Survey Sampling, Permissions and Logistics

Australian Child Wellbeing Project

Phase Four Report

May 2015

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Background

The Australian Child Wellbeing Project is being conducted by a team of researchers at Flinders University of South Australia, the University of New South Wales, and the Australian Council for Educational Research. It is funded by the Australian Research Council through a Linkage Grant, and supported by Australian Government Partner Organisations including the Department of Education, the Department of Social Services, the Australian Institute of Health and Welfare, and the Australian Bureau of Statistics.

A Project Steering Group provides strategic direction for the Project. The Steering Group is chaired by Professor George Patton, University of Melbourne, and includes as members the Chief Investigators (Professor Gerry Redmond, Dr Jennifer Skattebol and Professor Peter Saunders), Partner Investigators (Prof Sabine Andresen, Professor Jonathan Bradshaw and Dr Sue Thomson), representatives of the Partner Organisations, and independent advisers: Dr Ben Edwards (AIFS); Dr Lance Emerson (ARACY) and Ms Margaret Raven (Social Policy Research Centre, University of NSW).

For more information about the project, please visit: http://australianchildwellbeing.com.au/

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Abbreviations

ABS	Australian Bureau of Statistics
ACER	Australian Council *for* Educational Research
ACWP	Australian Child Wellbeing Project
ATSI	Aboriginal and Torres Strait Islander
CALD	Culturally and Linguistically Diverse
IRSD	Index of Relative Socio-economic Disadvantage; SEIFA index
LBOTE	Language Background Other Than English
MCEETYA	The Ministerial Council on Education, Employment, Training and Youth Affairs
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
SEIFA	Socio-Economic Indexes for Areas, Australia
SES	Socio-Economic Status
TIMSS	Trends in International Mathematics and Science Study

Executive Summary

The purpose of this report is to provide information on the implementation of the ACWP's main survey. This phase of the project has followed extensive qualitative work with young people and field testing of the survey instrument, as detailed in the Phase One, Two and Three reports.

This report covers sampling, participation rates, sampling weights, permission processes and approvals, general survey promotion and specific contact with main survey schools, logistical details, and a full documentation survey at each of the three year levels, namely Years 4, 6 and 8.

Sampling

A total of 449 schools in all eight Australian states were sampled. Permission to run the survey was obtained from all eight state/territory jurisdictional authorities, as well as from 23 Catholic dioceses. An extensive recruitment period was conducted that included sending sampling schools detailed written information and an explanatory video about the survey. This resulted in a total of 231 schools opting to participate in the survey. Information and survey documentation was sent to these schools. Active parental consent was required by all jurisdictions and dioceses, as well as university human research ethics committees. The schools found it difficult to get students to return the signed parental consent forms. As a consequence, 51 of the 231 schools that had originally agreed to participate withdrew from the study.

Finalising the survey instrument

The field trial provided valuable information regarding the functionality and administration of the online survey. This informed essential improvements across all features of the online survey tool for the main survey, improving useability, efficiency and data integrity. Several improvements were made to survey functionality between the field trial and main survey to enhance the user experience, including changes to the progress bar, audio updates, and minimisation of required scrolling to view questions. Improvements were also made to custom-designed interactive questions, such as the 'Closeness of Relationships' question, and the 'Importance of Domains' question.

Response and weighting

Considerable effort was invested in supporting schools to increase student response rates. The final number of respondents was 5,440, from 180 schools. Effort was made to ensure adequate sample sizes in six 'marginalised' groups. A fifth of respondents attended schools in low SES areas, while 45 per cent attended schools in high SES areas. Nine per cent reported having a disability (n=459), 8 per cent stated they spoke a language other than English at home (n=423), 5 per cent identified as Aboriginal or Torres Strait Islander (n=245), 2 per cent stated that they were living in out-of-home care (n=84), and 2 per cent attended schools in remote areas (n=120). It is important to note that final sample numbers in the latter two groups are particularly small, and therefore, any analysis of these groups should be carried out with caution. Sampling weights are being developed to adjust for non-response at school and student levels.

Phases in the Australian Child Wellbeing Project

The overall project is divided into six major phases. The focus of this paper is Phase Four (a) and (b):

Phase One: Obtaining young people's conceptualisations of wellbeing. This comprised qualitative research with six groups of 'disadvantaged' young people and one group of 'mainstream' young people. The discussions produced data regarding what the children thought was important for a good life, and this data informed the development of a questionnaire. Phase 1 was carried out between July 2012 and April 2013.

Phase Two: Developing wellbeing indicators. In this phase, which was completed in December 2013, indicators of wellbeing were developed and tested (based on Phase 1 qualitative research), and a pilot questionnaire was constructed. Data from this phase helped to improve the questionnaire.

Phase Three: Field Trial Survey. The Field Trial was conducted in ten schools in NSW and Victoria between February and June 2014. The purpose of this phase was to pilot test the questionnaire with students in Years 4, 6 and 8. Again, the data collected in this phase helped to further refine the questionnaire.

Phase Four (a): National survey - sampling & preparation. Sampling for the national survey took place during the first half of 2014, and involved drawing a nationally representative sample of schools who were invited to participate in the study.

Phase Four (b): National survey – rollout. The survey was successfully rolled out to 180 schools between July and October 2014. Approximately 5,400 students participated.

Phase Four (c): Round Two qualitative research. The research plan includes in-depth interviews and group work with respondents in marginalized groups after the rollout of the main survey, to bring depth to analysis. This will be carried out in mid-2015.

Phase Five: Data preparation & analysis. This phase, which is ongoing at the time of writing (May 2015), involves in-depth analysis of the survey data. This phase will be completed towards the end of 2015.

Phase Six: Preparation of final report and deposit of documented dataset in public data archive. The final project report and data deposit are due to be completed by the end of February 2016.

Chapter 1.
Introduction

The Australian Wellbeing Project (2012 – 2015) consists of six phases, which are covered in six reports.

The ACWP Phase One Report covered the first qualitative phase of the ACWP, which informed the development of the content of the survey that was documented in the ACWP Phase Two Report. The ACWP Phase Three Report presented the analyses and findings of the field trial of the national survey component of the ACWP.

This Phase Four Report provides details regarding the implementation of the ACWP's main survey. The report includes details regarding sampling, participation rates, sampling weights, permission processes and approvals, general survey promotion, specific contact with main survey schools, logistical details, and a full documentation survey at each of the three year levels, namely Years 4, 6 and 8.

The Phase Five Report, scheduled for August 2015, will provide summary information on the main survey fieldwork, such as response rates, and will include highlights from the preliminary results.

Chapter 2.
Sampling and procedures

In this chapter, details are provided regarding the sampling design, permission to use items from other surveys and to conduct the survey in schools, as well as the recruitment of and communication with schools.

Sampling

To arrive at a nationally representative sample of schools in Years 4, 6, and 8, schools were sampled via a two-stage stratified probability sample (see Table 1). In the first stage, schools were sampled as the primary sampling unit. In the second stage, students were sampled within schools. In most jurisdictions (states and territories), the within-school student sampling depended on the preference of the school. Schools could either opt to involve the whole year level, or just one intact class group. In Tasmania, for example, one intact class group per school was sampled.

A total of 449 schools were sampled. Each of these had one or two replacement schools for instances where the first sampled school decided not to participate. An extensive recruitment period[1] was conducted, where each school was contacted several times by email and by phone. A total of 231 schools opted to participate, with 130 of these being first sampled schools, rather than replacement schools. The main survey was carried out in Term 3 2014, from August to September 2014. To encourage further participation, an extension was made available to identified schools until October 2014.

Table 1: Number of schools and estimated number of students in ACWP main survey sample

	N primary schools	Estimated N students Year 4	Estimated N students Year 6	N secondary schools	Estimated N students Year 8	Total schools	Total students
NSW	39	1437	1429	40	5104	79	7970
VIC	35	1119	1054	35	5334	70	7507
QLD	35	1417	1535	35	6888	70	9840
SA	30	852	790	29	4306	59	5948
WA	30	885	970	29	4907	59	6762
TAS	30	1218	1252	20	478	50	2948
NT	15	297	294	16	1431	31	2022
ACT	15	704	726	15	2638	30	4068
AUS	**229**	**7929**	**8050**	**219**	**31086**	**448**	**47065**

Survey administration was very flexible, in order to make participation as easy and as non-interfering as possible with the school routine. Firstly, schools could specify the period in which they wanted to administer the survey within Term 3. Secondly, students could access the survey any time during the administration period. Thirdly, students were able to log in and out as many times as needed until they finished the survey. Fourthly, while the survey was anonymous at the student level, school-level

[1] See below section 'Communication with schools', subsection 'Prior to survey' for more information.

sampling information (e.g. jurisdiction, sector, geolocation, etc.) was attached to each anonymously participating student during the survey administration period.

The main challenge to survey participation was the informed active parental consent required by all jurisdictions and dioceses, and the university human research ethics committees. Despite their best efforts to promote the survey at assemblies, staff meetings and through newsletters, the schools found it very difficult to get students to return the signed parental consent forms. In many instances, this meant that rather than whole classes, only individual students were allowed to participate in the study. To facilitate survey administration in those circumstances, some schools took up the offer by the ACWP to pay for another teacher, or suitably qualified school staff member, to take those students who had managed to return the signed informed consent forms out of the regular classes in order to administer the survey. As a direct consequence of this recruitment challenge, 51 of the 231 schools that had originally agreed to participate in the survey withdrew from the study. The final school level sample, therefore, comprised 180 schools in all states and territories (40 per cent of the original sample of 455 schools), with 5,440 valid student responses. This is discussed in more detail in Chapter 4.

Permissions

Thirty-one separate permission applications to conduct the ACWP online survey in schools had to be prepared for the school jurisdictions, including eight for all Australian public jurisdictions and 23 Catholic dioceses. Discussions with the different authorities during the application process were quite varied. In some instances, the focus was on keeping the work in schools to a minimum. This resulted, for example, in one jurisdiction requesting that schools not be sent tokens of appreciation or certificates for participation for students, as this would have meant work associated with the distribution of these items. In other instances, the focus was on providing parents with as much information as possible, resulting in the provision of demonstration access to the full survey for parents. Of the total 31 applications, 27 were approved and four were declined, three of which were in very small dioceses. In all instances, part of the approval was conditional on written active informed consent by parents, as well as by the students.

Permission to conduct the main survey of the ACWP research program was obtained from the Australian Council for Educational Research, the Flinders University of South Australia and the University of New South Wales.

Permission was also sought to make use of particular survey items borrowed from elsewhere. Where items had been used in other surveys or had been reported in scholarly articles, every effort was made to identify, and then seek permission, to use the item from the original source. Details regarding the source and permission to use each item have been documented in the PDF versions of the survey (see Appendix G for the Year 4 survey, Appendix H for the Year 6 survey and Appendix I for the Year 8 survey).

