



Towards the ACWP Questionnaire

The Australian Child Wellbeing Project: Final Phase Two Report

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Australian Child Wellbeing Project - Final Phase 2 Report

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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 Dr 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: www.australianchildwellbeing.com.au

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EXECUTIVE SUMMARY

This is the Phase Two report of the Australian Child Wellbeing Project (ACWP) which is a child-centred study that started with young people's perspectives to design a major nationally representative survey of wellbeing among 8-14 year olds. The survey will benchmark child wellbeing in Australia and provide information that contributes to the development of effective services for young people's healthy development. For the purposes of this project, wellbeing is broadly understood as comprising young people's material and environmental circumstances, their relationships, and how they think about themselves in the context of those circumstances and relationships.

This project seeks to further the understanding of how young people in general and disadvantaged young people in particular, understand their own wellbeing. Particular attention is given to understanding the perspectives of young people in six groups who are often seen as experiencing high levels of marginalisation or as having particular experiences and needs: Aboriginal and Torres Strait Islander young people, culturally and linguistically diverse young people, young people living with disability, young people living in regional and remote Australia, economically disadvantaged young people, and young people living in out of home care.

As a result of the discussions during the development of the field trial questionnaire, the aim of the ACWP was further clarified as follows:

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.

Two major aspects of this aim are noteworthy. Firstly, rather than developing another instrument to measure wellbeing, young people will be grouped into clusters in terms of their perceptions of elements of wellbeing that are canvassed in the questionnaire. Factual questions, for example about socio-economic status, family size and gender, will be used to describe clusters. Secondly, comparisons with international and other data sets, are aimed at relating results from the ACWP to other surveys. Discussions with Australian jurisdictions indicate a greater interest in comparisons between the year levels (i.e. years 4, 6, and 8) and a lesser interest in comparisons between states and territories.

The overall project is divided into six major phases which include the development and conduct of a nationally representative school based online survey among young people in school years 4, 6 and 8, to be carried out in school Term 3, 2014.

This document reports on Phase Two of the project: development of the wellbeing indicators. The development of indicators was informed by the findings of the first qualitative phase of the project, a review of literature and existing wellbeing measures, considerations related to online implementation, two stages of feed-back from the Project Steering Group as well as cognitive interviews with children in the target population (i.e. years 4, 6, and 8) who responded to various versions of the field trial questionnaire.

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Table 1 below summarises the content of the final field trial questionnaire of the ACWP.

Table 1: Content of final field trial questionnaire

Major domains	Correlates/ Factual	Subdomains	Cross-cutting themes
1.1. Family	1.2. Family possessions Paid job Organisation of household(s) Out of home care Change: -house -school -carers Family health Out of home care	1.3. Togetherness - Family cohesion - Family management Worry - Vulnerability - Harmful	
2.1. Friends	2.2. Number of close friends	2.3. Support and conflict	8. Bullying
3.1. School	3.2. Absence Teacher support Parental interest	3.3 Enjoyment Pressure Success at school Outside school activities	Feeling good Learning Closeness of relationships
4.1. Community/ Neighbourhood	4.2. Not applicable	4.3. Access to resources Safety	Optimism
5.1. Health	5.2. Hunger Breakfast Smoking and drinking	5.3. Subjective health Mental and physical health	
6.1. Money and material wellbeing	6.2. Socio-economic status Deprivation	6.3. Covered partly in family subdomain 'Vulnerability'	
7.1. Self demographics	7.2 Language background Gender Aboriginal and Torres Strait Islander Disability Aspirations Puberty	7.3 Not applicable	

Table 2 below provides an overview of the proposed indicators for the ACWP. These are likely to be further refined after the analysis of the field trial data which will be described in the Phase Three report, scheduled for the end of June 2014.

Table 2: Overview of proposed indicators for the ACWP

Major domain	Subdomain/ Correlates	Indicator (Preliminary label)	Comparisons
Family	Factual/ correlates	Organisation of the household(s)	Children's Worlds
		Paid job	Children's Worlds
		Family possessions - Car	HBSC
		Family possessions - Own bedroom	HBSC
		Family possessions - Holiday	HBSC
		Family possessions - Computers	HBSC
		Family possessions - Dishwasher	HBSC
		Family possessions – Foreign Holiday	HBSC
		Family possessions – Bathrooms	HBSC
		Family possessions - Books	PIRLS/TIMSS
		Changed house	ACWP subgroups
		Changed school	ACWP subgroups
		Changed carers	ACWP subgroups
	Out of home care	Children's Worlds	
	Family health	ACWP subgroups	
Togetherness	Family cohesion	Children's Worlds	
	Family management	HowRU	
Worry	Vulnerability - Significant other	ACWP subgroups	
	Harmful - Significant other	ACWP subgroups	
Friends	Factual/ correlates	Number of close friends	ACWP subgroups
	Support and conflict	Degree of closeness/support - closest friend	ACWP subgroups
		Conflict - closest friend	ACWP subgroups
School	Factual/ correlates	Missed school	ACWP subgroups
		Teacher support	MDI
		Parental Interest in school	PIRLS/TIMSS
	Success	Success at school	HBSC
	Enjoyment	School - General satisfaction	LSAC
		School - Intrinsic motivation	LSAC
	Pressure	School - Pressure	HBSC
	Outside school activities	Participation in outside school activities	Children's Worlds
Community/ Neighbourhood	Resources and safety	Access to resources	Children's Society
		Safety	Children's Society
Health	Factual/ correlates	Hunger	HBSC
		Breakfast	HBSC
		Smoking and drinking	HBSC
	Subjective health	Overall subjective health	HBSC
	Mental and physical health	Headache	HBSC
		Stomach-ache	HBSC
		Backache	HBSC
		Feeling low	HBSC
		Irritability	HBSC
		Feeling nervous	HBSC
		Difficulties getting to sleep	HBSC
Dizziness	HBSC		
Money and material wellbeing	Factual/correlates	Socio-economic status Deprivation	ACWP subgroups
Self-demographics	Factual/correlates	Language background	PIRLS/TIMSS
		Gender	PISA
		Aboriginal and Torres Strait Islander	PISA
		Disability	Youth 2012 Student Health and Wellbeing Questionnaire -New Zealand
		Disability difficulties	Youth 2012 Student Health and Wellbeing Questionnaire -New Zealand
		Aspirations	HowRU
	Puberty	ACWP subgroups	

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Major domain	Subdomain/ Correlates	Indicator (Preliminary label)	Comparisons
Cross-cutting domains	Bullying	Bullying	Australian Covert Bullying Prevalence Study
		Bullying - location	ACWP subgroups
		Bullied by friend	ACWP subgroups
		Bullying Initiator	HowRU
	Feeling good	Overall wellbeing	Children's World's
		Importance of domains for wellbeing	ACWP subgroups
		Cantril ladder	HBSC
	Optimism	Optimism for the future	ACWP subgroups
	Closeness of relationships	Closeness/Proximity of Relationships	ACWP subgroups

Note:

* ACWP subgroups include comparisons by gender, disability, grade, Aboriginal and Torres Strait Islander, language background, grade, socio-economic status.

This report contains the following components:

- [Chapter 1:](#) The process of questionnaire development for the ACWP
- [Chapter 2:](#) The field trial questionnaire as administered in Term 1 2014
- [Attachment 1:](#) The original draft field trial questionnaire as presented to the ACWP Project Steering Group in September 2013
- [Attachment 2:](#) Issues raised at the PSG, 24 September 2013 and subsequent PSG telephone conference, 7 November 2013 and research team's responses
- [Attachment 3:](#) The Australian Child Wellbeing Project - Cognitive Interviews. Full report to the Project Steering Group, April 2014
- [Attachment 4:](#) ACWP field trial analysis plan, April 2014

CHAPTER 1: THE PROCESS OF QUESTIONNAIRE DEVELOPMENT FOR THE ACWP

This report on Phase Two of the ACWP describes the process of questionnaire development which included the following five steps:

1. The development of a draft field trial questionnaire based on the findings of the qualitative work in Phase One of the project, prior research and a review of existing well-being instruments (see [Attachment 1](#)).
2. Two rounds of comments from the Project Steering Group on the draft field trial questionnaire (see [Attachment 2](#)).
3. Cognitive interviews with young people from the target population including interview schedules for each year level (see [Attachment 3](#)).
4. The final field trial questionnaire (see [Chapter 2](#)).
5. Analyses to finalise the questionnaire for the main survey to be conducted in Term 4, 2014 (see [Attachment 4](#)).

Each of these steps is discussed in turn below.

As the first step, the development of the questionnaire was informed by the interviews and focus groups undertaken in the qualitative work in Phase One of the ACWP (see <http://www.australianchildwellbeing.com.au>), a detailed review of existing instruments aimed at measuring wellbeing and prior research.

The qualitative work identified the following six domains of wellbeing and priorities assigned by young people to these domains:

- | | |
|--------------------------------|--|
| • Family | Highest priority, most frequently raised by young people and discussed as the most important element of wellbeing. |
| • Friends | Ranked as a very high priority by majority of the groups and medium for other groups. Important element is a distinction between 'good' and 'bad' friends. |
| • School | Mixed priorities, depending on group |
| • Community/Neighbourhood | Wide variety of meaning, mixed priorities |
| • Health | Less important than family, friends and school |
| • Money and material wellbeing | Least important for wellbeing |

It was decided that domains and themes that were given higher priority by young people should be given more space in the questionnaire.

In addition, six themes were identified as cutting across a number of the domains, namely bullying, guidance and rules, learning, safety, stress, and feeling good.

Existing wellbeing instruments that were reviewed during this first step of questionnaire development include the following:

- Health Behaviour in School-Aged Children (HBSC)
- Personal Wellbeing Index-School Children (PWI-SC)

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- HowRU?
- Children's Society (CS)
- Children's Worlds (CW)
- Communities that Care (CC)
- Growing up in Ireland
- Huebner Life Satisfaction
- Kidscreen
- Social and Emotional Wellbeing Survey (SEWB)
- Middle Years Development Instrument (MDI)
- The Young Lives Study
- World Vision Kinderstudy
- The Longitudinal Study of Australian Children (LSAC)
- Health-Related Quality of Life in children and adolescents (KINDL)
- Brief Multidimensional Students' Life Satisfaction Scale (MSLSS)
- Student Health and Wellbeing - New Zealand (SHWB-NZ)

In addition, questionnaires from the following:

- Progress in Reading Literacy (PIRLS),
- Trends in International Mathematics and Science Study (TIMSS) and the
- Programme for International Student Assessment (PISA)

were reviewed for relevant questions that would allow international comparisons with the year 4, 8 and 15-year-old students in up to 67 countries that form the target populations for these assessments.

Also during this first step of the development of the field trial questionnaire, the aim of the ACWP was further refined as follows:

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.

Two major aspects of this aim are noteworthy. Firstly, rather than developing another instrument to measure wellbeing, young people will be grouped into clusters in terms of their perceptions of elements of wellbeing that are canvassed in the questionnaire. Factual questions, for example about socio-economic status, family size and gender, will be used to describe clusters. Secondly, comparisons with international and other data sets, are aimed at relating results from the ACWP to other surveys. Discussions with Australian jurisdictions indicate a greater interest in comparisons between the year levels (i.e. years 4, 6, and 8) and a lesser interest in comparisons between states and territories.

Together, these considerations led to the development of the draft field trial questionnaire that was presented to the ACWP Project Steering Group (PSG) in September 2013 (see [Attachment 1](#)). Attachment 1 provides Phase One conceptualisations and policy aims for each question, details regarding the purpose of anchoring vignettes as well as considerations for the online implementation of the questionnaire.

In the next step, two rounds of comments from the PSG regarding the draft questionnaire were received and considered, one after the meeting in September 2013 and one after an additional PSG meeting in November 2013. Comments ranged from very specific suggestions regarding question wording to broader considerations regarding the extent and depth with which children were to be asked about certain aspects of wellbeing. This involved, for example, questions obtaining information about correlates/factual of wellbeing such as organisation of the household and aspirations as well as questions covering the cross-cutting themes of "feeling good" and bullying. In many instances, the desire of asking in greater depth about an aspect had to be balanced against the need to keep the questionnaire of manageable length for students in years 4, 6, and 8. Details of the comments received and how these were taken into consideration in the questionnaire development are provided in [Attachment 2](#).

Another step in the questionnaire development included cognitive interviews, which were undertaken with 22 young people from the target population in three locations, one in New South Wales and two in South Australia. The purpose of the cognitive interviews was to observe a) respondents' comprehension of items, b) respondents' response processes, c) any signs of fatigue and d) general reactions and behaviours while responding to the questionnaire. While a summary of the cognitive interviews is given as part of Attachment 2, a full report is provided as [Attachment 3](#).

Together, these steps led to the development of the field trial questionnaire. The final field trial questionnaire was administered to students in years 4, 6, and 8 in eleven schools in Victoria and New South Wales in Term 1 2014. The content of the final field trial questionnaire is described in detail in [Chapter 2](#) of this report. Table 1.1 below provides an overview of the conceptualisation of the final field trial questionnaire.

It should be noted that, with one exception, separate questions were developed to operationalise the concepts in Table 1.1. The exception is learning as a cross-cutting theme. Questions about learning have been included in the following scales: "Family cohesion", "Enjoyment at school" and "Parental interest".

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Table 1.1: Conceptualisation of the final field trial questionnaire

Major domains	Correlates/ Factual	Subdomains	Cross-cutting themes
1.1. Family	1.2. Family possessions Paid job Organisation of household(s) Out of home care Change: -house -school -carers Family health Out of home care	1.3. Togetherness - Family cohesion - Family management Worry - Vulnerability - Harmful	
2.1. Friends	2.2. Number of close friends	2.3. Support and conflict	8. Bullying
3.1. School	3.2. Absence Teacher support Parental interest	3.3 Enjoyment Pressure Success at school Outside school activities	Feeling good Learning Closeness of relationships
4.1. Community/ Neighbourhood	4.2. Not applicable	4.3. Access to resources Safety	Optimism
5.1. Health	5.2. Hunger Breakfast Smoking and drinking	5.3. Subjective health Mental and physical health	
6.1. Money and material wellbeing	6.2. Socio-economic status Deprivation	6.3. Covered partly in family subdomain 'Vulnerability'	
7.1. Self demographics	7.2 Language background Gender Aboriginal and Torres Strait Islander Disability Aspirations Puberty	7.3 Not applicable	

Keeping in mind the conceptualisation and the ages of the respondents, which range from about 8 to 14 years, Table 1.2 provides information regarding questionnaire length and item allocation.

Table 1.2: Length and item allocation in ACWP

Three forms of the ACWP questionnaire with common items:		
Year 4 (20 minutes)	Year 6 (30 minutes)	Year 8 (30 minutes)
Demographics/Correlates/Factual questions (5 minutes)		
Unique Year 4 items		Unique Year 8 items
Common items Year 4&6	Common items Year 4&6	-
-	Common items Year 6&8	Common items Year 6&8
Common items Year 4&6&8	Common items Year 4&6&8	Common items Year 4&6&8

Finally, Table 1.3 provides a summary of the proposed indicators and comparisons for the final field trial questionnaire

Table 1.3: Summary of proposed indicators and comparisons in the final field trial questionnaire

Major domain	Subdomain/ Correlates	Indicator (Preliminary label)	Comparisons
Family	Factual/ correlates	Organisation of the household(s)	Children's Worlds
		Paid job	Children's Worlds
		Family possessions - Car	HBSC
		Family possessions - Own bedroom	HBSC
		Family possessions - Holiday	HBSC
		Family possessions - Computers	HBSC
		Family possessions - Dishwasher	HBSC
		Family possessions – Foreign Holiday	HBSC
		Family possessions – Bathrooms	HBSC
		Family possessions - Books	PIRLS/TIMSS
		Changed house	ACWP subgroups
		Changed school	ACWP subgroups
		Changed carers	ACWP subgroups
		Out of home care	Children's Worlds
	Family health	ACWP subgroups	
Togetherness	Family cohesion	Children's Worlds	
	Family management	HowRU	
Worry	Vulnerability - Significant other	ACWP subgroups	
	Harmful - Significant other	ACWP subgroups	
Friends	Factual/ correlates	Number of close friends	ACWP subgroups
	Support and conflict	Degree of closeness/support - closest friend	ACWP subgroups
		Conflict - closest friend	ACWP subgroups
School	Factual/ correlates	Missed school	ACWP subgroups
		Teacher support	MDI
		Parental Interest in school	PIRLS/TIMSS
	Success	Success at school	HBSC
	Enjoyment	School - General satisfaction	LSAC
		School - Intrinsic motivation	LSAC
	Pressure	School - Pressure	HBSC
	Outside school activities	Participation in outside school activities	Children's Worlds
Community/ Neighbourhood	Resources and safety	Access to resources	Children's Society
		Safety	Children's Society
Health	Factual/ correlates	Hunger	HBSC
		Breakfast	HBSC
		Smoking and drinking	HBSC
	Subjective health	Overall subjective health	HBSC
	Mental and physical health	Headache	HBSC
		Stomach-ache	HBSC
		Backache	HBSC
		Feeling low	HBSC
		Irritability	HBSC
		Feeling nervous	HBSC
		Difficulties getting to sleep	HBSC
Dizziness		HBSC	
Money and material wellbeing	Factual/correlates	Socio-economic status Deprivation	ACWP subgroups
Self-demographics	Factual/correlates	Language background	PIRLS/TIMSS
		Gender	PISA
		Aboriginal and Torres Strait Islander	PISA
		Disability	Youth 2012 Student Health and Wellbeing Questionnaire -New Zealand

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Major domain	Subdomain/ Correlates	Indicator (Preliminary label)	Comparisons
		Disability difficulties	Youth 2012 Student Health and Wellbeing Questionnaire -New Zealand
		Aspirations	HowRU
		Puberty	ACWP subgroups
Cross-cutting domains	Bullying	Bullying	Australian Covert Bullying Prevalence Study
		Bullying - location	ACWp subgroups
		Bullied by friend	ACWP subgroups
		Bullying Initiator	HowRU
	Feeling good	Overall wellbeing	Children's World's
		Importance of domains for wellbeing	ACWP subgroups
		Cantril ladder	HBSC
	Optimism	Optimism for the future	ACWP subgroups
	Closeness of relationships	Closeness/Proximity of Relationships	ACWP subgroups

Note:

- * ACWP subgroups include comparisons by gender, disability, grade, Aboriginal and Torres Strait Islander, language background, grade, socio-economic status.

The next step in the questionnaire development will be to analyse the data collected in the field trial. Results of the analyses will be used to guide the finalisation of the questionnaire for the main survey which will be conducted in Term 3 2014. Details of these analyses will be provided in the Phase Three report of the ACWP which is scheduled for the end of June 2014.

CHAPTER 2: THE FIELD TRIAL QUESTIONNAIRE AS ADMINISTERED IN TERM 1, 2014.

This chapter illustrates the content of the field trial survey questionnaire as it was administered online in the ACWP field trial to sample of Year 4, 6, and 8 students in eleven schools in New South Wales and Victoria in Term 1, 2014. The content is the result of the development work that occurred between the original draft field trial questionnaire (see [Attachment 1](#)) in the light of the comments received from the PSG and the research team's responses to the feed-back (see [Attachment 2](#)) as well as information obtained from the cognitive interviews (see [Attachment 3](#)).

The content is given in the order in which questions were shown to respondents in the online field trial administration. For each question, information is provided about the major domain or cross-cutting theme to which it belongs and whether it is a correlate/factual or a sub-domain of that major domain. These details reflect the questionnaire conceptualisation given in in

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Table 1.1 above. In addition, policy aims and intended analyses are briefly described for each question.

Gender

Are you a girl or a boy?	
<input type="radio"/>	Girl
<input type="radio"/>	Boy

Major domain: Self demographics

Correlates/Factual: Gender

Year level: 4, 6 and 8

Source: PISA

Policy Aim/Analysis

Gender will be used as a control/background variable in analyses and as a major reporting variable to examine gender differences.

ATSI

Are you of Aboriginal or Torres Strait Islander origin?	
<i>(If you are Aboriginal and Torres Strait Islander, tick both 'Yes' boxes.)</i>	
No	<input type="radio"/>
Yes, Aboriginal	<input type="radio"/>
Yes, Torres Strait Islander	<input type="radio"/>

Major domain: Self demographics

Correlates/Factual: Aboriginal and Torres Strait Islander

Year level: 4, 6 and 8

Source: PISA

Policy Aim/Analysis

This question will allow us to identify one of the six sub-groups of interest for this survey, namely Aboriginal and Torres Strait Islander students.

Language background

How often do you speak English at home? (YEAR 4)	
<input type="radio"/>	I always or almost always speak English at home
<input type="radio"/>	I sometimes speak English and sometimes speak another language at home
<input type="radio"/>	I never speak English at home

How often do you speak English at home? (YEAR 6 and 8)	
<input type="radio"/>	Always
<input type="radio"/>	Almost always
<input type="radio"/>	Sometimes
<input type="radio"/>	Never

Major domain: Self demographics

Correlates/Factual: Language background

Year level: 4, 6 and 8 – note the different version for year 4.

Source: PIRLS/TIMSS (Year 4); TIMSS (Year 6, 8)

Policy Aim/Analysis

These questions will allow us to identify one of the six sub-groups of interest for this survey, namely Culturally and Linguistically Diverse students. We will be able to make comparisons with PIRLS and TIMSS data for Year 4, and with TIMSS data for Year 8. It should be noted that the use of different measures will prevent comparisons across all three year levels within the ACWP survey.

Aspirations

What is the highest level of education you would like to finish?	
Year 10	<input type="radio"/>
Year 11	<input type="radio"/>
Year12	<input type="radio"/>
Trade Qualification (apprenticeship)	<input type="radio"/>
TAFE Certificate (or similar)	<input type="radio"/>
University	<input type="radio"/>

Major domain: Self demographics

Correlates/Factual: Aspirations

Year level: 4, 6 and 8

Source: TIMSS (Year 8)

Policy Aim/Analysis

While aspirations can refer to education, relationships and jobs, it is felt that educational aspirations are easier to capture than jobs which might necessitate an open ended question which then requires coding.

Cantril Ladder

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?
<i>Select the box next to the number that best describes where you stand.</i>
<input type="radio"/> 10 Best possible life
<input type="radio"/> 9
<input type="radio"/> 8
<input type="radio"/> 7
<input type="radio"/> 6
<input type="radio"/> 5
<input type="radio"/> 4
<input type="radio"/> 3
<input type="radio"/> 2
<input type="radio"/> 1
<input type="radio"/> 0 Worst possible life

Cross-cutting theme: Feeling good

Year level: 4, 6 and 8

Source: Cantril (1965); HBSC

Policy Aim/Analysis

This question is a validated and accepted measure of overall wellbeing /life satisfaction for adults (Cantril, 1965), and has been used and validated with children in the HBSC. The Cantril ladder is highly correlated with other measures of wellbeing such as quality of life, subjective health and health complaints. This question can be treated as a scale outcome variable, and/or HBSC also creates two indices of high life satisfaction (6-10) and low satisfaction (0-5). This question is asked at the beginning of the survey before any domain-specific questions to avoid the measure of overall wellbeing being influenced by responses to more specific questions.

Overall wellbeing and Optimism for the future

How much do you agree or disagree with each of these sentences:						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
My life is going well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life is just right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I had a different kind of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what I want in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

} Overall wellbeing
} Optimism

Cross-cutting theme: Feeling good, Optimism

Year level: 4, 6 and 8

Source: Overall wellbeing: Children's Worlds - Student Life Satisfaction Scale (SLSS) by Scott Huebner, Optimism for the future: New for ACWP

Policy Aim/Analysis

This item set is included as an overall measure of perceived well-being that can be used as a key outcome variable. Levels of wellbeing in other major domains and subdomains would be expected to be highly correlated with this scale (see Rees et al., 2010 and Main and Bradshaw, 2012 for examples). This question is asked at the beginning of the survey before any domain-specific questions to avoid the general question to be influenced by responses to more specific questions and the ‘sensitising’ due to having completed a 20-30 minute survey on the topic. This item set is taken from Huebner's Students’ Life Satisfaction Scale (Huebner, 1991). It was adapted and reduced to the five items - as used here - and tested by Rees et al (2010) who found it to be a measure of children's subjective wellbeing with a high level of stability and test-retest validity.

An additional item, ‘Optimism for the future’ has been added to the ‘Overall wellbeing’ scale which is intended to be analysed separately. This new item intends to measure an additional aspect of overall wellbeing which is theorised to be important for children’s healthy development: optimism and resilience for the future.

Subjective health

Would you say your health is ...	
Excellent	<input type="radio"/>
Good	<input type="radio"/>
Fair	<input type="radio"/>
Poor	<input type="radio"/>

Major domain: Health

Subdomain: Subjective health

Year level: 4, 6 and 8

Source: HBSC

Policy Aim/Analysis

This question about overall health is asked at the start of the domain in order for it not to be affected by responses to more specific health questions. It can be used descriptively and also as a correlate to various subsequent questions regarding health related behaviours. This question has been used to explore relationships between self-rated health and SES at school and national/ international levels. This question has been asked of differing populations (elderly/young etc) (Idler and Benyamini, 1997; Elgar et al., 2013). Analyses by Elgar et al. (2013) have linked self perceived health, SES and family structure.

Importance of domains for wellbeing

Here is a set of shelves. Putting something on the top shelf means it is most important to you for having a good life. Putting something on the bottom shelf means that it is least important to you for having a good life. You can put things on the same shelf if they are equally important.
Where would you put the following on this set of shelves?
Family
Friends
School
Neighbourhood/community
Health
Money/things I have

Cross-cutting theme: Feeling good

Year level: 4, 6 and 8

Source: New for ACWP

Policy Aim/Analysis

As we already know from the qualitative work that most children have a similar order/ranking of the domains with family being most important; we do not want to measure just the relative but the absolute importance of each domain. We want to get importance onto an interval scale that allows us to measure not only which domain is more important but how much more important it is than another one. This might help to give relative weight to policy importance, as for example, Year 4s might still find family three times as important as school whereas by Year 8 young people might rate family and school about equally important for their well being. Knowing how young people prioritise these domains will provide important knowledge on the sources from which they construct their wellbeing. The hypothesis is that positive experience will matter more in the case of higher ranked domains; and also that if things are going well in a high ranked domain, they are more likely to be going well in a lower ranked domain. Qualitative work would suggest that we are likely to find differences across 'marginalised' and 'mainstream' groups in how domains are ranked.

Organisation of household(s) – Year 4 (Used as a filter for Years 6 and 8 for the following question)

Some children usually sleep in the same home each night. Other children sometimes or often sleep in different homes. Please choose which of the following sentences best describes you	
I always sleep in the same home	<input type="radio"/>
I usually sleep in the same home, but sometimes sleep in other places (for example a friend's or a weekend house)	<input type="radio"/>
I regularly sleep in two homes with different adults	<input type="radio"/>

Organisation of the household(s) – Years 6 and 8 (Filtered to either present ‘First home’ only, or ‘First and Second homes’ to respondents depending upon their answer to the previous question)

This question is about the people you live with			
Please tick all of the people who live in your home(s).			
First home		Second home	
Mother	<input type="radio"/>	Mother	<input type="radio"/>
Father	<input type="radio"/>	Father	<input type="radio"/>
Mother’s partner	<input type="radio"/>	Mother’s partner	<input type="radio"/>
Father’s partner	<input type="radio"/>	Father’s partner	<input type="radio"/>
Grandmother	<input type="radio"/>	Grandmother	<input type="radio"/>
Grandfather	<input type="radio"/>	Grandfather	<input type="radio"/>
Brothers and sisters	<input type="radio"/>	Brothers and sisters	<input type="radio"/>
Other children	<input type="radio"/>	Other children	<input type="radio"/>
Other adults	<input type="radio"/>	Other adults	<input type="radio"/>

Major domain: Family

Correlates/Factual: Organisation of household(s)

Year level: Year 4, 6 and 8. Note that there is a different version for Year 4s.

Source: Children's Worlds

Policy Aim/Analysis

This question provides information about who lives with children in their homes, and if children live in more than one home. The Year 4 question will enable comparisons with Children’s Worlds data and will provide information in terms of living in more than one home, but not about who is in the family. However the Year 4 question provides sufficient detail to ascertain whether children live in a nuclear family or in an extended family context and if children spend considerable time in more than one home. In order to reduce the overall length of the survey, it was decided to only obtain information about type of home from Year 4 children, and not about the composition of the home for Year 4 children.

The Year 6 and 8 questions will enable comparisons with data from Children’s Worlds about who lives with children in their homes, and if children live in more than one home.

The overarching aim of including these questions in the ACWP is to provide information about whether there are adults and/or children around the respondent, rather than to provide accurate information about the household composition of the respondent. Information from ‘Organisation of the household’ for Years 4,6, and 8 can be combined with information from the ‘Closeness of relationships’ question which asks children to drop people/pets who they consider close as close into their ‘me’ circle as possible. It is the combination of the people with whom they live/their household and whether they feel close to someone that is the focus of this aspect of the ACWP. Questions about family in international surveys in education are mainly used to obtain information about migration/language background and size of the family as a bigger family tends to means fewer resources per child.

