed (strongly agree and

[6] Note 53.6% 'agree' and 17.6% 'strongly agree' round to 71.3% in total as written in text though elements appear to sum to 71.2%

agree) that their school makes them feel welcome (74.9%) compared to those who do not (82.0%).

- A significantly greater proportion of students who speak a language other than English at home agreed (strongly agree and agree) that:
    - my school makes me feel welcome (88.4%) as compared to those who do not (80.0%)
    - I like school overall (84.6%) as compared to those who do not (68.3%).

Figure 28 Perceptions of school



Base: All students (n=2,785)
Source: SMAR_S_1To what extent do you agree or disagree with the following:
Note: Don't know and Refused responses excluded from base (n=5).

Availability of support services

Before canvassing perceptions about health and wellbeing, the survey asked respondents if they were comfortable continuing with the questionnaire. A total of 96.1% of students (n=2,683) confirmed that they were happy to continue.

Students were asked to consider a range of health and wellbeing initiatives and indicate which were available to them and other students at their school (refer Figure 29). The most frequently mentioned initiatives included the following:

- opportunities to talk to my friends or other students about how I'm feeling (80.6%)
- support from teachers (80.2%)
- school counselling (including psychologists and support officers) (78.5%)
- student clubs and activities (75.9%).

In terms of key differences in these results, a significantly smaller proportion of students who identify (as considered by their parent/guardian) as Aboriginal and/or Torres Strait Islander (73.3%) indicated support from teachers was available, compared to 80.6% of those who do not.

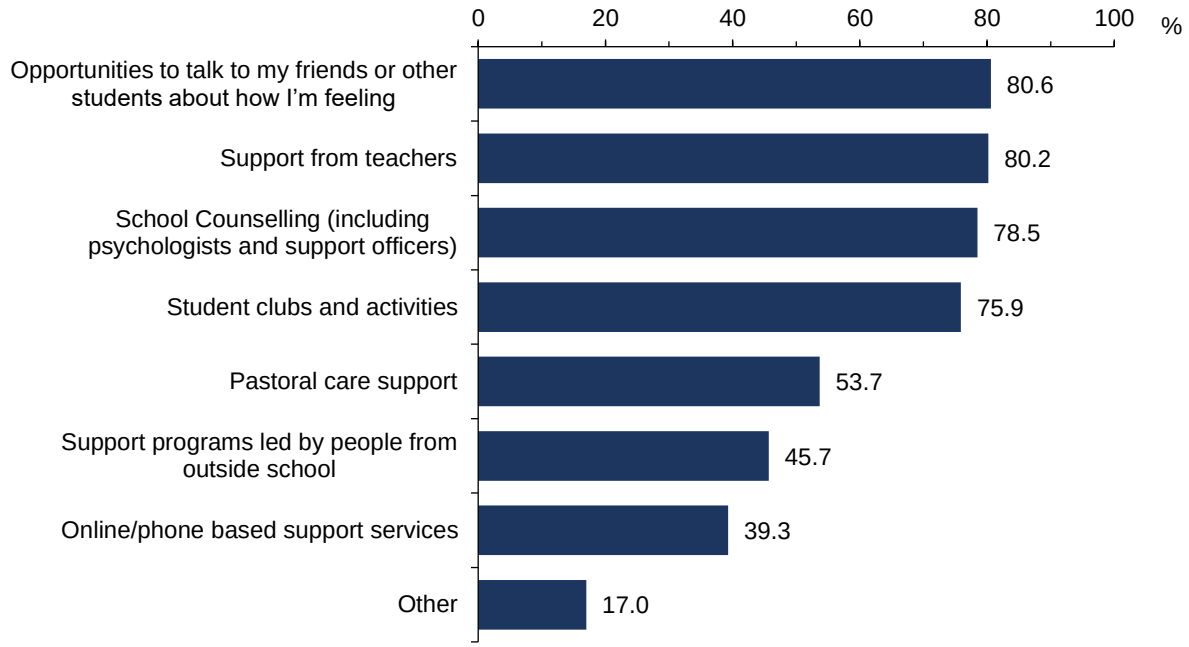
The following initiatives to support health and wellbeing were least frequently nominated by students:

- pastoral care program (53.7%)
- support programs led by people from outside school (45.7%)

- online/phone-based support services (39.3%).

Overall, 17% of respondents indicated that an ‘other’ support service was available. These respondents included a significantly greater proportion of students who speak a language other than English at home (24.4% v 15.3% who do not) and who identify as Aboriginal and/or Torres Strait Islander (as considered by their parent/guardian) (25.9% v 16.4% who do not). Further details provided for this response represent a variety of thematic areas with a relatively small number of mentions for each.