Communication with schools

Prior to the survey

Written invitations including promotional materials were sent to sampled schools in a staggered fashion due to the different length of time it took to obtain permissions from the various authorities. The written communication was sent to schools in hard copy information packs. Information was required about the study and steps to participate. The packs contained the following documents:

- Invitation letter (see Appendix A)
- Participation form (see Appendix B)
- Copy of school brochure (see Appendix C)

- Copy of student brochure (see Appendix D)
- ACER ethics approval (if required by jurisdiction/diocese approval) (see Appendix E)
- Copy of approval letter from relevant jurisdiction/diocese (see Appendix F)

In addition to the printed and electronic information and promotional material, a video was produced to promote the survey. The video can be accessed at the following address: www.australianchildwellbeing.com.au/about-acwp Furthermore, schools were contacted by phone by former principals to assist with the recruitment.

Once a school had indicated their willingness to participate by returning the form, consent forms and brochures were couriered to these schools. In addition, test administration details were emailed to the nominated survey co-ordinator within the school, together with access codes and instructions to be distributed to students at the time of the survey administration.

An important element in the pre-survey communication was the technical readiness test, which enabled school survey coordinators to examine whether their technical set up would be appropriate. Steps were taken by the research team to address any problems encountered, including on the provision of an offline version of the survey on USB flash drives.

During survey

During the survey, a helpdesk was resourced via the ACWP 1800 telephone number, and a dedicated email address was established (acwp@acer.edu.au). Any issues were dealt with immediately. In addition to the helpdesk support, participation rates were continuously monitored. If schools were found not to have started the testing a few days after their desired starting date, ACER staff contacted the school to identify their reasons and provide any assistance necessary to encourage survey participation.

After the survey

After the survey - where such permission had been granted by authorities - schools were sent certificates (see Appendix J) and pencils for distribution to participating students as tokens of appreciation. In addition, customised reports for any school with at least 20 participating students are currently being prepared.

Without the ongoing support of and communication with schools throughout the survey process, the response rate could have been much worse. Schools in Australia are increasingly invited and mandated to participate in national surveys. Particularly when the survey is voluntary, it is vital for adequate allocation of time and resources to recruit and support schools.

Chapter 3.
Final survey tool

The field trial provided valuable information regarding the functionality and administration of the online survey. This informed essential improvements across all features of the tool for the main survey, aimed at improving useability, efficiency and data integrity. Several improvements were made to the survey in terms of administration and monitoring tasks. These included the following:

- The length and standardisation of student credentials were adjusted to minimise issues when entering these into the login screen. The URL for accessing the survey was also shortened and simplified.
- The process of reviewing troubleshooting issues from schools was adjusted, which included a) reported compatibility issues across browsers and devices and b) access issues with student credentials and internet access.
- The backend interface for reviewing school and student participation was modified to ensure more accurate and precise monitoring. This directly impacted on increasing the overall participation rate.
- The technical readiness tool for testing the suitability of computers and internet browsers was improved. This included the ability to capture both when and if schools had accessed the tool, and the outcome of the test. These tests allowed ACER to more efficiently support schools with technical issues prior to survey administration, such as identifying un-supported browsers or issues with audio functionalities. However, despite these efforts, a few instances technical issues were experienced during the main survey implementation, such as issues with local school-level proxy and security settings.
- A unique set of Test Administration credentials were provided to schools to function as a demonstration set and assist to familiarise the school administrator with the survey. These credentials ensured that student credentials were not used for demonstration purposes, which could have affected the reliability of the data captured from students.
- Preparation of all student credentials and Test Administration credentials were mapped to the sampling framework with relevant sampling information attached to each credential.
- Another auxiliary code to distinguish between different types of missing data was introduced. Auxiliary codes distinguished between: questions that were viewed by students and were actively skipped; questions that were not administered to students because of filter questions and survey branching; and questions that were never viewed by students because they decided to end participation before finishing the survey.
- Preparation of the online survey in a USB flash drive format, for administration in remote schools with no or unreliable internet connectivity.

All updates that had been introduced for the main survey were manually authored for the online survey tool. These updates included deleted questions and items, modified or new questions and items, and changed question orders across the years 4, 6 and 8 surveys. As students were able to have each question or response option read out to them, any changes also necessitated the re-recording of the altered text. Then, the quality of the data export from the survey tool was examined. This led to refinements to ensure accurate data capture taking into account item and question deletion and question reordering from field trial to main survey.

Several improvements were made to survey functionality between the field trial and main survey to enhance the user experience. These included changes to the progress bar, audio updates based on content changes, minimisation of required scrolling to view questions, and the standardisation of styling. Pop-up message/reminder windows were introduced to assist participants, particularly for those questions that were made mandatory for the main survey. Validation rules for certain questions were also refined to improve survey flow and data quality. To add to the survey experience and increase interactivity and enjoyment for the user, animations and videos were added at particular points throughout the survey. In addition, improvements were made to custom-designed interactive questions, specifically the 'Closeness of Relationships', or drag-and-drop circle question, and the 'Importance of Domains', or bookshelf question. Please see the Phase Three Report for more information about custom online-survey questions. Technical changes were undertaken to improve the online display of these questions, and the online data capture was updated to reflect the updates of questions between the field trial and the main survey, such as removing response options in the drag-and-drop circle question, and allowing more response options in the bookshelf question.

A final and important step in the preparation of the final survey tool was beta-testing. This involved systematic testing of all survey functionalities including audio, mandatory items, animations and custom item functionalities. Beta-testing also required survey flow and conditional rules to be examined. For example, items regarding the type of household, puberty, disability, bullying and family affluence were dependant on responses to another question. Data entry and export were also thoroughly tested, as was the applicability of the survey tool across different platforms, devices and internet browsers. For example, the survey tool was trialled with IE9, Firefox, Safari, Opera, Chrome, tablets, PC, Mac etcetera. This phase of beta--testing of the main survey was essential for quality assurance, data validity and reliability.

Chapter 4.
Participation rates and sampling weights

Tables 2 and 3 provide information regarding the raw participation rates in the main survey of the ACWP. It is important to note that Tables 2 and 3 present unweighted raw data and represent participation rates, rather than response rates.

Participation rates refer to the number of students who completed the survey in a specific group (for example, 717 Year 4 students) divided by the total number of students who completed the ACWP survey (5440 students). Therefore from these example figures, the participation rate for Year 4 students is 13 per cent, and thus 13 per cent of the total sample was in Year 4. Response rates take into account the number of potential respondents in the total sample group. For instance, at Year 4, 717 students of 2,438 students who were expected to be in the total Year 4 sample responded to the survey. Therefore, the Year 4 student level response rate in the ACWP was 29.4 per cent.

Response rates are currently being calculated and will take into account: the sampling design, the number of estimated students in the relevant year levels in the participating schools, whether participating schools asked all students in a year level or students in one class to participate, and whether schools that participated were initially sampled schools or first or second replacement schools. Response rates will be reported in the Phase Five Report, which is scheduled for release in August 2015.

One aim of the ACWP is to understand the perspectives and wellbeing of young people in six groups who are often seen as experiencing disadvantage in an Australian context. These are students living in rural and remote areas; students from low socio-economic backgrounds; Aboriginal and Torres Strait Islander (ATSI) students; students with a disability; students living in out-of-home care; and culturally and linguistically diverse (CALD) students. See the Phase One Report for more information about these groups.

Tables 2 and 3 provide an initial indication of the number of students in each group, both overall and by year level. These figures, in turn, can be compared with proportion estimates from other surveys to gain an appreciation of whether the proportions obtained in the sample are similar to proportions reported in other national surveys. Initial reported participation rates by group are indicative only, and various definitions for groups are currently being explored.

Geolocation (Table 2)

The PISA 2012, PIRLS 2011 and TIMSS 2011 Australian national reports code school location with respect to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Schools Geographic Location Classification. That is:

- Metropolitan – including mainland state capital cities or major urban districts with a population of 100,000 or more;
- Provincial – Including provincial cities and other non-remote provincial areas; and,
- Remote – Remote and very remote areas. Remote defined as very restricted accessibility of goods, services and opportunities for social interaction. Very remote defined as very little accessibility of goods, services and opportunities for social interaction.

Student geolocation is based on school location that was included in the ACWP sampling frame and consisted of eight categories. These were classified to closely match the three geolocation categories defined in the PISA, PIRLS and TIMSS Australian national reports. This is as follows:

- Metropolitan – Major urban statistical districts (100,000 or more population) and mainland state capital city regions;
- Provincial – Provincial city statistical districts and Darwin (50,000 to 99,999 population), Provincial zone provincial city statistical districts (25,000 to 49,000), Inner provincial areas and outer provincial areas; and,
- Remote/regional – Remote areas and very remote areas.

According to the PIRLS and TIMSS 2011 national report, which had the same school sample for both surveys in 2011, the weighted proportions of students at schools from the three geolocation categories were metro = 72 per cent, provincial = 27 per cent and remote = 1 per cent. The PISA 2012 national report presented similar proportions of geolocation categories for 15 year-olds at school in metro = 72 per cent, provincial = 26 per cent and remote = 1 per cent.

The ACWP raw data suggests similar, albeit unweighted, proportions of students in these three geolocation categories, namely metro = 70 per cent, provincial = 28 per cent and rural = 2 per cent.

Socio-economic status (SES) (Table 2)

The socio-economic status (SES) of participants was taken into account in both the sampling design of ACWP and the algorithms used to produce sampling weights. This was done through national SEIFA levels, specifically the Index of Relative Socio-economic Disadvantage (IRSD). IRSD is a SEIFA index that ranks Australian geographic areas by relative socio-economic disadvantage by taking into account access to material and social resources and ability to participate in society. A low national SEIFA score (e.g. 1) indicates relatively greater disadvantage, and a high national SEIFA score (e.g. 10) indicates a relative lack of disadvantage.

Student SES is based on the national SEIFA scores by school location that were included in the ACWP sampling frame, which incorporated scores of 1 through to 10. The distributions at Years 4, 6, and 8, by relative socio-economic disadvantage, are developed after the sampling weights are applied to the sample data, and these align well with the expected distributions for the population (see details in the section "Development of sampling weights").

It should be noted that these considerations refer to the SES groups developed for the reporting of the results of the ACWP in this report. The ACWP has collected information on many other variables aimed at generating additional indicators of SES to enable comparisons with results from that survey. For example, indicators of material deprivation or indicators of SES used in the HBSC. Further work on the derivation of individual level indicators of SES is an early priority for the project.