Paid job

How many adults that you live with have a paid job?			
First Home		Second Home	
None	<input type="radio"/>	None	<input type="radio"/>
One	<input type="radio"/>	One	<input type="radio"/>
Two	<input type="radio"/>	Two	<input type="radio"/>
More than 2	<input type="radio"/>	More than 2	<input type="radio"/>
Don't know	<input type="radio"/>	Don't know	<input type="radio"/>

Major domain: Family

Correlates/Factual; Family wealth/deprivation


Year level: 4, 6 and 8

Source: Children's Worlds

Policy Aim/Analysis

This question will serve as one measure of SES, by having children indicate the number of adults in their home(s) who have paid jobs, and will be presented after the 'Organisation of the household(s)' indicator. The 'Organisation of the household(s)' indicator will serve as a filter to display either 'First home' only or both 'First and Second homes' depending upon respondents' answers. Along with if children live in more than one home, it is important to have information about the number of adults with paid jobs in the second, or other home. This is important as single parent households have fewer resources. It is important to know if there are possible resources in the second, or other home that can be used to support the child. Also, this measure can be used to help identify the ACWP sub-group of interest, 'Low-SES'. This is a key variable for identifying low income households. UK analysis shows it is highly correlated with income poverty (see Adams et al., 2012).

Closeness/proximity of relationships

Here is a circle with you at the centre.			
Here are some people or things you may know:			
Mother	Foster father	Grandmother	Mother's partner
Father	Sister	Grandfather	Father's partner
Stepfather	Brother	Other adult	
Stepmother	Uncle	Other child	
Foster mother	Aunt	Pet	
How close are these people to you? Drag them into the circle, as close to you as you feel they are. If you don't know a person or you don't feel close to them, just leave it where it is.			
			

Cross-cutting theme: Closeness of relationships

Year level: 4, 6 and 8

Source: Samuelson, Thernlund and Ringstroem (1996); Sturgess, Dunn, Davies (2001)

Policy Aim/Analysis

From the qualitative work, it emerged that it is important that young people have people or pets to whom they feel close. Also, in general having and maintaining relationships is important for well-being. This map enables the young people to provide a picture of not only about who is important but also how many people are important and how close they are to the young person. Well-being is related to the number and degree of people that young people feel close. See Samuelson, Thernlund and Ringstroem (1996) Sturgess, Dunn, Davies (2001). Sturgess et al (2001) use this technique to ascertain the relationship between closeness to mothers, fathers and step-fathers on the one hand, and behavioural difficulties and closeness to friends on the other. Our analysis will extend Sturgess et al.'s analysis by focusing on the association between relationships within the family and relationships outside - with friends, at school; and how these vary among the 'marginalised' and 'mainstream' groups. It will also extend studies that focus on relations with parents as an indicator of 'family functioning' and its relation to other domains of wellbeing. It is of policy relevance to examine how different forms of relationship within the family are associated with broader wellbeing and school engagement.

To be inclusive of different family contexts, children will be able to drag a person multiple times into rings if they have multiple brothers for or more than one father, for example.

Family cohesion

How often in the past week have you spent time doing the following things with your family?					
	Not at all last week	Once or twice last week	Most days last week	Every day last week	Don't know
Talking together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having fun together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Family

Subdomain: Togetherness –Family cohesion

Year level: 4, 6 and 8

Source: Children's Worlds (modified)

Policy Aim/Analysis

These items will form a scale of family cohesion and will enable comparisons with data from Children's Worlds. The time reference in the question stem has been reiterated in the response options by adding 'last week'. Analysis will look at the association between the 'Family cohesion' scale and other aspects of engagement and wellbeing such as the 'Worries about family vulnerability and harm' scale, school engagement, overall wellbeing and the closeness of relationships, among others.

Vignette - Family management

Below you will find descriptions of three families. Read each of the descriptions of these families, then let us know to what extent you agree with the final statement.				
	YES!	yes	no	NO!
Kiara's parents encourage her to take small risks. As she shows that she can be sensible they give her more freedom. Kiara always tells her parents the truth about what she is doing. She knows her parents will always help her if she is in danger. Kiara's parents help Kiara to keep safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erin's parents do not let her take any risks. They ban most things she wants to do to keep her safe. Erin lies to her parents about what she is doing. Her parents often do not know where she really is. Erin cannot ask her parents for help if she is in danger. Erin's parents help Erin to keep safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anna's parents let Anna do whatever she likes. They say she has to learn about risks herself. They never know where Anna is or what she is doing. They are too busy to help Anna if she is in danger. Anna's parents help Anna to keep safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Family

Correlates/Factual: Family management

Year level: Year 8- As corresponding scale on family management is for Year 8 students only.

Source: New for ACWP

Policy aim/Analysis

The Vignette –Family management is intended to correct for differences in response style and will be used for this purpose in the analyses. Further details on vignettes are provided in [Attachment 1, Section 9](#) and [Appendix A](#).

Family management

These questions ask you about your family. When we ask about your mother and father we want you to think about whom you live with most of the time. This includes step-parents, foster parents or guardians.					
	YES!	yes	no	NO!	This doesn't apply to me
My parents ask me if I've done my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents would know if I didn't come home on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rules in my family are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am not at home, one of my parents knows where I am and who I am with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents want me to call if I'm going to be late getting home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My family has clear rules about alcohol and drug use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you drank some alcohol (like beer, wine, spirits or pre-mixed drinks such as Bacardi Breezers or UDL's) without your parents' permission, would you be caught by your parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you carried a weapon without your parents' permission, would you be caught by your parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you skipped or wagged school without your parents' permission, would you be caught by your parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Family

Subdomain: Togetherness –Family management

Year level: 8

Source: HowRU

Policy Aim/Analysis

These items will form a scale of family management and will enable comparisons with data from the HowRU survey.

Worry - Vulnerability and harm

How much do you worry that someone close to you:				
	Not at all	A little	Somewhat	A lot
Will get sick?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will do something that scares me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will get hurt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will get arrested?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will be fighting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Won't have enough money?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Won't have a place to live?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Won't have enough to eat?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will move away?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will hurt somebody?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will tell a lie?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Family

Subdomain: Worry –Vulnerability and Harm

Year level: 4, 6 and 8

Source: Adapted from Family Worries Scale (Graham-Bermann, 1993)

Policy Aim/Analysis

This question will ask children to think about 'someone in your family', instead of specifically asking about mother/father/someone else as was presented in the original Family Worries Scale. It is thought more important for policymakers to know that children worry about vulnerable or harmful people in their families, but it is not as important to know if mothers are harmful and dads are vulnerable, for example. There

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are questions that control for 'who you live with', and for 'people that they are close to'.

As regards out of home care children, the qualitative work shows that these children refer to their family, not their foster carers. While we concede that it would be important to know if children worry about vulnerable/harmful people in their foster families, this is not an evaluation of foster care services and the number of children who are in foster homes and who identify as such is likely to be very small in the main national survey.

In line with the PSG recommendations, we have reduced items from the vulnerability scale (Will be worried a lot; Will lose a job; Will need help; Will be mad or angry; Will feel sad; Will feel afraid; Won't keep bad things from happening; Will die; Won't listen) that are more abstract. The remaining items in the vulnerability scale express more concrete vulnerabilities such as not having food or money.

These questions speak directly to concerns expressed by young people in the Phase 1 research. The Family Worries Scale, on which these questions are based, is not widely used, and therefore, there are no possibilities for direct comparisons. However, these questions, which do not deal with family functioning or cohesiveness, will allow the examination of the prioritisation of family, and worries about family, that are associated with material deprivation, school engagement and other measures of wellbeing. One hypothesis to be examined is that worries about the family are important in terms of their association with other aspects of engagement and wellbeing such as perceived family togetherness or cohesion.

Family health

Is there anyone in your family who is seriously affected by....	
<i>You can select more than one.</i>	
Disability or long term illness	<input type="radio"/>
Depression or mental illness	<input type="radio"/>
Using alcohol or other drugs	<input type="radio"/>
None of these	<input type="radio"/>

Major domain: Family

Correlates/Factual: Family health

Year level: 4, 6 and 8

Source: Adapted from SHWB-NZ

Policy Aim/Analysis

This question asks whether any family member has a serious illness or issues that may highlight the potential need for the student to care for these family members. This is likely to be a key categorical question. There is a large literature on the relationship between parental mental illness and drug/alcohol use and child wellbeing (and school engagement). In addition, many marginalised young people at Phase 1 reported living with family members who were ill, or disabled, and talked about this as influencing the way they lead their lives.

Disability

Have you had a disability for a long time (more than 6 months) (such as, hearing difficulties, visual difficulties, using a wheelchair, mental illness, learning difficulties)?	
Yes	<input type="radio"/>
No	<input type="radio"/>
I don't know	<input type="radio"/>

Does your disability make it hard for you, or stop you... <i>(You can select more than one.)</i>	
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)	<input type="radio"/>
Talking to people, understanding what other people say or hanging out with friends	<input type="radio"/>
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)	<input type="radio"/>
No difficulty with any of these	<input type="radio"/>

Major domain: Self demographics

Correlates/Factual: Disability

Year level: 4, 6 and 8

Source: Youth 2012 Student Health and Wellbeing Questionnaire -New Zealand (question stem and items slightly adapted for ease of understanding)

Policy Aim/Analysis

This question will identify one of six sub-groups of interest for this survey, namely children with a disability. This item will indicate if a child self-reports as having a disability, but will not indicate if a child has a health problem (e.g. diabetes, asthma) or a mental health issue (depression). This item will indicate the perceived difficulties encountered, but will not provide information about accessed or needed services (e.g. physical therapy, medication). According to the disability expert, Pammi Raghavendra, it is possible that some young people may have difficulties understanding the language used in the original question stem and items from the NZ Health and Wellbeing Questionnaire. Therefore they have been revised for ease of understanding.

Socio-economic status: Deprivation

Here is a list of items that some young people of your age have. Please tell us whether you have each item on the list or whether you'd like to have it.			
	I have this	I don't have this but would like it	I don't have this and I don't want or need it
An iPod or other personal music player	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some money that you can save each month, either in a bank or at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The right kind of clothes to fit in with other people your age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family has enough money for me to go on a school camp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your own mobile phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<If the answer is '1' to the above question, respondents will be further asked:>			
Enough credit on my mobile to phone or text friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Money and Material Wellbeing

Correlates/Factual: Socio-economic status: Deprivation

Year level: 4, 6 and 8

Source: Main, G. and Bradshaw, J. (2012) A child material deprivation index, Child Indicators Research (items 1,2,3,5)
New for ACWP (4,6).

Policy Aim/Analysis

These items will be used to form a scale of Deprivation, in order to measure SES. This can also be used (with the item about parent jobs) to form an indicator of SES and identify children from 'Low-SES' backgrounds, a sub-population of interest for this study. In addition to identifying the 'economically deprived' group, this is a direct measure of child material deprivation. It is an important measure in its own right, as an indicator of child deprivation. It is also important as an explanatory variable for other aspects of wellbeing, for example, its relationship to engagement at school, and to subjective wellbeing (for the latter, see Main and Bradshaw, 2012).

Family Possessions – Books

About how many books are there in your home? (Do not count magazines, newspapers or your school books.)	
<input type="radio"/>	None or very few (0 - 10 books)
<input type="radio"/>	Enough to fill one shelf (11 - 25 books)
<input type="radio"/>	Enough to fill one bookcase (26 - 100 books)
<input type="radio"/>	Enough to fill two bookcases (101 - 200 books)
<input type="radio"/>	Enough to fill three or more bookcases (more than 200)

Major domain: Family

Correlates/Factual: Family possessions

Year level: 4,6 and 8

Source: PIRLS (Year 4), TIMSS (Year 8)

Policy Aim/Analysis

This question is a proxy measure of socio-economic status, and can be combined with other socio-economic indicators, namely questions about ‘Paid job’, ‘Material Deprivation’ and HBSC questions about social inequality to identify children from economically disadvantaged backgrounds. These questions are used in large-scale assessments TIMSS and PIRLS, and will enable comparisons with Australian and international data from these surveys. Data analyses from these surveys show that there is a strong correlation between the number of books in the home and parental education and income levels.

Car

Does your family own a car, van or truck?	
No	<input type="radio"/>
Yes, one	<input type="radio"/>
Yes, two or more	<input type="radio"/>

Major domain: Family

Correlates/Factual: Family possessions

Year level: 6 and 8

Source: HBSC

Policy Aim/Analysis

This is the first of a set of four questions about social inequality that are asked in the HBSC. Having these questions in the survey will enable comparative analyses of HBSC data that control for social inequality. If analyses of the field trial data show insufficient variance on these response options, these questions will be dropped from the main survey.

SES Deprivation – Petrol

My family has enough money to put petrol in the car, van or truck when needed.	
We have this	<input type="radio"/>
We don't have this but I would like it	<input type="radio"/>
We don't have this and I don't want or need it	<input type="radio"/>

Major domain: Family

Correlates/Factual: SES Deprivation

Year level: 4, 6 and 8

Source: New for ACWP

Policy Aim/Analysis

This item is new for the ACWP survey, and is planned to be analysed with items from the ‘SES Deprivation’ scale. This item arose from the qualitative fieldwork, that having access to not only a car for transportation, but to petrol when needed, may more appropriately discriminate between levels of material deprivation in an Australian context.

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Own bedroom

Do you have your own bedroom for yourself?	
No	<input type="radio"/>
Yes	<input type="radio"/>

Major domain: Family

Correlates/Factual: Family possessions

Year level: 6 and 8

Source: HBSC

Policy Aim/Analysis

This is the second of a set of four questions about social inequality that are asked in the HBSC. Having these questions in the survey will enable comparative analyses of HBSC data that control for social inequality. If analyses of the field trial data show insufficient variance on these response options, these questions will be dropped from the main survey.

Dishwasher

Does your family have a dishwasher at home?	
No	<input type="radio"/>
Yes	<input type="radio"/>

Major domain: Family

Correlates/Factual: Family possessions

Year level: 6 and 8

Source: HBSC

Policy Aim/Analysis

This is a new question that will be included in the HBSC Family Affluence scale. Having these questions in the survey will enable comparative analyses of HBSC data that control for family affluence/social inequality. If analyses of the field trial data show insufficient variance on these response options, these questions will be dropped from the main survey.

Holiday

During the past 12 months, how many times did you travel away on holiday with your family?	
Not at all	<input type="radio"/>
Once	<input type="radio"/>
Twice	<input type="radio"/>
More than twice	<input type="radio"/>

Major domain: Family

Correlates/Factual: Family possessions

Year level: 6 and 8

Source: HBSC

Policy Aim/Analysis

This is the third of a set of four questions about social inequality that are asked in the HBSC. Having these questions in the survey will enable comparative analyses of

HBSC data that control for social inequality. If analyses of the field trial data show insufficient variance on these response options, these questions will be dropped from the main survey. It should be noted that the SES Deprivation scale contained an item about vacations. That item was removed from that scale to avoid duplication. The reason for preferring this question is that it will provide comparative information with the HBSC whereas the SES (Deprivation) scale provides ACWP internal comparisons only.

Foreign Holiday

How many times did your family travel out of Australia for a holiday last year?	
Not at all	<input type="radio"/>
Once	<input type="radio"/>
Twice	<input type="radio"/>
More than twice	<input type="radio"/>

Major domain: Family

Correlates/Factual: Family possessions

Year level: 6 and 8

Source: HBSC

Policy Aim/Analysis

This is a new question that will be included in the HBSC Family Affluence scale. Having these questions in the survey will enable comparative analyses of HBSC data that control for family affluence/social inequality.

It should be noted that the SES Deprivation scale contained an item about vacations. That item was removed from that scale to avoid duplication. The reason for preferring this question is that it will provide comparative information with the HBSC whereas the SES (Deprivation) scale provides ACWP internal comparisons only. If analyses of the field trial data show insufficient variance on these response options, these questions will be dropped from the main survey.

Computers

How many computers does your family own? (including laptops and tablets, NOT including game consoles and smartphones)?	
None	<input type="radio"/>
One	<input type="radio"/>
Two	<input type="radio"/>
More than two	<input type="radio"/>

Major domain: Family

Correlates/Factual: Family possessions

Year level: 6 and 8

Source: HBSC

Policy Aim/Analysis

This is the fourth of a set of four questions about social inequality that are asked in the HBSC. Having these questions in the survey will enable comparative analyses of HBSC data that control for social inequality. If analyses of the field trial data show

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insufficient variance on these response options, these questions will be dropped from the main survey.

Bathrooms

How many bathrooms (room with a bath/shower or both) are in your home?	
None	<input type="radio"/>
One	<input type="radio"/>
Two	<input type="radio"/>
More than two	<input type="radio"/>

Major domain: Family

Correlates/Factual: Family possessions

Year level: 6 and 8

Source: HBSC

Policy Aim/Analysis

This is a new question that will be included in the HBSC Family Affluence scale. Having these questions in the survey will enable comparative analyses of HBSC data that control for family affluence/social inequality. If analyses of the field trial data show insufficient variance on these response options, these questions will be dropped from the main survey.

Number of close friends

How many close friends do you have?	
<input type="radio"/>	None
<input type="radio"/>	One
<input type="radio"/>	Two
<input type="radio"/>	Three
<input type="radio"/>	Four
<input type="radio"/>	Five or more

Major domain: Friends

Correlates/Factual: Number of close friends

Year level: Year 4, 6 and 8

Source: Adapted from HBSC

Policy Aim/Analysis

This question has been adapted from HBSC which aims to 'determine the proportion of adolescents that have friends of their own, the other or both genders.' We suggest to collapse the gender categories, and ask students to indicate the number of close friends that they have (regardless of gender) as we do not understand the rationale for separating number of friends by gender, and the intended analysis for well-being as it seems to us that the context (having close friends or not) is more important than gender. As in the previous version, we can know explicitly that children have up to four friends (two males, two females), we suggest revising the response categories to include 'four' and 'five or more'.

Degree of closeness/support - closest friend

For the following questions, please think about your closest friend.					
	1 Never or hardly ever	2	3	4	5 Always or almost always
I spend fun time with this person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share private thoughts and feelings with this person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I depend on this person for help, advice, and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person sticks up for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Friends

Subdomain: Support and conflict

Year level: 4, 6 and 8

Source: Waldrip (2008)

Policy Aim/Analysis

These four items will be combined to form a scale measuring the degree of closeness or support the student feels they receive from their close friend. Friend's support or lack thereof relate to other aspects of wellbeing, including bullying. Since we expect bullying to be linked to marginalisation, analyses are intended to examine any relationship between friendship difficulties and bullying.

Conflict - closest friend

Still thinking about the same closest friend:					
	1 Never or hardly ever	2	3	4	5 Always or almost always
I get into fights with my friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friend and I make up after a fight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friend bugs me or annoys me even though I ask him/her not to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friend and I argue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friend and I disagree about many things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Friends

Subdomain: Support and conflict

Year level: 4, 6 and 8

Source: Bukowski (1994)

Policy Aim/Analysis

These items have been drawn from Bukowski (1994) and have been slightly adapted. They will be combined to form a scale that measures degree of conflict that young people have with their closest friend. In line with recommendations from the PSG for

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conflict items to measure frequency instead of degree of truthfulness, we have used the same response scale as above in 'Degree of closeness/support'. We have revised the response categories to make them more consistent (e.g. Never - Always). This response scale seems to be more appropriate than measuring frequency of conflict with explicit time frames (e.g. day/week/month).

This question set on conflict with friends, together with the previous question set on support from friends is intended to examine the quality of relationships with friends rather than frequency or type and means of contact. As it is expected that bullying to be linked to marginalisation, it will be important to examine whether any relationship between friendship difficulties and bullying

General satisfaction/Intrinsic motivation

My school is a place where...				
	Strongly disagree	Disagree	Agree	Strongly Agree
I feel happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really like to go to each day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that learning is a lot of fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe and secure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get enjoyment from being there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work we do is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to do extra work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy what I do in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always try to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get excited about the work we do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: School

Subdomain: Enjoyment

Year level: 4, 6 and 8

Source: LSAC

Policy Aim/Analysis

These items form the sub domain enjoyment and have been drawn from LSAC. The items will be combined to form two scales, one measuring school enjoyment with items 1 to 6 comprise the Positive Affect/General Satisfaction subscale, while the remaining items (7-12) comprise the Intrinsic Motivation subscale.

While these two scales have been shown to be highly related to school performance, it has been suggested that this long list of items could perhaps be replaced by a single question from the HBSC - 'How do you feel about school at present? (4 scale response - 'I like it a lot -- I don't like it at all'). Torsheim and Wold (2001) use this question to examine the relationship between school stress and somatic problems in the HBSC. Further consideration will be given to this issue.

Teacher support

How true is each statement for you?				
At my school, there is a teacher or another adult ...				
	Not at all true	A little true	Pretty much true	Very much true
who really cares about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
who believes that I will be a success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
who listens to me when I have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: School

Correlates/Factual: Teacher support

Year level: 4, 6 and 8

Source: MDI

Policy Aim/Analysis

The three items are intended to be combined to form a scale measuring teacher support. Feeling supported by a teacher who is another adult outside the family has been shown to be positively related to wellbeing.

Success at school

In your opinion, what does your class teacher(s) think about your school performance compared to your classmates?	
Very good	<input type="radio"/>
Good	<input type="radio"/>
Average	<input type="radio"/>
Below average	<input type="radio"/>

Major domain: School

Subdomain: Success

Year level: 4, 6 and 8

Source: HBSC

Policy Aim/Analysis

This question has been included to gain an indication of how the students perceive their success at school. It is anticipated that analysis of this question could be done in conjunction with the school's most recent reading NAPLAN score. Teacher rated success would have four levels (very good, good, average and below average) while NAPLAN school performance has 5 levels (substantially above, above, average, below, substantially below). Together, this will result in each student being assigned a rank from 1 to 20.

Parental interest in school

How often do the following things happen?				
	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
My parents ask me what I am learning in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents make sure that I set aside time for my homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

And often does the following happen?				
	At least every week	Once or twice a term	Once or twice a year	Never or almost never
My parents talk to my teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: School

Correlates/Factual: Parental interest

Year level: 4, 6 and 8

Source: PIRLS/TIMSS (items 1, 2), New for ACWP (item 3)

Policy Aim/Analysis

There was a note in the PSG meeting to add questions about parental involvement at school. These are taken from PIRLS 2011 and have also been used in TIMSS 2011 at both Grade 4 and 8 level - so extensive comparisons are possible. The last item, 'my parents talk to my teachers', has been added for the ACWP to reflect the importance of home-school interaction for the wellbeing of young people. Therefore, comparisons for Years 4 and 8 with PIRLS/TIMSS will only be possible with the first two items.

School Pressure

How pressured do you feel by the schoolwork you have to do?	
Not at all	<input type="radio"/>
A little	<input type="radio"/>
Some	<input type="radio"/>
A lot	<input type="radio"/>

Major domain: School

Subdomain: Pressure

Year level: 6 and 8

Source: HBSC

Policy Aim/Analysis

This question is part of the school domain and is designed to measure the degree to which students experience school work pressure.

Missed school

Last term, how many times have you missed school?	
Never	<input type="radio"/>
Hardly ever	<input type="radio"/>
About once a week	<input type="radio"/>
Most days	<input type="radio"/>
Every day	<input type="radio"/>
Don't know	<input type="radio"/>

Domain: School

Correlates/Factual: Missed school

Year level: 4,6 and 8

Source: Adapted from Children's Worlds

Policy Aim/Analysis

This question has been included to ascertain the extent to which the student is absent from school. In line with findings of the qualitative phase, skipping school is considered an indicator of the different priorities assigned to school by different disadvantaged groups. As with Illness, there was a comment from the PSG about asking more specifically about different reasons for truancy; however as a correlate of school performance, the reason does not matter, only the amount of time student is absent/truant. Therefore, previous items which asked separately about absence due to illness, and absence due to truancy, have been reduced to one question.

Outside school activities

How often do you usually spend time doing the following activities when you are not at school?					
	Hardly ever or never	Less than once a week	Once or twice a week	Every day or almost every day	Don't know
Taking lessons (like music, sports, dancing, languages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hanging out with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping with housework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV or videos, or listening to music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing sports on a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing sports or doing exercise (but not on a team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Spending time just being by myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking care of brothers or sisters or other family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Health

Subdomain: Outside school activities

Year level: 4, 6 and 8

Source: Children's Worlds

Policy Aim/Analysis

Young people identified activities, fitness, sport when discussing the health domain in the focus groups. Consideration could be given to dropping three items, namely hanging out with friends, doing homework, and taking care of brothers and sisters as they are covered, albeit slightly differently in the friends, school and family domains.

Bullying

These next questions ask about bullying. Bullying is when people tease, threaten, spread rumours about, hit, shove, or hurt other people over and over again.

It is not bullying when 2 people of about the same strength or power argue or fight or tease each other in a friendly way.

THIS TERM how often did these things happen to you?

	This did not happen to me this term	Once or twice this term	Every few weeks this term	About once a week this term	Several times a week or more this term
Students deliberately ignored or left me out of a group to hurt me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was teased in nasty ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had a student tell lies about me behind my back, to make other students not like me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been made to feel afraid I would get hurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had secrets told about me to others behind my back, to hurt me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A group decided to hurt me by ganging up on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bullying – location

<i><If the answer is "2,3,4 or 5" to any of preceding items, respondents will be further asked:></i>	
Where did you experience bullying?	
<input type="radio"/>	Mainly at school
<input type="radio"/>	Mainly outside of school
<input type="radio"/>	About the same at school and outside of school

Cross-cutting theme: Bullying

Year level: 4, 6 and 8

Source: Bullying: Australian Covert Bullying Prevalence Study, Bullying –location: New for ACWP

Policy Aim/Analysis

Bullying was identified in the focus groups as an issue that affected well-being, particularly for children with a disability. This question is taken from the Australian Covert Bullying Prevalence Study and will enable the comparison with Australian cohorts of children. The follow-up question about the location of bullying was newly developed to capture whether the bullying occurs at school, where the school has more of an influence on stopping this behaviour than elsewhere.

Bullying by friend

Has somebody who you think is your friend bullied you?	
<input type="radio"/>	Yes
<input type="radio"/>	No

Cross-cutting theme: Bullying

Year level: 4, 6 and 8

Source: (Mishna, 2008 question)

Policy Aim/Analysis

An aspect of bullying that emerged in the focus groups was being bullied by a friend. This question is designed to obtain descriptive information on the extent of this occurring.

Bullying - Initiator

Have you taken part in bullying another child in the last four weeks?	
<input type="radio"/>	Yes
<input type="radio"/>	No

Cross-cutting theme: Bullying

Year level ;4, 6 and 8

Source: HowRU

Policy Aim/Analysis

As focus groups showed that bullying does not only occur in the school context, this question has been adapted from the HowRU survey but will still allow descriptive information to be collated. In combination with the previous 2 questions, the survey is designed to have a satisfactory coverage of bullying.

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Access to resources

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
There are places for me to go in my area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is nothing to do in my area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are lots of fun things to do where I live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Community/Neighbourhood

Subdomain: Access to resources

Year level: 4, 6 and 8

Source: Children's Society

Policy Aim/Analysis

These three items are used to get an indication of access to resources (or lack thereof) in the area in which the child lives. Lack of such resources is considered to be linked negatively to overall well-being. Policy relevance is about provision of adequate facilities in the community. Also, some age differences are expected as while there is often 'something to do' for younger children (e.g. playgrounds) there is 'less to do' for older children.

Safety

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
I feel safe when I am out in my local area during the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe when I am out in my local area at night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have plenty of freedom in the area I live in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Community/Neighbourhood

Subdomain: Safety

Year level: 4,6 and 8

Source: Children's Society

Policy Aim/Analysis

These three items are used to get an indication of feeling safe in the area in which the child lives.

A note about the health questions:

Health was seen as relatively important for well-being so receives relatively greater coverage in the questionnaire. Whenever possible, questions have been drawn from the HBSC to enable international comparisons. The collective element of health is covered in some questions in the family domain that ask about worry about health of a family member or having to care for a family member with a disability or illness.

Hunger

Some young people go to school or bed hungry because there is not enough food at home. How often does this happen to you?	
<i>(Please tick one box only.)</i>	
Always	<input type="radio"/>
Often	<input type="radio"/>
Sometimes	<input type="radio"/>
Never	<input type="radio"/>

Major domain: Health

Correlates/Factual: Hunger

Year level: 4, 6 and 8

Source: Adapted from HBSC

Policy Aim/Analysis

A recent report has highlighted the increase in children in Australia not getting regular meals. Hunger is an additional aspect of deprivation which is measured in the family domain. While this item has been dropped from 2013-14 HBSC core questionnaire, it may still be an important indicator of subjective deprivation. Additionally, it is considered to be associated with low-wellbeing so we should correlate it with the overall well-being scale.

Breakfast

How often do you usually have breakfast (more than a glass of milk or fruit juice)?	
Weekdays (Monday to Friday)	
I never have breakfast during the week	<input type="radio"/>
One day	<input type="radio"/>
Two days	<input type="radio"/>
Three days	<input type="radio"/>
Four days	<input type="radio"/>
Five days	<input type="radio"/>

Major domain: Health

Correlates/Factual: Breakfast

Year level; 4, 6 and 8

Source: HBSC

Policy Aim/Analysis

This question is specifically about regular breakfast, a question often used in surveys of school achievement as a good breakfast is the necessary basis for the physical requirements of a school day. Additionally, it is argued that skipping breakfast is associated with other ‘health compromising’ behaviours such as substance abuse and reduces cognitive functioning. Analysis of Field Trial data may correlate this question with ‘Smoking and Drinking’ items in the year 8 survey. Consideration could be given to dropping this more specific question given the item about ‘hunger’ above.