Figure 29 Support services available at school



Base: Students comfortable in continuing with this questionnaire (n=2,683).
Source: SW_S_3 Which of the following are available to you and other students at your school?
Note: Chart displays proportions who said ‘yes’. ‘No’, ‘Don’t know’, and ‘Refused’ results are not shown on chart. Multiple responses allowed therefore percentages may not sum to 100%.

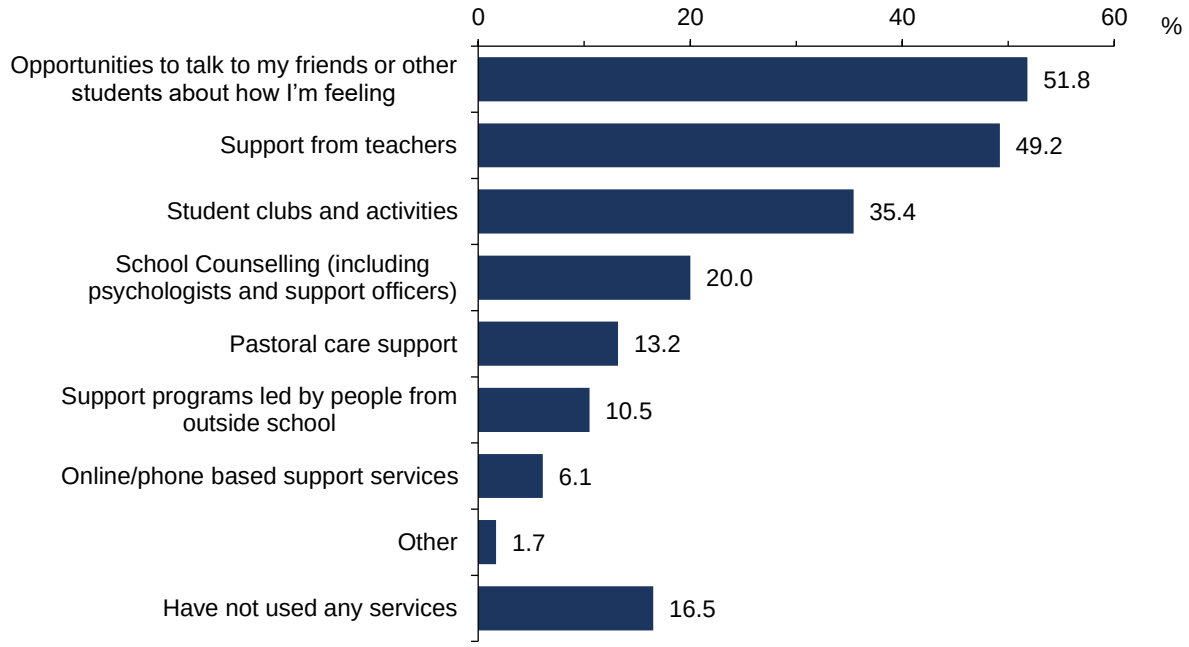
Support services used

Despite broad acknowledgment of the availability of support services at school, 16.5% of students reported that they had not used any (Figure 30). Of the students who had accessed services, the most frequently used services were:

- opportunities to talk to my friends or other students about how I’m feeling (51.8%)
- support from teachers (49.2%).

While the majority of students indicated that school counselling (78.5%) and student clubs and activities (75.9%) were available (refer Figure 29), a much smaller proportion of students reported actually using these services (20.0% and 35.4% respectively).

Figure 30 Support services used in the last year



Base: Students comfortable in continuing with this questionnaire and have support services available (n=2,615).
Source: SW_S_4 Which of the following have you used in the last year?
Note: Multiple responses allowed therefore percentages may not sum to 100%. Don't know responses not shown on chart.