Aboriginal and Torres Strait Islander students (ATSI) (Table 2)

Student indigenous status is based on self-identification in the ACWP survey from student responses to a question indicating if they are Aboriginal, Torres Strait Islander, both Aboriginal and Torres Strait Islander, or neither. In the PISA 2012 Australian national report, 15 year old Indigenous students were weighted to represent 3 to 3.6 per cent of the target population. The TIMSS 2011 national report showed five per cent (weighted) of the Year 8 population were Indigenous. This compares to a proportion of 3.5 per cent of Year 8 students (136/3896, See Table 2) who have self-identified as ATSI in the ACWP survey (unweighted). The PIRLS 2011 national report stated that seven per cent (weighted) of the Year 4 population were Indigenous. The figures in Table 2 show an unweighted participation rate of eight per cent of Year 4 students (57/717) who self-identified as ATSI in the ACWP survey.

Disability and out-of-home care (Table 3)

It is difficult to compare the proportion of students who participated in the ACWP who experience disability or out-of-home care, as information about these factors for Australian students in Year 4, 6 and 8 is both a) not available in ACER's sampling frame; and, b) difficult to infer reliably from other available data sources. In addition, disability can be defined in a number of alternative ways depending on how students' responses to the two ACWP questions regarding disability are combined:

Have you had a disability for a long time (more than 6 months) (such as, hearing difficulties, visual difficulties, using a wheelchair, mental illness)?
Yes
No
I don't know

Does your disability make it hard for you, or stop you...
You can select more than one
Doing everyday activities that other children your age can usually do (such as getting ready for school; eating, washing yourself, getting dressed or going to the toilet)
Talking to people, understanding what other people say or hanging out with friends
Doing any other activity that children your age can usually do (such as sports and hobbies like football, cricket, swimming, playing games or playing a musical instrument)
No difficulty with any of these

Student disability and out-of-home care in the ACWP are based on self-identification in the survey. The figures in Table 3 show unweighted participation rates for disability and out-of-home care, based on preliminary group definitions (see footnote to Table 3). The implications of various definitions for identifying both disability and out-of-home care are currently being explored for the Phase 5 report.

Culturally and linguistically diverse students (CALD) (Table 3)

According to the PIRLS 2011 national report, 21 per cent (weighted) of the Year 4 population sometimes or never spoke English at home. This compares with 14 per cent of students in Year 4 (102/717, see Table 3) who participated in the ACWP who were in this group.

The TIMSS 2011 national reported stated that seven per cent (weighted) of the Year 8 population were culturally and linguistically diverse (CALD) students. It should be noted that this group is labelled LBOTE – language background other than English – in these national reports. ACWP raw participation rates indicate that seven per cent of students identified as CALD in Year 8 (276/3896, see Table 3).

Table 2: ACWP main survey participation rates for Geolocation, SES and ATSI – unweighted

Year	Total N schools	Total N students	Geolocation [a]			SES [b]			ATSI [c]	
			Rural/Remote	Provincial	Metro	Low	Middle	High	Yes	No
4	75	717	52	188	447	177	205	335	57	660
6	76	827	49	283	495	169	322	336	52	775
8	101	3896	19	1069	2808	702	1406	1788	136	3758
Total N	180 [d]	5440	120	1540	3750	1048	1933	2459	245	5193
Percentage valid			2%	28%	70%	19%	36%	45%	5%	95%

Note
a) Geolocation: Metro: State Capital City Regions (1), Major Urban population 100,000 or more (2); Provincial: Provincial City 50,000-99,999 (3), Provincial City 25,00 to 49,000 (4), Inner Provincial Areas (5), Outer Provincial Areas (6); Remote: Remote Zone (7), Very Remote Zone (8).
b) SES: Low: National SEIFA deciles 1-3; Middle: National SEIFA deciles 4-7; High: National SEIFA deciles 8-10.
c) ATSI: Aboriginal and Torres Strait Islander.
d) Total n schools: The total number of different schools is not the sum of the schools participating at each year level as many schools participated at more than one year level (e.g. primary schools at both year 4 and year 6).

Table 3: ACWP main survey participation rates for gender, disability, out-of-home care and CALD – unweighted

Year	Total N schools	Total N students	Gender		Disability [a]		Out-of-home care [b]		CALD [c]	
			Female	Male	Yes	No	Yes	No	English [d]	CALD
4	75	717	398	319	58	654	33	680	614	102
6	76	827	484	343	71	748	21	797	782	45
8	101	3896	1939	1957	330	3513	30	3836	3617	276
Total N	180e)	5440	2821	2619	459	4915	84	5313	5013	423
Percentage valid			52%	48%	9%	91%	2%	98%	92%	8%

Note
a) Disability: Students indicating that they have had a disability (such as hearing difficulties, visual difficulties, using a wheelchair, mental illness) for a long time (more than 6 months).
b) Out-of-home care: Students indicating living in a foster home, residential care or other type of home.
c) CALD: Culturally and linguistically diverse.
d) English: Students indicating speaking English at home always or almost always.
e) Total n schools: The total number of different schools is not the sum of the schools participating at each year level as many schools participated at more than one year level (e.g. primary schools at both year 4 and year 6).

Development of sampling weights

The ACWP survey data uses sampling weights in analyses and reporting for two main reasons:

1. To ensure that when aggregated to the national level, each jurisdiction contributes to outcomes in proportion to their population size.
2. To adjust for school and student level non-response.

Sampling weights were constructed by year level, meaning separate weights are applied to the Year 4, 6 and 8 data for analyses and reporting. The following considerations were involved in the calculation of the ACWP sampling weights.

1. For each year level, the distributions of participating students by jurisdiction, sector, location, sex and SEIFA level (Socio-economic Indexes for Areas, see www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/2039.0Main%20Features32006) were considered.

2. The eight geolocation levels and ten SEIFA categories were each combined into three categories as follows:

    a. Location:
        i. Metro: State capital city regions (1), Major urban population 100,000 or more (2)
        ii. Provincial: Provincial city 50,000-99,999 (3), Provincial city 25,00 to 49,000 (4), Inner provincial areas (5), Outer provincial areas (6)
        iii. Remote: Remote zone (7), Very remote zone (8)

    b. SEIFA:
        i. Low: SEIFA deciles 1-3
        ii. Middle: SEIFA deciles 4-7
        iii. High: SEIFA deciles 8-10

3. A small number of participating schools that were not sampled for a particular year level had students who participated at that level. This affected, for example, schools that were sampled at the secondary level but also had students who participated at Year 4, and schools which had been sampled at the primary level that also had students who participated at Year 8. For these schools, sampled schools from the same jurisdiction and sector and with a similar location/SEIFA profile, but that did not participate either themselves or as a replacement school, were identified. These schools that were not sampled at this year level effectively became '3rd replacements' for those schools.

4. The distributions were re-examined, but still showed small numbers in terms of some of the cross classifications of the relevant variables, namely jurisdiction, sector, geolocation, SEIFA level and sex.

5. A choice had to be made to either reduce the variables in the cross classification or further reduce the levels of the variables (e.g. combining provincial and remote into 'non-metropolitan'). After consideration of the data, the subject matter of the survey and the explicit desire by jurisdictions involved in the study to avoid comparisons by jurisdiction or sector, a decision was made for weighting purposes to remove state and sector from the cross classification, and to focus on the distribution of the sample data across location, SEIFA level - based on the national deciles - and sex. The influence of state and sector in weighting would nevertheless still be present, through the incorporation of base weights in the weight construction, discussed further in point 7.

6. The starting point for weighting was the sample design weights, which reflected the probabilities in the selection of school and student at the time of sampling. This tended to mean, for example, that students from the larger states began with a larger weight because, in general, they would be representing more students in the population than sampled students from the smaller jurisdictions. Whether the participating school was a sampled school or one of its matched substitutes, the school selection probability was based on the selection of the sampled school.

7. With differential response patterns occurring across location, SEIFA level and sex, the next task was to align the responding sample to the population distribution across these variables. This was done through a process known as 'iterative proportional fitting', where the base weights were iteratively adjusted across these three variables, with the aim of aligning them to the marginal totals of the population distribution for each variable separately. This process successfully produced weights ('pre-weights') that aligned to the totals of the population distribution.

8. Following this process, the distribution of the pre-weights within each weighting class – as defined by the cross classification: location*SEIFA level*sex – was examined for 'outlier' weights, that is, very large weights in comparison to the others in that weighting class. Excessively large weights in a class relative to others can be problematic, as it means that individual students might have an inordinate influence on the survey analyses. To avoid this, weights that were larger than four times the median for the class were trimmed to that value.
9. Following the weight trimming, all of the weights in the class were adjusted by the factor equal to:

$$\frac{\text{sum of the pre-weights in the class}}{\text{sum of the trimmed weights in the class}}$$

   The sum of these preliminary weights within the class then corresponded with the population for that weighting class.
10. A final step was to scale the weights so that they summed to the sample size. This was not essential, as scaling the weights by a constant factor would not influence the outcomes. It is the relative weighting that is important not the scale. However, it was considered prudent to do so as scaling the weights this way could also help to simplify some analyses.
11. After these steps, the distributions of the weighted sample and the population across location, SEIFA level and sex, and (separately) across state and sector were compared. Overall, the weighted distributions matched very well with that of the population.
12. Separate weights are provided for Years 4, 6 and 8.
13. While the weighting has been quite successful in aligning the sample data to the population distributions, weighting can only attempt to ameliorate the potential biases arising when sampled schools and students do not respond. In some instances, the actual number of cases representing a subpopulation are very small. It is assumed that these students are representative of that population, although this cannot be verified. One should therefore treat analyses and reporting based on these data with caution.

Recommendations regarding the use weights in analyses and reports

The main analyses and reporting will be done by year level and the respective year level weight should be used. Depending on the year level weight used, results can be interpreted as being representative of all Year 4, 6, and 8 students across Australia.

Other weights which combine different year levels could be developed. Given that the development of weights involves complex and time-consuming calculations, careful consideration has to be given to the reasons for the development of other weights, including the types of comparisons and analyses that would use such weights and the relevance of the results of using them. Given the relatively small number of participating students within each school, individual school reports should use unweighted data that combines information for all students with an individual school and provide the weighted year level information for comparison.

Chapter 5.
Analyses and reporting

School reports

The main survey school reports will be similar to school reports that were developed during the field trial. For reasons of confidentiality, only schools with more than 12 participating students will be provided with school reports and only where such approval has been given by the relevant authorities. For other schools, a generic school report with information on the reporting variables by year level will be provided.

National report

The main national report (Phase Six Report, due November 2015) will provide information about the background of the ACWP survey, and report the results by domain and cross-cutting themes for all questions in the survey.

The main comparisons will be undertaken by year level, gender, SES and geolocation. As agreed at the outset of the ACWP survey, no comparisons by jurisdiction or schooling sector will be made. Note that an outline of the national report is provided in Appendix J. Where such analyses are deemed to be desirable, due to the small number of cases in some of the groups – such as ATSI, disability and out-of-home care - consideration will be given to the reporting of unweighted results. Due to the small numbers in each group, those analyses cannot be claimed to be representative for the group as a whole. Still, these data can then be compared to the weighted corresponding data for all students and considered to provide an indication of differences in results between those groups and all students.