Smoking & Drinking

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On how many occasions (if any) have you done the following in the last 30 days?							
	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-39 times	40 or more
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drunk alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been drunk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Health

Correlates/Factual: Smoking and drinking

Year level: 6 and 8

Source: HBSC

Policy Aim/Analysis

Smoking and drinking, particularly during adolescence has been shown to have negative impact on outcomes in later life. Descriptive analyses and international comparisons to HBSC (Year 6 and 8) will be possible. This is a key health indicator.

Mental and physical health

In the last 6 months: how often have you had the following...?					
	About every day	More than once a week	About every week	About every month	Rarely or never
Headache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stomach-ache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Backache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritability or bad temper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in getting to sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling dizzy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Health

Subdomain; Mental and physical health

Year level: 4,6 and 8

Source: HBSC

Policy Aim/Analysis

This question has been drawn from the HBSC where it is used as a non-clinical measure of mental and physical health. The HBSC symptom checklist asks respondents about subjective health complaints that are intended to measure two facets, namely psychological well-being (d, e, f) and somatic well-being (a, b, c, g, h) of an underlying trait of psychosomatic complaints. HBSC reports that the scale is flexible and that analyses are meaningful at single- item and at sum score level. Qualitative semi-structured interviews with early adolescents revealed that adolescents perceive the symptoms to be aversive physical and psychological states that interfere with daily functional ability and well-being. Moderate to high correlations have been found between the HBSC symptom checklist and scales

measuring psychological well-being ($r=-.47$), depressive moods ($r=.53$) and physical wellbeing ($r=.42$) in data from the Kidscreen study in 12 European countries. These questions have been used to examine the relationship between physical/mental health and socio-economic status. They appear to be well tested (see Elgar et al, 2013, Haugland et al, 2001 and Ravens-Sieberer et al, 2008). The symptoms checklist does probably not provide sufficient details of physical or mental illnesses that could be used by health services. However, as a high-level measure of physical and mental health to be included in analyses of the ACWP survey, the checklist seems to be appropriate.

Puberty

The next questions are about changes that may be happening to your body. These changes normally happen to different young people at different ages. If you do not understand a question or do not know the answer, just mark, 'I don't know'.					
	Not yet started	Barely started	Definitely started	Seems complete	I don't know
Would you say that your growth in height..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
And how about the growth of your body hair? ('Body hair' means hair any place other than your head, such as under your arms. Would you say that your body hair growth....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you noticed any skin changes, especially pimples?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>(For girls only):</i>					
Have you noticed that your breasts have begun to grow?					
<i>(For boys only):</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you noticed a deepening of your voice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you begun to grow hair on your face?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>(For girls only):</i>	Yes	No	I don't know		
Have you begun to menstruate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Major domain: Self demographics

Correlates/Factual: Puberty

Year level: 6 and 8

Source: Carscadon (1993) linked to Tanner scale

Policy Aim/Analysis

It is theorised that a wide range of wellbeing and self-perception issues are linked to onset of puberty, rather than to age as such. Thus when we are talking about transitions then we might expect that perceptions of relationships, safety etc might change with pubertal development. It is expected to find differences among the different age groups on a range of issues. Identification of pubertal development could act as an important control variable in analysis of the relationship between external 'facts' and internal 'perceptions'.

Out of Home Care

Which of the following best describes the home you live in most of the time?	
I live with members of my family	<input type="radio"/>
I live in a foster home	<input type="radio"/>
I live in residential care or a family group home	<input type="radio"/>
I live in another type of home	<input type="radio"/>

Major domain: Family

Correlates/Factual: Out of home care

Year level: 4, 6 and 8

Source: Children's Worlds

Policy Aim/Analysis

This question will allow us to identify a sub-population of interest, namely children in out of home care. Feedback from the Australian Bureau of Statistics suggested that Australian children in out of home care will not be familiar with the term, 'I live in a children's home'. Input from policy agreed that the terms 'residential care' and 'family group home' would be familiar to Australian children in out of home care. It was also suggested to collapse both: 'I live in a foster home' and 'I live in residential care or a family group home' to 'I live in out of home care'. This option will be considered after analysis of the Field Trial data. If both responses are infrequently selected, then it may be considered to combine items two and three.

Changed carers

Are you living with the same parents or carers that you lived with one year ago?	
Yes	<input type="radio"/>
No	<input type="radio"/>

Major domain: Family

Correlates/Factual: Change

Year level: 4, 6 and 8

Source: Adapted from Children's Society

Policy Aim/Analysis

This item aims to ascertain if the student has had a major change to their living situation over the past year which may relate to their wellbeing. Again, this captures instability, which is closely related to material deprivation (see Redmond and Skattebol, 2013).

Changed house/school

In the past year, ...			
	No	Yes, once	Yes, more than once
have you moved house?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have you changed schools?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major domain: Family

Correlates/Factual: Changed house/school

Year level: 4, 6 and 8

Source: Adapted from Children's Worlds

Policy Aim/Analysis

Qualitative work has shown that student transience/mobility can be related to well-being. The question was adapted from the Children's Worlds where it asks only about whether or not a change has occurred. However, it is expected that the frequency of change would have a stronger relationship with wellbeing, rather than knowing whether or not a student has moved. The frequency response scale and the time frame of 'the past year' take into account that in South Australia, for example, most Year 8 students will have had one move as transition from primary to secondary school occurs between Year 7 and Year 8. However more than one move of house or school is suggested to be negatively related to other areas of wellbeing.

ATTACHMENT 1: THE ORIGINAL DRAFT FIELD TRIAL QUESTIONNAIRE AS PRESENTED TO THE ACWP PROJECT STEERING GROUP IN SEPTEMBER 2013 OF THE DRAFT FIELD TRIAL QUESTIONNAIRE

This attachment contains the draft Phase 2 Report as it was presented to the PSG meeting in Sydney on 24 September 2013.

Table A1.1 provides information about the questionnaire conceptualisation at that time and guides the structure of this attachment.

Table A1.1: Questionnaire conceptualisation of the original draft field trial questionnaire

Major domains	Correlates/ Factual	Subdomains	Cross-cutting themes
1.1. Family	1.2. Size and composition of family Care for family member (sick, disabled, younger) Organisation of household(s) Out of home care	1.3. Togetherness - Family cohesion - Family conflict - Attachment to mother - Attachment to father - Opportunities for pro-social involvement - Family management Worry - Vulnerability - Harmful	8. Bullying Guidance and rules Learning Safety Stress Feeling good
2.1. Friends	2.2. Number and quality of friends	2.3. Contact with friends Support and conflict	
3.1. School	3.2. Absence Success at school	3.3 Enjoyment Pressure Relationships	
4.1. Community/ Neighbourhood	4.2. Deprivation	4.3. Access to resources Safety	
5.1. Health	5.2. Oral health Hunger Food and drink Breakfast Physical fighting Smoking and drinking	5.3. Subjective health and body image Outside school activities	
6.1. Money and material wellbeing	6.2. Socio-economic status	6.3. Covered partly in family subdomain 'Vulnerability'	
7.1. Self demographics	7.2 Language background Gender Aboriginal and Torres Strait Islander Disability Aspirations	7.3 Not applicable	

It should be noted that the content had not been finalised at that stage. The draft report stated that final content would depend on various further considerations, including results of cognitive interviews and taking into account the flow and visualisation in the online implementation as well as input by the PSG and other experts.

The question order also had not been finalised. It was stated that, for example, while many of the factual/correlates questions could be combined in one demographics section, others might be required for branching within the questionnaire (e.g. Disability).

1.1 Family

Each group without exception consistently ranked ‘family’ as the most important domain although definitions and perceptions of what family meant differed between individuals and groups. While the nuclear family was the most common definition, several children included grandparents as family members. Although we did not ask specifically about whom the young people lived with, it was clear that not all people who they saw as ‘family’ lived in the same household. Moreover, children in the Aboriginal and Torres Strait Islander and culturally and linguistically diverse groups (and some other children) tended to refer to family in terms of an extended network of parents, siblings, grandparents, aunts and uncles, and cousins. Children living in out of home care did not refer to foster carers as family, but referred instead to biological parents and siblings. Many children across the different groups nominated pets as being family members (or friends), and this seemed to be particularly relevant to children with a disability and to children in out of home care. Most children talked about the relational aspects of family life. Brothers and sisters were discussed in this context as well as parents (and in the case of Aboriginal and Torres Strait Islander and culturally and linguistically diverse groups, other family members too). Positive aspects (which predominated) included love, support and fun. Negative aspects included fighting (between parents, or between siblings and parents), and bullying.

Reciprocal care between adult and child was also a feature of children’s perception of family in several of the groups (it was especially marked among young people in the Aboriginal and Torres Strait Islander and disability groups) – that is, young people often saw their roles in terms of providing support as well as receiving it. Many young people moreover saw provision of help and support to family members as both enjoyable and integral to their wellbeing, as evidenced by one young person who spent time with his brother who had a disability.

1.2 Family correlates

Size and composition of family

This question is about the people in your family. When you think about your family, who do you think about?	
<i>(Please tick all that apply.)</i>	
Mother	<input type="checkbox"/>
Father	<input type="checkbox"/>
Mother’s partner	<input type="checkbox"/>
Father’s partner	<input type="checkbox"/>
Grandmother	<input type="checkbox"/>

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Grandfather	<input type="checkbox"/>
Brothers and sisters	<input type="checkbox"/>
Step-brothers and step-sisters	<input type="checkbox"/>
Aunties and uncles	<input type="checkbox"/>
Cousins	<input type="checkbox"/>
Other adults	<input type="checkbox"/>
Pets	<input type="checkbox"/>

This question is part of the *family* domain and is designed to allow young people to create their own definition of family. It is a newly developed item specifically for the ACWP. It also provides information on the size and composition of their family. It is anticipated that this question will be asked of year 4, 6 and 8 and will take on some type of interactive format type (e.g. drag and drop). See below for some examples.



Below is a picture of a family.
Who is part of your family?



Now circle the person who is most important



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Please drag the words below into the three letter boxes; you can drag a word into any letter box and you can drag each word more than once.

FAMILY

FRIENDS

COMMUNITY

Students will be able to use the mouse to drag and drop the people into the relevant groups.

- DAD
- Sister (s)
- Brother (s)
- Uncle (s)
- Step Brother or sisters
- Cousin (s)
- School
- Step mother
- Uncle (s)
- School friends
- Pet
- Friend on facebook
- Aunty (s)
- Grandfather (s)
- Grandmothers (s)
- People who live in your suburb
- Teacher
- MUM
- Foster father
- Church
- Foster mother
- Step father
- People in your home country
- Sporting club

Please type in this box any other person or group who is part of one of the groups above that is not listed:

Care for family member (sick, disabled, younger)

This question is about the people in your family.	
Is there anyone in your family who is seriously affected by.... (Please tick all that apply.)	
Disability or long term illness	<input type="checkbox"/>
Depression or mental illness	<input type="checkbox"/>
Using alcohol or other drugs	<input type="checkbox"/>
None of these	<input type="checkbox"/>

This question is part of the *family* domain and is included as a correlate of wellbeing. It asks whether any family member has a serious illness or issues that may highlight the potential need for the student to care of these family members. The question was adapted from the SHWB-NZ and can be asked of all cohorts. Due to this adaption, comparisons with the SHWB-NZ will not be possible.

Organisation of household(s)

The following three questions are part of the *family* domain and ask about the young person's home situation which is considered as correlate of wellbeing. Each question has a similar purpose and has been drawn from the Children's Worlds survey (international data from 7-13 year olds) which will enable international comparisons with appropriate age groups.

The following two questions seek information about the organisation of the household. For the field trial, the intention is to include the first version with young people in year 4 and the second version with young people in years 6 and 8.

Your home and the people you live with	
Some children usually sleep in the same home each night. Other children sometimes or often sleep in different homes. Please choose which of the following sentences best describes you (Please tick only one box.)	
I always sleep in the same home	<input type="checkbox"/>
I usually sleep in the same home, but sometimes sleep in other places (for example a friend's or a weekend house)	<input type="checkbox"/>
I regularly sleep in two homes with different adults	<input type="checkbox"/>

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This question is about the people you live with			
<i>(Please tick all of the people who live in your home(s).)</i>			
<i>If you always live in the same home, please just fill in Column A.</i>			
<i>If you live regularly in more than one homes with different adults, please fill in Columns A and B.</i>			
Column A: First home you live regularly		Column B: Another home / Another place you live regularly	
Mother	<input type="checkbox"/>	Mother	<input type="checkbox"/>
Father	<input type="checkbox"/>	Father	<input type="checkbox"/>
Mother's partner	<input type="checkbox"/>	Mother's partner	<input type="checkbox"/>
Father's partner	<input type="checkbox"/>	Father's partner	<input type="checkbox"/>
Grandmother	<input type="checkbox"/>	Grandmother	<input type="checkbox"/>
Grandfather	<input type="checkbox"/>	Grandfather	<input type="checkbox"/>
Brothers and sisters	<input type="checkbox"/>	Brothers and sisters	<input type="checkbox"/>
Other children	<input type="checkbox"/>	Other children	<input type="checkbox"/>
Other adults	<input type="checkbox"/>	Other adults	<input type="checkbox"/>

The next question seeks information as to whether or not the child is in out of home care.

Which of the following best describes the home you live in most of the time?	
<i>(Please tick one box only.)</i>	
I live with members of my family	<input type="checkbox"/>
I live in a foster home	<input type="checkbox"/>
I live in a children's home	<input type="checkbox"/>
I live in another type of home	<input type="checkbox"/>

This question seeks information about possible major relocation in the student's life as a correlate of wellbeing. The question has been drawn from Children's Worlds and comparisons with that data set could be made. It is anticipated that this question will be asked of year 4, 6 and 8.

In the past year, ...		
<i>(Please tick one box in each row.)</i>		
	Yes	No
have you moved house?	<input type="checkbox"/>	<input type="checkbox"/>
have you changed local area?	<input type="checkbox"/>	<input type="checkbox"/>
have you changed schools?	<input type="checkbox"/>	<input type="checkbox"/>
have you lived in another country for over a month?	<input type="checkbox"/>	<input type="checkbox"/>

This question aims to ascertain if the young person has had a major change to their living situation over the past year which may relate to their wellbeing. It is part of the *family* domain and has also been drawn from Children’s Worlds of which data could be compared. All three target groups could be asked this question.

Are you living with the same parents or carers that you lived with one year ago?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

This question seeks information for one component of a composite measure of family wealth or deprivation. It has been drawn from Children’s Worlds and could be asked at all three grade levels and comparisons could be made with that data set.

How many adults that you live with have a paid job?	
<i>(Please tick one box only.)</i>	
None	<input type="checkbox"/>
One	<input type="checkbox"/>
Two	<input type="checkbox"/>
More than 2	<input type="checkbox"/>
Don’t know	<input type="checkbox"/>

1.3 Family subdomains

Togetherness - Family cohesion

This is part of the *family* domain; subdomain *togetherness*. The items have been selected from Children’s Worlds and could be combined to form a scale of family cohesion. The question will be asked of all grade levels in the ACWP survey to enable comparisons with the international sample of 7-13 year olds of the Children’s Worlds data.

How often in the past week have you spent time doing the following things with your family?					
<i>(Please tick one box in each row.)</i>					
	Not at all	Once or twice	Most days	Every day	Don’t know
Talking together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Togetherness - Family conflict, attachment to mother and father, opportunities for pro-social involvement, family management

This set of 21 items is included to obtain information on different aspects of family life. The items have been taken from the HowRU? survey and, in line with that survey, are expected to form the following sub-scales:

Family conflict: Items i, j, k

Attachment to mother: Items a, b, c

Attachment to father: Items, d, e, f

Opportunities for pro-social involvement: Items g, h, l

(Poor) family management: Items m, n, o, p, q, r, s, t, u (note: Items q-u Year 8 only)

These questions ask you about your family. When we ask about your mother and father we want you to think about whom you live with most of the time. This includes step-parents, foster parents or guardians.					
	YES!	yes	no	NO!	This doesn't apply to me
a. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If I had a personal problem, I could ask my mum or dad for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My parents give me lots of chances to do fun things with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. We argue about the same things in my family over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. People in my family have serious arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. People in my family often insult or yell at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. My Parents ask me what I think before most family decision affecting me are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. My parents ask me if I've done my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. My parents would know if I didn't come home on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. The rules in my family are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. When I am not at home, one of my parents knows where I am and who I am with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. My parents want me to call if I'm going to be late getting home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions ask you about your family. When we ask about your mother and father we want you to think about whom you live with most of the time. This includes step-parents, foster parents or guardians.					
	YES!	yes	no	NO!	This doesn't apply to me
r. My family has clear rules about alcohol and drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. If you drank some alcohol (like beer, wine, spirits or pre-mixed drinks such as Bacardi Breezers or UDL's) without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. If you carried a weapon without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. If you skipped or wagged school without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Worry - Vulnerability and Harmful

This set of items is part of the *family* domain and attempt to address the subdomain of *worry*. It has been drawn from the Family Worries Scale (Graham-Bermann, 1993) which is administered by an interviewer. It is intended to adapt this question in the online self-administered questionnaire item so that the items are asked about the most important family member only (see last picture in section 1.2 above). It contains two subscales:

Vulnerability: Items 1, 2, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15

Harmful: Items 3, 5, 6, 16, 17, 18

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Item #	How much do you worry that	(insert family member name here):			
		Not at all	A little	Somewhat	A lot
1	Will get sick?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Will be worried a lot?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Will do something that scares me?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Will get hurt?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Will get arrested?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Will be fighting?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Will need help?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Won't have enough money?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Won't have a place to live?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Item #	How much do you worry that	(insert family member name here):			
		Not at all	A little	Somewhat	A lot
10	Won't have enough to eat?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Will feel sad?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Will move away?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Will feel afraid?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Won't keep bad things from happening?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Will die?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Will hurt somebody?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Won't listen?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Will tell a lie?				
	Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Someone else in my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.1 Friends

In the qualitative phase, the *friends* domain was ranked very highly by four focus groups and in the middle range by three other focus groups. Friends were considered to be very important to participants, but also problematic. A complex picture of friendship groups and friends emerged, with children in most groups referring to both 'good friends' and 'bad friends', with some also distinguishing between these two groups and 'best friends'. Many young people mentioned having fun with their friends. They saw 'good friends' as ones who stood up for you and provided trust, closeness, respect, support, and other forms of help. 'Bad friends', on the other hand, could be mean or confusing, turned their back on you, told others your secrets, talked about you behind your back, or bullied you, even though they were in the same very broad - and sometimes quite large - friendship group. A few young people mentioned 'best friends' as people with whom you could share any secrets. Many respondents also counted their pets as friends (some also saw pets as family members) particularly for the rural and regional, economically disadvantaged, and children with a disability groups. Additionally, Aboriginal and Torres Strait Islander children often identified a wide range of relatives as friends.

Most friendships were made at school and friends were generally of the same age, although age grouping was less important for children in communities where interaction with kin was highly valued. Friendship was seen in both passive and active terms. Some young people talked about a sense of fulfilment from helping friends. In comparison with other groups, the friendship domain was problematic for young people with a disability. Many of these respondents talked about struggling to establish and maintain friendships, and expressed the hurtfulness of being recognised as different both at school and on the street, resulting in a tendency to highly value friendships with children in their extended family (and their pets). Similarly, for the children from culturally and linguistically diverse backgrounds, friendships were a complicated area which sometimes overlapped with a sense of being bullied and excluded at school, while others expressed supportive friendships by which they formed opinions about their own identity (subjects their friends thought they were good at), which was at times in conflict with parental guidance and expectations. For the Aboriginal and Torres Strait Islander group, while the domain of *friends* was generally regarded as important, it was not given the same importance as was the case with other groups. Relationships tied to family and cultural participation appeared to accommodate the *friends* domain for Aboriginal and Torres Strait Islander young people.

2.2 Friends correlates

Number and quality of friends

Q1 At present, how many close male and female friends do you have? (Please tick only one box in each row.)	
Males	Females
<input type="checkbox"/> None	<input type="checkbox"/> None
<input type="checkbox"/> One	<input type="checkbox"/> One
<input type="checkbox"/> Two	<input type="checkbox"/> Two
<input type="checkbox"/> Three or more	<input type="checkbox"/> Three or more

This question is part of the *friends* domain and has been drawn from the HBSC. It attempts to gain factual information on the number of male and female friends the student has. It could be asked of all cohorts of young people.

Q2 At present, how many close friends do you have that go to the same school as you, and that don't go to the same school as you? (Please tick only one box in each row.)	
Go to my school	Don't go to my school
<input type="checkbox"/> None	<input type="checkbox"/> None
<input type="checkbox"/> One	<input type="checkbox"/> One
<input type="checkbox"/> Two	<input type="checkbox"/> Two
<input type="checkbox"/> Three or more	<input type="checkbox"/> Three or more

This question is part of the *friends* domain and asks further about the number of close friends within school and out of school. This question will be asked of all three year groups except those who answer 'none' to the previous question. The question has been drawn from the HBSC however the wording has been adapted slightly to more clearly distinguish between close friends that attend the same school as the student and those that do not. Given these changes, comparisons with the HBSC data for this item will be inappropriate.

2.3 Friends subdomains

Contact with friends

The following two questions are part of the *friends* domain; subdomain *contact with friends* and attempt to assess face-to-face contact with friends outside of school hours. Both have been drawn from the HBSC with slight adjustments to the question stem for clarity and one response option has been dropped from the first question ('6 days' as there are only 5 days in a school week). Due to these changes however any comparisons with the HBSC will need to be done with caution. It is intended that all year levels will be asked these questions.

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Q3 How many days a week do you usually spend time with friends after school?
<input type="checkbox"/> 0 days
<input type="checkbox"/> 1 day
<input type="checkbox"/> 2 days
<input type="checkbox"/> 3 days
<input type="checkbox"/> 4 days
<input type="checkbox"/> 5 days

Q4 How many evenings per week do you usually spend with your friends?
<input type="checkbox"/> 0 evenings
<input type="checkbox"/> 1 evening
<input type="checkbox"/> 2 evenings
<input type="checkbox"/> 3 evenings
<input type="checkbox"/> 4 evenings
<input type="checkbox"/> 5 evenings
<input type="checkbox"/> 6 evenings
<input type="checkbox"/> 7 evenings

Q5 How often do you talk to your friend(s) on the phone or send them text messages or have contact through the internet?
<input type="checkbox"/> Rarely or never
<input type="checkbox"/> 1 or 2 days a week
<input type="checkbox"/> 3 or 4 days a week
<input type="checkbox"/> 5 or 6 days a week
<input type="checkbox"/> Every day

At a recent project team meeting, it was discussed whether the above response options are appropriate in that many young people would be expected to talk to their friends more frequently than every day.

There was also concern that the question is dated due to advancements in technology e.g. internet on phones. If the interest is in contact with friends that is not face-to-face, then perhaps the question should be rephrased accordingly. It was also discussed whether the interest is in contact that occurs outside of school hours specifically, for if this is not specified then children may record times when they send each other text messages or emails during school hours.

Hence, the following question was suggested:

How often do you talk to your friends on the phone, via text message, email or through using social media sites outside of school hours (e.g. facebook)?		
Home phone	Mobile phone or text message	Email or social media (e.g. facebook)
<input type="checkbox"/> Never - I don't have a home phone <input type="checkbox"/> Rarely or never (but I have a home phone) <input type="checkbox"/> 1 or 2 days a week <input type="checkbox"/> 3 or 4 days a week <input type="checkbox"/> 5 or 6 days a week <input type="checkbox"/> Every day (once) <input type="checkbox"/> Every day (2-3 times) <input type="checkbox"/> More than 3 times every day	<input type="checkbox"/> Never - I don't have a mobile phone <input type="checkbox"/> Rarely or never (but I have a mobile phone) <input type="checkbox"/> 1 or 2 days a week <input type="checkbox"/> 3 or 4 days a week <input type="checkbox"/> 5 or 6 days a week <input type="checkbox"/> Every day (once) <input type="checkbox"/> Every day (2-3 times) <input type="checkbox"/> More than 3 times every day	<input type="checkbox"/> Never - I don't have access to the internet outside of school <input type="checkbox"/> Rarely or never (but I have access to the internet outside of school) <input type="checkbox"/> 1 or 2 days a week <input type="checkbox"/> 3 or 4 days a week <input type="checkbox"/> 5 or 6 days a week <input type="checkbox"/> Every day (once) <input type="checkbox"/> Every day (2-3 times) <input type="checkbox"/> More than 3 times every day

However, this would take up quite some response time, so ultimately it might be more effective to just change the last response option and include additional response options as per the reworded version above (i.e. Every day (once), Every day (2-3 times), More than 3 times every day). Any advice from the PSG would be appreciated.

Support and conflict

The following questions will only be asked if a respondent indicates having a close friend in response to the first question (Q1) under the friends correlates specified above (see 2.2).

Q6 For the following questions please think about one of your close friends who goes to your school (Q6a) OR that does not go to your school (Q6b).					
	1 = never or hardly even	2 =	3 =	4 =	5 = extremely much
I spend fun time with this person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I share private thoughts and feelings with this person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I depend on this person for help, advice, and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This person sticks up for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This question is part of the *friends* domain; subdomain *support and conflict* and the four items are intended to be combined to form a scale measuring the degree of closeness the student feels towards their close friend. Two versions of this question

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will be asked: one that refers to a close friend that goes to the young person's school and another that refers to a close friend that **does not** go to the young person's school. The item has been drawn and adapted from Waldrup, Malcolm and Jensen-Campbell (2008).

Q7 Still thinking about the same close friend who goes to your school (Q7a) OR does not go to your school (Q7b), how true is the following statement about your relationship with this friend?					
	1 = not at all true	2 = a little true	3 = somewhat true	4 = pretty true	5 = really true
I get into fights with my friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friend bug me or annoy me even though I ask him/her not to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friend and I argue a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friend and I disagree about many things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This set of questions have been drawn from Bukowski, Hozaand Boivin(1994) and form part of the *friend* domain; subdomain *support and conflict*. The items have been adapted slightly from their original form and are intended to be combined to form a scale that measures the degree of conflict the student has with their close friend. As for the previous question, two version of this question will be asked: one referring to a close friend **at** school and one referring to a close friend **out of** school.

3.1 School

The domain of *school* evidenced a mixed evaluation in the ranking exercises, where it was generally ranked in the middle of hierarchies (for example in the mainstream, out of home care, culturally and linguistically diverse, and rural and regional groups) or else was ranked quite low (as was the case among children with a disability, economically disadvantaged children and Aboriginal and Torres Strait Islander children). Even when lowly ranked, the benefits of school were generally agreed upon: for gaining an education (generally with a view to securing future opportunities and a satisfying job), as a social meeting place where friendships could be built and nurtured, and for some as the place to access sports programs and maintain physical fitness and wellbeing. A distinct variation to this consensus concerned the perception of school made by young people with a disability. School for this group was distinguished by safety and bullying issues rather than positive social interaction. For this group, 'home time' was seen as the best part of the school day. Many young people did not see school as the only (or even the most important) locus for learning. Many young people (especially Aboriginal and Torres Strait Islander and culturally and linguistically diverse young people) greatly valued cultural and other forms of learning that occurred at home or within a community, or learning associated with the practice of sports and hobbies. Children from economically disadvantaged backgrounds discussed school very little in terms of acquiring an education – even

though the proposed benefits were understood. They seemed to appreciate school mostly for its social qualities.

Some groups were concerned about the stress, depression and anxiety caused by what they viewed as an excessive amount of homework or ‘extra exams’ (i.e. NAPLAN) to study for. Others (for example in the out of home care group) appeared to be totally unstressed by homework, but expressed a clear dislike for it. School was also viewed as the main domain where rules and guidance were confronted. Most guidance and rules were acceptance but ‘strange’ rules relating to uniforms, showing colour, out-of-bounds areas, etc were viewed with suspicion. School was also perceived, particularly by the culturally and linguistically diverse group, as a place for social acclimatisation and a place to practice English skills.

There was much discussion of teachers among the different groups. The importance of supportive relationships between parents and teachers was a concern for some, particularly culturally and linguistically diverse young people. In many groups, opinions of teachers were somewhat equivocal, with discussion of both good and bad (or lazy) teachers, and sometimes ‘angry teachers’. Some young people reported having special relationships with one or more teachers that were clearly very important to them. Others focused on the difficulties associated with telling teachers about problems such as bullying, not necessarily because of what the teacher would do in response, but because of reactions by fellow students.

3.2 School correlates

Absence - Illness and truancy

In the last two months, how many times have you missed school due to illness?	
<i>(Please tick only one box.)</i>	
Never	<input type="checkbox"/>
Hardly ever	<input type="checkbox"/>
About once a week	<input type="checkbox"/>
Most days	<input type="checkbox"/>
Every day	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

This question is part of the school domain. It is included for factual information to ascertain the extent to which the young person is legitimately absent from school. It has been drawn from the Children’s World’s questionnaire and may be administered to all cohorts perhaps with rewording of ‘illness’ to ‘sickness’ for the year 4’s. It is anticipated that comparisons could be made at each year level with the Children’s World’s data which is an international study of 7-13 year olds.