Investments to support health and wellbeing

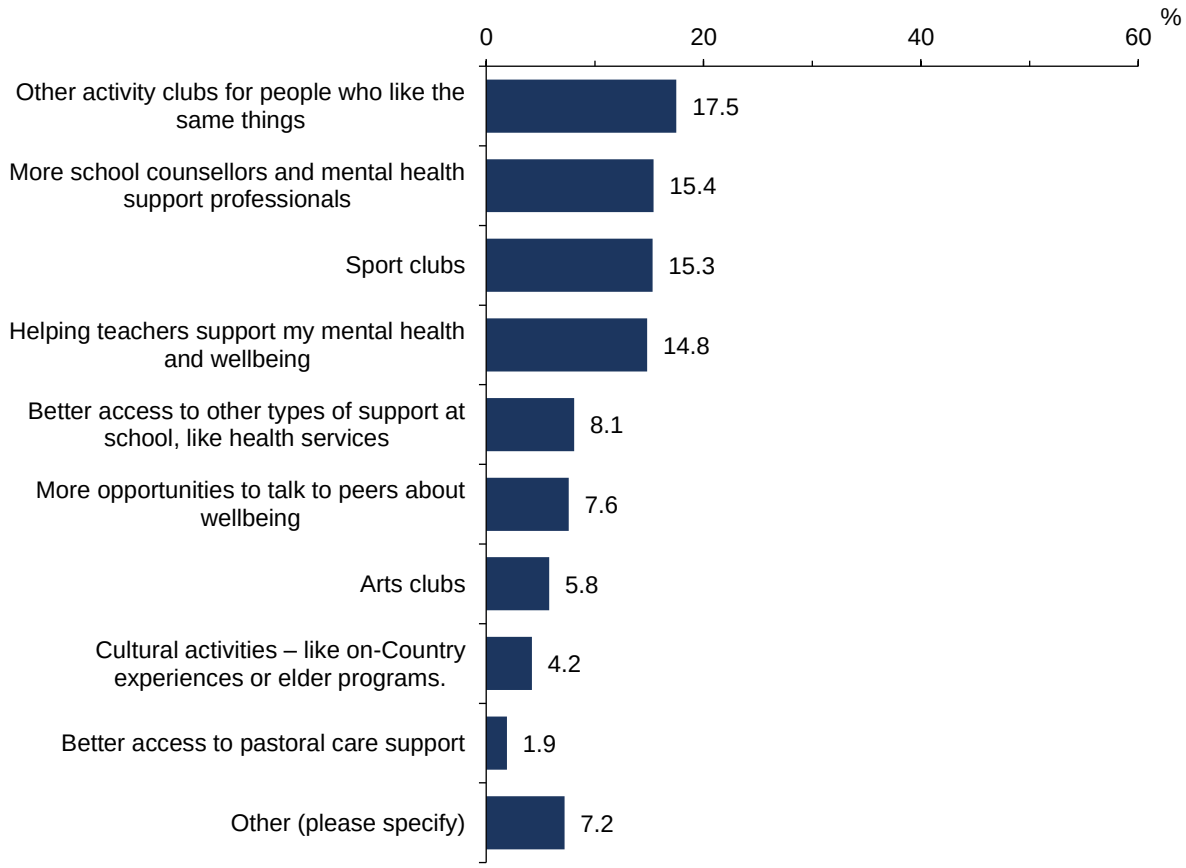
Finally, students were provided with a list of possible areas for investment at their school to support student health and wellbeing (Figure 31) and asked to select the best investment. The most frequently nominated initiatives included the following:

- other activity clubs for people who like the same things (17.5%)
- more school counsellors and mental health support professionals (15.4%)
- sports clubs (15.3%)
- helping teachers support my mental health and wellbeing (14.8%).

The following initiatives to support health and wellbeing were least frequently nominated by students:

- Cultural activities – like on-Country experiences or elder programs (4.2%).
    - Though based on a very small sample size (22 mentions from 174 respondents) a significantly greater proportion of students who identify as Aboriginal and/or Torres Strait Islander (as considered by their parent/guardian) nominated this (14.1%) in comparison to those who are not (3.6%). The very small sample means the findings should be treated with some caution despite technically being statistically significant.
- Better access to pastoral care program (1.9%).
    - Though based on a very small sample size (11 mentions from 174 respondents) a significantly greater proportion of students who identify as Aboriginal and/or Torres Strait Islander (as considered by their parent/guardian) nominated this (6.8%) in comparison to those who are not (1.6%). The very small sample means the findings should be treated with some caution despite technically being statistically significant.

Figure 31 Best investment to support student health and wellbeing



Base: Students comfortable in continuing with this questionnaire (n=2,683).
Source: SW_S_6 What would be the best investment at your school to supporting the health and wellbeing of you and your classmates?

Appendix 1 – Supplementary weighting detail

Table 4 Population totals used for educator weights

Characteristic	Population (#)	Population (%)
Age group		
18-34 years	116,504	30.28
35-44 years	98,360	25.56
45-54 years	89,266	23.20
55-64 years	63,759	16.57
65 and over	16,917	4.40
Location (*)		
Greater Sydney	74,251	19.30
Rest of NSW	48,011	12.48
Greater Melbourne	73,494	19.10
Rest of Vic.	26,661	6.93
Greater Brisbane	36,416	9.46
Rest of Qld	41,192	10.70
Greater Adelaide	20,111	5.23
Rest of SA	5,665	1.47
Greater Perth	31,335	8.14
Rest of WA	8,732	2.27
Greater Hobart	3,922	1.02
Rest of Tas.	4,371	1.14
Greater Darwin	2,308	0.60
Rest of NT	1,731	0.45
Australian Capital Territory	6,606	1.72
Language other than English spoken at home (*)		
Yes	41,911	10.89
No	342,895	89.11

(*) The original population totals included *Other* or *NA* categories, not present in the survey dataset, so that the final benchmark values reflect the proportional redistribution of population counts for these categories.