Preliminary results in the national report will also inform the next round of qualitative work of the ACWP. In addition, this round of qualitative field research is likely to consider some of the aspects that arose from the Phase 1 qualitative work, and was discussed during the development of the national survey as not being easily translatable into a survey format (see Phase Two Report). This is likely to explore in more depth aspects of community and neighbourhood, illness and reasons for truancy, frequency and means of communication with friends, impacts of change of school or place of residence, aspirations, and disability. For the relevant questions, comparisons will also be made with the corresponding international data sets, for example the HBSC and the Children's Worlds.

Further analyses

In terms of more complex analyses, an attempt will be made to develop profiles of wellbeing for Australian students in Years 4, 6 and 8. Further analyses are intended to focus on material deprivation, school engagement and aspirations, correlates of psychosomatic health issues, as well as social capital, subjective health and the role of these in the wellbeing of students.

Finally, further analyses are intended to examine the extent to which multilevel path models may contribute additional insights into the complex relationships of factors influencing wellbeing. Two-level models, for example, would allow the simultaneous examination of the relationships between, for example, self-rated health and wellbeing, while taking into account, for example, gender and SES at the student level, as well as the SES at the school level, and school level initiatives, such as participation in the Australian national Kids Matter and Mind Matters programs.

Appendix A.
Invitation letter to schools

t 1800 041 327 (toll free)
e acwp@acer.edu.au

28th April 2014

«Merged_Principal_title» «M_Principal_FN» «M_Principal_SN»
The Principal
«School_name»: «School_ID»
«Postal_Street»
«Postal_Town» «Postal_State» «Postal_Postcode»

Dear «M_Principal_FN»,

Australian Child Wellbeing Project (ACWP) Main Survey for Term 3 2014

The **Australian Council for Educational Research (ACER)** in conjunction with Flinders University and the University of New South Wales are conducting Australia's first major nationally representative and internationally comparable survey of wellbeing among children aged 8-14 years. The Australian Child Wellbeing Project (ACWP) is funded by four Federal Government partners and will provide significant insight to improve the wellbeing of children in Australia.

Preliminary work undertaken (workshops with children from various backgrounds including indigenous, culturally diverse, regional and remote, economically disadvantaged as well as children with disability and in out-of-home care) enabled the development of a pilot instrument designed from the children's perspective to provide a national picture of wellbeing among children in the middle years in Australia. This survey was tested in schools in VIC and NSW during first Term this year and further refinements were made to the survey as a result. Questions are about family, friends, school, neighbourhood, health and material wellbeing.

ACER would like to invite your school to participate in the main survey of the ACWP. The survey will focus on students from Years 4, 6 and 8 and by participating you will:

- Represent Australian schools in terms of student wellbeing;
- Provide important information to policy makers, service providers, schools and researchers about child wellbeing in Australia; and,
- Contribute to the design of effective services for children's healthy development.

What does participation in the research project involve?

The main survey of the ACWP will occur on a date most convenient for your school **between August 4th and September 19th 2014**. All **year «Year»** students will be welcome and eligible to participate however the minimum number of students should be equal to one intact class. These students will complete a 20-30 minute computer based online survey in a session run by a school staff member. The survey will be child friendly, being mindful of the range of skills and abilities demonstrated by students within these age groups. The nominated staff member will be required to liaise with ACER regarding the administration of the survey which will include the distribution and collection consent forms, testing of computer suitability, and to supervise, assist and support students with the completion of the survey. It will be necessary that this staff member (or a secondary support staff member as required) be available to ensure students have adequate emotional (or otherwise) support during and after the survey.

Extra support from ACER may also be supplied to assist the participation of individual students with specific needs. We are confident that the procedures will cause minimal disruption to your students and staff and as a

token of our appreciation, all students will receive a personalised Certificate of Participation, a small gift and a short report immediately at the conclusion of the survey.

What are the benefits for my school?

Once results have been analysed, your school will receive a school report indicating the wellbeing of your middle year students. Access to project reports at each phase of the ACWP (the main survey is phase 4 of 6) will also be made available to your school. These reports provide information that are intended to be useful for reporting on the Personal and Social Capability included in the new Australian Curriculum.

The success of ACWP is dependent on the good will of Australian students, parents and schools like yours and ACER would be very grateful for the generous participation of your school and students. ACWP project staff at ACER are available to assist you and your school throughout the process and can be contacted via the details at the top of this letter. Please do not hesitate to do so at any stage.

How does my school become involved?

Please complete, scan and email the attached participation form to ACER at acwp@acer.edu.au by no later than the 9th of May 2014.

Should you agree to your schools participation, this form requests a few other details to assist in streamlining the administration process for the survey and to minimise disruption to your school. If you would prefer an electronic copy be emailed to you, please contact us. Alternatively, this form maybe faxed via the number provided at the base of the form.

Further information about the project is available at http://www.australianchildwellbeing.com.au and sample promotional material has been included with this letter which includes a brochure for your school (A4 size) and a second brochure aimed at parents and students.

Once your participation is confirmed, we will be in touch with further project details as well as additional copies of promotional material for your school, parents and students. We look forward to your involvement with this project.

Yours sincerely,

Elizabeth O'Grady, Petra Lietz and Mollie Tobin
The ACWP team
Australian Council for Educational Research

This survey has received the required permissions from State and/or catholic educational departments (as appropriate) to conduct research in schools. This research has been reviewed and approved by Flinders University Social and Behavioural Research Ethics Committee and the University of New South Wales Human Research Ethics Committee. If you have any concerns or complaints about the study you can contact either the Secretary of the Flinders University Social and Behavioural Research Ethics Committee in South Australia (phone: 8201 3116, fax: 8201 2035, email: human.researchethics@flinders.edu.au), or the Ethics Secretariat at The University of New South Wales (phone 9385 4234, fax 9385 6648, email ethics.sec@unsw.edu.au). Any complaint you make will be investigated promptly and you will be told of the outcome.

Australian Child Wellbeing Project (ACWP) Main Survey: August 4th and September 19th 2014

Appendix B.
ACWP participation form

School name: <SCHOOL NAME>: <SCHOOL ID>

Yes, our school is willing to participate ☐ **No**, our school is unable to participate ☐

If yes, please complete the details below to assist with initial administration and planning.

School contacts

Please nominate a main contact for the responsibility of the administration of the ACWP. Detailed administration guides and all subsequent correspondence will be sent to this person. A staff member should also be available to students for any emotional (or otherwise) support required during and after the survey. Should the main contact person require support with this, please nominate a second support staff. It is advisable that one of the two staff members includes the welfare coordinator/school counsellor and/or the teacher of the class/es that will participate. The year level coordinator may also be an appropriate person to nominate.

Staff Name	Staff position	Email	Phone number
MAIN STAFF			
SUPPORT STAFF			

Participating classes

All year <YEAR 4/6/8 as appropriate> students have been sampled to participate however a minimum of one intact class is required. Please nominate the class or classes that will be participating in the survey and the approximate number of students this will include.

Year Level	Number of students
e.g. 8	74 (3 classes)

☐ Please tick this box if extra support from ACER is required to assist the participation of individual students with specific needs (e.g. a student will require a teacher aid to use the mouse and keyboard).

Preferred survey dates between August 4th and September 19th 2014

The survey can take place on any day during the test window. Please provide three preferences so that ACER can provide sufficient support to your school to ensure the survey is carried out with the most efficiency and the least disruption to your school.

Preferred date 1	Preferred date 2	Preferred date 2

Confirm school details

Please confirm the school details and amend if incorrect.

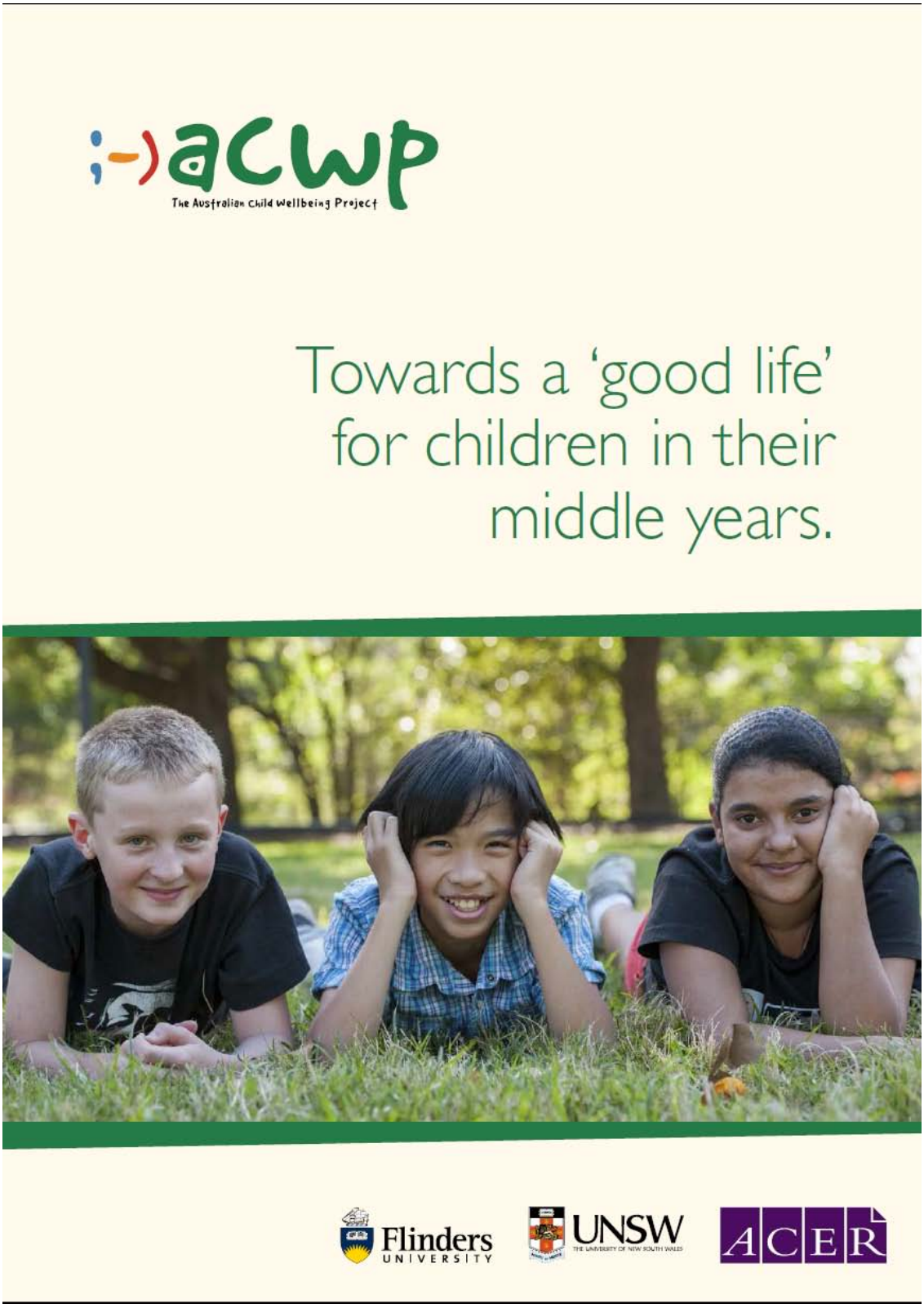
School's physical address	*Corrected address*	School phone number	*Corrected number*
<SCHOOL ADDRESS>		<SCHOOL PHONE>	

Questions? Please contact the ACWP team at ACER on the toll free number 1800 041 327or email us at acwp@acer.edu.au.