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In the last two full weeks of school, how many times did you skip a whole school day?	
<i>(Please tick only one box.)</i>	
None	<input type="checkbox"/>
One of two times	<input type="checkbox"/>
Three or four times	<input type="checkbox"/>
Five or more times	<input type="checkbox"/>

This question is also part of the *school* domain and is included for factual information on truancy. While the previous question is about authorised absence, this question asks about unauthorised absence from school. In line with findings of the qualitative phase, skipping school is considered an indicator of the different priorities assigned to school by different disadvantaged groups. The question has been taken from the PISA 2012 student questionnaire which is designed for 15 year olds. Comparisons with results from Australia and 66 other education systems could be made with these data for the year 8 cohort but the question could equally be administered to young people in years 4 and 6.

Success at school

In your opinion, what does your class teacher(s) think about your school performance compared to your classmates?	
<i>(Please tick only one box.)</i>	
Very good	<input type="checkbox"/>
Good	<input type="checkbox"/>
Average	<input type="checkbox"/>
Below average	<input type="checkbox"/>

This question assesses the *school* domain; and has been included to gain an indication of how young people perceive their *success at school* (subdomain). The question has been drawn from the HSBC mandatory question set and is intended to be asked at all three grade levels. It is anticipated that analysis of this question could be done in conjunction with the school's most recent reading NAPLAN score. Teacher rated success would have four levels (very good, good, average and below average) while NAPLAN school performance has five levels (substantially above, above, average, below, substantially below). Together, this will result in each student being assigned a rank from 1 to 20.

3.3 School subdomains

Enjoyment of school

My school is a place where...				
<i>(Please tick one box in each row.)</i>				
	Strongly disagree	Disagree	Agree	Strongly Agree
...I feel happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I really like to go to each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I find that learning is a lot of fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I feel safe and secure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I like learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I get enjoyment from being there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...The work we do is interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I like to ask questions in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I like to do extra work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I enjoy what I do in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I always try to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I get excited about the work we do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The above 12 items are part of the *school* domain; subdomain *enjoyment* and have been drawn from LSAC. The items will be combined to form two scales, one measuring school enjoyment with items 1 to 6 comprise the Positive Affect/General Satisfaction subscale, while the remaining items (7-12) comprise the Intrinsic Motivation subscale(ref <http://www.growingupinaustralia.gov.au/data/rationale.html>). Comparisons will be possible with the year 8 cohort as the LSAC research collected data from 12-13year olds. It is anticipated that this question could be administered to all three grade levels in the ACWP however it may be too long for children in grade 4.

Schoolwork pressure

How pressured to you feel by the schoolwork you have to do?	
<i>(Please tick only one box.)</i>	
Not at all	<input type="checkbox"/>
A little	<input type="checkbox"/>
Some	<input type="checkbox"/>
A lot	<input type="checkbox"/>

This question is part of the *school* domain and is designed to measure the degree to which young people experience school work pressure. It has been drawn from the HBSC and it is anticipated that comparisons will be made with this data during analysis which has been collected from an international sample of 11, 13 and 15 year olds. This question could be asked at every grade level however perhaps is less relevant for year 4 student.

Relationships - Teacher support

How true is each statement for you?				
At my school, there is a teacher or another adult ...				
<i>(Please tick one box in each row.)</i>				
	Not at all true	A little true	Pretty much true	Very much true
who really cares about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
who believes that I will be a success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
who listens to me when I have something to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This question is part of the *school* domain; subdomain *relationships*. The three items are intended to be combined to form a scale measuring teacher support and the questions have been drawn from the Middle Years Development Indicator (MDI). The question could be asked at year 4, 6 and 8 and comparative analysis could be made at grade 4 and 6 as the MDI collected data from a Canadian year 4 sample (ages 9-12).

4.1 Community/Neighbourhood

Young people in the different groups expressed a wide range of views on the meaning of Community. Indeed, the terms appeared to confuse some children. For the most part, the Community/Neighbourhood domain was ranked quite low, with two significant exceptions. The culturally and linguistically diverse and Aboriginal and Torres Strait Islander groups each ranked Community/Neighbourhood in second position under family. For many groups who did not rank Community/Neighbourhood highly, there was some confusion when it came to defining a Community/Neighbourhood. In such cases the mention of ‘online communities’ helped stimulate how Community/Neighbourhood might be conceived – as one child put it, a Community/Neighbourhood could ‘be people you know of’, but did not necessarily have to know intimately. For others, Community/Neighbourhood encompassed a number of different groupings, relationships, and domains spanning family and school, the local council and sporting clubs. The culturally and linguistically diverse group, many of whom were born overseas and spoke their own language at home, had a considerably more global conception of Community/Neighbourhood than the other groups. Their communities consisted of people from the ‘same culture’ and from the ‘same country’, and their strong sense of a global Community/Neighbourhood included contextual themes of war, peace, or cultural conflict. For the Aboriginal and Torres Strait Islander group, concepts of Community/Neighbourhood were strongly linked with family and culture, including a wide variety of social experiences shared with extended kinship networks.

Given previous literature and the findings of the Phase 1 work, the term ‘neighbourhood’ was adopted instead of ‘community’ as the term ‘neighbourhood’ may be easier to operationalise.

Community/Neighbourhood emerged as a theme of low importance to most groups of children in Phase 1, with the exception of the Aboriginal and Torres Strait Islander, and Culturally and Linguistically Diverse groups. Consequently, this domain should occupy relatively little questionnaire space comprising only a limited number of questions about safety and access to resources in the local area.

4.2 Community/Neighbourhood correlates

Deprivation

Deprivation is also considered important for the community/neighbourhood domain. However, this will be assessed in the *money and material wellbeing* domain (see social-economic status scale) through asking whether young people have, or desire to have “A garden at home or somewhere nearby like a park where you can safely spend time with your friends (garden)”. Other items might be included upon further review of relevant community/neighbourhood scales.

4.3 Community/Neighbourhood subdomains

Access to resources

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agreed
There are places for me to go in my area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is nothing to do in my area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are lots of fun things to do where I live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This question has been drawn from Children’s Society and is included as a scale to measure access to resources in the neighbourhood.

Safety

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agreed
I feel safe when I am out in my local area during the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe when I am out in my local area at night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have plenty of freedom in the area I live in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This question has been drawn from Children’s Society and is included as a scale to measure perceived safety in the neighbourhood.

5.1 Health

Health was seen as an important domain in all groups, though it was usually ranked behind family, friends and school. Understanding of the term on an abstract level most commonly included the importance of diet (related to both nutrition and weight) with a lot of discussion about ‘healthy food’ and ‘junk food’. Sport, fitness, personal hygiene and mental health were also commonly discussed.

Maintaining good levels of fitness was considered beneficial to a healthy lifestyle, from ‘playing footy’ to ‘races with friends’ and ‘dancing’. Being active was understood as a healthy pursuit. While physical health was generally discussed within the groups and interviews, an understanding of mental health also emerged in some of the groups, including the culturally and linguistically diverse group, the disability group, the Aboriginal and Torres Strait Islander group and the mainstream group. In these groups, young people talked in abstract terms about mental health issues such as depression and anxiety standing as barriers to wellbeing and living a good life.

While health was generally seen in individual terms (young people’s *own* health) discussion of health in the Aboriginal and Torres Strait Islander group also encompassed a collective dimension, where the health of each family member was seen as important to the wellbeing of all family members. To a greater extent than was evident in other groups, health was also seen as associated with adequate material resources, with considerable discussion of the need for adequate nutrition for health.

In addition to the questions in the *family* subdomain of *worry* about the health of other family members and the question about missing school due to illness in the major domain of school, the following questions have been selected to cover much of the content that emerged from the qualitative interviews. With the exception of the last question (i.e. "Outside school activities"), questions were selected from the Health Behaviour in School-Aged Children (HBSC) survey as this will allow comparisons with nationally representative data for 11 and 13yearolds from 43 countries. Data from the HBSC's most recent cycle, in 2009/10, will be available from the 1st October 2014. This date coincides with the start of the analyses from the ACWP main survey.

5.2 Health correlates

Oral Health

How often do you brush your teeth?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	More than once a day
<input type="checkbox"/>	Once a day
<input type="checkbox"/>	At least once a week but not daily
<input type="checkbox"/>	Less than once a week
<input type="checkbox"/>	Never

This question is part of the *health* domain and is included as a correlate of wellbeing. It has been drawn from the HBSC and as such comparisons could be made at the higher grade levels as this data is collected from ages 11, 13 and 15. All year levels could be asked this question.

Hunger

Some young people go to school or bed hungry because there is not enough food at home. How often does this happen to you?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Always
<input type="checkbox"/>	Often
<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	Never

This question has been included as a measure of hunger which is considered to be a correlate of wellbeing. It forms part of the *health* domain and can be asked at all three grade levels. Like many of the health related questions, it has been drawn from the HBSC of which comparisons could be made.

Food & Drink

How many times a week do you usually eat or drink...?							
<i>(Please tick one box in each row.)</i>							
	Never	Less than once a week	Once a week	2-4 days a week	5-6 days a week	Once a day, every day	Every day, more than once
Fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sweets (candy or chocolate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coke or other soft drinks that contain sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This question is included to gain some indication of what types of food the young person has access to and consumes. It has been drawn from the HBSC and is part of the *health* domain. It is intended that year 6 and 8 student will be asked this question.

Breakfast

How often do you usually have breakfast (more than a glass of milk or fruit juice)?	
<i>(Please tick one box only.)</i>	
Weekdays (Monday to Friday)	
<input type="checkbox"/>	I never have breakfast during the week
<input type="checkbox"/>	One day
<input type="checkbox"/>	Two days
<input type="checkbox"/>	Three days
<input type="checkbox"/>	Four days
<input type="checkbox"/>	Five days

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This question has been included to understand the frequency with which young people have breakfast which is considered as a correlate to wellbeing. It is part of the *health* domain and will be asked at all three year levels.

Physical fight

During the past 12 months, how many times were you in a physical fight? (Please tick one box only.)	
<input type="checkbox"/>	I have not been in a physical fight
<input type="checkbox"/>	1 time
<input type="checkbox"/>	2 times
<input type="checkbox"/>	3 times
<input type="checkbox"/>	4 times or more

This question about fighting is part of the *health* domain and has been included as a correlate of wellbeing. It has been drawn from the HBSC and will be asked at year 4, 6 and 8.

Smoking & Drinking

On how many occasions (if any) have you done the following things in the last 30 days? (Please tick one box in each row.)							
	Never	1-2 times	3-5 times	6-9 times	10-19 times	20-39 times	40 or more
Smoked cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drunk alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been drunk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This question provides an indication of student drinking and smoking health behaviour. This is considered as a correlate of wellbeing and will be asked at the grade 6 and 8 level. It has been drawn from the HBSC to enable comparisons.

5.3 Health subdomains

Subjective health and body image

The following three questions are part of the *health* domain; subdomain *subjective health and body image*.

Would you say your health is....? (Please tick one box only.)	
<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Good
<input type="checkbox"/>	Fair
<input type="checkbox"/>	Poor

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This scale has been included as a measure of overall health and is intended for year 4, 6 and 8. This and the following question have been drawn from the HBSC where they are used as a non-clinical measure of mental and physical health.

In the last 6 months: how often have you had the following...?					
<i>(Please tick one box in each row.)</i>					
	About every day	More than once a week	About every week	About every month	Rarely or never
Headache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stomach-ache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Back ache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irritability or bad temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulties in getting to sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling dizzy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This scale has been included as a measure of health complaints and is intended for young people in year 6 and 8.

Do you think your body is...	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Much too thin
<input type="checkbox"/>	A bit too thin
<input type="checkbox"/>	About the right size
<input type="checkbox"/>	A bit too fat
<input type="checkbox"/>	Much too fat

This question is about body image and is intended for young people in year 8 only.

Outside school activities

How often do you usually spend time doing the following activities when you are not at school? (Please tick one box in each row.)					
	Hardly ever or never	Less than once a week	Once or twice a week	Every day or almost every day	Don't know
Taking lessons (like music, sports, dancing, languages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hanging out with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading for fun (not homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping with housework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV or videos, or listening to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing sports on a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing sports or doing exercise (but not on a team)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time just being by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking care of brothers or sisters or other family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This question has been drawn from the Children's World Survey. Its purpose is to measure the frequency with which young people participate in *activities outside of school* which is a subdomain of *health*. It could be asked at all three grade levels.

6.1 Money and material wellbeing

Across all the groups, money was consistently ranked as the lowest, or closest to the lowest, domain for a good life. Money was seen as important as an enabler for respondents to access the ‘basics’ of life - usually identified as food, shelter and clothes. Much less emphasis was placed on the accumulation of material items such as computer games, iPods, cars, or other ‘non-essentials’.

Of all the groups, the Aboriginal and Torres Strait Islander respondents placed money highest in their understanding of wellbeing and a good life. This may reflect the likelihood that most of this group was economically disadvantaged (and perhaps more so than the economically disadvantaged group that we talked with). Aboriginal and Torres Strait Islander young people referred not only to basics such as nutrition and shelter, but also linked the lack of it to serious consequences, including ill-health (‘get skinny’) and crime. Aboriginal and Torres Strait Islander young people also spoke with personal experience of the consequences for themselves of living in an

economically disadvantaged environment. For example not asking for or expecting birthday presents, or not getting a lift by car to and from an activity because their parents could not afford the required petrol. As such, they displayed a pragmatic concern with money as an enabler for improving their everyday wellbeing.

Additionally, across some of the groups, namely the mainstream group and the regional and rural group, there was evidence of money being used to enact an ethical code. Respondents from both groups spoke of using money in a charitable way in order to address wider social inequalities such as poverty and homelessness. Redistributing money was one of the proposed ways young people thought they would feel good about themselves, by giving to others and contributing to society.

Most surveys ask about material wellbeing by getting young people to indicate the items they or their family possess. The lack of possessions is then frequently interpreted as "deprivation". As part of her doctoral thesis, Gill Main examined the validity and reliability of deprivation scale used in the The Children's Society 2010-11 Survey and found them to be quite satisfactory.

The question proposed to measure deprivation in the ACWP contains ten items from Children's Society plus three items that were added to reflect results of the ACWP qualitative work. The three new items cover the ability to go on a school camp, having credit on the mobile phone and for parents to be able to put petrol in their car (these questions were previously proposed for inclusion in the Children's Society).

6.2 Money and material wellbeing correlates

Socio-economic status

	I have this	I don't have this but would like it	I don't have this and I don't want or need it
Some pocket money each week to spend on yourself (pocket money)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some money that you can save each month, either in a bank or at home (saving money)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A pair of designer or brand name trainers (like Nike or Vans) (trainers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An iPod or other personal music player (MP3 player)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cable/satellite TV at home (cable/satellite)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A garden at home or somewhere nearby like a park where you can safely spend time with your friends (garden)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A family car for transport when you need it (car)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The right kind of clothes to fit in with other people your age (clothes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one holiday away from home each year with your family (holiday)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Trips or days out with your family at least once a month (day trips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enough credit on my mobile to phone or text friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has enough money to put petrol in the car when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has enough money for me to go on a school camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further correlates/factual questions regarding deprivation (e.g. being hungry, not having breakfast) are included under the *health* domain.

6.3 Money and material wellbeing subdomains

There are no subdomains for this domain, however questions in the subdomain *worry* in the major domain *family* contain attitudinal items regarding the extent to which young people and their families have enough to eat, enough money and a place to live.

7.1 Self demographics

This set of items are correlates of wellbeing related to the self and include questions around family language background, gender, Aboriginal and Torres Strait Islander status, disability and aspirations. Information about out of home care and home location are asked as part of the factual/correlates/ in the family domain so need not be repeated here. The following are some examples of the types of items to be used for these correlates drawn from well established international studies such as PISA, TIMSS and PIRLS.

Language background

How often do you speak English at home?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	I always or almost always speak English at home
<input type="checkbox"/>	I sometimes speak English and sometimes speak another language at home
<input type="checkbox"/>	I never speak English at home

This question is from TIMSS and PIRLS and is asked at the grade 4 level.

How often do you speak English at home?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Always
<input type="checkbox"/>	Almost always
<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	Never

This question is from TIMSS and PIRLS and will be asked at the grade 6 and 8 level.

Gender

Are you a girl or a boy?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Girl
<input type="checkbox"/>	Boy

This question is from TIMSS and PIRLS and is asked at the grade 4 and 8 level.

Aboriginal and Torres Strait Islander

Are you of Aboriginal or Torres Strait Islander origin?	
<i>(For persons of both Aboriginal and Torres Strait Islander origin, tick both 'Yes' boxes.)</i>	
No	<input type="checkbox"/>
Yes, Aboriginal	<input type="checkbox"/>
Yes, Torres Strait Islander	<input type="checkbox"/>

This question is drawn from the Australian national version of the PISA student questionnaire. While this is aimed at 15 year olds, it could be asked at all three year levels.

Disability

Under construction.

Aspirations

How far in your education do you expect to go?	
<i>(Please tick one box only.)</i>	
Finish year 10	<input type="checkbox"/>
Finish year 12	<input type="checkbox"/>
Finish TAFE training certificate, apprenticeship or traineeship	<input type="checkbox"/>
Finish a TAFE or College Diploma (e.g. Diploma in Information Technology, Diploma in Veterinary Nursing)	<input type="checkbox"/>
Finish an undergraduate degree (e.g. Bachelor of Arts, BA, Bachelor of Commerce)	<input type="checkbox"/>
Finish a postgraduate degree (e.g. Honours, Master of Arts, PhD)	<input type="checkbox"/>
I don't know	<input type="checkbox"/>

This question has been drawn from the TIMSS year 8 Australian questionnaire and would allow comparisons with the Year 8 cohort of the ACWP survey. A modified version could be created for young people in years 4 and 6.

8.1 Bullying

Bullying was a theme which often emerged in the qualitative work with all the groups and most individual participants. Though the majority of respondents flagged bullying as an extremely important issue for them, discussion and experience of bullying was quite diverse and multi-faceted. This was not only because there were multiple types

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of bullying identified – physical, verbal, mental and cyber – but also because bullying could span a number of domains, including *family*, *school*, *community/neighbourhood*, and *friends*. However, most young people talked about bullying in a school setting, and most identified peers as the agents of bullying.

It was noteworthy that many respondents drew a sharp distinction between ‘good friends’ and ‘bad friends’. While ‘good friends’ were supportive and trustworthy, ‘bad friends’ were those acquaintances who our respondents felt were fickle, untrustworthy, and occasionally ‘mean’. This indicates that young people’s experiences of bullying are nuanced and fluid; bullying appears to occur frequently within friendship groups (the action of ‘bad friends’), and a ‘bully’ one week may not necessarily be a ‘bully’ the next.

Throughout the focus groups and interviews, bullying was framed in two major ways. For some of the groups (rural and regional, mainstream, and economically disadvantaged) bullying tended to be discussed in an *abstract* sense – something which they had noticed was an issue but had not directly experienced. It is worth noting in this context the researchers’ opinion that discussion in the economically disadvantaged group was perhaps dominated by young people who did not appear to be economically disadvantaged. Conversely, the respondents from other groups (Aboriginal and Torres Strait Islander, culturally and linguistically diverse, young people with disabilities, young people in out of home care), detailed their *lived experience* of bullying. Indeed for some participants from these groups, their experience of bullying was constant and ongoing.

Finally, it is worth highlighting the experience of young people with disabilities who experienced bullying, not only in the school setting, but also in the wider community/neighbourhood and in public places. It is also worth mentioning that while some young people talked about bullying in the home, the researchers did not probe deeper on this issue.

The following three questions are suggested to form part of the crosscutting domain of *bullying*.

Thinking back over the last 12 months (since about [name of month] last year) did another child or children pick on you by...		
	Yes	No
...shoving, pushing or hitting you?	<input type="checkbox"/>	<input type="checkbox"/>
...calling you names or insulting you?	<input type="checkbox"/>	<input type="checkbox"/>
...writing messages/notes?	<input type="checkbox"/>	<input type="checkbox"/>
...leaving you out of games or chats?	<input type="checkbox"/>	<input type="checkbox"/>

This question has been drawn from LSAC and attempts to gain an understanding of the degree to which the young person has been bullied over the past 12 months. While 12 months might be too long a period to consider, particularly for young people in year 4, and the third item might be qualified to say "insulting messages/notes", any adaptation would affect comparability. As it stands, the question could be asked at each grade level and comparisons be made with LSAC data.

Has somebody who you think is your friend bullied you?	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

This question has been drawn from Mishna, Wiener and Pepler (2008) and could be asked at all three year levels. As information on "general" bullying is asked in the first question, this question specifically aims at the bullying by friends. From the qualitative work it emerged that bullying was not just done by "others" who are not close but also by people who are considered friends.

Have you taken part in bullying another child recently (i.e. in the last four weeks)?	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

This question has been taken from the HowRU? survey and is concerned with whether or not young people have acted like bullies themselves. As such behaviour is not limited to the school setting, the question was modified so that the location of the bullying episode was not included. This makes comparisons with the HowRU survey inappropriate but captures the essence of the qualitative work on this issue.

8.2 Guidance and rules

In their discussions stretching across a number of domains, young people indicated that guidance and rules are important dimensions of a good life. The interviews and focus groups showed that participants displayed a nuanced understanding of rules and guidance. Across all groups, respondents were supportive of many of the rules that structured their daily lives. They overwhelmingly felt that many rules were put in place to establish and maintain their own safety and wellbeing. Most of the respondents spoke about guidance and rules as emanating from two basic domains: family and school.

Rules and guidance, nonetheless, could be problematic in at least two major ways. First, some respondents talked about a mismatch of rules across different spheres and domains (counterpoising school and home, and different parents' houses) which could cause them distress. Second, some respondents spoke at length about rules and guidance which they did not respect. That is, rules for which the rationale was unreasonable, unknown or senseless. Several school rules were mentioned in this respect. Inconsistency and incoherency were therefore seen as key issues with respect to young people's perceptions of guidance and rules.

Currently, questions around guidance and rules are included within the *family* domain. For example, "The rules in my family are clear" and "My family has clear rules about alcohol and drug use".

8.3 Learning

Most respondents expressed an interest in learning, both in school and in other forums, although its importance was emphasised by some groups more than others. As noted above, some young people (notably those in out of home care), had a

somewhat ambivalent attitude towards formal learning and homework. Others clearly enjoyed learning, while some valued it for its instrumental value (so as to get a job in adulthood, and not to get ripped off). While school was often seen as the central site of learning and education in young people's lives, many participants also said that they valued learning within their families and their communities. This was particularly true for some groups. For example, the Aboriginal and Torres Strait Islander and culturally and linguistically diverse young people repeatedly spoke about gaining cultural knowledge from parents and Elders which they could not get at school.

Questions around learning have been included in the school domain.

8.4 Safety

Among some of the groups, safety and security emerged as a key concern. Safety was usually discussed in terms of perceived threats to physical safety, sometimes from environmental dangers such as traffic, but more often from other people. In some cases therefore, concerns with safety could also be interrelated with issues of bullying. The rural and regional group articulated considerable concern about the safety of their neighbourhoods. The Aboriginal and Torres Strait Islander young people also voiced their concerns about safety however to a lesser extent. Some of the respondents from the disability group spoke about their fears of strangers in public as well as issues of physical bullying at school.

Questions to do with safety are include in the school domain. For example, one item "My school is a place where... feel safe and secure." Likewise, three items ask about safety in the community/neighbourhood domain.

8.5 Stress

Another key theme which emerged throughout the first round of qualitative data analysis was the impact of stress on the lives of many of our respondents. While this appeared to be a common concern among many of the young people that we spoke to, its source varied somewhat between groups. Stress could be influenced by a number of different factors, including concerns for other family members' wellbeing, and bullying. Among the mainstream and culturally and linguistically diverse groups in particular, homework and schoolwork were repeatedly mentioned as the contributors to stress, in combination with before and after school activities. Many young people discussed feeling loaded with homework, and feeling pressure to do well at school (one person mentioned NAPLAN in this respect), and felt they had little time to themselves. Some young people demonstrated considerable resilience in employing a number of techniques to deal with stress, including spending time alone, watching TV, talking to their parents, napping, spending time with pets, and listening to music.

Questions to do with stress have been included in the school domain. For example, "How pressured to you feel by the schoolwork you have to do?". Other stress is being measured by the *Worry* subdomain in the family domain. A set of questions on health symptoms (headaches, stomach aches, dizziness, etc.) is also being asked in the health domain.









































8.6 Feeling good

Since young people talked about "feeling good" mostly in the context of other domains, some discussion has occurred as to whether or not the ACWP should include a measure of social and emotional wellbeing.

If such a measure is desired, this section describes some alternatives.

Firstly, the following two sets of questions provide a scale of social and emotional wellbeing. The versions for young people in primary and secondary school are equated onto the same scale, so that primary and secondary scales scores (based on all items in each survey) are directly comparable. The items have been drawn from the ACER Social-Emotional Wellbeing Survey (SEW) for which Australian data are available for comparison across all three year levels.

Social and emotional wellbeing (primary version for year 4 and 6)

	Disagree	Agree
I am a happy person.		
I feel safe and free from danger.		
I lose my temper a lot.		
I get along pretty well with members of my family.		
I could do a lot better in my schoolwork.		
My classmates like me.		
I feel lonely.		
I get along well with my teacher.		
I worry a lot about my schoolwork or what others think about me.		
I get into trouble a lot.		
I like being at school.		
I break things.		
I yell and scream at people a lot.		
I feel very bad for long periods of time.		
I clean up and try to make my classroom and home a nice place.		
I get nervous a lot.		
I am sometimes very mean to other people.		
I like the kind of person I am.		
I love to learn.		
When I grow up I will have a good life.		

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Social and emotional wellbeing (secondary version for year 8)

	Strongly disagree	Disagree	Agree	Strongly agree
I am a happy person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe and free from danger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lose my temper a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along pretty well with the members of my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I could do a lot better in my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along with most of my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get along with most of my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry too much about my schoolwork or what others think of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get into too much trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like I belong in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel very stressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I volunteer to do things to make my school and community a safer and better place to live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participate in many different activities inside and outside of school (e.g., clubs, sport, music, drama, community).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the past six months, I have felt so hopeless and down almost every day for one week that I have stopped doing my usual activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sometimes quite mean to other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like the kind of person I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am someone who loves to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am very hopeful about my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am very curious about why things are the way they are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am very enthusiastic and have lots of energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Another option would be to use the questions included the Communities that Care survey. These items were a subset of items from the Short Mood and Feelings Questionnaire (Angold et al., 1995), the Short Spence Anxiety scale (Spence et al., 2003) and the PedsQL General Wellbeing Scale (Varni, et al., 2003).

It is anticipated that further work will be conducted to identify the measure of ‘feeling good’ that is the most appropriate given the overall aim of the ACWP.

8.7 Summary of proposed indicators and comparisons

The suggested indicators that can be calculated based on responses to the questions currently proposed in the draft ACWP survey are summarised in Table A1.2.

Table A1.2: Summary of proposed indicators and comparisons in the draft field trial questionnaire

Domain	Subdomain	Indicator (Preliminary label)	Comparisons
Family	Factual/ correlates	People you live with	Children's Worlds
		Changed house	Children's Worlds
		Changed school	Children's Worlds
		Changed carers	Children's Worlds
	Togetherness	Family cohesion	Children's Worlds
		Family conflict	HowRU
		Attachment to mother	HowRU
		Attachment to father	HowRU
		Opportunities for pro-social involvement (Poor) family management	HowRU
	Worry	Vulnerability - Significant other	ACWP subgroups
Harmful - Significant other		ACWP subgroups	
Friends	Factual/ correlates	Close friends - Male	HBSC
		Close friends - Female	HBSC
		Close friends - Same school	ACWP subgroups
		Close friends - Outside school	ACWP subgroups
	Contact with friends	Time spent with friends	ACWP subgroups
		Frequency talking to friends	ACWP subgroups
	Support and conflict	Friends - support	ACWP subgroups
Friends - conflict		ACWP subgroups	
School	Factual/ correlates	Missed school - Illness	Children's Worlds
		Missed school - Truancy	PISA
	Success	Success at school	HBSC
	Enjoyment	School - General satisfaction	LSAC
		School - Intrinsic motivation	LSAC
		School - Pressure	HBSC
Relationships	Teacher support	MDI	
Community/ Neighbourhood	Resources and safety	Access to resources	Children's Society
		Safety	Children's Society
Health	Factual/ correlates	Oral health	HBSC
		Hunger	HBSC
		Food and drink	HBSC
		Breakfast	HBSC
		Physical fight	HBSC
		Smoking and drinking	HBSC
	Subjective health and body image	Overall subjective health	HBSC
		Headache	HBSC
		Stomach-ache	HBSC
		Back-ache	HBSC
		Feeling low	HBSC
		Irritability	HBSC
		Feeling nervous	HBSC
		Difficulties getting to sleep	HBSC
		Dizziness	HBSC
		Overall body image	HBSC
	Outside school activities	Participation in outside school activities	Children's Worlds
Money and material wellbeing	Factual/correlates	Socio-economic status (Deprivation)	Children's Society
Self-demographics	Factual/correlates	Language background	PISA
		Gender	PISA
		Aboriginal and Torres Strait Islander	PISA

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Domain	Subdomain	Indicator (Preliminary label)	Comparisons
		Aspirations	TIMSS
Cross-cutting domains	Bullying	General bullying	LSAC
		Bullied by friend	ACWP subgroups
	Feeling good	Social and emotional wellbeing**	SEWB
		Mood and feelings**	CATS
		Spence anxiety**	CATS
		PedsQI General wellbeing**	CATS

Notes:

* ACWP subgroups include comparisons by gender, disability, grade, Aboriginal and Torres Strait Islander, language background, grade, socio-economic status.