Table 5 Population totals used for parent/guardian weights

Characteristic	Population (#)	Population (%)
Age group by Highest level of Education		
18-34 years x Less than bachelor degree	352,597	9.43
18-34 years x Bachelor degree or higher	98,255	2.63
35-44 years x Less than bachelor degree	953,055	25.49
35-44 years x Bachelor degree or higher	766,527	20.50
45-54 years x Less than bachelor degree	762,133	20.38
45-54 years x Bachelor degree or higher	570,942	15.27
55+ years x Less than bachelor degree	153,732	4.11
55+ years x Bachelor degree or higher	81,486	2.18
Language other than English spoken at home		
Yes	1,097,420	29.35
No	2,641,307	70.65

Characteristic	Population (#)	Population (%)
Part of state		
Greater Capital City	2,608,596	69.77
Rest of State	1,130,131	30.23
State		
New South Wales	1,188,814	31.80
Victoria	970,743	25.96
Queensland	757,340	20.26
South Australia	249,998	6.69
Western Australia	395,507	10.58
Tasmania	72,728	1.95
Northern Territory	32,851	0.88
Australian Capital Territory	70,745	1.89

Table 6 Population totals used for student weights

Characteristic	Population (#)	Population (%)
Parent/guardian considers surveyed child to be of Aboriginal and/or Torres Strait Islander origin		
(12-14 years) x (Yes)	57,057	3.11
(12-14 years) x (No)	892,359	48.63
(15-16 years) x (Yes)	35,320	1.92
(15-16 years) x (No)	562,437	30.65
(17 years) x (Yes)	16,123	0.88
(17 years) x (No)	271,822	14.81
Surveyed child uses a language other than English at home		
(12-14 years) x (Yes)	172,642	9.41
(12-14 years) x (No)	776,774	42.33
(15-16 years) x (Yes)	107,752	5.87
(15-16 years) x (No)	490,005	26.70
(17 years) x (Yes)	53,309	2.90
(17 years) x (No)	234,636	12.79
Greater Capital City Statistical Area (derived from postcode)		
(12-14 years) x (Capital city)	625,961	34.11
(12-14 years) x (Rest of state)	323,455	17.63
(15-16 years) x (Capital city)	394,626	21.50
(15-16 years) x (Rest of state)	203,131	11.07
(17 years) x (Capital city)	191,249	10.42
(17 years) x (Rest of state)	96,696	5.27
Quintile for Index of Relative Socio-Economic Disadvantage (2021) (derived from postcode)		
(12-14 years) x (Quintile 1 - Most disadvantage)	177,709	9.68
(12-14 years) x (Quintile 2)	174,719	9.52
(12-14 years) x (Quintile 3)	187,948	10.24
(12-14 years) x (Quintile 4)	197,487	10.76

Characteristic	Population (#)	Population (%)
(12-14 years) x (Quintile 5 - Least disadvantage)	211,553	11.53
(15-16 years) x (Quintile 1 - Most disadvantage)	111,360	6.07
(15-16 years) x (Quintile 2)	109,929	5.99
(15-16 years) x (Quintile 3)	118,769	6.47
(15-16 years) x (Quintile 4)	123,727	6.74
(15-16 years) x (Quintile 5 - Least disadvantage)	133,971	7.30
(17 years) x (Quintile 1 - Most disadvantage)	53,721	2.93
(17 years) x (Quintile 2)	52,519	2.86
(17 years) x (Quintile 3)	57,050	3.11
(17 years) x (Quintile 4)	59,653	3.25
(17 years) x (Quintile 5 - Least disadvantage)	65,002	3.54
Age of surveyed child		
12 years	316,907	17.27
13 years	317,093	17.28
14 years	315,416	17.19
15 years	304,329	16.58
16 years	293,428	15.99
17 years	287,945	15.69
State of surveyed parent		
NSW	577,965	31.49
VIC	452,896	24.68
QLD	397,938	21.68
SA	123,086	6.71
WA	196,476	10.71
TAS	38,831	2.12
NT	17,696	0.96
ACT	30,229	1.65

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