Please email (or fax) back to acwp@acer.edu.au **by the <DUE DATE> 2014.**

FAX: 03 9277 5500 Attention: Elizabeth O'Grady

Appendix C.
ACWP information brochure for schools



The Australian Child Wellbeing Project (ACWP) is a new child-centred study in which children's perspectives are being used to design and conduct a nationally representative survey of wellbeing among children aged 8–14 years.

The survey will benchmark child wellbeing in Australia and provide information that contributes to the development of effective services for children's healthy development. It will also feed into an international study that will establish where Australian children stand in comparison to children in other high income countries.

"I try not to let bad things get in the way of my day. I just try and be happy."

"Money gets you everywhere but family and health are the main things that you need a lot."

"School's good because ... like you learn stuff that you don't know and friends are good as well."

"A good friend would be someone who trusts you and who you can trust and who will respect you for who you are."

Why is Child Wellbeing important?

Wellbeing of children in their middle years is important for their current quality of life, and for their future development. Wellbeing is broadly understood to be made up of a child's material and environmental circumstances, her relationships, and how she thinks about herself in the context of those circumstances and relationships.

Little is known about Australian children's wellbeing in their middle years, or how wellbeing varies among different groups of children. If policies to promote children's wellbeing are to be implemented, then policymakers need to know how children in general, and children who experience high levels of disadvantage or marginalisation in particular, understand and evaluate their own wellbeing. Particular attention in this study is given to understanding the perspectives of children in six groups who are often seen as marginalised in both educational and wider social contexts: Indigenous children, culturally and linguistically diverse children, children with disabilities, children in regional and remote Australia, economically disadvantaged children, and children in out-of-home care.

"Just clear your mind from everything and you can maybe talk to someone about it, teachers, parents, friends, whoever you trust and you'll feel better, and just don't care about what people have said to you."

"I'm not sure about school. School would be good because it gives you a good education in life. But sometimes school has its ups and downs, sometimes you get bullied, sometimes you don't. It's a mixed world."

Who is involved in the Australian Child Wellbeing Project?

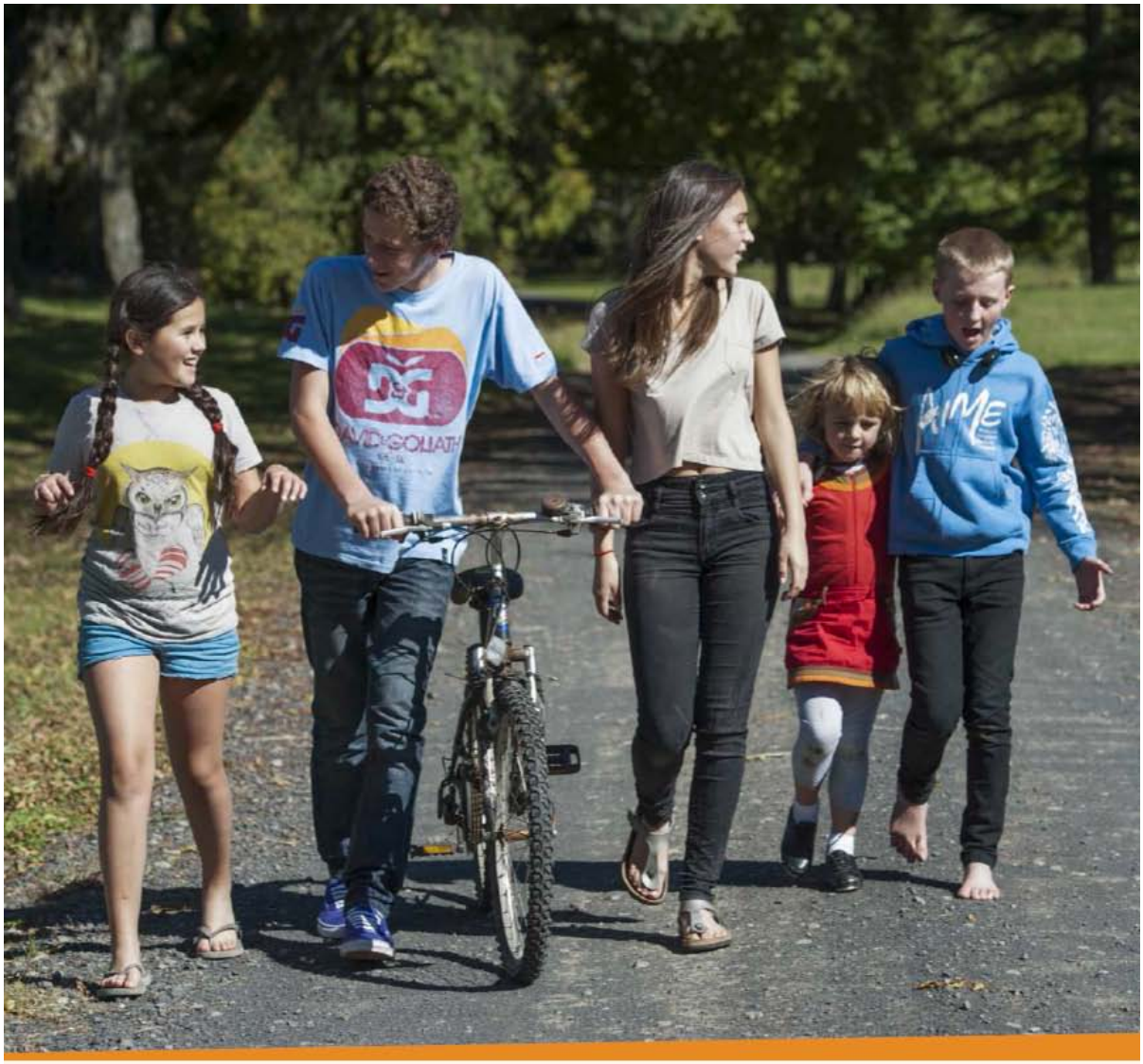
The four-year study is conducting in-depth groupwork and interviews with 8-14 year olds, and their perspectives are being used to inform the design and implementation of a large nationally representative survey, to be conducted by the Australian Council for Educational Research in school term 3 of 2014. This will involve students in years 4, 6 and 8, drawn from a random sample of over 460 primary and secondary schools in every State and Territory. Further in-depth interviews will provide deeper insight on survey responses, particularly among children in the six groups identified above.

The ACWP is funded by the Australian Research Council through a Linkage Grant, and supported by Australian Government agencies including the Departments of Education, Employment and Workplace Relations, and Families, Housing, Community Services and Indigenous Affairs, the Australian Institute of Health and Welfare, and the Australian Bureau of Statistics.

ACWP Research Team

The study is led by a team of passionate researchers at Flinders University of South Australia, the University of New South Wales, and the Australian Council for Educational Research. Associate Professor Gerry Redmond, School of Social and Policy Studies, Flinders University, is the Project Leader. Dr. Jen Skattebol and Professor Peter Saunders, both at Social Policy Research Centre at the University of New South Wales, are Chief Investigators. Dr Sue Thomson (Australian Council for Educational Research) is a national Partner Investigator and Professors Sabine Andresen (University of Frankfurt) and Jonathan Bradshaw (University of York) are international Partner Investigators. The project is overseen by a Steering Group chaired by Professor George Patton, Royal Children's Hospital, Melbourne.

;-) acwp
The Australian Child Wellbeing Project



Further Information

www.australianchildwellbeing.com.au
Email: acwp@acer.edu.au
Phone: 1800 041 327 (toll free)

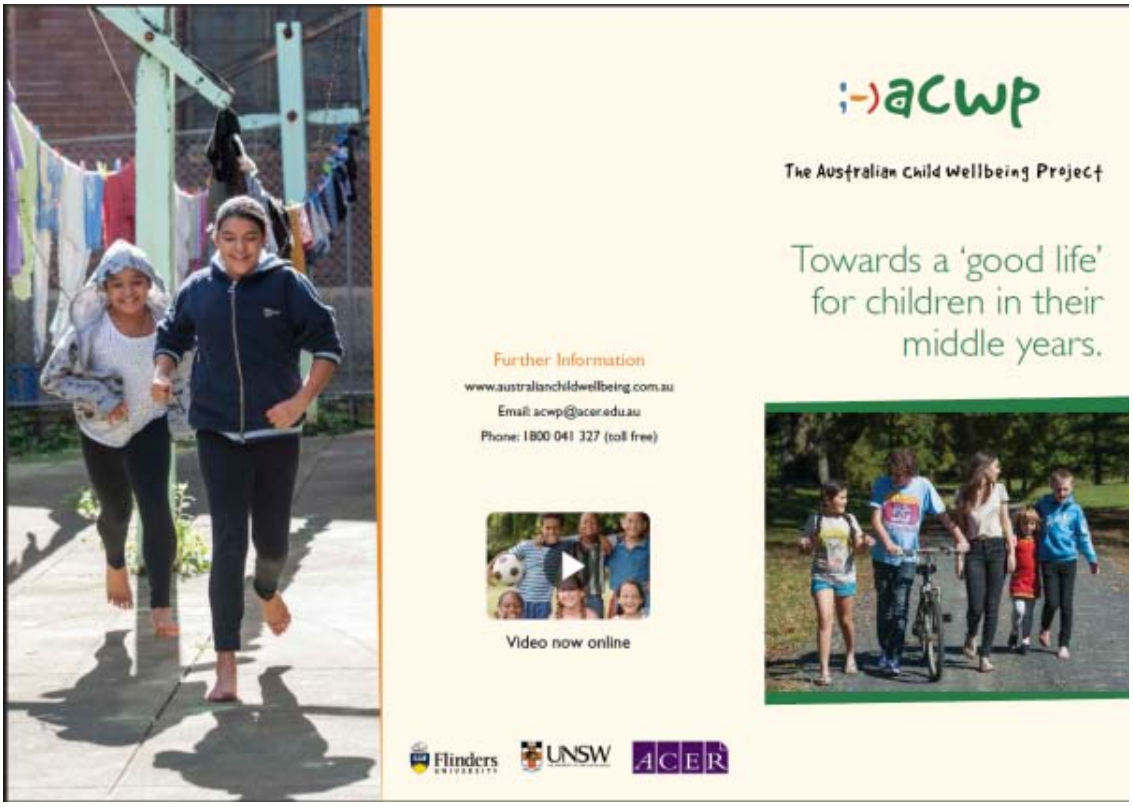
Video now online

Flinders UNIVERSITY

UNSW THE UNIVERSITY OF NEW SOUTH WALES

ACER

Appendix D.
ACWP information brochure for parents and students



;-)acwp

The Australian Child Wellbeing Project

Towards a 'good life' for children in their middle years.