** At the time of writing, a number of alternative scales and comparison data were considered for this cross-cutting domain.

9. Description of the use of anchoring vignettes in the ACWP

Differences in response styles are considered to be a serious source of bias in surveys using Likert items. Differences in response style can occur between individuals (e.g. Austin et al., 2006; Bolt, 2009), between groups within countries (e.g. Marin et al. 1992; Moors 2004) and between countries (e.g. Heine et al., 2002; Johnson et al., 2008). Several types of response styles have been described (e.g. Greenleaf, 1992; Clarke, 2000; Johnson & al., 2005; Thomas & al., 2008). All of them can make it difficult to distinguish authentic differences from “stylistic” biases in respondent behaviour (e.g. Moors, 2004; Van de Vijver & Poortinga, 1997; van Hemert, Poortinga & van de Vijver, 2007).

Extreme response style refers to people who tend to select the answer categories at the extreme sides of the Likert scale (e.g. Strongly agree / Strongly Disagree; or Never / Always) rather than the intermediate responses.

Intermediate response or modesty style refers, by contrast, to people who tend to avoid the extreme answer categories, and to make most frequent use of the middle answer categories. A special case of middle response style is **Central response style** (also called Midpoint response style), where people tend to prefer the neutral category (e.g. Neither agree nor disagree) when provided.

Acquiescent response style refers to people who tend to agree with most or all statements, independently of their content. Such respondents give ‘positive’ answers (e.g. Agree / Strongly Agree; or Often / Always) even to sets of items with opposite meanings (*blind agreement*, sometimes called “Yeah-saying”).

Disagreement response style refers to the opposite: individuals who select negative answers for most of the items (e.g. Disagree / Strongly disagree; Never / Almost never), regardless of content.

Proposed explanations of differences in response styles include the assumption of frame-of-reference effects whereby responses to attitude (or other) questions might differ systematically depending on which frame of reference (either across countries or across sub-groups within countries) is applied. These frames-of-reference include so-called “cultural macro values” (King et al. 2004), the Big-Fish-Little Pond Effect” (Marsh and Hau 2003) and social desirability (Holtgraves, 2004).

Anchoring vignettes have been used successfully, initially in health research and, more recently in education in the 2012 international PISA testing programme to adjust for differences in response style. In principle, an anchoring vignette is developed to provide a frame of reference for the respondent's answers to subsequent items. Ultimately, the respondent's answers to the vignettes are used as a scoring mechanism which adjusts - at the individual respondent level - for differences in response styles as some respondents are more inclined to agree than others, some are more inclined to use extreme responses or sit in the middle between different response alternatives.

Desirable characteristics of a successful vignette are as follows:

- There is close to universal agreement about the rank order of the three options;
- Differences in respondents' choices are reflected in their inclination to select strongly agree rather than agree or strongly disagree rather than disagree;
- Differences in respondents' choices are also reflected in where they place the middle option – they may rank it with one of the other options or between the other two options.

The vignettes to be included in the ACWP questionnaire need to tap the underlying construct of the item or set of items. The example below relates to the subdomain of *family conflict*.

9.1 Vignette

	YES!	yes	no	NO!
The X family fix their problems by talking to each other when everyone is calm. They try to find solutions that everyone agrees with. The X family get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Y family fix their problems by having big arguments. Kim is in charge of the Y family. If the argument goes on too long then Kim decides what to do. Everyone has to do what Kim says even if they do not agree. The Y family get on well together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Z family argue about the same problems every day. Everyone joins in shouting and yelling and saying mean things to each other and nothing gets fixed. The Z family get on well together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.2 Actual attitude scale

These questions ask you about your family. When we ask about your mother and father we want you to think about who you live with most of the time. This includes step-parents, foster parents or guardians.					
	YES!	yes	no	NO!	This doesn't apply to me
i. We argue about the same things in my family over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. People in my family have serious arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. People in my family often insult or yell at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Each student's responses to the attitude scale items are then scored taking into account his or her responses to the vignette.

Further examples of vignettes that have been developed for the ACWP are given in [Attachment 1: Appendix A](#).

10. Online implementation considerations

Several pending and important considerations regarding the online implementation of the ACWP questionnaire need to be kept in mind throughout the questionnaire development process as they may introduce limitations and restrictions with regard to the interface, flow and content. A research study imposes several considerations and constraints for the survey design, especially in regards to data capture and subsequent analysis, compared to a commercial product.

In the online implementation, a balance has to be struck between engaging respondents, the intent of survey items, survey administration and school Information and Communication Technology (ICT) environments, data collection monitoring, data capture and data export, and intended analysis.

ACER's experience shows that online administration in the ICT environment of schools is challenging. School ICT environments will most likely be less current, and not as easily updated as ICT environments in the general population. They also frequently are less flexible in their systems due to centrally imposed restrictions to the systems. Some of these issues are discussed in more detail below.

Online survey specification issues

Survey administration

- Three web-based versions will need to be developed for years 4, 6 and 8 with shared and unique items between the surveys.
- Audio capabilities will be required to allow questions to be read out to young people if required.
- Various items types are required including Likert types, variations of drag-and-drop word/image associations, ordered lists with images (i.e. ability to order response options), selecting images (ability to select pre-coded 'hot-

spots'), access to survey structure capabilities, progress bar, survey monitoring of respondents, possibility for respondents to verbally record answers (year 4).

Delivery

- Web-based delivery is required according to the supported browsers, software and specified environments.
- Provision of a software compatibility diagnostic page for initial troubleshooting with schools during survey delivery of the Field Trial and Main Survey.
- Computer based delivery by secure USB memory stick will need to be developed, in case of school difficulties with access and administration.
- A flexible delivery method will be required to allow respondents to log in and out of the survey and complete the survey at their convenience, while saving respondent data.
- The survey will need to be compatible with I-Pad delivery (e.g. items to be correctly sized with rotated display (vertical/horizontal)).

Administration

- There will need to be the provision of a monitoring interface in the Assessment Master to enable the client to monitor survey progress (e.g. not started, started, completed, submitted) of individual respondents and to monitor aggregate progress by specified sampling variables (e.g. school, state/territory, school sector).
- The ability to import, generate and manage login credentials for respondents will be required (e.g. student and school levels).
- Differential access for respondents and schools: ability to restrict access to the survey and invalidate log-in credentials after survey administration at the school level.

Reporting facilities

- Use of standard reporting facilities at both the student school levels will be required. For young people, a secure, generated PDF or survey link to report selected results. For schools, reporting facilities should be able to produce aggregate, anonymous and select results that are interactive by domain (e.g. questions about *friends* or *school*) or other client specifications.
- Data will need to be exported to specific format and coding specifications including data format, identification and naming conventions of items, assets and response options, as well as data capture and coding for not administered, invalid and missing data.

Support and maintenance service

- Appropriate maintenance and support throughout the entire project is required.

The capabilities of children also need to be considered throughout the online interface development process. For example the following aspects will require consideration:

- Attention span
- Literacy levels, particularly given the focus on disadvantaged groups which have been shown to have reading levels of up to two years lower than their grade level
- Age appropriate

ATTACHMENT 1: APPENDIX A VIGNETTES IN THE ACWP

Order of options

The options are ordered here from the highest to the lowest. In the assessment the options should be randomly ordered.

Family Vignettes

Subdomain: Togetherness

1.1 Family conflict

The issue discussed is conflict management.

The underlying construct is the efficacy of conflict management and the inclusiveness of the solutions.

The X family fix their problems by talking to each other when everyone is calm. They try to find solutions that everyone agrees with.

The X family get on well together.

The Y family fix their problems by having big arguments. Kim is in charge of the Y family. If the argument goes on too long then Kim decides what to do. Everyone has to do what Kim says even if they do not agree.

The Y family get on well together.

The Z family argue about the same problems every day. Everyone joins in shouting and yelling and saying mean things to each other and nothing gets fixed.

The Z family get on well together.

1.2 Family management YEAR 8 ONLY

The issue discussed is parental care and responsibility.

The underlying construct is the efficacy of parental management of the child

X's parents encourage her to take small risks. As she shows that she can be sensible they give her more freedom. X always tells her parents the truth about what she is doing. She knows her parents will always help her if she is in danger.

X's parents help X to keep safe.

Y's parents do not let her take any risks. They ban most things she wants to do to keep her safe. Y lies to her parents about what she is doing. Her parents often do not know where she really is. Y cannot ask her parents for help if she is in danger.

Y's parents help Y to keep safe.

Z's parents let Z do whatever he likes. They say he has to learn about risks himself. They never know where Z is or what he is doing. They are too busy to help Z if he is in danger.

Z's parents help Z to keep safe.

1.3A Opportunities for pro-social involvement

The issue discussed is engagement with parents.

The underlying construct is the nurturing quality of the relationship the child has with their parents in relation to trust, inclusiveness and enjoyment.

This vignette is about inclusiveness in making and communicating decisions.

The X family have to make room for granny to come and live with them. The parents talk about how to do this with everyone in the family before they make a decision.

The X family include everyone in important decisions.

The Y family have to make room for granny to come and live with them. The parents decide how to do this and then tell everyone else what they have to do.

The Y family include everyone in important decisions.

The Z family have to make room for granny to come and live with them. The parents disagree. They keep arguing and no-one in the family knows what is going to happen when granny arrives.

The Z family include everyone in important decisions.

1.3B Opportunities for pro-social involvement

The issue discussed is engagement with parents.

The underlying construct is the nurturing quality of the relationship the child has with their parents in relation to trust, inclusiveness and enjoyment.

This vignette is about trust in relation to problems.

X's parents always listen to X. They try to understand her point of view and encourage her to do things that she wants to do.

X's parents help her with her problems.

Y's parents have clear ideas about how Y should behave and what Y should do. They only support Y if he does what they want. They are not interested in what Y thinks.

Y's parents help him with his problems.

Z's parents do not think about Z much. They let Z do whatever he likes. Sometimes they get angry with Z but the next time he does the same thing they think it is funny.

Z's parents help Z with his problems.

1.4 Attachment to mother

1.5 Attachment to father

ACER is not sure these constructs need vignettes. The underlying construct seems to simply be the extent of closeness, sharing of feelings and enjoyment of company. If vignettes are required, a possible example is included below.

X likes being with his mother. They both enjoy doing things together. X can talk to his mother about anything.

X is close to his mother.

Y is never sure if his mother will be nice to him or angry with him. He has to be careful what he says so she does not get cross. They have some good times and some bad times together.

Y is close to his mother.

Z tries to keep out of her mother's way. Her mother is always cross. Z hardly tells her mother anything because that just makes it worse. Z tries not to argue with her mother.

Z is close to her mother.

ATTACHMENT 2: ISSUES RAISED AT THE PSG, 24 SEPTEMBER 2013 AND SUBSEQUENT PSG TELEPHONE CONFERENCE, 7 NOVEMBER 2013 AND RESEARCH TEAM'S RESPONSES

The Project Steering Group members were presented with the draft selection of questions and input was sought regarding:

1. Whether or not any major elements are missing from the questionnaire;
2. What might be dropped or given lesser importance given that too much material is currently proposed;
3. Any other overarching considerations regarding the aims, implementation and conduct of the survey.

The following section summarises the feedback obtained at the meeting, first in general and then by domain.

Responses about how the comments and feedback have been addressed are provided under a heading "response" after each point.

General comments and feedback

1. At a general level, questions were raised with regard to wellbeing indicators and that alignment between what is asked and measured should be the focus. More specifically, how are indicators defined and how do the questions provide the information needed to develop the indicators.

Response: Further work on this aspect is reflected in Table 2 of the Executive Summary.

2. The look and feel of the questionnaire will be very different with the online interface. It was agreed that other than the meeting minutes, further feedback could hold off until this has been developed, at least in part.

Response: Development of the online survey has proceeded and was illustrated to the PSG at the special meeting on 7 November 2013.

3. It was agreed that the authoring of the questionnaire could proceed in line with what has been proposed in this report, also with a view to the draft report of the cognitive labs of the questionnaire which is due in November. At the end of October when at least one domain will have been authored in the online tool, a PSG teleconference will be arranged and at that time further feedback will be sought.

Response: Further feedback on the survey was sought at the meeting on 7 November 2013. Feed-back received and corresponding responses are detailed below:

Demographics

Some reservations were expressed as to whether the question SES (number of books) is the best that can be done to capture, presumably, educational attainment (and interest in education) of parents.

Response: There are several questions planned relating to family affluence and child deprivation, as well as number of people with paid jobs in the respondent's home. Number of books in the home is still the best single measure of home possessions and is highly related to education of the parents, behaviours conducive to learning such as reading and student achievement. Also, we do need information that allows the identification of socio-economically disadvantaged children.

Success at school

It was queried whether the question may be difficult to answer by many students.

Response: The question asks students to rate their performance relative to the performance of their classmates, as judged by their class teacher(s). From a very early age students can provide information about performance of peers in their class both, absolutely in terms "who is best" but also relatively in terms of how they perform in comparison to others. Also, the question has been used in the HBSC in many countries and languages without any reported issues.

Aspirations

The question on this was in the October questionnaire but is missing from the current draft.

Response: This question was inadvertently dropped from the online demonstration and will be inserted back into the Year 6/8 questionnaire. As regards whether or not this question might be too complicated it should be noted that it has been used satisfactorily in Australia in TIMSS Year 8 level. The field trial study will show through too many missing or empty response options if changes need to be made to the question and/or its response options.

Bullying

There is the question of whether we need to know whether bullying is taking part in schools as well as elsewhere. Bullying (at school or elsewhere) could be expected to lower wellbeing but bullying at school would have a further negative impact through its effect on the school domain (i.e. the bullied student not liking being at school). Further, knowing that bullying was taking place at school could help explain having poor attitude to school and not being happy at school.

Response: We will insert an additional question as follow-up to the very first four statements seeking information about the type of bullying, if any, a young person has experienced. If a young person responds with "yes" to any of the statements, it will be followed up with the question "Has this happened...a) at school; b) outside school; c) in both places?" We have also contacted Professor Donna Ross to provide feedback on the current question set on bullying with a view of comparability with the Australian Covert Bullying Prevalence Study.

Mental and physical health

At the teleconference a question was asked whether this topic had been discussed with the researchers working on the Second Child and Adolescent Mental Health survey. Part of the reason was because of not being sure whether the question picked up well enough some of the generally accepted forms of poor mental health, such as constant anxiety, mood changes, and depression. George Patton observed that the question, drawn from the HBSC, seemed fairly weak in this respect and suggested checking what the literature had to say on how well the question worked for this purpose.

The other reason for suggesting making contact with the Mental Health survey researchers was to ensure greater consistency between the ACWP results and those of the Mental Health survey.

Response: The HBSC symptom checklist" asks respondents about subjective health complaints that are intended to measure two facets, namely psychological wellbeing (d, e, f) and somatic wellbeing (a, b, c, g, h) of an underlying trait of psychosomatic complaints. HBSC reports that the scale is flexible and that analyses are meaningful at single- item and at sum score level. Qualitative semi-structured interviews with early adolescents revealed that adolescents perceive the symptoms to be adverse physical and psychological states that interfere with daily functional ability and well. being. Moderate to high correlations have been found between the HBSC symptom checklist and scales measuring psychological wellbeing ($r=-.47$), depressive moods ($r=.53$) and physical wellbeing ($r=.42$) in data the Kidscreen study in 12 European countries. It should be possible to carry out analogous (if not directly comparable) studies using the ACWP survey.

International comparisons

There was a comment that some variables or indicators will be able to be compared with the HBSC or Children's World or other surveys. These comparisons will be able to be done often not for all three year levels (i.e. Year 4, 6, 8) but for the particular age group that constituted the target population in that survey. It may also be possible to compare SES internationally with the HBSC – both surveys will contain identical questions on family affluence. This should allow international comparisons of social gradients, particularly of subjective wellbeing and health indicators. However, it may be difficult to, say, cross classify one indicator with another (school achievement with health, for example) and compare them internationally, because there will not be any survey that will have the same way of measuring both indicators as the ACWP. So, many international comparisons of interest will be somewhat approximate.

In developing the ACWP one of three options were available:

- have a really good instrument that meets Australia's needs but is only partially internationally comparable; or
- have an instrument that is internationally comparable and meets Australia's needs only partially;
- reach a working compromise between the two – which is where the ACWP is heading.

Response: As noted above, it is intended that some international comparisons can be carried out using bivariate or multivariate analysis. One example is health symptoms by SES. Other international comparative analyses will be possible at a

descriptive, univariate level for particular ages or grades. These comparisons, however, will be accurate for those topics and age groups.

However, it is important to bear in mind that the ACWP is a national rather than an international survey where the instruments are developed jointly by participating countries and/or experts for administration of the same, albeit translated, instruments in all participating countries. In those instances, international comparisons on all variables and combinations of variables/scales are theoretically possible - although not necessarily valid or appropriate.

The ACWP has been developed from the "bottom up" by starting with the views and thoughts about wellbeing of young people who live in Australia, with a particular emphasis on young people who have experienced some disadvantage. In this way, domains and issues for the survey were identified. Then, wherever possible, questions that addressed these domains and issues for the ACWP were selected from existing surveys to enable international comparisons on these aspects as Australia has not participated so far in international surveys on the topic. As a consequence, the ACWP survey reflects this combination in line with its overarching aim:

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.

4. Full results of the cognitive labs will be presented to the PSG at the next official meeting in March 2014.

Response: In the interim, a preliminary summary of cognitive interviews is given below.

At the time of writing this report, three sets of cognitive interviews have been recently undertaken with children from the groups of disadvantage of interest to the survey, specifically: Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds and children from low-socioeconomic backgrounds. Details of these cognitive interviews are as follows:

1. Regional South Australia: 8 young people aged 9 to 14
2. Sydney: 6 young people aged 12-14; 3 young people aged 9-10 provided feedback regarding the online interface
3. Adelaide: 7 children, aged 9-14

The overall aims of the cognitive interviews were:

1. To probe intended respondents' comprehension and responses to specified items of concern or potential difficulty with the questionnaire design, which included:
 - Individual response options
 - Response scales
 - Clarity of instructions

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- Survey assumptions (e.g. about family structure)
 - New drag and drop items
 - Survey length and item relevance (e.g. with an aim to reduce survey length)
2. To detect unforeseen problems with questionnaire design by examining for intended respondents:
- Comprehension of items
 - Response processes
 - Fatigue
 - Behaviour

To address the first aim, explicit questions were developed for each of the three cognitive interview locations, with slightly different versions for each age group (Years 4, 6 and 8). Administered questions included all items from: the Family domain; demographics; overall wellbeing; socioeconomic deprivation; disability; interactive item types (i.e. drag and drop) for 'closeness of relationships' and the 'importance of survey domains for wellbeing'. Vignettes were also administered, which have now been excluded from the field trial survey questionnaire.

To address the second aim of cognitive interviewing, interviewers were asked to follow up on behaviour they observed during the administration of the survey to young people such as hesitation, skipping of answers, apparently responding too quickly etc. Interviewers followed up by using reactive verbal probes, for example, "In your own words, can you tell me what this question is asking?" "What do you have to do to answer this question?".

Cognitive interviews with children in Regional South Australia were administered using paper-based surveys and with an earlier version of the draft survey. Cognitive interviews were administered online to children in Sydney and Adelaide as the online survey delivery has been further developed. Therefore a core set of issues were targeted across the three interviews, with additional issues targeted for interviews in Sydney and Adelaide with the inclusion of the new item types and online administration.

Results from the Regional South Australia cognitive interviews are reported below. Results from Sydney and Adelaide will soon be integrated, and presented in the report to the PSG meeting in March 2014. This report will present the integrated findings for the following issues:

- How easy or difficult they found the question on family composition and number of adults having a paid job.
- Whether or not young people liked the new drag and drop item formats used in the "me" item about who is close to them and the prioritising of well-being domains using a set of shelves.
- To seek suggestions for the possible reduction of statements under the SES/Deprivation scale.
- To obtain feedback on the design and features of the online survey template.

During cognitive interviews in Regional South Australia, young people were asked explicit questions about the following topics while they worked through the survey:

1. Whether young people found the use of different response options for different questions confusing.

Participants in the 13-14 age group reported that using the 'YES! yes no NO! This doesn't apply to me' response scale to choose an answer for items was much more difficult than using the other three response scales. Participants reported that they would have liked a 'neutral' option between yes and no, and placed a tick between these two response categories. Interestingly, participants explained that it was easier to select an answer to the vignettes using the same response scale in comparison to items about their own family, even though the vignettes did not include a 'This doesn't apply to me option'.

The other three response scales are also 4 point scales with no neutral option. These results may suggest that participants' difficulty in using the 'YES! yes no NO! This doesn't apply to me' scale may be associated with the response options of 'YES!' and 'NO!'. These end-points on the scale may be perceived by participants as more extreme than endpoints on the other scales: 'Not at all – A lot', 'Not at all true – Very much true' and 'Strongly disagree – Strongly agree'. Furthermore, these results may suggest that it is more difficult for participants to select answers for items about their own family, rather than vignettes or items about their school because family items may be of a more sensitive nature.

Participants in the 9-12 age group were not consistently administered the Family items due to some concerns about possible sensitivities for particular children. Overall, no issues or difficulties were reported between response scales for this group for children who did complete some of the Family items.

2. In the family domain, on the statements regarding vulnerability and harm, whether or not such statements were appropriate and whom they were thinking about when answering these questions. This was done as the question had been changed from the original format in which the child was asked about a specific person (e.g. mum or dad) to "someone in your family". Also, concerns had been expressed regarding whether some of the statements (e.g. worry that someone dies or gets arrested) may be too sensitive to administer in a survey.

Participants in both groups reported that they thought about 'family' in a general or very inclusive manner. This means that children reported not to think about one specific member of their family for these items, or about a specific family member for individual items (e.g. Dad about getting sick, or brother about getting hurt). These results may be related to the administration, and sample. Most of the young people who participated in the cognitive interviews were extended family members, and reported that they thought of their 'family' as 'everyone in the room', or all young people, parents and community workers present at the cultural centre. Furthermore, Aboriginal young people in general may have a more inclusive conceptualisation of family to broadly include all extended family and community members.

3. As regards the vignettes, to check comprehension of the instructions and for any order violations.

Participants in the 9-12 age group reported that the vignettes were confusing for them to initially understand but that they were familiar with other item formats due to standardised testing. The vignettes ask participants to rate how much they agree with a statement, after reading brief hypothetical scenarios about students/families/teachers. However, other items also ask participants to rate how much they agree or disagree with listed statements. These results suggest that perhaps younger students may benefit from a practice vignette at the start of the online survey, to better understand the intent of the item type. Participants reported that they were trying to find the 'right or correct student/family/teacher' from among the presented options. This also suggests that for younger students, perhaps the differences between the 'high' and 'low' options are too stark, and the vignettes should be revised to reduce the difference between the extreme options.

Comments and feedback by domain

Family

1. The concept of family was discussed and it was apparent that it is very difficult to define and measure. Family has a multitude of different meanings for different people and it would be difficult for any question to capture all of the combinations and permutations of the composition of the family.

Response: The pictorial item of "Who is part of your family" and the question "When you think about your family" have been removed.

2. The ultimate goal is to know if children feel safe in the home regardless of who is in the home.

Response: This aspect is picked up by some items in the "Worry - Vulnerability and Harmful" subdomain which ask about whether young people worry someone in the family who will get hurt, arrested, involved in a fight.

3. This diversity and complexity suggests that the initial question should be rethought to reflect this.

Response: We have carefully gone through all questions in the family domain with this in mind. Together with the information obtained from the self-demographics question will go some way to covering the diversity and complexities of family composition.

4. As suggested in the draft field trial questionnaire for the scales of *worry*, *vulnerability* and *harmful*, it is desirable to hyperlink whoever the student identifies as being closest to in the family, to that person appearing in subsequent questions that refer to a specific family member. Careful consideration has to be given as to which scales should be customised in this way, as it would affect comparability for questions where comparisons with existing data sets are planned.

Response: From discussion and further reflection it was considered more important to ascertain whether young people feel close to an adult rather than ascertaining who this adult is. The question stem of the "Worry - Vulnerability and Harmful" therefore does not ask about a specific family member. In the same

vein, the "Me" item which asks young people to "drag & drop" people or pets as close as they feel to themselves now asks about adults other than (step-, foster)mother/father rather than specifically, for example, about teachers, aunts, uncles, or neighbours.

5. An alternative could be to add a preamble explaining that young people should think about their family and whatever and whoever that is, and respond to questions with reference to this.

Response: Please see previous response.

6. Children are quite responsive to what is considered as 'normal' family and so may respond to nuclear ideals/references. If we introduce different/alternative concepts of 'family', it may confuse them. However field trial can test how this goes.

Response: We have taken out the potentially confusing "Who is in your family" questions.

7. For questions that refer to a specific family member (e.g. mother/father in worry scale), suggestion was to take out definition/name and ask about 'family' as children know what this is. This would allow them to refer back to their own definition of family rather than anything prescribed by the question.

Response: We have taken up this suggestion.

8. The group also identified challenges associated with definition of 'family' in terms of 'living with' – physical proximity and safety or 'relationship with', sense of belonging and closeness.

Response: The "Me" item (see response above) is aimed at obtaining information about whether young people feel close to someone.

9. Difficulties in interpreting those people who the young person does not select as being part of their family – e.g. do they have an aunt and not consider them as family or do they not have an aunt. Is this even an issue?

Response: As per above, the essential aspect is that young people feel that someone is close to them, not specifically who this person is.

10. Layout of the question will need to be considered so that it does not bias results.

Response: Layout considerations are pervasive in the online design and relate also to the template design and question length. For example, every effort will be made to avoid respondents having to "scroll down" a screen to answer questions as this has been shown to increase missing data.

11. For the question: "These questions ask you about your family. When we ask about your mother and father we want you to think about whom you live with most of the time. This includes step-parents, foster parents or guardians." It was suggested that item g onwards resonates more with what came out of phase 1. Maybe items a-f are less important than the other items.

Response: The family questions have been revised to be as inclusive as possible while still be manageable on the screen and being able to be understood by young people.

12. It was suggested that the worry scale had too many items and could perhaps be reduced, especially after the field trial and perhaps more so for the younger groups. It was suggested that a question on anxiety might be more relevant/pertinent than the worry scale.

Response: This scale has been reduced from 18 to 12 items. The intended factor analysis of the field trial survey data is likely to reduce this number further.

13. It was also suggested that the items could be shorted by simply asking participants about someone in their family rather than specifically about their mother and father. The name could also be replaced with the person identified as the ‘closest’ family member.

Response: Please see previous response about the changes in the reference points of, for example, the "Worry - Vulnerability and Harmful" scale.

14. It was also suggested to ask about parental/or family involvement in school.

Response: The following new question has been added to capture this aspect:

How often do the following things happen?				
<i>(Please tick one box in each row.)</i>				
	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
My parents ask me what I am learning in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents make sure that I set aside time for my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents talk to my teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions have been administered in PIRLS and TIMSS at both Grades 4 and 8 so will enable comparisons with the countries participating in those studies.

15. Clarity is required in terms of output aims, and how this translates into policy and intervention.

Friends

1. It was highlighted by the project team that the aim of these questions is to capture factual number and contact with friends, and then the student’s perspective on quality of those friendships.
2. The question was raised around the importance of the volatility of friendship and how this might be captured in the survey. It was suggested that this does matter

and would expect those young people experiencing this at the time of the survey to feel alone. One way around this may be to ask about quality with reference to the previous year, but this may not be appropriate.

3. Friends was discussed as a source of both bullying and support.
4. It was suggested that the questions on friendships should aim to capture: how well supported children feel; reciprocity in friendships; and resilience of friendships (ability to ‘make up’)

Response to the above four points: The following statements are aimed at capturing support by (first four items) and conflict with friends (last five items). A specific time span has not been provided in the stem as it does not seem appropriate:

For the following statements, please think about your closest friend:					
	1 = never or hardly ever	2 =	3 =	4 =	5 = always or almost always
I spend fun time with this person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I share private thoughts and feelings with this person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I depend on this person for help, advice, and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This person sticks up for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get into fights with my friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friend and I make up after a fight (Appears if answer to previous question is 2, 3, 4, or 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friend bugs me or annoys me even though I ask him/her not to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friend and I argue a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friend and I disagree about many things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. The question on how often you have contact with your friends seems unnecessarily complex and has a high reading load. These questions may need to be rethought. What information do we need to capture about contact with friends?

Response: Upon further discussion it has been decided to drop the questions about time spent with friends and frequency of talking to friends. The questions in their current form would not provide the fine-grained information required to differentiate different qualities of friendship. Therefore, as the questionnaire has to be reduced in length, it was decided to remove these questions.

6. The question about conflict with friends is aimed at understanding the young person’s own sense of their social skills and how this works at different ages. The intent is to know if young people have the capacity to connect with their peers and if not this would provide space for emotional/policy support to encourage such

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connections. The suggestion was to change 'close friend' to 'closest friend' and to perhaps adjust the labels of the response options.

Response: The question stem has been changed to "closest friend".

7. The PSG had some discussion around social media and facebook friends which may be an important area to keep an eye on. As the survey is using existing questions, it may miss this aspect of friendship.

Response: Again, to get specific and differentiating information on this aspect of communication with friends and impact on young people's feelings regarding their friends would require a suite of detailed questions that is beyond the scope of the ACWP survey.

School

1. Some suggestions were offered to include more reasons for truancy rather than just the frequency, for example lack of food.

Response: While reasons for truancy might be interesting they are considered not sufficiently central to the ACWP survey. Questions about being hungry themselves or worrying about someone else being hungry as well about having breakfast are included in the health and family domains.

2. Comparisons with academic achievement are of high policy relevance. Some potential issues with the use of NAPLAN data for this purpose include that, according to a member's prior meetings with jurisdictional bodies, in general parental permission would be required. Some states appear to be stricter on permissions with using these data than others.
3. It was suggested that linkage could be longitudinal rather than at an individual level so that permissions are not required.
4. It was suggested that student's self assessment of their achievement is often close to their actual achievement and as such this question could be asked.
5. The Chair asked if the PSG group could help in terms of using NAPLAN data and there was potential for such support.

Response to points 2 to 5 above: The proposed question on success at school which combines information from students about their performance relative to their class mates as judged by their teacher with school level NAPLAN information will result in a 20-point scale that is considered to have sufficient variance to enable meaningful analyses.

The discussion about individual level NAPLAN data is complex as it involves ethics applications and parental consent, jurisdictional support and questions of data matching and confidentiality. Also, the trade-off needs to be considered between the advantage of having NAPLAN data taking into account its error margins at the individual student level compared with the potential adverse effects on response rates from having to:

- a) obtain explicit parental consent to using NAPLAN data, and

b) ask young people questions such as name and date of birth that can uniquely identify them for subsequent matching of NAPLAN data. (At a Project Steering Group meeting on 14 April 2014, it was agreed not to incorporate NAPLAN data into the survey.)

6. It was also suggested that a question about student’s perceptions of their parental expectations about their school success be added to the survey.

Response: Parental expectations are reflected in the young person's educational aspirations about which a question is included in the survey (see also response regarding aspirations further below).

Community/Neighbourhood

1. Children’s concepts are varied for this domain and therefore broad questions should be aimed for on learning culture and connection to environment, etc.
2. It might also be desirable to include something to do with sense of civic contribution.
3. Connectedness to the local area and population, access to facilities, and perceptions of safety are often the main focus of research according to the literature.
4. It was agreed that community/neighbourhood is a difficult construct that required lots of prompting (in the qualitative work) and that it would be difficult to interpret anything with such varied definitions. This idea of community/neighbourhood having a different meaning for different people means that responses could not be properly compared.
5. It was suggested that perhaps questions about the ‘neighbourhood’ would be the best way forward. For example, ‘Can I go outside and ride my bike?’ ‘Is there a park?’
6. Ideas around safety and belonging seem most relevant. There was discussion about the difference between a student saying ‘I feel safe’ versus ‘it is safe’. This still needs to be considered as to how ‘safety’ is experienced in different target groups.
7. The questionnaire for the field trial is unlikely to include a definition of community. However, a definition could be the focus in the next round of qualitative work.
8. The idea that ‘community’ is potentially very important for the culturally and linguistically diverse young people group was discussed. The PSG agreed that this could be an area for qualitative engagement with this participant group as the issue could be too complex to capture in a large scale survey. It was suggested to explore social and cultural geography literature – ‘space and place’.

Response:

The following questions have been added to the survey to capture resources and safety in the neighbourhood:

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
There are places for me to go in my area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is nothing to do in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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my area					
There are lots of fun things to do where I live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
I feel safe when I am out in my local area during the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel safe when I am out in my local area at night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have plenty of freedom in the area I live in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

It was agreed that more in-depth aspects of community/neighbourhood and their importance for wellbeing would be pursued further in the qualitative work in Phase 4 that accompanies the national survey.

Health

1. It was explained that a cross-analysis with the worry scale could be done with the health items.
2. There was some discussion around the importance of puberty and that this was an important factor for wellbeing for young people in year 8. It was recommended that a question on puberty to be included in the year 8 questionnaire version.

Response: The following questions have been added to the survey:

The next questions are about changes that may be happening to your body. These changes normally happen to different young people at different ages. If you do not understand a question or do not know the answer, just mark, "I don't know".					
<i>(Please tick one box in each row.)</i>					
	Not yet started	Barely started	Definitely started	Seems complete	I don't know
Would you say that your growth in height..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
And how about the growth of your body hair? ("Body hair" means hair any place other than your head, such as under your arms. Would you say that your body hair growth....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you noticed any skin changes, especially pimples?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(For boys only):	Not yet started	Barely started	Definitely started	Seems complete	I don't know
Have you noticed a deepening of your voice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you begun to grow hair on your face?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(For girls only):	Yes	No	I don't know		
Have you begun to menstruate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
If yes, how old were you when you started to menstruate?	(please specify)				

The questions have been showed to be satisfactorily related to the Tanner pictorial scale (Carscadon et al. 1993). To facilitate ethics approval and parental consent, it was decided to use the word questions rather than pictorial scale's which is quite explicit in terms of the genitalia that are depicted.

3. It was queried whether the question on health symptoms had been validated with other instruments, or questions relating to mood?

Response: This question has been drawn from the HBSC where it is used as a non-clinical measure of mental and physical health. The HBSC symptom checklist" asks respondents about subjective health complaints that are intended to measure two facets, namely psychological wellbeing (d, e, f) and somatic wellbeing (a, b, c, g, h)of an underlying trait of psychosomatic complaints. HBSC reports that the scale is flexible and that analyses are meaningful at single- item and at sum score level. Qualitative semi-structured interviews with early adolescents revealed that adolescents perceive the symptoms to be adverse physical and psychological states that interfere with daily functional ability and wellbeing. Moderate to high correlations have been found between the HBSC symptom checklist and scales measuring psychological wellbeing ($r=-.47$), depressive moods ($r=.53$) and physical wellbeing ($r=.42$) in data the Kidscreen study in 12 European countries

4. It was emphasised that one important issue of validity for any survey question or scale was its predictive validity. This might be particularly important for (mental) health questions.

Response: Predictive validity is one check of the validity of a construct that, of course, is dependent on what the construct is meant to predict. While some analyses of this type may be possible, the main purpose of the ACWP survey is to arrive at different profiles of wellbeing of young people in Australia.

Money and material wellbeing

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1. It was agreed that the aim of questions about money and material things was to capture both notions of material wellbeing and socio-economic status.
2. It was pointed out that two questions on deprivation ('my family has enough money to put petrol in the car' and 'my family has enough money for me to go on school camp') are not well phrased as they do not directly ask about deprivation.

Response: The SES deprivation scale was included in the cognitive interviews and young people were asked about the least relevant items, also with a view of potentially reducing the number of items that form the scale. Intended analyses of this scale will provide further information as to how well the items work together to reflect the underlying construct.

3. It was reported by the research team that money was discussed by young people more in terms of activities and options, not just ownership of 'things', and the ability to use them.

Aspirations

1. The question about expected education seems different to what was seen as important from phase 1. Aspiration for future might not be career related e.g. relationships.
2. It was suggested that career is often identified as the highest priority, after relationships.
3. There was a suggestion to add a question on parental education. However, there are often lots of missing data with this question. There was some discussion around how else this information could be obtained as it is an important policy question. For example, data could be sourced from the MySchool website or the possibility that ABS could provide the address of where people live (however this has implications for anonymity issues). The question about how many people in the home that have paid jobs might be enough. There was a suggestion to add a question to the parental consent form. This is probably not feasible for the field-trial as ethics approval has already been granted and the project timeline has to be kept.
4. It was suggested that an extra response option (I don't know) be added to avoid missing data. However it was reiterated that in the past this response option has not worked too well due to missing data. Also, the addition of any response option will change the frequencies and invalidate comparisons with any existing data sets.

Response to points 1-4 about aspirations: Expected education has been shown to be highly correlated with parental education. Hence, given the problems with missing data on parental education, this question is likely to give some approximate information on this issue. As regards aspirations about careers, this has been asked in other surveys but often in an open-ended format which requires coding and then often does not show expected relationships (e.g. greater interest in science as a school subject related to interest in science as a career). Hence, the amount of effort in collecting and processing the data is unlikely to be warranted.

As regards aspirations concerning relationships, subsequent discussions indicated that this would be too complex an area to do it justice in a survey that has to be completed by respondents in 20 or 30 minutes. to cover this topic appropriately,

questions would need to ask about aspirations concerning integration into the community, peer connections, general cooperation with others as well as empathy.

Bullying

1. It was suggested that the definition of bullying is that it is repeated and so frequency response option might be better.
2. It was highlighted that fighting between equals is not bullying. Follow up work through consultation with bullying experts (e.g. Australian human rights commission or Donna Cross (Edith Cowan University) or Ken Rigby (Adelaide University) will be undertaken so that we can ask standard items on this. The general feeling among the PSG was that more justification is required.

Response: Please see earlier responses to issues raised about the questions on bullying. The process of seeking feed-back on the proposed questions is currently occurring.

Feeling good

1. It was explained that this could be something with which comparisons be made with other Australian and International surveys. Other surveys see this as the main dependant variable, however its inclusion does not necessarily have to be a main focus of the ACWP.
2. The PSG were surprised by the response scales for the primary version of the SEW and did not see any obvious validity of using this scale compared with other measures or scales of wellbeing. It was agreed that further review of existing mental health/feeling good scales would be undertaken. Part of this further work is reflected in the corresponding section of the "cross-cutting domains" above.

Response: It is agreed that the survey should include an overall measure of perceived wellbeing that can be used as an outcome variable for analysis if needed. This question needs to be asked at the beginning of the survey before any domain-specific questions to avoid the general question to be influenced by responses to more specific questions and the "sensitizing" due to having completed a 20-30 minute survey on the topic. The following statements taken from the Children's Worlds were considered to best reflect the overall aspects of wellbeing discussed during the qualitative work in Phase 1 of the ACWP.

How much do you agree or disagree with each of these sentences:						
<i>(Please tick one box in each row.)</i>						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
My life is going well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My life is just right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I had a different kind of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have what I want in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Anchoring vignettes

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1. The discussion around the anchoring vignettes suggested that further explanations were required about the purpose of these tools aimed at adjusting for differences in response styles between individuals and groups.

Response: Further information on anchoring vignettes has been given above and in Appendix A. The cognitive interviews will include the vignettes to further investigate the trade off between obtaining information about individual response behaviour that can be used subsequently to adjust for difference in response behaviour and the amount of reading and cognitive load involved.

ATTACHMENT 3: THE AUSTRALIAN CHILD WELLBEING PROJECT - COGNITIVE INTERVIEWS. FULL REPORT TO THE PROJECT STEERING GROUP

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The purpose of the Australian Child Wellbeing Project is to further our understanding of how young people in general and disadvantaged young people in particular, understand their own wellbeing. Particular attention is given to understanding the perspectives of young people in six groups who are often seen as experiencing high levels of marginalisation or as having particular experiences and needs: Aboriginal young people, culturally and linguistically diverse young people, young people living with disability, young people living in regional and remote Australia, economically disadvantaged young people, and young people living in out of home care.

Phase 1 of the project involved a range of qualitative methods to examine wellbeing from the perspectives of mainstream and disadvantaged young people, aged 9-14, and to better understand possible differences between groups. The findings from Phase 1 of the project have been used to inform the development of the wellbeing survey in Phase 2 of the project. (Please see report¹ for more information about the findings from Phase 1).

This report, as part of Phase 2, presents findings from cognitive interviews conducted with young people from three of the six groups of interest to this project: Aboriginal young people, culturally and linguistically diverse young people, and young people from economically disadvantaged backgrounds. Findings from the cognitive interviews informed, in part, development of survey items and considerations for online administration of the survey.

Rationale

There are many sources of potential error in survey data. Cognitive interviews specifically help to evaluate surveys by examining if participants understand and respond to survey items as intended by researchers, and are recommended to precede any survey implementation (Drennan, 2003; Jobe & Mingay, 1989; Willis, 2005).

Survey design rules cannot address all issues that are associated with error, particularly survey *response error* (Willis, 2005). Therefore, cognitive interviews are

¹ Skattebol, J. et al. (2013) Understanding children's perspectives on wellbeing: Phase One Report for the Australian Child Wellbeing Project, Flinders University, the University of NSW and the Australian Council for Educational Research. www.australianchildwellbeing.com.au

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used to address potential issues related to survey response error, and to improve the reliability and validity of large-scale survey data, and recommendations used to inform policymaking (Desimone & Le Floch, 2004). In addition, cognitive interviewing is important for cross-national surveys (Wildy & Clarke, 2009), and for surveys applied across cultural groups (Solano-Flores & Li, 2009).

The ACWP survey intends to make international comparisons regarding young people's wellbeing, and to be used across a range of culturally and linguistically diverse young people within Australia.

Examining how young people interpret and respond to the survey items will improve the survey's measurement of a wellbeing that is rooted in young people's experiences and understanding.

Aims and design

In Phase 2, the principal aims of the cognitive interviews were:

- 1 To probe intended participants' comprehension and responses to the wording and format of questions and responses;
- 2 To detect unforeseen problems with questionnaire design and administration with the target sample by examining participants':
 - Comprehension of items
 - Response processes
 - Fatigue
 - Behaviour

Table A3.1 provides a summary of the major domains, and associated sub-domains that were piloted in the cognitive interviews. As the project team was simultaneously working towards a draft ACWP survey, not all ACWP survey questions were cognitively tested. Rather, a sample of identified items that posed potential difficulties for respondents were cognitively tested.

In summary, the survey piloted questions and scales in the 'Family', 'Money and material wellbeing', 'Self-demographics' and 'Cross-cutting' domains. . The survey also piloted anchoring vignettes. Anchoring vignettes provide a frame of reference for the respondent's answers to subsequent items. The main aim of using anchoring vignettes is to adjust for differences in response styles as some participants are more inclined to agree than others, some are more inclined to use extreme responses or sit in the middle between different response alternatives. In the pilot survey for the cognitive interviews, vignettes were presented before items and scales associated with the sub-domains.

Table A3.1: Cognitive interview survey domains and indicators

Major domain	Subdomain/ Correlates	Indicator (Preliminary label)
Family	Factual/ correlates	Organisation of the household(s)
		Paid job
		Family Possessions – Books
		Changed carers
		Out of home care
		Care for family member
	Togetherness	Family cohesion
		Family conflict
		Family management
	Worry	Vulnerability - Significant other
Harmful - Significant other		
Money and material wellbeing	Factual/ correlates	Socio-economic status Deprivation
Self-demographics	Factual/ correlates	Language background
		Gender
		Aboriginal and Torres Strait Islander
		Disability
Cross-cutting	Feeling good	Overall wellbeing
		Importance of domains for wellbeing
	Closeness of relationships	Closeness/Proximity of Relationships

To address the first principal aim of the cognitive interviews: ‘to probe intended participants’ comprehension and responses to the wording and format of questions and responses’, specific verbal probes (proactive) were included in the interview schedule to follow-up with the participant regarding identified issues with questions or questionnaire design. The interviewer sat alongside the participant while the participant completed the online survey and followed-up with the participant regarding identified issues by using the verbal probes in the interview schedule. The interviewer recorded the relevant information in the interview schedule.

Proactive verbal probes were included in the cognitive interviews schedules to examine respondent responses and potential difficulty with the following:

1. Response options of:
 - Don’t know
 - Not at all – A lot
 - Strongly disagree – Strongly Agree
 - Not at all – Every day
 - YES! yes no NO! This doesn’t apply to me
2. Interactive item formats: ‘Importance of domains’ (Bookshelf); ‘Closeness of relationships’ (drag and drop circle)
3. Question instructions: ‘Organisation of the household’; Vignettes

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4. Question assumptions for ‘Vulnerability and harm’ question; ‘SES Deprivation’ question; ‘Family closeness, conflict and management’ question.

Complete cognitive interview schedules for years 4, 6, and 8 are included as appendices, and are presented in a paper-based format, and as such, are not presented in an online format.

Interviewers used additional probes (reactive) to elicit further information from the participants if there were unanticipated problems with questionnaire design by observing respondents during the cognitive interview. For example, participants may hesitate, delete answers, ask questions, fill out the online survey too quickly or skip items.

Table below presents potential sources of survey response error and example reactive probes.

Table A3.2: Unforeseen sources of error and example reactive probes

Source of error	Probe
Survey instructions (unclear, conflicting)	Can you tell me what these instructions are asking you to do?
Clarity of items (general phrasing, specific words, multiple interpretations)	Can you tell me in your own words what this question is asking? What does the word ‘X’ mean to you in the question?
Assumptions (survey items have an assumed logic which may not hold true for participants)	How well does this question apply to you?
Participant knowledge (participants may not remember or have the appropriate knowledge to answer questions)	How did you come up with your answer to this question? How easy or difficult was it to answer this question?
Sensitivity (items may be of a sensitive nature for participants)	Is it okay to talk about ‘X’ in a survey? This question uses the word ‘X’, does that sound okay to you?
Response categories (may be unclear, overlap, missing illogical)	How easy or hard was it to choose an answer? Why did you choose this answer instead of a different answer?

Source: Adapted from Willis, G.B. (2005). *Cognitive interviewing: A tool for improving questionnaire design*. Thousand Oaks, CA: Sage Publications Inc.

Administration

Cognitive interview schedules were prepared to trial several factual questions and attitudinal scales that had been developed for the draft ACWP survey with young people in years 4, 6 and 8. However, age criteria were flexible in administration to accommodate for a wider range of possible participants in the cognitive interviews, between the ages of 8-15. Table below presents our cognitive interview sample by year level and sub-group.

In total, 22 cognitive interviews were conducted across three sub-groups of interest for this survey. In several instances, cognitive interviews were conducted as a group to accommodate for the unique administration in community centres, and to accommodate possible sensitivities concerning the nature of some survey items for participants. Asterisks have been used within cells to note instances of group administration. For Aboriginal and Torres Strait Islander participants, years 4 and 6 were combined and were administered as a group interviews due to the sensitive nature of some questions. For participants in the culturally and linguistically diverse sub-group, focus group interviews were conducted with year 4 students to focus on the unique online administration of the survey and solicit their feedback about the online survey design. Specifically:

- Can the children easily navigate the survey (next button; progress bar)?
- Do the children like the template display (colours, graphics)?
- Explain the planned features for the template (audio recording and a cartoon?)
- What else could make the survey fun for other children to complete?

Table A3.3: Cognitive interviews sample by sub-group and year level

	Year 4	Year 6	Year 8
ATSI	2*	3*	3
CALD	3*	2	4
Disability	–	–	–
Low-SES	3	2	1
Out of Home Care	–	–	–
Regional and remote	–	–	–
TOTAL	8	7	7

The research team conducted preliminary cognitive interviews with Aboriginal young people using a paper-based survey, as the survey had not yet been authored online. Later, online cognitive interviews were conducted with culturally and linguistically diverse young people and young people from economically disadvantaged backgrounds, using tablets that the research team provided.

Aboriginal and Torres Strait Islander sample

The cognitive interviews were conducted on 7 August 2013, with Aboriginal young people at an Aboriginal cultural centre in South Australia. The Aboriginal community, including Elders, parents, and community workers also participated in Phase 1 of the project and had developed a collaborative relationship with the research team. Researchers de-briefed community members and children about relevant results from Phase 1 of the project. Children who were present were offered the opportunity to participate in the cognitive interviews as part of Phase 2. Children were given gift certificates after completing the cognitive interviews.

A small group of approximately 8 young people in total participated in the cognitive interviews for ages 9-12 (n=5) and ages 13-14 (n=3), some of whom were related (e.g. siblings, cousins). Due to the nature of administration in a community centre, cognitive interviews were administered as groups. Due to required literacy levels,

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children who were younger than 8 years old participated in an informal group activity instead of the cognitive interviews. Parents and community workers also participated in the group cognitive interviews to encourage child participation and for collaboration between the Aboriginal cultural centre and the research team. Cognitive interviews took approximately 30 minutes with each group. Researchers recorded participant feedback for issues outlined in the interview schedule, as well as any other issues associated with survey design and administration.

Culturally and linguistically diverse sample

The cognitive interviews were conducted with young people from culturally and linguistically diverse backgrounds on 19 November 2013 at a community centre in western Sydney. The centre provides services and develops strategies to meet the needs of address the needs of local migrants and focuses on recent arrivals, emerging communities and special needs groups including humanitarian entrants, refugees, women, youth, children, aged and the unemployed. Five researchers conducted cognitive interviews were conducted with nine children between the ages of 9 -15. All of the children had been involved in Phase 1 of the project, and were familiar with the study aims. Centre staff helped to facilitate participation in the cognitive interviews and were present while parents dropped off their children during introductions and snacks.

Participants in Year 4 participated in a focus group discussion about the online administration of the survey, and interacted with the online survey on tablets to provide suggestions for researchers. The rest of the cognitive interviews were conducted one-on-one with participants and researchers. Children were given gift certificates after completing the cognitive interviews.

Economically disadvantaged sample

The cognitive interviews were conducted with young people from economically disadvantaged backgrounds on 25 November 2013 at a community centre in a low-socioeconomic suburb in a southern metropolitan area of South Australia. Three researchers conducted six cognitive interviews and an additional young person completed the survey to get an estimate of time needed to complete the survey. Young people from the centre had participated in Phase 1 of the project, and were familiar with the study aims. Participants were de-briefed about the findings from Phase 1 of the study. Participants were provided with snacks during the interviews and gift certificates after completing the cognitive interviews.

Results

Results will be aggregated across participants and presented below under each question of the cognitive interview schedule. In the case of shared questions across year levels 4, 6, and 8, results will be aggregated across year levels. As cognitive interviews were conducted with the Aboriginal and Torres Strait Islander sub-group with a paper-based survey, results will also be integrated and reported when applicable.

In summary, results from the cognitive interviews helped to inform the following revisions for the years 4, 6, and 8 surveys:

- revise the format of the ‘Closeness of relationships’ questions for online administration;
- change the display of the ‘Organisation of the household’ and ‘Paid job’ questions for all years, by using a filter question and building in online conditionals to display only the appropriate questions for each respondent’s living situation;
- remove unclear items in the ‘Vulnerability and harm’ question;
- remove vignettes and ‘Family closeness/conflict’ items for years 4 and 6
- remove ‘Family conflict/closeness’ items for year 8, and only retain ‘Family management’ items;
- remove irrelevant items in the ‘Material deprivation’ scale;
- revise the question stem and items in the ‘Disability’ questions.

1. Gender – Years 4,6, and 8

Are you a girl or a boy?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Girl
<input type="checkbox"/>	Boy

No unanticipated issues were reported for this question.

2. ATSI - Years 4,6, and 8

Are you of Aboriginal or Torres Strait Islander origin?	
<i>(For persons of both Aboriginal and Torres Strait Islander origin, tick both ‘Yes’ boxes.)</i>	
No	<input type="checkbox"/>
Yes, Aboriginal	<input type="checkbox"/>
Yes, Torres Strait Islander	<input type="checkbox"/>

Unanticipated issues: Two respondents, one from the CALD group (Year 6) and the other from the low-SES group (Year 4), reported initial confusion with this question and did not understand the terms used. However, as they had no knowledge of the terms, they assumed that the correct answer must be ‘No’.

Implications for the survey: As this question intends to identify a sub-group of interest, Aboriginal and Torres Strait Islander participants, participants who may be confused by the question stem, non-Aboriginal and Torres Strait Islander students, most likely will not select ‘Yes’ and the stem should not be confusing for Aboriginal and Torres Strait Islander young people.

3. Language – Year 4

How often do you speak English at home?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	I always or almost always speak English at home.
<input type="checkbox"/>	I sometimes speak English and sometimes speak another language at home.
<input type="checkbox"/>	I never speak English at home.

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Unanticipated issues: No unanticipated issues were reported for this question, except for one participant from the low-SES sample, who selected ‘Sometimes’ as he was ‘learning Japanese in school and practiced at home’. However, this should not be an issue for most participants as no other non-CALD participant selected this response. This question should be able to identify CALD participants.

4. Language – Years 6 and 8

How often do you speak English at home?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Always
<input type="checkbox"/>	Almost always
<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	Never

Unanticipated issues: Three participants from the CALD sample explained that the frequency of speaking English at home depends on which family members they speak to (i.e. parents = less often and siblings = more often) therefore they had some difficulty selecting between response options that are not ‘Always’. However, they would be identified as CALD.

Implications for the survey: Results from TIMSS and PIRLS show that these questions are able to map population statistics for migrant status relatively well, so they should not be changed.

5. Overall well-being – Years 4,6, and 8

How much do you agree or disagree with each of these sentences:						
<i>(Please tick one box in each row.)</i>						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
My life is going well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My life is just right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I had a different kind of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have what I want in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: [If the child selects the response option of ‘Don’t know’ to ascertain if they really don’t know or are selecting a ‘soft’ option then]:

‘Why did you select that answer ‘Don’t know’?’

Results: Two respondents selected the ‘Don’t know’ option. One participant (Year 4) selected ‘Don’t know’ as he said that he ‘doesn’t know how is life is going’, and genuinely did not know. The other respondent selected ‘Don’t know’ because he ‘does not get what he wants’, and therefore should have used ‘Disagree’.

Implications for the survey: To keep the response option of ‘Don’t know’ as one child genuinely was not able to answer the question. The research team should examine data from the pilot should look at the frequency of this response option.

Unanticipated issues: One participant found the order of ‘Disagree to Agree’ to be confusing and suggested for it to be switched. However, this was explicitly probed for later respondents and was not a reported issue. Several participants were overwhelmed by the length of the question, even though it appeared as only the fourth screen in the survey.

Implications for the survey: Consideration should be given on how to reduce the overall length of the survey and questions with multiple items, as they visually overwhelm respondents.

6. Importance of domains for well-being – Years 4,6, and 8

Here is a set of shelves. Putting something on the top shelf means it is most important to you for having a good life. Putting something on the bottom shelf means that it is least important to you for having a good life. You can put things on the same shelf if they are equally important.	
Where would you put the following on this set of shelves?	
Family	
Friends	
School	
Neighbourhood/community	
Health	
Money/things I have	

Interviewer: ‘Here is a question which asks you to respond other than by ticking a box. Do you like it? Why (not)?’

Results: Almost all respondents reported that they like this question, as it was more interactive, and seemed to require less reading and writing. However, some respondents were initially confused as they did not understand how many domains they had to place or where they could be placed.

Implications for the survey: It seems that perhaps students’ initial confusion is related to not reading the question stem or carefully reading the question stem. Hopefully when the audio feature is present in the field trials, students can listen to the question stem, thereby alleviating the burden on respondents to read a lot of text. The analysis of pilot data should indicate if there is an issue with the question instructions even with the available audio feature.

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Interviewer: ‘Are there enough shelves? Or would you have liked fewer or more shelves?’

Results: Respondents were satisfied with the number of shelves and ordered the domains over a wide range of shelves.

7. Closeness of relationships – Years 4,6, and 8

Here is a circle with you at the centre.			
Here are some people or things you may know:			
Mother	Foster father	Grandmother	Mother's partner
Father	Sister	Grandfather	Father's partner
Stepfather	Brother	Other adult	
Stepmother	Uncle	Other child	
Foster mother	Aunt	Pet	
How close are these people or things to you? Drag them into the circle, as close to you as you feel they are. If you don't know a person or thing or you don't feel close to them, just leave it where it is.			



Interviewer: ‘Here is another question which asks you to respond other than by ticking a box. Do you like it? Why (not)?’

Results: Most all respondents liked the drag and drop feature of this question and liked the interactive elements of the questions. However one respondent found it difficult to drag and drop on a tablet, and another student found there to be ‘too many options’. Many respondents dragged people into the inner ‘Me!’ ring. A few respondents wanted to differentiate between multiple ‘aunts and uncles’ or ‘brothers and sisters’.

Implications for the survey: In order to be inclusive, all of the respondent options will remain until after an analysis of pilot data. Respondents will not be able to drag people in to the inner ‘Me!’ ring in order to retain the 5 point scale. In order to allow respondents more freedom to differentiate between relationships with people from the same ‘category’ (e.g. multiple brothers or sisters), respondents will be able to drag each option up to 5 times per ring.

Interviewer: ‘At the moment, the question asks you to leave a person who you don't feel close to where it is. How would you feel if you were told to put any person or thing you don't feel close to in the outer most circle?’

Results: Some respondents were confused about the outer rings, and asked if the rings are for people that they do not know or do not like, even though instructions indicated to leave people that they do not know, or are not close to, where they are on the page.

Other respondents expressed discomfort if they were to put people that they are ‘not close to’ in the outer rings of the circle, or explained that ‘they would not have anyone to put in those rings’. Most respondents tended to use the inner rings.