Further Information

www.australianchildwellbeing.com.au

Email: acwp@acer.edu.au

Phone: 1800 041 327 (toll free)

Video now online

Flinders UNIVERSITY UNSW ACER

Information for families and children

What is the ACWP?

The Australian Child Wellbeing Project (ACWP) is a new child-centred study in which children's perspectives are being used to design and conduct a nationally representative survey of wellbeing among children aged 8-14 years.

The wellbeing of children in their middle years is important for their current quality of life, and for their future development. Wellbeing is broadly understood to be made up of a child's material and environmental circumstances, their relationships with other people, and how a child thinks about themselves in the context of those circumstances and relationships.

Little is known about Australian children's wellbeing in their middle years, or how wellbeing varies among different groups of children. If policies to promote children's wellbeing are to be implemented, then policymakers need to know how children understand and rate their own wellbeing.

Who is involved with the ACWP?

The Australian Council for Educational Research (ACER) in conjunction with Flinders University and the University of New South Wales are conducting the ACWP. It is funded by the Australian Research Council and four Federal Government partners and will provide significant information for policy to improve the wellbeing of children in Australia.

What will it involve?

The ACWP is an online survey that will take approximately 20-30 minutes to complete.

Your child will:

- undertake this survey which is a class activity similar to other classroom activities
- answer questions via an online computer based survey where students can either read or listen to the questions, and answer them with the click of a mouse.

Your child's responses will be confidential. Your child's school will provide further instructions on when this survey will be administered.

What does this research hope to achieve?

We want to understand the perspectives of all Australian children including children whose views are less often heard, such as Aboriginal and Torres Strait Islander children, culturally and linguistically diverse children, children with disability, children in regional and remote Australia, economically disadvantaged children, and children in out-of-home care.

The data collected from this survey will provide important information to policy makers, service providers, schools and researchers and in doing so, will contribute to the design of effective services for children's healthy development.

Why should my child participate?

Your child's school has agreed to assist and students across the country will also be participating. Participating provides young people with an opportunity to provide information about what they think is important to having a good life.

Talking to children with differing life experiences will provide us with important information about how Australian children see their wellbeing and how policy can better address children's needs and aspirations both in and out of school.

"I try not to let bad things get in the way of my day. I just try and be happy."

Further FAQs

Is this research approved?

The research has been approved by the Australian Council for Educational Research (ACER) and has received the required permissions from educational departments to conduct research in your child's school.

How does my child become involved?

You may be asked to complete a consent form on behalf of your child. Your child will also need to complete a consent form.

Do the people involved in this research have the appropriate documentation to be working with children?

Yes. All ACWP researchers possess current working with children certificates. Your child's teacher will be conducting the survey following normal classroom procedures.

Does my child have to take part?

No. Participation in this study is voluntary and participants can withdraw at any time. Your child has also been provided with a letter from ACER. Please discuss this with him/her.

Can my child be identified?

Information that identifies students or schools will be removed from the data collected. The identity of your child and the school will not be disclosed at any time.

;-)acwp

Appendix E.
Ethics approval by ACER

ACER

Improving Learning

t (03) 9277 5654 / (03) 9277 5727
e mike.timms@acer.edu.au / sue.thomson@acer.edu.au

Thursday 16 January, 2014

ARC Linkage project

Dear Petra,

Re: Ethics Panel approval for Australian Child Wellbeing Project (ACWP) - Phase 4 the national survey

This is to confirm that the Ethics Panel for Human Subjects Research has reviewed the application regarding **Australian Child Wellbeing Project (ACWP) - Phase 4 the national survey** for ARC Linkage project and approval has been granted.

Yours sincerely

Sue Thomson

Sue Thomson, Ph.D.
Director of Educational Monitoring and Research

Michael Timms, Ph.D.
Director of Assessment and Psychometric Research

Australian Council for Educational Research Limited
19 Prospect Hill Road (Private Bag 55) Camberwell VIC 3124 Australia
t +61 3 9277 5555 f +61 3 9277 5500 w www.acer.edu.au
ACN 004 398 145 ABN 19 004 398 145

Appendix F.
Ethics approval by jurisdiction (anonymised)

Department of Education and Early Childhood Development

Strategy and Review Group

2014_002275

Dr Petra Lietz
National and International Surveys
Australian Council for Educational Research
97 Pirie Street
ADELAIDE SA 5000

Dear Dr Lietz

Thank you for your application of 6 February 2014 in which you request permission to conduct research in<Jurisdiction> government schools and/or early childhood settings titled *Australian Child Wellbeing Project (ACWP) - Phase 4 the national survey.*

I am pleased to advise that on the basis of the information you have provided your research proposal is approved in principle subject to the conditions detailed below.

1. The research is conducted in accordance with the final documentation you provided to the Department of Education and Early Childhood Development.

2. Separate approval for the research needs to be sought from school principals and/or centre directors. This is to be supported by the DEECD approved documentation and, if applicable, the letter of approval from a relevant and formally constituted Human Research Ethics Committee.

3. The project is commenced within 12 months of this approval letter and any extensions or variations to your study, including those requested by an ethics committee must be submitted to the Department of Education and Early Childhood Development for its consideration before you proceed.

4. As a matter of courtesy, you advise the relevant Regional Director of the schools or governing body of the early childhood settings that you intend to approach. An outline of your research and a copy of this letter should be provided to the Regional Director or governing body.

5. You acknowledge the support of the Department of Education and Early Childhood Development in any publications arising from the research.

6. The Research Agreement conditions, which include the reporting requirements at the conclusion of your study, are upheld. A reminder will be sent for reports not submitted by the study's indicative completion date.

7. If DEECD has commissioned you to undertake this research, the responsible Branch/Division will need to approve any material you provide for publication on the Department's Research Register.

I wish you well with your research study. Should you have further enquiries on this matter, please contact <Name> Project Support Officer, Research, Evaluation and Analytics Branch, by telephone on <TelNumber> or by email at <email address>.

Yours sincerely

Director
Research, Evaluation and Analytics Branch

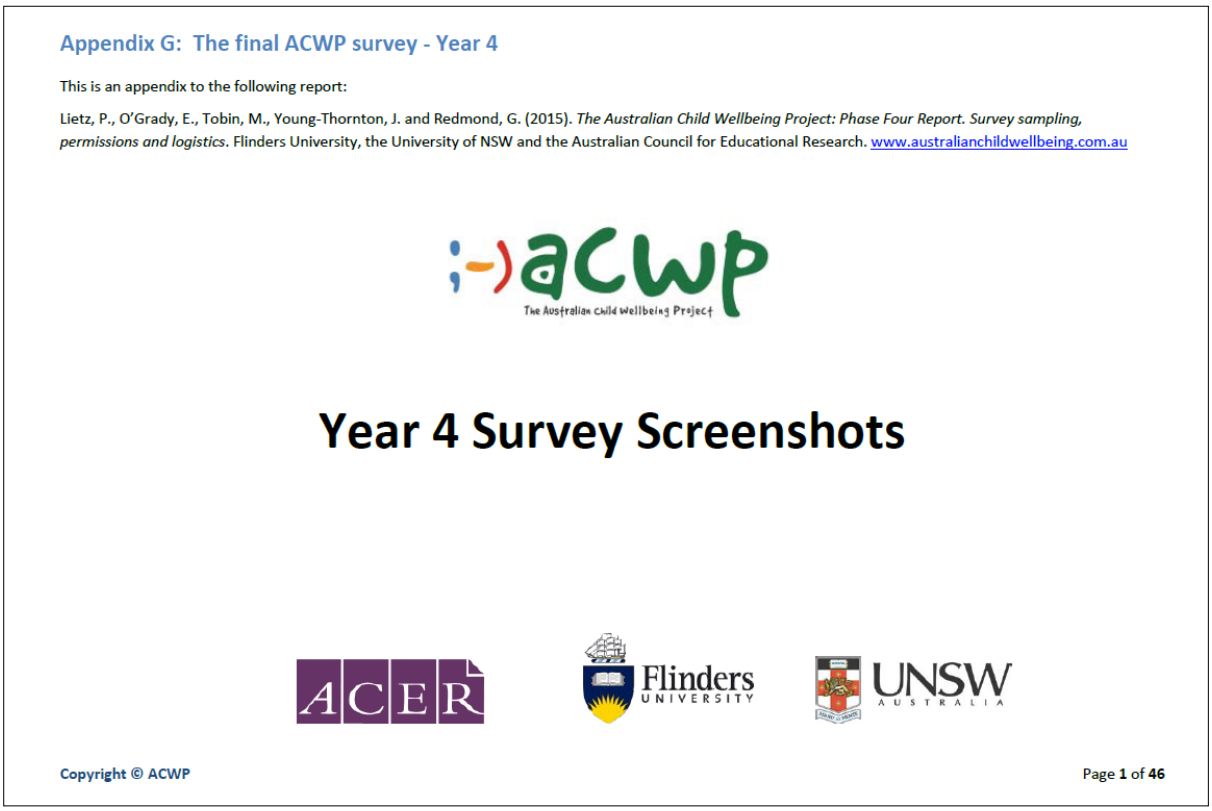
18/03/2014

enc

Appendix G.
The final ACWP survey – Year 4

Retrieve Year4 Survey Screenshots.pdf from:

http://www.australianchildwellbeing.com.au/sites/default/files/uploads/Year4%20Survey%20Screenshots%20final.pdf



Appendix G: The final ACWP survey - Year 4

This is an appendix to the following report:

Lietz, P., O'Grady, E., Tobin, M., Young-Thornton, J. and Redmond, G. (2015). *The Australian Child Wellbeing Project: Phase Four Report. Survey sampling, permissions and logistics*. Flinders University, the University of NSW and the Australian Council for Educational Research. www.australianchildwellbeing.com.au