Implications for the survey: The audio feature will be available for the pilot, and hopefully should help respondents read the question stem. Also, an analysis of pilot data should focus on the distribution of items across the rings, to see how frequently the outer rings are used, and how well the strength of respondent relationships correlates with overall wellbeing.

8. Organisation of the household and SES – Year 4

Some children usually sleep in the same home each night. Other children sometimes or often sleep in different homes. Please choose which of the following sentences best describes you	
<i>(Please tick only one box.)</i>	
I always sleep in the same home	<input type="checkbox"/>
I usually sleep in the same home, but sometimes sleep in other places (for example a friend’s or a weekend house)	<input type="checkbox"/>
I regularly sleep in two homes with different adults	<input type="checkbox"/>

How many adults that you live with have a paid job?			
<i>(Please tick one box only.)</i>			
First Home		Another Home	
None	<input type="checkbox"/>	None	<input type="checkbox"/>
One	<input type="checkbox"/>	One	<input type="checkbox"/>
Two	<input type="checkbox"/>	Two	<input type="checkbox"/>
More than 2	<input type="checkbox"/>	More than 2	<input type="checkbox"/>
Don’t know	<input type="checkbox"/>	Don’t know	<input type="checkbox"/>

Interviewer: ‘Can you tell me in your own words what this question is asking?’

Results: Respondents were able to paraphrase the question instructions (both ‘Organisation of the household and ‘Paid job’), but some respondents provided implausible answers (e.g. indicating jobs across two households when they indicated that they always sleep in the same home), suggesting that they may not have fully understood the question stem, or the format of the question was confusing to them.

Implications for the survey: These items should be split across screens with applied conditionals to display the correct items according to their living situation.

9. Organisation of the household and SES – Years 6 and 8

Column A: First home you live regularly		Column B: Another home / Another place you live regularly	
Mother	<input type="checkbox"/>	Mother	<input type="checkbox"/>
Father	<input type="checkbox"/>	Father	<input type="checkbox"/>
Mother's partner	<input type="checkbox"/>	Mother's partner	<input type="checkbox"/>
Father's partner	<input type="checkbox"/>	Father's partner	<input type="checkbox"/>
Grandmother	<input type="checkbox"/>	Grandmother	<input type="checkbox"/>
Grandfather	<input type="checkbox"/>	Grandfather	<input type="checkbox"/>
Brothers and sisters	<input type="checkbox"/>	Brothers and sisters	<input type="checkbox"/>
Other children	<input type="checkbox"/>	Other children	<input type="checkbox"/>
Other adults	<input type="checkbox"/>	Other adults	<input type="checkbox"/>

How many adults that you live with have a paid job? (Please tick one box only.)			
First Home		Another Home	
None	<input type="checkbox"/>	None	<input type="checkbox"/>
One	<input type="checkbox"/>	One	<input type="checkbox"/>
Two	<input type="checkbox"/>	Two	<input type="checkbox"/>
More than 2	<input type="checkbox"/>	More than 2	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	Don't know	<input type="checkbox"/>

Results: The presentation of these items was overwhelming to most respondents, which made them hesitant to attempt the question. Respondents were confused about the instructions, and how to decide to fill out 'First home' only or 'First home' and 'Second home'. Most respondents understood 'paid job', but some respondents were unsure if their parents/caregivers had paid jobs themselves.

Implications for the survey: Questions should be presented separately on screens so as to not overwhelm respondents. In order to present the correct questions according to their living situation, it was decided to present the Year 4 'Organisation of the household' question as a preliminary filter question, in order to present 'Organisation of the household' and 'Paid job' for Years 6 and 8 either for one home or two homes.

10. Vulnerability and Harm – Years 4,6, and 8

How much do you worry that someone in your family:				
	Not at all	A little	Somewhat	A lot
1. Will get sick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Will be worried a lot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Will get hurt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Will get arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Will be fighting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Won't have enough money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Won't have a place to live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Won't have enough to eat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Will move away?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Will die?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Will hurt somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Won't listen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Will tell a lie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer:[We want to ascertain if children think about particular members of their family when answering these questions, or about their family in general].

‘Tell me, who were you thinking about when you were answering these questions?’

[Follow-up probe]:

Interviewer: ‘Which person or people did you think about to answer these questions, for example: mum, dad, grandma, brother, aunt, cousin?’

Interviewer: Is it okay to ask these types of questions in a survey?

Results: Respondents thought about a range of people. Aboriginal students mostly thought about their entire family or community, and several respondents thought about ‘their entire family’ or a different person for each item. Others thought about their primary caregiver solely, such as their mother. Others thought about a vulnerable or sick family member, such as a grandparent or distant relative who is ill.

Other respondents had difficulty understanding the hypothetical nature of the items, and therefore had difficulty selecting an answer. Respondents selected a variety of response options. Respondents did not report any issues regarding the appropriateness of asking these sorts of questions in a survey.

Implications for the survey: As respondents indicated thinking about a wide range of people when answering these questions, the research team will not specify specific people to think about when answering these questions. However, in order to try and make sure that respondents think of people who are in their family and close to them, instead of a distant relative who may be sick, this question will follow the ‘Organisation of the household’ and the ‘Closeness of relationships’ questions. The

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research team also eliminated two items from the question to try and reduce the survey length, and items that posed potential issues for respondents' comprehension. The items 'will be worried a lot' and 'will not listen' were removed as they seemed to be more hypothetical and unclear to respondents.

11. Family cohesion – Years 4,6, and 8

How often in the past week have you spent time doing the following things with your family?					
<i>(Please tick one box in each row.)</i>					
	Not at all last week	Once or twice last week	Most days last week	Every day last week	Don't know
Talking together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: [Participants will be using different response scales throughout the survey. We want to ascertain if it is difficult to switch between response scales, and if particular response scales are more difficult than others.]

**'Tell me, what do you think about answering questions with 'Not at all – A lot', 'Strongly disagree – Strongly Agree' and 'Not at all – Every day'?
Was it easier, harder or the same to come up with answers?'**

Results: Most all respondents did not indicate a preference for response options and indicated that all scales were comparatively easy to respond to. One respondent did indicate that the response option of 'Somewhat' was difficult to understand.

Implications for the survey:

12. Vignette Year 4

Below you will find descriptions of three families. Read each of the descriptions of these families, then let us know to what extent you agree with the final statement. (Please tick only one box in each row.)				
	YES!	yes	no	NO!
Wonder Woman’s parents always listen to Wonder Woman. They try to understand her point of view and encourage her to do things that she wants to do. Wonder Woman's parents help her with her problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spider-Man’s parents have clear ideas about how Spider-Man should behave and what Spider-Man should do. They only support Spider-Man if he does what they want. They are not interested in what Spider-Man thinks. Spider-Man’s parents help him with his problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Hulk’s parents do not think about Hulk much. They let Hulk do whatever he likes. Sometimes they get angry with Hulk but the next time he does the same thing they think it is funny. Hulk’s parents help Hulk with his problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: Can you tell me what these instructions are asking you to do?

Results: One respondent stopped the cognitive interview because the survey had ‘too much reading’ and it was ‘hurting [his] eyes’. Other respondents provided unclear explanations for the question instructions, and one order violation was recorded. This means that respondents incorrect responses for the vignettes.

Implications for the survey: In order to reduce the survey length, and because of the various issues reported with the question, the research team decided to not administer this question to Year 4 students.

13. Family Items – Year 4

These questions ask you about your family. When we ask about your mother and father we want you to think about whom you live with most of the time. This includes step-parents, foster parents or guardians.					
	YES!	yes	no	NO!	This doesn’t apply to me
i. We argue about the same things in my family over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. People in my family have serious arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. People in my family often insult or yell at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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c. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If I had a personal problem, I could ask my mum or dad for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My parents give me lots of chances to do fun things with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My Parents ask me what I think before most family decision affecting me are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Tell me, what you think about answering questions with ‘YES! - NO!’?
Was it easier, harder or the same to come up with answers compared to other questions?**

Results: One respondent did not understand the response option of ‘Does not apply to me’. No other preferences reported as regards the response scale for these items for Year 4 students.

Implications for the survey: In order to reduce the survey length, as seeing a long list of items intimidated respondents, and as a question about ‘Closeness of relationships was included’, then the research team decided to not administer these questions to Year 4 students.

14. Vignette Year 6

Below you will find descriptions of three families. Read each of the descriptions of these families, then tick how much you agree with the final statement about each family. (Please tick only one box in each row.)				
	YES!	yes	no	NO!
The Bacon family fix their problems by having big arguments. Kim is in charge of the Bacon family. If the argument goes on too long then Kim decides what to do. Everyone has to do what Kim says even if they do not agree. The Bacon family get on well together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Lettuce family fix their problems by talking to each other when everyone is calm. They try to find solutions that everyone agrees with. The Lettuce family get on well together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Tomato family argue about the same problems every day. Everyone joins in shouting and yelling and saying mean things to each other and nothing gets fixed. The Tomato family get on well together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: Can you tell me what these instructions are asking you to do?

Results: Respondents seemed to be overwhelmed by the amount of text presented on the screen with this question. As such, they often did not read the question instructions. Respondents began to ask if they ‘had to complete the question’ and ‘how many more questions’ were in the survey. However, no order violations were recorded so respondents did have some understanding of the question instructions.

Implications for the survey: In order to reduce the survey length, and because of the various issues reported with the question, the research team decided to not administer this question to Year 4 students.

15. Family Items – Year 6

These questions ask you about your family. When we ask about your mother and father we want you to think about whom you live with most of the time. This includes step-parents, foster parents or guardians.					
	YES!	yes	no	NO!	This doesn't apply to me
i. We argue about the same things in my family over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. People in my family have serious arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. People in my family often insult or yell at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If I had a personal problem, I could ask my mum or dad for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My parents give me lots of chances to do fun things with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. My Parents ask me what I think before most family decision affecting me are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Tell me, what do you think about answering questions with ‘YES! - NO!’?
Was it easier, harder or the same to come up with answers compared to other questions?**

Results: No preferences were reported regarding differences between response scales, though one respondent did ask what the response options of ‘YES!’ and ‘NO!’ meant. Most respondents were overwhelmed at the length of items presented on the screen.

Implications for the survey: In order to reduce the survey length, as seeing a long list of items intimidated respondents, and as a question about ‘Closeness of relationships was included’, then the research team decided to not administer these questions to Year 6 students.

16. Vignette Year 8

Below you will find descriptions of three families. Read each of the descriptions of these families, then let us know to what extent you agree with the final statement. (Please tick only one box in each row.)				
	YES!	yes	no	NO!
Spider-man’s parents let Spider-man do whatever he likes. They say he has to learn about risks himself. They never know where Spider-man is or what he is doing. They are too busy to help Spider-man if he is in danger. Spider-man’s parents help Spider-man to keep safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catwoman’s parents encourage her to take small risks. As she shows that she can be sensible they give her more freedom. Catwoman always tells her parents the truth about what she is doing. She knows her parents will always help her if she is in danger. Catwoman’s parents help Catwoman to keep safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonder Woman’s parents do not let her take any risks. They ban most things she wants to do to keep her safe. Wonder Woman lies to her parents about what she is doing. Her parents often do not know where she really is. Wonder Woman cannot ask her parents for help if she is in danger. Wonder Woman’s parents help Wonder Woman to keep safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: Can you tell me what these instructions are asking you to do?

Results: Several respondents were able to understand and explain that the question instructions were asking “if you agree with what the paragraph says is really keeping Spiderman or Catwoman or Wonderwoman safe”. However, one respondent recorded an order violation, and another respondent did not understand the difference between the YES!/yes’ and ‘NO!/no’ response options, and the word ‘extent’.

Implications for the survey: The research team decided to administer the vignette to Year 8 students, as they will have higher literacy skills than the other year levels. However, analysis of pilot data should look for order violations, and if so, consider revising the response scale (if revised in the Family Management items), and rewording the question stem to make instructions clearer.

17. Family Items – Year 8

These questions ask you about your family. When we ask about your mother and father we want you to think about whom you live with most of the time. This includes step-parents, foster parents or guardians.					
	YES!	yes	no	NO!	This doesn't apply to me
m. My parents ask me if I've done my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. My parents would know if I didn't come home on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. The rules in my family are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. When I am not at home, one of my parents knows where I am and who I am with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. My parents want me to call if I'm going to be late getting home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. My family has clear rules about alcohol and drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. If you drank some alcohol (like beer, wine, spirits or pre-mixed drinks such as Bacardi Breezers or UDL's) without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. If you carried a weapon without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. If you skipped or wagged school without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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g. If I had a personal problem, I could ask my mum or dad for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My parents give me lots of chances to do fun things with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. We argue about the same things in my family over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. People in my family have serious arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. People in my family often insult or yell at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. My Parents ask me what I think before most family decision affecting me are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tell me, what do you think about answering questions with ‘YES! - NO!’? Was it easier, harder or the same to come up with answers compared to other questions?

Results: Respondents were overwhelmed by the length of the question and number of items. In addition, it was difficult for respondents to think about hypothetical situations and answer accordingly. One respondent reported that it was easier to use an ‘Agree – Disagree’ scale than this response scale.

Implications for the survey: In order to reduce the survey length, the research team decided to only administer the ‘Family management’ items to Year 8 students, and not the ‘Family conflict and closeness’ items. The response scale would remain the same, but an analysis of pilot data should look at the variance of response options.

18. SES Deprivation – Years 4, 6 and 8

Here is a list of items that some young people of your age have. Please tell us whether you have each item on the list or whether you'd like to have it.			
	I have this	I don't have this but would like it	I don't have this and I don't want or need it
Some pocket money each week to spend on yourself (pocket money)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some money that you can save each month, either in a bank or at home (saving money)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A pair of designer or brand name trainers (like Nike or Vans) (trainers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An iPod or other personal music player (MP3 player)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cable/satellite TV at home (cable/satellite)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A garden at home or somewhere nearby like a park where you can safely spend time with your friends (garden)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A family car for transport when you need it (car)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The right kind of clothes to fit in with other people your age (clothes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one holiday away from home each year with your family (holiday)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trips or days out with your family at least once a month (day trips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enough credit on my mobile to phone or text friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has enough money to put petrol in the car when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has enough money for me to go on a school camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: Did you find it easy or difficult to answer this question?

Results: Most respondents did not find this question difficult to answer or have difficulty with the response options, but they did suggest several items for deletion. Furthermore, several respondents were becoming increasingly fatigued at this point and were overwhelmed by a long list of items.

Interviewer: If you had to make the question shorter, which statements would you delete?

- Several uncertainties around the family car (i.e. cars are broken; family cars are parent work cars;
- Vans/trainers not commonly understood
- Cable TV not commonly understood
- Park/garden suggested for deletion (e.g. everyone has one; respondent isn't allowed to leave the house alone anyway)
- Credit for mobile phone
- The right kind of clothes

Implications for survey: The research team decided to remove many of the material deprivation items from this scale in order to reduce the survey length and make the question more relevant to students. However, the 'family car' item remained even though respondents had expressed some confusion about the item. The research team felt that this item is important in an Australian context of large distances, and an equivalent item about 'money for public transport' would not appropriately target material deprivation. For the items about 'mobile credit' and 'money to put petrol in

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the car' these were then conditioned in the online survey to only appear if respondents indicate that they do indeed have these items.

19. SES No. of Books

About how many books are there in your home? (Do not count magazines, newspapers or your school books.) (Please tick only one box.)	
None or very few (0 - 10 books)	<input type="checkbox"/>
Enough to fill one shelf (11 - 25 books)	<input type="checkbox"/>
Enough to fill one bookcase (26 - 100 books)	<input type="checkbox"/>
Enough to fill two bookcases (101 - 200 books)	<input type="checkbox"/>
Enough to fill three or more bookcases (more than 200)	<input type="checkbox"/>

Unanticipated issues: This question was much more difficult for respondents to answer than anticipated. Respondents spent a lot of time counting the number of books in their home, as books were not on shelves but in 'boxes' or 'cupboards'. Furthermore, many of the books in the home were children's books that belonged to younger siblings. One respondent mentioned having digital books on an e-reader, making it more difficult to estimate the number of books. Students selected a range of responses.

Implications for the survey: The Year 4 question will have illustrations in the online survey, to maintain comparability with the international survey item. Therefore this visual aid will hopefully help Year 4 students to better estimate the number of books in the home. Analysis of pilot data for years 6 and 8 should examine the distribution of responses, and comparisons with the international data.

20. Disability

Do you have any long-term disability (lasting 6 months or more) (e.g., sensory impaired hearing, visual impairment, in a wheelchair, learning difficulties)?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
I don't know	<input type="checkbox"/>

Unanticipated issues: Several respondents had difficulties understanding if a condition they experienced counted as a 'disability' according to the question stems. These conditions included: diabetes, a speech impediment, and suffering a major car accident.

Implications for the survey: The research team sought the advice and feedback from a disabilities education expert at Flinders University, who proposed clearer definitions of disability in the question stem and items, to be better understood by children.

21. Disability II

Does this disability cause you difficulty with, or stop you doing... <i>(you may choose as many as you need)</i>	
everyday activities that other people your age can usually do	<input type="checkbox"/>
communicating, talking, mixing with others or socialising	<input type="checkbox"/>
any other activity that people your age can usually do	<input type="checkbox"/>
no difficulty with any of these	<input type="checkbox"/>

No reported unanticipated issues.

22. Out of home care

Which of the following best describes the home you live in most of the time? <i>(Please tick one box only.)</i>	
I live with members of my family	<input type="checkbox"/>
I live in a foster home	<input type="checkbox"/>
I live in a children's home	<input type="checkbox"/>
I live in another type of home	<input type="checkbox"/>

No reported unanticipated issues.

23. Changed carers

Are you living with the same parents or carers that you lived with one year ago?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

No reported unanticipated issues.

24. Care for family member

This question is about the people in your family.	
Is there anyone in your family who is seriously affected by...	
Disability or long term illness	<input type="checkbox"/>
Depression or mental illness	<input type="checkbox"/>
Using alcohol or other drugs	<input type="checkbox"/>
None of these	<input type="checkbox"/>

No reported unanticipated issues.

**ATTACHMENT 3: APPENDIX A COGNITIVE INTERVIEW SCHEDULE
YEAR 4**

Date: _____

Interviewer name: _____

Participant Age: _____ Year level: _____ Gender: _____

- 1. Please ensure that you have the correct interview schedule for the participant (i.e. year 6 or 8).*
- 2. Please ensure that the participant has provided the proper consent before starting the interview.*
- 3. Please read the instructions below to the participant, or paraphrase the instructions. Please read the specified verbal probes to participants after they have completed the correct item, or, follow-up with potential problems during the survey administration with the appropriate follow-up probe from Table 1. Record information in the spaces provided.*

Instructions to Participant

Thank you very much for agreeing to help us today. We are trying out a new online survey that has been designed for young people like you, which will be taken by thousands of other kids next year. The survey is still a draft and we are making improvements online. You get to be one of the first people to take the survey and let us know what you like, what you don't like, what is easy and what is difficult.

There aren't any right or wrong answers to the survey – this isn't a test. We just want to know what you think about the survey so that we can make it better for next year. You will answer questions about your family and yourself, and how you think and feel about these things. There will be different types of questions in the survey: you may read a short paragraph or tell us how much you agree or disagree with something.

While you take the survey, we will sit with you and we will ask you some questions and write down your answers. Again, there are no right or wrong answers to the questions, we just want to know what you think. It will take between 20 to 30 minutes to complete. We will not share your answers with anyone and you can stop at any time if you don't want to do the survey anymore.

Do you have any questions?

Okay, let's start. I will read some instructions before you start the online survey.

Please read the instructions and each question carefully. Please answer each question as best as you can.

For each question you will click a box with your mouse. If you need to change your answer, remove the check by clicking on it and then select your new response.

You can go back to questions on different screens by using the progress bar at the top of the screen.

There are no right or wrong answers. The only right answer is the one that is best for you.

You can ask questions if you don't understand something or need help. Your answers will not be shared with anyone.

1. Gender

Are you a girl or a boy?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Girl
<input type="checkbox"/>	Boy

2. ATSI

Are you of Aboriginal or Torres Strait Islander origin?	
<i>(For persons of both Aboriginal and Torres Strait Islander origin, tick both 'Yes' boxes.)</i>	
No	<input type="checkbox"/>
Yes, Aboriginal	<input type="checkbox"/>
Yes, Torres Strait Islander	<input type="checkbox"/>

3. Language background

How often do you speak English at home?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	I always or almost always speak English at home
<input type="checkbox"/>	I sometimes speak English and sometimes speak another language at home
<input type="checkbox"/>	I never speak English at home

4. Overall well-being

How much do you agree or disagree with each of these sentences:						
<i>(Please tick one box in each row.)</i>						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
My life is going well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My life is just right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I had a different kind of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have what I want in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: [If the child selects the response option of ‘Don’t know’ to ascertain if they really don’t know or are selecting a ‘soft’ option then]:

‘Why did you select that answer ‘Don’t know’?’

5. Importance of domains for well-being

Here is a set of shelves. Putting something on the top shelf means it is most important to you for having a good life. Putting something on the bottom shelf means that it is least important to you for having a good life. You can put things on the same shelf if they are equally important.	
Where would you put the following on this set of shelves?	
Family	
Friends	
School	
Neighbourhood/community	
Health	
Money/things I have	

Interviewer: ‘Here is a question which asks you to respond other than by ticking a box. Do you like it? Why (not)?

Interviewer: ‘Are there enough shelves? Or would you have liked fewer or more shelves?’

6. Closeness of relationships

Here is a circle with you at the centre.			
Here are some people or things you may know:			
Mother	Foster father	Grandmother	Mother's partner
Father	Sister	Grandfather	Father's partner
Stepfather	Brother	Other adult	
Stepmother	Uncle	Other child	
Foster mother	Aunt	Pet	
How close are these people or things to you? Drag them into the circle, as close to you as you feel they are. If you don't know a person or thing or you don't feel close to them, just leave it where it is.			



Interviewer: ‘Here is another question which asks you to respond other than by ticking a box. Do you like it? Why (not)?

Interviewer: ‘At the moment, the question asks you to leave a person who you don't feel close to where it is. How would you feel if you were told to put any person or thing you don't feel close to in the outer most circle?’

7. Organisation of the household and SES

Some children usually sleep in the same home each night. Other children sometimes or often sleep in different homes. Please choose which of the following sentences best describes you	
<i>(Please tick only one box.)</i>	
I always sleep in the same home	<input type="checkbox"/>
I usually sleep in the same home, but sometimes sleep in other places (for example a friend's or a weekend house)	<input type="checkbox"/>
I regularly sleep in two homes with different adults	<input type="checkbox"/>

How many adults that you live with have a paid job?			
<i>(Please tick one box only.)</i>			
First Home		Another Home	
None	<input type="checkbox"/>	None	<input type="checkbox"/>
One	<input type="checkbox"/>	One	<input type="checkbox"/>
Two	<input type="checkbox"/>	Two	<input type="checkbox"/>
More than 2	<input type="checkbox"/>	More than 2	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	Don't know	<input type="checkbox"/>

Interviewer: 'Can you tell me in your own words what this question is asking?'

8. Vulnerability and Harm

How much do you worry that someone in your family:				
	Not at all	A little	Somewhat	A lot
1. Will get sick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Will be worried a lot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Will get hurt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Will get arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Will be fighting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Won't have enough money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Won't have a place to live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Won't have enough to eat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Will move away?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Will die?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Will hurt somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Won't listen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Will tell a lie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer:[We want to ascertain if children think about particular members of their family when answering these questions, or about their family in general].

‘Tell me, who were you thinking about when you were answering these questions?’

[Follow-up probe]:

Interviewer: ‘Which person or people did you think about to answer these questions, for example: mum, dad, grandma, brother, aunt, cousin?’

Interviewer: Is it okay to ask these types of questions in a survey?

9. Family cohesion

How often in the past week have you spent time doing the following things with your family?

(Please tick one box in each row.)

	Not at all last week	Once or twice last week	Most days last week	Every day last week	Don't know
Talking together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: [Participants will be using different response scales throughout the survey. We want to ascertain if it is difficult to switch between response scales, and if particular response scales are more difficult than others.]

‘Tell me, what do you think about answering questions with ‘Not at all – A lot’, ‘Strongly disagree – Strongly Agree’ and ‘Not at all – Every day’?’

Was it easier, harder or the same to come up with answers?

10. Vignette Year 4 – RECORD PARTICIPANT ANSWERS BELOW

Below you will find descriptions of three families. Read each of the descriptions of these families, then let us know to what extent you agree with the final statement. *(Please tick only one box in each row.)*

	YES!	yes	no	NO!
Wonder Woman’s parents always listen to Wonder Woman. They try to understand her point of view and encourage her to do things that she wants to do. Wonder Woman's parents help her with her problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spider-Man’s parents have clear ideas about how Spider-Man should behave and what Spider-Man should do. They only support Spider-Man if he does what they want. They are not interested in what Spider-Man thinks. Spider-Man’s parents help him with his problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Hulk’s parents do not think about Hulk much. They let Hulk do whatever he likes. Sometimes they get angry with Hulk but the next time he does the same thing they think it is funny. Hulk’s parents help Hulk with his problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: Can you tell me what these instructions are asking you to do?

11. Family Items – Year 4

These questions ask you about your family. When we ask about your mother and father we want you to think about whom you live with most of the time. This includes step-parents, foster parents or guardians.

	YES!	yes	no	NO!	This doesn't apply to me
i. We argue about the same things in my family over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. People in my family have serious arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. People in my family often insult or yell at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If I had a personal problem, I could ask my mum or dad for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My parents give me lots of chances to do fun things with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My Parents ask me what I think before most family decision affecting me are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tell me, what do you think about answering questions with ‘YES! - NO!’? Was it easier, harder or the same to come up with answers compared to other questions?

12. SES Deprivation

Here is a list of items that some young people of your age have. Please tell us whether you have each item on the list or whether you'd like to have it.			
	I have this	I don't have this but would like it	I don't have this and I don't want or need it
Some pocket money each week to spend on yourself (pocket money)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some money that you can save each month, either in a bank or at home (saving money)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A pair of designer or brand name trainers (like Nike or Vans) (trainers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An iPod or other personal music player (MP3 player)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cable/satellite TV at home (cable/satellite)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A garden at home or somewhere nearby like a park where you can safely spend time with your friends (garden)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A family car for transport when you need it (car)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The right kind of clothes to fit in with other people your age (clothes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one holiday away from home each year with your family (holiday)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trips or days out with your family at least once a month (day trips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enough credit on my mobile to phone or text friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has enough money to put petrol in the car when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has enough money for me to go on a school camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: Did you find it easy or difficult to answer this question?

Interviewer: If you had to make the question shorter, which statements would you delete?

13. SES No. of Books

About how many books are there in your home? (Do not count magazines, newspapers or your school books.)	
<i>(Please tick only one box.)</i>	<input type="checkbox"/>
None or very few (0 - 10 books)	<input type="checkbox"/>
Enough to fill one shelf (11 - 25 books)	<input type="checkbox"/>
Enough to fill one bookcase (26 - 100 books)	<input type="checkbox"/>
Enough to fill two bookcases (101 - 200 books)	<input type="checkbox"/>
Enough to fill three or more bookcases (more than 200)	<input type="checkbox"/>

14. Disability

Do you have any long-term disability (lasting 6 months or more) (e.g., sensory impaired hearing, visual impairment, in a wheelchair, learning difficulties)?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
I don't know	<input type="checkbox"/>

15. Disability II

Does this disability cause you difficulty with, or stop you doing... <i>(you may choose as many as you need)</i>	
everyday activities that other people your age can usually do	<input type="checkbox"/>
communicating, talking, mixing with others or socialising	<input type="checkbox"/>
any other activity that people your age can usually do	<input type="checkbox"/>
no difficulty with any of these	<input type="checkbox"/>

16. Out of home care

Which of the following best describes the home you live in most of the time? <i>(Please tick one box only.)</i>	
I live with members of my family	<input type="checkbox"/>
I live in a foster home	<input type="checkbox"/>
I live in a children's home	<input type="checkbox"/>
I live in another type of home	<input type="checkbox"/>

17. Changed carers

Are you living with the same parents or carers that you lived with one year ago?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

18. Care for family member

This question is about the people in your family.	
Is there anyone in your family who is seriously affected by....	
Disability or long term illness	<input type="checkbox"/>
Depression or mental illness	<input type="checkbox"/>
Using alcohol or other drugs	<input type="checkbox"/>
None of these	<input type="checkbox"/>

Interviewer: ‘Do you have any questions or something you want to share about the questions or ways of answering this survey before we finish?’

‘Thank you very much for your help.’

ATTACHMENT 3: APPENDIX B COGNITIVE INTERVIEW SCHEDULE YEAR 6

Date: _____

Interviewer name: _____

Participant Age: _____ Year level: _____ Gender: _____

- 1. Please ensure that you have the correct interview schedule for the participant (i.e. year 6 or 8).*
- 2. Please ensure that the participant has provided the proper consent before starting the interview.*
- 3. Please read the instructions below to the participant, or paraphrase the instructions. Please read the specified verbal probes to participants after they have completed the correct item, or, follow-up with potential problems during the survey administration with the appropriate follow-up probe from Table 1. Record information in the spaces provided.*

Instructions to Participant

Thank you very much for agreeing to help us today. We are trying out a new online survey that has been designed for young people like you, which will be taken by thousands of other kids next year. The survey is still a draft and we are making improvements online. You get to be one of the first people to take the survey and let us know what you like, what you don't like, what is easy and what is difficult.

There aren't any right or wrong answers to the survey – this isn't a test. We just want to know what you think about the survey so that we can make it better for next year. You will answer questions about your family and yourself, and how you think and feel about these things. There will be different types of questions in the survey: you may read a short paragraph or tell us how much you agree or disagree with something.

While you take the survey, we will sit with you and we will ask you some questions and write down your answers. Again, there are no right or wrong answers to the questions, we just want to know what you think. It will take between 20 to 30 minutes to complete. We will not share your answers with anyone and you can stop at any time if you don't want to do the survey anymore.

Do you have any questions?

Okay, let's start. I will read some instructions before you start the online survey.

Please read the instructions and each question carefully. Please answer each question as best as you can.

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For each question you will click a box with your mouse. If you need to change your answer, remove the check by clicking on it and then select your new response.

You can go back to questions on different screens by using the progress bar at the top of the screen.

There are no right or wrong answers. The only right answer is the one that is best for you.

You can ask questions if you don't understand something or need help. Your answers will not be shared with anyone.

1. Gender

Are you a girl or a boy?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Girl
<input type="checkbox"/>	Boy

2. ATSI

Are you of Aboriginal or Torres Strait Islander origin?	
<i>(For persons of both Aboriginal and Torres Strait Islander origin, tick both 'Yes' boxes.)</i>	
No	<input type="checkbox"/>
Yes, Aboriginal	<input type="checkbox"/>
Yes, Torres Strait Islander	<input type="checkbox"/>

3. Language background

How often do you speak English at home?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Always
<input type="checkbox"/>	Almost always
<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	Never

4. Overall well-being

How much do you agree or disagree with each of these sentences:						
<i>(Please tick one box in each row.)</i>						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
My life is going well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My life is just right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I had a different kind of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have what I want in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: [If the child selects the response option of ‘Don’t know’ to ascertain if they really don’t know or are selecting a ‘soft’ option then]:

‘Why did you select that answer ‘Don’t know’?’

5. Importance of domains for well-being

Here is a set of shelves. Putting something on the top shelf means it is most important to you for having a good life. Putting something on the bottom shelf means that it is least important to you for having a good life. You can put things on the same shelf if they are equally important.	
Where would you put the following on this set of shelves?	
Family	
Friends	
School	
Neighbourhood/community	
Health	
Money/things I have	

Interviewer: ‘ ‘Here is a question which asks you to respond other than by ticking a box. Do you like it? Why (not)?

Interviewer: ‘Are there enough shelves? Or would you have liked fewer or more shelves?’

6. Closeness of relationships

Here is a circle with you at the centre.			
Here are some people or things you may know:			
Mother	Foster father	Grandmother	Mother's partner
Father	Sister	Grandfather	Father's partner
Stepfather	Brother	Other adult	
Stepmother	Uncle	Other child	
Foster mother	Aunt	Pet	
How close are these people or things to you? Drag them into the circle, as close to you as you feel they are. If you don't know a person or thing or you don't feel close to them, just leave it where it is.			



Interviewer: ‘Here is another question which asks you to respond other than by ticking a box. Do you like it? Why (not)?’

Interviewer: ‘At the moment, the question asks you to leave a person who you don't feel close to where it is. How would you feel if you were told to put any person or thing you don't feel close to in the outer most circle?’

7. Organisation of the household and SES

Column A: First home you live regularly		Column B: Another home / Another place you live regularly	
Mother	<input type="checkbox"/>	Mother	<input type="checkbox"/>
Father	<input type="checkbox"/>	Father	<input type="checkbox"/>
Mother's partner	<input type="checkbox"/>	Mother's partner	<input type="checkbox"/>
Father's partner	<input type="checkbox"/>	Father's partner	<input type="checkbox"/>
Grandmother	<input type="checkbox"/>	Grandmother	<input type="checkbox"/>
Grandfather	<input type="checkbox"/>	Grandfather	<input type="checkbox"/>
Brothers and sisters	<input type="checkbox"/>	Brothers and sisters	<input type="checkbox"/>
Other children	<input type="checkbox"/>	Other children	<input type="checkbox"/>
Other adults	<input type="checkbox"/>	Other adults	<input type="checkbox"/>

How many adults that you live with have a paid job?			
<i>(Please tick one box only.)</i>			
First Home		Another Home	
None	<input type="checkbox"/>	None	<input type="checkbox"/>
One	<input type="checkbox"/>	One	<input type="checkbox"/>
Two	<input type="checkbox"/>	Two	<input type="checkbox"/>
More than 2	<input type="checkbox"/>	More than 2	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	Don't know	<input type="checkbox"/>

Interviewer: 'Can you tell me in your own words what this question is asking?'

Interviewer: "'How easy or difficult do you find this question?'

8. Vulnerability and Harm

How much do you worry that someone in your family:				
	Not at all	A little	Somewhat	A lot
1. Will get sick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Will be worried a lot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Will get hurt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Will get arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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6. Will be fighting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Won't have enough money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Won't have a place to live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Won't have enough to eat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Will move away?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Will die?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Will hurt somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Won't listen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Will tell a lie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer:[We want to ascertain if children think about particular members of their family when answering these questions, or about their family in general].

‘Tell me, who were you thinking about when you were answering these questions?’

[Follow-up probe]:

Interviewer: ‘Which person or people did you think about to answer these questions, for example: mum, dad, grandma, brother, aunt, cousin?’

Interviewer: Is it okay to ask these types of questions in a survey?

9. Family cohesion

How often in the past week have you spent time doing the following things with your family?

(Please tick one box in each row.)

	Not at all last week	Once or twice last week	Most days last week	Every day last week	Don't know
Talking together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: [Participants will be using different response scales throughout the survey. We want to ascertain if it is difficult to switch between response scales, and if particular response scales are more difficult than others.]

‘Tell me, what do you think about answering questions with ‘Not at all – A lot’, ‘Strongly disagree – Strongly Agree’ and ‘Not at all – Every day’?

Was it easier, harder or the same to come up with answers?

10. Vignette Year 6 – RECORD PARTICIPANT ANSWERS BELOW

Below you will find descriptions of three families. Read each of the descriptions of these families, then tick how much you agree with the final statement about each family.

(Please tick only one box in each row.)

	YES!	yes	no	NO!
The Bacon family fix their problems by having big arguments. Kim is in charge of the Bacon family. If the argument goes on too long then Kim decides what to do. Everyone has to do what Kim says even if they do not agree. The Bacon family get on well together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Lettuce family fix their problems by talking to each other when everyone is calm. They try to find solutions that everyone agrees with. The Lettuce family get on well together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Tomato family argue about the same problems every day. Everyone joins in shouting and yelling and saying mean things to each other and nothing gets fixed. The Tomato family get on well together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: Can you tell me what these instructions are asking you to do?

11. Family Items – Year 6

These questions ask you about your family. When we ask about your mother and father we want you to think about whom you live with most of the time. This includes step-parents, foster parents or guardians.

	YES!	yes	no	NO!	This doesn't apply to me
i. We argue about the same things in my family over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. People in my family have serious arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. People in my family often insult or yell at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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c. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If I had a personal problem, I could ask my mum or dad for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My parents give me lots of chances to do fun things with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My Parents ask me what I think before most family decision affecting me are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tell me, what do you think about answering questions with ‘YES! - NO!’? Was it easier, harder or the same to come up with answers compared to other questions?

12. SES Deprivation

Here is a list of items that some young people of your age have. Please tell us whether you have each item on the list or whether you'd like to have it.			
	I have this	I don't have this but would like it	I don't have this and I don't want or need it
Some pocket money each week to spend on yourself (pocket money)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some money that you can save each month, either in a bank or at home (saving money)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A pair of designer or brand name trainers (like Nike or Vans) (trainers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An iPod or other personal music player (MP3 player)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cable/satellite TV at home (cable/satellite)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A garden at home or somewhere nearby like a park where you can safely spend time with your friends (garden)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A family car for transport when you need it (car)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The right kind of clothes to fit in with other people your age (clothes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one holiday away from home each year with your family (holiday)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trips or days out with your family at least once a month (day trips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enough credit on my mobile to phone or text friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has enough money to put petrol in the car when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has enough money for me to go on a school camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: Did you find it easy or difficult to answer this question?

Interviewer: If you had to make the question shorter, which statements would you delete?

13. SES No. of Books

About how many books are there in your home? (Do not count magazines, newspapers or your school books.)	
<i>(Please tick only one box.)</i>	<input type="checkbox"/>
None or very few (0 - 10 books)	<input type="checkbox"/>
Enough to fill one shelf (11 - 25 books)	<input type="checkbox"/>
Enough to fill one bookcase (26 - 100 books)	<input type="checkbox"/>
Enough to fill two bookcases (101 - 200 books)	<input type="checkbox"/>
Enough to fill three or more bookcases (more than 200)	<input type="checkbox"/>

14. Disability

Do you have any long-term disability (lasting 6 months or more) (e.g., sensory impaired hearing, visual impairment, in a wheelchair, learning difficulties)?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
I don't know	<input type="checkbox"/>

15. Disability II

Does this disability cause you difficulty with, or stop you doing... (you may choose as many as you need)	
everyday activities that other people your age can usually do	<input type="checkbox"/>
communicating, talking, mixing with others or socialising	<input type="checkbox"/>
any other activity that people your age can usually do	<input type="checkbox"/>
no difficulty with any of these	<input type="checkbox"/>

16. Out of home care

Which of the following best describes the home you live in most of the time? (Please tick one box only.)	
I live with members of my family	<input type="checkbox"/>
I live in a foster home	<input type="checkbox"/>
I live in a children's home	<input type="checkbox"/>
I live in another type of home	<input type="checkbox"/>

17. Changed carers

Are you living with the same parents or carers that you lived with one year ago?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

18. Care for family member

This question is about the people in your family.	
Is there anyone in your family who is seriously affected by....	
Disability or long term illness	<input type="checkbox"/>
Depression or mental illness	<input type="checkbox"/>
Using alcohol or other drugs	<input type="checkbox"/>
None of these	<input type="checkbox"/>

Interviewer: ‘Do you have any questions or something you want to share about the questions or ways of answering this survey before we finish?’

‘Thank you very much for your help.’

ATTACHMENT 3: APPENDIX C COGNITIVE INTERVIEW SCHEDULE YEAR 8

Date: _____

Interviewer name: _____

Participant Age: _____ Year level: _____ Gender: _____

- 1. Please ensure that you have the correct interview schedule for the participant (i.e. year 6 or 8).*
- 2. Please ensure that the participant has provided the proper consent before starting the interview.*
- 3. Please read the instructions below to the participant, or paraphrase the instructions. Please read the specified verbal probes to participants after they have completed the correct item, or, follow-up with potential problems during the survey administration with the appropriate follow-up probe from Table 1. Record information in the spaces provided.*

Instructions to Participant

Thank you very much for agreeing to help us today. We are trying out a new online survey that has been designed for young people like you, which will be taken by thousands of other kids next year. The survey is still a draft and we are making improvements online. You get to be one of the first people to take the survey and let us know what you like, what you don't like, what is easy and what is difficult.

There aren't any right or wrong answers to the survey – this isn't a test. We just want to know what you think about the survey so that we can make it better for next year. You will answer questions about your family and yourself, and how you think and feel about these things. There will be different types of questions in the survey: you may read a short paragraph or tell us how much you agree or disagree with something.

While you take the survey, we will sit with you and we will ask you some questions and write down your answers. Again, there are no right or wrong answers to the questions, we just want to know what you think. It will take between 20 to 30 minutes to complete. We will not share your answers with anyone and you can stop at any time if you don't want to do the survey anymore.

Do you have any questions?

Okay, let's start. I will read some instructions before you start the online survey.

Please read the instructions and each question carefully. Please answer each question as best as you can.

For each question you will click a box with your mouse. If you need to change your answer, remove the check by clicking on it and then select your new response.

You can go back to questions on different screens by using the progress bar at the top of the screen.

There are no right or wrong answers. The only right answer is the one that is best for you.

You can ask questions if you don't understand something or need help. Your answers will not be shared with anyone.

1. Gender

Are you a girl or a boy?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Girl
<input type="checkbox"/>	Boy

2. ATSI

Are you of Aboriginal or Torres Strait Islander origin?	
<i>(For persons of both Aboriginal and Torres Strait Islander origin, tick both 'Yes' boxes.)</i>	
No	<input type="checkbox"/>
Yes, Aboriginal	<input type="checkbox"/>
Yes, Torres Strait Islander	<input type="checkbox"/>

3. Language

How often do you speak English at home?	
<i>(Please tick one box only.)</i>	
<input type="checkbox"/>	Always
<input type="checkbox"/>	Almost always
<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	Never

4. Overall well-being

How much do you agree or disagree with each of these sentences:						
<i>(Please tick one box in each row.)</i>						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
My life is going well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My life is just right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I had a different kind of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have what I want in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: [If the child selects the response option of ‘Don’t know’ to ascertain if they really don’t know or are selecting a ‘soft’ option then]:

‘Why did you select that answer ‘Don’t know’?’

5. Importance of domains for well-being

Here is a set of shelves. Putting something on the top shelf means it is most important to you for having a good life. Putting something on the bottom shelf means that it is least important to you for having a good life. You can put things on the same shelf if they are equally important.	
Where would you put the following on this set of shelves?	
Family	
Friends	
School	
Neighbourhood/community	
Health	
Money/things I have	

Interviewer: ‘Here is a question which asks you to respond other than by ticking a box. Do you like it? Why (not)?’

Interviewer: ‘Are there enough shelves? Or would you have liked fewer or more shelves?’

6. Closeness of relationships

Here is a circle with you at the centre.			
Here are some people or things you may know:			
Mother	Foster father	Grandmother	Mother's partner
Father	Sister	Grandfather	Father's partner
Stepfather	Brother	Other adult	
Stepmother	Uncle	Other child	
Foster mother	Aunt	Pet	
How close are these people or things to you? Drag them into the circle, as close to you as you feel they are. If you don't know a person or thing or you don't feel close to them, just leave it where it is.			



Interviewer: ‘Here is another question which asks you to respond other than by ticking a box. Do you like it? Why (not)?’

Interviewer: ‘At the moment, the question asks you to leave a person who you don't feel close to where it is. How would you feel if you were told to put any person or thing you don't feel close to in the outer most circle?’

7. Organisation of the household and SES

Column A: First home you live regularly		Column B: Another home / Another place you live regularly	
Mother	<input type="checkbox"/>	Mother	<input type="checkbox"/>
Father	<input type="checkbox"/>	Father	<input type="checkbox"/>
Mother's partner	<input type="checkbox"/>	Mother's partner	<input type="checkbox"/>
Father's partner	<input type="checkbox"/>	Father's partner	<input type="checkbox"/>
Grandmother	<input type="checkbox"/>	Grandmother	<input type="checkbox"/>
Grandfather	<input type="checkbox"/>	Grandfather	<input type="checkbox"/>
Brothers and sisters	<input type="checkbox"/>	Brothers and sisters	<input type="checkbox"/>
Other children	<input type="checkbox"/>	Other children	<input type="checkbox"/>
Other adults	<input type="checkbox"/>	Other adults	<input type="checkbox"/>

How many adults that you live with have a paid job? (Please tick one box only.)			
First Home		Another Home	
None	<input type="checkbox"/>	None	<input type="checkbox"/>
One	<input type="checkbox"/>	One	<input type="checkbox"/>
Two	<input type="checkbox"/>	Two	<input type="checkbox"/>
More than 2	<input type="checkbox"/>	More than 2	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	Don't know	<input type="checkbox"/>

Interviewer: 'Can you tell me in your own words what this question is asking?'

Interviewer: "'How easy or difficult do you find this question?'

8. Vulnerability and Harm

How much do you worry that someone in your family:				
	Not at all	A little	Somewhat	A lot
1. Will get sick?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Will be worried a lot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Will get hurt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Will get arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Will be fighting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Won't have enough money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Won't have a place to live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Won't have enough to eat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Will move away?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Will die?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Will hurt somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Won't listen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Will tell a lie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer:[We want to ascertain if children think about particular members of their family when answering these questions, or about their family in general].

‘Tell me, who were you thinking about when you were answering these questions?’

[Follow-up probe]:

Interviewer: ‘Which person or people did you think about to answer these questions, for example: mum, dad, grandma, brother, aunt, cousin?’

Interviewer: Is it okay to ask these types of questions in a survey?

9. Family cohesion

How often in the past week have you spent time doing the following things with your family?					
<i>(Please tick one box in each row.)</i>					
	Not at all last week	Once or twice last week	Most days last week	Every day last week	Don't know
Talking together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: [Participants will be using different response scales throughout the survey. We want to ascertain if it is difficult to switch between response scales, and if particular response scales are more difficult than others.]

‘Tell me, what do you think about answering questions with ‘Not at all – A lot’, ‘Strongly disagree – Strongly Agree’ and ‘Not at all – Every day’? Was it easier, harder or the same to come up with answers?’

10. Vignette Year 8 – RECORD PARTICIPANT ANSWERS BELOW

Below you will find descriptions of three families. Read each of the descriptions of these families, then let us know to what extent you agree with the final statement. <i>(Please tick only one box in each row.)</i>				
	YES!	yes	no	NO!
Spider-man’s parents let Spider-man do whatever he likes. They say he has to learn about risks himself. They never know where Spider-man is or what he is doing. They are too busy to help Spider-man if he is in danger. Spider-man’s parents help Spider-man to keep safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catwoman’s parents encourage her to take small risks. As she shows that she can be sensible they give her more freedom. Catwoman always tells her parents the truth about what she is doing. She knows her parents will always help her if she is in danger. Catwoman’s parents help Catwoman to keep safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonder Woman’s parents do not let her take any risks. They ban most things she wants to do to keep her safe. Wonder Woman lies to her parents about what she is doing. Her parents often do not know where she really is. Wonder Woman cannot ask her parents for help if she is in danger. Wonder Woman’s parents help Wonder Woman to keep safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: Can you tell me what these instructions are asking you to do?

11. Family Items – Year 8

These questions ask you about your family. When we ask about your mother and father we want you to think about whom you live with most of the time. This includes step-parents, foster parents or guardians.

	YES!	yes	no	NO!	This doesn't apply to me
m. My parents ask me if I've done my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. My parents would know if I didn't come home on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. The rules in my family are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. When I am not at home, one of my parents knows where I am and who I am with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. My parents want me to call if I'm going to be late getting home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. My family has clear rules about alcohol and drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. If you drank some alcohol (like beer, wine, spirits or pre-mixed drinks such as Bacardi Breezers or UDL's) without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. If you carried a weapon without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. If you skipped or wagged school without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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g. If I had a personal problem, I could ask my mum or dad for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My parents give me lots of chances to do fun things with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. We argue about the same things in my family over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. People in my family have serious arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. People in my family often insult or yell at each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. My Parents ask me what I think before most family decision affecting me are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tell me, what do you think about answering questions with ‘YES! - NO!’? Was it easier, harder or the same to come up with answers compared to other questions?

12. SES Deprivation

Here is a list of items that some young people of your age have. Please tell us whether you have each item on the list or whether you'd like to have it.			
	I have this	I don't have this but would like it	I don't have this and I don't want or need it
Some pocket money each week to spend on yourself (pocket money)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some money that you can save each month, either in a bank or at home (saving money)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A pair of designer or brand name trainers (like Nike or Vans) (trainers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An iPod or other personal music player (MP3 player)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cable/satellite TV at home (cable/satellite)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A garden at home or somewhere nearby like a park where you can safely spend time with your friends (garden)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A family car for transport when you need it (car)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The right kind of clothes to fit in with other people your age (clothes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one holiday away from home each year with your family (holiday)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trips or days out with your family at least once a month (day trips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enough credit on my mobile to phone or text friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has enough money to put petrol in the car when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family has enough money for me to go on a school camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interviewer: Did you find it easy or difficult to answer this question?

Interviewer: If you had to make the question shorter, which statements would you delete?

13. SES No. of Books

About how many books are there in your home? (Do not count magazines, newspapers or your school books.)	
<i>(Please tick only one box.)</i>	<input type="checkbox"/>
None or very few (0 - 10 books)	<input type="checkbox"/>
Enough to fill one shelf (11 - 25 books)	<input type="checkbox"/>
Enough to fill one bookcase (26 - 100 books)	<input type="checkbox"/>
Enough to fill two bookcases (101 - 200 books)	<input type="checkbox"/>
Enough to fill three or more bookcases (more than 200)	<input type="checkbox"/>

14. Disability

Do you have any long-term disability (lasting 6 months or more) (e.g., sensory impaired hearing, visual impairment, in a wheelchair, learning difficulties)?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
I don't know	<input type="checkbox"/>

15. Disability II

Does this disability cause you difficulty with, or stop you doing... (you may choose as many as you need)	
everyday activities that other people your age can usually do	<input type="checkbox"/>
communicating, talking, mixing with others or socialising	<input type="checkbox"/>
any other activity that people your age can usually do	<input type="checkbox"/>
no difficulty with any of these	<input type="checkbox"/>

16. Out of home care

Which of the following best describes the home you live in most of the time? (Please tick one box only.)	
I live with members of my family	<input type="checkbox"/>
I live in a foster home	<input type="checkbox"/>
I live in a children's home	<input type="checkbox"/>
I live in another type of home	<input type="checkbox"/>

17. Changed carers

Are you living with the same parents or carers that you lived with one year ago?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

18. Care for family member

This question is about the people in your family.	
Is there anyone in your family who is seriously affected by....	
Disability or long term illness	<input type="checkbox"/>
Depression or mental illness	<input type="checkbox"/>
Using alcohol or other drugs	<input type="checkbox"/>
None of these	<input type="checkbox"/>

Interviewer: ‘Do you have any questions or something you want to share about the questions or ways of answering this survey before we finish?’

‘Thank you very much for your help.’

ATTACHMENT 4: ACWP FIELD TRIAL ANALYSIS PLAN

prepared by ACER, 8 April 2014

1 Overall Aims

1. The main aim of the field trial (FT) data analysis is to inform decisions regarding the questions that will be maintained for the main survey. A secondary aim is to examine whether some of the analyses intended to be undertaken with main survey data will be feasible and meaningful.
2. To achieve these aims the following will be examined:
 - Comprehension of the questions: High proportions of missing values, for example, may indicate an issue with understanding or survey length.
 - Performance of the questions and response options: Examination of range, minimum, maximum, mean, standard deviation is intended to reveal misfitting response options.
 - Psychometric properties of the scales through reliability, exploratory and confirmatory factor analyses.
 - Validity of constructs: Here, correlation analyses will be employed to see whether hypothesised relationships hold.
 - The characteristics of the vignette designed for the family management scale.
 - Online, computer-based administration considerations, for example by examining questions for which students needed to use the scroll bar to view all items in terms of high proportion of missing data.
3. The following section discusses in more detail how the analysis will address these issues. Due to the limited sample size in the FT only some preliminary analyses regarding substantive research questions will be possible. Hence, the main focus of the FT analysis will be on the properties and behaviour of the measures in the survey instrument.

2 Methodology

2.1 Data Cleaning

4. The data will be thoroughly cleaned and checked to address any coding issues for and to prepare the data in a systematic manner for analysis. Dubious data can influence adversely subsequent analyses, hence the data cleaning process aims to eliminate impossible or incorrect values. While the computer based design of the data capture should minimise these errors, data cleaning is still required to ensure data accuracy and consistency. Further, results for items that had validation rules will need to be checked to ensure the applicability and appropriateness of these rules.

2.2 Frequencies

- For each item, frequencies of categorical questions and descriptive statistics for numerical questions will be calculated. These statistics - minimum, maximum, mean, range, mean and % missing - will be used to examine the behaviour and properties of each item in terms of their distribution, use of categories (e.g. all have been used) and proportion of missing data which should not exceed ten per cent.

2.3 Scale Analyses

- The ACWP FT survey contained some groups of items that were designed to form a scale. These are listed in the table below:

Table A4.1: List of scales included in the ACWP FT survey

Name of scale & subscales	Items #	Number of factors
Overall Wellbeing	WB01A01-A05	1
Vulnerability	FA05A01-A11	1
Family Cohesion	FA06A01-A03	1
Family Management	FA08E01-E09	1
Degree of closeness/support of friend	FR02A01-A04	1
Degree of conflict with close friend	FR03O01-O05	1
Teacher support	SC02A01-A03	1
School enjoyment & motivation		
Positive affect	SC06A01-A06	2
Intrinsic motivation	SC06A07-A12	
Outside school activities	SC08A01-A10	1
Mental & Physical Health		
Psychological wellbeing	HE05A04-A06	2
Somatic wellbeing	HE05A01-A03 & A07-A08	
Deprivation	MW01A01-A05	1

- In order to consider the measurement of these scales, the classical item statistics for these scaled items will be reported. These will include the following:
 - Scale reliabilities (Cronbach's alpha):** Generally, reliabilities of 0.80 or more are described as high; between 0.70 and 0.80 as moderate; between 0.60 and 0.70 as low; and below 0.60 as very low.
 - Item-total correlations:** These correlations indicate to what extent individual items correlate with the overall scale score (for all other items). Low item-total correlations (< 0.3) indicate items with poor scaling properties.
 - Numbers of students with valid and **missing** responses.

2.4 Factor Analysis

8. To further examine the structure of the scale measures, exploratory and confirmatory factor analysis will be conducted. For example, the questions on Family Management (FA08E01-FA08E09) are expected to form a uni-dimensional scale consisting of all nine items. Similarly four of the items asked on Overall Wellbeing (WB01A01-WB01A04) are proposed to form a uni-dimensional scale of wellbeing that can be used in further analyses. Results of factor analyses can also be used to shorten scales by removing items that do not add much to the measurement of the underlying factor.

2.5 Vignette

9. One anchoring vignette on family management was included in the survey (FA07E01-FA07E03). This aimed to provide a means to adjust for differences in response style as some respondents are more inclined to agree than others, some are more inclined to use extreme responses or sit in the middle between different response alternatives. The vignette attempted to provide a frame of reference by getting respondents to react to three family management scenarios. To ascertain the usefulness of the vignette for the MS, the following will be examined:
 - Is there close to universal agreement about the rank order of the three scenarios or are there many ties?
 - Are the hypothesised correlations between the family management scale and other constructs (e.g. family cohesion, vulnerability) stronger for the unadjusted scale or for the scale that is adjusted by the anchoring vignette?
10. If these questions are answered in the affirmative, it will indicate support for inclusion of the vignette in the MS.

2.6 Correlations

11. Validity checks will be done mainly by way of correlation analyses to examine whether hypothesised relationships between scales hold. An example of a convergent validity check would be that higher psychological wellbeing would be related to higher overall wellbeing whereas an example of a discriminant validity check would be to see whether there is actually no relationship between student gender and family cohesion. Another example would be whether or not the expected negative correlations between the scales measuring Vulnerability and Harm of a Significant other (FA05A01-FA05A11) and the Overall Wellbeing scale will be supported by the FT data.

2.7 Administration Issues

12. Analysis of the FT data will also provide insights into the survey administration process. Careful examination of frequencies of each item and comparisons with the presentation of the questions as they appeared to respondents will provide insight into administration issues. For example, in the case of the vulnerability

scale students were required to scroll down in order to view and respond to all questions. Here, a higher proportion of missing values for the items appearing towards the end may indicate a need to reposition these items to the following screen for the MS.

13. In a similar way, missing data can be examined at the end of the survey which may indicate if the survey length is appropriate.
14. Finally, feedback obtained from principals, survey administrators and students will be taken into account in finalising the survey for the MS.

3 Field Trial analysis Results (Example)

15. The following section provides an example of how the results of the FT analysis will be written up. Each question is presented along with its purpose and relevant analysis as per the methodology section. Interpretations of these results are offered which lead into a recommendation for the question for main survey. In other words, a short summary is provided as to whether there is sufficient support for questions or items to be a) carried through from the FT to the MS as is, b) adapted or c) removed.

3.1 Demographics

Gender

16. Gender was included as a control/background variable and is to be used as a major reporting variable to examine gender differences.

Table A4.2: Gender item

Item #	Item
SD01A01	Are you a girl or a boy?

Note.
 Response Type: Multiple Choice
 Response Options: Girl (1)/Boy(2)
 <insert results and interpretations of relevant analysis as per methods section>

<insert recommendation for the main survey (i.e. to include, modify or remove from survey)>

ATSI

17. This item was included to identify of one of the 6 sub-groups of interest for this survey, Aboriginal and Torres Strait Islander Students (ATSI = '2','3', '2 AND 3').

Table A4.31: ATSI item

Item #	Item
	Are you of Aboriginal or Torres Strait Islander origin?
SD02A01	No
SD02A02	Yes, Aboriginal

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SD02A03 Yes, Torres Strait Islander

Note.

Response Type: Tick all that apply

Response Options: tick (1)/no tick (2)

<insert results and interpretations of relevant analysis as per methods section>

<insert recommendation for the main survey (i.e. to include, modify or remove from survey)>

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