Year 4 Survey Screenshots

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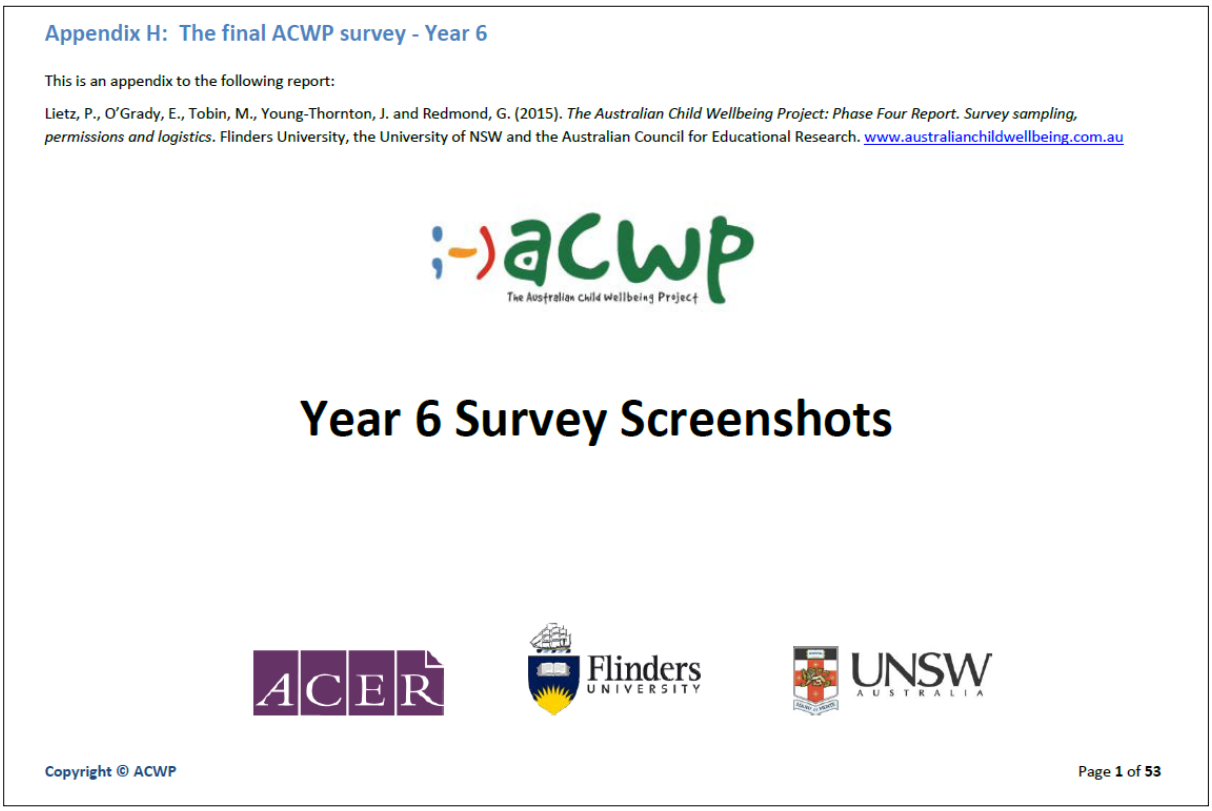
Appendix H.
The final ACWP survey – Year 6

Retrieve Year6 Survey Screenshots.pdf from:

http://www.australianchildwellbeing.com.au/sites/default/files/uploads/Year6%20Survey%20Screenshots%20final.pdf



Appendix H: The final ACWP survey - Year 6

This is an appendix to the following report:

Lietz, P., O'Grady, E., Tobin, M., Young-Thornton, J. and Redmond, G. (2015). *The Australian Child Wellbeing Project: Phase Four Report. Survey sampling, permissions and logistics*. Flinders University, the University of NSW and the Australian Council for Educational Research. www.australianchildwellbeing.com.au

Year 6 Survey Screenshots

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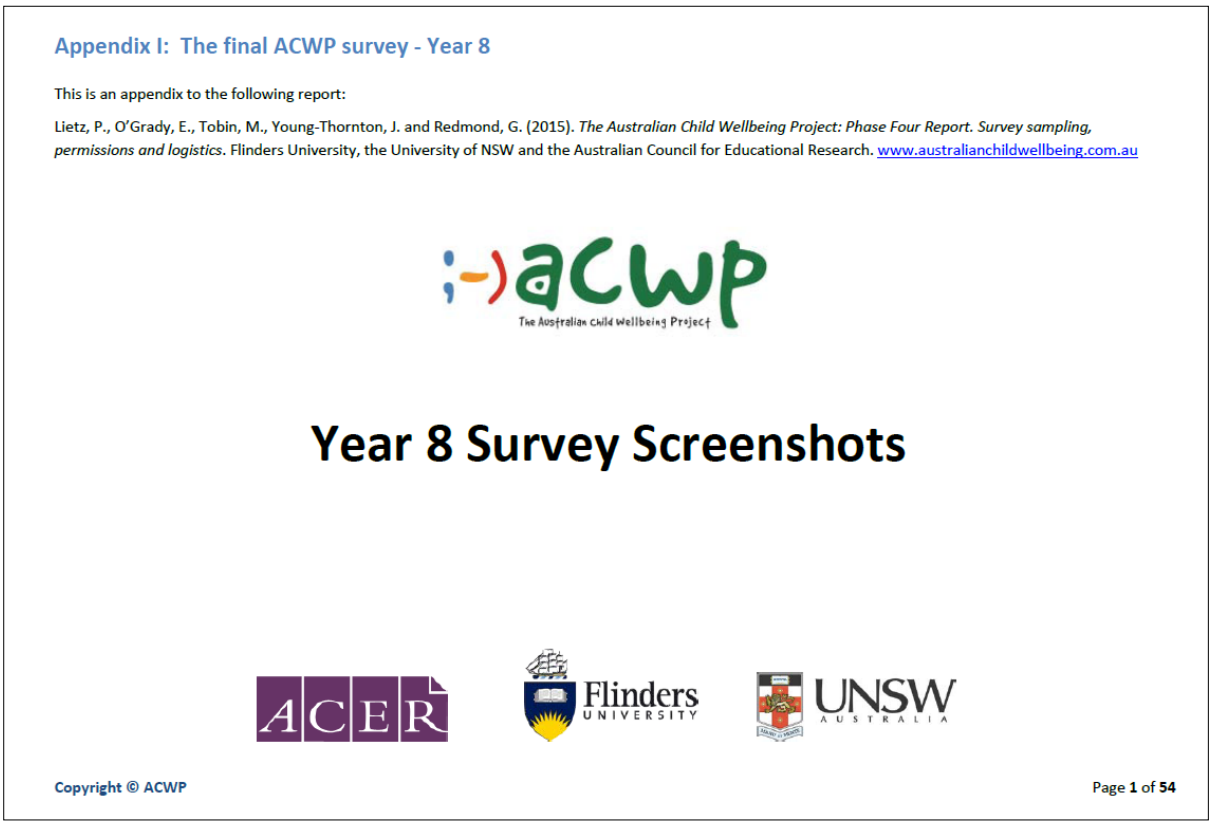
Appendix I.
The final ACWP survey – Year 8

Retrieve Year8 Survey Screenshots.pdf from:

http://www.australianchildwellbeing.com.au/sites/default/files/uploads/Year8%20Survey%20Screenshots%20final.pdf



Appendix I: The final ACWP survey - Year 8

This is an appendix to the following report:

Lietz, P., O'Grady, E., Tobin, M., Young-Thornton, J. and Redmond, G. (2015). *The Australian Child Wellbeing Project: Phase Four Report. Survey sampling, permissions and logistics*. Flinders University, the University of NSW and the Australian Council for Educational Research. www.australianchildwellbeing.com.au

The Australian Child Wellbeing Project

Year 8 Survey Screenshots

ACER Flinders University UNSW Australia

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Appendix J.
Participation certificates for students

Appendix K.
Field Trial School Report

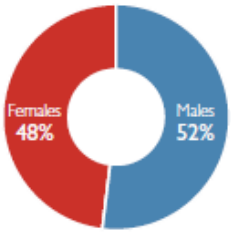
;-) aCWP
The Australian Child Wellbeing Project

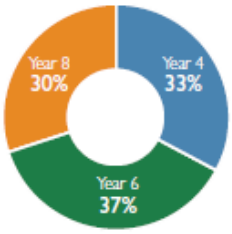
Australian Child Wellbeing Project
Field Trial School Report

In term 1 2014, your school participated in the field trial (FT) of the ACWP. While FT data cannot be considered representative, this **short report** provides some general information about the data collected.

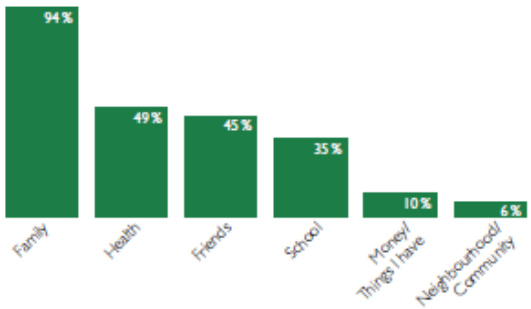
Due to the small sample and need to maintain confidentiality, school level data cannot be presented. With this in mind, we hope that the information provided is of some benefit to your school and students and we thank you again for your support for the project.

Ten schools in Victoria and NSW took part. The gender and year level distribution of the **177 participants** is illustrated in these charts.

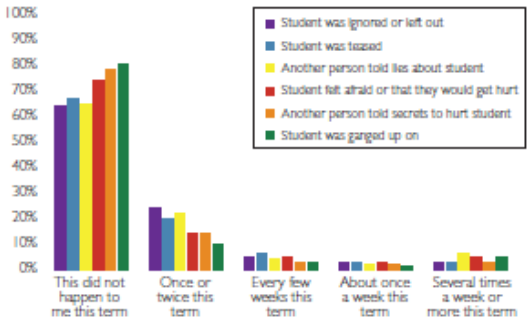




The ACWP survey focuses on six main aspects of life identified by young people as important to having a good life. In the FT, students were asked about the relative importance of these aspects by placing one or more on a shelf of a bookcase where the highest was indicative of the most important. The percentage indicated in the figure represents the proportion of students that placed the aspect on the 'top shelf'. Family was considered by the majority as most important and this was consistent for both males and females and across age groups. There was also a tendency for health and friends to be important to young people's ability to experience a good life.



Bullying can be an overarching factor that has the potential to affect various aspects of a young person's wellbeing. Students were asked about the extent to which they had experienced different types of bullying in term 1. This figure displays the average response for the sample overall. This indicates that the majority of students (>64% of students for all types of bullying) had not experienced bullying in term 1 this year while around 20% had experienced bullying once or twice in term 1.



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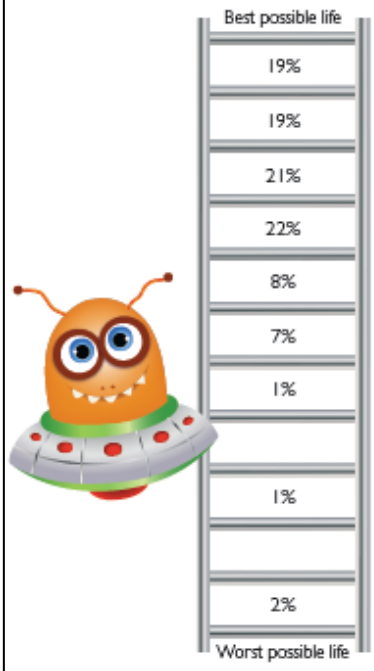
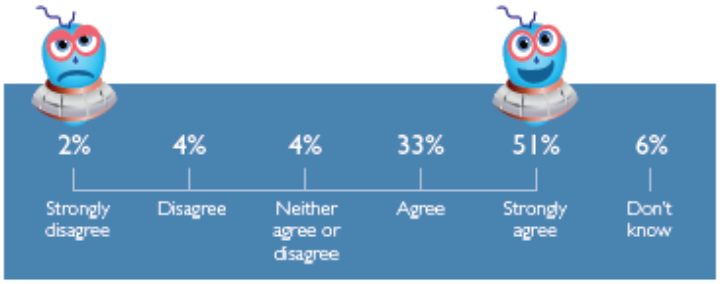


Students were presented with the following question:

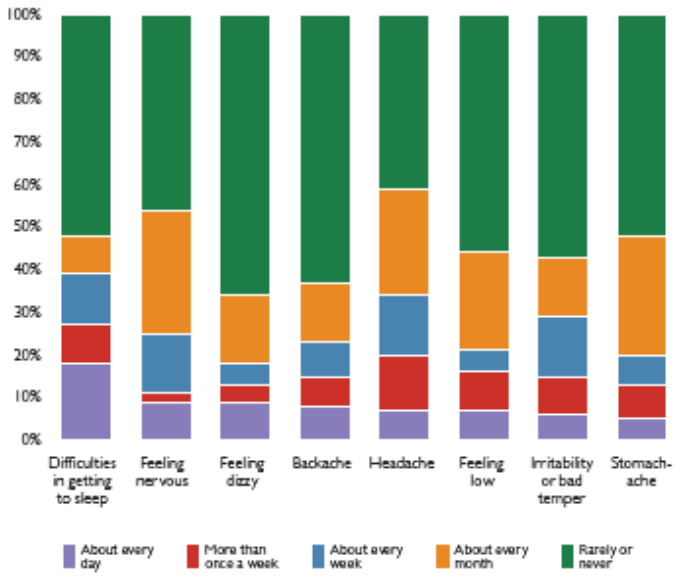
"Here is a picture of a ladder. The top of the ladder "10" is the best possible life for you and the bottom "0" is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment?"

The percentage of students identifying with each rung of the ladder is represented here. This suggested a **generally positive outlook** with more than 80% placing themselves on rung seven or higher.

Results of the FT data suggested that students tended to feel **optimistic about their future**. The percentage of students who agreed with the statement "I feel positive about my future" was 84%.



Students were asked about certain aspects of their **mental and physical health** over the previous six months. The chart adjacent demonstrates the percentage of students identifying with each issue at various time intervals. These results indicate that most students experience at least one of these health issues each month. A small percentage of students report experiencing one or more issues every day.



Please visit
www.australianchildwellbeing.com.au
for more project findings and details

Appendix L.
Draft final report outline

Draft final report outline

Executive summary

List of figures

List of tables

Acknowledgements

Reader's guide

Chapter 1: Introduction

What is the aim of the ACWP?

The overarching aim of the ACWP is to arrive at profiles of different groups of Australian young people in the middle years in terms of their wellbeing, with a particular focus on disadvantaged young people and a view to international comparisons.

<Insert a summary of the overall aims for the project – this is linked to summary and recommendations at the end of the report. This will also include the target groups for research.>

What were the main phases of the ACWP?

Qualitative phase: Part 1– Development of wellbeing indicators

<Insert a summary of the qualitative work and how children's perspectives determined the domains/indicators of wellbeing.>

National Survey phase

<Insert a summary of the development of the quantitative survey and explanation of how the qualitative work was transposed into quantitative survey for national roll out. This will include an explanation of what the students did/the online survey development as well as highlighting that different year levels answered different questions.>

Qualitative phase: Part 2

<Insert a summary of the purpose and design of the second phase of qualitative work>.

Who participated?

<Insert a description of the sample for qualitative phase part 1.>

<Insert a description of sample design for quantitative phase including weighting procedures. This will also include a description and justification for assigning membership of students to different sub-groups.>

< Insert a description of the sample for qualitative phase part 2.>

Organisation of this report

<Insert a description of the structure of the report.>

Chapter X to X of this report discusses each domain of wellbeing in turn. As an introduction, a list of key findings is first presented. Then, each chapter provides a summary of the findings from the initial qualitative and how this guided the definition and structure of the domain. This is followed by a discussion of the development of the adjacent national survey questions and the results of the quantitative analysis, by sub-domain. The quantitative analysis includes frequencies and/or descriptives by sex and year level. Where appropriate, comparisons are also included for the six sub-groups which were a focus of this research. Analysis also includes comparisons with other relevant international surveys. *<Insert any other relevant analyses as required.>*

Chapter X then provides results of analyses aimed at arriving at different profiles of wellbeing for young people in Australia.

Chapter X and X provide a summary and recommendations based on the overall aims and purpose of the research project. This includes implications for policy. *<Insert more information and detail as required>.*

Chapter 2: Cross-cutting themes

Key Findings

<Insert page of key findings>

There are four main themes that can be defined as cutting across all other domains of wellbeing. These include 'feeling good', 'optimism' 'bulling' and 'closeness of relationships'. As these themes potentially impact on all other domains of wellbeing, they are presented first in this report.

Qualitative results

<Insert relevant information from phase 1 report also included in phase 2 report; e.g. bullying, p74-75; feeling good p78.>

Quantitative design and results

Feeling good

This theme was measured by the items/scales of overall wellbeing, importance of domains for wellbeing and the Cantril ladder.

<Insert relevant quantitative analysis.>

Optimism

This theme was measure by an item that asked about student's optimism for the future.

Bullying

Bulling was measure by a series of questions related to the student's experiences with bullying in and out of school both as an initiator and a victim.

<Insert relevant quantitative analysis.>

Closeness of relationships

To determine the degree of closeness students experience with different people in their life, they placed different people on a circle map with them at the centre. The closer to the centre the person was placed, the closer the student was assumed to feel towards this person.

<Insert relevant quantitative analysis.>

Chapter 3: Self-demographics

Key Findings

<Insert page of key findings>

Qualitative results

<Insert any relevant notes from phase 1 and 2 reports related to justification for collecting demographic information.>

Quantitative design and results

In order to ascertain the impact of relevant demographics on wellbeing, questions around gender, family language background Aboriginal and Torres Strait Islander status, disability, puberty and educational aspirations were asked.

<Insert quantitative results; adjust headings below as required.>

Gender

Family language background

Aboriginal and Torres Strait Islander status

Disability

Puberty

Educational aspirations

Chapter 4: Family

Key Findings

<Insert page of key findings.>

Qualitative results

<Insert information from Phase Two Report (page 46) and any other relevant details from qualitative phase.>

Quantitative design and results

The quantitative measure of the family domain included both factual or correlates related to wellbeing as well as two sub-domains of 'togetherness' and 'worry'.

Factual/correlates

The factual/correlate questions included items concerning the organisation of the household, number of adults with a paid job, family possessions, whether the student had changed house or schools, out-of-home care, family health and caring responsibilities.

<Insert relevant quantitative analysis.>

Togetherness

This sub-domain of family was measured by items regarding family cohesion and management.

<Insert relevant quantitative analysis.>

Worry

This sub-domain of family was measured by items regarding the degree of vulnerability and harmfulness of people close to him/her that the young person experienced.

<Insert relevant quantitative analysis.>

Chapter 5: Friends

Key Findings

<Insert page of key findings.>

Qualitative results

<Insert details from phase 2 report page57.>

Quantitative design and results

The friend domain consisted of factual questions as well as the sub-domain of 'support and conflict'.

Factual/correlates

The factual questions where regarding number of close friends.

<Insert relevant quantitative analysis.>

Support and conflict

The sub-domain support and conflict consisted of questions about the degree of closeness and support of a closest friend as well as the degree of conflict with the same closest friend.

<Insert relevant quantitative analysis.>

Chapter 6: School

Key Findings

<Insert page of key findings.>

Qualitative results

<Insert details from phase 2 report pg 61.>

Quantitative design and results

The school domain consisted of factual questions as well as the sub-domains of 'success', 'enjoyment', 'pressure' and 'outside school activities'.

Factual/correlates

The factual school questions were about missing school, teacher support and parental interest in school.

<Insert relevant quantitative analysis.>

Success

The sub-domain of success at school was measured by the students self perception of their performance when compared to classmates.

<Insert relevant quantitative analysis.>

Enjoyment

Enjoyment of school was measured by the scale of school intrinsic motivation.

<Insert relevant quantitative analysis.>

Pressure

School pressure was measured by an item that asked students to rate the degree of pressure they experienced from the school work they were required to do.

<Insert relevant quantitative analysis.>

Outside school activities

Participation in outside activities was measured by the frequency of involvement in various activities.

<Insert relevant quantitative analysis.>

Chapter 7: Community and Neighbourhood

Key Findings

<Insert page of key findings.>

Qualitative results

<Insert information from phase 2 report pg. 65.>

Quantitative design and results

The domain of community and neighbourhood was measured by two sub-domains of 'resources' and 'safety'.

Resources

Students where asked about access to resources in their area in terms of having things to do.

<Insert relevant quantitative analysis.>

Safety

To determine the degree of safety in their community, student where asked about their perceptions of safety during the day and at night in their neighbourhood.

<Insert relevant quantitative analysis.>

Chapter 8: Health

Key Findings

<Insert page of key findings.>

Qualitative results

<Insert information from phase 2 report pg. 67.>

Quantitative design and results

Health was measured be factual questions as well as the sub-domains of 'subjective health' and 'mental and physical health'.

Factual/correlates

Students were asked about their experiences with hunger, drinking alcohol and smoking.

<Insert relevant quantitative analysis.>

Subjective health

The sub-domain of subjective health was measured by an item that asked student to rate their overall health.

<Insert relevant quantitative analysis.>

Mental and physical health

In order to determine mental and physical health, students where asked about their experience with several different mental and physical ailments.

<Insert relevant quantitative analysis.>

Chapter 9: Money and material wellbeing

Key Findings

<Insert page of key findings.>

Qualitative results

<Insert information from phase 2 report pg. 71.>

Quantitative design and results

Material wellbeing was measured by a factual question related to ownership, or lack of, certain items aimed at representing socio-economic status.

<Insert relevant quantitative analysis.>

Chapter 10: Towards profiles of wellbeing in Australia

Key findings

<Insert page of key findings.>

Method of analysis

Results

Chapter 11: Summary & recommendations

Chapter 12: Implications for policy